A REPORT ON
EDUCATIONAL ATTAINMENT
IN SUMMIT COUNTY
2018
WE'RE BANDING TOGETHER

to Support Children in Summit County, Ohio

THE WHY: We desire a promising future for generations to come.

THE HOW: We work with our community partners in a continuous cycle of improvement, in three phases:

- **We analyze** student data
- **We activate** the community to achieve shared results
- **We grow** the capacity of education and support systems

Our strategies reside in three categories: strengthening the students; strengthening the professionals who work with students; and strengthening family engagement.

**Band Together!** Our message at the 2017 Annual Community Report on Educational Attainment was that our goals are all within our grasp.

We are very close to the “tipping point” in terms of educational attainment across the cradle to career pipeline in Summit County. But a laser focus on racial equity is necessary.

The good news is **this is Greater Akron!** We can do this. Schools, students and families need our support. To achieve our shared community vision of 48,000 new college degrees and high-value career credentials by 2025, we need to band together.

Read examples about the action we’re taking in Summit County within the pages of this report. Learn more about our work on our website at seisummit.org.

DERRAN WIMER
Executive Director
Summit Education Initiative
FROM PRESCHOOL TO KINDERGARTEN

Children who develop basic literacy and emotional regulation skills in the spring before kindergarten are more than twice as likely to begin school on track for success.

KINDERGARTEN READINESS RATES

What can skill development in the spring before kindergarten tell us about kindergarten readiness?

<table>
<thead>
<tr>
<th>Skill Development in Spring Before Kindergarten</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Just beginning to develop readiness skills</td>
<td>14%</td>
</tr>
<tr>
<td>Still working to develop readiness skills</td>
<td>52%</td>
</tr>
<tr>
<td>Demonstrating nearly all readiness skills</td>
<td>88%</td>
</tr>
</tbody>
</table>

Chi Square = 381.228, p < .01

Early childhood development is highly predictive of school readiness and success. Working with preschools across Summit County, we develop predictive models to identify students in need of additional supports as they transition to kindergarten.

SKILL DEVELOPMENT IN SPRING BEFORE KINDERGARTEN

Children who develop basic literacy and emotional regulation skills in the spring before kindergarten are more than twice as likely to begin school on track for success.
**BANDING TOGETHER**
for Kindergarten Readiness

**60% OF SUMMIT COUNTY STUDENTS BEGAN KINDERGARTEN ON TRACK FOR SUCCESS IN SCHOOL IN 2017**

**80% GOAL**

- **68% WHITE**
- **61% MULTIRACIAL**
- **60% ALL STUDENTS**

- **42% BLACK**
- **40% ASIAN**
- **36% HISPANIC**

We define kindergarten readiness using the Language and Literacy portion of Ohio’s Kindergarten Readiness Assessment (KRA). The KRA Language and Literacy score is highly correlated with future reading achievement in third grade.

**CLASS ACT SCHOLARS OF SUMMIT COUNTY**

Stronger child-teacher interactions lead to greater learning gains. This full-year, validated and cohort-modeled program empowers teachers to maximize their learning environments to support better outcomes for children.

**READINESS COALITIONS**

Thirty-seven Readiness Coalitions comprising preschools, elementary schools and community agencies are banding together to increase quality early childhood experiences, improve communications, increase access to preschool, and empower parents and neighborhoods to ensure every child is ready for kindergarten.

**16 FOR SUCCESS KITS**

Funded by donors and assembled by volunteers on an annual basis, more than 3,000 kits empower parents of incoming kindergarteners by helping reinforce the 16 critical skills for success.

**Early investment pays the greatest dividends. Here are some ways we have banded together with community partners to increase KINDERGARTEN READINESS.**
**Small differences in readiness at the start of school can become large differences in achievement by third grade. Kindergarten readiness scores help us identify students and families who need extra support to get on track.**

**How do literacy skills at the start of kindergarten predict third grade reading achievement?**

<table>
<thead>
<tr>
<th>Literacy Skills at the Start of Kindergarten</th>
<th>Third Grade Reading Proficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lower Quartile (KRA ≤ 261)</td>
<td>43%</td>
</tr>
<tr>
<td>Middle Range (KRA = 262 - 269)</td>
<td>74%</td>
</tr>
<tr>
<td>Upper Quartile (KRA ≥ 270)</td>
<td>90%</td>
</tr>
</tbody>
</table>

**Chi Square = 413.9, p < .01**

**Students who began kindergarten on track for success are almost twice as likely to meet third grade reading achievement standards for success.**
We define on track for college and career readiness as earning a score of proficient or higher on Ohio’s next generation test of reading achievement. Third grade reading scores are highly correlated with future success in school, even into eighth grade math.

\[ r = 0.608, \ p < .01, \ n = 3,077 \text{ students} \]
Students who met or exceeded third grade reading standards were almost four times as likely to finish middle school math on track for college and career readiness.

Third grade reading is a watershed moment in a student’s development. We study third grade reading achievement trends to identify students or schools who will likely need math intervention support in middle school.

### EIGHTH GRADE MATH PROFICIENCY

<table>
<thead>
<tr>
<th>Third Grade Reading Achievement Level</th>
<th>Eighth Grade Math Proficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did not meet minimum standards</td>
<td>20%</td>
</tr>
<tr>
<td>Met minimum standards, but not on track for college and career readiness</td>
<td>49%</td>
</tr>
<tr>
<td>On track for college and career readiness</td>
<td>83%</td>
</tr>
</tbody>
</table>

Chi Square = 494.5, p < .01

How does reading achievement in third grade predict math outcomes five years later?
SUCCESS MEANS SCORING PROFICIENT OR HIGHER ON THE OHIO MATH TEST THAT A STUDENT TAKES IN EIGHTH GRADE. SCORES ON THESE TESTS ARE ASSOCIATED WITH A STUDENT’S OVERALL GRADE POINT AVERAGE (GPA) AND WITH CREDIT ACCUMULATION IN NINTH GRADE.

WE WANT ALL STUDENTS TO CONFIDENTLY TACKLE AND SOLVE CHALLENGING PROBLEMS. HERE ARE SOME WAYS WE HAVE BANDED TOGETHER WITH COMMUNITY PARTNERS TO INCREASE EIGHTH GRADE MATH ACHIEVEMENT.

JULIA ROBINSON MATH FESTIVALS
The festivals inspire students to think critically and to explore the richness of mathematics through collaborative, creative problem-solving. Led by more than 35 Goodyear associates, we banded together to host our first local festival at the Buchtel Community Learning Center in Akron Public Schools.

“LEVEL UP: MIDDLE GRADES MATH EDITION”

MIDDLE GRADES NETWORK
We strengthen our professionals in the Middle Grades Network by convening teams of professionals from middle schools across Summit County. The network studies trends in math achievement, GPA and school climate to identify and test strategies that increase student success.

RUBBER CITY MATH TEACHERS’ CIRCLES
Middle grades math teachers convene to solve fun, but very challenging math problems to gain a deeper understanding of underlying mathematical principles. Most Math Teachers’ Circles, materials and activities can be modified for classroom use.
Students who are competent and comfortable in middle grades math earn higher grades and more credits toward graduation in ninth grade. Middle grades math scores help direct interventions and transition supports where they are needed.

How do math skills at the end of middle school influence ninth grade academic success?

### NINTH GRADE ACADEMIC SUCCESS

- **Did not meet minimum standards**: 7%
- **Met minimum standards**: 36%
- **Exceeded minimum standards**: 70%

### ON TRACK FOR COLLEGE AND CAREER READINESS IN NINTH GRADE

- **Not minimally proficient in eighth grade math**: 7%
- **Met or exceeded eighth grade math standards**: 48%

Students who score proficient or higher in eighth grade math are **seven times more likely** to be on track for college and career readiness after ninth grade.

Chi Square = 491.3, p < .01
NINTH GRADE SUCCESS

39% OF SUMMIT COUNTY STUDENTS WERE ON TRACK FOR GRADUATION AT THE END OF NINTH GRADE IN 2018

50% GOAL
46% WHITE
44% ASIAN
39% ALL STUDENTS
28% MULTIRACIAL
27% HISPANIC
16% BLACK

2016 – 2017 2017 – 2018

Success at this transition point means earning a B average and 6.5 credits by the end of ninth grade. This creates opportunities to take college courses before graduation. Grade point average (GPA) in ninth grade is also a strong predictor of college entrance test scores like the ACT®.

r = .709, p < .01, n = 4,263 students

BANDING TOGETHER
for Ninth Grade Success

Academic success in ninth grade sets students on a pathway for future success. Here are some ways we have banded together with community partners to increase NINTH GRADE ACADEMIC SUCCESS.

OUT OF SCHOOL TIME PARTNER PORTAL
With parental consent, SEI’s Out of School Time Partner (OSTP) Portal provides access to academic outcomes for organizations working with students beyond the school day, so they can more easily set goals, provide interventions and measure the positive impact of their work. SEI also coordinates the OSTP Network, which meets quarterly to allow OSTPs to share ideas and best practices.

READY HIGH SCHOOL NETWORK
On a quarterly basis, teams of administrators, counselors and teachers analyze data to identify which students need support and then set appropriate goals. Areas of focus include ninth grade achievement, school climate, student motivation, postsecondary planning, Free Application for Federal Student Aid (FAFSA) completion and college matriculation.

YOUTH VIEW® SURVEY
This original survey asks students about perceptions, motivations and aspirations in school, along with plans for the future and areas where they need support. Teachers and school leaders access secure online survey results at the student, class or school level. The Youth View helps educators better understand and address students’ needs.
The start of high school is a challenging and critical time. We help high schools use a student’s earliest grade point average (GPA) as an indicator of future college readiness, and to evaluate the effectiveness of support programs.

**COLLEGE READINESS RATES**

<table>
<thead>
<tr>
<th>NINTH GRADE GPA</th>
<th>10%</th>
<th>29%</th>
<th>73%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under 2.5 GPA</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.5 - 3.0 GPA</td>
<td>100%</td>
<td>29%</td>
<td>73%</td>
</tr>
<tr>
<td>3.0 and higher GPA</td>
<td>73%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

*Chi Square = 1328.8, p < .01*
College readiness means earning a diploma and scoring “remediation-free” on an entrance exam like the ACT®. Earning a B average and at least a 21 composite score on the ACT is highly predictive of college enrollment and completion.

Students must graduate prepared, passionate and persistent, with a clear plan for future success. Here are some ways we have banded together with community partners to increase COLLEGE AND CAREER READINESS.

**ACT® PRACTICE TEST DISTRIBUTION**
SEI provides ACT® practice tests and student score reports at no cost to schools. By simulating the formal testing experience for students and providing score results to schools, SEI helps educators identify students or content areas in need of improvement prior to the state-mandated assessment.

**“LEVEL UP YOUR ACT® MATH SCORE”**
Level Up Your ACT® Math Score® is the first book in SEI’s Level Up series. The 10-week, interactive program includes a book, presentations and pre-recorded video solutions. The program has been shown to increase student scores on the math subtest by 3 to 4 points. The book is also available for purchase on Amazon.com.

**READY HIGH SCHOOL NETWORK**
Teams from 23 Summit County high schools meet quarterly to work on achieving goals to increase pathways to success. The Ready High School Network addresses ninth grade success, ACT® scores, graduation rates, Free Application for Federal Student Aid (FAFSA) completion rates and college admission rates.

**“THREE Es” MESSAGING**
We want every student to graduate with a plan to be enrolled, enlisted or employed after graduation. SEI has created informational materials for partners to use to reinforce the importance of having a plan after high school graduation.
Persisting from the first year to the second year of college is a key indicator of future graduation. Students who have a clear goal, a strong sense of belonging and a network of support are significantly more likely to persist.

Remediation-free scores on entrance exams like the ACT® increase college enrollment and persistence. We support high schools and students by offering free practice ACT® tests and a math prep course that significantly improves scores.
Achieving our 48,000 Degrees by 2025 goal puts our community on the path to prosperity. Here are some ways we have banded together with community partners to increase COLLEGE AND CAREER PERSISTENCE.

COLLEGE AND CAREER ADVISING
SEI and The University of Akron have designed a two-credit, graduate-level class specifically designed to supplement our high school counselors’ knowledge and skills. The class will open in the 2019 spring semester.

FAFSA COMPLETION
College-bound Summit County students left more than $1.2 million on the table simply by not completing the Free Application for Federal Student Aid (FAFSA). SEI is leading a demonstration project in the 2018-2019 school year to dramatically increase completion numbers in six targeted high schools.

TO AND THROUGH COUNSELING
In partnership with Project GRAD Akron and Akron Public Schools, SEI is leading an effort to support Akron Public Schools counselors to increase college admissions, strengthen college matching and seamlessly transition students to ensure higher education completion.

48,000 DEGREES BY 2025
Please endorse our Community Goal of 48,000 new degrees and high-value career credentials by 2025. Visit seisummit.org/endorsement.
Leading Indicators of Success

Goal for Summit County:
48,000 new college degrees and/or career credentials by 2025