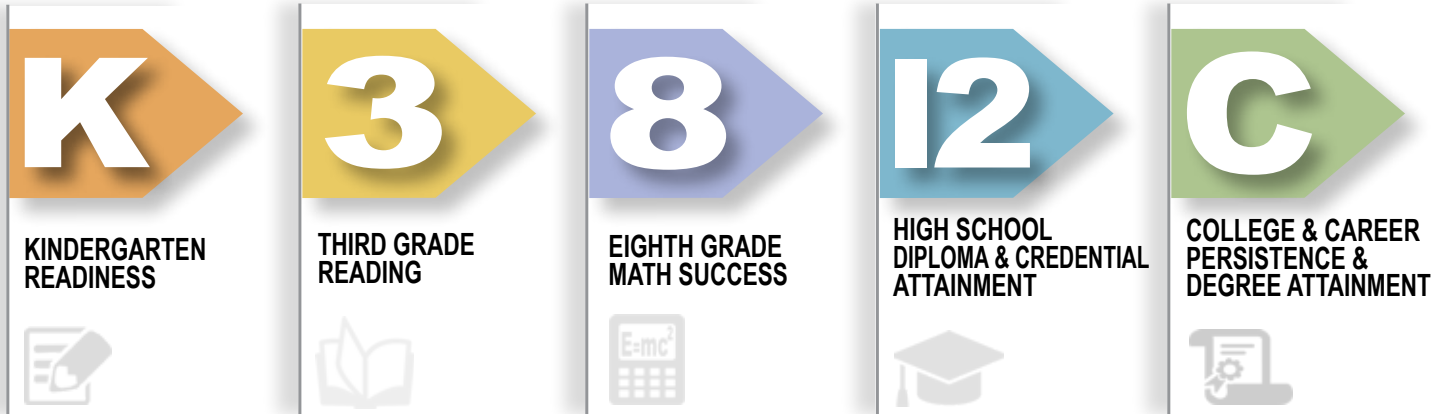


# Data Dashboard

## Key Metrics & Strategies – Stark County 3 and 4 Year Trend Data



### **K** KINDERGARTEN READINESS

Research by the American Psychological Association shows that the strongest predictors of later achievement in school are entry-level math, reading and attention skill. Stark Education Partnership works in partnership with early education leaders and advocates as a part of the Great Start for Great Futures Coalition to increase kindergarten readiness and school success. Key strategies for increasing kindergarten readiness are:

- Increase high quality preschool experiences.
- Measure and describe child development at the end of preschool.
- Increase the proportion of students beginning kindergarten on track for success.

#### Stark Kindergarten Readiness (KRA) Data **K**

##### % on Track

2021	–	50.0%
2020	–	57.7%
2019	–	58.2%
2018	–	60.6%

(source: SCESC)

### **3** THIRD GRADE READING

Reading skills at the end of third grade are one of the strongest predictors of student success for years to come. Reading can open doors to increased opportunities for learning.

- Identify schools or communities with the greatest need for literacy development support.
- Increase teacher capacity through literacy training and coaching.
- Partner in beyond the school day learning opportunities to increase reading, math and youth development skills.

#### Stark Third Grade Reading Data **3**

##### % Scored Proficient or Higher

2021	–	59.0%
2020 <sup>1</sup>	–	Not Reported
2019	–	71.6%
2018	–	65.9%
2017	–	67.6%

<sup>1</sup> Third grade ELA from 2020 was not included because it contained only fall data. This would be misleading in comparison

(source: SCESC)

## 8 EIGHTH GRADE MATH SUCCESS

Middle school is a critical time for students, especially when it comes to mathematics. Math becomes more challenging during the middle school years. Students who finish eighth grade with skills above the minimum standards are far more likely to be successful in high school and to graduate prepared for high-skilled careers and college.

- Equip educators with skills to build student numeracy skills, motivation and confidence.
- Dismantle policies and practices that inhibit access to grade level and rigorous math courses; ensure equitable access and opportunities for all students.
- Partner in beyond the school day learning opportunities to increase reading, math and youth development skills.

## 12 HIGH SCHOOL DIPLOMA & CREDENTIAL ATTAINMENT

Studies reveal that a high school diploma is a necessary building block for career success. The Partnership collaborates with K-12 districts and Stark County Educational Service Center leaders to implement a convergence of strategies to ensure students graduate equipped for college, career and life. Our goal is to prepare students to be enrolled, enlisted, and/or employed.

- All students graduate equipped with ‘career ready’ skills, habits and attitudes.
- All educators are equipped with skills to design engaging learning experiences and support the socio-emotional needs of all students.
- Increase the number of problem and work-based learning experiences of students.
- All students planning to attend college will complete a FAFSA.

According to the Community College Research Center at Columbia University, students successfully completing college coursework in high school are more likely to go to college. Stark County’s college credit opportunities offer families and students a potential range of savings depending on where students enroll. Those savings can range anywhere between what they would pay in tuition and textbooks at a two-year public college or at a four-year private college or university.

- Increase credentialed teachers to continue CCP options – particularly in high need schools
- Connect under-resourced students to a navigator for support through attainment

Earning an industry recognized credential ensures graduates are equipped with workforce-ready skills.

- Increase industry recognized credential options
- Connect under-resourced students to a navigator for support through attainment

### 12 Stark High School Graduation Rate

#### 4-Year %

2021	–	92.4%
2020	–	92.3%
2019	–	93.0%
2018	–	92.5%

(source: ODE)

### 12 Stark Students Earning 3+ College Credits in High School

#### # of Graduates

2021	–	3,449
2020	–	3,369
2019	–	3,033
2018	–	2,517

(source: ODE)

### 12 Stark Students Earning Industry Recognized Credentials

#### # of Students

2021	–	804
2020	–	924
2019	–	842
2018	–	584

(source: ODE)

## COLLEGE AND CAREER PERSISTENCE & DEGREE ATTAINMENT

The National Student Clearinghouse enables districts to track graduates who go to college during the first two years after high school. Beyond college-going, there is another important factor. Student persistence – those who return for their sophomore year – is a critical indicator for who will eventually earn a degree.

We have three strategies in our college and career persistence work:

- Recruit adults with college experience to return and earn a degree, in partnership with local employers.
- Award retroactive associate degrees to adults who did not complete a bachelor's degree program.
- Strengthen the transition from high school to post-secondary enrollment.

### College Persistence of Stark Students by School Year (SY)

#### Data Reported In:

2020 – 83%

2019 – 84%

2018 – 85%

*(source: Student Tracker)*

### Stark County: Some College/Degree Attainment (ages 18-24)

#### Data Reported In:

2020 – 47%

2019 – 51%

2018 – 51%

*(source: Census.gov - 1year Estimates)*

### Stark County: Total Degree Attainment (ages 25+)

#### Data Reported In:

2020 – 31.8%

2019 – 31.2%

2018 – 30.1%

*(source: Census.gov - 1year Estimates)*