

# Promising Practices in High School to College Student Transition

## Data Analysis Webinar: City College of San Francisco's **HIGH SCHOOL REPORT**

Career Ladders Project



### **Career Ladders Project**

**Dr. Maria Elena Guadamuz**

Data Analyst Consultant

**Dr. Laurie Scolari,**

Director of California

Community College Linked

Learning Initiative

**Kris Palmer**

Director of Program

Development

# Why are we here?

- **Vital** to understanding high school to community college transition barriers and opportunities, is knowing student characteristics and progress across both systems.
- Data sharing agreements between systems are **ideal**.
- While we work on that, **what can we do now** to inform our high school and college partners?



# CCCLLI Partner Data Deliverables

Activity	Timeline
<p><b>Data Use Agreement</b></p> <p>Sign a Data Use Agreement that works best for your partnership (such as an agreement between the high school district, the college district and CLP).</p>	<p>Deadline: March 1, 2014</p>
<p><b>Determine your data analysis plan</b></p> <p>The Career Ladders Project (CLP) team will conduct a webinar with your CCCLLI site team to discuss transitional data: review suggested data fields and suggest what types of data analysis your team will focus on.</p>	<p>Fall, 2013</p>
<p><b>Conduct Data Analysis</b></p> <p>The CLP team will collaborate with your respective institutional research offices (K12 and community college) to support your teams to analyze and prepare baseline data.</p>	<p>September 30, 2013</p>
<p><b>Data-Driven Decision Making</b></p> <p>Be prepared to present your baseline transition data to your local K12 and Community College leadership (i.e. President, Superintendent, Vice Chancellor, Associate Superintendent).</p>	<p>October 30, 2013</p>
<p><b>Submit Intervention to CLP</b></p> <p>Submit a summary of your data analysis the intervention(s) that your team plans to implement.</p>	<p>December 1, 2013</p>
<p><b>Data-Driven Decision Making</b></p> <p>Review data resulting from the intervention implemented. Present results to local leadership for their consideration of policy and practice change.</p>	<p>January 2015</p>

# Let's get started!

- CCSF created a tool to inform K-12 school district and its community college leadership.
- Dr. Maria Elena Guadamuz from CCSF will share this example for you to try at your college or district.



# High School Report of SFUSD Students

**The annual City College of San Francisco High School Report answers questions for local SFUSD administrators such as:**

- What levels of English and math at City College do our school's graduates place into?
- How well do they do in their studies?
- How do they compare with students from other public and private high schools?
- How many of them re-enroll for the Spring semester and the following Fall?



# High School Report Parameters

## High School Report filters incoming fall class by:

- How many of them re-enroll for the Spring semester and the following Fall? Ages: 16-19
- First time, first time transfer
- High School Graduates or Unknown



# Historical Perspective

Cohorts by Fall Term		2000	2002	2004	2006	2008	2009	2010	2011
Total SFUSD Graduates***		3,514	N/A	3,389	3,121	3,905	3,692	4,070	3849
CCSF-Enrolled SFUSD Grads		890	777	779	947	1,292	1,294	1,045	1106
Percent Enrolled at CCSF		25%	N/A	23%	30%	33%	35%	26%	29%
English	Basic Skills*	47%	53%	59%	58%	76%	77%	73%	75%
	Upper Pre-collegiate	40%	36%	34%	34%	15%	16%	18%	15%
	College Level	13%	11%	7%	8%	9%	8%	9%	9%
Math	Basic Skills*	26%	33%	37%	30%	25%	25%	25%	27
	Upper Pre-collegiate	58%	47%	40%	44%	43%	45%	42%	44%
	College Level	16%	20%	23%	27%	32%	30%	33%	29%
GPA	Initial Fall Semester	2.16	2.21	2.15	2.22	2.35	2.44	2.44	2.24
	Spring Semester**	2.22	2.30	2.00	2.19	2.26	2.33	2.24	2.21
% Units Passed	Initial Fall Semester	56%	60%	57%	61%	63%	65%	66%	62%
	Spring Semester**	57%	62%	56%	62%	62%	64%	65%	61%
Persistence	Fall-to-Spring	80%	84%	84%	86%	88%	87%	88%	87%
	Fall-to-Fall				76%	78%	75%	78%	78%



# 2011 Fall Academic Performance

High School		SFUSD High School Graduates	Number Enrolled at CCSF	Percent of Graduates Enrolled	Units Enrolled	GPA	Percent of Units Passed
SF Unified High School	Abraham Lincoln High	537	206	38%	11.48	2.33	68%
	Balboa High	228	82	36%	10.71	1.99	57%
	City Arts & Technology	80	9	11%	11.00	1.60	39%
	Galileo High	411	144	35%	11.77	2.36	71%
	George Washington High	539	196	36%	11.75	2.34	66%
	Independence High	109	10	9%	8.80	1.78	33%
	International Studies Academy	48	15	31%	9.00	2.26	57%
	John A. O'Connell Tech.	104	50	48%	9.76	1.81	48%
	June Jordan School for Equity	33	3	9%	10.00	1.80	45%
	Lowell High	618	81	13%	12.73	3.10	90%
	Mission High	169	42	25%	10.74	1.91	49%
	Other SF Public	383	98	26%	9.69	1.97	50%
	Philip Burton	156	61	39%	9.82	2.18	55%
	Raoul Wallenberg Traditional	133	42	32%	10.82	2.30	64%
	School of the Arts	155	6	4%	14.00	2.27	60%
	Thurgood Marshall	146	55	38%	9.67	1.59	44%
<b>SF Unified High School Total</b>		<b>3849</b>	<b>1100</b>	<b>29%</b>	<b>11.07</b>	<b>2.24</b>	<b>62%</b>
SF Private	Immaculate Conception Acad.	*	14		9.64	2.25	59%
	Mercy High	*	13		8.23	2.30	54%
	Other SF Private	*	10		10.60	3.00	84%
	Riordan High	*	18		11.78	2.22	63%
	Sacred Heart High	*	26		11.62	2.37	60%
<b>SF Private High School Total</b>		<b>*</b>	<b>81</b>		<b>10.64</b>	<b>2.39</b>	<b>62%</b>
Other	Foreign High School	*	2		10.50	1.44	58%
	Other California High School	*	756		9.84	2.18	56%
	Other SF High School	*	1		18.00	3.25	67%
	Other US High School	*	78		11.31	2.56	65%
	Other/Unknown High School	*	35		12.54	2.20	57%
	San Mateo High School	*	264		10.32	2.44	64%
<b>Other Total</b>		<b>*</b>	<b>1136</b>		<b>10.14</b>	<b>2.27</b>	<b>58%</b>
<b>Grand Total</b>		<b>*</b>	<b>2317</b>		<b>10.60</b>	<b>2.26</b>	<b>60%</b>



# Fall 2011 English Placement by Ethnicity

Ethnicity	Percent of Students			Number of Students		
	Basic Skills	Upper Pre-Collegiate	College Level	Basic Skills	Upper Pre-Collegiate	College Level
African American/Non Hispanic	93%	7%	0%	78	6	
American Indian/Alaskan Native	100%	0%	0%	1		
Asian	72%	15%	14%	250	51	47
Filipino	69%	25%	6%	53	19	5
Hispanic/Latino	83%	11%	6%	245	34	17
Pacific Islander	100%	0%	0%	11		
SouthEast Asian	81%	14%	5%	30	5	2
Unknown/No Response	65%	24%	10%	64	24	10
White Non Hispanic	52%	26%	21%	32	16	13
Grand Total	75%	15%	9%	764	155	94



# Step-by-Step

## MIS Fields

- Identify MIS fields similar to variables in high school report
- Variables required to replicate high school report include:
  - Placement Level of Students in Math/English
  - Fall/Spring Semester Academic Performance (i.e. Units Enrolled, GPA and Percent of Units Passed)
  - Placement Level in Math/English by Ethnicity
  - Fall/Spring Semester Academic Performance by Ethnicity

## G.P.A , % of Units Passed and Persistence

- Understand how to calculate variables that are not part of MIS (G.P.A., % Units Passed and Persistence, etc).
- A few variables within the high school report require programming:
  - G.P.A, % of Units Passed and Persistence to the next semester
  - Categorization of High Schools of Interest not in MIS fields

## Write the Report

- Extract Data
- Excel Output (Pivot Tables)
- Analyze and write report



# Data Element Dictionary: MIS Fields

Data Element Dictionary contains files (i.e. course info, section info, student background, etc.) that contain information on student demographics and courses:

- In the **Student Characteristic Data Elements (S.B.):**
  - Ethnicity and High School of Origin



# Fields not in the MIS database:

- 1) Placement Level of Students in Math/English
  - Each college must connect placement levels to cohort of analysis
- 2) A few variables within the high school report require programming:
  - G.P.A, Units Passed and Persistence to the next semester
    - In the **Student Enrollment Data File (S.X.)**:
      - G.P.A. (Grade Field)
      - % Units Passed calculated with Units attempted, units completed
    - In the **Student Enrollment Data File (S.X.)**, the Term Field is retrieved to calculate Persistence to the Spring Semester (1st semester) or following Fall Semester (1-year).
      - If a student appears in the following term, then persistence is defined as “yes,” otherwise “no.”



# High School of Origin

- Creation of high school report
- CCSF Research Office groups high school of origin by three categories:
  - San Francisco Unified School District (SFUSD)
  - San Francisco Private
  - Other (All other high schools in California or U.S).



Questions or Comments?



# Thank You

For these slides and more information:  
[www.CareerLaddersProject.org](http://www.CareerLaddersProject.org)

Laurie Scolari

[Lscolari@careerladdersproject.org](mailto:Lscolari@careerladdersproject.org)

Kris Palmer

[Kpalmer@careerladdersproject.org](mailto:Kpalmer@careerladdersproject.org)

Maria Elena Guadamuz

[mariaelena.guadamuz@gmail.com](mailto:mariaelena.guadamuz@gmail.com)

