Post-Secondary Success
Change Action Network
August 29, 2019
Who’s In the Room?

• Name
• Title
• Organization

At your Tables –

What memory of this summer will you dust off and relive?
Learn4Life is a collective impact effort focused on “raising the education bar” in Metro Atlanta

Our mission:

To ensure that every child in our region becomes a thriving citizen who achieves success in school, career, and life
Who We Are

Five Core Counties

K-12 Students
2017-2018
606,992
2010-2011
569,159

Non-white
Change in Eight Years, 2010-2018
78% in 2018
54,000+

Low-Income
Change in Eight Years, 2010-2018
59% in 2018
35,000+

Limited English
Change in Eight Years, 2010-2018
16% in 2018
35,000+

Source: The Governor’s Office of Student Achievement (GOSA), 2010-2011 & 2017-2018, 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.
Our Theory of Action will focus our work for the next three years

What we do: We...

- Amplify bright spots
- Create shared understanding [of data]
- Engage partners

...in an environment of sustained trust, learning, and momentum
L4L Key Indicators

1. Kindergarten Readiness
2. 3rd Grade Reading Proficiency
3. 8th Grade Math Proficiency
4. High School Graduation
5. Post-Secondary Enrollment
6. Post-Secondary Completion
Global Target: Improve 3rd grade reading proficiency rate in metro Atlanta

Key Driver Diagram

Interventions/Strategies

- Physical Health
- Birth Outcomes
- Adult Literacy
- Early Childhood Education
- Teacher Preparation
- Social-Emotional Competence
- School and Classroom Climate
- Children’s Mental Health
- Attendance
- Language Development
- Summer Learning Loss
3rd Grade Reading Excellent School Visits

Proficiency of ED students (L4L Regional Avg. = 24.8%)

Proficiency of ALL students (L4L Regional Avg. = 39.4%)

% of ED Students Enrolled (L4L Regional Avg. = 59.2%)

Source: GOSA, 2017-2018 Georgia Milestones End-of-Grade Assessments by Grade
## 3rd Grade Reading Excellent School Visits

<table>
<thead>
<tr>
<th>School</th>
<th>District</th>
</tr>
</thead>
<tbody>
<tr>
<td>Powder Springs Elementary</td>
<td>Cobb</td>
</tr>
<tr>
<td>Dunleith Elementary</td>
<td>Marietta</td>
</tr>
<tr>
<td>Usher-Collier Elementary</td>
<td>APS</td>
</tr>
<tr>
<td>Annistown Elementary</td>
<td>Gwinnett</td>
</tr>
<tr>
<td>Robert Shaw Traditional Theme School</td>
<td>DeKalb</td>
</tr>
</tbody>
</table>
L4L Key Indicators

1. Kindergarten Readiness
2. 3rd Grade Reading Proficiency
3. 8th Grade Math Proficiency
4. High School Graduation
5. Post-Secondary Enrollment
6. Post-Secondary Completion
of the 2014 graduating class was enrolled in a post-secondary institution after 16 months.

74%

of the 2012 graduating class had earned a post-secondary degree or credential by 2017.

27%
## Post-Secondary Factor Analysis: Success Factors

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

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

*Image: *Learn4Life
Selected Post-Sec Bright Spots

- Financial Support (FAFSA)
- College-Going Culture
- Academic Preparation
Tracking Interim Progress

• What leading indicators should be measured across the region?

• Which metrics would have the greatest impact on post-secondary outcomes?
Measures Connected to College Success

- Took AP/IB/Dual Enrollment Courses
- Required High School Curriculum for USG Admission
- College "Quality"
- Took SAT/ACT
- Retook SAT/ACT
- SAT/ACT Score
- SAT/ACT Scores Above USG Minimum
- GPA Above USG Minimum
- Freshman Index Above USG Minimum
- FAFSA Completion
Today we will focus on “amplifying bright spots”

- Eliminate barriers to scale proven solutions
- Use data as a flashlight
- Adopt practices that help achieve your goals
- Apply these protocols to all of our work

Amplify bright spots
Create shared understanding [of data]
Engage partners
...in an environment of sustained trust, learning, and momentum
Learn4Life Bright Spots: Analytics & Advising for Post-Secondary Success
Synthesize what we’ve learned so far:

• Discuss bright spot’s strengths

• Using data, identify schools that would most benefit from bright spots’ programming

• Develop key messages to support expansion efforts.
## School Factors List

<table>
<thead>
<tr>
<th>Factor</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>enrollment</td>
<td>Enrollment in grades 9 through 12</td>
</tr>
<tr>
<td>grade12</td>
<td>Enrollment in grade 12</td>
</tr>
<tr>
<td>mobility rate</td>
<td>School mobility rate</td>
</tr>
<tr>
<td>enroll diff 5yrs</td>
<td>Change in # of juniors and seniors between 2013 &amp; 2018</td>
</tr>
<tr>
<td>% direct cert</td>
<td>% of students directly certified (receive SNAP or TANF, homeless, unaccompanied youth, foster or migrant)</td>
</tr>
<tr>
<td>% sat</td>
<td>% of 11th &amp; 12th graders that took SAT</td>
</tr>
<tr>
<td>% act</td>
<td>% of 11th &amp; 12th graders that took ACT</td>
</tr>
<tr>
<td>% fafsa sub</td>
<td>% of grade 12 students that submitted FAFSA</td>
</tr>
<tr>
<td>% fafsa com</td>
<td>% of grade 12 students that completed FAFSA</td>
</tr>
<tr>
<td>% postsec enroll</td>
<td>% of HS graduates that enrolled in a postsecondary institution within 12 months of graduating (2014 graduates)</td>
</tr>
<tr>
<td>% postsec persist</td>
<td>% of HS graduates that completed one year of credits within 2 years of enrollment (2014 graduates)</td>
</tr>
<tr>
<td>diff enroll &amp; persist</td>
<td>The difference between the percent that enroll and the percent that persist in postsecondary</td>
</tr>
</tbody>
</table>
Metro Atlanta FAFSA Submission & Completion Over Time

Percent is the number of students in the school that submitted/completed FAFSA divided by grade 12 enrollment.

Data from https://studentaid.ed.gov/sa/about/data-center/student/application-volume/fafsa-completion-high-school

![Graph showing Metro Atlanta FAFSA Submission & Completion Over Time from 2015 to 2018. The graph compares the percentage of students submitting and completing FAFSA applications. The trend line shows an increase in submission and completion rates over the years.](image-url)
Metro Atlanta ACT Taking Over Time

Data from the Governor’s Office of Student Achievement
https://gosa.georgia.gov/downloadable-data

Percent is the number of students in the school that took the ACT divided by enrollment in grades 11 and 12.
Metro Atlanta SAT Taking Over Time

Data from the Governor’s Office of Student Achievement [https://gosa.georgia.gov/downloadable-data](https://gosa.georgia.gov/downloadable-data)

Percent is the number of students in the school that took the SAT divided by enrollment in grades 11 and 12.
Metro Atlanta Post-Secondary Enrollment Over Time

Data from the Governor’s Office of Student Achievement [https://gosa.georgia.gov/downloadable-data](https://gosa.georgia.gov/downloadable-data)

Percent is the number of high school graduates that enrolled in a postsecondary institution within 16 months of graduation divided by the number of high school graduates.

- **Metro Atlanta**
- **Other Georgia Districts**

Enrolled: % of HS graduates enrolled in a postsecondary institution within 16 months of graduation
Metro Atlanta Post-Secondary Persistence Over Time

Data from the Governor’s Office of Student Achievement
https://gosa.georgia.gov/downloadable-data

Percent is the number of high school graduates completing 1 year of credits within 2 years of enrollment, divided by the number of high school graduates.

Persisting: % of HS graduates completing at least one year of post-sec credits within the first two years of enrollment

% of HS Graduates Persisting in Post-Secondary

- Metro Atlanta
- Other Georgia Districts
Let’s work together in small groups to reflect on evidence for outcomes

1. What are the strengths of the bright spot?
2. Which variables do these strengths address?
3. Specific questions for each group
Let’s work together in small groups to reflect on evidence for outcomes

<table>
<thead>
<tr>
<th>CAC</th>
<th>OneGoal</th>
<th>TSA</th>
</tr>
</thead>
</table>
| 1. Which schools outside APS are most promising sites for expansion?  
2. Key messages for district leaders? | 1. Which APS schools are the most promising sites for expansion?  
2. Are there other data beyond what was provided that could be salient in predicting promising sites for expansion?  
3. Key messages for expansion and student impact statements? | 1. How can we determine a FAFSA completion threshold?  
2. Key messages for district leaders or funders? |
Share Out

- What are two things your group learned?
- What are two lingering concerns or questions that your group has?
Network Next Steps

Survey – please complete now
http://bit.ly/AugustL4L

Upcoming meetings:
• Thursday, October 17
• Tuesday, December 17

Follow us on Twitter: @L4LMetroAtlanta