



Center for Education Policy Research

HARVARD UNIVERSITY



STRATEGIC DATA PROJECT

# Exploring Post-Secondary Attainment The SDP College-Going Diagnostic

**Fulton County Schools  
February 15, 2011**



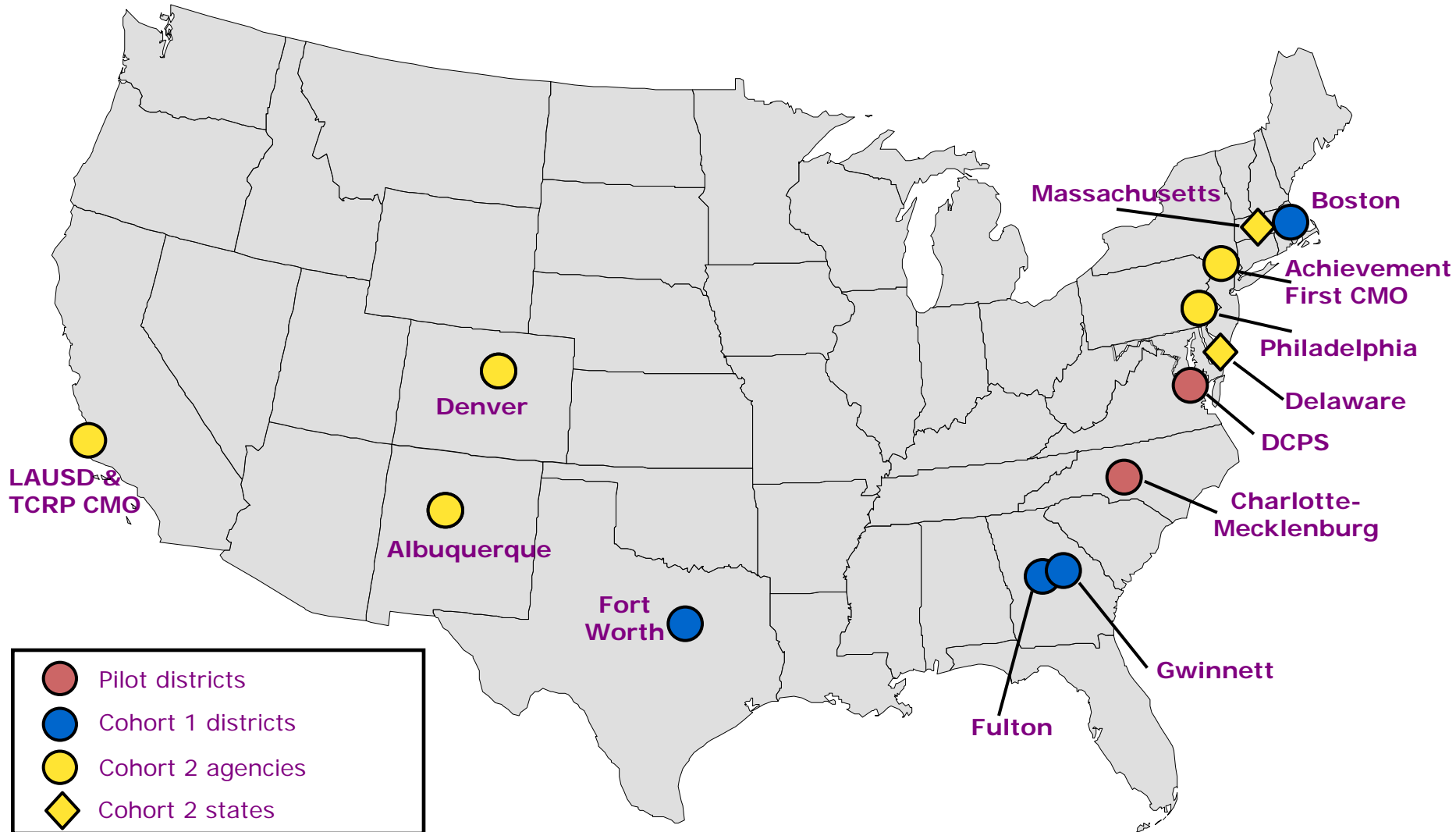
## ***SDP Goal and Strategies***

Goal: Increase student achievement and attainment by informing decision making at the district level with new data and analysis.

- I. Perform **diagnostic analyses** in partner agencies
  - Provide rigorous analysis on two key topics - human capital and college-going success
- II. Place **fellows** in partner agencies
- III. Achieve broad impact through **wide dissemination** of tools, methods, and lessons learned



# Partnerships with 14 Agencies





## ***How the Partnership with SDP Benefits Fulton County Schools***

### 3 Fellows

- Korynn Schooley, SDP Data Fellow
- Niveen Vosler, Program Evaluation Analyst
- Chris Matthews, Executive Director of Counseling, Psychological, and Social Work Services
- 10 bi-monthly professional development workshops, faculty advisor, additional individual professional development funds

### Diagnostics

- 3-person team from CEPR in Fulton nearly 6 months
- Fellows integrally involved in college-going diagnostic
- Connected students to teachers in their class and to post-secondary data
- Longitudinal data sets available for further analysis

### National Network

- Member of growing national network – Fellows, leadership
- Access to researchers
- Sharing best practices



## ***Diagnostic Reports***

### **What they are**

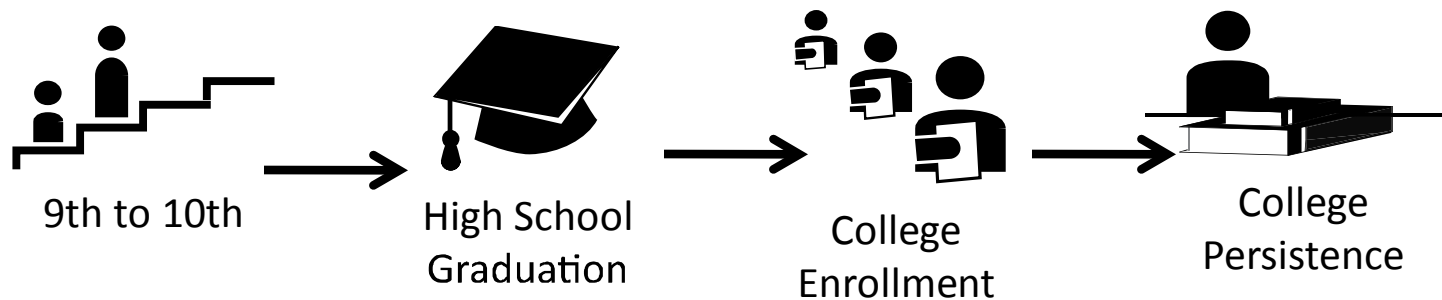
- Standardized analyses designed to help agencies better understand their current performance, uncover issues, and strategically plan responses
- Illustrations of how existing data can be used to improve decision making
- Starting point for district lead “deep-dive” explorations on specific strategic issues
- Benchmarking report will allow agencies to understand how they are performing against other districts in the covered areas

### **What they are not**

- Root-cause analyses for specific issues uncovered
- A set of specific recommendations of actions agencies should take to improve performance
- Comprehensive collection of all that can be done with existing data
- Ranking of agencies or departmental performance



## *Post-Secondary Pathway*





## ***Definitions***

<b>Completer</b>	Received a regular diploma, Special Education Diploma, or Certificate of Attendance
<b>Graduate</b>	Received a regular education Diploma
<b>Seamless Enroller</b>	Enrolled in a post-secondary institution by October 1 following high school graduation
<b>Delayed Enroller</b>	Enrolled in a post-secondary institution after October 1 but within two years following the date of high school graduation
<b>Persist</b>	Still enrolled October 1 one year following the initial enrollment date.

We generate college enrollment data by linking FCS student records to post-secondary enrollment data from the National Student Clearinghouse (NSC).

- NSC is a non-profit organization that provides post-secondary enrollment verification for colleges and universities. They maintain student enrollment records for over 3,000 colleges and universities, serving 92% of all post-secondary students nationwide.

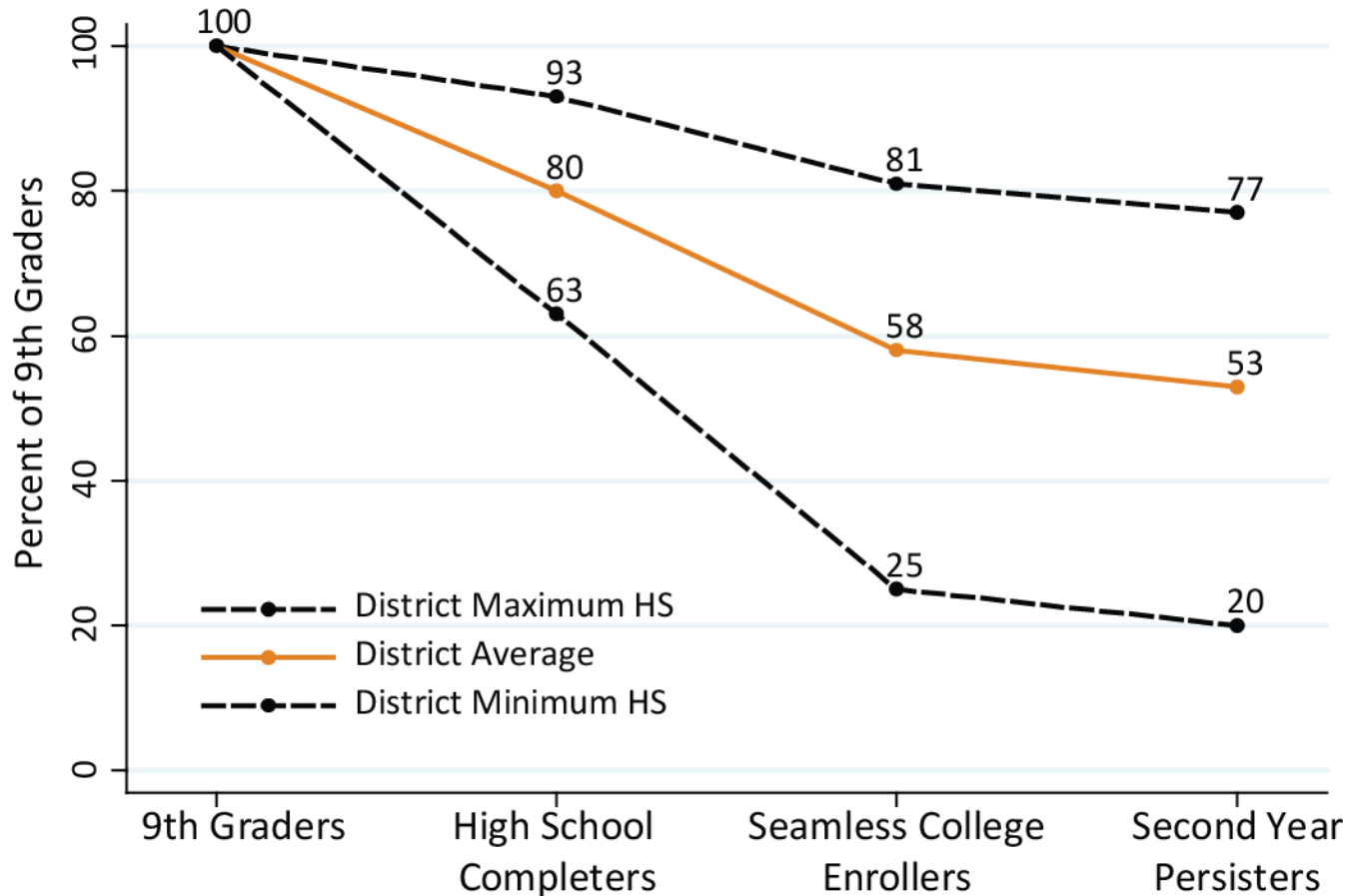
- Actual enrollment rates of FCS alumni may be slightly higher than those presented here because of imperfect matching of students to NSC records, and some institutions that do not participate in the NSC to date.



## ***FCS college enrollment rates exceeds national estimates***

### Student Progression from 9th Grade through College

FCS Average



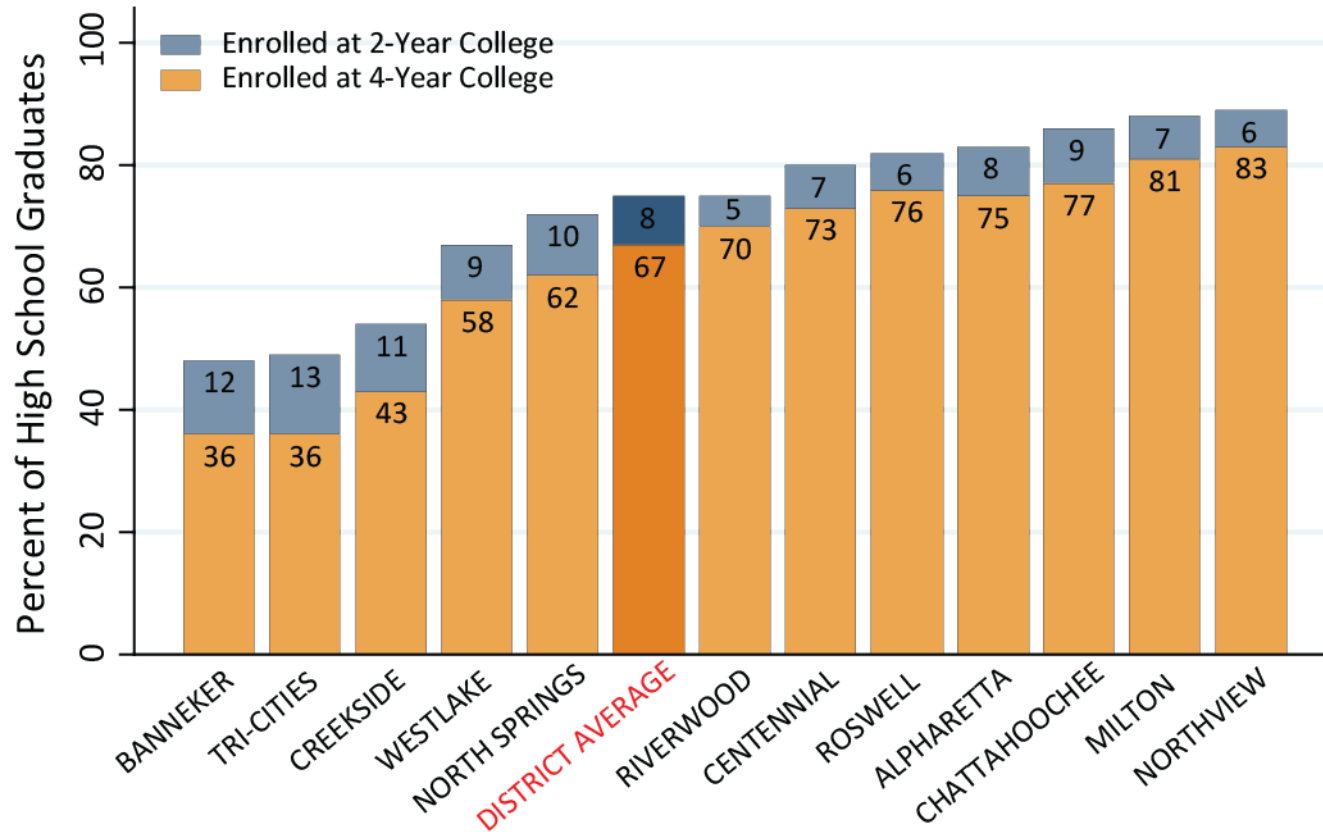
By comparison, nationwide **70%** of ninth graders graduate, **40%** seamlessly enroll in college and **30%** persist to their second year.





# *Seamless college enrollment rates vary substantially across FCS high schools*

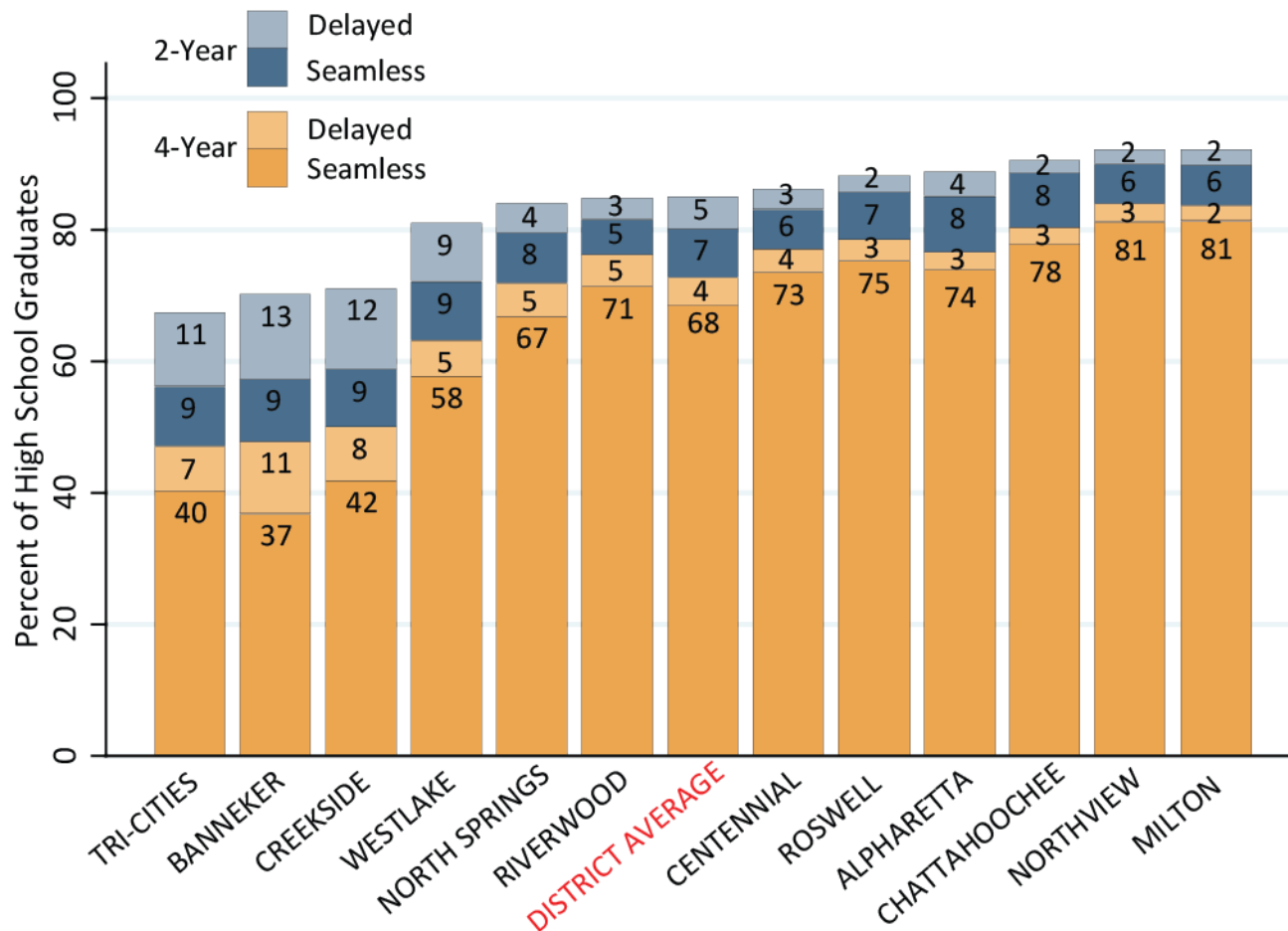
College Enrollment by High School  
Seamless Enrollers





# *Variation decreases after accounting for delayed enrollers*

College Enrollment by High School  
Seamless and Delayed Enrollers

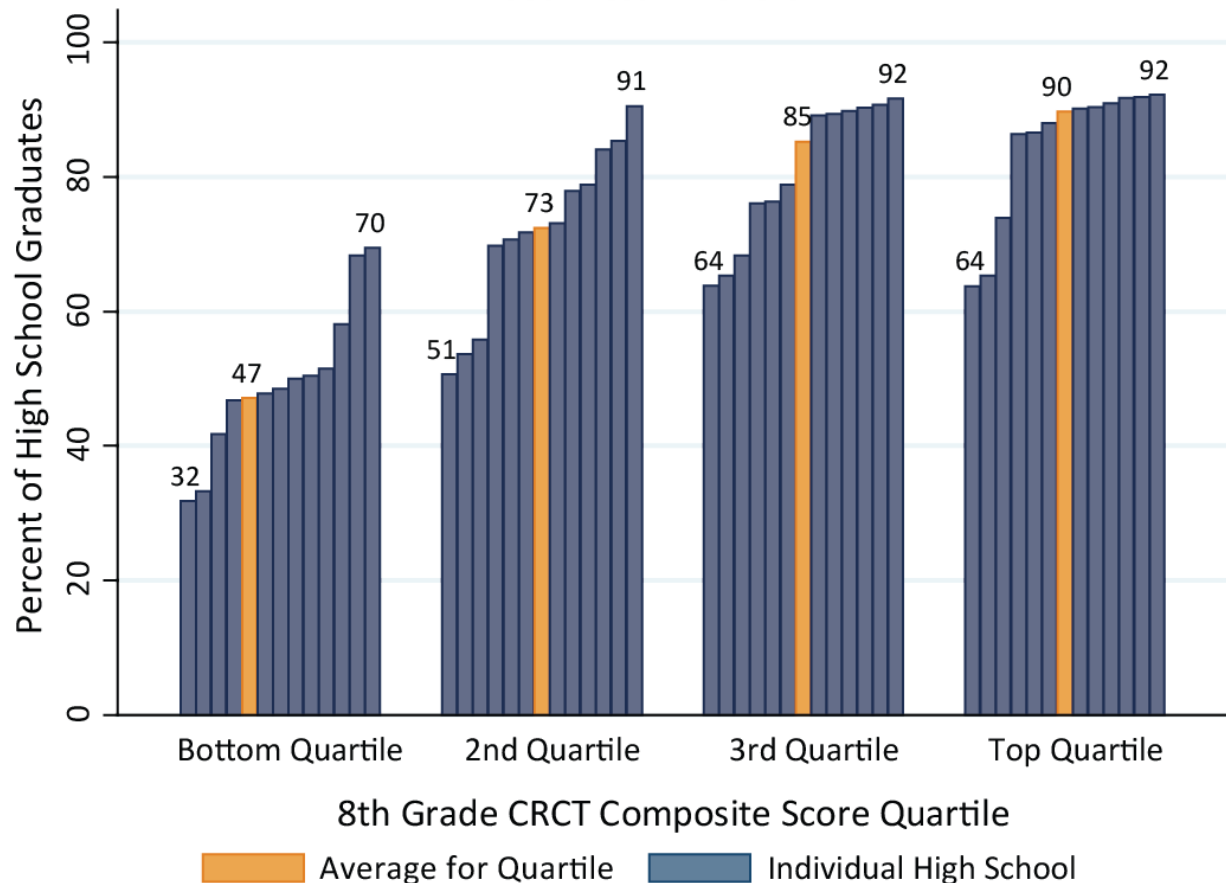




# ***Wide variation exists across high schools among students with similar incoming achievement***

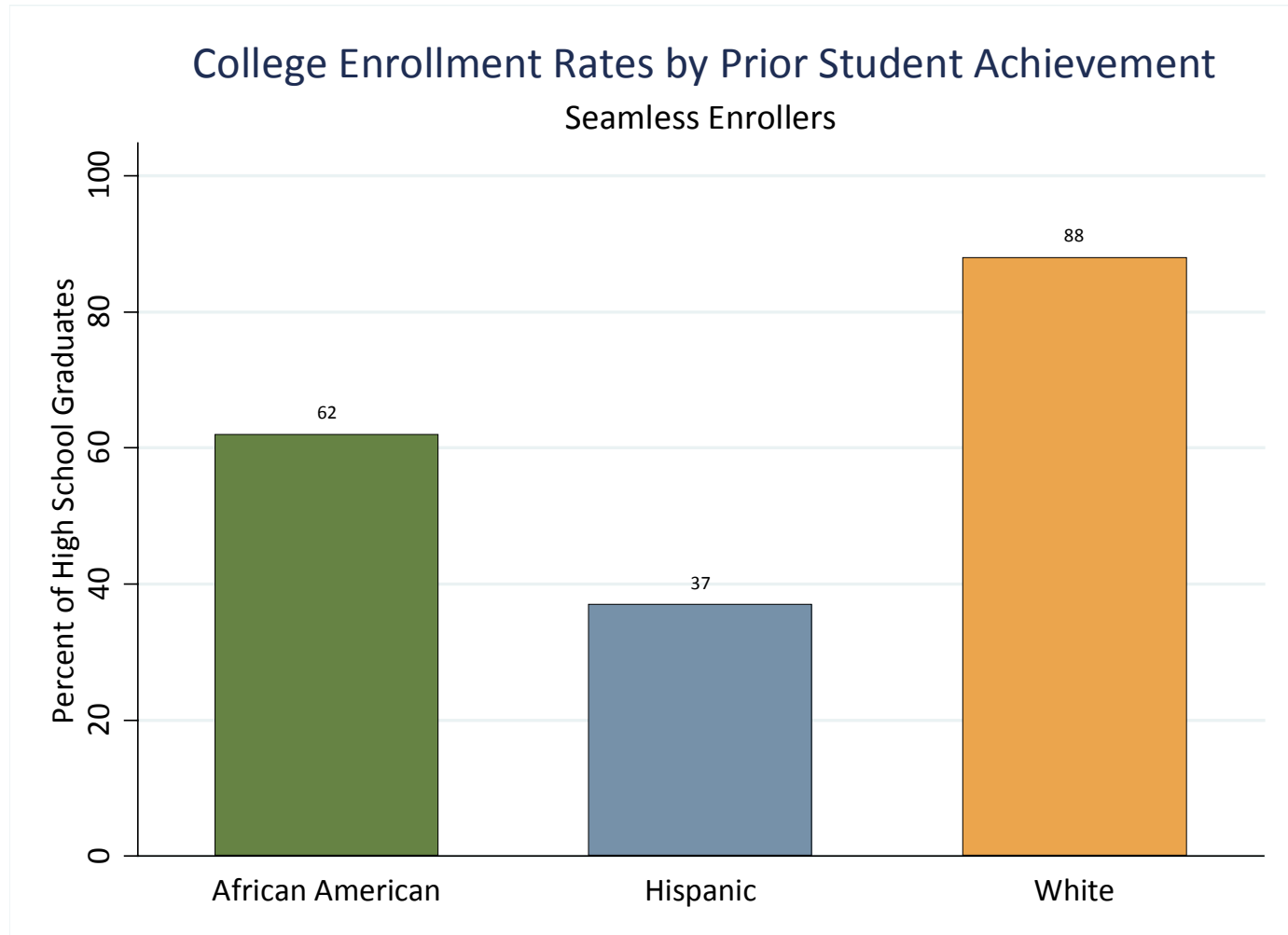
## Distribution of College Enrollment Rates by Prior Student Achievement

### Seamless Enrollers





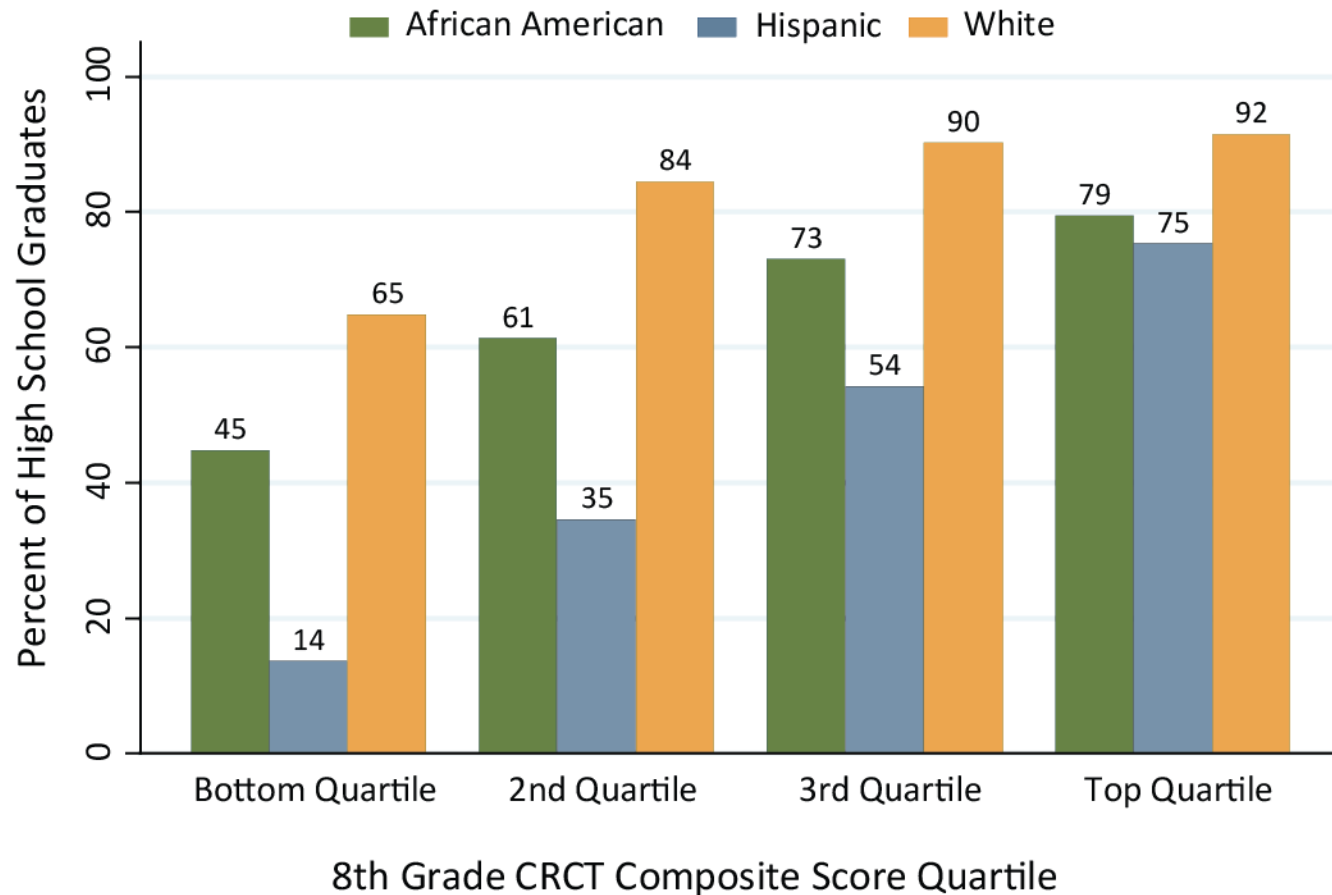
## ***Racial gaps in college enrollment are large between white and minority students***





# *Differences in prior achievement explain some of the gap in college enrollment*

College Enrollment Rates by Prior Student Achievement  
Seamless Enrollers

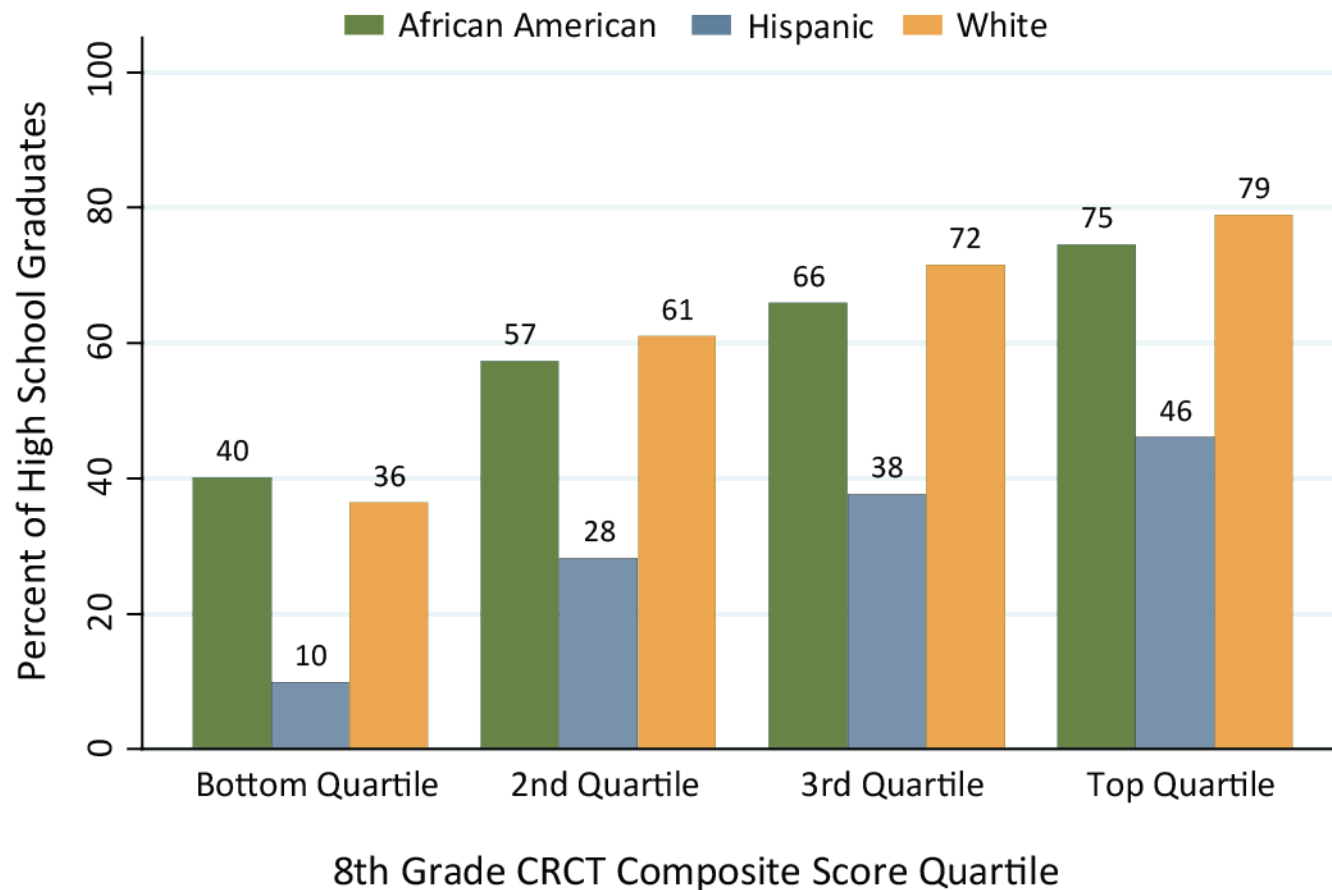




## *Differences disappear between top achieving African American and white students with similar economic backgrounds*

### College Enrollment Rates for FRPL Students

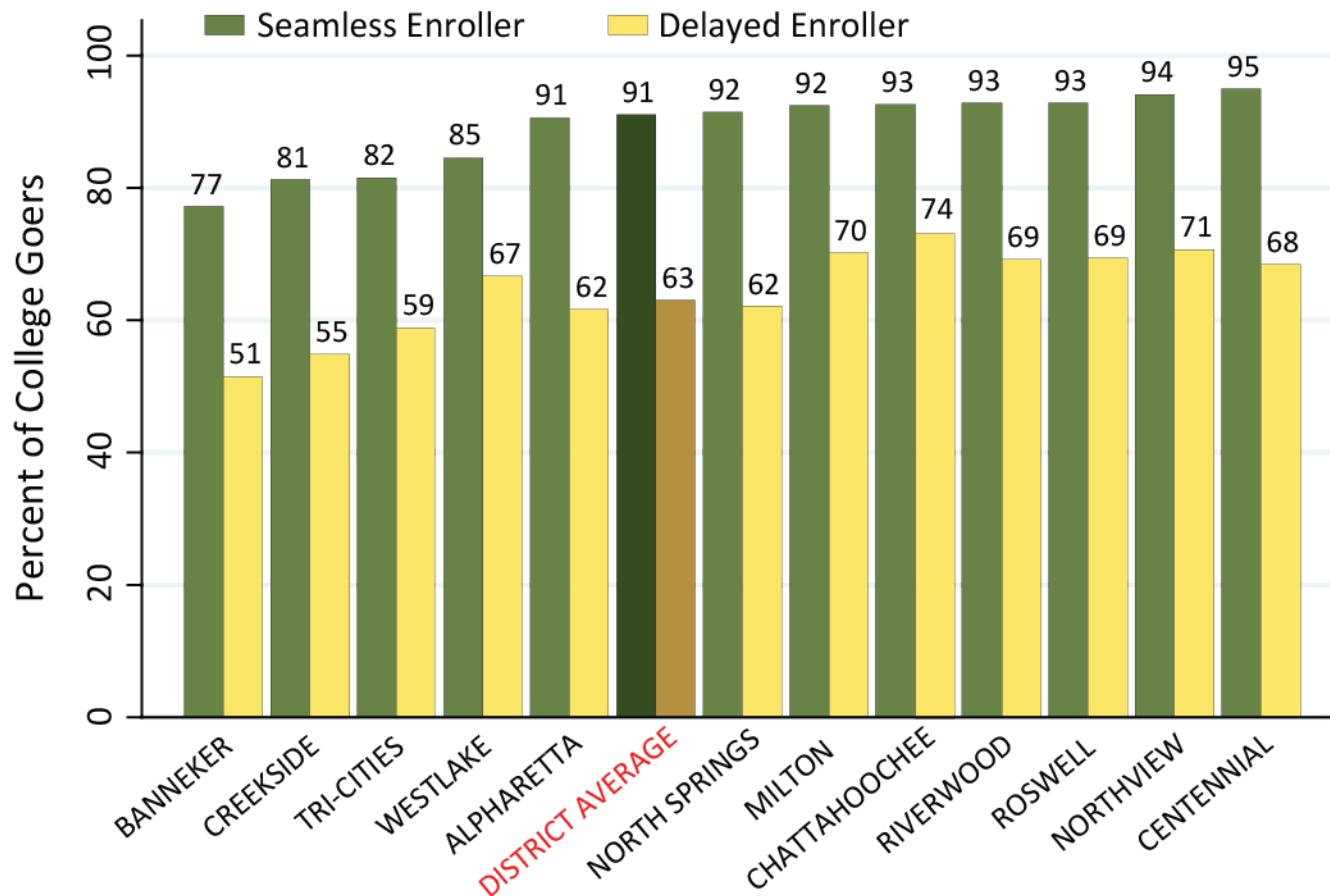
Seamless Enrollers





# *Seamless enrollers persist at considerably higher rates than delayed enrollers*

College Persistence by High School

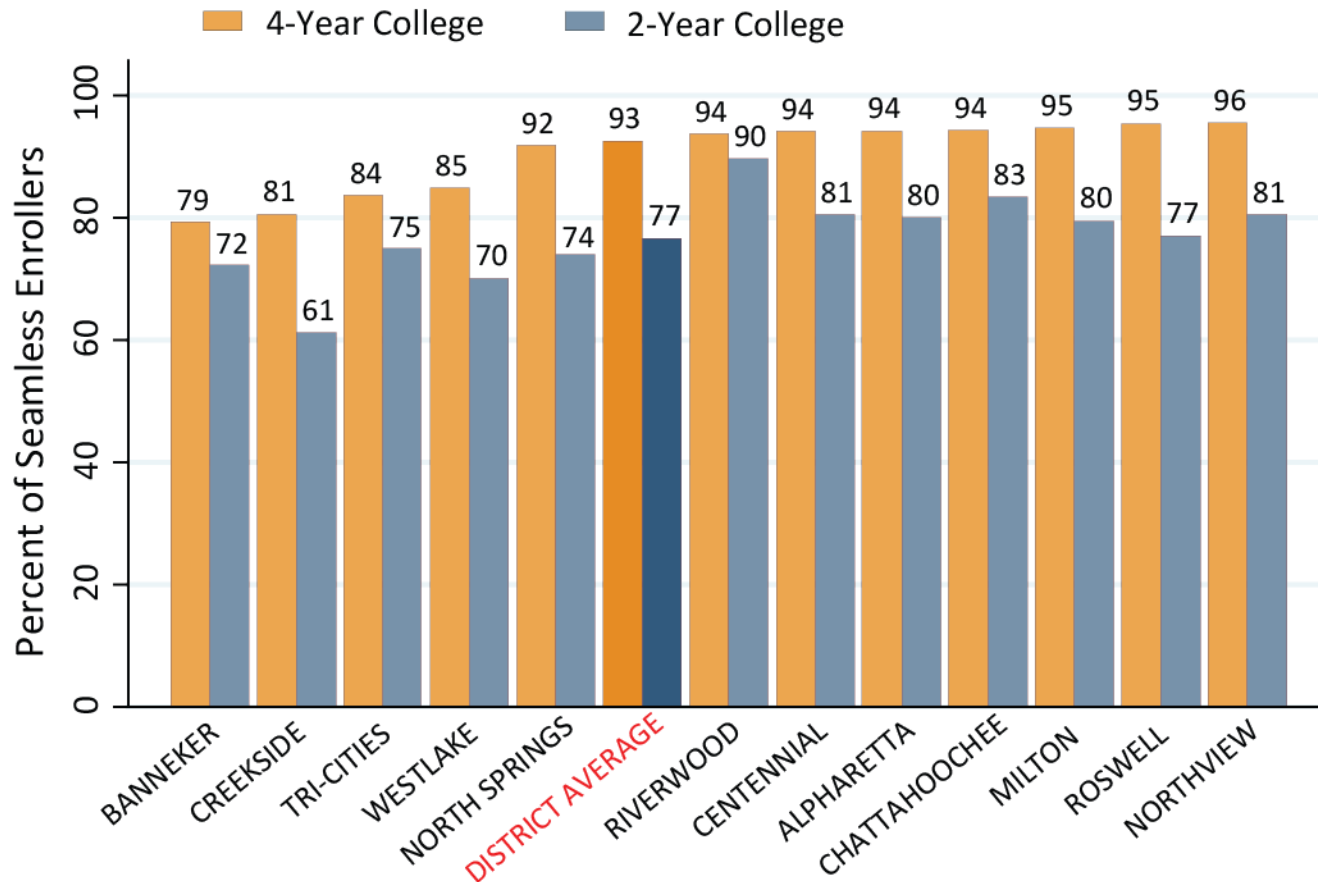




# ***Graduates enrolling at 4-year colleges persist at considerably higher rates than those entering 2-year institutions***

## College Persistence by High School

Seamless Enrollers







## ***Key Findings***

**Districtwide rates of student attainment in Fulton County Schools exceed national averages.**

### ***Fulton County Schools: Post-Secondary Attainment***

College enrollment rates vary substantially across FCS high schools.

Wide variation exists across high schools among students with similar incoming achievement levels.

There are significant gaps in college enrollment between white and minority students.

The gap between white and African American students narrows and in some cases disappears for students of similar prior academic achievement and economic background.

Graduates who delay enrollment or first enroll at two-year institutions persist in college at substantially lower rates than those who seamlessly enroll in four-year institutions.



## ***Extending the College-Going Diagnostic - Fellows' Role***

- Developed individual reports for FCS high schools and shared results with high school counselors and graduation coaches.
- Partnering with Guidance and Counseling Department to develop processes/tools for continued data analysis, data sharing and policy and practice changes.
- Working with Guidance and Counseling Department to revise high school exit survey to provide more useful and actionable data.
- Exploring possibility of research project with Harvard Professor Chris Avery to boost college enrollment and evaluate outcomes.