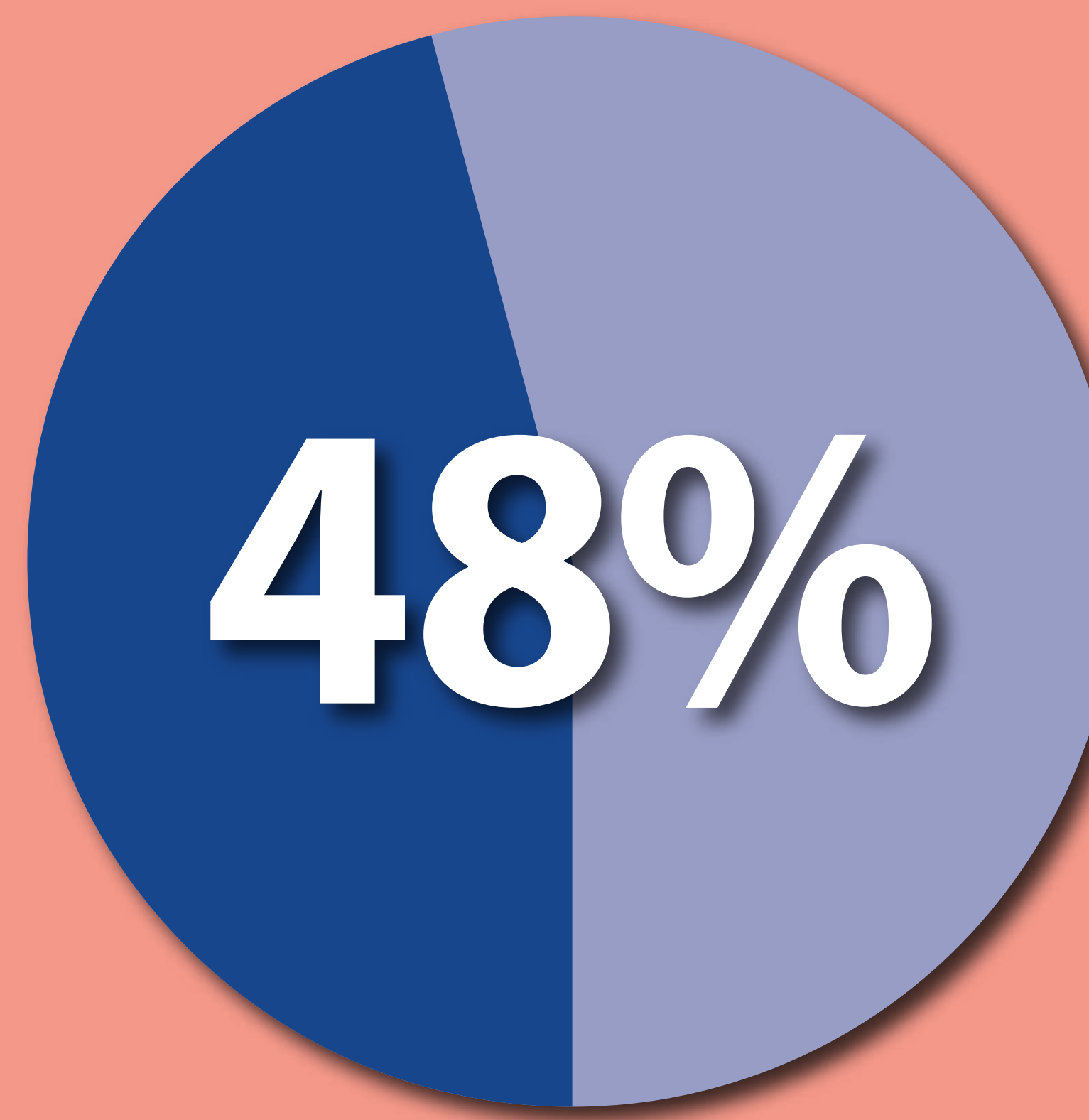


# KINDERGARTEN READINESS

Kindergarten Readiness (KR), as measured by the Kindergarten Readiness Assessment - Language and Literacy (KRA-LL), is the result of an array of individual, family and socioenvironmental factors. The KRA is administered to all kindergarten students at the beginning of the school year and is a strong predictor of 3rd grade reading proficiency. Research shows that kindergarten-ready children are more likely to experience future academic success, reduced risk of dropout and even increased involvement in physical activity.

## Summit County Kindergarten Readiness

# 2023-24

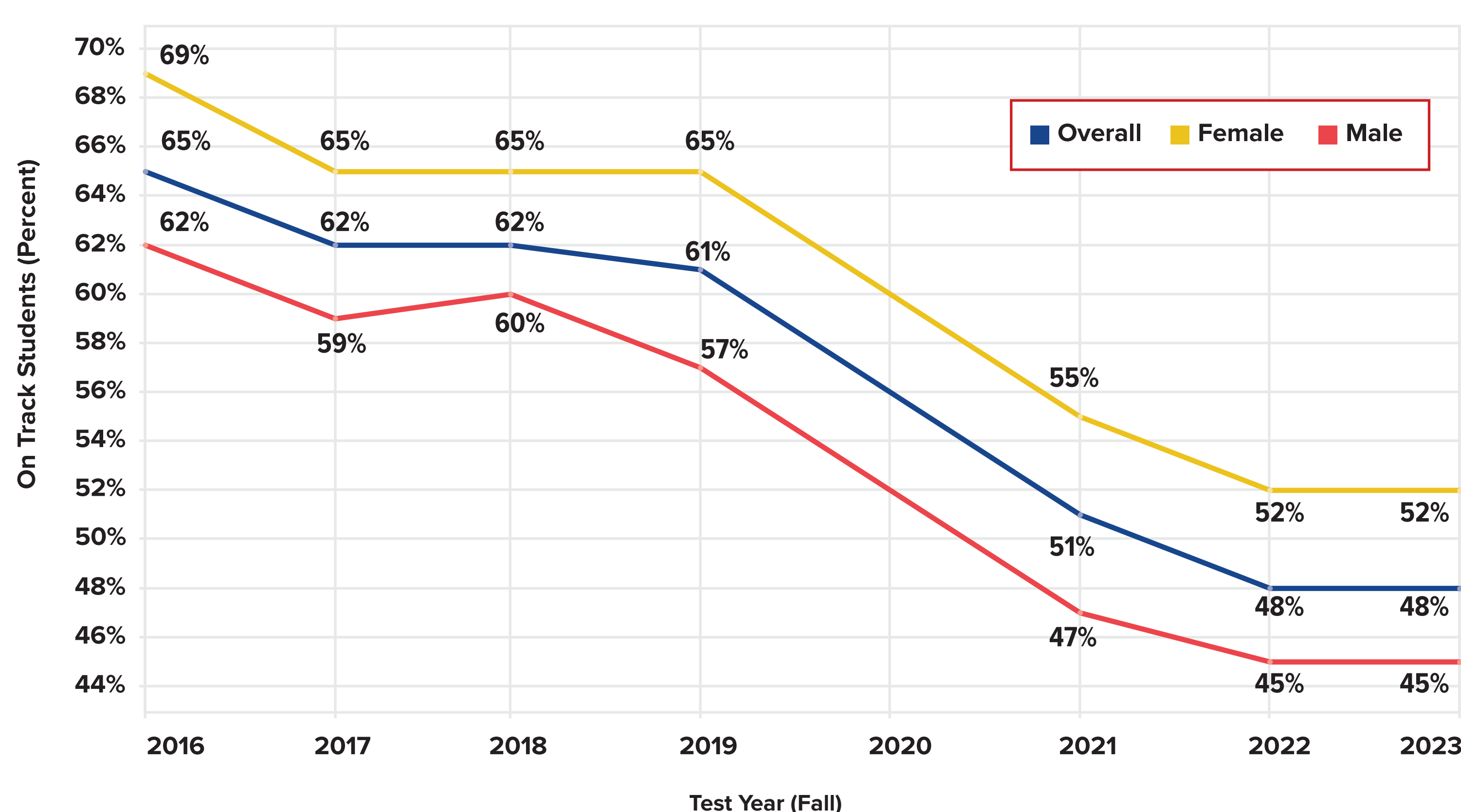


■ % of Proficient Students

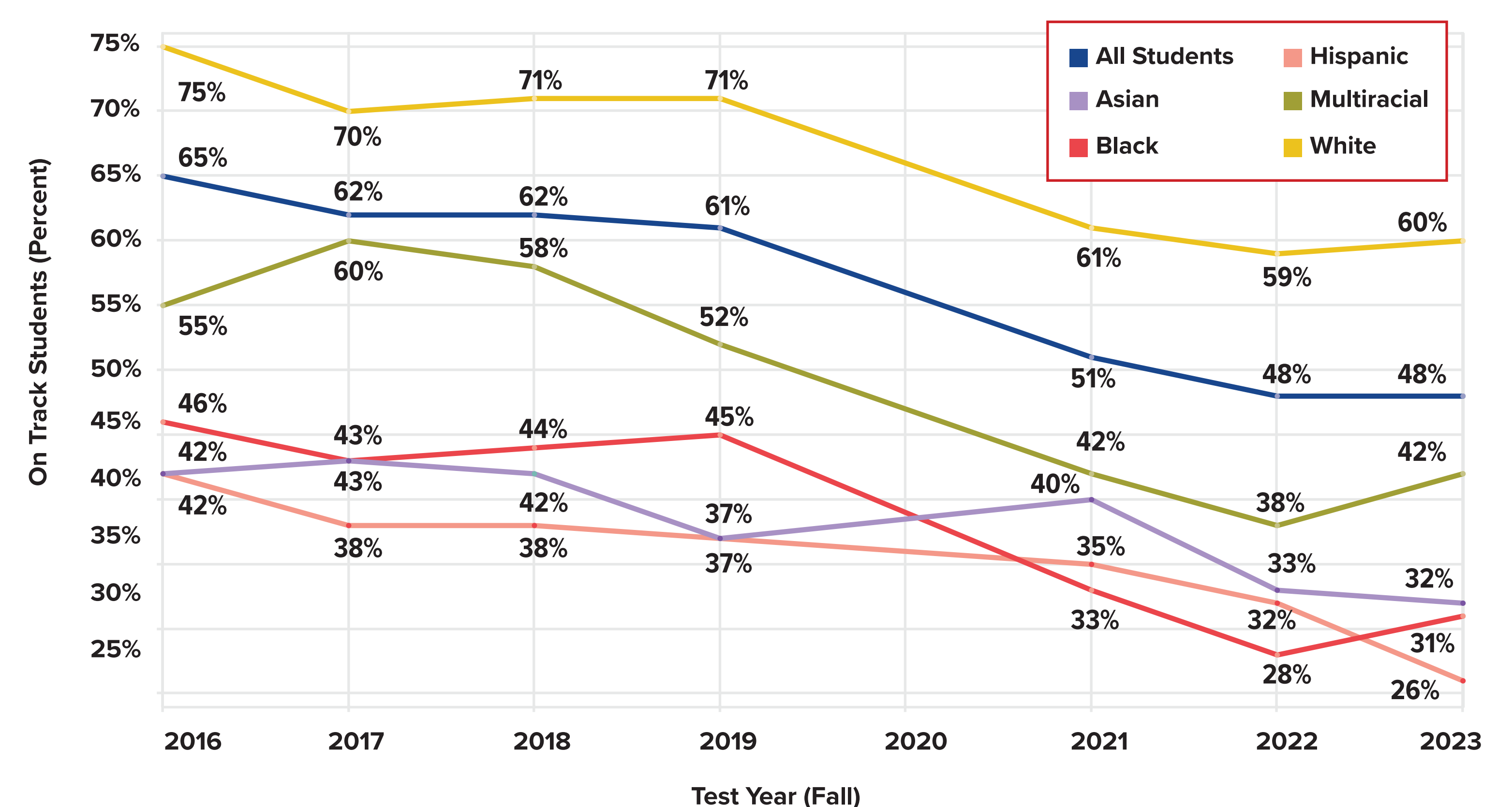
Proficient on KRA-LL

KRA-LL proficiency has been declining since 2019. Only 48% of students were proficient in the 2023-24 school year, meaning 2,294 students were not on track for reading.

## Summit County Public School Data

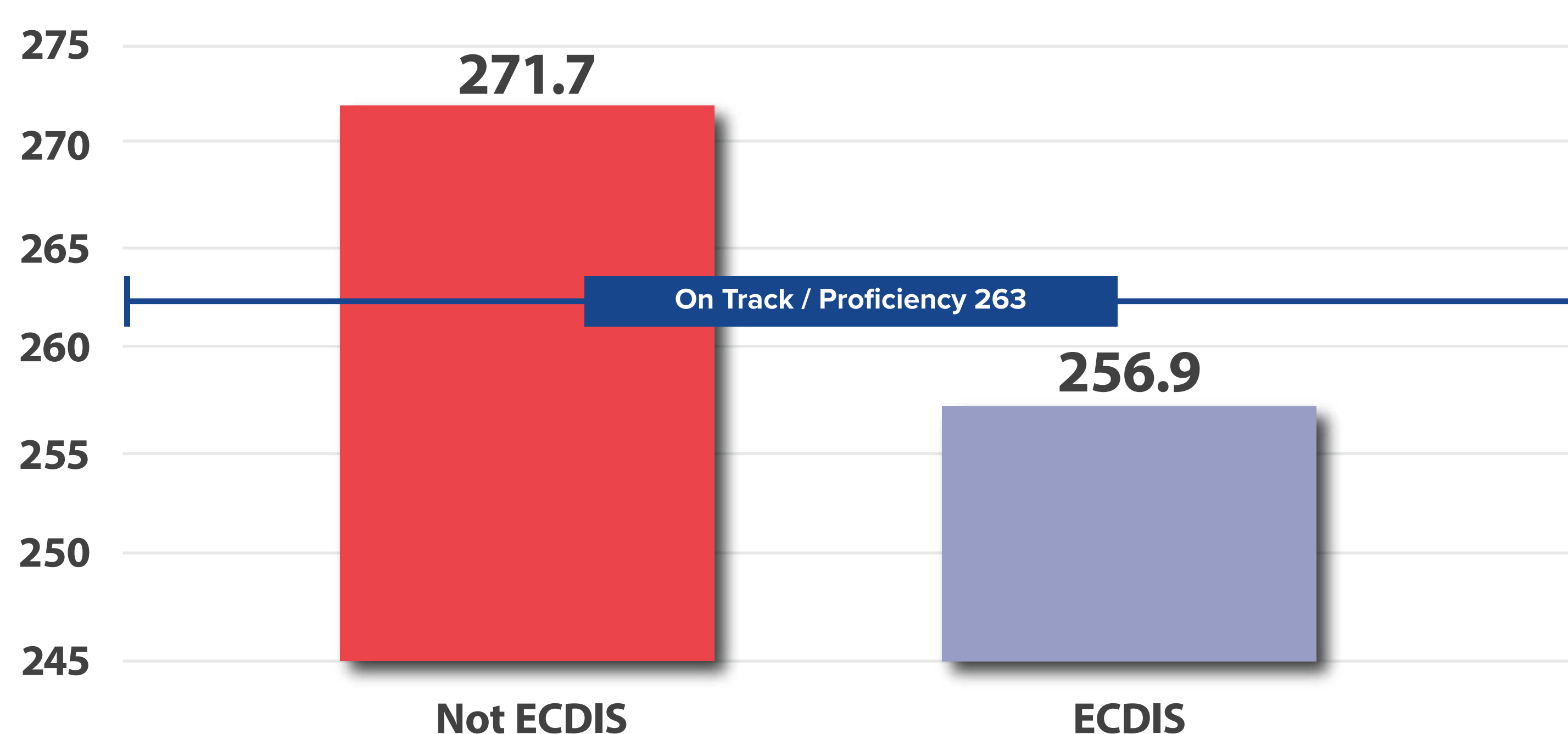


**Gender Trends**



**Race/Ethnicity Trends**

Large proficiency gaps between boys and girls and between race/ethnic groups have remained consistent since 2016. For example, in 2023-24, 31% of Black students were reading proficiently compared to 60% of white students.



### Economically Disadvantaged Student Trends

Our data shows that economically disadvantaged students score 15 points lower, on average, than students who are not economically disadvantaged.

## Building a Bright Future for Summit County's Children

We facilitate two Collaborative Action Networks (CANs) focused on early childhood learning and kindergarten readiness - Quality Early Learning and Early Literacy. We also distribute the 16 for Success Tip Card, which comprises 16 developmental skills needed for kindergarten readiness. We are also partnering with the City of Akron and early childhood community partners to assist in the expansion of high-quality pre-k.



Scan the QR code to view our data dashboards and reports.

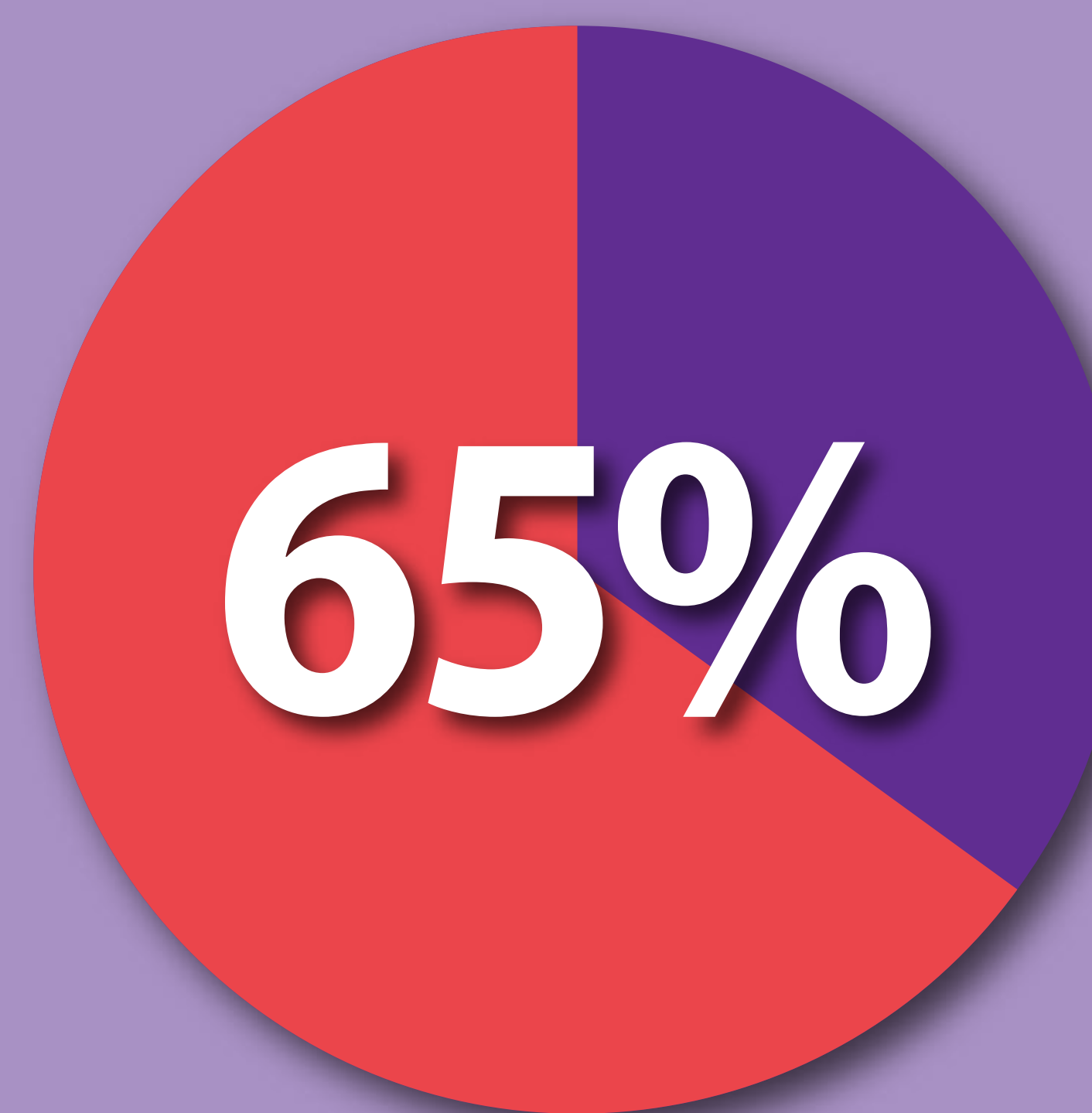


# THIRD GRADE READING

The Third Grade Reading (3GR) Guarantee is a state mandate to identify students in kindergarten through third grade who are behind in reading so schools can guide them toward being on track for reading success by the end of grade three.

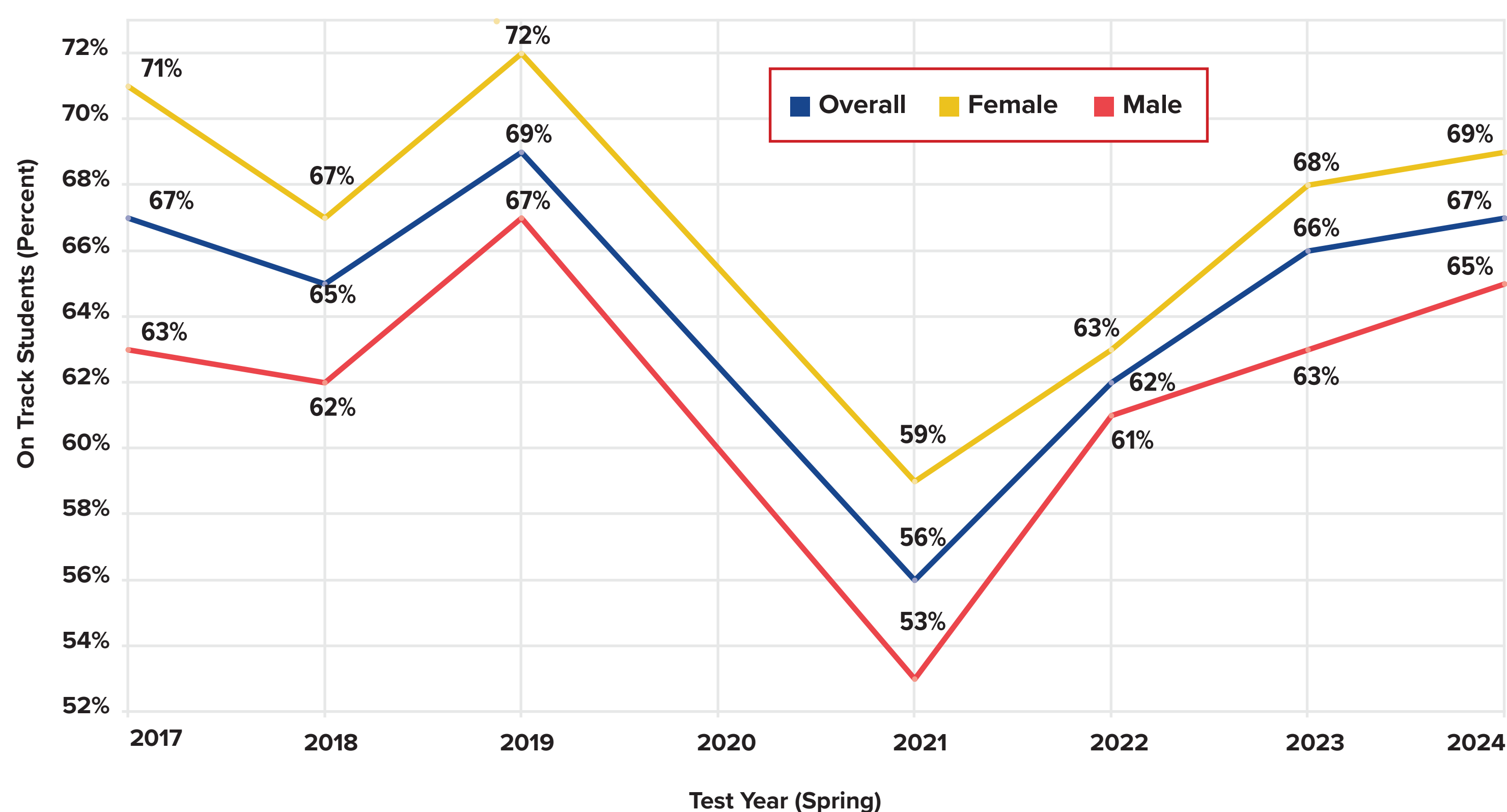
Students who are not reading at grade level are placed on Reading Improvement and Monitoring Plans (RIMPs) within 60 days of receiving the reading diagnostic results. RIMPs include a variety of interventions including progress monitoring, high-dosage tutoring and science-based reading curriculum during school hours.

## Summit County Third Grade Reading 2023-24



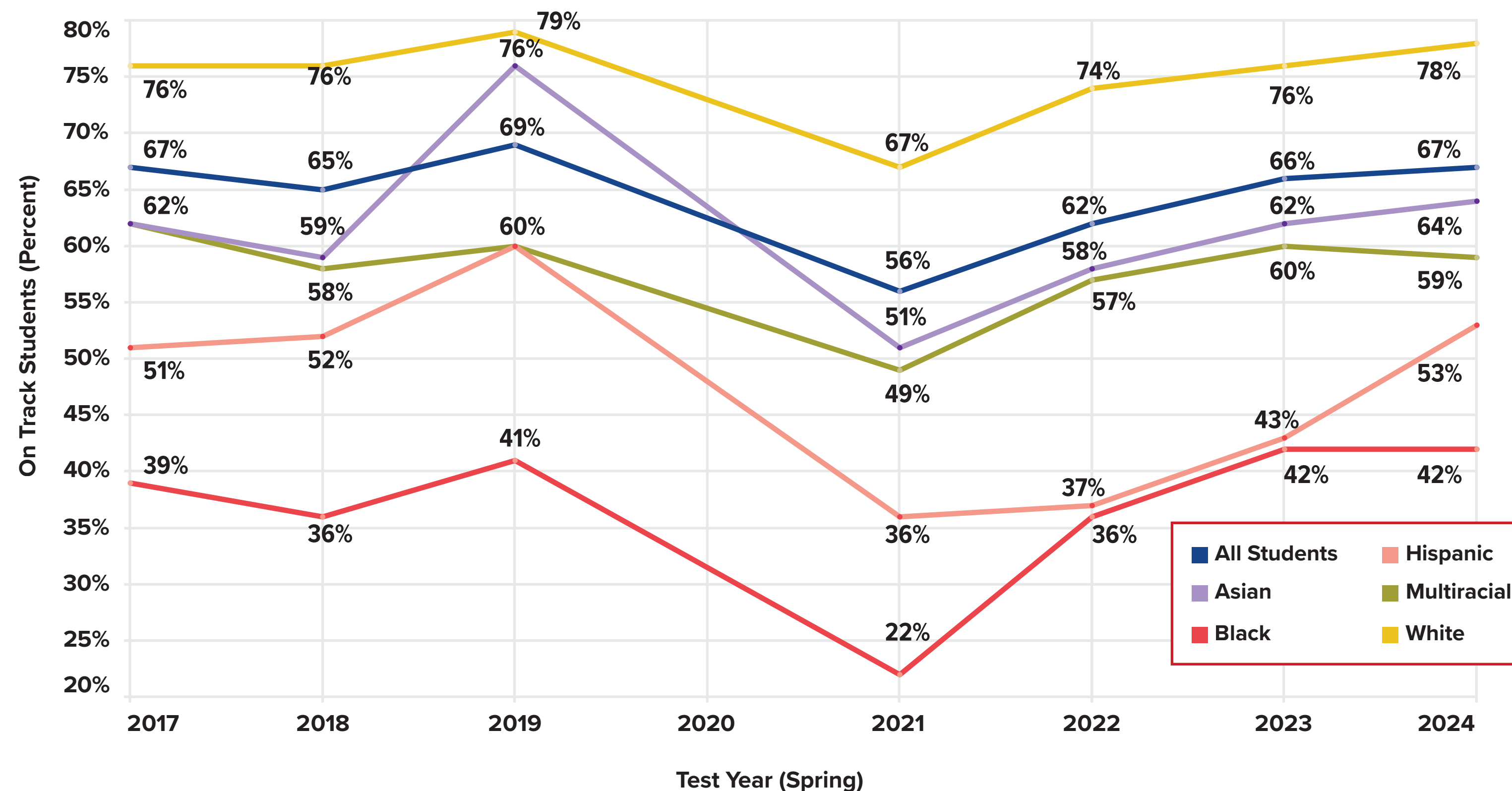
While nearly all academic metrics significantly declined after the pandemic, 3GR is rebounding faster than other indicators. This is promising for the future literacy of Summit County students as we are seeing near pre-pandemic test scores again.

## Summit County Public School Data



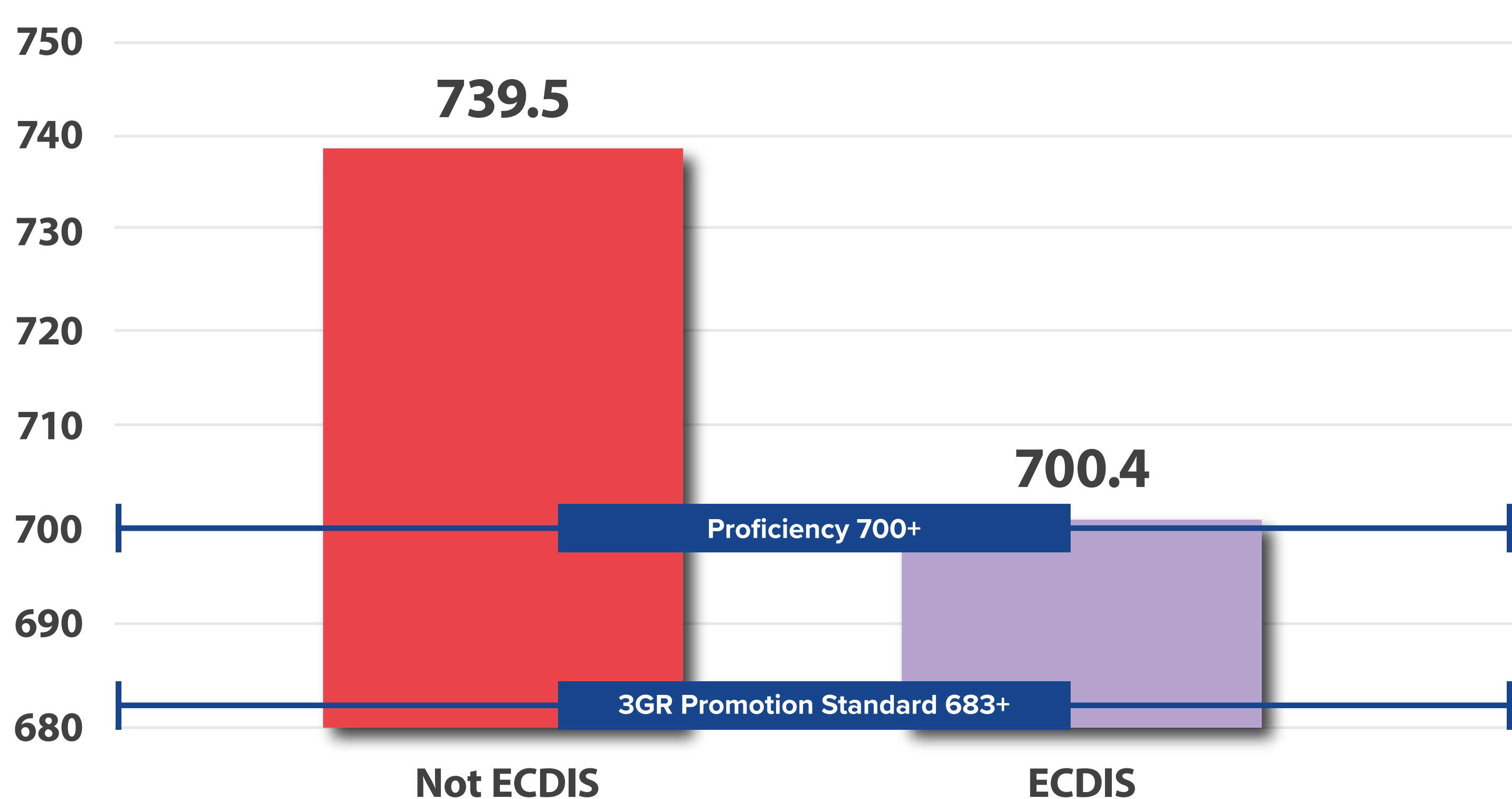
### Gender Trends

Gender differences in 3GR are smaller than many other indicators, highlighting that reading levels are closely aligned across gender.



### Race/Ethnicity Trends

Proficiency gaps between race/ethnic groups have remained consistent since 2017. In 2023-24, 42% of Black students were reading proficiently compared to 78% of white students.



### Economically Disadvantaged Student Trends

Our data shows that economically disadvantaged students score 39 points lower, on average, than students who are not economically disadvantaged.

## Our commitment to improving 3GR

According to the Annie E. Casey Foundation, 3GR proficiency predicts the likelihood of an on-time high school graduation and chances of succeeding economically in life. At SEI, we are launching a 3rd Grade Readiness Network in fall 2024 to boost third grade reading proficiency in Summit County. Join this collaborative community of educators, parents and stakeholders who are committed to empowering students with essential reading skills. As a Network and community, we will benefit from evidence-based strategies and personalized interventions, fostering a supportive ecosystem for every child's success.

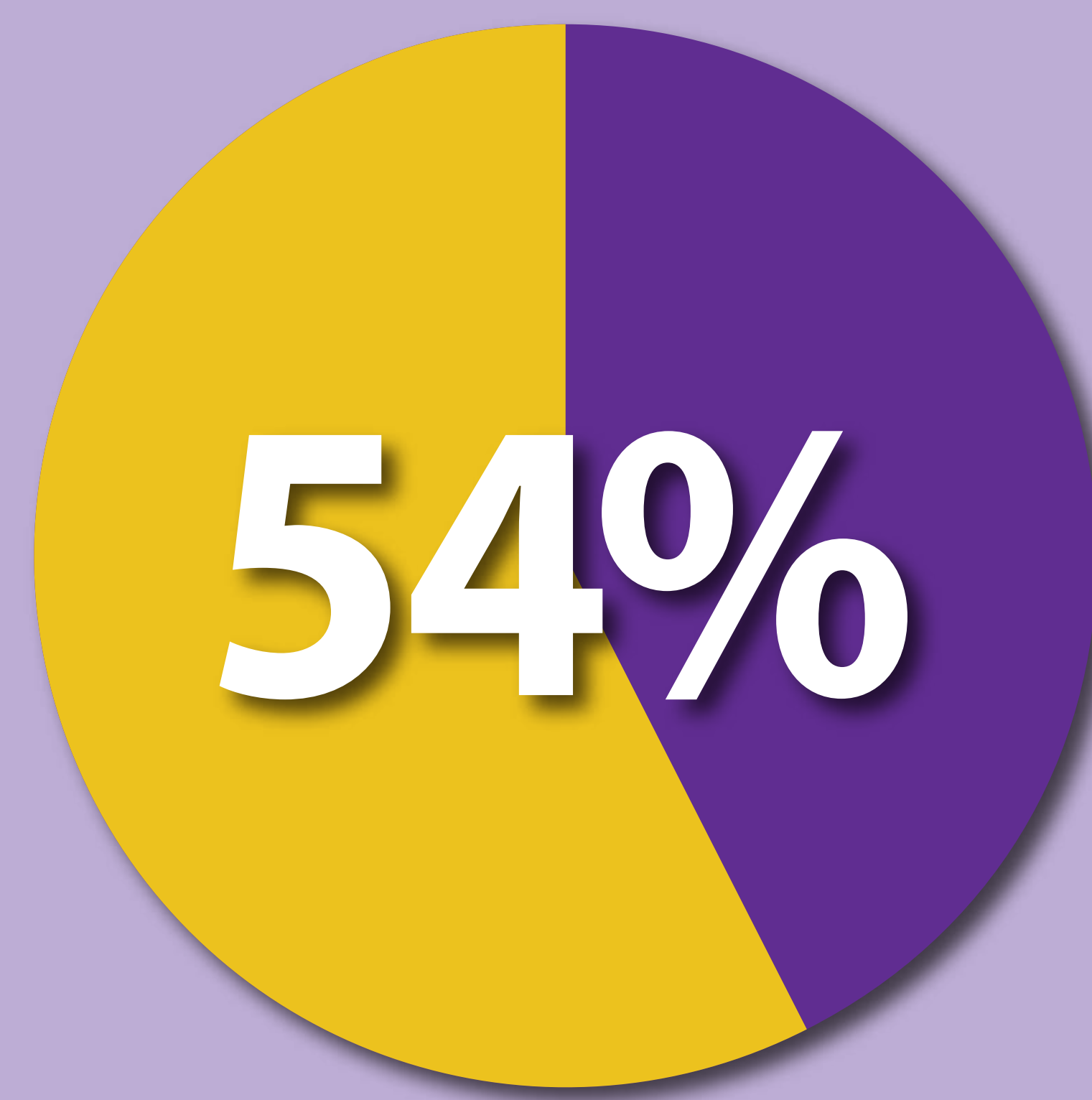


# EIGHTH GRADE MATH

Eighth grade math is an indicator of systems equity and a Social Determinant of Health. Studies show eighth grade math proficiency is associated with increased graduation rates and economic mobility. Basic math skills are critical to life skill development beyond school.

## Summit County Math Proficiency\*

# 2023-24

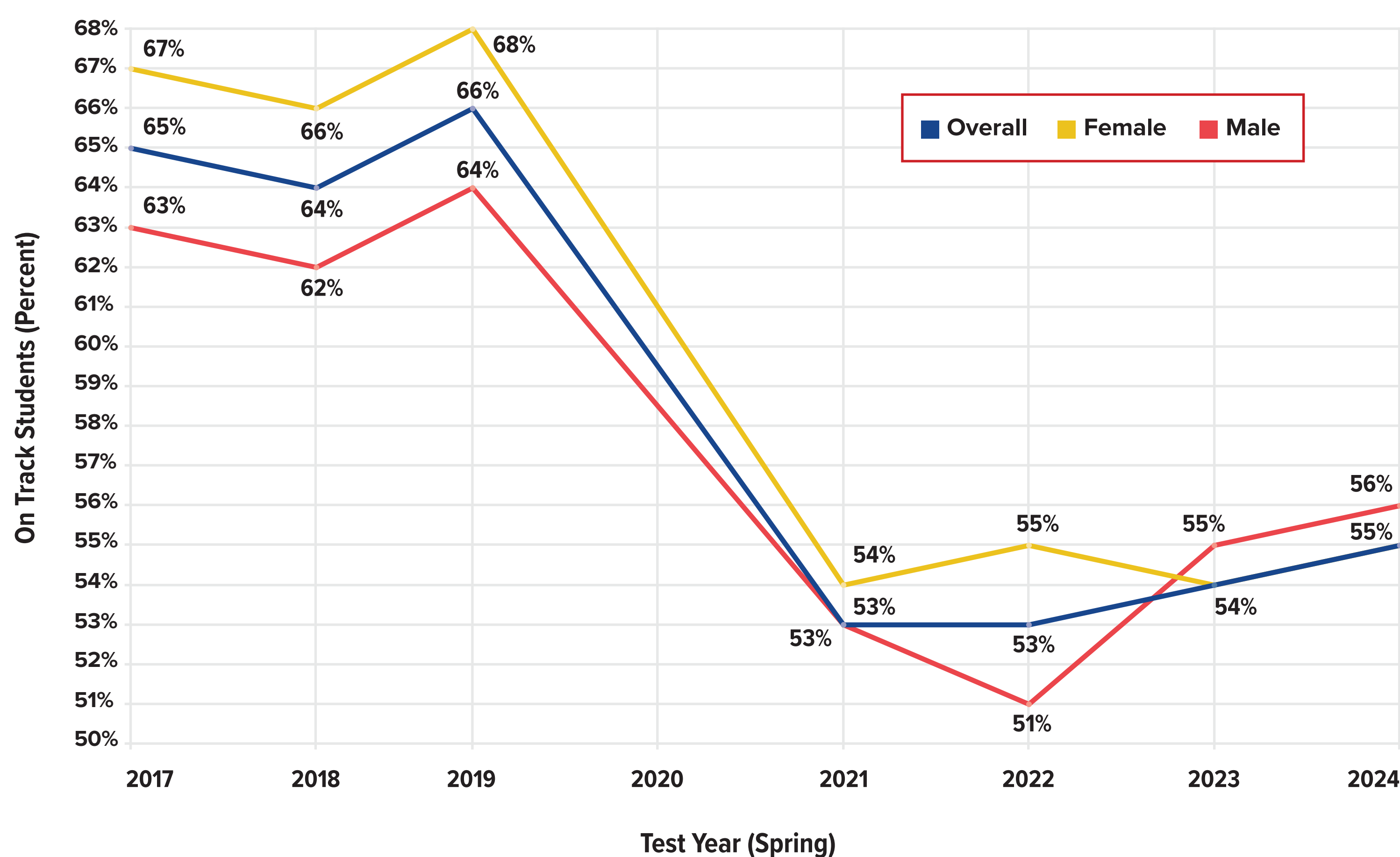


**% of Proficient Students**

(\*includes math, algebra or geometry tests)

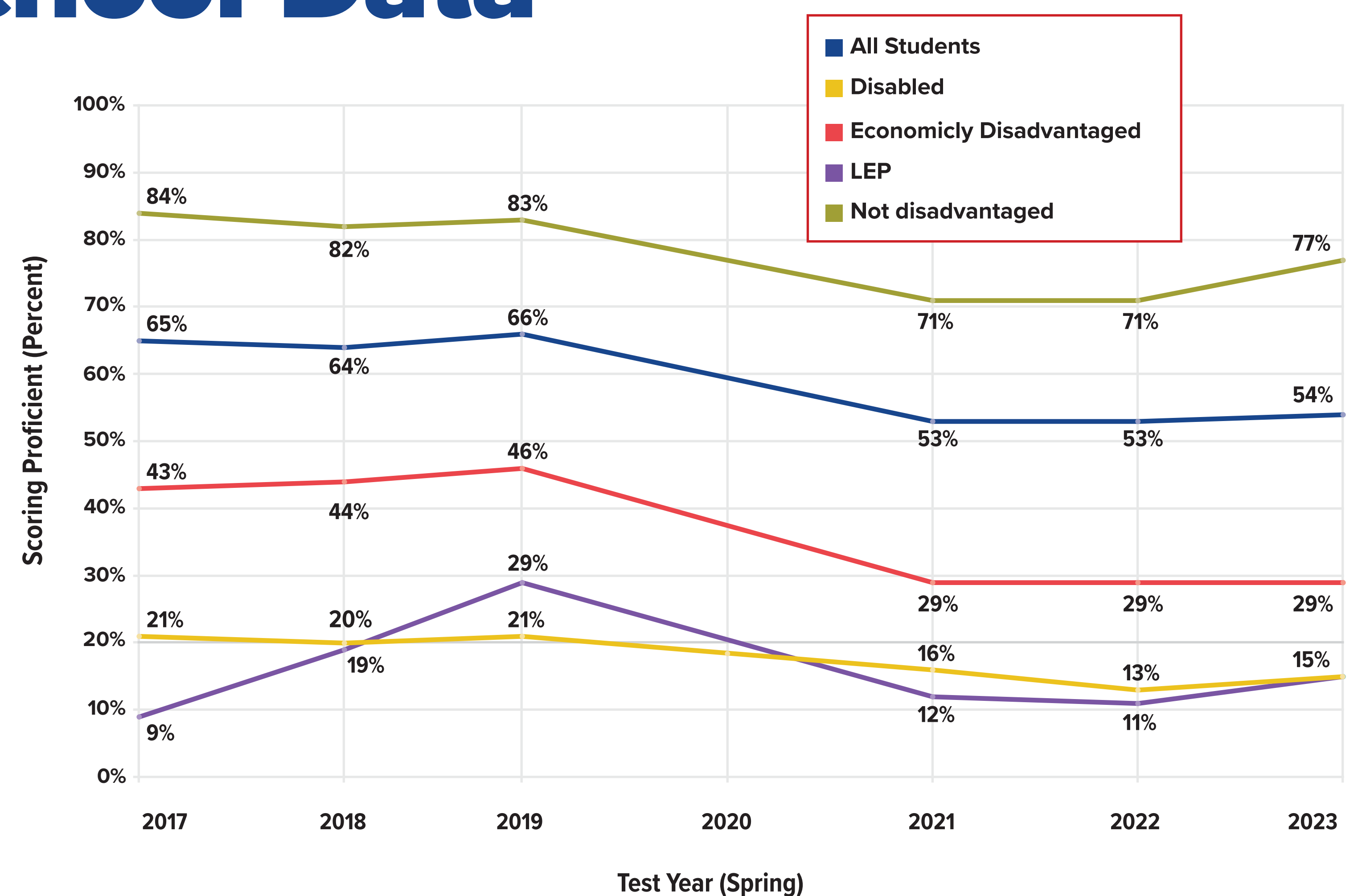
Nationwide, only 34% of eighth graders scored proficient in 2019.

## Summit County Public School Data



### Gender Trends

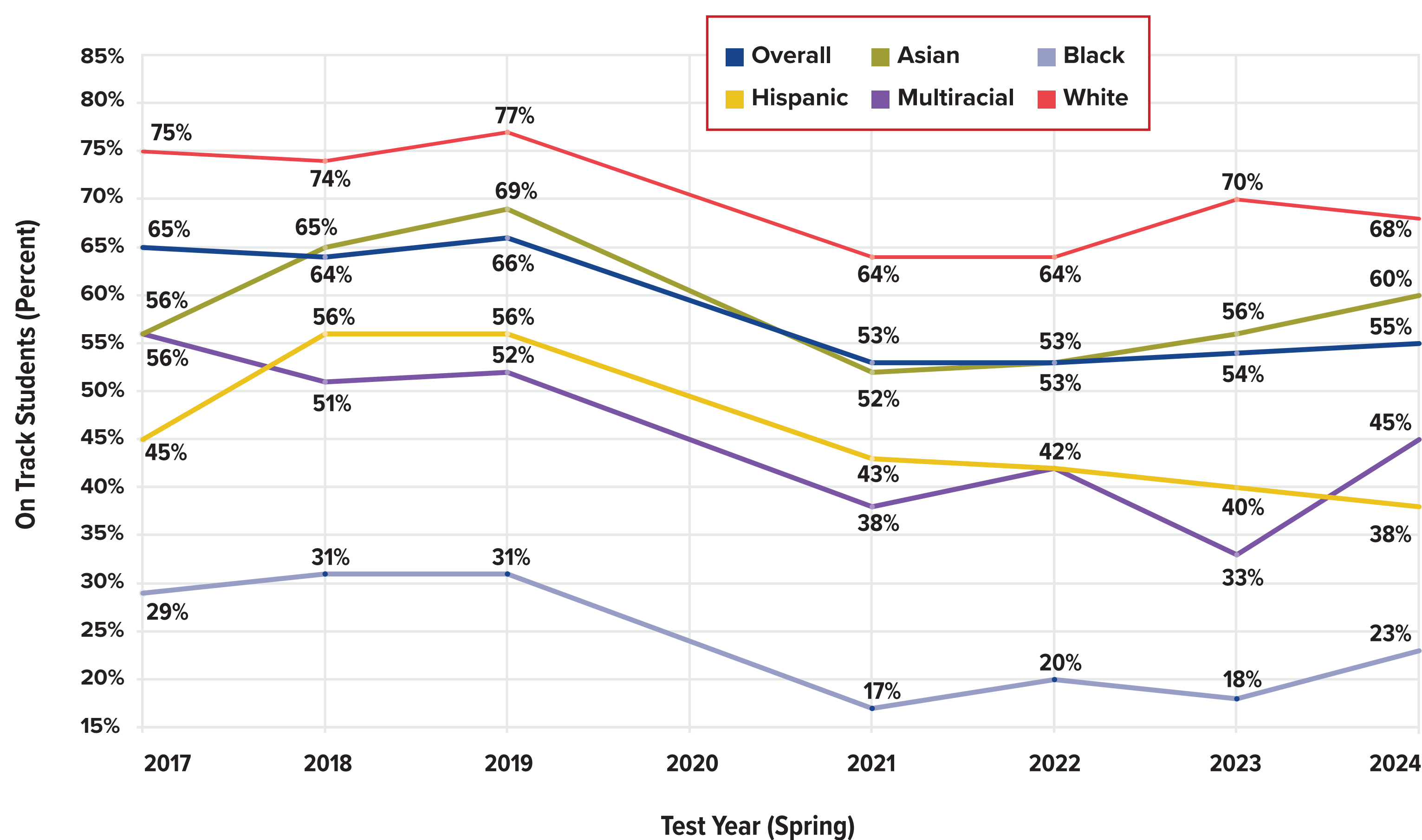
Test scores dropped after 2019 and have stayed relatively steady since. It appears that gaps between boys and girls have been decreasing.



### Peer Trends

Economically disadvantaged students are proficient at far lower rates than their non-disadvantaged peers, at nearly a 50% proficiency gap.

15% of students with an identified disability and English as a second language learners are meeting proficiency.



### Race/Ethnicity Trends

Large gaps between race/ethnic groups have remained consistent since 2017.

## Math & Movement

The National Math Foundation (NMF) encourages a physical approach to improving math skills by focusing on the whole child. Math & Movement is embraced by NMF to incorporate creativity and healthy lifestyles to integrate math skills through a kinesthetic approach.



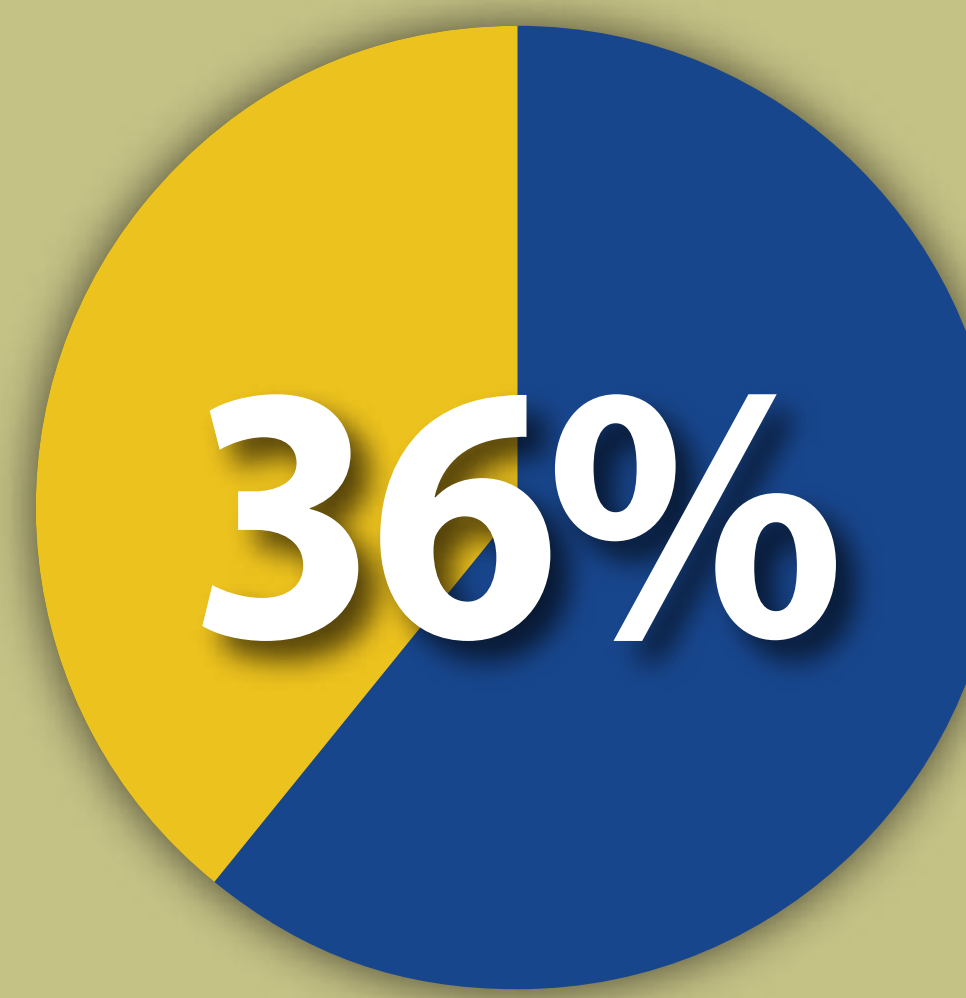
Scan the QR code to view our data dashboards and reports.



# COLLEGE & CAREER READINESS

We assess college and career readiness with several measures including high school graduation, ACT scores, postsecondary enrollment and postsecondary persistence. College and career readiness leads to real-world success, upward economic mobility through higher workforce earnings, equity and better social emotional skills.

## Summit County ACT Proficiency 2023-24



Readiness is considered an ACT composite score of 21 or higher.

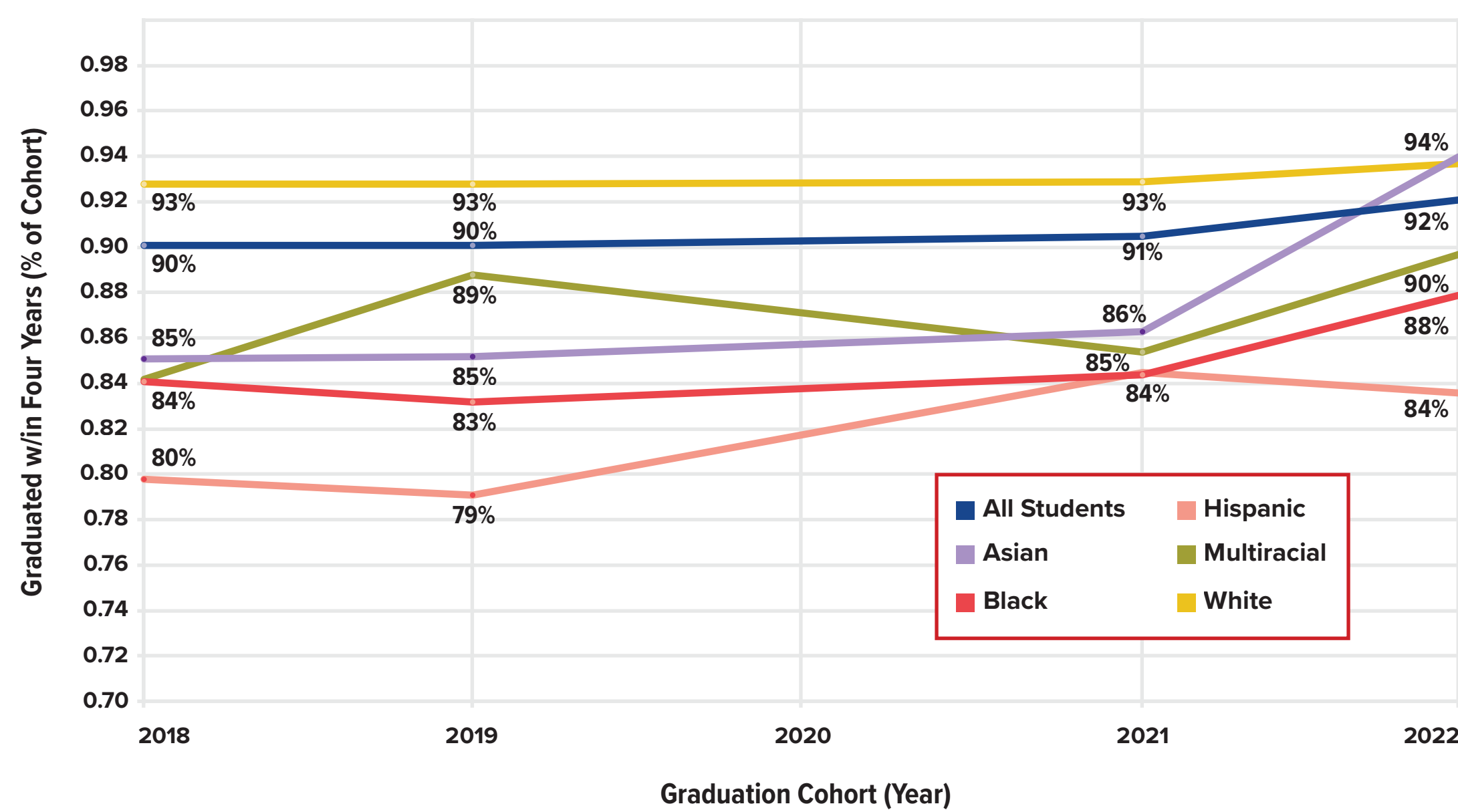
■ % of Proficient Students

One measure of college and career readiness is the percent of students graduating with an ACT composite score of 21 or higher. Approximately 75-80% of all Summit County public school students take the ACT and of those students, 36% score proficient. Proficiency rates have been declining since 2019. Results are preliminary with 16 out of 17 districts reporting.

## Summit County Public School Data

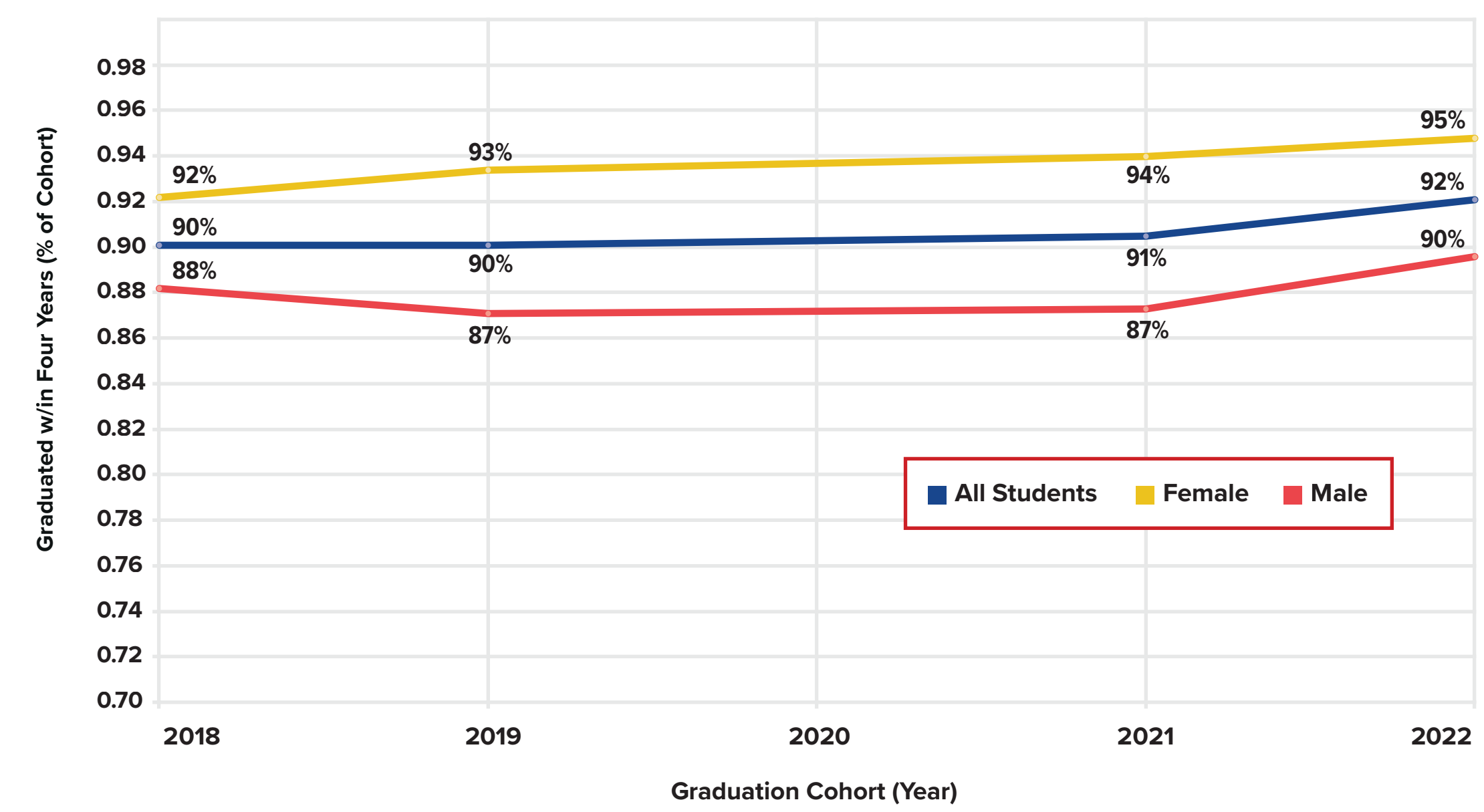
### High School Graduation

High school graduation rates vary by race/ethnicity and gender.



#### Four-year graduation rates by race/ethnicity

Since 2018, graduation rates across all race/ethnic groups have increased. After the pandemic, we see varying rebound rates, which we will continue to monitor.

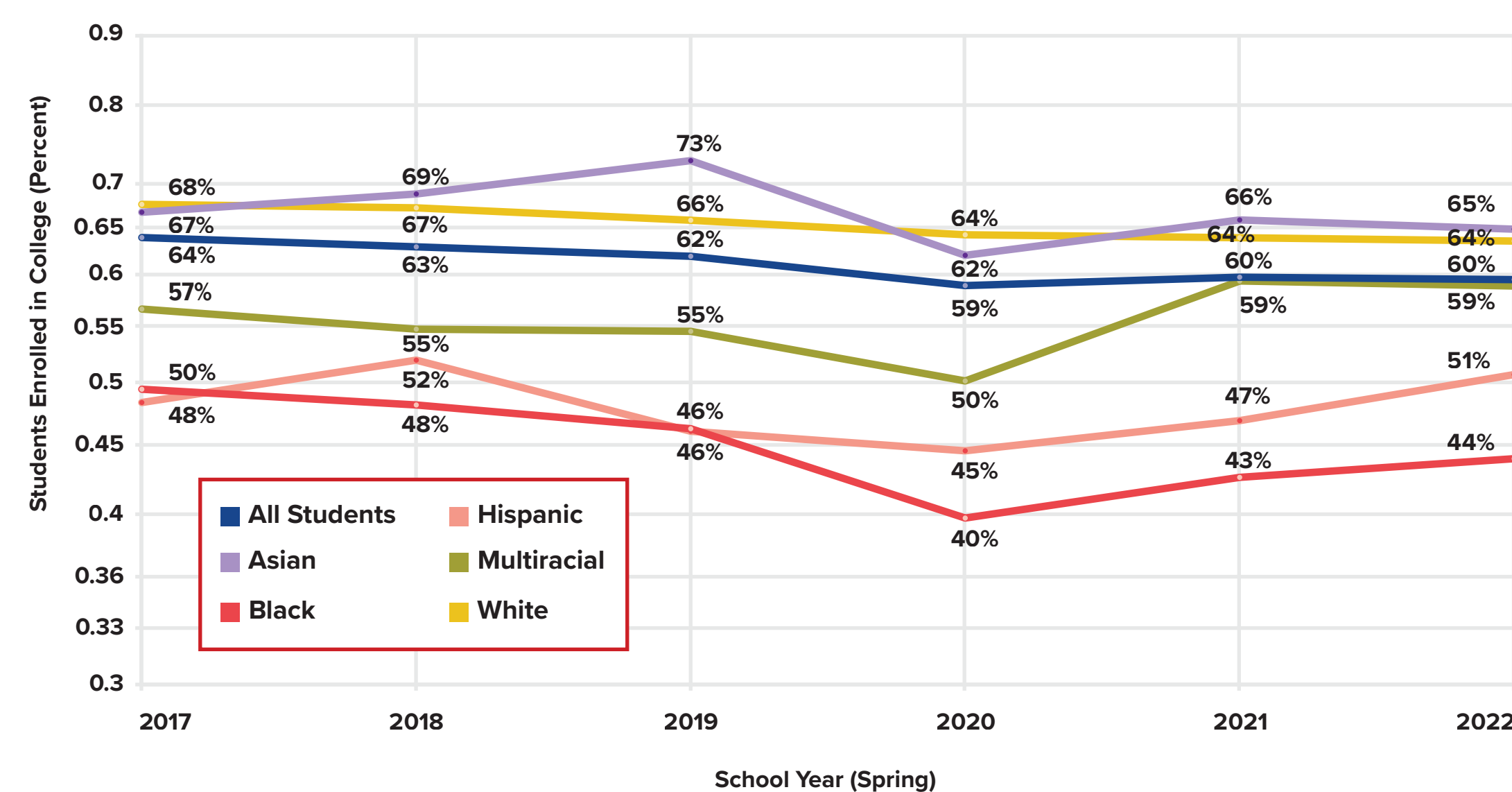


#### Four-year graduation rates by gender

On average, female students graduate at about a 5% higher rate than their male counterparts.

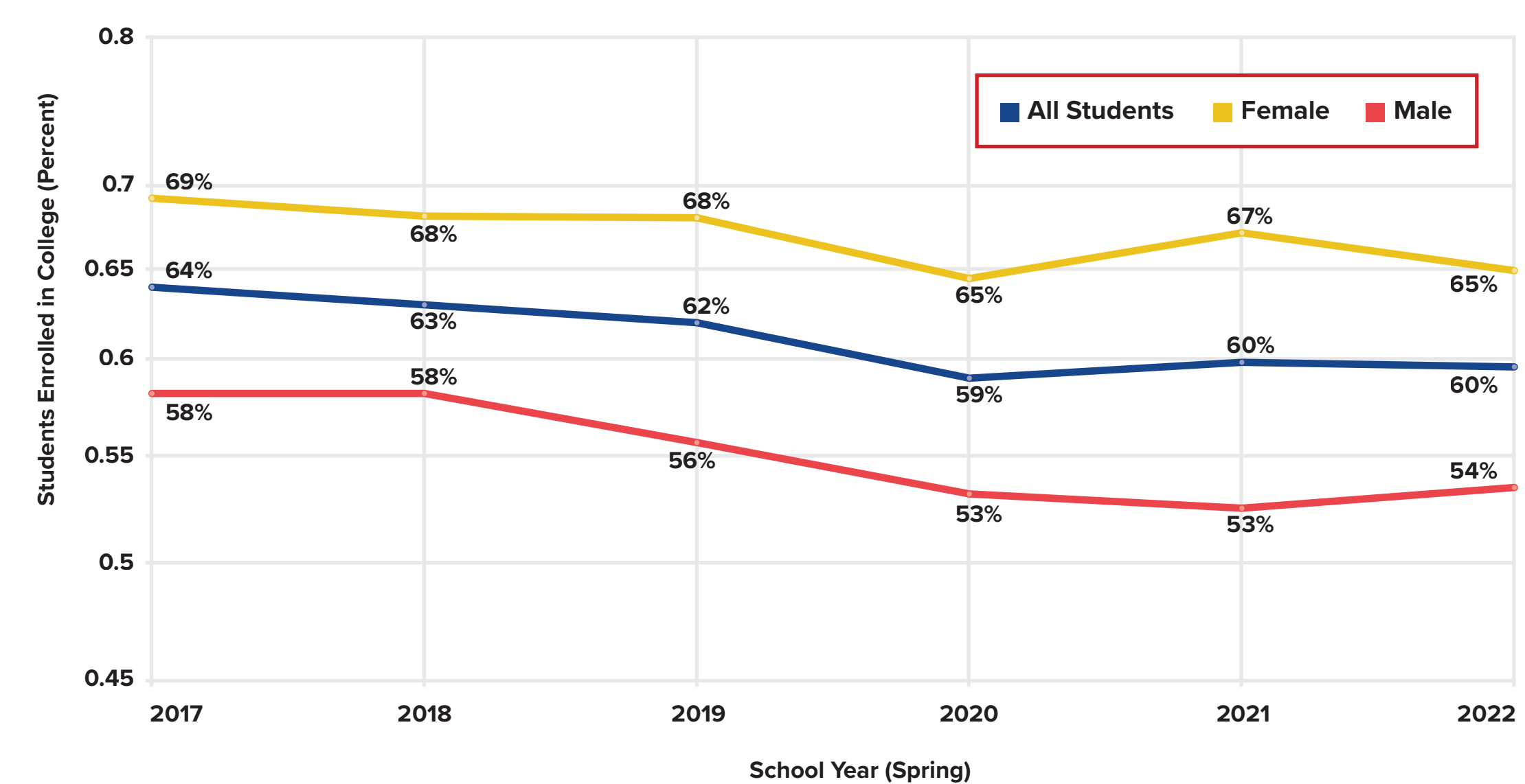
### Postsecondary Enrollment

After high school, gaps between gender and race/ethnicity begin to widen. Generally, there have been declines in college enrollment after the pandemic, which is mirrored nationwide.



#### College enrollment trends by race

Asian students enroll at the highest rate of any race/ethnic group, followed closely by white and multiracial students. There is nearly a 20% enrollment gap between Black and Asian students.

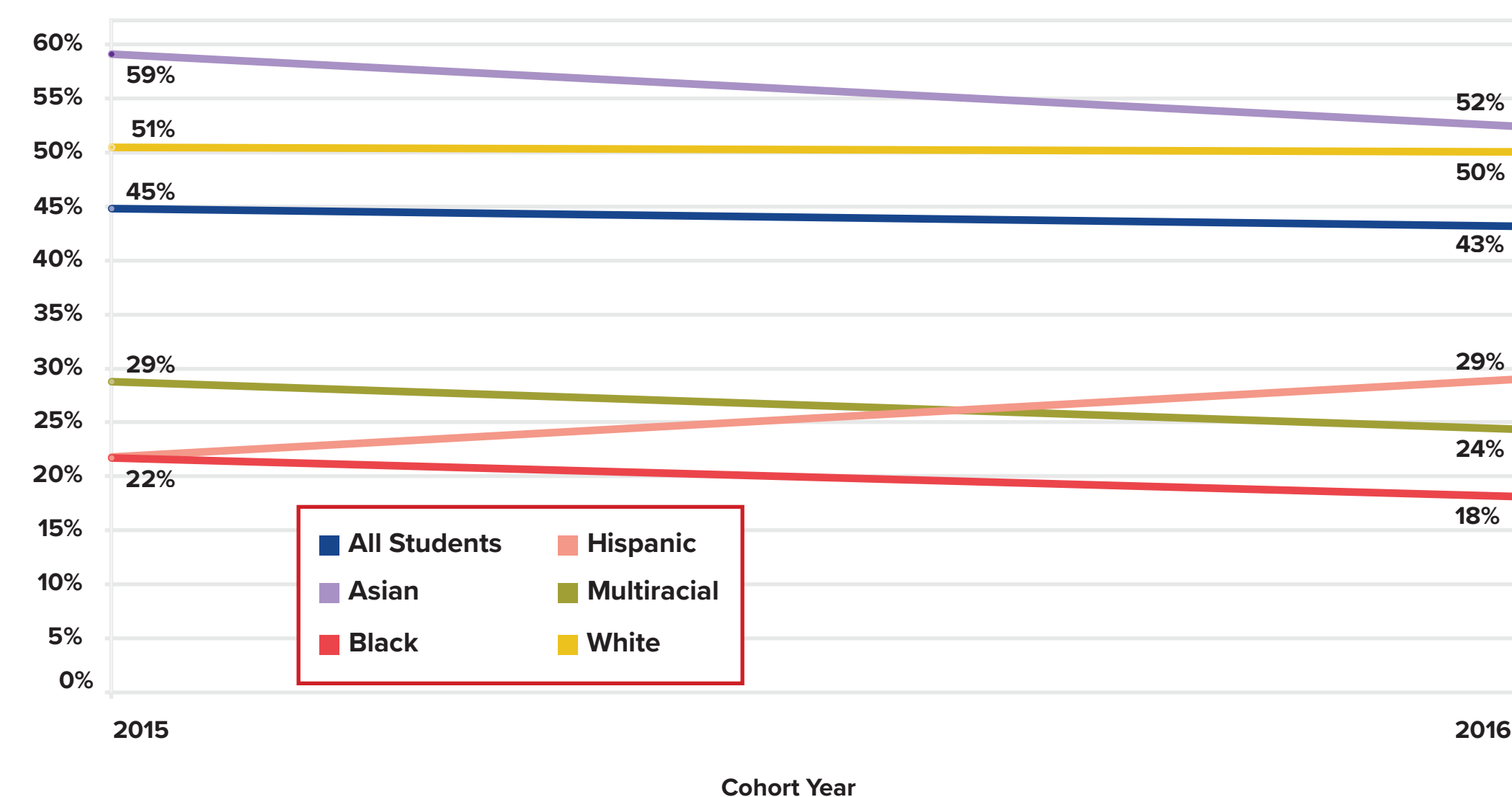


#### College enrollment trends by gender

Females enroll in college at higher rates than males.

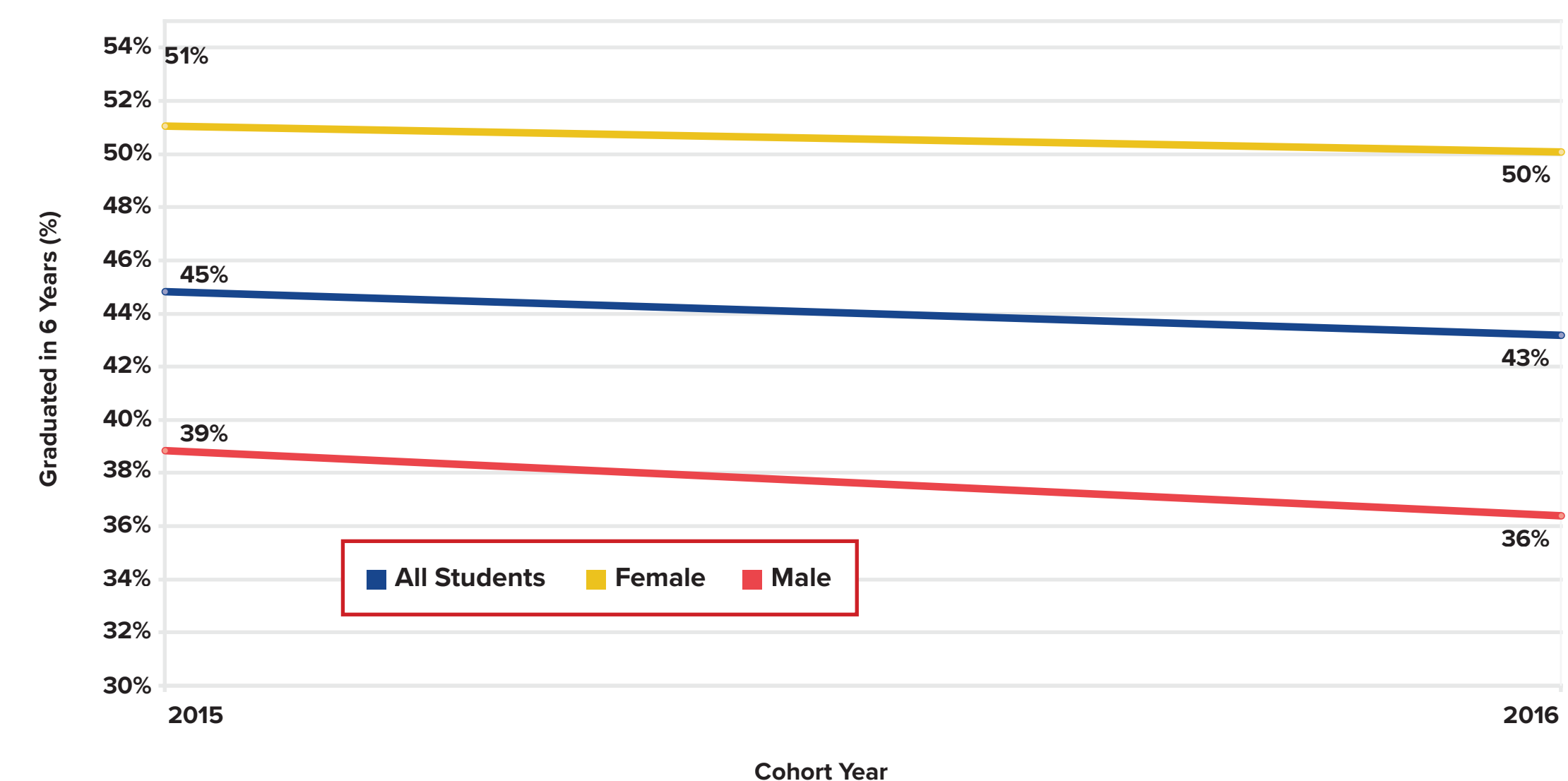
### Postsecondary Persistence

College graduation rates (6-year) have the highest gaps across any of the college and career readiness metrics.



#### Six-year college graduation rates by ethnicity

Black students' graduation rates are 25% lower than the average graduation rate across the country.



#### Six-year college graduation rates by gender

Male students' graduation rates are 14% lower than female students' rates across the country.

## College and Career Readiness Network

Our College and Career Readiness Network brings together educators, parents and dedicated stakeholders to equip Summit County students with the skills and knowledge necessary for success beyond the classroom. This collaborative effort focuses on ensuring students are well-prepared to thrive with the challenges of higher education and the workforce.



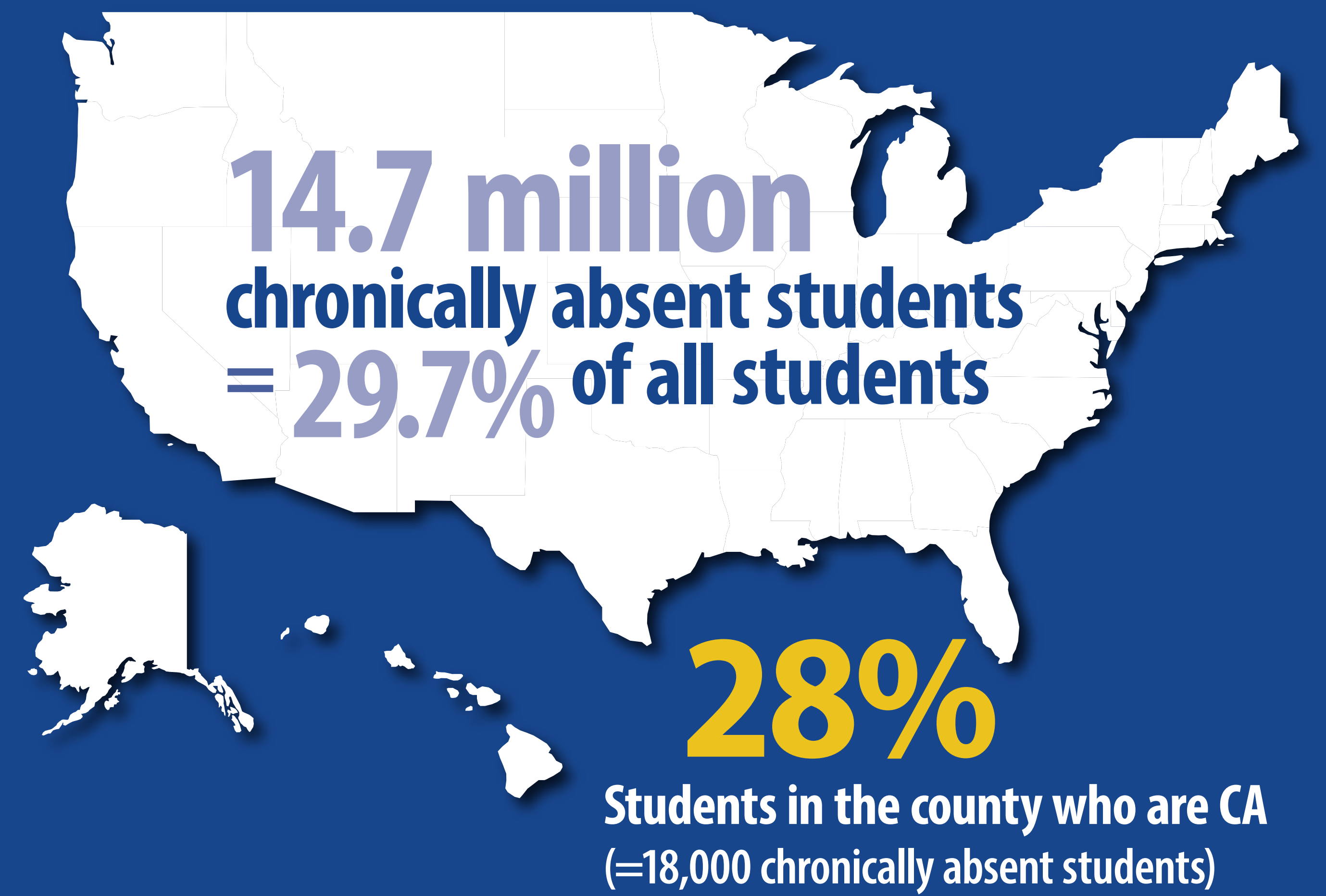
Scan the QR code to view our data dashboards and reports.



# CHRONIC ABSENTEEISM

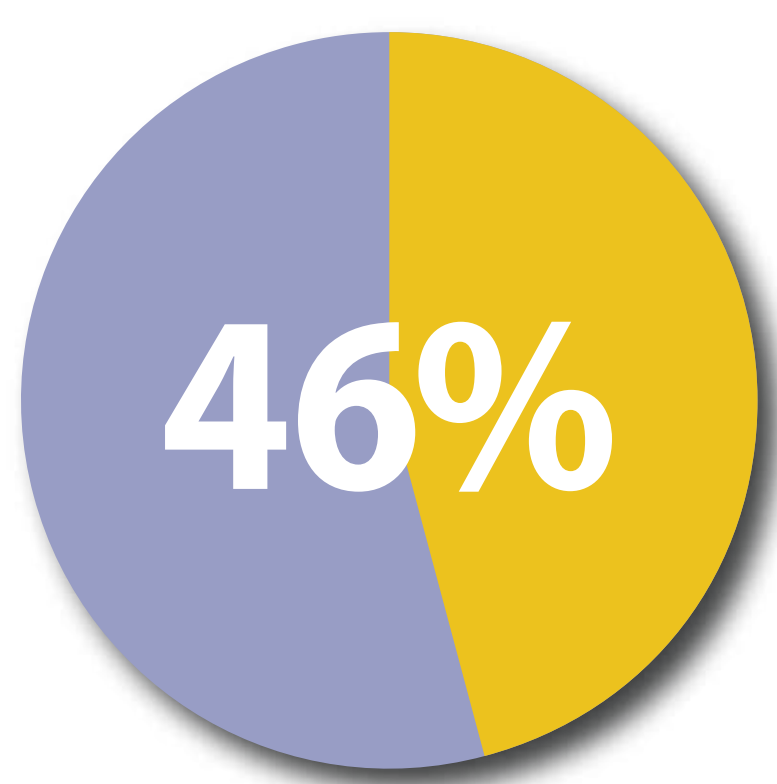
Chronic absenteeism (CA) impacts students and school districts nationwide. CA is defined as 10% of total hours absent with or without legitimate excuse in an academic year.

## CA in the United States 2021-22

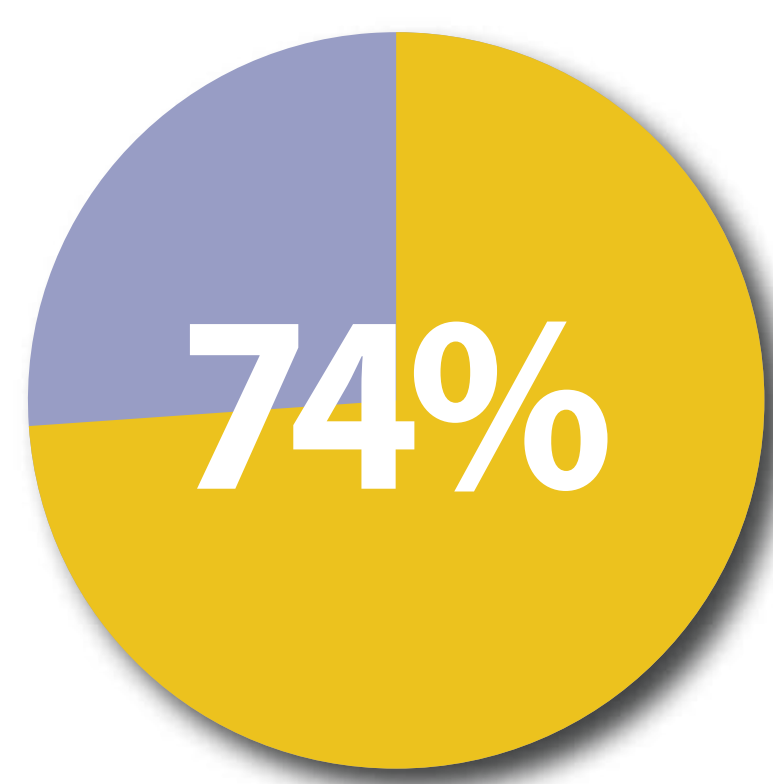


## CA in Summit County Public Schools 2022-23

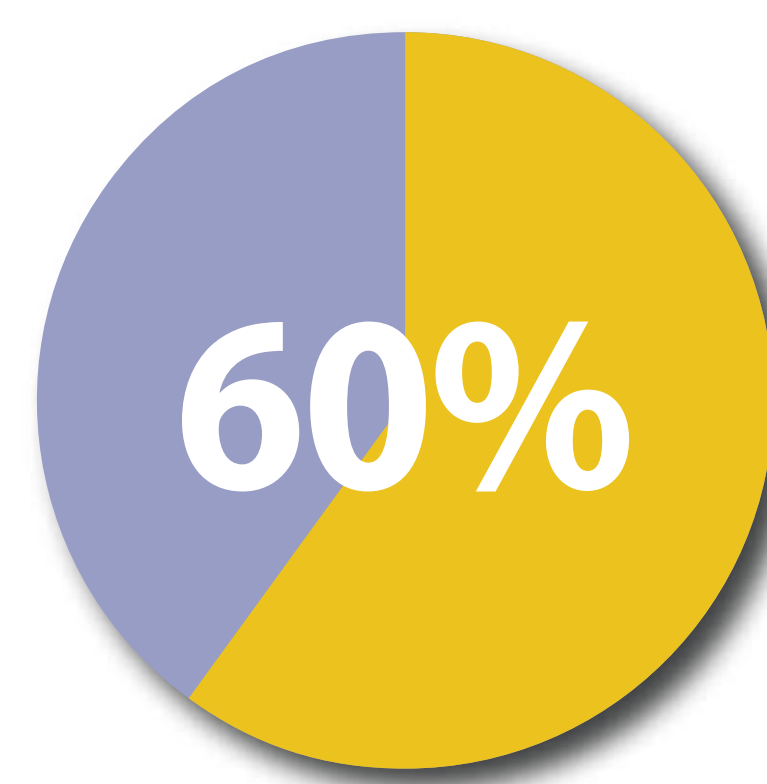
■ % of Students who are CA



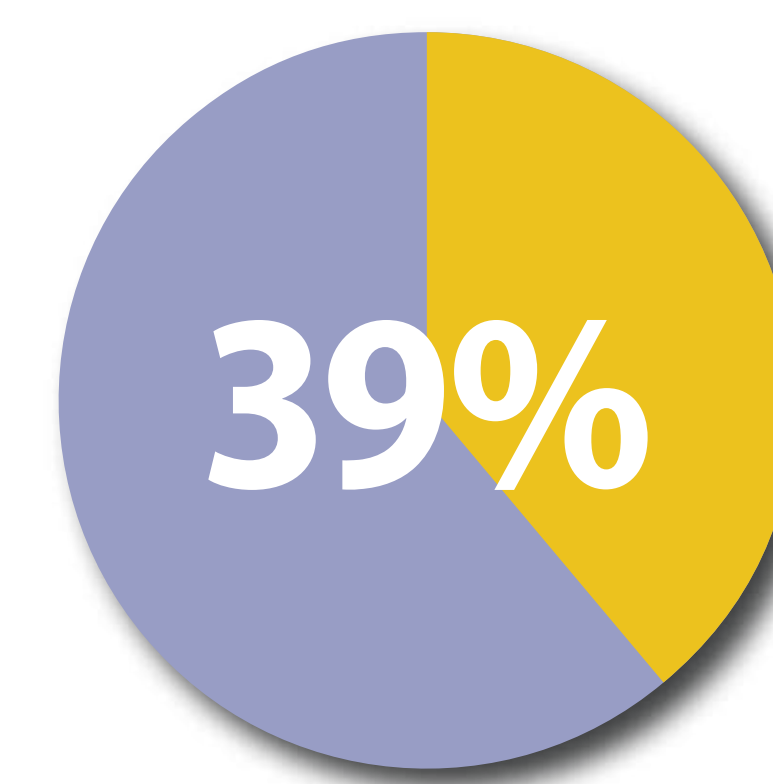
Students with satisfactory attendance



CA students who are economically disadvantaged



Students experiencing homelessness that are CA



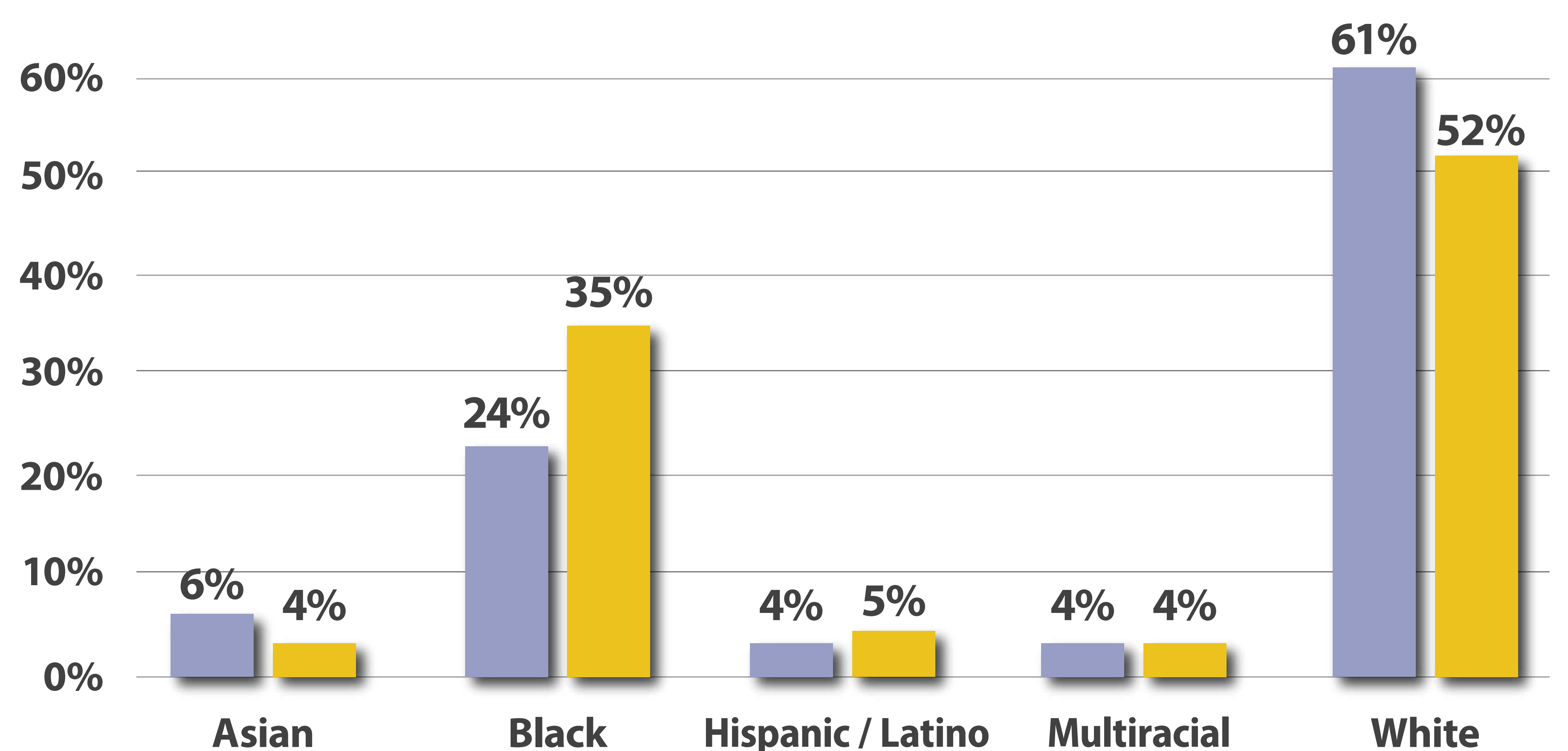
Students with an identified disability that are CA

## Chronic Absenteeism by Race / Ethnicity in Summit County Public Schools

*Black students experience CA at higher rates than their peers*

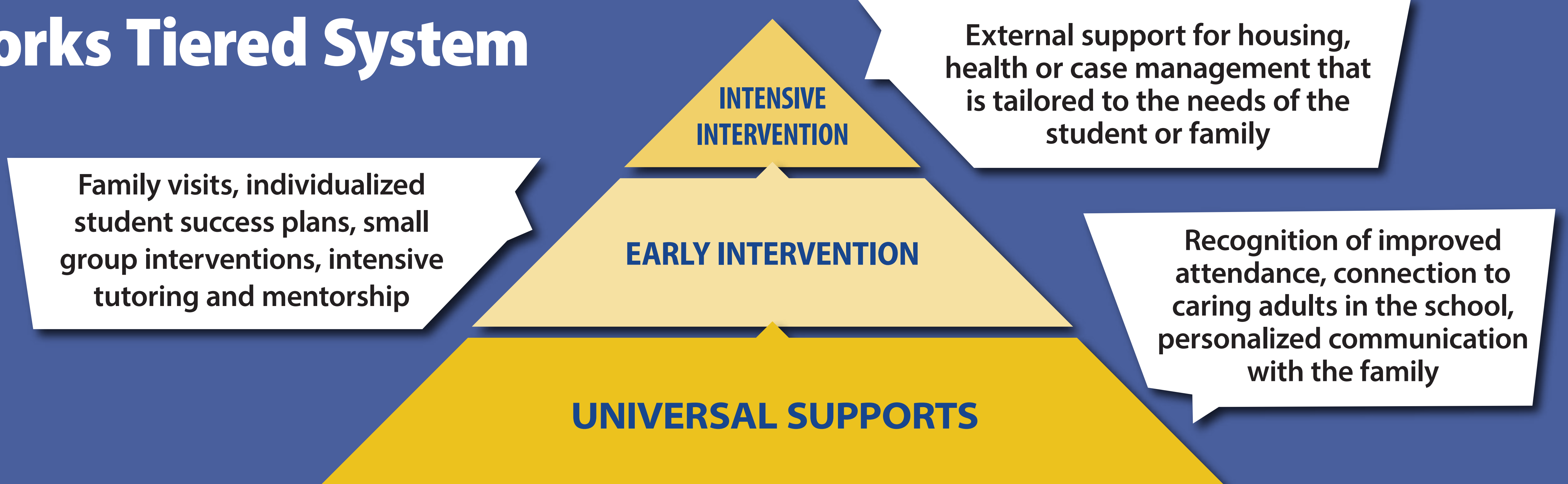
■ % of Total Population

■ % of Students who are CA



## Attendance Works Tiered System

This system identifies children's needs and respective supports and interventions necessary for each tier.



Use the QR code to access our data.

# PROMISING PRACTICES

SEI works closely with many organizations to conduct scientific program evaluations. We are highlighting three Promising Practices.

## City of Akron Violence Intervention and Prevention (VIP) Program



## SPARK Ohio's Get Ready for School Program (GRFS)



## Early Childhood Resource Center STARS Program



## City of Akron Violence Intervention and Prevention (VIP) Program

The VIP Strategic Plan outlines goals and action steps to reduce crime and violence among youth and young adults ages 13 to 24 in the City of Akron. We worked side-by-side with 37 grassroots and community-based organizations to create logic models and program summaries for each organization. The projects were funded with American Rescue Plan Act (ARPA) dollars.

The VIP Theory of Change is aligned with the Centers for Disease Control's best practices for youth violence prevention. Youth risk for trauma, crime and violence will be reduced through community-based violence intervention and prevention programming that:

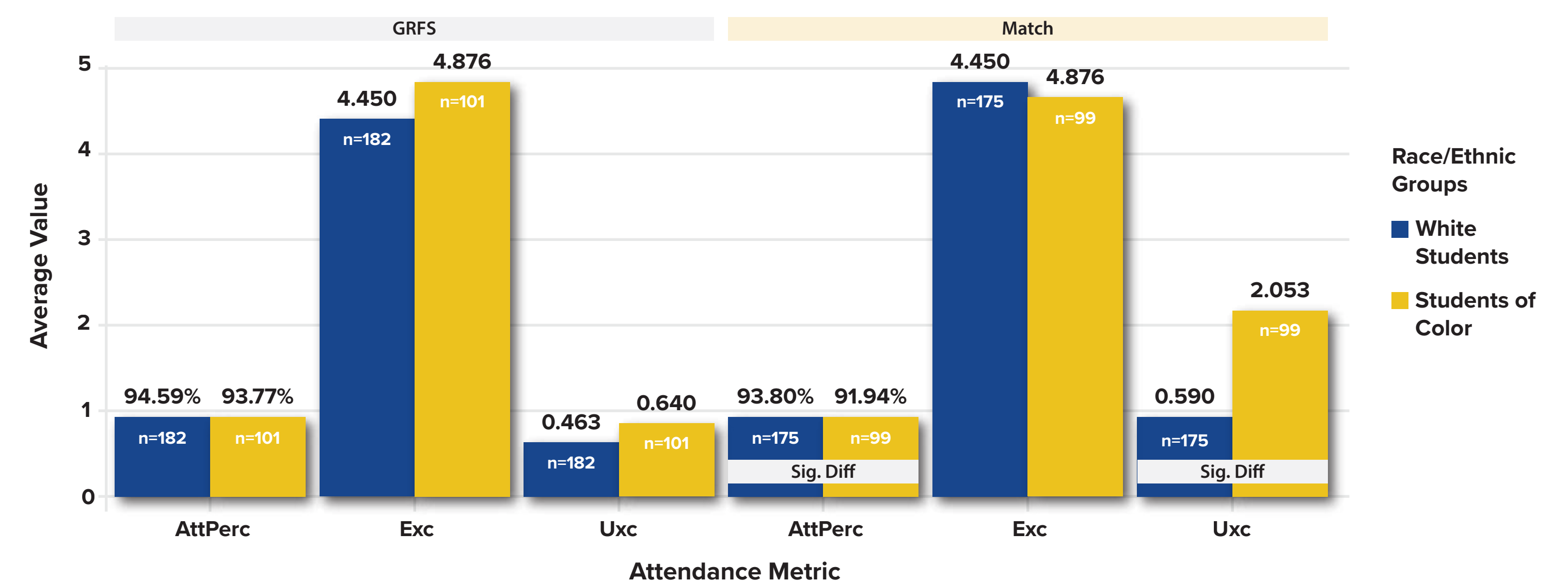
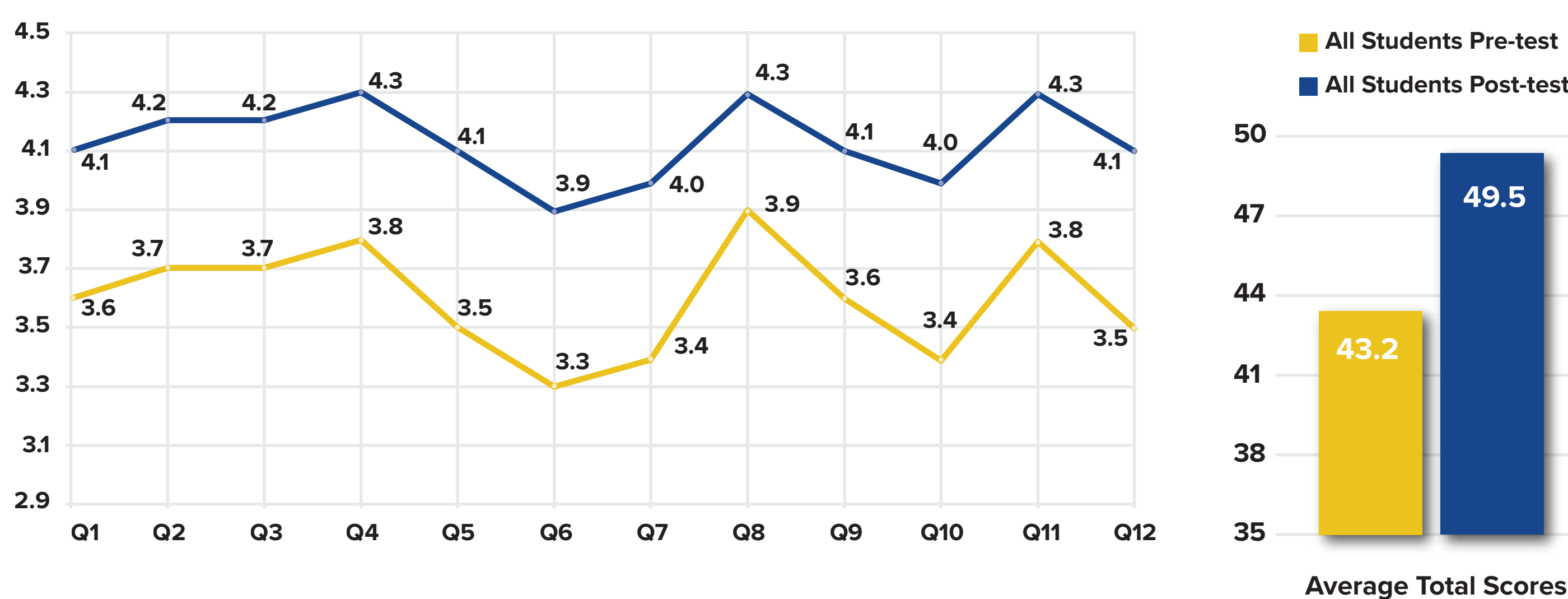
- increases developmental assets
- promotes prosocial behaviors and socially integrative norms
- improves connections within neighborhoods and to social systems

Results of the process evaluation and outcomes data collection will be coming soon.

### THANK YOU, GRANTEES!

- |                                      |   |  |
|--------------------------------------|---|--|
| Akron Urban League                   | Fathers and Sons of Northeast Ohio      | Love Akron                                       |
| Akron Dream Center                   | GOALGETTA Academy                       | Minority Behavioral Health Group                 |
| Akron AIDS Collaborative             | GodRich Food and Farms                  | Project GRAD                                     |
| Akron Youth Mentorship               | Greenleaf Family Center                 | Project Ujima                                    |
| Akron Zoo                            | Guys and Gals Community Partnership     | Red Oak Behavioral Health (i.C.A.R.E. Mentoring) |
| Alchemy, Inc.                        | Harmony House                           | South Street Ministries                          |
| Always Climbing Project              | He Brought Us Out Ministry              | Students With A Goal (SWAG)                      |
| Boss Project                         | Hope & Healing Survivor Resource Center | Victim Assistance Program                        |
| Boys & Girls Clubs of Northeast Ohio | It's Not a Moment, it's a Movement      | The Vincent House                                |
| City of Refuge for Everyone (CORE)   | Jobs for Ohio's Graduates (JOG)         | Williams Challenge                               |
| Developing Student Athletes Academy  | Kent State University                   | Wingfoot Church                                  |
| Dreams Academy                       | Law and Leadership Institute            | Youth Success Summit                             |
| Fallen Fathers Foundation            |   |  |

## SPARK Ohio's Get Ready for School Program (GRFS)



The goal of GRFS is to familiarize children with the rules and routines of a kindergarten classroom by helping them develop literacy, communication and social skills important for school success. Incoming kindergarten students were enrolled in the GRFS program across 12 school districts in 21 school buildings.

Results of the GRFS survey show the program effectively increases the skills students need to successfully transition to kindergarten. Furthermore, our research shows that students who attended GRFS had significantly better attendance in kindergarten than a matched comparison, particularly for students of color and economically disadvantaged students.

Students in the STARS Programs who scored significantly higher than students in the comparison group	2021		2022		2023	
	STARS 101	STARS 202	STARS 101	STARS 202	STARS 101	STARS 202
Total Average Score		✓				✓
Approaches Toward Learning						
Social Emotional Development						
Language and Literacy Development		✓		✓	✓	✓
Cognition and General Knowledge					✓	✓
Physical and Motor Development			✓	✓		✓
Language and Literacy Average Score	✓	✓	✓	✓	N/A	N/A
Language and Literacy	✓	✓	✓	✓	N/A	N/A

TSS - Transition Skills Summary; KRA - Kindergarten Readiness Assessment; N/A - Data unavailable when reported  
STARS 101/202 - Separate cohorts of program participants

## Early Childhood Resource Center STARS Program

STARS is designed to engage a cohort of community-based early learning centers in high-quality early childhood instructional development. Starting in February 2020 and supported with a major investment from GAR Foundation, STARS provided expert tools and support to help early learning centers navigate and increase Step Up to Quality (SUTQ) ratings. STARS addresses gaps in the early childhood education system and seeks to demonstrate how effective teaching and engagement tactics can support meaningful educational advancements for young children.

Our program evaluation compared students in the STARS programs to other students in Summit County on Transition Skills Summary (TSS) and Kindergarten Readiness Assessment - Learning and Literacy (KRA-LL) outcomes for the years 2021, 2022 and 2023. There is strong evidence to suggest that participation in the STARS programs is associated with significantly higher TSS and KRA-LL scores.

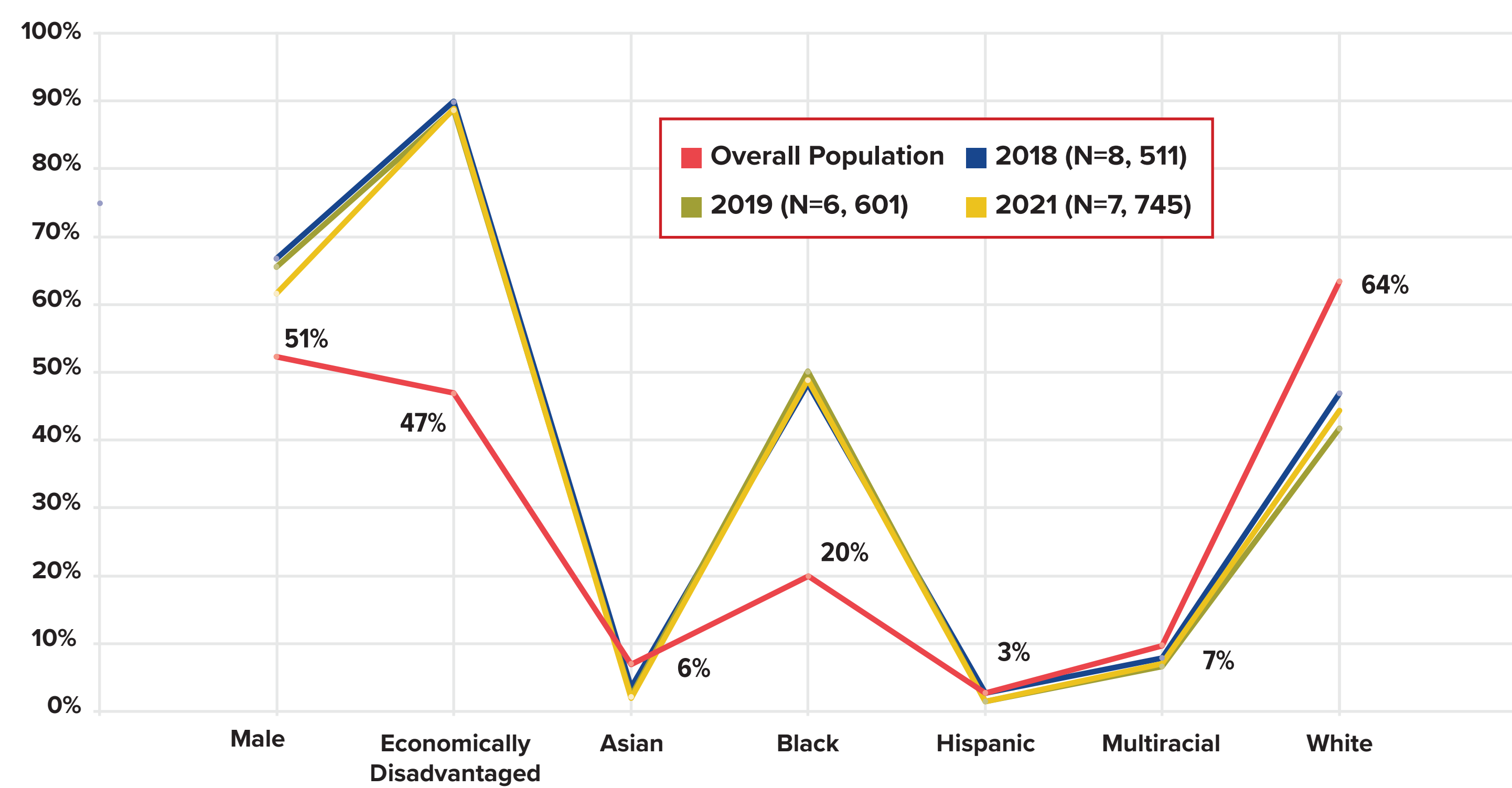


Scan the QR code to view our data dashboards and reports.



# STUDENT VOICE

We collaborated with Akron Public Schools to launch the Summit County Youth Coalition (SCYC), an innovative initiative designed to empower students to drive systemic change in education. Thirty (30) high school students were selected for the inaugural cohort and were trained in Collaborative Improvement processes and action research.



## Disparities in School Discipline – Summit County Public Schools

School suspensions are associated with a reduced likelihood of high school graduation, increased chronic absenteeism, increased student alienation and an increased risk for contact with the juvenile and adult justice systems.

Research conducted by SEI in 2022 showed that males, Black students and students who are economically disadvantaged are disproportionately impacted by in-school and out-of-school suspensions. Trends across years were nearly identical, including pre- and post-pandemic years. These issues were echoed by students in the SCYC.

## SCYC Survey Results

Focused on addressing behavior and inequities in discipline practices, SCYC developed and distributed a 39-item survey to 299 peers in five APS high schools to assess school climate and perceptions of discipline. These trends underscore the need for interventions and strategies to improve student discipline practices.

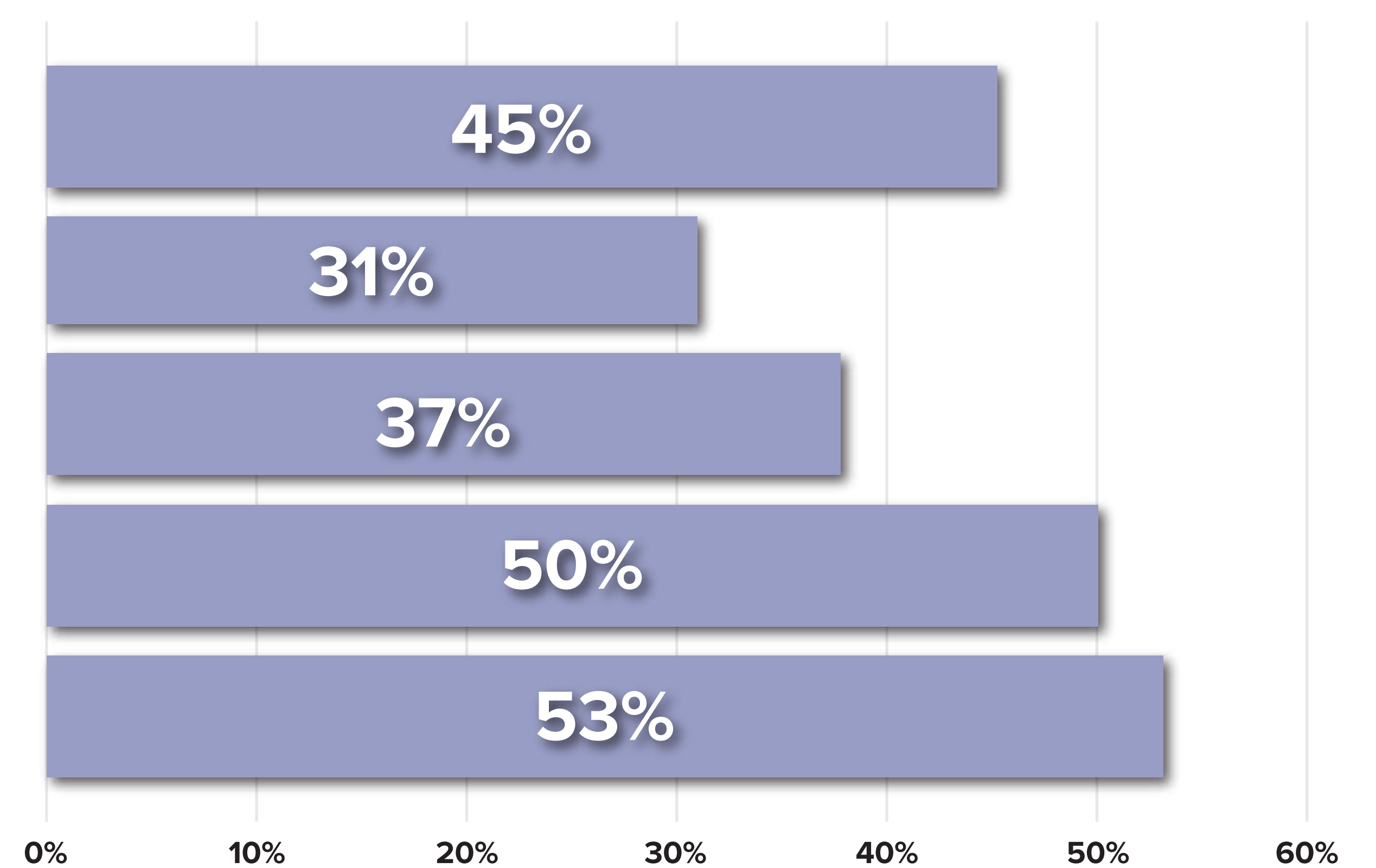
School rules are applied to all students. **45%**

Discipline at school is fair. **31%**

All students are treated the same, regardless of their family income. **37%**

Adults working at this school treat all students respectfully, regardless of race, gender and ability. **50%**

Adults working at this school reward students for positive behavior. **53%**



## What can we do differently?

Studies of restorative justice practices have shown that involving students in solutions and responses to conflict and harm can increase feelings of safety at school, attendance rates and equity in discipline. It can also reduce violence and referrals for suspension, provide a foundation for youth development and greatly foster social emotional learning skills.

## What's next for Student Voice?

The coalition will use survey results to propose interventions and strategies which they plan to present as recommendations to the APS superintendent and school board. This year, SCYC has exemplified SEI's commitment to amplifying student voices and fostering meaningful, student-led changes in educational policies and practices within Summit County.



Scan the QR code to view our data dashboards and reports.

