



DATA DIALOGUE SERIES

A New England Secondary School Consortium Resource

Series 2 | Week 2: Exploring College Enrollment Rates by Race/Ethnicity

About the Data Dialogue Series

Thank you for participating in the NESSC's Data Dialogue Series, an opportunity to explore, reflect on, and talk about our region's education data with your students, colleagues, and community.

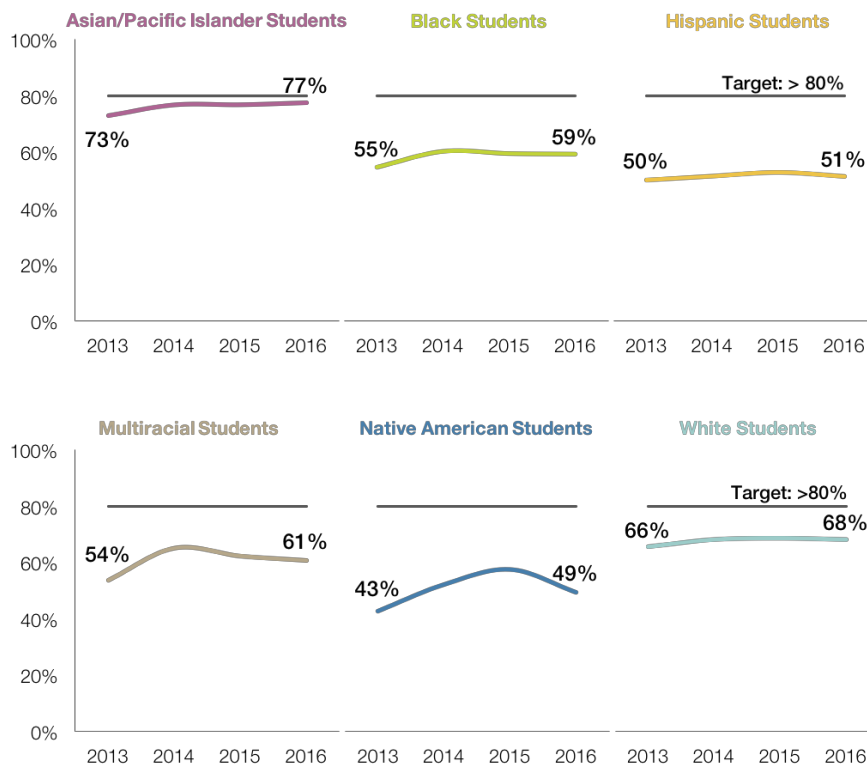
This week, we invite you to further explore the relationship between race/ethnicity and education by considering the percentage of New England's high school graduates who enroll in college and how trends by student sub-group have changed over time.

Let's dive in!

Exploring the Data

Significant differences in college enrollment by race/ethnicity are present across New England. **Asian/Pacific Islander** students enroll in college at the highest rates—77% of Asian/Pacific Islander students who graduated from high school in 2016 went on to enroll in college within 16 months (i.e., by the fall semester of the following year).

By contrast, only 49% of **Native American** high school graduates in 2016 enrolled in college.



What This Means + Why It Matters

The visualization above illustrates emerging trends across New England about which students are most likely to go on to college after completing high school.

As you can see, Multiracial and Native American students have seen the largest increases in college enrollment rates (around 7 percentage points) since the NESSC started collecting this data in 2013. College enrollment among Hispanic students shows the smallest increase (1 percentage point). For additional data, including student numbers, see the NESSC Common Data Project 2018 Annual Report: www.newenglandssc.org/resources/common-data-project/.

You may remember from last week's data that New England students from different racial/ethnic subgroups graduate from high school at dramatically different rates. So, it is not surprising to see similar patterns appear in the college enrollment data. What is striking, though, is that the 18 percentage point gap that we saw last week in high school graduation rates grows to 28 percentage points when it comes to college enrollment. Closing this substantial gap will require innovative thinking, but doing so is essential in order to achieve our goal of educational equity and opportunity for all students.

Below, we've provided a set of questions to prompt reflection and conversation about how these regional trends relate to your local context, and what each of us can do to foster learning environments that help all students realize success.

Reflection + Dialogue Questions

While the visual above is a rich starting point for personal reflection, we urge you to consider exploring the data through inclusive conversations with colleagues, students, parents, and community members. Be intentional about who you invite to the discussion and how you reach out to participants. You may want to consider inviting individuals not on your typical call list.

1. This visual shows regional trends across New England, which were calculated by aggregating state-level data (meaning that your school's data contributed to this trend). What does this make you wonder about the student outcomes for your school? What additional data do you need in order to understand how college enrollment plays out in your school? Where can you find that data?
2. What is the lens that you use to observe and interpret the data (e.g., gender, age, role, expertise, etc.)? What bias might be present in your analysis of the data? What assumptions do you hold about the subject of the data? How does the lens that you view the data through influence what you see in the data?
3. What steps could your school district take to become a place where all students are engaged and are able to successfully pursue post-secondary options, including college?

To explore reflections on race in America, we encourage you to visit *A Conversation on Race*, published by the New York Times.

www.nytimes.com/interactive/projects/your-stories/conversations-on-race

**Would you like to share your reflection with the NESSC?
Don't hesitate to reach out at info@newenglandssc.org.**