

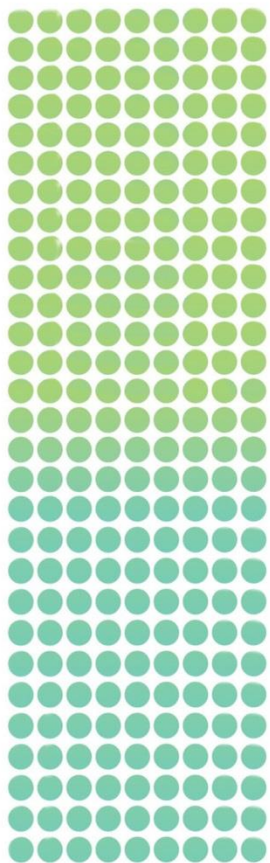


OHIO EDUCATION RESEARCH CENTER

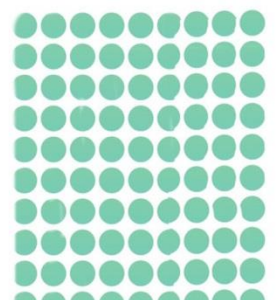
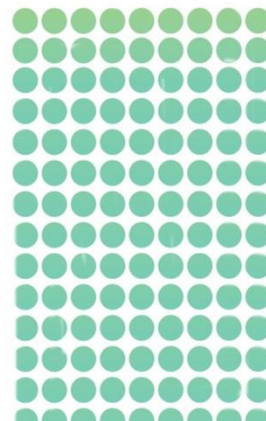
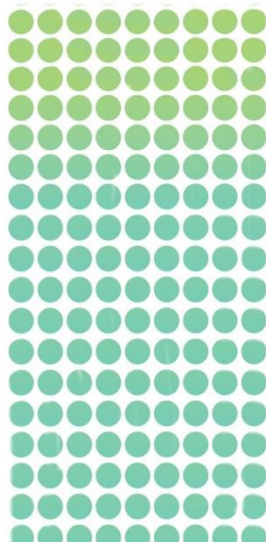
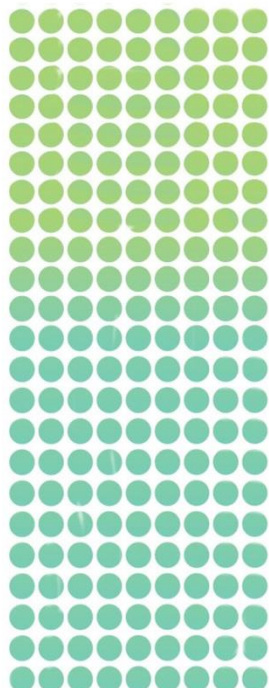
Making Research Work for Education

Postsecondary Outcomes of an Ohio City School District

Lisa Neilson, The Ohio State University



#FR-2015-15
Improvement and Innovation
oerc.osu.edu





OHIO EDUCATION RESEARCH CENTER

The Ohio Education Research Center (OERC) is a **COLLABORATIVE** of Ohio-based researchers from six universities (Case Western Reserve University, Miami University, Ohio University, The Ohio State University, University of Cincinnati, and Wright State University) and four research institutions (Battelle, Battelle for Kids, Community Research Partners and Strategic Research Group) The founding partners coordinate the work of the OERC through the Governance Committee and three standing committees (Research Agenda, Data, and Outreach). Membership includes key participants from State of Ohio agencies and partner organizations. Administratively, the OERC reports to the State of Ohio through the Policy Council. The OERC is headquartered at The Ohio State University.

The **MISSION** of the OERC is to develop and implement a statewide, preschool-through-workforce research agenda addressing critical issues of education practice and policy. The OERC identifies and shares successful practices, responds to the needs of Ohio's educators and policymakers, and signals emerging trends. The OERC communicates its findings broadly, through multiple platforms and networks, producing materials, products and tools to improve educational practice, policy and outcomes.

The **VISION** of the OERC is to be the source for cutting edge knowledge and resources regarding education and training for Ohio's educators, policymakers and community leaders creating a dynamic cycle of research and practice where the needs of practitioners drive the research agenda and high-quality research has a rapid impact upon practice in the field.

Funding for this report was provided by the Ohio Department of Education.

The Ohio Education Research Center would like to thank the following individuals who helped make this research possible:

Project Team

Lisa Neilson, The Ohio State University
Josh Hawley, The Ohio State University
Norma Gomez, The Ohio State University
Nikki Thomas, The Ohio State University
Aaron Miles, The Ohio State University

Questions regarding this report should be directed to Dr. Hawley at:

Hawley.1@osu.edu

Table of Contents

I. OVERVIEW.....	1
II. METHODS AND SAMPLES.....	1
III. FINDINGS.....	2

I. OVERVIEW

The Ohio Education Research Center (OERC) staff used student-level administrative data to report the postsecondary outcomes of both students who exited high school early without a diploma and those who graduated on time. Employment and postsecondary education and training are presented for three cohorts of students who entered 9th grade in an anonymous City School District (CSD) in the fall of the 2005-2006, 2006-2007, and 2007-2008 school years.

II. METHODS AND SAMPLES

OERC staff matched CSD records to Ohio's state K-12 education, employment, and postsecondary education and training records archived at the Ohio State University in the Ohio Longitudinal Data Archive (OLDA)¹. The reported analysis is based on the subset of CSD records that could be matched to the archive via common identifiers.

Three student cohorts are reported, each consisting of students who were found to be enrolled in 9th grade for the first time in the CSD. Although the sample is defined by entrance into CSD high schools, graduation and dropping out may be from any public high school in Ohio. The available data does not include out-of-state or private education records, or out-of-state employment.

The cohorts studied begin with the earliest available data to allow measurement of longer term outcomes. The earliest cohort graduated in spring 2009 and the latest graduated in spring 2011.

¹ This workforce solution was funded by a grant awarded to the U.S. Department of Labor's Employment and Training Administration. The solution was created by the Ohio Education Research Center on behalf of the Ohio Department of Job and Family Services and does not necessarily reflect the official position of the U.S. Department of Labor. The Department of Labor makes no guarantees, warranties, or assurances of any kind, express or implied, with respect to such information, including any information on linked sites and including, but not limited to, accuracy of the information or its completeness, timeliness, usefulness, adequacy, continued availability, or ownership. This solution is copyrighted by the institution that created it. Internal use, by an organization and/or personal use by an individual for non-commercial purposes, is permissible. All other uses require the prior authorization of the copyright owner.

III. FINDINGS

Table 1 reports the characteristics of students entering 9th grade in a CSD school whose records were able to be matched with other archived data². About half of the resulting study sample were 4-year graduates of Ohio's public high schools, and 12 percent dropped out³. The majority were economically disadvantaged and/or ethnic or racial minorities. The analysis of postsecondary outcomes excludes the portion of the total sample (about 40 percent) that could not be classified as either a 4-year graduate or a dropout.

Male students were more likely than females to dropout and, with the exception of the 2007-2008 9th grade cohort, females were more likely than males to graduate in 4 years. White, non-Hispanic students were consistently a minority of both 4-year graduates and dropouts; however, they comprised a greater proportion of the dropout sample (35-40 percent) than the 4-year graduate sample (under 30 percent).

In the first year after exiting high school, 74 percent of graduates and 45 percent of dropouts were employed (Table 2). Median 12 month earnings among those who were employed at any time in Year 1 were almost double for graduates than for dropouts (\$4,600 and \$2,500 respectively), and more than two and a half times greater after Year 3 (\$9,300 versus \$3,400). The median 12 month earnings of dropouts who were employed in Year 3 were only 900 dollars greater (36%) than in Year 1, whereas median 12 month earnings of graduates were 4,700 dollars higher, double the median earnings of Year 1 (see Figure 1).

The median earnings of graduates and dropouts generally increased over time. Median 12 month earnings for the dropouts from the 2007 and 2008 cohorts were lower than for the 2006 cohort. For many dropouts the timing of their exit from high school coincided with the recession; graduates exited high school after the worst of the recession had passed.

The percent of graduates who received WIA services was slightly lower than the percent of dropouts. On average, graduates who used WIA services did so at a younger age than dropouts. About 10 percent of dropouts enrolled in an Adult Basic and Literacy Education (ABLE) program. An additional analysis of enrollment in Ohio Technical Centers (OTC) yielded outcomes too small to report. This is not surprising given that OTC students typically enroll after some time in the workforce; most do not enroll immediately after high school.

Table 2 shows that 55 percent of 4-year high school graduates who began 9th grade in CSD were enrolled in a public higher education institution in Ohio. Graduates who did not enroll

² This represents 66 percent of the total number of students reported as entering 9th grade in CSD.

³ Individuals who dropped out at any time were classified as dropouts. It is possible that some of those who were analyzed as dropouts subsequently re-enrolled in school or transferred to private schools.

in higher education⁴ earned higher median earnings than both dropouts and graduates who enrolled in higher education. The lower percent employed and median earnings reported for dropouts suggest a pattern of lower wage, less consistent employment. Of graduates who did not attend college, fewer were employed than those who attended college, however the median 12-month earnings of graduates who attended college was lower, most likely reflecting part-time and seasonal employment. The gap between the median earnings of graduates who attended college and those who did not narrowed over time from \$1,400 in Year 1 to \$700 in Year 3.

⁴ This includes only public higher education institutions in Ohio. Some graduates classified as “not enrolled in college” may have in fact attended private or out-of-state institutions.

Table 1. Sample Description

	Total			4-Yr Graduates			Dropouts		
Cohort	2006	2007	2008	2006	2007	2008	2006	2007	2008
Observations⁵	3,199	2,958	3,164	1,467	1,494	1,626	470	352	256
4-Yr Graduates	1,467 (46%)	1,494 (51%)	1,626 (51%)						
Dropouts	451 (14%)	352 (12%)	257 (8%)						
Economically Disadvantaged⁶	3,075 (100%)	2,886 (100%)	3,079 (100%)	1,443 (100%)	1,475 (100%)	1,602 (100%)	459 (99%)	352 (100%)	255 (100%)
Gender⁷									
Male	1,611 (51%)	1,511 (51%)	1,668 (53%)	674 (46%)	707 (47%)	810 (50%)	249 (53%)	197 (55%)	151 (59%)
Female	1,579 (49%)	1,440 (49%)	1,485 (47%)	791 (54%)	787 (53%)	816 (50%)	220 (47%)	158 (44%)	104 (41%)
Race/Ethnicity									
White, Non-Hispanic	982 (31%)	895 (30%)	840 (27%)	429 (29%)	434 (29%)	439 (27%)	185 (39%)	130 (37%)	90 (35%)
Black, Non-Hispanic	2,028 (64%)	1,883 (64%)	2,107 (67%)	959 (65%)	970 (65%)	1,086 (67%)	256 (55%)	198 (56%)	141 (55%)
Hispanic⁸	54 (2%)	48 (2%)	57 (2%)	32 (2%)	24 (2%)	25 (2%)	NR	NR	NR
Other	125 (4%)	124 (4%)	149 (5%)	45 (3%)	66 (4%)	76 (5%)	22 (5%)	18 (5%)	18 (7%)

⁵ The observations reported in Table 1 are those which had common identifiers that could be merged across datasets. This represents 66 percent of the total number of students reported as entering 9th grade in CSD. An analysis of Table 1 indicators for the total number of students reported as entering 9th grade in CSD yielded comparable results.

⁶ Students were classified as being economically disadvantaged if they were ever found to be economically disadvantaged while in high school. The percent of economically disadvantaged students was calculated among non-missing cases (3% of observations are missing).

⁷ Percent calculations for gender and race/ethnicity are shown among non-missing cases (0.3% of observations are missing).

⁸ Results are not reported (NR) for fewer than 10 observations.

Table 2. Postsecondary Outcomes of a City School District

Cohort	Graduates												Dropouts			
	All				Enrolled in college				Not enrolled in college				Total	2006	2007	2008
	Total	2006	2007	2008	Total	2006	2007	2008	Total	2006	2007	2008				
N	4,587	1,467	1,494	1,626	2,513	852	837	824	2,074	615	657	802	1,074	470	357	256
Employment⁹																
% Employed – Yr 1	74	70	74	78	78	75	78	79	70	63	69	77	45	46	47	40
% Employed – Yr 2	80	76	80	84	85	84	84	88	74	66	75	80	54	55	54	54
% Employed – Yr 3 ¹⁰	80	77	82	NA	85	83	86	NA	73	69	76	NA	45	51	45	36
Median Earnings – Yr 1 (\$2010)	4,600	4,400	4,700	4,600	4,100	3,900	4,500	3,900	5,500	5,600	5,200	5,700	2,500	3,300	2,000	1,800
Median Earnings – Yr 2 (\$2010)	7,200	7,000	7,200	7,200	6,700	6,500	6,900	6,800	7,900	8,100	7,700	7,900	3,300	4,200	3,000	2,100
Median Earnings – Yr 3 (\$2010)	9,300	9,500	9,000	NA	9,000	9,500	8,700	NA	9,700	9,600	9,700	NA	3,400	4,200	3,400	2,100
Workforce Training and Education																
% Enrolled in College ¹¹	55	58	56	51	100	100	100	100	NA	NA	NA	NA	NA	NA	NA	NA
% Ever Received Any WIA Services	10	10	11	9									12	11	13	13
% Received WIA Youth Services	9	9	11	8									11	11	12	11
Median Age of WIA Youth	17	18	17	16									18	18	18	17
% Ever Enrolled in ABLE	<1	<1	<1	<1									10	11	11	7

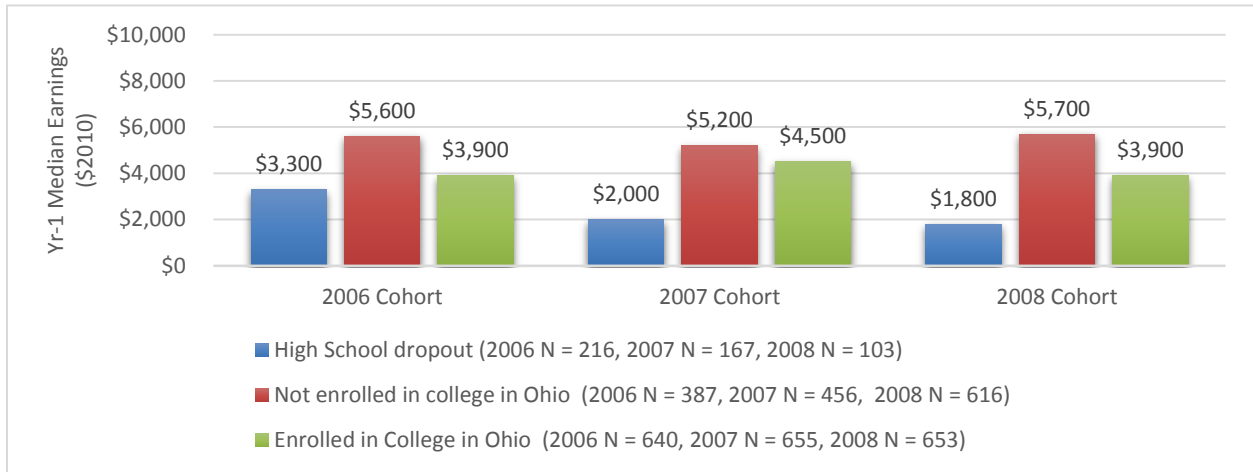
⁹ Employment is measured beginning two quarters after a student leaves high school, regardless of when the student leaves. For example, Year 1 Employment for students who graduated in Spring 2010 measures the percent of students who were employed in Ohio at any point during the 4-quarter period that includes Fall 2010, Winter 2011, Spring 2011, and Summer 2011. Earnings are totaled across the 4-quarter period for those who are employed at any point.

¹⁰ Because the exit dates for dropouts is earlier than for graduates, we are able to track 3-year employment outcomes for some of the 2008-cohort dropouts.

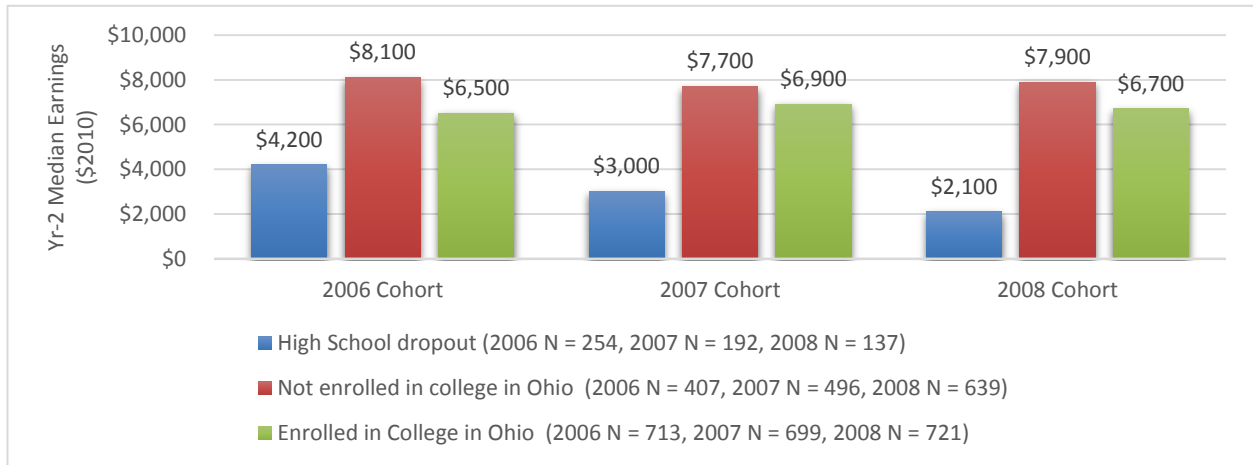
¹¹ Includes only those enrolled in Ohio public higher education institutions after leaving high school (i.e. excludes dual enrollment students and those attending private or out of state institutions).

Figure 1. 12-Month Median Earnings Outcomes

Year 1 Post Graduation/Dropout



Year 2 Post Graduation/Dropout



Year 3 Post Graduation/Dropout

