

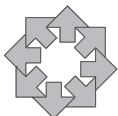
**Chicago Postsecondary Transition Project**  
April 2006

**Results about Postsecondary Preparation  
from the 2005 Survey at**

**Sample School**

**Unit 9999**

*A report specially prepared to help schools  
help their students plan for life after graduation*



**Consortium on Chicago School Research**

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## **About the Chicago Postsecondary Transition Project**

The Chicago Postsecondary Transition Project is a unique longitudinal study of the postsecondary experiences of students from the Chicago Public Schools (CPS). The Consortium on Chicago School Research is working closely with CPS's Department of Postsecondary Education in its efforts to improve the transition of CPS graduates to postsecondary education. This study quantitatively tracks the post-high school experiences of successive cohorts of graduating CPS students and analyzes the relationships among students' high school preparation, their college choices, and their postsecondary outcomes. In addition, there is a parallel longitudinal qualitative study of the experiences of students from three Chicago public high schools over the course of their high school preparation, planning for post-high school, and early college or work experiences and a study of classroom instruction across the postsecondary transition. The goal of this project is to develop a program of rigorous theoretically and empirically based research using both qualitative and quantitative data that will provide critical policy direction and engage schools and teachers in thinking about how to improve the postsecondary outcomes of CPS graduates.

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*Acceptance of this report implies endorsement of the conditions listed below.*

The Consortium on Chicago School Research has promised to maintain the confidentiality of all schools and survey participants. This report is the property of Sample School and will not be distributed to anyone outside your school without the written permission of your principal. Anyone accepting a copy of this report promises to adhere to this agreement as well.

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## Acknowledgements

In the spring of 2005, more than 130,000 students, teachers, and principals participated in the Consortium on Chicago School Research's biannual survey of the Chicago Public Schools (CPS). Without the time and support teachers and principals gave to this effort, this massive undertaking would never have been possible. We are also grateful to the area instructional officers for their unflagging efforts in encouraging their schools to participate.

The senior survey was developed in 2004 through the countless hours of work by the survey team, including Elaine Allensworth and Holly Hart at the Consortium on Chicago School Research. We would also like to thank the Postsecondary Specialists, the participants in our counselor focus group, and the student focus groups at Morgan Park and Lincoln Park for their feedback which greatly improved the senior survey. In addition, Nicole Holland, Jim Rosenbaum, Becky Smeardon, and Sue Sporte gave us helpful advice on drafts of the survey. The senior survey was piloted in 16 high schools in 2004 and we are grateful for the time and effort of the principals, teachers, survey coordinators, and students at these schools. This year's survey was improved and refined by a large team at the Consortium: Elaine Allensworth, Vanessa Coca, Macarena Correa, David Kerbow, Eliza Moeller, Jenny Nagaoka, Sue Sporte, William David Stevens, and Ginger Stoker.

The staff at the CPS Department of Postsecondary Education, particularly Gudelia Lopez, provided guidance and assistance at each step of the survey process, from the development and administration of the survey to the writing of this report. We are grateful to members of the CPS leadership—Arne Duncan, Barbara Eason-Watkins, Don Pittman, Greg Darnieder, Peter Cunningham, and Daniel Bugler—for their support. The survey administration would not have been possible without the principals and survey coordinators at all of the high schools. CPS staff supported the survey administration in a wide variety of ways. We would especially like to thank Chris Copeland, Joyce Copeland, Miguel Cortes, John Delmonte, Bill Galante, Roy Humphrey, John Jablonski, Andrea Ross, and Ian Thomson. Most of all we would like to thank the CPS seniors who responded to our survey and shared with us their experiences and opinions.

The Consortium also owes many thanks to our own Survey Data Manager, Loretta Morris, for investing her considerable talent and energy in facilitating all efforts from content to collection. We are also very grateful to our survey staff: Sandra Dantzler, Tanisha Ell, Veronica Gibbs, Johnny Humphrey, Curtis Lewis, Courtney Martin, Darnell Morris, Darrell Morris, Nichole Taylor, and Zackery Wilcoxson.

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## Introduction

Chicago Public Schools (CPS) has begun a series of initiatives aimed at tracking and improving the postsecondary outcomes of its graduates through the Department of Postsecondary Education. In order to support CPS's efforts, the Consortium on Chicago School Research has begun to administer a new senior survey that focuses on the support for postsecondary planning that seniors receive. We also have added new questions on postsecondary planning to the ninth-, tenth-, and eleventh- grade student and high school teacher surveys. Last March, your school participated in the Consortium's biannual survey of students, teachers, and principals. This report presents results from the 2005 Consortium surveys. It is customized for your school to help you better understand your students' aspirations and how much support for postsecondary planning they report receiving. We hope the information in this report will assist you in supporting your students in attaining their educational aspirations. In addition to this report, you also should have received a more general report of results from the 2005 Consortium surveys.

The first section provides the context for postsecondary planning. It shows seniors' responses to the survey about their educational aspirations, postgraduation plans, and sources of support for forming plans. We have divided the rest of the report into five sections, each focusing on a key area for the postsecondary planning process. Most of the report focuses on responses from the senior survey, but we have also included responses to questions about postsecondary planning from the high school student and teacher surveys. The six sections of the report are:

- Seniors' plans and aspirations
- Teacher and counselor support
- School support for postsecondary planning
- Ninth to twelfth grade student participation in postsecondary activities
- Seniors' academic orientation
- Parental support for postsecondary planning

Within each section, we present results from the survey on key topics. For most topics, we take two pages to show and explain the survey results. On the first page, we show a figure displaying the responses to individual questions on each topic for seniors in your school and for seniors in all high schools. Each question shows a different aspect of student perceptions of that topic. Taken together, seniors' responses to these questions provide an overall summary of this concept, which we call a measure. On the page facing the questions figure, we present a figure that shows how your seniors responded to the summary measure by their race/ethnicity, gender, cumulative, weighted GPA category, ACT composite score category (based on the eleventh grade PSAE testing), and special-education status. This figure allows you to make different comparisons on a topic. For example, for the measure called "Teacher Support," you can answer questions such as:

- Are seniors in your school reporting more teacher support than the average senior in Chicago public high schools?

- Is one group in your school reporting more teacher support than another (i.e., are female students reporting higher levels of teacher support than male students)?
- Is one group in your school reporting more teacher support than similar seniors in Chicago public high schools (i.e., are female seniors in Sample School reporting higher levels of teacher support than female seniors in all Chicago public high schools)?

In order to preserve confidentiality, the results for any group of students are only presented if there are at least 12 students in that category. Throughout the report, results for Sample School are shown in purple, and the results for all high schools are shown in green.

The fourth section of the report differs from the other sections. It matches the responses from the high school student surveys to the steps that the Department of Postsecondary Education suggests in their “Preparing Students for Postsecondary” guidebook. This guidebook was provided to all principals and counselors. We hope that this section will provide a useful tool for evaluating the extent to which students in your school have taken steps to prepare for the future.

In the fall of 2005, you received a report from the Department of Postsecondary Education that summarized the postsecondary plans reported by the graduating class of 2005 on the online Senior Exit Questionnaire (SEQ) taken in May 2005. This survey report is different from the 2005 SEQ report. In addition to gathering information on students’ plans, this report provides more detailed information on your seniors’ assessment of the amount of support they receive in making postsecondary plans in school, their attitudes about school, and their levels of external support from parents and peers. This report is intended to help you to better assess the quality of postsecondary supports in your building and the extent to which students are accessing those supports. The 2005 SEQ report provided greater detail about seniors’ specific plans and actions in preparation for their future, such as applying for financial aid and submitting applications to specific schools. Also note that the students included in your school’s 2005 SEQ report differ slightly from the students described in this report. As a result, some numbers may differ between the two reports. While the 2005 SEQ report describes all 2005 graduates, this report includes all students who were seniors in April 2005, some of whom may not have graduated in 2005. In addition, not all students responded to the SEQ and not all students responded to the Consortium senior survey.



The following table shows the percentage of **seniors in Sample School and all Chicago public high schools** that responded to the survey. 210 seniors at Sample School responded to the 2005 Consortium survey. The table also shows the response rates of seniors by the demographic and academic categories used in the graphs appearing in this report. If fewer than 12 students in a category responded to the survey or to particular survey questions, in the figures, those responses will be blank for your school.

Table 1: Who completed the 2005 Consortium senior survey?

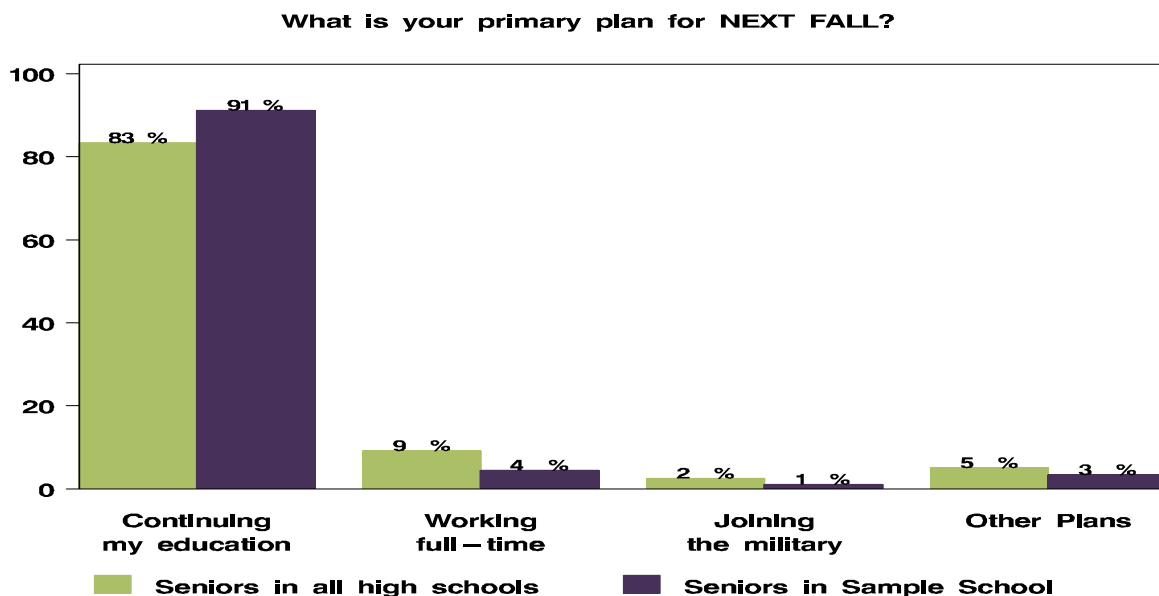
|                                | <b>Percentage of seniors in all high schools taking surveys</b> | <b>Number of seniors in Sample School taking survey</b> | <b>Percentage of seniors in category at Sample School taking survey</b> |
|--------------------------------|---|---|---|
| <b>All seniors</b>             | 50 %  | 210   | 63 %  |
| <b>Gender</b>                  |   |   |   |
| Male                           | 48 %  | 89  | 60 %  |
| Female                         | 52 %  | 121   | 65 %  |
| <b>Race/ethnicity</b>          |   |   |   |
| African-American               | 48 %  | 165   | 63 %  |
| White                          | 50 %  | 0   | 0 %   |
| Asian                          | 59 %  | 23  | 68 %  |
| Latino                         | 52 %  | 22  | 56 %  |
| <b>ACT composite score</b>     |   |   |   |
| ACT 14 or less                 | 50 %  | 55  | 56 %  |
| ACT 15 to 17                   | 55 %  | 50  | 76 %  |
| ACT 18 to 20                   | 58 %  | 49  | 66 %  |
| ACT 21 to 23                   | 59 %  | 23  | 77 %  |
| ACT 24 or higher               | 61 %  | 24  | 71 %  |
| Missing ACT                    | 31 %  | 9   | 29 %  |
| <b>Weighted cumulative GPA</b> |   |   |   |
| GPA 2.0 or less                | 41 %  | 25  | 41 %  |
| GPA 2.1 to 2.5                 | 53 %  | 47  | 64 %  |
| GPA 2.6 to 3.0                 | 57 %  | 48  | 65 %  |
| GPA 3.1 to 3.5                 | 60 %  | 30  | 71 %  |
| GPA 3.6 or higher              | 64 %  | 60  | 74 %  |
| <b>Special education</b>       |   |   |   |
| Enrolled                       | 41 %  | 36  | 43 %  |

# 1 Seniors' Plans and Aspirations

Before examining the details of what kinds of support seniors are receiving related to postsecondary planning, we provide the context of their educational plans for next year and in the long term. This first section provides background information about seniors in Sample School and all Chicago public high schools on seven topics: postgraduation plans, educational aspirations, teachers' perceptions of students' postgraduation plans, sources of help in making postgraduation plans, the number of hours seniors work, the number of hours seniors who intend to continue their education plan to work, and amount of support seniors who plan to work after graduation received from their school for finding such work.

## Postgraduation Plans

Educational aspirations have risen sharply in both the nation and CPS in the past twenty years, particularly among racial/ethnic minority students.<sup>1</sup> Nationally, more than 76 percent of African-American tenth-graders and almost 73 percent of Latino tenth-graders expect to attain at least a bachelor's degree, an increase of more than 35 percentage points since 1980. The Department of Postsecondary Education's SEQ report showed that nearly 80 percent of 2005 CPS graduates planned to continue their education in the fall of 2005. We see a similar pattern in our survey of Chicago public high school seniors. As shown in the figure below, more than 83 percent of **seniors** plan to continue their education in the fall. The figure below also shows what 2005 seniors in Sample School planned to do in the fall.



## Educational Aspirations

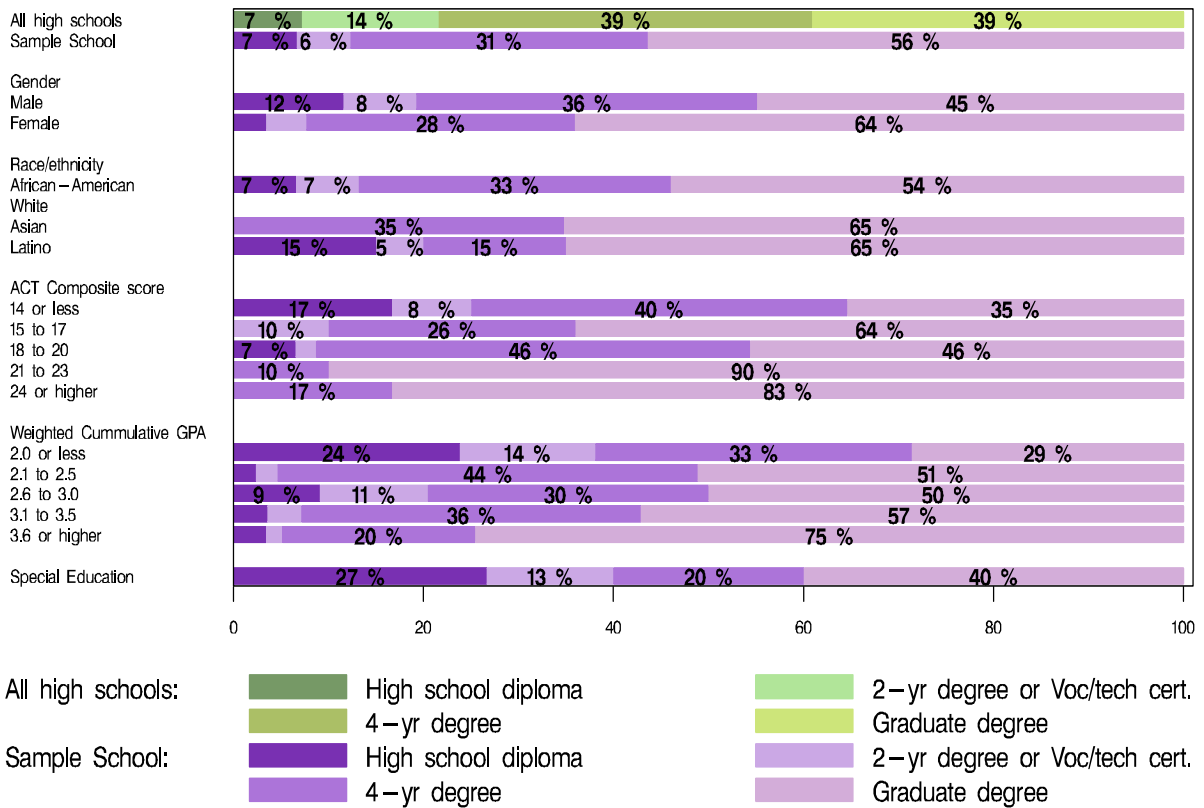
The long-term aspirations of students responding to our survey are also high: nearly 80 percent of seniors reported that they plan to complete at least a four-year college degree and 93 percent plan to complete some form of higher education. The following table provides the percentage of **students by grade** who report their highest educational aspiration is to attain a high school diploma, a two-year degree (AA) or a vocational or technical certificate, a four-year degree (BA/BS), or a graduate degree in Sample School and all Chicago public high schools.

Table 2: What is the highest level of education you plan to complete?

|                     | Sample School       |                                   |              |                 | All high schools    |                                   |              |                 |
|---------------------|---------------------|-----------------------------------|--------------|-----------------|---------------------|-----------------------------------|--------------|-----------------|
|                     | High school diploma | AA degree or voc/tech certificate | BA/BS degree | Graduate degree | High school diploma | AA degree or voc/tech certificate | BA/BS degree | Graduate degree |
| <b>All students</b> | 3 %                 | 6 %                               | 37 %         | 54 %            | 9 %                 | 14 %                              | 40 %         | 38 %            |
| 9th graders         | 0 %                 | 4 %                               | 38 %         | 58 %            | 11 %                | 14 %                              | 38 %         | 37 %            |
| 10th graders        | 2 %                 | 8 %                               | 43 %         | 47 %            | 9 %                 | 13 %                              | 41 %         | 37 %            |
| 11th graders        | 1 %                 | 4 %                               | 43 %         | 52 %            | 6 %                 | 13 %                              | 42 %         | 39 %            |
| 12th graders        | 7 %                 | 6 %                               | 31 %         | 56 %            | 7 %                 | 14 %                              | 39 %         | 39 %            |

The figure below shows the educational aspirations for **seniors** in Sample School and in Chicago public high schools. It also displays the aspirations within different categories of Sample School seniors.

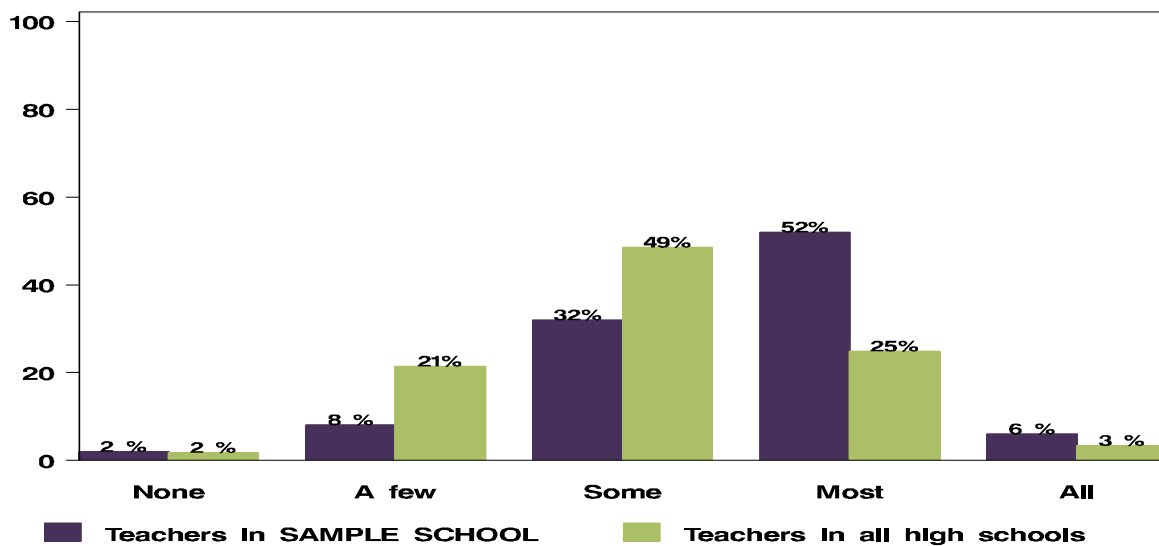
**Highest level of education planned by SENIORS**



## Teachers' Perceptions of Students' Postgraduation Plans

We also asked **high school teachers** what they thought their students planned to do after they graduated. Fewer than 30 percent of teachers in all high schools reported that “most” or “all” of their students will go on to college after graduation. These questions were asked of all high school teachers, whether they taught freshmen, sophomores, juniors, or seniors. As a result, the responses of teachers do not directly correspond to the responses seniors gave about their plans for after high school.

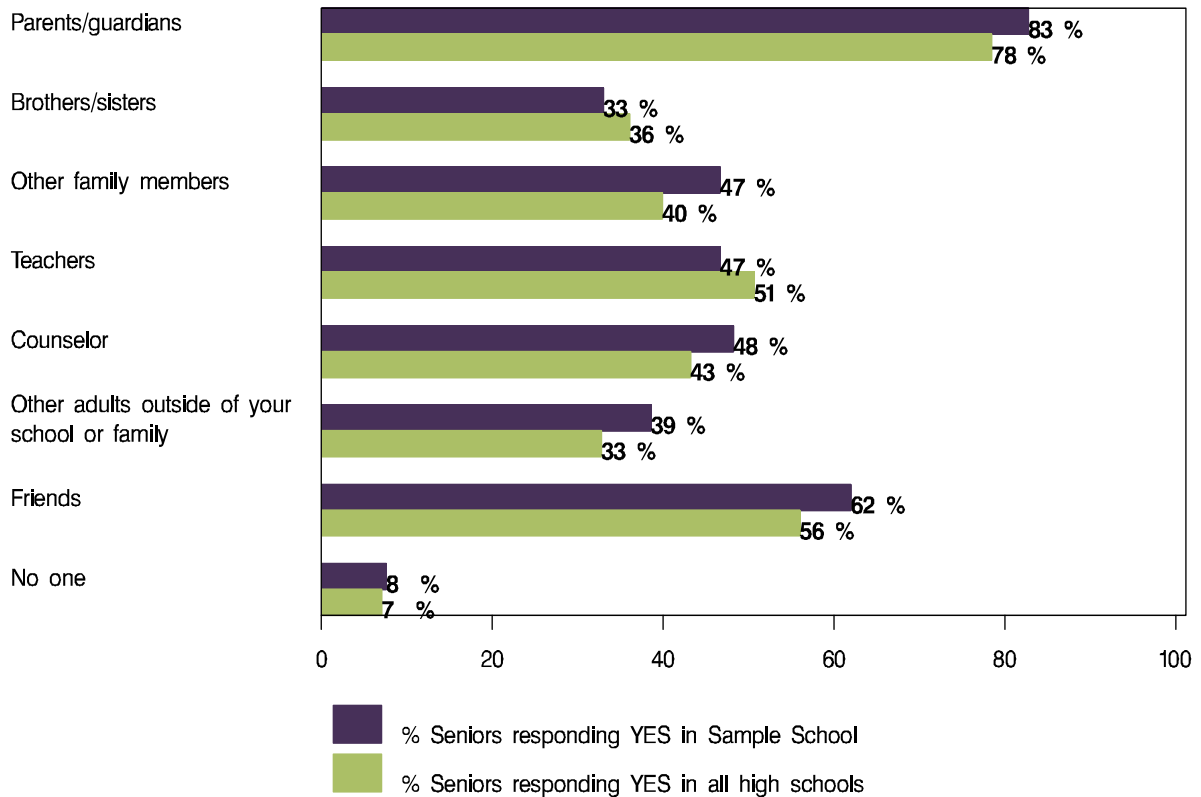
**What proportion of your students this year do you think will go on to college?**



## Who Helps Seniors Make Postgraduation Plans?

In making postgraduation plans, **seniors** receive help from a variety of people, ranging from members of their families to school staff to friends. The survey asked seniors who helped them make their plans. The results are in the figure below. Overall, parents were the most common source of assistance, with 79 percent of seniors reporting such help. School staff were less frequently cited as a source of help, with only 51 percent of seniors reporting that their teachers provided assistance, and only 43 percent reporting that counselors assisted in postsecondary planning. In addition, more than half of seniors reported receiving help from their friends in making their postsecondary plans.

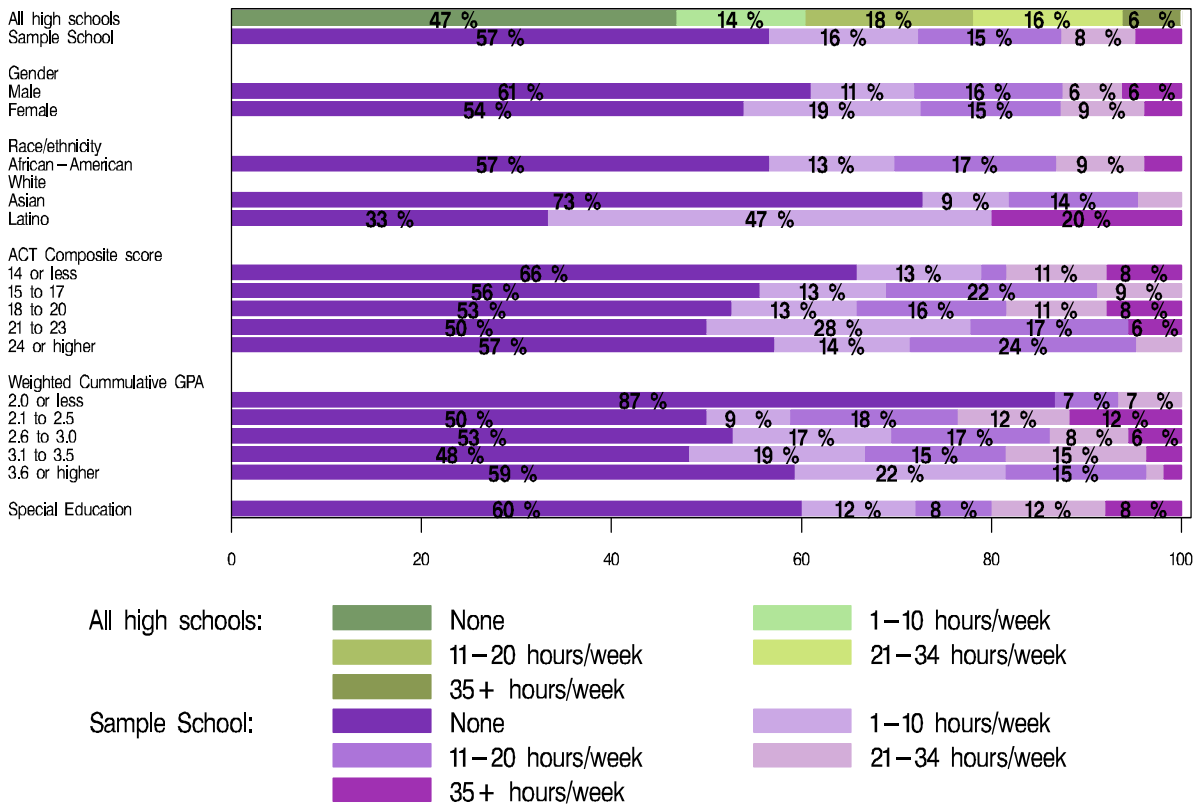
Have any of the following people helped you make your plans for NEXT FALL?



## How Many Hours Do Seniors Work?

The survey asked seniors about the number of hours they work per week while in high school and the number of hours they plan to work while continuing their education. The figure below shows the number of hours seniors reported working in high school. The figure on the next page shows the number of hours seniors plan to work while continuing their education. To make the two figures comparable, the figure below only includes the results for **seniors planning to continue their education in the fall**.

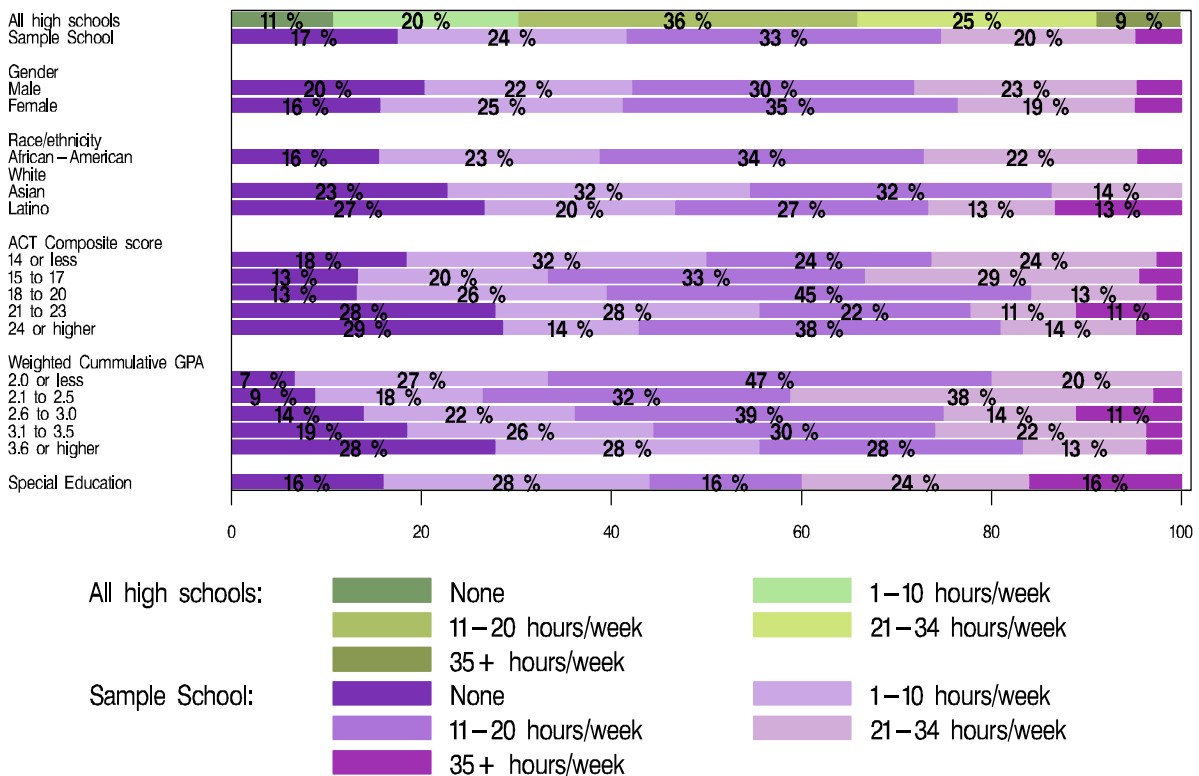
This year about how many hours per week do you spend working for pay?



## How Many Hours Do Seniors Who Are Continuing their Education Intend to Work?

About half of seniors in all Chicago public high schools reported not working at all during their senior year, but almost 90 percent intend to work while continuing their education in the fall, and 35 percent reported planning to work more than 20 hours per week. While the cost of continuing their education may require working, students who have no experience working and attending school may have difficulty balancing both the demands of a job and college and as a result be more likely to drop out.<sup>2</sup> Below we show the number of hours **seniors who were planning to continue their education in the fall** said they intended to work in Sample School and all Chicago public high schools. The figure also shows the number of hours by demographic and academic categories.

How many hours per week do you plan to spend working while attending college or attending voc/tech school next fall?

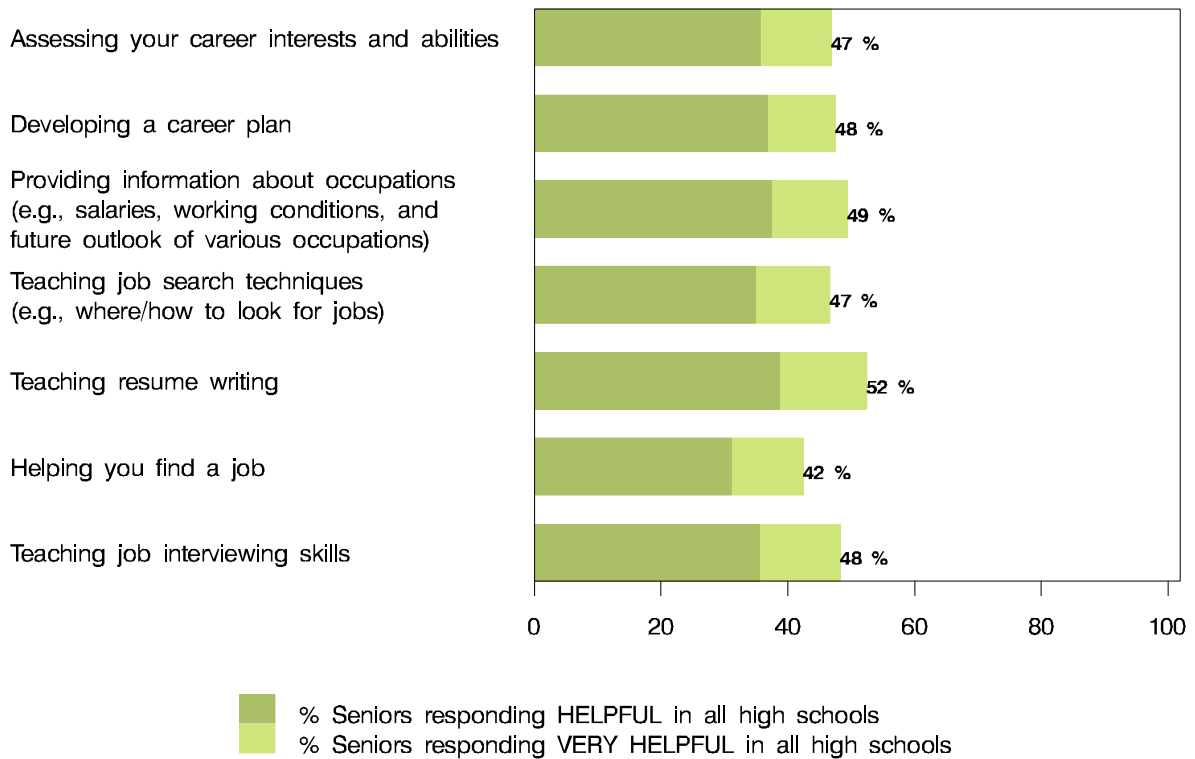




## Planning Support for Seniors Who Intend to Enter the Workforce

This report focuses largely on support for planning for students who intend to continue their education after graduating from high school. We recognize that some students plan to follow other paths after graduation. Because in many schools the number of seniors who state on the survey that they have plans other than continuing their education is small, we are unable to provide results for individual schools. The figure below shows the responses for the 9 percent of seniors systemwide who said that they were planning to work after graduation gave.

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



## **2 Teacher and Counselor Support**

Research finds that urban and first-generation college students are especially dependent upon their teachers and counselors in making education plans and in gaining access to college.<sup>3</sup> Our survey examined three ways that teachers and counselors can make a difference in the post-secondary success of their students: 1) shaping students' aspirations toward attending college and guiding them through the steps they need to take in high school in order to reach their aspirations; 2) providing students with critical information that many first-generation college students lack about the process of college application, selection, enrollment, and attendance; and 3) providing concrete one-on-one assistance to students as they go through the college admissions process, from applying to college and for financial aid, to making decisions about which school to attend. This section focuses primarily on the role of school staff in shaping aspirations and making sure that students are on track to reach those aspirations. The next section focuses on specific areas where schools can provide information and concrete assistance to seniors as they make their postsecondary plans.

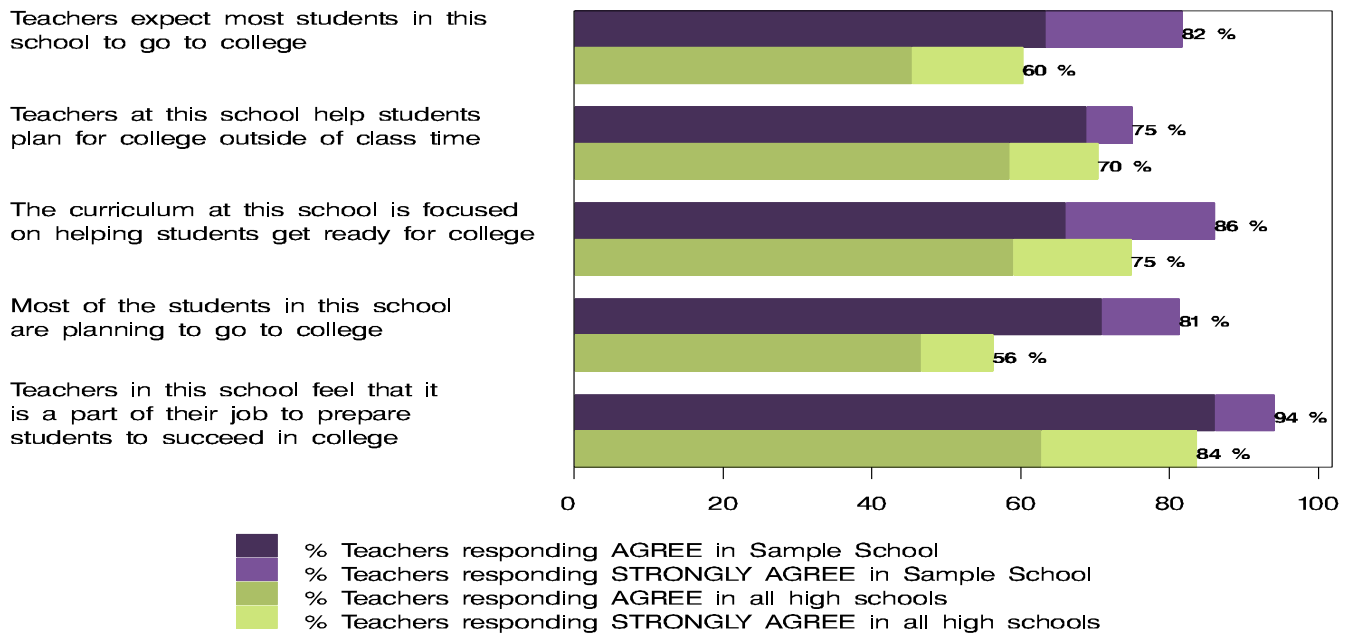
The first topic in this section, "School Orientation toward Postsecondary Education," shows the teachers' perspective of whether their school and its teachers are oriented toward preparing students for college. The next topic, "Schoolwide Future Orientation," looks at the school environment and norms around college attendance from the perspective of seniors. Seniors were asked to evaluate whether their school was pressing students to plan for the future and whether all students were expected to go to college. Schools play a strong role in shaping students' aspirations. However, if college aspirations are to be translated into college attendance, teachers and counselors need to go beyond simply encouraging students to attend college and make sure that students are taking steps to plan for life after high school. Research has found that students learn more in schools where teachers provide a combination of high academic expectations and personal support.<sup>4</sup> This combination may be particularly important in the transition to college, as students may turn to their teachers for guidance in the college search and selection process. The third topic of this section, "Teacher Support," shows seniors' responses to questions about whether they had at least one teacher they could turn to for support. These responses should help you understand whether seniors in your school are building relationships with their teachers.

In addition to personal support and press, students need guidance in navigating which courses to take and determining which postsecondary options best meet their interests and abilities. Taking rigorous coursework in high school has been found to have a pronounced positive impact on college completion, particularly for African-American and Latino students.<sup>5</sup> Students may not know college entrance requirements and may need guidance throughout high school in making their academic plans and choosing the courses they need to succeed after graduation. The next two topics in this section examine the extent to which seniors received academic guidance from their teachers and counselors throughout high school. In the final part, we also show the number of times seniors reported meeting with their counselor this year and how helpful meeting with the counselor was.

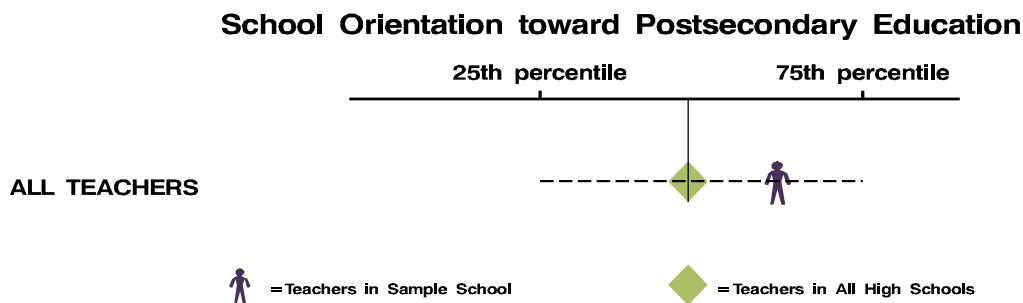
## School Orientation toward Postsecondary Education

We asked **teachers** whether their school has an environment that is supportive of students enrolling in college. Teachers indicated whether they strongly agreed, agreed, disagreed, or strongly disagreed with a series of statements. The responses of teachers at Sample School and at all Chicago public high schools are shown below.

**How much do you agree with the following:**



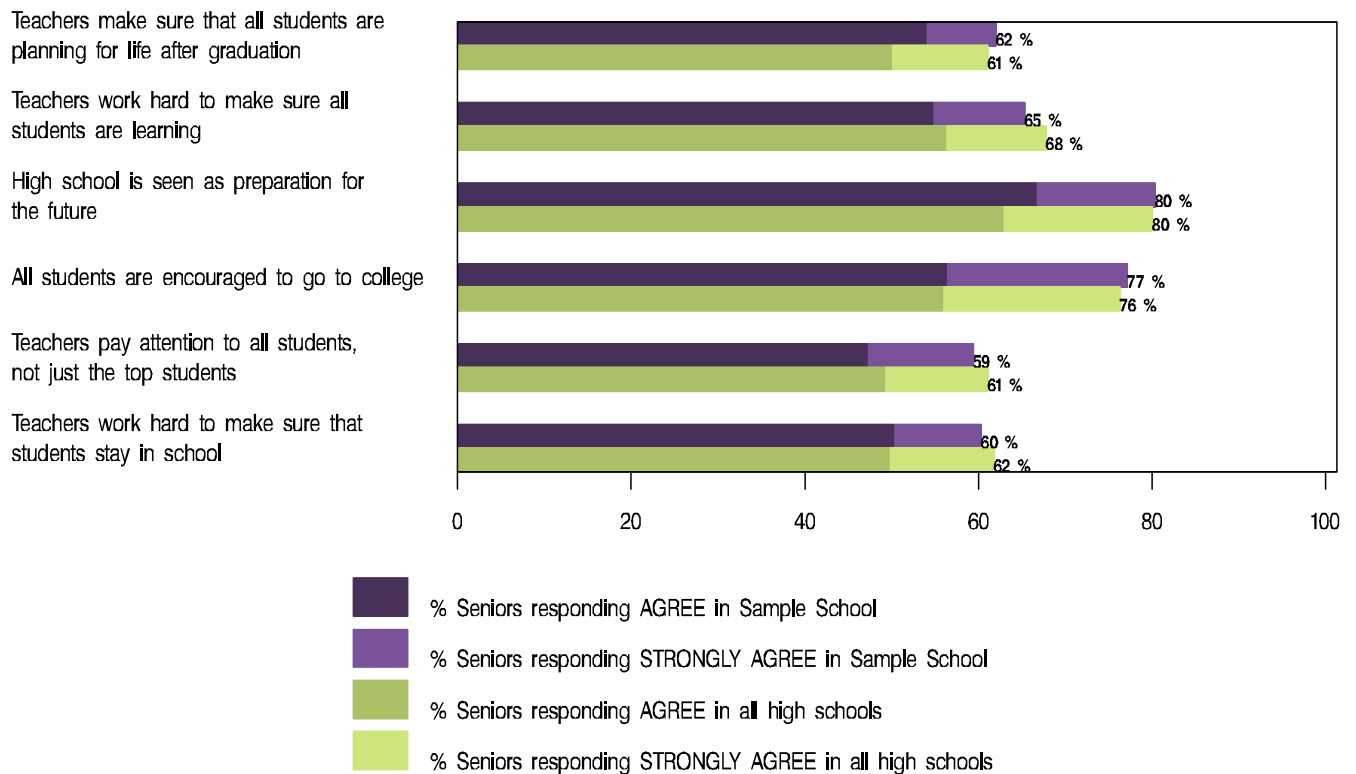
The figure below summarizes the responses to the above questions. The purple person indicates the mean of teachers in Sample School and the green diamond indicates the mean of teachers in all Chicago public high schools.



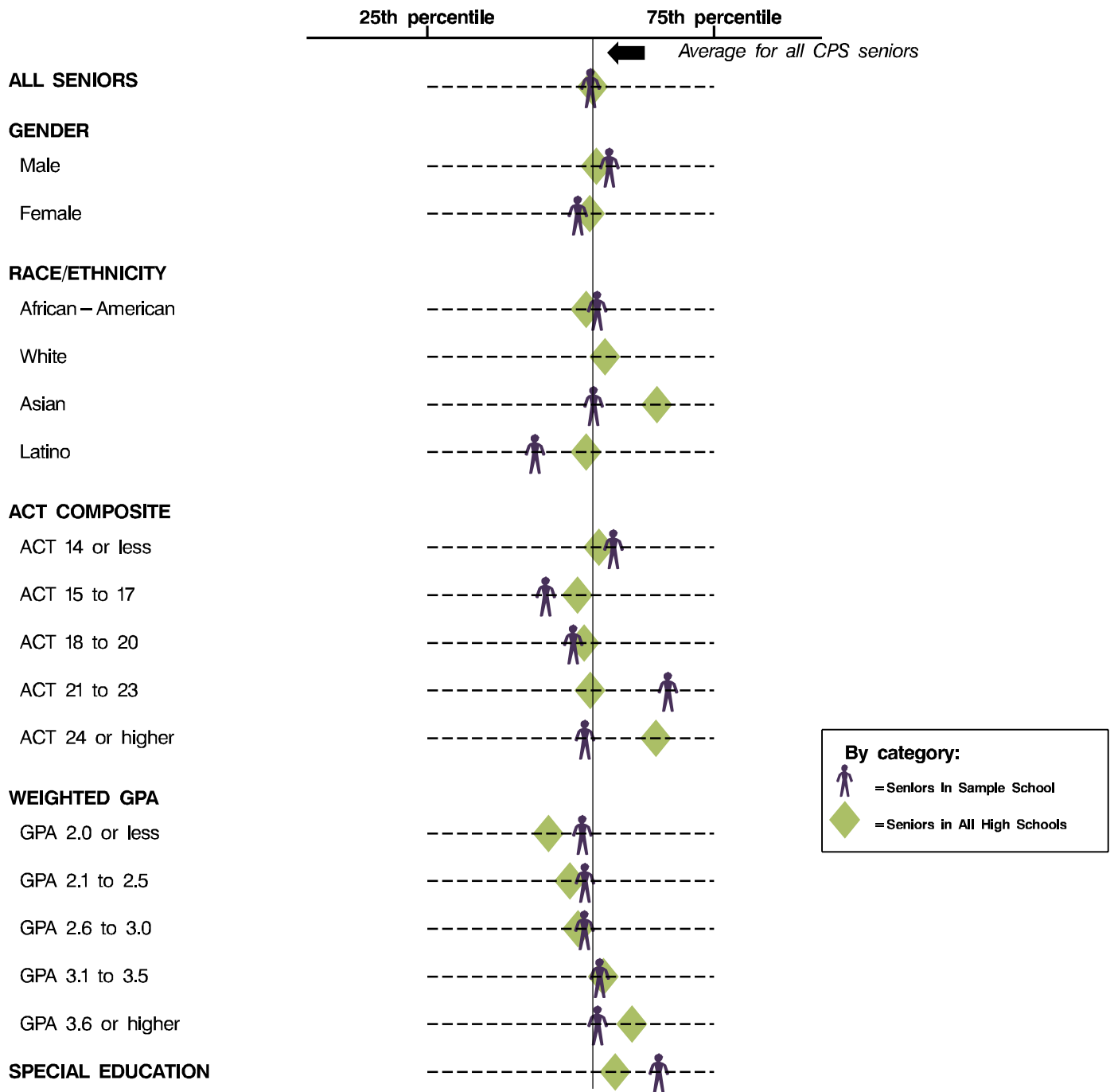
## Schoolwide Future Orientation

We asked **seniors** questions about the extent to which they perceive that teachers and staff at their high school were encouraging students to plan and prepare for the future. These questions provide an overall picture of whether the climate of a school is oriented toward preparing students for life after graduation from high school. Seniors were asked to indicate the extent to which they agreed with these statements (strongly disagree, disagree, agree, or strongly agree). The figure below shows the percentage of seniors who agreed and strongly agreed with each of these statements in Sample School and in all Chicago public high schools.

### At my high school:



# Schoolwide Future Orientation



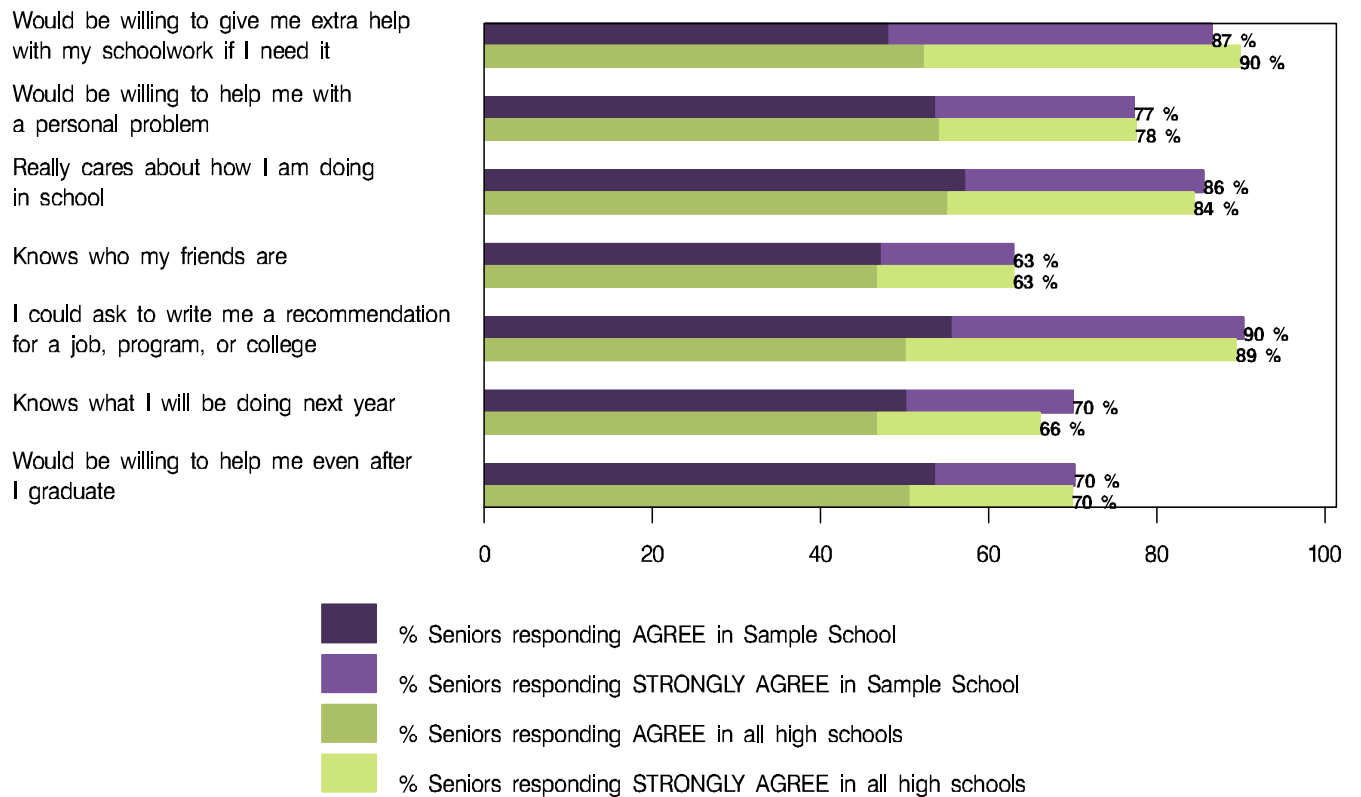
**How to Read this Figure:** Each of the questions on the previous page tells us something unique about seniors' perceptions of schoolwide future orientation. Taken together, the responses to these questions create an overall summary of this idea, which is called a measure. This figure shows the summary of how the seniors in Sample School responded to these questions compared to seniors in all Chicago public high schools. It also breaks down the results by different demographic and academic categories.

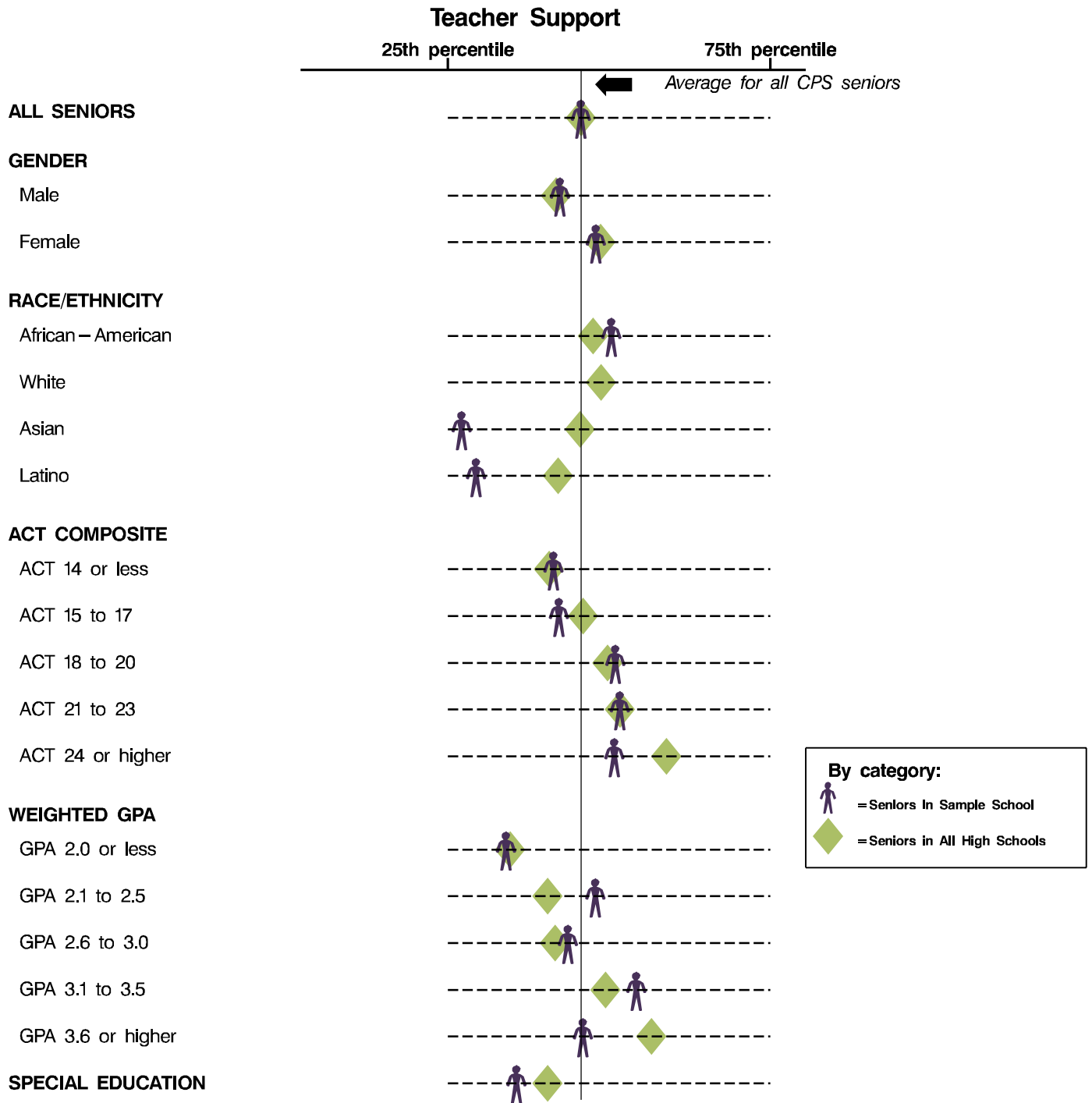
The purple person represents the average for Sample School for that category, and the green diamond represents the average for all high schools for that category. If there are fewer than 12 seniors in your school in any category, the purple person will not appear in the figure. The solid vertical line represents the average for seniors in all Chicago high schools. The dashed horizontal line shows the range of responses on this measure between the 25th and 75th percentiles for seniors in all high schools, with the 75th percentile being above average and 25th percentile being below average.

## Teacher Support

We asked **seniors** questions regarding whether they have at least one teacher who cared about their performance in school, who knew them personally, and who they could go to for help. Seniors were asked the extent to which they agreed with each statement (strongly disagree, disagree, agree, or strongly agree). The percentages of seniors in Sample School and in all Chicago public high schools responding “agree” or “strongly agree” are shown in the figure below.

**In my school this year, there is at least ONE teacher who:**





**How to Read this Figure:** Each of the questions on the previous page tells us something unique about seniors' perceptions of teacher support. Taken together, the responses to these questions create an overall summary of this idea, which is called a measure. This figure shows the summary of how the seniors in Sample School responded to these questions compared to seniors in all Chicago public high schools. It also breaks down the results by different demographic and academic categories.

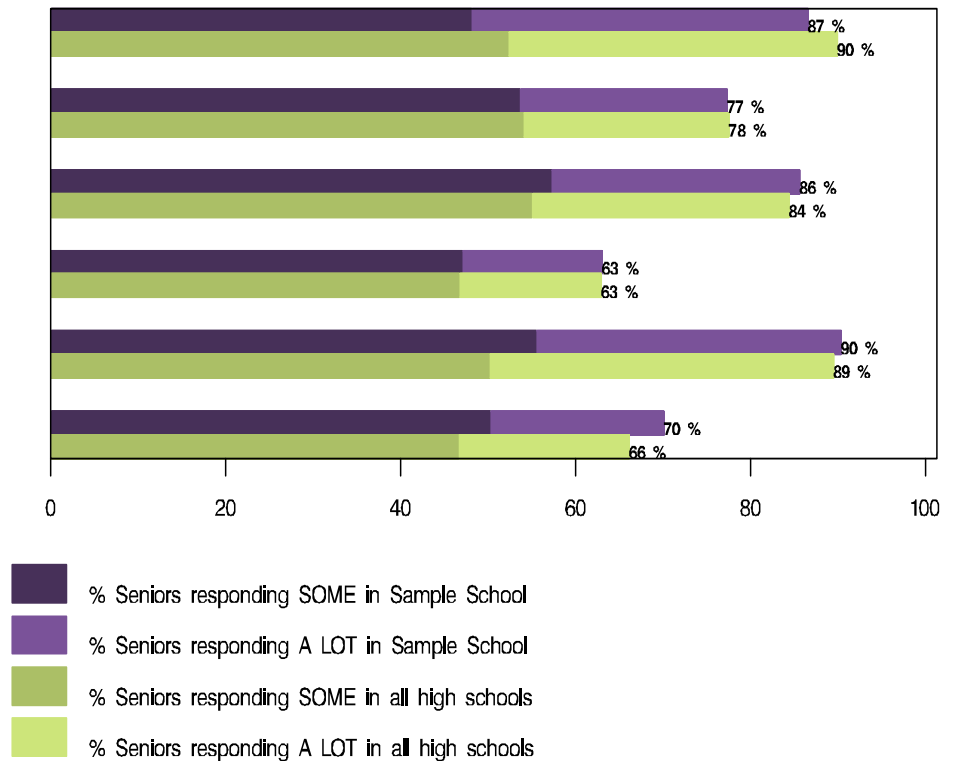
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## Teacher Academic Guidance

We asked **seniors** questions about the extent to which their teachers throughout high school have helped them plan for life after high school. Seniors were asked to respond to the questions by indicating how much teachers had helped them (not at all, a little, some, or a lot). The percentages of students in Sample School and in all Chicago public high schools who answered that teachers gave them “some” to “a lot” of support in each area are shown below.

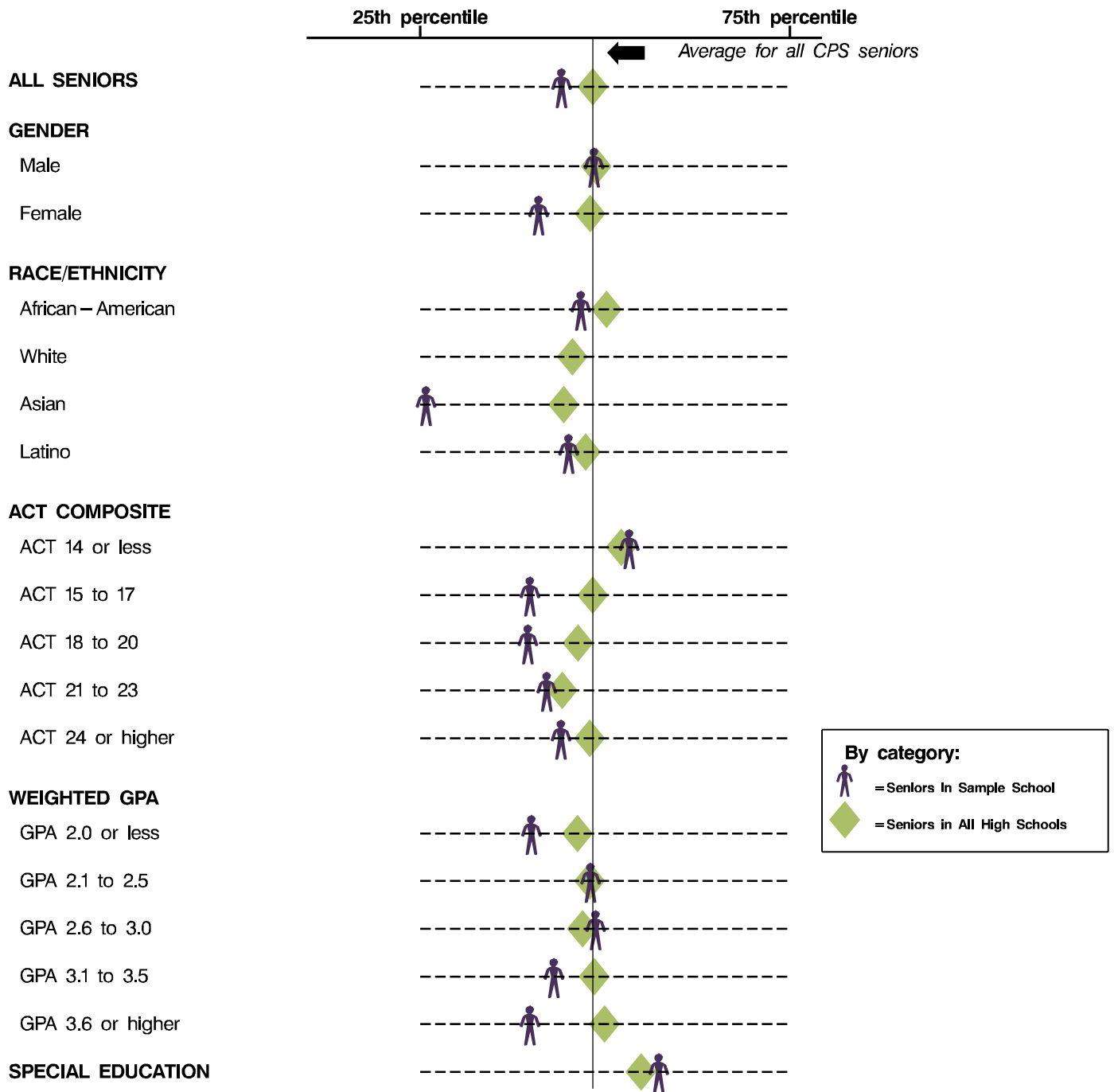
### Throughout high school, my teachers:

- Helped me select courses that meet my high school's graduation requirements
- Helped me select courses that for work or admission to college
- Helped me decide what I want to do after I graduate
- Encouraged me to continue my education after high school
- Talked to me about how to get a job
- Talked to me about colleges/schools that are suited to my interests and abilities





## Teacher Academic Guidance



**How to Read this Figure:** Each of the questions on the previous page tells us something unique about seniors' perceptions of teacher academic guidance. Taken together, the responses to these questions create an overall summary of this idea, which is called a measure. This figure shows the summary of how the seniors in Sample School responded to these questions compared to seniors in all Chicago public high schools. It also breaks down the results by different demographic and academic categories.

The purple person represents the average for Sample School for that category, and the green diamond represents the average for all high schools for that category. If there are fewer than 12 seniors in your school in any category, the purple person will not appear in the figure. The solid vertical line represents the average for seniors in all Chicago high schools. The dashed horizontal line shows the range of responses on this measure between the 25th and 75th percentiles for seniors in all high schools, with the 75th percentile being above average and 25th percentile being below average.

## Counselor Academic Guidance

We asked **seniors** the same questions regarding the academic guidance they received from their counselors in planning for postgraduation that we asked them about their teachers. In addition, we also asked seniors whether their counselors had encouraged them to take AP or honors courses. The percentages of seniors in Sample School and all Chicago public high schools who reported “some” or “a lot” to these questions are shown below.

### Throughout high school, my counselors:

Helped me select courses that meet my high school's graduation requirements

Helped me select courses that I need for work or admission to college

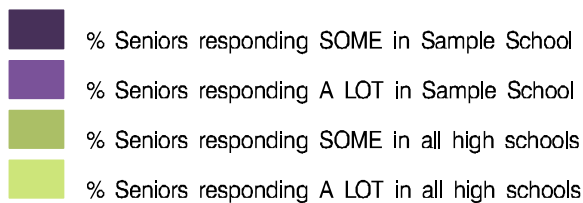
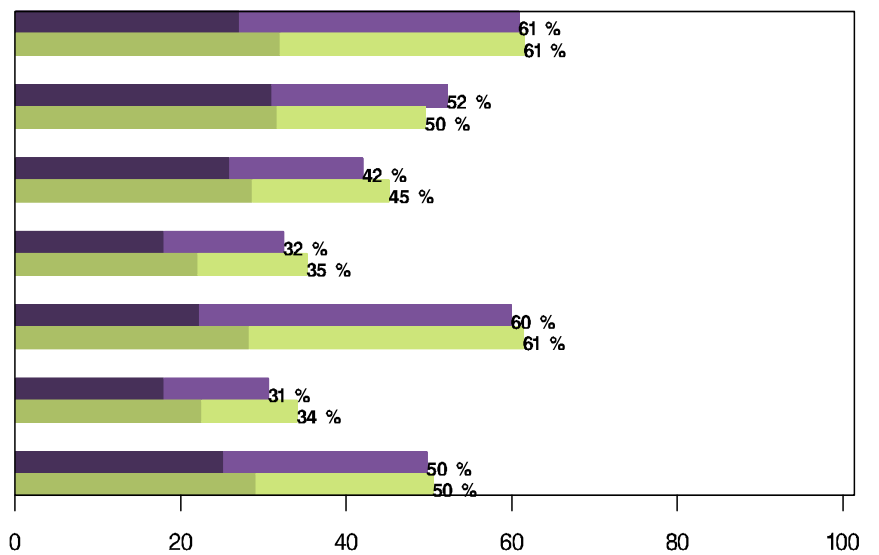
Helped me decide what I want to do after I graduate

Encouraged me to take AP/honors courses

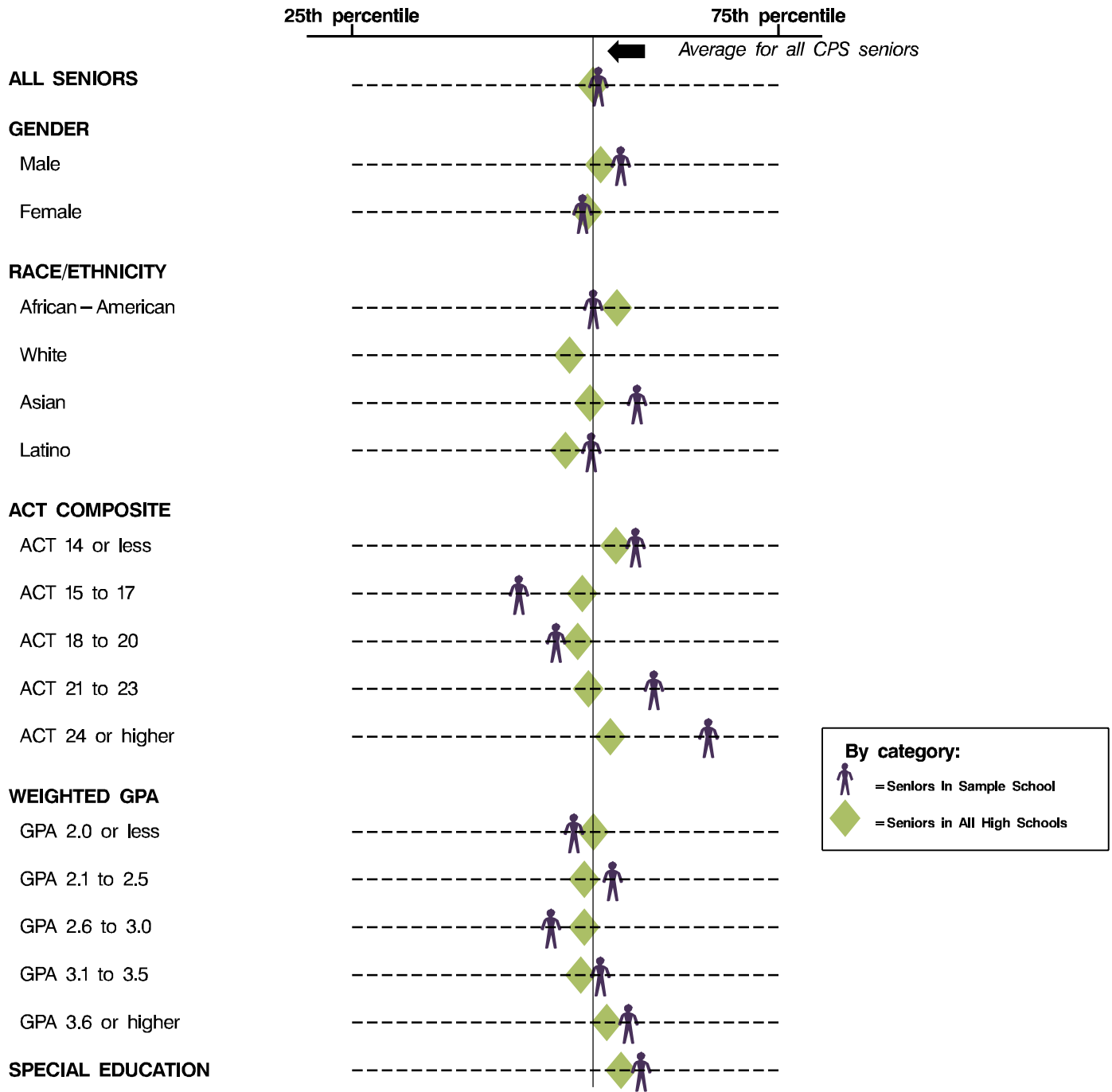
Encouraged me to continue my education after high school

Talked to me about how to get a job

Talked to me about colleges/school that are suited to my interests and abilities



## Counselor Academic Guidance



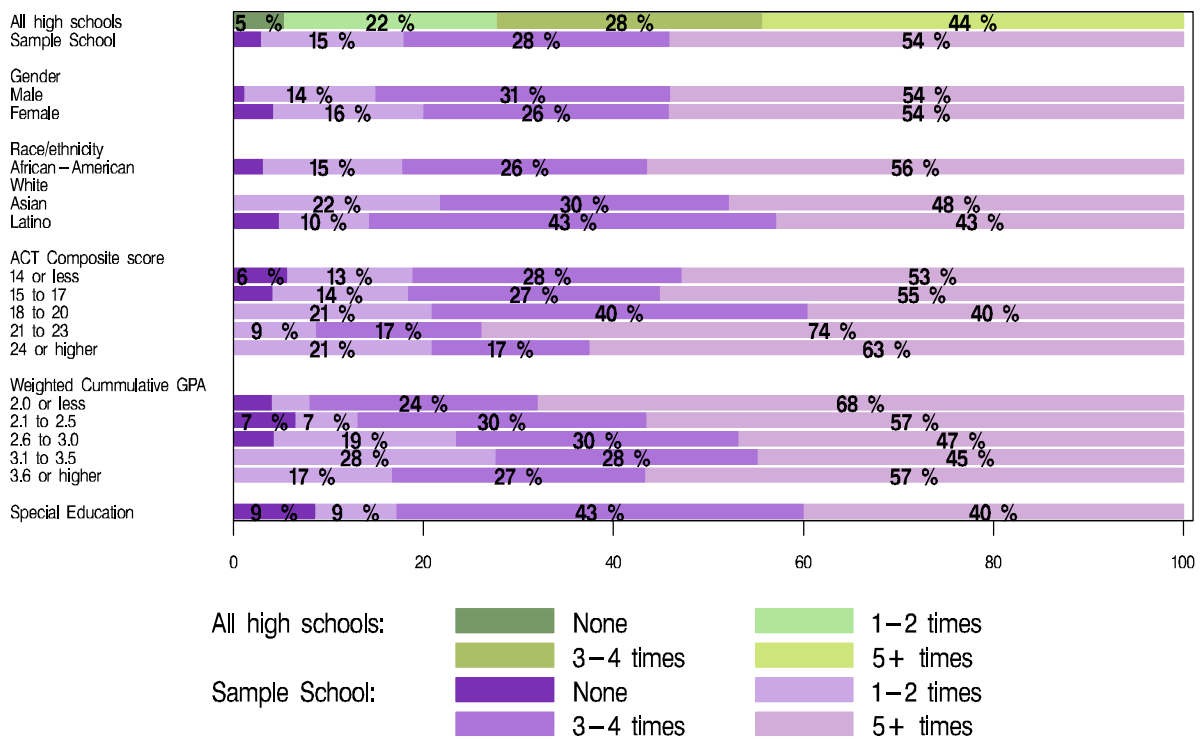
**How to Read this Figure:** Each of the questions on the previous page tells us something unique about seniors' perceptions of counselor academic guidance. Taken together, the responses to these questions create an overall summary of this idea, which is called a measure. This figure shows the summary of how the seniors in Sample School responded to these questions compared to seniors in all Chicago public high schools. It also breaks down the results by different demographic and academic categories.

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## Counselor Contact

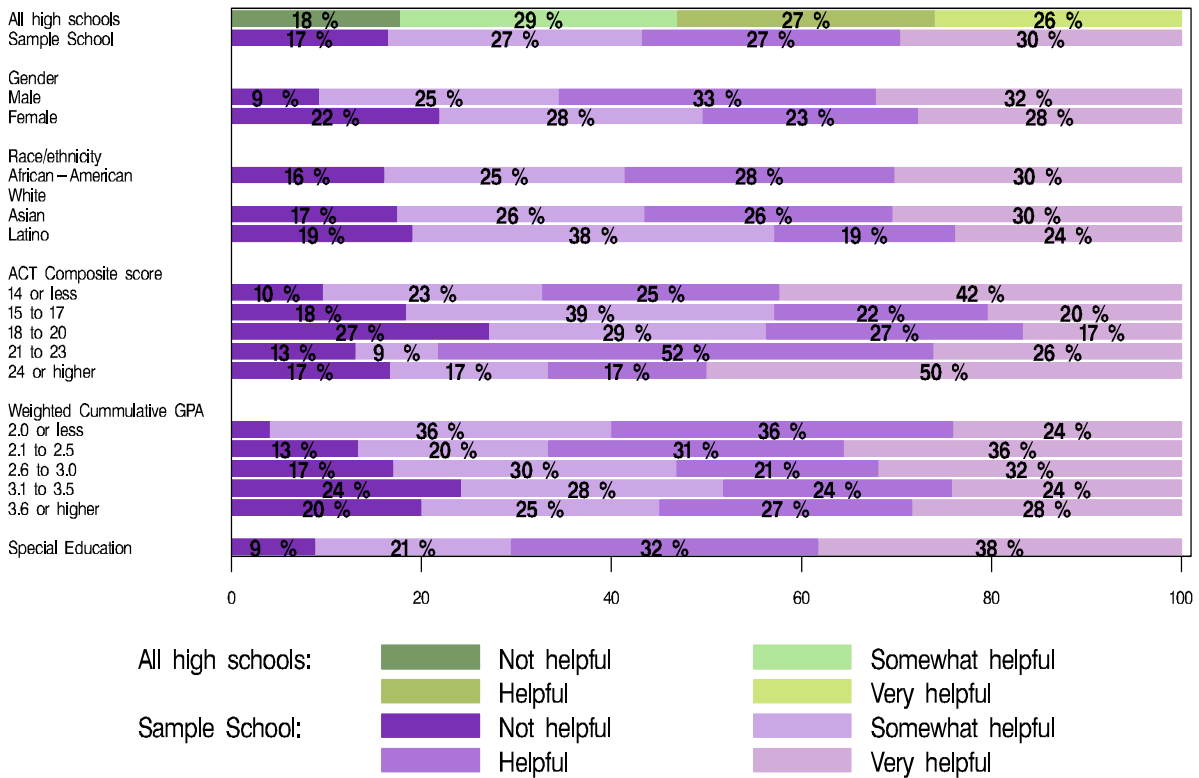
Counselors are a critical support for college access. In addition to the questions about counselor academic guidance, we also asked **seniors** how often they met with their counselor and how helpful their counselor was in assisting them in making plans for after high school. The following figure shows the number of times students talked with their counselor during their senior year at Sample School and in all Chicago public high schools. The figure also shows how the number of times varies across different groups of Sample School seniors.

How many times did you meet with your counselor this year?



We also asked **seniors** how helpful their counselor has been in making their plans for after high school graduation. The figure below shows how seniors in Sample School responded compared to seniors in all Chicago public high schools. More than half of all seniors reported that their counselor was helpful or very helpful in making postsecondary plans. The figure also breaks down the responses by demographic and academic groups.

**How helpful was your counselor in helping you plan what you will do after high school?**



### **3 School Support for Postsecondary Planning**

The questions in this section are much more specific than the questions in the previous section. They examine whether seniors are receiving assistance with various steps in the college application and enrollment process. We asked two sets of questions specifically focused on postsecondary planning: whether seniors had discussed specific college-decision topics with someone at their school and the extent to which they received concrete support from teachers and counselors in applying to and selecting a college.

We also asked high school teachers about the frequency of their participation in postsecondary planning activities. Venezia, Kirst, and Antonio (2003) found that few minority families understand the process of applying to and enrolling in college. This gap in knowledge implies that high schools will need to provide the information and social supports urban adolescents require in order to translate their education aspirations into reality. The results in this section should help you determine the areas in which your school is providing information and support, and the areas in which it is not.

The table below shows the percentage of **seniors** in Sample School who responded to the survey question about their plans for the fall of 2005 and stated that they **plan to continue their education**, broken down by various demographic and academic categories. This section of the report only shows the subset of seniors who said they planned to continue their education in the fall.

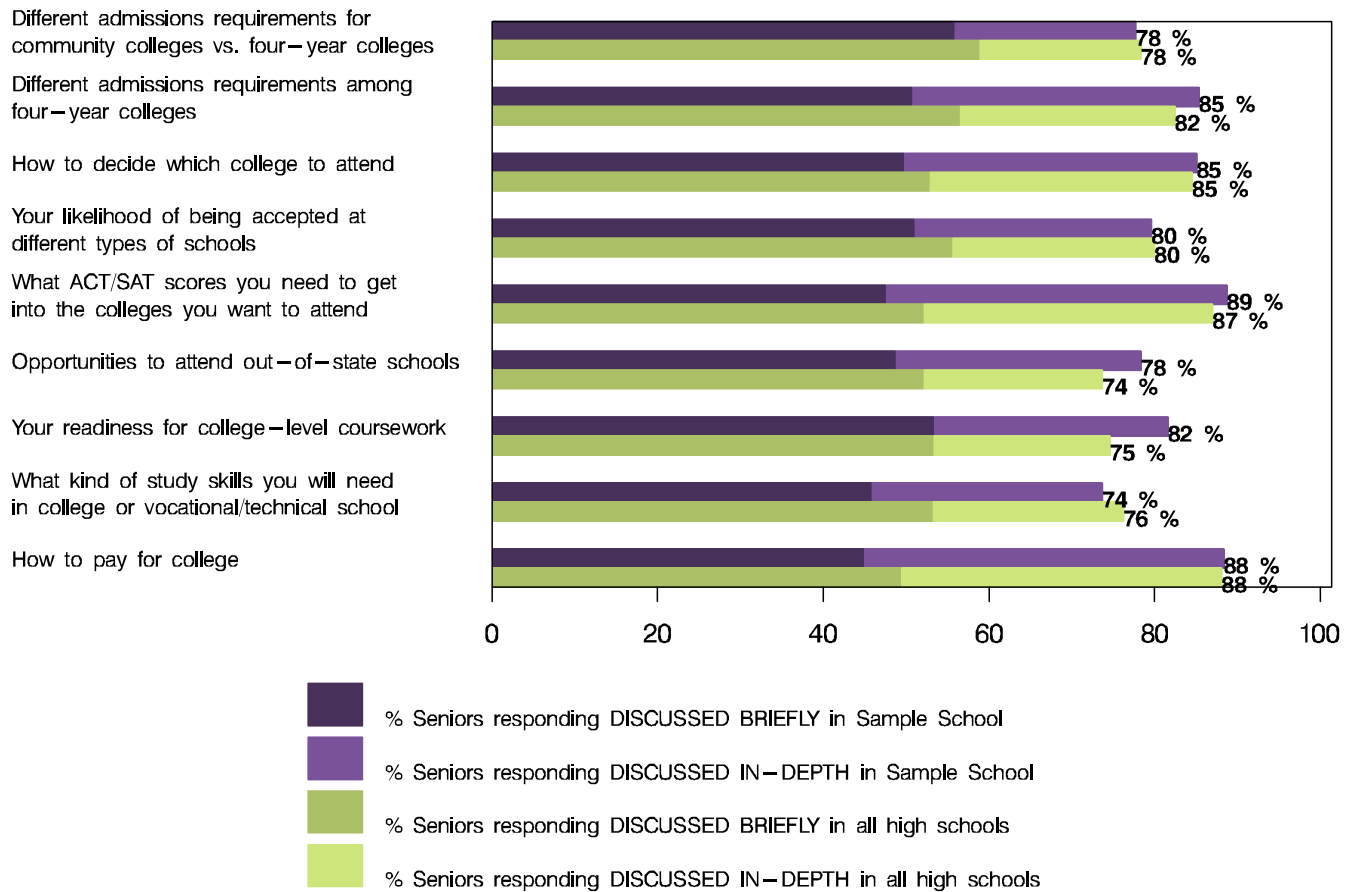
Table 3: Seniors who reported that they plan to continue their education in the fall

|  | <b>Percentage planning<br/>to continue their education<br/>from Sample School</b> | <b>Percentage planning<br/>to continue their education<br/>from all high schools</b> |
|--|---|--|
| <b>All seniors completing the survey</b> | 91 %  | 84 %   |
| <b>Gender</b>                            |   |  |
| Male                                     | 86 %  | 76 %   |
| Female                                   | 94 %  | 89 %   |
| <b>Race/ethnicity</b>                    |   |  |
| African-American                         | 91 %  | 85 %   |
| White                                    |   | 87 %   |
| Asian                                    | 100 %   | 95 %   |
| Latino                                   | 82 %  | 78 %   |
| <b>ACT composite score</b>               |   |  |
| ACT 14 or less                           | 89 %  | 79 %   |
| ACT 15 to 17                             | 93 %  | 89 %   |
| ACT 18 to 20                             | 95 %  | 94 %   |
| ACT 21 to 23                             | 100 %   | 95 %   |
| ACT 24 or higher                         |   | 97 %   |
| Missing ACT scores                       | 83 %  | 73 %   |
| <b>Weighted cumulative GPA</b>           |   |  |
| GPA 2.0 or less                          | 89 %  | 63 %   |
| GPA 2.1 to 2.5                           | 92 %  | 75 %   |
| GPA 2.6 to 3.0                           | 83 %  | 82 %   |
| GPA 3.1 to 3.5                           | 92 %  | 91 %   |
| GPA 3.6 or higher                        | 96 %  | 96 %   |
| <b>Special education</b>                 |   |  |
| Enrolled                                 | 75 %  | 71 %   |

## Information on Postsecondary Education

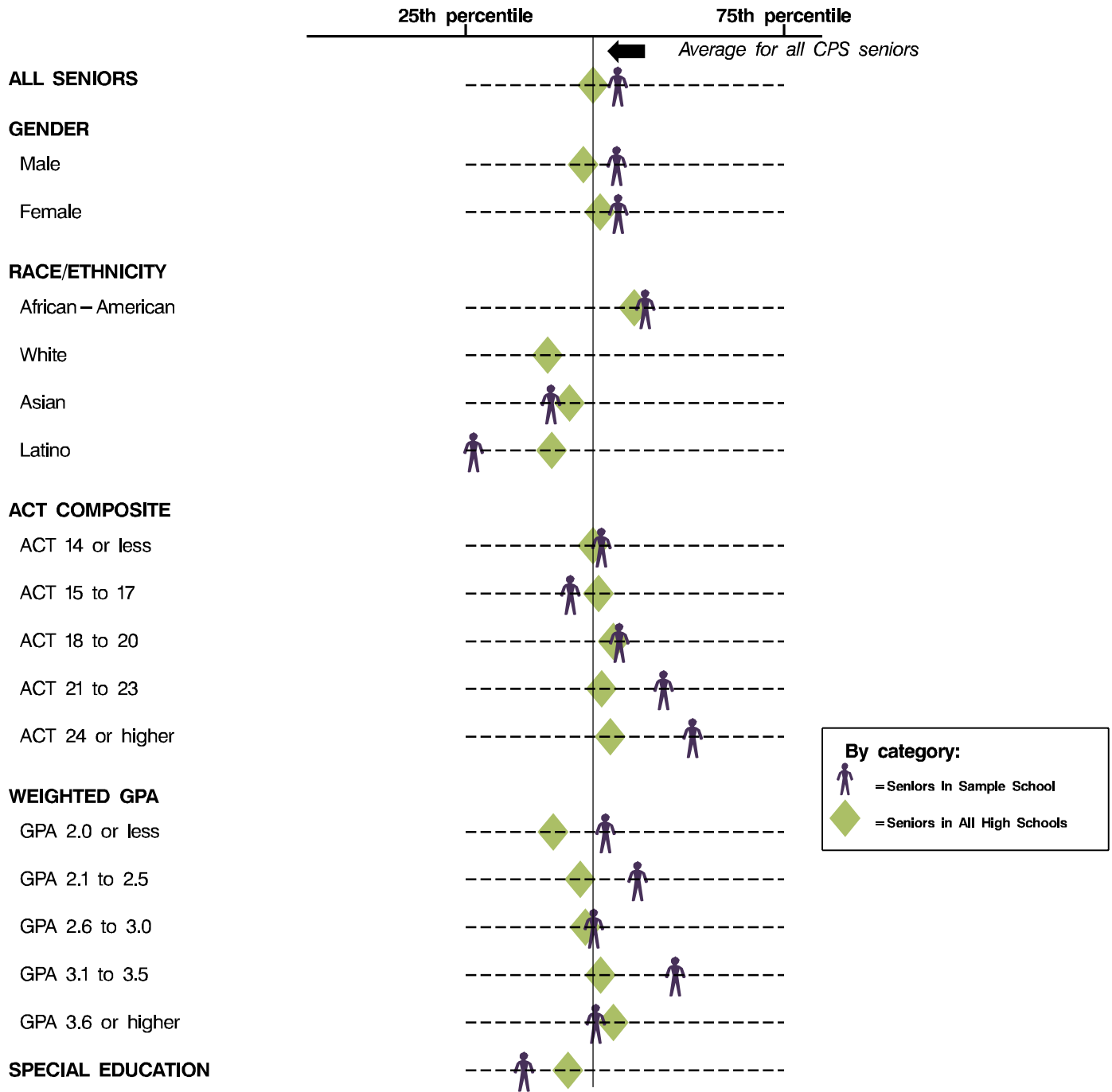
The survey asked **seniors** about the extent to which staff at their high school discussed with them various key topics regarding college admissions. Seniors were asked to indicate whether each topic was “not discussed,” “discussed briefly,” or “discussed in depth.” The percentages of seniors in Sample School and in all Chicago public high schools who reported that they discussed specific information “briefly” or “in depth” with a teacher or counselor at their school appear below.

### Has anyone at your school discussed the following with you:





## Information on Postsecondary Education



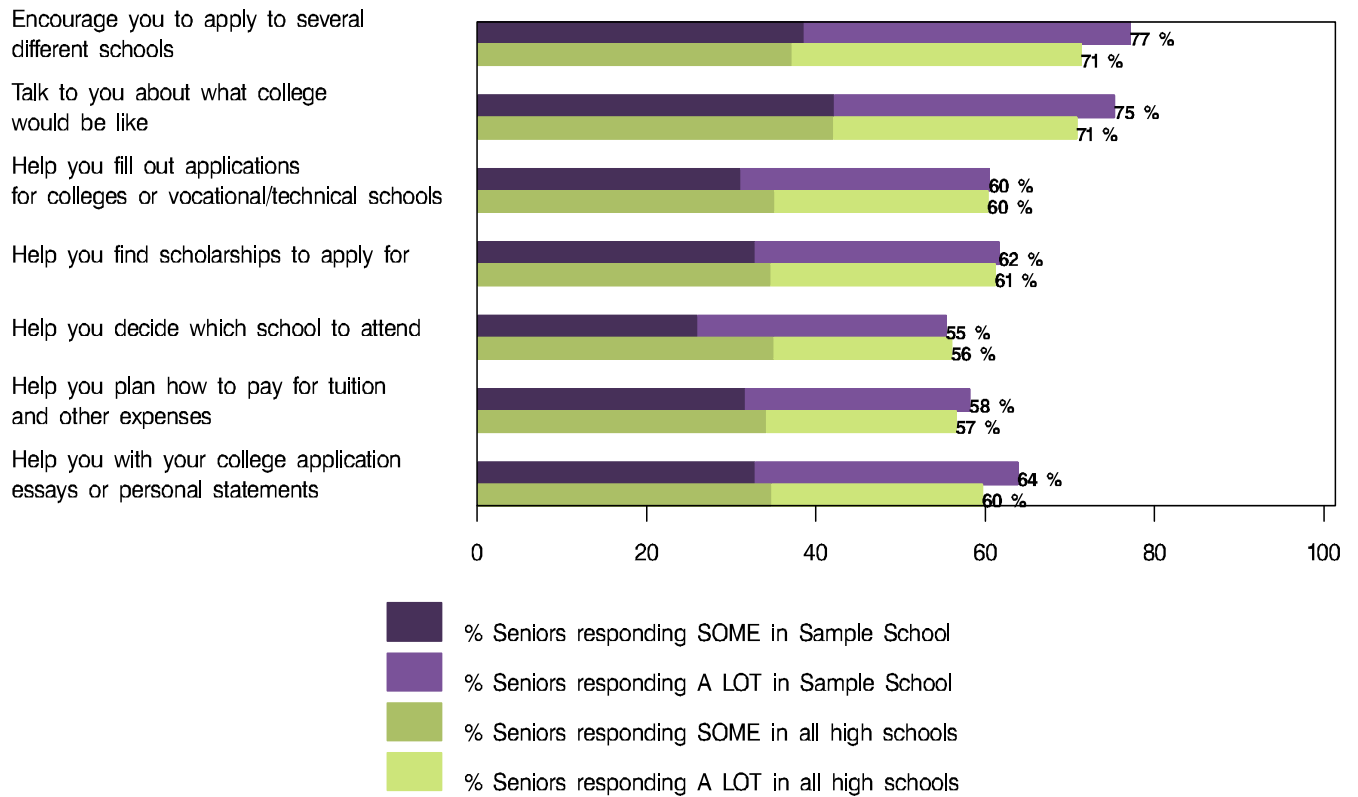
**How to Read this Figure:** Each of the questions on the previous page tells us something unique about seniors' perceptions of information on postsecondary education. Taken together, the responses to these questions create an overall summary of this idea, which is called a measure. This figure shows the summary of how the seniors in Sample School responded to these questions compared to seniors in all Chicago public high schools. It also breaks down the results by different demographic and academic categories.

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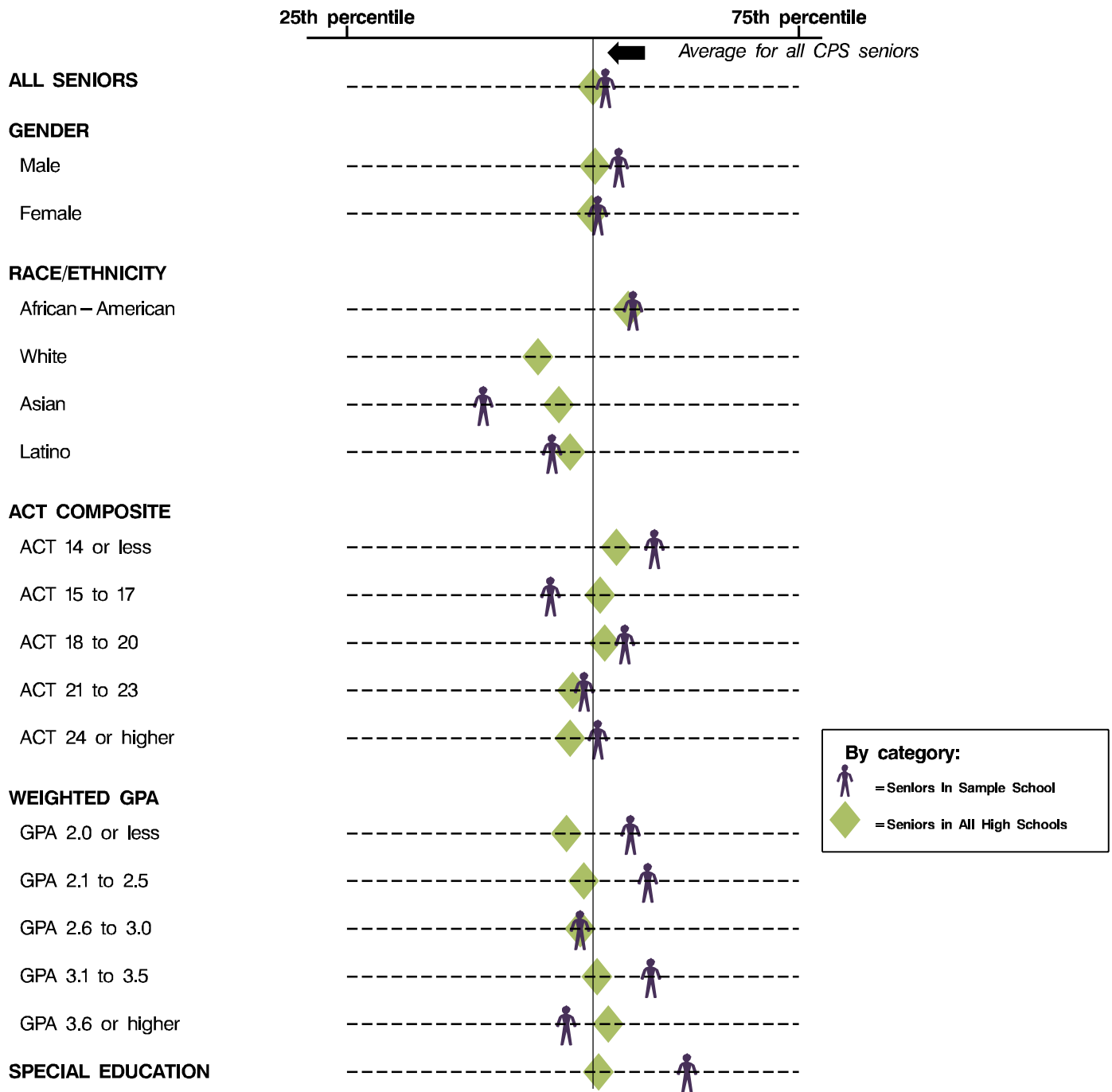
## Teacher and Counselor Structured Support for Postsecondary Education

We asked **seniors planning to continue their education** the extent to which counselors and teachers provided them with concrete support in making plans to continue their education. While providing information and having discussions about postsecondary planning are vital first steps, seniors often need assistance in taking the actions necessary to continue their education. Seniors were asked the extent to which (not at all, a little, some, or a lot) teachers and counselors provided them with specific guidance and support in applying to and making decisions about college. The percentages of seniors in Sample School and in all Chicago public high schools responding “some” or “a lot” are shown below.

### How much did your teachers or counselors:



# Teacher and Counselor Structured Support for Postsecondary Education



**How to Read this Figure:** Each of the questions on the previous page tells us something unique about seniors' perceptions of teacher and counselor structured support for postsecondary education. Taken together, the responses to these questions create an overall summary of this idea, which is called a measure. This figure shows the summary of how the seniors in Sample School responded to these questions compared to seniors in all Chicago public high schools. It also breaks down the results by different demographic and academic categories.

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## Teacher Participation in Postsecondary Planning

We asked **high school teachers** how frequently they provide postsecondary planning support to students. These questions were asked of all teachers about all of their students, and as a result, these questions are not directly comparable to seniors' reports of the help that they had received from teachers. The questions do, however, show the extent to which high school teachers in Sample School reported that they provide help to students as they make their postsecondary plans compared to teachers in all Chicago public high schools.

### How often this year did you:

Talk to students about what skills they will need to do well in college

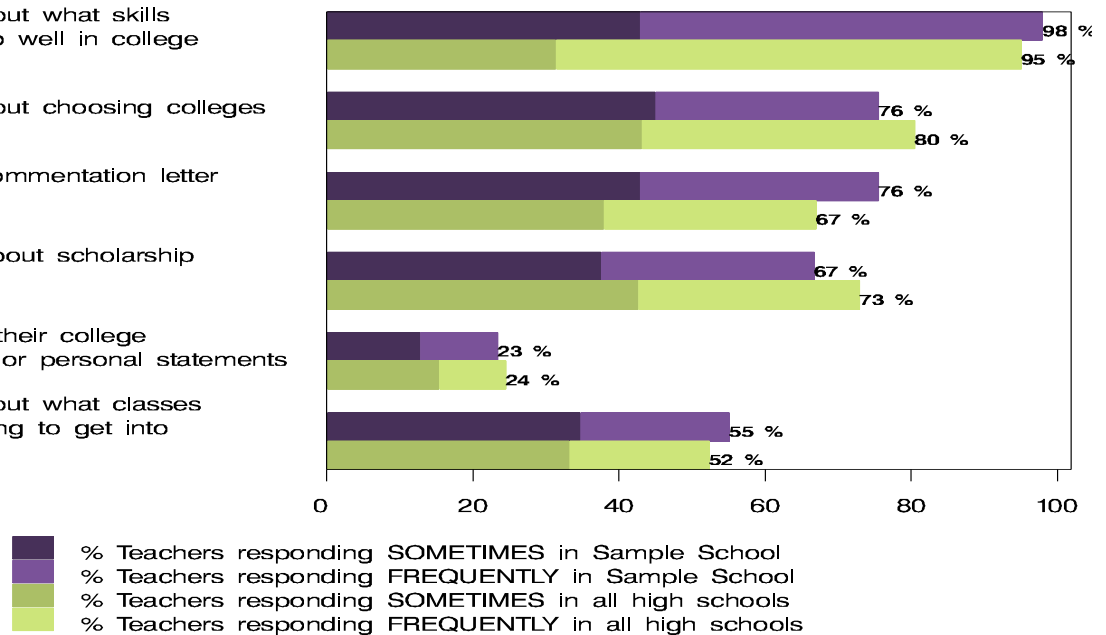
Talk to students about choosing colleges

Write a college recommendation letter for a student

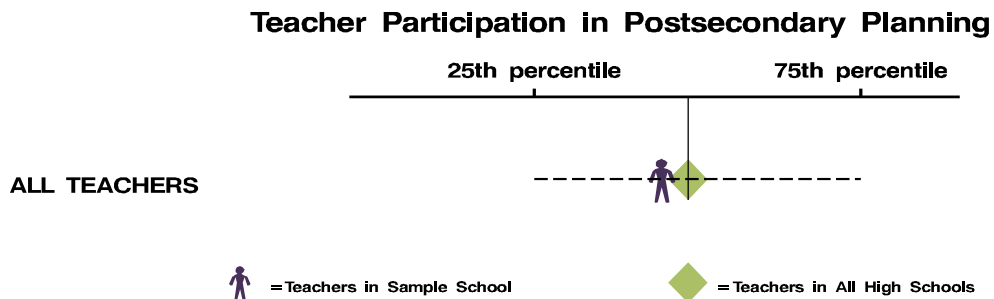
Talk to a student about scholarship opportunities

Help students with their college application essays or personal statements

Talk to students about what classes they should be taking to get into certain colleges



The figure below summarizes the responses to the above questions. The figure indicates the mean of teachers at Sample School by the purple person and the green diamond indicates the mean of teachers at all Chicago public high schools.



## **4 Ninth to Twelfth Grade Student Participation in Postsecondary Activities**

Postsecondary planning should begin when students enter high school, if not sooner. One way that high schools can prepare students for college is by having students participate in activities like visiting colleges or sitting in on college classes. Such activities provide students with better information about what to expect in college and what steps they need to take in order to be accepted to college and succeed once they enroll. The Department of Postsecondary Education has developed a set of guidelines called “Opening the Doors to College: A Blueprint for Success for Chicago High School Students.” These guidelines describe the steps that students should take in each high school grade to prepare for college. These guidelines are available online at: <http://www.postsecondary.cps.k12.il.us/postsecond/opendoors.html>.

The Consortium surveyed all Chicago public high school students, with one survey designed for ninth and tenth graders, one for eleventh graders, and one for twelfth graders. On these surveys, we targeted questions by grade level and asked students whether they had participated in a variety of postsecondary activities. This section maps the student survey responses onto the steps that the Department of Postsecondary Education recommends that students take at each grade level. It is designed to help you better understand whether students at Sample School are taking the appropriate steps to be in a position to make good decisions about what to do after graduating from high school. The last part of the section shows eleventh graders’ responses to questions about whether they have had discussions of key topics related to postsecondary planning with someone at their school.

## Ninth Grade Participation in Postsecondary Preparation Activities

| CPS suggested step   | Survey question  |
|--|--|
| Develop a four-year educational plan that is aligned with your college and career goals.   | Since you started high school, have you met with your counselor or a teacher to discuss what courses you need for college?                                       |
| Get to know your guidance counselor and the postsecondary education staff in your school.  | All CPS: 29 %      Sample School: 24 %   |
| Meet with your counselor to review progress toward completing requirements for promotion and graduation.   |  |
| Get active and stay active in one or more extra-curricular activities.   | This year, how often have you participated in school clubs or after-school activities? (at least once a week)<br>All CPS: 23 %      Sample School: 26 %          |
|  | This year, how often have you participated in activities organized by groups outside of school? (at least once a week)<br>All CPS: 21 %      Sample School: 26 % |
|  | This year, how often have you participated in sports teams, either in school or out of school? (at least once a week)<br>All CPS: 35 %      Sample School: 41 %  |
| Participate in college/career awareness and exposure programs (college tours, workshops, college fairs).   | Since you started high school, have you attended college fairs?<br>All CPS: 21 %      Sample School: 27 %  |
|  | Since you started high school, have you learned about ways to pay for college?<br>All CPS: 43 %      Sample School: 49 %   |
| Use Choices Planner to identify your interests, skills, and abilities each year. Begin to identify postsecondary educational programs that will help you achieve your goals. | Since you started high school, have you researched career possibilities?<br>All CPS: 59 %      Sample School: 69 %   |
|  | Since you started high school, have you researched college options?<br>All CPS: 39 %      Sample School: 51 %  |

## Tenth Grade Participation in Postsecondary Preparation Activities

| CPS suggested step  | Survey question  |
|---|--|
| Review college admissions requirements against your current courseload.   | Since you started high school, have you met with your counselor or a teacher to discuss what courses you need for college?<br><b>All CPS: 38 %</b> <span style="float: right;"><b>Sample School: 43 %</b></span> |
| Meet with your counselor to confirm you are on track for promotion. Plan your junior year courses and take the most challenging options available to you. |  |
| Develop a postsecondary portfolio which includes listings of your participation in clubs and extracurricular activities.                                  | This year, how often have you participated in school clubs or after-school activities? ( at least once a week)<br><b>All CPS: 28 %</b> <span style="float: right;"><b>Sample School: 28 %</b></span>             |
|   | This year, how often have you participated in activities organized by groups outside of school? (at least once a week)<br><b>All CPS: 23 %</b> <span style="float: right;"><b>Sample School: 27 %</b></span>     |
|   | This year, how often have you participated in sports teams, either in school or out of school? (at least once a week)<br><b>All CPS: 35 %</b> <span style="float: right;"><b>Sample School: 42 %</b></span>      |
| Attend college fairs and campus visits.   | Since you started high school, have you attended college fairs?<br><b>All CPS: 35 %</b> <span style="float: right;"><b>Sample School: 35 %</b></span>  |
| Develop a postsecondary portfolio which includes your research on college and careers.  | Since you started high school, have you researched career possibilities?<br><b>All CPS: 65 %</b> <span style="float: right;"><b>Sample School: 65 %</b></span>   |
|   | Since you started high school, have you researched college options?<br><b>All CPS: 54 %</b> <span style="float: right;"><b>Sample School: 52 %</b></span>  |
|   | Since you started high school, have you learned about ways to pay for college?<br><b>All CPS: 50 %</b> <span style="float: right;"><b>Sample School: 50 %</b></span>   |

## Eleventh Grade Participation in Postsecondary Preparation Activities

| CPS suggested step   | Survey question  |
|--|--|
| Continue your extracurricular involvement. Take leadership roles whenever possible.  | This year, how often have you participated in school clubs or after-school activities? (at least once a week)<br>All CPS: 35 %                      Sample School: 36 %              |
|  | This year, how often have you participated in activities organized by groups outside of school? (at least once a week)<br>All CPS: 28 %                      Sample School: 37 %     |
|  | This year, how often have you participated in sports teams, either in school or out of school? (at least once a week)<br>All CPS: 38 %                      Sample School: 48 %      |
| Select and research 10 possible postsecondary institutions.  | Since you started high school, have you researched college options?<br>All CPS: 70 %                      Sample School: 75 %  |
| Develop a postsecondary portfolio which includes your research on college and careers (Tenth grade step).  | Since you started high school, have you learned about ways to pay for college?<br>All CPS: 64 %                      Sample School: 62 %   |
|  | Since you started high school, have you researched career possibilities?<br>All CPS: 64 %                      Sample School: 62 %   |
| Participate in college fairs and tours.  | Since you started high school, have you attended college fairs?<br>All CPS: 59 %                      Sample School: 48 %  |
| Review college admissions requirements against your current course load.   | Since you started high school, have you met with your counselor or a teacher to discuss what courses you need for college?<br>All CPS: 50 %                      Sample School: 62 % |
| Meet with your counselor to confirm you are on track for promotion. Plan your senior year courseload and take the most challenging options available to you. |  |



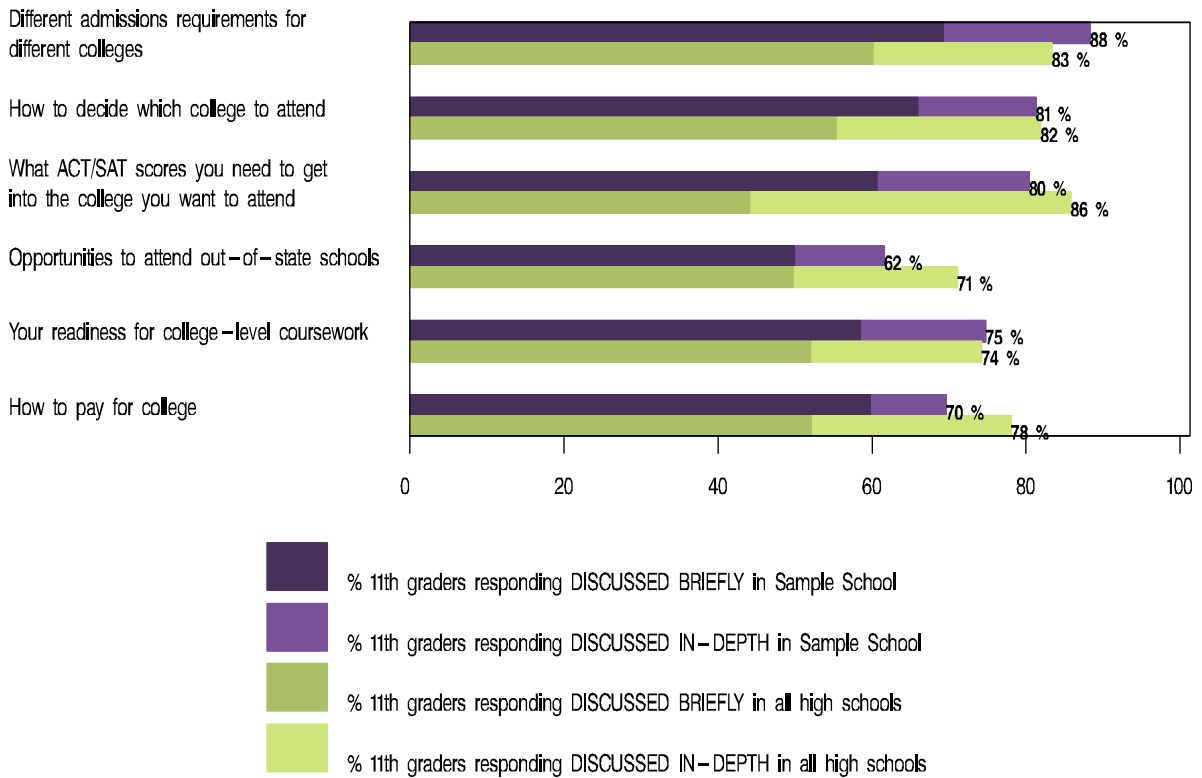
## Twelfth Participation in Postsecondary Preparation Activities

| CPS suggested step  | Survey question   |
|---|---|
| Select and research 10 possible postsecondary institutions (Eleventh grade step).                                       | <p>Since you started high school, have you used college guidebooks (online or print)?</p> <p>All CPS: 50 %      Sample School: 49 %</p>   |
|   | <p>Since you started high school, have you obtained information from college web sites?</p> <p>All CPS: 81 %      Sample School: 91 %</p> |
| Apply for your FAFSA PIN number before Dec 31st. Get your parents to apply for a family PIN number as well.             | <p>Have you applied for financial aid?</p> <p>All CPS: 68 %      Sample School: 80 %</p>  |
| File for the FAFSA (Free Application for Federal Student Aid) by January 31st   |   |
| Apply for every scholarship you qualify for.  | <p>Since you started high school, have you applied for a scholarship?</p> <p>All CPS: 54 %      Sample School: 67 %</p>                   |
| Continue to apply for scholarships. Some scholarships have late deadlines and are reserved for newly accepted students. |   |
| Visit the colleges you are most interested in.  | <p>Since you started high school, have you visited in-state college campuses?</p> <p>All CPS: 57 %      Sample School: 63 %</p>           |
|   | <p>Since you started high school, have you visited out-of-state college campuses?</p> <p>All CPS: 30 %      Sample School: 41 %</p>       |
|   | <p>Since you started high school, have you sat in on a college-level course?</p> <p>All CPS: 42 %      Sample School: 47 %</p>            |
| Attend college/scholarship fairs.   | <p>Since you started high school, have you attended college fairs?</p> <p>All CPS: 78 %      Sample School: 76 %</p>                      |
|   | <p>Since you started high school, have you spoken with college representatives?</p> <p>All CPS: 85 %      Sample School: 88 %</p>         |

## Eleventh Graders' Information on Postsecondary Planning

On the **11th grade survey**, we asked students whether anyone at their school had discussed topics related to postsecondary planning. These topics are a subset of the questions we asked seniors. The responses for 11th graders at Sample School and at all Chicago public high schools are shown below.

Has anyone AT YOUR SCHOOL discussed the following with you:



## 5 Seniors' Academic Orientation

The fifth section of this report looks at seniors' academic orientation. The survey asked three sets of questions to better understand: 1) seniors' attitudes about the importance of high school, 2) seniors' study habits, and 3) the amount of support seniors receive for academic work from their peers. These three dimensions shape both seniors' access to college and their capacity to successfully make the transition to college. We also asked about the amount of time seniors spent studying each week and the number of their friends who were planning to go to college. Researchers have found that students' attitudes about the value of high school predict how well they do once they reach college.<sup>6</sup> Rosenbaum (2001) found that 40 percent of urban students with college plans believed that how they performed in high school was irrelevant to their future, a belief that was associated with less effort in high school and poorer college performance.

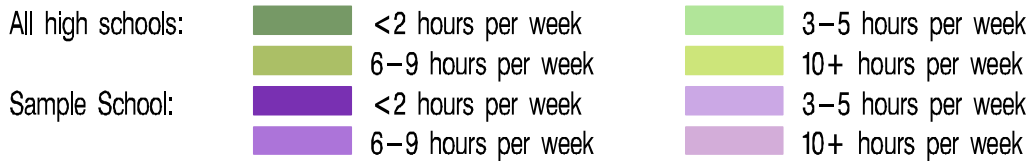
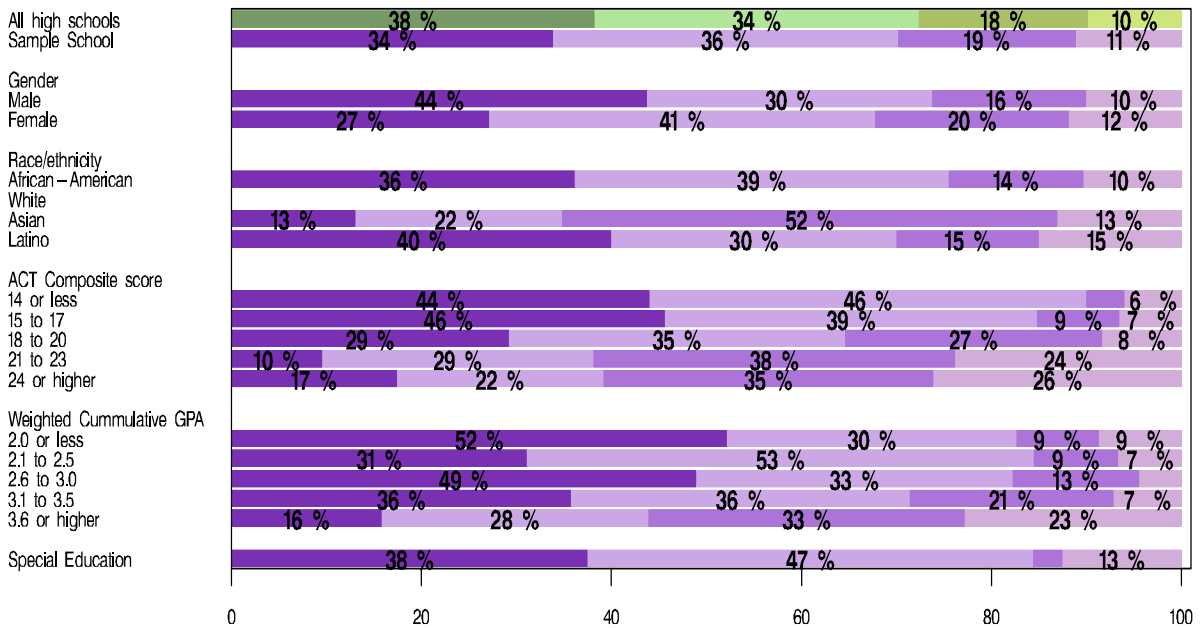
The study habits students develop in high school will be particularly important in helping them meet new academic demands in college. Students' ability to make schoolwork a priority and motivate themselves to study are important skills in the less structured postsecondary school environment.

After students enter high school, their peer groups become increasingly important in shaping their attitudes and interest in school. Having close relationships with high-achieving peers or peers who support engagement in school has been linked to academic success.<sup>7</sup> The survey asked seniors about their friends' attitudes toward school and whether they spent time with their friends discussing and preparing for classes.

## Number of Hours of Homework per Week

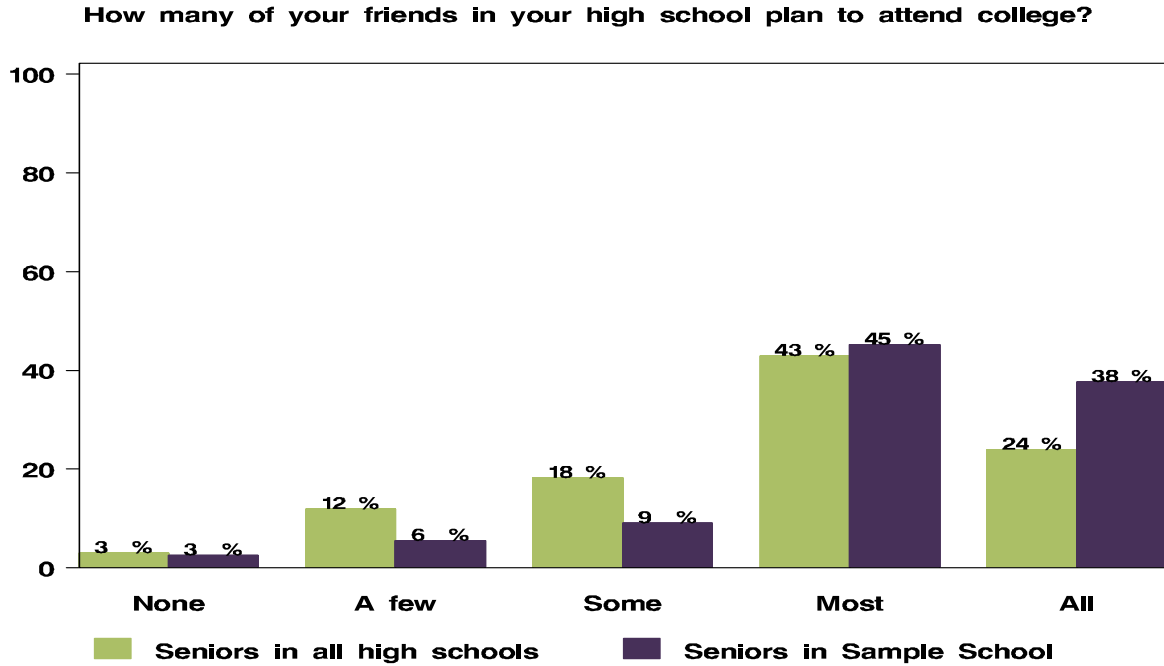
The figure below shows the number of hours **seniors** in your school spent doing homework each week compared to seniors in all Chicago public high schools. Seniors in Chicago public high schools did considerably less homework compared to high school seniors nationally. Nationally, 21 percent of seniors reported doing 10 or more hours per week, compared to only 10 percent of seniors in Chicago public high schools.<sup>8</sup>

This year about how much time per week do you spend studying or doing homework for ALL of your classes?



## Number of Friends Planning to Attend College

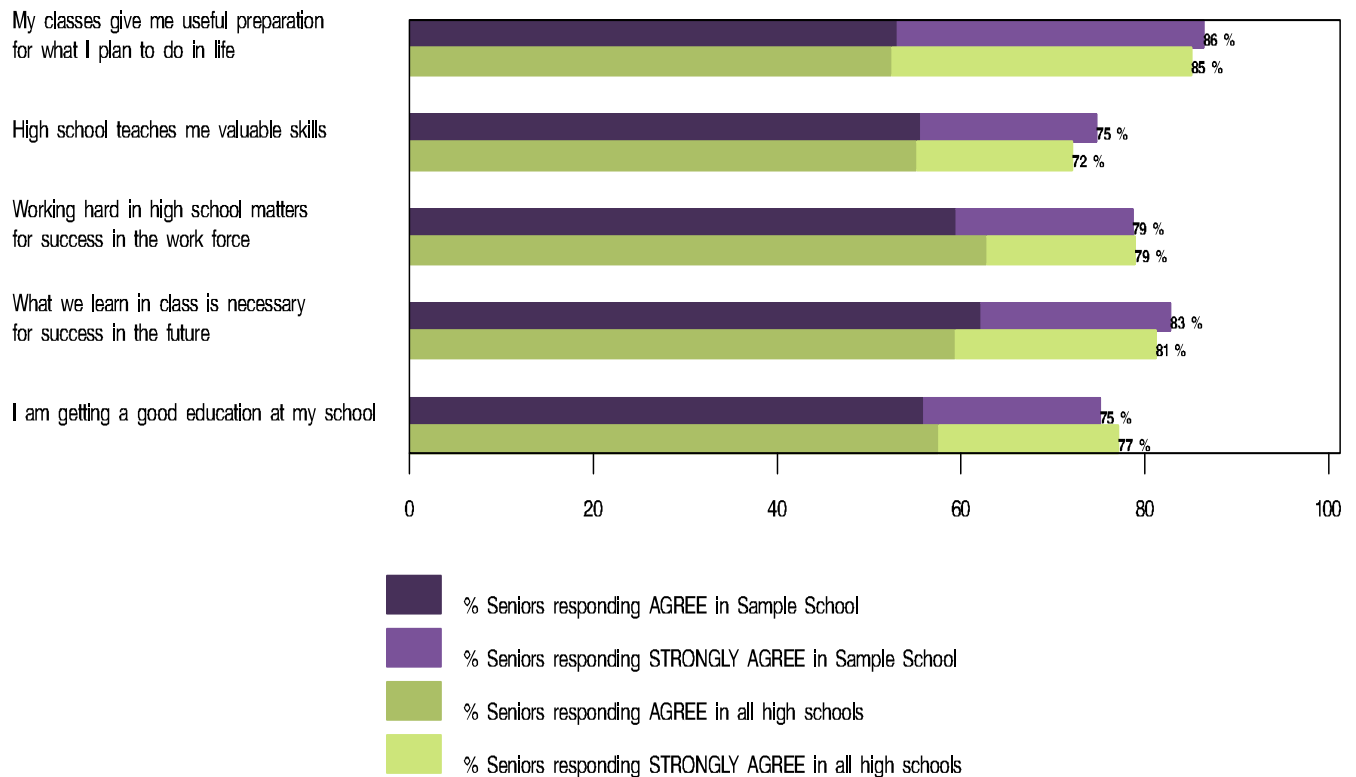
The survey also asked **seniors** about the number of their friends at school who were planning to attend college. As seniors' responses about their plans in the fall would suggest, a large percentage of seniors say that most or all of their friends plan to attend college.



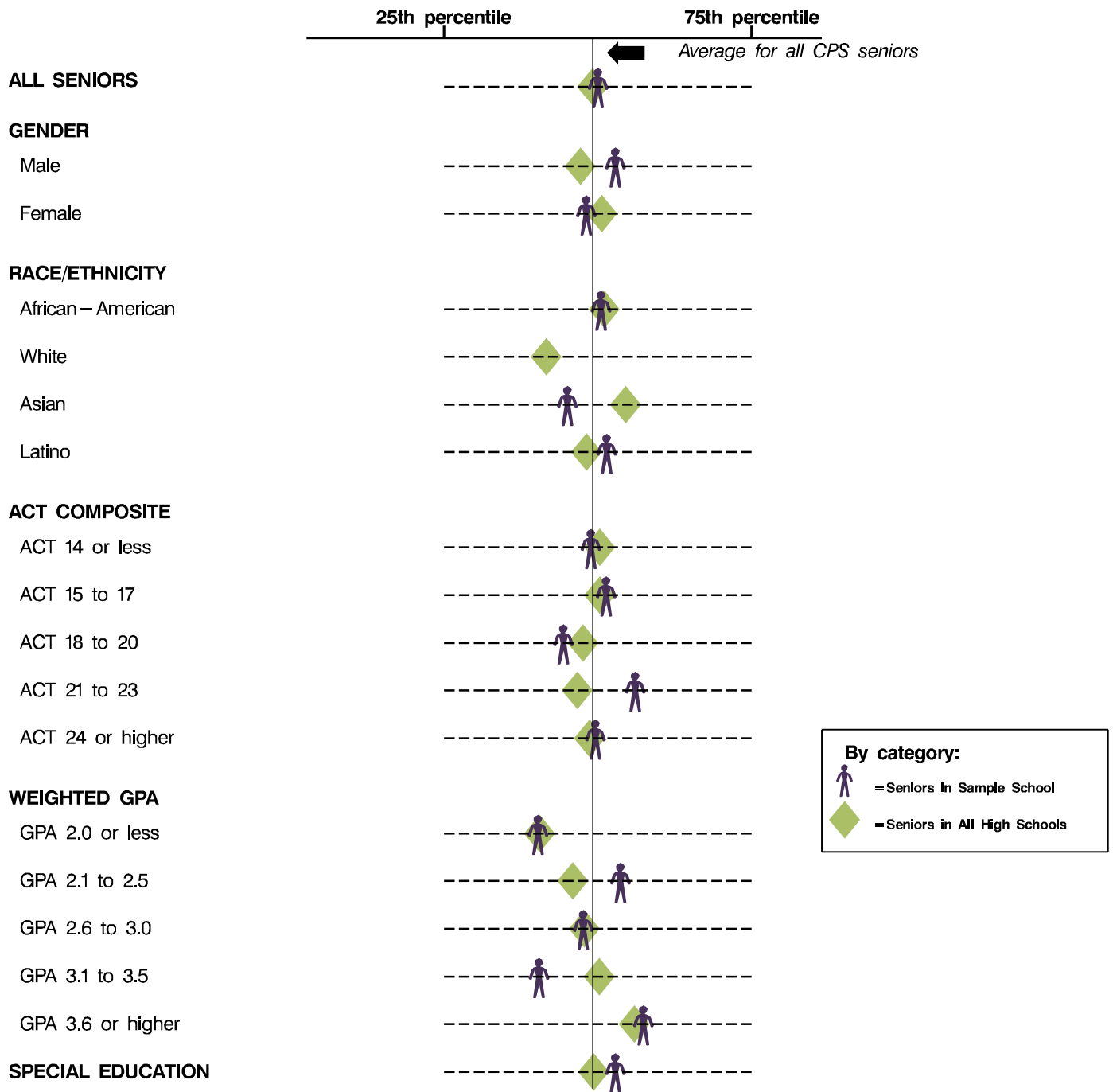
## Beliefs about the Importance of High School

The survey asked **seniors** about their attitudes regarding the importance of high school. Students' beliefs about the value of high school have been linked to how well they perform in college. Seniors were asked to indicate the extent to which they agreed with the following statements (strongly disagree, disagree, agree, or strongly agree). The percentages of seniors who responded "agree" or "strongly agree" in your school and all Chicago public high schools are shown below.

How much do you agree with the following:



# Beliefs about the Importance of High School



**How to Read this Figure:** Each of the questions on the previous page tells us something unique about seniors' perceptions of beliefs about the Importance of High School. Taken together, the responses to these questions create an overall summary of this idea, which is called a measure. This figure shows the summary of how the seniors in Sample School responded to these questions compared to seniors in all Chicago public high schools. It also breaks down the results by different demographic and academic categories.

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## Student Study Habits

We asked **seniors** about their attitudes and habits regarding studying and schoolwork. Students' ability to manage their time and prioritize their schoolwork is a key factor in successfully navigating college. Seniors were asked to indicate the extent to which they agreed with the following statements (strongly disagree, disagree, agree, or strongly agree). The figure below shows the percentages of seniors responding "agree" or "strongly agree" in Sample School and all Chicago public high schools.

How much do you agree with the following:

If I don't do well on a test, I study harder next time

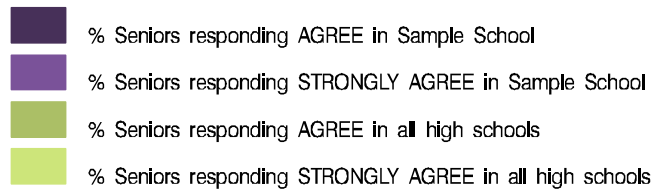
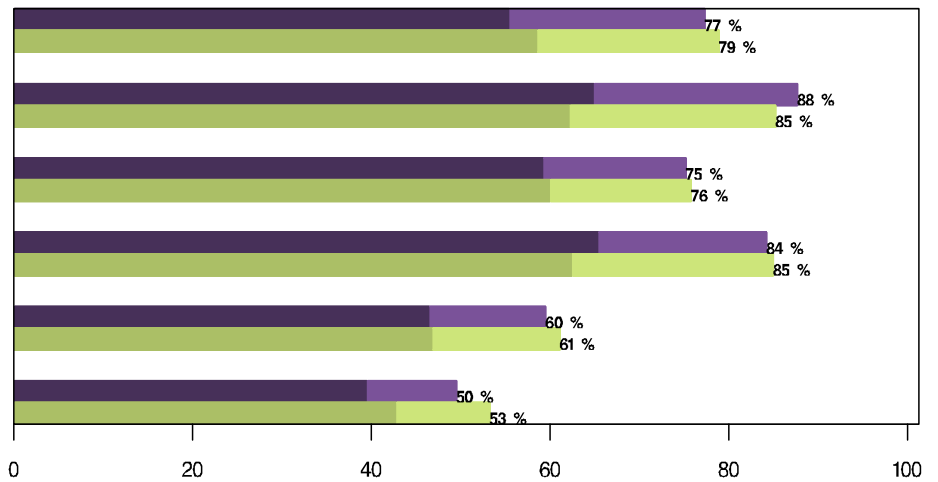
I ask my teachers for help when I need it

I set aside time to do my homework and study

I try to do well on my schoolwork even when it isn't interesting to me

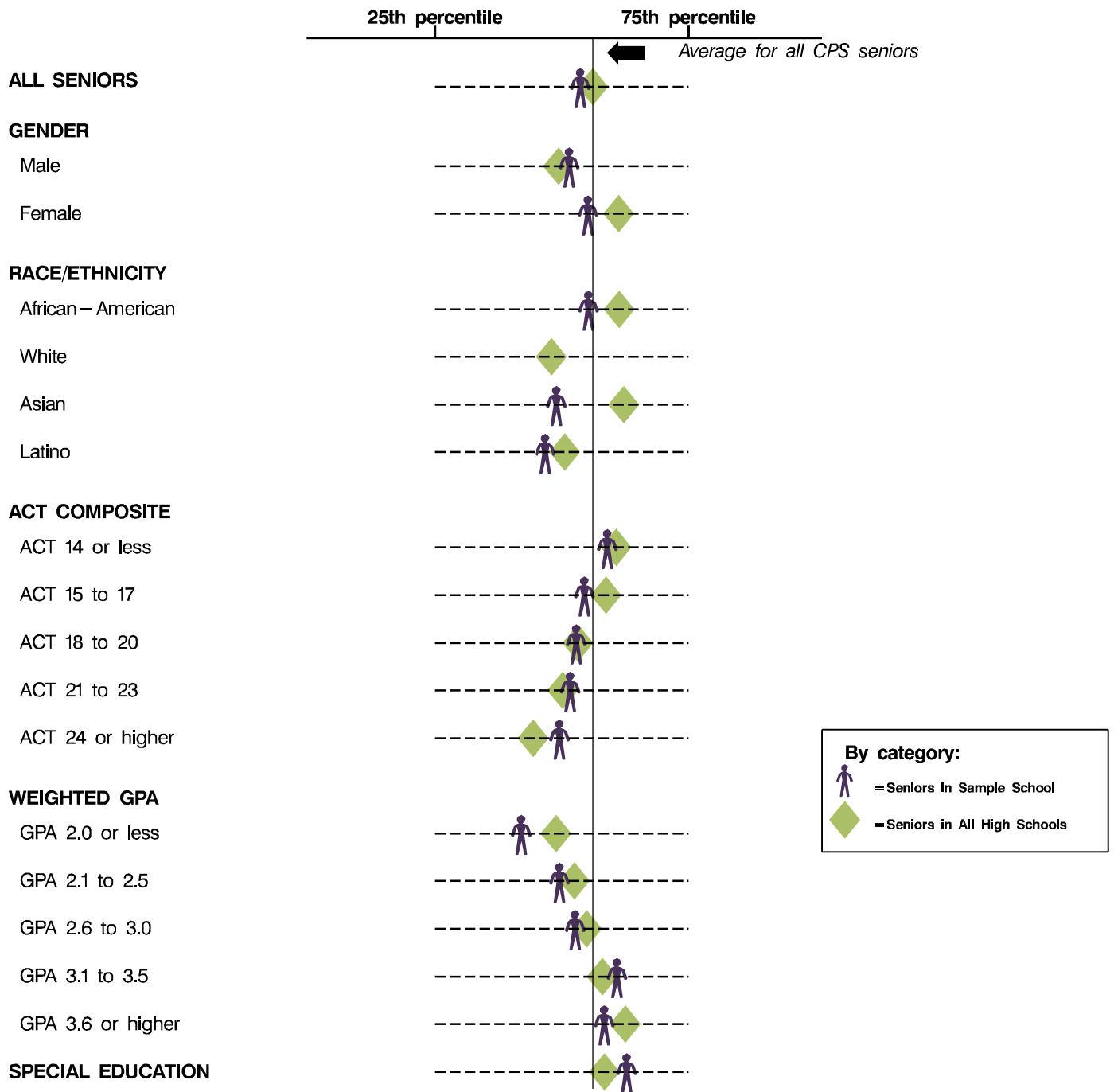
If I need to study, I don't go out with my friends

I always study for tests





# Student Study Habits



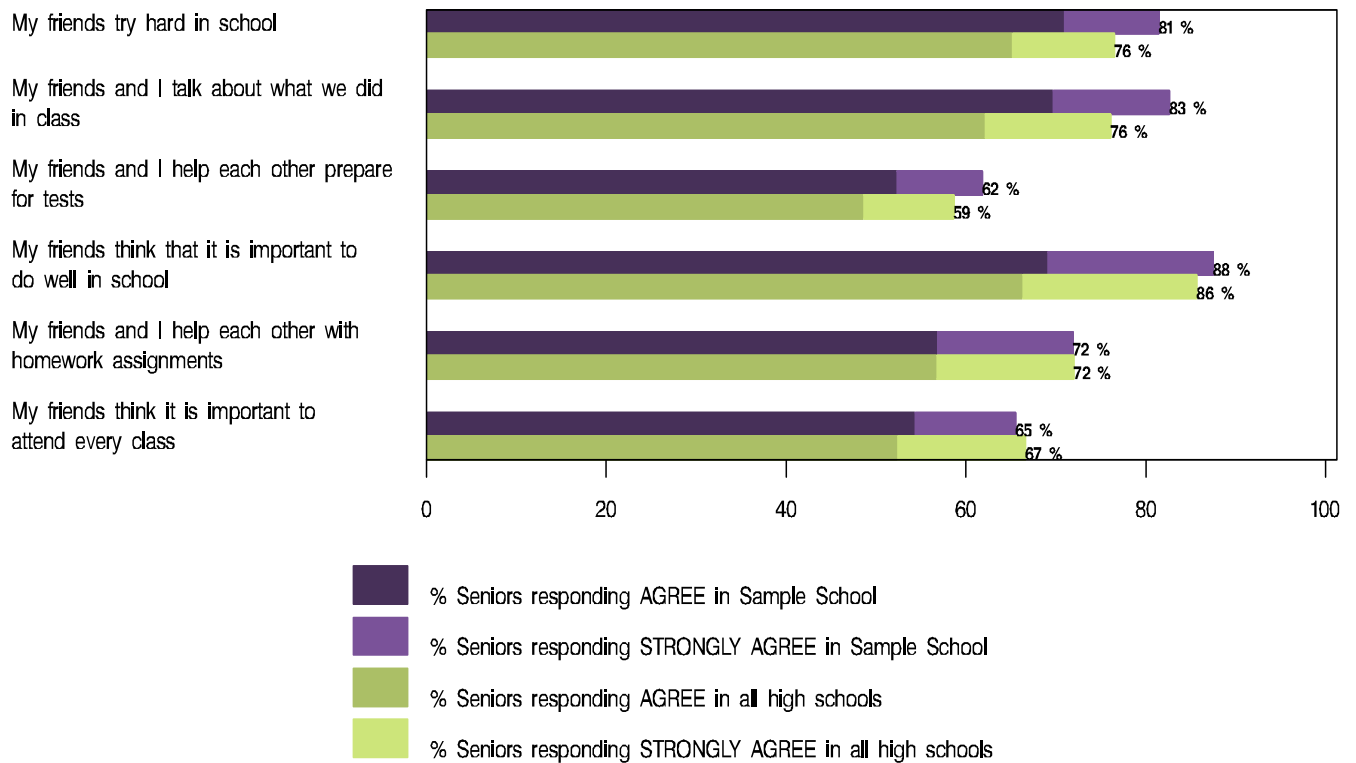
**How to Read this Figure:** Each of the questions on the previous page tells us something unique about seniors' perceptions of student Study Habits. Taken together, the responses to these questions create an overall summary of this idea, which is called a measure. This figure shows the summary of how the seniors in Sample School responded to these questions compared to seniors in all Chicago public high schools. It also breaks down the results by different demographic and academic categories.

The purple person represents the average for Sample School for that category, and the green diamond represents the average for all high schools for that category. If there are fewer than 12 seniors in your school in any category, the purple person will not appear in the figure. The solid vertical line represents the average for seniors in all Chicago high schools. The dashed horizontal line shows the range of responses on this measure between the 25th and 75th percentiles for seniors in all high schools, with the 75th percentile being above average and 25th percentile being below average.

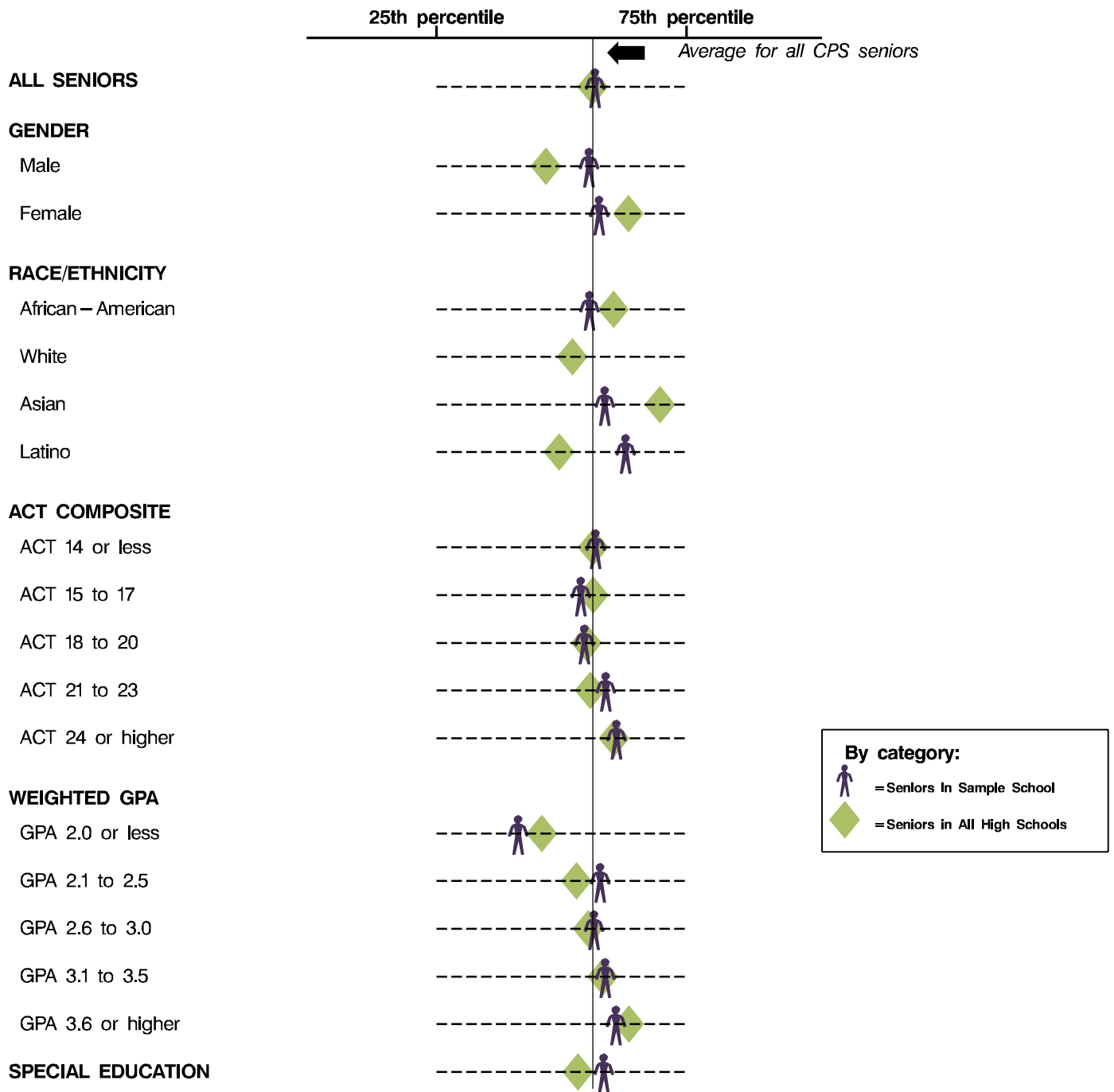
## Peer Support for Academic Work

One of the critical determinants of adolescents' study habits and attitudes toward school is their peer group. The survey asked **seniors** about their friends' attitudes toward school and the extent to which they received support from their friends for schoolwork. Seniors were asked to indicate the extent to which they agreed (strongly disagree, disagree, agree, or strongly agree) with the following statements about their friends. The percentages of seniors responding "agree" or "strongly agree" in Sample School and all Chicago public high schools are shown below.

How much do you agree with the following:



## Peer Support for Academic Work



**How to Read this Figure:** Each of the questions on the previous page tells us something unique about seniors' perceptions of peer support for academic work. Taken together, the responses to these questions create an overall summary of this idea, which is called a measure. This figure shows the summary of how the seniors in Sample School responded to these questions compared to seniors in all Chicago public high schools. It also breaks down the results by different demographic and academic categories.

The purple person represents the average for Sample School for that category, and the green diamond represents the average for all high schools for that category. If there are fewer than 12 seniors in your school in any category, the purple person will not appear in the figure. The solid vertical line represents the average for seniors in all Chicago high schools. The dashed horizontal line shows the range of responses on this measure between the 25th and 75th percentiles for seniors in all high schools, with the 75th percentile being above average and 25th percentile being below average.

## **6 Parental Support for Postsecondary Planning**

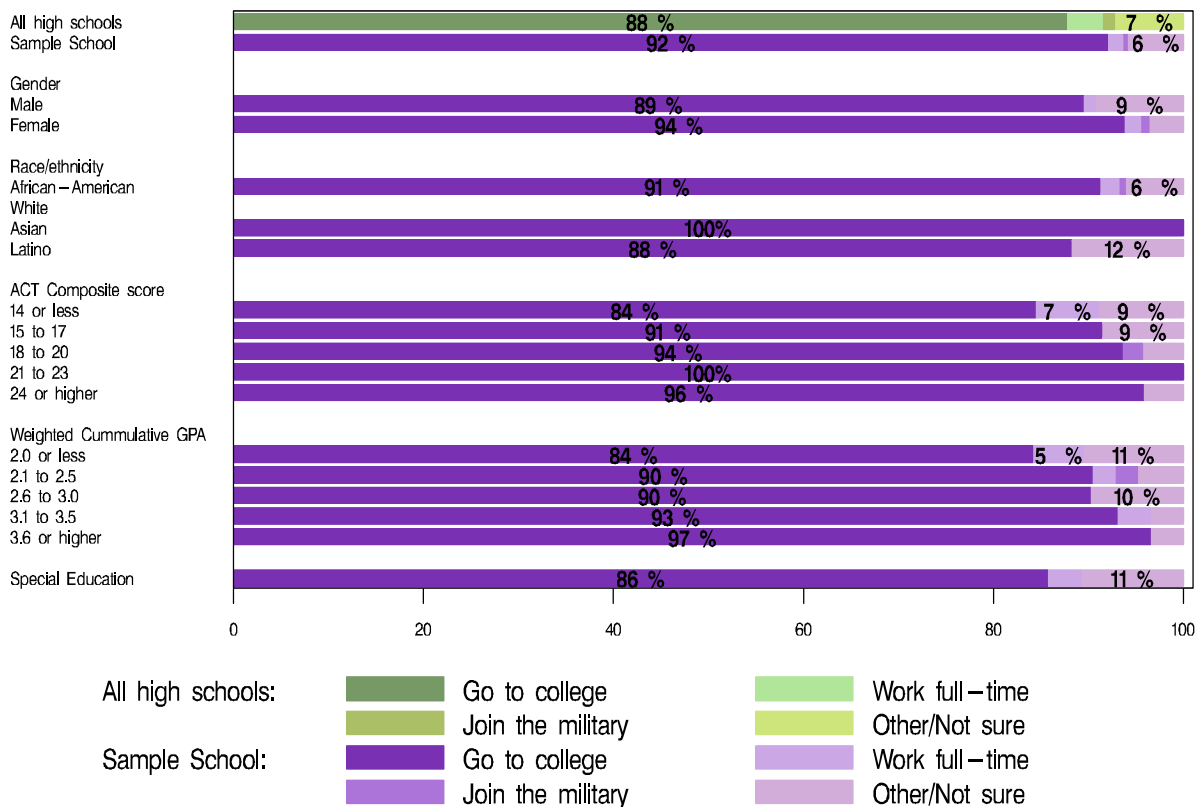
The sixth section examines another key component of support for postsecondary planning: parental support. Specifically, we asked seniors questions about the support they receive for academic work and postsecondary planning from their parents. Researchers have found that parental involvement tends to decline as children get older, especially after students enter high school.<sup>9</sup> This may be due to students' increasing desire for autonomy and the increased complexity of high school coursework. However, even at the high school level, parental involvement, particularly in postsecondary planning, has been linked to higher achievement.<sup>10</sup> As we saw earlier in this report, parents are the most frequently reported source of help for planning for postgraduation in Chicago public high schools, more than either counselors or teachers. Parental expectations for performance in school and college attendance play a major role in shaping students' aspirations.<sup>11</sup>

The survey asked seniors two sets of questions about their parents. We asked all seniors the degree to which their parents pressed them for academic achievement. We also asked seniors continuing their education in the fall another set of questions about the amount of assistance their parents provided in the college planning and application process.

## What Seniors' Parents Want Them to Do after Graduation

The survey asked all **seniors** what they thought their parents wanted them to do next year. The results for seniors in Sample School and all Chicago public high schools are shown below. The figure also shows the responses of seniors at Sample School by different demographic and academic categories. Across all Chicago public high schools, nearly 90 percent of seniors reported that their parents want them to go to college after they graduate from high school. In fact, there are more seniors whose parents want them to continue with their education than there are seniors who are planning to continue their education in the fall.

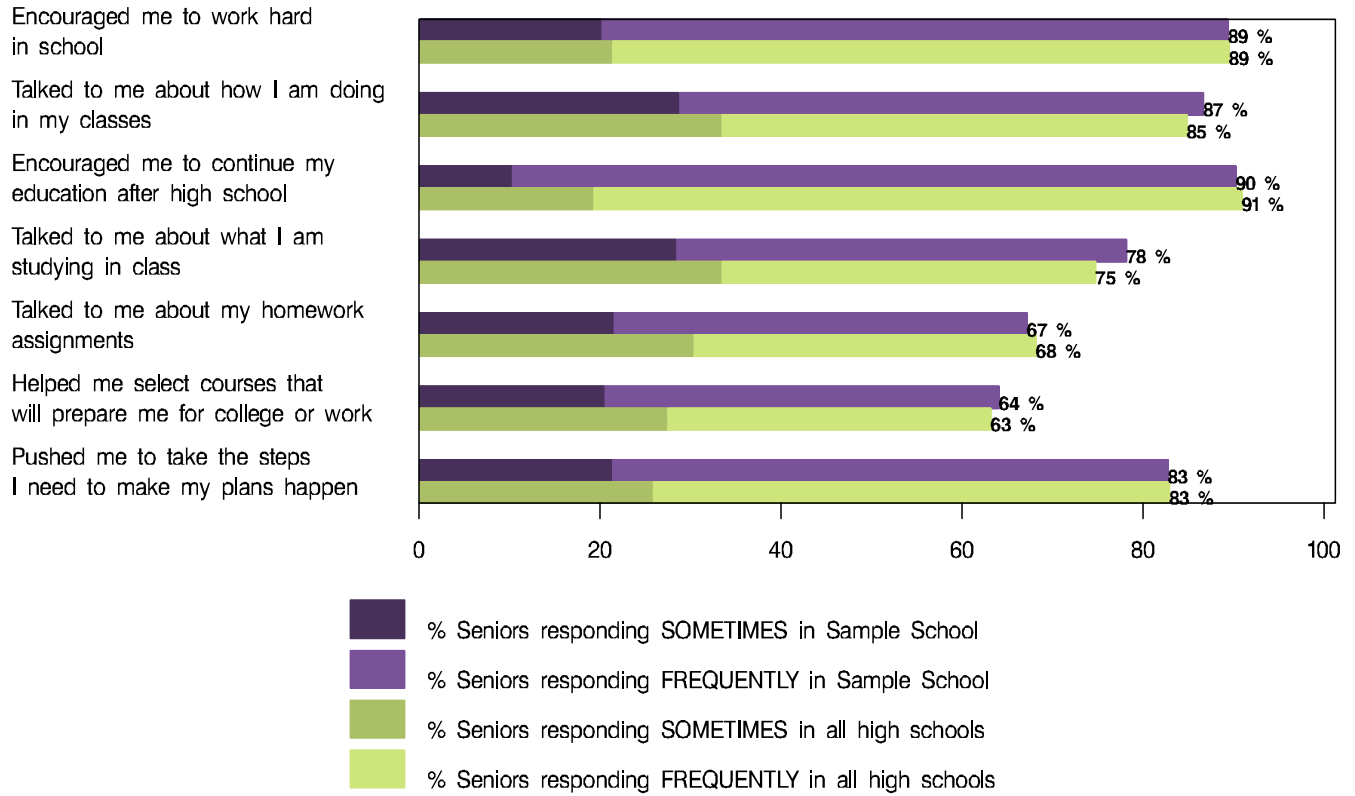
What do you think your parents/guardians want you to do next year?



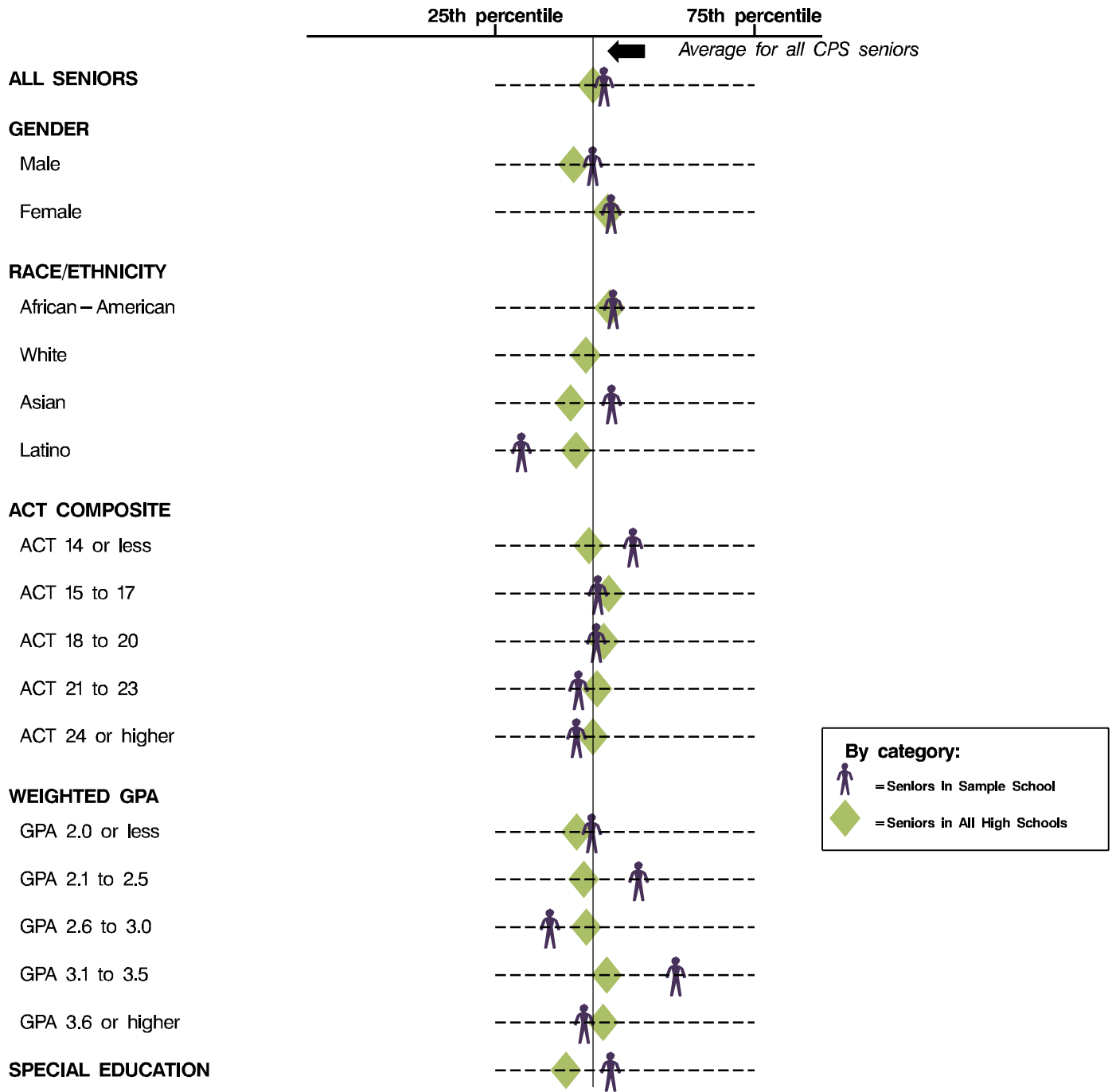
## Parental Press for Academic Achievement

We asked **seniors** a series of questions about the frequency (never, rarely, sometimes, frequently) with which their parents or guardians talked to them about and encouraged them in their school-work. The figure below shows the percentages of seniors responding “sometimes” or “frequently” in Sample School and in all Chicago public high schools.

**This year, my parents/guardians have:**



## Parental Press for Academic Achievement



**How to Read this Figure:** Each of the questions on the previous page tells us something unique about seniors' perceptions of parental press for academic achievement. Taken together, the responses to these questions create an overall summary of this idea, which is called a measure. This figure shows the summary of how the seniors in Sample School responded to these questions compared to seniors in all Chicago public high schools. It also breaks down the results by different demographic and academic categories.

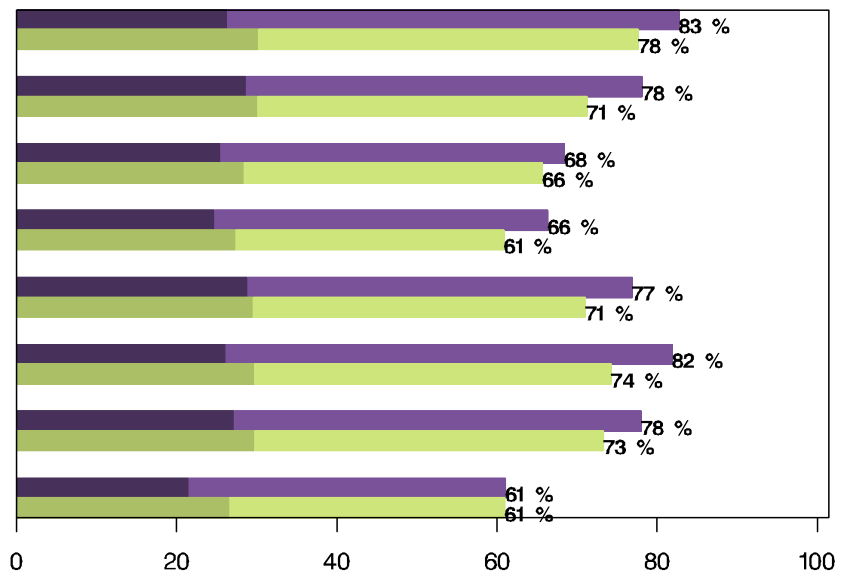
The purple person represents the average for Sample School for that category, and the green diamond represents the average for all high schools for that category. If there are fewer than 12 seniors in your school in any category, the purple person will not appear in the figure. The solid vertical line represents the average for seniors in all Chicago high schools. The dashed horizontal line shows the range of responses on this measure between the 25th and 75th percentiles for seniors in all high schools, with the 75th percentile being above average and 25th percentile being below average.

## Parent Structured Support for Postsecondary Planning

Parents play a major role in shaping students' decisions about postsecondary education. We asked **seniors who were planning to continue their education in the fall** about what kinds of concrete support they received from their parents or guardians. The questions we asked seniors parallel those we asked about the concrete support they received from teachers and counselors. Seniors were asked about the amount of support they receive from their parents (not at all, a little, some, or a lot). The percentages of seniors in Sample School and in all Chicago public high schools that responded "some" or "a lot" are shown below.

### How much did your parents/guardians:

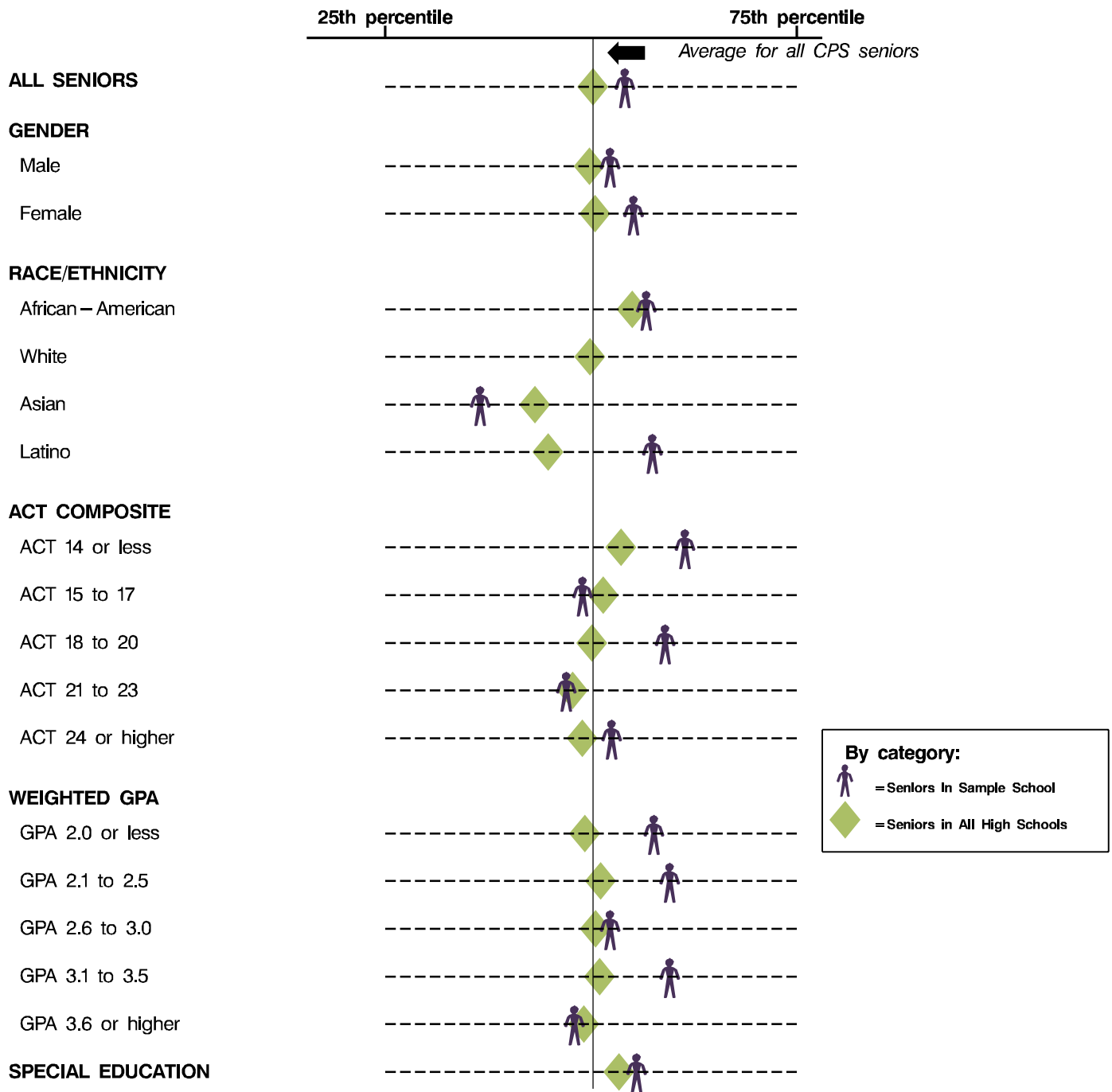
- Encourage you to apply to several different schools
- Talk to you about what college would be like
- Help you fill out applications for colleges or vocational/technical schools
- Help you find scholarships to apply for
- Help you decide which school to attend
- Discuss with you how much tuition they can afford to pay
- Help you plan how to pay for tuition and other expenses
- Help you with your college application essays or personal statements



- % Seniors responding SOME in Sample School
- % Seniors responding A LOT in Sample School
- % Seniors responding SOME in all high schools
- % Seniors responding A LOT in all high schools



## Parent Structured Support for Postsecondary Planning



**How to Read this Figure:** Each of the questions on the previous page tells us something unique about seniors' perceptions of parent structured support for postsecondary planning. Taken together, the responses to these questions create an overall summary of this idea, which is called a measure. This figure shows the summary of how the seniors in Sample School responded to these questions compared to seniors in all Chicago public high schools. It also breaks down the results by different demographic and academic categories.

The purple person represents the average for Sample School for that category, and the green diamond represents the average for all high schools for that category. If there are fewer than 12 seniors in your school in any category, the purple person will not appear in the figure. The solid vertical line represents the average for seniors in all Chicago high schools. The dashed horizontal line shows the range of responses on this measure between the 25th and 75th percentiles for seniors in all high schools, with the 75th percentile being above average and 25th percentile being below average.

## Notes

<sup>1</sup>U.S. Department of Education, 2004.

<sup>2</sup>Planchon and Carroll, 1994.

<sup>3</sup>Howard, 2003; Stanton-Salazar, 2001; Wimberly, 2002.

<sup>4</sup>Lee, Smith, Perry, and Smylie, 1999; Shouse, 1996.

<sup>5</sup>Adelman, 1999; King, 1996; Warburtin, Bugarin, and Nunez, 2001.

<sup>6</sup>Rosenbaum, 2001.

<sup>7</sup>Hallinan and Williams, 1990; Kao and Tienda, 1998; Stanton-Salazar, 1997.

<sup>8</sup>Condition of Education 2000, 2001.

<sup>9</sup>Crosnoe, 2001; Mueller, 1998.

<sup>10</sup>Catsambis, 1998; Mueller, 1993.

<sup>11</sup>Gonzalez, Stoner, and Jovel, 2003; Horn and Nunez, 2000; Howard, 2003; Noeth and Wimberly, 2002.

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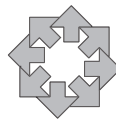
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