



DAS-REMI SUPERINTENDENT'S NOTE: WORKFORCE READINESS: SY 2017-18

TO: M. ANN LEVETT, ED.D, SUPERINTENDENT

FROM: DAVID FELICIANO, CHIEF DATA AND ACCOUNTABILITY OFFICER
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SUBJECT: DAS-REMI WORKFORCE READINESS REPORT: SY 2017-18

DATE: JULY 23, 2018

As documented in the District Accountability System's Reporting, Evaluating, & Monitoring Instrument (DAS REMI), Strategic Goal 1, Objective C focuses on increasing the number of students meeting high school graduation requirements necessary to be successful at the post-secondary level and/or the workforce. Two key measures of workforce readiness are students' performance on the End of Pathway Assessment and participation in work-based learning opportunities.

The End of Pathway Assessment (EOPA) increases opportunities for students who complete Career, Technical, and Agricultural Education (CTAE) learning pathways to earn industry-validated credentials while still in high school. Georgia's Technical Skill Attainment Inventory (or list of available EOPAs) currently encompasses approximately 130 options, and includes Industry-Recognized Credentialing Exams, Occupational Assessments, State Licensing Exams, and State Developed Occupational Assessments. Strategic Goal 1, Objective C seeks to increase the percentage of CTAE pathway completers who earn a national industry recognized credential or passing score on an end of pathway assessment. The target is to meet or exceed the state benchmark, which was 48.5% in SY 2017-18.

Students become eligible to take the EOPA once they attain pathway completer status, which is defined as having successfully completed the three to four designated pathway courses, or are enrolled in the final designated course and on track to complete it successfully. Data are reported based on summary information provided by the Georgia Department of Education. All data include only those students who were reported in GADOE's official EOPA data collection and who met the following state reporting requirements:

- Attained pathway completer status in the reporting year, and
- Passed the EOPA in the same reporting year

Because the EOPAs are designed to allow students to demonstrate mastery to obtain a credential, students may take the EOPA exam multiple times. However, only those who complete the pathway and pass the exam within the same year may be reported in the state's official EOPA data collection.

Work-based learning allows students to gain experience and further develop their skills in real-world work environments, to ensure they are ready for the workforce and can advance within their chosen careers. The work-based learning data that follow provide the number and percentage of graduates who participated in work-based learning at any time during their high school career, as measured by successful completion of one or more designated work-based learning courses. All data are reported based on course and enrollment data submitted in the official state Student Record and Student Class data collections. The number of graduates reflects all students reported with a withdrawal code of "G." This is consistent with the CCRPI work-based learning indicator criteria, and does not reflect the cohort-



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based number that will be used to compute the 4-year cohort graduation rate. The district target is to improve the SY 2015-16 baseline work-based learning participation rate of 16% to 26% or higher by SY 2019-20.

Key Points: EOPA

- SCCPSS pathway completers earned a 73% EOPA success rate in SY 2017-18. This represents a 6 point increase over the prior year, and exceeds the state benchmark target.
- Pass rates among EOPA content areas ranged from under 10% in Agriscience Systems to 100% in Hospitality and Recreation/Tourism. In addition to Hospitality and Recreation/Tourism, students earned pass rates above 90% in Culinary Arts, Early Childhood Education, Therapeutic Services, and Veterinary Science.
- School pass rates ranged from 43% at the School of Liberal Studies at Savannah High to 89% at Woodville-Tompkins. All schools except Groves and the School of Liberal Studies at Savannah High exceeded the state benchmark target.
- Beach, Jenkins, Savannah Arts, Windsor Forest, and Woodville-Tompkins improved over last year, and Islands maintained a pass rate well above the state benchmark target. The remaining sites declined by 3 to 44 points.
- Windsor Forest earned the greatest one-year improvement, with a gain of 42 points.

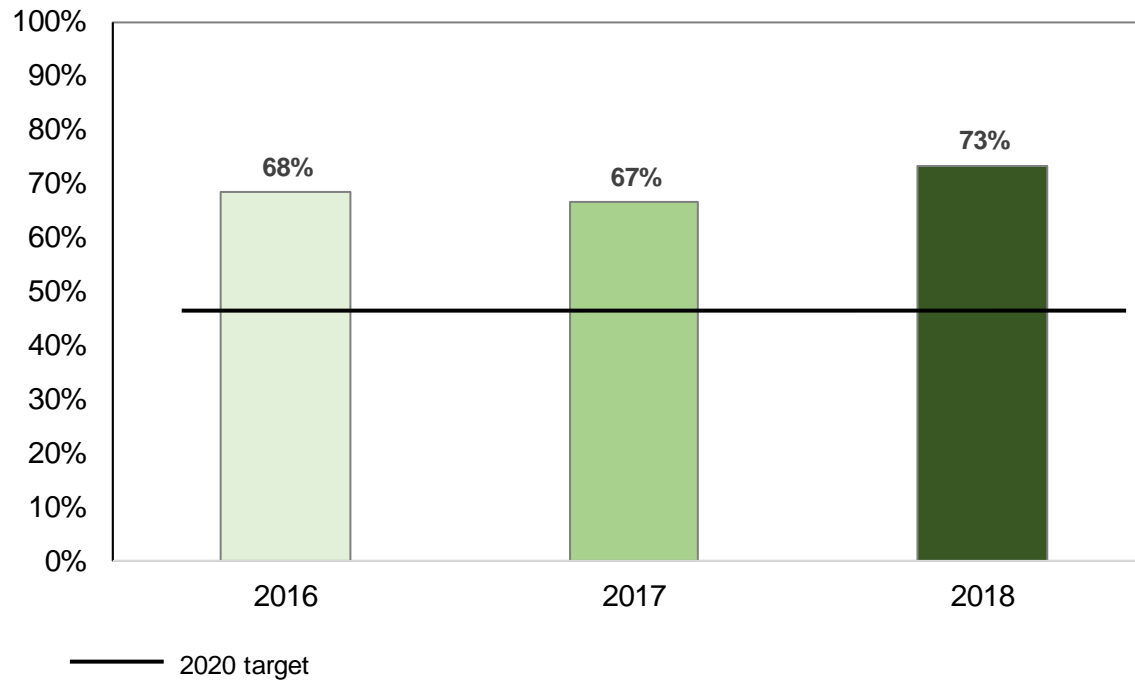
Key Points: Work-Based Learning

- Seventeen percent (17%) of SY 2017-18 SCCPSS graduates participated in one or more work-based learning courses during their high school career, reflecting a 2 point decrease from the prior year.
- School-level participation ranged from under 10% to 52%, with Groves, Johnson, and the School of Liberal Studies at Savannah High exceeding the 2020 target.
- Groves exceeded the annual improvement target, with a one-year gain of 14 points. Johnson, Savannah Arts, and the School of Liberal Studies at Savannah High improved by one point over last year, while the remaining schools did not make progress over the prior year.



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Figure 1: EOPA Exam Success Rate



	2016	2017	2018
Pass Rate	68%	67%	73%
N Tested	970	878	1,133
N Passed	664	584	831



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Figure 2: EOPA Exam Participation & Success Rate by Content Area

Content Area	2016		2017		2018		1 Yr Chg	3 Yr Chg
	N Tested	Pass Rate	N Tested	Pass Rate	N Tested	Pass Rate		
Agriscience Systems	14	21%	15	20%	15	7%	-13	-14
Audio/Video Technology	28	68%	18	61%	64	53%	-8	-15
Business Management & Administration	393	72%	271	79%	368	81%	2	9
Carpentry	*	*	15	20%	17	76%	56	*
Computer Science/Information Technology	17	24%	25	28%	29	69%	41	45
Culinary Arts	17	94%	16	81%	31	97%	16	3
Distribution & Logistics	*	*	*	*	14	14%	*	*
Early Childhood Education	49	65%	22	95%	58	98%	3	33
Energy	*	*	*	*	*	*	*	*
Engineering & Technology	49	94%	41	93%	46	83%	-10	-11
Entrepreneurship	65	51%	87	46%	114	64%	18	13
Financial Services	NA	NA	17	12%	26	54%	42	NA
Flight Operations	*	*	*	*	NA	NA	NA	NA
Graphic Design	*	*	21	67%	*	*	*	*
Hospitality & Recreation/Tourism	41	76%	10	100%	11	100%	0	24
Human Resources	NA	NA	10	40%	14	57%	17	NA
Interiors, Fashion, & Textiles	NA	NA	*	*	*	*	*	*
Law Enforcement/Forensic Sci/Criminal Inv.	41	34%	73	68%	34	59%	-9	25
Manufacturing	31	42%	23	78%	20	60%	-18	18
Marketing & Management	*	*	*	*	12	50%	*	*
Nutrition & Food Science	69	97%	58	84%	44	89%	5	-8
Personal Care	12	100%	16	63%	30	63%	0	-37
Sports & Entertainment	NA	NA	31	19%	53	32%	13	NA
Therapeutic Services	37	100%	22	91%	43	98%	7	-2
Veterinary Science	44	80%	39	100%	67	93%	-7	13
Web & Digital Design	23	26%	18	22%	NA	NA	NA	NA
Welding	NA	NA	*	*	*	*	*	*
Total	970	68%	878	67%	1,133	73%	6	5

■ Increase

NA - Exam not administered

*Not reported; < 10 exams



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Figure 3: EOPA Exam Success Rate by Subgroup

Subgroup	2016		2017		2018		1 Yr Chg	3 Yr Chg
	N Tested	Pass Rate	N Tested	Pass Rate	N Tested	Pass Rate		
Asian	28	79%	24	79%	38	89%	10	10
Black	637	66%	576	64%	683	69%	5	3
Hispanic	47	77%	49	53%	91	77%	24	0
White	213	73%	182	73%	268	81%	8	8
Multi-Racial	42	74%	45	78%	50	78%	0	4
Female	575	71%	450	69%	584	77%	8	6
Male	395	65%	428	64%	549	70%	6	5
English Learners	*	*	*	*	*	*	*	*
Students with Disabilities	46	46%	63	40%	102	51%	11	5

*Not reported; < 10 students



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Figure 4: EOPA Exam Success Rate by School

High School	2016		2017		2018		1 Yr Chg	3 Yr Chg
	N Tested	Pass Rate	N Tested	Pass Rate	N Tested	Pass Rate		
SCCPSS	970	68%	878	67%	1,133	73%	6	5
Beach	31	100%	35	77%	64	81%	4	-19
Early College	30	63%	35	74%	21	71%	-3	8
Groves	79	57%	137	55%	80	48%	-7	-9
Islands	73	88%	88	88%	182	88%	0	0
Jenkins	170	71%	152	63%	191	70%	7	-1
Johnson	122	75%	95	67%	86	60%	-7	-15
New Hampstead	46	87%	33	94%	48	79%	-15	-8
Savannah Arts	60	53%	57	51%	61	62%	11	9
SLS at Sav. High [■]	49	41%	52	87%	63	43%	-44	2
Windsor Forest	168	55%	103	35%	188	77%	42	22
Woodville-Tompkins	142	77%	91	86%	149	89%	3	12

■ At/above 2018 and 2020 target
 ■ Increase
 Priority school



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Figure 4: EOPA Exam Success Rate by School and Pathway Area

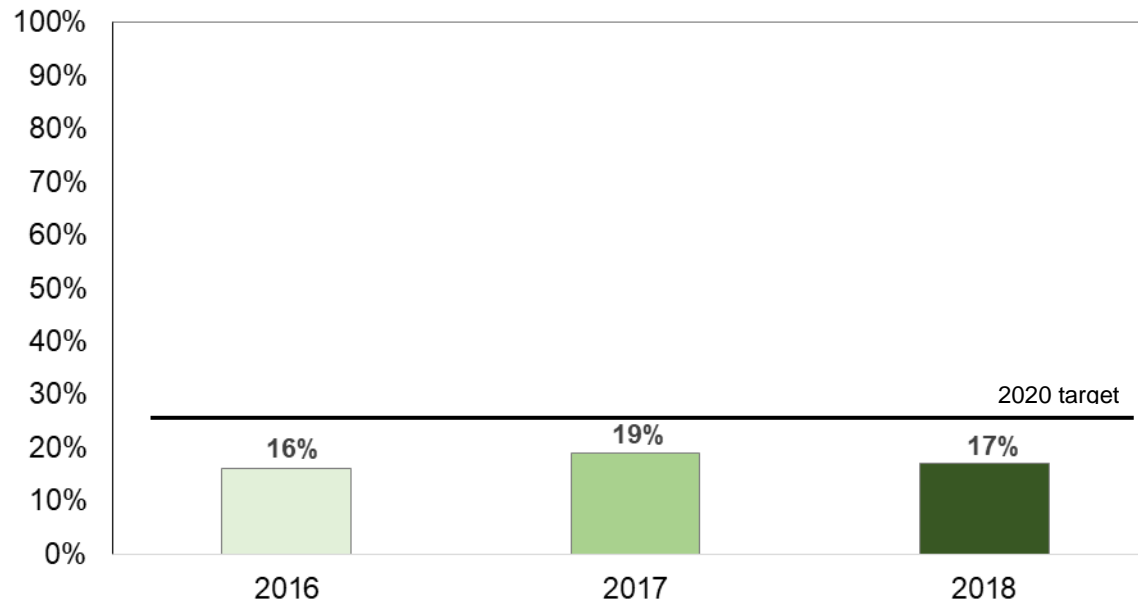
Content Area	Beach		Early College		Groves		Islands		Jenkins		Johnson		New Hampstead		Savannah Arts		SLS at Sav. High		Windsor Forest		Woodville-Tompkins		
	N	Pass Rate	N	Pass Rate	N	Pass Rate	N	Pass Rate	N	Pass Rate	N	Pass Rate	N	Pass Rate	N	Pass Rate	N	Pass Rate	N	Pass Rate	N	Pass Rate	
Agriscience Systems																				15	7%		
Audio/Video Technology													11	18%	53	60%							
Business Management & Administration	33	79%	* 60%		35	66%	87	82%	34	88%	33	76%	30	100%			16	38%	92	91%			
Carpentry																				17	76%		
Computer Science/Information Technology									29	69%													
Culinary Arts											* 100%						* 100%					27	96%
Distribution & Logistics					10	0%																* 50%	
Early Childhood Education																			25	96%	33	100%	
Energy									* 43%														
Engineering & Technology									39	97%							* 0%						
Entrepreneurship	* 33%				11	45%	28	96%	25	44%	22	45%					* 75%		21	76%			
Financial Services					13	15%							* 86%									* 100%	
Flight Operations																							
Graphic Design															* 75%								
Hospitality & Recreation/Tourism																						11	100%
Human Resources									14	57%													
Interiors, Fashion, & Textiles					* 0%																		
Law Enforcement/Forensic Sci/Criminal Inv.			13	85%															21	43%			
Manufacturing																						20	60%
Marketing & Management	* 67%										* 0%												
Nutrition & Food Science					* 100%				22	77%	14	100%											
Personal Care																			10	40%		20	75%
Sports & Entertainment									20	30%	13	15%							* 100%	18	39%		
Therapeutic Services	19	100%							* 0%													23	100%
Veterinary Science							67	93%															
Web & Digital Design																							
Welding																						* 100%	
Total	64	81%	21	71%	80	48%	182	88%	191	70%	86	60%	48	79%	61	62%	63	43%	188	77%	149	89%	

*Not reported; < 10 exams



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Figure 7. Percentage of Graduates Who Participated in Work-Based Learning



	2016	2017	2018
Participation Rate	16%	19%	17%
N of Graduates	1,911	1,885	1,951
N of Participants	299	352	339



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Figure 8. Percentage of Graduates Who Participated in Work-Based Learning by Subgroup

	2016	2017	2018	1 Yr Chg	3 Yr Chg
Asian	10%	10%	6%	-4	-4
Black	19%	22%	20%	-2	1
Hispanic	17%	13%	12%	-1	-5
White	11%	12%	14%	2	3
Multi-Racial	7%	22%	17%	-5	10
Female	17%	21%	19%	-2	2
Male	14%	15%	16%	1	2
Econ. Disadvantaged	17%	21%	20%	-1	3
English Learners	0%	0%	20%	20	20
Students with Disabilities	8%	9%	13%	4	5



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Figure 9. Percentage of Graduates Who Participated in Work-Based Learning by School

High School	2016		2017		2018		1 Yr Chg	3 Yr Chg
	Number of Participants	Participation Rate	Number of Participants	Participation Rate	Number of Participants	Participation Rate		
SCCPSS	299	16%	352	19%	339	17%	-2	1
Beach	53	27%	42	23%	36	17%	-6	-10
Early College	*	10%	*	27%	*	24%	-3	14
Groves	26	20%	42	38%	68	52%	14	32
Islands	30	15%	29	13%	23	11%	-2	-4
Jenkins	20	9%	16	8%	17	7%	-1	-2
Johnson	47	31%	58	30%	46	31%	1	0
New Hampstead	18	6%	14	4%	12	4%	0	-2
Savannah Arts	24	11%	26	12%	26	13%	1	2
SLS at Sav. High [□]	12	8%	40	36%	45	37%	1	29
Windsor Forest	16	6%	47	24%	37	14%	-10	8
Woodville-Tompkins	50	52%	30	30%	20	16%	-14	-36

At/above 2018 target
 At/above 2020 target
 Priority school
 *Not reported; <10 students
 At/above annual target
 Made progress
 Did not make progress
 Increase