You Can't Point Fingers at Data
Profile of a Successful K-12/Community College Partnership

Maureen Carew / San Francisco Unified School District
Oded Gurantz / Stanford University
Dr. Laurie Scolari / Career Ladders Project
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A Partnership Existed, Just Not the Right Kind

- Data was siloed
- Limited opportunity to ask follow up questions
- Not grounded in shared data
- Blame game
Meet Ruby
Where we are losing students

- All SFUSD students
  - Loss Point 1: Not Completing SFUSD High School
  - Loss Point 2: Not Successfully Transitioning

- SFUSD students at City College
  - Loss Point 3: Remediation at City College
  - Loss Point 4: Not Completing City College

9th Graders: 5500
- Drop Out/Leave: 1500
- Graduate High School: 4000
- Don’t enroll in any post-secondary: 1000
- Enroll in other post-secondary (not City College): 2000
- Enroll in City College: 1000

Place into remedial Math or English at City College: up to 92%
- Do not complete at City College within 5 years: 650
- Complete at City College or transfer to 4-year: 350
The Equity Issue in San Francisco

- Graduated SFUSD Within Four Years
- Enrolled in a Post-Secondary Institution
- Attained Post-Secondary Degree Within Five Years

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Graduated SFUSD</th>
<th>Enrolled in Post-Secondary</th>
<th>Attained Degree Within Five Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chinese (N=1,534)</td>
<td>85.3%</td>
<td>72.5%</td>
<td>47.8%</td>
</tr>
<tr>
<td>Filipino (N=364)</td>
<td>65.4%</td>
<td>53.3%</td>
<td>18.7%</td>
</tr>
<tr>
<td>White (N=562)</td>
<td>61.4%</td>
<td>50.2%</td>
<td>33.5%</td>
</tr>
<tr>
<td>Asian and Pacific Islander (N=161)</td>
<td>59.0%</td>
<td>49.7%</td>
<td>31.7%</td>
</tr>
<tr>
<td>African-American (N=723)</td>
<td>44.4%</td>
<td>27.7%</td>
<td>7.5%</td>
</tr>
<tr>
<td>Hispanic (N=924)</td>
<td>44.2%</td>
<td>29.0%</td>
<td>8.7%</td>
</tr>
</tbody>
</table>
San Francisco Partnership Structure
Our goal: Double the # of African American & Latino Students who complete a certificate or degree

Executive Committee
Chancellor, Superintendent, Mayor’s Office Education Liaison

Steering Committee
CCSF: Deans, Vice Chancellors, Faculty, Department Chairs
SFUSD: Action Team Leads – some of whom were Department Chairs and Central Office Administrators

Core Team
CCSF Dean, SFUSD Administrator, Mayor’s office liaison

Math Action Team
English Action Team
Counseling Action Team
Transition Action Team
Pathways Action Team
CBO Action Team

Data Team
Researchers from CCSF, SFUSD, Third Party Evaluators
Early Win
• Retention Rates:
  • 98% in first semester, 89% at second semester
  • Compared to 65% at second semester
• Majority are going full time
• Increased average unites from 8 to 128
  • % of African-American students increased by 18%
  • % of Latino students increased by 24.5%
Percentage of SFUSD students (ages 16-19) enrolled in City College English Credit Courses

- All Students:
  - Fall 2009: 46%
  - Fall 2010: 44%
  - Fall 2011: 46%
  - Fall 2012: 83%

- African American:
  - Fall 2009: 46%
  - Fall 2010: 37%
  - Fall 2011: 46%
  - Fall 2012: 74%

- Hispanic:
  - Fall 2009: 54%
  - Fall 2010: 64%
  - Fall 2011: 64%
  - Fall 2012: 85%
How Data Moved the Work Forward
• Our Method: Data was the centerpiece
• Linking data created a neutral space
• Started easy and gave us an early win
  • Non-controversial data
  • Quick and easy to analyze and interpret
  • Let voices be heard
• Created pressure for institutions to act
English Raw Score Data

CST ELA Raw Score (11th Grade)

CCSF English Placement Test Raw Score

College-Level at CCSF

Proficient on CST (4)

Advanced on CST (5)
English and Math Bump Up

- **English:**
  - GPA 2.7 or higher in English, Junior year CST (California Standards Test) rating of Proficient +, overall HS GPA 2.5

- **Math:**
  - GPA of 2.7 or higher in math, Junior year CST (California Standards Test) rating of Basic+, attendance rate of 90% or higher
% of Tests Resulting in Higher Placement
2011-2012

- Higher Placement in English: 57% (n=221)
- Higher Placement in Math: 40% (n=83)
San Francisco: FRISCO Day 2012
FRISCO Day Impact

<table>
<thead>
<tr>
<th>CCSF</th>
<th>Before</th>
<th>After</th>
</tr>
</thead>
<tbody>
<tr>
<td>My knowledge about financial aid</td>
<td>16%</td>
<td>41%</td>
</tr>
<tr>
<td></td>
<td>48%</td>
<td>50%</td>
</tr>
<tr>
<td></td>
<td>36%</td>
<td>9%</td>
</tr>
<tr>
<td>My knowledge about how to register for classes</td>
<td>14%</td>
<td>46%</td>
</tr>
<tr>
<td></td>
<td>39%</td>
<td>41%</td>
</tr>
<tr>
<td></td>
<td>47%</td>
<td>14%</td>
</tr>
<tr>
<td>My knowledge about resources available to students</td>
<td>11%</td>
<td>38%</td>
</tr>
<tr>
<td></td>
<td>44%</td>
<td>53%</td>
</tr>
<tr>
<td></td>
<td>46%</td>
<td>9%</td>
</tr>
<tr>
<td>My confidence that I can meet new students and make new friends</td>
<td>20%</td>
<td>44%</td>
</tr>
<tr>
<td></td>
<td>54%</td>
<td>47%</td>
</tr>
<tr>
<td></td>
<td>26%</td>
<td>8%</td>
</tr>
<tr>
<td>My confidence that I can make the transition from high school to college</td>
<td>20%</td>
<td>50%</td>
</tr>
<tr>
<td></td>
<td>52%</td>
<td>41%</td>
</tr>
<tr>
<td></td>
<td>28%</td>
<td>9%</td>
</tr>
<tr>
<td>My confidence that I can succeed in college</td>
<td>24%</td>
<td>57%</td>
</tr>
<tr>
<td></td>
<td>53%</td>
<td>37%</td>
</tr>
<tr>
<td></td>
<td>24%</td>
<td>6%</td>
</tr>
</tbody>
</table>
We Found The Following Strategies Vital to Our Progress
- Partnerships should be attuned to realities of your local community
- Each institution should assign a practitioner to lead and champion the work at their respective institution
- Define a set of shared goals
- Careful communication - keep it neutral and about our kids
- Strategic, intentional, and grounded in data-driven decisions
• Data should be transparent
• Third party to conduct data can provide an objective analysis
• Researchers need to present findings in a clear, concise manner
• Analyses should be complemented with input from practitioners and students
Using Data to Influence Practice and Policy in a Strategic K-12/Community College Partnership

To

Save Ruby
Thank you.
Comments or questions?

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