

## Question 3 (Leadership)

As district and high school leaders what data does each user need to manage college and career pathways at scale? Administrators (See), Students (Empower), and Staff (Support)? How must we now train and develop district and building leaders for this new work?

### Three Examples

#### (1) Dallas ISD (2) Aldine ISD (3) Arlington ISD:

We will illustrate how three Texas school districts that serve over 17,000 high school seniors annually (larger than 12 US states) are leading the foundational work of personalization at scale focused on socioeconomic mobility.



**Aldine ISD** initiated a stronger college and career leadership and programming journey by setting bold district goals, analyzing historical data, and organizing a cross-functional leadership approach.

The district has elevated the importance of CCMR by including it within the district's five-year strategic plan, and will continue to make this a core lever to expand choices and opportunities for its students in future years. Upon embarking on this journey to build systems that transform their approach to CCMR, Aldine quickly realized that data and systems were a barrier to execution. With a grant from the Houston Endowment, Aldine was able to partner with Economic Mobility systems and integrate the Salesforce platform into their workflow.

EMS has assisted the district with crafting a plan to move, match, and use priority data in a case management system (Salesforce) to include college readiness test scores and dual credit data from Lone Star College, financial aid and college application data from Apply Texas, industry-based credential information from across CTE programs, National Student Clearinghouse data, and all associated Texas CCMR A-F data.

The addition of the Executive Director of Postsecondary Outcomes as a single point of contact for college and career district leadership has also contributed to exponential increases. Aldine program, data, and IT leaders began to move real-time data

into the case management system and strategize around this data on a routine basis. Today, district leaders are able to run timely and accurate reports to activate at the district level with cross-functional college and career programming teams.

**"We needed to start with accurate and timely data aligned to district goals and build the cross-functional muscle where all our area leaders come together to look at year over year and month over month progress on key metrics like college readiness, CTE, dual credit, and serving special populations like Special Needs."**

—Dr. Autumn Boyd, Executive Director  
Postsecondary Outcomes, Aldine ISD

District leadership now engages in conversations that explore improved reporting and tools to manage the college and career programming work.

Aldine has added fully integrated and automated communication tools like texting for nudges and surveying, so when a student attends a workshop or coaching session, they click on a bar code and it is automatically logged in their account. Aldine is now working on a 360 case management system for college and career success, knowing that front-line counselors, advisors, and teachers are in too many systems. In counselor user-centered design sessions one counselor noted "We all want to hit district goals and we also want to serve the needs of each student. We don't feel like we have the data and systems yet to be able to do both. So we run a list, make a spreadsheet, and try to pull a little data out of a lot of systems to try to hit our district goals."

### WINS AND RESULTS

- Elevation of CCMR to be an addition to the Strategic Plan
- Increased district-wide collaboration with the inception of CCMR Task Force
- Intentional review and strategizing with data, which has led to significant increases in CCMR attainment over time
- Increased district and campus stakeholder knowledge of CCMR and the role that the master schedule plays in maximizing outcomes
- Established criteria and offerings for advanced and college prep coursework, significantly increasing student participation in these areas