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Learn4Life College Success Leading Indicators

FAFSA Completion

- Metric – Fraction of high school graduates who complete the FAFSA by May of senior year
- Data Sources
 - Number of students who filed a FAFSA from each high school, continuously updated and available from Federal Student Aid website (numerator)
 - Number of high school graduates by year, publicly available from Georgia Department of Education (GA DOE) and U.S. Department of Education (denominator)
- Data Considerations
 - There may be reporting delays in high school graduates (could use number of juniors from previous year).
 - Must match each high school's FAFSA completion rates to each high school
 - Some high schools will have high/low FAFSA completion rates; can take (weighted by enrollment) average across high schools or just average in entire district.
- Research Justification
 - Page and Scott-Clayton (2016) show that while FAFSA filing rates have increased from 50 percent of undergraduates in 1999-2000 to 70 percent in 2011-12, a third of the 30 percent who do not file would have been eligible for a Pell Grant.
 - Bettinger et al. (2012) run an experiment and show that students given assistance in completing the FAFSA are 8 percentage points more likely to complete two years of college in the first three years after the experiment. The results suggest that about 52 percent of those induced to file the FAFSA due to the experiment ended up in college.
 - In an experiment, Castleman and Page (2016) find that community college freshman students who receive text message reminders to refile the FAFSA are 14 percentage points more likely to remain continuously enrolled through the spring semester of their sophomore year.
 - Carrell and Sacerdote (2017) experimentally assess providing college coaching/mentoring to high school seniors including FAFSA assistance and find this increases college-going rates by 6 percentage points (15 percentage points for women).

ACT/SAT Success

Metric – Average SAT/ACT score (data available, not ideal measure) or Fraction of high school graduates who take and score above the (highest) University System of Georgia's (USG) minimum ACT/SAT threshold (data partially available, ideal measure)

- Data Sources
 - School districts have ACT and SAT taking and performance data, directly from ACT and College Board. MAPLE can collect for MAPLE districts.
 - GA DOE/Governor's Office of Student Achievement (GOSA) have these data, directly from ACT and College Board. This may be a more complete long-term solution.



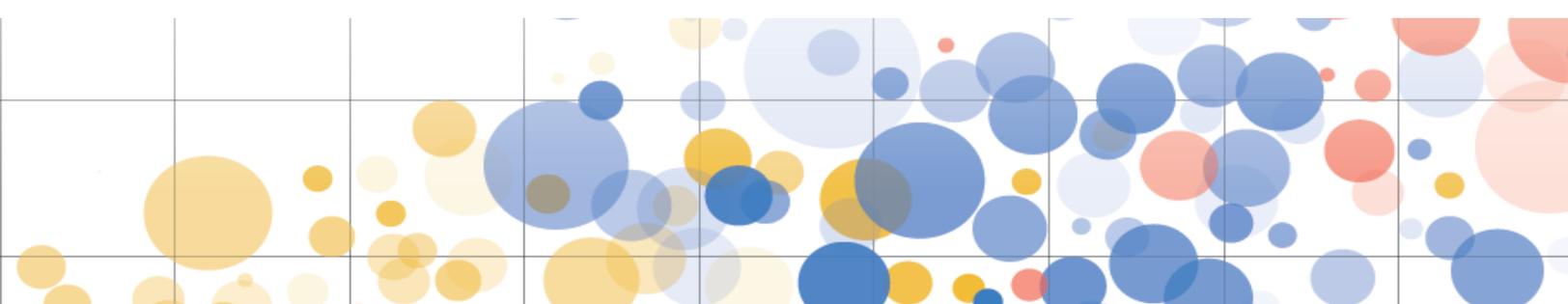
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- Data Considerations
 - Want all ACT and SAT attempts because any section subscore can qualify student through “superscoring”
 - Not sure all school districts have every ACT and SAT attempt if students took multiple times
 - GA DOE/GOSA version will have delay of at least a year (and the data quality is currently in question in GA•AWARDS).
- Research Justification
 - Taking the ACT or SAT once increases college going.
 - Klasik (2013) analyzes state policies in Colorado, Illinois, and Maine that require high school juniors to take the ACT or SAT and finds evidence that these policies increase college enrollment, particularly at four-year institutions.
 - Hurwitz et al. (2015) also analyzes the Maine’s SAT taking mandate and finds that the policy increased four-year college-going rates by 2- to 3-percentage points and that four-year college-going rates increased by 10-percentage points among those induced to take the SAT.
 - Goodman (2016) shows that in five states with ACT/SAT taking mandates, nearly half of all students were induced to taking these tests, and 40-45 percent scored high enough to qualify for admission in selective colleges.
 - Hyman (2017) shows that for every 10 poor students who score college-ready on the ACT or SAT, there are an additional five poor students who would score college-ready but who take neither exam.
 - Bulman (2015) finds that among students induced to take the SAT by a nearby testing center opening, 40 percent go on to attend a four-year college.
 - Retaking the SAT increases admission relevant scores, four-year college going, and decreases enrollment gaps by race and income.
 - Goodman et al. (forthcoming) show that retaking the SAT increases scores by about 90 points (on a 2400 point scale) on average and by about 120 points for those in the lower half of the SAT score distribution on their first attempt. Low-income and underrepresented minority (URM) students experience larger score increases from retaking than high income and non-URM students. Retaking also increases four-year college enrollment rates by 13 percentage points, driven largely by a substitution away from two-year colleges.
 - Scoring above minimum admission threshold greatly increases admit rates, four-year college enrollment, and college completion.
 - Goodman et al. (2017) show that scoring above the USG SAT/ACT threshold increases any four-year college enrollment by 1.7 percentage points (about two to three points for disadvantaged students). Those who score just high enough to matriculate at a USG college earn bachelor’s degrees at rates similar to their higher scoring peers (~50 percent) while those who do not start at a USG college are unlikely to earn any degree.
 - Hoekstra (2009) examines the effect of scoring above the admissions threshold at a large flagship state university and finds that enrolling at the flagship state university yields an economic return of approximately 20 percent higher earnings.



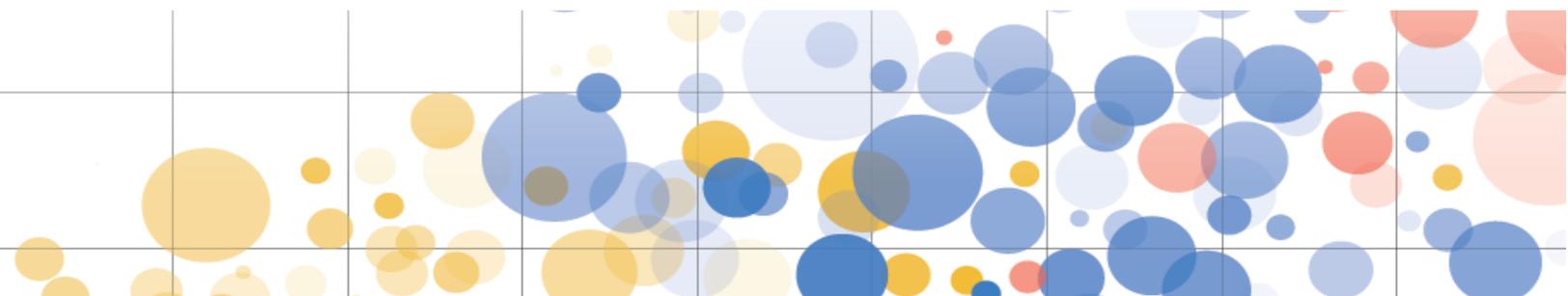
Advanced Coursework (AP/IB/Dual Enrollment)

- Metric – Fraction of high school graduates who take at least one Advanced Placement/International Baccalaureate/Dual Enrollment course
- Data Sources
 - Could be calculated by MAPLE for MAPLE districts
 - GA DOE/GOSA have these data. This may be a more complete long-term solution.
- Data Considerations
 - Student-level data (i.e., MAPLE) allows to say what fraction of graduates enroll in at least one of these types of courses. Aggregated high school and district data (i.e., GOSA) do not allow you to determine if some students took multiple types of courses (e.g., AP and IB).
- Research Justification
 - Advanced Placement
 - Hargrove et al. (2008), Chajewski et al. (2011), and Shaw et al. (2012) find that AP participation is positively correlated with high school graduation, college enrollment, and college performance.
 - Jackson (2010) studies an AP incentive program and finds that school-level participation in the program led to more AP test taking, higher scores on college entrance exams, and a 5 percent increase in the share of students enrolling in college.
 - Smith et al. (2017) shows that scoring at credit-granting levels on AP exams increases the probability that a student will receive a bachelor’s degree within four years by 1–2 percentage points per exam.
 - Dual Enrollment
 - Hemelt et al. (forthcoming) uses a randomized control trial to investigate the effects of dual-credit math course and find that the course reduces remedial math participation, increases AP math participation, and induces some students to choose four-year colleges over two-year colleges.
 - Britton et al. (2019) analyzes College Now—a dual enrollment program in New York City—and finds that eligibility for the program leads to a 7 percentage point increase in the likelihood of college enrollment and an 8.6 percentage point increase in the likelihood of enrollment in a four-year college.
 - International Baccalaureate
 - Saavedra (2014) studies an IB program in Chicago Public Schools and finds that enrollment in the program was associated with a 17-22 percentage point increase in high school and college graduation rates.



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