Promise Monitoring and Evaluation Framework

Jennifer Iriti & Michelle Miller-Adams

K-12 SYSTEM PERFORMANCE IMPROVEMENTS			
CATEGORY	**SUGGESTED INDICATOR**	**RATIONALE**	**POSSIBLE DATA SOURCES**
School attendance rates	▪ Fraction of K-3rd grade students with >90% attendance ▪ Fraction of 6-8th grade students with <20% absenteeism ▪ Fraction of 9th-12th grade students missing fewer than 10% of school days per year	**School attendance predicts academic success.** ✓ In grades K-3, students absent fewer than 10% of the time are more likely to be promoted on time and receive higher grades in core subject areas. ✓ In middle grades, <20% absenteeism is correlate with on time high school graduation. ✓ In high school, missing no more than 10% of school days per year is associated with on-track graduation *National Association of Secondary School Principals "Everyone Graduates Center" report* *Allensworth & Easton, 2007; Chang & Mariajose, 2008*	**Existing:** ▪ School district administrative records
Reading proficiency by 3rd grade	▪ Fraction of 3rd grade students who meet a particular cut point for proficiency ▪ Fraction of schools in which 75%+ students met a particular cut point for proficiency ▪	**Reading by 3rd grade predicts academic success in middle and high school.** *Annie E. Casey Foundation, 2010; Hernandez, 2012*	**Existing:** ▪ Standardized reading proficiency assessments
Passing Algebra I in 8th grade and Algebra II in 9th grade	▪ Fraction of 8th students taking and passing Algebra I ▪ Fraction of 9th grade students taking and passing Algebra II	**Passing Algebra I in 8th grade and Algebra II in 9th grade is inversely correlated with remediation at the postsecondary level.** *Kurlaender, Reardon, & Jackson, 2008; CRIS Annenberg Institute for School Reform, 2010; Klepfer & Hull, 2012; Lee, 2012 & 2013*	**Existing:** ▪ District administrative data for course taking and student grades

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High School GPA	▪ Fraction of students earning a GPA of 3.0 or higher (with cuts by grade level, gender, race, socioeconomic indicator, and school)	**GPA of 3.0 or above correlates with enrolling in and successfully completed credit-bearing entry-level college courses.** *ACT, 2012; Mishook et al., 2012*	**Existing:** ▪ District administrative data for grade point average
Participation in AP/IB courses **Passing scores on AP/IB tests**	▪ Fraction of 12th grade students who have participated in 1, 2, or 3+ AP or IB courses ▪ Fraction of 12th grade student who have scored 3 or higher on AP OR 4 or higher on IB exam	**Scoring a 3 or higher on AP exam or 4 or higher on IB exam is correlated with college enrollment and persistence rates in the first 2 years of a degree or certificate-seeking program.** *Karp, Calcagno, Hughes, Jeong, & Bailey, 2007; Nagoaka, Roderick, & Coca, 2009; Rumberger & Larson, 1998; Wiley, Wyatt, & Camara, 2010*	**Existing:** ▪ District administrative data for AP and IB course participation, test taking, and test scores
Dual enrollment	▪ Fraction of 12th grade students who have earned college credit prior to high school graduation	**Student who earn college credit while still in high school have better odds of enrolling in and persisting in the first 2-years of a degree or certificate-seeking program.** *Karp, Calcagno, Hughes, Jeong, & Bailey, 2007; Nagoaka, Roderick, & Coca, 2009; Rumberger & Larson, 1998; Wiley, Wyatt, & Camara, 2010*	**Existing:** ▪ District administrative data
Student retention	▪ Fraction of students each year who are retained in the school district	**Students who are retained in the system and may become eligible for Promise program funds. May be an indicator of market demand for district services.**	**Existing:** ▪ District enrollment records ▪ Publicly available high school drop out rates
High school counselor to student ratio	▪ Fraction of schools in which the counselor to student ratio is no	**The counselor to student ratio can be a significant predictor of the level of supports students receive for post-secondary planning and application, especially in**	**Existing:** ▪ School personnel records ▪ School enrollment records

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and/or presence of college and career advisors in the school	higher than 1:250	**schools serving large proportions of low-income students. The counselor professional organization American School Counselor Association recommends no more than 1 counselor for every 250 students. However, in some schools with many students from vulnerable populations, and even lower ratio may be necessary to provide the same levels of support as schools serving students with significant social capital.** *American School Counselor Association*; *McDonough, 2005*	**Primary data collection:** ▪ High school counselor survey of student caseload size
Participation in college admissions exams	▪ Fraction of 10th grade students who take the PSAT ▪ Fraction of 12th grade students who take the SAT or ACT ▪ Fraction of students who took the SAT or ACT who met college ready benchmarks for the assessment	**Participation in these tests is appears to create momentum around a range of college-going activities and supports. Taking the test is also a gatekeeper to non-open-enrollment colleges. Meeting benchmarks on college admissions exams is correlated with post-secondary attainment.** *ACT, 2012; Klasik, 2012*	**Existing:** ▪ District records on PSAT and SAT participation and scores provided by College Board and/or ACT
Academic performance in math and reading	▪ Fraction of students meeting proficiency cut on standardized test for reading and math	**Meeting or exceeding benchmark scores on state assessments is correlated with future academic success.** *Cumpton et al., 2012*	**Existing:** ▪ State mandated standardized test scores
Student & parent postsecondary aspirations	▪	**Student and parental aspirations regarding postsecondary plans are thought to predict whether necessary college-going actions are taken- including**	**Existing:**

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		college-preparatory courses, college entrance exams, college visits, and financial aid and application completion. *Sewall & Shah, 1968; Hossler & Stage, 1992; Freeman, 2005*	**Primary data collection:** ▪ Range of tools developed by Gary Miron and colleagues (see Miron & Evergreen, 2008; Miron, Jones, & Young, 2011;) ▪ Scale of Educational Aspirations and Expectations for Adolescent ▪ National Survey of Student Engagement (NSSE)
Teacher expectations for student postsecondary	▪	**Teachers holding high expectations for students' academic success predicts student achievement and high school graduation.** *Alderman, 2013; Benner & Mistry, 2007; Braxton, Vesper, & Hossler, 1995; Jones, Miron, & Young, 2012)*	**Existing:** **Primary data collection:** ▪ See instruments used in Jones, J., Miron, G., & Young, A., 2012
High school graduation rate	▪ 4-year cohort graduation rates	**Earning a high school diploma is a gatekeeper to most post-secondary education. Increasing graduation rates results in more students being potentially able to use Promise scholarships and is an explicitly targeted outcome of many such programs.**	**Existing:** ▪ Publicly available 4-year cohort graduation rates **Primary data collection:**
FAFSA completion rate	▪ Fraction of 12th grade students who complete the FAFSA ▪ Beginning in 2016-	**Students who complete the FAFSA, a college application and seamlessly enroll are more likely to persist in post-secondary.**	**Existing:** ▪ Publicly available completion rates by high school: https://studentaid.ed.gov/sa/a

Promise Monitoring and Evaluation Framework

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	2017 school year: Fraction of 12th grade students who complete the FAFSA by November of their senior year.	**Earlier FAFSA completion increases college-going and college match.** *Nagoaka, Roderick, & Coca, 2009* *Bettinger, Long, & Oreopoulos, 2013*	bout/data-center/student/application-volume/fafsa-completion-high-school **Primary data collection:** ▪ 12th grade surveys ▪ 12th grade counselor records
Rates of required remediation at the college level	▪ Fraction of high school graduates enrolled in at least 1 developmental/remediation course in freshman year of college	**Students who do not need remediation are more likely to attain a postsecondary degree than those who need remediation in college.** *Moore & Shulock, 2009; Roderick, Nagaoka, & Coca, 2009* * If a Promise program induces academically marginal students to attend college (a very good thing) it might well increase the rate of required remediation. The same thing could occur if a Promise program doesn't change the fraction of student going to college but induces them to go to more challenging colleges where the same student who would not have required remediation in the absence of the Promise would in fact have required remediation.	**Existing:** ▪ Post-secondary institution administrative data would include rates of remediation, but may or may not include fields noting Promise status.
School district enrollment	▪ Year-to-year total enrollment change ▪ Exit and entry rates from school district ▪ Fraction of children in community eligible to	**An important goal of many Promise programs is to strengthen school district enrollment, thereby increasing per-pupil revenue and improving community perceptions. A related goal in some communities is to promote or stabilize socioeconomic or racial/ethnic diversity in a school district. An examination of**	**Existing:** ▪ Publicly available district enrollment data ▪ District administrative data on withdrawals and

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	attend the public system who enroll	**enrollment trends should include segmentation by race/ethnicity and income; calculation of entry v. exit rates; and ideally where entering or exiting students are coming from or going to.** *Kahlenberg, 2012* **Many Promise programs reward continuous long-term enrollment in the school district as a way of supporting economic development. Would expect increased entry and/or decreased exit rates at a time where Promise eligibility is maximized. A before-and-after Promise comparison of exit and entry rates will provide insight into whether this long-term attachment to the district is being created.** **An important goal of many Promise programs is to strengthen the public school district serving the urban core. If the Promise program is restricted to this public school district, examining changes over time in the proportion of children living in the district attending public schools can reveal whether the school district is becoming a preferred choice for families.**	registrations ▪ Publicly available data on school age children and total district enrollment

Promise Monitoring and Evaluation Framework

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POST-SECONDARY EDUCATION OUTCOMES IMPROVEMENTS			
CATEGORY	**SUGGESTED INDICATOR**	**RATIONALE**	**POSSIBLE DATA SOURCES**
Postsecondary enrollment rate	▪ Fraction of high school graduates who enroll in post-secondary during the fall after graduation (seamless enrollment) and within 2 years of graduation	**Increases in overall postsecondary enrollment rates and/or increases in enrollment rates of specific subgroups may be monitored as one goal of Promise programs.** **Enrollment immediately after high school graduation is correlated with greater post-secondary success.** *Aud, Ramani, & Frohlich, 2011*	**Existing:** ✓ National Student Clearinghouse* ✓ Possibly Promise program administrative records
Postsecondary enrollment pattern	▪ Fraction of postsecondary students enrolled in 4-year programs, 2-year programs, public vs. private, in-state vs. out-of-state or other characteristics of interest depending on the Promise program structure and goals	**Promise programs may influence postsecondary enrollment patterns by encouraging more students to attend 4-year programs, in-state institutions, more selective institutions, or a variety of other changers depending on the structure and policies of the program.** *Bartik,, Hershbein, & Lachowska, 2015; Miller-Adams & Timmeney, 2013; Iriti, Bickel, & Kaufman, 2012;* **Although there is some research to suggest more positive outcomes for students who attend 4-year colleges instead of 2-year colleges and those who attend the most rigorous college for which they are eligible, where to attend college is a complex decision and so benchmarks utilizing these indicators should be carefully considered.**	**Existing:** ✓ National Student Clearinghouse

Promise Monitoring and Evaluation Framework

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Postsecondary retention	▪ Fraction of postsecondary students who start at a given institution in the fall and return the next fall	**Retention refers to an institutional metric in which a student who enrolls in the fall of his first year returns the next fall at the same institution. Higher education institutions track this metric and report it to IPEDS. This metric can be useful to gauge how Promise Scholars are faring in relation to their non-Promise cohort at the same institution.**	**Existing:** ✓ National Student Clearinghouse (examining same institution rates) ✓ Possibly Promise program administrative records if paying invoices by semester ✓ IPEDS for institution (not specific to Promise students) ✓ College administrative records
Postsecondary persistence	▪ Fraction of postsecondary students who start at a given institution in the fall and return to any institution the next fall	**Post-secondary persistence refers to a student-centered metric in which their college-going pattern indicates sustained enrollment in post-secondary regardless of institutional transfers.** **This is a useful metric for Promise program in that what most care about is ultimate degree attainment regardless of institution.**	**Existing:** ✓ National Student Clearinghouse ✓ Possibly Promise program administrative records if paying invoices by semester
Postsecondary degree attainment (degree type and years to completion)	▪ Fraction of students who earn a degree in 100% time (e.g., Associate degree in 2 years; Bachelor degree in 4 years), 150% time, and 200% time	**Degree attainment is the ultimate outcome for many Promise programs. This can be tracked using the National Student Clearinghouse data. Degree attainment is often measured in 100% time, 150% time, and 200% time and the type of degree (Associate's/Bachelor's).**	**Existing:** ✓ National Student Clearinghouse

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COMMUNITY-LEVEL EFFECTS			
CATEGORY	**SUGGESTED INDICATOR**	**RATIONALE**	**POSSIBLE DATA SOURCES**
School district enrollment (also listed under K-12 outcomes)	▪ New students entering the school district from out of area ▪ Exit rates for existing students	**Attraction of new students or retention of existing students due to a Promise program will strengthen the community and contribute to higher housing prices, income growth, and job creation, as well as an improved reputation for the school district.** *Hershbein 2013, LeGower and Walsh 2014*	**Existing:** ✓ School district data – entry and exit codes (if available)
Post-secondary enrollment by Promise scholars	▪ % of scholarship recipients who remain within local community for higher education ▪ % of scholarship recipients who remain in-state for higher education	**Attendance by Promise scholars at local institutions keeps their scholarship dollars and discretionary spending within the community.** **Attending college in state increases the likelihood that graduates will remain in-state after graduation.** *Trostel 2010*	**Existing:** ✓ National Student Clearinghouse **Primary data collection:** ✓ Promise program database
Regional workforce	▪ % of scholarship recipients who remain within or return to region once they enter the workforce	**Communities benefit if scholarship recipients remain within or return to the local community after completing their education.**	**Existing:** ✓ State Unemployment Insurance wage records (workforce data needs to be articulated with educational system data; many states are moving in this direction) ✓ Federal or state income tax records

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			Primary data collection: ✓ Other mechanism (e.g., Facebook group) for tracking scholarship recipients into the workforce. ✓
Housing market	▪ Median home price, days on market, assessed value, new housing construction	**The value of a long-term, guaranteed scholarship program will be factored into decisions about housing, as families seek to move into or remain within school district boundaries that make their children eligible for the scholarship. Housing values relative to non-Promise-eligible surrounding communities should be expected to capture this premium; however, broader economic and housing market trends can make this effect difficult to detect. In some contexts, higher housing values are feared as contributing to gentrification, but in many Promise communities housing prices in the urban core lag those in surrounding areas.** *LeGower and Walsh, 2014*	**Existing:** ✓ Local realtor association data on home sales and prices ✓ City Assessor's Office data on assessed value ✓ Building permit data
Population growth	▪ Entry rates of out-of-area residents ▪ Exit rates	**Attraction of new families or retention of existing families within a city or region due to a Promise program will contribute to higher housing prices, income growth, and job creation.**	**Existing:** ✓ Publicly available American Community Survey Micro data, U.S. Census Bureau
Educational attainment of the population	▪ % of working-age adults (ages 25-64) with a 2- or 4-year degree	**Increasing a community's stock of educated workers translates into higher economic growth and higher wages for both skilled and less-skilled workers. Promise programs contribute in two ways, attracting educated workers to a community while producing more of them through increased access to post-secondary education**	**Existing:** ✓ Publicly available American Community Survey Micro data, U.S. Census Bureau

		and training. *Glaeser and Saiz 2003, Glaeser and Berry 2006*	
Population of children	▪ % of households with children	**Promise programs should be expected to attract and retain families with children into a community.**	**Existing:** ✓Publicly available American Community Survey Micro data, U.S. Census Bureau
Education level of population	▪ % of households with children headed by a college-educated adult	**Promise programs, by placing a high value on educated, should be expected to attract and retain families headed by educated adults into a community.**	**Existing:** ✓Publicly available American Community Survey Micro data, U.S. Census Bureau

*A note about National Student Clearinghouse data- A Promise program must work with the local school district to gain access to the NSC data for graduates.