



Postsecondary Leadership Team (PLT): Driving Student Support and Outcomes



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What is a *PLT*?

A body that drives a *structured system of support* that fosters a strong college-going culture and improved student postsecondary outcomes.



PLTs exist at *two* levels

Purpose:

Plan and implement programming

Establish relationships and engage partners to address postsecondary achievement

Assign responsibilities to members

Monitor Key Performance Indicators and other data

School level PLT

Network level PLT

Purpose:

Learn new strategies

Share practices among network PLTs

Report out and analyze progress monitoring data

Connect with postsecondary partners

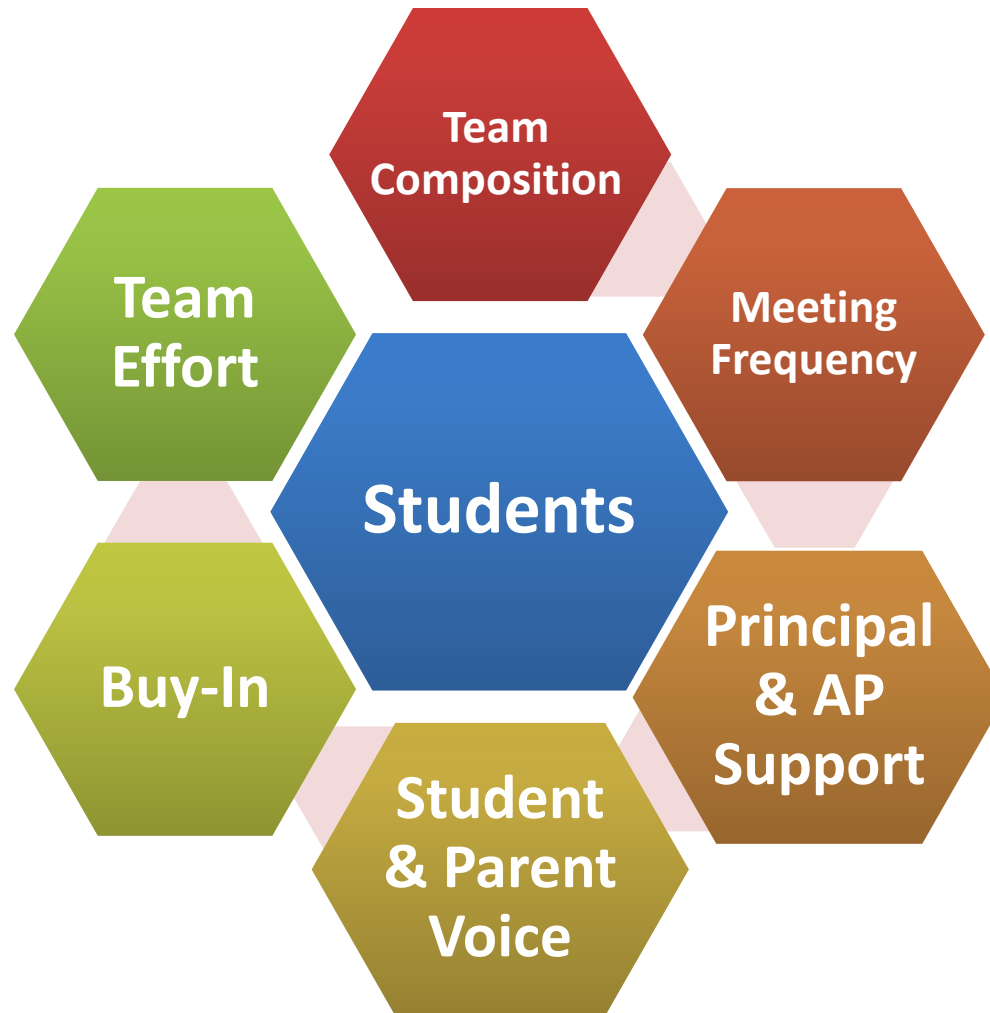
School and Network PLT's...

Accomplish tasks that drive postsecondary achievement

Provide space and structure for strategic thinking, planning, and action



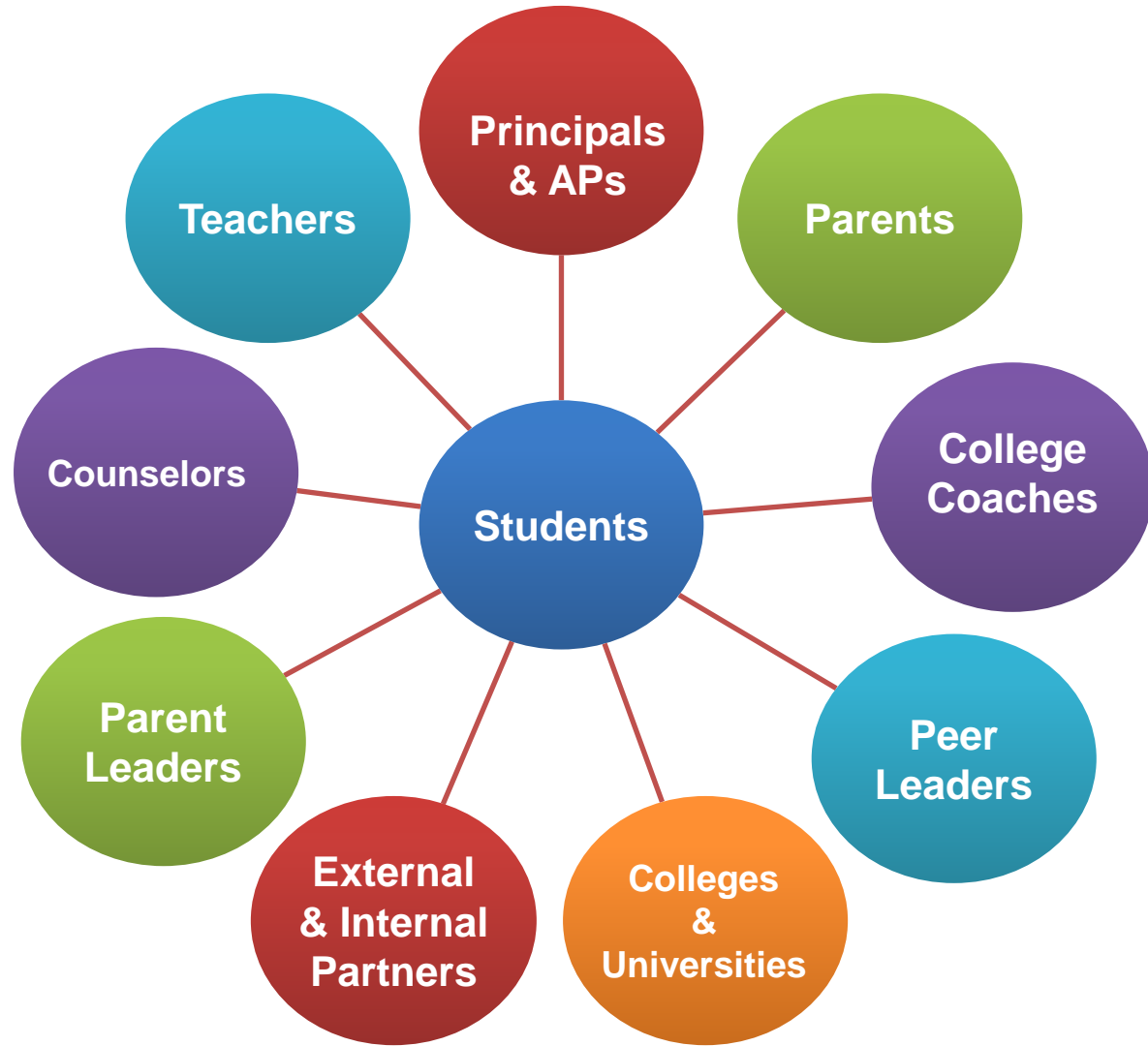
Consider these *key* elements when organizing your school level PLT



Who do you gather?

Best practice checklist:

- PLTs can be small or large
- Each PLT should have at least one designated leader responsible for regular organizing, monitoring, and the outcomes for the group
- Effective PLTs have clear member roles and responsibilities
- Everyone must feel value in order to invest time in the PLT. Make sure everyone can see and feel the value in each meeting!*



What *role* should an administrator have?



Administrator serving on the PLT should:

- Align PLT goals and strategies
- Be actively present and engaged
- Create access for teachers to attend meetings
- Set the tone for open/constructive dialogue
- Build PLT's capacity to create and drive a postsecondary culture
- Challenge and empower PLT to own the work
- Provide logistical and technical support
- Regularly update your Network and District on progress



Including student and parent *voice* is critical to a PLTs success

Student

- Students are important peer leaders whose voice should be heard on the PLT to represent the student body
- Students help drive the creation of a college-going culture through peer interaction and supporting out-of-school activities
- PLTs should regularly survey and/or solicit the student body on current progress as well as new strategies to be implemented



Parent

- A parent representative can be pulled from the LSC or from another source
- Parents can help contextualize information as well as bring information back to parent groups (PAC, LSC, BAC)
- Parents can also help improve school and community postsecondary engagement



When do PLTs gather?



- School level PLTs should meet *no less* than once per month.
- Consider alternating meeting times to accommodate all team members
- Plan your meetings for the entire year ahead of time.
 - Teams that have a set schedule (ie. first and third Tuesday of the month) have higher attendance than those with shifting schedules

Where should PLTs gather?

Air conditioning / Heat

PPT / Audio / Video Access

Distraction Free

Good Lighting

Comfortable Chairs

Smart / White Board



Conference Table

Speaker Phone / Video Conferencing

PLT team development life-cycle occurs *over time*

Forming

Team acquaints and establishes ground rules. Formalities are preserved and members are treated as strangers.



Storming

Members start to communicate their feelings but still view themselves as individuals rather than part of the team. They resist control by group leaders and show hostility.



Norming

People feel part of the team and realize that they can achieve work if they accept other viewpoints.



Performing

The team works in an open and trusting atmosphere where flexibility is the key and hierarchy is of little importance.



Adjourning

The team conducts an assessment of the year and implements a plan for transitioning roles and recognizing members' contributions.



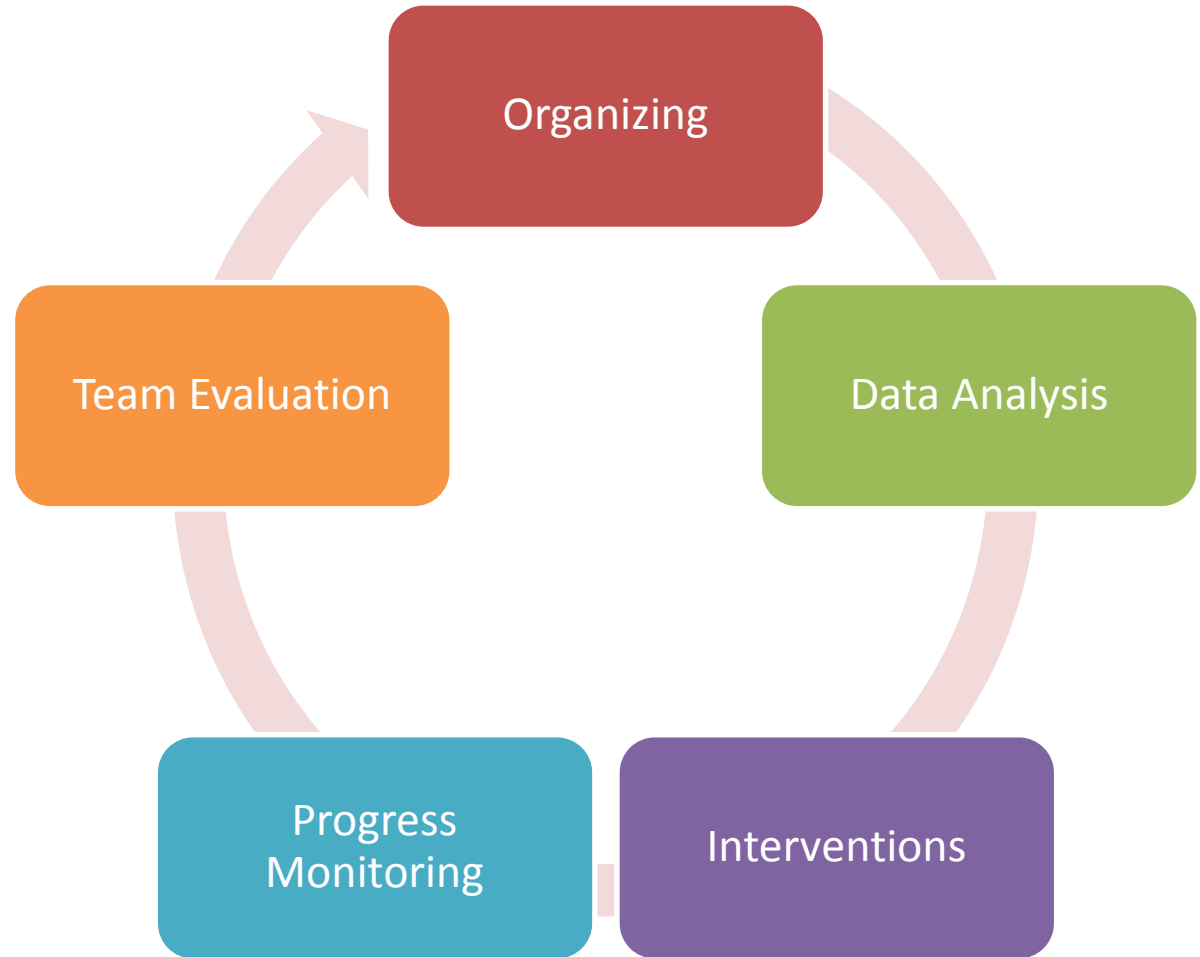
Once your PLT is organized a thorough *data analysis* must be completed before taking action

An effective PLT rests on a foundation of effective organization and thorough data analysis.

Is your PLT well structured and organized to perform a thorough data analysis?

PLTs operate on a life cycle.

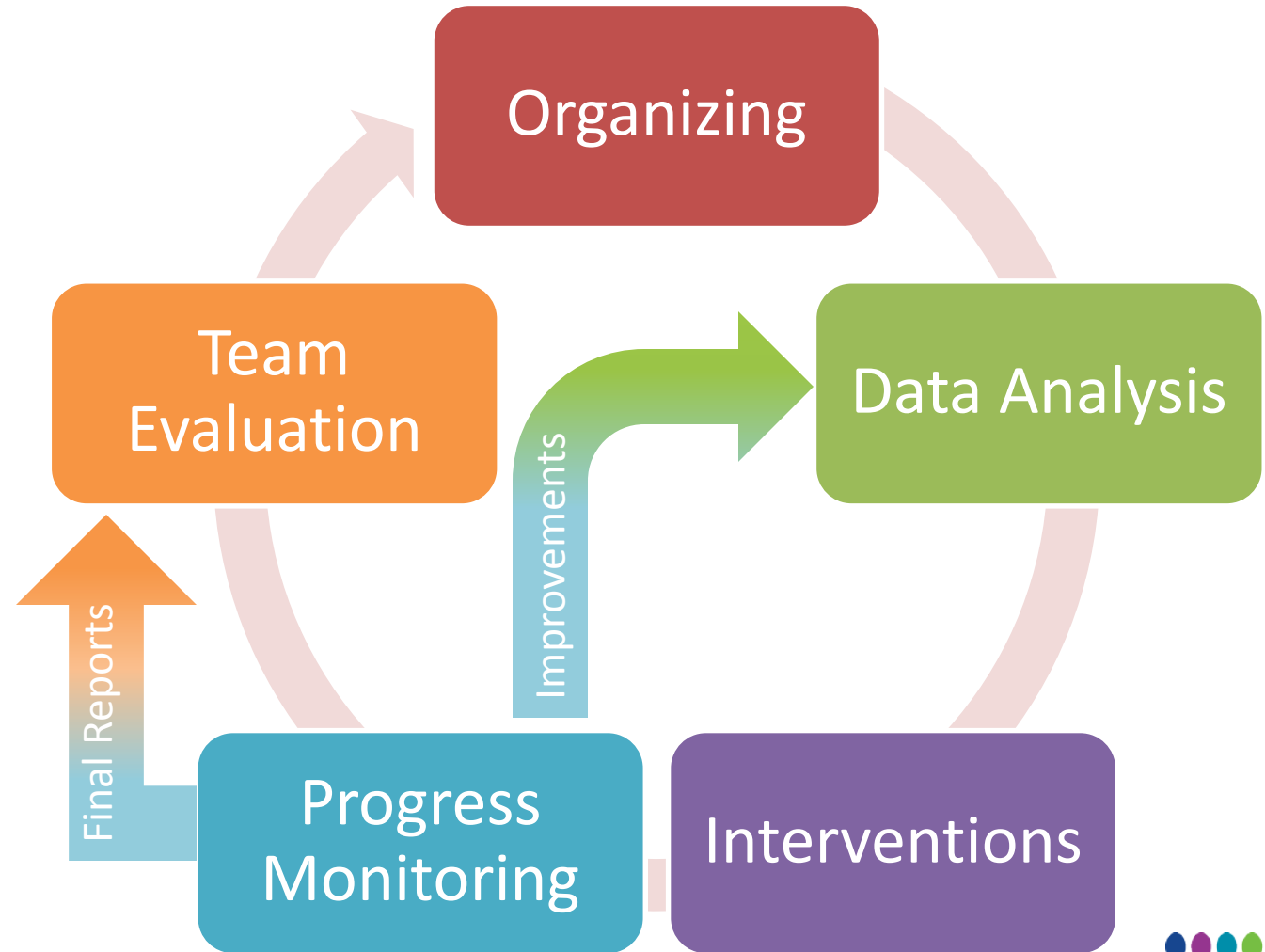
Each PLT should work through this cycle each year, moving back and forth from stage to stage when appropriate.



We must always remember that the goal is for us to learn from the data, not to be evaluated on the data.
~Trish Hatch

A PLT should evaluate its effectiveness in *each life cycle* event

Throughout the year, a PLT should routinely evaluate critical components of each life cycle event. In doing so, the PLT will maintain an open, *development-oriented culture* leading to effective team interactions and ultimately success for students.



Turn and Talk

Take Two:

- Are you currently meeting with potential PLT members?
- Identify a segment of your population that was not reflected in your postsecondary data. What interventions has your school implemented to support them?
- Does your school have a college going culture? How would you quantify your response?



Our path to *successful* PLTs

Five guiding questions that drive the purpose, work, and discussion of the Postsecondary Leadership Team are:

Data analysis lives here



smartsheet



What are we doing and why?

- Solve a problem
- Fulfill a need
- Build a culture

Who are we targeting?

- Tier 1 – All students
- Tier 2 – Some students
- Tier 3 – Individual students

What are our action steps?

- Strategies
- Interventions
- Collaboration
- Best Practices

When and where is it happening?

- Logistics
- Resources
- Roles

How are we tracking what we do?

- Students
- Parents
- Activities
- Monthly
- Quarterly
- Annually

Why is data important?

Data provides...

An objective measurement of an issue, strategy, or intervention

The holistic context of issues or students: narrative & numbers

A prioritized direction to focus a PLT's activities

A foundation to attach a claim or hypothesis

Data allows...

PLTs to identify areas of strength and areas for growth

A practitioner to tell a complete and accurate story

PLTs to design strategies and interventions

Staff to address the root cause of an issue

Data brings...

Accurate and fair assessments of activities

A compelling manifestation of a complex issue used to generate support for students

High impact actions that lead to results for students

Confidence within PLT members that the course of action is valuable



What data to collect

Quantitative + Qualitative = Full Context

What question are you trying to answer?

Do you have the complete context?

How do you measure success?

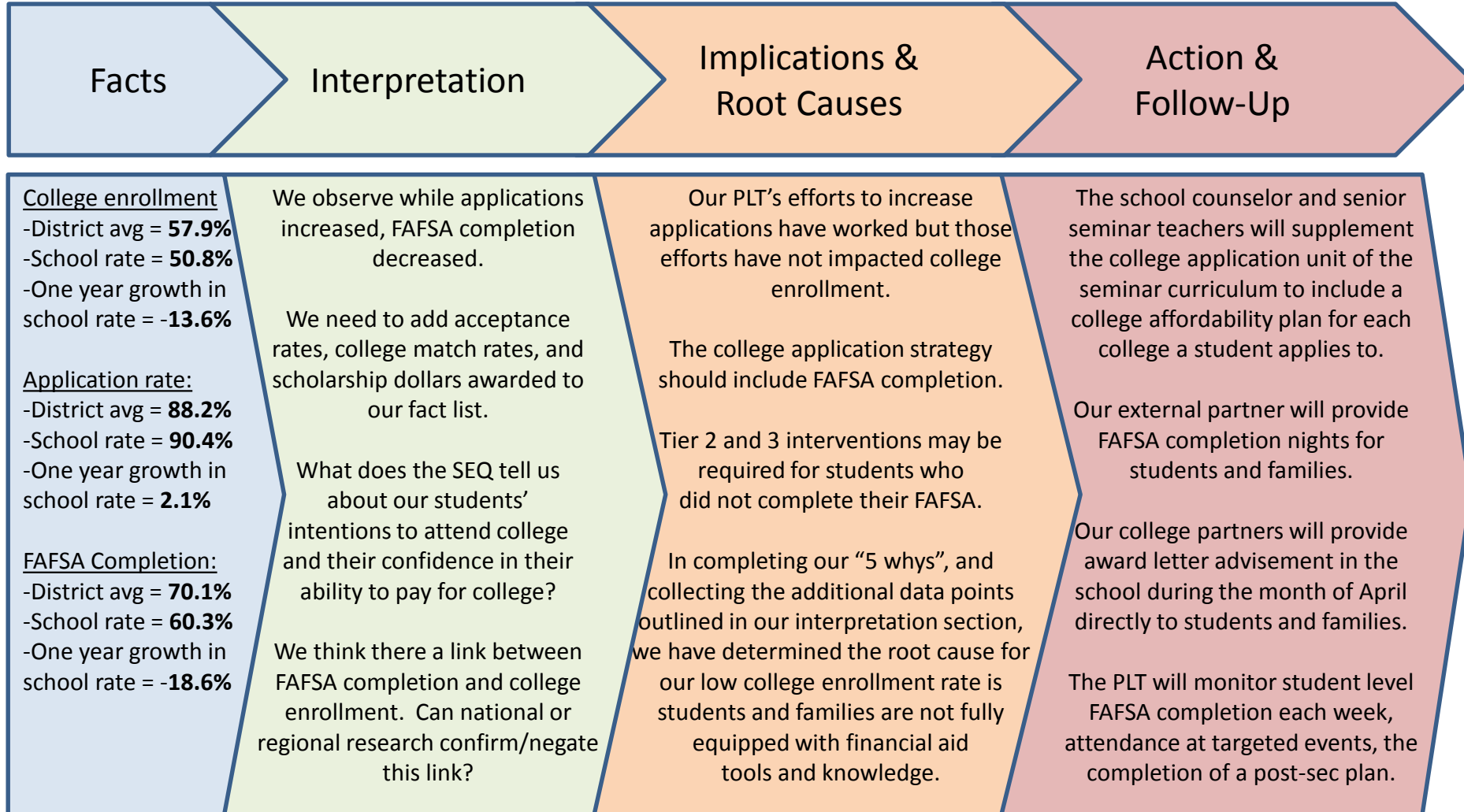
Can you definitively articulate what the issue is?

Participation	Outcomes	Effects	Attitudes	Stories	Holistic
# of students attending college fair	% college enrollment	% college persistence	Student's belief in their ability to succeed in college	Alumni success stories	College going culture evident in school
# of college rep. visits	# of scholarships completed	% of students transferring between colleges	Staff's belief that PLT efforts have an impact	Processes used to access college resources	College topics integrated into curriculum
# of families attending college night	# of Dreamers that completed scholarships	Education loan default rates	Family's belief in their ability to afford college	Successful pathways for undocumented students	Student expectations generated by peer social networks
% of student body served by external partners	% of FAFSA completion	% college graduation			
	# of seniors accepted to match college				



Best practice *exemplar*: Data analysis - Protocols

Question/Issue: **How can we improve our school's college enrollment rate?**



Progress monitoring is the process *of using data on a set timeline* to measure the progress towards a goal

Progress monitoring involves:

1. Early and often data analysis of a PLTs strategies, interventions, goals, and KPIs
2. A clear timeline for each stream of work which includes time for revisions in the work plan
 - Weekly, Monthly, Quarterly and Annually
3. Reasonable and stretching expectations on both time and outcomes



Progress *monitoring* best practice checklist

Stage 1

Stage 2

Stage 3

Best practice checklist:

- District reports are used in conjunction with school level data
- Data is complimented with national or regional research
- Data is collected and stored with confidentiality and privacy in mind
- Robust data is collected despite only using a portion of available information

Best practice checklist:

- Time for reviewing key pieces of data and revisiting action items from prior meetings is included on every meeting agenda
- A consistent protocol is used when reviewing data or developing action items
- PLT members “own” their data and welcome insight and probing questions
- Every PLT member has equal access to data

Best practice checklist:

- Data reports are provided accurately and on time
- Data is used to improve, not to chastise
- Support is provided to PLT members who need development in talking about, analyzing, reporting data
- Tools are used effectively in collecting, analyzing, and reporting data (e.g., Naviance, OCCS trackers, Internal trackers)



Remember a PLT should *evaluate itself* often and thoroughly leaving no year end surprises

PLT provides:

Participation

- Attendance of PLT members
- Student participation in key events
- Family participation in key events

Processes

- Frequency of using data, protocols, logic modules and other tools
- Clear communication among PLT members

Performance

- Exit surveys after PLT meetings and events
- 360 degree evaluations for all PLT members
- PLT members ability to articulate their role
- Staff buy-in with PLT activities
- Team diagnostics completed by PLT members



