



2015-16

Program Assessment Report

2009-16

**National Student Clearinghouse Enrollment,
Persistence and Degree Attainment Report**

Compiled and submitted by Tara Houdeshell, Janet Schultz, and Angelique Sharp

Directors, College Prep & Success

January 2020

<p>Table of Contents 2015-16 Program Assessment Report</p>

Acknowledgements iii

Program Assessment Executive Summary 1

Section I: Program Evaluation 3

Section II: All Programming Pre/Post-Survey Outcomes 2015-16. 5

Fourth Grade 5

Sixth Grade 9

Eighth Grade. 16

Ninth Grade. 24

Section III: Ninth Grade Benchmark Survey for the NHS Class of 2019 34

Section IV: The ACT Now! Program for Juniors (Class of 2017) 42

Section V: The NHS Class of 2016 Overview and Senior Exit Survey 45

An Overview of the NHS Class of 2016 Using the ACTC Access Database 45

Senior Exit Survey 50

Section VI: NHS Class of 2016 National Student Clearinghouse Enrollment Data. 60

Appendix A: PEAK Program Logic Model, Outcome Template & Implementation Template .. 65

Appendix B: HS Program Logic Model, Outcome Template & Implementation Template. 73

Appendix C: Programming Pre-/Post-Survey Instruments 81

Appendix D: Ninth Grade Benchmark Survey 91

Appendix E: Senior Exit Survey. 95

Table of Contents
2009-16 National Student Clearinghouse
Enrollment, Persistence and Degree Attainment Report

National Student Clearinghouse Executive Summary100

Section I: National Student Clearinghouse Overview and Data Sources. 101

Section II: College Enrollment and Persistence by Specific High School Class 102

Section III: Number of Students Earning Degrees by High School Class. 115

Section IV: NHS and National Benchmark College Progression Rates Comparison.120

Acknowledgements

These reports were made possible by:

- The full support of partner teachers in the Newark City School system who generously gave up significant class time to A Call to College for programming and for the administration of assessment surveys.
- The Newark City School administration for sharing the data generated by the high school's participation in The National Student Clearinghouse.
- The high school volunteer advisors who do a tremendous job guiding their juniors and seniors and documenting their sessions.
- A Call to College intern, Amanda Hunt (NHS '12), who carried out a sizeable portion of the necessary data entry for the Program Assessment Report surveys.
- Dr. Sarah Hutson-Comeaux, Denison Professor of Psychology. Her significant experience with assessment has helped A Call to College craft and refine each survey instrument over the last seven years. In addition, the data generation and analysis contained in this report would not have been possible without her remarkable knowledge of and expertise in the statistical software, SPSS.
- Bill Holloway, who mentored, consulted, and devised ingenious methods to overlay the complex National Student Clearinghouse student data with the student information from A Call to College and Newark City Schools.

2015-16

Program Assessment Report

Program Assessment Executive Summary

Section one of this report describes the specific tools A Call to College has developed to determine the effectiveness of its programming. These evaluation tools have helped the organization define measurable short-, mid- and long-term outcomes, which in turn give internal and external constituents quantitative and qualitative data upon which to judge the program's impact.

In the second through fifth sections, using data collected from the 2015-16 academic year, the report discusses short-term outcomes and general observations about the students A Call to College serves. For the purposes of this report, an A Call to College "Participant" is defined as any Newark High School student who by June of her/his senior year had attended at least four advising sessions during the course of the junior and senior years. The sixth section, an analysis of data generated by Newark High School's participation in The National Student Clearinghouse, represents the third year of reporting these results.

Among the most significant overall findings were:

- In all assessed grade levels, including the first year of assessment of the new ninth grade outreach, programming evidenced promising gains in college knowledge and financial literacy.
- Responses to questions that address college aspiration and school motivation were more mixed this year. In sixth and eighth grades, aspirational and school motivation gains remained strong, but in fourth grade for the first time, slight declines were seen in pre/post responses to the question "Do you want to go to college?" In addition, our first year to assess the new ninth grade program, Start Your Story, revealed declines in four aspirational questions pertaining to attendance, course rigor, grades and school involvement.
- Students are absorbing the mantra for the Providing Early Awareness and Knowledge (PEAK) program, "The more you learn, the more you earn". At each grade level, students demonstrate learning that a college graduate has much greater earning potential than a high school graduate does.
- Although students' perceptions of how affordable college will be for their family remains unchanged by programming, A Call to College clearly informs both middle and high school-aged students that a variety of financial aid resources exist to help pay for post-secondary education. This year we saw the largest percentage of ninth graders, when comparing all years of administering the benchmark survey, be able to name at least one type of financial aid.
- As we have seen in previous assessment reports, the majority of our students and their families are not saving money for college. In the ninth grade benchmark survey, nearly seventy percent of the students surveyed reported having saved no or very little money

for post-secondary education and less than one-third of the students said their family had put aside money for a college fund.

- The percentage of the junior class engaged in the ACT Now! program's test registration, preparation and completion activities continues to encompass well over half of the class.
- Participation in ACT Now! preparation events, especially the Practice Test, was positively correlated with a higher score on the April test.
- The Class of 2016 equaled the Class of 2015 in terms of percentage of students to be defined as A Call to College Participants.
- More seniors completed the maximum number of tracked advising sessions than any other year for which this data has been documented.
- The more involvement a student has with our volunteer advising program, the more informed they feel about key college pathway steps: the application process, the ACT test, preparing for the ACT test and financial aid. This outcome is true regardless of the student's grade point average.
- Of the students in the Class of 2016 who submitted a college application and completed our Exit Survey, fifty percent indicated that they applied to three or more schools. Seniors defined as A Call to College participants were nearly two times more likely to apply to three or more colleges than non-participants were.
- One-fourth of graduating participants who completed the Exit Survey named A Call to College as the most helpful source about planning for life after high school.
- Regardless of program participation, one area about which both participants and non-participants are as likely to feel less informed or not at all informed is understanding their financial aid award letter.
- The first fall following graduation, 48% of the Class of 2016 was enrolled in either a 2- or 4-year college, as reported by The National Student Clearinghouse (NSCH).
- Of the Class of 2016 that enrolled the first fall after graduating, 78% chose a public college and 76% chose a 4-year institution.

Section I: Program Evaluation

Overview

This report represents a fourth year of moving beyond simply detailing activities, the number of students served and resources spent to addressing the next level of program assessment: measuring and analyzing the impact of what we do.

The following tools from the excellent on-line assessment resource, Point K (www.innonet.org), underpin our evaluation process. These three tools have helped us define program participants, set program goals and identify measurable outcomes that could inform us about program impact:

1. Logic Model: visually maps why a program exists and how it works, including what is put into a program (resources), what it does (activities), with whom it works (outputs) and what it plans to achieve (outcomes). Logic Models for the PEAK and the High School Program can be viewed on pages 67 and 75 in Appendices A & B, respectively.

2. Outcome Template: helps answer the question, “What did we do?” It uses the short-, intermediate- and long-term outcomes identified in the Logic Model and then sets specific criteria for success. An Outcome Template moves program evaluation from goal setting to data collection strategies. Outcome Templates for the PEAK and the High School Program can be viewed on pages 69-70 and 77-78 in Appendices A & B, respectively.

3. Implementation Template: helps answer the question, “How well did we do it?” It identifies key process questions to help monitor trends and inform staff how those served perceive the program’s impact and quality. Implementation questions change as a program evolves. Implementation Templates for the PEAK and the High School Program can be viewed on pages 71 and 79 in Appendices A & B, respectively.

Our high school Logic Model also helped us better define a program participant. Since our advising services make up the central core of the High School Program, the following definition was crafted:

For evaluation purposes, an A Call to College PARTICIPANT is defined as any NHS student who by June of his/her senior year has:

- (1) Submitted a Student Interest Form and checked “Yes” in either the junior and/or senior year*
- (2) Attended four or more advising sessions over the course of the junior and senior years.*

Data Collection

The data that inform whether our program outcomes have been achieved are collected using the following instruments or methods:

PEAK Program

- Fourth grade pre-/post-survey
- Sixth grade pre-/post-survey
- Eighth grade pre-/post-survey

High School Program

- Ninth grade Start Your Story programming pre-/post-survey
- Ninth grade Benchmark survey
- ACT score reports and internal tracking methods used for ACT Now!
- Senior exit survey
- Advisor commentary
- National Student Clearinghouse (NSCH) for enrollment and degree verification

In the first five sections, results from the surveys administered in the 2015-16 school year (and mentioned above) are reported and discussed.

National Student Clearinghouse

Section VI of this report contains our third evaluation of enrollment rates using data from National Student Clearinghouse for the NHS Class of 2016.

Section II: All programming (4th- 9th) Pre-/Post-Survey Outcomes 2015-16

This section first describes the programming run at each of our assessed grade levels (fourth, sixth, eighth and ninth), followed by the results of the surveys administered to the students before and after programming in those grades. Copies of all pre-/post-surveys can be found on pages 81-90 in Appendix C. Throughout this report, graphs are numbered by grade level.

Fourth Grade (College and Money Savvy Wildcats)

Outreach at this grade level focuses on increasing financial literacy and college know-how through specially designed lesson plans. This curriculum is then reinforced by a theatre performance featuring local actors. The three main components of the fourth grade outreach are:

- **College & Money Savvy Wildcats.** For nine weeks in the fall, specially designed lesson plans that revolve around the relationship between earning power and educational attainment are delivered in every fourth grade classroom. One portion of the curriculum emphasizes the four money management skills of save, invest, donate and spend. In addition, each classroom adopts a college and learns about not only that institution, but also other college vocabulary and information.
- **The Piggy Bank Game.** Each class is given a 4-slotted Piggy Bank and the students have the opportunity to earn tokens by exhibiting key college-going behaviors as a class. The game provides a hands-on, visual, and fun way to reinforce the curricular concepts of saving, investing, donating and spending. It also further emphasizes those school habits that lead to college attendance. At the end of the game, the tokens become actual money. The students are then given specific spending or donating options for which they can use their earnings.
- **Ready 4 College Players.** In the second semester, local actors perform an original script, "The Wonderful Wizard of College", written to reinforce the fall College & Money Savvy lesson plans. Six performances are scheduled at The Works, a local educational resource where in addition to seeing the play, each fourth grader has the opportunity to participate in three other learning sessions revolving around art, science, and money.

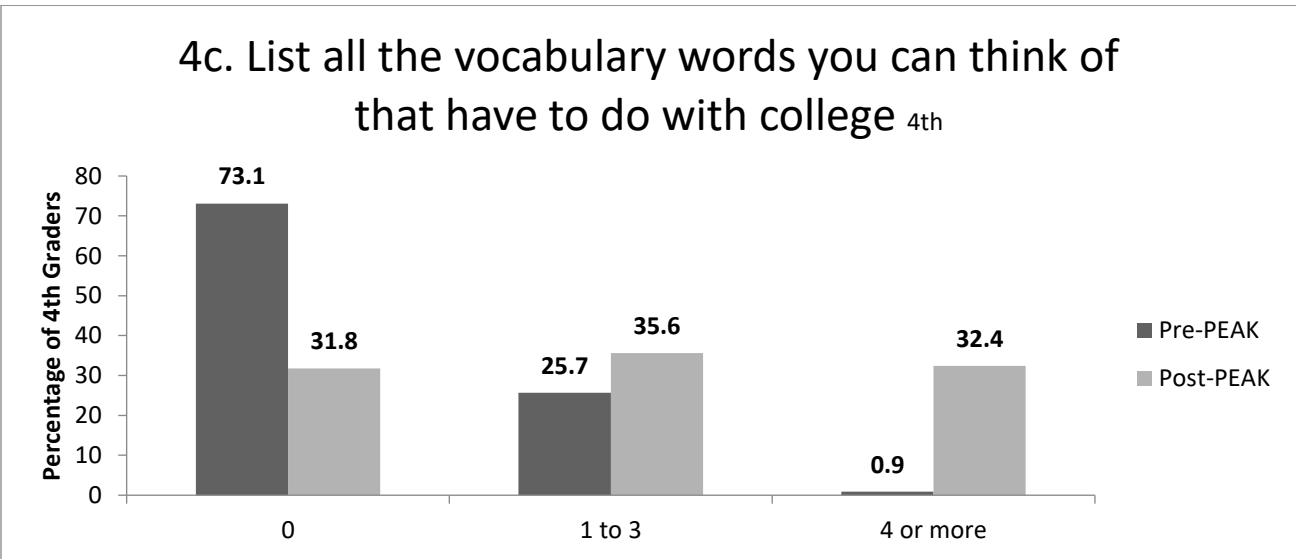
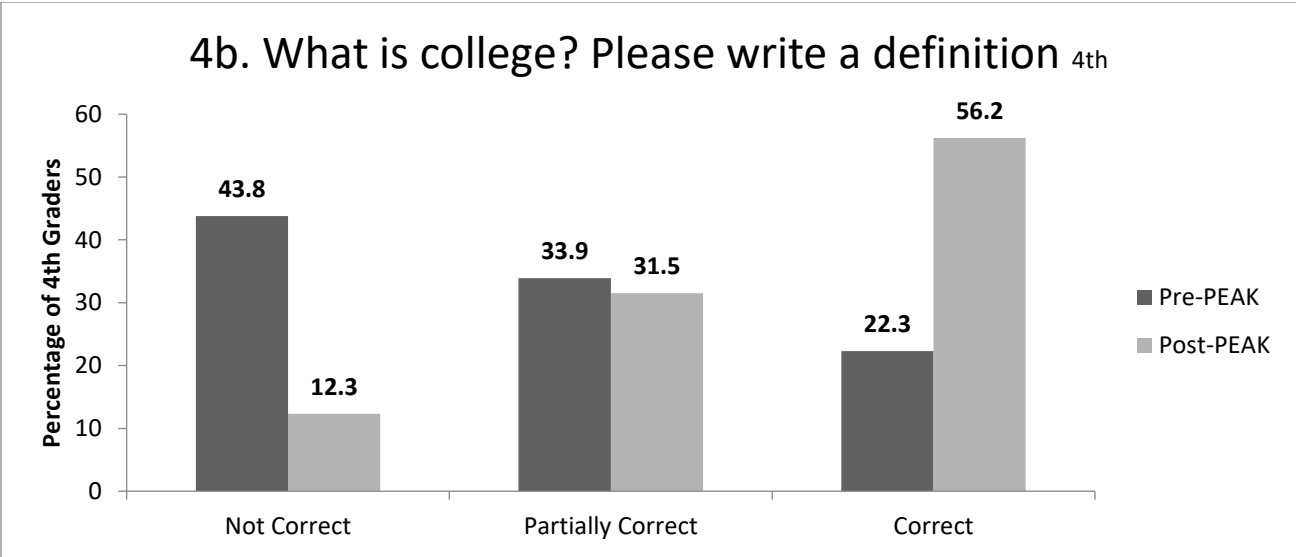
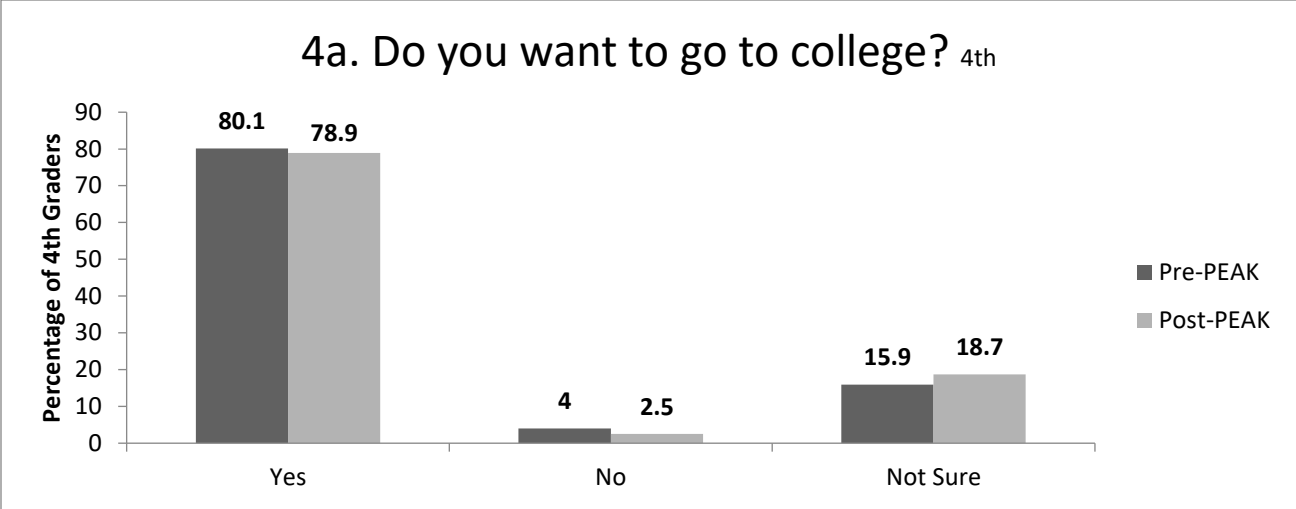
Survey sample: 402/510 fourth graders completed the pre- and the post-survey (79% return)

SUMMARY OF OUTCOMES:

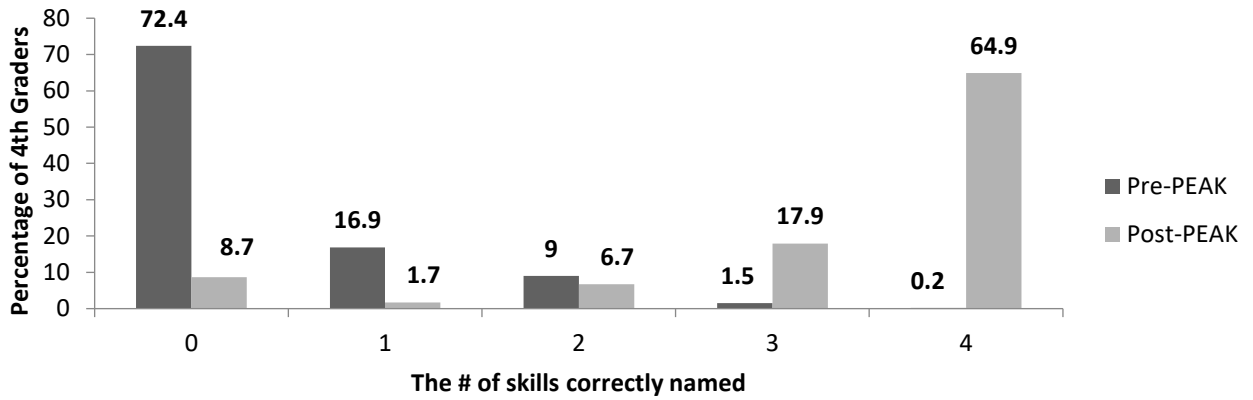
1. In general, comparing pre/post results for this year's programming evidenced smaller gains than were seen in the past three years, particularly in the area of vocabulary acquisition.
2. This year for the first time, we saw a decrease in the percentage of students indicating a desire to be college bound after the College & Money Savvy outreach concluded (Graph 4a). Although the decrease is not statistically significant, it is nonetheless noteworthy.

On the positive side, the number of students answering “no” to the question “Do you want to go to college?” did go down post-programming, with 1.5% more students moving from “no” to a “not sure” answer.

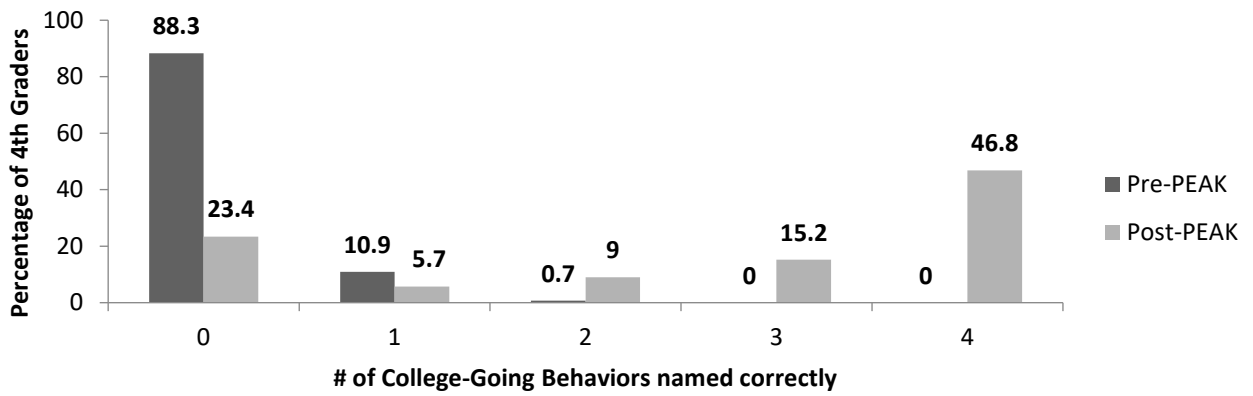
3. Post-programming, fourth graders were over 2.5 times more likely to give a correct definition of college. (PEAK’s definition: College is any education after high school graduation). Before the outreach, just over 20% of fourth graders correctly defined college; after the outreach, 56% were able to give the full correct definition. (Graph 4b)
4. College and Money Savvy Wildcat programming again evidenced gains in the students’ acquisition of the targeted college terms, but increases were not as large as they have been in the past three years. As a part of the nine-week curriculum and reinforced by a special workbook, fourth graders learn eight college vocabulary words (degree, Associate’s, Bachelor’s, campus, professor, major, intramural, and scholarship). In addition, three other college vocabulary words are considered correct on this survey (mascot, laboratory, and dormitory). Prior to PEAK, 73% of the students could not list a single target college vocabulary word. Post PEAK, nearly a third of the students could name four or more vocabulary words and 68% could name at least one. (Graph 4c) Disappointingly, this year 31.8% of the fourth graders at the end of the outreach did not list a single target vocabulary word, the highest percentage in four years. (17.8 % in 2013; 20.6% in 2014; 16.8% in 2015)
5. As in the past, of all learning outcomes, fourth graders demonstrated the most significant gains in the acquisition of the targeted financial literacy terms. Through a game and specific lesson plans, the fourth graders learn about the four money management skills of save, spend, donate and invest. Prior to the programming, less than 2% of the surveyed students could name three or more money management skills. After the outreach, 83% could name three or more. (Graph 4d)
6. Fourth graders are taught there are four very important school habits they need to continue to practice and work at in order to be ready for college. The PEAK “College-Going Behaviors” are: Reading, Completing Homework, Completing In-Class Work, and Attendance. Prior to PEAK programming, only one-fourth grader could identify two or more of these targeted behaviors. Post PEAK, 285 students (71%) could name two or more. Just under half of the students (46.8%) named all four college-going behaviors. (Graph 4e)



4d. What are the 4 money management skills? 4th



4e. List the 4 College-Going Behaviors 4th



Sixth Grade (Kids2College lesson plans and campus visit)

Outreach at this grade level focuses on expanding college knowledge and exploring career interests. The two main activities are:

- **Kids2College.** Every sixth grader is introduced to basic college vocabulary, what it takes to be college-ready, and what type of career is associated with each type of educational level. These concepts are introduced through the Kids2College program, a national 6-lesson plan curriculum made available by the philanthropic arm of Sallie Mae, and adapted by A Call to College staff to address our specific target outcomes and NCS student needs.
- **Campus Visit.** The capstone activity of the Kids2College curriculum is an actual campus visit. Every sixth grader is given the opportunity to tour campus, hear an admissions presentation and eat lunch in the dining hall at one of eight local universities: Central Ohio Technical College, Capital University, Denison University, Kenyon College, Mount Vernon Nazarene University, Ohio Dominican University, The Ohio State University at Newark and Otterbein University.

Survey sample: 325/474 sixth graders completed the pre- and the post-survey (68% return)

SUMMARY OF OUTCOMES:

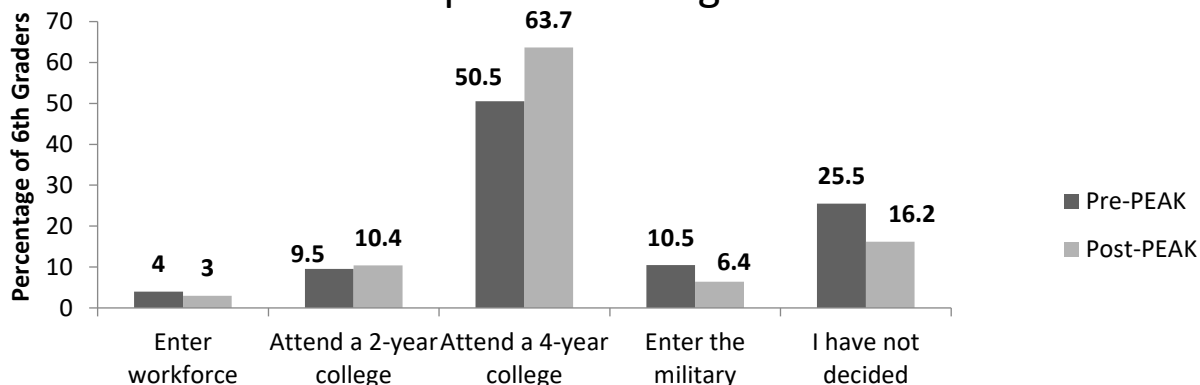
1. Increased aspiration for education through and beyond high school was demonstrated in the following ways:
 1. The desire to attend a 4-year college immediately after high school increased by nearly 13.2% as a result of the sixth grade programming, one of the largest gains we have seen since 2013. (Graph 6a)
 2. Ten percent more of the students saw themselves graduating from college in ten years after the programming concluded compared to before it began. (Graph 6i) This increase was by far the largest we have seen since assessment began.
 3. Conversations with a parent or guardian about attending college showed a noteworthy and statistically significant increase when comparing pre- and post-programming responses. Over 12% more students indicated frequent conversations with a family member about attending college after the outreach than before. (Graph 6c)
2. Throughout our surveys and regardless of age, the majority of NCS students indicate significant doubt about whether they can afford college. These worries only slightly decrease post-programming. For example in this year's sixth grade pre-/post-surveys, about the same percentage of students responded "I don't know" to the statement, "I can afford to pay for college". However, there was almost a 10% increase in the number of students who "agree" or strongly agree" with the statement. Messaging from family

members more than likely conveys to students “money is tight and we can’t help you pay for college”. Before and after responses to this particular sixth grade survey question have been consistent over the last six years of programming. However, one way to combat the dampening effect of “money doubt” is to educate program participants about other resources, beyond family funds, that can make college more affordable. The sixth grade curriculum demonstrates clear success in increasing the students’ knowledge about these other financial resources. Prior to programming, nearly 70% of the students answered, “I don’t know” or disagreed with the statement that there is a variety of financial aid resources to help them pay for college versus 31% after the conclusion of the outreach. Post-programming, three times as many students strongly agreed with this statement and over one-half fewer students answered “I don’t know” or disagreed. (Graph 6k)

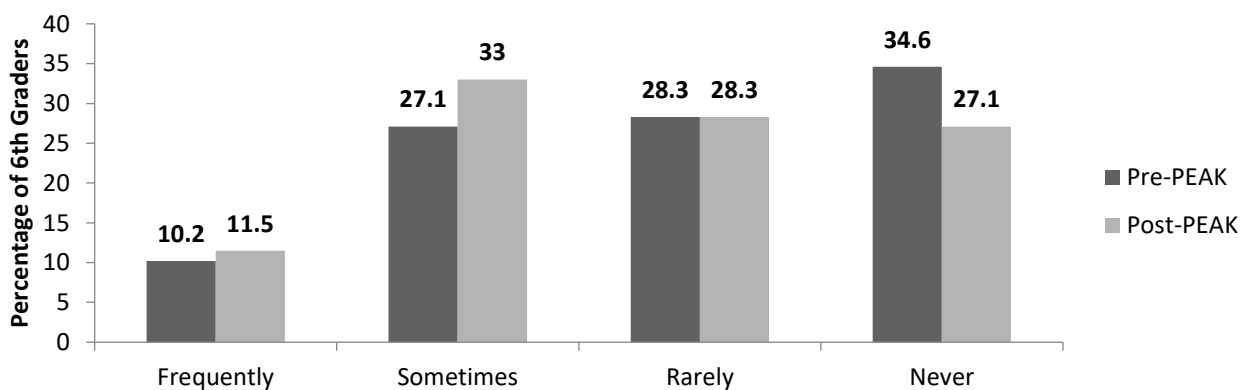
3. PEAK programming significantly increased student’s understanding of our program motto: “The More You Learn, The More You Earn” (in other words, the positive correlation between education and earning power). Over 16% more sixth graders strongly agreed with the statement that college graduates earn more money than people with only a high school diploma do after the completion of the outreach. (Graph 6h)
4. This year sixth graders evidenced a better understanding of the fact that the grades they achieve in middle school will play a role on the courses they are able to take in high school as nearly 5% more students answered “strongly agree” to this prompt following the outreach than prior to the programming. (Graph 6l)
5. The capstone activity of the programming, visiting a college, allowed nearly 40% more of the sixth graders to experience a campus for the first time (Graph 6e). Research indicates that intentional, well-planned exposure to what a college looks and feels like has a measurably positive impact on college aspirations in low-income, first-generation students. (Engle, Bermeo & O’Brien; Pell Institute, Dec. 2006)



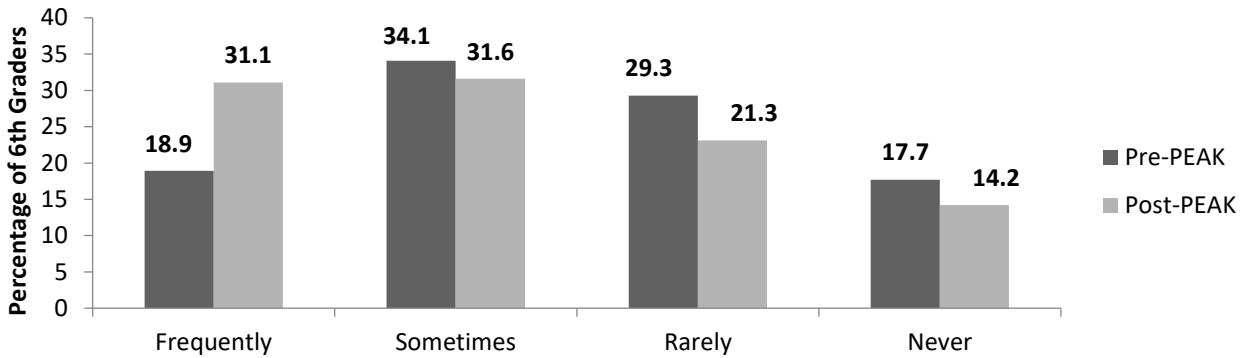
6a. Which of the following describes your immediate plans after high school? ^{6th}



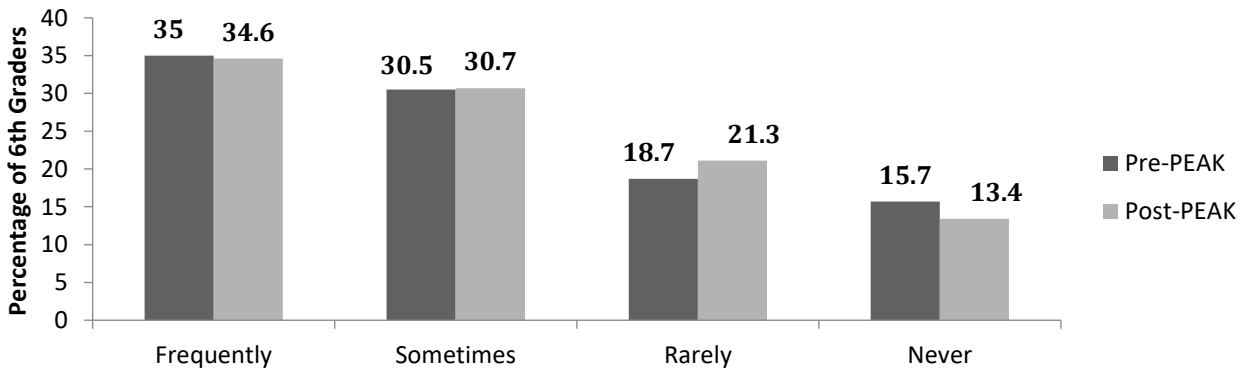
6b. How often do you talk with parent(s) about the classes you plan to take in HS? ^{6th}



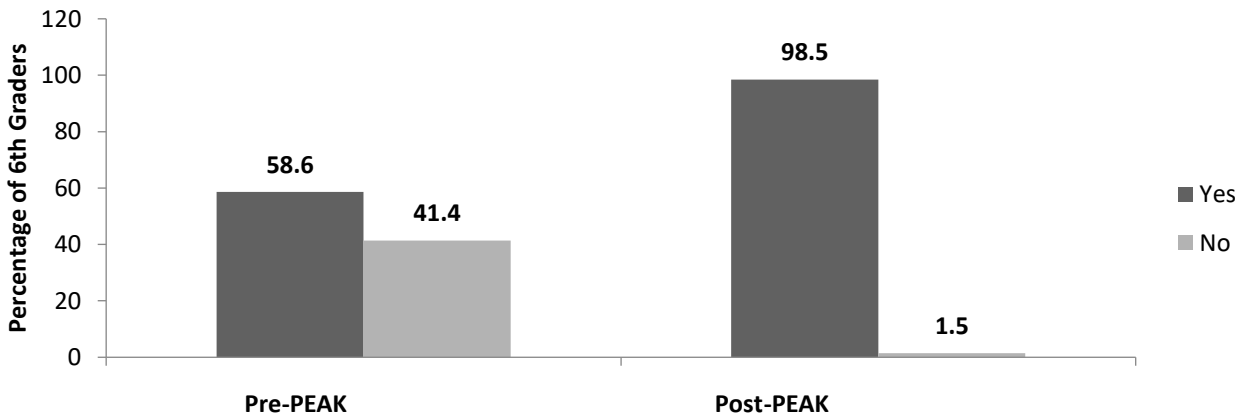
6c. How often do you talk with your parents about attending college? ^{6th}



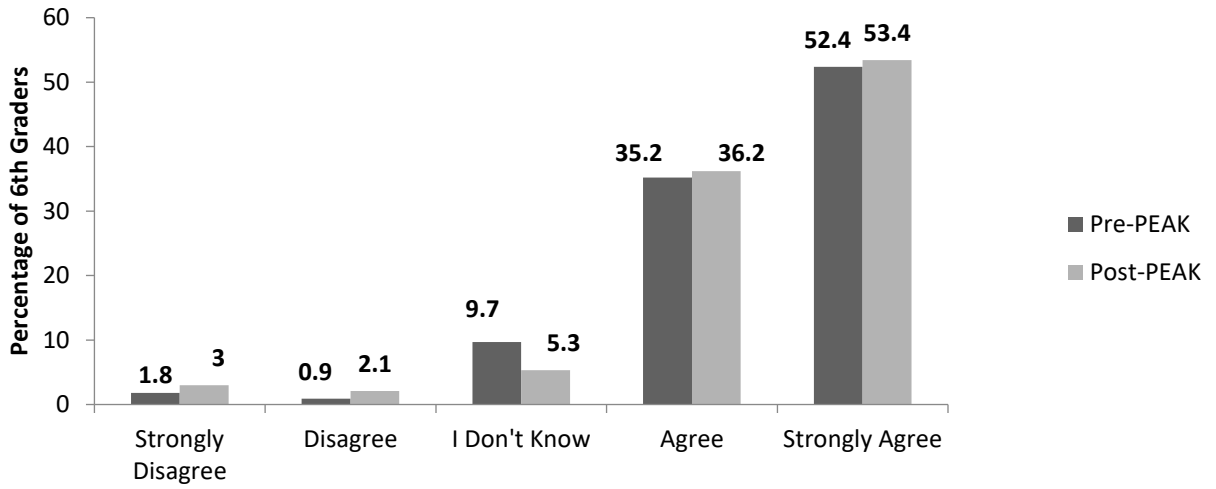
6d. How often do you talk with your parents about your career goals? ^{6th}



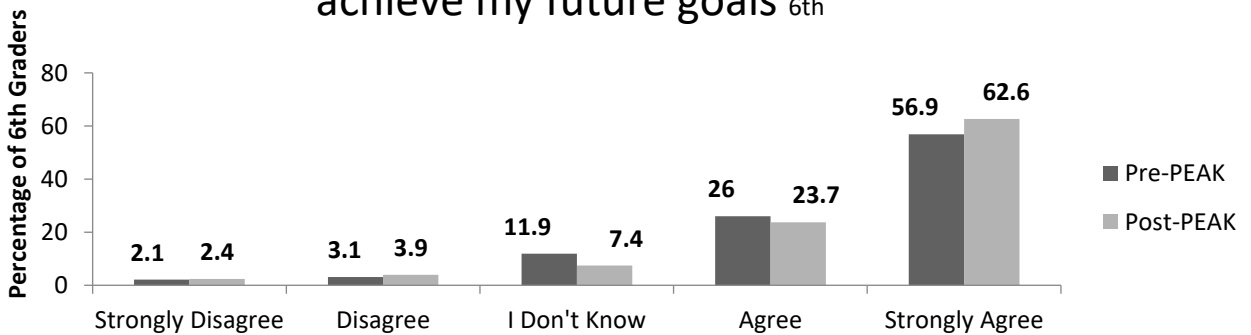
6e. Have you visited a college or university before? ^{6th}



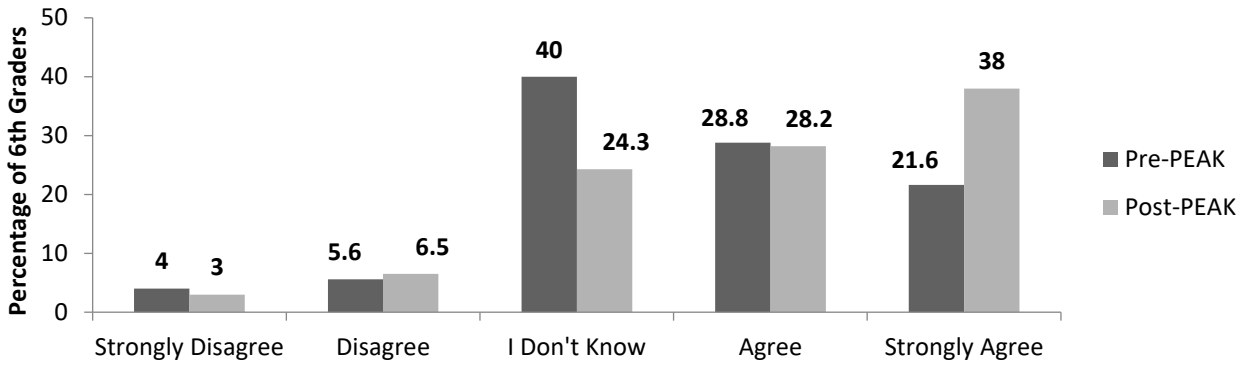
6f. Making good grades in middle school helps me achieve my future goals ^{6th}



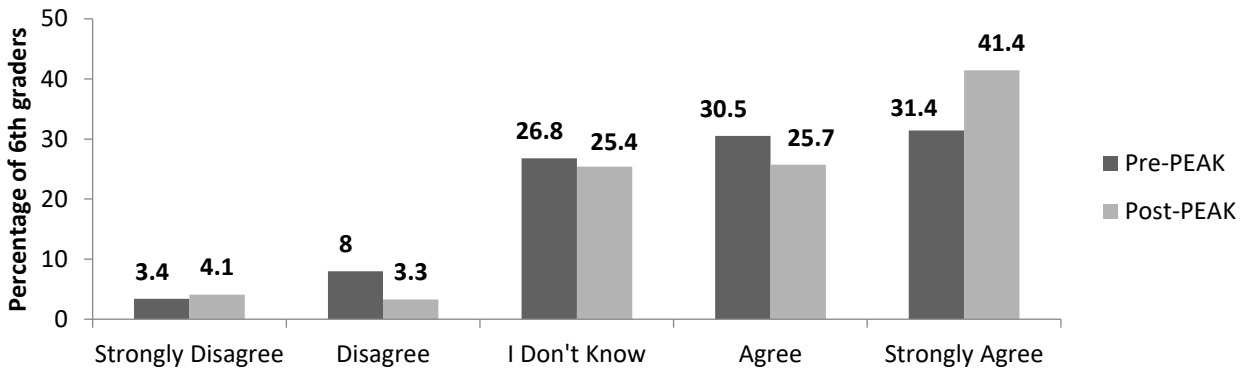
6g. A college education is important for me to achieve my future goals ^{6th}



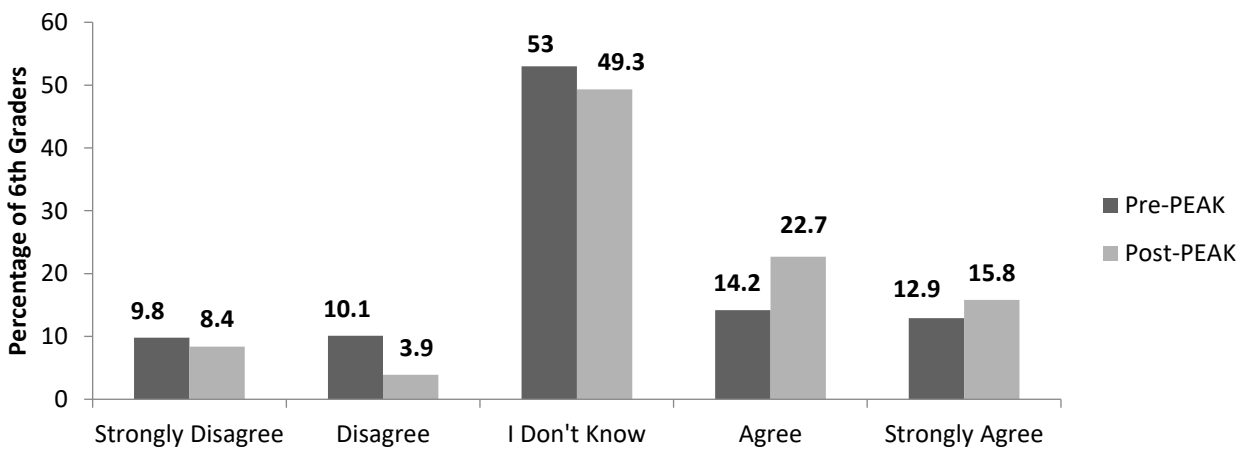
6h. College graduates earn more money than people with only a high school diploma ^{6th}



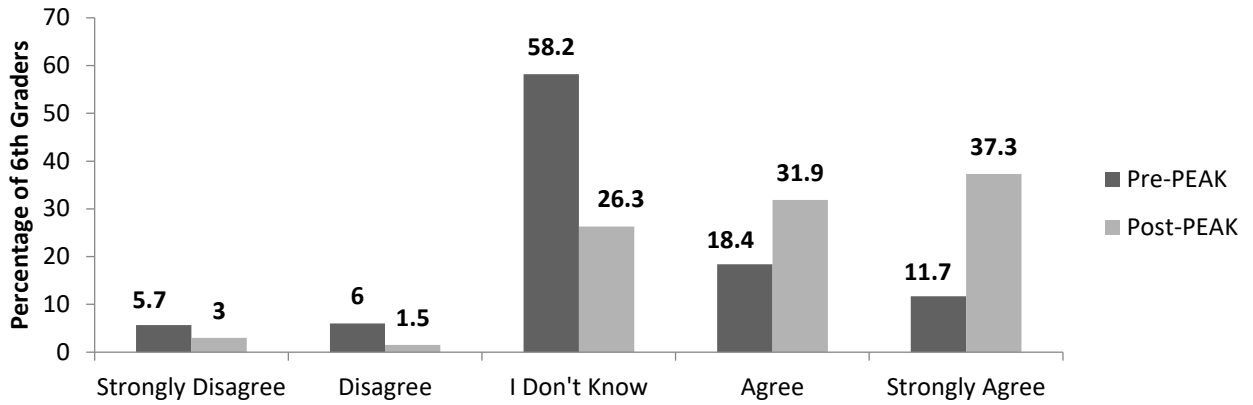
6i. I see myself graduating from college in ten years ^{6th}



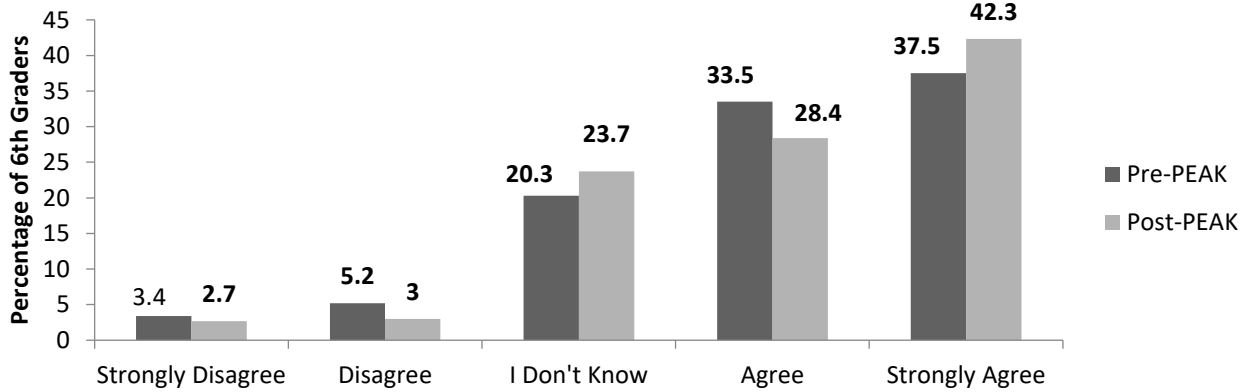
6j. I can afford to pay for college ^{6th}



6k. There are a variety of financial aid resources to help me pay for college 6th



6l. The grades I make in middle school affect the courses I can take in high school 6th



Eighth Grade (The 3 C's & Reality Store)

Outreach at this grade level focuses on three priorities: career education, financial literacy, and expanding college knowledge. The main activities are:

- **3C's (College, Careers and Cash).** During five lesson plans and using a specially designed workbook, every eighth grader is introduced to the basics of career exploration. One component of this outreach helps students set up an account and learn to navigate OMJ (Ohio Means Jobs), a comprehensive on-line program that offers extensive career and college information. The Ohio Department of Education provides this resource free of charge to all school districts. By the end of the programming, students complete several assessments including a career cluster inventory and Reality Check, as well as play "You are The Boss" and Skills Bingo.
- **Reality Store.** A financial simulation game in which the students assume an adult identity and for purposes of the game, each is randomly assigned a level of educational attainment, an occupation, monthly earnings and certain life/family characteristics (married, single, children). Through participating in Reality Store and the two classroom lessons that precede it, students learn some valuable lessons: how to budget, how much it costs to live, that education is highly correlated with earning power, and most importantly, the serious financial consequences of dropping out of high school.

Survey Sample: 301/444 eighth graders completed the pre- and the post-survey (68% return)

SUMMARY OF OUTCOMES:

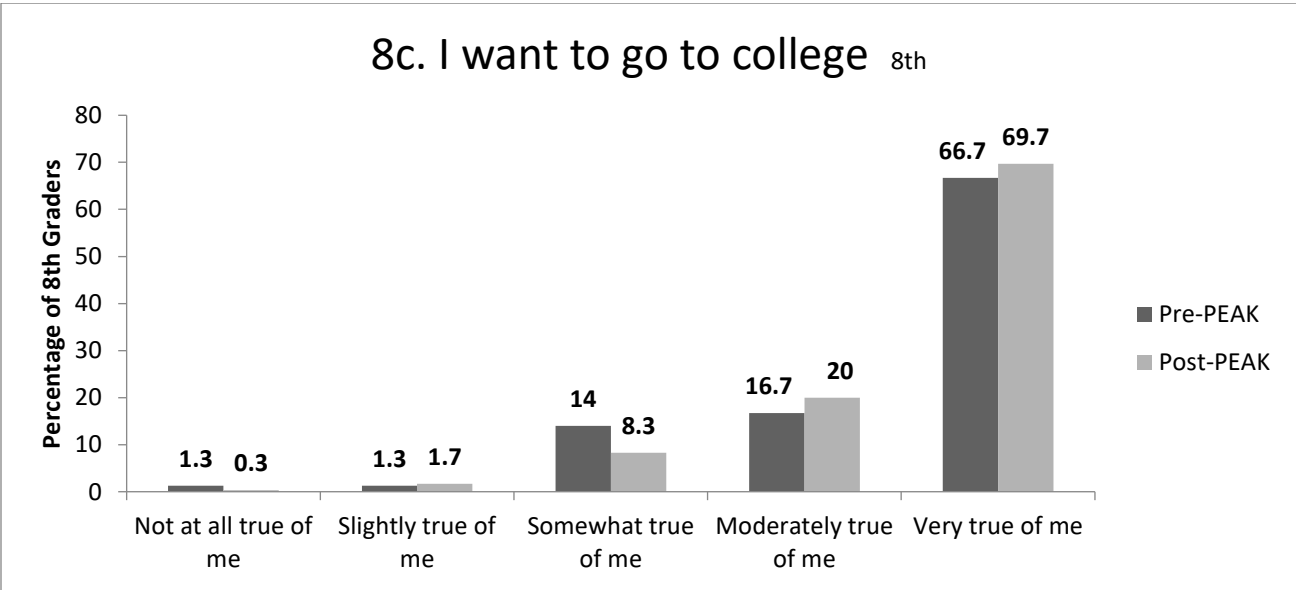
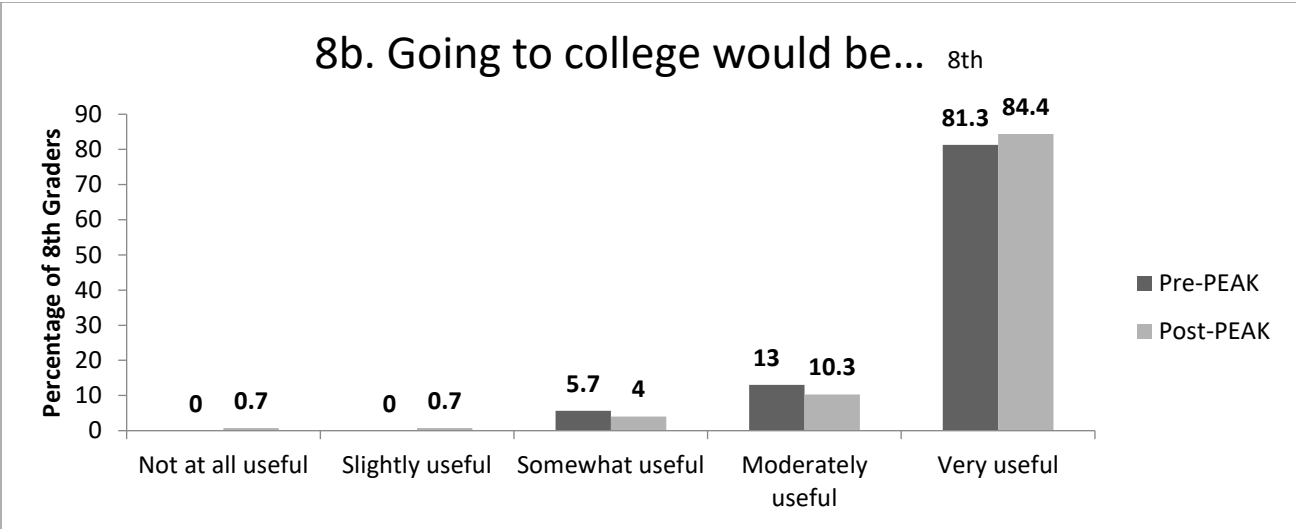
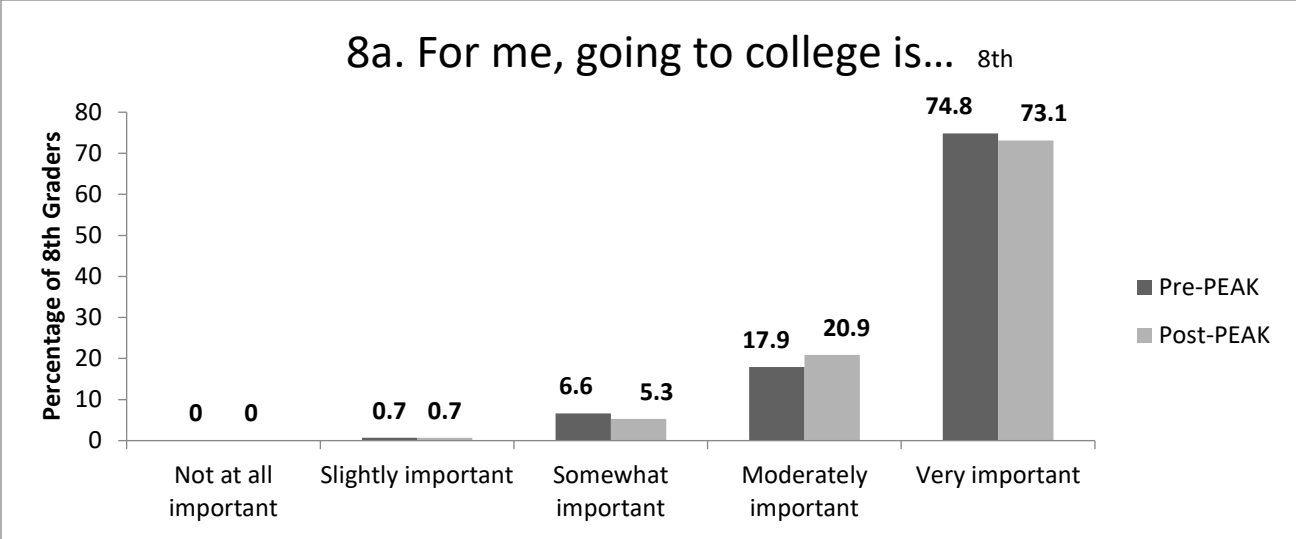
Compared to last year's results, outcomes showing increased aspiration for education through and beyond high school for eighth grade programming were a bit more striking in multiple categories this year. The eighth graders' desire to attend college increased by 6.3%, whereas last year it only increased 3.3%. (Graph 8c, moderately true and very true of me)

Other notable gains include:

- a. In response to the statement "I will graduate from high school", 5% more eighth graders chose "very likely" following the conclusion of the year's programming compared to responses on the pre-survey. (Graph 8d)
- b. When asked about post high school graduation plans, just under 8% more eighth graders chose either "attend a 2-year college" or "attend a 4-year college" at the conclusion of the year's outreach, than did prior to the onset of the programming. (Graph 8e)
- c. Pre- and post-surveys showed evidence of students more likely to imagine themselves receiving a 2-, 4-year or advanced college degree. (Graph 8g)

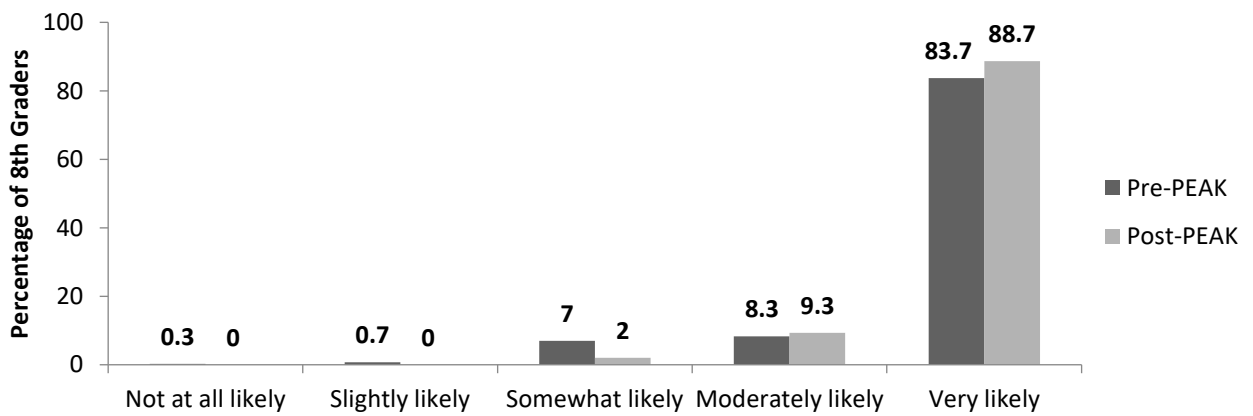
- d. Clearly, both components of our eighth grade programming are reinforcing our favorite phrase “The More You Learn, The More You Learn”. When asked whether they will earn more money if they continue their education beyond high school, 10.6% more of the students answered “very true” following the year’s programming. (Graph 8m)
- e. Given that eighth graders tend to be at a developmental stage that is hypercritical of anything that an authority figures does, we can be pleased that a large majority of the students answered “very true of me” (50.7%) or “moderately true of me” (35%) when asked whether they found participating in our programming valuable. (Graph 8n)
- f. This is the second year of data for question 8h, added in 2014-15, about career exploration -- a major focus of our eighth grade outreach. This question attempts to determine whether the students involved in our programming feel they have had an opportunity to look into a few careers of interest. The first year of data evidenced nearly 7% more of the eighth graders answering “moderately true of me” “or very true of me” to this question. This year just over 9% indicated they had investigated a few careers of interest at the conclusion of our programming versus prior to the start of 3C’s and Reality Store. (Graph 8h)



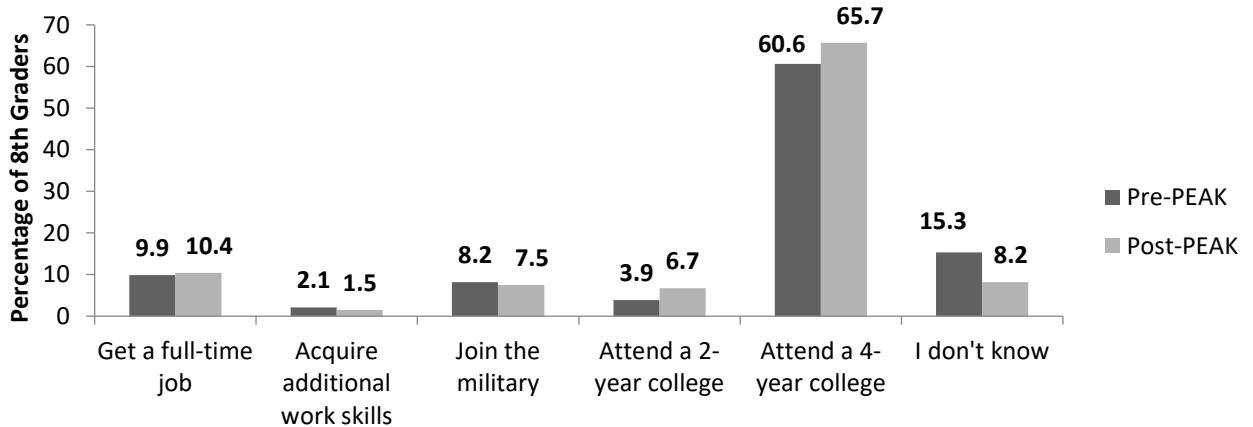


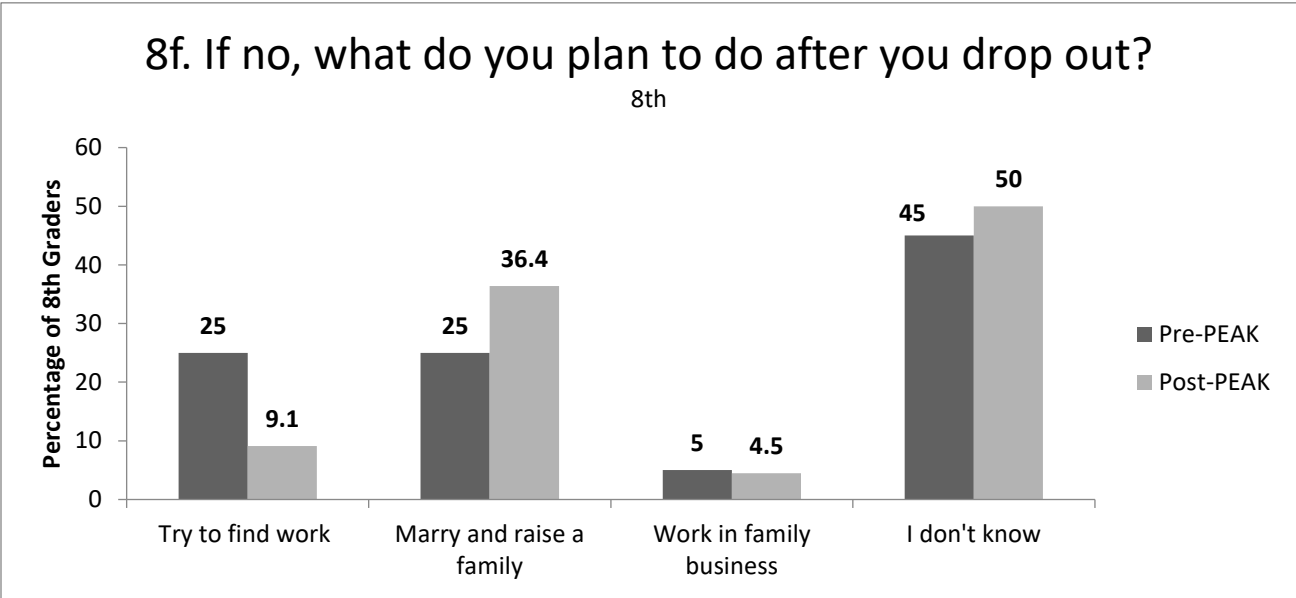


8d. I will graduate from high school 8th

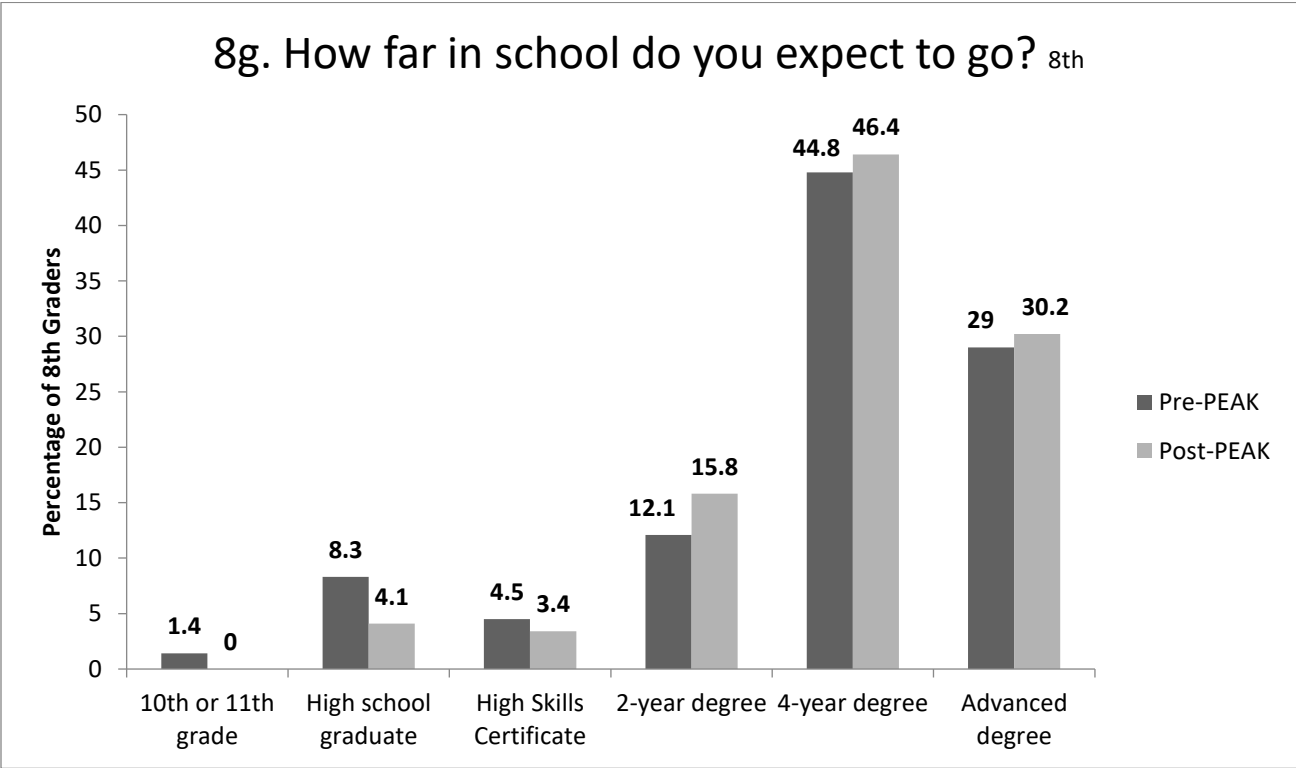


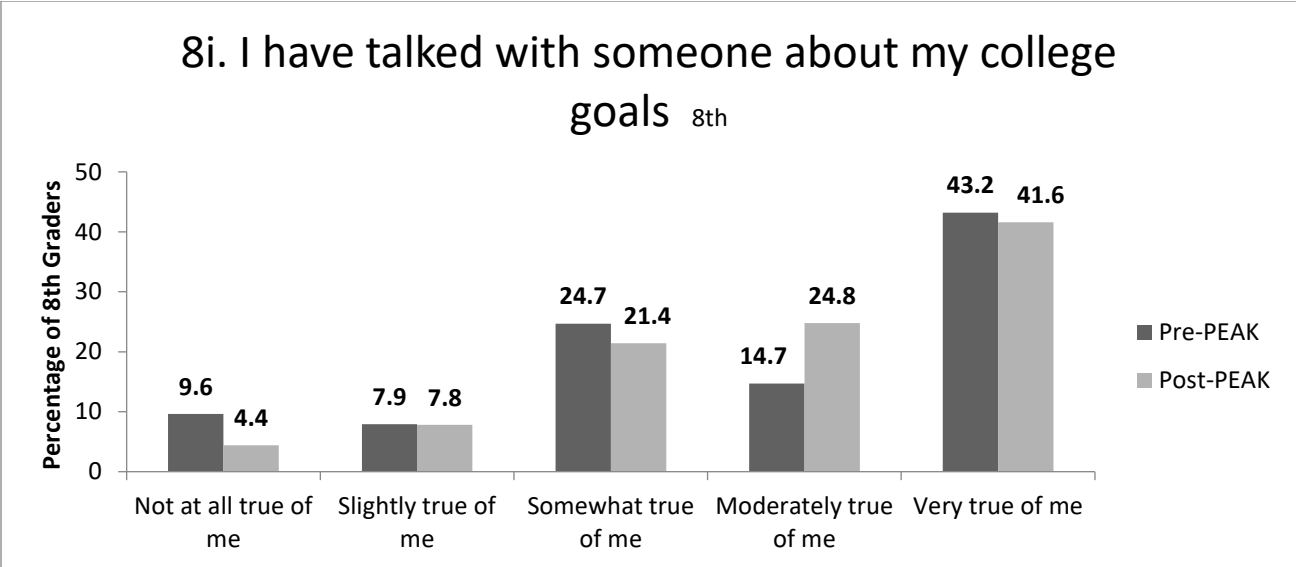
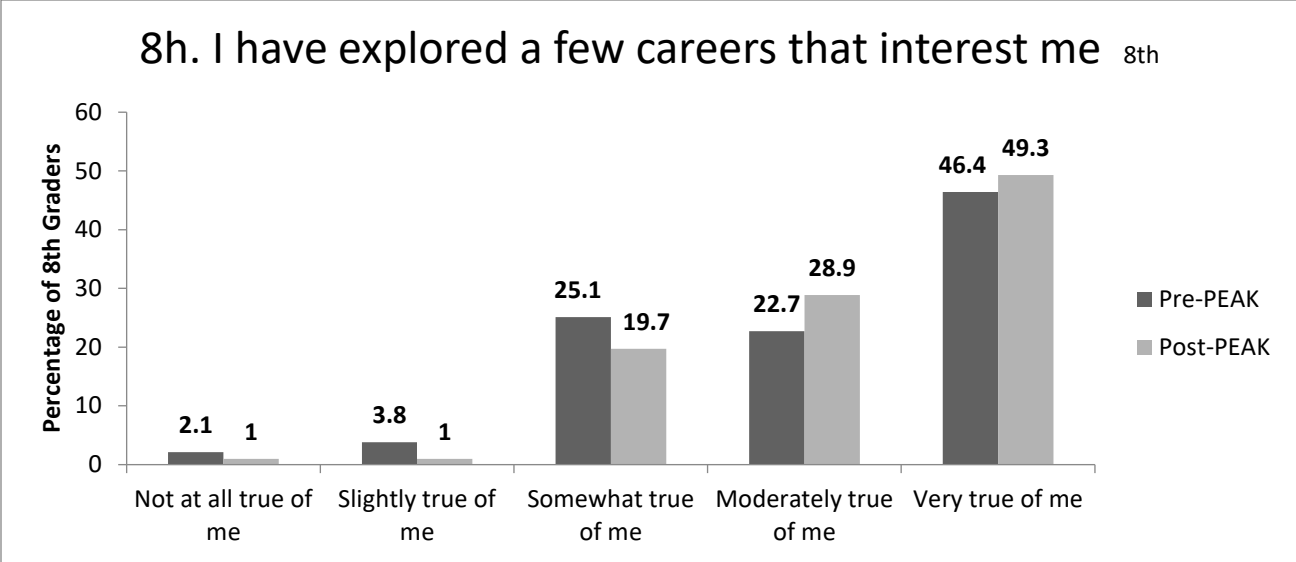
8e. If yes, what do plan to do after you graduate from high school? 8th

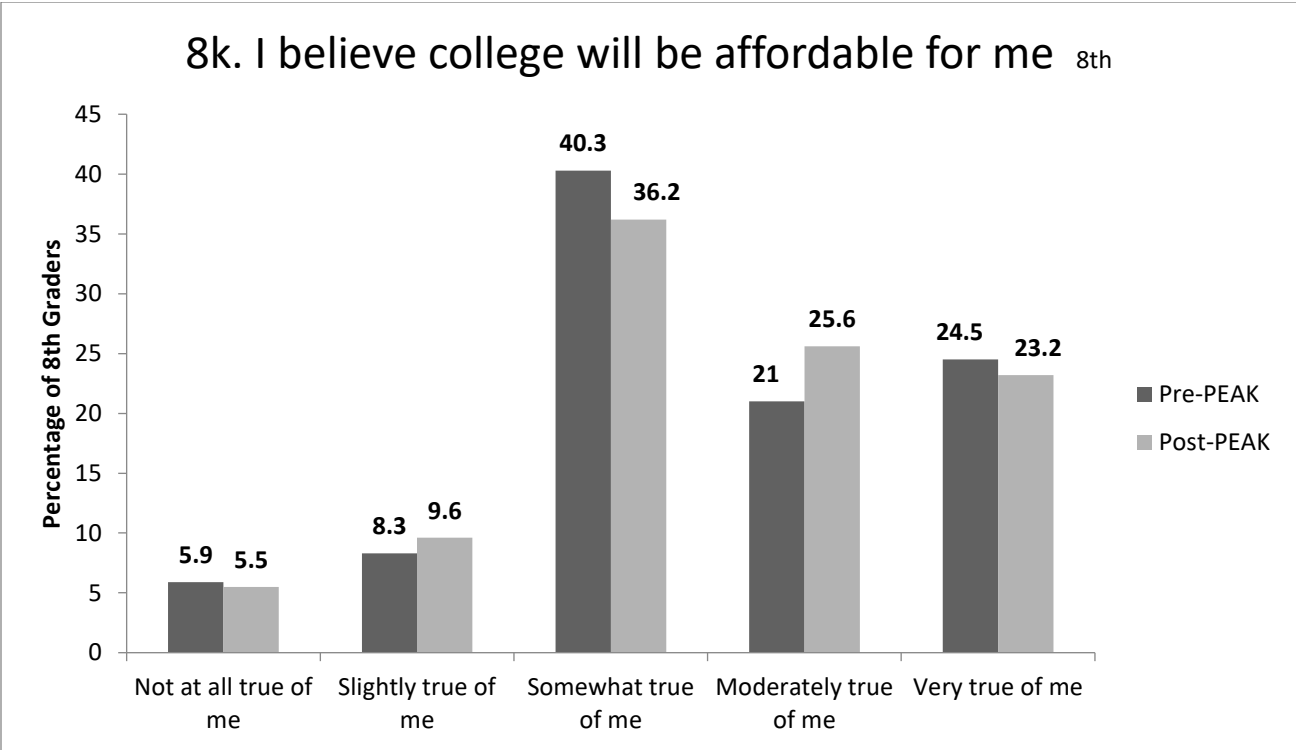
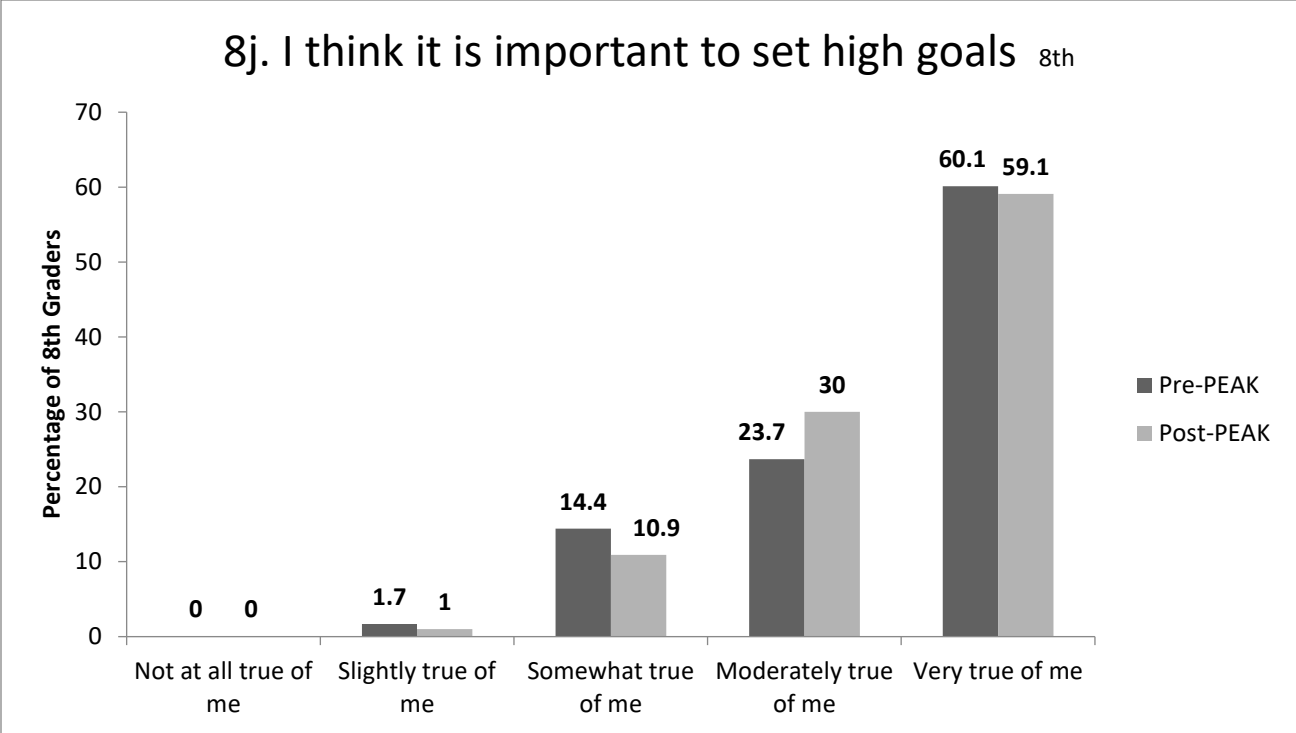




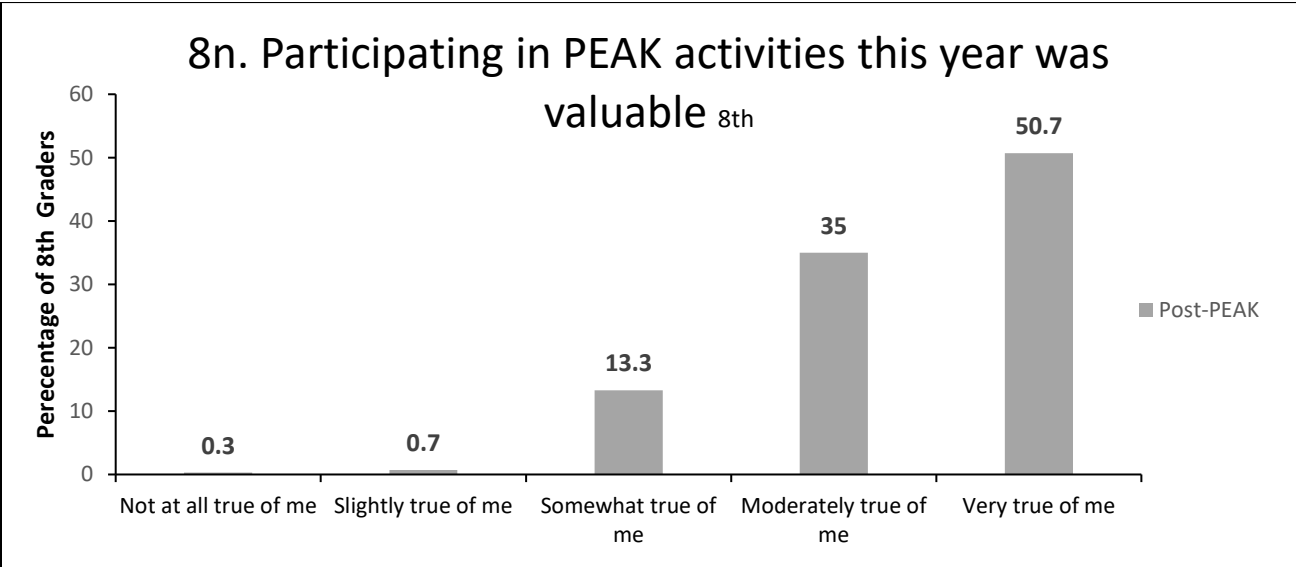
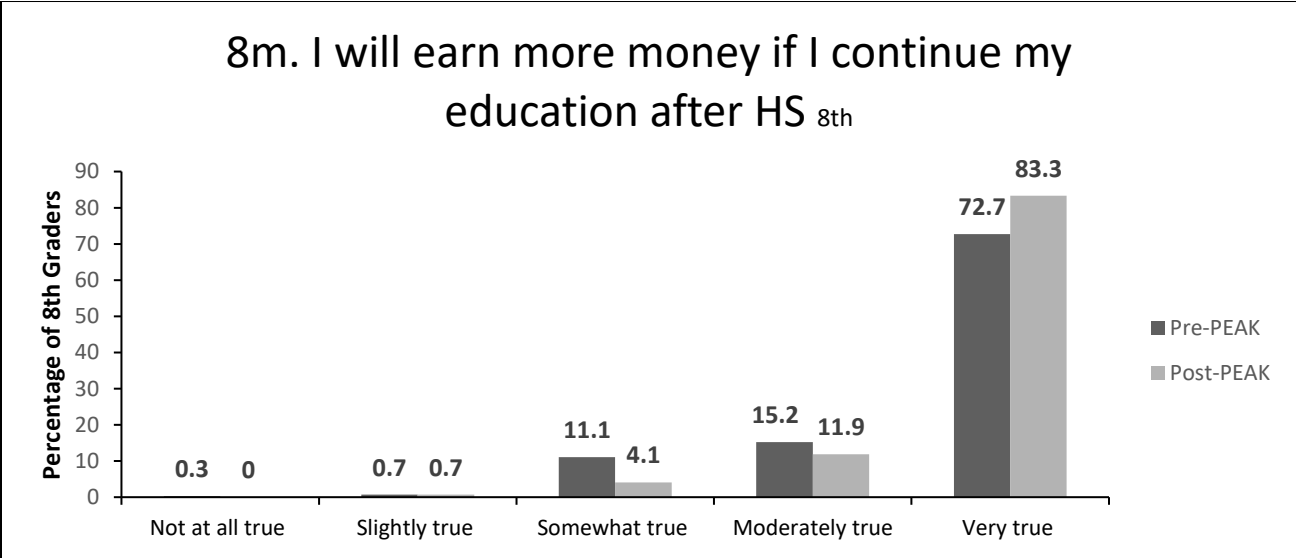
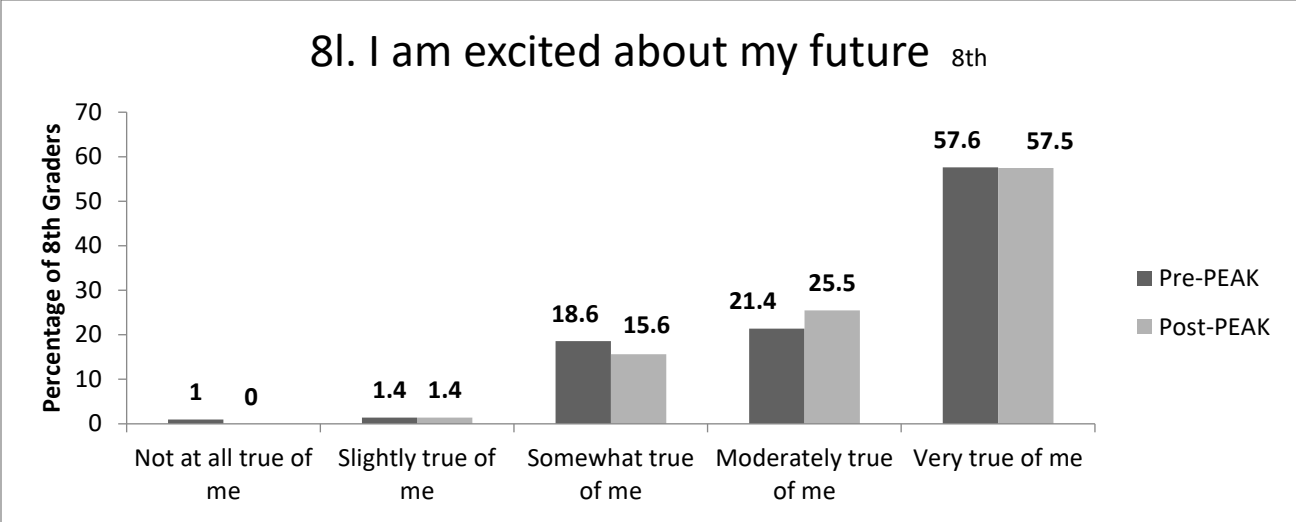
Comment: 20 students answered this question in pre-survey, 22 in post-survey. Thus, percentages indicated use a very small sample size.







Comment: As is seen with the sixth grade data, there is also significant worry about college affordability on the part of our eighth graders. Less than 24% answered “very true of me” to this question post-outreach, and over half the students indicated a heightened level of concern (answering somewhat, slightly or not at all) to this question regardless of pre- or post-outreach.



Ninth Grade (Start Your Story)

Outreach at this grade level was initiated in the fall of 2015 following a full year of preparation. The planning year occurred in collaboration with a Newark High School committee. The school district was interested in developing a freshman success program for NHS at the exact time the A Call to College Governing Board green lighted the launch of its own ninth grade programming. Due to this overlapping timing, it made sense for A Call to College to join forces with the high school in order to work out scheduling, content, and delivery details in the most effective fashion.

Start Your Story consists of eight lesson plans, each a half-hour long and delivered during designated intervention periods. Staff members deliver the lesson plans over the course of the full school year teaching four lessons in the fall and four lessons in the spring.

With the idea that the choices they make write their story, students are encouraged to author a high school story that leads to college and career success. Using a specially designed workbook, its programming focuses on five priorities: the importance of grades, course selection, attendance, goal setting and getting involved in extracurricular activities.

Survey Sample: 310/406 ninth graders completed the pre- and the post-survey (76% return). Pre-surveys were administered on the day ninth graders participated in Freshman Focus, one day prior to the actual start of NHS. Post-surveys were administered during Lesson Plan 8 in April, around one month before the close of the school year.

SUMMARY OF OUTCOMES:

The first year of this programming shows solid results in areas of knowledge acquisition, but mixed outcomes in areas related to aspiration and goal setting.

Notable gains include:

- a. Knowledge about the number of math, English, and foreign language credits one should take in high school to be college and career showed solid gains. Correct answers on the post-survey in each of these areas increased on average by 15%. (Graphs 9SYSm, 9SYSn, and 9SYSp) A smaller gain of 7% was seen in the science credit question. (Graph 9SYSo)
- b. Over a third of the ninth graders defined transcript correctly in the post-survey, a twelve-fold increase from the 3.5% who defined it correctly in the pre-survey. (Graph 9SYSq)
- c. Other significant gains were seen in the question that asked students to name up to four school-related items that are included on a transcript. In the pre-survey, less than 3% of the freshman could name four items, whereas in the post-survey

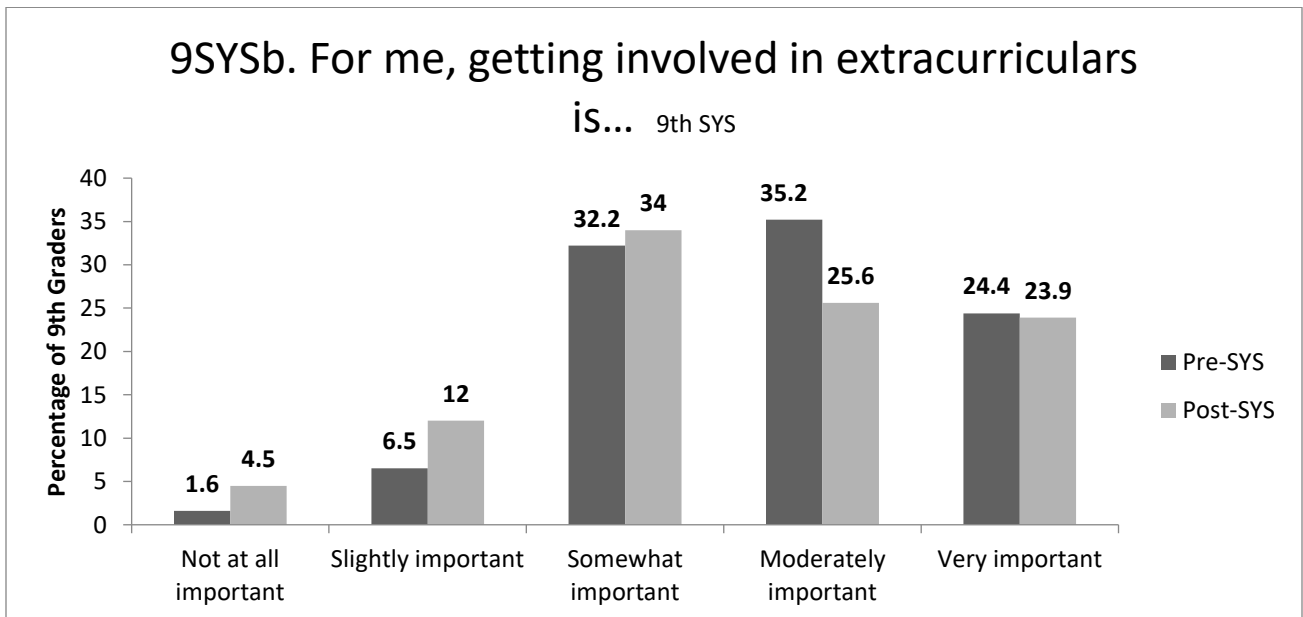
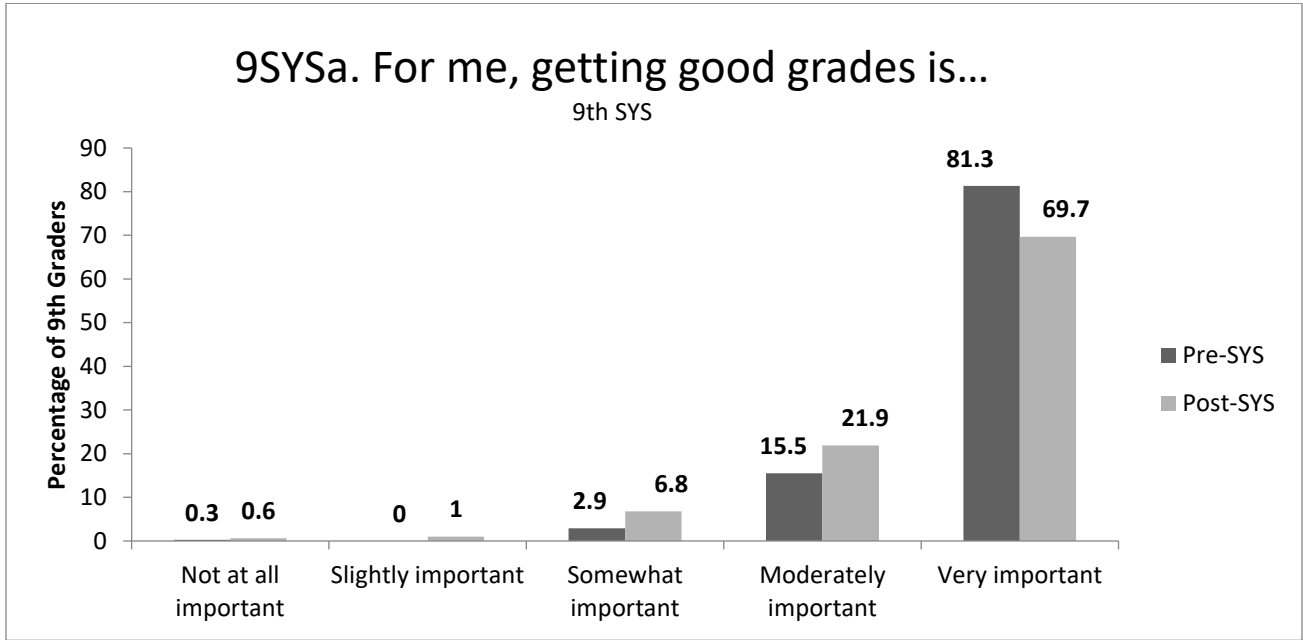
52% could name four items. Another quarter of the freshman on the post-survey named three items correctly versus 7.7% on the pre-survey. (Graph 9SYSr)

- d. Although clearly the majority of freshmen knew what the abbreviation “GPA” stood for prior to our outreach (Graph 9SYSs), less than a quarter of those freshmen were able to list a viable grade point average in response to the question “I know my grade point average” on the pre-survey. After the programming, 53.4% of the freshmen were able to respond to this question with a viable GPA. (Graph 9SYSt)

Mixed results include:

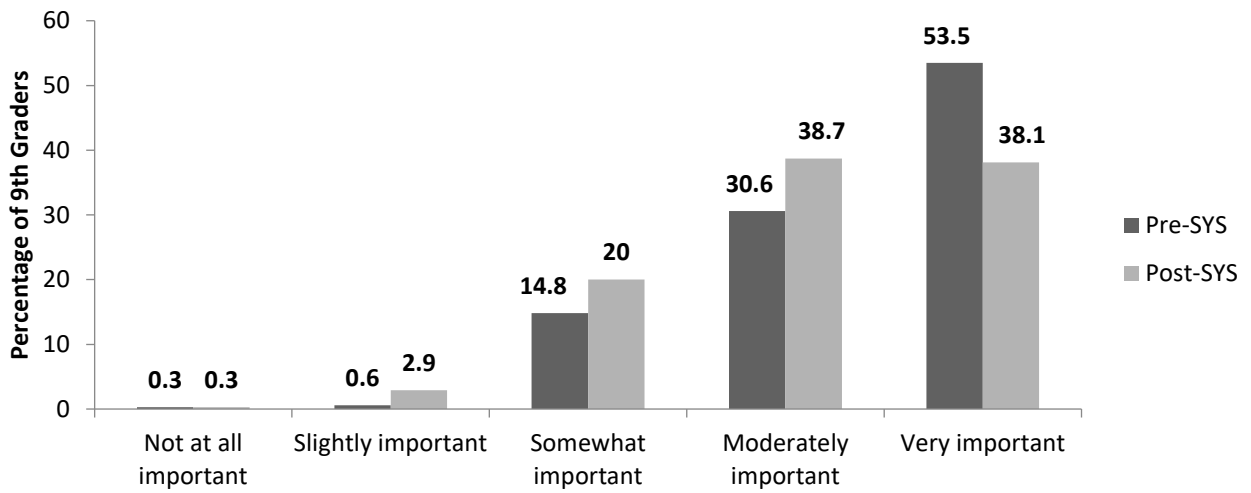
- a. The outreach seemed to have little effect, positive or negative, on students’ goal setting behavior. (Graphs 9SYSe, 9SYSg, 9SYSi, and 9SYSk)
- b. The outreach seemed to have little effect, positive or negative, for those students who did self-identify as a goal setter, on their ability to accomplish the goals they set. (Graphs 9SYSf, 9SYSh, 9SYSj, and 9SYSI)
- c. The four questions that focused on measuring aspirational changes as a result of programming all evidenced decreases in priority areas.
 - **Getting good grades.** Prior to the outreach, 96.8% of freshman surveyed said it was either moderately important (15.5%) or very important (81.3%) to them to get good grades. Following the outreach, only 91.6% of the students said it was either moderately important (21.9%) or very important (69.7%) to them to get good grades, with the biggest drop (11.6%) occurring in the “very important” category. (Graph 9SYSa)
 - **Good attendance.** Prior to the outreach, 84.1% of those freshman surveyed said it was either moderately important (30.6%) or very important (53.5%) to them to have good attendance. Following the outreach, 76.8% of the students said it was either moderately important (38.7%) or very important (38.1%) to them to have good attendance, with the biggest drop (15.4%) occurring in the “very important” category. (Graph 9SYSc)
 - **Getting involved in extracurricular activities.** Prior to the outreach, 59.6% of those freshman surveyed said it was either moderately important (35.2%) or very important (24.4%) to them to get involved in school activities. Following the outreach, 49.5% of the students said it was either moderately important (25.6%) or very important (23.9%) to them to get involved in school activities. (Graph 9SYSb)
 - **Choosing challenging courses.** Prior to the outreach, 65.3% of those freshman surveyed said it was either moderately important (36.4%) or very

important (28.9%) to them to choose challenging courses. Following the outreach, 55.4% of the students said it was either moderately important (34.8%) or very important (20.6%) to them to choose challenging courses, with the biggest drop (8.3%) occurring in the “very important” category. (Graph 9SYSd)



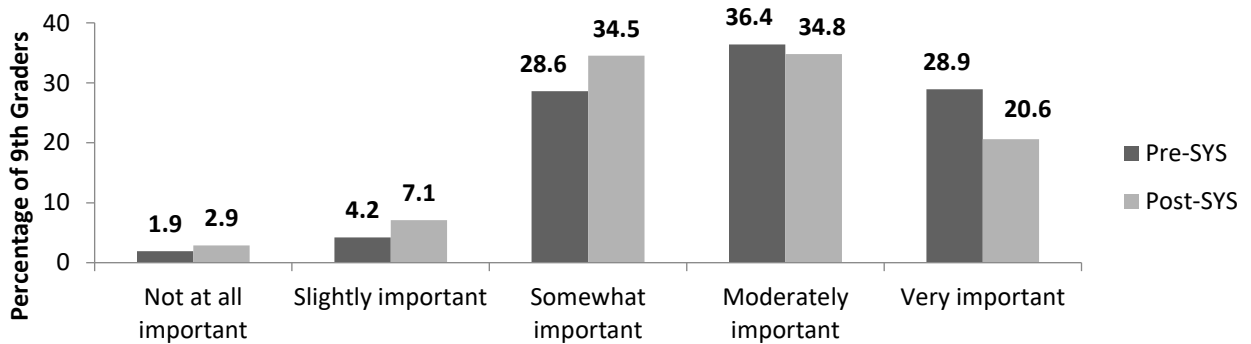
9SYSc. For me, having good attendance is...

9th SYS

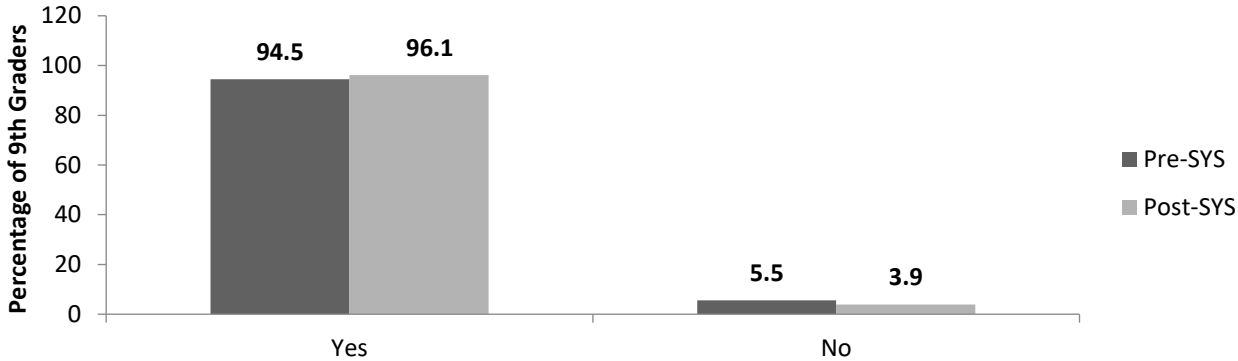


9SYSd. For me, choosing courses that challenge me

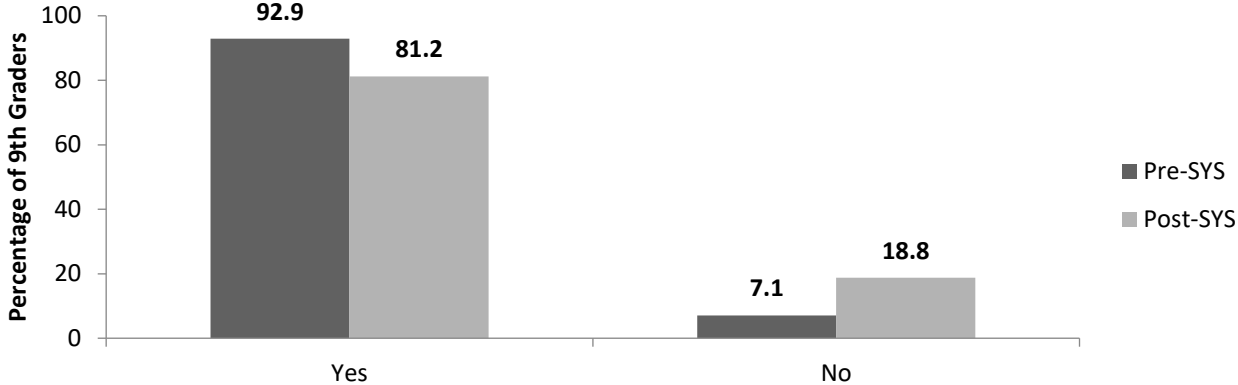
is... 9th SYS



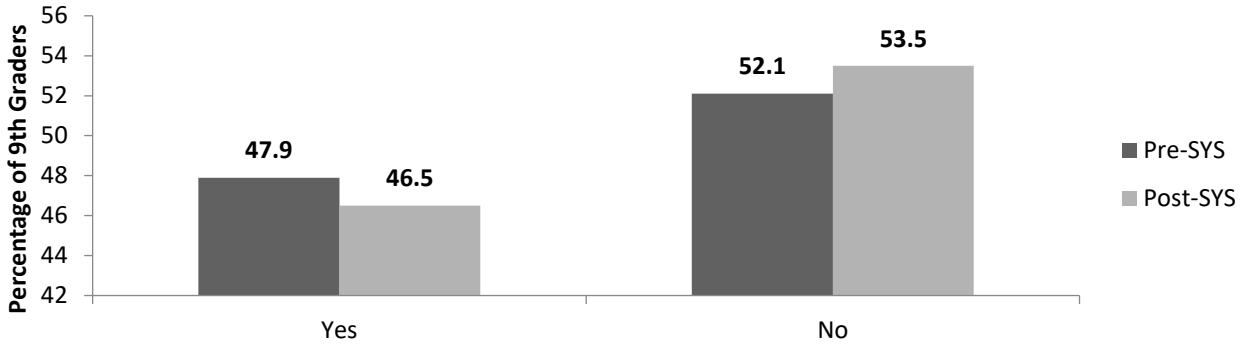
9SYSe. Have you ever set a goal in the area of grades? 9th SYS



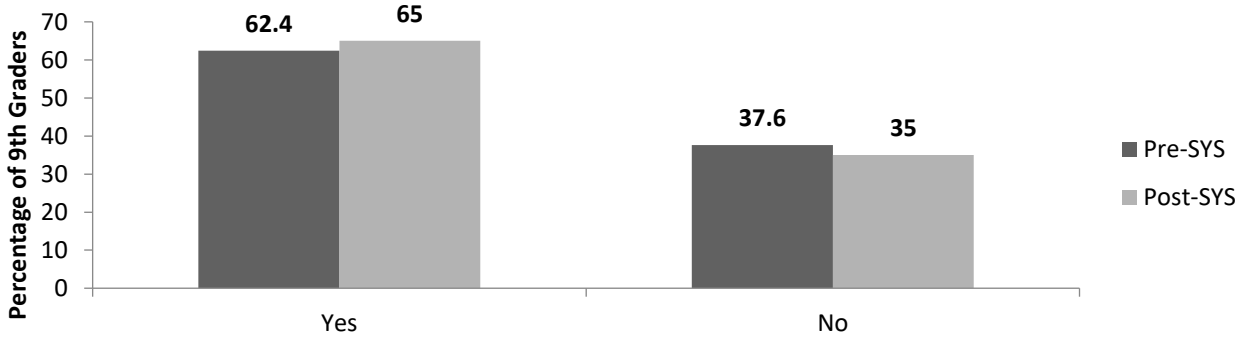
9SYSf. If yes, did you accomplish this goal in grades? 9th SYS



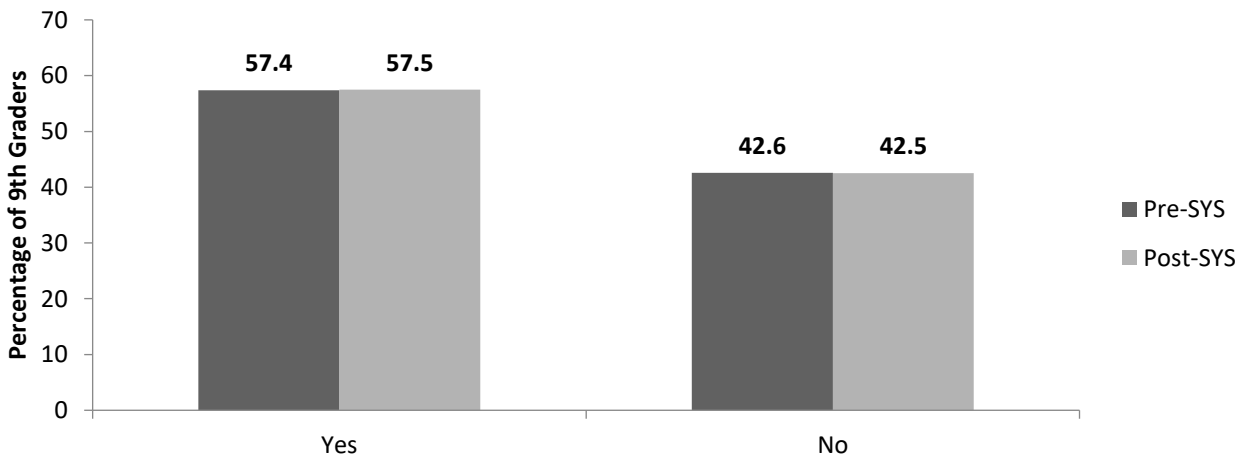
9SYSg. Have you ever set a goal in the area of attendance? 9th SYS



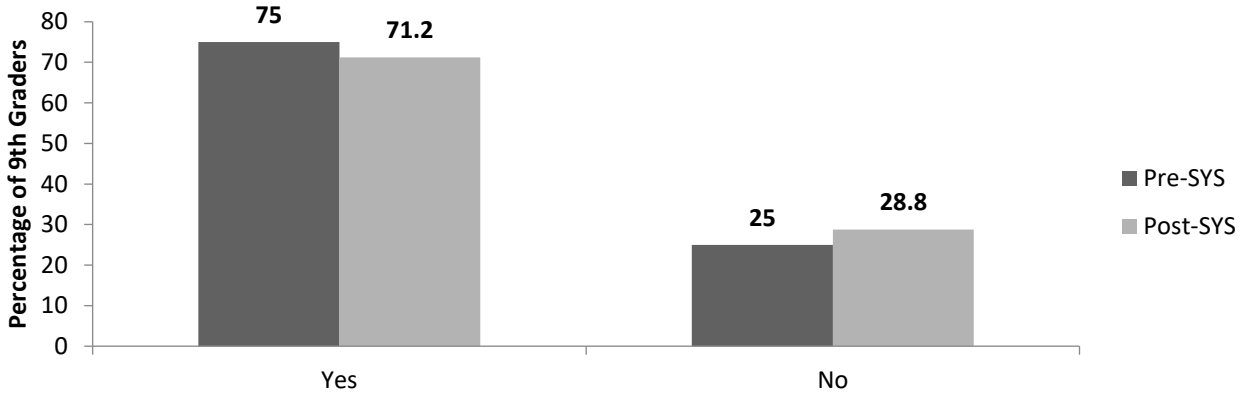
9SYSg. If yes, did you accomplish this goal in attendance? 9th SYS



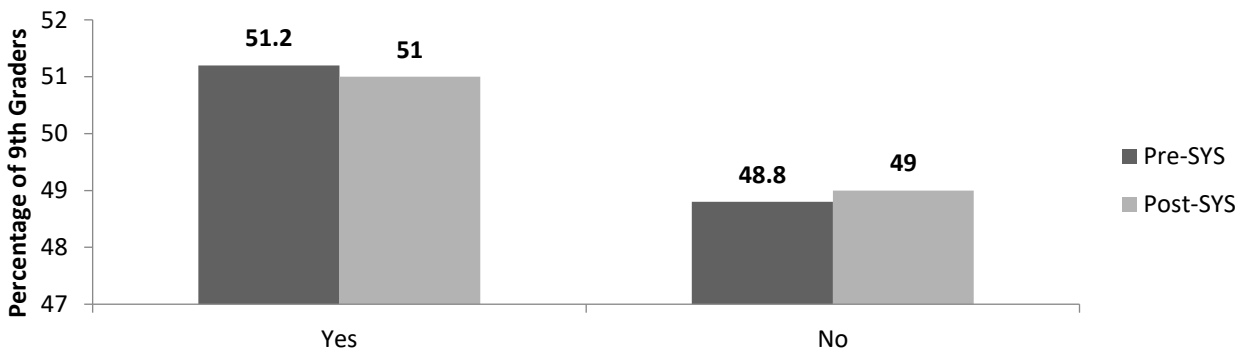
9SYSi. Have you ever set a goal in the area of joining school activities? 9th SYS



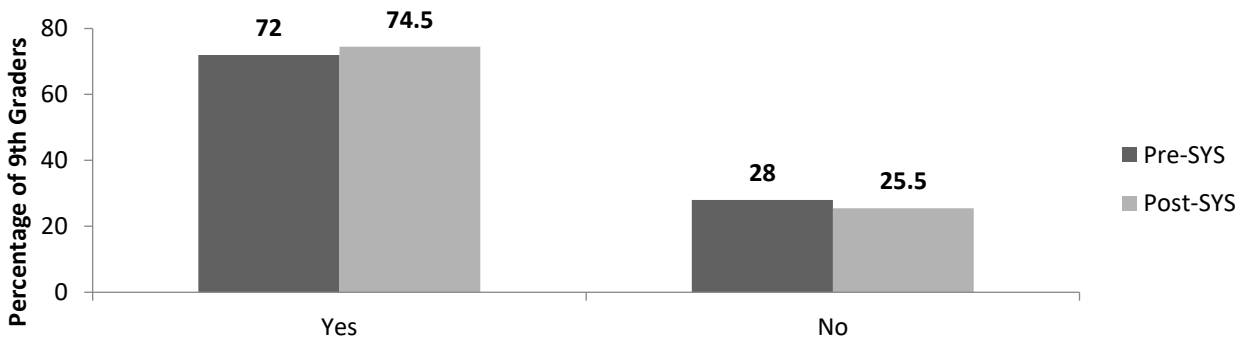
9SYSj. If yes, did you accomplish this goal in joining school activities? 9th SYS



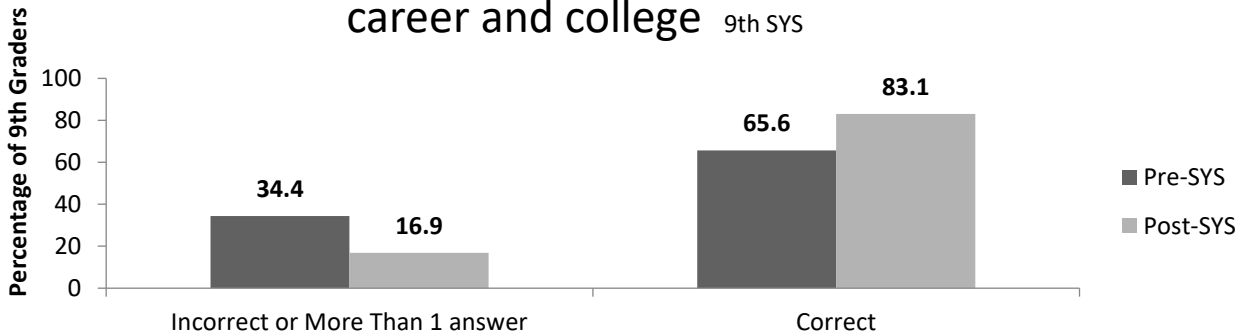
9SYSk. Have you ever set a goal in the area of course selection? 9th SYS



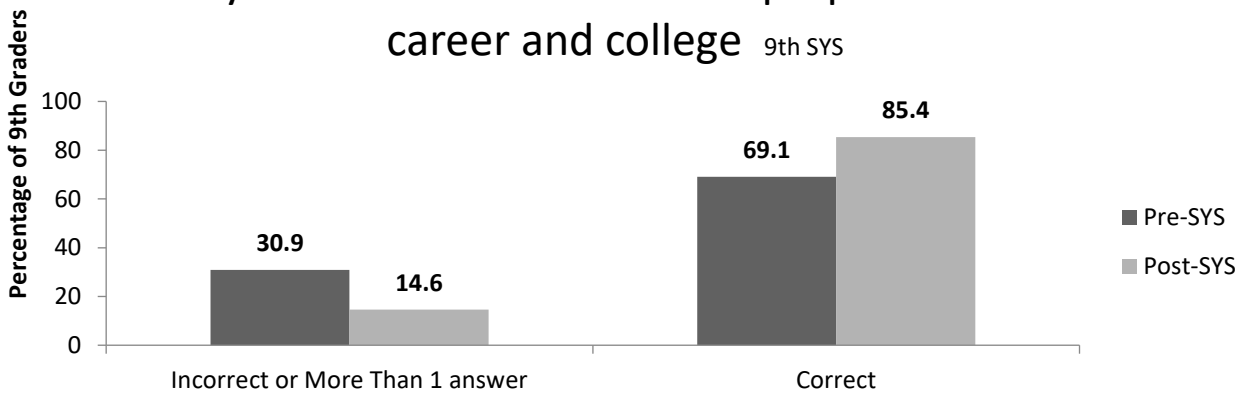
9SYSl. If yes, did you accomplish this goal in course selection? 9th SYS



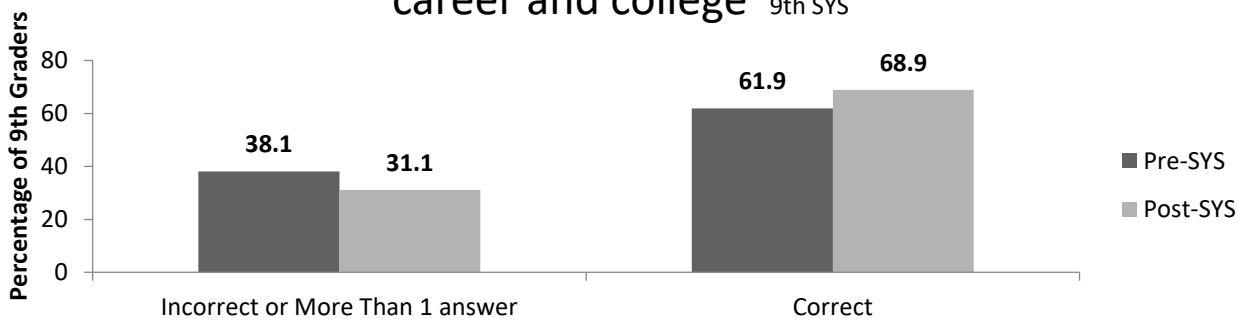
9SYSm. List the number of MATH credits you think you should take in HS to be prepared for career and college 9th SYS



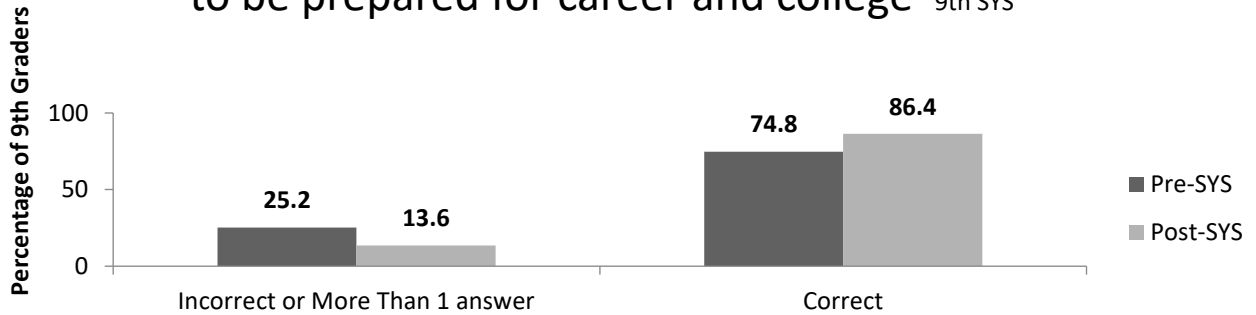
9SYSn. List the number of ENGLISH credits you think you should take in HS to be prepared for career and college 9th SYS



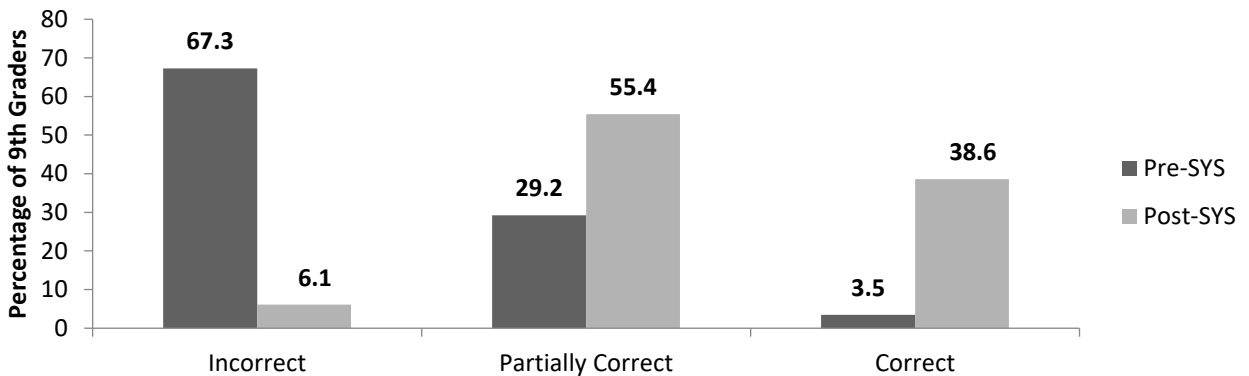
9SYSo. List the number of SCIENCE credits you think you should take in HS to be prepared for career and college 9th SYS



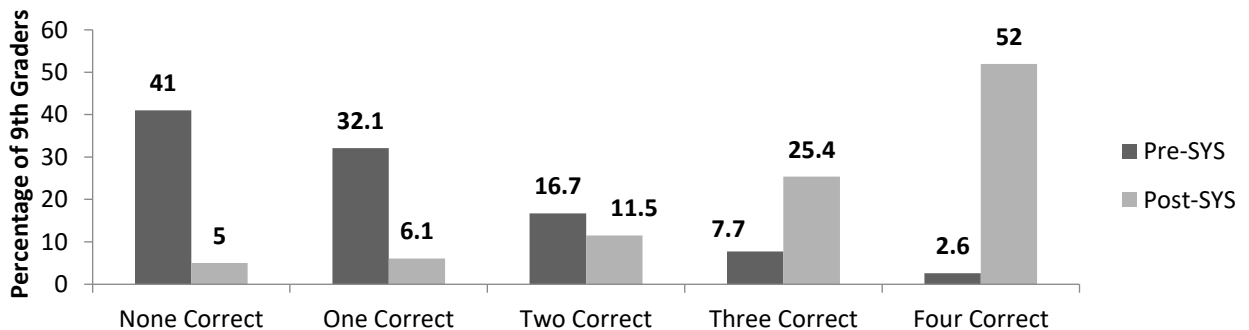
9SYSp. List the number of FOREIGN LANGUAGE credits you think you should take in HS to be prepared for career and college 9th SYS



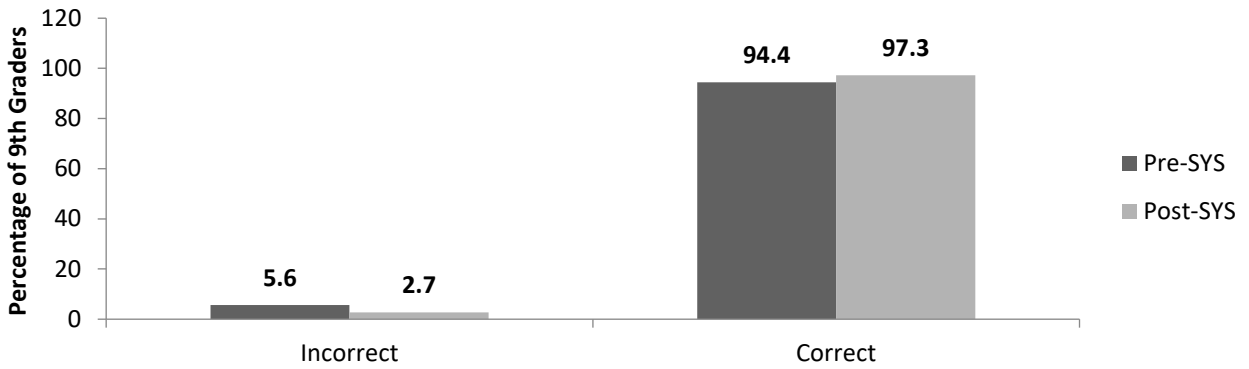
9SYSq. What is a transcript? Write a definition 9th SYS



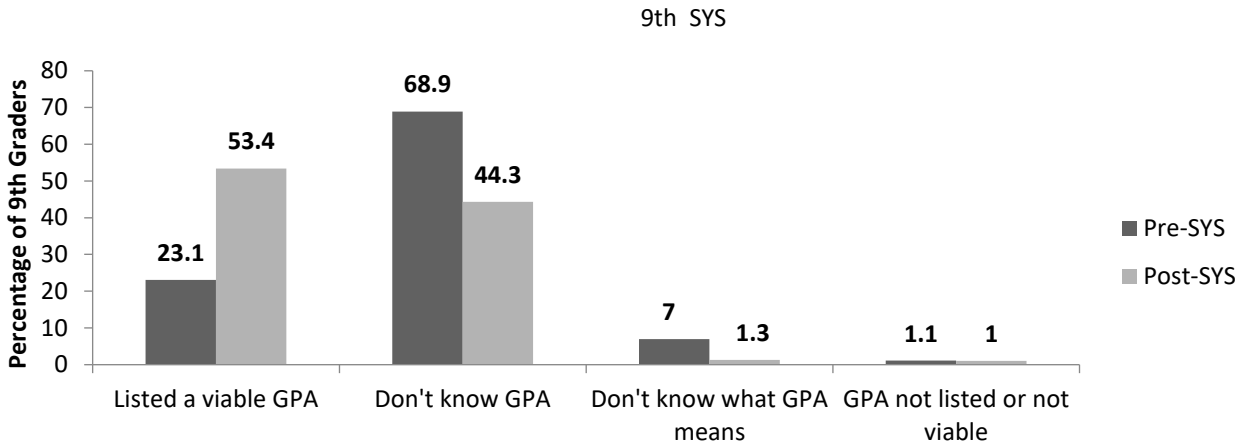
9SYSr. Name up to 4 school-related items included on a HS transcript 9th SYS



9SYSs. What does GPA stand for? 9th SYS



9SYSst. Which statement about GPA applies to you? 9th SYS



Section III: Ninth Grade Benchmark Survey for the NHS Class of 2019

Background

This report reflects the fourth year to collect ninth grade benchmark surveys. The instrument was first administered to the Class of 2016 in the second semester of the 2012-13 school year. A copy of the survey can be found on page 93 in Appendix D. The NHS Class of 2019, whose data is reported below, experienced three years of PEAK programming (in fourth, sixth and eighth grade). The Class of 2020 started PEAK in second grade and is currently in ninth grade. This class will be the first cohort to have had the full complement of PEAK programming. In order to assess the impact of PEAK, the benchmark survey data from the Class of 2020 will be compared to the previous four years of data. Thus, a data-informed evaluation of the impact of PEAK can be undertaken at the conclusion of the 2016-17 school year.

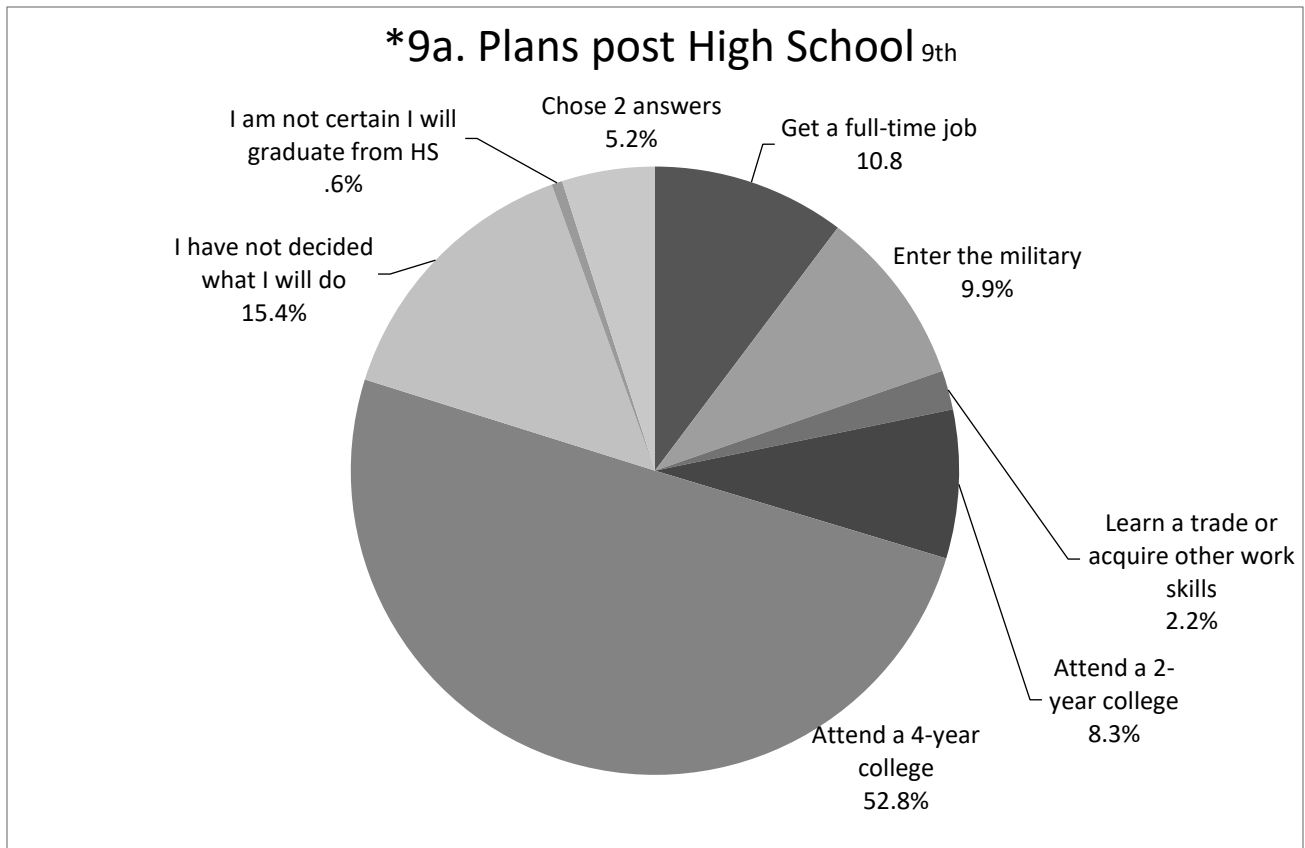
Survey sample: 324/406 ninth graders (Class of 2019) completed the survey (80% return)

GENERAL OBSERVATIONS on the Class of 2019 using data compiled from Benchmark Survey:

- In the aggregate, post-high school plans for the Class of 2019 evidence some changes when compared to the results of the survey administered to this same class in the spring of their eighth grade year. (Graphs 8e in 2014-15 Assessment Report and 9a here). As ninth graders, a smaller percent of the Class of 2019 indicated a 2- or 4-year degree was in their plans (61.1%), than this cohort indicated as eighth graders (63.1%).
- Nearly 95% of the ninth graders surveyed felt informed about why college is important, the highest percentage reached since the Benchmark survey began in 2013. (Graph 9d)
- Over 86% of the ninth graders surveyed felt informed about the steps they needed to take to go to college. (Graph 9e)
- During their elementary and middle school years, a high percentage of ninth graders reported infrequent college conversations with one of the main sources of college information and know-how, school personnel. Just over 72% of the ninth graders chose either “occasionally, rarely or never” in response to the question about how often had they talked about college with teachers, coaches and school personnel in elementary and middle school. (Graph 9g) As those class years of students who have had the full complement of PEAK (Classes 2020 and beyond) arrive at the high school, it will be critical to compare responses to this question with previous cohorts who completed this benchmark survey.
- This is the fourth year in which the data indicates that Newark students and families need to do a better job of financially planning for college. Nearly 70% of ninth graders felt the statement “I have personally saved money for college” was moderately not true or not at

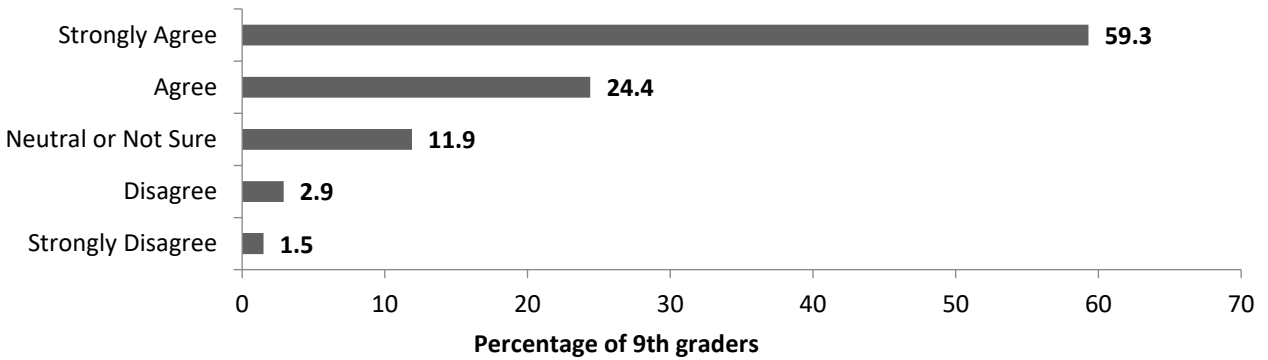
all true of them. This is the highest percentage we have seen since data has been collected. When asked if they could afford college, over 68% of the freshmen answered either “not sure, disagree or strongly disagree”. When asked if someone in their family has saved money to help them attend college, just over 50% of the ninth graders felt the statement was moderately not true or not at all true of them, representing again the highest percentage we have seen since data has been collected. (Graphs 9i, 9j, and 9m)

- On the positive side, the data for Class of 2019 indicates a better of awareness of financial aid resources. The largest percentage of ninth graders (59.9%) agreed or strongly agreed with the statement “There are a variety of financial aid resources to help me pay for college”. That total is a full ten percent higher than last year. Just over 22% of the students surveyed named one or more of the four types of financial aid, over double the percentage from last year’s benchmark survey. (Graphs 9k and 9l)
- Finally, nearly 77% of the ninth graders agreed or strongly agreed with the statement “I have spent time thinking about future careers”. (Graph 9p)

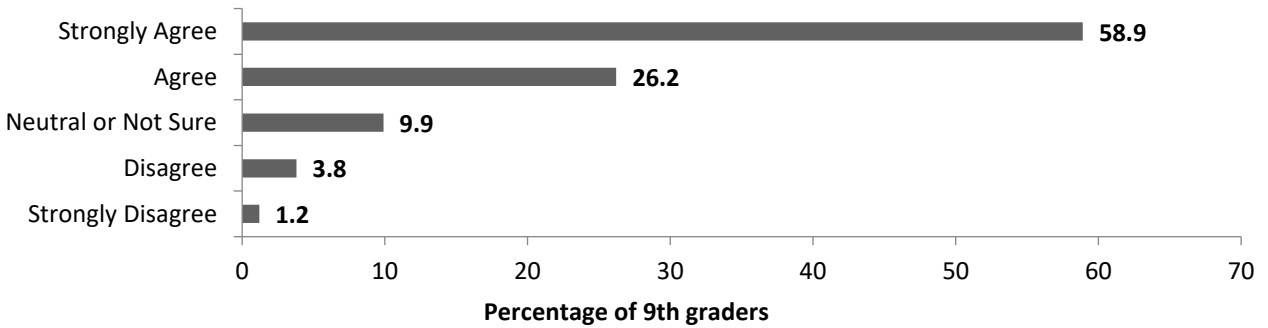


*Note that percentages in this graph exceed 100% due to some students indicating two answers

9b. I want to go to college ^{9th}

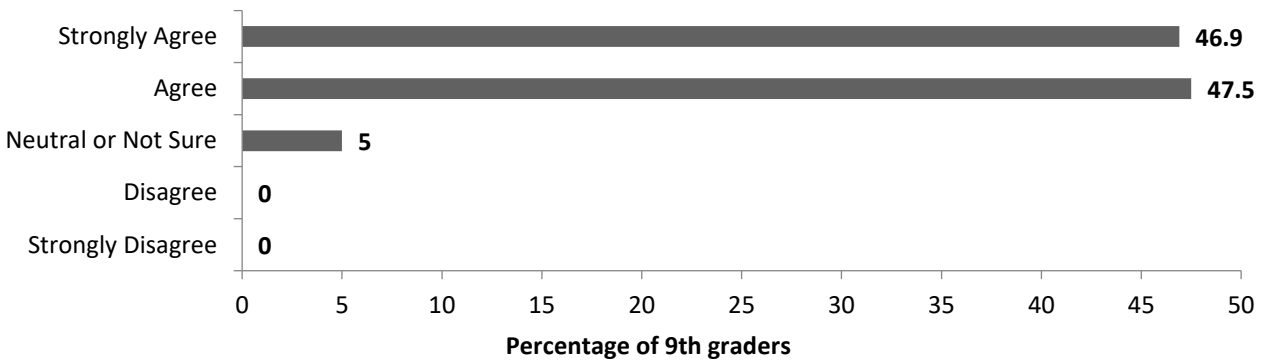


9c. A college education is important for me to achieve my future goals ^{9th}

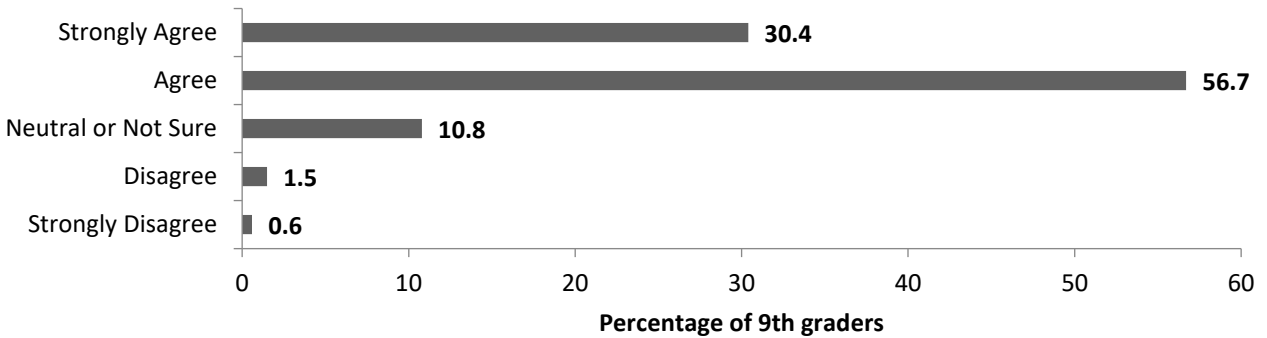


9d. I feel informed about why college is important

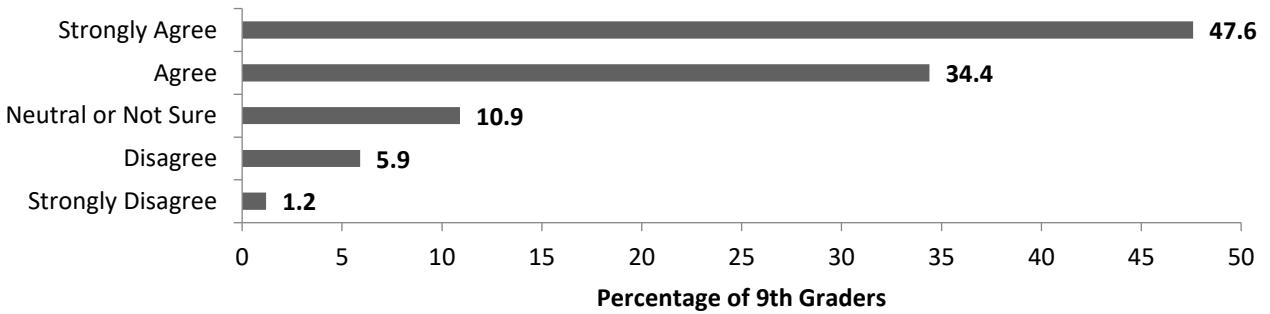
^{9th}



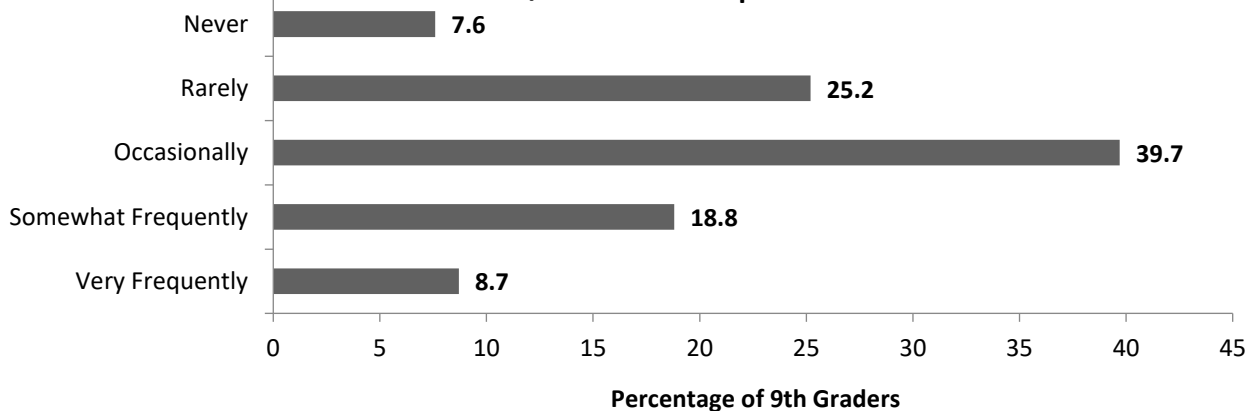
9e. I feel informed about the steps I need to take to go to college 9th



9f. College graduates earn more money than people with only a high school diploma 9th

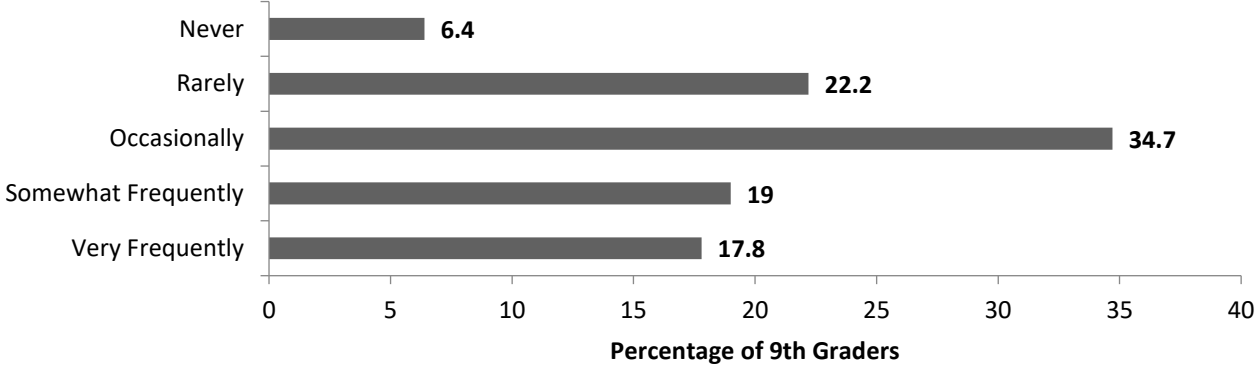


9g. During elementary and middle school, how often did you talk about college with teachers, coaches and/or school personnel? 9th

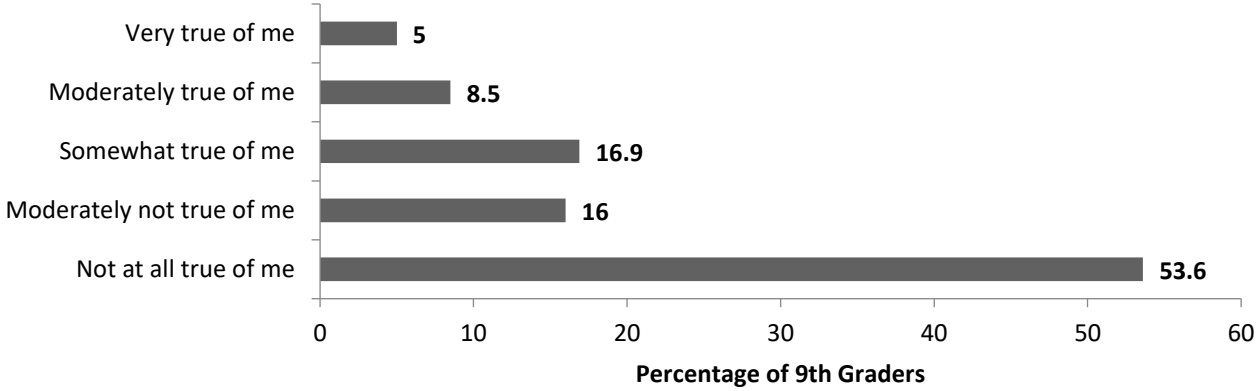




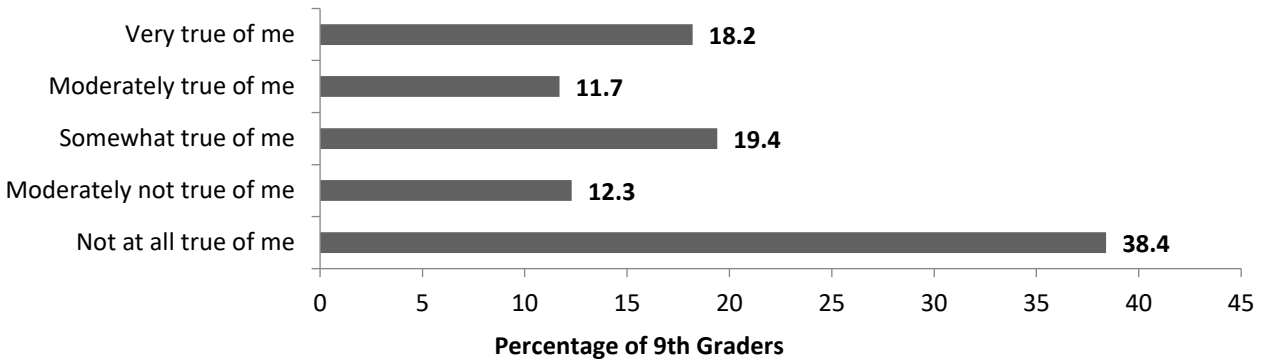
9h. How often do you talk about college with a parent or legal guardian? ^{9th}



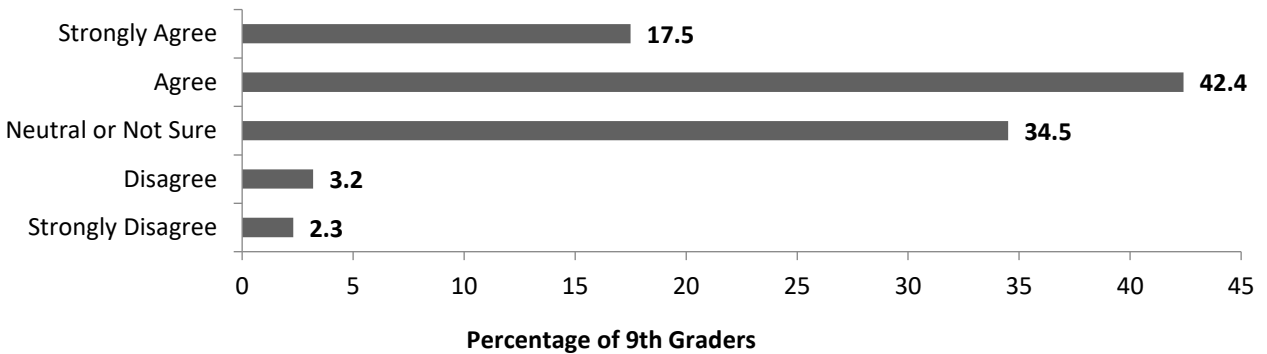
9i. I have personally saved money for college ^{9th}



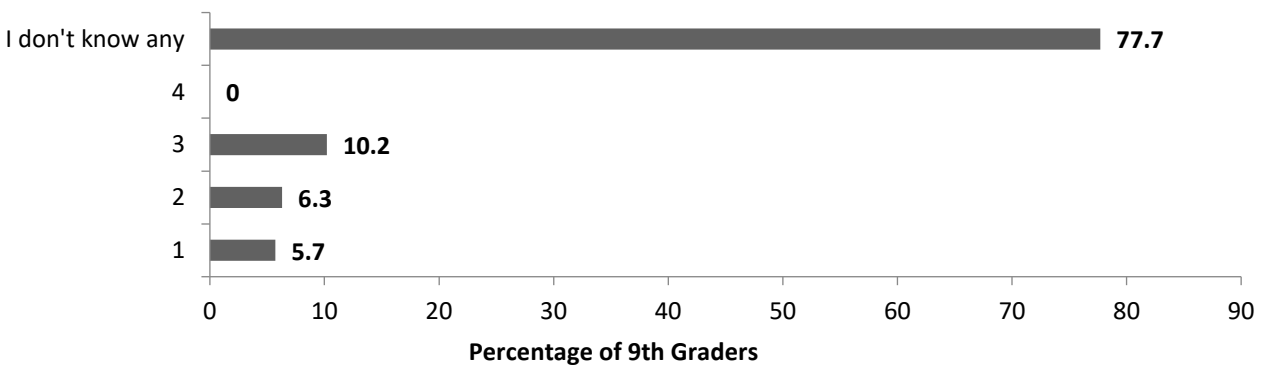
9j. Someone in my family has saved money to help me attend college ^{9th}



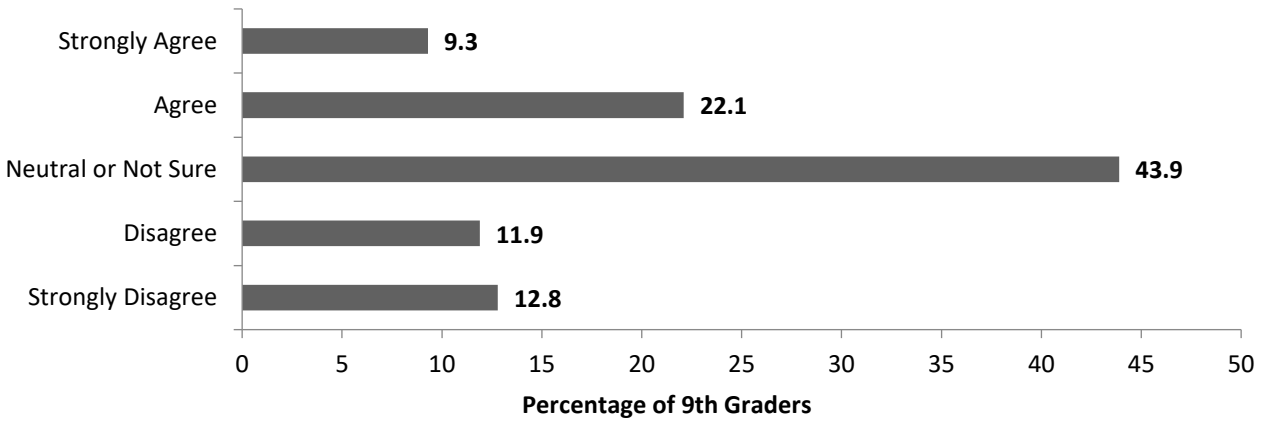
9k. There are a variety of financial aid resources to help me pay for college ^{9th}



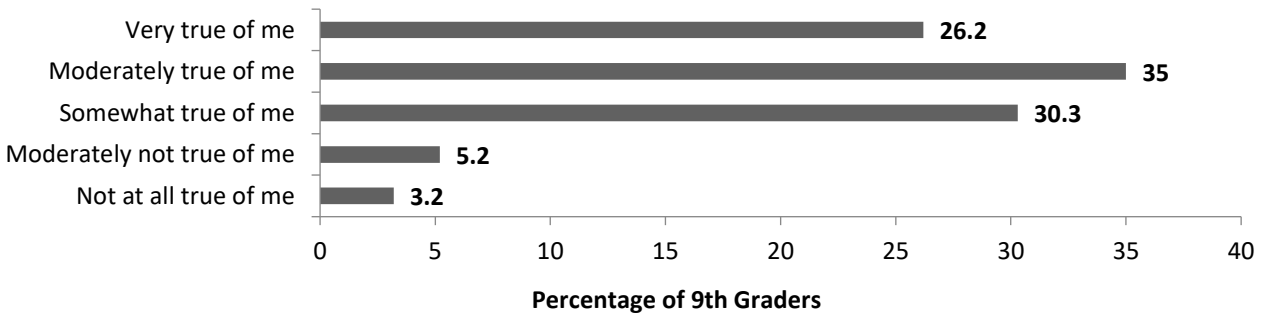
9l. Number of Correct Types of Financial Aid Named ^{9th}



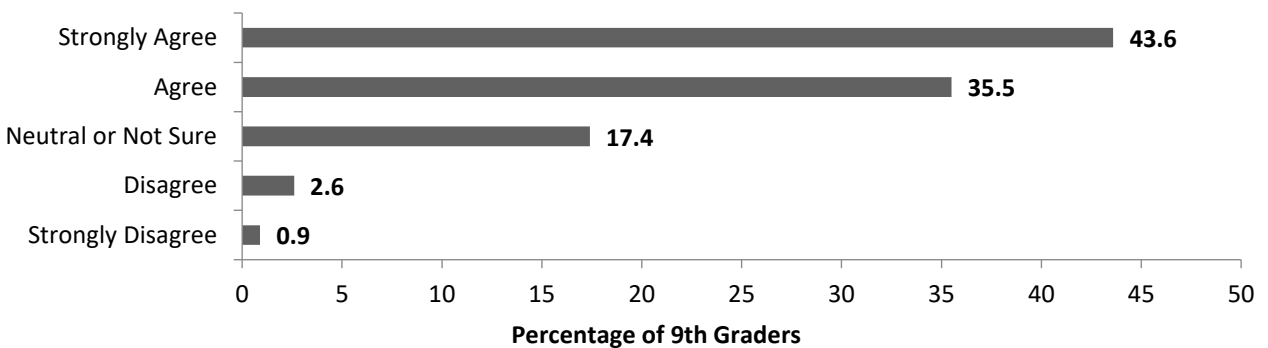
9m. I can afford to pay for college 9th



9n. I feel informed about the four money managements skills: saving, spending, donating and investing 9th

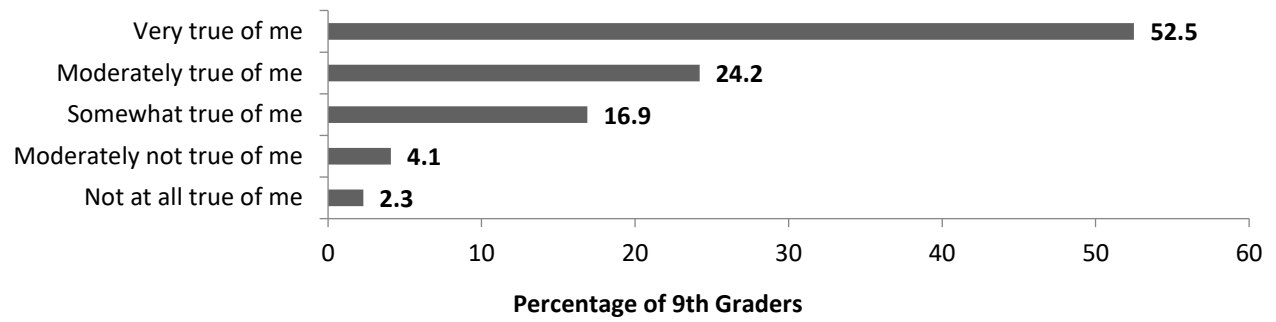


9o. I am excited about my future 9th



9p. I have spent time thinking about future careers

9th



Section IV: The ACT Now! Program for Juniors (Class of 2017)

The American College Test (ACT) registration, preparation and completion program was developed as a pilot in 2007 and fully implemented the following year. From conception, its primary goal has been to increase the number of NHS juniors taking the ACT test administered in April. Over the course of seven years, the outreach has significantly grown in numbers served, depth of participation, and scope of offerings. Below is an overview of ACT Now! programming, followed by a summary of outcomes from this past year.

Research shows that a higher score on the ACT test may mean more college choices and more financial aid funding. Sitting for the exam multiple times and focused test preparation can increase a student's score. In response to this research, A Call to College initiated the ACT Now! program. ACT Now! is a multifaceted program providing resources and workshops to help juniors register, prepare for and complete the April ACT exam free of charge. Key elements of ACT Now! are:

ACT Help Sessions: Offered to all interested juniors to help them become familiar with the test and encourage them to use different resources to prepare. These sessions include:

- * Multiple Registration - Group registration facilitated by A Call to College staff allows participating juniors to take the April ACT free of charge.

- * ACT Practice Test - An opportunity to simulate the actual test environment. Staff score tests and provide students feedback.

- * Turbo Camp - A four-hour workshop offered by BWS Consulting. ACT expert, Brian Stewart, started this company and it provides in-depth ACT preparation and individualized feedback.

- * Extended Lunch - Sessions offered during the lunch hour designed to offer specific subject area practice tailored to self-identified needs.

- * Boosters - Two-hour long session of ACT review again offered by BWS Consulting staff.

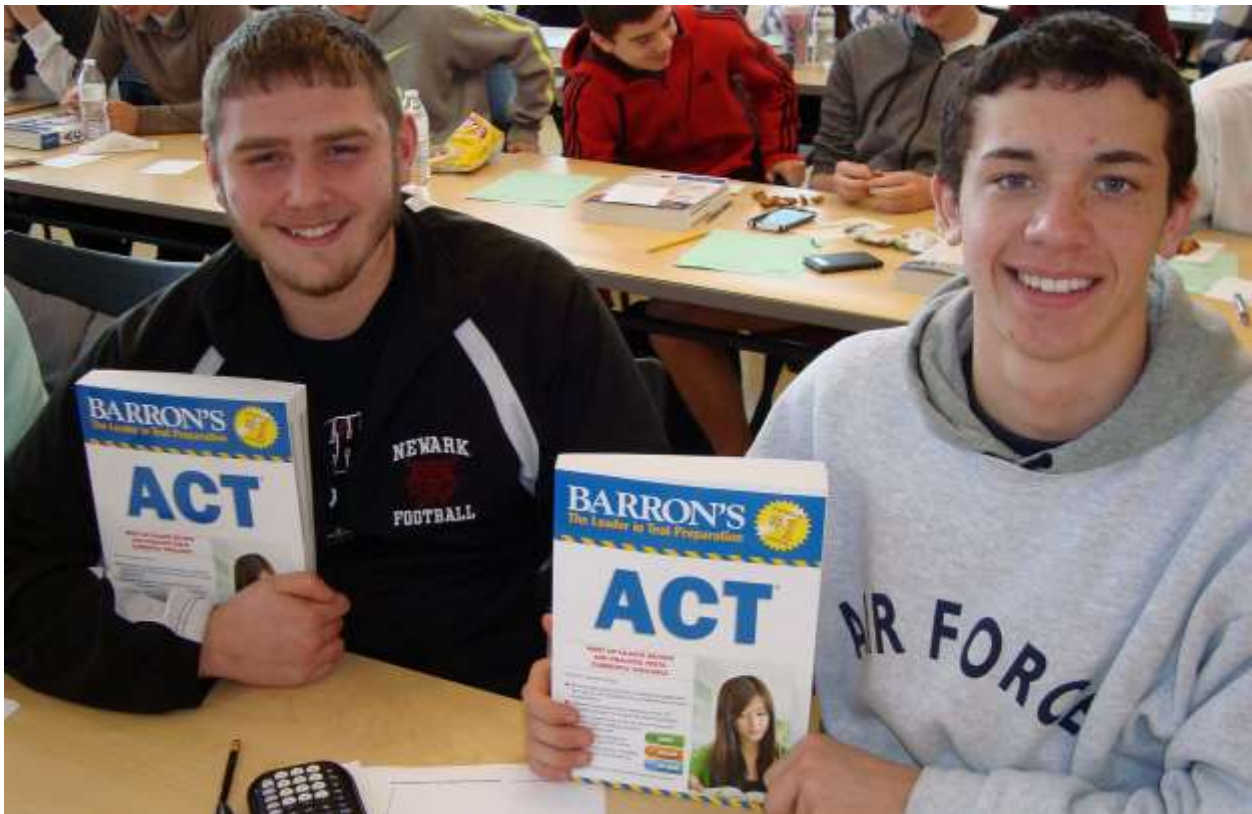
- * Test Day Support - Reminder sent to participants. Snacks, supplies, and transportation to the exam site provided on day of the test.



SUMMARY OF OUTCOMES:

1. 63% of the junior class (total number of juniors as of January 2016 NCS Enrollment Report = 372; includes C-TEC) registered for the ACT test with our assistance, the second highest percentage in the history of the outreach and exceeding the set goal of 50%.
2. Of the juniors (n = 233) registered to take the ACT through ACT Now!, 82% participated in at least one of the four preparation events leading up to the test date. Just over 52% participated in two or more preparation sessions and 29% participated in three or more. All of these percentages of participation represented new records.
 - a. Participation in ACT Now! preparation events was positively correlated with a higher test score. The average test score of ACT Now! juniors who participated in:
 - i. Zero preparation events = 19.96
 - ii. 1 preparation event = 20.74
 - iii. 2 or more events = 21.34
 - iv. 3 or more events = 21.97
 - v. All 4 events = 23.89
 - b. The majority of students who participated in the Practice Test (n =126) increased their score on the April test
 - i. 57% of the practice test takers increased their composite score by at least 1 point.

- ii. 38% of the practice test takers increased their composite score by 2 or more points.
 - iii. 19% of the practice test takers increased their composite score by 3 or more points.
 - iv. On the practice test, 9 juniors scored in the 80th percentile (26 or better). Of the 158 practice test takers, 14 scored in the 80th percentile on the April test.
3. By offering to pay the test registration fee or assisting them with receiving a fee waiver, A Call to College saved participating juniors a total of \$13,164.50



Section V: The NHS Class of 2016 Overview and Senior Exit Survey

This section details a fourth year of data gathered from the Senior Exit Survey. This survey instrument attempts to better quantify the post-high school plans and attitudes of graduating seniors, the impact our high school programming might or might not have on those plans and attitudes and a clearer statistical view of the make-up of each senior class. Two data sources have informed these efforts:

1. The A Call to College data base maintained by our staff
2. A Senior Exit survey administered to the Class of 2016 (a copy of the exit survey can be found on page 97 in Appendix E).

The first half of this section describes the entire senior class using the A Call to College Access Database. The second section details the results of the Senior Exit survey, taken by three-quarters of the senior class.

An Overview of NHS Class of 2016 using the ACTC Access Database

The following tables provide a snapshot of the entire NHS Class of 2016 using student data from the Access Data Base maintained by A Call to College. The data presented below was run on June 22, 2016. Aggregate numbers reflect A Call to College record keeping and will not necessarily correspond to or match final school district statistics for the Class of 2016.

Again for assessment purposes, we define an “ACTC Participant” as any graduating senior who has four or more documented advisor visits during the course of his/her junior and senior years and he/she has checked yes on either the junior and/or the ACTC Student Interest Form. A “Non-Participant” then is a graduating senior with 3 or less documented advisor visits.

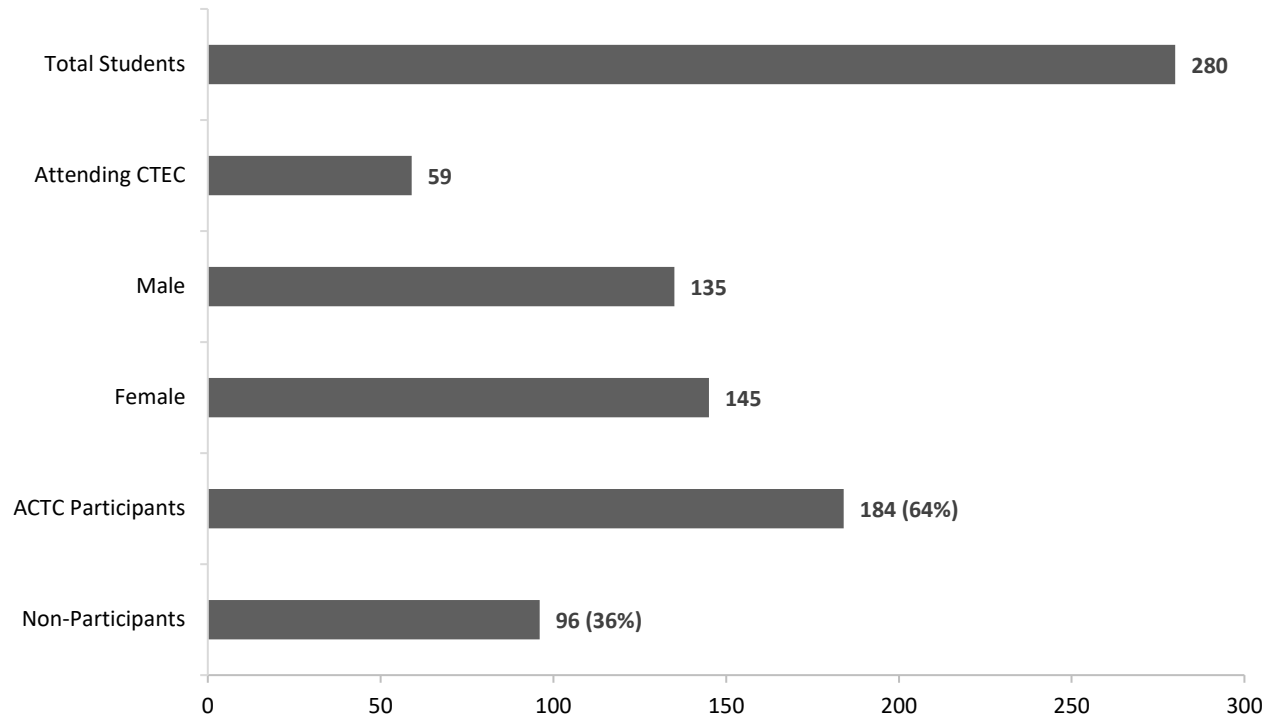
At Newark High School, the advising program is structured around fall, winter, and spring appointments with juniors and seniors. Each visit has a particular purpose and goal. Thus, the maximum number of documented visits for a graduating senior is six, three per year. There are students who meet with their advisors more than six times, but only six visits are tracked in the Access Data Base. For NHS seniors attending CTEC in the 2015-16 school year, an A Call to College staff member, with the help of several volunteer advisors, put in place a similar advising model to the one used at NHS, but at CTEC the students meet in a group, program-based format.

GENERAL OBSERVATIONS on the NHS Class of 2016 using data compiled from Access Data Base:

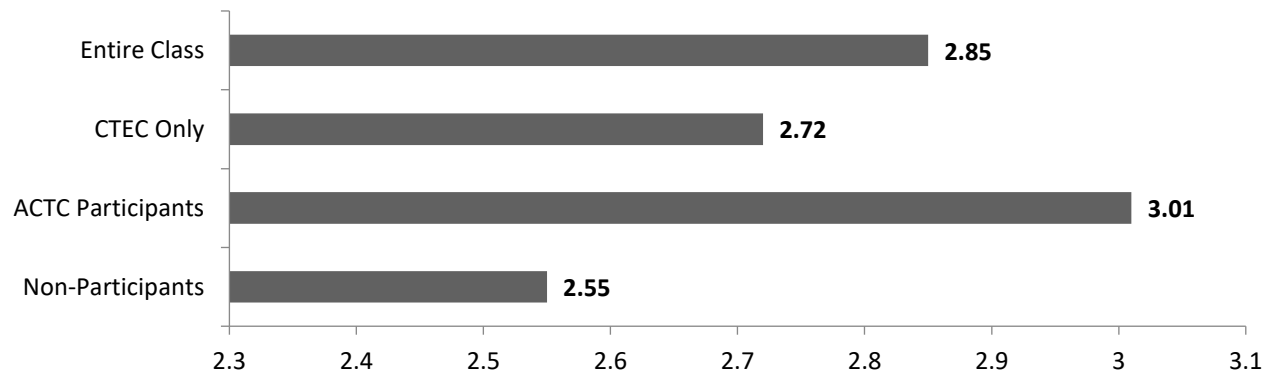
- 64% of the entire class (CTEC and NHS) were defined as ACTC Participants; 36% Non-Participants, the exact same percentages as last year, but with a smaller senior class size. (Graph 12a)
- In addition to the continued high participation rates in A Call to College, a remarkable 42% of the Class of 2016 completed six or more advisor visits. This total is 4% higher than in 2014-15, 15% higher than in 2013-14 and 24% higher than 2012-13. In addition, only 14% of this senior class never completed a single advisor visit, whereas three years ago the total topped 22%. Thus our advisors are not only reaching nearly two out of three upperclassmen, but they are also having significantly more contact with them. (Graph 12d)
- The NHS Class of 2016 CTEC attendees (59 total students) again showed an increase in the rate of participation with 53% of the seniors being designated as ACTC participants versus 46% last year and 25% two years ago. (Graph 12f)
- In general, the academic performance of the Class of 2016 (as measured by GPA) is much stronger than that of the Class of 2015. This year's senior class, including CTEC, had an average GPA of 2.85 compared to the 2.68 GPA of the Class of 2015. This trend is also true when comparing the GPA of the 2016 CTEC cohort (2.72) with that of the 2015 CTEC group (2.58). (Graph 12c) Just under 45% of the Class of 2016 had a GPA that fell between a 3.01-4.0+, versus 35% of the Class of 2015. (Graph 12c)



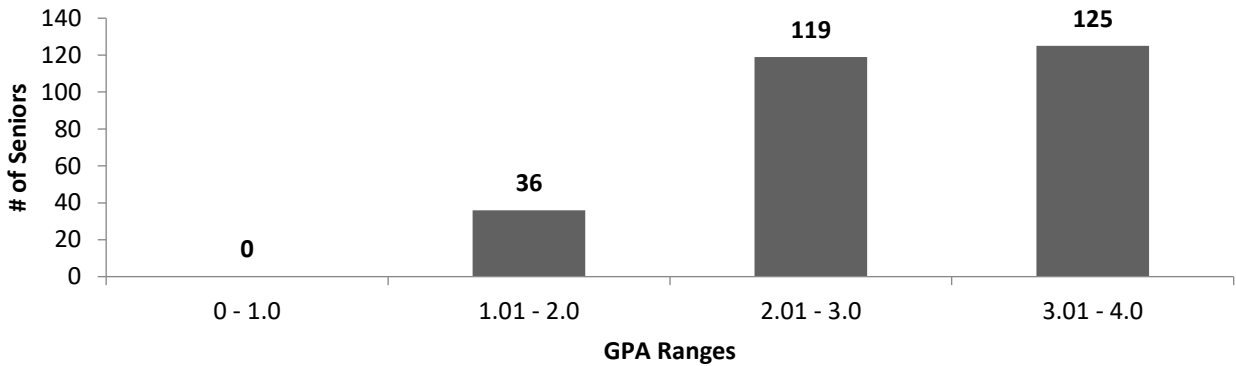
12a. NHS Class of 2016 Overview ^{12th}



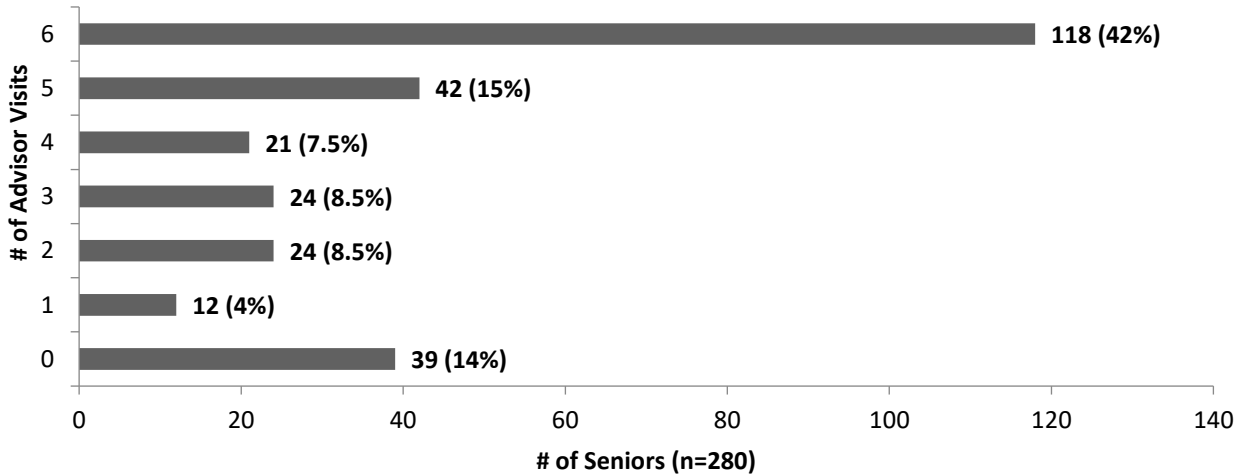
12b. NHS Class of 2016 Average GPA ^{12th}



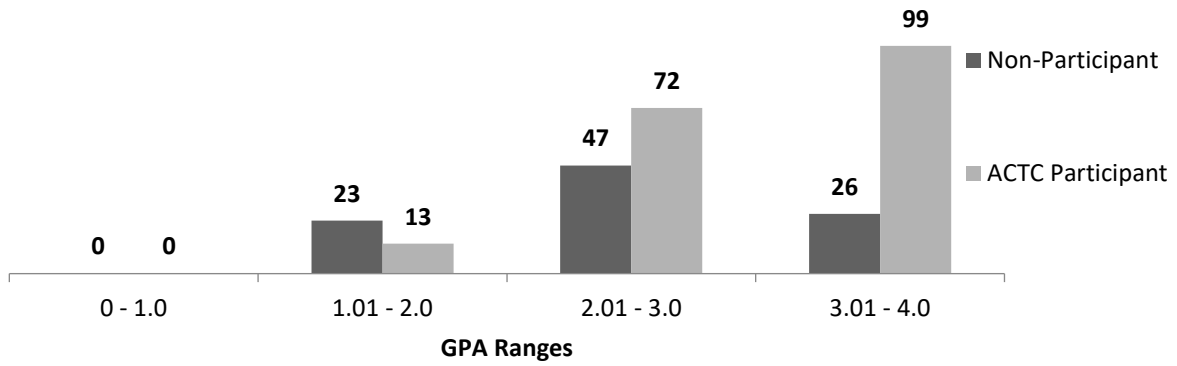
12c. NHS Class of 2016 by GPA Ranges ^{12th}



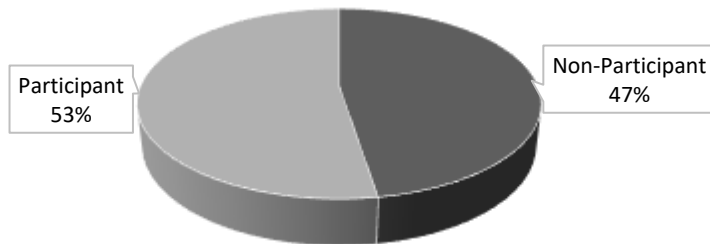
12d. Class of 2016 Advisor Visits/Student ^{12th}



12e. GPA Comparison by Program Participation Class of 2016 12th



12f. NHS Class of 2016 at CTEC: ACTC Participation (n=59)



Senior Exit Survey

The following tables represent the results from a Senior Exit Survey administered to the NHS Class of 2016 in mid-May through senior English classes. This class is the fourth graduating cohort to take the survey. No attempts were made to track down seniors absent from Newark High School the day of administration. Over one-half of the Newark High School seniors enrolled full-time at CTEC (31/59) were also surveyed on a different date and their data is included in this analysis. In addition, of the 200 surveys completed, 142 were ACTC participants (71%) and 58 were non-participants (29%).

Survey sample: 200/290 seniors (Class of 2016) took the survey (69% return)

GENERAL OBSERVATIONS on the NHS Class of 2016 using Senior Exit Survey data:

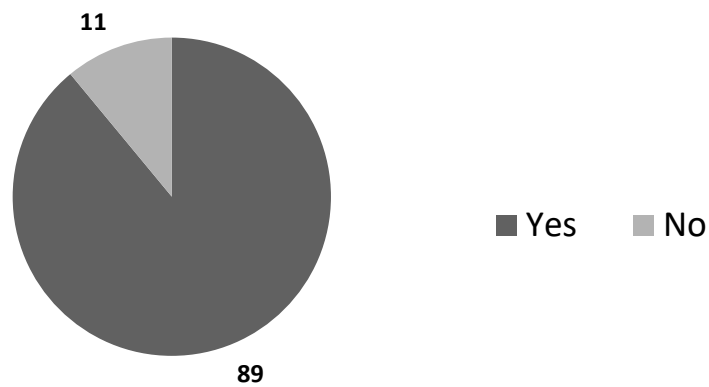
- These seniors experienced PEAK in eighth grade, during PEAK's third year, 2011-12
- Satisfaction in our advising system is high. Of the 173 seniors surveyed who said that they had met with an advisor at least once, 83% indicated their advising sessions were "helpful, very helpful or extremely helpful" in their understanding of how to apply to and afford college. (Graph 12i)
- Of the 196 seniors who responded to the question, 49.5% named a parent or guardian as the most helpful source of advice for planning for life after high school. Just under 23% of all seniors named A Call to College as the most helpful source. When the responses to this question are disaggregated by participation status, even 15% of non-participants named A Call to College as having provided the most helpful advice about planning for life after high school outside of their home. (Graph 12ab)

SUMMARY OF OUTCOMES:

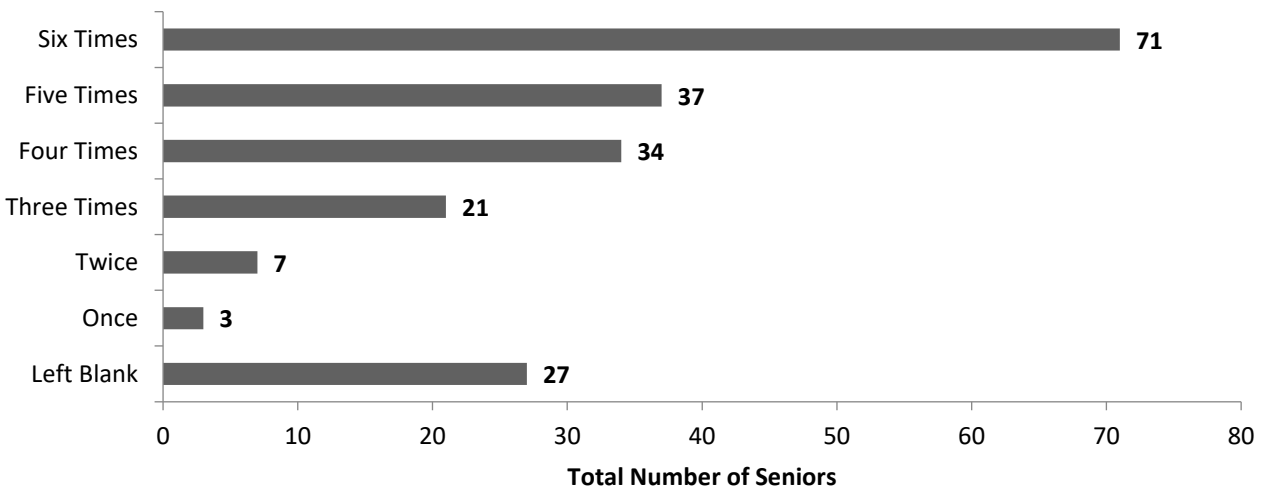
1. Those students defined as ACTC participants demonstrated increased knowledge of how to apply to and afford college in the following ways:
 - a. 88% of ACTC participants completed at least one college application versus only 46% of non-participants.
 - b. Nearly 77% of ACTC participants submitted the FAFSA versus 34% of non-participants.
 - c. ACTC participants were 3.5 times more likely to submit a Last Dollar Grant application than non-participants were.
 - d. Just over 34% of ACTC participants reported feeling "extremely informed" when asked to describe how informed they felt about the college application process, whereas only 22% of non-participants described themselves as "extremely informed". (Graph 12u)

- e. ACTC participants were 3.5 times more likely to feel “extremely informed” about the ACT test than non-participants, the biggest gap we have seen since administering the Exit Survey. In addition, ACTC participants were almost three times more likely to feel “extremely informed” about preparing for the ACT test than non-participants. (Graphs 12v and 12w)
- f. Participants were over two times more likely to report ‘very frequent’ conversations with a parent than were non-participants. (Graph 12aa)

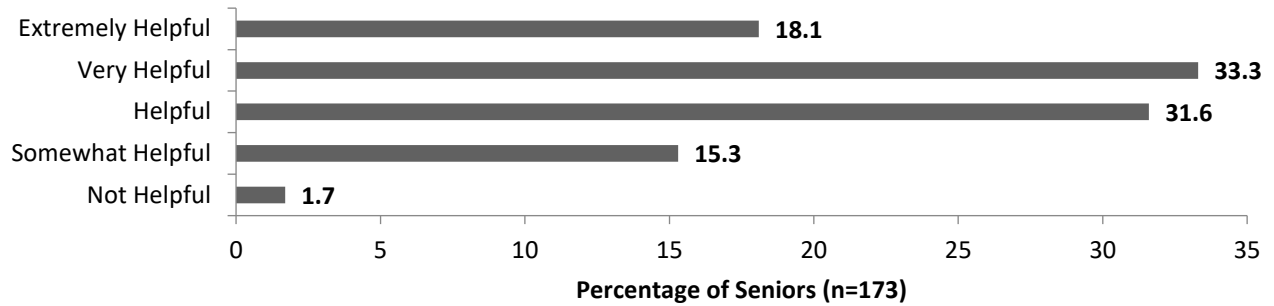
12g. Did you meet during your junior and/or senior years with an ACTC advisor? (percentage of respondents) 12th



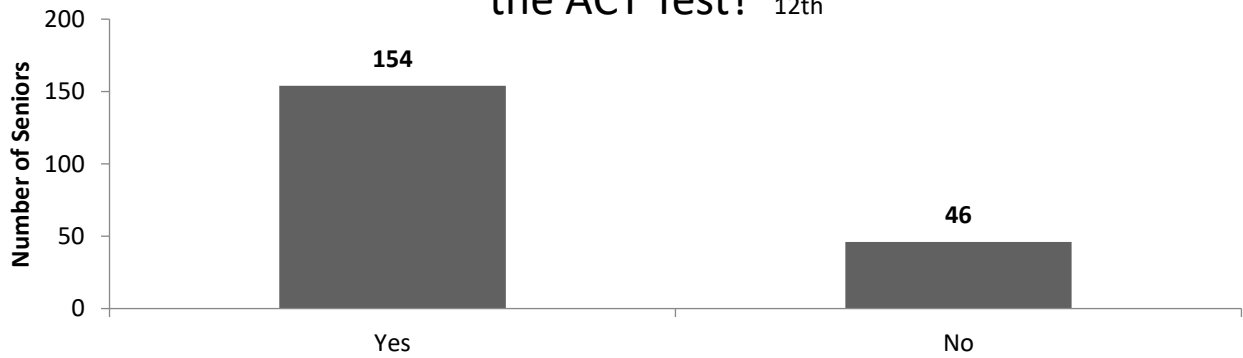
12h. If YES, how many times in total did you meet with an advisor? 12th



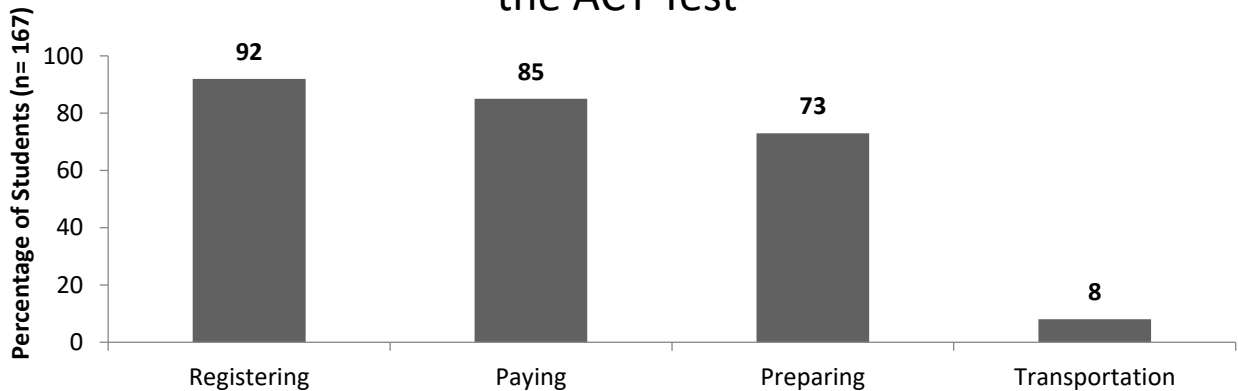
12i. If YES, how helpful were these sessions in your understanding of how to apply to and afford college? 12th



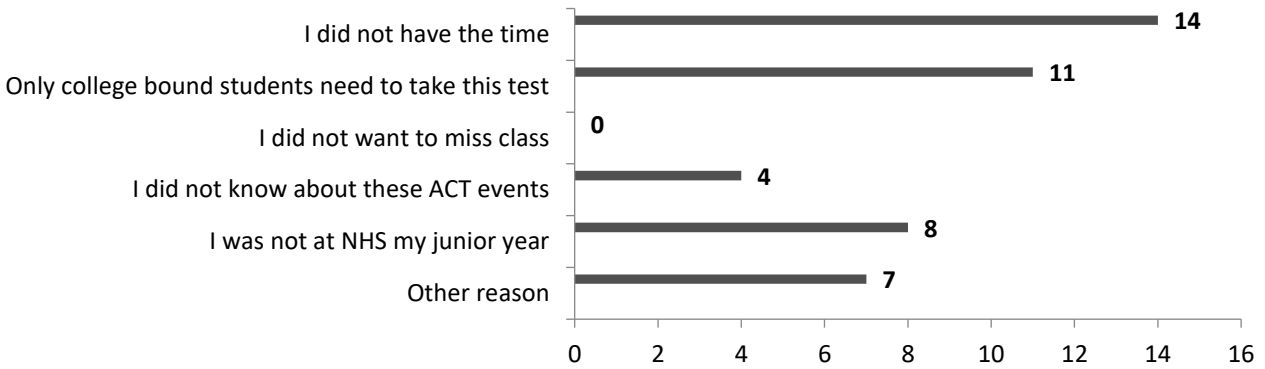
12j. Did ACTC assist you in any way as a Junior with the ACT Test? 12th



12k. A breakdown of how we assisted Juniors with the ACT Test



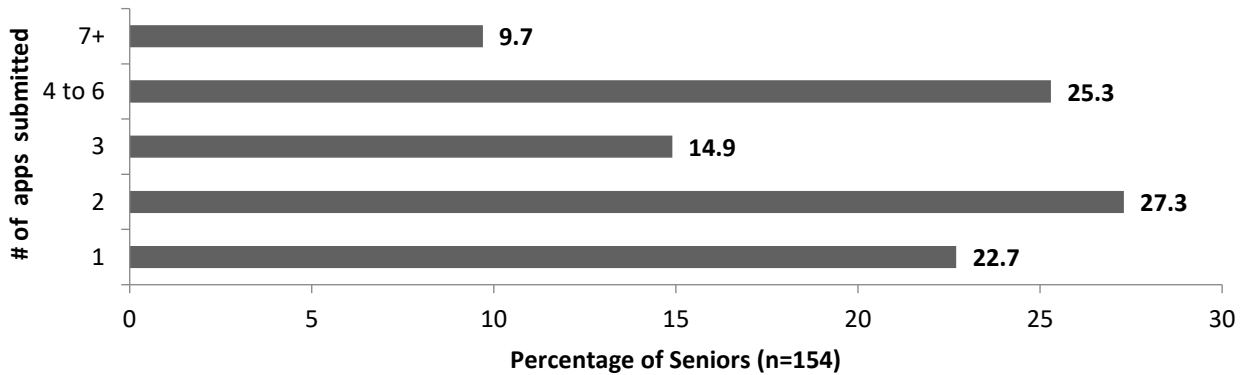
12l. Of the 46 ACT Now! non-participants, why didn't they participate? 12th

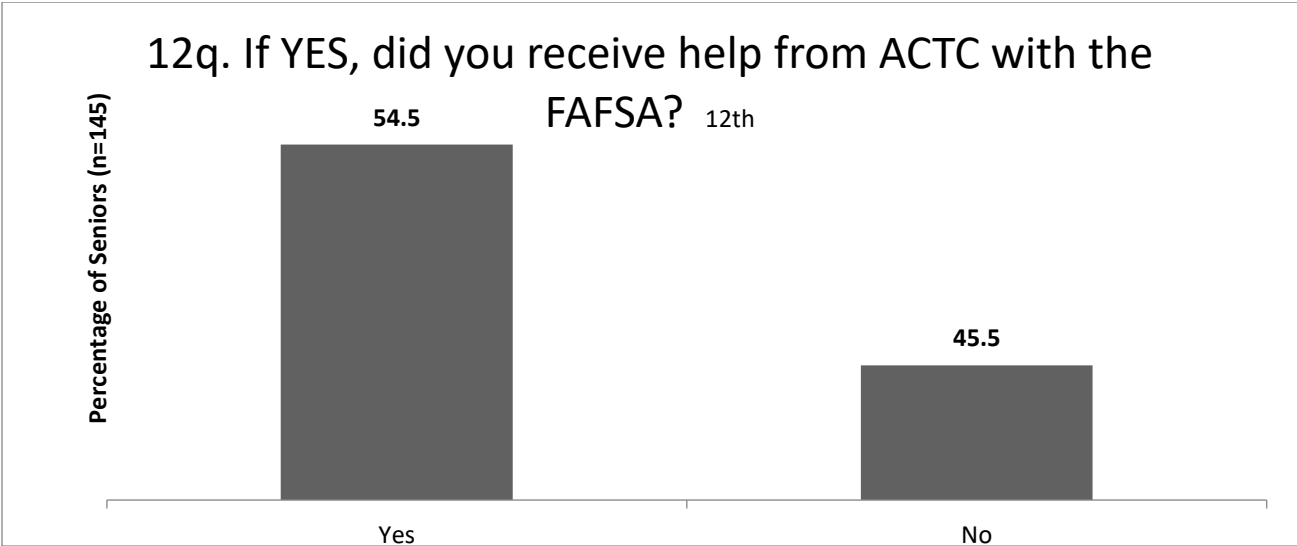
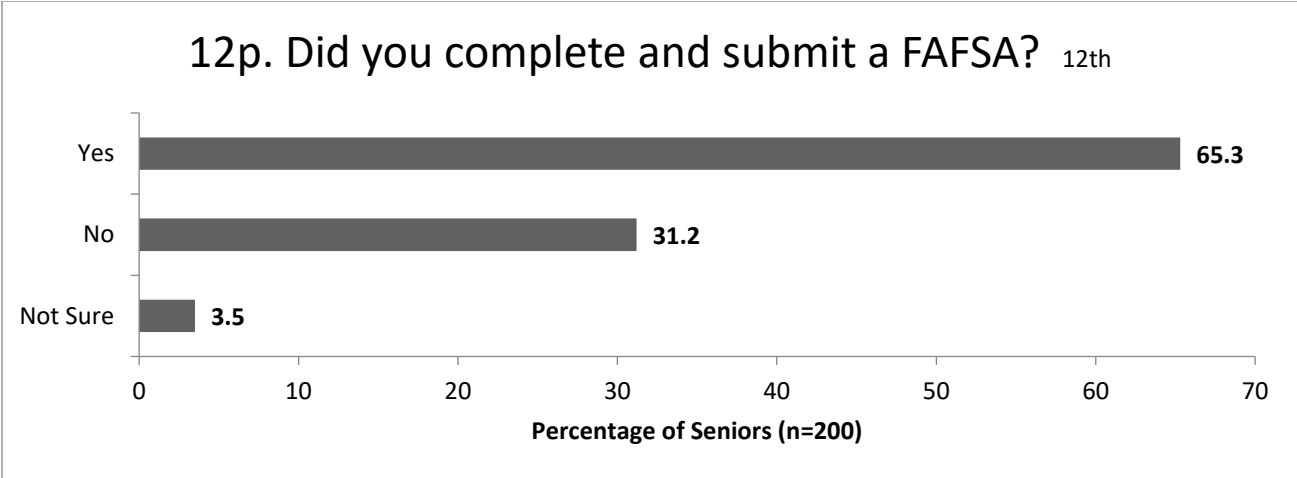
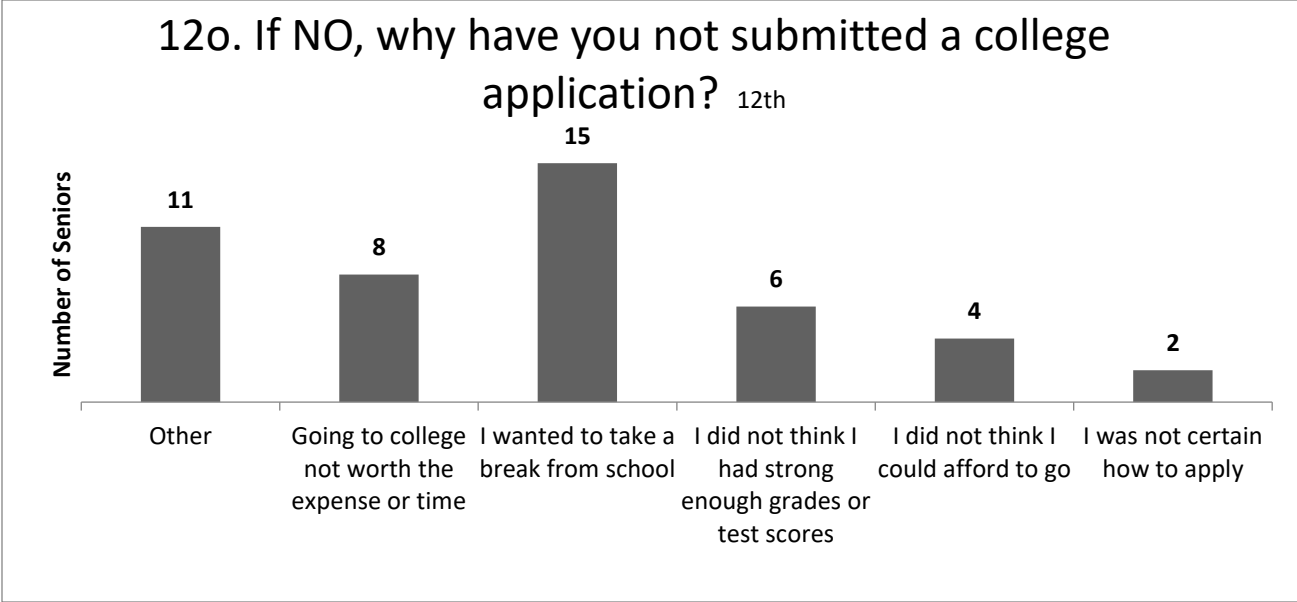


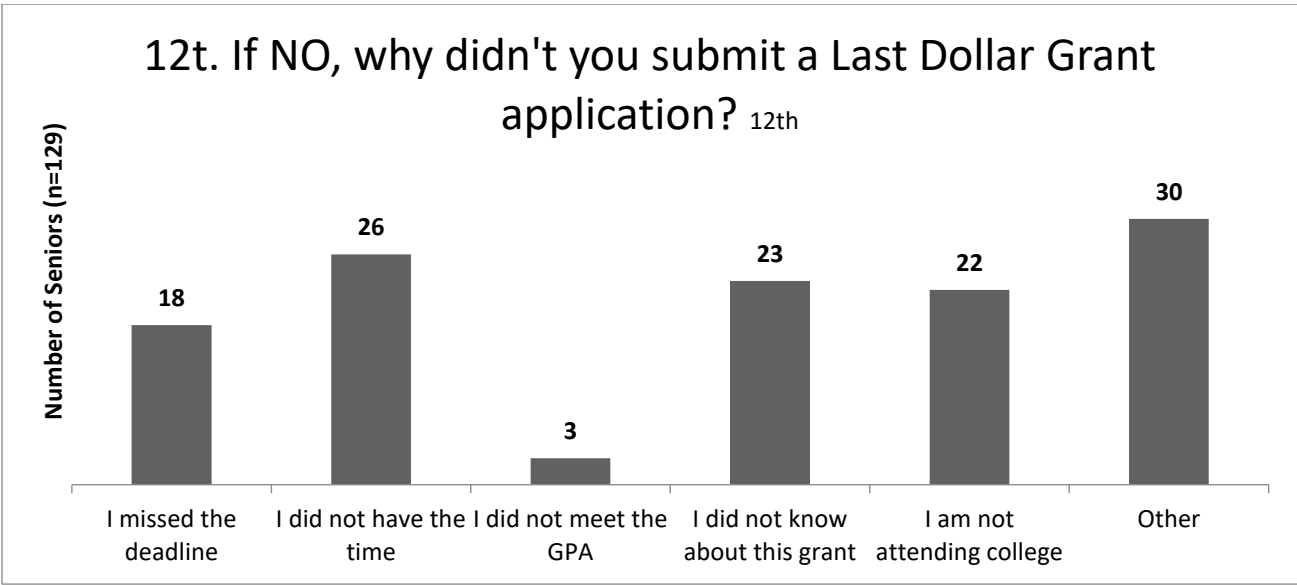
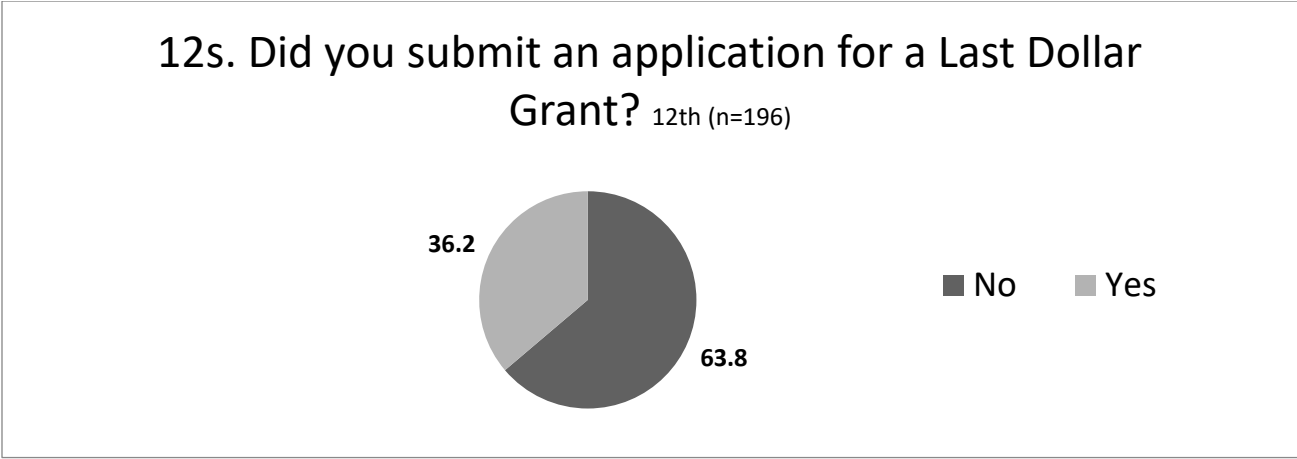
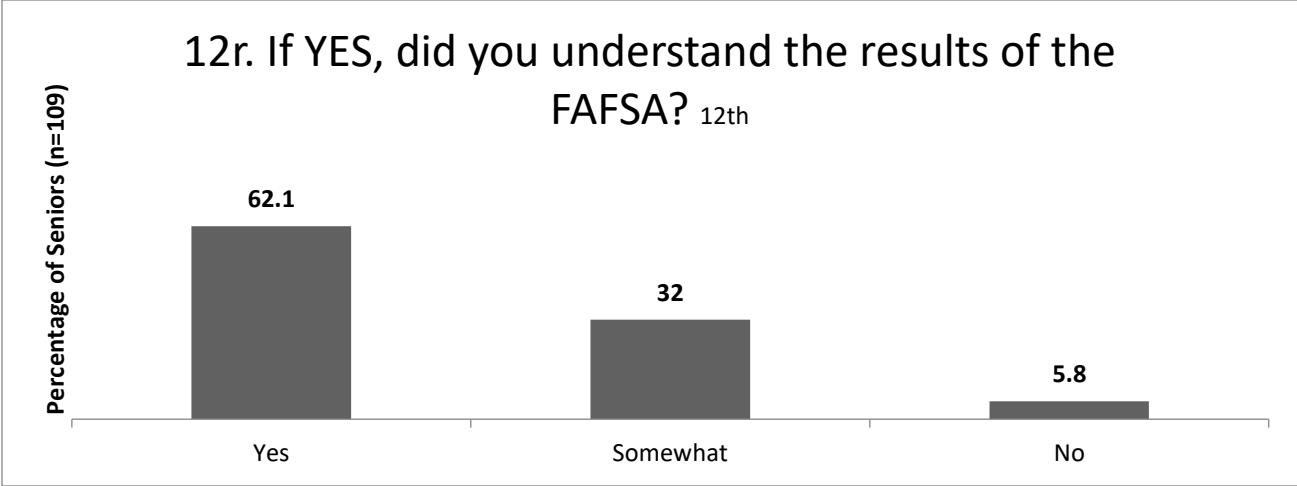
12m. Have you completed and submitted at least one college application? (# of seniors=200) 12th



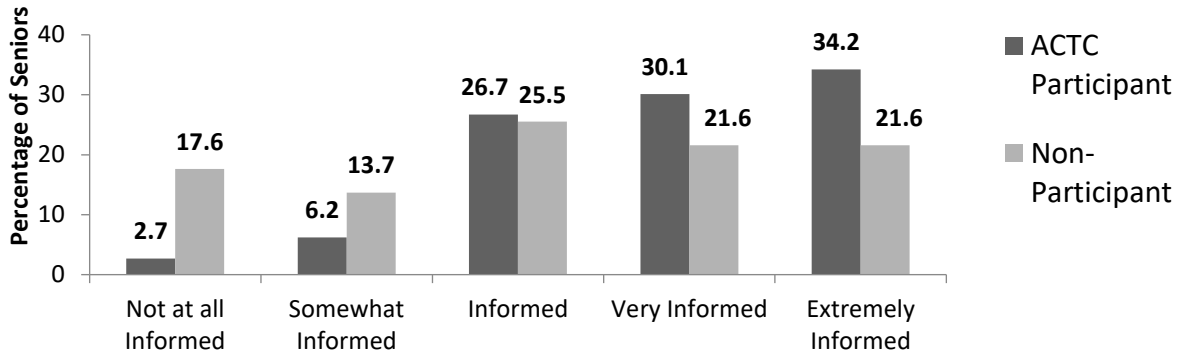
12n. If YES, how many college applications have you completed and submitted? 12th



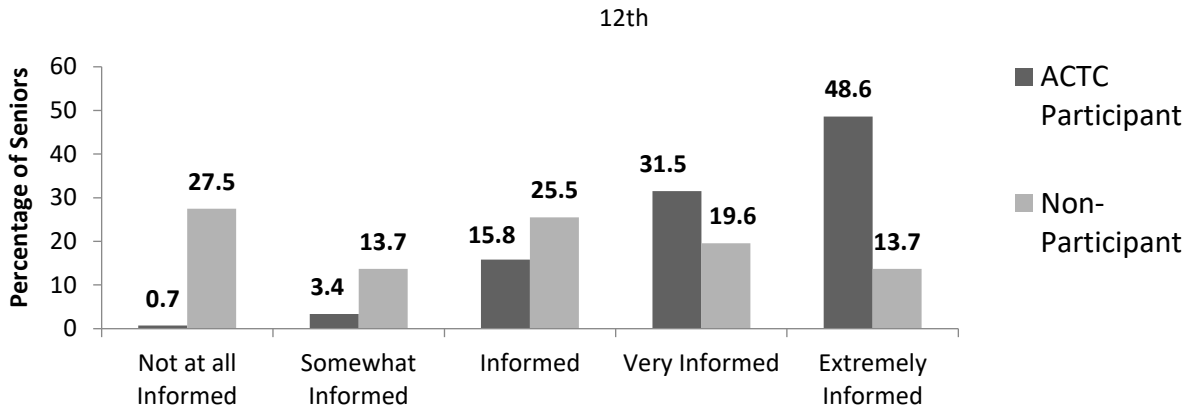




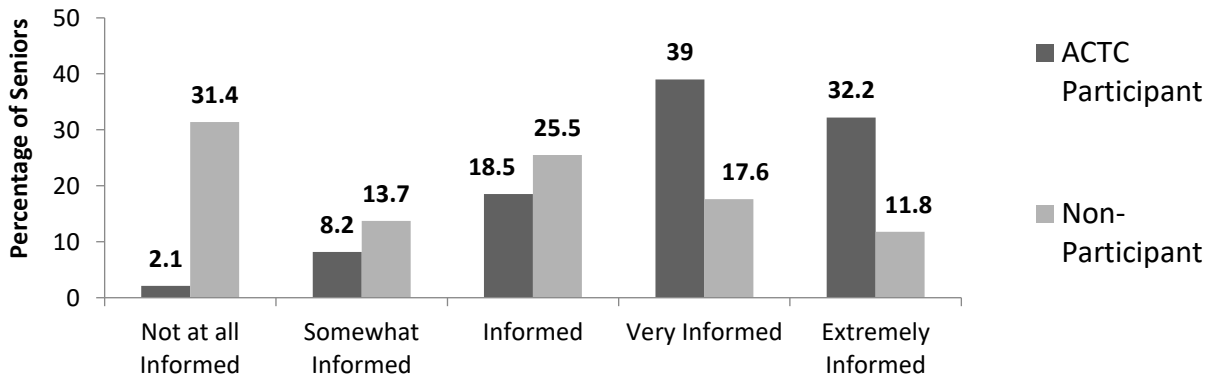
12u. How informed did you feel about the college application process? ^{12th}



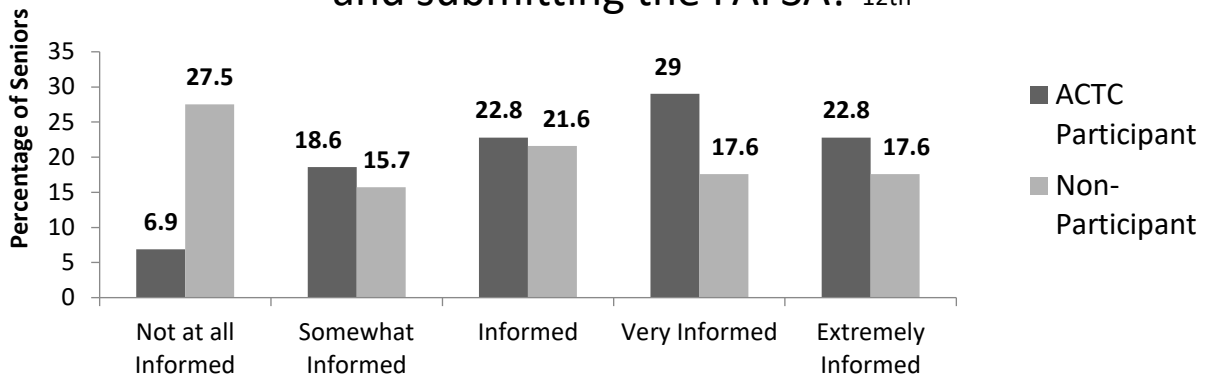
12v. How informed did you feel about the ACT Test? ^{12th}



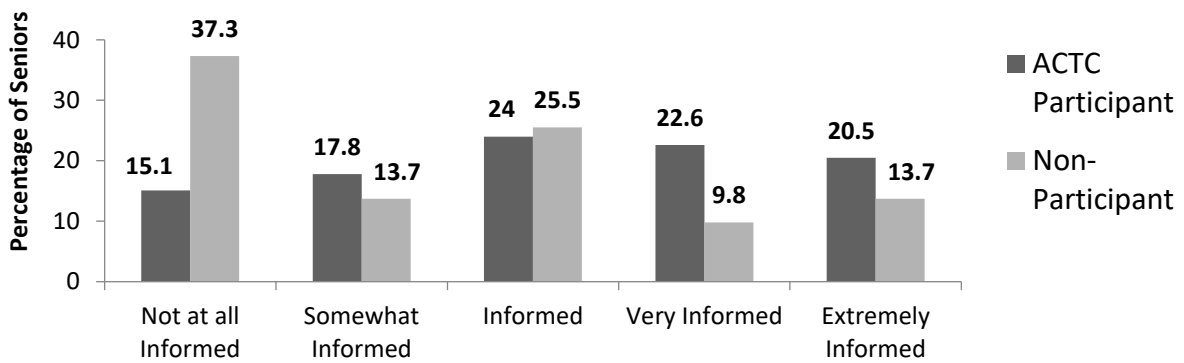
12w. How informed did you feel about preparing for the ACT Test? ^{12th}



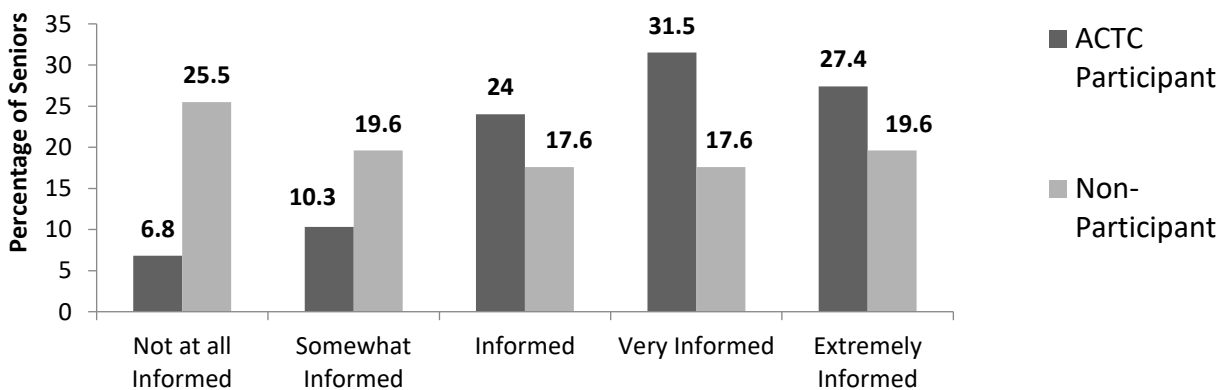
12x. How informed did you feel about completing and submitting the FAFSA? ^{12th}



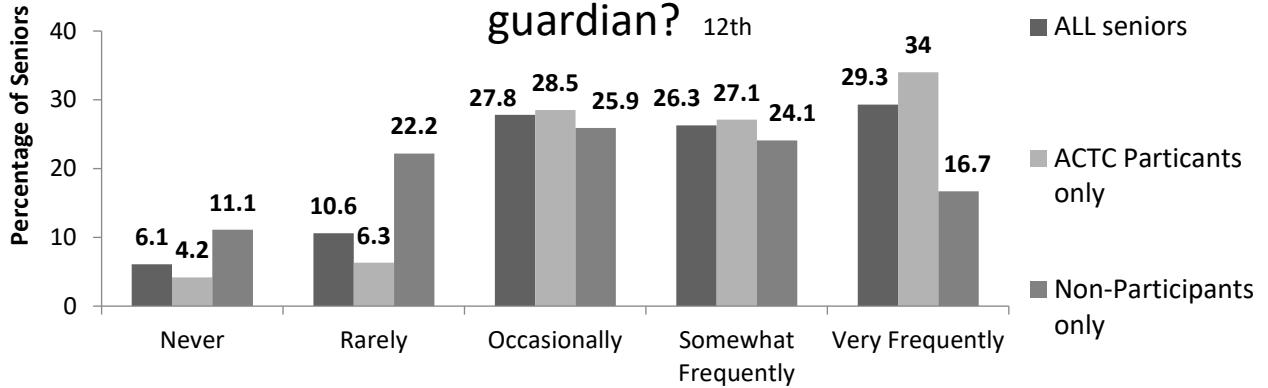
12y. How informed did you feel about understanding the Financial Aid Award letter? ^{12th}



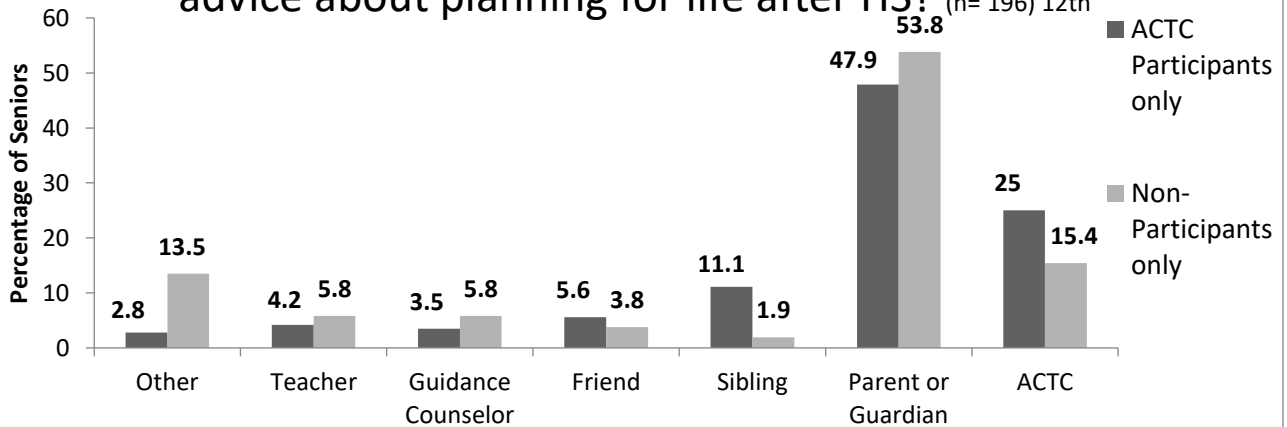
12z. How informed did you feel about knowing how much college will cost you? ^{12th}



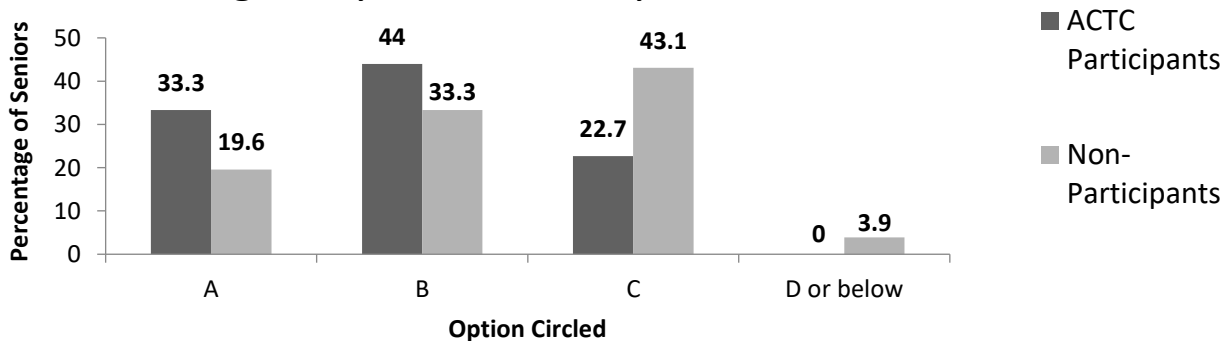
12aa. In your junior and senior years, how often did you talk about college with a parent or legal guardian? ^{12th}



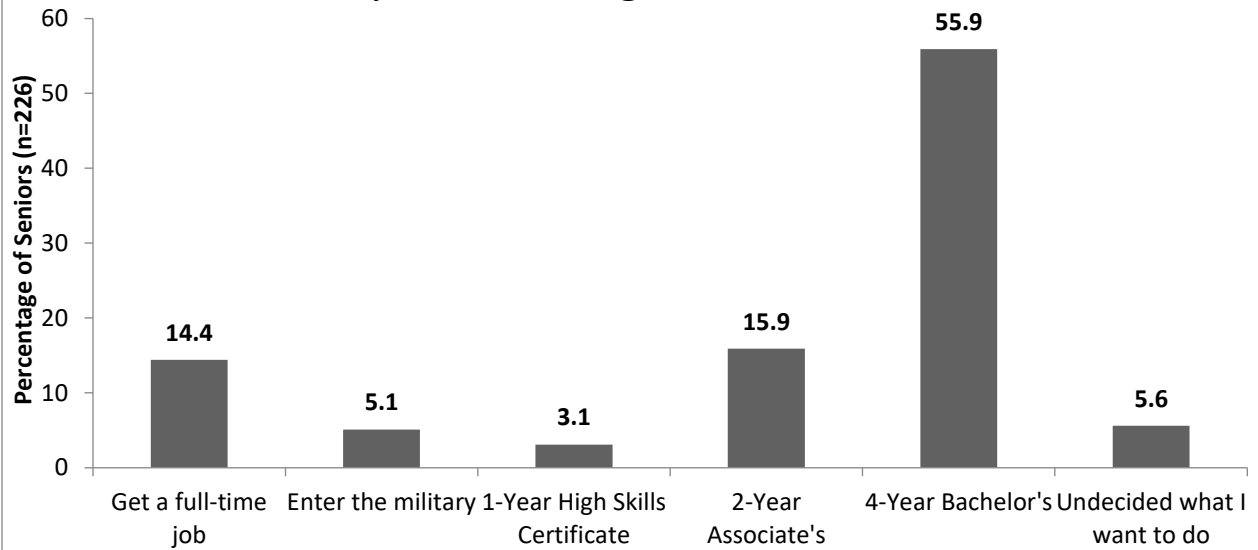
12ab. Who do you feel provided the most helpful advice about planning for life after HS? (n= 196) ^{12th}



12ac. What option best represents the average grade you earned in your HS courses? ^{12th}



12ad. Which of the following best describes what you will do right after HS? ^{12th}



Section VI: NHS Class of 2016 National Student Clearinghouse Enrollment Data

This section details enrollment data gathered from the National Student Clearinghouse (NSCH), a non-profit organization founded in 1993 that helps high schools and colleges track the college enrollment and graduation of their students. Thousands of high schools and more than 3,600 colleges and universities, enrolling 99% of our nation's college students, elect to participate in the NSCH. This data summarizes the college enrollment rates and institution choices for only the NHS Class of 2016.

Newark City Schools began participation in Clearinghouse starting with the NHS Class of 2008, thus the district and A Call to College only now have a full eight years of NSCH data. (Six years is considered "on time" for Bachelor's degree attainment, whereas three years is considered "on time" for Associate's degree attainment.) Since our annual Program Assessment Report presents a single year snapshot, it was decided to include only that year's graduating senior class NSCH enrollment data in it. However, beginning this year and moving forward, enrollment, persistence and degree attainment results for the last six Newark High School graduating classes will be detailed in a companion report. This report will draw on the full six-year complement of NSCH data. (See pages 99-133).

Several sources have informed our enrollment data for the NHS Class of 2016 and are described below:

1. The 2016 National Student Clearinghouse StudentTracker, Detailed by Student Report (CH.ST.DBS) for Newark City School District provides individual student information by high school class on college enrollment and graduation, including college location, the time it takes to earn degrees and enrollment continuity.
2. The 2016 National Student Clearinghouse StudentTracker Aggregate Report (CH.ST.A) for Newark City School District provides a summary of college enrollment and graduation by high school class.
3. The A Call to College data base (ACTC.DB) maintained by our staff allows NSCH data to be matched with A Call to College student level data, providing more detailed analysis of the relationship between college enrollment and prior involvement in A Call to College activities.

Please note data provided by the National Student Clearinghouse may change from prior years due to ongoing updates or audits by Newark City Schools, National Student Clearinghouse, universities, and colleges.

NHS Class of 2016 College Enrollment

The following tables provide a snapshot of the NHS Class of 2016 enrollment in college the first fall immediately after high school graduation.

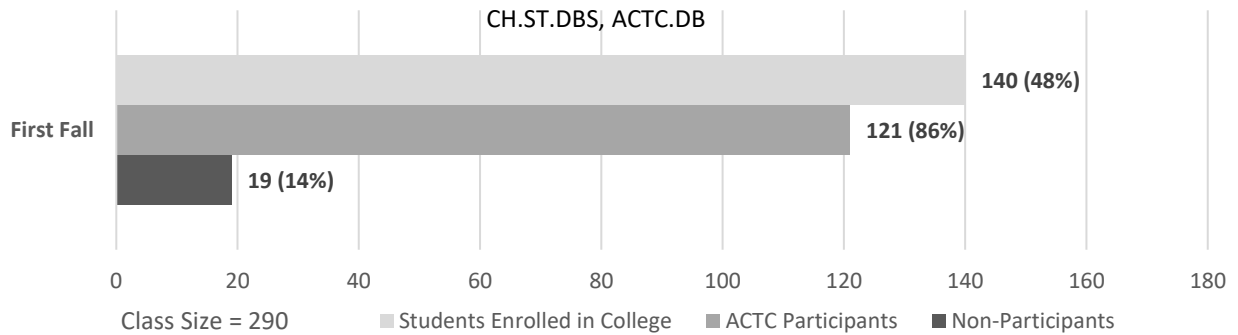
Data sources for these tables include the 2016 National Student Clearinghouse StudentTracker, Detailed by Student Report (CH.ST.DBS) and Aggregate Report (CH.ST.A) for Newark City School District, and the Access Data Base (ACTC.DB) maintained by A Call to College. The CH.ST.DBS report was run on June 29, 2017.

Again, for assessment purposes, we define an "ACTC Participant" as any graduating senior who has four or more documented advisor visits during the course of his/her junior and senior years and he/she has checked yes on either the junior and/or the ACTC Student Interest Form. A "Non-Participant" then is a graduating senior with 3 or less documented advisor visits.

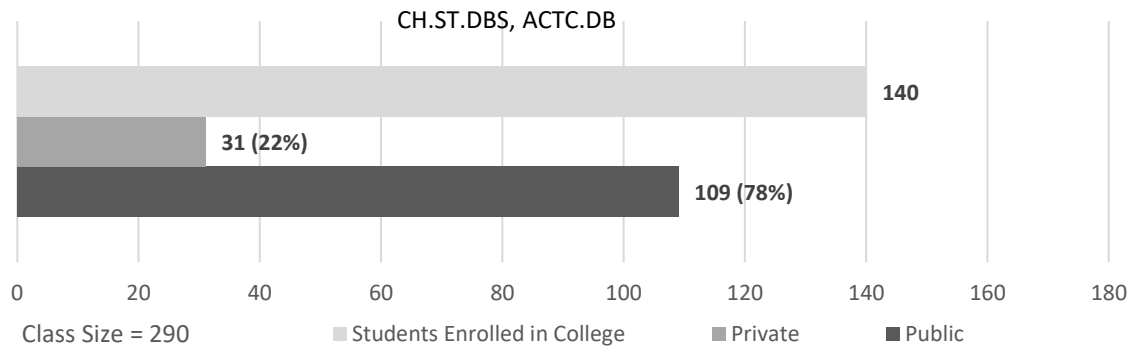
GENERAL OBSERVATIONS on college enrollment by the NHS Class of 2016:

- The first fall after high school graduation, 48% of the entire class enrolled in college. Of those enrolled, 86% were ACTC Participants and 14% were Non-Participants. (Graph CH1)
- Of the 140 students who enrolled in college the first fall after high school graduation, 78% enrolled in a public college and 22% enrolled in a private college. (Graph CH2)
- Of the 140 students who enrolled in college the first fall after high school graduation, 76% enrolled in a 4-year college and 24% enrolled in a 2-year college. (Graph CH3)
- Forty-two different colleges and universities enrolled this cohort, with 88% of the students choosing an Ohio institution, and 12% going out of state. (Graph CH4)
- Two colleges enrolled 40% of this class: The Ohio State University - Newark (21%) and Central Ohio Technical College (19%). (Graph CH4) Note that when it comes to NSCH reporting, colleges who have regional campuses like Ohio University can choose to either differentiate enrollment by campus location or report their number as an aggregate for the whole system. Ohio University choose to do the latter, giving no quick way to determine how many OU-bound students enrolled at Athens, Zanesville or Lancaster.

CH1. NHS Class of 2016 College Enrollment First Fall after Graduation Participant vs. Non-Participant

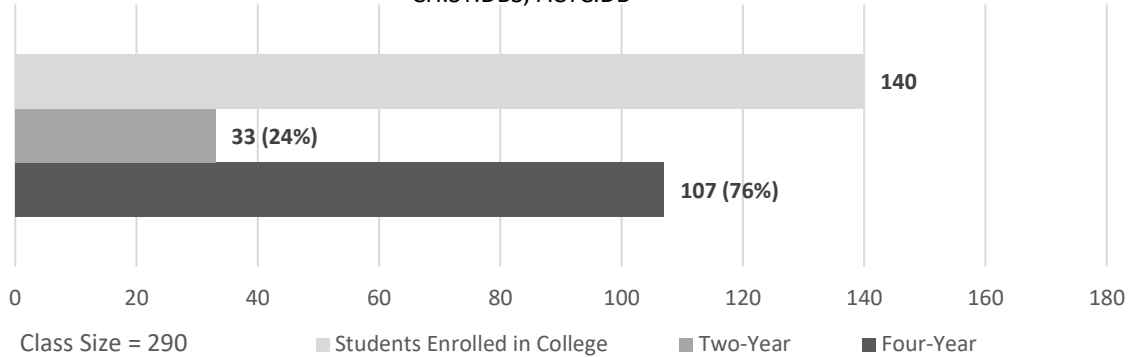


CH2. NHS Class of 2016 College Enrollment First Fall after Graduation at Public and Private Colleges



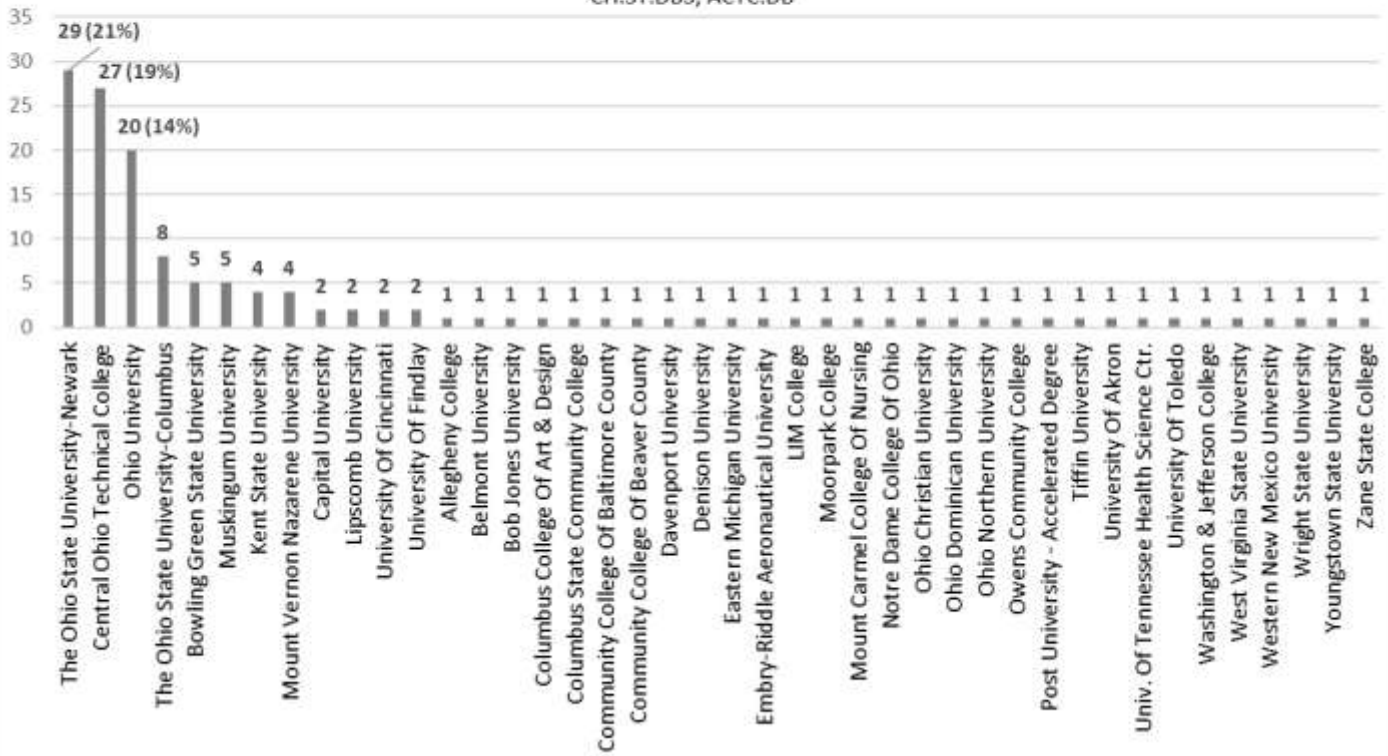
CH3. NHS Class of 2016 College Enrollment First Fall after Graduation at Two-Year and Four-Year Colleges

CH.ST.DBS, ACTC.DB



CH4. NHS Class of 2016 Most Common Institutions of Enrollment the First Fall after HS Graduation by Number of Students

CH.ST.DBS, ACTC.DB



Appendix A:

PEAK Program Logic Model,
Outcome Template &
Implementation Template

Problem Statement

In NCS, an unacceptably high percentage of primary school students are unaware of the benefits of education through and beyond high school, and how to best position themselves for life success.

**Logic Model Diagram:
A Call to College PEAK Program**

Goal

Increase college knowledge, career awareness and financial literacy in students and families in the Newark City School district by implementing and sustaining a targeted early awareness program.

Long-Term Outcomes

Increase the percentage of Newark residents who have post-secondary credentials
Increase the median income in Newark

Rationales

Research indicates that an individual's level of education is directly correlated to earning potential, career options, financial literacy and family stability.

Assumptions

Newark High School and the Newark City School District remain supportive of A Call to College. Quality post-secondary opportunities are available to Newark graduates. High school graduation and post-secondary credentials remain an economic, social and civic priority.

Resources

3 full-time, 4 part-time staff; 14 trained volunteer advisors; 1 student intern; teachers, guidance counselors, principals and additional volunteers. Operating budget, endowment income and restricted grants. Office, classroom and school space. Computer hardware, software and communications infrastructure. Office equipment. Programming materials and services.

Activity Groups

2nd Grade: Two theme-based reading weeks; Seven Library Field Trips; A service-learning activity and "Imagine My Future" workbook project
4th Grade: A 9-week long college and financial literacy curriculum and a field trip to a local museum to see a play about college
6th Grade: A 6-week long curriculum and a college campus visit
8th Grade: A 5-week long curriculum about career and college exploration and a 3-day activity ending in a financial simulation game

Outputs

500 students, 24 classrooms, 150 community/college volunteers, 365 hours of classroom time
500 students, 24 classrooms, 20 community/college volunteers, 300 hours of classroom time
480 students, 20 classrooms, 10 community/college volunteers, 220 hours of classroom time
450 students, 18 classrooms, 100 community/college volunteers, 150 hours of classroom time

Intermediate-Term Outcomes

Increase the percentage of NHS seniors who are defined as A Call to College participants
Increase the NHS college-going rate

Short-Term Outcomes

Learn the 4 money management skills
Increase aspiration for education through and beyond high school
Learn the 4 college-going behaviors
Increase knowledge about how to pay for college
Increase the knowledge that college graduates earn more money on average than high school graduates

Evaluation Plan Builder » PEAK Program OUTCOME TEMPLATE

Full View

Outcomes	Indicators	Data Collection
Shorter-Term Outcomes		
i. Learn the 4 money management skills	a. 60% of 4th grade students will name all 4 money management skills in the fall programming post-survey (4d)	● Survey (4th pre-/post) - HIGH
i. Learn the 4 college-going behaviors	a. 50% of 4th grade students will name at least 3 of the 4 college-going behaviors in the fall programming post-survey (4e)	● Survey (4th pre-/post) - HIGH
i. Increase knowledge about how to pay for college	a. 20% more of 6th graders will agree or strongly agree in response to the post-survey statement about financial aid resources (6j)	● Survey (6th pre-/post) - HIGH
	b. 50% of 9th graders will answer agree or strongly agree in the benchmark survey question about financial aid resources (9k)	● Survey (9th grade Benchmark) - MEDIUM
	c. Over 80% of seniors defined as ACTC participants will answer informed, very informed or extremely informed in response to completing and submitting the FAFSA in the 2019-20 Senior Exit survey (12r)	● Survey (Senior Exit) - MEDIUM
i. Increase aspiration for education through and beyond high school	a. 2% more of 4th graders will indicate a desire to attend college in the post-survey following the fall programming (4a)	● Survey (4th pre-/post) - HIGH
	b. 10% more of 6th graders will indicate a desire to attend a 2- or 4-year college in response to the post-survey question about immediate plans after high school (6a)	● Survey (6th pre-/post) - HIGH

	c. 75% of the NHS Class of 2020 will indicate a desire to continue their education after HS graduation (9a) in their benchmark 9th grade survey	<ul style="list-style-type: none"> ● Survey (9th Benchmark) - MEDIUM
i. Increase the knowledge that college graduates earn more money on average than high school graduates	a. 15% more of 6th graders will agree or strongly agree in response to the post-survey question about earning power of college graduates (6g)	<ul style="list-style-type: none"> ● Survey (6th pre-/post) - HIGH
	b. 90% of 9th graders will agree or strongly agree in response to the post-survey question about earning power of college graduates (9f)	<ul style="list-style-type: none"> ● Survey (9th Benchmark) - MEDIUM
Intermediate Outcomes		
i. Increase the percentage of NHS seniors who are defined as A Call to College participants	a. Over 60% of NHS Class of 2020 will be defined as ACTC participants by the conclusion of their senior year	<ul style="list-style-type: none"> ● Journal Log, Diary (Access Database, Advisor Folders) - HIGH ● Survey (Senior Exit) - MEDIUM
i. Increase the NHS college-going rate	a. Over 60% of NHS Class of 2020 will be enrolled at a 2- or 4-year post-secondary institution by the spring of 2021	<ul style="list-style-type: none"> ● Journal Log, Diary (Access database) - HIGH ● Document Review (NSCH) - HIGH
Longer-Term Outcomes		
i. Increase the percentage of Newark residents who have post-secondary credentials	a. TBD	
i. Increase the median income in Newark	a. TBD	

Evaluation Plan Builder » PEAK Program IMPLEMENTATION TEMPLATE

Data Collection

Activities / Outputs	Questions	Data Collection
1. 2nd Grade: Two theme-based reading weeks; Seven Library Field Trips; A service-learning activity and "Imagine My Future" workbook project		
Activities:	a. Do the 2nd grade partner teachers find the activities worthwhile?	● Survey (Survey Monkey) - LOW
Outputs:	b. Do the community/college students find their participation to be worthwhile?	● Observation (Staff feedback meetings) - LOW
a. 500 students, 24 classrooms, 150 community/college volunteers, 365 hours of classroom time		
2. 4th Grade: A 9-week long college and financial literacy curriculum and a field trip to a local museum to see a play about college		
Activities:	c. Do 4th graders enjoy participating?	● Observation (Teacher and staff feedback) - LOW
Outputs:	d. Do the 4th grade partner teachers find the outreach to be a valuable use of classroom time?	● Survey (Survey Monkey) - LOW
a. 500 students, 24 classrooms, 20 community/college volunteers, 300 hours of classroom time		
3. 6th Grade: A 6-week long curriculum and a college campus visit		
Activities:	e. Do 6th graders enjoy participating?	● Observation (Teacher and staff feedback) - LOW
Outputs:	f. Do the 6th grade partner teachers find the outreach to be a valuable use of class time?	● Survey (Survey Monkey) - LOW
a. 480 students, 20 classrooms, 10 community/college volunteers, 220 hours of classroom time		
4. 8th Grade: A 5-week long curriculum about career and college exploration and a 3-day activity ending in a financial simulation game		
Activities:	g. Do 8th graders enjoy participating?	● Observation (Staff and Teacher feedback) - LOW
Outputs:	h. Do the 8th grade partner teachers find the two activities to be a valuable use of class time?	● Survey (Survey Monkey) - LOW
a. 450 students, 18 classrooms, 100 community/college volunteers, 150 hours of classroom time		

Appendix B:

High School Program Logic Model,
Outcome Template &
Implementation Template

Problem Statement

Many NHS families are unaware of the benefits of education beyond high school, causing the community to experience generational poverty, limited employment opportunities and unstable living conditions

Logic Model Diagram: A Call to College: The High School Program

Goal

Increase students' knowledge of the steps necessary to apply to, afford and attend college, as well as increase their understanding of how to access available financial aid

Long-Term Outcomes

Increase the percentage of Newark residents who have post-secondary credentials
Increase the median income in Newark

Rationales

Research indicates that an individual's level of education is directly correlated to earning potential, career options and family stability.

Assumptions

Newark High School and the Newark City School District remain supportive of A Call to College. Quality post-secondary opportunities are available to Newark graduates. High school graduation and post-secondary credentials remain an economic, social and civic priority.

Resources

3 full-time, 4 part-time staff; 14 trained volunteer advisors; 1 student intern; teachers, guidance counselors, principals and additional volunteers. Operating budget, endowment income and restricted grants. Office, classroom and school space. Computer hardware, software and communications infrastructure. Office equipment. Programming materials and services.

Activity Groups

Seniors

Juniors

Outputs

300 seniors, 700 one-on-one advising sessions, 4 evening help sessions, 80 graduating Last-dollar grant recipients

350 juniors, 700 one-on-one advising meetings; 1 evening college info presentation, 10 ACT test registration, preparation and completion events, 200 ACT test takers, 18 in-class Method Test Prep training sessions; 1 teacher professional development workshop

Intermediate-Term Outcomes

Increase NHS college-going rate

Increase NHS college graduation rate

Short-Term Outcomes

Learn college information by attending 4 or more advising sessions (Srs. & Jrs.)

Register, prepare for and complete the ACT test (Jrs.)

Submit two or more college applications

Make college more affordable by facilitating access to financial aid

Increase conversation about college between students and parents

Evaluation Plan Builder » A Call to College: The High School Program OUTCOME TEMPLATE

Full View

Outcomes	Indicators	Data Collection
Shorter-Term Outcomes		
i. Learn college information by attending 4 or more advising sessions (Srs. & Jrs.)	a. 80% of seniors defined as ACTC participants will indicate they feel either informed, very informed or extremely informed about the college application process in the exit survey (12o)	<ul style="list-style-type: none"> ● Survey (Exit instrument administered by paper) - HIGH ● Journal Log, Diary (Access Data Base) - MEDIUM ● Document Review (ACTC senior folders) - LOW
i. Register, prepare for and complete the ACT test (Jrs.)	<p>a. 50% of Juniors will register for and complete the ACT test in either April or June of their Junior year (ACT Now! data base)</p> <p>b. 35% of Juniors will participate in at least one ACT Now! preparation activity in their Junior year (ACT Now! data base)</p>	<ul style="list-style-type: none"> ● Journal Log, Diary (ACT test registration forms) - LOW ● Journal Log, Diary (Tracking lists maintained in Common) - MEDIUM
i. Submit two or more college applications	a. 75% of those seniors defined as ACTC participants and who took the exit survey will have completed two or more college applications in the course of their senior year (12 h)	<ul style="list-style-type: none"> ● Journal Log, Diary (Access Data Base) - MEDIUM ● Survey (Exit instrument administered by paper) - HIGH
i. Increase conversation about college between students and parents	a. 80% of those seniors defined as ACTC participants and who took the exit survey will indicate they talked either somewhat or very frequently with a parent about college in their junior and senior years (12u)	<ul style="list-style-type: none"> ● Survey (Exit instrument administered by paper) - HIGH
i. Make college more affordable by facilitating access to financial aid	a. On the exit survey twice as many of those seniors defined as ACTC participants will feel either informed, very informed or extremely informed about financial aid in comparison to non-participants (12r, s, t)	<ul style="list-style-type: none"> ● Survey (Exit instrument administered by paper) - HIGH

Intermediate Outcomes	
i. Increase NHS college-going rate	a. Over 60% of NHS Class of 2020 will be enrolled at a 2- or 4-year post-secondary institution by the spring of 2021 (NSCH)
i. Increase NHS college graduation rate	a. Over 60% of NHS Class of 2020 will have graduated from a 2- or 4-year college or university by summer of 2025 (NSCH)
Longer-Term Outcomes	
i. Increase the percentage of Newark residents who have post-secondary credentials	a. TBD
i. Increase the median income in Newark	a. TBD

© 2002-2015 Innovation Network. All rights reserved

Evaluation Plan Builder » A Call to College: The High School Program IMPLEMENTATION TEMPLATE

Data Collection

Activities / Outputs	Questions	Data Collection
1. Seniors		
Activities: a. College comparison and application timeline advising b. FAFSA assistance c. Evaluation of college award letters d. LDG and scholarship search assistance Outputs: a. 300 seniors, 700 one-on-one advising sessions, 4 evening help sessions, 80 graduating Last-dollar grant recipients	a. How do the participants perceive our advising program?	● Survey (Review related question on exit instrument) - LOW
	b. Do students and families understand how to interpret their financial aid packages?	● Observation (Sponsor new April session; administer exit poll) - LOW
	c. Are there any noticeable trends with our Last-Dollar applicant pool?	● Journal Log, Diary (Access data base and LDG application) - MEDIUM
	d. What do the participants find most helpful/least helpful about our programming?	● Survey (Review related question on exit instrument) - MEDIUM
2. Juniors		
Activities: a. ACT test registration, preparation and completion assistance b. College search advising c. College field trips Outputs: a. 350 juniors, 700 one-on-one advising meetings; 1 evening college info presentation, 10 ACT test registration, preparation and completion events, 200 ACT test takers, 18 in-class Method Test Prep training sessions; 1 teacher professional development workshop	e. Is the percentage of ACT test takers of the junior class increasing?	● Document Review (Compare and quantify year to year data for test takers) - LOW
	f. Do the ACT prep events make sense (content, date, length of session, time of semester)?	● Observation (Discussion among participating staff) - MEDIUM
	g. Can we construct an assessment to determine whether our ACT prep activities are increasing scores?	● Expert Review (Consult with ACT staff member) - HIGH

Appendix C:

Pre-/Post-Survey Instruments for PEAK and 9th Grade Start Your Story

4th Grade Pre-/Post-Survey

First Name _____ Last Name _____

Teacher's Name _____

A. Do you want to go to college? (circle just one answer)

YES

NO

NOT SURE

B. What is college? Please write a definition for it in the space below:

College is _____

C. List all the vocabulary words you can think of that have to do with college:

- 1. _____ 6. _____
- 2. _____ 7. _____
- 3. _____ 8. _____
- 4. _____ 9. _____
- 5. _____ 10. _____

D. What are the four money management skills?

- 1. _____ 3. _____
- 2. _____ 4. _____

E. List the 4 "College-going behaviors" (same as school habits) that are important for being a good student and some day being able to go to college:

- 1. _____
- 2. _____
- 3. _____
- 4. _____

6th Grade Pre-/Post-Survey

Student's Name: _____

Teacher's Name: _____

School: _____ Lunch ID Number: _____



	3rd	4th	5th	6th	7th	8th	Other
Your grade:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

1. Which of the following best describes your race or ethnicity?
- American Indian or Alaska Native Asian Black / African-American Biracial
 Hispanic or Latino White Native Hawaiian or Pacific Islander

2. I am a... Male Female

	Some high school	High school	Vocational school	Community college	Four-year college	Graduate school	I don't know
3. What is the highest level of education your mother received?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. What is the highest level of education your father received?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. How many of your brothers and/or sisters have attended or graduated from a college or university?
- None One Two Three + I am the oldest I do not have siblings

6. Which of the following best describes your immediate plans after high school?
- I plan to enter the workforce. I plan to attend a 2-year college.
 I plan to attend a four-year college or university. I plan to enter the military.
 I haven't decided what I want to do after I graduate high school. I plan to attend a 1-year trade school.

	Frequently	Sometimes	Rarely	Never
7. How often do you talk with your parent(s) or guardian(s) about the classes you plan to take in high school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. How often do you talk with your parent(s) or guardian(s) about attending college?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. How often do you talk with your parent(s) or guardian(s) about your career goals?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. Have you ever visited a college or university campus? Yes No

	Strongly disagree	Disagree	I don't know	Agree	Strongly agree
11. Making good grades in my middle school classes helps me achieve my future goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. A college education is important for me to achieve my goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. College graduates earn more money than people with only a high school diploma.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. I see myself graduating from college in ten years.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. I can afford to pay for college.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Knowing my learning style helps me do well in my classes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. There are a variety of financial aid resources to help me pay for college.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. I am aware of the courses that I need to take in high school to be ready for college.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. The grades I make in middle school affect the courses I can take in high school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8th Grade Pre-/Post-Survey

Lunch ID Number _____ Teacher Name _____
(Please print neatly) (Please print neatly)

A Call to College Survey: Please read each question below and darken in ONE circle or square that best matches how you feel right now as an 8th grader. There is no right or wrong answer, but simply what you think at this moment. We define college as ANY education after high school graduation. The survey continues on the back. (Answer only ONE choice on all questions.)

1. For me, going to college is...

Not at all Important		Somewhat Important		Very Important
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Going to college would be...

Not at all useful		Somewhat useful		Very useful
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. I want to go to college.

Not at all true of me		Somewhat true of me		Very true of me
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. I will graduate from high school.

Not at all Likely		Somewhat Likely		Very Likely
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. If you answered somewhat likely to very likely to Question #4, what do you plan to do after you graduate from high school? (Darken ONE box only).

- Get a full-time job
- Join the military
- Acquire additional work/trade skills (High Skills Certificate)
- Attend a 2-year technical or community college (Associate's)
- Attend a 4-year college (Bachelor's)
- I don't know

6. If you answered not at all likely to Question #4, what do you plan to do once you drop out? (Darken ONE box only.)

- Try to find part-time work that does not require a high school diploma
- Marry and raise a family
- Live at home
- Work in my family's business
- I don't know

7. How far in school do you expect to go? (Darken ONE circle only.)

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9 th or 10 th Grade	10 th or 11 th Grade	High School Grad	High Skills Certificate	Associate's Degree	Bachelor's Degree	Advanced Degree (Master's, Ph.D., M.D.)

8. I have explored a few careers that I am interested in.

Not at all true of me		Somewhat true of me		Very true of me
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. I have talked with someone about my college goals.

Not at all true of me		Somewhat true of me		Very true of me
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. I think it is important to set high goals

Not at all true of me		Somewhat true of me		Very true of me
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. I believe college will be affordable for me.

Not at all true of me		Somewhat true of me		Very true of me
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. I am excited about my future.

Not at all true of me		Somewhat true of me		Very true of me
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. I will earn more money if I continue my education after high school.

Not at all true		Somewhat true		Very true
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. Participating in A Call to College/PEAK activities this year was valuable.

Not at all true of me		Somewhat true of me		Very true of me
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9th Grade Start Your Story Pre-/Post-Survey

Student ID # _____
Please print neatly

9th Grade Pre-/Post-Survey

First Name _____
Please print neatly

Last Name _____
Please print neatly

Please read each statement below and darken in **one** circle that best matches how you feel right now. There is no right or wrong answer, but simply how you feel at this moment.

1. For me, getting good grades is...

Not at all Important		Somewhat Important		Very Important
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. For me, getting involved in extracurricular activities is...

Not at all Important		Somewhat Important		Very Important
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. For me, having good attendance is...

Not at all Important		Somewhat Important		Very Important
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. For me, choosing courses that challenge me is...

Not at all Important		Somewhat Important		Very Important
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please read questions 5 through 8 below and CIRCLE ONLY ONE answer. IF you answer YES to the question, then complete Part A. IF you answer NO, leave Part A blank and move to the next statement.

- | | | |
|---|-----|----|
| 5. Have you ever set a goal in the area of grades? | YES | NO |
| a. If YES, did you accomplish the goal? | YES | NO |
| 6. Have you ever set a goal in the area of attendance? | YES | NO |
| a. If YES, did you accomplish the goal? | YES | NO |
| 7. Have you ever set a goal in the area of joining school activities? | YES | NO |
| a. If YES, did you accomplish the goal? | YES | NO |

8. Have you ever set a goal in the area of course selection? YES NO
a. If YES, did you accomplish the goal? YES NO
9. List the number of credits you think you should take in high school in each subject area below to best prepare for career and college after high school.
- To be best prepared for career and college after high school, I should take:
- a. _____ credits of MATH
 - b. _____ credits of ENGLISH
 - c. _____ credits of SCIENCE
 - d. _____ credits of FOREIGN LANGUAGE

10. What is a transcript? Write a definition for it in the space below:

A transcript is _____

11. Name up to 4 **school-related** items included on your high school transcript (Please do not list personal items like name, address, birthdate, etc.):
- a. _____
 - b. _____
 - c. _____
 - d. _____

12. What does G.P.A. stand for? _____

13. Please read the following statements about G.P.A. and answer **ONLY ONE**

___ I know my most current G.P.A. It is _____

___ I don't know my G.P.A.

___ I don't know what G.P.A. means

Appendix D:

9th Grade Benchmark Survey

9th Grade Benchmark Survey

Dear NHS 9th Grader:

The following questions or statements ask you to reflect on your thoughts concerning education and your future. Read each question or statement carefully and respond to the best of your ability. There is not a right or wrong answer. Simply choose the answer you think best describes how you think at the moment. **Please choose only one answer for each question unless otherwise indicated.** The first section of this survey simply gathers information about you. Thanks for participating!

1. I am in the NHS Class of:

- a. 2016 b. 2017 c. 2018 d. 2019 e. 2020

2. Gender

- a. Male b. Female

3. Race

- a. White b. Black c. Bi-racial d. Hispanic e. Asian f. Other

4. What was the middle school you attended as an 8th grader? (Circle all that apply)

- a. Heritage b. Liberty c. Wilson d. Other

5. What was the elementary school you attended as a 4th grader? (Circle all that apply)

- a. Ben Franklin
b. Carson
c. Cherry Valley
d. John Clem
e. Hillview
f. Legend
g. McGuffey
h. Other

6. Which of the following best describes your plans right after high school?

- a. I plan to get a full-time job.
b. I plan to enter the military.
c. I plan to learn a trade or acquire additional work skills.
d. I plan to attend a 2-year college and earn an associate's degree.
e. I plan to attend a 4-year college and earn a bachelor's degree.
f. I have not decided what I want to do right after I graduate from high school.
g. I am not certain I will graduate from high school.

For the purposes of the following questions, the word "college" means continuing one's education after high school in order to complete a specialized license, high-skills certificate, Associate's degree or Bachelor's degree.

7. I want to go to college.

- Strongly Disagree Disagree Neutral or not sure Agree Strongly Agree

8. A college education is important for me to achieve my future goals.

- Strongly Disagree Disagree Neutral or not sure Agree Strongly Agree

Appendix E:

Senior Exit Survey

Senior Exit Survey

NHS Class of 2016 Exit Survey for A Call to College

First and Last Name: _____ Student No. _____ Gender: M F

1. Did you meet during your junior and/or senior years with an A Call to College advisor? YES NO

• If YES, about how many times in total did you meet? 1 2 3 4 5 6

• If YES, how helpful were these sessions in your understanding of how to apply to and afford college?

Extremely helpful Very helpful Helpful Somewhat helpful Not helpful

2. Did A Call to College assist you in any way as a junior with the ACT test? YES NO

• If YES, please circle all the ways you were assisted:

- a. Registering for the test
- b. Paying the test fee
- c. Preparing for the test
- d. Transportation to the test site
- e. Other (please supply): _____

• If NO, what was the main reason you did not participate in ACT events with A Call to College (circle only one):

- a. Only students who think they are going to college need to take this test
- b. I did not have the time
- c. I did not know about these ACT events
- d. I did not want to miss class
- e. I was not at NHS my junior year
- f. Other (please supply reason): _____

3. Have you completed and submitted at least one college application? YES NO

• If YES, please indicate how many college applications you completed and submitted:

a. 1 b. 2 c. 3 d. 4 - 6 e. 7 or more

• If NO, why have you not completed and submitted a college application? (circle only one):

- a. I did not think I would be able to afford college
- b. I did not think I had strong enough grades or test scores
- c. I wanted to take a break from school
- d. I was not certain what I needed to do to apply to college
- e. I did not think going to college was worth the expense or time
- f. Other (please supply reason): _____

4. Did you complete and submit a FAFSA (Free Application For Federal Student Aid)? YES NO Not Sure

• If YES, did you receive help from someone at A Call to College? YES NO

• If YES, did you understand the results? YES Somewhat NO

5. Did you submit an application for the A Call to College Last-Dollar Grant? YES NO

• If NO, why not? (circle only one)

- a. I am not attending college
- b. I did not know about this grant
- c. I did not meet the gpa requirement
- d. I missed the deadline
- e. I did not have time
- f. OTHER (please supply reason): _____

6. For each college-going step listed below, please circle the number on the scale listed next to it, how informed you feel about that step, with 5 meaning extremely informed, 3 meaning informed and 1 meaning not at all informed.

	Extremely Informed	Very Informed	Informed	Somewhat Informed	Not at all Informed
a. College Application Process	5	4	3	2	1
b. The ACT Test	5	4	3	2	1
c. Preparing for the ACT Test	5	4	3	2	1
d. Completing & Submitting FAFSA	5	4	3	2	1
e. Understanding my Financial Aid Award Letter	5	4	3	2	1
f. Knowing How Much College Will Cost Me	5	4	3	2	1

7. In your junior and senior years, how often did you talk about college with a parent or legal guardian?

Very frequently Somewhat frequently Occasionally Rarely Never

8. Who do you feel provided the most helpful advice about planning for life after high school (circle only one):

- a. Parent or Guardian b. Sibling c. Friend d. Teacher e. Guidance Counselor f. A Call to College
 g. Other (Please supply): _____

9. Circle the option that best represents the average grade you earned in your high school courses:

- a. A b. B c. C d. D or below

10. Which of the following best describes what you will do right after high school? (Circle only one)

- a. Get a full-time job.
 b. Enter the military.
 c. Learn a trade or complete a 1-year certificate program.
 d. Attend a 2-year college and earn an Associate's degree.
 e. Attend a 4-year college and earn a Bachelor's degree.
 f. I have not decided what I want to do right after I graduate from high school.
 g. I am not certain I will graduate from high school.

11. Is there anything else that could have helped you understand more about continuing your education after high school?

Thank you for your time, good luck after graduation and stay in touch with our office – we are open all summer!

2009-16
National Student
Clearinghouse
Enrollment, Persistence,
and Degree Attainment
Report

**Executive Summary for the
2009-2016 National Student Clearinghouse
Enrollment, Persistence and Degree Attainment Report**

The 2009-2016 National Student Clearinghouse Enrollment, Persistence and Degree Attainment Report represents an analysis of data generated by Newark High School's participation in The National Student Clearinghouse. Newark High School became a member of The National Student Clearinghouse in 2008. In the 2015-16 school year, the district exceeded the necessary six consecutive years of enrollment and progression data required to determine 4-, 5- and 6-year (considered on-time) completion rates for Bachelor's degree seekers in the Class of 2010.

Among the most significant overall findings from the 2009-2016 Newark High School graduating classes were:

- On average, half of the high school graduates (50%) from this period enrolled in college the first fall following high school graduation. (Graph CH12)
- On average, these cohorts were three times more likely to choose a 4-year rather than a 2-year college. (Graph CH14)
- Students who enrolled in college during this period were over 8 times more likely to choose an in-state college. (Graph CH15)
- Of the fifteen most common colleges of enrollment for the first fall after high school graduation, two colleges enrolled nearly 70% of the students: The Ohio State University, 43% and Central Ohio Technical College, 25%. (Graph CH16)
- On average, 73% of the students who enrolled in college the first year after high school returned for a second year of college. (Graph CH17)
- Students enrolled in private colleges the first year after high school were more likely to persist to a second year of college than were students who enrolled in public colleges. (Graph CH18)
- Students enrolled in four-year colleges the first year after high school were more likely to persist to a second year of college than were students who enrolled in two-year colleges. (Graph CH19)
- From the classes of 2009-2015, students have earned 352 college degrees. (Graph CH28)

Section I: National Student Clearinghouse Overview and Data Sources

This report details data gathered from the National Student Clearinghouse (NSCH), a non-profit organization founded in 1993 that helps high schools and colleges track the college enrollment and graduation of their students. Thousands of high schools and more than 3,600 colleges and universities, enrolling 99% of our nation's college students, elect to participate in the NSCH. This data attempts to summarize the college enrollment and graduation rates for the NHS Classes 2009 through 2016. Several data sources have informed these efforts and are described below:

1. The 2016 National Student Clearinghouse StudentTracker, Detailed by Student Report (CH.ST.DBS) for Newark City School District provides individual student information by high school class on college enrollment and degree attainment, including college location, the time it takes to earn degrees and enrollment continuity.
2. The 2016 National Student Clearinghouse StudentTracker Aggregate Report (CH.ST.A) for Newark City School District provides a summary of college enrollment and degree attainment by high school class.
3. The 2016 National Student Clearinghouse High School Benchmark National College Progression Rates Report (CH.HSB) provides national college enrollment outcomes delineated by high school type for public non-charter high schools. There are 12 categories of high schools based on income, minority levels, and location of the school. Newark High School's comparison high school type is defined as: Low income, Low minority, Suburban.
4. The A Call to College data base (ACTC.DB) maintained by our staff allows NSCH data to be matched with A Call to College student level data, providing more detailed analysis of the relationship between college enrollment and involvement in A Call to College high school activities.

This report is divided into three parts. The first part describes college enrollment and persistence by specific high school class at designated points after high school graduation. The second part describes the number of students earning degrees by specific high school class at various points after high school graduation. The third section compares college progression rates for Newark High School with its national comparison high school type.

Note that reported high school class sizes and graduation totals fluctuate for two to three years after graduation, depending on the data source. This fluctuation may be due to the undetermined status of certain students at the time the official graduation list is submitted. In addition, data provided by the National Student Clearinghouse may change from prior years due to ongoing updates or audits by Newark City Schools, National Student Clearinghouse, universities, and colleges. Class sizes throughout the report come from the 2016 National Student Clearinghouse Student Aggregate Report (CH.ST.A).

Section II: College Enrollment and Persistence by Specific High School Class

The following tables provide a snapshot of NHS graduates by high school class who have enrolled in college continuously since high school graduation. Definitions for these designated points after high school graduation are:

- **First Fall** – the fall immediately after high school
- **First Year** – any time during the first year after high school
- **Second Year** – any time during the second year after high school
- **Third Year** – any time during the third year after high school

Persistence is based upon the cohort of students originally enrolled in college during the first year after high school who continue to enroll in college at designated points after the first year.

Data sources for these tables include the 2016 National Student Clearinghouse StudentTracker, Detailed by Student Report (CH.ST.DBS) for Newark City School District, the 2016 National Student Clearinghouse StudentTracker Aggregate Report (CH.ST.A) for the Newark City School District, and the Access Data Base (ACTC.DB) maintained by A Call to College. The CH.ST.DBS report was run on May 22, 2017. Depending on the source of data, high school class size may vary.

Again, for assessment purposes, and beginning with the NHS Class of 2013, we define an “ACTC Participant” as any graduating senior who has four or more documented advisor visits during the course of his/her junior and senior years and he/she has checked yes on either the junior and/or senior ACTC Student Interest Form. A “Non-Participant” then is a graduating senior with 3 or less documented advisor visits.

GENERAL OBSERVATIONS on college enrollment and persistence by specific high school class:

Class of 2016 (Graph CH1)

- The **first fall** after high school graduation, 48% of the entire class enrolled in college. Of those enrolled, 86% were ACTC Participants and 14% Non-Participants.

Class of 2015 (Graph CH5)

- The **first year** after high school graduation, 50% of the entire class enrolled in college. Of those enrolled, 80% were ACTC Participants and 20% Non-Participants.
- The **second fall** after high school graduation, 34% of the entire class persisted and enrolled in college. Of those enrolled the second fall, 80% were ACTC Participants and 20% Non-Participants. From the first year of enrollment to the second fall, the total students enrolled decreased by 48 or 32%.

Class of 2014 (Graph CH6)

- The **first year** after high school graduation, 51% of the entire class enrolled in college. Of those enrolled, 72% were ACTC Participants and 28% Non-Participants.
- The **second year** after high school graduation, 36% of the entire class persisted and enrolled in college. Of those enrolled the second fall, 81% were ACTC Participants and 19% Non-Participants. From the first year of enrollment to the second year, the total students enrolled decreased by 45 or 28%.

Class of 2013 (Graph CH7)

- The **first year** after high school graduation, 49% of the entire class enrolled in college.
- The **second year** after high school graduation, 37% of the entire class persisted and enrolled in college. From the first year of enrollment to the second year, the total students enrolled decreased by 34 or 26%.
- The **third year** after high school graduation, 31% of the entire class persisted and enrolled in college. From the first year of enrollment to the third year, the total students enrolled decreased by 48 or 36%.

Class of 2012 (Graph CH8)

- The **first year** after high school graduation, 59% of the entire class enrolled in college.
- The **second year** after high school graduation, 43% of the entire class persisted and enrolled in college. From the first year of enrollment to the second year, the total students enrolled decreased by 52 or 28%.
- The **third year** after high school graduation, 36% of the entire class persisted and enrolled in college. From the first year of enrollment to the third year, the total students enrolled decreased by 72 or 38%.

Class of 2011 (Graph CH9)

- The **first year** after high school graduation, 50% of the entire class enrolled in college.
- The **second year** after high school graduation, 34% of the entire class persisted and enrolled in college. From the first year of enrollment to the second year, the total students enrolled decreased by 51 or 32%.
- The **third year** after high school graduation, 30% of the entire class persisted and enrolled in college. From the first year of enrollment to the third year, the total students enrolled decreased by 63 or 39%.

Class of 2010 (Graph CH10)

- The **first year** after high school graduation, 56% of the entire class enrolled in college.
- The **second year** after high school graduation, 42% of the entire class persisted and enrolled in college. From the first year of enrollment to the second year, the total students enrolled decreased by 42 or 25%.
- The **third year** after high school graduation, 36% of the entire class persisted and enrolled in college. From the first year of enrollment to the third year, the total students enrolled decreased by 60 or 36%.

Class of 2009 (Graph CH11)

- The **first year** after high school graduation, 56% of the entire class enrolled in college.
- The **second year** after high school graduation, 41% of the entire class persisted and enrolled in college. From the first year of enrollment to the second year, the total students enrolled decreased by 49 or 26%.
- The **third year** after high school graduation, 38% of the entire class persisted and enrolled in college. From the first year of enrollment to the third year, the total students enrolled decreased by 61 or 33%.

DATA OVER TIME on college enrollment and persistence comparing specific high school classes:

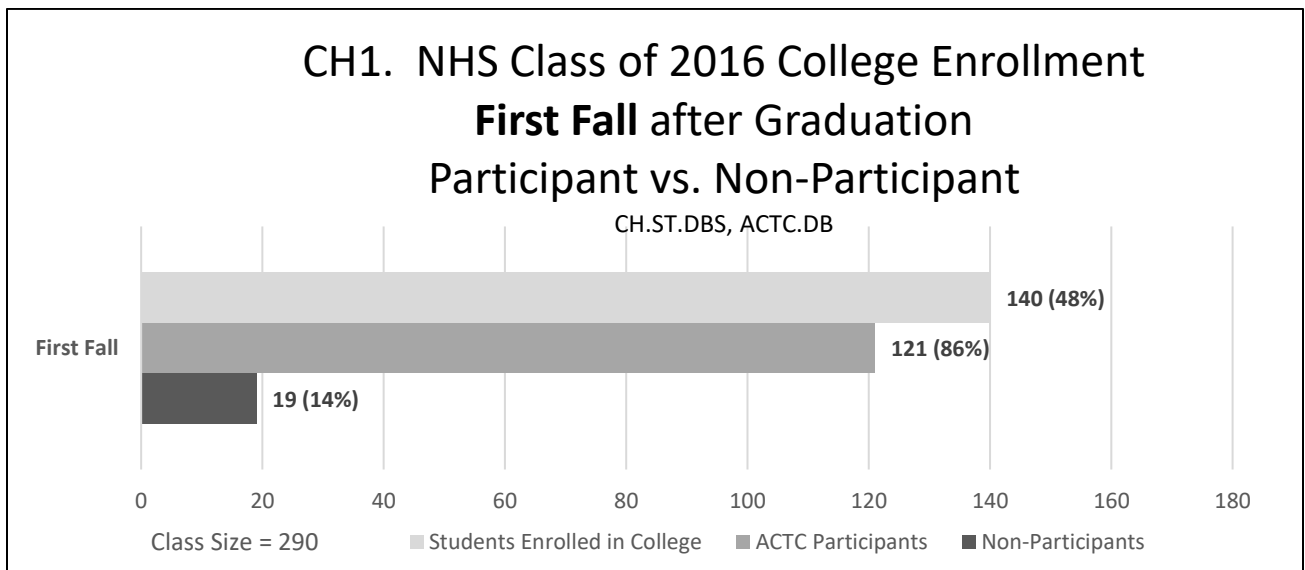
Enrollment for NHS Classes 2009-2016

- The percent of the class enrolled in college the first fall after high school graduation, ranged from 47% (Class of 2011) to 56% (Class of 2012). (Graph CH12)
- On average, the percent of the class enrolled in college the first fall after high school graduation at public colleges was nearly 3.5 times greater than at private colleges. (Graph CH13)
- On average, the percent of the class enrolled in college the first fall after high school graduation at four-year colleges was 3 times greater than at two-year colleges. (Graph CH14)
- On average, the percent of the class enrolled in college the first fall after high school graduation at in-state colleges was 8 times greater than at out-of-state colleges. (Graph CH15)

- 68% of NHS students (Classes 2009-2016) enrolled at either The Ohio State University or Central Ohio Technical College the **First Fall** after high school graduation. (Graph CH16)

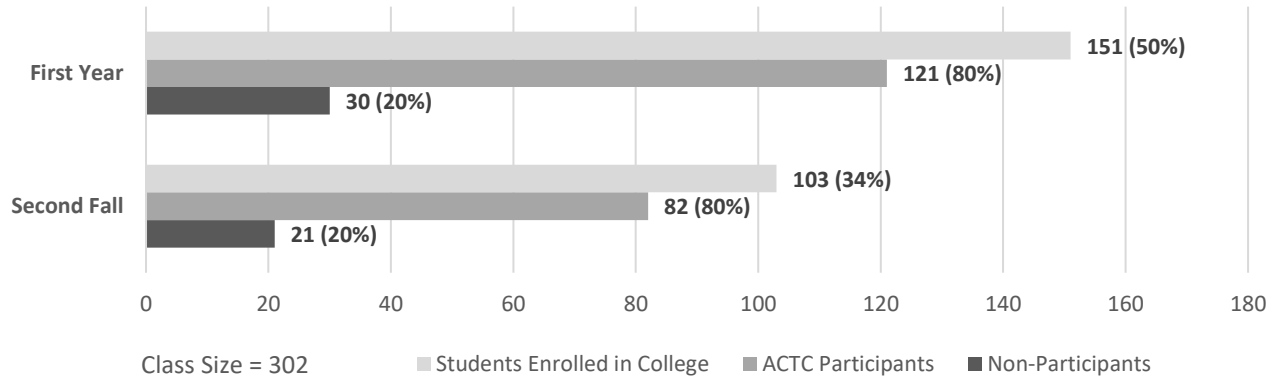
Persistence for NHS Classes 2009-2014

- The percent of students enrolled in college the first year after high school who enrolled anywhere the second year ranged from 69% (Class of 2011) to 76% (Class of 2013) and averaged 73%. (Graph CH17)
- On average, the percent of students enrolled in private college the first year after high school who enrolled anywhere the second year was 87% compared to 69% at public colleges. (Graph CH18)
- On average, the percent of students enrolled in a two-year college the first year after high school who enrolled anywhere the second year was 59% compared to 78% at four-year colleges. (Graph CH19)
- On average, the percent of students enrolled at an in-state college the first year after high school who enrolled anywhere the second year was 72% compared to 81% at out-of-state colleges. (Graph CH20)



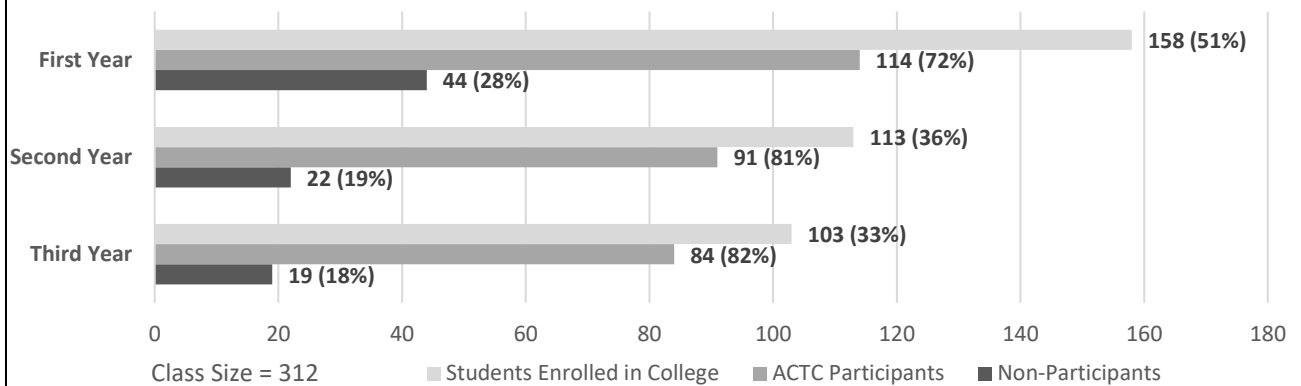
CH5. NHS Class of 2015 College Persistence First Year and Second Fall after Graduation Participant vs. Non-Participant

CH.ST.DBS, ACTC.DB



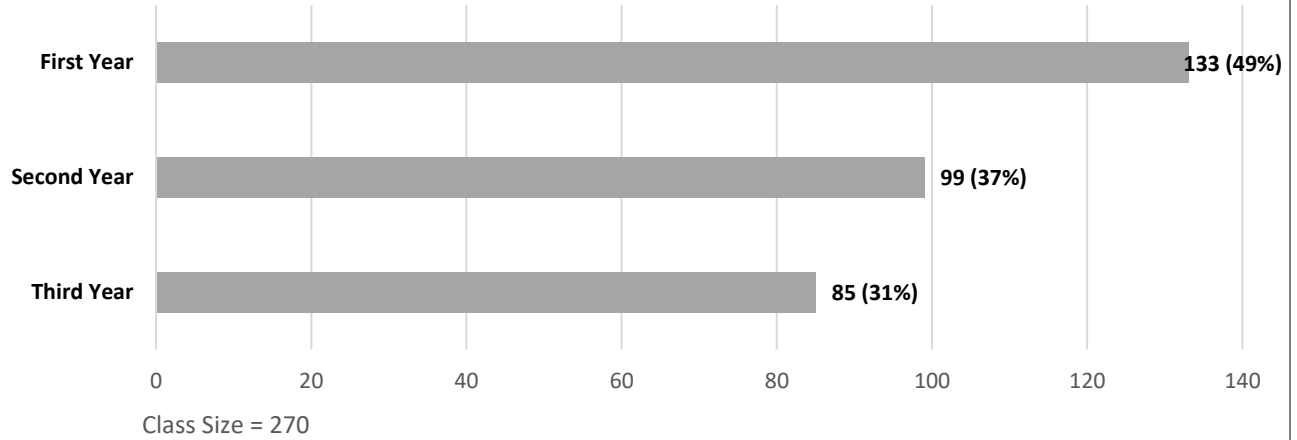
CH6. NHS Class of 2014 College Persistence First Year, Second Year, Third Year after Graduation Participant vs. Non-Participant

CH.ST.DBS, ACTC.DB



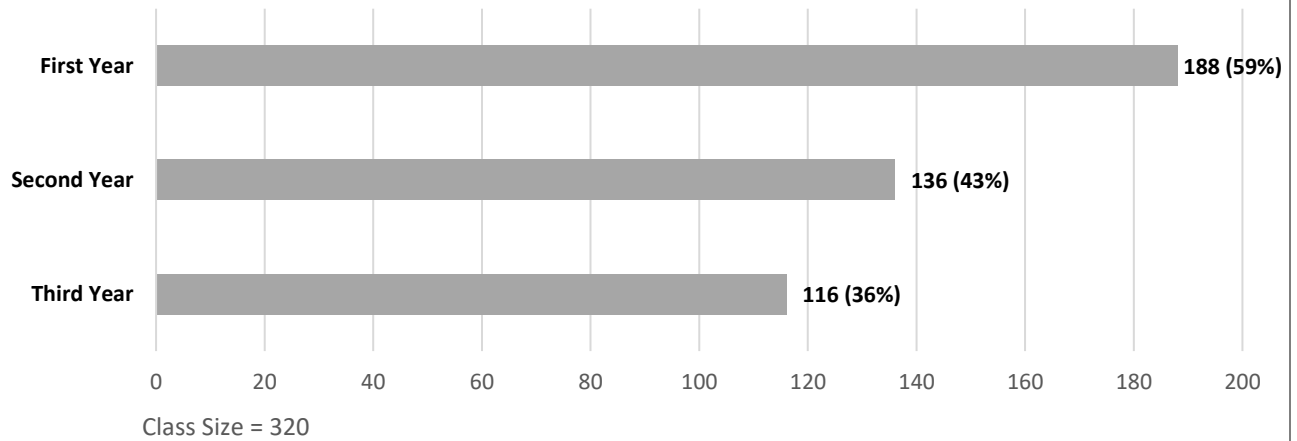
CH7. NHS Class of 2013 College Persistence First Year, Second Year, Third Year after Graduation

CH.ST.DBS, ACTC.DB



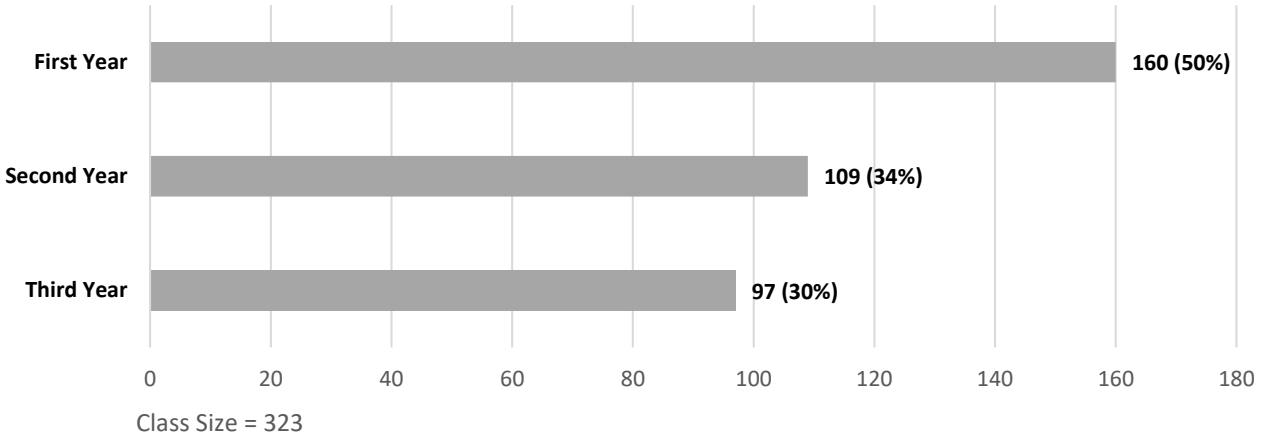
CH8. NHS Class of 2012 College Persistence First Year, Second Year, Third Year after Graduation

CH.ST.DBS, ACTC.DB



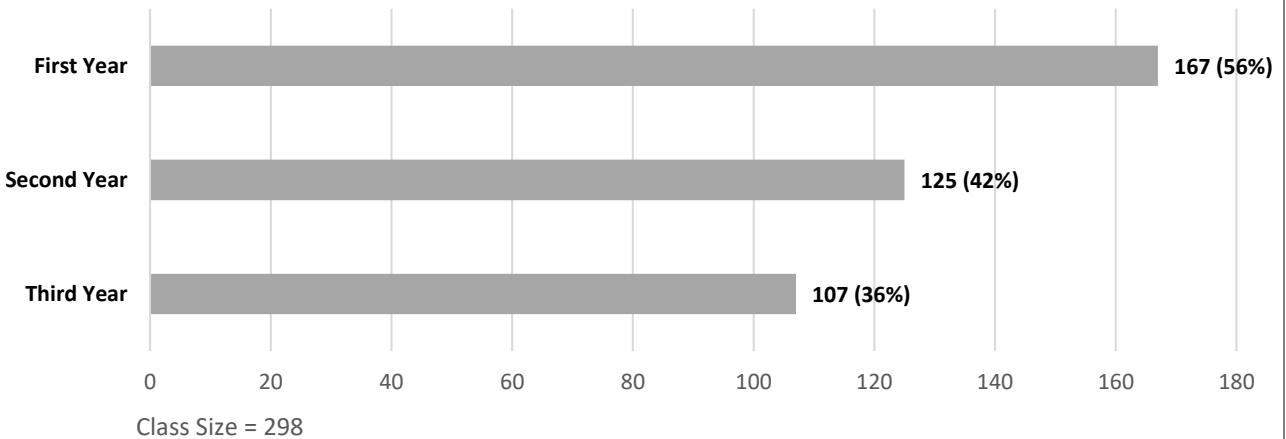
CH9. NHS Class of 2011 College Persistence First Year, Second Year, Third Year after Graduation

CH.ST.DBS, ACTC.DB



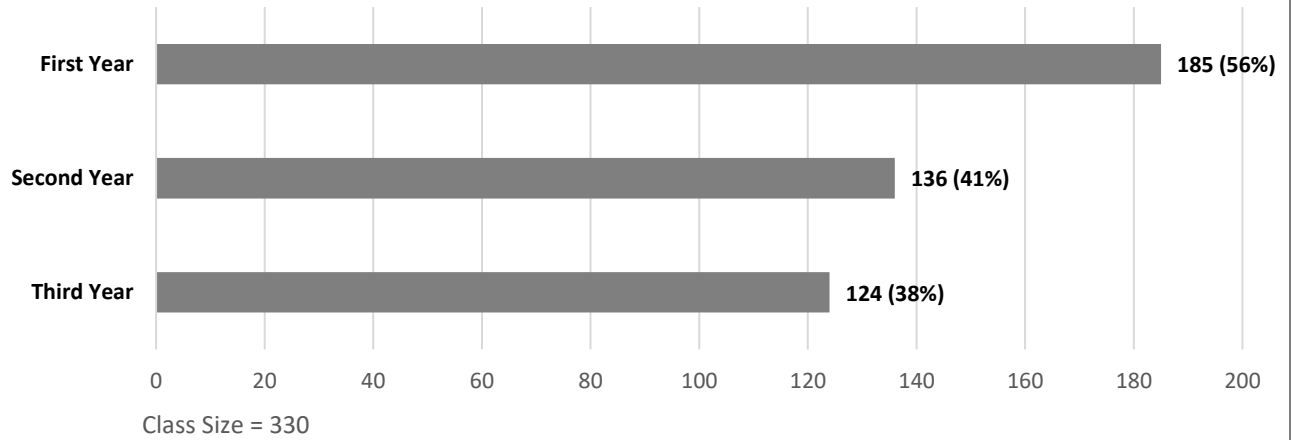
CH10. NHS Class of 2010 College Persistence First Year, Second Year, Third Year after Graduation

CH.ST.DBS, ACTC.DB



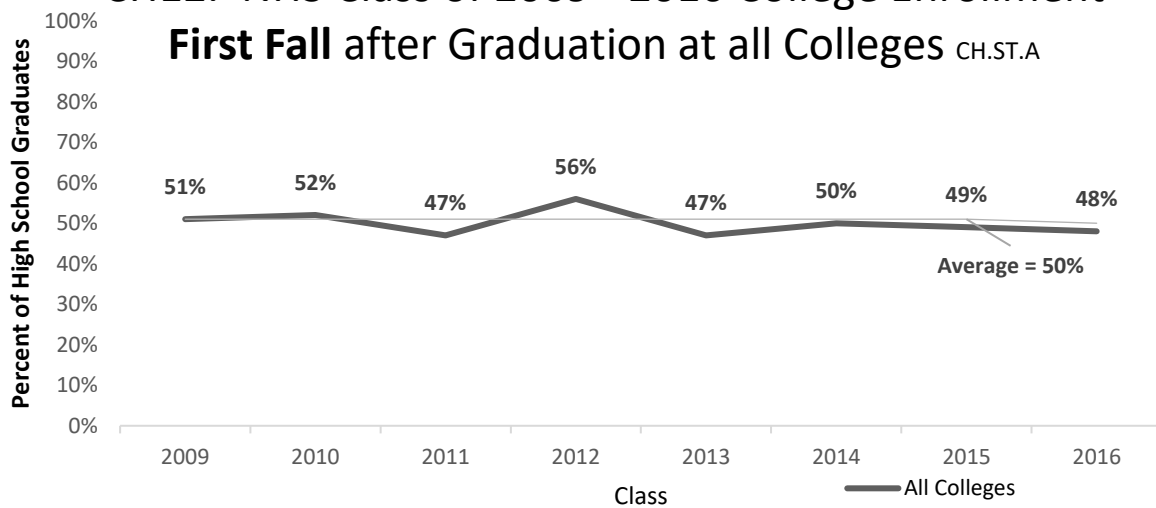
CH11. NHS Class of 2009 College Persistence First Year, Second Year, Third Year after Graduation

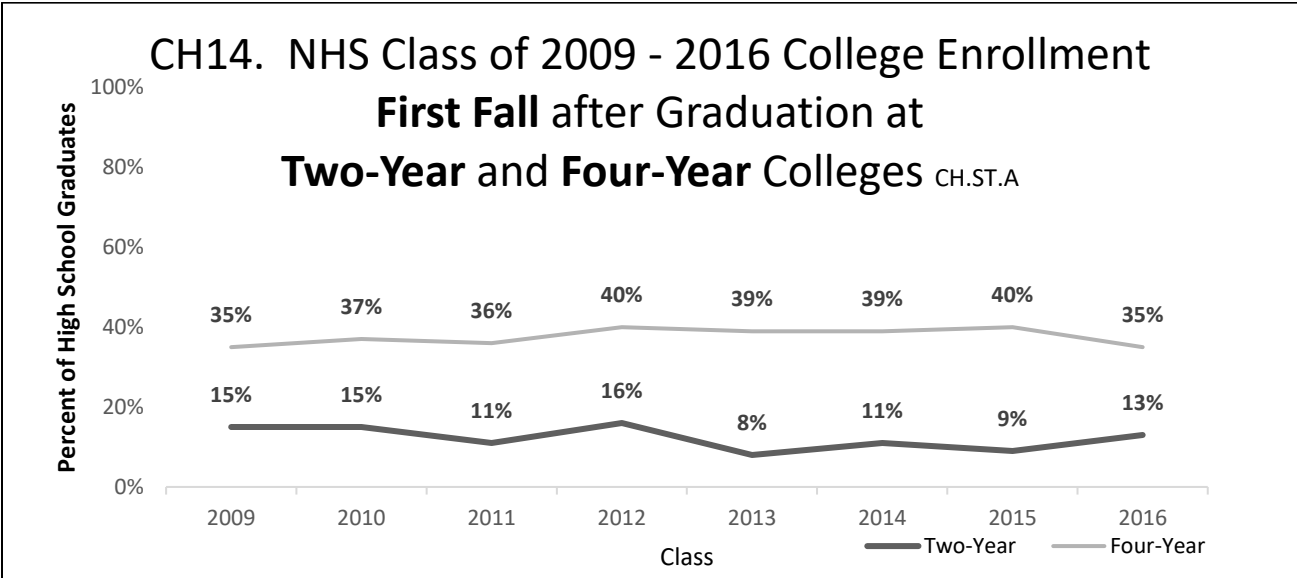
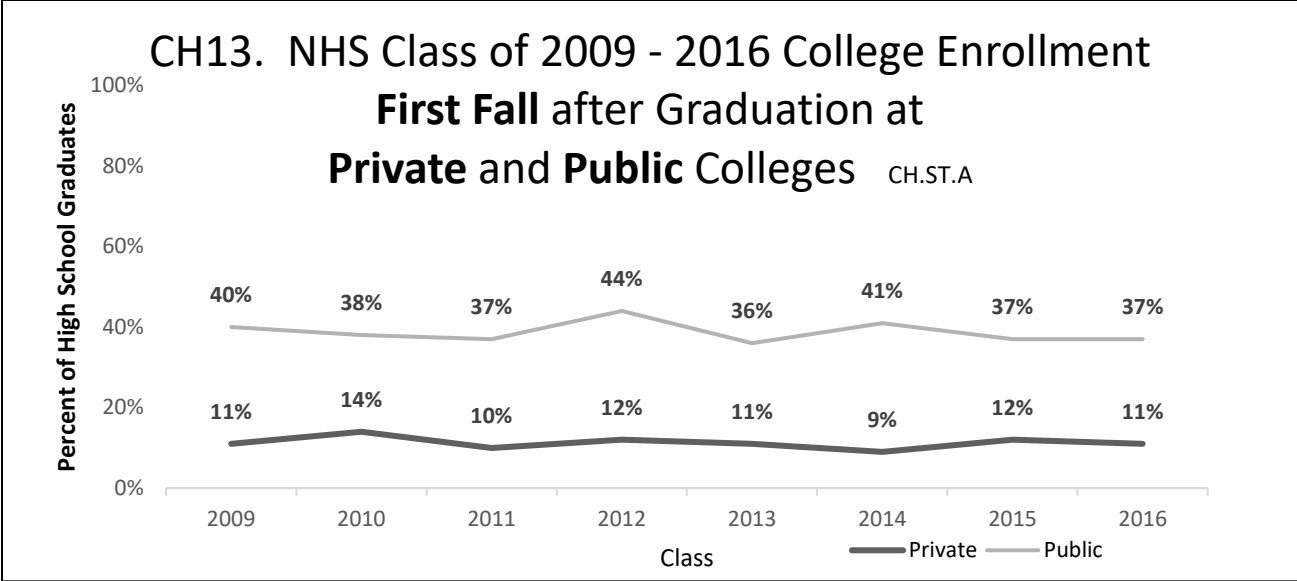
CH.ST.DBS, ACTC.DB

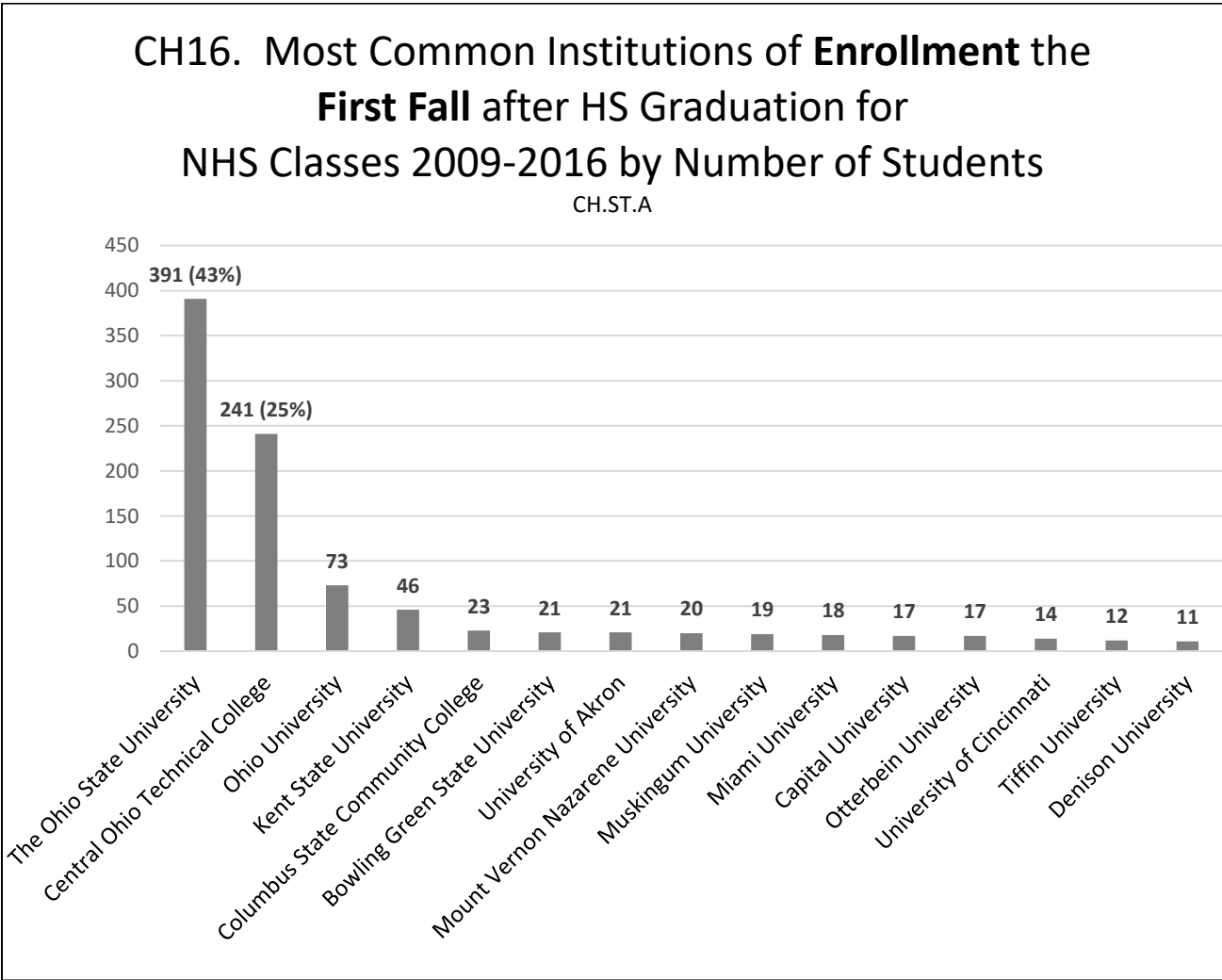
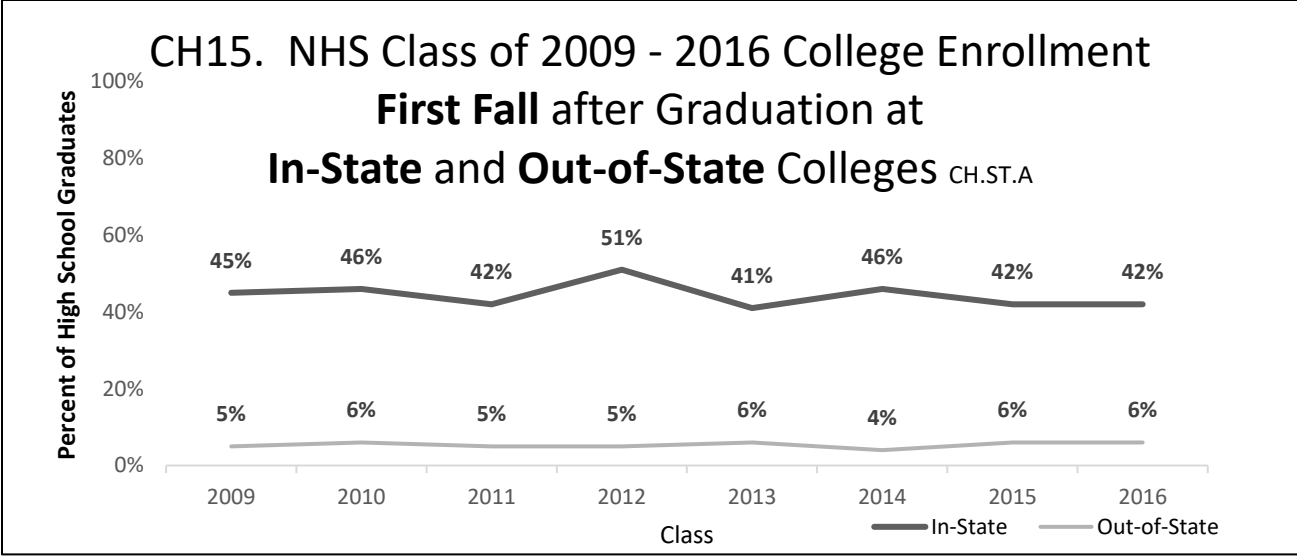


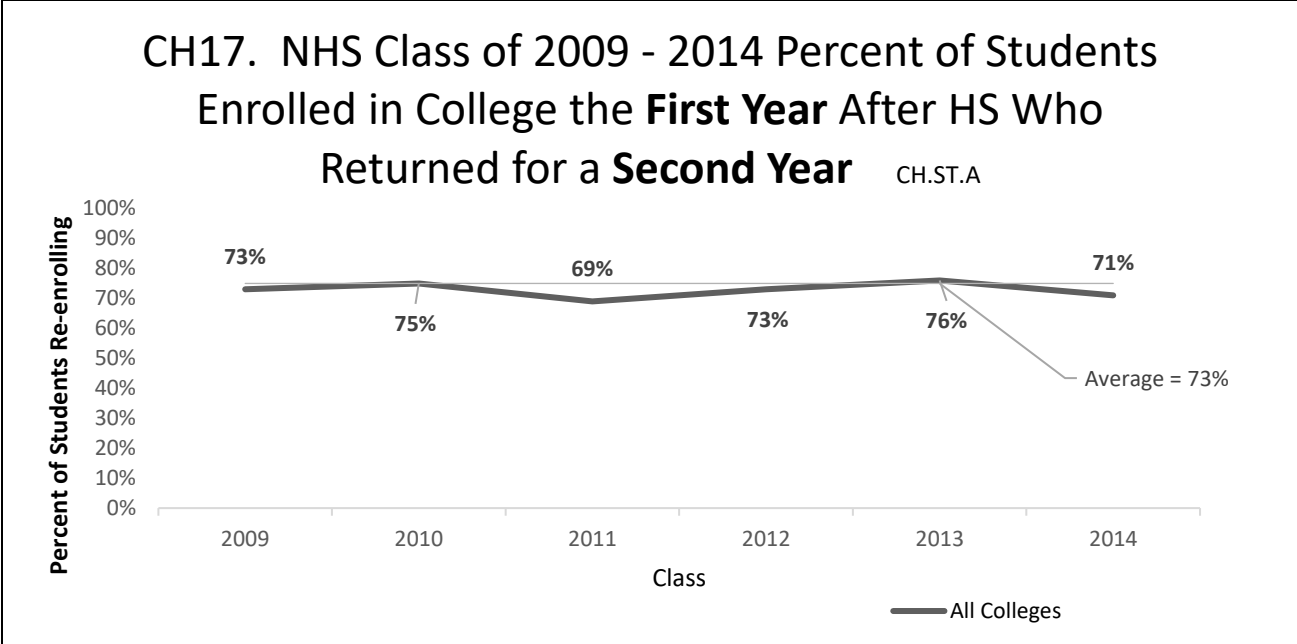
CH12. NHS Class of 2009 - 2016 College Enrollment First Fall after Graduation at all Colleges

CH.ST.A

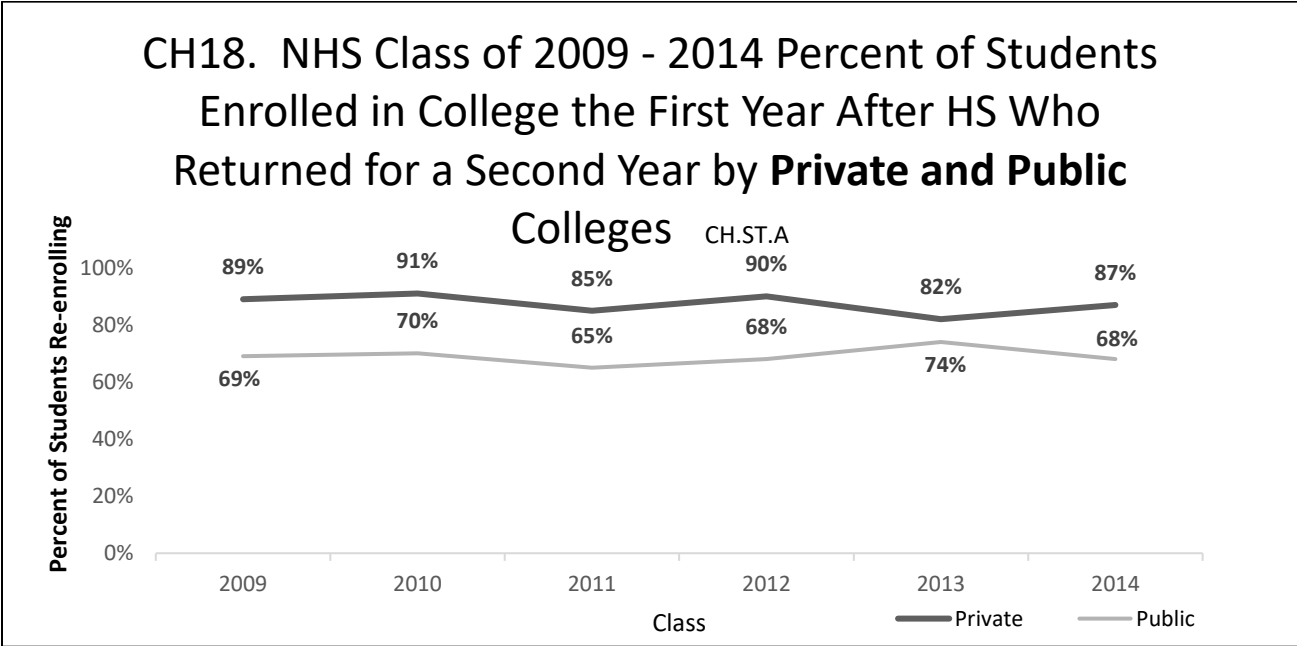




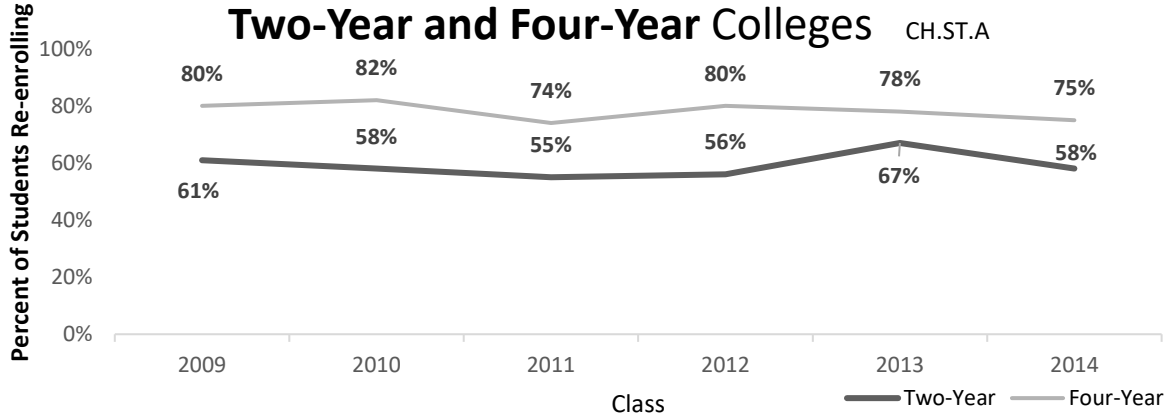




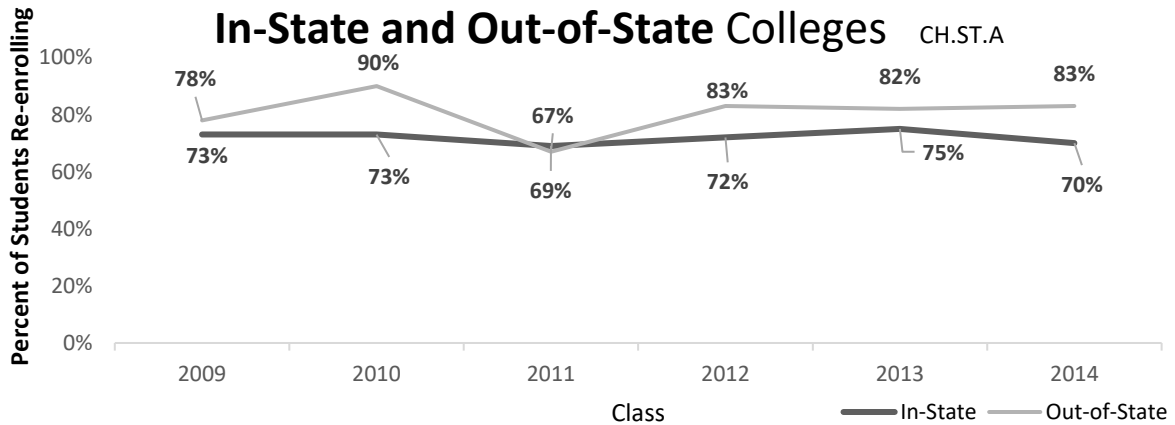
Reminder: Persistence is based upon the cohort of students originally enrolled in college during the first year after high school who continue to enroll in college at designated points after the first year.



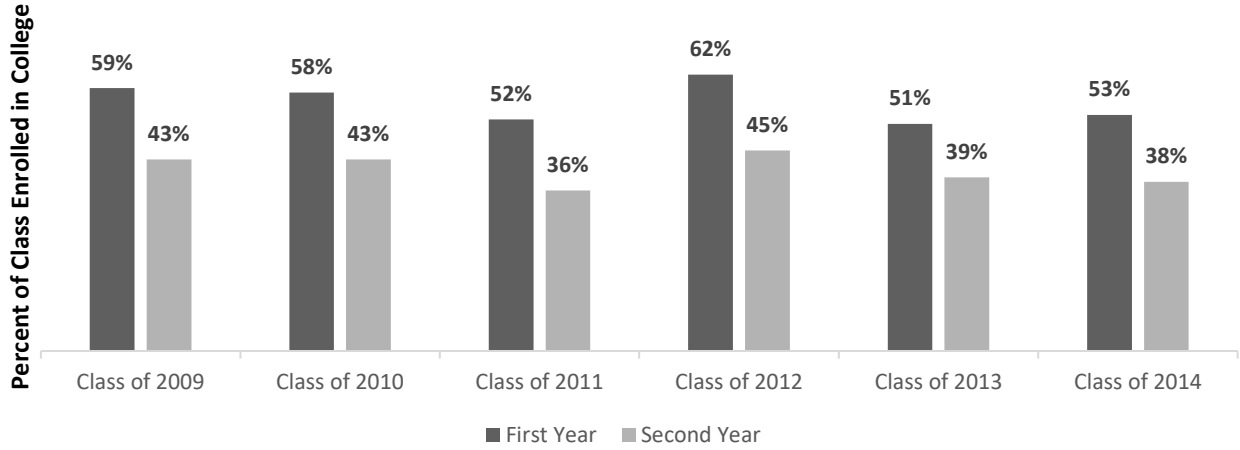
CH19. NHS Class of 2009 - 2014 Percent of Students Enrolled in College the First Year After HS Who Returned for a Second Year by **Two-Year and Four-Year Colleges** CH.ST.A



CH20. NHS Class of 2009 - 2014 Percent of Students Enrolled in College the First Year After HS Who Returned for a Second Year by **In-State and Out-of-State Colleges** CH.ST.A



CH21. NHS Class of 2009 - 2014 College Enrollment
First Year and College Persistence **Second Year**
after Graduation CH.ST.A



Section III: College Completion by Specific High School Class

The following tables provide a snapshot of NHS graduates by high school class who have earned degrees by year since high school graduation. This section uses student data from the 2016 National Student Clearinghouse StudentTracker, Detailed by Student Report (CH.ST.DBS) for Newark City School District, the 2016 National Student Clearinghouse StudentTracker Aggregate Report (CH.ST.A) for the Newark City School District, and the Access Data Base (ACTC.DB) maintained by A Call to College. The CH.ST.DBS report was run on May 22, 2017. Depending on the source of data, high school class size may vary.

- The number of students earning degrees by the high school classes of 2009 and 2010 since high school graduation can be reviewed on page 116. (Graph CH22)
- The number of Associate's and Bachelor's degrees earned by high school classes of 2009, and 2010 by years since high school graduation can be reviewed on page 117. (Graph CH23, CH24) Three years is considered on-time graduation for those students earning an Associate's degree. Six years is considered on-time graduation for those students earning a Bachelor's degree.
- The number of students who have graduated from college by the high school classes of 2009-2015 can be reviewed on page 119. (Graph CH28)

GENERAL OBSERVATIONS on number of degrees earned by specific high school class:

Class of 2009 (Graph CH23) Class Size= 330

- The Class of 2009 represents the second class for which Newark City Schools has six years of NSCH data. Six years is considered on-time graduation for those students earning a Bachelor's degree.
- Within four years of high school graduation, 85 total two and four year degrees were earned. Within five years of high school graduation, 98 degrees were earned. Within six years of high school graduation, 101 degrees were earned.
- Within six years of high school graduation, 28 Associate's degrees were earned, 12 of which were earned within three years of high school graduation.
- Within six years of high school graduation, 73 Bachelor's degrees were earned, 42 of which were earned within four years of high school graduation.

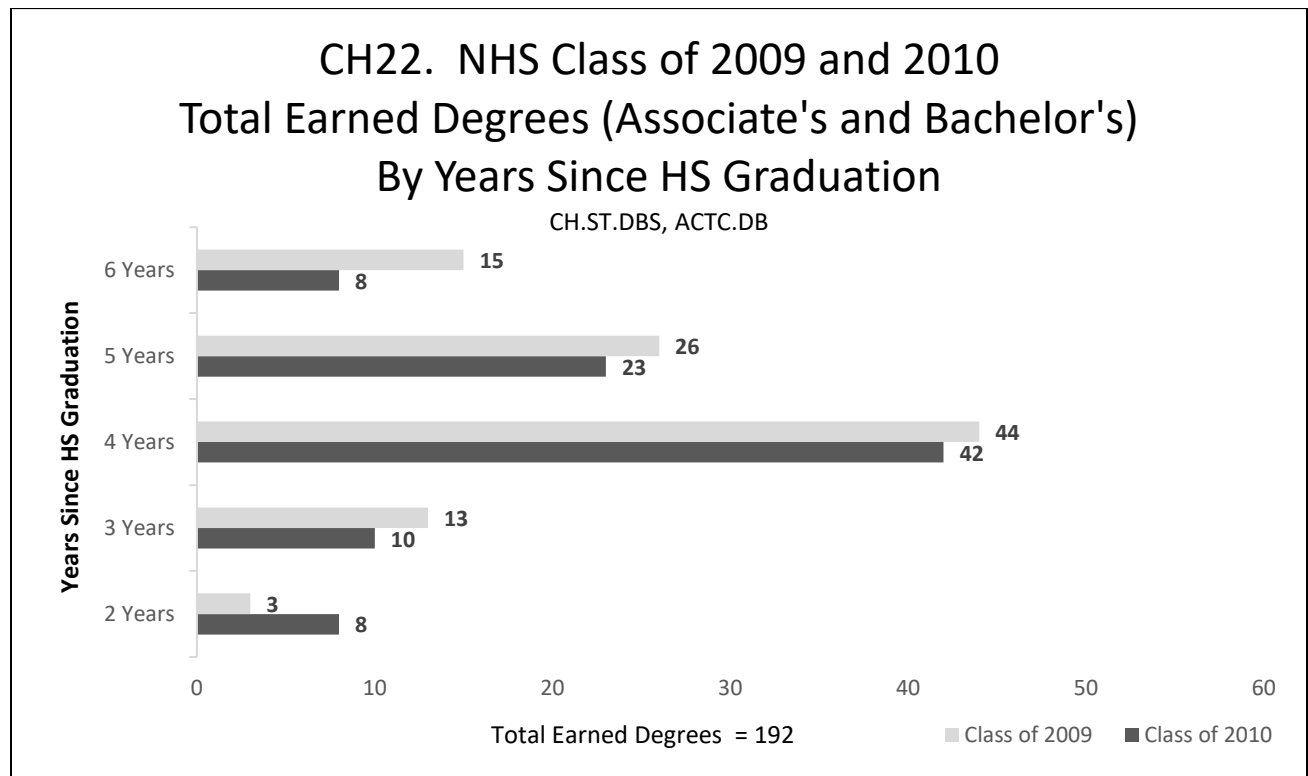
Class of 2010 (Graph CH24) Class Size= 298

- Within four years of high school graduation, 60 total two and four year degrees were earned. Within five years of high school graduation, 83 degrees were earned. Within six years of high school graduation, 91 degrees were earned.

- Within six years of high school graduation, 33 Associate's degrees were earned, 13 of which were within three years of high school graduation.
- Within six years of high school graduation, 58 Bachelor's degrees were earned, 40 of which were earned within four years of high school graduation.

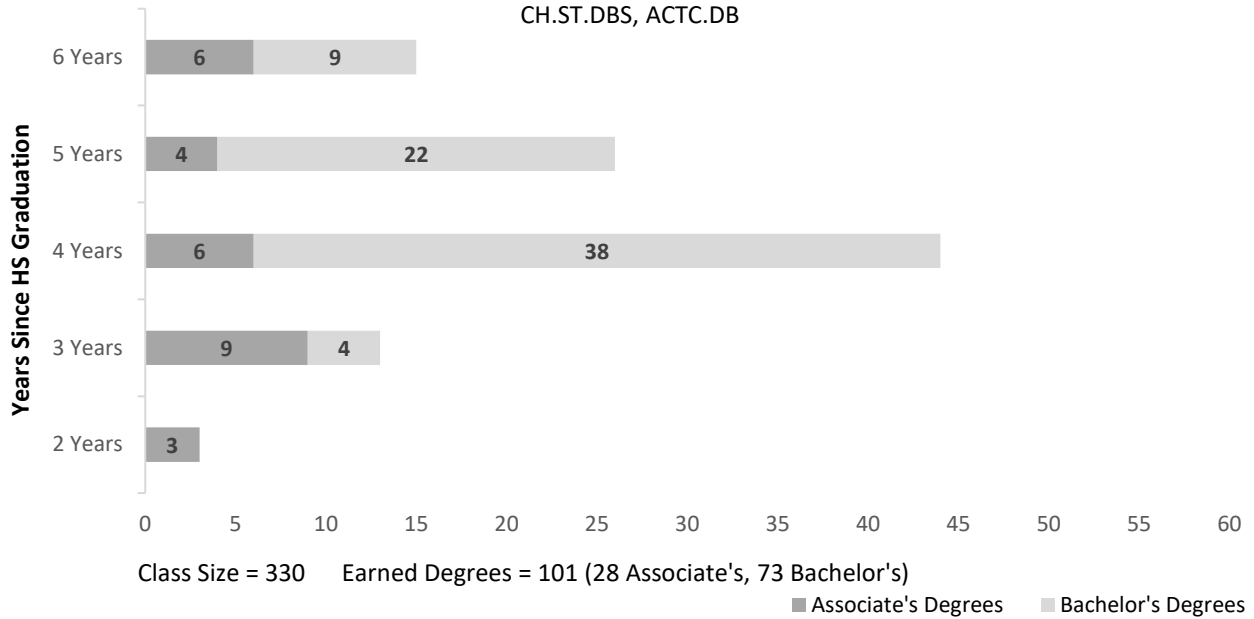
DATA OVER TIME on college completion comparing specific high school classes:

- A greater percent of students earned degrees within six years from the Class of 2009 than did the students from Classes of 2010. (Graph CH25)
- A greater percent of students earned degrees within six years from public colleges than private colleges from both the Class of 2009 and 2010. (Graph CH26)
- A greater percent of students earned degrees within six years from four-year colleges than two-year colleges from both the Class of 2009 and 2010. (Graph CH27)
- A total of 352 students have graduated from college already with an Associate's or Bachelor's degree from the Classes of 2009-2015. (Graph CH28)



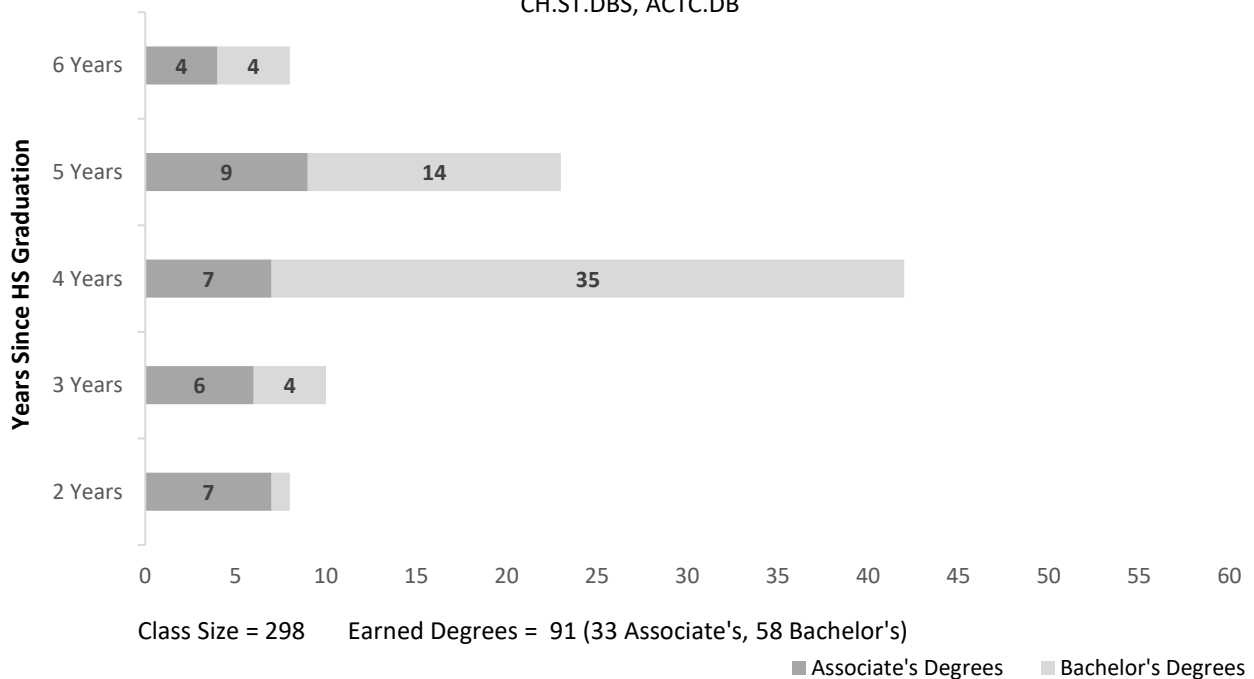
CH23. NHS Class of 2009 Earned Associate's and Bachelor's Degrees By Years Since HS Graduation

CH.ST.DBS, ACTC.DB

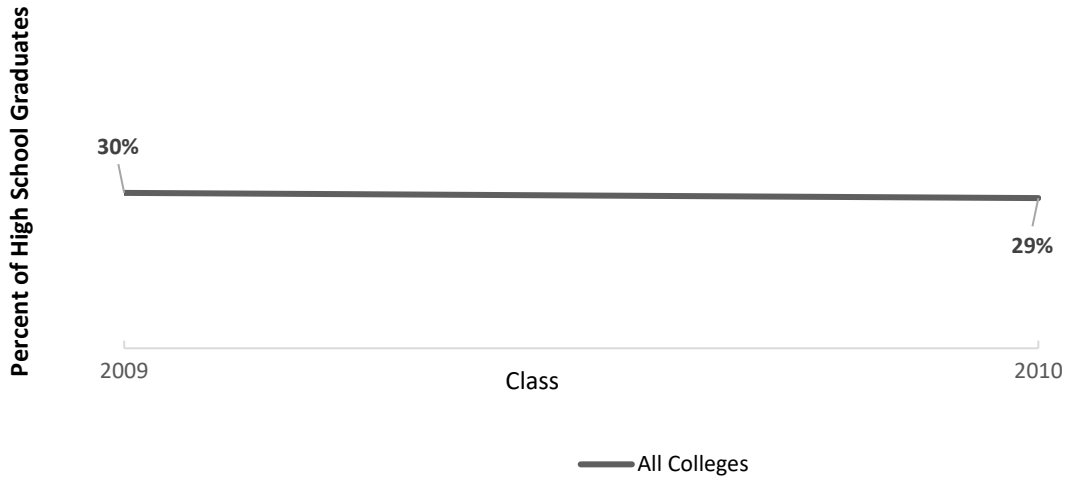


CH24. NHS Class of 2010 Earned Associate's and Bachelor's Degrees By Years Since HS Graduation

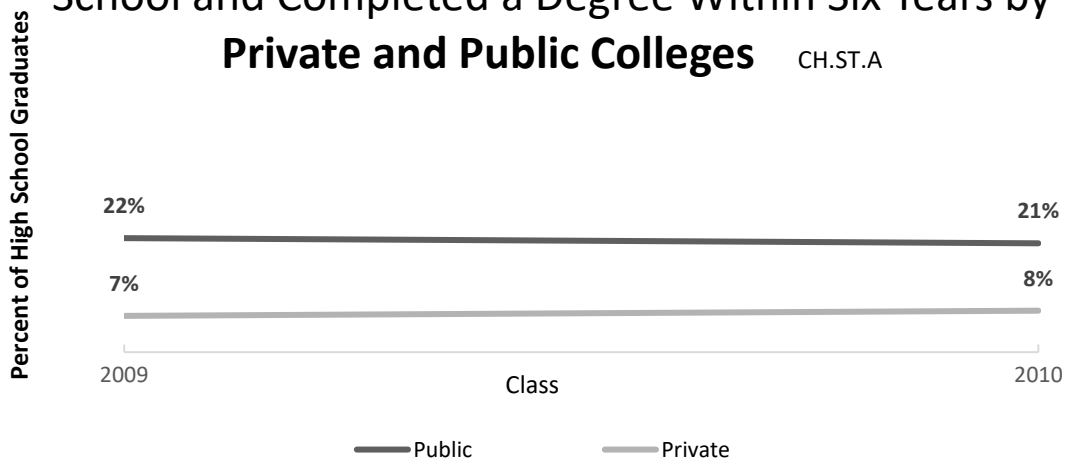
CH.ST.DBS, ACTC.DB



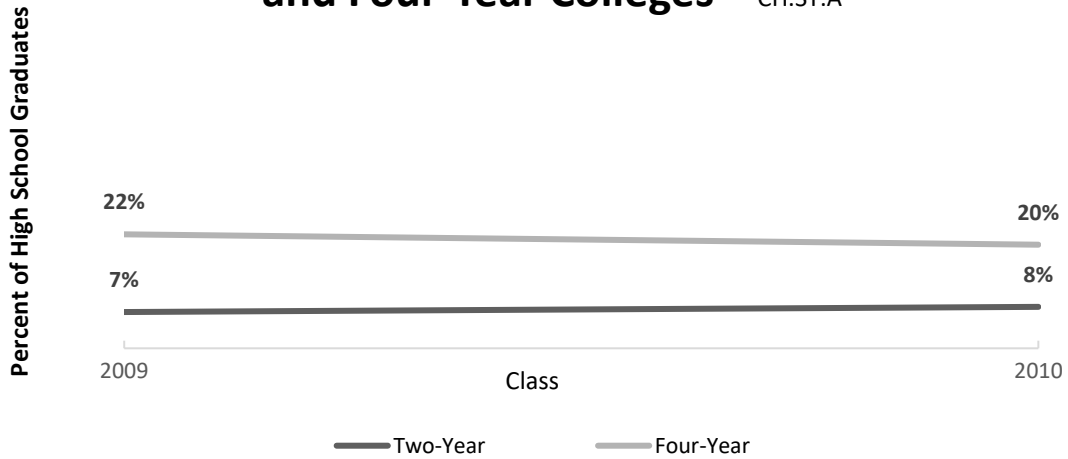
CH25. Percent of NHS Class of 2009 and 2010 Who Completed a Degree Within Six Years CH.ST.A



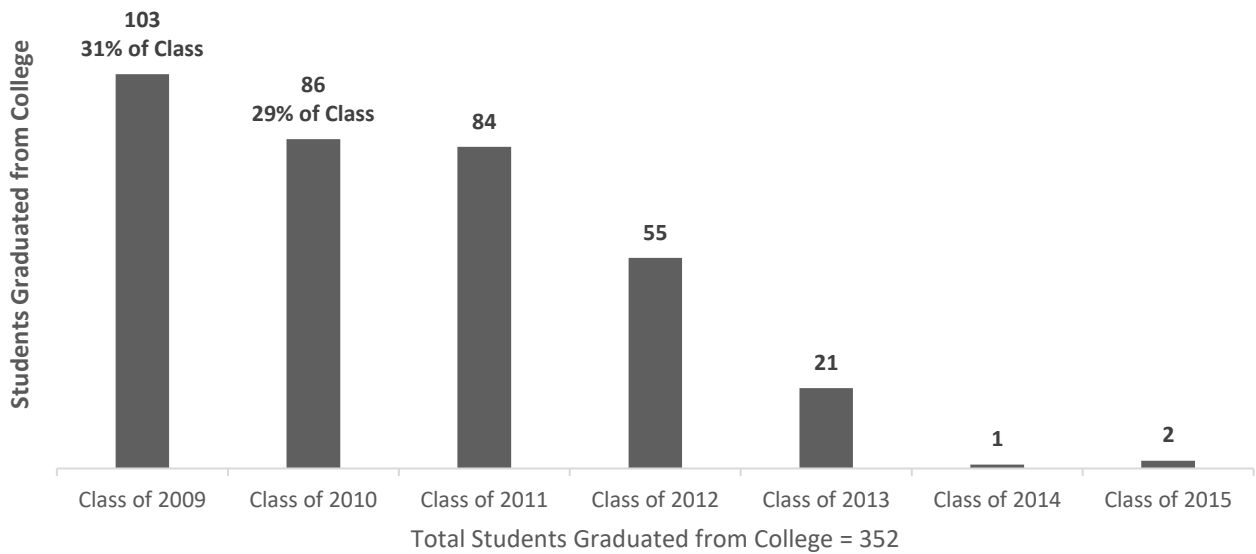
CH26. Percent of NHS Class of 2009 and 2010 Who Enrolled in College the Fall Immediately After High School and Completed a Degree Within Six Years by Private and Public Colleges CH.ST.A



CH27. Percent of NHS Class of 2009 and 2010 Who Completed a Degree Within Six Years by **Two-Year** and **Four-Year** Colleges CH.ST.A



CH28. NHS Class of 2009 - 2015 Total Students Graduated from College CH.ST.A



Section IV: Newark High School and National Benchmark High School Type College Progression Rates Comparison

The following tables provide a snapshot of NHS graduates by high school class enrolled at college the first fall, first year and second year after high school graduation as well as persistence from first to second year of college compared to its national benchmark high school type, “Low income, Low minority, Suburban”. The comparison also includes analysis of enrollment for public versus private colleges and two-year versus four-year colleges.

The 2016 National Student Clearinghouse High School Benchmark National College Progression Rates Report (CH.HSB) and the 2016 National Student Clearinghouse StudentTracker Aggregate Report (CH.ST.A) are used to provide this comparison.

GENERAL OBSERVATIONS on Newark High School and National Benchmark High School Type College Progression Comparison:

College Enrollment Rates in the **First Fall** after High School Graduation

For the Class of 2014:

- The college enrollment rate for the **first fall** after high school graduation was 3% less than the national benchmark that year. (Graph CH29)
- The college enrollment rate for the **first fall** after high school graduation at public colleges was 4% less than the national benchmark that year. The college enrollment rate for the **first fall** after high school graduation at private colleges was 1% greater than the national benchmark that year. (Graph CH30)
- The college enrollment rate for the **first fall** after high school graduation at four-year colleges was 10% greater than the national benchmark that year. The college enrollment rate for the **first fall** after high school graduation at two-year colleges was 13% less than the national benchmark that year. (Graph CH31)

For the Class of 2015:

- The college enrollment rate for the **first fall** after high school graduation was 6% less than the national benchmark that year. (Graph CH29)
- The college enrollment rate for the **first fall** after high school graduation at public colleges was 9% less than the national benchmark that year. The college enrollment rate for the **first fall** after high school graduation at private colleges was 4% greater than the national benchmark that year. (Graph CH30)
- The college enrollment rate for the **first fall** after high school graduation at four-year colleges was 8% greater than the national benchmark that year. The college enrollment

rate for the **first fall** after high school graduation at two-year colleges was 14% less than the national benchmark that year. (Graph CH31)

College Enrollment Rates in the **First Year** after High School Graduation

For the Class of 2013:

- The college enrollment rate for the **first year** after high school graduation was 5% less than the national benchmark that year. (Graph CH33)
- The college enrollment rate for the **first year** after high school graduation at public colleges was 9% less than the national benchmark that year. The college enrollment rate for the **first year** after high school graduation at private colleges was 4% greater than the national benchmark that year. (Graph CH34)
- The college enrollment rate for the **first year** after high school graduation at four-year colleges was 7% greater than the national benchmark that year. The college enrollment rate for the **first year** after high school graduation at two-year colleges was 12% less than the national benchmark that year. (Graph CH35)

For the Class of 2014:

- The college enrollment rate for the **first year** after high school graduation was 5% less than the national benchmark that year. (Graph CH33)
- The college enrollment rate for the **first year** after high school graduation at public colleges was 6% less than the national benchmark that year. The college enrollment rate for the **first year** after high school graduation at private colleges was 2% greater than the national benchmark that year. (Graph CH34)
- The college enrollment rate for the **first year** after high school graduation at four-year colleges was 9% greater than the national benchmark that year. The college enrollment rate for the **first year** after high school graduation at two-year colleges was 15% less than the national benchmark that year. (Graph CH35)

College Enrollment Rates in the **First Two Years** after High School Graduation

For the Class of 2012:

- The college enrollment rate for the **first two years** after high school graduation was 6% greater than the national benchmark that year. (Graph CH37)
- The college enrollment rate for the **first two years** after high school graduation at public colleges was 1% greater than the national benchmark that year. The college enrollment rate for the **first two years** after high school graduation at private colleges was 5% greater than the national benchmark that year. (Graph CH38)

- The college enrollment rate for the **first two years** after high school graduation at four-year colleges was 13% greater than the national benchmark that year. The college enrollment rate for the **first two years** after high school graduation at two-year colleges was 7% less than the national benchmark that year. (Graph CH39)

For the Class of 2013:

- The college enrollment rate for the **first two years** after high school graduation was 6% less than the national benchmark that year. (Graph CH37)
- The college enrollment rate for the **first two years** after high school graduation at public colleges was 10% less than the national benchmark that year. The college enrollment rate for the **first two years** after high school graduation at private colleges was 5% greater than the national benchmark that year. (Graph CH38)
- The college enrollment rate for the **first two years** after high school graduation at four-year colleges was 7% greater than the national benchmark that year. The college enrollment rate for the **first two years** after high school graduation at two-year colleges was 12% less than the national benchmark that year. (Graph CH39)

College Persistence Rates from First to Second Year of College for the Class of 2013

- The total persistence rate from first to second year of college was 1% less than the national benchmark that year. (Graph CH41)
- The persistence rate from first to second year of college at public colleges was 2% less than the national benchmark that year. The persistence rate from first to second year of college at private colleges was 1% greater than the national benchmark that year. (Graph CH42)
- The persistence rate from first to second year of college at four-year colleges was 4 % less than the national benchmark that year. The persistence rate from first to second year of college at two-year colleges was 1% less than the national benchmark that year. (Graph CH43)

College Completion Rates Six Years after High School Graduation for the Class of 2009

- The total completion rate six years after high school graduation was equal to the national benchmark that year. (Graph CH45)
- The completion rate six years after high school graduation at public colleges was 2% less than the national benchmark that year. The completion rate six years after high school graduation at private colleges was 1% greater than the national benchmark that year. (Graph CH46)

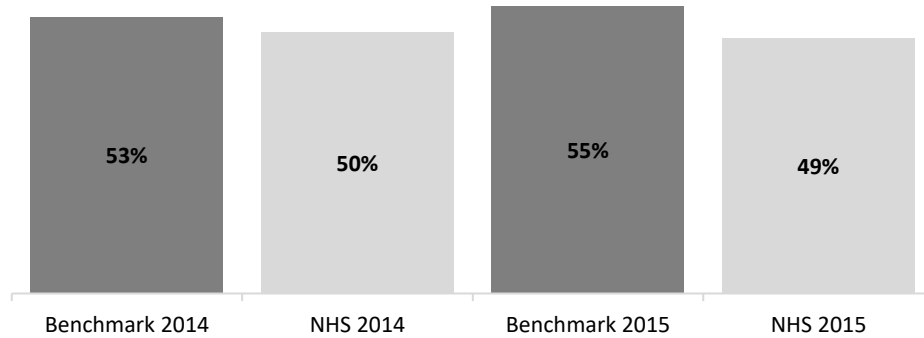
- The completion rate six years after high school graduation at four-year colleges was 1% greater than the national benchmark that year. The completion rate six years after high school graduation at two-year colleges was 1% less than the national benchmark that year. (Graph CH47)

DATA OVER TIME on Newark High School and National Benchmark High School Type College Progression Comparison:

- Overall, every NHS Class, with the exception of the Class of 2012, enrolled a lower percentage of total students in **college the first fall, first year and first two years** after high school than did its national benchmark (Graphs CH29, CH33, and CH37).
- Overall, every NHS Class reported enrolled a higher percentage of students at **private colleges the first fall, first year and first two years** after high school than did its national benchmark (Graphs CH30, CH34, and CH38).
- Overall, every NHS Class reported enrolled a higher percentage of students at **four-year colleges the first fall, first year and first two years** after high school than did its national benchmark (Graphs CH31, CH35, and CH39).
- Overall, every NHS Class reported enrolled a significantly lower percentage of students at **two-year colleges the first fall, first year and first two years** after high school than did its national benchmark (Graphs CH31, CH35, and CH39).
- For those classes reported, students enrolled at **private colleges persisted and completed** at higher percentages than did the national benchmark. (Graphs CH42, CH46).
- The Class of 2009 was about equal to its national benchmark in every category of college completion including total completion as well as completion at public, private, two-year and four-year colleges. (Graphs CH45, CH46, CH47).

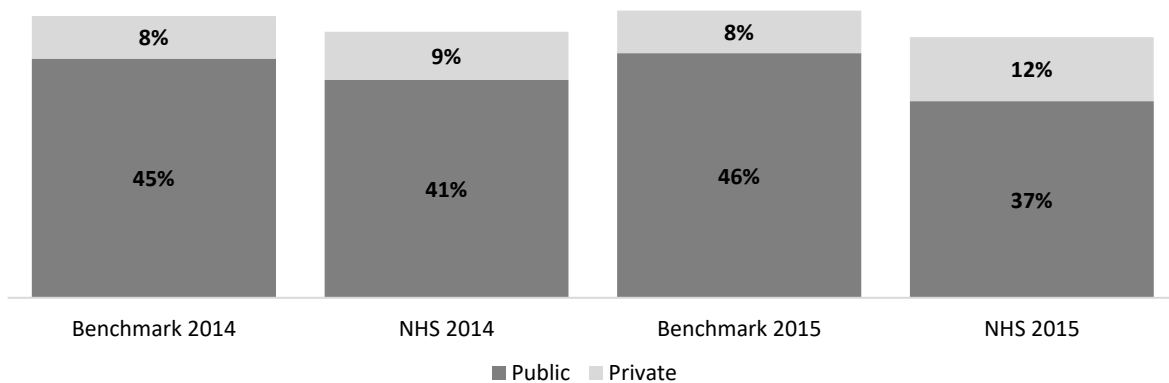
CH29. Total College Enrollment Rates the First Fall after HS Graduation for Classes 2014, 2015 National Benchmark/NHS Comparison

CH.ST.A, CH.HSB



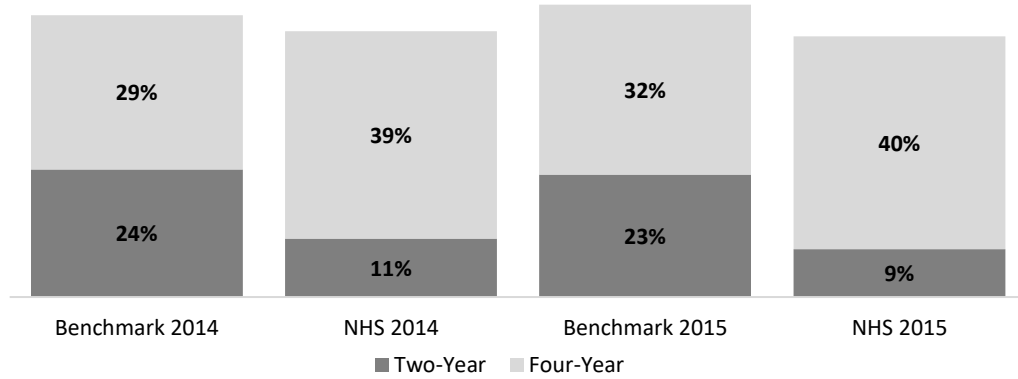
CH30. College Enrollment Rates the First Fall after HS Graduation at Public and Private Colleges for Classes 2014, 2015 National Benchmark/NHS Comparison

CH.ST.A, CH.HSB



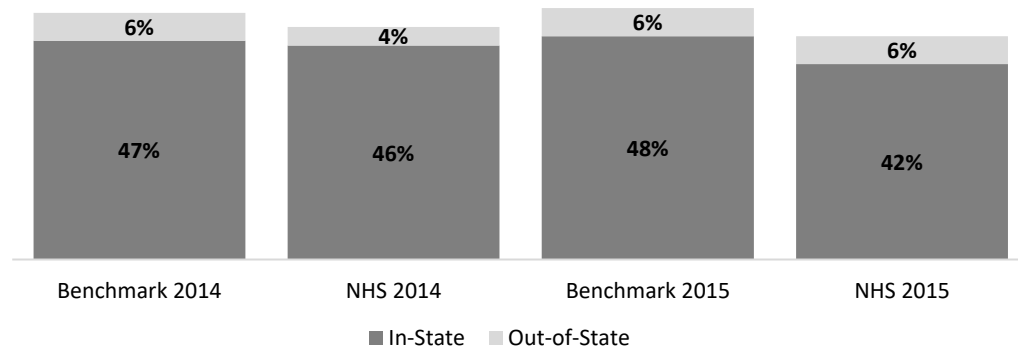
CH31. College Enrollment Rates the **First Fall** after HS Graduation at **Two-Year and Four-Year Colleges** for Classes 2014, 2015 National Benchmark/NHS

Comparison CH.ST.A, CH.HSB

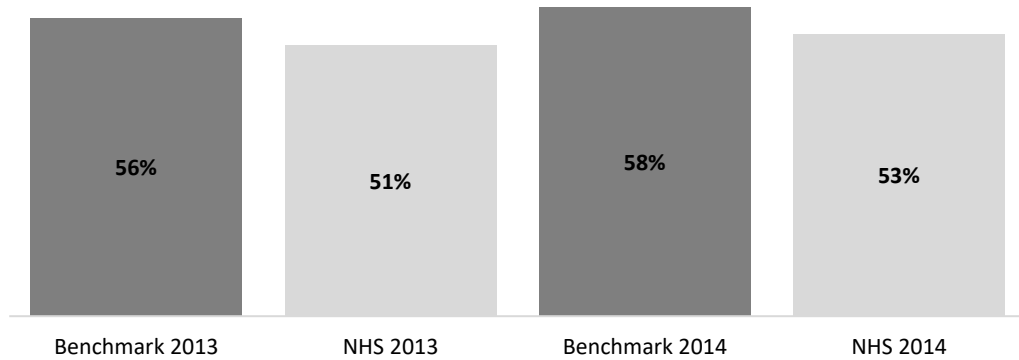


CH32. College Enrollment Rates in the **First Fall** after HS Graduation at **In-State and Out-of-State Colleges** for Classes 2014, 2015 National

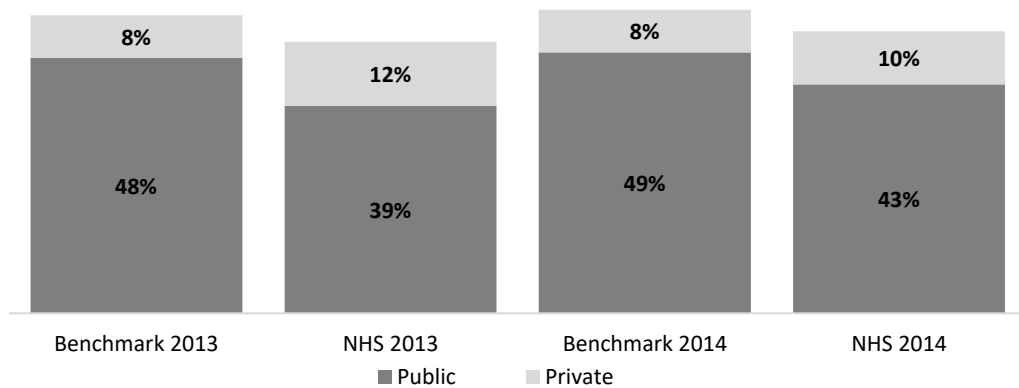
Benchmark/NHS Comparison CH.ST.A, CH.HSB



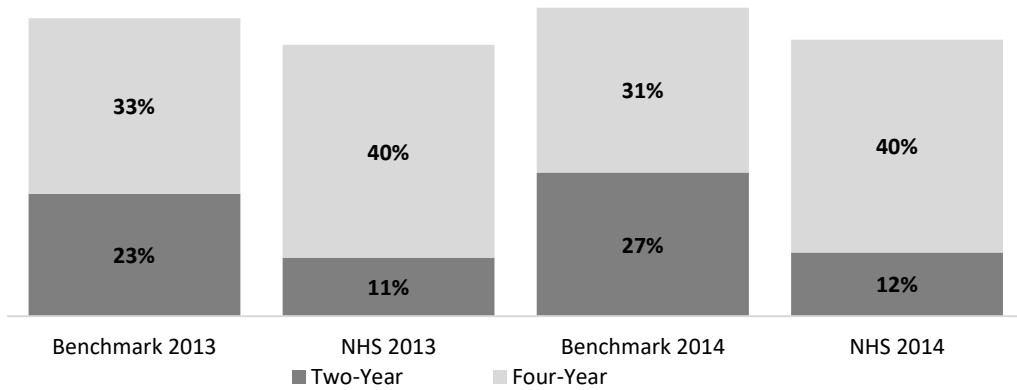
CH33. Total College Enrollment Rates the First Year after HS Graduation for Classes 2013, 2014
National Benchmark/NHS Comparison CH.ST.A, CH.HSB



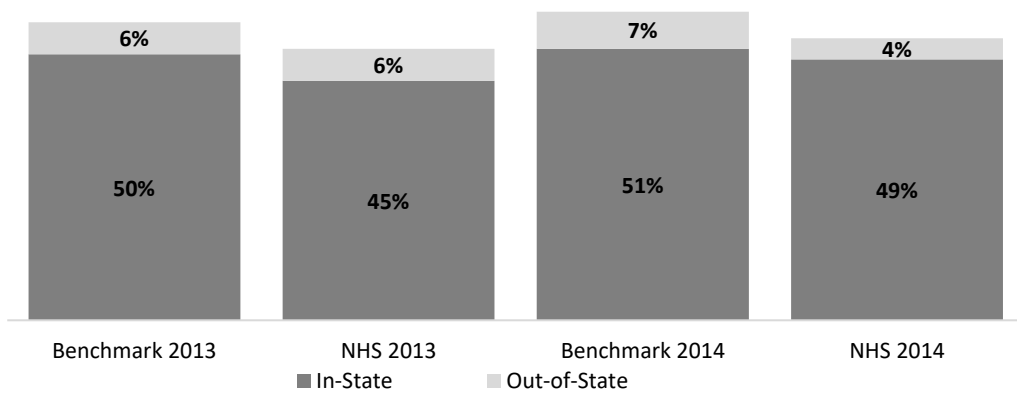
CH34. College Enrollment Rates the First Year after HS Graduation at Public and Private Colleges for Classes 2013, 2014
National Benchmark/NHS Comparison CH.ST.A, CH.HSB



CH35. College Enrollment Rates the **First Year** after HS Graduation at **Two-Year and Four-Year Colleges** for Classes 2013, 2014 National Benchmark/NHS Comparison CH.ST.A, CH.HSB

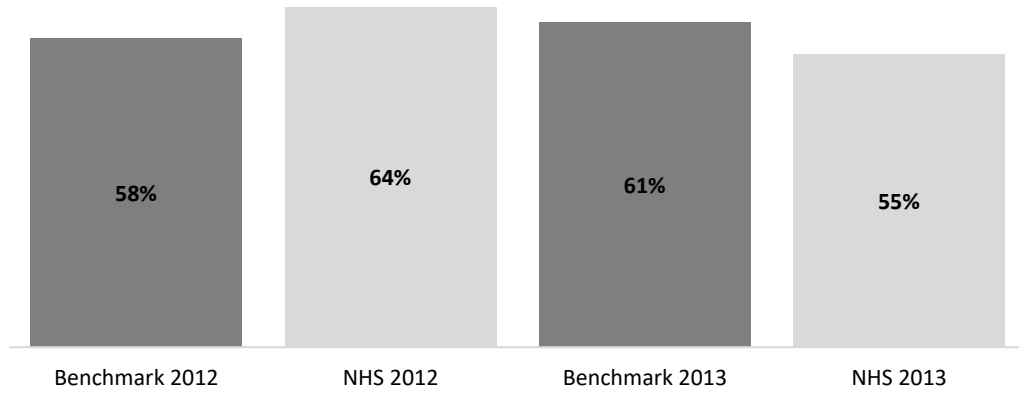


CH36. College Enrollment Rates in the First Year after High School Graduation at **In-State and Out-of-State Colleges** for Classes 2013, 2014 National Benchmark/NHS Comparison CH.ST.A, CH.HSB



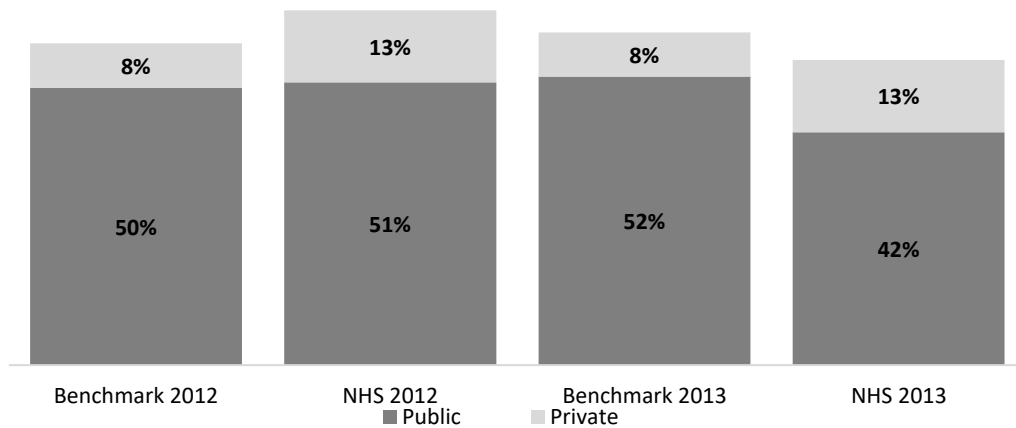
CH37. Total College Enrollment Rates the First Two Years after HS Graduation for Classes 2012, 2013 National Benchmark/NHS Comparison

CH.ST.A, CH.HSB

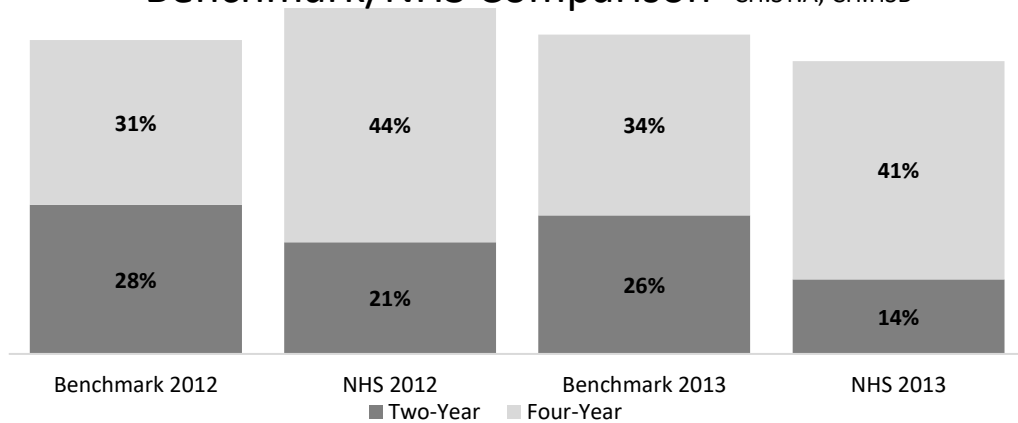


CH38. College Enrollment Rates the First Two Years after HS Graduation at Public and Private Colleges for Classes 2012, 2013 National Benchmark/NHS Comparison

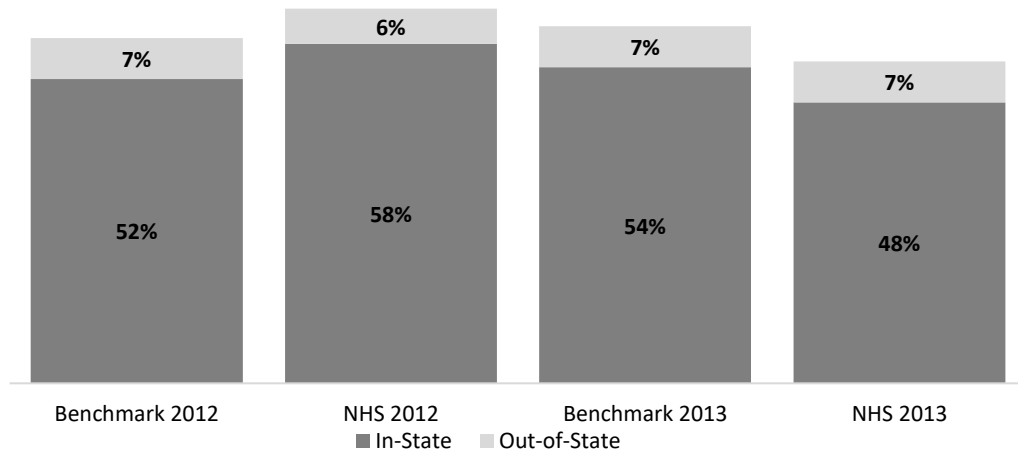
CH.ST.A, CH.HSB



CH39. College Enrollment Rates the First Two Years after HS Graduation at Two-Year and Four-Year Colleges for Classes 2012, 2013 National Benchmark/NHS Comparison CH.ST.A, CH.HSB



CH40. College Enrollment Rates in the First Two Years after High School Graduation at In-State and Out-of-State Colleges for Classes 2012, 2013 National Benchmark/NHS Comparison CH.ST.A, CH.HSB

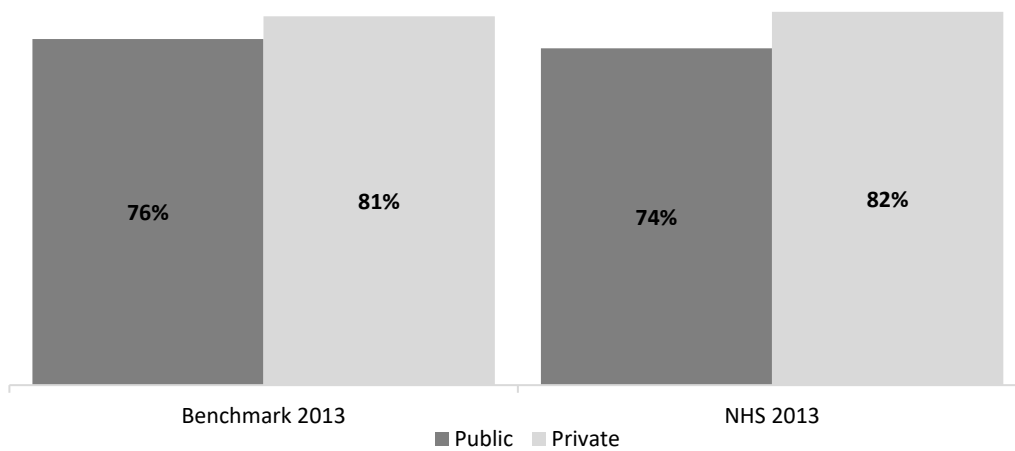


CH41. Total Persistence Rates from First to Second Year of College for Class of 2013, National Benchmark/NHS Comparison CH.ST.A, CH.HSB



CH42. Persistence Rates from First to Second Year of College at **Public and Private Colleges** for Class of 2013, National Benchmark/NHS Comparison

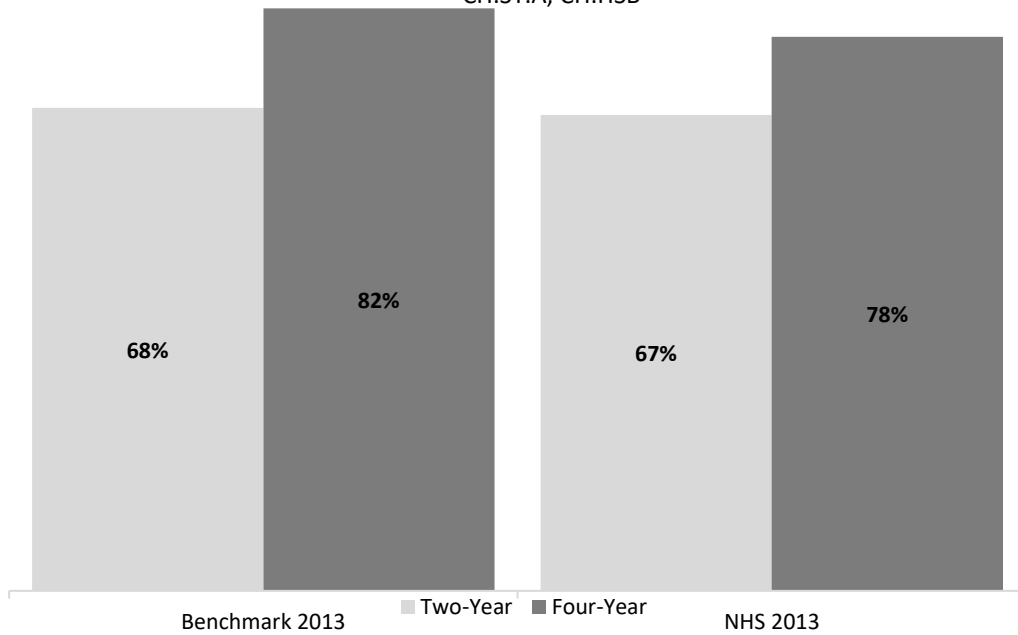
CH.ST.A, CH.HSB



CH43. Persistence Rates from First to Second Year of College at **Two-Year** and **Four-Year Colleges** for Class of 2013, National Benchmark/NHS

Comparison

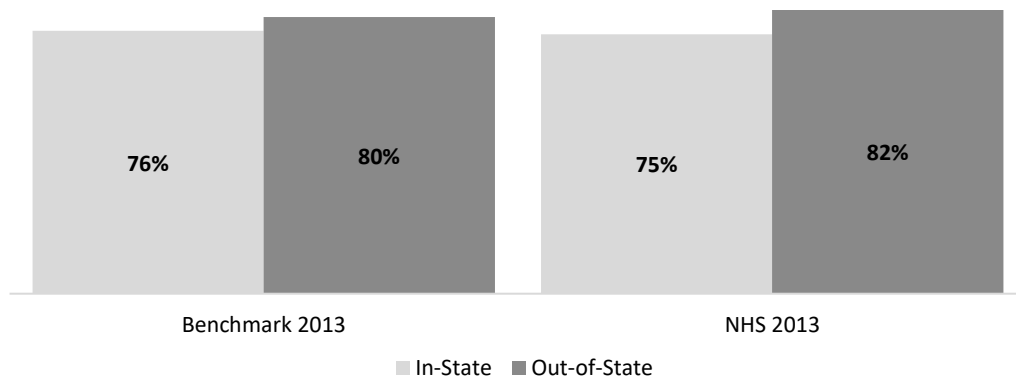
CH.ST.A, CH.HSB



CH44. Persistence Rates from First to Second Year of College at **In-State** and **Out-of-State Colleges** for Class of 2013, National Benchmark/NHS

Comparison

CH.ST.A, CH.HSB

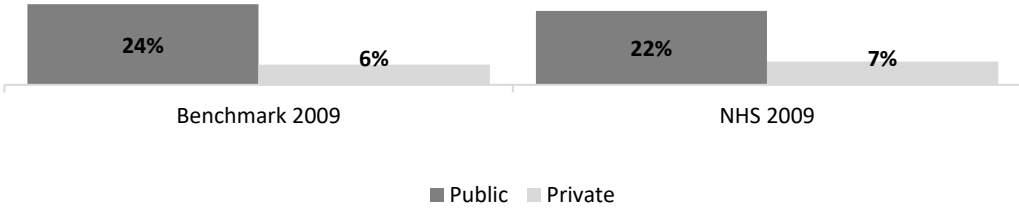


CH45. Total College Completion Rates Six Years after High School Graduation for Class of 2009, National Benchmark/NHS Comparison CH.ST.A, CH.HSB

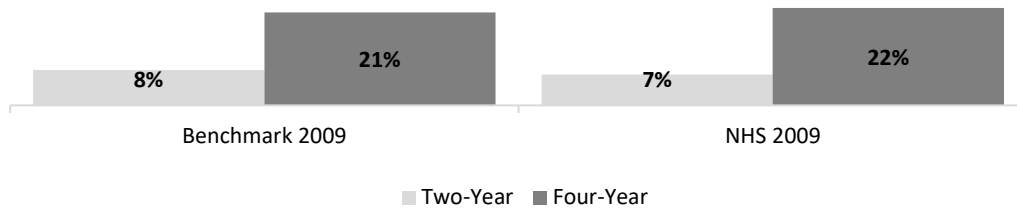


CH46. College Completion Rates Six Years after High School Graduation at **Public and Private Colleges** for Class of 2009, National Benchmark/NHS Comparison

CH.ST.A, CH.HSB



CH47. College Completion Rates Six Years after High School Graduation at **Two-Year** and **Four-Year Colleges** for Class of 2009, National Benchmark/NHS Comparison CH.ST.A, CH.HSB



CH48. College Completion Rates Six Years after High School Graduation at **In-State** and **Out-of-State Colleges** for Class of 2009, National Benchmark/NHS Comparison CH.ST.A, CH.HSB

