



# DATA DIALOGUE SERIES

A New England Secondary School Consortium Resource

## Series 2 | Week 3: Exploring the Path to College Completion 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.

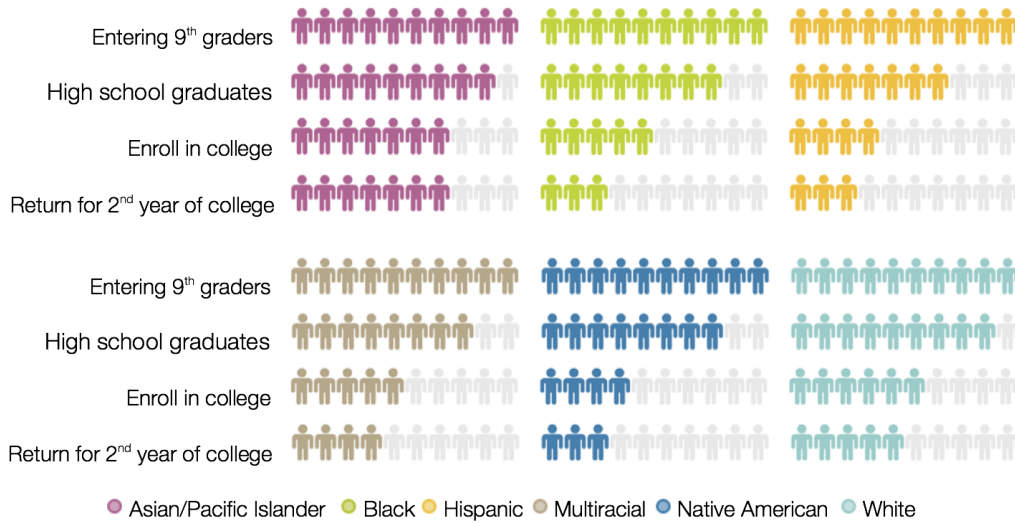
In our final week, we’ll conclude our conversation by exploring both high school and college data to better understand the relationship between race/ethnicity and education outcomes for students across New England.

Let’s dive in!

### Exploring the Data

When we look at the data across indicators—from high school enrollment through to college persistence—we can see a funneling effect that is more pronounced for some student subgroups than others\*.

Imagine a hypothetical class of ninth-graders. The data suggests that for every 10 Asian/Pacific Islander students in that class, 9 will graduate high school, and only 7 of them will enroll in a second year of college. By contrast, for every 10 black students in that class, 8 of them will graduate high school, and only 3 will enroll in a second year of college.



\* In order to make projections across indicators, we have to combine rates from different student cohorts. For instance, the college-entering cohort of 2016 will include graduates from the class of 2015 as well as some students who completed high school in different ways and excluding students who entered college later.

## What This Means + Why It Matters

By disaggregating the data, the visual above shows that the trajectories of students differ considerably by race/ethnicity. The data raise challenging questions about the educational systems and supports that we are creating and providing to students throughout New England, especially those of color. With so many students not enrolling in college, we need to ensure that we are providing the right educational experiences and resources to make post-secondary education an attainable option after high school, particularly for students who have been historically marginalized.

The questions below will help you reflect on this trend and determine how your school and community can ensure equitable and engaging learning opportunities for all kids.

## 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 a regional trend across New England, which was calculated by aggregating state-level data (meaning that your school's data contributed to this trend). What questions does this visual cause you to ask about your own community and school? (These questions might be different depending on your role, experience, proximity to/relationship with students in this subgroup, etc.)
2. What additional data might you need in order to better understand who these students are and the educational opportunities and supports they have at your school?
3. What steps will you take to explore the reasons for the disparities among student trajectories as related to race/ethnicity?

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](http://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](mailto:info@newenglandssc.org).**