

Sample Momentum Metrics Data Dashboard Reference Materials

Developed by Education Strategy Group

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Momentum Metrics Dashboard Overview

What are the Momentum Metrics?

The Momentum Metrics are a set of [evidence-based metrics](#) associated with student postsecondary success. If students demonstrate success on these metrics while in high school, they are more likely to experience success in college and career. The metrics include measures such as being on-track in 9th grade, participating in high-quality pathways, and succeeding in EPSOs.

The Momentum Metrics were identified through research conducted by Education Strategy Group (ESG), a mission-driven education consulting firm.

How are the Momentum Metrics defined?

Suggested definitions and calculations for the Momentum Metrics can be found [here](#) and are copied below.

	METRIC	DEFINITION	CALCULATION	
PREPARING	 9TH-GRADE GPA	The percentage of students who have achieved at least a 3.0 GPA at the end of their 9th-grade year	$\frac{\text{Number of first-time 9th-grade students with a GPA } \geq 3.0}{\text{Number of first-time 9th-grade students}}$	
	 POTENTIAL FOR ADVANCED COURSEWORK	The percentage of students who have shown potential to be successful in advanced coursework who have successfully completed at least one course	$\frac{\text{Number of graduating seniors identified with "potential" and completed an advanced course}}{\text{Number of graduating seniors who were identified with advanced course potential two years prior (i.e., at the end of 10th grade)}}$	
	 HIGH-QUALITY PATHWAY PARTICIPATION	Of students who participate in career and technical education (CTE) coursework, the percentage that concentrate in an in-demand pathway, as defined by regional labor market data	$\frac{\text{Number of CTE concentrators in pathways aligned to top occupations}}{\text{Number of CTE concentrators}}$	
APPLYING	 COLLEGE APPLICATION	The percentage of eligible high school seniors who submitted at least two college applications	$\frac{\text{Number of seniors that submitted 2+ college applications}}{\text{Number of seniors}}$	
	 FAFSA COMPLETION	The percentage of eligible high school seniors who complete the FAFSA by June 30	$\frac{\text{Number of seniors who have completed the FAFSA prior to June 30}}{\text{Number of seniors}}$	
	 COLLEGE MATCH	The percentage of high school seniors who are admitted to at least one "match" postsecondary institution	$\frac{\text{Number of high school graduates who were admitted to 1+ "match" college}}{\text{Number of high school graduates who applied to college}}$	
ENROLLING	 SEAMLESS ENROLLMENT	The percentage of students who enroll at a postsecondary institution directly after high school; the percentage of students who enlist in the military, enter the workforce (in a position with family-sustaining wages), or participate in a registered apprenticeship	$\frac{\text{Number of high school graduates enrolled in a postsecondary institution prior to October 31 following graduation}}{\text{Number of high school graduates}}$	$\frac{\text{Number of high school graduates enlisted in the military, enrolled in an apprenticeship program, or employed earning > $30,000 year prior to October 31 following graduation}}{\text{Number of high school graduates}}$
	 GATEWAY COURSE COMPLETION	The percentage of students at postsecondary institutions who complete "gateway" (or entry-level) courses within their first year	$\frac{\text{Number of first-time postsecondary enrollees that complete both entry-level mathematics and English courses within their first year of enrollment}}{\text{Number of first-time postsecondary enrollees}}$	

Why a Momentum Metrics Dashboard?

The Momentum Metrics dashboard recognized that while accountability measures may change, the measures included in this dashboard are good for students and will help them leave high school prepared for success in college and career. In many ways, it goes beyond accountability,

including measures like 9th grade on-track and whether students earn college credit in EPSOs. The Momentum Metrics dashboard considers the student's entire high school journey - from ninth grade through the end of senior year - providing educators with data updated daily so they can identify students who could benefit from additional support on their path beyond graduation.

Dashboard Users

This dashboard was designed with three main users in mind:

- **District Central Office Staff** (i.e., CCR Director, CTE Director, Counseling Lead, Superintendent, principal supervisors): Central Office Staff should use the dashboard to monitor trends and performance across multiple schools. They can identify schools that are excelling or struggling in key CCR areas, compare EPSO and pathway offerings across schools, and identify schools having success in getting students college credits or industry certifications. Principal Supervisors are encouraged to use the dashboard in principal meetings and to inform coaching conversations and support needs. Department leads are encouraged to use the dashboard to set goals for each metric and in strategic planning to improve student outcomes districtwide.
- **High School Leaders** (i.e., principals, assistant principals): High school principals and assistant principals should use the dashboard to track school-level performance. School leaders can use the dashboard to set goals at the school level and with individual staff members. They can use the dashboard to identify gaps in access or outcomes for specific student groups, assess the impact of school-level initiatives, and lead data-informed improvement planning.
- **High School Advisors** (i.e., counselors, college advisors, CCR teachers, advisory teachers): Counselors and other staff who advise students on their postsecondary plans can use the dashboard to identify students who are on or off track for college and career readiness. The dashboard can be used to monitor individual student progress, identify students who need support or intervention, prioritize advising efforts, and collaborate with other teachers and families to develop individualized student support plans. The dashboard can also be used to guide course planning and postsecondary planning conversations with students and families.

Momentum Metrics Pages: Recommended Use

Below, you will find an overview, definitions and data parameters, and user guidance for each page of the dashboard.

Overview

The Overview page summarizes progress on a handful of key Momentum Metrics.

User Guidance

- District Central Office Staff:

- See a quick snapshot of district or school progress toward each metric and monitor progress throughout the year.
- Principal supervisors can use in supervision meetings to check in on progress toward postsecondary success for each school.
- CCR leaders and principal supervisors can set district-wide and school goals for each Momentum Metric.
- Identify schools that are having success in one or more metrics to learn about and elevate best practices.
- Identify schools that are lower performing on one or more metrics to identify which campuses need additional support.
- **High School Leaders:**
 - View a summary of your high school's performance on each metric and monitor progress throughout the school year.
 - Set school-level goals for each metric.
 - Filter by 12th grade to see how current seniors are performing, and drill through to identify seniors who have not yet achieved success on each metric. Work with the counseling team to develop an intervention plan for those students.
 - Use in continuous improvement discussions to identify areas of strength and areas for improvement.
- **High School Advisors:**
 - View a summary of your student's performance on each metric and monitor progress throughout the school year.
 - Filter by 12th-grade students and use drillthroughs to identify students who have not yet achieved success on each metric and develop an intervention plan for those students.
 - Filter by 10th and 11th grade to identify students who have not yet participated in or achieved success in any EPSOs and use to inform scheduling conversations for the next school year.

9th Grade On-Track Page

The 9th Grade On-Track Page shows whether current 9th grade students are on-track for postsecondary success. It is important for students to start 9th grade strong, as students who end 9th grade on-track are more likely to persist to graduation, access EPSOs, and successfully transition to postsecondary.

User Guidance

District Central Office Staff:

- Monitor early warning indicators across schools, such as attendance and course failure rates.
- Use the filters to identify disproportionality in 9th grade on-track rates.
- Use to identify which schools may need additional support for 9th-grade teams or intervention systems.

- Principal supervisors can use this page in principal check-ins to flag concerns or highlight strong supports in place.

High School Leaders:

- Monitor how 9th graders are progressing on key readiness indicators throughout the year.
- Work with teachers to ensure weekly entry of grade and attendance data.
- Drill through to identify students with multiple risk factors (e.g., low attendance, math & ELA course failures, and fewer than 6 half-credits earned in the fall) and work with counseling team and/or 9th grade team to develop an intervention plan.
- Use data to inform intervention meetings, 9th grade team planning, and family engagement strategies.
- Celebrate improvement or milestones across cohorts or student groups.

High School Advisors:

- Drill through to generate real-time lists of students who are off track by attendance, course failure, or credit status.
- Prioritize outreach and interventions, especially for students with multiple risk indicators.
- Coordinate with teachers, families, and support staff to re-engage students early.

High-Quality 3 Pathway Participation

The High-Quality Pathway Participation dashboard shows whether students currently in grades 10-12 are enrolled in a pathway and whether that pathway is high-wage, high-demand, and high-skill. High-quality pathways help prepare students for jobs that are in demand and pay a good wage.

User Guidance

District Central Office Staff:

- Monitor equitable access to high-quality pathways by school and student group.
- Identify schools where pathway participation is low or disproportionately concentrated in non-high-quality pathways.
- Use in strategic planning to scale high-quality options and improve alignment to labor market needs.

High School Leaders:

- Review pathway enrollment patterns and identify which students are not yet enrolled in any pathway. Work with the counseling team to ensure proper pathway identification.
- Use data to support master scheduling and expansion of high-quality pathways. For example, look at grade-level pathway enrollment to predict course demand for upper-level pathways courses.
- Use filters to determine disproportionality in who participates in high-quality pathways.

High School Advisors:

- Drill through to see students who are not enrolled in a pathway and ensure proper data entry.
- Use the high-quality designation to guide students toward high-value programs aligned to college and career goals.

H3 Pathway Success

The H3 Pathway Success dashboard shows whether students have demonstrated success in their pathway by earning a valued industry certification or earning college credit in their pathway.

User Guidance

District Central Office Staff:

- Track how many students are earning industry certifications or college credit in pathways.
- Identify which tier of industry certifications students are earning, and identify strategies for increasing the number of valued industry certifications students earn.
- Identify schools with strong pathway outcomes to spotlight and learn from.
- Support schools where students are enrolling in pathways but not meeting success thresholds.

High School Leaders:

- Use to track student success across pathways, identify where support or alignment is needed, and adjust course offerings.
- Drill through to identify students who have not yet completed a certification.
- Map pathways to ensure every pathway has the opportunity for students to earn a valued industry certification and college credit.
- Drill through to identify which certifications students are earning successfully.
- Work with CTE teachers to increase credential attainment and dual credit success.

High School Advisors:

- Drill through to find students who have not yet earned a credential or college credit in their pathway.
- Use in scheduling conversation to ensure all students have access to an EPSO course or a course aligned to an industry certification by the time they graduate.
- Encourage students to complete certifications aligned to their pathway before graduation.

EPSO Participation

The EPSO Participation page shows whether current high school students are currently enrolled in or have ever enrolled in at least one early postsecondary opportunity (EPSO). EPSO participation provides students with early exposure to postsecondary coursework and the opportunity to earn college credit while still in high school. For the purposes of this report, EPSOs include Advanced Placement (AP), International Baccalaureate (IB), Cambridge International (AICE), and dual enrollment (DE).

User Guidance

District Central Office Staff:

- Monitor EPSO access across schools and student groups; identify participation gaps.
- Use to inform master scheduling to ensure access to EPSOs across schools.
- Highlight schools with strong EPSO access or innovative approaches.

High School Leaders:

- Use to track EPSO participation by grade level and student group.
- Drill through to identify students not yet enrolled in any EPSO and coordinate with advisors to reach them.
- Set participation targets aligned with school goals.

High School Advisors:

- Drill through to see which students have not yet participated in an EPSO.
- Use lists to prioritize 11th and 12th grade students for advising conversations and course planning.
- Use filters to identify gaps in access by demographic group or EPSO type.

EPSO Success

The EPSO Success page shows whether current high school students have earned college credit in at least one EPSO. Earning college credit in high school improves the seamless transition into postsecondary education, often expediting the time to degree and saving students money.

User Guidance

District Central Office Staff:

- Track how many students are earning college credit and where gaps in success exist by school or EPSO type.
- Support schools where participation is high but credit attainment is low.

High School Leaders:

- Examine EPSO type and course-level success to identify which EPSOs are helping students earn credit.
- Use data to inform course scheduling, instructional support, or collaboration with postsecondary partners.
- Identify courses with high participation but low credit outcomes for targeted improvement.

High School Advisors:

- Drill through to see which students have not yet earned college credit.
- Identify supports for students who are currently enrolled in an EPSO but have yet to earn any college credit to ensure they attempt and pass the final exam.
- Use in advising meetings to help students plan future EPSOs.