



## METHOD

System Planning and Performance used the responses of the 2100 seniors who completed the survey in 2013-14. These data were matched based on student ID to demographic and high school data. To paint a richer picture of differences across groups, post secondary enrollment data from National Student Clearinghouse for 2012-13 seniors was also used. Focus group and survey data from the 2014 Family Engagement for Diploma+ College/Career Report and the College and Career Readiness Gap Survey

2013-14 Exit Survey Response Rate by Race/Ethnicity

<i>Race/Ethnicity</i>	<i>N</i>	<i>% of Total</i>	<i>% Planning to Graduate in June</i>
Native Indian/ Alaskan Native	24	1%	92%
Asian	255	12%	94%
Black/ African American	234	11%	93%
Hispanic	225	11%	91%
Native Hawaiian/ Other Pacific Islander	25	1%	88%
Two or More	116	6%	100%
White	1205	58%	96%

Higher income (less than 50% of students qualifying for F/R Lunch) schools were compared with lower income (50% or more of students qualifying for F/R Lunch) schools. Among higher income schools...

- f* A significantly larger proportion of students plan on attending a 4 year college (66% vs 41%).
- f* A smaller proportion of students plan on attending community college or technical/trades school (21% vs 43%).
- f* A smaller proportion of students have no immediate plans for after high school (4% vs 6%).
- f* Graduation rates are higher (87% vs 75%).

<sup>1</sup> Higher income students were disproportionately represented among those planning to attend 4 year college/university;  $\chi^2=121.42$ ; statistically significant at  $p<0.001$

<sup>2</sup> Whether a school was majority F/R Lunch or not was related to students' plan to attend community college/trades school;  $\chi^2=112.92$ ; statistically significant at  $p<0.001$

<sup>3</sup> Whether a school was majority F/R Lunch or not was related to the proportion of students with no post high school plans;  $\chi^2=6.59$ ; statistically significant;  $p<0.05$

<sup>4</sup> Whether a school was majority F/R Lunch or not was related to the proportion of students who graduate;  $\chi^2=12.03$ ; statistically significant at  $p<0.001$

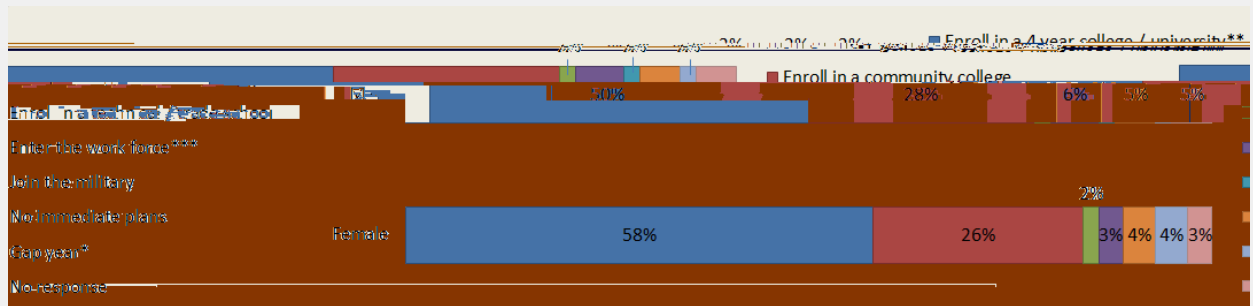
2013-14 Exit Survey Response Rate by Comprehensive High School

	<i># Graduated</i>	<i>Graduation rate</i>	<i>Planning to Attend 4 year College</i>	<i>Planning to Attend Community College or Trade School</i>	<i>No Immediate Plans</i>
<i>District</i>	2336				

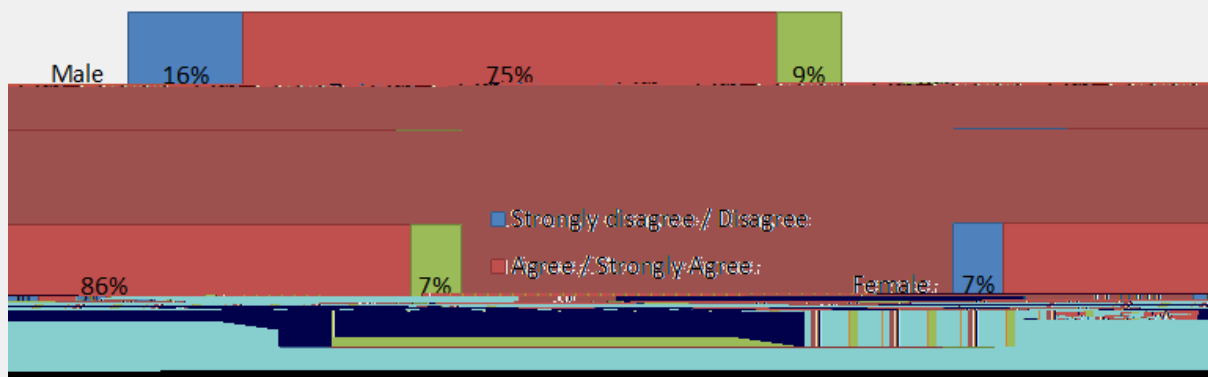
PLANS AFTER HIGH SCHOOL

A higher percentage of female students planned to go to a four year college/university than male students. A larger proportion of male students believed that they did not need college for the job they wanted.

GenderComparison:“After I graduate,I plan to...”



GenderComparison:“I need to go to college to get the job I want.”



Differences in post graduation plans were also found across racial groups. Although the majority of students intended to seek some further education after high school, there were gaps across historically underserved (HU) racial groups. When disaggregated by both gender and historically underserved groups, there was a 29 percentage point difference between the proportion of female non-HU and male HU students who intended to enroll in a 4-year university.

## COLLEGE AND CAREER READINESS

## A MATTER OF FINANCES

More than half of Native American (59%) and Black/African American (58%) student respondents believed they could not afford to attend college. Similarly, close to half of Hispanic/Latinx (51%) and Native Hawaiian/Other Pacific Islander (55%) students believed they could not afford to attend college.



## PLANS VERSUS REALITY

For 2012-13 graduates, PPS matched their exit survey plans with National Student Clearinghouse data on their subsequent college enrollment. In comparing students who plan to continue their education with those who actually enroll in schools, there is a 15% decrease. Historically underserved racial



*Planned Versus Actual Enrollment by Race 2 Year College*

Race	# Planning to Attend 2 year	# Actually Enrolled in 2 year	% Actually Enrolled	Difference	% Difference
NativeAmerican/ AlaskanNative	8	3	38%	5	63% r
Asian	58	31	53%	27	47%
Black/ AfricanAmerican	85	39	46%	46	54%
Hispanic/ Latino	121	49	40%	72	60%
Multi	18	7	39%	11	61%
NativeHawaiian/ OtherPacifidIslander	10	2	20%	8	80% r
White	238	115	48%	123	52%
District	538	246	46%	292	54%

*Note.* Number of students actually enrolled only includes students who planned to attend a 2 year college or university. Actual enrollment numbers include fall enrollment only. Logistic regression used to compare whether racial group associated with plans matching actual enrollment.

Of the students who do enroll, only some will complete their degree. Based on data from the 2007-08 cohort, 72.2% of students who enrolled in a 4 year college will graduate within six years. For students enrolling in a 2 year school, 18% graduated with an associate's degree within six years

*College Perseverance by Race/Ethnicity – 2007-08 Cohort*

Race	# Enrolled in 4 Year College	# Graduated 4 Year	% Graduated 4 Year	# Enrolled in 2 Year College	# Graduated 2 Year	% Graduated 2 Year
Asian/ PacifidIslander	150	106	71%	62	14	23%
Black/ AfricanAmerican	93	52	56%	124	17	14%
Hispanic/ Latino	40	26	65%	46	10	22%
NativeAmerican	13	7	54%	r r	r r	r r
White	743	561	76%	319	59	19%
Unknown	r r	r r	r r	r r	r r	r r
<i>District</i>	<i>1038</i>	<i>752</i>	<i>72%</i>	<i>571</i>	<i>100</i>	<i>18%</i>

*Note.* Number of students enrolled in 4 year or 2 year program only includes students who enrolled in the year following high school. Graduated students include those who completed their degree within 6 years of enrolling. Groups with fewer than 6 students are not included in this report.

SUPPORTING STUDENT SUCCESS

COLLEGE AND CAREER PREPARATION SCHOOLS



## STAFF PERSPECTIVES

School differences may partially account for how historically underserved groups are prepared for higher education and careers. Lower income schools report spending more time on college preparation for historically underserved students. School administrators and counselors at schools at low income schools who responded to the College and Career Readiness Gap Survey (N=124) reported that their HU

School staff at >70%F/R Lunch schools reported that their schools had career related field trips, career fairs, and career information embedded in the curriculum more often than <70%F/R Lunch schools. These resources may be among the reasons for students in lower income schools reporting that their schools were more helpful with regards to career preparation.

#### FAMILY AND COMMUNITY PERSPECTIVES

## REFERENCES

Castleman B. L., Page L. C., & Snowdon, A. L. (2013). Strategic Data Projects summermelt handbook: A guide to investigating and responding to summermelt. Center for Education Policy Research, Harvard University. Retrieved from [http://cepr.harvard.edu/ceprresources/files/news\\_events/sdpsummermelt\\_handbook.pdf](http://cepr.harvard.edu/ceprresources/files/news_events/sdpsummermelt_handbook.pdf)

