Post-Secondary Success
Change Action Network
October 17, 2019
Who’s In the Room?

- Name
- Title
- Organization

At your Tables –

*What is a Fall memory you have from high school?*
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

COBB
GWINNETT
FULTON
DEKALB
CLAYTON

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

- **PHASE 1**
  - Kindergarten Readiness
  - 3rd Grade Reading Proficiency

- **PHASE 2**
  - 8th Grade Math Proficiency
  - High School Graduation
  - Post-Secondary Enrollment
  - Post-Secondary Completion

- **PHASE 3**
  - L4L Key Indicators
The Work of the 3rd Grade CAN
Third Grade Reading Proficiency Factors

- Attendance
- Physical Health (oral, hearing, vision)
- School and Classroom Climate
- Language Development
- Socio-Emotional Competence
- Children’s Mental Health
- Birth Outcomes
- Early Childhood Education
- Summer Learning Loss
- Adult Literacy
- Teacher Preparation and Effectiveness

Change Action Network focus areas

Learn4Life
Global Target: Improve 3rd grade reading proficiency rate in metro Atlanta

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 Change Action
Network Progress

- Launching additional workgroup managed by GLISI to improve enrollment
- Increased connections to funders and expanded partnerships
- Side-by-side year
  - Citywide worksheet
  - Supporting large “asks”
Delivering on the Strategic Plan

• **L4L will scale bright spots to serve the students who are most in need in Metro ATL** - L4L will focus on equity by identifying proven strategies to address the core indicators.

• **Programmatic work will be prioritized over policy and advocacy** – L4L will lead by scaling what works and will not take a leadership role on policy and advocacy.

• **Amplified investment on 3rd grade literacy will serve as a foundation to the other indicators** - L4L will maintain ongoing efforts on math and postsecondary success.

• **L4L will set 10 year targets for each indicator** - L4L will track progress over time and ensure mutual accountability.
Amplifying Early Grade Literacy Efforts

1. We will continue to support our current bright spots,

and,

2. Will identify another set of bright spots to scale to improve literacy across the region.
Focusing Our Work

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

Physical Health
Teacher Effectiveness
Early Childhood Education
Focusing Our Work

1. Kindergarten Readiness
2. 3rd Grade Reading Proficiency
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Physical Health
Teacher Effectiveness
Early Childhood Education
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
Excellent Schools are Everywhere
Potentially Transferable Practices

- Arts-integration
- Community partnerships
- (Retired) teachers as classroom tutors
- Teacher mentoring
- EIP teachers as full homeroom teachers
- Cross-disciplinary units of study
The Work of the Post Secondary Success Network
Post-Secondary Enrollment

74%

of the 2014 graduating class was enrolled in a post-secondary institution after 16 months.

Post-Secondary Completion

27%

of the 2012 graduating class had earned a post-secondary degree or credential by 2017.
Post-Secondary Factor Analysis: Success Factors

<table>
<thead>
<tr>
<th>Enrollment</th>
<th>Completion</th>
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</thead>
<tbody>
<tr>
<td>Social Skills and Family Support</td>
<td>Social and Academic Norms</td>
</tr>
<tr>
<td>College-Going Culture</td>
<td>College Enrollment</td>
</tr>
<tr>
<td>Academic Preparation</td>
<td>College Orientation</td>
</tr>
<tr>
<td>Exposure to College</td>
<td>Academic Support</td>
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<tr>
<td>College Entrance Exams</td>
<td>Financial Support (FAFSA)</td>
</tr>
<tr>
<td>College Applications</td>
<td>Appropriate Coursework</td>
</tr>
<tr>
<td>Good Fit and Match</td>
<td>Career Exposure</td>
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</tbody>
</table>
Counseling Support is Limited in HS

Georgia's counselor to student ratio is 1 to 466, about 38 min per student per year (2019).

Phase I Bright Spots

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

Academic Preparation
Financial Support
College-Going Culture

ONEGOAL
College Advising Corps
Learn4Life
Resource: Feedback from Phase I

What You Can Do:
Small Steps for Promoting Post-Secondary Success

October 2019
Amplifying Post-Secondary Success

1. We will continue to support our current bright spots,

   and,

2. Will identify another set of bright spots to scale to improve post-secondary success across the region.
Focusing Our Work for Phase II

Key Indicators

- Academic Preparation
- Financial Support
- College-Going Culture

Barriers

Kindergarten Readiness
3rd Grade Reading Proficiency
8th Grade Math Proficiency
High School Graduation
Post-Secondary Enrollment
Post-Secondary Completion

Finalized
Developing
Key Indicators Guide Interventions

METRO ATLANTA POLICY LAB FOR EDUCATION
Identifying Leading Indicators
Measures Connected to College Success

- GPA Above USG Minimum
- Took AP/IB/Dual Enrollment Courses
- FAFSA Completion
- Required High School Curriculum for USG Admission
- College "Quality"
- SAT/ACT
  - Participation
  - Scores
  - Retakes
- SAT/ACT Scores Above USG Minimum
- Freshman Index Above USG Minimum
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## Measuring Key Indicators

<table>
<thead>
<tr>
<th>Proposed Measurement</th>
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<tbody>
<tr>
<td><strong>AP/IB/Dual Enrollment</strong></td>
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<tr>
<td>- Fraction of graduates who took at least one AP/IB/Dual Enrollment course</td>
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<tr>
<td><strong>ACT/SAT Success</strong></td>
</tr>
<tr>
<td>- Fraction of high school graduates with ACT or SAT above USG minimum</td>
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<tr>
<td><strong>FAFSA</strong></td>
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<tr>
<td>- Fraction of students who complete FAFSA by certain date.</td>
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ACTIVITY: Define Key Barriers

Goal: Harness Wisdom of Group

Purpose is to:

1. Identify barriers to improve each factor
2. Identify appropriate metric for each barrier
3. Prioritize barriers to focus work going forward

- Academic Preparation
  - Accelerated Course Taking
- Financial Support
  - FAFSA Completion
- College-Going Culture
  - ACT/SAT Success
Network Next Steps

Survey – please complete now

Upcoming meeting:
• Tuesday, December 17

Follow us on Twitter: @L4LMetroAtlanta