Navigating Transitions, Crossing Boundaries, Moving to the Future

May 2 & 3, 2018
Baltimore, MD

WELCOME

ROBERT BALFANZ AND JOANNA H. FOX
EVERYONE GRADUATES CENTER,
JOHNS HOPKINS UNIVERSITY SCHOOL OF EDUCATION

PAS VISION

- For schools, districts, and communities to enable all youth, regardless of need, circumstances, place of residence, and prior experience to obtain the competencies necessary to persist in and complete secondary schooling prepared for postsecondary success and a postsecondary pathway that leads to a family-supporting wage and adult success.

DEAN CHRISTOPHER MORPHEW

JOHNS HOPKINS UNIVERSITY SCHOOL OF EDUCATION

MEETING OVERVIEW

RECAP OF PURPOSE, WHAT WE'VE DONE, AND WHERE WE ARE GOING

○ What do today's youth need from their schools and communities to support them toward becoming productive adults in a fast-moving society and constantly-evolving local and global environment — in which some things have remained constant over time and other circumstances have changed dramatically?

INITIAL CHARGE

- Extend EWS from High School Graduation to College and Career Readiness and Persistence

EXPANDED THE VISION

° Informed by last year's meeting, PAS expanded the Vision:

▫ For schools, districts, and communities to enable all youth, regardless of need, circumstances, place of residence, and prior experience to obtain the competencies necessary to persist in and complete secondary schooling prepared for postsecondary success and a postsecondary pathway that leads to a family-supporting wage and adult success.

PAS GOALS AND THEORY OF ACTION

- Student support to achieve enhanced youth outcomes for life
- Using data to drive actions supporting students
- Using organizational structures to propel actions

DATA → INDICATORS → ANALYSIS → ACTIONS
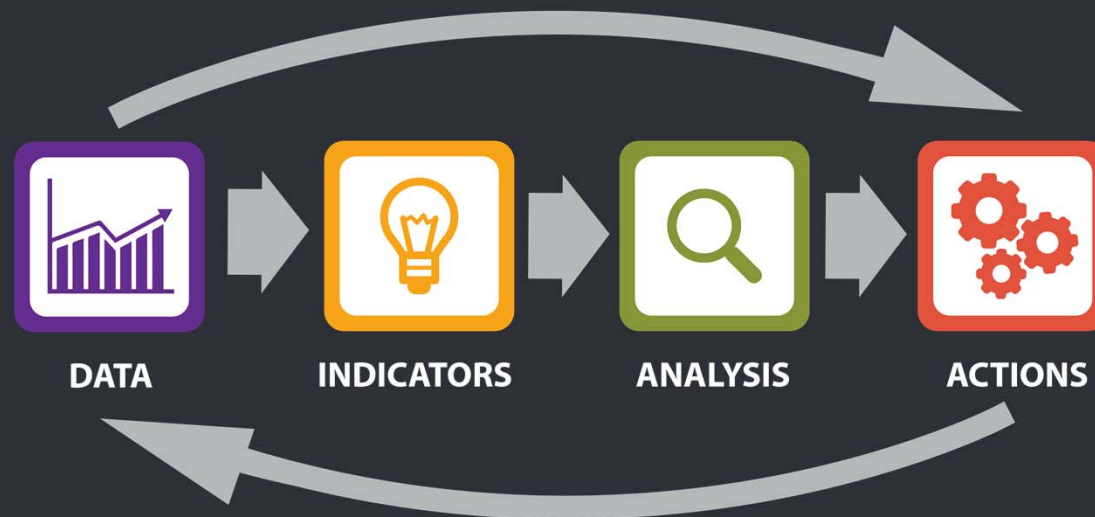
○ Extend EWS to postsecondary success, and improve and enhance collaborations with schools, communities, and postsecondary institutions.
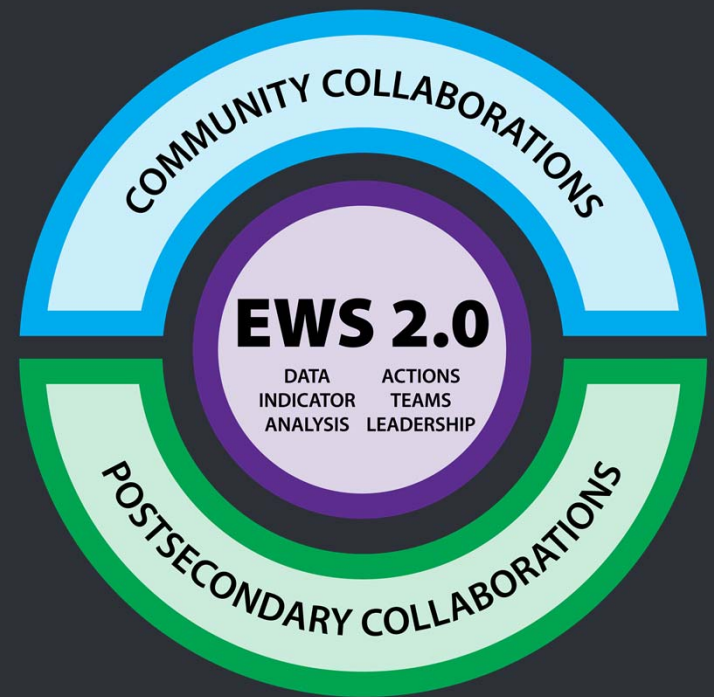
ESTABLISHED THREE WORKGROUPS

- Data

- Indicator

- Response/Actions

- The three groups:
  - Met throughout the year and pushed the work forward
  - Produced
    - A draft Guidebook
    - A set of unresolved questions

- PAS is seeking:
  - Input
  - Feedback
  - Guidance

PAS TERRAIN NEEDING FURTHER INPUT, LEARNING & THOUGHT

- Postsecondary navigation for all
- Academic intensity and career preparation
- Social-emotional development and adult success

PUSHING THE KNOWLEDGE FRONTIER – UNDERLYING QUESTIONS
WE WILL EXAMINE DURING CONFERENCE

- What do we mean by "pathway" to adult success?

- Elements of educational preparation for postsecondary occupations: which remain constant, and where does differentiation occur?

- How to provide all students the skills, dispositions, and navigation supports needed for adult success?

- Workplace success skills and dispositions not required in school: do they exist, and if so, how to identify them and support their development?

- How to organize/reorganize, collaborate, and act at multiple levels to support our students' future and our own?

AGENDA – May 2, 2018

8:30 a.m.	Welcome Robert Balfanz and Joanna H. Fox, Everyone Graduates Center, Johns Hopkins University
8:40 a.m.	Christopher Morphew, Dean, School of Education, Johns Hopkins University
8:50 a.m.	Meeting Overview
9:15 a.m.	Setting the Stage: What Supports Do Students Need to Realize their Potential?
9:45 a.m.	What Will It Take to Provide Postsecondary Navigation Support to All Students?
10:30 a.m.	Break

EVERYONE GRADUATES

JOHNS HOPKINS
SCHOOL of EDUCATION

education northwest

PATHWAYS to ADULT SUCCESS

SETTING THE STAGE: WHAT SUPPORTS DO STUDENTS NEED TO REALIZE THEIR POTENTIAL?

- Sahar Mohammadzadeh, Student Director, Postsecondary Research and Outreach, and co-editor, *Ready or Not*, Student Voices Team

- Brigitte Blom Ramsey, Executive Director, Prichard Committee for Academic Excellence, KY

STUDENTS AS PARTNERS IN SCHOOL IMPROVEMENT

STUDENT VOICE TEAM

PRICHARD COMMITTEE
FOR ACADEMIC EXCELLENCE

Presentation to LLYP
Lexington, KY

WHO WE ARE

100 plus members

Statewide

Ages 10-20

Self-selected

WHAT WE DO

Amplify and elevate student voice

Support students as partners to improve Kentucky schools

HOW WE DO IT

MEANINGFUL STUDENT VOICE

Supporting students as active partners in their own learning and school decision-making.

Student Voice Killer Example #1

School climate

What Is School Climate?

- **The quality and character of school life**

- **Based on patterns of school life experiences**

- **Reflects norms, goals, values, interpersonal relationships, teaching, learning, leadership practices and organizational structures**

National School Climate Council, 2007

- **School climate is directly related to academic achievement.**

Positive school climate key to learning for *all* students

- **Minimize problematic behaviors in youth** (Espelage et al., 2016)

- **Positive perceptions of the racial climate = higher student achievement and fewer discipline problems.** (Mattison and Aber, 2007)

- **Students with special needs benefit from positive school climate only if they feel included and respected by other students**(Higgins-D'Alessandro and Sakwarawich (2011)

School climate audits

Student-Led Site Visit at Franklin-Simpson High School

Snapshot of Survey Dashboard

Summary | Based on **635** student responses
Click on any topic to view more detailed results.

School Belonging

34 % favorable

COMPARISONS
Prichard Comm...   **34%**

School Climate

48 % favorable

COMPARISONS
Prichard Comm...   **48%**

School Engagement

25 % favorable

COMPARISONS
Prichard Comm...   **27%**

School Safety

49 % favorable

School Teacher-Student Relationships

44

Valuing of School

48 % favorable

Hallway of Franklin-Simpson High School

Intentionality

Entrance to Magoffin High School
Humor and Humanity

Paul Laurence Dunbar High School Lamplighter Series
People first

Student Voice Killer Example #2

College Readiness

Ready or Not
School Visits & Interviews
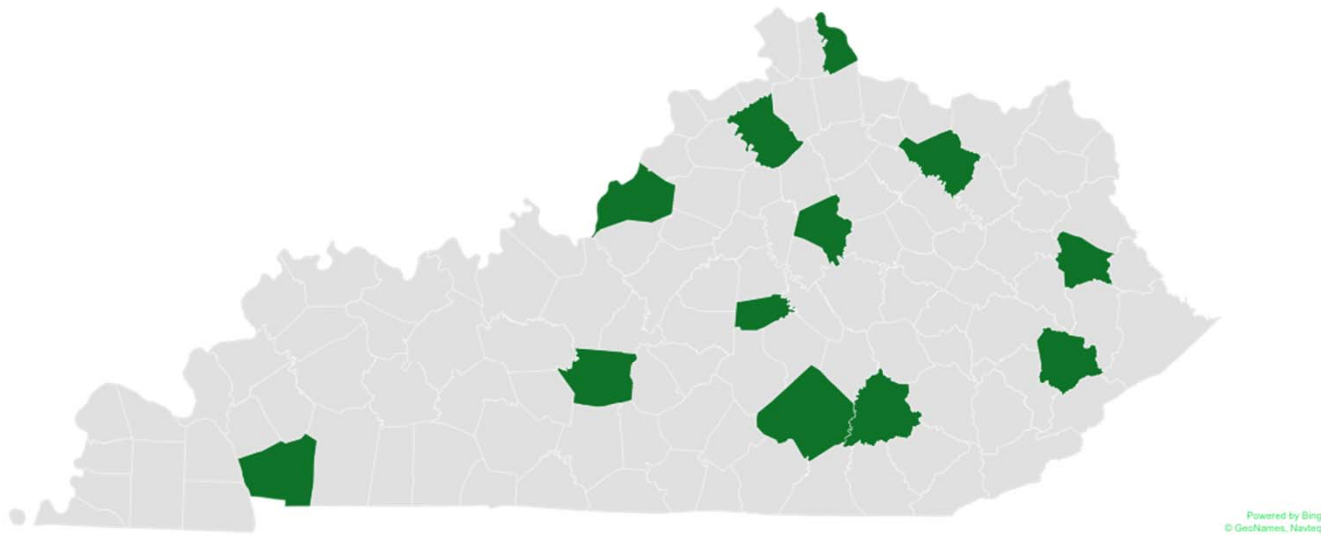
Finding 1

Significant numbers of Kentucky students are not sold on the value of college in their lives. Cultural pulls and economic pressures are a formidable force.

Family support can make a significant difference, yet too many Kentucky students feel they don't have it.

The primary tool to measure college readiness reflects and possibly even perpetuates inequity.

Finding 4

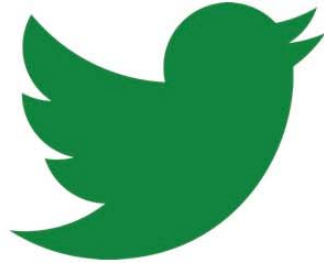# Kentucky has a school counseling crisis.

STUDENT VOICE TEAM

PRICHARD COMMITTEE FOR ACADEMIC EXCELLENCE

@PCStuVoiceTeam

prichardcommittee.org/studentvoiceteam

WHAT WILL IT TAKE TO PROVIDE POSTSECONDARY NAVIGATION SUPPORT TO ALL STUDENTS?

(POSTSECONDARY NAVIGATION CHECKLIST AS DISCUSSION PROMPT FOR TABLE TALK)

BREAK

10:30 a.m. – 10:45 a.m.

10:45 a.m.	What Is the Current State of Pathways to Adult Success – Nationally and in Your Community?
11:15 a.m.	Building Data Systems to Support Pathways to Adult Success: Findings of data workgroup
12:00 p.m.	Breaking with Tradition: Rethinking Organizations to Support Students: lunch and panel discussion
1:30 p.m.	Postsecondary Readiness and Persistence and Adult Success: What are the lessons inherent in the lunchtime discussion for your community?
2:30 p.m.	Break

EVERYONE GRADUATES

JOHNS HOPKINS
SCHOOL of EDUCATION

education northwest

PATHWAYS to ADULT SUCCESS

WHAT IS THE CURRENT STATE OF PATHWAYS TO ADULT SUCCESS – NATIONALLY AND IN YOUR COMMUNITY?

TABLE TALK

- How are your local realities different from national trends? Are current pathways straight or curved, bumpy or smooth, multiple, filled with potholes?

EVERYONE GRADUATES

JOHNS HOPKINS SCHOOL of EDUCATION

education northwest

PATHWAYS to ADULT SUCCESS

BUILDING DATA SYSTEMS TO SUPPORT PATHWAYS TO ADULT SUCCESS

FINDINGS OF DATA WORKGROUP

EVERYONE GRADUATES CENTER

JOHNS HOPKINS SCHOOL of EDUCATION

education northwest

BREAKING WITH TRADITION: RETHINKING ORGANIZATIONS TO SUPPORT STUDENTS

LUNCH AND PANEL DISCUSSION

- Jorge Aguilar, Superintendent, Sacramento City Unified School District, CA
- Dr. Tim Renick, Senior Vice President, Enrollment Success and Management, and Professor, Georgia State University, GA

JORGE AGUILAR

Superintendent, Sacramento City Unified School District, CA

Sacramento City Unified School District
Higher Education Partnership Update

Jorge Aguilar, Superintendent and Associate Vice Chancellor
of Student Affairs at the University of California, Merced

May 2, 2018

Every system is perfectly designed
*to get the results that it gets*

SCUSD CORE VALUE

We recognize that our system is inequitable by design
and we vigilantly work to confront and interrupt
inequities that exist to level the playing field and
provide opportunities for everyone to learn, grow and
reach their greatness.

SCUSD GUIDING PRINCIPLE

All students are given
an equal opportunity to graduate
with the greatest number of postsecondary choices
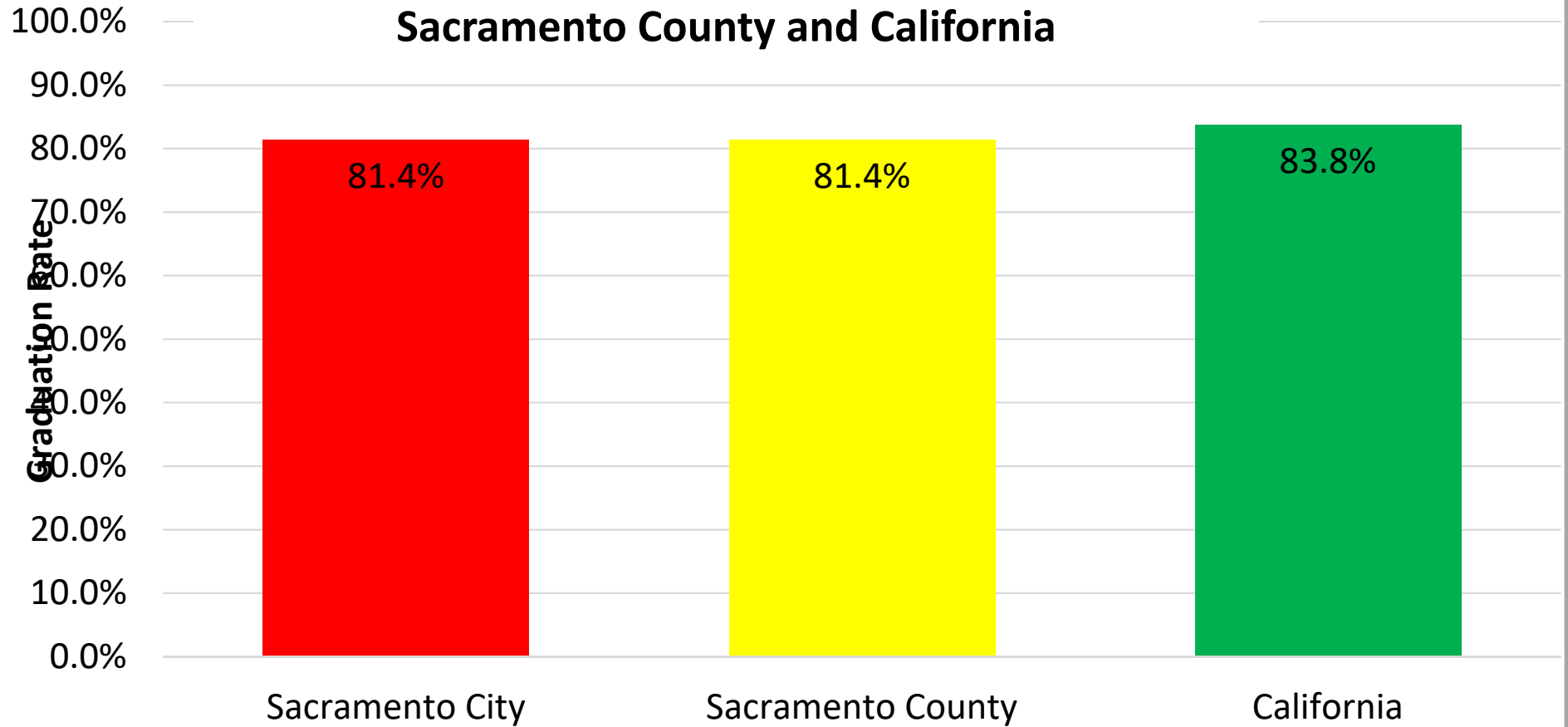from the widest array of options

Current Reality

- Fundamental gap between accountability in K-12 and higher education
- "Pipeline" of neither segment incentivized to "fit" together
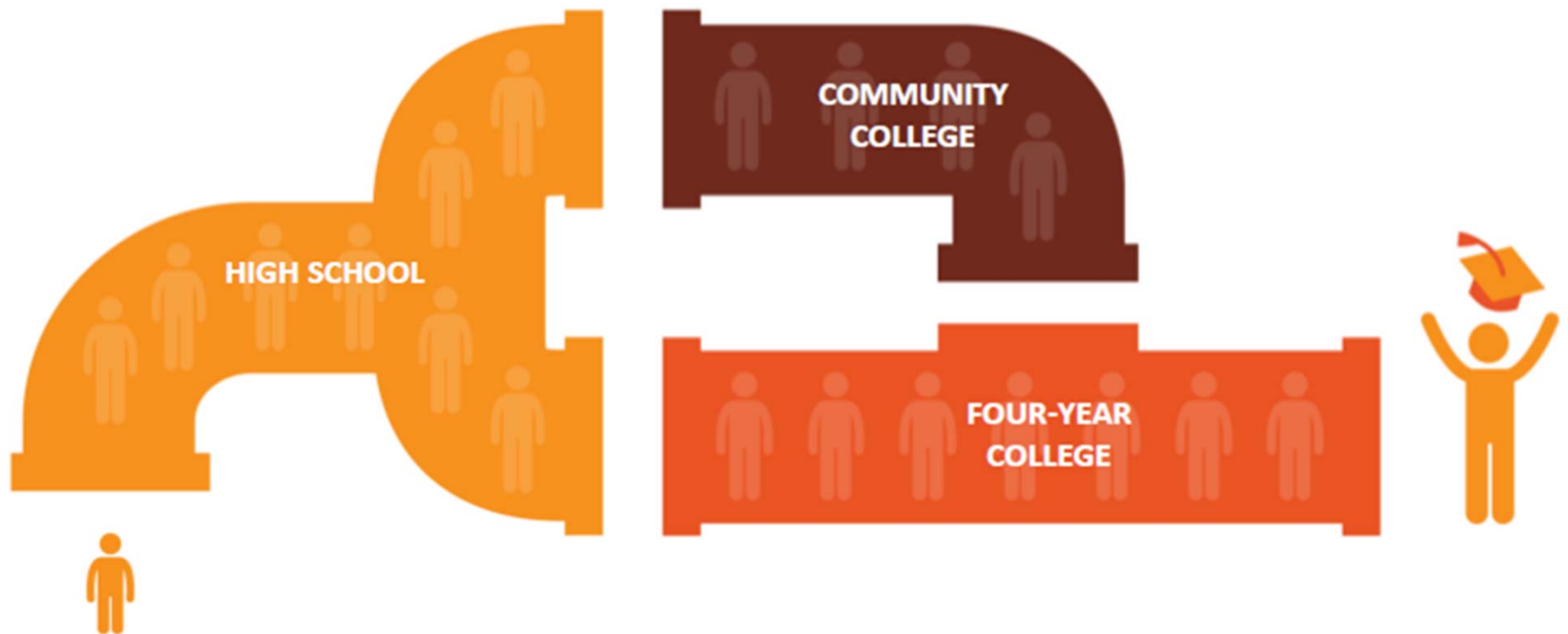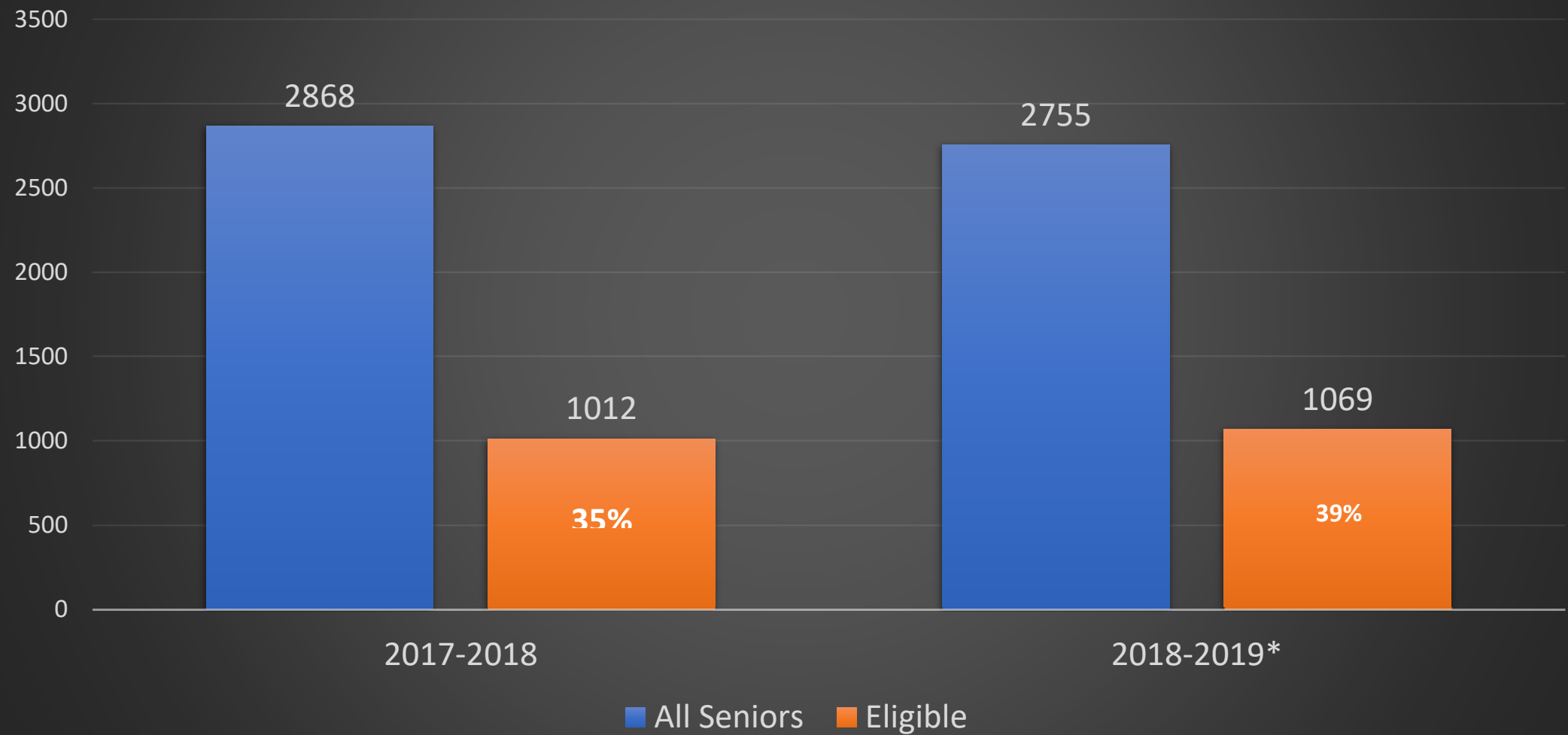
Defining Equity, Access, and Social Justice

- Equity, Access, and Social Justice requires displaying data in real-time in such a way that data triggers a moral call to action irrespective of parent advocacy or (in)ability to navigate our Sac City Unified School District

- Equity, Access, and Social Justice act as a "check and balance" to ensure that "downdrafting" practices, procedures, processes, and traditions are identified and researched to determine the purpose of their continued use

- Equity, Access, and Social Justice is about respecting the value of data and establishing a continuous improvement and accountability framework that is transparent and looks at data by student, by name, by need, and by *inequity and injustice!*

2015-16 Cohort Graduation Rates: Sacramento City vs. Sacramento County and California

Graduation Rate

100.0%	
90.0%	
80.0%	
70.0%	
60.0%	
50.0%	
40.0%	
30.0%	
20.0%	
10.0%	
0.0%	

Sacramento City — 81.4%
Sacramento County — 81.4%
California — 83.8%

SCUSD 12th grade students meeting UC/CSU Eligibility Match Profiles

	2017-2018	2018-2019*
All Seniors	2868	2755
Eligible	1012 (35%)	1069 (39%)

Legend: ■ All Seniors ■ Eligible

Student Group	Student Group within Numerator	Student Group's entire population within Denominator	Disproportionality Ratio (Numerator % / Denominator %)
African American	118 / 1234 **9.56%**	447 / 2757 **16.21%**	0.59
Asian	435 / 1234 **35.25%**	625 / 2757 **22.67%**	1.56
Asian - Cambodian	1 / 1234 **0.08%**	6 / 2757 **0.22%**	0.37
Asian - Chinese	132 / 1234 **10.7%**	176 / 2757 **6.38%**	1.68
Asian - Filipino	27 / 1234 **2.19%**	51 / 2757 **1.85%**	1.18
Asian - Hmong	120 / 1234 **9.72%**	172 / 2757 **6.24%**	1.56
Asian - Indian	20 / 1234 **1.62%**	36 / 2757 **1.31%**	1.24
Asian - Japanese	15 / 1234 **1.22%**	18 / 2757 **0.65%**	1.86
Asian - Korean	5 / 1234 **0.41%**	11 / 2757 **0.4%**	1.02
Asian - Laotian	13 / 1234 **1.05%**	26 / 2757 **0.94%**	1.12
Asian - Other	89 / 1234 **7.21%**	126 / 2757 **4.57%**	1.58
Asian - Vietnamese	40 / 1234 **3.24%**	54 / 2757 **1.96%**	1.65
English Learner	57 / 1234 **4.62%**	300 / 2757 **10.88%**	0.42
English Only	620 / 1234 **50.24%**	1567 / 2757 **56.84%**	0.88
Female	696 / 1234 **56.4%**	1378 / 2757 **49.98%**	1.13
Foster Youth Students	9 / 1234 **0.73%**	39 / 2757 **1.41%**	0.52
Free/Reduced/Low Income	713 / 1234 **57.78%**	1732 / 2757 **62.82%**	0.92
Homeless Students	3 / 1234 **0.24%**	20 / 2757 **0.73%**	0.34
Initially Fluent	37 / 1234 **3%**	71 / 2757 **2.58%**	1.16
Latino/Hispanic	388 / 1234 **31.44%**	1042 / 2757 **37.79%**	0.83
Long Term EL	8 / 1234 **0.65%**	47 / 2757 **1.7%**	0.38
Male	538 / 1234 **43.6%**	1379 / 2757 **50.02%**	0.87
Pacific Islander	17 / 1234 **1.38%**	66 / 2757 **2.39%**	0.58
RFEP	519 / 1234 **42.06%**	811 / 2757 **29.42%**	1.43
Special Education	27 / 1234 **2.19%**	316 / 2757 **11.46%**	0.19
White	235 / 1234 **19.04%**	480 / 2757 **17.41%**	1.09
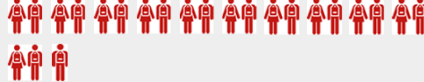
Showing 1 to 26 of 26 entries
* The color red indicates LCFF group

Marcos Breton

*"McClatchy HISP, and other specialty programs in Sacramento's public schools, are exclusive for a reason: The best students are too few in number across the district. The district is failing the vast majority of students who are not qualified for HISP by the time they reach ninth grade. **They aren't qualified because they haven't been prepared from kindergarten through eighth grade.**" – February 24, 2018*

K-12 "Specialty Program" Pipeline Disproportionality

	8th Graders Accepted to Lottery (n184)	All 8th Graders (n3303)	"Eligible" Non-Applicants (n349)
Asian	28%	20%	37%
Black or African American	7%	14%	6%
Hispanic	16%	38%	23%
Native Hawaiian or Other Pacific Islander	*	2%	*
Two or More Races	6%	6%	5%
White	41%	20%	26%
American Indian or Alaska Native*	*	*	*

*n <11

Grade Level Readiness Pipeline

100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%

■ Level 3-Nearly on Grade Level   ■ Level 4-On Grade Level

■ Level 5-Significantly On Grade Level

Most selective schools

Open-access schools

9%

13%
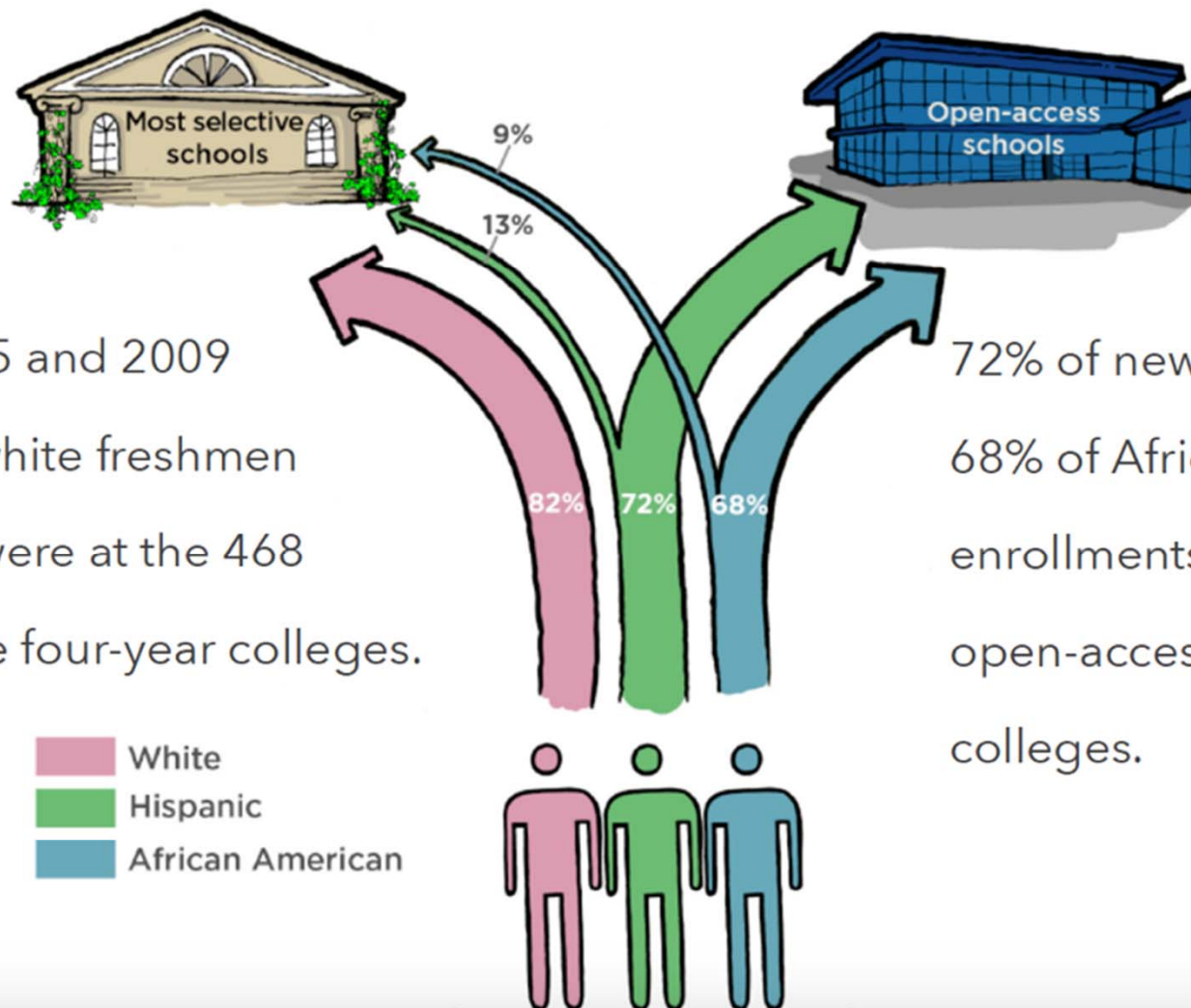
Between 1995 and 2009 82% of new white freshmen enrollments were at the 468 most selective four-year colleges.

72% of new Hispanic & 68% of African-American enrollments were at open-access two and four-year colleges.

82%   72%   68%

White
Hispanic
African American

Source: Carnevale, Anthony P., and Jeff Strohl. *Separate & Unequal*. Washington, D.C.: Georgetown University Center for Education and the Workforce, 2013.

SCUSD Local Context CSU/UC Eligibility Match Profiles

CSU Admission Profile Metrics	Group A	Group A Campuses	Group B	Group B Campuses	Group C	Group C Campuses	Group D	Group D Campuses
UC A-G GPA	>= 3.53	San Luis Obispo San Diego Long Beach Fullerton	>= 3.18	Pomona Northridge Fresno San Jose Los Angeles San Bernardino San Francisco Sacramento Monterey Bay	>= 3.11	Bakersfield East Bay Stanislaus Chico Humboldt Dominguez Hills San Marcos Sonoma Channel Islands Maritime	>= 2.00	All 23 CSU Campuses
A-G Total Units	>= 22		>= 21		>= 20		>= 15	
SAT EBRW	>= 620		>= 520		>= 500		>= Any	
SAT Math	>= 600		>= 520		>= 500		>= Any	
AP/Honors Courses	>= 5		>= 2		>= 1		>= Any	

UC Admission Profile Metrics	Group A	Group A Campuses	Group B	Group B Campuses	Group C	Group C Campuses	Group D	Group D Campuses
UC A-G GPA	>= 3.89	Berkeley Los Angeles	>= 3.81	San Diego Santa Barbara Davis Irvine	>= 3.52	Santa Cruz Riverside Merced	>= 3.00	All 9 Undergraduate UC Campuses
A-G Total Units	>= 22.5		>= 22		>= 21		>= 15	
SAT EBRW	>= 650		>= 610		>= 560		>= Any	
SAT Math	>= 630		>= 600		>= 560		>= Any	
AP/Honors Courses	>= 6		>= 5		>= 4		>= Any	

The analysis that resulted in these profiles is based on historical data for SCUSD graduates who enrolled at UC or CSU schools in the respective groups. The analysis included minimum, maximum, average and mean GPA, number of A-G and Honors courses completed and SAT scores to develop baseline criteria. Threshold testing of all metrics was performed to produce the overall criteria that yielded the highest probability of admission.

Match of Current SCUSD Seniors to Most Selective UC Campuses

- UC Group A
- UC Group B
- UC Group C
- UC Group D
- Open Access CC

	Total
UC Group A	38 — 1%
UC Group B	17 — 1%
UC Group C	63 — 2%
UC Group D	892 — 33%
Open Access CC	1679 — 62%

SCUSD Local Context CSU/UC Eligibility Match Profiles

COLLEGE/CAREER READINESS INDIVIDU...

STUDENT INFORMATION

IHE MATRICULATION DASHBOARD

INSTITUTION OF HIGHER EDUCATION APPLICATIONS

Select IHE from list below | Other College

IHE Master App Opt Out Reason(s) | IHE Master SIR Opt Out Reason(s)

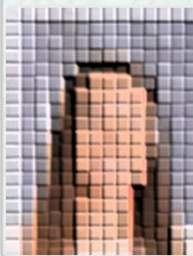| CSU Admission Profile Metrics	Group A	Group A Campuses	Group B	Group B Campuses	Group C	Group C Campuses	Group D	Group D Campuses
UC A-G GPA	>= 3.53		>= 3.18	Pomona	>= 3.11	Bakersfield	>= 2.00	
A-G Total Units	>= 22	San Luis Obispo	>= 21	Northridge Fresno	>= 20	East Bay Stanislaus	>= 15	
SAT EBRW	>= 620	San Diego	>= 520	San Jose	>= 500	Chico Humboldt	>= Any	All 23 CSU Campuses
SAT Math	>= 600	Long Beach Fullerton	>= 520	Los Angeles San Bernardino San Francisco	>= 500	Dominguez Hills San Marcos Sonoma	>= Any	
AP/Honors Courses	>= 5		>= 2	Sacramento Monterey Bay	>= 1	Channel Islands Maritime	>= Any	

UC Admission Profile Metrics	Group A	Group A Campuses	Group B	Group B Campuses	Group C	Group C Campuses	Group D	Group D Campuses
UC A-G GPA	>= 3.89		>= 3.81		>= 3.52		>= 3.00	
A-G Total Units	>= 22.5	Berkeley	>= 22	San Diego	>= 21	Santa Cruz	>= 15	All 9 Undergraduate UC Campuses
SAT EBRW	>= 650	Los Angeles	>= 610	Santa Barbara Davis	>= 560	Riverside Merced	>= Any	
SAT Math	>= 630		>= 600	Irvine	>= 560		>= Any	
AP/Honors Courses	>= 6		>= 5		>= 4		>= Any	

The analysis that resulted in these profiles is based on historical data for SCUSD graduates who enrolled at UC or CSU schools in the respective groups. The analysis included minimum, maximum, average and mean GPA, number of A-G and Honors courses completed and SAT scores to develop baseline criteria. Threshold testing of all metrics was performed to produce the overall criteria that yielded the highest probability of admission.

Registered Date	CDS CODE	School	School Type							Eligible	Received	Method	Date	Data Source		
11/02/2017	406145	California Polytechnic State University, San Luis	CSU							○	○				EDIT	DEL
11/02/2017	377837	University of California, San Diego	UC							○	○				EDIT	DEL
11/02/2017	427677	University of California, Santa Barbara	UC							○	○				EDIT	DEL
11/02/2017	197887	University of California, Los Angeles	UC							○	○				EDIT	DEL

SAT (composite) 1617 - 06/03/2017 Scale Score:1420 Result: | SAT 1 | 06/03/2017 | 1420

Math 06/03/2017 Scale Score:760 Result: | AP Test - CalculusAB | 08/01/2017 | 4

Reading/Writing 06/03/2017 Scale Score:660 Result:

minimum, maximum, average and mean GPA, number of A-G and Honors courses completed and SAT scores to develop baseline criteria. Threshold testing of all metrics was performed to produce the overall criteria that yielded the highest probability of admission.

Index Element ⬍	Index Score ⬍	Subelements

H
GENERAL FACTS
Graduation — XX.XX

w 10% · 1718Q2	w 15% · 1718Q2	w 25% · 1718Q2	w 30% · 1617EOY	w 20%
0.00	0.00	0.00	0.00	0.00
10.09	10.09	10.09	10.09	10.09
67. 73 %	92. 03 %	32. 97 %	0. 00 %	0. 00 %
10.09	10.09	10.09	10.09	10.09
(i) On-Track Status	(i) On-Track Retention Rate	(i) Off-Track to On-Track	(i) CA Graduation Rate	(i) CA College and Career Readiness Rate
			CCI ▮▮▮ 90%	

H
A-G — XX.XX

w 15% · 1718Q2	w 25% · 1718Q2	w 20% · 1718Q2	w 25% · 1718Q2	w 15% · 1617EOY
0.00	0.00	0.00	0.00	0.00
69.05		10	10	10
61. 20 %	99. 39 %	38. 78 %	38. 68 %	0. 00 %
69.05	100	10	10	10
(i) On-Track Status	(i) On-Track Retention Rate	(i) Off-Track to Subject Borderline	(i) Subject Borderline to On-Track	(i) A-G Rate
CCI ▮ 10%				

H
GENERAL FACTS
College-Going Culture — XX.XX

w 20% · 1718Q2	w 20% · 1718Q	w 25% · 1718Q2	w 20% · 1718Q2	w 15% · 1718Q2
0.00	0.00	0.00	0.00	0.00
18.19	30.65	30.65	30.65	30.65
18. 77 %	27. 47 %	36. 15 %	0. 00 %	0. 00 %
18.19	30.65	30.65	30.65	30.65
(i) CCC Only Eligibility Pool	(i) 12th Grade A-G Competitive Eligibility Pool	(i) CSU/UC Eligibility Match Profile Pool	(i) CSU/UC Eligibility Match Profile Application Rate	(i) FAFSA Completion Rate
	CCI ▮▮ 40%	CCI ▮▮▮ 90%	CCI ▮▮▮ 90%	

Panel 1 (CCC)

Recommended Group 1					CCC Only

CCC Eligibility Matched Campus - Group 0

Apply	Admit	SIR	College Name	Created Portal	Campus Rank
☐	☐	☐	Clovis City College 0	☐	
☑	☑	☑ Reason	Fresno City College 0	☐	
☐	☐	☐	Madera Center 0	☐	
☐	☐	☐	Oakhurst Center 0	☐	
☐	☐	☐	Reedley College 0	☐	

Matriculation

Registered for Course Enrollment	Please Select ⬍
Completed housing application	Please Select ⬍
Registered for orientation	Please Select ⬍
Completed IHE financial aid verification process	Please Select ⬍
Created Webgrants account	Please Select ⬍
Submitted AP / IB scores or College level coursework records	Please Select ⬍
Submitted Immunization record	Please Select ⬍
Submitted proof of residency(questionnaire / AB540 affidavit)	Please Select ⬍
Submitted Student Health Insurance Waiver	Please Select ⬍
Requested final transcript	

Dropdown:
- ✓ Please Select
- No
- Yes
- N/A

Add or Edit Application Opt Out Reasons

IHE Segment Opt Out Reason(s)

Panel 2 (CSU)

Recommended Group 1					A

CSU Eligibility Matched Campus - Group A

Apply	Admit	SIR	College Name	Created Portal	Campus Rank
☑	☑	☑ Reason	CalPoly San Luis A	☐	
☐	☐	☐	CSU Fullerton A	☐	
☐	☐	☐	CSU Long Beach A	☐	
☐	☐	☐	CSU San Diego A	☐	

Matriculation

Registered for ESP	Please Select ⬍
Completed housing application	Please Select ⬍
Registered for orientation	Please Select ⬍
Completed IHE financial aid verification process	Please Select ⬍
Created Webgrants account	Please Select ⬍
Submitted AP / IB scores or College level coursework records	Please Select ⬍
Submitted Immunization record	Please Select ⬍
Submitted proof of residency(questionnaire / AB540 affidavit)	Please Select ⬍
Submitted Student Health Insurance Waiver	Please Select ⬍
Requested final transcript	

Dropdown:
- ✓ Please Select
- No
- Yes
- N/A

Add or Edit Application Opt Out Reasons

IHE Segment Opt Out Reason(s)

Panel 3 (UC)

University of California

Apply	Admit	SIR	College Name	Created Portal	Campus Rank
☑	☑	☑ Reason	UC Merced C	☐	
☐	☐	☐	UC Riverside C	☐	
☐	☐	☐	UC Santa Cruz C	☐	

Matriculation

Confirmed AWPE Status	Please Select ⬍
Completed housing application	Please Select ⬍
Registered for orientation	Please Select ⬍
Completed IHE financial aid verification process	Please Select ⬍
Created Webgrants account	Please Select ⬍
Submitted AP / IB scores or College level coursework records	Please Select ⬍
Submitted Immunization record	Please Select ⬍
Submitted proof of residency(questionnaire / AB540 affidavit)	Please Select ⬍
Submitted Student Health Insurance Waiver	Please Select ⬍
Requested final transcript	

Dropdown:
- ✓ Please Select
- No
- Yes
- N/A

Add or Edit Application Opt Out Reasons

IHE Segment Opt Out Reason(s)

AGREEMENT GOVERNING THE RELEASE OF PERSONALLY IDENTIFIABLE STUDENT INFORMATION BY THE SACRAMENTO CITY UNIFIED SCHOOL DISTRICT FOR THE PURPOSE OF EVALUATING POSTSECONDARY SUCCESS OF SACRAMENTO CITY UNIFIED SCHOOL DISTRICT STUDENTS AT
THE LOS RIOS COMMUNITY COLLEGE DISTRICT, THE CALIFORNIA STATE UNIVERSITY, SACRAMENTO, THE UNIVERSITY OF CALIFORNIA, MERCED AND THE UNIVERSITY OF CALIFORNIA, DAVIS

Given when personally delivered or mailed by first class registered mail, return receipt requested, or via overnight delivery addressed to the parties at agreed upon addresses.

Jorge A. Aguilar, Superintendent
Sacramento City Unified School District

12/11/17
Date

Brian King, Chancellor
Los Rios Community College District

12/11/17
Date

Robert Nelsen, President
California State University, Sacramento

12/11/17
Date

Dorothy Leland, Chancellor
University of California, Merced

12/11/17
Date

Adela De La Torre, Vice Chancellor
University of California, Davis

12/11/17
Date

UC Postsecondary Completion

XX.XX

W 20%	W 20%	W 20%	W 20%	W 20%
0.00	0.00	0.00	0.00	0.00
Q 10	Q 10	Q 10	Q 10	Q 10
0. 00 %	0. 00 %	0. 00 %	0. 00 %	0. 00 %
Q 10	Q 10	Q 10	Q 10	Q 10
ⓘ Appropriate Course Placement	ⓘ Remediation Success Rate	ⓘ Persistence Rate	ⓘ Persistence Rate Disproportionality	ⓘ Degree Attainment Rate

CSU Postsecondary Completion

XX.XX

W 20%	W 20%	W 20%	W 20%	W 20%
0.00	0.00	0.00	0.00	0.00
Q 10	Q 10	Q 10	Q 10	Q 10
0. 00 %	0. 00 %	0. 00 %	0. 00 %	0. 00 %
Q 10	Q 10	Q 10	Q 10	Q 10
ⓘ Appropriate Course Placement	ⓘ Remediation Success Rate	ⓘ Persistence Rate	ⓘ Persistence Rate Disproportionality	ⓘ Degree Attainment Rate

CCC Postsecondary Completion

XX.XX

W 20%	W 20%	W 20%	W 20%	W 20%
0.00	0.00	0.00	0.00	0.00
Q 10	Q 10	Q 10	Q 10	Q 10
0. 00 %	0. 00 %	0. 00 %	0. 00 %	0. 00 %
Q 10	Q 10	Q 10	Q 10	Q 10
ⓘ Appropriate Course Placement	ⓘ Remediation Success Rate	ⓘ Persistence Rate	ⓘ Persistence Rate Disproportionality	ⓘ Degree Attainment/ Transfer Rate

Indicator	16-17 Q1		16-17 EOY		17-18 Q1				
	Fraction	Pct	Fraction	Pct	Fraction	Pct	DISP	Trend	Rank
Number and percentage of 12th grade students who submitted a Statement of Intent to Register (SIR) to the University of California, Merced (UCM) and are placed in the appropriate courses based on placement exam results	N/A N/A	N/A	N/A N/A	N/A	N/A N/A	N/A	N/A		N/A (entire district)

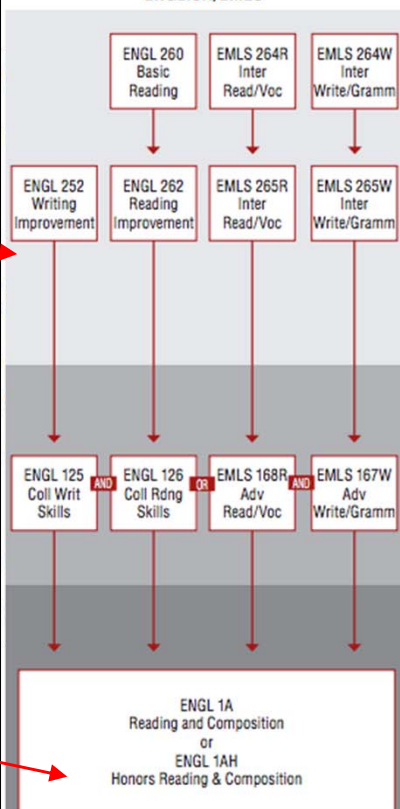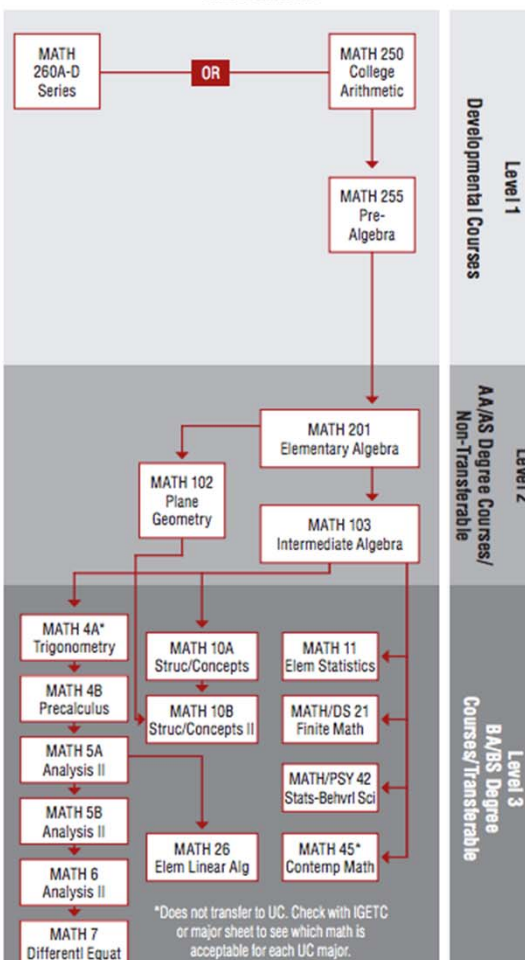|				
ⓘ Appropriate Course Placement	ⓘ Remediation Success Rate	ⓘ Persistence Rate	ⓘ Persistence Rate Disproportionality	ⓘ Degree Attainment/ Transfer Rate

Flow Charts for English and Mathematics Courses

These flow charts are designed to help you determine the appropriate level of English and mathematics courses that you will need for graduation and/or transfer to a four-year institution. Depending on your starting point, these charts indicate the sequence of courses that prepare you for the writing, reading, mathematics and general education requirements for English and mathematics associate degree and the English and mathematics transfer-level courses. Contact your counselor or English/mathematics instructor for further assistance. NOTE: Any arrow leading to a course is a prerequisite.

ENGLISH/EMLS

ENGL 260 Basic Reading
EMLS 264R Inter Read/Voc
EMLS 264W Inter Write/Gramm

ENGL 252 Writing Improvement
ENGL 262 Reading Improvement
EMLS 265R Inter Read/Voc
EMLS 265W Inter Write/Gramm

ENGL 125 Coll Writ Skills
ENGL 126 Coll Rdng Skills
EMLS 168R Adv Read/Voc
EMLS 167W Adv Write/Gramm

ENGL 1A Reading and Composition or ENGL 1AH Honors Reading & Composition

MATHEMATICS

MATH 260A-D Series
OR
MATH 250 College Arithmetic

MATH 255 Pre-Algebra

MATH 201 Elementary Algebra

MATH 102 Plane Geometry

MATH 103 Intermediate Algebra

MATH 4A* Trigonometry
MATH 10A Struc/Concepts
MATH 11 Elem Statistics

MATH 4B Precalculus
MATH 10B Struc/Concepts II
MATH/DS 21 Finite Math

MATH 5A Analysis II
MATH/PSY 42 Stats-Behvrl Sci

MATH 5B Analysis II

MATH 6 Analysis II
MATH 26 Elem Linear Alg
MATH 45* Contemp Math

MATH 7 Differentl Equat

*Does not transfer to UC. Check with IGETC or major sheet to see which math is acceptable for each UC major.

Level 1 — Developmental Courses

Level 2 — AA/AS Degree Courses/Non-Transferable

Level 3 — BA/BS Degree Courses/Transferable

Number and percentage of 12th
applied to State Center Comm
should be placed directly into
College based on direct placeme
English Course Direct Placeme

But placed into remedial level course

Numerator: Number of 12th
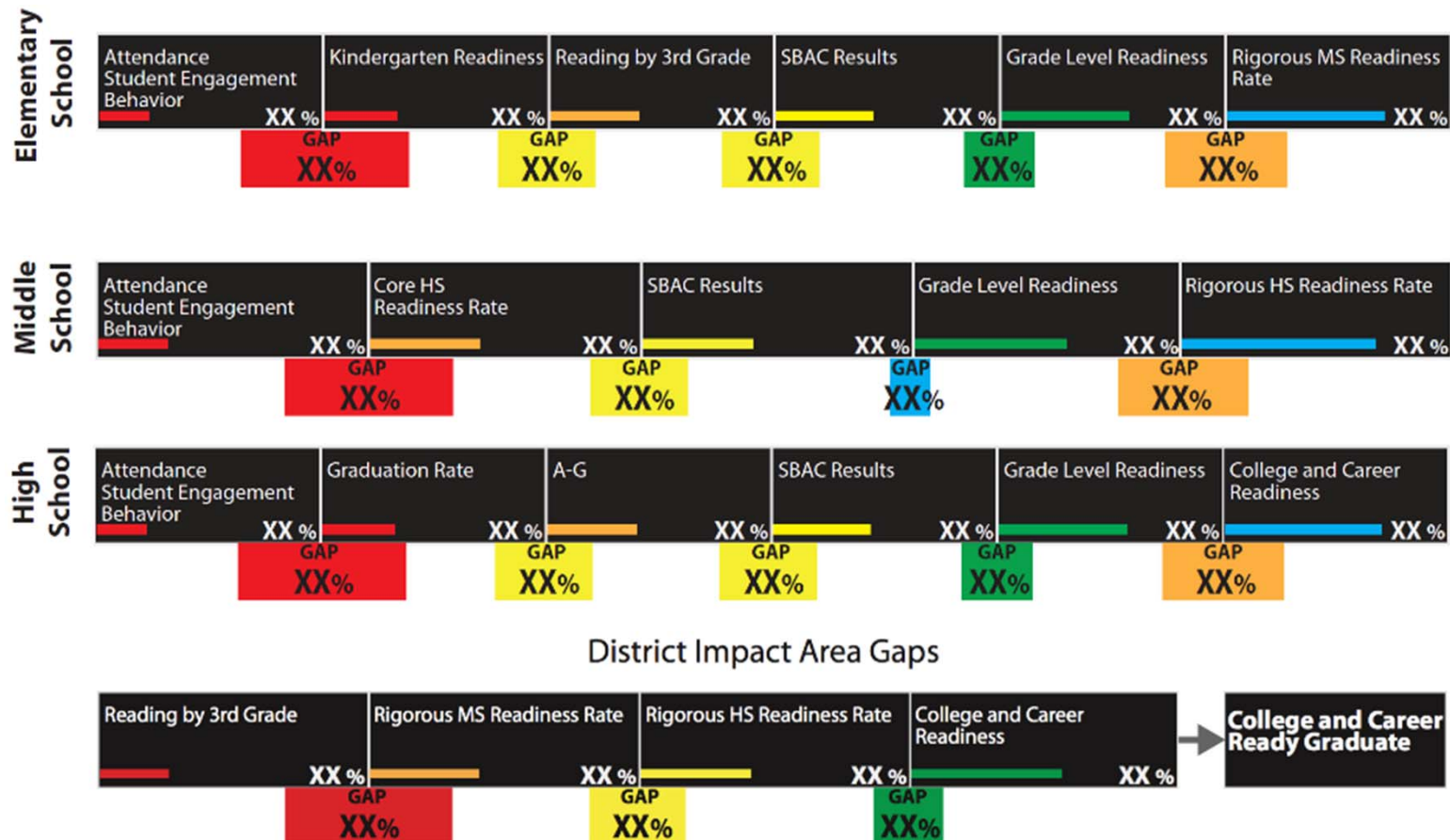State Center Community Colle
directly into English 1A course
direct placement criteria

Denominator: Total number
to State Center Community Co

Tested into college bearing course

N/A 0.00%
N/A (0.00)

Equity and Access Theory of Change

Segmental Impact Area Gaps

Elementary School

Attendance Student Engagement Behavior	Kindergarten Readiness	Reading by 3rd Grade	SBAC Results	Grade Level Readiness	Rigorous MS Readiness Rate
XX %	XX %	XX %	XX %	XX %	XX %

GAP XX% (red) · GAP XX% (yellow) · GAP XX% (yellow) · GAP XX% (green) · GAP XX% (orange)

Middle School

Attendance Student Engagement Behavior	Core HS Readiness Rate	SBAC Results	Grade Level Readiness	Rigorous HS Readiness Rate
XX %	XX %	XX %	XX %	XX %

GAP XX% (red) · GAP XX% (yellow) · GAP XX% (blue) · GAP XX% (orange)

High School

Attendance Student Engagement Behavior	Graduation Rate	A-G	SBAC Results	Grade Level Readiness	College and Career Readiness
XX %	XX %	XX %	XX %	XX %	XX %

GAP XX% (red) · GAP XX% (yellow) · GAP XX% (yellow) · GAP XX% (green) · GAP XX% (orange)

District Impact Area Gaps

Reading by 3rd Grade	Rigorous MS Readiness Rate	Rigorous HS Readiness Rate	College and Career Readiness	College and Career Ready Graduate
XX %	XX %	XX %	XX %	

GAP XX% (red) · GAP XX% (yellow) · GAP XX% (green)

![Sacramento City Unified School District Est. 1854 logo]

Q&A

DR. TIM RENICK

Senior Vice President, Enrollment Success and Management, and Professor, Georgia State University, GA

Percent of Low-Income Students in Public Schools

United States	**52%**		
Mississippi	71%	Tennessee	58%
N. Mexico	68%	Alabama	58%
Louisiana	65%	California	55%
Arkansas	61%	N. Carolina	53%
Oklahoma	61%	W. Virginia	52%
Texas	60%	Delaware	51%
Georgia	60%	Nevada	51%
Utah	59%	Arizona	51%
Florida	59%	Hawaii	51%
S. Carolina	58%	Illinois	50%

Source: Southern Education Fund

Changing Demographics

PERCENT OF LOW INCOME STUDENTS IN U.S. PUBLIC SCHOOLS 2013
National Average: 51%

WA 45%
MT 42%
ND 30%
MN 38%
VT 36%
ME 43%
OR 49%
ID 47%
SD 40%
WI 41%
NH 27%
NY 48%
MA 37%
RI 46%
WY 38%
MI 47%
CT 36%
NV 51%
NE 44%
IA 40%
PA 40%
NJ 37%
UT 59%
CO 42%
IL 50%
IN 49%
OH 39%
DE 51%
MD 43%
CA 55%
KS 48%
MO 45%
WV 52%
VA 39%
AZ 50%
NM 68%
OK 61%
AR 61%
KY 55%
NC 53%
TN 58%
SC 58%
MS 71%
AL 58%
GA 60%
TX 60%
LA 65%
AK 40%
FL 59%
HI 51%

PERCENT OF STUDENTS
0.0 - 38
38 - 42
42 - 47
47 - 50
51 AND ABOVE
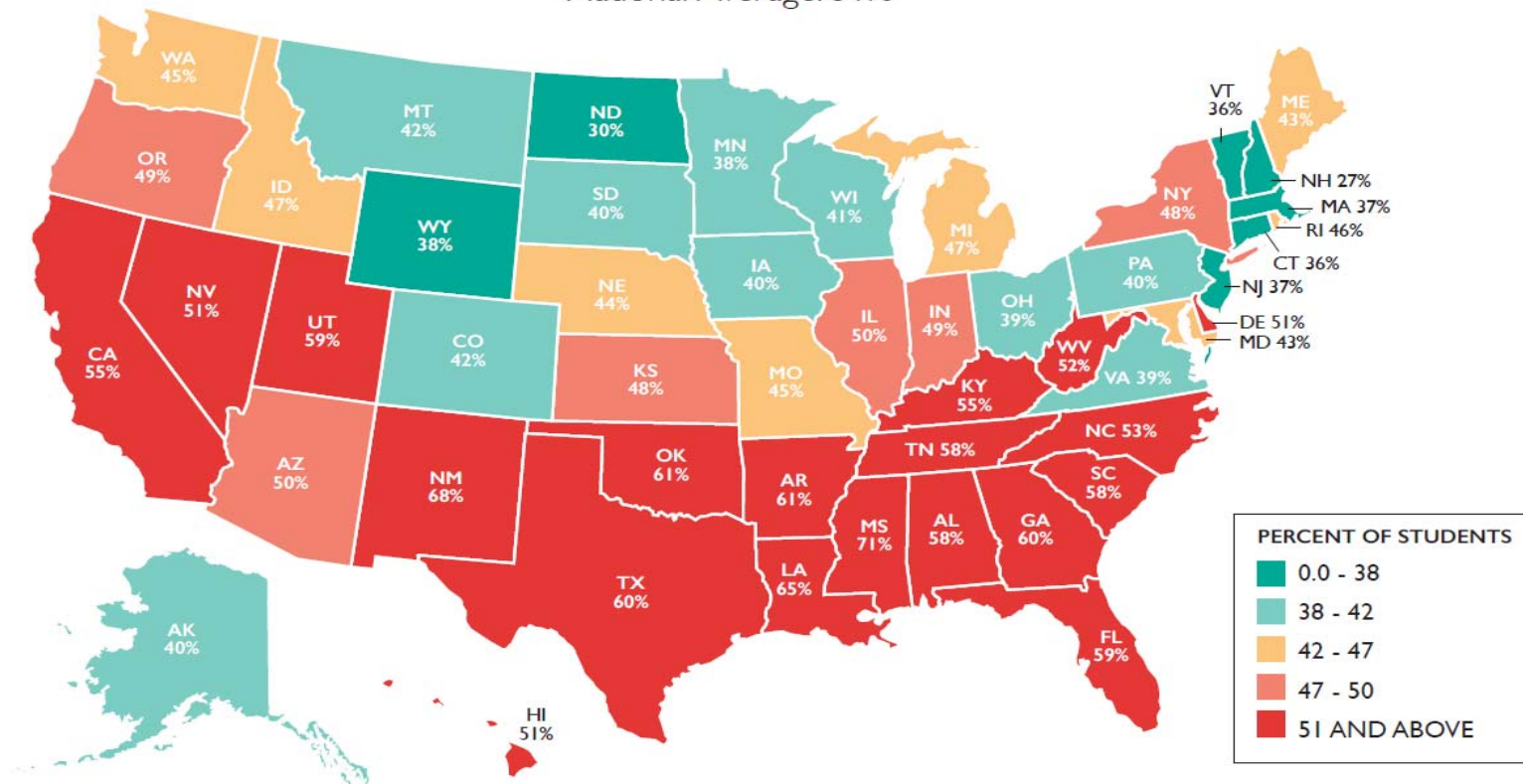
SOUTHERN EDUCATION FOUNDATION | *SOUTHERNEDUCATION.ORG*
Data Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data

The Challenge in Front of Us

Baccalaureate Degree Attainment by Age 24 by Family Income Quartile

Bachelor's Degree Attainment Rate (moving 3-year average)

82.4% — Top Income Quartile

40.2%

36.1% — Third Income Quartile

16.5% — Second Income Quartile

Bottom Income Quartile

6.2%

8.3%

14.9%
10.9%

X-axis: 1970, 1975, 1980, 1985, 1990, 1995, 2000

Y-axis: 0, 10, 20, 30, 40, 50, 60, 70, 80, 90
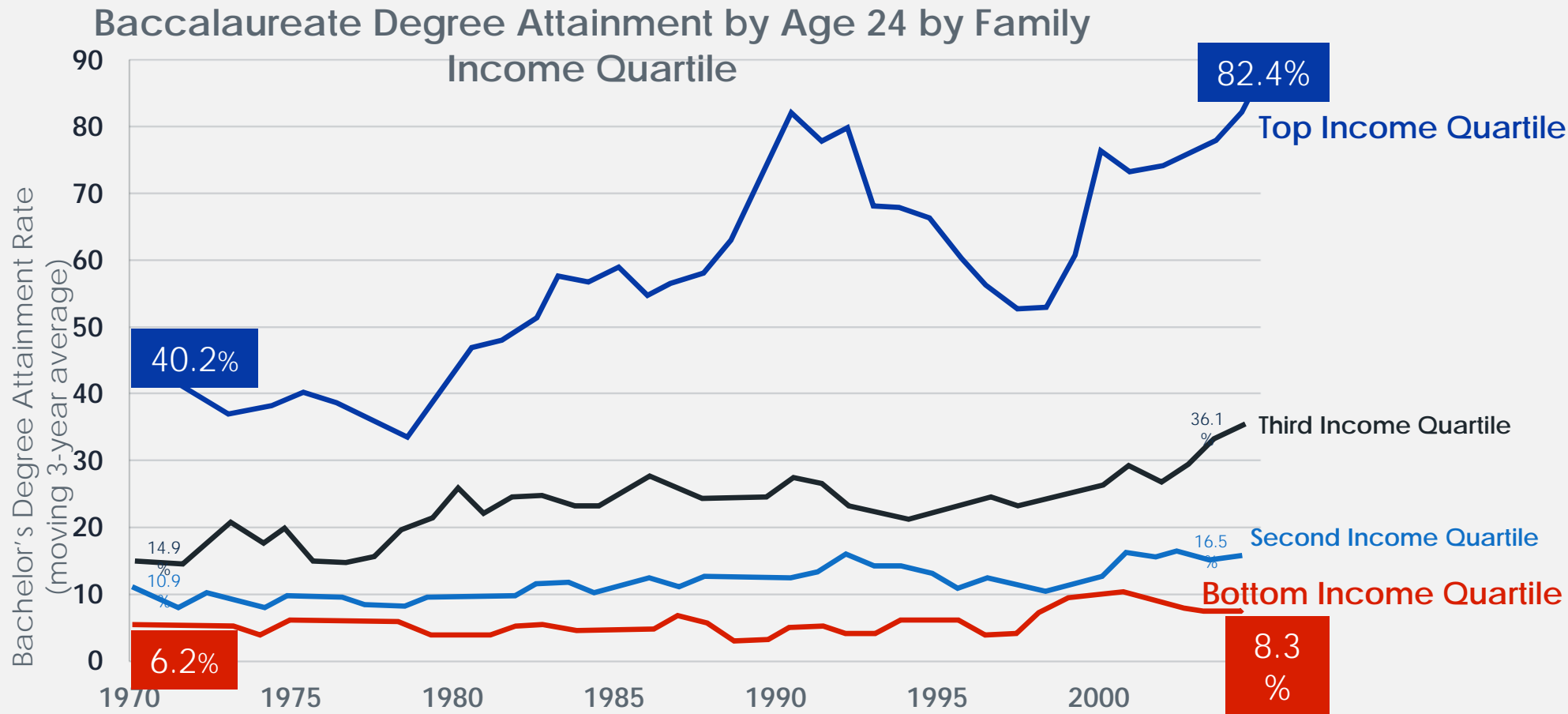
- 32,500 Students on the Atlanta campus
- Research University status achieved in 1995
- 50,000+ Students as of 2016 with Perimeter College Consolidation

Georgia State
University®

Graduation Rates by Race & Ethnicity

Where we were: 2003

31.6% WHITE

25.6% AFRICAN AMERICAN

22% HISPANIC

100%
80%
60%
40%
20%
0%
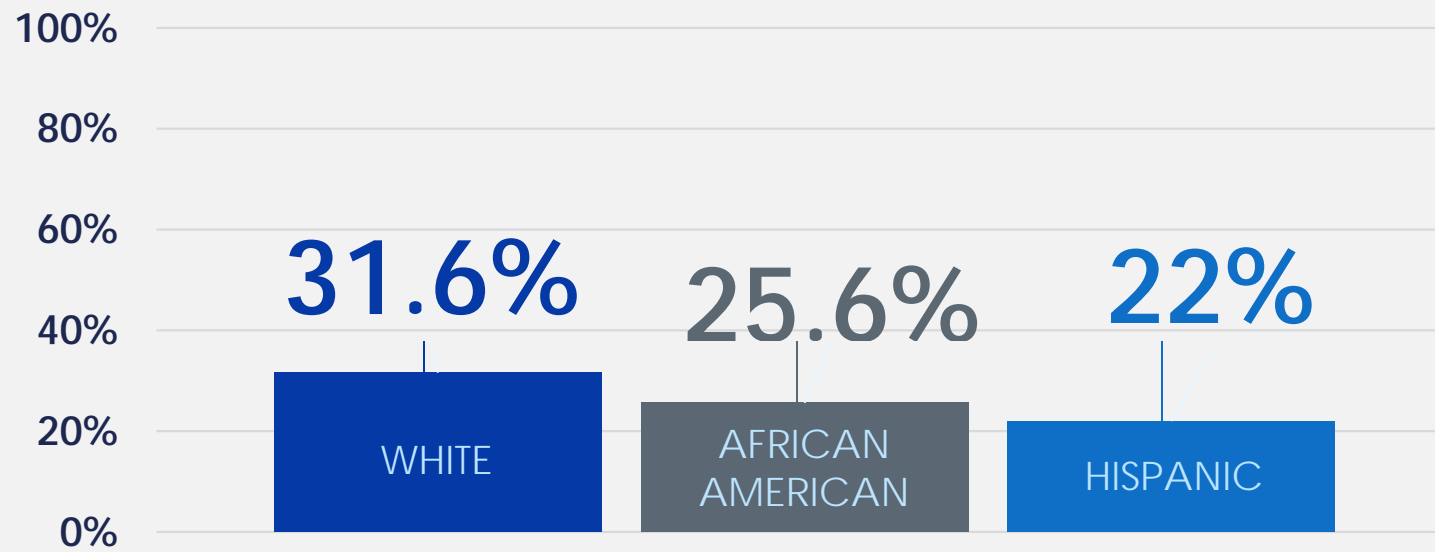
Changing Demographics: Race & Ethnicity

Underrepresented Minorities

53% 53% 54% 56% 59% 60% 63% 65% 66% 67%

Fall 2008, Fall 2009, Fall 2010, Fall 2011, Fall 2012, Fall 2013, Fall 2014, Fall 2015, Fall 2016, Fall 2017

Low-Income Students

Percent of Georgia State Undergraduates on PELL

31% 32% 40% 48% 51% 56% 58% 59% 59% 59% **59%**

| | Fall 2007 | Fall 2008 | Fall 2009 | Fall 2010 | Fall 2011 | Fall 2012 | Fall 2013 | Fall 2014 | Fall 2015 | Fall 2016 | Fall 2017 |

60%
50%
40%
30%
20%
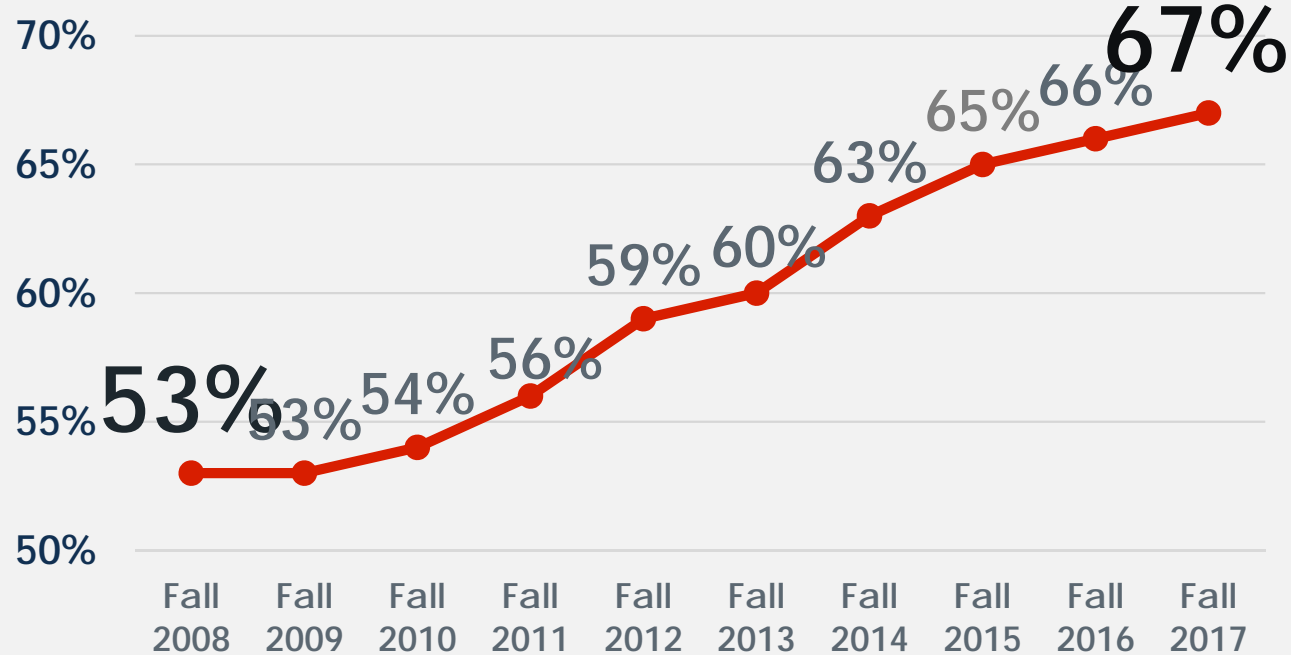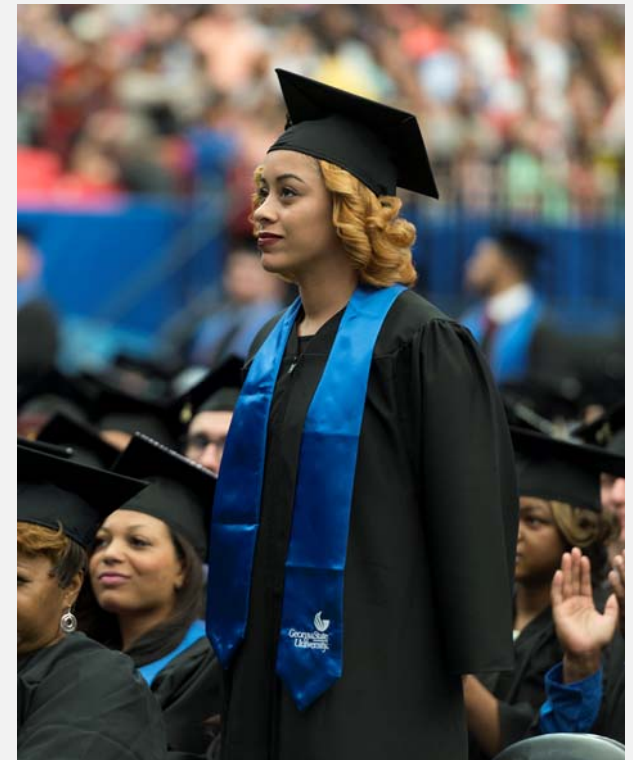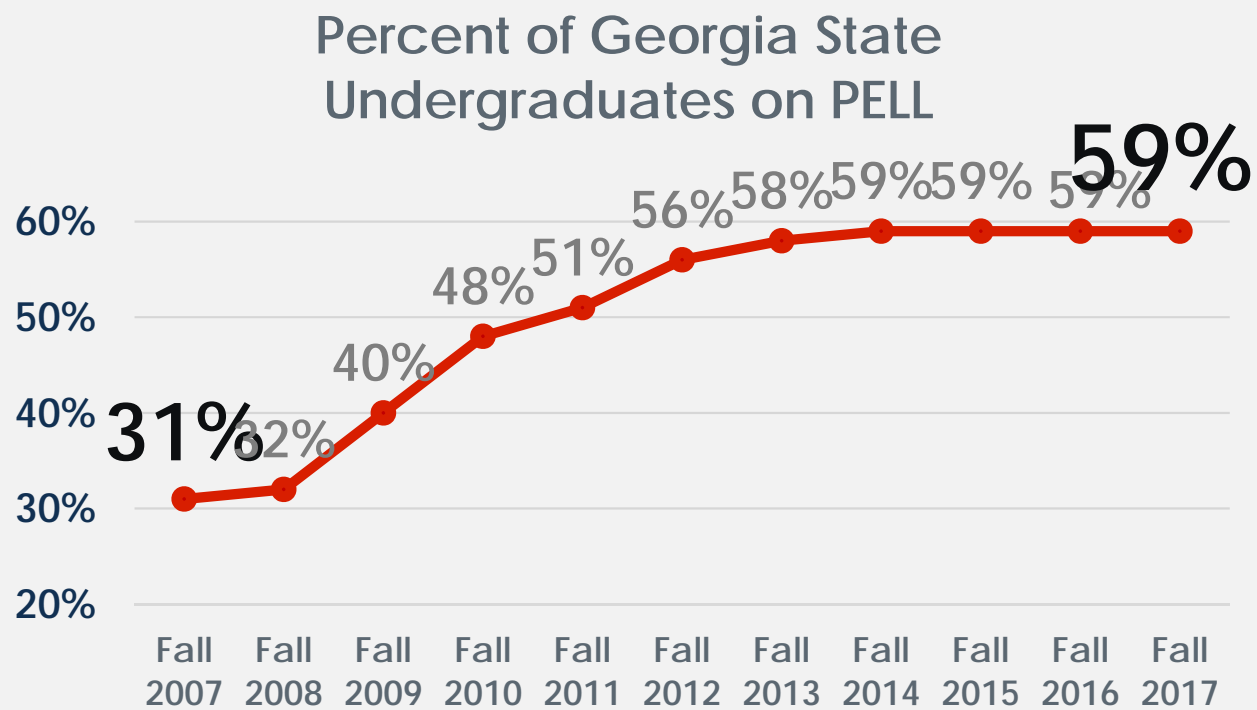
Are We the Problem?

Challenge:
Summer Melt

Summer Melt

Fall 2015

Confirmed GSU Freshman Who Never Attended Any College: 278

Non-white	**76%**
First Generation	**45%**
Low Income	**71%**
Avg. High School GPA	**3.34**

The Hidden Obstacles to Enrollment

- Federal Financial
  Aid Application
- Verification Request
- State of Georgia
  Immunization Proof
- Taking Placement
  Exams
- Registering for Classes

Portal to Guide Students Through Next Steps

24/7 Responses Using a
Chat Bot
on Smart Devices

Which parent do I use on the FAFSA?
Jan 19 2017 6:38:13 PM

For info on which parent's information to use on the FAFSA, reply with the option that best describes your parents' marital status: Never Married Unmarried and both parents living together Married Remarried Divorced/Separated Widowed If none of these options are applicable, check out 1.usa.gov/1OgfTcg

↺ Undo   ✔ Approved by AdmitHub AI

Divorced
Jan 19 2017 6:38:40 PM

If your parents are divorced, the custodial parent (or the one you lived with the most in the past 12 months) is usually responsible for filling out the FAFSA. Check out this website to learn more: 1.usa.gov/1OgfTcg

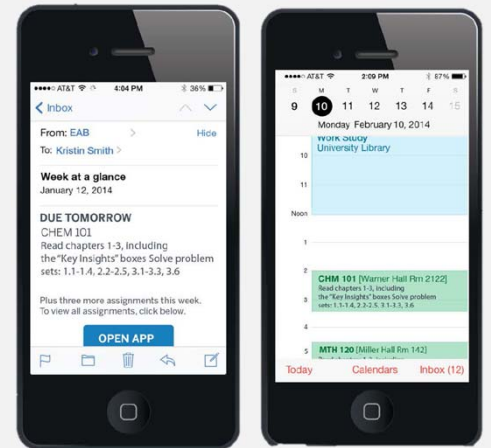↺ Undo   ✔ Approved by AdmitHub AI

OK and when is it due?
Jan 19 2017 6:39:07 PM

The FAFSA is available starting Oct. 1. Fill it out ASAP! (Use last year's tax info.) Some aid is first-come, first-served, so don't delay! fafsa.gov

✔ Accept   ⚠ Reject

AdmitHub

201,000

One-Year Drop in Summer Melt: 22%

+324 Students

Challenge:

Getting Off to a Good Start

The Human Cost
of Inaction

50%

First-Year Retention
Rates for Academically
At-Risk Freshmen in 2011

Community and Corporate Partnerships

Fulltime College Counselors Embedded in High Schools
(Atlanta and DeKalb Public Schools)

College Financial Literacy Workshops for High School Students and Parents (Atlanta and DeKalb)

College Scholars Near-Peer Mentoring (Cobb County Schools)

Summer Success Academy

- 400 highest risk freshmen by academic analytics
- Summer session before freshman fall with 7 credit hours of bachelor's-level work
- Intensive advisement
- Academic skills
- Financial literacy training
- Team/mindset building

Georgia State University | UNDERGRADUATE ADMISSIONS

Denzel,

Congratulations on your acceptance to Georgia State University! While your acceptance letter makes its way to you via post, we would like to provide you with additional information regarding your specialized admissions status.

As we reviewed your application for fall admission, we recognized you as a perfect candidate for our Success Academy. This is a wonderful opportunity to move on campus early, start using valuable campus resources, meet your peers, and take initiative and develop the skills that will help you make the most of your college education.

You may view your acceptance letter by logging in to the Check Your Status portal. We realize you may have questions about the program prior to enrolling, and we're here to help! In addition to the Success Academy website, we've put together the following Success Academy brochure.

Should you have any additional questions, please feel free to contact Amina Moss, Success Academy liaison,

Retention Rate of Summer Success Academy Students

87%

+148 students

5-Year Graduation Rate

51%

Challenge:
Choosing A Pathway

# Academic Guides with Live Job Data

Program Picker
Take control of your future! Explore majors and certificates that work for you.

🕐 Est. Time:

You chose this...
on your application

Would you consider...
Explore these possibilities for you based on your interests and priorities

Find more options

	Nursing A.S.	Medical Office Assistant Certificate	Radiologic Technology A.A.S	Health Studies A.S.
	Learn More	Learn More	Learn More	Learn More
	☑ Selected	☐ Explore	☐ Explore	☐ Explore
Classes/Credits	**20 classes** / 60 credits	**8 classes** / 24 credits	**20 classes** / 55 credits	**20 classes** / 62 credits
Time to Complete	2 years	1 year	2 years	2.25 years
Financial Aid	✔	May not be Financial Aid eligible	✔	✔
Total Tuition	**$9,176** in state	**$3,641** in state	**$8,850** in state	**$9,427** in state
Outcomes	**High rate of transfer** to 4-year colleges	Students seek employment or another stackable certificate	Most students seek employment post-graduation	**High rate of transfer** to 4-year colleges
Average Salary	$38,500 $51,100 with BA degree	$29,129	$37,819	$42,774 $51,553 with BS degree
Hiring Demand	**129 job posts**	**137 job posts**	**459 job posts**	**661 job posts**
	☑ Selected	☐ Explore	☐ Explore	☐ Explore

Freshman Learning Communities & Meta Majors

Freshman Learning Communities with block schedules of 5 to 6 courses:
95% of non-Honors freshmen (Opt-out model)

1st Year GPA

No FLC	FLC
2.73	2.96

Retention

No FLC	FLC
81%	85%
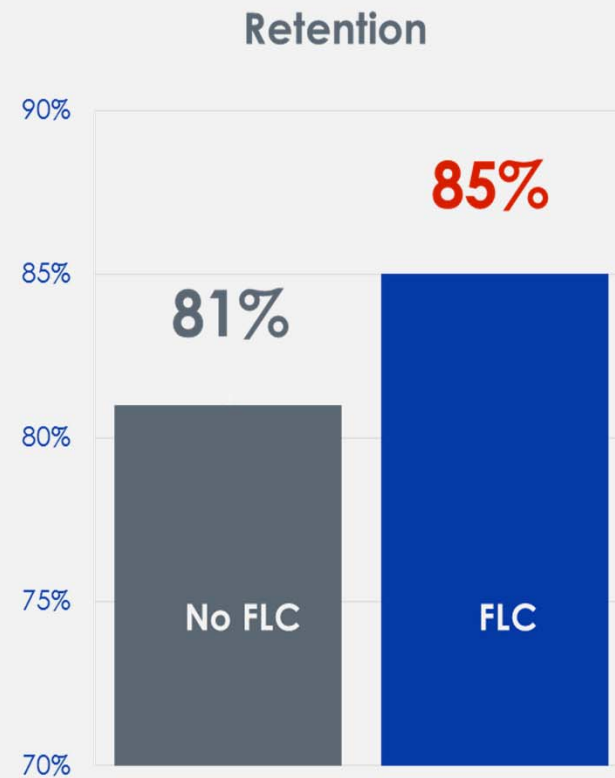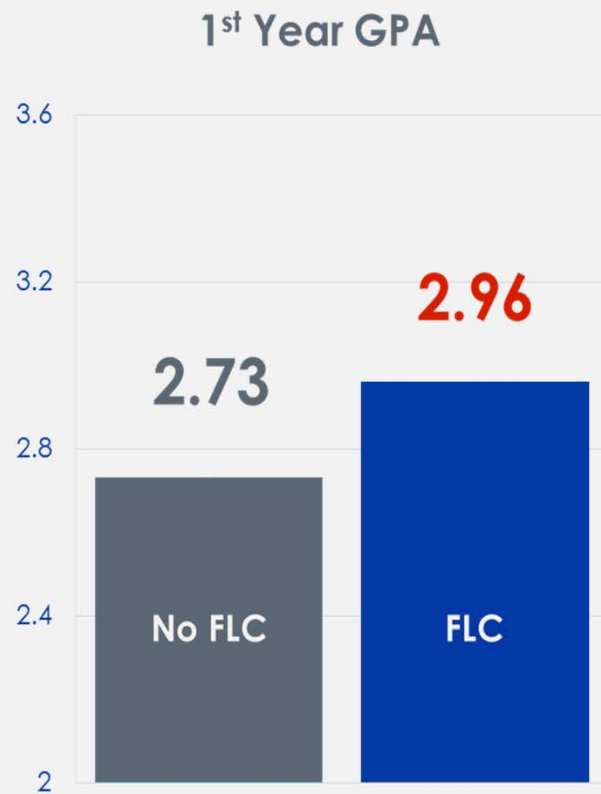
Choice Architecture: Meta Majors

Business
Education
Exploratory
STEM
Humanities & Arts
Health Professions
Policy/Social Science

Challenge:
Staying On Path

Advisement: GPS Advising

Predictive Analytics Project with EAB

10 YEARS OF DATA | **2.5 MILLION** GRADES
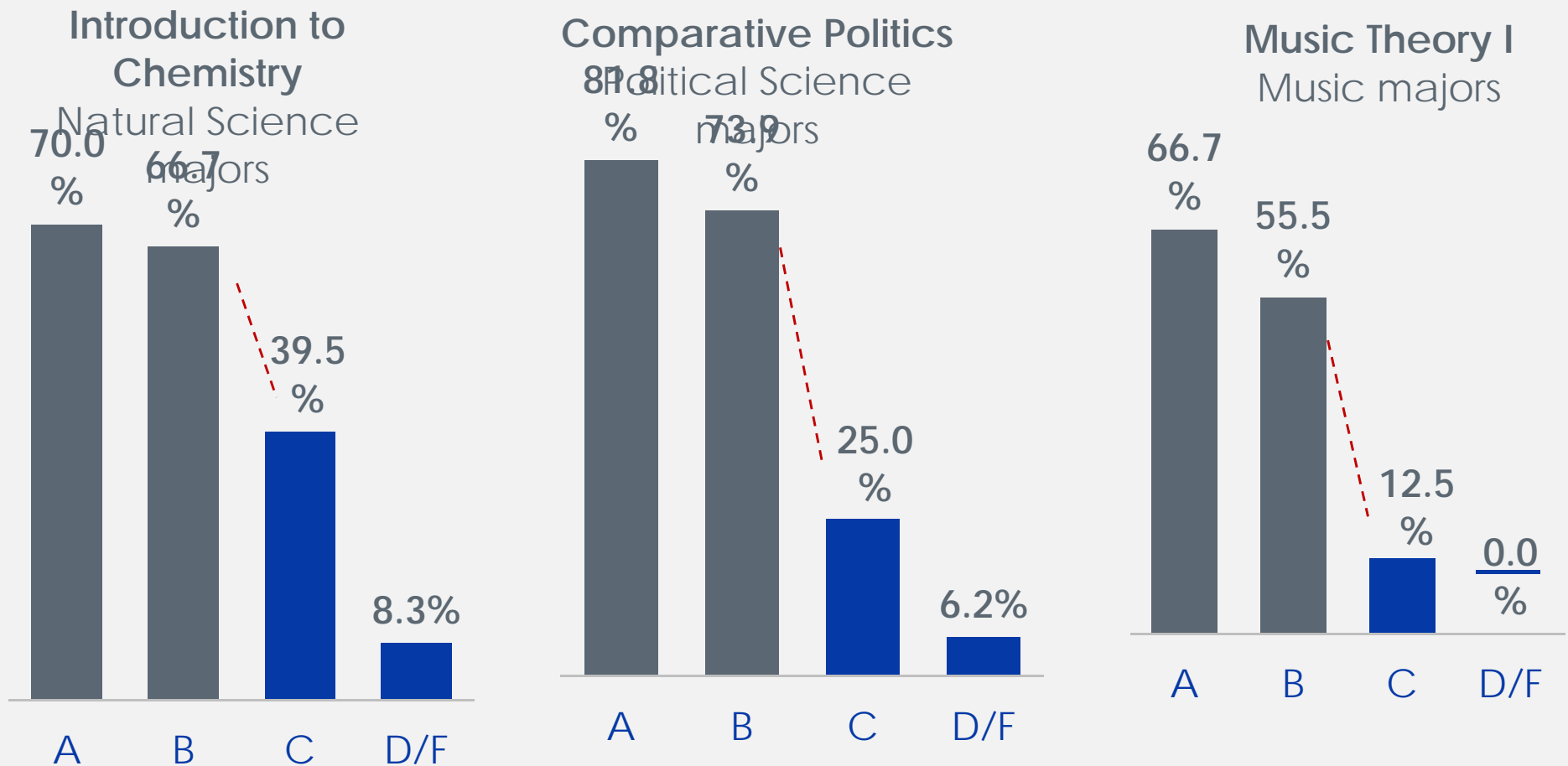
144,000 STUDENT RECORDS

800+ ANALYTICS-BASED **ALERTS**

30,000 STUDENTS TRACKED DAILY

Alerts Based on Historical RPG Data

Graduation Rate in Major by Introductory Course Grade

Introduction to Chemistry
Natural Science majors

70.0% 66.7% 39.5% 8.3%

A   B   C   D/F

Comparative Politics
Political Science majors

81.8% 73.9% 25.0% 6.2%

A   B   C   D/F

Music Theory I
Music majors
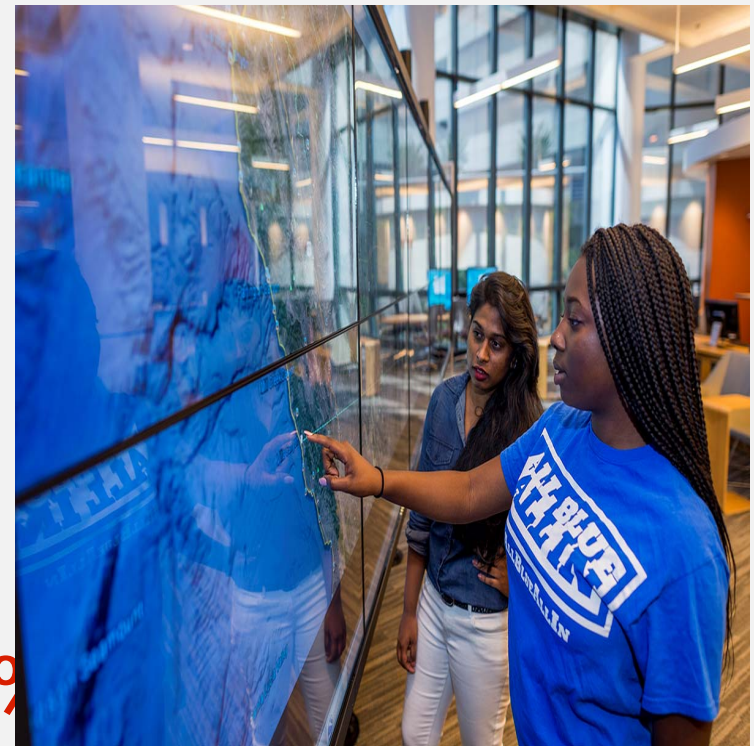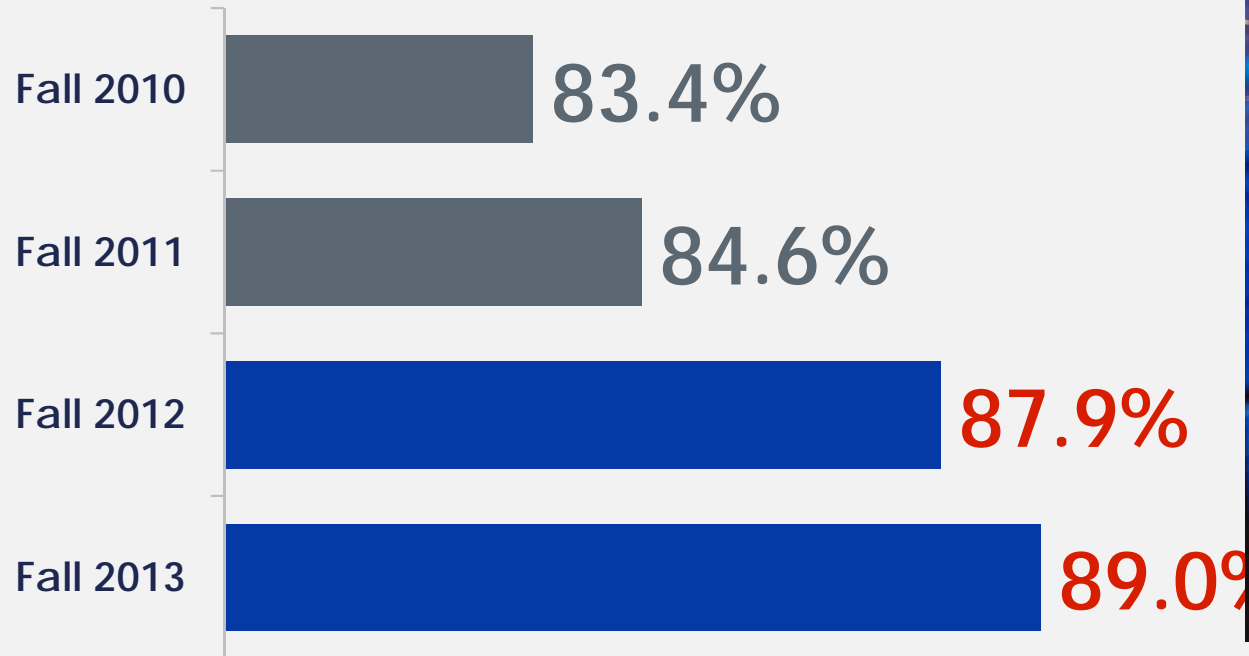
66.7% 55.5% 12.5% 0.0%

A   B   C   D/F

54,364

Results: Increased Retention

Increased Average First Term Retention
Fall to Spring Retention

Fall 2010	83.4%
Fall 2011	84.6%
Fall 2012	87.9%
Fall 2013	89.0%

Results: Decline in Time to Degree

Credit Hours at Completion: All Bachelors Students

Year	Credit Hours
2009-10	140
2010-11	140
2011-12	141
2012-13	141
2013-14	138
2014-15	135
2015-16	133

Confounding Expectations
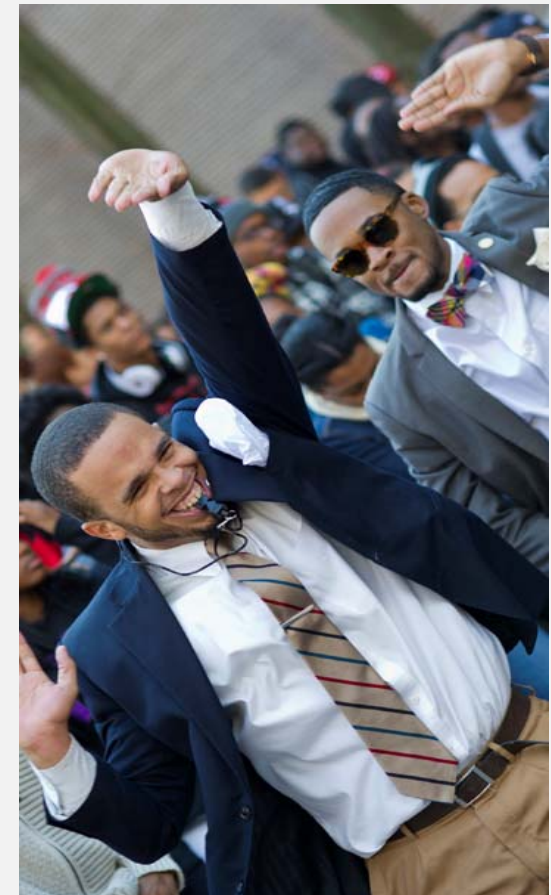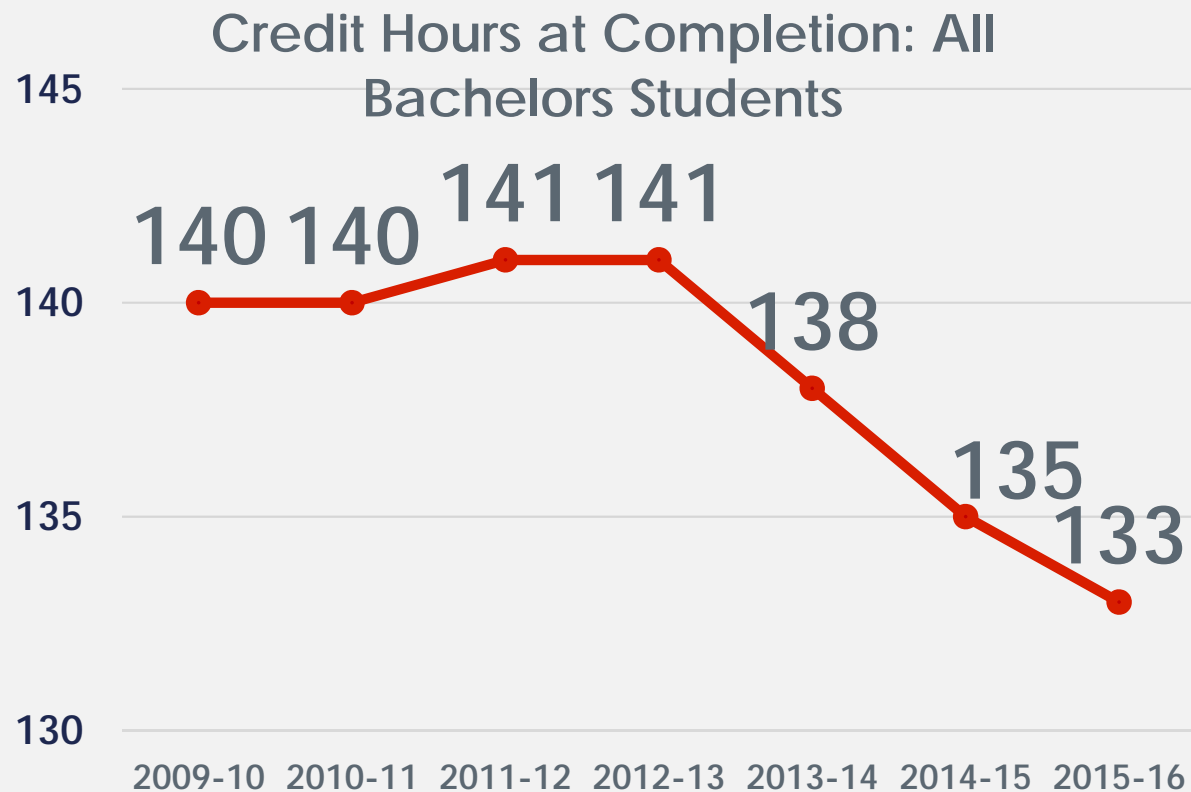
STEM Degrees Conferred Since 2011 (enrollment change)

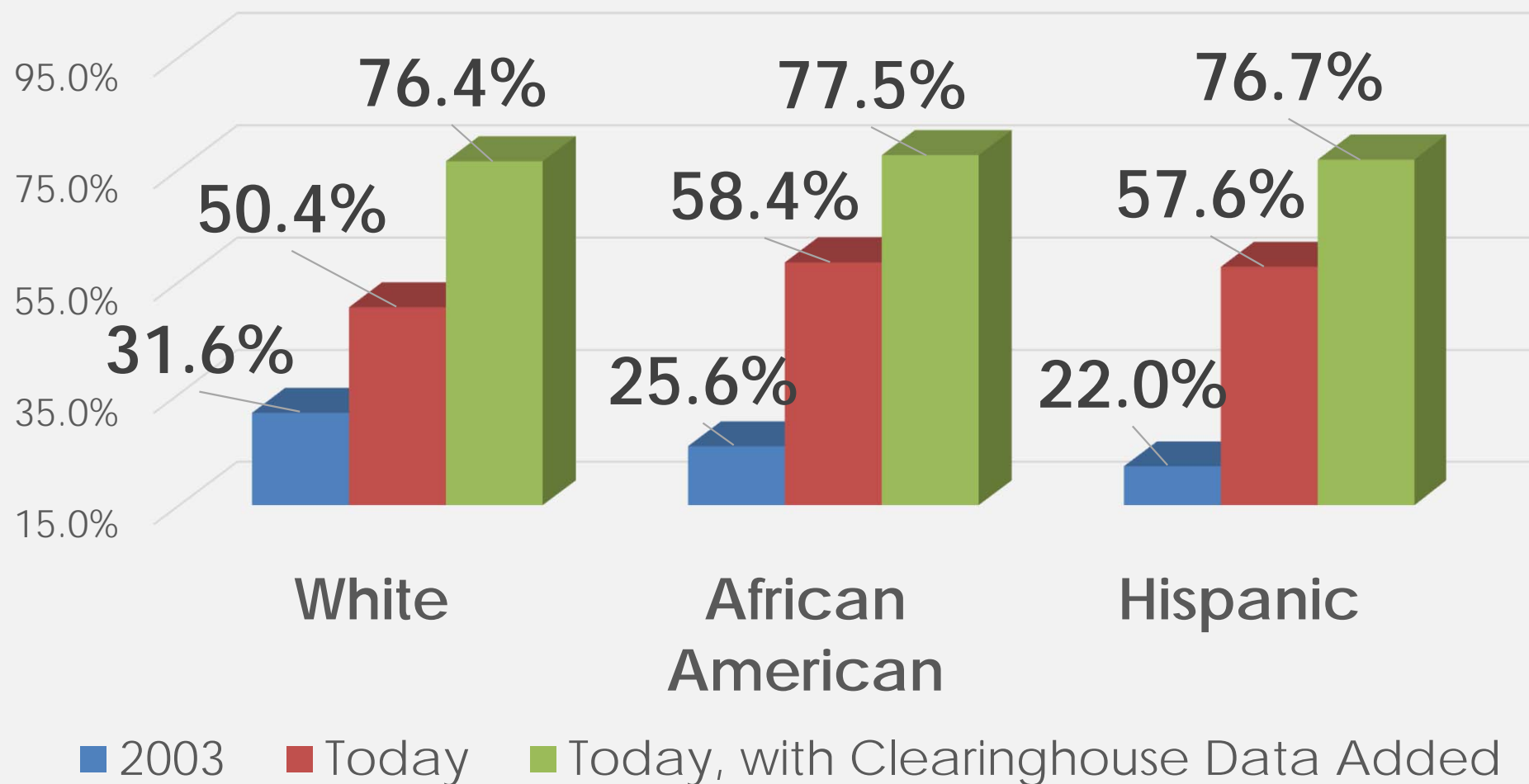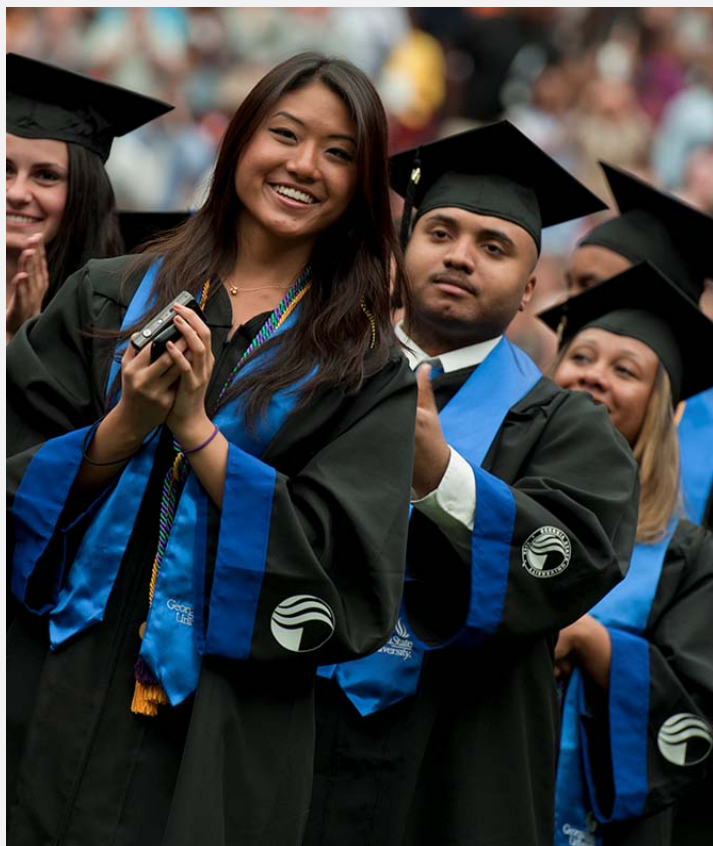|		
Black	**+69%**	(12%)
Black Male	**+111%**	(15%)
Hispanic	**+226%**	(22%)

Impacts

Graduation Rates by Race & Ethnicity

Georgia State Undergraduate Degrees Awarded

2010-11:
4,222

2016-17:
7,047

INCREASE:
+2,825 (+67%)

Bachelor's Degrees Awarded Annually

|	2009-10	2016 - 17	6-Year Change	% Change
African American	1,001	2,040	+1,039	+103%
Pell	1,298	2,957	+1,659	+128%
Hispanic	196	509	+313	+160%

Top 100 Degree Producers: Non-Profit Universities

2016 African-American Bachelor's - All Disciplines Combined

	Institutions	State	Total	%Grads	%Chg
1	Georgia State University	GA	1805	38%	8%
2	FAMU	FL	1584	95%	6%
3	University of Maryland-University College	MD	1409	26%	19%
4	University of Central Florida	FL	1316	10%	1%
5	North Carolina A & T State University	NC	1196	80%	7%
6	Howard University	D.C.	1160	90%	-6%
7	Florida Atlantic University	FL	1087	19%	7%
8	Florida International University	FL	1020	11%	11%
9	University of Memphis	TN	1011	33%	3%
10	The University of Texas at Arlington	TX	992	13%	-7%

Source: Diverse Issues in Higher Education
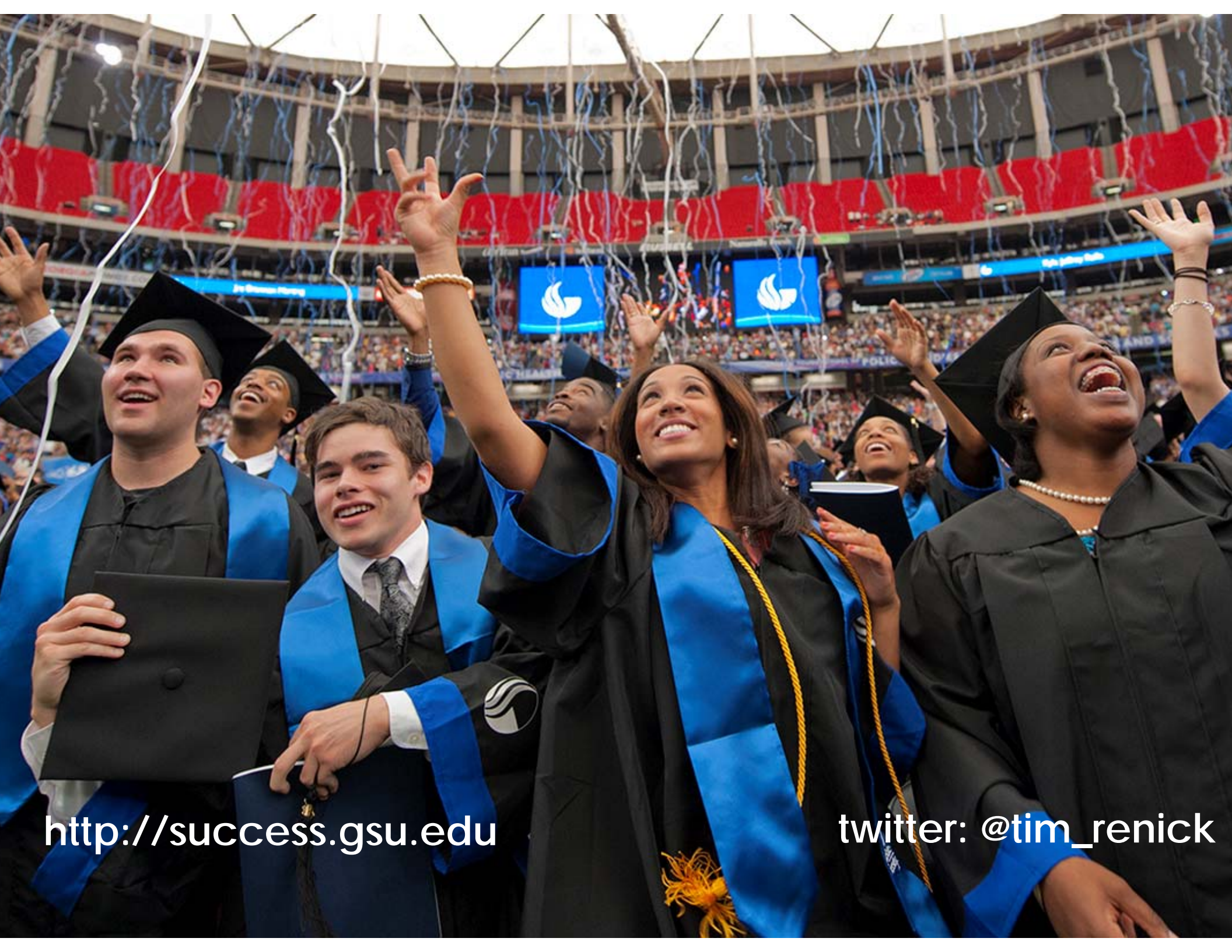
http://success.gsu.edu   twitter: @tim_renick

POSTSECONDARY READINESS AND PERSISTENCE AND ADULT SUCCESS:

WHAT ARE THE LESSONS INHERENT IN THE LUNCHTIME DISCUSSION FOR YOUR COMMUNITY?

- CASEY WHITE, PROGRAM OFFICER, BILL & MELINDA GATES FOUNDATION

○ How do we best organize/reorganize, collaborate and act – schools, districts, higher education, and communities – to support our students' future and our own?

BREAK

2:30 p.m. – 2:45 p.m.

2:45 p.m.   Career Readiness and Adult Success

3:45 p.m.   Wrap-up

4:00 p.m.   Closure

EVERYONE GRADUATES

JOHNS HOPKINS
SCHOOL of EDUCATION

education northwest

PATHWAYS to
ADULT SUCCESS

CAREER READINESS AND ADULT SUCCESS

- What elements of educational preparation for postsecondary occupations are the same for everyone?

- Where does differentiation occur? (Academic intensity handout as discussion prompt)

- Are there workplace success skills and dispositions that are not required to succeed in school?

- If so, how can they be identified and their development supported?

WRAP-UP

CLOSURE