

Using Data to Understand Student Transitions to College

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DEVELOPMENT

INSTITUTE FOR EVIDENCE-BASED
CHANGE

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Informing Decisions · Improving Practice · Increasing Student Success

A change of focus: Trees and Forests



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Some General Thoughts About Data

- **Title, date, and source**
- **How many students are included?**
- **Do we know who these students are from this report? What descriptors do you think are important?**
- **Columns, rows, cells...**
- **Scale**



Some General Thoughts About Data



- **What does the report narrative tell us?**
- **What do you think of the data? Surprised? Satisfied?**
- **Is there a “big story” here or does everything not really come together as a single issue?**
- **Do you want additional data? What additional information would help you to make sense of the data?**
- **Does this lead to action?**

Looking at the data: When you hear hoof beats....



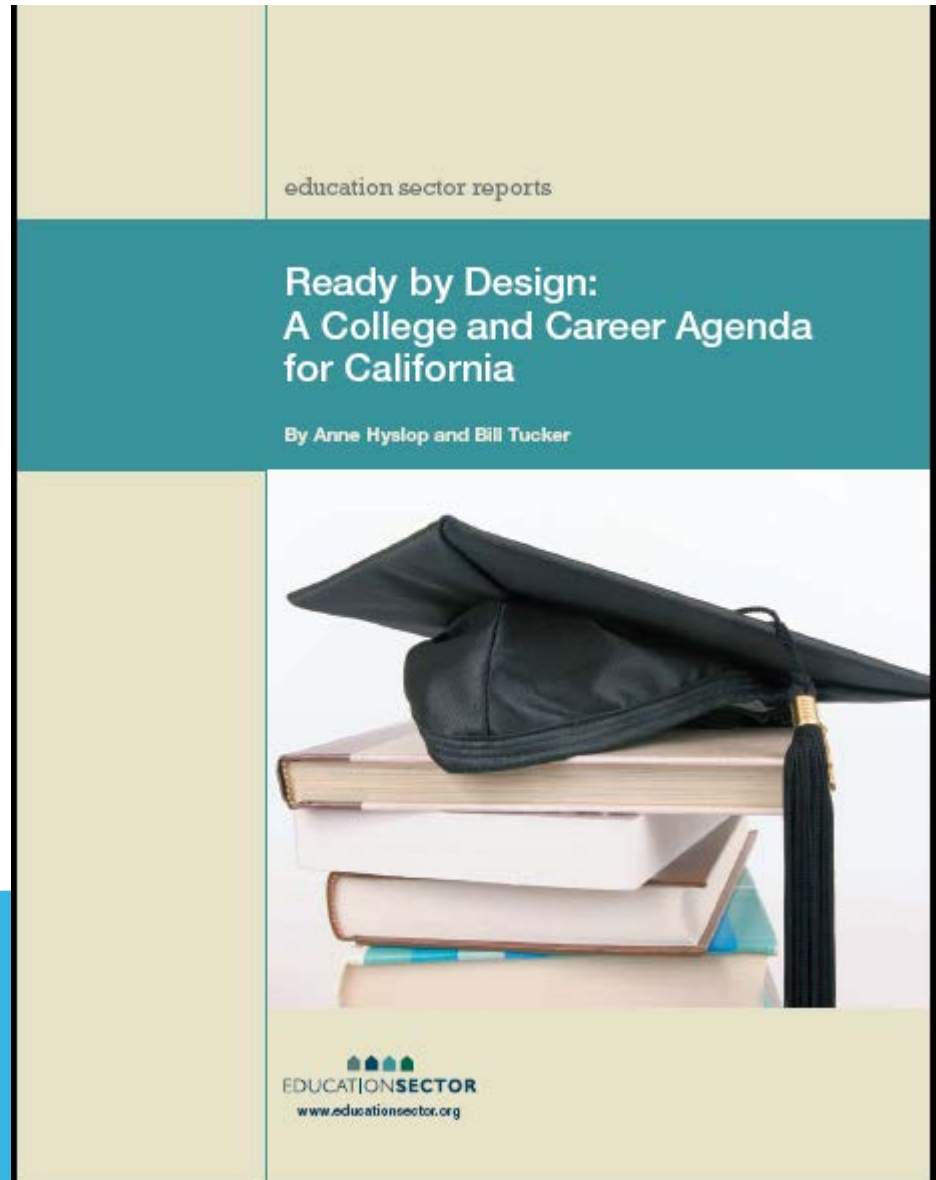
The Need to Go Beyond High School Metrics

➡ Transparent

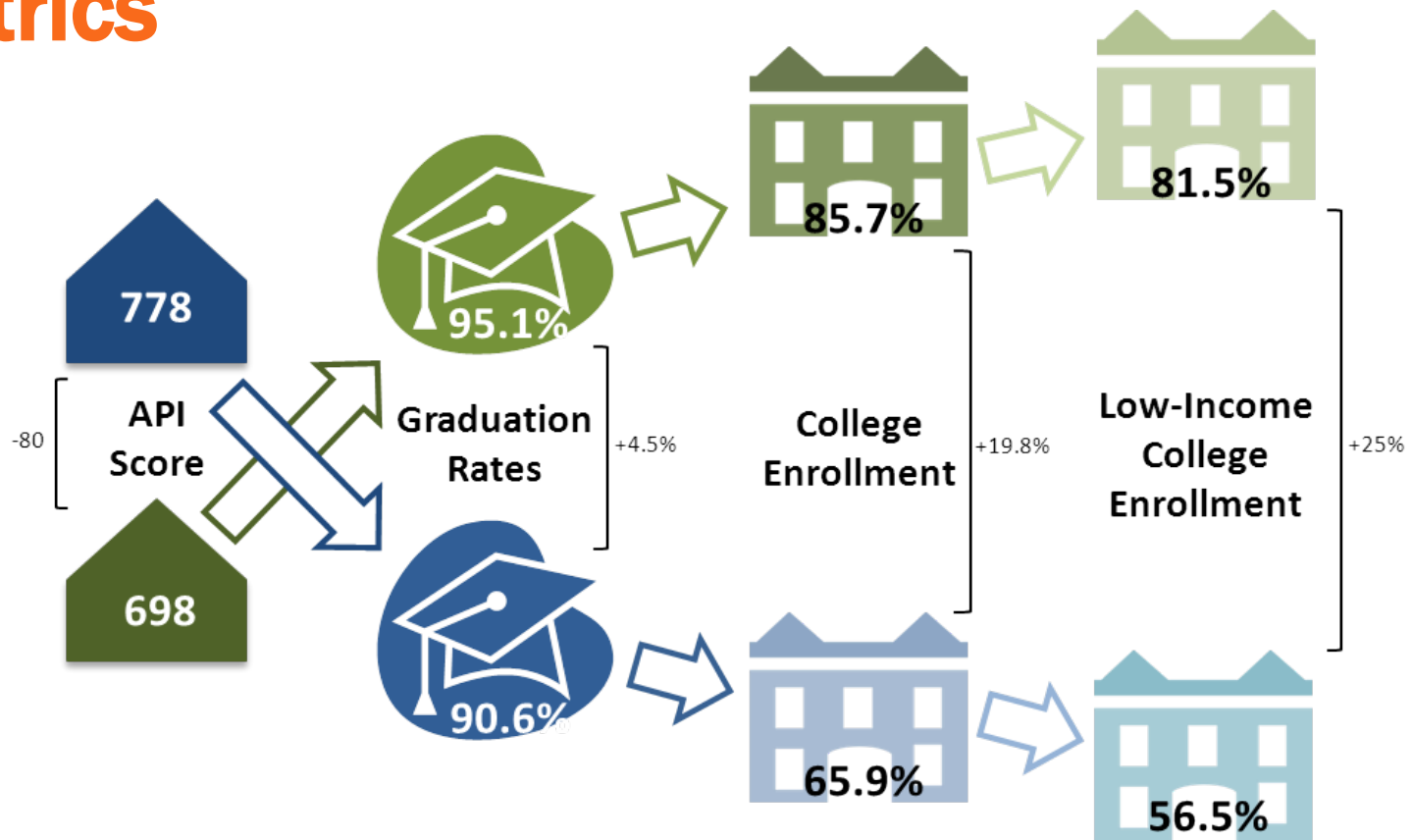
➡ Thorough

➡ Timely


➡ Tailored



The Need to Go Beyond High School Metrics



The High School Feedback Report

- ⊕ Funded by the James Irvine Foundation
 - ⊕ Education Sector and the Institute for Evidence- Based Change
 - ⊕ Pilot group of four districts representative of California
 - ⊕ Input from policy makers and researchers
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The High School Feedback Report

⊕ General information: Set the context



The High School Feedback Report

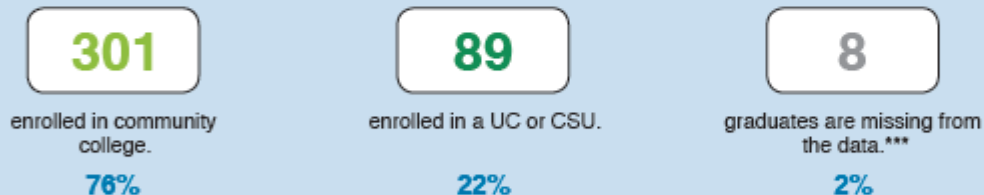
How well is Abraham Lincoln High School preparing students for college?



2



What happened to our 2009 graduates?



How does our high school compare to district and state averages?

	Graduate High School	Enroll In Community College	Persist beyond 1 year	Enroll In UC or CSU	Persist beyond 1 year
District					
State					

In order to gauge a high school's relative success, state and district data will be added, when available.

Where did the data come from?

The data come from IEBC's California Partnership for Achieving Student Success (Cal-PASS) database, the only system that collects data about California's student success and transition from every segment of education, K–16. Over 8,200 elementary schools, middle schools, high schools, community colleges, colleges and universities, throughout California, participate in this voluntary partnership.

When was the data collected?

This report includes data from the 2008–2009, 2009–2010, and 2010–2011 academic years.

How can we improve this report?

Please let us know if you have questions about this report or suggestions for additional information, including career-related outcomes, you'd like to see in future versions of the report: ahyslop@educationsector.org or jhorowitz@iebcnow.org

NOTES

* Community college and university enrollment figures include students who enrolled at any time in the year following high school graduation. Approximately 97% of California's postsecondary public education institutions are Cal-PASS members, although not all members have provided complete data for every year. For a list of member institutions in your county, see <http://www.calpass.org/Consortia/CountyMap.aspx>

** Persistence is defined as re-enrollment either part time or full time at a postsecondary education institution following the first term enrolled. Students that persisted, but enrolled in a different postsecondary institution for subsequent terms, are included as long as the second institution is also a Cal-PASS member.

*** Students included in the "no data" group either did not go to college or are enrolled at a postsecondary institution not reporting data to Cal-PASS.

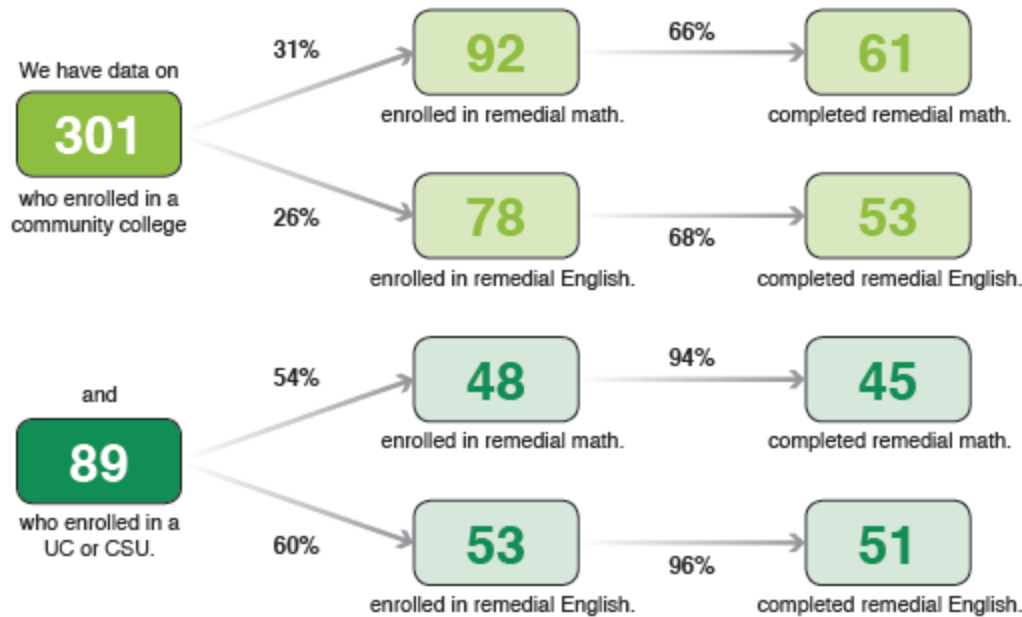
The High School Feedback Report

- ⊕ General information: Set the context
- ⊕ Remediation: In and out; math & English



The High School Feedback Report

How prepared were our 2009 graduates?




NOTES
 Students do not receive college credit for remedial, or basic skills, courses. Completion is defined as earning a "C" grade or better in remedial coursework, and does not include whether students went on to attempt and succeed in college-level, credit-bearing courses. Students who take remedial courses are less likely to earn a degree or certificate than students not placed in remediation.

How does our high school compare to district and state averages?

	Enroll in Community College	Enroll in Remedial Math	Complete Remedial Math	Enroll in Remedial English	Complete Remedial English	Enroll in UC or CSU	Enroll in Remedial Math	Complete Remedial Math	Enroll in Remedial English	Complete Remedial English
District										
State										

In order to gauge a high school's relative success, state and district data will be added, when available.

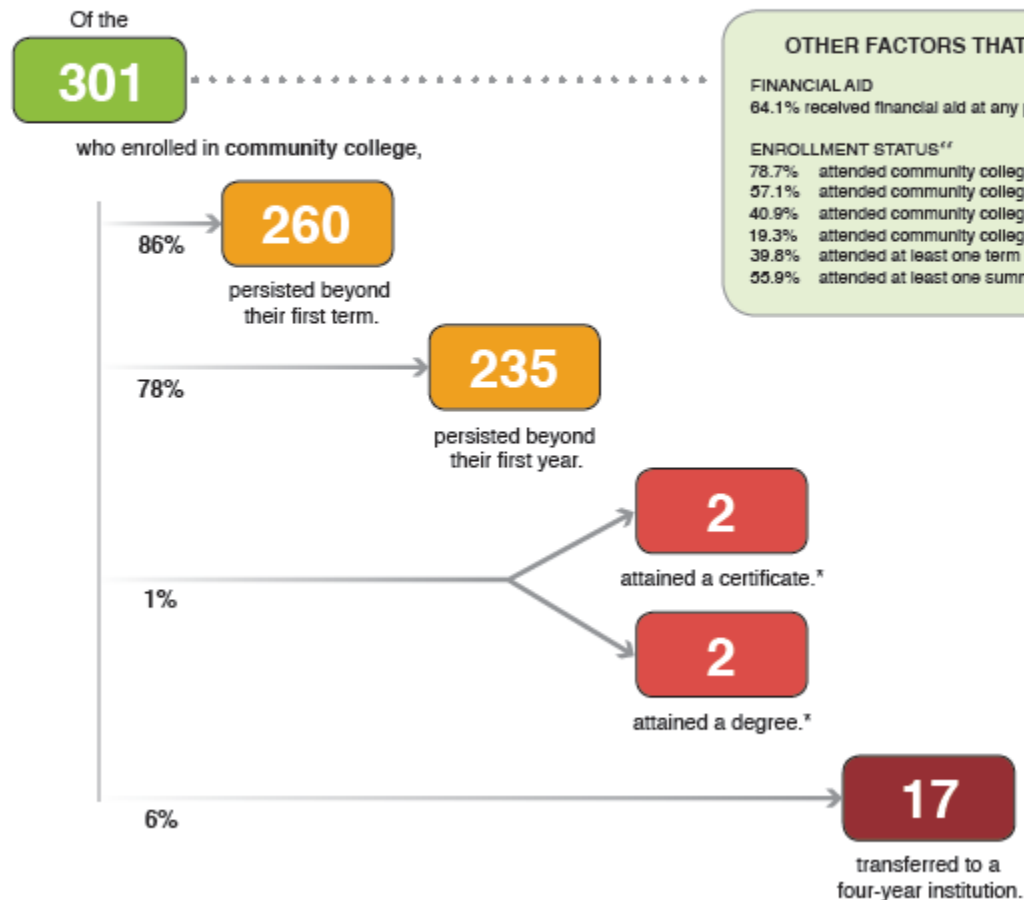
The High School Feedback Report

- ⊕ General information: Set the context
 - ⊕ Remediation: In and out; math & English;
 - ⊕ Persistence: Benchmarks & to-degree; transfers from two- to four-year; enrollment patterns (full- & part-time; financial aid; summer term)
- 

The High School Feedback Report



How successful were our 2009 graduates who enrolled in a community college?



OTHER FACTORS THAT INFLUENCE STUDENT SUCCESS

FINANCIAL AID
64.1% received financial aid at any point

ENROLLMENT STATUS**

- 78.7% attended community college full time at some point
- 57.1% attended community college part time at some point
- 40.9% attended community college full time only
- 19.3% attended community college part time only
- 39.8% attended at least one term full time and one part time
- 55.9% attended at least one summer term

NOTES

Persistence is defined as re-enrollment either part time or full time at a community college following the first term or year enrolled. Students that persisted, but enrolled in a different community college for subsequent terms, are included.

*A degree means a two-year associate degree, while a certificate is a specialized credential equivalent to fewer than two years of credits. In order to report data on students transferring to four-year colleges, both institutions of higher education must be members of Cal-PASS. Approximately 97% of California's postsecondary public education institutions are Cal-PASS members, although not all members have provided complete data for every year. For a list of member institutions in your county, see <http://www.calpasa.org/Consortia/CountyMap.aspx>

**In reporting whether students attended community college full or part time, summer enrollment is only included where specified.

The High School Feedback Report

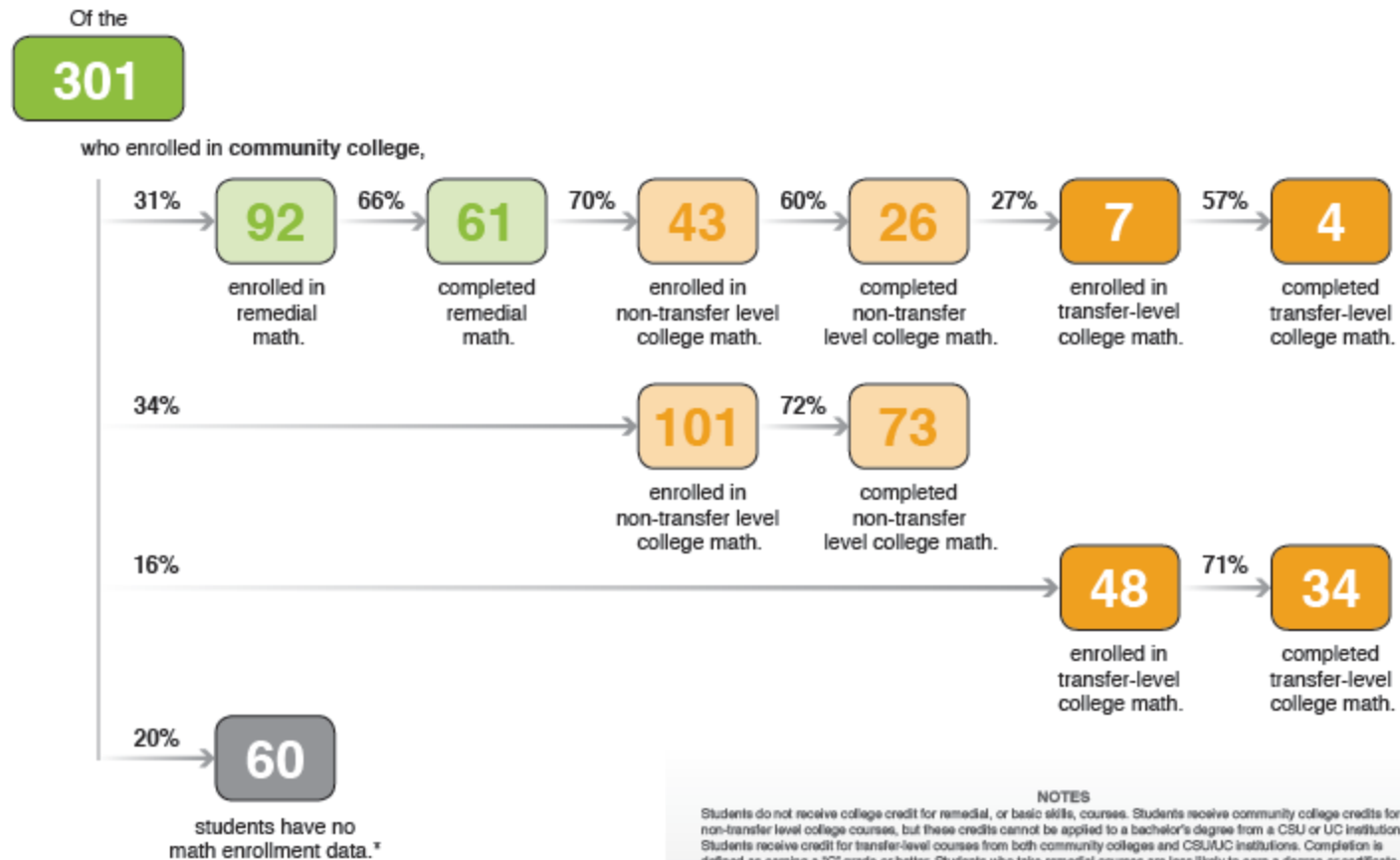
- ⊕ General information: Set the context
- ⊕ Remediation: In and out; math & English;
- ⊕ Persistence: Benchmarks; to-degree; transfers from two- to four-year
- ⊕ Preparation: Remedial-, college- and transfer-level course patterns; math & English

The High School Feedback Report

How prepared for college math were our 2009 graduates who enrolled in a community college?



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NOTES

Students do not receive college credit for remedial, or basic skills, courses. Students receive community college credits for non-transfer level college courses, but these credits cannot be applied to a bachelor's degree from a CSU or UC institution. Students receive credit for transfer-level courses from both community colleges and CSU/UC institutions. Completion is defined as earning a "C" grade or better. Students who take remedial courses are less likely to earn a degree or certificate than students not placed in remediation.

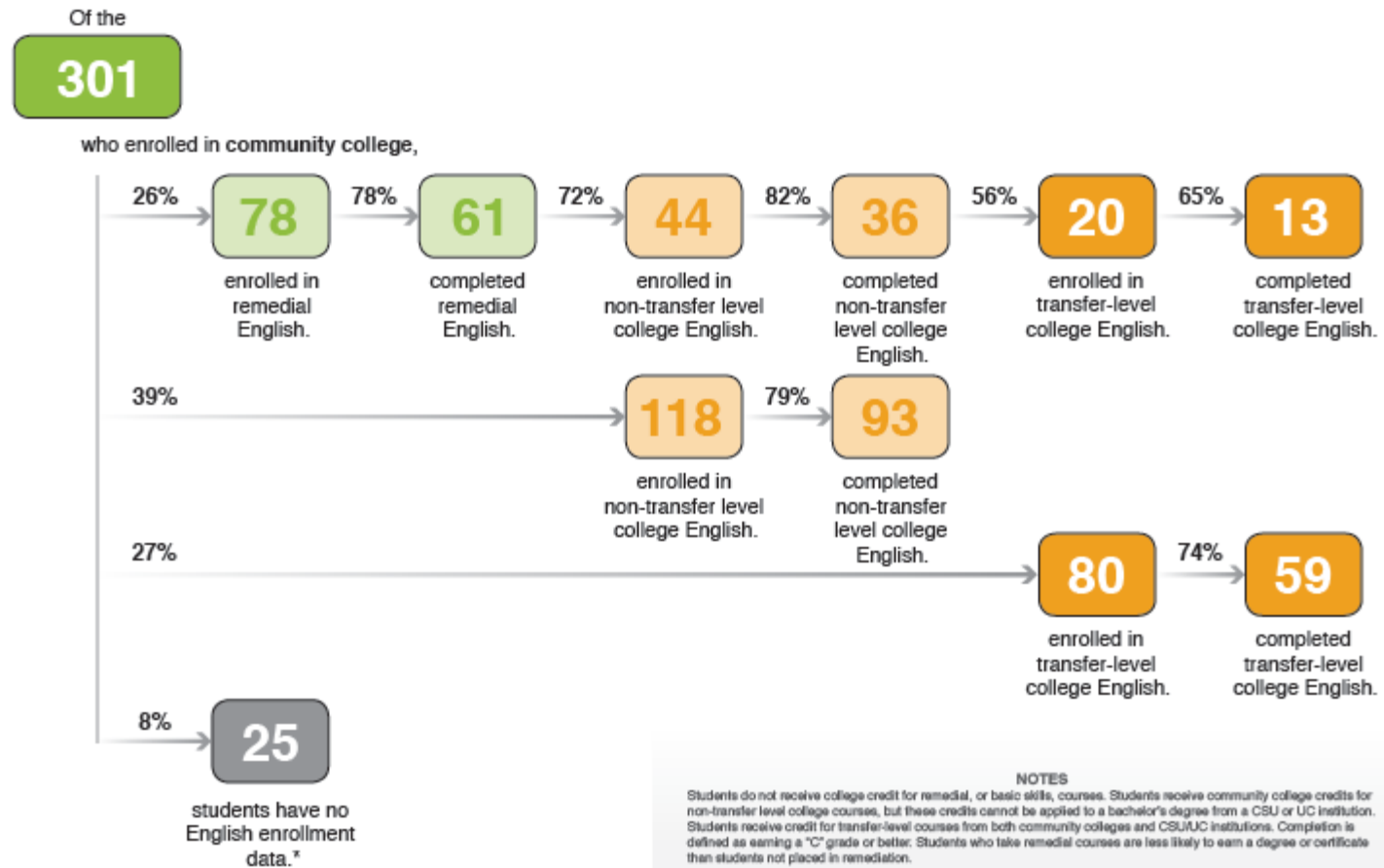
*Students included in the "no math enrollment data" group were not reported as enrolling in any math courses by their postsecondary institution.

The High School Feedback Report

How prepared for college English were our 2009 graduates who enrolled in a community college?



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NOTES

Students do not receive college credit for remedial, or basic skills, courses. Students receive community college credits for non-transfer level college courses, but these credits cannot be applied to a bachelor's degree from a CSU or UC institution. Students receive credit for transfer-level courses from both community colleges and CSU/UC institutions. Completion is defined as earning a "C" grade or better. Students who take remedial courses are less likely to earn a degree or certificate than students not placed in remediation.

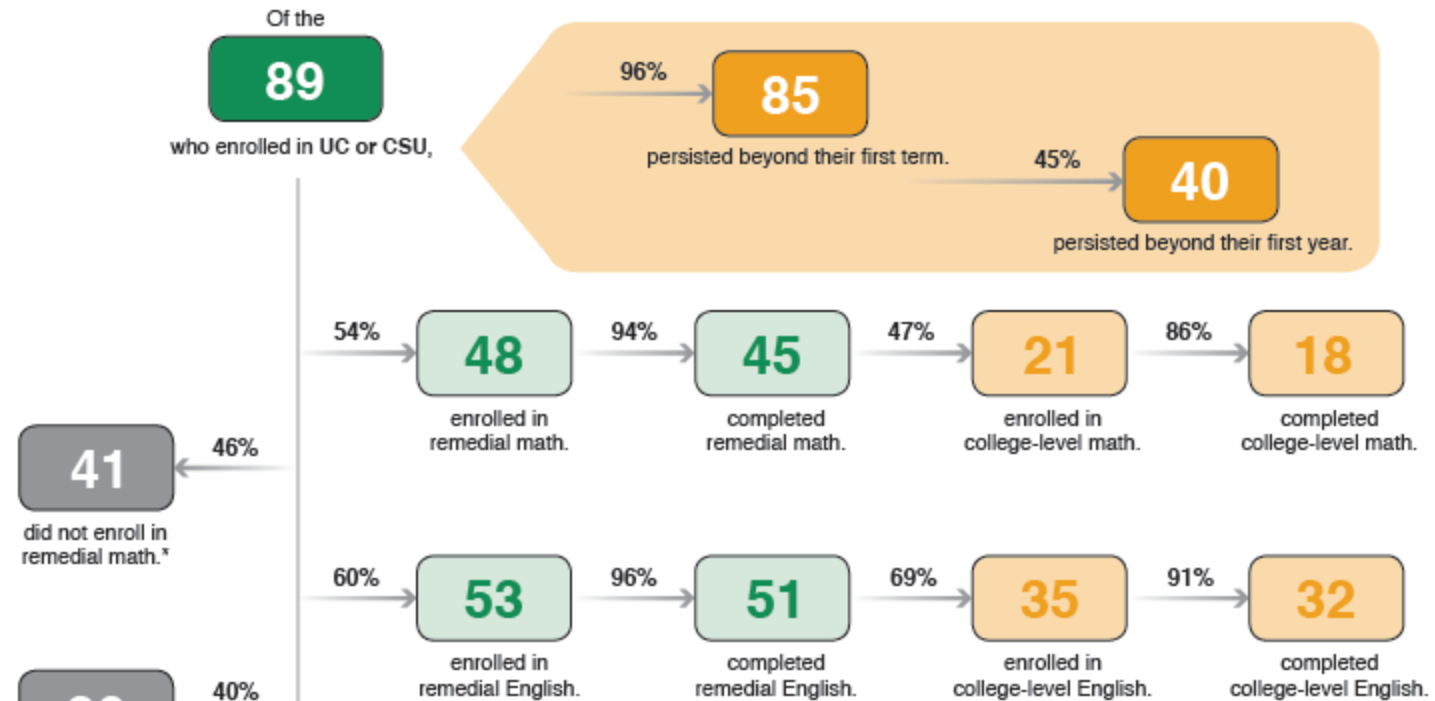
*Students included in the "no English enrollment data" group were not reported as enrolling in any English courses by their postsecondary institution.

The High School Feedback Report

- ⊕ General information: Set the context
 - ⊕ Remediation: In and out; math & English;
 - ⊕ Persistence: Benchmarks; to-degree; transfers from two- to four-year
 - ⊕ Preparation: Remedial-, college- and transfer-level course patterns; math & English
 - ⊕ Four-year institutions: Less information available
- 

The High School Feedback Report

How successful and prepared were our 2009 graduates who enrolled in a UC or CSU?



NOTES

Students do not receive college credit for remedial, or basic skills, courses. Completion is defined as earning a "C" grade or better in remedial coursework. Students who take remedial courses are less likely to earn a degree or certificate than students not placed in remediation.

Persistence is defined as re-enrollment either part time or full time at a UC or CSU following the first term or year enrolled. Students that persisted, but enrolled in a different UC or CSU for subsequent terms, are included as long as the second institution is also a Cal-PASS member.

*We do not have math and English enrollment data for students who did not require remediation.

The High School Feedback Report

- ⊕ General information: Set the context
- ⊕ Remediation: In and out; math & English;
- ⊕ Persistence: Benchmarks; to-degree; transfers from two- to four-year
- ⊕ Preparation: Remedial-, college- and transfer-level course patterns; math & English
- ⊕ Four-year institutions: Less information available
- ⊕ Demographics and status information

The High School Feedback Report

What did our 2008–2009 Senior class look like?



	Female	Male	African American	Asian	Hispanic	White	Other
School	52.9%	47.1%	0.8%	22.6%	75.9%	0.6%	0.0%
District							
State							

In order to compare demographics in this high school with the state and district overall, these data will be added, when available.

We have STAR test data for **470** of them.

	Free and Reduced Lunch	Special Education	English Only	Initially Fluent English Proficient	English Language Learner	Redesignated Fluent English Proficient
School	95.3%	13.6%	13.6%	7.2%	27.0%	52.1%
District						
State						

In order to compare demographics in this high school with the state and district overall, these data will be added, when available.

NOTES
 *Information about students' family income, special education status, and English language learner status is available only for tested students. English Only designates students who speak English as a native language and do not speak any other language. Initially Fluent English Proficient designates language-minority students initially assessed as English proficient and, therefore, requiring no special language services or accommodations. English Language Learner designates language-minority students who have difficulty understanding, speaking, reading, or writing English. Redesignated Fluent English Proficient designates language-minority students initially assessed as limited English proficient, who have achieved English proficiency (according to local performance criteria) and been reclassified.

The High School Feedback Report

Still to come:

- ◆ Military
- ◆ Workforce
- ◆ Trends over time

Digging Deeper

		Percent within first math class attempted in community college								Total Percent	Count
		Basic Math	Pre-Alg	Beg Alg	Geo	Int Alg	Stats/ Finite	Pre-Calc	Calc		
Highest level of math in high school successfully completed	Basic Math	11%	14%	41%	1%	28%	5%	1%	0%	100%	730
	Pre-Alg	*	*	*	*	*	*	*	*	100%	*
	Beg Alg	11%	10%	42%	1%	29%	5%	2%	0%	100%	1291
	Geo	2%	3%	29%	2%	49%	9%	5%	1%	100%	1758
	Int Alg	1%	2%	14%	1%	47%	21%	13%	2%	100%	5966
	Stats/ Finite	0%	0%	3%	0%	26%	47%	19%	4%	100%	238
	Precalc	0%	0%	2%	0%	21%	38%	29%	10%	100%	2485
	Calc	0%	0%	0%	0%	4%	28%	21%	48%	100%	585
Total		320	377	2232	101	4824	2743	1775	682		13054

		Success rates in first math class attempted in community college								Total
		Basic Math	Pre-Alg	Beg Alg	Geo	Int Alg	Stats/ Finite	Pre-Calc	Calc	
Highest level of math in high school successfully completed	Basic Math	57%	58%	44%	*	45%	56%	86%	*	49%
	Pre-Alg	*	*	*	*	*	*	*	*	100%
	Beg Alg	57%	60%	41%	72%	41%	56%	50%	*	46%
	Geo	76%	67%	57%	50%	54%	61%	67%	*	57%
	Int Alg	78%	75%	64%	59%	68%	72%	69%	69%	68%
	Stats/ Finite	*	*	100%	*	75%	86%	69%	70%	79%
	Precalc	100%	100%	92%	67%	79%	79%	75%	74%	78%
	Calc	*	*	*	*	91%	87%	79%	80%	82%
Total		64%	64%	55%	57%	64%	75%	72%	76%	66%

* success rates suppressed when cell size is less than 5

Red = transitioned down at least one level from high school to college,
 Yellow = stayed at same level in college as in high school,
 Green = transitioned up at least one level from high school to college.

Moving to Action: *The EBC Model*TM

- Within-discipline, intersegmental faculty groups; academic counselors; others
- Uses student transcript data to drive solution-oriented conversations
- Encourages the development, implementation, and evaluation of innovative interventions that can be scaled up if successful
- Institutionalizes efforts by ensuring buy-in at multiple levels of the partnership (faculty, administrators, counselors, et al.)

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