



The Forsyth Promise

educate | equip | engage | cradle to career

2018 REPORT

FORSYTH



COUNTY



The Forsyth Promise.

Our name is an enduring reminder of the promise we make to each and every child in Forsyth County — that our community will provide a stable foundation upon which each child can grow, develop, and reach their fullest potential in life.

The Promise exists to support our community in making good on this commitment. This report is our annual assessment.

As you read these pages, we celebrate growth, encouraging successes, and promising practices. There is extraordinary work being done by passionate, dedicated people across our community to improve our children's lives. We honor the intelligent, kind, diligent, and selfless contributions they choose to make each day.

These pages also remind us — starkly — that our goal is still on a distant horizon. Circumstances are truly dire for many in our community and we must feel a collective sense of urgency.

I have embraced a fundamental truth: not one of us can change student outcomes alone. I've come to view The Promise as both catalyst and container: a catalyst that simplifies and accelerates the alignment of our perspectives and efforts, and a container that sustains a structured, facilitated space for true community collaboration to thrive.

We are nurturing the collective wisdom of our community to solve our most difficult, persistent challenges. This requires us to value all voices — from all people, across all spectrums of difference — as absolutely essential in moving our collaboration forward.

We must boldly break through old barriers to forge new relationships. We must chart a path forward in building a new trust, based on a shared interest in our children's futures — in our collective future. We can and we must choose, together, to transform Forsyth County into a national model of student success — it literally takes a village.

So I ask, what role are you willing to play in 2019? We cannot do it without you.

Wendy Poteat
Partnership Director, The Forsyth Promise

Vision: Every child in Forsyth County receives the best education possible and is fully equipped to thrive throughout life.

Mission: The Forsyth Promise supports the success of every child, from cradle to career, through the development and alignment of community resources.

Our Core Values

EQUITY

INCLUSIVE
STAKEHOLDER
ENGAGEMENT

DATA-DRIVEN
DECISION
MAKING

THE STRIVETOGETHER NETWORK

The Forsyth Promise is a member of the StriveTogether National Cradle-to-Career Network. The Network launched in 2011 as a way to connect communities who are building a cradle-to-career infrastructure

using the StriveTogether framework. The Network enables members like The Forsyth Promise to share expertise, identify and adapt programs that work, and develop effective tools and resources.



Where We've Come From, Where We're Headed



The Forsyth Promise began in 2008 as the Community Education Collaborative (CEC) by coordinating programs and strategies to increase high school graduation rates. Through this process, we learned that to truly improve student outcomes, we must strengthen and improve our community's cradle-to-career pipeline. With this goal in mind, the CEC connected with StriveTogether, a national nonprofit working to bring communities together around data to make decisions and improve results for kids. In 2014, with support from StriveTogether, the CEC became The Forsyth Promise.

As we greet 2019, there is an extraordinary level of activity and investment underway in Forsyth County's educational system: not just in dollars, but in human capital: passion, intelligence, and dedication.

Our community is building capacity and momentum to impact student outcomes. Winston-Salem / Forsyth County Schools is pursuing promising, innovative work through Project Impact; Inspire 340 Schools; Transitions to K; and Social, Emotional, and Academic Learning; among many others. The Kate B. Reynolds Charitable Trust has made a \$40 million, 10-year investment in young children through Great Expectations, and there is strong, collaborative work underway to build a more extensive PreK and childcare

infrastructure through WS/FCS, Family Services, Smart Start, and the Forsyth County Department of Social Services.

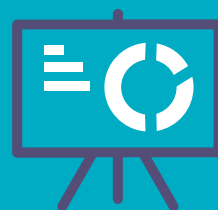
And yet the data in this report is clear: although many measures are improving or holding steady for aggregated students, our system is not working for all students. There are significant disparities in outcomes across all measures for which disaggregated data is available. These disparities fall along racial / ethnic and socio-economic lines.

The difficult challenges we face will not be quickly or easily resolved. They require our community to build new relationships, work across sectors, coordinate, and align. New solutions require a willingness to change the ways we think and work.

The Promise is here to simplify and facilitate this process. We are here to help make the connections that lead Forsyth County down a path of educational equity and academic excellence for all students. We are honored to be entrusted with this critical role in our community and excited to collaborate with you on the challenges and opportunities ahead in 2019.

Let's get to work.

COMPONENTS
of our
WORK



DATA & RESEARCH



FACILITATION

A CIVIC INFRASTRUCTURE FOR COLLECTIVE PROBLEM SOLVING

The Promise supports the creation of a community vision for education, based on the idea that every child in Forsyth County deserves a strong foundation to grow, develop, and reach their fullest potential in life.

1 This work is about truly collaborative community **Planning and Action Cycles** across The Promise's convened Action Networks.

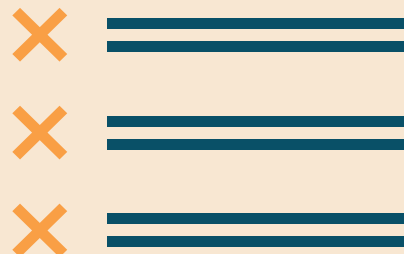
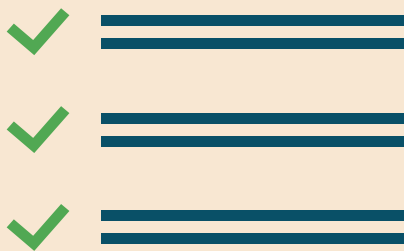
2 **Action Networks** discuss data and lived experiences to cultivate a shared perspective of our challenges and opportunities.

3 Action priorities are identified in a **Community Action Plan**. The community aligns strategically, working together to accomplish the priorities.

4 This is the basis of the **Civic Infrastructure** that helps us solve difficult challenges and makes us resilient to unknown future challenges.

2019 COMMUNITY ACTION PLAN *for*

EDUCATION



COMMUNITY
PARTICIPATION



COMMUNICATIONS
& TECHNOLOGY



CONTINUOUS
IMPROVEMENT



POLICY
ADVOCACY



STRIVING TOWARD SYSTEMS CHANGE

The Forsyth Promise’s cradle-to-career civic infrastructure is designed to impact local systems and improve all students’ educational success.

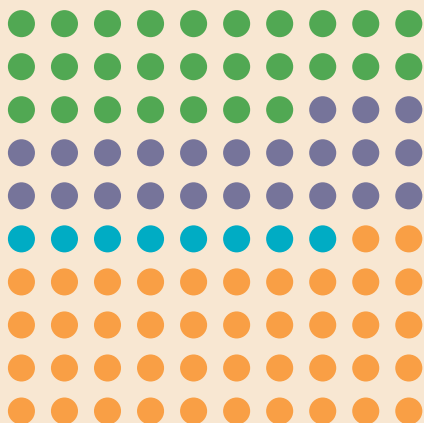
The following data convey how Forsyth County is doing in regard to our core education measures.

The Promise’s immediate goal is to achieve **two proof points for systems change**:

1. at least four of seven core measures are stable or improving year over year for aggregate students *and*
2. at least two of five disparity gaps are reduced or eliminated.

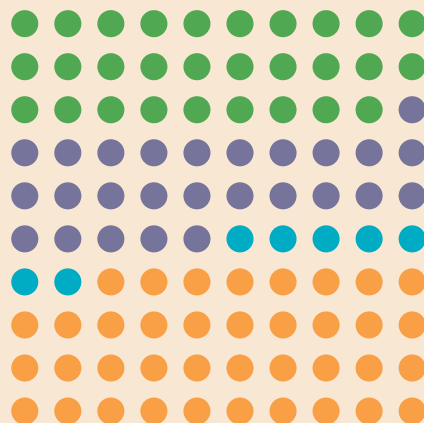
FORSYTH COUNTY EDUCATION DEMOGRAPHICS

**CHILDREN UNDER FIVE
IN FORSYTH COUNTY, 2016**
22,670 Total; 2016 ACS, 1-Year Estimate



African American: 6,023 (27%); **Hispanic / Latino:** 5,298 (23%);
Other: 1,734 (8%); **White, non-Hispanic:** 9,615 (42%)

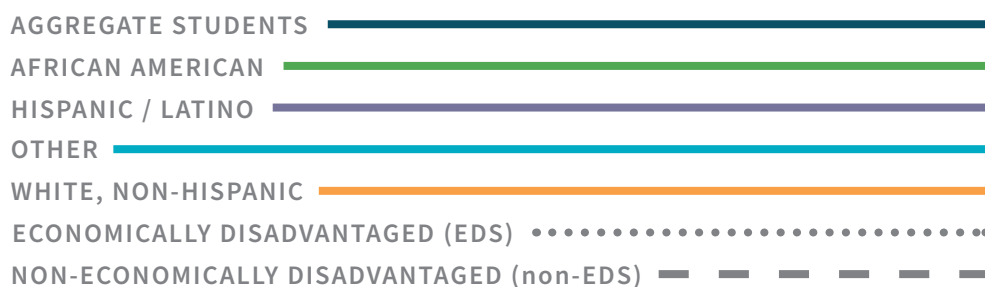
**CHILDREN IN WINSTON-SALEM /
FORSYTH COUNTY SCHOOLS, 2017-18**
55,228 Total



African American: 15,965 (29%); **Hispanic / Latino:** 14,558 (26%); **Other:** 3,915 (7%); **White, non-Hispanic:** 20,799 (38%)

» THIS STYLING INDICATES THE PRESENCE OF SIGNIFICANT DISPARITIES.

Data Legend Significant change is defined as a change of at least two percentage points over three years.



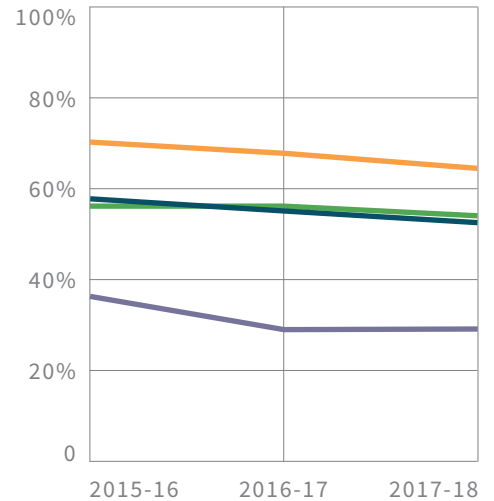
Economically Disadvantaged Students (EDS) are students who receive free and reduced price lunch. The household income thresholds for free and reduced price lunch are 135% and 185% of the poverty threshold, respectively.

EARLY CHILDHOOD LITERACY (DIBELS)

Overview: The years before Kindergarten are critical for the healthy development of a child’s mind, body, and capacity to learn later in life. Many children enter Kindergarten without the skills necessary to excel in reading and are at risk of falling behind their peers. The **Dynamic Indicators of Basic Early Literacy Skills (DIBELS)** is an assessment given to all incoming Kindergartners that measures literacy skills. DIBELS defines students who meet benchmark as those who are at little or no risk of falling behind in reading.

Key Points:

- Aggregate children meeting benchmark is decreasing since the 2015-16 school year.
- » **Significant disparities exist between Hispanic / Latino children and White, non-Hispanic children.**
- *EDS / non-EDS data is unavailable.*



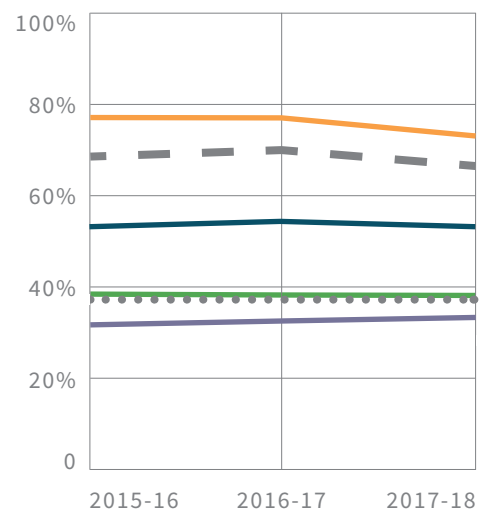
⬇️ This measure is trending negatively for aggregate students.

READING PROFICIENCY (THIRD GRADE)

Overview: Children who are unequipped with basic reading skills at the end of third grade are at much greater risk of falling behind in school. After third grade, instruction transitions from “learning to read” to “reading to learn.”

Key Points:

- Aggregate proficiency rates have not changed significantly over the last three years.
- » **Significant disparities exist between African American and White, non-Hispanic children and between Hispanic / Latino and White non-Hispanic children.**
- Significant disparities exist between EDS and non-EDS children.



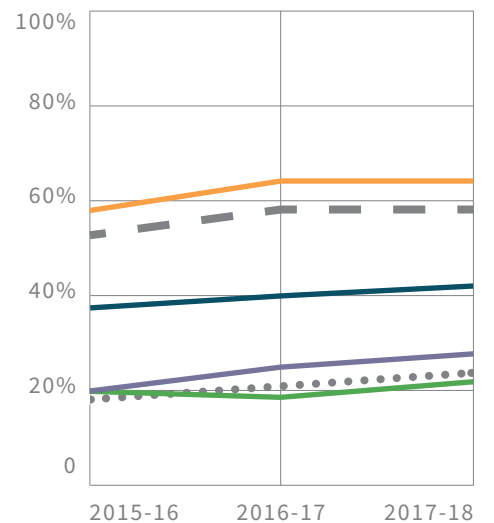
➡️ This measure has not changed significantly for aggregate students.

MATH PROFICIENCY (EIGHTH GRADE)

Overview: Math is a critical way to measure and understand the world with greater precision. Many careers in the modern economy require a strong foundation in math. Math skills in eighth grade are a predictor of success in post-secondary education.

Key Points:

- Overall proficiency rates are slightly increasing over the past two years for aggregate students.
- » **Significant disparities exist between African American and White, non-Hispanic children and between Hispanic / Latino and White, non-Hispanic children.**
- » **Significant disparities exist between EDS and non-EDS children.**



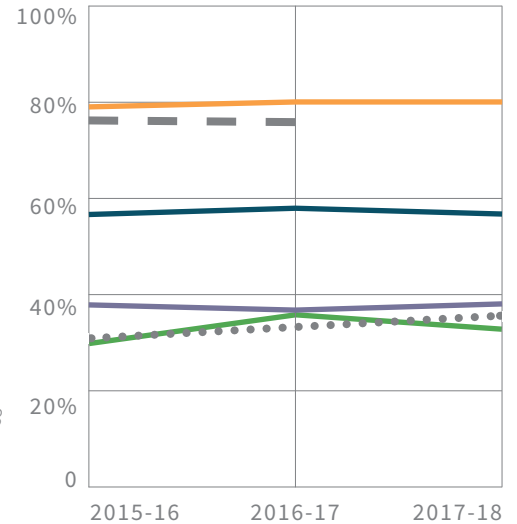
⬆️ This measure is trending positively for aggregate students.

PREPARATION FOR COLLEGE AND CAREER (ACT PROFICIENCY)

Overview: Colleges expect students to have the skills and knowledge to tackle college coursework. Unprepared students often spend time and money on remediation, greatly decreasing their chances of success and degree completion. The American College Testing (ACT) assessment is taken by all 11th grade students in NC. Proficiency on the ACT is defined as a composite score of 17 or above – the minimum score required for admission into the UNC system.

Key Points:

- Aggregate proficiency rates have not changed significantly over the last three years.
- » Significant disparities exist between African American and White, non-Hispanic children and between Hispanic / Latino and White, non-Hispanic children.
- » Significant disparities exist between EDS and non-EDS children.
- Non-EDS data unavailable for 2017-18



⊖ This measure has not changed significantly for aggregate students.

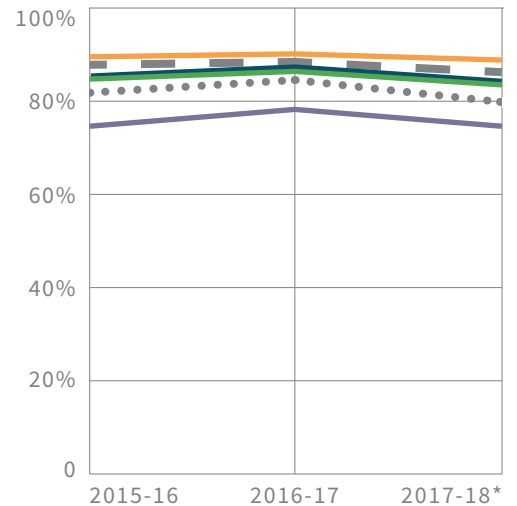
HIGH SCHOOL GRADUATION

Overview: In today's economy, people with a high school diploma have better employment prospects. Increasingly, a person who lacks a high school diploma is more likely to live in poverty, suffer from poor health, and engage in crime. The measure used for High School Graduation is the four-year graduation rate, which is considered to be on-time graduation for high school students.

Key Points:

- Four-year rates are staying about the same in the last couple of years; over the past 10 years, rates have increased significantly.
- » Significant disparities exist between Hispanic and White, non-Hispanic rates and between EDS and non-EDS rates.

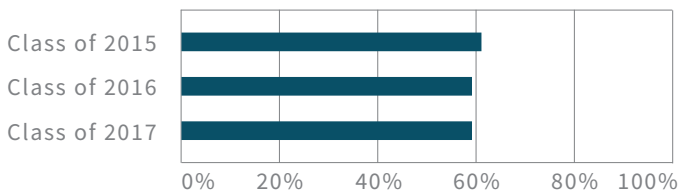
*Graduation rate calculation changed in 2018.



⊖ This measure has not changed significantly for aggregate students.

COLLEGE ENROLLMENT

Many high school graduates do not take this critical first step toward post-secondary educational attainment. This measure represents the percentage of high school graduates who enroll in college during the fall after graduation.

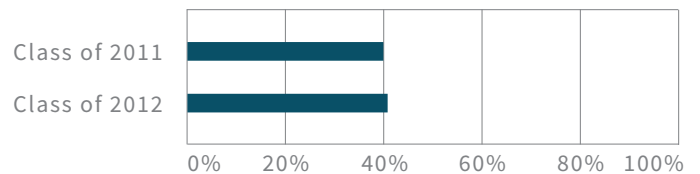


Key Point: College enrollment of high school graduates is relatively stable. Percentages are based on Clearinghouse reports and have been rounded. Disaggregated data unavailable.

⬇ This measure is trending negatively for aggregate students.

COLLEGE COMPLETION

Post-secondary education, attained after high school, plays a key role in upward mobility. This include: colleges, community colleges, and universities, among others. This measure is the percent of Winston-Salem / Forsyth County Schools high school graduates who complete a degree within six years of high school graduation.



Key Point: College completion for high school graduates is relatively stable. Disaggregated data unavailable.

⊖ This measure has not changed significantly for aggregate students.

SOCIAL, EMOTIONAL, AND ACADEMIC LEARNING (SEAL)

SEAL is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. **Supplemental measures around social and emotional learning are currently being developed.**

STRIVING TOWARD SYSTEMS CHANGE

Summary of 2018 Key Measures for Education



PROOF POINT ONE: At least four of seven core measures are stable or improving year over year for aggregate students.

Condition Met: Forsyth County is stable or improving on five out of seven core measures for aggregate students.

PROOF POINT TWO: At least two of five disparity gaps of core measures are reduced or eliminated.

Conditions Not Met: Significant racial/ethnic and socio-economic disparities exist in five out of five measures for which disaggregated data is available.

» THIS STYLING INDICATES THE PRESENCE OF SIGNIFICANT DISPARITIES.

Data Legend Significant change is defined as a change of at least two percentage points over three years.

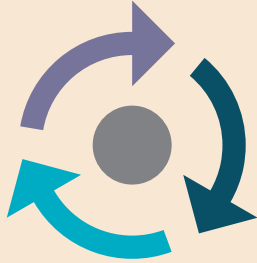
- AGGREGATE STUDENTS
- AFRICAN AMERICAN
- HISPANIC / LATINO
- OTHER
- WHITE, NON-HISPANIC
- ECONOMICALLY DISADVANTAGED (EDS)
- NON-ECONOMICALLY DISADVANTAGED (non-EDS)

Economically Disadvantaged Students (EDS) are students who receive free and reduced price lunch. The household income thresholds for free and reduced price lunch are 135% and 185% of the poverty threshold, respectively.

BIRTH TO THIRD GRADE ACTION NETWORK

The Birth to Third Grade Action Network is designed to generate a systemic, county-wide action plan for early learning.

The Promise is currently facilitating a planning cycle with 24 organizations and institutions, and a cohort of community stakeholders. In August, 2018, network members came together to begin the process of intensive data sharing and discussion around the prevailing conditions, themes, opportunities, challenges, and needs in the early education system. This planning cycle will conclude in February, 2019, when the Birth to Third Grade Action Network will finalize and announce the inaugural early learning Community Action Plan.



1

Convene cross-sector groups of stakeholders around a specific focus. Share data and lived experiences to form a shared perspective.

2

Participants work together to identify cross-sector, community action priorities. Priorities could involve policy change, institutional change, or grassroots action.

3

Participants at all levels collaborate and strategically align around action plans associated with each community priority to effect systems change.

Repeat!



COLLABORATIVE PLANNING CYCLE

Early Ed ACTION PLAN



Aligned, Strategic Action

For more information on Action Networks, contact Adam Hill at Adam@ForsythFutures.org.





SCHOOL-BASED ACTION NETWORK

The School-Based Action Network is designed to generate a community action plan to support specific schools within a feeder pattern.

This network is focused on engaging key stakeholders from the pilot schools and surrounding community to participate in collaborative planning and action to improve outcomes for students within the feeder pattern.



PILOT PARTICIPANTS:

- Easton Elementary
- Konnoak Elementary
- Philo-Hill Middle
- Parkland High

The inaugural collaborative planning cycle for the School-Based Action Network will kick off in 2019.



BEYOND HIGH SCHOOL ACTION NETWORK

The Beyond High School Action Network is designed to generate a systemic, county-wide action plan for post-secondary achievement

The Beyond High School Action Network went through an initial planning and action cycle in 2014-15, resulting in a county-wide high school Free Application for Federal Student Aid (FAFSA) completion support campaign, as well as a multimedia 5-Steps Guide to assist students applying to local colleges and universities.



Community Participation and Leadership

Robust community-level participation is an absolute necessity for Action Network success. In 2019, The Promise is investing in cultivating broad community participation and leadership. We're launching a

community leadership training curriculum and working to connect with and build on existing community-level networks to participate as equals in collaborative planning and action cycles.

Develop

Integrate

Organize

Mobilize



BE THE CHANGE *You Wish to See in Community*

Be The Change convenings are held each quarter to energize and engage the broader community around The Promise's work. Be The Change offers community members opportunities to learn, connect, share, and join in the work.

Learn Each event is built around a theme that highlights a national issue in education. Participants learn together through documentary films, lectures, and panel discussions, and explore how these issues are affecting our local community.

Connect Convenings are a perfect opportunity for cross-sector networking between folks from all different walks of life in our community who are passionate about education. All events offer free food, free childcare, and time for networking.

Share Each Be The Change is an important opportunity to gather community voice through surveys, testimonials, qualitative feedback, and focused group discussions. Each of these are data points The Promise uses to continually inform and adapt our work.

Join Attending Be The Change is the best way to stay up-to-date and give feedback on the work and planning being done through the Action Networks, and get plugged in to Community Action Plan strategies.

Learn More: forsythpromise.org/bethechange

FEATURED STRATEGIES

These successful projects and initiatives were either created, supported, or accelerated by The Forsyth Promise's civic infrastructure.

For more information, visit ForsythPromise.org and click on Featured Strategies.

The Forsyth Promise Data Sharing Project

The **Data-Sharing Project (DSP)** is a student-centric data-sharing platform between The Promise and WS/FCS. The DSP integrates information on students' school attendance and performance with information about their participation in extracurricular enrichment programs. This data is used to create an individualized continuous improvement plan for participant organizations that includes technical support around program planning and evaluation.

Project Vision: At scale, this program will allow school system administrators and community program planners to understand the impact that their services are having on children in the classroom.

In year one of the DSP pilot, funded through the **Kate B. Reynolds Charitable Trust**, Promise staff are working with four schools and nine community organizations.

Transitions to Kindergarten and Ready Freddy

The Transition to Kindergarten program is part of the WS/FCS Office of Early Learning. It seeks to raise awareness of the importance of Kindergarten, and help young families prepare for Kindergarten success.

Ready Freddy is the Kindergarten mascot who makes appearances throughout the county to raise awareness among families about how to help young children prepare for Kindergarten success.

The **Transition to K Curriculum** connects schools with families of young children. Parents and students participate together in six lessons that use games, stories, and play to illustrate how to work together to get prepared for Kindergarten success.

Project Vision: All of Forsyth County's children start Kindergarten on time and prepared for success.



Help Me Grow

Help Me Grow connects young children and their families to the services, resources, and support they need to thrive. It's based on a model that's being used in 50+ communities in the US. The Promise is partnering with Smart Start of Forsyth County to pilot Help Me Grow in 2019.

Help Me Grow is designed to leverage existing resources to identify vulnerable children, link families to community-based services, and empower families to support their children's healthy development through improvement of vital community connections.

Social, Emotional, and Academic Learning (SEAL)

SEAL is an initiative led by WS/FCS to integrate social and emotional learning practices into the daily experiences of students at all levels in the school system. Social and emotional learning is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

SEAL in WS/FCS is currently entering year two of its pilot phase with the 2018-19 school year. Year one of the pilot included seven schools; 15 additional schools are joining the pilot cohort for year two, bringing the total to 22 schools.

“ The data sharing system makes it easier to monitor the attendance, grades and conduct of our students. This enables the teachers and counselors to provide intervention and strategies to help our students maintain or improve their school work and behavior.

*Marilyn Truesdale Odom
Director Best Choice Center, Vice President Youth Services
YWCA of Winston-Salem Forsyth County*

With Gratitude

Our Funders

KATE B. REYNOLDS CHARITABLE TRUST
ORDER OF THE EASTERN STAR, NORTH CAROLINA, PHA
UNITED WAY FOUNDATION OF FORSYTH COUNTY
THE WINSTON-SALEM FOUNDATION
WINSTON-SALEM / FORSYTH COUNTY SCHOOLS
Z. SMITH REYNOLDS FOUNDATION

Our Backbone Partners

FORSYTH FUTURES
UNITED WAY OF FORSYTH COUNTY

Promise Staff

Wendy Poteat, Partnership Director
The Forsyth Promise

Adam Hill, Director of Data Strategy and Impact
The Forsyth Promise & Forsyth Futures

Tyler Sparks, Communications Director
The Forsyth Promise & Forsyth Futures

Justin Long, Data Analyst and Evaluation Specialist
The Forsyth Promise & Winston-Salem / Forsyth County Schools

Christina Spence, Data Sharing Project Coordinator
The Forsyth Promise & Winston-Salem / Forsyth County Schools

Latasha "Tash" Lane, Manager of Engagement and Communications
The Forsyth Promise

Executive Team

OFFICERS

Jewel Cherry, Co-Chair
Forsyth Technical Community College

Chuck Spong, Co-Chair
Love Out Loud Winston-Salem

Brenda Evans, Treasurer
United Way Forsyth County
Women's Leadership Council

Larry Vellani, Secretary
Smart Start of Forsyth County, Inc.

Wendy Poteat, Ex Officio
The Forsyth Promise

MEMBERS

Susie Campbell, Shelco, Inc.

Victoria Fulton, Winston-Salem / Forsyth County Schools

Sharon D. Frazier, Winston-Salem / Forsyth County Schools

Shawan Gabriel, Big Brothers Big Sisters Services, Inc.

Cindy Gordineer, United Way of Forsyth County

Tracey Greene-Washington, Kate B. Reynolds Charitable Trust

Andrea Hulighan, The Winston-Salem Foundation

Victor Isler, Forsyth County Department of Social Services

Camille Kluttz-Leach, Winston-Salem State University

Mona Lovett, Crosby Scholars

Ronda Mays, Forsyth County Association of Educators

Eva Phillips, Community Member

Kenneth Simington, Winston-Salem / Forsyth County Schools

David Singletary, Winston-Salem / Forsyth County Schools Board of Education

Trina Stephens, Child Care Resource Center

Bob Summers, Forsyth Futures

Jill Tackabery, Winston-Salem / Forsyth County Schools Board of Education (Former)

Mari Jo Turner, Hispanic League

Debbie Wilson, United Way of Forsyth County

Betty Lou Vontsolos, Inmar



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FORSYTHPROMISE.ORG

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