

RESULTS FROM PORTLAND PUBLIC SCHOOLS HIGH SCHOOL EXIT SURVEYS

5/6/2015

HIGHLIGHTS

- The majority of PPS high school seniors plan to graduate and to enroll in some type of higher education.
- Historically underserved racial groups tend to choose community college or technical/trade school over 4-year colleges.
- High schools are doing well at targeting historically underserved groups for discussions about college funding.
- Concerns about affording college continue to be a barrier to students who hope to continue their education, especially for historically underserved racial groups.
- A large proportion of exiting seniors felt their high school was not helpful for career guidance, especially for developing a career plan (37%) and learning job search techniques (44%).

SUMMARY

All twelfth graders in Portland Public Schools (PPS) are required to complete the PPS High School Exit Survey as part of the “senior check-out” process in spring. The survey includes questions about plans after high school, college and career preparation received, extracurricular activities, study habits, and parent education level. Data from these surveys are used for exit counseling. This report summarizes results from the 2012-13 and 2013-14 exit surveys and identifies opportunities for growing college and career preparation at PPS.



METHOD

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

FINDINGS

RESPONSE RATES

Of the 2581 exiting seniors in 2013-14, 2100 responded to the survey (81.4%). Of these, 2084 were able to be matched to race/ethnicity and gender data from May 1st enrollments. The majority (95%) of respondents planned to graduate in June and planned to attend some type of school after high school (86%) including 4-year colleges/universities, community colleges, or trade or technical schools.

The most cited reasons for not choosing to attend postsecondary education were (N=286):

- 34% I don't have money for college
- 33% I can be successful at work without college
- 33% Other reasons
- 28% I need to work to help support myself and/or my family
- 25% Gap year (official interim program before college)

2013-14 Exit Survey Response Rate by Gender

Gender	N	Response Rate	% Planning to Graduate in June
Female	1091	84%	96%
Male	993	79%	93%

2013-14 Exit Survey Response Rate by Race/Ethnicity

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

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

- A significantly larger proportion of students plan on attending a 4-year college (66% vs 41%)¹.
- A smaller proportion of students plan on attending community college or technical/trade school (21% vs 43%)².
- A smaller proportion of students have no immediate plans for after high school (4% vs 6%)³.
- Graduation rates are higher (87% vs 75%)⁴.

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

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

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

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

2013-14 Exit Survey Response Rate by Comprehensive High School

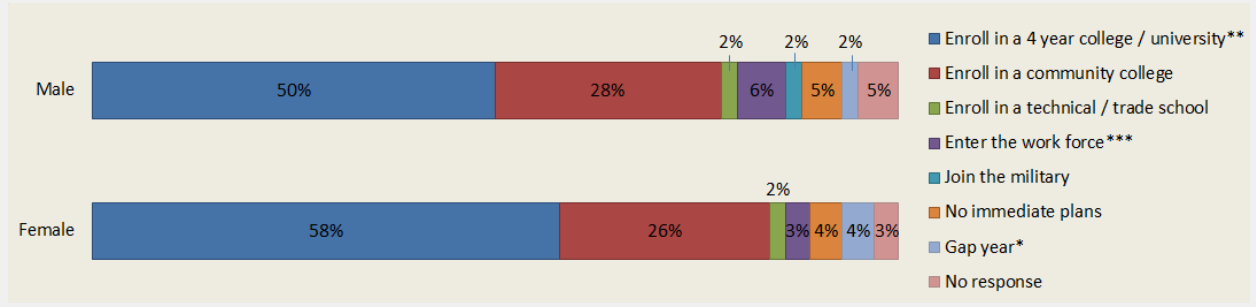
	<i># Graduated</i>	<i>Graduation rate</i>	<i>Planning to Attend 4-year College</i>	<i>Planning to Attend Community College or Trade School</i>	<i>No Immediate Plans</i>	
District	2336	70%	54%	29%	5%	
Higher income (Less than 50% F/R Lunch)	Lincoln	359	91%	75%	12%	4%
	Grant	336	90%	61%	21%	4%
	Cleveland	349	83%	58%	23%	4%
	Wilson	291	87%	63%	26%	4%
Lower income (More than 50% F/R Lunch)	Jefferson	75	66%	45%	38%	10%
	Roosevelt	111	53%	44%	38%	6%
	Madison	225	75%	43%	43%	5%
	Franklin	281	86%	40%	41%	8%
	Benson	153	85%	54%	27%	5%

Note. Only comprehensive schools included in this comparison.

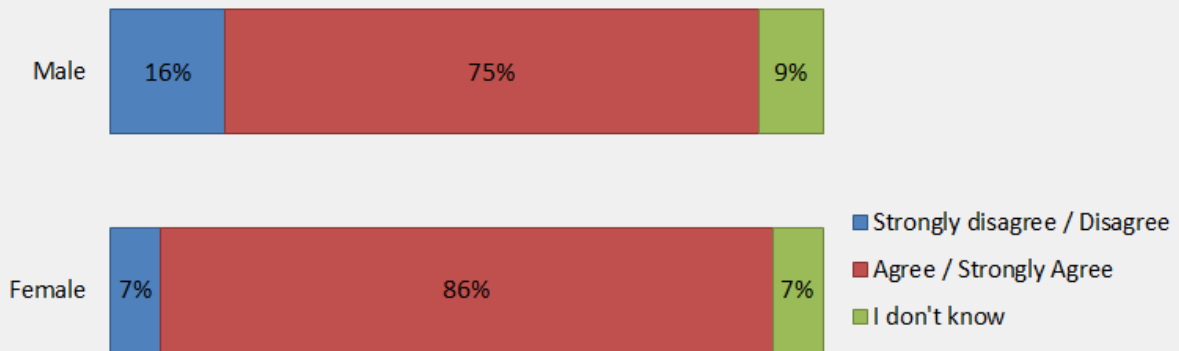
PLANS AFTER HIGH SCHOOL

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

Gender Comparison: “After I graduate, I plan to...”

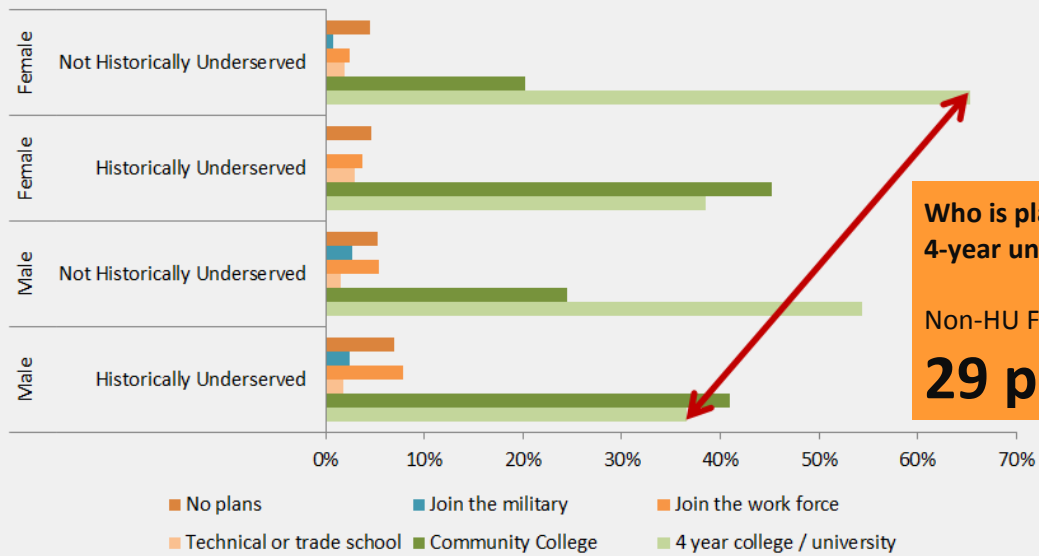


Gender Comparison: “I need to go to college to get the job I want.”



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

Race/Ethnicity Comparison: “After college, I plan to...”



Who is planning to attend a 4-year university?
 Non-HU Females vs HU Males:
29 point gap

Note. Historically underserved (HU) races include the following federal race categories: Black/African American, Hispanic/Latino, Native American/Alaskan Native, and Native Hawaiian/Other Pacific Islander.

COLLEGE AND CAREER READINESS

A MATTER OF FINANCES

More than half of Native American (59%) and Black/African American (58%) student respondents believed they could not afford to attend college. Similarly, close to half of Hispanic/Latino (51%) and Native Hawaiian/Other Pacific Islander (55%) students believed they could not afford college, compared to less than one-third of Asian and White students⁵.

Although compared with non-HU students, historically underserved groups disproportionately believed that they could not afford to go to college, there was no statistically significant difference in their belief that they needed college to get the job they want.

⁵ A significantly lower proportion of historically underserved races (Native American, Black/African American, Hispanic/Latino, and Native Hawaiian/Other Pacific Islander) reported that they believed they could afford college ($\chi^2=61.279$; $p<0.001$).



Race/Ethnicity Comparison: How much do you agree with the following?

“I can afford to go to college.” ***

“I need to go to college to get the job I want.” (N.S.)



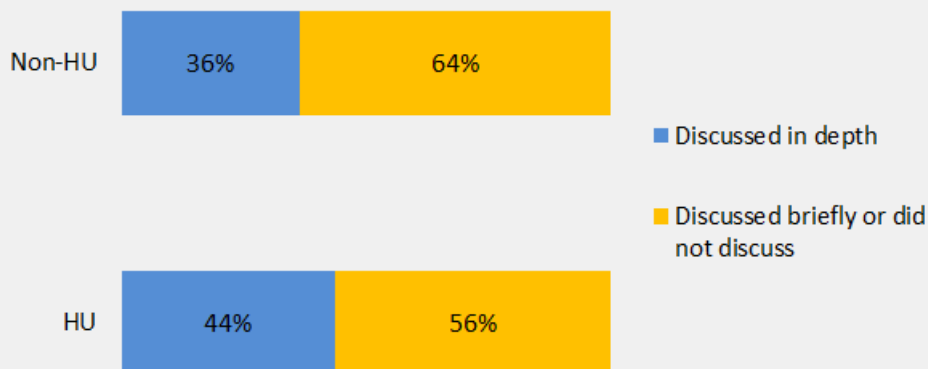
Note. HU=historically underserved race/ethnicity; *** significant at p<0.001; N.S. denotes no statistically significant difference.

BEYOND DISCUSSIONS

Students from HU groups reported that their schools had discussed with them how to pay for college more so than non-HU students. This finding suggests that schools are successfully targeting HU students for additional conversations about college funding. Despite these conversations, HU students disproportionately believe that they cannot afford to go to college.

Has anyone at your school discussed the following with you?

“How to pay for college.” ***



Note. HU=historically underserved race/ethnicity; *** significant at p<0.001.



PLANS VERSUS REALITY

For 2012-13 graduates, PPS matched their exit survey plans with National Student Clearinghouse data on their subsequent college enrollment. In comparing students who plan to continue their education with those who actually enroll in schools, there is a 15% decrease. Historically underserved racial groups are disproportionately affected, especially among those planning to enter 4-year colleges and universities. Nationally, this “summer melt” phenomenon affects historically underserved, low-income students more often than non-HU students (Castleman, Page, & Snowdon, 2013).

Planned Versus Actual Enrollment by Race - 4-Year College

Race	# Planning to Attend 4 year	# Actually Enrolled in 4 year	% Actually Enrolled	Difference	% Difference
Native American / Alaskan Native	6	4	67%	-2	-33%
Asian	128	106	83%	-22	-17%
Black / African American	94	61	65%	-33	-35%***
Hispanic / Latino	89	58	65%	-31	-35%***
Multi	69	58	84%	-11	-16%
Native Hawaiian / Other Pacific Islander	3	2	67%	-1	-33%
White	693	608	88%	-85	-12%
District	1082	897	83%	-185	-17%

Note. Number of students actually enrolled only includes students who planned to attend a 4-year college or university. Actual enrollment numbers include fall enrollments only. Logistic regression used to compare whether racial group associated with plans matching actual enrollment. *** significant at $p < 0.001$ compared to White students.

Planned Versus Actual Enrollment by Race - 2-Year College

Race	# Planning to Attend 2 year	# Actually Enrolled in 2 year	% Actually Enrolled	Difference	% Difference
Native American / Alaskan Native	8	3	38%	-5	-63%
Asian	58	31	53%	-27	-47%
Black / African American	85	39	46%	-46	-54%
Hispanic / Latino	121	49	40%	-72	-60%
Multi	18	7	39%	-11	-61%
Native Hawaiian / Other Pacific Islander	10	2	20%	-8	-80%
White	238	115	48%	-123	-52%
District	538	246	46%	-292	-54%

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

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

College Perseverance by Race/Ethnicity – 2007-08 Cohort

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

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

SUPPORTING STUDENT SUCCESS**COLLEGE AND CAREER PREPARATION AT SCHOOLS**

In their exit surveys, the majority of students reported that they had discussed various college topics at least briefly at their schools. Additionally, the majority (60.6%) of PPS seniors completed the FAFSA in the 2013-14 school year, higher than the countywide FAFSA completion rate of 55.2%. However, students tended to rate their schools as not helpful or only somewhat helpful with regards to support regarding careers.

Has anyone at your school discussed the following with you?

<i>College Topics Covered</i>	<i>Did not Discuss</i>	<i>Discussed Briefly or in Depth</i>
Difference in admission criteria for different types of schools	29%	71%
How to decide which college to attend	19%	81%
How to pay for college	18%	82%

How helpful has your high school been in the following areas?

<i>Career Topics Covered</i>	<i>Not helpful</i>	<i>Somewhat helpful</i>	<i>Helpful or Very Helpful</i>
Helping me to assess my career interests and abilities	24%	43%	33%
Helping me to develop a career plan	37%	37%	26%
Helping me learn job search techniques	44%	33%	23%

By comparing schools, some patterns emerged regarding the types of career and college support that students felt they had received.

Students in lower income schools (majority or students qualified for F/R Lunch) tended to rate their schools as more helpful for career preparation than higher income (less than 50% F/R Lunch) schools.

How helpful has your high school been in the following areas?

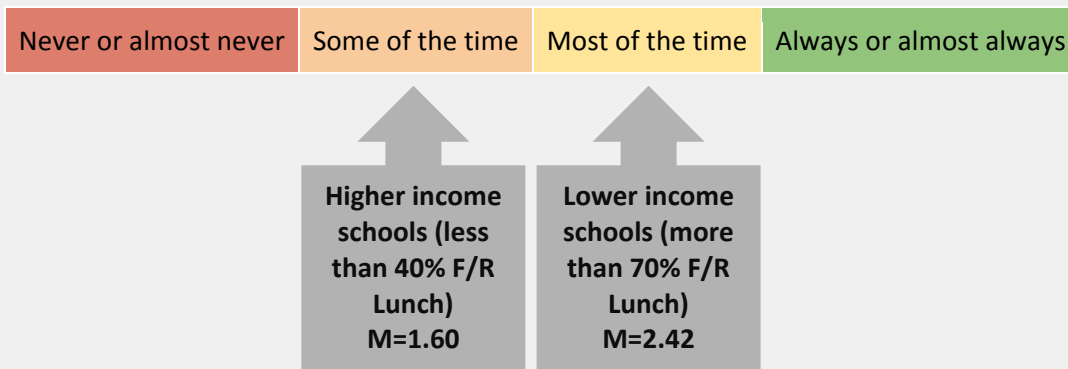
<i>Career Topics Covered</i>	<i>Lower Income Schools</i>	<i>Higher Income Schools</i>	<i>F</i>
Helping me to assess my career interests and abilities	2.35 (0.90)	2.06 (0.86)	52.21 ***
Helping me to develop a career plan	2.16 (0.93)	1.78 (0.83)	89.77 ***
Providing information about occupations, including what education level would be needed	2.42 (0.96)	2.02 (0.88)	91.36 ***
Helping me learn job search techniques	2.10 (0.95)	1.66 (0.82)	118.75 ***

Note. Mean scores where 1=not helpful; 2=somewhat helpful; 3=helpful; 4=very helpful. Standard deviations in parentheses. *** denotes $p < 0.001$

STAFF PERSPECTIVES

School differences may partially account for how historically underserved groups are prepared for higher education and careers. Lower income schools report spending more time on college preparation for historically underserved students. School administrators and counselors at schools at low income schools who responded to the College and Career Readiness Gap Survey (N=124) reported that their HU students received ACT/SAT testing and transition support more often than staff from higher income schools ($p < 0.05$).

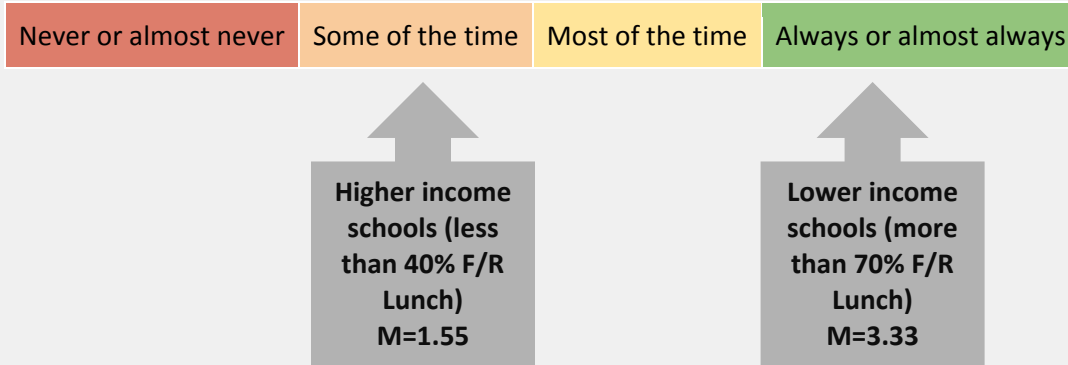
Historically underserved and first generation college students who attend my school receive support for ACT or SAT test preparation.



Note. Compared to staff at higher income (<40% F/R Lunch) schools, staff survey respondents at lower income (>70% F/R Lunch) schools reported that their schools spent more time preparing HU students for the SAT/ACT ($p < 0.05$).



Historically underserved and first generation college students who attend my school receive support during the transition between graduation and starting college to finalize steps for admission.



Note. Compared to staff at higher income (<40% F/R Lunch) schools, staff survey respondents at lower income (>70% F/R Lunch) schools reported that their schools spent more time providing support during the transition from high school to college ($p<0.05$).

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

FAMILY AND COMMUNITY PERSPECTIVES

Feedback from families suggests that for college and career preparation, inconsistent outreach and communication from schools may be especially prevalent among second language and immigrant families. Another theme from family focus groups and surveys is that conversations about future jobs and education could be started earlier, at the beginning of high school.

ENGAGING SENIORS IN COLLEGE AND CAREER PREPARATION

CONSIDERATIONS FOR FURTHER RESEARCH

Why do historically underserved groups discuss the most about college funding and yet more often believe they cannot afford college?

What kinds of discussions and workshops about topics such as financial aid, scholarships, school choice might change this perception?

How can the District better target students? Disaggregating racial groups may illuminate populations that might benefit from targeted support and engagement.

REFERENCES

Castleman, B. L., Page, L. C., & Snowdon, A. L. (2013). Strategic Data Project summer melt handbook: A guide to investigating and responding to summer melt. Center for Education Policy Research, Harvard University. Retrieved from <http://cepr.harvard.edu/cepr-resources/files/news-events/sdp-summer-melt-handbook.pdf>



COLLEGE AWARENESS TO MATRICULATION

College Awareness	<p>81% agree that they need to go to college to get the job they want.</p> <p>91% say they will enroll in college in the future.</p>
College Intention	<p>85% planned to attend college after graduating high school:</p> <ul style="list-style-type: none"> 55% plan to enroll in a four-year college/university 28% plan to enroll in a community college 2% plan to enroll in a technical/trade school
Understanding and Taking Steps Toward Enrollment	<p>40% discussed in depth how to pay for college at their school</p> <p>39% discussed in depth how to decide which college to attend at their school</p> <p>61 % of comprehensive high school students completed the FAFSA in 2014</p>
Successful College Enrollment	<p>68.9% enroll in college/university/trade or technical school in the year after high school.</p> <ul style="list-style-type: none"> 45.8% enroll in a 4-year college/university 23.1% enroll in a 2-year college (including trade schools)
College Perseverance	<p>33% of all 2007-08 high school graduates successfully completed a 4-year college/university degree within 6 years.</p> <p>Of those who enrolled in a 4-year college after graduating HS, 72% completed their degree.</p> <p>18% of those who enrolled in a 2-year college completed their degree.</p>

Note. All data is from 2012-13 cohort unless otherwise noted. College perseverance rates are from the 2007-08 cohort.

