

The Forsyth Promise

educate | equip | engage | cradle to career



2019 EDUCATION REPORT

FORSYTH COUNTY, NORTH CAROLINA



From the Desk of the Partnership Director:

COVID-19 has directly impacted all of our lives, including the children. While things may appear alright on the surface, underneath traumatic stress may be taking a devastating toll on the mental psyche and ability to function and process information that changes daily. As we try to adjust to the impact of COVID-19, it's important to highlight the role of social-emotional health.

The Forsyth Promise was created to ensure every child in Forsyth County, from cradle to career, receives the best education possible so they're fully equipped to thrive throughout life. To do this requires that we focus on "the whole child" that includes their cognitive, physical, social and emotional development.

The 2019 Education Report highlights the launch of WS/FCS Social-Emotional Learning Initiative that centers our attention on the role social-emotional learning plays in the classroom. As The Forsyth Promise plans forward we will scaffold the school system's work by uplifting the Whole School, Whole Community, Whole Child (WSCC) model which supports our belief that students perform better in the classroom when they're healthy, safe, engaged, supported, and challenged.

This year, TFP is committed to further aligning and integrating academic and health resources that support the success of every child from cradle to career. In addition, we will begin to create the ecosystem that supports the Whole School, Whole Community, Whole Child model that Association for Supervision and Curriculum Development (ASCD) and Centers for Disease Control (CDC) describe as, "an ecological approach that's directed at the whole school, with the school in turn drawing its resources and influences from the whole community, and serving to address the needs of the whole child." Achieving success requires all of us to work together.

Be safe. Be kind to yourself and others. Most importantly, take care.

In Service To Children,

Charlette Lindell
Partnership Director
www.forsythpromise.org



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

EDUCATIONAL
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.



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 most critical education measures. The Forsyth Promise's goal is to support improvement of community-wide education measures for all students *and* support the reduction (and ultimate elimination) of disparity gaps by race/ethnicity and socioeconomic status.

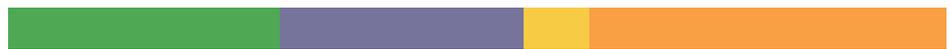
CHILDREN UNDER 5 IN FORSYTH COUNTY

2016 ACS, 1-Year Estimate



STUDENTS IN WS/FCS, 2018-19

North Carolina Department of Public Instruction.
Does not include Pre-K students.



DEMOGRAPHICS DATA TABLE

	African American	Hispanic/Latino	Other	White/non-Hispanic	TOTAL
Children Under 5 in Forsyth County	6,441 (28%)	5,621 (24%)	1,211 (5%)	9,693 (42%)	22,966
Students in WS/FCS	15,359 (29%)	14,425 (27%)	3,901 (7%)	20,199 (37%)	53,884

EARLY CHILDHOOD LITERACY

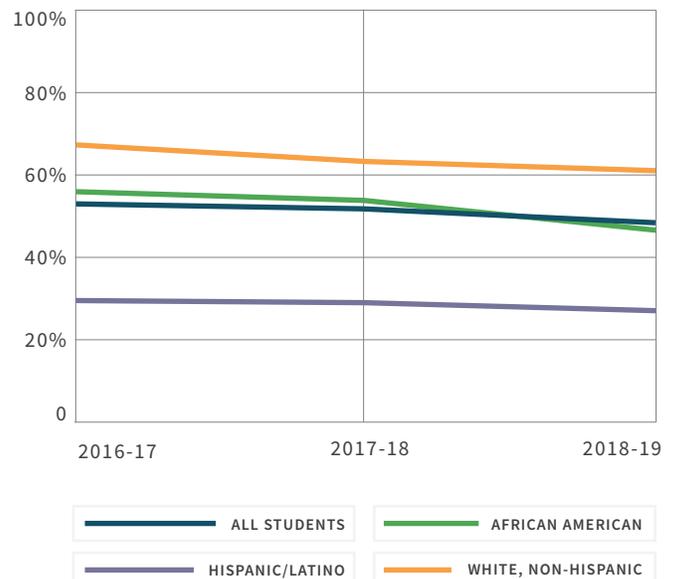
Data Source: Winston-Salem / Forsyth County Schools

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 early literacy skills assessment. DIBELS defines students who meet benchmark as those who are likely to do well in reading in later grades. This report uses the DIBELS beginning of year assessment for Kindergarteners.

AT OR ABOVE BENCHMARK ON THE KINDERGARTEN BEGINNING OF YEAR DIBELS ASSESSMENT

	2016-17	2017-18	2018-19
All Students	54%	52%	49%
African American	56%	54%	47%
Hispanic Latino	29%	29%	28%
White, non-Hispanic	67%	64%	61%

CHILDREN AT OR ABOVE BENCHMARK ON THE KINDERGARTEN BEGINNING OF YEAR DIBELS ASSESSMENT BY RACE/ETHNICITY



THIRD GRADE READING PROFICIENCY

Data Source: NC Department of Public Instruction

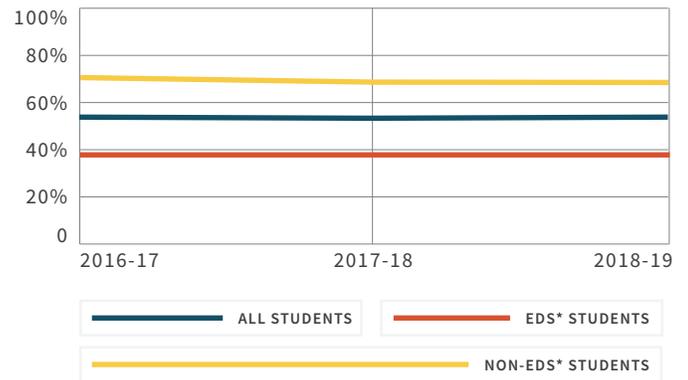
Children who are unequipped with basic reading skills at the end of third grade are at much greater risk of falling behind in school. After third grade, instruction transitions from “learning to read” to “reading to learn.”

The measure used for Reading Proficiency is the reading test taken at the end of third grade. Proficiency on this test is defined as possessing the skills required to read at a third grade level.

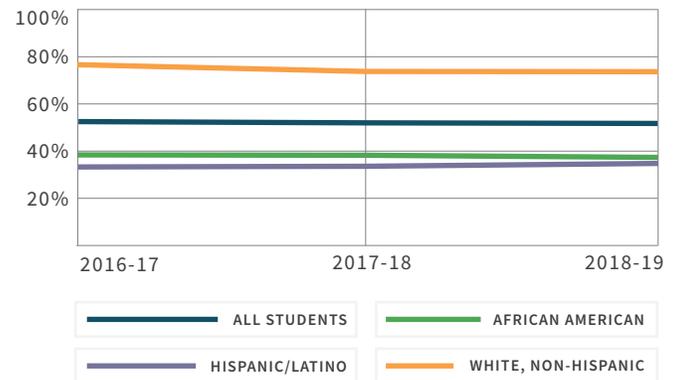
GRADE-LEVEL PROFICIENCY ON END OF GRADE THIRD GRADE READING TEST

	2016-17	2017-18	2018-19
All Students	53%	52%	52%
Economically Disadvantaged	37%	37%	36%
Non-Economically Disadvantaged	71%	67%	67%
African American	38%	38%	37%
Hispanic Latino	33%	34%	35%
White, non-Hispanic	77%	74%	74%

GRADE-LEVEL PROFICIENCY ON END OF GRADE THIRD GRADE READING TEST BY SOCIOECONOMIC STATUS



GRADE-LEVEL PROFICIENCY ON END OF GRADE THIRD GRADE READING TEST BY RACE/ETHNICITY



EIGHTH GRADE MATH PROFICIENCY

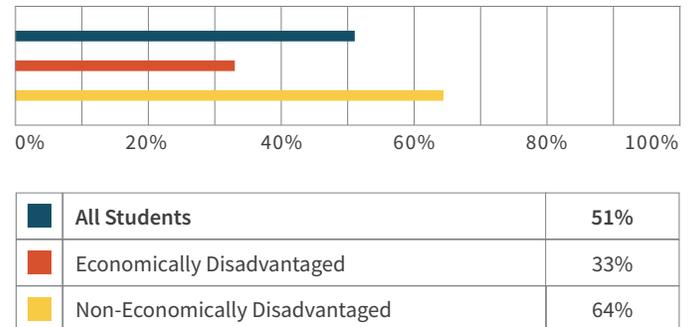
Data Source: NC Department of Public Instruction

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.

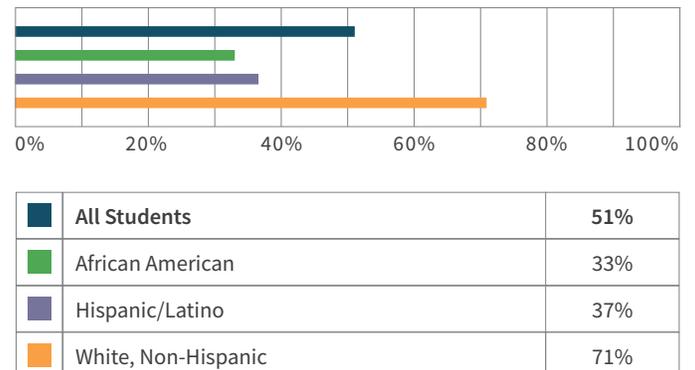
The measure used for Math Proficiency is the eighth grade math test taken at the end of eighth grade. Proficiency on this test is defined as the skills required to do math at an 8th grade level. Trend data is not included because the standards were changed for the 2018-19 school year.

This measure does not include 8th grade students on an accelerated track who take the Math I end-of-course exam.

GRADE-LEVEL PROFICIENCY ON MATH GRADE EIGHT TEST BY SOCIOECONOMIC STATUS, 2018-19



GRADE-LEVEL PROFICIENCY ON MATH GRADE EIGHT TEST BY RACE/ETHNICITY, 2018-19



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WHAT DO YOU THINK?

WE WANT TO HEAR YOUR THOUGHTS ABOUT THIS REPORT.

[FORSYTHPROMISE.ORG/2019REPORT](https://forsythpromise.org/2019report)

* 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.

ELEVENTH GRADE ACT PROFICIENCY

Data Source: NC Department of Public Instruction

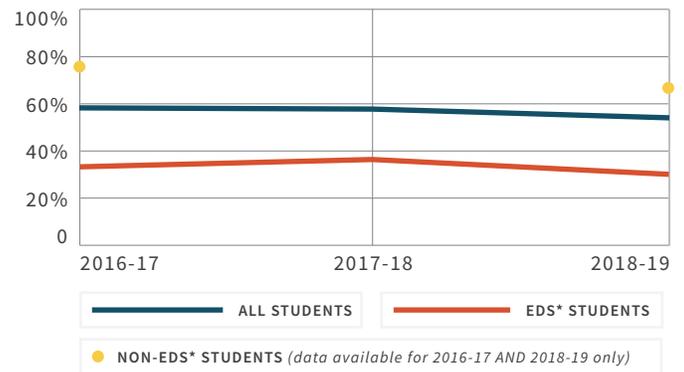
Colleges expect students to have the skills and knowledge to tackle college coursework. Students who are unprepared for college often spend time and money on remediation once they get to college, greatly decreasing their chances of success and degree completion. The American College Testing (ACT) assessment is taken by all 11th grade students in NC. In North Carolina, proficiency on the ACT is defined as a composite score of 17 or above – the minimum score required for admission into the University of North Carolina system.

ELEVENTH GRADE ACT PROFICIENCY 2016-17 2017-18 2018-19

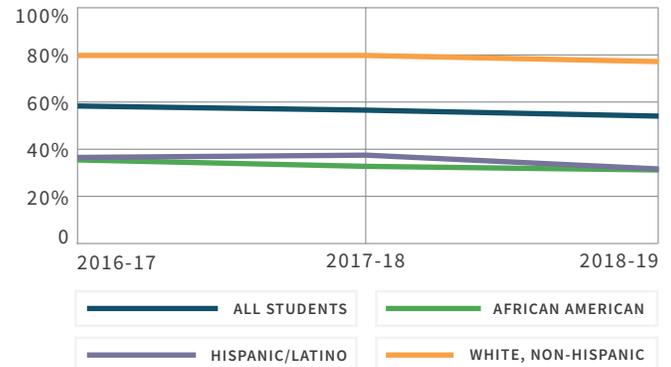
	2016-17	2017-18	2018-19
All Students	58%	57%	54%
Economically Disadvantaged	34%	36%	30%
Non-Economically Disadvantaged	76%	NA*	66%
African American	36%	33%	31%
Hispanic Latino	37%	38%	32%
White, non-Hispanic	80%	80%	77%

*ACT Proficiency data on Non-Economically Disadvantaged students is not available for the 2017-18 school year.

ELEVENTH GRADE ACT PROFICIENCY BY SOCIOECONOMIC STATUS



ELEVENTH GRADE ACT PROFICIENCY BY RACE/ETHNICITY



FOUR-YEAR HIGH SCHOOL GRADUATION RATE

Data Source: NC Department of Public Instruction

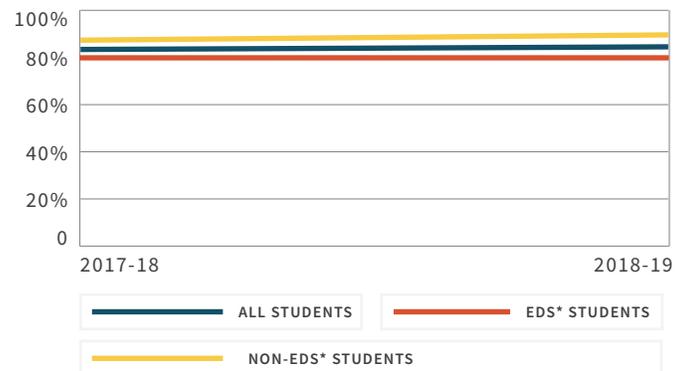
In today's economy, people with a high school diploma have better employment prospects. Increasingly, a person who lacks a high school diploma is more likely to live in poverty, suffer from poor health, and engage in crime. The measure used for High School Graduation is the four-year graduation rate,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

Only two years of data are included because the way that the Graduation Rate is calculated changed for the 2017-18 school year.

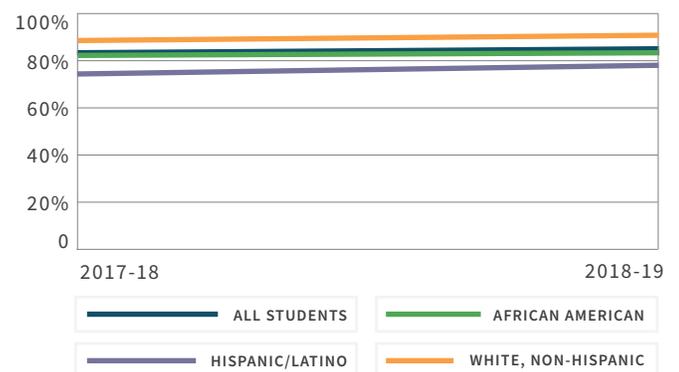
FOUR-YEAR HIGH SCHOOL GRADUATION RATE 2017-18 2018-19

	2017-18	2018-19
All Students	85%	86%
Economically Disadvantaged	80%	80%
Non-Economically Disadvantaged	87%	89%
African American	84%	85%
Hispanic Latino	75%	79%
White, non-Hispanic	89%	91%

FOUR-YEAR HIGH SCHOOL GRADUATION RATE BY SOCIOECONOMIC STATUS



FOUR-YEAR HIGH SCHOOL GRADUATION RATE BY RACE/ETHNICITY



* 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.

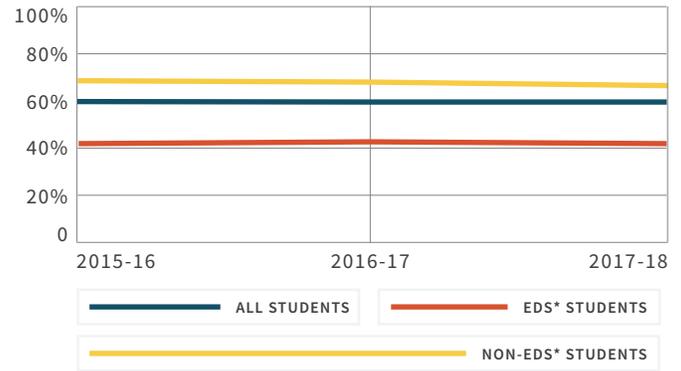
COLLEGE ENROLLMENT - FALL AFTER HIGH SCHOOL

Data Source: National Student Clearinghouse

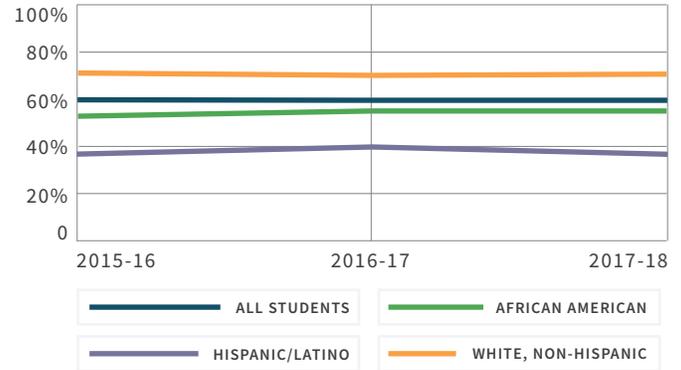
Many high school graduates do not take this critical first step toward post-secondary educational attainment. This measure represents the percentage of high school graduates who enroll in college during the fall after graduation. The school year included in the table and graphs is the year of high school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

COLLEGE ENROLLMENT FALL AFTER HIGH SCHOOL GRADUATION	CLASS OF		
	2015-16	2016-17	2017-18
All Students	60%	59%	59%
Economically Disadvantaged	42%	43%	42%
Non-Economically Disadvantaged	69%	68%	66%
African American	53%	54%	54%
Hispanic Latino	37%	40%	36%
White, non-Hispanic	71%	70%	70%

COLLEGE ENROLLMENT FALL AFTER HIGH SCHOOL GRADUATION BY SOCIOECONOMIC STATUS



COLLEGE ENROLLMENT FALL AFTER HIGH SCHOOL GRADUATION BY RACE/ETHNICITY



SIX-YEAR COLLEGE COMPLETION

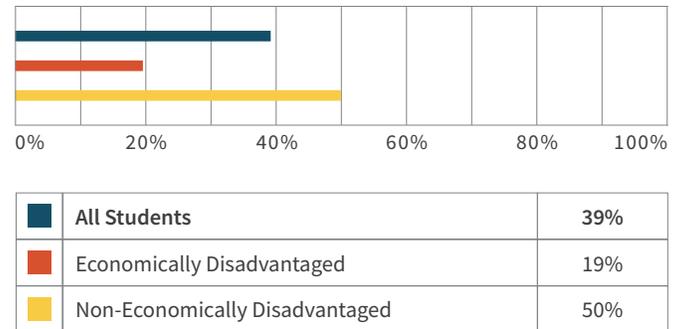
Data Source: National Student Clearinghouse

Post-secondary education, attained after high school, plays a key role in upward mobility. This includes: 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.

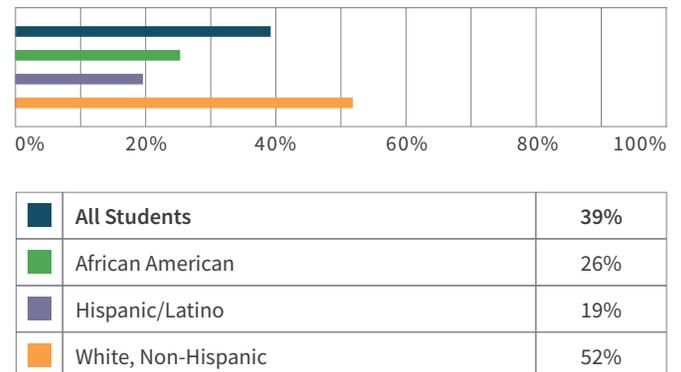
This measure represents the percentage of high school graduates who complete a post-secondary degree, Bachelor's or Associates, from the high school graduate class of 2012-13 within six years of high school graduation (2019).

SIX-YEAR COLLEGE COMPLETION	CLASS OF
	2012-13
All Students	39%
Economically Disadvantaged	19%
Non-Economically Disadvantaged	50%
African American	26%
Hispanic Latino	19%
White, non-Hispanic	52%

SIX-YEAR COLLEGE COMPLETION BY SOCIOECONOMIC STATUS, 2012-13



SIX-YEAR COLLEGE COMPLETION BY RACE/ETHNICITY, 2012-13



* 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.



WHAT DO WE MEAN WHEN WE TALK ABOUT EQUITY?

The Forsyth Promise believes that each student should have what they need to reach their full potential. Thus, educational equity is achieved when all students have access to the necessary resources, based on their individual needs, to meet their potential.

We recognize and acknowledge that significant disparities in educational opportunities and outcomes exist among students based on but not limited to socioeconomic status, gender, race, and special needs — resulting from a history of systemic inequities.

We further recognize that an important step in the pursuit of equity is to better understand systems of inequity. The measures presented here represent a first step in illuminating some of the conditions that are directly connected to pressing aspects of educational equity in WS/FCS. We welcome the community's input as we identify additional measures that would prove helpful as we assess performance in this area and work with WS/FCS's Climate, Culture and Equity Special Committee to create more equitable opportunities for every student.

SHORT-TERM SUSPENSION

Data Source: North Carolina Department of Public Instruction

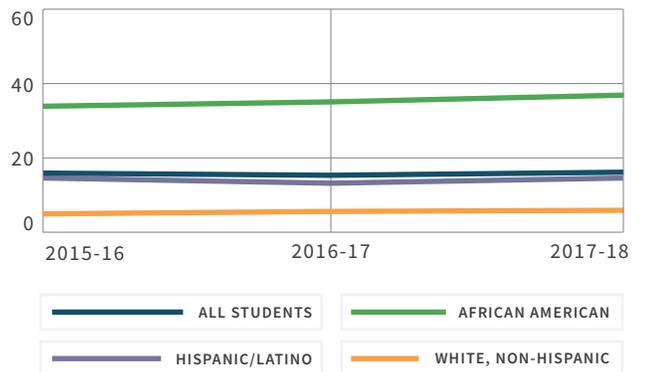
Time that students spend out of the classroom for disciplinary reasons can disrupt learning. Importantly, students of color are more likely to receive a suspension.

The measure used in this report is the short-term suspension rate or the number of combined in-school and out-of-school suspension incidents per 100 students. All the suspension incidents reported here are for 10 days or fewer.

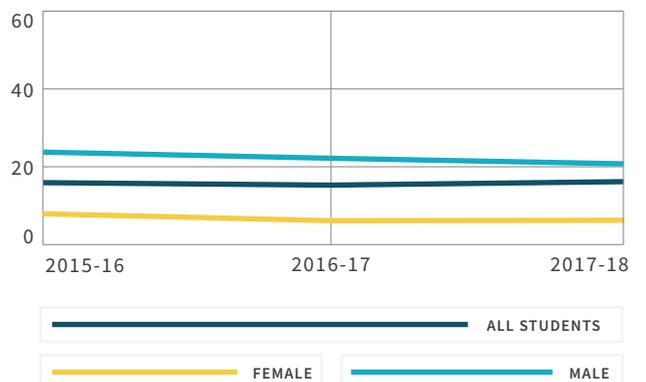
SHORT-TERM SUSPENSION RATES PER 100 STUDENTS

	2015-16	2016-17	2017-18
All Students	16	16	17
African American	34	35	37
Hispanic Latino	15	13	14
White, non-Hispanic	5	5	5
Female	7	6	6
Male	24	23	22

SHORT-TERM SUSPENSION RATES PER 100 STUDENTS BY RACE/ETHNICITY



SHORT-TERM SUSPENSION RATES PER 100 STUDENTS BY GENDER



RELATIONSHIP BETWEEN SCHOOL PERFORMANCE GRADES AND PERCENT OF MINORITY STUDENTS

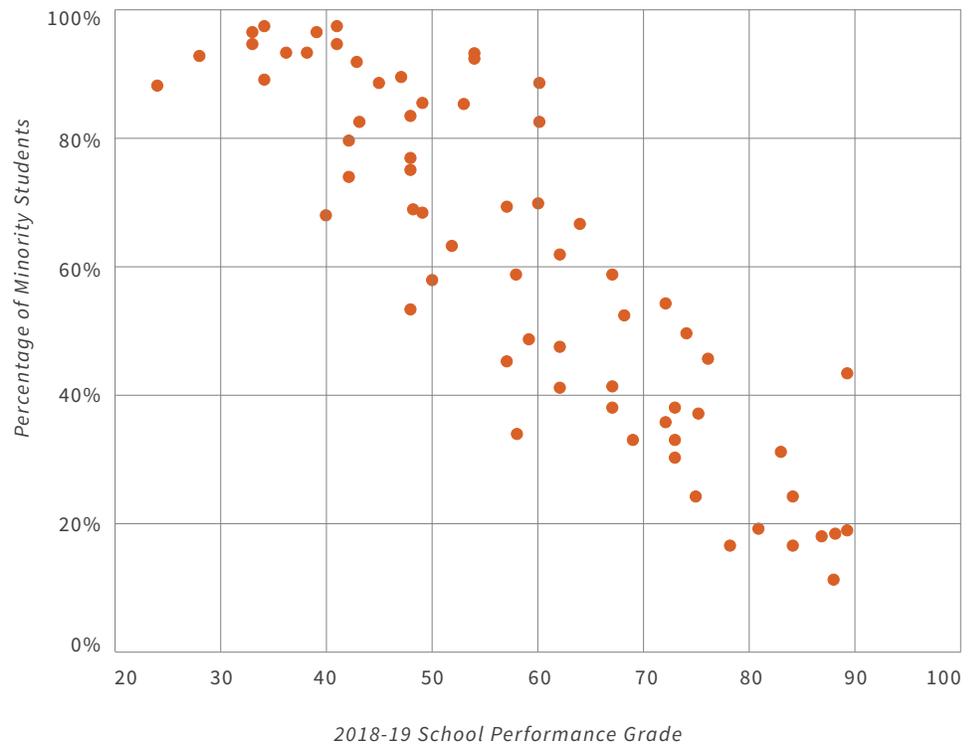
Data Source: NC Department of Public Instruction

Each dot in the graph represents a school in the WS/FCS district; elementary, middle, and high schools are included.

80% of this calculation is attributed to end-of-course and end-of-grade assessments, graduation rates, college and workplace readiness measures, and English learner progress.

20% of this calculation is attributed to student growth as measured by the Educator Value-Added Assessment System (EVAAS).

SCHOOL PERFORMANCE GRADES AND PERCENT OF MINORITY STUDENTS

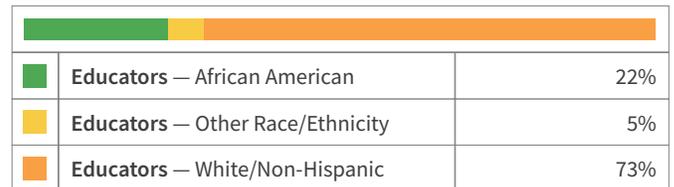


WS/FCS EDUCATOR AND PRINCIPAL DEMOGRAPHICS, 2018-19

Data Source: North Carolina Department of Public Instruction

A diverse school staff that is representative of the student body is one important way to help equalize opportunities for students of color.

PERCENT OF EDUCATORS BY RACE/ETHNICITY

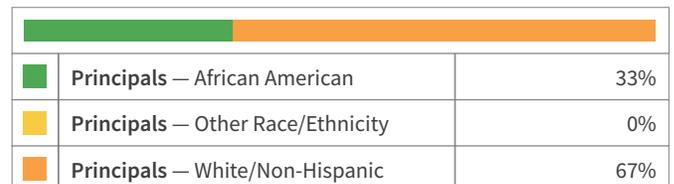


EDUCATORS

PERCENT OF EDUCATORS BY GENDER

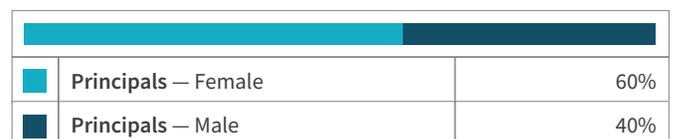


PERCENT OF PRINCIPALS BY RACE/ETHNICITY



PRINCIPALS

PERCENT OF PRINCIPALS BY GENDER



???

WHAT DO YOU THINK?

WE WANT TO HEAR YOUR THOUGHTS ABOUT THIS REPORT.

FORSYTHPROMISE.ORG/2019REPORT

KEEPING THE WHOLE STUDENT IN FOCUS

Launching a Social-Emotional Learning Initiative in Winston-Salem/Forsyth County Schools

WHAT IS SOCIAL-EMOTIONAL LEARNING?

Each day Winston Salem/Forsyth County Schools' (WS/FCS) more than 53,000 students arrive at school with their own personal life experiences and challenges that influence how they work, learn, and play. Some of these challenges students face may present significant barriers to learning and social interactions. Kathy FitzJefferies, Program Manager for the WS/FCS Safe and Drug-Free Schools explains, "It is difficult to figure out what two plus two equals when the student hasn't eaten since yesterday at lunch, or if they were up all night because their mother was physically assaulted, and they worry if she will be alive when they get home." Factors such as poverty, substance use, a mental health challenge, a medical condition, and/or child abuse can profoundly impact students' ability to function in a school environment. Failing to address social and emotional needs can have an immensely negative impact on students. Research indicates that intentional social and emotional learning instruction and practices improve academic performance, behaviors, attitudes, and skills. According to CASEL (the Collaborative for Academic Social and Emotional Learning), social and emotional learning is the process through which students 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.

A LOCAL FRAMEWORK FOR SOCIAL-EMOTIONAL SUCCESS

Addressing the social and emotional needs of students isn't a new concept. Student services staff — school counselors, school social workers, school psychologists, and school nurses — all share a primary focus on the social and emotional needs of students. Although they may not have used the current terminology, administrators and teachers have long recognized that social-emotional issues impact both students and classrooms. What's new is the systemic approach to ensure that school staff and other key stakeholders are educated and equipped to more intentionally identify and respond to students' social and emotional needs.

Early fact-finding efforts to build and implement a social-emotional initiative at WS/FCS led to the adoption of the CASEL framework in 2017. CASEL identifies five core competency areas to "educate hearts, inspire minds, and help people navigate the world more efficiently." These competency areas include: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. CASEL recognizes the need for social-emotional efforts, not just within schools and classrooms, but also within families and broader school communities.

Within the context of the CASEL framework, the district turned its attention to selecting the best evidence-based measurement tool to assess social-emotional competencies, as well as school supports. Panorama is a user-friendly platform that features a resource called Playbook that provides strategies and activities to strengthen student competencies and school supports. The Forsyth Promise provided seed money to assist in the initial and subsequent implementation of the Panorama survey.



The Collaborative for Academic, Social, and Emotional Learning (CASEL) defined SEL more than two decades ago. Today, CASEL collaborates with leading experts and supports districts, schools, and states nationwide to drive research, guide practice, and inform policy.

Learn more and become an SEL champion today at: CASEL.org/anniversary





THE SEAL INITIATIVE AT WINSTON-SALEM/ FORSYTH COUNTY SCHOOLS

A taskforce of district and community stakeholders was formed to advise and guide implementation of the social-emotional initiative. This passionate group identified a name for the initiative: Social, Emotional and Academic Learning or SEAL...the heart of learning. The task force also created the SEAL vision: "Winston-Salem/Forsyth County Schools, in collaboration with families and community partners, creates a safe, nurturing climate and culture which maximizes students' academic performance. Our culture and climate promote social and emotional well-being through caring relationships among children and adults." SEAL work kicked off in 2017 as the district engaged seven schools in the initial pilot. Students from these schools participated in a fall and spring administration of the Panorama survey, which explored four competencies: grit, growth mindset, self-efficacy, and self-management. The survey also addresses the key school supports of teacher-student relationships and sense of belonging. In 2018 (year two), SEAL ignited across the district expanding to seventeen additional Schools. Funding was also secured to expand the Panorama survey district-wide for all students, staff, and families. In year three of this initiative, eight additional schools have come onboard.

Due to rapid expansion, Amanda Walker was hired as a full-time SEAL Program Specialist bringing a great deal of expertise, support, and enthusiasm to her new role. Currently, SEAL groups 1, 2, and 3 are utilizing their Panorama data, listening to the stories of their students, staff, and families and using this new information to inform key strategies within their school improvement plans. Equipped with that data that reflects schoolwide, class, and student feedback, administrators and educators are implementing social-emotional strategies at multiple levels within their schools. When asked what long-term success with SEAL might look like for WS/FCS, Kathy FitzJefferies responded,

"The success of SEAL includes the strengthening of students' social and emotional competencies, closing the achievement gap, supporting students' academic success and improving family and community engagement. Ultimately, our goal is to provide students with life skills, create an equitable and safe learning environment, and support our students' overall health and well-being, now and throughout their lifespan."

WHY IS MEASURING SOCIAL AND EMOTIONAL COMPETENCIES IMPORTANT?

The Collaborative for Academic, Social and Emotional Learning (CASEL) definition of Social and Emotional Learning (SEL) is as follows:

“Social and emotional learning (SEL) 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.”

Research has shown that SEL is a critical component of academic success, and students who participated in evidence-based SEL programs when compared to students who did not participate saw improved academic outcomes, better classroom behavior, an increased ability to manage stress and depression, and better mindsets and attitudes about themselves and others.

Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D. & Schellinger, K. B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. Child Development, 82(1): 405–432.

SEAL competency measures show student Social and Emotional Learning skills — self-management, grit, self-efficacy, and growth mindset — for fall 2019.

What is “Percent Favorable?”

A score of “81% favorable” means that 81% of respondents selected a favorable answer choice. Most often, the top two answer choices are favorable for a question with five answer choices, and the top three answer choices are favorable for a question with seven answer choices.

What is “Compared to Others Nationally?”

To help put results in context, Panorama compares each topic score to the average score for schools or districts in Panorama’s national dataset. For example, while one of your topic scores may appear low compared to another topic score, you may find that the score is higher than the average topic score for other schools in the nation. Use this comparison to find areas of strength and areas for improvement.



Self-Management

“How well students manage their emotions, thoughts, and behaviors in different situations.” - Panorama Education

GRADES

PERCENT FAVORABLE

3-5 **72%**

6-12 **72%**

PERCENTILE RANGE

COMPARED TO OTHERS NATIONALLY



Grit

“How well students are able to persevere through setbacks to achieve important long-term goals.” - Panorama Education

GRADES

PERCENT FAVORABLE

3-5 **61%**

6-12 **57%**

PERCENTILE RANGE

COMPARED TO OTHERS NATIONALLY



Self-Efficacy

“How much students believe they can succeed in achieving academic outcomes.” - Panorama Education

GRADES

PERCENT FAVORABLE

3-5 **61%**

6-12 **50%**

PERCENTILE RANGE

COMPARED TO OTHERS NATIONALLY



Growth Mindset

“Student perceptions of whether they have the potential to change those factors that are central to their performance in school.” - Panorama Ed.

GRADES

PERCENT FAVORABLE

3-5 **60%**

6-12 **48%**

PERCENTILE RANGE

COMPARED TO OTHERS NATIONALLY



Investing in Partnership

WINSTON-SALEM/FORSYTH COUNTY SCHOOLS

2019 MARKED A YEAR OF TRANSITION for the largest educational institution in our community. Responsible for more than 53,000 students each day and employing more than 7,000, changes in WS/FCS' policies, funding priorities, and strategic focus have major impacts on our community and our children.

In 2019, we saw major changes in the composition of the Board of Education, the hiring of Superintendent Dr. Angela Hairston, and the creation of new Board committees for Culture, Climate, and Equity and Student Assignment policy.

As we look ahead in 2020, The Forsyth Promise is encouraged and grateful that WS/FCS continues to reach out and act in the spirit of open, collaborative partnership. Dr. Hairston has made engaged participation with The Forsyth Promises' Executive Team a priority. Together, we are articulating a collaborative goal for our partnership in 2020 and beyond – rapid innovation of strategies to increase internal capacity within schools with the aim of better coordinating and leveraging the assets, gifts, skills, and talents within our communities to support the success of our children.

Core to this strategic focus is the selection of eight focus schools from across the district. WS/FCS have identified these schools – all elementary schools with the Inspire 340 designation, all among the lowest third grade reading proficiency scores. The district is working with The Forsyth Promise and other community partners to collaborate on a framework to guide this new approach, which will focus on mapping local community resources to schools, building networks and relationships around each school, and increasing internal capacity within the schools to leverage this asset network to provide the supports students need.

EIGHT FOCUS SCHOOLS



ASHLEY GLOBAL
ACADEMY



COOK
ELEMENTARY



EASTON
ELEMENTARY



HALL-WOODWARD
ELEMENTARY



IBRAHAM
ELEMENTARY



KIMBERLEY PARK
ELEMENTARY



OLD TOWN
ELEMENTARY



PETREE
ELEMENTARY

THIRD GRADE READING PROFICIENCY *in* WS/FCS ELEMENTARY SCHOOLS

The graph below compares 2018-19 third grade reading grade-level proficiency rates for WS/FCS elementary schools overall with scores for each of the eight focus schools. The measure used for Reading Proficiency is the reading test taken at the end of third grade. Proficiency on this test is defined as possessing the skills required to read at a third grade level.

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.”

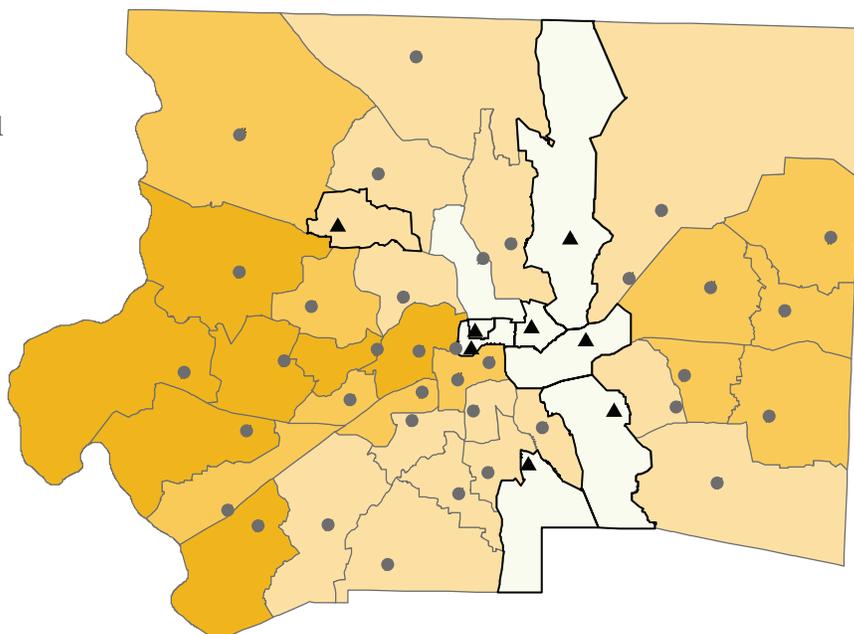
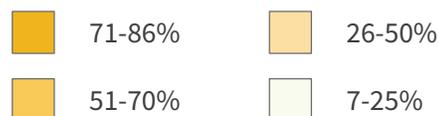
THIRD GRADE READING GRADE-LEVEL PROFICIENCY RATES ON END-OF-GRADE TESTING, 2018-19

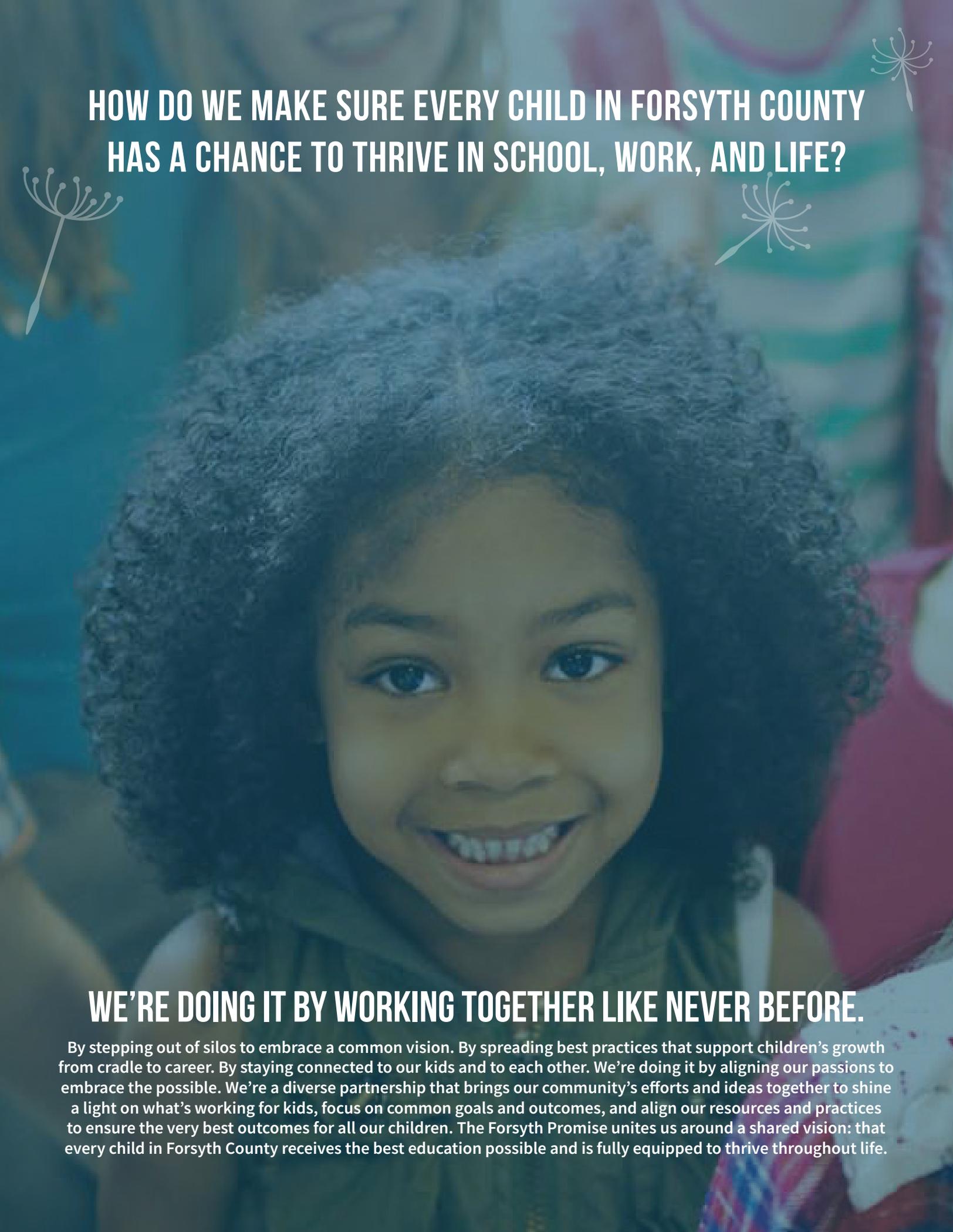
All WS/FCS Students		52%
Ashley Global Academy		10%
Cook Elementary		21%
Easton Elementary		19%
Hall-Woodward Elementary		20%
Ibraham Elementary		20%
Kimberley Park Elementary		7%
Old Town Elementary		26%
Petree Elementary		21%

THIRD GRADE READING GRADE-LEVEL PROFICIENCY RATES ON END-OF-GRADE TESTING, 2018-19

The map on the right shows elementary school locations (with focus schools depicted as triangles) as well as third grade reading grade-level proficiency rates by school zone. School zones outlined in black correlate with focus schools.

THIRD GRADE READING GRADE-LEVEL PROFICIENCY RATES





**HOW DO WE MAKE SURE EVERY CHILD IN FORSYTH COUNTY
HAS A CHANCE TO THRIVE IN SCHOOL, WORK, AND LIFE?**

WE'RE DOING IT BY WORKING TOGETHER LIKE NEVER BEFORE.

By stepping out of silos to embrace a common vision. By spreading best practices that support children's growth from cradle to career. By staying connected to our kids and to each other. We're doing it by aligning our passions to embrace the possible. We're a diverse partnership that brings our community's efforts and ideas together to shine a light on what's working for kids, focus on common goals and outcomes, and align our resources and practices to ensure the very best outcomes for all our children. The Forsyth Promise unites us around a shared vision: that every child in Forsyth County receives the best education possible and is fully equipped to thrive throughout life.



Building a Common Vision for Community Collaboration

Since late 2018, The Forsyth Promise has played a convening role with the **Birth to Third Grade Action Network**, bringing over 100 community stakeholders together with regular consistency to review data and discuss major topics, issues, and challenges affecting young children and their families in Forsyth County.

In 2019 this collaboration evolved into three action teams tasked with developing and implementing strategies to support progress on the Action Network's three priorities:

- improve access and education around mental health,
- increase supports to help break the cycle of poverty for families with young children, and
- elevate community stakeholder perceptions of the importance of early care and education for infants and toddlers

Action Teams meet monthly to work on their strategies and the whole Action Network convenes quarterly to discuss progress, seek input, and share learning on critical local, state, and national topics of consequence to Forsyth County's young children and their families.

For more information or to get involved, contact Adam Hill at Adam@ForsythFutures.org.

Using Data to Improve Local Support Services for Children

The Forsyth Promise-Data Sharing Project (DSP) exists to help service providers begin to understand how their efforts are affecting the children they serve like never before. These insights represent a critical tool that stakeholders across our education system can use to improve services, as well as identify, spread, and scale promising practices.

The DSP is a collaboration between The Forsyth Promise, WS/FCS, and Forsyth Futures. DSP staff work to connect local programs that serve students to individual level data from the school district. This level of visibility and hands on evaluation support equips program staff from across our education systems to assess how certain efforts are affecting children in terms of attendance, coursemarks, and discipline, among many other dimensions.

Fast Facts on the Data Sharing Project in 2019-20

The DSP is working with nine active Community/School Partners, and have evaluation projects with 20 programs at those sites. More than 8,000 WS/FCS students are served across these programs, collectively.

To learn more or get connected, contact Christina Spence at chspence@wsfcs.k12.nc.us.

With Gratitude

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Our Backbone Partners

FORSYTH FUTURES
UNITED WAY OF FORSYTH COUNTY
WINSTON-SALEM / FORSYTH COUNTY SCHOOLS

Promise Staff

Charlette Lindell, Partnership Director
The Forsyth Promise

Jessica Cannady, Data Analyst
The Forsyth Promise & Forsyth Futures

Kathy Furr, Data Analyst
The Forsyth Promise & WS/FCS

Adam Hill, Executive Director
The Forsyth Promise & Forsyth Futures

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

Justin Long, Data Analyst and Evaluation Specialist
The Forsyth Promise & WS/FCS

Tyler Sparks, Communications Director
The Forsyth Promise & Forsyth Futures

Christina Spence, Data Sharing Project Coordinator
The Forsyth Promise & WS/FCS

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The Forsyth Promise 

educate | equip | engage | cradle to career

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