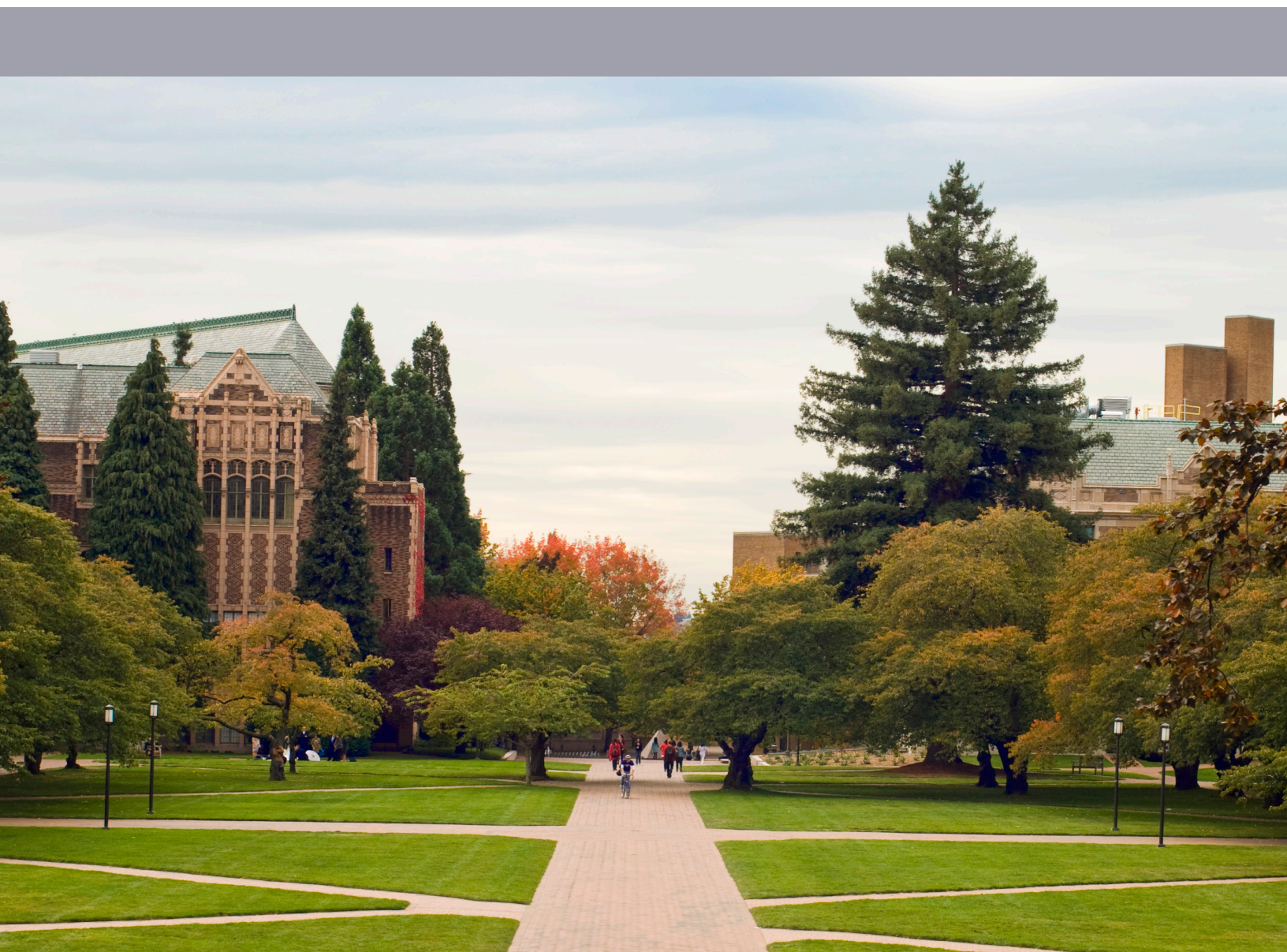


## College Going in LAUSD:

An Analysis of College Enrollment, Persistence, and Completion Patterns



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## Los Angeles Education Research Institute (LAERI)

LAERI is a Los Angeles-based research-practice partnership that uses a cumulative program of research and a collaborative inquiry process to inform policy and practice, with the ultimate goal of contributing to improvements in students' educational success.

The research described in this report represents a collaboration among researchers from the University of California, Los Angeles (UCLA), Claremont Graduate University (CGU), and LAERI, with consultation and advisement from central office staff from the Los Angeles Unified School District (LAUSD).

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## Disclaimer

This report reflects the analyses and interpretations of the authors. Readers should not attribute the report's findings or interpretations to the Los Angeles Unified School District, the funders of the work, or others who reviewed drafts or contributed to the project.



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# EXECUTIVE SUMMARY

College attendance and completion have become increasingly critical pathways to social and economic well-being. When students continue their education beyond high school, they are more likely to be financially secure as adults, to be healthier, and to have children who do better in school.<sup>i</sup> In recognition of the growing importance of a college education, national curricular conversations at the K-12 level currently emphasize college and career readiness more so than in the past,<sup>ii</sup> as do many public school systems throughout the country, including the Los Angeles Unified School District (LAUSD). LAUSD's policy focus in recent years has moved beyond the expectation that students graduate from high school to the expectation that they will be prepared for college and careers.<sup>iii</sup>

Although school districts in California have long reported information on their students' academic performance and high school graduation rates, few school districts routinely report information about whether their students have enrolled in college, the colleges they have attended, and whether they attained a college degree, largely because such data are not routinely collected through most district and state data systems. The National Student Clearinghouse (NSC), an organization that provides college enrollment and degree verification services to most postsecondary institutions in the U.S., does collect such data, which provides the opportunity to describe college enrollment patterns for a large percentage of high school graduates. For this report, we have linked the NSC data about college outcomes with LAUSD data on students' ethnic and socioeconomic backgrounds and high school performance, to provide a first look at college enrollment, persistence, and completion for LAUSD graduates.

Although this descriptive report is just a first step in understanding LAUSD graduates' transitions to college, the results point to four critical lessons for improving LAUSD students' college outcomes in years to come:

**1. Improving LAUSD students' academic achievement is essential for ensuring that more students successfully start and complete college, and must begin earlier than high school.**

Less than a third of 2014 graduates had A or B averages, and only a quarter of graduates who took the SAT or ACT scored above

the national average. In Los Angeles, as in other school districts and nationally, academic performance is the most important predictor of college enrollment and completion.<sup>iv</sup>

In LAUSD, graduates with at least a B average were *five times* more likely to complete a four-year degree than graduates with lower grades. Because students' academic performance in high school depends very heavily on the academic skills students have acquired earlier in their lives, improving students' academic performance is *not* a task limited to high schools and their students.<sup>v</sup> The responsibility for improving LAUSD students' academic skills begins early in children's lives and continues throughout their academic career, and should involve the entire school community as well as the families and other adults who work with students to ensure that they are prepared for their highest educational aspirations.

## **2. Striving to ensure that all LAUSD students graduate from high school having completed their college preparatory, A-G course requirements with at least a C is critical for ensuring students' college success.**

Recent LAUSD graduates who completed the A-G course sequence with only a D were *five times less likely* to enroll in a four-year college than their peers who completed A-G with at least a C. This strong association between A-G completion with at least a C and four-year college enrollment is unsurprising because public, in-state, four-year colleges require at least a C in A-G courses as part of their admissions eligibility criteria. Although completing A-G with at least a D is LAUSD's current high school graduation requirement, LAUSD needs to ensure that entering ninth grade students and their families understand that students must earn *at least Cs, not Ds*, to have a chance of admission to public universities in California. LAUSD's high school administrators and teachers must also continue or intensify their efforts to ensure that instruction in students' A-G classes engages students and helps them master the material so that they earn strong grades the first time they take each course. High schools, and their non-profit partners, need the resources to be able to provide additional, more personalized academic help to students who are struggling in their A-G courses. And LAUSD should continue its efforts to provide opportunities for students who have failed A-G courses, or earned Ds in them, to recover A-G credits—ideally, through high quality credit recovery alternatives that have been thoroughly evaluated. In principle, however, an increased emphasis on strong instruction the first time students take A-G courses, and adequate supports when students show

signs of struggle, would eventually decrease the need for the substantial efforts currently underway in the district to provide credit recovery options. Certainly, the Los Angeles philanthropic community could play an important role in investing resources in research-based interventions to support schools' or the district's efforts to ensure that students master the material in their A-G classes and thus are four-year-college eligible.<sup>vi</sup>

### **3. Supporting students' and families' understanding of the college application and financial aid process is much needed to ensure that academically-qualified students enroll in college.**

More than one in six LAUSD graduates who were academically-eligible to attend a public four-year college did not enroll in *any* college in the year following high school graduation. Another one in six of those eligible for four-year college enrolled in a two-year rather than a four-year college. These students completed their A-G course requirements and earned the combination of grades and SAT scores that made them eligible for a California State University, yet they did not enroll in a four-year college. While not all of these students would have been better off enrolling in a four-year college, undoubtedly some did not apply to any four-year colleges or for the financial aid and scholarships for which they were eligible. Working to improve the system of college and financial aid information and support—so that academically-qualified students have many good college options from which to choose—should be a high priority for the Los Angeles community. A companion LAERI report offers a first look at these supports in LAUSD and suggests improvements.<sup>vii</sup> To better prioritize resources, future research should build on that report to understand which students most need support during the application and financial aid process and which steps in the process pose the biggest challenges for them.

### **4. Increasing LAUSD graduates' college persistence and completion rates is an important task for local colleges and universities that have low transfer and graduation rates.**

Large numbers of LAUSD graduates—more than two-thirds from the class of 2014—went to college in the year following high school graduation (about 60% of college-goers enrolled in a two-year college and the remaining 40% enrolled in a four-year college). Based on patterns from the classes of 2013 and 2008, about 85% of college-goers will re-enroll in college for a second year, but only a little over a third will earn a degree of some type within six years, and about a quarter will earn a bachelor's

degree (B.A.). These low B.A. completion rates have many causes, including students' K-12 academic preparation; however, two- and four-year colleges can play important roles in improving students' transfer and completion rates. Given the importance of college completion, partnerships among philanthropists, community and civic organizations, and local postsecondary institutions to develop, implement, and rigorously evaluate college interventions could be a productive strategy for enhancing students' persistence and completion.<sup>viii</sup> In addition, knowing more about students' transfer pathways from two-year to four-year colleges, and how those pathways influence students' experiences and achievements in college, will be important foundational information for advising students and developing programs to support students' college success.

This report provides a baseline from which to measure LAUSD graduates' progress to and through college in upcoming years. It also reveals challenges that will require a systemic set of efforts on the part of schools, district leaders, colleges and universities, philanthropists, community-based and civic organizations, as well as students and their families. The results, taken within the broader literature on college going, also suggest that if our community believes that all students should be prepared for college enrollment and success, even if they choose not to attend college after high school, then directing resources and interventions toward academic preparation early in students' lives should be a high priority. Setting this high bar is likely to pay off in improved high school graduation rates and college enrollment and completion rates, and—if national trends hold for L.A. students—in students' social and economic well-being as adults.

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Baum, Ma, & Payea, 2013; Hout, 2012; Oreopoulos & Petronijevic, 2013.

<sup>ii</sup> For example, college and career readiness anchor standards in the Common Core (Conley, 2014).

<sup>iii</sup> Los Angeles Unified School District, 2015.

<sup>iv</sup> See, for example, Bowen, Kurzweil, & Tobin, 2005 and Roderick, Nagaoka, & Allensworth, 2006.

<sup>v</sup> See, for example, Allensworth, Gwynne, Moore, & De la Torre, 2014; Lesnick, Goerge, Smithgall, & Gwynne, 2010; Phillips, 2011.

<sup>vi</sup> For example, this randomized evaluation of a tutoring intervention in Chicago Public Schools provides promising evidence that within-the-school-day tutoring can yield important improvements in high school students' math performance (Cook et al., 2015).

<sup>vii</sup> See Phillips, Yamashiro, & Miller, 2017.

<sup>viii</sup> For an example of a successful community college intervention, see Scrivener, Weiss, Ratledge, Rudd, Sommo, & Fresques, 2015.

# COLLEGE GOING IN LAUSD: AN ANALYSIS OF COLLEGE ENROLLMENT, PERSISTENCE, AND COMPLETION PATTERNS

College attendance and completion have become increasingly critical pathways to social and economic well-being. When students continue their education beyond high school, they are more likely to be financially secure as adults, to be healthier, and to have children who do better in school.<sup>1</sup> In recognition of the growing importance of a college education, national curricular conversations at the K-12 level currently emphasize college and career readiness more so than in the past,<sup>2</sup> as do many public school systems throughout the country, including the Los Angeles Unified School District (LAUSD). LAUSD's policy focus in recent years has moved beyond the expectation that students graduate from high school to the expectation that they will be prepared for college and careers.<sup>3</sup> This shift toward the goal of preparing students for success in college is particularly important in school districts like LAUSD that serve large numbers of students from low-income families because such students are less likely than their more affluent peers to attend or complete college, and that gap has increased in recent decades.<sup>4</sup> By helping more students attend and complete college, K-12 schools and districts that serve low-income students can make a critical contribution to students' future well-being and to the prosperity of the cities and states where these college graduates will live and work.

Our research-practice partnership—a collaboration of the Los Angeles Education Research Institute (LAERI), the University of California, Los Angeles (UCLA), Claremont Graduate University (CGU), and the Los Angeles Unified School District (LAUSD)—is engaged in a series of research projects focused on understanding how to increase college enrollment and completion in LAUSD. This report describes the postsecondary outcomes of LAUSD high school graduates districtwide and compares patterns for the graduates of 2008 with those of more recent graduates from the classes of 2013 and 2014. It is the first in-depth analysis of the postsecondary outcomes of LAUSD graduates and thus provides a baseline from which Los Angeles can measure progress going forward. Our partnership will also be producing research reports focused on the district's college counseling supports and on how some elementary and middle schools are helping to prepare students early on for college. Taken together, we hope that this research will contribute to a





conversation about how collectively, as a Los Angeles community, we can work to ensure that more LAUSD students enroll in college and complete a four-year degree.

Although school districts in California have long reported information on their students' academic performance and high school graduation rates, few school districts routinely report information about whether their students enrolled in college, the colleges they attended, and whether they attained a college degree, largely because such data are not routinely collected through most district and state data systems. The National Student Clearinghouse (NSC), an organization that provides college enrollment and degree verification services to most postsecondary institutions in the U.S., collects such data, which provides the opportunity to describe college enrollment, persistence, and completion for a large percentage of high school graduates.

For this report, we have linked the NSC data about college outcomes with LAUSD data on students' ethnic and socioeconomic backgrounds and high school performance to provide a first look at college enrollment, persistence, and completion for LAUSD graduates.

This report describes college-going outcomes for students who graduated from LAUSD high schools during the 2007-08, 2012-13, and 2013-14 school years.<sup>5</sup> These high schools include traditional high schools, self-contained magnet high schools,<sup>6</sup> continuation, opportunity, special education, and community day schools, and a handful of LAUSD-affiliated charter high schools. We do not have data on students who graduated from independent charter schools or from alternative education and work centers (AEWCs) and thus those students are excluded from our analysis. Appendix Table A-3 lists the 198 schools included in this report.

## Overall Enrollment, Persistence, and Completion

*What percentage of LAUSD graduates enrolled in college, persisted into the second year, and graduated within six years?*

For the class of 2014, which is the most recent class we report on here, 70% of LAUSD graduates enrolled in college within one year of high school graduation (see the total height of the last bar in Figure 1). More students enrolled in two-year colleges<sup>7</sup> (43%) than four year colleges (27%). College enrollment rates were similar for the classes of 2008 and 2013.

Although Figure 1 shows that college-going rates in LAUSD did not increase markedly between 2008 and 2014, high school graduation rates in LAUSD have been steadily increasing over that time period.<sup>8</sup> Thus, on the one hand, because enrollment rates are calculated as a percentage of high school graduates,

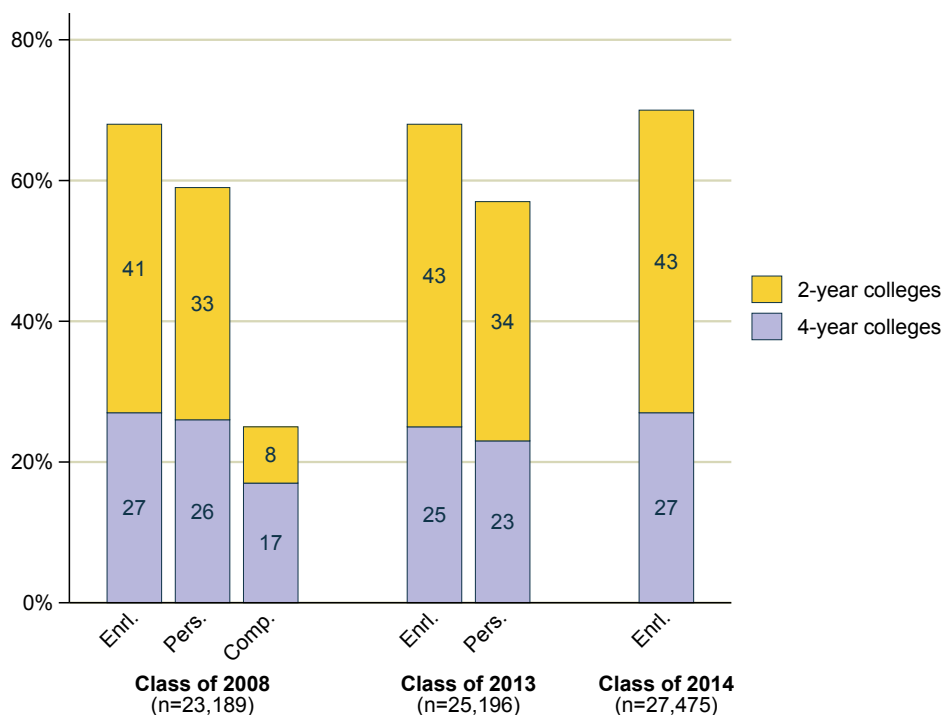
### *How are the National Student Clearinghouse (NSC) data collected and what are the limitations of these data?*

The NSC provides the most comprehensive national data on college enrollment and completion to date. Nonetheless, the NSC data have limitations that readers should keep in mind when interpreting results based on the data. As of 2016, the NSC collected data on postsecondary students' enrollment status, dates of attendance, and graduation from roughly 84% of all Title IV<sup>9</sup> degree-granting institutions, comprising 97% of student enrollments nationwide. NSC participation is nearly universal among public institutions (above 99%) and private, non-profit institutions (around 96%). Because NSC participation is voluntary, however, some colleges opt out from sharing enrollment data, and this is most common for *private, for-profit* institutions (only about 87% of which participate) and postsecondary institutions that serve very small student bodies.<sup>10</sup> In addition, once students arrive in college, they can block the NSC from sharing their college enrollment and degree information. NSC statistics at the college, high

school, and school district levels (so-called "aggregate reports") *include* these "blocked" students as college-goers. In contrast, NSC statistics computed from analyses of data on individual students show lower levels of college enrollment and graduation than the aggregate reports because "blocked" students in the NSC individual-level data are reported as students who are not enrolled in college (even though they are). As a result, fine-grained analyses that involve linking individual students' college outcomes from the NSC data with information about their demographics or academic performance in high school will show inaccurately lower college enrollment and graduation percentages. Moreover, the process by which the NSC matches information from schools or districts with the enrollment and graduation information from the colleges in their database is imperfect, and, according to the NSC's own research, tends to be especially imperfect for undocumented students.<sup>11</sup> High school graduates who do not match to a college enrollment

record in the NSC are, by definition, treated as non-college-goers in the NSC data (in both aggregate and individual-level reports), even if, in fact, those students did go to college, but for whatever reason, did not match to enrollment records in the NSC. Thus, high schools that serve large percentages of undocumented students are likely to have lower NSC-reported college enrollment and graduation rates than might actually be the case. Finally, some parents request that LAUSD not share their child's information with NSC to be matched with college records, which means that college outcomes for those students cannot be known and that those students are missing from both the aggregate and individual-level data. We strongly encourage readers to keep these caveats about the NSC data in mind as they read this report and to learn more about the limitations of the NSC data by reading NSC's own publications on this topic and other researchers' analyses of these limitations.<sup>12</sup>

**Figure 1: College Enrollment, Persistence, and Graduation among LAUSD Graduates**



College-Going Outcome Definitions:

Enrolled: enrolled in college within 1 year of HS graduation

Persisted: enrolled in college within 1 year of HS graduation and persisted into 2nd year of college

Completed: graduated from college within 6 years of HS graduation

Sample includes all students who graduated in 2008, 2013, or 2014 from an LAUSD school whose parents did not opt out of allowing LAUSD to link their child's records to college enrollment records. N=75,860.

and a greater proportion of students are making it through that initial hurdle of graduating from high school, the stability of college enrollment rates over this period can be considered progress. On the other hand, given the importance of college for students' later well-being and substantial increases over a similar time period in the share of LAUSD graduates who have met the A-G eligibility requirements for four-year college admission,<sup>13</sup> the lack of substantial improvement in overall college enrollment rates over this time period suggests that a renewed focus on improving college outcomes in LAUSD has the potential to yield important gains in years to come.

For the classes of 2008 and 2013, we can follow students' persistence into a second year of college: more than half of these high school graduates (58%) enrolled in college within one year of high school *and* continued into a second year of college.<sup>14</sup> For students who graduated with the class of 2008, enough time has elapsed that we can describe the percentage who earned a college degree within six years of their high school graduation. The shortest bar in Figure 1 shows that a quarter (25%) of 2008 LAUSD graduates had earned a college degree by 2014, and that more than two-thirds of those degrees were four-year degrees.

(Note that we define degree completion according to the highest degree earned, so we count students who earned both a two-year and a four-year degree in the four-year degree category.) Another way of describing the completion data is to say that almost two-thirds (62%) of the LAUSD graduates who *enrolled* in a four-year college in the fall immediately following their high school graduation had *completed* a four-year degree six years later, which is roughly comparable to the national four-year college completion rate for students who started at a four-year college in 2008.<sup>15</sup>

NSC also provides college enrollment, persistence, and graduation statistics for each LAUSD school (See Appendix Tables B-1 and B-2). These statistics are likely to be of interest to school leaders and staff, but it is important to keep two caveats in mind when examining this information. First, schools that have sizable undocumented student populations are likely to have college enrollment, persistence, and completion estimates that are under-reported, because NSC's matching process for such students is imperfect. In other words, as noted in our sidebar describing NSC data limitations, a substantial fraction of undocumented students who have actually enrolled in college will appear as *not* having enrolled in college in the NSC data.<sup>16</sup>

Second, although comparing high schools' college outcomes may seem to be helpful in beginning to identify schools that may do an exceptionally good job of supporting students during the college planning and application process or improving students' preparation for college coursework and the college experience, we *strongly caution* readers against assuming that high schools' college outcomes by themselves are indicative of their practices. Students' college-related outcomes reflect not just their high school environments but also the skills and behaviors they bring with them to high school, as well as other contextual and family influences in students' lives. To more accurately identify high schools that may contribute to particularly positive college outcomes for their students, analysts must, at a minimum, compare schools based on the characteristics of their incoming ninth graders, so that differences in college outcomes are more likely to be due to high school experiences than to prior academic or socioeconomic advantages. We are conducting such analyses for a future report, but the school statistics we present in this report do not take into account students' entering characteristics and thus do *not* provide information about which high schools may be better at supporting students' college preparation, enrollment, and success.

## Where did LAUSD graduates enroll in college?

Most 2008, 2013, and 2014 LAUSD high school graduates enrolled in public colleges and universities (see Table 1).<sup>17</sup> And most students stayed in California. For example, 89% of the class of 2014 who enrolled at a four-year college chose an *in-state* college, and 81% chose an *in-state, public* college.<sup>18</sup>

Of the small number of graduates who enrolled in private four-year colleges, about half chose colleges outside of California, and half remained in state. About 8% of the class of 2014 enrolled in a “selective” or “very selective” four-year college, with “very selective” colleges including institutions such as UCLA, UC Berkeley, Stanford, and USC, and “selective” colleges including institutions such as Loyola Marymount University, UC Irvine, UC Santa Cruz, and San Diego State University.<sup>19</sup>

**Table 1: College Enrollment among LAUSD Graduates Who Enrolled within One Year of High School Graduation, by College Type**

	High School Graduation Class			2008, 2013, and 2014
	2008	2013	2014	Classes, Combined
<b>Any college</b>	<b>68%</b>	<b>68%</b>	<b>70%</b>	<b>69%</b>
<b>2-year colleges</b>	<b>41%</b>	<b>43%</b>	<b>43%</b>	<b>42%</b>
public	29%	34%	34%	33%
private	<1%	1%	<1%	<1%
blocked records*	12%	8%	9%	9%
<b>4-year colleges</b>	<b>27%</b>	<b>25%</b>	<b>27%</b>	<b>27%</b>
public	23%	21%	23%	22%
public, in-state	22%	20%	22%	21%
public, out-of-state	1%	1%	1%	1%
private	3%	4%	4%	4%
private, in-state	2%	2%	2%	2%
private, out-of-state	1%	2%	2%	2%
blocked records*	1%	<1%	<1%	1%
<b>Selective 4-year colleges</b>				
"selective" or "very selective"	8%	7%	8%	8%
"selective"	3%	3%	4%	4%
"very selective"	5%	4%	4%	4%
<b>Total Number of Graduates</b>	<b>23,189</b>	<b>25,196</b>	<b>27,475</b>	<b>75,860</b>

Sample includes all students who graduated in 2008, 2013, or 2014 from an LAUSD school whose parents did not opt out of allowing LAUSD to link their child's records to college enrollment records. N=75,860.

\*Students in the “blocked records” category enrolled in an NSC-participating school. However, these students (or the colleges they attended) chose to block NSC from releasing their individual-level enrollment records and only appear as college goers in aggregate reports.

Table 2 shows the 20 most popular colleges attended by 2013 and 2014 graduates. All are *in-state, public* colleges; three-quarters are two-year colleges; and only two of the top ten most attended colleges are four-year colleges.

**Table 2: Twenty Most Popular Colleges among LAUSD Graduates Who Enrolled in College within One Year of High School Graduation**

Rank	College Name	Type	Number of Graduates Enrolled		
			2013	2014	Total
1	California State University-Northridge	4-year	1,439	1,875	3,314
2	Santa Monica College	2-year	923	1,001	1,924
3	Los Angeles Pierce College	2-year	889	1,004	1,893
4	El Camino Community College	2-year	794	948	1,742
5	California State University-Los Angeles	4-year	734	902	1,636
6	East Los Angeles College	2-year	661	752	1,413
7	Los Angeles Valley College	2-year	620	760	1,380
8	Pasadena City College	2-year	550	598	1,148
9	Glendale Community College	2-year	517	504	1,021
10	Los Angeles Mission College	2-year	460	494	954
11	Los Angeles City College	2-year	467	484	951
12	Los Angeles Harbor College	2-year	433	469	902
13	Los Angeles Trade Technical College	2-year	422	443	865
14	University of California-Los Angeles	4-year, very selective	307	325	632
15	West Los Angeles College	2-year	307	323	630
16	University of California-Irvine	4-year, selective	270	358	628
17	College of the Canyons	2-year	326	291	617
18	Long Beach City College	2-year	270	325	595
19	California State University-Dominguez Hills	4-year	274	211	485
20	Cerritos College	2-year	276	187	463
Any 2- or 4-Year College			15,062	16,793	31,855

Sample includes all students who graduated in 2013 or 2014 from an LAUSD school whose parents did not opt out of allowing LAUSD to link their child's records to college enrollment records. N=52,610.

## Differences by Demographic Characteristics and Program Status

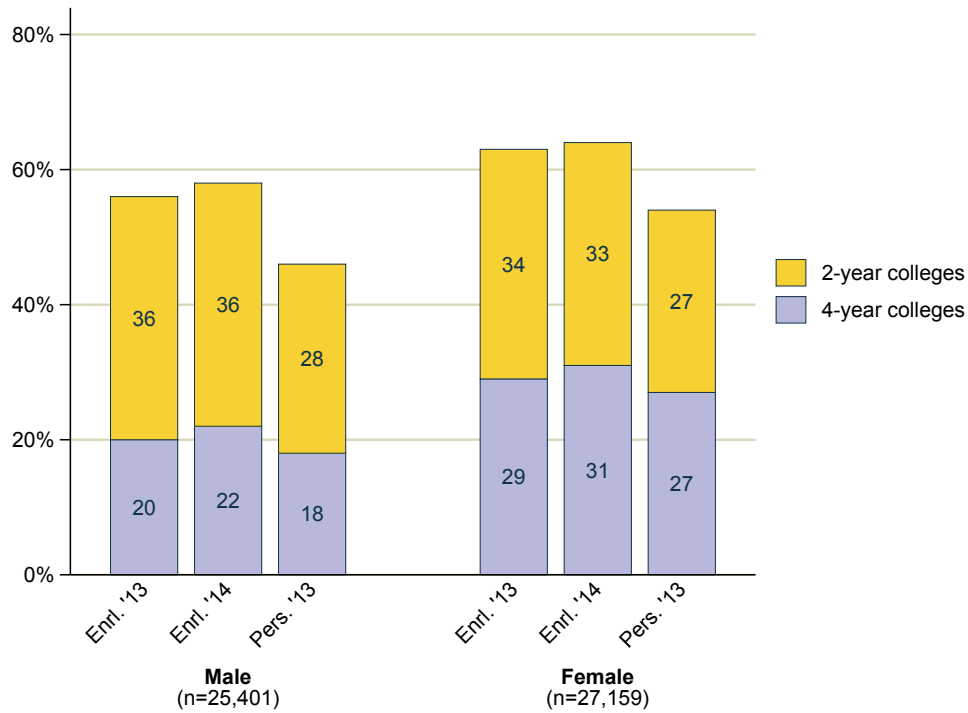
*How do college enrollment, persistence, and completion differ by gender and race/ethnicity?*

We begin our analyses of how college outcomes differ for various types of students by examining gender differences, racial and ethnic differences, and gender and racial/ethnic differences taken together.<sup>20</sup>

### Gender

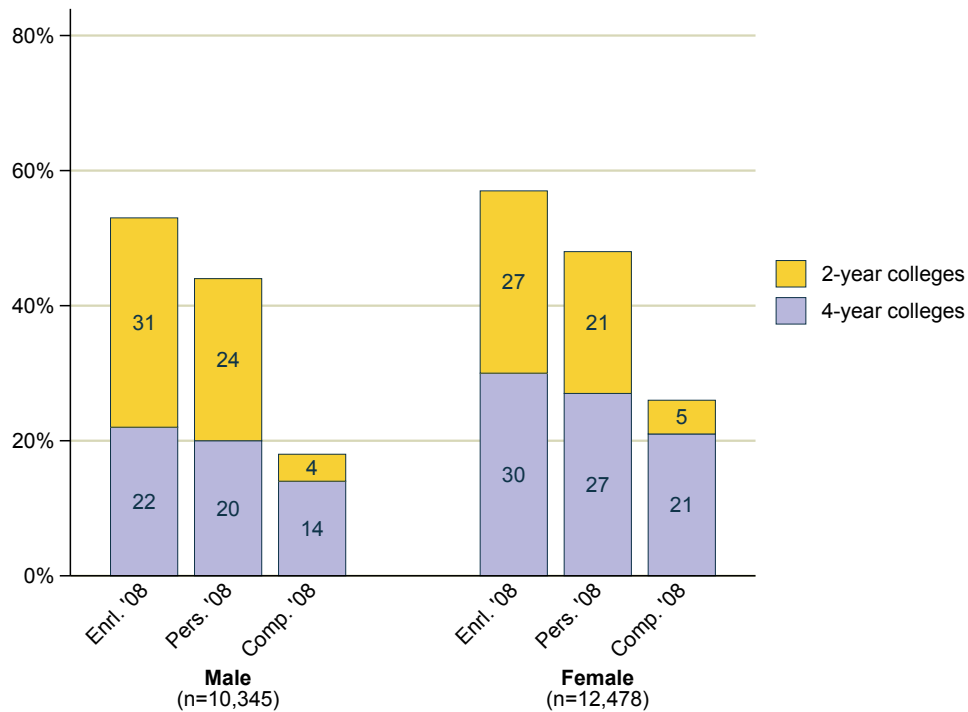
For the most recent graduating classes in our analyses, young men were less likely than young women to enroll in college (58% vs. 64%, respectively), persist in college (46% vs. 54%), and complete a college degree (18% vs. 26%), as seen in Figures 2-A and 2-B. These differences between young men and women stem mainly from young women's higher rates of enrollment and persistence in four-year colleges, and completion of four-year degrees. These gender disparities in college outcomes for LAUSD students mirror gender disparities nationwide.<sup>21</sup>

**Figure 2-A: College Enrollment and Persistence by Gender  
2013 and 2014 LAUSD Graduates**



Sample includes all students who graduated in 2013 or 2014 from an LAUSD school whose parents did not opt out of allowing LAUSD to link their child's records to college enrollment records and whose LAUSD records included information on their gender. See Appendix A or Figure 1 for our definitions of enrollment and persistence. N=52,560.

**Figure 2-B: College Enrollment, Persistence, and Completion by Gender  
2008 LAUSD Graduates**



Sample includes all students who graduated in 2008 from an LAUSD school whose parents did not opt out of allowing LAUSD to link their child's records to college enrollment records and whose LAUSD records included information on their gender. See Appendix A or Figure 1 for our definitions of enrollment, persistence, and completion. N=22,823.

## **Race/Ethnicity**

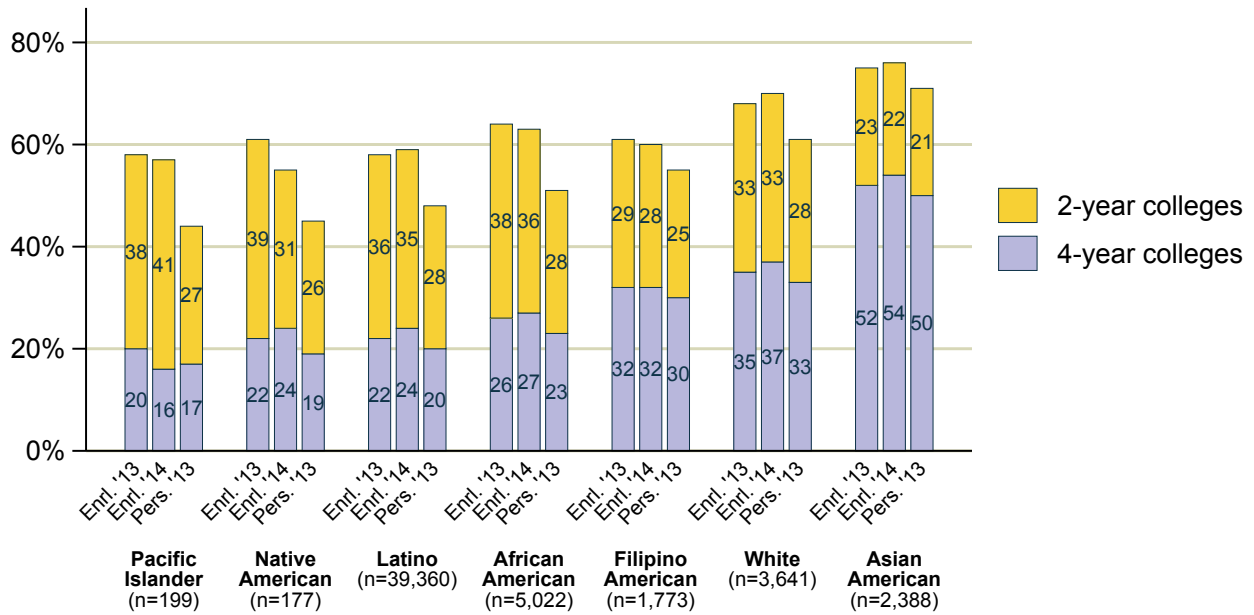
Pacific Islander, Native American, Latino, and Filipino American graduates from the classes of 2013 and 2014 enrolled in college at roughly similar rates, though Filipino American graduates were more likely than graduates from these other racial or ethnic groups to enroll in four-year colleges (Figure 3-A). African American graduates had slightly higher college enrollment rates, in both two- and four-year colleges, than Latino graduates. White and Asian American graduates had higher enrollment rates than graduates from the other racial or ethnic groups, with Asian American graduates from the classes of 2013 and 2014 substantially more likely to enroll in college than graduates from all the other racial or ethnic groups, and about twice as likely to enroll and persist at four-year colleges compared to their Latino, African American, Native American, and Pacific Islander counterparts.<sup>22</sup> Asian American graduates were also much more likely to complete college than their peers from other racial or ethnic groups (see Figure 3-B).

Some of these patterns resemble those in national data. For example, nationally, Filipino American graduates are less likely to enroll in college than their Asian American peers, Asian American graduates as a whole are more likely than graduates from other racial or ethnic backgrounds to enroll in and complete college, and Latinos and African Americans have lower college enrollment and completion rates than Asian Americans and Whites.<sup>23</sup>

In terms of trends over time, college-going rates increased substantially between 2008 and 2013 for Latinos, Whites, and Asian Americans, but not for African Americans. While African American graduates from the classes of 2013 and 2014 were more likely than their counterparts from the class of 2008 to enroll in two-year colleges, they were substantially less likely than their 2008 counterparts to enroll in four-year colleges.<sup>24</sup> Latino graduates' college-going improvements over the same period stemmed mainly from increases in two-year college enrollment. In contrast, White graduates' improvements came mainly from increases in four-year college enrollment. Asian American graduates' nearly 10 percentage point improvement in college-going stemmed from increased enrollment at both two- and four-year colleges. Nationally, Latino college enrollment also increased rapidly over this time period, but enrollment rates for Whites, Asian Americans, and African Americans were relatively flat or declined slightly.<sup>25</sup>

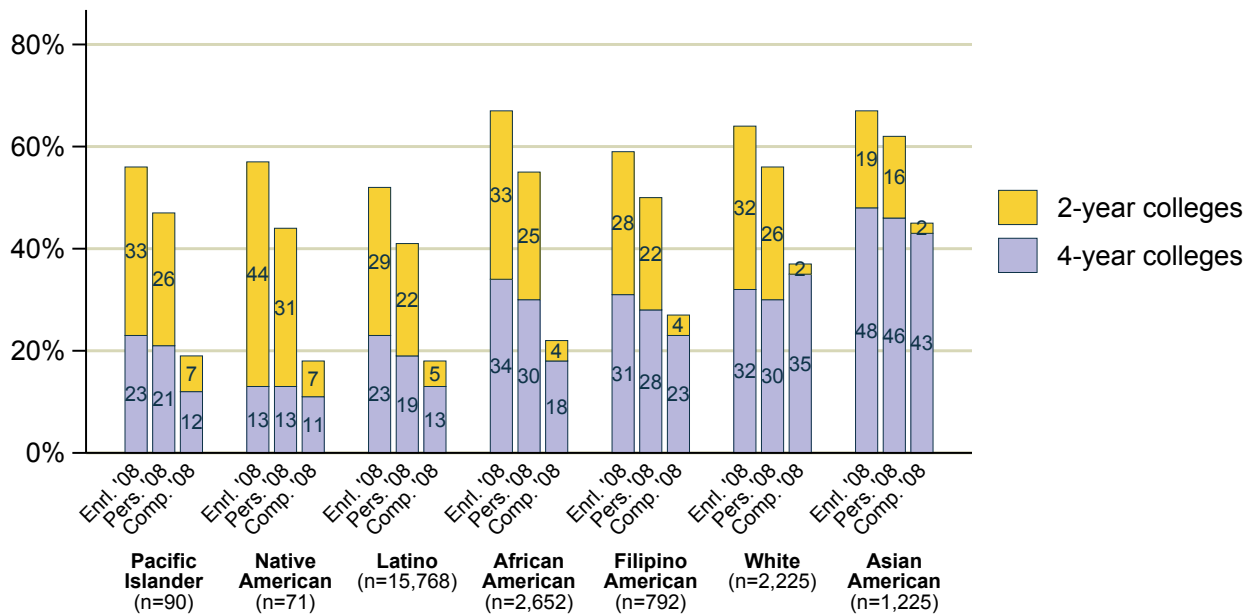


**Figure 3-A: College Enrollment and Persistence by Race/Ethnicity  
2013 and 2014 LAUSD Graduates**



Sample includes all students who graduated in 2013 or 2014 from an LAUSD school whose parents did not opt out of allowing LAUSD to link their child's records to college enrollment records and whose LAUSD records included information on their race/ethnicity. See Appendix A or Figure 1 for our definitions of enrollment and persistence. N=52,560.

**Figure 3-B: College Enrollment, Persistence, and Completion by Race/Ethnicity  
2008 LAUSD Graduates**

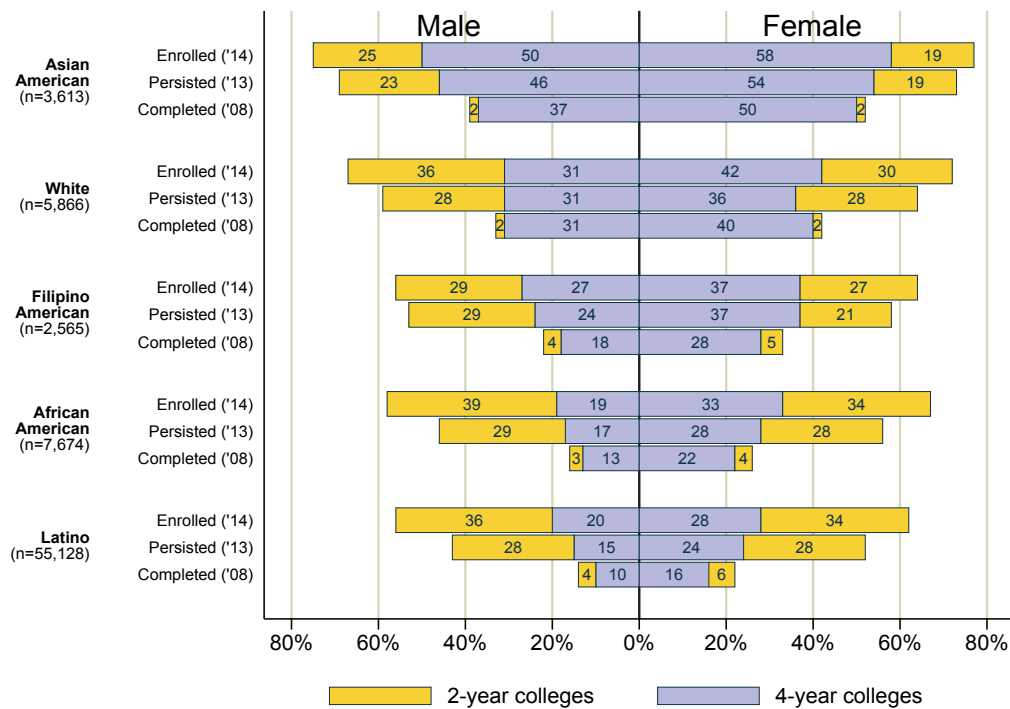


Sample includes all students who graduated in 2008 from an LAUSD school whose parents did not opt out of allowing LAUSD to link their child's records to college enrollment records and whose LAUSD records included information on their race/ethnicity. See Appendix A or Figure 1 for our definitions of enrollment, persistence, and completion. N=22,823.

### Gender and Race/Ethnicity Taken Together

When examining enrollment and persistence rates among gender and racial/ethnic subgroups, different patterns emerged for four-year colleges than for two-year colleges. For example, Filipino American, African American, and Latino young men were roughly one-third *less likely* to enroll or persist in *four-year colleges* than their female classmates of the same race or ethnicity. On the other hand, young men across racial/ethnic groups were either somewhat *more likely* to enroll and persist in *two-year colleges* than their female classmates of the same race/ethnicity, or enrolled at comparable rates. Female high school graduates from every racial/ethnic group were more likely than their male counterparts to complete a four-year college degree within six years.

**Figure 3-C: College Enrollment, Persistence, and Completion by Gender and Race/Ethnicity 2008, 2013, and 2014 LAUSD Graduates**



Sample includes all students who graduated in 2008, 2013, or 2014 from an LAUSD school whose parents did not opt out of allowing LAUSD to link their child's records to college enrollment records and whose LAUSD records included information on their race/ethnicity. Native American and Native Hawaiian/Pacific Islander graduates omitted due to small samples. See Appendix A or Figure 1 for our definitions of enrollment, persistence, and completion. N=74,846.



*Why did Figure 1 show that nearly 70% of 2014 graduates enrolled in college but most of the groups in other figures (e.g., Figures 2-A/B, 3-A/B/C) have lower enrollment percentages?*

The NSC provides two types of information: (1) aggregate information for districts or schools as a whole, and (2) individual student-level information. The aggregate information, which is shown in Table 1 and Figure 1 and, by definition, is only reported at the group level, includes all students whom the NSC could match to an NSC-participating college, even those college students who asked the NSC, or whose colleges asked the NSC, not to report individual-level information about those students' college enrollment. In other words, in the aggregate data, students who did not want individual information reported about them are reported only

at the group level, and, if they enrolled in a college, they show up as college goers in the group enrollment counts. The individual-level information, which is what researchers use to understand college enrollment patterns in more detail, defines all students who have blocked their college records from individual-level reporting, or whose colleges have blocked their records, as *not having enrolled in, persisted in, or completed college*, even if they had, in order to protect their privacy. In addition, these blocked records cannot be distinguished in the individual-level data from those of other students who genuinely did not enroll, persist, or complete. As a result, all

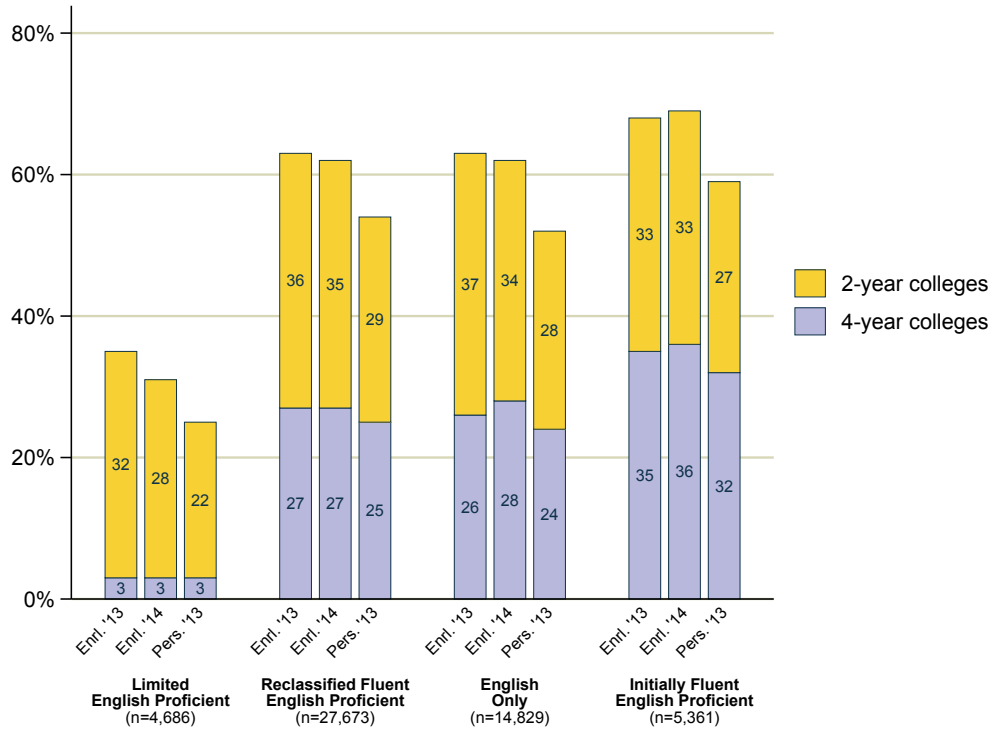
percentages calculated using the individual-level information *understate* college enrollment, persistence, and completion because some of the students who appear in the data as though they did not go to college actually did go to college but their records were blocked from being shared at the individual level. Table 1 shows that in 2014, roughly 10% of LAUSD graduates who were actually enrolled in college had blocked records. If blocking were equally likely among all students in the sample (which is unlikely), then it would be appropriate to add 10 percentage points to each enrollment bar in Figures 2-A/B and 3-A/B to see a more accurate estimate of college enrollment.

## *How do college enrollment, persistence, and completion differ by English language learner status?*

LAUSD classifies students into four English proficiency categories based on their primary home language and their scores on the California English Language Development Test (CELDT).<sup>26</sup> Students whose primary home language is not English, and who do not meet the criteria for English language proficiency when they first enroll in school, are classified initially as “Limited English Proficient” (LEP). Ten percent of LAUSD graduates from the classes of 2008, 2013, and 2014 were still classified as LEP by the time they graduated from high school (see Appendix Table A-4). These students who were still classified as LEP by the time they graduated from high school struggled more than their classmates in enrolling and persisting in college, and in completing a college degree. In the classes of 2013 and 2014, approximately one-third of these LEP graduates enrolled in college within one year of high school graduation, and the vast majority (over 90% of those) enrolled at two-year, rather than four-year, colleges (see figures 4-A and 4-B). About one-fourth of LEP graduates from the 2008 and 2013 classes persisted into a second year of college, and only 8% of 2008 LEP high school graduates had completed a degree from any college within six years of their high school graduation (see figures 4-A and 4-B).

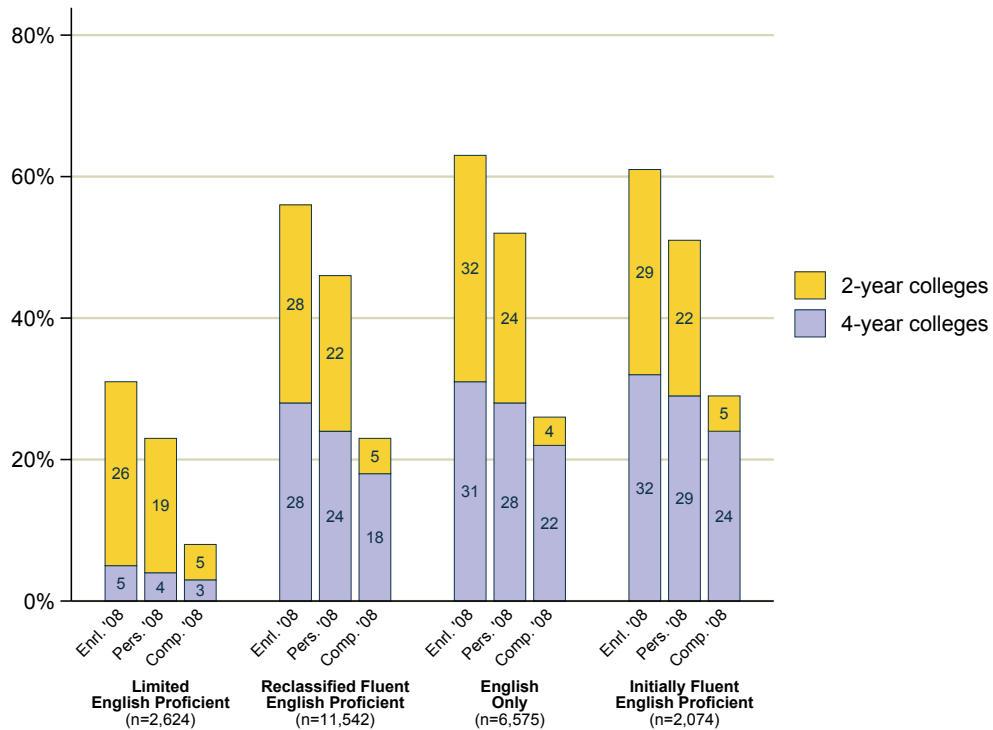
Students who are initially classified as LEP are re-designated “Reclassified Fluent-English Proficient” (RFEP) once they meet the criteria for English language proficiency. Students whose home language is not English but who meet the criteria for English language proficiency when they first enroll in school are classified as “Initially Fluent-English Proficient” (IFEP). College enrollment rates were approximately the same (around 62-63%) for RFEP and “English-Only” (EO) graduates (i.e., those whose home language was English) from the 2013 and 2014 classes (figure 4-A); enrollment rates for IFEP graduates were five to seven percentage points higher than the rates for RFEP or EO graduates. IFEP graduates from the classes of 2013 and 2014 were also more likely to enroll in *four-year* colleges than their reclassified and English-only peers. For the graduates from the class of 2013, whom we could follow into their second year, IFEP graduates were slightly more likely to persist into their second year of college (59%) than RFEP (54%) and EO graduates (52%). IFEP graduates from 2008 also completed a college degree at a higher rate (29%) than EO (26%) and RFEP graduates (23%). (See Figure 4-B.)

**Figure 4-A: College Enrollment and Persistence by English Learner Status  
2013 and 2014 LAUSD Graduates**



Sample includes all students who graduated in 2013 or 2014 from an LAUSD school whose parents did not opt out of allowing LAUSD to link their child's records to college enrollment records and whose LAUSD records included information on their English language learner status. See Appendix A or Figure 1 for our definitions of enrollment and persistence. N=52,549.

**Figure 4-B: College Enrollment, Persistence, and Completion by English Learner Status  
2008 LAUSD Graduates**



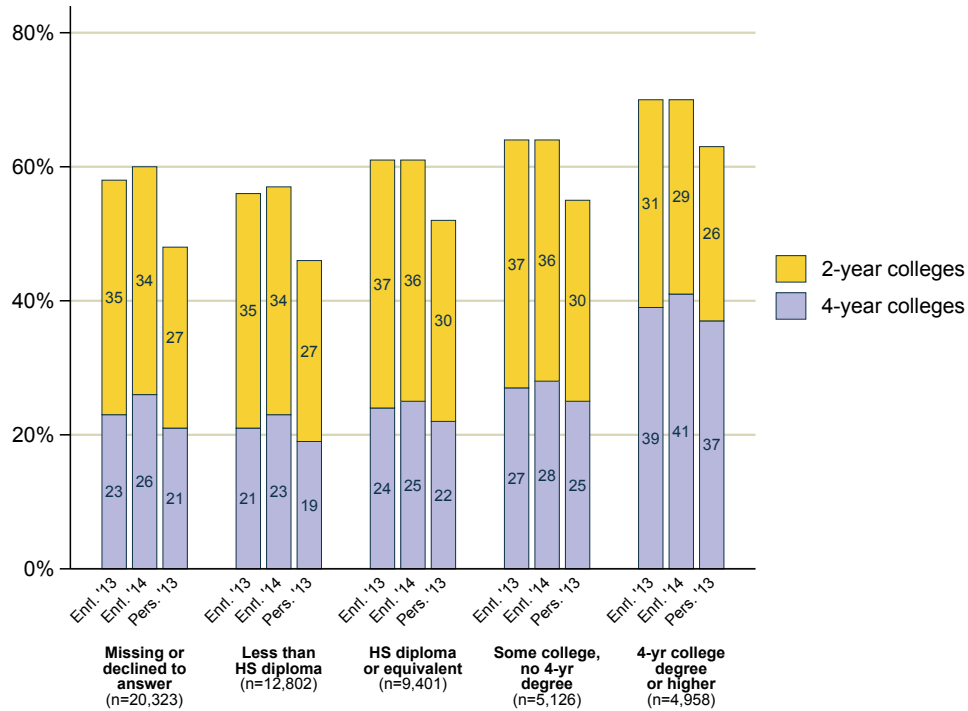
Sample includes all students who graduated in 2008 from an LAUSD school whose parents did not opt out of allowing LAUSD to link their child's records to college enrollment records and whose LAUSD records included information on their English language learner status. See Appendix A or Figure 1 for our definitions of enrollment, persistence, and completion. N=22,815.

## *How do college enrollment, persistence, and completion differ by parents' education?*

College enrollment rates for the classes of 2013 and 2014 differed moderately by parents' education level. Graduates whose parents had completed a four-year college degree or higher were considerably more likely to enroll in a *four-year* college than their classmates whose parents had completed some college or less (see Figure 5-A). Persistence rates for 2008 and 2013 graduates were higher among those with more parental education, as were college completion rates for the class of 2008 (see figures 5-A and 5-B).

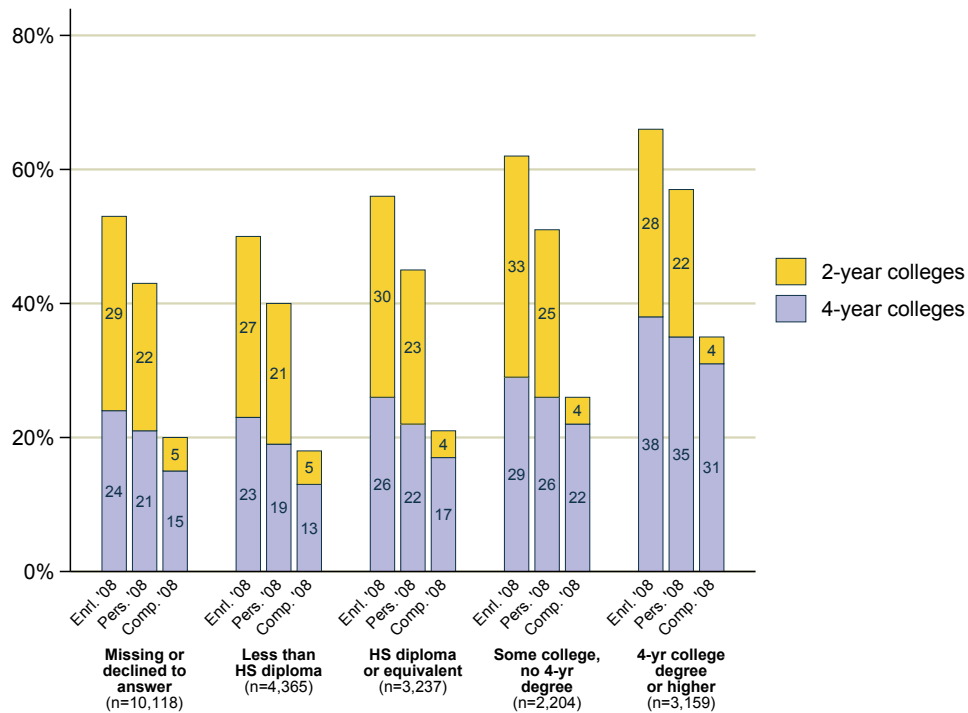


**Figure 5-A: College Enrollment and Persistence by Parents' Education  
2013 and 2014 LAUSD Graduates**



Sample includes all students who graduated in 2013 or 2014 from an LAUSD school whose parents did not opt out of allowing LAUSD to link their child's records to college enrollment records. See Appendix A or Figure 1 for our definitions of enrollment and persistence. N=52,610.

**Figure 5-B: College Enrollment, Persistence, and Completion by Parents' Education  
2008 LAUSD Graduates**



Sample includes all students who graduated in 2008 from an LAUSD school whose parents did not opt out of allowing LAUSD to link their child's records to college enrollment records. See Appendix A or Figure 1 for our definitions of enrollment, persistence, and completion. N=23,083.

# Differences by Academic Preparation and College Eligibility

*How do college enrollment, persistence, and completion differ by academic preparation?*

We also examined how students' academic preparation—specifically their 10<sup>th</sup>-11<sup>th</sup> grade overall grade point average (GPA), completion of the “A-G” college-preparatory course sequence, and performance on college entrance exams—was related to their college outcomes. This section describes those results.

## **Grade Point Average (GPA)**

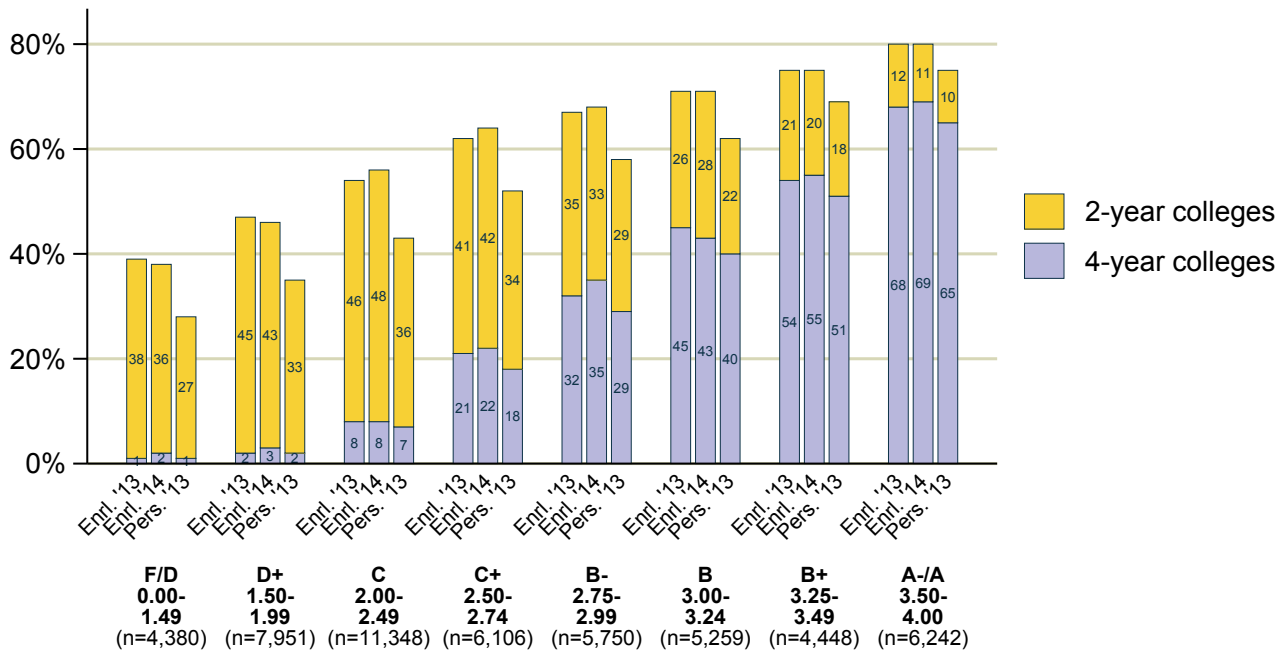
LAUSD graduates with higher GPAs enrolled and persisted in college, and completed college degrees, at higher rates than graduates with lower GPAs (see Figures 6-A and 6-B).<sup>27</sup> Approximately 80% of the 2013 and 2014 graduates with A-/A GPAs (3.50 and above) enrolled in college, and nearly 70% enrolled in a four-year college. Four-year college enrollment rates for graduates in that top GPA range were also eight to nine percentage points higher for the classes of 2013 and 2014 than for the class of 2008. Three-quarters of the 2013 and 2014 classes with GPAs in the B+ range (3.25-3.49) enrolled in college, and close to three-fourths of those enrolling in any college in this GPA range enrolled in *four-year* colleges. High school graduates with GPAs in the C range and below (2.49 or less) enrolled in college at much lower (though still substantial) rates, and almost all of those enrolled in two-year colleges.

GPAs were also predictive of college persistence for the classes of 2008 and 2013, and college completion for the class of 2008. Among the 2008 and 2013 high school graduates with GPAs of B or better who enrolled in any college in their first year after high school, more than 85% persisted into a second year. Of those with GPAs of 3.5 or higher (A- or better) who enrolled in any college, approximately 93% persisted into a second year. Persistence rates in the lowest GPA bands were substantially lower.

More than half of the 2008 graduates in the highest GPA category had completed college six years later, and nearly all of the completers had attained four-year degrees. Although overall college enrollment rates were roughly the same among 2008 graduates in the top three GPA bands (unlike in 2013 and 2014), *completion* rates for 2008 graduates in the B or B+ ranges were substantially lower than rates in the A-/A range. Well under 20% of 2008 graduates in the C+ and lower GPA ranges (below 2.75 GPA) had earned a degree within six-years of high school graduation and about half of those degrees were from two-year colleges (see Figure 6-B).

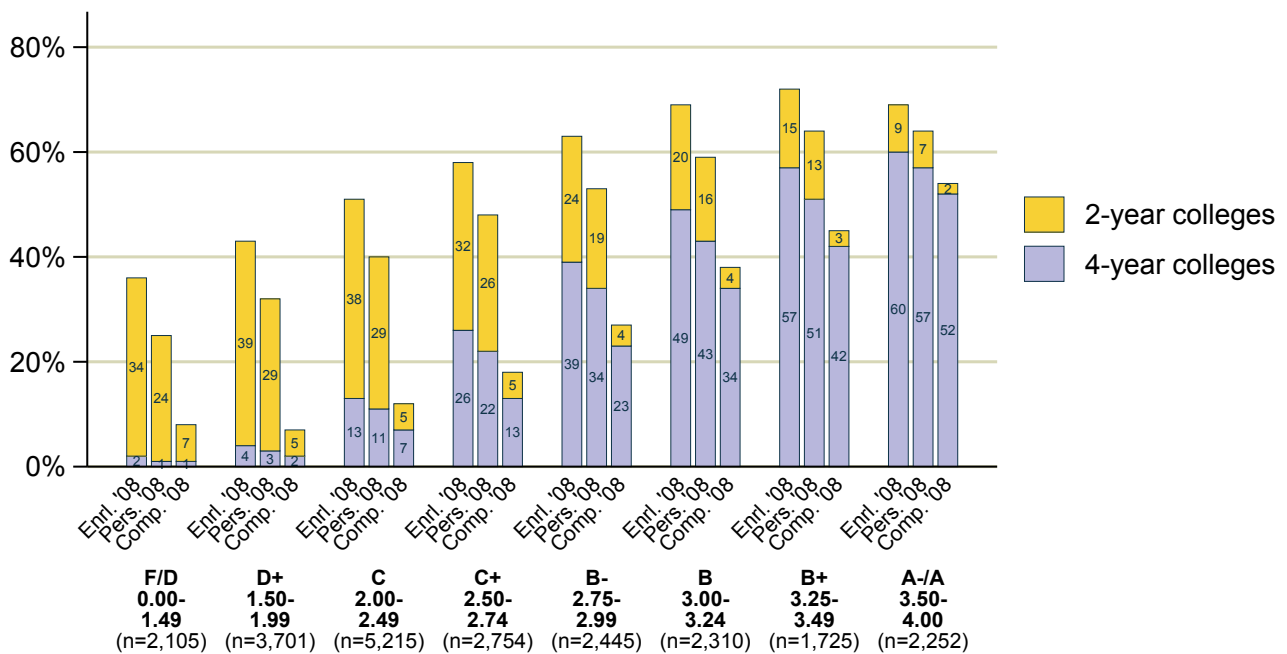


**Figure 6-A: College Enrollment and Persistence by 10th - 11th Grade GPA  
2013 and 2014 LAUSD Graduates**



Sample includes all students with course marks data in 2010-11 and/or 2011-12 (2013 graduates) and course marks data in 2011-12 and/or 2012-13 (2014 graduates) who graduated in 2013 or 2014 from an LAUSD school whose parents did not opt out of allowing LAUSD to link their child's records to college enrollment records. We use 10<sup>th</sup>-11<sup>th</sup> grade GPAs because the four-year colleges most commonly attended by LAUSD students (i.e., CSUs and UCs) ask applicants to submit their 10<sup>th</sup> and 11<sup>th</sup> grade GPAs. See Appendix A or Figure 1 for our definitions of enrollment and persistence. N=51,484.

**Figure 6-B: College Enrollment, Persistence, and Completion by 10th - 11th Grade GPA  
2008 LAUSD Graduates**



Sample includes all students with course marks data in 2005-06 and/or 2006-07 who graduated in 2008 from an LAUSD school whose parents did not opt out of allowing LAUSD to link their child's records to college enrollment records. We use 10<sup>th</sup>-11<sup>th</sup> grade GPAs because the four-year colleges most commonly attended by LAUSD students (i.e., CSUs and UCs) ask applicants to submit their 10<sup>th</sup> and 11<sup>th</sup> grade GPAs. See Appendix A or Figure 1 for our definitions of enrollment, persistence, and completion. N=22,507.



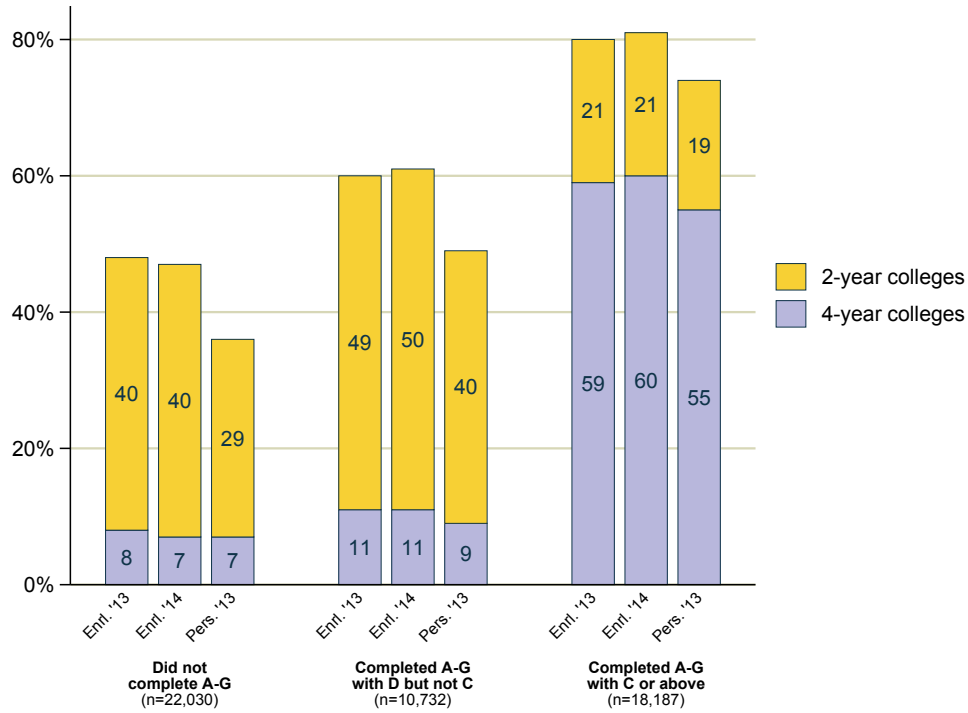
### **A-G Completion**

In California, students must earn at least a C in a series of 15 college preparatory courses to be eligible for admission to a public, four-year university; these courses are called the A through G (“A-G”) requirements. LAUSD graduates who completed A-G requirements *with a C or better* enrolled and persisted in college, and completed a college degree within six years, at higher rates than those who completed A-G requirements with a D or who did not complete all of the A-G requirements (see Figures 7-A and 7-B).<sup>28</sup> About 80% of 2013 and 2014 graduates who earned at least a C in all the A-G requirements enrolled in college within one year, and about 60% enrolled at a four-year college. In comparison, of the graduates who took and passed all the required courses but earned a D in at least one (thereby missing the public, four-year college eligibility cut-off), about 60% enrolled in college, and most of those students enrolled in two-year colleges. Of the graduates who either did not enroll in all the A-G courses or failed one or more, nearly half still enrolled in college, mostly at two-year colleges (see Figure 7-A).

Roughly three-quarters of the class of 2013 who earned at least a C in all the A-G requirements enrolled in college and persisted into their second year—an increase from 68% of the class of 2008. Persistence was substantially lower among 2013 graduates who completed the requirements with less than a C (around 50%) or who did not complete the requirements (around 35%).

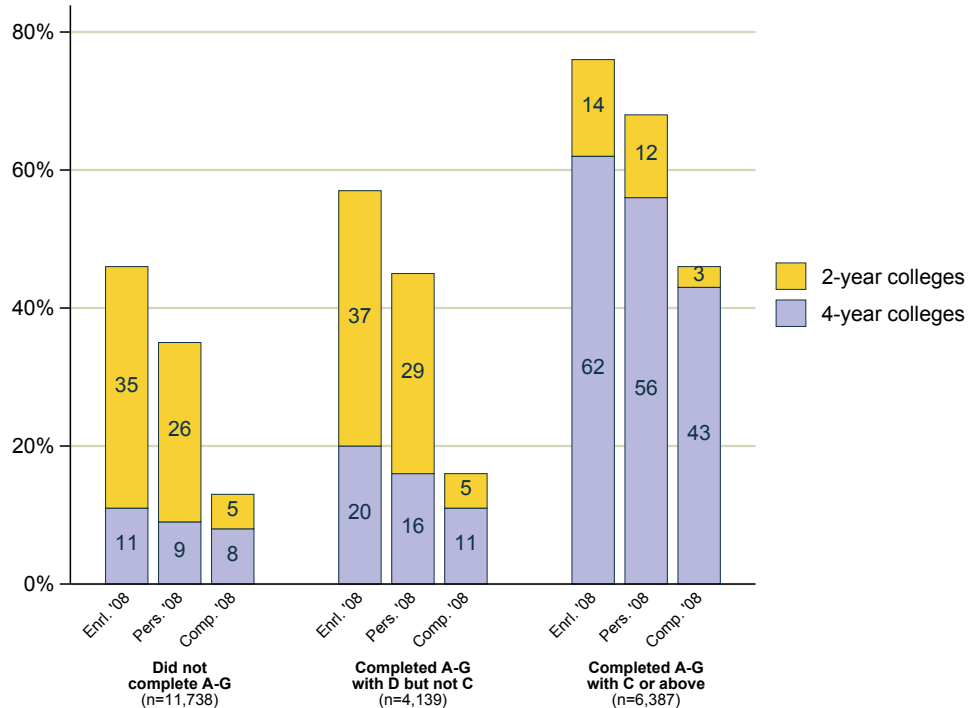
Although a majority of the class of 2008 who completed all UC A-G requirements *with a C or better* enrolled (76%) and persisted (68%) in any college, only 43% had completed a four-year degree by the summer of 2014. Yet, as Figure 7-B shows, this rate was about four times the four-year college completion rate for students who earned less than a C in the A-G courses (8%-11%).

**Figure 7-A: College Enrollment and Persistence by UC A-G Requirement Completion  
2013 and 2014 LAUSD Graduates**



Sample includes all students with A-G completion data who graduated in 2013 or 2014 from an LAUSD school whose parents did not opt out of allowing LAUSD to link their child's records to college enrollment records. See Appendix A for more information about how we define our A-G completion categories, enrollment, and persistence. N=50,949.

**Figure 7-B: College Enrollment, Persistence, and Completion by UC A-G Requirement Completion  
2008 LAUSD Graduates**



Sample includes all students with A-G completion data who graduated in 2008 from an LAUSD school whose parents did not opt out of allowing LAUSD to link their child's records to college enrollment records. See Appendix A for more information about how we define our A-G completion categories, enrollment, persistence, and completion. N=22,264.

## College Entrance Tests

Many four-year California colleges require that applicants take the SAT or ACT, and even colleges that do not require these tests of all students, often recommend them.<sup>29</sup> Figures 8-A and 8-B show how students' SAT/ACT taking and scores related to students' college enrollment, persistence, and completion.<sup>30</sup>

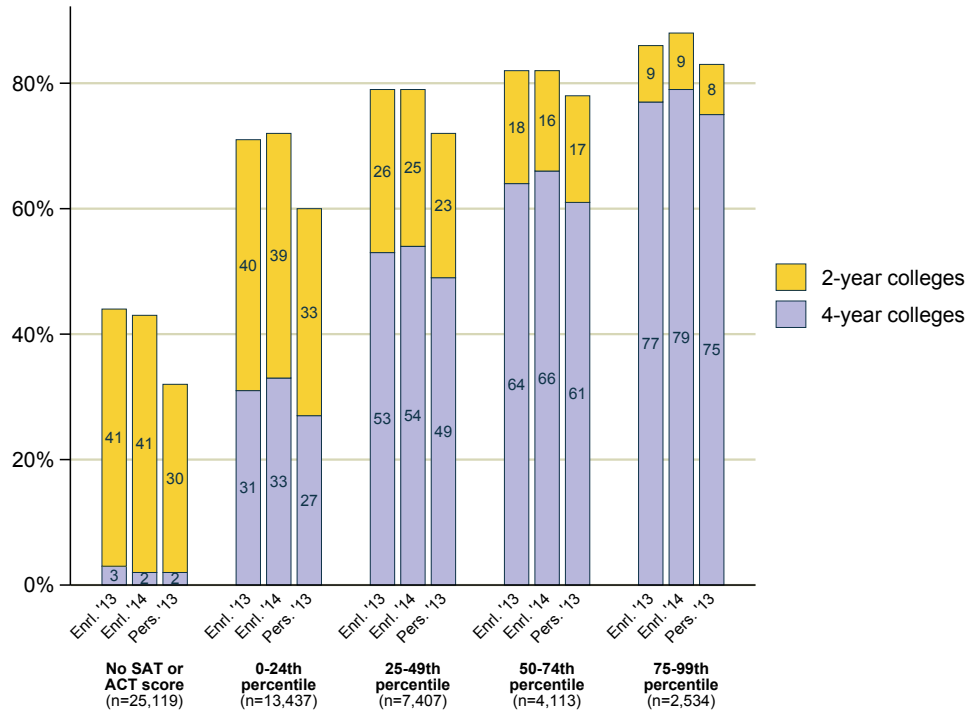
Nearly half of LAUSD graduates from the classes of 2008, 2013, and 2014 did *not* take an SAT or ACT (see Appendix Table A-5). Of those who did, only about one-fourth scored above the national average, and about half scored below the 25<sup>th</sup> percentile.

About 40% of the 2013 and 2014 graduates who did *not* take the SAT or ACT enrolled in two-year colleges. Very few graduates who did not take either exam enrolled in four-year colleges, presumably because most four-year colleges require SAT or ACT scores for admission. Put another way, graduates who took the SAT/ACT, regardless of their score, were far more likely to attend a four-year college than graduates who did not take either exam.<sup>31</sup>

Graduates who scored in the higher quartiles on the SAT/ACT were more likely to enroll and persist in four-year colleges and complete a four-year degree than their counterparts in the lower quartiles. Just under three-fourths of the 2013 and 2014 graduates who scored in the *bottom quartile* of the national SAT distribution<sup>32</sup> enrolled in any college and they were more likely to enroll in two-year colleges than four-year colleges (i.e., less than half of these college enrollees enrolled in four-year colleges). In contrast, about two-thirds of 2008 graduates who scored in the *bottom quartile* enrolled in any college, and those 2008 enrollees were slightly more likely than 2013 or 2014 graduates in the bottom quartile to enroll in four-year colleges.

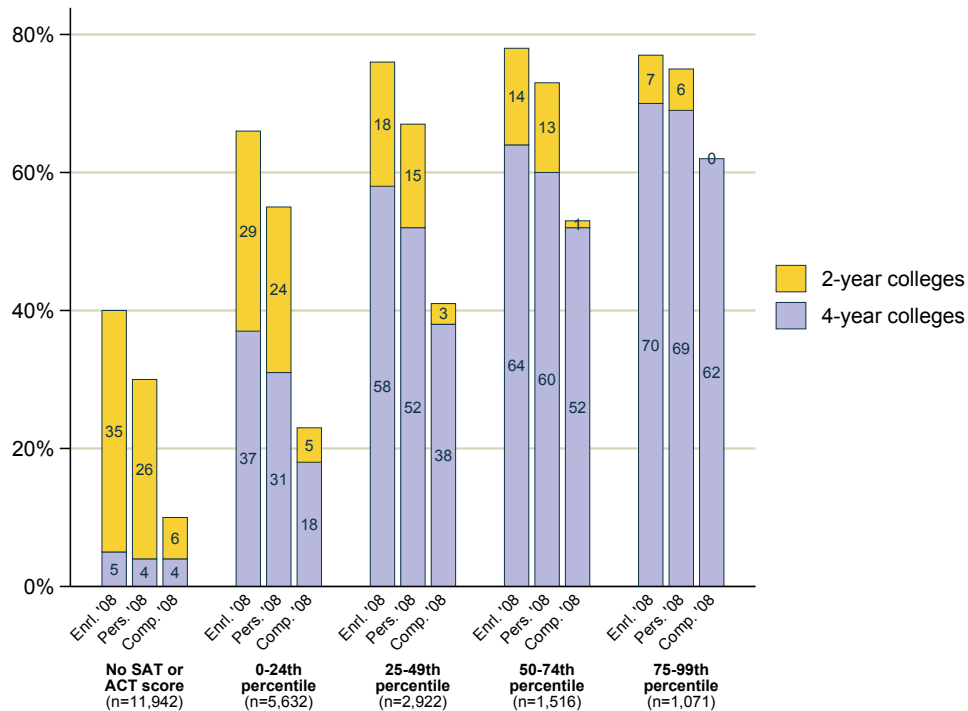
Only about half of LAUSD graduates scored at or above the 25<sup>th</sup> percentile nationally (i.e., in one of the top three quartiles). But well over three-fourths of graduates scoring at or above the 25<sup>th</sup> percentile enrolled in college within one year of high school graduation and most enrolled in four-year colleges. More than two-thirds of the 2008 and 2013 graduates who scored in the top three quartiles persisted into their second year of college. However, only graduates in the top half of the national SAT distribution had a greater than 50-50 chance of completing a four-year degree within six years. Only about 1 out of 5 LAUSD graduates who scored in the bottom quartile had completed a four-year degree six years later and that number fell to about 1 in 20 for graduates who did not take the SAT or ACT at all.

**Figure 8-A: College Enrollment and Persistence by National SAT/ACT Quartile  
2013 and 2014 LAUSD Graduates**



Sample includes all students who graduated in 2013 or 2014 from an LAUSD school whose parents did not opt out of allowing LAUSD to link their child's records to college enrollment records. SAT/ACT percentile cut-offs represent national percentiles among college-bound seniors in 2013 and 2014, respectively. See Appendix A or Figure 1 for our definitions of enrollment and persistence. N=52,610.

**Figure 8-B: College Enrollment, Persistence, and Completion by National SAT/ACT Quartile  
2008 LAUSD Graduates**



Sample includes all students who graduated in 2008 from an LAUSD school whose parents did not opt out of allowing LAUSD to link their child's records to college enrollment records. SAT/ACT percentile cut-offs represent national percentiles among college-bound seniors in 2008. See Appendix A or Figure 1 for our definitions of enrollment, persistence, and completion. N=23,083.

## *How prevalent is college “undermatch” among LAUSD graduates?*

In recent years, scholars and practitioners have begun to focus not only on ensuring that students enroll in college but that they enroll in colleges that are well-matched to students’ academic credentials and pursuits.<sup>33</sup> Because students who begin college at a four-year public institution are more likely to earn a four-year degree than academically-comparable students who begin at a two-year institution,<sup>34</sup> and because students who attend highly selective four-year institutions tend to have higher graduation rates than academically-comparable students who attend less selective institutions,<sup>35</sup> many in the higher education field are concerned when students “undermatch,” that is, enroll in institutions that are less selective than other institutions they were eligible to attend.

Relatively few 2013 and 2014 LAUSD graduates had high enough GPAs and SAT scores to qualify as very likely for admission at selective four-year colleges. (Less than 3% of graduates had GPAs above 3.5 and SAT/ACT scores in the top quartile nationally.) However, nearly one in three graduates met or exceeded the minimum threshold for admission to the California State University (CSU) system.<sup>36</sup> For this report, we describe the extent to which students who were eligible for admission to a four-year California State University (CSU) campus enrolled instead at a two-year college, or did not enroll in college at all. Although we consider CSU-eligible students who enroll at two-year colleges to have “undermatched,” we acknowledge that, for some students, attendance at a two-year college might be preferable or advantageous. For example, given that many LAUSD graduates are socioeconomically disadvantaged, a two-year college’s affordability and proximity to home might be primary considerations for students and their families. Moreover, some students at the cusp of eligibility might aim to enroll at specific two-year colleges that have relatively high transfer rates to selective four-year colleges, rather than enrolling directly at less selective four-year CSU campuses.

### **CSU Eligibility**

To understand the extent of college undermatch, and how it differed among students from various backgrounds, we first identified graduates from the classes of 2013 and 2014 who met the CSU minimum eligibility requirements and then examined whether they enrolled in college and, if so, in what type of college. Table 3 describes CSU eligibility among LAUSD graduates from the classes of 2013 and 2014. Overall, slightly less than a third (32%) of 2013 and 2014 LAUSD graduates were CSU-eligible. Eligibility rates varied widely among ethnic subgroups.

Asian American graduates were much more likely (62%) than White (44%), Latino (30%), or African American graduates (21%) to be CSU-eligible. Female graduates (37%) were substantially more likely to be CSU-eligible than males (27%), but gender disparities within racial and ethnic groups were slightly less pronounced among Asian Americans than among graduates from the other main racial/ethnic groups. Graduates whose parents had college degrees were also much more likely to be CSU-eligible than those whose parents had not completed college.

**Table 3: 2013 and 2014 LAUSD Graduates Meeting CSU Minimum Eligibility Requirements, by Gender, Race/Ethnicity, and Parents' Education**

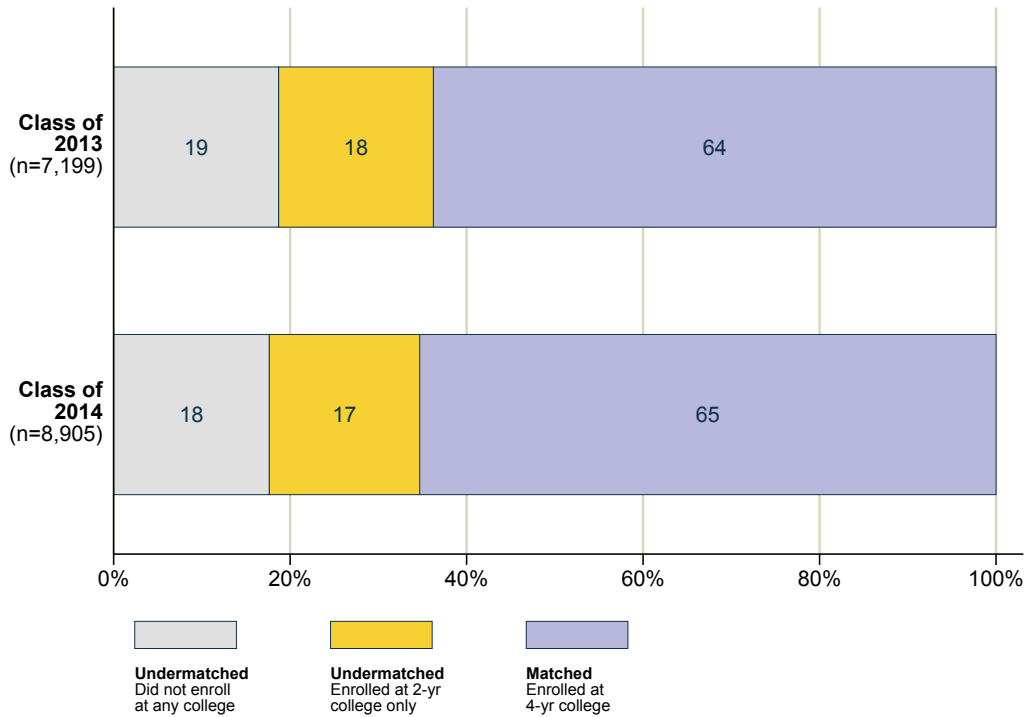
	<b>Classes of 2013 and 2014, combined</b>		
	<b>CSU eligible</b>	<b>not eligible</b>	<b># of graduates</b>
<b>Gender</b>			
Male	27%	73%	24,186
Female	37%	63%	25,868
<b>Race/Ethnicity</b>			
Asian American	62%	38%	2,298
White	44%	56%	3,446
Filipino American	52%	48%	1,732
African American	21%	79%	4,648
Latino	30%	70%	37,588
Native American/Alaska Native	20%	80%	162
Native Hawaiian/Pacific Islander	26%	74%	180
<b>Race/Ethnicity and Gender</b>			
Asian American Male	58%	42%	1,216
Asian American Female	67%	33%	1,082
White Male	38%	62%	1,758
White Female	49%	51%	1,688
Filipino American Male	45%	55%	937
Filipina American Female	59%	41%	795
African American Male	15%	85%	2,123
African American Female	27%	73%	2,525
Latino Male	24%	76%	17,989
Latina Female	35%	65%	19,599
Native American/Alaska Native Male	22%	78%	77
Native American/Alaska Native Female	19%	81%	85
Native Hawaiian/Pacific Islander Male	19%	81%	86
Native Hawaiian/Pacific Islander Female	33%	67%	94
<b>Parents' Educational Attainment</b>			
Missing or "Decline to Answer"	29%	71%	18,928
Less than High School	30%	70%	12,332
High School Graduate	31%	69%	9,058
Some College	35%	65%	4,927
College or Graduate Degree	50%	50%	4,809
<b>Overall Total</b>	<b>32%</b>	<b>68%</b>	<b>50,054</b>

Sample includes all students with course marks, A-G completion, and SAT/ACT score data who graduated in 2013 or 2014 from an LAUSD school whose parents did not opt out of allowing LAUSD to link their child's records to college enrollment records.

### CSU Undermatch

While the majority of CSU-eligible LAUSD graduates enrolled in a four-year college after high school graduation, 17-18% of the CSU-eligible graduates from the classes of 2013 and 2014 enrolled in a two-year college rather than a four-year college and another 18-19% did not enroll in any college in the year following high school graduation (see Figure 9).<sup>37</sup>

**Figure 9: College Enrollment within One Year among 2013 and 2014 CSU-Eligible LAUSD Graduates**

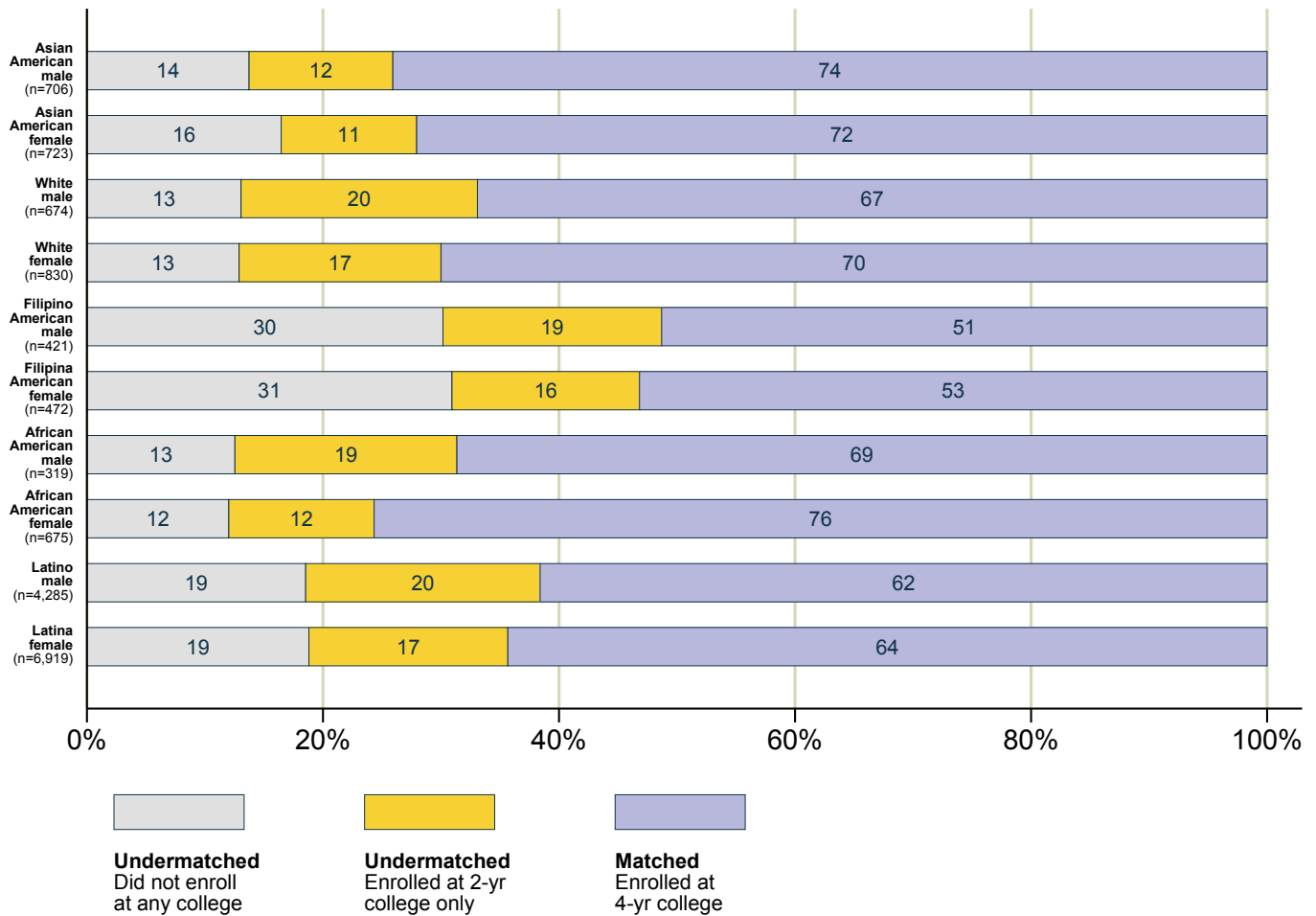


Sample includes all CSU-eligible students who graduated in 2013 or 2014 from an LAUSD school whose parents did not opt out of allowing LAUSD to link their child's records to college enrollment records. Note that the percentages of students not enrolled in any college may be overstated because college students who blocked the NSC from releasing their college enrollment records, or whose colleges blocked the release of those records, are classified in these percentages as non-college-goers. N=16,104.

Women from every racial and ethnic group were *less likely* to undermatch than men, except in the case of Asian Americans (see Figure 10).<sup>38</sup> The widest intra-racial/ethnic gender gap was among CSU-eligible African American graduates (who also had the lowest CSU eligibility rates): African American young women had the *highest* match rate—76%—of the racial/ethnic and gender subgroups, and their undermatch rate was substantially lower than that of African American young men (24% vs. 32%, respectively). Both male and female CSU-eligible Filipino American graduates had the *highest* undermatch rates by far—nearly 50% overall, with about 30% not enrolling in any college within a year of graduation.



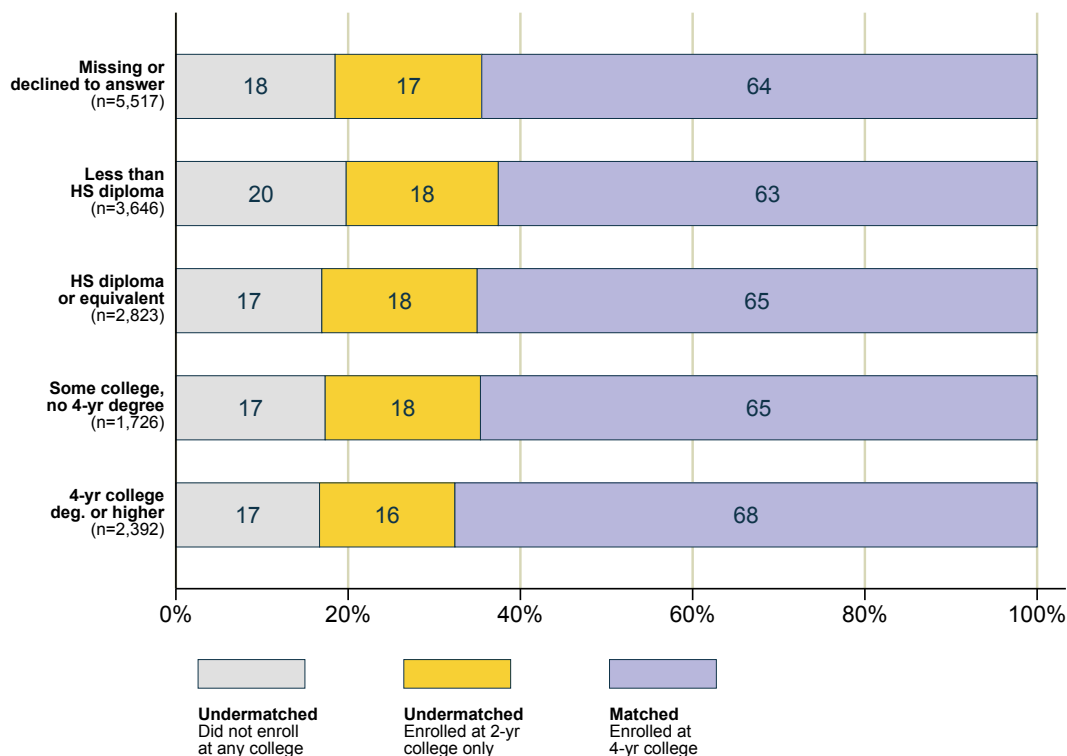
**Figure 10: College Enrollment within One Year among 2013 and 2014 CSU-Eligible LAUSD Graduates, by Gender and Race/Ethnicity**



Sample includes all Asian American, White, Filipino American, African American, and Latina CSU-eligible students who graduated in 2013 or 2014 from an LAUSD school whose parents did not opt out of allowing LAUSD to link their child's records to college enrollment records and whose LAUSD records included information on their gender and race/ethnicity. American Indian/Alaskan Native and Hawaiian/Pacific Islander graduates omitted due to small samples. Note that the percentages of students not enrolled in any college may be overstated because college students who blocked the NSC from releasing their college enrollment records, or whose colleges blocked the release of those records, are classified in these percentages as non-college-goers. N=16,024.

Figure 11 shows that graduates whose parents had the most education (i.e., parents with four-year college degrees or higher) were slightly less likely to undermatch (33%) than their classmates whose parents had completed some college or high school only (35%) or whose parents had not graduated from high school (38%).

**Figure 11: College Enrollment within One Year among 2013 and 2014 CSU-Eligible LAUSD Graduates, by Parents' Education**



Sample includes all CSU-eligible students who graduated in 2013 or 2014 from an LAUSD school whose parents did not opt out of allowing LAUSD to link their child's records to college enrollment records. Note that the percentages of students not enrolled in any college may be overstated because college students who blocked the NSC from releasing their college enrollment records, or whose colleges blocked the release of those records, are classified in these percentages as non-college-goers. N=16,104.

Appendix Table B-3 displays undermatch rates by high school, for the subset of 74 LAUSD high schools with at least 60 CSU-eligible graduates from the classes of 2013 and 2014 combined. The percentage of 2013 and 2014 graduates who were CSU-eligible varied widely among these schools, from 22% to 78%, with a median of 34%. The percentage of CSU-eligible graduates from each school who undermatched also varied widely, from 15% to 55%. Some of this variation among schools in their undermatch rates probably arises from variation in data quality. For example, the percentage of CSU-eligible students not enrolling in any college will be inaccurately high in schools that have large numbers of undocumented students because the NSC matching process sometimes categorizes such students as not having enrolled in college when they have.<sup>39</sup> Even with that caveat in mind, these results nonetheless suggest that undermatching is more common in some schools than others.

## Interpretive Summary

This report describes LAUSD graduates' college enrollment, persistence, and completion and how those outcomes vary among graduates from different demographic and academic backgrounds. The results provide a baseline from which to measure LAUSD graduates' progress to and through college in upcoming years. The results also invite comparisons nationally and with other large, urban school districts. Nationally, 68% of 2014 high school graduates enrolled in college in the fall immediately following high school graduation, compared to 63% of LAUSD graduates.<sup>40</sup> Graduates from the class of 2014 from the Chicago Public Schools (CPS)—another large, urban district that serves fewer students than LAUSD but has similar per-pupil expenditures<sup>41</sup>—had a slightly lower immediate fall college enrollment rate (58%) than LAUSD's class of 2014 graduates.<sup>42</sup> Graduates nationally and from CPS were more likely than graduates from LAUSD to enroll in four-year colleges immediately after high school (44% and 38%, compared to 26% in LAUSD).<sup>43</sup> However, LAUSD graduates from the class of 2008 earned four-year college degrees within six years of high school graduation at only slightly lower rates than class of 2008 CPS graduates (17% and 21%, respectively),<sup>44</sup> which suggests that beginning at a two-year college and transferring to a four-year college may be a more common pathway to a four-year degree in Los Angeles than in Chicago.<sup>45</sup>

The next stage of this research should explore LAUSD graduates' paths to a four-year degree among those who began their degrees at different types of institutions. For advising high school students about college options, it seems especially important to understand the extent to which the type of institution at which students begin their degree affects students' likelihood of completing a bachelor's degree, and how transfer pathway success may depend on students' high school academic preparation and course taking.<sup>46</sup>

Moreover, because the NSC data are limited, both in their coverage of undocumented students and in their available measures of college academic success, it would be useful to be able to follow LAUSD students into the community college, CSU, and UC campuses in which they enroll to better understand their experiences at those institutions in a more fine-grained way. Because the vast majority of LAUSD students enroll in public, in-state colleges and universities, data shared from those institutions could make it possible to describe LAUSD graduates' college course taking (including enrollment in remedial coursework),

college grades, and major choices, as well as how those college outcomes relate to LAUSD students' high school preparation.

Although this descriptive report is just a first step in understanding LAUSD graduates' transitions to college, the results nonetheless point to critical lessons for improving LAUSD students' college outcomes in years to come. We highlight four here:

**1. Improving LAUSD students' academic achievement is essential for ensuring that more students successfully start and complete college, and must begin earlier than high school.**

Less than a third of 2014 graduates had A or B averages, and only a quarter of graduates who took the SAT or ACT scored above the national average. In Los Angeles, as in other school districts and nationally, academic performance is the most important predictor of college enrollment and completion.<sup>47</sup> In LAUSD, graduates with at least a B average were *five times* more likely to complete a four-year degree than graduates with lower grades. Because students' academic performance in high school depends very heavily on the academic skills students have acquired earlier in their lives, improving students' academic performance is *not* a task limited to high schools and their students.<sup>48</sup> The responsibility for improving LAUSD students' academic skills begins early in children's lives and continues throughout their academic career, and should involve the entire school community as well as the families and other adults who work with students to ensure that they are prepared for their highest educational aspirations.

**2. Striving to ensure that all LAUSD students graduate from high school having completed their college preparatory, A-G course requirements with at least a C is critical for ensuring students' college success.**

Recent LAUSD graduates who completed the A-G course sequence with only a D were *five times less likely* to enroll in a four-year college than their peers who completed A-G with at least a C. This strong association between A-G completion with at least a C and four-year college enrollment is unsurprising because public, in-state, four-year colleges require at least a C in A-G courses as part of their admissions eligibility criteria. Although completing A-G with at least a D is LAUSD's current high school graduation requirement, LAUSD needs to ensure that entering ninth grade students and their families understand that students must earn *at least Cs, not Ds*, to have a chance of

admission to public universities in California. LAUSD's high school administrators and teachers must also continue or intensify their efforts to ensure that instruction in students' A-G classes engages students and helps them master the material so that they earn strong grades the first time they take each course. High schools, and their non-profit partners, need the resources to be able to provide additional, more personalized academic help to students who are struggling in their A-G courses. And LAUSD should continue its efforts to provide opportunities for students who have failed A-G courses, or earned Ds in them, to recover A-G credits—ideally through high-quality credit recovery alternatives that have been thoroughly evaluated. In principle, however, an increased emphasis on strong instruction the first time students take A-G courses, and adequate supports when students show signs of struggle, would eventually decrease the need for the substantial efforts currently underway in the district to provide credit recovery options. Certainly, the Los Angeles philanthropic community could play an important role in investing resources in research-based interventions to support schools' or the district's efforts to ensure that students master the material in their A-G classes and thus are four-year-college eligible.<sup>49</sup>

### **3. Supporting students' and families' understanding about the college application and financial aid process is much needed to ensure that academically-qualified students enroll in college.**

More than one in six LAUSD graduates who were academically-eligible to attend a public four-year college did not enroll in *any* college in the year following high school graduation. Another one in six of those eligible for four-year college enrolled in a two-year rather than a four-year college. These students completed their A-G course requirements and earned the combination of grades and SAT scores that made them eligible for a California State University, yet they did not enroll in a four-year college. While not all of these students would have been better off enrolling in a four-year college, undoubtedly some did not apply to any four-year colleges or for the financial aid and scholarships for which they were eligible. Working to improve the system of college and financial aid information and support—so that academically-qualified students have many good college options from which to choose—should be a high priority for our Los Angeles community. A companion LAERI report offers a first look at these supports in LAUSD and suggests improvements.<sup>50</sup> To better prioritize resources, future research should build on that report to understand which students most need support during the application and financial aid process and which steps in the process pose the biggest challenges for them.

#### **4. Increasing LAUSD graduates' college persistence and completion rates is an important task for local colleges and universities that have low transfer and graduation rates.**

Large numbers of LAUSD graduates—more than two-thirds from the class of 2014—went to college in the year following high school graduation (about 60% of college-goers enrolled in a two-year college and the remaining 40% enrolled in a four-year college). Based on patterns from the classes of 2013 and 2008, about 85% of college-goers will re-enroll in college for a second year, but only a little over a third will earn a degree of some type within six years, and about a quarter will earn a bachelor's degree (B.A.). These low B.A. completion rates have many causes, including students' K-12 academic preparation; however, two and four-year colleges can play important roles in improving students' transfer and completion rates. Given the importance of college completion, partnerships among philanthropists, community and civic organizations, and local postsecondary institutions to develop, implement, and rigorously evaluate college interventions could be a productive strategy for enhancing students' persistence and completion.<sup>51</sup> In addition, knowing more about students' transfer pathways from two-year to four-year colleges, and how those pathways influence students' experiences and achievements in college, will be important foundational information for advising students and developing programs to support students' college success.

This report provides a baseline from which to measure LAUSD graduates' progress to and through college in upcoming years. It also reveals challenges that will require a systemic set of efforts on the part of schools, district leaders, colleges and universities, philanthropists, community-based and civic organizations, as well as students and their families. The results, taken within the broader literature on college going, also suggest that if our community believes that all students should be prepared for college enrollment and success, even if they choose not to attend college after high school, then directing resources and interventions toward academic preparation early in students' lives should be a high priority. Setting this high bar is likely to pay off in improved high school graduation rates and college enrollment and completion rates, and—if national trends hold for L.A. students—in students' social and economic well-being as adults.

# Endnotes

<sup>1</sup> Baum, Ma, & Payea, 2013; Hout, 2012; Oreopoulos & Petronijevic, 2013.

<sup>2</sup> For example, college and career readiness anchor standards in the Common Core (Conley, 2014).

<sup>3</sup> Los Angeles Unified School District, 2015.

<sup>4</sup> Bailey & Dynarski, 2011.

<sup>5</sup> Approximately 14% of LAUSD graduates' parents from the classes of 2008, 2013, and 2014 chose not to allow LAUSD to link their district records to their college enrollment records. Appendix tables A-4 and A-5 show the extent to which students included in the NSC match differ demographically and academically from those excluded from the match. Compared to included students, students excluded from the NSC match have slightly higher levels of academic preparation and are slightly more likely to have parents who attended or graduated from college.

<sup>6</sup> Note that the NSC data do not distinguish among students who graduated from magnet centers/programs located at traditional high schools and non-magnet graduates of those high schools.

<sup>7</sup> Throughout this report, we group two-year and less-than-two-year colleges together and refer to them as two-year colleges. According to the NSC data, very few LAUSD graduates enrolled in less-than-two-year colleges. For example, in 2014, only 0.2% of LAUSD graduates enrolled in a less-than-two-year college within one year of high school graduation.

<sup>8</sup> Since the California Department of Education began calculating cohort graduation rates in the 2009-10 academic year, LAUSD's cohort graduation rate increased roughly 2 percentage points each year, from 62% to 70% by 2013-14 (California Department of Education, 2017a).

<sup>9</sup> A Title IV institution is any college that is eligible to process U.S. federal student aid under Title IV of the Higher Education Act of 1965.

<sup>10</sup> National Student Clearinghouse Research Center, 2016.

<sup>11</sup> National Student Clearinghouse Research Center, 2014.

<sup>12</sup> E.g., National Student Clearinghouse Research Center, 2014 and Dynarski, Hemelt, & Hyman, 2015.

<sup>13</sup> The percentage of LAUSD graduates who completed all courses required for admission to the University of California or California State University systems increased from 26% in 2007-08 to 46% in 2013-14 (California Department of Education, 2017b).

<sup>14</sup> In accordance with the definitions used in the NSC's aggregate reports, we classify persistence by college type based on the type of college the student enrolled in during the first academic year after high school graduation. Thus, students who enrolled in a four-year college within one year are counted as "four-year persisters" if they enrolled at any college the following year—whether they persisted into the same four-year college, a different four-year college, or a two-year college. Students who enrolled in a two-year college within one academic year of high school graduation are counted as "two-year persisters," whether they persisted into the same or different college of any level, including if they transferred into a four-year college.

<sup>15</sup> Nationally, about 60% of students who began a BA degree in fall 2008 graduated from the same institution within six years (Kena et al., 2016). Note, however, that we would expect this national statistic to be lower than the statistic we report from the NSC data because the national statistic includes all students who enrolled at a four-year institution in fall 2008, not just students who made the immediate fall transition from high school to college. (Non-traditional students tend to graduate at lower rates than recent high school graduates.) Moreover, the national statistic only counts students who completed their degree at the same college where they started. Thus, students who started at a four-year college in fall 2008, then transferred and completed their degree at a different four-year college are not counted as completers in the national statistic.

<sup>16</sup> See National Student Clearinghouse Research Center (2014) for more details.

<sup>17</sup> Students in the "blocked records" category enrolled in an NSC-participating school. However, these students (or the colleges they attended) chose to block NSC from releasing their individual-level enrollment records and only appear as college-goers in aggregate reports. We calculate the percentages of "blocked" students by comparing aggregate NSC statistics with individual-level NSC statistics. In subsequent tables and figures that use

the individual-level enrollment statistics, blocked students appear as non-college-goers, despite having enrolled in a college, which causes our estimates of college outcomes to be lower than shown in Table 1.

<sup>18</sup> To calculate the percentage of in-state, public college-goers, note that 27% enrolled in a four-year and 22% enrolled in a public, in-state, four-year, so  $22/27=.81$  or 81%.

<sup>19</sup> We define “very selective” as any college in the top three categories of “highly competitive,” “highly competitive plus,” or “most competitive” from the 2014 edition of Barron’s Profiles of American Colleges (Barron’s Educational Series, 2013). We define “selective” as any college in the “very competitive” or “very competitive plus” categories.

<sup>20</sup> Some of the figures that rely on individual-level data (e.g., Figures 2A and afterward) imply that college enrollment increased for some students over time. However, as Figure 1 shows, college enrollment did not increase in the aggregate between 2008 and 2013. These discrepancies arise because the individual-level data are affected by blocking rates that have changed over time and differentially among subgroups.

<sup>21</sup> See, for example, Buchmann & DiPrete (2006) and Goldin, Katz, & Kuziemko (2006). For a book-length discussion of gender disparities in education, see DiPrete & Buchmann (2013).

<sup>22</sup> Note that LAUSD had very few Pacific Islander and Native American graduates in the years we describe in this report (see the Ns for those groups in Figures 3-A and 3-B).

<sup>23</sup> See Musu-Gillete, Robinson, McFarland, KewalRamani, Zhang, & Wilkinson-Flicker (2016).

<sup>24</sup> Note that changes in college-going outcomes between the class of 2008 and the classes of 2013/2014 may be due, in part or in whole, to changes in the composition of those graduating classes. As Appendix Table A-4 shows, compared to graduates from the class of 2008, graduates from the class of 2014 were more likely to be male, less likely to be African American or White, and less likely to have parents who had completed a college or graduate degree. In addition, the relative decline in parents’ education was especially pronounced for African American graduates, which may help explain the apparent decline in the percentage of African American graduates enrolling in four-year colleges.

<sup>25</sup> Overall national enrollment rates for 18- to 24-year olds were slightly higher for Asian Americans and African Americans in 2013 than in 2008, but were similar for Whites in both years. In contrast, immediate college enrollment rates following high school graduation declined somewhat between 2008 and 2013 for all groups except Latinos, for whom they improved. See Musu-Gillete, Robinson, McFarland, KewalRamani, Zhang, & Wilkinson-Flicker (2016).

<sup>26</sup> Los Angeles Unified School District, 2017.

<sup>27</sup> These figures use unweighted GPAs for the two academic years prior to students’ high school graduation year, which are the sophomore and junior years for graduates who completed high school in the traditional four years.

<sup>28</sup> We define A-G completion using the University of California completion rules, but CSU completion rules yield nearly identical results. We used LAUSD fall and spring secondary course marks and LAUSD A-G completion data to determine graduates’ A-G completion rates. See Appendix A for more details.

<sup>29</sup> To be eligible for admission to the California State University system, students with GPAs below 3.0 in A-G coursework must score above specific SAT/ACT cutoffs determined by their GPA. And even though students who graduate with a GPA of 3.0 or higher can potentially meet the minimum eligibility requirements without taking the SAT or ACT, many CSU campuses (including CSULA, CSUN, and CSULB) enforce higher (“impacted”) admission standards campus-wide or for certain majors (California State University, 2016b).

<sup>30</sup> For students who took the ACT, we converted their scores to SAT score percentiles. See Appendix A for more details.

<sup>31</sup> Several studies of policies requiring that all students take the SAT or ACT indicate that such policies increase four-year college enrollment (see, e.g., Hurwitz, Smith, Niu, & Howell, 2015; Hyman, 2017; Klasik, 2013). These results imply that LAUSD could improve its four-year college enrollment rate by making SAT-taking ubiquitous throughout the district.

<sup>32</sup> We used cut-offs for the national quartiles from the year the exam was taken (see, College Board, 2008, 2013, & 2014).

<sup>33</sup> See, for example, Roderick et al., 2008; Hoxby & Avery, 2013.

<sup>34</sup> Stephan, Rosenbaum, & Person, 2009.

<sup>35</sup> Bowen, Chingos, & McPherson, 2009.



<sup>36</sup> CSU admissions offices use three criteria to determine students' baseline eligibility for admission: graduation from high school, completion of A-G coursework requirements with a C or better, and students' scores on an eligibility index calculated from students' SAT or ACT test scores and grades in A-G classes (California State University, 2016a, 2016b).

<sup>37</sup> Note, however, that because "blocked records" appear as non-college-goers in the data, Figures 9, 10, and 11 probably overstate the percentage of CSU-eligible students who did not enroll in any college. In addition, some students who did not enroll in college in the year following high school graduation did enroll in later years.

<sup>38</sup> We omit Native American and Native Hawaiian/Pacific Islander graduates from this figure because those groups were too small to draw strong conclusions about their college-going patterns relative to the other racial/ethnic groups. We also combine the classes of 2013 and 2014 when examining subgroup differences in undermatching to minimize the effect of random fluctuations due to small numbers of students.

<sup>39</sup> See National Student Clearinghouse Research Center (2014).

<sup>40</sup> Bureau of Labor Statistics, 2015.

<sup>41</sup> See Cornman (2016).

<sup>42</sup> Chicago Public Schools, 2015.

<sup>43</sup> See Bureau of Labor Statistics (2015) and Chicago Public Schools (2015). To facilitate comparison with national statistics, here we describe immediate fall enrollment rates for LAUSD graduates even though we discuss enrollment within one year in the rest of the report. The national college enrollment rates reported by BLS include GED recipients, whereas the CPS and LAUSD rates do not. (Because GED recipients are less likely than traditional high school graduates to enroll in college, we would expect their inclusion to depress the BLS's national college enrollment rate relative to the CPS and LAUSD rates.)

<sup>44</sup> In CPS, 52.5% of 2008 graduates enrolled in any college (Chicago Public Schools, 2010) and 35% enrolled in a four-year college immediately after high school graduation (Healey, Nagaoka, & Michelman, 2014). Therefore, we calculate that 17.5% of 2008 CPS graduates enrolled in a two-year college ( $52.5 - 35 = 17.5$ ) and 47.5% did not enroll in any college immediately after high school graduation ( $100 - 52.5 = 47.5$ ). 50% of 2008 CPS graduates who enrolled in a four-year college immediately after graduation had earned a bachelor's degree six years later, compared with 8% of 2008 CPS graduates who enrolled immediately in a two-year college, and 4% of CPS graduates who did not immediately enroll in any college (see Technical Appendix of Nagaoka & Healey, 2016). Therefore, we calculate that 21% of 2008 CPS graduates had completed a bachelor's degree within six years:  $(50\% \times 35\%) + (8\% \times 17.5\%) + (4\% \times 47.5\%) = 17.5\% + 1.4\% + 1.9\% = 20.8\%$ .

<sup>45</sup> See Chicago Public Schools (2010) and Healey, Nagaoka, & Michelman (2014) for CPS statistics. Note, too, that this similarity between CPS and LAUSD in their four-year college graduation rates could also arise if the four-year colleges attended by LAUSD graduates have substantially higher graduation rates than those attended by CPS graduates.

<sup>46</sup> For examples of these types of analyses, see Brand, Pfeffer, & Goldrick-Rab (2014), Long & Kurlaendar (2009), and Melguizo, Kienzl, & Alfonso (2001).

<sup>47</sup> See, for example, Bowen, Kurzweil, & Tobin (2005) and Roderick, Nagaoka, & Allensworth (2006).

<sup>48</sup> See, for example, Allensworth, Gwynne, Moore, & de la Torre (2014), Lesnick, Goerge, Smithgall, & Gwynne (2010), and Phillips (2011).

<sup>49</sup> For example, this randomized evaluation of a tutoring intervention in Chicago Public Schools provides promising evidence that within-the-school-day tutoring can yield important improvements in high school students' math performance (Cook et al., 2015).

<sup>50</sup> See Phillips, Yamashiro, & Miller, 2017.

<sup>51</sup> For an example of a successful community college intervention, see Scrivener, Weiss, Ratledge, Sommo, & Fresques (2015).

# Appendix A: Sample and Measures

## Sample

This report examines the college-going patterns of students who graduated from LAUSD high schools during the 2007-08, 2012-13, and 2013-14 academic years. When we began our study, these were the most recent classes available that had enough data to track enrollment within one year of high school graduation (the 2014 class), persistence into the second year of college (the 2013 class), and graduation within six years (the 2008 class). National Student Clearinghouse data were available only for “high school graduates,” defined as students who left high school with an exit code of E230 (i.e., “student left school after completing his/her academic program at this school”) in CALPADS, the longitudinal statewide data system where individual level data are collected for federal and state reporting. Most of these graduates graduated with a standard high school diploma, but a small percentage graduated with waivers or exemptions, special education certificates of completion, or passed state-approved high school equivalency exams during the same academic year that they would have been expected to graduate from high school.

Families of students in LAUSD can request that the district not share their information with the National Student Clearinghouse, and thus those students are not included in our analytic sample. (Among the 2008, 2013, and 2014 classes, 14% requested that LAUSD not share their information with the NSC.) In addition, some college-goers, or the colleges they attend, block the National Student Clearinghouse from releasing their individual-level enrollment records. These restrictions do not apply to aggregate enrollment records at the school or district level. As a result, the district-level and school-level tables and figures (see Figure 1, Table 1, and Appendix Tables B-1 and B-2) in this report describe, in aggregate, the college-going outcomes of LAUSD graduates, regardless of whether they or their colleges blocked the NSC from reporting their individual-level enrollment records. However, in all other tables/figures in this report, these blocked students are indistinguishable from students who never enrolled in college. Consequently, our estimates are biased downward when we show college-going outcomes stratified by demographic, socioeconomic, or academic preparedness predictors.

For each analysis, we limit our analytic sample to students who have data on the predictor of interest. Appendix Tables A-1 and A-2 describe the precise definitions we used for our college-going outcome measures and predictors, respectively. Appendix Table A-3 lists all schools included in the analytic sample. Appendix Tables A-4 and A-5 compare the demographic characteristics and academic preparation, respectively, of the analytic sample of graduates with the graduates we excluded from our analysis due to parents’ requests that their children’s information not be matched to the NSC data.

## Appendix Table A-1: Measures of College Outcomes

<b>Enrollment within One Year</b>	<p>We define college enrollment within one year as enrollment in a less-than-two-year, two-year, or four-year NSC-participating college in the academic year (which we define as August 15 in one year through August 14 in the subsequent year) following the academic year in which a student graduated from high school. For example, a student who graduated from high school between August 15, 2007 and August 14, 2008 and enrolled in college between August 15, 2008 and August 14, 2009 would be counted as a 2008 high school graduate who enrolled in college within one year. If a student enrolled in both a two-year college and a four-year college within the same one-year window, we categorize the student as having attended a four-year college. If a student enrolled in more than one college of the same type, we prioritize the college where s/he enrolled for the most days. We report college enrollment for the 2008, 2013, and 2014 graduating classes.</p>
<b>Persistence into Second Year</b>	<p>We define college persisters as students who enrolled in college within one academic year of their high school graduation year and who enrolled again for any length of time at any college in the subsequent academic year. Mirroring the definition used in the NSC's aggregate reports, we classify persistence by college type based on the type of college the student enrolled in during the first academic year after high school graduation. Thus, students who enrolled in a four-year college within one year would be counted as "four-year persisters" if they enrolled at any college the following year—whether they persisted into the same four-year college, a different four-year college, or a two-year college. Students who enrolled in a two-year college within one academic year of high school graduation would be counted as "two-year persisters," whether they persisted into the same or different college of any level, including if they transferred into a four-year college. Students who enrolled in college within one academic year of high school graduation but did not re-enroll within the following academic year are not counted as persisters, whether or not they eventually re-enrolled in college at some later date. We report college persistence for the 2008 and 2013 classes only.</p>
<b>Graduation within Six Years</b>	<p>We define college graduates as students who completed an associate's, bachelor's, or advanced degree within six academic years of high school graduation based on the "GRADUATED" and "GRADUATION_DATE" fields in the NSC data file. We assign students' graduation status according to the highest level institution from which they completed a degree. Thus, students who completed their highest degree at a two-year college would be counted as graduating from a two-year college. Students who completed a degree at a two-year college plus another degree at a four-year college would be counted as graduating from a four-year college. We report college graduation for the 2008 class only and thus define students as college graduates if they obtained a college degree before August 15, 2014.</p>
<b>College Selectivity</b>	<p>We define college selectivity according to institutions' ratings in the 2014 Barron's Profiles of American Colleges index. We categorize colleges in the three highest rating categories ("highly competitive," "highly competitive plus," and "most competitive") as "very selective" and colleges in the 4<sup>th</sup> and 5<sup>th</sup> highest categories ("very competitive" and "very competitive plus") as "selective."</p>
<b>College Match and Undermatch</b>	<p>We define "matched" students as CSU-eligible students who enrolled in a four-year college within one academic year of high school graduation. We define "undermatched" students as CSU-eligible students who enrolled in a two-year college, or who did not enroll in any college, within a year of high school graduation. (See Appendix Table A-2 for details on how we calculated CSU eligibility.)</p>

## Appendix Table A-2: Measures of College Predictors

<b>High School Graduation Year/ Class</b>	We assign students to a graduation year (or class) based on their graduation date reported by LAUSD. (This variable appears in the NSC student-level data file as the "HIGH_SCHOOL_GRAD_DATE" field.) Each student's graduation year (or class) corresponds to the end year of the academic year (August 15 through the subsequent August 14) in which the student graduated. In other words, students who graduated between August 15, 2013 and August 14, 2014 belong to the class of 2014.
<b>Gender</b>	We code each student's gender according to their latest classification prior to high school graduation in the "gender code" field of the LAUSD "Demographics" data file.
<b>Ethnicity</b>	We code each student's ethnicity according to their latest classification prior to high school graduation in the "ethnicity descr" field of the LAUSD "Demographics" data file.
<b>English Learner Status</b>	We code each student's English learner status according to their latest classification prior to high school graduation in the "lang cls code" field of the LAUSD "Demographics" data file.
<b>Parent Education</b>	We code each student's parents' educational attainment level from their latest classification prior to high school graduation in the "parent edu level name" field of the LAUSD "Demographics" data file.
<b>Overall GPA, 10<sup>th</sup>- 11<sup>th</sup> Grade</b>	We construct students' overall GPA during 10 <sup>th</sup> and 11 <sup>th</sup> grade by computing their unweighted grade point average for all courses taken during the fall and spring semesters of the two academic years preceding their high school graduation year, as reported in the "mark for achievement" field of the LAUSD "Secondary Course Marks" data file, and then taking the average of their GPAs for each of those semesters. (For example, for 2008 graduates, this is the overall GPA corresponding to the 2005-06 and 2006-07 academic years.) We then categorize students into eight GPA bands: F/D (0.00-1.49), D+ (1.50-1.99), C (2.00-2.49), C+ (2.50-2.74), B- (2.75-2.99), B (3.00-3.24), B+ (3.25-3.49), and A-/A (3.50-4.00). We use 10 <sup>th</sup> -11 <sup>th</sup> grade GPAs because colleges (CSU and UC schools in particular) tend to focus on students' 10 <sup>th</sup> and 11 <sup>th</sup> grade GPAs when deciding which high school seniors to admit.

## Appendix Table A-2, Continued: Measures of College Predictors

<p><b>UC A-G Completion</b></p>	<p>We construct students' A-G completion status from two sources: LAUSD's "A-G" and "Secondary Course Marks" data files. First, we estimate students' A-G completion status using the course and grade history in the LAUSD "Secondary Course Marks" data file for the subset of students who were first-time 9<sup>th</sup> graders four years prior to their high school graduation year, and who had course marks data for fall and spring semesters of each of the four years of high school. Our calculations take into account UC rules for course-based validation but do not take into account test-based validation because we do not have sufficient data on students' validation-related test scores. Second, we use LAUSD's "A-G" completion flags from their "A-G" data file because those flags incorporate A-G coursework for students who completed one or more of the A-G requirements during summer school, at a non-LAUSD school, through a postsecondary institution, or by other means. The variables from these two sources do not always agree. When these sources conflict, we use both data sources to assign students the highest or "best" A-G completion status from either of the sources. That is, when either source indicates that the student satisfied all of the UC A-G coursework requirements with at least a C, we code the student as "Completed UC A-G with C or above." When neither source indicates that the student completed the requirements with a C, but at least one source indicates that the student completed the requirements with a D, we code the student as "Completed UC A-G with D or better but not C or better." Otherwise, we code the student as "Did not complete A-G."</p>
<p><b>SAT (or ACT Equivalent) Percentile</b></p>	<p>We sum students' math and critical reading SAT scores from the "math" and "critical reading" fields of the LAUSD "SAT" data file to create a math+critical reading composite. We also obtain students' composite ACT scores from the "composite" field of the LAUSD "ACT" data file. We use the College Board's SAT-ACT concordance table (College Board, 2009) to convert students' ACT composite scores to the SAT math+critical reading equivalent. We then select each student's highest score, if the student has more than one score, and find the corresponding national percentile using the College Board's SAT percentile ranks table (College Board, 2008; 2013; 2014). We then categorize students into five groups: "did not take SAT" (if no SAT or ACT scores are recorded), "0-24<sup>th</sup> percentile," "25-49<sup>th</sup> percentile," "50-74<sup>th</sup> percentile," and "75-99<sup>th</sup> percentile."</p>
<p><b>CSU Eligibility</b></p>	<p>We define students as CSU eligible (California State University, 2016b) if they met the minimum California State University eligibility requirements by graduating from high school (as defined by having a CALPADS exit code of E230), completing all required A-G coursework with a C or better (as defined by the composite variable constructed for this project), and exceeding the CSU eligibility index threshold (California State University, 2016a) based on their 10<sup>th</sup>-12<sup>th</sup> grade GPAs (as calculated from the LAUSD course mark files) and SAT/ACT scores from the LAUSD "SAT" and "ACT" data files.</p>

**Appendix Table A-3: List of 198 Schools Included in Analytic Sample**

<b>School</b>	<b>number of graduates in class</b>		
	<b>2008</b>	<b>2013</b>	<b>2014</b>
32nd St. USC Performing Arts Magnet	57	71	68
Addams Continuation High School	30	37	48
Aggeler Opportunity High School	-	7	12
Angel's Gate Continuation High School	1	7	14
Arleta Senior High	-	335	347
Avalon Continuation High School	5	33	20
Banning Senior High	462	463	428
Bell Senior High	639	661	486
Belmont Senior High	331	187	210
Belmont Senior High LA Teacher Preparatory	-	41	2
Benjamin Banneker Special Education Center	-	10	6
Bernstein Senior High	-	173	133
Bernstein Senior High STEM	-	56	51
Boyle Heights Continuation High School	6	15	21
Bravo Senior High Medical Magnet	268	295	238
Burke High School	21	56	55
Canoga Park Senior High	157	241	283
Carlson Hospital	3	7	13
Carson Academy of Education & Empowerment	-	113	138
Carson Academy of Medical Arts	-	62	101
Carson Senior High	483	332	273
CDS Aggeler	2	17	24
CDS Alonzo	9	30	27
CDS Johnson	-	3	15
CDS Johnston	1	30	25
CDS Tri-C	-	10	17
CDS West Hollywood	3	49	14
Central High School	95	103	146
Chatsworth Charter High School	508	498	515
Chavez Learning Academy ArTES Magnet	-	77	70
Chavez Learning Academy ASE	-	37	45
Chavez Learning Academy Social Justice Humanitas Academy	-	94	90
Chavez Learning Academy Teacher Preparatory	-	59	49
Cheviot Hills Continuation High School	6	13	10
City of Angels	296	302	310
Civitas School of Leadership	-	44	26
Cleveland Charter High School	528	525	494
Contreras Learning Complex Academic Leadership Community	-	37	59
Contreras Learning Complex Business and Tourism	169	127	69
Contreras Learning Complex Global Studies	-	62	69
Contreras Learning Complex Social Justice	-	-	73
Cortines School of Visual and Performing Arts	-	244	286
Crenshaw Magnet STEMM	255	242	248
Del Rey Continuation High School	4	-	-
Diane S. Leichman Special Education Center	1	2	5
Dorsey Senior High	238	224	230
Downtown Business Magnet	185	179	230
Dymally Senior High	-	-	27
Eagle Rock High School	381	332	428
Eagle Tree Continuation High School	2	37	32

Note: The numbers reported in this table *exclude* students whose parents opted out of allowing LAUSD to link their child's records to college enrollment records.

Appendix Table A-3, Continued: List of 198 Schools Included in Analytic Sample

<b>School</b>	<b>number of graduates in class</b>		
	<b>2008</b>	<b>2013</b>	<b>2014</b>
Earhart Continuation High School	32	29	45
Early College Academy	-	-	59
East Valley Senior High	-	90	95
Einstein Continuation High School	6	10	9
Elizabeth Learning Center	129	141	156
Ellington Continuation High School	13	30	33
Evergreen Continuation High School	18	22	27
Fairfax Senior High	432	363	310
Felicitas and Gonzalo Mendez High School	-	64	131
Foshay Learning Center	116	159	181
Franklin High School	369	292	265
Fred E. Lull Special Education Center	-	1	11
Fremont Senior High	362	480	415
Fulton College Preparatory	60	140	138
Gardena Senior High	283	330	320
Garfield Senior High	507	439	401
Grant Senior High	430	319	435
Grey Continuation High School	16	21	30
Hamilton Senior High	534	520	546
Harbor Teacher Preparatory Academy	62	52	81
Hawkins Senior High C/DAGS	-	-	47
Hawkins Senior High CHAS	-	-	48
Hawkins Senior High RISE	-	-	65
Highland Park Continuation High School	4	19	23
Hollywood Senior High	432	260	312
Hope Continuation High School	19	24	36
Huntington Park Senior High	562	538	364
Independence Continuation High School	17	29	26
International Studies Learning Center	-	75	51
Jefferson Senior High	146	259	203
Jordan New Technology High	36	-	-
Jordan Senior High	275	164	96
Kahlo High School	24	25	28
Kennedy Senior High	319	418	451
King-Drew Senior High Medicine and Science Magnet	272	210	272
Kirk Douglas Continuation High School	21	-	-
LACES Magnet	126	88	148
Lanterman High School	-	7	13
Legacy Senior High STEAM	-	-	25
Legacy Senior High Visual and Performing Arts	-	-	35
Lewis Continuation High School	14	28	25
Lincoln Senior High	380	279	265
Lincoln Senior High LEMA	-	36	43
London Continuation High School and CDS	4	18	31
Los Angeles Senior High	532	303	254
Los Angeles Unified Alternative Education	699	529	738
Lowman Special Education Center	-	1	-
Manual Arts Senior High	439	477	370
Marlton School	2	15	22

Note: The numbers reported in this table *exclude* students whose parents opted out of allowing LAUSD to link their child's records to college enrollment records.

Appendix Table A-3, Continued: List of 198 Schools Included in Analytic Sample

<b>School</b>	<b>number of graduates in class</b>		
	<b>2008</b>	<b>2013</b>	<b>2014</b>
Marquez Senior High HPIAM	-	-	95
Marquez Senior High Libra	-	92	89
Marquez Senior High Social Justice	-	-	101
Marshall Senior High	683	537	517
Maya Angelou Community High School - Fine Arts	-	74	80
Maya Angelou Community High School - Global Issues	-	60	61
Maywood Academy Senior High	88	165	229
McAlister Opportunity High School CYESIS	29	21	31
McBride Special Education Center	2	-	1
Metropolitan Continuation High School	20	29	37
Middle College High School	64	55	96
Miguel Leonis Continuation High School	15	3	-
Miller Career and Transition Center	-	13	34
Mission Continuation High School	13	19	2
Moneta Continuation High School	4	7	11
Monroe Senior High	374	317	447
Monterey Continuation High School	14	24	14
Mt. Lukens Continuation High School	2	23	12
Narbonne Senior High	433	480	442
Narbonne Senior High HArts LA	-	-	68
Newmark Continuation High School	5	15	64
North Hollywood Senior High	642	490	539
Northridge Academy Senior High	142	182	156
Odyssey Continuation High School	12	9	40
Orthopaedic Hospital Senior High Magnet	112	117	156
Owensmouth Continuation High School	9	34	35
Pacific Boulevard School	-	4	-
Panorama Senior High	193	229	279
Patton Continuation High School	-	7	28
Pearl Senior High Journalism & Communications Magnet	-	46	47
Perez Special Education Center	-	3	13
Phoenix Continuation High School	10	24	30
Polytechnic Senior High	578	401	569
Pueblo de Los Angeles Continuation High School	8	20	26
Ramona Opportunity High School	7	11	18
Rancho Dominguez Preparatory	-	130	144
Reseda Senior High	302	277	345
RFK Ambassador School of Global Leadership	-	77	87
RFK LA County High School for the Arts	46	56	71
RFK New Open World Academy	-	36	60
RFK School for Visual Arts and Humanities	-	68	97
RFK UCLA Community School	-	53	81
Riley High School CYESIS	21	62	52
Rivera Learning Complex Communication & Technology	-	40	49
Rivera Learning Complex Green Design	-	43	48
Rivera Learning Complex Performing Arts	-	37	42
Rivera Learning Complex Public Service	-	48	57
Rodia Continuation High School	13	8	15
Rogers Continuation High School	12	33	62

Note: The numbers reported in this table *exclude* students whose parents opted out of allowing LAUSD to link their child's records to college enrollment records.



Appendix Table A-3, Continued: List of 198 Schools Included in Analytic Sample

<b>School</b>	<b>number of graduates in class</b>		
	<b>2008</b>	<b>2013</b>	<b>2014</b>
Roosevelt Senior High	530	43	282
Roosevelt Senior High - Environmental/Social Policy Magnet	-	8	73
Roosevelt Senior High - Humanitas Art School	-	68	-
Roosevelt Senior High - Math, Science, & Technology Magnet	-	19	64
Roosevelt Senior High - School of Law and Government	-	34	-
Roosevelt Senior High - School of Medical and Health Sciences	-	88	-
Roosevelt Senior High - School of STEM	-	30	-
Roybal Learning Center	-	257	297
San Antonio Continuation High School	38	63	19
San Fernando Senior High	633	485	505
San Pedro Senior High	506	460	471
Santee Education Complex	292	290	335
Secondary CDS	12	14	9
Sellery Special Education Center	-	28	15
Sherman Oaks Center for Enriched Studies Magnet	184	219	244
Sojourner Truth Continuation High School	1	-	-
Sotomayor Learning Academy - HADA	-	44	55
Sotomayor Learning Academy - LARS	-	57	66
Sotomayor Learning Academy - Artlab	-	30	13
South East Senior High	339	307	520
South Gate Senior High	442	136	269
Stoney Point Continuation High School	20	18	36
Sun Valley Senior High	-	153	111
Sylmar Senior High	521	453	304
Taft Charter High School	503	393	474
Temescal Canyon Continuation	16	-	-
Thoreau Continuation High School	21	16	31
Torres High School - East LA Performing Arts Academy	-	85	94
Torres High School - East LA Renaissance Academy	-	39	83
Torres High School - Engineering & Technology Academy	-	49	88
Torres High School - Humanitas Academy	-	62	70
Torres High School - School of Engineering & Tech.	-	70	-
Torres High School - Social Justice Leadership Academy	-	44	35
University Senior High	246	403	333
Valley Academy of Arts & Sciences	-	131	136
Valley Alternative Magnet	24	20	39
Van Nuys Senior High	352	306	502
Venice Senior High	335	312	373
Verdugo Hills Senior High	389	280	386
View Park Continuation High School	1	4	23
Washington Preparatory Senior High	337	270	244
WESM Health/Sports Medicine Magnet	324	238	180
West Adams Preparatory Senior High	-	422	345
Whitman Continuation High School	11	8	12
Widney High School	-	4	9
Willenberg Special Education Center	1	-	3
Wilson Senior High	325	250	360
Wooden High School	12	12	30
Young Continuation High School	6	9	12
Youth Opportunities Unlimited Alternative High School	77	103	89
<b>Total Number of Graduates</b>	<b>23,189</b>	<b>25,196</b>	<b>27,475</b>

Note: The numbers reported in this table *exclude* students whose parents opted out of allowing LAUSD to link their child's records to college enrollment records.

**Appendix Table A-4: Demographic Characteristics of Analytic Sample (LAUSD Graduates with NSC Consent) Compared to LAUSD Graduates Excluded from Analytic Sample (NSC Opt-Outs)**

	Graduates of LAUSD High Schools				
	Analytic Sample: Records with NSC Consent*				NSC Opt-Outs**
	High School Graduation Class			2008, 2013, and 2014	2008, 2013, and 2014
	2008	2013	2014	Classes, Combined	Classes, Combined
<b>Gender</b>					
Male	45%	48%	49%	47%	48%
Female	55%	52%	51%	53%	52%
<b>Race/Ethnicity</b>					
Asian American	5%	5%	5%	5%	6%
White	10%	7%	7%	8%	9%
Filipino American	4%	3%	4%	3%	4%
African American	12%	10%	9%	10%	7%
Latino	69%	75%	75%	73%	74%
Native American/Alaska Native	<1%	<1%	<1%	<1%	<1%
Native Hawaiian/Pacific Islander	<1%	<1%	<1%	<1%	<1%
<b>EL status</b>					
English Only	29%	28%	28%	28%	28%
Initially Fluent-Engl. Prof.	9%	11%	10%	10%	11%
Limited English Proficient	11%	11%	7%	10%	11%
Reclassified Fluent-Engl. Prof.	51%	50%	55%	52%	50%
<b>Parents' educational attainment</b>					
Missing or "Decline to Answer"	44%	37%	40%	40%	38%
Non-missing	56%	63%	60%	60%	62%
<b>Graduates with parents' education data...</b>					
Less than High School	34%	41%	39%	38%	35%
High School Diploma	25%	29%	29%	28%	27%
Some College	17%	15%	16%	16%	18%
College or Graduate Degree	24%	15%	16%	18%	20%
<b>Total Number of Graduates</b>	<b>23,083</b>	<b>25,125</b>	<b>27,485</b>	<b>75,693</b>	<b>12,555</b>

\* "Records with NSC consent" are students whose parents did not opt out of allowing LAUSD to link their child's records to college enrollment records from the National Student Clearinghouse (NSC).

\*\* "NSC opt-outs" are students whose parents opted out of allowing LAUSD to link their child's records to college enrollment records and who are consequently excluded from the analytic sample.

**Appendix Table A-5: Academic Preparation of Analytic Sample (LAUSD Graduates with NSC Consent) Compared to LAUSD Graduates Excluded from Analytic Sample (NSC Opt-Outs)**

	Graduates of LAUSD High Schools				
	Analytic Sample: Records with NSC Consent*				NSC Opt-Outs**
	High School Graduation Class			2008, 2013, and 2014	2008, 2013, and 2014
	2008	2013	2014	Classes, Combined	Classes, Combined
<b>Overall GPA, 10th-11th grade</b>					
missing GPA	2%	3%	1%	2%	1%
0.00-1.49	9%	9%	8%	9%	6%
1.50-1.99	16%	16%	15%	15%	14%
2.00-2.49	23%	22%	21%	22%	21%
2.50-2.74	12%	11%	12%	12%	12%
2.75-2.99	11%	10%	12%	11%	12%
3.00-3.24	10%	10%	10%	10%	11%
3.25-3.49	7%	8%	9%	8%	9%
3.50-4.00	10%	11%	12%	11%	14%
<b>SAT (or ACT equivalent) Percentile</b>					
no SAT/ACT score	52%	49%	47%	49%	48%
took SAT or ACT	48%	51%	53%	51%	52%
<b>Graduates who took SAT or ACT...</b>					
0-24th percentile	50%	50%	48%	49%	46%
25-49th percentile	26%	27%	27%	27%	27%
50-74th percentile	14%	14%	15%	15%	16%
75-99th percentile	10%	9%	10%	9%	11%
<b>UC A-G completion</b>					
missing A-G completion data	4%	3%	3%	3%	2%
not missing A-G completion data	96%	97%	97%	97%	98%
<b>Graduates with A-G completion data...</b>					
did not complete UC A-G with D or better	53%	46%	41%	46%	45%
completed UC A-G with D or better but not C	18%	21%	21%	20%	18%
completed UC A-G with C or better	29%	33%	38%	34%	37%
<b>Total Number of Graduates</b>	<b>23,083</b>	<b>25,125</b>	<b>27,485</b>	<b>75,693</b>	<b>12,555</b>

\* "Records with NSC consent" are students whose parents did not opt out of allowing LAUSD to link their child's records to college enrollment records from the National Student Clearinghouse (NSC).

\*\* "NSC opt-outs" are students whose parents opted out of allowing LAUSD to link their child's records to college enrollment records and who are consequently excluded from the analytic sample.

## Appendix B: College Outcomes by High School

LAUSD high schools varied considerably in their graduates' college enrollment, persistence, completion, and undermatching percentages (see Appendix Table B-1 for school-specific enrollment and persistence rates for the classes of 2013 and 2014, Appendix Table B-2 for school-specific enrollment, persistence, and completion rates for the class of 2008, and Appendix Table B-3 for school-specific CSU eligibility and undermatching rates for the classes of 2013 and 2014, combined).

Note that we have organized these tables alphabetically, in part to dissuade readers from inferring that schools with higher percentages are necessarily more effective at improving their students' college outcomes. Such conclusions would be erroneous for numerous reasons. First, these tables only reflect outcomes among graduates, not outcomes for all students who began 9th grade at a particular school. As a result, school A could look "worse" on college outcomes if the school ensured that larger percentages of students who began in 9th grade graduated from high school, compared with School B, in which higher percentages of students dropped out before graduation. In other words, schools with relatively high dropout rates might have college outcomes that look relatively good because their "graduates" are a more select set of students.

Second, the academic and behavioral skills of incoming 9th graders vary across schools. Schools that receive students who are already more college ready at the beginning of ninth grade are likely to have better college outcomes regardless of those schools' contribution to those outcomes. Third, we assign students to the schools from which they graduated but not all students will have spent most of their high school years at the school from which they graduated. As a result, schools with particularly transient populations may not have had many semesters in which to influence their graduates' college outcomes. For all of these reasons, we discourage readers from comparing schools' percentages and reaching any conclusions about effectiveness without more information and analysis.

**Appendix Table B-1: College-Going Outcomes by School  
Enrollment and Persistence (2013 Class), Enrollment Only (2014 Class)**

School	2013 Class						2014 Class				
	Graduates	enrolled within 1 year			enrolled within 1 year & persisted into 2nd year			Graduates	enrolled within 1 year		
		4-year	2-year	any	4-year	2-year	any		4-year	2-year	any
32nd St. USC Performing Arts Magnet	71	35%	48%	83%	34%	48%	82%	68	53%	32%	85%
Addams Continuation High School	37	3%	49%	51%	3%	35%	38%	48	0%	42%	42%
Aggeler Opportunity High School	7	*	*	*	*	*	*	12	*	*	*
Angel's Gate Continuation High School	7	*	*	*	*	*	*	14	*	*	*
Arieta Senior High	335	26%	49%	75%	24%	34%	57%	347	30%	46%	76%
Avalon Continuation High School	33	3%	39%	42%	3%	24%	27%	20	*	*	*
Banning Senior High	463	22%	48%	71%	21%	37%	58%	428	21%	57%	78%
Bell Senior High	661	25%	41%	66%	22%	32%	54%	486	27%	36%	63%
Belmont Senior High	187	33%	30%	64%	32%	19%	50%	210	30%	40%	70%
Belmont Senior High LA Teacher Preparatory	41	20%	29%	49%	17%	22%	39%	2	*	*	*
Benjamin Banneker Special Education Center	10	*	*	*	*	*	*	6	*	*	*
Bernstein Senior High	173	14%	52%	66%	12%	44%	55%	133	17%	44%	62%
Bernstein Senior High STEM	56	9%	57%	66%	9%	50%	59%	51	12%	61%	73%
Boyle Heights Continuation High School	15	*	*	*	*	*	*	21	*	*	*
Bravo Senior High Medical Magnet	295	56%	32%	88%	54%	31%	85%	238	55%	32%	87%
Burke High School	56	2%	45%	46%	2%	29%	30%	55	2%	42%	44%
Canoga Park Senior High	241	22%	43%	65%	21%	36%	57%	283	20%	43%	63%
Carlson Hospital	7	*	*	*	*	*	*	13	*	*	*
Carson Academy of Education & Empowerment	113	32%	50%	82%	30%	45%	75%	138	25%	52%	77%
Carson Academy of Medical Arts	62	23%	50%	73%	23%	45%	68%	101	31%	42%	72%
Carson Senior High	332	18%	47%	65%	17%	36%	53%	273	23%	49%	72%
CDS Aggeler	17	*	*	*	*	*	*	24	*	*	*
CDS Alonzo	30	0%	50%	50%	0%	33%	33%	27	*	*	*
CDS Johnson	3	*	*	*	*	*	*	15	*	*	*
CDS Johnston	30	3%	40%	43%	3%	13%	17%	25	*	*	*
CDS Tri-C	10	*	*	*	*	*	*	17	*	*	*
CDS West Hollywood	49	4%	35%	39%	2%	27%	29%	14	*	*	*
Central High School	103	2%	38%	40%	1%	17%	18%	146	3%	28%	31%
Chatsworth Charter High School	498	23%	51%	74%	22%	39%	61%	515	22%	50%	72%
Chavez Learning Academy ArTES Magnet	77	16%	45%	61%	13%	31%	44%	70	19%	49%	67%
Chavez Learning Academy ASE	37	19%	54%	73%	16%	46%	62%	45	22%	58%	80%
Chavez Learning Academy Social Justice Humanitas Academy	94	30%	49%	79%	29%	38%	67%	90	47%	36%	82%
Chavez Learning Academy Teacher Preparatory	59	22%	22%	44%	19%	10%	29%	49	14%	57%	71%
Cheviot Hills Continuation High School	13	*	*	*	*	*	*	10	*	*	*
City of Angels	302	5%	38%	43%	4%	29%	33%	310	6%	39%	46%
Civitas School of Leadership	44	32%	34%	66%	27%	27%	55%	26	*	*	*
Cleveland Charter High School	525	30%	45%	75%	29%	39%	68%	494	38%	43%	80%
Contreras Learning Complex Academic Leadership Community	37	41%	27%	68%	41%	24%	65%	59	39%	22%	61%
Contreras Learning Complex Business and Tourism	127	28%	44%	72%	27%	33%	60%	69	19%	45%	64%
Contreras Learning Complex Global Studies	62	31%	37%	68%	27%	32%	60%	69	35%	35%	70%
Contreras Learning Complex Social Justice	0	*	*	*	*	*	*	73	36%	36%	71%
Cortines School of Visual and Performing Arts	244	40%	34%	74%	38%	30%	68%	286	41%	32%	73%
Crenshaw Magnet STEMM	242	29%	41%	71%	26%	30%	55%	248	36%	40%	76%
Diane S. Leichman Special Education Center	2	*	*	*	*	*	*	5	*	*	*
Dorsey Senior High	224	27%	37%	64%	23%	27%	50%	230	33%	37%	69%
Downtown Business Magnet	179	44%	36%	80%	43%	32%	75%	230	50%	35%	84%
Dymally Senior High	0	*	*	*	*	*	*	27	*	*	*
Eagle Rock High School	332	34%	34%	68%	32%	28%	60%	428	36%	34%	70%
Eagle Tree Continuation High School	37	3%	27%	30%	3%	14%	16%	32	3%	25%	28%
Earhart Continuation High School	29	*	*	*	*	*	*	45	0%	29%	29%
Early College Academy	0	*	*	*	*	*	*	59	3%	58%	61%
East Valley Senior High	90	13%	43%	57%	13%	37%	50%	95	20%	59%	79%
Einstein Continuation High School	10	*	*	*	*	*	*	9	*	*	*
Elizabeth Learning Center	141	26%	57%	82%	24%	51%	75%	156	41%	35%	76%
Ellington Continuation High School	30	3%	47%	50%	0%	33%	33%	33	0%	39%	39%
Evergreen Continuation High School	22	*	*	*	*	*	*	27	*	*	*
Fairfax Senior High	363	31%	46%	77%	30%	40%	70%	310	30%	46%	75%
Felicitas and Gonzalo Mendez High School	64	16%	53%	69%	13%	33%	45%	131	29%	41%	70%
Foshay Learning Center	159	44%	38%	82%	42%	33%	75%	181	45%	36%	81%
Franklin High School	292	23%	41%	64%	21%	34%	55%	265	34%	40%	74%
Fred E. Lull Special Education Center	1	*	*	*	*	*	*	11	*	*	*
Fremont Senior High	480	24%	38%	62%	21%	31%	53%	415	22%	41%	63%
Fulton College Preparatory	140	20%	51%	71%	19%	44%	63%	138	30%	43%	74%
Gardena Senior High	330	21%	47%	68%	19%	37%	56%	320	15%	50%	65%
Garfield Senior High	439	34%	39%	73%	33%	31%	64%	401	31%	40%	72%

\*Outcomes for schools with fewer than 30 graduates in a given academic year are omitted.

Note: The percentages shown in this table come from NSC aggregate data and thus include students as college-goers who are blocked in the individual-level data. However, the numbers *exclude* students whose parents opted out of allowing LAUSD to link their child's records to college enrollment records. In addition, the percentages reported in this table will be *understated* for schools that serve large numbers of undocumented students because NSC's matching process is less effective for those students (see National Student Clearinghouse, 2014).

**Appendix Table B-1, Continued: College-Going Outcomes by School  
Enrollment and Persistence (2013 Class), Enrollment Only (2014 Class)**

School	2013 Class							2014 Class			
	Graduates	enrolled within 1 year			enrolled within 1 year & persisted into 2nd year			Graduates	enrolled within 1 year		
		4-year	2-year	any	4-year	2-year	any		4-year	2-year	any
Grant Senior High	319	12%	57%	69%	11%	48%	58%	435	21%	51%	72%
Grey Continuation High School	21	*	*	*	*	*	*	30	3%	43%	47%
Hamilton Senior High	520	38%	41%	79%	37%	37%	73%	546	40%	40%	80%
Harbor Teacher Preparatory Academy	52	60%	19%	79%	58%	19%	77%	81	58%	20%	78%
Hawkins Senior High C/DAGS	0	*	*	*	*	*	*	47	19%	49%	68%
Hawkins Senior High CHAS	0	*	*	*	*	*	*	48	21%	48%	69%
Hawkins Senior High RISE	0	*	*	*	*	*	*	65	9%	37%	46%
Highland Park Continuation High School	19	*	*	*	*	*	*	23	*	*	*
Hollywood Senior High	260	32%	44%	76%	30%	39%	69%	312	32%	38%	70%
Hope Continuation High School	24	*	*	*	*	*	*	36	3%	28%	31%
Huntington Park Senior High	538	21%	45%	66%	20%	36%	57%	364	27%	41%	68%
Independence Continuation High School	29	*	*	*	*	*	*	26	*	*	*
International Studies Learning Center	75	35%	40%	75%	32%	35%	67%	51	47%	25%	73%
Jefferson Senior High	259	22%	39%	61%	20%	27%	47%	203	20%	39%	59%
Jordan Senior High	164	20%	34%	53%	16%	25%	41%	96	23%	48%	71%
Kahlo High School	25	*	*	*	*	*	*	28	*	*	*
Kennedy Senior High	418	23%	54%	77%	21%	48%	69%	451	29%	53%	82%
King-Drew Senior High Medicine and Science Magnet	210	54%	31%	85%	53%	29%	82%	272	51%	36%	88%
LACES Magnet	88	72%	17%	89%	70%	11%	82%	148	75%	16%	91%
Lanterman High School	7	*	*	*	*	*	*	13	*	*	*
Legacy Senior High STEAM	0	*	*	*	*	*	*	25	*	*	*
Legacy Senior High Visual and Performing Arts	0	*	*	*	*	*	*	35	14%	57%	71%
Lewis Continuation High School	28	*	*	*	*	*	*	25	*	*	*
Lincoln Senior High	279	38%	38%	77%	37%	33%	70%	265	43%	30%	74%
Lincoln Senior High LEMA	36	11%	53%	64%	11%	39%	50%	43	33%	30%	63%
London Continuation High School and CDS	18	*	*	*	*	*	*	31	0%	39%	39%
Los Angeles Senior High	303	21%	47%	67%	19%	36%	56%	254	19%	55%	74%
Los Angeles Unified Alternative Education	529	2%	38%	40%	2%	27%	29%	738	1%	42%	42%
Lowman Special Education Center	1	*	*	*	*	*	*	0	*	*	*
Manual Arts Senior High	477	20%	43%	62%	18%	32%	50%	370	22%	41%	63%
Marlton School	15	*	*	*	*	*	*	22	*	*	*
Marquez Senior High HPIAM	0	*	*	*	*	*	*	95	21%	47%	68%
Marquez Senior High Libra	92	34%	36%	70%	34%	29%	63%	89	36%	43%	79%
Marquez Senior High Social Justice	0	*	*	*	*	*	*	101	21%	50%	70%
Marshall Senior High	537	33%	42%	75%	31%	35%	66%	517	34%	39%	73%
Maya Angelou Community High School - Fine Arts	74	7%	47%	54%	7%	36%	43%	80	20%	44%	64%
Maya Angelou Community High School - Global Issues	60	8%	43%	52%	8%	32%	40%	61	21%	54%	75%
Maywood Academy Senior High	165	25%	46%	72%	24%	36%	60%	229	32%	41%	73%
McAlister Opportunity High School CYESIS	21	*	*	*	*	*	*	31	0%	39%	39%
McBride Special Education Center	0	*	*	*	*	*	*	1	*	*	*
Metropolitan Continuation High School	29	*	*	*	*	*	*	37	0%	59%	59%
Middle College High School	55	36%	33%	69%	36%	31%	67%	96	58%	31%	90%
Miguel Leonis Continuation High School	3	*	*	*	*	*	*	0	*	*	*
Miller Career and Transition Center	13	*	*	*	*	*	*	34	0%	12%	12%
Mission Continuation High School	19	*	*	*	*	*	*	2	*	*	*
Moneta Continuation High School	7	*	*	*	*	*	*	11	*	*	*
Monroe Senior High	317	18%	47%	65%	16%	33%	49%	447	22%	47%	70%
Monterey Continuation High School	24	*	*	*	*	*	*	14	*	*	*
Mt. Lukens Continuation High School	23	*	*	*	*	*	*	12	*	*	*
Narbonne Senior High	480	17%	54%	71%	16%	45%	61%	442	20%	51%	71%
Narbonne Senior High HArts LA	0	*	*	*	*	*	*	68	9%	65%	74%
Newmark Continuation High School	15	*	*	*	*	*	*	64	3%	28%	31%
North Hollywood Senior High	490	34%	41%	75%	32%	33%	65%	539	37%	45%	82%
Northridge Academy Senior High	182	30%	48%	78%	27%	40%	67%	156	33%	52%	85%
Odyssey Continuation High School	9	*	*	*	*	*	*	40	0%	20%	20%
Orthopaedic Hospital Senior High Magnet	117	42%	42%	84%	42%	37%	79%	156	31%	52%	83%
Owensmouth Continuation High School	34	0%	21%	21%	0%	15%	15%	35	3%	26%	29%
Pacific Boulevard School	4	*	*	*	*	*	*	0	*	*	*
Panorama Senior High	229	10%	53%	64%	10%	41%	52%	279	18%	53%	71%
Patton Continuation High School	7	*	*	*	*	*	*	28	*	*	*
Pearl Senior High Journalism & Communications Magnet	46	46%	41%	87%	41%	37%	78%	47	49%	40%	89%
Perez Special Education Center	3	*	*	*	*	*	*	13	*	*	*
Phoenix Continuation High School	24	*	*	*	*	*	*	30	7%	43%	50%
Polytechnic Senior High	401	27%	40%	67%	25%	31%	56%	569	33%	40%	73%
Pueblo de Los Angeles Continuation High School	20	*	*	*	*	*	*	26	*	*	*

\*Outcomes for schools with fewer than 30 graduates in a given academic year are omitted.

Note: The percentages shown in this table come from NSC aggregate data and thus include students as college-goers who are blocked in the individual-level data. However, the numbers *exclude* students whose parents opted out of allowing LAUSD to link their child's records to college enrollment records. In addition, the percentages reported in this table will be *understated* for schools that serve large numbers of undocumented students because NSC's matching process is less effective for those students (see National Student Clearinghouse, 2014).

**Appendix Table B-1, Continued: College-Going Outcomes by School  
Enrollment and Persistence (2013 Class), Enrollment Only (2014 Class)**

School	2013 Class						2014 Class				
	Graduates	enrolled within 1 year			enrolled within 1 year & persisted into 2nd year			Graduates	enrolled within 1 year		
		4-year	2-year	any	4-year	2-year	any		4-year	2-year	any
Ramona Opportunity High School	11	*	*	*	*	*	18	*	*	*	
Rancho Dominguez Preparatory	130	23%	37%	60%	22%	29%	51%	144	21%	57%	78%
Reseda Senior High	277	38%	36%	74%	37%	27%	64%	345	33%	39%	72%
RFK Ambassador School of Global Leadership	77	26%	44%	70%	25%	35%	60%	87	29%	33%	62%
RFK LA County High School for the Arts	56	27%	39%	66%	27%	34%	61%	71	38%	34%	72%
RFK New Open World Academy	36	50%	19%	69%	44%	14%	58%	60	23%	45%	68%
RFK School for Visual Arts and Humanities	68	22%	35%	57%	18%	25%	43%	97	35%	28%	63%
RFK UCLA Community School	53	25%	42%	66%	23%	30%	53%	81	40%	27%	67%
Riley High School CYESIS	62	3%	42%	45%	3%	16%	19%	52	0%	40%	40%
Rivera Learning Complex Communication & Technology	40	15%	45%	60%	10%	35%	45%	49	14%	49%	63%
Rivera Learning Complex Green Design	43	9%	51%	60%	5%	47%	51%	48	17%	52%	69%
Rivera Learning Complex Performing Arts	37	8%	38%	46%	5%	24%	30%	42	12%	43%	55%
Rivera Learning Complex Public Service	48	23%	48%	71%	19%	35%	54%	57	18%	56%	74%
Rodia Continuation High School	8	*	*	*	*	*	*	15	*	*	*
Rogers Continuation High School	33	3%	42%	45%	0%	27%	27%	62	5%	47%	52%
Roosevelt Senior High	43	5%	72%	77%	5%	58%	63%	282	23%	43%	66%
Roosevelt Senior High - Environmental/Social Policy Magnet	8	*	*	*	*	*	*	73	27%	30%	58%
Roosevelt Senior High - Humanitas Art School	68	37%	32%	69%	34%	24%	57%	0	*	*	*
Roosevelt Senior High - Math, Science, & Technology Magnet	19	*	*	*	*	*	*	64	41%	38%	78%
Roosevelt Senior High - School of Law and Government	34	21%	32%	53%	21%	26%	47%	0	*	*	*
Roosevelt Senior High - School of Medical and Health Sciences	88	15%	35%	50%	14%	26%	40%	0	*	*	*
Roosevelt Senior High - School of STEM	30	23%	40%	63%	23%	23%	47%	0	*	*	*
Roybal Learning Center	257	28%	34%	62%	25%	24%	49%	297	30%	36%	66%
San Antonio Continuation High School	63	0%	46%	46%	0%	30%	30%	19	*	*	*
San Fernando Senior High	485	22%	39%	62%	21%	31%	51%	505	28%	42%	70%
San Pedro Senior High	460	23%	50%	74%	22%	42%	64%	471	22%	54%	76%
Santee Education Complex	290	19%	39%	57%	18%	29%	47%	335	20%	50%	70%
Secondary CDS	14	*	*	*	*	*	*	9	*	*	*
Sellery Special Education Center	28	*	*	*	*	*	*	15	*	*	*
Sherman Oaks Center for Enriched Studies Magnet	219	45%	45%	90%	44%	39%	83%	244	48%	40%	88%
Sotomayor Learning Academy - HADA	44	36%	41%	77%	30%	34%	64%	55	27%	33%	60%
Sotomayor Learning Academy - LARS	57	28%	44%	72%	26%	28%	54%	66	23%	33%	56%
Sotomayor Learning Academy - Artlab	30	17%	37%	53%	17%	10%	27%	13	*	*	*
South East Senior High	307	28%	44%	71%	26%	35%	61%	520	28%	46%	75%
South Gate Senior High	136	40%	31%	71%	38%	25%	63%	269	34%	36%	71%
Stoney Point Continuation High School	18	*	*	*	*	*	*	36	0%	19%	19%
Sun Valley Senior High	153	12%	50%	62%	10%	41%	51%	111	16%	41%	58%
Sylmar Senior High	453	25%	40%	64%	23%	31%	55%	304	30%	40%	70%
Taft Charter High School	393	28%	52%	81%	27%	46%	73%	474	29%	55%	85%
Thoreau Continuation High School	16	*	*	*	*	*	*	31	13%	42%	55%
Torres High School - East LA Performing Arts Academy	85	27%	39%	66%	25%	31%	55%	94	30%	45%	74%
Torres High School - East LA Renaissance Academy	39	8%	54%	62%	8%	46%	54%	83	35%	39%	73%
Torres High School - Engineering & Technology Academy	49	29%	27%	55%	29%	20%	49%	88	38%	36%	74%
Torres High School - Humanitas Academy	62	11%	47%	58%	11%	39%	50%	70	44%	27%	71%
Torres High School - School of Engineering & Tech.	70	23%	40%	63%	23%	36%	59%	0	*	*	*
Torres High School - Social Justice Leadership Academy	44	30%	43%	73%	25%	34%	59%	35	29%	31%	60%
University Senior High	403	35%	43%	78%	34%	36%	71%	333	38%	43%	81%
Valley Academy of Arts & Sciences	131	23%	54%	77%	22%	47%	69%	136	31%	49%	79%
Valley Alternative Magnet	20	*	*	*	*	*	*	39	28%	59%	87%
Van Nuys Senior High	306	31%	42%	73%	29%	35%	64%	502	29%	49%	78%
Venice Senior High	312	27%	47%	75%	26%	41%	66%	373	34%	42%	75%
Verdugo Hills Senior High	280	24%	46%	70%	23%	37%	60%	386	27%	50%	77%
View Park Continuation High School	4	*	*	*	*	*	*	23	*	*	*
Washington Preparatory Senior High	270	23%	42%	64%	20%	31%	51%	244	21%	44%	66%
WESM Health/Sports Medicine Magnet	238	39%	41%	80%	37%	31%	68%	180	46%	38%	84%
West Adams Preparatory Senior High	422	24%	40%	64%	22%	29%	51%	345	19%	45%	64%
Whitman Continuation High School	8	*	*	*	*	*	*	12	*	*	*
Widney High School	4	*	*	*	*	*	*	9	*	*	*
Willenberg Special Education Center	0	*	*	*	*	*	*	3	*	*	*
Wilson Senior High	250	26%	40%	66%	24%	29%	54%	360	26%	45%	71%
Wooden High School	12	*	*	*	*	*	*	30	0%	23%	23%
Young Continuation High School	9	*	*	*	*	*	*	12	*	*	*
Youth Opportunities Unlimited Alternative High School	103	2%	40%	42%	1%	27%	28%	89	1%	38%	39%
<b>Total</b>	<b>25,196</b>	<b>25%</b>	<b>43%</b>	<b>68%</b>	<b>23%</b>	<b>34%</b>	<b>57%</b>	<b>27,475</b>	<b>27%</b>	<b>43%</b>	<b>70%</b>

\*Outcomes for schools with fewer than 30 graduates in a given academic year are omitted.

Note: The percentages shown in this table come from NSC aggregate data and thus include students as college-goers who are blocked in the individual-level data. However, the numbers *exclude* students whose parents opted out of allowing LAUSD to link their child's records to college enrollment records. In addition, the percentages reported in this table will be *understated* for schools that serve large numbers of undocumented students because NSC's matching process is less effective for those students (see National Student Clearinghouse, 2014).

**Appendix Table B-2: College-Going Outcomes by School  
Enrollment, Persistence, & Completion (2008 Class)**

School	Graduates	enrolled within 1 year			enrolled within 1 year & persisted into 2nd year			graduated within 6 years		
		4-year	2-year	any	4-year	2-year	any	4-year	2-year	any
32nd St. USC Performing Arts Magnet	57	51%	42%	93%	47%	37%	84%	26%	7%	33%
Addams Continuation High School	30	0%	37%	37%	0%	23%	23%	0%	3%	3%
Angels Gate Continuation High School	1	*	*	*	*	*	*	*	*	*
Avalon Continuation High School	5	*	*	*	*	*	*	*	*	*
Banning Senior High	462	25%	47%	73%	23%	38%	61%	12%	11%	23%
Bell Senior High	639	26%	41%	67%	25%	34%	58%	12%	7%	20%
Belmont Senior High	331	24%	36%	60%	21%	25%	46%	9%	7%	16%
Boyle Heights Continuation High School	6	*	*	*	*	*	*	*	*	*
Bravo Senior High Medical Magnet	268	49%	35%	84%	46%	32%	78%	35%	12%	48%
Burke High School	21	*	*	*	*	*	*	*	*	*
Canoga Park Senior High	157	29%	39%	69%	29%	27%	57%	17%	6%	22%
Carlson Hospital	3	*	*	*	*	*	*	*	*	*
Carson Senior High	483	31%	44%	75%	29%	35%	65%	17%	12%	29%
CDS Aggeler	2	*	*	*	*	*	*	*	*	*
CDS Alonzo	9	*	*	*	*	*	*	*	*	*
CDS Johnston	1	*	*	*	*	*	*	*	*	*
CDS West Hollywood	3	*	*	*	*	*	*	*	*	*
Central High School	95	1%	33%	34%	1%	22%	23%	1%	5%	6%
Chatsworth Charter High School	508	26%	49%	75%	25%	42%	67%	23%	9%	33%
Cheviot Hills Continuation High School	6	*	*	*	*	*	*	*	*	*
City of Angels	296	6%	41%	46%	5%	27%	32%	5%	6%	11%
Cleveland Charter High School	528	35%	38%	73%	33%	30%	63%	28%	7%	34%
Contreras Learning Complex Business and Tourism	169	30%	36%	65%	25%	29%	54%	8%	6%	14%
Crenshaw Magnet STEMM	255	41%	38%	79%	38%	33%	71%	18%	8%	26%
Del Rey Continuation High School	4	*	*	*	*	*	*	*	*	*
Diane S. Leichman Special Education Center	1	*	*	*	*	*	*	*	*	*
Dorsey Senior High	238	34%	40%	75%	33%	32%	65%	14%	8%	22%
Downtown Business Magnet	185	48%	27%	75%	45%	25%	71%	26%	6%	33%
Eagle Rock High School	381	34%	42%	76%	32%	35%	68%	22%	4%	27%
Eagle Tree Continuation High School	2	*	*	*	*	*	*	*	*	*
Earhart Continuation High School	32	3%	31%	34%	3%	9%	13%	0%	0%	0%
Einstein Continuation High School	6	*	*	*	*	*	*	*	*	*
Elizabeth Learning Center	129	28%	40%	68%	26%	36%	61%	10%	10%	20%
Ellington Continuation High School	13	*	*	*	*	*	*	*	*	*
Evergreen Continuation High School	18	*	*	*	*	*	*	*	*	*
Fairfax Senior High	432	33%	43%	76%	31%	38%	69%	23%	9%	32%
Foshay Learning Center	116	44%	36%	80%	42%	27%	69%	30%	3%	33%
Franklin High School	369	28%	43%	71%	27%	34%	60%	16%	7%	23%
Fremont Senior High	362	35%	30%	65%	29%	24%	53%	9%	8%	18%
Fulton College Preparatory	60	28%	35%	63%	25%	28%	53%	15%	5%	20%
Gardena Senior High	283	27%	43%	70%	23%	35%	58%	14%	6%	21%
Garfield Senior High	507	23%	40%	63%	21%	33%	53%	10%	10%	21%
Grant Senior High	430	16%	56%	72%	15%	49%	63%	17%	8%	25%
Grey Continuation High School	16	*	*	*	*	*	*	*	*	*
Hamilton Senior High	534	45%	35%	81%	45%	29%	74%	36%	7%	42%
Harbor Teacher Preparatory Academy	62	61%	27%	89%	56%	24%	81%	35%	13%	48%
Highland Park Continuation High School	4	*	*	*	*	*	*	*	*	*
Hollywood Senior High	432	22%	49%	71%	21%	43%	63%	15%	8%	23%
Hope Continuation High School	19	*	*	*	*	*	*	*	*	*
Huntington Park Senior High	562	23%	41%	64%	21%	36%	57%	12%	8%	20%
Independence Continuation High School	17	*	*	*	*	*	*	*	*	*
Jefferson Senior High	146	17%	39%	56%	16%	32%	49%	10%	8%	18%
Jordan New Technology High	36	6%	44%	50%	3%	25%	28%	3%	3%	6%
Jordan Senior High	275	28%	28%	56%	21%	21%	41%	5%	3%	9%
Kahlo High School	24	*	*	*	*	*	*	*	*	*
Kennedy Senior High	319	20%	51%	71%	20%	42%	61%	16%	11%	27%
King-Drew Senior High Medicine and Science Magnet	272	56%	30%	86%	54%	24%	79%	35%	7%	43%
Kirk Douglas Continuation High School	21	*	*	*	*	*	*	*	*	*
LACES Magnet	126	77%	13%	90%	77%	11%	88%	52%	4%	56%
Lewis Continuation High School	14	*	*	*	*	*	*	*	*	*
Lincoln Senior High	380	33%	34%	67%	33%	28%	61%	21%	7%	28%
London Continuation High School and CDS	4	*	*	*	*	*	*	*	*	*
Los Angeles Senior High	532	19%	38%	57%	18%	31%	49%	13%	8%	21%

\*Outcomes for schools with fewer than 30 graduates in a given academic year are omitted.

Note: The percentages shown in this table come from NSC aggregate data and thus include students as college-goers who are blocked in the individual-level data. However, the numbers *exclude* students whose parents opted out of allowing LAUSD to link their child's records to college enrollment records. In addition, the percentages reported in this table will be *understated* for schools that serve large numbers of undocumented students because NSC's matching process is less effective for those students (see National Student Clearinghouse, 2014).



**Appendix Table B-2, Continued: College-Going Outcomes by School  
Enrollment, Persistence, & Completion (2008 Class)**

School	Graduates	enrolled within 1 year			enrolled within 1 year & persisted into 2nd year			graduated within 6 years		
		4-year	2-year	any	4-year	2-year	any	4-year	2-year	any
Los Angeles Unified Alternative Education	699	2%	40%	42%	1%	28%	29%	2%	4%	6%
Manual Arts Senior High	439	23%	44%	67%	22%	35%	56%	12%	7%	19%
Marlton School	2	*	*	*	*	*	*	*	*	*
Marshall Senior High	683	30%	41%	70%	29%	35%	64%	22%	8%	31%
Maywood Academy Senior High	88	25%	44%	69%	23%	38%	60%	13%	7%	19%
McAlister Opportunity High School CYESIS	29	*	*	*	*	*	*	*	*	*
McBride Special Education Center	2	*	*	*	*	*	*	*	*	*
Metropolitan Continuation High School	20	*	*	*	*	*	*	*	*	*
Middle College High School	64	59%	30%	89%	59%	27%	86%	39%	13%	52%
Miguel Leonis Continuation High School	15	*	*	*	*	*	*	*	*	*
Mission Continuation High School	13	*	*	*	*	*	*	*	*	*
Moneta Continuation High School	4	*	*	*	*	*	*	*	*	*
Monroe Senior High	374	27%	39%	66%	26%	31%	57%	19%	5%	24%
Monterey Continuation High School	14	*	*	*	*	*	*	*	*	*
Mt. Lukens Continuation High School	2	*	*	*	*	*	*	*	*	*
Narbonne Senior High	433	28%	48%	77%	26%	42%	69%	19%	15%	34%
Newmark Continuation High School	5	*	*	*	*	*	*	*	*	*
North Hollywood Senior High	642	26%	46%	72%	26%	36%	61%	18%	7%	24%
Northridge Academy Senior High	142	32%	39%	72%	30%	33%	63%	18%	4%	23%
Odyssey Continuation High School	12	*	*	*	*	*	*	*	*	*
Orthopaedic Hospital Senior High Magnet	112	44%	34%	78%	40%	29%	70%	26%	9%	35%
Owensmouth Continuation High School	9	*	*	*	*	*	*	*	*	*
Panorama Senior High	193	12%	39%	51%	11%	30%	41%	7%	6%	13%
Phoenix Continuation High School	10	*	*	*	*	*	*	*	*	*
Polytechnic Senior High	578	25%	37%	63%	24%	29%	52%	14%	5%	19%
Pueblo de Los Angeles Continuation High School	8	*	*	*	*	*	*	*	*	*
Ramona Opportunity High School	7	*	*	*	*	*	*	*	*	*
Reseda Senior High	302	26%	40%	66%	25%	31%	57%	20%	6%	26%
RFK LA County High School for the Arts	46	33%	46%	78%	33%	37%	70%	20%	7%	26%
Riley High School CYESIS	21	*	*	*	*	*	*	*	*	*
Rodia Continuation High School	13	*	*	*	*	*	*	*	*	*
Rogers Continuation High School	12	*	*	*	*	*	*	*	*	*
Roosevelt Senior High	530	26%	39%	66%	23%	31%	54%	12%	10%	22%
San Antonio Continuation High School	38	0%	37%	37%	0%	21%	21%	0%	8%	8%
San Fernando Senior High	633	20%	41%	61%	18%	33%	51%	12%	8%	20%
San Pedro Senior High	506	27%	52%	78%	26%	43%	69%	21%	10%	31%
Santee Education Complex	292	17%	35%	52%	15%	26%	41%	7%	7%	14%
Secondary CDS	12	*	*	*	*	*	*	*	*	*
Sherman Oaks Center for Enriched Studies Magnet	184	48%	38%	86%	46%	33%	78%	44%	7%	51%
Sojourner Truth Continuation High School	1	*	*	*	*	*	*	*	*	*
South East Senior High	339	32%	36%	68%	28%	30%	58%	12%	9%	21%
South Gate Senior High	442	34%	37%	71%	31%	29%	60%	14%	5%	19%
Stoney Point Continuation High School	20	*	*	*	*	*	*	*	*	*
Sylmar Senior High	521	23%	36%	59%	19%	27%	47%	15%	7%	22%
Taft Charter High School	503	28%	50%	79%	28%	46%	74%	32%	12%	44%
Temescal Canyon Continuation	16	*	*	*	*	*	*	*	*	*
Thoreau Continuation High School	21	*	*	*	*	*	*	*	*	*
University Senior High	246	28%	45%	74%	27%	41%	68%	22%	14%	36%
Valley Alternative Magnet	24	*	*	*	*	*	*	*	*	*
Van Nuys Senior High	352	35%	39%	74%	34%	35%	69%	28%	9%	37%
Venice Senior High	335	37%	39%	76%	36%	33%	70%	30%	8%	38%
Verdugo Hills Senior High	389	25%	46%	71%	24%	38%	62%	23%	6%	29%
View Park Continuation High School	1	*	*	*	*	*	*	*	*	*
Washington Preparatory Senior High	337	28%	35%	63%	24%	27%	51%	10%	5%	15%
WESM Health/Sports Medicine Magnet	324	40%	43%	83%	39%	37%	75%	26%	6%	32%
Whitman Continuation High School	11	*	*	*	*	*	*	*	*	*
Willenberg Special Education Center	1	*	*	*	*	*	*	*	*	*
Wilson Senior High	325	33%	36%	69%	31%	26%	57%	14%	7%	21%
Wooden High School	12	*	*	*	*	*	*	*	*	*
Young Continuation High School	6	*	*	*	*	*	*	*	*	*
Youth Opportunities Unlimited Alternative High School	77	3%	29%	31%	3%	17%	19%	1%	3%	4%
<b>Total</b>	<b>23,189</b>	<b>27%</b>	<b>41%</b>	<b>68%</b>	<b>26%</b>	<b>33%</b>	<b>59%</b>	<b>17%</b>	<b>8%</b>	<b>25%</b>

\*Outcomes for schools with fewer than 30 graduates in a given academic year are omitted.

Note: The percentages shown in this table come from NSC aggregate data and thus include students as college-goers who are blocked in the individual-level data. However, the numbers *exclude* students whose parents opted out of allowing LAUSD to link their child's records to college enrollment records. In addition, the percentages reported in this table will be *understated* for schools that serve large numbers of undocumented students because NSC's matching process is less effective for those students (see National Student Clearinghouse, 2014).

### Appendix Table B-3: Rates of CSU Eligibility and Undermatch for 2013 and 2014 Graduates, by School

School	Classes of 2013 and 2014			Under-matched: % of CSU-eligible graduates			Matched: % of CSU-eligible graduates	
	total no. of graduates	no. of grads CSU-eligible	pct. of grads CSU-eligible	enrolled at no college	enrolled at 2-year college	total under-matched	enrolled at 4-year college	enrolled at selective coll.
32nd St. USC Performing Arts Magnet	139	62	45%	13%	13%	26%	74%	24%
Angel's Gate Continuation High School	21	1	5%	100%	0%	100%	0%	0%
Arleta Senior High	682	261	38%	16%	25%	41%	59%	13%
Banning Senior High	891	321	36%	20%	30%	50%	50%	15%
Bell Senior High	1,147	363	32%	17%	12%	29%	71%	21%
Belmont Senior High	397	128	32%	17%	9%	26%	74%	21%
Belmont Senior High LA Teacher Preparatory	43	11	26%	45%	9%	55%	45%	9%
Bernstein Senior High	306	77	25%	16%	36%	52%	48%	4%
Bernstein Senior High STEM	107	32	30%	41%	31%	72%	28%	9%
Bravo Senior High Medical Magnet	533	300	56%	13%	9%	22%	78%	29%
Burke High School	111	1	1%	0%	100%	100%	0%	0%
Canoga Park Senior High	524	116	22%	12%	15%	27%	73%	17%
Carson Academy of Education & Empowerment	251	85	34%	15%	29%	45%	55%	20%
Carson Academy of Medical Arts	163	50	31%	34%	22%	56%	44%	18%
Carson Senior High	605	139	23%	19%	23%	42%	58%	14%
CDS West Hollywood	62	1	2%	0%	0%	0%	100%	0%
Chatsworth Charter High School	1,013	291	29%	14%	26%	40%	60%	20%
Chavez Learning Academy ArTES Magnet	147	23	16%	17%	39%	57%	43%	4%
Chavez Learning Academy ASE	82	19	23%	16%	42%	58%	42%	16%
Chavez Learning Academy Social Justice Humanitas Academy	184	85	46%	16%	18%	34%	66%	34%
Chavez Learning Academy Teacher Preparatory	108	23	21%	30%	22%	52%	48%	13%
City of Angels	612	18	3%	33%	22%	56%	44%	22%
Civitas School of Leadership	70	26	37%	19%	23%	42%	58%	12%
Cleveland Charter High School	1,019	379	37%	11%	16%	27%	73%	33%
Contreras Learning Complex Academic Leadership Community	96	22	23%	27%	5%	32%	68%	36%
Contreras Learning Complex Business and Tourism	196	60	31%	18%	23%	42%	58%	33%
Contreras Learning Complex Global Studies	131	53	40%	17%	17%	34%	66%	23%
Contreras Learning Complex Social Justice	73	35	48%	14%	11%	26%	74%	46%
Cortines School of Visual and Performing Arts	530	234	44%	24%	7%	31%	69%	23%
Crenshaw Magnet STEMM	490	115	23%	10%	18%	29%	71%	18%
Dorsey Senior High	454	123	27%	23%	14%	37%	63%	19%
Downtown Business Magnet	409	200	49%	12%	13%	24%	76%	28%
Dymally Senior High	27	2	7%	0%	50%	50%	50%	0%
Eagle Rock High School	760	306	40%	20%	11%	31%	69%	24%
Early College Academy	59	2	3%	100%	0%	100%	0%	0%
East Valley Senior High	185	41	22%	15%	32%	46%	54%	20%
Elizabeth Learning Center	297	150	51%	21%	18%	39%	61%	19%
Fairfax Senior High	673	229	34%	21%	16%	37%	63%	24%
Felicitas and Gonzalo Mendez High School	195	64	33%	23%	17%	41%	59%	23%
Foshay Learning Center	340	189	56%	13%	21%	34%	66%	31%
Franklin High School	557	198	36%	20%	16%	36%	64%	24%
Fremont Senior High	895	258	29%	26%	10%	36%	64%	14%
Fulton College Preparatory	278	94	34%	22%	17%	39%	61%	12%
Gardena Senior High	650	145	22%	17%	26%	42%	58%	17%
Garfield Senior High	840	301	36%	18%	14%	31%	69%	21%
Grant Senior High	754	166	22%	19%	27%	46%	54%	13%
Hamilton Senior High	1,067	435	41%	12%	16%	28%	72%	37%
Harbor Teacher Preparatory Academy	133	3	2%	0%	33%	33%	67%	0%
Hawkins Senior High C/DAGS	47	8	17%	13%	13%	25%	75%	13%
Hawkins Senior High CHAS	48	7	15%	0%	29%	29%	71%	14%
Hawkins Senior High RISE	65	7	11%	14%	57%	71%	29%	14%
Hollywood Senior High	571	222	39%	19%	14%	33%	67%	21%
Huntington Park Senior High	902	307	34%	23%	18%	41%	59%	15%
International Studies Learning Center	126	40	32%	20%	8%	28%	73%	28%
Jefferson Senior High	458	129	28%	28%	12%	40%	60%	20%
Jordan Senior High	260	63	24%	24%	17%	41%	59%	19%
Kennedy Senior High	868	275	32%	14%	24%	38%	62%	21%
King-Drew Senior High Medicine and Science Magnet	482	238	49%	10%	12%	22%	78%	36%
LACES Magnet	236	183	78%	13%	2%	15%	85%	57%
Legacy Senior High STEAM	25	8	32%	0%	38%	38%	63%	25%
Legacy Senior High Visual and Performing Arts	35	7	20%	0%	43%	43%	57%	0%
Lincoln Senior High	544	228	42%	11%	9%	20%	80%	33%
Lincoln Senior High LEMA	79	21	27%	19%	10%	29%	71%	10%
London Continuation High School and CDS	49	1	2%	100%	0%	100%	0%	0%
Los Angeles Senior High	557	137	25%	28%	24%	52%	48%	13%
Manual Arts Senior High	847	223	26%	28%	14%	42%	58%	18%

Note: The numbers reported in this table exclude students whose parents opted out of allowing LAUSD to link their child's records to college enrollment records. In addition, the percentages of students not enrolled in any college may be overstated in this table for at least two reasons: 1) NSC's matching process for undocumented students is less effective than for other students (see National Student Clearinghouse, 2014), which means that undocumented students may be incorrectly classified as non-college-goers, and 2) college students who blocked the NSC from releasing their college enrollment records, or whose colleges blocked the release of those records, are classified in these percentages as non-college-goers.

Appendix Table B-3, Continued: Rates of CSU Eligibility and Undermatch for 2013 and 2014 Graduates, by School

School	Classes of 2013 and 2014			Under-matched: % of CSU-eligible graduates			Matched: % of CSU-eligible graduates	
	total no. of graduates	no. of grads CSU-eligible	pct. of grads CSU-eligible	enrolled at no college	enrolled at 2-year college	total under-matched	enrolled at 4-year college	enrolled at selective coll.
Marquez Senior High HPIAM	95	26	27%	19%	23%	42%	58%	19%
Marquez Senior High Libra	181	88	49%	23%	16%	39%	61%	25%
Marquez Senior High Social Justice	101	30	30%	33%	20%	53%	47%	13%
Marshall Senior High	1,054	446	42%	20%	15%	36%	64%	26%
Maya Angelou Community High School - Fine Arts	154	21	14%	19%	19%	38%	62%	5%
Maya Angelou Community High School - Global Issues	121	25	21%	32%	24%	56%	44%	0%
Maywood Academy Senior High	393	151	38%	17%	19%	35%	65%	21%
McAlister Opportunity High School CYESIS	52	1	2%	100%	0%	100%	0%	0%
Middle College High School	151	79	52%	13%	13%	25%	75%	24%
Monroe Senior High	764	198	26%	26%	17%	43%	57%	19%
Monterey Continuation High School	37	1	3%	0%	0%	0%	100%	0%
Narbonne Senior High	922	262	28%	18%	35%	53%	47%	15%
Narbonne Senior High HArts LA	68	10	15%	20%	50%	70%	30%	10%
North Hollywood Senior High	1,029	415	40%	15%	15%	30%	70%	38%
Northridge Academy Senior High	339	107	32%	11%	14%	25%	75%	18%
Orthopaedic Hospital Senior High Magnet	273	125	46%	14%	19%	33%	67%	29%
Panorama Senior High	508	131	26%	27%	28%	55%	45%	15%
Pearl Senior High Journalism & Communications Magnet	93	43	46%	9%	19%	28%	72%	30%
Polytechnic Senior High	970	417	43%	20%	18%	38%	62%	18%
Rancho Dominguez Preparatory	274	67	24%	16%	18%	34%	66%	13%
Reseda Senior High	622	240	39%	15%	10%	25%	75%	21%
RFK Ambassador School of Global Leadership	164	46	28%	20%	13%	33%	67%	20%
RFK LA County High School for the Arts	127	34	27%	38%	12%	50%	50%	12%
RFK New Open World Academy	96	44	46%	27%	16%	43%	57%	14%
RFK School for Visual Arts and Humanities	165	49	30%	31%	6%	37%	63%	22%
RFK UCLA Community School	134	56	42%	23%	11%	34%	66%	27%
Rivera Learning Complex Communication & Technology	89	18	20%	22%	17%	39%	61%	6%
Rivera Learning Complex Green Design	91	20	22%	25%	25%	50%	50%	5%
Rivera Learning Complex Performing Arts	79	18	23%	44%	22%	67%	33%	11%
Rivera Learning Complex Public Service	105	33	31%	21%	27%	48%	52%	3%
Roosevelt Senior High	325	81	25%	30%	5%	35%	65%	21%
Roosevelt Senior High - Environmental/Social Policy Magnet	81	22	27%	32%	0%	32%	68%	14%
Roosevelt Senior High - Humanitas Art School	68	23	34%	17%	9%	26%	74%	26%
Roosevelt Senior High - Math, Science, & Technology Magnet	83	32	39%	28%	3%	31%	69%	28%
Roosevelt Senior High - School of Law and Government	34	8	24%	50%	13%	63%	38%	13%
Roosevelt Senior High - School of Medical and Health Sciences	88	12	14%	17%	25%	42%	58%	17%
Roosevelt Senior High - School of STEM	30	5	17%	0%	20%	20%	80%	20%
Roybal Learning Center	554	229	41%	28%	11%	39%	61%	21%
San Fernando Senior High	991	257	26%	15%	16%	31%	69%	28%
San Pedro Senior High	931	294	32%	15%	27%	41%	59%	21%
Santee Education Complex	625	160	26%	23%	23%	45%	55%	11%
Sherman Oaks Center for Enriched Studies Magnet	463	250	54%	10%	17%	27%	73%	40%
Sotomayor Learning Academy - HADA	99	26	26%	23%	8%	31%	69%	12%
Sotomayor Learning Academy - LARS	123	52	42%	27%	23%	50%	50%	10%
Sotomayor Learning Academy - Artlab	43	9	21%	11%	11%	22%	78%	0%
South East Senior High	827	293	35%	21%	15%	37%	63%	17%
South Gate Senior High	405	151	37%	11%	7%	19%	81%	25%
Sun Valley Senior High	264	62	23%	18%	32%	50%	50%	6%
Sylmar Senior High	757	263	35%	16%	21%	37%	63%	18%
Taft Charter High School	867	277	32%	17%	23%	40%	60%	26%
Torres High School - East LA Performing Arts Academy	179	75	42%	19%	15%	33%	67%	12%
Torres High School - East LA Renaissance Academy	122	32	26%	22%	13%	34%	66%	9%
Torres High School - Engineering & Technology Academy	137	59	43%	27%	8%	36%	64%	8%
Torres High School - Humanitas Academy	132	48	36%	19%	13%	31%	69%	21%
Torres High School - School of Engineering & Tech.	70	22	31%	23%	23%	45%	55%	23%
Torres High School - Social Justice Leadership Academy	79	18	23%	22%	11%	33%	67%	17%
University Senior High	737	299	41%	17%	12%	29%	71%	31%
Valley Academy of Arts & Sciences	267	75	28%	23%	24%	47%	53%	19%
Valley Alternative Magnet	59	17	29%	12%	29%	41%	59%	41%
Van Nuys Senior High	808	313	39%	20%	20%	40%	60%	31%
Venice Senior High	685	231	34%	15%	16%	31%	69%	39%
Verdugo Hills Senior High	666	211	32%	15%	23%	38%	62%	20%
Washington Preparatory Senior High	514	113	22%	10%	25%	35%	65%	18%
WESM Health/Sports Medicine Magnet	418	156	37%	11%	17%	28%	72%	37%
West Adams Preparatory Senior High	767	212	28%	24%	15%	39%	61%	19%
Wilson Senior High	610	171	28%	18%	11%	29%	71%	22%

Note: The numbers reported in this table exclude students whose parents opted out of allowing LAUSD to link their child's records to college enrollment records. In addition, the percentages of students not enrolled in any college may be overstated in this table for at least two reasons: 1) NSC's matching process for undocumented students is less effective than for other students (see National Student Clearinghouse, 2014), which means that undocumented students may be incorrectly classified as non-college-goers, and 2) college students who blocked the NSC from releasing their college enrollment records, or whose colleges blocked the release of those records, are classified in these percentages as non-college-goers.

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