



Making Postsecondary Enrollment Data Meaningful

To make postsecondary enrollment data more meaningful to families, communities, and education leaders, states should:

- **Provide a fuller picture of how high schools prepare their students** by putting postsecondary enrollment data next to high school graduation rates. By displaying the data together, states can provide more complete information about how their high schools prepare students for their next step.
- **Showcase the diversity of options in postsecondary education** by breaking down enrollment data by four-year and two-year programs, as well as whether the institutions are private, public, in state, or out of state. States can also include postsecondary training that leads to a certificate or credential.
- **Acknowledge that some students enter the workforce or the military directly out of high school.** These pathways should be included on report cards.
- **Go above and beyond ESSA's postsecondary enrollment reporting requirements** by including data about postsecondary access and success like the number of students who successfully return for their second year (retention) or the number of students who are required take foundational coursework in math or English their first year (remediation).



Spotlight: Kentucky

Kentucky's report card includes a variety of postsecondary outcomes, helping expand the idea of what a typical postsecondary experience can look like. Indicators include the number and percentage of students who attend in- and out-of-state colleges, students who work part time while in school, and students who transition directly into the workforce. By incorporating a variety of postsecondary outcomes, Kentucky presents a more diverse snapshot of what its students do after high school.



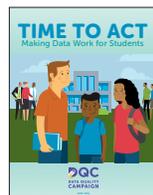
Spotlight: Michigan

Michigan's interactive report card goes above and beyond ESSA's postsecondary enrollment reporting requirements by including information on how long students take to complete 24 college credits, how many students have to complete foundational coursework, and how many students pursue degree programs that are not four year. This additional data gives families and communities a fuller picture of students' postsecondary performance and success.

Resources



Show Me the Data 2017—DQC's analysis of school report cards for all 50 states and the District of Columbia. This resource highlights current trends in state report cards as well as the steps states can take right now to improve these important resources.



Time to Act: Making Data Work for Students—DQC's recommendations to help states enact policies that are critical to ensuring that data is used to support student learning.



Opportunities to Make Data Work for Students in the Every Student Succeeds Act—This DQC resource outlines opportunities within the law to use data to examine what is working for students—and what is not—to meet states' education goals.



The State of American High School Graduates: What States Know (and Don't) About Student Performance—Achieve's 2017 review of states' publicly reported student performance against college- and career-ready indicators.



The Data Quality Campaign is a nonprofit policy and advocacy organization leading the effort to bring every part of the education community together to empower educators, families, and policymakers with quality information to make decisions that ensure that students excel. For more information, go to www.dataqualitycampaign.org and follow us on [Facebook](#) and [Twitter](#) (@EdDataCampaign).