Post-Secondary Success
October 9, 2018
Who’s in the room?

• Name
• Title
• Organization
• Share at your tables:
  what do you love most about autumn in one word?
Today’s Agenda

1. Provide an Overview of Learn4Life
2. Review Other Network Updates
3. Support our Post-Secondary Bright Spots
Mission & Vision

Mission (what we are about)
  o To ensure that every child in our region becomes a thriving citizen who achieves success in school, career, and life

Vision (how we get there)
  o Convene
  o Connect
  o Report
Who We Are

Five Core Counties

COBB  GWINNETT
FULTON  DEKALB  CLAYTON

K-12 Students

2016-2017
608,145
2010-2011
569,159

Non-white
Change in Six Years, 2010-2017
77% in 2017
50,000+

Low-Income
Change in Six Years, 2010-2017
60% in 2017
39,000+

Limited English
Change in Six Years, 2010-2017
13% in 2017
20,000+

Source: The Governor’s Office of Student Achievement (GOSA), 2010-2011 & 2016-2017, Enrollment by Subgroup Programs; Georgia Department of Education, FTE Enrollment by Grade Level (PK-12). Aggregated full-time equivalency (FTE) enrollment counts for school systems.
State of Education in Metro Atlanta

- Kindergarten Readiness: 20%
  0-4 yr. olds attended high quality centers in 2016

- 3rd Grade Reading: 40%
  3rd graders were proficient in reading in 2014-2015

- 8th Grade Math Proficiency: 38%
  8th graders were proficient in math in 2014-2015

- High School Graduation Rate: 79%
  Graduation rate in 2016

- Post-Secondary Enrollment: 79%
  Of 2014 graduates enrolled in a post-secondary institution

- Post-Secondary Completion: 26%
  Of 2011 graduates earned a credential or degree by 2016
Community Indicators

Phase 1
- Kindergarten Readiness

Phase 1
- 3rd Grade Reading Proficiency

Phase 3
- 8th Grade Math Proficiency

Phase 2
- High School Graduation

Phase 2
- Post-Secondary Enrollment

Phase 2
- Post-Secondary Completion
What is Post-Secondary Attainment in Metro Atlanta?

26% of the 2010 graduating class had earned a post-secondary degree or credential by 2015.
8th Grade Mathematics Change Action Network
Eighth Grade Math Proficiency

42% of children are proficient in math by the end of the 8th grade.
8TH Grade Math Proficiency Factors

Access to Rigorous Courses
School Culture
Teacher Effectiveness
Math Anxiety

Gender Expectations
Relevant Curriculum
Academic Preparation
Language and Literacy Skills

Racial Expectations
Interventions for Struggling Learners
Access to Appropriate Technology
Use of Assessment Data
### 8th Grade Math Proficiency Factors

<table>
<thead>
<tr>
<th>Access to Rigorous Courses</th>
<th>Gender Expectations</th>
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Framework to Identify Bright Spots

Key Factors
- Interventions for Struggling Learners
- School Culture
- Teacher Effectiveness

Selected Strategies
- Leadership Council Criteria
- Bright Spots to Scale

What's Working?
Where are things working?
## Bright Spot Proposal Status

<table>
<thead>
<tr>
<th>Factor</th>
<th>Proposal</th>
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<tbody>
<tr>
<td>School Culture</td>
<td>STEAM Truck</td>
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<tr>
<td>School Culture</td>
<td>Expanding STEM Certification in Schools</td>
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<tr>
<td>School Culture</td>
<td>Integrating Algebra &amp; Computer Science</td>
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<td>School Culture</td>
<td>Generation Infocus</td>
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<tr>
<td>Interventions</td>
<td>Young People’s Project</td>
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<tr>
<td>Interventions</td>
<td>Birth to 5 Early Numeracy</td>
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<tr>
<td>Teacher Effectiveness</td>
<td>Argument-Driven Inquiry</td>
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<td>Teacher Effectiveness</td>
<td>Side-by-Side Coaching &amp; Job-Embedded Training</td>
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<td>Teacher Effectiveness</td>
<td>Assessment Strategy</td>
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<td>Teacher Effectiveness</td>
<td>The Georgia Numeracy Project</td>
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EOG+EOC Proficiency of Economically Disadvantaged Students by % Economically Disadvantaged

The scatter plot shows the relationship between the percentage of Economically Disadvantaged Students and the proficiency of EOG and EOC. The equation of the line is:

\[ y = -0.924x + 1.0149 \]

with an \[ R^2 = 0.36091 \] goodness of fit. The standard deviation is 0.158, the mean is 29.6%, and the range is 13.8% to 45.4%. The shaded area represents Economically Disadvantaged Students scoring proficient and above.
# EOG+EOC Proficiency of Economically Disadvantaged Students by % Economically Disadvantaged

<table>
<thead>
<tr>
<th>School</th>
<th>District</th>
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<tbody>
<tr>
<td>Amana Academy School</td>
<td>Fulton County</td>
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<tr>
<td>DeKalb PATH Academy Charter School</td>
<td>DeKalb County</td>
</tr>
<tr>
<td>Charles Drew Charter School JA/SA</td>
<td>Atlanta Public Schools</td>
</tr>
<tr>
<td>KIPP South Fulton Academy School</td>
<td>Fulton County</td>
</tr>
<tr>
<td>Northbrook Middle School</td>
<td>Gwinnett County</td>
</tr>
<tr>
<td>Berkmar Middle School</td>
<td>Gwinnett County</td>
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</tbody>
</table>
3rd Grade Reading
Change Action Network
Ayanna Browne-Magee, Vision To Learn
Ruthy Stephens, Lions Lighthouse

• All students in metro Atlanta will receive a vision screening, and those who fail the screening will receive an eye exam and a pair of glasses.
• Service is provided through mobile vision clinics that visit metro schools.

Problem of Practice: How can both organizations complement the work of each other to address the 53,000 glasses gap in metro Atlanta?
• The Cox Campus offers free, interactive courses and resources based on proven language and literacy practices.

• The courses present Read Right from the Start practices, show real teachers using them, and support teachers as they begin to use what they have learned.

**Problem of Practice:** How do we encourage more teachers and instructional staff to incorporate the Cox Campus tools in their practice?
Post Secondary Success
Change Action Network
# Post-Secondary Factor Analysis: Success Factors

## Enrollment
- Social Skills and Family Support
- College Entrance Exams
- College-Going Culture
- College Applications
- Academic Preparation
- Financial Support (FAFSA)
- Exposure to College
- Good Fit and Match

## Completion
- Social and Academic Norms
- Financial Support
- College Enrollment
- Appropriate Coursework
- College Orientation
- Career Exposure
- Academic Support

![Change Action](Network focus areas)
The Reason for Bright Spots...

• Prove that progress can be made

• Goal is a movement around successful practice, but it starts with Bright Spots
ACTIVITY: Choose Your Own Adventure!

Goal: Continuous Improvement

• Select the group most aligned with your experiences/role

• Purpose is to:
  1. Address the problem of practice
  2. Learn from each other
  3. Take learnings back to your org
Brooke Flowers, Executive Director

• Credit-bearing, educator-led class providing academic, financial and socio-emotional support during students’ junior and senior years of high school.

• Educator provides intensive, remote coaching support starting the summer after high school graduation through first day of sophomore year of college to support persistence and completion.

Problem of Practice: As OneGoal scales, how might we reimagine program design elements to navigate competing pressures for student time?
Progress Update

• Last meeting design thinking exercise identified ways to ensure more Metro Atlanta students are successfully identified and retained in OneGoal's program.

• Student have class scheduling conflicts:
  (1) Remediation courses,
  (2) CTAE Pathway courses, and
  (3) Dual enrollment courses.
Progress Update

• **Resolution**: Explore integrating OneGoal into Georgia’s CTAE pathways.

• **Progress**: OneGoal working Executive Director of Georgia Association for Career and Technical Education and APS to determine path for course integrated/approved at state and district levels.
Yarbrah Peeples, Director

- Places recent college graduates from partner universities as full-time college advisers in high school.
- Advisers collaborate with teachers and administrators to tie college-going into the life of a school.
- Advisers supplement, not replace, existing high school counseling staff.

**Problem of Practice:** How can CAC improve College Adviser recruitment and retention as the organization scales in Atlanta metro?
Jessica Johnson, Executive Director

- Comprehensive scholarship preparatory program that teaches low-income, first generation college students to navigate the maze of financial aid in order to fund their college education.
- Students learn how to independently navigate the private scholarship market to increase the likelihood of graduation.

**Problem of Practice:** How do we ensure students follow through with implementing the plans they develop in The Scholarship Academy trainings?
ACTIVITY: Choose Your Own Adventure!

Goal: Continuous Improvement

- Select the group most aligned with your experiences/role
- Facilitator at each table will organize discussion
- Purpose is to:
  1. Address the problem of practice
  2. Learn from each other
  3. Take learnings back to your org
Next Steps

Next Meeting Date – Thursday, December 13 in this room from 12:30-2:00pm

Survey – Please Complete Now

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