Partners Engaged in the National Student Clearinghouse: Tracking Postsecondary Outcomes for High Schools Pilot

The Pilot was driven by a Task Force of partners assembled for their content expertise and project management ability. This Task Force provided analytic expertise, report design skills, and support for process, report production, professional development, as well as technology and legal troubleshooting.

Task Force participants included:
- Three Pilot states (Florida, Georgia, and Texas)
- College Summit
- Center for Education Policy Research at Harvard University
- MPR Associates, Inc.
- National Student Clearinghouse
- The Bill & Melinda Gates Foundation

Detail on the partners:

Florida
The Pilot in Florida was overseen by a state advisory panel consisting of both state and local-level representatives from the K–12 and postsecondary education sectors. The agencies and sub-divisions represented on the advisory panel were:

Florida Department of Education (FLDOE)
- Office of the Commissioner
- Division of Public Schools
  - Dept. of Curriculum, Instruction, and Student Services
  - Dept. of Education Equality
- Division of Career and Adult Education
- Division of Florida Colleges
- Division of Accountability Research and Measurement

State University System of Florida

The participating districts in Florida included:
- Dade County Public Schools*
- Citrus County Public Schools*
- Leon County Public Schools *
- Broward County Public Schools
- Hillsborough County Public Schools
- Orange County Public Schools
- Volusia County Public Schools

* These three districts participated in the state advisory panel and focus groups. The rest provided data and less frequent input.

Georgia
The Pilot in Georgia was overseen by The Alliance of Education Agency Heads, a consortium of all seven state education agencies convened by Georgia's governor in 2006. The seven agencies
comprising the Alliance are:

1. Georgia Department of Education
2. Governor’s Office of Student Achievement
3. University System of Georgia
4. Technical College System of Georgia
5. Georgia Student Finance Commission
6. Georgia Professional Standards Commission
7. Bright from the Start: Georgia Department of Early Care and Learning

The participating districts in Georgia included:

- Gwinnett County Schools*
- Lowndes County Schools*
- Muscogee County School District*
- Atlanta Public Schools
- DeKalb County Schools
- Floyd County Schools
- Fulton County Schools
- Rockdale County Schools

* These three districts participated in the state advisory panel and focus groups. The rest provide data and less frequent input.

Texas
The key Texas partners in the Pilot included:

- Educate Texas (Then the Texas High School Project – THSP)
- Austin Independent School District
- Corpus Christi Independent School District
- El Paso Independent School District
- Fort Worth Independent School District
- Houston Independent School District
- McAllen Independent School District
- San Antonio Independent School District
- UT Dallas ERC

Educate Texas facilitated communication and cooperation with the districts as well as providing input into the report development process. The seven districts provided K–12 data and input on development. Austin, McAllen, and El Paso also participated in focus groups at several points. The UT Dallas ERC facilitated Pilot access to de-identified student data for several purposes, including supplementing NSC outcomes with additional detail regarding postsecondary experiences.

Several state agencies also participated in the regular advisory panel meetings to provide input into report development, including:

- Texas Higher Education Coordinating Board (THECB)
- Texas Education Agency (TEA)
- Texas Workforce Commission (TWC)
College Summit: For 15 years, College Summit has been advancing its mission to increase college enrollment rates for low-income students. College Summit helps 160 high schools with 80,000 total students raise their college enrollment rate by providing a student support system that helps students connect the dots between their future goals and their day-to-day academic work. In partnership with hundreds of schools and their principals, counselors and teachers, we have been figuring out how to measure college enrollment and persistence rates, and how to make that information actionable for educators and students.

Center for Education Policy Research at Harvard University (CEPR): The Center for Education Policy Research at Harvard University, a prominent Harvard research center, is housed at the Harvard Graduate School of Education (HGSE). The Center for Education Policy Research works with University-based researchers and policymakers to bring data to bear in evaluating education policies and drawing implications for education reform. To ensure that the research is solving real problems, the Center engages stakeholders in the field directly to frame the research. Additionally, CEPR faculty and staff conduct high-quality, rigorous research on a number of policy-relevant topics, including teacher certification programs, school and teacher effectiveness, college-going, alternative school governance models, methodological questions in education research, and others. Through the course of this work, CEPR has successfully partnered with numerous districts across the country on research projects that have had significant implications for educational policy, developed a deep understanding of key methodological issues and challenges faced by schools and districts, and built strong and lasting relationships with education practitioners throughout the field.

MPR Associates (Now RTI International): RTI International is one of the world’s leading research institutes, dedicated to improving the human condition by turning knowledge into practice. Our staff conduct rigorous studies to assess and help improve the quality of elementary through adult education and workforce development programs in the United States and around the world. We provide clear, unbiased, policy-focused research and innovative data tools for educators, policymakers, and the public.

The National Student Clearinghouse: The Clearinghouse is a nonprofit organization that was founded in 1993 in cooperation with the higher education and education finance communities to automate enrollment verification for students on financial aid. As a result, the Clearinghouse holds the only national database enabling the measurement of postsecondary outcomes for students. Specifically, the Clearinghouse currently has enrollment records for more than 94% of current postsecondary students in its database, and has the capacity to search its database, given sufficient unique student identification, and identify matriculation and degree information for these students. To leverage this database, the Clearinghouse has developed a secondary research service that enables high schools to track the postsecondary results of their graduates. This service, known as “StudentTracker for High Schools” (STHS), currently is provided at the district and individual school level to a small number of users. The Pilot supported enhancing this service, and tested the offering of the service at the state level. The Foundation is hopeful that with an enhanced service and a clear path for scale, the Clearinghouse will be a core partner for states as they work to track their students after they leave high school.

that every person should have the opportunity to live a healthy, productive life. To this end, the Foundation funds projects and organizations that help ensure that all students (especially low-income and minority students) graduate from high school college-ready and go on to earn a postsecondary degree or credential that has real value in today’s global economy. Grounded in its work with grantee partners over the past eight years, the Foundation recognizes the centrality of a focus on the heart of academic success – the learning partnership between students and teachers. The Gates Foundation also believes in the importance of bringing data and evidence to bear on key strategic issues and decisions in order to increase the potential for impact on students’ outcomes and life chances.