

**Third Progress Report on the
Evaluation of the ACT Pilot Project
Based on College-Going Rates**

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Submitted by

**Nebraska's Coordinating Commission
for Postsecondary Education**

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Executive Summary

During the first three years of the ACT Pilot Project, all 11th graders in eight Nebraska public school districts were required to take the ACT during a school day in the spring of 2012, 2013, and 2014. Throughout this report, the 13 high schools in the eight districts are referred to as the **Pilot schools**.¹ All of the Nebraska public high schools that did not participate in the ACT Pilot Project are referred to as the **non-Pilot schools**.

Under contract with the Nebraska Department of Education, Nebraska's Coordinating Commission for Postsecondary Education is conducting a four-year statistical study to determine if administering the ACT to all 11th graders in Nebraska's public high schools would increase the college-going rates of the state's public high school graduates. Of particular interest is determining if college-going rates would increase for the high school graduates who, in the past, have been underrepresented among the students who continue on to college.²

The Coordinating Commission's four-year study is designed to provide a thorough analysis of the college-going rates of the graduates of the Pilot schools who took the ACT in 2012, 2013, and 2014; graduated from high school in 2012-13, 2013-14, and 2014-15 and continued on to college (or not) in 2013-14, 2014-15, and 2015-16, respectively. For the purposes of comparison, the college-going rates of the students who graduated from the non-Pilot schools from 2012-13 through 2014-15 also are also included in the analysis.

The baselines for this study are the college-going rates of the three classes of students who graduated from the Pilot and non-Pilot schools before the 11th graders who were required to take the ACT in 2012 graduated from the Pilot schools. These

¹The following high schools are participating in the ACT Pilot Project: Alliance, Columbus, Gering, Hastings, Scottsbluff, Sidney, South Sioux City, Lincoln High, Lincoln Northeast, Lincoln Southeast, Lincoln East, Lincoln North Star, and Lincoln Southwest.

²A **college-going rate** is the percentage of on-time high school graduates who continue on to college within one year of their high school graduation. All calculations of Nebraska college-going rates exclude students who did not graduate from high school or who required more than four years to complete their high school education. The data required to calculate college-going rates for this study were obtained from the Nebraska Department of Education and the National Student Clearinghouse.

three baseline classes of students graduated from high school in 2009-10, 2010-11, and 2011-12 and continued on to college (or not) in 2010-11, 2011-12, and 2012-13, respectively.

Throughout this study, the year of high school graduation is used to refer to a college-going rate, even though the rate is the percentage of the graduates who continued on to college the following year. For example, the college-going rate in 2012-13 refers to the percentage of graduates in 2012-13 who continued to college in 2013-14.

For this progress report, the college-going rates of the students who graduated from the Pilot and non-Pilot schools in 2012-13 and 2013-14 were compared to their corresponding baselines. The primary objectives of this analysis were (1) to determine if any noticeable or statistically significant changes occurred in college-going rates after the first or second year of the ACT Pilot Project, and (2) to determine if comparable changes occurred in the college-going rates at the Pilot schools and non-Pilot schools.

The final report of this research, due in November 2016, will extend the comparative analysis to the college-going rates of the students who graduated in 2014-15 and continued on to college in 2015-16. Based on the final, cumulative analysis of college-going rates from 2009-10 through 2014-15, conclusions will be drawn about the potential effect of administering the ACT to all 11th graders in Nebraska's public high schools on the state's overall college-going rate and the rates of the groups of students who have been underrepresented among the college-going graduates.

Most of the findings in this report are presented using the same six-year trend charts that were used in the first and second progress reports. For the sake of consistency, every trend chart begins with 2009-10, which is the first baseline year that students graduated from high school, and ends with 2014-15, which is the last year students in this study graduated from Pilot or non-Pilot high schools. Using Microsoft Excel[®], linear trend lines have been added to the majority of the charts to show the general direction and magnitude of the changes that occurred in college-going rates over the course of this study to date.

Pearson chi-square values and their associated probabilities were computed to determine the statistical significance of the year-to-year changes in the college-going rates evidenced in this report. For this analysis, a 0.05 level of significance was used to decide whether the difference between two college-going rates was sufficient to conclude that it probably did not occur by chance. Consequently, throughout this report, the difference between the college-going rates of students in two graduating classes at the Pilot or non-Pilot schools is described as "significant" or "statistically significant" only if there is less than a 5% probability that the difference occurred only by chance. Conversely, a difference is reported as "not significant" or "not statistically significant" if there is a higher than a 5% probability that it occurred simply by chance, or as a result of what may be called normal variability.

Defined Student Populations and the Baselines for the Racial/Ethnic Groups

This progress report focuses on two school populations—all of the graduates of the Pilot schools combined and all of the graduates of the non-Pilot schools combined. Over the course of this study to date, an average of 3,277 students graduated from the Pilot schools each year, while more than 16,000 graduated from the non-Pilot schools.

In addition to providing an analysis of the overall college-going rates of the Pilot and non-Pilot schools, this report includes analyses of the college-going rates of males, females, low-income graduates, non-low-income graduates, and the graduates in six racial/ethnic groups from the Pilot and non-Pilot schools. The six race/ethnicity categories used to classify graduates in this study are white non-Hispanic (white), Asian (including Pacific Islander), black non-Hispanic (black), Hispanic, Native American (defined as American Indian and Alaska Native), and graduates of two or more races.

For a more detailed analysis of the college-going rates of the Pilot and non-Pilot schools, the graduates in each of the six racial/ethnic groups were divided into four groups defined by gender and income, resulting in a total of 24 separate student populations. For example, Hispanics were divided into the following four groups: female, non-low-income Hispanics; male, non-low-income Hispanics; female, low-income Hispanics; and male, low-income Hispanics.

Due to the introduction of the “two or more races” category in 2010-11, the five racial/ethnic categories used to classify graduates in 2009-10 are not directly comparable to the six categories used in 2010-11 and subsequent years. As a result, the baselines for the racial/ethnic groups are limited to the college-going rates of the graduates in 2010-11 and 2011-12.

Demographic Comparison of the Pilot and Non-Pilot School Graduates

Based on the demographics of the students who graduated in 2012-13 and 2013-14, the Pilot and non-Pilot school populations have continued to be sufficiently comparable for the purpose of estimating what potential effect the administration of the ACT to all 11th graders in Nebraska’s public schools would have on the state’s college-going rate. In summary, the similarities and differences between the students who graduated from the Pilot and non-Pilot schools in 2012-13 or 2013-14 were as follows:

- Males and females each accounted for about half of the graduates in both populations.
- Students from low-income households accounted for a slightly higher percentage of the graduates of the Pilot schools than of the graduates of the non-Pilot schools, but about one-third of the graduates in both populations were from low-income households, compared to two-thirds being reported as non-low-income graduates.
- Native Americans accounted for equally small percentages of the graduates of the Pilot and non-Pilot schools. However, compared to the graduates of the non-Pilot schools, white non-Hispanics and black non-Hispanics accounted

for lower percentages of the graduates of the Pilot schools, while Hispanics, Asians, and graduates of two or more races accounted for slightly higher percentages.

- In general, the percentage of graduates in each of the 24 groups defined by gender, income, and race/ethnicity was about the same at the non-Pilot and Pilot schools. The greatest difference was that the Pilot schools had slightly lower percentages of female and male, non-low-income white non-Hispanics than the non-Pilot schools in 2012-13 and 2013-14. Otherwise, the distribution of graduates across the 24 groups was about the same at the Pilot and non-Pilot schools.

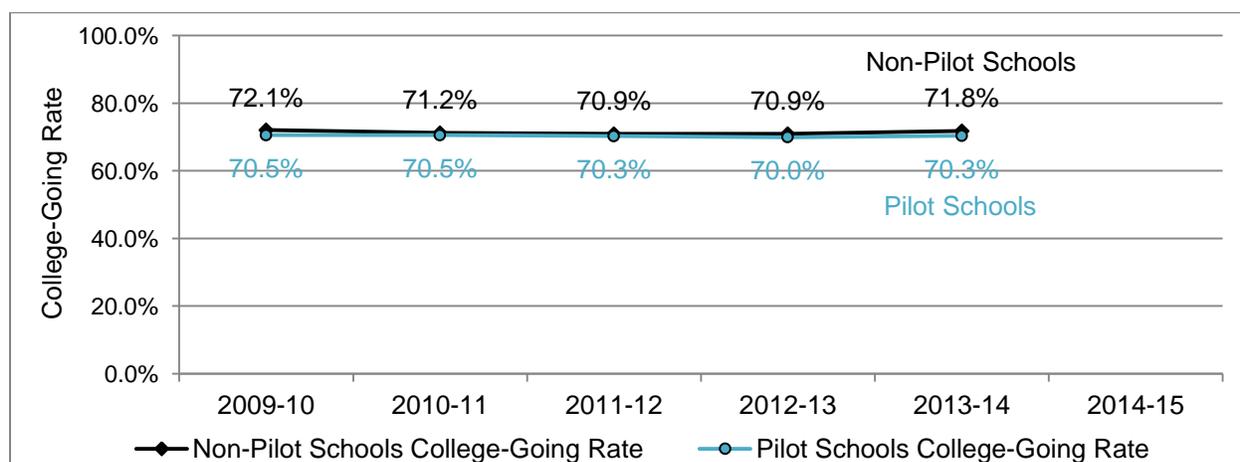
Overall College-Going Rates of the Pilot and Non-Pilot Schools

There were no significant changes in the overall college-going rate of the Pilot schools over the three-year baseline period from 2009-10 to 2011-12 or after the first or second year of the ACT Pilot Project. As shown in Figure 1 below, the overall college-going rate of the Pilot schools decreased only slightly over the course of this study to date, from 70.5% in 2009-10 to 70.3% in 2013-14.

In comparison, there was a very slight, but statistically significant, decrease in the overall college-going rate of the non-Pilot schools from 72.1% at the beginning to 70.9% at the end of the baseline period. However, there were no significant changes in the overall college going rate of the non-Pilot schools after the ACT Pilot Project was initiated. As shown in Figure 1, the overall college-going rate of the non-Pilot schools increased, but not significantly, from 70.9% in 2011-12 to 71.8% in 2013-14.

Given these findings, administering the ACT to all 11th graders had no significant, or even noticeable, effect on the overall college-going rate of the Pilot schools.

Figure 1
Overall College-Going Rates of the Graduates of the Pilot and Non-Pilot Schools



As shown in [Figure 1](#) on the previous page, the overall college-going rates of the graduates of the Pilot schools were slightly and consistently lower than the overall rates for the non-Pilot schools over the course of this study. This difference generally can be explained by the fact that the Pilot schools had slightly lower college-going rates for female and male graduates, non-low-income graduates, and white non-Hispanics, each of which accounted for at least half or two thirds of the graduates in both school populations.

College-Going Rates of Male and Female Graduates

As illustrated in [Figure 2](#) and [Figure 3](#), there were no significant changes in the college-going rates of male or female graduates of the Pilot schools from the beginning of the baseline period through the second year of the ACT Pilot Project. In comparison, as shown in [Figure 2](#), the college-going rate of male graduates of the non-Pilot schools slightly, but significantly, decreased over the baseline period, from 68.8% in 2009-10 to 65.9% in 2011-12. However, there were no significant changes in the college-going rates of male or female graduates of the non-Pilot schools after the ACT Pilot Project was initiated.

Figure 2

College-Going Rates of Male Graduates of the Pilot and Non-Pilot Schools

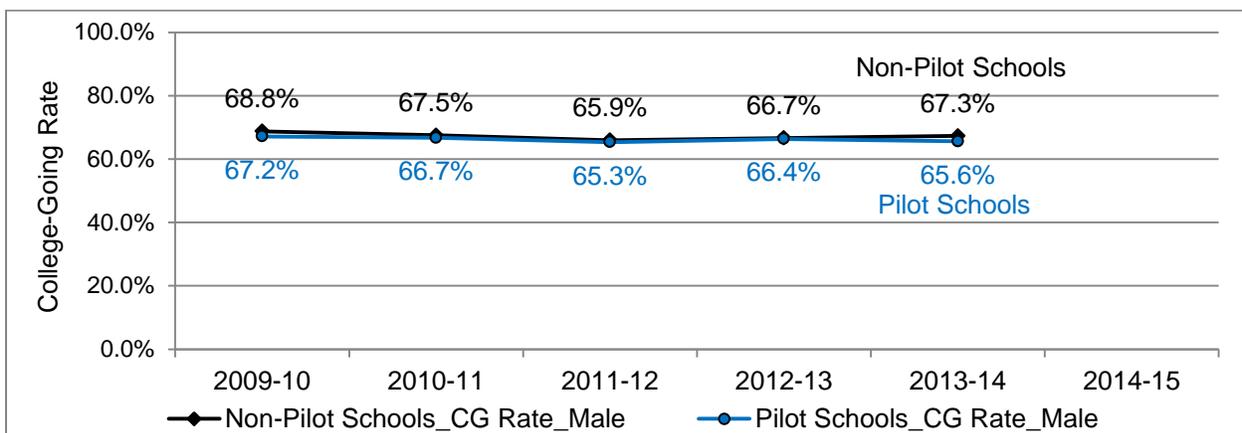
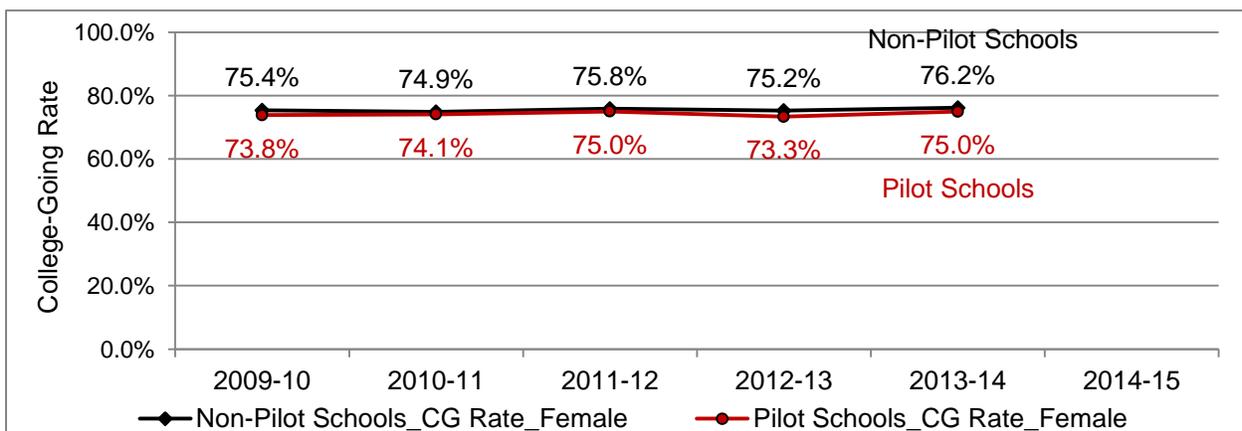


Figure 3

College-Going Rates of Female Graduates of the Pilot and Non-Pilot Schools



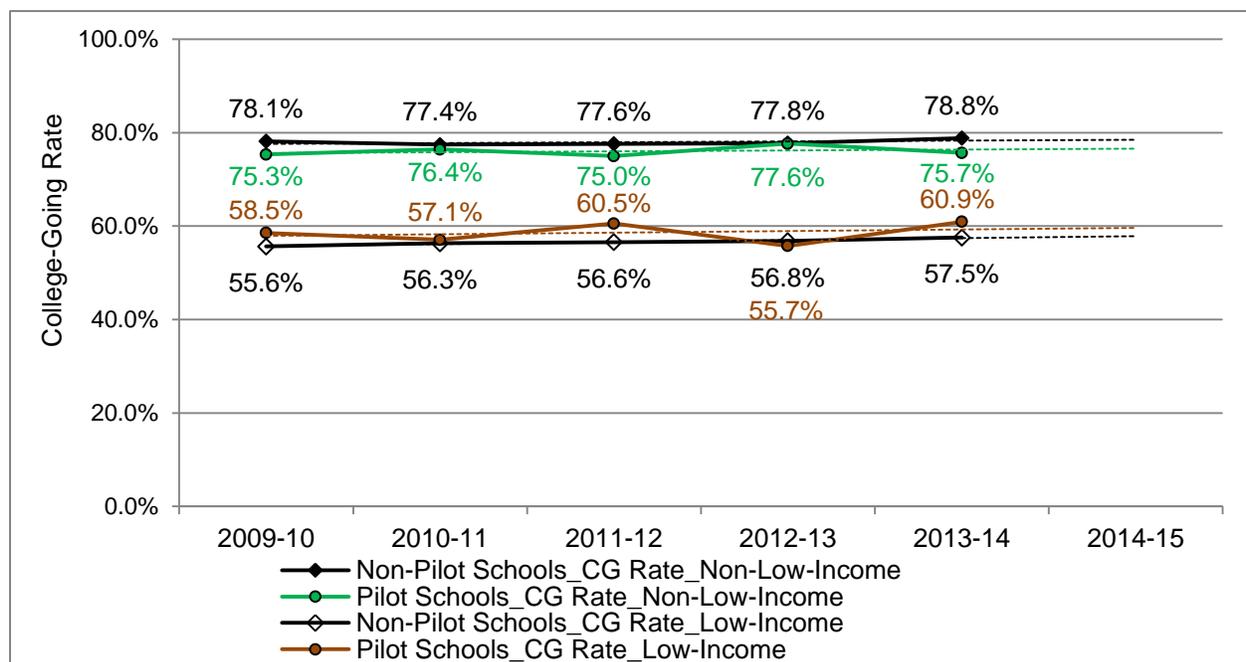
As also shown in [Figure 2](#) and [Figure 3](#) on the previous page, the college-going rates of female graduates were consistently higher than the college-going rates of their male classmates at both the Pilot and non-Pilot schools. As a result, females accounted for 52% to 54% of the college-going graduates, while they accounted for 50% to 51% of the total graduates. Males, on the other hand, continued to be underrepresented among the college-going graduates at both the Pilot and non-Pilot schools, accounting for 49% or 50% of the graduates, but only 46% to 48% of the graduates who continued on to college within one year of high school graduation.

College-Going Rates of Non-Low-Income and Low-Income Graduates

For both the Pilot and non-Pilot schools, there were very slight, almost parallel, upward trends in the college-going rates of the non-low-income and low-income graduates over the course of this study to date, as illustrated by the linear trend lines in [Figure 4](#) below. However, there was noticeably more variability in the college-going rates of the Pilot-school graduates, and the changes evidenced within each of the two school populations were not consistent over the first two years of the ACT Pilot Project.

After the first year of the ACT Pilot Project, there were significant changes in the college-going rates of non-low-income and low-income graduates of the Pilot schools, but not in the desired direction for low-income graduates. As illustrated in [Figure 4](#), the college-going rate of the non-low-income graduates of the Pilot schools increased significantly from 75.0% in 2011-12 to 77.6% for the class of 2012-13. In contrast, the college-going rate of the low-income graduates from the Pilot schools significantly decreased, from its baseline rate of 60.5% in 2011-12 to 55.7% in 2012-13. Also

Figure 4
College-Going Rates of Non-Low-Income and Low-Income Graduates



NOTE: The dotted lines in this chart are the linear trend lines calculated using Microsoft Excel.

after the first year of the ACT Pilot Project, there were no significant changes in the college-going rates of non-low-income or low-income graduates of the non-Pilot schools.

After the second year of the ACT Pilot Project, the college-going rate of non-low income graduates of the Pilot schools decreased to a rate of 75.7%, which was not significantly higher than the group's rates at the beginning or end of the baseline period. Conversely, the college-going rate of low-income graduates of the Pilot schools increased significantly, but not to a rate that was significantly higher than the group's baseline rates.

After the second year of the ACT Pilot Project, the college-going rates of non-low-income graduates of the non-Pilot schools slightly, and significantly, increased. In comparison, the college-going rate of the low-income graduates of the non-Pilot schools only gradually increased from the beginning of the baseline period to through the second year of the ACT Pilot Project, resulting in a college-going rate of 57.5% for the class of 2013-14 that was close to significantly higher than the group's initial baseline rate of 55.6%.

Given these inconsistent findings, an additional year of data for the graduates in 2014-15 may be useful in more clearly determining how the college-going rates of non-low-income and low-income graduates generally changed over the course of the ACT Pilot Project. For now, it is only safe to conclude that the low-income graduates continued to have noticeably lower college-going rates than their non-low-income classmates. As a result, low-income graduates continued to be underrepresented among the college-going graduates of both the Pilot and non-Pilot schools over the course of this study.

Overall Comparison of the College-Going Rates of the Six Racial/Ethnic Groups

The six major racial/ethnic groups are of interest in this study because there continued to be noticeable differences between their college-going rates after the ACT Pilot Project was initiated with the graduating class of 2012-13. At both the Pilot and non-Pilot schools, whites and Asians in the graduating classes of 2012-13 and 2013-14 continued to have higher college-going rates than blacks and Hispanics, while Native Americans had the lowest college-going rates of the racial/ethnic groups.

Due to wide fluctuations in the college-going rates of the students of two or more races who graduated from the Pilot schools, the college-going rate of these graduates was lower than the rates for whites, Asians, and blacks in 2012-13, but only lower than the rate for whites in 2013-14. In comparison, the college going rates of the students of two or more races who graduated from the non-Pilot schools were consistently lower than the rates for whites and Asians, but higher than the rates for blacks in both 2012-13 and 2013-14.

In general, whites and Asians continued to have the highest college-going rates over the course of this study. In comparison, blacks, Hispanics, and Native Americans had lower rates and, as a result, continued to be underrepresented among the college-going graduates of the Pilot and non-Pilot schools.

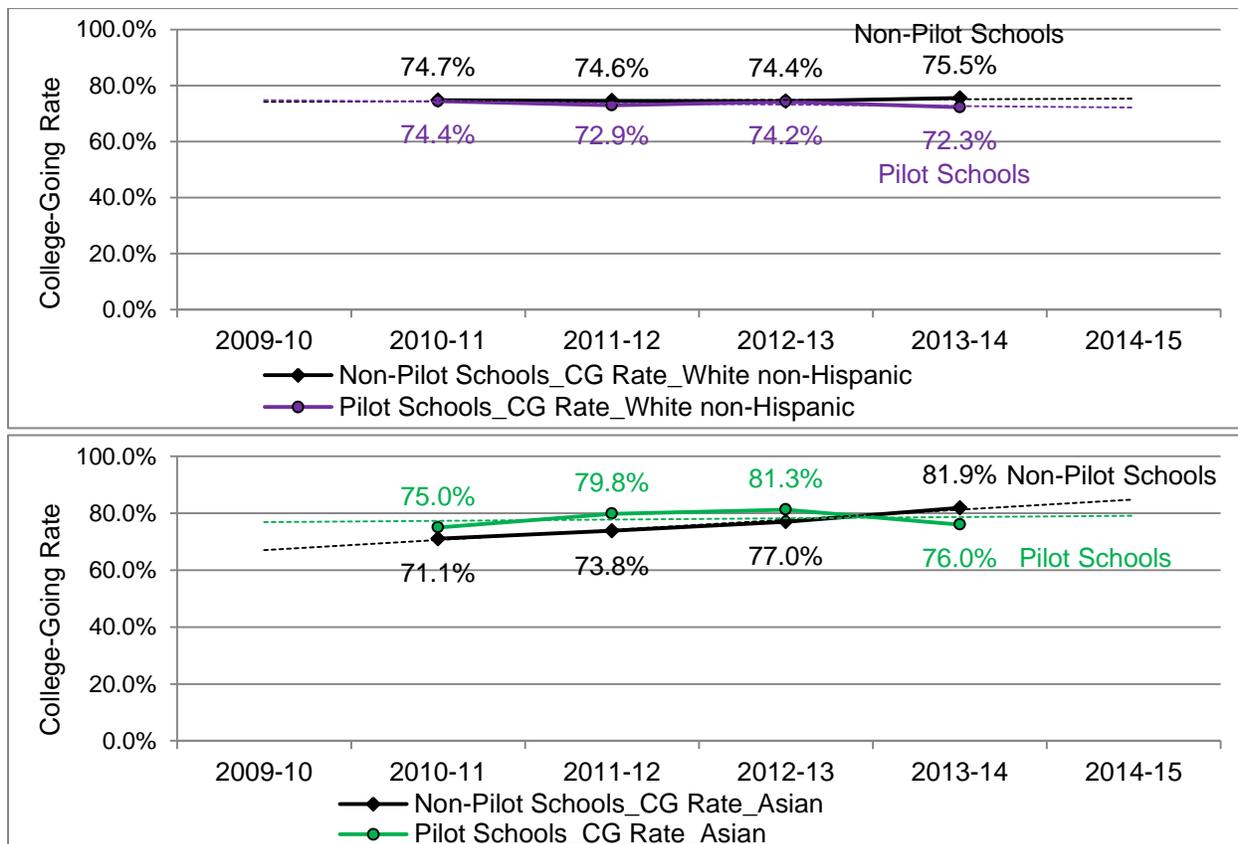
College-Going Rates of White Non-Hispanics and Asians

As illustrated in Figure 5 below, there were noticeable increases in the college-going rates of Asians who graduated from the Pilot schools between 2010-11 and 2012-13, followed by a decrease in this group’s college-going rate in 2013-14. However, there were no statistically significant changes in the college-going rates of whites or Asians who graduated from the Pilot schools over the two-year baseline period from 2010-11 to 2011-12 or after the first or second year of the ACT Pilot Project.

There also was no significant change in the college-going rate of white graduates of the non-Pilot schools until this group’s rate slightly, but significantly, increased in 2013-14, resulting in a very slight, upward trend in the group’s rate over the course of this study.

In comparison, the college-going rate of Asians from the non-Pilot schools gradually and steadily increased over the four-year period from 2010-11 to 2013-14, resulting in a noticeable, upward trend in the group’s college-going rate over the course of this study. Also, as a result of continual increases, the college-going rate of Asians who graduated from the non-Pilot schools in 2013-14 was significantly higher than the group’s baseline rates in 2010-11 and 2011-12.

Figure 5
College-Going Rates of White Non-Hispanics and Asians



NOTE: The dotted lines in these charts are the linear trend lines calculated using Microsoft Excel.

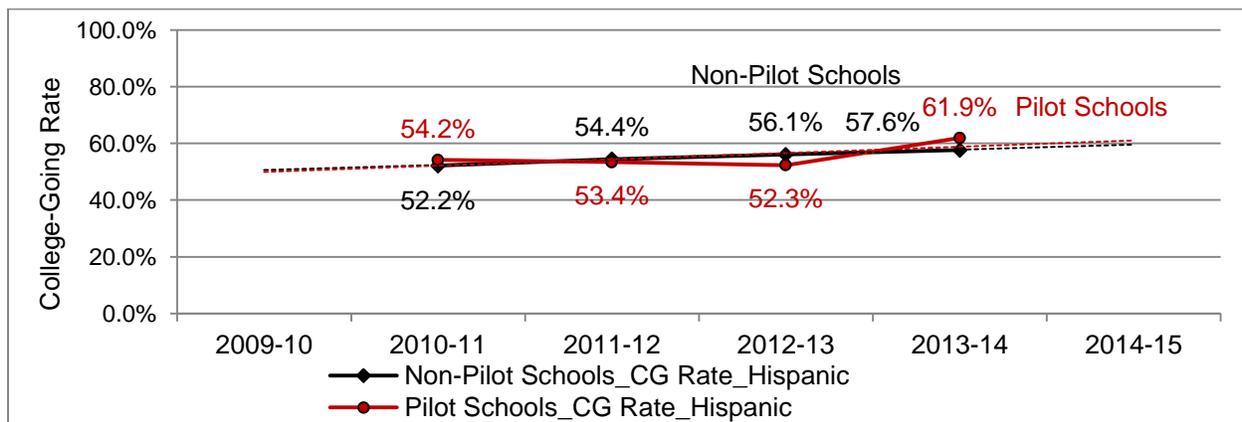
College-Going Rates of Hispanics

As shown in Figure 6 below, there were slight, almost identical, upward trends in the college-going rates of Hispanics at the Pilot and non-Pilot schools over the course of this study to date. However, these trends were the result of different patterns in the college-going rates at the Pilot and non-Pilot schools.

At the Pilot schools, the college-going rate of Hispanics decreased, but not significantly, from the first baseline rate in 2010-11 to 2012-13, which represented the first year of the ACT Pilot Project. After the second year of the project, the college-going rate of Hispanics significantly increased to a rate that was significantly higher than the 2010-11 and 2011-12 baseline rates. Consequently, as a result of the single, significant increase after the second year of the ACT Pilot Project, there was a slight, but noticeable, upward trend in the college-going rate of Hispanics who graduated from the Pilot schools over the course of this study.

At the non-Pilot schools, the college-going rates of Hispanics gradually and steadily increased from 2010-11 to 2013-14, resulting in a slight, upward trend that was almost identical to the trend at the Pilot schools. None of the annual changes in the college-going rate of Hispanics from the non-Pilot schools were statistically significant. However, the group's rates in 2012-13 and 2013-14 were both significantly higher than its 2010-11 baseline rate, and the rate in 2013-14 also was significantly higher than the group's baseline rate in 2011-12.

Figure 6
College-Going Rates of Hispanics



NOTE: The dotted lines in this chart are the linear trend lines calculated using Microsoft Excel.

College-Going Rates of Black Non-Hispanics

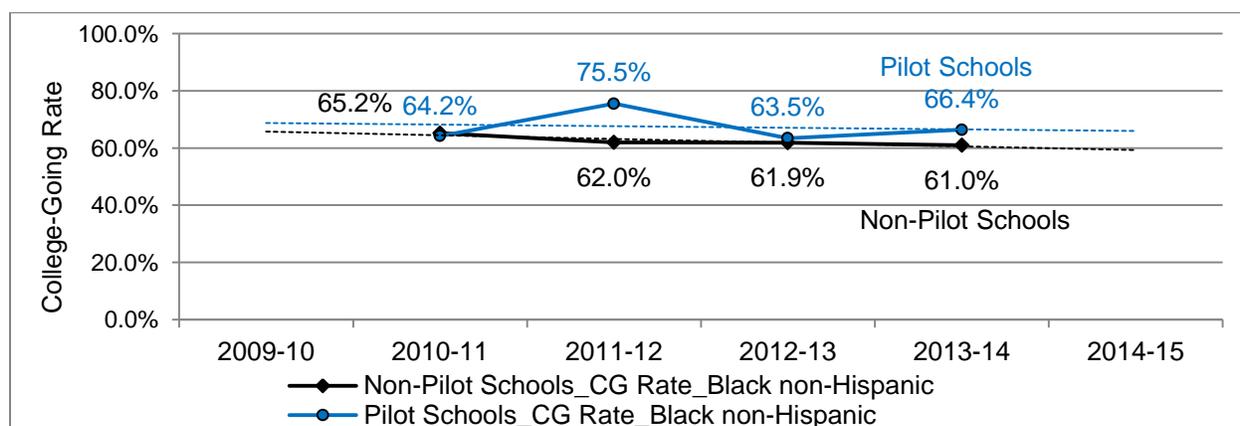
Compared to the upward trends in the college-going rates of Hispanics, there were slight, downward trends in the college-going rates of black non-Hispanics at both the Pilot and non-Pilot schools. However, as illustrated in Figure 7 below, these downward trends were due to different patterns in the college-going rates of the black graduates of the Pilot and non-Pilot schools.

At the Pilot schools, there was a noticeable and significant increase in the college-going rate of black non-Hispanics between the first and second baseline years of this study. However, after the first year of the ACT Pilot Project, the group’s rate dramatically and significantly decreased. After the second year of the project, the group’s rate again increased, but not significantly, resulting in a slight, downward trend in the college-going rate of black non-Hispanics who graduated from the Pilot schools.

Further analysis revealed that the college-going rates of the black non-Hispanics who graduated from the Pilot schools after the first and second years of the ACT Pilot Project were not significantly different from the group’s initial 2010-11 baseline rate. Consequently, if 2010-11 is used as the only baseline, and the unexplained spike in the college-going rate of black non-Hispanics that occurred in 2011-12 is disregarded, it can be concluded that there was no significant change in the college-going rate of black graduates of the Pilot schools after the first or second year of the ACT Pilot Project.

At the non-Pilot schools, the college-going rate of black non-Hispanics gradually and steadily decreased from 2010-11 to 2013-14, resulting in a slight, but definite, downward trend over the course of this study to date. None of the annual rate changes between 2010-11 and 2013-14 were statistically significant, but the difference between the college-going rate of black non-Hispanic graduates in 2010-11 and their college-going rate in 2013-14 was very close to statistically significant.

Figure 7
College-Going Rates of Black Non-Hispanics

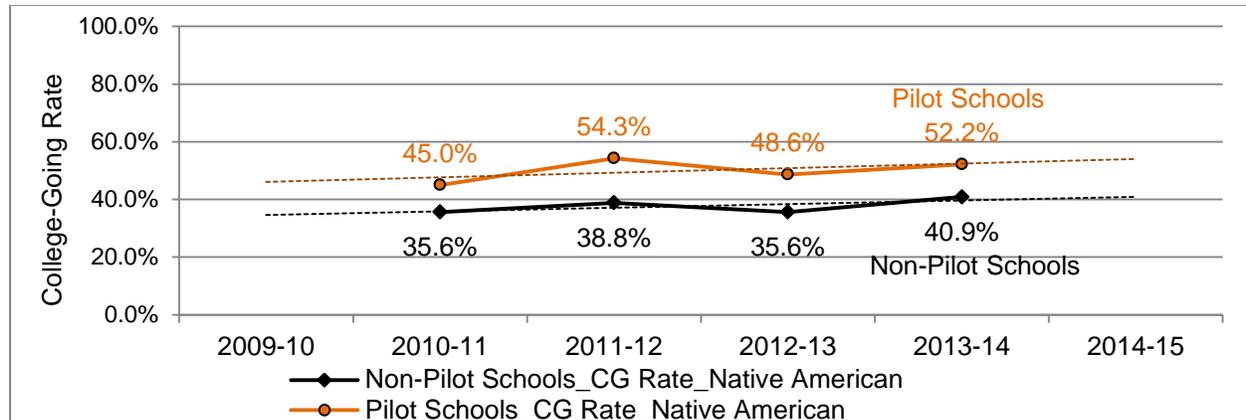


NOTE: The dotted lines in this chart are the linear trend lines calculated using Microsoft Excel.

College-Going Rates of Native Americans

As shown in Figure 8 below, there were fluctuations, but no statistically significant changes, in the college-going rate of Native Americans who graduated from the Pilot or non-Pilot schools before or after the ACT Pilot Project was initiated. However, for both school populations, there were slight, but encouraging, upward trends in the college-going rate of Native Americans.

Figure 8
College-Going Rates of Native Americans

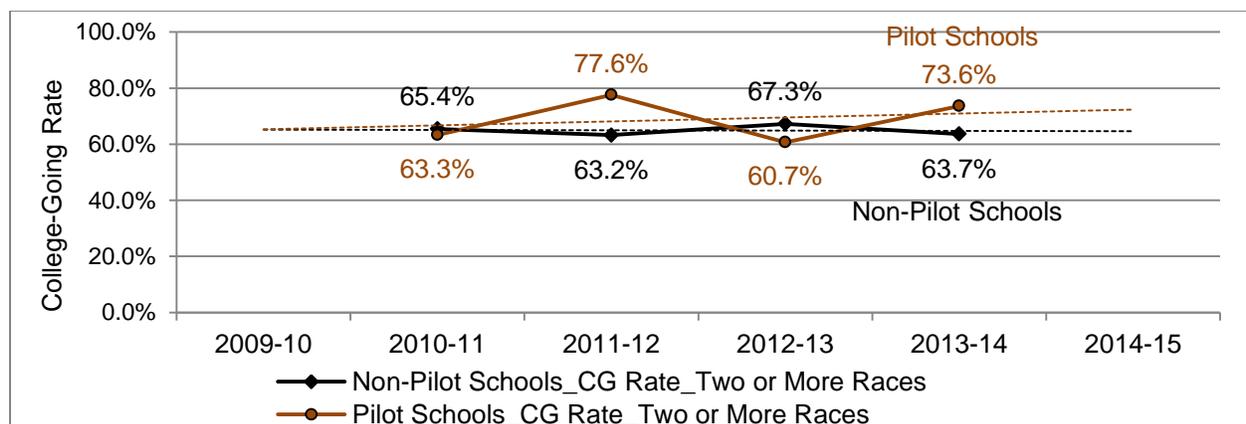


NOTE: The dotted lines in this chart are the linear trend lines calculated using Microsoft Excel.

College-Going Rates of Graduates of Two or More Races

There were no significant changes in the college-going rate of the students of two or more races who graduated from the non-Pilot schools before or after the ACT Pilot Project was initiated. In contrast, as shown in Figure 9 below, the college-going rates of students of two or more races who graduated from the Pilot schools fluctuated so significantly between 2010-11 and 2013-14 that conclusions about how the group’s rate changed after the ACT Pilot Project was initiated depend entirely on which of the group’s two baseline rates is used as the basis for comparison.

Figure 9
College-Going Rates of Graduates of Two or More Races



NOTE: The dotted lines in this chart are the linear trend lines calculated using Microsoft Excel.

If the 2010-11 baseline rate is used as the basis for comparisons, there was no significant change in the college-going rate of students of two or more races who graduated from the Pilot schools after the FIRST year of the ACT Pilot Project, but there was a substantial, if not statistically significant, increase in the college going rate after the SECOND year of the project. On the other hand, if comparisons are based on the 2011-12 rate, there was a significant DECREASE in the college-going rate of students of two or more races after the FIRST year of the ACT Pilot Project, while there was no significant change after the SECOND year of the project. Consequently, for the Pilot schools, an additional year of data for the graduates in 2014-15 may be helpful in determining how the college-going rate of students of two or more races generally changed after the ACT Pilot Project was initiated.

College-Going Rates of the Groups Defined by Gender, Income, and Race/Ethnicity with the Lowest College-Going Rates Prior to the ACT Pilot Project

A more detailed analysis focused on the college-going rates of the 24 groups that were defined by gender, income, and race-ethnicity. Throughout this analysis, particular attention was paid to the groups that had the lowest college-going rates prior to the ACT Pilot Project and, as a result, were the groups most frequently underrepresented among the college-going graduates of the Pilot and non-Pilot schools.

Based on an analysis of the statewide college-going rates for all of Nebraska's public high schools, the college-going rates of the following 10 groups were consistently lower than 60.0% and lower than the college-going rates of the other 14 groups defined by gender, income, and race/ethnicity in both 2010-11 and 2011-12:

- Male, low-income white non-Hispanics
- Male, low-income black non-Hispanics
- Male, non-low-income Hispanics
- Female, low-income Hispanics
- Male, low-income Hispanics
- Male, low-income graduates of two or more races
- Female, non-low-income Native Americans
- Male, non-low-income Native Americans
- Female, low-income Native Americans
- Male, low-income Native Americans

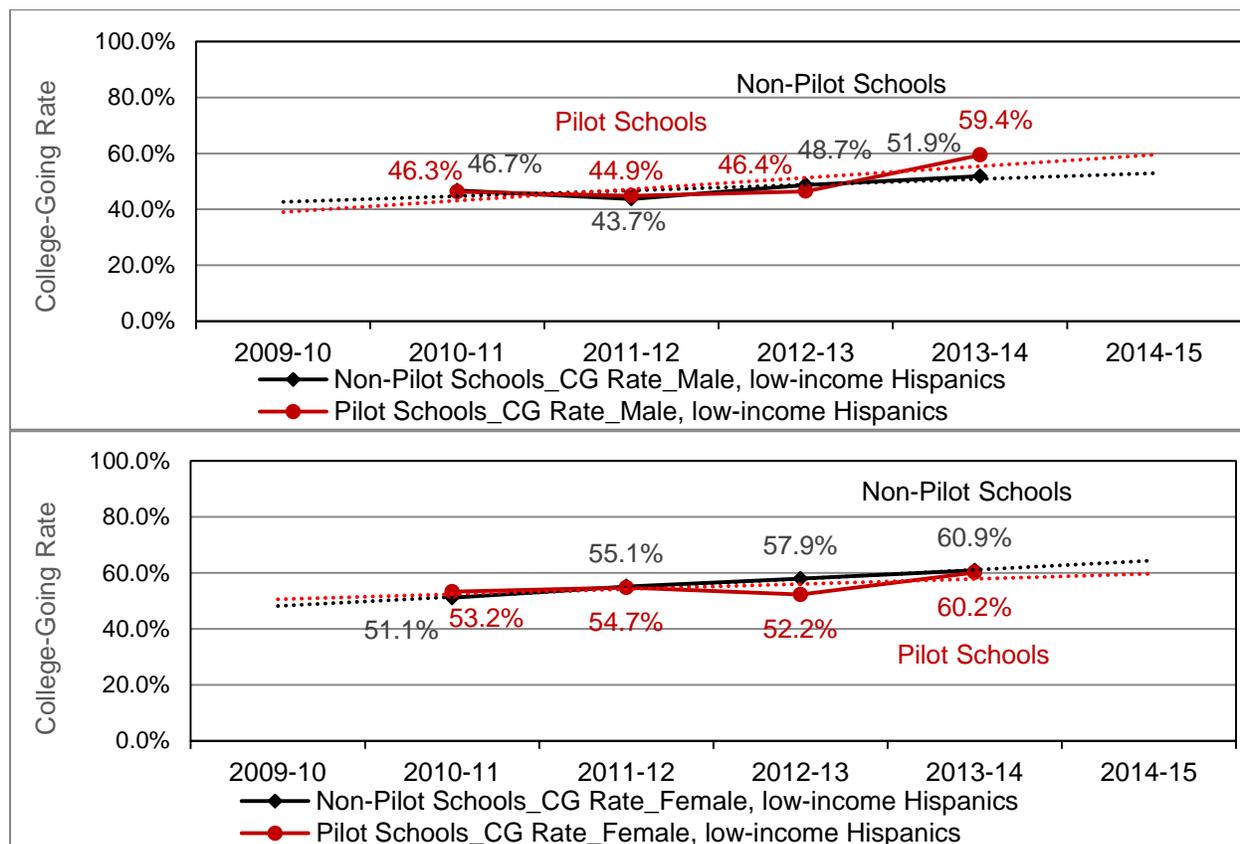
There were insufficient numbers of Native American graduates from the Pilot schools to divide them into four groups based on gender and income. However, there were sufficient numbers of graduates from the non-Pilot schools to analyze the college-going rates of each of the four Native American groups.

Of the 10 groups with the lowest college-going rates prior to the ACT Pilot Project, male, low-income Hispanics was the only group at the Pilot schools and the non-Pilot schools with a college-going rate in 2013-14 that was significantly higher than the group's baseline rates in 2010-11 and 2011-12. As shown in the first of the two charts in Figure 10 below, the upward trend in the college-going rate of male, low-

income Hispanics who graduated from the Pilot schools was due to a noticeable increase in the group’s rate after the second year of the ACT Pilot Project. In comparison, the college-going rate of male, low-income Hispanics from the non-Pilot schools increased after both the first and second years of the ACT Pilot Project, providing encouraging evidence that the college-going rates of male, low-income Hispanics significantly increased statewide over the course of this study to date.

As shown in the second chart in Figure 10, there also were upward trends in the college-going rates of female, low-income Hispanics at both the Pilot and non-Pilot schools. At the non-Pilot schools, the college-going rates of female, low-income Hispanics in 2012-13 and 2013-14 were significantly higher than one or both of the group’s baseline rates. However, in spite of a noticeable, upward trend, there were no statistically significant changes in the college-going rate of female, low-income Hispanics who graduated from the Pilot schools after the ACT Pilot Project was initiated.

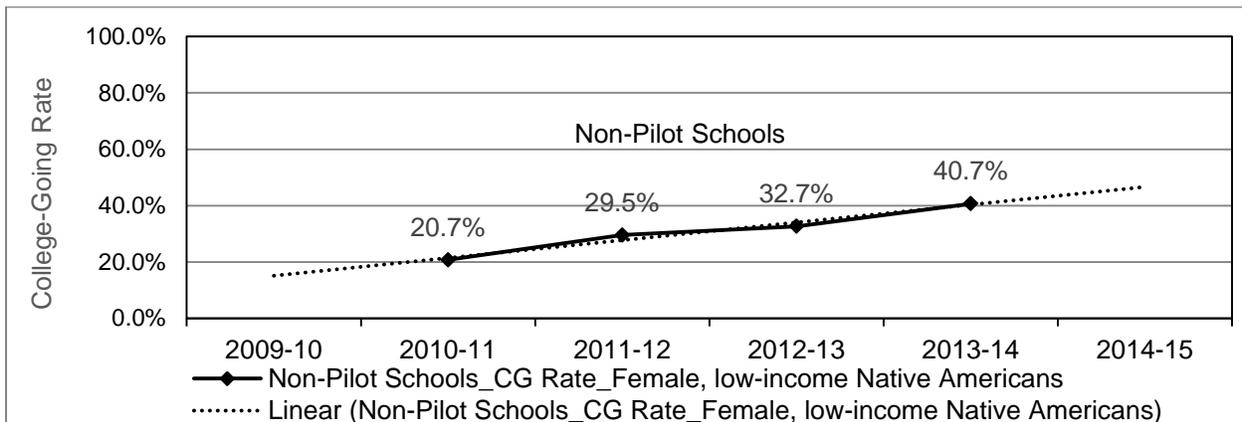
Figure 10
College-Going Rates of Graduates of Male and Female, Low-Income Hispanics



NOTE: The dotted lines in these charts are the linear trend lines calculated using Microsoft Excel.

As illustrated in Figure 11 at the top of the next page, the college-going rate of female, low-income Native Americans gradually and steadily increased so that the group’s rate in 2013-14 was significantly higher than it was at the beginning of the baseline period. However, there were no significant changes in the college-going rates of the other three groups of Native Americans defined by gender and income.

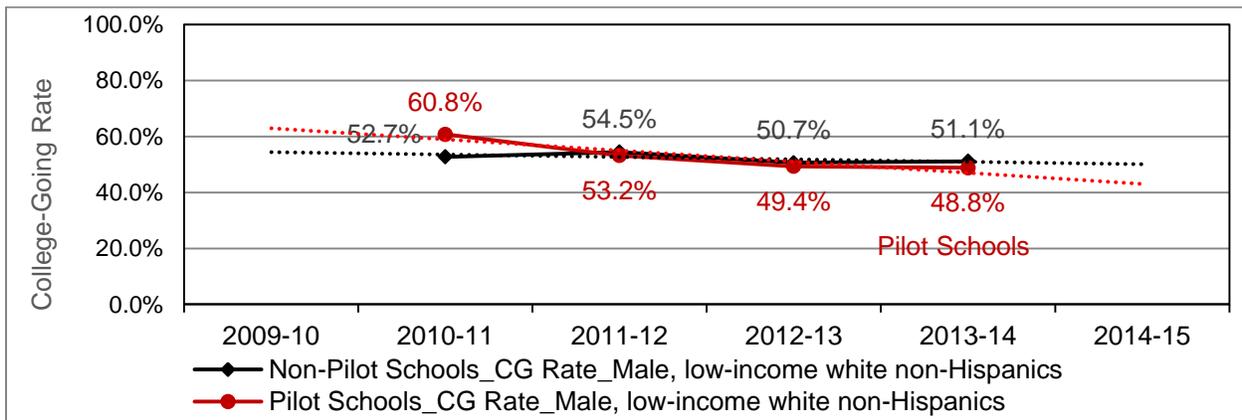
Figure 11
College-Going Rates of Graduates of Female, Low-Income Native Americans



NOTE: The dotted lines in this chart are the linear trend lines calculated using Microsoft Excel.

In contrast, as shown in [Figure 12](#) below, the college-going rates of male, low-income white non-Hispanics who graduated from the Pilot schools in 2012-13 and 2013-14 were significantly lower than their 2010-11 baseline rate, resulting in a noticeable, downward trend in the group’s college-going rate over the course of this study. Over the same four-year period, the college-going rate of male, low-income white non-Hispanics from the non-Pilot schools also decreased significantly, but only after the first year of the ACT Pilot Project.

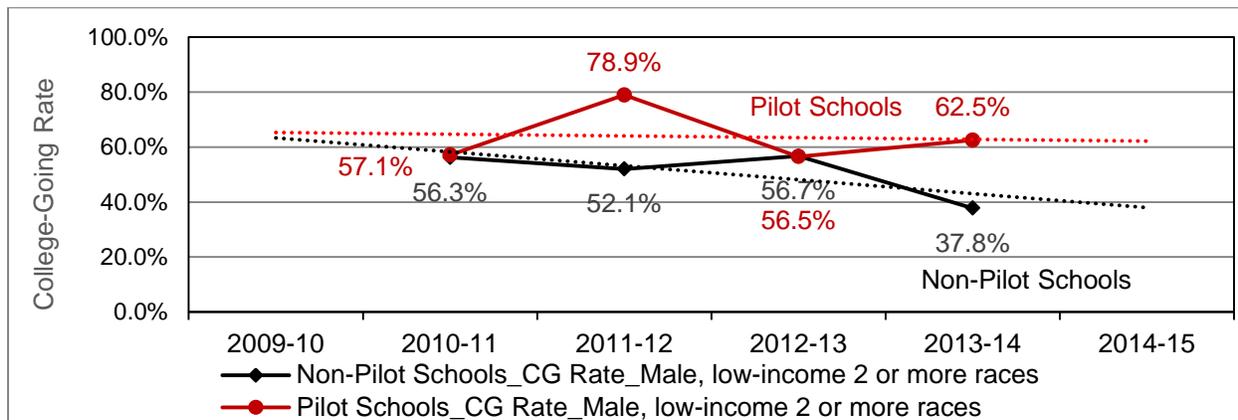
Figure 12
College-Going Rates of Graduates of Male, Low-Income White Non-Hispanics



NOTE: The dotted lines in this chart are the linear trend lines calculated using Microsoft Excel.

As shown in [Figure 13](#) on the next page, there was a more noticeable, downward trend in the college-going rate of the male, low-income students of two or more races who graduated from the non-Pilot schools, due to a significant decrease in the group’s college-going rate in 2013-14, after the second year of the ACT Pilot Project. However, there were no statistically significant changes in the college-going rate of male, low-income students of two or more races who graduated from the Pilot schools, in spite of the wide fluctuations in their college-going rate over the course of this study to date.

Figure 13
College-Going Rates of Graduates of Male, Low-Income Graduates of Two or More Races



NOTE: The dotted lines in this chart are the linear trend lines calculated using Microsoft Excel.

There also were no significant changes in the college-going rates of male, low-income blacks or male, non-low-income Hispanics, which are the two remaining groups with the lowest college-going rates prior to the ACT Pilot Project. In each case, there were no significant differences between the group's college-going rates in 2012-13 and 2013-14 and their baseline rates in 2010-11 and 2011-12 at either the Pilot or non-Pilot schools.

In summary, there were no significant changes in the college-going rates of five of the 10 groups with the lowest rates prior to this study, including three of the four groups of Native Americans who graduated from the non-Pilot schools. Most notably, the college-going rate of male, low-income whites declined at both the Pilot and non-Pilot schools. In addition, the college-going rate of male, low-income graduates of two or more races declined at the non-Pilot schools after the second year of the ACT Pilot Project. That there were declines or no significant increases in the college-going rates of these groups clearly indicates that greater effort needs to be exerted to improve their college-going rates.

College-Going Rates of Other Groups Defined by Gender, Income, and Race/Ethnicity

At both the Pilot and non-Pilot schools, there were no significant changes in the college-going rates of the following five groups of graduates: female, non-low-income Hispanics; female, non-low-income blacks; male and female, non-low-income Asians, and female, low-income graduates of two or more races. There also were no significant changes in the college-going rates of male and female, low-income Asians who graduated from the Pilot schools. However, at the non-Pilot schools, there were definite, upward trends in the college-going rates of these two groups of Asian graduates, due to significant increases after the ACT Pilot Project was initiated.

In contrast, there was a definite, downward trend in the college-going rate of female, low-income blacks who graduated from the non-Pilot schools. At the Pilot schools, the college-going rate of female, low-income blacks decreased significantly

after the first year of the ACT Pilot Project and then increased significantly after the second year of the project.

There also were slight, but statistically significant, increases in the college-going rates of the two largest racial/ethnic groups at the Pilot schools, namely, male and female, non-low-income white non-Hispanics, but only after the first year of the ACT Pilot Project. At the non-Pilot schools, the college-going rates of these two groups were significantly higher than one of their two baseline rates only after the second year of the project. As a result, the overall trends in the college-going rates of male and female, non-low-income white graduates from the Pilot and non-Pilot schools were relatively stable over the course of this study to date.

There also were relatively stable trends in the college-going rates of female, low-income whites at both the Pilot and non-Pilot schools over the course of this study. However, there were inconsistent fluctuations in the college-going rates of male and female, non-low-income graduates of two or more races and male, non-low-income blacks, due to small numbers of graduates from the Pilot and non-Pilot schools in each of these groups.

Overall Conclusions

One of the major findings of this study to date is that there were no significant changes in the overall college-going rates of either the Pilot or non-Pilot schools after the ACT Pilot Project was initiated. Based on this finding alone, administering the ACT to all 11th graders probably would have no effect on the overall college-going rate of Nebraska's public high schools.

Although there were no significant changes in the overall college-going rates of the Pilot or non-Pilot schools after the first or second year of the ACT Pilot Project, there were significant increases and decreases in the college-going rates of groups within both of the two school populations before and after the ACT Pilot Project was initiated. In fact, due to the much larger number of graduates from the non-Pilot schools, there were more statistically significant changes in college-going rates at the non-Pilot schools than there were at the Pilot schools. Of the 67 statistically significant changes evidenced over the course of this study, 40 (60%) were changes in the college-going rates of non-Pilot-school graduates, while 27 (40%) occurred in the college-going rates of Pilot-school graduates.

The analysis of the changes in college-going rates that occurred at the non-Pilot schools, from the beginning of the baseline period through the second year of the ACT Pilot Project, clearly indicates that significant changes in the college-going rates of the 10 groups defined by gender, income, OR race/ethnicity may be expected from one year to another, regardless of whether or not schools administer the ACT to all of their 11th graders. Consequently, this study confirms the importance tracking the college-going rates of each of these groups to determine if and how they change over time, especially in the cases of the groups that have been underrepresented among the college-going graduates of Nebraska's high schools.

The same conclusion can be drawn from the analysis of the changes that occurred in the college-going rates of the 24 groups defined by gender, income, AND race/ethnicity. Each of these groups represent a unique student population with a college-going rate that merits monitoring over time, even though the groups with the lowest college-going rates have been of the most interest in this study.

In spite of its value in tracking the college-going rates of the graduates of the Pilot and non-Pilot schools, an important limitation of this statistical study is that it does not explain WHY any of the noticeable or significant changes occurred in college-going rates before or after the ACT Pilot Project was initiated in spring 2012. To date, more than 80% of the changes in college-going rates evidenced in this study were not statistically significant, indicating that they probably were due to the normal variability that can be expected in college-going rates tracked over time. Some changes, however, could be due to undetected data errors or to a wide variety of factors that are not considered in this study. Even the significant changes evidenced at the Pilot schools after the beginning of the ACT Pilot Project cannot be attributed exclusively, if at all, to administering the ACT to all 11th graders, since many other factors determine whether students continue on to college after high school.

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**Third Progress Report on the
Evaluation of the ACT Pilot Project
Based on College-Going Rates**

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The Nebraska ACT Pilot Project

Funded by the Nebraska Legislature, the ACT Pilot Project initially required all 11th graders in eight selected Nebraska public school districts to take the ACT during a school day in the spring of 2012, 2013, and 2014. During the course of the project, students in the ACT Pilot school districts also were required to take the Nebraska State Accountability (NeSA) assessment in 11th grade.

In 2014, the Nebraska Legislature extended the ACT Project for an additional two years. The extension of the project requires all 11th graders in the eight Pilot school districts to take the ACT during a school day in the spring of 2015 and 2016. However, the research currently being conducted to evaluate the ACT Pilot Project is limited to the first three years of the project.

The 13 high schools in the eight districts participating in the ACT Pilot Project are as follows:

<u>District</u>	<u>High School</u>
Alliance Public Schools	Alliance High School
Columbus Public Schools	Columbus High School
Gering Public Schools	Gering High School
Hastings Public Schools	Hastings Senior High School
Lincoln Public Schools (LPS)	Lincoln High School Lincoln Northeast High School Lincoln Southeast High School Lincoln East High School North Star High School Southwest High School
Scottsbluff Public Schools	Scottsbluff Senior High School
Sidney Public Schools	Sidney High School
South Sioux City Community Schools	South Sioux Senior High School

Throughout this report, the high schools and districts participating in the ACT Pilot Project are referred to as **Pilot schools** or **Pilot districts**. The Nebraska public high schools not participating in the ACT Pilot Project are referred to as **non-Pilot schools**.

All or most of the 11th graders in each of the eight Pilot school districts took the ACT, as well as the NeSA assessment, in the spring of 2012, 2013, and 2014. In 2014, all 11th graders in 12 non-Pilot school districts took the ACT in addition to the NeSA assessment. Based on information from ACT, Inc., a total of 2,221 11th graders took the ACT in the 12 non-Pilot school districts. These districts and the corresponding number of students tested (in parentheses) were as follows: Bayard (31), Callaway (17), Crofton (28), Gordon-Rushville (20), Hitchcock County (20), Logan View (34),

Millard (1,634), North Platte (223), Omaha Nation (10), Ralston (172), Red Cloud (20), and Sandhills (12). Since these districts were not included in the initial or extended ACT Pilot Project, they will continue to be classified as non-Pilot schools for the purposes of the research conducted by Nebraska's Coordinating Commission for Postsecondary Education to evaluate the ACT Pilot Project.¹

Statistical Studies to Evaluate the ACT Pilot Project

The Nebraska Department of Education (NDE) contracted Nebraska's Coordinating Commission for Postsecondary Education to conduct two statistical studies to evaluate the Nebraska ACT Pilot Project.

Study #1: Correlation Analysis of ACT and NeSA Assessment Scores

The first study was designed to determine if there is a sufficient correlation between scores on the ACT and Nebraska State Accountability (NeSA) assessment to require all 11th graders to take the ACT as a measure of college readiness, rather than the NeSA assessment. The Coordinating Commission completed this study and submitted the final report to the NDE on January 8, 2015.

Study #2: Calculation and Analysis of College-Going Rates

The second study is designed to determine if administering the ACT to all 11th graders in Nebraska's public high schools would increase the college-going rates for Nebraska's public high school graduates, especially for those who, in the past, have been underrepresented among the students who continued on to college after high school graduation.

The study of college-going rates is a four-year project that was initiated in 2013. This report is the third of the three annual progress reports that the Coordinating Commission was contracted to submit to the NDE in the process of conducting this research. The final report of this study is scheduled to be submitted to the NDE in November 2016.

¹All or most of the 11th graders at Ralston High School also took the ACT in 2012 and 2013, but Ralston was not included in the districts selected for the ACT Pilot Project. Consequently, Ralston was classified as a non-Pilot school in 2012 and 2013, as well as in 2014.

Methodology and Overview of the Study of College-Going Rates

Introduction

One of the objectives of the ACT Pilot Project is to determine if administering the ACT to all of the 11th graders in the 13 Pilot schools will have a positive effect on the college-going rates of the graduates of these schools. Of particular interest is determining whether administering the ACT to all 11th graders in the 13 Pilot schools will result in higher college-going rates for the students who have been underrepresented among the college-going graduates of Nebraska's public high schools.

To achieve this objective, the college-going rates of graduates of the Pilot schools who took the ACT as 11th graders are being compared to the college-going rates of the students who graduated from the Pilot schools before the students required to take the ACT in 11th grade graduated from the Pilot schools. In addition, the college-going rates of the Pilot schools are being compared to the college-going rates of the non-Pilot schools in order to interpret the rate changes that are evidenced over the course of this project.

Calculating and analyzing the baseline college-going rates for the Pilot and non-Pilot schools was the first major phase of the research designed to evaluate the ACT Pilot Project based on college-going rates. This phase of the research was completed and subsequently reported in the *First Progress Report on the Evaluation of the ACT Pilot Project Based on College-Going Rates*, which was submitted to the NDE on November 25, 2013.

The second phase of the research was designed to compare the college-going rates of the graduates of the Pilot schools who took the ACT as 11th graders in 2012 (and graduated in 2012-13) to the baseline college-going rates calculated for the Pilot schools. In addition, the second phase of the research was designed to compare the changes that occurred in the college-going rates of the Pilot schools to the changes that were evidenced in the college-going rates of the graduates of the non-Pilot schools over the same time period. This phase of the research was completed and reported in the *Second Progress Report on the Evaluation of the ACT Pilot Project Based on College-Going Rates*, which was submitted to the NDE on August 20, 2014.

The third phase of the research was designed to add the college-going rates of the graduates of the Pilot schools who took the ACT as 11th graders in 2013 (and graduated in 2013-14) to the series of comparisons completed during the first and second phases of the study. In addition, the third phase of the study was designed to include the comparative analysis of the college-going rates of the students who graduated from the non-Pilot schools in 2013-14.

This progress report is a cumulative report. As such, it incorporates all of the findings of the first and second progress reports, as well as the findings of the additional analysis completed during the third phase of the study.

Definitions of Terms and Student Populations

A **college-going rate** is the percentage of on-time high school graduates who continue on to college within one year of their high school graduation. All calculations of college-going rates for this study exclude students who did not graduate from high school or who required more than four years to complete their high school education.

Student populations for the ACT Pilot Project research on college-going rates are defined by where the students graduated from high school. A student population that is defined by the school, district, or combination of schools or districts from which the students graduated also may be referred to as a **school population**.

In this study, each of the following represents a student or school population for the calculation and analysis of college-going rates:

- the 13 Pilot schools, individually (13 separate student or school populations)
- Lincoln Public Schools (LPS)
- the 13 Pilot schools combined
- the non-Pilot schools combined
- the Pilot and non-Pilot schools combined (all Nebraska public high schools)

Based on prior research, the college-going rates of males, Hispanics, black non-Hispanics, and students from low-income households typically are lower than the college-going rates of females, white non-Hispanics, Asians, and students from non-low income households.¹ Consequently, three **demographic variables** are used to define student populations for the purpose of calculating and analyzing college-going rates in this study. These demographic variables are gender, race/ethnicity, and participation (or not) in the free-or-reduced-price meal program as an indicant of household income. Based on their participation in the free-or-reduced-price meal program, students are classified as “low income” or “non-low income.”

For overall analyses, a student population (also referred to as a student group) is defined by only one of these three variables. For more detailed analyses, student populations are defined by all three of the basic demographics used in this study.

¹Using data provided by the Nebraska Department of Education, the Coordinating Commission has found that the college-going rates of males and students from low-income households are lower than those for females and students from non-low-income households. National research conducted by the U.S. Census Bureau and reported by the U.S. Bureau of Labor Statistics has shown that the college-going rates of Hispanics and black non-Hispanics are lower than the college-going rates for white non-Hispanics and Asians/Pacific Islanders. Since 2011, the Coordinating Commission has published these findings in the annual editions of the *Nebraska Higher Education Progress Report* in the sections on college continuation rates.

The 10 student populations defined by gender, race/ethnicity, OR participation in the free-or-reduced-price meal program are as follows:

- Males
- Females
- White non-Hispanics
- Asians or Pacific Islanders
- Black non-Hispanics
- Hispanics
- Native Americans
- Two or more races
- Low-income graduates
- Non-low-income graduates

The 24 student populations defined by gender, race/ethnicity, AND participation in the free-or-reduced-price meal program are as follows:

- Female, non-low-income white non-Hispanics
- Male, non-low-income white non-Hispanics
- Female, low-income white non-Hispanics
- Male, low-income white non-Hispanics
- Female, non-low-income Asians or Pacific Islanders
- Male, non-low-income Asians or Pacific Islanders
- Female, low-income Asians or Pacific Islanders
- Male, low-income Asians or Pacific Islanders
- Female, non-low-income black non-Hispanics
- Male, non-low-income black non-Hispanics
- Female, low-income black non-Hispanics
- Male, low-income black non-Hispanics
- Female, non-low-income Hispanics
- Male, non-low-income Hispanics
- Female, low-income Hispanics
- Male, low-income Hispanics
- Female, non-low-income Native Americans
- Male, non-low-income Native Americans
- Female, low-income Native Americans
- Male, low-income Native Americans
- Female, non-low-income of two or more races
- Male, non-low-income of two or more races
- Female, low-income of two or more races
- Male, low-income of two or more races

Data Sources and Processing

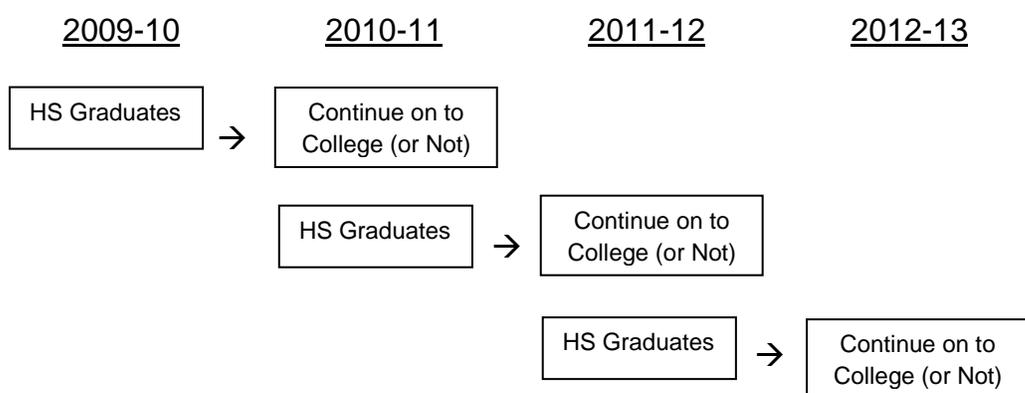
The Nebraska Department of Education (NDE) and the National Student Clearinghouse (Clearinghouse) are the sources of data used to calculate college-going rates for the purpose of evaluating the ACT Pilot Project. For each year of this study,

the NDE submits an electronic file of the state's public high school graduates to the Clearinghouse to determine how many of these students enrolled in at least one college or university within one year of their high school graduation. After the NDE reviews the enrollment records received from the Clearinghouse, the NDE forwards student-level records for the state's public high school graduates to the Coordinating Commission for processing and analysis. For each graduate, these records include their gender and race/ethnicity, whether or not they participated in the free-or-reduced-price meal program, the district and high school where they graduated, and their college enrollment records for the year following high school graduation.

Baseline College-Going Rates and Related Percentages

As mentioned previously, calculating the baseline college-going rates for the Pilot and non-Pilot schools was the first major phase of the research designed to evaluate the ACT Pilot Project based on college-going rates. The baselines for this study are the college-going rates for the three classes of students in the Pilot and non-Pilot schools who graduated before the students who were required to take the ACT as 11th graders graduated from the Pilot schools. As shown on the following chart, these three classes of students graduated from high school in 2009-10, 2010-11, and 2011-12 and continued on to college (or not) in 2010-11, 2011-12, and 2012-13, respectively.

Time Line for Calculating Baseline College-Going Rates for the Pilot and Non-Pilot Schools



College-going rates for the students who graduated from Pilot and non-Pilot high schools in 2009-10, 2010-11, and 2011-12 were calculated and reported in the *First Progress Report on the Evaluation of the ACT Pilot Project Based on College-Going Rates*. In the process of completing the research for the first progress report, overall baseline college-going rates were calculated for all of the students who graduated from each of the 13 Pilot schools, LPS, all of the Pilot schools combined, all of the non-Pilot schools combined, and all Pilot and non-Pilot schools combined. For each of these school populations, baseline college-going rates also were calculated for each of the 10 student groups defined by gender, race/ethnicity, or income; in other words, for males, females, each racial/ethnic group, low-income students, and non-low-income students. Baseline college-going rates also were computed for each of the 24 student populations defined by gender, race/ethnicity, and income, but only for the 13 Pilot

schools combined and for the non-Pilot schools combined, due to the small samples of minority students who graduated from most of the Pilot schools.

In addition, two percentages related to college-going rates were calculated for each of the 10 groups defined by gender, race/ethnicity, and income: the percentage of total graduates and the percentage of total college-going graduates. For example, the number of Hispanics was expressed as a percentage of the total number of graduates of the Pilot schools, and the number of Hispanics who continued on to college from the Pilot schools was expressed as a percentage of the total number of Pilot school graduates who continued on to college.

Due to the introduction of the “two or more races” category in 2010-11, the five race/ethnicity categories used to classify the 2009-10 graduates are not directly comparable to the six categories used to classify the graduates in 2010-11 and 2011-12. As a result, the college-going rates and two related percentages for each of the five student populations defined by race/ethnicity for the graduating class of 2009-10 had to be excluded as baselines for comparisons.

The *First Progress Report on the Evaluation of the ACT Pilot Project Based on College-Going Rates* provided a comprehensive, comparative analysis of the baseline college-going rates of the students who graduated from the Pilot and non-Pilot schools during the three-year period from 2009-10 to 2011-12. This report focused only on the college-going rates and related statistics for the 13 Pilot schools combined and the non-Pilot schools combined. However, a Microsoft Excel workbook also was submitted to the NDE to report the college-going rates and related statistics for each of the 13 Pilot schools and the combined six high schools in the Lincoln Public School District (LPS). In addition, the Excel workbook included comparable spreadsheets for the 13 Pilot schools combined, the non-Pilot schools combined, and the Pilot and non-Pilot schools combined for statewide statistics.

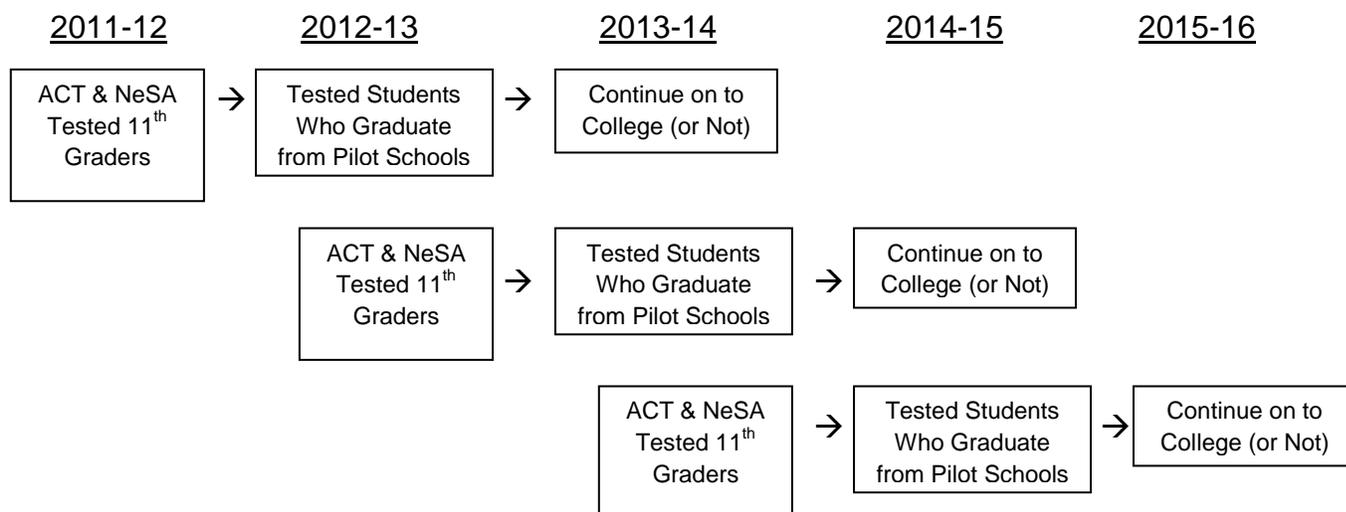
Analysis and Reporting of Subsequent College-Going Rates and Related Percentages

With the analysis of the baseline college-going rates completed, the remaining three phases of this study were designed to determine if the college-going rates of the Pilot schools increased, decreased, or remained the same after the ACT Pilot Project was initiated in spring 2012 or, more specifically, in April of the 2011-12 school year. The remaining phases of this research also were designed to determine if the percentages related to the college-going rates of the Pilot schools changed or remained the same after the ACT Pilot Project was initiated.

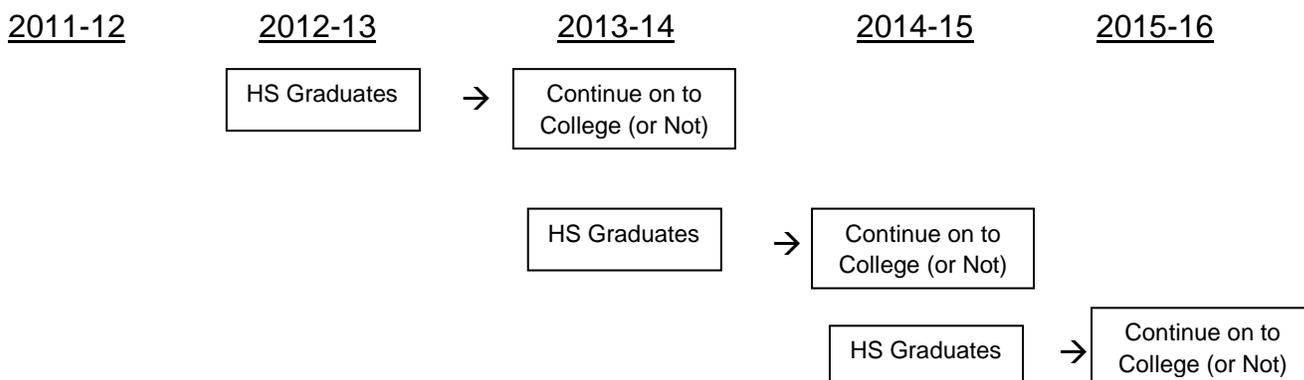
The chart on the following page shows the time line for calculating the college-going rates for the students who took the ACT as 11th graders in the spring of 2012, 2013, and 2014; graduated from the Pilot schools in 2012-13, 2013-14, and 2014-15; and continued on to college in 2013-14, 2014-15, and 2015-16, respectively. In addition, the chart shows the time line for calculating the comparable college-going rates of the students who graduated from the non-Pilot schools in 2012-13, 2013-14, and 2014-15.

Time Lines for Calculating College-Going Rates for the Pilot and Non-Pilot Schools
Over the First Three Years of the ACT Pilot Project

For Pilot Schools



For Non-Pilot Schools



The Second and Third Phases of This Study

During the second phase of the research process, college-going rates and related percentages were calculated for the students who took the ACT as 11th graders in the spring of 2012, graduated from the Pilot schools in 2012-13, and continued on to college in 2013-14. During this phase, college-going rates and related statistics also were calculated for the students who graduated from non-Pilot schools in 2012-13 and continued on to college in 2013-14. The statistics for each of the two school populations were then compared to their corresponding baselines to determine if any noticeable or statistically significant changes occurred in college-going rates after the first year of the ACT Pilot Project.

In the third phase of this study, college-going rates and related percentages were calculated for the students who graduated from the Pilot and non-Pilot schools in 2013-14 and continued on to college (or not) in 2014-15. These statistics were then compared to their corresponding baselines and to the college-going rates and related percentages of the students who graduated in 2012-13 to determine if any significant changes occurred after the first or second year of the ACT Pilot Project.

The Fourth Phase and Final Report of This Study

In the fourth and final phase of this research, college-going rates and related percentages will be calculated for the students who graduated from the Pilot schools in 2014-15 and go to college in 2015-16. The college-going rates of the 2014-15 graduates will then be compared to their corresponding baselines and to the college-going rates of the students who graduated from the Pilot schools in 2012-13 and 2013-14 to determine if any significant changes occurred in college-going rates of the Pilot schools over the first three years of the ACT Pilot Project.

It has yet to be decided if the college-going rates and related percentages for the students who graduated from the non-Pilot schools in 2014-15 will be included in the comparative analysis of college-going rates in the fourth and final phase of this study. As mentioned in the introduction to the ACT Pilot Project at the beginning of this report, 12 non-Pilot school districts administered the ACT to 100% (or close to 100%) of their 11th graders in 2014. The total number of 11th graders tested in these 12 non-Pilot districts equaled 2,221 students, according to ACT, Inc. This number of students is equal to about 70% of the number of 11th graders who took the ACT at the Pilot schools in 2014, and the 2,221 students tested as 11th graders at the non-Pilot schools in 2014 probably accounted for about 13% or 14% of the students who graduated from the non-Pilot schools in 2014-15. Consequently, it is debatable whether the non-Pilot schools should continue to be used as the “control group” when analyzing the college-going rates of the students who were tested at the Pilot schools in 2014, graduated in 2014-15, and will continue on to college (or not) in 2015-16.

Given that it is debatable whether the last year of data for the non-Pilot schools should be included in the final analysis stage of this project, it is only safe to say that the final report of this study, due in November 2016, will compare the college-going rates of the students who graduated from the Pilot schools in 2012-13, 2013-14, and 2014-15 to the baseline rates for these schools. The final report of this research also will show whether the college-going rates of the Pilot-school graduates in 2012-13, 2013-14, and 2014-15 increased, decreased, or remained the same over the three-year period between 2012-13 and 2014-15, after the ACT Pilot Project was initiated. To the extent possible, the final report also will describe the similarities and differences between the changes that occurred in college-going rates of the Pilot schools and the non-Pilot schools over the course of this study. Given the findings of all of these comparisons, conclusions will be drawn about what potential effect the administration of the ACT to all 11th graders in Nebraska’s public schools might have on the state’s college-going rate and the college-going rates of the student populations defined by gender, income, and/or race/ethnicity.

Statistics Calculated to Date

To date, college-going rates and related percentages have been calculated for each of the five graduating classes between 2009-10 and 2013-14. For the Pilot schools, overall college-going rates have been computed for each of the 13 Pilot schools, LPS, and all of the Pilot schools combined. For each of these student populations, college-going rates and related percentages also have been calculated for males, females, each racial/ethnic group, low-income students, and non-low-income students.

For the purposes of comparison and the interpretation of findings, the overall college-going rate has been calculated for each of the five graduating classes for all of the non-Pilot schools combined. Also for the non-Pilot schools combined, college-going rates and related percentages have been calculated for each of the 10 groups defined by gender, race/ethnicity, or income in each of the five graduating classes. For the 13 Pilot schools combined and for the non-Pilot schools combined, college-going rates for each of the five graduating classes have been computed for each of the 24 student populations defined by gender, race/ethnicity, and household income, based on their participation in the free-or-reduced-price meal program.

Preview of This Progress Report

At the request of the NDE, all reports of this research study focus only on the college-going rates and related statistics for the 13 Pilot schools combined and the non-Pilot schools combined. This progress report provides a detailed, comparative analysis of the college-going rates of the students who graduated from the Pilot and non-Pilot schools during the three-year baseline period from 2009-10 to 2011-12 and over the two year period from 2012-13 to 2013-14, after the ACT Pilot Project was initiated. This analysis includes not only comparisons of the overall college-going rates of the Pilot schools combined and the non-Pilot schools combined, but also analyses of the college-going rates calculated for males, females, each of the racial/ethnic groups, low-income students, non-low-income students, and each of the 24 student populations defined by gender, race/ethnicity, and household income. Based on these detailed analyses, the conclusions of the report focus on the changes that occurred in college-going rates after the first two years of the ACT Pilot Project.

The Six-Year Trend Charts and Linear Trend Lines Used in This Report

In this progress report, the college-going rates and related percentages for the students who graduated from the Pilot and non-Pilot schools between 2009-10 and 2013-14 are compared using the same six-year trend charts that were used in the first and second progress reports. For the sake of consistency, every trend chart begins with 2009-10, which is the first baseline year that students graduated from high school, and ends with 2014-15, which is the last year students in this study will graduate from Pilot or non-Pilot high schools.

For the student populations defined by race/ethnicity, the six-year trend charts do not include any baseline data points for 2009-10. As mentioned previously, the

exclusion of data for the 2009-10 graduates of the Pilot and non-Pilot schools was necessary because the five race/ethnicity categories used to classify these graduates are not directly comparable to the six categories used to classify the students who graduated in subsequent years.

All of the charts presented in this report were created using Microsoft Excel. Beginning with this progress report, linear trend lines have been added to the charts that compare the college-going rates of the groups of graduates from the Pilot and non-Pilot schools defined by race/ethnicity alone or defined by gender, race/ethnicity, and income. Linear trend lines, calculated by Excel, were added to these charts to show the general direction and magnitude of the changes that occurred in each group's college-going rates over the course of this study to date.

Linear trend lines also are used in this report to show the general direction and magnitude of the changes that occurred in the college-going rates of the low-income and non-low-income graduates of the Pilot and non-Pilot schools over the course of this study. However, linear trend lines were not necessary to describe the trends in the overall college-going rates for the Pilot and non-Pilot schools or the trends in the college-going rates of male and female graduates.

Statistical Analysis of the Changes in College-Going Rates

Pearson chi-square values and their associated probabilities were computed to determine the statistical significance of the year-to-year changes in the college-going rates evidenced in this report. These year-to-year differences include any change in a group's college-going rate that occurred from one year to the next and also any change that occurred between a group's college-going rate and the same group's rate two or more years later.

For this statistical analysis, a 0.05 level of significance was used to decide whether the difference between two college-going rates was sufficient to conclude that it probably did not occur by chance or as a result of what may be called normal variability. Consequently, throughout this report, the difference between the college-going rates of students in two graduating classes at the Pilot or non-Pilot schools is described as "significant" or "statistically significant" only if there is less than a 5% probability that the difference occurred only by chance. Conversely, a difference is reported as "not significant" or "not statistically significant" if there is a higher-than-5% probability that it occurred simply by chance.

To date, a total of 397 Pearson chi-square values and their associated probabilities have been calculated to determine the statistical significance of the changes that occurred in college-going rates over the course of this study. Fourteen additional year-to-year differences could not be evaluated using chi-square analysis, due to small sample sizes that resulted in expected values of less than five. Also, no chi-square values were calculated for any of the groups with fewer than 10 graduates or fewer than 10 graduates who continued on to college, since these groups are "masked" throughout this study.

In this report, a Pearson chi-square value (χ^2) and its associated probability (p) are usually presented only when the difference between two college-going rates is statistically significant or, in other words, when p is equal to, less than, or only slightly higher than 0.05. In some cases, higher probability values are reported to show why noticeable differences between college-going rates are not considered statistically significant or to substantiate other conclusions.

Of the 397 Pearson chi-square values calculated to date, only 67 (17%) were statistically significant at the .05 level or at a slightly higher level of probability. As a result, more than 80% of the calculated chi-square values and their associated probabilities are not included in this progress report. However, all of the chi-square values and associated probabilities calculated for this study to date have been reported in a Microsoft Excel workbook submitted to the Nebraska Department of Education as a supplement to this report.

Analysis of the College-Going Rates of the 2012-13 and 2013-14 Graduates of the Pilot and Non-Pilot High Schools Compared to Baseline Rates

This section presents a thorough statistical analysis of the college-going rates of the first two graduating classes that included students who participated in the ACT Pilot Project, namely, the students who graduated in 2012-13 and 2013-14. This analysis directly compares the college-going rates of the 2012-13 and 2013-14 graduates and also compares these rates to the college-going rates of the students who graduated in 2009-10, 2010-11, and 2011-12, which are the baselines for this study.

The analysis presented in this section is limited to the college-going rates and related statistics for the 13 Pilot schools combined and all of the non-Pilot schools combined. However, as mentioned in the preceding section, comparable statistics also have been computed and charted for each of the 13 Pilot schools and for the combined six high schools in the Lincoln Public School District (LPS). These statistics are presented in a Microsoft Excel workbook, consisting of 17 spreadsheets, that has been submitted electronically to the NDE to supplement this report. This workbook includes 14 spreadsheets showing the statistics and corresponding trend charts for each of the 13 Pilot schools and LPS. In addition, the Excel workbook includes three comparable spreadsheets for the 13 Pilot schools combined, the non-Pilot schools combined, and the Pilot and non-Pilot schools combined for statewide statistics.

For reference in this report, the counts and college-going rates of the graduates of the 13 Pilot schools combined and the non-Pilot schools combined from 2009-10 through 2013-14 are presented in tables in Appendix 1. In these tables, the following statistics are presented for the total school populations and each of the 10 student populations defined by gender, income, or race/ethnicity: (a) the number of graduates in the population, (b) the number of graduates who continued on to college, and (c) the resulting college-going rate. For each baseline year and the first two years of the ACT Pilot Project, the percentage of the total graduates and the percentage of the total number of graduates who continued to college also were calculated for each of the 10 student groups defined by gender, income, or race/ethnicity.

To track over time the number and percentage of graduates in each student population, as well as their college-going rate, these statistics are presented in six-year trend charts, each directly comparing the graduates of the Pilot schools to the graduates of the non-Pilot schools. In every chart, the statistics and resulting trend lines for the non-Pilot schools are printed in black. Statistics and trend lines for the Pilot schools are shown in different colors. For example, the statistics and trend lines for females are colored red, while the statistics and trend lines for males are printed in blue.

The first part of this section focuses on the changes that have occurred in the total numbers of students who graduated and continued to college from the Pilot and non-Pilot schools and on the changes in the overall college-going rates of these two school populations since the ACT Pilot Project was initiated. The remainder of this

section, except for the last part, provides comparable analyses of the college-going rates of the graduates of the Pilot and non-Pilot schools in each of the 10 student populations defined by gender, income, or race/ethnicity.

The last part of this section describes the analysis of the college-going rates of the 24 groups of graduates defined by gender, income, and race/ethnicity. For reference in this report, the counts and college-going rates of the graduates in each of these groups in 2010-11, 2011-12, 2012-13, and 2013-14 are presented in tables in Appendix 2.

The analysis of the 24 groups initially focuses on the extent to which each group was represented among the graduates of the Pilot and non-Pilot schools in 2012-13 and 2013-14, as compared to their representation in 2010-11 and 2011-12, the only two years for which baseline data were available. Next, rank order analysis is used to compare the ranges of college-going rates at the Pilot and non-Pilot schools and to identify the groups that continued to have relatively low college-going rates and, as a result, continued to be underrepresented among the graduates going on to college. Finally, summary tables and six-year trend charts are used to show the changes that occurred in the college-going rates of each of the 24 groups over the two-year baseline period between 2010-11 and 2011-12 and after the ACT Pilot Project was initiated with the class of 2012-13 and continued with the class of 2013-14.

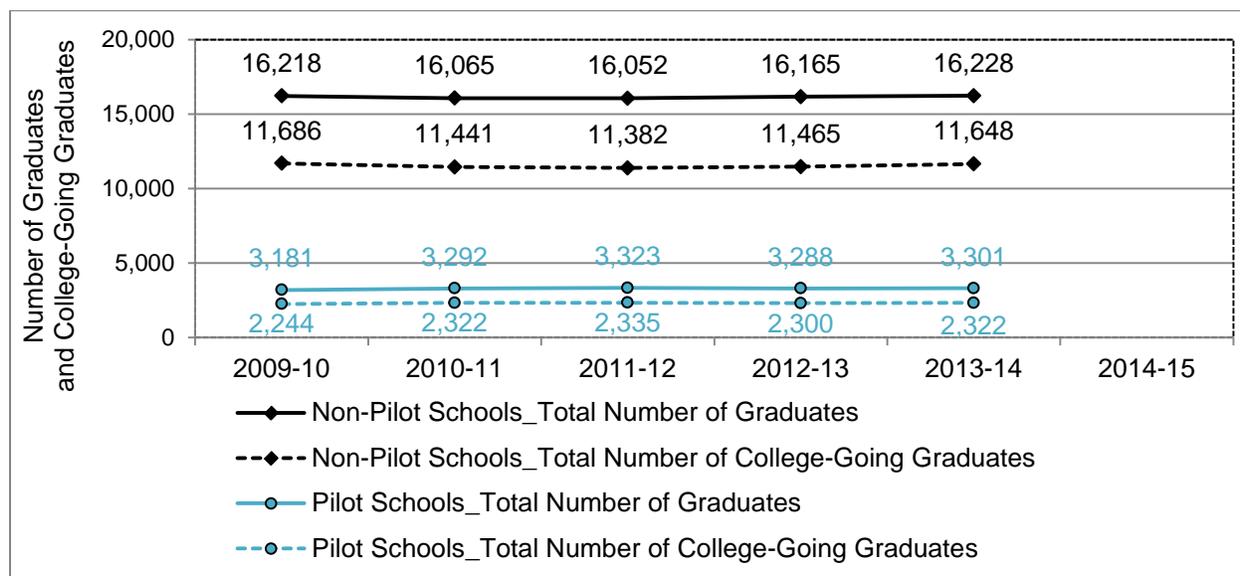
Part 1: Total Populations of the Pilot and Non-Pilot Schools

Figure 1.1 shows the total number of on-time graduates from the non-Pilot and Pilot schools over the three-year baseline period from 2009-10 through 2011-12, followed by the number of graduates in the classes of 2012-13 and 2013-14, which were the first two graduating classes that included students who participated in the ACT Pilot Project. Figure 1.1 also shows the number of students from each graduating class who continued on to college within one year of high school graduation.

As shown in Figure 1.1, 176 more students graduated from the non-Pilot schools in 2013-14 than in 2011-12, which was the end of the baseline period, and 266 more graduates continued on to college. At the Pilot schools, 22 fewer students graduated in 2013-14 than in 2011-12, and 13 fewer graduates continued on to college.

However, comparing the 2013-14 graduates to those who graduated at the beginning of the three-year baseline period results in a different conclusion. As shown in Figure 1.1, only 10 more students graduated from the non-Pilot schools in 2013-14 than in 2009-10, and 38 fewer graduates continued on to college. In contrast, 120 more students graduated from the Pilot schools, and 78 more graduates continued on to college.

Figure 1.1 Total Numbers of Graduates and College-Going Graduates



Changes in College-Going Rates over the Baseline Period

As shown in Figure 1.2 on the next page, the overall college-going rate for the students who graduated from the non-Pilot schools was 72.1% in 2009-10 (at the beginning of the three-year baseline period), compared to an overall college-going rate of 70.9% for the students who graduated in 2011-12 (at the end of the baseline period). The 1.2 percentage-point difference between these two rates is statistically significant,

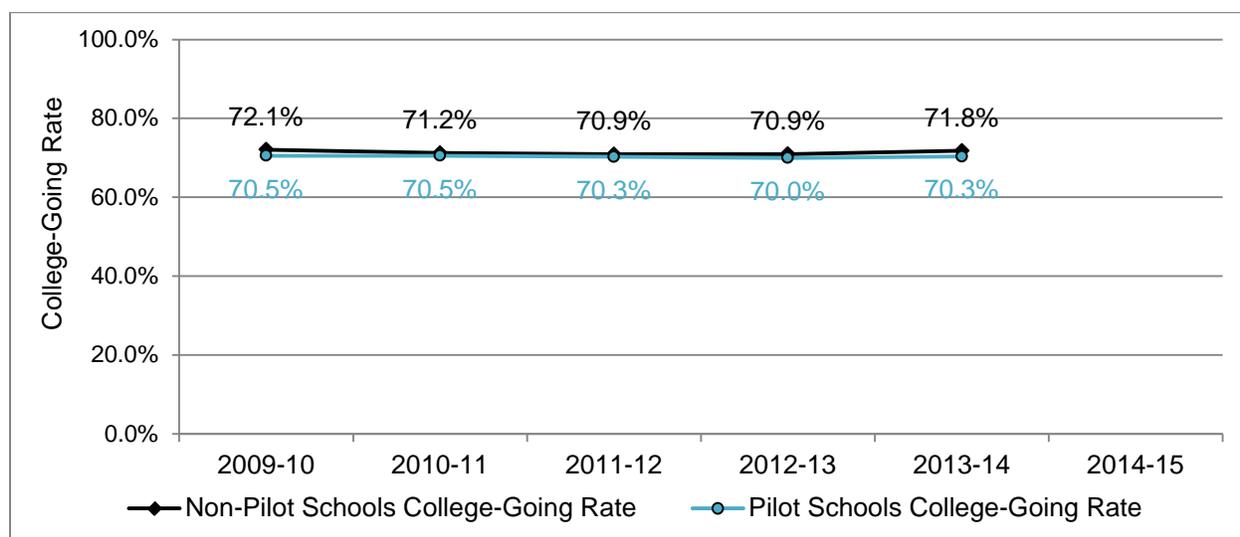
indicating that there was a very slight downward trend in the overall college-going rate over the baseline period ($\chi^2 = 5.2220$, $p = 0.0223$). In comparison, there was no significant change in the overall college-going rates for the graduates of the Pilot schools from the beginning to the end of the baseline period.

Changes in College-Going Rates after the ACT Pilot Project Was Initiated

As also shown in Figure 1.2, the overall college-going rate for the non-Pilot schools was 70.9% for the students who graduated in 2012-13. This rate was exactly the same as the college-going rate for the students who graduated at the end of the three-year baseline period in 2011-12. For the graduates of the non-Pilot schools in 2013-14, the college-going rate increased to 71.8%. However, at the 0.05 level of probability, the 71.8% rate for the 2013-14 graduates was not significantly higher than the 70.9% rate for the 2011-12 graduates ($\chi^2 = 2.9885$, $p = 0.0839$) or the 70.9% rate for the 2012-13 graduates ($\chi^2 = 2.8781$, $p = 0.0898$). The 2013-14 college-going rate of 71.8% also was not significantly different from the 72.1% college-going rate for the 2009-10 graduates at the beginning of the baseline period ($\chi^2 = 0.3117$, $p = 0.5767$). Consequently, these findings indicate that there was no significant change in the overall college-going rate of the non-Pilot schools after the baseline period.

After the ACT Pilot Project was initiated, the overall college-going rate for the Pilot schools decreased 0.3 of a percentage point, from 70.3% for the 2011-12 graduates to 70.0% for the 2012-13 graduates. After the second year of the ACT Pilot Project, the college-going rate increased 0.3 of a percentage point to 70.3% for the 2013-14 graduates of the Pilot schools, or to exactly the rate for the students who graduated at the end of the baseline period in 2011-12. Not surprisingly, neither the decrease in 2012-13 nor the increase in 2013-14 was statistically significant ($\chi^2 = 0.0790$, $p = 0.7787$; $\chi^2 = 0.1202$, $p = 0.7288$, respectively). Consequently, the data analysis indicated that there was no significant change in the overall college-going rate of the Pilot schools after the first or second year of the ACT Pilot Project.

Figure 1.2 Overall College-Going Rates of the Pilot and Non-Pilot Schools



Part 2: Male and Female Graduates

As shown in [Figure 2.1](#), 56 more males graduated from the non-Pilot schools in 2013-14 than in 2011-12, and 149 more male graduates continued on to college within a year of high school graduation. However, as shown in [Figure 2.2](#), 120 more females graduated from the non-Pilot schools in 2013-14 than in 2011-12, and 117 more females continued on to college. At the Pilot schools, there were only two more male graduates and 24 fewer female graduates in 2013-14 than in 2011-12. Among the Pilot school graduates in 2013-14, six more males and 19 fewer females enrolled in college, compared to the graduates in 2011-12 who continued on to college.

Figure 2.1 Numbers of Male Graduates and College-Going Graduates

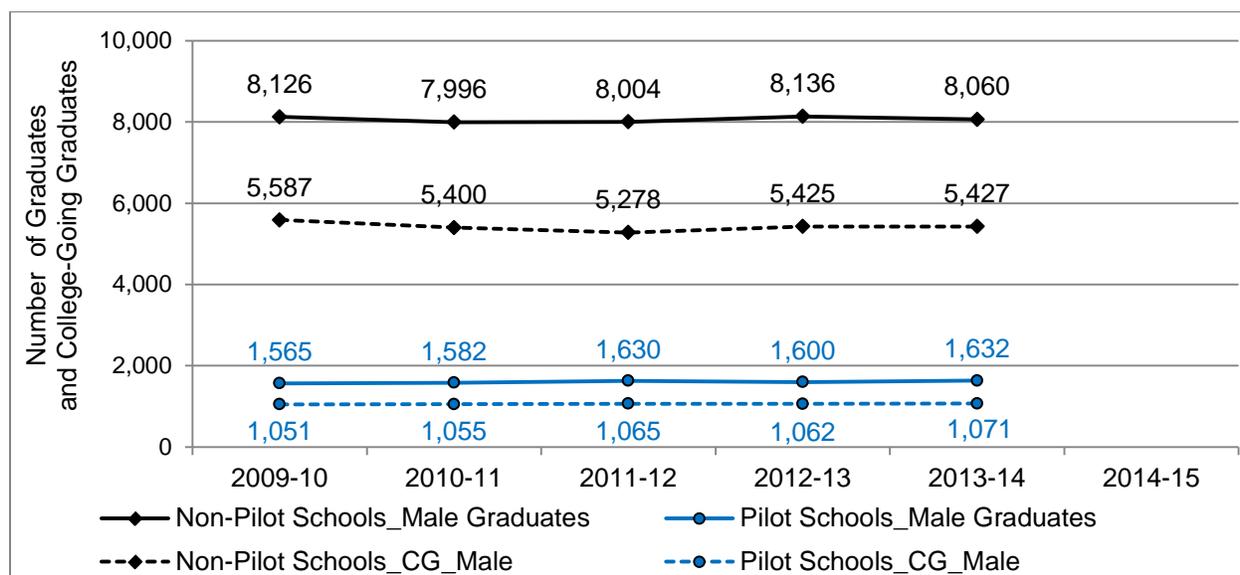


Figure 2.2 Numbers of Female Graduates and College-Going Graduates

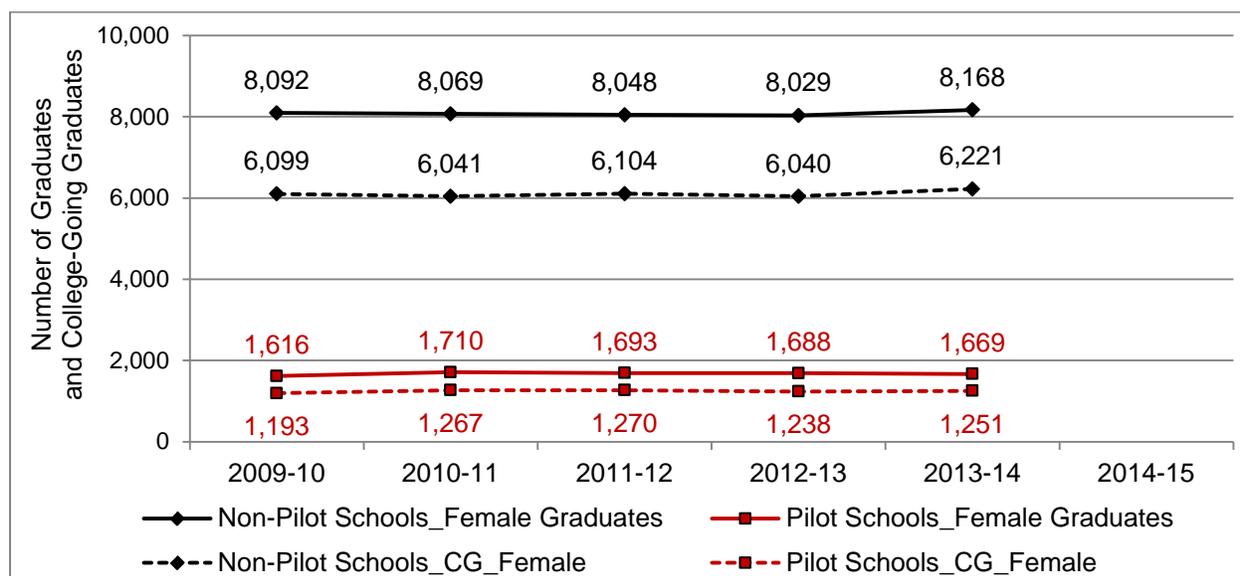


Figure 2.3 and Figure 2.4 show that the college-going rates of the females who graduated between 2009-10 and 2013-14 were noticeably higher than the college-going rates of the males who graduated from the Pilot or non-Pilot schools. In addition, these charts reveal the changes that occurred in the college-going rates of the male and female graduates of the Pilot and non-Pilot schools between 2009-10 and 2013-14. These changes are described and compared, beginning on the next page.

Figure 2.3 College-Going Rate of Male Graduates

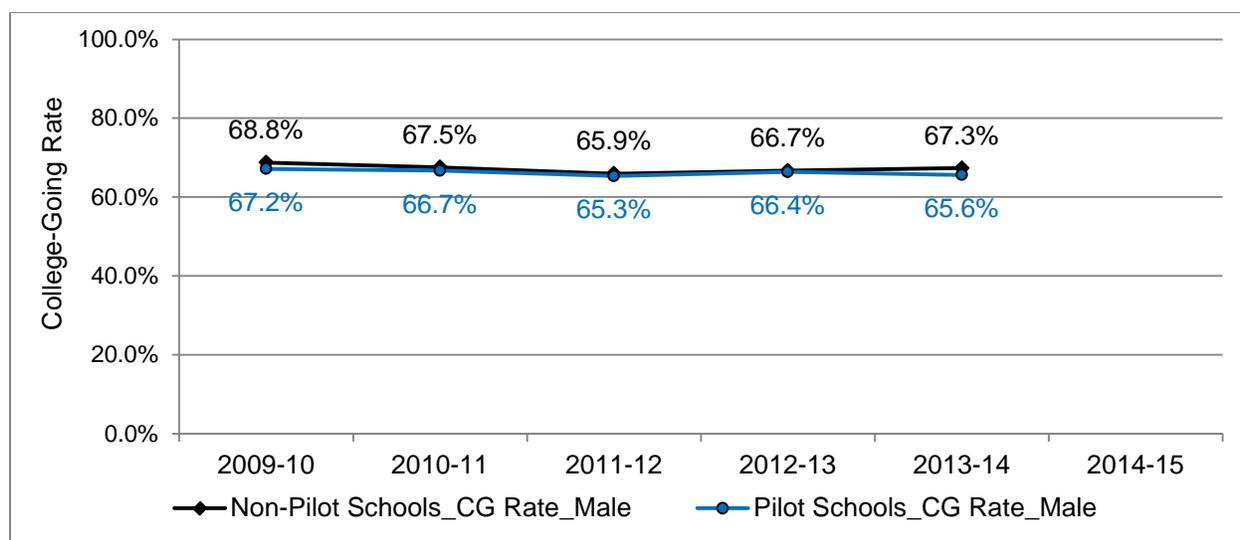
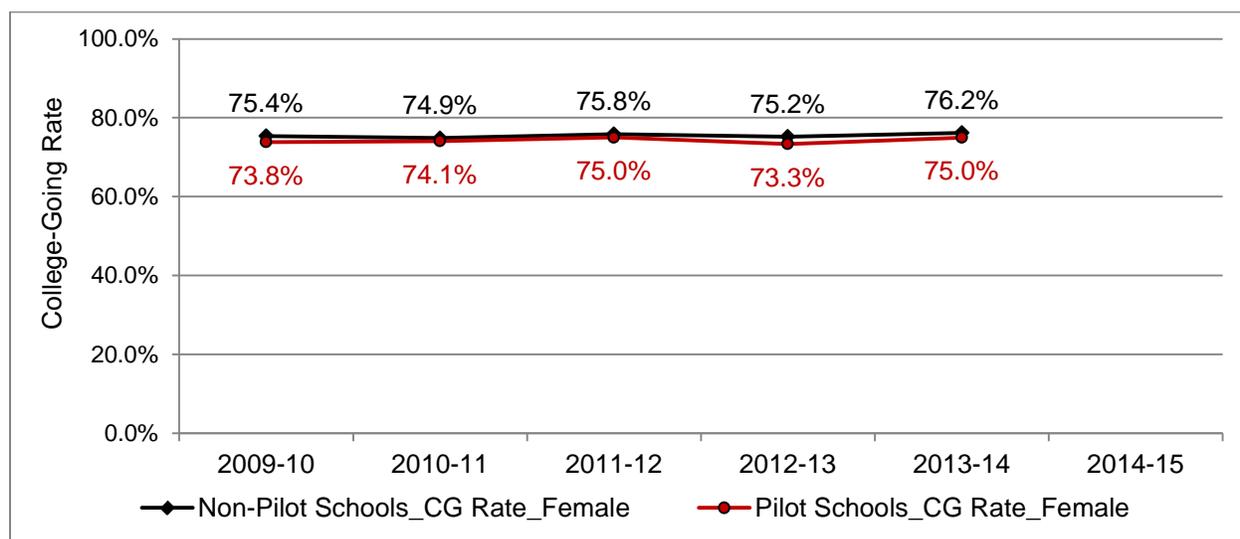


Figure 2.4 College-Going Rate of Female Graduates



Male Graduates

Changes in College-Going Rates over the Baseline Period

From the beginning to the end of the three-year baseline period, the college-going rate for male graduates of the non-Pilot schools significantly decreased 2.9 percentage points, from 68.8% for the 2009-10 graduates to 65.9% for the 2011-12 graduates ($\chi^2 = 14.5078$, $p = 0.0001$). For the Pilot schools, the college-going rate of males decreased 1.9 percentage points, from 67.2% to 65.3%, but this decrease over the baseline period was not statistically significant ($\chi^2 = 1.1813$, $p = 0.2771$).

Changes in College-Going Rates after the ACT Pilot Project Was Initiated

As also shown in Figure 2.5, the college-going rate of the male graduates of the non-Pilot schools increased from 65.9% for the baseline class of 2011-12 to 66.7% for the class of 2012-13. For the non-Pilot schools, the college-going rate further increased to 67.3% for the graduates in 2013-14, resulting in a 1.4 percentage-point increase from the last baseline rate that approached statistical significance ($\chi^2 = 3.4926$, $p = 0.0616$).

For the Pilot schools, the college-going rate of the male graduates increased from 65.3% at the end of the baseline period to 66.4% for the 2012-13 graduates and then decreased to 65.6% for the class of 2013-14. However, there was no significant difference between the college-going rates of the graduates in 2012-13 and 2013-14, and neither rate was significantly higher than the 2011-12 baseline rate of 65.3%. Furthermore, the rates for 2012-13 and 2013-14 were not significantly lower than the 2009-10 baseline rate of 67.2%. Consequently, based on this analysis, there was no significant change in the college-going rate of the male graduates of the Pilot schools after the first or second year of the ACT Pilot Project.

Figure 2.5 (the same as Figure 2.3) **College-Going Rate of Male Graduates**

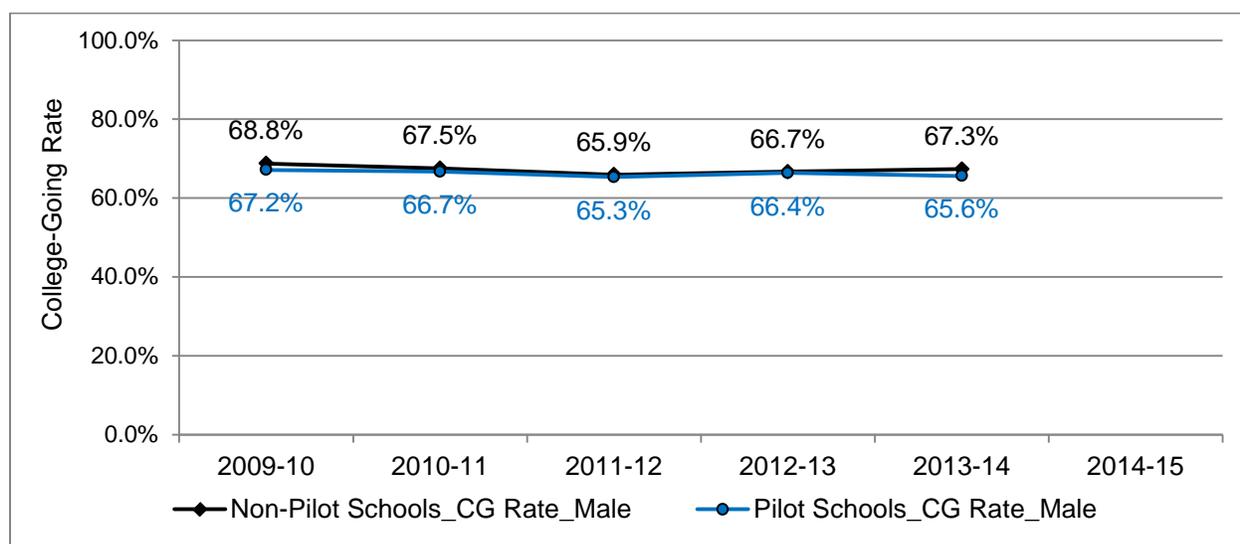


Figure 2.6 shows that males accounted for about 50% of the graduates of the non-Pilot schools and for 48% or 49% of the graduates of the Pilot schools before and after the ACT Pilot Project was initiated.

As shown in Figure 2.7, males as a percentage of the graduates who continued on to college increased slightly after the ACT Pilot Project was initiated with the class of 2012-13. At the non-Pilot schools, males as a percentage of college-going graduates increased from 46.4% in 2011-12 to 47.3% in 2012-13 and 46.6% in 2013-14. At the Pilot schools, males as a percentage of college-going graduates increased from 45.6% to 46.2% and 46.1%.

Nevertheless, males continued to be underrepresented among college-going graduates, relative to their female classmates, at both the Pilot and non-Pilot schools.

Figure 2.6 Males as a Percentage of Total Graduates

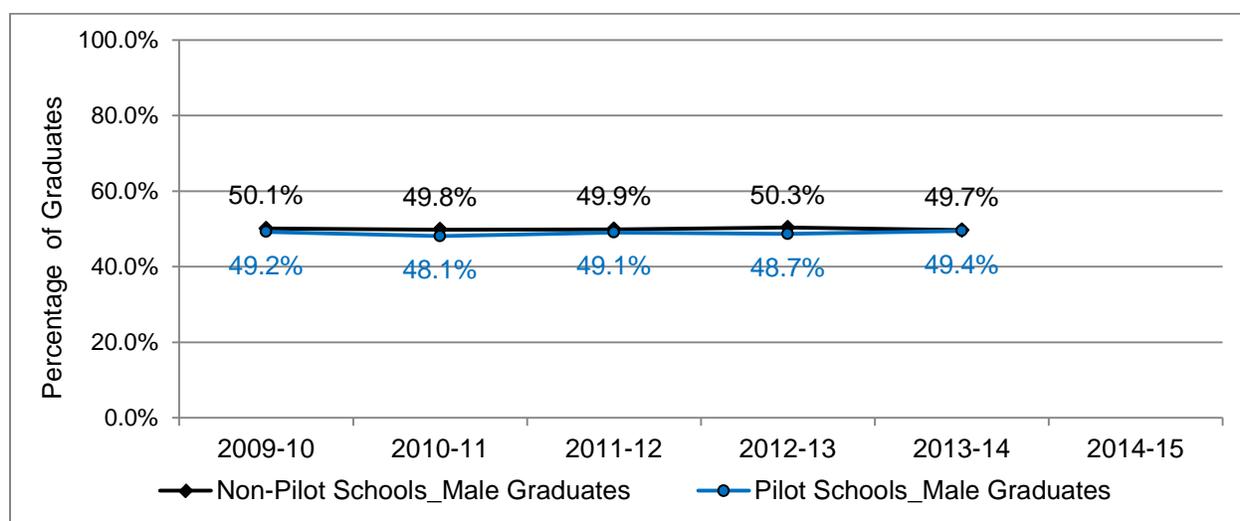
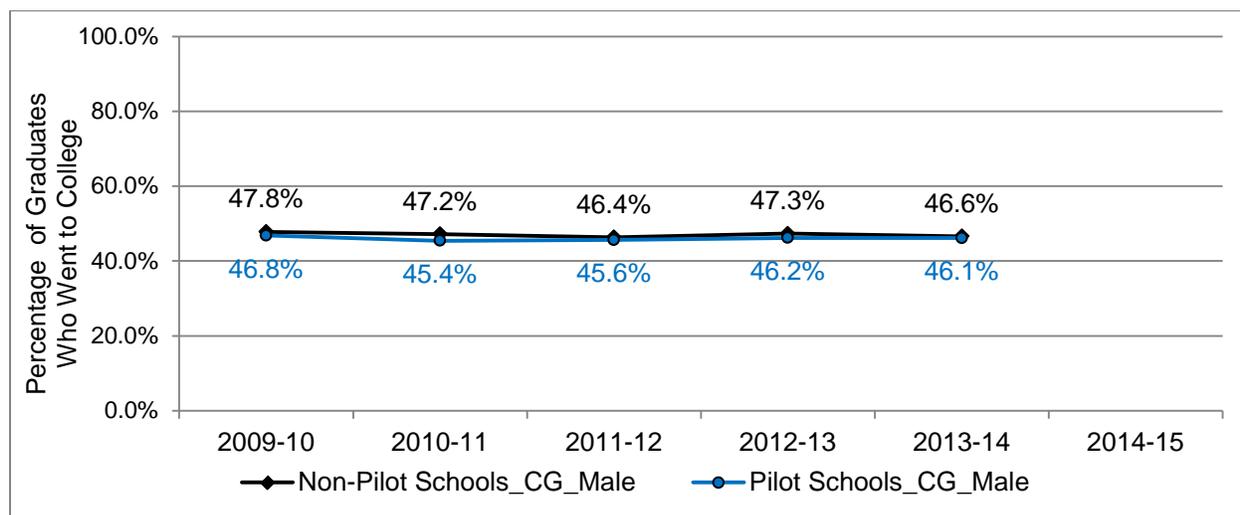


Figure 2.7 Males as a Percentage of Total College-Going Graduates



Female Graduates

Changes in College-Going Rates over the Baseline Period

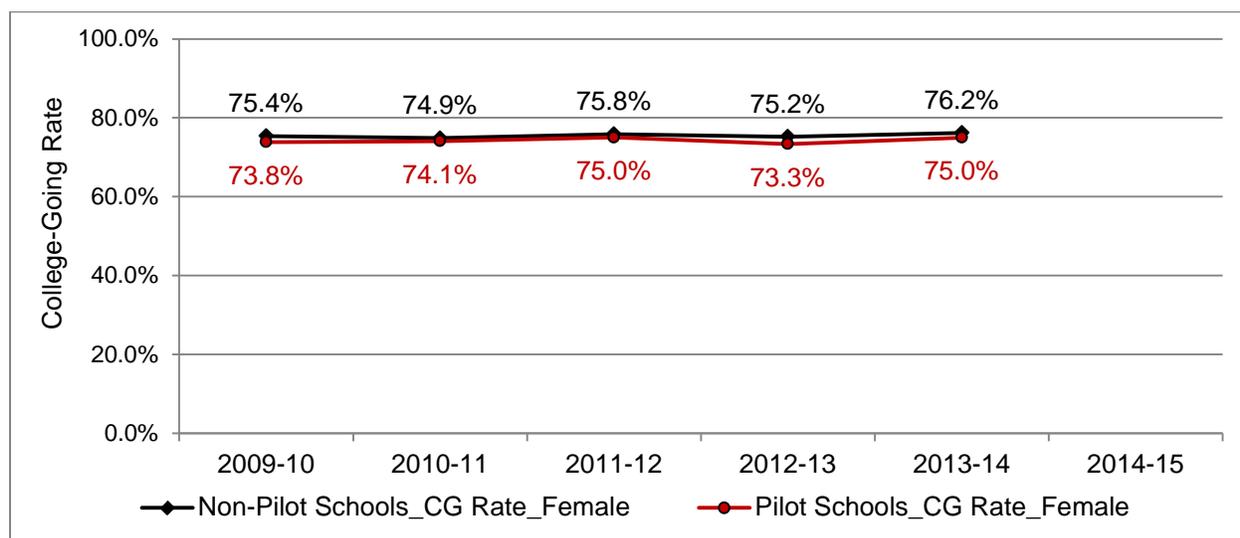
From the beginning to the end of the three-year baseline period, the college-going rate for female graduates of the non-Pilot schools increased 0.4 of a percentage point, from 75.4% for the 2009-10 graduates to 75.8% for the 2011-12 graduates. As also shown in Figure 2.8, the college-going rate of female graduates of the Pilot schools increased 1.2 percentage points, from 73.8% for the 2009-10 graduates to 75.0% for the 2011-12 graduates. However, neither of these increases was statistically significant.

Changes in College-Going Rates after the ACT Pilot Project Was Initiated

After initiation of the ACT Pilot Project, the college-going rates of the female graduates of the Pilot and non-Pilot schools followed essentially the same pattern. The college-going rate decreased between 2011-12 and 2012-13, and then increased a year later.

Based on calculated chi-square values and their associated probabilities, there was no significant difference between the college-going rates of the graduates in 2012-13 and 2013-14 at either the non-Pilot or the Pilot schools. Likewise, the rates for the classes of 2012-13 and 2013-14 were not significantly different from their respective 2011-12 baseline rates of 75.8% for the non-Pilot schools and 75.0% for the Pilot schools. The college-going rate for the Pilot-school graduates in 2013-14 was exactly the same as the 2011-12 baseline rate of 75.0%, and it was not significantly higher than the 73.8% rate at the beginning of the three-year baseline period ($\chi^2 = 0.5512$, $p = 0.4578$). Consequently, it can be concluded that there was no significant change in the college-going rate of the female graduates of the Pilot schools after the first or second year of the ACT Pilot Project.

Figure 2.8 (the same as Figure 2.4) **College-Going Rate of Female Graduates**



As illustrated in [Figure 2.9](#), females accounted for about 50% of the graduates of the non-Pilot schools from the beginning of the baseline period through the first two years of the ACT Pilot Project. At the Pilot schools, females accounted for 51% to 52% of the graduates of the Pilot schools over the course of this five-year study.

As shown in [Figure 2.10](#), females as a percentage of the graduates who continued on to college decreased slightly at both the Pilot and non-Pilot schools after the ACT Pilot Project started with the graduating class of 2012-13. Still, however, females continued to account for a higher percentage of the college-going graduates than of the total graduates at both the Pilot and non-Pilot schools after the ACT Pilot Project was initiated.

Figure 2.9 Females as a Percentage of Total Graduates

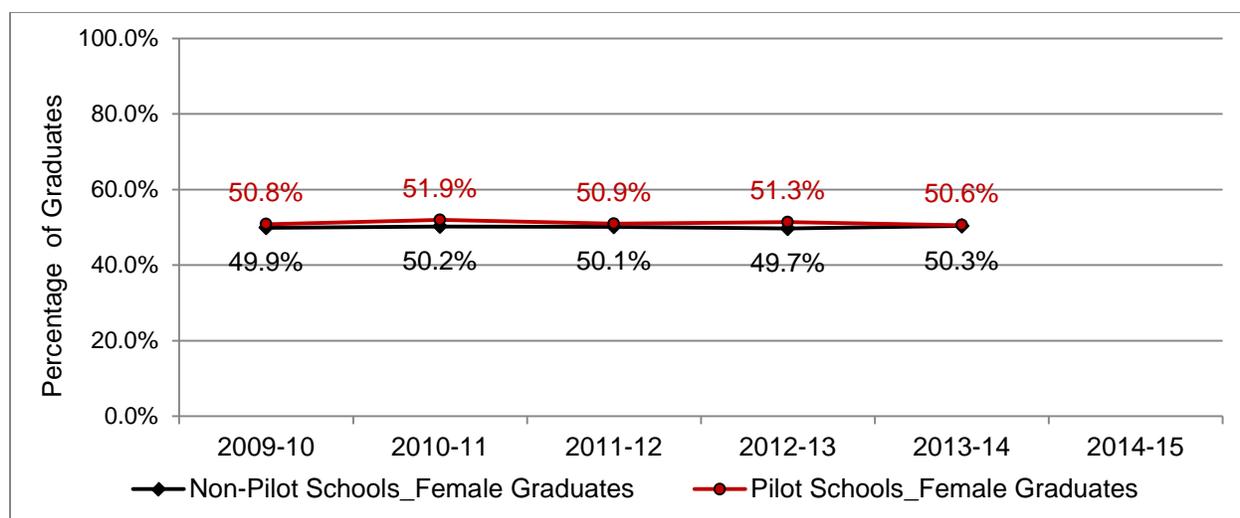
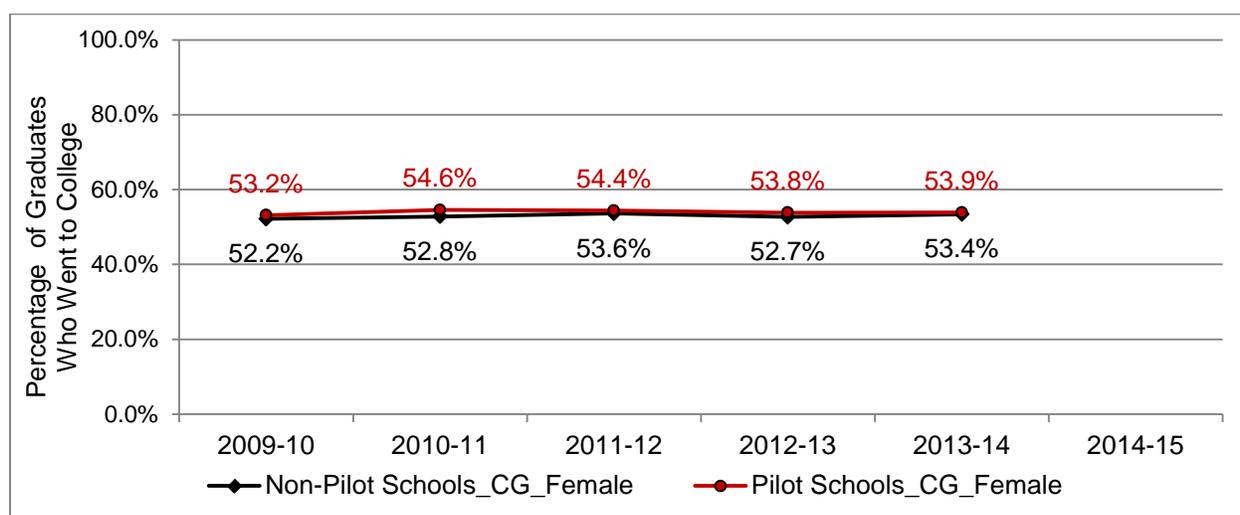


Figure 2.10 Females as a Percentage of Total College-Going Graduates



Part 3: Non-Low-Income and Low-Income Graduates

Between 2011-12 and 2013-14, 90 fewer non-low-income students graduated from the non-Pilot schools, but 63 more continued on to college within one year of high school graduation. As also shown in Figure 3.1, the number of non-low-income graduates from the Pilot schools decreased by 130 students, and 83 fewer graduates continued on to college. In comparison, as shown in Figure 3.2, 266 more low-income students graduated from non-Pilot schools in 2013-14 than in 2011-12, and 203 more graduates continued to college. At the Pilot schools, 108 more low-income students graduated in 2013-14 than in 2011-12, and 70 more low-income graduates enrolled in college within one year of high school graduation.

Figure 3.1 Numbers of Non-Low-Income Graduates and College-Going Graduates

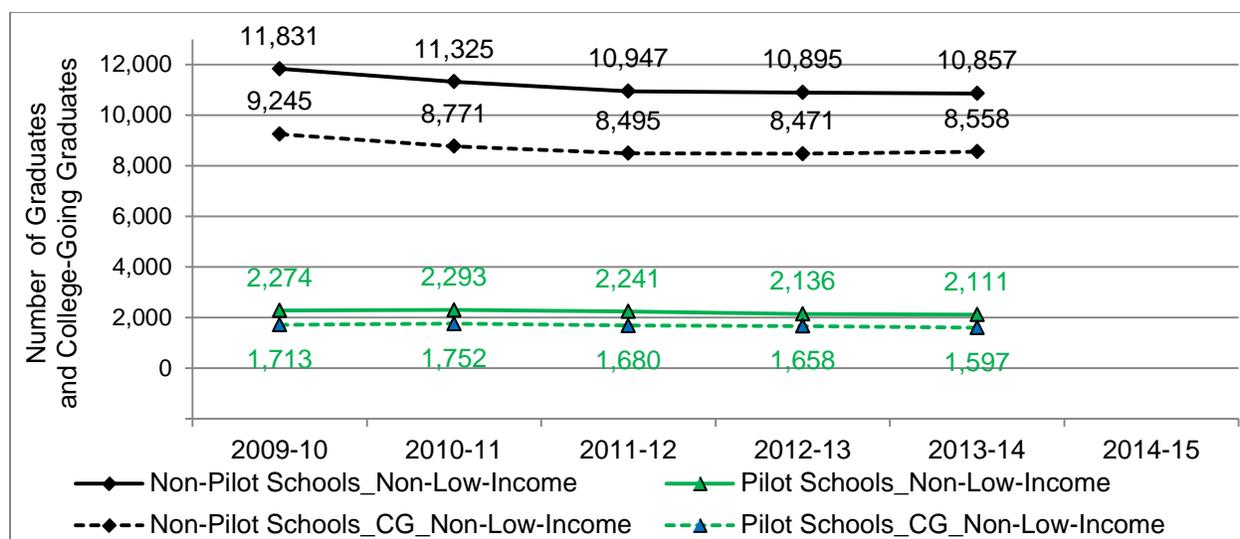
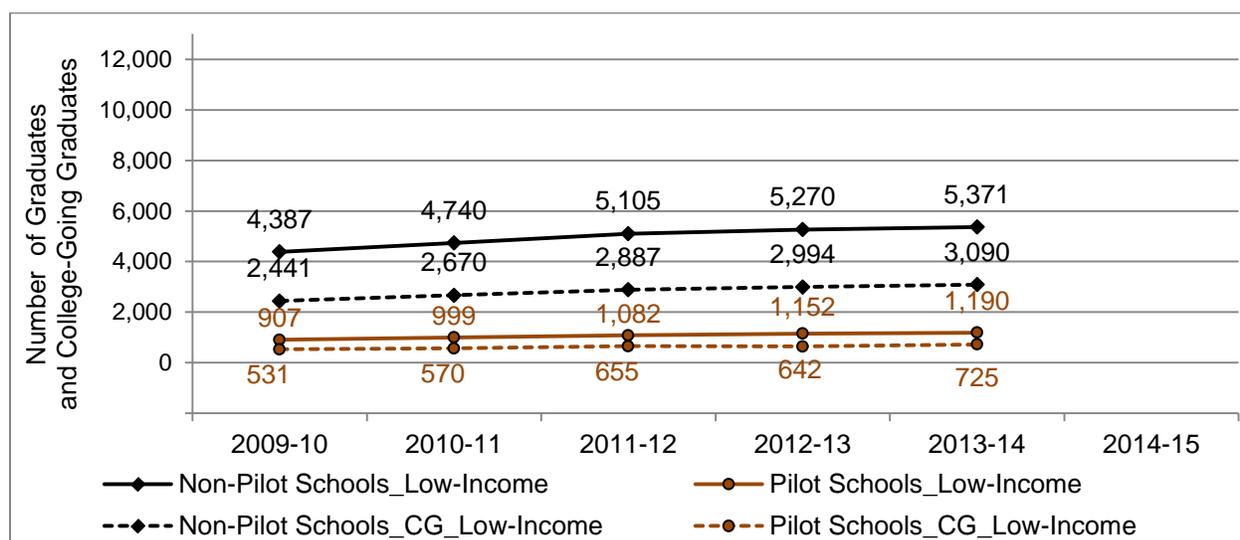


Figure 3.2 Numbers of Low-Income Graduates and College-Going Graduates



Changes in College-Going Rates over the Baseline Period

Figure 3.3 shows that, over the three-year baseline period from 2009-10 to 2011-12, the college-going rates of non-low-income and low-income students who graduated from the non-Pilot schools fluctuated very little and did not vary significantly from year to year. In comparison, there was more variability in the college-going rates of the non-low-income and low-income graduates of the Pilot schools. However, none of the increases and decreases evidenced during the baseline period were statistically significant, indicating that they were the result of what may be called normal variability.

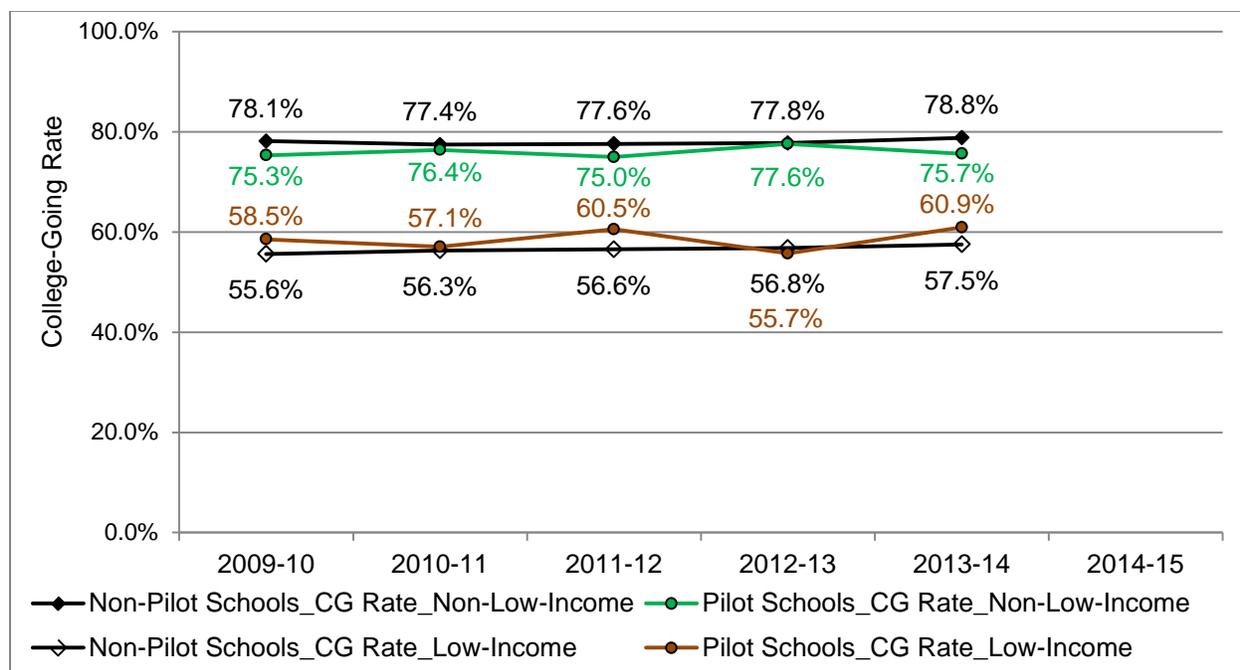
Changes in College-Going Rates after the ACT Pilot Project Was Initiated

Non-Pilot Schools

Between 2011-12 and 2012-13, the college going rates for non-low-income graduates and low-income graduates of the non-Pilot schools did not significantly change. In both cases, college-going rates increased only 0.2 of a percentage point from 2011-12 to 2012-13.

Between 2012-13 and 2013-14, the college-going rate of the non-low-income graduates increased from 77.8% to 78.8%, and the 1.0 percentage-point difference between the two rates closely approached statistical significance at the 0.05 level ($\chi^2 = 3.6864$, $p = 0.0549$). Furthermore, the 78.8% rate for the 2013-14 graduates was significantly higher than the 2011-12 baseline rate of 77.6% ($\chi^2 = 4.7885$, $p = 0.0287$), indicating that there was a gradual increase in the college-going rate of the non-low-income graduates of the non-Pilot schools between 2011-12 and 2013-14.

Figure 3.3 College-Going Rates of Non-Low-Income and Low-Income Graduates



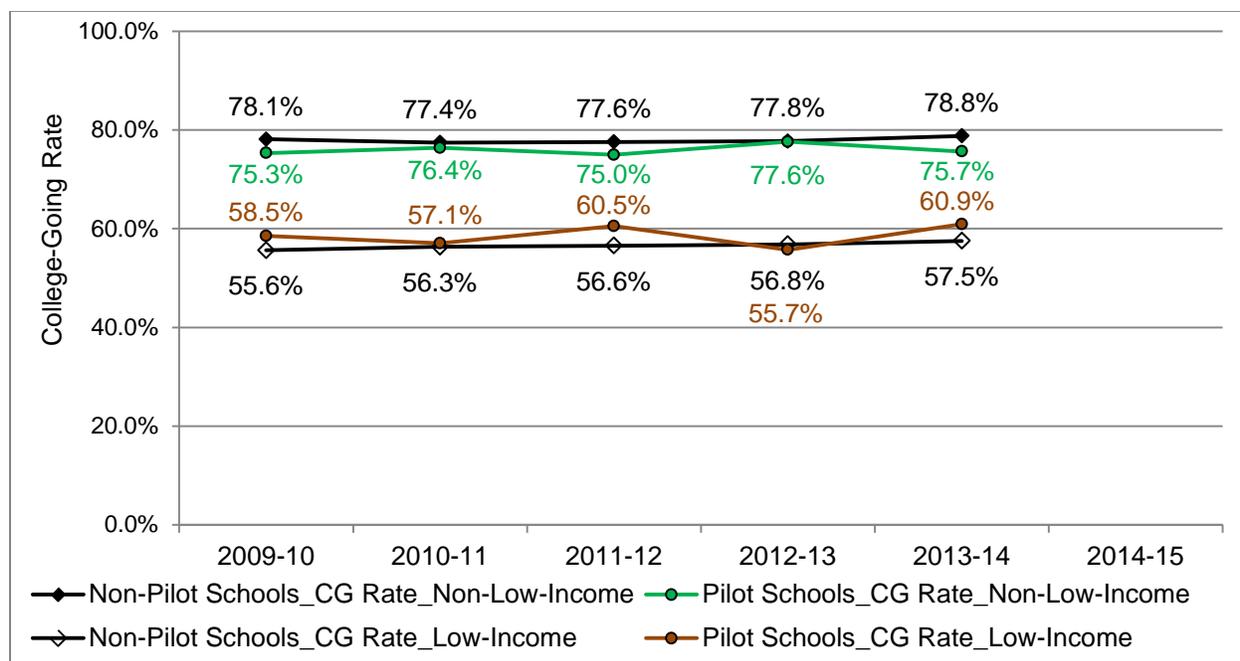
As shown in [Figure 3.3](#) (repeated below), the college-going rates of the low-income graduates of the non-Pilot schools also gradually increased, from 56.6% for the class of 2011-12 to 56.8% and 57.5% for the 2012-13 and 2013-14 graduates, respectively. These two annual increases were not statistically significant, and there was no significant difference between the 2011-12 baseline rate of 56.6% and the 57.5% rate two years later. However, the 1.9 percentage-point difference between the 57.5% rate for the 2013-14 graduates and the 2009-10 baseline rate of 55.6% was close to statistically significant ($\chi^2 = 3.5112$, $p = 0.0610$), providing some evidence that the college-going rate of low-income graduates of the non-Pilot schools gradually increased over the course of this study.

Pilot Schools

As illustrated in [Figure 3.3](#) below, the college-going rate for non-low-income graduates of the Pilot schools significantly increased 2.6 percentage points, from 75.0% to 77.6%, between 2011-12 and 2012-13 ($\chi^2 = 4.259$, $p = 0.0390$). However, one year later, the college-going rate for the non-low-income graduates in 2013-14 decreased noticeably, but not significantly, 1.9 percentage points to 75.7% ($\chi^2 = 2.3025$, $p = 0.1292$). The rate of 75.7% for the 2013-14 graduates was not significantly higher than the 2009-10 baseline rate of 75.3% ($\chi^2 = 0.0612$, $p = 0.8047$), and it was also not significantly higher than the 2011-12 baseline rate of 75.0% ($\chi^2 = 0.2741$, $p = 0.6006$).

For the low-income graduates of the Pilot schools, the college-going rates significantly decreased 4.8 percentage points, from the 2011-12 baseline of 60.5% to 55.7% for the class that graduated in 2012-13 ($\chi^2 = 5.2943$, $p = 0.0214$). One year later,

Figure 3.3 College-Going Rates of Non-Low-Income and Low-Income Graduates
This chart is the same as [Figure 3.3](#) on the previous page, repeated for reference.

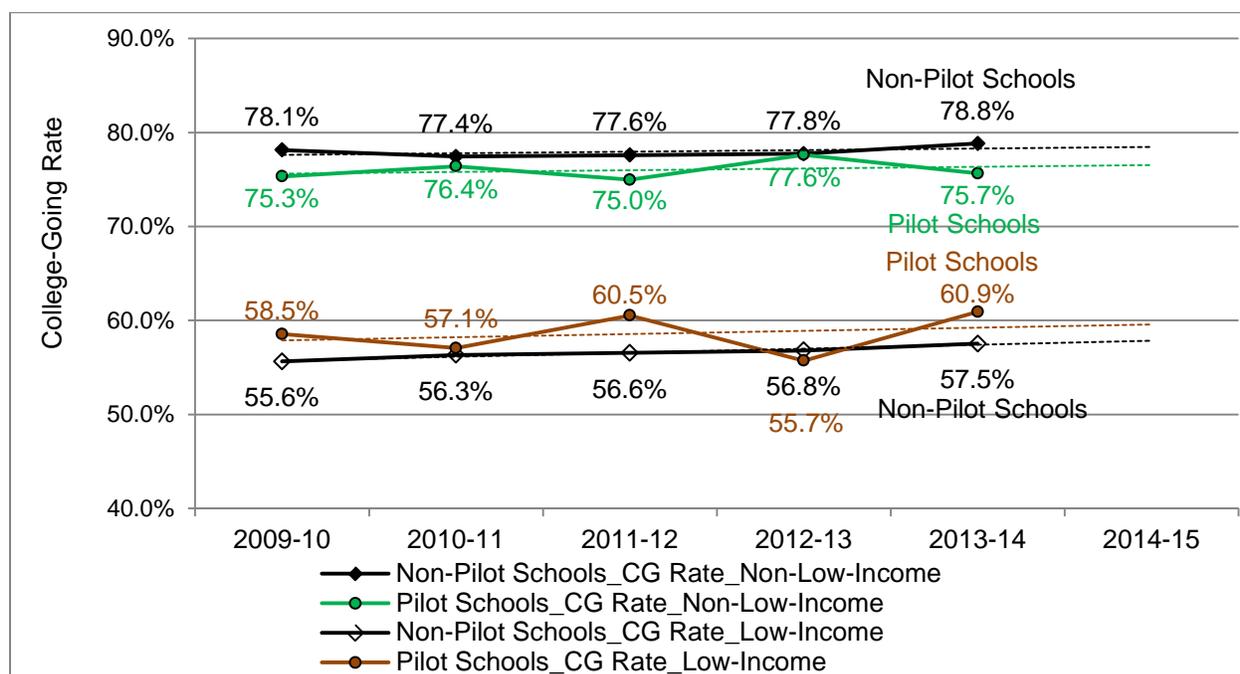


however, the college-going rate of the 2013-14 low-income graduates significantly increased 5.2 percentage points, from 55.7% to 60.9% ($\chi^2 = 6.5016$, $p = 0.0108$). As a result, the 60.9% college-going rate for the 2013-14 low-income graduates was not significantly higher than the 2009-10 baseline rate of 58.5% ($\chi^2 = 1.2134$, $p = 0.2727$), and it also was not significantly higher than the 2011-12 baseline rate of 60.5% ($\chi^2 = 0.0358$, $p = 0.8499$).

Based on the analysis by income, it can be concluded that there were significant changes in the college-going rates of the Pilot-school graduates when the FIRST class of students to take the ACT in 11th grade graduated and continued to college. However, the significant decrease in the college-going rate of the low-income students was not in the desired direction. Furthermore, the college-going rates for the non-low-income and low-income students in the SECOND class to take the ACT in 11th grade reverted back to levels that were not significantly higher than their respective baseline rates.

Although the above is a valid conclusion, adding linear trend lines to Figure 3.3, as shown below, indicates that there were slight, upward overall trends in the college-going rates of the non-low-income and low-income graduates of the Pilot schools over the course of this study to date. The version of Figure 3.3 shown below also indicates that these slight, upward trends paralleled the trends in the college-going rates of the non-low-income and low-income graduates of the non-Pilot schools over the same period of time.

Figure 3.3 College-Going Rates of Non-Low-Income and Low-Income Graduates
This chart is the same as Figure 3.3 on the previous page, except that linear trend lines have been added and the vertical scale has been reduced to 40.0% to 90.0% so that the trend lines are more clearly visible.



Changes in the Percentages of Graduates and College-Going Graduates

Figure 3.4 below shows that non-low-income students accounted for decreasing percentages of the graduates from both the non-Pilot and Pilot schools between 2009-10 and 2013-14, while low-income graduates accounted for increasing percentages. However, as shown in Figure 3.5 below, low-income graduates continued to account for lower percentages of the college-going graduates than of the total graduates.

At the non-Pilot schools, low-income students accounted for 33.1% of the 2013-14 graduates, but for only 26.5% of the graduates in 2013-14 who went to college within a year of graduation. At the Pilot schools, low-income students accounted for 36.0% of the students who graduated in 2013-14, while they accounted for 31.2% of the 2013-14 graduates who continued on to college.

Figure 3.4 Non-Low-Income and Low-Income Graduates as Percentages of Total Graduates

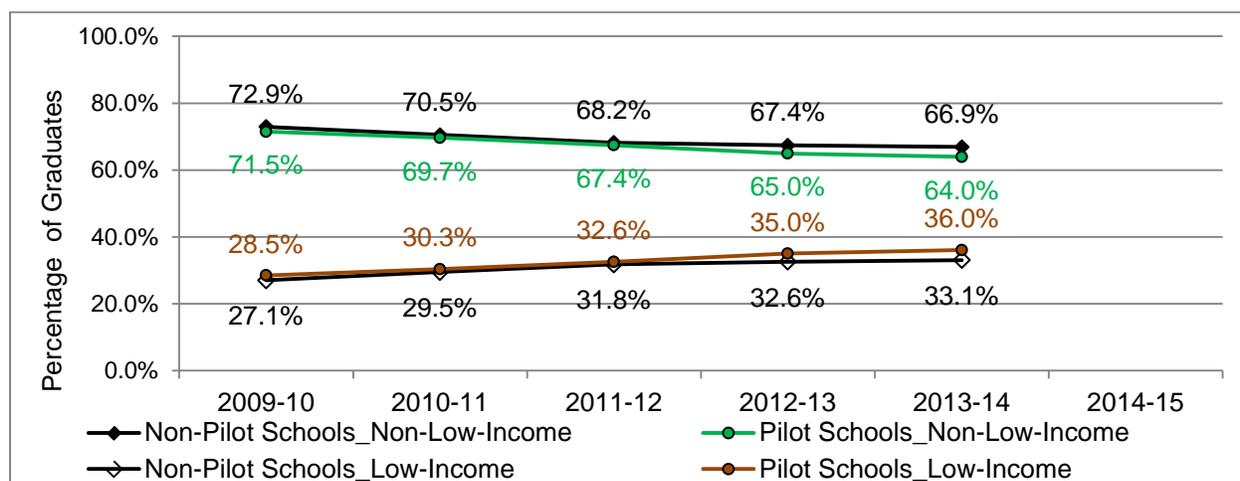
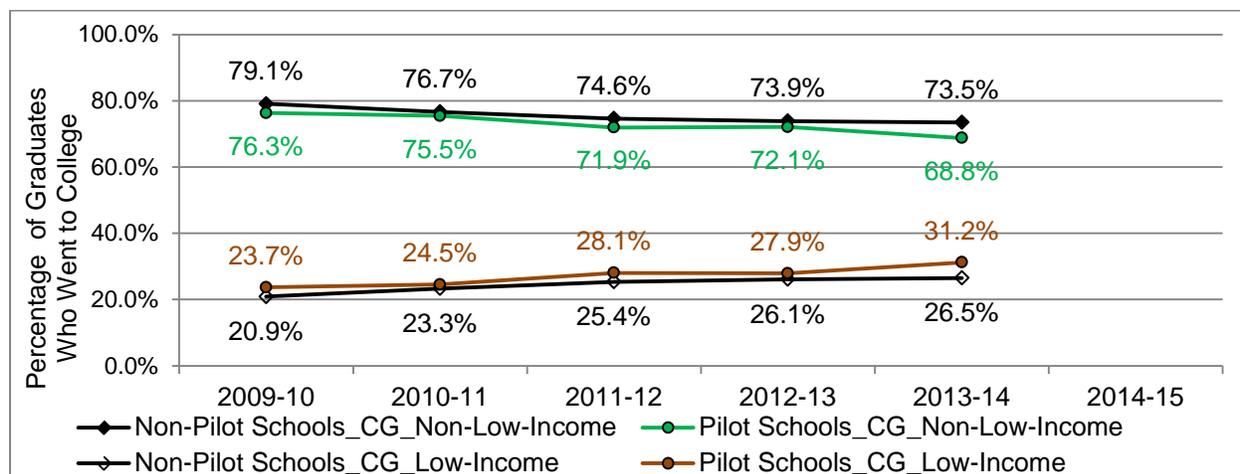


Figure 3.5 Non-Low-Income and Low-Income College-Going Graduates as Percentages of Total College-Going Graduates



Part 4: White Non-Hispanics and Other Race/Ethnicity Groups Combined

Figure 4.1 and Figure 4.2 show that the number of white non-Hispanics who graduated from the Pilot schools and non-Pilot schools decreased between 2010-11 and 2013-14, the four years for which comparable data are available. Over the same period, the number of minority graduates—consisting of Asians and Pacific Islanders, black non-Hispanics, Hispanics, Native Americans, and graduates of two or more races—increased at both the Pilot and non-Pilot schools.

Figure 4.1 Numbers of White, Non-Hispanic Graduates and Graduates in Other Racial/Ethnic Groups Combined at the Non-Pilot Schools

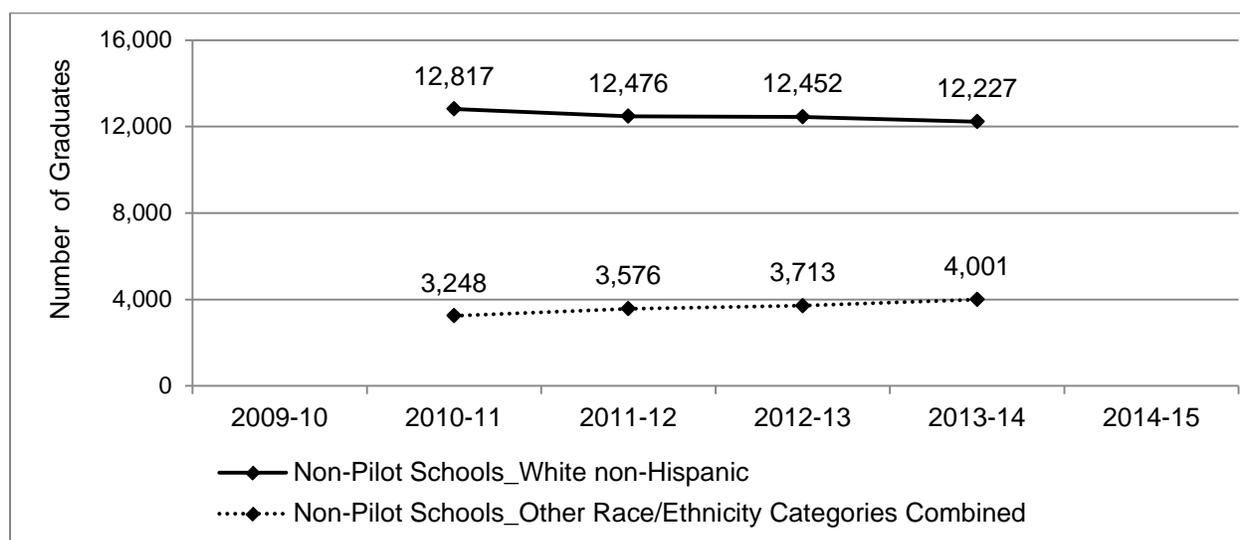
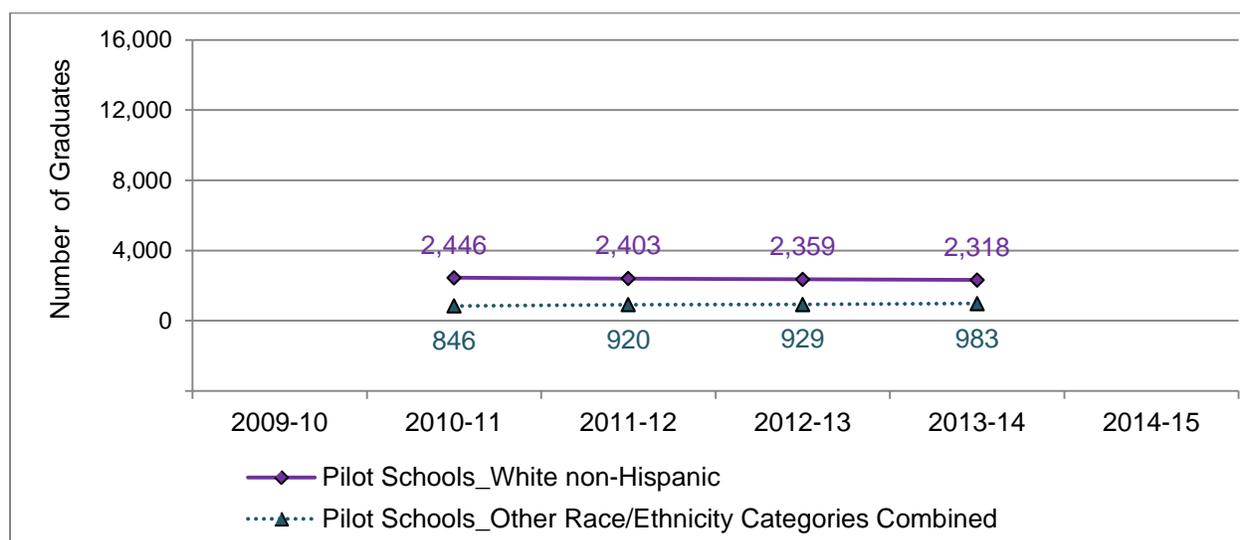
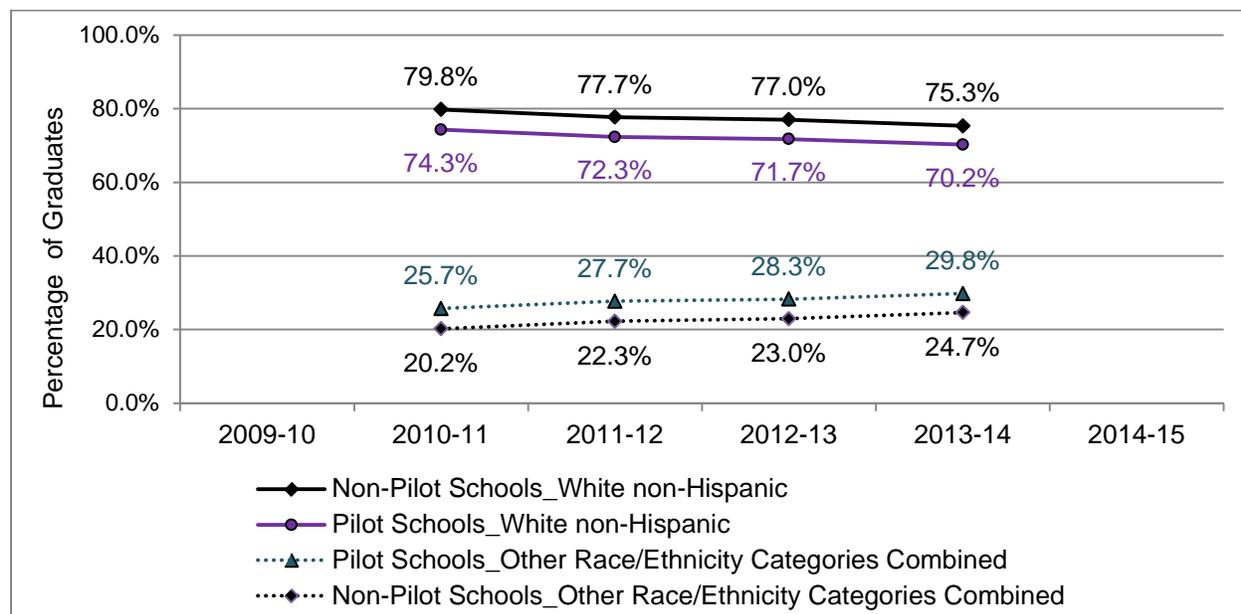


Figure 4.2 Numbers of White Non-Hispanic Graduates and Graduates in Other Racial/Ethnic Groups Combined at the Pilot Schools



While the number of minority graduates increased at the non-Pilot schools, as well as at the Pilot schools, between 2010-11 and 2013-14, minority graduates accounted for higher percentages of the graduates of the Pilot schools than of the non-Pilot schools during this four-year period. At the Pilot schools, minority students accounted for 29.8% of the graduates in 2013-14, up 4.1 percentage points from 25.7% in 2010-11. In comparison, minority students accounted for 24.7% of the graduates of the non-Pilot schools in 2013-14, up 4.5 percentage points from 20.2% in 2010-11.

Figure 4.3 White Non-Hispanic Graduates and Graduates in Other Racial/Ethnic Groups Combined as Percentages of Total Graduates



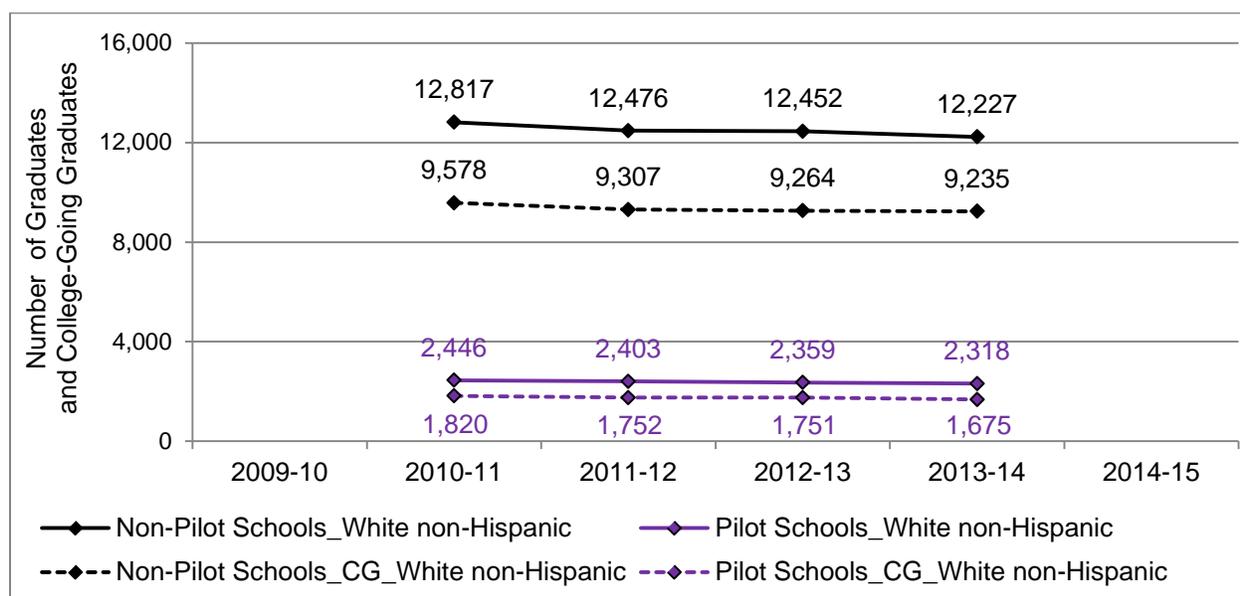
Combining all minority graduates into a single population masks the significant differences among the Asians and Pacific Islanders, black non-Hispanics, Hispanics, Native Americans, and the graduates of two or more races in terms of the numbers of graduates in each of these racial/ethnic groups and their college-going rates. Consequently, these statistics are presented in separate trend charts for white non-Hispanics and each of the five minorities in Parts 5 through 10 of this section. Summary charts in Part 11 of this section directly compare the college-going rates of the six racial/ethnic groups, first for the Pilot schools and then for the non-Pilot schools.

Part 5: White Non-Hispanics

As shown in [Figure 5.1](#), the number of white non-Hispanics who graduated from non-Pilot schools decreased from 12,817 to 12,227 between 2010-11 and 2013-14, or by 590 graduates. At the Pilot schools, 2,318 white non-Hispanics graduated in 2013-14, down from 2,446 in 2010-11, a decrease of 128 graduates.

Over the course of this study, the number of white non-Hispanic graduates from the non-Pilot and Pilot schools who continued on to college also decreased. At the non-Pilot schools, 343 fewer white non-Hispanics continued to college from the class of 2013-14 than from the class of 2010-11. At the Pilot schools, 145 fewer white non-Hispanics continued to college from the class of 2013-14 than from the class of 2010-11.

Figure 5.1 Numbers of White Non-Hispanic Graduates and White Non-Hispanic College-Going Graduates

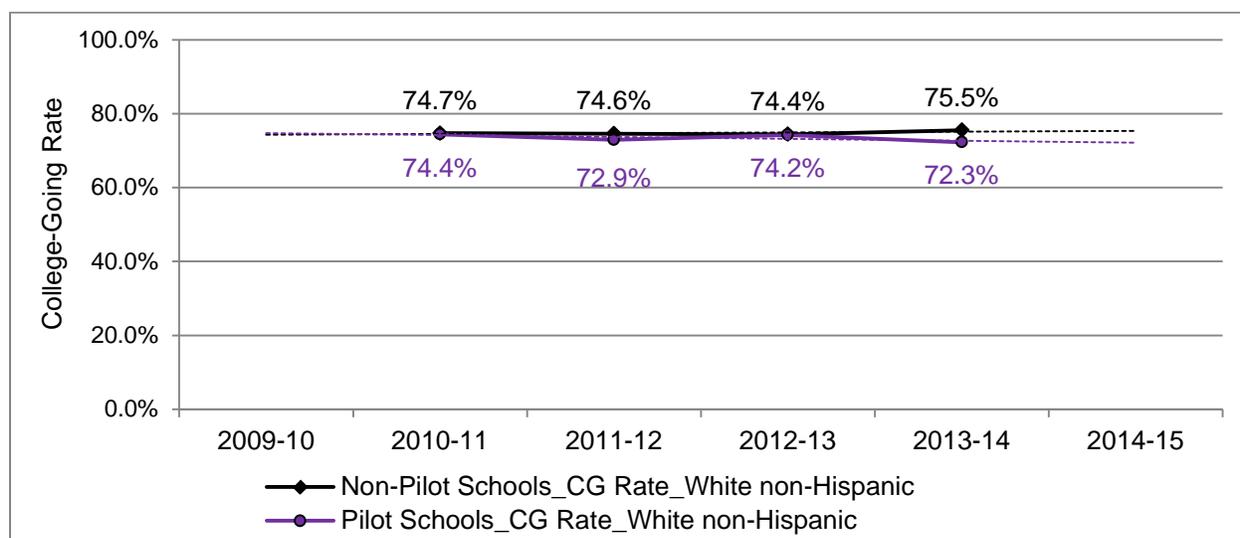


As illustrated in [Figure 5.2](#), the college-going rates of the white non-Hispanics who graduated from the non-Pilot schools did not change significantly from the beginning of the baseline period through the first year of the ACT Pilot Project, represented by the class of 2012-13. Between 2010-11 and 2012-13, the college-going rate decreased only 0.3 of a percentage point, from 74.7% to 74.4%. However, one year later, the college-going rate for white non-Hispanic graduates of the non-Pilot schools significantly increased to 75.5% ($\chi^2 = 4.2107$), $p = 0.0402$), resulting in a very slight upward trend in college-going rates over the course of this study.

As also shown in [Figure 5.2](#), the college-going rates of the white non-Hispanics who graduated from the Pilot schools varied more than the rates of the graduates from the non-Pilot schools. Over the two-year baseline period, the college-going rate of white non-Hispanics who graduated from the Pilot schools decreased 1.5 percentage points, from 74.4% to 72.9%. One year later, the college-going rate for the 2012-13 Pilot school graduates increased 1.3 percentage points to 74.2%. The following year, the college-going rate decreased 1.9 percentage points to 72.3% for the class of 2013-14

As a result of the year-to-year fluctuations shown in [Figure 5.2](#), the overall trend in the college-going rates was almost perfectly flat for white non-Hispanics who graduated from the Pilot schools over the course of this study. Furthermore, the three year-to-year changes between 2010-11 and 2013-14 were not statistically significant, and the college-going rates for the 2012-13 and 2013-14 graduates were not significantly different from the baseline college-going rates of the white non-Hispanics who graduated from the Pilot schools in 2010-11 and 2011-12. Consequently, based on this analysis, there was no significant change in the college-going rate of white non-Hispanic graduates of the Pilot schools after the first or second year of the ACT Pilot Project.

Figure 5.2 College-Going Rate of White Non-Hispanics



As shown in [Figure 5.3](#), white non-Hispanics accounted for decreasing percentages of the graduates of the [Pilot and non-Pilot schools](#) between 2010-11 and 2013-14. As evidenced in [Figure 5.4](#), white non-Hispanics also decreased as a percentage of the total number of college-going graduates, with one exception. White non-Hispanics as a percentage of all college-going graduates from the [Pilot schools](#) [increased](#) from 75.0% for the class of 2011-12 to 76.1% for the class of 2012-13, or 1.1 percentage points, as a result of the increased college-going rate at the [Pilot schools](#). Nevertheless, for both the [Pilot and non-Pilot schools](#), white non-Hispanics continued to account for [higher](#) percentages of the college-going graduates than of the total graduates after the ACT Pilot Project was initiated.

Figure 5.3 White Non-Hispanics as a Percentage of Total Graduates

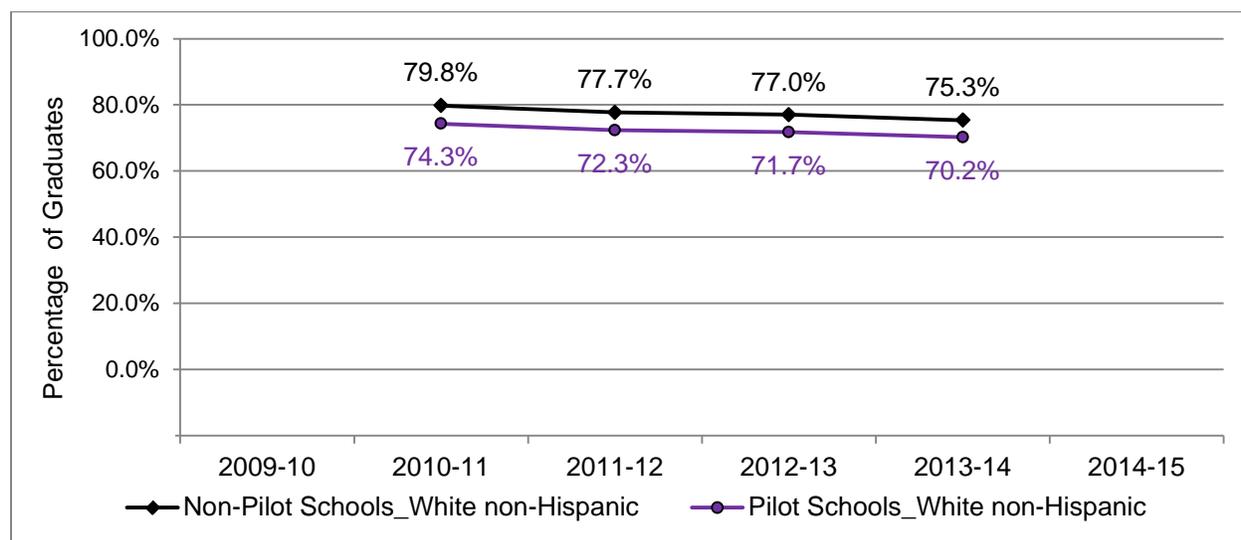
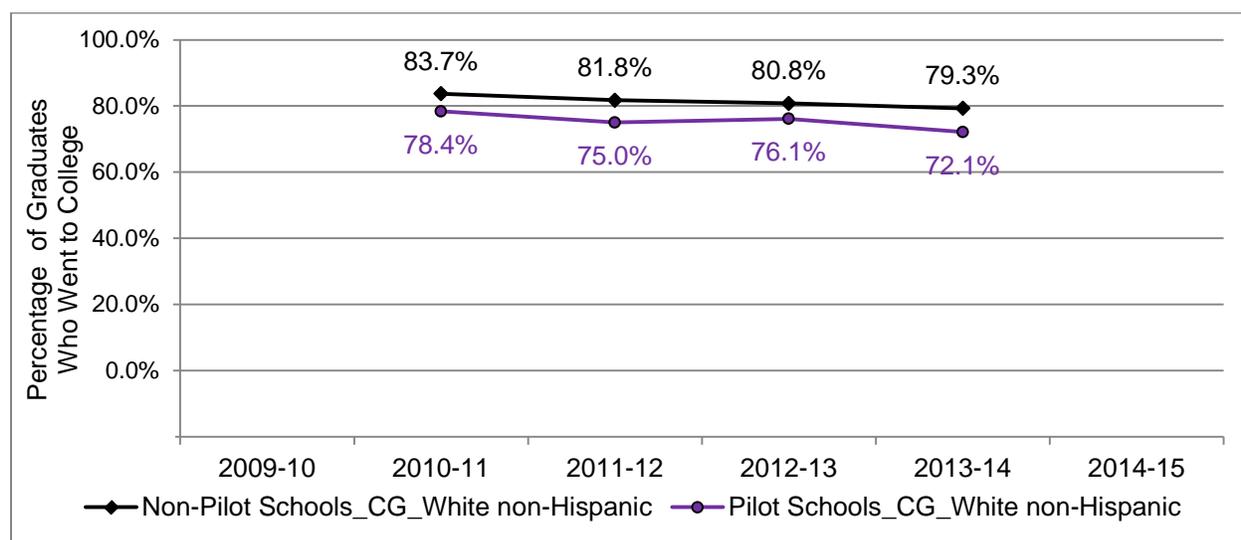


Figure 5.4 White Non-Hispanics as a Percentage of Total College-Going Graduates

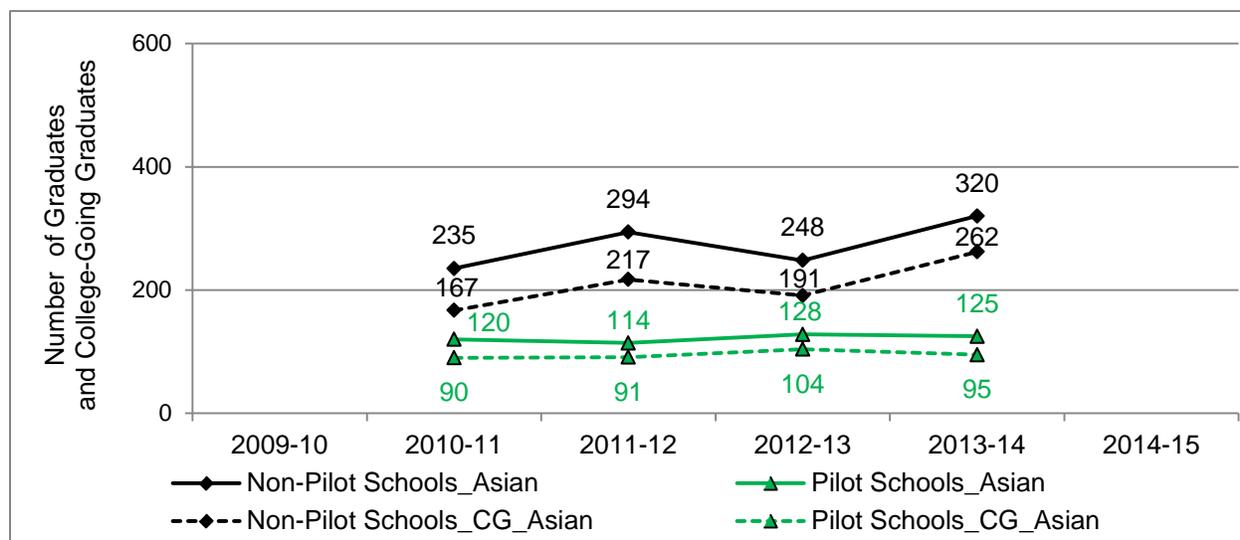


Part 6: Asians¹

As shown in [Figure 6.1](#), the number of Asians who graduated from the non-Pilot schools increased from 235 to 294 between 2010-11 and 2011-12, decreased to 248 students in 2012-13, and then increased to 320 students in 2013-14. As a result, 85 more Asian students graduated from the non-Pilot schools in 2013-14 than in 2010-11. The number of Asian graduates of the non-Pilot schools who continued on to college followed the same pattern, increasing from 167 to 217, decreasing to 191, and then increasing to 262, for a net increase of 95 college-going graduates between 2010-11 and 2013-14.

The number of Asians who graduated from the Pilot schools slightly decreased from 120 in 2010-11 to 114 in 2011-12, increased to 128 in 2012-13, and decreased to 125 in 2013-14, for a net increase of only five graduates. As also shown in [Figure 6.1](#), the number of Asian graduates of the Pilot schools who went to college increased from 90 to 95, or by only five students over the four years for which data are comparable.

Figure 6.1 Numbers of Asian Graduates and Asian College-Going Graduates³



¹Asians include Pacific Islanders. The Pilot schools graduated fewer than 10 Pacific Islanders in 2010-11, 2011-12, 2012-13, and 2013-14, so the numbers of these students and the numbers of them who continued on to college cannot be reported. The following numbers of Pacific Islanders were added to the Asians who graduated and continued on to college from the non-Pilot schools.

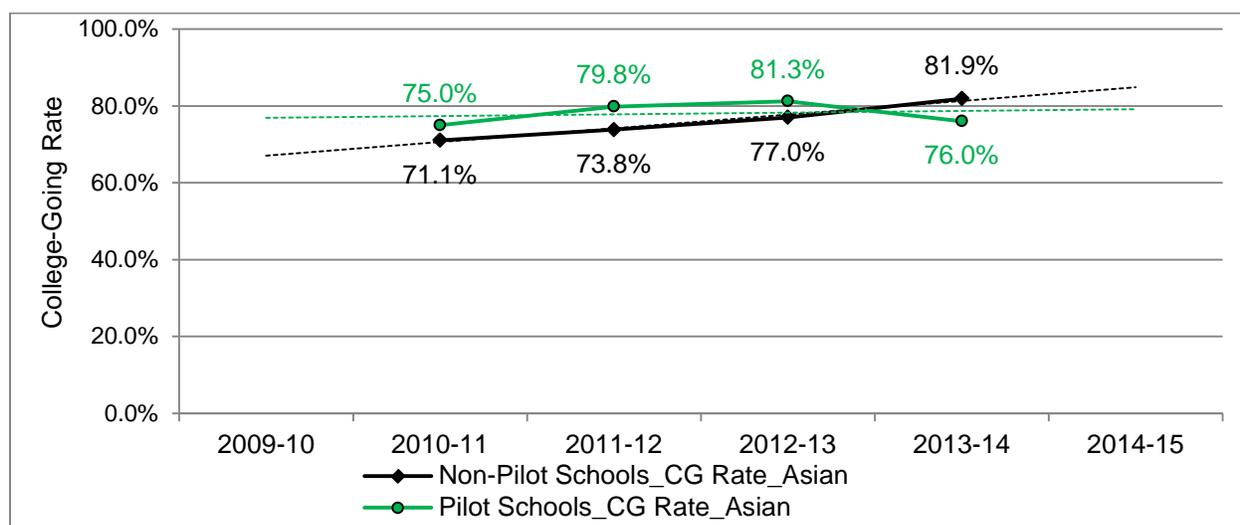
Year of High School Graduation	No. of Graduates	No. of College-Going Graduates
2010-11	25	18
2011-12	26	15
2012-13	17	10
2013-14	23	16

As evidenced in [Figure 6.2](#), the college-going rates of Asian graduates of the non-Pilot schools steadily increased, from 71.1% to 81.9% over the four-year period from 2010-11 through 2013-14. The year-to-year increases shown in the figure below were not statistically significant, given the relatively small number of Asians who graduated from the non-Pilot schools each year. However, the 81.9% college-going rate for the 2013-14 graduates was significantly higher than the 2010-11 baseline rate of 71.1% ($\chi^2 = 9.0246$, $p = 0.0027$) and also significantly higher than the 2011-12 baseline of 73.8% ($\chi^2 = 5.8111$, $p = 0.0159$). Consequently, there was a significant, upward trend in the college going rate of Asian graduates of the non-Pilot schools over the course of this study, as illustrated by the linear trend line shown in [Figure 6.2](#) below.

The baseline college-going rate of Asian graduates of the Pilot schools increased from 75.0% for the class of 2010-11 to 79.8% for the class of 2011-12. Of interest in evaluating the ACT Pilot project is the fact that the college-going rate of Asians who graduated from the Pilot schools further increased 1.5 percentage points to 81.3% for those in the class of 2012-13. One year later, however, the college-going rate of Asians decreased 5.3 percentage points to 76.0%. As a result of this decrease, there was only a very slight upward trend in the college-going rate of the Asians who graduated from the Pilot schools over the course of this study.

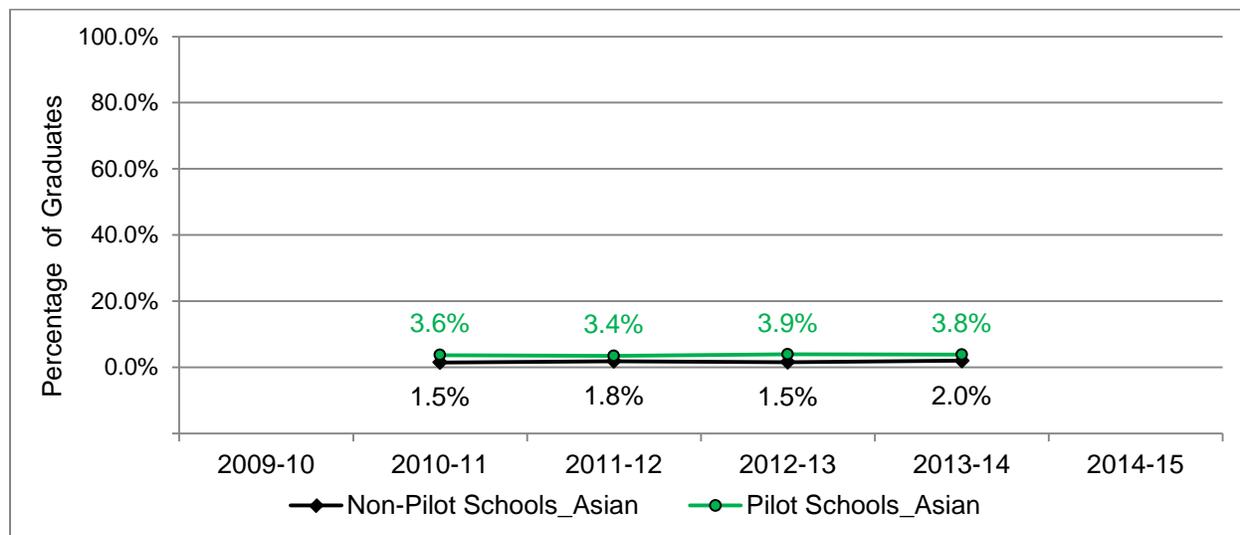
None of the annual changes that occurred in the college-going rates of Asian graduates of the Pilot schools were statistically significant. Furthermore, the college-going rates of the classes of 2012-13 and 2013-14 were not significantly different from either of the baseline rates for the classes of 2010-11 and 2011-12, indicating that the changes evidenced at the Pilot schools were the result of normal variability. Consequently, based on the analysis of the available data, there was no significant change in the college-going rate of Asian graduates of the Pilot schools after the first or second year of the ACT Pilot Project.

Figure 6.2 College-Going Rate of Asians



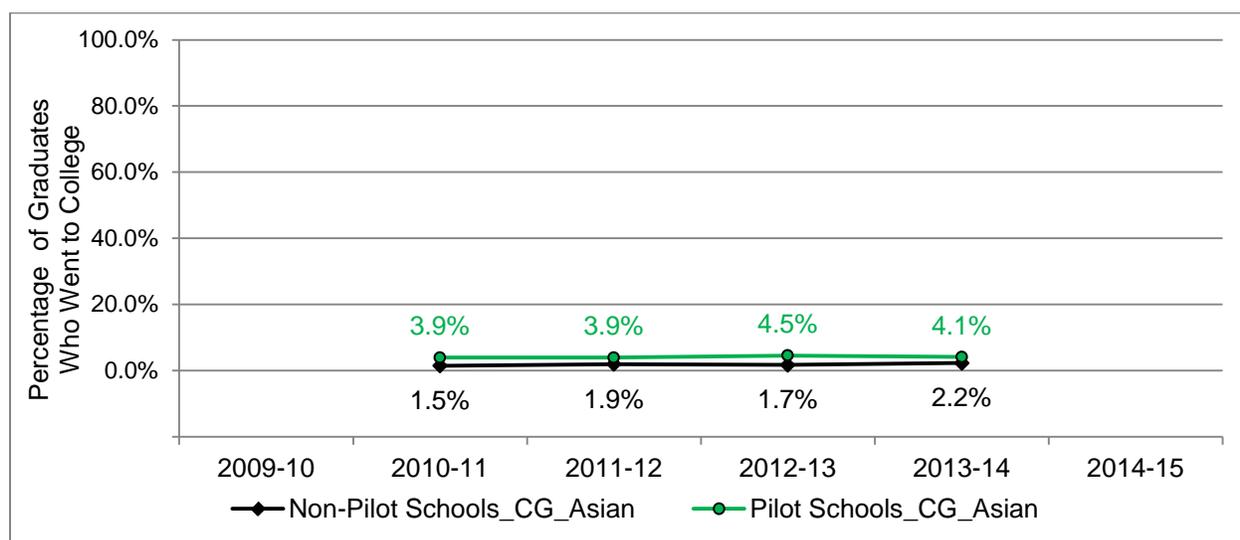
As shown in [Figure 6.3](#), Asians accounted for 3.9% of the Pilot school graduates in 2012-13 and for 3.8% in 2013-14. Among the graduates of the non-Pilot schools, Asians accounted for only 1.5% in 2012-13 and for 2.0% in 2013-14.

Figure 6.3 Asians as a Percentage of Total Graduates



As illustrated in [Figure 6.4](#), Asians accounted for 4.1% of the graduates of the Pilot schools in 2013-14 who continued on to college, an increase of only 0.2 of a percentage point from 3.9% at the end of the baseline period. Similarly, the percentage of Asian graduates of the non-Pilot schools who went to college increased 0.3 of a percentage point, from 1.9% to 2.2%. For both the Pilot and non-Pilot schools, Asians continued to account for higher percentages of the college-going graduates than of the total graduates after the ACT Pilot Project was initiated.

Figure 6.4 Asians as a Percentage of Total College-Going Graduates

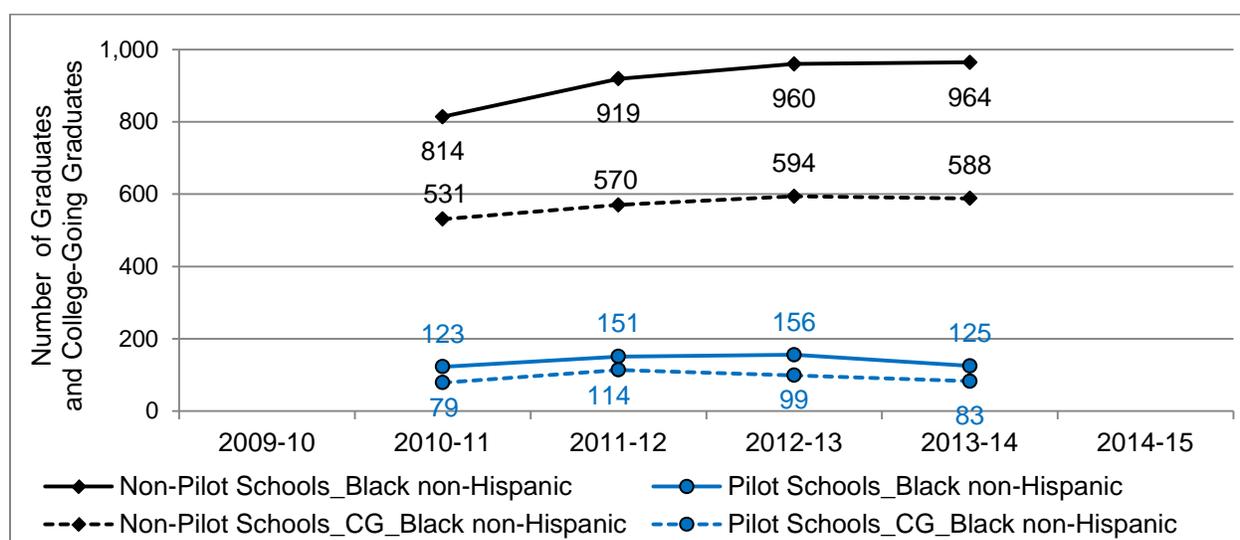


Part 7: Black Non-Hispanics

Between 2010-11 and 2013-14, the number of black non-Hispanics who graduated from the non-Pilot schools increased from 814 to 964, or by 150 graduates. In comparison, the number of these graduates who continued on to college increased from 531 to 588, or by only 57 students.

As also shown in Figure 7.1, the number of graduates from the Pilot schools increased by 33, from 123 in 2010-11 to 156 in 2012-13, but then decreased to 125 in 2013-14, resulting in a net increase of only two graduates. Similarly, the number of graduates who continued on to college increased by 35, from 79 who graduated in 2010-11 to 114 who graduated in 2011-12, but then decreased to 83 students who graduated in 2013-14, for a net increase of only four students.

Figure 7.1 Numbers of Black Graduates and Black College-Going Graduates

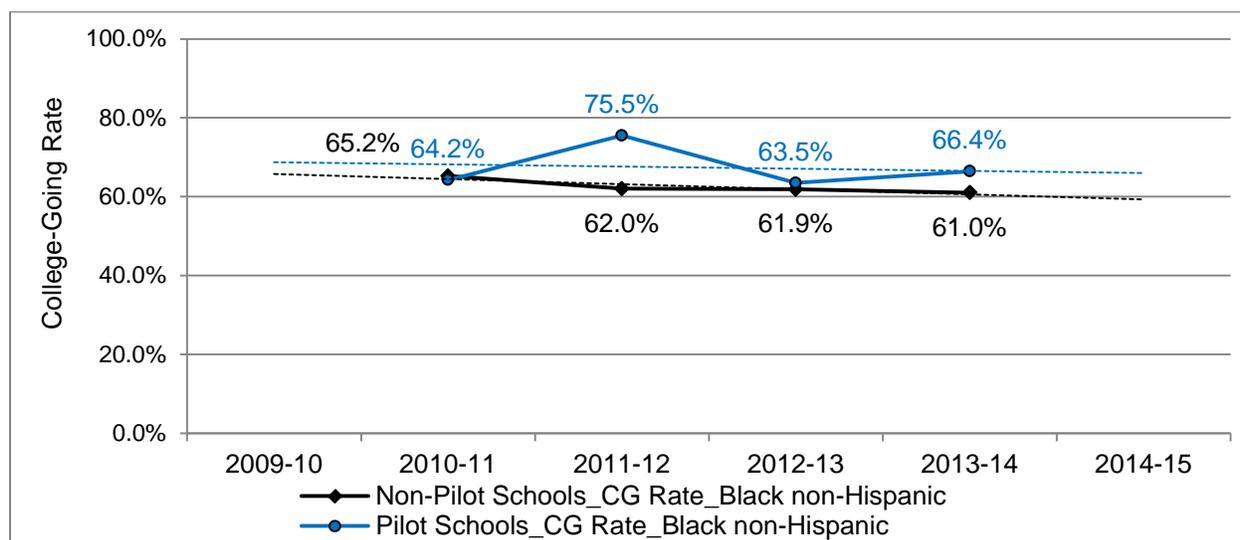


Over the course of this four-year study, the college-going rates of the black non-Hispanics who graduated from the non-Pilot schools decreased from 65.2% for the 2010-11 graduates to 61.0% for the black non-Hispanics in the class of 2013-14. None of the annual decreases evidenced in Figure 7.2 were statistically significant for the non-Pilot schools. However, the 4.2 percentage-point decrease between the 2010-11 baseline rate of 65.2% and the 61.0% rate for the class of 2013-14 was close to statistically significant ($\chi^2 = 3.3974$, $p = 0.0653$), providing evidence that there was a definite, downward trend in the college-going rate of black non-Hispanic graduates of the non-Pilot schools, as illustrated by the linear trend line shown in Figure 7.2 below.

There also was a slight downward linear trend in the college-going rates of the graduates of the Pilot schools as a result of the rate fluctuations shown in Figure 7.2. First, there was a significant 11.3 percentage-point increase between the two baseline rates for black non-Hispanics, from 64.2% for the class of 2010-11 to 75.5% for the class of 2011-12 ($\chi^2 = 4.1339$, $p = 0.0403$). After the ACT Pilot Project was initiated, the college-going rate for black graduates significantly decreased 12.0 percentage points, from 75.5% to 63.5% ($\chi^2 = 5.2316$, $p = 0.0222$). One year later, the college-going rate again increased, but only by 2.9 percentage points, which was not a statistically significant increase ($\chi^2 = 0.2626$, $p = 0.6083$). Together, these findings indicated that there was an unexplained spike in the college-going rate of black non-Hispanics that occurred only among the graduates of the Pilot schools in 2011-12.

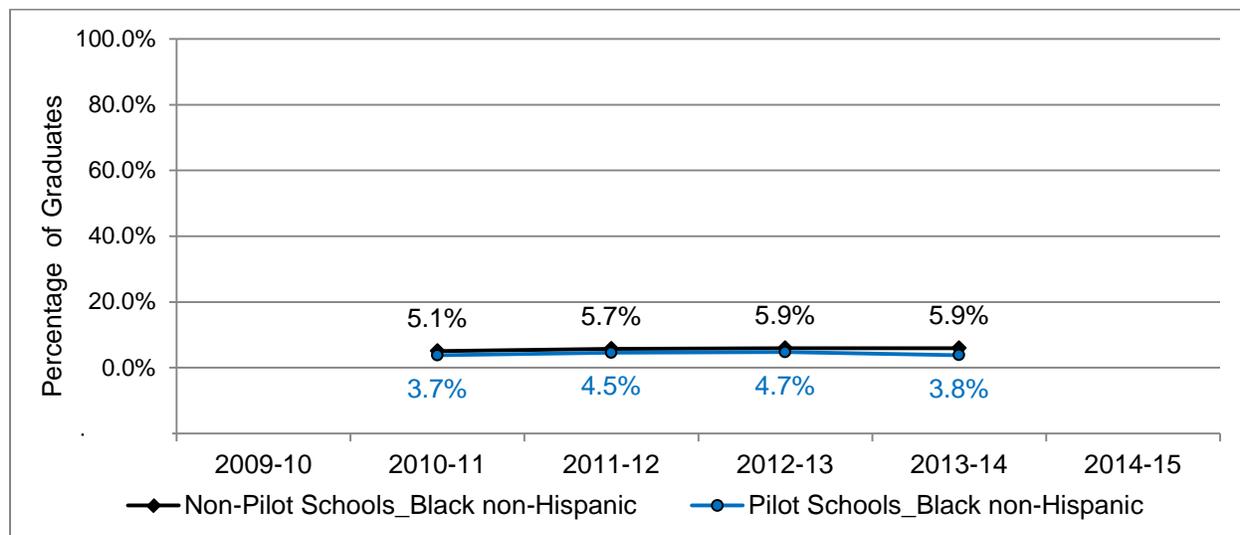
Further analysis revealed that the 63.5% and 66.4% college-going rates of the blacks who graduated from the Pilot schools in 2012-13 and 2013-14 were not significantly different from the 2010-11 baseline rate of 64.2%. Consequently, if the unexplained spike in the college-going rate of black non-Hispanics that occurred in 2011-12 is disregarded, and if 2010-11 is used as the only baseline, it can be concluded that there was no significant change in the college-going rate of black non-Hispanic graduates of the Pilot schools after the first or second year of the ACT Pilot Project.

Figure 7.2 College-Going Rate of Blacks



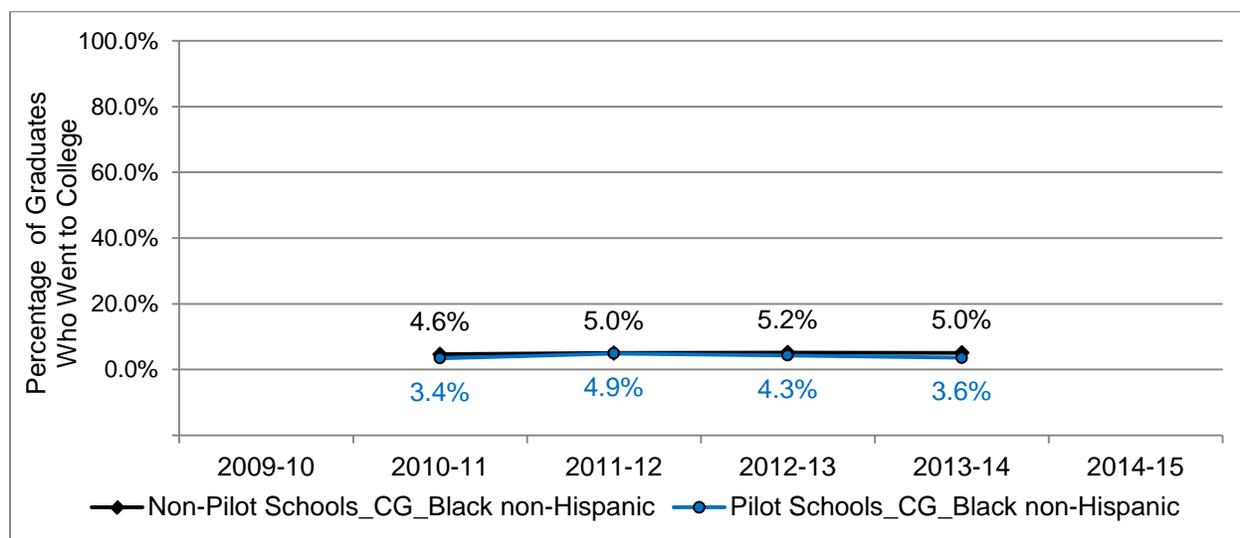
As shown in [Figure 7.3](#), black non-Hispanics accounted for 4.7% of the Pilot school graduates in 2012-13 and for 3.8% in 2013-14. Among the graduates of the non-Pilot schools, 5.9% were black non-Hispanics in both 2012-13 and 2013-14.

Figure 7.3 Blacks as a Percentage of Total Graduates



As illustrated in [Figure 7.4](#), blacks accounted for 3.6% of the graduates of the Pilot schools in 2013-14 who continued on to college, an increase of only 0.2 of a percentage point from 3.4% at the beginning of the baseline period. In comparison, the percentage of black graduates of the non-Pilot schools who went to college increased 0.4 of a percentage point, from 4.6% to 5.0%. However, for both the Pilot and non-Pilot schools, black non-Hispanics continued to account for slightly lower percentages of the college-going graduates than of the total graduates after the ACT Pilot Project was initiated.

Figure 7.4 Blacks as a Percentage of Total College-Going Graduates

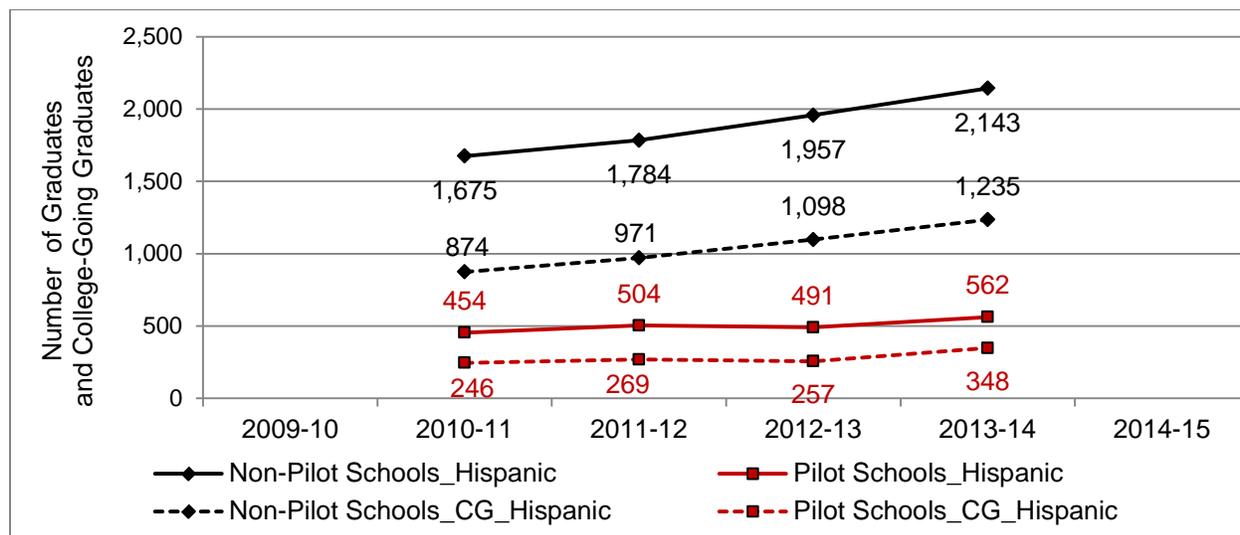


Part 8: Hispanics

The number of Hispanics who graduated from the non-Pilot schools steadily increased from 1,675 in 2010-11 to 2,143 in 2013-14, or by 468 graduates. As also charted in Figure 8.1, the number of these graduates who continued on to college followed the same pattern, increasing from 874 to 1,235, or by 361 students.

The number of Hispanics who graduated from the Pilot schools rose from 454 in 2010-11 to 504 in 2011-12, decreased slightly to 491 in 2012-13, and then increased to 562 in 2013-14, for a net increase of 108 graduates over the four-year period. Following the same pattern, the number of Hispanic graduates who continued on to college increased from 246 to 269 between 2010-11 and 2011-12, decreased to 257 in 2012-13, and then increased again to 348 in 2013-14, for a net increase of 102 college-going graduates.

Figure 8.1 Numbers of Hispanic Graduates and Hispanic College-Going Graduates



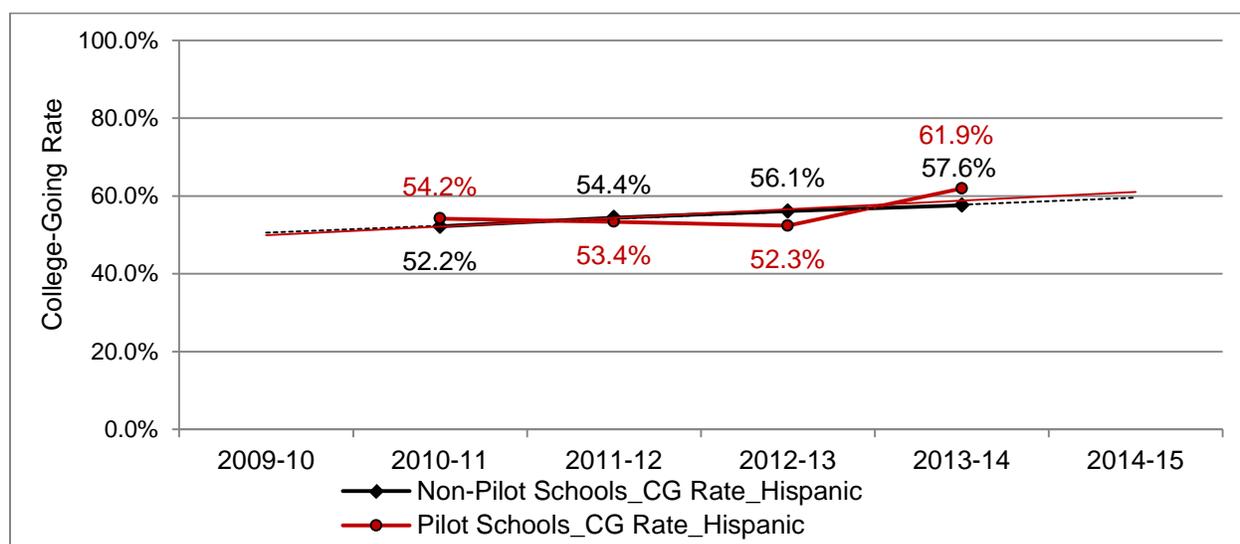
As evidenced in [Figure 8.2](#), the college-going rate of Hispanics who graduated from the non-Pilot schools increased 2.2 percentage points, from 52.2% for the graduates in the class of 2010-11 to 54.4% for those in the class of 2011-12. For the Hispanic graduates in 2012-13, the college-going rate increased 1.7 percentage points to 56.1%. One year later, the college-going rate for the Hispanics who graduated in 2013-14 increased 1.5 percentage points to 57.6%.

None of the annual increases in the college-going rates of the Hispanic graduates of the non-Pilot schools were statistically significant. However, the 56.1% college-going rate for the 2012-13 graduates was significantly higher than the 2010-11 baseline rate of 52.2% ($\chi^2 = 5.6092$, $p = 0.0179$). Likewise, the 57.6% college-going rate for the Hispanic graduates in 2013-14 was significantly higher than the 2010-11 baseline rate of 52.2% ($\chi^2 = 11.2956$, $p = 0.0008$) and also significantly higher than the 2011-12 baseline rate of 54.4% ($\chi^2 = 4.0525$, $p = 0.0441$). Together, these findings indicate that there was a significant upward trend in the college-going rate of Hispanics who graduated from the non-Pilot schools between 2010-11 and 2013-14, as illustrated by the linear trend line shown in [Figure 8.2](#).

In comparison, the baseline college-going rates of Hispanics who graduated from the Pilot schools decreased 0.8 of a percentage point, from 54.2% for the students in the class of 2010-11 to 53.4% for those in the class of 2011-12. Representing the first class of students to take the ACT in 11th grade, the Hispanics who graduated from the Pilot schools in 2012-13 had a college-going rate that was 1.1 percentage points lower than the rate of the students who graduated at the end of the baseline period. As a result, there was a net two-year decrease of 1.9 percentage points in the college-going rates of Hispanics, from 54.2% down to 52.3%. However, these one-year and two-year

(Continued on the next page.)

Figure 8.2 College-Going Rate of Hispanics



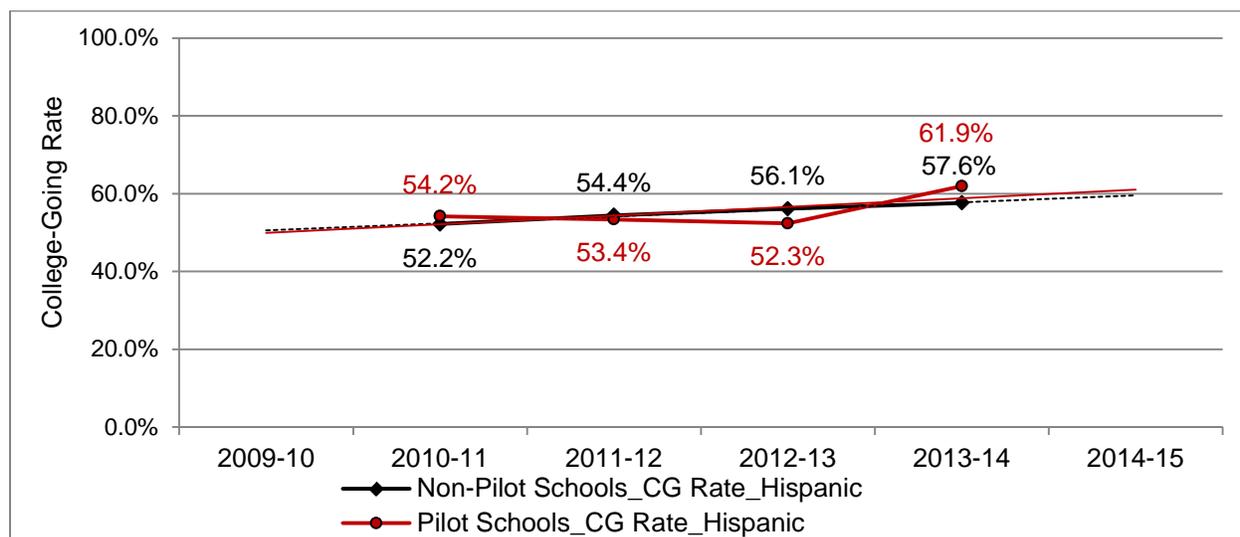
decreases were not statistically significant, leading to the conclusion that there was no significant change in the college-going rate of Hispanics who graduated from the Pilot schools after the **FIRST** year of the ACT Pilot Project.

In contrast, the college-going rate of the Hispanics who graduated from the Pilot schools one year later, in 2013-14, had a college-going rate of 61.9%. The 9.6 percentage-point increase from the previous rate of 52.3% was statistically significant ($\chi^2 = 9.8379$, $p = 0.0017$). In addition, the 61.9% college-going rate for the 2013-14 Hispanic graduates was significantly higher than the 2010-11 baseline rate of 54.2% ($\chi^2 = 6.1901$, $p = 0.0128$) and significantly higher than the 2011-12 baseline rate of 53.4% ($\chi^2 = 7.9651$, $p = 0.0048$).

It is impossible to know whether the significantly higher college-going rate of the 2013-14 Hispanic graduates of the Pilot schools will be followed by lower college-going rates in the future, or whether future Hispanic graduates will have college-going rates as high or higher than the graduates in the class of 2013-14. However, based on the available data, there was a significant increase in the college-going rate of Hispanics who graduated from the Pilot schools after the **SECOND** year of the ACT Pilot Project.

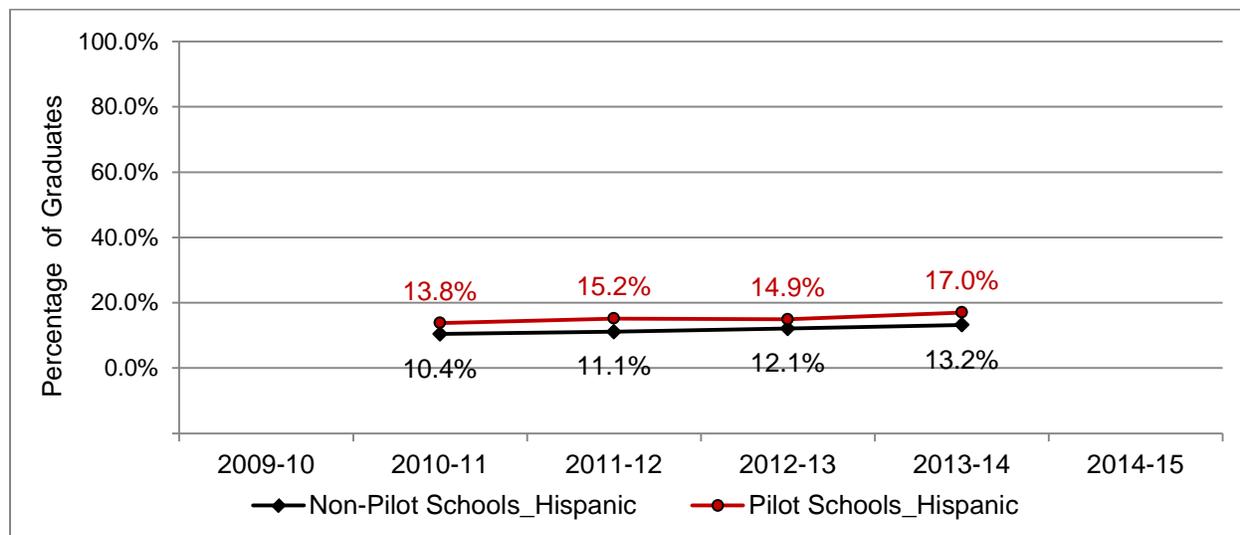
Figure 8.2 College-Going Rate of Hispanics

This chart is the same as [Figure 8.2](#) on the previous page, repeated for reference.



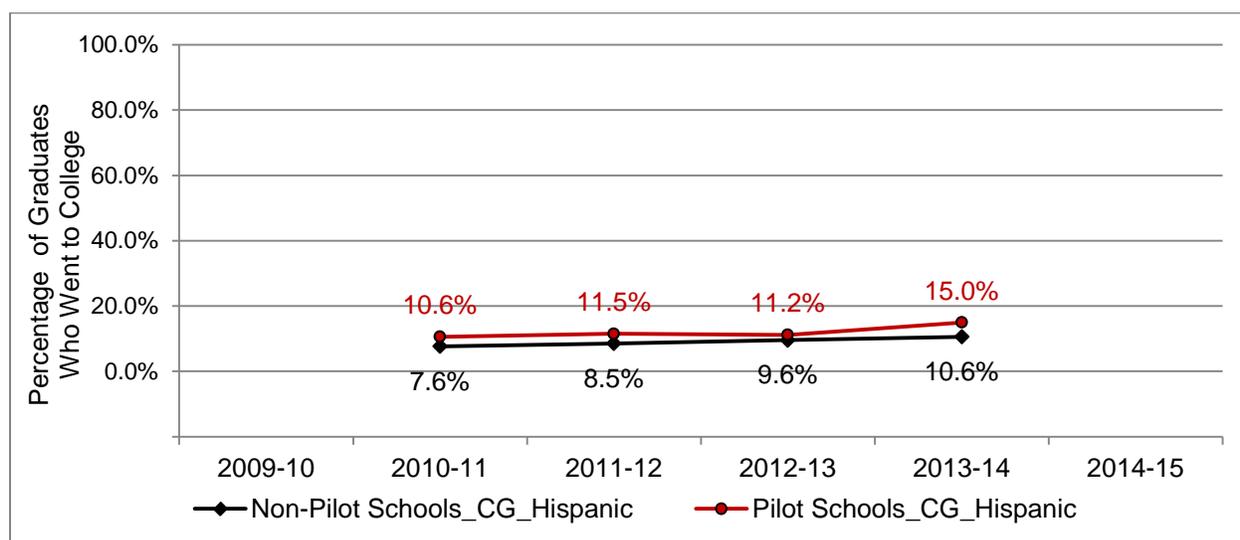
As shown in [Figure 8.3](#), Hispanics accounted for 14.9% of the Pilot-school graduates in 2012-13, and for 17.0% in 2013-14. Among the graduates of the non-Pilot schools, 12.1% were Hispanic in 2012-13 and 13.2% were Hispanic in 2013-14.

Figure 8.3 Hispanics as a Percentage of Total Graduates



As illustrated in [Figure 8.4](#), Hispanics accounted for 15.0% of the graduates of the Pilot schools in 2013-14 who continued on to college, an increase of 4.4 percentage points from 10.6% at the beginning of the baseline period. In comparison, the percentage of Hispanic graduates of the non-Pilot schools who went to college increased 3.0 percentage points, from 7.6% to 10.6%. However, for both the Pilot and non-Pilot schools, Hispanics continued to account for lower percentages of the college-going graduates than of the total graduates after the ACT Pilot Project was initiated.

Figure 8.4 Hispanics as a Percentage of Total College-Going Graduates

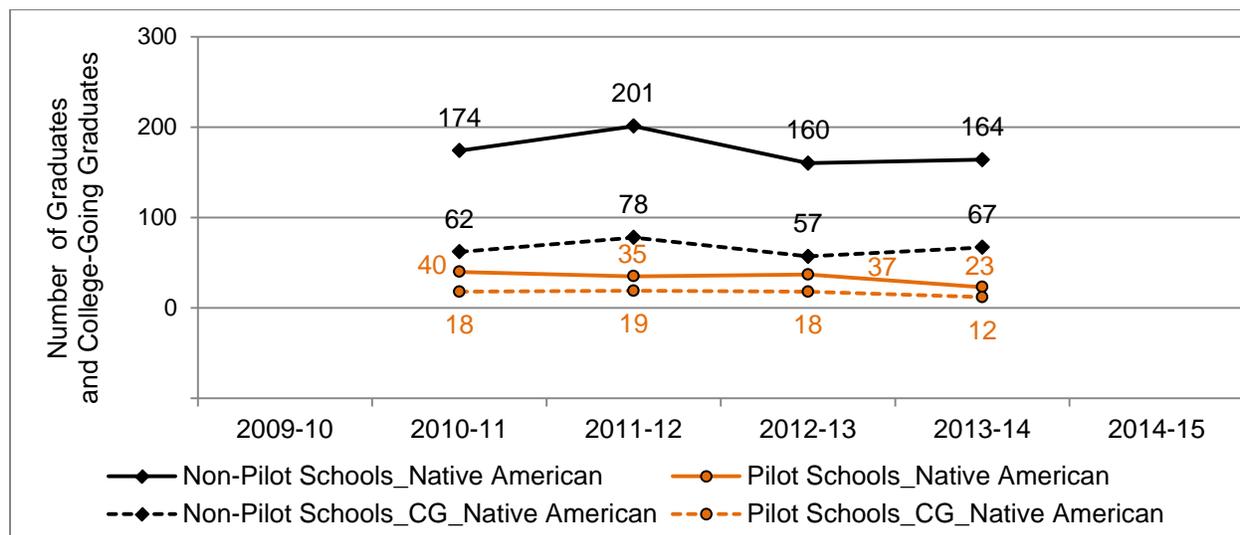


Part 9: Native Americans

As illustrated in [Figure 9.1](#), the number of Native Americans who graduated from non-Pilot schools increased from 174 in 2010-11 to 201 in 2011-12, decreased to 160 in 2012-13, and then increased slightly to 164 in 2013-14, resulting in a net decrease of 10 graduates. The corresponding number of graduates who continued on to college from the non-Pilot schools increased from 62 to 78, decreased to 57, and then increased to 67, for a net increase of five students.

Only 40 Natives graduated from the Pilot schools in 2010-11, followed by 35 in 2011-12, 37 in 2012-13, and only 23 in 2013-14. Of the Native graduates in 2010-11 and 2012-13, 18 continued on to college. As also shown in [Figure 9.1](#), 19 of the 2011-12 graduates and 12 of the 2013-14 graduates enrolled in college within a year of their graduation from the Pilot schools.

Figure 9.1 Numbers of Native American Graduates and Native American College-Going Graduates



[Figure 9.2](#) on the next page shows that the college-going rate for Native American graduates of the non-Pilot schools increased 3.2 percentage points, from 35.6% for the 2010-11 graduates to 38.8% for the 2011-12 graduates; decreased 3.2 percentage points back to 35.6% for the 2012-13 graduates; and then increased 3.6 percentage points to 40.9% for the 2013-14 graduates. Due to the relatively low number of Native American graduates, none of these changes in the college-going rate were statistically significant, and there was no net change in the college-going rate of Native Americans from the non-Pilot schools between the classes of 2010-11 to 2012-13. In both 2010-11 and 2012-13, Native American graduates of the non-Pilot schools had college-going rates of 35.6%. Furthermore, the 40.9% college-going rate for the Native American graduates in 2013-14 was not significantly higher than the 2010-11 baseline rate of 35.6 or the 2011-12 baseline rate of 38.8%.

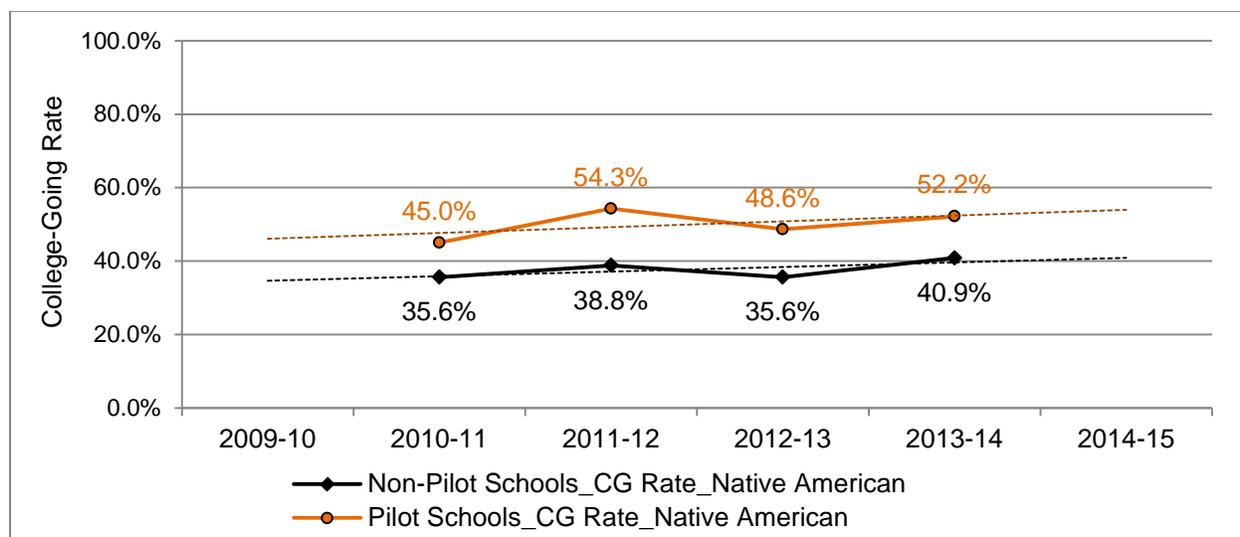
As a result of the increased college-going rate of the 2013-14 graduates, there was a slight, upward trend in the college-going rate of Native Americans who graduated from the non-Pilot schools over the course of this study to date, as represented by the linear trend line shown in Figure 9.2. In comparison, there also was an overall upward trend in the college-going rates of the Native Americans who graduated from the Pilot schools that closely paralleled the trend at the non-Pilot schools, even though there were wider fluctuations in the college-going rates of the Pilot-school graduates.

As shown in Figure 9.2, the college-going rate for Native Americans who graduated from the Pilot schools increased from 45.0% for the graduates in 2010-11 to 54.3% for the graduates in the class of 2011-12, or by 9.3 percentage points. While this was a noticeable increase, it was not statistically significant, given that only 35 or 40 Native Americans graduated from the Pilot schools in 2010-11 or 2011-12.

After the ACT Pilot Project was initiated, the college-going rate for Native Americans who graduated from the Pilot schools decreased 5.7 percentage points, from 54.3% for the class of 2011-12 to 48.6% for the class of 2012-13. The second class that took the ACT in 11th grade and graduated in 2013-14 had a college-going rate that was 52.2%, or 3.6 percentage points higher than the rate for the previous class.

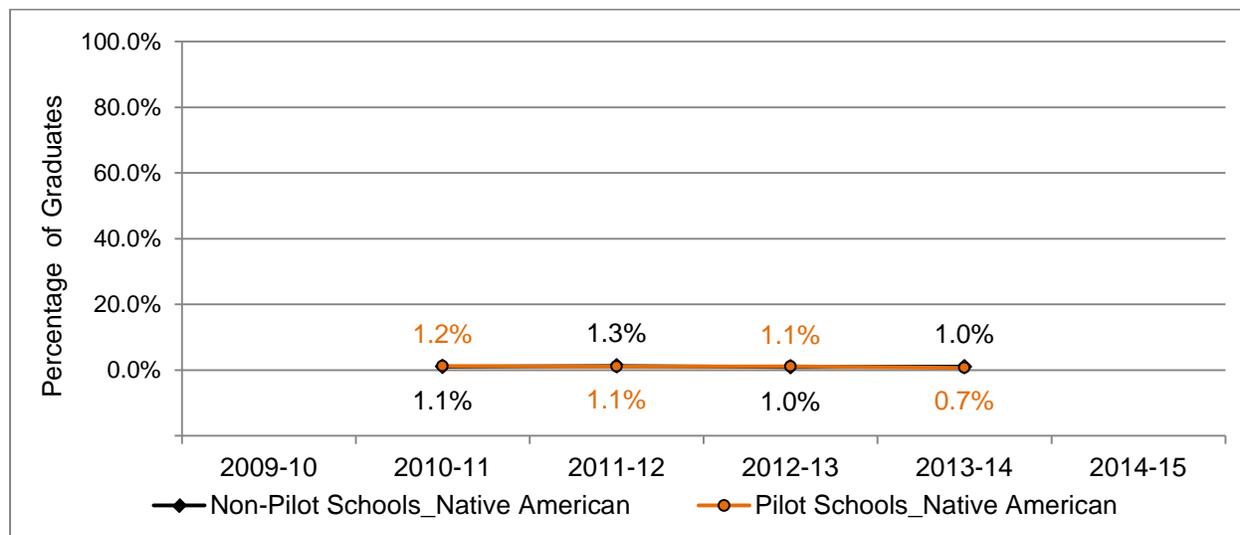
Due to the low numbers of Native Americans who graduated from the Pilot schools, none of the changes in their college-going rates between 2010-11 and 2013-14 were statistically significant, including the comparisons of the 2012-13 and 2013-14 rates to the 2010-11 and 2011-12 baseline rates. Consequently, it can be concluded that there was no significant change in the college-going rate of Native American graduates of the Pilot schools after the first or second year of the ACT Pilot Project.

Figure 9.2 College-Going Rate of Native Americans



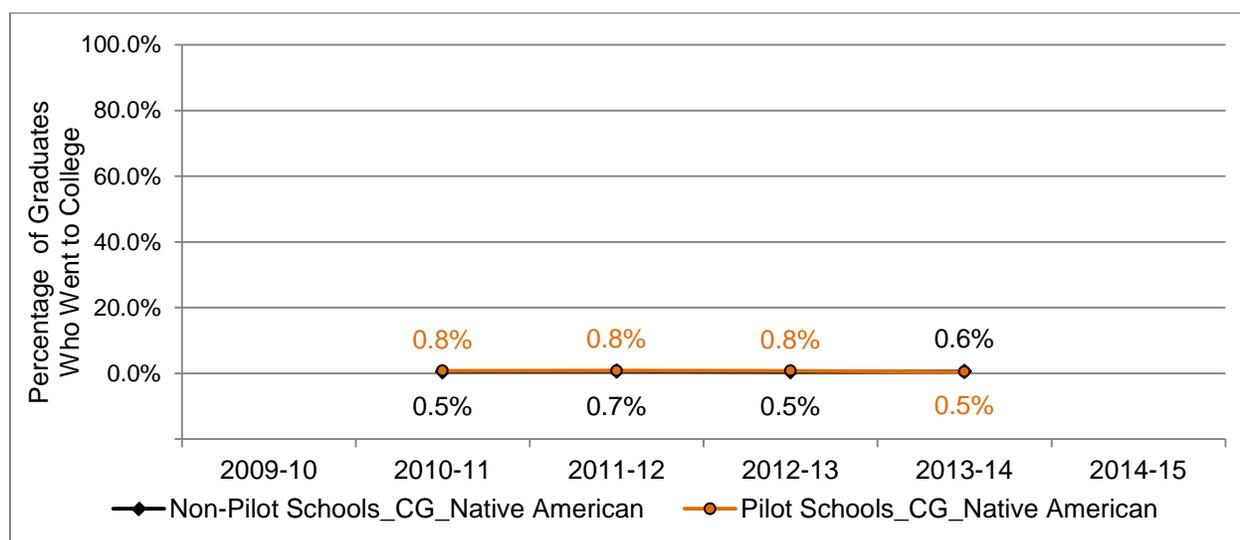
As shown in [Figure 9.3](#), Native Americans accounted for 1.1% of the graduates from the Pilot schools in 2012-13 and for 0.7% in 2013-14. At the non-Pilot schools, Natives accounted for 1.0% of the graduates in both 2012-13 and 2013-14.

Figure 9.3 Native Americans as a Percentage of Total Graduates



Due to the relatively low numbers of Native Americans who graduated from the Pilot and non-Pilot schools between 2010-11 and 2013-14, and also due to their low college-going rates, compared to those of other racial/ethnic groups, Native Americans accounted for less than one percent of the graduates who continued on to college after graduating from high school. As a result, for both the Pilot and non-Pilot schools, Native Americans continued to account for lower percentages of the college-going graduates than of the total graduates after the ACT Pilot Project was initiated.

Figure 9.4 Native Americans as a Percentage of Total College-Going Graduates

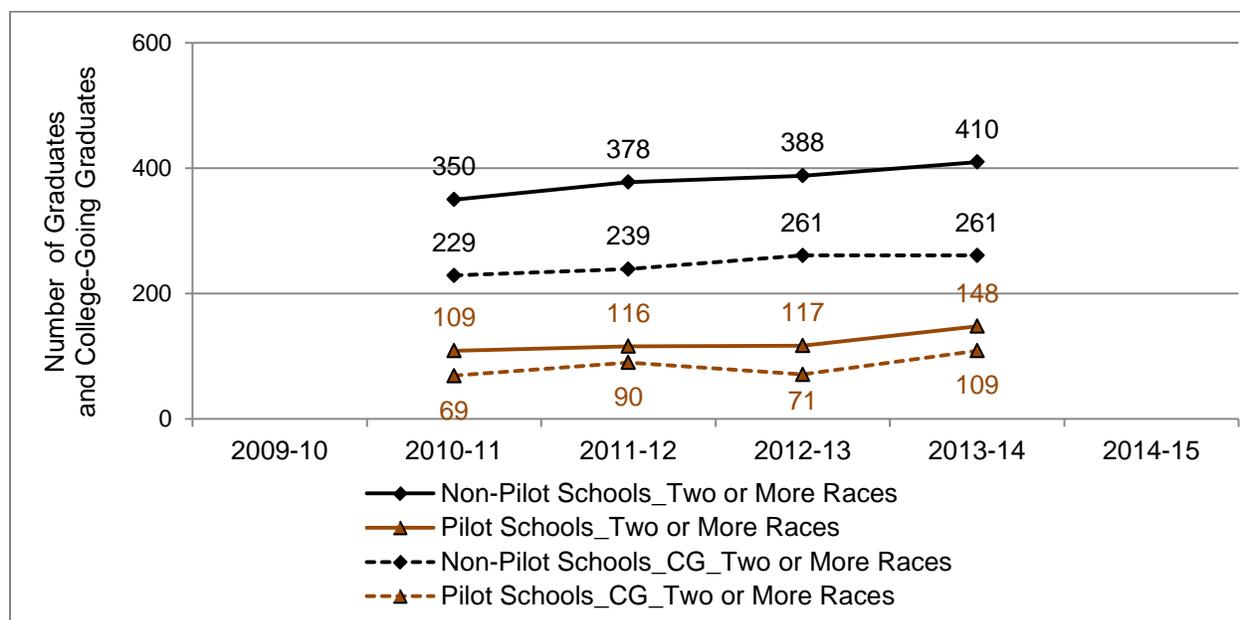


Part 10: Graduates of Two or More Races

As shown in Figure 10.1, the number of students of two or more races who graduated from the non-Pilot schools slightly increased, from 350 in 2010-11 to 410 in 2013-14, a net increase of 60 graduates. Similarly, the number of who continued on to college increased from 229 of the 2010-11 graduates to 261 of the graduates in 2012-13 and 2013-14, for a net increase of 32 college-going students.

At the Pilot schools, 117 students of two or more races graduated in 2012-13, and 148 graduated in 2013-14, compared to 109 in 2010-11 and 116 in 2011-12. As a result, 39 more students of two or more races graduated in 2013-14 than in 2010-11. Of the graduates in 2012-13, 71 continued on to college, compared to 69 of the 2010-11 graduates, which was a net increase of only two additional graduates going to college. However, 109 graduates from the class of 2013-14 continued on to college, compared to 69 from the baseline class of 2010-11, resulting in a net increase of 40 college-going graduates over the course of this four-year study.

Figure 10.1 Numbers of Graduates of Two or More Races and College-Going Graduates of Two or More Races



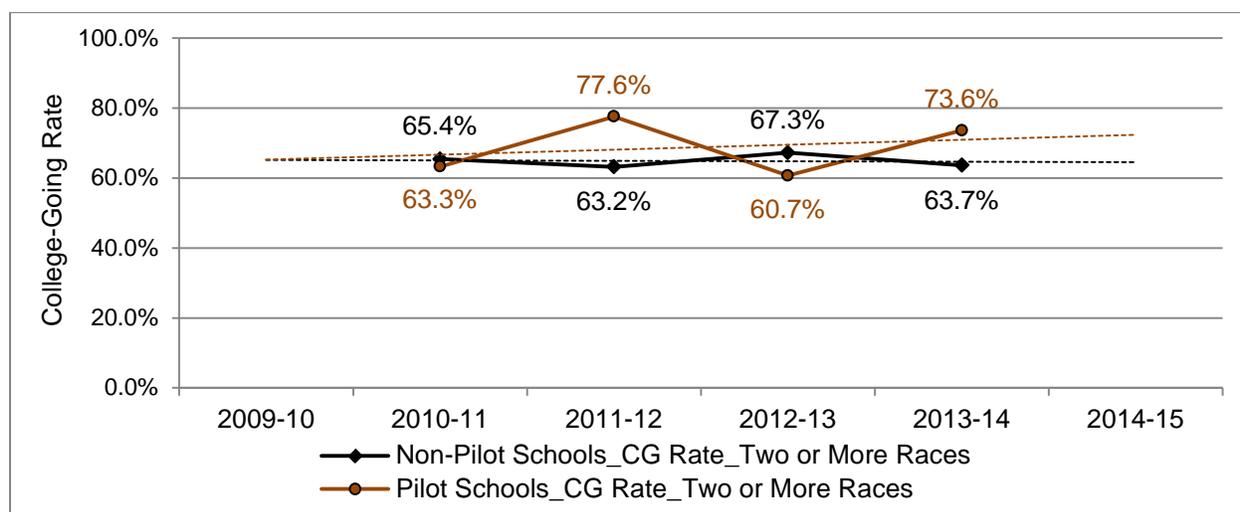
As shown in [Figure 10.2](#), the college-going rate of the students of two or more races who graduated from the non-Pilot schools decreased 2.2 percentage points, from a rate of 65.4% for the 2010-11 graduates to a rate of 63.2% for the students who graduated in 2011-12. This decrease was followed by a 4.1 percentage-point increase to a rate of 67.3% for the graduates in the class of 2012-13. For the class of 2013-14, the college-going rate decreased 3.6 percentage-points to 63.7%. However, none of these annual changes were statistically significant, indicating that they were the result of normal variability.

In contrast, the college-going rate of the students of two or more races who graduated from the Pilot schools significantly increased 14.3 percentage points, from 63.3% for the 2010-11 graduates to 77.6% for the 2011-12 graduates ($\chi^2 = 5.5309$, $p = 0.0127$). This spike in the college-going rate was followed by a 16.9 percentage-point decrease that was also statistically significant ($\chi^2 = 7.7936$, $p = 0.0052$) and resulted in a college-going rate of 60.7% for the graduates in 2012-13. In turn, the college-going rate of the 2013-14 graduates significantly increased 12.9 percentage points, from 60.7% to 73.6% ($\chi^2 = 5.0413$, $p = 0.0248$).

The 10.3 percentage-point difference between the 73.6% college-going rate of the students of two or more races who graduated in 2013-14 and the 63.3% baseline rate for the 2010-11 graduates approached statistical significance at the 0.05 level of probability ($\chi^2 = 3.1558$, $p = 0.0757$). However, the 73.6% college-going rate for the graduates in 2013-14 was not significantly different from the 2011-12 baseline rate of 77.6% ($\chi^2 = 0.5433$, $p = 0.4611$). Likewise, the college-going rate of 60.7% for the students who graduated in 2012-13 was not significantly different from the 2010-11 baseline rate of 63.3% ($\chi^2 = 0.1640$, $p = 0.6853$).

The conclusion that is drawn from the analysis of the college-going rates of the students of two or more races who graduated from the Pilot schools depends on which of the two baseline college-going rates is used as the basis for comparisons.

Figure 10.2 College-Going Rate of Graduates of Two or More Races

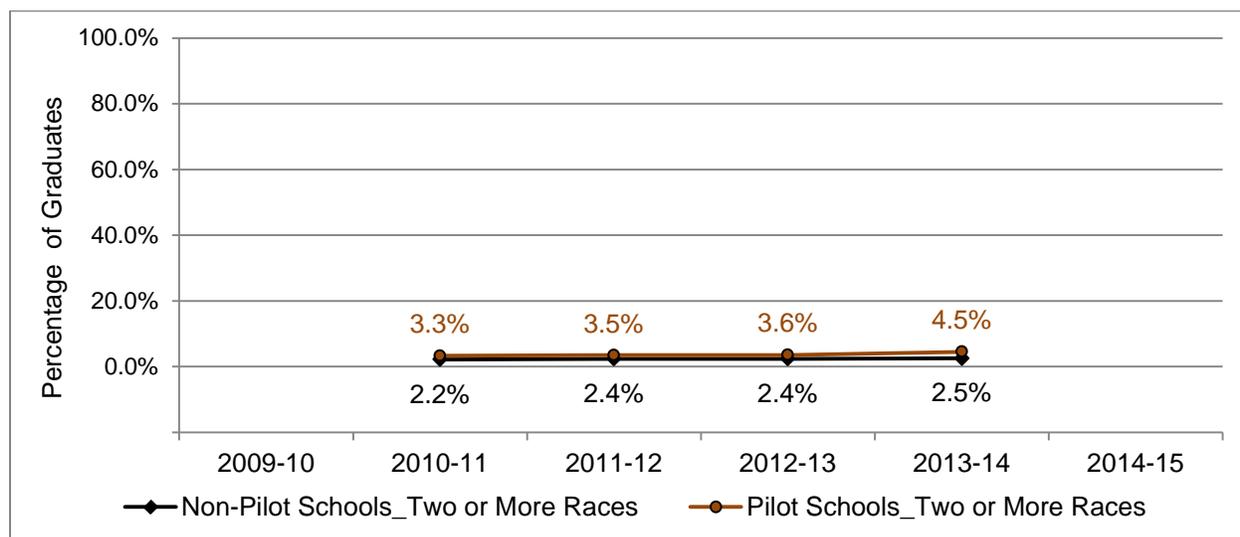


- If the 2010-11 baseline rate of 63.3% is used as the basis for comparisons, there was no significant change in the college-going rate of students of two or more races after the **FIRST** year of the ACT Pilot Project, but there was a substantial, if not a technically significant, INCREASE in the college-going rate after the **SECOND** year of the project.
- Conversely, if comparisons are based on the 2011-12 rate of 77.6%, there was a significant DECREASE in the college-going rate of students of two or more races after the **FIRST** year of the ACT Pilot Project, while there was no significant change in the college-going rate at the Pilot schools after the **SECOND** year of the project.

Consequently, “the jury is still out” on how the college-going rates of Pilot-school graduates of two or more races generally changed after the ACT Pilot Project was initiated.

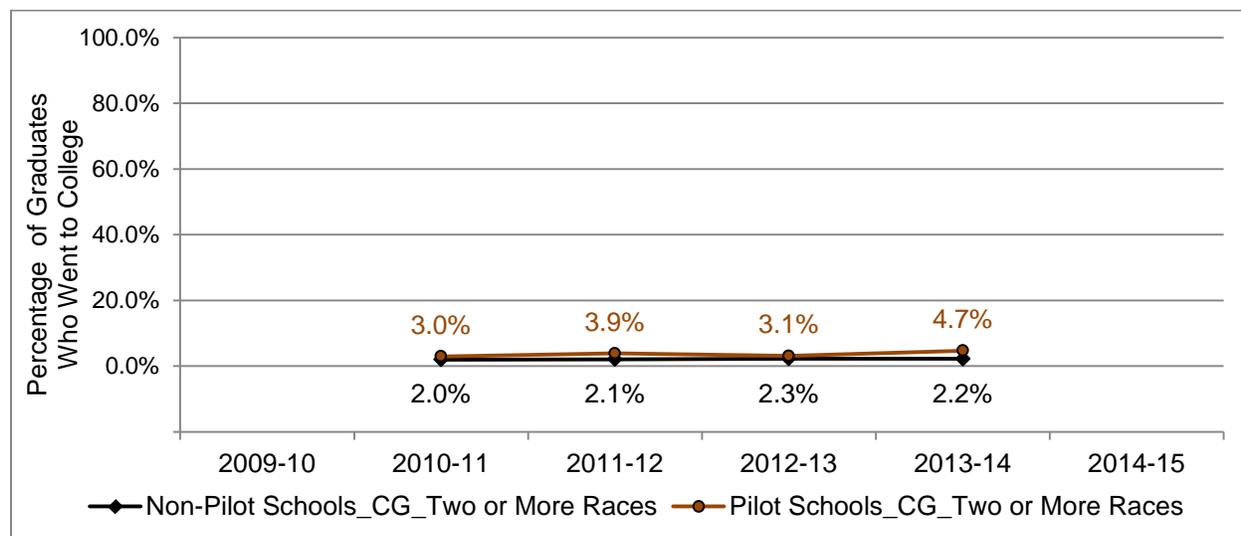
As shown in [Figure 10.3](#) below, students of two or more races accounted for 3.6% of the graduates from the Pilot schools in 2012-13 and for 4.5% in 2013-14. At the non-Pilot schools, students of two or more races accounted for 2.4% of the graduates in 2012-13 and for 2.5% in 2013-14.

Figure 10.3 Graduates of Two or More Races as a Percentage of Total Graduates



As illustrated in [Figure 10.4](#), students of two or more races accounted for 3.1% of the graduates of the Pilot schools in 2012-13 who continued on to college, compared to 3.6% of the total graduates in 2012-13. The following year, students of two or more races accounted for 4.7% of the college-going graduates from the class 2013-14, compared to 4.5% of the total graduates in 2013-14. Among the graduates of the non-Pilot schools, students of two or more races accounted for 2.2% or 2.3% of the college-going graduates in 2012-13 and 2013-14, compared to 2.4% or 2.5% of all graduates.

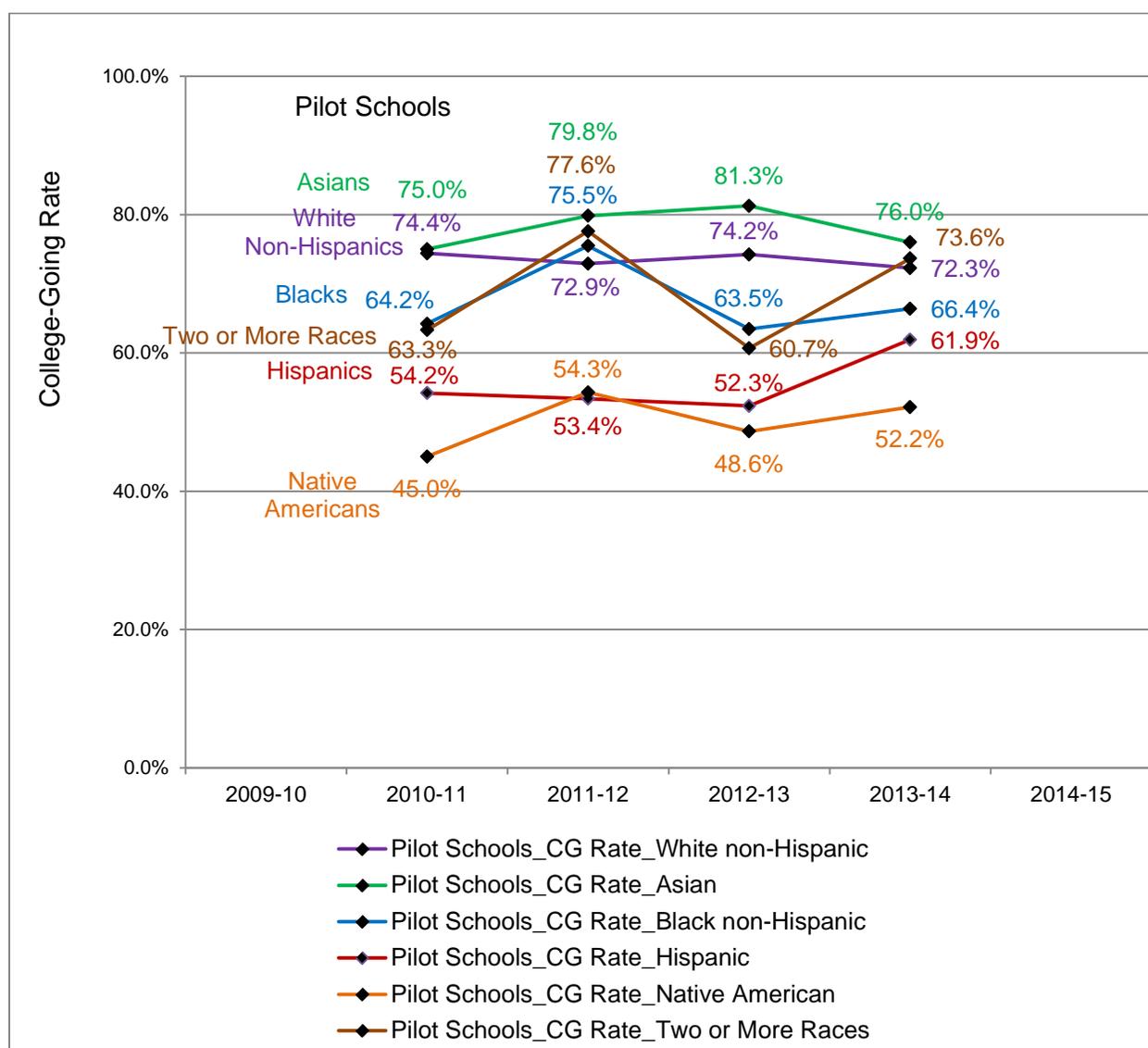
Figure 10.4 College-Going Graduates of Two or More Races as a Percentage of Total College-Going Graduates



Part 11: Comparison of College-Going Rates by Race/Ethnicity

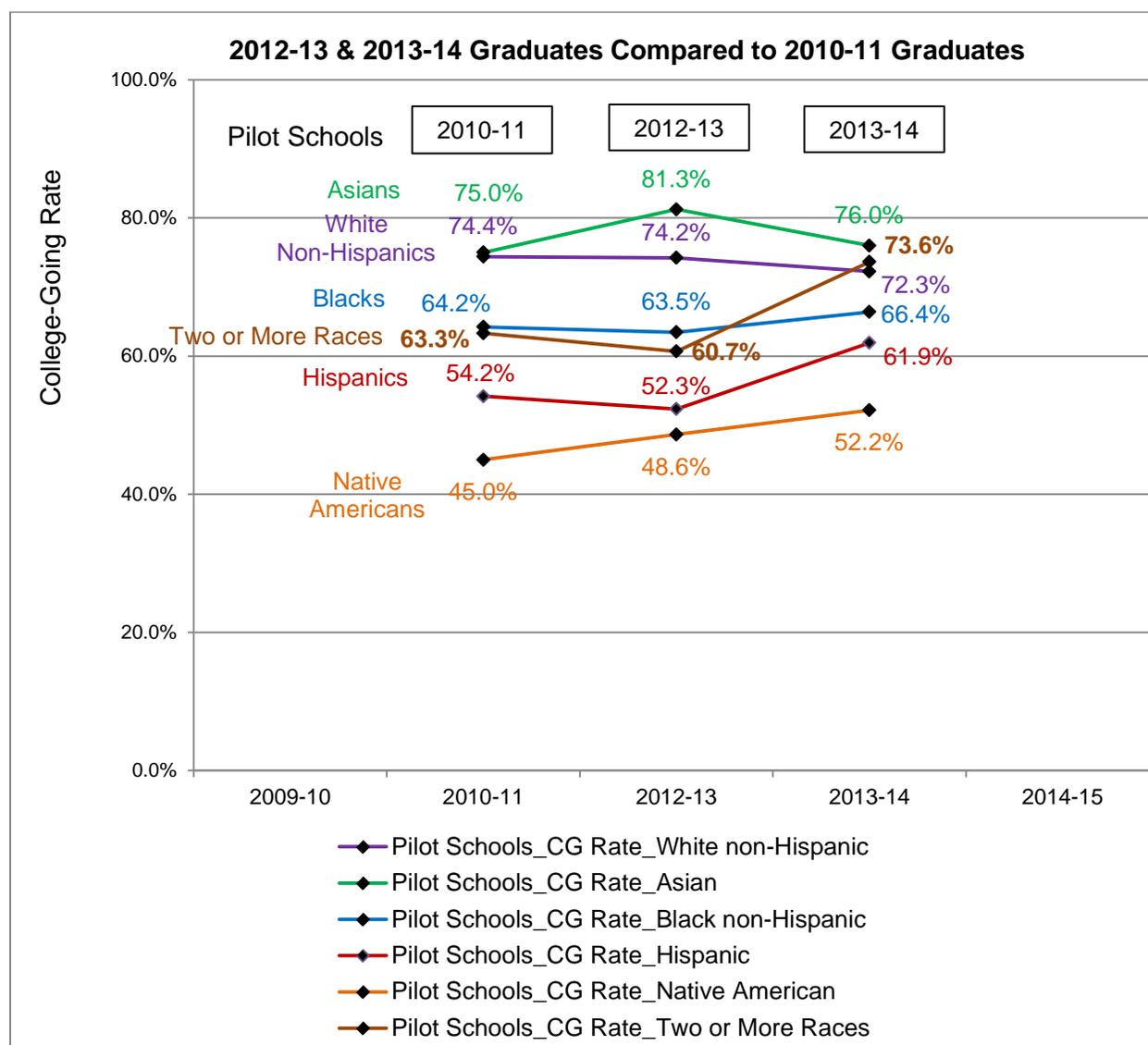
Figure 11.2 directly compares the college-going rates of the graduates of the Pilot schools in each of the six racial/ethnic groups for the two baseline years of this study (2010-2011 and 2011-2012) and the first two years of the ACT Pilot Project (2012-2013 and 2013-2014). Due to the significant spikes in the college-going rates of black non-Hispanics and students of two or more races, as well as the noticeable increase in the college-going rate of Native Americans who graduated in 2011-2012, the rank order of the six college-going rates, from highest to lowest, was noticeably different for the graduates in 2011-2012 than it was for the graduates in 2010-2011, 2012-2013, or 2013-2014. However, for all four graduating classes, Asians had the highest college-going rates, while Hispanics and Native Americans had the lowest college-going rates of the six racial/ethnic groups.

Figure 11.1 College-Going Rates of the Pilot Schools by Race/Ethnicity



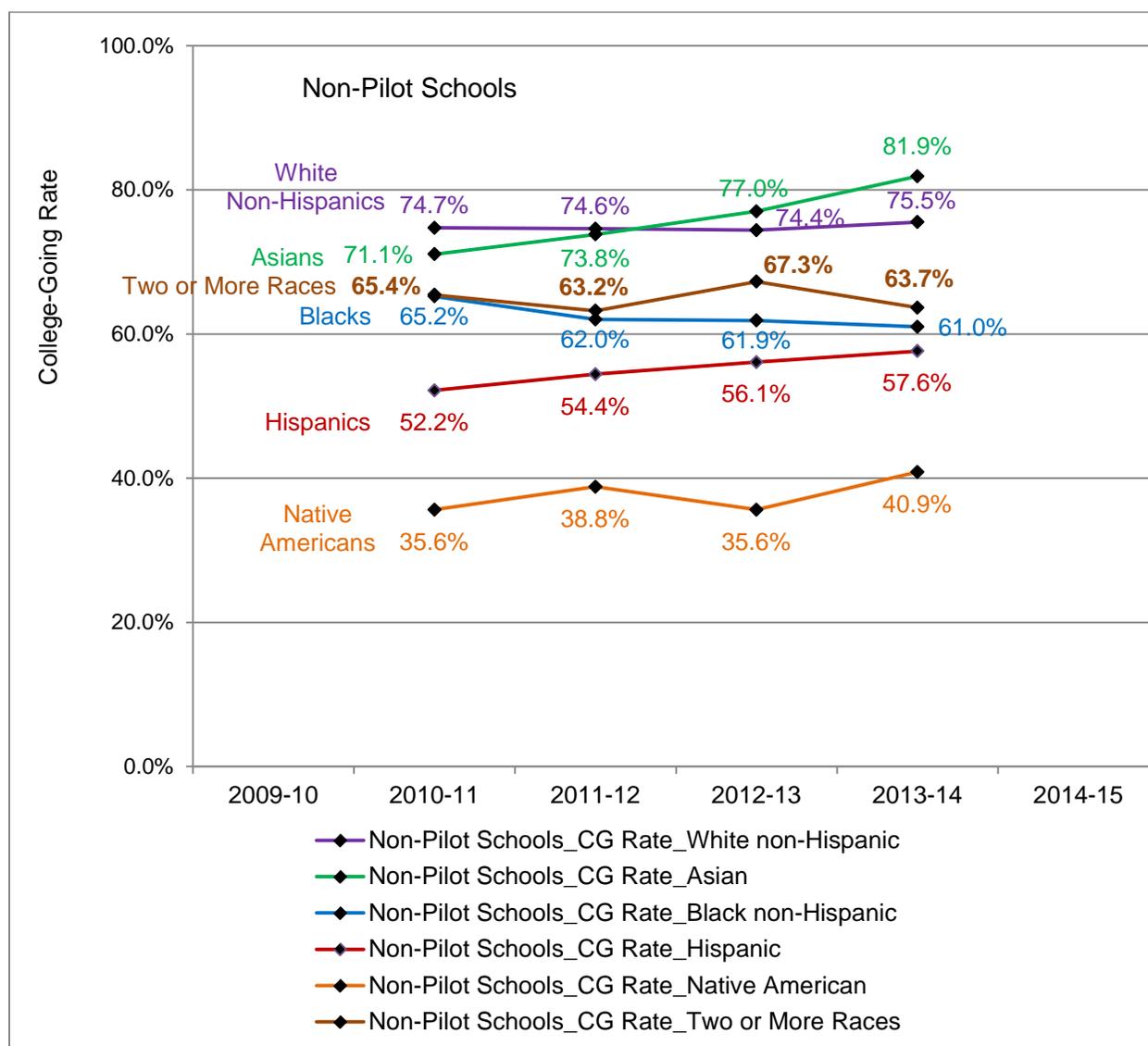
To provide a different, and hopefully clearer, direct comparison of the college-going rates of the graduates of the Pilot schools in each of the six racial/ethnic groups, Figure 11.2 below compares the college-going rates of the graduates in 2012-13 and 2013-14 only to the baseline rates for the graduates in 2010-11. Based on this comparison, it is easy to see that there were noticeable or statistically significant changes in the college-going rates of all six of the racial/ethnic groups after the ACT Pilot Project was initiated with the class of 2012-13. However, this chart also shows that there was no change in the rank order of the college-going rates, from highest to lowest, from 2010-11 to 2012-13 or to 2013-14, except in the case of the students of two more races who graduated in 2013-14. Excluding this group, Asians and white non-Hispanics had the highest college-going rates, black non-Hispanics had noticeably lower rates, and Hispanics and Native Americans had the lowest college-going rates, both before and after the ACT Pilot Project was initiated.

**Figure 11.2 College-Going Rates of Pilot Schools by Race/Ethnicity
2012-13 and 2013-14 Graduates Compared only to 2010-11 Graduates**



Like [Figure 11.1](#) for the [Pilot schools](#), [Figure 11.3](#) below directly compares the college-going rates of the graduates of the [non-Pilot schools](#) in each of the six racial/ethnic groups for the two baseline years of this study (2010-2011 and 2011-12) and the first and second years of the ACT Pilot Project (2012-13 and 2013-14). Due to increases in the college-going rate of Asians and slight decreases in the rate for white non-Hispanics, Asians had the highest college-going rates among the 2012-13 and 2013-14 graduates, while the rates for white non-Hispanics dropped to the second-highest. The college-going rates of the 2012-13 and 2013-14 graduates in the four other racial/ethnic groups remained in the same rank order as they were for the graduates in 2010-11 and 2011-12, even though the college-going rate of Hispanics increased significantly. However, among the 2012-13 graduates of the [Pilot schools](#), students of two or more races had a lower, rather than a higher, college-going rate than black non-Hispanics. Also at the [Pilot schools](#), students of two or more races who graduated in 2013-14 had a higher, rather than a lower, college-going rate than white non-Hispanics.

Figure 11.3 College-Going Rates of [Non-Pilot Schools](#) by Race/Ethnicity



Part 12: The 24 Groups Defined by Gender, Income, and Race/Ethnicity

The following discussion focuses on the analysis of the college-going rates of the 24 groups of graduates defined by gender, income, and race/ethnicity. As listed earlier in this report, these groups are as follows:

- Female, non-low-income white non-Hispanics
- Male, non-low-income white non-Hispanics
- Female, low-income white non-Hispanics
- Male, low-income white non-Hispanics

- Female, non-low-income Asians or Pacific Islanders
- Male, non-low-income Asians or Pacific Islanders
- Female, low-income Asians or Pacific Islanders
- Male, low-income Asians or Pacific Islanders

- Female, non-low-income black non-Hispanics
- Male, non-low-income black non-Hispanics
- Female, low-income black non-Hispanics
- Male, low-income black non-Hispanics

- Female, non-low-income Hispanics
- Male, non-low-income Hispanics
- Female, low-income Hispanics
- Male, low-income Hispanics

- Female, non-low-income Native Americans
- Male, non-low-income Native Americans
- Female, low-income Native Americans
- Male, low-income Native Americans

- Female, non-low-income of two or more races
- Male, non-low-income of two or more races
- Female, low-income of two or more races
- Male, low-income of two or more races

For each of the 24 groups, the following statistics for the graduates of the Pilot and non-Pilot schools in 2010-11, 2011-12, 2012-13, and 2013-14 are presented in [Table A.2a](#), [Table A.2b](#), [Table A.2c](#), and [Table A.2d](#) in [Appendix 2](#) of this report: (a) the number of graduates, (b) the number of graduates who continued on to college, and (c) the resulting college-going rate. In these tables, numbers and college-going rates are masked (not reported) when fewer than 10 students in a group graduated or continued on to college.

Part 12a: Comparisons of the Percentages of Graduates in Each of the 24 Groups

Initial steps in the analysis of the college-going rates of the 24 groups were (1) to determine the extent that each group was represented among the graduates of the Pilot and non-Pilot schools in 2012-13 and 2013-14, and (2) to determine if any differences between the Pilot and non-Pilot schools in 2012-13 and 2013-14 were consistent with the differences that were evidenced in 2010-11 and 2011-12, the only two baseline

years for which comparable data are available. The comparisons used for this preliminary analysis are presented in Table 1a through Table 1d beginning on page 57.

Table 1a directly compares the percentages of graduates in each of the 24 groups at the non-Pilot and Pilot schools in 2010-11, with the differences between the two distributions expressed in percentage points in the last column. Table 1b, Table 1c, and Table 1d show the same comparisons for the graduates of the non-Pilot and Pilot schools in 2011-12, 2012-13, and 2013-14, respectively.

Based on the data summarized in Table 1c and Table 1d on pages 59 and 60, the percentage of graduates in each of the 24 groups generally was about the same at the Pilot and non-Pilot schools in 2012-13 and 2013-14, which were the first two classes of graduates to participate in the ACT Pilot Project. As shown in Table 1c and Table 1d, the Pilot schools had lower percentages of female, non-low-income white non-Hispanics than the non-Pilot schools in 2012-13 and 2013-14, but by only 2.2 or 3.2 percentage points, respectively.

In both 2012-13 and 2013-14, the Pilot schools had lower percentages of male, non-low-income white non-Hispanics than the non-Pilot schools by 2.3 percentage points. In 2012-13, the Pilot schools also had a slightly lower percentage of male, low-income white non-Hispanics, but by only 1.2 percentage points. In 2013-14, female, low-income Hispanics accounted for a higher percentage of the graduates of the Pilot schools than of the graduates of the non-Pilot schools by 2.1 percentage points. However, for the remaining groups, the differences between the Pilot and non-Pilot schools in 2012-13 and 2013-14 ranged from only 0.1 to 0.9 of a percentage point.

Comparing the percentage distributions in Table 1c for 2012-13 and Table 1d for 2013-14 to the those presented in Table 1a and Table 1b for 2010-11 and 2011-12 reveals that the similarities and differences between the Pilot and non-Pilot schools were relatively consistent across the four graduating classes. With minor exceptions, the Pilot schools had slightly lower percentages of white and black non-Hispanics and slightly higher percentages of Asians, Hispanics, and graduates of two or more races.¹

The percentage distributions presented in Table 1c and Table 1d show that female and male, non-low-income white non-Hispanics continued to account for the highest percentages of the graduates at both the non-Pilot and Pilot schools. Together, these two groups accounted for 59% or 60% of the non-Pilot-school graduates and for 54% or 55% of the Pilot-school graduates in 2012-13 and 2013-14.

As also evidenced in Table 1c and Table 1d, female and male, low-income white non-Hispanics each accounted for about 7% to 9% of the graduates of the non-Pilot and Pilot schools in 2012-13 and 2013-14. Female and male, low-income Hispanics each accounted for 4% to 7% of the school populations, while the remaining 18 groups accounted for only small fractions of the graduates.

¹Due to the small numbers of Native Americans who graduated from the Pilot schools, the four groups of Native Americans defined by gender and income cannot be compared over the four-year period from 2010-11 to 2013-14.

Table 1a
Comparison of the Percentages of Graduates from the Non-Pilot Schools
and the Pilot Schools in Each of the 24 Groups of Students
Defined by Gender, Income, and Race/Ethnicity
2010-11 Graduates

Populations Defined by Gender, Income, and Race/Ethnicity ¹	Non-Pilot Schools		Pilot Schools		Percentage -Point Difference (Negatives Highlighted)
	No. of Graduates	% of Graduates	No. of Graduates	% of Graduates	
Female, non-low-income whites	4,956	30.8%	1,017	30.9%	0.1
Male, non-low-income whites	5,149	32.1%	938	28.5%	-3.6
Female, low-income whites	1,419	8.8%	259	7.9%	-0.9
Male, low-income whites	1,293	8.0%	232	7.0%	-1.0
Female, non-low-income Asians	78	0.5%	29	0.9%	0.4
Male, non-low-income Asians	80	0.5%	35	1.1%	0.6
Female, low-income Asians	41	0.3%	30	0.9%	0.6
Male, low-income Asians	36	0.2%	26	0.8%	0.6
Female, non-low-income blacks	142	0.9%	15	0.5%	-0.4
Male, non-low-income blacks	137	0.9%	19	0.6%	-0.3
Female, low-income blacks	287	1.8%	45	1.4%	-0.4
Male, low-income blacks	248	1.5%	44	1.3%	-0.2
Female, non-low-income Hispanics	260	1.6%	84	2.6%	1.0
Male, non-low-income Hispanics	270	1.7%	82	2.5%	0.8
Female, low-income Hispanics	593	3.7%	154	4.7%	1.0
Male, low-income Hispanics	552	3.4%	134	4.1%	0.7
Female, non-low-income Native Americans	38	0.2%			
Male, non-low-income Native Americans	29	0.2%	10	0.3%	0.1
Female, low-income Native Americans	58	0.4%	20	0.6%	0.2
Male, low-income Native Americans	49	0.3%			
Female, non-low-income 2 or more races	97	0.6%	29	0.9%	0.3
Male, non-low-income 2 or more races	89	0.6%	33	1.0%	0.4
Female, low-income 2 or more races	100	0.6%	26	0.8%	0.2
Male, low-income 2 or more races	64	0.4%	21	0.6%	0.2
Total	16,065	100.0%	3,292	100.0%	

¹Whites are white non-Hispanics, blacks are black non-Hispanics, and Native Americans consist of American Indians and Alaska Natives. Asians include Pacific Islanders.

²Numbers and percentages are not reported when fewer than 10 students graduated during the year.

Table 1b
Comparison of the Percentages of Graduates from the Non-Pilot Schools
and the Pilot Schools in Each of the 24 Groups of Students
Defined by Gender, Income, and Race/Ethnicity
2011-12 Graduates

Populations Defined by Gender, Income, and Race/Ethnicity ¹	Non-Pilot Schools		Pilot Schools		Percentage -Point Difference (Negatives Highlighted)
	No. of Graduates	% of Graduates	No. of Graduates	% of Graduates	
Female, non-low-income whites	4,777	29.8%	938	28.2%	-1.6
Male, non-low-income whites	4,958	30.9%	945	28.4%	-2.5
Female, low-income whites	1,406	8.8%	285	8.6%	-0.2
Male, low-income whites	1,335	8.3%	235	7.1%	-1.2
Female, non-low-income Asians	95	0.6%	24	0.7%	0.1
Male, non-low-income Asians	99	0.6%	37	1.1%	0.5
Female, low-income Asians	56	0.3%	24	0.7%	0.4
Male, low-income Asians	44	0.3%	29	0.9%	0.6
Female, non-low-income blacks	119	0.7%	18	0.5%	-0.2
Male, non-low-income blacks	128	0.8%	34	1.0%	0.2
Female, low-income blacks	365	2.3%	47	1.4%	-0.9
Male, low-income blacks	307	1.9%	52	1.6%	-0.3
Female, non-low-income Hispanics	270	1.7%	92	2.8%	1.1
Male, non-low-income Hispanics	248	1.5%	77	2.3%	0.8
Female, low-income Hispanics	651	4.1%	179	5.4%	1.3
Male, low-income Hispanics	615	3.8%	156	4.7%	0.9
Female, non-low-income Native Americans	35	0.2%			
Male, non-low-income Native Americans	34	0.2%			
Female, low-income Native Americans	61	0.4%			
Male, low-income Native Americans	71	0.4%	11	0.3%	-0.1
Female, non-low-income 2 or more races	92	0.6%	32	1.0%	0.4
Male, non-low-income 2 or more races	92	0.6%	28	0.8%	0.2
Female, low-income 2 or more races	121	0.8%	37	1.1%	0.3
Male, low-income 2 or more races	73	0.5%	19	0.6%	0.1
Total	16,052	100.0%	3,323	100.0%	

¹Whites are white non-Hispanics, blacks are black non-Hispanics, and Native Americans consist of American Indians and Alaska Natives. Asians include Pacific Islanders.

²Numbers and percentages are not reported when fewer than 10 students graduated during the year.

Table 1c
Comparison of the Percentages of Graduates from the Non-Pilot Schools
and the Pilot Schools in Each of the 24 Groups of Students
Defined by Gender, Income, and Race/Ethnicity
2012-13 Graduates

Populations Defined by Gender, Income, and Race/Ethnicity ¹	Non-Pilot Schools		Pilot Schools		Percentage -Point Difference (Negatives Highlighted)
	No. of Graduates	% of Graduates	No. of Graduates	% of Graduates	
Female, non-low-income whites	4,712	29.1%	886	26.9%	-2.2
Male, non-low-income whites	4,975	30.8%	936	28.5%	-2.3
Female, low-income whites	1,417	8.8%	304	9.2%	0.4
Male, low-income whites	1,348	8.3%	233	7.1%	-1.2
Female, non-low-income Asians	67	0.4%	35	1.1%	0.7
Male, non-low-income Asians	77	0.5%	32	1.0%	0.5
Female, low-income Asians	53	0.3%	37	1.1%	0.8
Male, low-income Asians	51	0.3%	24	0.7%	0.4
Female, non-low-income blacks	137	0.8%	20	0.6%	-0.2
Male, non-low-income blacks	148	0.9%	14	0.4%	-0.5
Female, low-income blacks	369	2.3%	68	2.1%	-0.2
Male, low-income blacks	306	1.9%	54	1.6%	-0.3
Female, non-low-income Hispanics	264	1.6%	73	2.2%	0.6
Male, non-low-income Hispanics	277	1.7%	70	2.1%	0.4
Female, low-income Hispanics	737	4.6%	180	5.5%	0.9
Male, low-income Hispanics	679	4.2%	168	5.1%	0.9
Female, non-low-income Native Americans	24	0.1%			
Male, non-low-income Native Americans	35	0.2%			
Female, low-income Native Americans	49	0.3%	14	0.4%	0.1
Male, low-income Native Americans	52	0.3%	12	0.4%	0.1
Female, non-low-income 2 or more races	88	0.5%	31	0.9%	0.4
Male, non-low-income 2 or more races	91	0.6%	28	0.9%	0.3
Female, low-income 2 or more races	112	0.7%	35	1.1%	0.4
Male, low-income 2 or more races	97	0.6%	23	0.7%	0.1
Total	16,165	100.0%	3,288	100.0%	

¹Whites are white non-Hispanics, blacks are black non-Hispanics, and Native Americans consist of American Indians and Alaska Natives. Asians include Pacific Islanders.

²Numbers and percentages are not reported when fewer than 10 students graduated during the year.

Table 1d
Comparison of the Percentages of Graduates from the Non-Pilot Schools
and the Pilot Schools in Each of the 24 Groups of Students
Defined by Gender, Income, and Race/Ethnicity
2013-14 Graduates

Populations Defined by Gender, Income, and Race/Ethnicity ¹	Non-Pilot Schools		Pilot Schools		Percentage -Point Difference (Negatives Highlighted)
	No. of Graduates	% of Graduates	No. of Graduates	% of Graduates	
Female, non-low-income whites	4,722	29.1%	856	25.9%	-3.2
Male, non-low-income whites	4,840	29.8%	910	27.6%	-2.3
Female, low-income whites	1,402	8.6%	300	9.1%	0.5
Male, low-income whites	1,263	7.8%	252	7.6%	-0.2
Female, non-low-income Asians	121	0.7%	23	0.7%	0.0
Male, non-low-income Asians	78	0.5%	29	0.9%	0.4
Female, low-income Asians	62	0.4%	32	1.0%	0.6
Male, low-income Asians	59	0.4%	41	1.2%	0.8
Female, non-low-income blacks	125	0.8%	15	0.5%	-0.3
Male, non-low-income blacks	144	0.9%	20	0.6%	-0.3
Female, low-income blacks	376	2.3%	47	1.4%	-0.9
Male, low-income blacks	319	2.0%	43	1.3%	-0.7
Female, non-low-income Hispanics	279	1.7%	81	2.5%	0.8
Male, non-low-income Hispanics	301	1.9%	90	2.7%	0.8
Female, low-income Hispanics	757	4.7%	226	6.8%	2.1
Male, low-income Hispanics	806	5.0%	165	5.0%	0.0
Female, non-low-income Native Americans	27	0.2%			
Male, non-low-income Native Americans	22	0.1%			
Female, low-income Native Americans	59	0.4%			
Male, low-income Native Americans	56	0.3%			
Female, non-low-income 2 or more races	108	0.7%	39	1.2%	0.5
Male, non-low-income 2 or more races	90	0.6%	40	1.2%	0.6
Female, low-income 2 or more races	130	0.8%	37	1.1%	0.3
Male, low-income 2 or more races	82	0.5%	32	1.0%	0.5
Total	16,228	100.0%	3,301	100.0%	

¹Whites are white non-Hispanics, blacks are black non-Hispanics, and Native Americans consist of American Indians and Alaska Natives. Asians include Pacific Islanders.

²Numbers and percentages are not reported when fewer than 10 students graduated during the year.

Part 12b: Rank-Order Analysis by College-Going Rates

The next step in the analysis was to place the 24 groups of graduates in 2012-13 and 2013-14 in rank order, from highest to lowest, based on their college-going rates. The resulting rankings are presented in Table 2a and Table 2b on the next two pages. In both tables, the gender-income-race/ethnicity groups are color coded to facilitate interpretation of the rankings.

The college-going rates of the Native Americans who graduated from the Pilot schools in 2012-13 or 2013-14 are not listed in Table 2a and Table 2b because fewer than 10 of these students graduated or continued on to college in each of the four groups defined by gender and income. For the Pilot schools, male, non-low-income black non-Hispanics also had to be excluded from the rankings for 2012-13, shown in Table 2a, because fewer than 10 graduates in this group continued on to college. For the same reason, female non-low-income Native Americans who graduated from the non-Pilot schools in 2012-13 could not be ranked based on their college-going rate.

As shown in Table 2a, the college-going rates of the students who graduated from the non-Pilot schools in 2012-13 ranged from 83.5% for female, non-low-income white non-Hispanics to 32.7% for female, low-income Native Americans. Excluding Native Americans, the rates ranged from 83.5% down to 48.7% for male, low-income Hispanics, or a range of 34.8 percentage points.

For the 2012-13 graduates of the Pilot schools, the range of college-going rates was slightly broader than the range of rates for the graduates of the non-Pilot schools. As shown in Table 2a, the college-going rates of the students who graduated from the Pilot schools in 2012-13 ranged from 87.5% for male, low-income Asians down to 46.4% for male, low-income Hispanics, a range of 41.1 percentage points. As stated above, the comparable range for 2012-13 graduates of the non-Pilot schools was 34.8 percentage points.

As reported in Table 2b, the range of college-going rates of the 2013-14 graduates of the non-Pilot schools widened to 85.6% for female, non-low-income black non-Hispanics to 35.7% for male, low-income Native Americans. Excluding Natives, the rates ranged from 85.6% down to 37.8% for male, low-income graduates of two or more races, a range of 47.8 percentage points (compared to 34.8 percentage points a year earlier).

For the 2013-14 graduates of the Pilot schools, the range of college-going rates was narrower than for the graduates of the non-Pilot schools, from 82.6% for female, non-low-income Asians down to 48.8% for male, low-income white non-Hispanics, a range of 33.8 percentage points. This compares to a range of 47.8 percentage points for the graduates of the non-Pilot schools in 2013-14 and to a range of 41.1 percentage points for the 2012-13 Pilot-school graduates.

In addition to evidencing the ranges of the college-going rates for the graduating classes of 2012-13 and 2013-14, the rankings presented in Table 2a and Table 2b were compared to the results of the rank-order analysis of the baseline college-going rates

Table 2a				
Rank Order of the College-Going Rates of the 2012-13 Graduates in the Groups of Students Defined by Gender, Income, and Race/Ethnicity¹				
Part A: Non-Pilot Schools Combined				
Gender-Income-Racial/Ethnic Group			No. of Graduates	College-Going Rate
Female	Non-low-income	White non-Hispanics	4,712	83.5%
Female	Low-income	Asians	53	81.1%
Female	Non-low-income	2 or more races	88	80.7%
Male	Non-low-income	Asians	77	80.5%
Female	Non-low-income	Black non-Hispanics	137	75.9%
Male	Non-low-income	White non-Hispanics	4,975	74.7%
Female	Non-low-income	Asians	67	74.6%
Male	Low-income	Asians	51	70.6%
Male	Non-low-income	2 or more races	91	70.3%
Male	Non-low-income	Black non-Hispanics	148	69.6%
Female	Non-low-income	Hispanics	264	67.8%
Female	Low-income	White non-Hispanics	1,417	65.4%
Female	Low-income	2 or more races	112	63.4%
Male	Low-income	Black non-Hispanics	306	58.2%
Male	Non-low-income	Hispanics	277	58.1%
Female	Low-income	Hispanics	737	57.9%
Male	Low-income	2 or more races	97	56.7%
Female	Low-income	Black non-Hispanics	369	56.6%
Male	Low-income	White non-Hispanics	1,348	50.7%
Male	Low-income	Hispanics	679	48.7%
Male	Non-low-income	Native Americans	35	45.7%
Male	Low-income	Native Americans	52	34.6%
Female	Low-income	Native Americans	49	32.7%
Female	Non-low-income	Native Americans	Fewer than 10 to college	
Part B: Pilot Schools Combined				
Gender-Income-Racial/Ethnic Group			No. of Graduates	College-Going Rate
Male	Low-income	Asians	24	87.5%
Female	Non-low-income	Black non-Hispanics	20	85.0%
Female	Non-low-income	White non-Hispanics	886	84.5%
Male	Non-low-income	Asians	32	84.4%
Female	Non-low-income	Asians	35	82.9%
Male	Non-low-income	White non-Hispanics	936	74.9%
Female	Low-income	Asians	37	73.0%
Female	Non-low-income	2 or more races	31	64.5%
Female	Low-income	2 or more races	35	62.9%
Female	Low-income	Black non-Hispanics	68	61.8%
Female	Low-income	White non-Hispanics	304	61.2%
Female	Non-low-income	Hispanics	73	60.3%
Male	Non-low-income	Hispanics	70	58.6%
Male	Low-income	Black non-Hispanics	54	57.4%
Male	Non-low-income	2 or more races	28	57.1%
Male	Low-income	2 or more races	23	56.5%
Female	Low-income	Hispanics	180	52.2%
Male	Low-income	White non-Hispanics	233	49.4%
Male	Low-income	Hispanics	168	46.4%
Male	Non-low-income	Black non-Hispanics	Fewer than 10 to college	

¹Native Americans who graduated from the Pilot schools are not reported because fewer than 10 continued to college in each of the four gender-income groups.

Table 2b				
Rank Order of the College-Going Rates of the 2013-14 Graduates in the Groups of Students Defined by Gender, Income, and Race/Ethnicity¹				
Part A: Non-Pilot Schools Combined				
Gender-Income-Racial/Ethnic Group			No. of Graduates	College-Going Rate
Female	Non-low-income	Black non-Hispanics	125	85.6%
Female	Non-low-income	White non-Hispanics	4,722	84.5%
Female	Non-low-income	Asians	121	83.5%
Female	Low-income	Asians	62	82.3%
Male	Non-low-income	Asians	78	82.1%
Female	Non-low-income	2 or more races	108	79.6%
Male	Low-income	Asians	59	78.0%
Male	Non-low-income	White non-Hispanics	4,840	76.2%
Male	Non-low-income	2 or more races	90	72.2%
Female	Non-low-income	Hispanics	279	65.9%
Female	Low-income	White non-Hispanics	1,402	65.1%
Female	Low-income	Hispanics	757	60.9%
Female	Low-income	2 or more races	130	60.8%
Male	Low-income	Black non-Hispanics	319	58.9%
Male	Non-low-income	Hispanics	301	57.1%
Female	Low-income	Black non-Hispanics	376	56.6%
Male	Non-low-income	Black non-Hispanics	144	55.6%
Male	Low-income	Hispanics	806	51.9%
Male	Low-income	White non-Hispanics	1,263	51.1%
Female	Non-low-income	Native Americans	27	48.1%
Male	Non-low-income	Native Americans	22	45.5%
Female	Low-income	Native Americans	59	40.7%
Male	Low-income	2 or more races	82	37.8%
Male	Low-income	Native Americans	56	35.7%
Part B: Pilot Schools Combined				
Gender-Income-Racial/Ethnic Group			No. of Graduates	College-Going Rate
Female	Non-low-income	Asians	23	82.6%
Male	Non-low-income	2 or more races	40	82.5%
Female	Non-low-income	2 or more races	856	81.9%
Male	Non-low-income	Asians	29	79.3%
Female	Low-income	Black non-Hispanics	47	78.7%
Female	Non-low-income	2 or more races	39	76.9%
Female	Non-low-income	Hispanics	81	75.3%
Female	Low-income	Asians	32	75.0%
Female	Non-low-income	Black non-Hispanics	15	73.3%
Male	Non-low-income	White non-Hispanics	910	71.4%
Male	Low-income	Asians	41	70.7%
Female	Low-income	2 or More Races	37	70.3%
Female	Low-income	White non-Hispanics	300	67.0%
Male	Low-income	2 or more races	32	62.5%
Female	Low-income	Hispanics	226	60.2%
Male	Non-low-income	Black non-Hispanics	20	60.0%
Male	Low-income	Hispanics	165	59.4%
Male	Non-low-income	Hispanics	90	58.9%
Male	Low-income	Black non-Hispanics	43	53.5%
Male	Low-income	White non-Hispanics	252	48.8%
¹ Native Americans who graduated from the Pilot schools are not reported because fewer than 10 continued to college in each of the four gender-income groups.				

calculated for the students who graduated in 2010-11 and 2011-12. The objective of this comparison was to determine which, if any, groups continued to have relatively low college-going rates over the four-year period from 2010-11 to 2013-14 and, as a result, continued to be underrepresented among the college-going graduates.

For reference, Table A.3a in Appendix 3 shows the rank orders of the statewide college-going rates of the 2010-11 and 2011-12 graduates of the Pilot and non-Pilot schools combined. In addition, the rank orders of the college-going rates of the 2010-11 and 2011-12 graduates of the Pilot schools and the non-Pilot schools are presented in Table A.3b and Table A.3c in Appendix 3.

Based on the rank-order analysis of the statewide college-going rates for all of Nebraska's public high schools presented in Table A.3a, the college-going rates of the following 10 groups were consistently lower than 60.0% and lower than the college-going rates of the other 14 groups defined by gender, income, and race/ethnicity in both 2010-11 and 2011-12:

- Male, low-income white non-Hispanics
- Male, low-income black non-Hispanics
- Male, non-low-income Hispanics
- Female, low-income Hispanics
- Male, low-income Hispanics
- Female, non-low-income Native Americans
- Male, non-low-income Native Americans
- Female, low-income Native Americans
- Male, low-income Native Americans
- Male, low-income graduates of two or more races

The rank-order analysis of the college-going rates of the 2010-11 and 2011-12 graduates of the Pilot and non-Pilot schools, shown in Table A3b and Table A.3c, revealed that the above 10 groups had college-going rates that were among the 10 lowest at the non-Pilot schools, with only one exception. This exception was the group of male, non-low-income Hispanics who graduated in 2011-12 and had a college-going rate that was higher than the rate for 12 other groups.

The four groups of Native Americans did not have reportable college-going rates at the Pilot schools. However, the college-going rates of the other six groups listed above were all among the lowest college-going rates for the graduates from the Pilot schools in both 2010-11 and 2011-12.

Analysis of the rankings for the graduates in 2012-13, shown in Table 2a, revealed that the groups of Native Americans with at least 10 college-going graduates

continued to have the lowest college-going rates among the graduates of the non-Pilot schools. Specifically, these three groups were male, non-low-income Native Americans; female, low-income Native Americans; and male, low-income Native Americans.

The rank order of the college-going rates of the graduates of the non-Pilot schools in 2013-14, shown in Table 2b, revealed that male, low-income graduates of two or more races had the second-lowest college-going rate of 37.8%. This rate was lower than the rates for three of the four groups of Native Americans. Otherwise, however, Native Americans continued to have the lowest college-going rates when compared to the other 19 groups who graduated from the non-Pilot schools.

Excluding Native Americans, the rank-order analysis indicated that the other six groups listed on the previous page continued to have among the lowest college-going rates of the students who graduated from the Pilot and non-Pilot schools in 2012-13 and 2013-14. Consequently, it can be generally concluded that the 10 groups with the lowest college-going rates prior to the ACT Pilot Project continued to have among the lowest rates at both the Pilot and non-Pilot schools after the project was initiated.

Another important conclusion that can be drawn from the rankings shown in Table 2a and Table 2b, as well as from the rank-order analysis of the college-going rates of the graduates in 2010-11 and 2011-12, is that no single variable—whether it be gender, household income, or race/ethnicity—indicates whether a group defined by all three variables will have a higher or lower college-going rate than another group. As evidenced earlier in this report, females have had higher college-going rates than males, and non-low-income graduates have had higher college-going rates than graduates from low-income households, when student populations are defined only by gender or household income. However, as shown in Table 2a and Table 2b, these generalities are not always true when gender and income are combined with race/ethnicity to define groups of graduates.

Among the groups of graduates from 2010-11 through 2013-14 that were ranked on the basis of their college-going rates, females did not always have college-going rates that were higher than the college-going rates of their male classmates. Similarly, non-low-income graduates did not always have college-going rates that were higher than those of low-income graduates. Furthermore, the college-going rates of the graduates in one racial/ethnic group were not always higher or lower than the college-going rates of any other group, with the exception of the groups of Native Americans who graduated from the non-Pilot schools in 2012-13. Consequently, it has been important to conduct a separate analysis of the college-going rates of each of the 24 student populations defined by gender, income, and race/ethnicity to determine if and to what extent they changed over the course of this study.

Part 12c: Analysis of the Changes in the College-Going Rates of Each of the 24 Groups Defined by Gender, Income, and Race/Ethnicity

The final step in the analysis of the college-going rates of the 24 groups defined by gender, income, and race/ethnicity was to analyze the changes that occurred in the college-going rate of each group over the two-year baseline period between 2010-11 and 2011-12 and after the ACT Pilot Project was initiated with the class of 2012-13. This analysis was conducted, not only to identify the changes that occurred in the college-going rates of the graduates of the Pilot schools, but also to determine if comparable changes occurred in the college-going rates of the 24 groups of graduates from the non-Pilot schools.

All of the changes that occurred in the college-going rates of the 24 groups are shown in a series of trend charts in Appendix 4 of this report—one for each group defined by gender, income, and race/ethnicity. Accompanying each chart is a table showing the percentage-point changes that occurred in the group's college-going rates at the Pilot and non-Pilot schools. The accompanying table also reports the statistical significance of these changes if the probability of their occurrence by chance is close to or less than 0.05 (or 5%). In addition, each of the 24 charts of college-going rates is preceded by a chart that tracks the number of graduates in the group and the number of these graduates who continued on to college, resulting in a total of 48 charts in Appendix 4.

Table 3 through Table 6 in this section summarize the magnitude, direction, and statistical significance of all of the changes that occurred in the college-going rates of the Pilot and non-Pilot schools before and after the ACT Pilot Project was initiated. Following the discussion of the findings summarized in Table 3 through Table 6, the remainder of this section focuses on the four-year trends in the college-going rates of each of the 24 groups of graduates from the Pilot and non-Pilot schools. The discussion of these trends focuses primarily on the groups of particular interest in this study, either because their college-going rates have been low, relative to the rates of other groups, or because there were significant increases or decreases in their college-going rates after the ACT Pilot Project was initially implemented.

Changes that Occurred Over the Two-Year Baseline Period

Table 3, beginning on the page after next, compares the college-going rates of the 24 groups of students who graduated in 2011-12 to the college-going rates of the students who graduated in 2010-11, which was the beginning of the two-year baseline period. Expressed in percentage points, the one-year increases and decreases in the college-going rates are listed in the next to the last column of the table. The probability (p) of an increase or decrease occurring only by chance is listed in the last column of the table if it is close to or less than 0.05 (or 5%). If the probability is less than 0.05, it means that the increase or decrease is unlikely to have occurred simply by chance and, as a result, can be considered statistically significant.

Statistically significant increases or decreases in the baseline college-going rates are highlighted in Table 3 to distinguish them from the changes that probably occurred

as a result of normal variability. Significant changes at the Pilot schools are highlighted in yellow. Significant changes at the non-Pilot schools are highlighted in orange.

The first conclusion that can be drawn from an analysis of the one-year changes that are shown in Table 3 is that they were not consistent across the 24 groups in magnitude or direction at either the Pilot or the non-Pilot schools. The one-year changes in the college-going rates of the graduates of the Pilot schools varied widely, from a decrease of 7.6 percentage points to an increase of 25.1 percentage points. From one year to the next, college-going rates at the Pilot schools decreased for seven groups, increased for 13 groups, and could not be reported for four groups.

For the non-Pilot schools, the one-year changes, shown in Table 3 on the next two pages, ranged from a decrease of 8.8 percentage points to an increase of 9.2 percentage points. Of the 24 groups of graduates from the non-Pilot schools, eight had college-going rates that decreased from one year to the next, while 16 groups had college-going rates that increased.

The second conclusion that can be drawn from the analysis summarized in Table 3 is that there were very few statistically significant differences between the baseline college-going rates of the students who graduated in 2010-11 and 2011-12.

- From the graduating class of 2010-11 to the class of 2011-12, there was a statistically significant decrease of 1.9 percentage points in the college-going rate of male, non-low income white non-Hispanics who graduated from the non-Pilot schools ($x^2 = 0.4882$, $p = 0.0271$). Although this decrease was noticeably smaller than many of the other changes evidenced in Table 3, it was statistically significant due to the large numbers of graduates in this group: 5,149 in 2010-11 and 4,777 in 2011-12. At the Pilot schools, there was a comparable decrease of 1.4 percentage points in the college-going rate of the same group of graduates, but this decrease was not statistically significant, since there were fewer than 1,000 graduates in this group in 2010-11 and 2011-12 ($x^2 = 0.4436$, $p = 0.5054$).
- At the Pilot schools, there was a 10.8 percentage-point increase in the college going rate of female, low-income white non-Hispanics that was significant statistically ($x^2 = 6.8677$, $p = 0.0038$), while the college-going rate for this group at the non-Pilot schools increased by only 0.9 of a percentage point, which was not significant ($x^2 = 0.2417$, $p = 0.6230$).
- The only group with changes of significance in their college-going rate at both the Pilot and non-Pilot schools were female, low-income black non-Hispanics, and these changes were in opposite directions. The 16.3 percentage-point increase in the college-going rate of this group at the Pilot schools was high enough to approach statistical significance ($x^2 = 3.2624$, $p = 0.0709$). In comparison, however, the college-going rate of female, low-income blacks at the non-Pilot schools decreased significantly by 8.8 percentage points ($x^2 = 5.4080$, $p = 0.0200$).
- In contrast, the college-going rate for female, non-low-income Hispanics who graduated from the non-Pilot schools increased significantly 9.2 percentage

Table 3 – Baseline Rates Compared
Percentage-Point Changes in the College-Going Rates of the 24 Groups Defined by Gender, Income, and Race/Ethnicity: College-Going Rates of the 2011-2012 Graduates Compared to the College-Going Rates of the 2010-2011 Graduates¹

Schools	Group Defined by Gender, Income, and Race/Ethnicity	No. of Grads in 2010-11	No. of Grads in 2011-12	College-Going Rate for 2010-11 Grads	College-Going Rate for 2011-12 Grads	1-Year Change in CG Rate from 2010-11	p if < 0.05 ²
Pilots	Female, non-low-income white non-Hispanics	1017	938	83.3%	80.7%	-2.6	
Non-Pilots		4,956	4,777	82.8%	84.2%	1.4	
Pilots	Male, non-low-income white non-Hispanics	938	945	72.4%	71.0%	-1.4	
Non-Pilots		5,149	4,958	75.3%	73.4%	-1.9	0.0271
Pilots	Female, low-income white non-Hispanics	259	285	59.1%	69.8%	10.8	0.0088
Non-Pilots		1,419	1,406	64.6%	65.5%	0.9	
Pilots	Male, low-income white non-Hispanics	232	235	60.8%	53.2%	-7.6	
Non-Pilots		1,293	1,335	52.7%	54.5%	1.7	
Pilots	Female, non-low-income Asians	29	24	72.4%	79.2%	6.8	
Non-Pilots		78	95	75.6%	80.0%	4.4	
Pilots	Male, non-low-income Asians	35	37	80.0%	78.4%	-1.6	
Non-Pilots		80	99	76.3%	78.8%	2.5	
Pilots	Female, low-income Asians	30	24	76.7%	87.5%	10.8	E < 5
Non-Pilots		41	56	61.0%	67.9%	6.9	
Pilots	Male, low-income Asians	26	29	69.2%	75.9%	6.6	
Non-Pilots		36	44	61.1%	56.8%	-4.3	
Pilots	Female, non-low-income black non-Hispanics	15	18	80.0%	77.8%	-2.2	E < 5
Non-Pilots		142	119	77.5%	79.8%	2.4	
Pilots	Male, non-low-income black non-Hispanics	19	34	63.2%	88.2%	25.1	E < 5
Non-Pilots		137	128	60.6%	67.2%	6.6	
Pilots	Female, low-income black non-Hispanics	45	47	66.7%	83.0%	16.3	0.0709 close
Non-Pilots		287	365	68.3%	59.5%	-8.8	0.0200
Pilots	Male, low-income black non-Hispanics	44	52	56.8%	59.6%	2.8	
Non-Pilots		248	307	57.3%	56.0%	-1.2	

¹Statistics are not reported for groups with fewer than 10 graduates or college-going graduates.

²p = the probability of the difference between the two college-going rates occurring only by chance, based on the calculated Pearson chi-square value. E < 5 means the chi-square value should not be calculated because the expected value of the number of graduates from at least one class that went to college or did not go to college was less than 5.0.

Continued on the next page

Table 3 – Baseline Rates Compared, Continued
Percentage-Point Changes in the College-Going Rates of the 24 Groups Defined by Gender, Income, and Race/Ethnicity: College-Going Rates of the 2011-2012 Graduates Compared to the College-Going Rates of the 2010-2011 Graduates¹

	Group Defined by Gender, Income, and Race/Ethnicity	No. of Grads in 2010-11	No. of Grads in 2011-12	College-Going Rate for 2010-11 Grads	College-Going Rate for 2011-12 Grads	1-Year Change in CG Rate from 2010-11	p if < 0.05 ²
Pilots	Female, non-low-income Hispanics	84	92	63.1%	64.1%	1.0	
Non-Pilots		260	270	62.3%	71.5%	9.2	0.0248
Pilots	Male, non-low-income Hispanics	82	77	59.8%	54.5%	-5.2	
Non-Pilots		270	248	55.9%	60.5%	4.6	
Pilots	Female, low-income Hispanics	154	179	53.2%	54.7%	1.5	
Non-Pilots		593	651	51.1%	55.1%	4.0	
Pilots	Male, low-income Hispanics	134	156	46.3%	44.9%	-1.4	
Non-Pilots		552	615	46.7%	43.7%	-3.0	
Pilots	Female, non-low-income Native Americans						
Non-Pilots		38	35	57.9%	54.3%	-3.6	
Pilots	Male, non-low-income Native Americans	10					
Non-Pilots		29	34	41.4%	47.1%	5.7	
Pilots	Female, low-income Native Americans	20					
Non-Pilots		58	61	20.7%	29.5%	8.8	
Pilots	Male, low-income Native Americans		11				
Non-Pilots		49	71	32.7%	35.2%	2.6	
Pilots	Female, non-low-income of 2 or more races	29	32	79.3%	87.5%	8.2	E < 5
Non-Pilots		97	92	74.2%	75.0%	0.8	
Pilots	Male, non-low-income of 2 or more races	33	28	63.6%	75.0%	11.4	
Non-Pilots		89	92	67.4%	58.7%	-8.7	
Pilots	Female, low-income of 2 or more races	26	37	50.0%	70.3%	20.3	
Non-Pilots		100	121	61.0%	64.5%	3.5	
Pilots	Male, low-income of 2 or more races	21	19	57.1%	78.9%	21.8	
Non-Pilots		64	73	56.3%	52.1%	-4.2	

General Note: The percentage-point differences shown in this table are based on the college-going rates carried out to 10 or more decimal places and may not be the same as the differences found by subtraction of the two percentages rounded to only one decimal point.

points from the first baseline year to the second ($\chi^2 = 5.0402$, $p = 0.0248$). However, at the Pilot schools, the college-going rate of this group increased only 1.0 percentage point, which was far from significant, given that fewer than 100 students were in this racial/ethnic group in 2010-11 and 2011-12 ($\chi^2 = 0.0203$, $p = 0.8866$).

In summary, there were only two groups of graduates from the Pilot schools with college-going rates that significantly increased from 2010-11 to 2011-12, namely, female, low-income white non-Hispanics and female, low-income black non-Hispanics. In addition, as reported in Table 3, there were four other groups with noticeable increases in their college-going rates between 2010-11 and 2011-12 that ranged from 11.4 to 25.1 percentage points. However, these increases were not statistically significant, due to the relatively small number of graduates in the groups.

Differences between the College-Going Rates of the Students Representing the First Two Years of the ACT Pilot Project

Table 4, beginning on the page after next, directly compares the college-going rates of the 24 groups of students who graduated in 2012-13 to the college-going rates of the graduates in 2013-14. Expressed in percentage points, the one-year increases and decreases in college-going rates that occurred between the first and second year of the ACT Pilot Project are listed in the next to the last column of the table. The probability (p) that a difference between the college-going rates of the 2012-13 and 2013-14 graduates occurred only by chance is listed in the last column of the table if it is close to or less than 0.05 (or 5%).

As was the case with the changes that occurred between the two baseline years, the changes in college-going rates between the first and second years of the ACT Pilot Project were not consistent in magnitude or direction for either the Pilot or non-Pilot schools. For the graduates of the Pilot schools, the one-year changes varied from a decrease of 16.8 percentage points to an increase of 25.4 percentage points. Of the 20 groups with sufficient data, 11 groups had higher rates after the second year of the ACT Pilot Project than after the first year, and nine groups had lower rates.

For the graduates of the non-Pilot schools, the one-year changes that occurred between 2012-13 and 2013-14 varied from a decrease of 18.9 percentage points to an increase of 9.7 percentage points. Of the 24 groups of graduates from the non-Pilot schools, 14 had higher college-going rates for the class of 2013-14 than for the class of 2012-13, eight groups had lower rates, one group had the same rate for the graduates in 2012-13 and 2013-14, and the rate for one group could not be reported.

The other conclusion that can be drawn from the analysis of the one-year changes that are reported in Table 4 is that there were relatively few significant or noticeable differences between the college-going rates of the 2012-13 and 2013-14 graduates of either the Pilot schools or the non-Pilot schools. In summary, there were four groups of graduates from the Pilot schools that had significantly higher college-going rates for the students in the class of 2013-14 than for the 2012-13 graduates.

Graduates of the non-Pilot schools in a different group also had a significantly higher college-going rate for the students in the class of 2013-14, while two other groups had significantly lower rates for the 2013-14 graduates than for the 2012-13 graduates. Other groups from the Pilot or non-Pilot schools with noticeable differences between the college-going rates of the 2012-13 and 2013-14 graduates were not statistically significant, due to the relatively small number of graduates in each of the groups.

The groups of 2013-14 graduates of the Pilot-schools with significantly higher college-going rates than the 2012-13 graduates were as follows:

- The college-going rate for female, low-income black non-Hispanics increased 16.9 percentage points, from 61.8% to 78.7% ($x^2 = 3.7167$, $p = 0.0539$). In contrast, there was no change in the college-going rate for this group at the non-Pilot schools.
- The college-going rate for female, non-low-income Hispanics increased 15.0 percentage points, from 60.3% to 75.3% ($x^2 = 4.0007$, $p = 0.0455$). However, at the non-Pilot schools, the college-going rate for this group decreased 1.9 percentage points, which was not statistically significant ($x^2 = 0.2102$, $p = 0.6466$).
- The college-going rate for male, low-income Hispanics increased 13.0 percentage points, from 46.4% to 59.4% ($x^2 = 5.6156$, $p = 0.0178$). For the graduates of the non-Pilot schools, the college-going rate for this group increased 3.1 percentage points, which was not statistically significant ($x^2 = 1.4286$, $p = 0.2320$).
- The college-going rate for male, non-low-income graduates of two or more races increased 25.4 percentage points, from 57.1% to 82.5% ($x^2 = 5.2599$, $p = 0.0218$). In comparison, the college-going rate of this group at the non-Pilot schools decreased 1.1 percentage points, which was not significant ($x^2 = 0.792$, $p = 0.7784$).

The only group at the non-Pilot schools with a significantly higher college-going rate for the 2013-14 graduates than for the 2012-13 graduates was as follows:

- The college-going rate for female, non-low-income black non-Hispanics who graduated in 2013-14 was 85.6%, compared to 75.9% for the 2012-13 graduates, or a 9.7 percentage-point difference ($x^2 = 3.9130$, $p = 0.0479$). At the Pilot schools, the college-going rate for this group decreased noticeably, from 85.0% to 73.3%, or by 11.7 percentage points. However, a chi-square could not be legitimately calculated, due to expected values of less than five.

The two groups of 2013-14 graduates of the non-Pilot schools with significantly lower college-going rates than the 2012-13 graduates were as follows:

- The college-going rate for male, non-low-income black non-Hispanics decreased 14.0 percentage points, from 69.6% to 55.6% ($x^2 = 6.1490$, $p = 0.0131$). At the Pilot schools, a comparison of the college-going rates for the graduates in this group in 2012-13 and 2013-14 could not be reported, due to fewer than 10 graduates continuing on to college from the class of 2012-13.

Table 4 – ACT Pilot Project Years Compared
Percentage-Point Changes in the College-Going Rates of the 24 Groups Defined by Gender, Income, and Race/Ethnicity: College-Going Rates of the 2013-2014 Graduates Compared to the College-Going Rates of the 2012-2013 Graduates¹

Schools	Group Defined by Gender, Income, and Race/Ethnicity	No. of Grads in 2012-13	No. of Grads in 2013-14	College-Going Rate for 2012-13 Grads	College-Going Rate for 2013-14 Grads	1-Year Change in CG Rate from 2012-13	p if < 0.05 ²
Pilots	Female, non-low-income white non-Hispanics	886	856	84.5%	81.9%	-2.6	
Non-Pilots		4,712	4,722	83.5%	84.5%	0.9	
Pilots	Male, non-low-income white non-Hispanics	936	910	74.9%	71.4%	-3.5	
Non-Pilots		4,975	4,840	74.7%	76.2%	1.4	
Pilots	Female, low-income white non-Hispanics	304	300	61.2%	67.0%	5.8	
Non-Pilots		1,417	1,402	65.4%	65.1%	-0.3	
Pilots	Male, low-income white non-Hispanics	233	252	49.4%	48.8%	-0.5	
Non-Pilots		1,348	1,263	50.7%	51.1%	0.5	
Pilots	Female, non-low-income Asians	35	23	82.9%	82.6%	-0.2	E < 5
Non-Pilots		67	121	74.6%	83.5%	8.8	
Pilots	Male, non-low-income Asians	32	29	84.4%	79.3%	-5.1	
Non-Pilots		77	78	80.5%	82.1%	1.5	
Pilots	Female, low-income Asians	37	32	73.0%	75.0%	2.0	
Non-Pilots		53	62	81.1%	82.3%	1.1	
Pilots	Male, low-income Asians	24	41	87.5%	70.7%	-16.8	
Non-Pilots		51	59	70.6%	78.0%	7.4	
Pilots	Female, non-low-income black non-Hispanics	20	15	85.0%	73.3%	-11.7	E < 5
Non-Pilots		137	125	75.9%	85.6%	9.7	0.0479
Pilots	Male, non-low-income black non-Hispanics	14	20		60.0%		
Non-Pilots		148	144	69.6%	55.6%	-14.0	0.0131
Pilots	Female, low-income black non-Hispanics	68	47	61.8%	78.7%	17.0	0.0539 very close
Non-Pilots		369	376	56.6%	56.6%	0.0	
Pilots	Male, low-income black non-Hispanics	54	43	57.4%	53.5%	-3.9	
Non-Pilots		306	319	58.2%	58.9%	0.8	

¹Statistics are not reported for groups with fewer than 10 graduates or college-going graduates.

²p = the probability of the difference between the two college-going rates occurring only by chance, based on the calculated Pearson chi-square value. E < 5 means the chi-square value should not be calculated because the expected value of the number of graduates from at least one class that went to college or did not go to college was less than 5.0.

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Table 4 – ACT Pilot Project Years Compared, Continued
Percentage-Point Changes in the College-Going Rates of the 24 Groups Defined by Gender, Income, and Race/Ethnicity: College-Going Rates of the 2013-2014 Graduates Compared to the College-Going Rates of the 2012-2013 Graduates¹

	Group Defined by Gender, Income, and Race/Ethnicity	No. of Grads in 2012-13	No. of Grads in 2013-14	College-Going Rate for 2012-13 Grads	College-Going Rate for 2013-14 Grads	1-Year Change in CG Rate from 2012-13	p if < 0.05 ²
Pilots	Female, non-low-income Hispanics	73	81	60.3%	75.3%	15.0	0.0455
Non-Pilots		264	279	67.8%	65.9%	-1.9	
Pilots	Male, non-low-income Hispanics	70	90	58.6%	58.9%	0.3	
Non-Pilots		277	301	58.1%	57.1%	-1.0	
Pilots	Female, low-income Hispanics	180	226	52.2%	60.2%	8.0	
Non-Pilots		737	757	57.9%	60.9%	3.0	
Pilots	Male, low-income Hispanics	168	165	46.4%	59.4%	13.0	0.0178
Non-Pilots		679	806	48.7%	51.9%	3.1	
Pilots	Female, non-low-income Native Americans						
Non-Pilots		24	27		48.1%		
Pilots	Male, non-low-income Native Americans						
Non-Pilots		35	22	45.7%	45.5%	-0.3	
Pilots	Female, low-income Native Americans	14					
Non-Pilots		49	59	32.7%	40.7%	8.0	
Pilots	Male, low-income Native Americans	12					
Non-Pilots		52	56	34.6%	35.7%	1.1	
Pilots	Female, non-low-income of 2 or more races	31	39	64.5%	76.9%	12.4	
Non-Pilots		88	108	80.7%	79.6%	-1.1	
Pilots	Male, non-low-income of 2 or more races	28	40	57.1%	82.5%	25.4	0.0218
Non-Pilots		91	90	70.3%	72.2%	1.9	
Pilots	Female, low-income of 2 or more races	35	37	62.9%	70.3%	7.4	
Non-Pilots		112	130	63.4%	60.8%	-2.6	
Pilots	Male, low-income of 2 or more races	23	32	56.5%	62.5%	6.0	
Non-Pilots		97	82	56.7%	37.8%	-18.9	0.0117

General Note: The percentage-point differences shown in this table are based on the college-going rates carried out to 10 or more decimal places and may not be the same as the differences found by subtraction of the two percentages rounded to only one decimal point.

- The college-going rate for male, low-income graduates of two or more races decreased 18.9 percentage points, from 56.7% to 37.8% ($\chi^2 = 6.3563$, $p = 0.0117$). In comparison, the college-going rate for this group at the Pilot schools increased 6.0 percentage points, from 56.5% to 62.5%, which was not statistically significant, due to the low numbers of graduates ($\chi^2 = 0.1993$, $p = 0.6553$).

As summarized earlier, there were four groups at the Pilot schools with significantly higher college-going rates after the second year of the ACT Pilot Project. Similarly, there were three different groups at the non-Pilot schools with significantly higher or lower college-going rates for the class of 2013-14, compared to the class of 2012-13, suggesting that at least a few significant year-to-year changes could be expected at the Pilot schools, regardless of whether the ACT Pilot Project had been initiated with the class of 2012-13.

Comparison of College-Going Rates Before and After the ACT Pilot Project Was Initiated

Due to the variability of the changes in college-going rates that occurred between the two baseline years, the college-going rates of subsequent classes of graduates could be higher or lower than their baseline rate, depending on which of the two baseline rates is used as the basis for comparison. Consequently, the following analysis compares the college-going rates of the students who graduated in 2012-13 and 2013-14, not only to the college-going rates of the students who graduated in 2011-12, but also to the rates calculated for the students who graduated two or three years earlier in 2010-11. Note that, throughout the remainder of this section, the year of high school graduation often will be used to identify a college-going rate, even though the rate was actually calculated as a percentage of the graduates who continued on to college the following year.

Table 5, beginning on the page after next, compares the college-going rates of the 24 groups of students who graduated in 2012-13 to each of the two baseline rates. The fifth column of Table 5 shows the two-year changes that occurred between the college-going rates of the 2010-11 graduates (the first baseline year) and the college-going rates of the 2012-13 graduates who represent the first year of the ACT Pilot Project. The next to the last column of Table 5 shows the one-year changes that resulted from directly comparing the college-going rates of the 2012-13 graduates to the rates calculated for the graduating class of 2011-12 (the second baseline year).

Using the same format as in Table 5, Table 6 shows the three-year changes that occurred between the college-going rates of the 2010-11 graduates (the first baseline year) and the college-going rates of the 2013-14 graduates who represent the second year of the ACT Pilot Project. These statistics are followed by the two-year changes that were evidenced when the college-going rates of the 2013-14 graduates were compared to the rates of the graduates in 2011-12 (the second baseline year).

Again, the first conclusion that can be drawn from an analysis of the changes that are evidenced in Table 5 and Table 6 is that they were not consistent across the 24 groups in magnitude or direction at either the Pilot or the non-Pilot schools. In other

words, each of the groups with reportable data had a decrease or an increase in its college-going rate that was different from the increases or decreases that occurred in the rates of the other groups when the groups' rates in 2012-13 or 2013-14 were compared to their respective 2010-11 or 2011-12 baseline rates.

Different degrees of change also were evidenced for each of the groups, depending on which of the two baseline rates were used as the basis for comparison. Furthermore, for nine of the groups from the Pilot schools and for eight of the groups from the non-Pilot schools, the direction of change reversed from positive to negative, or vice versa, depending on the baseline used to calculate the degree and direction of change that occurred after the first and/or second year of the ACT Pilot Project.

In addition to the percentage-point changes varying from one group to another, the overall ranges of the percentage-point changes varied from one comparison to the next. In three of these comparisons, the ranges of increases and decreases were wider, indicating more variability in the changes, at the Pilot schools than at the non-Pilot schools. In the fourth case, the range of changes was wider, indicating more variability in the increases and decreases, at the non-Pilot schools.

- When 2010-11 was used as the baseline, the changes from 2010-11 to 2012-13 at the Pilot schools ranged from a decrease of 14.8 percentage points to an increase of 18.3 percentage points, or a total range of 33.1 percentage points. At the non-Pilot schools, the changes from 2010-11 to 2012-13 ranged from a decrease of 11.7 percentage points to an increase of 20.2 percentage points, or a slightly narrower total range of 31.9 percentage points.
- When 2011-12 was used as the baseline, the changes from 2011-12 to 2012-13 at the Pilot schools ranged from a decrease of 23.0 percentage points to an increase of 11.6 percentage points, or a total range of 34.6 percentage points. At the non-Pilot schools, the changes from 2011-12 to 2012-13 ranged from a decrease of 5.4 percentage points to an increase of 13.8 percentage points, or a narrower total range of 19.2 percentage points.
- When 2010-11 was used as the baseline compared to the college-going rates of the 2013-14 graduates, the changes from 2010-11 to 2013-14 at the Pilot schools ranged from a decrease of 12.0 percentage points to an increase of 20.3 percentage points, or a total range of 32.3 percentage points. In comparison, the changes at the non-Pilot schools ranged from a decrease of 18.4 percentage points to an increase of 21.3 percentage points, or a wider total range of 39.7 percentage points.
- When 2011-12 was used as the baseline compared to 2013-14, the changes from 2011-12 to 2013-14 at the Pilot schools ranged from a decrease of 28.2 percentage points to an increase of 14.5 percentage points, or a total range of 42.7 percentage points. In comparison, the changes at the non-Pilot schools ranged from a decrease of 14.2 percentage points to an increase of 21.1 percentage points, or a narrower total range of 35.3 percentage points.

Table 5 – 2012-13 Compared to Baselines
Percentage-Point Changes in the College-Going Rates of the 24 Groups Defined by Gender, Income, and Race/Ethnicity: College-Going Rates of the 2012-2013 Graduates Compared to Each of the Baseline Rates of the Graduates in 2010-2011 and 2011-12¹

Schools	Group Defined by Gender, Income, and Race/Ethnicity	No. of Grads in 2012-13	College-Going Rate for 2012-13 Grads	2-Year Change in CG Rate from 2010-11	p if < 0.05 ²	1-Year Change in CG Rate from 2011-12	p if < 0.05 ²
Pilots	Female, non-low-income white non-Hispanics	886	84.5%	1.3		3.8	0.0302
Non-Pilots		4,712	83.5%	0.8		-0.6	
Pilots	Male, non-low-income white non-Hispanics	936	74.9%	2.5		3.9	0.0577 very close
Non-Pilots		4,975	74.7%	-0.6		1.4	
Pilots	Female, low-income white non-Hispanics	304	61.2%	2.1		-8.6	0.0276
Non-Pilots		1,417	65.4%	0.8		-0.1	
Pilots	Male, low-income white non-Hispanics	233	49.4%	-11.4	0.0133	-3.8	
Non-Pilots		1,348	50.7%	-2.1		-3.8	0.0494
Pilots	Female, non-low-income Asians	35	82.9%	10.4		3.7	
Non-Pilots		67	74.6%	-1.0		-5.4	
Pilots	Male, non-low-income Asians	32	84.4%	4.4		6.0	
Non-Pilots		77	80.5%	4.3		1.7	
Pilots	Female, low-income Asians	37	73.0%	-3.7		-14.5	
Non-Pilots		53	81.1%	20.2	0.0303	13.3	
Pilots	Male, low-income Asians	24	87.5%	18.3		11.6	E< 5
Non-Pilots		51	70.6%	9.5		13.8	
Pilots	Female, non-low-income black non-Hispanics	20	85.0%	5.0	E< 5	7.2	E< 5
Non-Pilots		137	75.9%	-1.6		-3.9	
Pilots	Male, non-low-income black non-Hispanics	14					
Non-Pilots		148	69.6%	9.0		2.4	
Pilots	Female, low-income black non-Hispanics	68	61.8%	-4.9		-21.2	0.0083
Non-Pilots		369	56.6%	-11.7	0.0023	-2.8	
Pilots	Male, low-income black non-Hispanics	54	57.4%	0.6		-2.2	
Non-Pilots		306	58.2%	0.9		2.1	

¹Statistics are not reported for groups with fewer than 10 graduates or college-going graduates.

²p = the probability of the difference between the two college-going rates occurring only by chance, based on the calculated Pearson chi-square value. E<5 means the chi-square value should not be calculated because the expected value of the number of graduates from at least one class that went to college or did not go to college was less than 5.0.

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Table 5 – 2012-13 Compared to Baselines, Continued
Percentage-Point Changes in the College-Going Rates of the 24 Groups Defined by Gender, Income, and Race/Ethnicity: College-Going Rates of the 2012-2013 Graduates Compared to Each of the Baseline Rates of the Graduates in 2010-2011 and 2011-12

	Group Defined by Gender, Income, and Race/Ethnicity	No. of Grads in 2012-13	College-Going Rate for 2012-13 Grads	2-Year Change in CG Rate from 2010-11	p if < 0.05 ²	1-Year Change in CG Rate from 2011-12	p if < 0.05 ²
Pilots	Female, non-low-income Hispanics	73	60.3%	-2.8		-3.9	
Non-Pilots		264	67.8%	5.5		-3.7	
Pilots	Male, non-low-income Hispanics	70	58.6%	-1.2		4.0	
Non-Pilots		277	58.1%	2.2		-2.4	
Pilots	Female, low-income Hispanics	180	52.2%	-1.0		-2.5	
Non-Pilots		737	57.9%	6.8	0.0127	2.8	
Pilots	Male, low-income Hispanics	168	46.4%	0.2		1.6	
Non-Pilots		679	48.7%	2.0		5.0	0.0712 close
Pilots	Female, non-low-income Native Americans						
Non-Pilots		24					
Pilots	Male, non-low-income Native Americans						
Non-Pilots		35	45.7%	4.3		-1.3	
Pilots	Female, low-income Native Americans	14					
Non-Pilots		49	32.7%	12.0		3.1	
Pilots	Male, low-income Native Americans	12					
Non-Pilots		52	34.6%	2.0		-0.6	
Pilots	Female, non-low-income of 2 or more races	31	64.5%	-14.8		-23.0	0.0322
Non-Pilots		88	80.7%	6.5		5.7	
Pilots	Male, non-low-income of 2 or more races	28	57.1%	-6.5		-17.9	
Non-Pilots		91	70.3%	2.9		11.6	
Pilots	Female, low-income of 2 or more races	35	62.9%	12.9		-7.4	
Non-Pilots		112	63.4%	2.4		-1.1	
Pilots	Male, low-income of 2 or more races	23	56.5%	-0.6		-22.4	
Non-Pilots		97	56.7%	0.5		4.6	

General Note: The percentage-point differences shown in this table are based on the college-going rates carried out to 10 or more decimal places and may not be the same as the differences found by subtraction of the two percentages rounded to only one decimal point.

Table 6 – 2013-14 Compared to Baselines
Percentage-Point Changes in the College-Going Rates of the 24 Groups Defined by Gender, Income, and Race/Ethnicity: College-Going Rates of the 2013-2014 Graduates Compared to Each of the Baseline Rates of the Graduates in 2010-2011 and 2011-12¹

Schools	Group Defined by Gender, Income, and Race/Ethnicity	No. of Grads in 2013-14	College-Going Rate for 2013-14 Grads	3-Year Change in CG Rate from 2010-11	p if < 0.05 ²	2-Year Change in CG Rate from 2011-12	p if < 0.05 ²
Pilots	Female, non-low-income white non-Hispanics	856	81.9%	-1.4		1.2	
Non-Pilots		4,722	84.5%	1.7	0.0233	0.3	
Pilots	Male, non-low-income white non-Hispanics	910	71.4%	-1.0		0.4	
Non-Pilots		4,840	76.2%	0.9		2.8	0.0014
Pilots	Female, low-income white non-Hispanics	300	67.0%	7.9	0.0525 very close	-2.8	
Non-Pilots		1,402	65.1%	0.5		-0.4	
Pilots	Male, low-income white non-Hispanics	252	48.8%	-12.0	0.0083	-4.4	
Non-Pilots		1,263	51.1%	-1.6		-3.3	
Pilots	Female, non-low-income Asians	23	82.6%	10.2		3.4	E< 5
Non-Pilots		121	83.5%	7.8		3.5	
Pilots	Male, non-low-income Asians	29	79.3%	-0.7		0.9	
Non-Pilots		78	82.1%	5.8		3.3	
Pilots	Female, low-income Asians	32	75.0%	-1.7		-12.5	E< 5
Non-Pilots		62	82.3%	21.3	0.0162	14.4	0.0696 close
Pilots	Male, low-income Asians	41	70.7%	1.5		-5.1	
Non-Pilots		59	78.0%	16.9		21.1	0.0218
Pilots	Female, non-low-income black non-Hispanics	15	73.3%	-6.7	E< 5	-4.4	E< 5
Non-Pilots		125	85.6%	8.1		5.8	
Pilots	Male, non-low-income black non-Hispanics	20	60.0%	-3.2		-28.2	E< 5
Non-Pilots		144	55.6%	-5.0		-11.6	0.0496
Pilots	Female, low-income black non-Hispanics	47	78.7%	12.1		-4.3	
Non-Pilots		376	56.6%	-11.6	0.0022	-2.8	
Pilots	Male, low-income black non-Hispanics	43	53.5%	-3.3		-6.1	
Non-Pilots		319	58.9%	1.7		2.9	

¹Statistics are not reported for groups with fewer than 10 graduates or college-going graduates.

²p = the probability of the difference between the two college-going rates occurring only by chance, based on the calculated Pearson chi-square value. E<5 means the chi-square value should not be calculated because the expected value of the number of graduates from at least one class that went to college or did not go to college was less than 5.0.

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Table 6 – 2013-14 Compared to Baselines, Continued
Percentage-Point Changes in the College-Going Rates of the 24 Groups Defined by Gender, Income, and Race/Ethnicity: College-Going Rates of the 2013-2014 Graduates Compared to Each of the Baseline Rates of the Graduates in 2010-2011 and 2011-12

	Group Defined by Gender, Income, and Race/Ethnicity	No. of Grads in 2013-14	College-Going Rate for 2013-14 Grads	3-Year Change in CG Rate from 2010-11	p if < 0.05 ²	2-Year Change in CG Rate from 2011-12	p if < 0.05 ²
Pilots	Female, non-low-income Hispanics	81	75.3%	12.2		11.2	
Non-Pilots		279	65.9%	3.6		-5.5	
Pilots	Male, non-low-income Hispanics	90	58.9%	-0.9		4.3	
Non-Pilots		301	57.1%	1.2		-3.3	
Pilots	Female, low-income Hispanics	226	60.2%	6.9		5.4	
Non-Pilots		757	60.9%	9.8	0.0003	5.8	0.0291
Pilots	Male, low-income Hispanics	165	59.4%	13.1	0.0236	14.5	0.0092
Non-Pilots		806	51.9%	5.1	0.0637 close	8.1	0.0024
Pilots	Female, non-low-income Native Americans						
Non-Pilots		27	48.1%	-9.7		-6.1	
Pilots	Male, non-low-income Native Americans						
Non-Pilots		22	45.5%	4.1		-1.6	
Pilots	Female, low-income Native Americans						
Non-Pilots		59	40.7%	20.0	0.0192	11.2	
Pilots	Male, low-income Native Americans						
Non-Pilots		56	35.7%	3.1		0.5	
Pilots	Female, non-low-income of 2 or more races	39	76.9%	-2.4		-10.6	
Non-Pilots		108	79.6%	5.4		4.6	
Pilots	Male, non-low-income of 2 or more races	40	82.5%	18.9	0.0675 close	7.5	
Non-Pilots		90	72.2%	4.8		13.5	0.0551 very close
Pilots	Female, low-income of 2 or more races	37	70.3%	20.3		0.0	
Non-Pilots		130	60.8%	-0.2		-3.7	
Pilots	Male, low-income of 2 or more races	32	62.5%	5.4		-16.4	
Non-Pilots		82	37.8%	-18.4	0.0265	-14.2	

General Note: The percentage-point differences shown in this table are based on the college-going rates carried out to 10 or more decimal places and may not be the same as the differences found by subtraction of the two percentages rounded to only one decimal point.

Another conclusion that can be drawn from the statistics presented in [Table 5](#) and [Table 6](#) on the preceding pages is that more groups of graduates from the non-Pilot schools had higher college-going rates after the first and second years of the ACT Pilot Project than the comparable groups of graduates from the Pilot schools. To support this generalization, the numbers of groups with higher or lower college-going rates are presented in the summary table below. The counts in this table are based only on the direction of the changes that occurred from 2010-11 and 2011-12 to 2012-13 and 2013-14. The counts do not take the magnitude or statistical significance of the changes into account. Nevertheless, they are an indication that positive changes in college-going rates occurred with equal or greater frequency at the non-Pilot schools after the ACT Pilot Project was initiated.

Depending on the years compared, 10 to 15 groups from the non-Pilot schools had higher college-going rates after the ACT Pilot Project was initiated, compared to eight or 10 groups from the Pilot schools. As also shown below, five to nine groups from the non-Pilot schools had lower college-going rates after the first or second year of the ACT Project, compared to nine to 11 groups from the Pilot schools.

	No. of Groups with Higher Rates		No. of Groups with Lower Rates	
	at the Non-Pilots	at the Pilots	at the Non-Pilots	at the Pilots
<u>After the first year of the ACT Pilot Project:</u>				
2010-11 to 2012-13	14	10	5	9
2011-12 to 2012-13	10	8	9	11
<u>After the second year of the ACT Pilot Project:</u>				
2010-11 to 2013-14	15	10	5	10
2011-12 to 2013-14	12	10	8	10

Note: The counts in this table do not include the four groups of Native Americans, since the college-going rates for these groups could not be reported for the Pilot schools for the classes of 2010-11 through 2013-14. The counts also exclude male, non-low-income black non-Hispanics from the comparisons for the first year of the ACT Pilot Project, since fewer than 10 of the graduates from the Pilot schools in 2012-13 continued on to college.

A major conclusion that can be drawn from further analysis of the changes reported in [Table 5](#) and [Table 6](#) is that only 17% of the increases and decreases that occurred at the Pilot and non-Pilot schools after the ACT Pilot Project was initiated were statistically significant, based on calculable Pearson chi-square values. For the Pilot schools, there were 71 increases and decreases reported in [Table 5](#) and [Table 6](#) for which chi-square values could be calculated. Of these 71 comparisons, only 10 (14.1%)

were statistically significant. Due to the inclusion of the four groups of Native Americans and larger numbers of students in other groups with relatively small sample sizes, there were 94 increases and decreases reported for the non-Pilot schools for which Pearson chi-square values could be calculated. Of these 94 comparisons, 18 (19.1%) were statistically significant.

Although a higher percentage of the comparisons for the non-Pilot schools were statistically significant, almost equal percentages of the significant changes were in a positive direction at the Pilot and non-Pilot schools. Specifically, seven (70.0%) of the 10 significant changes at the Pilot schools were increases in college-going rates. Similarly, 13 (72.2%) of the 18 significant changes at the non-Pilot schools were in a positive direction. Also in comparison, three (30%) of the 10 significant changes at the Pilot schools and five (27.8%) of the 18 significant changes at the non-Pilot schools were evidenced decreases in college-going rates after the ACT Pilot Project was initiated with the graduating class of 2012-13.

Probably the most important conclusion that can be drawn from an analysis of the changes listed in Table 5 and Table 6 is that none of the 24 groups of graduates from the Pilot or non-Pilot schools in both 2012-13 and 2013-14 had college-going rates that were significantly higher or lower than both of their respective baseline rates in 2010-11 and 2011-12. However, 14 groups each had at least one college-going rate after the ACT Pilot Project was initiated that was significantly higher or lower than one or both of their respective baseline rates. Of these 14 groups, six had significant changes in their college-going rates at both the Pilot and non-Pilot schools, two had significant changes only for the graduates of the Pilot schools, and six had significant changes only at the non-Pilot schools.

Of the remaining 10 groups, two groups had significant or noticeable changes in their college-going rates between the two baseline years (2010-11 and 2011-12), shown in Table 3, and/or between the first and second years of the ACT Pilot Project (2012-13 and 2013-14), shown in Table 4. In addition, there were noticeable upward or downward trends in the college-going rates of these two groups over the course of this study. However, there were no significant differences between their baseline rates and their rates after the ACT Pilot Project was initiated.

Five of the remaining 10 groups had no statistically significant changes in their college-going rates over the course of this study at either the Pilot schools or the non-Pilot schools. There also were no significant changes in the college-going rates of three of the four groups of Native Americans who graduated from the non-Pilot schools.

The significant and noticeable changes that are highlighted in Table 3 through Table 6, are most clearly interpreted and best discussed in the context of the four-year trends in college-going rates that were charted for each of the 24 groups defined by gender, income, and race/ethnicity. Consequently, the remainder of this section focuses on the four-year trends in the college-going rates of each of the groups that graduated from the Pilot and non-Pilot schools.

The 24 trend charts used to illustrate the following discussion are the same as those presented in Appendix 4, except that dotted linear trend lines have been added to the charts to show the direction of the overall trends at the Pilot and non-Pilot schools, based on each group's college-going rates over the course of this study. In all of the charts, the college-going rates and resulting linear trend lines for the Pilot schools are printed in red, while the rates and linear trend lines for the non-Pilot schools are in black.

The 24 trend charts and the corresponding discussions are organized by race/ethnicity, beginning with the four groups of white non-Hispanics. The discussion of the trends in the college-going rates of white non-Hispanics is followed by discussions of the trends in the college-going rates of Hispanics, black non-Hispanics, Asians, graduates of two or more races, and Native Americans. This order is based on the number of graduates in these groups, ranging from the largest to the smallest, as well as the reasons why each group is of interest in this study.

Trends in the College-Going Rates of White Non-Hispanics

- **Female and Male, Non-Low-Income White Non-Hispanics**

Female and male non-low-income white non-Hispanics are of interest in this study because they continue to be, by far, the largest groups in both the Pilot and non-Pilot schools, even with declining numbers of graduates each year. Due to the large number of graduates in these groups, relatively small increases or decreases in their college-going rates were statistically significant. Overall, however, the trends in their college-going rates were relatively stable over the course of this study to date.

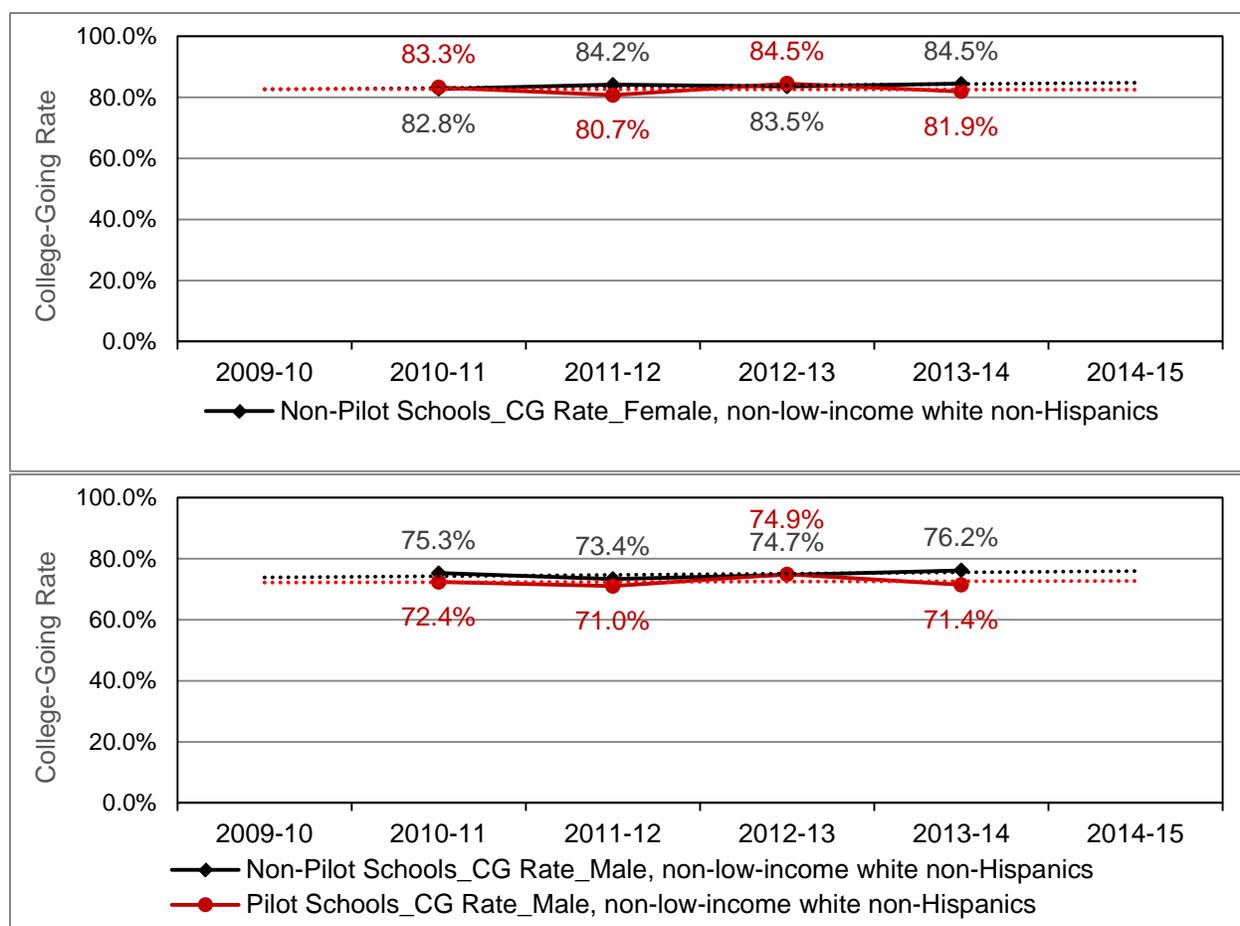
As shown in Figure 12.1 on the next page, the college-going rates of the female, non-low-income white non-Hispanics at the Pilot schools increased significantly by 3.8 percentage points after the first year of the ACT Pilot Project, from 80.7% in 2011-12 to 84.5% in 2012-13 ($x^2 = 4.6519$, $p = 0.0302$). Likewise, the college-going rates of males at the Pilot schools increased significantly by 3.9 percentage points, from 71.0% in 2011-12 to 74.9% in 2012-13 ($x^2 = 3.6012$, $p = 0.0577$). However, after the second year of the ACT Pilot Project, the college-going rate of the each of these groups decreased to a level that was within the range of the group's respective baseline rates in 2010-11 and 2011-12. Consequently, there was no noticeable change in the overall, four-year trend in the college-going rates of either of these groups from the Pilot schools.

In comparison, the college-going rates of the female and male, non-low-income white non-Hispanics who graduated from the non-Pilot schools after the first year of the ACT Pilot Project were not significantly higher or lower than their two respective baseline rates. However, as a result of slight increases in their rates after the second year of the ACT Pilot project, the college-going rates of the female and male, non-low-income white Hispanic graduates of the non-Pilot schools in 2013-14 were each significantly higher than one of their two respective baseline rates.

In the case of the female graduates, their 84.5% college-going rate in 2013-14 was significantly higher than their 82.8% rate in 2010-11 ($x^2 = 5.1490$, $p = 0.0233$), but

almost equal to their 2011-12 baseline rate of 84.2%. In the case of the male graduates, their 76.2% college-going rate in 2013-14 was not significantly higher than their 2010-11 baseline rate of 75.3%. However, the 76.2% rate in 2013-14 was significantly higher than the 73.4% baseline rate in 2011-12 ($x^2 = 10.1855$, $p = 0.0014$), due to a significant 1.9 percentage-point decrease from the first to the second baseline year ($x^2 = 4.8821$, $p = 0.0271$). As a result of these significant changes, there were very slight upward trends in the college-going rates of the female and male, non-low-income white non-Hispanics who graduated from the non-Pilot schools, while, as mentioned previously, there were no noticeable changes in the overall four-year trends in the college-going rates of these two groups of graduates from the Pilot schools.

Figure 12.1
College-Going Rates of Female and Male, Non-Low-Income Whites at the Pilot and Non-Pilot Schools



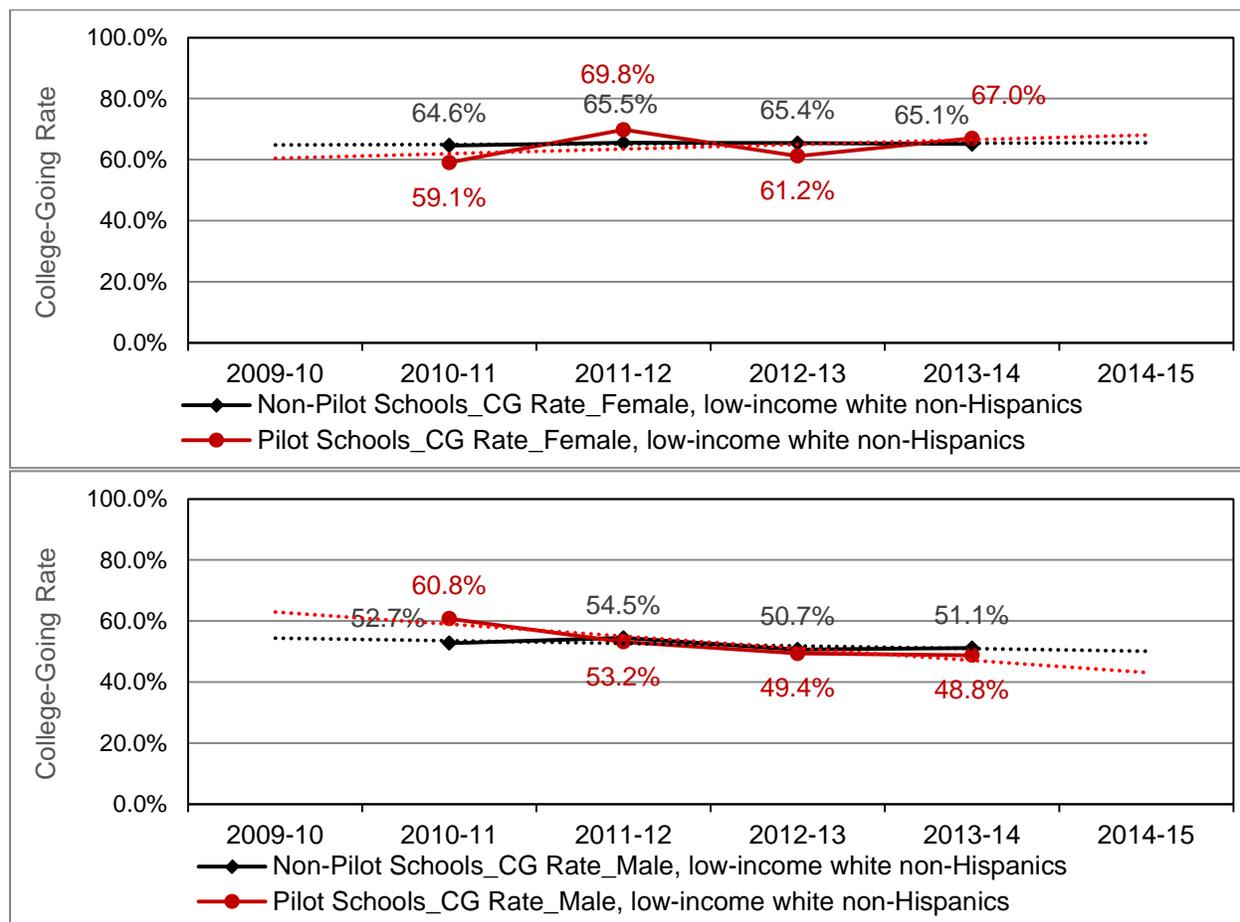
- **Female and Male, Low-Income White Non-Hispanics**

Female and male, low-income white non-Hispanics are of interest in this study because they continue to be the second largest groups of graduates from the Pilot and non-Pilot schools. Male, low-income white non-Hispanics are of particular interest because they were one of the 10 groups who had the lowest college-going rates prior to the ACT Pilot Project.

Looking first at the college-going rates of female, low-income white non-Hispanics, charted in Figure 12.2 below, the rates of the graduates from the Pilot schools varied more noticeably from year to year than the rates of the graduates from the non-Pilot schools. At the Pilot schools, there were significant or noticeable year-to-year increases and decreases that resulted in a slight, upward, four-year trend in the college-going rate of female, low-income white non-Hispanics. Specifically, the group's college-going rate significantly increased, from 59.1% in 2010-11 to 69.8% in 2011-12 ($x^2 = 6.8672$, $p = 0.0088$). This increase was followed by a significant decrease to 61.2% in 2012-13 ($x^2 = 4.8507$, $p = 0.0276$). In 2013-14, the group's rate noticeably increased again to 67.0%, which was significantly higher than the baseline rate of 59.1% in 2010-11 ($x^2 = 3.7606$, $p = 0.0525$). In comparison, there were no significant, or even noteworthy, changes in the college-going rates of the female, low-income white non-Hispanic graduates of the non-Pilot schools over the course of this study.

Compared to their baseline rates, the college-going rates of male, low-income white non-Hispanic graduates of the Pilot and non-Pilot schools were significantly or at least noticeably lower after the ACT Pilot Project was initiated. As shown in the second chart in Figure 12.2 below, the college-going rate of male, low-income graduates of the

Figure 12.2
College-Going Rates of Female and Male, Low-Income Whites at the Pilot and Non-Pilot Schools



Pilot schools decreased noticeably, from 60.8% in 2010-11 to 53.2% in 2011-12 ($x^2 = 2.7393$, $p = 0.0979$). This decrease was followed by two smaller, subsequent decreases, resulting in a rate of 49.4% in 2012-13 and a rate of 48.8% in 2013-14. Neither of these year-to-year decreases were statistically significant. However, the group's college-going rates in 2012-13 and 2013-14 were both significantly lower than the group's rate in 2010-11 ($x^2 = 6.1265$, $p = 0.0133$ and $x^2 = 6.9764$, $p = 0.0083$, respectively). As a result, there was an overall downward trend in the college-going rate of male, low-income white non-Hispanics who graduated from the Pilot schools between 2010-11 and 2013-14.

The college-going rates of the male, low-income white non-Hispanic graduates of the non-Pilot schools also decreased significantly, from 54.5% in 2011-12 to 50.7% in 2012-13 ($x^2 = 3.8624$, $p = 0.0494$). After the second year of the ACT Pilot Project, the group's rate increased only slightly to 51.1%. As a result, there was a slight downward trend in the college-going rate of the male, low-income white non-Hispanics who graduated from the non-Pilot schools between 2010-11 and 2013-14.

The downward trend in the college-going rates of male, low-income white non-Hispanics was less pronounced for the non-Pilot schools than for the Pilot schools. However, both trends were in the opposite direction of the goal to increase the college-going rates of the groups with relatively low rates.

Trends in the College-Going Rates of Hispanics

Hispanics are of general interest in this study because they are the largest and fastest-growing minority group in Nebraska's public high schools. In this study, three of the four groups of Hispanics defined by gender and income are of particular interest because they were among the 10 groups who had the lowest college-going rates prior to the ACT Pilot Project. These three groups are male, non-low-income Hispanics and female and male, low-income Hispanics. In comparison, female, non-low income Hispanics had generally higher college-going rates than the other Hispanic groups in 2010-11 and 2011-12.

- **Female and Male, Non-Low-Income Hispanics**

Female and male, non-low-income Hispanics are two of the groups in this study with no statistically significant increases or decreases in their college-going rates after the ACT Pilot Project was initiated. In other words, their college-going rates in 2012-13 and 2013-14 were not significantly higher or lower than their baseline rates in 2010-11 and 2011-12. However, there was a noticeable upward trend in the college-going rates of female, non-low-income Hispanics who graduated from the Pilot schools.

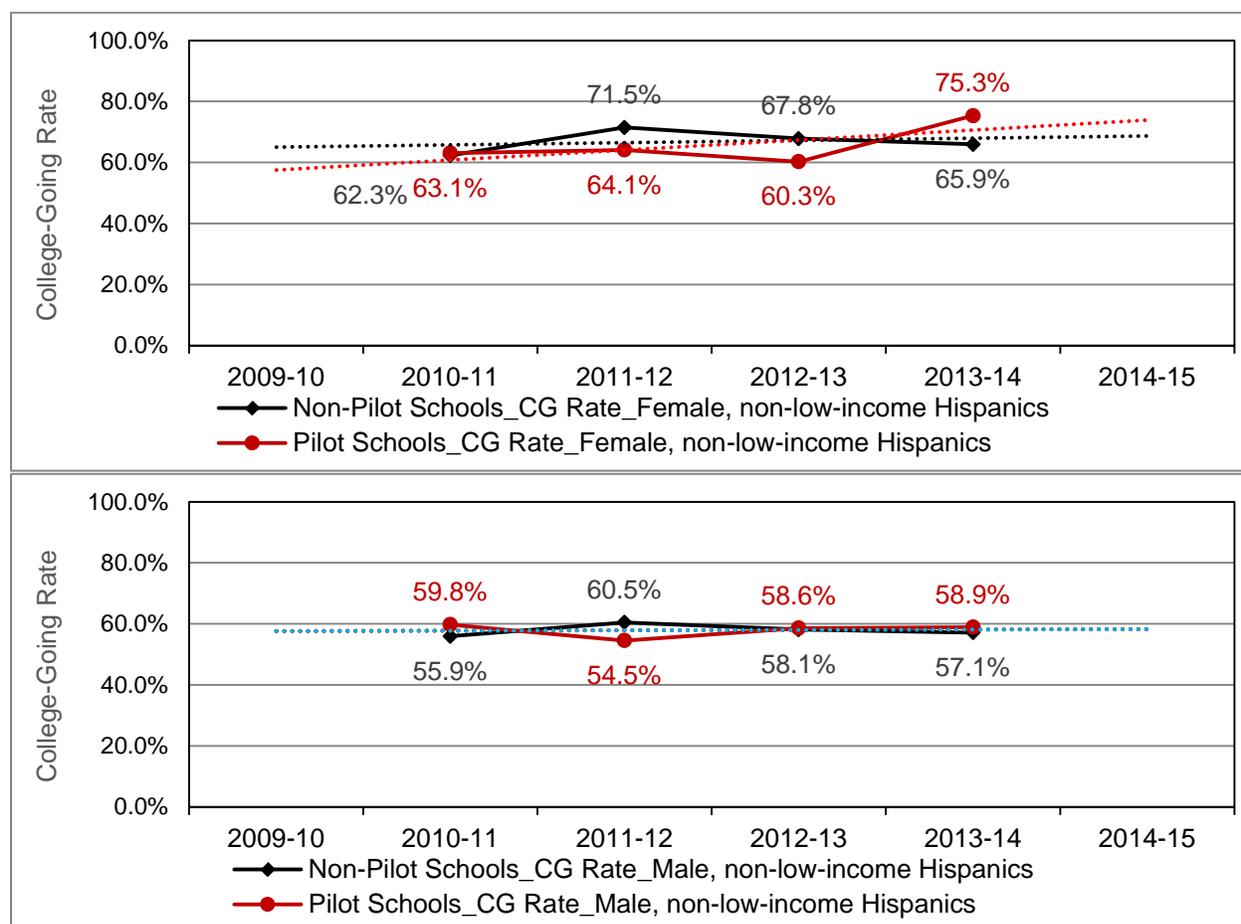
As shown in the first chart in Figure 12.3 on the next page, there was a significant increase between the first and second years of the ACT Pilot Project in the college-going rate of female, non-low-income Hispanics who graduated from the Pilot schools, from 60.3% in 2012-13 to 75.3% in 2013-14 ($x^2 = 4.0007$, $p = 0.0455$). The group's college-going rate in 2013-14 also was noticeably, but not significantly, higher

than its baseline rates in 2010-11 and 2011-12 ($\chi^2 = 2.8804$, $p = 0.0897$ and $\chi^2 = 2.5328$, $p = 0.1115$, respectively). Consequently, there was a noticeable upward, overall trend in the college-going rates of female, non-low-income Hispanics who graduated from the Pilot schools.

Among the graduates of the non-Pilot schools, the college-going rate of female, non-low-income Hispanics significantly increased between the two baseline years, from 62.3% in 2010-11 to 71.5% in 2011-12 ($\chi^2 = 5.0402$, $p = 0.0248$). This significant increase was followed by two decreases, but the group's rates in 2012-13 and 2013-14 were both a few percentage points higher than the group's baseline rate in 2010-11. As a result, there was a very slight upward, overall trend in the college-going rates of female, non-low-income Hispanics who graduated from the non-Pilot schools over the course of this study.

In comparison, as shown in the second chart in Figure 12.3 below, there were no significant, or even noteworthy, changes in the college-going rates of male, non-low-

Figure 12.3
College-Going Rates of Female and Male, Non-Low-Income Hispanics at the Pilot and Non-Pilot Schools



Note: For the male, non-low-income Hispanics, the linear trend line is exactly the same for the Pilot and non-Pilot schools.

income Hispanics who graduated from the Pilot schools or the non-Pilot schools after the ACT Pilot Project was initiated. In the case of each school population, the group's college-going rates in 2012-13 and 2013-14 were both within the range of their baseline rates in 2010-11 and 2011-12. As a result, the overall trends in their rates at the Pilot and non-Pilot schools were both perfectly stable, and the linear trend lines for the two school populations were identical.

This finding is important because, as mentioned previously, male, non-low-income Hispanics were among the 10 groups with the lowest college-going rates prior to the ACT Pilot Project. Based on the findings of this study to date, there has been no change in the college-going rates of this group at either the Pilot or non-Pilot schools since the ACT Pilot Project was initiated. As a result, this group has continued to be underrepresented among the college-going graduates of Nebraska's high schools.

- **Female and Male, Low-Income Hispanics**

Female and male, low-income Hispanics also are of particular interest in this study because, excluding Native Americans, these groups had college-going rates prior to the ACT Pilot Project that were among the three lowest for all of Nebraska's public high schools combined. Fortunately, the results of this study indicate that the college-going rate of female low-income Hispanics has increased significantly for the graduates of the non-Pilot schools and also has moved in a positive direction for the graduates of the Pilot schools. Additionally, the college-going rates of male, low-income Hispanics increased significantly at both the Pilot schools and the non-Pilot schools after the ACT Pilot Project was initiated. In fact, the male, low-income Hispanics group was the only group of the 24 examined in this study with a college-going rate in 2013-14 that was significantly higher than both of its baseline rates for the Pilot and non-Pilot schools.

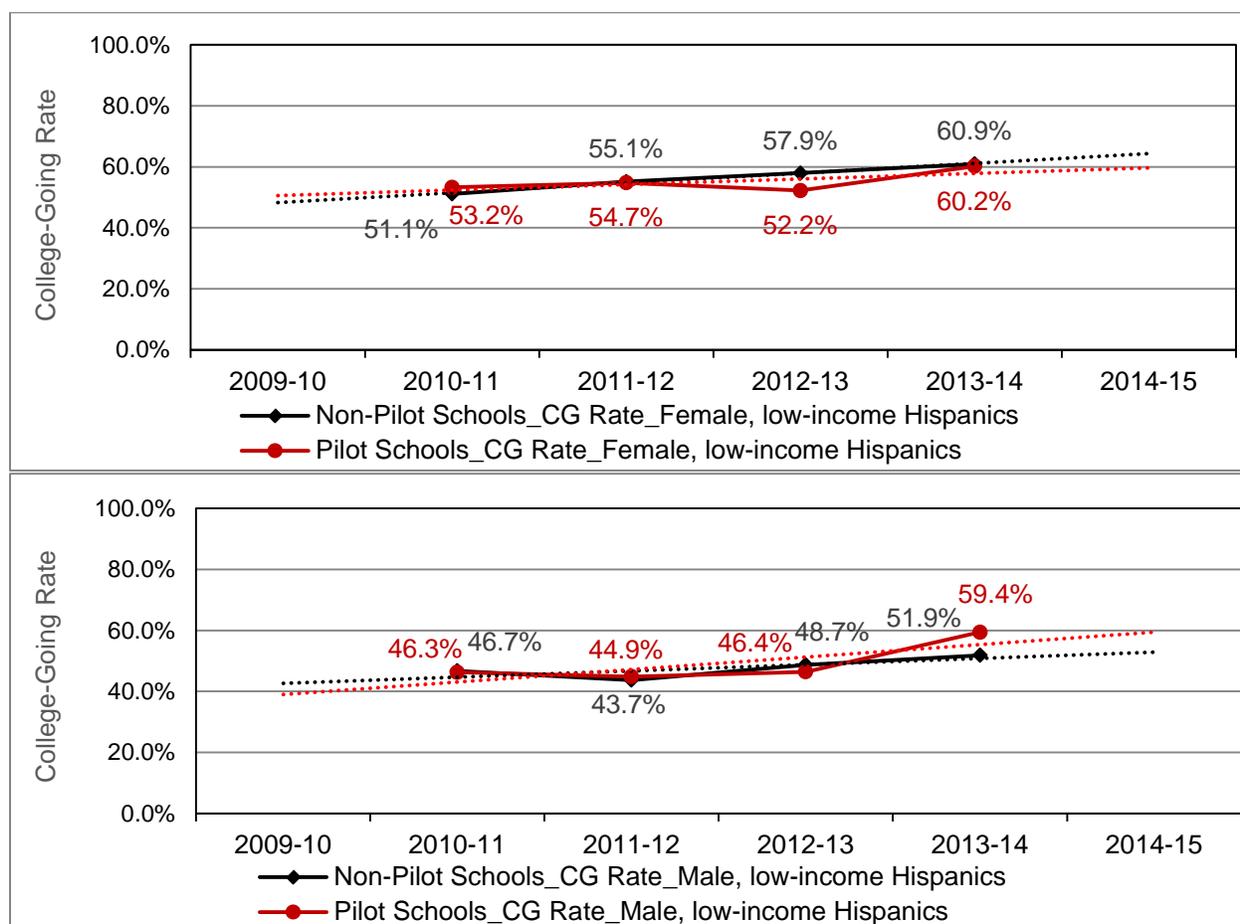
As illustrated in Figure 12.4 on the next page, the female, low-income Hispanics who graduated from the non-Pilot schools after the ACT Pilot Project was initiated had college-going rates of 57.9% in 2012-13 and 60.9% in 2013-14. The 2012-13 rate of 57.9% was significantly higher than the group's 2010-11 baseline rate of 51.1% ($\chi^2 = 6.2115$, $p = 0.0127$). The 2013-14 rate of 60.9% was significantly higher than both the 2010-11 baseline rate of 51.1% ($\chi^2 = 13.0058$, $p = 0.0003$) and the 2011-12 baseline rate of 55.1% ($\chi^2 = 4.7619$, $p = 0.0291$). As a result, there was a significant, upward, overall trend in the college-going rates of female, low-income Hispanics who graduated from the non-Pilot schools over the course of this study.

At the Pilot schools, there was a noticeable 8.0 percentage-point increase in the college-going rates of female, low-income Hispanics between the first two years of the ACT Pilot Project, from 52.2% in 2012-13 to 60.2% in 2013-14 ($\chi^2 = 2.5818$, $p = 0.1081$). None of the other year-to-year changes in this group's college-going rate were greater than 2.5 percentage points, and there were no significant differences between the group's baseline rates and the group's college-going rates in 2012-13 or 2013-14. However, as shown in Figure 12.4, there was an upward, overall trend in the college-going rates of female, low-income Hispanics who graduated from the Pilot schools.

Referring to the second chart in [Figure 12.4](#) below, the college-going rate for male, low-income Hispanics from the Pilot schools significantly increased between the first and second years of the ACT Pilot Project, from 46.4% in 2012-13 to 59.4% in 2013-14 ($\chi^2 = 5.6156$, $p = 0.0178$). The 2013-14 college-going rate of 59.4% was significantly higher than the 2010-11 baseline rate of 46.3% ($\chi^2 = 5.1209$, $p = 0.0236$) and also significantly higher than the 2011-12 baseline rate of 44.9% ($\chi^2 = 6.7791$, $p = 0.0092$).

At the non-Pilot schools, the college-going rate for male, low income Hispanics noticeably increased from 43.7% in 2011-12 to 48.7% in 2012-13 ($\chi^2 = 3.2550$, $p = 0.0712$) and then further increased to 51.9% in 2013-14. The 2013-14 college-going rate of 51.9% for male, low-income Hispanics from the non-Pilot schools was noticeably lower than the corresponding rate of 59.4% at the Pilot schools. However, the 2013-14 rate of 51.9% for the graduates of the non-Pilot schools was close to significantly higher than their 2010-11 baseline rate of 46.7% ($\chi^2 = 3.4380$, $p = 0.0637$) and significantly higher than their 2011-12 baseline rate of 43.7% ($\chi^2 = 9.2128$, $p = 0.0024$). As a result of significantly higher college-going rates in 2013-14, there were noticeable upward trends in the college-going rates of male, low-income Hispanics who graduated from the Pilot and non-Pilot schools over the course of this study.

Figure 12.4
College-Going Rates of Female and Male, Low-Income Hispanics
at the Pilot and Non-Pilot Schools



Trends in the College-Going Rates of Black Non-Hispanics

Black non-Hispanics (or blacks) are of general interest in this study because they are a significant minority group in Nebraska's public high schools, especially in Lincoln and the Omaha metropolitan area. Male, low-income black non-Hispanics are of particular interest because they were one of the 10 groups that had the lowest college-going rates prior to the ACT Pilot Project.

- **Female and Male, Non-Low-Income Black Non-Hispanics**

For all of Nebraska's public high schools combined, female, non-low-income blacks had the second or third highest college-going rate for two years before the ACT Pilot Project was initiated. In comparison, the college-going rate of male, non-low-income blacks was noticeably lower and less consistent, but this group was not among the 10 with the lowest rates.

Over the course of this study, only 15 to 20 female, non-low-income blacks graduated from the Pilot schools each year, and only 14 to 34 male, non-low-income blacks graduated from the Pilot schools. Since fewer than 10 of the 14 male graduates in 2012-13 continued on to college, the college-going rate for this group of graduates could not be reported. Also due to the low numbers of male and female black graduates, chi-square values could be not be calculated to determine the significance of the changes in the college-going rates that could be reported, except in one case, namely, the comparison of the 2010-11 and 2013-14 college-going rates of the male, non-low-income blacks. Consequently, the conclusions that can be drawn about the college-going rates of the female and male, non-low-income blacks who graduated from the Pilot schools are limited to those that can be based only on their reported rates and the linear trend lines shown in Figure 12.5 on the next page.

As illustrated in Figure 12.5, there was an apparent downward trend in the college-going rate of female, non-low-income blacks who graduated from the Pilot schools over the course of this study, due primarily to the decrease in the group's rate between 2012-13 and 2013-14. However, as explained above, the significance of the year-to-year changes in this group's college-going rate could not be evaluated using chi-square analysis.

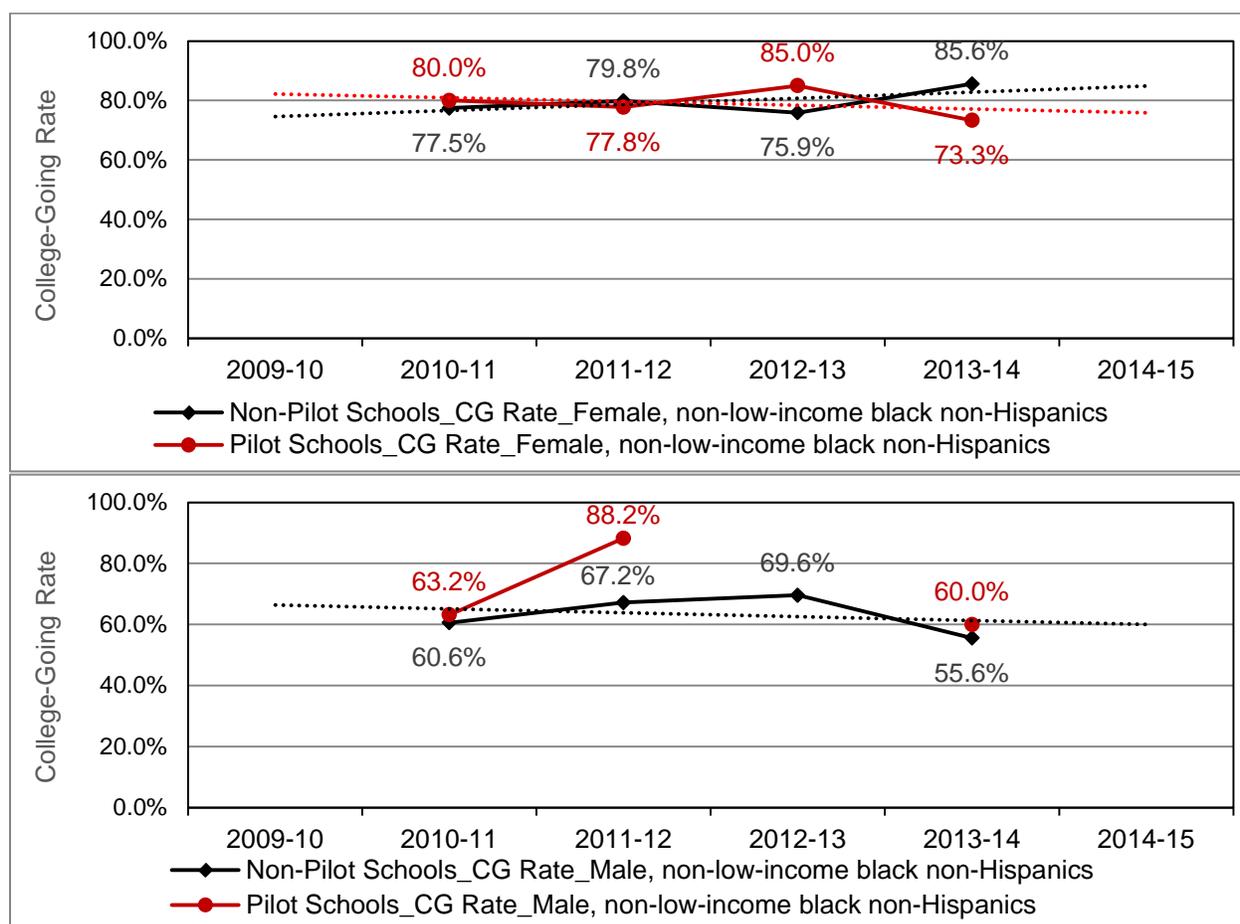
For the graduates of the non-Pilot schools, there was a statistically significant increase in the college-going rate of female, non-low-income blacks between the first and second years of the ACT Pilot Project, from 75.9% in 2012-13 to 85.6% in 2013-14 ($\chi^2 = 3.9130$, $p = 0.0479$). Since the college-going rate of 85.6% in 2013-14 was noticeably higher than the group's 2010-11 rate of 77.5% at the beginning of the two-year baseline period ($\chi^2 = 2.8908$, $p = 0.0891$), there was a slight upward trend in the college-going rate of female, non-low-income blacks who graduated from the non-Pilot schools over the course of this study.

Due to the insufficient number of male, non-low-income blacks who graduated from the Pilot schools between 2010-11 and 2013-14, no conclusions can be drawn about their college-going rates after the ACT Pilot Project was initiated, except to note

that there was a dramatic difference between their college-going rate of 88.2% in 2011-12 and their other reportable rates of 63.2% in 2010-11 and 60.0% in 2013-14.

As also shown in the second chart in Figure 12.5, there was a significant decrease in the college-going rate of male, non-low-income blacks who graduated from the non-Pilot schools between the first and second years of the ACT Pilot Project, from 69.6% in 2012-13 to 55.6% in 2013-14 ($\chi^2 = 6.1490$, $p = 0.0131$). The 55.6% rate for the graduating class of 2013-14 was somewhat lower than the group's first baseline rate of 60.6% and significantly lower than the group's second baseline rate of 67.2% ($\chi^2 = 3.8551$, $p = 0.0496$). As a result, there was an overall downward trend in the college-going rate of male, non-low-income blacks who graduated from the non-Pilot schools over the course of this study.

Figure 12.5
College-Going Rates of Female and Male, Non-Low-Income Blacks
at the Pilot and Non-Pilot Schools



- **Female and Male, Low-Income Black Non-Hispanics**

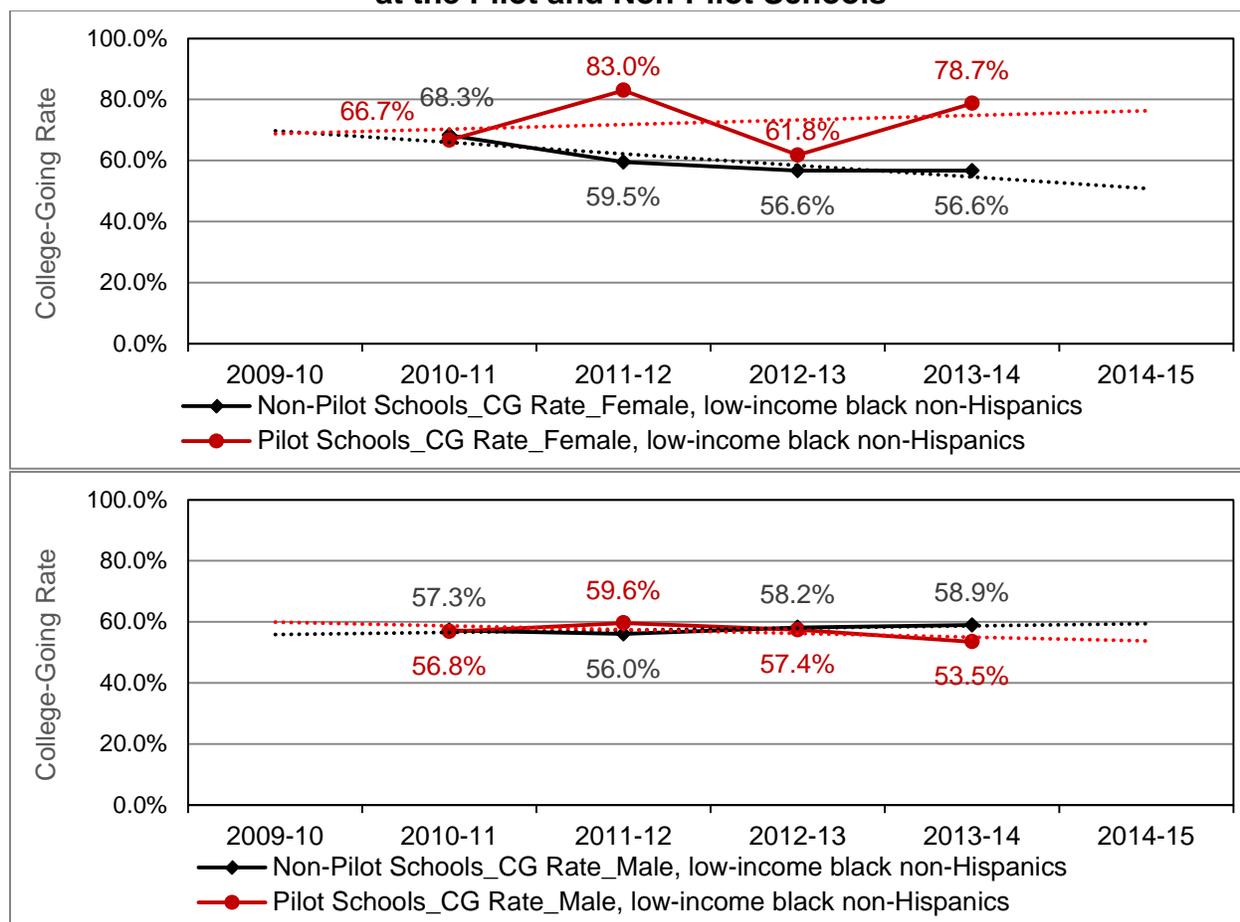
Male, low-income blacks are of particular interest in this study because they were among the 10 groups with the lowest college-going rates prior to the ACT Pilot Project.

In comparison, female, low-income blacks had higher rates than male, low-income blacks in 2010-11 and 2011-12 at both the Pilot and non-Pilot schools.

As shown in Figure 12.6 below, there were dramatic and statistically significant increases and decreases in the college-going rate of female, low-income blacks who graduated from the Pilot schools over the course of this study. This group's rate increased dramatically from 66.7% in 2010-11 to 83.0% in 2011-12 ($x^2 = 3.2624$, $p = 0.0709$) and then significantly decreased to 61.8% in 2012-13 ($x^2 = 6.9702$, $p = 0.0083$). In turn, the rate again significantly increased to 78.7% in 2013-14 ($x^2 = 3.7167$, $p = 0.0539$). As a result of these wide fluctuations, there was only a slight, upward, overall trend in the college-going rate of female, low-income blacks who graduated from the Pilot schools between 2010-11 and 2013-14.

In contrast, there was a distinct downward trend in the college-going rate of female, low-income blacks who graduated from the non-Pilot schools over the course of this study. As shown in Figure 12.6, the college-going rate of female, low-income blacks who graduated from the non-Pilot schools significantly decreased, from 68.3% in 2010-11 to 59.5% in 2011-12 ($x^2 = 5.4080$, $p = 0.0200$). This group's college-going rate

Figure 12.6
College-Going Rates of Female and Male, Low-Income Blacks
at the Pilot and Non-Pilot Schools



further decreased to a rate of 56.6% in 2012-13 and stayed at the same rate for the graduates in 2013-14. The equal rates of 56.6% were both, of course, significantly lower than the 2010-11 baseline rate of 68.3% (for 2012-13 compared to 2010-11, $\chi^2 = 9.2804$, $p = 0.0023$ and, for 2013-14 compared to 2010-11, $\chi^2 = 9.3371$, $p = 0.0022$). As a result, there was a definite downward trend in the college-going rate of female, low-income blacks who graduated from the non-Pilot schools over the course of this study.

As also illustrated in Figure 12.6 on the previous page, there was a very slight upward trend in the college-going rate of male, low-income black graduates of the non-Pilot schools, since their rates in 2012-13 and 2013-14 were a little higher than their respective baseline rates. Conversely, there was a slight downward trend in the college-going rate of the male, low-income blacks who graduated from the Pilot schools, due to a decrease in the group's rate between the first two years of the ACT Pilot Project, from 57.4% in 2012-13 to 53.5% in 2013-14. However, there were no statistically significant changes in the college-going rates of male, low-income blacks who graduated from the Pilot or non-Pilot schools after the ACT Pilot Project was initiated. This finding is important because it indicates that the male, low-income blacks continued to be underrepresented among the state's college-going graduates, contrary to the goal to increase the college-going rates of groups with historically low rates.

Trends in the College-Going Rates of Asians¹

Female and male, non-low-income Asians are of particular interest in this study because they had among the highest college-going rates at the Pilot and non-Pilot schools over the two years preceding the ACT Pilot Project. In comparison, female and male, low-income Asians had noticeably lower college-going rates when the Pilot and non-Pilot schools were combined into a single school population. However, these two low-income groups were not among the 10 groups identified as having the lowest college-going rates prior to the ACT Pilot Project.

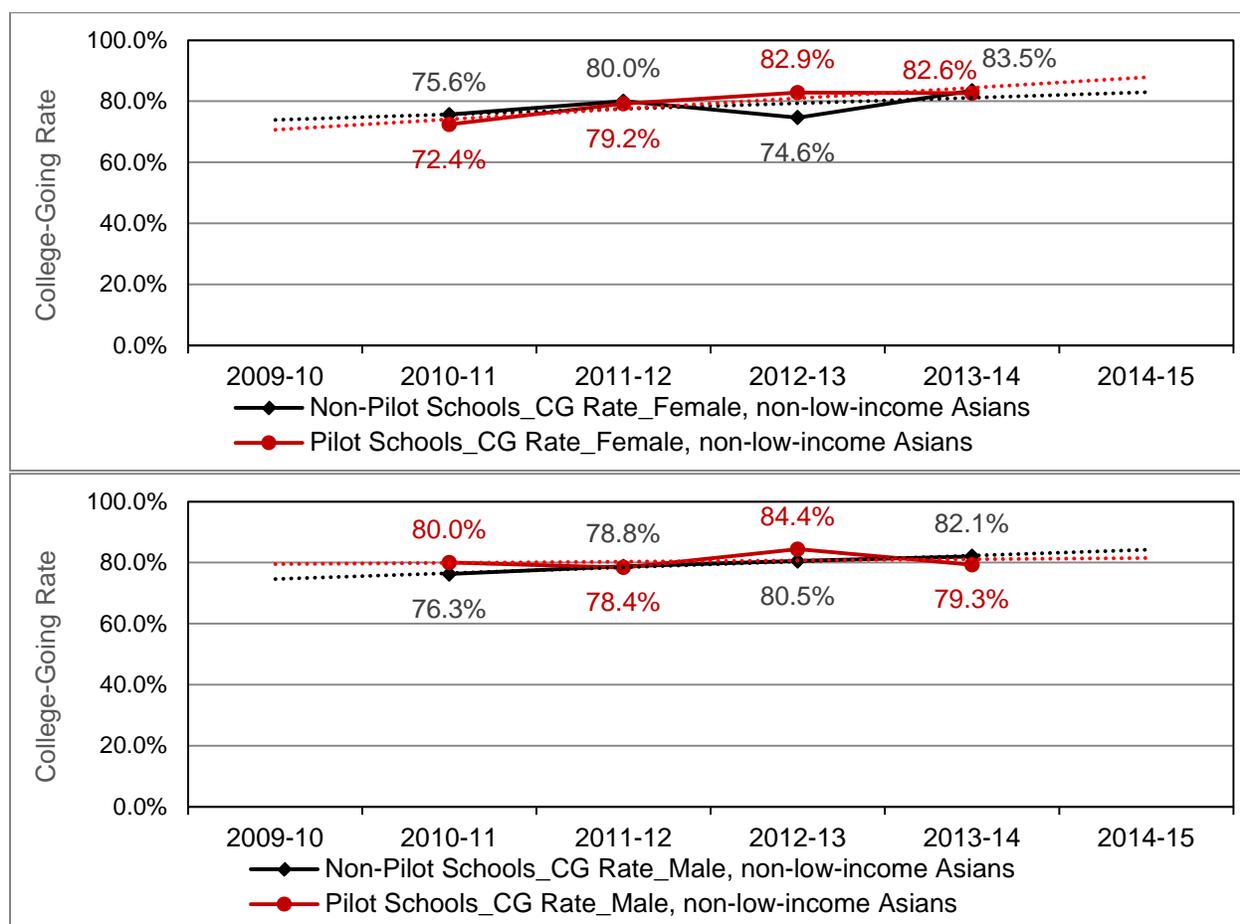
As in the cases of the female and male, non-low-income blacks, the conclusions that can be drawn about the college-going rates of Asians are somewhat limited, due to the relatively low number of Asian graduates within each of the four groups defined by gender and income. With only two exceptions, there were fewer than 40 Asians within each of the four groups who graduated from the Pilot schools each year, and fewer than 100 graduates from the non-Pilot schools. As a result of the low numbers of Asians who graduated from the Pilot schools, chi-square values could not always be calculated to determine the significance of the changes that occurred in their college-going rates. Since there also were generally small numbers of Asian graduates from the non-Pilot schools, noticeable differences between any two college-going rates were not statistically significant for either of the two school populations. Nevertheless, tentative conclusions can be drawn, based on the significant differences that were evidenced and the linear trend lines that were derived from the reported college-going rates of the four groups of Asians defined by gender and household income.

¹Asians include Pacific Islanders.

- **Female and Male, Non-Low-Income Asians**

As shown in the first chart in [Figure 12.7](#) below, there were slight, upward trends in the college-going rates of female, non-low-income Asians who graduated from the Pilot and non-Pilot schools, since their college-going rates after the second year of the ACT Pilot Project were higher than their respective baseline rates. Similarly, as shown in the second chart in [Figure 12.7](#), there was a very slight upward trend in the college-going rates of the male, non-low-income Asians who graduated from the non-Pilot schools, compared to an almost level trend for the graduates of the Pilot schools. However, there were no statistically significant changes in the college-going rates of the female or male, non-low-income Asians who graduated from the Pilot or non-Pilot schools over the course of this study. In other words, the college-going rates of these two groups were relatively high both before and after the ACT Pilot Project was initiated, and they may be increasing, at least slightly, over time.

Figure 12.7
College-Going Rates of Female and Male, Non-Low-Income Asians
at the Pilot and Non-Pilot Schools

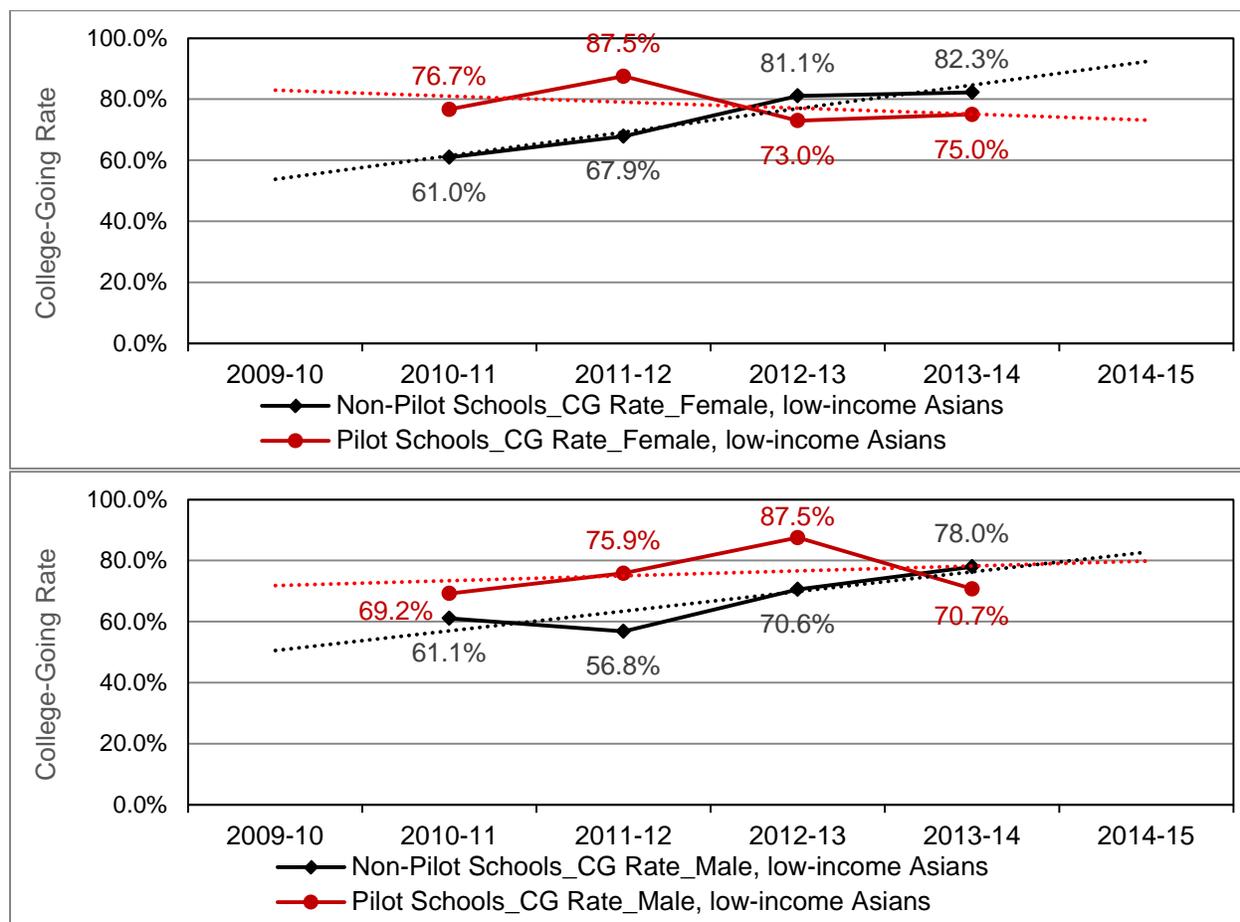


- **Female and Male, Low-Income Asians**

Due to the low number of female, low-income Asians who graduated from the Pilot schools, the changes that occurred in their college-going rates were not statistically significant or their significance could not be determined using chi-square analysis. Nevertheless, as shown in the first chart in Figure 12.8 below, there was an apparent downward trend in the college-going rate of female, low-income Asians from the Pilot schools, since their rates in 2012-13 and 2013-14 were about equal and lower than either of their baseline rates.

In contrast, as also shown in Figure 12.8, there was a definite upward trend in the college-going rate of female, low-income Asians who graduated from the non-Pilot schools. None of the year-to-year changes in their college-going rates were statistically significant. However, the group's college-going rate of 81.1% after the first year of the ACT Pilot Project in 2012-13 was significantly higher than its 2010-11 baseline rate of 61.0% ($\chi^2 = 4.6939$, $p = 0.0303$). The group's college-going rate of 82.3% in 2013-14 also was significantly higher than their 2010-11 baseline rate of 61.0% ($\chi^2 = 5.7793$, $p = 0.0162$) and close to significantly higher than its 2011-12 baseline rate of 67.9% ($\chi^2 = 3.2920$, $p = 0.0696$).

Figure 12.8
College-Going Rates of Female and Male, Low-Income Asians
at the Pilot and Non-Pilot Schools



As shown in the second chart in Figure 12.8 on the previous page, the college-going rate of male, low-income Asians who graduated from the Pilot schools steadily increased between 2010-11 and 2012-13, resulting in an upward trend line, even though the group's college-going rate decreased noticeably after the second year of the ACT Pilot Project, from 87.5% in 2012-13 to 70.7% in 2013-14. Again, however, due to the low number of male, low-income Asians who graduated from the Pilot schools, the noticeable changes that occurred in their college-going rates were either not statistically significant or their significance could not be determined using chi-square analysis.

In comparison, as shown in Figure 12.8, there was a more definite upward trend in the college-going rate of male, low-income Asians who graduated from the non-Pilot schools. None of the year-to-year changes in their college-going rates were statistically significant. However, the group's college-going rate of 78.0% in 2013-14, after the second year of the ACT Pilot Project, was close to significantly higher than its 2010-11 baseline rate of 61.1% ($\chi^2 = 3.1222$, $p = 0.0772$) and significantly higher than its 2011-12 baseline rate of 56.8% ($\chi^2 = 5.2634$, $p = 0.0218$).

Trends in the College-Going Rates of Graduates of Two or More Races

The Nebraska Department of Education started to use "two or more races" as a racial/ethnic category to classify graduates of Nebraska's high schools beginning with the class of 2010-11. Graduates of two or more races are of interest in this study because the number of graduates in this category steadily increased from 2010-11 to 2013-14. At the Pilot schools, the number of graduates of two or more races increased from 109 in 2010-11 to 148 in 2013-14. At the non-Pilot schools, the number increased from 378 to 410 over the same period of time.

Male, low-income graduates of two or more races are of particular interest because they were one of the 10 groups that had the lowest college-going rates for the two years prior to the ACT Pilot Project. In comparison, female, low-income and male, non-low-income graduates in the two or more races category had slightly higher rates, while female, non-low-income graduates had the highest college-going rates of the four groups when the graduates of the Pilot and non-Pilot schools were combined into a single, statewide population.

Graduates of two or more races from the Pilot schools are unique in this study because all four groups in this racial/ethnic category had generally the same pattern of wide fluctuations in their college-going rates between 2010-11 and 2013-14. In each of the four cases, the group's college-going rate noticeably or even dramatically increased between 2010-11 and 2011-12, noticeably or significantly decreased between 2011-12 and 2012-13; and then noticeably or significantly increased again between 2012-13 and 2013-14.

In comparison, female, low-income black non-Hispanics who graduated from the Pilot schools were the only other group in this study with a comparable pattern of wide fluctuations in their college-going rate between 2010-11 and 2013-14. Two other Pilot-school groups, consisting of female or male, low-income Asians, each had a dramatic increase in its college-going rate between 2010-11 and 2011-12 or between 2012-13

and 2013-14 followed by an equally noticeable decrease the next year. However, the other annual change evidenced for each of these two groups was more moderate in magnitude.

What these eight groups have in common is a relatively small number of graduates from the Pilot schools for each year of this study. (The only smaller group consisted of female, non-low-income blacks.) In the cases of the graduates of two or more races, there were as few as 19 and no more than 40 graduates in each of the four groups defined by gender and income.

The groups of graduates of two or more races from the non-Pilot schools had less variable college-going rates than their peers at the Pilot schools, probably because there were larger numbers of graduates at the non-Pilot schools. However, from the non-Pilot schools, there were as few as 64 and no more than 130 graduates of two or more races within each of the four groups defined by gender and income.

Due to the low numbers of graduates of two or more races within each of the four groups from the Pilot schools, noticeable increases and decreases in college-going rates were usually not statistically significant at the 0.05 (5.0%) probability level. In fact, the only statistically significant differences were those that exceeded 20 percentage points. Nevertheless, at least tentative conclusions can be drawn about the college-going rates of each of the four groups of graduates of two or more races from the Pilot and non-Pilot schools, based on the significant changes that occurred in their college-going rates and the linear trend lines that were derived from the series of college-going rates reported for each group.

- **Female and Male, Non-Low-Income Graduates of Two or More Races**

Between 2010-11 and 2013-14, the overall trends in the college-going rates of female non-low-income graduates of two or more races were in opposite directions for the Pilot and non-Pilot schools. For the graduates of the Pilot schools, there was a downward trend in their college-going rates, while there was an upward trend in the college-going rates of female, non-low-income graduates of two or more races from the non-Pilot schools. In comparison, there were upward trends in the college-going rates of male, non-low-income graduates of two or more races at both the Pilot and non-Pilot schools.

As illustrated in Figure 12.9 on the next page, the college-going rate of female, non-low-income graduates of two or more races from the Pilot schools significantly decreased after the first year of the ACT Pilot Project, from 87.5% in 2011-12 to 64.5% in 2012-13 ($\chi^2 = 4.5853$, $p = 0.0322$). A year later, their college-going rate increased noticeably, but not significantly, to 76.9% ($\chi^2 = 1.3027$, $p = 0.2537$). However, their rates in 2012-13 and 2013-14 were both lower than their two baseline rates, resulting in an overall downward trend in the college-going rate of female, non-low-income graduates of two or more races from the Pilot schools over the course of this study.

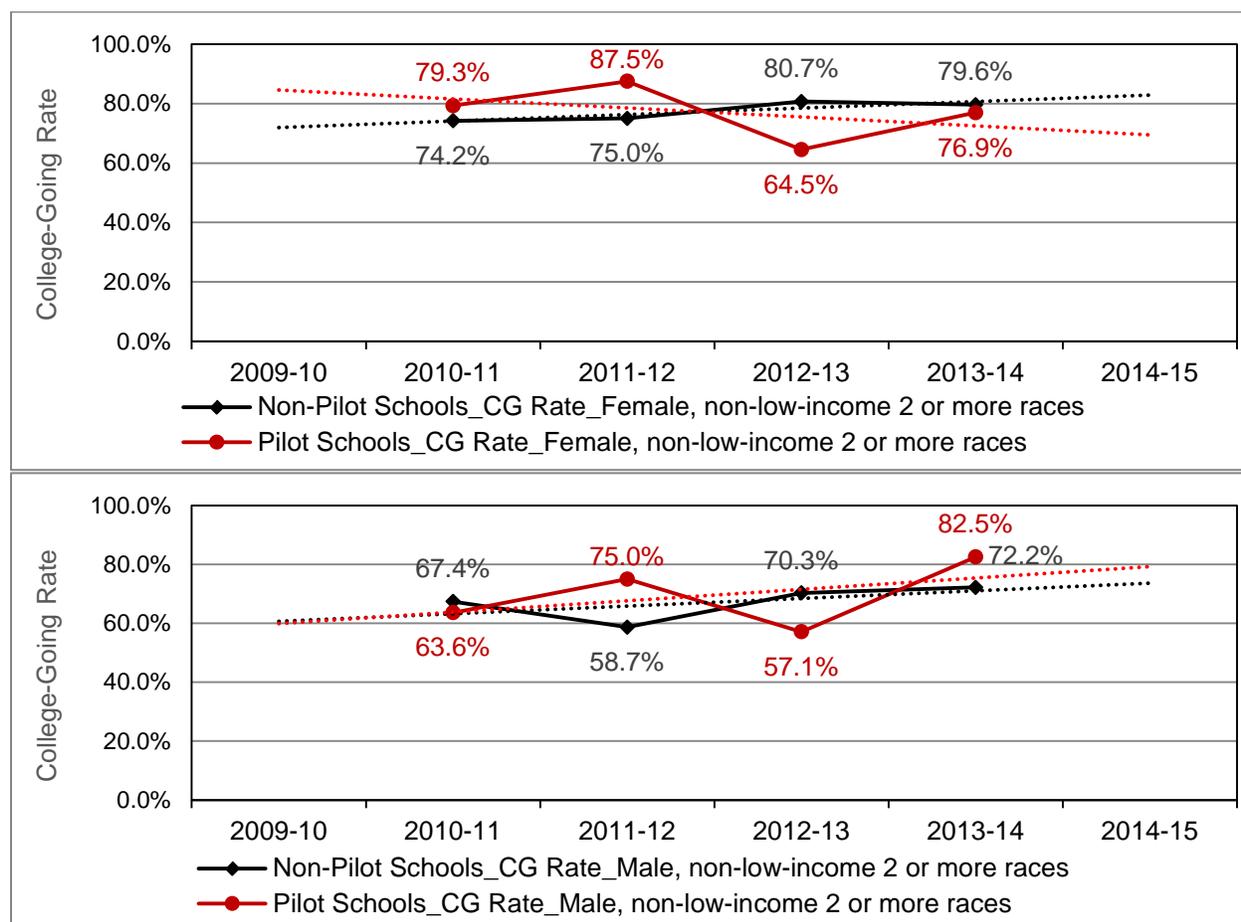
In comparison, there were no statistically significant differences between any of the college-going rates of the female, non-low-income graduates of two or more races

from the non-Pilot schools. However, as shown in Figure 12.9 below, their rates after the first and second years of the ACT Pilot Project were 4.6 to 6.5 percentage points higher than their two respective baseline rates, resulting in an overall upward trend in the college-going rates of female, non-low-income graduates of two or more races from the non-Pilot schools over the course of this study.

As mentioned previously, there were upward trends in the college-going rates of male, non-low-income graduates of two or more races at both the Pilot and non-Pilot schools. As shown in the second chart in Figure 12.9, the group's college-going rate at the Pilot schools significantly increased between the first and second years of the ACT Pilot Project, from 57.1% in 2012-13 to 82.5% in 2013-14 ($x^2 = 5.2599$, $p = 0.0218$). Compared to the group's baseline rates, the 82.5% rate in 2013-14 was close to significantly higher than the group's first baseline rate of 63.6% in 2010-11 ($x^2 = 3.3420$, $p = 0.0675$) and also somewhat higher than their second baseline rate of 75.0% in 2011-12, resulting in an overall upward trend.

At the non-Pilot schools, there were no statistically significant year-to-year changes in the college-going rates of male, non-low-income graduates of two or more

Figure 12.9
College-Going Rates of Female and Male, Non-Low-Income Graduates of Two or More Races at the Pilot and Non-Pilot Schools



rates. However, the group's 72.2% college-going rate in 2013-14 after the second year of the ACT Pilot Project was significantly higher than the group's second baseline rate of 58.7% in 2011-12 ($x^2 = 3.6778$, $p = 0.0551$) and a few percentage points higher than the group's first baseline rate of 67.4%. In addition, the group's college-going rate of 70.3% after the first year of the ACT Pilot Project was also higher, if not significantly higher, than both of the group's baseline rates. Consequently, there was an upward trend in the group's rates that almost paralleled the trend at the Pilot schools.

- **Female and Male, Low-Income Graduates of Two or More Races**

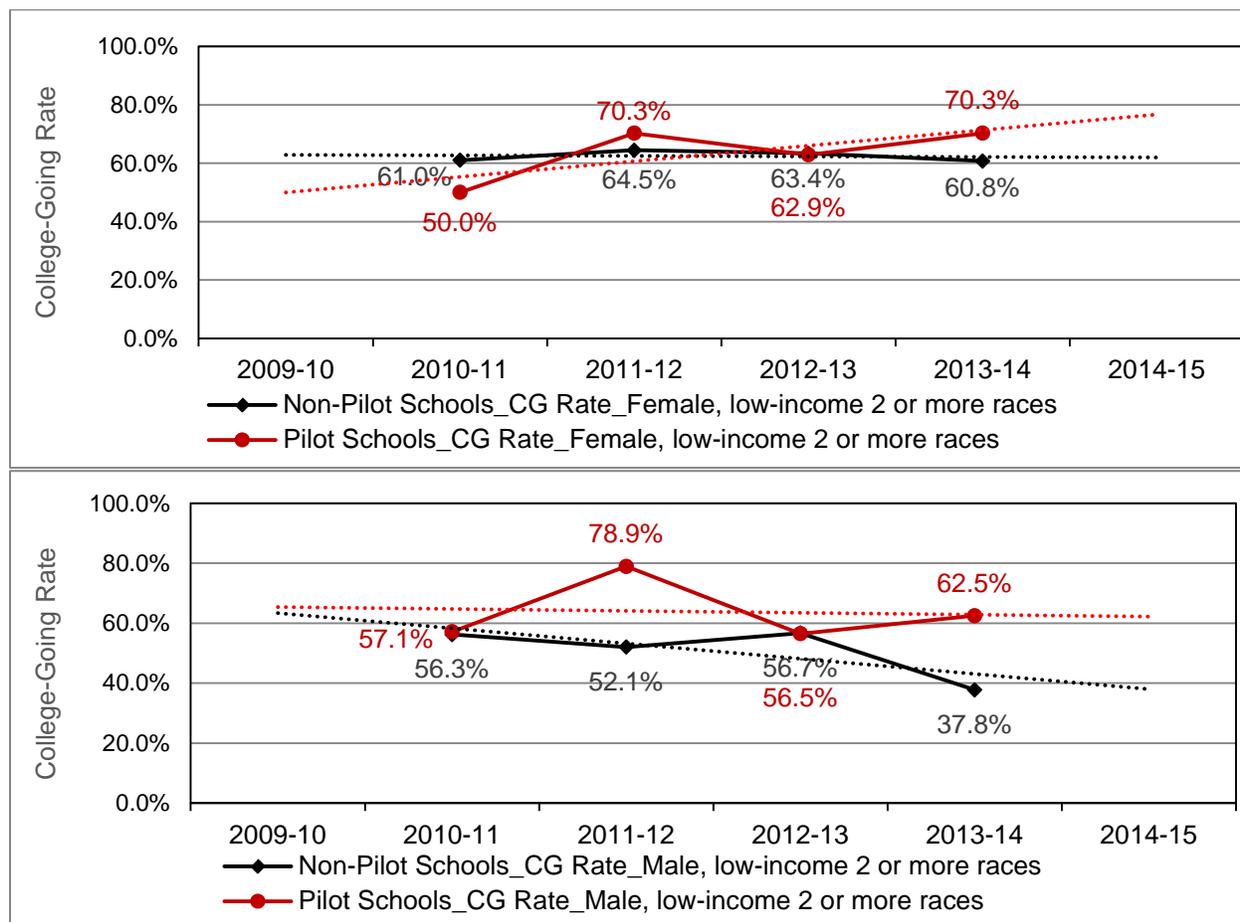
Technically, there was an overall upward trend in the college-going rates of female, low-income graduates of two or more races from the Pilot schools between 2010-11 and 2013-14. As shown in Figure 12.10 on the next page, this upward trend was entirely due to the 20.3 percentage-point differences between the group's first baseline rate of 50.0% in 2010-11 and its 70.3% college going rate in both 2011-12 and 2013-14. These differences were statistically significant at the 0.10 probability level but not at the 0.05 level ($x^2 = 2.6605$, $p = 0.1029$). Otherwise, however, there were no statistically significant differences between any of the group's rates during the course of this study to date.

In comparison, there were no significant, or even noteworthy, changes in the college-going rates of female, low-income graduates of two or more races from the non-Pilot schools before or after the ACT Pilot Project was initiated. As a result, the overall trend in the college-going rate of this group was almost perfectly stable over the course of this study.

The same conclusion can be drawn about the college-going rates of male, low-income graduates of two or more races from the Pilot schools. As shown in the second chart in Figure 12.10, the rates for this group fluctuated up or down 21.8 or 22.4 percentage points between 2010-11 and 2012-13. However, there were no significant differences between any of the group's college-going rates during the four years of this study to date. Furthermore, since the increases in the group's rate were offset by the dramatic decrease in its rate in 2012-13, the overall trend in this group's rate was almost perfectly flat.

On the other hand, at the non-Pilot schools, there was a distinct downward trend in the college-going rate of male, low-income graduates of two or more races. As illustrated in Figure 12.10, this group's rates were relatively consistent until its college-going rate significantly decreased, from 56.7% after the first year of the ACT Pilot Project in 2012-13 to 37.8% after the second year of the project in 2013-14 ($x^2 = 6.3563$, $p = 0.0117$). The 37.8% rate in 2013-14 was significantly lower than the group's 2010-11 baseline rate of 56.3% ($x^2 = 4.9250$, $p = 0.0265$) and close to significantly lower than the group's 2011-12 baseline rate of 52.1% ($x^2 = 3.1750$, $p = 0.0748$). Consequently, the overall trend in the group's college-going rate turned significantly downward after the second year of the ACT Pilot Project.

Figure 12.10
College-Going Rates of Female and Male, Low-Income Graduates
of Two or More Races at the Pilot and Non-Pilot Schools



Trends in the College-Going Rates of Native Americans

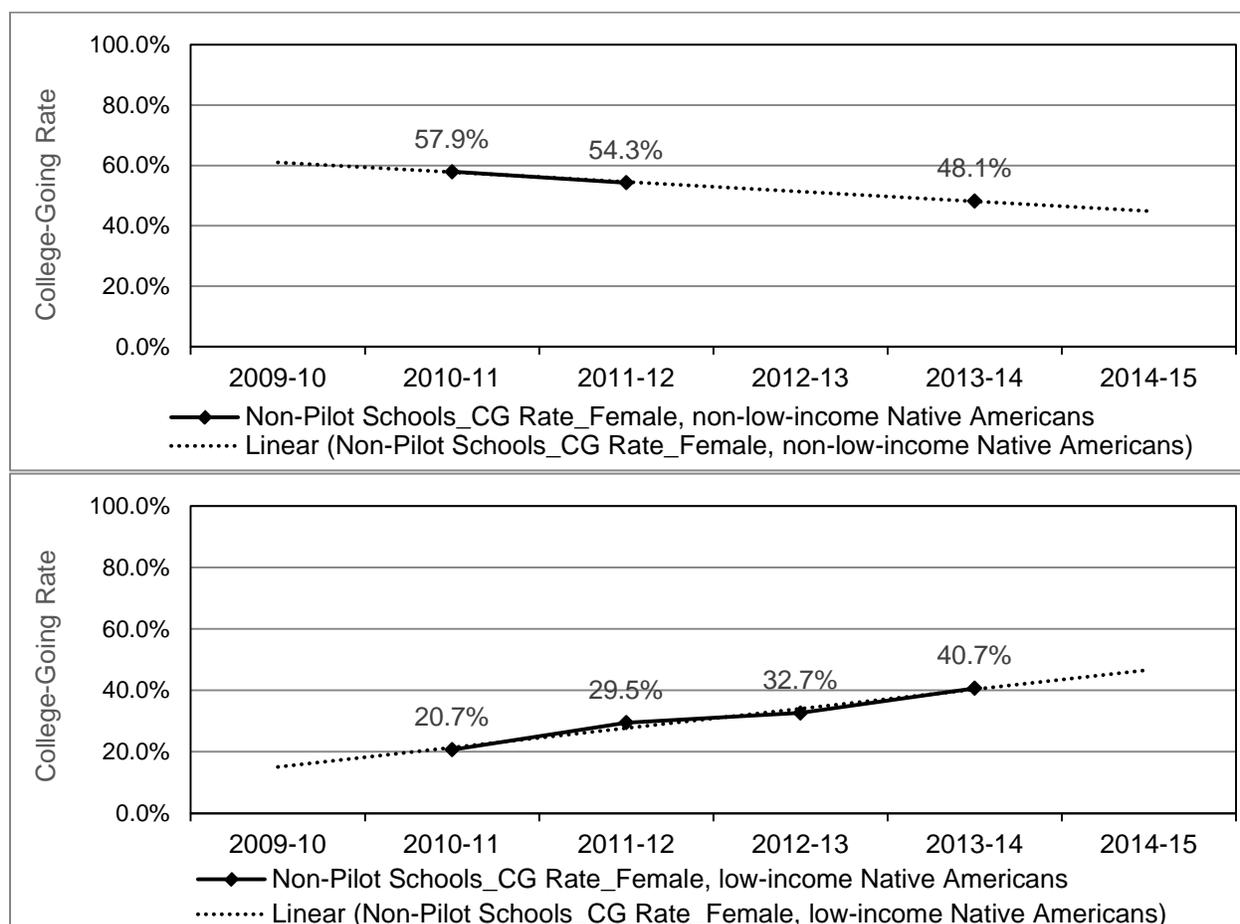
The college-going rates of the four groups of Native Americans defined by gender and income can be reported only for the non-Pilot schools. Nevertheless, these groups are of interest because they generally had the lowest college-going rates of the 24 groups examined.

- **Female, Non-Low-Income and Low-Income Native Americans**

The charts in Figure 12.11 on the next page show the overall trends in the college-going rates of the female, non-low-income and female, low-income Native Americans. The college-going rate for 2012-13 cannot be reported in the chart for the female, non-low-income Native Americans because fewer than 10 of the graduates in this group continued on to college. However, even without this data point or any significant differences between the three reported rates, there was a noticeable downward trend in the group's college-going rate, from 57.9% in 2010-11 to 48.1% in 2013-14.

In contrast, there was a distinct upward trend in the college-going rate of female, low-income Native Americans. Although there were no statistically significant year-to-year changes, the group's college-going rate steadily increased between 2010-11 and 2013-14. Furthermore, the 2013-14 rate of 40.7% was significantly higher than the group's first baseline rate of only 20.7% ($\chi^2 = 5.4857$, $p = 0.0192$). This significant increase is encouraging because it suggests that the group's college-going rate is moving in the desired direction.

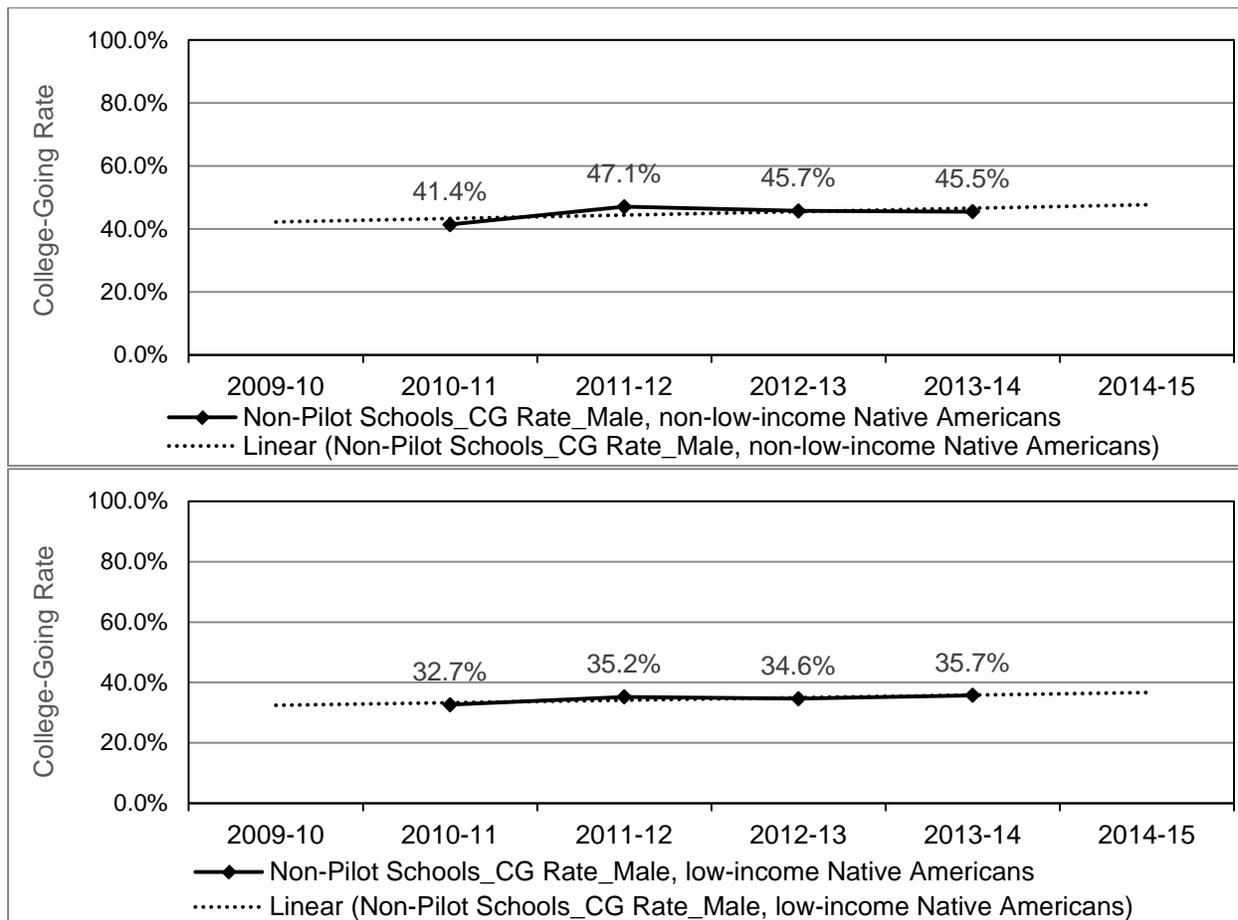
Figure 12.11
College-Going Rates of Female, Non-Low Income and Low-Income Native Americans at the Non-Pilot Schools



- **Male, Non-Low-Income and Low-Income Native Americans**

There were no statistically significant, or even noteworthy, changes in the college-going rates of male, non-low-income or male, low-income Native Americans between 2010-11 and 2013-14. Consequently, as shown in Figure 12.12 on the next page, the overall trends in the college-going rates of these two groups were relatively stable over the course of this study.

Figure 12.12
College-Going Rates of Male, Non-Low Income and Low-Income
Native Americans at the Non-Pilot Schools



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Limitations of the Study

Every effort has been made in this progress report to provide a thorough, accurate analysis of the college-going rates of the students who graduated in 2012-13 and 2013-14 compared to their baseline rates. However, this study is not without limitations.

One serious limitation is that there were only two, rather than three, years of data for calculating the baseline college-going rates of the racial/ethnic groups examined in this study. As explained earlier in this report, the five race/ethnicity categories used to classify the 2009-10 graduates are not directly comparable to the six categories used to classify the graduates in 2010-11 and 2011-12, due to the introduction of the “two or more races” category in 2010-11. As a result, only the data for the graduates in 2010-11 and 2011-12 could be used for calculating baseline college-going rates.

Another limitation related to race/ethnicity is the small number of Native Americans who graduated from the Pilot schools between 2010-11 and 2013-14. Since only 40 or fewer Native Americans graduated each year, there were insufficient numbers of students to divide them into four groups based on gender and income for more detailed analysis.

The relatively small number of graduates in other categories of minority students is also a limitation of this study. Of the students who graduated from the Pilot schools in 2010-11, 120 were Asians, 123 were black non-Hispanics, and 109 were of two or more races. Of the most recently reported graduates in 2013-14, 125 were Asians, another 125 were black non-Hispanics, and 148 were of two or more races. Also, 320 or fewer Asians and only 160 to 201 Native Americans graduated from the non-Pilot schools each year.

When the graduates in each racial/ethnic group were divided into four groups based on gender and income, the resulting group sizes were much smaller, ranging from 24 to 41 Asians, 14 to 68 blacks, and 19 to 40 students of two or more races who graduated from the Pilot schools. For the non-Pilot schools, group sizes ranged from 41 to 121 Asians and from 22 to 71 Native Americans. Consequently, although the college-going rates of these graduates can and have been calculated, generalizations and conclusions based on these rates must be drawn with reservation and with acknowledgement of the relatively small number of graduates in each group.

In addition to being limited by the relatively small numbers of minority students, the conclusions drawn from this study have been affected by the unequal numbers of graduates from the Pilot and non-Pilot schools. As a result of a smaller population size, there often were noticeable, and sometimes even dramatic, increases and decreases in the college-going rates of the graduates of the Pilot schools. In some cases, noticeable increases or “spikes” in college-going rates were followed by equally noticeable decreases one year later. In other cases, noticeable increases or decreases occurred before or after one or two more moderate changes in a group’s college-going rate. In comparison, there was generally less variability in the college-going rates of graduates from the non-Pilot schools, due to the much larger size of this school population.

Consequently, it was often difficult to interpret the comparisons of the changes in college-going rates that occurred at the Pilot and non-Pilot schools, when the numbers of graduates from the Pilot schools were always considerably smaller than the numbers of graduates from the non-Pilot schools.

To overcome the limitation of relatively small numbers of minority graduates, the effects of unequal population sizes, and the effects of the relatively high variability in some of the college-going rates evidenced in this study, the conclusions expressed in this progress report are based primarily on the Pearson chi-square values and the associated probabilities that were used to determine the statistical significance of the differences between college-going rates. This approach is not without limitations, but it was appropriate to use with the available data, and it allowed a distinction to be made between the changes that probably occurred by chance, or as a result of normal variability, and those that probably did not occur by chance.

The most serious limitation of this study is that it does not explain WHY noticeable or significant “spikes” occurred in some college-going rates. Nor does this study explain other changes in college-going rates that occurred before or after the ACT Pilot Project was initiated with the class of 2012-13.

To date, many of the changes in college-going rates evidenced in this study are due to the normal variability that can be expected in college-going rates tracked over time. Some changes, however, could be due to undetected data errors or to a wide variety of factors that are not considered in this study. Even the changes evidenced at the Pilot schools after the beginning of the ACT Pilot Project cannot be attributed exclusively, if at all, to administering the ACT to all 11th graders, since many other factors determine whether students continue on to college after high school.

Another general limitation of this study is that data obtained from the National Student Clearinghouse for the purpose of calculating college-going rates may not include enrollment records for every graduate of the Pilot and non-Pilot schools who continued on to college within a year of high school graduation. Although the Clearinghouse receives and stores the enrollment records for more than 95% of the college students in the United States, there are students who attend colleges and training programs, including those offered in the military services, which do not submit enrollment records to the Clearinghouse.

Also, it is possible that enrollment records obtained from the Clearinghouse are not completely accurate. For example, there have been cases in which enrollment records from postsecondary institutions have not been correctly submitted and, as a result, have been omitted from the data used to track college enrollments.

Finally, there is always the possibility that there are other undetected errors in a study of this type. These errors may be in the data obtained or made in the process of analysis or presentation of findings.

Conclusions

Even though the research described in this report has limitations, this study provides a thorough statistical analysis of the college-going rates of the students who graduated from the Pilot schools in 2012-13 and 2013-14, which were the first two graduating classes consisting of students who participated in the ACT Pilot Project. Throughout this report, the college-going rates of the 2012-13 and 2013-14 graduates of the Pilot schools are compared to their baseline rates to determine what, if any, changes occurred after the ACT Pilot Project was initiated. In addition, the changes that occurred in the college-going rates at the Pilot schools are compared to the changes that occurred at the non-Pilot schools to determine if there were equivalent trends in the college-going rates of both school populations over the course of this study, including both before and after the ACT Pilot Project was initiated.

The major conclusions presented in this section are based primarily on whether statistically significant changes at the 0.05 level of probability occurred in the college-going rates of graduates of the Pilot and non-Pilot schools after the first and second years of the ACT Pilot Project. In other words, conclusions are based primarily on whether the college-going rates of the 2012-13 and 2013-14 graduates were significantly higher or lower than the baseline rates calculated for this study. Additional conclusions are based on the linear trends in college-going rates that were evidenced over the course of this study to date.

Throughout the following discussion, the year of high school graduation is used to refer to a college-going rate, even though the rate was actually calculated as a percentage of the graduates who continued on to college the following year. For example, the 2010-11 baseline rate is the percentage of the graduates in 2010-11 who continued on to college in 2011-12. As another example, the college-going rate in 2013-14 refers to the percentage of the graduates in 2013-14 who continued to college in 2014-15.

Comparison of the Demographics of the Pilot and Non-Pilot School Populations

Based on the demographics of the students who graduated in 2012-13 and 2013-14, the Pilot and non-Pilot school populations have continued to be sufficiently comparable for the purpose of estimating what potential effect the administration of the ACT to all 11th graders in Nebraska's public schools would have on the state's college-going rate. In summary, the similarities and differences between the students who graduated from the Pilot and non-Pilot schools in 2012-13 or 2013-14 were as follows:

- Males and females each accounted for about half of the graduates in both populations.
- Students from low-income households accounted for a slightly higher percentage of the graduates of the Pilot schools than of the graduates of the non-Pilot schools, but about one-third of the graduates in both populations were from low-income households, compared to two-thirds being reported as non-low-income graduates.

- Native Americans accounted for equally small percentages of the graduates of the Pilot and non-Pilot schools. However, compared to the graduates of the non-Pilot schools, white non-Hispanics and black non-Hispanics accounted for slightly lower percentages of the graduates of the Pilot schools, while Hispanics, Asians, and students of two or more races accounted for slightly higher percentages.

Overall College-Going Rates

Over the course of this study to date, an average of 3,277 students graduated from the Pilot schools each year, while more than 16,000 graduated from the non-Pilot schools. Based on the analysis of the overall college-going rates of these two student populations:

- There were no significant changes in the overall college-going rate of the Pilot schools over the three-year baseline period from 2009-10 to 2011-12 or after the first or second year of the ACT Pilot Project.
 - The overall college-going rate of the students who graduated from the Pilot schools decreased only slightly over the three-year baseline period, from 70.5% in 2009-10 to 70.3% in 2011-12; slightly decreased again to 70.0% in 2012-13; and then slightly increased to 70.3% in 2013-14.
- In comparison, there was a very slight, but statistically significant, decrease in the overall college-going rate of the non-Pilot schools from the beginning to the end of the baseline period, but there were no significant changes in the overall college going rate of the non-Pilot schools after the ACT Pilot Project was initiated.
 - The overall college-going rate of the non-Pilot schools decreased from 72.1% in 2009-10 to 70.9% in 2011-12, remained at 70.9% in 2012-13, and increased to 71.8% in 2013-14.
- Based on these two conclusions alone, administering the ACT to all 11th graders probably would have no effect on the overall college-going rate of Nebraska's public high schools.

Over the course of this study, the overall college-going rates of the graduates of the Pilot schools were slightly and consistently lower than the overall rates for the non-Pilot schools. The difference in the college-going rates of the two school populations generally can be explained by the fact that the Pilot schools had slightly lower college-going rates for both female and male graduates, non-low-income graduates, and white non-Hispanics, each of which accounted for at least half or two thirds of the graduates in both school populations.

College-Going Rates of Male and Female Graduates

- There were no statistically significant changes in the college-going rate of the male or female graduates of the Pilot schools from the beginning to the end of the baseline period or after the first or second year of the ACT Pilot Project.
 - At the Pilot schools, the college-going rate of male graduates slightly decreased over the three-year baseline period, from 67.2% in 2009-10 to 65.3% in 2011-12; slightly increased to 66.4% in 2012-13; and then slightly decreased to 65.6% in 2013-14.
 - The college-going rate of the female graduates of the Pilot schools increased slightly over the baseline period, from 73.8% in 2009-10 to 75.0% in 2011-12; decreased to 73.3% in 2012-13; and increased again to 75.0% in 2013-14.
- There also were no statistically significant changes in the college-going rate of the female graduates of the non-Pilot schools from the beginning to the end of the baseline period or after the first or second year of the ACT Pilot Project.
 - The college-going rate of the female graduates of the non-Pilot schools increased very slightly over the baseline period, from 75.4% in 2009-10 to 75.8% in 2011-12; decreased slightly to 75.2% in 2012-13; and increased to 76.2% in 2013-14.
- In comparison, there was a slight, but statistically significant, downward trend in the college-going rate of the male graduates of the non-Pilot schools over the three-year baseline period, but after the ACT Pilot Project was initiated, there were no significant changes in the college-going rate of male graduates of the non-Pilot schools.
 - The college-going rate of the male graduates of the non-Pilot schools significantly decreased from 68.8% in 2009-10 to 65.9% in 2011-12; increased slightly to 66.7% in 2012-13; and increased slightly again to 67.3% in 2013-14.

Over the course of this study to date, the college-going rates of female graduates were consistently higher than the college-going rates of their male classmates at both the Pilot and non-Pilot schools. As a result, females accounted for 52% to 54% of the college-going graduates, while they accounted for 50% to 51% of the total graduates. Males, on the other hand, continued to be underrepresented among the college-going graduates at both the Pilot and non-Pilot schools, accounting for 49% or 50% of the graduates but only 46% to 48% of the graduates who continued on to college within one year of high school graduation.

College-Going Rates of Non-Low-Income and Low-Income Graduates

When the college-going rates of the non-low-income and low-income graduates of the Pilot and non-Pilot schools were compared, there was noticeably more variability in the college-going rates of the Pilot schools. However, for both the Pilot and non-Pilot schools, there were slight, upward, parallel trends in the college-going rates of the non-low-income and low-income graduates over the course of this study to date.

Non-Low-Income Graduates

- The college-going rate of the non-low-income graduates of the Pilot schools significantly increased after the FIRST year of the ACT Pilot Project. However, after the SECOND year of the project, the college-going rate for this group reverted back to a level that was not significantly higher than the group's rate at the beginning or end of the three-year baseline period. Nevertheless, there was a very slight, upward, overall trend in the group's college-going rate over the course of this study.
 - The college-going rate of non-low-income graduates of the Pilot schools decreased only slightly over the three-year baseline period, from 75.3% in 2009-10 to 75.0% in 2011-12; significantly increased to 77.5% in 2012-13; and then decreased, but not significantly, to 75.7% in 2013-14.
- There was no statistically significant change in the college-going rate of the non-low-income graduates of the non-Pilot schools after the FIRST year of the ACT Pilot Project. However, after the SECOND year of the project, the group's college-going rate significantly increased, resulting in a very slight, upward, overall trend over the course of this study.
 - The college-going rate of non-low-income graduates of the non-Pilot schools decreased slightly over the three-year baseline period, from 78.1% in 2009-10 to 77.6% in 2011-12; increased very slightly to 77.8% in 2012-13; and then increased significantly to 78.8% in 2013-14.

Low-Income Graduates

- The college-going rate of the low-income graduates of the Pilot schools significantly decreased after the FIRST year of the ACT Pilot Project, which was in the opposite direction of the desired change. After the SECOND year of the project, the group's college-going rate significantly increased from the prior year, but the resulting rate was not significantly higher than the group's college-going rate at the beginning or end of the three-year baseline period.
 - The college-going rate of low-income graduates of the Pilot schools increased over the three-year baseline period, from 58.5% in 2009-10 to 60.5% in 2011-12; decreased significantly to 55.7% in 2012-13; and increased significantly to 60.9% in 2013-14, resulting in a very slight, upward, overall trend over the course of this study.

- In comparison, the college-going rates of the low-income graduates of the non-Pilot schools gradually increased, from 55.6 % at the beginning of the baseline period to 57.5% after the second year of the ACT Pilot Project. There were no statistically significant changes in the group's rate from year to year over the period from 2009-10 to 2013-14. However, the college-going rate of low-income graduates of the non-Pilot schools in 2013-14 was significantly higher than the group's rate at the beginning of the baseline period in 2009-10, resulting in a slight, upward, overall trend.

Over the course of this study, non-low-income students accounted for decreasing percentages of the graduates of the non-Pilot and Pilot schools, while low-income graduates accounted for increasing percentages. As a result, low-income students accounted for increasing percentages of the college-going graduates of the non-Pilot and Pilot schools over the course of this study. However, since the college-going rates of low-income students continued to be noticeably lower than the college-going rates of their non-low-income classmates, low-income graduates continued to be under-represented among the college-going graduates of both school populations over the course of this study, even though there were slight, upward trends in the college-going rates of the low-income graduates of the Pilot and non-Pilot schools.

College-Going Rates of the Six Racial/Ethnic Groups

Due to the introduction of the “two or more races” category in 2010-11, the five racial/ethnic categories used to classify graduates in 2009-10 are not directly comparable to the six categories used in 2010-11 and subsequent years. Consequently, the baselines for the racial/ethnic groups are limited to the college-going rates of the graduates in 2010-11 and 2011-12.

Comparing the college-going rates of each of the six racial/ethnic groups to their respective baseline rates resulted in the following major conclusions:

- After the ACT Pilot Project was initiated with the class of 2012-13, white non-Hispanics and Asians continued to have higher college-going rates than black non-Hispanics and Hispanics, while Native Americans had the lowest college-going rates of the racial/ethnic groups at both the Pilot and non-Pilot schools.
- Due to wide fluctuations in the college-going rate of the students of two or more races who graduated from the Pilot schools, the college-going rate of these graduates was lower than the rates for whites, Asians, and blacks in 2012-13, but only lower than the rate for whites in 2013-14. In comparison, the college going rates of the students of two or more races who graduated from the non-Pilot schools were consistently lower than the rates for whites and Asians and higher than the rates for blacks in both 2012-13 and 2013-14.
- Compared to their respective baseline rates in 2010-11 and 2011-12, there were no statistically significant changes in the college-going rates of the white non-Hispanics and Asians who graduated from the Pilot schools after the first or second year of the ACT Pilot Project. Consequently, the overall trends

in the college-going rates of both of these groups were relatively stable over the course of this study.

- In comparison, there was a slight, but statistically significant increase in the college-going rate of white non-Hispanics who graduated from the non-Pilot schools in 2013-14, after the second year of the ACT Pilot Project. Solely as a result of this increase, from 74.4% in 2012-13 to 75.5% in 2013-14, there was a very slight upward trend in the college-going rate of white non-Hispanic graduates from the non-Pilot schools over the course of this study.
- The college-going rates of Asian graduates of the Pilot schools were generally stable over the course of this study, with the highest rate being 81.3% in 2012-13. In comparison, the college-going rates of Asian graduates of the non-Pilot schools gradually and steadily increased to 81.9% in 2013-14, a rate that was significantly higher than the group's initial baseline rate of 71.1% in 2010-11. As a result of the steady increases, there was a noticeable upward trend in the college-going rate of Asians who graduated from the non-Pilot schools.
- At both the Pilot and non-Pilot schools, there were statistically significant changes in the college-going rates of Hispanics. These changes resulted in slight, almost identical, upward trends in the college-going rates of Hispanic graduates, but for different reasons at the Pilot and non-Pilot schools.
 - At the Pilot schools, the college-going rate of Hispanics decreased, but not significantly, from a 2010-11 baseline rate of 54.2% to a rate of 52.3% in 2012-13, after the first year of the ACT Pilot Project. After the second year of the project, the college-going rate of Hispanics significantly increased to 61.9%, which was, in turn, significantly higher than the group's baseline rates in 2010-11 and 2011-12. Consequently, as a result of this single, significant increase after the second year of the ACT Pilot Project, there was a slight, but noticeable, upward trend in the college-going rate of Hispanic graduates from the Pilot schools over the course of this study.
 - At the non-Pilot schools, the college-going rate of Hispanics gradually and steadily increased, from 52.2% in 2010-11 to 56.1% in 2012-13, and further increased to 57.6% in 2013-14. None of the annual changes in the college-going rate of the Hispanic graduates were statistically significant. However, the group's college-going rates in 2012-13 and 2013-14, which represented the first two years of the ACT Pilot Project, were both significantly higher than the group's 2010-11 baseline rate. In addition, the group's rate in 2013-14 was significantly higher than the group's 2011-12 baseline rate. Consequently, there was in a slight, but noticeable, upward trend in the college going rate of Hispanics who graduated from the non-Pilot schools.
- Compared to the upward trends in the college-going rates of Hispanics, there were slight, downward trends in the college-going rates of black non-Hispanics at both the Pilot and non-Pilot schools. However, these downward trends were

due to different patterns in the college-going rates of the black graduates of the Pilot and non-Pilot schools.

- At the Pilot schools, there was an unexplained, significant spike in the college-going rate of black non-Hispanics between the first and second baseline years of this study, from 64.2% in 2010-11 to 75.5% in 2011-12. After the first year of the ACT Pilot Project, the group's rate significantly decreased, from 75.5% in 2011-12 to 63.5% in 2012-13. After the second year of the project, the group's rate again increased, but not significantly, to 66.4%, resulting in a slight, downward trend in the college-going rate of black non-Hispanics who graduated from the Pilot schools.
- Further analysis revealed that the 63.5% and 66.4% college-going rates of the black non-Hispanics who graduated from the Pilot schools after the first and second years of the ACT Pilot Project were not significantly different from the group's 2010-11 baseline rate of 64.2%. Consequently, if 2010-11 is used as the only baseline, and the unexplained spike in the college-going rate of black non-Hispanics that occurred in 2011-12 is disregarded, it can be concluded that there was no significant change in the college-going rate of black non-Hispanic graduates of the Pilot schools after the first or second year of the ACT Pilot Project.
- At the non-Pilot schools, the college-going rate of black non-Hispanics gradually and steadily decreased, from 65.2% in 2010-11 to 61.0% in 2013-14, resulting in a slight, but definite, downward trend over the course of this study to date. None of the annual rate changes between 2010-11 and 2013-14 were statistically significant, but the difference between the college-going rate of black non-Hispanic graduates in 2010-11 and their college-going rate in 2013-14 was very close to statistically significant.
- The college-going rate of students of two or more races who graduated from the Pilot schools fluctuated so significantly between 2010-11 and 2013-14 that conclusions—about how the group's rate changed after the ACT Pilot Project was initiated—depend entirely on which of the group's two baseline rates is used as the basis for comparisons. In contrast, there were no significant changes in the college-going rate of the students of two or more races who graduated from the non-Pilot schools over the course of this study to date.
 - The college-going rate of the students of two or more races who graduated from the Pilot schools significantly increased, from 63.3% in 2010-11 to 77.6% in 2011-12; significantly decreased to 60.7% in 2012-13; and then significantly increased again to 73.6% in 2013-14. Given these wide and significant fluctuations, the only conclusions that can be drawn are as follows:

If the 2010-11 baseline rate of 63.3% is used as the basis for comparisons, there was no significant change in the college-going rate of students of two or more races who graduated from the Pilot schools after the FIRST year of

the ACT Pilot Project, but there was a substantial INCREASE in the college going rate after the SECOND year of the project.

On the other hand, if comparisons are based on the 2011-12 rate of 77.6%, there was a significant DECREASE in the college-going rate of students of two or more races after the FIRST year of the ACT Pilot Project, while there was no significant change after the SECOND year of the project.

- There were no statistically significant changes in the college-going rate of Native Americans who graduated from the Pilot or non-Pilot schools before or after the ACT Pilot Project was initiated. However, for both school populations, there were slight, upward trends in the college-going rates of Native Americans.
 - At the Pilot schools, the college-going rate for Native Americans increased, from 45.0% in 2010-11 to 54.3% in 2011-12; decreased to 46.6% in 2012-13, and then increased again to 52.2% in 2013-14.
 - At the non-Pilot schools, the college-going rate for Native Americans increased, from 35.6% in 2010-11 to 38.8% in 2011-12; decreased to 35.6% in 2012-13; and then increased to 40.9% in 2013-14.
- Although the college-going rates of Hispanics and Native Americans generally increased over the course of this study, these groups continued to have the lowest college-going rates, relative to the other racial/ethnic groups and, as a result, continued to be underrepresented among the college-going graduates of the Pilot and non-Pilot schools after the ACT Pilot Project was initiated. Due to their slightly declining college-going rates, black non-Hispanics also continued to be underrepresented among the graduates who continued on to college from the Pilot and non-Pilot schools.

College-Going Rates of the 24 Groups Defined by Gender, Income, and Race/Ethnicity

A more detailed analysis focused on the college-going rates of the 24 groups that were defined by gender, income, and race-ethnicity. Throughout this analysis, particular attention was paid to the groups that had the lowest college-going rates prior to the ACT Pilot Project and, as a result, were the groups most frequently underrepresented among the college-going graduates of the Pilot and non-Pilot schools.

The 10 Groups with the Lowest College-Going Rates Prior to the ACT Pilot Project

Based on an analysis of the statewide college-going rates for all of Nebraska's public high schools, the college-going rates of the following 10 groups were consistently lower than 60.0% and lower than the college-going rates of the other 14 groups defined by gender, income, and race/ethnicity in both 2010-11 and 2011-12:

- Male, low-income white non-Hispanics
- Male, low-income black non-Hispanics
- Male, non-low-income Hispanics

- Female, low-income Hispanics
- Male, low-income Hispanics
- Male, low-income graduates of two or more races
- Female, non-low-income Native Americans
- Male, non-low-income Native Americans
- Female, low-income Native Americans
- Male, low-income Native Americans

There were insufficient numbers of Native American graduates from the Pilot schools to divide them into four groups based on gender and income. However, there were sufficient numbers of graduates from the non-Pilot schools to analyze the college-going rates of each of the four Native American groups.

Based on this analysis, the college-going rate of female, low-income Native Americans gradually and steadily increased so that the group's rate in 2013-14 was significantly higher than it was at the beginning of the baseline period. However, there were no significant changes in the college-going rates of the other three groups of Native Americans.

Of the six remaining groups with the lowest college-going rates prior to the ACT Pilot Project, the male, low-income Hispanics group was the only group from the Pilot schools with a college-going rate in 2013-14 that was significantly higher than the group's baseline rates in 2010-11 and 2011-12. The college-going rate of male, low-income Hispanics who graduated from the non-Pilot schools also was significantly higher in 2013-14 than in 2010-11 and 2011-12, providing encouraging evidence that the college-going rate of male, low-income Hispanics significantly increased statewide over the course of this study.

There also were upward trends in the college-going rates of female, low-income Hispanics at both the Pilot and non-Pilot schools. At the non-Pilot schools, the college-going rates of female, low-income Hispanics in 2012-13 and 2013-14 were significantly higher than one or both of the group's baseline rates. However, in spite of a noticeable, upward trend, there were no statistically significant changes in the college-going rate of female, low-income Hispanics who graduated from the Pilot schools after the ACT Pilot Project was initiated.

In contrast, the college-going rates of male, low-income white non-Hispanics who graduated from the Pilot schools in 2012-13 and 2013-14 were significantly lower than their 2010-11 baseline rate, resulting in a noticeable, downward trend in the group's college-going rate over the course of this study. Over the same four-year period, the college-going rate of male, low-income white non-Hispanics from the non-Pilot schools also decreased significantly, but only after the first year of the ACT Pilot Project.

There was a more noticeable, downward trend in the college-going rate of the male, low-income students of two or more races who graduated from the non-Pilot schools, due to a significant decrease in the group's college-going rate in 2013-14,

after the second year of the ACT Pilot Project. In comparison, there were no statistically significant changes in the college-going rate of male, low-income students of two or more races who graduated from the Pilot schools, in spite of the wide fluctuations in their college-going rate over the course of this study to date.

There also were no significant changes in the college-going rates of male, low-income black non-Hispanics or male, non-low-income Hispanics, which are the two remaining groups with the lowest college-going rates prior to the ACT Pilot Project. In each case, there were no significant differences between the group's college-going rates in 2012-13 and 2013-14 and their baseline rates in 2010-11 and 2011-12.

The Other 14 Groups Defined by Gender, Income, and Race/Ethnicity

At both the Pilot and non-Pilot schools, there were no significant changes in the college-going rates of the following five groups of graduates: female, non-low-income Hispanics; female, non-low-income blacks; male and female, non-low-income Asians, and female, low-income graduates of two or more races. There also were no significant changes in the college-going rates of male and female, low-income Asians who graduated from the Pilot schools. However, at the non-Pilot schools, there were definite, upward trends in the college-going rates of these two groups of Asian graduates, due to significant increases after the ACT Pilot Project was initiated.

In contrast, there was a definite, downward trend in the college-going rate of female, low-income blacks who graduated from the non-Pilot schools. At the Pilot schools, the college-going rate of female, low-income blacks decreased significantly after the first year of the ACT Pilot Project and then increased significantly after the second year of the project.

There also were slight, but statistically significant, increases in the college-going rates of the two largest racial/ethnic groups at the Pilot schools, namely, male and female, non-low-income white non-Hispanics, but only after the first year of the ACT Pilot Project. At the non-Pilot schools, the college-going rates of these two groups were higher than one of their two baseline rates only after the second year of the project. As a result, the overall trends in the college-going rates of male and female, non-low-income white graduates from the Pilot and non-Pilot schools were relatively stable over the course of this study to date.

There also were relatively stable trends in the college-going rates of female, low-income whites at both the Pilot and non-Pilot schools over the course of this study. However, there were inconsistent fluctuations in the college-going rates of male and female, non-low-income graduates of two or more races and male, non-low-income blacks, due to relatively small numbers of graduates in each of these groups.

Overall Conclusions

In summary, there were no significant changes in the overall college-going rates of the Pilot or non-Pilot schools after the ACT Pilot Project was initiated. Based on this finding alone, administering the ACT to all 11th graders probably would have no effect on the overall college-going rate of Nebraska's public high schools.

There also were no significant changes in the college-going rates of the males, females, Asians, or Native Americans who graduated from the Pilot or non-Pilot schools after the ACT Pilot Project was initiated. In addition, there were no significant changes in the college-going rates of white non-Hispanics and black non-Hispanics who graduated from the Pilot schools, or in the college-going rate of the graduates of two or more races from the non-Pilot schools, after the ACT Pilot Project was initiated.

However, at the Pilot schools, there were significant increases or decreases in the college-going rates of non-low-income graduates, low-income graduates, Hispanics, and graduates of two or more races after the first OR second year of the ACT Pilot Project. In fact, the group consisting of graduates of two or more races was the only group defined by gender, income, or race/ethnicity that had significant changes in its college-going rates only at the Pilot schools after the ACT Pilot Project was initiated. Unfortunately, however, the college-going rate of this group fluctuated so widely that it is impossible to conclude whether the group's rate generally increased or decreased over the course of this study to date.

At the non-Pilot schools, there were significant increases in the college-going rate of Hispanics who graduated from the non-Pilot schools after both the first and second years of the ACT Pilot Project. After the second year of the project, there also were significant increases in the college-going rates of non-low-income graduates, low-income graduates, white non-Hispanics, and Asians who graduated from the non-Pilot schools. In comparison, there was a steady, gradual decline in the college-going rate of black non-Hispanic graduates of the non-Pilot schools that resulted in a significant decrease in the group's college-going rate after the second year of the ACT Pilot Project.

The analysis of the changes in college-going rates that occurred at the non-Pilot schools, from the beginning of the baseline period through the second year of the ACT Pilot Project, clearly indicates that significant changes in college-going rates of the 10 groups defined by gender, income, OR race/ethnicity may be expected from one year to another, regardless of whether or not schools administer the ACT to all of their 11th graders. Consequently, this study confirms the importance of continuing to track the college-going rates of each of these groups to determine if and how they change over time, especially in the cases of the groups that have been underrepresented among the college-going graduates of Nebraska's high schools.

The same conclusion can be drawn from the analysis of the changes that occurred in the college-going rates of the 24 groups defined by gender, income, AND race/ethnicity. Each of these groups represent a unique student population with a college-going rate that merits monitoring over time, even though the groups with the lowest college-going rates have been of the most interest in this study.

Based on the findings of this study to date, there have been noticeable, upward trends in the college-going rates of male and female, low-income Hispanics at both the Pilot and non-Pilot schools. There also has been an upward trend in the college-going rate of female, low-income Native Americans at the non-Pilot schools.

On the other hand, there have been no significant changes in the college-going rates of five of the 10 groups with the lowest rates prior to this study, including three of the four groups of Native Americans that have graduated from the non-Pilot schools. Most notably, the college-going rates of male, low-income whites have declined at both the Pilot and non-Pilot schools. In addition, the college-going rate of male, low-income graduates of two or more races declined at the non-Pilot schools after the second year of the ACT Pilot Project. That there have been declines or no significant increases in the college-going rates of these groups clearly indicates that greater effort needs to be exerted to improve their college-going rates.

In spite of its value in tracking the college-going rates of the graduates of the Pilot and non-Pilot schools, an important limitation of this statistical study is that it does not explain WHY any of the noticeable or significant changes occurred in college-going rates before or after the ACT Pilot Project was initiated in spring 2012. To date, more than 80% of the changes in college-going rates evidenced in this study were not statistically significant, indicating that they probably were due to the normal variability that can be expected in college-going rates tracked over time. Some changes, however, could be due to undetected data errors or to a wide variety of factors that are not considered in this study. Even the significant changes evidenced at the Pilot schools after the beginning of the ACT Pilot Project cannot be attributed exclusively, if at all, to administering the ACT to all 11th graders, since many other factors determine whether students continue on to college after high school.

Appendix 1

Summary Statistics for the Non-Pilot and Pilot Schools for Total Graduates and Each of the 10 Groups Defined by Gender, Income, or Race/Ethnicity

Table A.1a			
Summary Statistics for the Students Who Graduated from the Non-Pilot Schools and the Pilot Schools in 2009-10 for the Total Graduates and Each of the 10 Groups of Students Defined by Gender, Income, or Race/Ethnicity			
Populations Defined by Gender, Income, or Race/Ethnicity	No. of Graduates	No. of College-Going Graduates	College-Going Rate
Part A: Non-Pilot Schools Combined: 2009-10 Graduates			
Total Graduates	16,218	11,686	72.1%
Female	8,092	6,099	75.4%
Male	8,126	5,587	68.8%
Non-Low-Income	11,831	9,245	78.1%
Low-Income	4,387	2,441	55.6%
White non-Hispanic	13,479	10,127	75.1%
Asian ¹	248	181	73.0%
Black non-Hispanic	928	610	65.7%
Hispanic	1,401	701	50.0%
Native American	162	67	41.4%
Two or More Races ¹			
Part B: Pilot Schools Combined: 2009-10 Graduates			
Total Graduates	3,181	2,244	70.5%
Female	1,616	1,193	73.8%
Male	1,565	1,051	67.2%
Non-Low-Income	2,274	1,713	75.3%
Low-Income	907	531	58.5%
White non-Hispanic	2,466	1,829	74.2%
Asian ¹	105	79	75.2%
Black non-Hispanic	166	110	66.3%
Hispanic	415	208	50.1%
Native American	29	18	62.1%
Two or More Races ¹			
¹ Asians include Pacific Islanders. In 2009-10, Pacific Islanders were not counted separately from Asians. "Two or more races" was not an option for classifying students in 2009-10.			

Table A.1b			
Summary Statistics for the Students Who Graduated from the Non-Pilot Schools and the Pilot Schools in 2010-11 for the Total Graduates and Each of the 10 Groups of Students Defined by Gender, Income, or Race/Ethnicity			
Populations Defined by Gender, Income, or Race/Ethnicity	No. of Graduates	No. of College-Going Graduates	College-Going Rate
Part A: Non-Pilot Schools Combined: 2010-11 Graduates			
Total Graduates	16,065	11,441	71.2%
Female	8,069	6,041	74.9%
Male	7,996	5,400	67.5%
Non-Low-Income	11,325	8,771	77.4%
Low-Income	4,740	2,670	56.3%
White non-Hispanic	12,817	9,578	74.7%
Asian ¹	235	167	71.1%
Black non-Hispanic	814	531	65.2%
Hispanic	1,675	874	52.2%
Native American	174	62	35.6%
Two or More Races	350	229	65.4%
Part B: Pilot Schools Combined: 2010-11 Graduates			
Total Graduates	3,292	2,322	70.5%
Female	1,710	1,267	74.1%
Male	1,582	1,055	66.7%
Non-Low-Income	2,293	1,752	76.4%
Low-Income	999	570	57.1%
White non-Hispanic	2,446	1,820	74.4%
Asian ¹	120	90	75.0%
Black non-Hispanic	123	79	64.2%
Hispanic	454	246	54.2%
Native American	40	18	45.0%
Two or More Races	109	69	63.3%
¹ Asians include Pacific Islanders. In 2010-11, 25 Pacific Islanders graduated from the non-Pilot schools and fewer than 10 Pacific Islanders graduated from the Pilot Schools. Of the graduates from the non-Pilot schools, 18 continued on to college for a 72.0% college-going rate.			

Table A.1c			
Summary Statistics for the Students Who Graduated from the Non-Pilot Schools and the Pilot Schools in 2011-12 for the Total Graduates and Each of the 10 Groups of Students Defined by Gender, Income, or Race/Ethnicity			
Populations Defined by Gender, Income, or Race/Ethnicity	No. of Graduates	No. of College-Going Graduates	College-Going Rate
Part A: Non-Pilot Schools Combined: 2011-12 Graduates			
Total Graduates	16,052	11,382	70.9%
Female	8,048	6,104	75.8%
Male	8,004	5,278	65.9%
Non-Low-Income	10,947	8,495	77.6%
Low-Income	5,105	2,887	56.6%
White non-Hispanic	12,476	9,307	74.6%
Asian ¹	294	217	73.8%
Black non-Hispanic	919	570	62.0%
Hispanic	1,784	971	54.4%
Native American	201	78	38.8%
Two or More Races	378	239	63.2%
Part B: Pilot Schools Combined: 2011-12 Graduates			
Total Graduates	3,323	2,335	70.3%
Female	1,693	1,270	75.0%
Male	1,630	1,065	65.3%
Non-Low-Income	2,241	1,680	75.0%
Low-Income	1,082	655	60.5%
White non-Hispanic	2,403	1,752	72.9%
Asian ¹	114	91	79.8%
Black non-Hispanic	151	114	75.5%
Hispanic	504	269	53.4%
Native American	35	19	54.3%
Two or More Races	116	90	77.6%
¹ Asians include Pacific Islanders. In 2011-12, 26 Pacific Islanders graduated from the non-Pilot schools and fewer than 10 Pacific Islanders graduated from the Pilot Schools. Of the graduates from the non-Pilot schools, 15 continued on to college for a 57.7% college-going rate.			

Table A.1d			
Summary Statistics for the Students Who Graduated from the Non-Pilot Schools and the Pilot Schools in 2012-13 for the Total Graduates and Each of the 10 Groups of Students Defined by Gender, Income, or Race/Ethnicity			
Populations Defined by Gender, Income, or Race/Ethnicity	No. of Graduates	No. of College-Going Graduates	College-Going Rate
Part A: Non-Pilot Schools Combined: 2012-13 Graduates			
Total Graduates	16,165	11,465	70.9%
Female	8,029	6,040	75.2%
Male	8,136	5,425	66.7%
Non-Low-Income	10,895	8,471	77.8%
Low-Income	5,270	2,994	56.8%
White non-Hispanic	12,452	9,264	74.4%
Asian ¹	248	191	77.0%
Black non-Hispanic	960	594	61.9%
Hispanic	1,957	1,098	56.1%
Native American	160	57	35.6%
Two or More Races	388	261	67.3%
Part B: Pilot Schools Combined: 2012-13 Graduates			
Total Graduates	3,288	2,300	70.0%
Female	1,688	1,238	73.3%
Male	1,600	1,062	66.4%
Non-Low-Income	2,136	1,658	77.6%
Low-Income	1,152	642	55.7%
White non-Hispanic	2,359	1,751	74.2%
Asian ¹	128	104	81.3%
Black non-Hispanic	156	99	63.5%
Hispanic	491	257	52.3%
Native American	37	18	48.6%
Two or More Races	117	71	60.7%
¹ Asians include Pacific Islanders. In 2012-13, 17 Pacific Islanders graduated from the non-Pilot schools and fewer than 10 Pacific Islanders graduated from the Pilot Schools. Of the graduates from the non-Pilot schools, 10 continued on to college for a 58.8% college-going rate.			

Table A.1e			
Summary Statistics for the Students Who Graduated from the Non-Pilot Schools and the Pilot Schools in 2013-14 for the Total Graduates and Each of the 10 Groups of Students Defined by Gender, Income, or Race/Ethnicity			
Populations Defined by Gender, Income, or Race/Ethnicity	No. of Graduates	No. of College-Going Graduates	College-Going Rate
Part A: Non-Pilot Schools Combined: 2013-14 Graduates			
Total Graduates	16,228	11,648	71.8%
Female	8,168	6,221	76.2%
Male	8,060	5,427	67.3%
Non-Low-Income	10,857	8,558	78.8%
Low-Income	5,371	3,090	57.5%
White (non-Hispanic)	12,227	9,235	75.5%
Asian	320	262	81.9%
Black (non-Hispanic)	964	588	61.0%
Hispanic	2,143	1,235	57.6%
Native American	164	67	40.9%
Two or More Races	410	261	63.7%
Part B: Pilot Schools Combined: 2013-14 Graduates			
Total Graduates	3,301	2,322	70.3%
Female	1,669	1,251	75.0%
Male	1,632	1,071	65.6%
Non-Low-Income	2,111	1,597	75.7%
Low-Income	1,190	725	60.9%
White (non-Hispanic)	2,318	1,675	72.3%
Asian	125	95	76.0%
Black (non-Hispanic)	125	83	66.4%
Hispanic	562	348	61.9%
Native American	23	12	52.2%
Two or More Races	148	109	73.6%
¹ Asians include Pacific Islanders. In 2012-13, 17 Pacific Islanders graduated from the non-Pilot schools and fewer than 10 Pacific Islanders graduated from the Pilot Schools. Of the graduates from the non-Pilot schools, 10 continued on to college for a 58.8% college-going rate.			

Appendix 2

Summary Statistics for the Graduates of the Non-Pilot and Pilot Schools in Each of the 24 Groups Defined by Gender, Income, and Race/Ethnicity

Table A.2a
Summary Statistics for the Students Who Graduated from the Non-Pilot Schools
and the Pilot Schools in 2010-11 for Each of the 24 Groups of Students
Defined by Gender, Income, and Race/Ethnicity

Part A: Non-Pilot Schools Combined: 2010-11 Graduates

Populations Defined by Gender, Income, and Race/Ethnicity	No. of Graduates	No. of College- Going Graduates	College- Going Rate
Female, non-low-income white non-Hispanics	4,956	4,102	82.8%
Male, non-low-income white non-Hispanics	5,149	3,877	75.3%
Female, low-income white non-Hispanics	1,419	917	64.6%
Male, low-income white non-Hispanics	1,293	682	52.7%
Female, non-low-income Asians ¹	78	59	75.6%
Male, non-low-income Asians ¹	80	61	76.3%
Female, low-income Asians ¹	41	25	61.0%
Male, low-income Asians ¹	36	22	61.1%
Female, non-low-income black non-Hispanics	142	110	77.5%
Male, non-low-income black non-Hispanics	137	83	60.6%
Female, low-income black non-Hispanics	287	196	68.3%
Male, low-income black non-Hispanics	248	142	57.3%
Female, non-low-income Hispanics	260	162	62.3%
Male, non-low-income Hispanics	270	151	55.9%
Female, low-income Hispanics	593	303	51.1%
Male, low-income Hispanics	552	258	46.7%
Female, non-low-income Native Americans	38	22	57.9%
Male, non-low-income Native Americans	29	12	41.4%
Female, low-income Native Americans	58	12	20.7%
Male, low-income Native Americans	49	16	32.7%
Female, non-low-income two or more races	97	72	74.2%
Male, non-low-income two or more races	89	60	67.4%
Female, low-income two or more races	100	61	61.0%
Male, low-income two or more races	64	36	56.3%
Total	16,065	11,441	71.2%

Continued on the next page

Table A.2a, Continued
Summary Statistics for the Students Who Graduated from the Non-Pilot Schools
and the Pilot Schools in 2010-11 for Each of the 24 Groups of Students
Defined by Gender, Income, and Race/Ethnicity

Part B: Pilot Schools Combined: 2010-11 Graduates			
Populations Defined by Gender, Income, and Race/Ethnicity	No. of Graduates	No. of College- Going Graduates	College- Going Rate
Female, non-low-income white non-Hispanics	1017	847	83.3%
Male, non-low-income white non-Hispanics	938	679	72.4%
Female, low-income white non-Hispanics	259	153	59.1%
Male, low-income white non-Hispanics	232	141	60.8%
Female, non-low-income Asians ¹	29	21	72.4%
Male, non-low-income Asians ¹	35	28	80.0%
Female, low-income Asians ¹	30	23	76.7%
Male, low-income Asians ¹	26	18	69.2%
Female, non-low-income black non-Hispanics	15	12	80.0%
Male, non-low-income black non-Hispanics	19	12	63.2%
Female, low-income black non-Hispanics	45	30	66.7%
Male, low-income black non-Hispanics	44	25	56.8%
Female, non-low-income Hispanics	84	53	63.1%
Male, non-low-income Hispanics	82	49	59.8%
Female, low-income Hispanics	154	82	53.2%
Male, low-income Hispanics	134	62	46.3%
Female, non-low-income Native Americans			
Male, non-low-income Native Americans	10		
Female, low-income Native Americans	20		
Male, low-income Native Americans			
Female, non-low-income two or more races	29	23	79.3%
Male, non-low-income two or more races	33	21	63.6%
Female, low-income two or more races	26	13	50.0%
Male, low-income two or more races	21	12	57.1%
Total	3,292	2,322	70.5%
¹ Asians include Pacific Islanders.			
² Numbers and college-going rates are not reported when fewer than 10 students graduated or continued on to college.			

Table A.2b
Summary Statistics for the Students Who Graduated from the Non-Pilot Schools
and the Pilot Schools in 2011-12 for Each of the 24 Groups of Students
Defined by Gender, Income, and Race/Ethnicity

Part A: Non-Pilot Schools Combined: 2011-12 Graduates

Populations Defined by Gender, Income, and Race/Ethnicity	No. of Graduates	No. of College- Going Graduates	College- Going Rate
Female, non-low-income white non-Hispanics	4,777	4,021	84.2%
Male, non-low-income white non-Hispanics	4,958	3,638	73.4%
Female, low-income white non-Hispanics	1,406	921	65.5%
Male, low-income white non-Hispanics	1,335	727	54.5%
Female, non-low-income Asians ¹	95	76	80.0%
Male, non-low-income Asians ¹	99	78	78.8%
Female, low-income Asians ¹	56	38	67.9%
Male, low-income Asians ¹	44	25	56.8%
Female, non-low-income black non-Hispanics	119	95	79.8%
Male, non-low-income black non-Hispanics	128	86	67.2%
Female, low-income black non-Hispanics	365	217	59.5%
Male, low-income black non-Hispanics	307	172	56.0%
Female, non-low-income Hispanics	270	193	71.5%
Male, non-low-income Hispanics	248	150	60.5%
Female, low-income Hispanics	651	359	55.1%
Male, low-income Hispanics	615	269	43.7%
Female, non-low-income Native Americans	35	19	54.3%
Male, non-low-income Native Americans	34	16	47.1%
Female, low-income Native Americans	61	18	29.5%
Male, low-income Native Americans	71	25	35.2%
Female, non-low-income two or more races	92	69	75.0%
Male, non-low-income two or more races	92	54	58.7%
Female, low-income two or more races	121	78	64.5%
Male, low-income two or more races	73	38	52.1%
Total	16,052	11,382	70.9%

Continued on the next page

Table A.2b, Continued
Summary Statistics for the Students Who Graduated from the Non-Pilot Schools
and the Pilot Schools in 2011-12 for Each of the 24 Groups of Students
Defined by Gender, Income, and Race/Ethnicity

Part B: Pilot Schools Combined: 2011-12 Graduates			
Populations Defined by Gender, Income, and Race/Ethnicity	No. of Graduates	No. of College- Going Graduates	College- Going Rate
Female, non-low-income white non-Hispanics	938	757	80.7%
Male, non-low-income white non-Hispanics	945	671	71.0%
Female, low-income white non-Hispanics	285	199	69.8%
Male, low-income white non-Hispanics	235	125	53.2%
Female, non-low-income Asians ¹	24	19	79.2%
Male, non-low-income Asians ¹	37	29	78.4%
Female, low-income Asians ¹	24	21	87.5%
Male, low-income Asians ¹	29	22	75.9%
Female, non-low-income black non-Hispanics	18	14	77.8%
Male, non-low-income black non-Hispanics	34	30	88.2%
Female, low-income black non-Hispanics	47	39	83.0%
Male, low-income black non-Hispanics	52	31	59.6%
Female, non-low-income Hispanics	92	59	64.1%
Male, non-low-income Hispanics	77	42	54.5%
Female, low-income Hispanics	179	98	54.7%
Male, low-income Hispanics	156	70	44.9%
Female, non-low-income Native Americans ²			
Male, non-low-income Native Americans ²			
Female, low-income Native Americans ²			
Male, low-income Native Americans ²	11		
Female, non-low-income two or more races	32	28	87.5%
Male, non-low-income two or more races	28	21	75.0%
Female, low-income two or more races	37	26	70.3%
Male, low-income two or more races	19	15	78.9%
Total	3,323	2,335	70.3%
¹ Asians include Pacific Islanders.			
² Numbers and college-going rates are not reported when fewer than 10 students graduated or continued on to college.			

Table A.2c
Summary Statistics for the Students Who Graduated from the Non-Pilot Schools
and the Pilot Schools in 2012-13 for Each of the 24 Groups of Students
Defined by Gender, Income, and Race/Ethnicity

Part A: Non-Pilot Schools Combined: 2012-13 Graduates

Populations Defined by Gender, Income, and Race/Ethnicity	No. of Graduates	No. of College- Going Graduates	College- Going Rate
Female, non-low-income white non-Hispanics	4,712	3,936	83.5%
Male, non-low-income white non-Hispanics	4,975	3,718	74.7%
Female, low-income white non-Hispanics	1,417	927	65.4%
Male, low-income white non-Hispanics	1,348	683	50.7%
Female, non-low-income Asians ¹	67	50	74.6%
Male, non-low-income Asians ¹	77	62	80.5%
Female, low-income Asians ¹	53	43	81.1%
Male, low-income Asians ¹	51	36	70.6%
Female, non-low-income black non-Hispanics	137	104	75.9%
Male, non-low-income black non-Hispanics	148	103	69.6%
Female, low-income black non-Hispanics	369	209	56.6%
Male, low-income black non-Hispanics	306	178	58.2%
Female, non-low-income Hispanics	264	179	67.8%
Male, non-low-income Hispanics	277	161	58.1%
Female, low-income Hispanics	737	427	57.9%
Male, low-income Hispanics	679	331	48.7%
Female, non-low-income Native Americans	24		
Male, non-low-income Native Americans	35	16	45.7%
Female, low-income Native Americans	49	16	32.7%
Male, low-income Native Americans	52	18	34.6%
Female, non-low-income two or more races	88	71	80.7%
Male, non-low-income two or more races	91	64	70.3%
Female, low-income two or more races	112	71	63.4%
Male, low-income two or more races	97	55	56.7%
Total	16,165	11,465	70.9%

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Table A.2c, Continued
Summary Statistics for the Students Who Graduated from the Non-Pilot Schools
and the Pilot Schools in 2012-13 for Each of the 24 Groups of Students
Defined by Gender, Income, and Race/Ethnicity

Part B: Pilot Schools Combined: 2012-13 Graduates

Populations Defined by Gender, Income, and Race/Ethnicity	No. of Graduates	No. of College- Going Graduates	College- Going Rate
Female, non-low-income white non-Hispanics	886	749	84.5%
Male, non-low-income white non-Hispanics	936	701	74.9%
Female, low-income white non-Hispanics	304	186	61.2%
Male, low-income white non-Hispanics	233	115	49.4%
Female, non-low-income Asians ¹	35	29	82.9%
Male, non-low-income Asians ¹	32	27	84.4%
Female, low-income Asians ¹	37	27	73.0%
Male, low-income Asians ¹	24	21	87.5%
Female, non-low-income black non-Hispanics	20	17	85.0%
Male, non-low-income black non-Hispanics	14		
Female, low-income black non-Hispanics	68	42	61.8%
Male, low-income black non-Hispanics	54	31	57.4%
Female, non-low-income Hispanics	73	44	60.3%
Male, non-low-income Hispanics	70	41	58.6%
Female, low-income Hispanics	180	94	52.2%
Male, low-income Hispanics	168	78	46.4%
Female, non-low-income Native Americans ²			
Male, non-low-income Native Americans ²			
Female, low-income Native Americans ²	14		
Male, low-income Native Americans ²	12		
Female, non-low-income two or more races	31	20	64.5%
Male, non-low-income two or more races	28	16	57.1%
Female, low-income two or more races	35	22	62.9%
Male, low-income two or more races	23	13	56.5%
Total	3,288	2,300	70.0%

¹Asians include Pacific Islanders.

²Numbers and college-going rates are not reported when fewer than 10 students graduated or continued on to college.

Table A.2d
Summary Statistics for the Students Who Graduated from the Non-Pilot Schools
and the Pilot Schools in 2013-14 for Each of the 24 Groups of Students
Defined by Gender, Income, and Race/Ethnicity

Part A: Non-Pilot Schools Combined: 2013-14 Graduates

Populations Defined by Gender, Income, and Race/Ethnicity	No. of Graduates	No. of College- Going Graduates	College- Going Rate
Female, non-low-income white non-Hispanics	4,722	3,989	84.5%
Male, non-low-income white non-Hispanics	4,840	3,687	76.2%
Female, low-income white non-Hispanics	1,402	913	65.1%
Male, low-income white non-Hispanics	1,263	646	51.1%
Female, non-low-income Asians ¹	121	101	83.5%
Male, non-low-income Asians ¹	78	64	82.1%
Female, low-income Asians ¹	62	51	82.3%
Male, low-income Asians ¹	59	46	78.0%
Female, non-low-income black non-Hispanics	125	107	85.6%
Male, non-low-income black non-Hispanics	144	80	55.6%
Female, low-income black non-Hispanics	376	213	56.6%
Male, low-income black non-Hispanics	319	188	58.9%
Female, non-low-income Hispanics	279	184	65.9%
Male, non-low-income Hispanics	301	172	57.1%
Female, low-income Hispanics	757	461	60.9%
Male, low-income Hispanics	806	418	51.9%
Female, non-low-income Native Americans	27	13	48.1%
Male, non-low-income Native Americans	22	10	45.5%
Female, low-income Native Americans	59	24	40.7%
Male, low-income Native Americans	56	20	35.7%
Female, non-low-income two or more races	108	86	79.6%
Male, non-low-income two or more races	90	65	72.2%
Female, low-income two or more races	130	79	60.8%
Male, low-income two or more races	82	31	37.8%
Total	16,228	11,648	71.8%

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Table A.2d, Continued
Summary Statistics for the Students Who Graduated from the Non-Pilot Schools
and the Pilot Schools in 2013-14 for Each of the 24 Groups of Students
Defined by Gender, Income, and Race/Ethnicity

Part B: Pilot Schools Combined: 2013-14 Graduates

Populations Defined by Gender, Income, and Race/Ethnicity	No. of Graduates	No. of College- Going Graduates	College- Going Rate
Female, non-low-income white non-Hispanics	856	701	81.9%
Male, non-low-income white non-Hispanics	910	650	71.4%
Female, low-income white non-Hispanics	300	201	67.0%
Male, low-income white non-Hispanics	252	123	48.8%
Female, non-low-income Asians ¹	23	19	82.6%
Male, non-low-income Asians ¹	29	23	79.3%
Female, low-income Asians ¹	32	24	75.0%
Male, low-income Asians ¹	41	29	70.7%
Female, non-low-income black non-Hispanics	15	11	73.3%
Male, non-low-income black non-Hispanics	20	12	60.0%
Female, low-income black non-Hispanics	47	37	78.7%
Male, low-income black non-Hispanics	43	23	53.5%
Female, non-low-income Hispanics	81	61	75.3%
Male, non-low-income Hispanics	90	53	58.9%
Female, low-income Hispanics	226	136	60.2%
Male, low-income Hispanics	165	98	59.4%
Female, non-low-income Native Americans ²			
Male, non-low-income Native Americans ²			
Female, low-income Native Americans ²			
Male, low-income Native Americans ²			
Female, non-low-income two or more races	39	30	76.9%
Male, non-low-income two or more races	40	33	82.5%
Female, low-income two or more races	37	26	70.3%
Male, low-income two or more races	32	20	62.5%
Total	3,301	2,322	70.3%

¹Asians include Pacific Islanders.

²Numbers and college-going rates are not reported when fewer than 10 students graduated or continued on to college.

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Appendix 3

Rank Orders of the College-Going Rates of the 2010-11 and 2011-12 Graduates in the 24 Groups Defined by Gender, Income, and Race/Ethnicity

Table A.3a				
Rank Order of the <u>Statewide</u> College-Going Rates of the <u>2010-11</u> and <u>2011-12</u> Graduates in the Groups of Students Defined by Gender, Income, and Race/Ethnicity				
Part A: <u>2010-11</u> Graduates of All Nebraska Public High Schools (Non-Pilot and Pilot Schools Combined)				
Gender-Income-Racial/Ethnic Group			No. of Graduates	College-Going Rate
Female	Non-low-income	White non-Hispanics	5,973	82.9%
Female	Non-low-income	Black non-Hispanics	157	77.7%
Male	Non-low-income	Asians	115	77.4%
Female	Non-low-income	2 or more races	126	75.4%
Male	Non-low-income	White non-Hispanics	6,087	74.8%
Female	Non-low-income	Asians	107	74.8%
STATE RATE			19,357	71.1%
Female	Low-income	Black non-Hispanics	332	68.1%
Female	Low-income	Asians	71	67.6%
Male	Non-low-income	2 or more races	122	66.4%
Male	Low-income	Asians	62	64.5%
Female	Low-income	White non-Hispanics	1,678	63.8%
Female	Non-low-income	Hispanics	344	62.5%
Male	Non-low-income	Black non-Hispanics	156	60.9%
Female	Low-income	2 or more races	126	58.7%
Groups with the 10 Lowest Rates:				
Female	Non-low-income	Native Americans	40	57.5%
Male	Low-income	Black non-Hispanics	292	57.2%
Male	Non-low-income	Hispanics	352	56.8%
Male	Low-income	2 or more races	85	56.5%
Male	Low-income	White non-Hispanics	1,525	54.0%
Female	Low-income	Hispanics	747	51.5%
Male	Low-income	Hispanics	686	46.6%
Male	Non-low-income	Native Americans	39	46.2%
Male	Low-income	Native Americans	57	31.6%
Female	Low-income	Native Americans	78	26.9%

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Table A.3a, Continued				
Rank Order of the <u>Statewide</u> College-Going Rates of the <u>2010-11</u> and <u>2011-12</u> Graduates in the Groups of Students Defined by Gender, Income, and Race/Ethnicity				
Part B: <u>2011-12</u> Graduates of All Nebraska Public High Schools (Non-Pilot and Pilot Schools Combined)				
Gender-Income-Racial/Ethnic Group			No. of Graduates	College-Going Rate
Female	Non-low-income	White non-Hispanics	5,715	83.6%
Female	Non-low-income	Asians	119	79.8%
Female	Non-low-income	Black non-Hispanics	137	79.6%
Male	Non-low-income	Asians	136	78.7%
Female	Non-low-income	2 or more races	124	78.2%
Female	Low-income	Asians	80	73.8%
Male	Non-low-income	White non-Hispanics	5,903	73.0%
Male	Non-low-income	Black non-Hispanics	162	71.6%
STATE RATE			19,375	70.8%
Female	Non-low-income	Hispanics	362	69.6%
Female	Low-income	White non-Hispanics	1,691	66.2%
Female	Low-income	2 or more races	158	65.8%
Male	Low-income	Asians	73	64.4%
Male	Non-low-income	2 or more races	120	62.5%
Female	Low-income	Black non-Hispanics	412	62.1%
Groups with the 10 Lowest Rates:				
Male	Non-low-income	Hispanics	325	59.1%
Male	Low-income	2 or more races	92	57.6%
Male	Low-income	Black non-Hispanics	359	56.5%
Female	Low-income	Hispanics	830	55.1%
Female	Non-low-income	Native Americans	44	54.5%
Male	Low-income	White non-Hispanics	1,570	54.3%
Male	Non-low-income	Native Americans	41	51.2%
Male	Low-income	Hispanics	771	44.0%
Male	Low-income	Native Americans	82	35.4%
Female	Low-income	Native Americans	69	33.3%

Table A.3b				
Rank Order of the College-Going Rates of the <u>2010-11</u> Graduates in the Groups of Students Defined by Gender, Income, and Race/Ethnicity¹				
Part A: Non-Pilot Schools Combined				
Gender-Income-Racial/Ethnic Group			No. of Graduates	College-Going Rate
Female	Non-low-income	White non-Hispanics	4,956	82.8%
Female	Non-low-income	Black non-Hispanics	142	77.5%
Male	Non-low-income	Asians	80	76.3%
Female	Non-low-income	Asians	78	75.6%
Male	Non-low-income	White non-Hispanics	5,149	75.3%
Female	Non-low-income	2 or more races	97	74.2%
Female	Low-income	Black non-Hispanics	287	68.3%
Male	Non-low-income	2 or more races	89	67.4%
Female	Low-income	White non-Hispanics	1,419	64.6%
Female	Non-low-income	Hispanics	260	62.3%
Male	Low-income	Asians	36	61.1%
Female	Low-income	2 or more races	100	61.0%
Female	Low-income	Asians	41	61.0%
Male	Non-low-income	Black non-Hispanics	137	60.6%
Female	Non-low-income	Native Americans	38	57.9%
Male	Low-income	Black non-Hispanics	248	57.3%
Male	Low-income	2 or more races	64	56.3%
Male	Non-low-income	Hispanics	270	55.9%
Male	Low-income	White non-Hispanics	1,293	52.7%
Female	Low-income	Hispanics	593	51.1%
Male	Low-income	Hispanics	552	46.7%
Male	Non-low-income	Native Americans	29	41.4%
Male	Low-income	Native Americans	49	32.7%
Female	Low-income	Native Americans	58	20.7%
Part B: Pilot Schools Combined				
Gender-Income-Racial/Ethnic Group			No. of Graduates	College-Going Rate
Female	Non-low-income	White non-Hispanics	1,017	83.3%
Male	Non-low-income	Asians	35	80.0%
Female	Non-low-income	Black non-Hispanics	15	80.0%
Female	Non-low-income	2 or more races	29	79.3%
Female	Low-income	Asians	30	76.7%
Female	Non-low-income	Asians	29	72.4%
Male	Non-low-income	White non-Hispanics	938	72.4%
Male	Low-income	Asians	26	69.2%
Female	Low-income	Black non-Hispanics	45	66.7%
Male	Non-low-income	2 or more races	33	63.6%
Male	Non-low-income	Black non-Hispanics	19	63.2%
Female	Non-low-income	Hispanics	84	63.1%
Male	Low-income	White non-Hispanics	232	60.8%
Male	Non-low-income	Hispanics	82	59.8%
Female	Low-income	White non-Hispanics	259	59.1%
Male	Low-income	2 or more races	21	57.1%
Male	Low-income	Black non-Hispanics	44	56.8%
Female	Low-income	Hispanics	154	53.2%
Female	Low-income	2 or more races	26	50.0%
Male	Low-income	Hispanics	134	46.3%

¹Native Americans who graduated from the Pilot schools are not reported because fewer than 10 continued to college in each of the four gender-income groups.

Table A.3c				
Rank Order of the College-Going Rates of the 2011-12 Graduates in the Groups of Students Defined by Gender, Income, and Race/Ethnicity¹				
Part A: Non-Pilot Schools Combined				
Gender-Income-Racial/Ethnic Group			No. of Graduates	College-Going Rate
Female	Non-low-income	White non-Hispanics	4,777	84.2%
Female	Non-low-income	Asians	95	80.0%
Female	Non-low-income	Black non-Hispanics	119	79.8%
Male	Non-low-income	Asians	99	78.8%
Female	Non-low-income	2 or more races	92	75.0%
Male	Non-low-income	White non-Hispanics	4,958	73.4%
Female	Non-low-income	Hispanics	270	71.5%
Female	Low-income	Asians	56	67.9%
Male	Non-low-income	Black non-Hispanics	128	67.2%
Female	Low-income	White non-Hispanics	1,406	65.5%
Female	Low-income	2 or more races	121	64.5%
Male	Non-low-income	Hispanics	248	60.5%
Female	Low-income	Black non-Hispanics	365	59.5%
Male	Non-low-income	2 or more races	92	58.7%
Male	Low-income	Asians	44	56.8%
Male	Low-income	Black non-Hispanics	307	56.0%
Female	Low-income	Hispanics	651	55.1%
Male	Low-income	White non-Hispanics	1,335	54.5%
Female	Non-low-income	Native Americans	35	54.3%
Male	Low-income	2 or more races	73	52.1%
Male	Non-low-income	Native Americans	34	47.1%
Male	Low-income	Hispanics	615	43.7%
Male	Low-income	Native Americans	71	35.2%
Female	Low-income	Native Americans	61	29.5%
Part B: Pilot Schools Combined				
Gender-Income-Racial/Ethnic Group			No. of Graduates	College-Going Rate
Male	Non-low-income	Black non-Hispanics	34	88.2%
Female	Low-income	Asians	24	87.5%
Female	Non-low-income	2 or more races	32	87.5%
Female	Low-income	Black non-Hispanics	47	83.0%
Female	Non-low-income	White non-Hispanics	938	80.7%
Female	Non-low-income	Asians	24	79.2%
Male	Low-income	2 or more races	19	78.9%
Male	Non-low-income	Asians	37	78.4%
Female	Non-low-income	Black non-Hispanics	18	77.8%
Male	Low-income	Asians	29	75.9%
Male	Non-low-income	2 or more races	28	75.0%
Male	Non-low-income	White non-Hispanics	945	71.0%
Female	Low-income	2 or more races	37	70.3%
Female	Low-income	White non-Hispanics	285	69.8%
Female	Non-low-income	Hispanics	92	64.1%
Male	Low-income	Black non-Hispanics	52	59.6%
Female	Low-income	Hispanics	179	54.7%
Male	Non-low-income	Hispanics	77	54.5%
Male	Low-income	White non-Hispanics	235	53.2%
Male	Low-income	Hispanics	156	44.9%

¹Native Americans who graduated from the Pilot schools are not reported because fewer than 10 continued to college in each of the four gender-income groups.

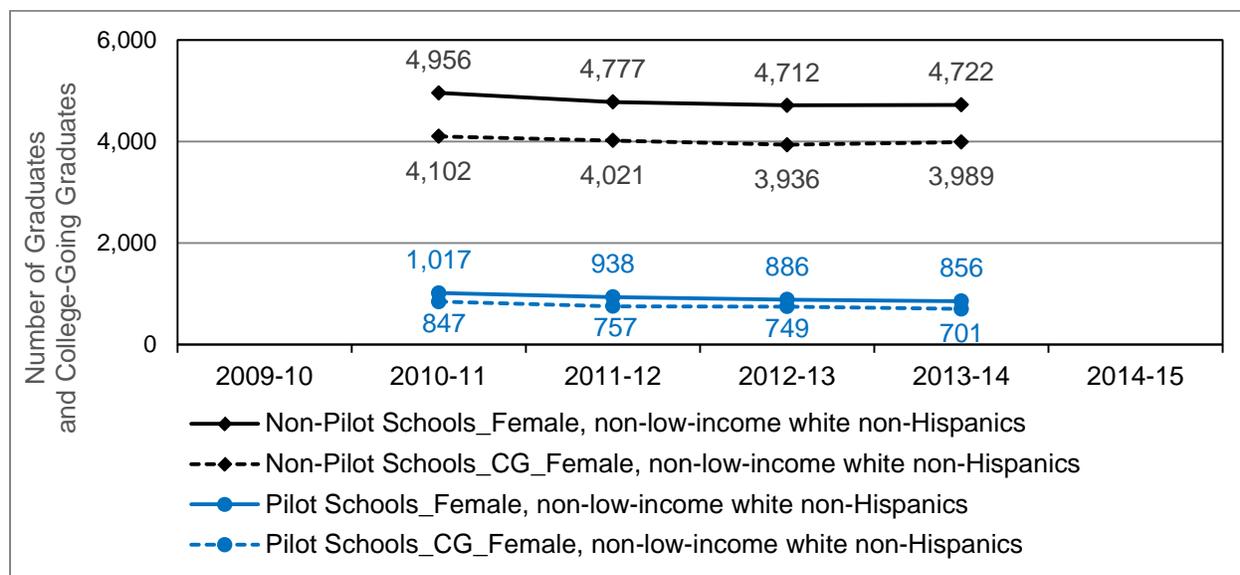
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Appendix 4

Trend Charts for Each of the 24 Groups Defined by Gender, Income, and Race/Ethnicity

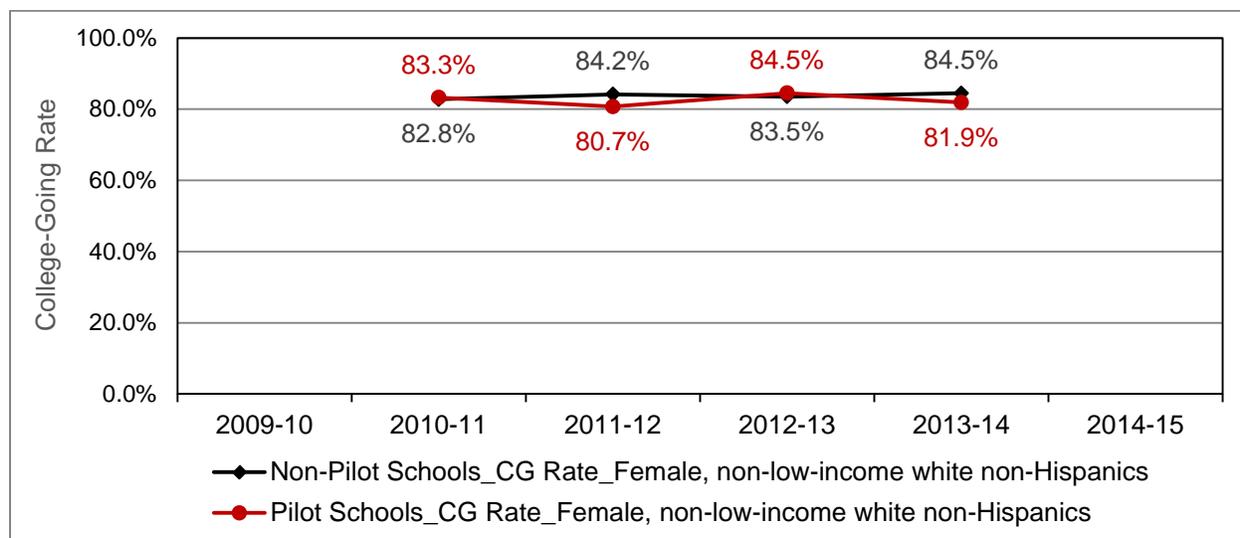
Group 1: Female, Non-Low-Income White Non-Hispanics

Number of Graduates and College-Going Graduates



Group 1: Female, Non-Low-Income White Non-Hispanics, Continued

College-Going Rate



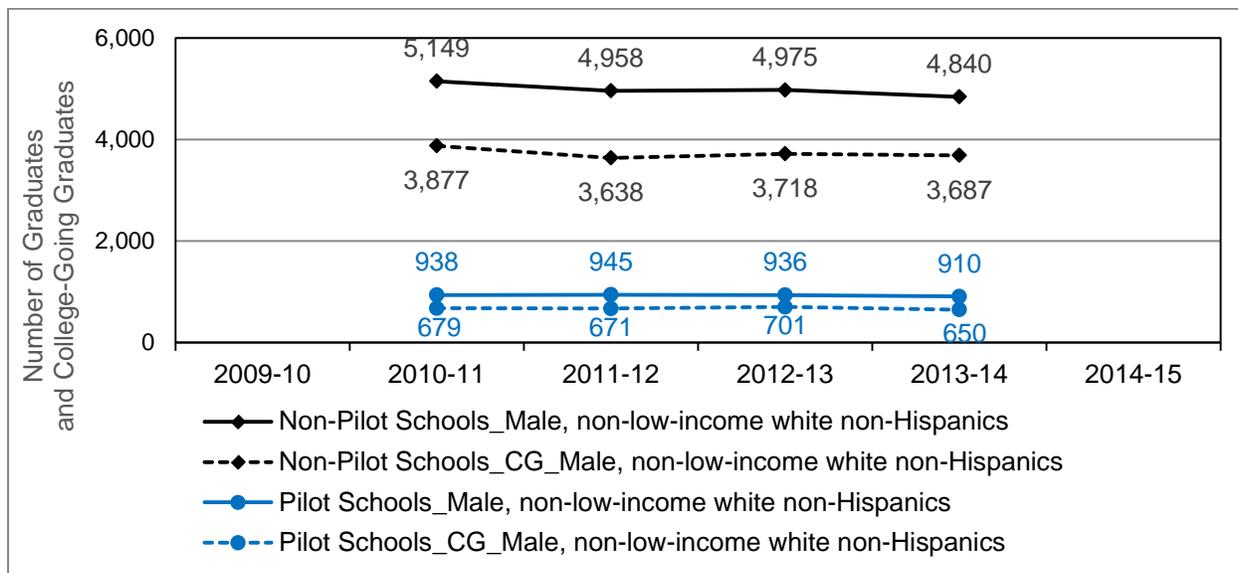
Comparison of the Two Baseline Years			The 1 st Year of the Pilot Project Compared to Each of the Two Baseline Years			
Schools	1-Yr Change 2010-11 to 2011-12	p if < 0.05	2-Yr Change 2010-11 to 2012-13	p if < 0.05	1-Yr Change 2011-12 to 2012-13	p if < 0.05
Pilots	-2.6		1.3		3.8	0.0302
Non-Pilots	1.4		0.8		-0.6	
Comparison of the 1 st & 2 nd Years of the ACT Pilot Project			The 2 nd Year of the Pilot Project Compared to Each of the Two Baseline Years			
Schools	1-Yr Change 2012-13 to 2013-14	p if < 0.05	3-Yr Change 2010-11 to 2013-14	p if < 0.05	2-Yr Change 2011-12 to 2013-14	p if < 0.05
Pilots	-2.6		-1.4		1.2	
Non-Pilots	0.9		1.7	0.0233	0.3	

Due to rounding, percentage-point changes in this table may not exactly match those shown in the chart.

p = the probability that the difference between the two college-going rates occurred by chance, based on the calculated Pearson chi-square value

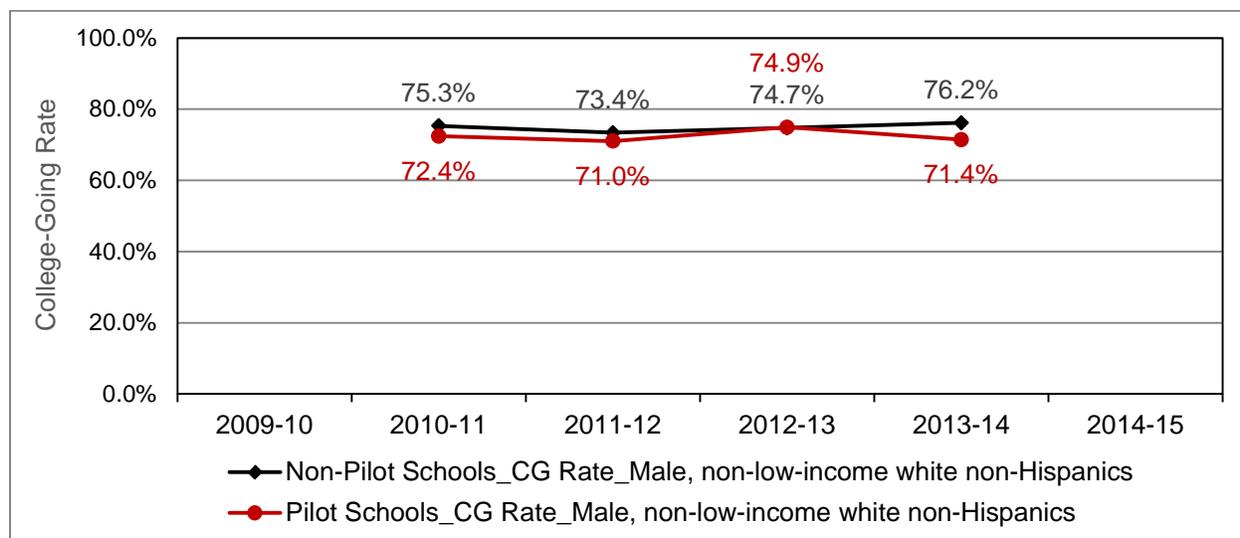
Group 2: Male, Non-Low-Income White Non-Hispanics

Number of Graduates and College-Going Graduates



Group 2: Male, Non-Low-Income White Non-Hispanics, Continued

College-Going Rate



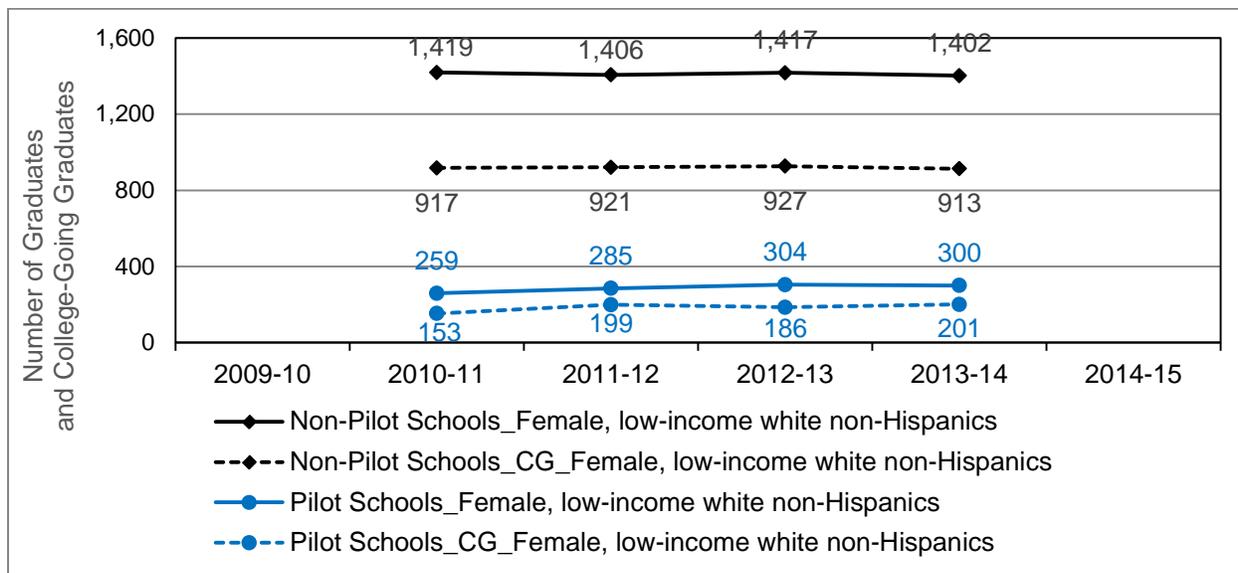
Comparison of the Two Baseline Years			The 1 st Year of the Pilot Project Compared to Each of the Two Baseline Years			
Schools	1-Yr Change 2010-11 to 2011-12	p if < 0.05	2-Yr Change 2010-11 to 2012-13	p if < 0.05	1-Yr Change 2011-12 to 2012-13	p if < 0.05
Pilots	-1.4		2.5		3.9	0.0577
Non-Pilots	-1.9	0.0271	-0.6		1.4	
Comparison of the 1 st & 2 nd Years of the ACT Pilot Project			The 2 nd Year of the Pilot Project Compared to Each of the Two Baseline Years			
Schools	1-Yr Change 2012-13 to 2013-14	p if < 0.05	3-Yr Change 2010-11 to 2013-14	p if < 0.05	2-Yr Change 2011-12 to 2013-14	p if < 0.05
Pilots	-3.5		-1.0		0.4	
Non-Pilots	1.4		0.9		2.8	0.0014

Due to rounding, percentage-point changes in this table may not exactly match those shown in the chart.

p = the probability that the difference between the two college-going rates occurred by chance, based on the calculated Pearson chi-square value

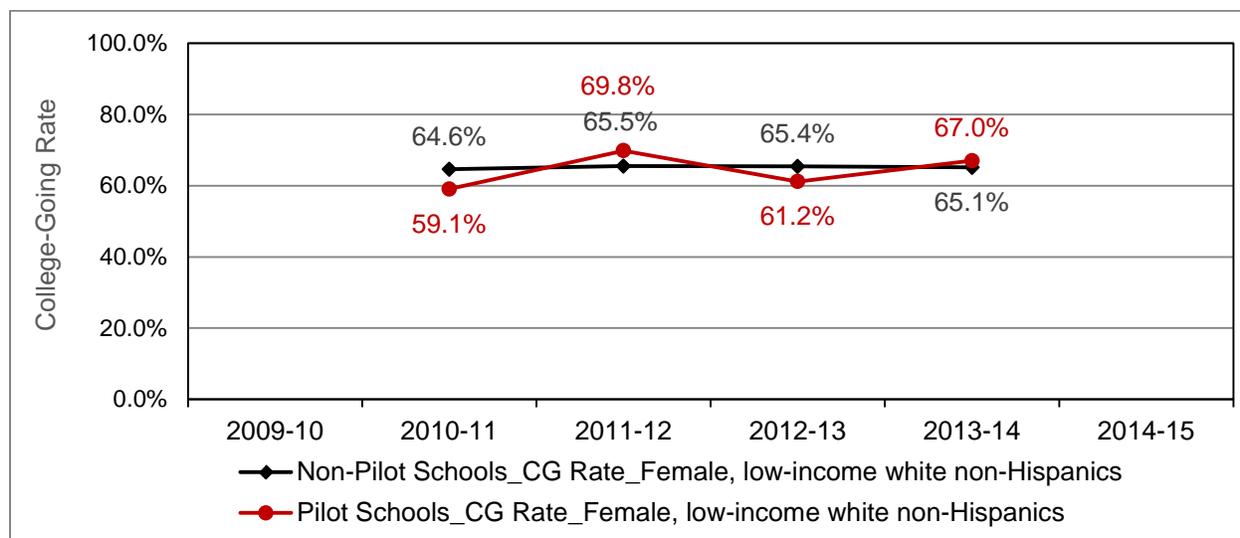
Group 3: Female, Low-Income White Non-Hispanics

Number of Graduates and College-Going Graduates



Group 3: Female, Low-Income White Non-Hispanics, Continued

College-Going Rate



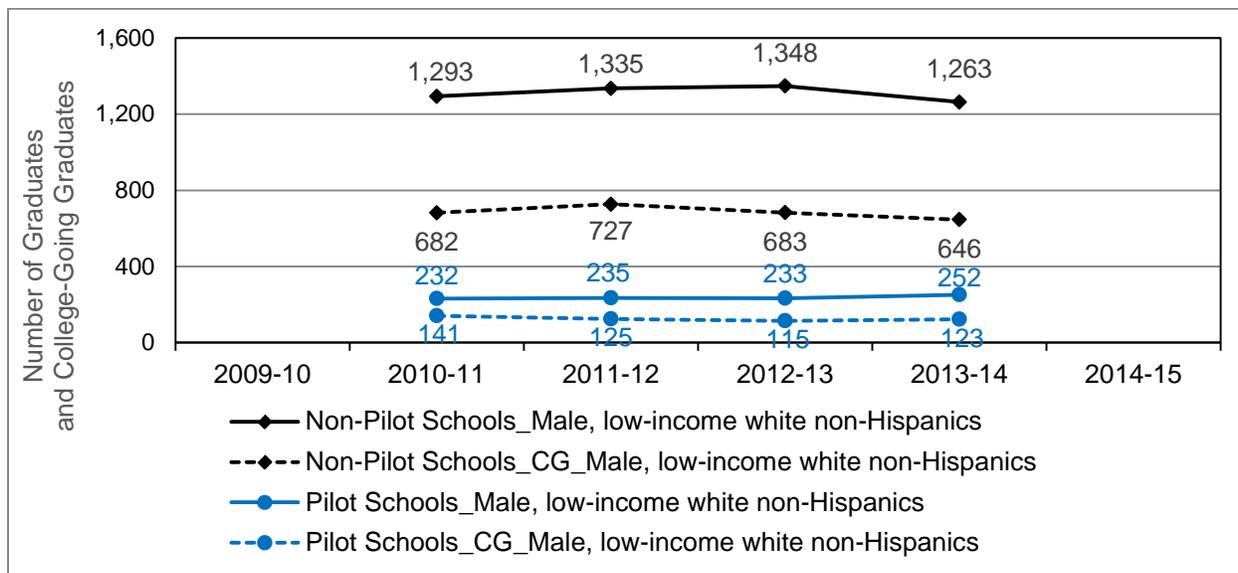
Comparison of the Two Baseline Years			The 1 st Year of the Pilot Project Compared to Each of the Two Baseline Years			
Schools	1-Yr Change 2010-11 to 2011-12	p if < 0.05	2-Yr Change 2010-11 to 2012-13	p if < 0.05	1-Yr Change 2011-12 to 2012-13	p if < 0.05
Pilots	10.8	0.0088	2.1		-8.6	0.0276
Non-Pilots	0.9		0.8		-0.1	
Comparison of the 1 st & 2 nd Years of the ACT Pilot Project			The 2 nd Year of the Pilot Project Compared to Each of the Two Baseline Years			
Schools	1-Yr Change 2012-13 to 2013-14	p if < 0.05	3-Yr Change 2010-11 to 2013-14	p if < 0.05	2-Yr Change 2011-12 to 2013-14	p if < 0.05
Pilots	5.8		7.9	0.0525	-2.8	
Non-Pilots	-0.3		0.5		-0.4	

Due to rounding, percentage-point changes in this table may not exactly match those shown in the chart.

p = the probability that the difference between the two college-going rates occurred by chance, based on the calculated Pearson chi-square value

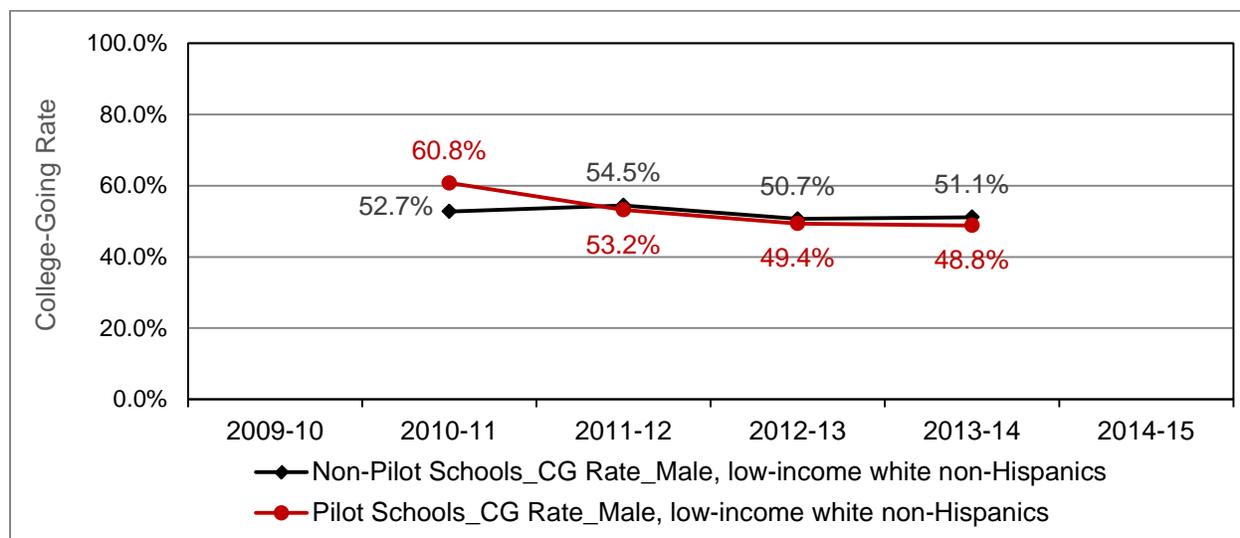
Group 4: Male, Low-Income White Non-Hispanics

Number of Graduates and College-Going Graduates



Group 4: Male, Low-Income White Non-Hispanics, Continued

College-Going Rate



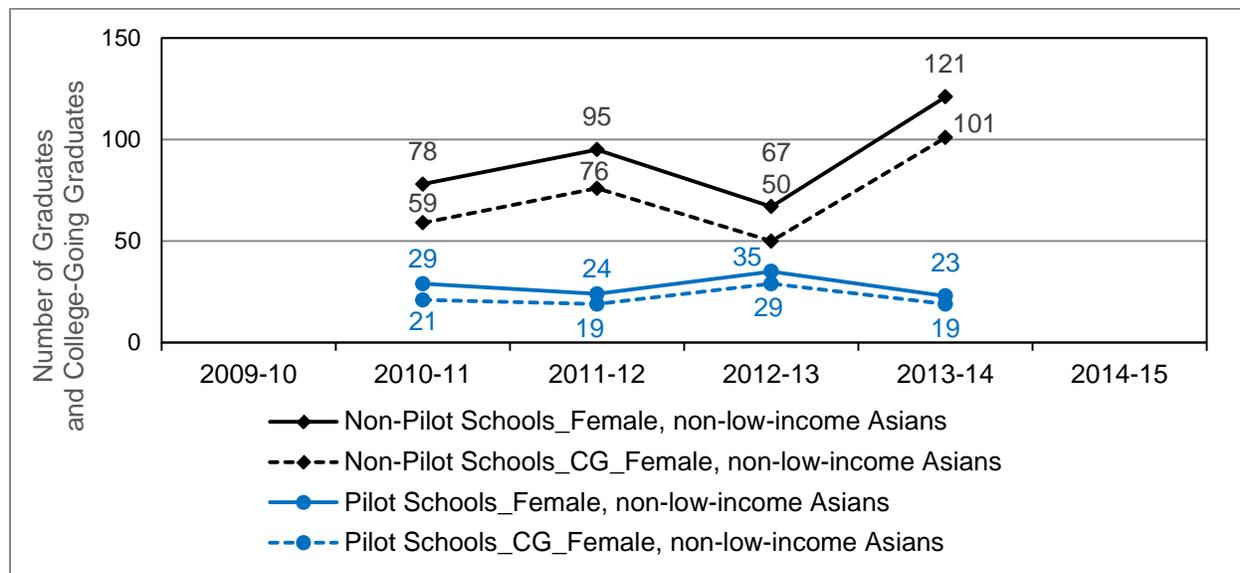
Comparison of the Two Baseline Years			The 1 st Year of the Pilot Project Compared to Each of the Two Baseline Years			
Schools	1-Yr Change 2010-11 to 2011-12	p if < 0.05	2-Yr Change 2010-11 to 2012-13	p if < 0.05	1-Yr Change 2011-12 to 2012-13	p if < 0.05
Pilots	-7.6	0.0979	-11.4	0.0133	-3.8	
Non-Pilots	1.7		-2.1		-3.8	0.0494
Comparison of the 1 st & 2 nd Years of the ACT Pilot Project			The 2 nd Year of the Pilot Project Compared to Each of the Two Baseline Years			
Schools	1-Yr Change 2012-13 to 2013-14	p if < 0.05	3-Yr Change 2010-11 to 2013-14	p if < 0.05	2-Yr Change 2011-12 to 2013-14	p if < 0.05
Pilots	-0.5		-12.0	0.0083	-4.4	
Non-Pilots	0.5		-1.6		-3.3	

Due to rounding, percentage-point changes in this table may not exactly match those shown in the chart.

p = the probability that the difference between the two college-going rates occurred by chance, based on the calculated Pearson chi-square value

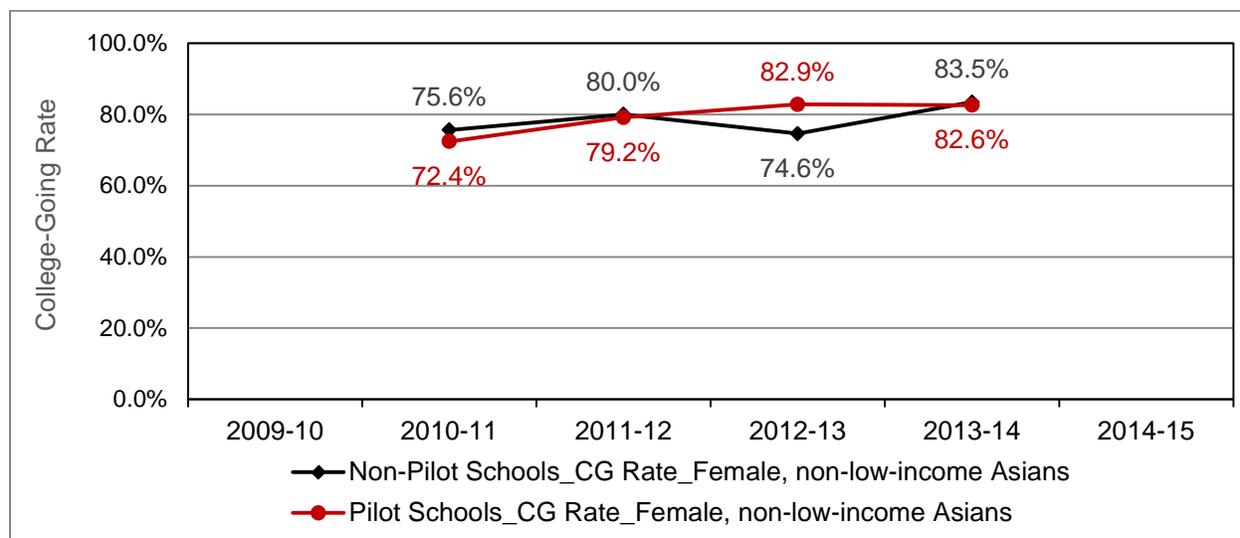
Group 5: Female, Non-Low-Income Asians or Pacific Islanders

Number of Graduates and College-Going Graduates



Group 5: Female, Non-Low-Income Asians or Pacific Islanders, Continued

College-Going Rate



Comparison of the Two Baseline Years			The 1 st Year of the Pilot Project Compared to Each of the Two Baseline Years			
Schools	1-Yr Change 2010-11 to 2011-12	p if < 0.05	2-Yr Change 2010-11 to 2012-13	p if < 0.05	1-Yr Change 2011-12 to 2012-13	p if < 0.05
Pilots	6.8		10.4		3.7	
Non-Pilots	4.4		-1.0		-5.4	
Comparison of the 1 st & 2 nd Years of the ACT Pilot Project			The 2 nd Year of the Pilot Project Compared to Each of the Two Baseline Years			
Schools	1-Yr Change 2012-13 to 2013-14	p if < 0.05	3-Yr Change 2010-11 to 2013-14	p if < 0.05	2-Yr Change 2011-12 to 2013-14	p if < 0.05
Pilots	-0.2	E<5	10.2		3.4	E<5
Non-Pilots	8.8		7.8		3.5	

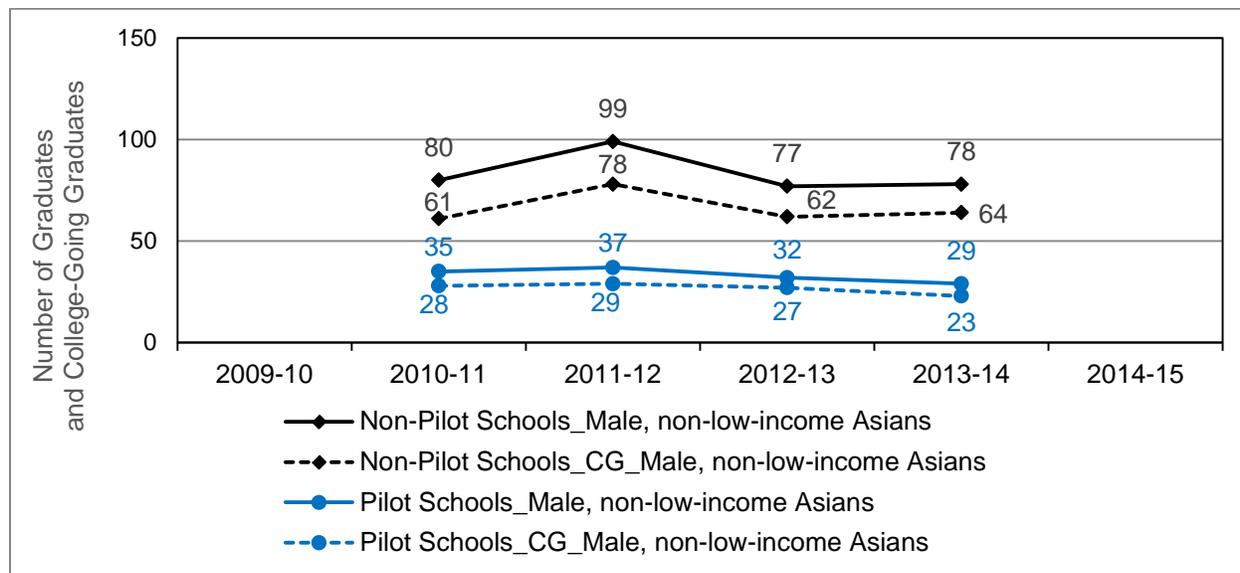
Due to rounding, percentage-point changes in this table may not exactly match those shown in the chart.

p = the probability that the difference between the two college-going rates occurred by chance, based on the calculated Pearson chi-square value

E<5 means the chi-square value should not be calculated because the expected value of the number of graduates from at least one class that went to college or did not go to college was less than 5.0.

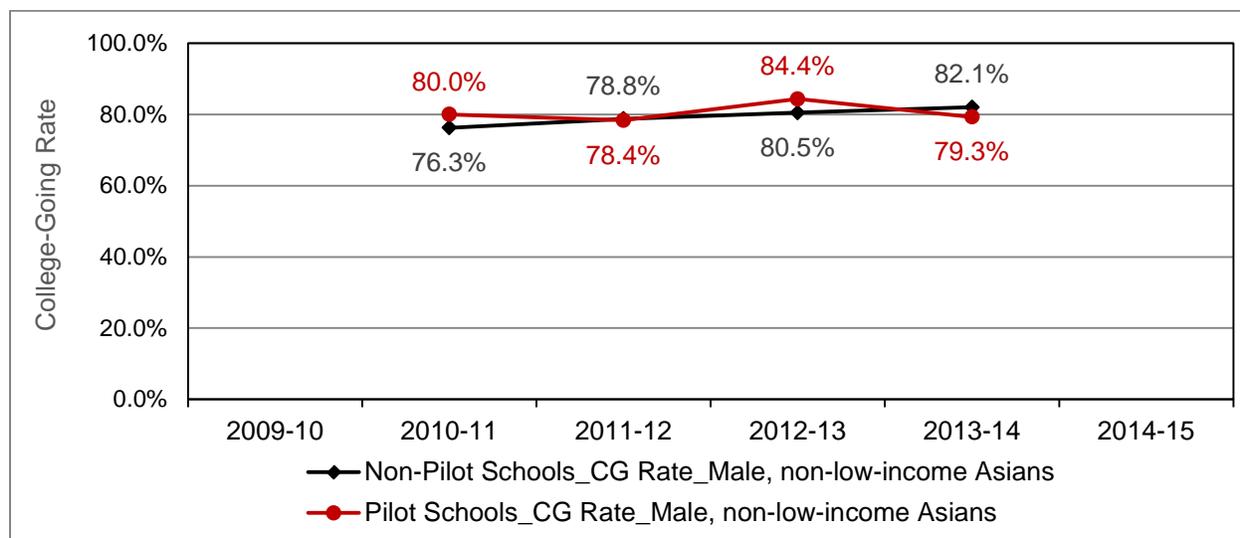
Group 6: Male, Non-Low-Income Asians or Pacific Islanders

Number of Graduates and College-Going Graduates



Group 6: Male, Non-Low-Income Asians or Pacific Islanders, Continued

College-Going Rate



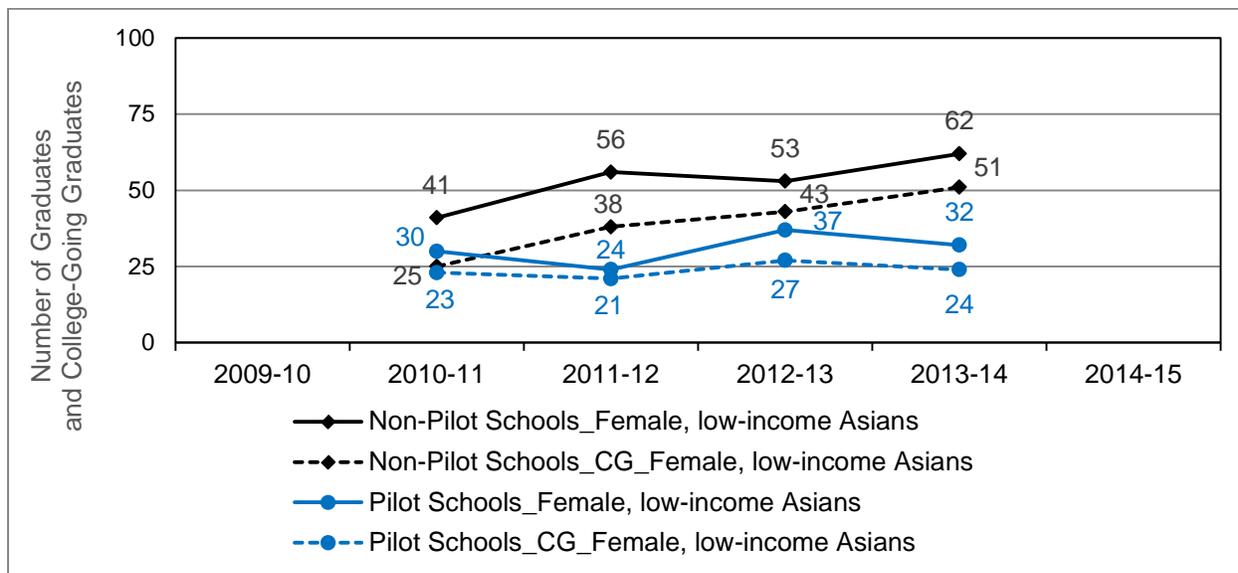
Comparison of the Two Baseline Years			The 1 st Year of the Pilot Project Compared to Each of the Two Baseline Years			
Schools	1-Yr Change 2010-11 to 2011-12	p if < 0.05	2-Yr Change 2010-11 to 2012-13	p if < 0.05	1-Yr Change 2011-12 to 2012-13	p if < 0.05
Pilots	-1.6		4.4		6.0	
Non-Pilots	2.5		4.3		1.7	
Comparison of the 1 st & 2 nd Years of the ACT Pilot Project			The 2 nd Year of the Pilot Project Compared to Each of the Two Baseline Years			
Schools	1-Yr Change 2012-13 to 2013-14	p if < 0.05	3-Yr Change 2010-11 to 2013-14	p if < 0.05	2-Yr Change 2011-12 to 2013-14	p if < 0.05
Pilots	-5.1		-0.7		0.9	
Non-Pilots	1.5		5.8		3.3	

Due to rounding, percentage-point changes in this table may not exactly match those shown in the chart.

p = the probability that the difference between the two college-going rates occurred by chance, based on the calculated Pearson chi-square value

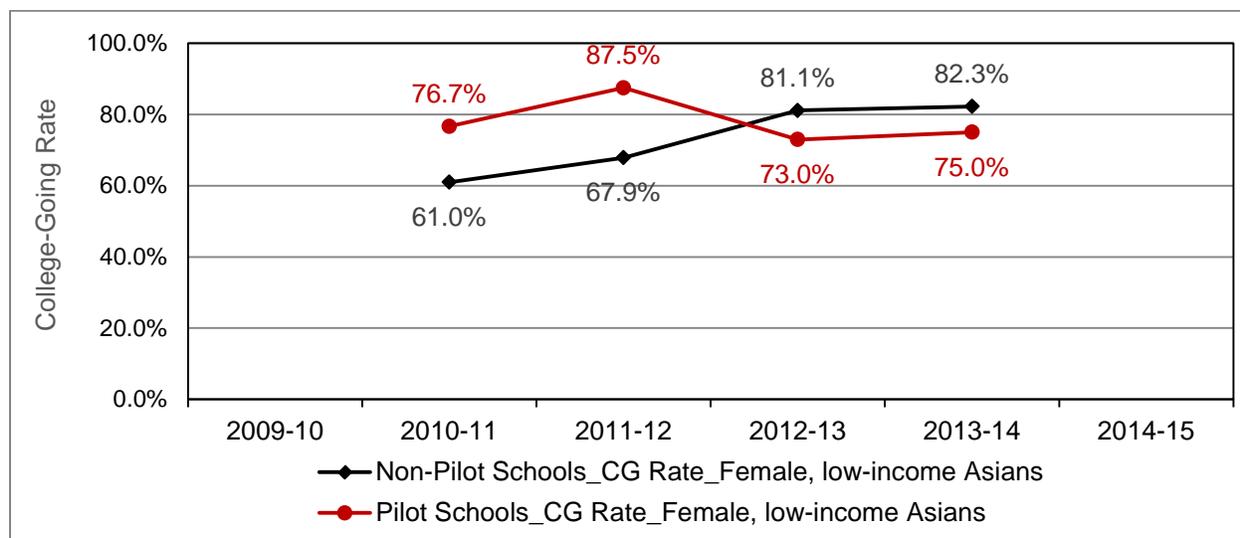
Group 7: Female, Low-Income Asians or Pacific Islanders

Number of Graduates and College-Going Graduates



Group 7: Female, Low-Income Asians or Pacific Islanders, Continued

College-Going Rate



Comparison of the Two Baseline Years			The 1 st Year of the Pilot Project Compared to Each of the Two Baseline Years			
Schools	1-Yr Change 2010-11 to 2011-12	p if < 0.05	2-Yr Change 2010-11 to 2012-13	p if < 0.05	1-Yr Change 2011-12 to 2012-13	p if < 0.05
Pilots	10.8	E<5	-3.7		-14.5	
Non-Pilots	6.9		20.2	0.0303	13.3	
Comparison of the 1 st & 2 nd Years of the ACT Pilot Project			The 2 nd Year of the Pilot Project Compared to Each of the Two Baseline Years			
Schools	1-Yr Change 2012-13 to 2013-14	p if < 0.05	3-Yr Change 2010-11 to 2013-14	p if < 0.05	2-Yr Change 2011-12 to 2013-14	p if < 0.05
Pilots	2.0		-1.7		-12.5	E<5
Non-Pilots	1.1		21.3	0.0162	14.4	0.0696

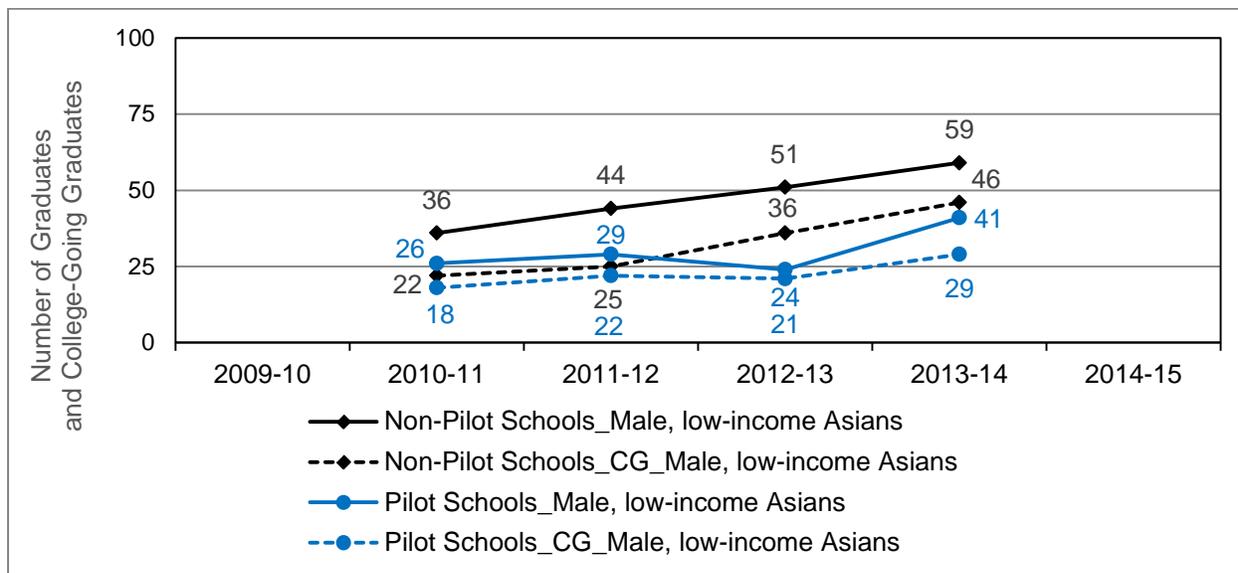
Due to rounding, percentage-point changes in this table may not exactly match those shown in the chart.

p = the probability that the difference between the two college-going rates occurred by chance, based on the calculated Pearson chi-square value

E<5 means the chi-square value should not be calculated because the expected value of the number of graduates from at least one class that went to college or did not go to college was less than 5.0.

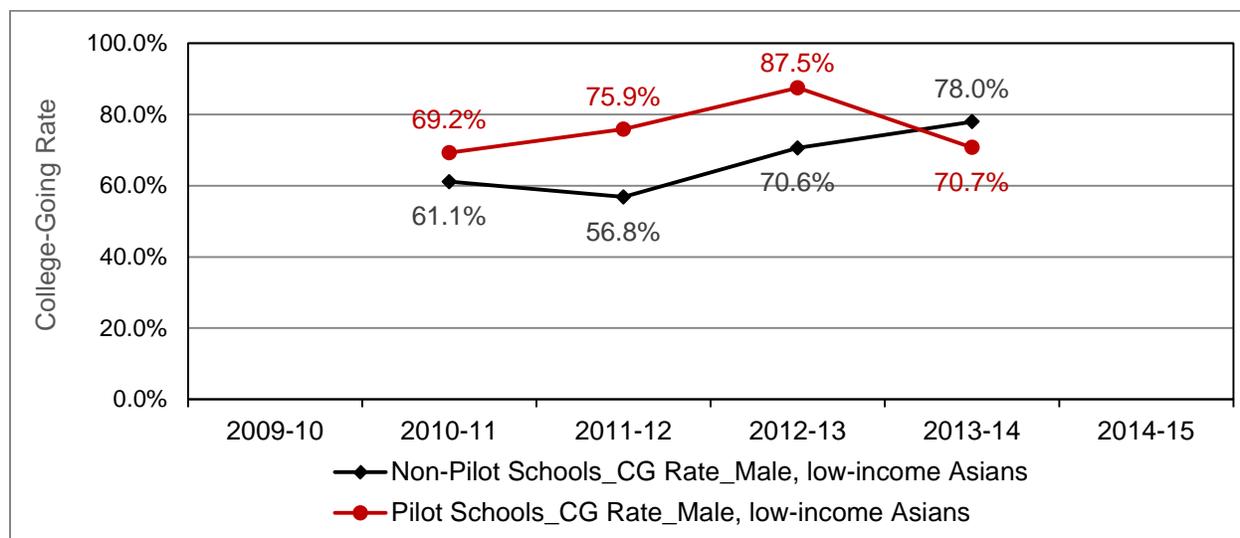
Group 8: Male, Low-Income Asians or Pacific Islanders

Number of Graduates and College-Going Graduates



Group 8: Male, Low-Income Asians or Pacific Islanders, Continued

College-Going Rate



Comparison of the Two Baseline Years			The 1 st Year of the Pilot Project Compared to Each of the Two Baseline Years			
Schools	1-Yr Change 2010-11 to 2011-12	p if < 0.05	2-Yr Change 2010-11 to 2012-13	p if < 0.05	1-Yr Change 2011-12 to 2012-13	p if < 0.05
Pilots	6.6		18.3	E<5	11.6	E<5
Non-Pilots	-4.3		9.5		13.8	
Comparison of the 1 st & 2 nd Years of the ACT Pilot Project			The 2 nd Year of the Pilot Project Compared to Each of the Two Baseline Years			
Schools	1-Yr Change 2012-13 to 2013-14	p if < 0.05	3-Yr Change 2010-11 to 2013-14	p if < 0.05	2-Yr Change 2011-12 to 2013-14	p if < 0.05
Pilots	-16.8	0.1215	1.5		-5.1	
Non-Pilots	7.4		16.9	0.0772	21.1	0.0218

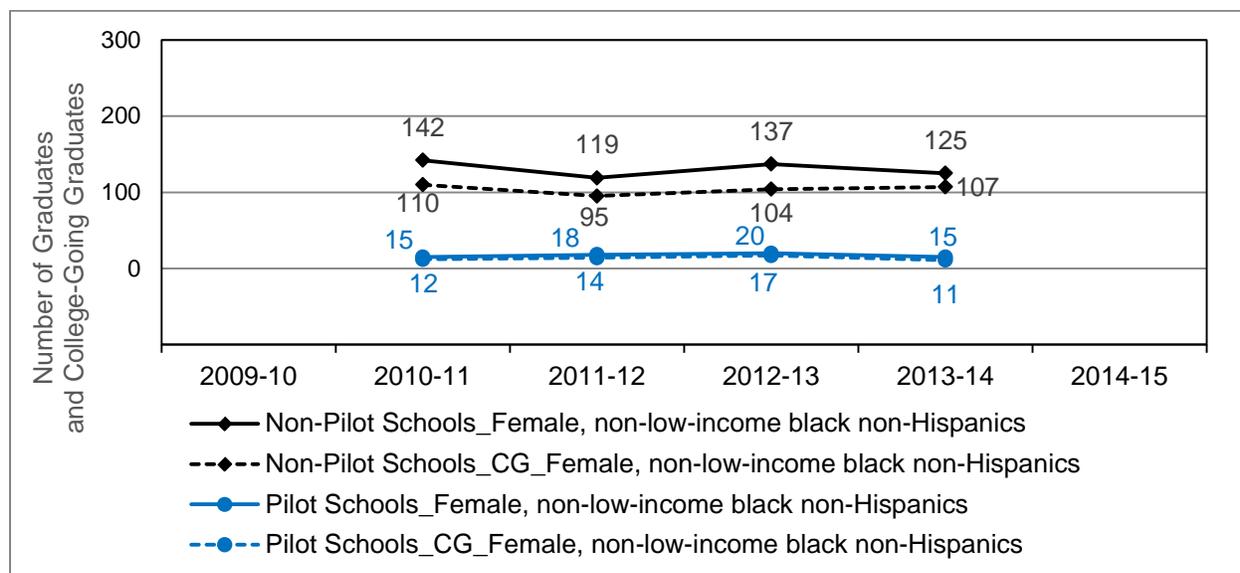
Due to rounding, percentage-point changes in this table may not exactly match those shown in the chart.

p = the probability that the difference between the two college-going rates occurred by chance, based on the calculated Pearson chi-square value

E<5 means the chi-square value should not be calculated because the expected value of the number of graduates from at least one class that went to college or did not go to college was less than 5.0.

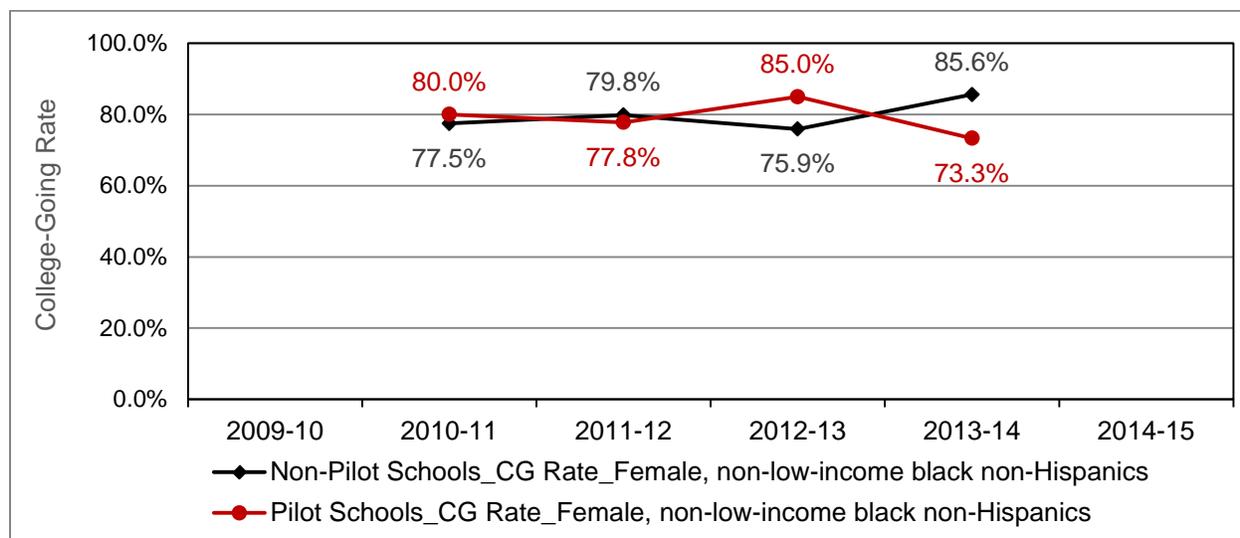
Group 9: Female, Non-Low-Income Black Non-Hispanics

Number of Graduates and College-Going Graduates



Group 9: Female, Non-Low-Income Black Non-Hispanics, Continued

College-Going Rate



Comparison of the Two Baseline Years			The 1 st Year of the Pilot Project Compared to Each of the Two Baseline Years			
Schools	1-Yr Change 2010-11 to 2011-12	p if < 0.05	2-Yr Change 2010-11 to 2012-13	p if < 0.05	1-Yr Change 2011-12 to 2012-13	p if < 0.05
Pilots	-2.2	E<5	5.0	E<5	7.2	E<5
Non-Pilots	2.4		-1.6		-3.9	
Comparison of the 1 st & 2 nd Years of the ACT Pilot Project			The 2 nd Year of the Pilot Project Compared to Each of the Two Baseline Years			
Schools	1-Yr Change 2012-13 to 2013-14	p if < 0.05	3-Yr Change 2010-11 to 2013-14	p if < 0.05	2-Yr Change 2011-12 to 2013-14	p if < 0.05
Pilots	-11.7	E<5	-6.7	E<5	-4.4	E<5
Non-Pilots	9.7	0.0479	8.1		5.8	

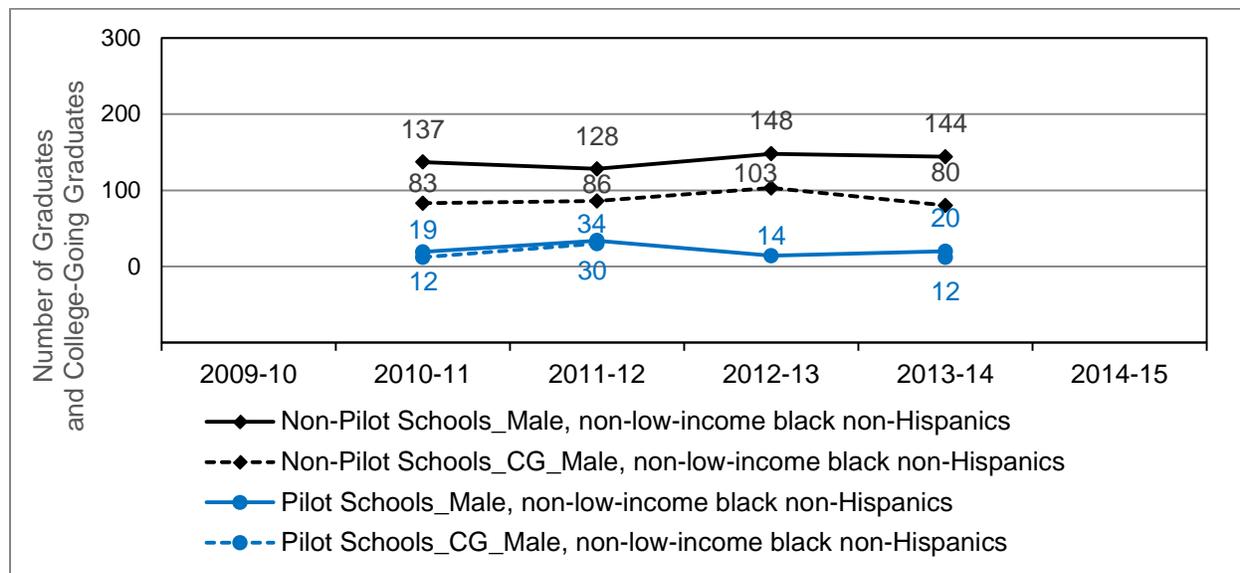
Due to rounding, percentage-point changes in this table may not exactly match those shown in the chart.

p = the probability that the difference between the two college-going rates occurred by chance, based on the calculated Pearson chi-square value

E<5 means the chi-square value should not be calculated because the expected value of the number of graduates from at least one class that went to college or did not go to college was less than 5.0.

Group 10: Male, Non-Low-Income Black Non-Hispanics

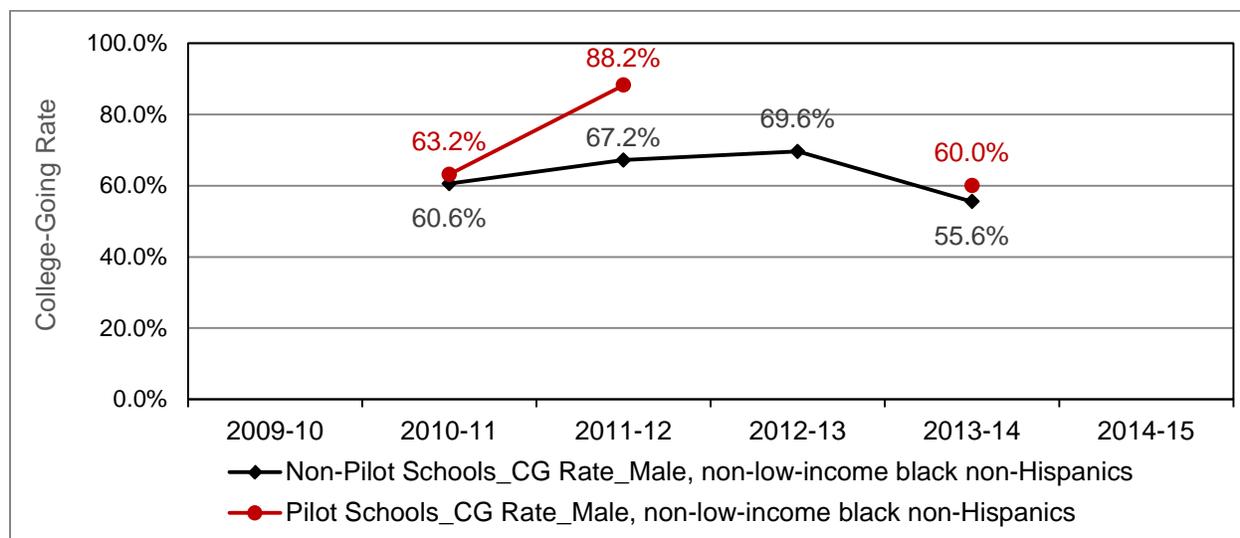
Number of Graduates and College-Going Graduates



Note: Fewer than 10 graduates of the Pilot schools continued on to college from the class of 2012-13, so the college-going rate for this class cannot be reported.

Group 10: Male, Non-Low-Income Black Non-Hispanics, Continued

College-Going Rate



Note: Fewer than 10 graduates of the Pilot schools continued on to college from the class of 2012-13, so the college-going rate for this class cannot be reported.

Comparison of the Two Baseline Years			The 1 st Year of the Pilot Project Compared to Each of the Two Baseline Years			
Schools	1-Yr Change 2010-11 to 2011-12	p if < 0.05	2-Yr Change 2010-11 to 2012-13	p if < 0.05	1-Yr Change 2011-12 to 2012-13	p if < 0.05
Pilots	25.1	E<5				
Non-Pilots	6.6		9.0		2.4	
Comparison of the 1 st & 2 nd Years of the ACT Pilot Project			The 2 nd Year of the Pilot Project Compared to Each of the Two Baseline Years			
Schools	1-Yr Change 2012-13 to 2013-14	p if < 0.05	3-Yr Change 2010-11 to 2013-14	p if < 0.05	2-Yr Change 2011-12 to 2013-14	p if < 0.05
Pilots			-3.2		-28.2	
Non-Pilots	-14.0	0.0131	-5.0		-11.6	0.0496

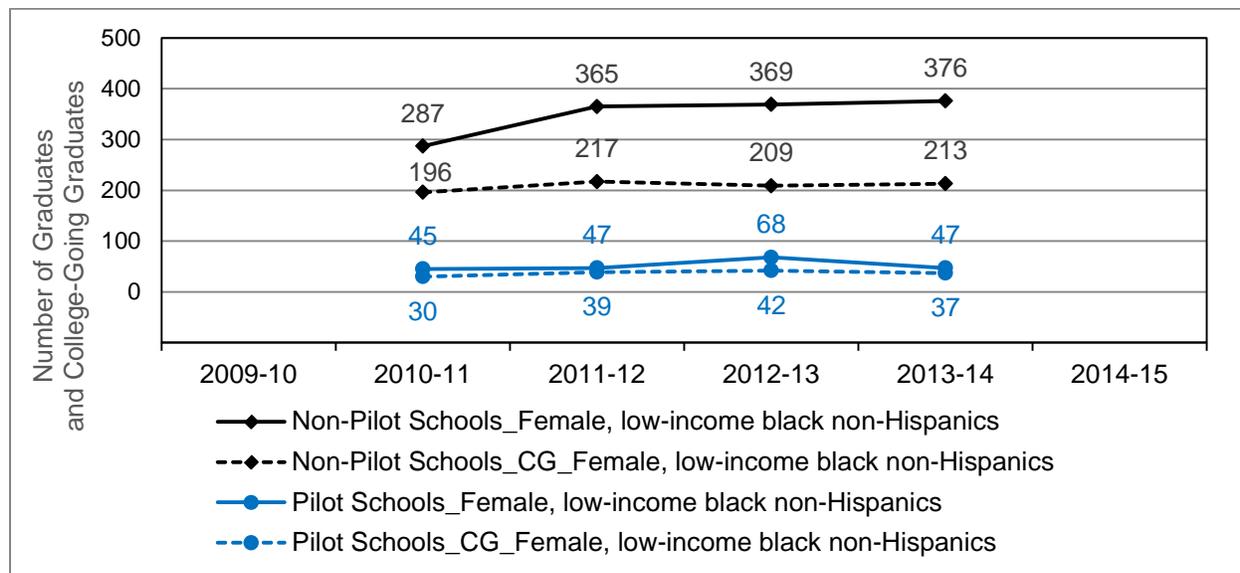
Due to rounding, percentage-point changes in this table may not exactly match those shown in the chart.

p = the probability that the difference between the two college-going rates occurred by chance, based on the calculated Pearson chi-square value

E<5 means the chi-square value should not be calculated because the expected value of the number of graduates from at least one class that went to college or did not go to college was less than 5.0.

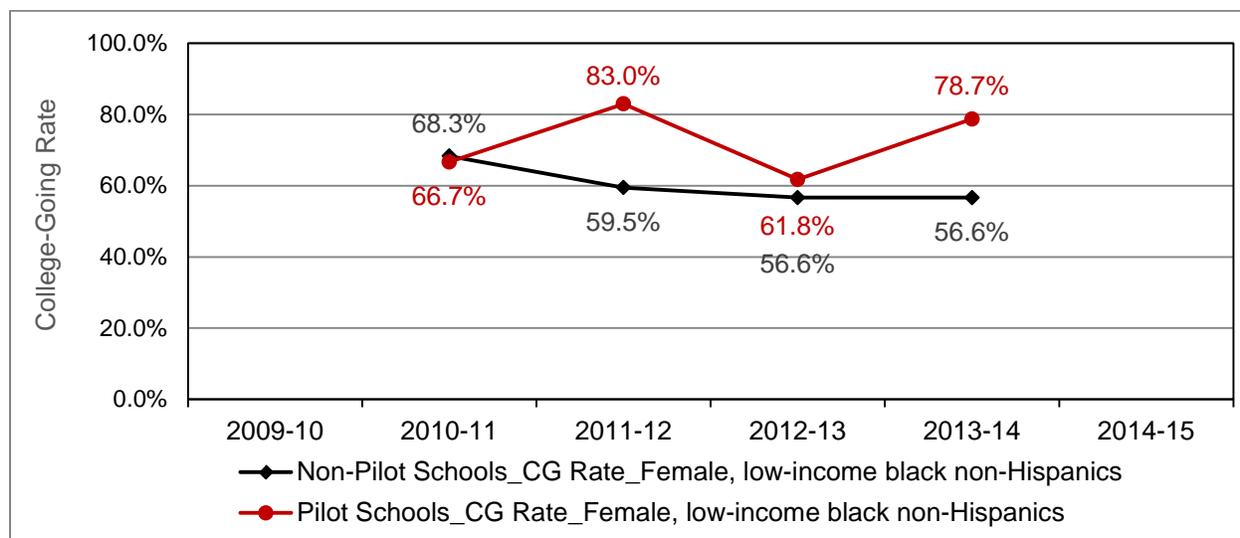
Group 11: Female, Low-Income Black Non-Hispanics

Number of Graduates and College-Going Graduates



Group 11: Female, Low-Income Black Non-Hispanics, Continued

College-Going Rate

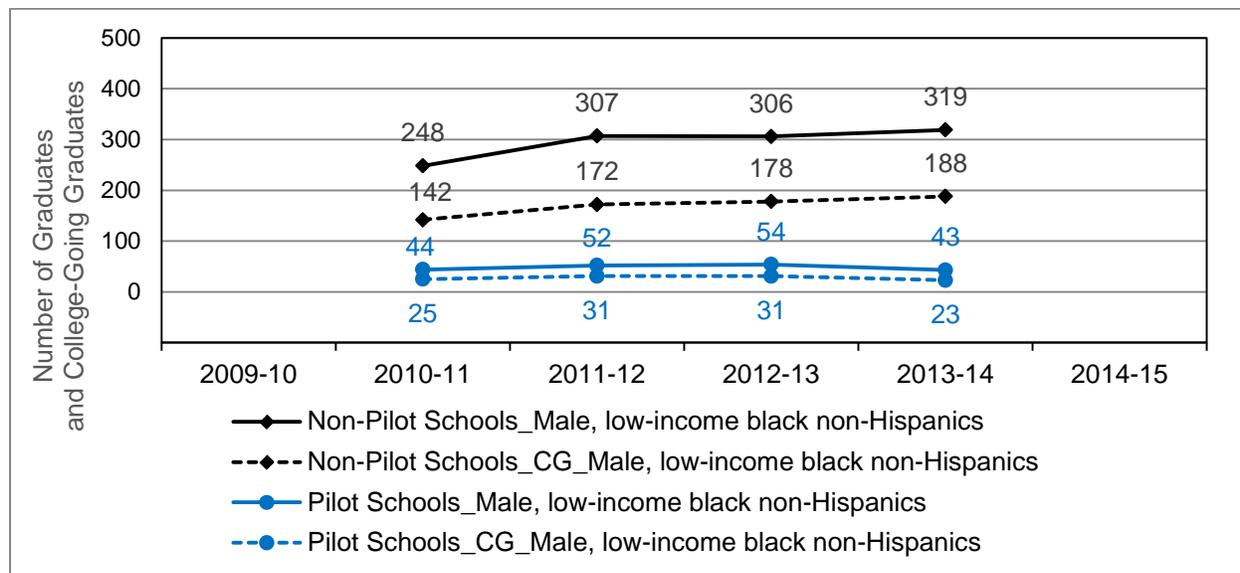


Comparison of the Two Baseline Years			The 1 st Year of the Pilot Project Compared to Each of the Two Baseline Years			
Schools	1-Yr Change 2010-11 to 2011-12	p if < 0.05	2-Yr Change 2010-11 to 2012-13	p if < 0.05	1-Yr Change 2011-12 to 2012-13	p if < 0.05
Pilots	16.3	0.0709	-4.9		-21.2	0.0083
Non-Pilots	-8.8	0.0200	-11.7	0.0023	-2.8	
Comparison of the 1 st & 2 nd Years of the ACT Pilot Project			The 2 nd Year of the Pilot Project Compared to Each of the Two Baseline Years			
Schools	1-Yr Change 2012-13 to 2013-14	p if < 0.05	3-Yr Change 2010-11 to 2013-14	p if < 0.05	2-Yr Change 2011-12 to 2013-14	p if < 0.05
Pilots	17.0	0.0539	12.1		-4.3	
Non-Pilots	0.0		-11.6	0.0022	-2.8	

Due to rounding, percentage-point changes in this table may not exactly match those shown in the chart.
 p = the probability that the difference between the two college-going rates occurred by chance, based on the calculated Pearson chi-square value

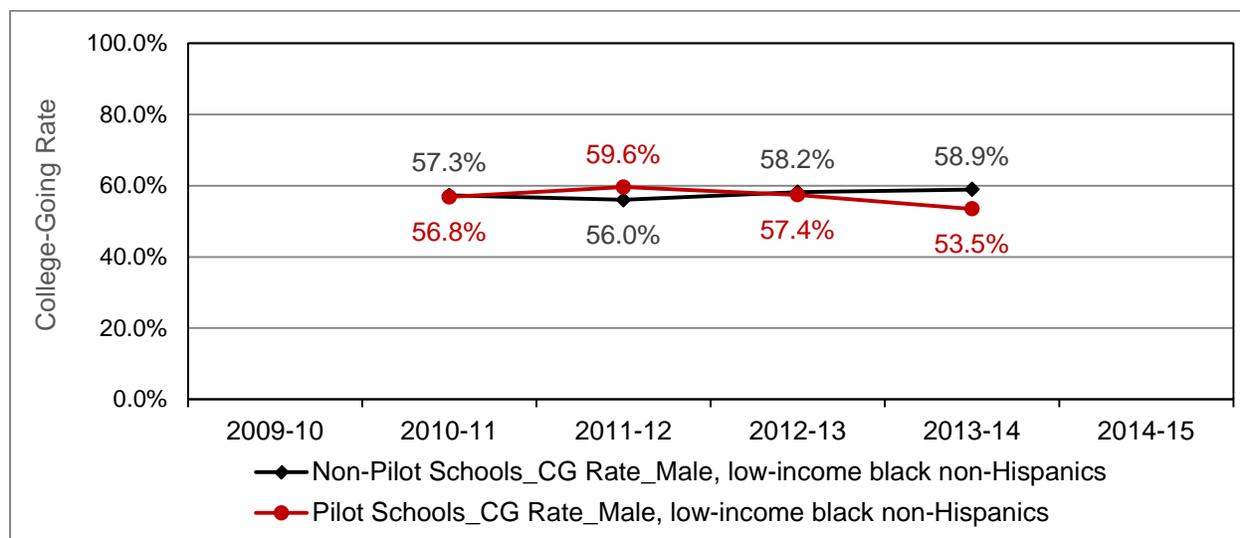
Group 12: Male, Low-Income Black Non-Hispanics

Number of Graduates and College-Going Graduates



Group 12: Male, Low-Income Black Non-Hispanics, Continued

College-Going Rate



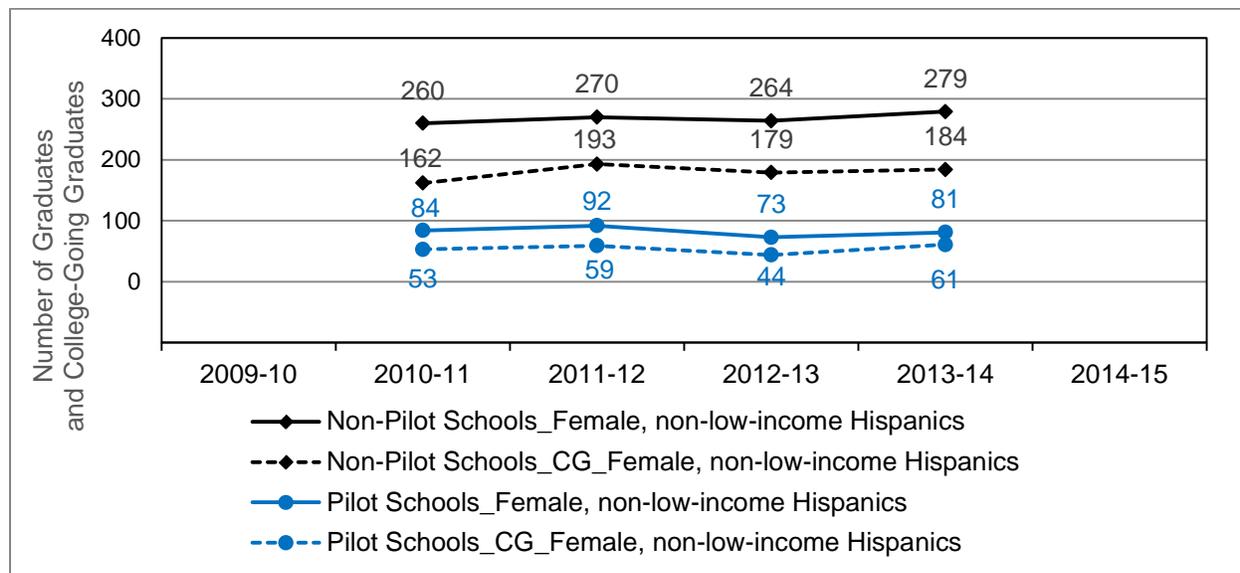
Comparison of the Two Baseline Years			The 1 st Year of the Pilot Project Compared to Each of the Two Baseline Years			
Schools	1-Yr Change 2010-11 to 2011-12	p if < 0.05	2-Yr Change 2010-11 to 2012-13	p if < 0.05	1-Yr Change 2011-12 to 2012-13	p if < 0.05
Pilots	2.8		0.6		-2.2	
Non-Pilots	-1.2		0.9		2.1	
Comparison of the 1 st & 2 nd Years of the ACT Pilot Project			The 2 nd Year of the Pilot Project Compared to Each of the Two Baseline Years			
Schools	1-Yr Change 2012-13 to 2013-14	p if < 0.05	3-Yr Change 2010-11 to 2013-14	p if < 0.05	2-Yr Change 2011-12 to 2013-14	p if < 0.05
Pilots	-3.9		-3.3		-6.1	
Non-Pilots	0.8		1.7		2.9	

Due to rounding, percentage-point changes in this table may not exactly match those shown in the chart.

p = the probability that the difference between the two college-going rates occurred by chance, based on the calculated Pearson chi-square value

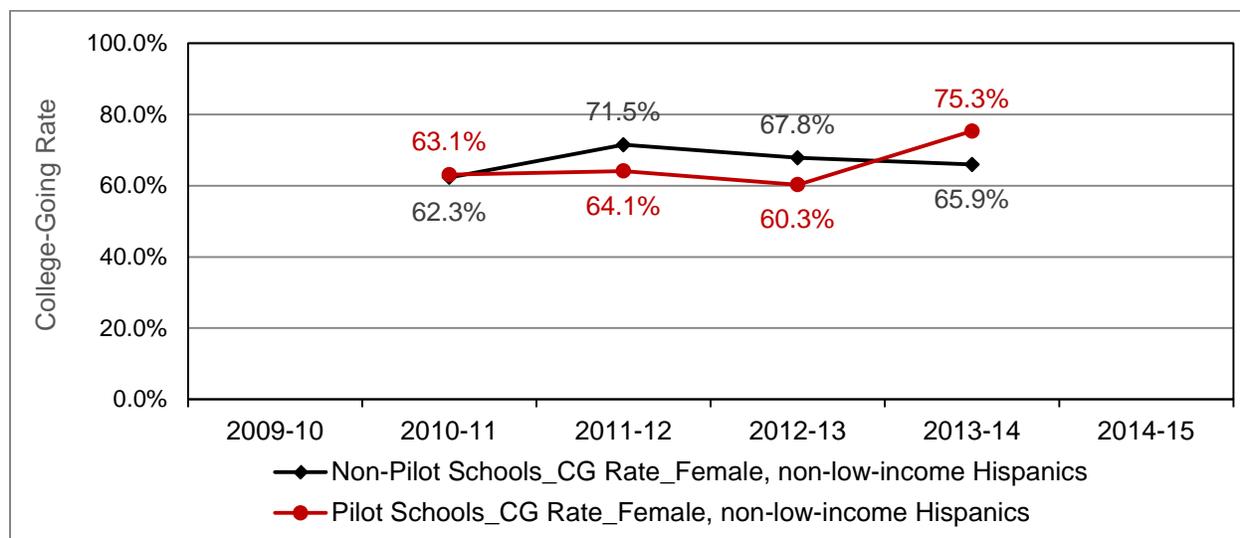
Group 13: Female, Non-Low-Income Hispanics

Number of Graduates and College-Going Graduates



Group 13: Female, Non-Low-Income Hispanics, Continued

College-Going Rate



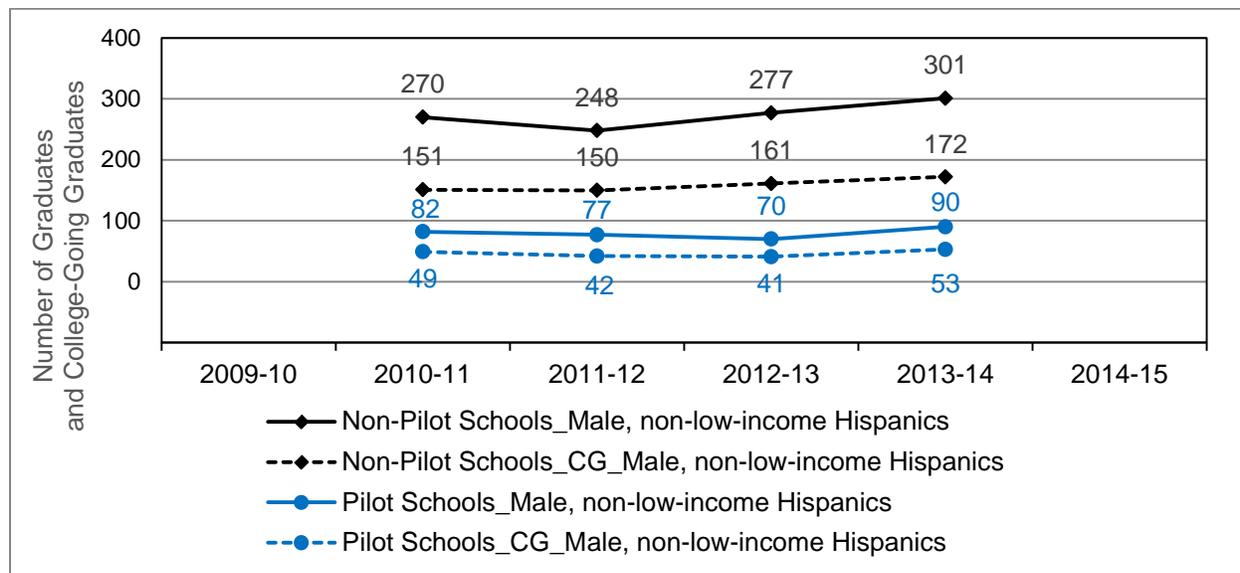
Comparison of the Two Baseline Years			The 1 st Year of the Pilot Project Compared to Each of the Two Baseline Years			
Schools	1-Yr Change 2010-11 to 2011-12	p if < 0.05	2-Yr Change 2010-11 to 2012-13	p if < 0.05	1-Yr Change 2011-12 to 2012-13	p if < 0.05
Pilots	1.0		-2.8		-3.9	
Non-Pilots	9.2	0.0248	5.5		-3.7	
Comparison of the 1 st & 2 nd Years of the ACT Pilot Project			The 2 nd Year of the Pilot Project Compared to Each of the Two Baseline Years			
Schools	1-Yr Change 2012-13 to 2013-14	p if < 0.05	3-Yr Change 2010-11 to 2013-14	p if < 0.05	2-Yr Change 2011-12 to 2013-14	p if < 0.05
Pilots	15.0	0.0455	12.2		11.2	
Non-Pilots	-1.9		3.6		-5.5	

Due to rounding, percentage-point changes in this table may not exactly match those shown in the chart.

p = the probability that the difference between the two college-going rates occurred by chance, based on the calculated Pearson chi-square value

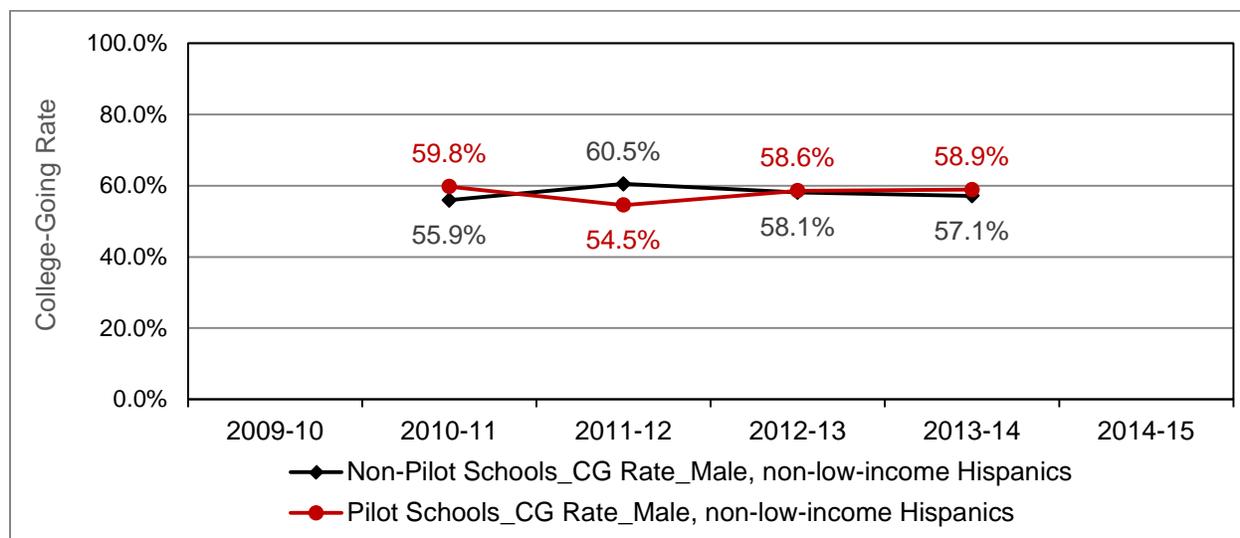
Group 14: Male, Non-Low-Income Hispanics

Number of Graduates and College-Going Graduates



Group 14: Male, Non-Low-Income Hispanics, Continued

College-Going Rate



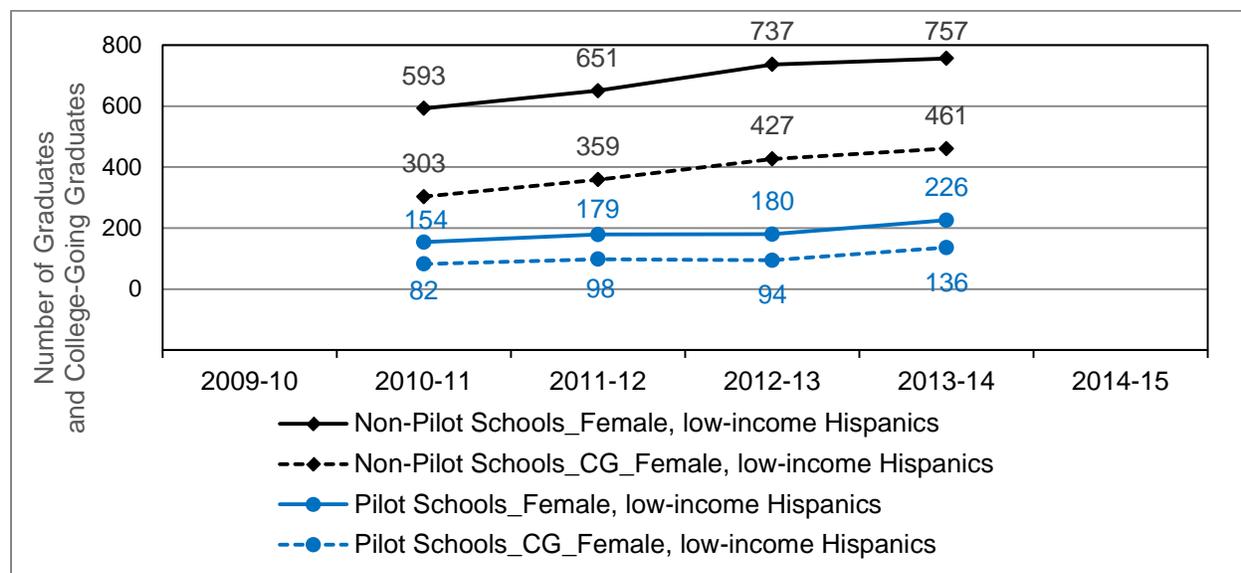
Comparison of the Two Baseline Years			The 1 st Year of the Pilot Project Compared to Each of the Two Baseline Years			
Schools	1-Yr Change 2010-11 to 2011-12	p if < 0.05	2-Yr Change 2010-11 to 2012-13	p if < 0.05	1-Yr Change 2011-12 to 2012-13	p if < 0.05
Pilots	-5.2		-1.2		4.0	
Non-Pilots	4.6		2.2		-2.4	
Comparison of the 1 st & 2 nd Years of the ACT Pilot Project			The 2 nd Year of the Pilot Project Compared to Each of the Two Baseline Years			
Schools	1-Yr Change 2012-13 to 2013-14	p if < 0.05	3-Yr Change 2010-11 to 2013-14	p if < 0.05	2-Yr Change 2011-12 to 2013-14	p if < 0.05
Pilots	0.3		-0.9		4.3	
Non-Pilots	-1.0		1.2		-3.3	

Due to rounding, percentage-point changes in this table may not exactly match those shown in the chart.

p = the probability that the difference between the two college-going rates occurred by chance, based on the calculated Pearson chi-square value

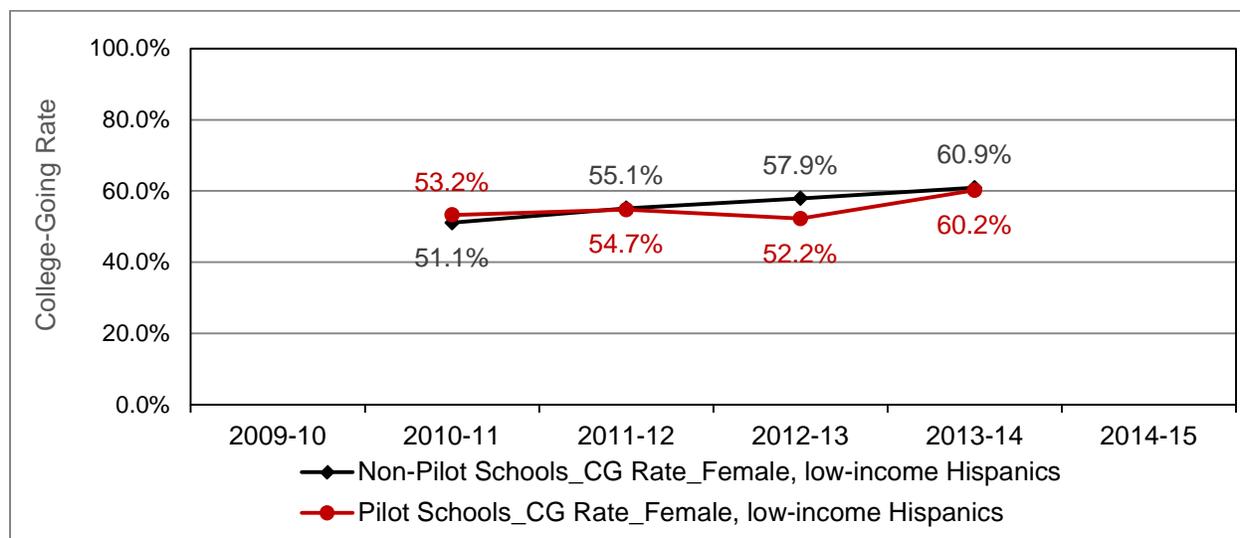
Group 15: Female, Low-Income Hispanics

Number of Graduates and College-Going Graduates



Group 15: Female, Low-Income Hispanics, Continued

College-Going Rate



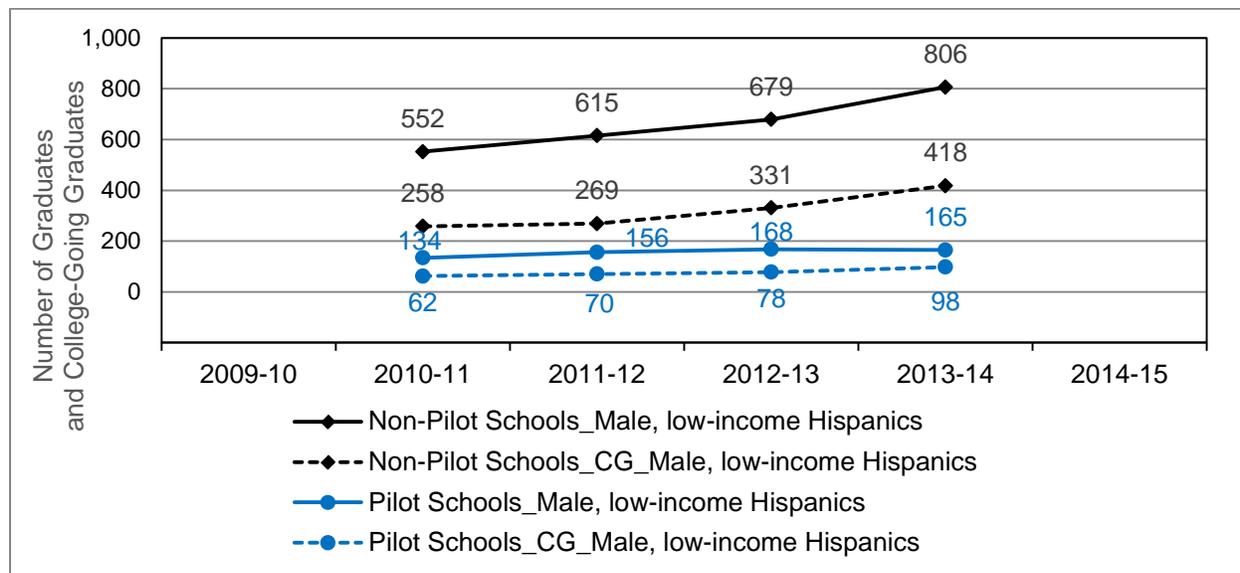
Comparison of the Two Baseline Years			The 1 st Year of the Pilot Project Compared to Each of the Two Baseline Years			
Schools	1-Yr Change 2010-11 to 2011-12	p if < 0.05	2-Yr Change 2010-11 to 2012-13	p if < 0.05	1-Yr Change 2011-12 to 2012-13	p if < 0.05
Pilots	1.5		-1.0		-2.5	
Non-Pilots	4.0		6.8	0.0127	2.8	
Comparison of the 1 st & 2 nd Years of the ACT Pilot Project			The 2 nd Year of the Pilot Project Compared to Each of the Two Baseline Years			
Schools	1-Yr Change 2012-13 to 2013-14	p if < 0.05	3-Yr Change 2010-11 to 2013-14	p if < 0.05	2-Yr Change 2011-12 to 2013-14	p if < 0.05
Pilots	8.0		6.9		5.4	
Non-Pilots	3.0		9.8	0.0003	5.8	0.0291

Due to rounding, percentage-point changes in this table may not exactly match those shown in the chart.

p = the probability that the difference between the two college-going rates occurred by chance, based on the calculated Pearson chi-square value

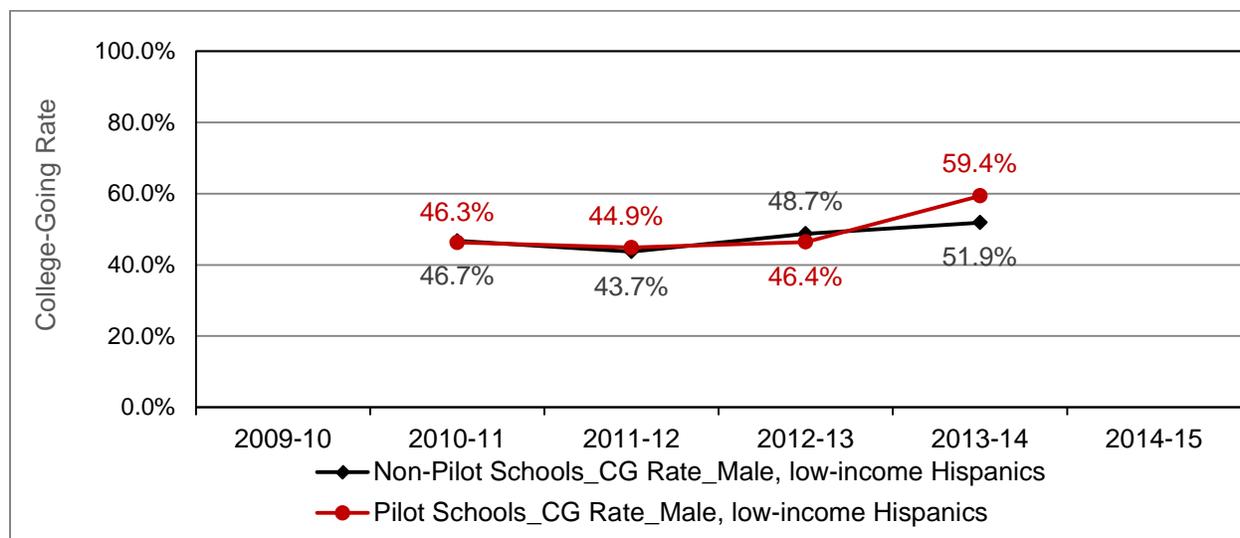
Group 16: Male, Low-Income Hispanics

Number of Graduates and College-Going Graduates



Group 16: Male, Low-Income Hispanics, Continued

College-Going Rate



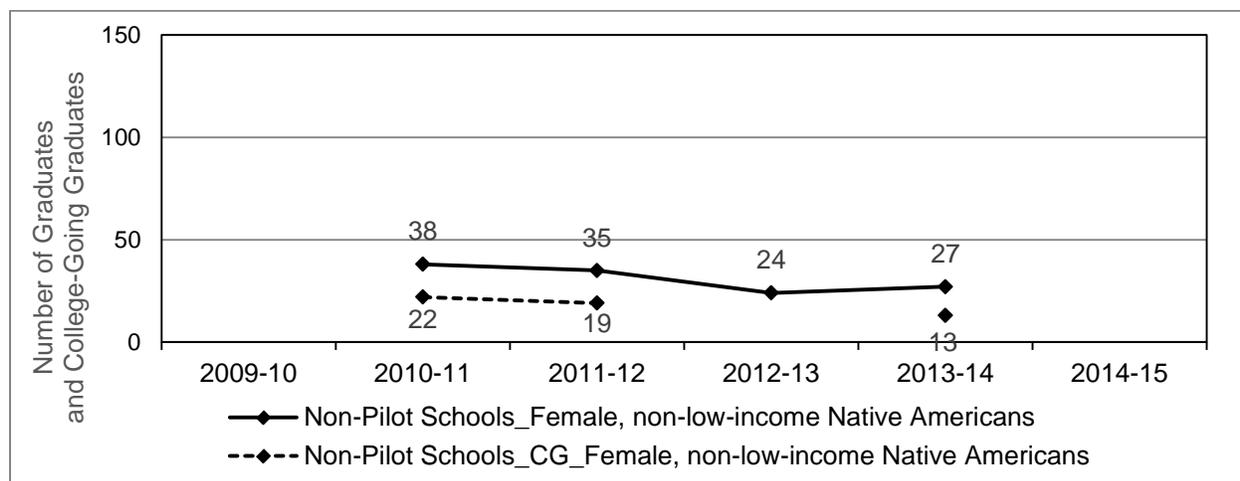
Comparison of the Two Baseline Years			The 1 st Year of the Pilot Project Compared to Each of the Two Baseline Years			
Schools	1-Yr Change 2010-11 to 2011-12	p if < 0.05	2-Yr Change 2010-11 to 2012-13	p if < 0.05	1-Yr Change 2011-12 to 2012-13	p if < 0.05
Pilots	-1.4		0.2		1.6	
Non-Pilots	-3.0		2.0		5.0	0.0712
Comparison of the 1 st & 2 nd Years of the ACT Pilot Project			The 2 nd Year of the Pilot Project Compared to Each of the Two Baseline Years			
Schools	1-Yr Change 2012-13 to 2013-14	p if < 0.05	3-Yr Change 2010-11 to 2013-14	p if < 0.05	2-Yr Change 2011-12 to 2013-14	p if < 0.05
Pilots	13.0	0.0178	13.1	0.0236	14.5	0.0092
Non-Pilots	3.1		5.1	0.0637	8.1	0.0024

Due to rounding, percentage-point changes in this table may not exactly match those shown in the chart.

p = the probability that the difference between the two college-going rates occurred by chance, based on the calculated Pearson chi-square value

Group 17: Female, Non-Low-Income Native Americans¹

Number of Graduates and College-Going Graduates

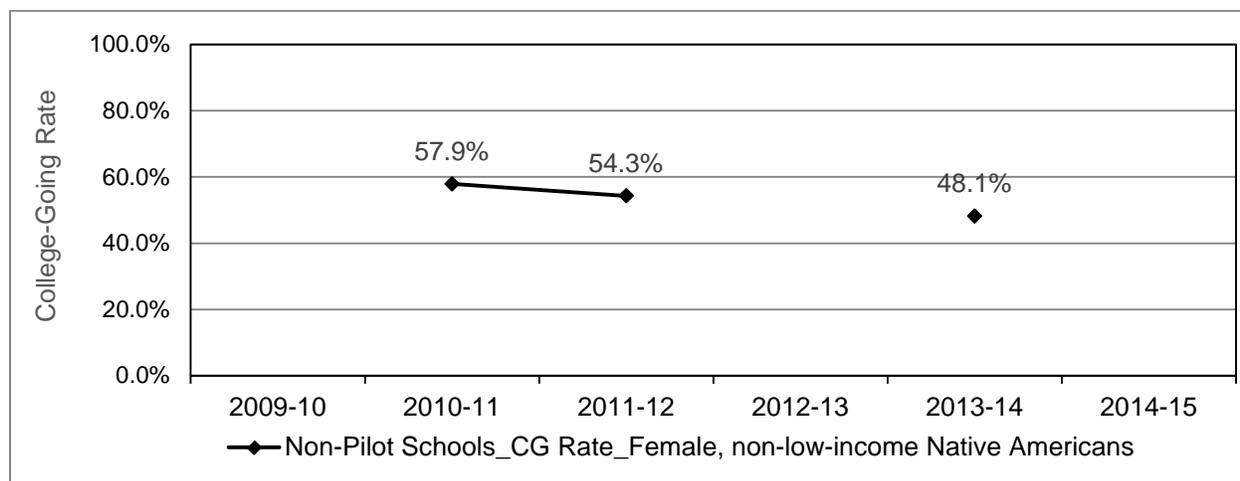


Note: In this group, fewer than 10 graduates of the non-Pilot schools continued on to college from the class of 2012-13, so the college-going rate for this class cannot be reported.

¹The numbers of graduates, the numbers of college-going graduates, and the college-going rates for the Native Americans at the Pilot schools cannot be charted because fewer than 10 of the Native American graduates continued on to college after high school graduation.

Group 17: Female, Non-Low-Income Native Americans, Continued

College-Going Rate



Note: In this group, fewer than 10 graduates of the non-Pilot schools continued on to college from the class of 2012-13, so the college-going rate for this class cannot be reported.

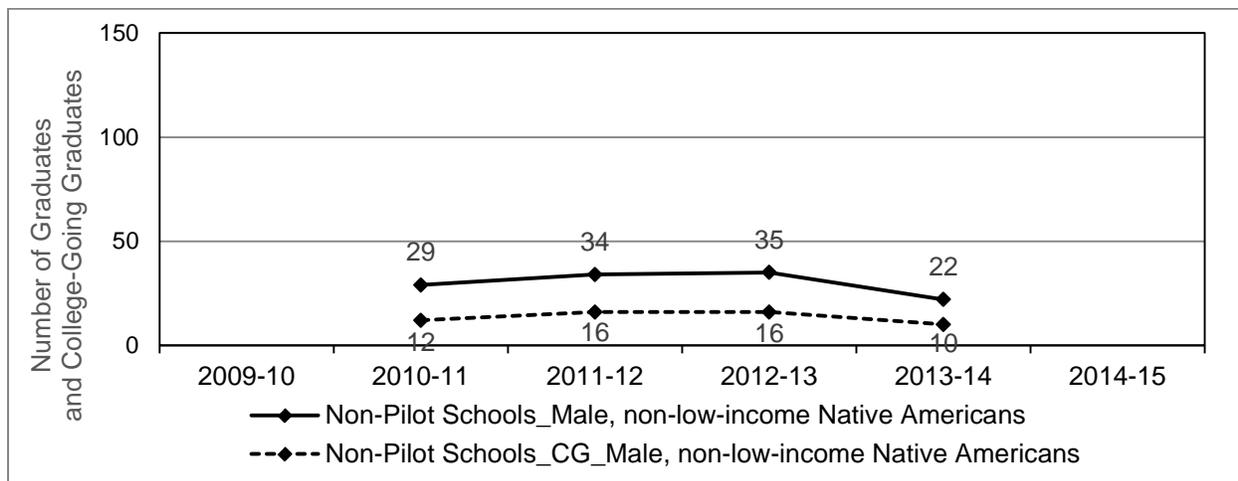
Comparison of the Two Baseline Years			The 1 st Year of the Pilot Project Compared to Each of the Two Baseline Years			
Schools	1-Yr Change 2010-11 to 2011-12	p if < 0.05	2-Yr Change 2010-11 to 2012-13	p if < 0.05	1-Yr Change 2011-12 to 2012-13	p if < 0.05
Non-Pilots	-3.6					
Comparison of the 1 st & 2 nd Years of the ACT Pilot Project			The 2 nd Year of the Pilot Project Compared to Each of the Two Baseline Years			
Schools	1-Yr Change 2012-13 to 2013-14	p if < 0.05	3-Yr Change 2010-11 to 2013-14	p if < 0.05	2-Yr Change 2011-12 to 2013-14	p if < 0.05
Non-Pilots	19.0		-9.7		-6.1	

Due to rounding, percentage-point changes in this table may not exactly match those shown in the chart.

p = the probability that the difference between the two college-going rates occurred by chance, based on the calculated Pearson chi-square value

Group 18: Male, Non-Low-Income Native Americans¹

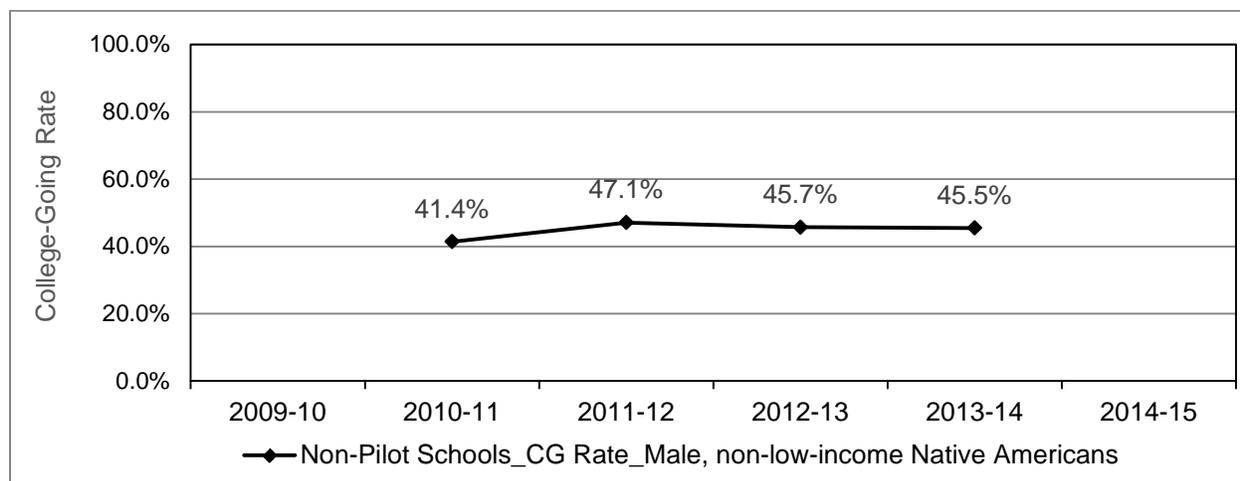
Number of Graduates and College-Going Graduates



¹The numbers of graduates, the numbers of college-going graduates, and the college-going rates for the Native Americans at the Pilot schools cannot be charted because fewer than 10 of the Native American graduates continued on to college after high school graduation.

Group 18: Male, Non-Low-Income Native Americans, Continued

College-Going Rate



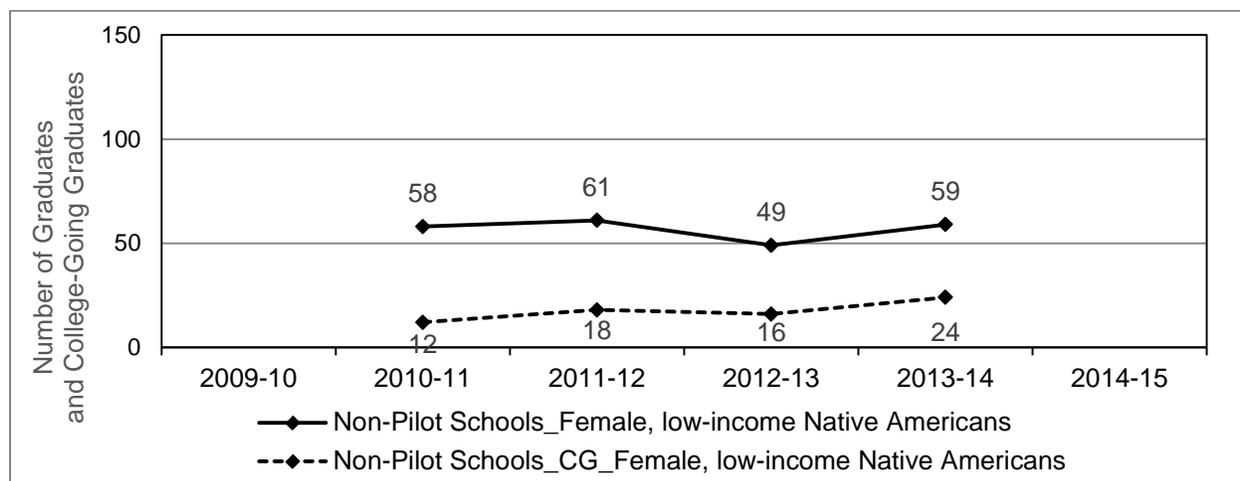
Comparison of the Two Baseline Years			The 1 st Year of the Pilot Project Compared to Each of the Two Baseline Years			
Schools	1-Yr Change 2010-11 to 2011-12	p if < 0.05	2-Yr Change 2010-11 to 2012-13	p if < 0.05	1-Yr Change 2011-12 to 2012-13	p if < 0.05
Non-Pilots	5.7		4.3		-1.3	
Comparison of the 1 st & 2 nd Years of the ACT Pilot Project			The 2 nd Year of the Pilot Project Compared to Each of the Two Baseline Years			
Schools	1-Yr Change 2012-13 to 2013-14	p if < 0.05	3-Yr Change 2010-11 to 2013-14	p if < 0.05	2-Yr Change 2011-12 to 2013-14	p if < 0.05
Non-Pilots	-0.3		4.1		-1.6	

Due to rounding, percentage-point changes in this table may not exactly match those shown in the chart.

p = the probability that the difference between the two college-going rates occurred by chance, based on the calculated Pearson chi-square value

Group 19: Female, Low-Income Native Americans¹

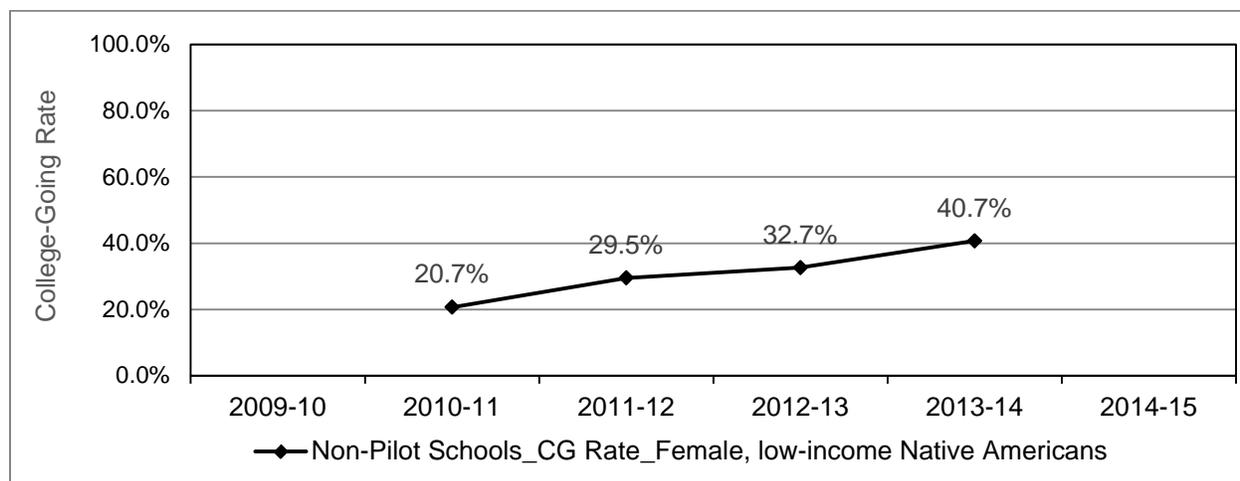
Number of Graduates and College-Going Graduates



¹The numbers of graduates, the numbers of college-going graduates, and the college-going rates for the Native Americans at the Pilot schools cannot be charted because fewer than 10 of the Native American graduates continued on to college after high school graduation.

Group 19: Female, Low-Income Native Americans, Continued

College-Going Rate



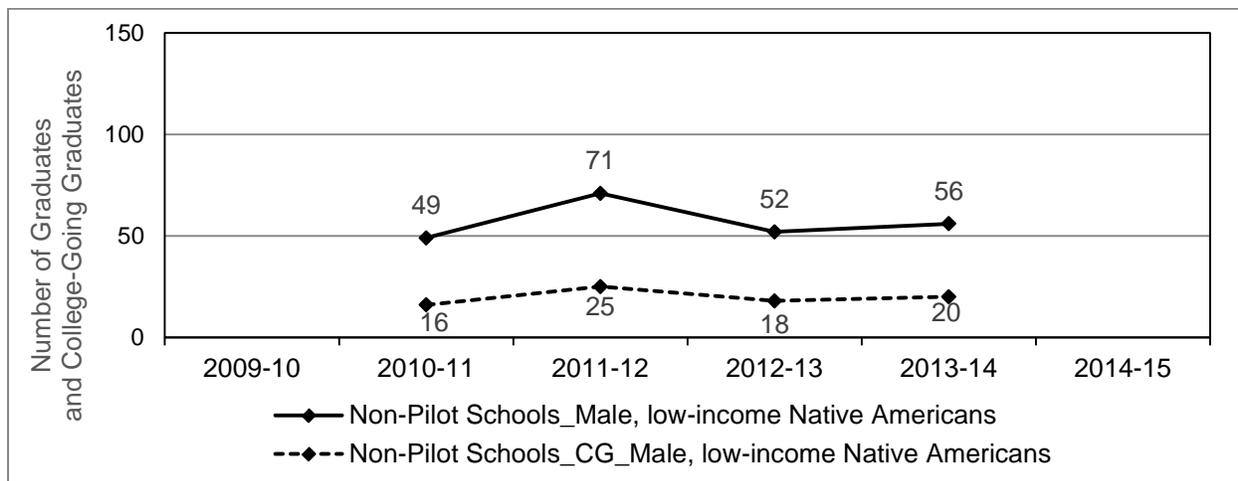
Comparison of the Two Baseline Years			The 1 st Year of the Pilot Project Compared to Each of the Two Baseline Years			
Schools	1-Yr Change 2010-11 to 2011-12	p if < 0.05	2-Yr Change 2010-11 to 2012-13	p if < 0.05	1-Yr Change 2011-12 to 2012-13	p if < 0.05
Non-Pilots	8.8		12.0		3.1	
Comparison of the 1 st & 2 nd Years of the ACT Pilot Project			The 2 nd Year of the Pilot Project Compared to Each of the Two Baseline Years			
Schools	1-Yr Change 2012-13 to 2013-14	p if < 0.05	3-Yr Change 2010-11 to 2013-14	p if < 0.05	2-Yr Change 2011-12 to 2013-14	p if < 0.05
Non-Pilots	8.0		20.0	0.0192	11.2	

Due to rounding, percentage-point changes in this table may not exactly match those shown in the chart.

p = the probability that the difference between the two college-going rates occurred by chance, based on the calculated Pearson chi-square value

Group 20: Male, Low-Income Native Americans¹

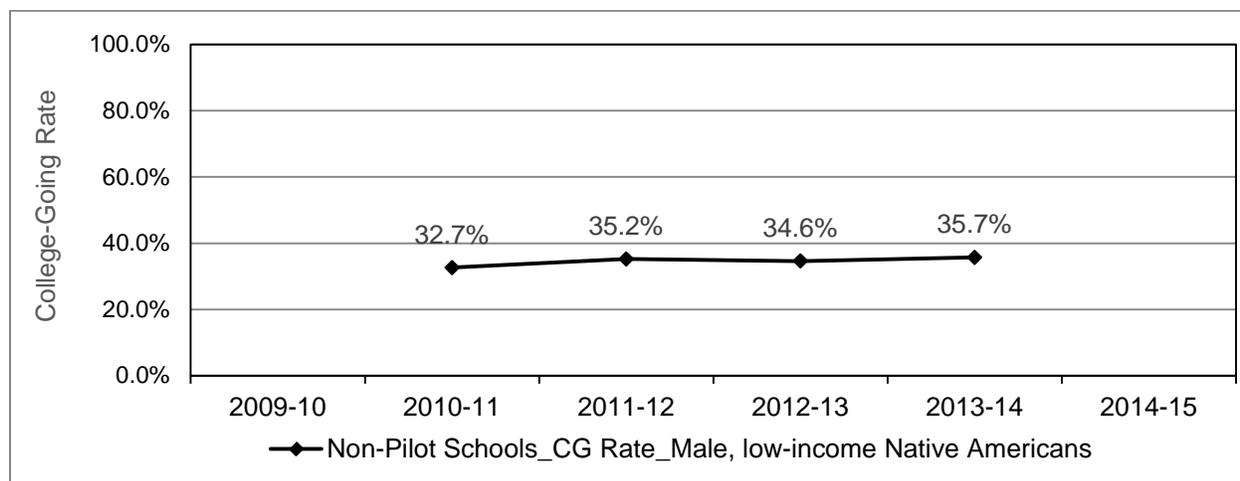
Number of Graduates and College-Going Graduates



¹The numbers of graduates, the numbers of college-going graduates, and the college-going rates for the Native Americans at the Pilot schools cannot be charted because fewer than 10 of the Native American graduates continued on to college after high school graduation.

Group 20: Male, Low-Income Native Americans, Continued

College-Going Rate



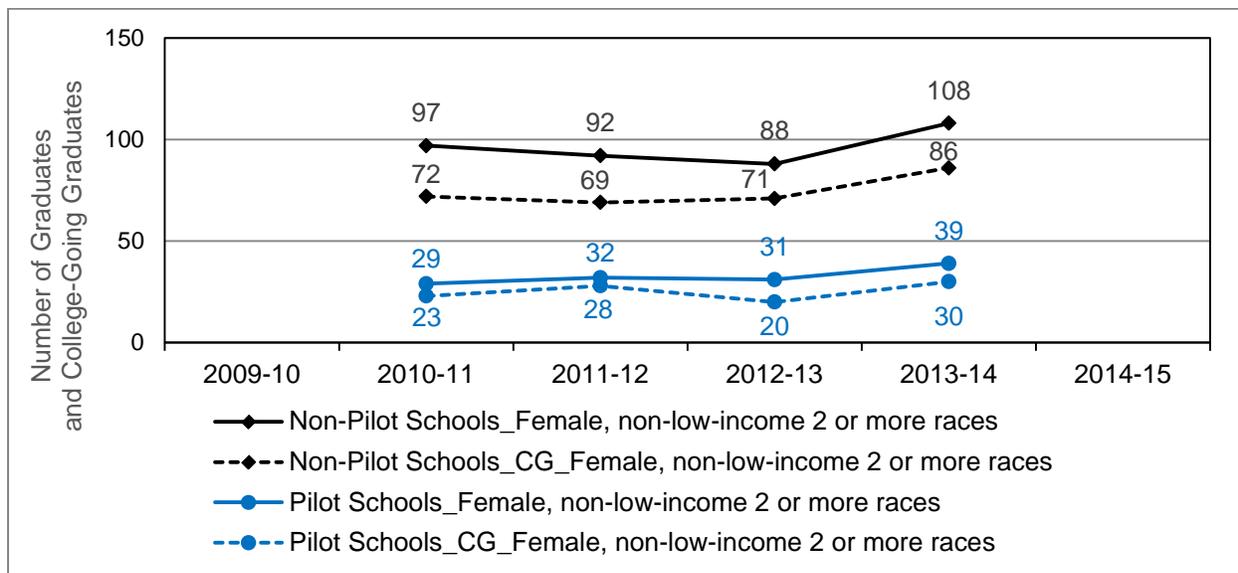
Comparison of the Two Baseline Years			The 1 st Year of the Pilot Project Compared to Each of the Two Baseline Years			
Schools	1-Yr Change 2010-11 to 2011-12	p if < 0.05	2-Yr Change 2010-11 to 2012-13	p if < 0.05	1-Yr Change 2011-12 to 2012-13	p if < 0.05
Non-Pilots	2.6		2.0		-0.6	
Comparison of the 1 st & 2 nd Years of the ACT Pilot Project			The 2 nd Year of the Pilot Project Compared to Each of the Two Baseline Years			
Schools	1-Yr Change 2012-13 to 2013-14	p if < 0.05	3-Yr Change 2010-11 to 2013-14	p if < 0.05	2-Yr Change 2011-12 to 2013-14	p if < 0.05
Non-Pilots	1.1		3.1		0.5	

Due to rounding, percentage-point changes in this table may not exactly match those shown in the chart.

p = the probability that the difference between the two college-going rates occurred by chance, based on the calculated Pearson chi-square value

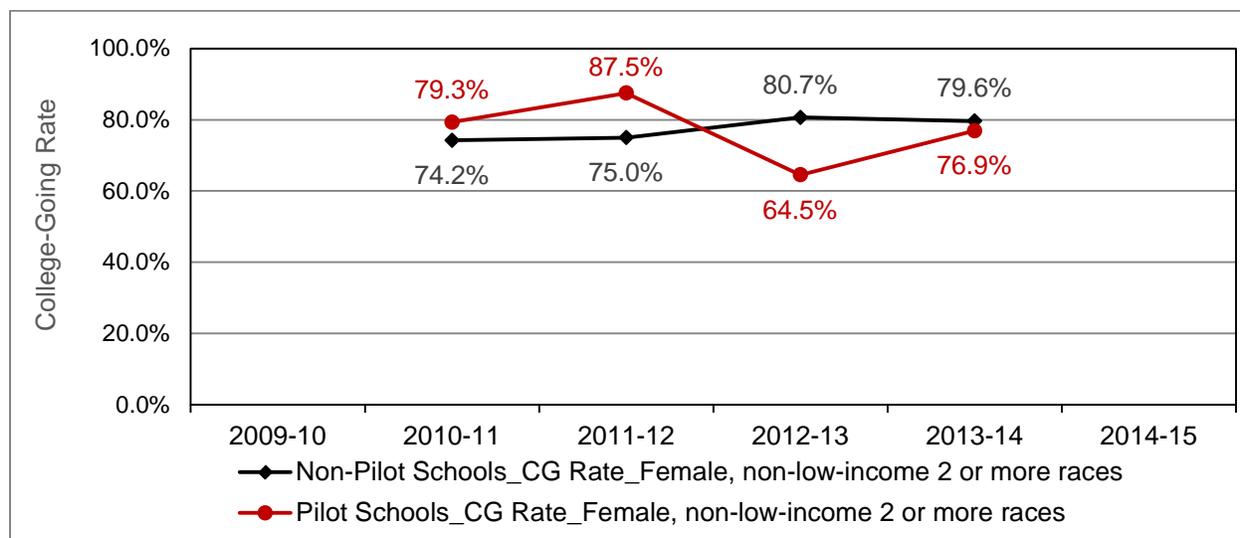
Group 21: Female, Non-Low-Income of Two or More Races

Number of Graduates and College-Going Graduates



Group 21: Female, Non-Low-Income of Two or More Races, Continued

College-Going Rate



Comparison of the Two Baseline Years			The 1 st Year of the Pilot Project Compared to Each of the Two Baseline Years			
Schools	1-Yr Change 2010-11 to 2011-12	p if < 0.05	2-Yr Change 2010-11 to 2012-13	p if < 0.05	1-Yr Change 2011-12 to 2012-13	p if < 0.05
Pilots	8.2	E<5	-14.8		-23.0	0.0322
Non-Pilots	0.8		6.5		5.7	
Comparison of the 1 st & 2 nd Years of the ACT Pilot Project			The 2 nd Year of the Pilot Project Compared to Each of the Two Baseline Years			
Schools	1-Yr Change 2012-13 to 2013-14	p if < 0.05	3-Yr Change 2010-11 to 2013-14	p if < 0.05	2-Yr Change 2011-12 to 2013-14	p if < 0.05
Pilots	12.4		-2.4		-10.6	
Non-Pilots	-1.1		5.4		4.6	

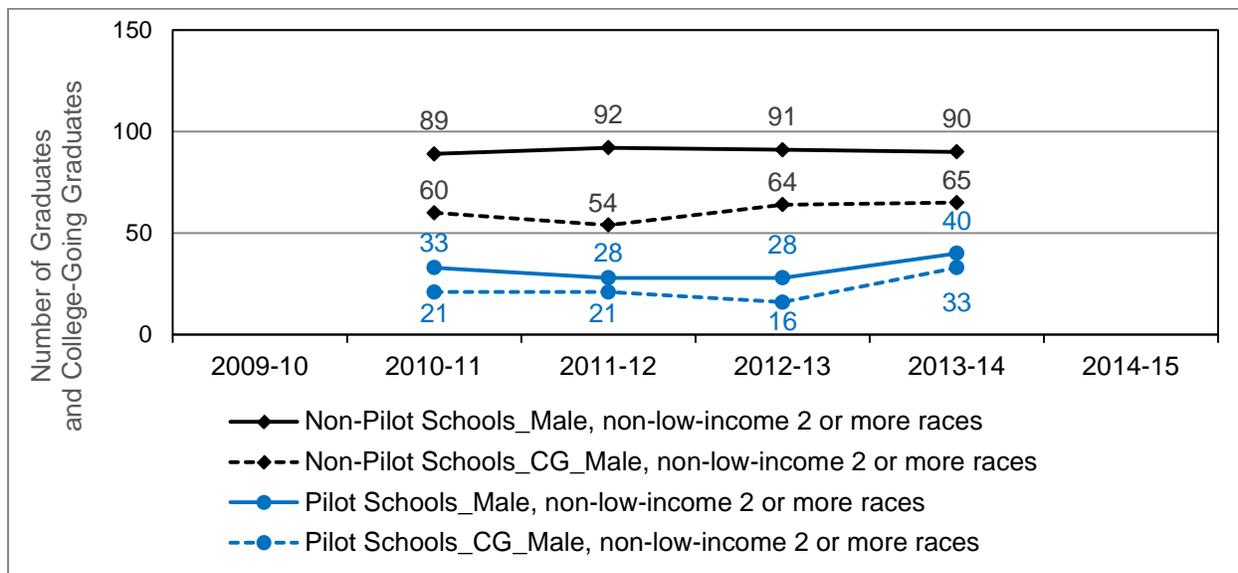
Due to rounding, percentage-point changes in this table may not exactly match those shown in the chart.

p = the probability that the difference between the two college-going rates occurred by chance, based on the calculated Pearson chi-square value

E<5 means the chi-square value should not be calculated because the expected value of the number of graduates from at least one class that went to college or did not go to college was less than 5.0.

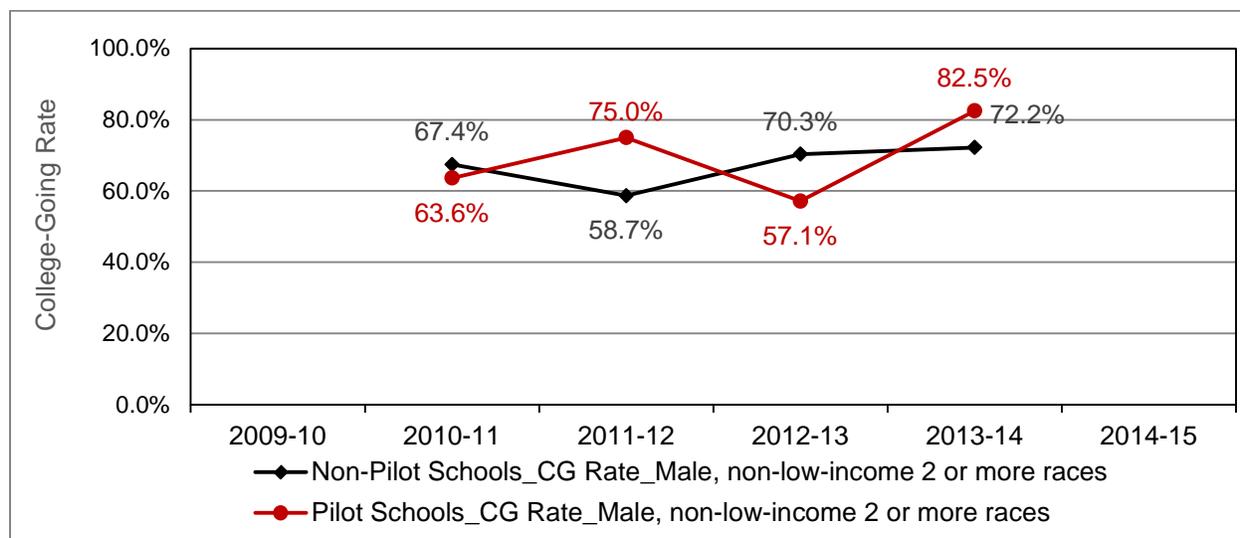
Group 22: Male, Non-Low-Income of Two or More Races

Number of Graduates and College-Going Graduates



Group 22: Male, Non-Low-Income of Two or More Races, Continued

College-Going Rate



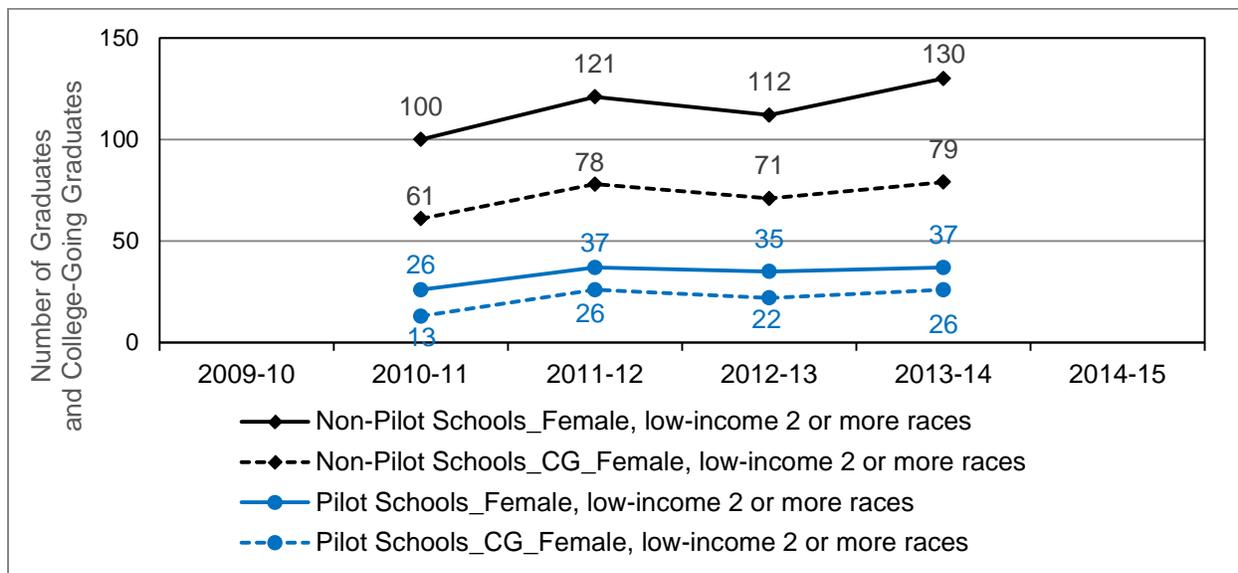
Comparison of the Two Baseline Years			The 1 st Year of the Pilot Project Compared to Each of the Two Baseline Years			
Schools	1-Yr Change 2010-11 to 2011-12	p if < 0.05	2-Yr Change 2010-11 to 2012-13	p if < 0.05	1-Yr Change 2011-12 to 2012-13	p if < 0.05
Pilots	11.4		-6.5		-17.9	
Non-Pilots	-8.7		2.9		11.6	
Comparison of the 1 st & 2 nd Years of the ACT Pilot Project			The 2 nd Year of the Pilot Project Compared to Each of the Two Baseline Years			
Schools	1-Yr Change 2012-13 to 2013-14	p if < 0.05	3-Yr Change 2010-11 to 2013-14	p if < 0.05	2-Yr Change 2011-12 to 2013-14	p if < 0.05
Pilots	25.4	0.0218	18.9	0.0675	7.5	
Non-Pilots	1.9		4.8		13.5	0.0551

Due to rounding, percentage-point changes in this table may not exactly match those shown in the chart.

p = the probability that the difference between the two college-going rates occurred by chance, based on the calculated Pearson chi-square value

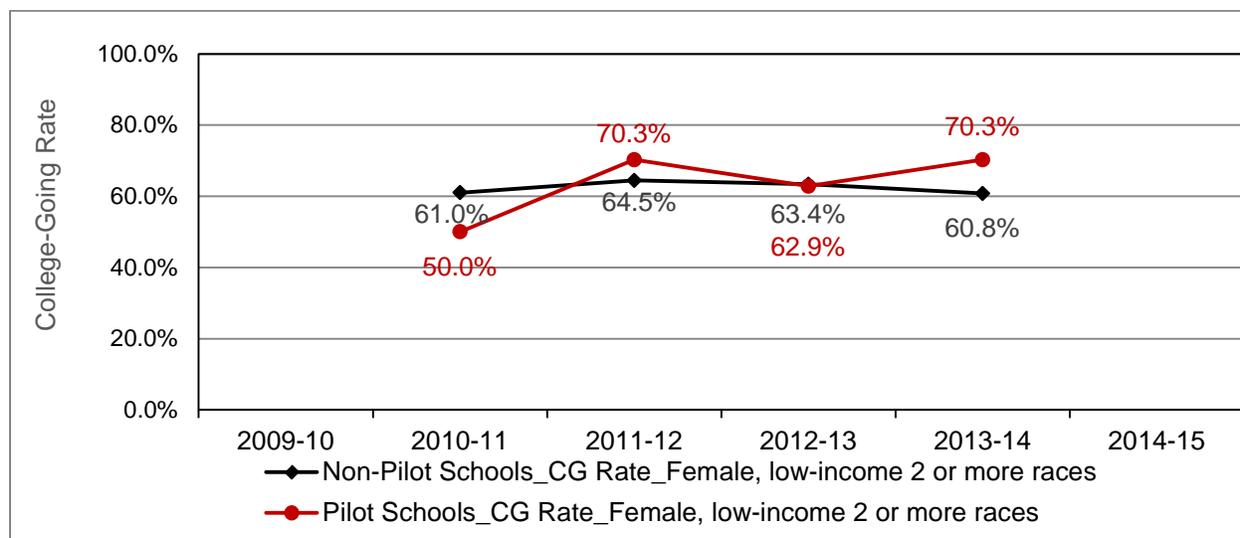
Group 23: Female, Low-Income of Two or More Races

Number of Graduates and College-Going Graduates



Group 23: Female, Low-Income of Two or More Races, Continued

College-Going Rate



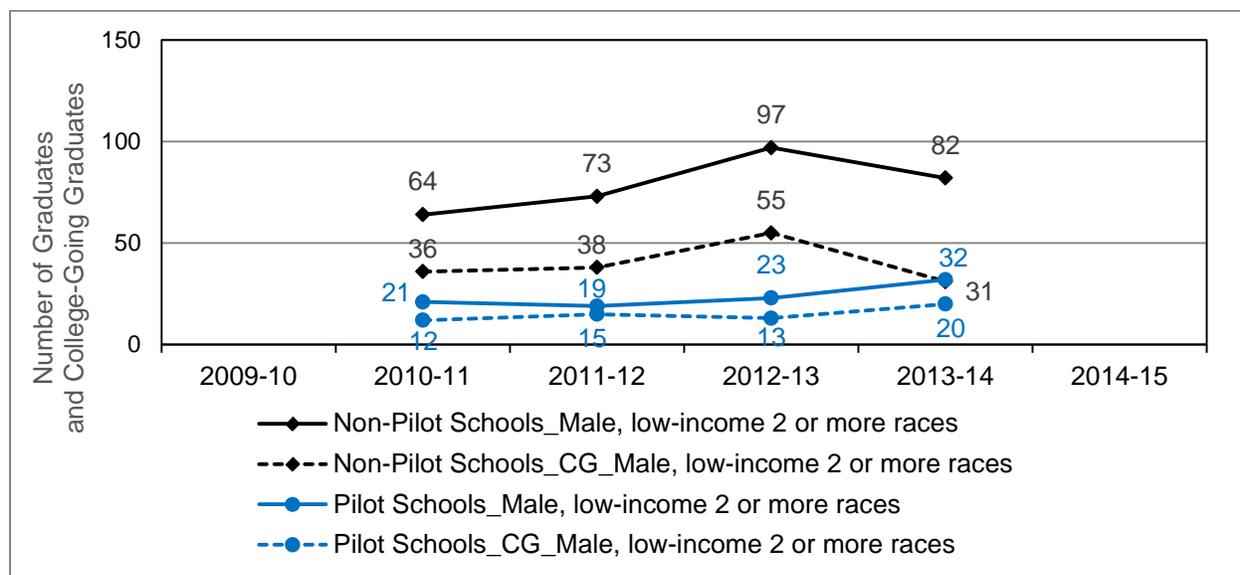
Comparison of the Two Baseline Years			The 1 st Year of the Pilot Project Compared to Each of the Two Baseline Years			
Schools	1-Yr Change 2010-11 to 2011-12	p if < 0.05	2-Yr Change 2010-11 to 2012-13	p if < 0.05	1-Yr Change 2011-12 to 2012-13	p if < 0.05
Pilots	20.3		12.9		-7.4	
Non-Pilots	3.5		2.4		-1.1	
Comparison of the 1 st & 2 nd Years of the ACT Pilot Project			The 2 nd Year of the Pilot Project Compared to Each of the Two Baseline Years			
Schools	1-Yr Change 2012-13 to 2013-14	p if < 0.05	3-Yr Change 2010-11 to 2013-14	p if < 0.05	2-Yr Change 2011-12 to 2013-14	p if < 0.05
Pilots	7.4		20.3		0.0	
Non-Pilots	-2.6		-0.2		-3.7	

Due to rounding, percentage-point changes in this table may not exactly match those shown in the chart.

p = the probability that the difference between the two college-going rates occurred by chance, based on the calculated Pearson chi-square value

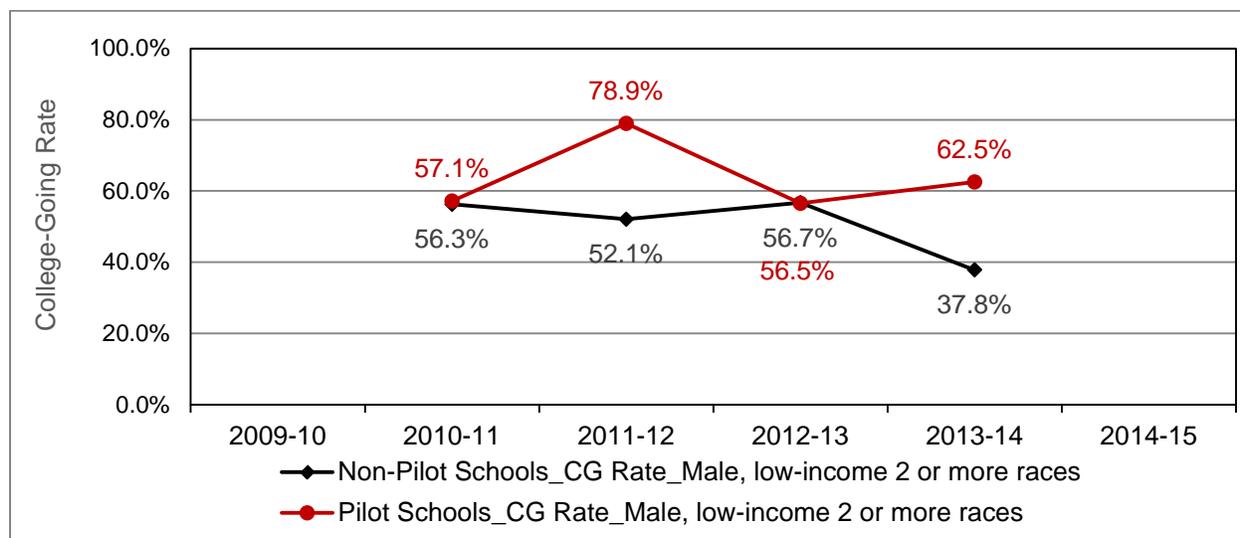
Group 24: Male, Low-Income of Two or More Races

Number of Graduates and College-Going Graduates



Group 24: Male, Low-Income of Two or More Races, Continued

College-Going Rate



Comparison of the Two Baseline Years			The 1 st Year of the Pilot Project Compared to Each of the Two Baseline Years			
Schools	1-Yr Change 2010-11 to 2011-12	p if < 0.05	2-Yr Change 2010-11 to 2012-13	p if < 0.05	1-Yr Change 2011-12 to 2012-13	p if < 0.05
Pilots	21.8		-0.6		-22.4	
Non-Pilots	-4.2		0.5		4.6	
Comparison of the 1 st & 2 nd Years of the ACT Pilot Project			The 2 nd Year of the Pilot Project Compared to Each of the Two Baseline Years			
Schools	1-Yr Change 2012-13 to 2013-14	p if < 0.05	3-Yr Change 2010-11 to 2013-14	p if < 0.05	2-Yr Change 2011-12 to 2013-14	p if < 0.05
Pilots	6.0		5.4		-16.4	
Non-Pilots	-18.9	0.0117	-18.4	0.0265	-14.2	0.0748

Due to rounding, percentage-point changes in this table may not exactly match those shown in the chart.

p = the probability that the difference between the two college-going rates occurred by chance, based on the calculated Pearson chi-square value

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