

## GA•AWARDS Approved Research Questions

### Early Childhood Education

1. What, if any, is the impact of participating in Georgia's Pre-K on Kindergarten attendance? Are children who participated in Georgia's Pre-K more likely to have better Kindergarten attendance than children who did not participate in Pre-K?
2. Are children who participated in Pre-K less likely to be retained in later grades?

### Elementary and Secondary Success

1. To what extent do previous achievement levels predict course-taking patterns in high school and the likelihood of attending college?
2. What are the characteristics (e.g., demographics, age, socio-economic status, academic preparation, attendance, etc.) of 3<sup>rd</sup> graders who are reading on grade level?
3. Does school attendance affect academic achievement, likelihood of graduation, or enrollment/success in college?
4. Does school size affect academic achievement, likelihood of graduation, or enrollment/success in college?
5. What are the characteristics (e.g., demographics, socio-economic status, academic preparation, attendance, etc.) of high school students who are in the labor force?

### STEM

1. Do students with STEM majors in college exhibit different high school course patterns and academic performance than students with non-STEM majors?
2. What are the demographic and academic characteristics of students who obtain a STEM credential?
3. Does the impact of math and science course-taking patterns on college preparedness differ by race/ethnicity and/or socioeconomic status?

### Postsecondary Access

1. How does student mobility during elementary and secondary years affect college access?
2. What factors (e.g., demographics, age, socio-economic status, academic preparation, financial, etc.) affect student progression and transition from secondary to postsecondary education in Georgia?
3. How many high school dropouts attend college? How many enter the workforce?
4. By high school, where do students attend and complete college?

### Postsecondary Success

1. Which college learning support/remediation programs are the most successful? What are the characteristics of these programs?
  - a. Are students who receive learning support/remediation at a particular campus more likely to complete their program?
  - b. Which learning support (math, English, or reading) needs have a greater impact on graduation rates?
2. Are there high school course-taking patterns in mathematics that are related to

- success in college math courses or overall college success?
3. Are there high school course-taking patterns in science that are related to success in college science courses or overall college success?
  4. Are there high school course-taking patterns in English/language arts that are related to success in college English/language arts courses or overall college success?
  5. Does success in high school foreign language courses help predict student success in college foreign language courses? In college English courses? In overall college success?
  6. How successful are high school grade point averages in predicting college success? Does factoring in course-taking and achievement patterns affect this relationship?
  7. Do standardized test scores (e.g., state assessments, SAT, ACT, etc.) predict postsecondary success? How does this relationship compare to grade point averages as a predictor of postsecondary success?
  8. Does graduation from a high school in which a high percentage of students take AP and/or IB courses increase the likelihood of college enrollment or success?
  9. What student characteristics (e.g., demographics, age, socio-economic status, high school achievement and academic preparation, etc.) increase the likelihood of the need for and success in learning support or remediation in college?
  10. Does taking Advanced Placement courses predict subsequent success in college?
  11. Does participation in the International Baccalaureate curriculum predict subsequent success in college?
  12. Does diploma type predict postsecondary success?
  13. What factors (e.g., demographics, age, socio-economic status, academic preparation, financial, etc.) affect completion of a postsecondary program?
  14. What factors (e.g., student demographics, age, socio-economic status, high school academic preparation and achievement, financial aid, etc.) affect completion of a postsecondary program within 100%, 150%, and 200% of expected time?
  15. What factors, (e.g., student demographics, high school academic preparation and achievement, financial aid, etc.) increase the likelihood that students will return to postsecondary education after taking an extended break?
  16. Does taking dual/joint enrollment courses predict subsequent college enrollment and/or success? Are students who participate in dual/joint enrollment more likely to begin postsecondary education immediately upon completion of their high-school degree? Are students who participate in dual/joint enrollment less likely to require remediation services? Are students who participate in dual/joint enrollment more likely to graduate in less time?
  17. What percentage of Georgia public high school graduates attends a TCSG institution? Upon entry at TCSG, how many require learning support? By high school, what percentage of students attends each TCSG institution?
  18. What percentage of Georgia public high school graduates attends a USG institution? Upon entry at USG, what percentage requires learning support? By high school, what percentage of graduates attends each USG institution?
  19. What percentage of Georgia public high school graduates attends a GICA institution? Upon entry at GICA, what percentage requires learning support? By high school, what percentage of graduates attends each GICA institution?

20. Do students who receive AP/IB credit earn a postsecondary credential in less time than students who do not receive such credit?
21. How does the college readiness of charter school students compare to that of students in other public schools?

## **Mobility among Institutions of Higher Education**

1. How does student mobility, between institutions, type of institution, and/or in and out of the workforce, during postsecondary education shape postsecondary outcomes as well as subsequent employment?
2. How does transferring postsecondary institutions affect student completion of a postsecondary education in Georgia?
  - a. Does transferring during post-secondary education increase time to degree?
  - b. Does transferring during post-secondary education decrease likelihood of graduating?
3. What percentage of students transfer among Georgia colleges? What percentage transfer from out-of-state colleges?
4. By system (GICA, USG, TCSG), what percentage of students transfers to/from other systems in Georgia? Of these students:
  - a. What are their majors?
  - b. What courses and credit hours are transferred?
  - c. Do they graduate? Do they graduate on-time?
  - d. What was their GPA within each system?
  - e. How many are still attending one year after the transition? Two years after the transition? 3 years and 4 years after the transition?
5. How many students transferred from public colleges to non-public colleges and vice versa? What are the characteristics of those students (e.g., demographics, age, socio-economic status, academic preparation, financial aid, etc.)?
6. What percentage of students transfers between institutions graduate within a specific time-frame?

## **Student Financial Aid**

1. By high school and college, of students who receive HOPE:
  - a. What is average number of students receiving HOPE?
  - b. What is the total amount awarded?
  - c. What is the number and percentage who graduate with a postsecondary credential?
  - d. What is the number and percentage who lose the HOPE benefit?
  - e. What is the number and percentage of those who regain it?
  - f. When are students more likely to lose and regain HOPE?
  - g. What percentage of students retains HOPE for the duration of their postsecondary enrollment?
  - h. What are the retention and graduation rates of HOPE recipients compared to all other students?
  - i. What are their majors?
2. What are the characteristics (e.g., demographics, age, socio-economic status, academic preparation and achievement, attendance, and course patterns, etc.) of students who are eligible for state and federal scholarships, such as HOPE,

Pell grants, TEG, SAL, and Zell Miller scholarships?

3. By high school or college, what percentage of students receives the following grants or scholarships: Pell grants, HOPE, TEG, Zell, and SAL?
4. Are students who receive Pell grants, HOPE, TEG, Zell, and/or SAL more likely to graduate, graduate on-time, and/or work in Georgia?
5. What is the relationship between HOPE receipt and field of study?

## **Educator Preparation Effectiveness**

1. Which teacher preparation programs are currently producing teachers, disaggregated by grade level and subject area, who are positively affecting student learning performance, (e.g., as measured by SLO and/or SGP)? How does this relate to student disability, poverty, or low English proficiency?
2. Which educational leadership programs are positively affecting student learning performance (e.g., as measured by SLO and/or SGP)??
3. By system and teacher preparation institution, what are the 1-, 2-, and 3-year cohort retention rates of teachers?

## **Educator Success in Postsecondary**

1. What are the completion rates of educator preparation students as opposed to their non-education peers in different types of institutions?
2. What is the average length of time to completion for educator preparation students as opposed to their non-education peers in different types of institutions?
3. Among students seeking secondary certification, what differences in course taking patterns and/or course performance exist as compared to their non-education peers in different types of institutions?
4. What is the rate of remediation among educator preparation students as opposed to their non-education peers in different types of institutions?
5. What percentage of educator preparation students is certified?

## **Teacher Effectiveness and Student Performance**

1. Within schools and with regard to specific courses, do some teachers achieve grade results that are atypical (grading patterns compared to other teachers in other schools or within the school or system)? Can these results be explained in terms of teacher preparation, mixture of courses assigned to the teacher, etc.?
2. Do grade results obtained by students in courses under particular teachers align with standardized test scores?
3. Is there a significant relationship between effectiveness of teachers and their postsecondary course-taking patterns?

## **Graduate Education**

1. What factors (e.g., demographics, age, socio-economic status, academic preparation, financial, etc.) affect enrollment in and success in graduate education in Georgia?
2. Is there a relationship between K-12 teacher effectiveness and advanced degree attainment?

### **Labor Force Participation**

1. How do course-taking patterns differ for students who enter the workforce directly after high school and those who enter postsecondary education?
2. What are the employment and earning patterns for students who enter the workforce directly after high school?
3. How are employment patterns, earnings, and employment stability different for dropouts and graduates with different types of secondary and postsecondary credentials?
4. What percentage of high school graduates enters the workforce directly? What percentage enrolls in postsecondary education?
5. What percentage of postsecondary students enters the workforce prior to completing a credential? How are employment patterns, earnings and employment stability different for dropouts and graduates with different types of secondary and postsecondary credentials by institution?
6. For students who do not obtain a postsecondary credential and enter the workforce, in what industries do they work?
7. How many college students work while in college? Do these patterns vary by university system or institution?
8. In which industries do college graduates become employed? Do these patterns vary by university system or institution?
9. What is the typical duration between graduation and employment start date for college graduates? Do these patterns vary by university system or institution?
10. How many college graduates become employed post-graduation in Georgia? Do these patterns vary by university system or institution?