

INTER-OFFICE CORRESPONDENCE

LOS ANGELES UNIFIED SCHOOL DISTRICT

Office of Data and Accountability

INFORMATIVE

DATE: April 30, 2018

TO: Members, Board of Education
Vivian Ekchian, Interim Superintendent

FROM: Oscar Lafarga,  Executive Director

SUBJECT: RESULTS OF THE 2017-18 SCHOOL EXPERIENCE SURVEY: “COLLEGE READINESS” QUESTIONS

This informative presents the results of the annual LAUSD School Experience Survey *College Readiness* questions administered during the fall semester of the 2017-18 school year. Many of these questions were added to the survey in 2016-17 and thus only two years of comparison data will be shown. Some questions were administered to all secondary grade levels (e.g. grades 6 through 12) whereas other questions were only administered to specific grade levels (e.g. just grade 12). In these cases, results have been annotated accordingly. In addition to College Readiness questions for students on the School Experience Survey, parents, teachers, and other school staff were asked questions related to College Readiness. These results are also included in this informative.

Highlights

- Most (92%) grade 12 students who completed the Survey reported that they plan to go to college. While students with disabilities and English learners were less likely to plan for college next year compared to their peers, both groups of students increased by six percentage points from 2016-17 to 2017-18.
- Nearly 60% of the 12th graders who did not plan to go to a four-year college said that they plan to attend a two-year college first, then transfer to a four-year college.
- Almost 80% of the socioeconomically disadvantaged students stated that adults at their school helped them learn about different ways to pay for college.
- Overall, most (89%) grade 12 students reported knowing which A-G courses were needed to get into college and that a letter grade of “C” or better was required for these courses. While all subgroups increased on this metric between 2016-17 and 2017-18, English learners increased the most with a gain of 6 percentage points.
- Over 96% of the parents who responded to the School Experience Survey reported that school staff expected their children to finish high school and to go to college.
- Most teachers (more than 86%) felt comfortable talking to parents and students about A-G requirements, knew their students’ progress on A-G requirements, and knew how their own courses fit in to the A-G sequence; however, only 63% of teachers said that they had communicated *often* or *very often* with individual students about their progress toward meeting the A-G requirements.

Response Rates

Exhibit 1 shows the participation rates on the School Experience Surveys among students, parents, and school staff from the first year the surveys were administered (baseline year 2008-09) compared to the 2016-17 and 2017-18 administrations of the surveys. While response rates for all stakeholder groups increased from 2008-09 to 2017-18, response rates decreased slightly from 2016-17 to 2017-18. The recent change in the School Experience Survey administration window from spring (as was done for previous administrations) to fall likely explains this variance. As schools learn to adjust to the new timeframe for the annual Survey, participation rates will increase.

Exhibit 1. Comparisons of School Experience Survey Participation Rate Percentages by Stakeholder Group¹: 2008-09, 2016-17 and 2017-18

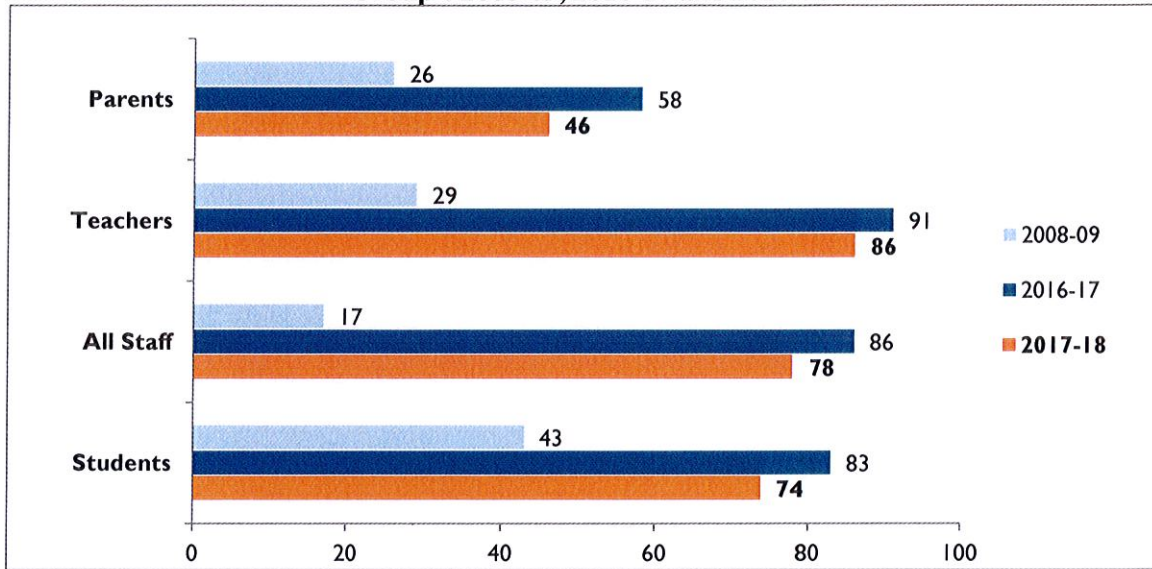


Exhibit 2 presents the number of Survey participants.²

Exhibit 2. Number of Survey Participants by Group: 2008-09, 2016-17, and 2017-18

Group	2008-09	2016-17	2017-18
Students	230,983	305,017	239,202
Teachers	7,754	26,628	23,895
All Staff ¹	12,136	49,958	44,167
Parents	75,949	246,179	198,064

Demographics

In 2017-18, 163,140 secondary students completed the School Experience Survey. Of these, 77,651 students were in middle school (Grades 6-8) and 85,489 students were in high school (Grades 9-12). Not every student was presented with *all* the college readiness items as not every item was relevant to all grade levels. Demographic data for secondary students only is displayed in Exhibit 3 as only secondary students respond to the Survey’s College Readiness questions.

Exhibit 3. 2017-18 School Experience Survey Demographics: Participating Secondary Students.

Grade	# of Participating Students	% ³ of ALL Participants
6	24,317	15%
7	26,874	17%
8	26,460	16%
9	24,292	15%
10	22,192	14%
11	19,875	12%
12	19,130	12%

Student Group	# of Participating Students	% of ALL Participants
African American	11,110	7%
Asian	6,239	4%
Latino	124,991	77%
White	14,050	7%
Other	6,750	4%
English learners	19,853	12%
Socio-economically disadvantaged	135,863	83%
Students with disabilities	18,006	11%
Foster youth	1403	1%

¹ All Staff includes principals, assistant principals, teachers, clerical staff, coaches, teachers’ assistants, plant managers, cafeteria workers, librarians, etc.

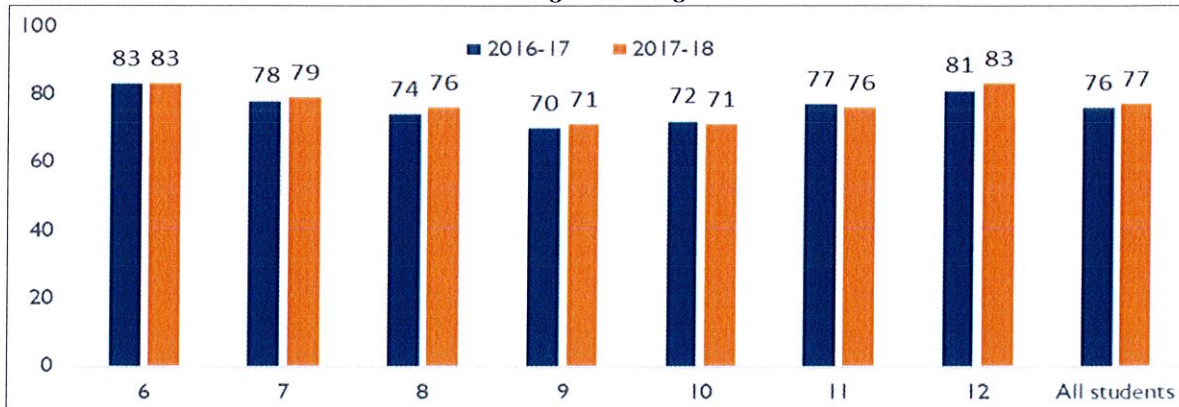
² The lower number of students in 2017-18 can be attributed to a number of factors including 3rd graders no longer participating in the Survey, schools adjusting to the new fall administration window, and to a decline in enrollment.

³ All percentages in this report have been rounded to the nearest whole number. Therefore, due to rounding, percentages may not add up to 100%. In addition, because students can be in more than one group simultaneously (e.g., both an English learner and a student with disability), student group percentages may not add up to 100%.

Key Item Results: All Participating Secondary Students, Staff and Teachers

Secondary students were asked if they agreed with the statement, “*Most adults at my school expect me to go to college.*” Among all participating students, agreement increased from 76% in 2016-17 to 77% in 2017-18 (see Exhibit 4).

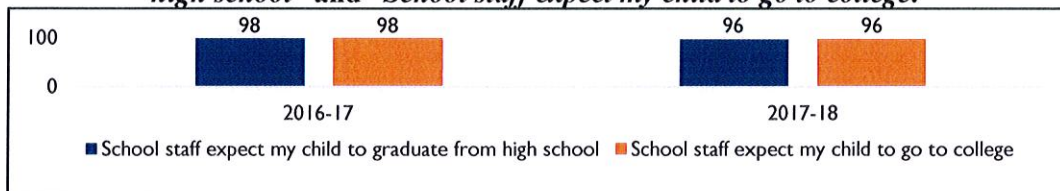
Exhibit 4. Percentage of Secondary Students Who Agreed with the Statement, “*Most adults at school expect me to go to college.*”



Note: For this item, the response options, “mostly true” or “completely true” were combined

Parents were asked if school staff expected their children to finish high school and to go to college. Exhibit 5 shows that almost all (96%) parents continue to agree with both statements presented. Slightly lower percentages of parents agreed with the statements, “*School staff helps me understand which courses my child needs to graduate from high school*” (90%) and, “*School staff helps me understand the requirements for CSU/UC admission*” (86%). Those questions were asked only in 2017-18.

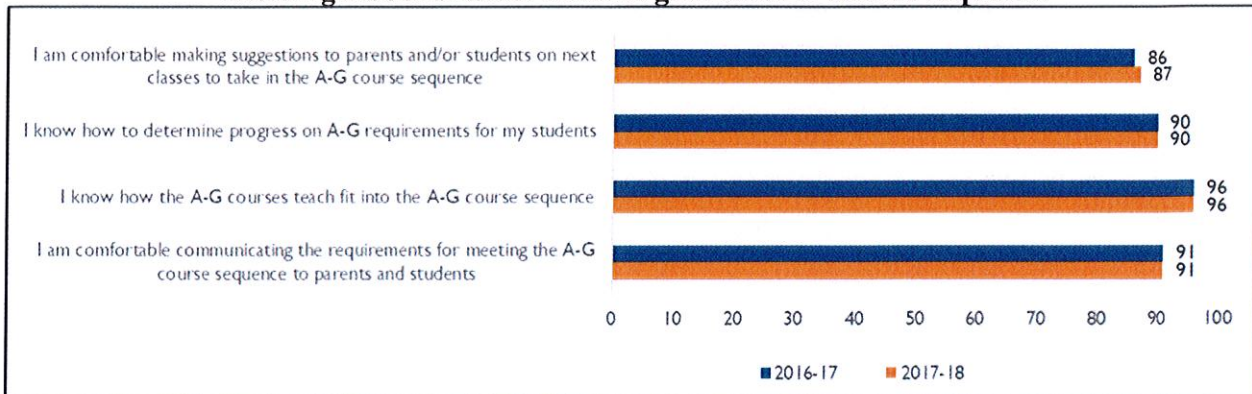
Exhibit 5. Percentage of Secondary Parents Who Agreed that “*School staff expect my child to graduate from high school*” and “*School staff expect my child to go to college.*”



Note: For this item, the response options, “agree” or “strongly agree” were combined.

Teachers were also asked a series of questions regarding the extent to which they supported student and parent knowledge of A-G requirements. Their answers are presented in Exhibit 6. In 2017-18, most teachers (at least 87%) felt comfortable talking to parents and students about A-G requirements, knew their students’ progress on A-G requirements, and knew how their own courses fit in to the A-G course sequence. While not depicted in Exhibit 6, it bears noting that fewer than two-thirds (63%) of teachers said that they had communicated “often” or “very often” with individual students about their progress toward meeting the A-G requirements.

Exhibit 6. Percentage of Secondary Teachers Who Agreed with Statements Regarding their Role in Ensuring Student/Parent Knowledge of the A-G Course Sequence.



Note: For this item, the response options, "agree" or "strongly agree" were combined.

Schools in LAUSD offer a variety of college-related programs for students. Secondary students were asked to indicate all programs in which they participated in 2017-18. Exhibit 7 displays that the percentage of students who reported participating in any college-related program increased from 24% to 29% overall. Program participation increased at all grade levels, with the biggest increase occurring at 12th grade. The rate of 12th grade students who reported that they participated in a college-related program increased from 28% to 36%, a 12-percentage point increase from the prior year.

Exhibit 7. Percentage of Secondary Students, by Grade, Who Reported Participating in a College-Related Program at their School.



Note: Students who did not check "none" when asked if they were taking part in any college related programs.

Key Item Results: Students in Grades 9 through 12

Getting into most colleges requires a minimum grade point average (GPA) for applicants. Secondary students were asked if they knew the typical GPA needed to get into the college of their choice. As seen in Exhibit 8, 79% of 12th graders and 66% of 11th graders know the typical GPA needed to get into the college of their choice.

Exhibit 8. Percentage of High School Students, by Grade, Who Know the GPA Needed to Get into the College of their Choice.



Note: For this item, the response options, "mostly true" or "completely true" were combined

In addition to their knowledge of the GPA requirements, secondary students were asked if adults at their school helped them learn about different ways to pay for college (such as FAFSA, grants, scholarships, or loans). Grade 12 had the highest percentage (74%) of students reporting that they had received this information from adults at their school (see Exhibit 9).

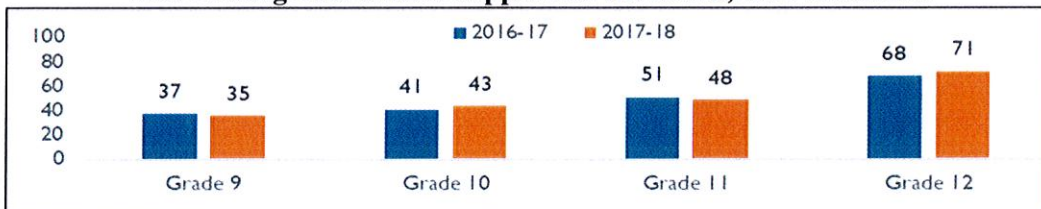
Exhibit 9. Percentage of High School Students, by Grade, Who Reported that Adults at their School Helped them Learn about Ways to Pay for College.



Note: For this item, the response options, “mostly true” or “completely true” were combined

Students were also asked if they received help from adults at their school on how to find free online support to prepare for the PSAT (Grade 9 to 10) and SAT or ACT (Grade 11 to 12). Grade 12 had the highest percentage of students who reported that they received help, with 71% indicating that they had (see Exhibit 10).

Exhibit 10. Percentage of High School Students, by Grade, Who Received Help from Adults at their School with Finding Free Online Support for the PSAT, SAT and ACT.

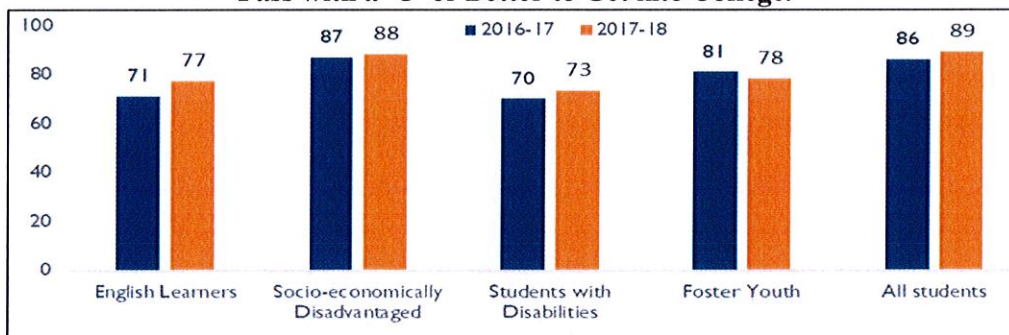


Note: For this item, the response options, “mostly true” or “completely true” were combined

Key Item Results: 12th Grade Students

Socio-economically disadvantaged students in 12th grade were most likely to know the A-G courses they needed to pass with a 'C' or better to get into college compared to their peers in other subgroups (see Exhibit 11). This year, the percentage of 12th graders who knew the A-G courses needed to get into college increased 3-percentage points to 89%. All subgroups except foster youth made gains. English learners improved the most with a 6-percentage point increase.

Exhibit 11. Percentage of Grade 12 Students, by Subgroup⁴, Who Know which A-G Courses they Need to Pass with a 'C' or Better to Get into College.

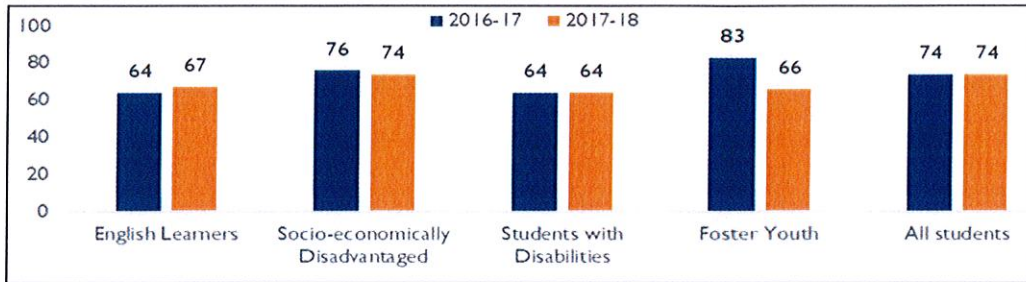


Note: For this item, the response options, “mostly true” or “completely true” were combined

Compared to their peers, socioeconomically disadvantaged students were most likely to report that they received help from adults at their school with the different ways to pay for college (Exhibit 12) and with finding free online help to take the SAT or ACT (Exhibit 13).

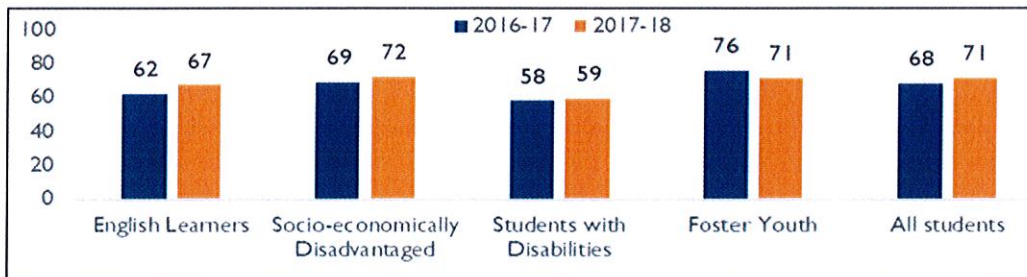
⁴ The number of foster youth who answered key questions was 59 in 2016-17 and 115 in 2017-18. All other 12th grade subgroup numbers exceeded 500.

Exhibit 12. Percentage of Grade 12 Students, by Subgroup, Who Received Help from Adults at their School with the Different Ways to Pay for College.



Note: For this item, the response options, "mostly true" or "completely true" were combined

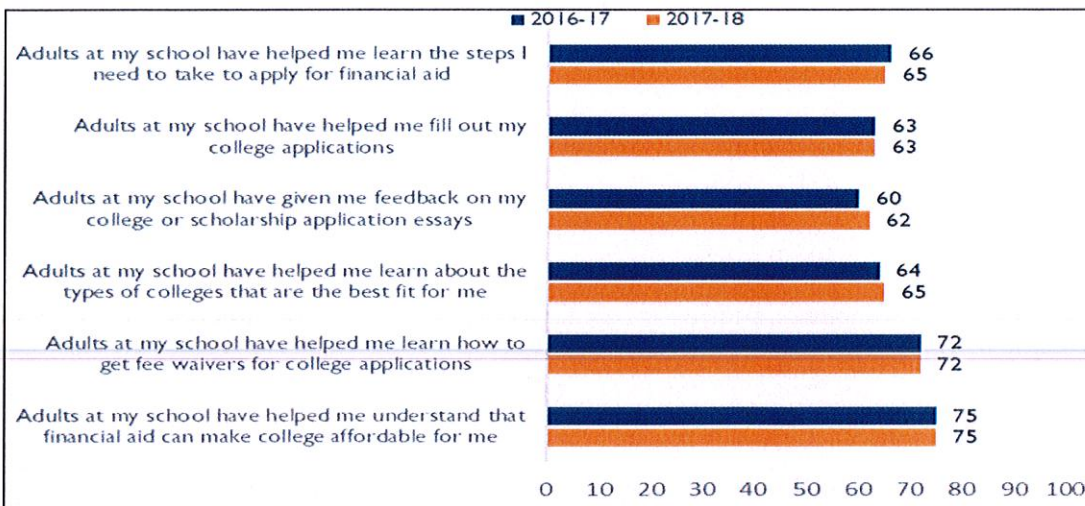
Exhibit 13 Percentage of Grade 12 Students, by Subgroup, Who Received Help from Adults at their School with Learning How to Find Free Online Help for the SAT or ACT.



Note: For this item, the response options, "mostly true" or "completely true" were combined

Students were asked several questions about receiving help with college preparation from adults at their school. Exhibit 14 displays the percentages of students who agreed with six different statements relating to this topic. Students most frequently reported receiving assistance with issues relating to financial aid and less often reported receiving assistance with issues relating to college applications or essays. There were no notable differences between student reports by race/ethnicity for these questions.

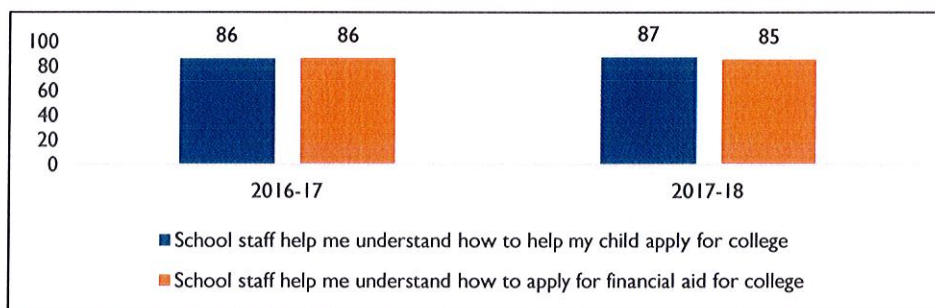
Exhibit 14. Percentage of Grade 12 Students Who Received Help Preparing for College from Adults at their School.



Note: For this item, the response options, "mostly true" or "completely true" were combined

We also asked parents of twelfth grade students how much they agreed with the following questions: “*School staff help me understand how to help my child apply for college*” and “*School staff help me understand how to apply for financial aid for college.*” Their rates of agreement are given in Exhibit 15. In 2017-18, most parents (87%) of 12th grade students said that school staff had helped them understand how to help their children apply for college. Further, most (85%) said that school staff helped them to understand how to apply for financial aid for college.

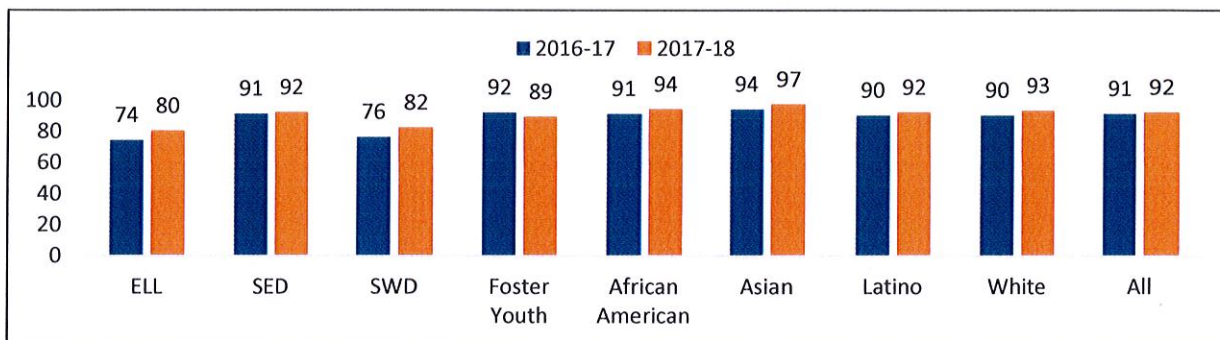
Exhibit 15. Percentage of Secondary Parents Who Agreed that “*School staff help me understand how to help my child apply for college*” and “*School staff help me understand how to apply for financial aid for college.*”



Note: For this item, the response options, “agree” or “strongly agree” were combined.

Grade 12 students were asked about their plans for the year following graduation. Results indicate that overall, most (92%) plan to go to college. Students with disabilities and English learners were less likely to indicate that they plan go to college next year compared to their peers, but all subgroup percentages increased from 2016-17 to 2017-18 (Exhibit 16).

Exhibit 16. Grade 12 Students, by Subgroup, Who Planned to Attend College.



Note: EL = English learners, SED = Socio-economically disadvantaged, SWD = Students with disabilities

Exhibit 17 presents the percentages of 12th grade students who selected each of the following responses to the question, “*Why didn’t you apply to any 4-year colleges?*” Nearly 60% of the 12th graders indicated that they plan to attend a 2-year college first and then transfer to a 4-year college while 33% indicated that they did not think they would get in to any 4-year colleges. Compared to peers in other student groups, African American were more likely to report that they did not think they would get in to any 4-year colleges.

Exhibit 17. Percentage of Grade 12 Students, by Race/Ethnicity, Who Selected Various Responses to the Question, “Why didn’t you apply to any 4-year colleges?”

Response	% All Gr. 12	2016-17				% All Gr. 12	2017-18			
		% African Amer.	% Asian	% Latino	% White		% African Amer.	% Asian	% Latino	% White
I didn't think I would get in to any four-year colleges	29	27	23	30	21	33	43	21	34	24
I didn't think I would get into a college that I wanted to go to	12	10	15	12	13	12	15	8	12	9
I didn't take the SAT or ACT	29	33	23	28	31	23	23	26	23	27
I didn't know how to find and fill out the applications	11	10	7	11	9	4	4	8	5	2
I couldn't afford application fees	6	8	4	6	6	7	6	18	7	6
I can't afford to attend a four-year college	15	15	15	14	19	17	17	29	17	15
My parents think a four-year college is too expensive	6	5	8	6	8	6	5	13	6	8
I am worried that I won't do well academically at a four-year college	13	12	14	13	12	16	12	13	16	17
My parents are worried I won't do well academically at a four-year college	2	2	0	2	2	2	2	0	2	1
I plan to attend a two-year college first and then transfer	57	51	65	57	61	58	50	71	57	66
Other	8	11	9	7	11	7	9	16	7	6
Number of Respondents:	N=5655	N=365	N=109	N=4610	N=385	N=2795	N=173	N=38	N=2288	N=207

Exhibit 18 presents the percentages of students, by program and by year, who selected each of the following responses to the question, “Why didn’t you apply to any 4-year colleges?” The only sub-group to demonstrate large percentage change was foster youth, but their numbers were too low (N=28) to make these percentages meaningful.

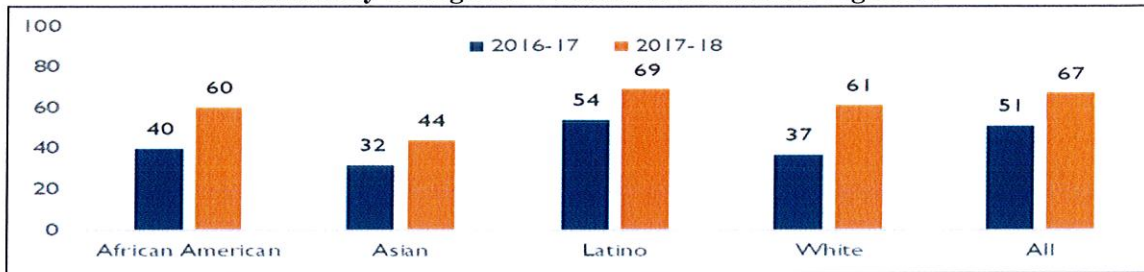
Exhibit 18. Percentage of Grade 12 Students, by program, Who Selected Various Responses to the Question, “Why didn’t you apply to any 4-year colleges?”

Response	% All Gr. 12	2016-17				% All Gr. 12	2017-18			
		% EL	% SED	% SWD	% Foster Youth		% EL	% SED	% SWD	% Foster Youth
I didn't think I would get in to any four-year colleges	29	27	30	28	18	33	24	34	31	36
I didn't think I would get into a college that I wanted to go to	12	10	12	11	18	12	7	12	11	18
I didn't take the SAT or ACT	29	17	28	21	41	23	14	23	20	21
I didn't know how to find and fill out the applications	11	12	11	10	12	4	5	4	5	0
I couldn't afford application fees	6	5	6	5	6	7	7	7	6	11
I can't afford to attend a four-year college	15	8	15	9	12	17	11	18	12	11
My parents think a four-year college is too expensive	6	6	6	6	12	6	8	6	7	4
I am worried that I won't do well academically at a four-year college	13	8	13	11	12	16	12	16	16	21
My parents are worried I won't do well academically at a four-year college	2	3	2	4	6	2	4	2	4	4
I plan to attend a two-year college first and then transfer	57	37	56	46	71	58	45	57	50	54
Other	8	7	8	11	12	7	7	7	8	14
Number of Respondents:	N=5655	N=631	N=4620	N=832	N=17	N=2795	N=273	N=2368	N=401	N=28

Note: EL = English learner, SED = Socio-economically disadvantaged, SWD = Students with disabilities

Exhibit 19 illustrates the increase in the percentage of students who said that they plan to apply to or register for community colleges or vocational/technical programs. Among 12th graders who plan to go to community college, the percent of White students increased by 24-percentage points while this percentage increased 20 points for African American students and 15 points for Latino students.

Exhibit 19. Percentage of Grade 12 Students, by Race/Ethnicity, Who Plan to Apply to or Register for Any Community Colleges or Vocational/Technical Programs.



For more information about the School Experience Survey or this Informative, please contact the Research & Reporting Branch in the Office of Data and Accountability at (213) 241-5600.

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