



2017-18

Program Assessment Report

2011-18

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

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June 2022

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Acknowledgements

These reports were made possible by:

- The full support of partner teachers in the Newark City School system who generously gave up significant class time to A Call to College for programming and for the administration of assessment surveys.
- The Newark City School administration for sharing the data generated by the high school's participation in The National Student Clearinghouse.
- The high school volunteer advisors who do a tremendous job guiding their juniors and seniors and documenting their sessions.
- A Call to College intern, Brittany Butler (NHS '16), who carried out a sizeable portion of the necessary data entry for the Program Assessment Report surveys.
- Dr. Sarah Hutson-Comeaux, Denison Professor of Psychology. Her significant experience with assessment has helped A Call to College craft and refine each survey instrument, including determining the best approach to analyze the 5-year comparison of ninth grade benchmark surveys.
- 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.

2017-18

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 2017-18 academic year, the report discusses short-term outcomes and general observations about the students A Call to College serves. In the fourth section, data from the last five years of administering the Ninth Grade Benchmark survey are compiled and analyzed focusing on six 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 fifth 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 grade, aspirational and school motivation gains remained strong, but in fourth and eighth grade, increases were not seen in pre/post responses to the question "Do you want to go to college?". In addition, in our third year to assess the ninth grade program, Start Your Story, declines in three out of four aspirational questions pertaining to course rigor, grades and school involvement were again evidenced. The fourth aspirational question pertaining to attendance does show an increase in student aspiration. 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.
- Gains in the area of a students' perceptions of how affordable college will be for their family were only seen in the 8th grade survey this year. However, 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, for the first time at least one out of four ninth graders were able to name at least one type 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. For the second year, the ninth grade benchmark shows a gain in the number students reporting that it is at

least somewhat true they or someone in their family has saved money for their post-secondary education.

- The percentage of the junior class engaged in the ACT preparation activities decreased almost thirty percent in 2017-18, even though Newark High School administers the ACT to every junior each year to be compliant with mandates in the State of Ohio.
- Participation in ACT preparation events was positively correlated with a higher score on the March test. The average ACT score was almost 4 points higher for juniors that participated in at least one ACT prep event.
- The Class of 2018 yielded the largest number of students to be defined as A Call to College Participants.
- For the second year in a row, at least 140 seniors completed the maximum number of tracked official advising sessions surpassing 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 2018 who submitted a college application and completed our Exit Survey, over 53% percent indicated that they applied to three or more schools. Seniors defined as A Call to College participants were nearly eight times more likely to apply to three or more colleges than non-participants (10 nonparticipants vs. 79 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, 45% of the Class of 2018 was enrolled in either a 2- or 4-year college, as reported by The National Student Clearinghouse (NSCH).
- Of the Class of 2018 that enrolled the first fall after graduating, 81% chose a public college and 85% chose a 4-year institution.

Section I: Program Evaluation

Overview

This report represents a sixth 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 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 2017-18 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 2017 through 2021 (the second 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 2018.

Section II: All programming (4th- 9th) Pre-/Post-Survey Outcomes 2017-18

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:

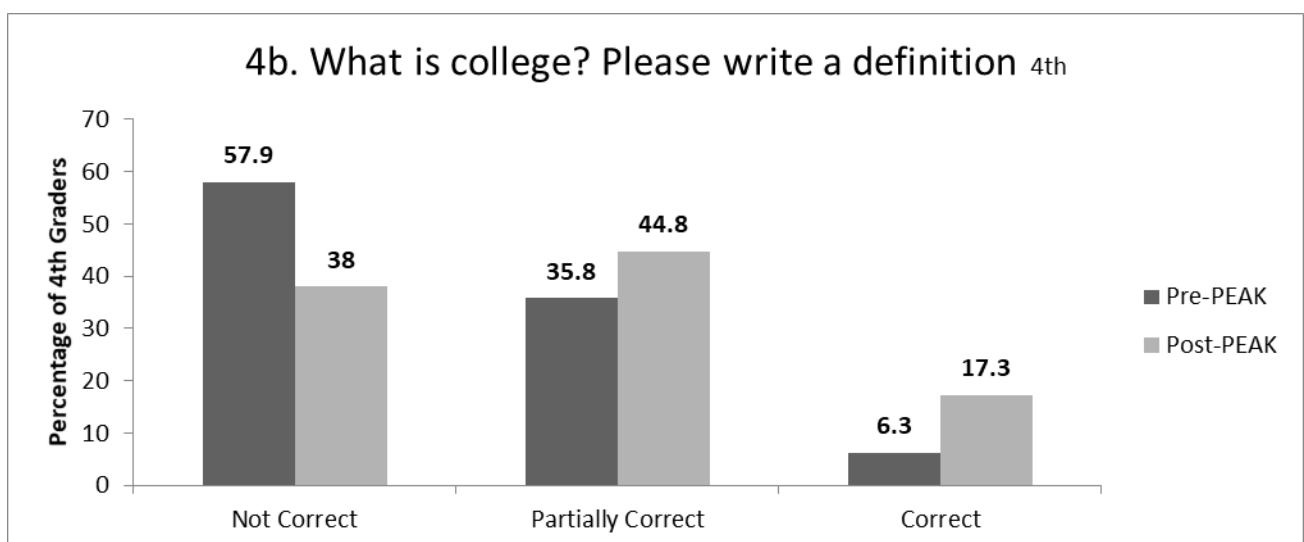
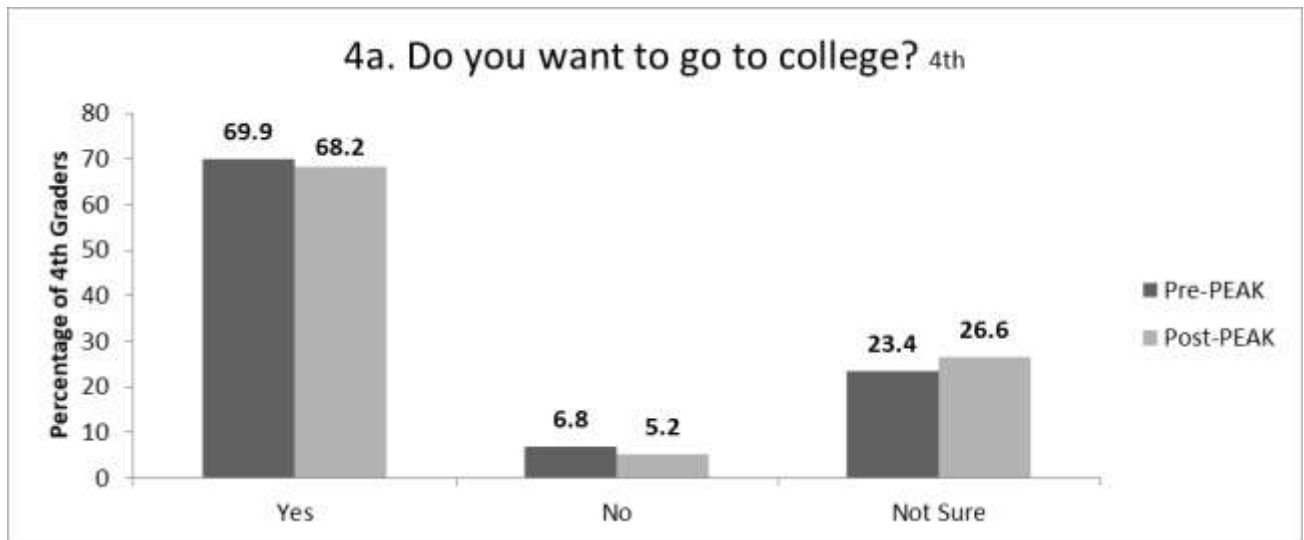
- **College & Money Savvy Wildcats.** For nine weeks in the fall, specially designed lesson plans that revolve around the relationship between earning power and educational attainment are delivered in every fourth grade classroom. One portion of the curriculum emphasizes the four money management skills 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.

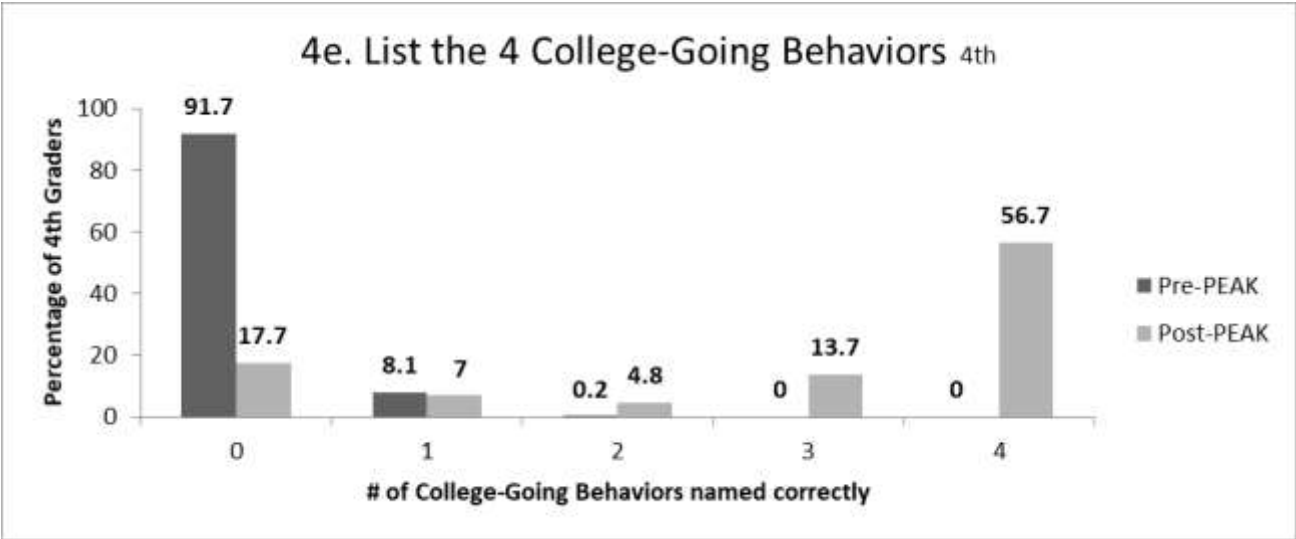
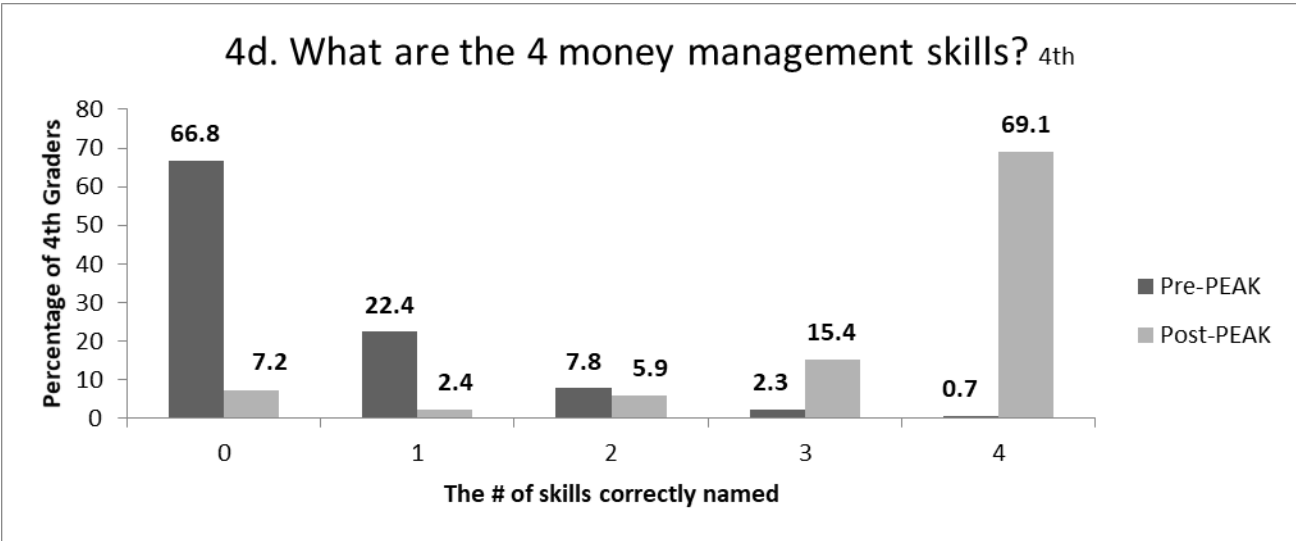
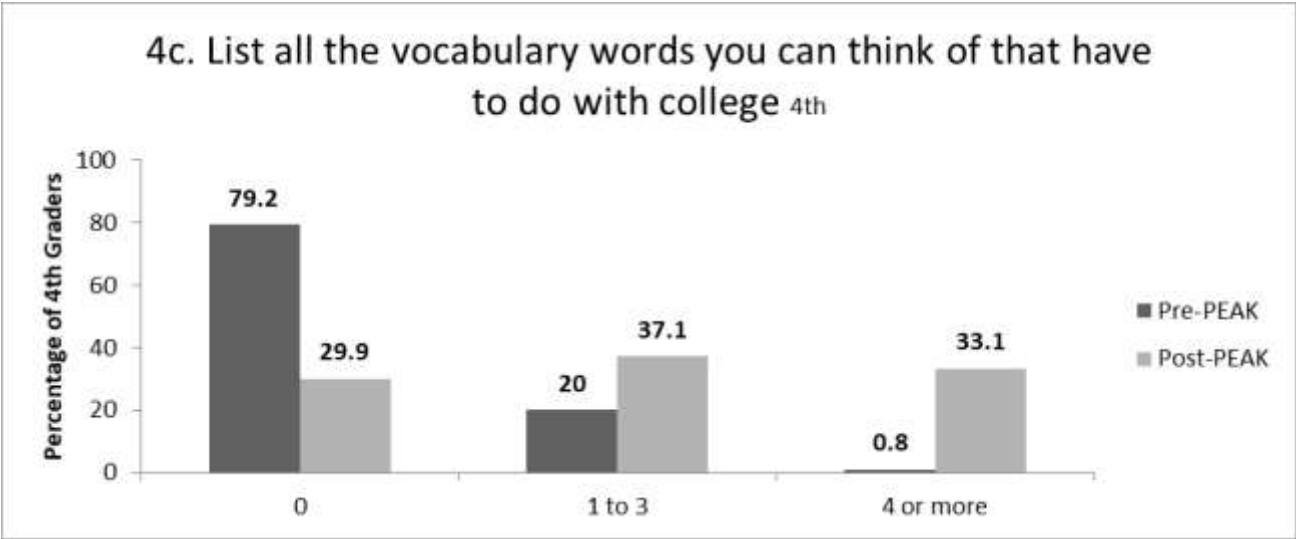
Survey sample: 386/484 fourth graders (using January 2018 NCS monthly count) completed the pre- and the post-survey (80% return)

SUMMARY OF OUTCOMES:

1. For the third year, there has been a decrease or no change to the number of students indicating a desire to be college bound after the College & Money outreach concluded. On the positive side, the number of students answering "no" to the question "Do you want to go to college?" does continue to decrease annually with 1.6% changing from a "no" answer this year. (Graph 4a)

2. Post-programming, fourth graders were almost 3 times more likely to give a correct definition of college. (PEAK's definition: College is any education after high school graduation). Before outreach, only 6.3% of fourth graders correctly defined college; after the outreach, 17.3% were able to give the full correct definition. However, it must be noted that this percentage of correct answers post-programming was again 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 2015-16; 24.1% 2016-17). This aberration could be due to variation in grading correct answers the past two years. (Graph 4b)
3. 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. Fourth graders learn eight college vocabulary words (degree, Associate's, Bachelor's, campus, professor, major, intramural, and scholarship). In addition, three other college vocabulary words are considered correct on this survey (mascot, laboratory, and dormitory). Prior to PEAK, 79% 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 70% could name at least one. (Graph 4c) Disappointingly, this year just over 29% 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 to an average of 30% of the students not being able to name a target college vocabulary term over the past three years.
4. 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, 2% of the surveyed students could name three or more money management skills. After the outreach, over 84% could name three or more. This is down about 2% from last year which was an all-time record. (Graph 4d)
5. 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, 75% could name two or more and nearly 57% of the students named all four college-going behaviors. (Graph 4e)





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 the 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: 381/498 (using January 2018 NCS monthly count) sixth graders completed the pre- and the post-survey (77% return)

SUMMARY OF OUTCOMES:

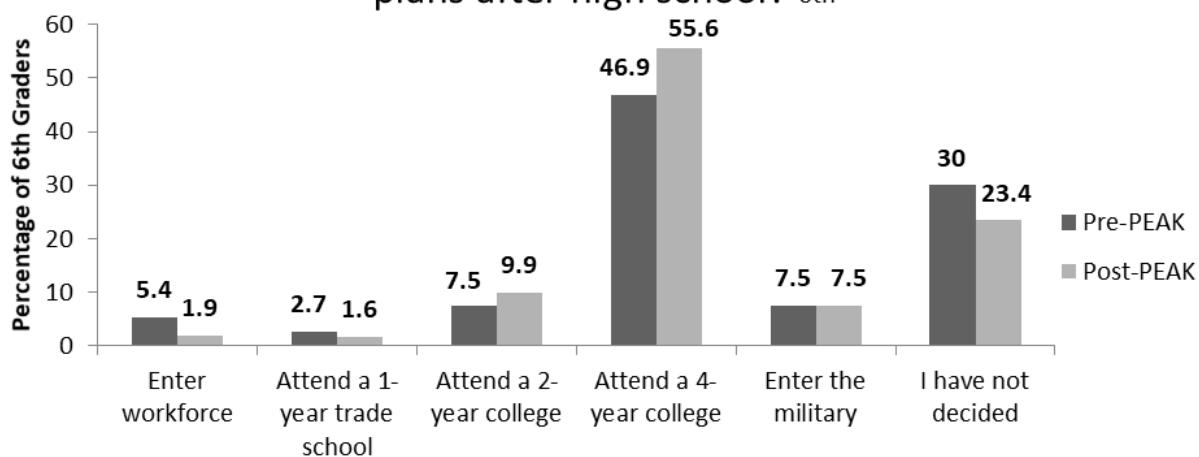
1. Our sixth grade programming continues to show consistent, positive results year after year. This year increased aspiration for education through and beyond high school was demonstrated in the following ways:
 - a. The desire to attend a 4-year college immediately after high school was down 4.4% compared to the large gain achieved the previous year, however, it still increased by 8.7% as a result of the sixth grade programming. (Graph 6a)
 - b. For the sixth straight year, sixth graders evidenced a better understanding of the fact that a college education is important for them to achieve their future goals as nearly 6% more students answered strongly agree to this prompt following the outreach than prior to the programming. (Graph 6g)
 - c. Conversations with a parent or guardian about attending college showed a solid increase when comparing pre- and post-programming responses. Over 8% of students indicated sometimes or frequently having 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 ten students responded “Strongly Agree” when asked “I can afford college”. Considering one out of five in our community live in poverty and more than 60% of Newark students are eligible for free and reduced lunch, messaging from some family members may convey 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. (Graph 6j)

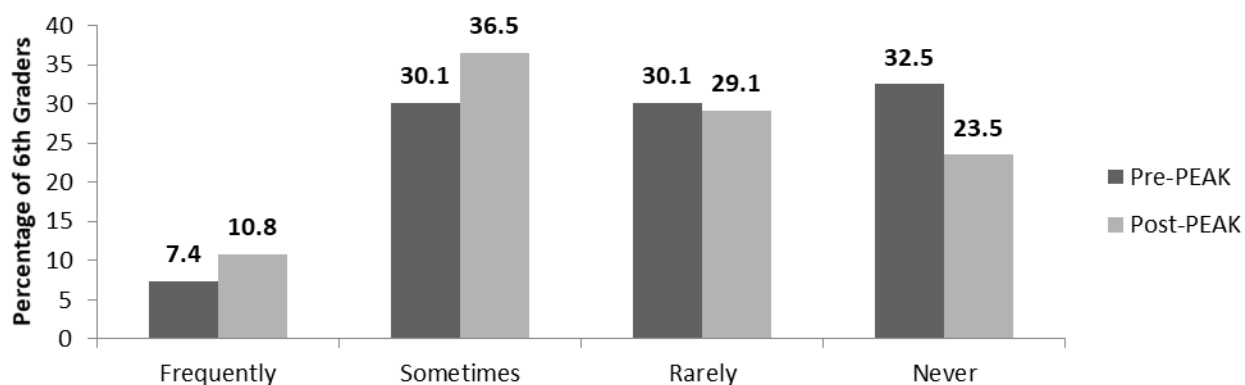
3. One way to combat the dampening effect of “money doubt” is to educate program participants about other resources, beyond family funds, that can make college more affordable. The sixth grade curriculum demonstrates continued success in increasing the students’ knowledge about these other financial 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 36% after the conclusion of the outreach. Post-programming, more than two times as many students strongly agreed with this statement. (Graph 6k)
4. 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). Almost 18% more sixth graders agree or 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)
5. For the first time in three years, sixth graders did not show an increase in knowledge that the grades they achieve in middle school affect the courses they are able to take in high school as this number remained flat for this prompt following the outreach when compared to prior to programming. (Graph I)
6. 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)

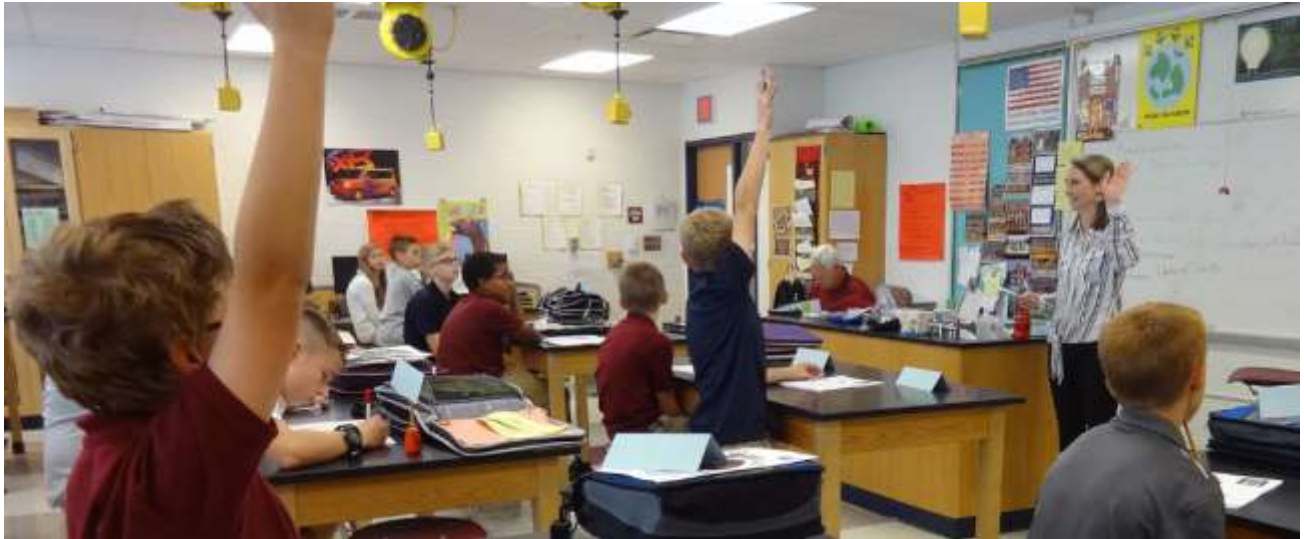


6a. Which of the following describes your immediate plans after high school? ^{6th}

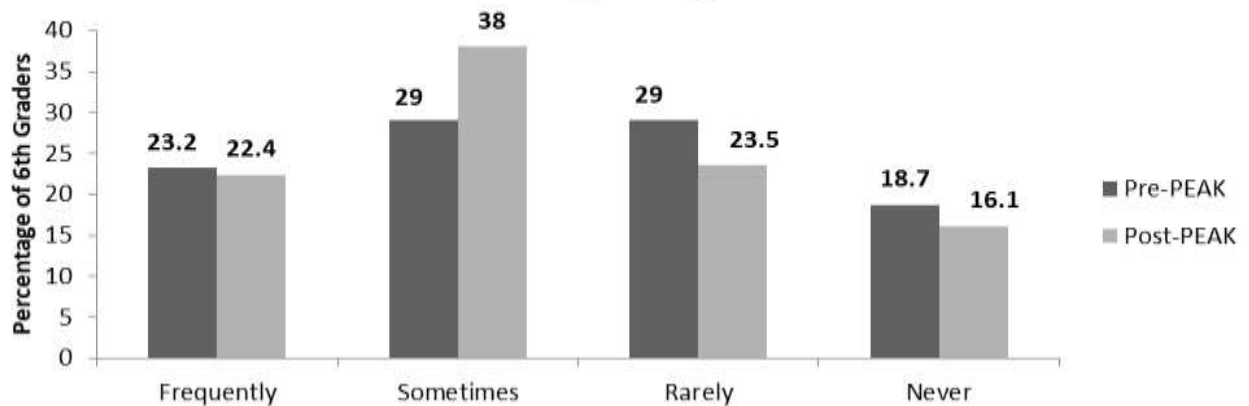


6b. How often do you talk with parent(s) about the classes you plan to take in HS? ^{6th}

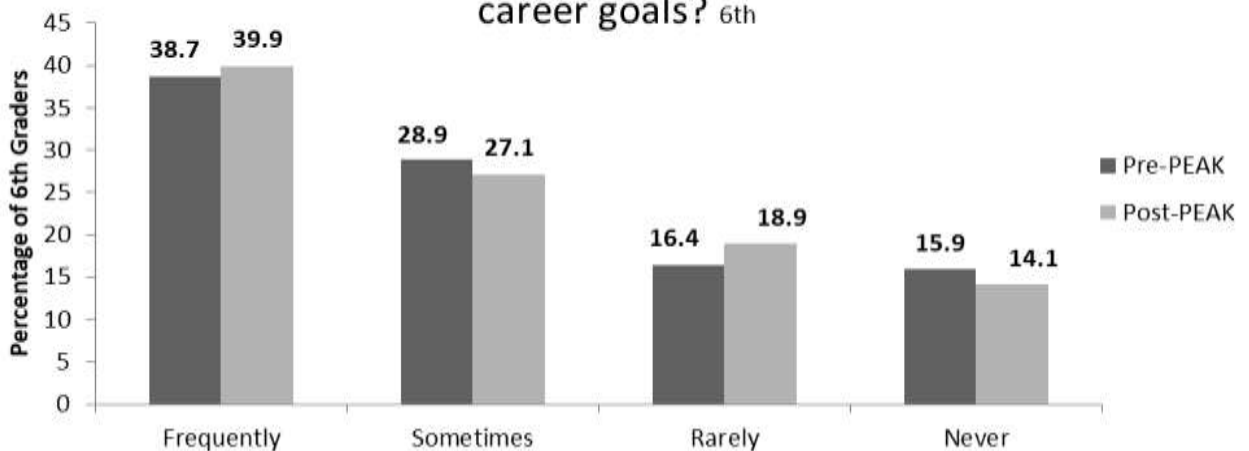




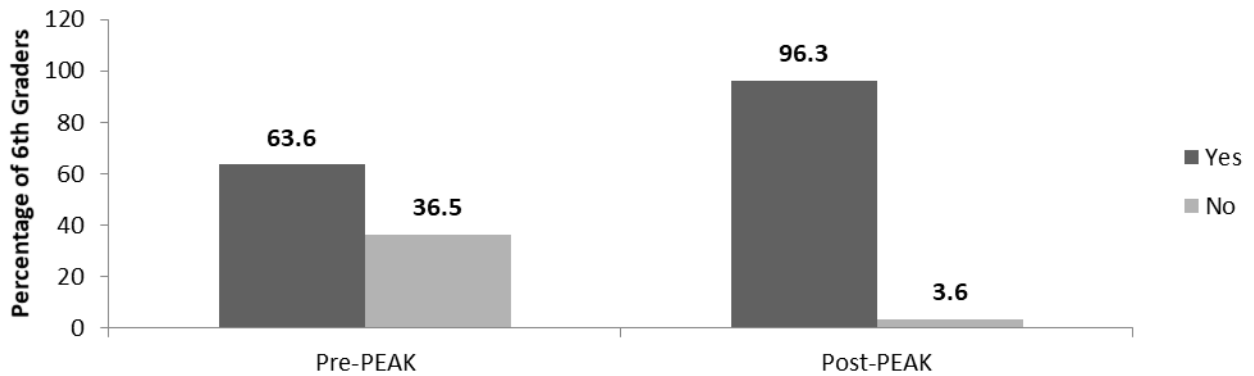
6c. How often do you talk with your parents about attending college? ^{6th}



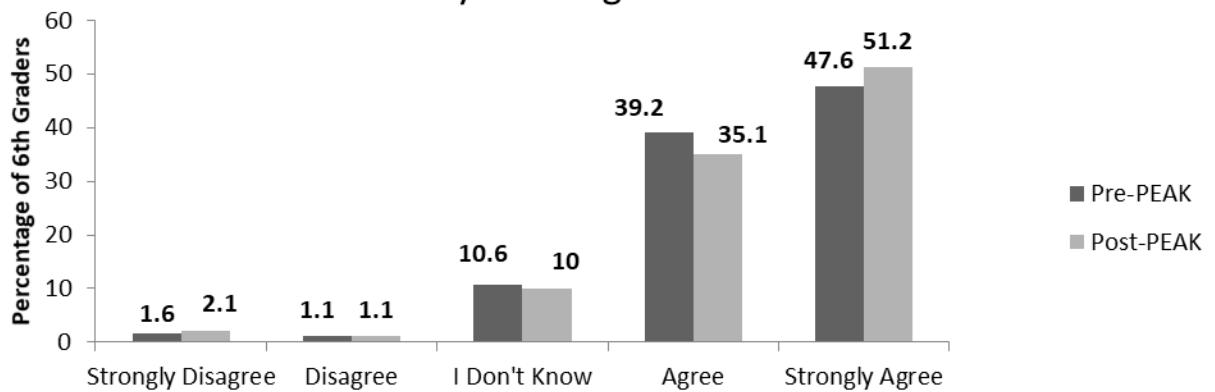
6d. How often do you talk with your parents about your career goals? ^{6th}

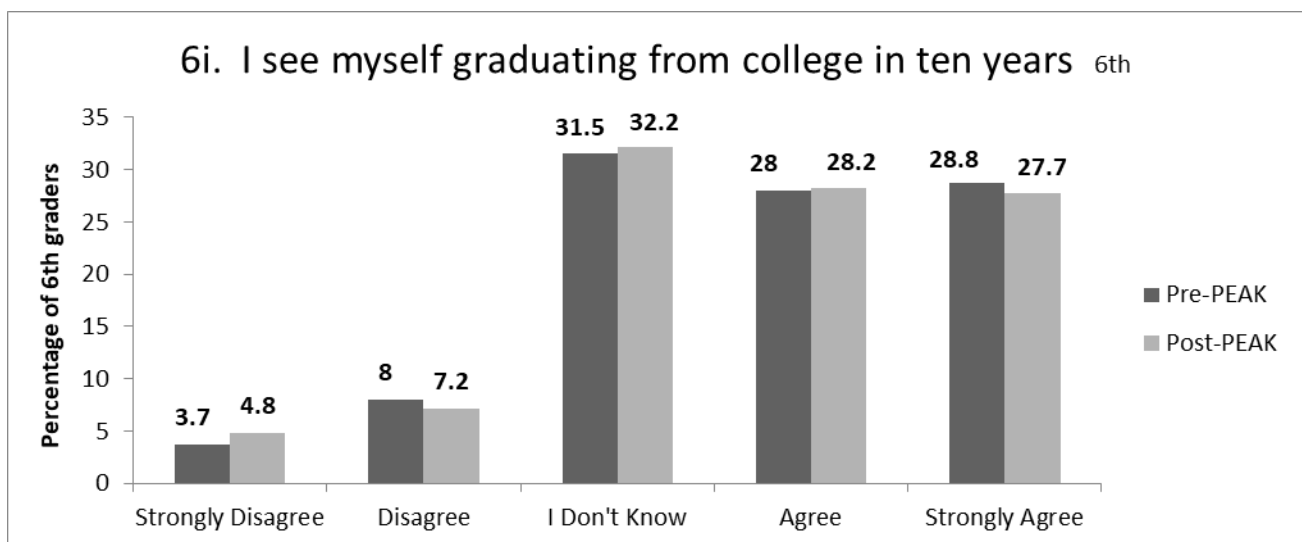
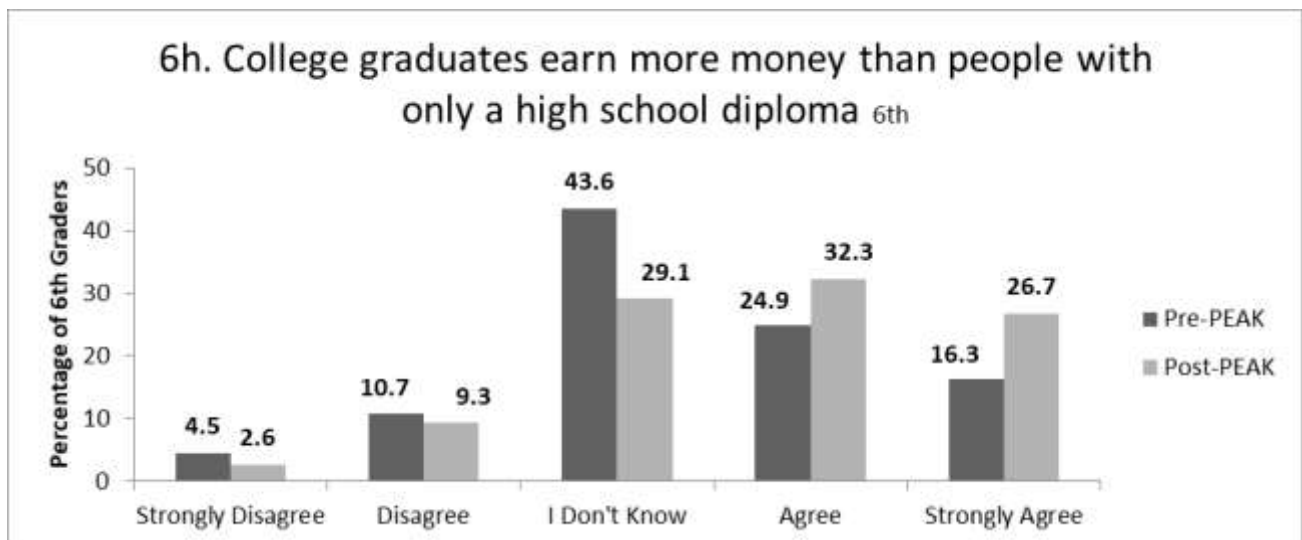
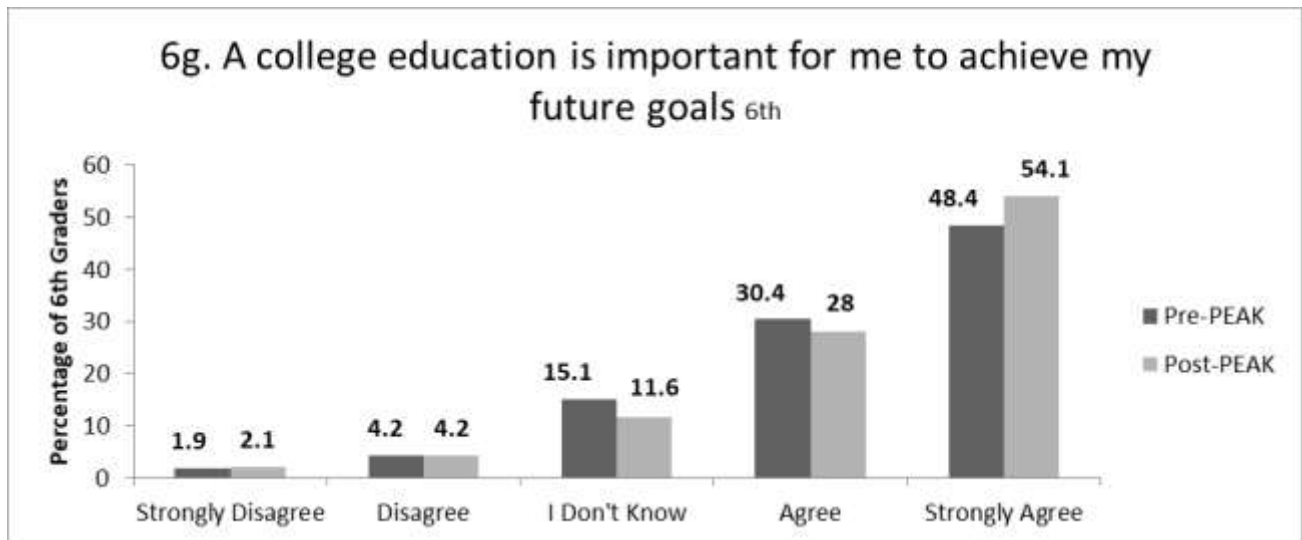


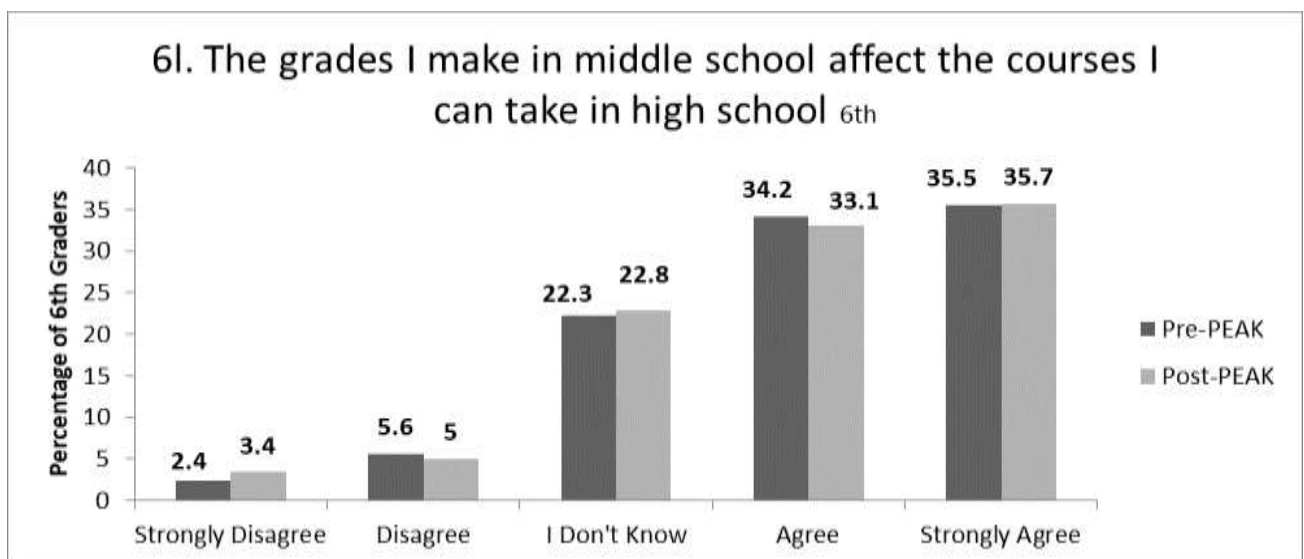
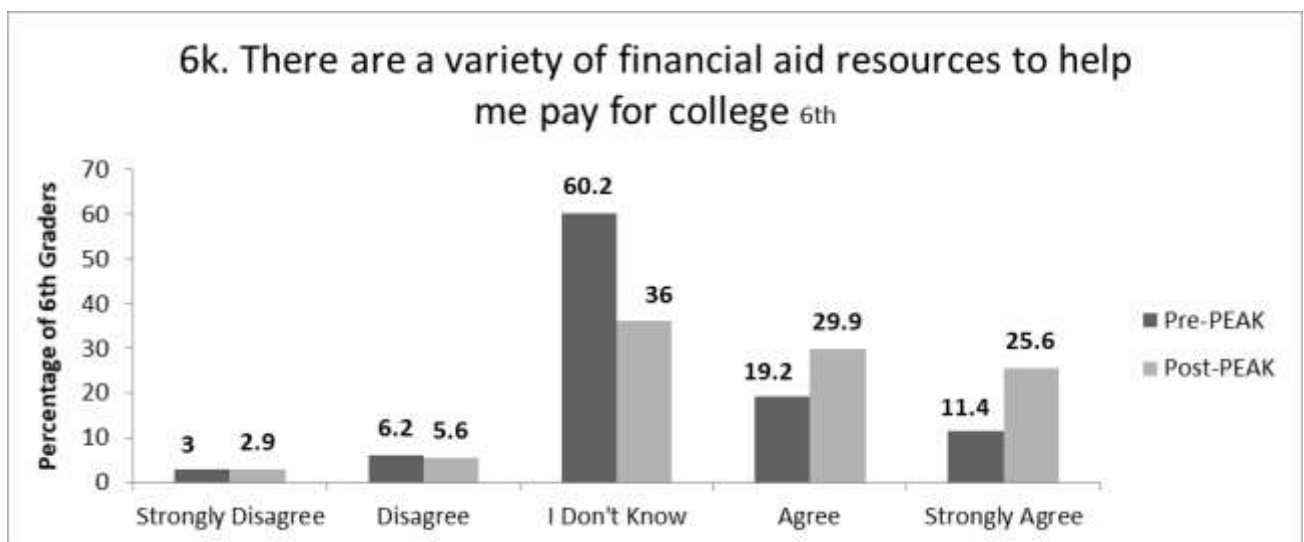
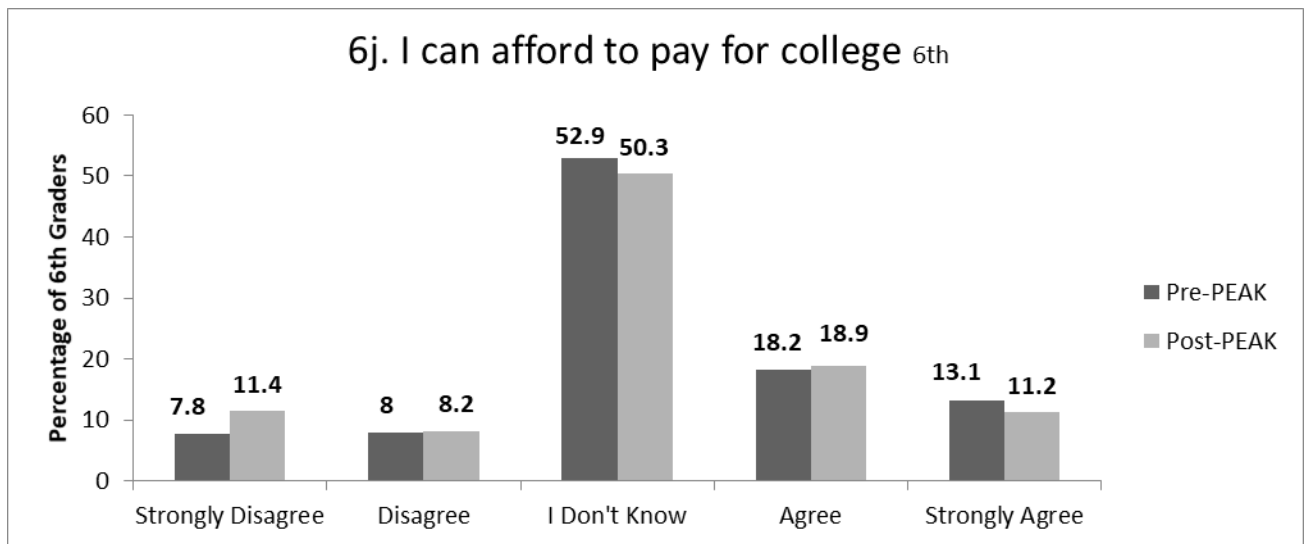
6e. Have you visited a college or university before? 6th



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







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: 308/449 eighth graders (using January 2018 NCS monthly count) completed the pre- and the post-survey (69% return).

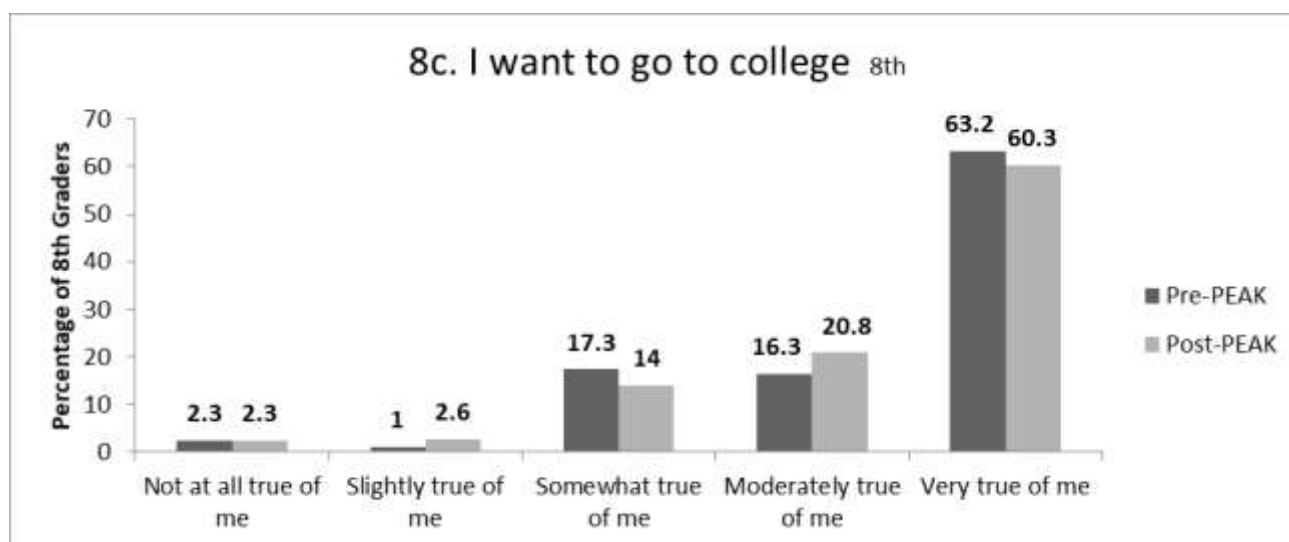
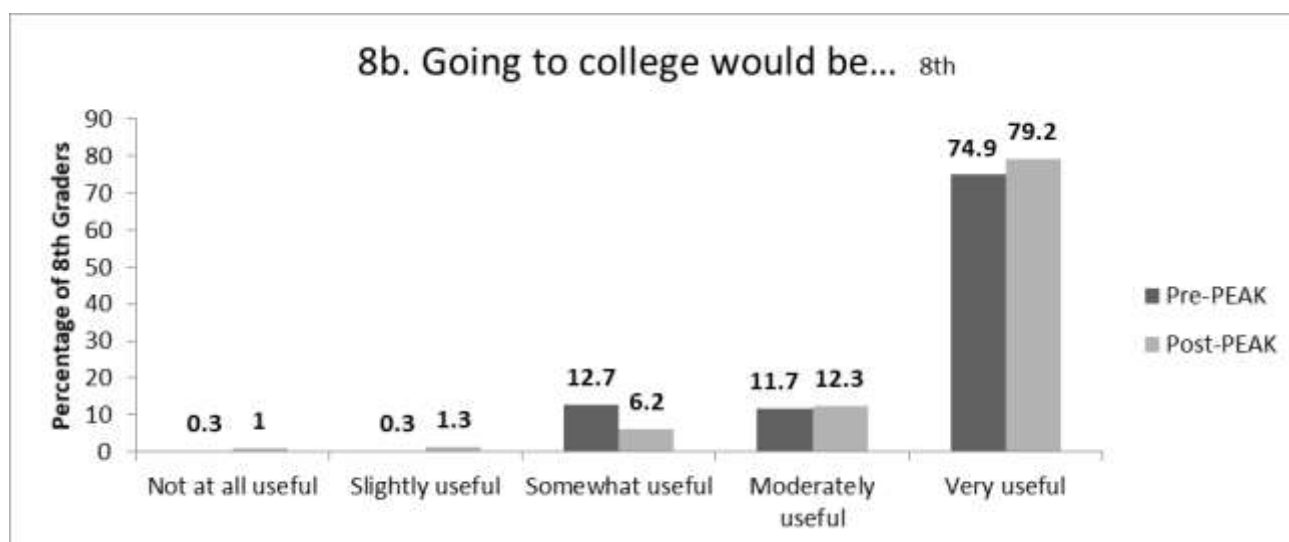
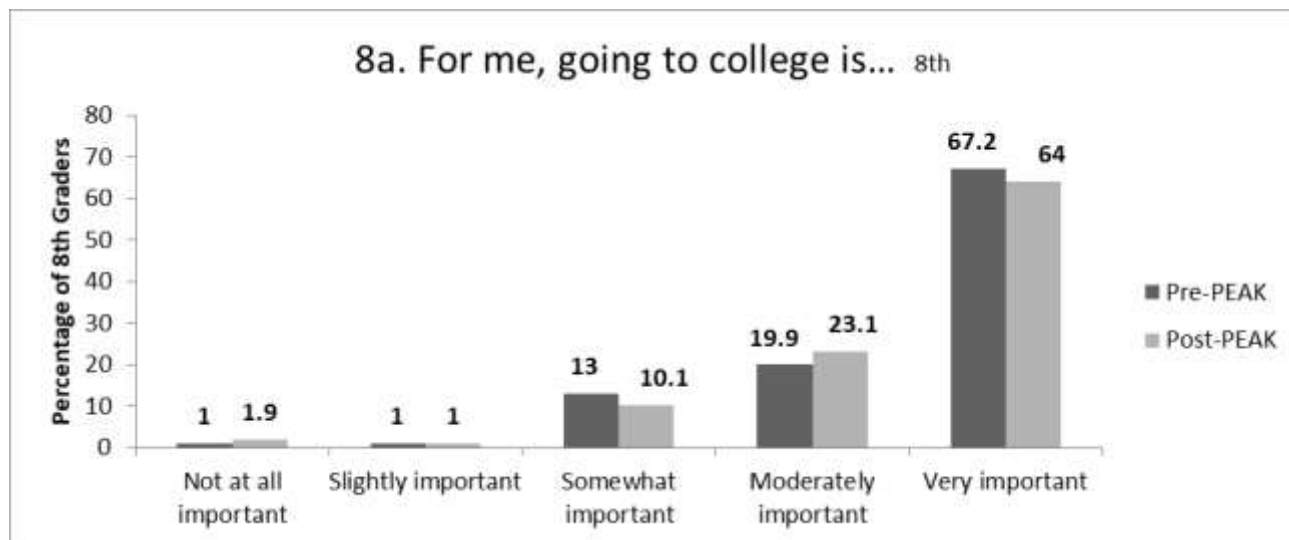
SUMMARY OF OUTCOMES:

Eighth grade programming showed an increased aspiration for education through and beyond high school in multiple categories this year. Notable gains include, but are not limited to:

1. In response to the statement "I will graduate from high school", 5.5% 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 16% 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. This has been the largest gain in this area to date and is two times more than last year. (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 over a 5% drop in the percentage of students who see themselves receiving an advance degree. (Graph 8g)

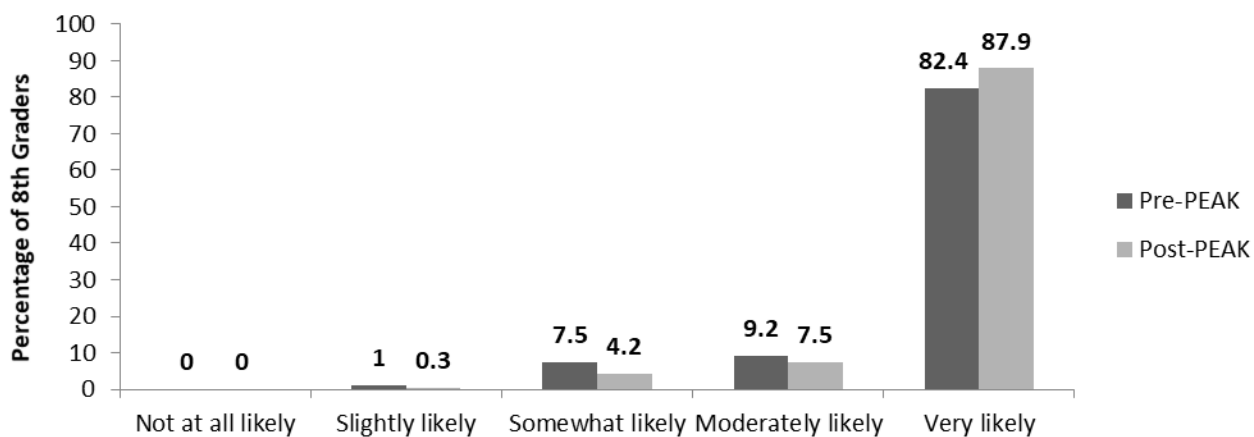
4. Both components of our eighth grade programming are clearly reinforcing our favorite phrase “The More You Learn, The More You Learn”. When asked whether they will earn more money if they continue their education beyond high school, just over 12% more of the students answered “very true” following the year’s programming. (Graph 8m)
5. Over three quarters of the students answered “very true of me” (45.3%) or “moderately true of me” (29%) when asked whether they found participating in our programming valuable. (Graph 8n)
6. This is the fourth 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. This year evidenced over 8% more of the eighth graders answering “moderately true of me” “or very true of me” to the question asking if 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 increase is consistent with the increases noted the previous three years (8% in 2014-15; 9% in 2015-16; 6.4% in 2016-17). (Graph 8h)



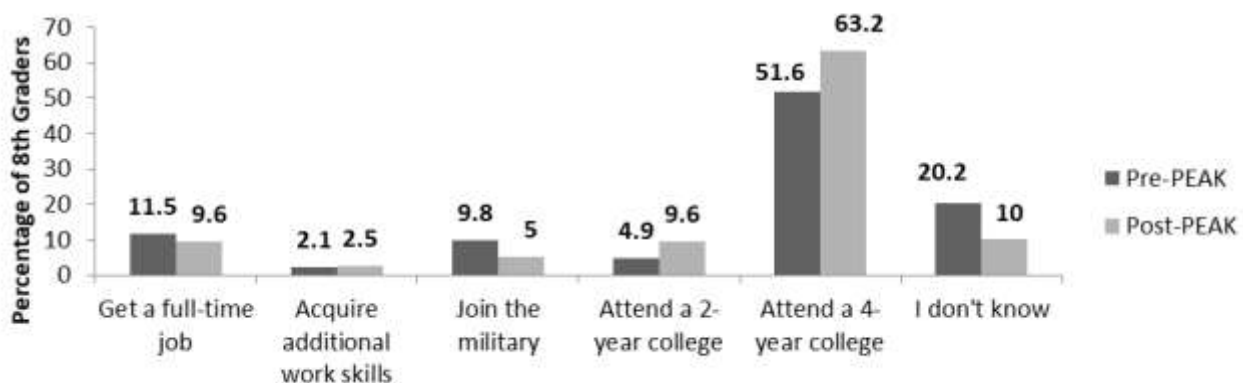


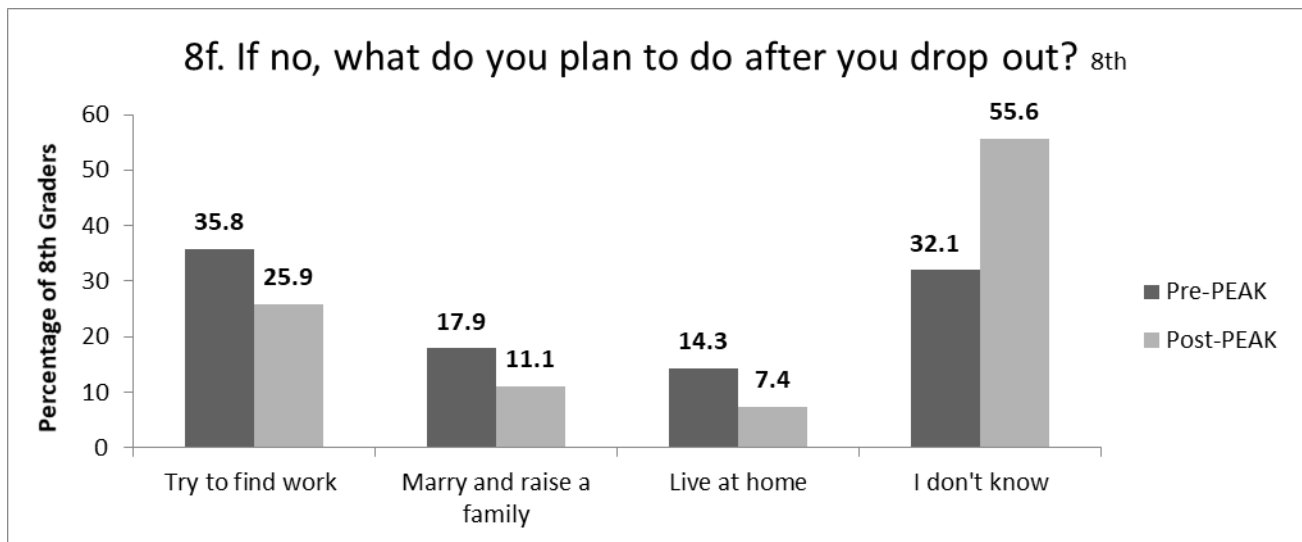


8d. I will graduate from high school 8th

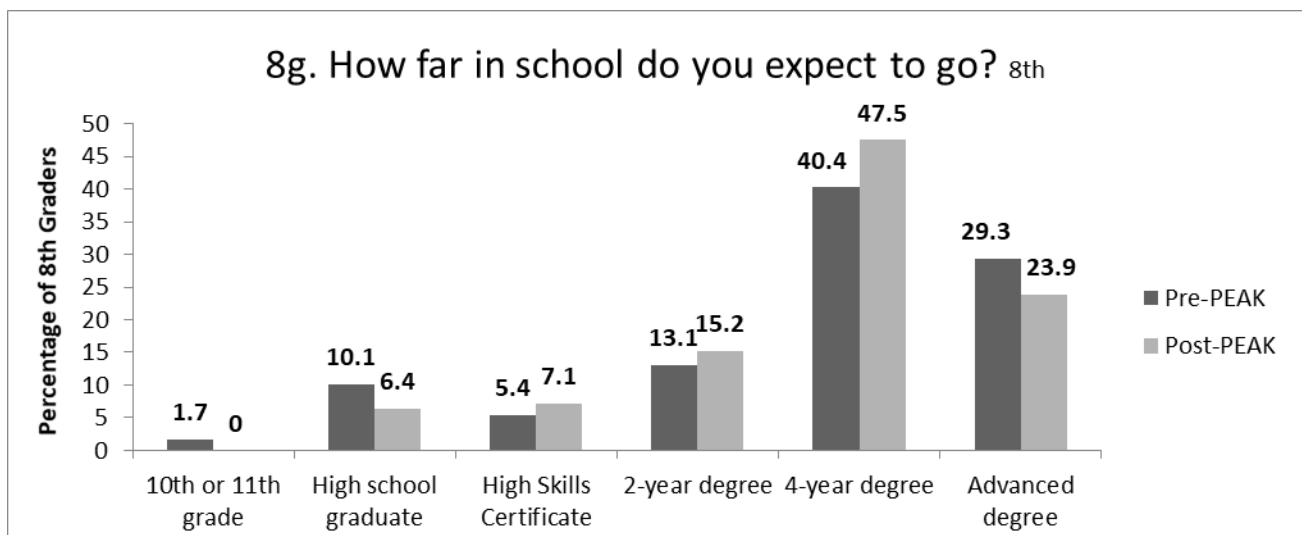


8e. If yes, what do plan to do after you graduate from high school? 8th

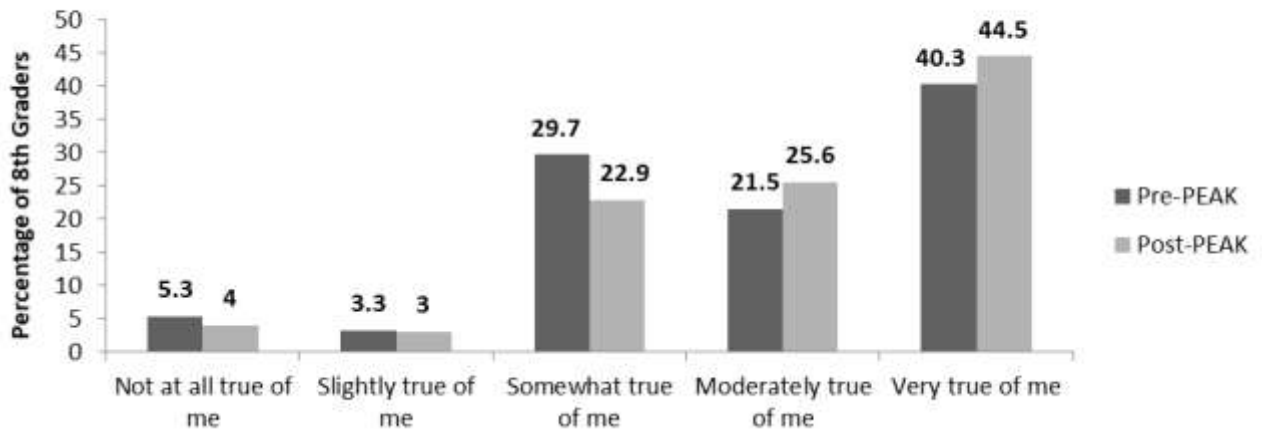




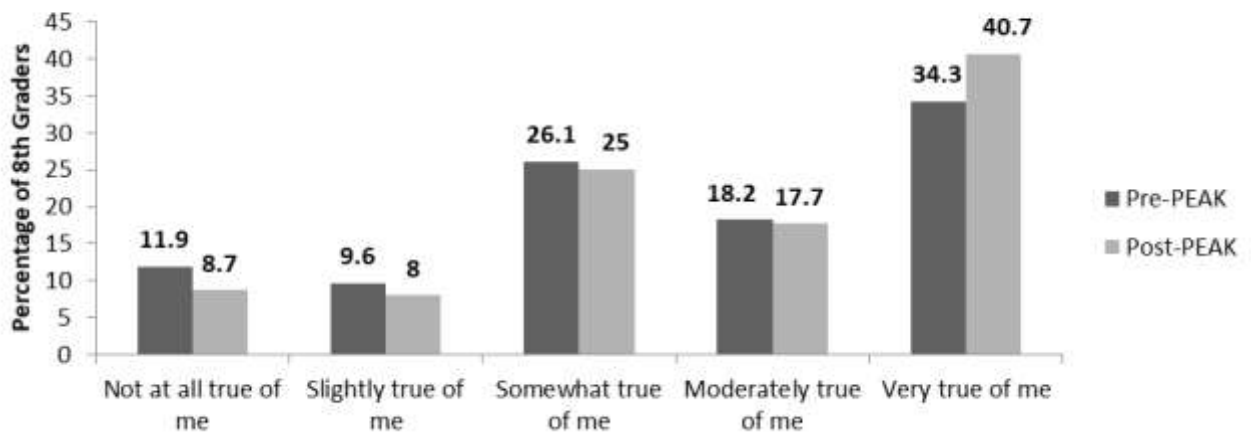
Comment: Students were instructed to answer this question only if they answered “not at all likely” to the question I will graduate from high school. (Graph 8d) Zero students answered “not at all likely” to question 8d, however, 28 students answered this question in pre-survey, 27 in post-survey.

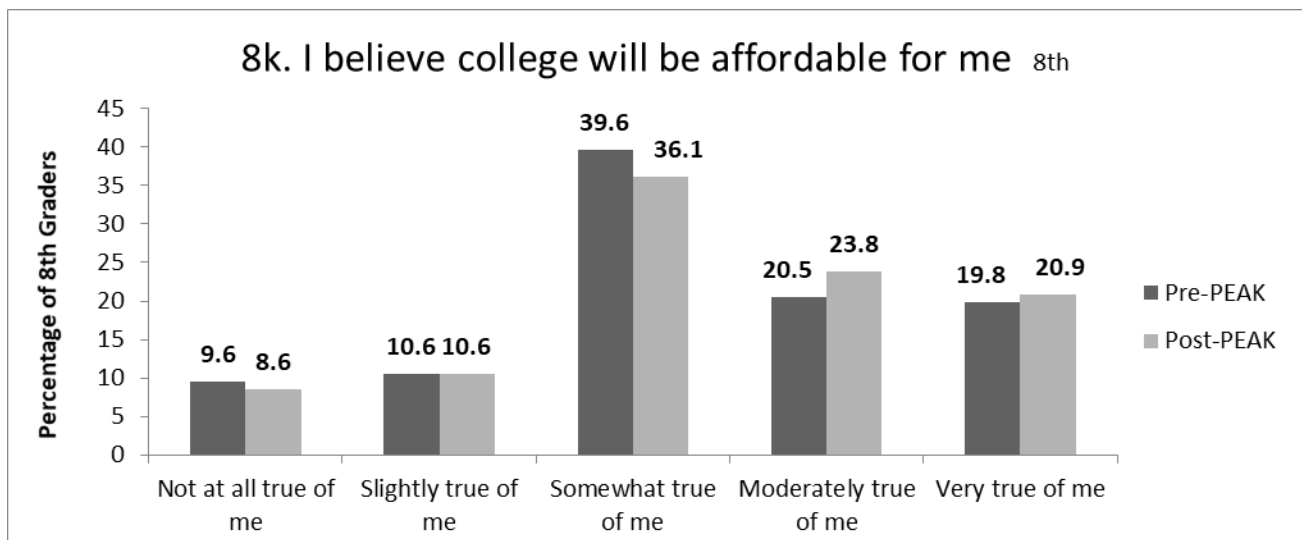
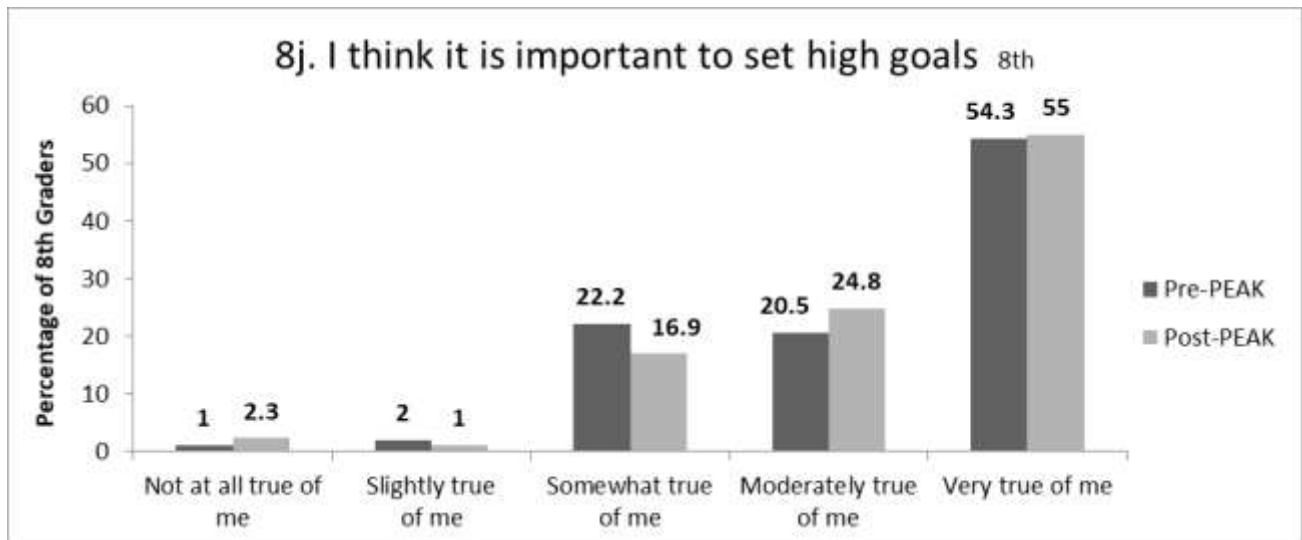


8h. I have explored a few careers that interest me 8th

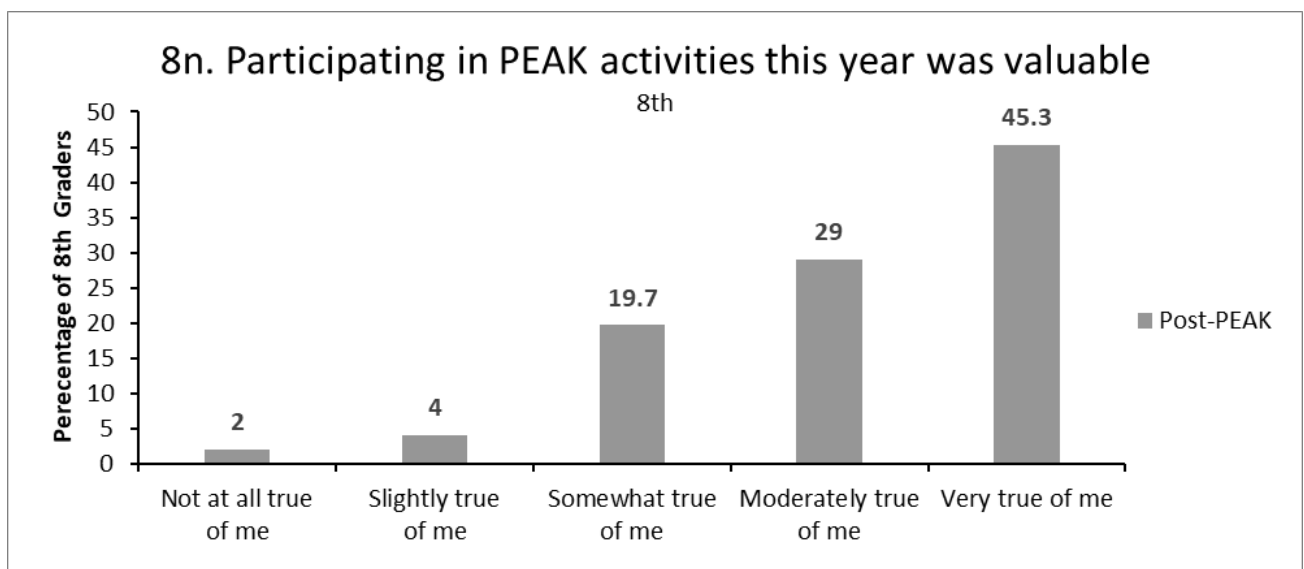
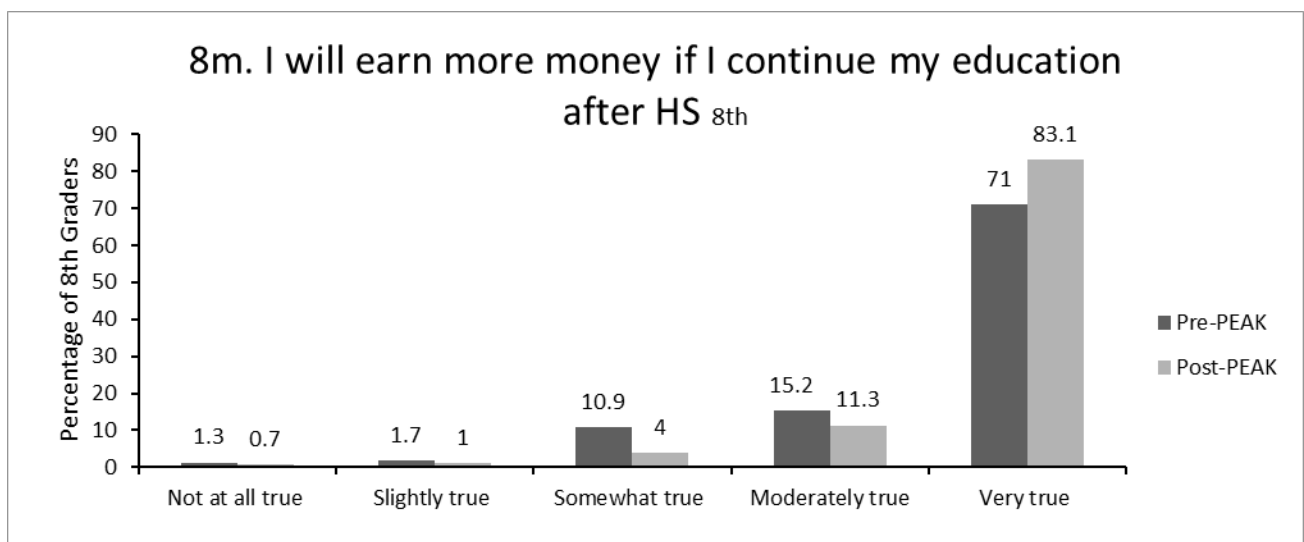
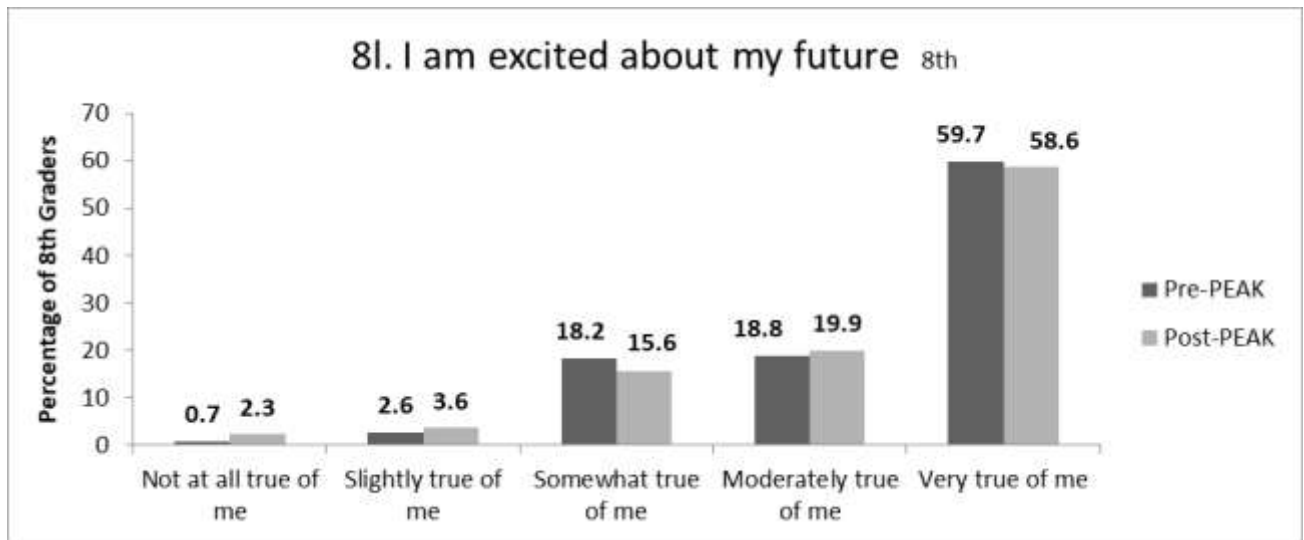


8i. I have talked with someone about my college goals 8th





Comment: As is seen with the sixth grade data, there is also significant worry about college affordability on the part of our eighth graders. Only 20.9% answered “very true of me” to the question I believe college will be affordable to me post-outreach, and over half the students indicated a heightened level of concern (answering somewhat, slightly or not at all) to this question regardless of pre- or post-outreach.



Ninth Grade (Start Your Story)

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

Start Your Story consists of eight lesson plans, each a half hour-long, delivered during My 700 Project 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: 319/414 ninth graders (using January 2018 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 third 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, science and foreign language credits one should take in high school to be college and career ready showed gains in each area. Correct answers on the post-survey in each of these areas increased on average by nearly 5%. (Graphs 9SYSm, 9SYSn, 9SYSp, 9SYSo) This is down from nearly 15% last year, however, the average of pre-survey knowledge of suggested credits has increased significantly over the past 3 years (67.9% in 2015-16; 71.2% in 2016-17; 85.5% in 2017-18)
- b. Over 43% of the ninth graders defined transcript correctly in the post-survey, a three-fold increase from the 14.2% 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 3 years talking about a transcript has become more of an emphasis in our middle school

programming. This year the number of students that defined it correctly in the pre-survey is up 6.1% from last year. (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, almost 8% of the freshman could name four items, whereas in the post-survey over 52% of them could name four items. Again, the pre-survey noted increased knowledge of what items are found on a transcript compared to last year. 13.3% more ninth graders could name three items and 4.4% more students could name at least four items prior to programming. (Graph 9SYSr)
- d. Although the majority of freshmen knew what the abbreviation “GPA” stood for prior to our outreach (Graph 9SYSs), less than 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, 55.7% of the freshmen were able to respond to this question with a viable GPA. (Graph 9SYSst)

Mixed results include:

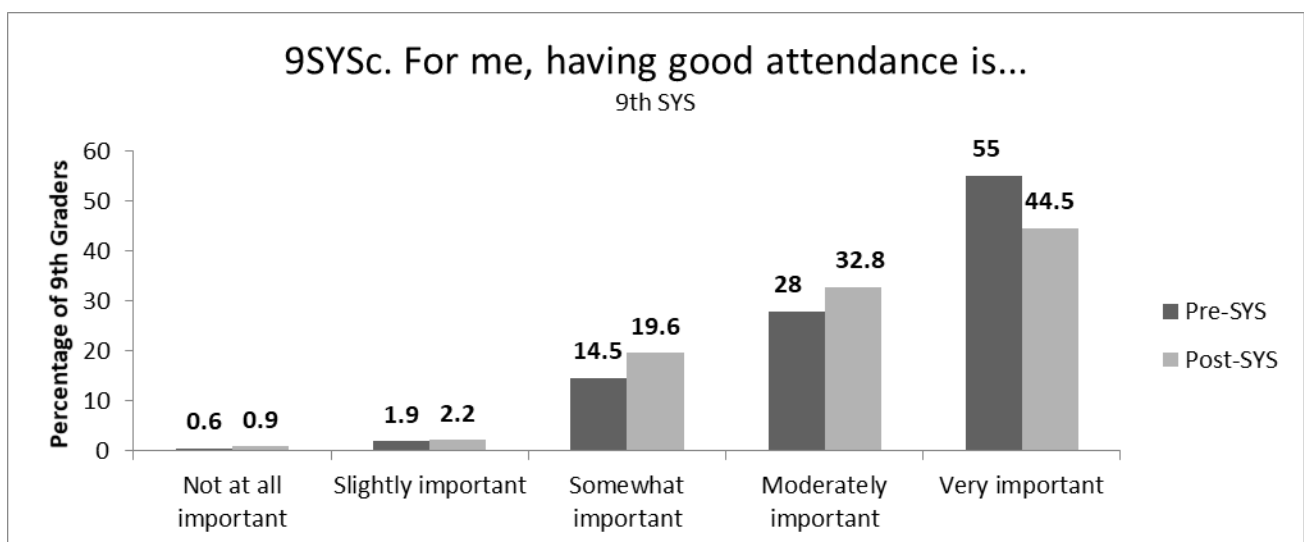
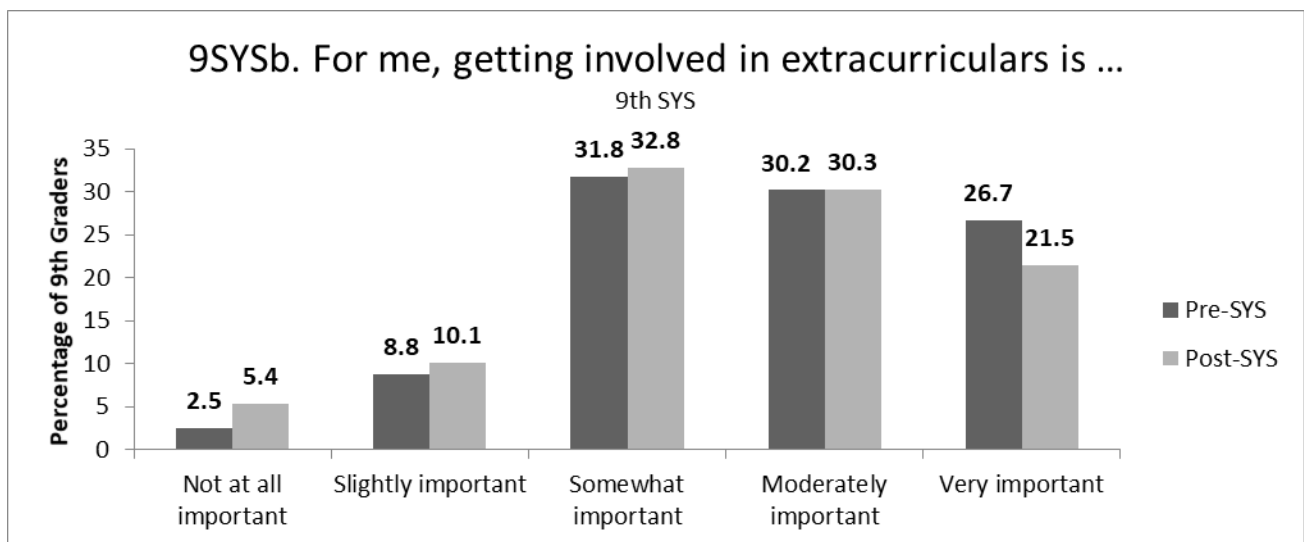
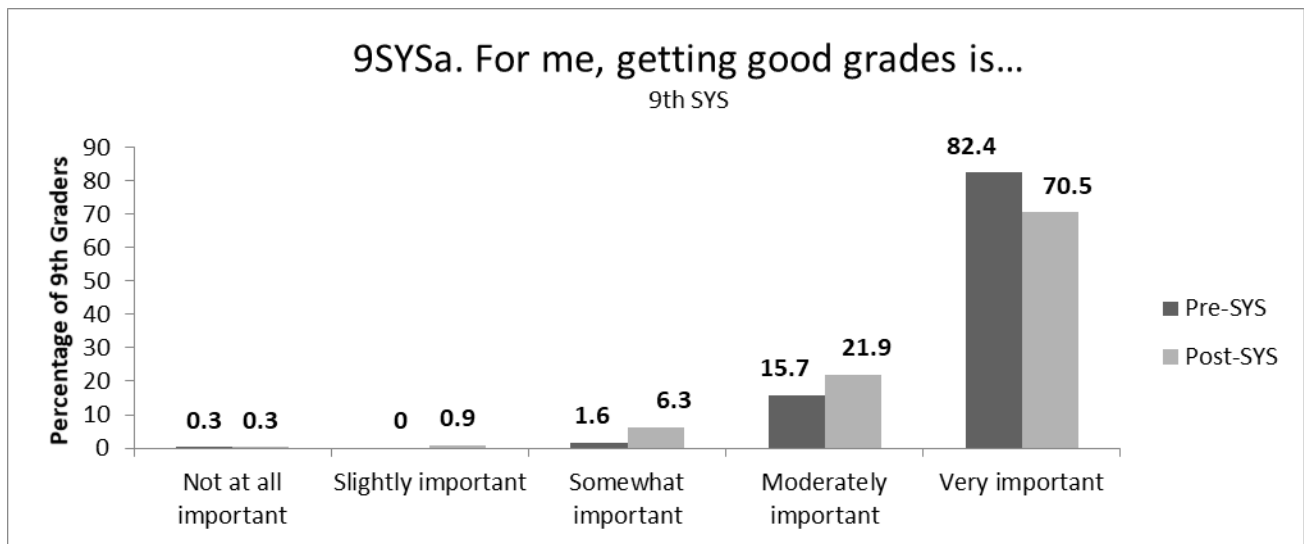
- a. With the exception of course selection and attendance, which did evidence small gains (Graph 9SYSk, 9SYSg), post outreach shows a slight decrease of students’ goal setting behavior in the areas of grades and activities. (Graphs 9SYSse, 9SYSi)
- b. Goal achievement for students who did self-identify as a goal setter, shows a small gain of about 4% in their ability to accomplish the attendance and course selection goals they set. (Graphs 9SYSsh, 9SYSi) However, a decrease of about 4% was seen from pre- to post-outreach in the students’ responses to whether they accomplished the goal of grades and activities. (Graphs 9SYSf, 9SYSj)
- c. The four questions that focused on measuring aspirational changes as a result of programming all evidenced decreases in priority areas. This is comparable to answers seen over the past two years.
 - **Getting good grades.** Prior to the outreach, 98.1% of those freshman surveyed said it was either moderately important (15.7%) or very important (82.4%) to them to get good grades. Following the outreach, only 92.4% of the students said it was either moderately important (21.9%) or very important (70.5%) to them to get good grades, with the biggest drop (11.9%) occurring in the “very important” category. (Graph 9SYSa)
 - **Getting involved in extracurricular activities.** 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, 56.9% of those freshman surveyed said it was either moderately important (30.2%) or very important (26.7%) to them to get involved in

school activities. Following the outreach, 51.8% of the students said it was either moderately important (30.3%) or very important (21.5%) to them to get involved in school activities. So although the decrease from pre- to post-outreach was smaller for this survey question, the percentage of ninth graders who identified “getting involved in extracurricular activities” as moderately or very important to them to start with was significantly lower than the other three areas of grades, attendance and course selection. (Graph 9SYSb)

- **Good attendance.** Prior to the outreach, 83% of those freshman surveyed said it was either moderately important (28%) or very important (55%) to them to have good attendance. Following the outreach, 77.3% of the students said it was either moderately important (32.8%) or very important (44.5%) to them to have good attendance, with a significant drop (10.5%) occurring in the “very important” category. (Graph 9SYSc)
- **Choosing challenging courses.** Prior to the outreach, 60.1% of those freshman surveyed said it was either moderately important (34.6%) or very important (25.5%) to them to choose challenging courses. Following the outreach, 51.4% of the students said it was either moderately important (26%) or very important (25.4%) to them to choose challenging courses. (Graph 9SYSd)

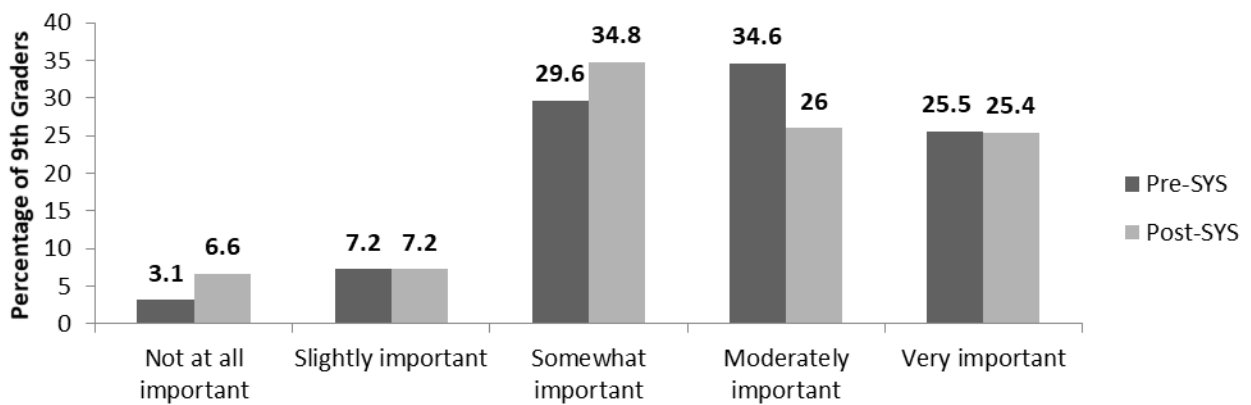
Thoughts and explanations for consideration in regards to this trend of reduced aspirations moving forward include:

- Ninth graders may 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. 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.
- Transitioning to high school frequently results in less support overall. Parent/guardian and teacher involvement might be less hands-on than middle school.
- Students have an increased responsibility when transitioning to high school and may confuse this responsibility with the freedom of choice of whether they go to class or do their homework.
- Attitudinal change seen from the pre to post-survey may be partially due to the programming being introduced and taught during a class period many students use as a study hall or free time.



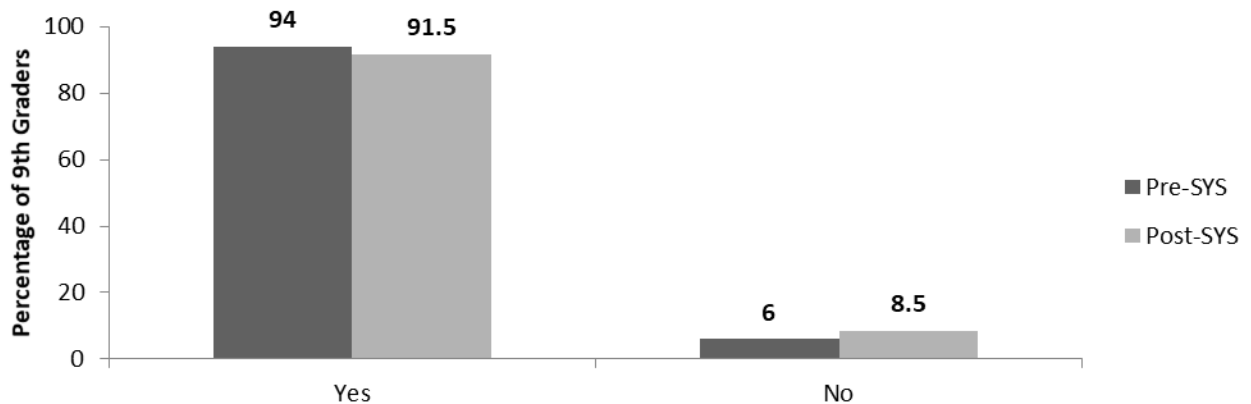
9SYSd. For me, choosing courses that challenge me is...

9th SYS



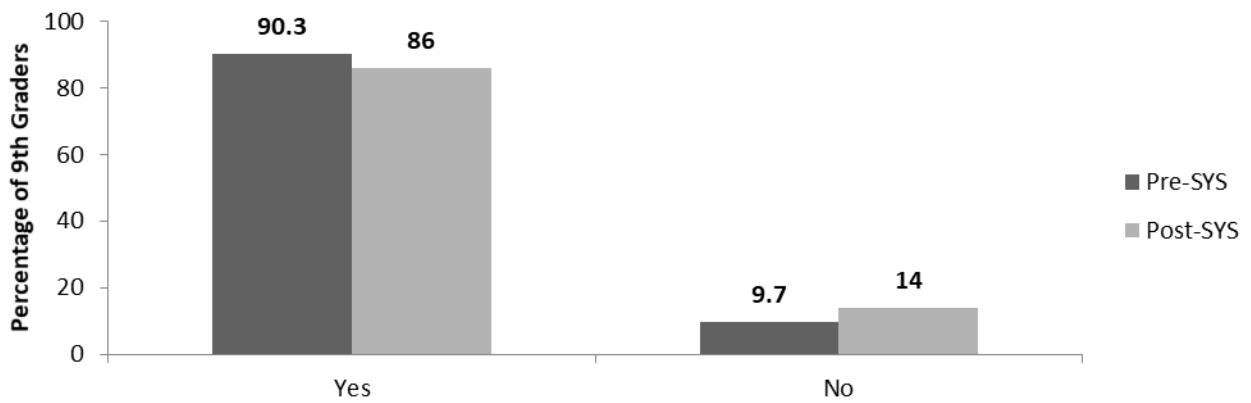
9SYSe. Have you ever set a goal in the area of grades?

9th SYS



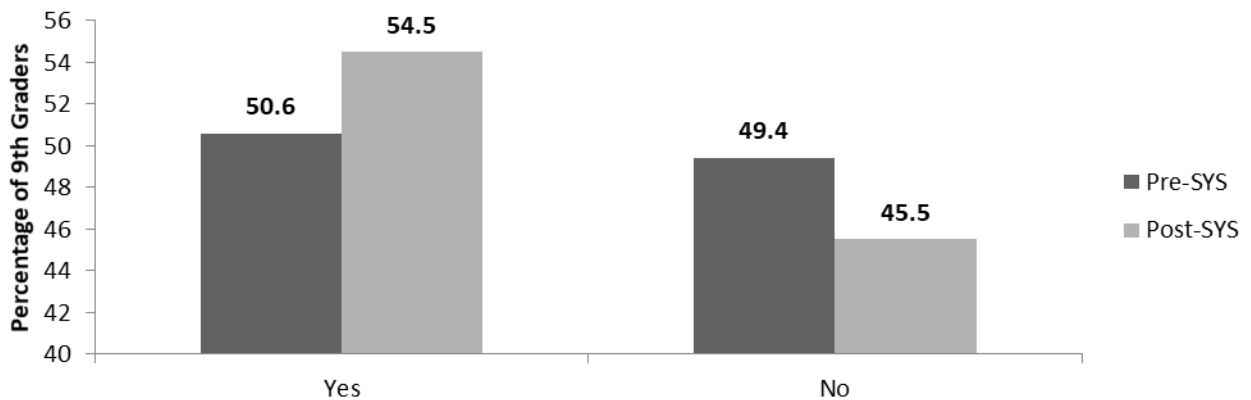
9SYSf. If yes, did you accomplish this goal in grades?

9th SYS



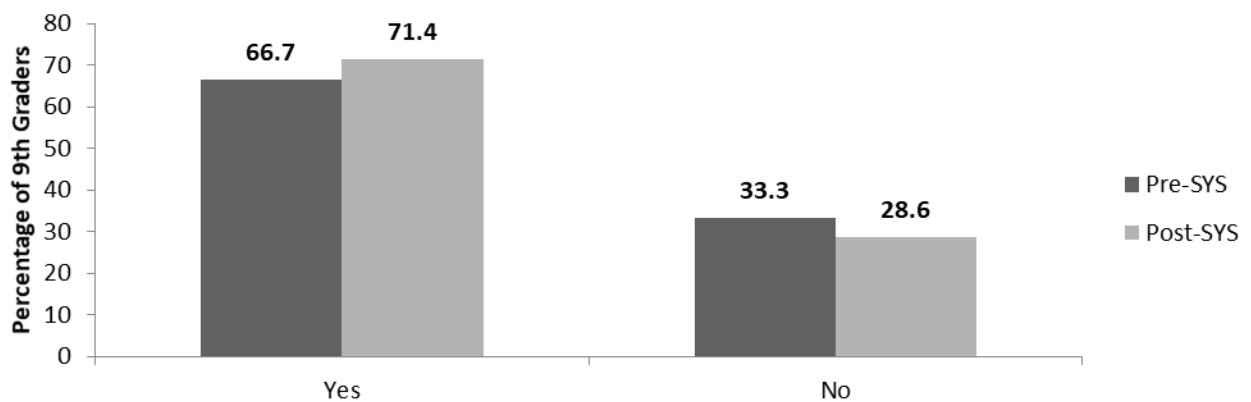
9SYSg. Have you ever set a goal in the area of attendance?

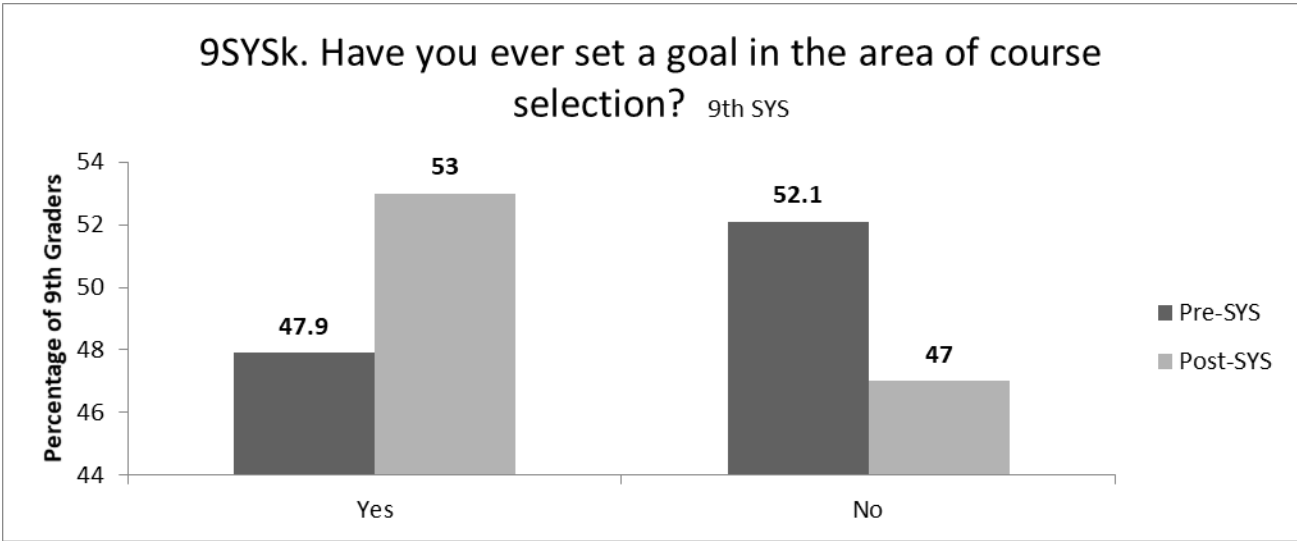
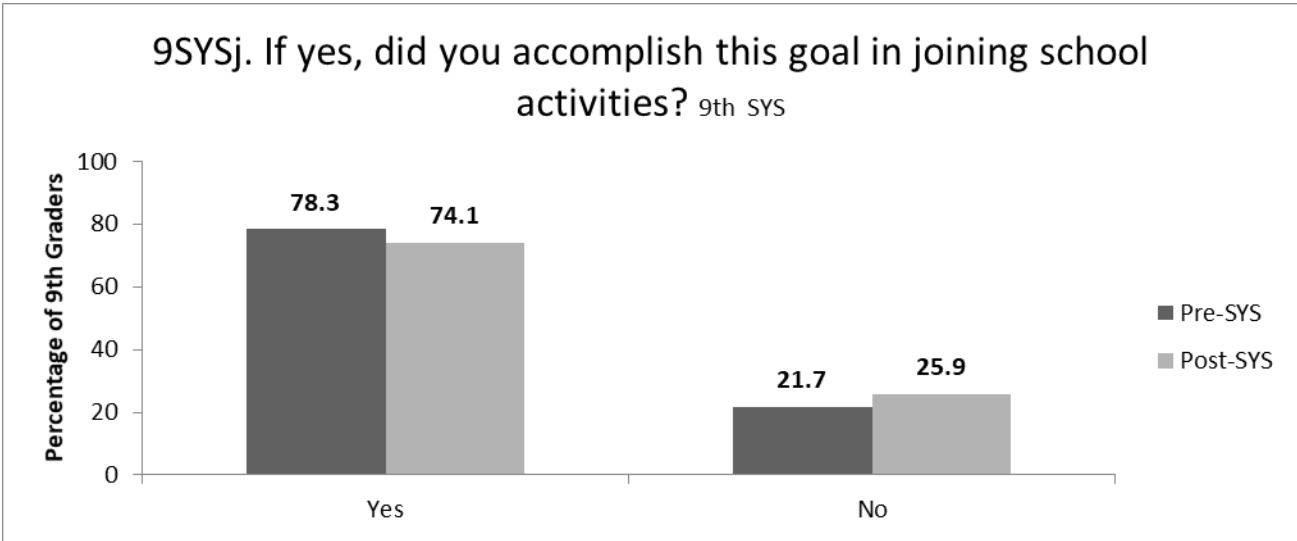
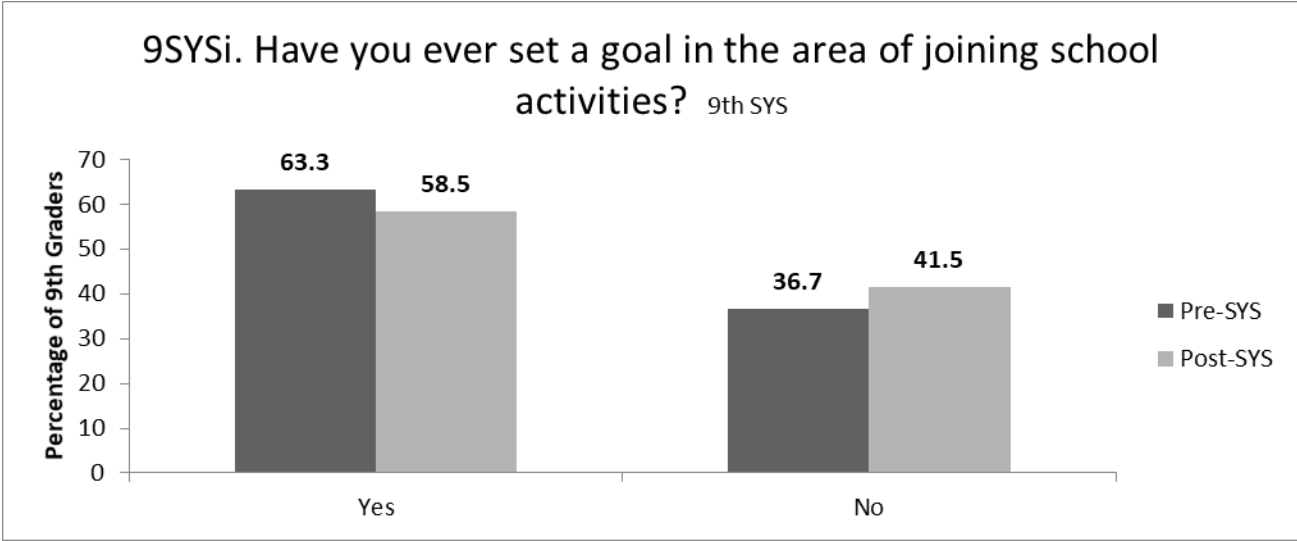
9th SYS



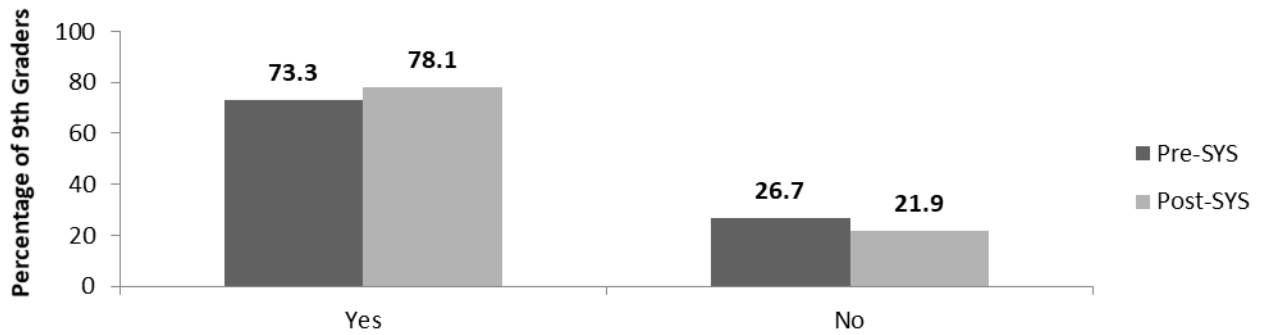
9SYS h. If yes, did you accomplish this goal in attendance?

9th SYS

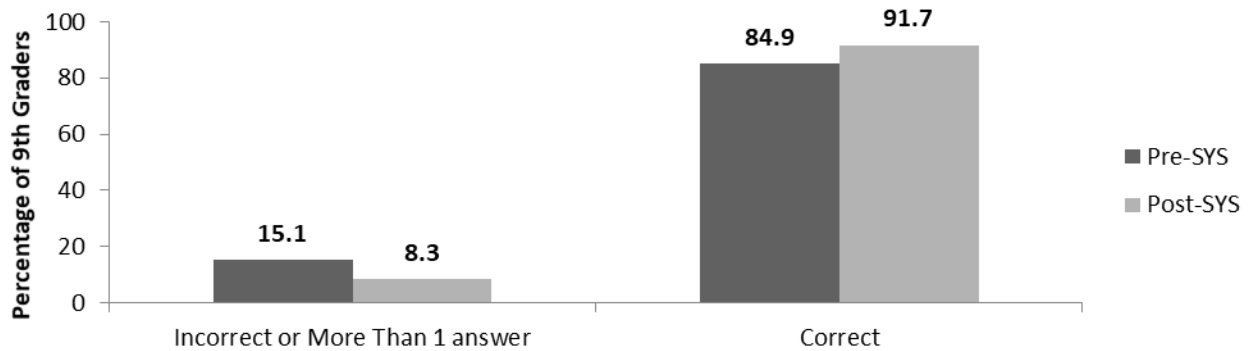




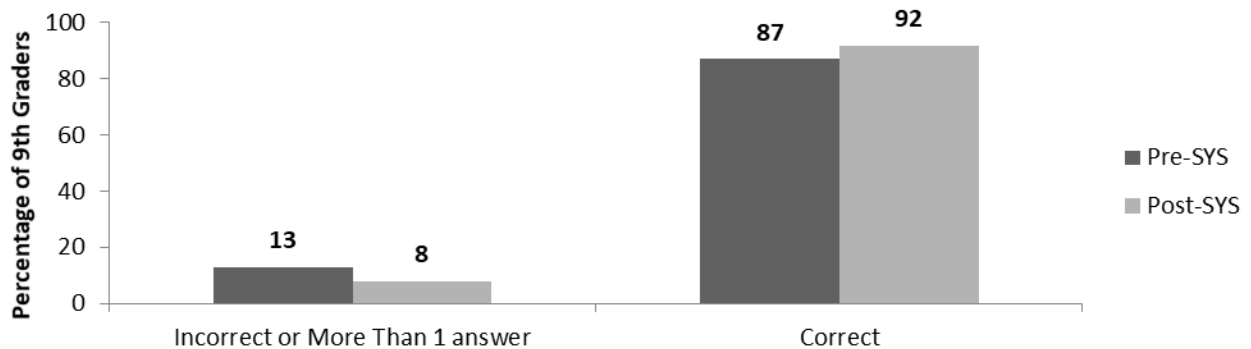
9SYSI. If yes, did you accomplish this goal in course selection? 9th SYS



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

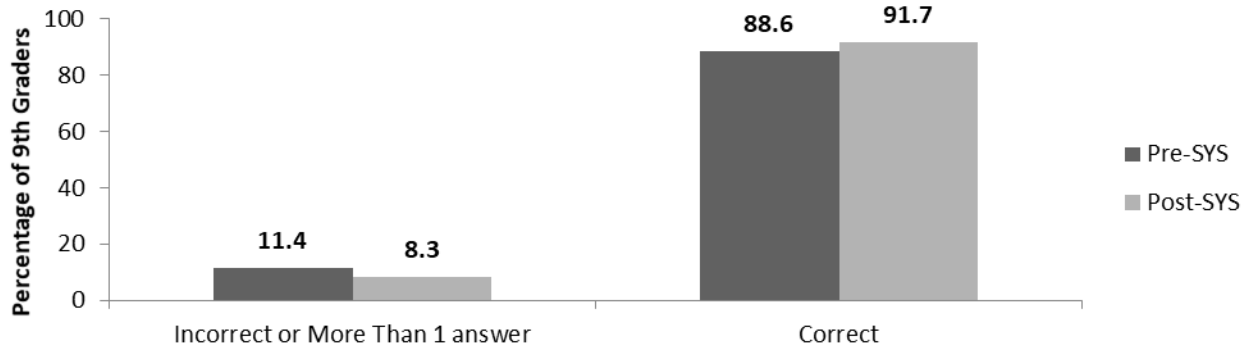


9SYSn. List the number of ENGLISH credits you think you should take in HS to be prepared for a career and college 9th SYS



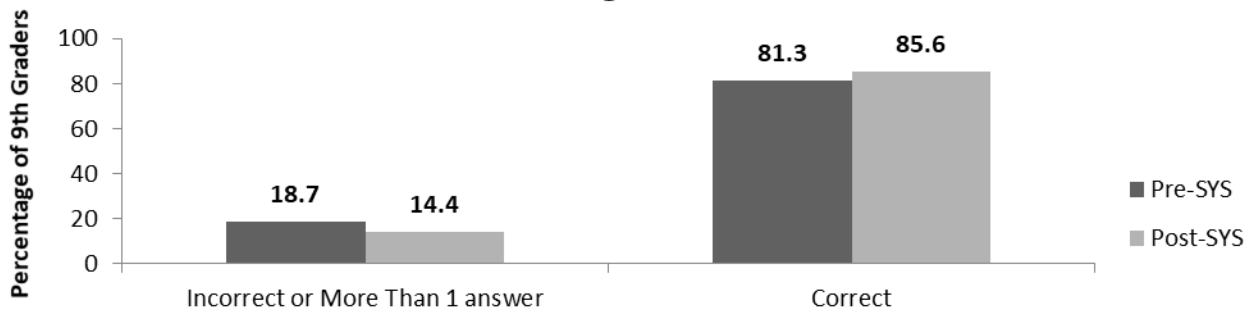
9SYSO. List the number of SCIENCE credits you think you should take in HS to be prepared for a career and college

9th SYS



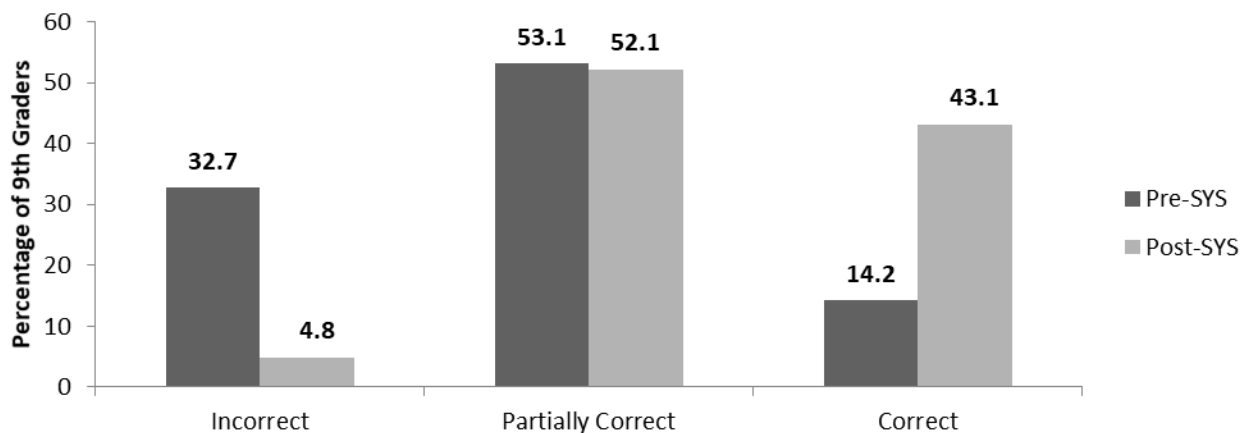
9SYSp. List the number of FOREIGN LANGUAGE credits you think you should take in HS to be prepared for a career and college

9th SYS

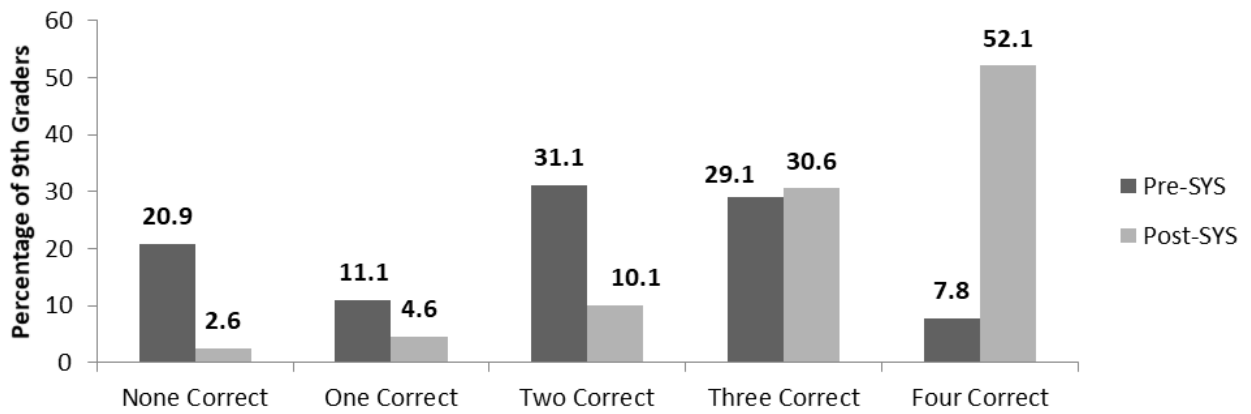


9SYSq. What is a transcript? Write a definition.

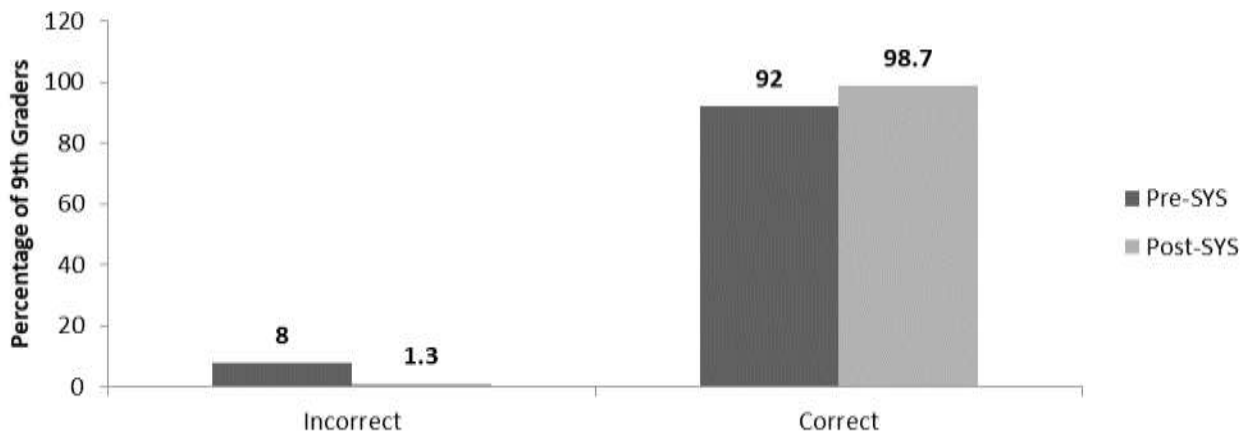
9th SYS



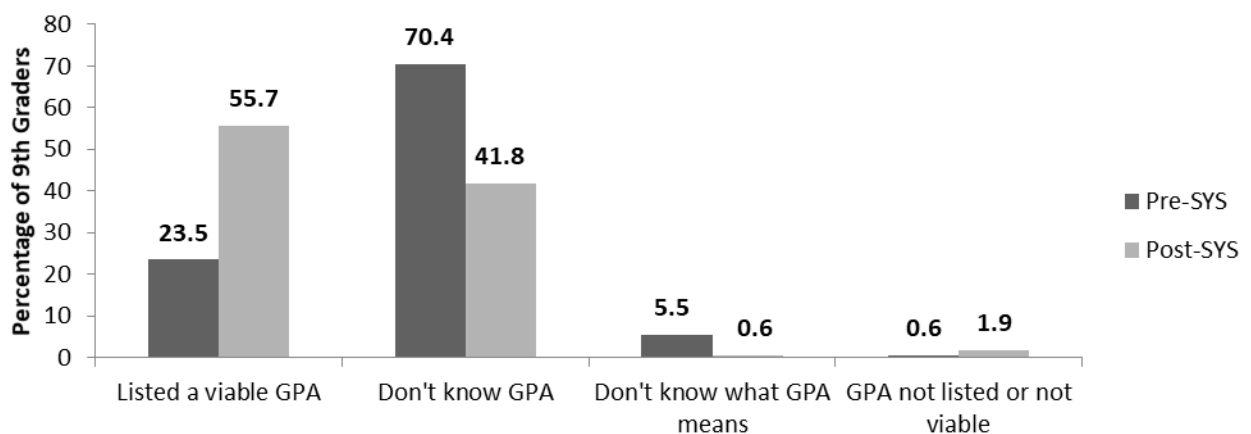
9SYSr. Name up to 4 school-related items included on a HS transcript 9th SYS



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



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



Section III: Ninth Grade Benchmark Survey for the NHS Class of 2021

Background

This report reflects the sixth 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 2021, whose data is reported below, is the second PEAK cohort. The Class of 2021 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 2017 through 2021.

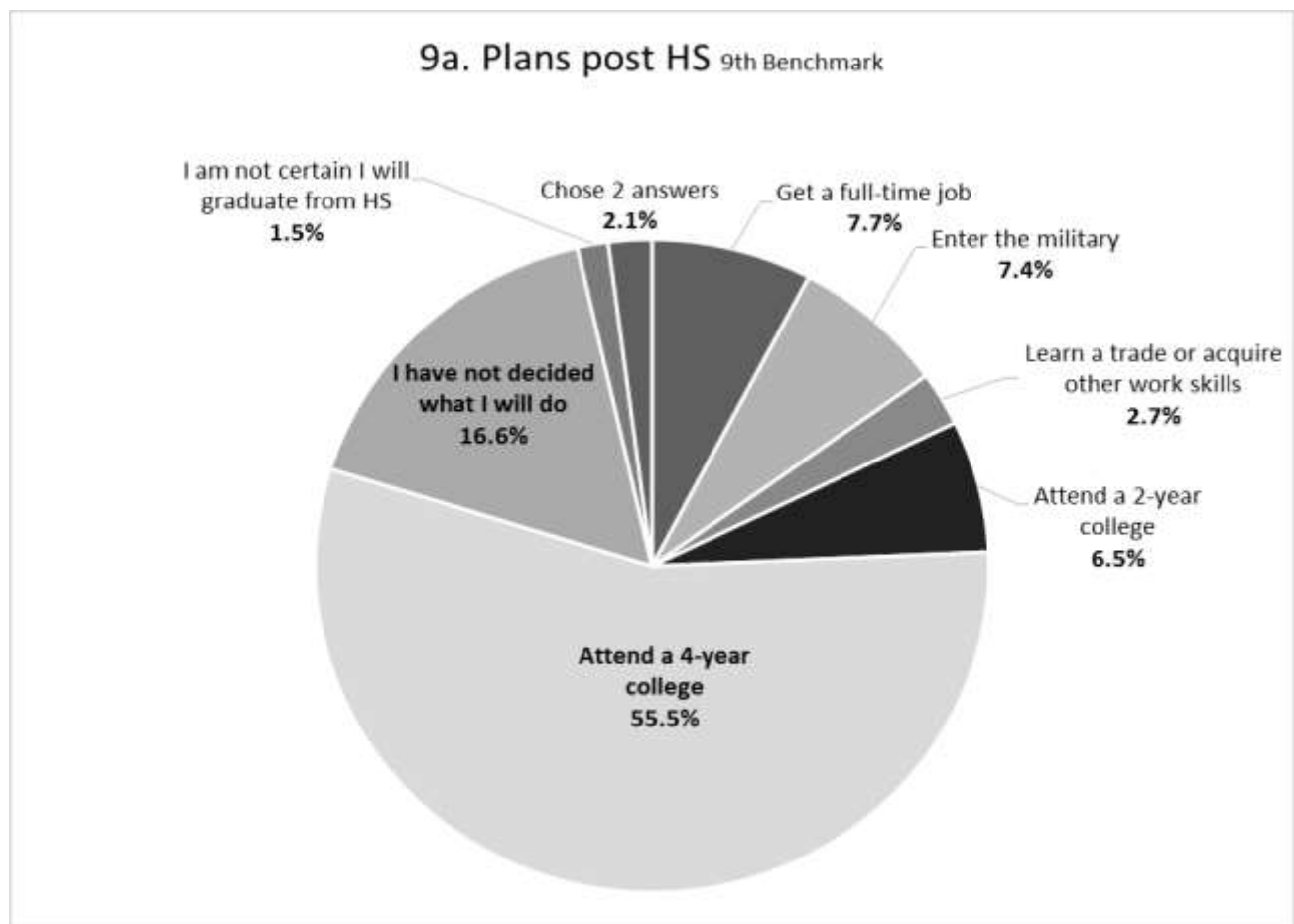
Survey sample: 337/414 (using the January 2018 NCS monthly count) ninth graders (Class of 2021) completed the survey (81% return)

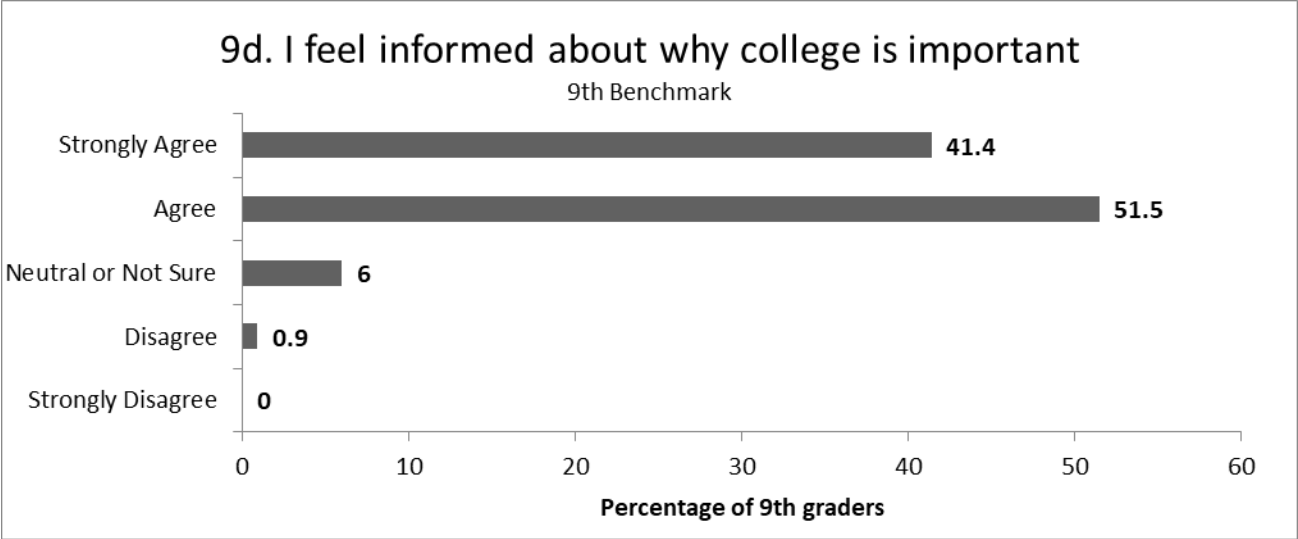
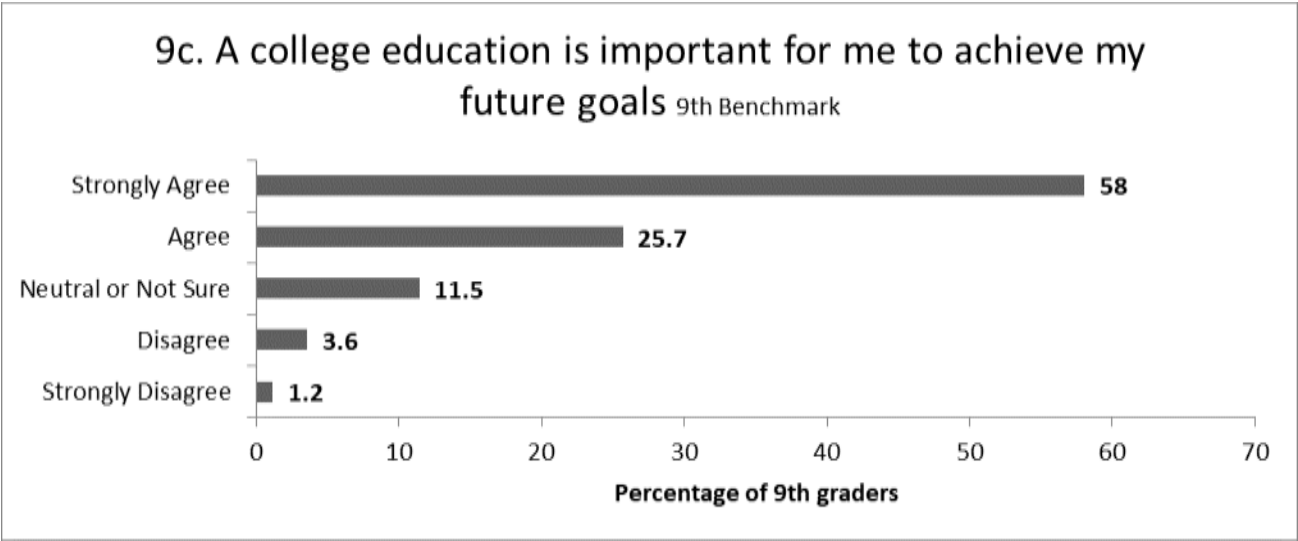
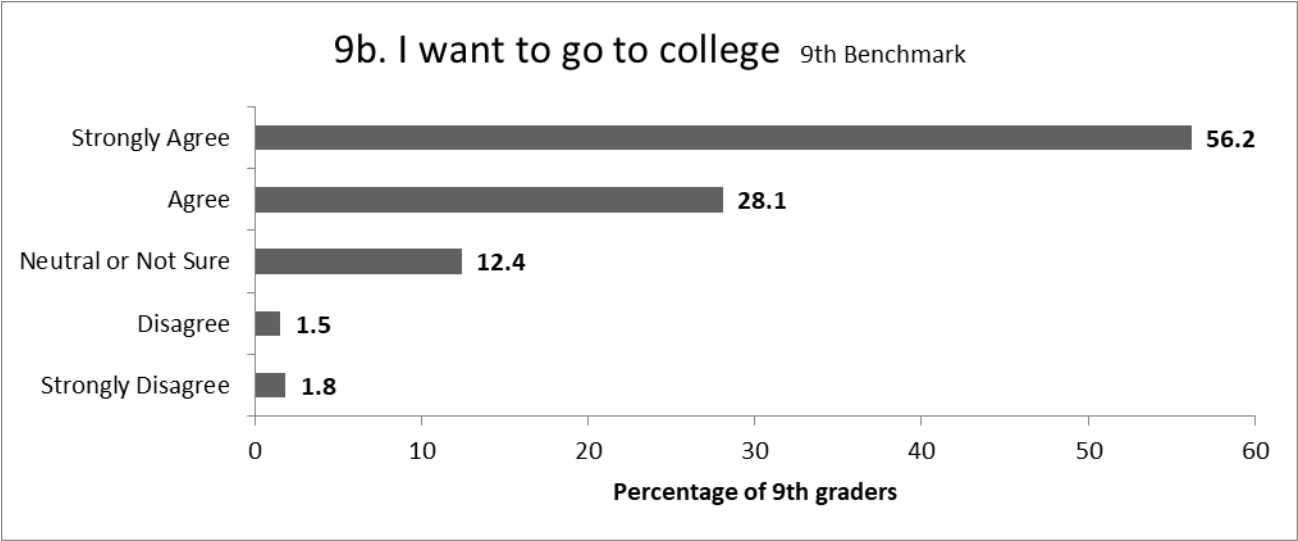
GENERAL OBSERVATIONS on the Class of 2021 using data compiled from Benchmark Survey:

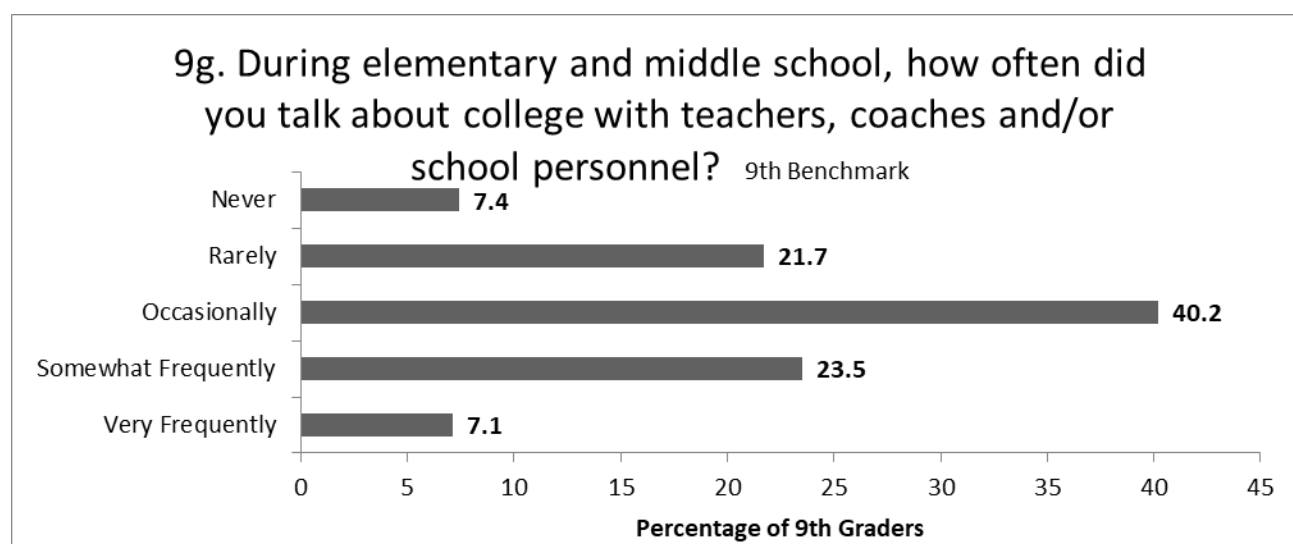
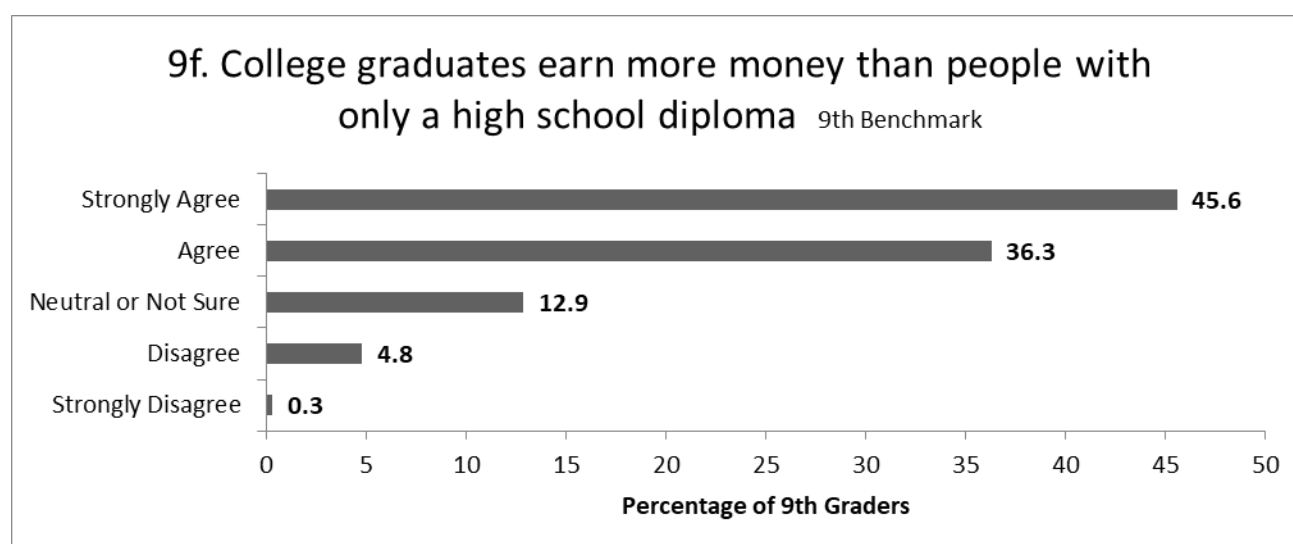
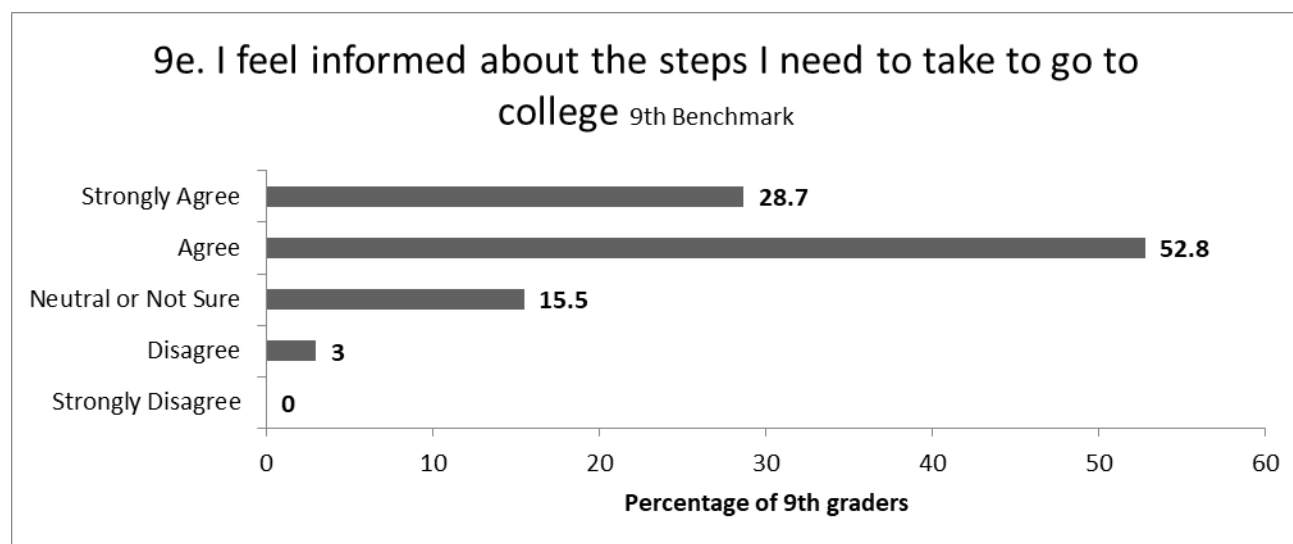
- In the aggregate, post-high school plans for the Class of 2021 evidence some changes when compared to the results of the survey administered to this same class in the spring of their eighth grade year. (Graphs 8e in 2016-17 Assessment Report and 9a here). As ninth graders, a smaller percent of the Class of 2021 indicated a 2- or 4-year degree was in their plans (62%), than this cohort indicated as eighth graders (71.8%). This same change in goals was also seen in the Class of 2020 as they transitioned to ninth grade. In addition, more ninth graders answered “I don’t know/have not decided what I will do” than as they did post-survey as eighth graders (12.4 % vs. 17.7%)
- As was the case last year, a very high percentage (92.9%) of the ninth graders surveyed felt informed about why college is important. (Graph 9d)
- Almost 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. These results reflect little change from the previous cohort. (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 the last two years’ benchmarks. (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. A little over 64% of ninth graders felt the statement “I have personally saved money for college” was

moderately not true or not at all true of them. When asked if they could afford college, a question we added to the 2014-15 Benchmark, 69.8% 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 41% of the ninth graders felt the statement was moderately not true or not at all true of them. All of these answers show little to no change from last year’s benchmark. (Graphs 9i, 9j, 9m)

- On the positive side, the data continues to indicate an awareness of financial aid resources. Over half of the ninth graders in the Class of 2021 surveyed agreed or strongly agreed with the statement “There are a variety of financial aid resources to help me pay for college”. 26.3% of the students surveyed named one of the four types of financial aid, the highest total since starting this survey. (Graphs 9k and 9l)
- Finally, 76.1% of the ninth graders agreed or strongly agreed with the statement “I have spent time thinking about future careers”. (Graph 9p)

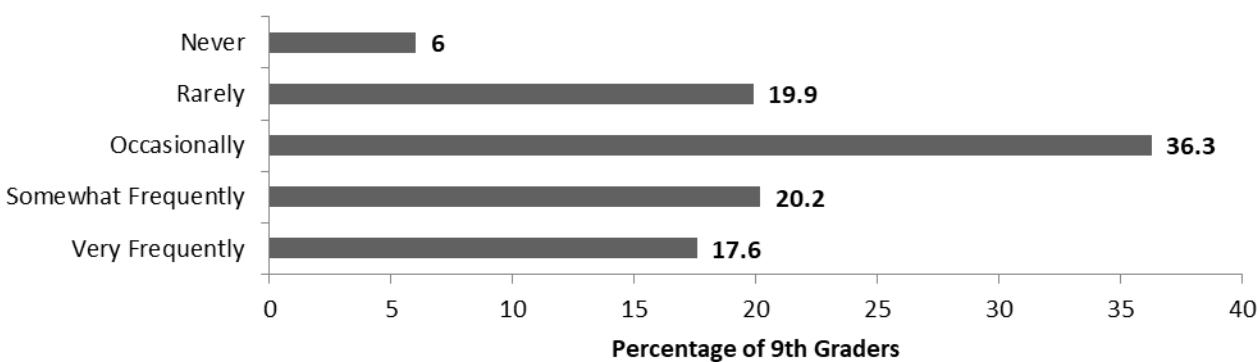




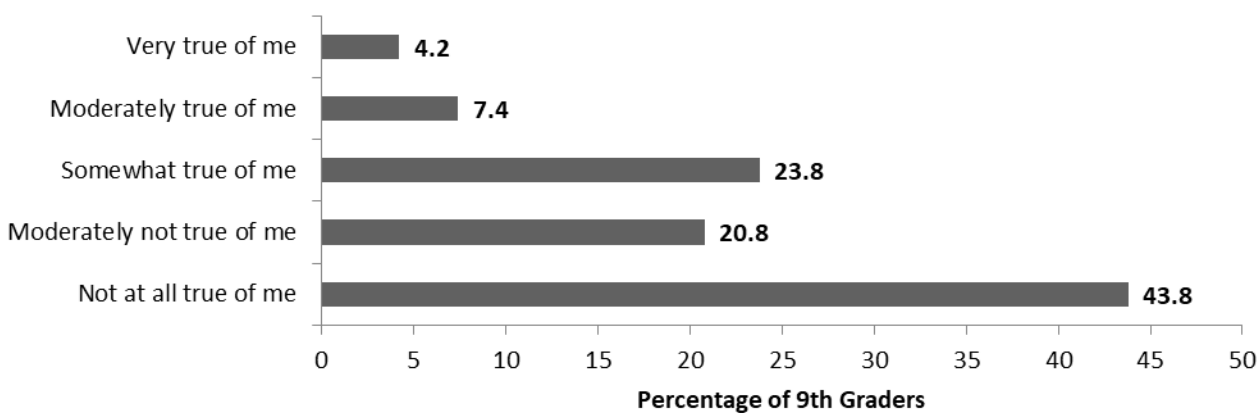




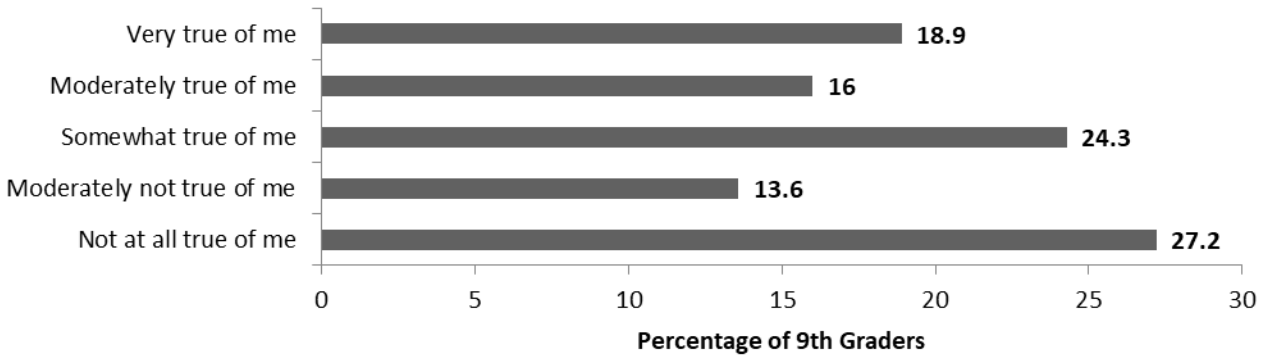
9h. How often do you talk about college with a parent or legal guardian? 9th Benchmark



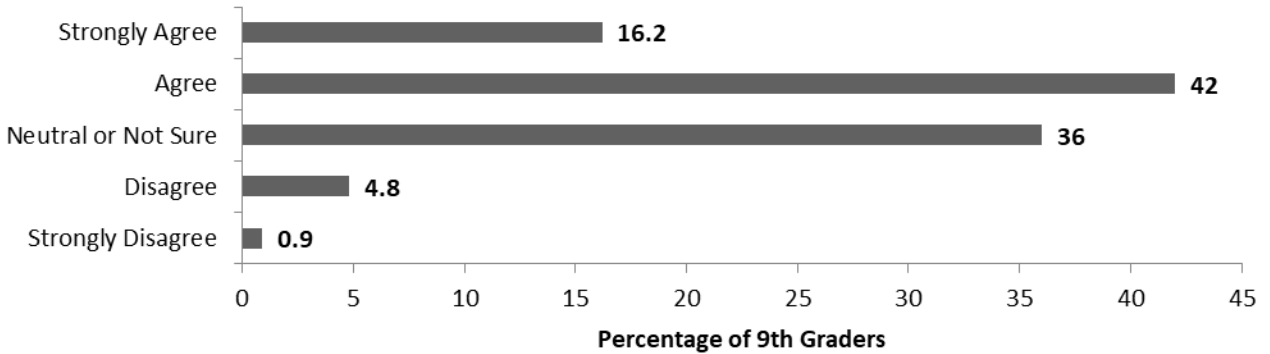
9i. I have personally saved money for college 9th Benchmark



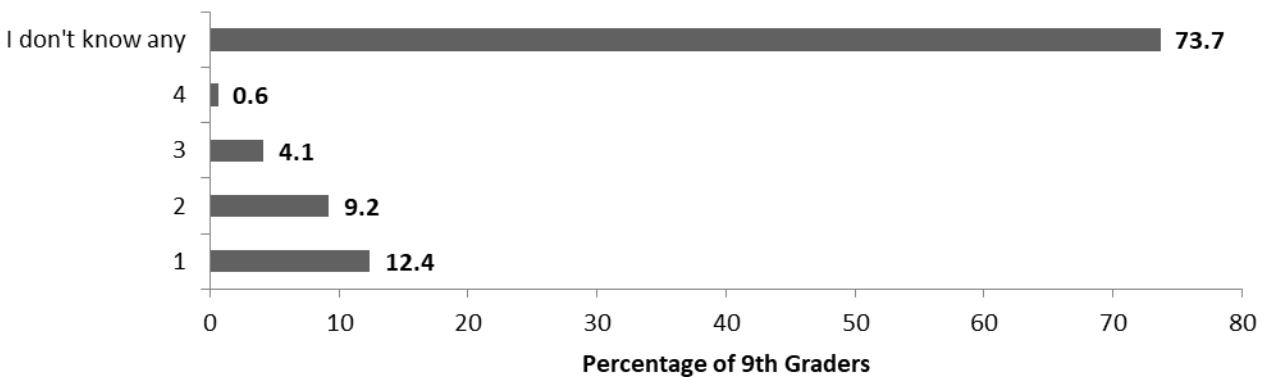
9j. Someone in my family has saved money to help me attend college 9th Benchmark

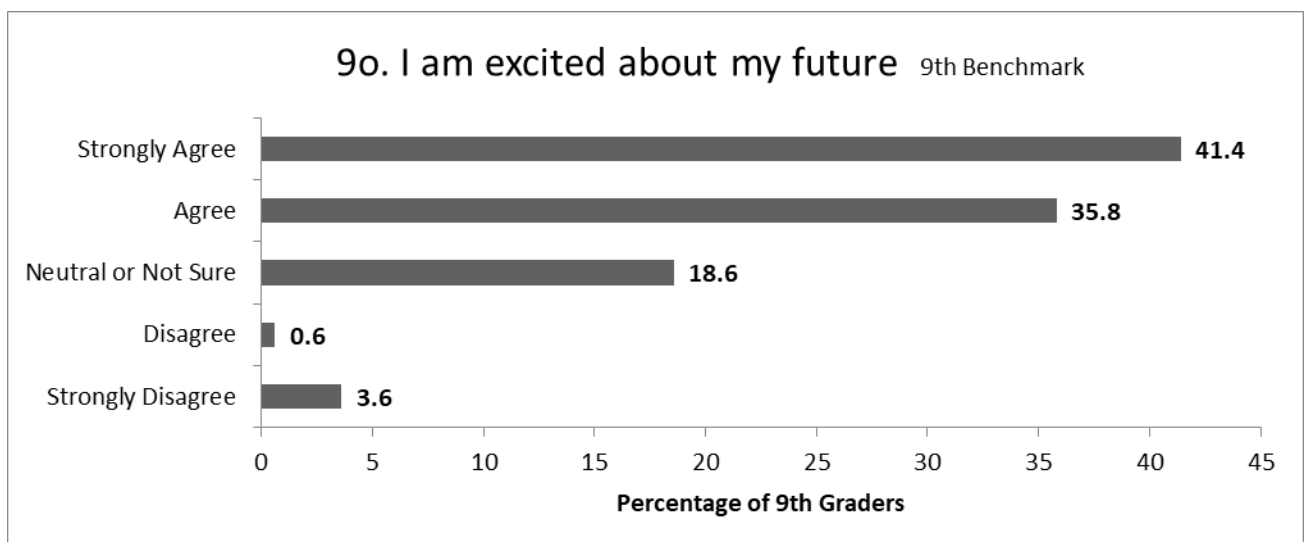
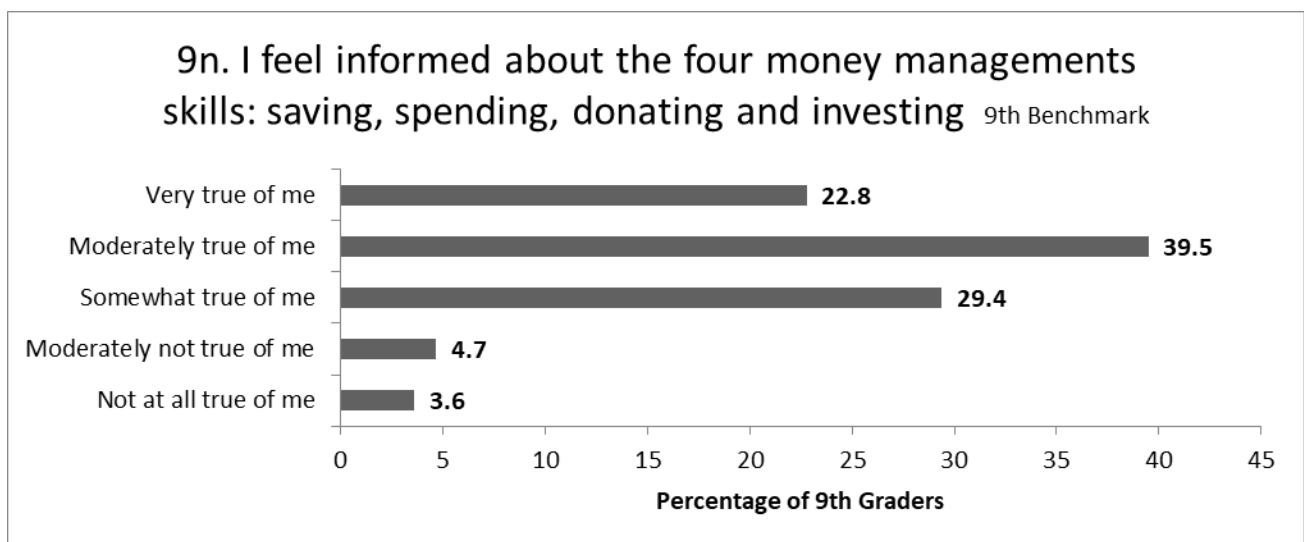
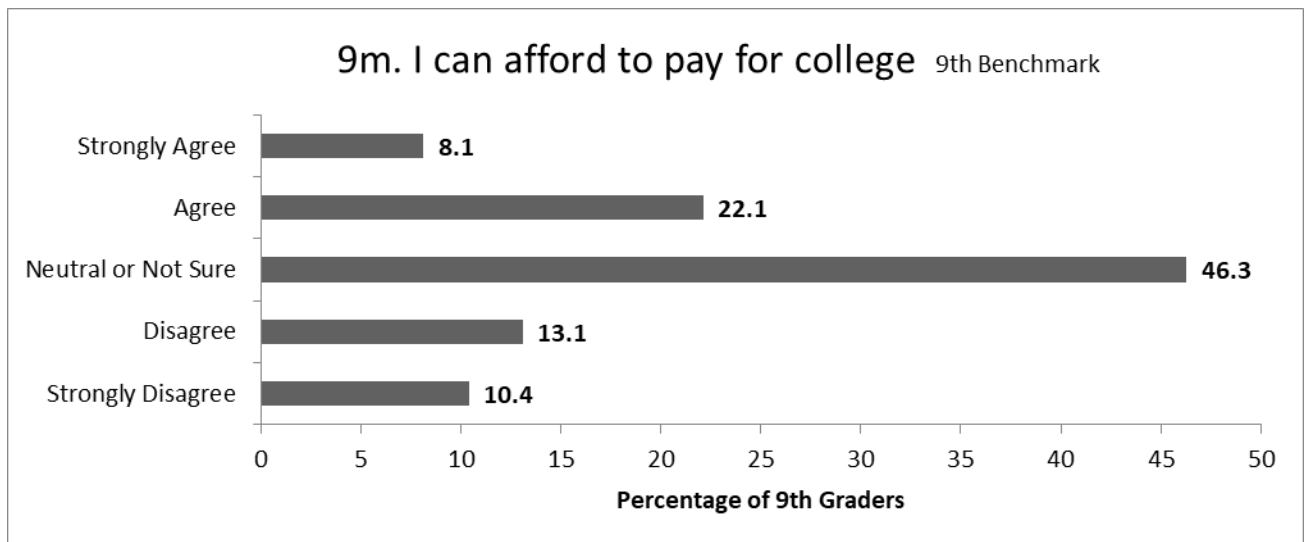


9k. There are a variety of financial aid resources to help me pay for college 9th Benchmark



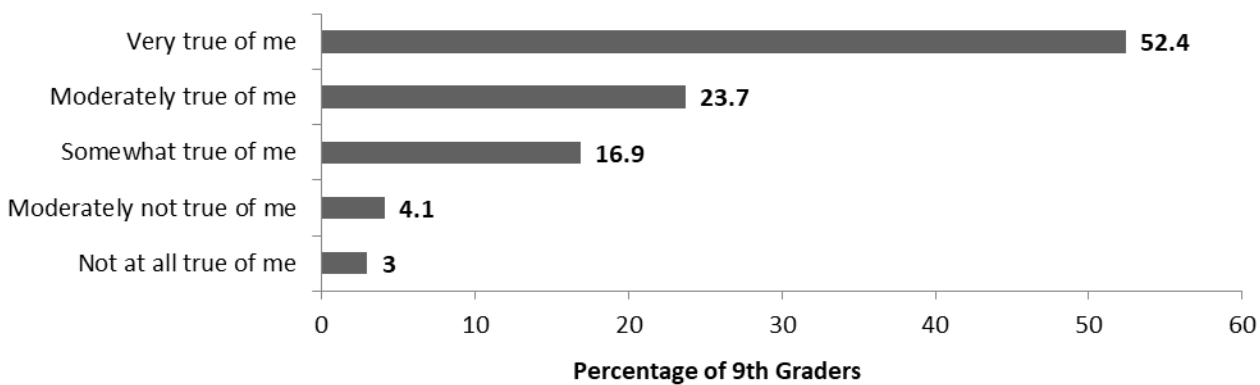
9l. Number of correct types of Financial Aid named 9th Benchmark





9p. I have spent time thinking about future careers 9th

Benchmark



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

The Class of 2021 ninth grade benchmark survey is detailed in this report on pages 34-41. This class is our sixth 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. The Class of 2021 is the second 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
<i>2020</i>	<i>2009-10</i>	<i>2020</i>			<i>2014</i>	<i>none taken</i>
<i>2021</i>	<i>2010-11</i>	<i>2021</i>	<i>2019</i>		<i>2015</i>	<i>none taken</i>
<i>2022</i>	<i>2011-12</i>	<i>2022</i>	<i>2020</i>	<i>2018</i>	<i>2016</i>	<i>none taken</i>
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
2028	2017-18	2028	2026	2024	2022	2021

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
2021	2nd, 4th, 6th, 8th	Yes

For the first year of the 5-year Comparison of Ninth Grade Benchmark Survey Results in 2016-17, 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. Dr. Hutson-Comeaux, advised us to selectively choose questions we felt most pertained to our

mission and represented the core elements of our programming. The cross tabulation of the results of these target questions, allowed us to analyze and compare responses over the span of the most recent five years. Three sets of data were compared 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% until showing a slight downward trend to 56.7% this year. 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 until this year, which shows a small upward tick, 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. The Class of 2019 also had the smallest percentage of students choose “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: 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 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, 2020 and 2021. 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 three 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 four 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 the Classes of 2018 and 2019, less than 65% of the Non-Treatment group agreed or strongly agreed with this statement. In the Classes of 2020-2021 near 75%, of the Non-Treatment group agreed or strongly agreed with the statement whereas in the Treatment group, the percentages were either near 85% (Class of 2020-2021) or just below 90% (Classes of 2017-2018). 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%).

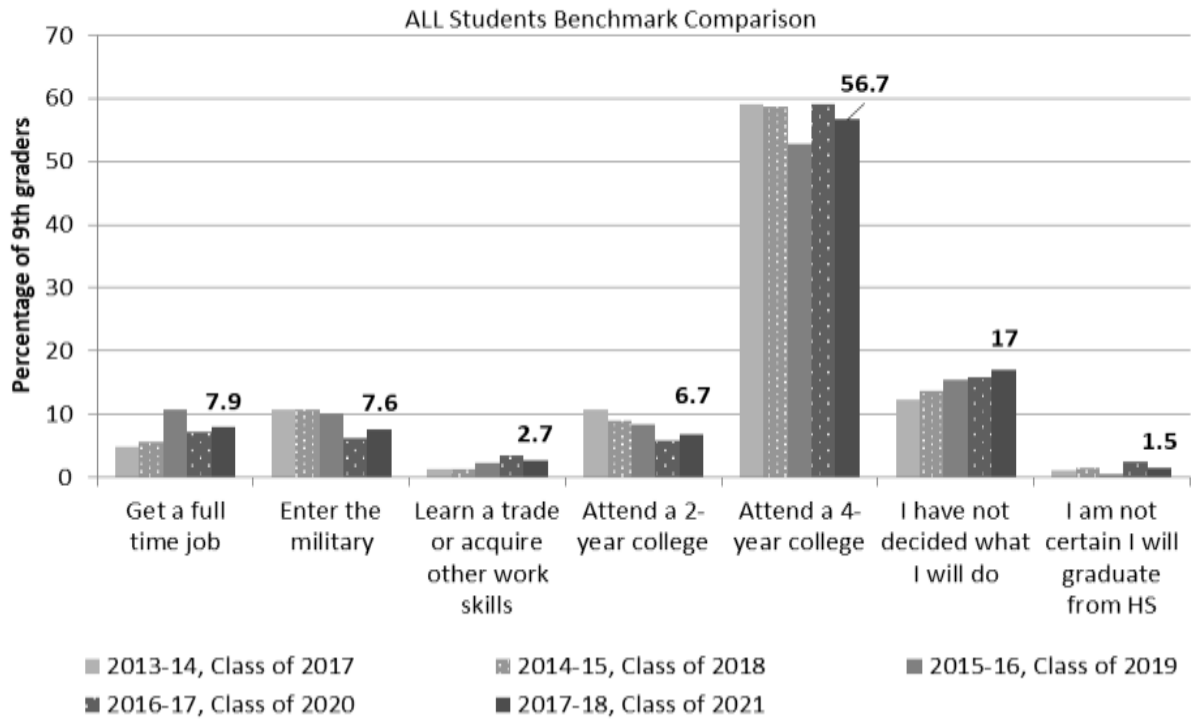
“During elementary and middle school, how often did you talk about college with teachers, coaches, and/or school personnel?” (Graphs 9gb, 9gbT, 9gbNT)

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 and 2021 reported more occasional or more frequent conversations with school personnel than did earlier cohorts. On the other side, the Non-Treatment student data evidenced a lower percentage of students reporting frequent college conversations. In addition, for two of the Non-Treatment cohorts a significantly higher percentage of students indicated they rarely or never had college conversations with school personnel.

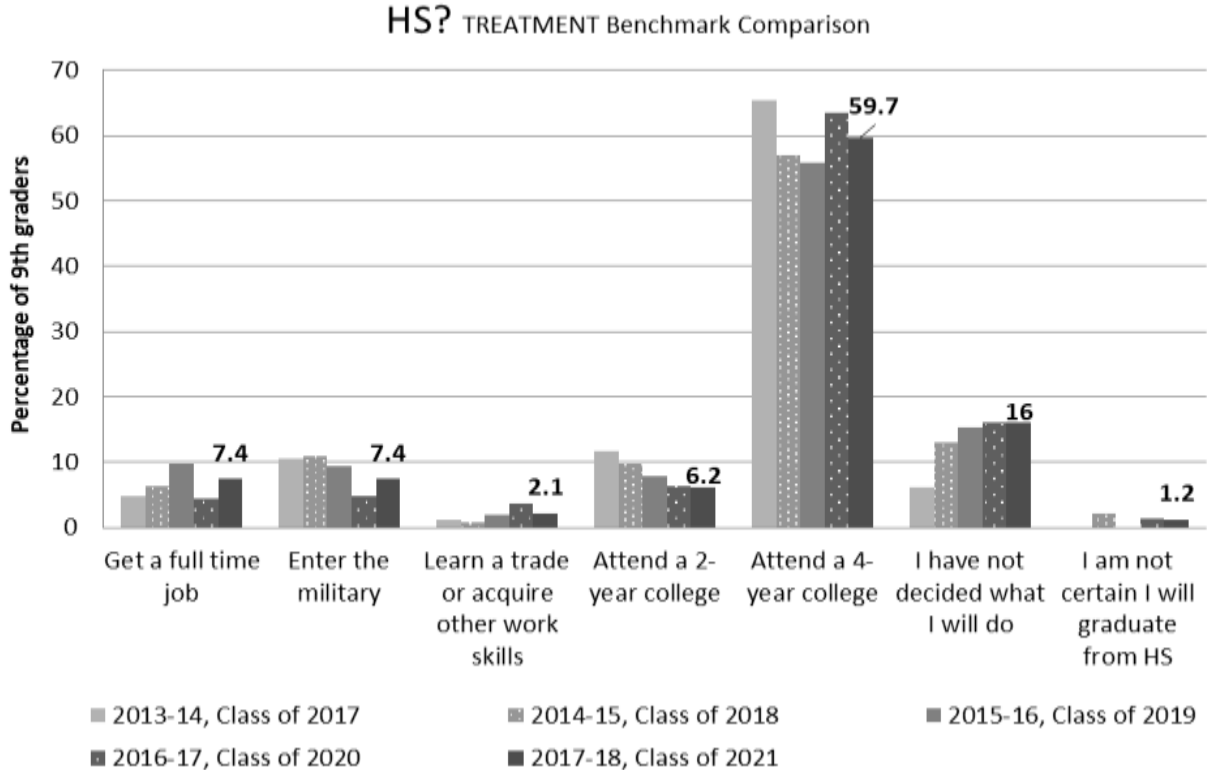
“There are a variety of financial aid resources to help me pay for college.” (Graphs 9kb, 9kbT, 9kbNT)

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.

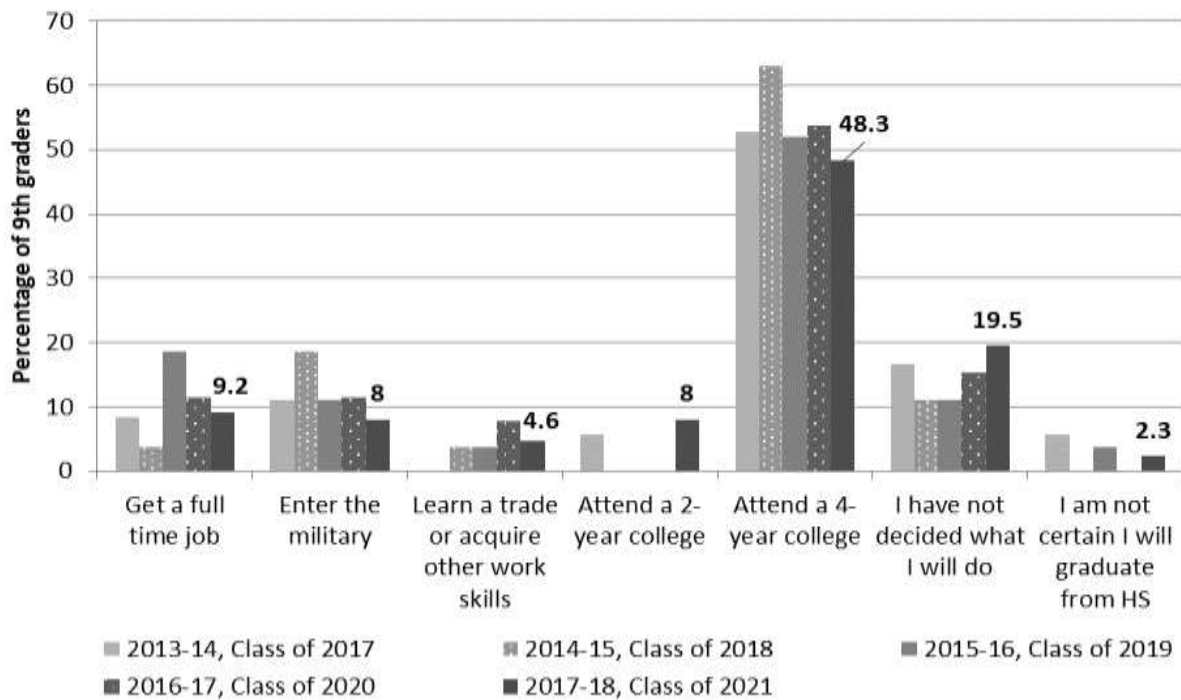
9ab. Which of the following describes your plans after HS?



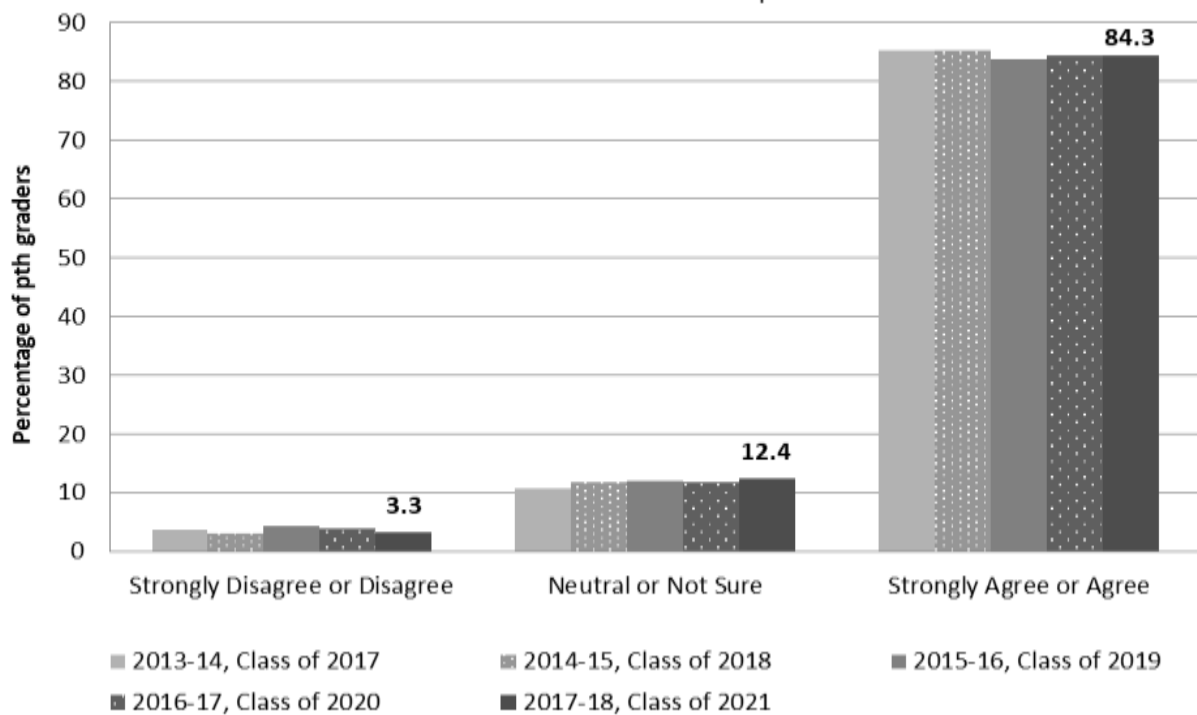
9abT. Which of the following describes your plans after HS?



9abNT. Which of the following describes your plans after HS? NON TREATMENT Benchmark Comparison

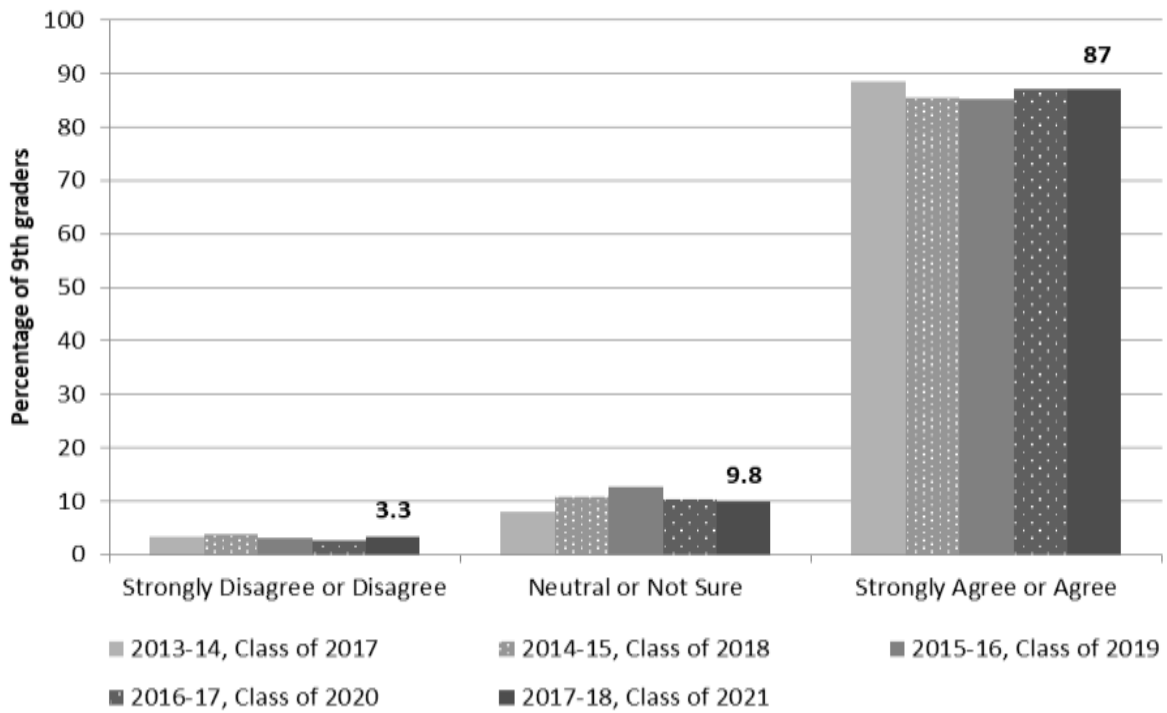


9bb. I want to go to college. ALL Students Benchmark Comparison



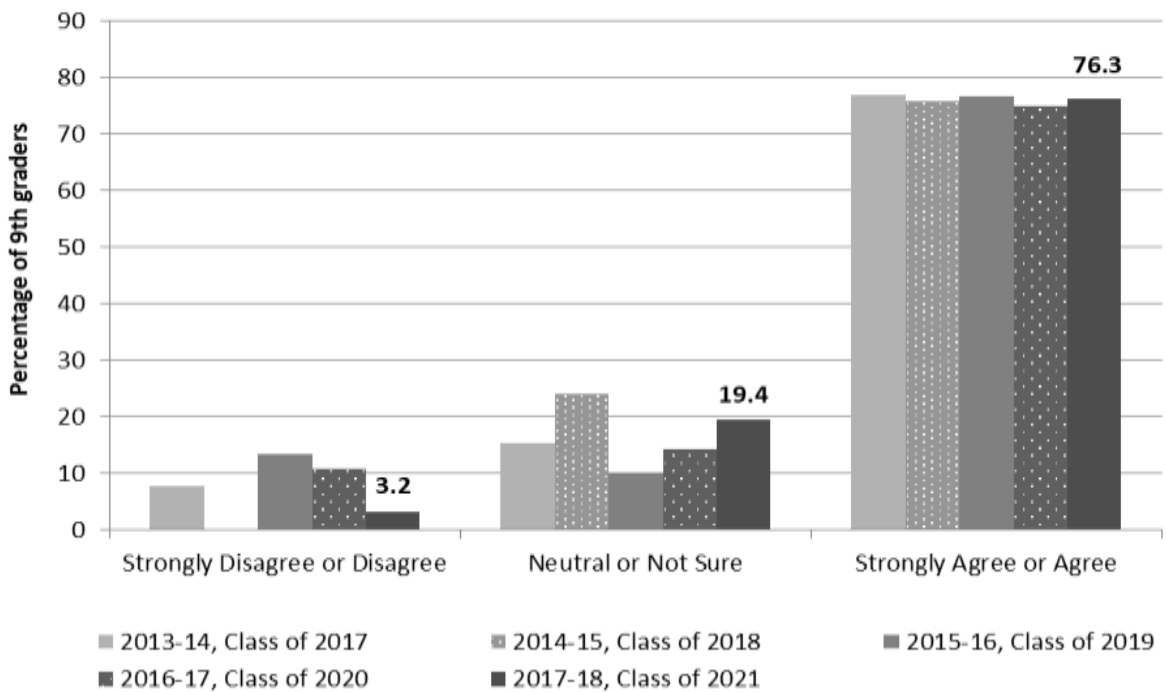
9bbT. I want to go to college.

TREATMENT Benchmark Comparison

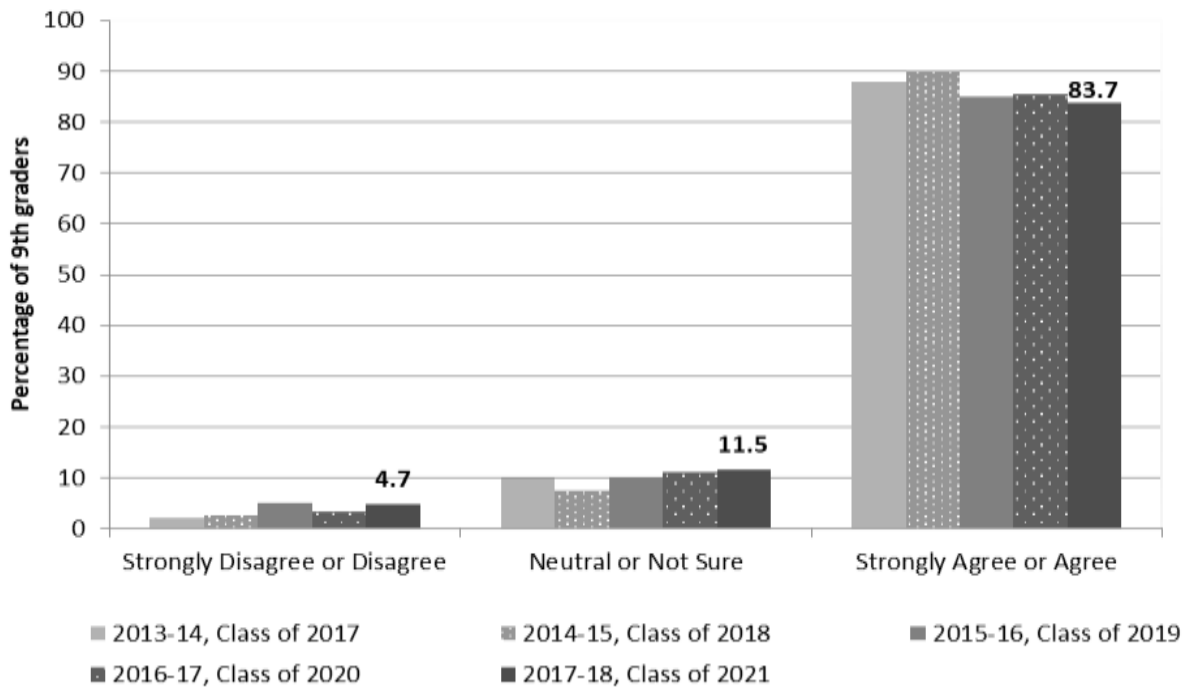


9bbNT. I want to go to college.

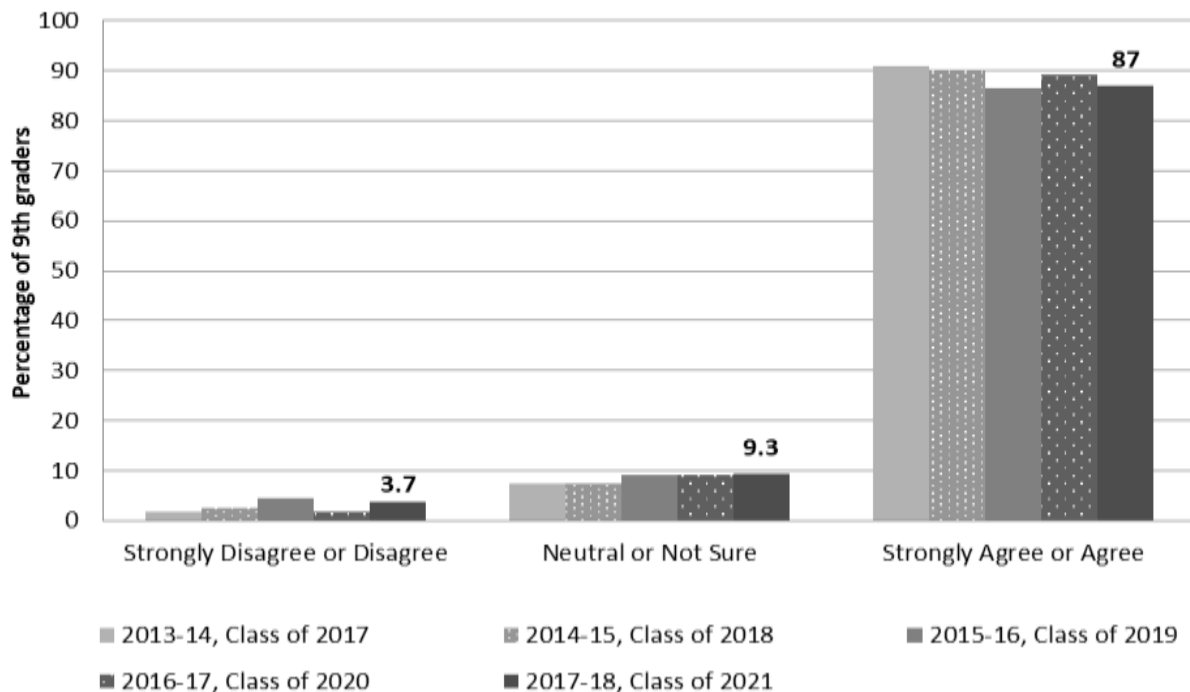
NON TREATMENT Benchmark Comparison

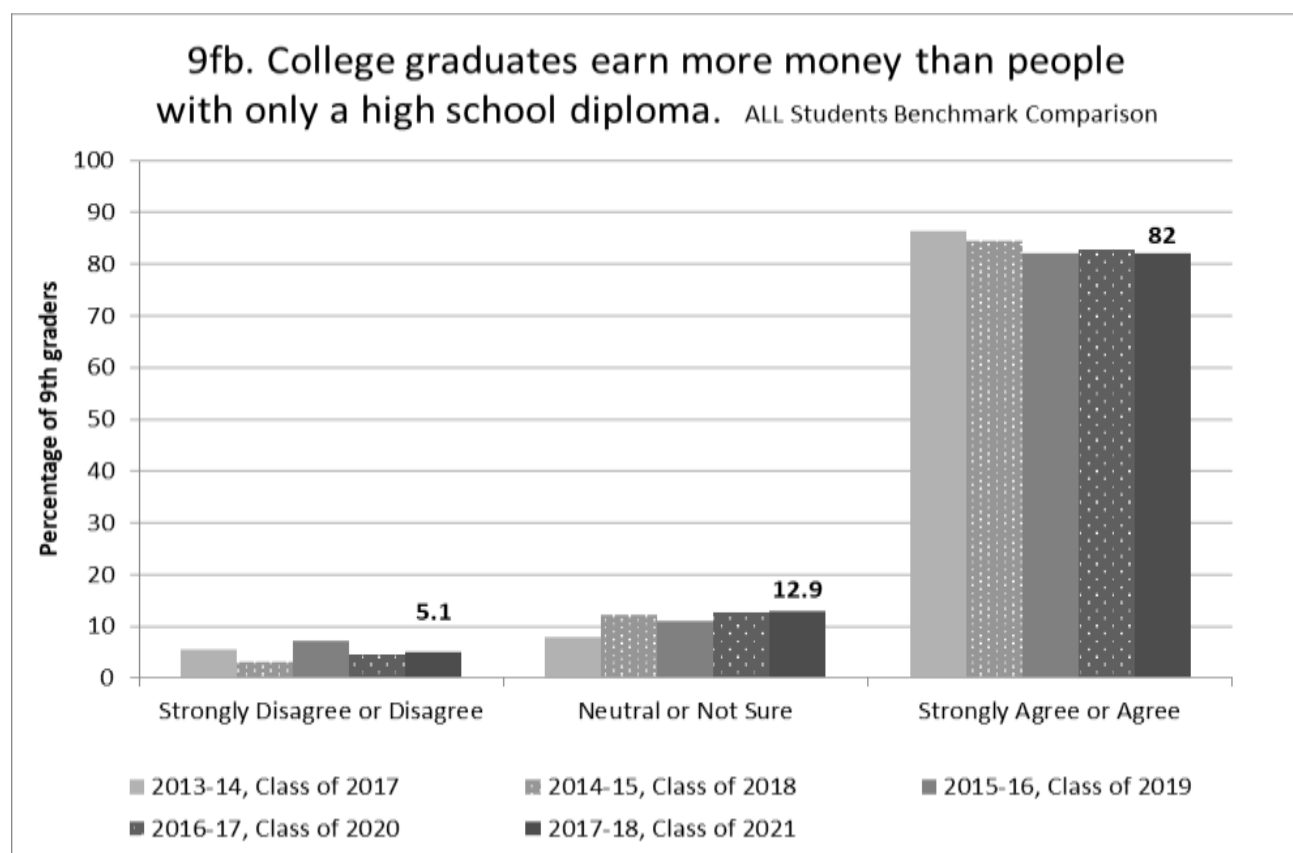
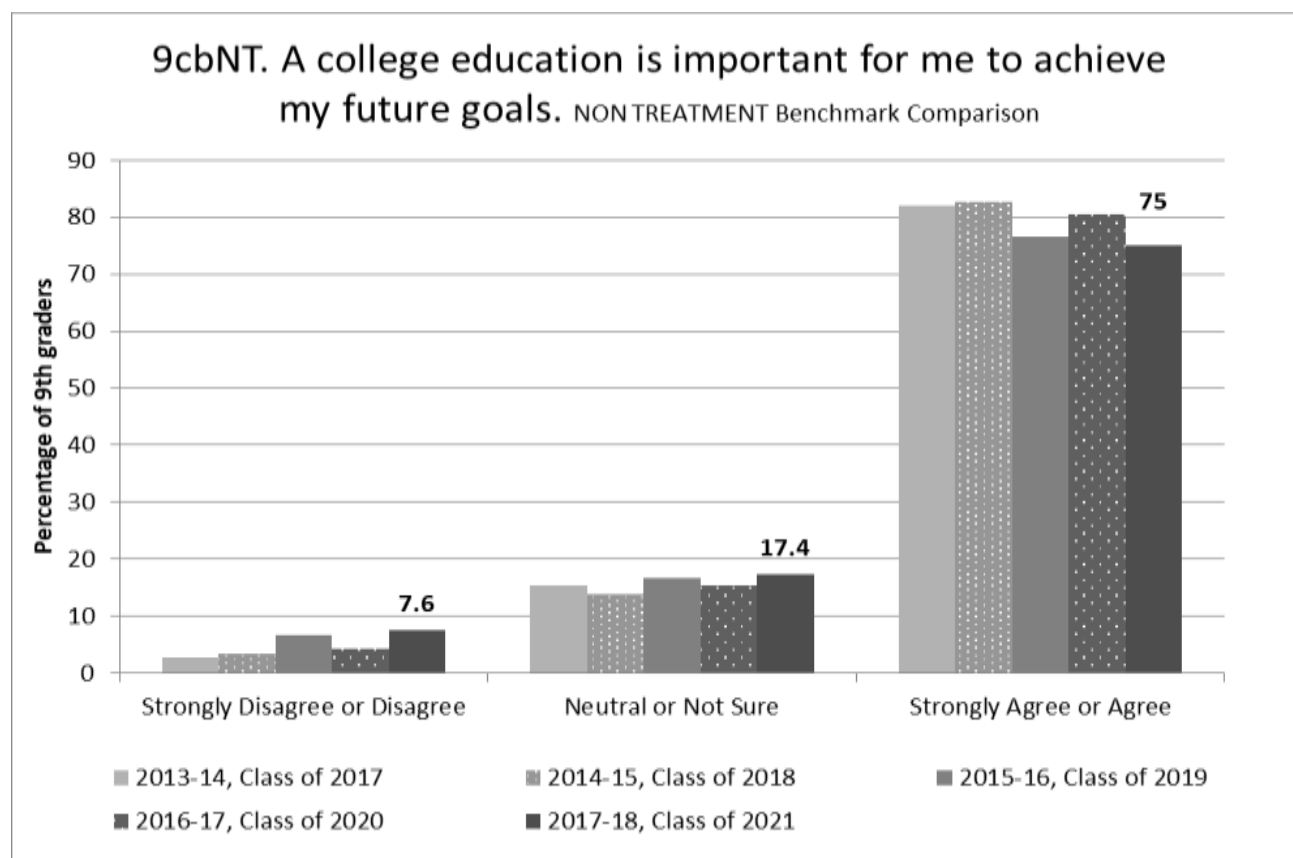


9cb. A college education is important for me to achieve my future goals. ALL Students Benchmark Comparison



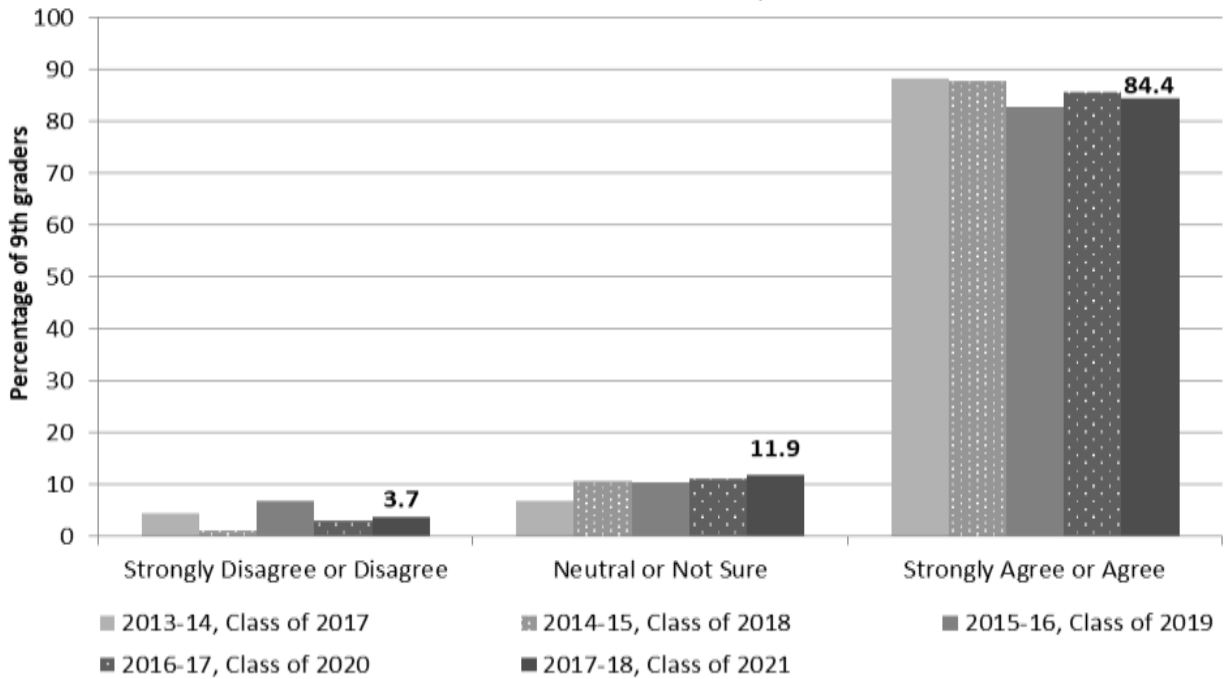
9cbT. A college education is important for me to achieve my future goals. TREATMENT Benchmark Comparison





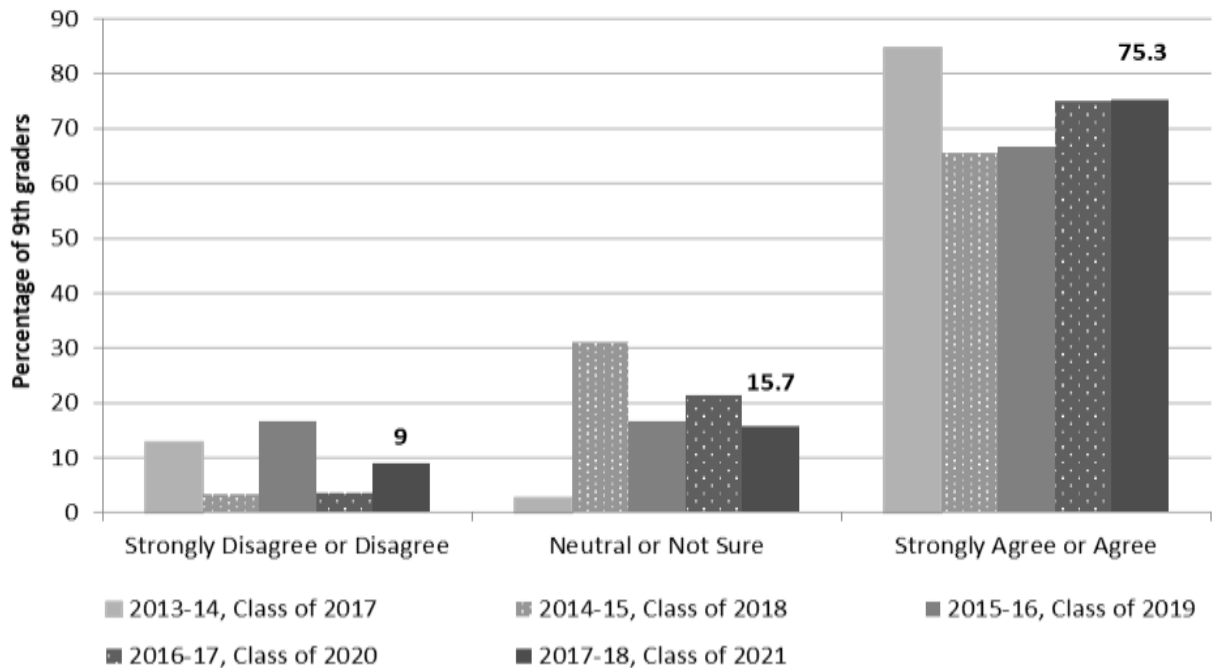
9fbT. College graduates earn more money than people with only a high school diploma.

TREATMENT Benchmark Comparison

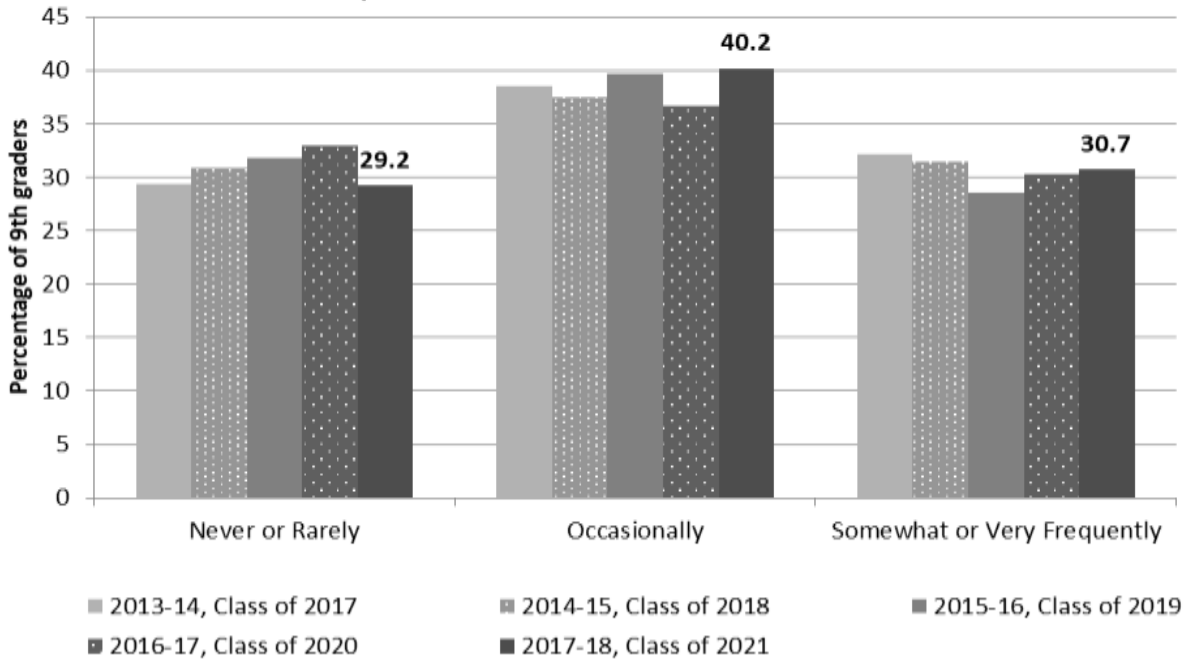


9fbNT. College graduates earn more money than people with only a high school diploma.

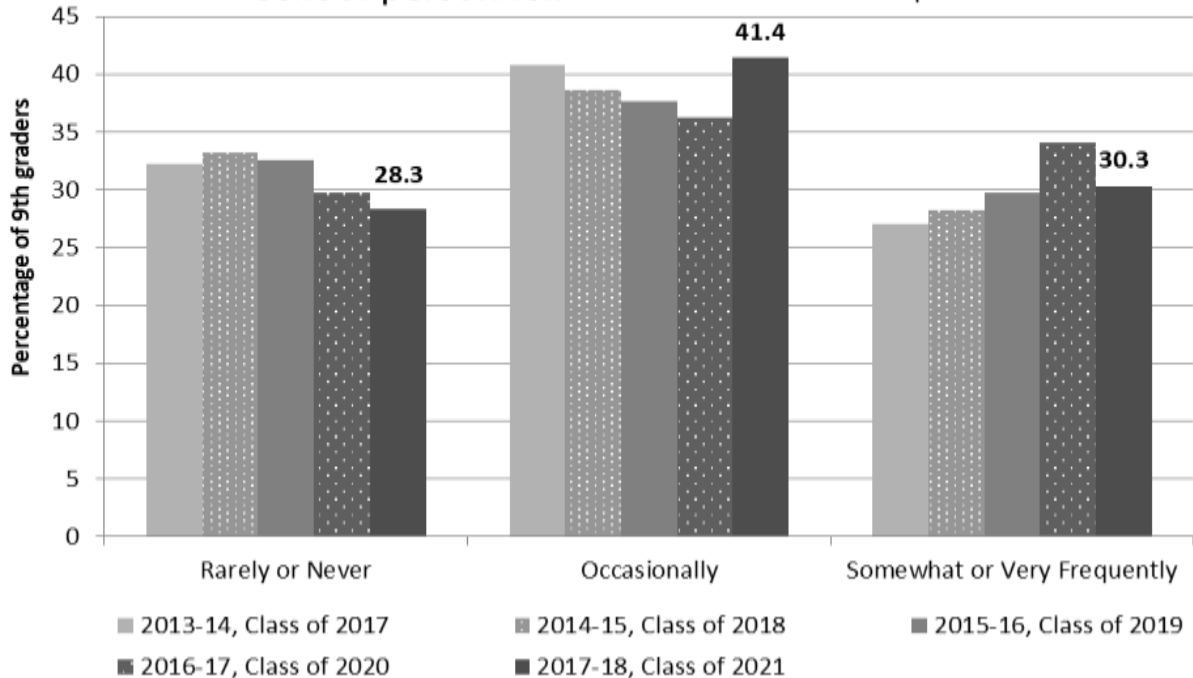
NON TREATMENT Benchmark Comparison



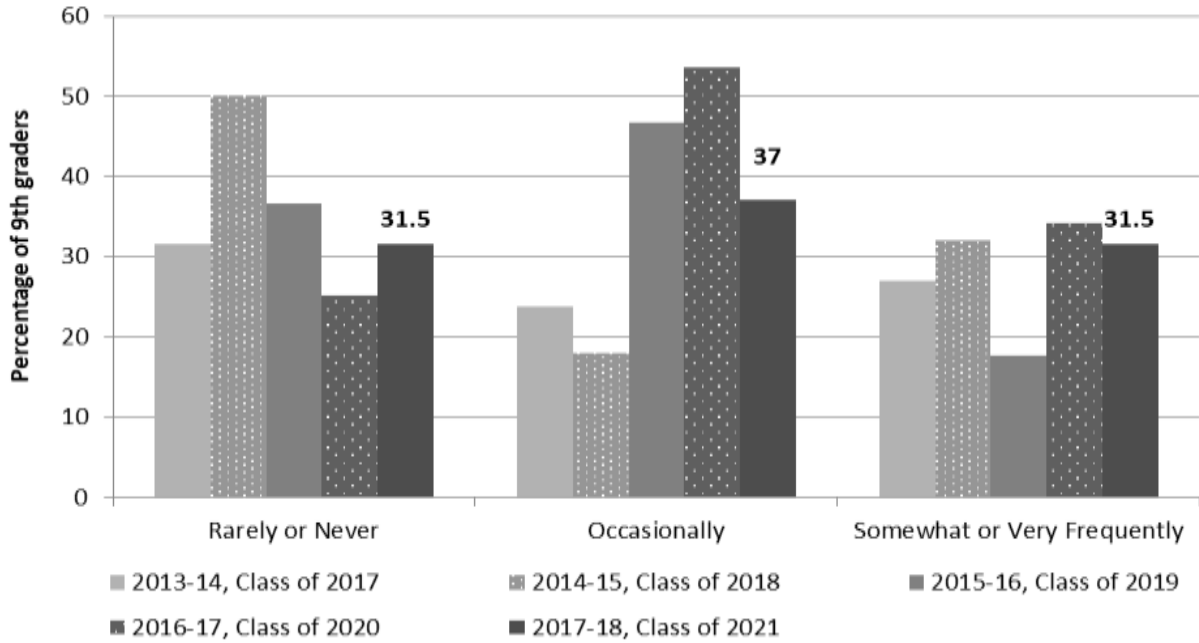
9gb. During elementary and middle school, how often did you talk about college with teachers, coaches, and/or school personnel? ALL Students Benchmark Comparison



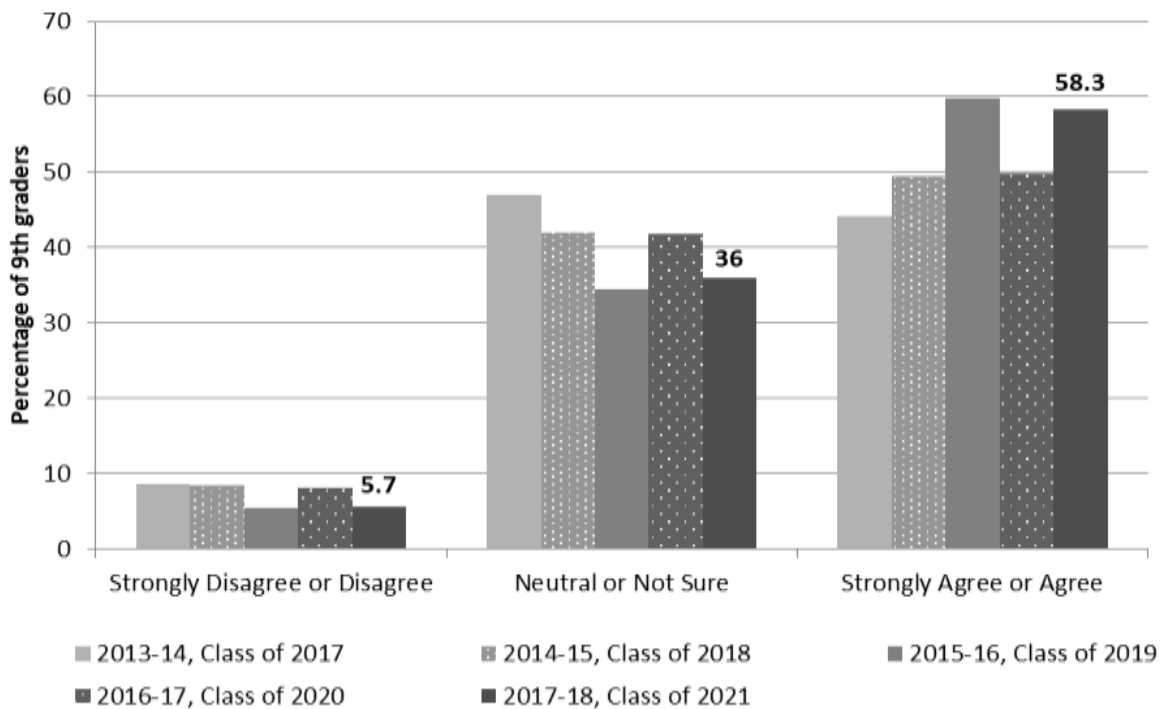
9gbT. During elementary and middle school, how often did you talk about college with teachers, coaches, and/or school personnel. TREATMENT Benchmark Comparison

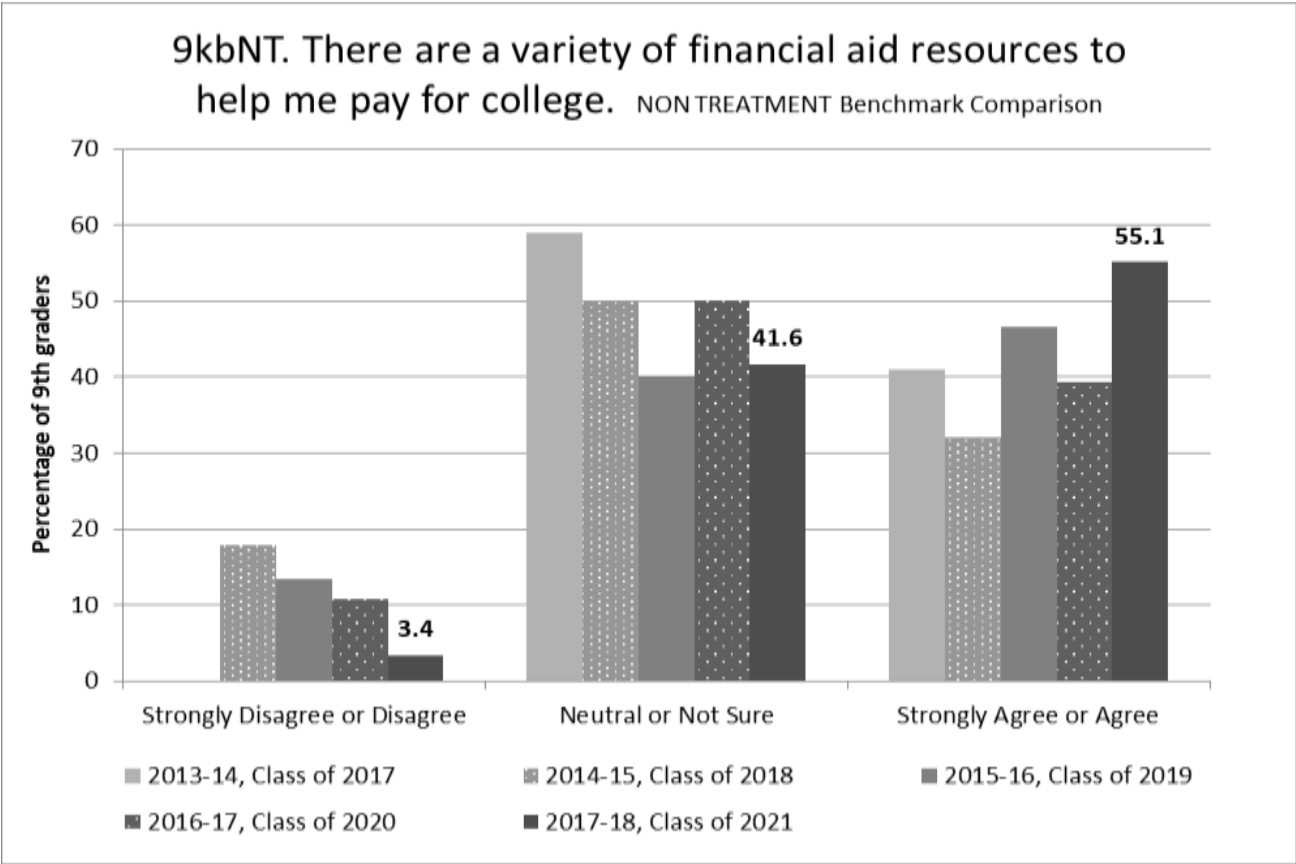
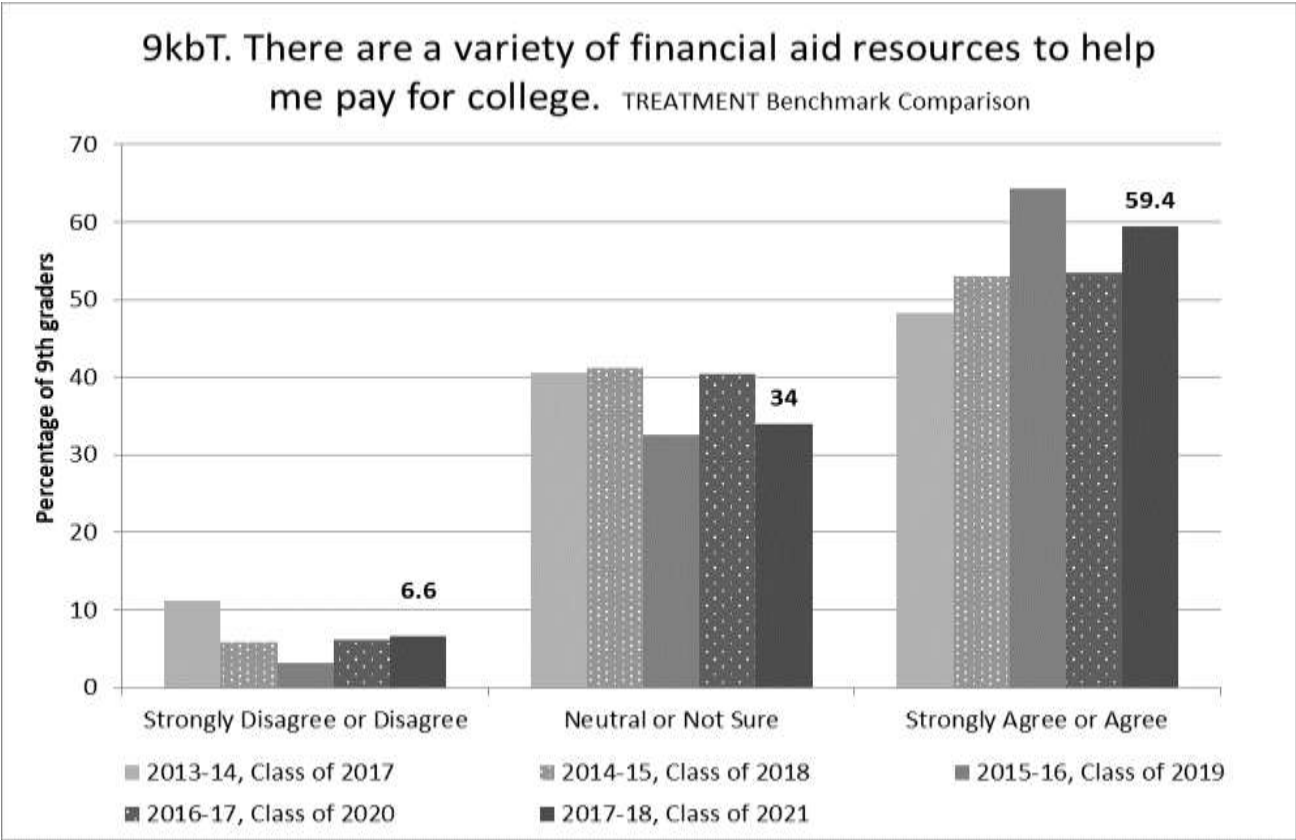


9gbNT. During elementary and middle school, how often did you talk about college with teachers, coaches, and/or school personnel. NON TREATMENT Benchmark Comparison



9kb. There are a variety of financial aid resources to help me pay for college. ALL Students Benchmark Comparison





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. (68% vs. 57%) Conversely, the Non-Treatment group is more likely to indicate they want to join the military or immediately get a job when compared to the Treatment group (22% vs. 16%). It also appears that the Treatment group is more likely to consider a 2-year degree than the Non-Treatment group (8% 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 (60% vs. 48%). Seven percent more of the Non-Treatment chose “Neutral or Not Sure” in response to this question than did the Treatment group, indicating more uncertainty. Three 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, “Agree” and “Strongly Disagree” 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%). Twice as many students in the Non-Treatment group chose “Neutral or Not Sure” in reaction to this question as did the Treatment group (16% vs. 8%).

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

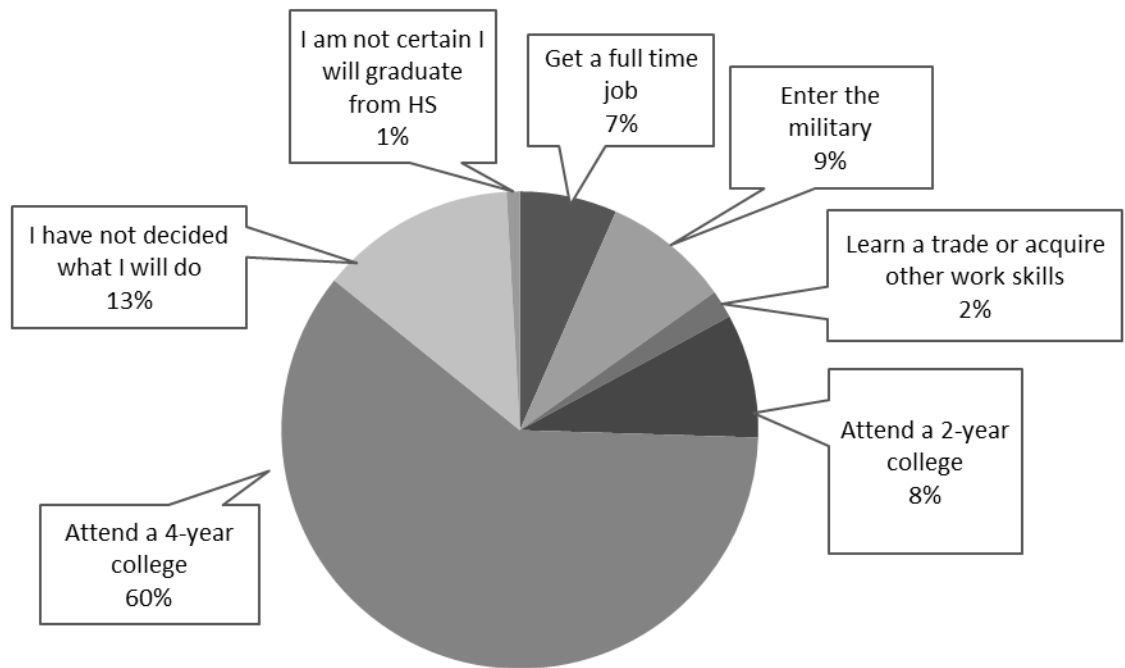
The five-year cumulative comparison between the Treatment and Non-Treatment groups further solidify that our Treatment group is absorbing our PEAK mantra, “The more you learn, the more you earn”, at a greater percentage than the Non-Treatment group. Sixteen percent more students in the Treatment group 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 (52% vs. 36%). Four 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)

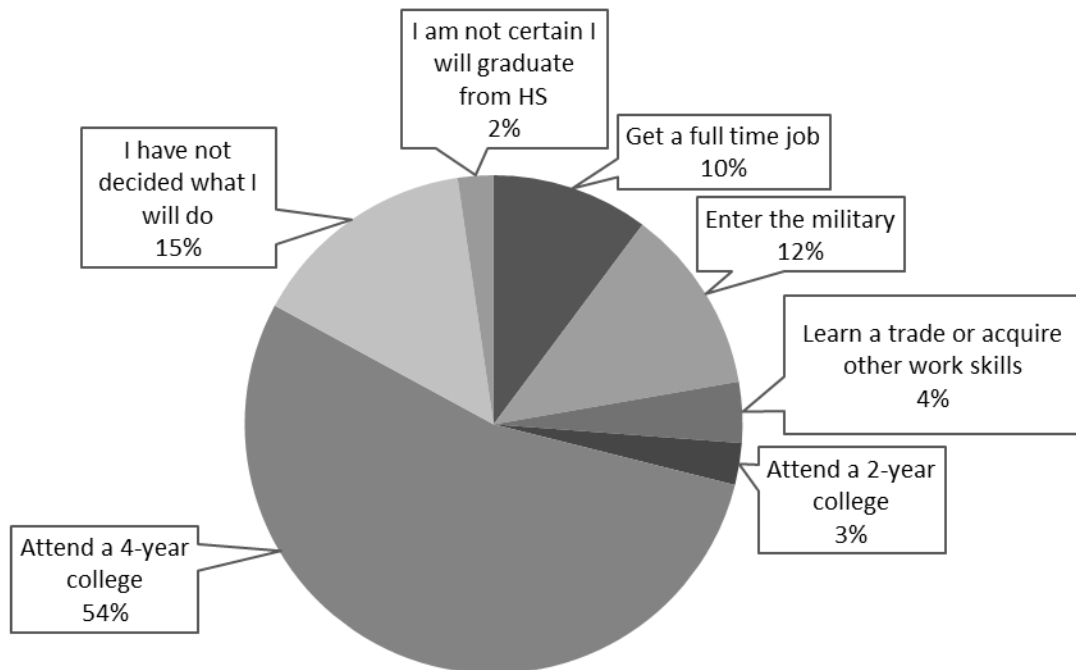
The Treatment group does indicate a greater frequency of college conversations with school personnel than the Non-Treatment group. Differences are greatest in the frequency of choosing “Rarely” and “Never” between the two groups. For the Non-Treatment group, 37% of the respondents either chose “Rarely” or “Never” compared to only 29% of the Treatment group. “Very Frequently” or “Somewhat Frequently” was chosen by 32% of the Treatment group versus 27% 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)

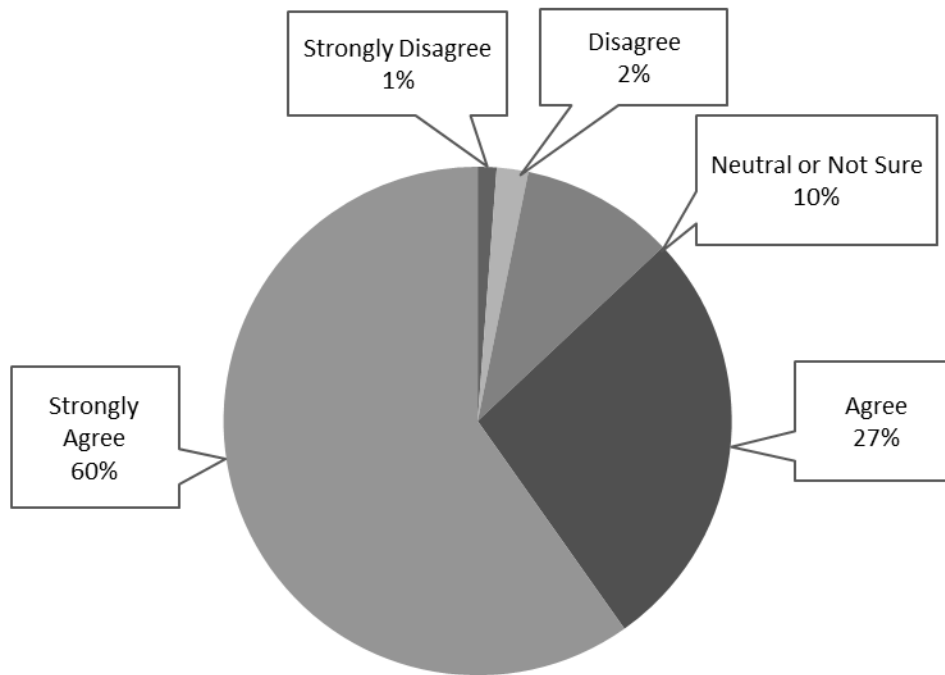
The Treatment group clearly has much more knowledge of and confidence about financial aid resources that can help them pay for college than the Non-Treatment group. Nearly a fourth more of the Treatment group chose “Strongly Agree” or “Agree” when asked this question than did the Non-Treatment group (56% vs. 43%). In addition, a significantly higher percentage of Non-Treatment students answered this question with “Neutral or Not Sure” than did the Treatment group (48% vs. 38%).



9abALL5T. Which of the following describes your plans after HS? TREATMENT ALL 5 Years of Benchmark Surveys

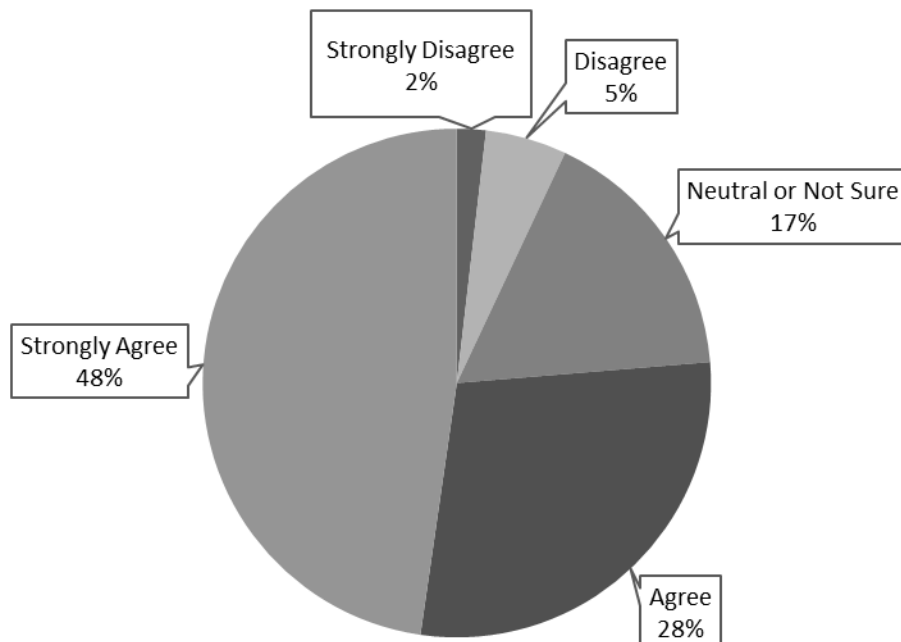


9abALLNT. Which of the following describes your plans after HS? NON TREATMENT ALL 5 years of Benchmark Comparison



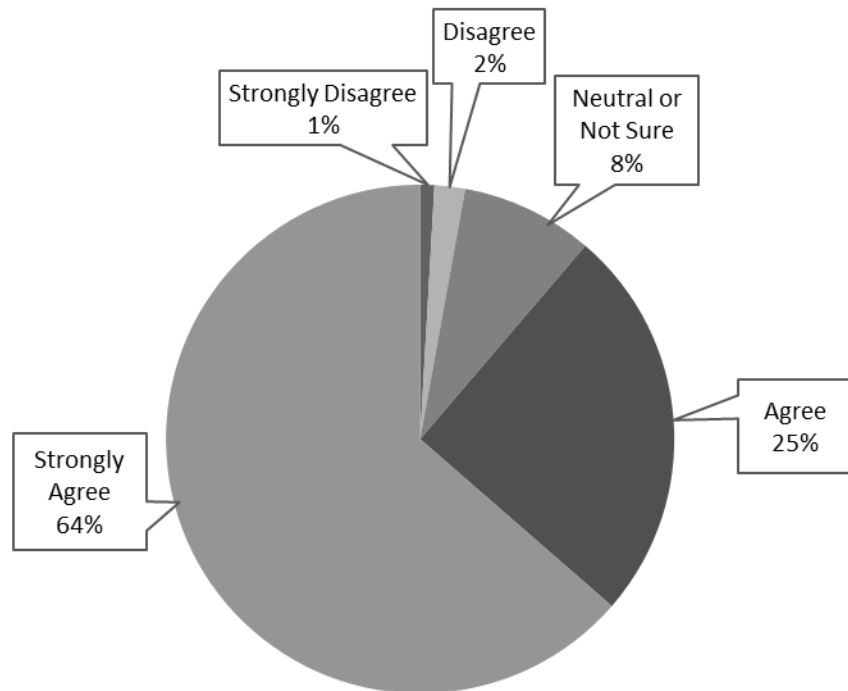
9bbALL5T. I want to go to college.

TREATMENT ALL 5 Years of Benchmark Surveys

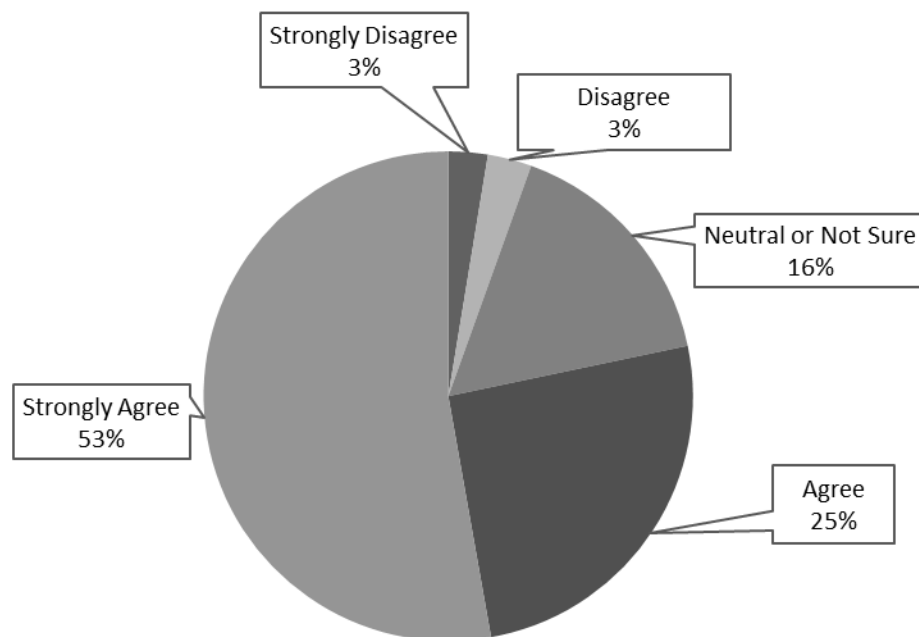


9bbALL5NT. I want to go to college.

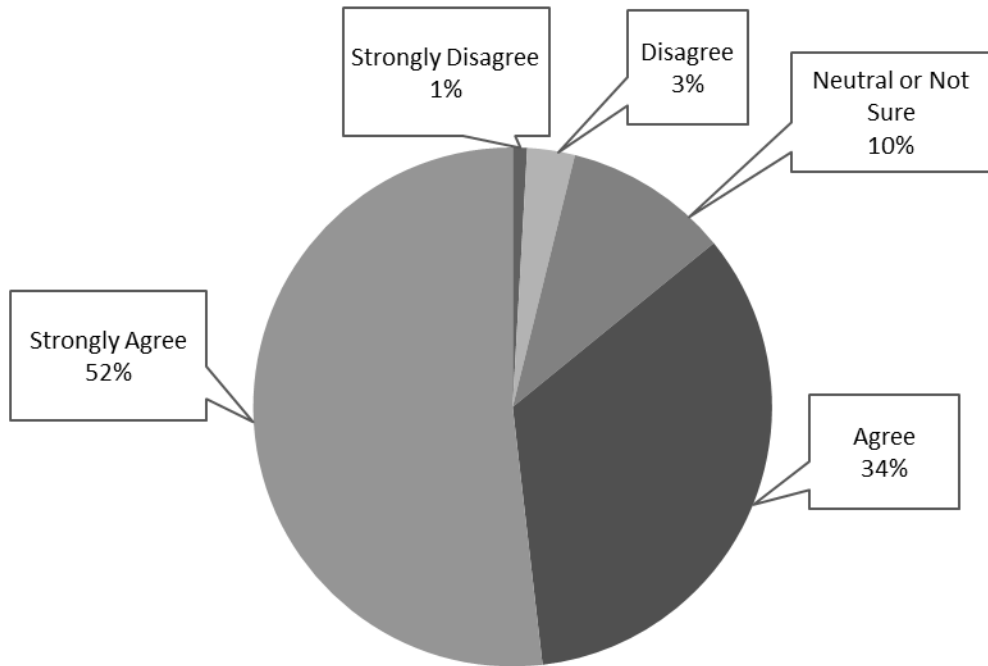
NON TREATMENT ALL 5 Years of Benchmark Surveys



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

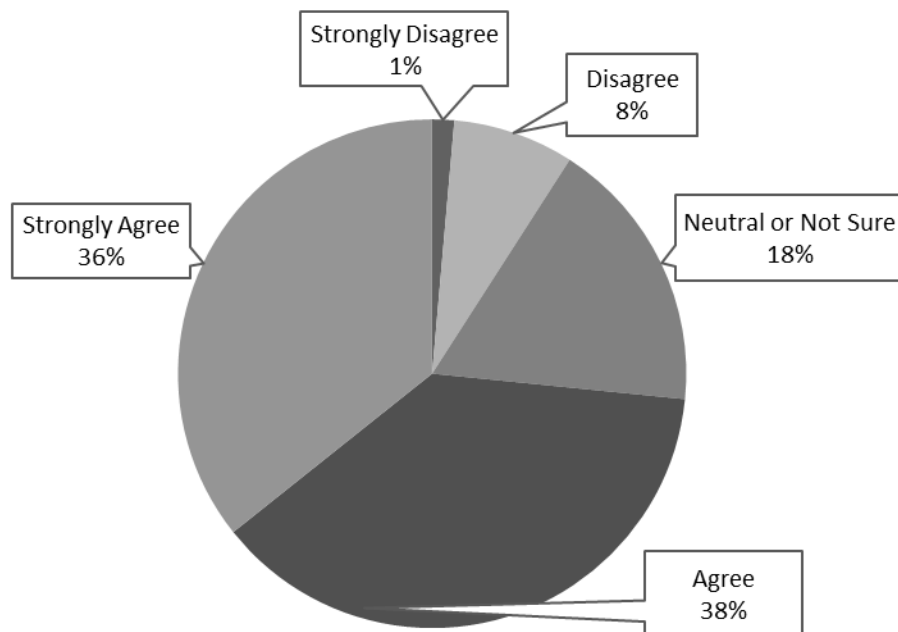


9cbALL5NT. A college education is important for me to achieve my future goals. NON TREATMENT ALL 5 years of Benchmark Surveys



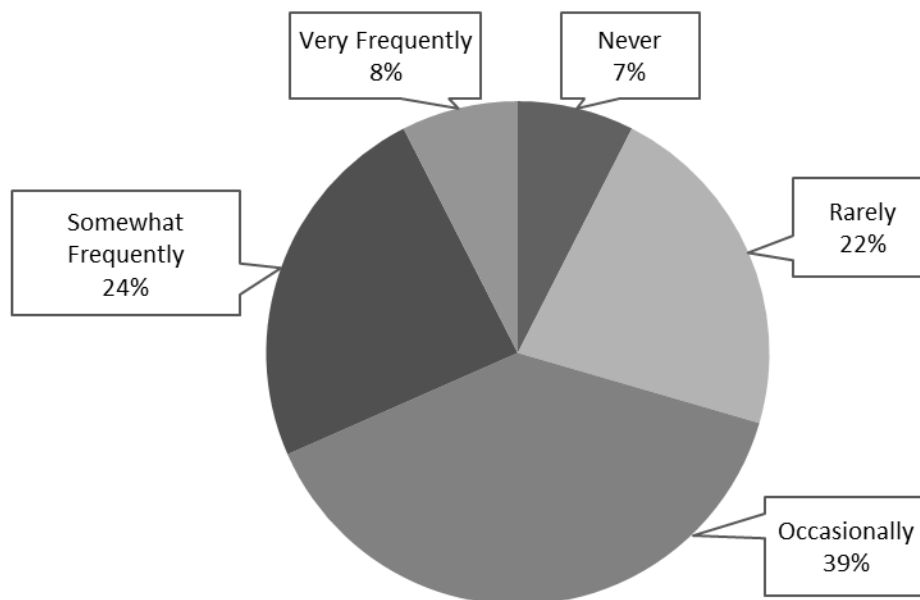
9fbALL5T. College graduates earn more money than people with only a high school diploma.

TREATMENT ALL 5 Years of Benchmark Surveys

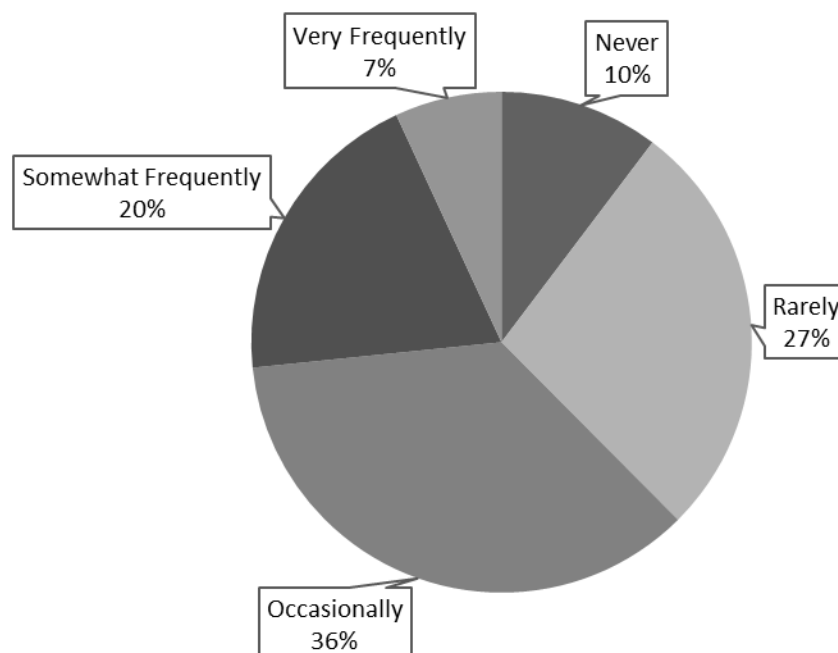


9fbALL5NT. College graduates earn more money than people with only a high school diploma.

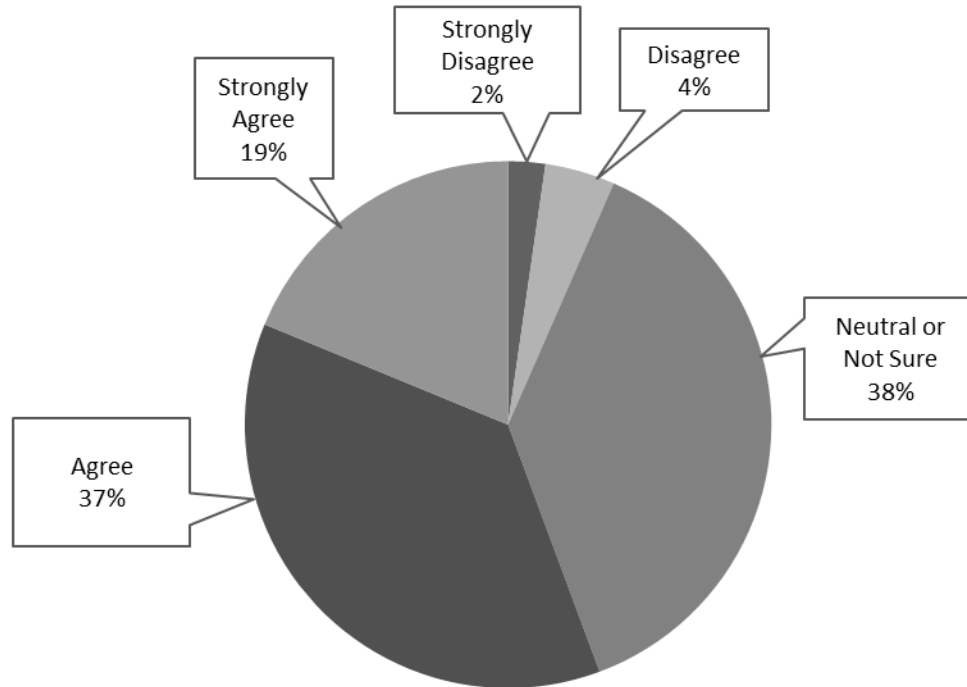
NON TREATMENT ALL 5 Years of Benchmark Surveys



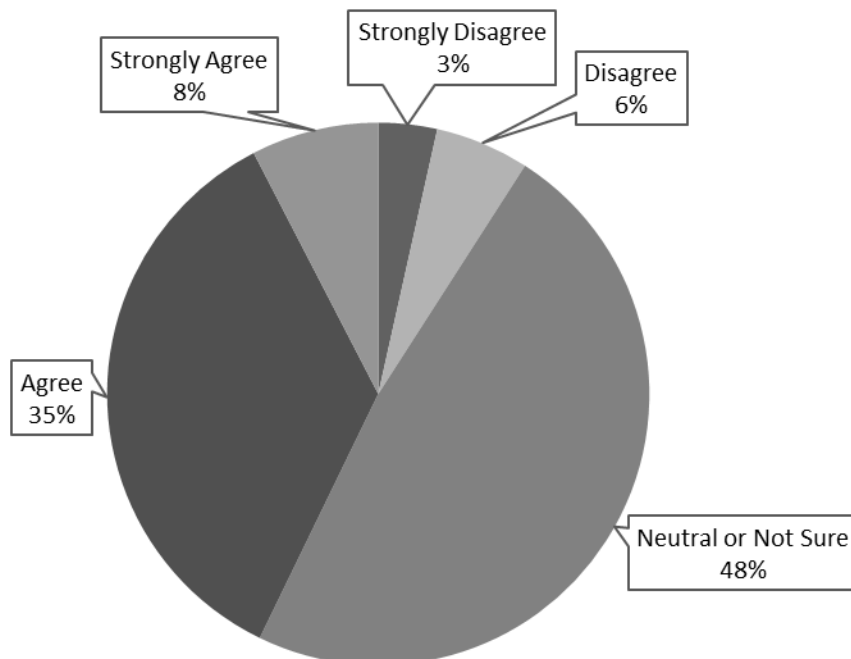
9gbALL5T. During elementary and middle school, how often did you talk about college with teachers, coaches, and/or school personnel. TREATMENT ALL 5 Years of Benchmark Surveys



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 2019)

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 2018, 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, 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.

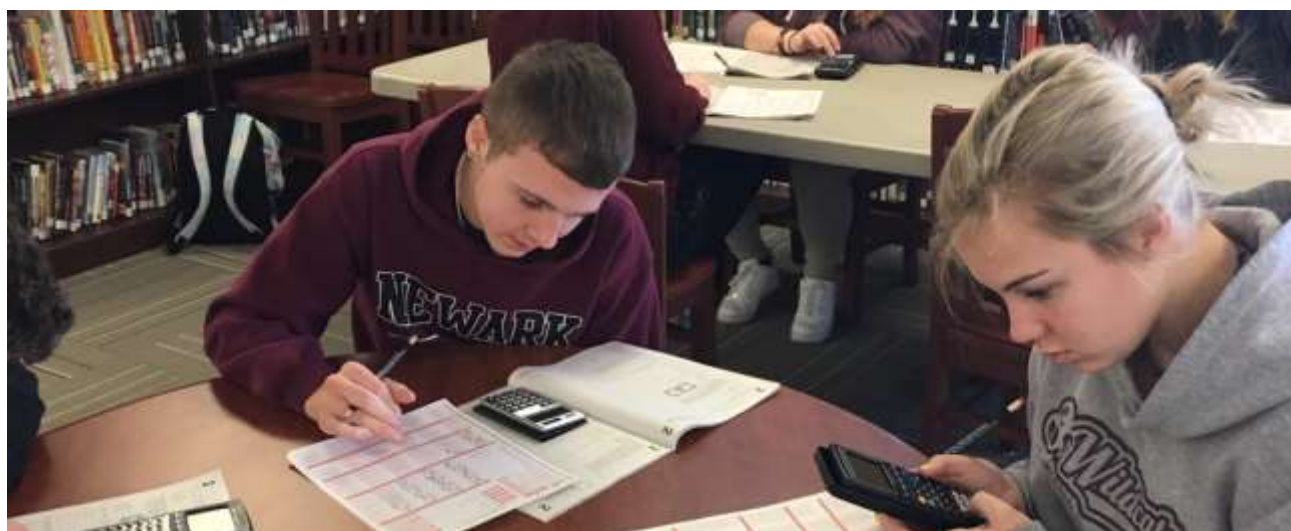
- * Boosters - Two-hour long session of ACT review again offered by BWS Consulting staff.

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:

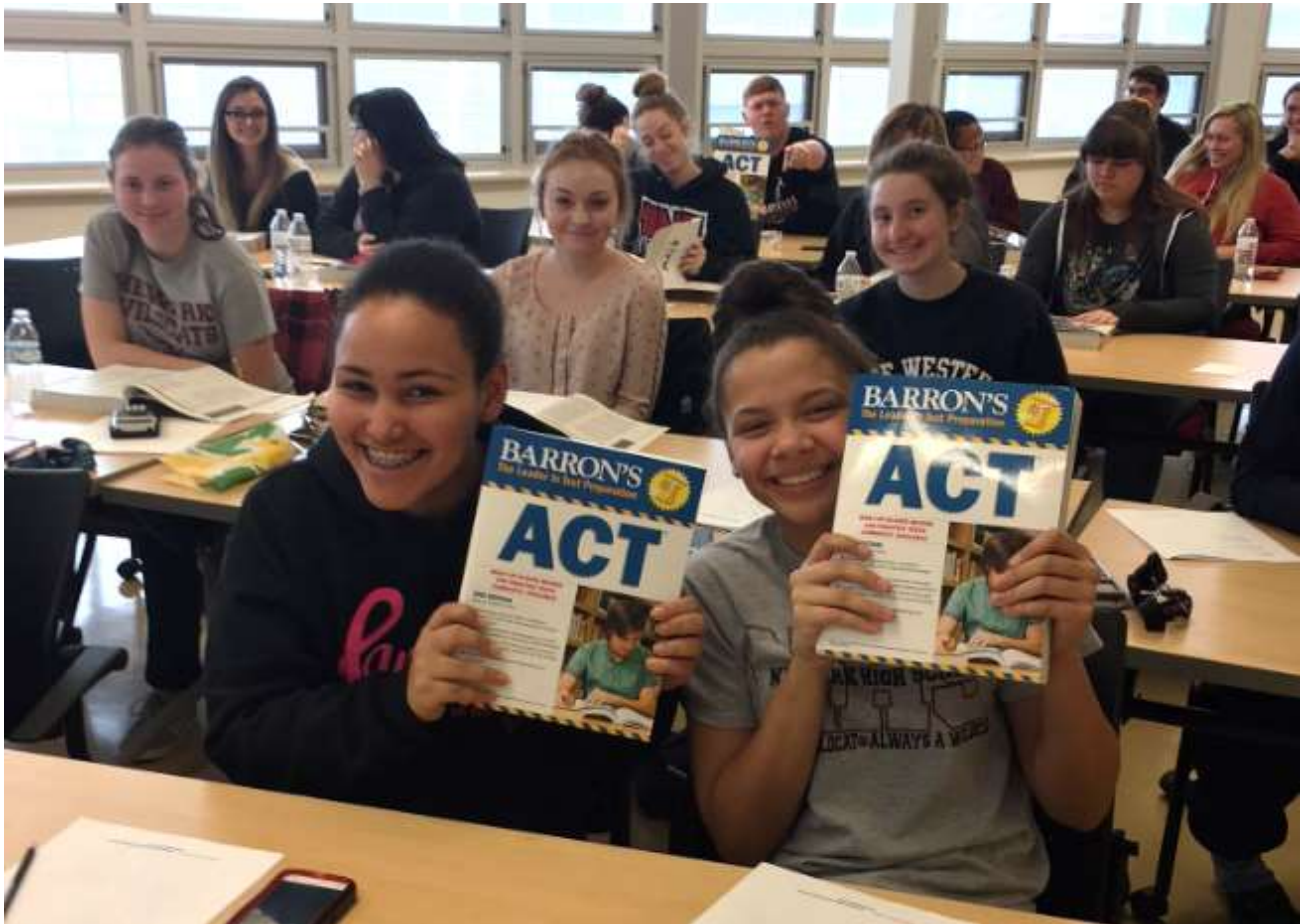
Due to the 2016-17 State of Ohio mandate that every junior register and complete a college standardized test administered by the student's high school, our outcomes moving forward will focus primarily on our ACT preparation activities.

Our 2017-18 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 398 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 398 students tracked internally, 53% participated in at least one of the four ACT preparation events offered. Below are participation rates in our four ACT prep activities:
 - a. 25 juniors (6%) participated in all four events
 - b. 42 juniors (11%) participated in three events
 - c. 58 juniors (15%) participated in two events
 - d. 86 juniors (22%) participated in one event
 - e. 187 juniors (47%) 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 = 15.57
 - ii. 1 preparation event = 19.40
 - iii. 2 or more events = 20.97
 - iv. 3 or more events = 21.70
 - v. All 4 events = 23.79

- b. The majority of students who participated in the Practice Test (n =173) increased their score on the March test
 - i. 57% of the practice test takers increased their composite score by at least 1 point.
 - ii. 35% of the practice test takers increased their composite score by 2 or more points.
 - iii. 21% of the practice test takers increased their composite score by 3 or more points.
 - iv. On the practice test, 19 out of 173 juniors scored in the 80th percentile (26 or better). 22 of the 173 practice test takers scored in the 80th percentile on the March test administered at the high school.



Section VI: The NHS Class of 2018 Overview and Senior Exit Survey

This section details a sixth 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. Three data sources have informed these efforts:

1. The A Call to College Access and CollegePath Databases maintained by our staff.
2. A Senior Exit survey administered to the Class of 2018 (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 and CollegePath Databases. The second section details the results of the Senior Exit survey, taken by more than two thirds of the senior class.

An Overview of NHS Class of 2018 using the ACTC Access and CollegePath Databases

The following tables provide a snapshot of the entire NHS Class of 2018 using student data from the Access Database and CollegePath Database maintained by A Call to College. This was the first year CollegePath was utilized to begin tracking all student interactions. The data presented below was run at the end of August 2018. 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 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 senior ACTC Student Interest Form. A “Non-Participant” then is a graduating senior with three or less documented advisor visits.

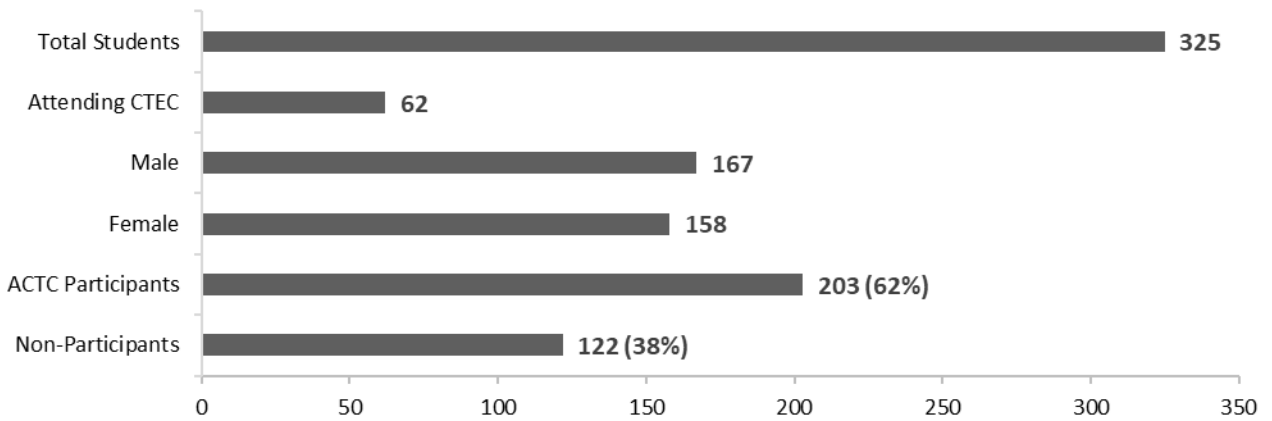
At Newark High School, the advising program is structured around fall, winter and spring appointments with juniors and seniors. Each visit has a particular purpose and goal. Thus, the maximum number of documented visits for a graduating senior is six, three per year. There are students who meet with their advisors more than six times, but only six visits are tracked in the Access and CollegePath Databases. For NHS seniors attending CTEC in the 2017-18 school year, two A Call to College staff members continued a similar advising model to that used at NHS. However, at CTEC students meet in a group, program-based format.

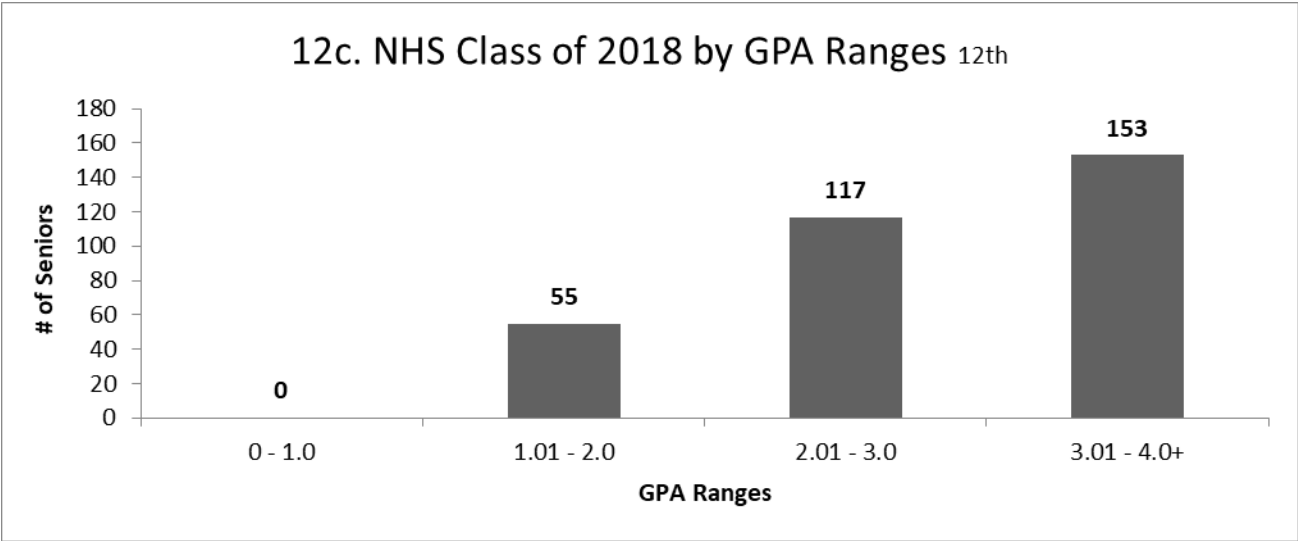
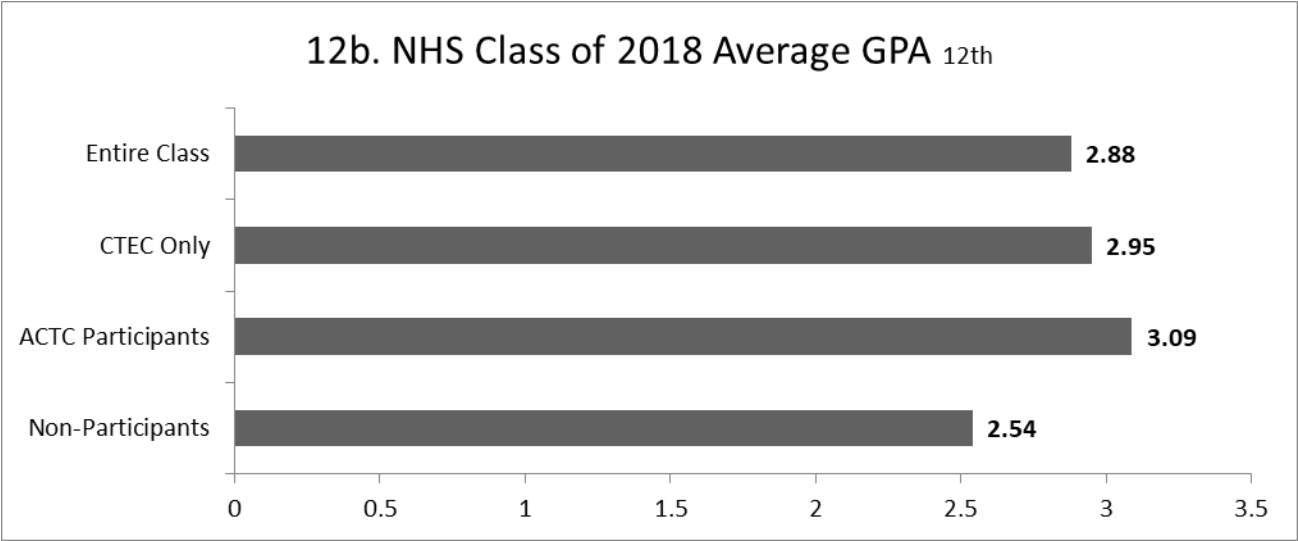
GENERAL OBSERVATIONS on the NHS Class of 2018 using data compiled from Access and the CollegePath Database:

- 62% of the entire class (CTEC and NHS) were defined as ACTC Participants; 38% Non-Participants, last year was the highest percentage of participants by far since we began tracking this data, this is a 7% decrease from last year. (Graph 12a)
- 43% of the Class of 2018 completed six or more advisor visits. This total is the second highest all-time record and is 25% higher than 2012-13. In addition, only 14% 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 six out of seven upperclassmen, but they are also having significantly more contact with them. (Graph 12d)
- The number of Wildcats attending CTEC in the Class of 2018 was significantly larger than last year (62 total students vs. 39 last year). Although larger, this group showed a significant dip in the rate of participation with 35% of the seniors being designated as ACTC participants versus 46% last year. However, the number of participants was slightly larger compared to the previous year (22 participants vs. 19 last year). (Graph 12f)
- In general, the academic performance of the Class of 2018 (as measured by GPA) is very close to that of the Class of 2017. This year's senior class, including CTEC, had an average GPA of 2.88 compared to the 2.83 GPA of the Class of 2017. CTEC has steadily seen an upward tick over the past three years when comparing the GPA of the 2018 CTEC cohort (2.95) with that of the 2017 CTEC cohort (2.82) and 2016 CTEC group (2.72). (Graph 12b) Just over 47% of the Class of 2018 had a GPA that fell between a 3.01-4.0+, versus 41% of the Class of 2017 (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 3.09 versus the Class of 2017 average of 2.98. The non-participant grade point average this year was 2.54 versus 2.51 for the Class of 2017. (Graph 12b)

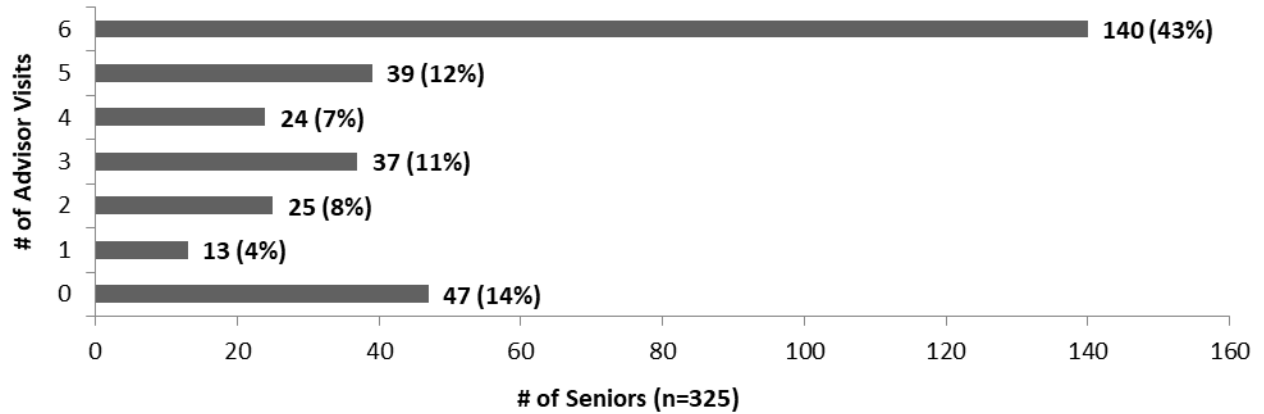


12a. NHS Class of 2018 Overview 12th

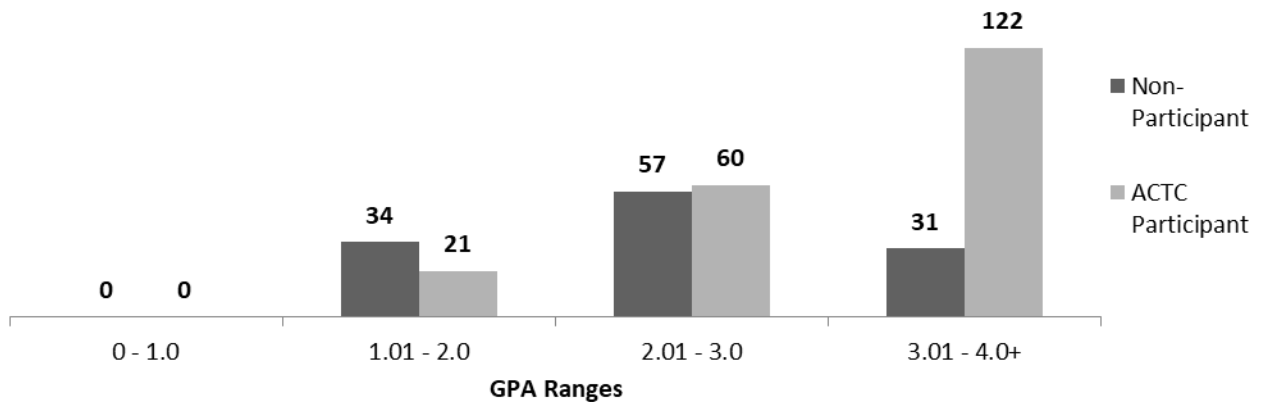




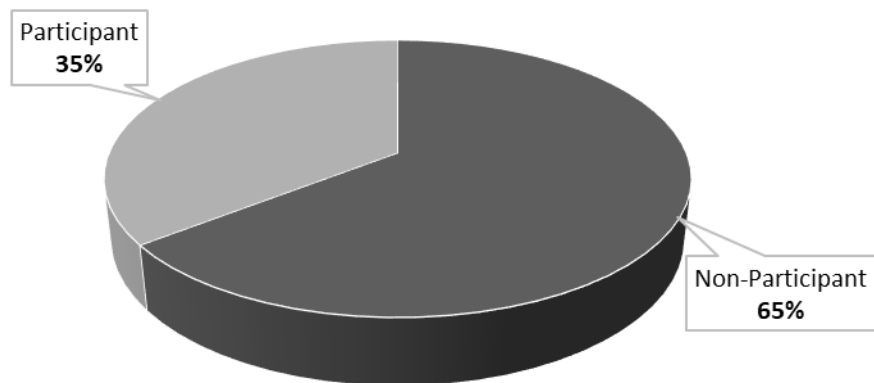
12d. Class of 2018 Advisor Visits/Student 12th



12e. GPA Comparison by Program Participation Class of 2018 12th



12f. NHS Class of 2018 at CTEC: ACTC Participation (n=62)



Senior Exit Survey

The following tables represent the results from a Senior Exit Survey administered to the NHS Class of 2018 in mid-May through senior English classes. This class is the sixth 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 (32/62) were also surveyed on a different date and their data is included in this analysis. In addition, of the 236 surveys completed, 163 were ACTC participants (69%) and 73 were non-participants (31%).

Survey sample: 236/335 seniors (Class of 2018) took the survey (70% return using the May 2018 NCS Monthly Count)

GENERAL OBSERVATIONS on the NHS Class of 2018 using Senior Exit Survey data:

- These seniors experienced PEAK in sixth and eighth grade, during PEAK's fifth year.
- Satisfaction in our advising system remains high. Of the 211 seniors surveyed who said they had met with an advisor at least once, 86.3% indicated their advising sessions were helpful, very helpful or extremely helpful in their understanding of how to apply to and afford college. Less than 3% of the students who completed this question defined their advising sessions as unhelpful. (Graph 12i)
- Of the 225 seniors who responded to the question in a valid manner (by choosing only one answer), exactly 48% named a parent or guardian as the most helpful source of advice for planning for life after high school. Just under 23% of all seniors named A Call to College as the most helpful source. When the responses to this question are disaggregated by participation status, still over 11% of non-participants named A Call to College as having provided the most helpful advice about planning for life after high school. (Graph 12ab)

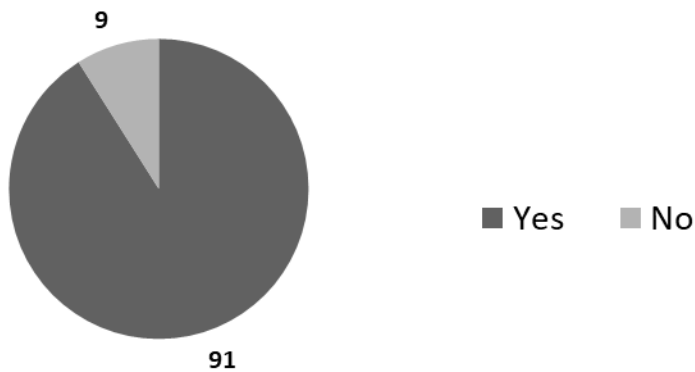
SUMMARY OF OUTCOMES:

1. Those students defined as ACTC participants demonstrated increased knowledge of how to apply to and afford college in the following ways:
 - a. Almost 86% of ACTC participants completed at least one college application versus only 37% of non-participants.
 - b. 73% of ACTC participants submitted the FAFSA versus 27% of non-participants.
 - c. ACTC participants were nearly ten times more likely to submit a Last Dollar Grant application than non-participants.
 - d. Just over 71% of ACTC participants reported feeling "Very informed" or "Extremely informed" when asked to describe how informed they felt about the college

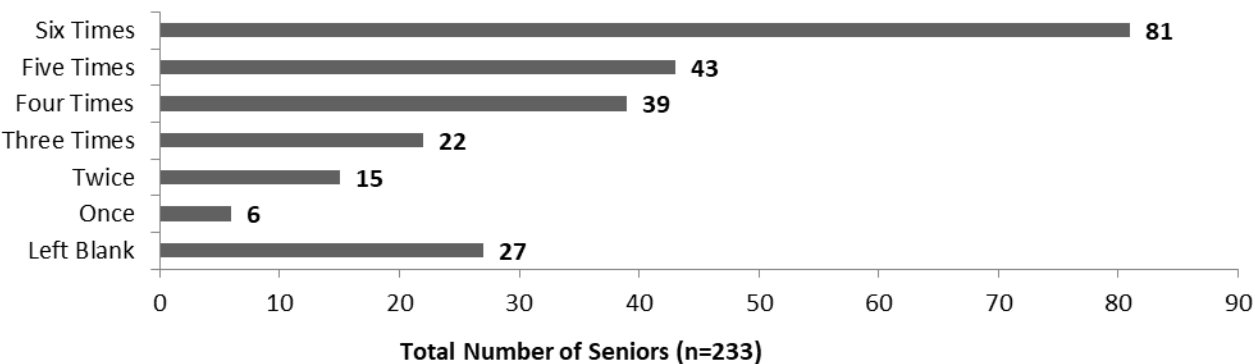
application process, whereas only 40% of non-participants described themselves as “Very informed” or “Extremely informed”. (Graph 12u)

- e. ACTC participants were almost two times more likely to feel “Very informed” or “Extremely informed” about the ACT test and preparing for the ACT test than non-participants (Graphs 12v and 12w)
- f. Participants were almost two times more likely to report “Very frequent” conversations with a parent than were non-participants. (Graph 12aa)

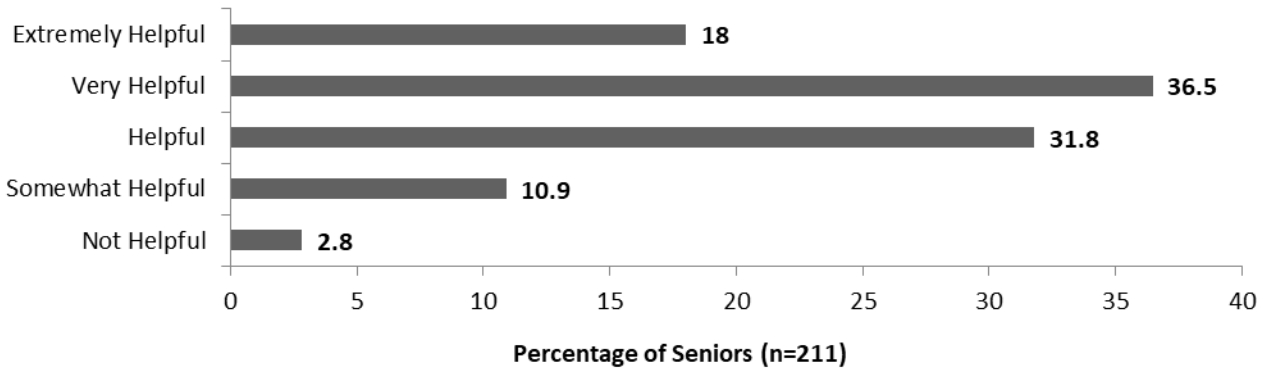
12g. Did you meet during your junior and/or senior years with an ACTC advisor? (percentage of respondents) 12th



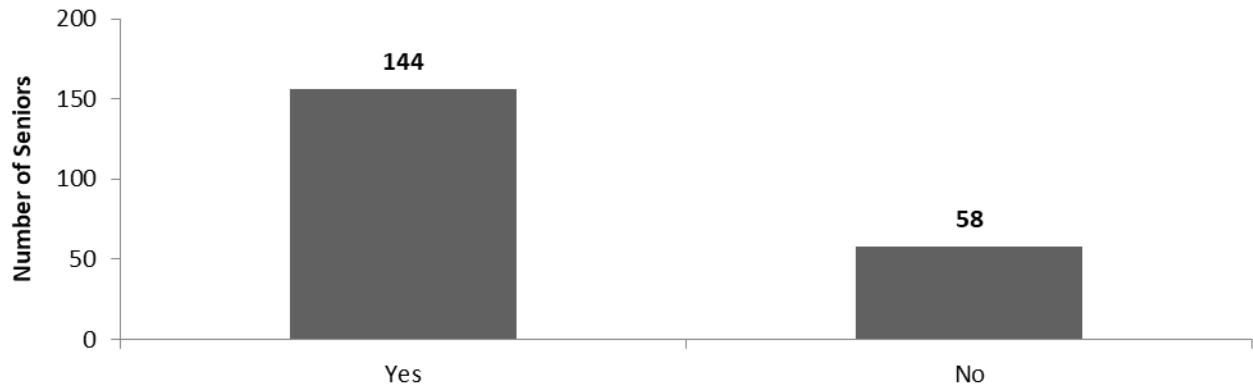
12h. If YES, how many times in total did you meet with an advisor? 12th



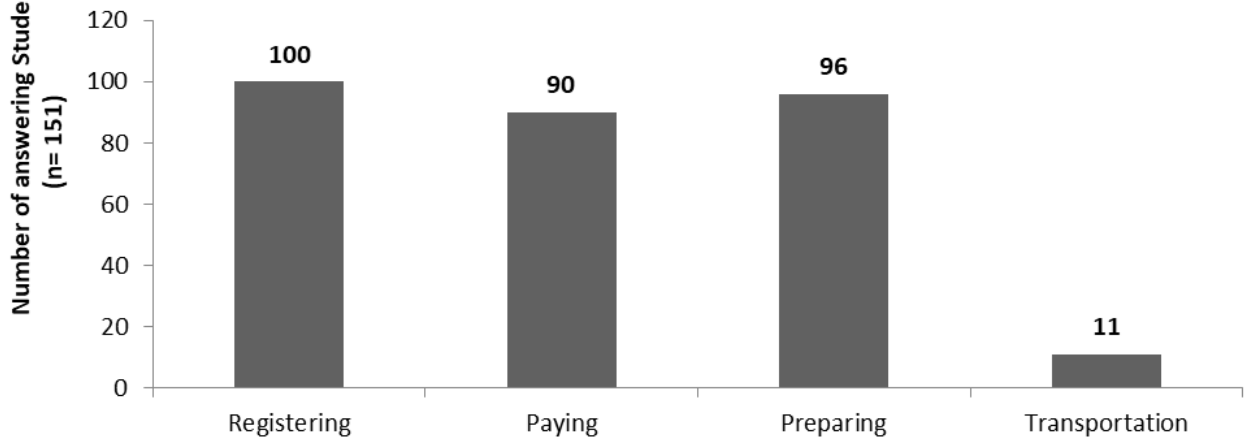
12i. If YES, how helpful were these sessions in your understanding of how to apply to and afford college? 12th



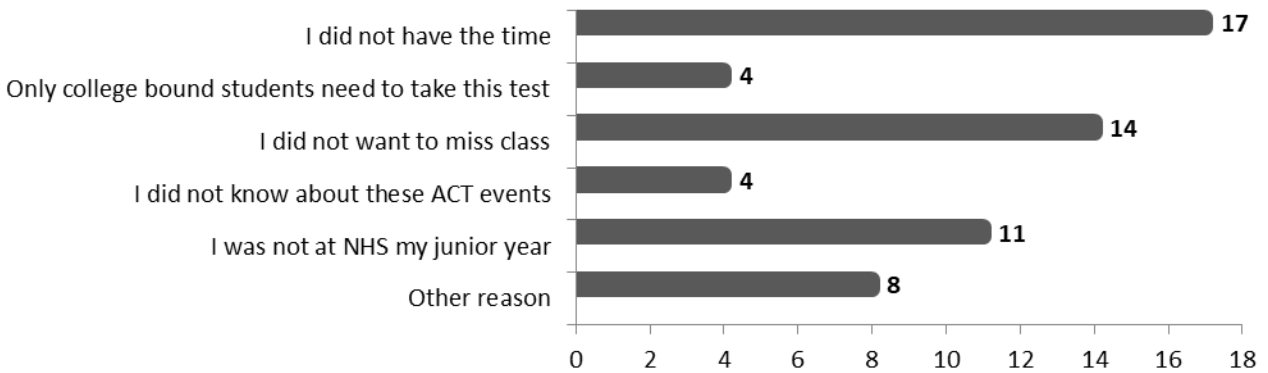
12j. Did ACTC assist you in any way as a Junior with the ACT Test? 12th



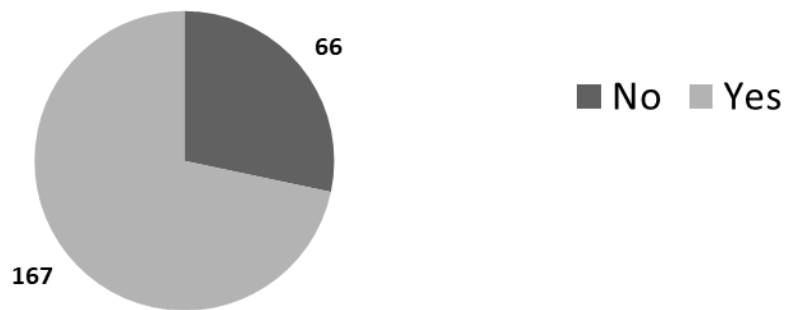
12k. A breakdown of how we assisted Juniors with the ACT Test 12th



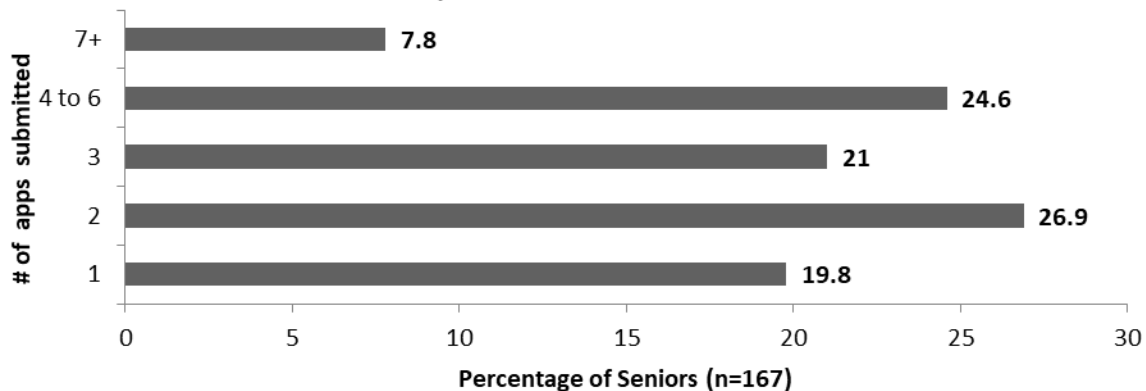
12l. Of the answering 58 ACT Prep non-participants, why didn't they participate? 12th



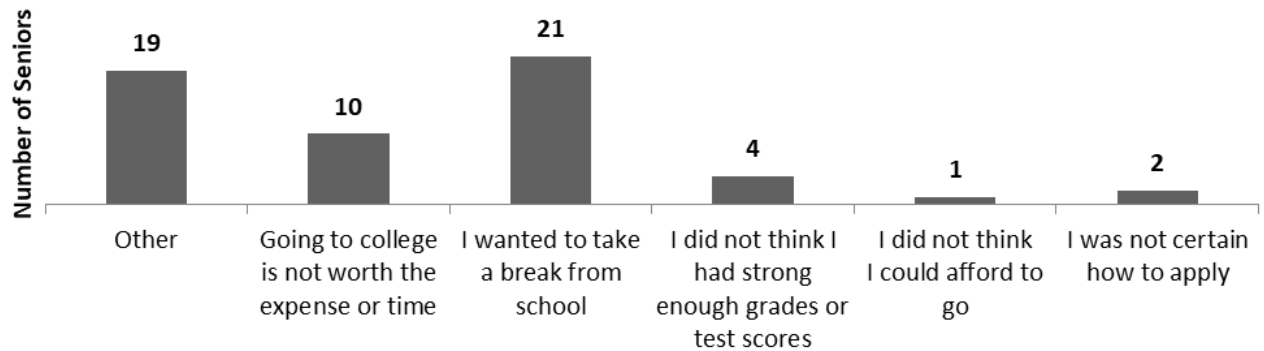
12m. Have you completed and submitted at least one college application? (# of seniors=233) 12th



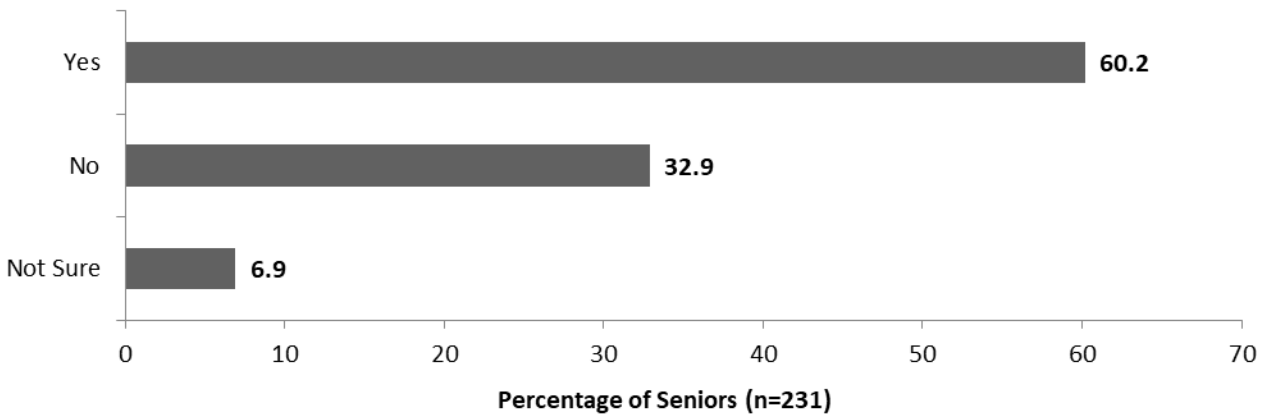
12n. If YES, how many college applications have you completed and submitted? 12th



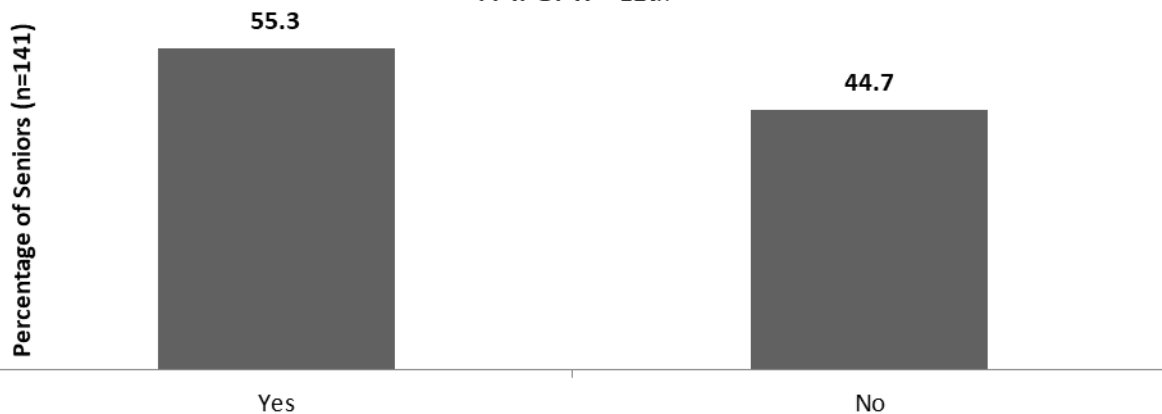
12o. If NO, why have you not submitted a college application? 12th

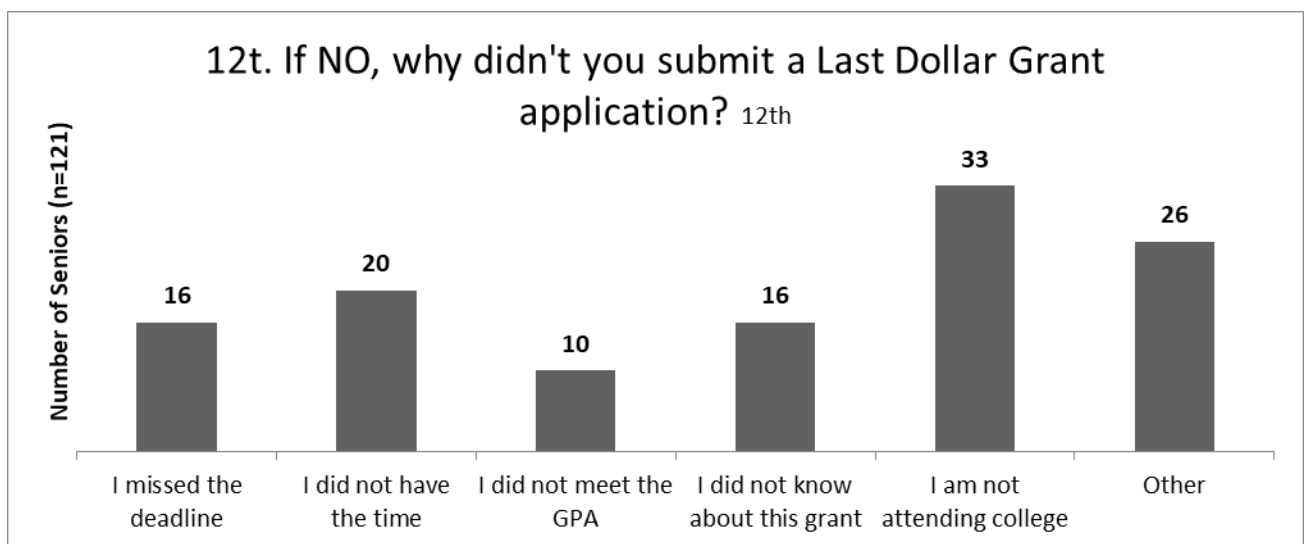
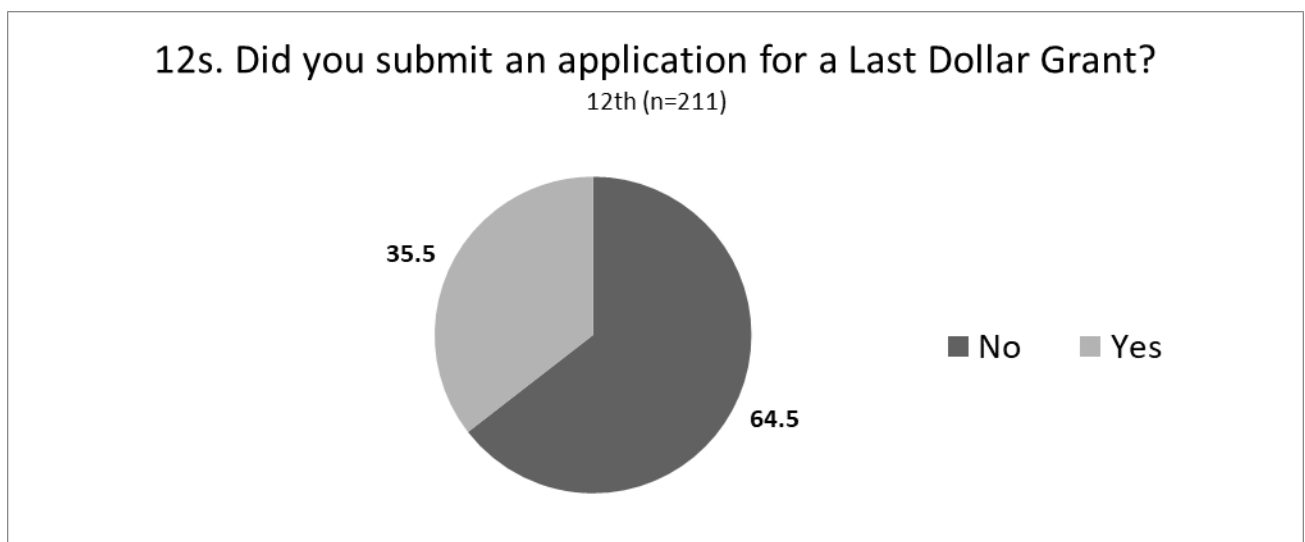
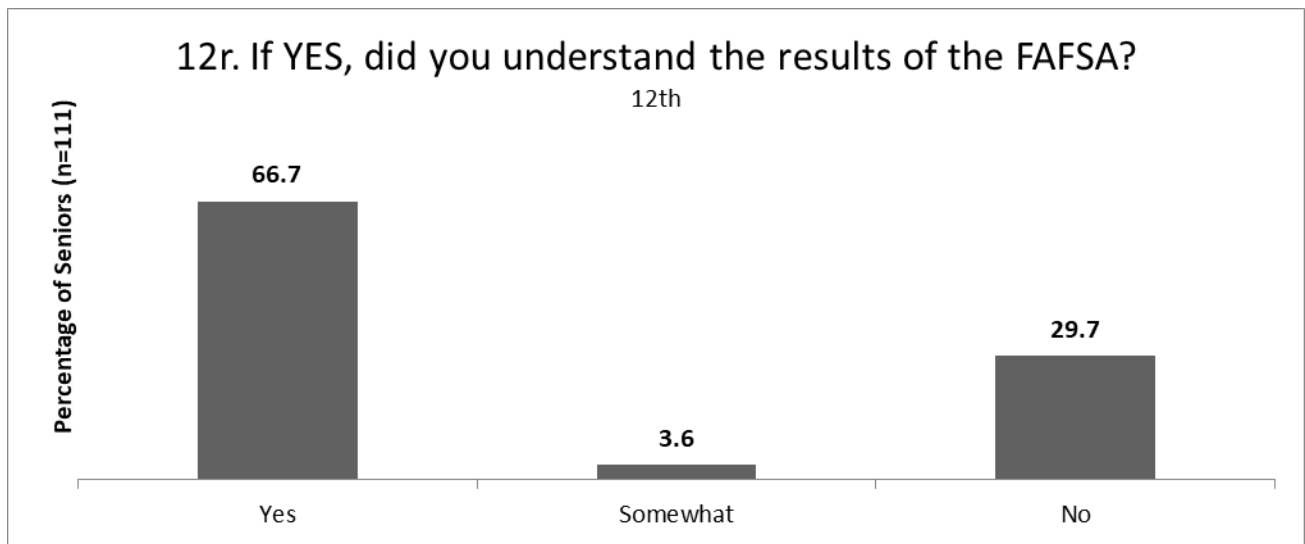


12p. Did you complete and submit a FAFSA? 12th

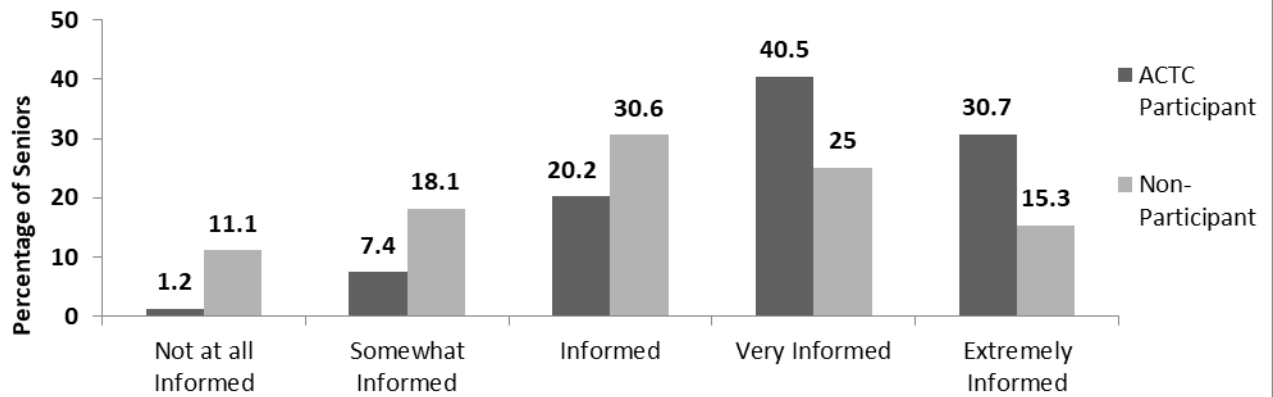


12q. If YES, did you receive help from ACTC with the FAFSA? 12th

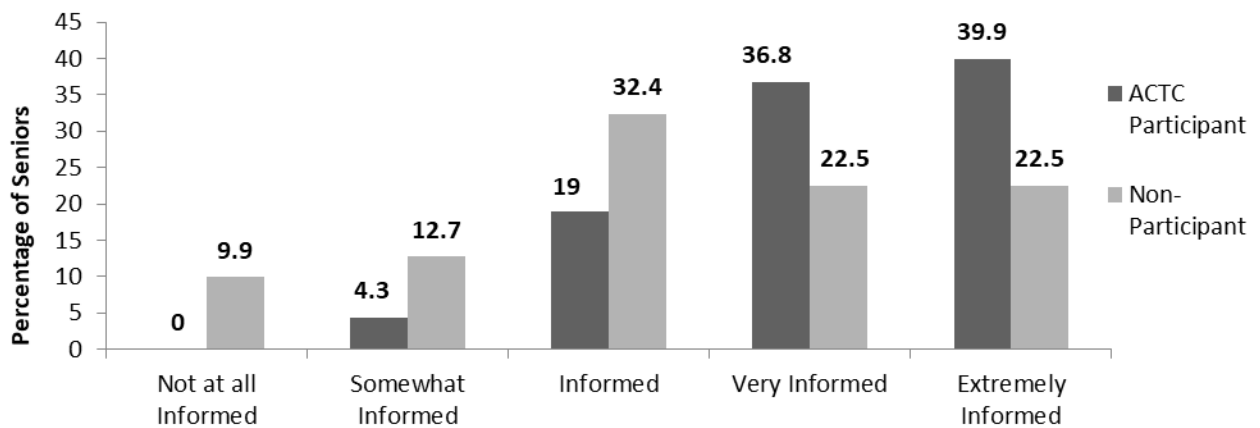




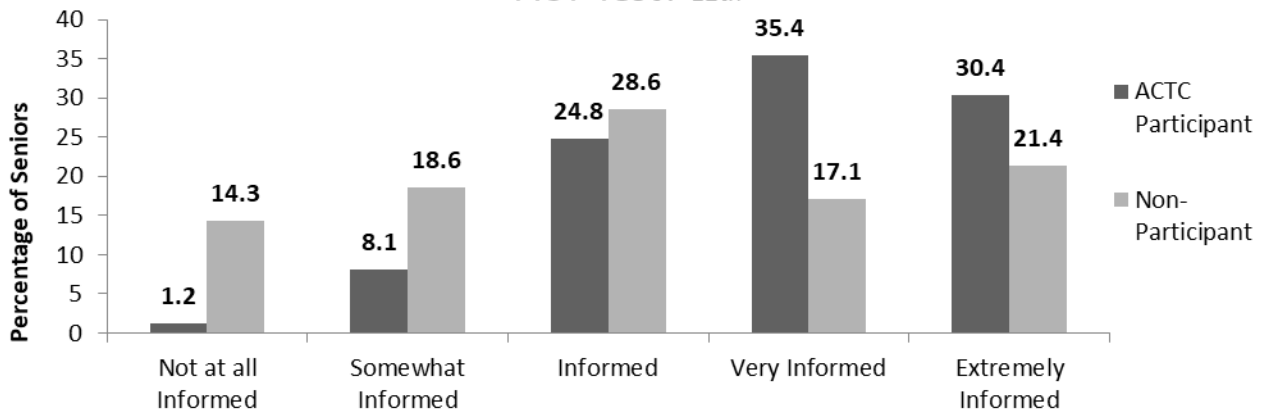
12u. How informed did you feel about the college application process? 12th

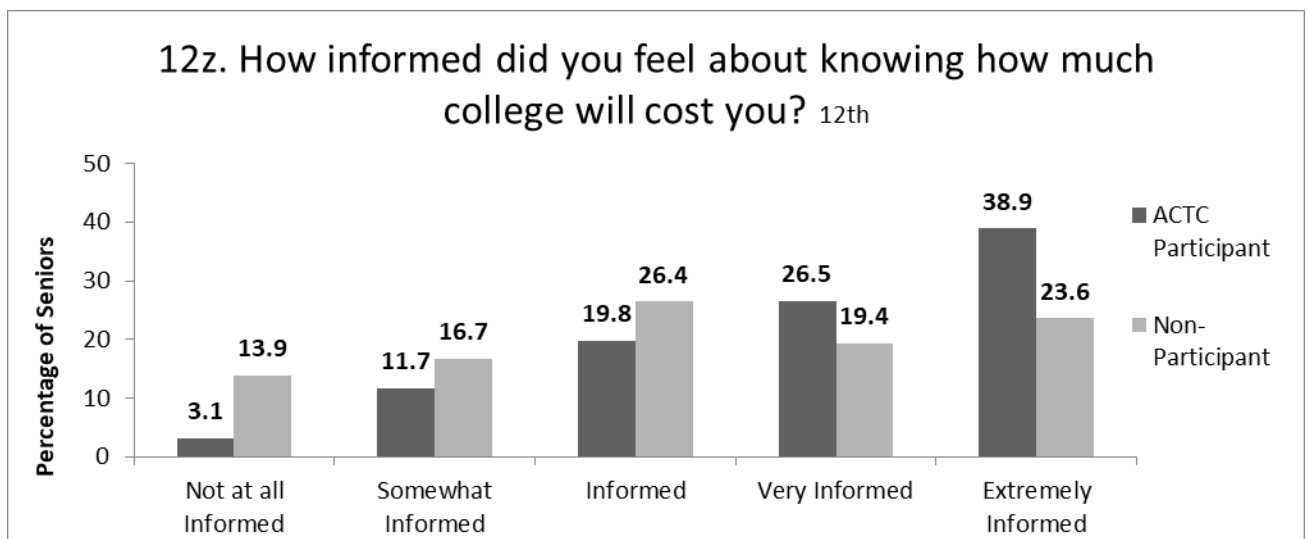
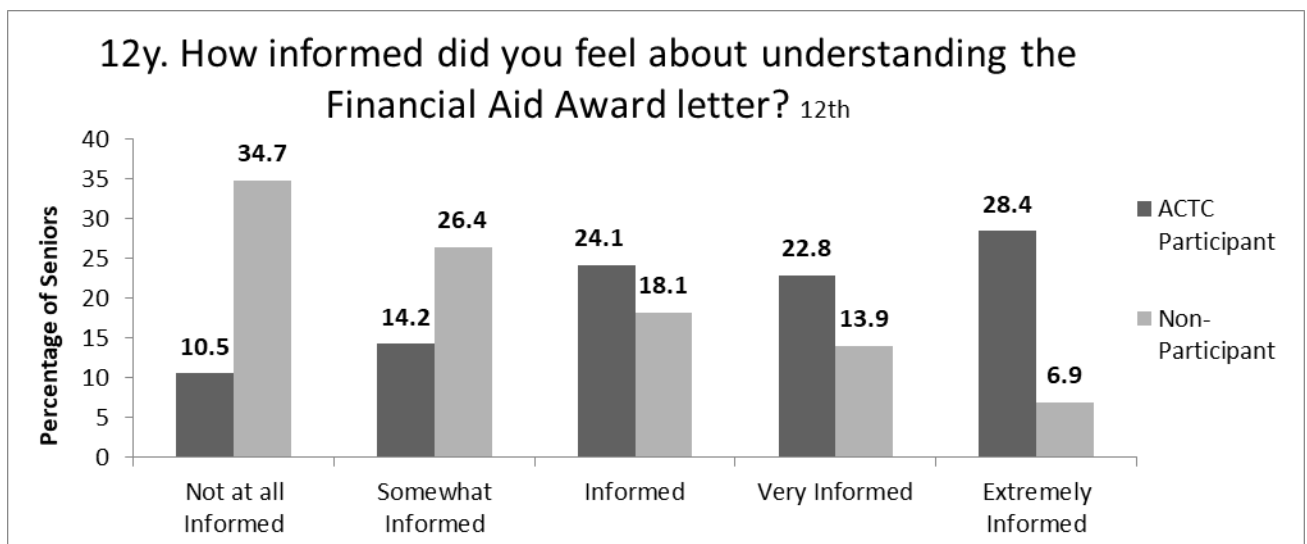
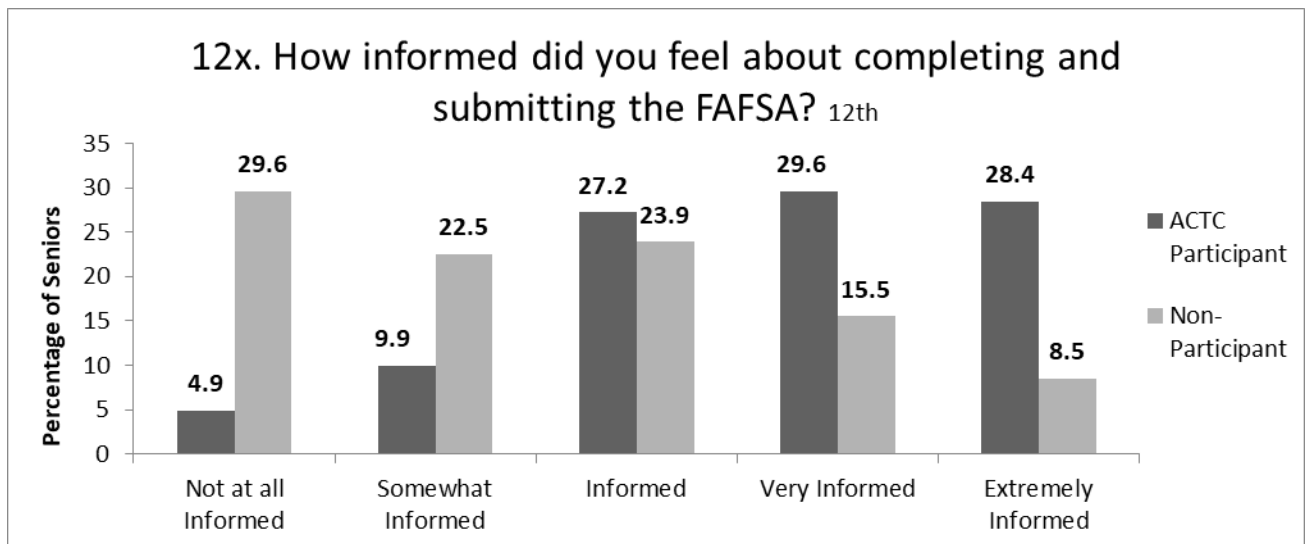


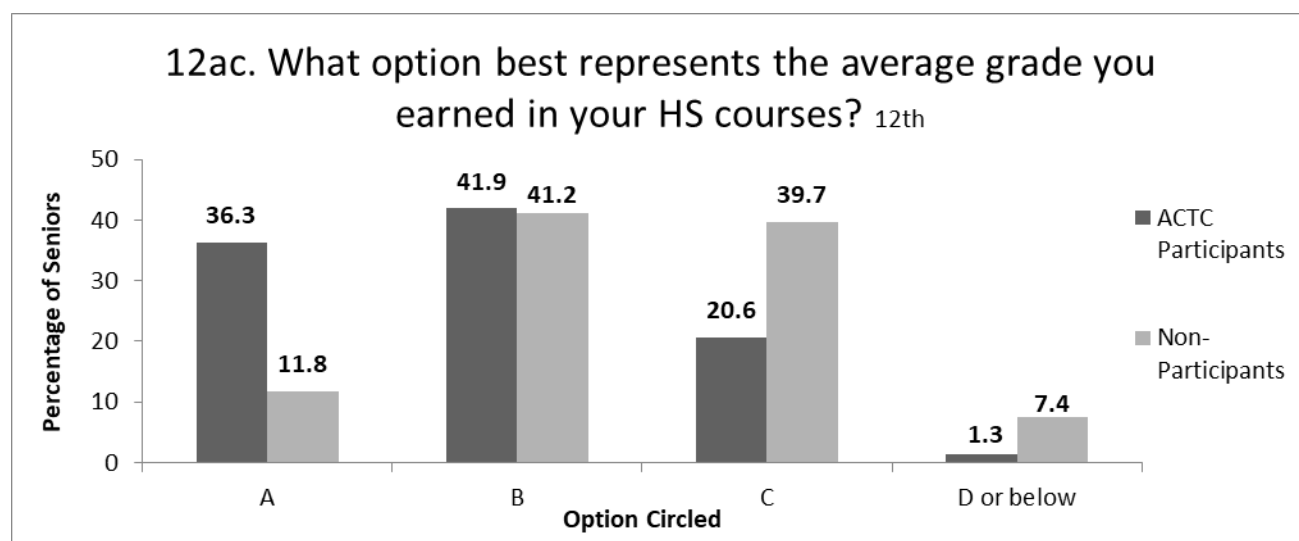
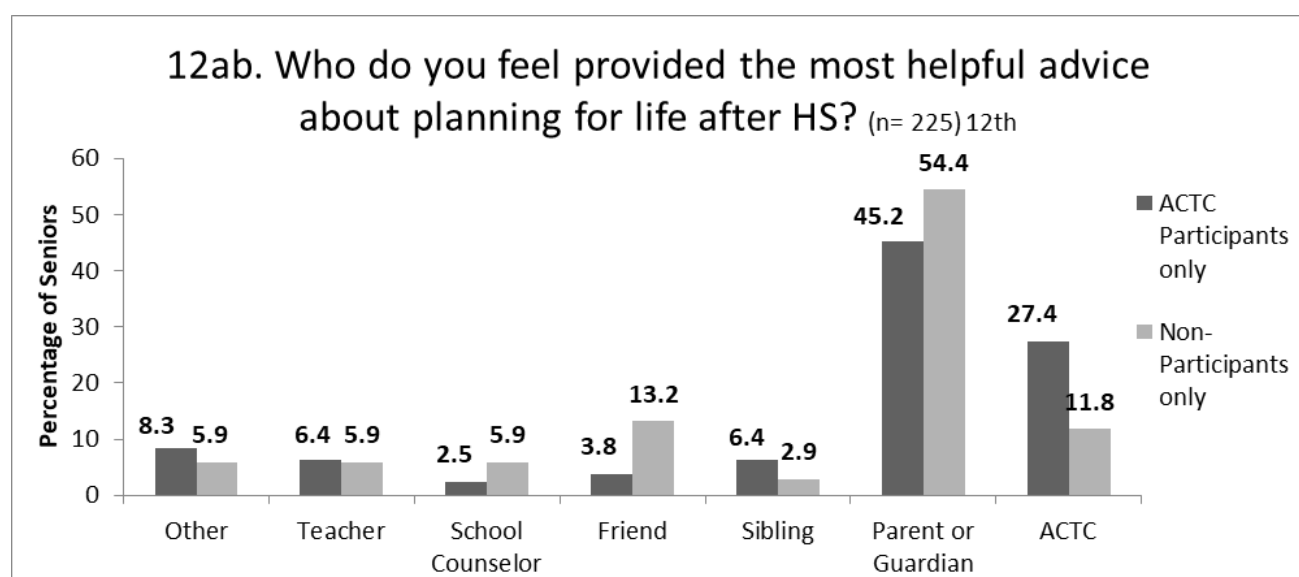
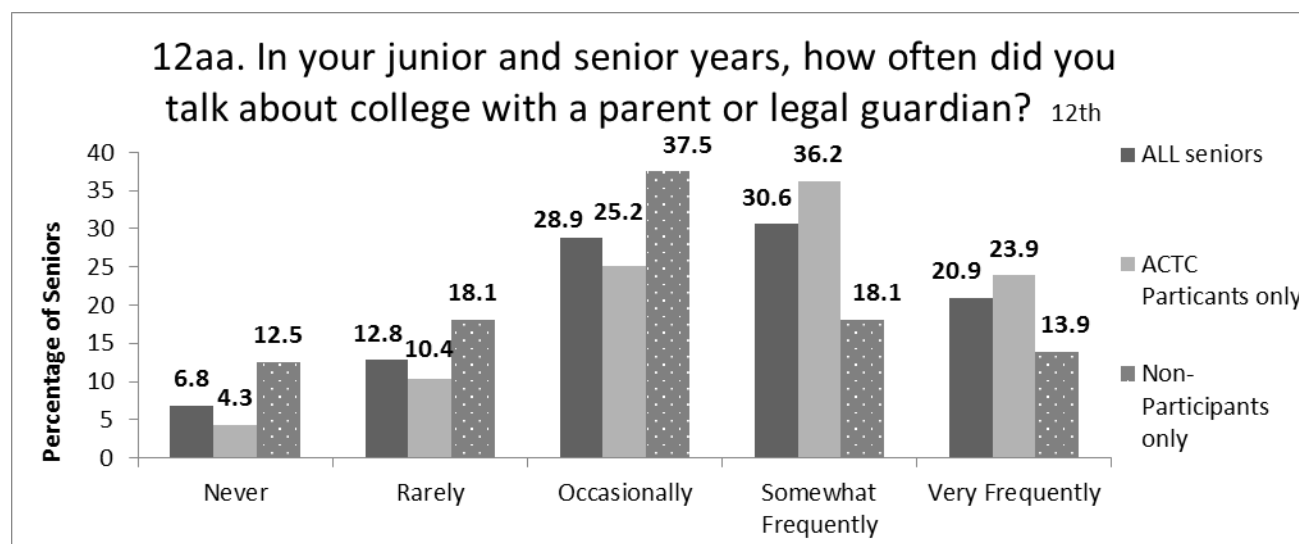
12v. How informed did you feel about the ACT Test? 12th

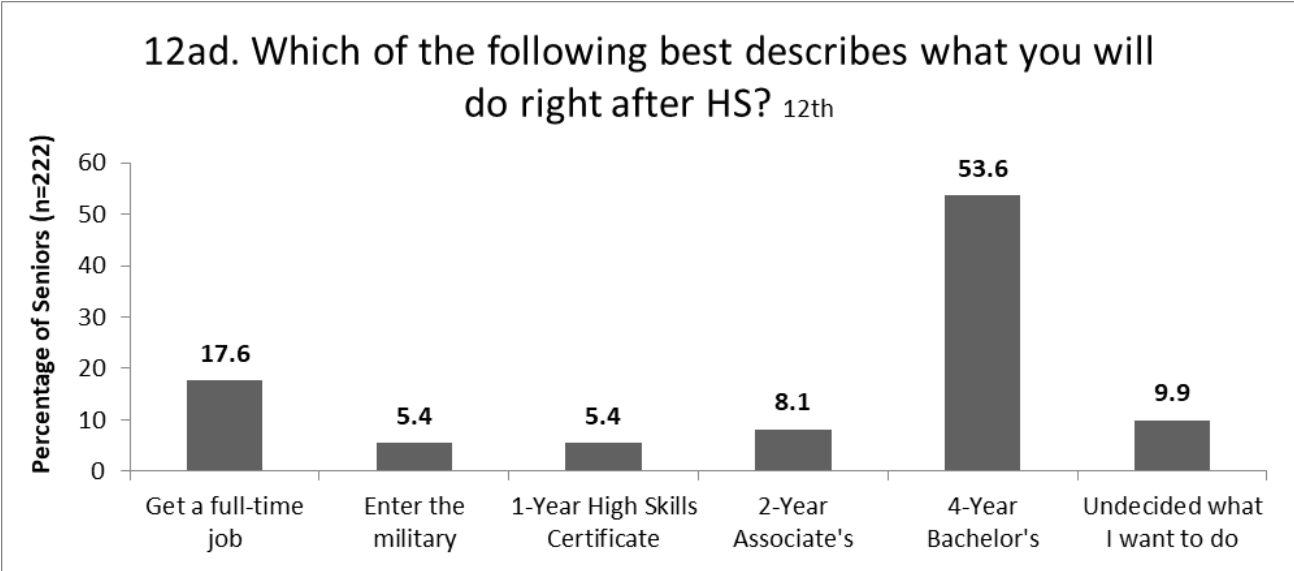


12w. How informed did you feel about preparing for the ACT Test? 12th









Section VII: NHS Class of 2018 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. Nineteen thousand high schools and more than 3,700 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 2018.

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 ten 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 119-147).

Several sources have informed our enrollment data for the NHS Class of 2018 and are described below:

1. The 2018 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 2018 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 Access Database (ACTC.DB) and CollegePath Database (ACTC.CP) 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 2018 College Enrollment

The following tables provide a snapshot of the NHS Class of 2018 enrollment in college the first fall immediately after high school graduation.

Data sources for these tables include the 2018 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) and CollegePath Database (ACTC.CP) maintained by A Call to College. The CH.ST.DBS report was run on October 3, 2019.

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 2018:

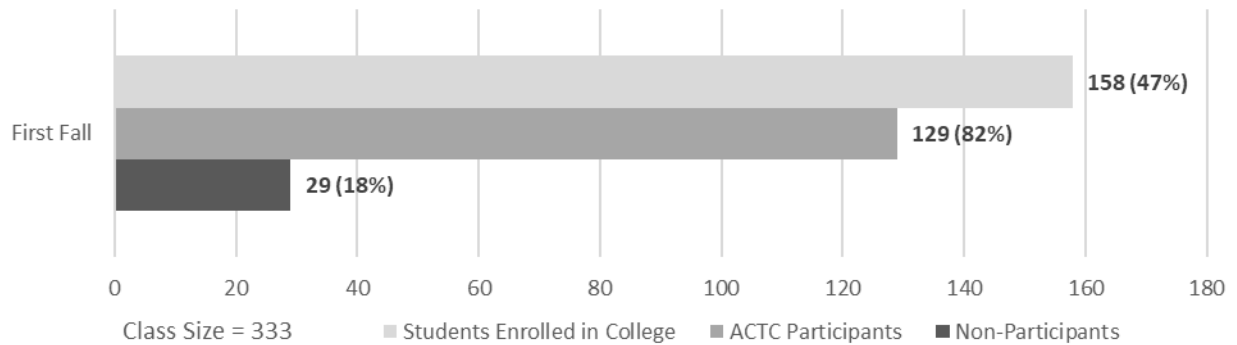
- The first fall after high school graduation, 47% of the entire class enrolled in college. Of those enrolled, 82% were ACTC Participants and 18% were Non-Participants. (Graph CH1)
- Of the 158 students who enrolled in college the first fall after high school graduation, 84% enrolled in a public college and 16% enrolled in a private college. (Graph CH2)
- Of the 158 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 94% of the students choosing an Ohio institution, and 6% going out of state. (Graph CH4)
- Two colleges enrolled 39% of this class: The Ohio State University - Newark (29%) and Central Ohio Technical College (10%). (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 chooses 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 2018 College Enrollment

First Fall after Graduation

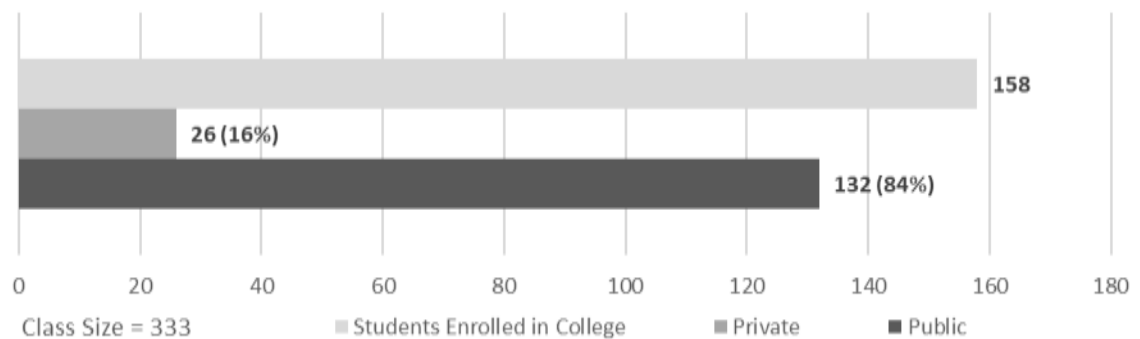
Participant vs. Non-Participant

CH.ST.DBS, ACTC.DB, ACTC.CP



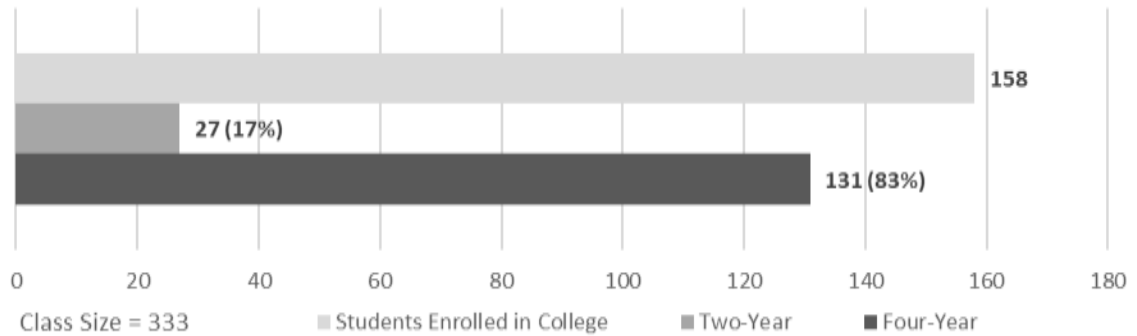
CH2. NHS Class of 2018 College Enrollment First Fall after Graduation at Public and Private Colleges

CH.ST.DBS, ACTC.DB



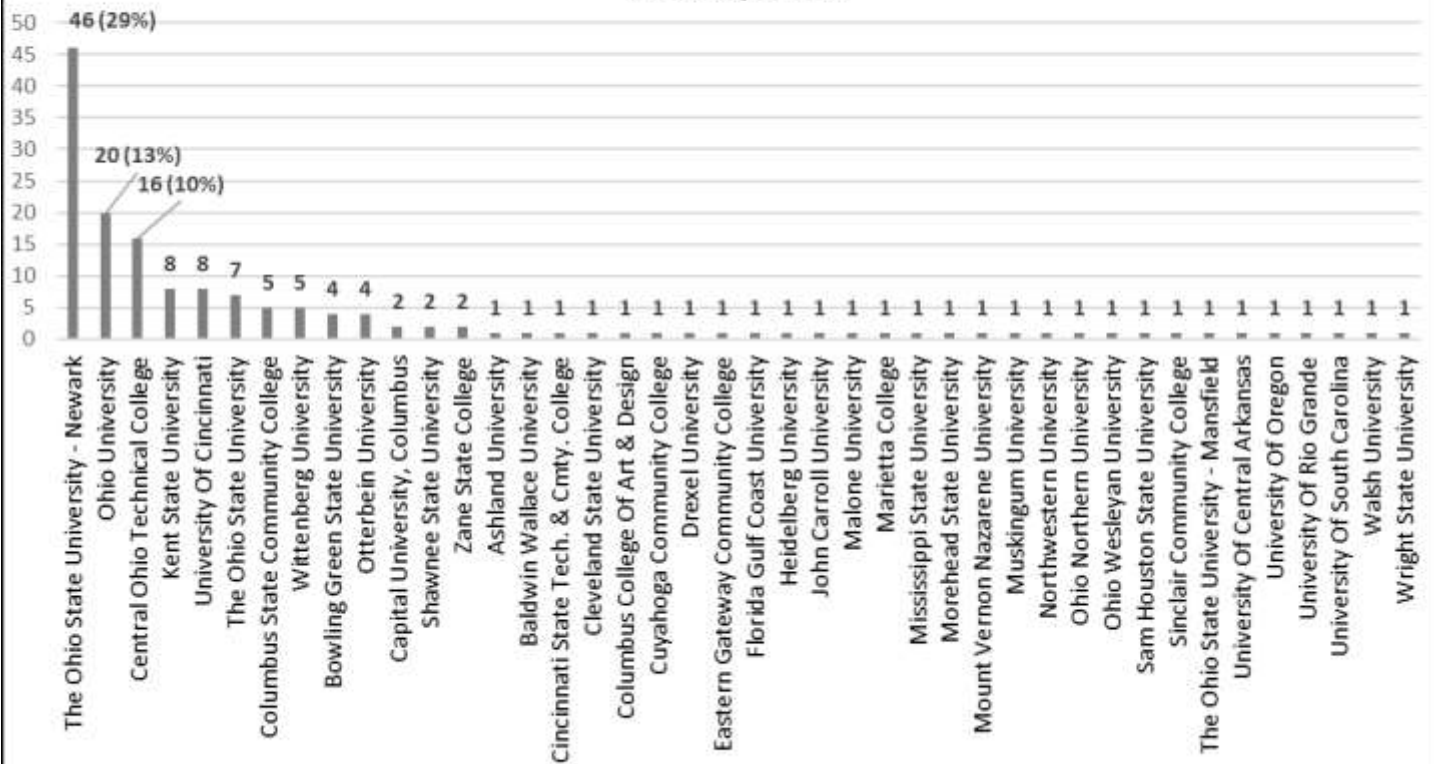
CH3. NHS Class of 2018 College Enrollment **First Fall** after Graduation at **Two-Year and Four-Year Colleges**

CH.ST.DBS, ACTC.DB



CH4. NHS Class of 2018 Most Common Institutions of Enrollment the **First Fall** after HS Graduation by Number of Students

CH.ST.DBS, ACTC.DB



Appendix A:

PEAK Program Logic Model,
Outcome Template &
Implementation Template

Problem Statement

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

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.

Logic Model Diagram: A Call to College PEAK Program

Long-Term Outcomes

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

Rationales

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

Assumptions

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

Resources

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

Activity Groups

2nd Grade: Two theme-based reading weeks; Seven Library Field Trips; A service-learning activity and "Imagine My Future" workbook project

4th Grade: A 9-week long college and financial literacy curriculum and a field trip to a local museum to see a play about college

6th Grade: A 6-week long curriculum and a college campus visit

8th Grade: A 5-week long curriculum about career and college exploration and a 3-day activity ending in a financial simulation game

Outputs

500 students, 24 classrooms, 150 community/college volunteers, 365 hours of classroom time

500 students, 24 classrooms, 20 community/college volunteers, 300 hours of classroom time

480 students, 20 classrooms, 10 community/college volunteers, 220 hours of classroom time

450 students, 18 classrooms, 100 community/college volunteers, 150 hours of classroom time

Intermediate-Term Outcomes

Increase the percentage of NHS seniors who are defined as A Call to College participants

Increase the NHS college-going rate

Short-Term Outcomes

Learn the 4 money management skills

Increase aspiration for education through and beyond high school

Learn the 4 college-going behaviors

Increase knowledge about how to pay for college

Increase the knowledge that college graduates earn more money on average than high school graduates

Evaluation Plan Builder » PEAK Program OUTCOME TEMPLATE

Full View

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

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

Evaluation Plan Builder » PEAK Program IMPLEMENTATION TEMPLATE

Data Collection

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

Appendix B:

High School Programming Logic Models, Outcome Templates & Implementation Templates

Logic Model Diagram: 9th Grade Program

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.

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

5 full-time, 4 part-time staff; 14 trained volunteer advisors; 1 student intern; teachers, school 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.

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	

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:	a. What do students find most helpful about our programming?	<ul style="list-style-type: none"> • Survey (Review related question on post-survey) - LOW
Outputs:	b. Are freshmen who participated in programming more prepared as juniors and seniors?	<ul style="list-style-type: none"> • Observation (Collect advisor and staff observations) - MEDIUM
a. 450 students, 21 classrooms, 21 NHS partner teachers, 84 hours of classroom time	c. Does the freshmen programming increase junior and senior programming participation?	<ul style="list-style-type: none"> • 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

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

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

5 full-time, 4 part-time staff; 14 trained volunteer advisors; 1 student intern; teachers, school 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, 4 ACT test preparation events.

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.)
Prepare for the ACT test (Jrs.)
Submit two or more college applications
Make college more affordable by facilitating access to financial aid
Increase conversation about college between students and parents

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

Full View

Outcomes

Indicators

Data Collection

Shorter-Term Outcomes

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

Intermediate Outcomes

i. Increase NHS college-going rate	a. Over 60% of NHS Class of 2020 will be enrolled at a 2- or 4-year post-secondary institution by the spring of 2021 (NSCH)	
i. Increase NHS college graduation rate	a. Over 60% of NHS Class of 2020 will have graduated from a 2- or 4-year college or university by summer of 2025 (NSCH)	

Longer-Term Outcomes

i. Increase the percentage of Newark residents who have post-secondary credentials	a. TBD	
i. Increase the median income in Newark	a. TBD	

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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: <ul style="list-style-type: none"> a. College comparison and application timeline advising b. FAFSA assistance c. Evaluation of college award letters d. LDG and scholarship search assistance Outputs: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> a. ACT test preparation assistance b. College search advising c. College field trips Outputs: <ul style="list-style-type: none"> a. 350 juniors, 700 one-on-one advising meetings; 1 evening college info presentation, 4 ACT test preparation events. 	e. Is the percentage of ACT test preparation participation of the junior class increasing?	• Document Review (Compare and quantify year to year data for participants) - 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

First Name _____ Last Name _____

Teacher's Name _____

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

YES

NO

NOT SURE

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

College is _____

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

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

D. What are the four money management skills?

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

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

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

Student's Name: _____

Teacher's Name: _____

School: _____ Lunch ID Number: _____



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

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

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

2. I am a... ☐ Male ☐ Female

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

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

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

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

- ☐ I plan to enter the workforce. ☐ I plan to attend a 2-year college.
☐ I plan to attend a four-year college or university. ☐ I plan to enter the military.
☐ I haven't decided what I want to do after I graduate high school. ☐ I plan to attend a 1-year trade school.

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

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

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

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

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

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

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

2. Going to college would be...

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

3. I want to go to college.

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

4. I will graduate from high school.

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

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

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

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

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

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

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

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

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

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

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

10. I think it is important to set high goals

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

11. I believe college will be affordable for me.

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

12. I am excited about my future.

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

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

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

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

Student ID # _____

Please print neatly

9th Grade Pre-/Post-Survey

First Name _____

Please print neatly

Last Name _____

Please print neatly

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

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

Not at all
Important

☐

☐

Somewhat
Important

☐

☐

Very
Important

☐

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

Not at all
Important

☐

☐

Somewhat
Important

☐

☐

Very
Important

☐

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

Not at all
Important

☐

☐

Somewhat
Important

☐

☐

Very
Important

☐

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

Not at all
Important

☐

☐

Somewhat
Important

☐

☐

Very
Important

☐

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

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. 2021 b. 2022 c. 2023 d. 2024 e. 2025

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? (If you attended multiple, circle all that apply)

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

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

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

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

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

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

7. I want to go to college.

- Strongly Disagree Disagree Neutral or not sure Agree Strongly Agree

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

- Strongly Disagree Disagree Neutral or not sure Agree Strongly Agree

Appendix E:

Senior Exit Survey

Senior Exit Survey

NHS Class of 2018 Exit Survey for A Call to College

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

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

- If YES, about how many times in total did you meet? 1 2 3 4 5 6
- If YES, how helpful were these sessions in your understanding of how to apply to and afford college?
 Extremely helpful Very helpful Helpful Somewhat helpful Not helpful

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

- If YES, please circle all the ways you were assisted:
 - a. Registering for the test
 - b. Paying the test fee
 - c. Preparing for the test
 - d. Transportation to the test site
 - e. Other (please supply): _____
- If NO, what was the main reason you did not participate in ACT events with A Call to College (circle only one):
 - a. Only students who think they are going to college need to take this test
 - b. I did not have the time
 - c. I did not know about these ACT events
 - d. I did not want to miss class
 - e. I was not at NHS my junior year
 - f. Other (please supply reason): _____

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

- If YES, please indicate how many college applications you completed and submitted:
 - a. 1 b. 2 c. 3 d. 4 - 6 e. 7 or more
- If NO, why have you not completed and submitted a college application? (circle only one):
 - a. I did not think I would be able to afford college
 - b. I did not think I had strong enough grades or test scores
 - c. I wanted to take a break from school
 - d. I was not certain what I needed to do to apply to college
 - e. I did not think going to college was worth the expense or time
 - f. Other (please supply reason): _____

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

- If YES, did you receive help from someone at A Call to College? YES NO
- If YES, did you understand the results? YES Somewhat NO

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

- If NO, why not? (circle only one)
 - a. I am not attending college b. I did not know about this grant
 - c. I did not meet the gpa requirement d. I missed the deadline
 - e. I did not have time
 - f. OTHER (please supply reason): _____

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

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

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

Very frequently Somewhat frequently Occasionally Rarely Never

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

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

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

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

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

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

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

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

2011-18
National Student
Clearinghouse
Enrollment, Persistence
and Degree Attainment
Report

**Executive Summary for the
2011-2018 National Student Clearinghouse
Enrollment, Persistence and Degree Attainment Report**

The 2011-2018 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 2011-2018 Newark High School graduating classes were:

- On average, almost half of the high school graduates (49%) from this period enrolled in college the first fall following high school graduation. (Graph CH12)
- On average, these cohorts were almost four 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 about 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 63% of the students: The Ohio State University (main and regional campuses), 42% and Central Ohio Technical College, 21%. (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 2011-2017, students have earned 306 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. Nineteen thousand high schools and more than 3,700 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 2011 through 2018. Several data sources have informed these efforts and are described below:

1. The 2018 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 2018 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 2018 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 Databases (ACTC.DB and ACTC.CP) 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 2018 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 2018 National Student Clearinghouse StudentTracker, Detailed by Student Report (CH.ST.DBS) for Newark City School District, the 2018 National Student Clearinghouse StudentTracker Aggregate Report (CH.ST.A) for the Newark City School District, and the Access Database (ACTC.DB) and CollegePath Database (ACTC.CP) maintained by A Call to College. The CH.ST.DBS report was run on October 3, 2019. 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 2018 (Graph CH1)

- The **first fall** after high school graduation, 47% of the entire class enrolled in college. Of those enrolled, 82% were ACTC Participants and 18% Non-Participants.

Class of 2017 (Graph CH5)

- The **first year** after high school graduation, 52% of the entire class enrolled in college. Of those enrolled, 84% were ACTC Participants and 16% Non-Participants.
- The **second fall** after high school graduation, 39% 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 41 or 26%.

Class of 2016 (Graph CH6)

- 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 year** 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 year, the total students enrolled decreased by 36 or 25%.

Class of 2015 (Graph CH7)

- The **first year** after high school graduation, 50% of the entire class enrolled in college.
- The **second year** after high school graduation, 35% 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 47 or 31%.
- 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 58 or 38%.

Class of 2014 (Graph CH8)

- 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 CH9)

- The **first year** after high school graduation, 49% 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 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 47 or 36%.

Class of 2012 (Graph CH10)

- 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 CH11)

- 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%.

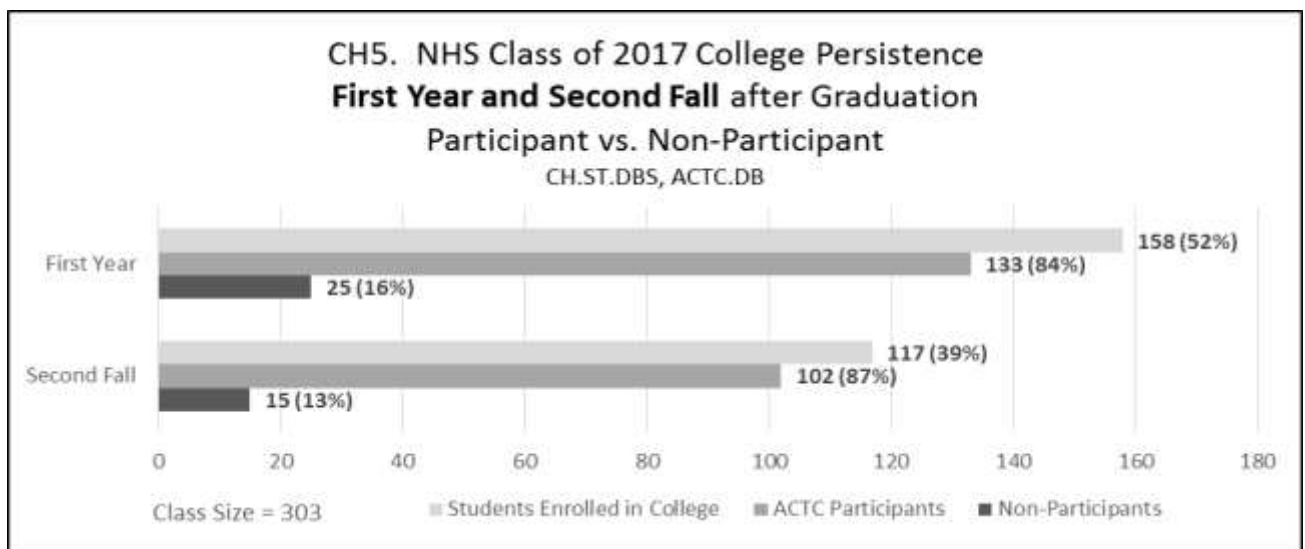
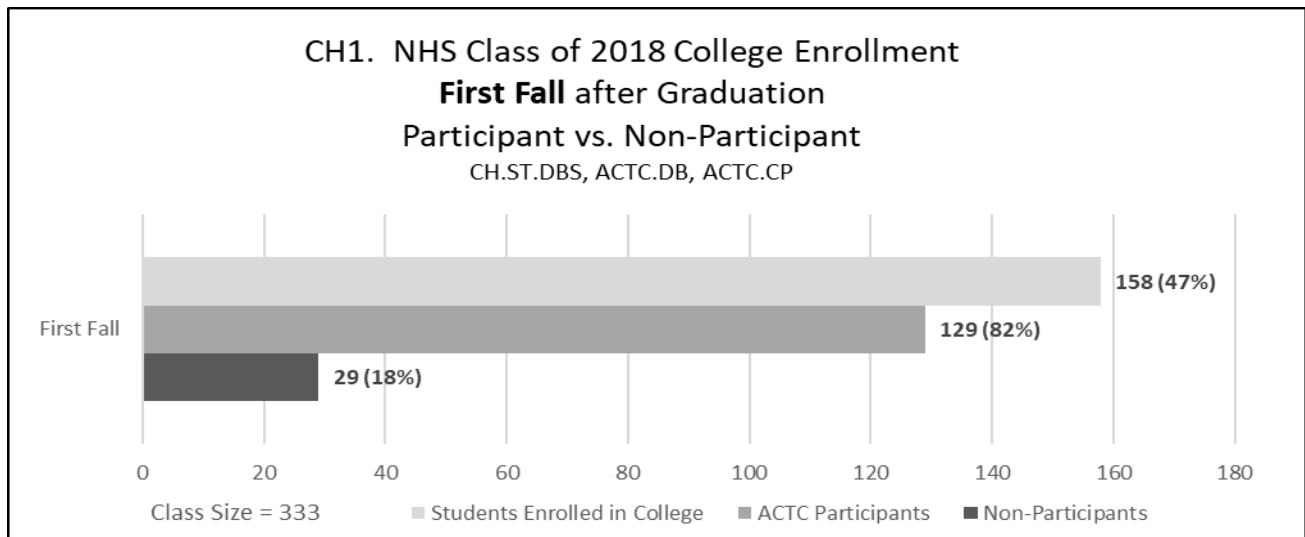
DATA OVER TIME on college enrollment and persistence comparing specific high school classes:

Enrollment for NHS Classes 2011-2018

- The percent of the class enrolled in college the first fall after high school graduation, ranged from 45% (Class of 2018) to 56% (Class of 2012). (Graph CH12)
- On average, the percent of the class enrolled in college the first fall after high school graduation at public colleges was nearly four 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 nearly four 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 nine times greater than at out-of-state colleges. (Graph CH15)
- 63% of NHS students (Classes 2011-2018) enrolled at either The Ohio State University or Central Ohio Technical College the **First Fall** after high school graduation. (Graph CH16)

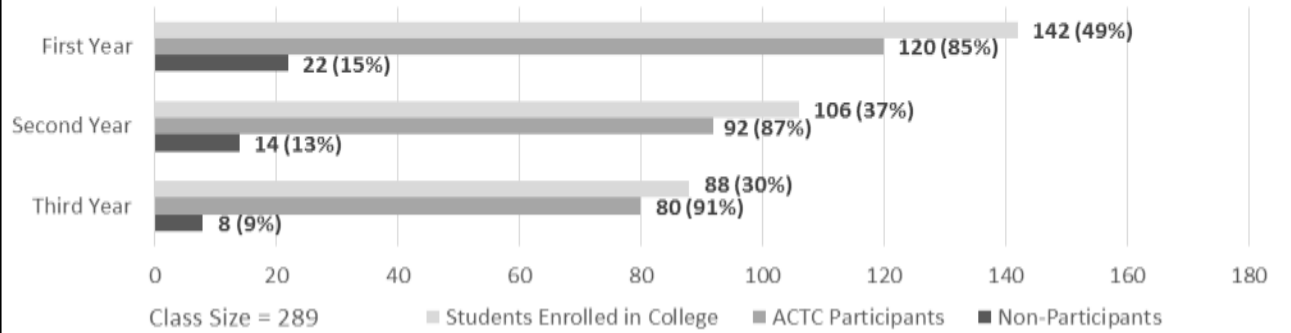
Persistence for NHS Classes 2011-2017

- 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 82% compared to 70% 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 76% 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 81% at out-of-state colleges. (Graph CH20)



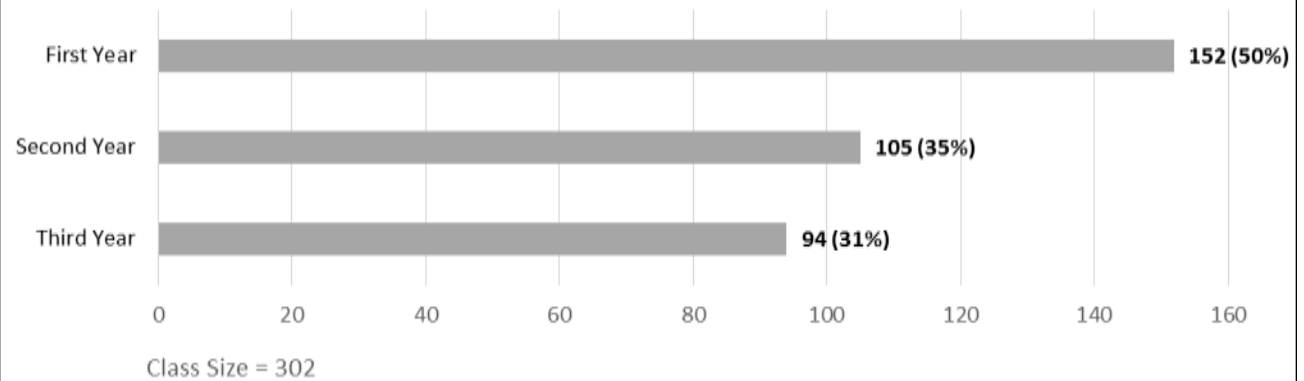
CH6. NHS Class of 2016 College Persistence
First Year, Second Year, Third Year after Graduation
Participant vs. Non-Participant

CH.ST.DBS, ACTC.DB



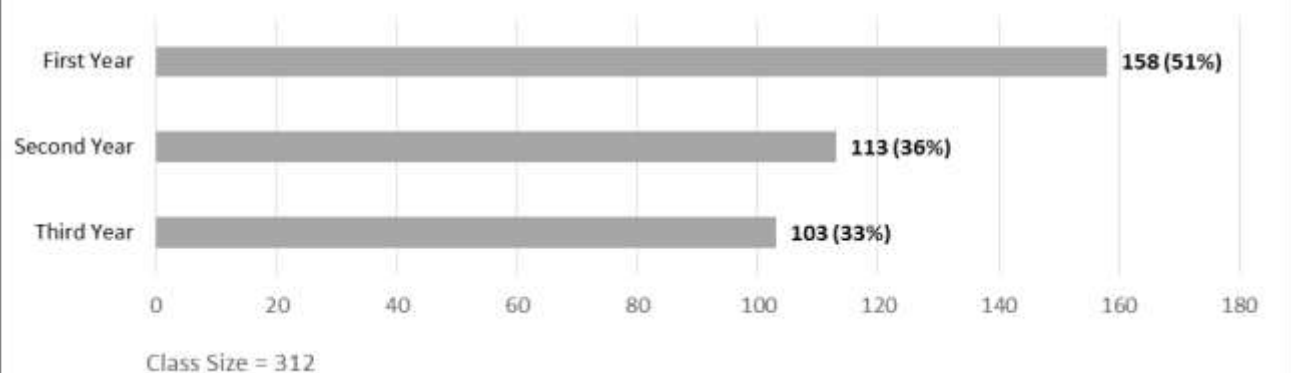
CH7. NHS Class of 2015 College Persistence
First Year, Second Year, Third Year after Graduation

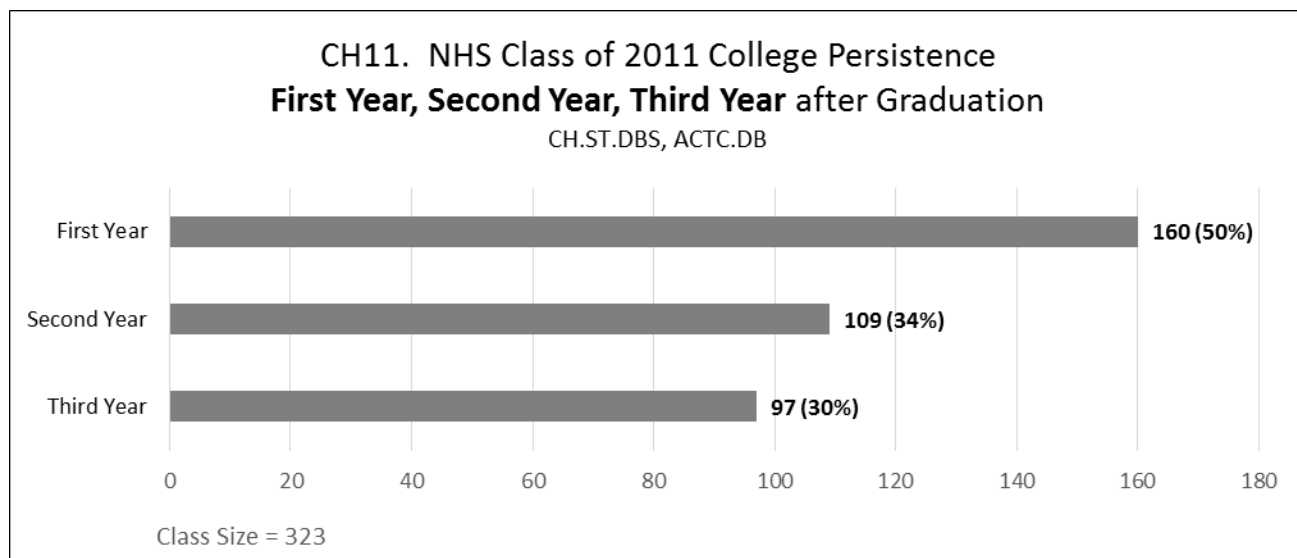
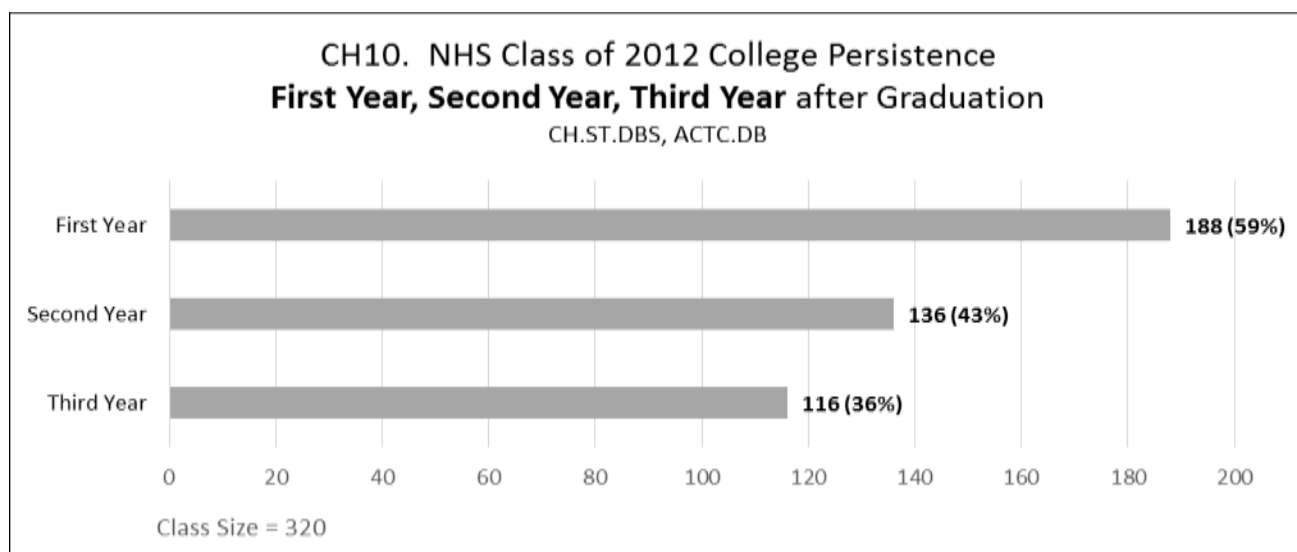
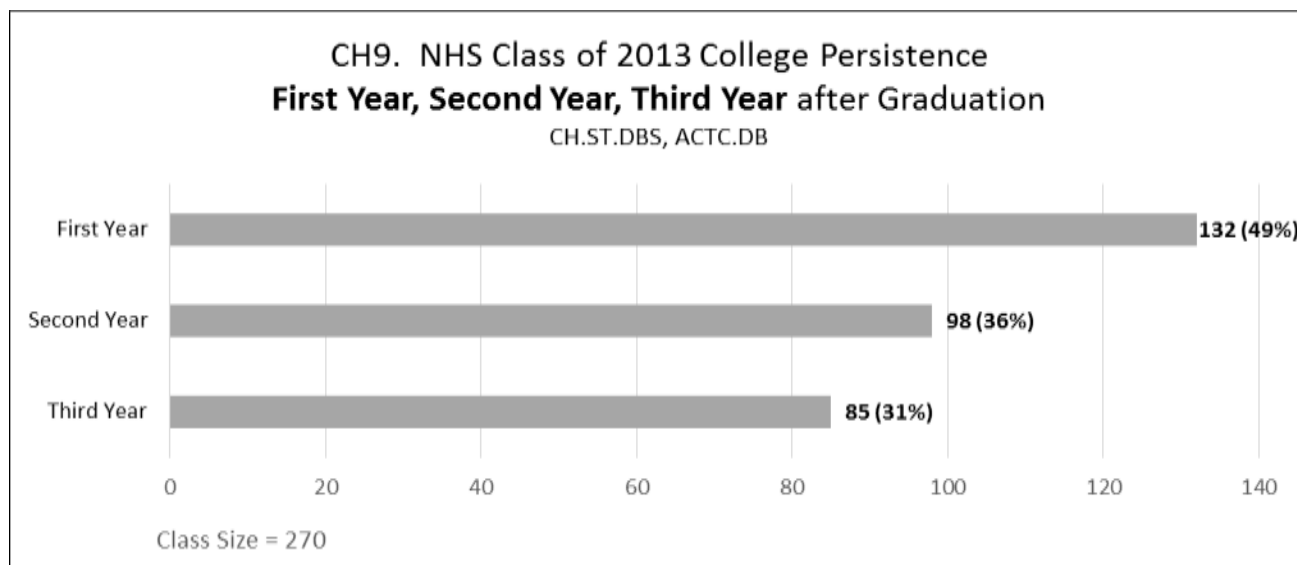
CH.ST.DBS, ACTC.DB

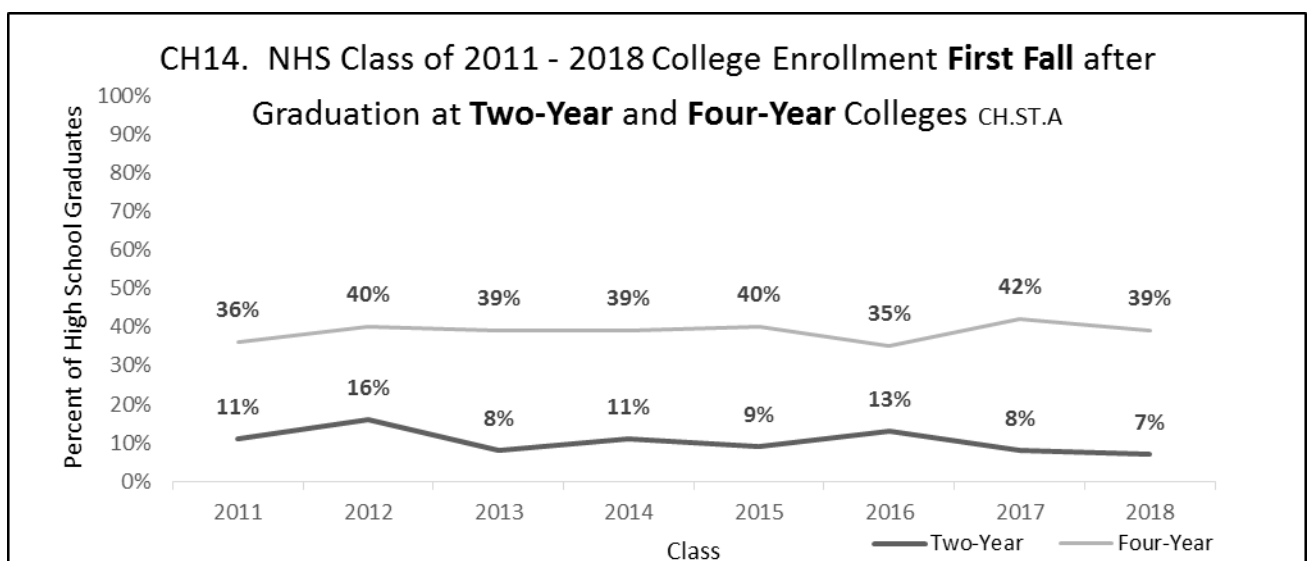
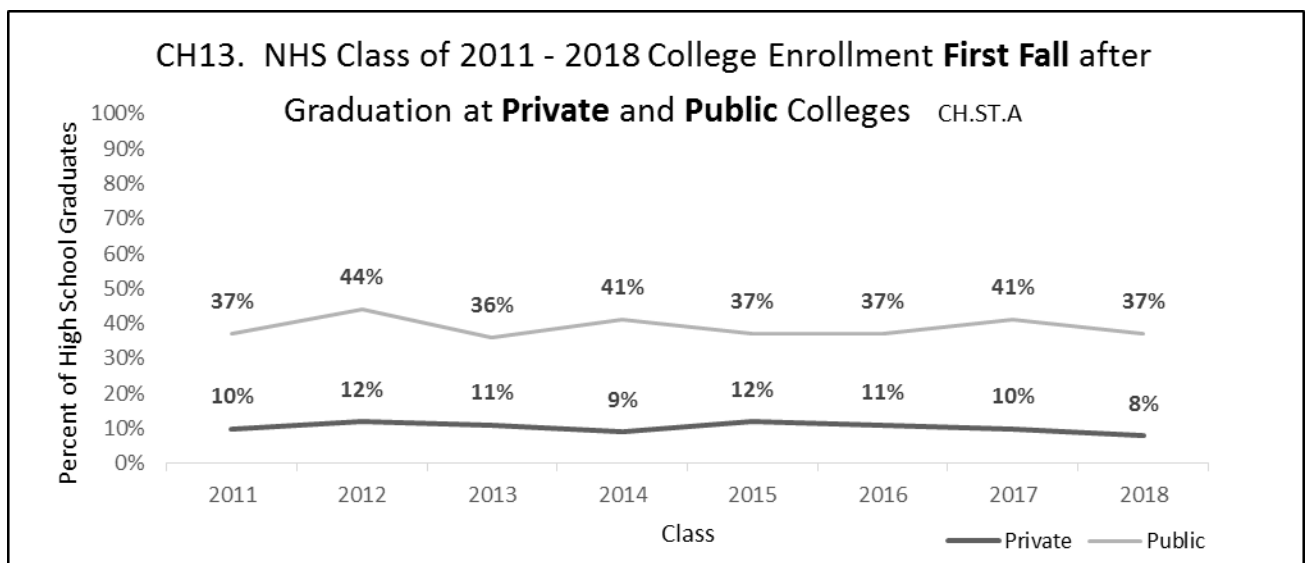
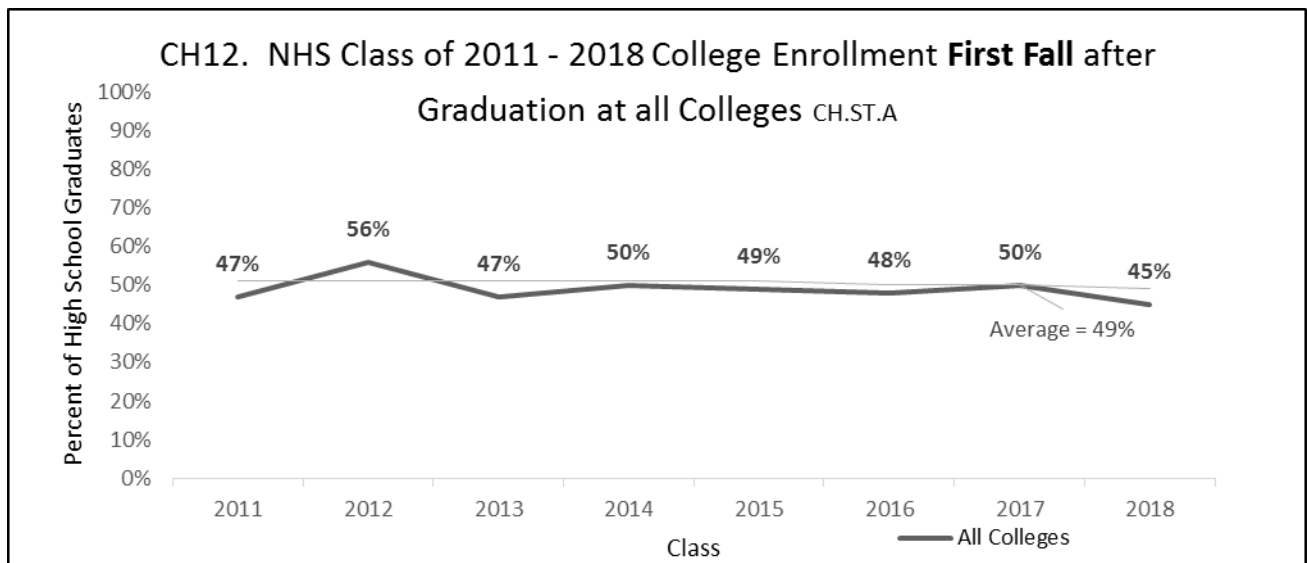


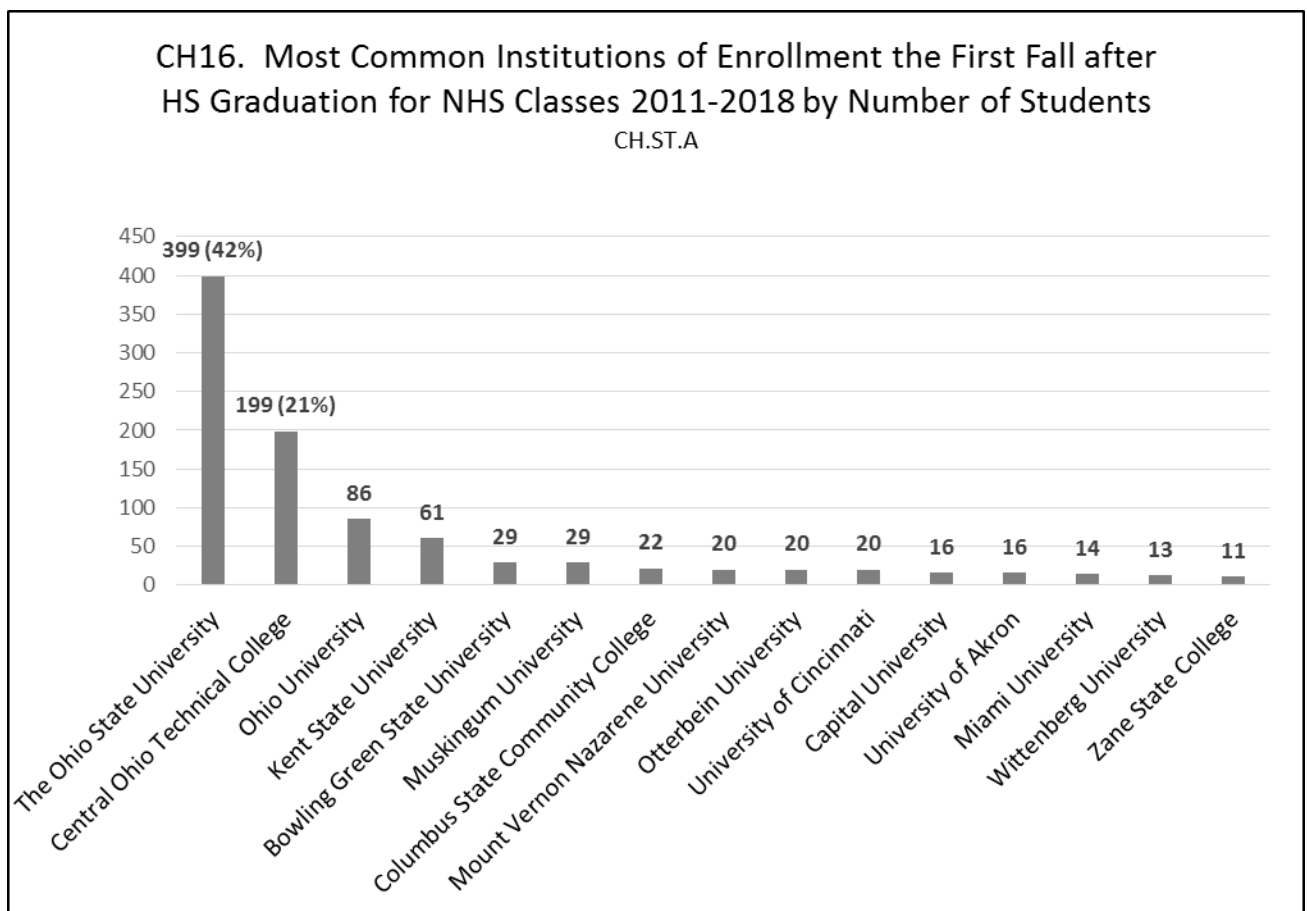
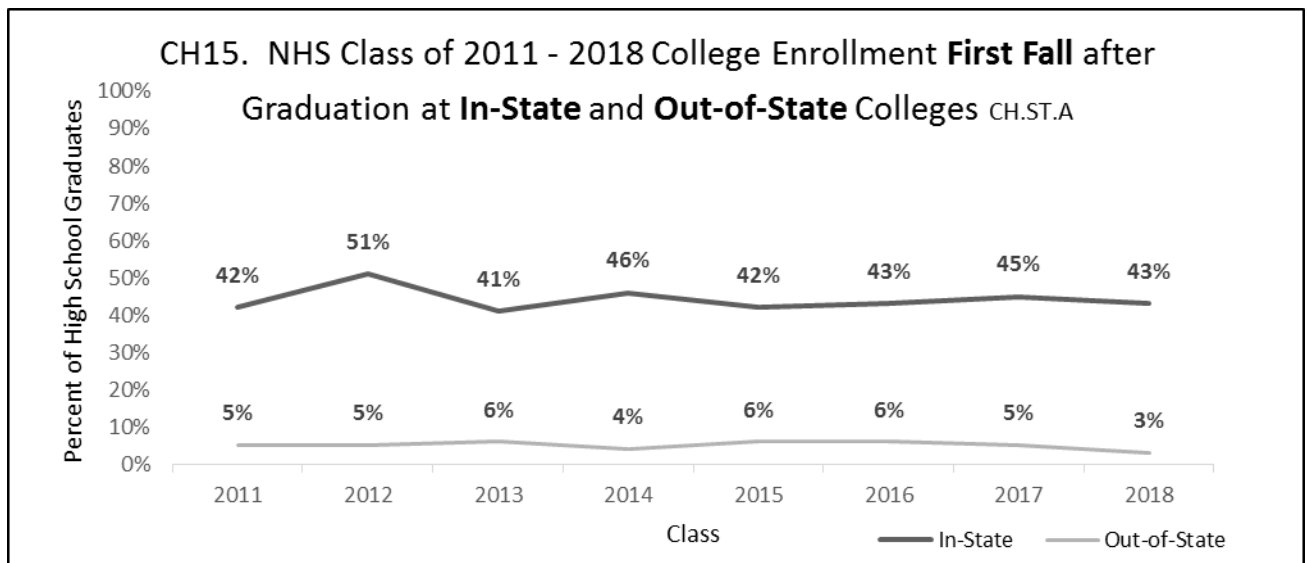
CH8. NHS Class of 2014 College Persistence
First Year, Second Year, Third Year after Graduation

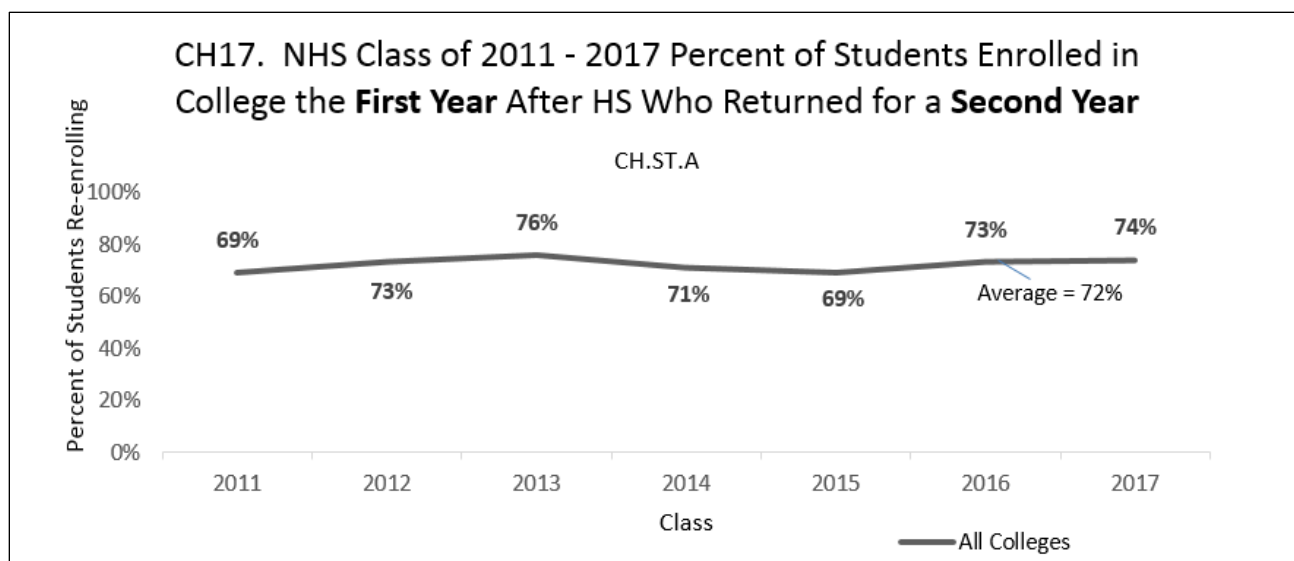
CH.ST.DBS, ACTC.DB



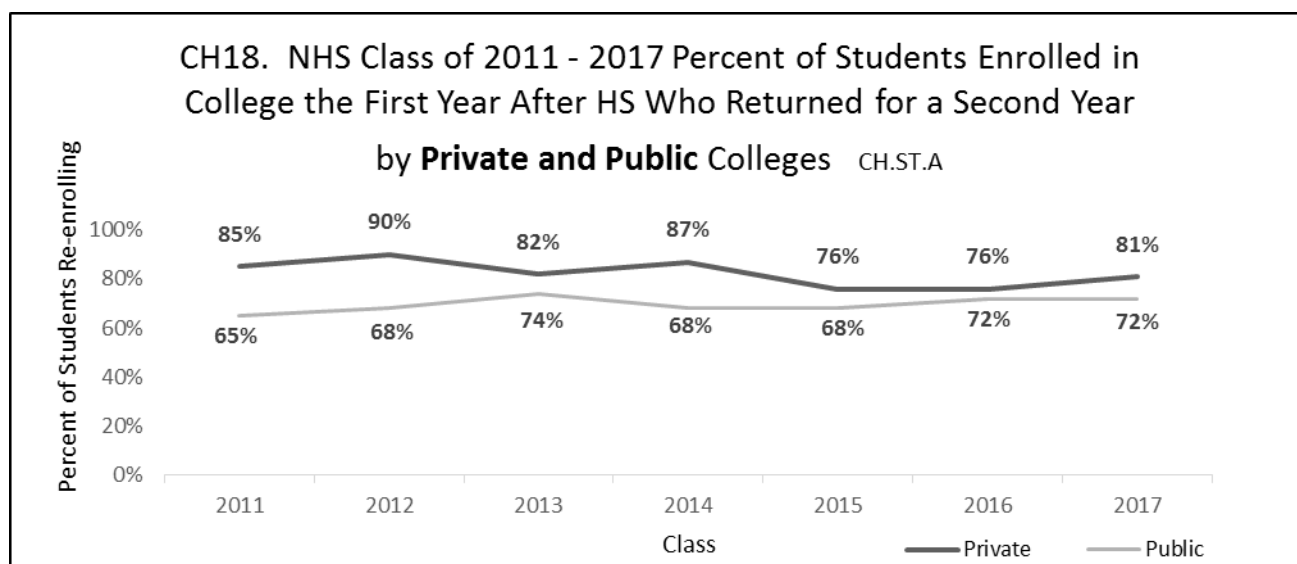






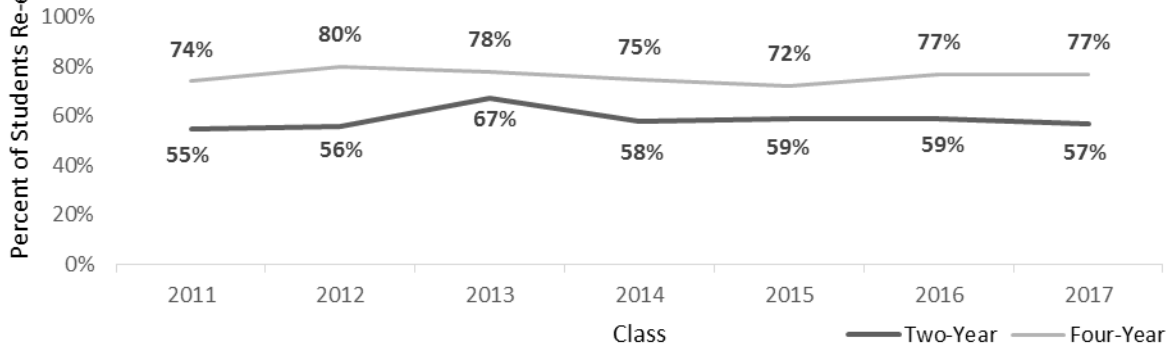


Reminder: Persistence is based upon the cohort of students originally enrolled in college during the first year after high school who continue to enroll in college at designated points after the first year.



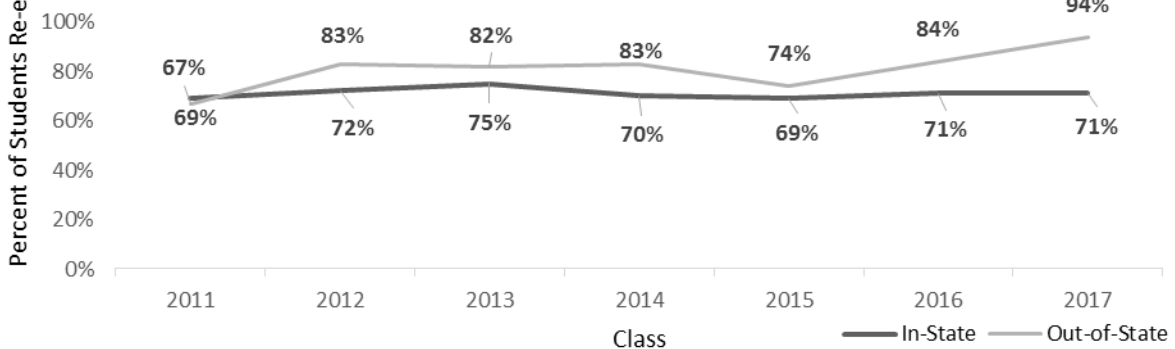
CH19. NHS Class of 2011 - 2017 Percent of Students Enrolled in College the First Year After HS Who Returned for a Second Year by

Two-Year and Four-Year Colleges CH.ST.A

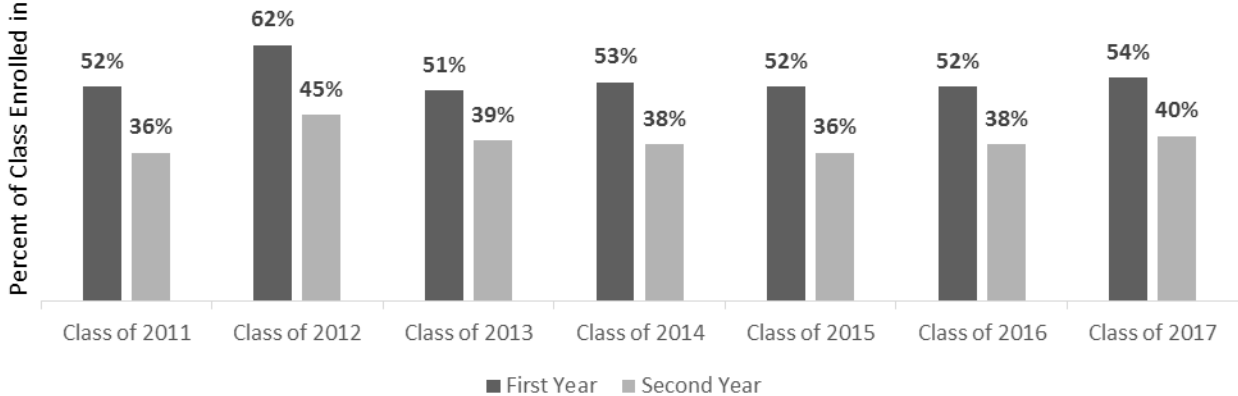


CH20. NHS Class of 2011 - 2017 Percent of Students Enrolled in College the First Year After HS Who Returned for a Second Year by

In-State and Out-of-State Colleges CH.ST.A



CH21. NHS Class of 2011 - 2017 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 2018 National Student Clearinghouse StudentTracker, Detailed by Student Report (CH.ST.DBS) for Newark City School District, the 2018 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 October 3, 2019. Depending on the source of data, high school class size may vary.

- The number of students earning degrees by the high school classes of 2011 and 2012 since high school graduation can be reviewed on page 134. (Graph CH22)
- The number of Associate's and Bachelor's degrees earned by high school classes of 2011, and 2012 by years since high school graduation can be reviewed on page 135. (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 2011-2017 can be reviewed on page 136. (Graph CH28)

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

Class of 2011 (Graph CH23) Class Size= 323

- The Class of 2011 represents the fourth 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, 67 total two and four year degrees were earned. Within five years of high school graduation, 88 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, 13 of which were earned within three years of high school graduation.
- Within six years of high school graduation, 60 Bachelor's degrees were earned, 47 of which were earned within four years of high school graduation.

Class of 2012 (Graph CH24) Class Size= 320

- Within four years of high school graduation, 67 total two and four year degrees were earned. Within five years of high school graduation, 96 degrees were earned. Within six years of high school graduation, 110 degrees were earned.

- Within six years of high school graduation, 45 Associate's degrees were earned, 23 of which were within three years of high school graduation.
- Within six years of high school graduation, 65 Bachelor's degrees were earned, 36 of which were earned within four years of high school graduation.

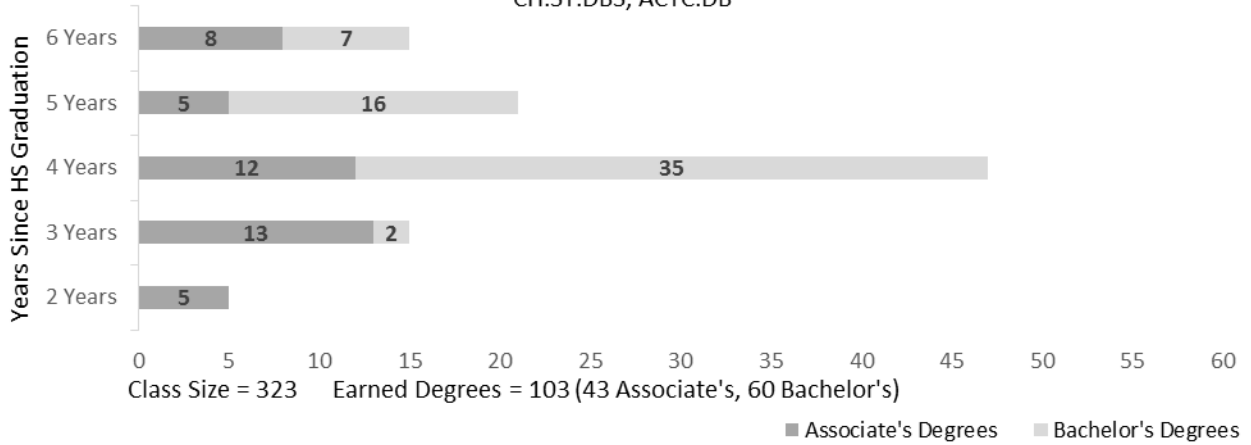
DATA OVER TIME on college completion comparing specific high school classes:

- A greater percent of students earned degrees within six years from the Class of 2011 than did the students from Classes of 2012. (Graph CH25)
- A greater percent of students earned degrees within six years from public colleges than private colleges from both the Class of 2011 and 2012. (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 2011 and 2012. (Graph CH27)
- A total of 306 students have graduated from college already with an Associate's or Bachelor's degree from the Classes of 2011-2017. (Graph CH28)



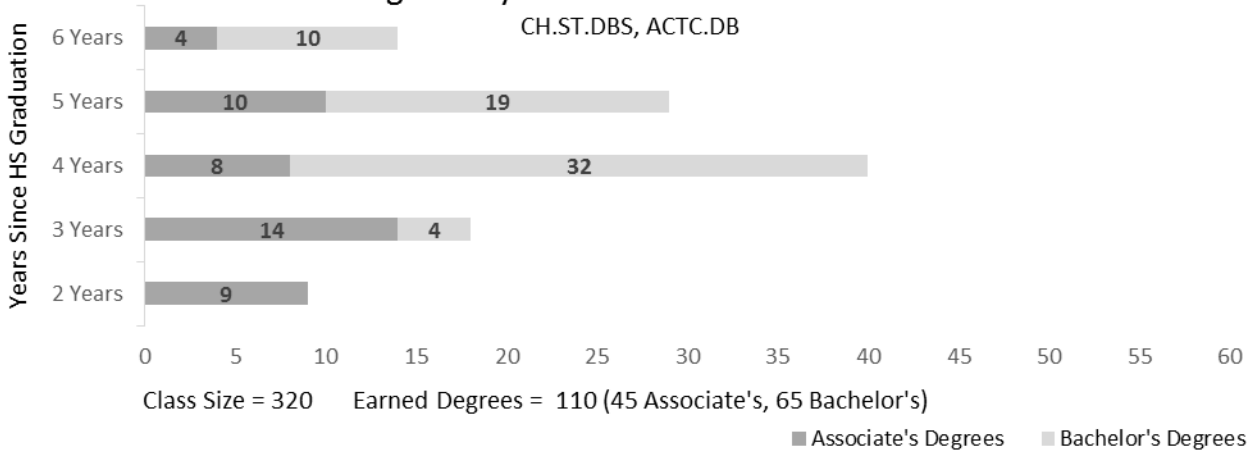
CH23. NHS Class of 2011 Earned Associate's and Bachelor's Degrees By Years Since HS Graduation

CH.ST.DBS, ACTC.DB



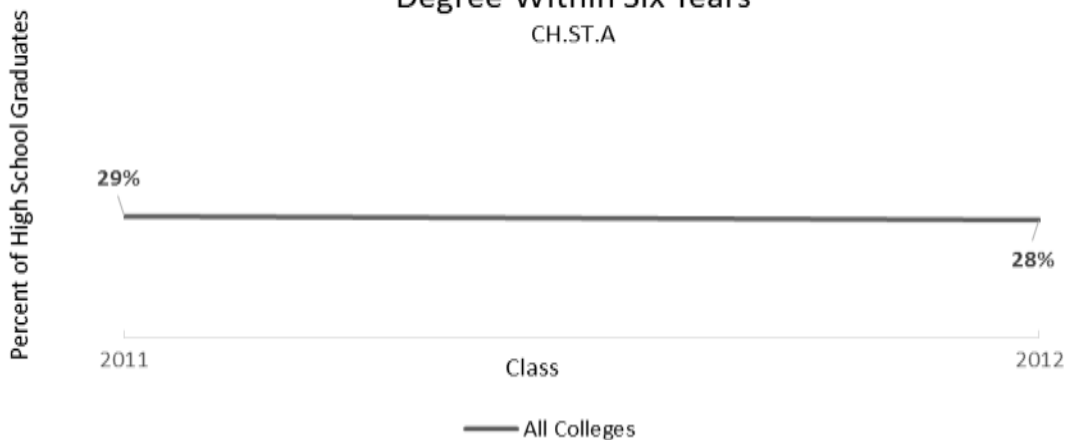
CH24. NHS Class of 2012 Earned Associate's and Bachelor's Degrees By Years Since HS Graduation

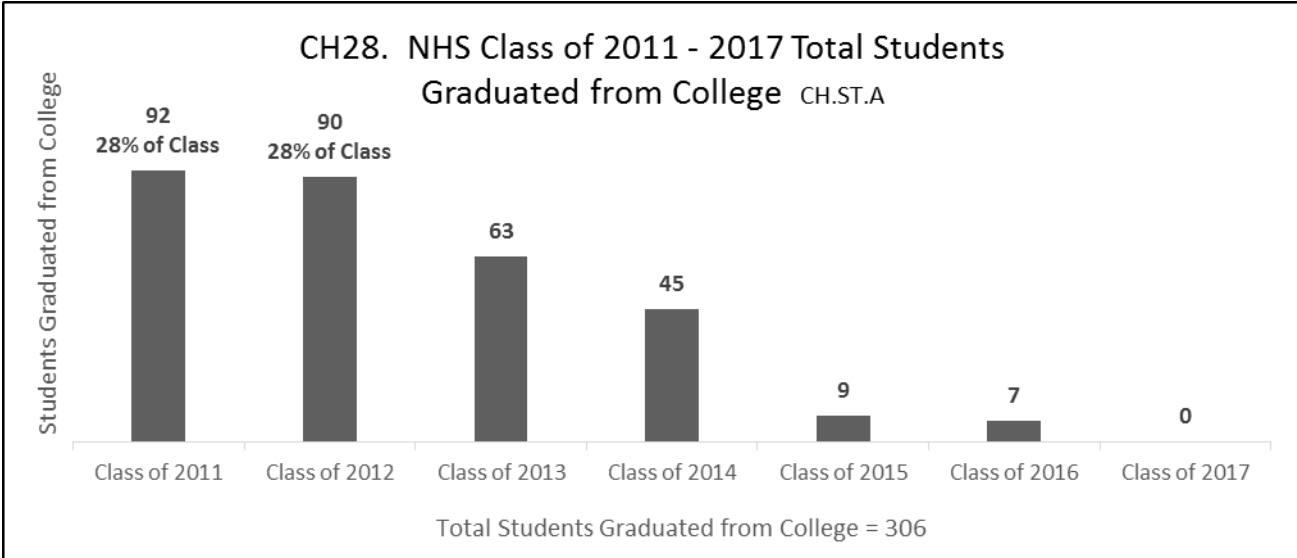
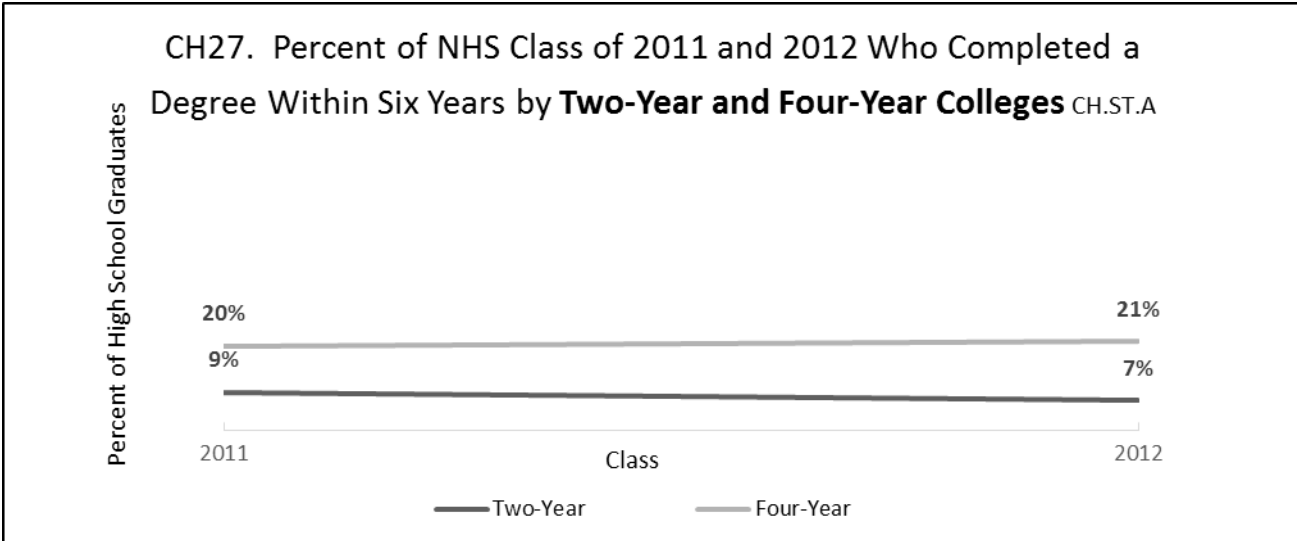
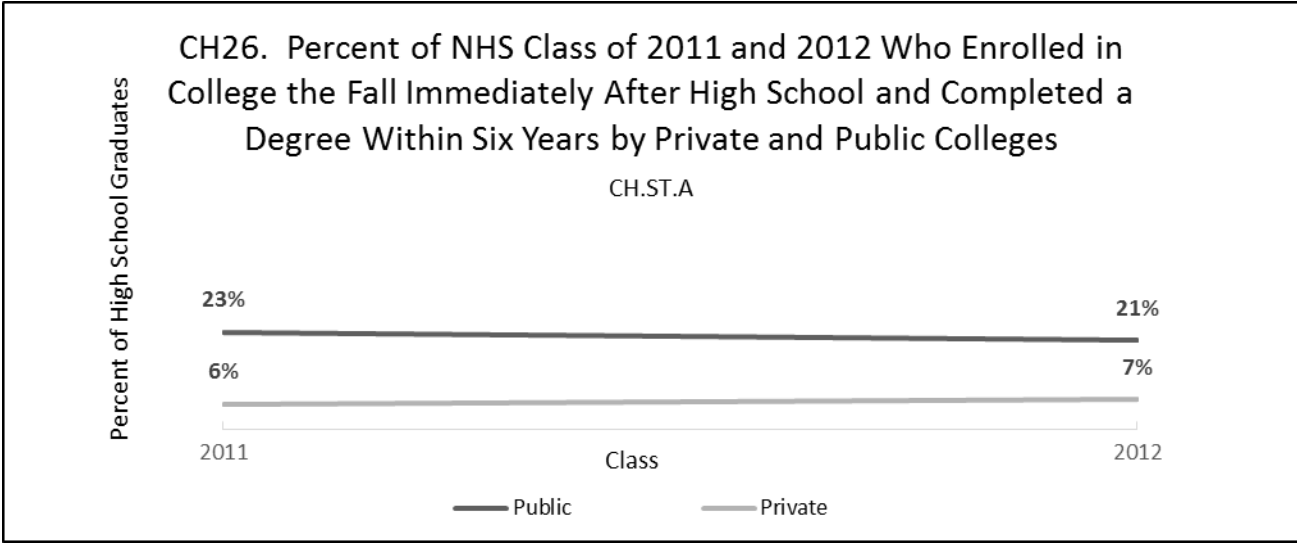
CH.ST.DBS, ACTC.DB



CH25. Percent of NHS Class of 2011 and 2012 Who Completed a Degree Within Six Years

CH.ST.A





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

The following tables provide a snapshot of NHS graduates by high school class enrolled at college the first fall, first year and second year after high school graduation as well as persistence from first to second year of college compared to its national benchmark high school type, “Low income”. Due to changes NSCH made last year in defining national benchmark high school types, there will be variances in data from previous years that 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 2018 National Student Clearinghouse High School Benchmark National College Progression Rates Report (CH.HSB) and the 2018 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 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 11% less than the national benchmark that year. (Graph CH31)

For the Class of 2017:

- 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 8% less than the national benchmark that year. The college enrollment rate for the **first fall** after high school graduation at private colleges was 3% 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 11% greater than the national benchmark that year. The college enrollment rate for the **first fall** after high school graduation at two-year colleges was 17% less than the national benchmark that year. (Graph CH31)

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

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 14% less than the national benchmark that year. The college enrollment rate for the **first year** after high school graduation at private colleges was 4% greater than the national benchmark that year. (Graph CH34)
- The college enrollment rate for the **first year** after high school graduation at four-year colleges was 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)

For the Class of 2016:

- The college enrollment rate for the **first year** after high school graduation was 8% 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 7% less than the national benchmark that year. The college enrollment rate for the **first year** after high school graduation at private colleges was 4% greater than the national benchmark that year. (Graph CH34)
- The college enrollment rate for the **first year** after high school graduation at four-year colleges was 7% greater than the national benchmark that year. The college enrollment rate for the **first year** after high school graduation at two-year colleges was 15% less than the national benchmark that year. (Graph CH35)

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

For the Class of 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)

For the Class of 2015:

- The college enrollment rate for the **first two years** after high school graduation was 10% 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 15% less than the national benchmark that year. The college enrollment rate for the **first two years** after high school graduation at private colleges was 5% greater than the national benchmark that year. (Graph CH38)
- The college enrollment rate for the **first two years** after high school graduation at four-year colleges was 11% 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 19% less than the national benchmark that year. (Graph CH39)

College Persistence Rates from First to Second Year of College for the Class of 2015

- The total persistence rate from first to second year of college was 10% less than the national benchmark that year. (Graph CH41)
- The persistence rate from first to second year of college at public colleges was 11% less than the national benchmark that year. The persistence rate from first to second year of college at private colleges was 8% less than the national benchmark that year. (Graph CH42)
- The persistence rate from first to second year of college at four-year colleges was 14% less than the national benchmark that year. The persistence rate from first to second year of college at two-year colleges was 13% less than the national benchmark that year. (Graph CH43)

College Completion Rates Six Years after High School Graduation for the Class of 2011

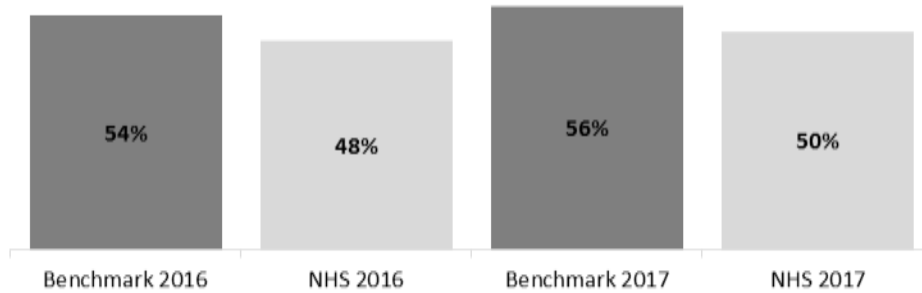
- The total completion rate six years after high school graduation was 3% greater than the national benchmark that year. (Graph CH45)
- The completion rate six years after high school graduation at public colleges was 2% greater than the national benchmark that year. The completion rate six years after high school graduation at private colleges was 1% greater than the national benchmark that year. (Graph CH46)

- The completion rate six years after high school graduation at four-year colleges was 2% greater than the national benchmark that year. The completion rate six years after high school graduation at two-year colleges was 1% greater than the national benchmark that year. (Graph CH47)

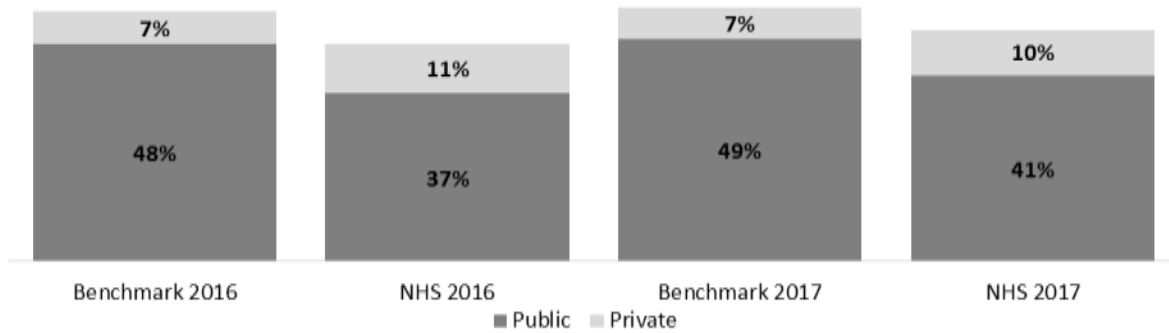
DATA OVER TIME on Newark High School and National Benchmark High School Type College Progression Comparison:

- Overall, every NHS Class 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).
- The Class of 2011 completion rates were greater than the national benchmark in every category of college completion including total completion, completion at public, private, two-year and four-year colleges. (Graphs CH45, CH46, CH47).

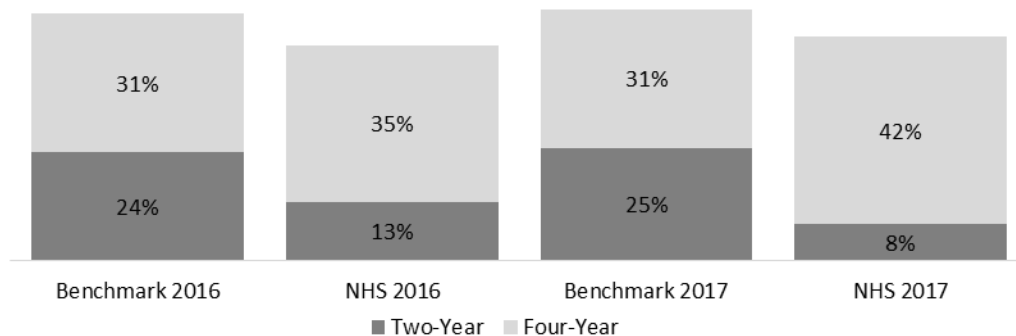
CH29. **Total** College Enrollment Rates the **First Fall** after HS Graduation for Classes 2016, 2017
National Benchmark/NHS Comparison
CH.ST.A, CH.HSB



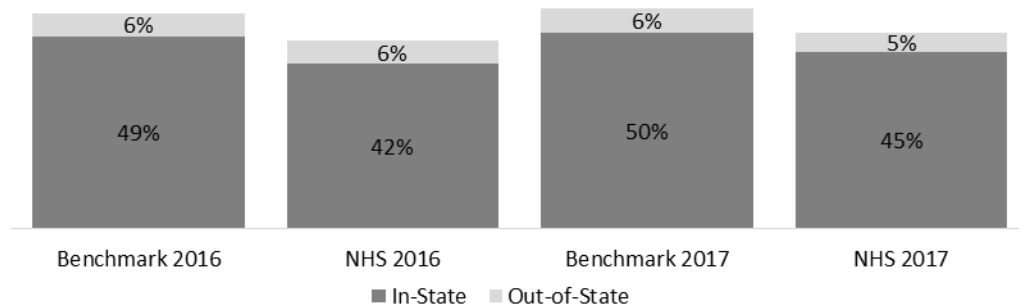
CH30. College Enrollment Rates the **First Fall** after HS Graduation at **Public and Private Colleges** for Classes 2016, 2017
National Benchmark/NHS Comparison CH.ST.A, CH.HSB



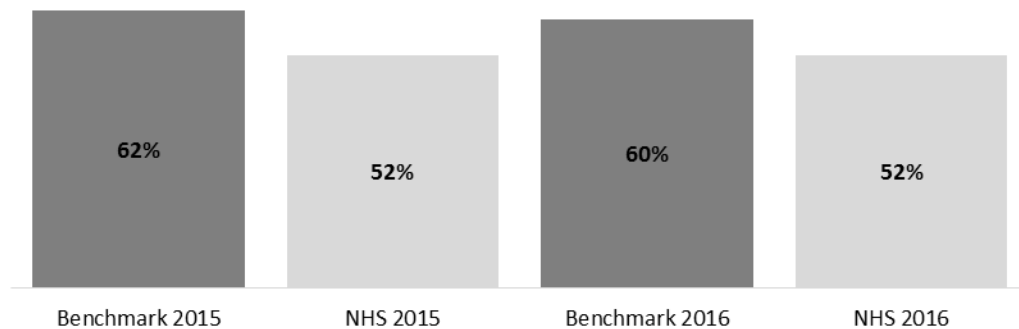
CH31. College Enrollment Rates the **First Fall** after HS Graduation at **Two-Year and Four-Year Colleges** for Classes 2016, 2017
National Benchmark/NHS Comparison CH.ST.A, CH.HSB



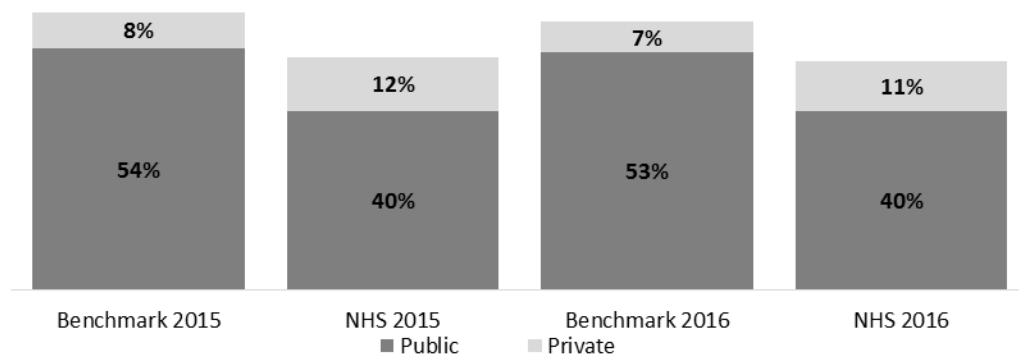
CH32. College Enrollment Rates in the **First Fall** after HS Graduation at **In-State and Out-of-State Colleges** for Classes 2016, 2017 National Benchmark/NHS Comparison CH.ST.A, CH.HSB



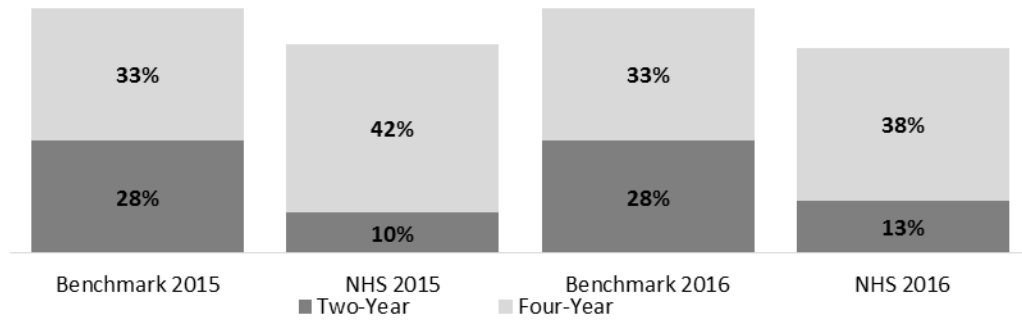
CH33. **Total** College Enrollment Rates the **First Year** after HS Graduation for Classes 2015, 2016 National Benchmark/NHS Comparison CH.ST.A, CH.HSB



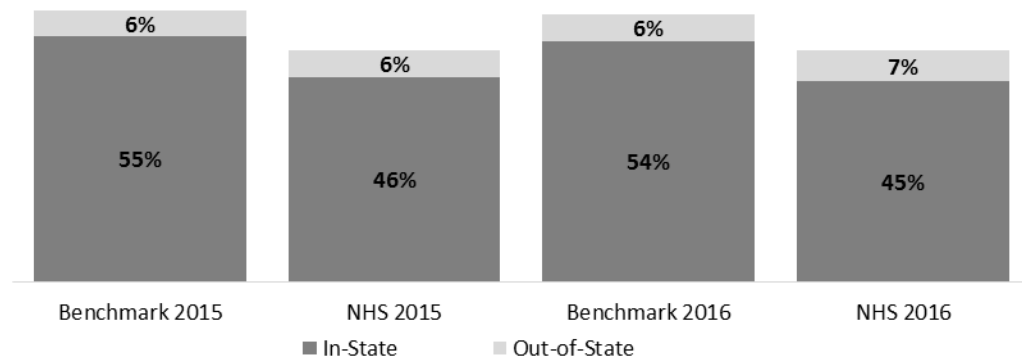
CH34. College Enrollment Rates the **First Year** after HS Graduation at **Public and Private Colleges** for Classes 2015, 2016 National Benchmark/NHS Comparison CH.ST.A, CH.HSB



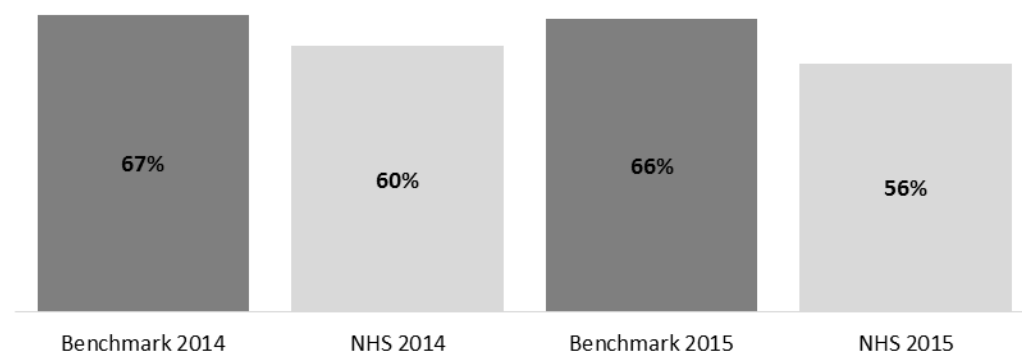
CH35. College Enrollment Rates the **First Year** after HS Graduation at **Two-Year and Four-Year Colleges** for Classes 2015, 2016
National Benchmark/NHS Comparison CH.ST.A, CH.HSB



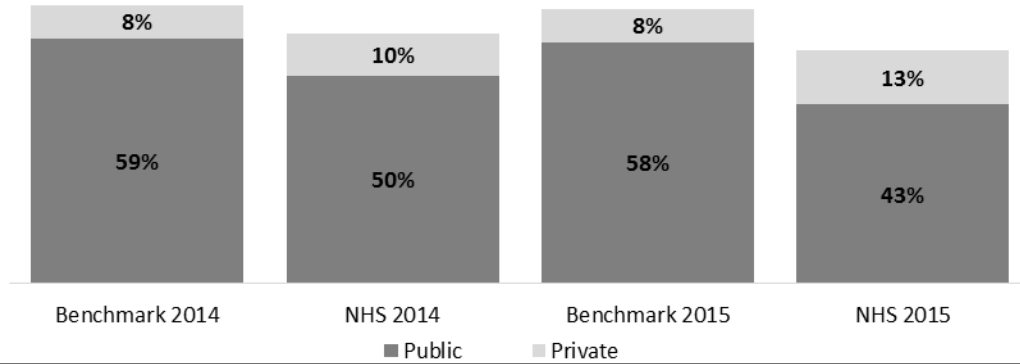
CH36. College Enrollment Rates in the First Year after High School Graduation at **In-State and Out-of-State Colleges** for Classes 2015, 2016 National Benchmark/NHS Comparison CH.ST.A, CH.HSB



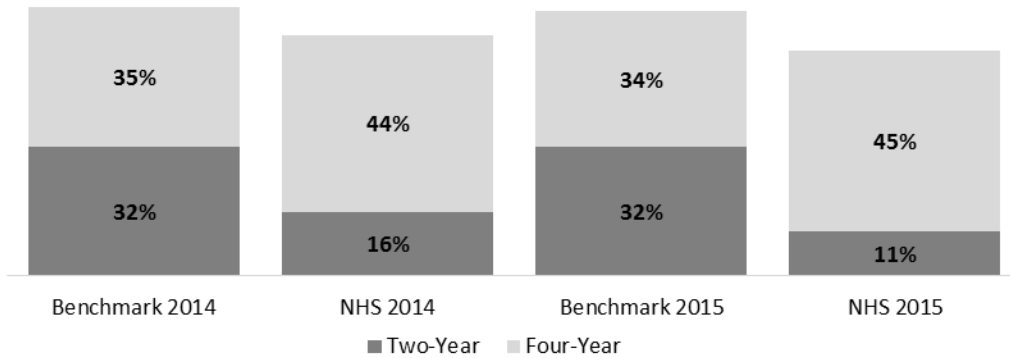
CH37. **Total** College Enrollment Rates the **First Two Years** after HS Graduation for Classes 2014, 2015 National Benchmark/NHS Comparison CH.ST.A, CH.HSB



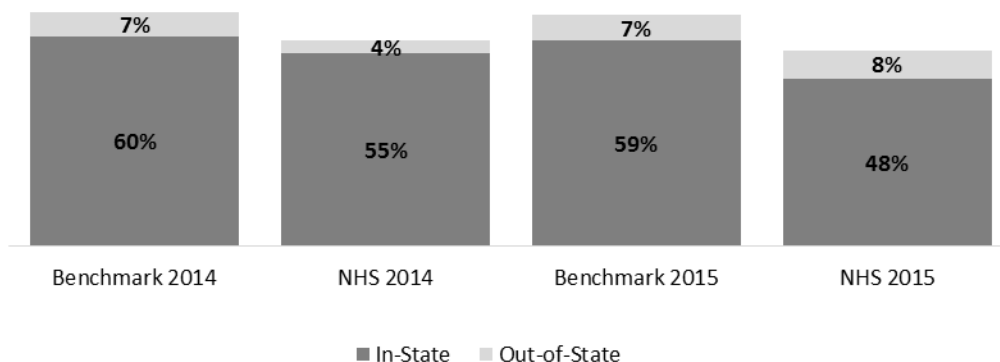
CH38. College Enrollment Rates the **First Two Years** after HS Graduation at **Public and Private Colleges** for Classes 2014, 2015
National Benchmark/NHS Comparison CH.ST.A, CH.HSB



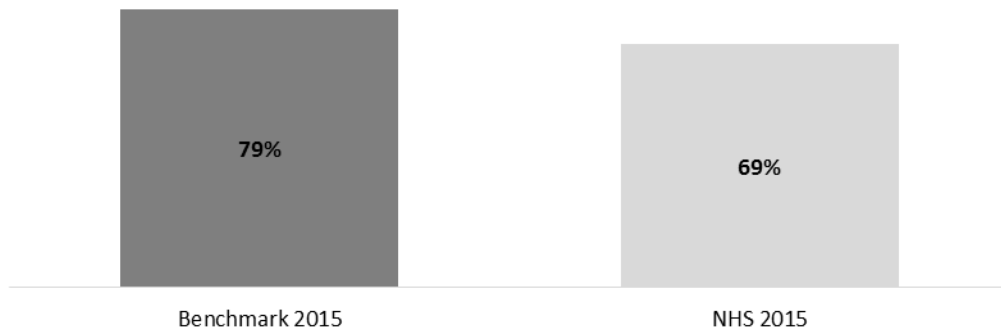
CH39. College Enrollment Rates the **First Two Years** after HS Graduation at **Two-Year and Four-Year Colleges** for Classes 2014, 2015 National Benchmark/NHS Comparison CH.ST.A, CH.HSB



CH40. College Enrollment Rates in the **First Two Years** after High School Graduation at **In-State and Out-of-State Colleges** for Classes 2014, 2015 National Benchmark/NHS Comparison
CH.ST.A, CH.HSB

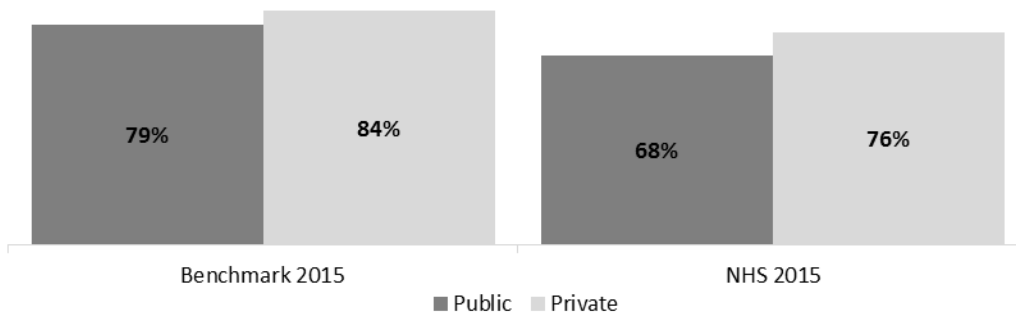


CH41. **Total** Persistence Rates from First to Second Year of College
for Class of 2015, National Benchmark/NHS Comparison CH.ST.A,
CH.HSB



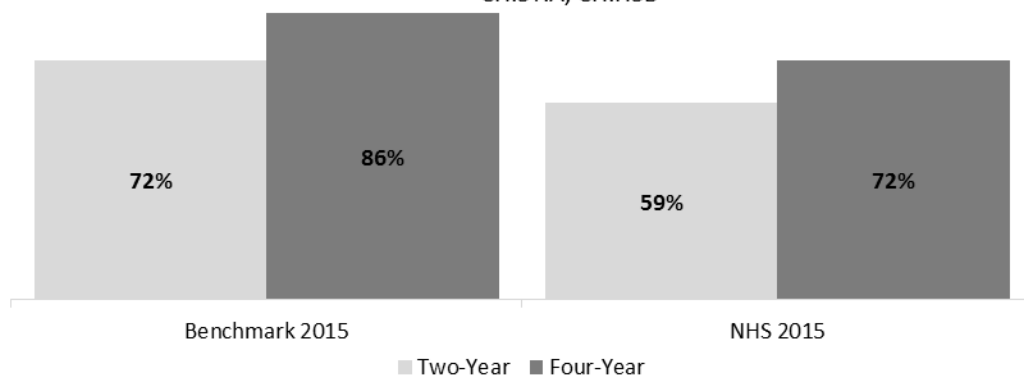
CH42. Persistence Rates from First to Second Year of College at
Public and Private Colleges for Class of 2015, National
Benchmark/NHS Comparison

CH.ST.A, CH.HSB



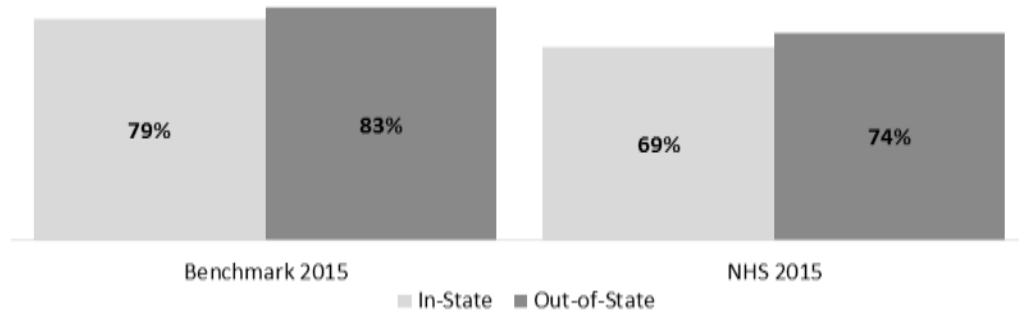
CH43. Persistence Rates from First to Second Year of College at
Two-Year and Four-Year Colleges for Class of 2015,
National Benchmark/NHS Comparison

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 2015, National
Benchmark/NHS Comparison

CH.ST.A, CH.HSB

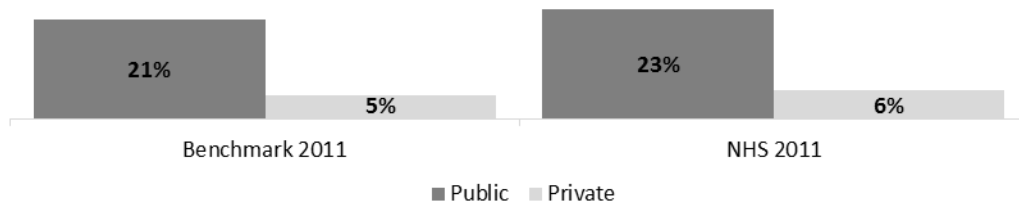


CH45. **Total** College Completion Rates Six Years after High School
Graduation for Class of 2011, National Benchmark/NHS
Comparison CH.ST.A, CH.HSB

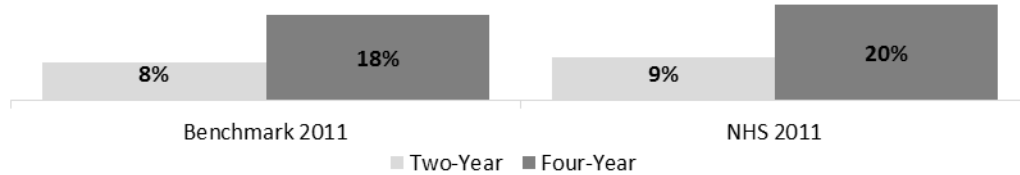


CH46. College Completion Rates Six Years after High School
Graduation at **Public and Private Colleges** for Class of 2011,
National Benchmark/NHS Comparison

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 2011,
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 2011, National Benchmark/NHS Comparison
CH.ST.A, CH.HSB

