2016-17
Program Assessment Report

2010-17
National Student Clearinghouse Enrollment, Persistence and Degree Attainment Report

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- 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 eight 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.

2016-17

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, third, fifth and sixth section, using data collected from the 2016-17 academic year, the report discusses short-term outcomes and general observations about the students A Call to College serves. In the fourth section, a new addition to this annual report, data from five years of administering the Ninth Grade Benchmark survey are compiled and analyzed focusing on four target questions.

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 seventh section, an analysis of data generated by Newark High School's participation in The National Student Clearinghouse, represents the fourth year of reporting these results.

Among the most significant overall findings were:

- In all assessed grade levels, 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 second year in a row, increases were not seen in pre/post responses to the question "Do you want to go to college?". In addition, in our second year to assess the ninth grade program, Start Your Story, declines in four aspirational questions pertaining to attendance, course rigor, grades and school involvement were again evidenced. Students are consistently and uniformly 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.
- Although students' perceptions of how affordable college will be for their family shows less than a one percent increase on the 9th grade benchmark survey, 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. When comparing all years of administering the benchmark survey, the increase of ninth graders able to name at least one type of financial aid remains consistent and, for the first time, some ninth graders are able to name all four types of financial aid.
- As we have seen in previous assessment reports, saving money for college continues to be challenging for the majority of our students and their families. The ninth grade

benchmark shows a significant gain of nearly seven percent more students reporting that it is at least somewhat true they or someone in their family has saved money for their post-secondary education, compared to last year.

- The percentage of the junior class engaged in the ACT preparation activities decreased almost ten percent in 2016-17, even though Newark High School chose to administer the ACT to every junior to be compliant with new mandates in the State of Ohio.
- Participation in ACT preparation events, especially the Practice Test, was positively correlated with a higher score on the March test. Almost seventy percent of juniors who participated in the Practice Test increased their score by one or more points.
- The Class of 2017 yielded the largest percentage of students to be defined as A Call to College Participants.
- More seniors completed the maximum number of tracked official 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 2017 who submitted a college application and completed our Exit Survey, over fifty percent indicated that they applied to three or more schools. Seniors defined as A Call to College participants were nearly two and a half times more likely to apply to three or more colleges than non-participants.
- Almost two-fifths of graduating seniors who completed the Exit Survey named A Call to College as the most helpful source about planning for life after high school.
- Non-participants are three times more likely to feel not at all informed about understanding their financial aid award letter.
- The first fall following graduation, 50% of the Class of 2017 was enrolled in either a 2- or 4-year college, as reported by The National Student Clearinghouse (NSCH)
- Of the Class of 2017 that enrolled the first fall after graduating, 82% chose a public college and 83% chose a 4-year institution

Section I: Program Evaluation

Overview

This report represents a fifth 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 Programs can be viewed on pages 89, 95 and 98 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 Programs can be viewed on pages 90-91, 96 and 99-100 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 Programs can be viewed on pages 92, 97 and 101 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 Prep
- Senior exit survey
- Advisor commentary
- National Student Clearinghouse (NSCH) for enrollment and degree verification

In sections I, II, III, V and VI results from the surveys administered in the 2016-17 school year (and mentioned above) are reported and discussed.

In section IV, results from a 5-year comparison of the Ninth Grade Benchmark surveys are discussed. This section analyzes and compares surveys taken by the NHS Classes of 2016 through 2020 (the first PEAK cohort).

National Student Clearinghouse

Section VII of this report contains our evaluation of enrollment rates using data from National Student Clearinghouse for the NHS Class of 2017.

Section II: All programming (4th- 9th) Pre-/Post-Survey Outcomes 2016-17

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 105-110 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.
- **The Wonderful Wizard of College.** 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: 429/498 fourth graders (using January 2017 NCS monthly count) completed the pre- and the post-survey (86% return)

SUMMARY OF OUTCOMES:

1. This year the percentage of students indicating a desire to be college bound after the College & Money outreach concluded stayed for the most part flat (Graph 4a).

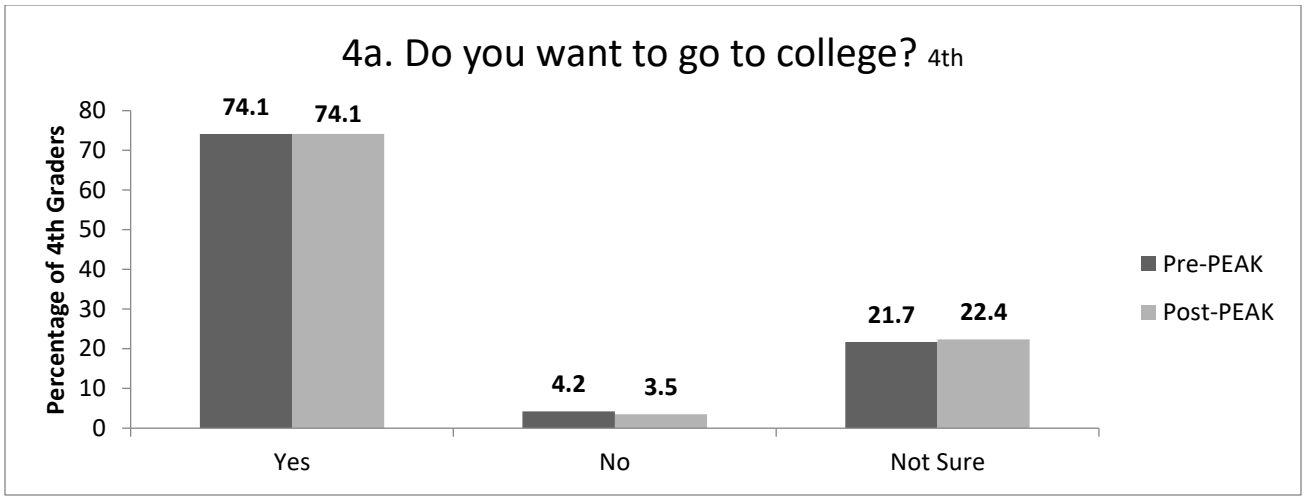
2. Results for this year's programming evidenced noteworthy in the area of acquisition of financial terms. (Graph 4d)

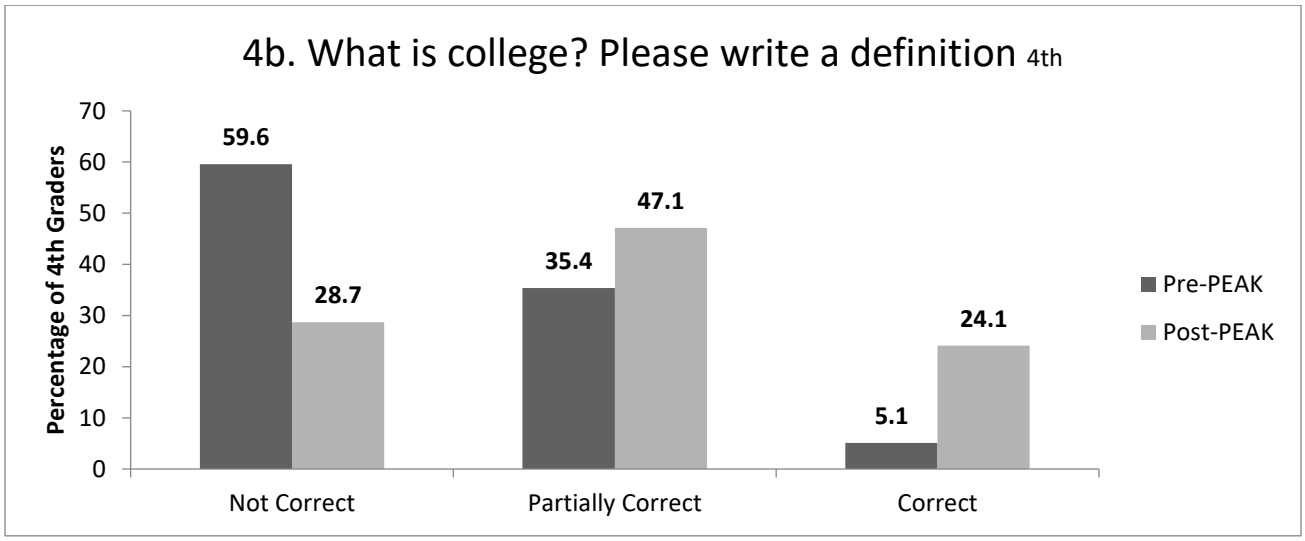
3. Post-programming, fourth graders were over 4 times more likely to give a correct definition of college. (PEAK's definition: College is any education after high school graduation). Before the outreach, only 5% of fourth graders correctly defined college; after the outreach, 24% were able to give the full correct definition. However, it must be noted that this percentage of correct answers post-programming was far lower than any other previous year of data collection (70.8 % in 2012-13; 62.5% in 2013-14; 69% in 2014-15; 56.2% in 2105-16). This significant aberration could possibly be due to variation in grading correct answers this past year. (Graph 4b)

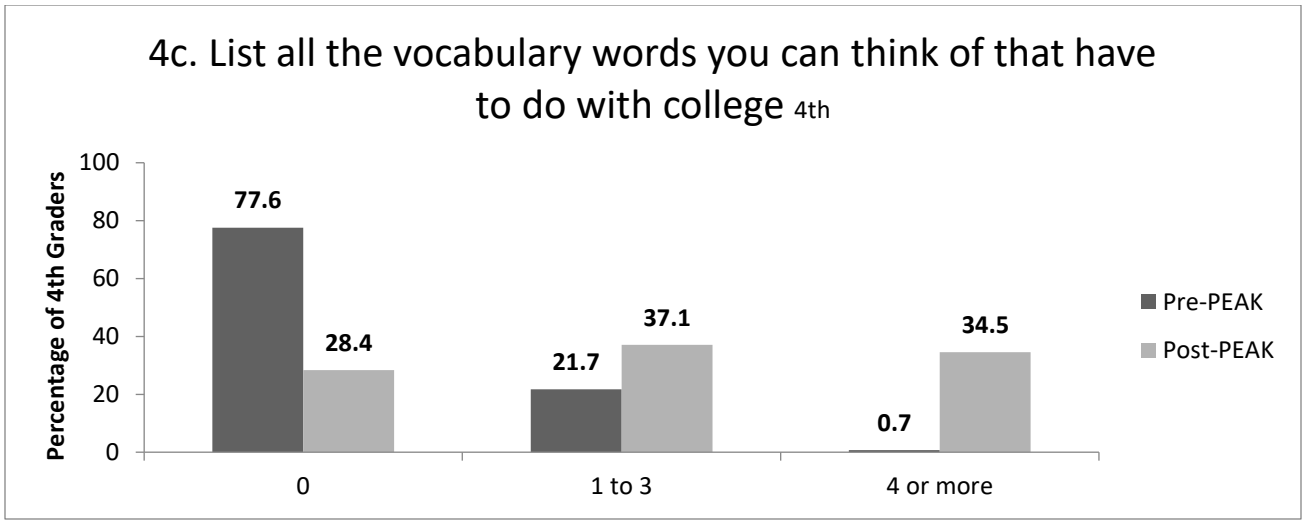
4. College and Money Savvy Wildcat programming continues to evidence gains in the acquisition of the targeted college terms, but increases were once again not as large as they have been in the first three years of data collection. As a part of the nine-week curriculum and reinforced by a special workbook, fourth graders learn eight college vocabulary words (degree, Associate's, Bachelor's, campus, professor, major, intramural, scholarship). In addition, three other college vocabulary words are considered correct on this survey (mascot, laboratory, dormitory). Prior to PEAK, 78% of the students could not list a single target college vocabulary word. Post PEAK, over a third of the students could name four or more vocabulary words and 72% could name at least one. (Graph 4c) Disappointingly, this year just over 28% of the fourth graders at the end of the outreach did not list a single target vocabulary word. For the first three years (2012-2015) of data collection, typically fewer than 20% of the students could NOT name a single targeted college vocabulary term at the end of the outreach. That percentage crept up last year to 32% of the students not being able to name a target college vocabulary term and this year it was 28%.

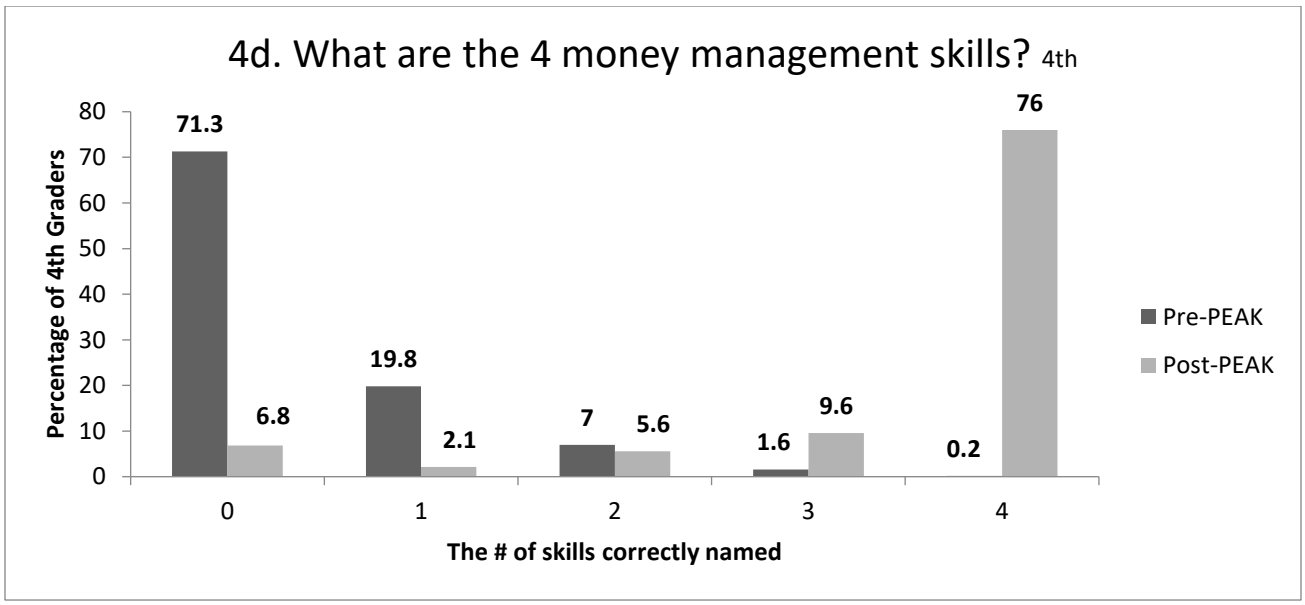
5. As in the past, of all learning outcomes, fourth graders demonstrated the most significant gains in the acquisition of the targeted financial literacy terms. Through a game and specific lesson plans, the fourth graders learn about the four money management skills of save, spend, donate and invest. Prior to the programming, less than 2% of the surveyed students could name three or more money management skills. After the outreach, nearly 86% could name three or more, an all-time record. (Graph 4d)

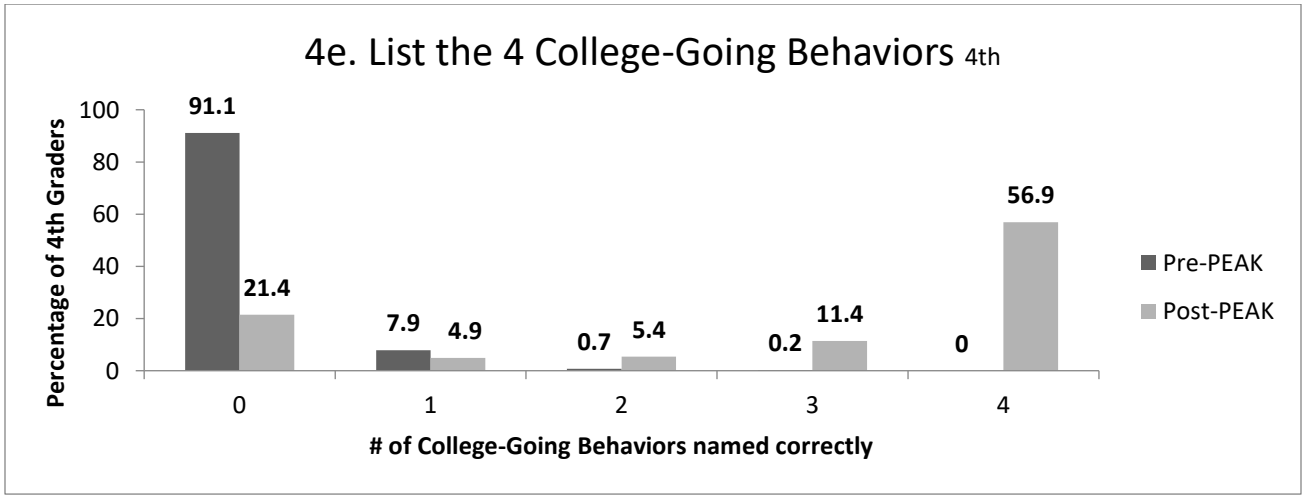
6. Fourth graders are taught that there are four very important school habits that they need to continue to practice and work at in order to be ready for college. The PEAK "College-Going Behaviors" are: Reading, Completing Homework, Completing In-Class Work and Attendance. Prior to PEAK programming, less than 1% of the fourth graders could identify two or more of these targeted behaviors. Post PEAK, 74% could name two or more. Nearly 57% of the students named all four college-going behaviors. (Graph 4e)


4a. Do you want to go to college? 4th
Percentage of 4th Graders
80
70
60
50
40
30
20
10
0
74.1
74.1
4.2
3.5
21.7
22.4
Yes
No
Not Sure
Pre-PEAK
Post-PEAK


4b. What is college? Please write a definition 4th
Percentage of 4th Graders
70
60
50
40
30
20
10
0
59.6
28.7
35.4
47.1
5.1
24.1
Not Correct
Partially Correct
Correct
Pre-PEAK
Post-PEAK


4c. List all the vocabulary words you can think of that have to do with college 4th
Percentage of 4th Graders
100
80
60
40
20
0
77.6
28.4
21.7
37.1
0.7
34.5
0
1 to 3
4 or more
Pre-PEAK
Post-PEAK


4d. What are the 4 money management skills? 4th
Percentage of 4th Graders
80
70
60
50
40
30
20
10
0
71.3
6.8
19.8
2.1
7
5.6
1.6
9.6
0.2
76
0
1
2
3
4
The # of skills correctly named
Pre-PEAK
Post-PEAK


4e. List the 4 College-Going Behaviors 4th
Percentage of 4th Graders
100
80
60
40
20
0
91.1
21.4
7.9
4.9
0.7
5.4
0.2
11.4
0
56.9
0
1
2
3
4
# of College-Going Behaviors named correctly
Pre-PEAK
Post-PEAK

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 types of careers are associated with what types of educational levels. 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: 319/457 (using January 2017 NCS monthly count) sixth graders completed the pre- and the post-survey (70% return)

SUMMARY OF OUTCOMES:

1. Our sixth grade programming continues to show consistent, positive results year after year. This year increased aspiration for education through and beyond high school was demonstrated in the following ways:
    a. The desire to attend a 4-year college immediately after high school increased by 13.1% as a result of the sixth grade programming, nearly equal to the large gain achieved last year. (Graph 6a)
    b. Almost 8% more of the students saw themselves graduating from college in ten years after the programming concluded compared to before it began. (Graph 6i)
    c. Conversations with a parent or guardian about attending college showed a solid increase when comparing pre- and post-programming responses. Nearly 7% more students indicated frequent conversations with a family member about attending college after the outreach than before. (Graph 6c)

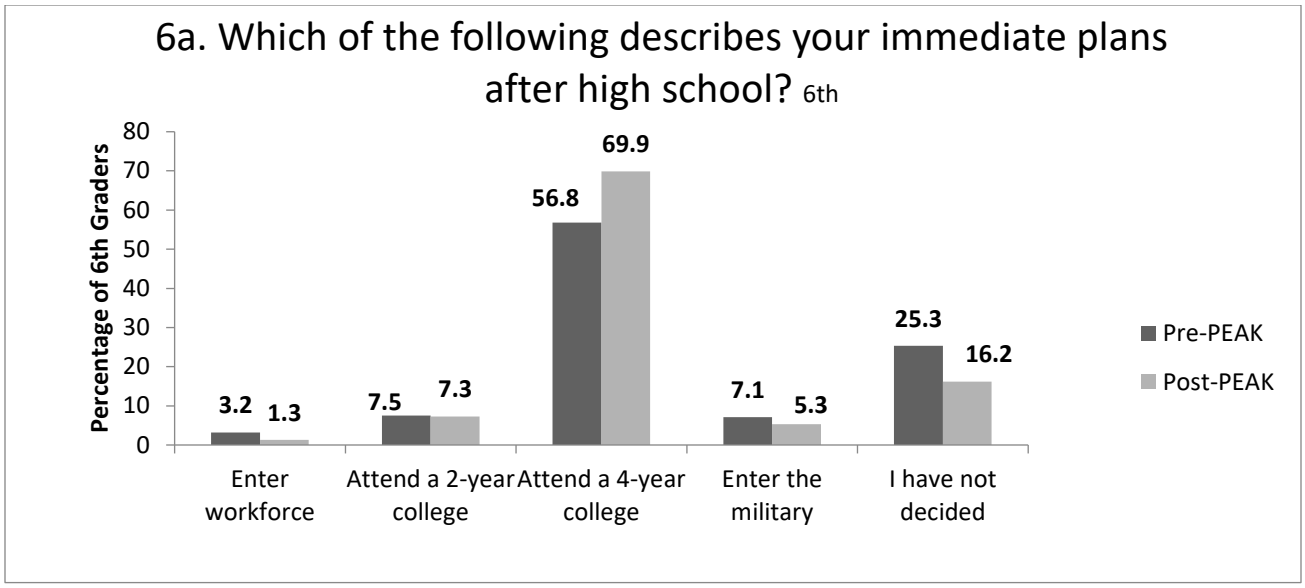
2. Throughout our surveys and regardless of age, the majority of NCS students indicate significant doubt about whether they can afford college. These worries do not decrease post-programming. For example, in this year's sixth grade pre-/post-surveys, about the same percentage of students responded "I don't know" to the statement, "I can afford to pay for college". Only one out of six students responded "Strongly Agree" when asked "I can afford college". Messaging from family members more than likely conveys to

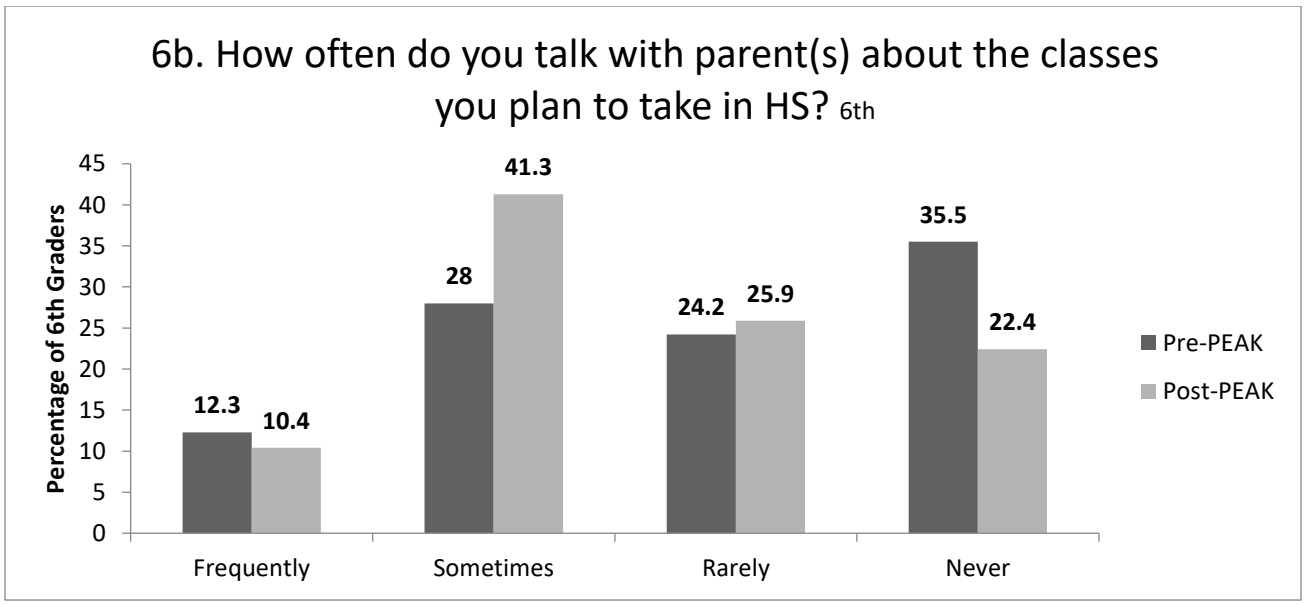
students that "money is tight and we can't help you pay for college". Before and after responses to this particular sixth grade survey question have been consistent over the last seven years of programming. However, one way to combat the dampening effect of "money doubt" is to educate program participants about other resources, beyond family funds, that can make college more affordable. The sixth grade curriculum demonstrates continued success in increasing the students' knowledge about these other financial resources. Prior to programming, just over 60% of the students answered "I don't know" or disagreed with the statement that there are a variety of financial aid resources to help them pay for college versus 39% after the conclusion of the outreach. Post-programming, two and a half times as many students strongly agreed with this statement. (Graph 6k)

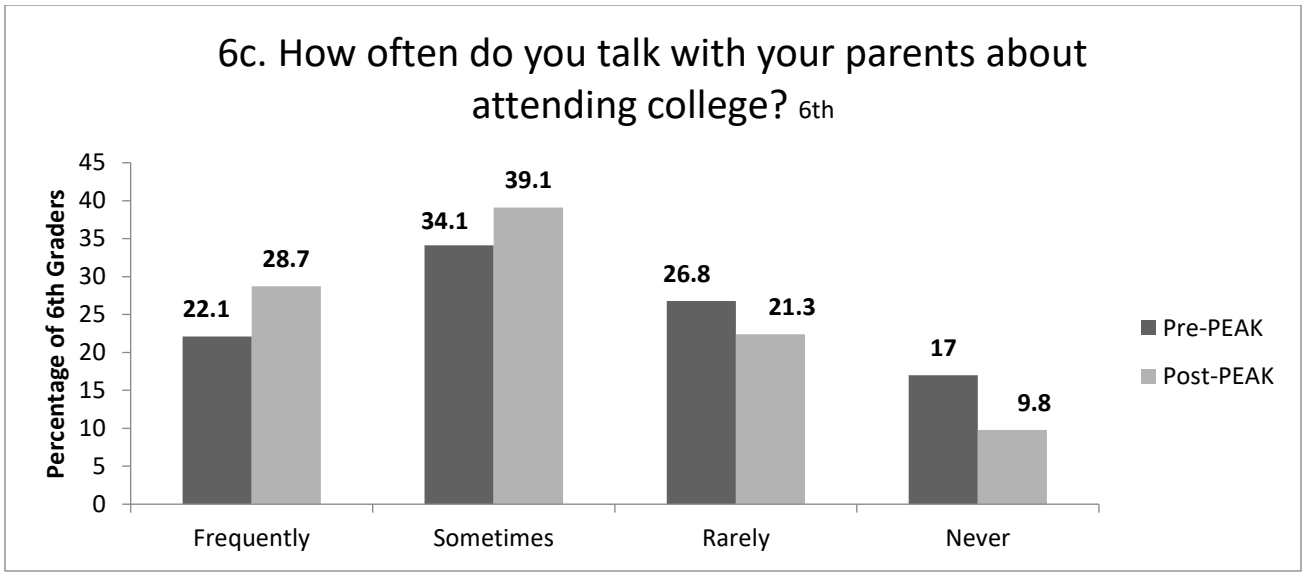
3. PEAK programming significantly increased student's understanding of our program motto: "The More You Learn, The More You Earn" (in other words, the positive correlation between education and earning power). Just over 15% more sixth graders strongly agreed with the statement that college graduates earn more money than people with only a high school diploma after the completion of the outreach. (Graph 6h)

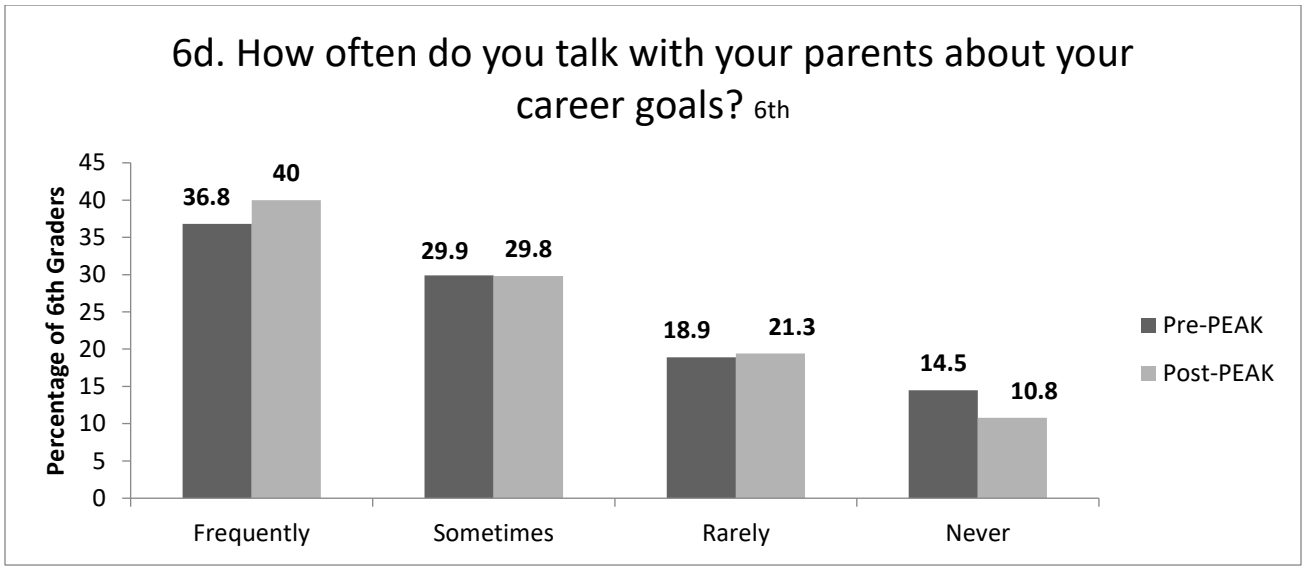
4. For the second straight year sixth graders evidenced a better understanding of the fact that the grades they achieve in middle school will play a role on the courses they are able to take in high school as over 6% more students answered strongly agree to this prompt following the outreach than prior to the programming. (Graph 6l)

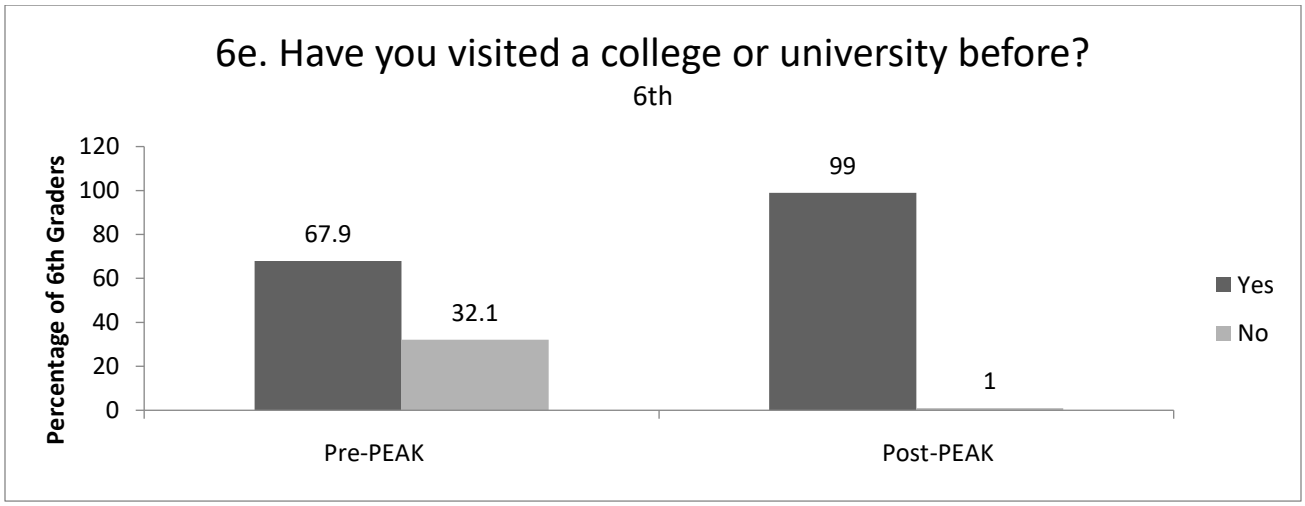
5. The capstone activity of the programming, visiting a college, allowed nearly a third more of the sixth graders to experience a campus for the first time (Graph 6e). Research indicates that intentional, well-planned exposure to what a college looks and feels like has a measurably positive impact on college aspirations in low-income, first-generation students. (Engle, Bermeo & O'Brien; Pell Institute, Dec. 2006)

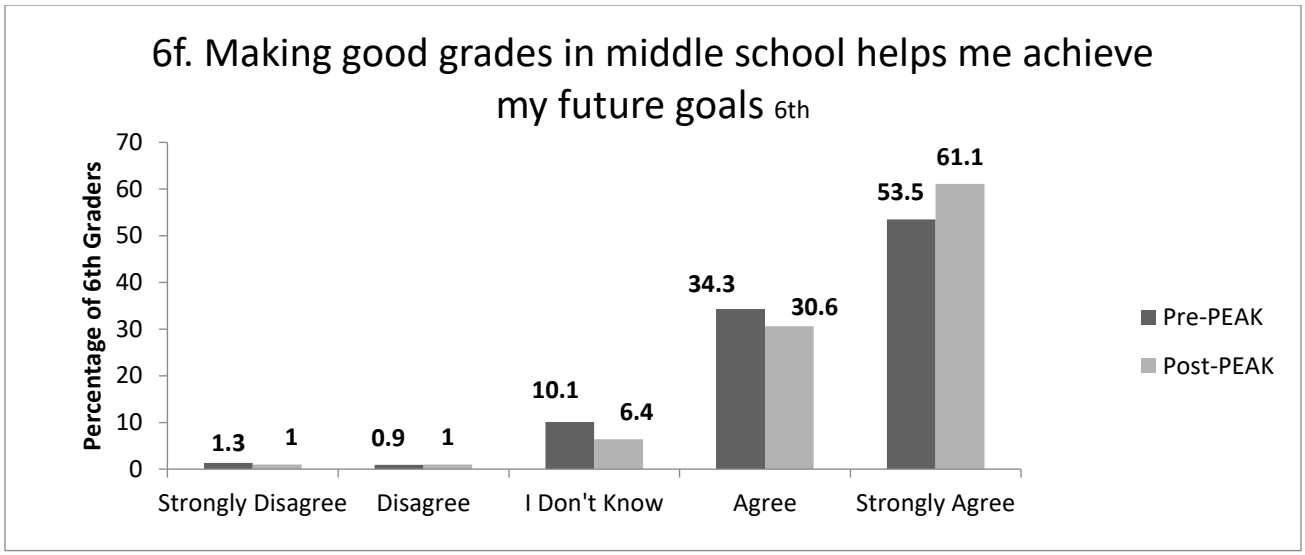

6a. Which of the following describes your immediate plans after high school? 6th
Percentage of 6th Graders
80
70
60
50
40
30
20
10
0
3.2
1.3
7.5
7.3
56.8
69.9
7.1
5.3
25.3
16.2
Enter workforce
Attend a 2-year college
Attend a 4-year college
Enter the military
I have not decided
Pre-PEAK
Post-PEAK

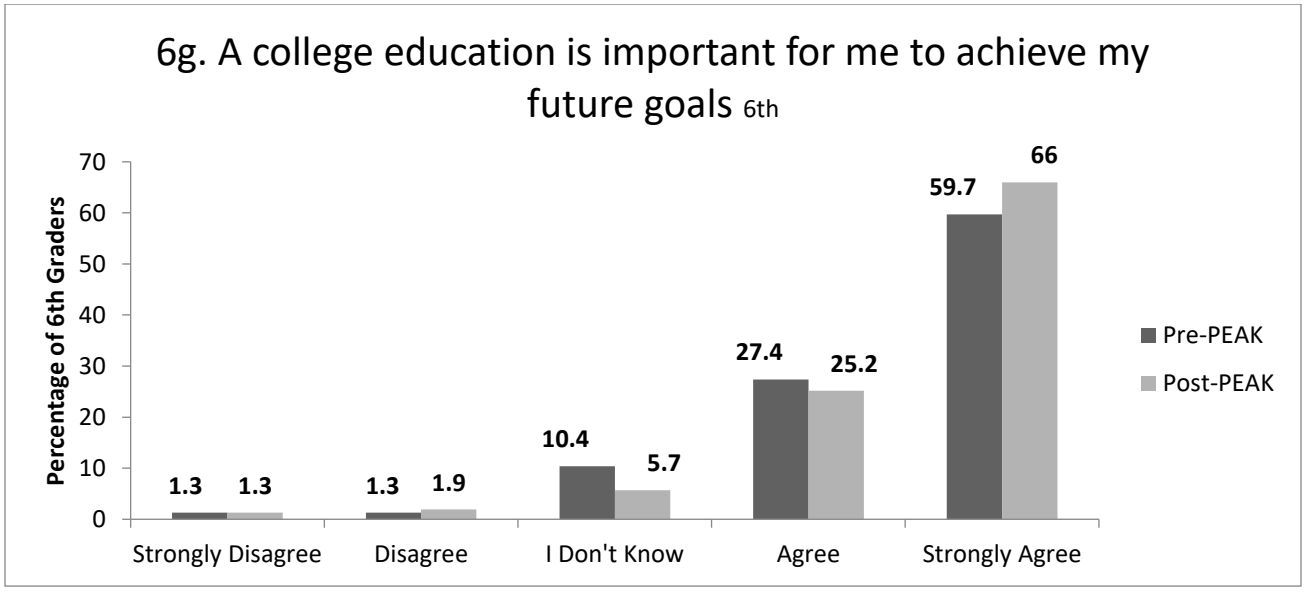

6b. How often do you talk with parent(s) about the classes you plan to take in HS? 6th
Percentage of 6th Graders
45
40
35
30
25
20
15
10
5
0
12.3
10.4
28
41.3
24.2
25.9
35.5
22.4
Frequently
Sometimes
Rarely
Never
Pre-PEAK
Post-PEAK

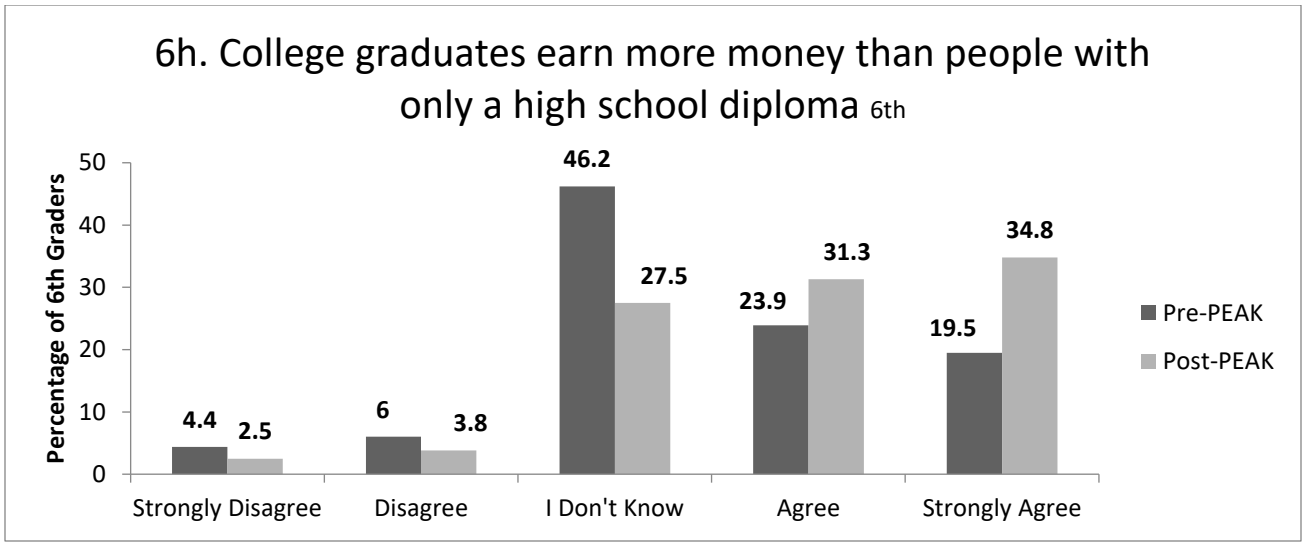

6c. How often do you talk with your parents about attending college? 6th
Percentage of 6th Graders
45
40
35
30
25
20
15
10
5
0
22.1
28.7
34.1
39.1
26.8
21.3
17
9.8
Frequently
Sometimes
Rarely
Never
Pre-PEAK
Post-PEAK

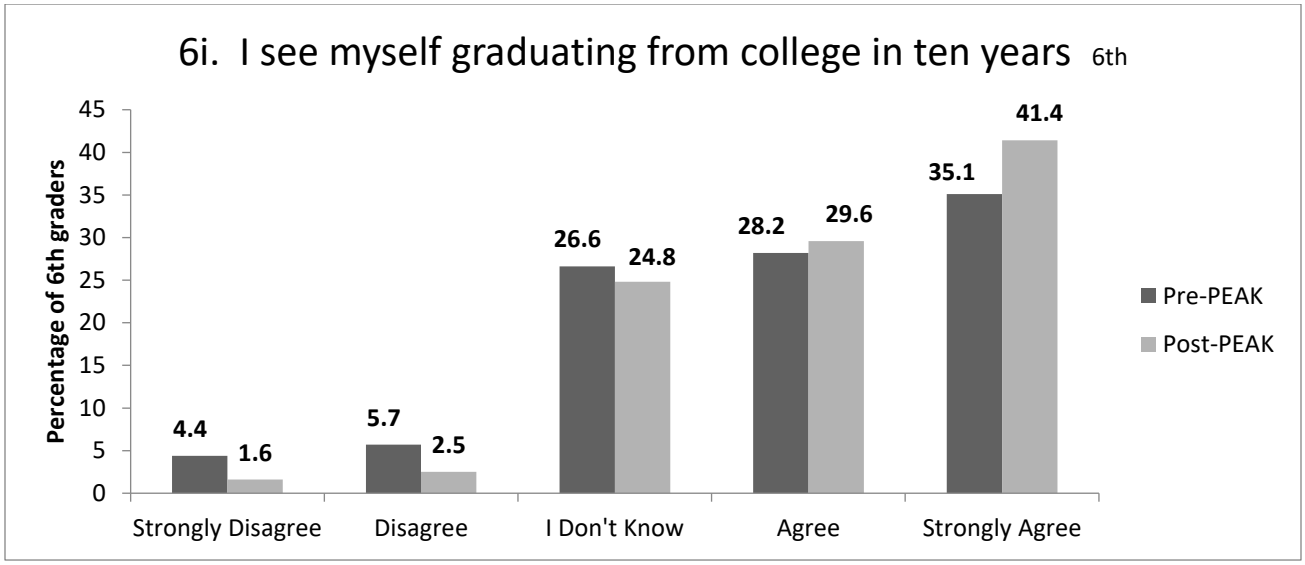

6d. How often do you talk with your parents about your career goals? 6th
Percentage of 6th Graders
45
40
35
30
25
20
15
10
5
0
36.8
40
29.9
29.8
18.9
21.3
14.5
10.8
Frequently
Sometimes
Rarely
Never
Pre-PEAK
Post-PEAK

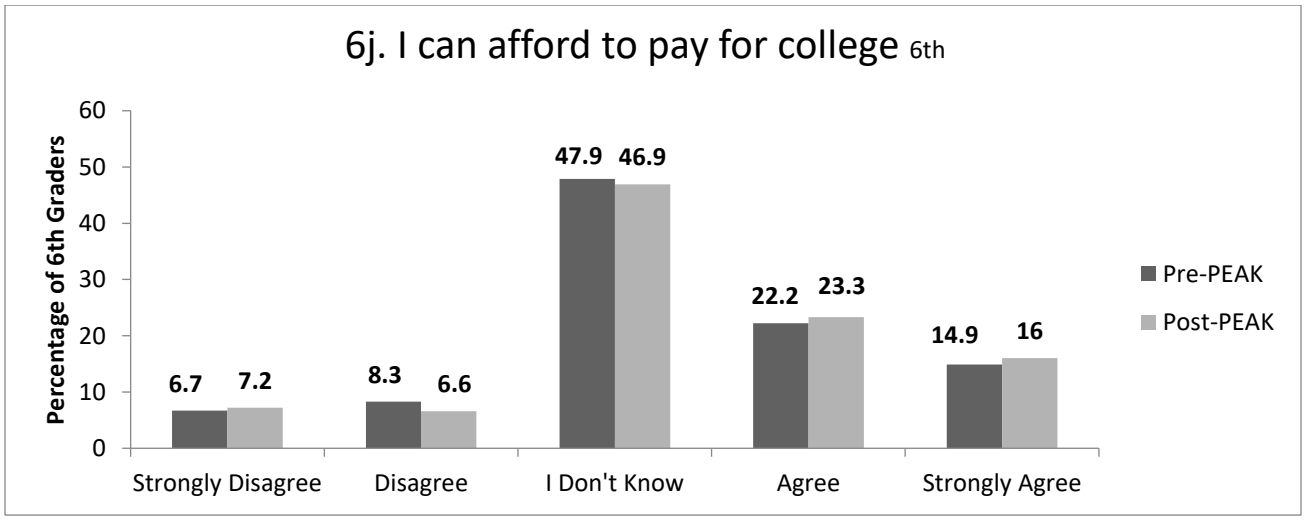

6e. Have you visited a college or university before?
6th
Percentage of 6th Graders
120
100
80
60
40
20
0
67.9
32.1
99
1
Pre-PEAK
Post-PEAK
Yes
No

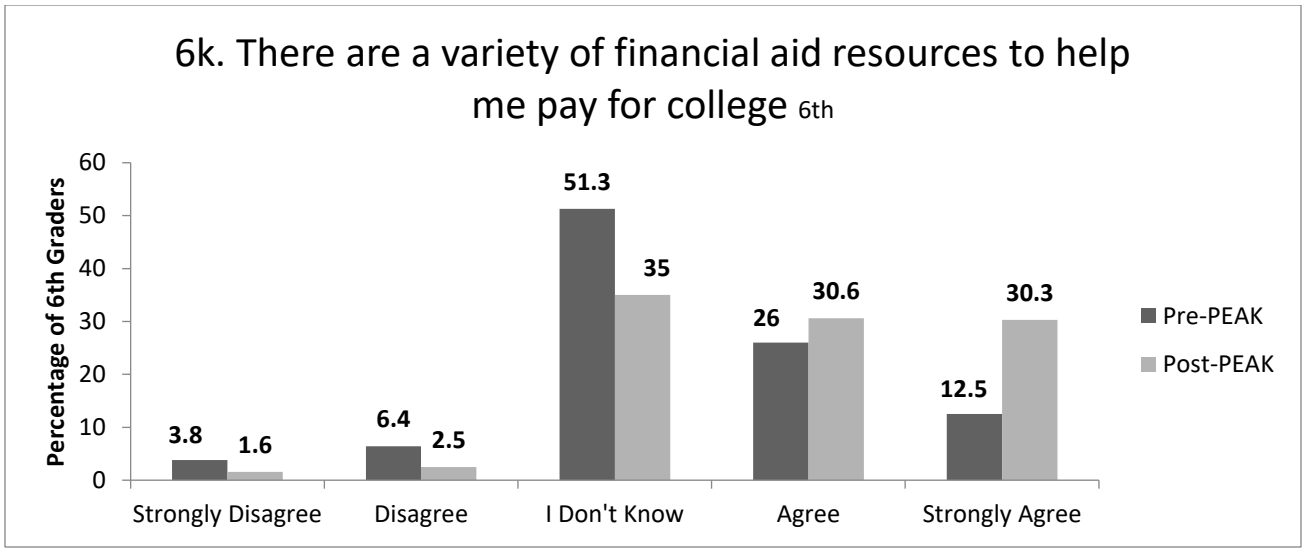

6f. Making good grades in middle school helps me achieve my future goals 6th
Percentage of 6th Graders
70
60
50
40
30
20
10
0
1.3
1
0.9
1
10.1
6.4
34.3
30.6
53.5
61.1
Strongly Disagree
Disagree
I Don't Know
Agree
Strongly Agree
Pre-PEAK
Post-PEAK

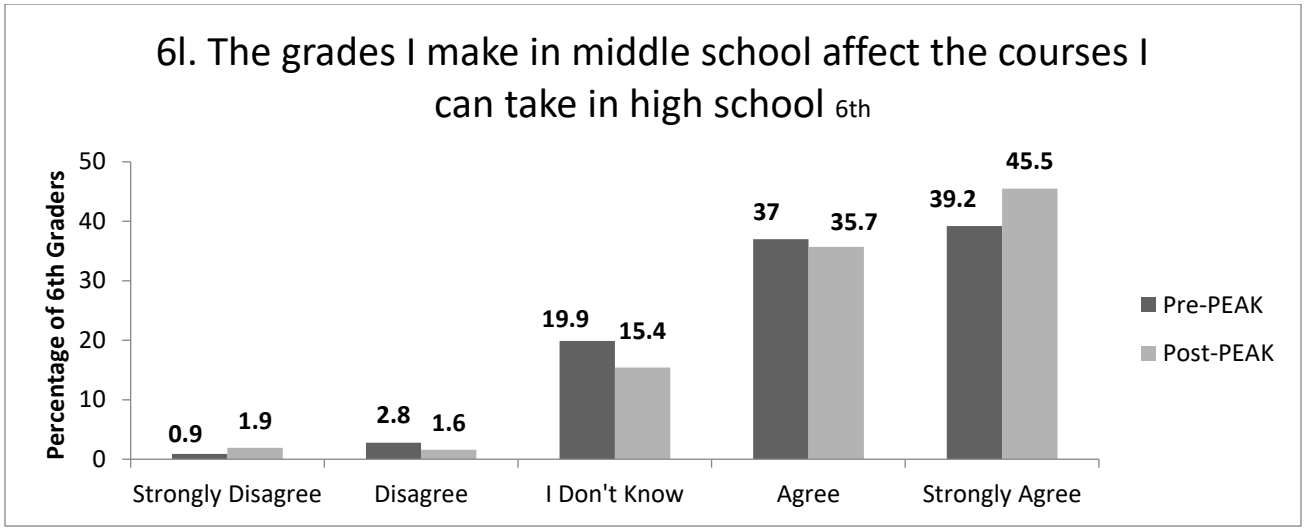

6g. A college education is important for me to achieve my future goals 6th
Percentage of 6th Graders
70
60
50
40
30
20
10
0
1.3
1.3
1.3
1.9
10.4
5.7
27.4
25.2
59.7
66
Strongly Disagree
Disagree
I Don't Know
Agree
Strongly Agree
Pre-PEAK
Post-PEAK


6h. College graduates earn more money than people with only a high school diploma 6th
Percentage of 6th Graders
50
40
30
20
10
0
4.4
2.5
6
3.8
46.2
27.5
23.9
31.3
19.5
34.8
Strongly Disagree
Disagree
I Don't Know
Agree
Strongly Agree
Pre-PEAK
Post-PEAK


6i. I see myself graduating from college in ten years 6th
Percentage of 6th graders
45
40
35
30
25
20
15
10
5
0
4.4
1.6
5.7
2.5
26.6
24.8
28.2
29.6
35.1
41.4
Strongly Disagree
Disagree
I Don't Know
Agree
Strongly Agree
Pre-PEAK
Post-PEAK


6j. I can afford to pay for college 6th
Percentage of 6th Graders
60
50
40
30
20
10
0
6.7
7.2
8.3
6.6
47.9
46.9
22.2
23.3
14.9
16
Strongly Disagree
Disagree
I Don't Know
Agree
Strongly Agree
Pre-PEAK
Post-PEAK


6k. There are a variety of financial aid resources to help me pay for college 6th
Percentage of 6th Graders
60
50
40
30
20
10
0
3.8
1.6
6.4
2.5
51.3
35
26
30.6
12.5
30.3
Strongly Disagree
Disagree
I Don't Know
Agree
Strongly Agree
Pre-PEAK
Post-PEAK


6l. The grades I make in middle school affect the courses I can take in high school 6th
Percentage of 6th Graders
50
40
30
20
10
0
0.9
1.9
2.8
1.6
19.9
15.4
37
35.7
39.2
45.5
Strongly Disagree
Disagree
I Don't Know
Agree
Strongly Agree
Pre-PEAK
Post-PEAK

OTTERBEIN
UNIVERSITY
FOUNDED IN 1847

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 program 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: 289/444 eighth graders (using January 2017 NCS monthly count) completed the pre- and the post-survey (65% return).

SUMMARY OF OUTCOMES:

1. In response to the statement "I will graduate from high school", 4.8% more eighth graders chose 'very likely' following the conclusion of the year's programming compared to responses on the pre-survey. (Graph 8d)

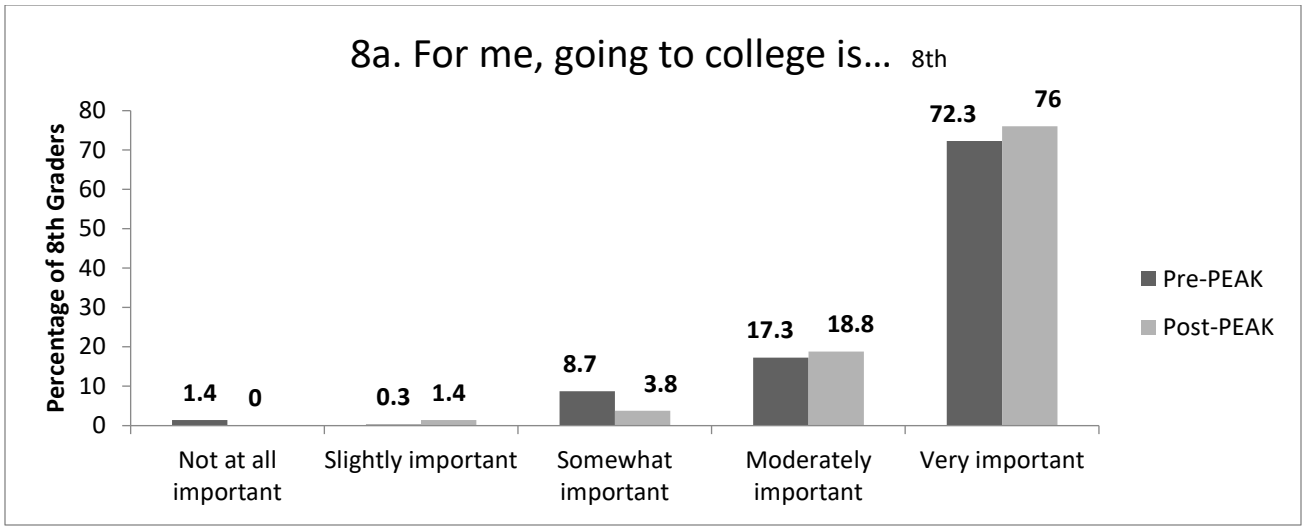
2. When asked about post high school graduation plans, just over 8% more eighth graders chose either "attend a 2-year college" or "attend a 4-year college" at the conclusion of the year's outreach, then did prior to the onset of the programming. (Graph 8e)

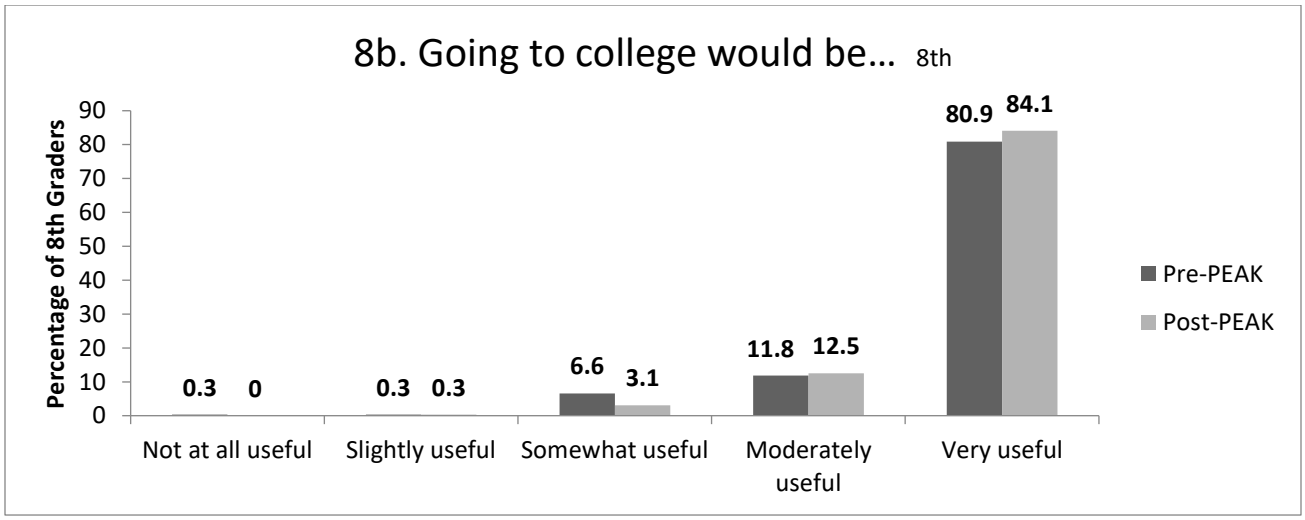
3. Pre- and post-surveys showed evidence of students more likely to imagine themselves receiving a 2-, or 4-year college degree, but a slight drop in the percentage of students who see themselves receiving an advance degree. (Graph 8g)

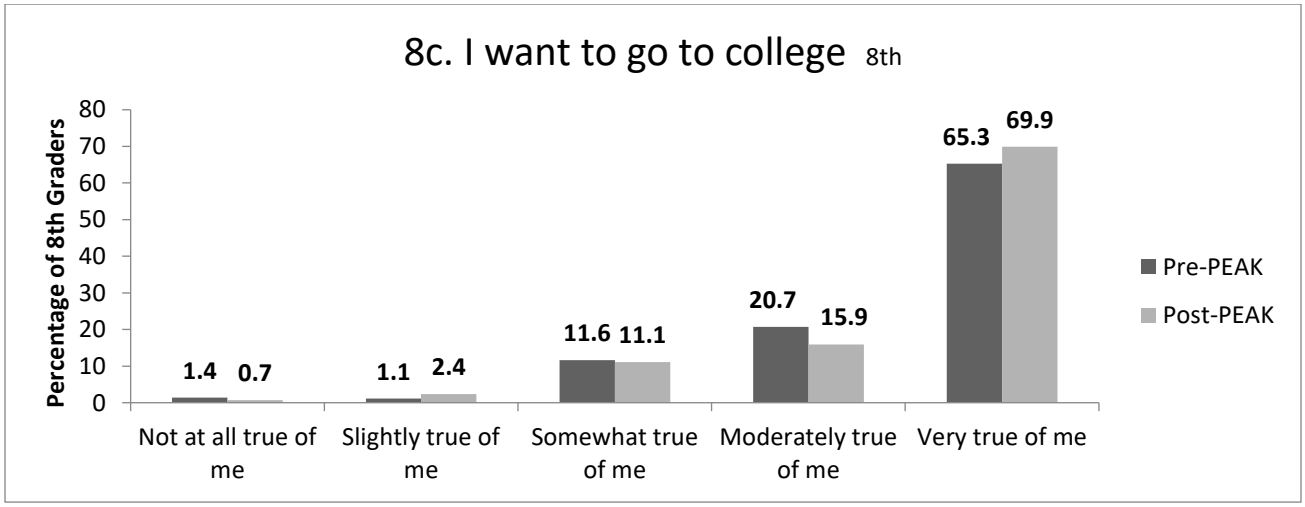
4. Both components of our eighth grade programming are clearly reinforcing our favorite phrase "The More You Learn, The More You Learn". When asked whether they will earn more money if they continue their education beyond high school, just over 12% more of the students answered "very true" following the year's programming. (Graph 8m)

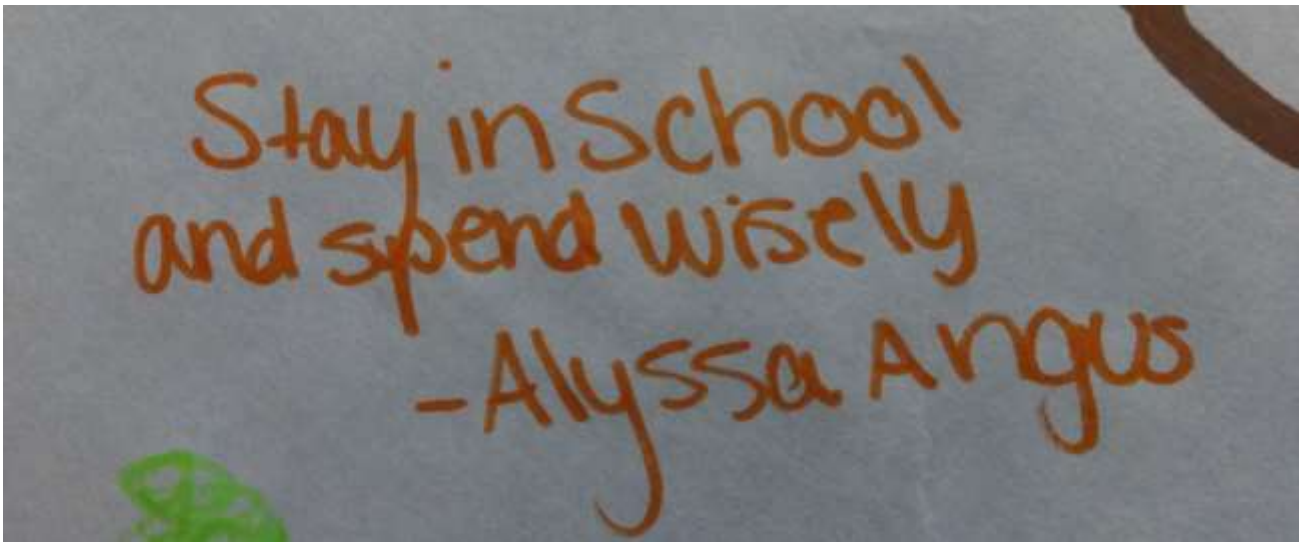
5. Over three quarters of the students answered “very true of me” (45.8%) or “moderately true of me” (30.2%) when asked whether they found participating in our programming valuable. (Graph 8n)

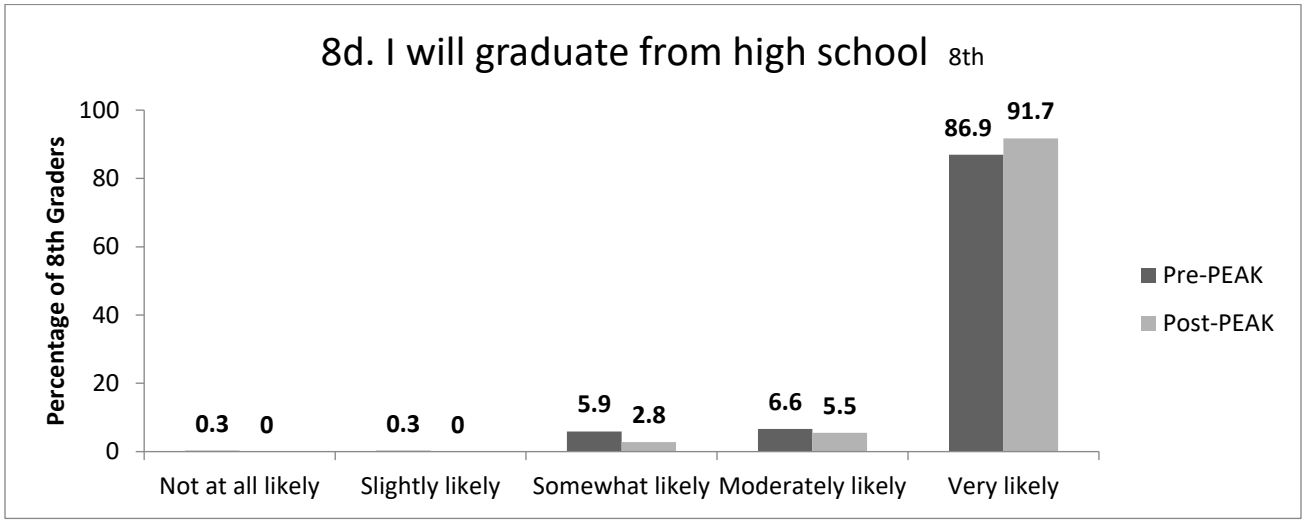
6. This is the third year of data for question 8h, added in 2014-15, about career exploration -- a major focus of our eighth grade outreach. This question attempts to determine whether the students involved in our programming feel they have had an opportunity to look into a few careers of interest. The first year of data evidenced nearly 8% more of the eighth graders answering “moderately true of me” “or very true of me” to this question. Last 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. This year the total increase in these two post-outreach categories was 6.4%. (Graph 8h)

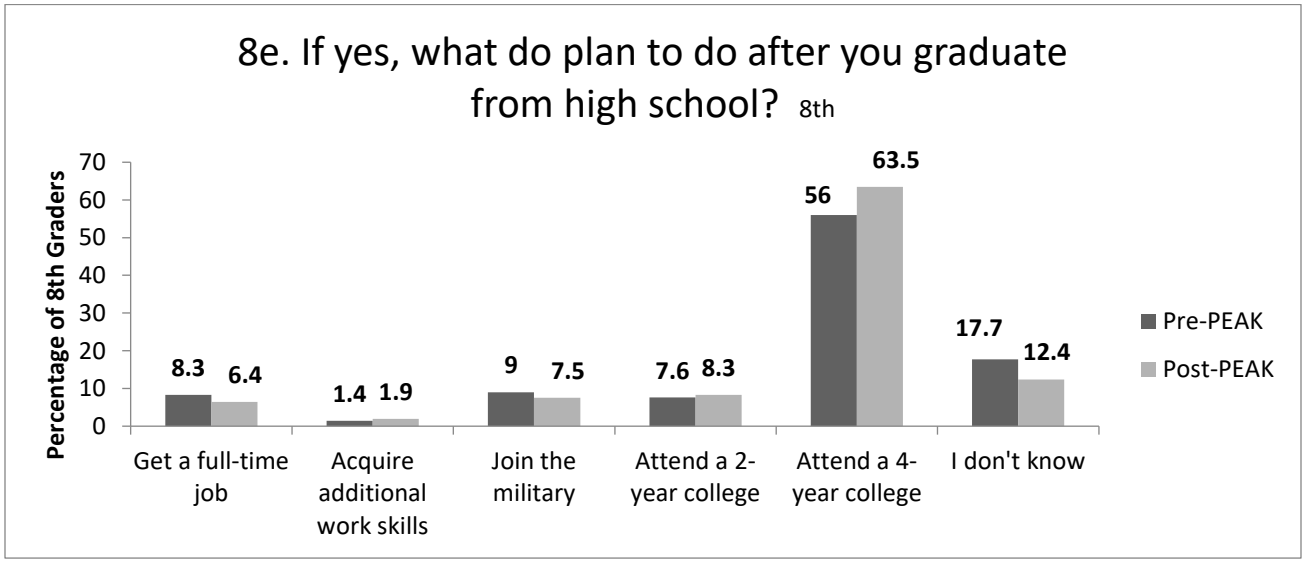

8a. For me, going to college is… 8th
Percentage of 8th Graders
80
70
60
50
40
30
20
10
0
1.4
0
0.3
1.4
8.7
3.8
17.3
18.8
72.3
76
Not at all important
Slightly important
Somewhat important
Moderately important
Very important
Pre-PEAK
Post-PEAK

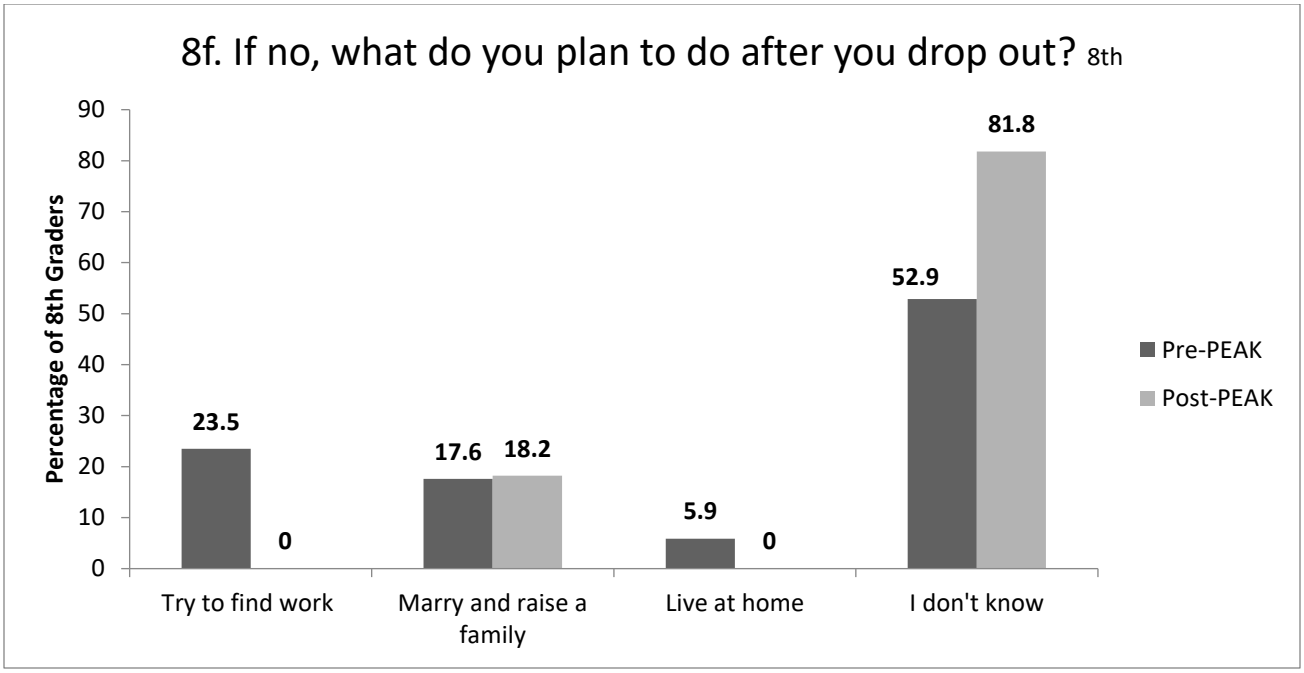

8b. Going to college would be… 8th
Percentage of 8th Graders
90
80
70
60
50
40
30
20
10
0
0.3
0
0.3
0.3
6.6
3.1
11.8
12.5
80.9
84.1
Not at all useful
Slightly useful
Somewhat useful
Moderately useful
Very useful
Pre-PEAK
Post-PEAK


8c. I want to go to college 8th
Percentage of 8th Graders
80
70
60
50
40
30
20
10
0
1.4
0.7
1.1
2.4
11.6
11.1
20.7
15.9
65.3
69.9
Not at all true of me
Slightly true of me
Somewhat true of me
Moderately true of me
Very true of me
Pre-PEAK
Post-PEAK

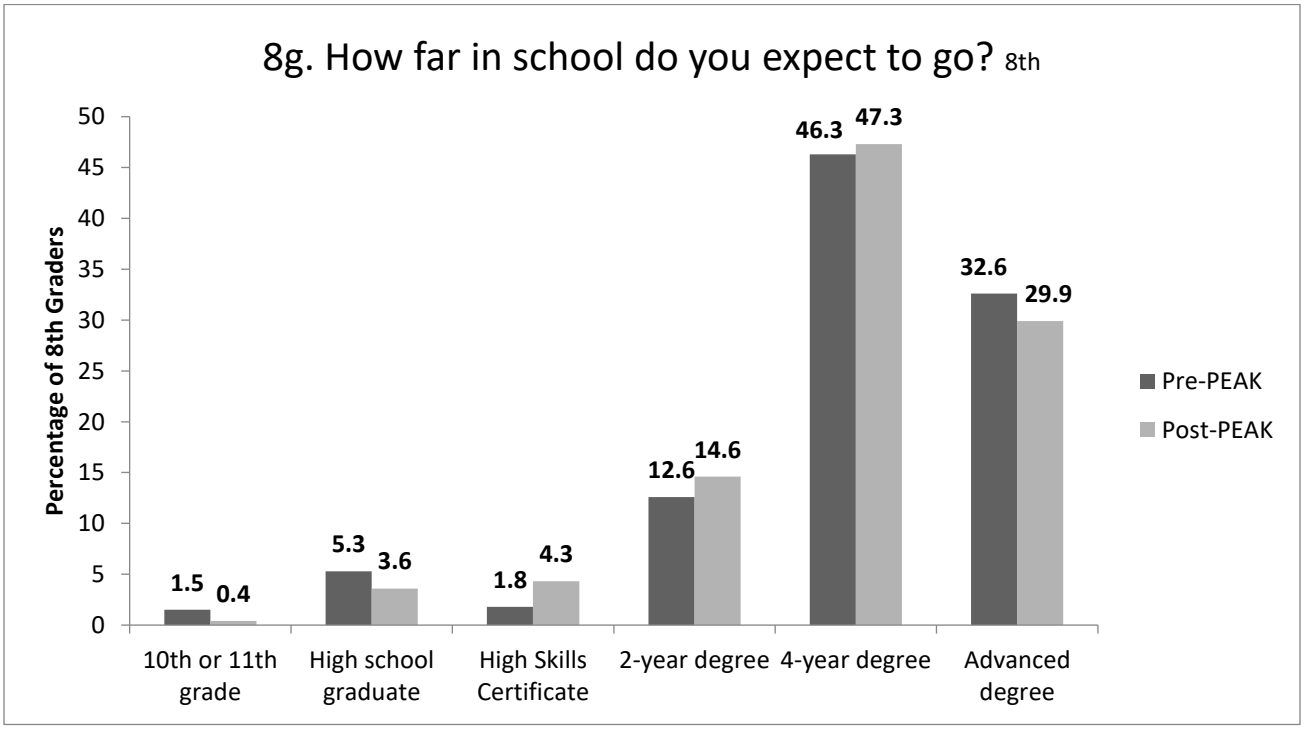

Stay in School
and spend wisely
-Alyssa Angus

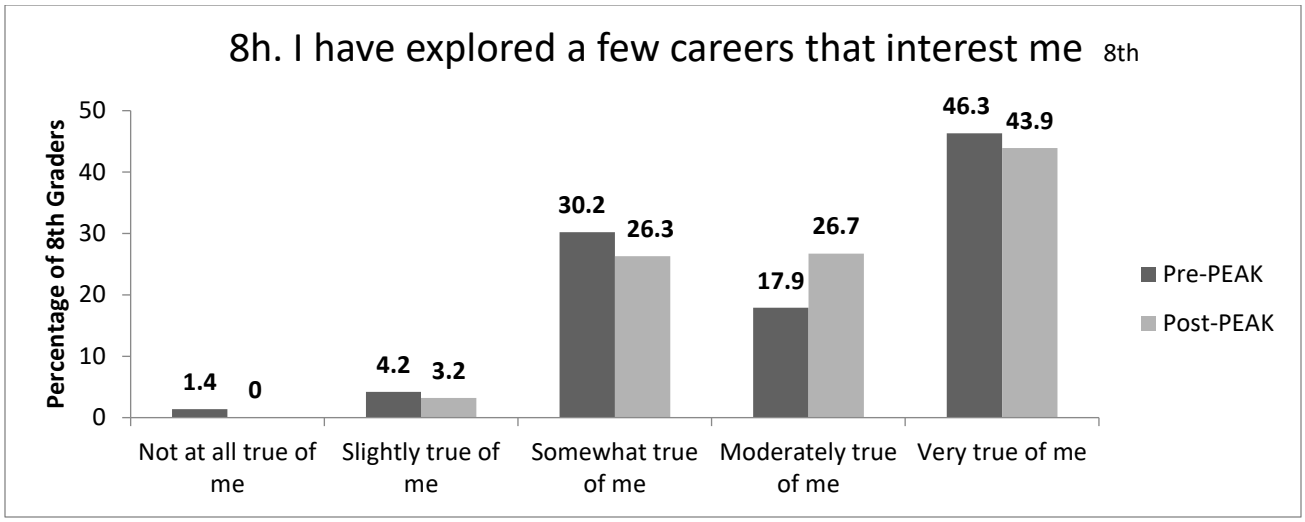

8d. I will graduate from high school 8th
Percentage of 8th Graders
100
80
60
40
20
0
0.3
0
0.3
0
5.9
2.8
6.6
5.5
86.9
91.7
Not at all likely
Slightly likely
Somewhat likely
Moderately likely
Very likely
Pre-PEAK
Post-PEAK

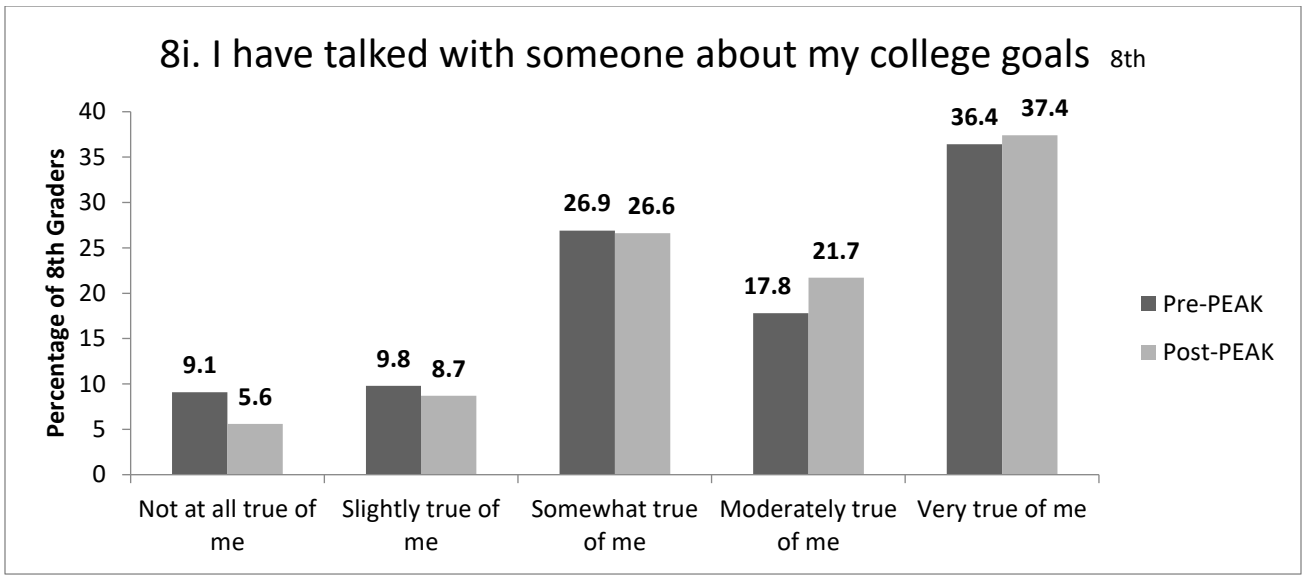

8e. If yes, what do plan to do after you graduate from high school? 8th
Percentage of 8th Graders
70
60
50
40
30
20
10
0
8.3
6.4
1.4
1.9
9
7.5
7.6
8.3
56
63.5
17.7
12.4
Get a full-time job
Acquire additional work skills
Join the military
Attend a 2-year college
Attend a 4-year college
I don't know
Pre-PEAK
Post-PEAK



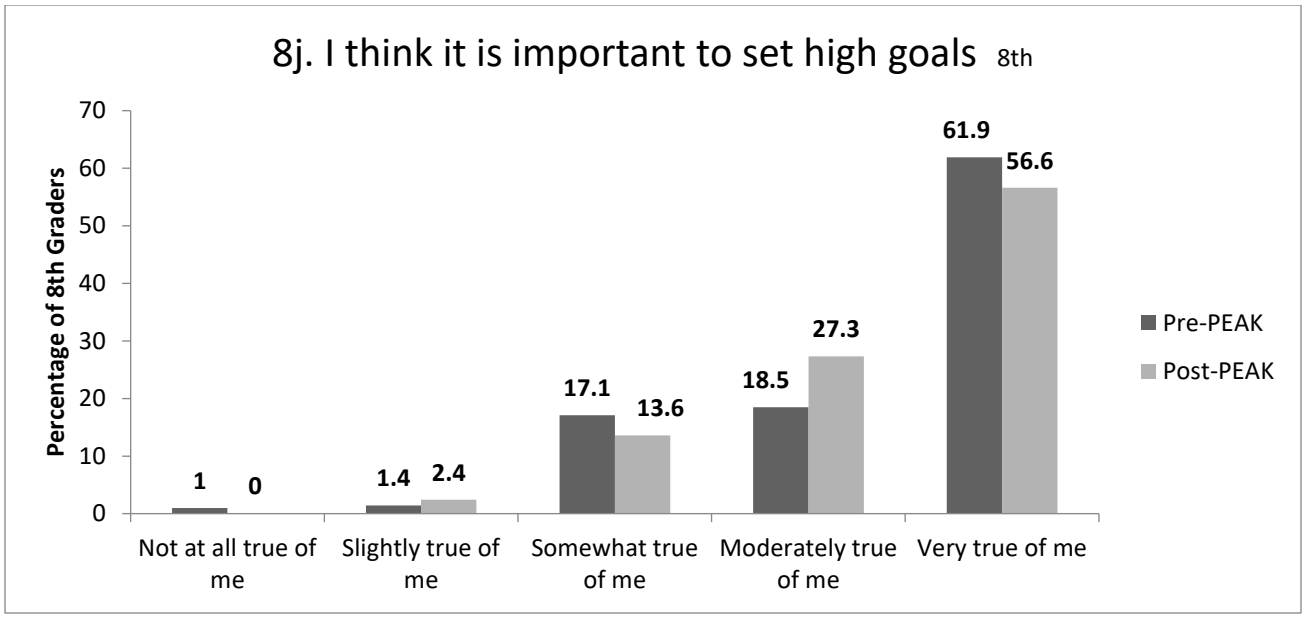
Comment: 17 students answered this question in pre-survey, 11 in post-survey. Thus percentages indicated use a very small sample size and a significantly lower number of students who answered this question in the post-survey.

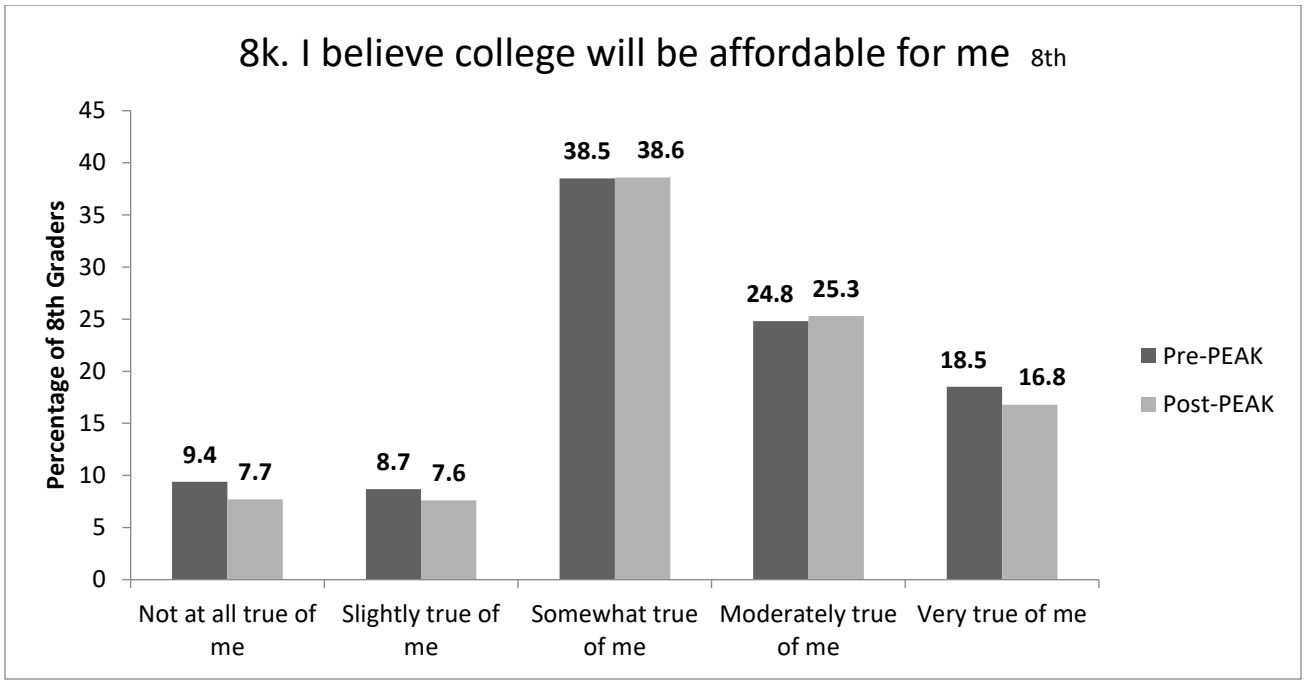



8h. I have explored a few careers that interest me 8th
Percentage of 8th Graders
50
40
30
20
10
0
1.4
0
4.2
3.2
30.2
26.3
17.9
26.7
46.3
43.9
Not at all true of me
Slightly true of me
Somewhat true of me
Moderately true of me
Very true of me
Pre-PEAK
Post-PEAK

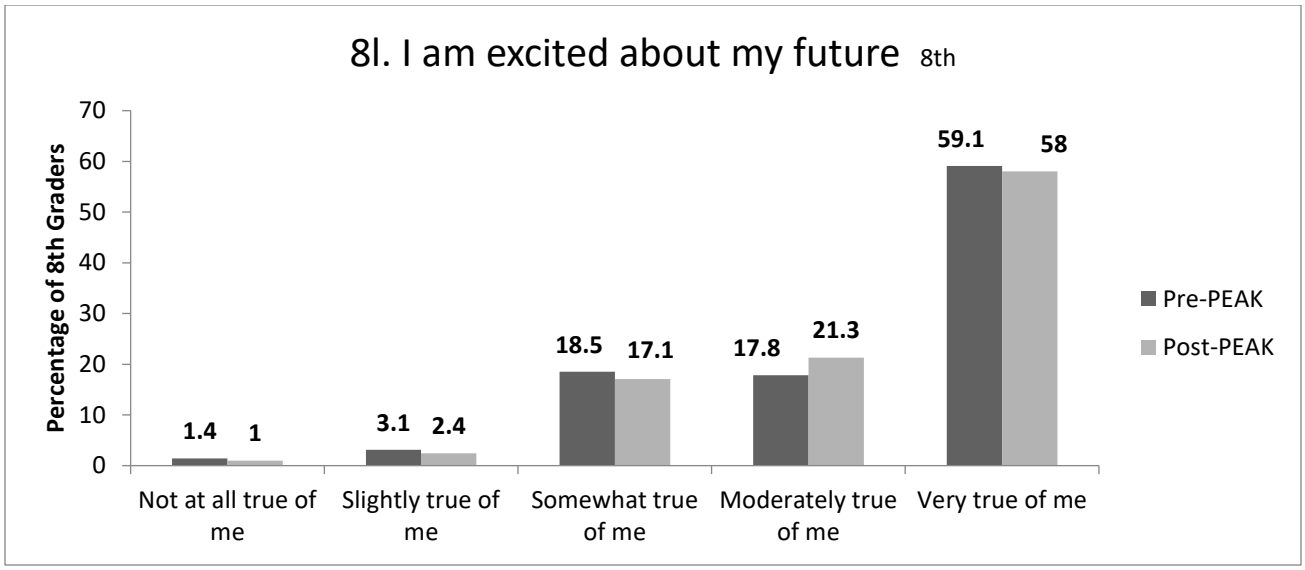

8i. I have talked with someone about my college goals 8th
Percentage of 8th Graders
40
35
30
25
20
15
10
5
0
9.1
5.6
9.8
8.7
26.9
26.6
17.8
21.7
36.4
37.4
Not at all true of me
Slightly true of me
Somewhat true of me
Moderately true of me
Very true of me
Pre-PEAK
Post-PEAK

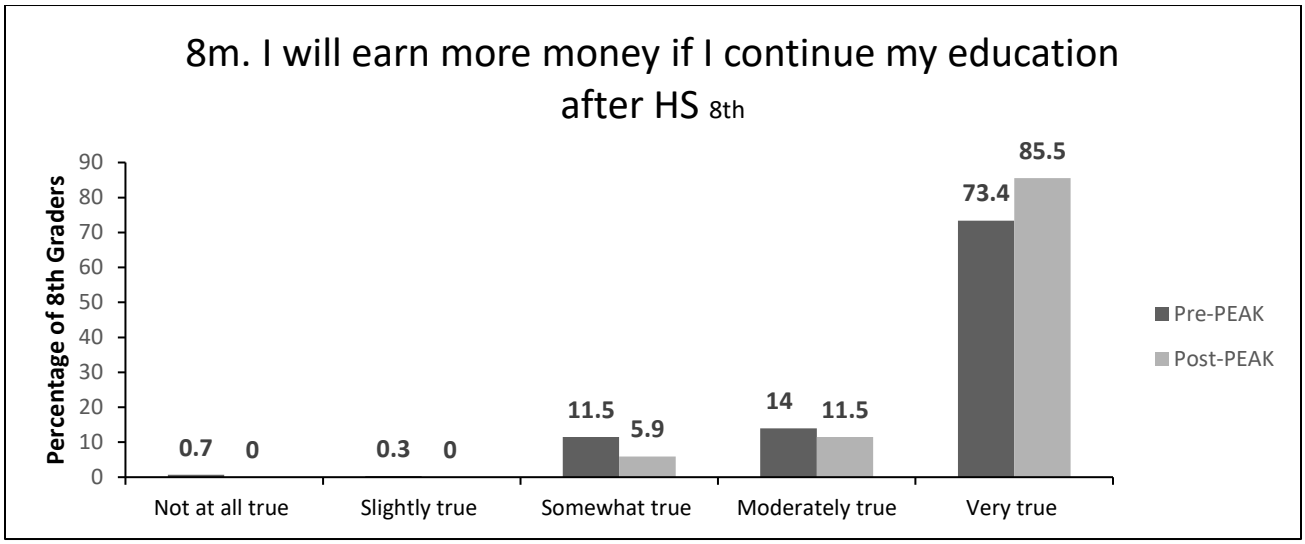
WHAT DID
YOU LEARN
JAGUARS?

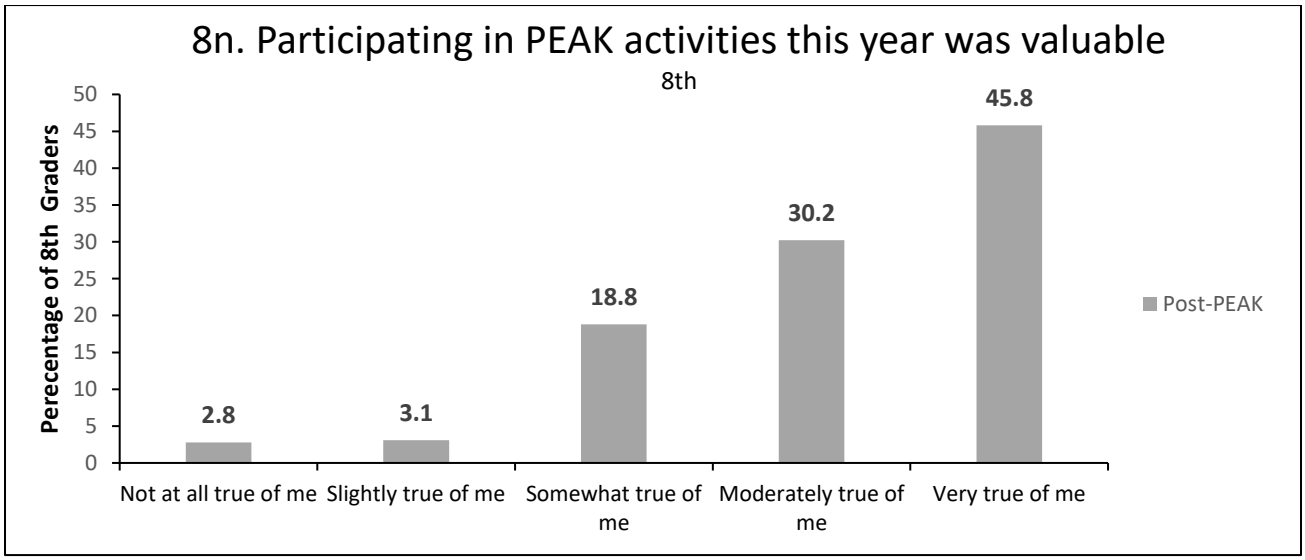




Comment: As is seen with the sixth grade data, there is also significant worry about college affordability on the part of our eighth graders. Less than 17% answered "very true of me" to this question post-outreach, and over half the students indicated a heightened level of concern (answering somewhat, slightly or not at all) to this question regardless of pre- or post-outreach.


8l. I am excited about my future 8th
Percentage of 8th Graders
70
60
50
40
30
20
10
0
1.4
1
3.1
2.4
18.5
17.1
17.8
21.3
59.1
58
Not at all true of me
Slightly true of me
Somewhat true of me
Moderately true of me
Very true of me
Pre-PEAK
Post-PEAK


8m. I will earn more money if I continue my education after HS 8th
Percentage of 8th Graders
90
80
70
60
50
40
30
20
10
0
0.7
0
0.3
0
11.5
5.9
14
11.5
73.4
85.5
Not at all true
Slightly true
Somewhat true
Moderately true
Very true
Pre-PEAK
Post-PEAK


8n. Participating in PEAK activities this year was valuable
8th
Perecentage of 8th Graders
50
45
40
35
30
25
20
15
10
5
0
2.8
3.1
18.8
30.2
45.8
Not at all true of me
Slightly true of me
Somewhat true of me
Moderately true of me
Very true of me
Post-PEAK

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, delivered during designated intervention periods. Staff members deliver the lesson plans during the school year from August to April.

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: 325/421 ninth graders (using January 2017 NCS monthly count) completed the pre- and the post-survey (77% return). Pre-surveys were administered during August prior to the first lesson plan. Post-surveys were administered during Lesson Plan 8 in April, around one month before the close of the school year.

SUMMARY OF OUTCOMES:

The second year of Start Your Story programming once again shows strong 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 ready showed very strong gains. Correct answers on the post-survey in each of these areas increased on average by nearly 15%. (Graphs 9SYSm, 9SYSn, 9SYSp)
b. Nearly 40% of the ninth graders defined transcript correctly in the post-survey, a five-fold increase from the 8.1% who defined it correctly in the pre-survey. It will be interesting to note moving forward how many ninth graders answer the transcript definition correctly on the pre-survey, since in the last 2 years talking about a transcript has become more of an emphasis in our middle school programming. (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,

just over 3% of the freshman could name four items, whereas in the post-survey nearly half of them could name four items. Another 29% of the freshman on the post-survey named three items correctly versus 15.8% 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), only one out of five 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, 47.5% of the freshmen were able to respond to this question with a viable GPA. (Graph 9SYSt)

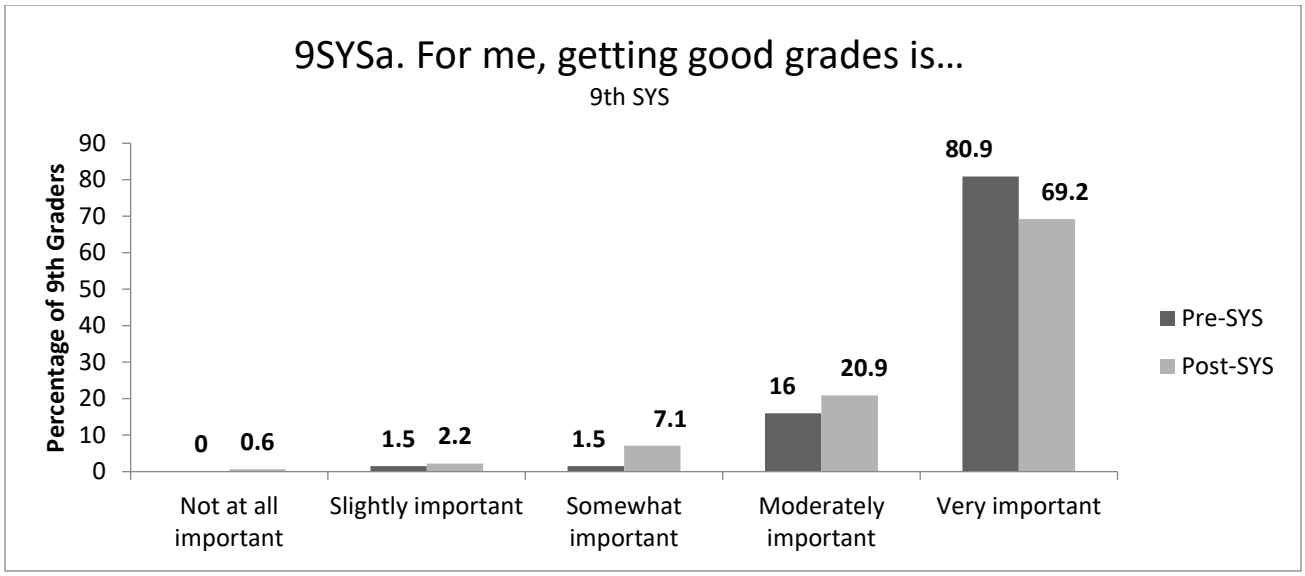
Mixed results include:

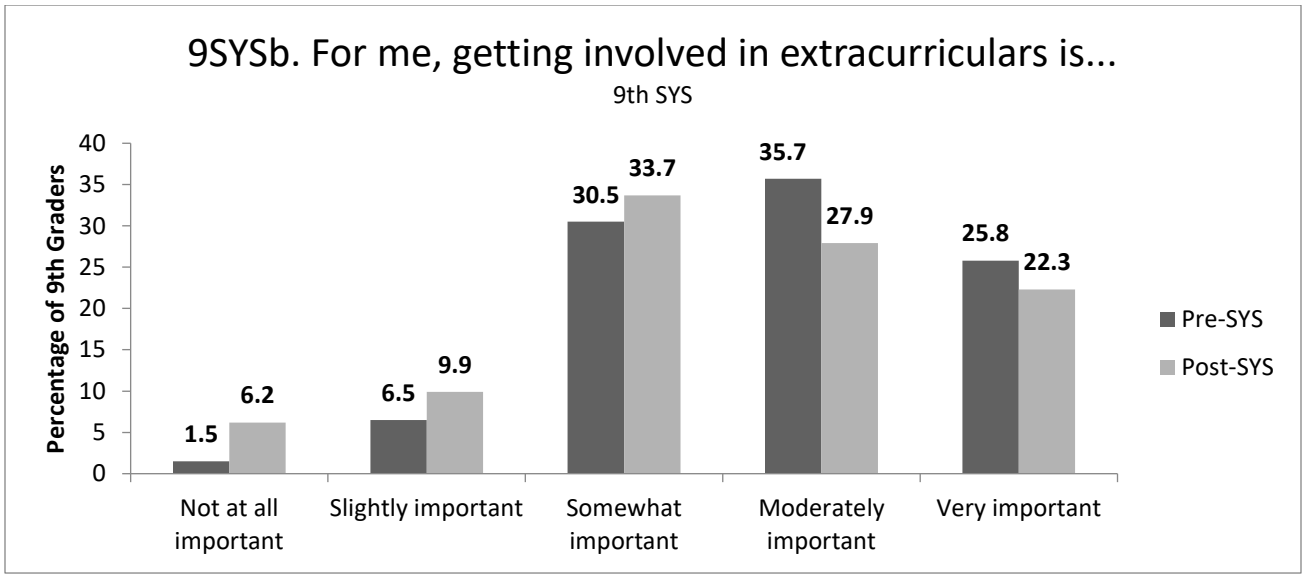
a. The percentage of ninth graders who could identify the number of science credits needed to be prepared for college decreased 4.4% from pre- to post-outreach. Correct answers were 4, 5, or 6 credits, but the majority of students who missed this questioned on the post survey answered 3 credits, the bare minimum mandated by the State of Ohio. (Graph 9SYSo)
b. With the exception of course selection, which did evidence small gains (Graph 9SYSk), the outreach seemed to have little effect, positive or negative, on students' goal setting behavior. (Graphs 9SYSe, 9SYSg, 9SYSi)
c. The outreach seemed to have little effect for those students who did self-identify as a goal setter, on their ability to accomplish the grades and course selection goals they set. (Graphs 9SYSf, 9SYSl) A decrease of 11.1% from pre- to post-outreach in the students' responses to whether they accomplished the goal of joining school activities. (Graph 9SYSj) However, an increase of almost 8% was seen from pre- to post-outreach in the students' responses to whether they accomplished the goal of attendance. (Graph 9SYSh)
d. 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, 96.9% of those freshman surveyed said it was either moderately important (16%) or very important (80.9%) to them to get good grades. Following the outreach, only 90.1% of the students said it was either moderately important (20.9%) or very important (69.2%) to them to get good grades, with the biggest drop (11.7%) occurring in the "very important" category. (Graph 9SYSa)
    - **Good attendance.** Prior to the outreach, 87.1% of those freshman surveyed said it was either moderately important (35.1%) or very important (52%) to them to have good attendance. Following the outreach, 79.3% of the students said it was either moderately important

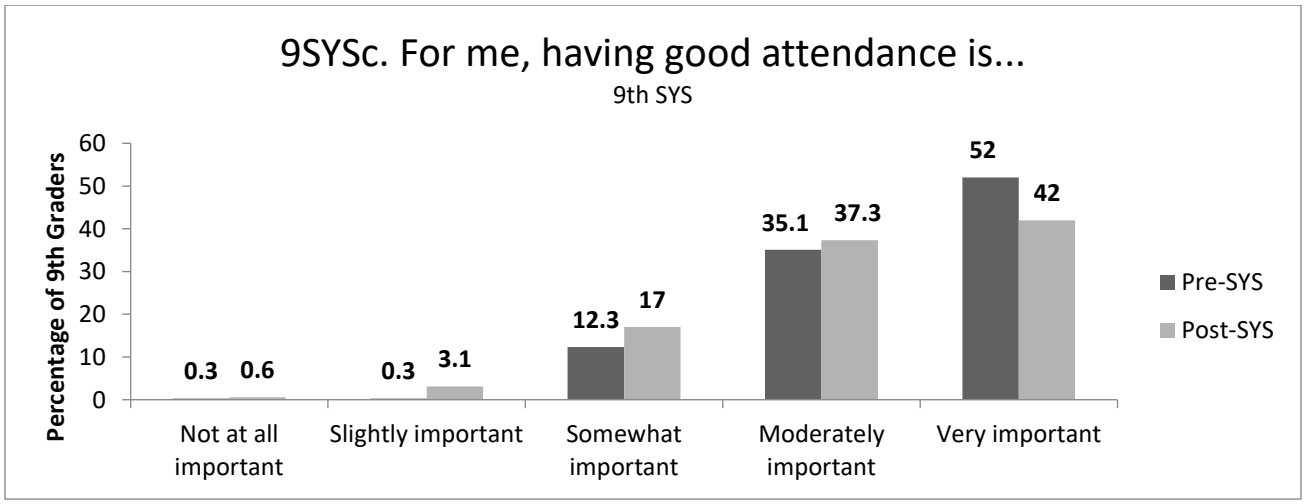
(37.3%) or very important (42%) to them to have good attendance, with the biggest drop (10%) occurring in the "very important" category. (Graph 9SYSc)

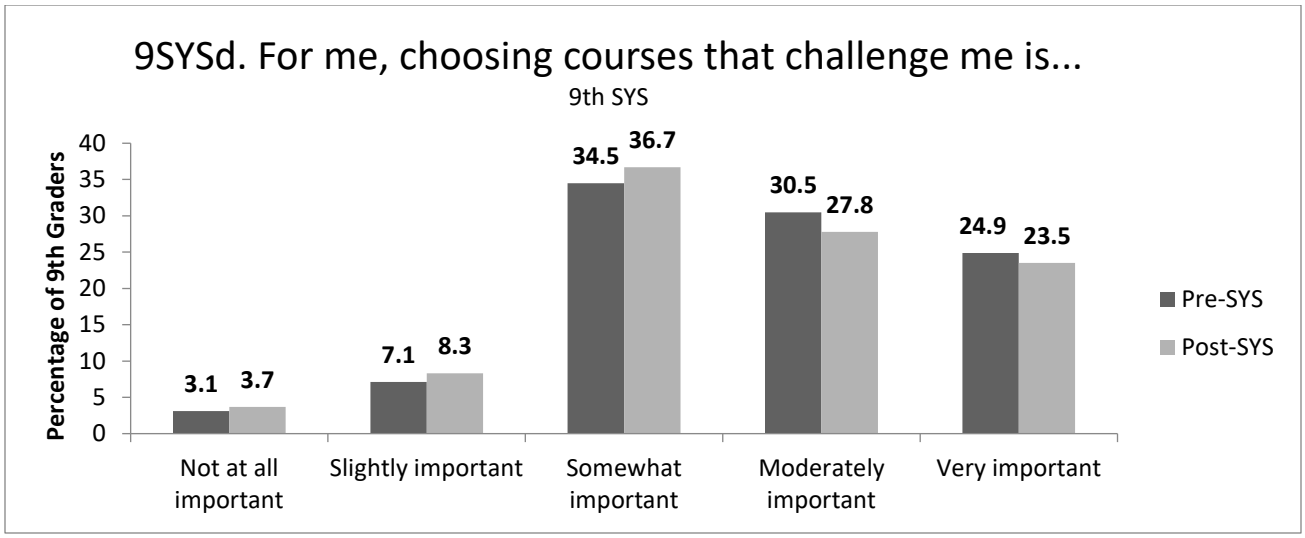
- **Getting involved in extracurricular activities.** Similar to last year's data, fewer ninth graders indicate "getting involved in extracurricular activities" as a moderately important or very important priority either pre- or post-outreach. Prior to the outreach, 61.5% of those freshman surveyed said it was either moderately important (35.7%) or very important (25.8%) to them to get involved in school activities. Following the outreach, 50.2% of the students said it was either moderately important (27.9%) or very important (22.3%) for to them to get involved in school activities. (Graph 9SYSb)
- **Choosing challenging courses.** Compared to last year, ten percent fewer ninth graders prioritized "choosing challenging courses" in both their pre- and their post-survey. This year, prior to the outreach, 55.4% of those freshman surveyed said it was either moderately important (30.5%) or very important (24.9%) to them to choose challenging courses. Following the outreach, 51.3% of the students said it was either moderately important (27.8%) or very important (23.5%) to them to choose challenging courses. So although the decrease from pre- to post-outreach was smaller for this survey question, the percentage of ninth graders who identified "choosing challenging courses" as moderately or very important to them to start with was significantly lower than the other three areas of grades, attendance and even joining extracurricular activities. (Graph 9SYSd)

A thought for moving forward: One explanation for this trend of reduced aspirations, might be that ninth graders underestimate how difficult achieving high goals in areas like getting good grades and having good attendance will be in high school where demands are greater and parent involvement might be less hands-on than middle school. Thus by the end of the year (and our outreach) many students have lowered their goals and aspirations to better match the reality of their situation. These declines in aspirational goals are also seen in the areas of "taking challenging courses" and "getting involved in extracurricular activities", two areas that the students have a bit more control over. If year three of Start Your Story assessment again shows similar aspirational declines in these latter two categories, perhaps an intentional conversation with NHS principals and the school counseling staff could focus on how to more effectively message to incoming freshman the importance of course challenge and school/community involvement to both post-secondary and career success.

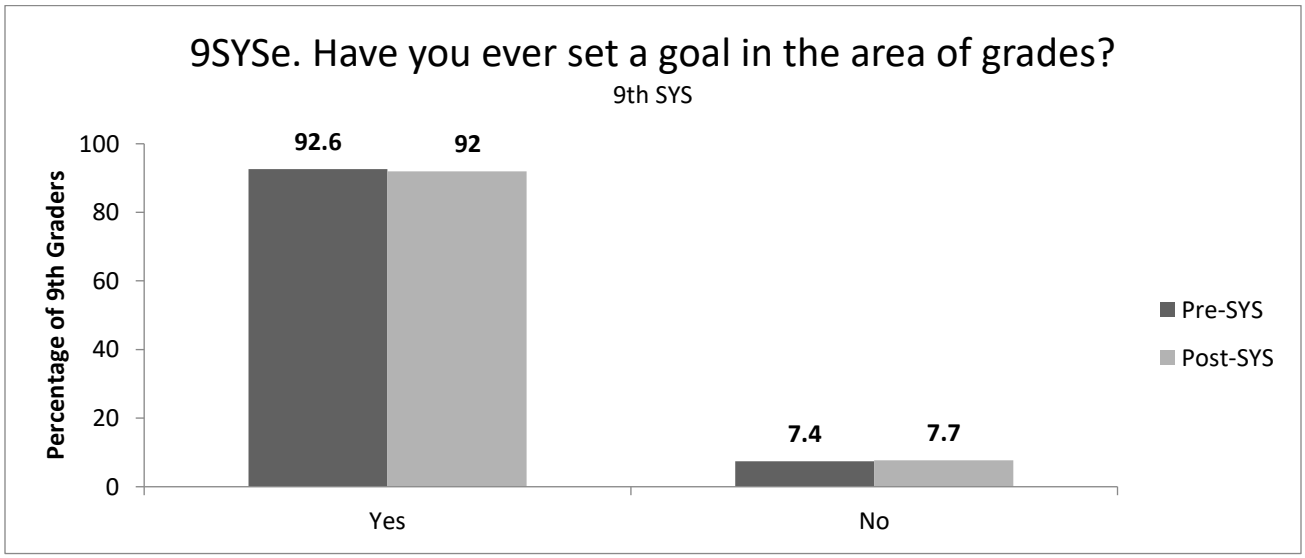

9SYSa. For me, getting good grades is…
9th SYS
Percentage of 9th Graders
90
80
70
60
50
40
30
20
10
0
0
0.6
1.5
2.2
1.5
7.1
16
20.9
80.9
69.2
Not at all important
Slightly important
Somewhat important
Moderately important
Very important
Pre-SYS
Post-SYS

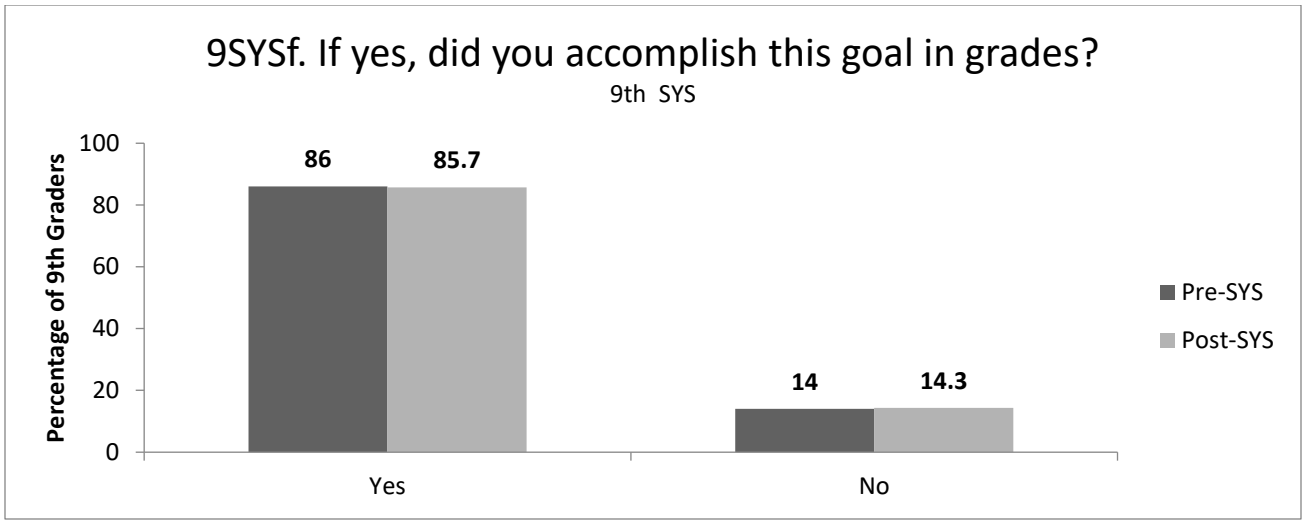

9SYSb. For me, getting involved in extracurriculars is...
9th SYS
Percentage of 9th Graders
40
35
30
25
20
15
10
5
0
1.5
6.2
6.5
9.9
30.5
33.7
35.7
27.9
25.8
22.3
Not at all important
Slightly important
Somewhat important
Moderately important
Very important
Pre-SYS
Post-SYS

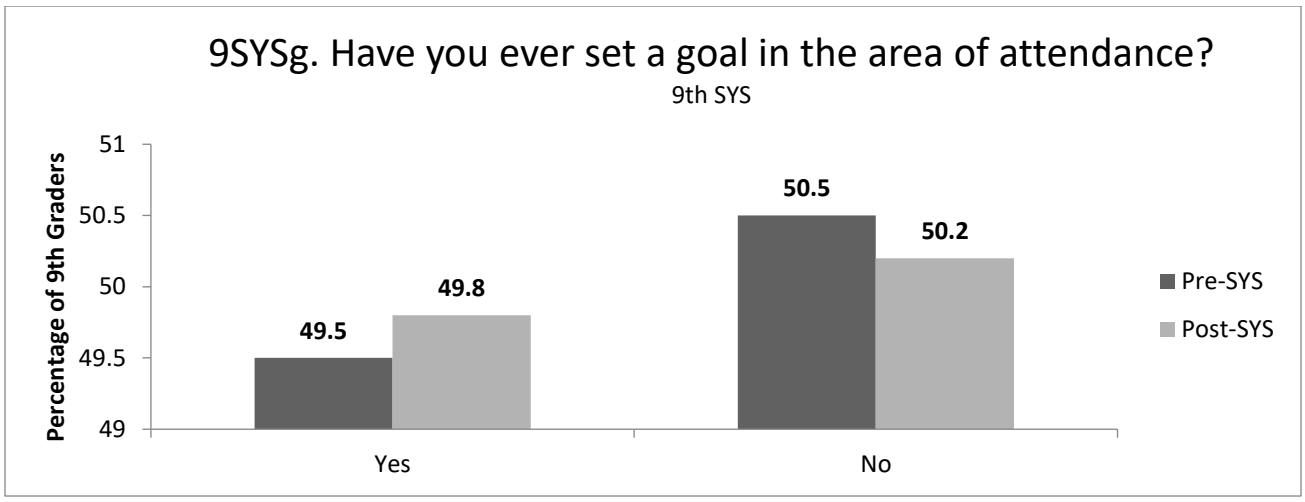

9SYSc. For me, having good attendance is...
9th SYS
Percentage of 9th Graders
60
50
40
30
20
10
0
0.3
0.6
0.3
3.1
12.3
17
35.1
37.3
52
42
Not at all important
Slightly important
Somewhat important
Moderately important
Very important
Pre-SYS
Post-SYS

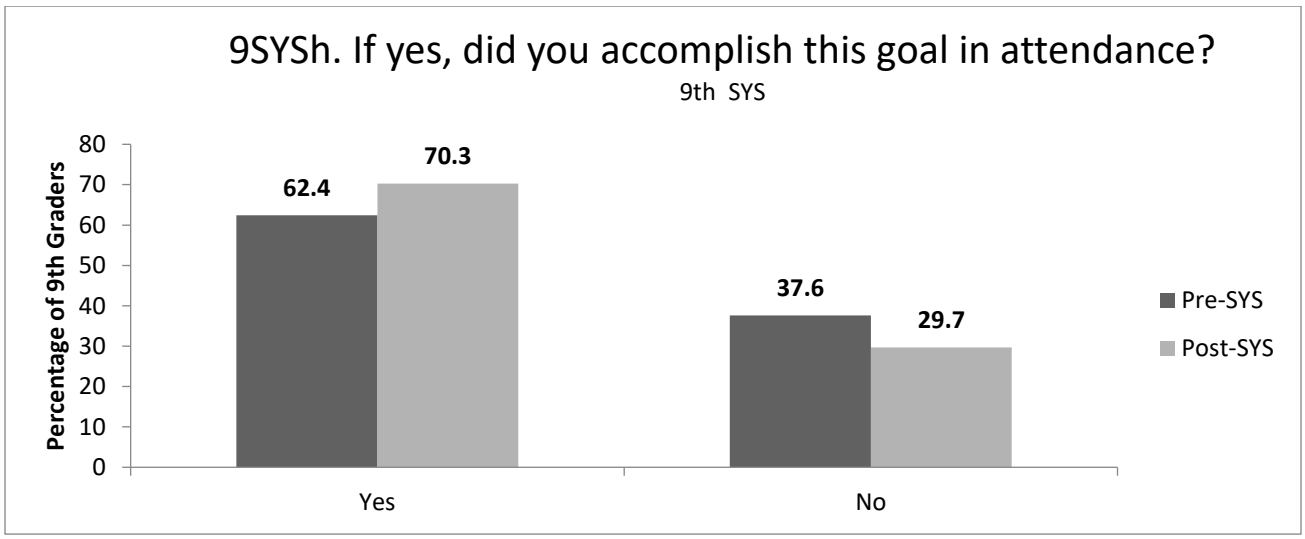

9SYSd. For me, choosing courses that challenge me is...
9th SYS
Percentage of 9th Graders
40
35
30
25
20
15
10
5
0
3.1
3.7
7.1
8.3
34.5
36.7
30.5
27.8
24.9
23.5
Not at all important
Slightly important
Somewhat important
Moderately important
Very important
Pre-SYS
Post-SYS

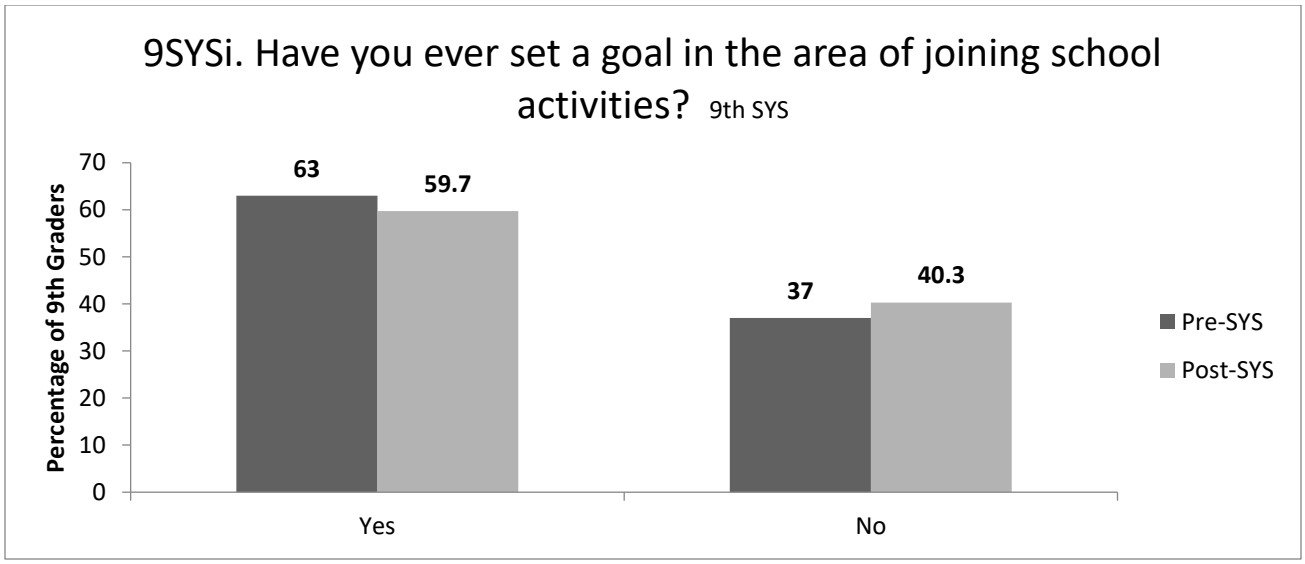
CHARACTER
It's HOW YOU LIVE LIFE
looking
LEARN TO EARN
AGENDA


9SYSe. Have you ever set a goal in the area of grades?
9th SYS
Percentage of 9th Graders
100
80
60
40
20
0
92.6
92
7.4
7.7
Yes
No
Pre-SYS
Post-SYS

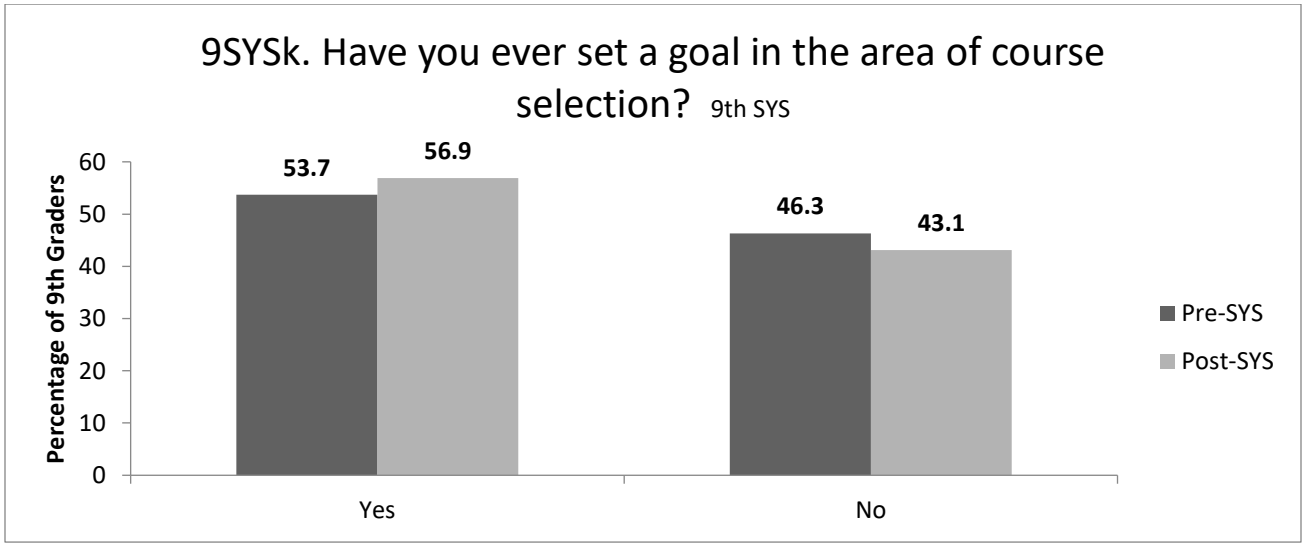

9SYSf. If yes, did you accomplish this goal in grades?
9th SYS
Percentage of 9th Graders
100
80
60
40
20
0
86
85.7
14
14.3
Yes
No
Pre-SYS
Post-SYS

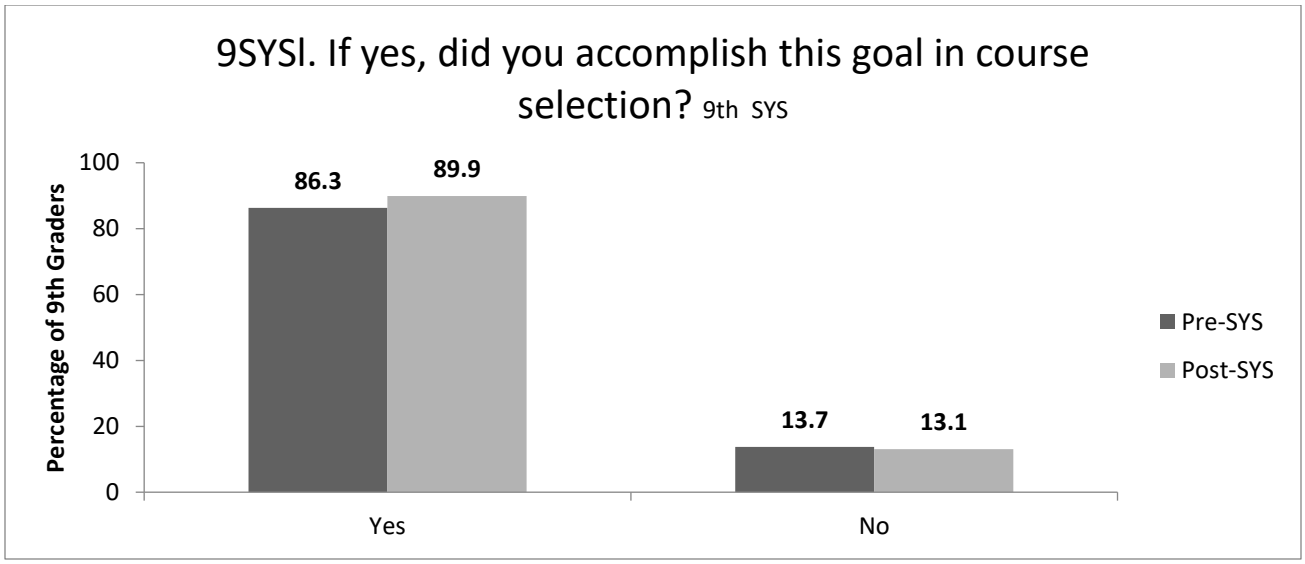

9SYSg. Have you ever set a goal in the area of attendance?
9th SYS
Percentage of 9th Graders
51
50.5
50
49.5
49
49.5
49.8
50.5
50.2
Yes
No
Pre-SYS
Post-SYS

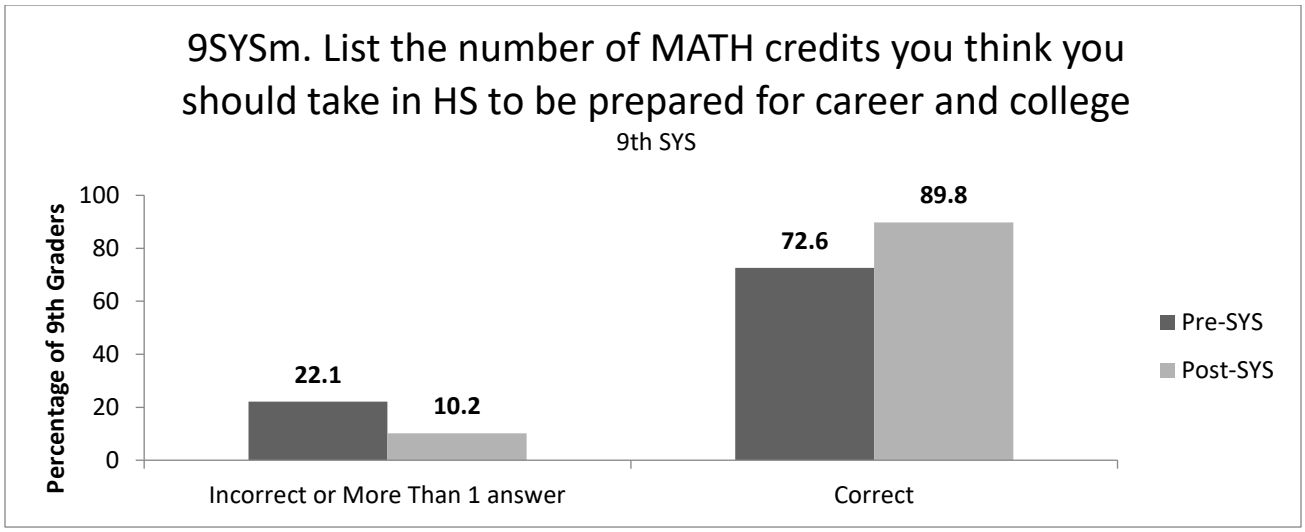

9SYSh. If yes, did you accomplish this goal in attendance?
9th SYS
Percentage of 9th Graders
80
70
60
50
40
30
20
10
0
62.4
70.3
37.6
29.7
Yes
No
Pre-SYS
Post-SYS

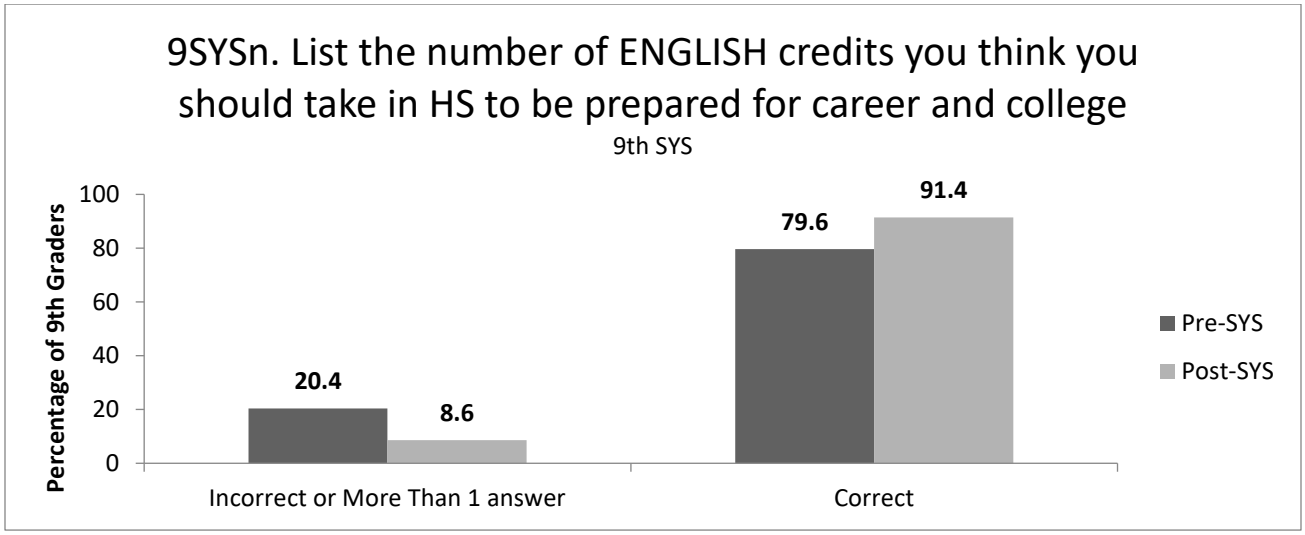

9SYSi. Have you ever set a goal in the area of joining school activities? 9th SYS
Percentage of 9th Graders
70
60
50
40
30
20
10
0
63
59.7
37
40.3
Yes
No
Pre-SYS
Post-SYS

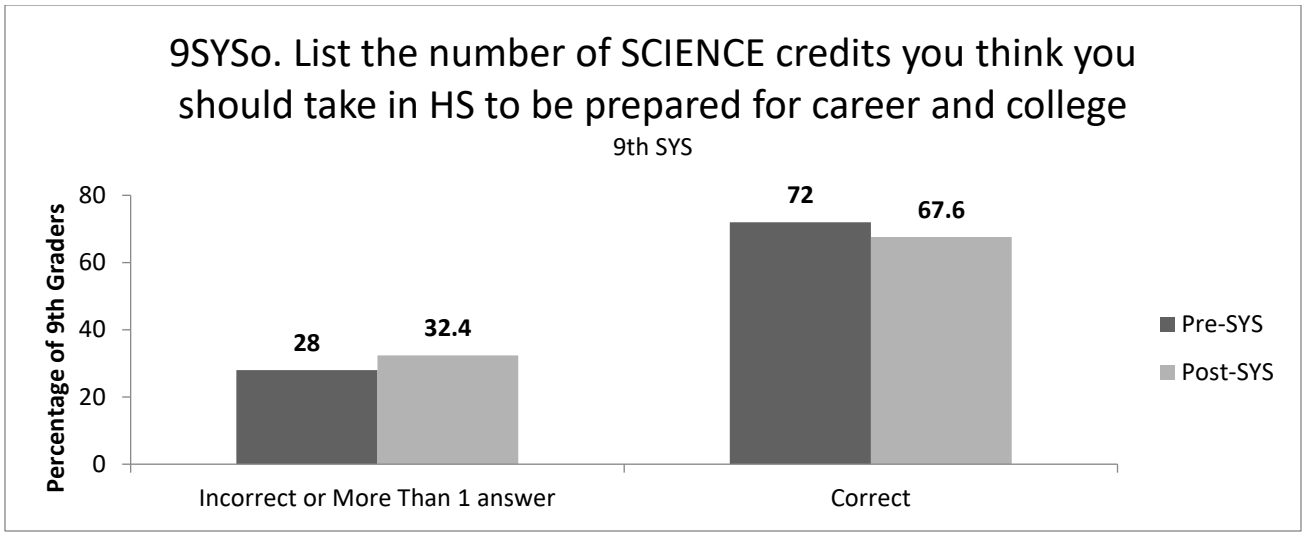
9SYSj. If yes, did you accomplish this goal in joining school activities? 9th SYS
Percentage of 9th Graders
100
80
60
40
20
0
86.2
75.1
13.8
24.9
Yes
No
Pre-SYS
Post-SYS

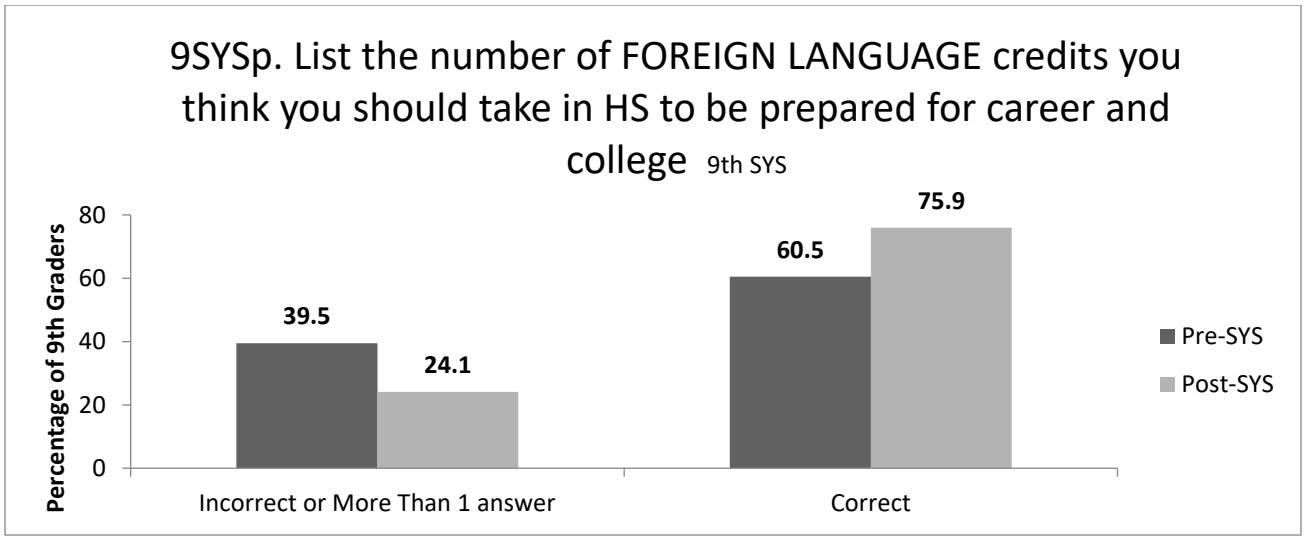

9SYSk. Have you ever set a goal in the area of course selection? 9th SYS
Percentage of 9th Graders
60
50
40
30
20
10
0
53.7
56.9
46.3
43.1
Yes
No
Pre-SYS
Post-SYS

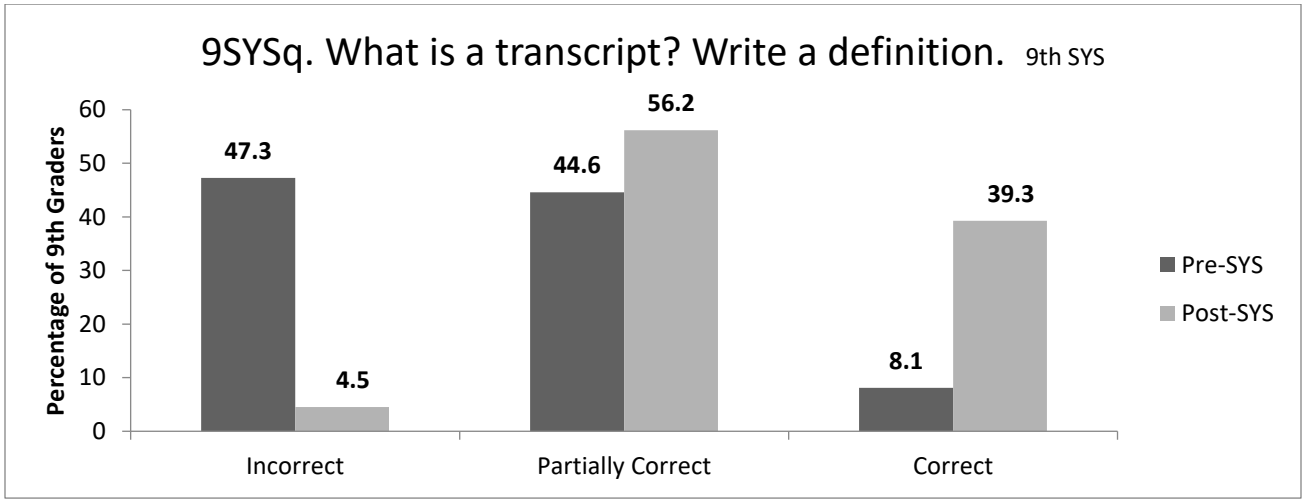

9SYSl. If yes, did you accomplish this goal in course selection? 9th SYS
Percentage of 9th Graders
100
80
60
40
20
0
86.3
89.9
13.7
13.1
Yes
No
Pre-SYS
Post-SYS

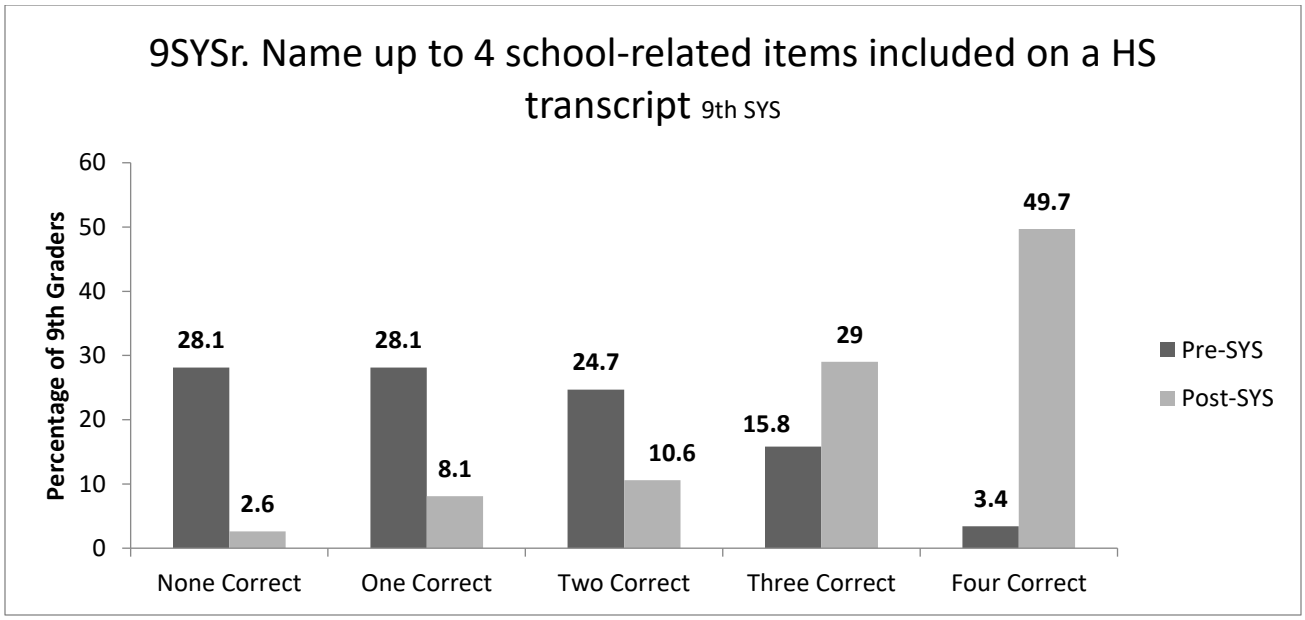

9SYSm. List the number of MATH credits you think you should take in HS to be prepared for career and college
9th SYS
Percentage of 9th Graders
100
80
60
40
20
0
22.1
10.2
72.6
89.8
Incorrect or More Than 1 answer
Correct
Pre-SYS
Post-SYS

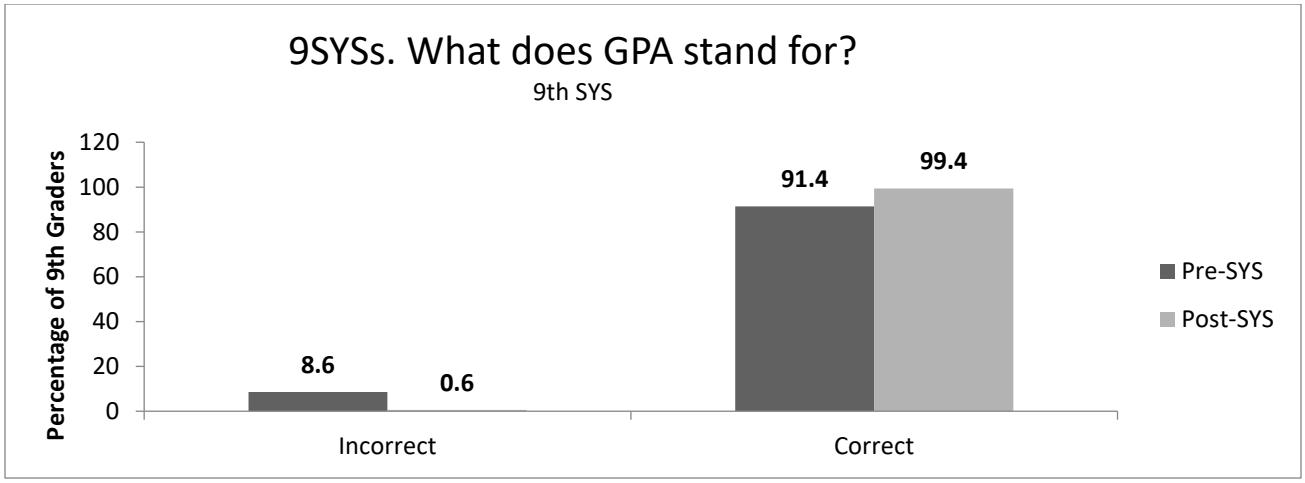

9SYSn. List the number of ENGLISH credits you think you should take in HS to be prepared for career and college
9th SYS
Percentage of 9th Graders
100
80
60
40
20
0
20.4
8.6
79.6
91.4
Incorrect or More Than 1 answer
Correct
Pre-SYS
Post-SYS

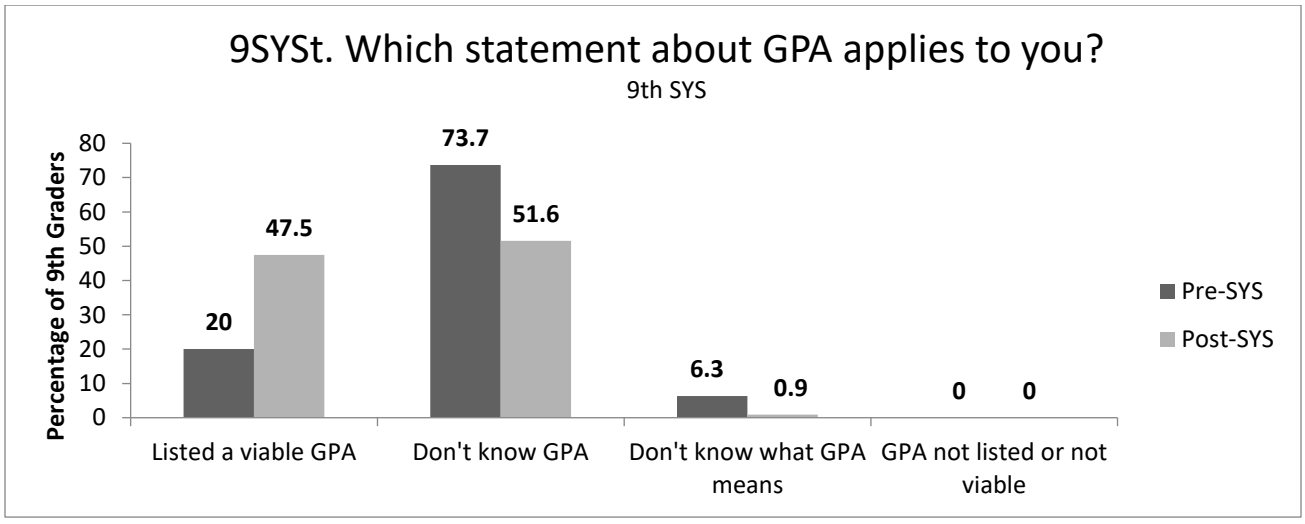

9SYSo. List the number of SCIENCE credits you think you should take in HS to be prepared for career and college
9th SYS
Percentage of 9th Graders
80
60
40
20
0
28
32.4
72
67.6
Incorrect or More Than 1 answer
Correct
Pre-SYS
Post-SYS


9SYSp. List the number of FOREIGN LANGUAGE credits you think you should take in HS to be prepared for career and college 9th SYS
Percentage of 9th Graders
80
60
40
20
0
39.5
24.1
60.5
75.9
Incorrect or More Than 1 answer
Correct
Pre-SYS
Post-SYS


9SYSq. What is a transcript? Write a definition. 9th SYS
Percentage of 9th Graders
60
50
40
30
20
10
0
47.3
4.5
44.6
56.2
8.1
39.3
Incorrect
Partially Correct
Correct
Pre-SYS
Post-SYS


9SYSr. Name up to 4 school-related items included on a HS transcript 9th SYS
Percentage of 9th Graders
60
50
40
30
20
10
0
28.1
2.6
28.1
8.1
24.7
10.6
15.8
29
3.4
49.7
None Correct
One Correct
Two Correct
Three Correct
Four Correct
Pre-SYS
Post-SYS


9SYSs. What does GPA stand for?
9th SYS
Percentage of 9th Graders
120
100
80
60
40
20
0
8.6
0.6
91.4
99.4
Incorrect
Correct
Pre-SYS
Post-SYS


9SYSt. Which statement about GPA applies to you?
9th SYS
Percentage of 9th Graders
80
70
60
50
40
30
20
10
0
20
47.5
73.7
51.6
6.3
0.9
0
0
Listed a viable GPA
Don't know GPA
Don't know what GPA means
GPA not listed or not viable
Pre-SYS
Post-SYS

Section III: Ninth Grade Benchmark Survey for the NHS Class of 2020

Background

This report reflects the fifth 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 pages 113-114 in Appendix D. The NHS Class of 2020, whose data is reported below, is the inaugural PEAK cohort. The Class of 2020 started PEAK in second grade, is currently in ninth grade and has had the full complement of PEAK programming. Section IV of this report analyzes and compares surveys taken by the NHS Classes of 2016 through 2020.

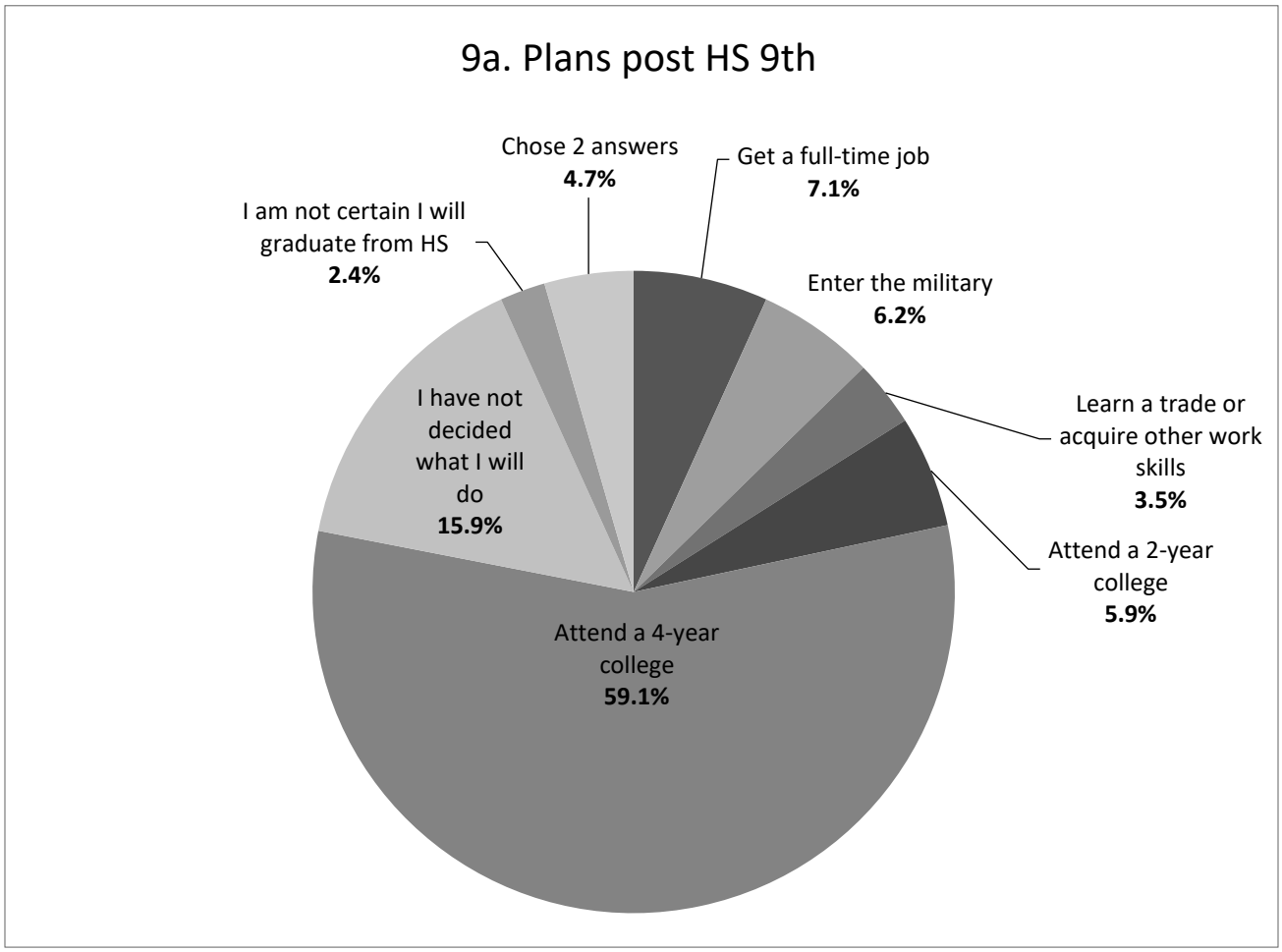
Survey sample: 359/421 (using the January 2017 NCS monthly count) ninth graders (Class of 2020) completed the survey (85% return)

GENERAL OBSERVATIONS on the Class of 2020 using data compiled from Benchmark Survey:

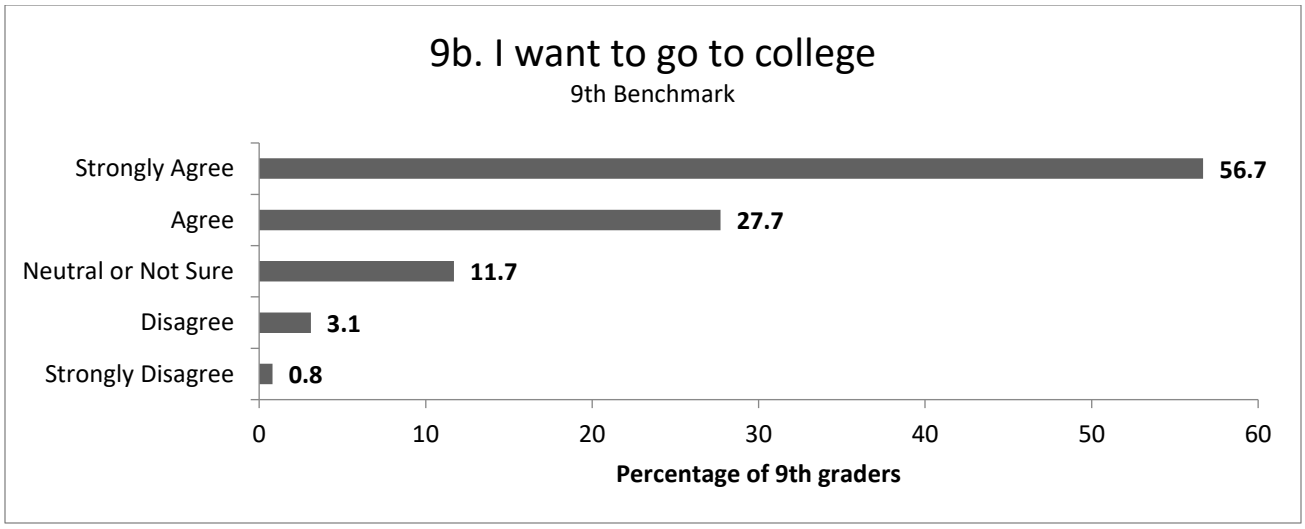
- In the aggregate, post-high school plans for the Class of 2020 evidence some changes when compared to the results of the survey administered to this same class in the spring of their eighth grade year. (Graphs 8e in 2015-16 Assessment Report and 9a here). As ninth graders, a smaller percent of the Class of 2020 indicated a 2- or 4-year degree was in their plans (65%), than this cohort indicated as eighth graders (72.4%). However almost the identical number of ninth graders answered "I don't know/have not decided what I will do" to this question as they did as eighth graders (15.9% vs. 15.3%)
- As was the case last year, a very high percentage (93.9%) of the ninth graders surveyed felt informed about why college is important, the second highest percentage reached since the Benchmark survey began in 2013. (Graph 9d)
- Exactly 82% of the ninth graders surveyed felt informed about the steps they needed to take to go to college and only 3% did not feel informed at all about the steps needed. (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 under 70% of the ninth graders chose either 'occasionally', 'rarely' or 'never' in response to the question about how often they had talked about college with teachers, coaches and school personnel in elementary and middle school, a nearly identical percentage to last year's benchmark. (Graph 9g)
- Ever since the first administration of the 9th grade Benchmark Survey in 2012-13 the data have consistently indicated that Newark students and families have a difficult time of financially planning for college. This year's results are no different. Nearly 63% of ninth graders felt the statement "I have personally saved money for college" was moderately not true or not at all true of them showing an almost 7% decrease from last year. When

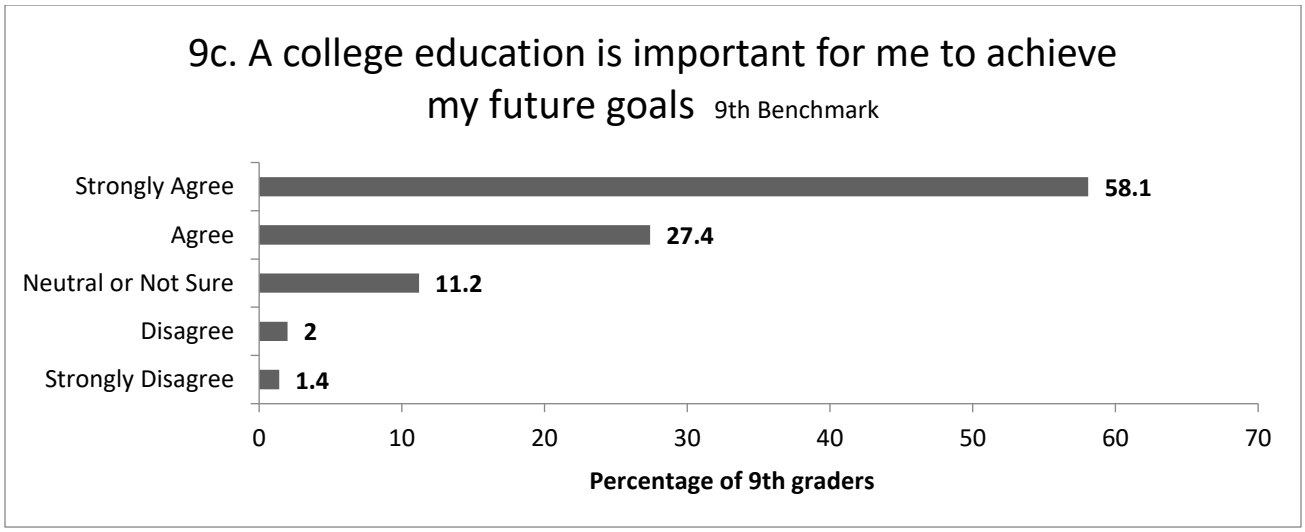
asked if they could afford college, a question we added to the 2014-15 Benchmark, over 68% of the freshmen answered either "not sure, disagree or strongly disagree". When asked if someone in their family has saved money to help them attend college, nearly 43% of the ninth graders felt the statement was moderately not true or not at all true of them. (Graphs 9i, 9j, 9m)

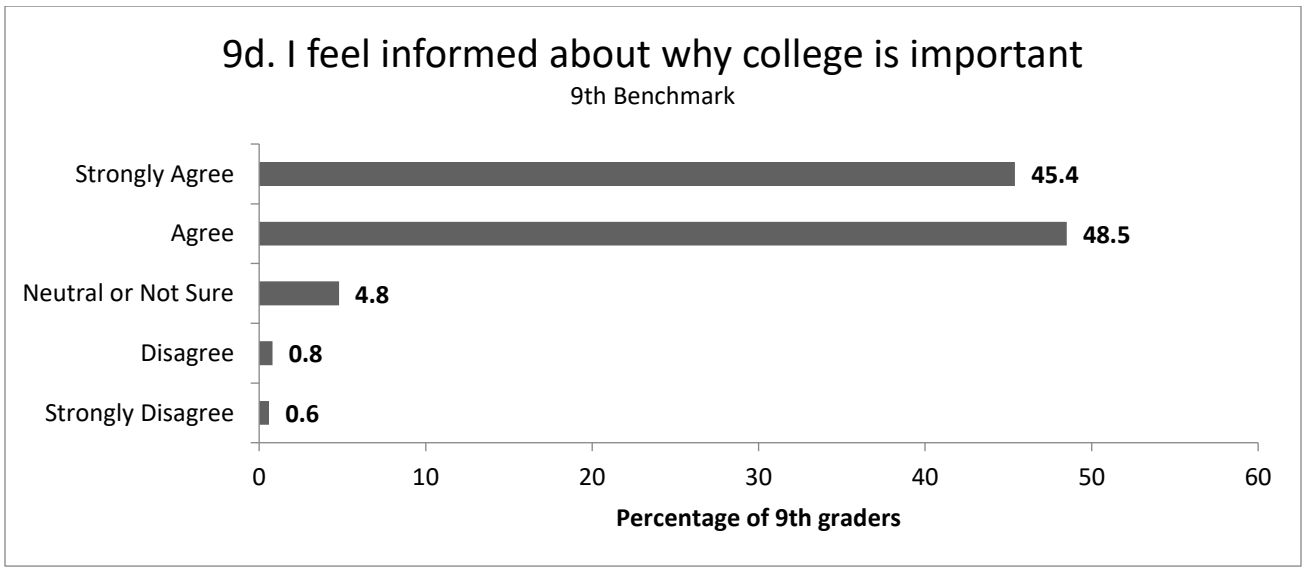
- On the positive side, the data continues to indicate an awareness of financial aid resources. Half of the ninth graders in the Class of 2020 surveyed agreed or strongly agreed with the statement "There are a variety of financial aid resources to help me pay for college". Just over 16% of the students surveyed named one of the four types of financial aid, the second highest total since starting this survey. (Graphs 9k and 9l)
- Finally, nearly 79% of the ninth graders agreed or strongly agreed with the statement "I have spent time thinking about future careers". (Graph 9p)



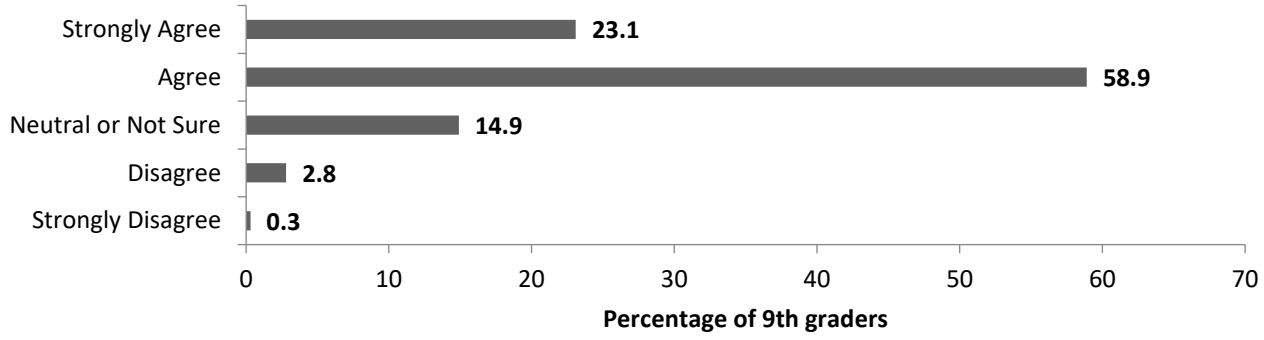
*Note that percentages in this graph exceed 100% due to some students indicating two answers


9b. I want to go to college
9th Benchmark
Strongly Agree
Agree
Neutral or Not Sure
Disagree
Strongly Disagree
56.7
27.7
11.7
3.1
0.8
0
10
20
30
40
50
60
Percentage of 9th graders

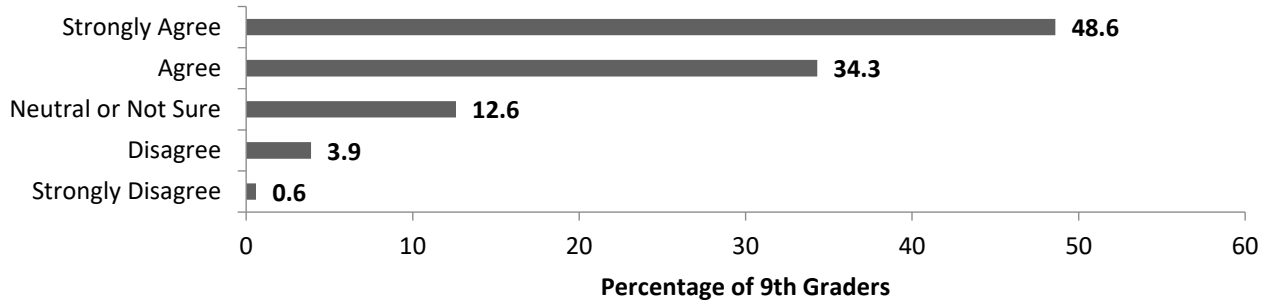

9c. A college education is important for me to achieve my future goals 9th Benchmark
Strongly Agree
Agree
Neutral or Not Sure
Disagree
Strongly Disagree
58.1
27.4
11.2
2
1.4
0
10
20
30
40
50
60
70
Percentage of 9th graders


9d. I feel informed about why college is important
9th Benchmark
Strongly Agree
Agree
Neutral or Not Sure
Disagree
Strongly Disagree
45.4
48.5
4.8
0.8
0.6
0
10
20
30
40
50
60
Percentage of 9th graders

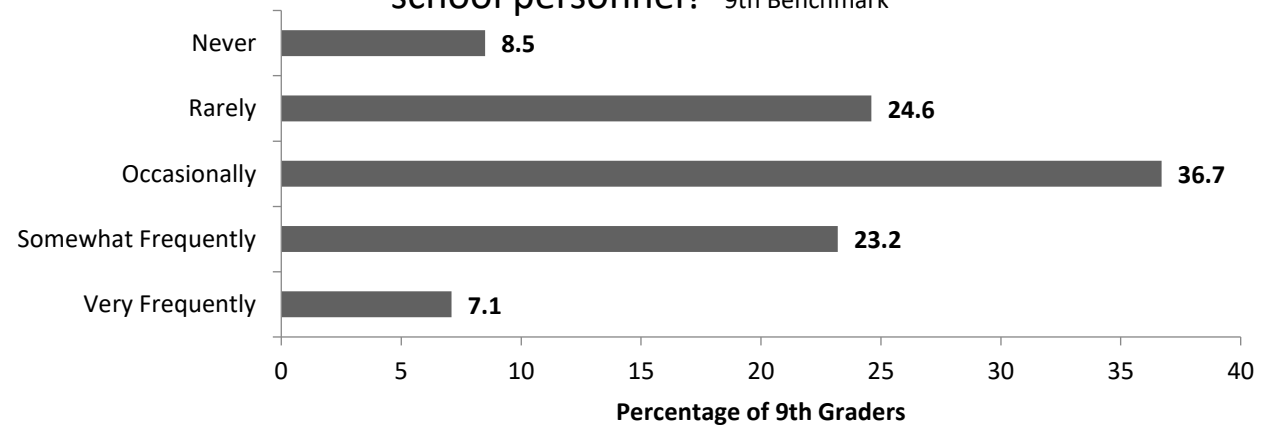
9e. I feel informed about the steps I need to take to go to college 9th Benchmark

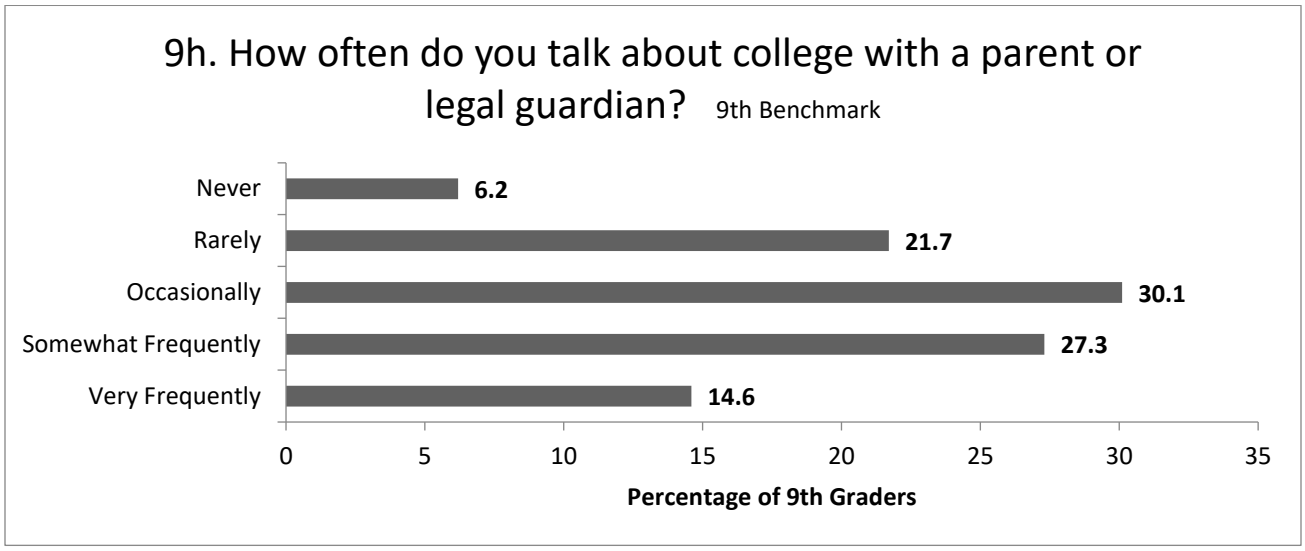


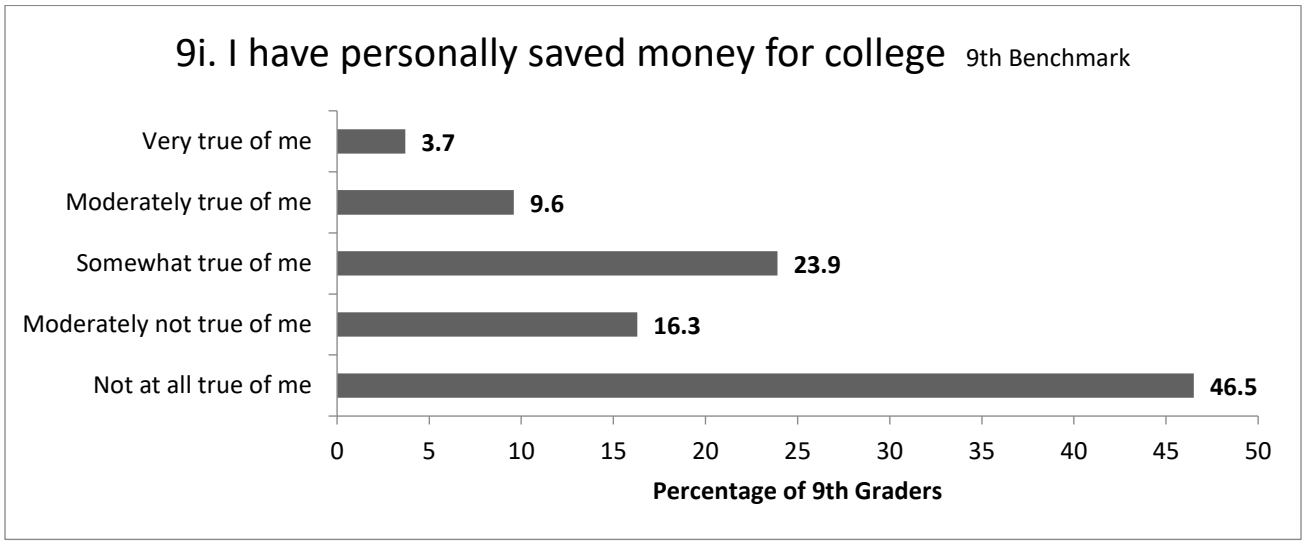
9f. College graduates earn more money than people with only a high school diploma 9th Benchmark



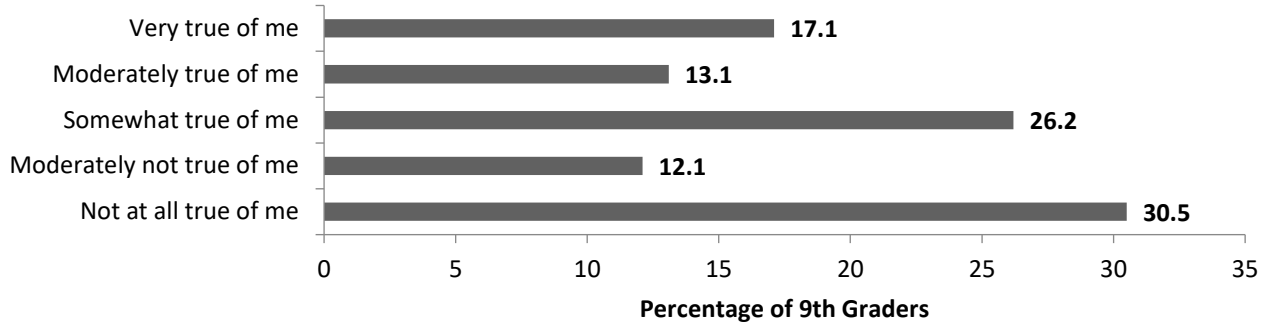
9g. During elementary and middle school, how often did you talk about college with teachers, coaches and/or school personnel? 9th Benchmark



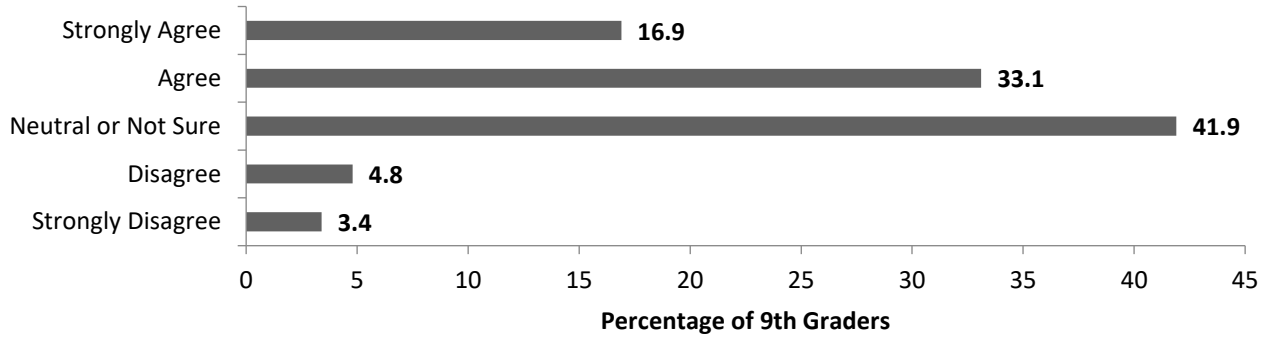

9h. How often do you talk about college with a parent or legal guardian? 9th Benchmark
Never
Rarely
Occasionally
Somewhat Frequently
Very Frequently
6.2
21.7
30.1
27.3
14.6
0
5
10
15
20
25
30
35
Percentage of 9th Graders


9i. I have personally saved money for college 9th Benchmark
Very true of me
Moderately true of me
Somewhat true of me
Moderately not true of me
Not at all true of me
3.7
9.6
23.9
16.3
46.5
0
5
10
15
20
25
30
35
40
45
50
Percentage of 9th Graders

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

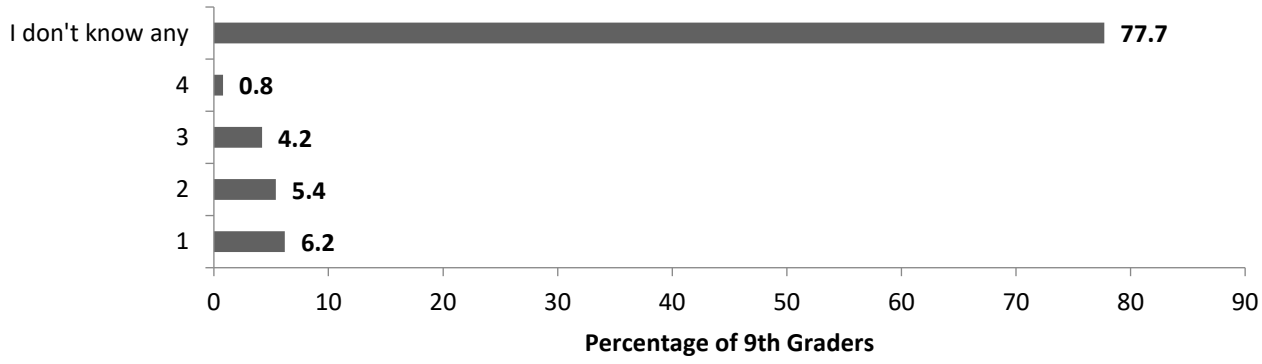


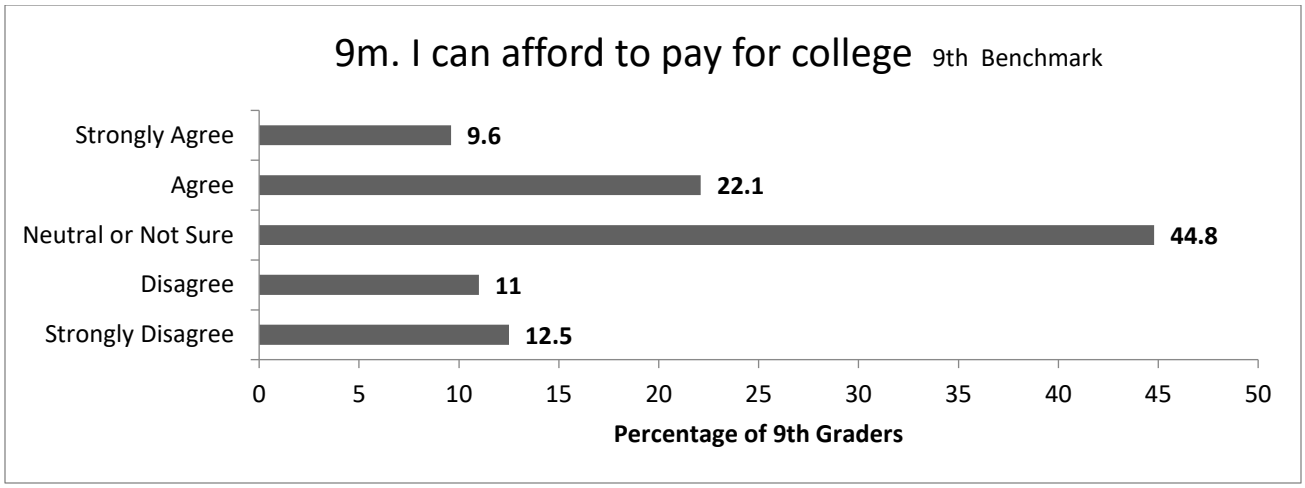
9k. There are a variety of financial aid resources to help me pay for college 9th Benchmark

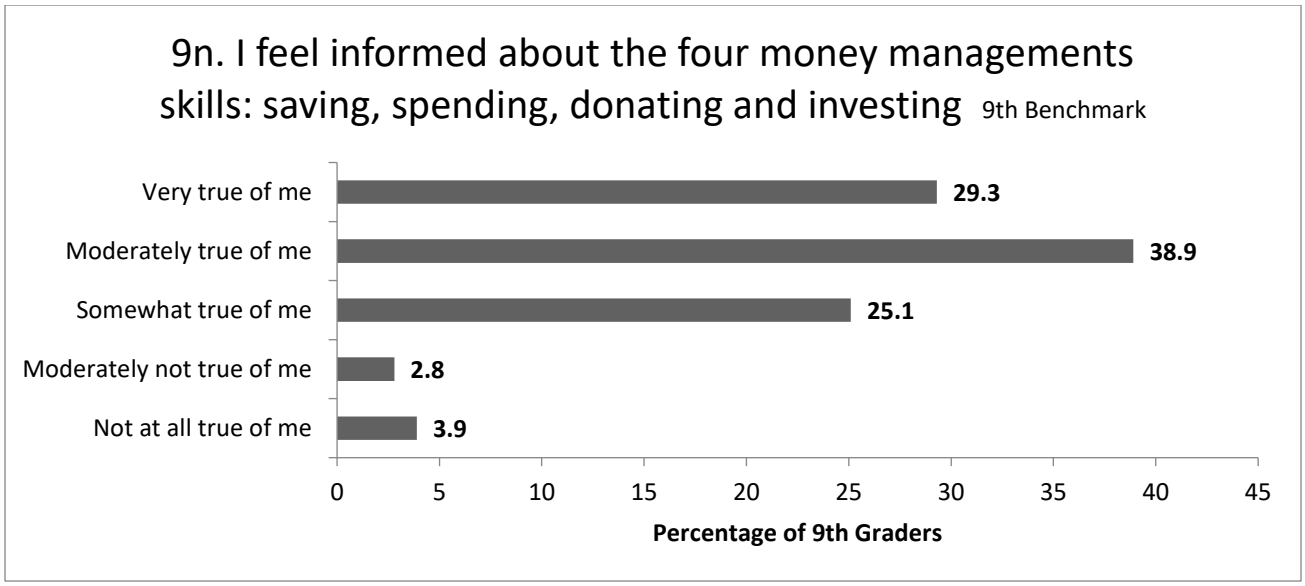


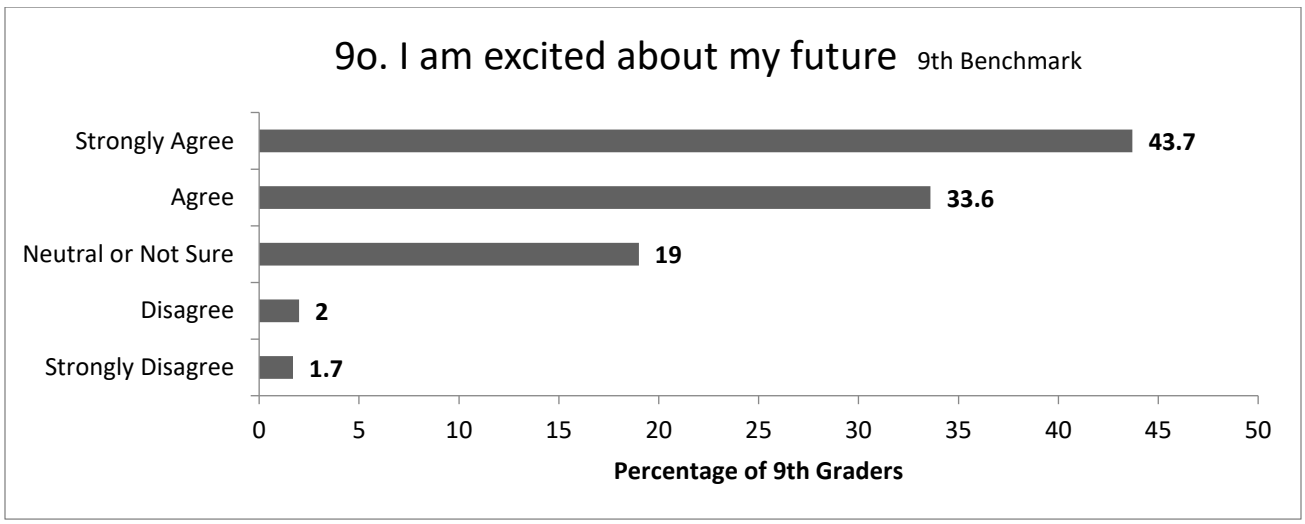
9l. Number of Correct Types of Financial Aid Named

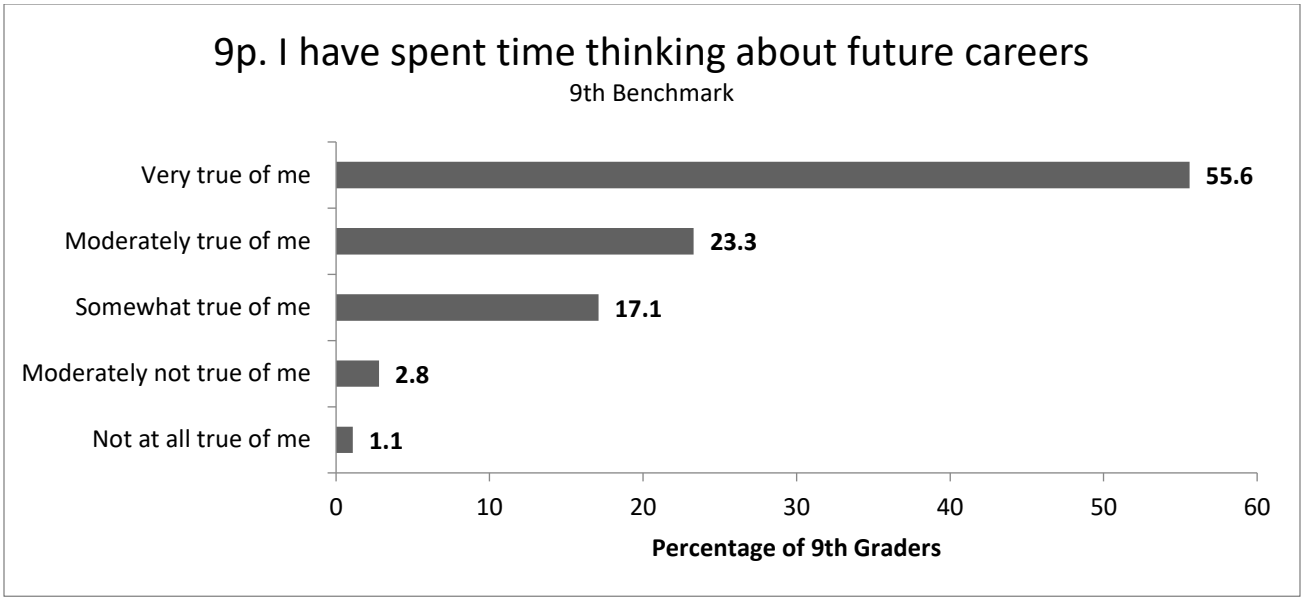
9th Benchmark




9m. I can afford to pay for college 9th Benchmark
Strongly Agree
Agree
Neutral or Not Sure
Disagree
Strongly Disagree
9.6
22.1
44.8
11
12.5
0 5 10 15 20 25 30 35 40 45 50
Percentage of 9th Graders


9n. I feel informed about the four money managements skills: saving, spending, donating and investing 9th Benchmark
Very true of me
Moderately true of me
Somewhat true of me
Moderately not true of me
Not at all true of me
29.3
38.9
25.1
2.8
3.9
0 5 10 15 20 25 30 35 40 45
Percentage of 9th Graders


9o. I am excited about my future 9th Benchmark
Strongly Agree
Agree
Neutral or Not Sure
Disagree
Strongly Disagree
43.7
33.6
19
2
1.7
0 5 10 15 20 25 30 35 40 45 50
Percentage of 9th Graders


9p. I have spent time thinking about future careers
9th Benchmark
Very true of me
55.6
Moderately true of me
23.3
Somewhat true of me
17.1
Moderately not true of me
2.8
Not at all true of me
1.1
0
10
20
30
40
50
60
Percentage of 9th Graders

MATH

Section IV: A 5-year Comparison of Ninth Grade Benchmark Survey Results

The Class of 2020 ninth grade benchmark survey is detailed in this report on pages 34-41. This class is our fifth consecutive cohort to take this assessment as indicated in the far right column of the chart directly below and in the third column of the smaller chart underneath it. In addition, PEAK also started with the Class of 2020 when they were in second grade. Therefore, they are the first class who have had all four years of PEAK programming.

Students' Grad Year	Survey school year in SPSS database	Grad year that was in 2nd grade PEAK	Grad Year that was in 4th Grade PEAK	Grad Year that was in 6th Grade PEAK	Grad year that was in 8th Grade PEAK	Grad Yr. that took 9th grade bench mark this particular school year
2020	*2009-10*	*2020*			*2014*	*none taken*
2021	*2010-11*	*2021*	*2019*		*2015*	*none taken*
2022	*2011-12*	*2022*	*2020*	*2018*	*2016*	*none taken*
2023	**2012-13**	**2023**	**2021**	**2019**	**2017**	**2016**
2024	**2013-14**	**2024**	**2022**	**2020**	**2018**	**2017**
2025	**2014-15**	**2025**	**2023**	**2021**	**2019**	**2018**
2026	**2015-16**	**2026**	**2024**	**2022**	**2020**	**2019**
2027	**2016-17**	**2027**	**2025**	**2023**	**2021**	**2020**

The years listed in italics we administered surveys, but produced no formal assessment reports.
The years listed in bold we produced written Assessment Reports analyzing survey data.

Grad Year	What PEAK did this class have prior to arriving at HS?	Did they do 9th grade benchmark?
2014	8th	No
2015	8th	No
2016	**8th**	**Yes**
2017	**8th**	**Yes**
2018	**6th, 8th**	**Yes**
2019	**4th, 6th, 8th**	**Yes**
2020	**2nd, 4th, 6th, 8th**	**Yes**

The Assessment Team (Jen Anthony, Tara Houdeshell, Angelique Sharp, and Janet Schultz) met with our data guru, Dr. Sarah Hutson-Comeaux, to discuss how to approach a 5-year comparison of ninth grade benchmark surveys without being overwhelmed by all the possible variables. Sarah advised us to selectively choose questions we felt most pertained to our mission and represented the core elements of our programming. Then using SPSS she would cross tabulate the results of these target questions, allowing us to analyze and compare

responses over the span of five years. We asked to have three sets of data run for each question:

1. ALL SURVEY TAKERS: Cumulative results by cohort year with every survey taker included. For questions 9bb, 9cb, 9fb and 9kb we aggregated the five possible responses into just three categories to better discern overall trends (Strongly Disagree + Disagree; Neutral or Not Sure; Strongly Agree + Agree).
2. TREATMENT VS. NON-TREATMENT: Results separated into Treatment (T) versus Non-Treatment (NT) groups by cohort year. The Treatment group are those survey takers who indicated on their Benchmark Survey that they were in a Newark school in BOTH fourth and eighth grades. The Non-Treatment group are those Benchmark Survey takers who indicated that they were NOT in a Newark school in either fourth and/or eighth grade.
3. 5 YEAR CUMULATIVE DATA, TREATMENT VS. NON-TREATMENT: For each question, the data for all five cohort years was combined, but separated by Treatment versus Non-Treatment groups into pie charts. This five-year cumulative data and its charts are discussed at the end of Section IV on pages 55-62.

The following is a discussion of the results of the first two sets of data listed above, grouped by the six questions we investigated.

"Which of the following best describes your plans right after high school?" (Graphs 9ab, 9abT, 9abNT)

ALL SURVEY TAKERS: Graph 9ab, which includes all survey takers by cohort year, showed with the exception of the Class of 2019, the percentage of 9th graders who indicated a desire to attend a 4-year college right after high school, meaningfully ticked up from the first to the second year of the survey and since then has hovered steadily around 59%. The percentage of 9th graders who want to attend a 2-year college has shown a gradual decline since the Class of 2017 benchmark survey, whereas those who chose "get a full-time job" and "learn a trade or other work training" show an overall increase these past five years. Interestingly when considering the option "get a full-time job", the Class of 2019 is again a clear outlier. One out of ten ninth graders circled this option on their benchmark survey, by far the largest percentage in the last 5 years. This class also had the smallest percentage of students chose "attend a 4-year college" (52.8%). TREATMENT VERSUS NON-TREATMENT: Graphs 9abT and 9abNT show that the students who were in Newark City Schools in both fourth and eighth grades (Treatment group), with the exception of only the Class of 2018, were much more likely to indicate that they wanted to attend either a 4-year or a 2-year college than were the Non-Treatment students. The differences between the two groups is particularly apparent when comparing the

percentage of ninth graders who indicated they wanted to attend a 2-year college. For three class years of the Non-Treatment group (Classes of 2018, 2019, 2020) no student chose a community or a technical college as an option. In addition, more students in the Non-Treatment group for all five cohort years showed a greater inclination to choose "Get a full time job" or "Enter the military" as a post-high school plan when combined. Both Treatment and Non-Treatment groups showed a similar level of uncertainty about their post-high school plans, choosing "I have not decided what I will do" with fairly equal frequency.

"I want to go to college." (Graphs 9bb, 9bbT, 9bbNT)

ALL SURVEY TAKERS: Graph 9bb, which includes all survey takers by cohort year, shows the percentage of ninth graders who indicated a desire to attend college ("I want to go to college") has been remarkably steady for all five years that the benchmark was administered. The same is true for the other two options featured on this graph – there has been little or no variation with the percentage of students who disagreed with this statement or who felt neutral/unsure about it. TREATMENT VERSUS NON-TREATMENT: With the exception of the Class of 2016, the Non-Treatment group consistently showed less inclination to agree with the statement "I want to go to college" and more propensity to be neutral or disagree with the statement than did the Treatment group.

"A college education is important for me to achieve my future goals." (Graphs 9cb, 9cbT, 9cbNT)

ALL SURVEY TAKERS: Graph 9cb, which includes all survey takers by cohort year, shows approximately 90% of ninth graders in the Classes of 2016, 2017 and 2018 agree or strongly agree with the statement "A college education is important for me to achieve my future goals." before dropping to about 85% for the Classes of 2019 and 2020. The "strongly disagree or disagree' and "neutral or not sure" option for this prompt does show a slight increase in the data for the last two cohort years. TREATMENT VERSUS NON-TREATMENT: Graph 9cbT and 9cbNT illustrates the Treatment group consistently displays a greater tendency to agree with the statement ""A college education is important for me to achieve my future goals." than did the Non-Treatment group.

"College graduates earn more money than people with only a high school diploma." (Graphs 9fb, 9fbT, 9fbNT):

ALL SURVEY TAKERS: Graph 9fb, which includes all survey takers by cohort year, shows a gradual decline in the percentage of ninth graders who either agree or strongly agree with the statement "College graduates earn more money than people with only a high school diploma". The "neutral or not sure" option for this prompt does inch up in the data for the last three cohort years. TREATMENT VERSUS NON-TREATMENT: In comparing the Treatment with the

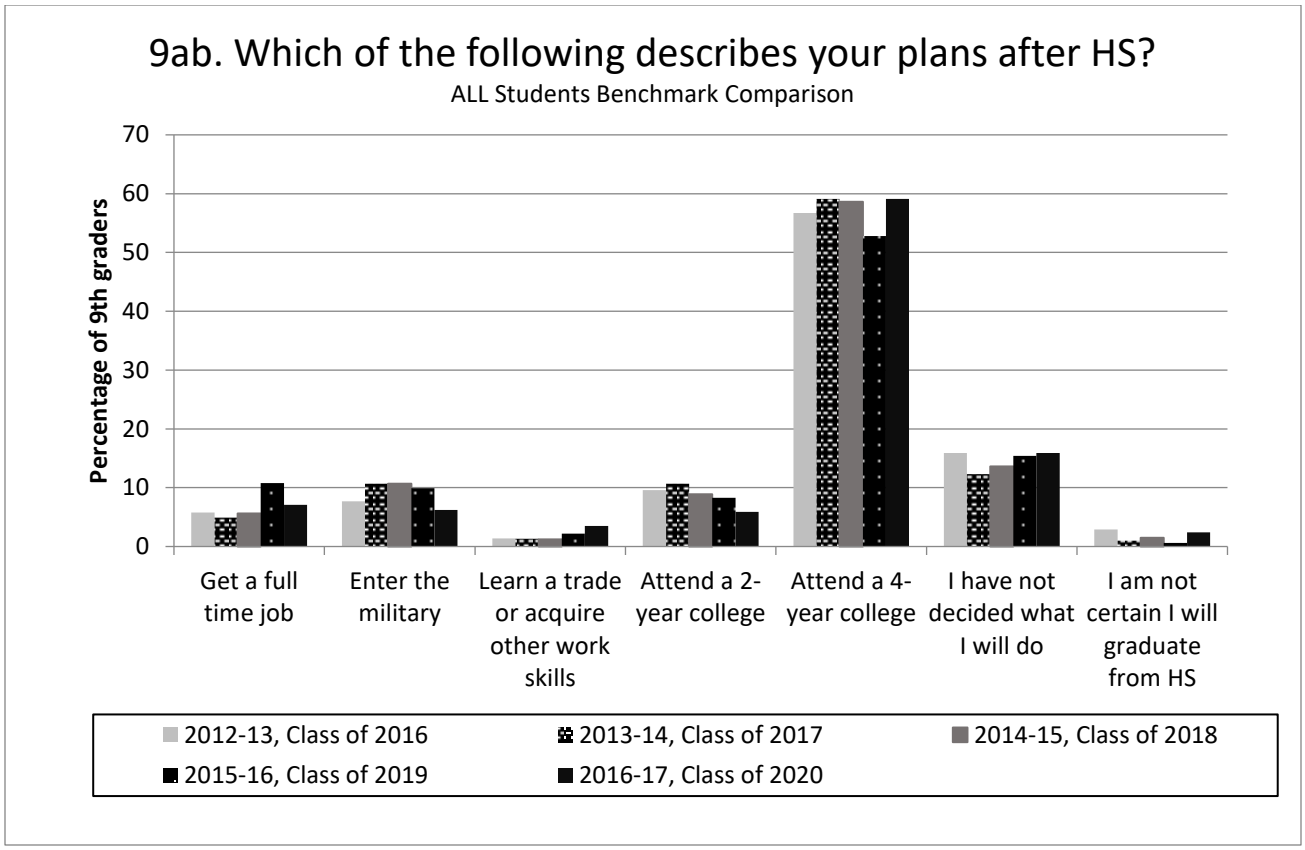
Non-Treatment groups over these past five years, it is clear that our Treatment group is absorbing our PEAK mantra, "The more you learn, the more you earn", at a greater percentage than the Non-Treatment group. In two cohort years, Classes of 2018 and 2019, less than 65% of the Non-Treatment group agreed or strongly agreed with this statement, whereas in the Treatment group, the percentages were either near 85% (Class of 2020) or just below 90% (Classes of 2016-2018). Again the Class of 2019 in the Treatment group continues the outlier trend, as they represent the smallest percentage over these past five years who agreed or strongly agreed with this statement (83%).

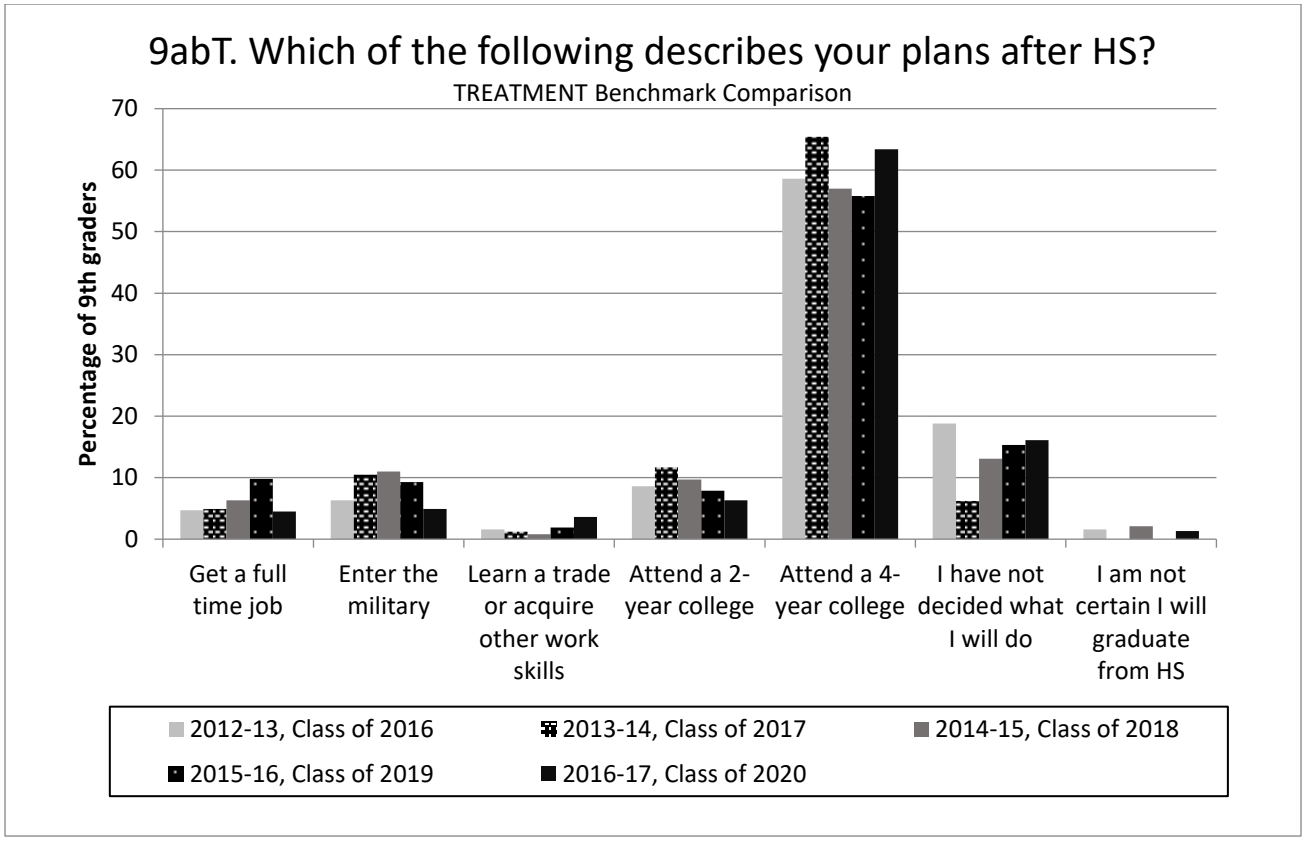
"During elementary and middle school, how often did you talk about college with teachers, coaches, and/or school personnel?" (Graphs 9gb, 9gbT, 9gbNT)

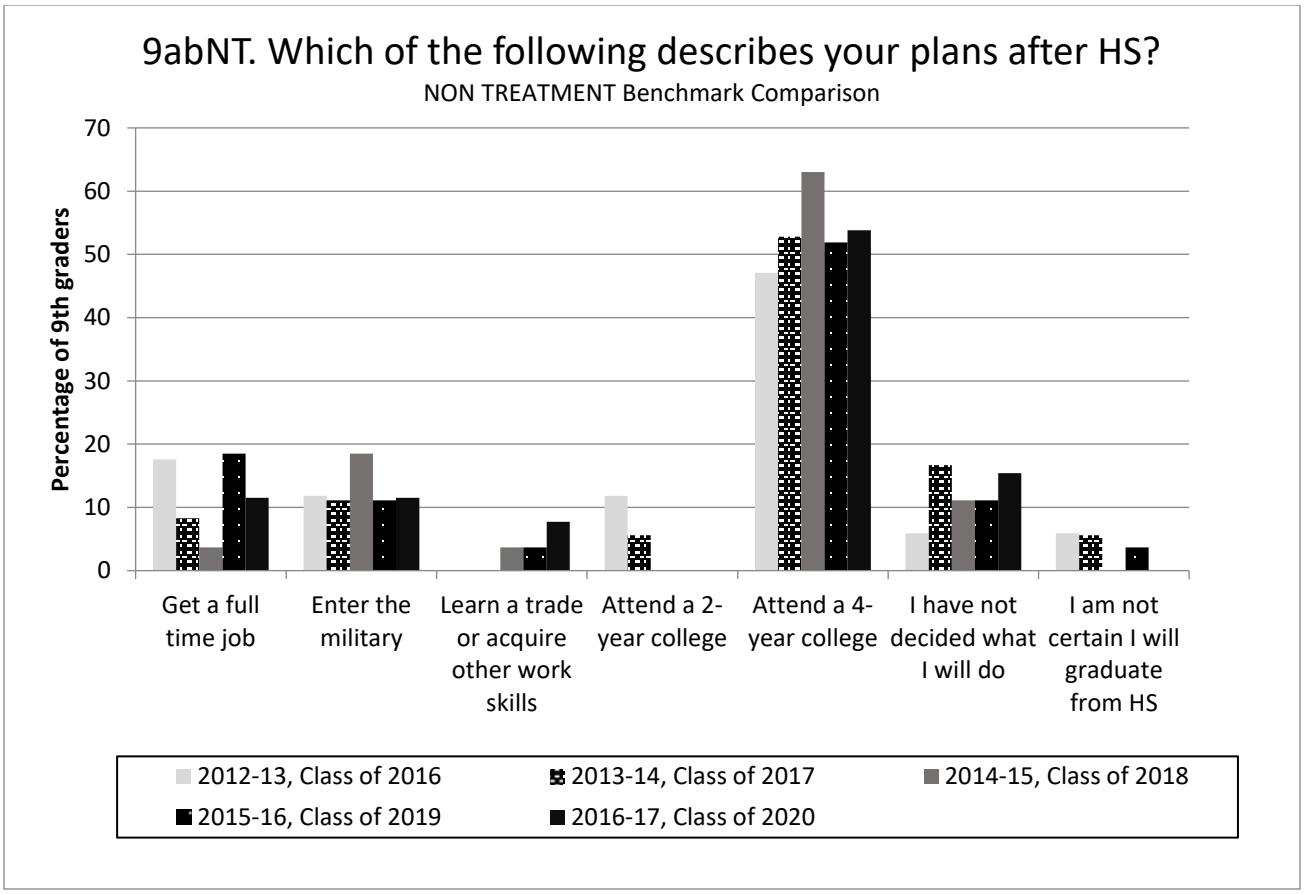
ALL SURVEY TAKERS: One anticipated outcome of PEAK, when fully implemented and established, was that in both the elementary and middle schools, school personnel would continue conversations about college with their students outside of our programming. In looking at the five year graphs of all students, Treatment and Non-Treatment combined, no discernible pattern appears with this particular survey question. TREATMENT VERSUS NON-TREATMENT: Disaggregated, however, the data shows a clear year by year upward trend line showing more frequent conversations as the Treatment students had more PEAK programming. The Class of 2020 reported much more frequent conversations with school personnel than did earlier cohorts. On the flip side, the Non-Treatment student data evidenced a lower percentage of students reporting frequent college conversations. In addition, for three of the Non-Treatment cohorts a significantly higher percentage of students indicated they rarely or never had college conversations with school personnel.

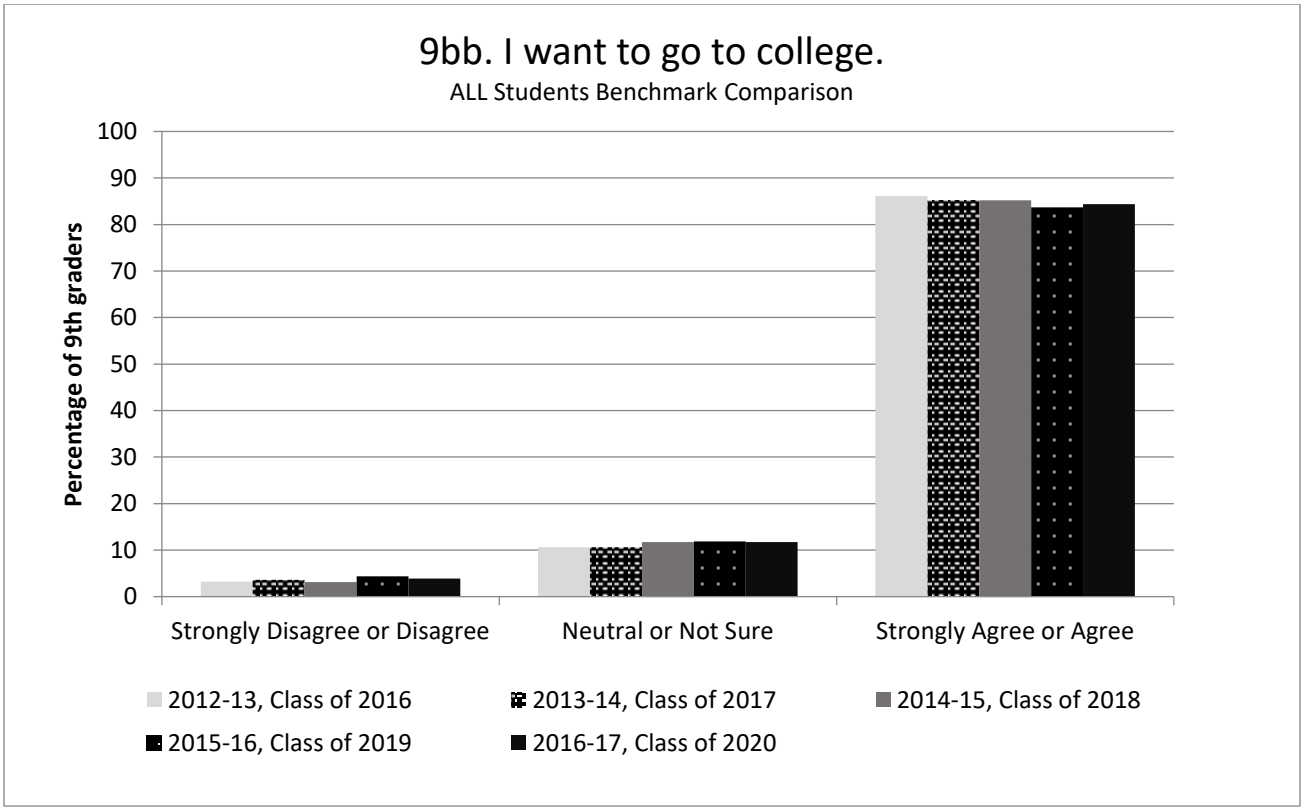
"There are a variety of financial aid resources to help me pay for college." (Graphs 9kb, 9kbT, 9kbNT)

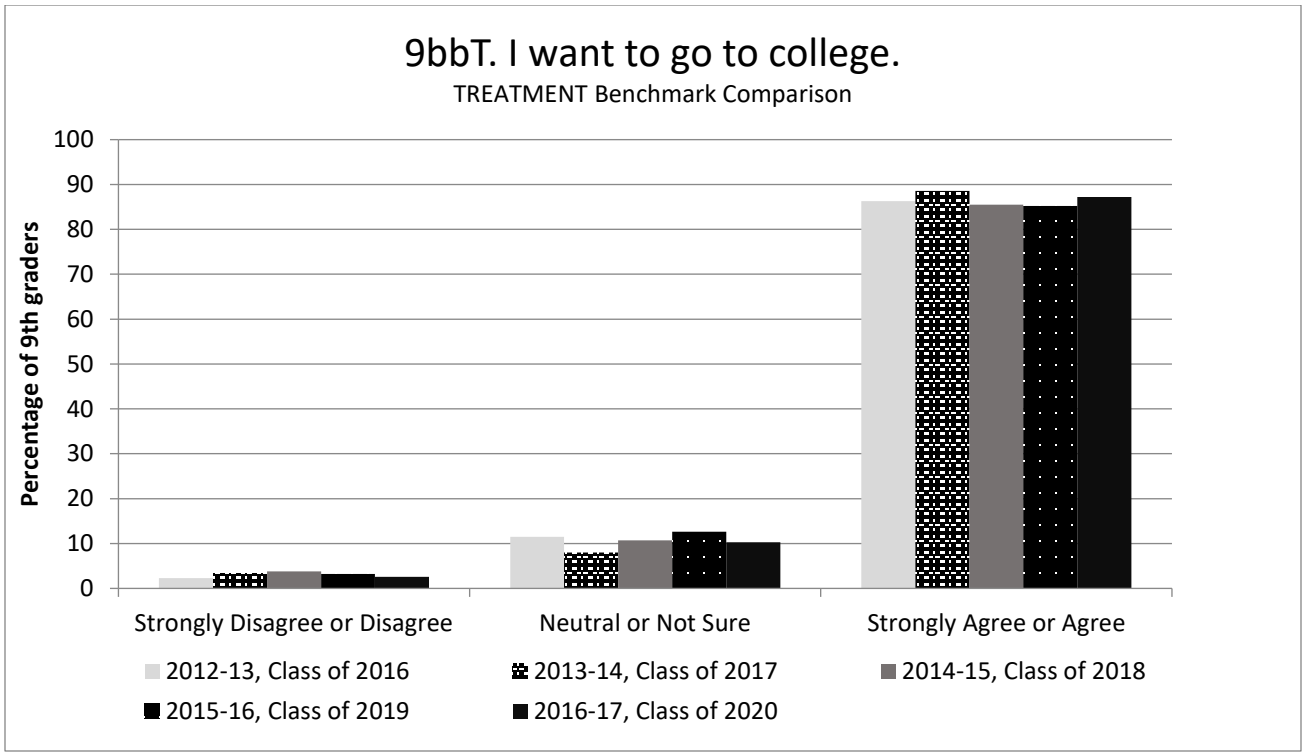
ALL SURVEY TAKERS: PEAK begins to talk about resources to help pay for college in fourth grade programming by introducing the word 'scholarship' and intentionally builds on that knowledge in both our sixth and eighth grade outreach. Among all survey takers in Graph 9kb the percentage of ninth graders who agree or strongly agree with the statement, "There are a variety of financial aid resources to help me pay for college" clearly exceeds, in every benchmark year, the percentage of students who either feel neutral or disagree with the statement. TREATMENT VERSUS NON-TREATMENT: The disaggregated data does show much more agreement over all five cohort years with this statement and a significantly smaller percentage of students who feel uncertainty when one compares the Treatment versus the Non-Treatment group. PEAK programming clearly makes students aware of financial aid resources.

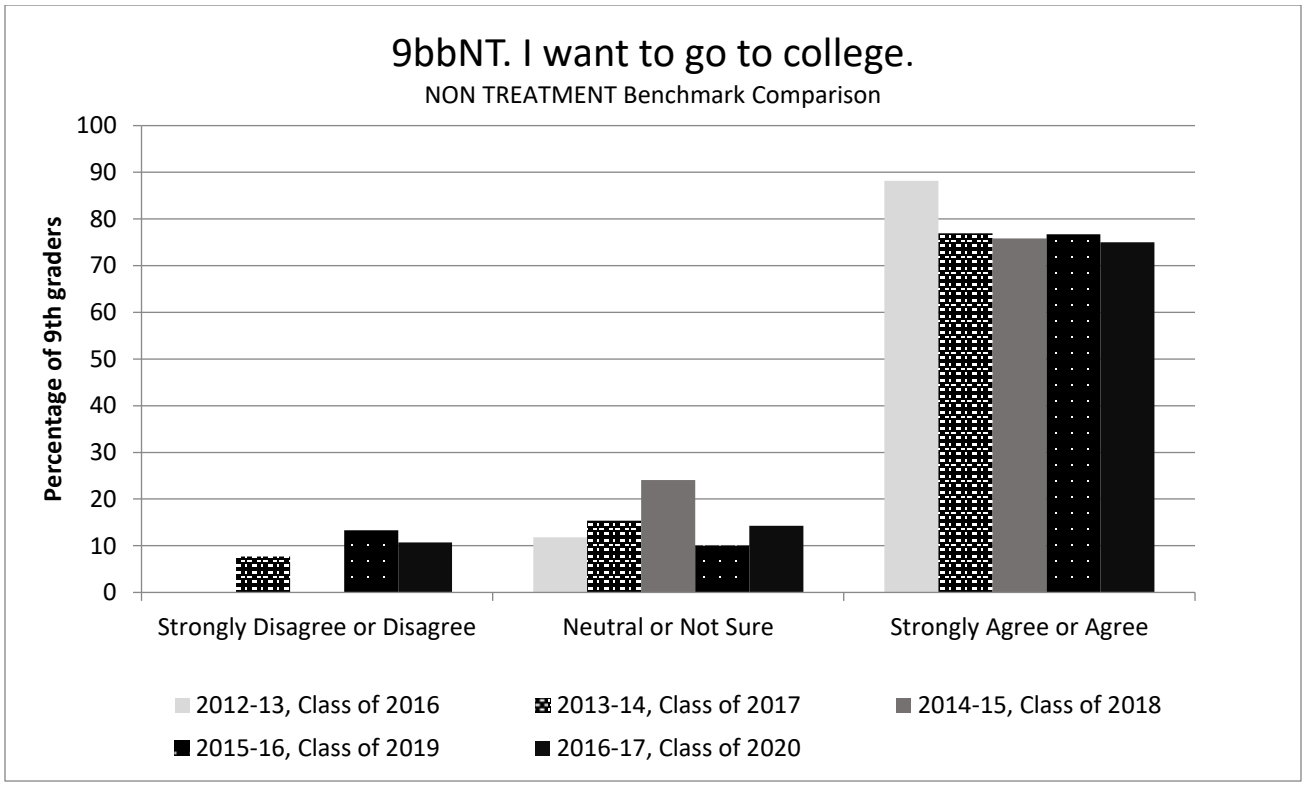

9ab. Which of the following describes your plans after HS?
ALL Students Benchmark Comparison
Percentage of 9th graders
70
60
50
40
30
20
10
0
Get a full time job
Enter the military
Learn a trade or acquire other work skills
Attend a 2-year college
Attend a 4-year college
I have not decided what I will do
I am not certain I will graduate from HS
2012-13, Class of 2016
2013-14, Class of 2017
2014-15, Class of 2018
2015-16, Class of 2019
2016-17, Class of 2020

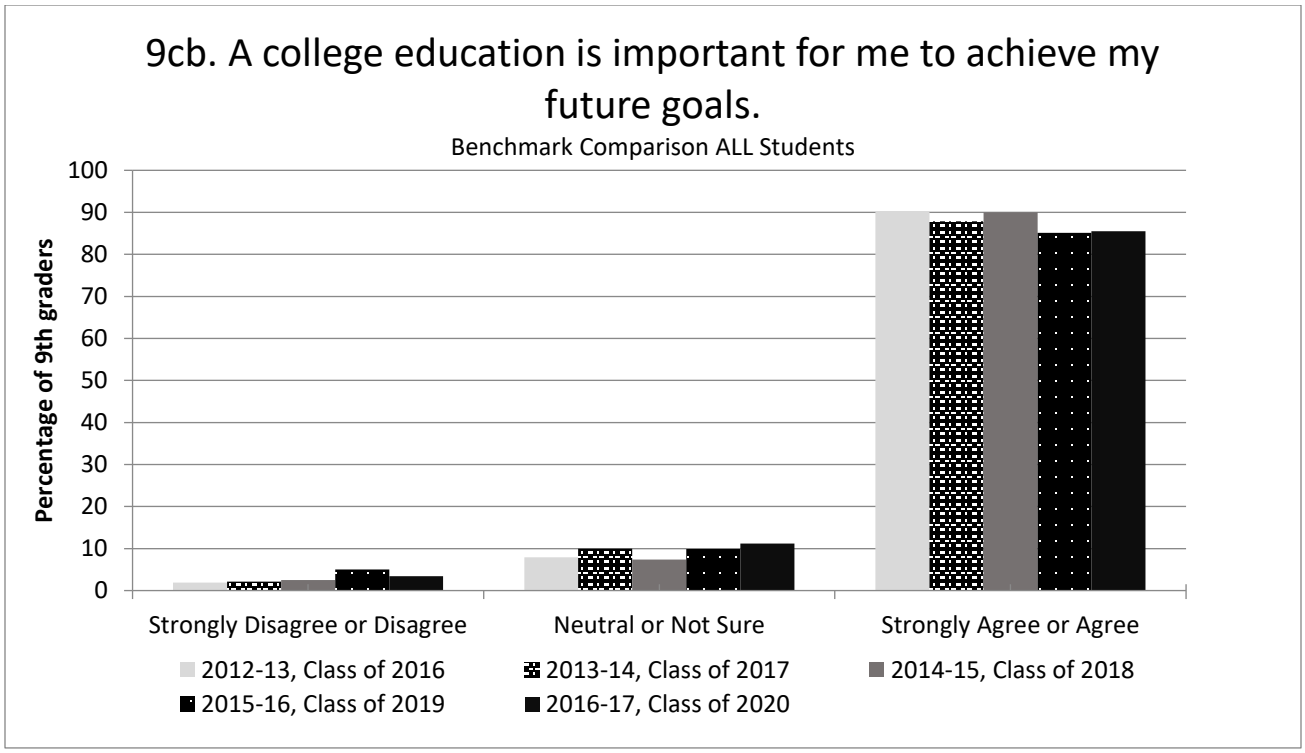

9abT. Which of the following describes your plans after HS?
TREATMENT Benchmark Comparison
Percentage of 9th graders
70
60
50
40
30
20
10
0
Get a full time job
Enter the military
Learn a trade or acquire other work skills
Attend a 2-year college
Attend a 4-year college
I have not decided what I will do
I am not certain I will graduate from HS
2012-13, Class of 2016
2013-14, Class of 2017
2014-15, Class of 2018
2015-16, Class of 2019
2016-17, Class of 2020

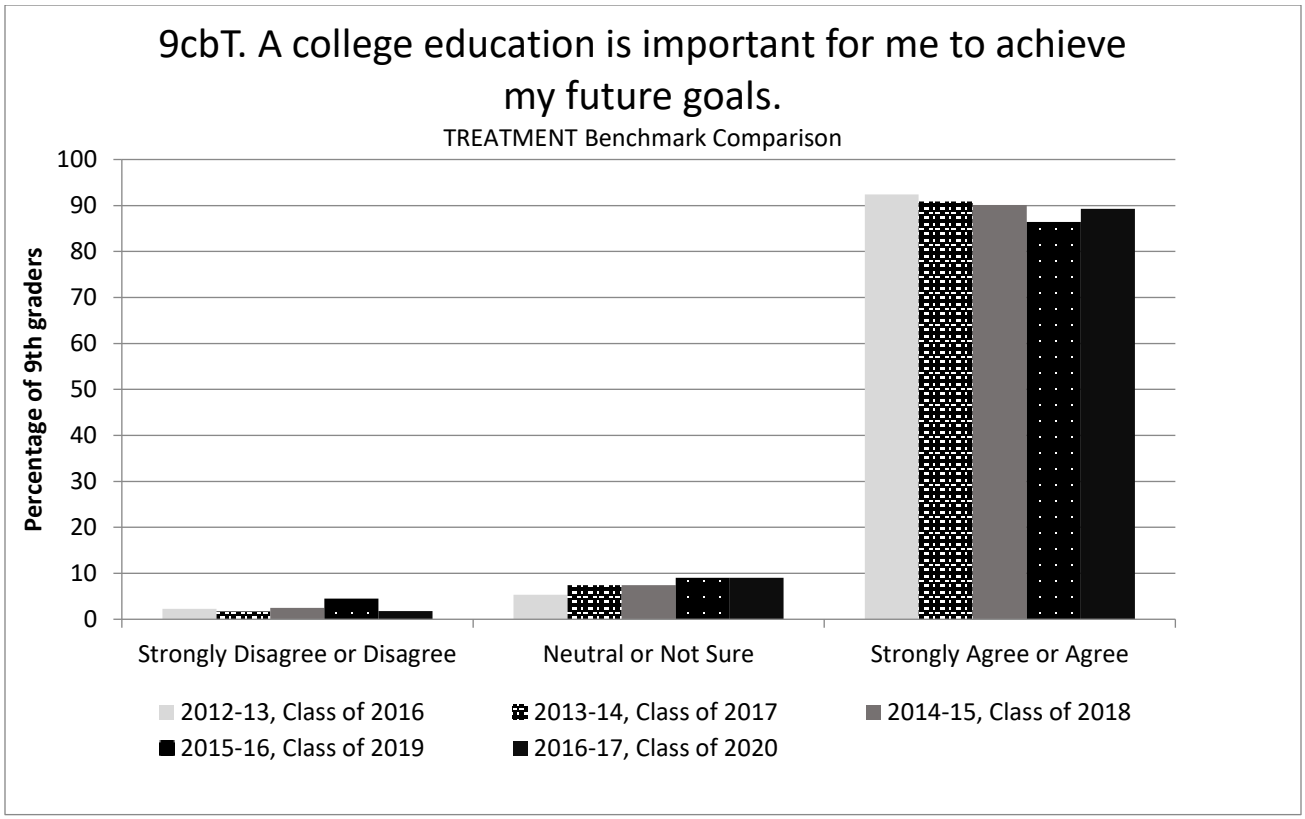

9abNT. Which of the following describes your plans after HS?
NON TREATMENT Benchmark Comparison
Percentage of 9th graders
70
60
50
40
30
20
10
0
Get a full time job
Enter the military
Learn a trade or acquire other work skills
Attend a 2-year college
Attend a 4-year college
I have not decided what I will do
I am not certain I will graduate from HS
2012-13, Class of 2016
2013-14, Class of 2017
2014-15, Class of 2018
2015-16, Class of 2019
2016-17, Class of 2020

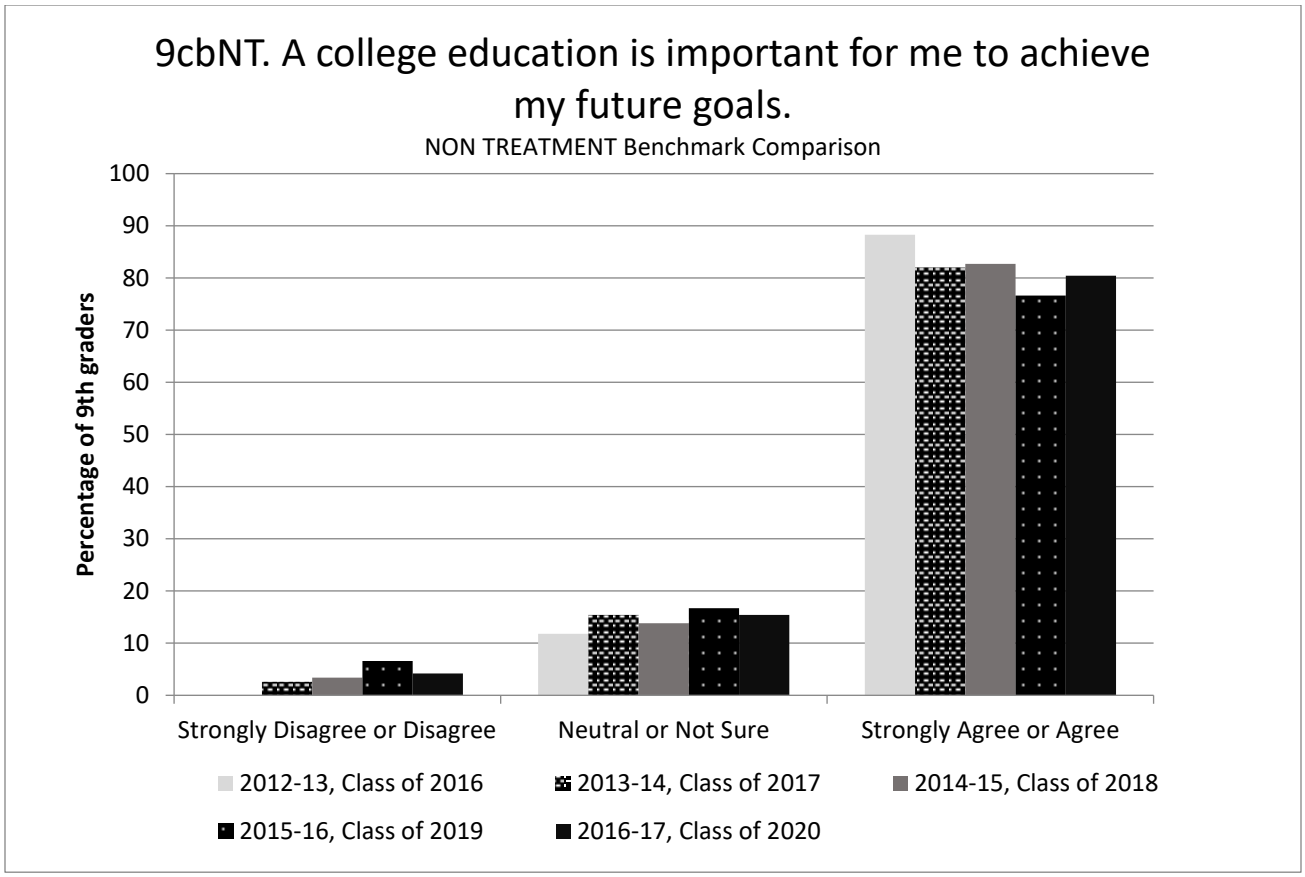

9bb. I want to go to college.
ALL Students Benchmark Comparison
Percentage of 9th graders
100
90
80
70
60
50
40
30
20
10
0
Strongly Disagree or Disagree
Neutral or Not Sure
Strongly Agree or Agree
2012-13, Class of 2016
2013-14, Class of 2017
2014-15, Class of 2018
2015-16, Class of 2019
2016-17, Class of 2020

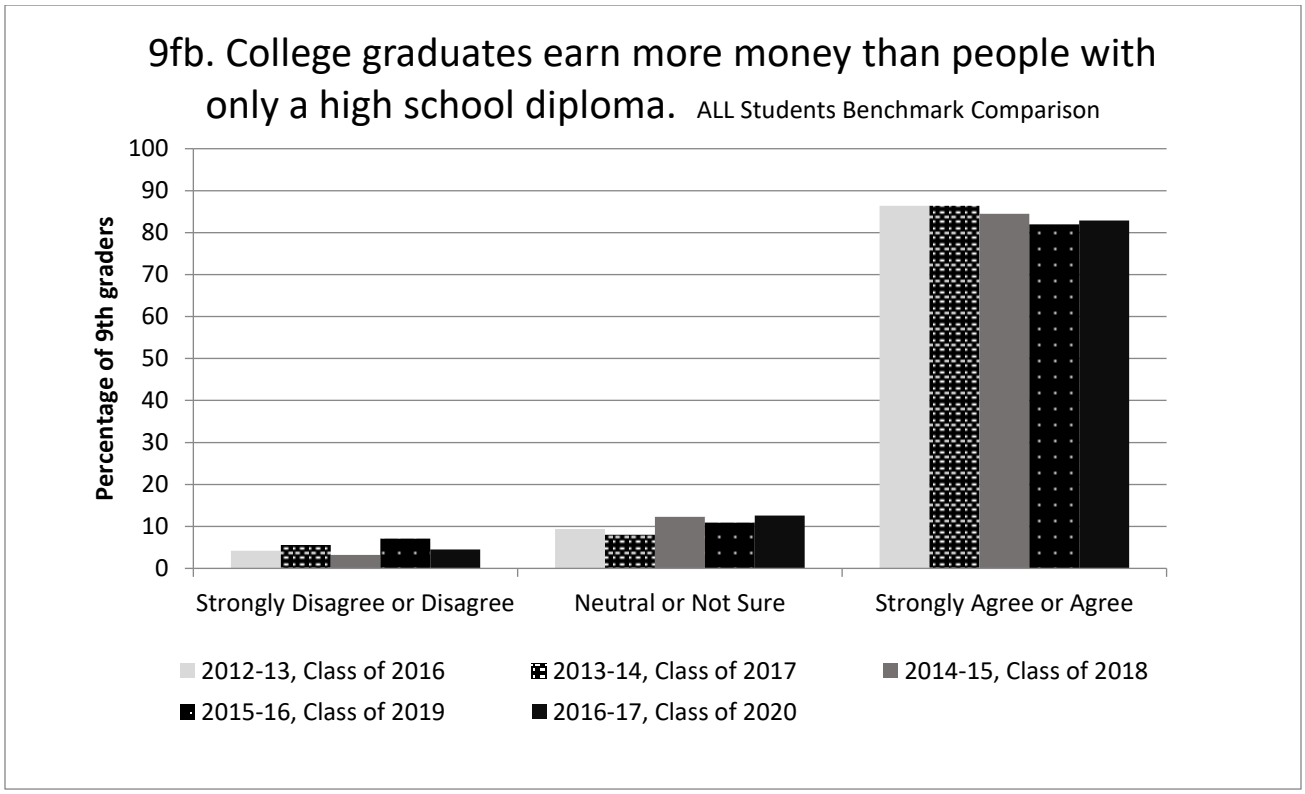

9bbT. I want to go to college.
TREATMENT Benchmark Comparison
Percentage of 9th graders
100
90
80
70
60
50
40
30
20
10
0
Strongly Disagree or Disagree
Neutral or Not Sure
Strongly Agree or Agree
2012-13, Class of 2016
2013-14, Class of 2017
2014-15, Class of 2018
2015-16, Class of 2019
2016-17, Class of 2020

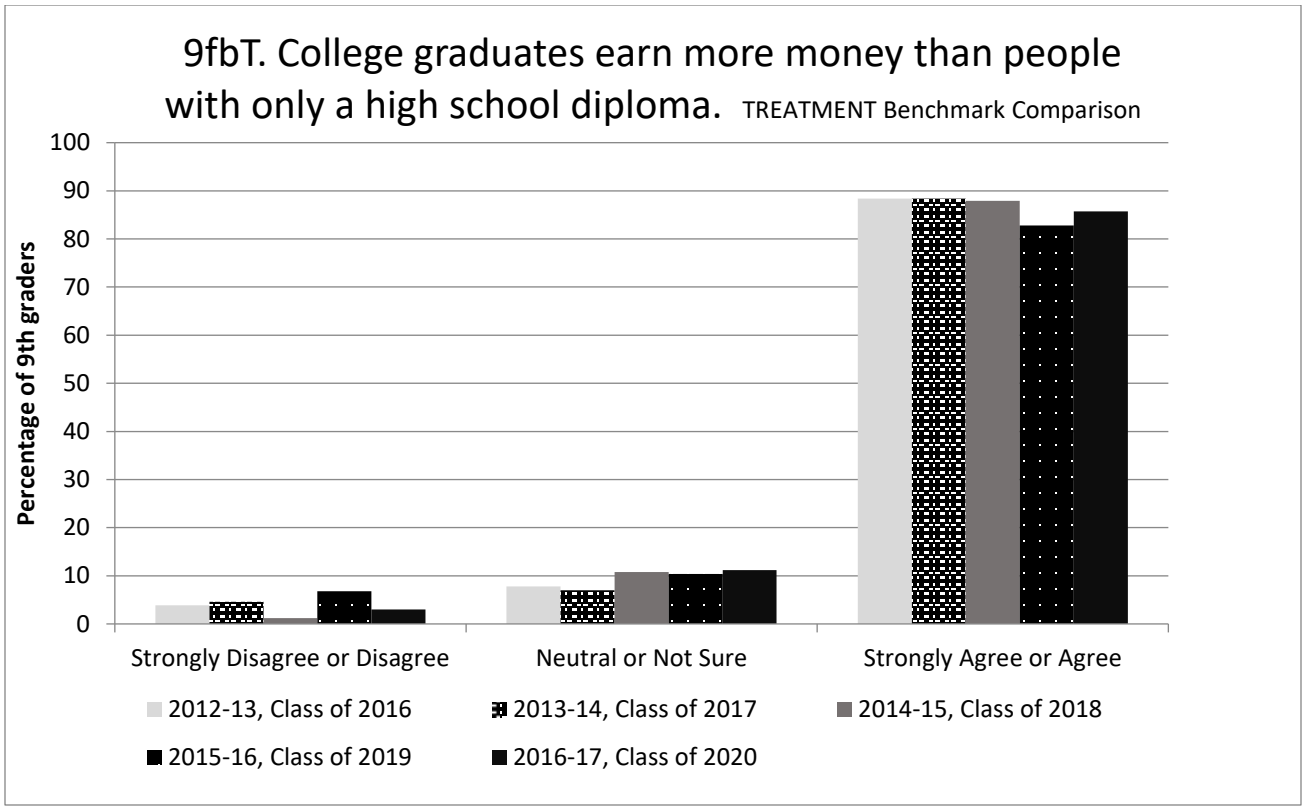

9bbNT. I want to go to college.
NON TREATMENT Benchmark Comparison
Percentage of 9th graders
100
90
80
70
60
50
40
30
20
10
0
Strongly Disagree or Disagree
Neutral or Not Sure
Strongly Agree or Agree
2012-13, Class of 2016
2013-14, Class of 2017
2014-15, Class of 2018
2015-16, Class of 2019
2016-17, Class of 2020

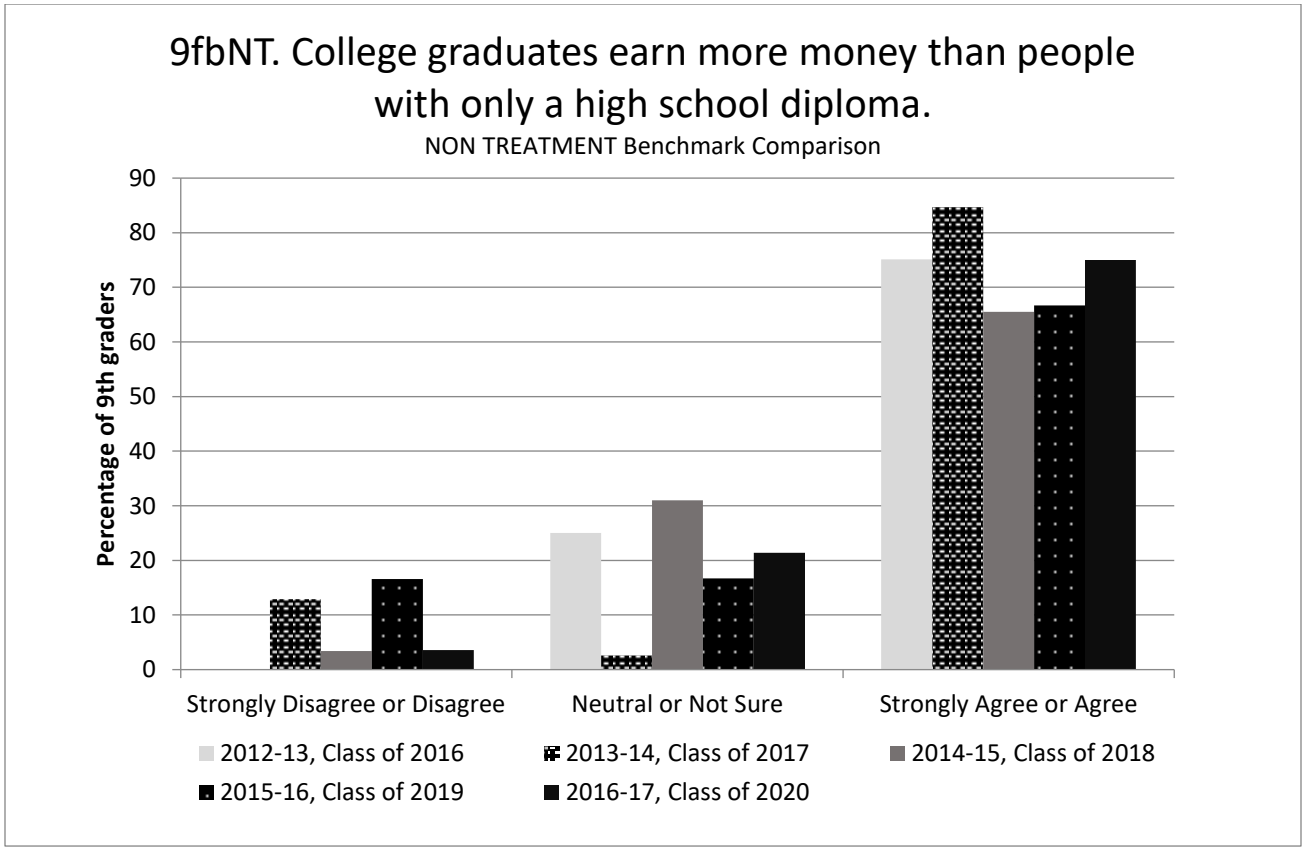

9cb. A college education is important for me to achieve my future goals.
Benchmark Comparison ALL Students
Percentage of 9th graders
100
90
80
70
60
50
40
30
20
10
0
Strongly Disagree or Disagree
Neutral or Not Sure
Strongly Agree or Agree
2012-13, Class of 2016
2013-14, Class of 2017
2014-15, Class of 2018
2015-16, Class of 2019
2016-17, Class of 2020

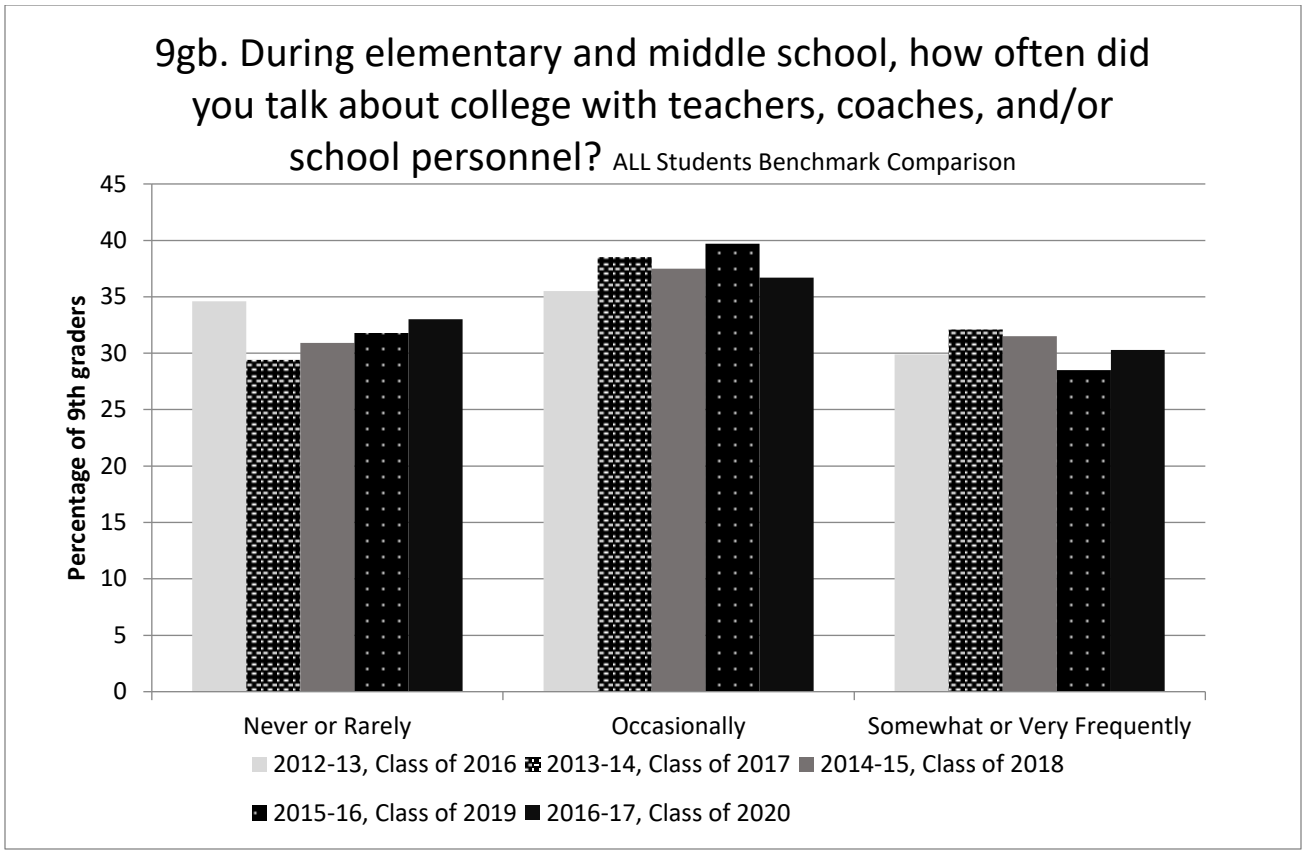

9cbT. A college education is important for me to achieve my future goals.
TREATMENT Benchmark Comparison
Percentage of 9th graders
100
90
80
70
60
50
40
30
20
10
0
Strongly Disagree or Disagree
Neutral or Not Sure
Strongly Agree or Agree
2012-13, Class of 2016
2013-14, Class of 2017
2014-15, Class of 2018
2015-16, Class of 2019
2016-17, Class of 2020

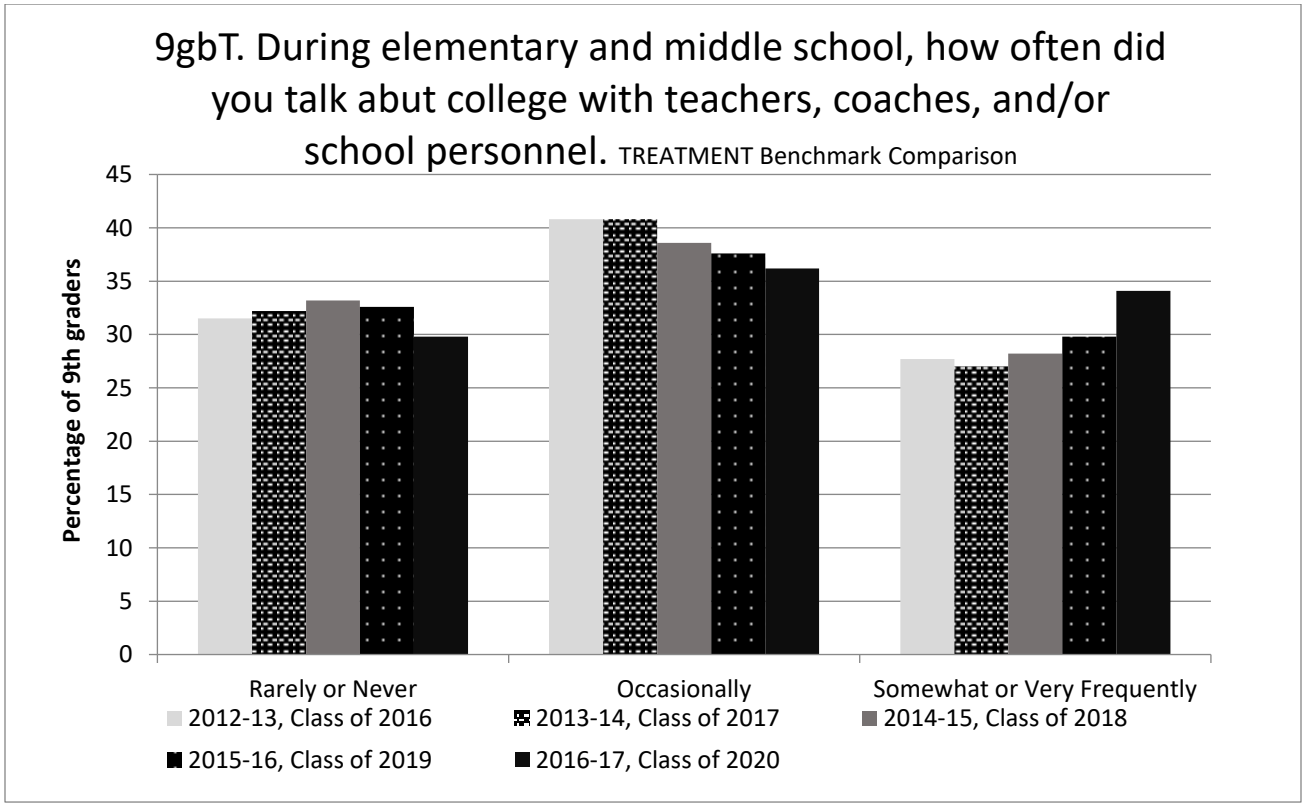

9cbNT. A college education is important for me to achieve my future goals.
NON TREATMENT Benchmark Comparison
Percentage of 9th graders
100
90
80
70
60
50
40
30
20
10
0
Strongly Disagree or Disagree
Neutral or Not Sure
Strongly Agree or Agree
2012-13, Class of 2016
2013-14, Class of 2017
2014-15, Class of 2018
2015-16, Class of 2019
2016-17, Class of 2020

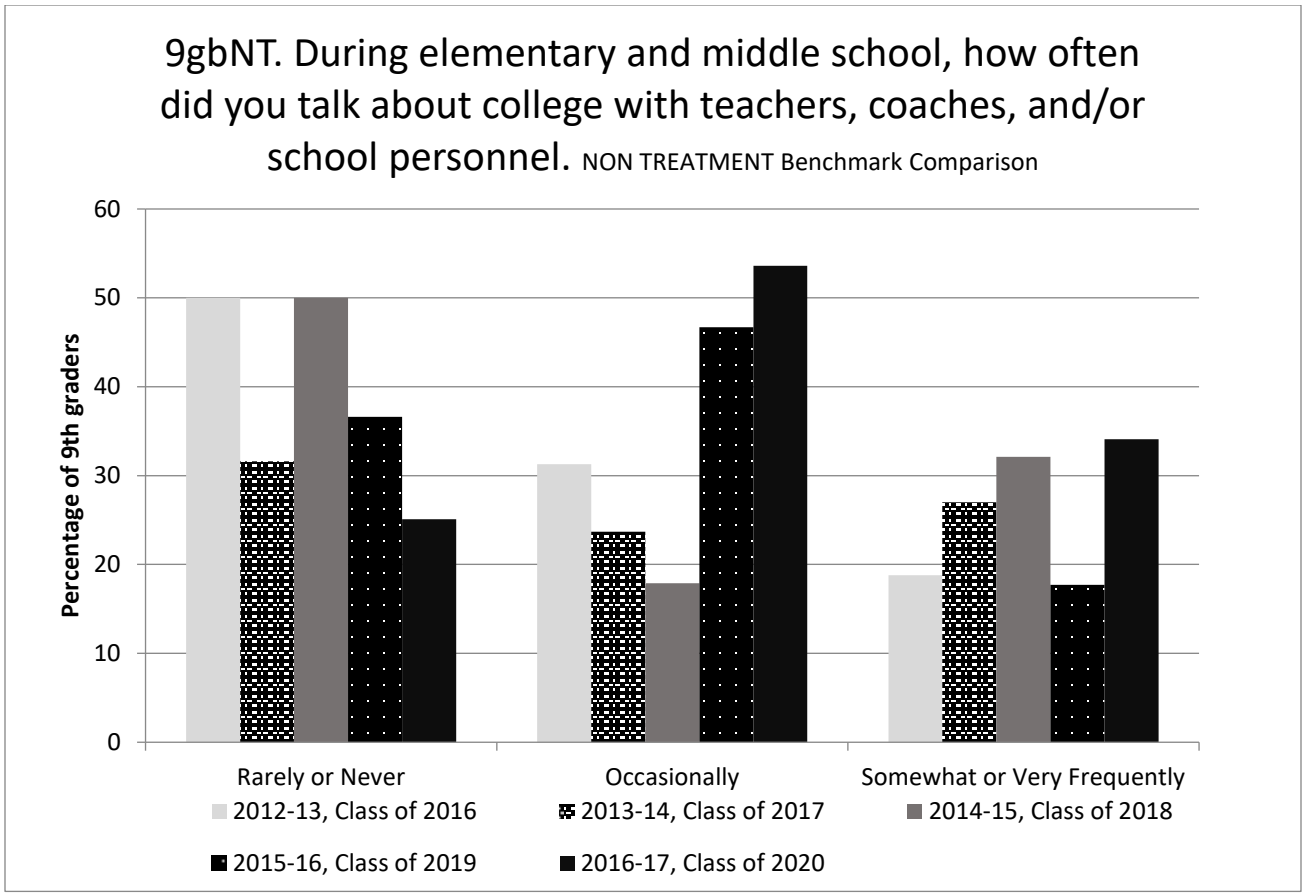

9fb. College graduates earn more money than people with only a high school diploma. ALL Students Benchmark Comparison
Percentage of 9th graders
100
90
80
70
60
50
40
30
20
10
0
Strongly Disagree or Disagree
Neutral or Not Sure
Strongly Agree or Agree
2012-13, Class of 2016
2013-14, Class of 2017
2014-15, Class of 2018
2015-16, Class of 2019
2016-17, Class of 2020

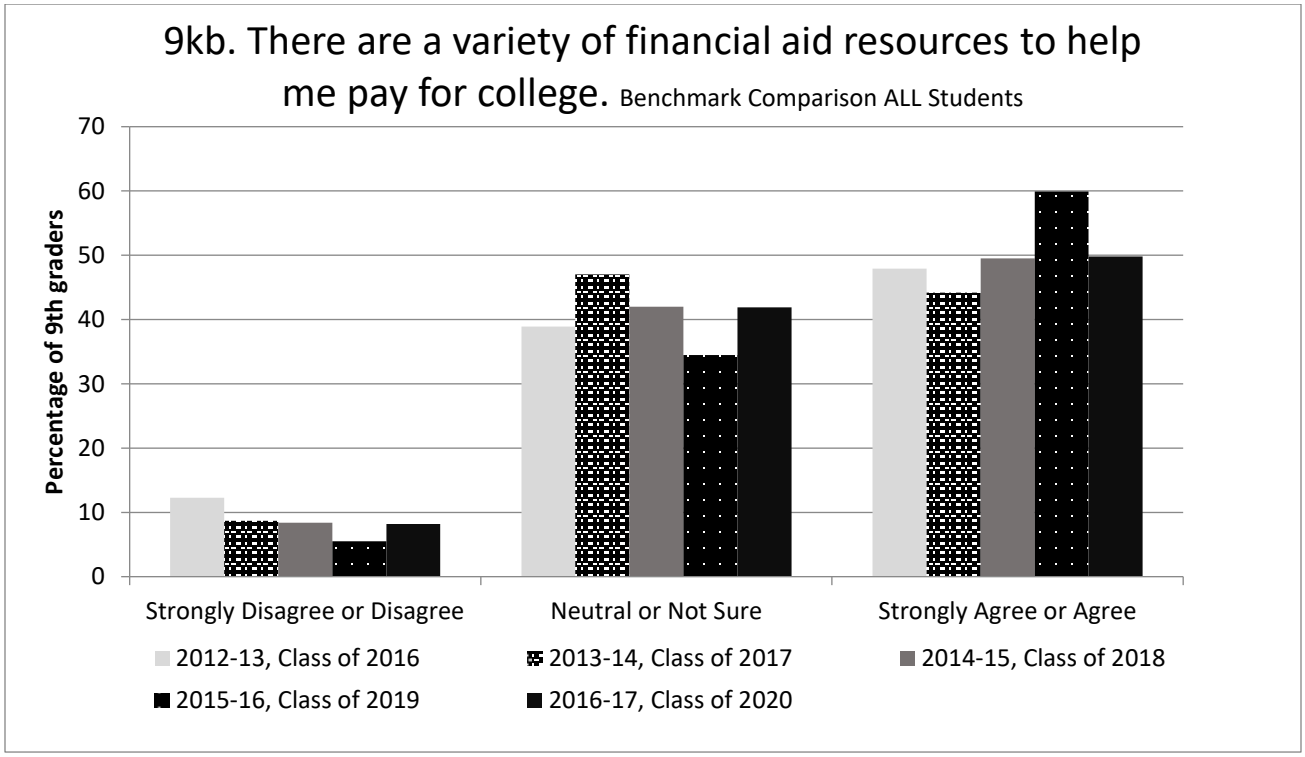

9fbT. College graduates earn more money than people with only a high school diploma. TREATMENT Benchmark Comparison
Percentage of 9th graders
100
90
80
70
60
50
40
30
20
10
0
Strongly Disagree or Disagree
Neutral or Not Sure
Strongly Agree or Agree
2012-13, Class of 2016
2013-14, Class of 2017
2014-15, Class of 2018
2015-16, Class of 2019
2016-17, Class of 2020

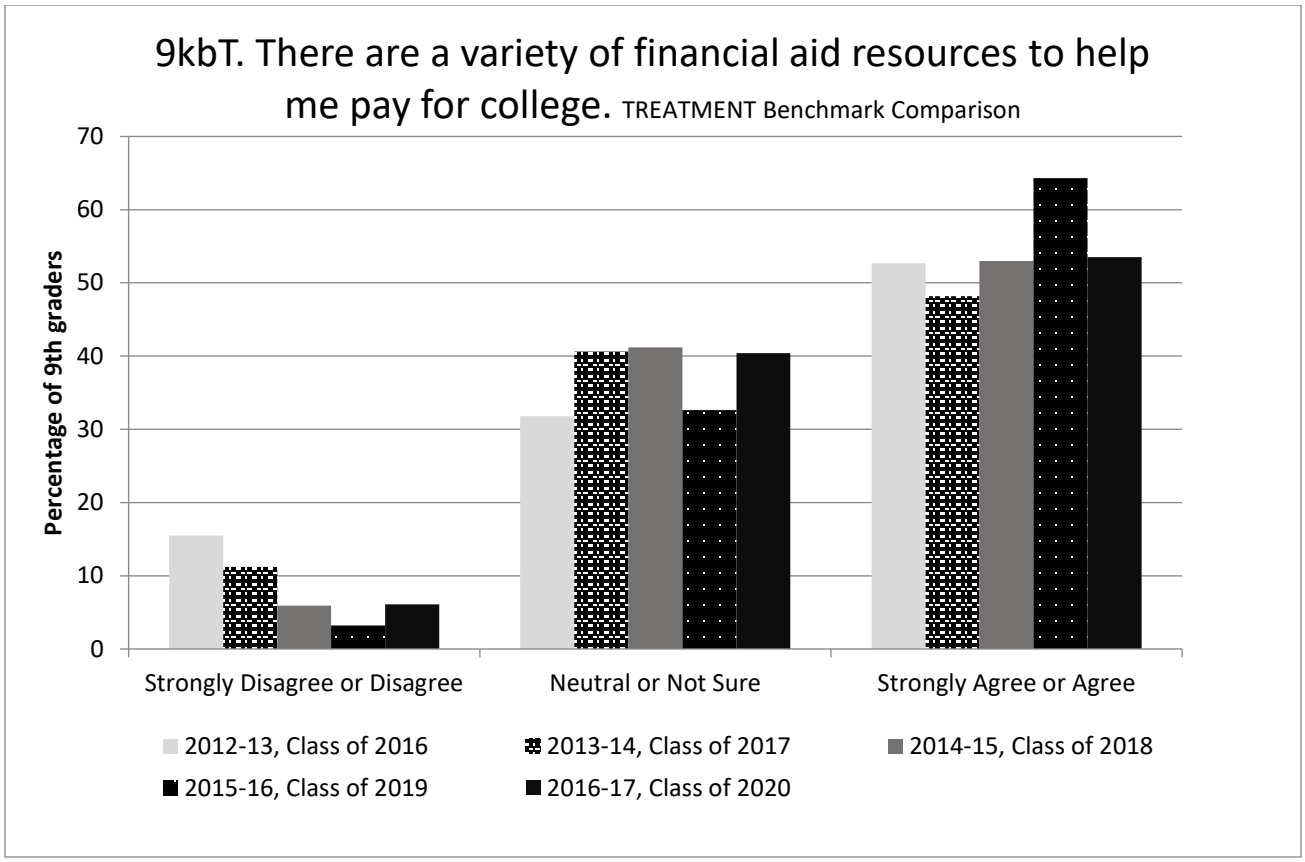

9fbNT. College graduates earn more money than people with only a high school diploma.
NON TREATMENT Benchmark Comparison
Percentage of 9th graders
90
80
70
60
50
40
30
20
10
0
Strongly Disagree or Disagree
Neutral or Not Sure
Strongly Agree or Agree
2012-13, Class of 2016
2013-14, Class of 2017
2014-15, Class of 2018
2015-16, Class of 2019
2016-17, Class of 2020

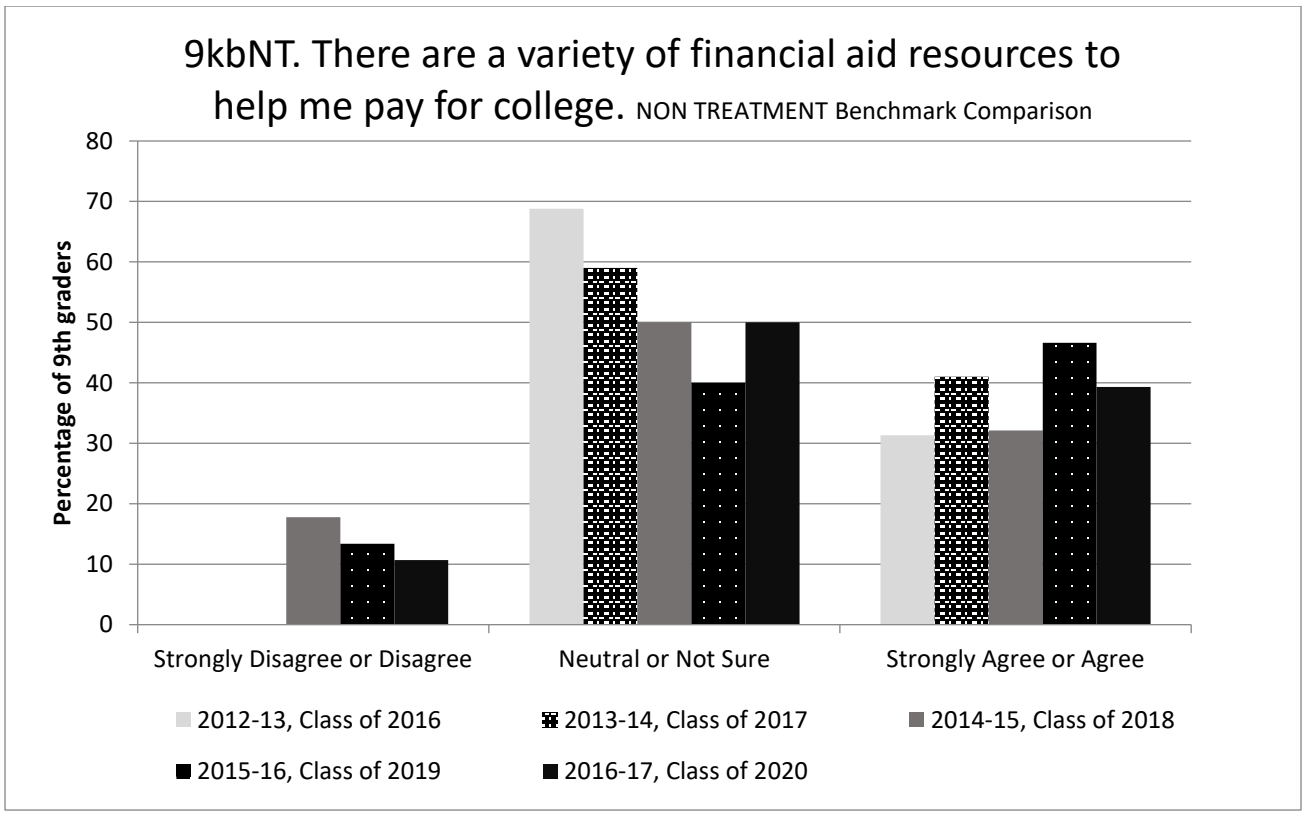

9gb. During elementary and middle school, how often did you talk about college with teachers, coaches, and/or school personnel? ALL Students Benchmark Comparison
Percentage of 9th graders
45
40
35
30
25
20
15
10
5
0
Never or Rarely
Occasionally
Somewhat or Very Frequently
2012-13, Class of 2016
2013-14, Class of 2017
2014-15, Class of 2018
2015-16, Class of 2019
2016-17, Class of 2020


9gbT. During elementary and middle school, how often did you talk abut college with teachers, coaches, and/or school personnel. TREATMENT Benchmark Comparison
Percentage of 9th graders
45
40
35
30
25
20
15
10
5
0
Rarely or Never
Occasionally
Somewhat or Very Frequently
2012-13, Class of 2016
2013-14, Class of 2017
2014-15, Class of 2018
2015-16, Class of 2019
2016-17, Class of 2020


9gbNT. During elementary and middle school, how often did you talk about college with teachers, coaches, and/or school personnel. NON TREATMENT Benchmark Comparison
Percentage of 9th graders
60
50
40
30
20
10
0
Rarely or Never
Occasionally
Somewhat or Very Frequently
2012-13, Class of 2016
2013-14, Class of 2017
2014-15, Class of 2018
2015-16, Class of 2019
2016-17, Class of 2020


9kb. There are a variety of financial aid resources to help me pay for college. Benchmark Comparison ALL Students
Percentage of 9th graders
70
60
50
40
30
20
10
0
Strongly Disagree or Disagree
Neutral or Not Sure
Strongly Agree or Agree
2012-13, Class of 2016
2013-14, Class of 2017
2014-15, Class of 2018
2015-16, Class of 2019
2016-17, Class of 2020


9kbT. There are a variety of financial aid resources to help me pay for college. TREATMENT Benchmark Comparison
Percentage of 9th graders
70
60
50
40
30
20
10
0
Strongly Disagree or Disagree
Neutral or Not Sure
Strongly Agree or Agree
2012-13, Class of 2016
2013-14, Class of 2017
2014-15, Class of 2018
2015-16, Class of 2019
2016-17, Class of 2020


9kbNT. There are a variety of financial aid resources to help me pay for college. NON TREATMENT Benchmark Comparison
Percentage of 9th graders
80
70
60
50
40
30
20
10
0
Strongly Disagree or Disagree
Neutral or Not Sure
Strongly Agree or Agree
2012-13, Class of 2016
2013-14, Class of 2017
2014-15, Class of 2018
2015-16, Class of 2019
2016-17, Class of 2020

5 YEAR CUMULATIVE DATA, TREATMENT VS. NON-TREATMENT

The positive effect of PEAK programming is even more evident when one looks at the five years of Benchmark Survey data in a cumulative fashion, separated by Treatment and Non-Treatment groups. The following section discusses the same six questions, however in this analysis, all five years of Treatment survey takers are in a single pie chart and all five years of Non-Treatment survey takers are in a separate pie chart. Comparing these two sets of cumulative data for each question reveals that across the board, our Treatment group achieves the desired outcome at higher percentages than the Non-Treatment group.

"Which of the following best describes your plans right after high school?" (Graphs 9abALL5T, 9abALL5NT)

These two pie charts show significant differences between the Treatment and Non-Treatment groups with regard to how the ninth graders imagine their post-high school plans. The Treatment group aspires to attend either a 4- or a 2-year college at a much higher percentage than the Non-Treatment group. (69% vs. 57%) Conversely the Non-Treatment group is nearly two times more likely to indicate they want to join the military or immediately get a job when compared to the Treatment group (25% vs. 14%). It also appears that the Treatment group is more likely to consider a 2-year degree than the Non-Treatment group (9% vs. 3%), perhaps due to more familiarity with what that degree is through our fourth, sixth and eighth grade programming. Both groups chose "learn a trade or acquire other work skills" and "I have not decided what I will do" at about the same frequency. Recently in both our high school and middle school programming, we have begun to put more emphasis on earning a High Skills Certificate as an excellent, in-demand educational option. Perhaps in future benchmark surveys we will see this particular option chosen at a higher rate by the Treatment group?

"I want to go to college." (Graphs 9bbALL5T, 9bbALL5NT)

Those students who "strongly agree" to the statement "I want to go to college" are much more prevalent in the Treatment group versus the Non-Treatment group (65% vs. 51%). Six percent more of the Non-Treatment chose "Agree" in response to this question than did the Treatment group, indicating a shade less certainty. Four percent more of the Non-Treatment group chose "disagree" in reaction to this statement when compared to the Treatment group (6% vs. 2%) The other two category percentages, "Strongly Disagree" and "Not Sure" are relatively similar between the two groups.

"A college education is important for me to achieve my future goals." (Graphs 9cbALL5T, 9cbALL5NT)

Similar to the previous question, a comparison of the five year cumulative totals between the Treatment and Non-Treatment group evidence more "positive intensity" toward the personal benefits of attending college in the Treatment group. Eleven percent more students in the Treatment group chose "Strongly Agree" when asked whether a college education was important for them to achieve their future goals, than did in the Non-Treatment group (64% vs. 53%). Nearly twice as many students in the Non-Treatment group chose "Neutral or Not Sure" in reaction to this question as did the Treatment group (15% vs. 8%)

"College graduates earn more money than people with only a high school diploma." (Graphs 9fbALL5T, 9fbALL5NT):

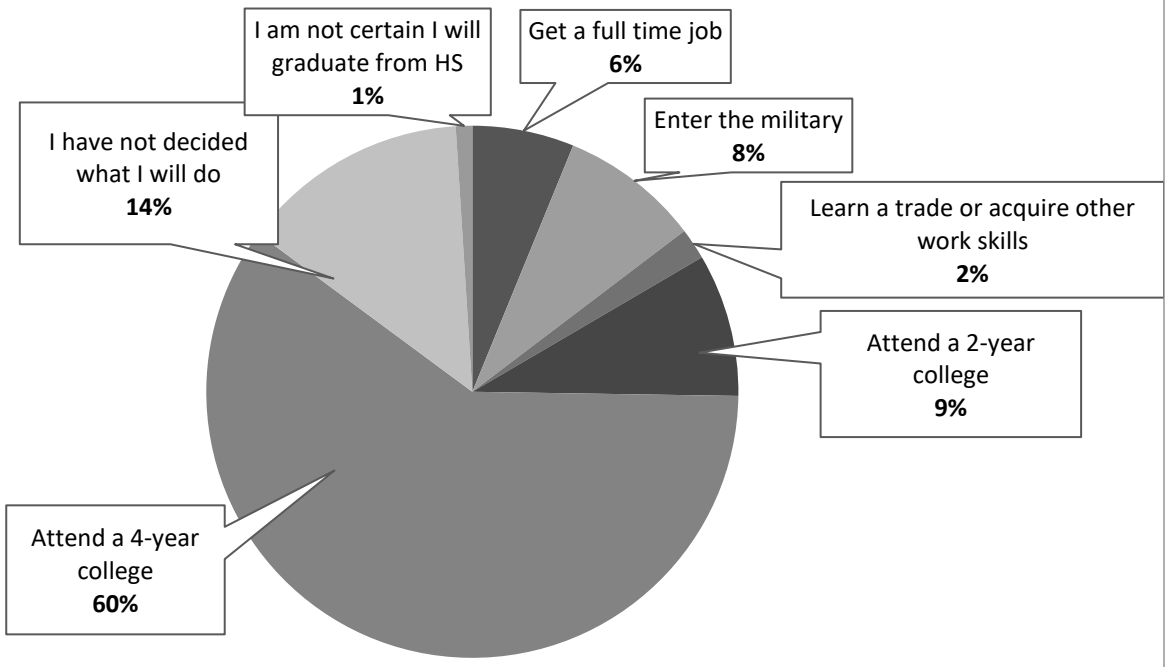
The five-year cumulative comparison between the Treatment and Non-Treatment groups further solidify that our Treatment group is absorbing our PEAK mantra, "The more you learn, the more you earn", at a greater percentage than the Non-Treatment group. Eighteen percent more students in the Treatment group chose "Strongly Agree" for the statement "College graduates earn more money than people with only a high school diploma" than did the Non-Treatment group (53% vs. 35%). Six percent more of the Non-Treatment chose "Agree" in response to this statement and 8% more chose "Neutral or Not Sure" than did the Treatment group, indicating less certainty.

"During elementary and middle school, how often did you talk about college with teachers, coaches, and/or school personnel?" (Graphs 9gbALL5T, 9gbALL5NT)

Although not as pronounced as with other questions, the Treatment group does indicate a greater frequency of college conversations with school personnel than the Non-Treatment group. Differences are greatest in the frequency of choosing "Rarely" and "Never" between the two groups. For the Non-Treatment group, 41% of the respondents chose either "Rarely" or "Never" compared to only 30% of the Treatment group. "Very Frequently" or "Somewhat Frequently" was chosen by 31% of the Treatment group versus 25% of the Non-Treatment groups choosing one of these two options.

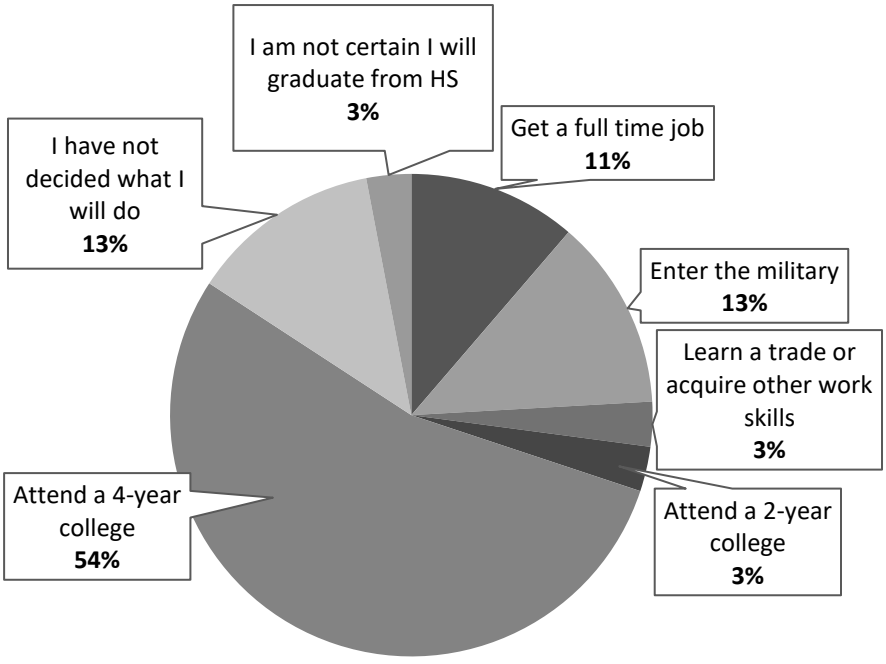
"There are a variety of financial aid resources to help me pay for college." (Graphs 9kbALL5T, 9kbALL5NT)

The Treatment group clearly has much more knowledge of and confidence about financial aid resources that can help them pay for college than the Non-Treatment group. Nearly a third more of the Treatment group chose "Strongly Agree" or "Agree" when asked this question than did the Non-Treatment group (55% vs. 39%). In addition, a significantly higher percentage of Non-Treatment students answered this question with "Neutral or Not Sure" than did the Treatment group (52% vs. 38%)



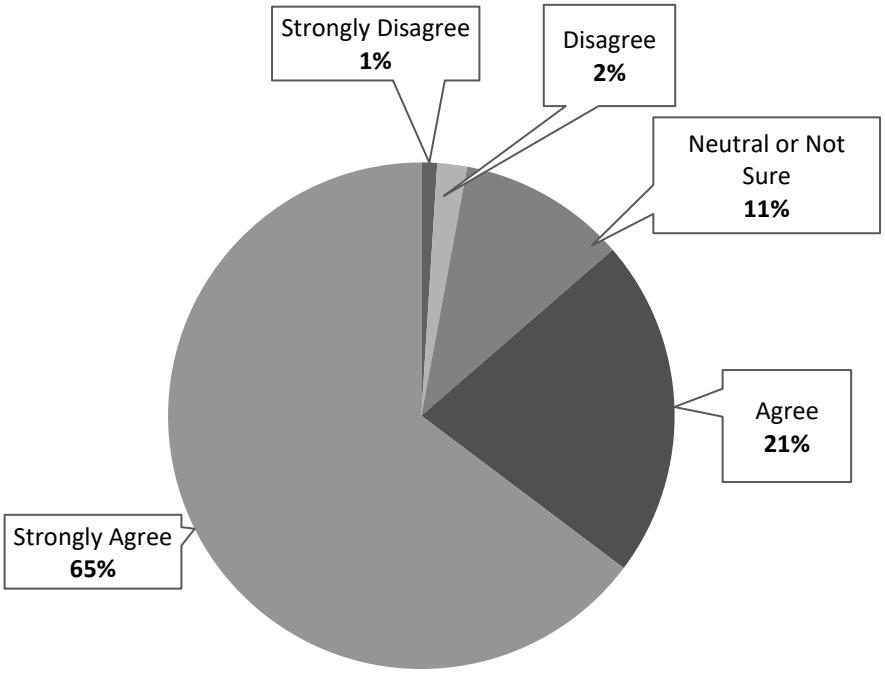
9abALL5T. Which of the following describes your plans after HS?

TREATMENT ALL 5 Years of Benchmark Surveys

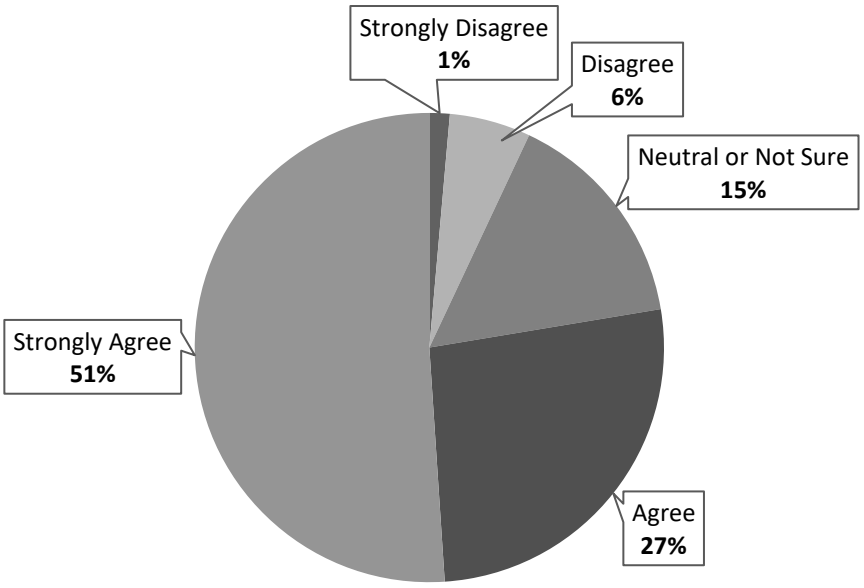


9abALL5NT. Which of the following describes your plans after HS?

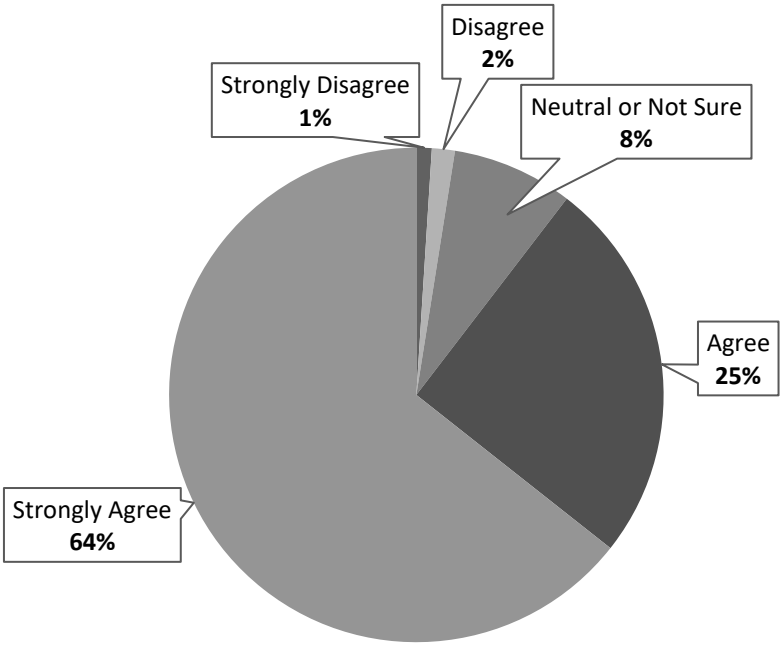
NON TREATMENT ALL 5 years of Benchmark Surveys



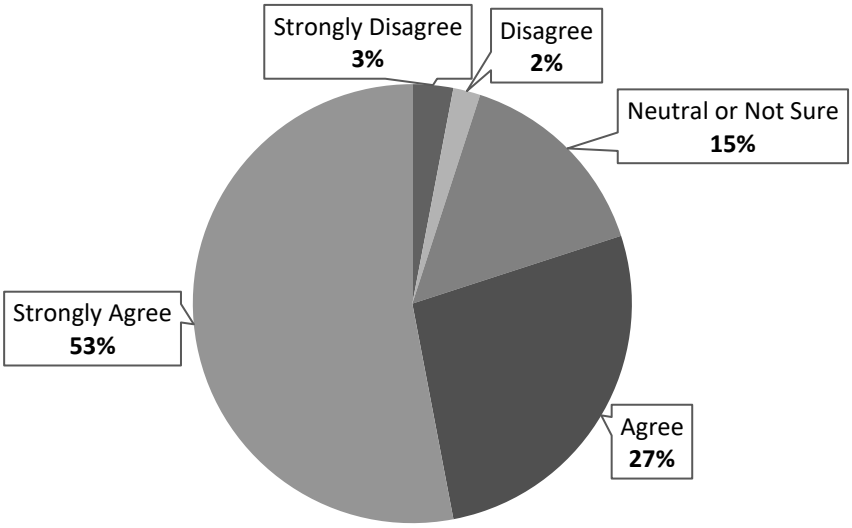
9bbALL5T. I want to go to college.
TREATMENT ALL 5 Years of Benchmark Surveys



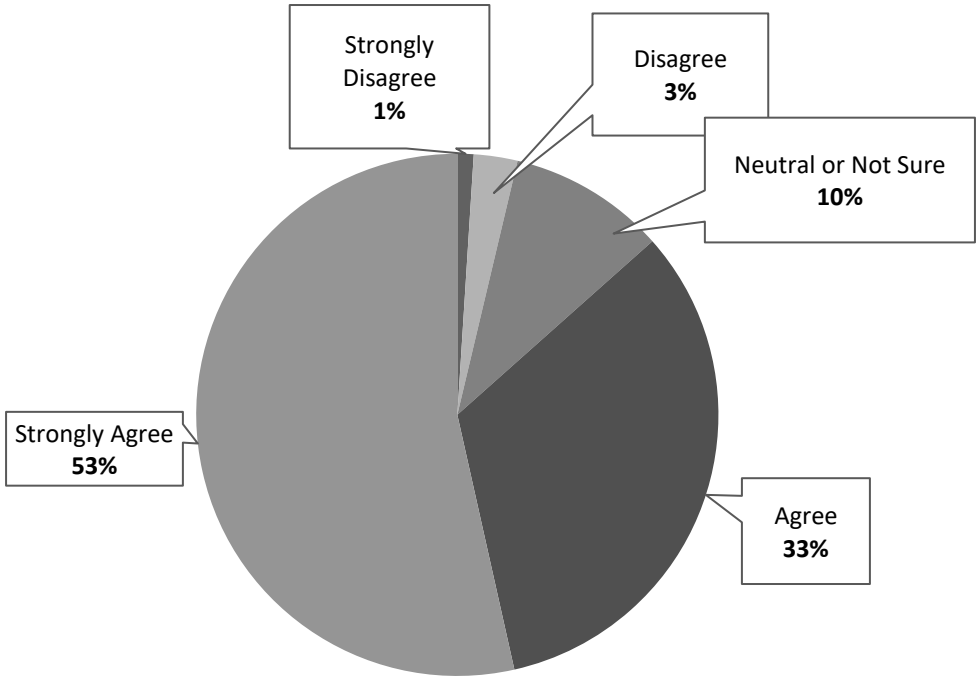
9bbALL5NT. I want to go to college.
NON TREATMENT ALL 5 Years of Benchmark Surveys



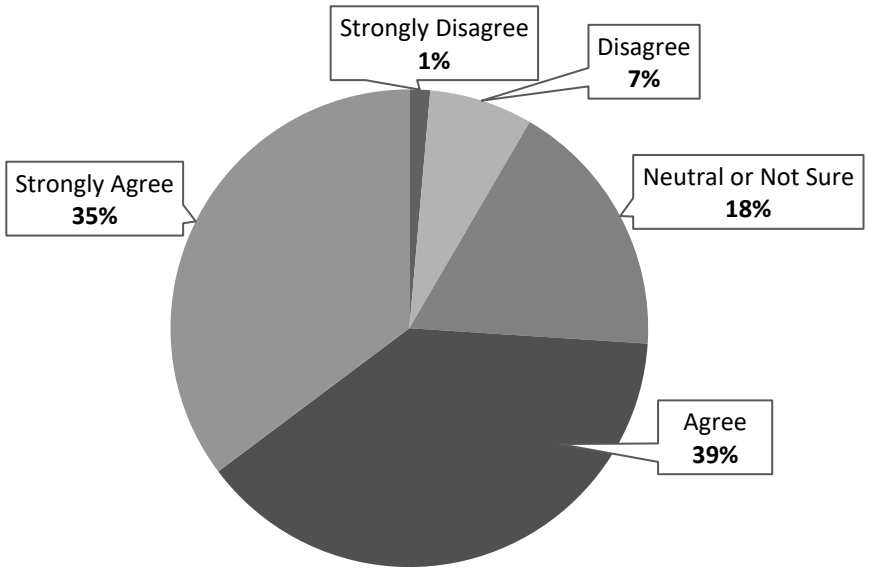
9cbALL5T. A college education is important for me to achieve my future goals. TREATMENT ALL 5 Years of Benchmark Surveys



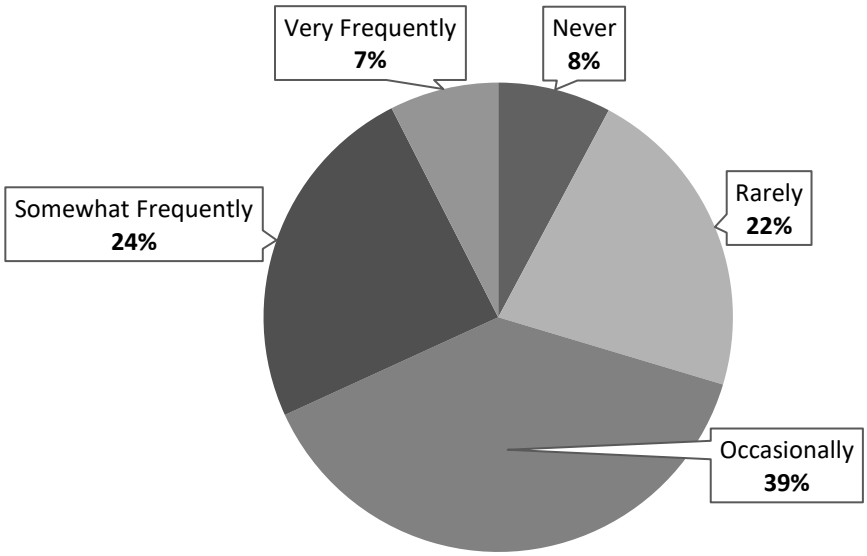
9cbALL5NT. A college education is important for me to achieve my future goals. NON TREATMENT ALL 5 years of Benchmark Surveys



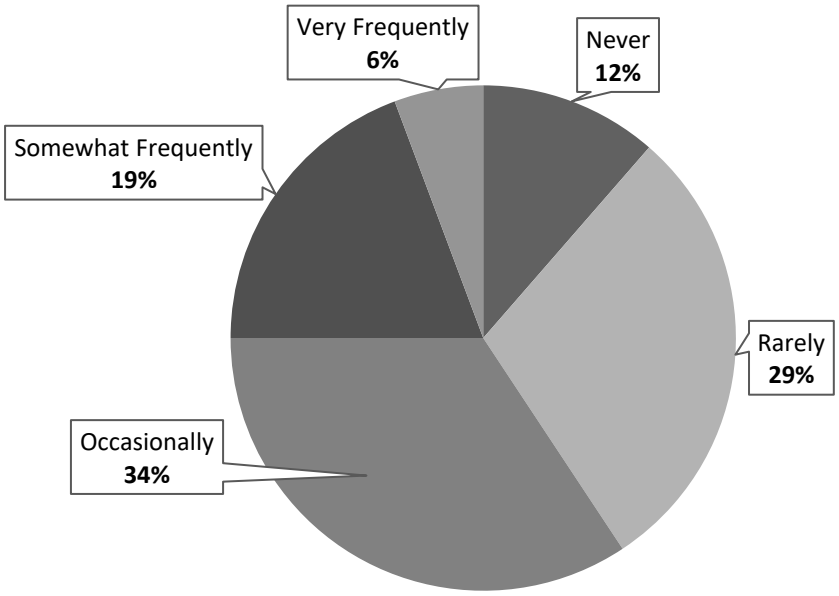
9fbALL5T. College graduates earn more money than people with only a high school diploma. TREATMENT ALL 5 Years of Benchmark Surveys



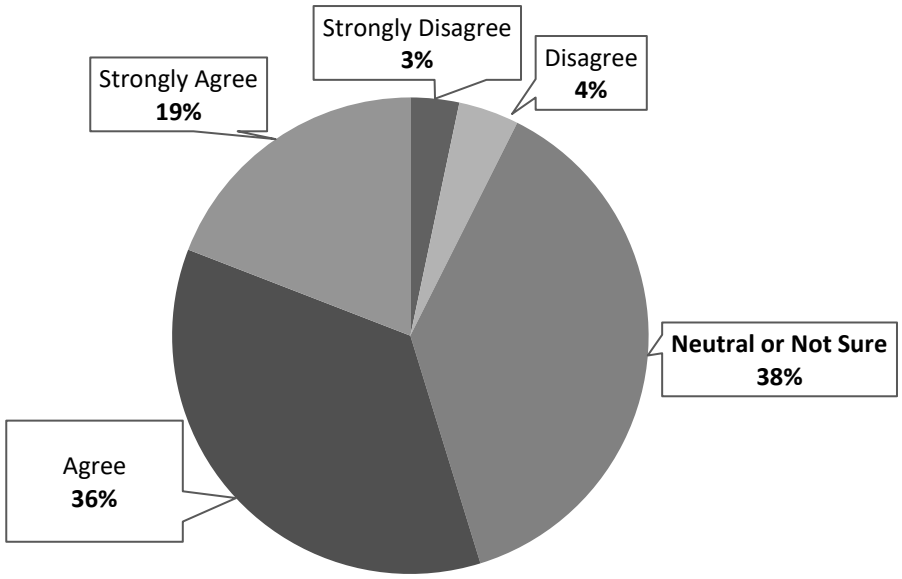
9fbALL5NT. College graduates earn more money than people with only a high school diploma. NON TREATMENT ALL 5 Years of Benchmark Surveys



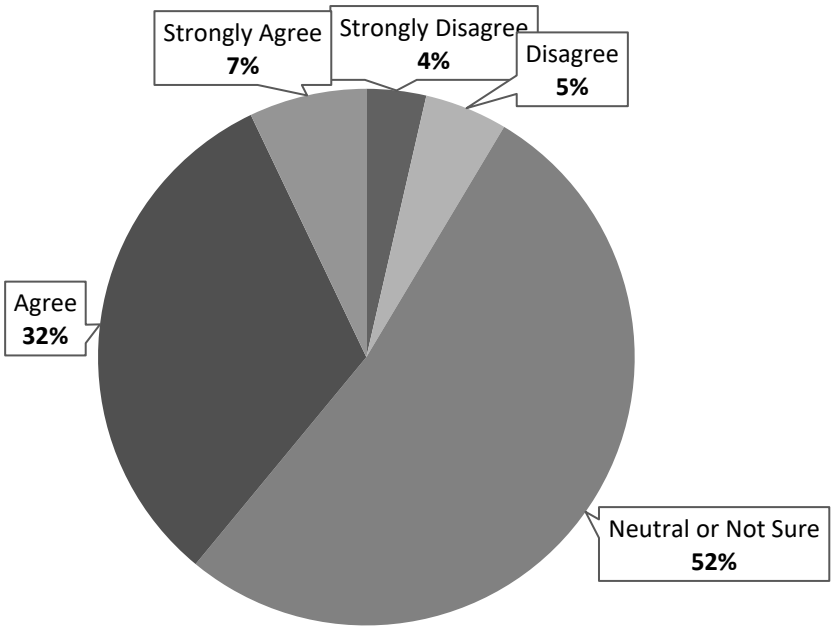
9gbALL5T. During elementary and middle school, how often did you talk about college with teachers, coaches, and/or school personnel. TREATMENT ALL 5 Years of Benchmark Surveys



9gbALL5NT. During elementary and middle school, how often did you talk about college with teachers, coaches, and/or school personnel. NON TREATMENT ALL 5 Years of Benchmark Surveys



9kbALL5T. There are a variety of financial aid resources to help me pay for college. TREATMENT ALL 5 Years of Benchmark Surveys



9kbALL5NT. There are a variety of financial aid resources to help me pay for college. NON TREATMENT ALL 5 Years of Benchmark Surveys

Section V: The ACT Prep Program for Juniors (Class of 2018)

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. In 2016-17, the State of Ohio mandated that every junior in the state take a standardized college entrance exam. Newark High School chose to administer the ACT Test. The decision by the state to make the test mandatory has understandably reshaped the ACT Now! Program. At the beginning of the year the program's name was changed to ACT Prep to reflect the fact that A Call to College was no longer involved with the ACT registration process. However, test preparation activities were continued, and in some cases, were expanded. Below is an overview of the ACT prep program, followed by a summary of outcomes from this past year.

The ACT prep program provides resources and workshops to help juniors prepare for the ACT exam administered by and at NHS in the spring. The State of Ohio now pays the test fee and the counseling office oversees student registration. Prep resources include:

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:

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

* Turbo Camp - Two four hour workshops offered by BWS Consulting. This company was started by ACT expert, Brian Stewart, and it provides in-depth ACT preparation and individualized feedback. One workshop takes place on President's Day and the other is an evening workshop.

* Lunch and Learn - 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.

Method Test Prep: Method Test Prep (MTP) is an online tool that uses mini-lessons to provide tailored instruction to students preparing for the ACT. MTP accounts are made available to every junior at NHS.

SUMMARY OF OUTCOMES:

Due to the 2016-17 State of Ohio mandate that every junior register and complete a college standardized test administered by the student's high school, our outcomes moving forward will focus primarily on our ACT preparation activities.

Our 2016-17 spreadsheet, used internally to track participation in the four different preparation events we offer (Practice Test, Boosters, Lunch and Learn and Turbo Camp), tracked a total of 377 juniors. This sheet also kept track of both the ACT practice test score, if taken, and the student's ACT score from the March test administered at NHS.

1. Of the 377 students tracked internally, 71% participated in at least one of the four ACT preparation events offered. Below are participation rates in our four ACT prep activities:
    a. 12 juniors (3%) participated in all four events
    b. 52 juniors (14%) participated in three events
    c. 52 juniors (14%) participated in two events
    d. 152 juniors (40%) participated in one event
    e. 109 juniors (29%) did not participate in any event
2. Participation in our ACT preparation events was positively correlated with a higher test score.
    a. The average March ACT test score of juniors who participated in:
        i. Zero preparation events = 16.64
        ii. 1 preparation event = 18.29
        iii. 2 or more events = 20.78
        iv. 3 or more events = 21.38
        v. All 4 events = 22.16
    b. The majority of students who participated in the Practice Test (n =182; the highest total to date) increased their score on the March test
        i. 21% of the practice test takers increased their composite score by at least 1 point.
        ii. 25% of the practice test takers increased their composite score by 2 or more points.
        iii. 23% of the practice test takers increased their composite score by 3 or more points.
        iv. On the practice test, 9 out of 182 juniors scored in the 80th percentile (26 or better). 16 of the 182 practice test takers scored in the 80th percentile on the March test administered at the high school.

3. In 2016-17, Method Test Prep was used by six NHS teachers in twelve different classrooms across three different subject areas to supplement their curriculum.
    a. Of the 319 juniors who took the March State ACT test, 279 (87.4%) logged time on MTP prior to the test. On average, these 279 juniors logged in just over 7 times, answering an average of 153 ACT practice questions before taking the ACT test in March.
    b. Those juniors who answered more than 153 questions on MTP scored on average nearly 4 points higher on the March ACT test than those who answered fewer than 153 questions.
    c. Those juniors who answered more than 70 questions on MTP scored on average 3.3 points higher on the March ACT test than those who answered 70 or fewer questions.
    d. Those who logged on MTP 7 or less times had an average ACT score of 17.9
    e. Those who logged on MTP 8 or more times had an average ACT score of 21.4

Section VI: The NHS Class of 2017 Overview and Senior Exit Survey

This section details a fifth 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 Database maintained by our staff.
2. A Senior Exit survey administered to the Class of 2017 (a copy of the exit survey can be found on pages 117-118 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 nearly two thirds of the senior class.

An Overview of NHS Class of 2017 using the ACTC Access Database

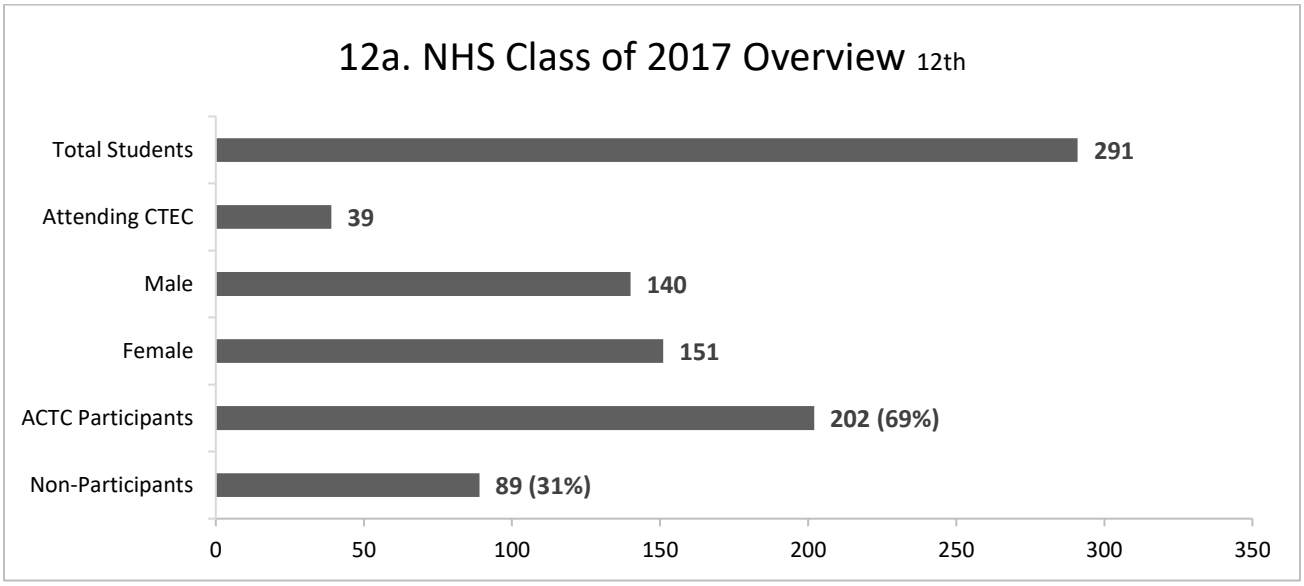
The following tables provide a snapshot of the entire NHS Class of 2017 using student data from the Access Database maintained by A Call to College. The data presented below was run at the end of June, 2017. Aggregate numbers reflect A Call to College record keeping and will not necessarily correspond to or match final school district statistics for the Class of 2017.

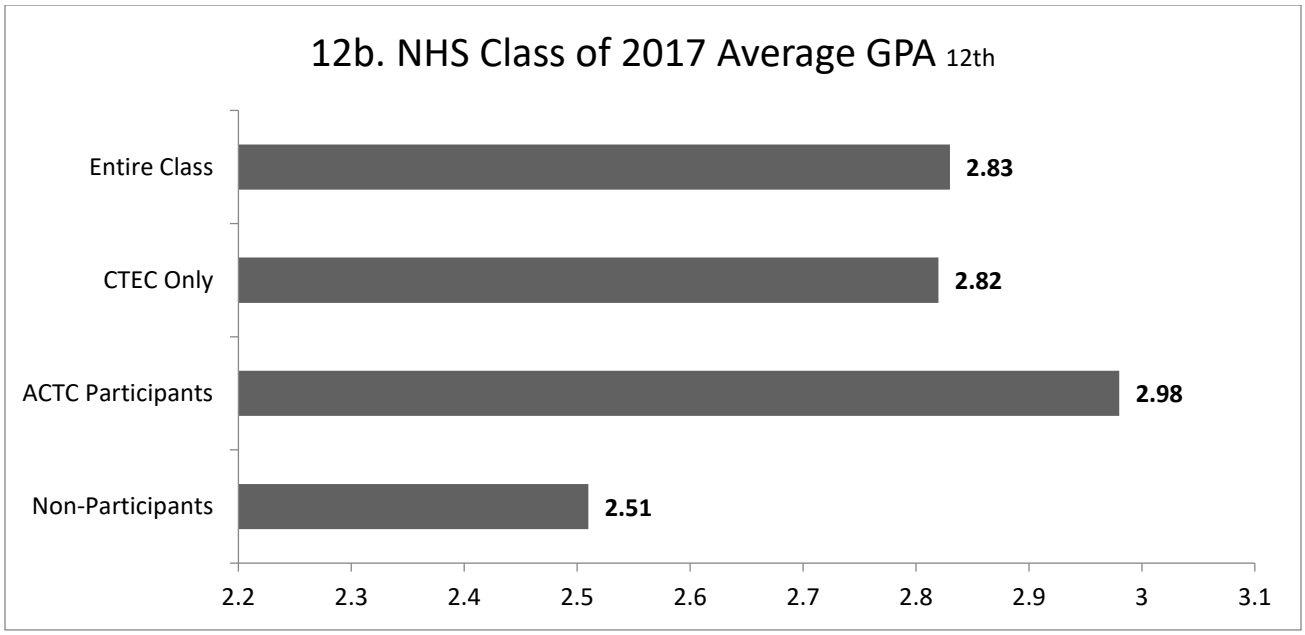
Again for assessment purposes we define an "ACTC Participant" as any graduating senior who has four or more documented advisor visits during the course of his/her junior and senior years and he/she has checked yes on either the junior and/or senior ACTC Student Interest Form. A "Non-Participant" then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

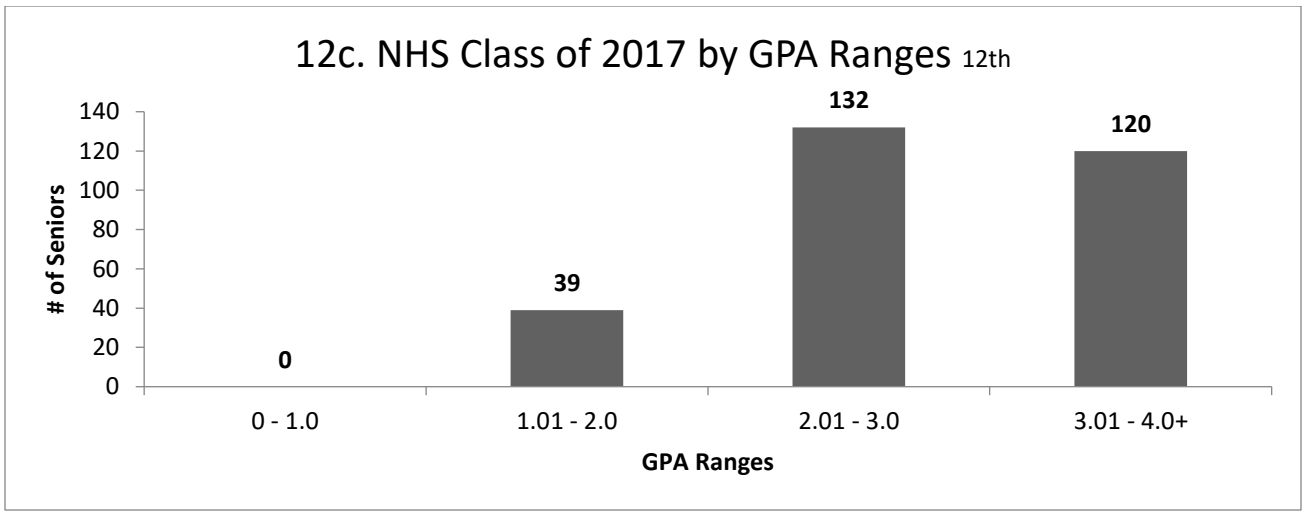
At Newark High School, the advising program is structured around fall, winter and spring appointments with juniors and seniors. Each visit has a particular purpose and goal. Thus the maximum number of documented visits for a graduating senior is six, three per year. There are students who meet with their advisors more than six times, but only six visits are tracked in the Access Database. For NHS seniors attending CTEC in the 2016-17 school year, an A Call to College staff member, with the help of a volunteer advisor, continued the second year of a similar advising model to that used at NHS. However, at CTEC students meet in a group, program-based format.

GENERAL OBSERVATIONS on the NHS Class of 2017 using data compiled from Access Database:

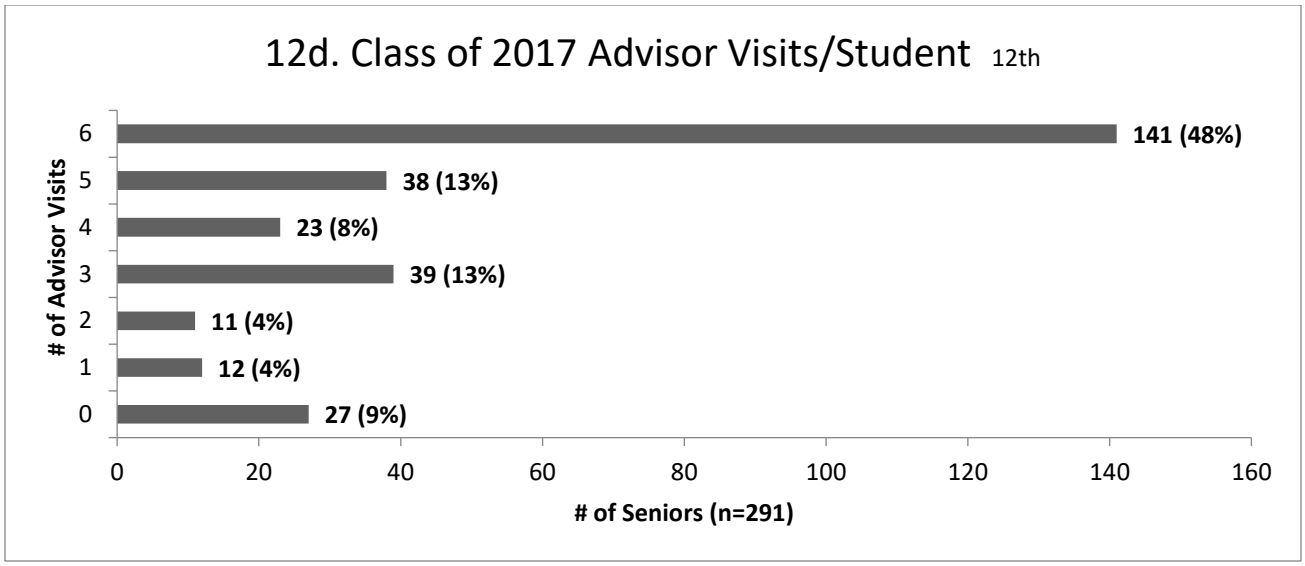
- 69% of the entire class (CTEC and NHS) were defined as ACTC Participants; 31% Non-Participants, the highest percentage of participants by far since we began tracking this data, and an increase of 5% from last year. (Graph 12a)
- In addition to the continued growing participation rates, a remarkable 48% of the Class of 2017 completed six or more advisor visits. This total is 6% higher than last year's all-time record and is 10% higher than in 2014-15, 21% higher than in 2013-14 and 30% higher than 2012-13. In addition, only 9% of this senior class never completed a single advisor visit, whereas in our first assessment year (2012-13) the total topped 22%. Thus our advisors are not only reaching nearly nine out of ten upperclassmen, but they are also having significantly more contact with them. (Graph 12d)
- The number of Wildcats attending CTEC in the Class of 2017 was significantly smaller than in past years (39 total students vs. 59 last year). This group showed a slight dip in the rate of participation with 46% of the seniors being designated as ACTC participants versus 53% last year. However, 46% is the identical rate of participation evidenced by the Class of 2015 CTEC attendees. (Graph 12f)
- In general, the academic performance of the Class of 2017 (as measured by GPA) is very close to that of the Class of 2016. This year's senior class, including CTEC, had an average GPA of 2.83 compared to the 2.85 GPA of the Class of 2016. This trend is also true when comparing the GPA of the 2017 CTEC cohort (2.82) with that of the 2016 CTEC group (2.72). (Graph 12b) Just over 41% of the Class of 2017 had a GPA that fell between a 3.01-4.0+, versus 45% of the Class of 2016 (Graph 12c)
- Finally, the academic difference (as measured by GPA) between participants versus non-participants, showed about the same gap as last year. For this year's class the participant grade point average was 2.98 versus the Class of 2016 average of 3.01. The non-participant grade point average this year was 2.51 versus 2.55 for the Class of 2016. (Graph 12b)

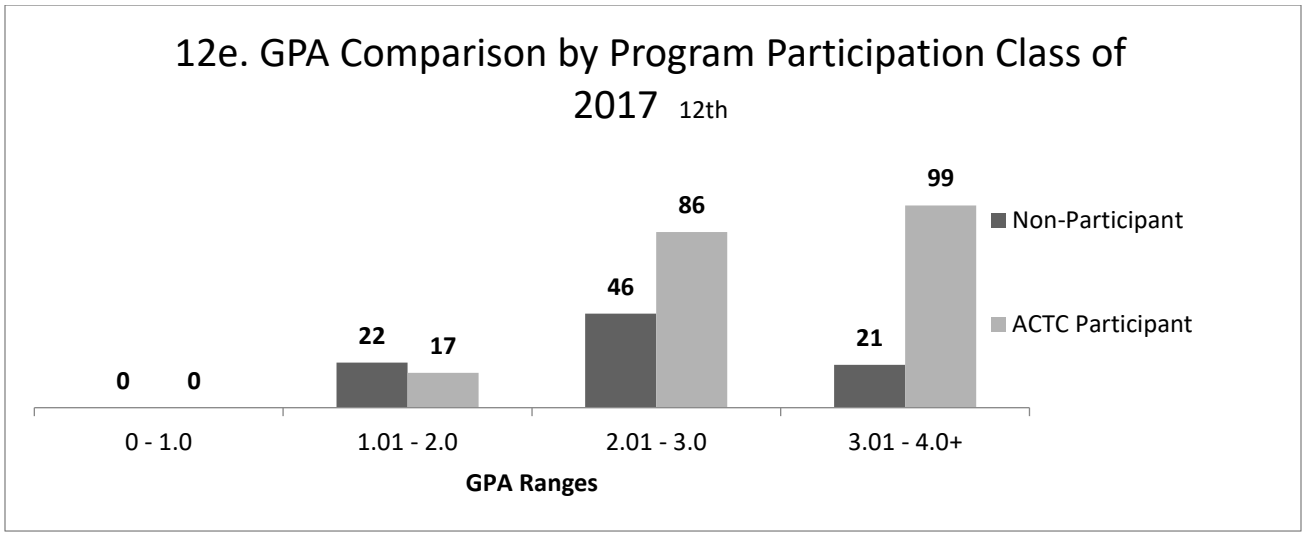

12a. NHS Class of 2017 Overview 12th
Total Students
291
Attending CTEC
39
Male
140
Female
151
ACTC Participants
202 (69%)
Non-Participants
89 (31%)
0
50
100
150
200
250
300
350


12b. NHS Class of 2017 Average GPA 12th
Entire Class
2.83
CTEC Only
2.82
ACTC Participants
2.98
Non-Participants
2.51
2.2
2.3
2.4
2.5
2.6
2.7
2.8
2.9
3
3.1


12c. NHS Class of 2017 by GPA Ranges 12th
# of Seniors
140
120
100
80
60
40
20
0
0
39
132
120
0 - 1.0
1.01 - 2.0
2.01 - 3.0
3.01 - 4.0+
GPA Ranges

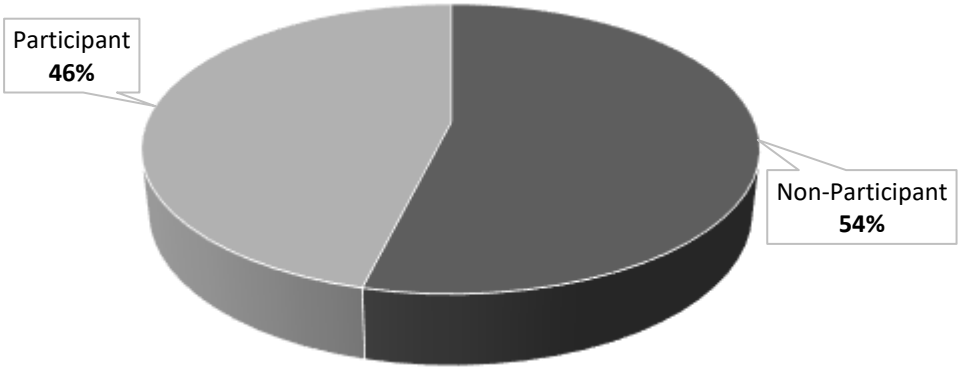
THE OHIO STATE UNIVERSITY


12d. Class of 2017 Advisor Visits/Student 12th
# of Advisor Visits
6
5
4
3
2
1
0
141 (48%)
38 (13%)
23 (8%)
39 (13%)
11 (4%)
12 (4%)
27 (9%)
0
20
40
60
80
100
120
140
160
# of Seniors (n=291)


12e. GPA Comparison by Program Participation Class of 2017 12th
0
0
22
17
46
86
21
99
Non-Participant
ACTC Participant
0 - 1.0
1.01 - 2.0
2.01 - 3.0
3.01 - 4.0+
GPA Ranges

MUSKINGUM UNIVERSITY
OHIO
BOBCATS

12f. NHS Class of 2017 at CTEC: ACTC Participation (n=39)



Senior Exit Survey

The following tables represent the results from a Senior Exit Survey administered to the NHS Class of 2017 in mid-May through senior English classes. This class is the fifth 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 (20/37) were also surveyed on a different date and their data is included in this analysis. In addition, of the 201 surveys completed, 146 were ACTC participants (73%) and 55 were non-participants (27%).

Survey sample: 201/321 seniors (Class of 2017) took the survey (63% return using the May 2017 NCS Monthly Count)

GENERAL OBSERVATIONS on the NHS Class of 2017 using Senior Exit Survey data:

- These seniors experienced PEAK in eighth grade, during PEAK's fourth year, 2012-13
- Satisfaction in our advising system remains high. Of the 190 seniors surveyed who said they had met with an advisor at least once, 81% indicated their advising sessions were helpful, very helpful or extremely helpful in their understanding of how to apply to and afford college. Only 3% of the students who completed this question defined their advising sessions as unhelpful. (Graph 12i)
- Of the 182 seniors who responded to the question in a valid manner (by choosing only one answer), just over 48% named a parent or guardian as the most helpful source of advice for planning for life after high school. 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, still over 9% of non-participants named A Call to College as having provided the most helpful advice about planning for life after high school. (Graph 12ab)

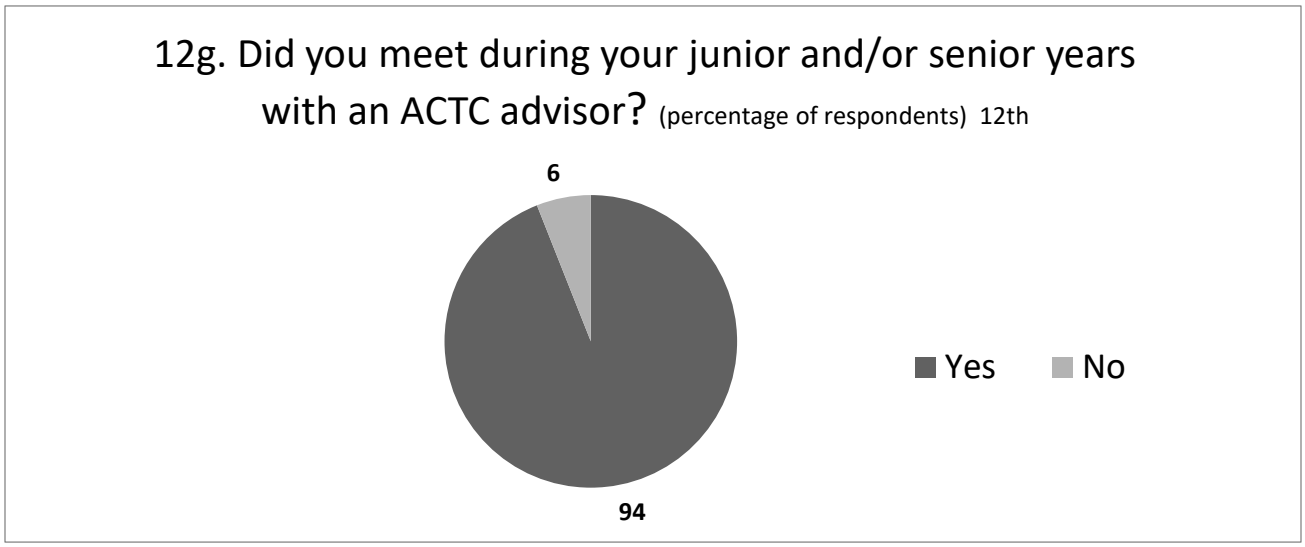
SUMMARY OF OUTCOMES:

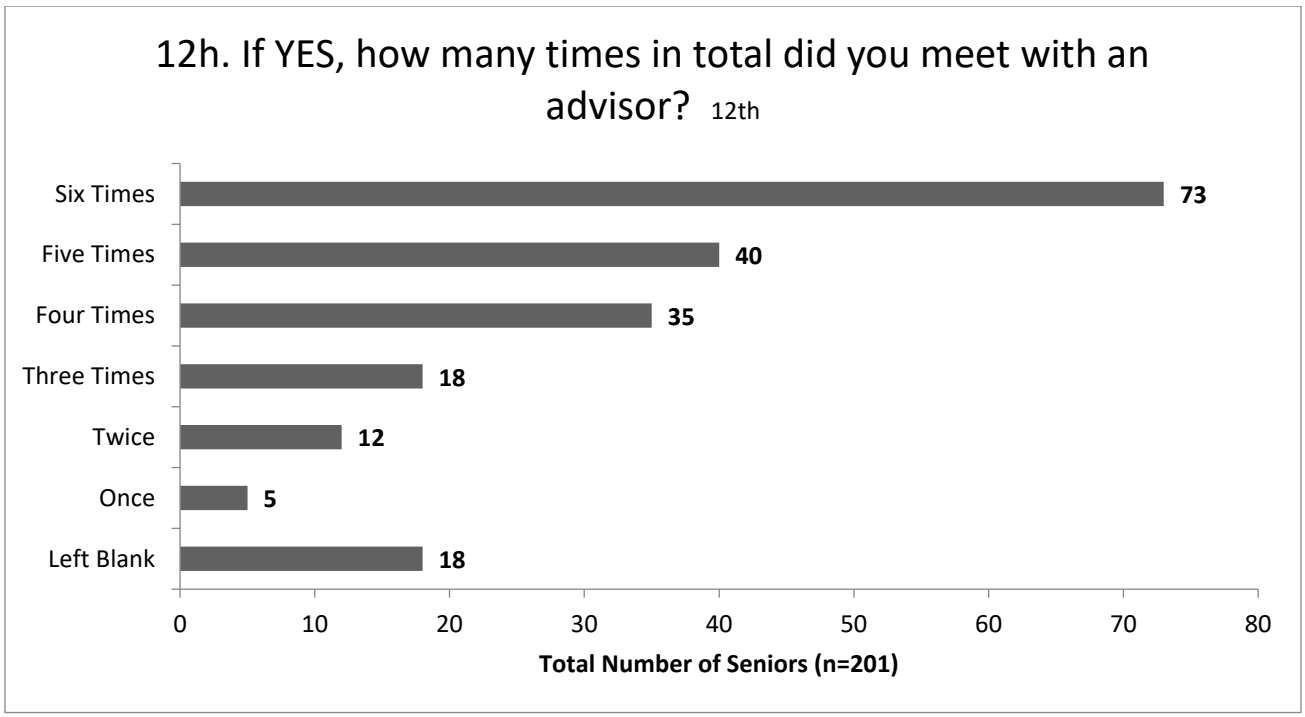
1. Those students defined as ACTC participants demonstrated increased knowledge of how to apply to and afford college in the following ways:
    a. 86% of ACTC participants completed at least one college application versus only 55% of non-participants.
    b. Nearly 74% of ACTC participants submitted the FAFSA versus 30% of non-participants.
    c. ACTC participants were 5.5 times more likely to submit a Last Dollar Grant application than non-participants.
    d. Just over 76% of ACTC participants reported feeling 'very informed' or 'extremely informed' when asked to describe how informed they felt about the college

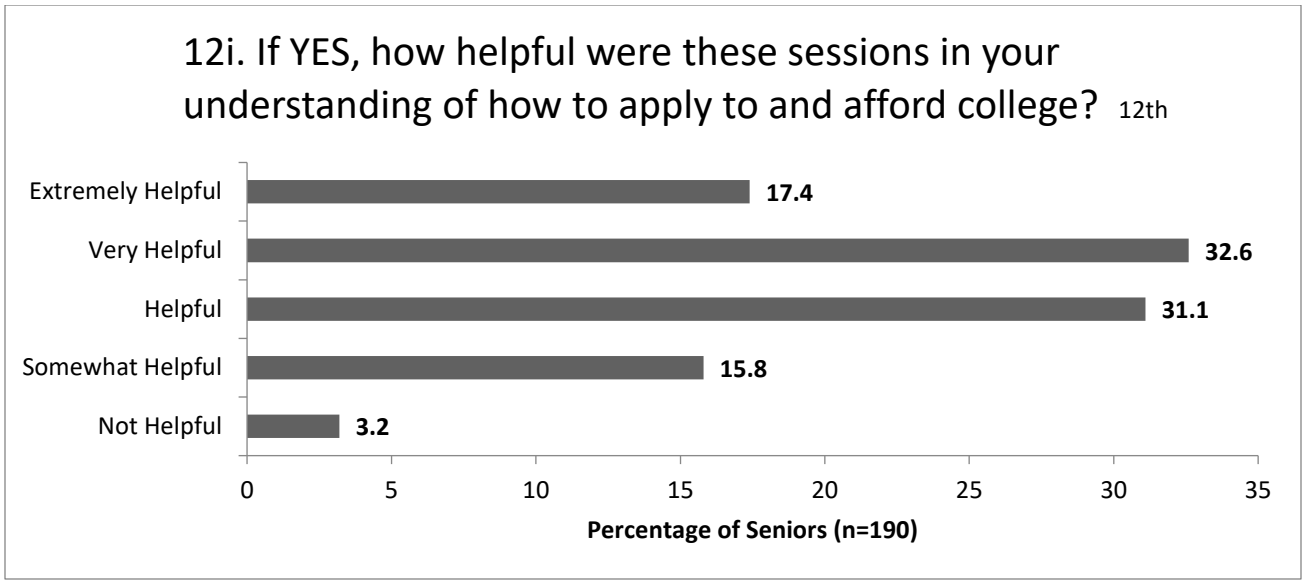
application process, whereas only 39% of non-participants described themselves as 'very informed' or 'extremely informed'. (Graph 12u)

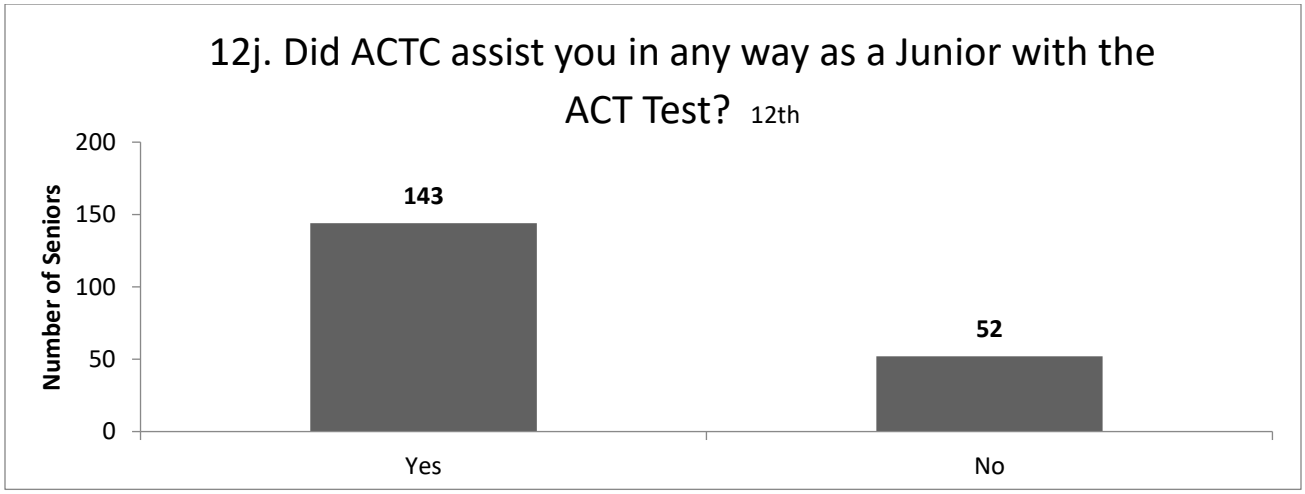
e. ACTC participants were 2 times more likely to feel 'extremely informed' about the ACT test and preparing for the ACT test than non-participants (Graphs 12v and 12w)

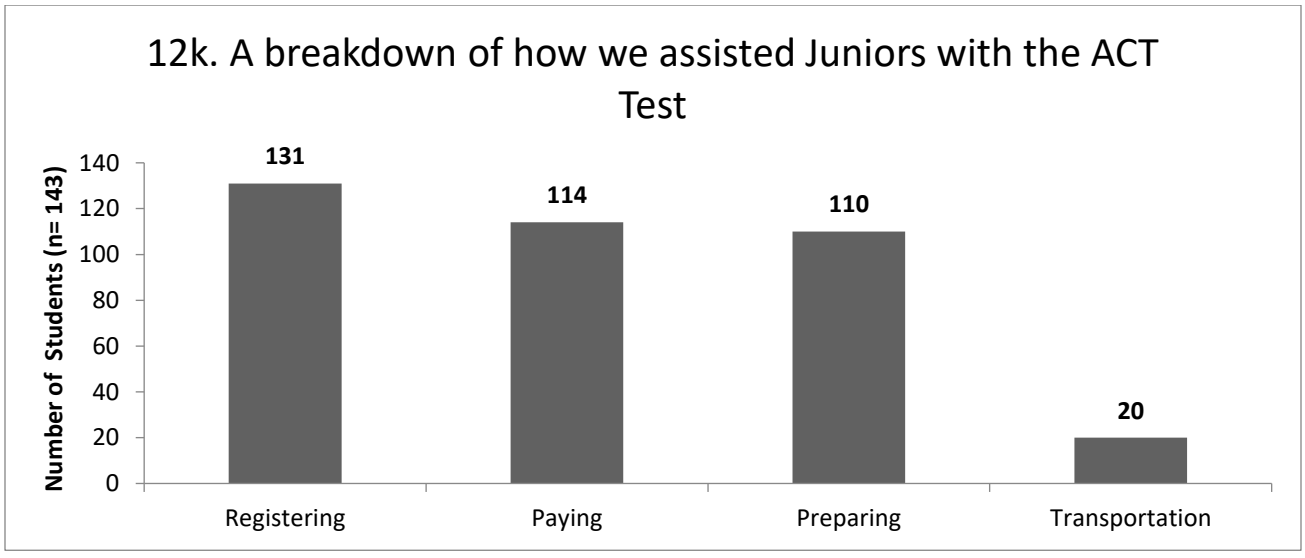
f. Participants were over 1.5 times more likely to report 'very frequent' conversations with a parent than were non-participants. (Graph 12aa)



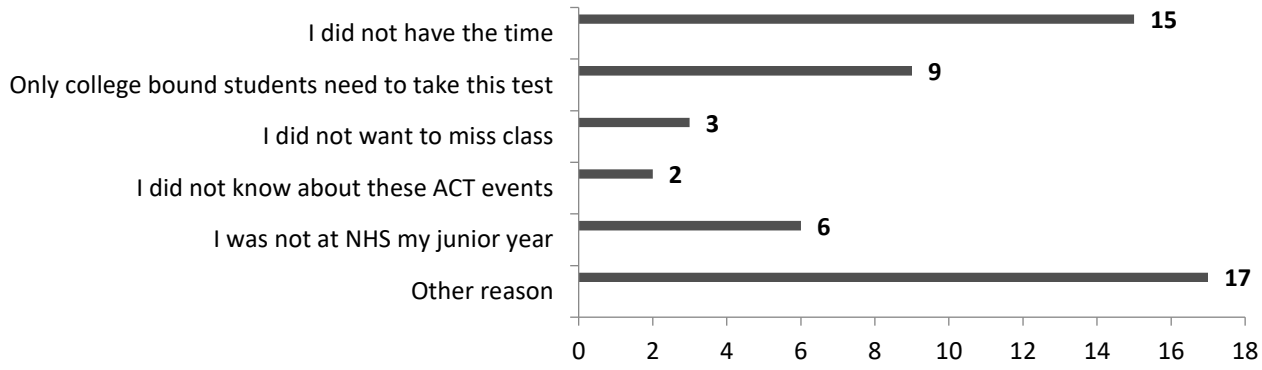



12i. If YES, how helpful were these sessions in your understanding of how to apply to and afford college? 12th
Extremely Helpful
Very Helpful
Helpful
Somewhat Helpful
Not Helpful
17.4
32.6
31.1
15.8
3.2
0
5
10
15
20
25
30
35
Percentage of Seniors (n=190)

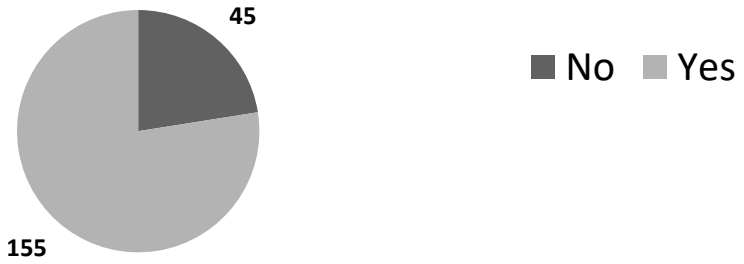

12j. Did ACTC assist you in any way as a Junior with the ACT Test? 12th
Number of Seniors
200
150
100
50
0
143
52
Yes
No


12k. A breakdown of how we assisted Juniors with the ACT Test
Number of Students (n= 143)
140
120
100
80
60
40
20
0
131
114
110
20
Registering
Paying
Preparing
Transportation

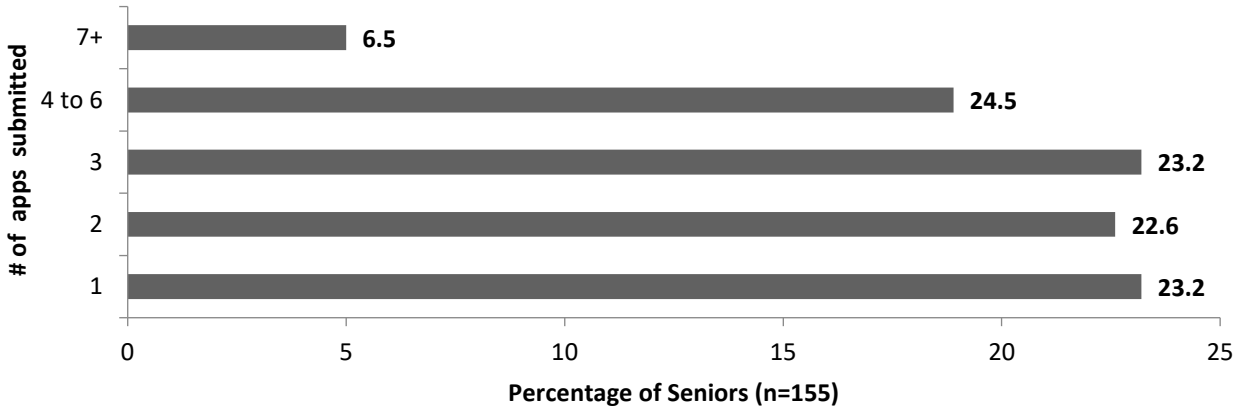
12l. Of the 52 ACT Prep non-participants, why didn't they participate? 12th

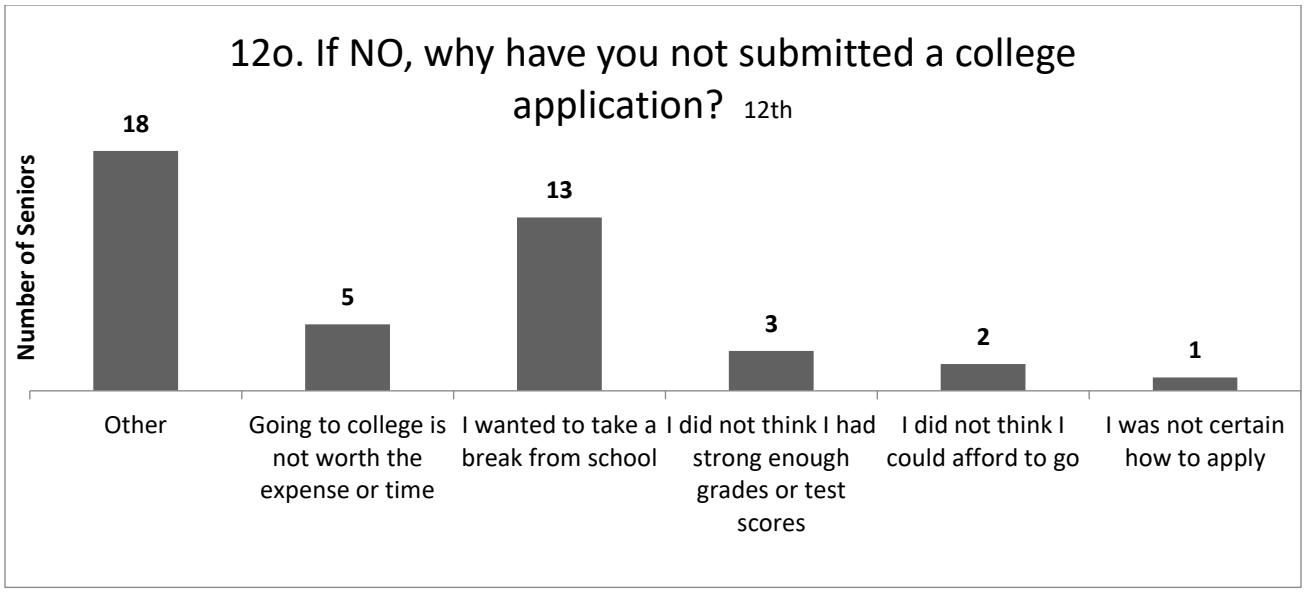


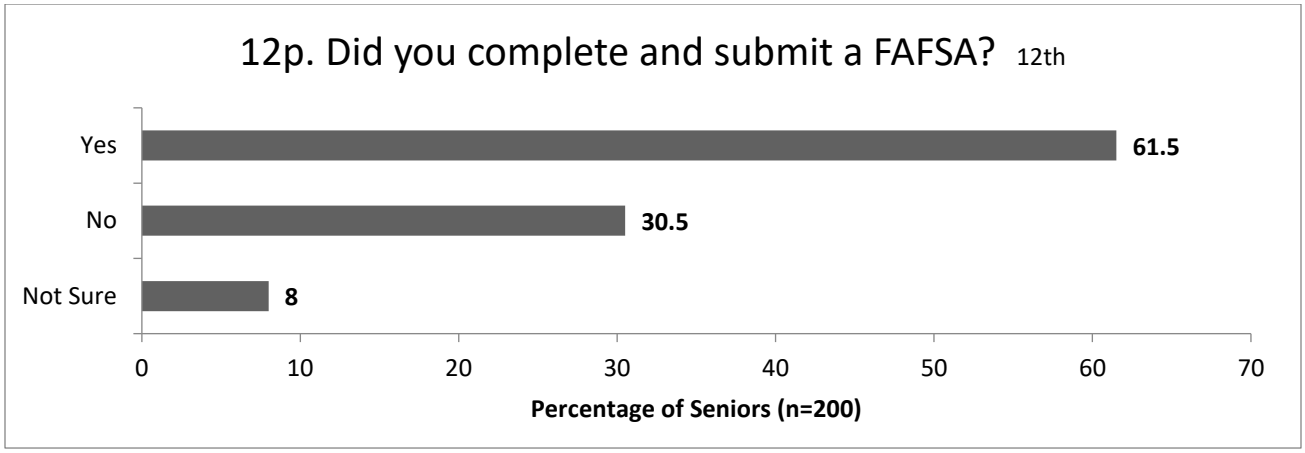
12m. Have you completed and submitted at least one college application? (# of seniors=200) 12th

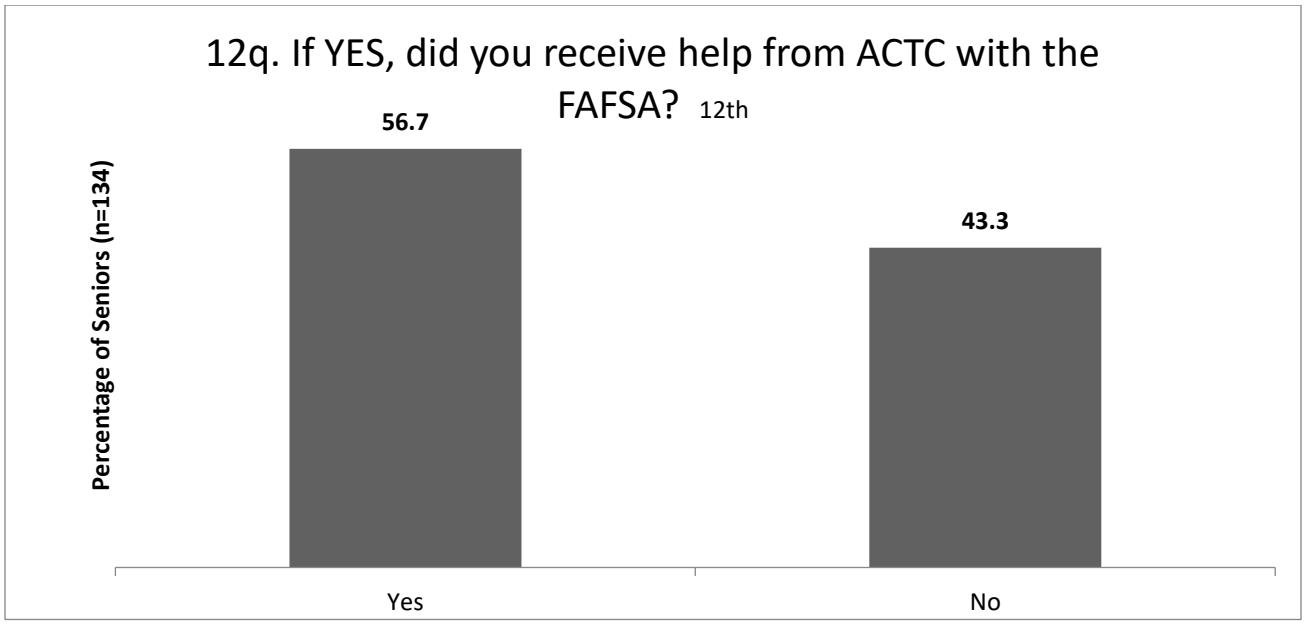


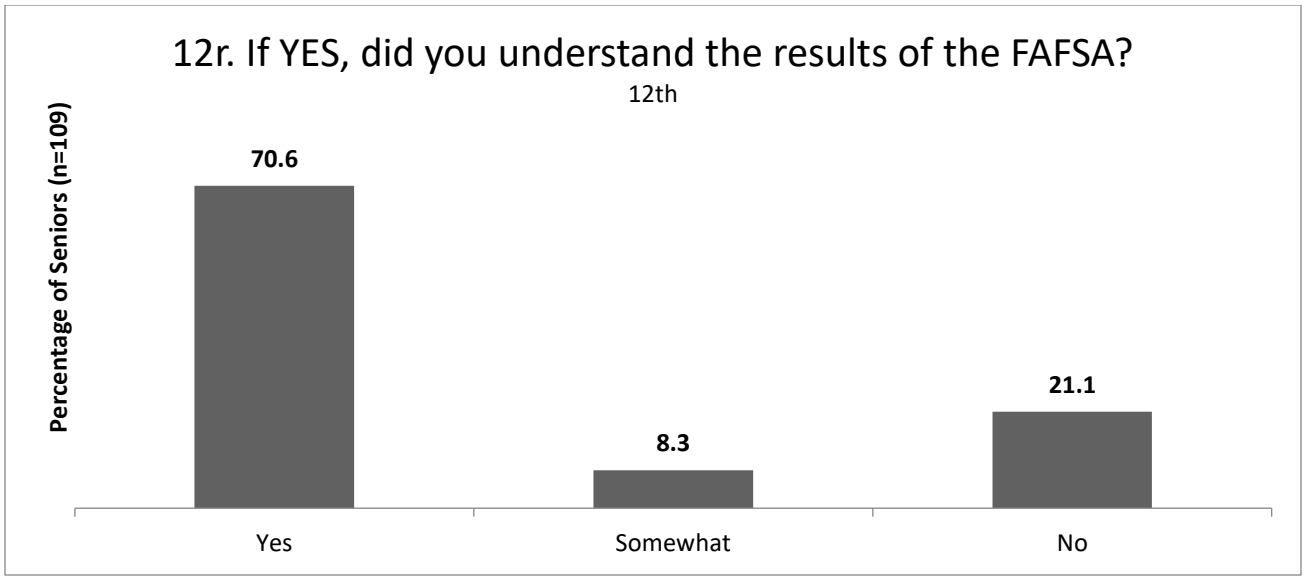
12n. If YES, how many college applications have you completed and submitted? 12th

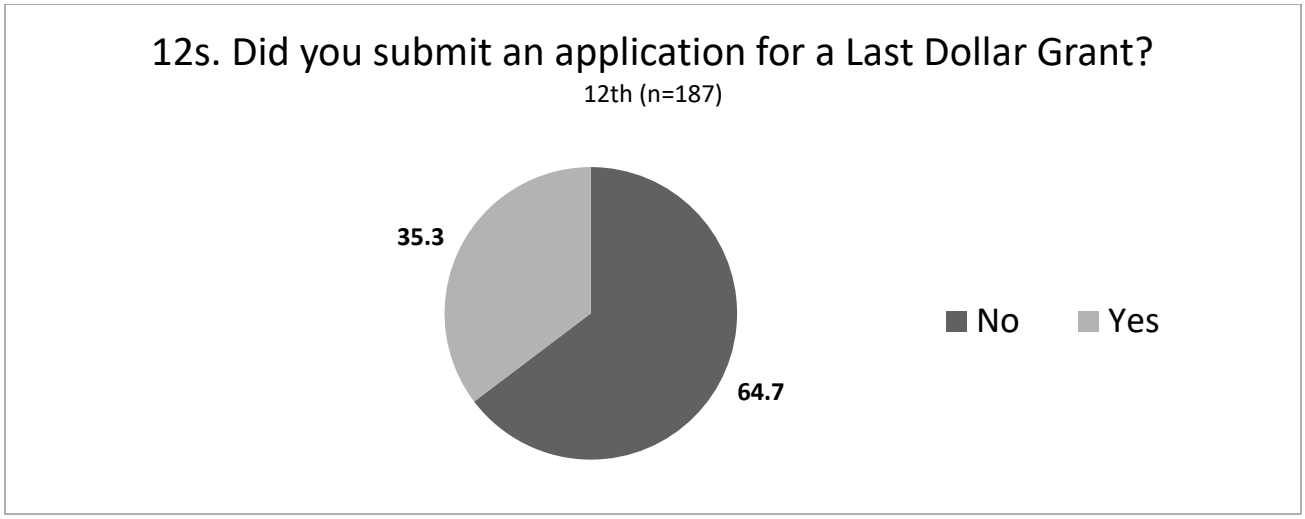


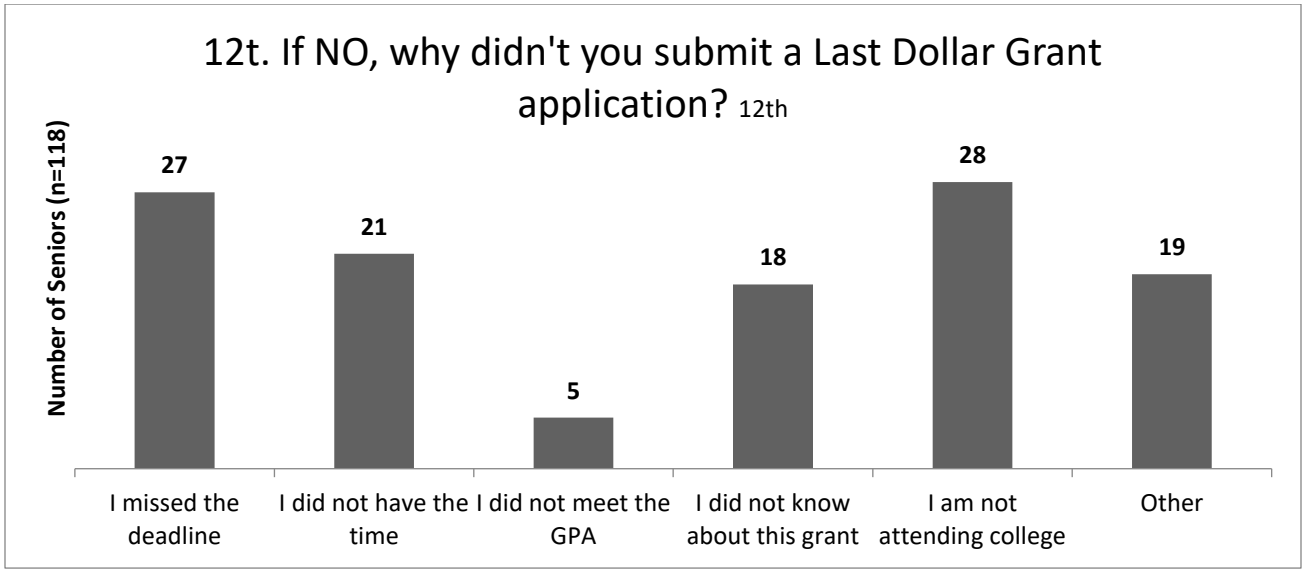

12o. If NO, why have you not submitted a college application? 12th
Number of Seniors
18
5
13
3
2
1
Other
Going to college is not worth the expense or time
I wanted to take a break from school
I did not think I had strong enough grades or test scores
I did not think I could afford to go
I was not certain how to apply

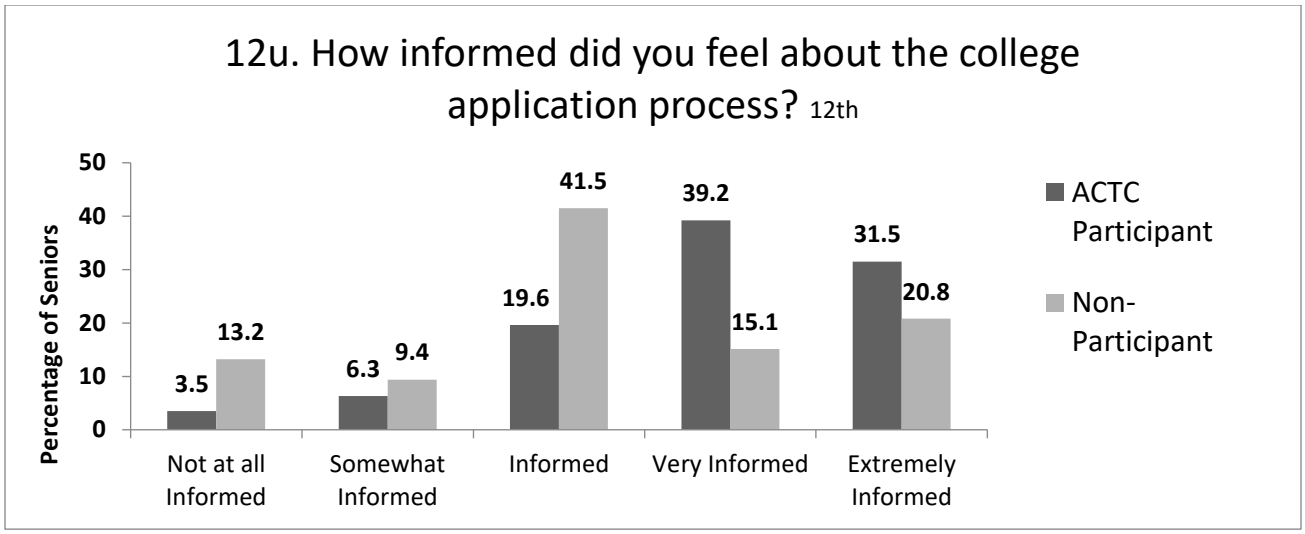

12p. Did you complete and submit a FAFSA? 12th
Yes
No
Not Sure
61.5
30.5
8
0
10
20
30
40
50
60
70
Percentage of Seniors (n=200)

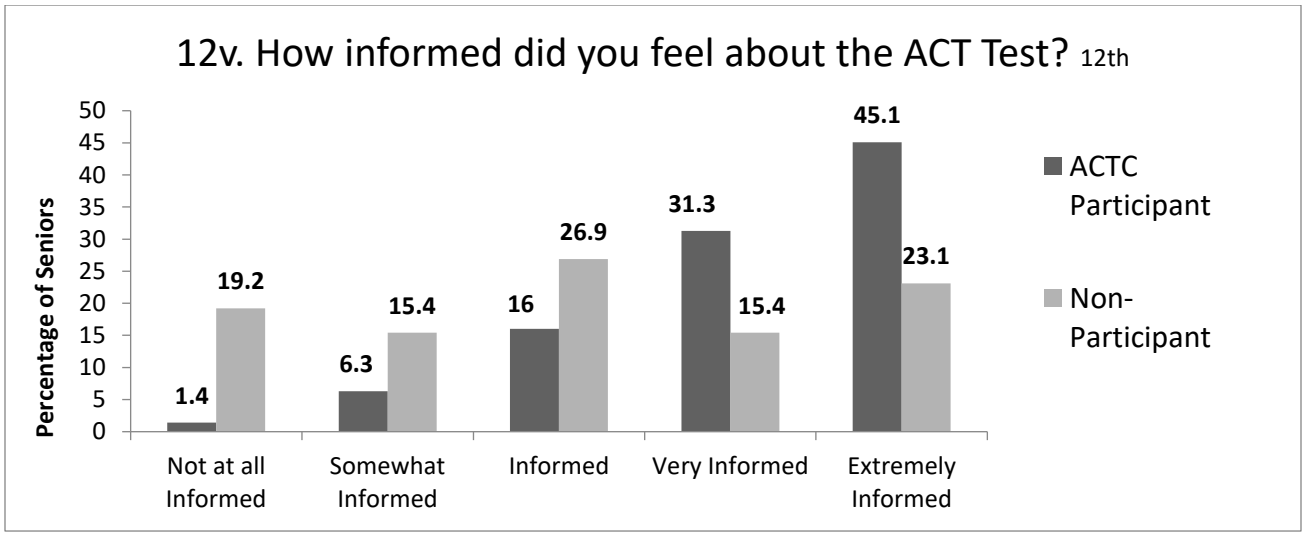

12q. If YES, did you receive help from ACTC with the FAFSA? 12th
Percentage of Seniors (n=134)
56.7
43.3
Yes
No

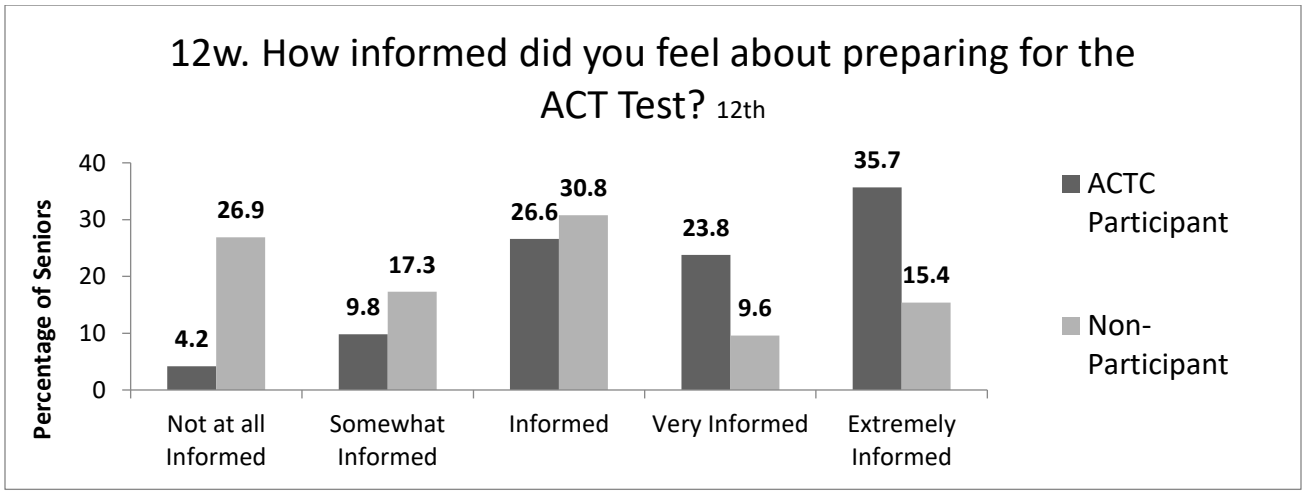

12r. If YES, did you understand the results of the FAFSA?
12th
Percentage of Seniors (n=109)
70.6
8.3
21.1
Yes
Somewhat
No

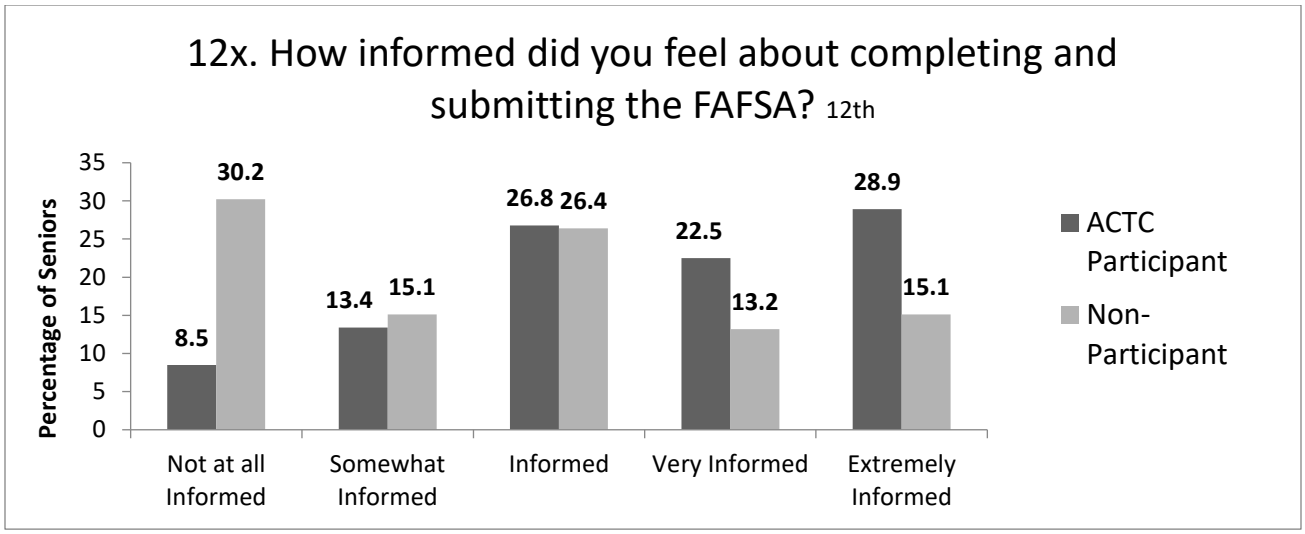

12s. Did you submit an application for a Last Dollar Grant?
12th (n=187)
35.3
64.7
No
Yes

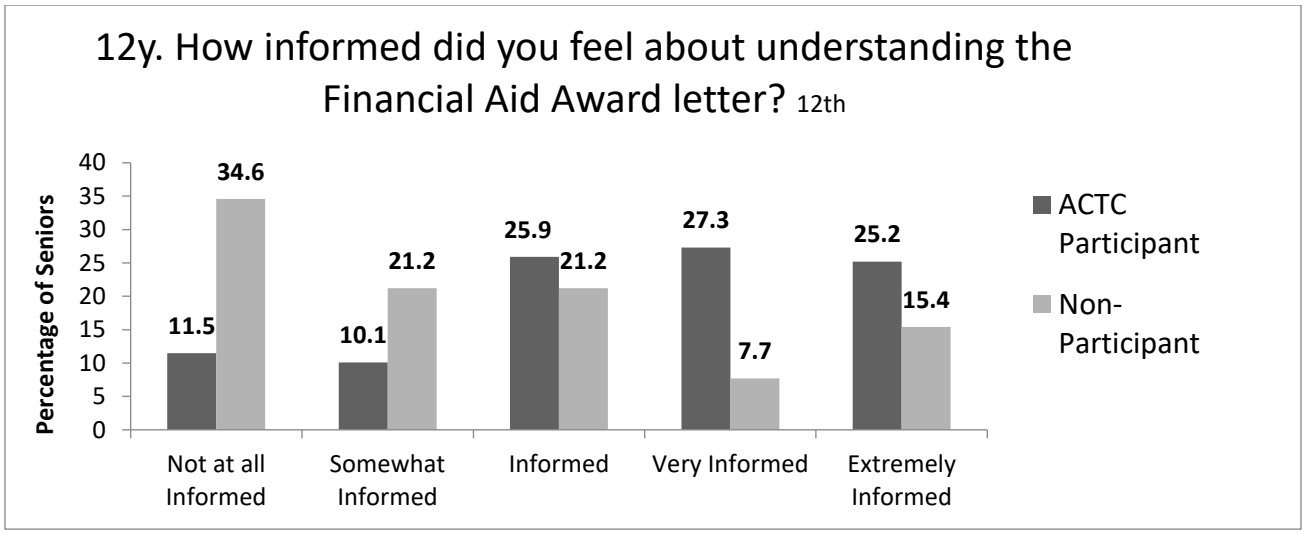

12t. If NO, why didn't you submit a Last Dollar Grant application? 12th
Number of Seniors (n=118)
27
21
5
18
28
19
I missed the deadline
I did not have the time
I did not meet the GPA
I did not know about this grant
I am not attending college
Other

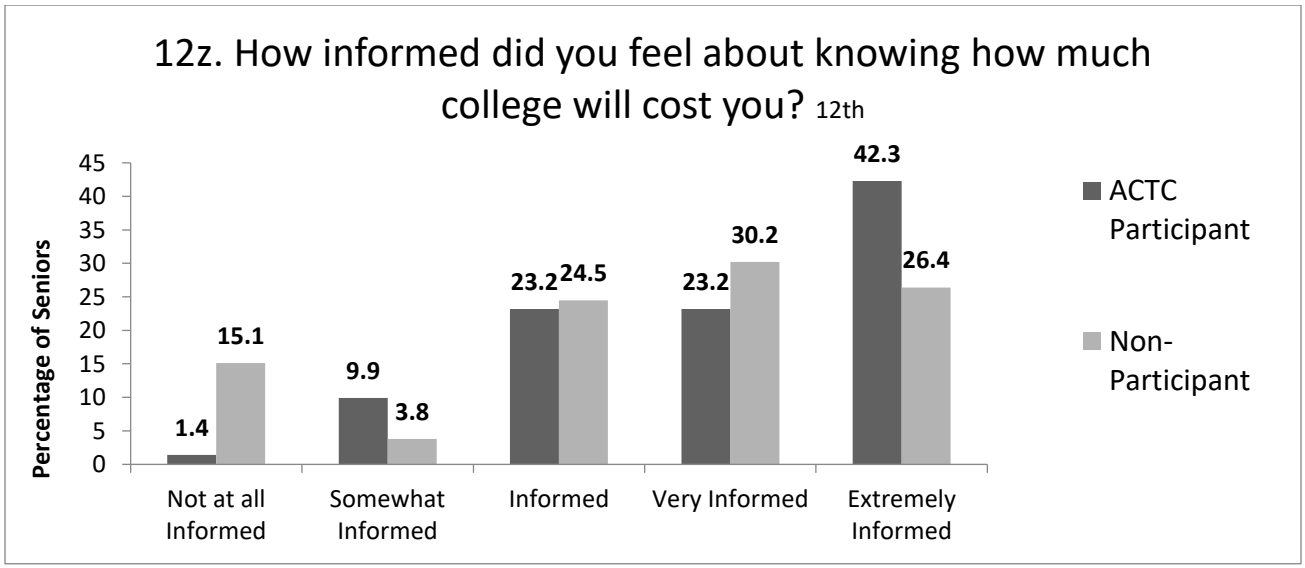

12u. How informed did you feel about the college application process? 12th
Percentage of Seniors
50
40
30
20
10
0
3.5
13.2
6.3
9.4
19.6
41.5
39.2
15.1
31.5
20.8
Not at all Informed
Somewhat Informed
Informed
Very Informed
Extremely Informed
ACTC Participant
Non-Participant

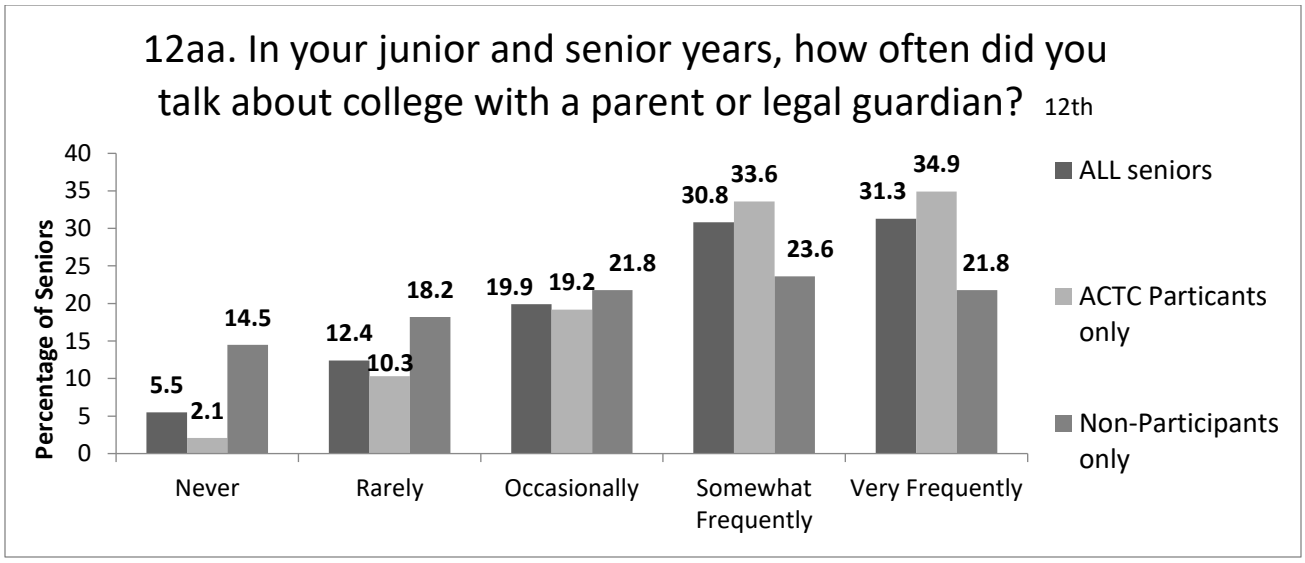

12v. How informed did you feel about the ACT Test? 12th
Percentage of Seniors
50
45
40
35
30
25
20
15
10
5
0
1.4
19.2
6.3
15.4
16
26.9
31.3
15.4
45.1
23.1
Not at all Informed
Somewhat Informed
Informed
Very Informed
Extremely Informed
ACTC Participant
Non-Participant

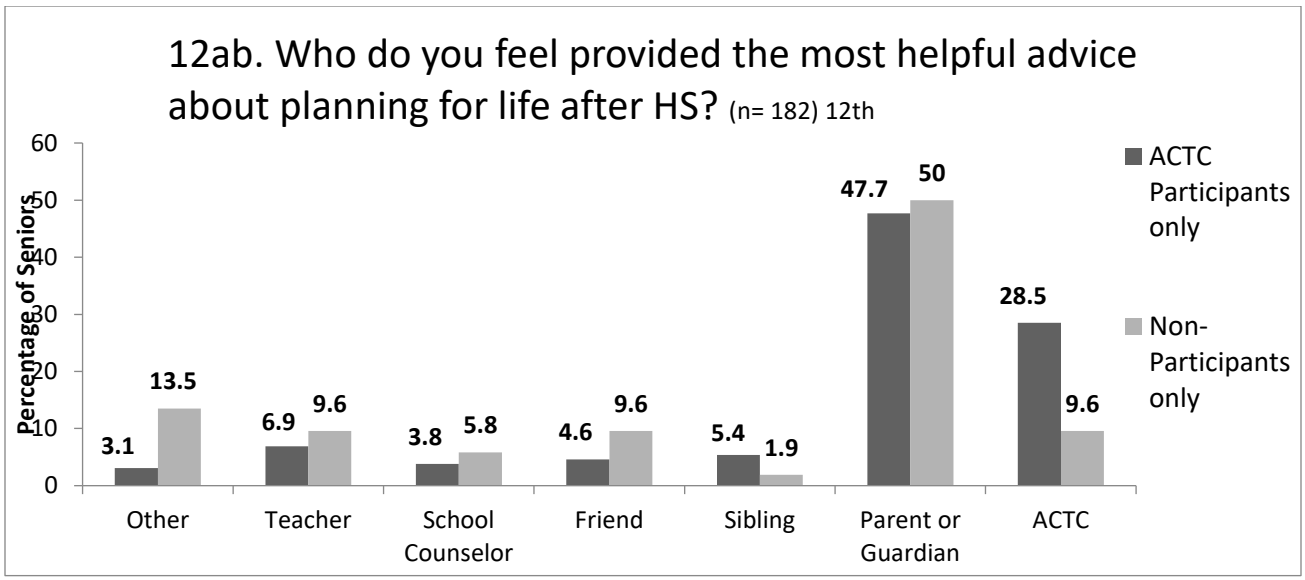

12w. How informed did you feel about preparing for the ACT Test? 12th
Percentage of Seniors
40
30
20
10
0
4.2
26.9
9.8
17.3
26.6
30.8
23.8
9.6
35.7
15.4
Not at all Informed
Somewhat Informed
Informed
Very Informed
Extremely Informed
ACTC Participant
Non-Participant

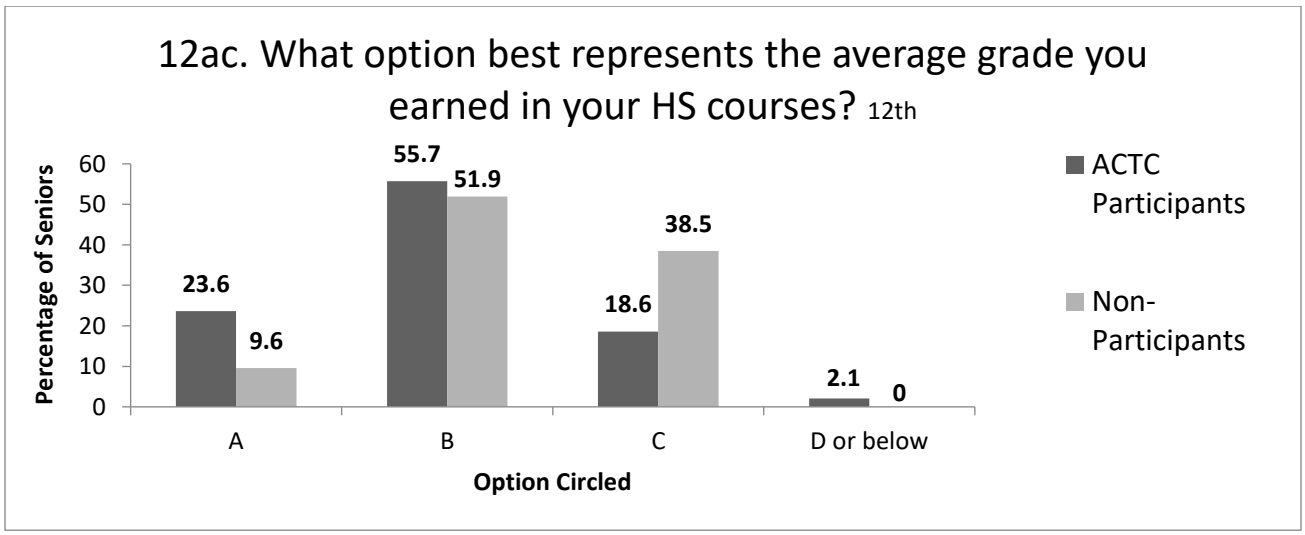

12x. How informed did you feel about completing and submitting the FAFSA? 12th
Percentage of Seniors
35
30
25
20
15
10
5
0
30.2
8.5
13.4
15.1
26.8
26.4
22.5
13.2
28.9
15.1
Not at all Informed
Somewhat Informed
Informed
Very Informed
Extremely Informed
ACTC Participant
Non-Participant

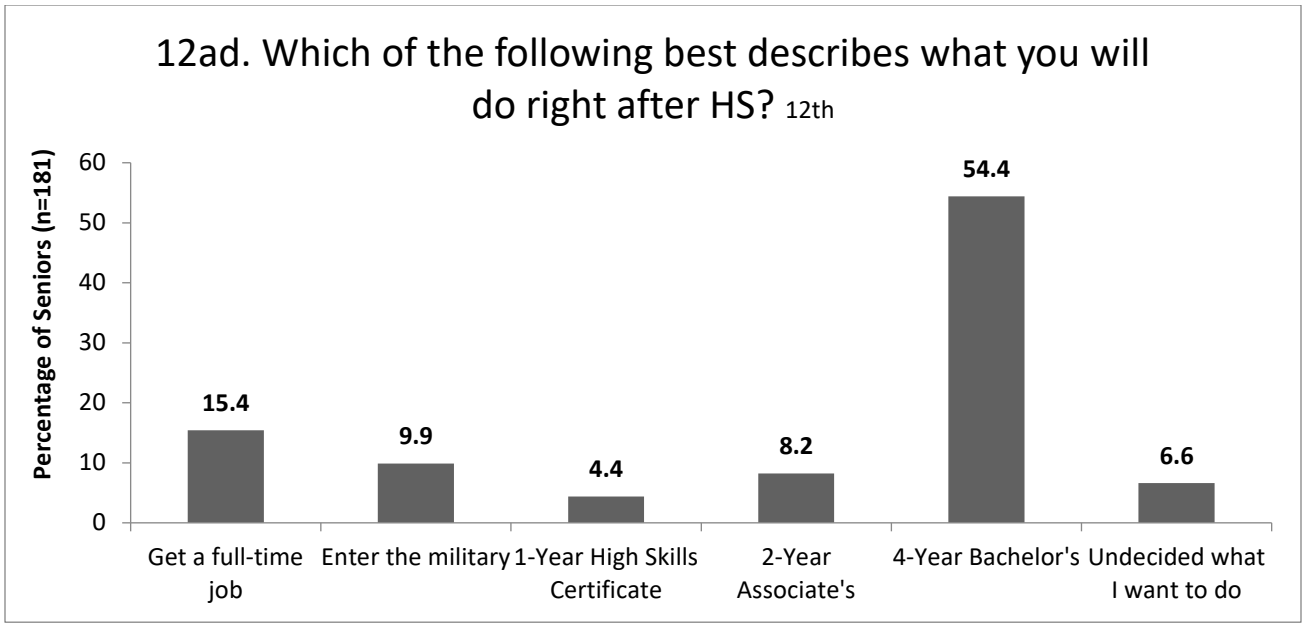

12y. How informed did you feel about understanding the Financial Aid Award letter? 12th
Percentage of Seniors
40
35
30
25
20
15
10
5
0
34.6
11.5
10.1
21.2
25.9
21.2
27.3
7.7
25.2
15.4
Not at all Informed
Somewhat Informed
Informed
Very Informed
Extremely Informed
ACTC Participant
Non-Participant


12z. How informed did you feel about knowing how much college will cost you? 12th
Percentage of Seniors
45
40
35
30
25
20
15
10
5
0
15.1
1.4
9.9
3.8
23.2
24.5
23.2
30.2
42.3
26.4
Not at all Informed
Somewhat Informed
Informed
Very Informed
Extremely Informed
ACTC Participant
Non-Participant


12aa. In your junior and senior years, how often did you talk about college with a parent or legal guardian? 12th
Percentage of Seniors
40
35
30
25
20
15
10
5
0
5.5
2.1
14.5
12.4
10.3
18.2
19.9
19.2
21.8
30.8
33.6
23.6
31.3
34.9
21.8
Never
Rarely
Occasionally
Somewhat Frequently
Very Frequently
ALL seniors
ACTC Particants only
Non-Participants only


12ab. Who do you feel provided the most helpful advice about planning for life after HS? (n= 182) 12th
Percentage of Seniors
60
50
40
30
20
10
0
3.1
13.5
6.9
9.6
3.8
5.8
4.6
9.6
5.4
1.9
47.7
50
28.5
9.6
Other
Teacher
School Counselor
Friend
Sibling
Parent or Guardian
ACTC
ACTC Participants only
Non-Participants only


12ac. What option best represents the average grade you earned in your HS courses? 12th
Percentage of Seniors
60
50
40
30
20
10
0
23.6
9.6
55.7
51.9
18.6
38.5
2.1
0
A
B
C
D or below
Option Circled
ACTC Participants
Non-Participants


12ad. Which of the following best describes what you will do right after HS? 12th
Percentage of Seniors (n=181)
60
50
40
30
20
10
0
15.4
9.9
4.4
8.2
54.4
6.6
Get a full-time job
Enter the military
1-Year High Skills Certificate
2-Year Associate's
4-Year Bachelor's
Undecided what I want to do

FINDLAY
DEFIANCE COLLEGE

Section VII: NHS Class of 2017 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 2017.

Newark City Schools began participation in Clearinghouse starting with the NHS Class of 2008, thus the district and A Call to College now have a full nine 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. 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 119-153).

Several sources have informed our enrollment data for the NHS Class of 2017 and are described below:

1. The 2017 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 2017 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 Database (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 2017 College Enrollment

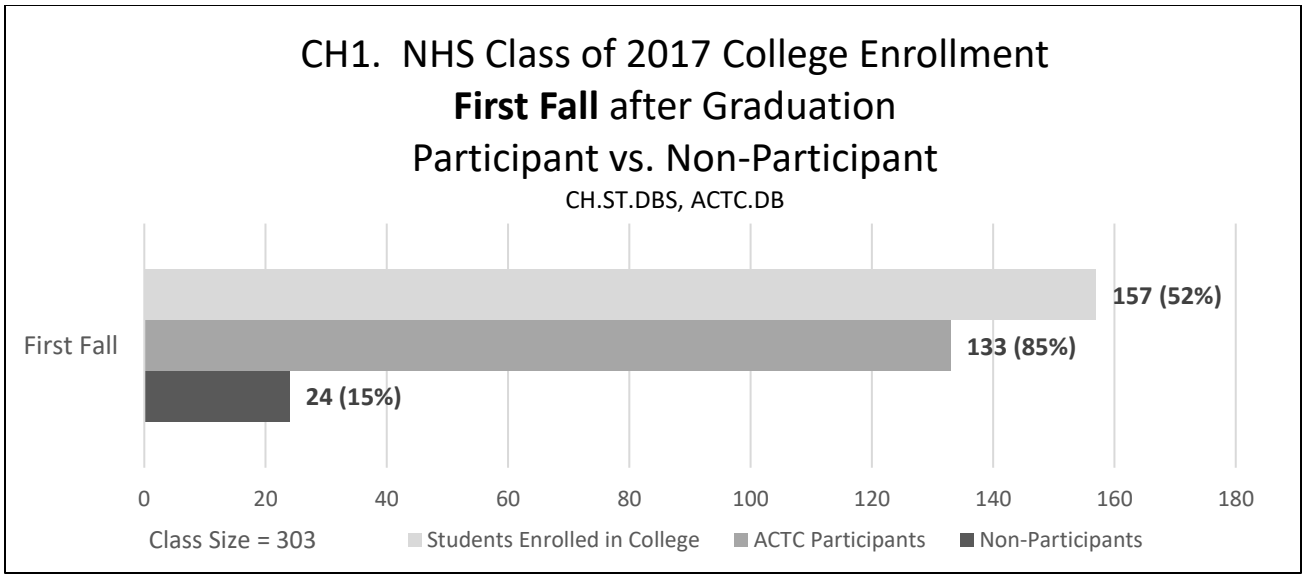
The following tables provide a snapshot of the NHS Class of 2017 enrollment in college the first fall immediately after high school graduation.

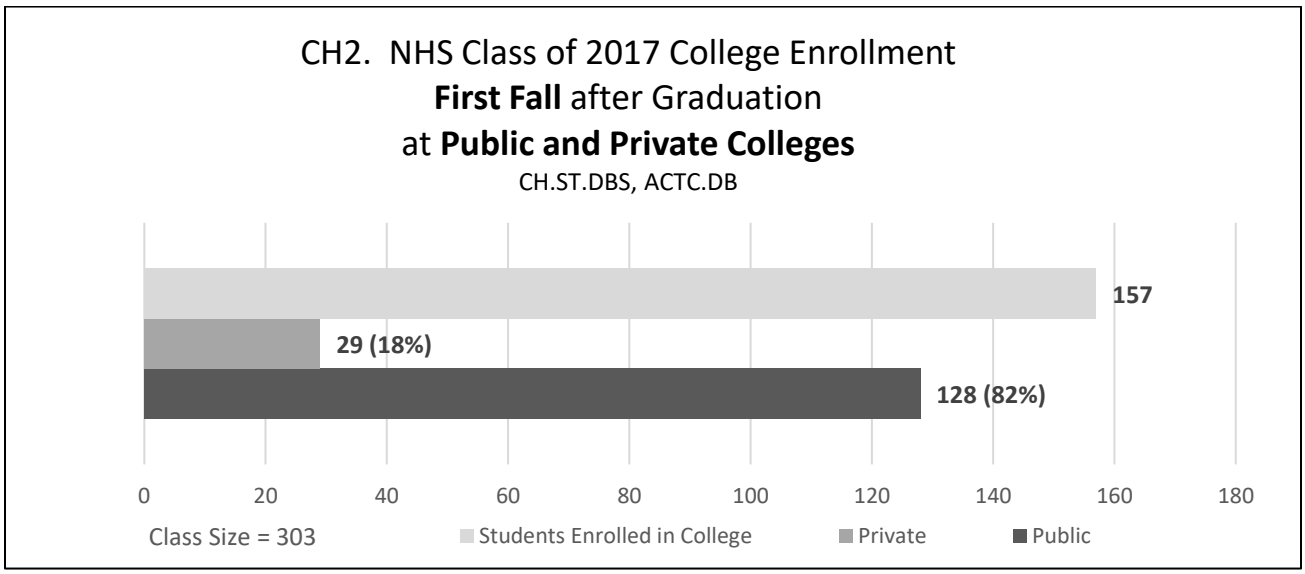
Data sources for these tables include the 2017 National Student Clearinghouse StudentTracker, Detailed by Student Report (CH.ST.DBS) and Aggregate Report (CH.ST.A) for Newark City School District, and the Access Database (ACTC.DB) maintained by A Call to College. The CH.ST.DBS report was run on August 15, 2018.

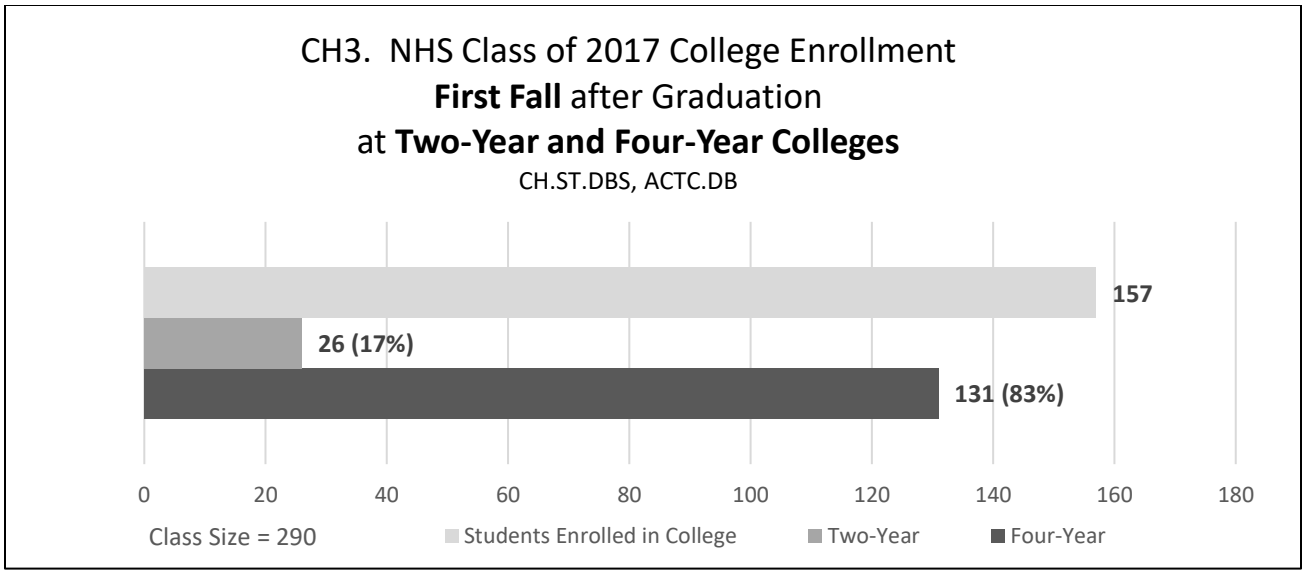
Again, for assessment purposes, we define an "ACTC Participant" as any graduating senior who has four or more documented advisor visits during the course of his/her junior and senior years and he/she has checked yes on either the junior and/or the ACTC Student Interest Form. A "Non-Participant" then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

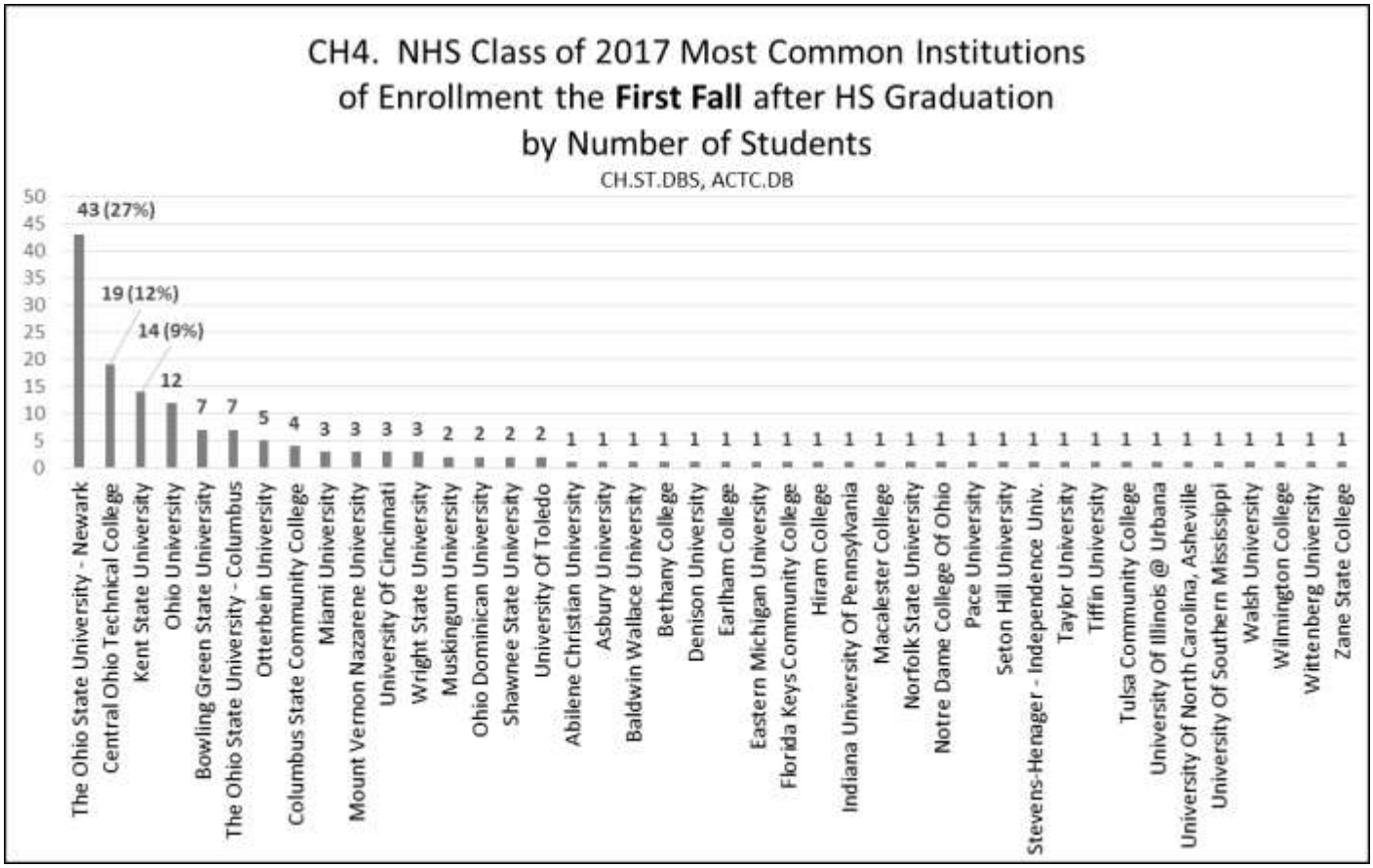
GENERAL OBSERVATIONS on college enrollment by the NHS Class of 2017:

- The first fall after high school graduation, 52% of the entire class enrolled in college. Of those enrolled, 85% were ACTC Participants and 15% were Non-Participants. (Graph CH1)
- Of the 157 students who enrolled in college the first fall after high school graduation, 82% enrolled in a public college and 18% enrolled in a private college. (Graph CH2)
- Of the 157 students who enrolled in college the first fall after high school graduation, 83% enrolled in a 4-year college and 17% enrolled in a 2-year college. (Graph CH3)
- Forty-two different colleges and universities enrolled this cohort, with 89% of the students choosing an Ohio institution, and 11% going out of state. (Graph CH4)
- Two colleges enrolled 39% of this class: The Ohio State University - Newark (27%) and Central Ohio Technical College (12%). (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 2017 College Enrollment
First Fall after Graduation
Participant vs. Non-Participant
CH.ST.DBS, ACTC.DB
First Fall
157 (52%)
133 (85%)
24 (15%)
0
20
40
60
80
100
120
140
160
180
Class Size = 303
Students Enrolled in College
ACTC Participants
Non-Participants


CH2. NHS Class of 2017 College Enrollment
First Fall after Graduation
at Public and Private Colleges
CH.ST.DBS, ACTC.DB
157
29 (18%)
128 (82%)
0
20
40
60
80
100
120
140
160
180
Class Size = 303
Students Enrolled in College
Private
Public


CH3. NHS Class of 2017 College Enrollment
First Fall after Graduation
at Two-Year and Four-Year Colleges
CH.ST.DBS, ACTC.DB
157
26 (17%)
131 (83%)
0
20
40
60
80
100
120
140
160
180
Class Size = 290
Students Enrolled in College
Two-Year
Four-Year


CH4. NHS Class of 2017 Most Common Institutions
of Enrollment the First Fall after HS Graduation
by Number of Students
CH.ST.DBS, ACTC.DB
50
45
40
35
30
25
20
15
10
5
0
43 (27%)
19 (12%)
14 (9%)
12
7
7
5
4
3
3
3
3
2
2
2
2
1
1
1
1
1
1
1
1
1
1
1
1
1
1
1
1
1
1
1
1
1
1
1
1
1
1
1
1
1
1
The Ohio State University - Newark
Central Ohio Technical College
Kent State University
Ohio University
Bowling Green State University
The Ohio State University - Columbus
Otterbein University
Columbus State Community College
Miami University
Mount Vernon Nazarene University
University Of Cincinnati
Wright State University
Muskingum University
Ohio Dominican University
Shawnee State University
University Of Toledo
Abilene Christian University
Asbury University
Baldwin Wallace University
Bethany College
Denison University
Earlham College
Eastern Michigan University
Florida Keys Community College
Hiram College
Indiana University Of Pennsylvania
Macalester College
Norfolk State University
Notre Dame College Of Ohio
Pace University
Seton Hill University
Stevens-Henager - Independence Univ.
Taylor University
Tiffin University
Tulsa Community College
University Of Illinois @ Urbana
University Of North Carolina, Asheville
University Of Southern Mississippi
Walsh University
Wilmington College
Wittenberg University
Zane State College

Appendix A:

PEAK Program Logic Model,

Outcome Template &

Implementation Template

Logic Model Diagram: A Call to College PEAK Program

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.

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 stabilty.

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

4 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

Point K
Learning Center

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	• 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)	• 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)	• 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	• 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	• 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	

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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: **Outputs:** a. 500 students, 24 classrooms, 150 community/college volunteers, 365 hours of classroom time	a. Do the 2nd grade partner teachers find the activities worthwhile?	• Survey (Survey Monkey) - LOW
	b. Do the community/college students find their participation to be worthwhile?	• Observation (Staff feedback meetings) - LOW
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: **Outputs:** a. 500 students, 24 classrooms, 20 community/college volunteers, 300 hours of classroom time	c. Do 4th graders enjoy participating?	• Observation (Teacher and staff feedback) - LOW
	d. Do the 4th grade partner teachers find the outreach to be a valuable use of classroom time?	• Survey (Survey Monkey) - LOW
3. 6th Grade: A 6-week long curriculum and a college campus visit		
Activities: **Outputs:** a. 480 students, 20 classrooms,10 community/college volunteers, 220 hours of classroom time	e. Do 6th graders enjoy participating?	• Observation (Teacher and staff feedback) - LOW
	f. Do the 6th grade partner teachers find the outreach to be a valuable use of class time?	• Survey (Survey Monkey) - LOW
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: **Outputs:** a. 450 students, 18 classrooms, 100 community/college volunteers, 150 hours of classroom time	g. Do 8th graders enjoy participating?	• Observation (Staff and Teacher feedback) - LOW
	h. Do the 8th grade partner teachers find the two activities to be a valuable use of class time?	• Survey (Survey Monkey) - LOW

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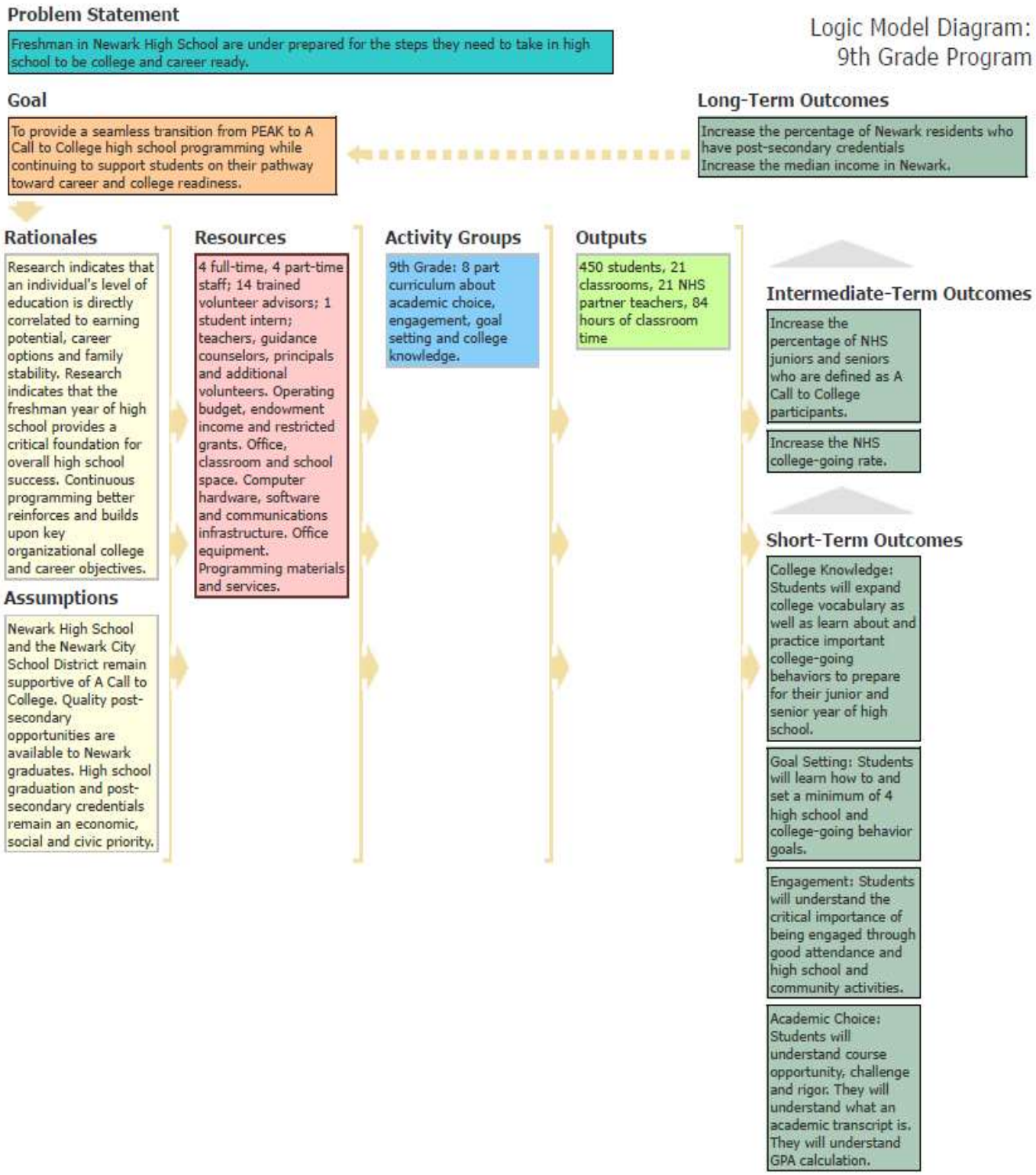
Appendix B:

High School Programming Logic Models,

Outcome Templates &

Implementation Templates


Problem Statement
Freshman in Newark High School are under prepared for the steps they need to take in high school to be college and career ready.
Logic Model Diagram: 9th Grade Program
Goal
To provide a seamless transition from PEAK to A Call to College high school programming while continuing to support students on their pathway toward career and college readiness.
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. Research indicates that the freshman year of high school provides a critical foundation for overall high school success. Continuous programming better reinforces and builds upon key organizational college and career objectives.
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
4 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
9th Grade: 8 part curriculum about academic choice, engagement, goal setting and college knowledge.
Outputs
450 students, 21 classrooms, 21 NHS partner teachers, 84 hours of classroom time
Intermediate-Term Outcomes
Increase the percentage of NHS juniors and seniors who are defined as A Call to College participants.
Increase the NHS college-going rate.
Short-Term Outcomes
College Knowledge: Students will expand college vocabulary as well as learn about and practice important college-going behaviors to prepare for their junior and senior year of high school.
Goal Setting: Students will learn how to and set a minimum of 4 high school and college-going behavior goals.
Engagement: Students will understand the critical importance of being engaged through good attendance and high school and community activities.
Academic Choice: Students will understand course opportunity, challenge and rigor. They will understand what an academic transcript is. They will understand GPA calculation.

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Evaluation Plan Builder » 9th Grade Program **OUTCOME TEMPLATE**

Full View

Outcomes	Indicators	Data Collection
Shorter-Term Outcomes		
i. Academic Choice: Students will understand course opportunity, challenge and rigor. They will understand what an academic transcript is. They will understand GPA calculation.	a. At least half of Newark HS 9th Graders will understand and recognize a transcript in a school year's time	• Survey (9th grade pre and post survey) - MEDIUM
	b. At least half of Newark HS 9th Graders will understand and recognize the importance of Grade Point Average in a school year's time	• Survey (9th grade pre and post survey) - MEDIUM
i. Engagement: Students will understand the critical importance of being engaged through good attendance and high school and community activities.	a. At least half of Newark HS 9th Graders will understand and recognize the importance of being engaged in and out of school in a school year's time	• Survey (9th grade pre and post survey) - MEDIUM
i. Goal Setting: Students will learn how to and set a minimum of 4 high school and college-going behavior goals.	a. At least half of Newark HS 9th Graders will increase goals set and accomplished in a school year's time	• Survey (9th grade pre and post survey) - MEDIUM
i. College Knowledge: Students will expand college vocabulary as well as learn about and practice important college-going behaviors to prepare for their junior and senior year of high school.	a. At least half of Newark HS 9th Graders will define key college-going behaviors in a school year's time	• Survey (9th grade pre and post survey) - MEDIUM
Intermediate Outcomes		
i. Increase the percentage of NHS juniors and seniors who are defined as A Call to College participants.	a. At least 75% of Newark HS 9th Graders will participate in junior and senior programming	
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 in the spring of 2021 (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	

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Evaluation Plan Builder » 9th Grade Program **IMPLEMENTATION TEMPLATE**

Data Collection

Activities / Outputs	Questions	Data Collection
1. 9th Grade: 8 part curriculum about academic choice, engagement, goal setting and college knowledge.		
Activities: **Outputs:** a. 450 students, 21 classrooms, 21 NHS partner teachers, 84 hours of classroom time	a. What do students find most helpful about our programming?	• Survey (Review related question on post-survey) - LOW
	b. Are freshmen who participated in programming more prepared as juniors and seniors?	• Observation (Collect advisor and staff observations) - MEDIUM
	c. Does the freshmen programming increase junior and senior programming participation?	• Journal Log, Diary (CollegePATH student information system) - MEDIUM

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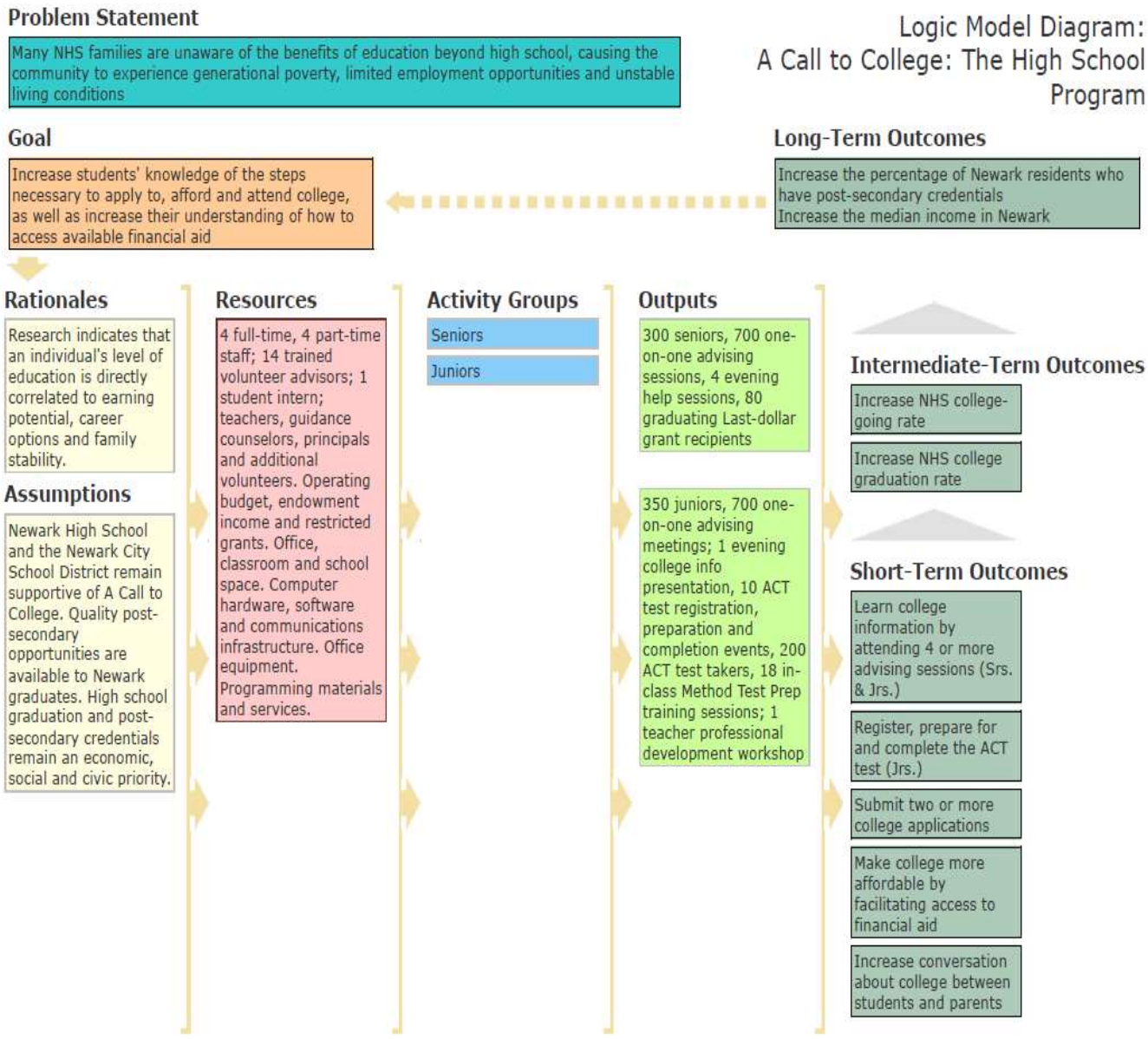
Problem Statement
Many NHS families are unaware of the benefits of education beyond high school, causing the community to experience generational poverty, limited employment opportunities and unstable living conditions
Logic Model Diagram:
A Call to College: The High School Program
Goal
Increase students' 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
4 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

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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)	• 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.)	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)	• Journal Log, Diary (ACT test registration forms) - LOW
	b. 35% of Juniors will participate in at least one ACT Now! preparation activiity in their Junior year (ACT Now! data base)	• 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)	• 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)	• 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)	• 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

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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

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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 fo 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:	O	O	O	O	O	O	O

1. Which of the following best describes your race or ethnicity?

O American Indian or Alaska Native O Asian O Black / African-American O Biracial
O Hispanic or Latino O White O Native Hawaiian or Pacific Islander

2. I am a… O Male O 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?	O	O	O	O	O	O	O
4. What is the highest level of education your father received?	O	O	O	O	O	O	O

5. How many of your brothers and/or sisters have attended or graduated from a college or university?

O None O One O Two O Three + O I am the oldest O I do not have siblings

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

O I plan to enter the workforce. O I plan to attend a 2-year college.
O I plan to attend a four-year college or university. O I plan to enter the military.
O I haven't decided what I want to do after I graduate high school. O 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?	O	O	O	O
8. How often do you talk with your parent(s) or guardian(s) about attending college?	O	O	O	O
9. How often do you talk with your parent(s) or guardian(s) about your career goals?	O	O	O	O

10. Have you ever visited a college or university campus? O Yes O 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.	O	O	O	O	O
12. A college education is important for me to achieve my goals.	O	O	O	O	O
13. College graduates earn more money than people with only a high school diploma	O	O	O	O	O
14. I see myself graduating from college in ten years.	O	O	O	O	O
15. I can afford to pay for college.	O	O	O	O	O
16. Knowing my learning style helps me do well in my classes.	O	O	O	O	O
17. There are a variety of financial aid resources to help me pay for college.	O	O	O	O	O
18. I am aware of the courses that I need to take in high school to be ready for college.	O	O	O	O	O
19. The grades I make in middle school affect the courses I can take in high school.	O	O	O	O	O

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
O	O	O	O	O

2. Going to college would be...

Not at all useful		Somewhat useful		Very useful
O	O	O	O	O

3. I want to go to college.

Not at all true of me		Somewhat true of me		Very true of me
O	O	O	O	O

4. I will graduate from high school.

Not at all Likely		Somewhat Likely		Very Likely
O	O	O	O	O

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.)

O	O	O	O	O	O	O
9th or 10th Grade	10th or 11th 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
O	O	O	O	O

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

Not at all true of me		Somewhat true of me		Very true of me
O	O	O	O	O

10. I think it is important to set high goals

Not at all true of me		Somewhat true of me		Very true of me
O	O	O	O	O

11. I believe college will be affordable for me.

Not at all true of me		Somewhat true of me		Very true of me
O	O	O	O	O

12. I am excited about my future.

Not at all true of me		Somewhat true of me		Very true of me
O	O	O	O	O

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

Not at all true		Somewhat true		Very true
O	O	O	O	O

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

Student ID #_____ **9th Grade Pre-/Post-Survey**

Please print neatly

First Name_____ **Last Name**_____

Please print neatly 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
O	O	O	O	O

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

Not at all Important		Somewhat Important		Very Important
O	O	O	O	O

3. For me, having good attendance is…

Not at all Important		Somewhat Important		Very Important
O	O	O	O	O

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

Not at all Important		Somewhat Important		Very Important
O	O	O	O	O

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

9. **I feel informed about why college is important**.

Strongly Disagree Disagree Neutral or not sure Agree Strongly Agree

10. **I feel informed about the steps I need to take to go to college**.

Strongly Disagree Disagree Neutral or not sure Agree Strongly Agree

11. **College graduates earn more money than people with only a high school diploma.**

Strongly Disagree Disagree Neutral or not sure Agree Strongly Agree

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

Very frequently Somewhat Frequently Occasionally Rarely Never

13. **How often do you talk about college with anyone in your family (parents, grandparents, brothers and sisters)?**

Very frequently Somewhat Frequently Occasionally Rarely Never

14. **I have personally saved money for college**.

Not at all true of me Moderately not true of me Somewhat true of me Moderately true of me Very true of me

15. **Someone in my family has saved money to help me attend college**.

Not at all true of me Moderately not true of me Somewhat true of me Moderately true of me Very true of me

16. **I am excited about my future.**

Strongly Disagree Disagree Neutral or not sure Agree Strongly Agree

17. **I can afford to pay for college.**

Strongly Disagree Disagree Neutral or not sure Agree Strongly Agree

18. **There are a variety of financial aid resources to help me pay for college.**

Strongly Disagree Disagree Neutral or not sure Agree Strongly Agree

19. **Please name types of financial aid or circle: I don't know**

a. b.
c. d.

20. **I feel knowledgeable about the four money management skills: saving, spending, donating and investing.**

Not at all true of me Moderately not true of me Somewhat true of me Moderately true of me Very true of me

21. **I have spent time thinking about future careers.**

Not at all true of me Moderately not true of me Somewhat true of me Moderately true of me Very true of me

Appendix E:

Senior Exit Survey

Senior Exit Survey

NHS Class of 2017 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 <u>all the ways</u> 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 <u>the main reason</u> you did not participate in ACT events with A Call to College (circle <u>only one</u>):
     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 <u>only one</u>):
     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 <u>only one</u>)
     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!

2010-17
National Student Clearinghouse Enrollment, Persistence and Degree Attainment Report

Executive Summary for the 2010-2017 National Student Clearinghouse Enrollment, Persistence and Degree Attainment Report

The 2010-2017 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 2016-17 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 2011.

Among the most significant overall findings from the 2010-2017 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 9 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 65% of the students: The Ohio State University (main and regional campuses), 42% and Central Ohio Technical College, 23%. (Graph CH16)
- On average, 72% 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 2010-2016, students have earned 329 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 2010 through 2017. Several data sources have informed these efforts and are described below:

1. The 2017 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 2017 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 2017 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 9 categories of high schools based on income, minority levels or location of the school. Newark High School's comparison high school type is defined as: Low income.
4. The A Call to College Database (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 2017 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 2017 National Student Clearinghouse StudentTracker, Detailed by Student Report (CH.ST.DBS) for Newark City School District, the 2017 National Student Clearinghouse StudentTracker Aggregate Report (CH.ST.A) for the Newark City School District, and the Access Database (ACTC.DB) maintained by A Call to College. The CH.ST.DBS report was run on July 20, 2018. 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 2017 (Graph CH1)

- The **first fall** after high school graduation, 52% of the entire class enrolled in college. Of those enrolled, 85% were ACTC Participants and 15% Non-Participants.

Class of 2016 (Graph CH5)

- The **first year** after high school graduation, 49% of the entire class enrolled in college. Of those enrolled, 85% were ACTC Participants and 15% Non-Participants.
- The **second fall** after high school graduation, 37% of the entire class persisted and enrolled in college. Of those enrolled the second fall, 87% were ACTC Participants and 13% Non-Participants. From the first year of enrollment to the second fall, the total students enrolled decreased by 36 or 25%.

Class of 2015 (Graph CH6)

- 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 year** after high school graduation, 31% of the entire class persisted and enrolled in college. Of those enrolled the second fall, 79% were ACTC Participants and 21% Non-Participants. From the first year of enrollment to the second year, the total students enrolled decreased by 47 or 31%.

Class of 2014 (Graph CH7)

- The **first year** after high school graduation, 51% of the entire class enrolled in college.
- The **second year** after high school graduation, 36% 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 45 or 28%.
- The **third year** after high school graduation, 33% 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 55 or 35%.

Class of 2013 (Graph CH8)

- 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 CH9)

- 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 CH10)

- 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 CH11)

- 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%.

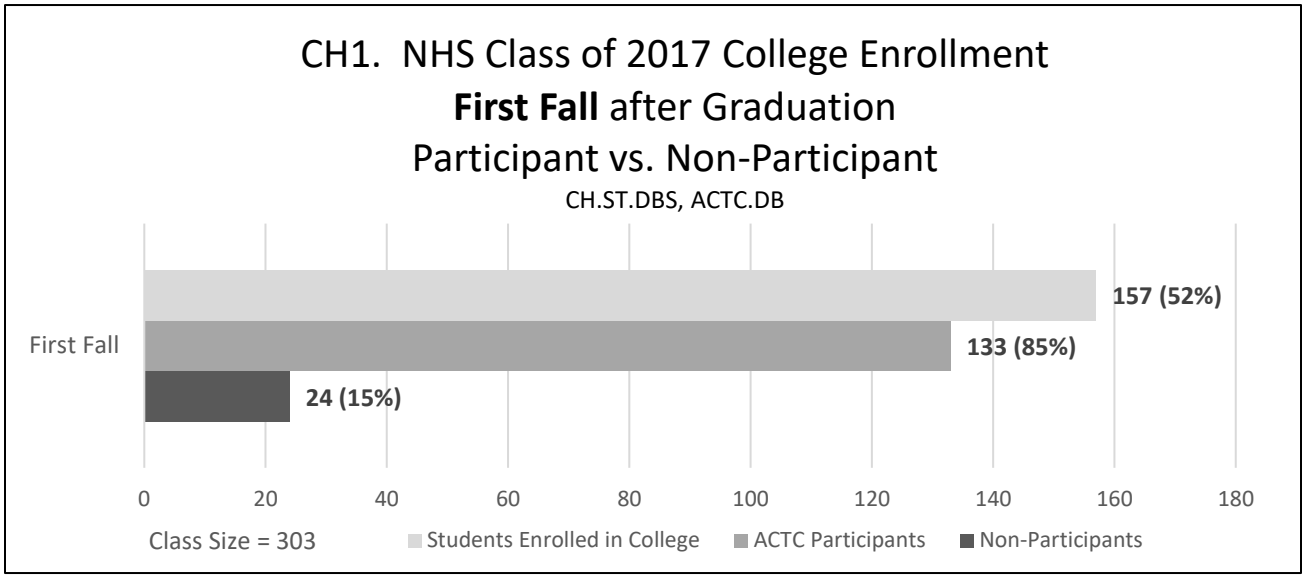
DATA OVER TIME on college enrollment and persistence comparing specific high school classes:

Enrollment for NHS Classes 2010-2017

- 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 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 3.5 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 9 times greater than at out-of-state colleges. (Graph CH15)
- 65% of NHS students (Classes 2010-2017) enrolled at either The Ohio State University or Central Ohio Technical College the **First Fall** after high school graduation. (Graph CH16)

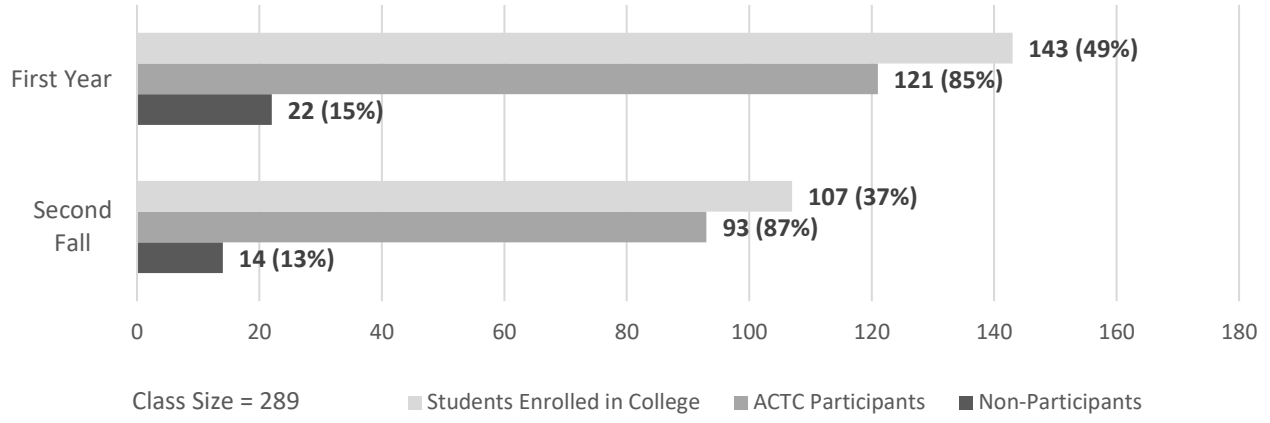
Persistence for NHS Classes 2010-2015

- 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 72%. (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 77% 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 71% compared to 80% at out-of-state colleges. (Graph CH20)



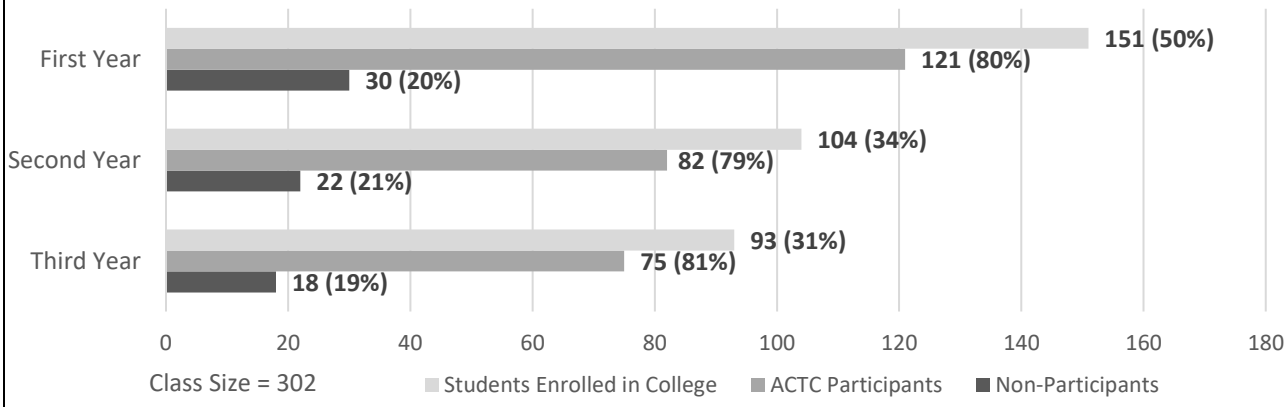
CH5. NHS Class of 2016 College Persistence
First Year and Second Fall after Graduation
Participant vs. Non-Participant

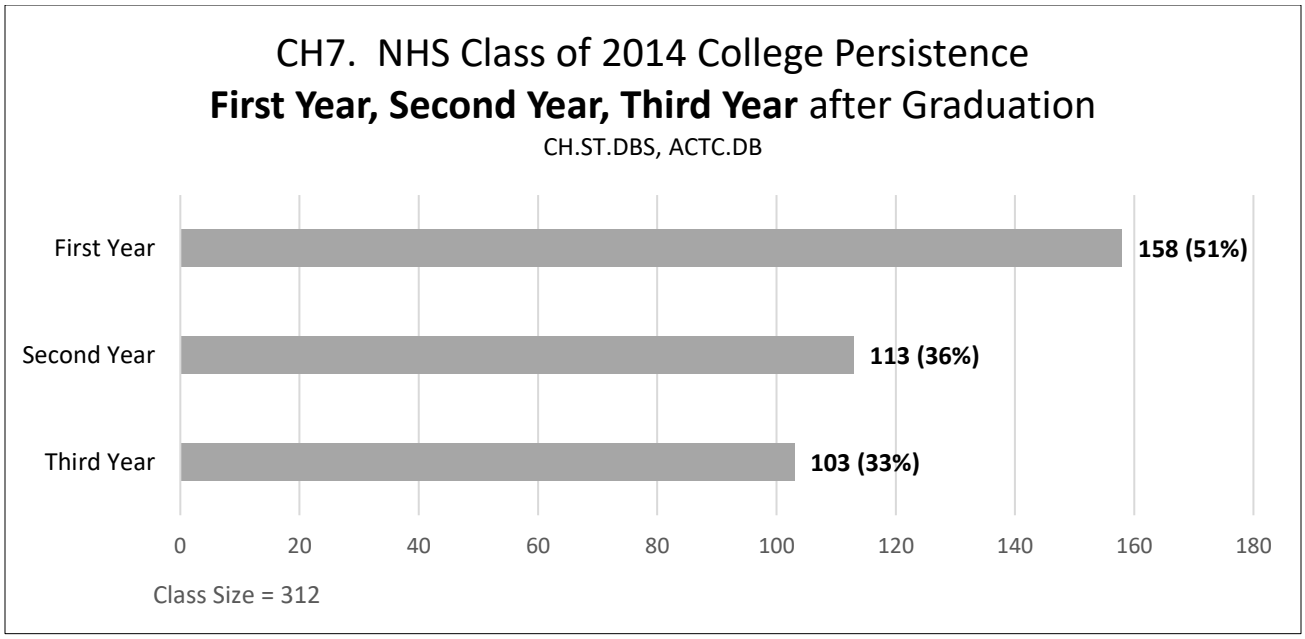
CH.ST.DBS, ACTC.DB

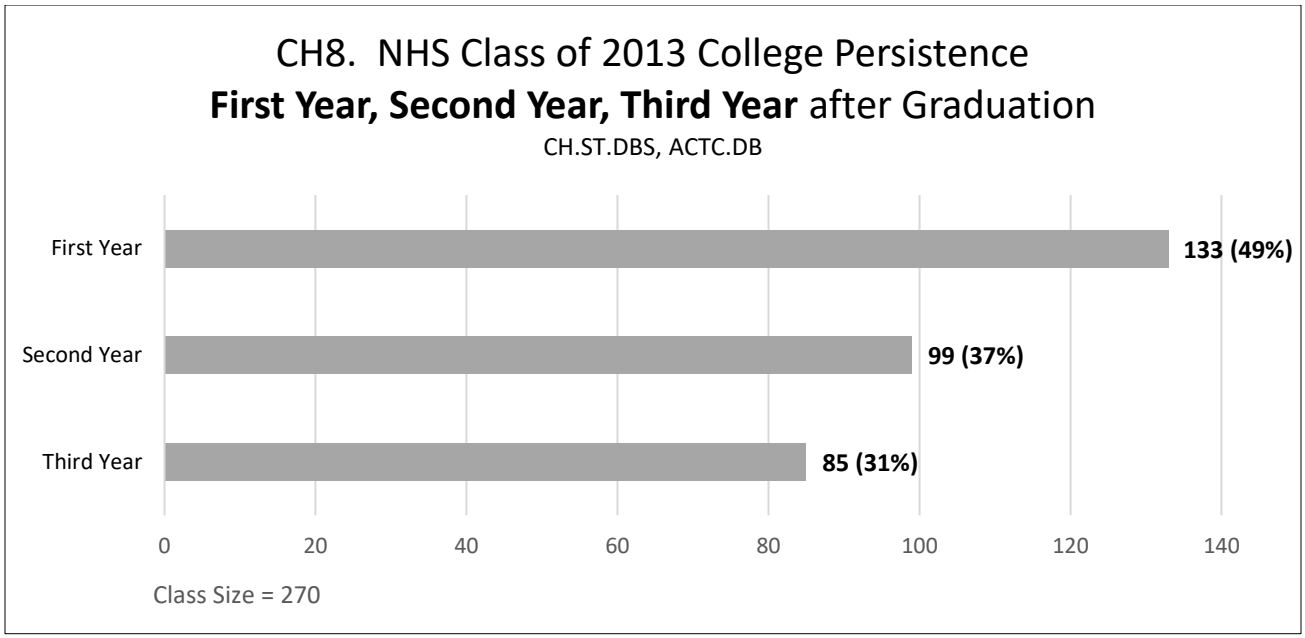


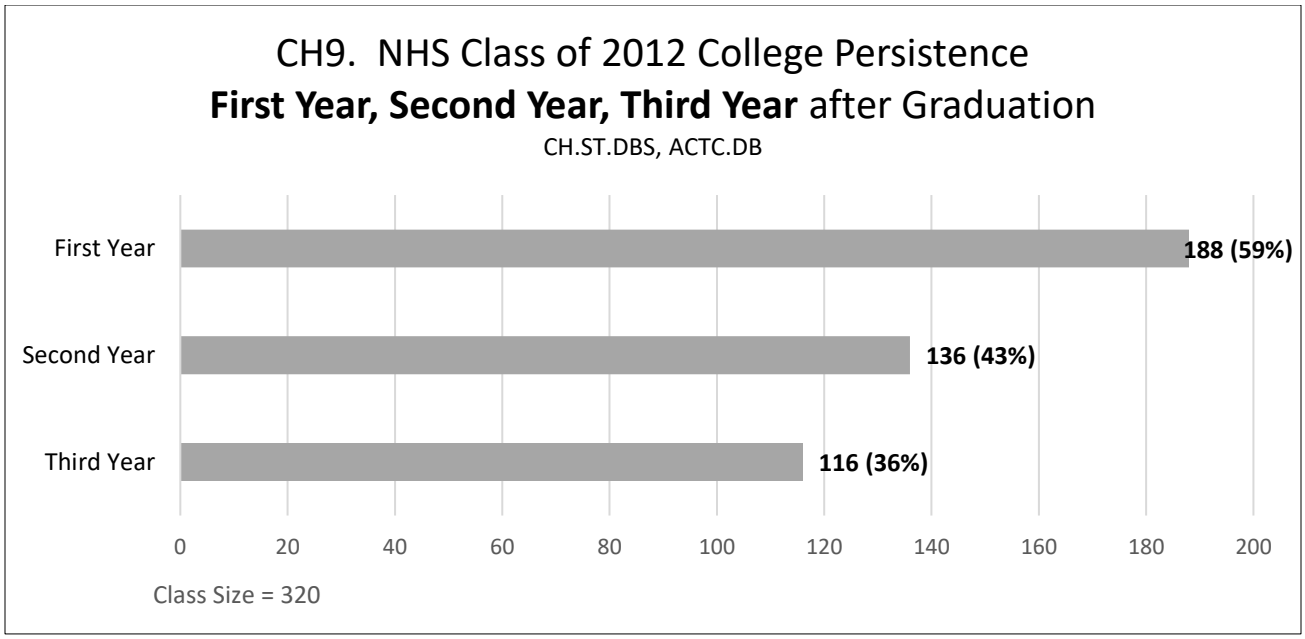
CH6. NHS Class of 2015 College Persistence
First Year, Second Year, Third Year after Graduation
Participant vs. Non-Participant

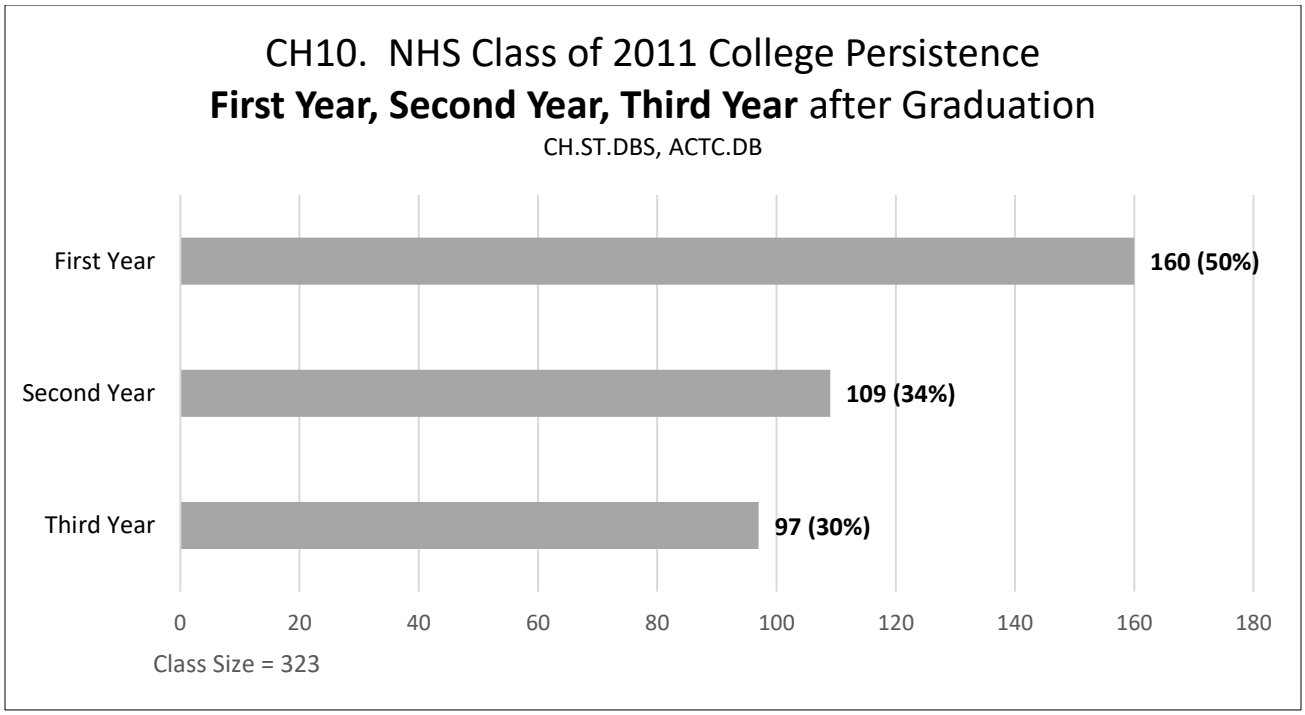
CH.ST.DBS, ACTC.DB




CH7. NHS Class of 2014 College Persistence
First Year, Second Year, Third Year after Graduation
CH.ST.DBS, ACTC.DB
First Year
Second Year
Third Year
158 (51%)
113 (36%)
103 (33%)
0
20
40
60
80
100
120
140
160
180
Class Size = 312

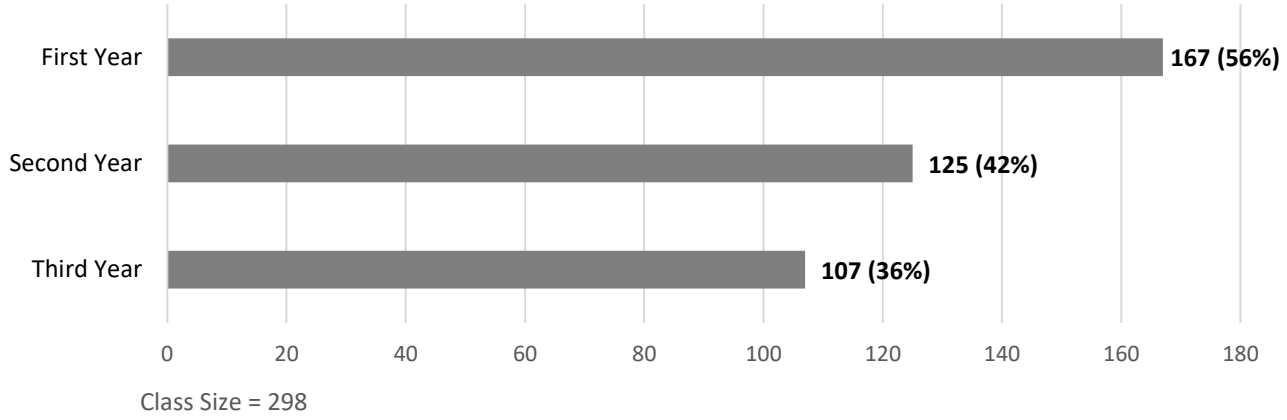

CH8. NHS Class of 2013 College Persistence
First Year, Second Year, Third Year after Graduation
CH.ST.DBS, ACTC.DB
First Year
Second Year
Third Year
133 (49%)
99 (37%)
85 (31%)
0
20
40
60
80
100
120
140
Class Size = 270


CH9. NHS Class of 2012 College Persistence
First Year, Second Year, Third Year after Graduation
CH.ST.DBS, ACTC.DB
First Year
Second Year
Third Year
188 (59%)
136 (43%)
116 (36%)
0
20
40
60
80
100
120
140
160
180
200
Class Size = 320

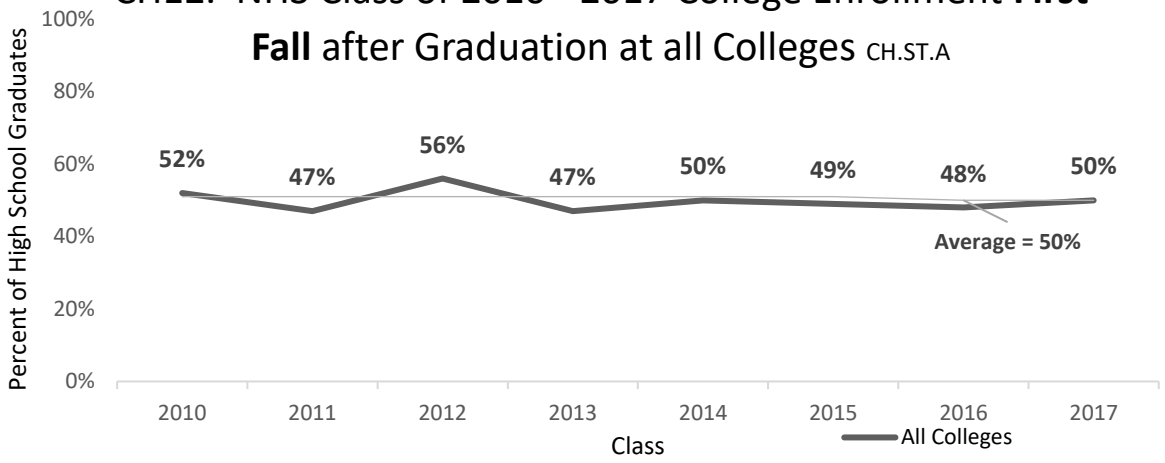

CH10. NHS Class of 2011 College Persistence
First Year, Second Year, Third Year after Graduation
CH.ST.DBS, ACTC.DB
First Year
Second Year
Third Year
160 (50%)
109 (34%)
97 (30%)
0
20
40
60
80
100
120
140
160
180
Class Size = 323

CH11. NHS Class of 2010 College Persistence
First Year, Second Year, Third Year after Graduation

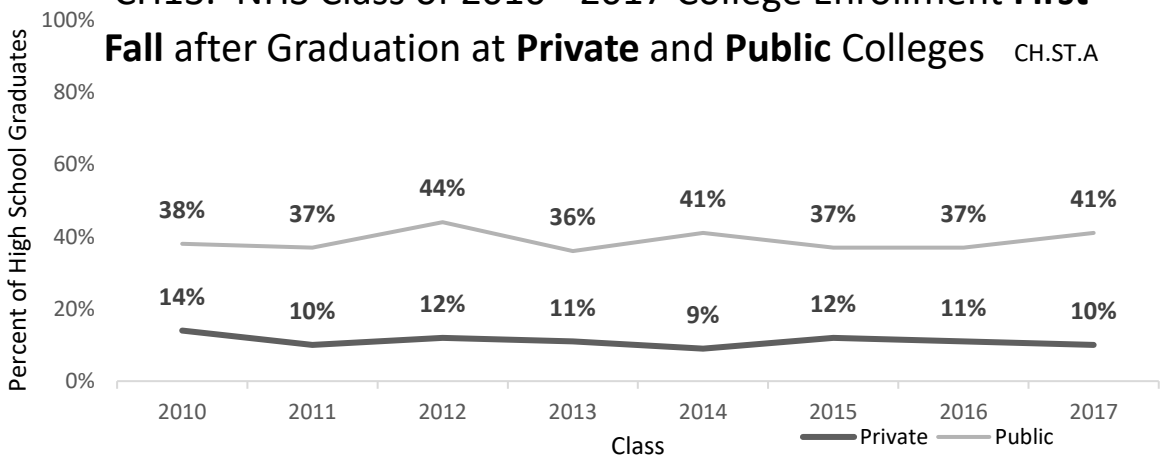
CH.ST.DBS, ACTC.DB

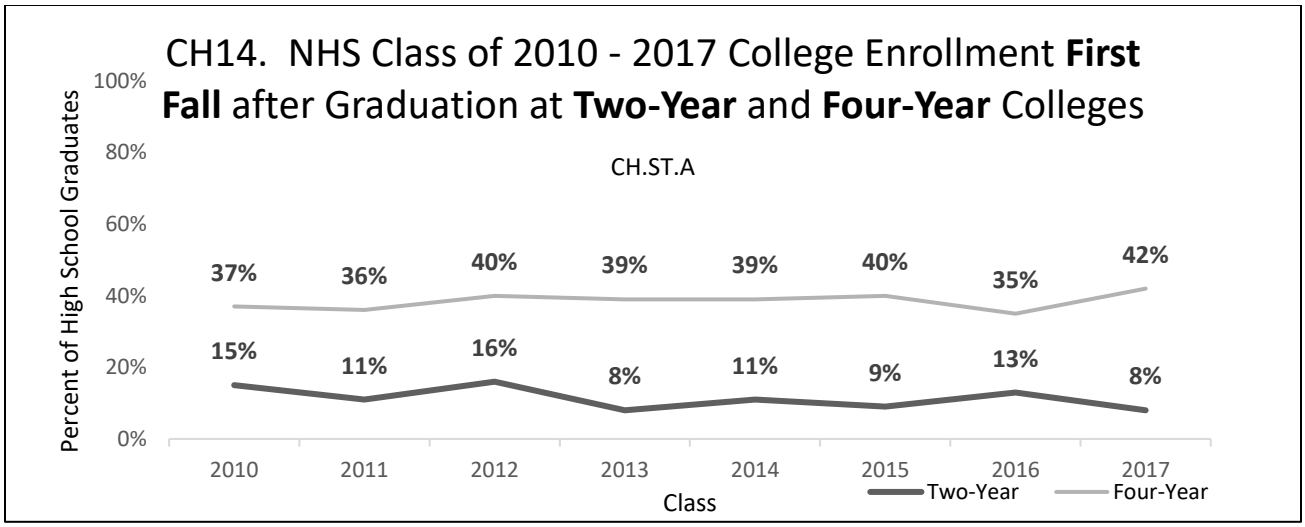


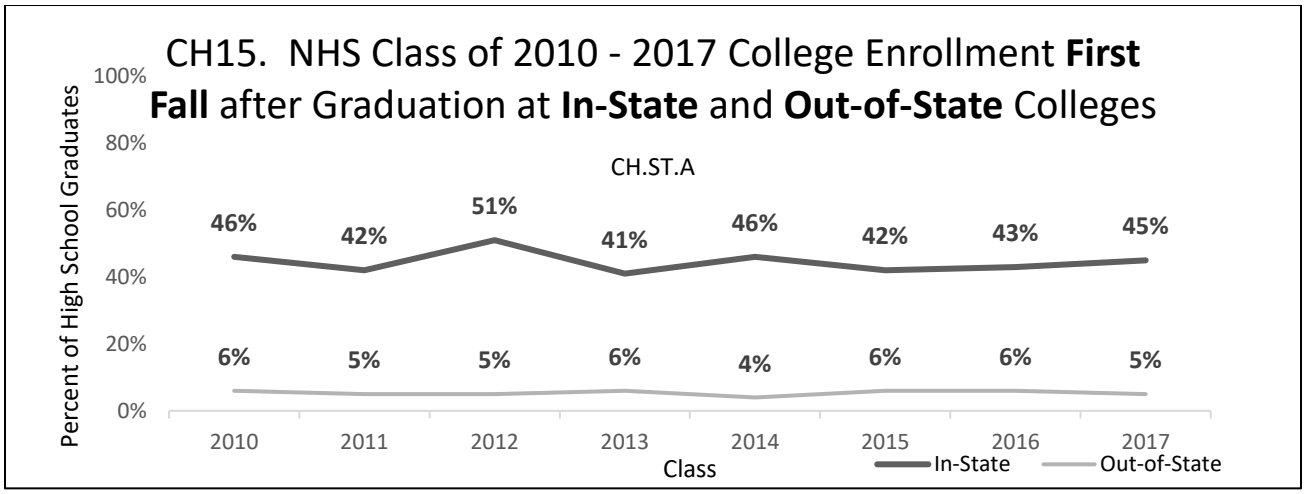
CH12. NHS Class of 2010 - 2017 College Enrollment **First Fall** after Graduation at all Colleges CH.ST.A

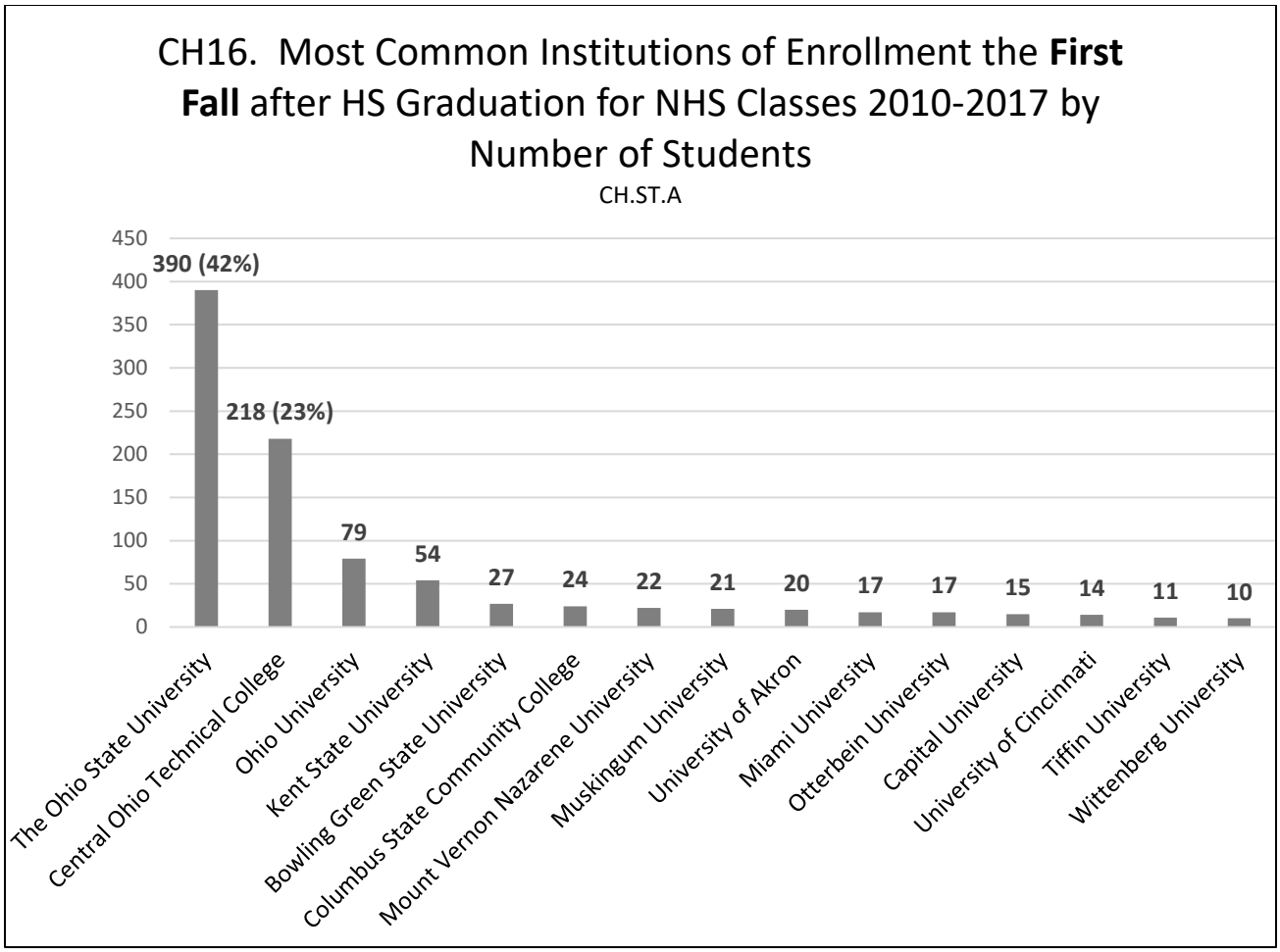


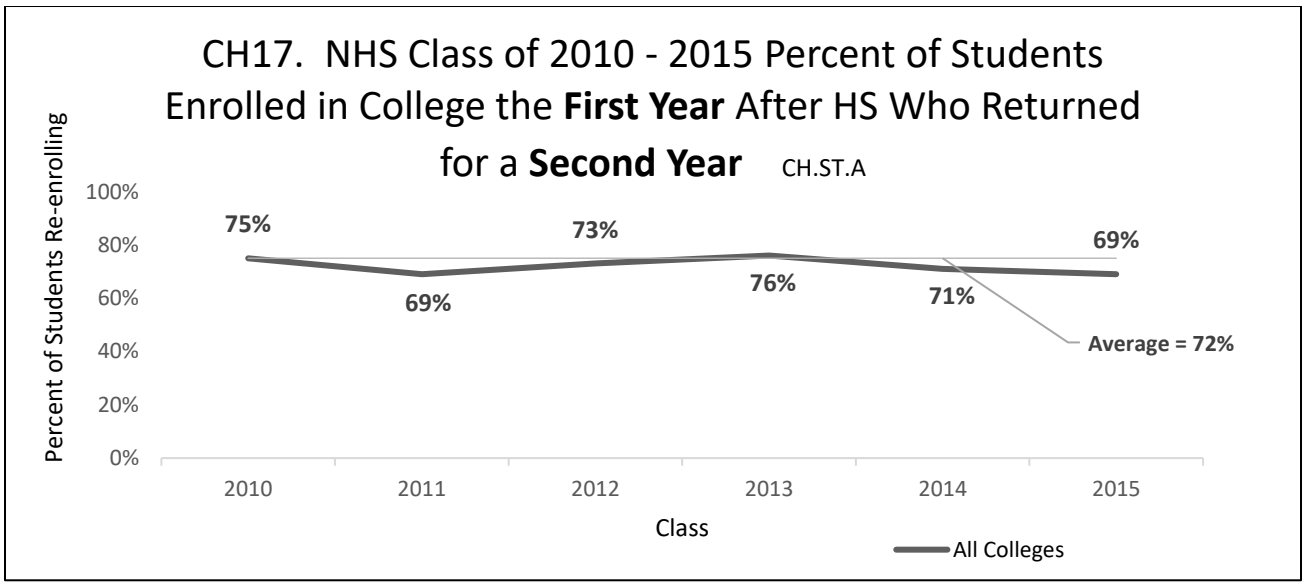
CH13. NHS Class of 2010 - 2017 College Enrollment **First Fall** after Graduation at **Private** and **Public** Colleges CH.ST.A




CH14. NHS Class of 2010 - 2017 College Enrollment **First Fall** after Graduation at **Two-Year** and **Four-Year** Colleges
CH.ST.A
Percent of High School Graduates
100%
80%
60%
40%
20%
0%
37% 36% 40% 39% 39% 40% 35% 42%
15% 11% 16% 8% 11% 9% 13% 8%
2010 2011 2012 2013 2014 2015 2016 2017
Class
Two-Year
Four-Year


CH15. NHS Class of 2010 - 2017 College Enrollment **First Fall** after Graduation at **In-State** and **Out-of-State** Colleges
CH.ST.A
Percent of High School Graduates
100%
80%
60%
40%
20%
0%
46% 42% 51% 41% 46% 42% 43% 45%
6% 5% 5% 6% 4% 6% 6% 5%
2010 2011 2012 2013 2014 2015 2016 2017
Class
In-State
Out-of-State



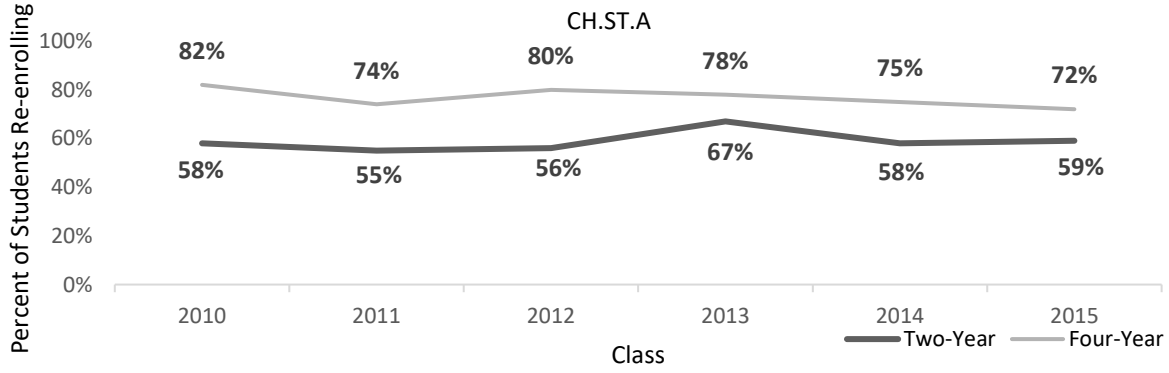


Reminder: Persistence is based upon the cohort of students originally enrolled in college during the first year after high school who continue to enroll in college at designated points after the first year.

CH18. NHS Class of 2010 - 2015 Percent of Students Enrolled in College the First Year After HS Who Returned for a Second Year by **Private and Public** Colleges CH.ST.A

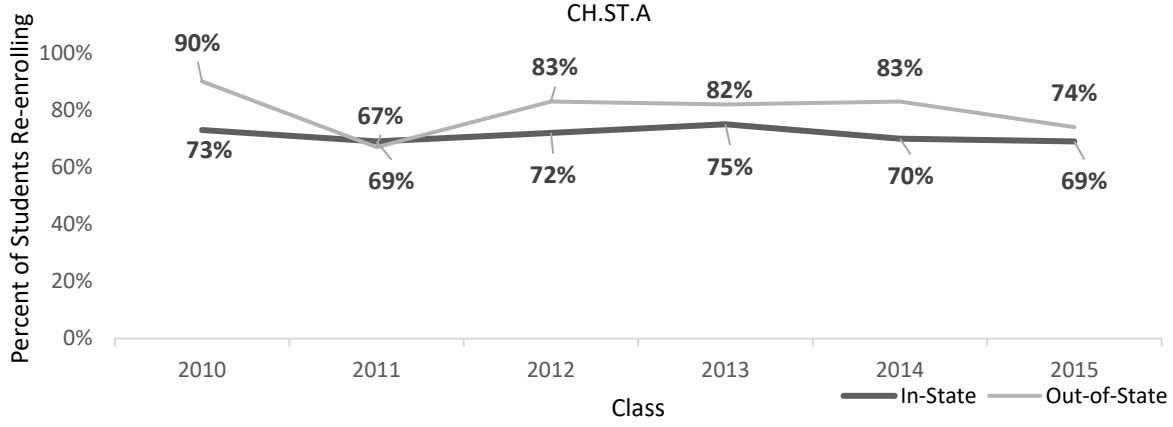
CH19. NHS Class of 2010 - 2015 Percent of Students Enrolled in College the First Year After HS Who Returned for a Second Year by **Two-Year and Four-Year** Colleges

CH.ST.A

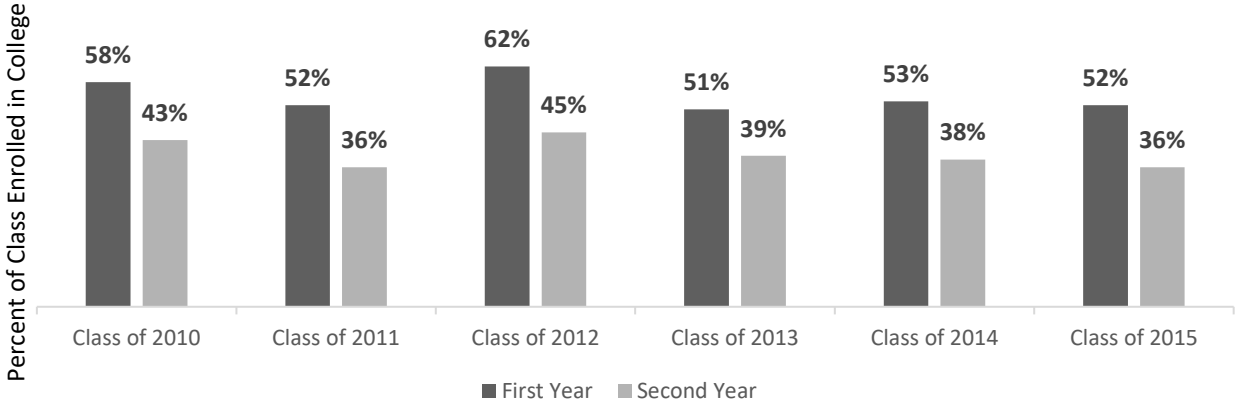


CH20. NHS Class of 2010 - 2015 Percent of Students Enrolled in College the First Year After HS Who Returned for a Second Year by **In-State and Out-of-State** Colleges

CH.ST.A



CH21. NHS Class of 2010 - 2015 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 2017 National Student Clearinghouse StudentTracker, Detailed by Student Report (CH.ST.DBS) for Newark City School District, the 2017 National Student Clearinghouse StudentTracker Aggregate Report (CH.ST.A) for the Newark City School District, and the Access Database (ACTC.DB) maintained by A Call to College. The CH.ST.DBS report was run on July 20, 2018. Depending on the source of data, high school class size may vary.

- The number of students earning degrees by the high school classes of 2010 and 2011 since high school graduation can be reviewed on page 136. (Graph CH22)
- The number of Associate's and Bachelor's degrees earned by high school classes of 2010, and 2011 by years since high school graduation can be reviewed on page 137. (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 2010-2016 can be reviewed on page 139. (Graph CH28)

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

Class of 2010 (Graph CH23) Class Size= 298

- The Class of 2010 represents the third 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, 61 total two and four year degrees were earned. Within five years of high school graduation, 84 degrees were earned. Within six years of high school graduation, 92 degrees were earned.
- Within six years of high school graduation, 33 Associate's degrees were earned, 13 of which were earned within three years of high school graduation.
- Within six years of high school graduation, 59 Bachelor's degrees were earned, 41 of which were earned within four years of high school graduation.

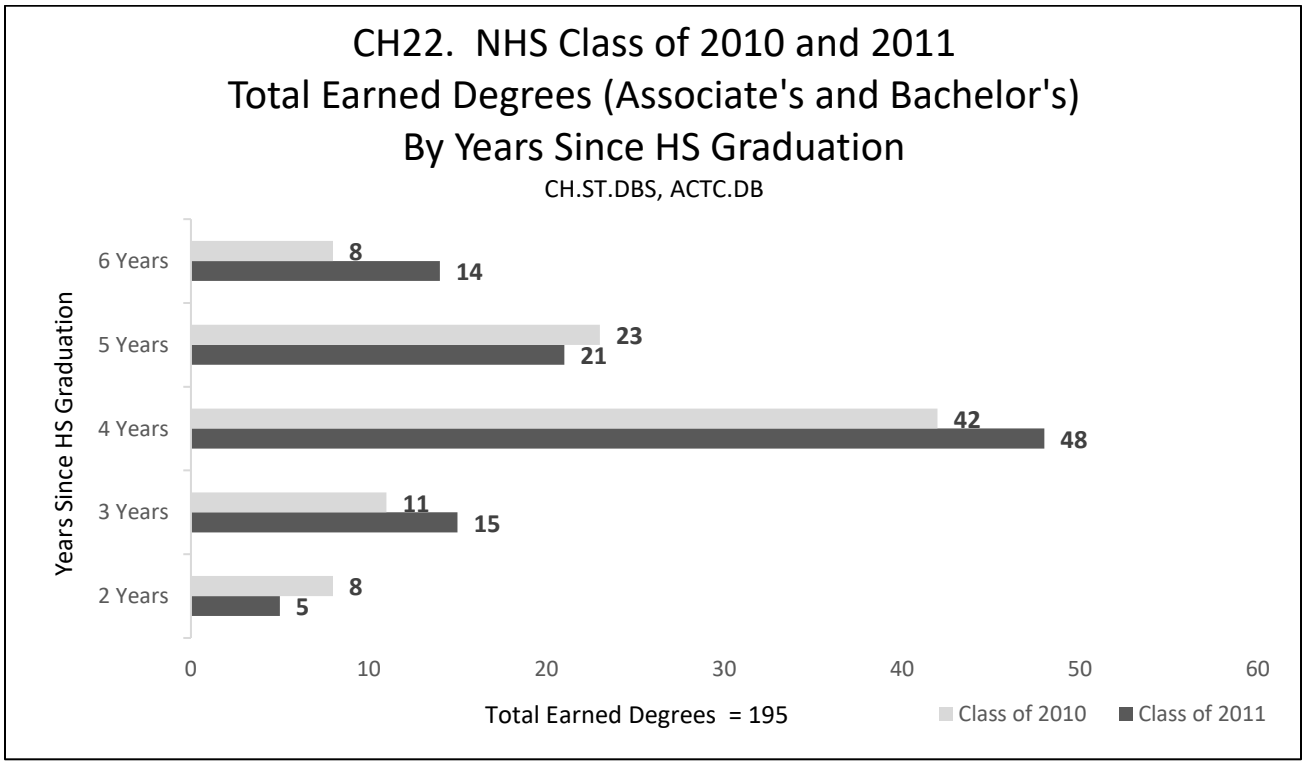
Class of 2011 (Graph CH24) Class Size= 323

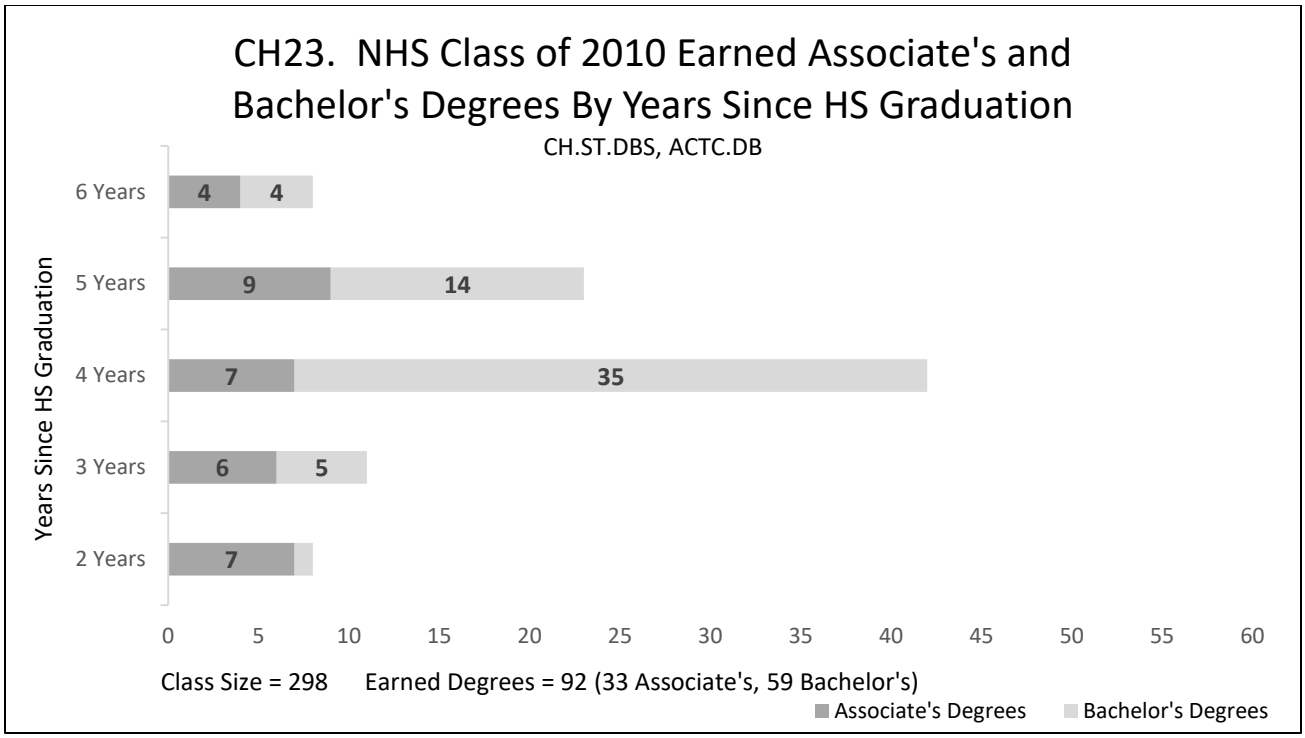
- Within four years of high school graduation, 68 total two and four year degrees were earned. Within five years of high school graduation, 89 degrees were earned. Within six years of high school graduation, 103 degrees were earned.

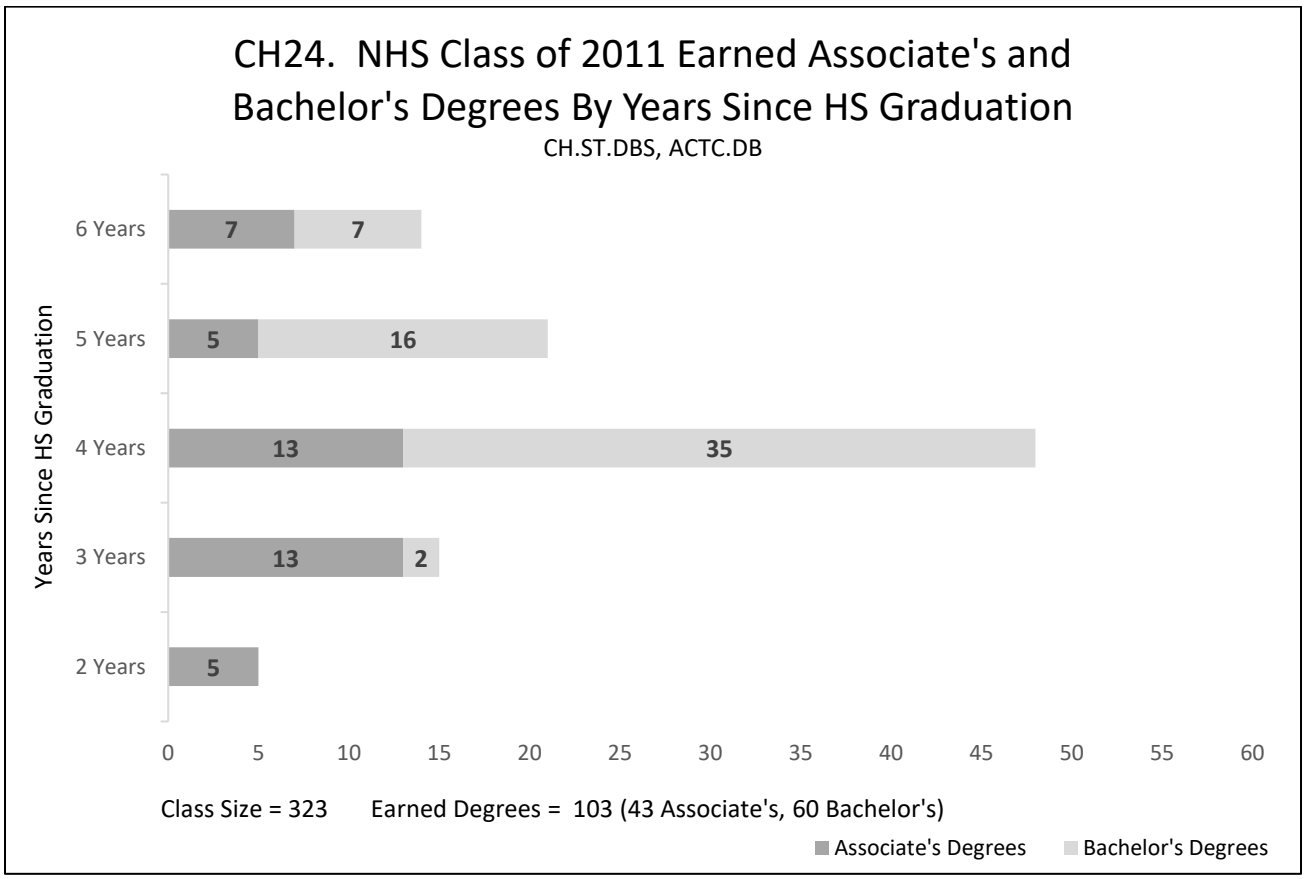
- Within six years of high school graduation, 43 Associate's degrees were earned, 18 of which were within three years of high school graduation.
- Within six years of high school graduation, 60 Bachelor's degrees were earned, 37 of which were earned within four years of high school graduation.

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

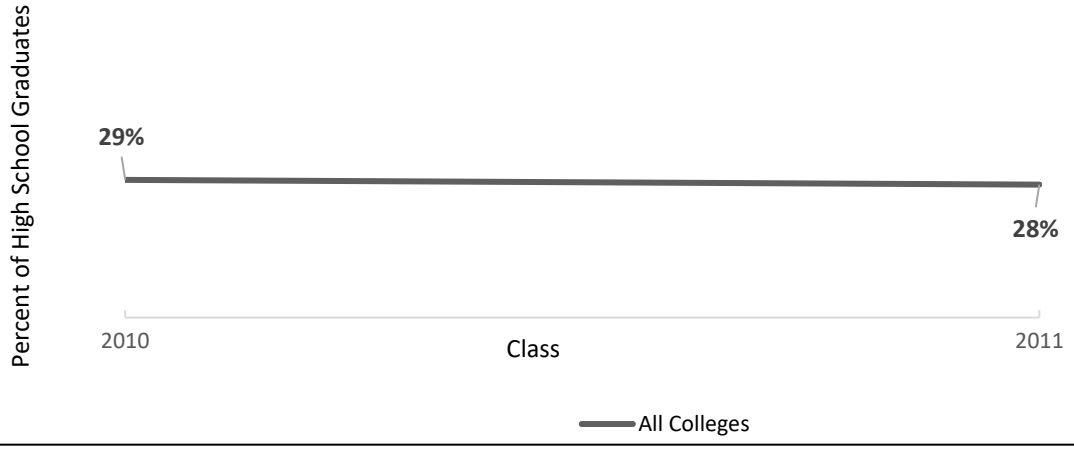
- A greater percent of students earned degrees within six years from the Class of 2010 than did the students from Classes of 2011. (Graph CH25)
- A greater percent of students earned degrees within six years from public colleges than private colleges from both the Class of 2010 and 2011. (Graph CH26)
- A greater percent of students earned degrees within six years from four-year colleges than two-year colleges from both the Class of 2010 and 2011. (Graph CH27)
- A total of 329 students have graduated from college already with an Associate's or Bachelor's degree from the Classes of 2010-2016. (Graph CH28)



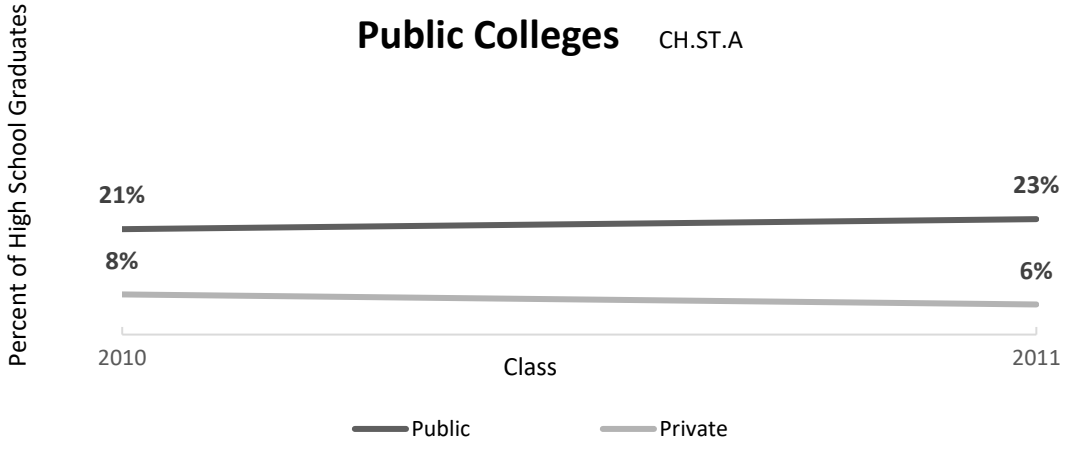

CH23. NHS Class of 2010 Earned Associate's and Bachelor's Degrees By Years Since HS Graduation
CH.ST.DBS, ACTC.DB
Years Since HS Graduation
6 Years
5 Years
4 Years
3 Years
2 Years
4
4
9
14
7
35
6
5
7
0 5 10 15 20 25 30 35 40 45 50 55 60
Class Size = 298
Earned Degrees = 92 (33 Associate's, 59 Bachelor's)
Associate's Degrees
Bachelor's Degrees


CH24. NHS Class of 2011 Earned Associate's and Bachelor's Degrees By Years Since HS Graduation
CH.ST.DBS, ACTC.DB
Years Since HS Graduation
6 Years
5 Years
4 Years
3 Years
2 Years
7
7
5
16
13
35
13
2
5
0 5 10 15 20 25 30 35 40 45 50 55 60
Class Size = 323
Earned Degrees = 103 (43 Associate's, 60 Bachelor's)
Associate's Degrees
Bachelor's Degrees

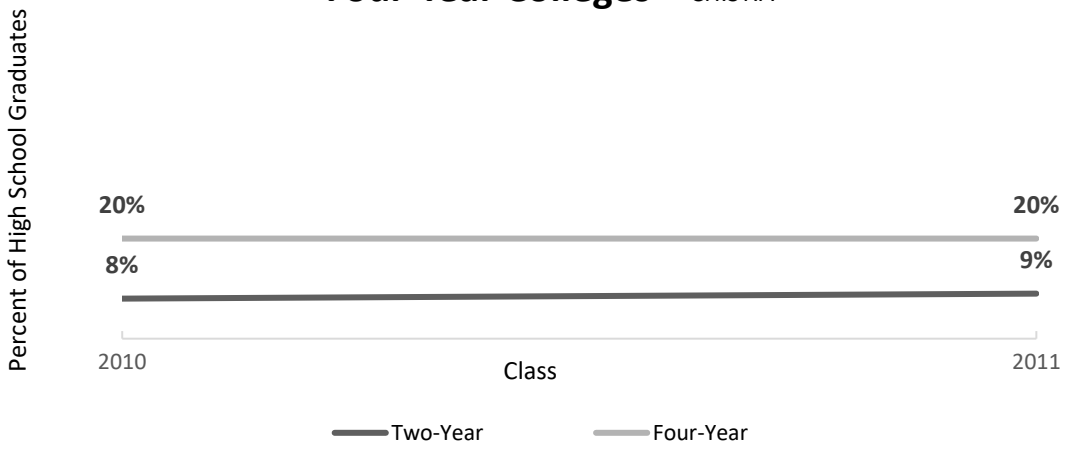
CH25. Percent of NHS Class of 2010 and 2011 Who Completed a Degree Within Six Years CH.ST.A



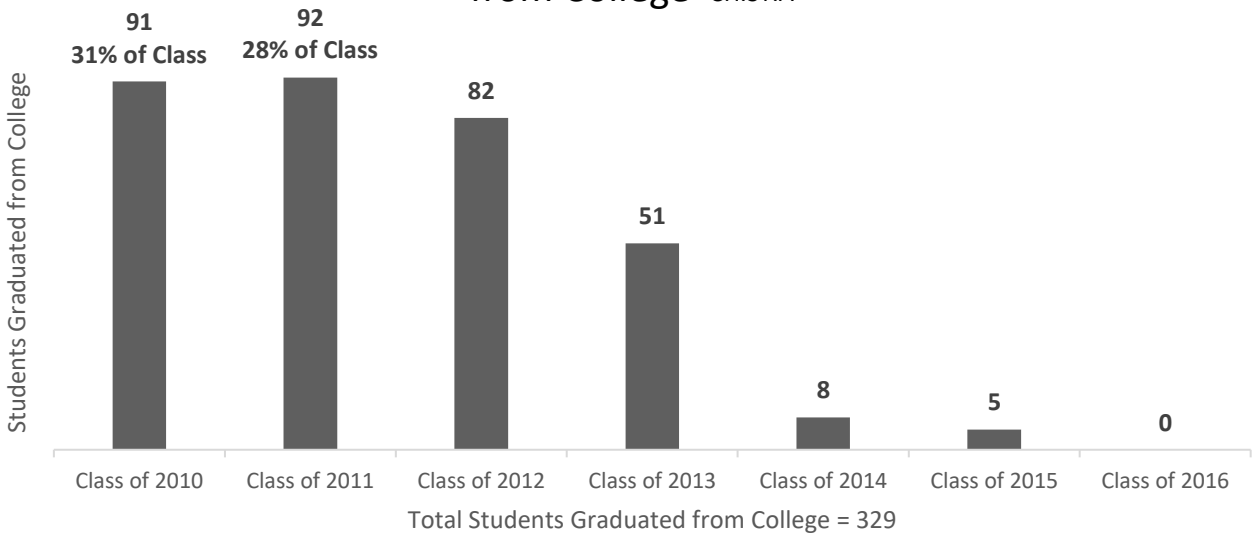
CH26. Percent of NHS Class of 2010 and 2011 Who Enrolled in College the Fall Immediately After High School and Completed a Degree Within Six Years by **Private and Public Colleges** CH.ST.A



CH27. Percent of NHS Class of 2010 and 2011 Who Completed a Degree Within Six Years by **Two-Year and Four-Year Colleges** CH.ST.A



CH28. NHS Class of 2010 - 2016 Total Students Graduated from College CH.ST.A



Section IV: Newark High School and National Benchmark High School 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". Due to changes NSCH made this year in defining national benchmark high school types, there will be variances in data from previous years which also included "Low minority" and "Suburban" categories. The comparison also includes analysis of enrollment for public versus private colleges and two-year versus four-year colleges.

The 2017 National Student Clearinghouse High School Benchmark National College Progression Rates Report (CH.HSB) and the 2017 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 2015:

- The college enrollment rate for the **first fall** after high school graduation was 7% 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 12% less than the national benchmark that year. The college enrollment rate for the **first fall** after high school graduation at private colleges was 5% 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 16% less than the national benchmark that year. (Graph CH31)

For the Class of 2016:

- 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 11% 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 4% greater than the national benchmark that year. The college enrollment rate for the **first fall** after high school graduation at two-year colleges was 10% less than the national benchmark that year. (Graph CH31)

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

For the Class of 2014:

- The college enrollment rate for the **first year** after high school graduation was 9% 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 11% 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 6% greater than the national benchmark that year. The college enrollment rate for the **first year** after high school graduation at two-year colleges was 17% less than the national benchmark that year. (Graph CH35)

For the Class of 2015:

- The college enrollment rate for the **first year** after high school graduation was 10% 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 5% 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 18% 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 2013:

- The college enrollment rate for the **first two years** after high school graduation was 11% 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 16% less than the national benchmark that year. The college enrollment rate

for the **first two years** after high school graduation at private colleges was 4% 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 18% less than the national benchmark that year. (Graph CH39)

For the Class of 2014:

- The college enrollment rate for the **first two years** after high school graduation was 7% 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 9% less than the national benchmark that year. The college enrollment rate for the **first two years** after high school graduation at private colleges was 2% 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 9% 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 16% less than the national benchmark that year. (Graph CH39)

College Persistence Rates from First to Second Year of College for the Class of 2014

- The total persistence rate from first to second year of college was 9% less than the national benchmark that year. (Graph CH41)
- The persistence rate from first to second year of college at public colleges was 12% less than the national benchmark that year. The persistence rate from first to second year of college at private colleges was 5% greater than the national benchmark that year. (Graph CH42)
- The persistence rate from first to second year of college at four-year colleges was 12% less than the national benchmark that year. The persistence rate from first to second year of college at two-year colleges was 14% less than the national benchmark that year. (Graph CH43)

College Completion Rates Six Years after High School Graduation for the Class of 2010

- The total completion rate six years after high school graduation was 4% greater than the national benchmark that year. (Graph CH45)
- The completion rate six years after high school graduation at public colleges was 1% greater than the national benchmark that year. The completion rate six years after high school graduation at private colleges was 3% greater than the national benchmark that year. (Graph CH46)

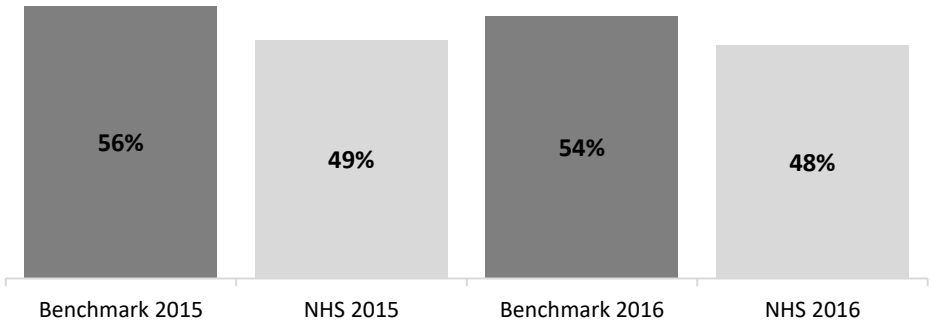
- The completion rate six years after high school graduation at four-year colleges was 2% greater the national benchmark that year. The completion rate six years after high school graduation at two-year colleges was equal to the national benchmark that year. (Graph CH47)

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

- Overall, every NHS Class 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 2010 completion rates were greater than the 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).

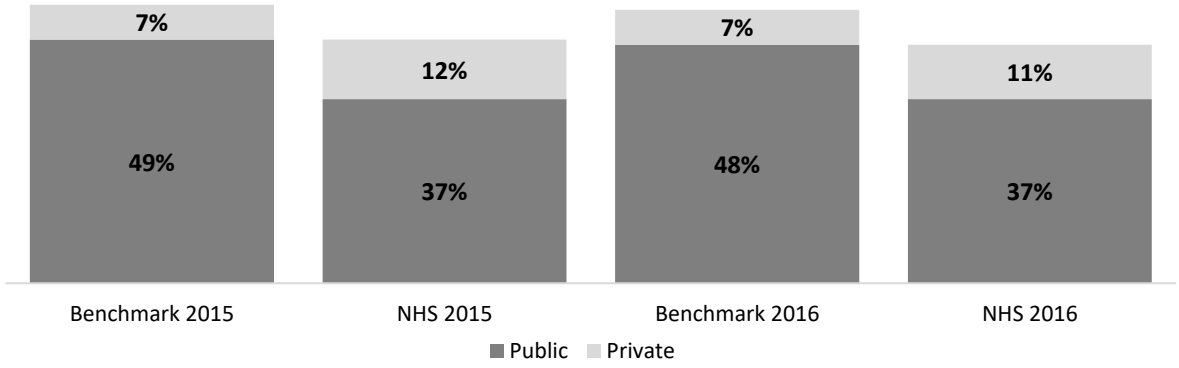
CH29. **Total** College Enrollment Rates the **First Fall** after HS Graduation for Classes 2015, 2016 National Benchmark/NHS Comparison

CH.ST.A, CH.HSB



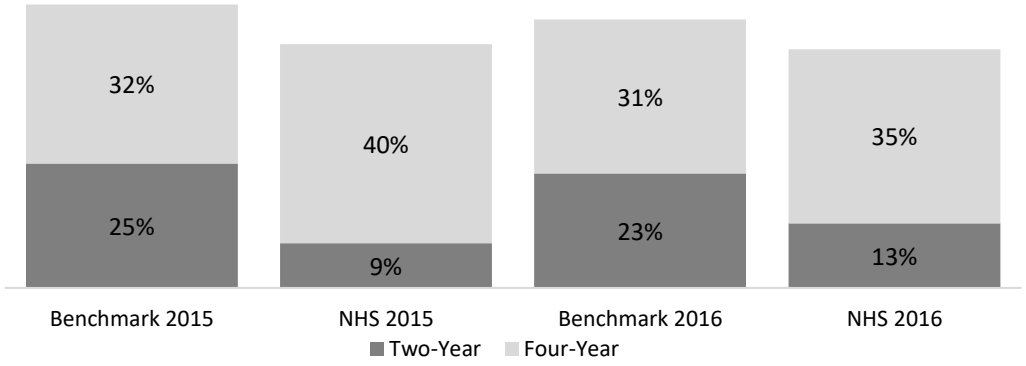
CH30. College Enrollment Rates the **First Fall** after HS Graduation at **Public and Private Colleges** for Classes 2015, 2016 National Benchmark/NHS Comparison

CH.ST.A, CH.HSB



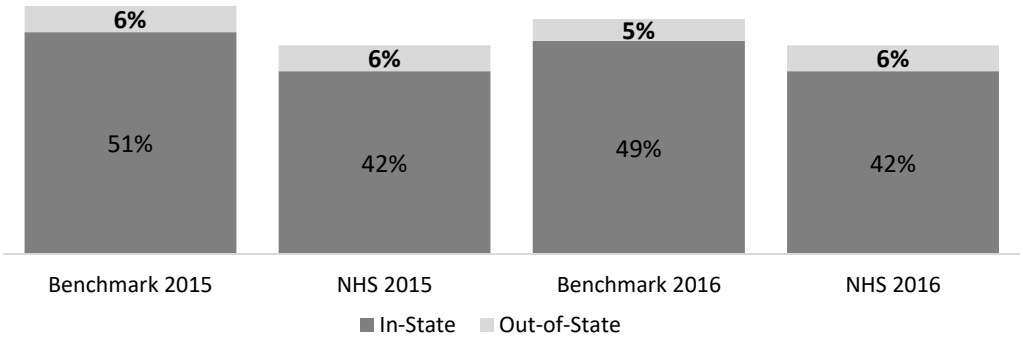
CH31. College Enrollment Rates the **First Fall** after HS Graduation at **Two-Year and Four-Year Colleges** for Classes 2015, 2016 National Benchmark/NHS Comparison

CH.ST.A, CH.HSB

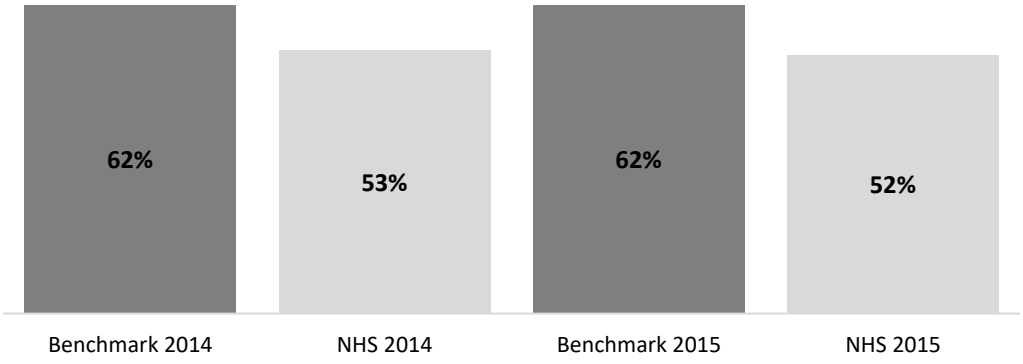


CH32. College Enrollment Rates in the **First Fall** after HS Graduation at **In-State and Out-of-State Colleges** for Classes 2014, 2015 National Benchmark/NHS Comparison

CH.ST.A, CH.HSB

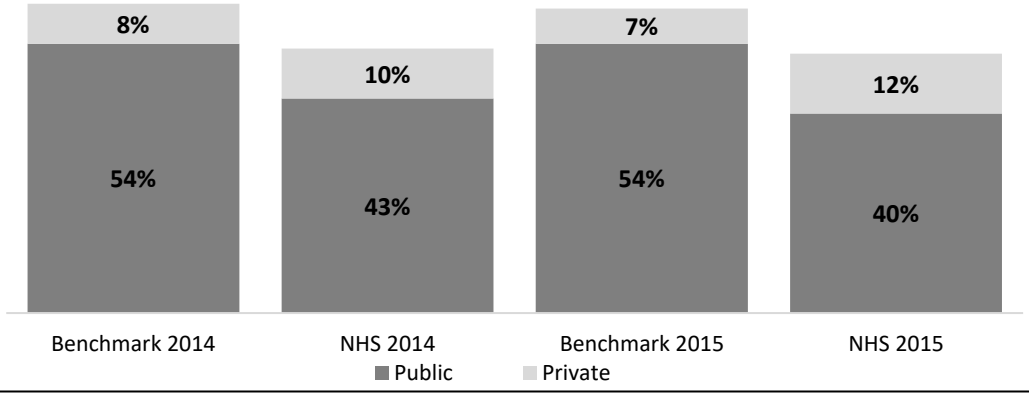


CH33. **Total** College Enrollment Rates the **First Year** after HS Graduation for Classes 2014, 2015 National Benchmark/NHS Comparison CH.ST.A, CH.HSB



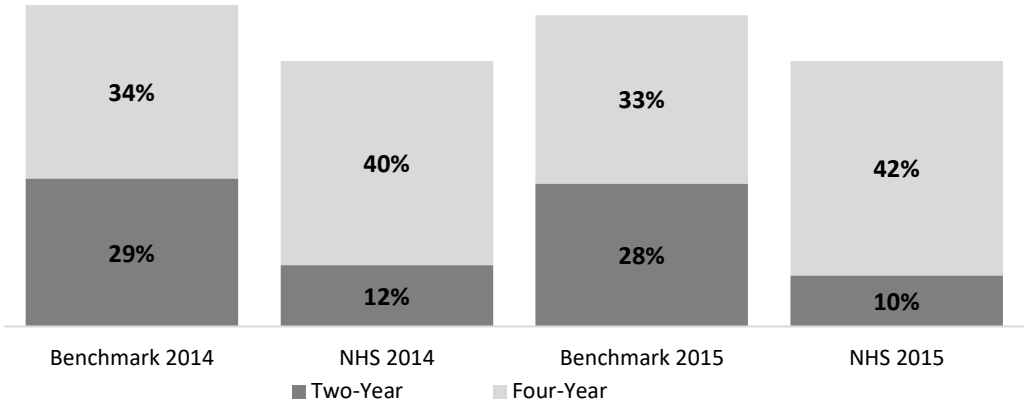
CH34. College Enrollment Rates the **First Year** after HS Graduation at **Public and Private Colleges** for Classes 2014, 2015 National Benchmark/NHS Comparison

CH.ST.A, CH.HSB

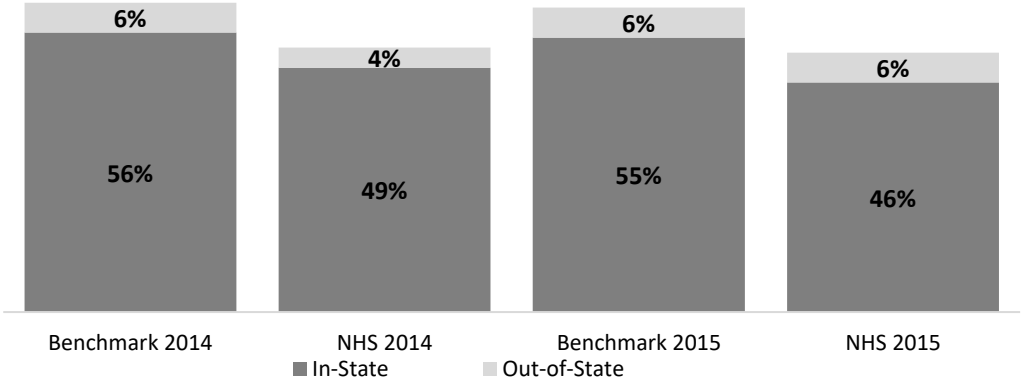


CH35. College Enrollment Rates the **First Year** after HS Graduation at **Two-Year and Four-Year Colleges** for Classes 2014, 2015 National Benchmark/NHS Comparison

CH.ST.A, CH.HSB

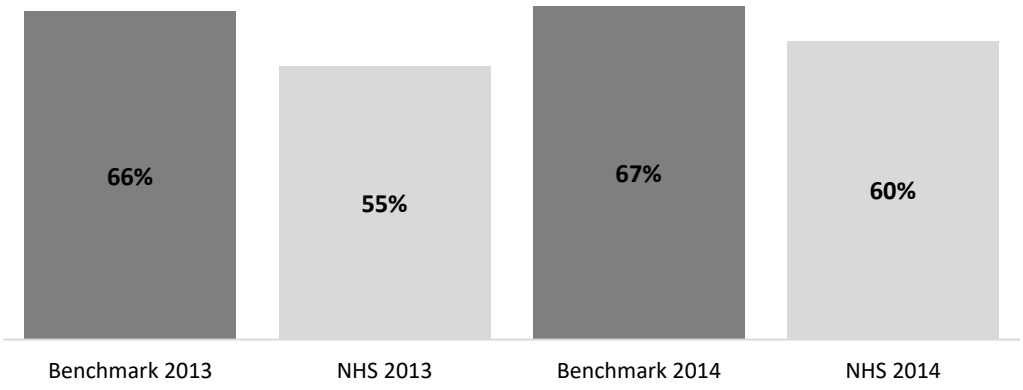


CH36. College Enrollment Rates in the First Year after High School Graduation at **In-State and Out-of-State Colleges** for Classes 2014, 2015 National Benchmark/NHS Comparison CH.ST.A, CH.HSB



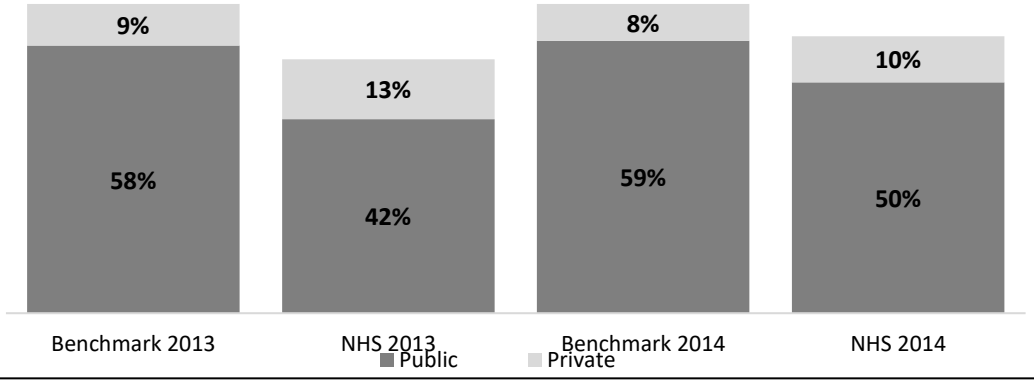
CH37. **Total** College Enrollment Rates the **First Two Years** after HS Graduation for Classes 2013, 2014 National Benchmark/NHS Comparison

CH.ST.A, CH.HSB



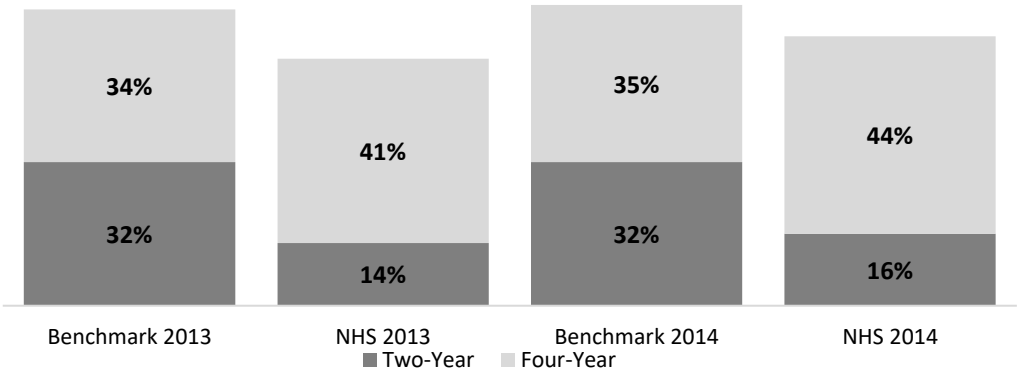
CH38. College Enrollment Rates the **First Two Years** after HS Graduation at **Public and Private Colleges** for Classes 2013, 2014 National Benchmark/NHS Comparison

CH.ST.A, CH.HSB

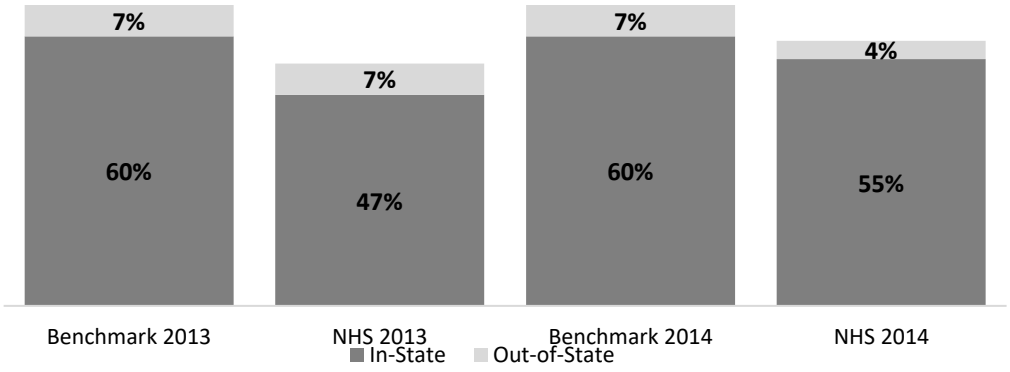


CH39. College Enrollment Rates the **First Two Years** after HS Graduation at **Two-Year and Four-Year Colleges** for Classes 2013, 2014 National Benchmark/NHS Comparison

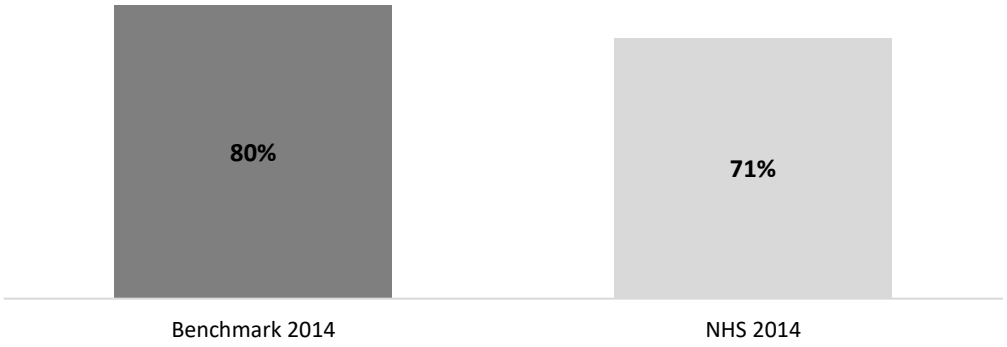
CH.ST.A, CH.HSB



CH40. College Enrollment Rates in the **First Two Years** after High School Graduation at **In-State and Out-of-State Colleges** for Classes 2013, 2014 National Benchmark/NHS Comparison CH.ST.A, CH.HSB

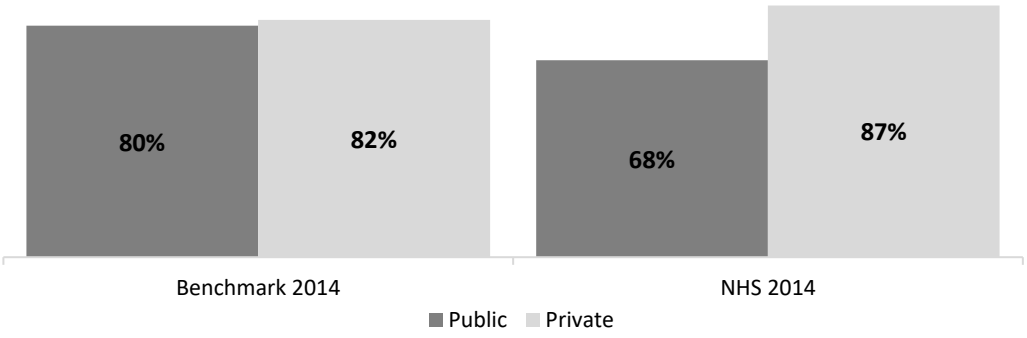


CH41. **Total** Persistence Rates from First to Second Year of College for Class of 2014, National Benchmark/NHS Comparison CH.ST.A, CH.HSB



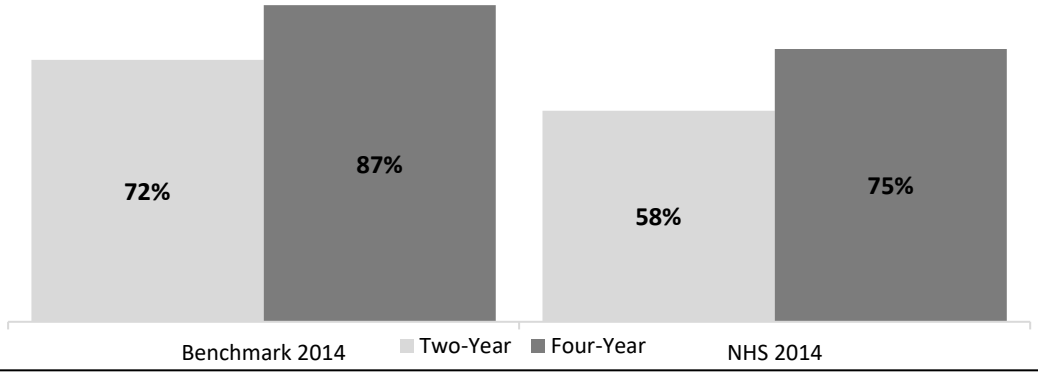
CH42. Persistence Rates from First to Second Year of College at **Public and Private Colleges** for Class of 2014, National Benchmark/NHS Comparison

CH.ST.A, CH.HSB



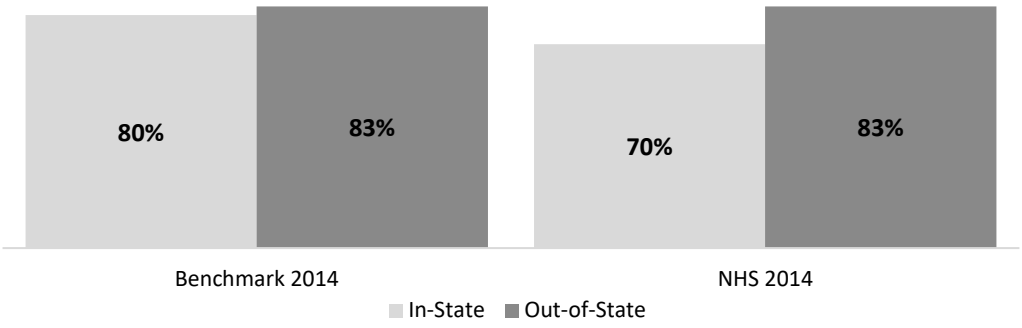
CH43. Persistence Rates from First to Second Year of College at **Two-Year** and **Four-Year Colleges** for Class of 2014, National Benchmark/NHS Comparison

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 2014, National Benchmark/NHS Comparison

CH.ST.A, CH.HSB



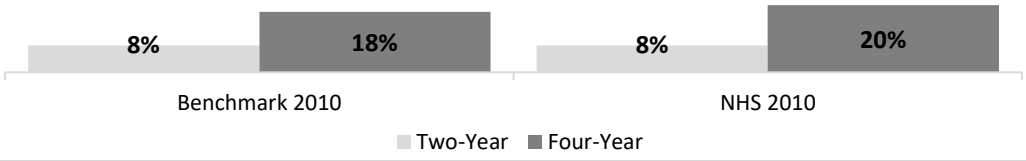
CH45. **Total** College Completion Rates Six Years after High School Graduation for Class of 2010, National Benchmark/NHS Comparison CH.ST.A, CH.HSB

CH46. College Completion Rates Six Years after High School Graduation at **Public and Private Colleges** for Class of 2010, 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 2010, 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 2010, National Benchmark/NHS Comparison

CH.ST.A, CH.HSB