



Diving into Data:

# **A Review of X High School's Achievement Figures**

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San Diego State University, 2014

# Overview



- Review of Comparison School
- Population Demographics
- Test Scores
- AP Enrollment
- A-G Completion & Graduation Rates
- Staff Perceptions
- Strengths and Areas of Growth
- Recommendations
- Limitations

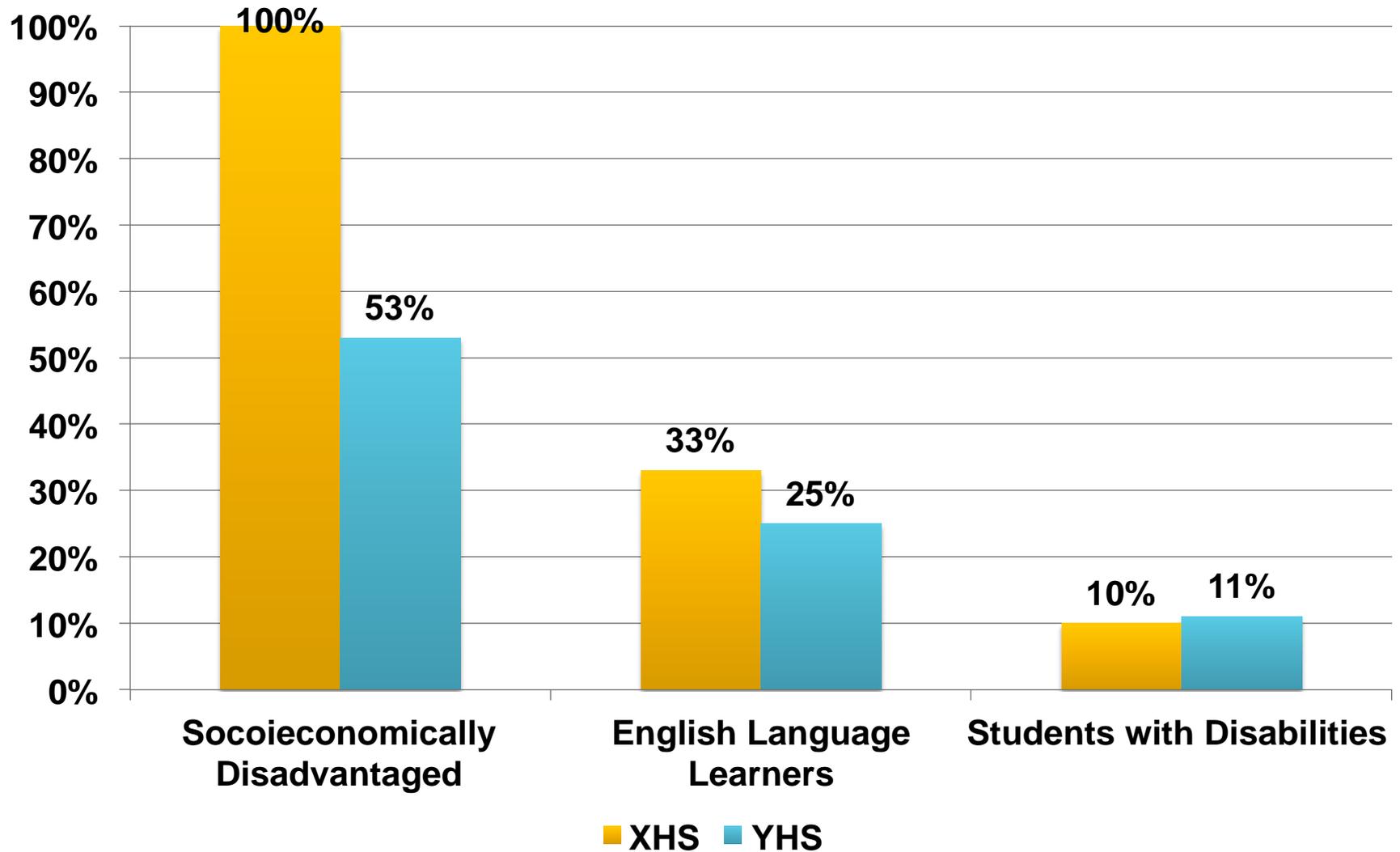
# Why Compare X HS to Y HS?

- Both schools have academy structure
- Y is in Lemon Grove, southwest side of San Diego.
  - Generally represented by urban neighborhoods
- Economically and ethnically diverse
  - Largest population is Latino/Hispanic

# Population



# Additional Factors



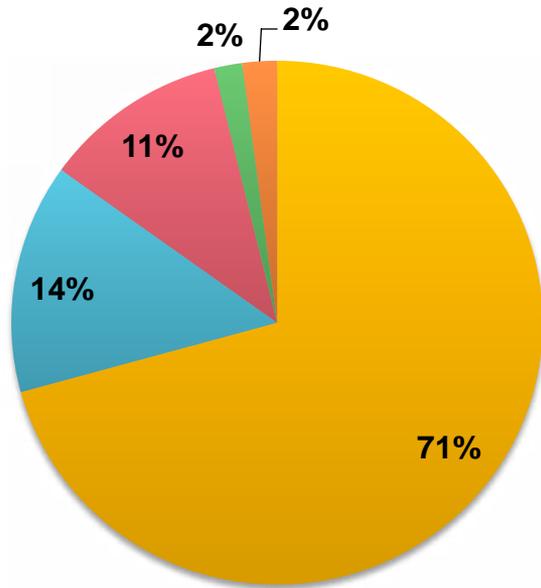
# Rankings

	X	Y
Enrollment	2,021	1,556
API Rank Statewide	2	2
API Rank Similar Schools	5	3
API Score	672	694
API Change	9	35
AP Classes Offered	8	10

- Note: API is scored on a scale of 1-10, with 1 being the lowest ranking and 10 being the highest ranking

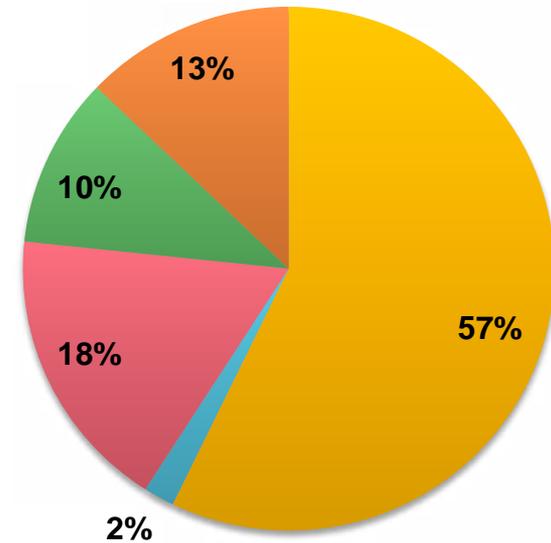
# Enrollment by *Ethnicity* 2012-2013

## X HIGH SCHOOL



- Latino of Any Race
- Asian, Not Hispanic
- African American, Not Hispanic
- White, not Hispanic
- Other

## Y HIGH SCHOOL

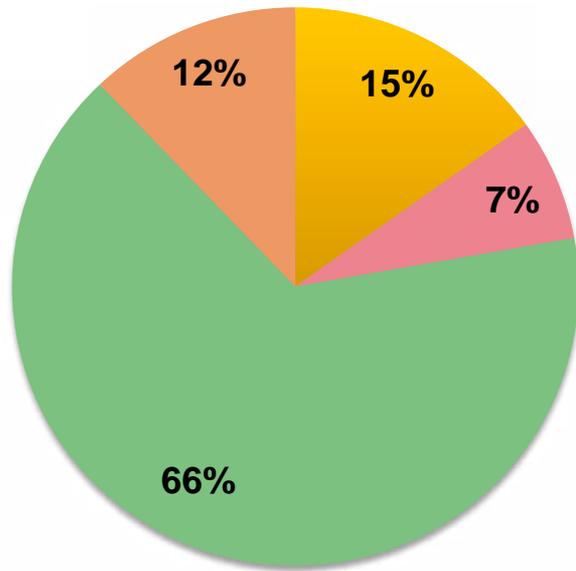


- Latino of Any Race
- Asian, Not Hispanic
- African American, Not Hispanic
- White, not Hispanic
- Other

# Certified Staff by *Ethnicity* 2011-2012

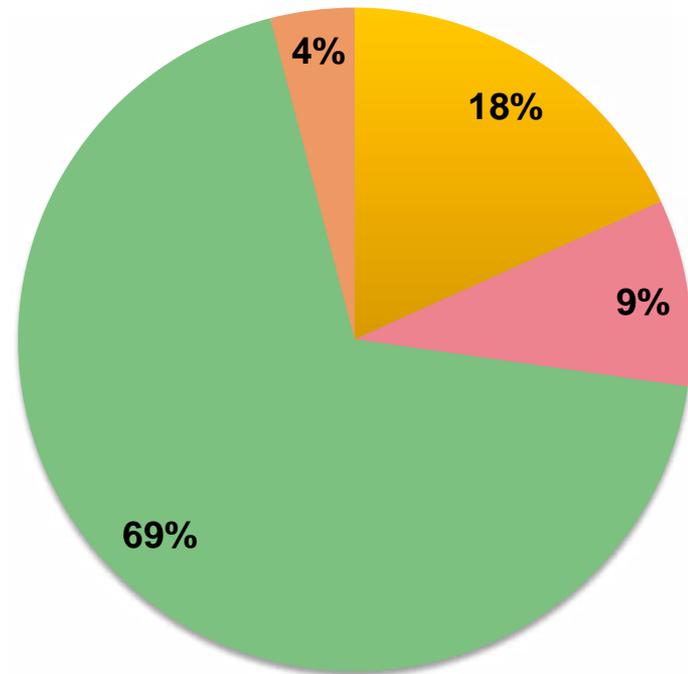
## X HIGH SCHOOL

■ Latino      ■ African American  
■ White      ■ Other

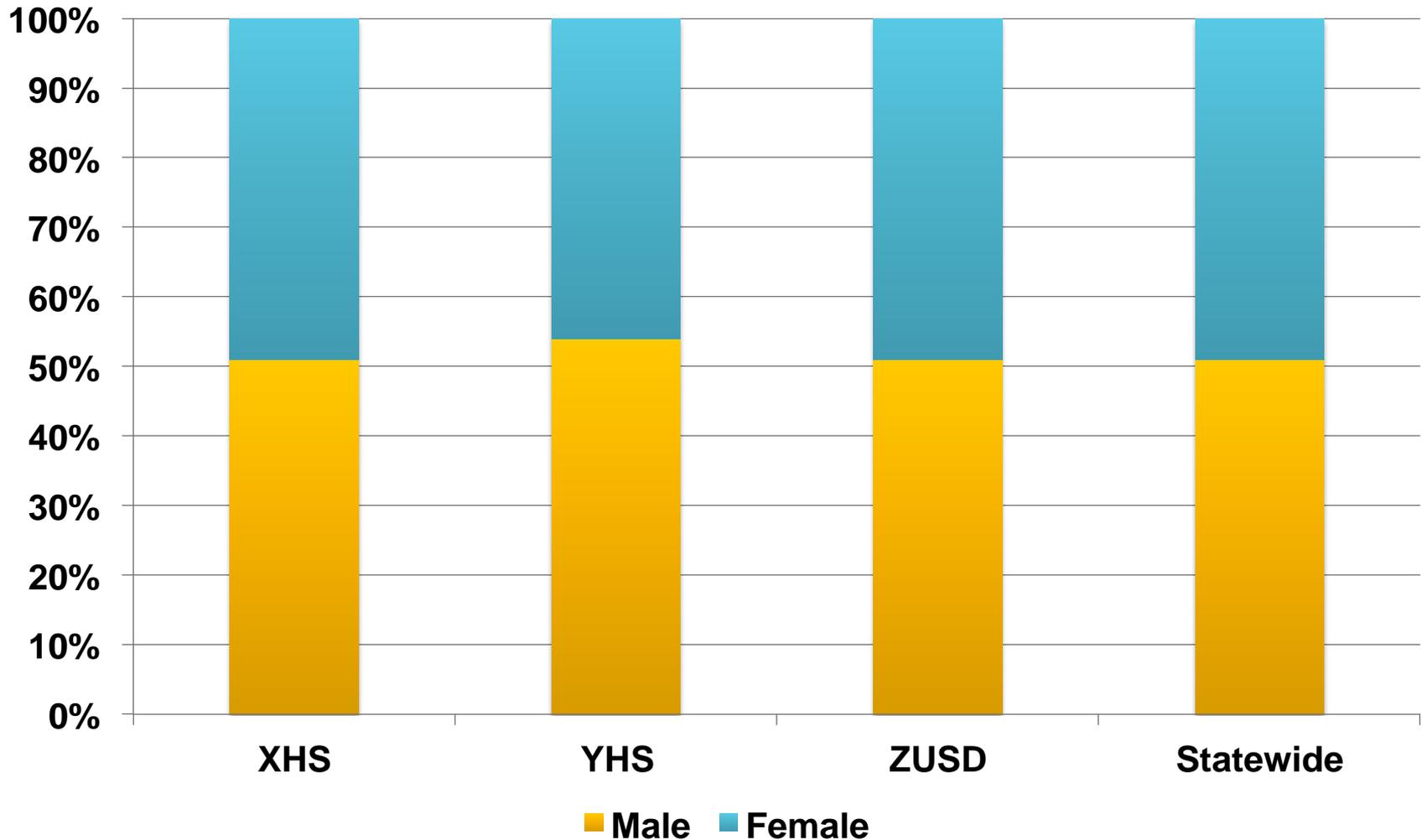


## Y HIGH SCHOOL

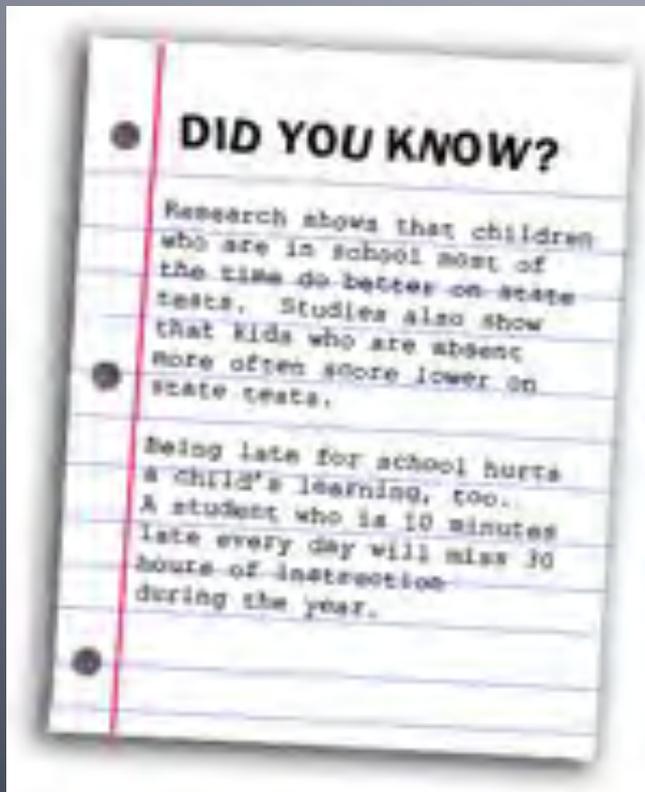
■ Latino   ■ African American   ■ White   ■ Other



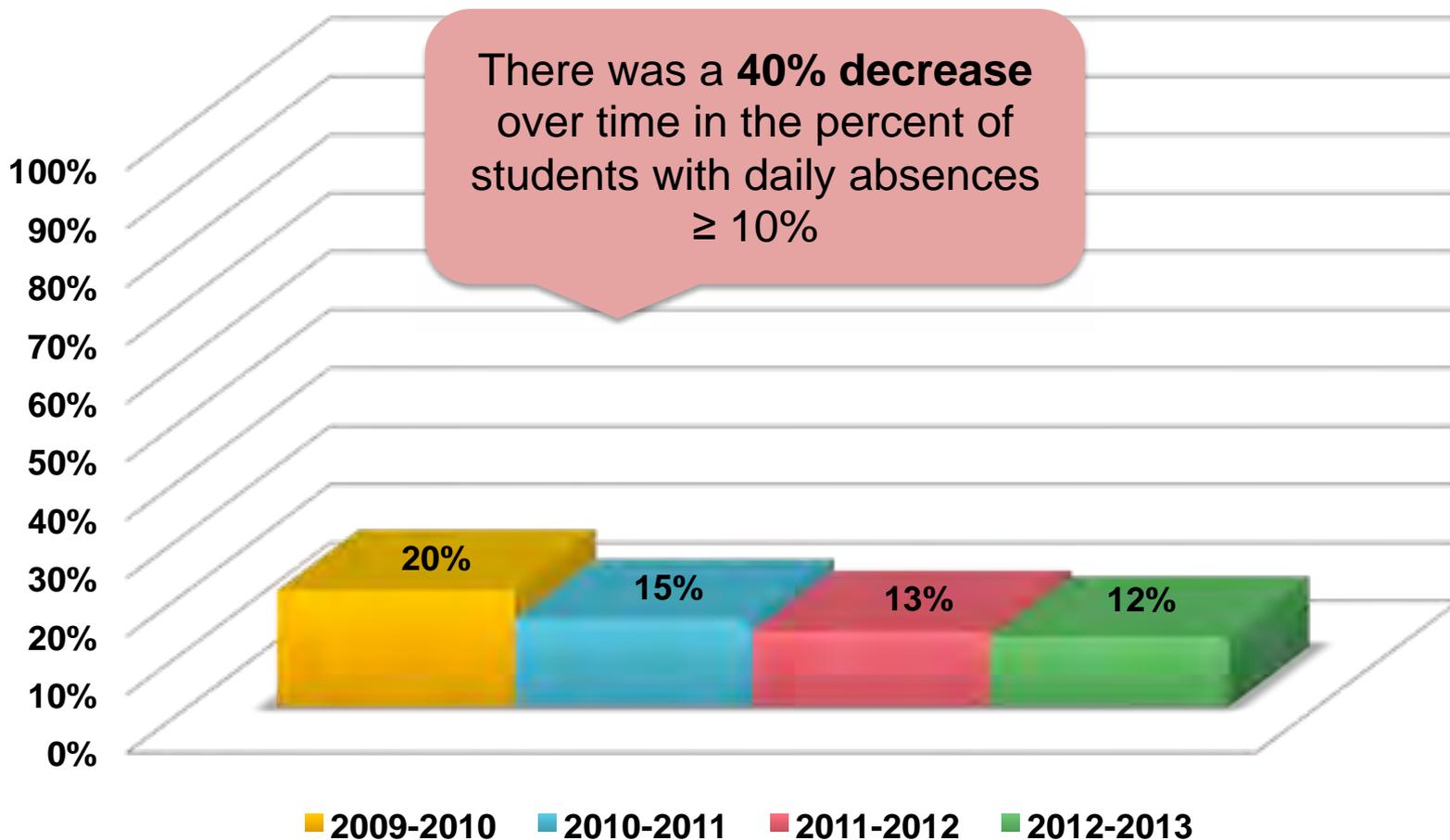
# Enrollment by Gender 2012-2013



# Attendance



# Percent of Students with Daily Absences Greater Than or Equal to 10% from 2009-2013



**22% decrease** in Average Daily Attendance (ADA) money lost over time



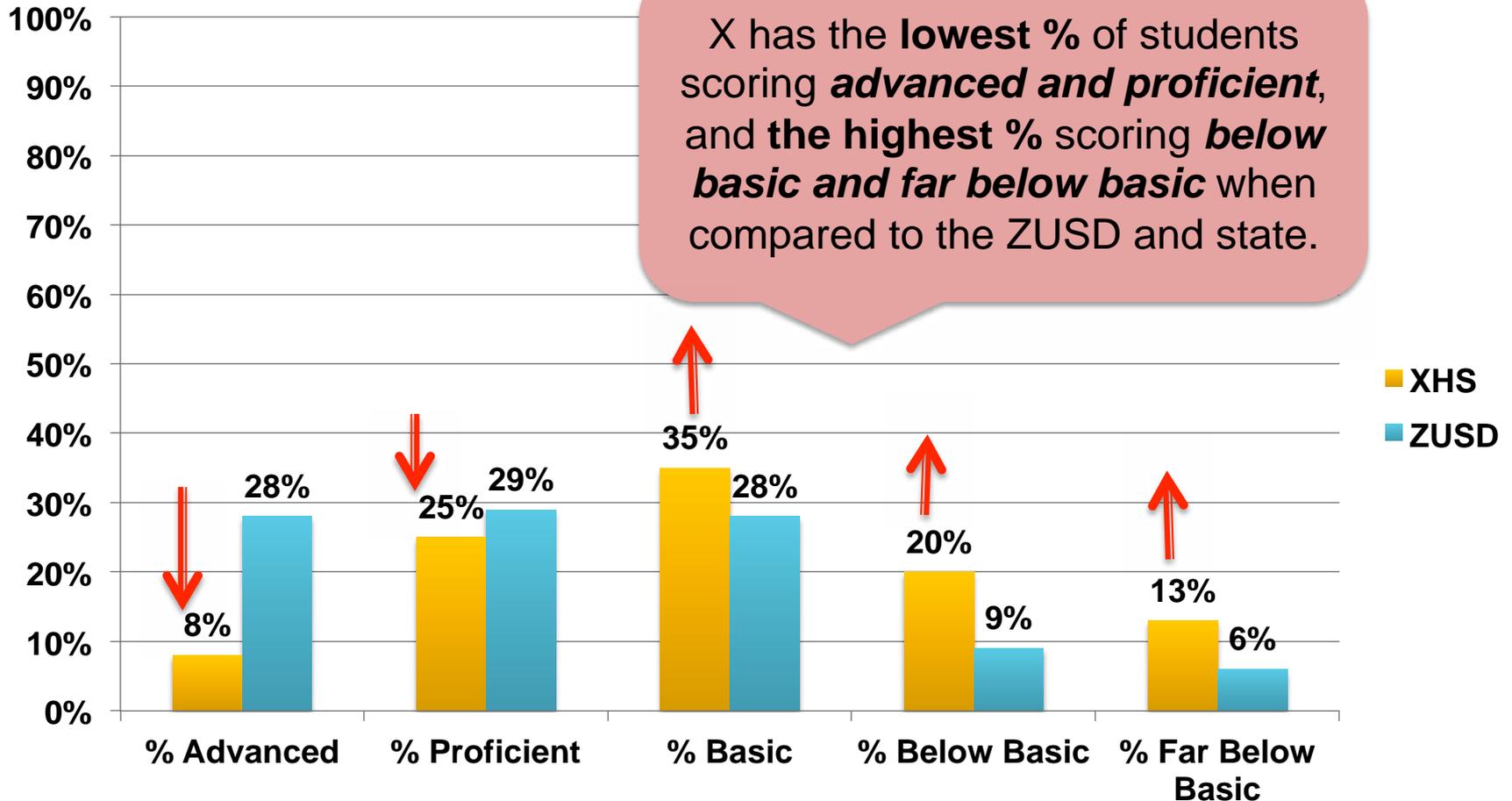
**Total  
ADA \$  
Lost  
2009-2013**

# California Standards Test (CST)

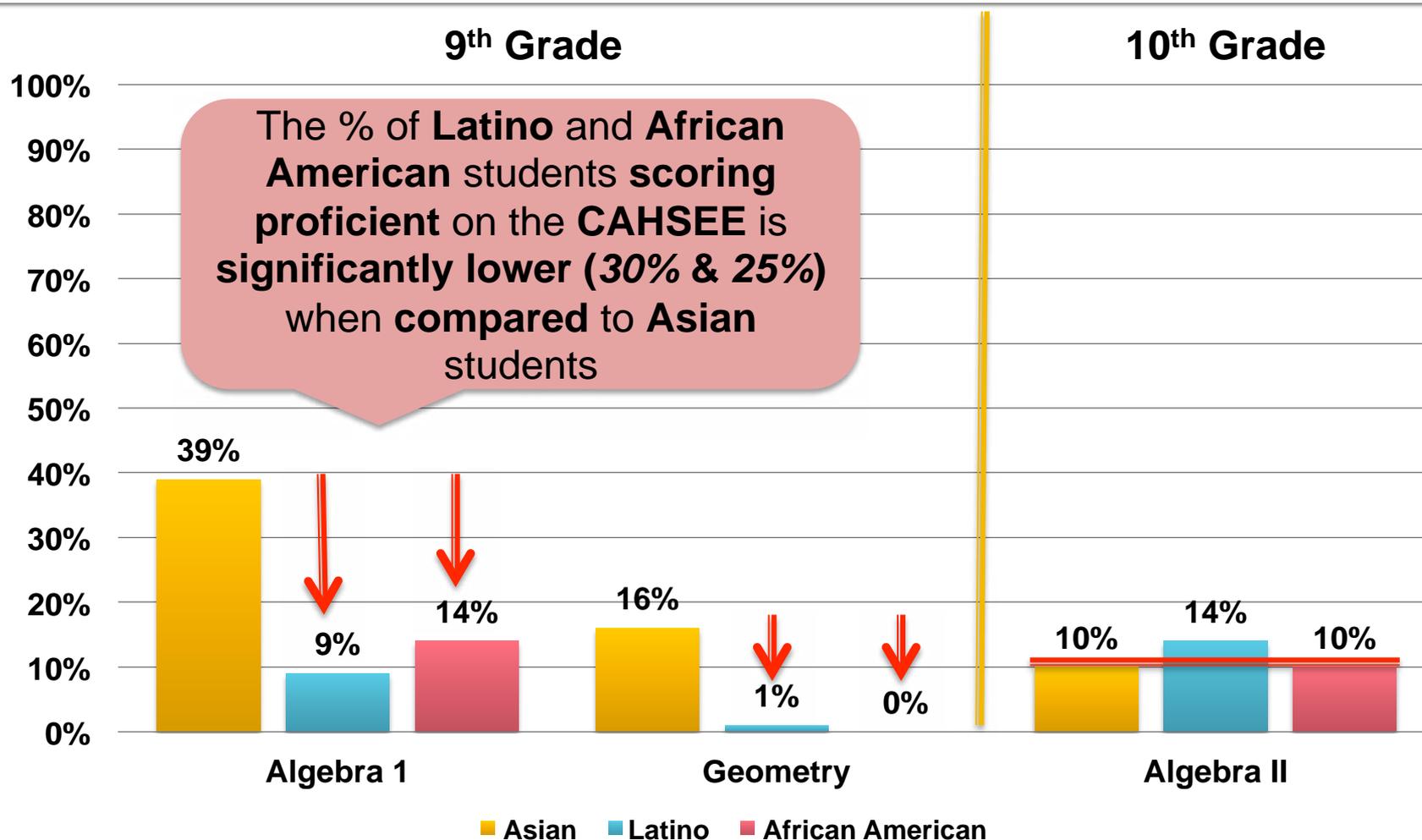


# CST English Language Arts 2012-2013 (10<sup>th</sup> grade)

X has the **lowest** % of students scoring ***advanced and proficient***, and the **highest** % scoring ***below basic and far below basic*** when compared to the ZUSD and state.

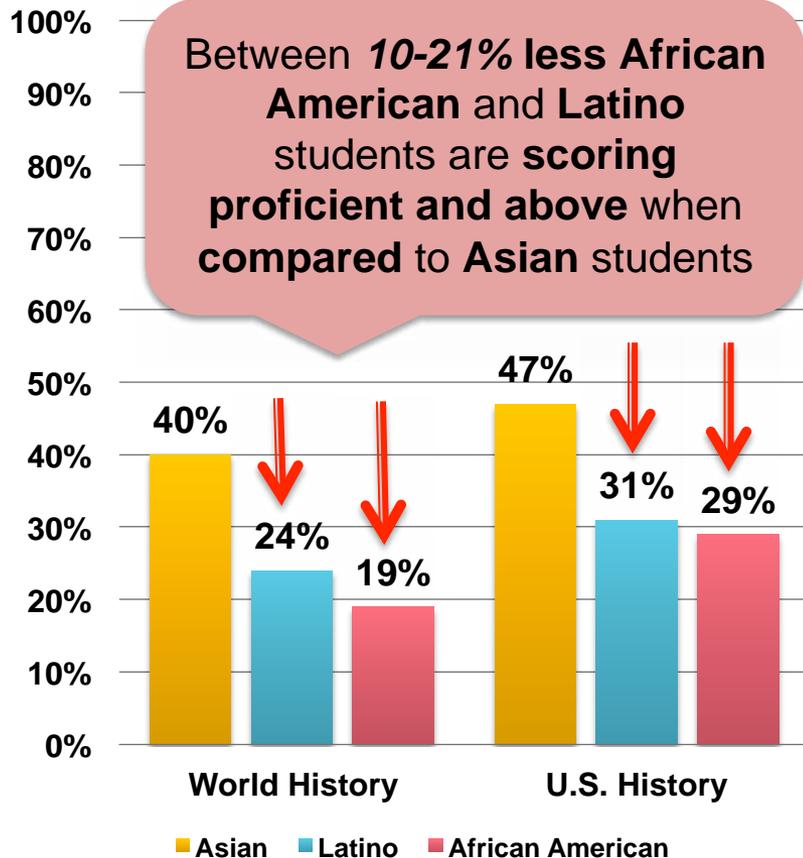


# % of Students Scoring Proficient and Above on the Math CST 2012-2013

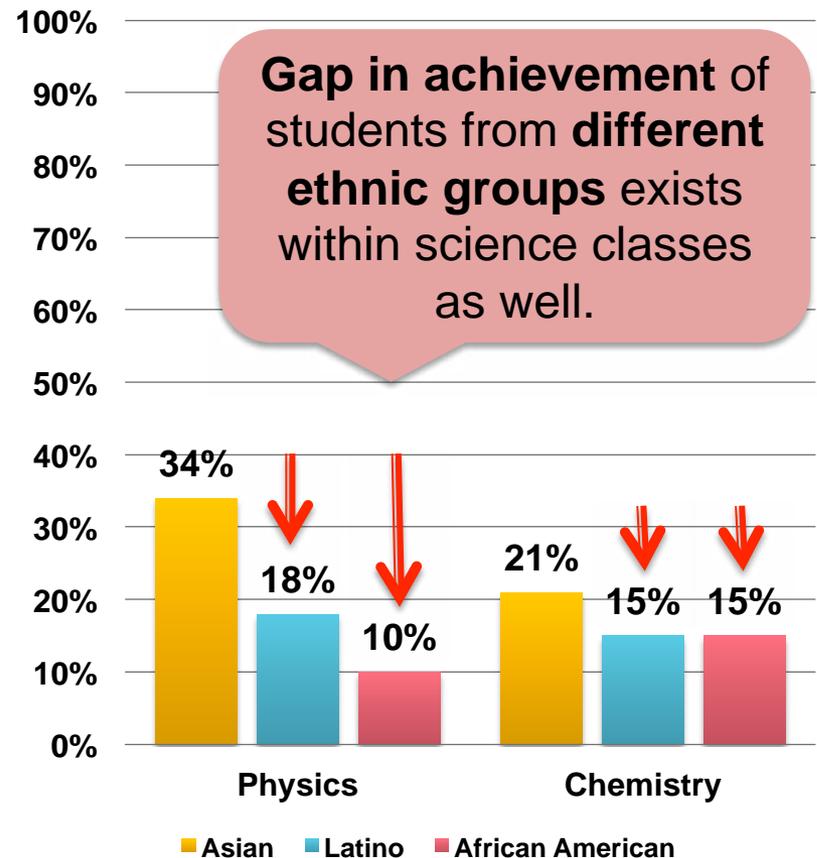


# % of Students Scoring Proficient and Above on the History and Science CST 2012-2013

## 10th Grade and 11<sup>th</sup> Grade



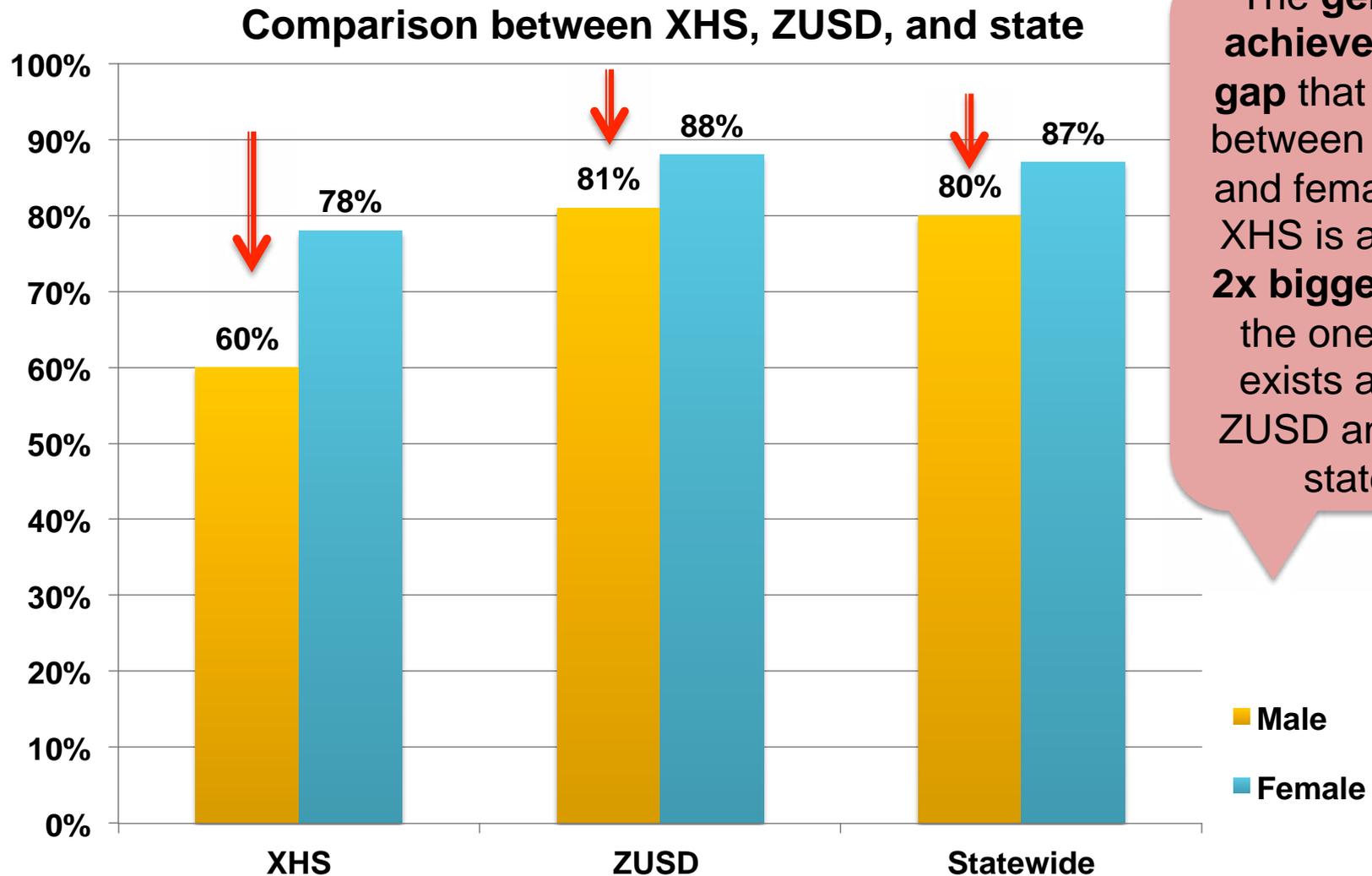
## 9th Grade and 11<sup>th</sup> Grade



# California High School Exit Exam (CAHSEE)

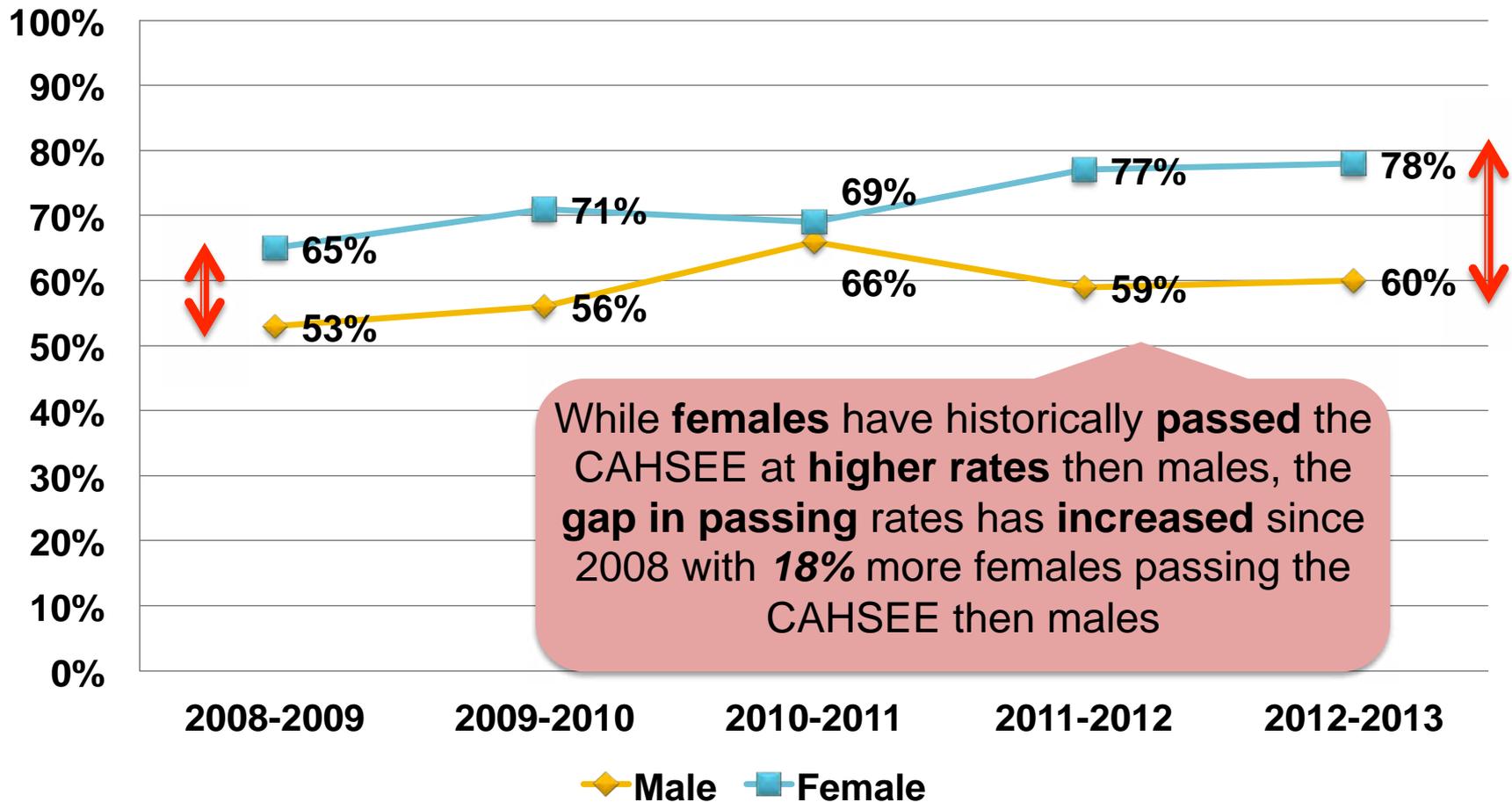
**CAHSEE** california high school exit exam  
stepping into **your future**

# English Language Arts (ELA) CAHSEE Passing Rates by Gender 2012-2013



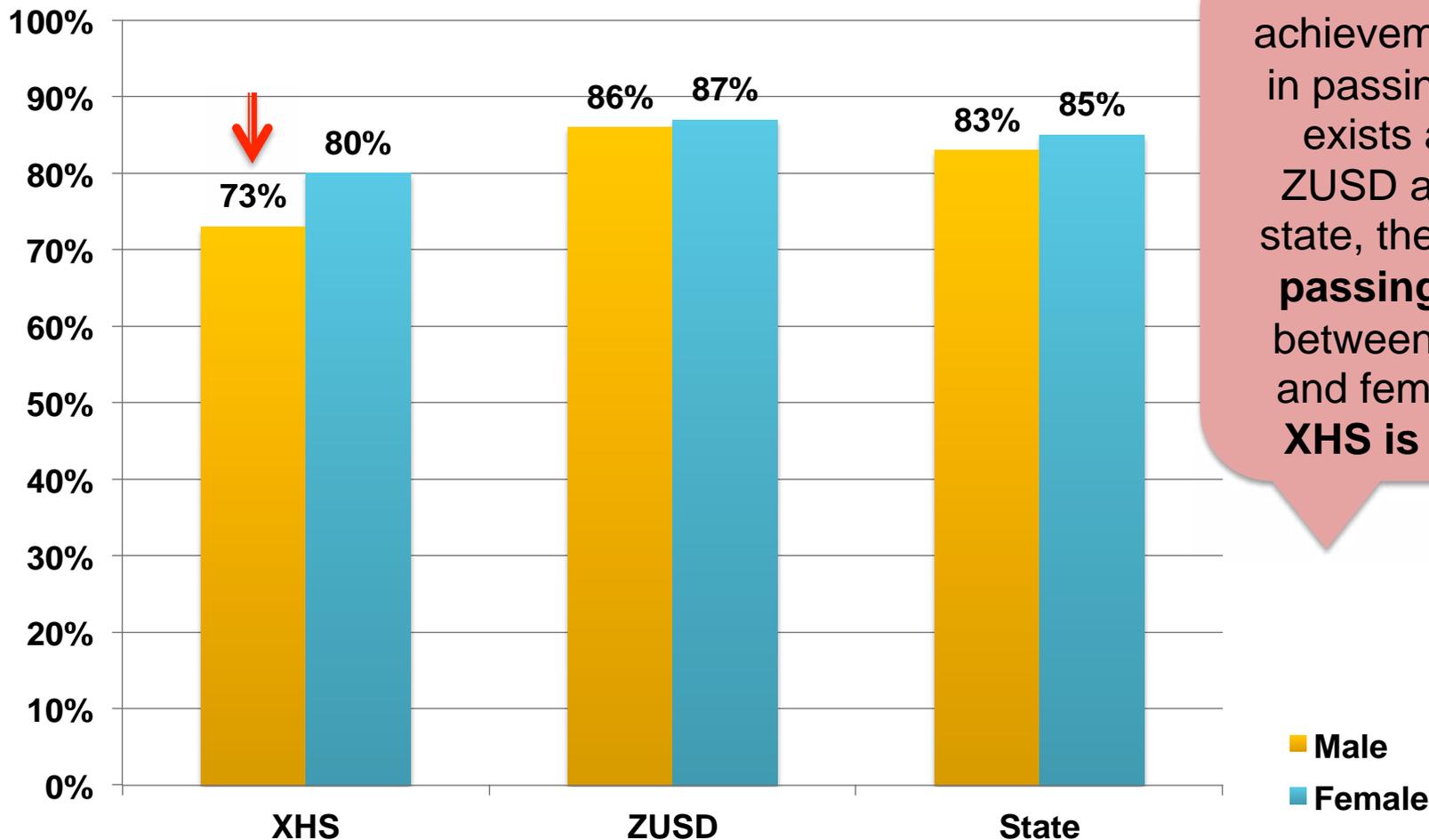
The gender achievement gap that exists between males and females at XHS is almost **2x bigger** than the one that exists at the ZUSD and the state

# ELA CAHSEE Passing Rates by Gender Overtime



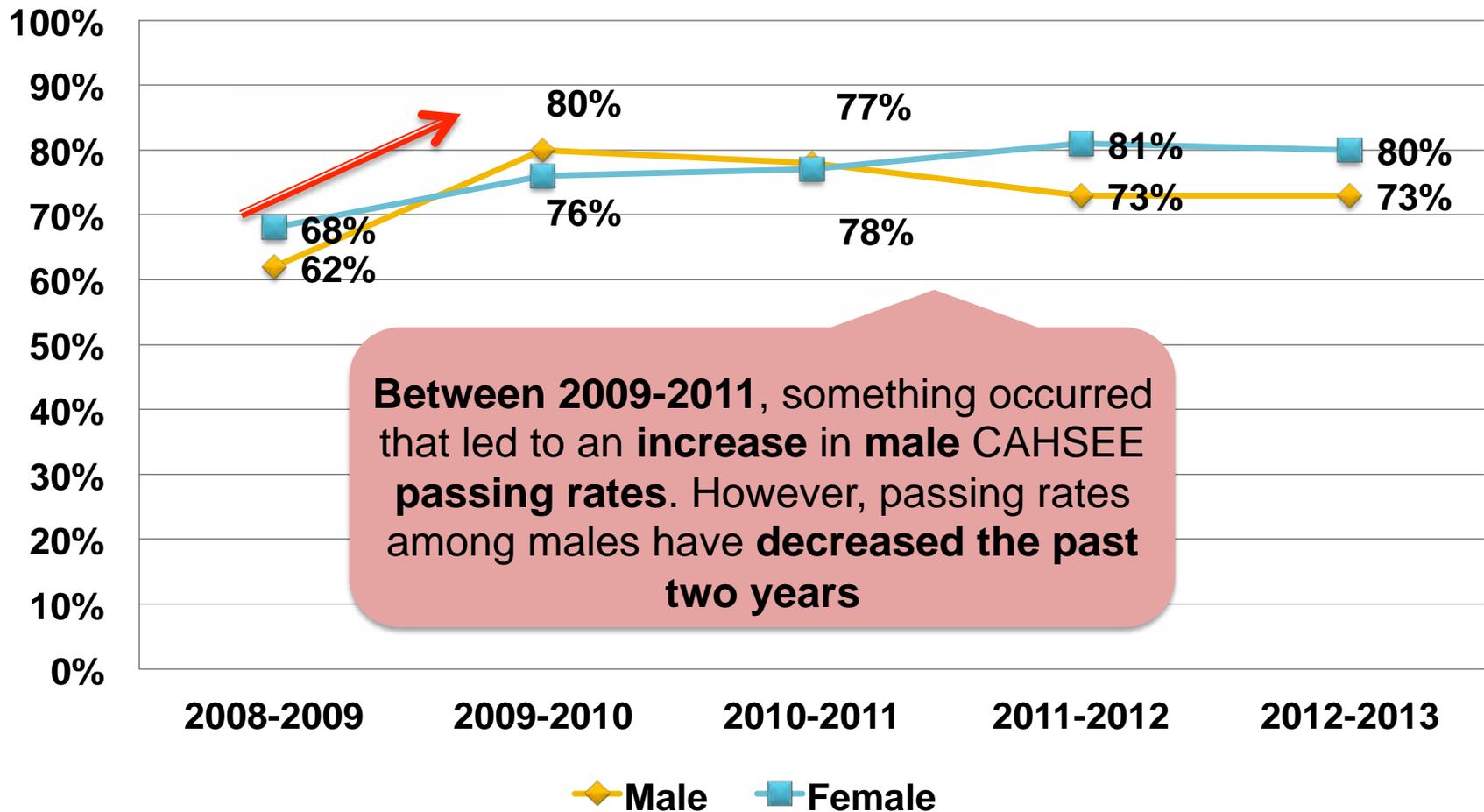
# Math CAHSEE Passing Rates by Gender 2012-2013

Comparison between XHS, ZUSD, and state



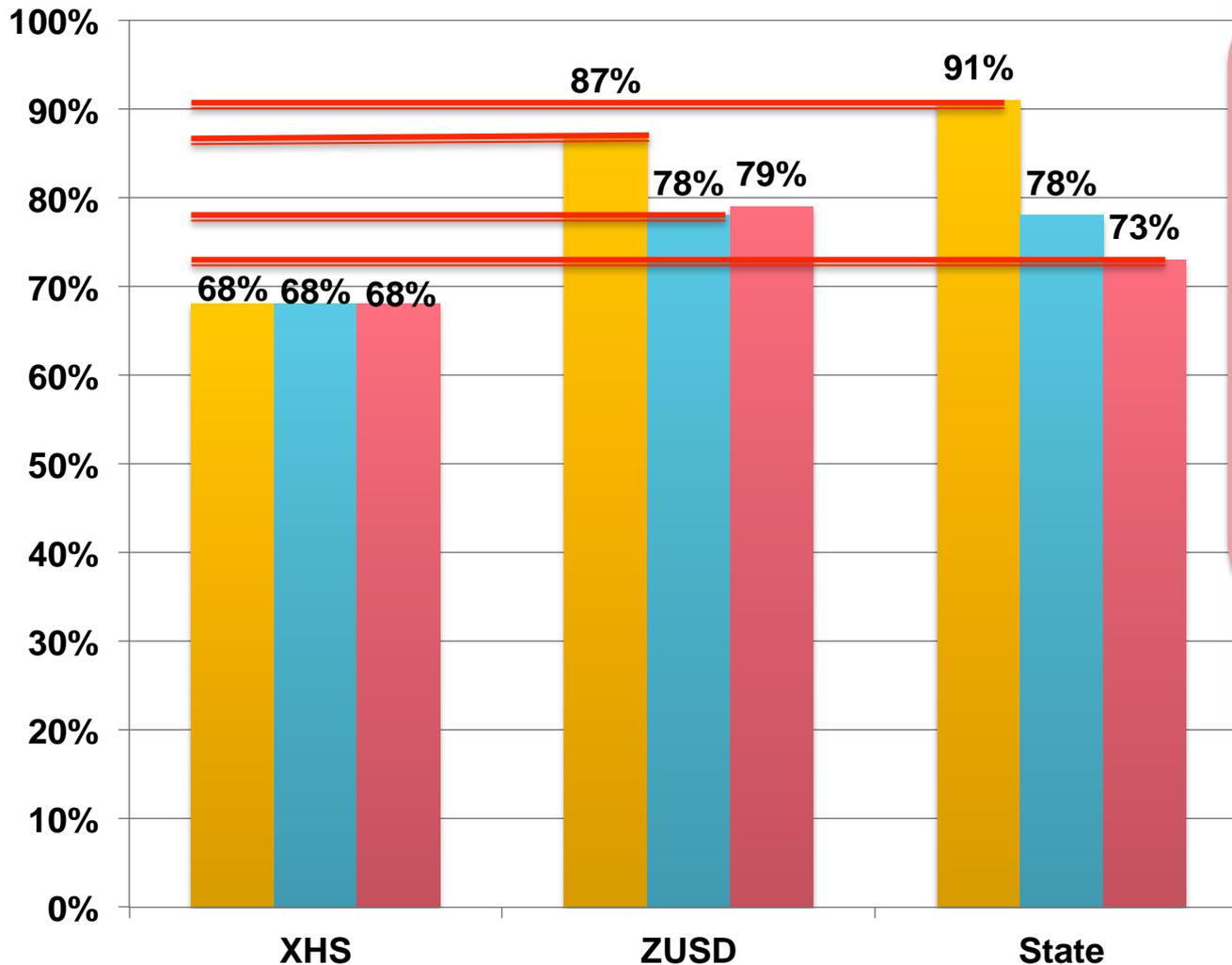
While an achievement gap in passing rates exists at the ZUSD and the state, the **gap in passing rates** between males and females at **XHS is larger**

# Math CAHSEE Passing Rates by Gender Overtime



# ELA CAHSEE Passing Rates by *Ethnicity* 2012-2013

Comparison between XHS, ZUSD, and state

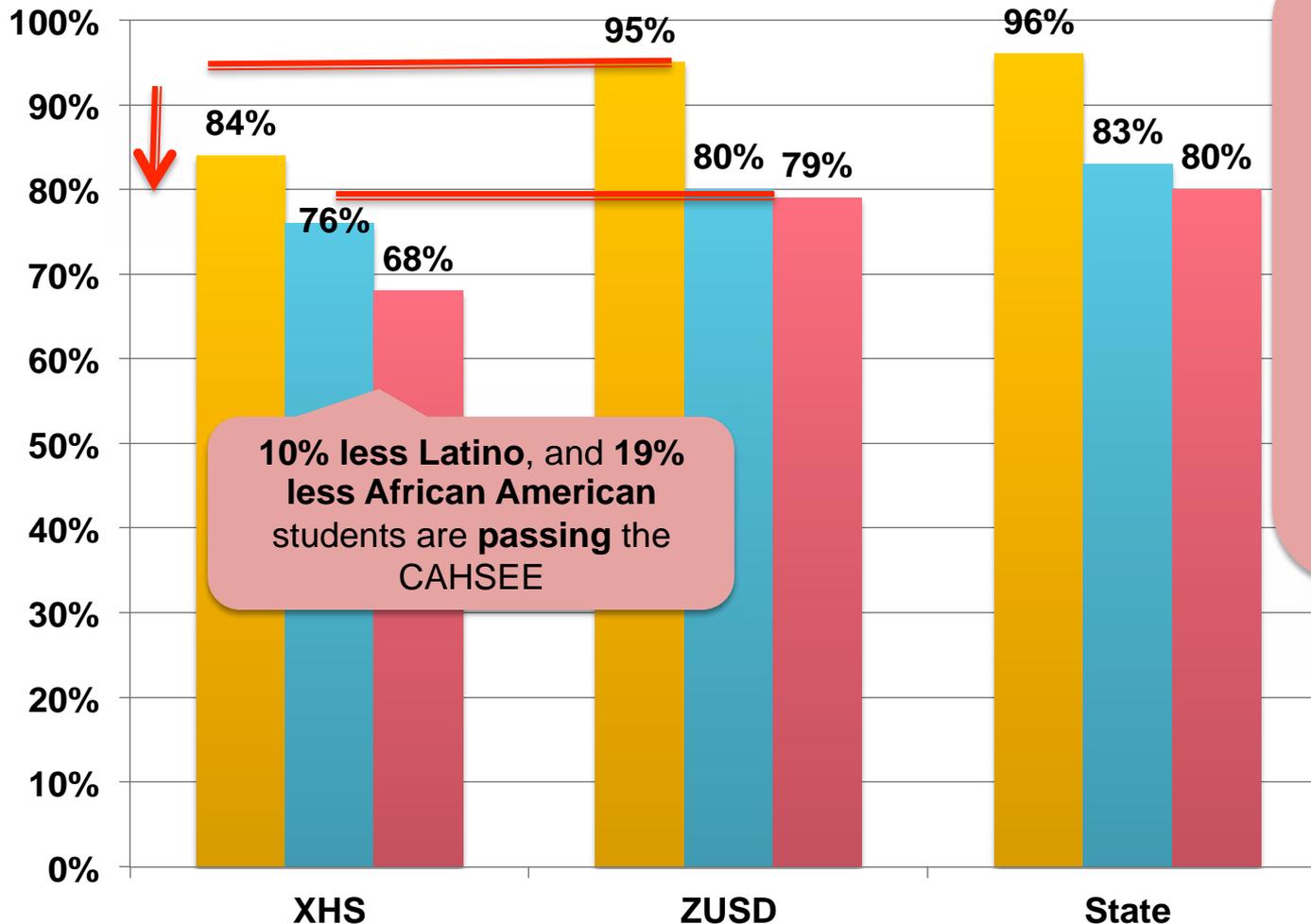


Though the three largest ethnic groups at XHS are passing the ELA CAHSEE at the same rate, **all three ethnic groups** are scoring lower than their counterparts at the **ZUSD** and the **state**

- Asian
- Latino
- African American

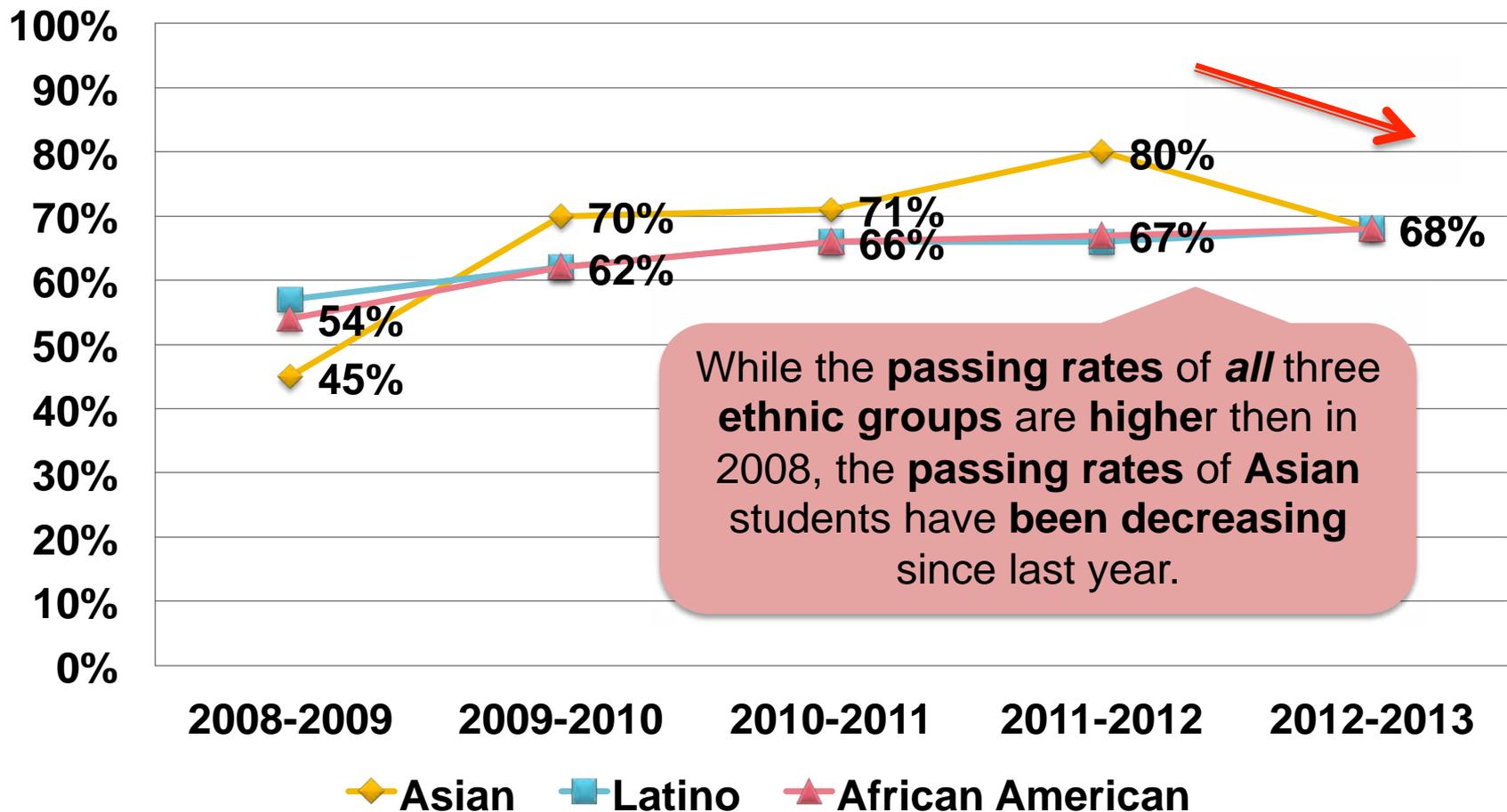
# Math CAHSEE Passing Rates by *Ethnicity* 2012-2013

Comparison between XHS, ZUSD, and the state

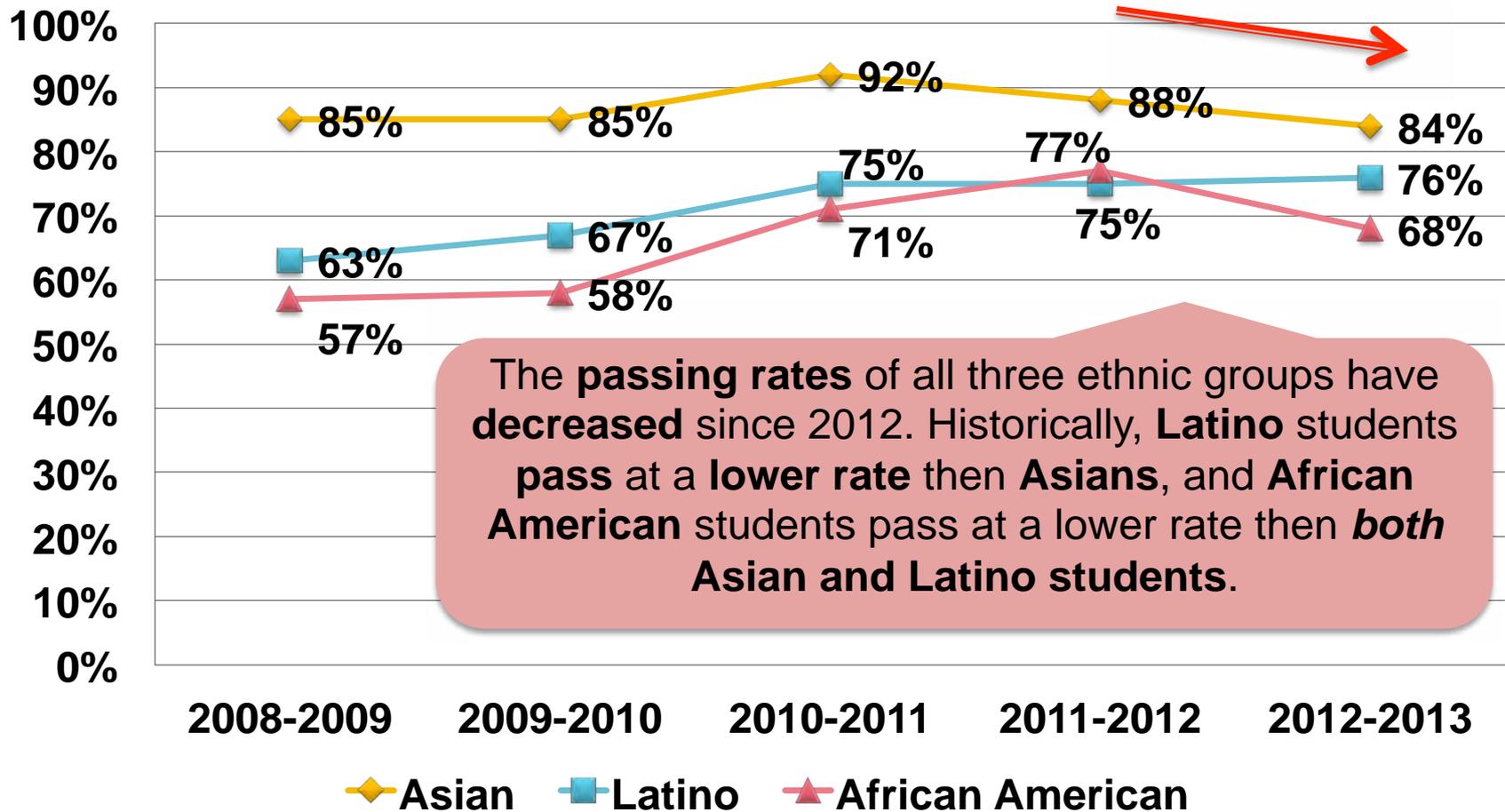


There is an **achievement gap** among the different ethnic groups. Additionally ***all*** three ethnic **groups** are **scoring lower** than their counterparts at the **ZUSD** and the **state**.

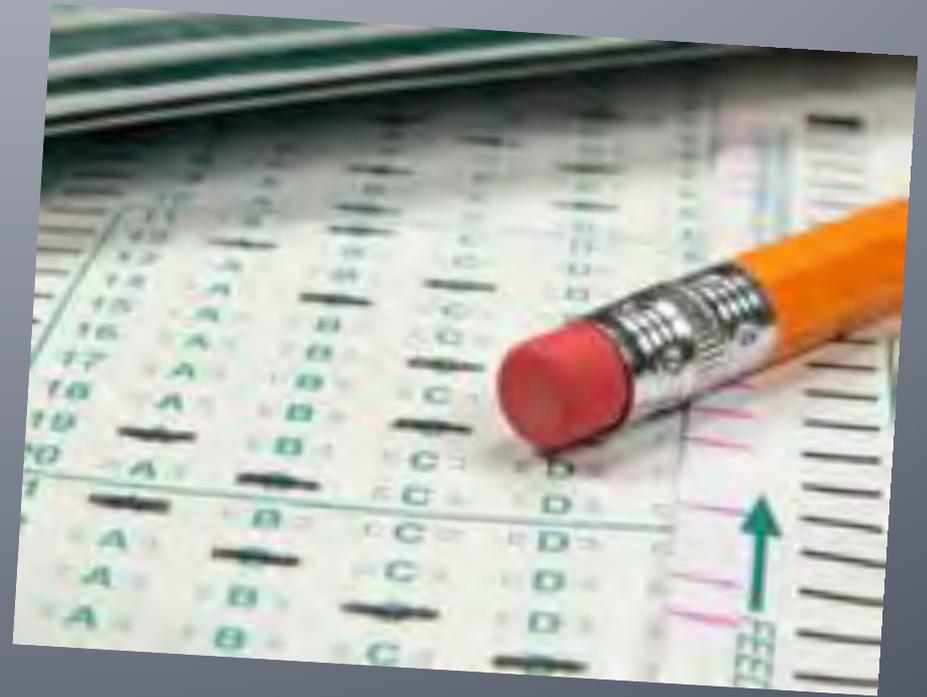
# ELA CAHSEE Passing Rates by Ethnicity Overtime



# Math CAHSEE Passing Rates by Ethnicity Overtime

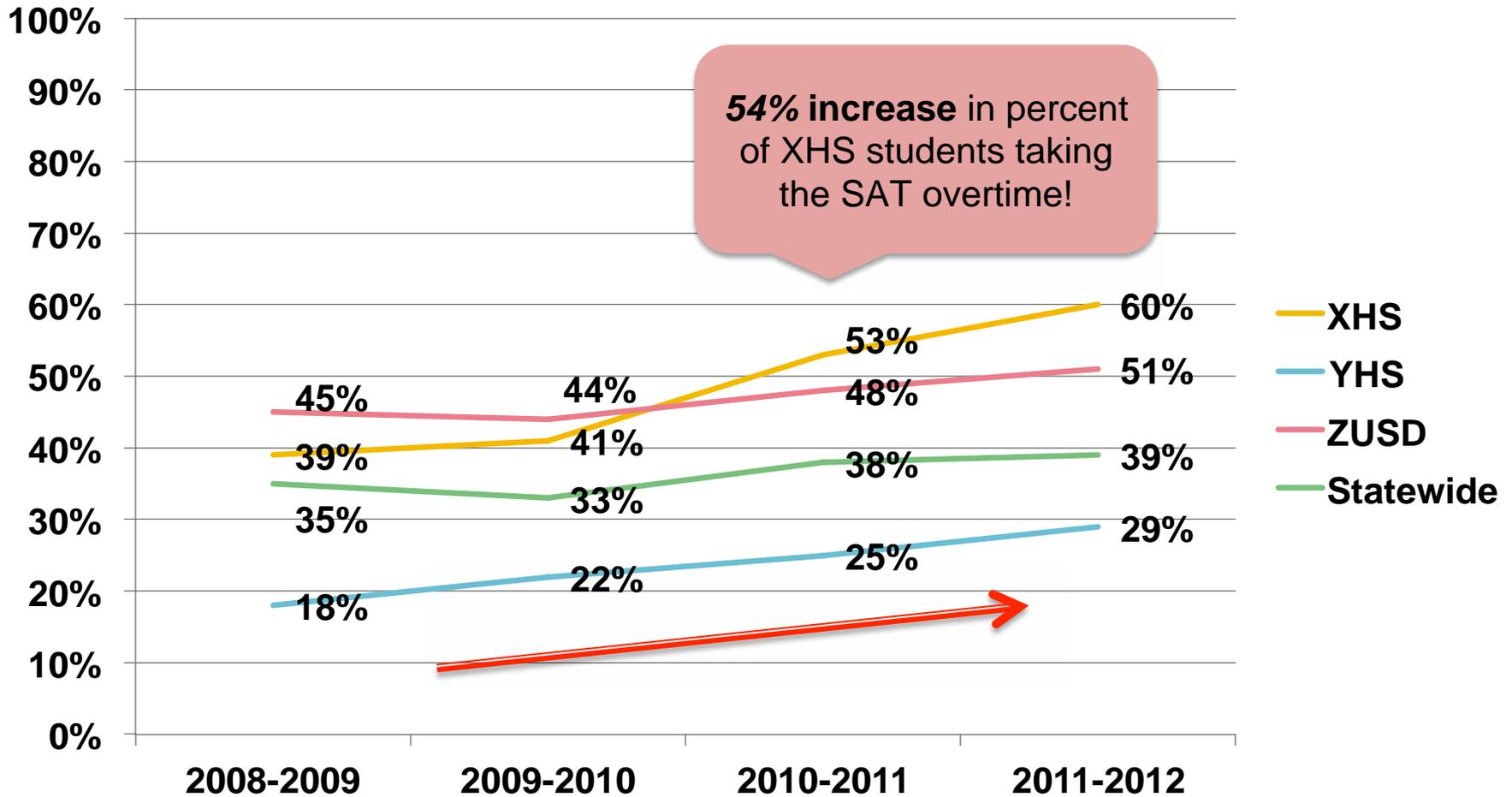


# SAT I Taken and Scores



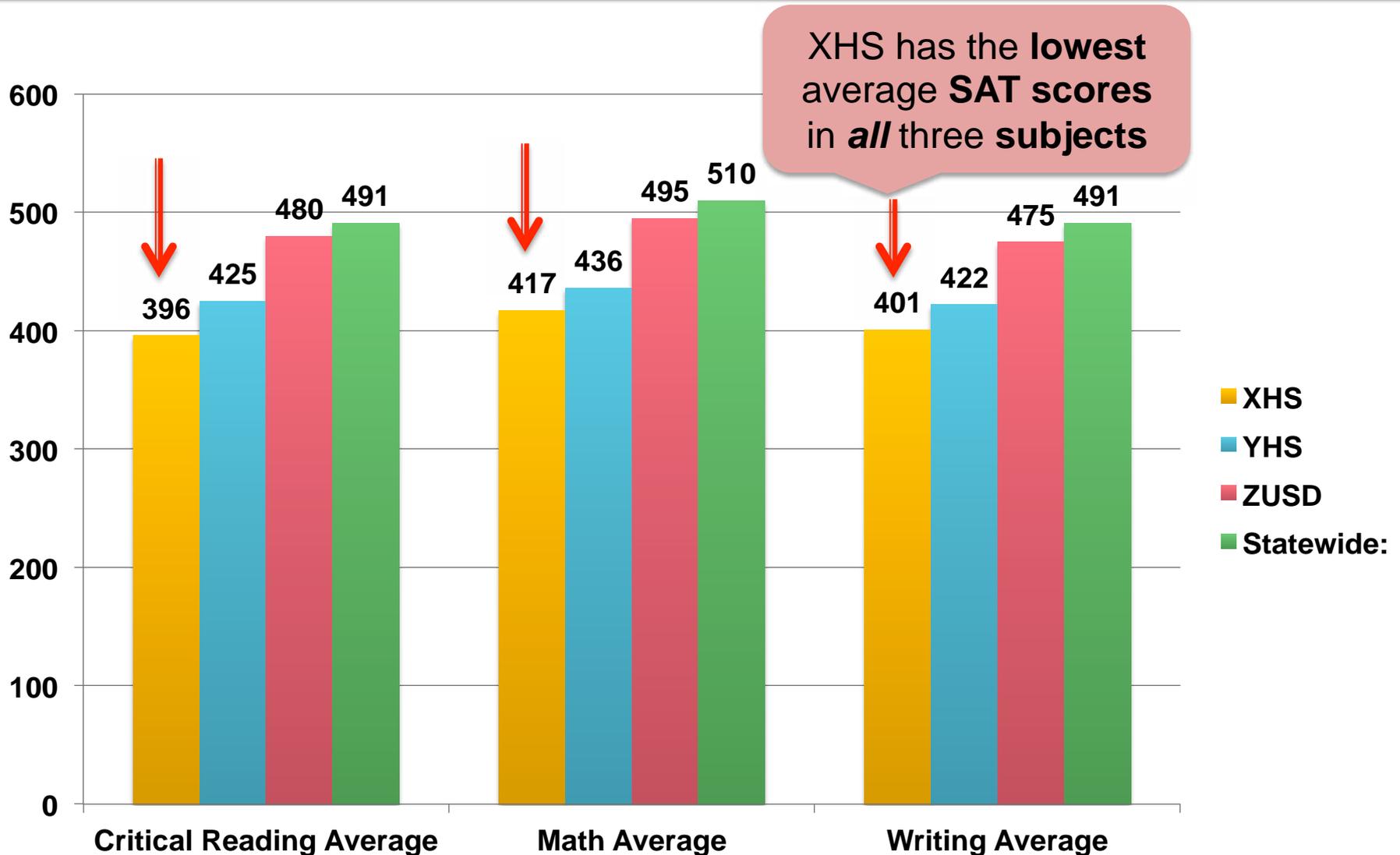
# Percent of Students Taking the SAT Overtime

Comparison between XHS, YHS, ZUSD, and state

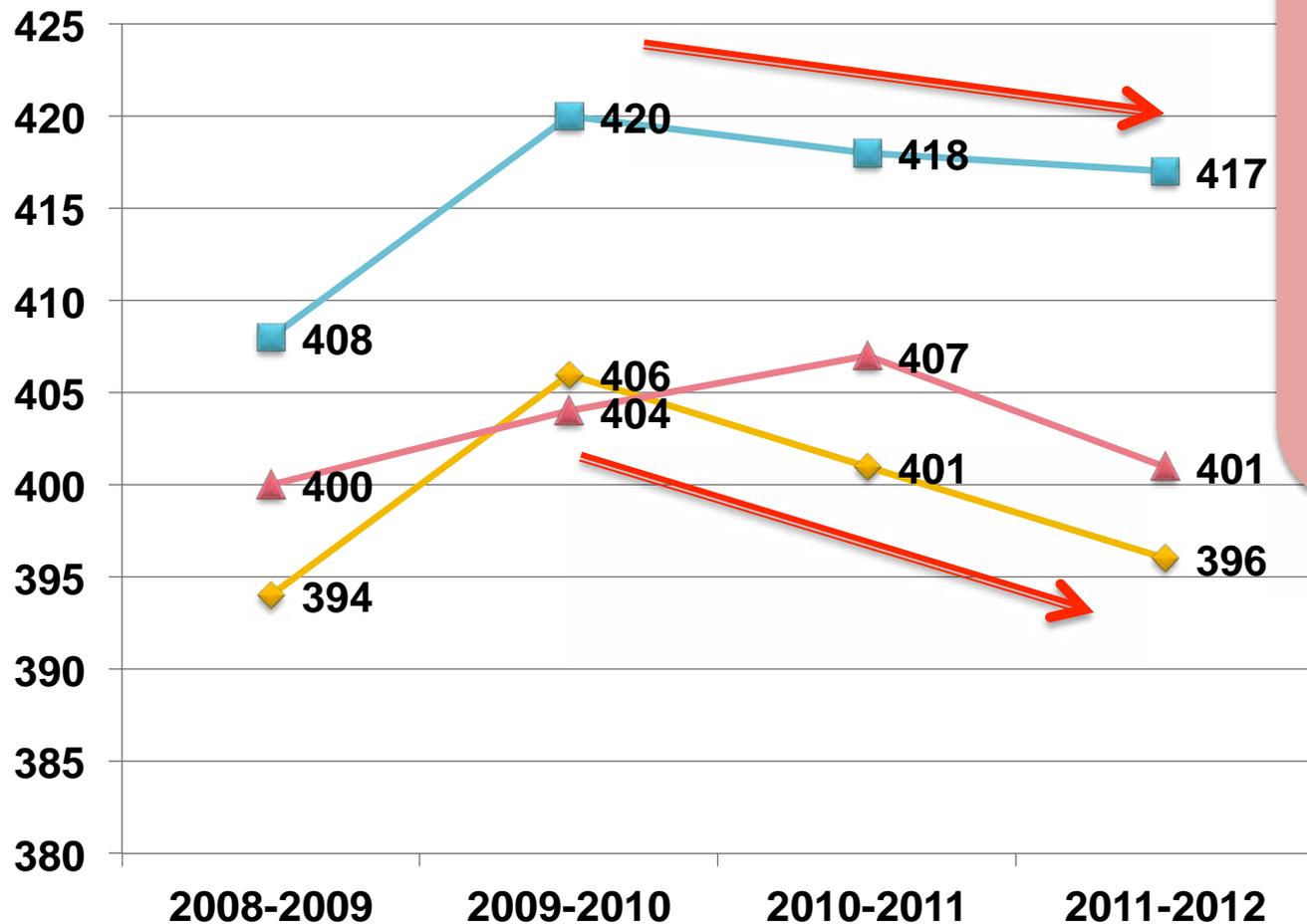


# Average SAT Scores 2012-2013

Comparison between XHS, YHS, ZUSD, and state



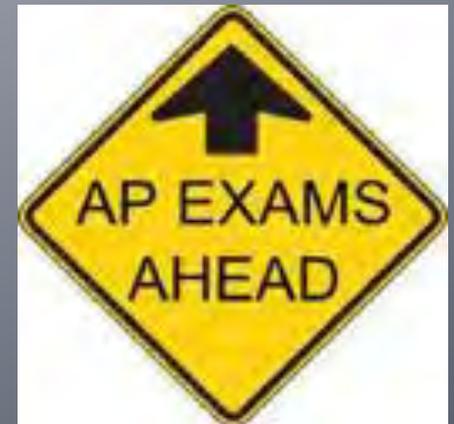
# Average SAT Scores Overtime



Math scores have remained **higher** than critical reading and writing. **Scores** in *all* three areas **increased** between 2009-2011, and have **decreased** since.

- ◆ Critical Reading
- Math Average
- ▲ Writing Average

# AP Courses Taken and Scores

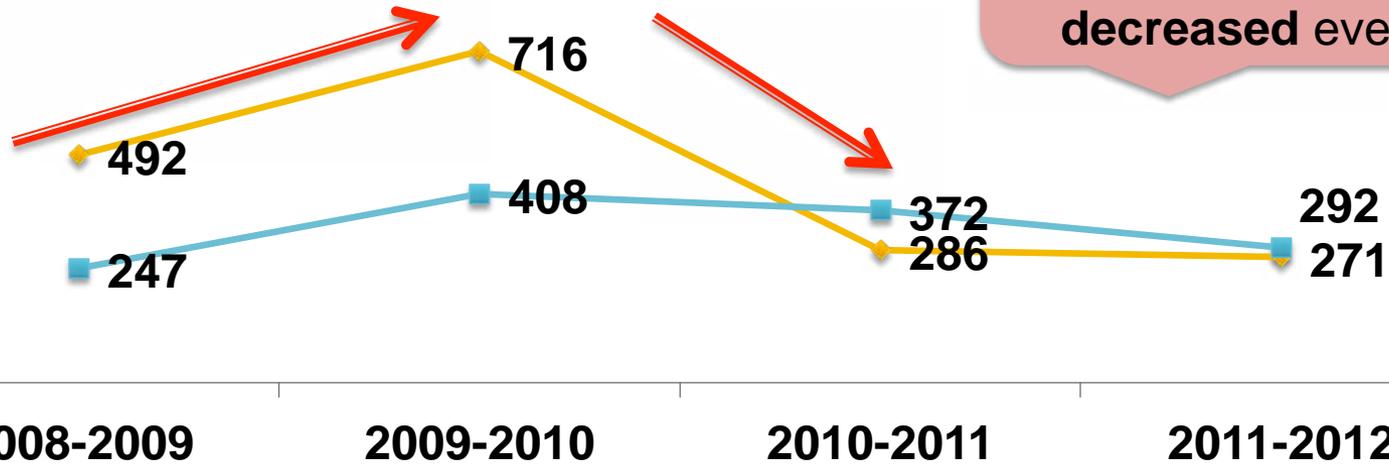


# Number of AP Exams Taken Overtime

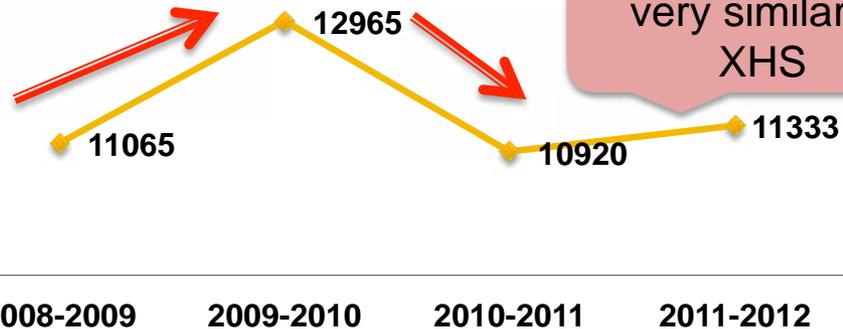
Comparison between XHS, YHS, ZUSD, and state

Number of AP exams taken **peaked in 2009**, and then **drastically decreased** ever since.

XHS YHS

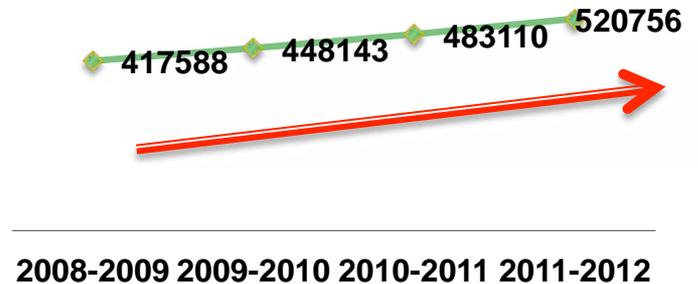


ZUSD



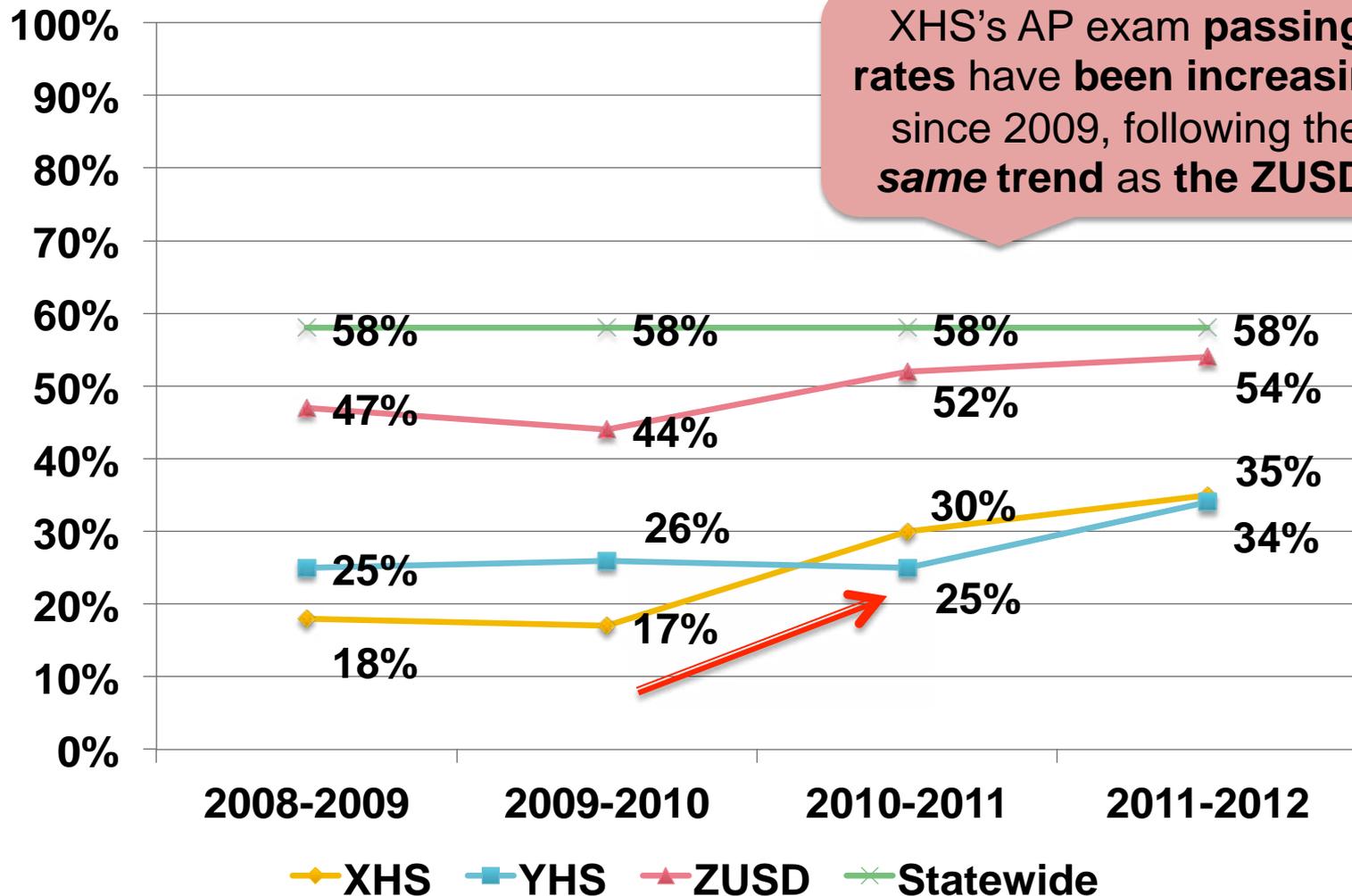
District trend is very similar to XHS

Statewide



# AP Exam Passing Rates Overtime

Comparison between XHS, YHS, ZUSD, and state



# A-G Completion

**You can go to COLLEGE**  
A-G Requirements  
California State University • University of California

The chart displays the following requirements:

- A History:** 2 units (1 year)
- B English:** 4 units (4 years)
- C Mathematics:** 3 units (3 years)
- D Laboratory Science:** 2 units (2 years)
- E Foreign Language:** 2 units (2 years)
- F Visual and Performing Arts:** 2 units (2 years)
- G College-Ready English:** 1 unit (1 year)

Each requirement is accompanied by a grid of diamond-shaped icons representing the number of units required.

**COLLEGE AVERAGE COMPACT**

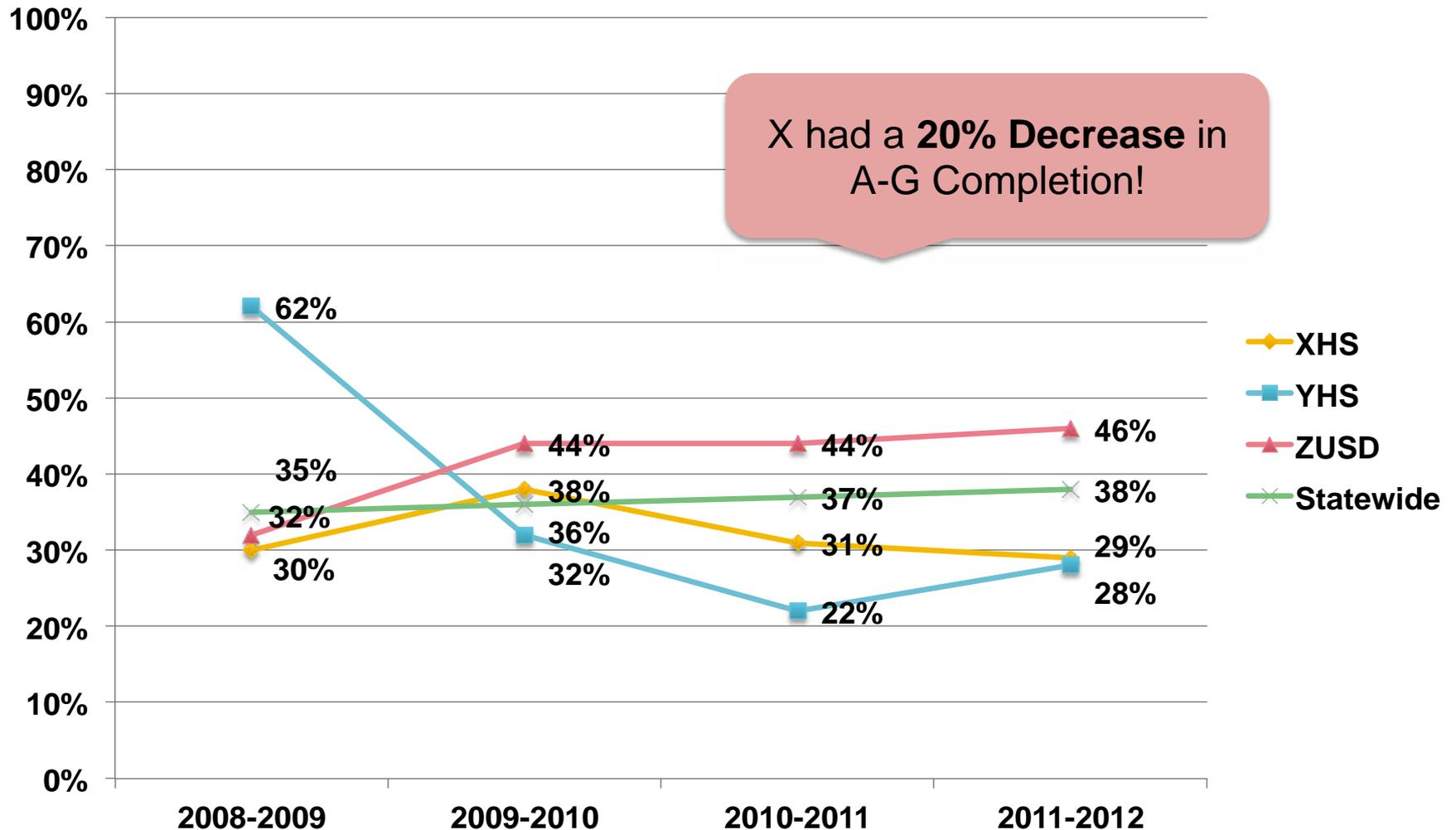
The form includes the following sections:

- Reading:** A list of reading materials with checkboxes for completion.
- Mathematics:** A list of mathematics topics with checkboxes for completion.
- A-G Requirements:** A list of A-G requirements with checkboxes for completion.

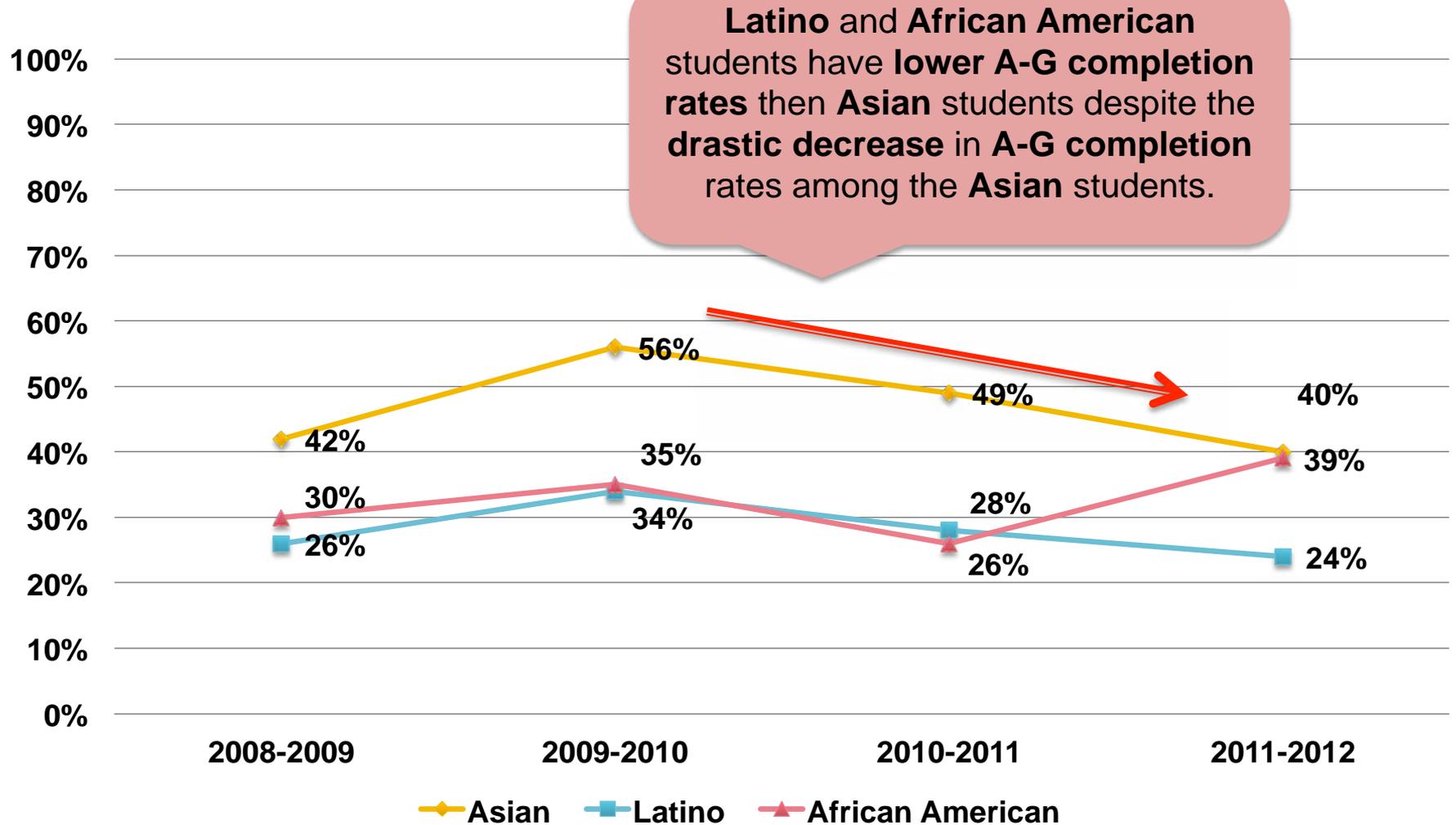
The right side of the form features a large red area with horizontal lines for student information and a signature line.

# A-G Completion Rates Overtime

Comparison between XHS, YHS, ZUSD, and state

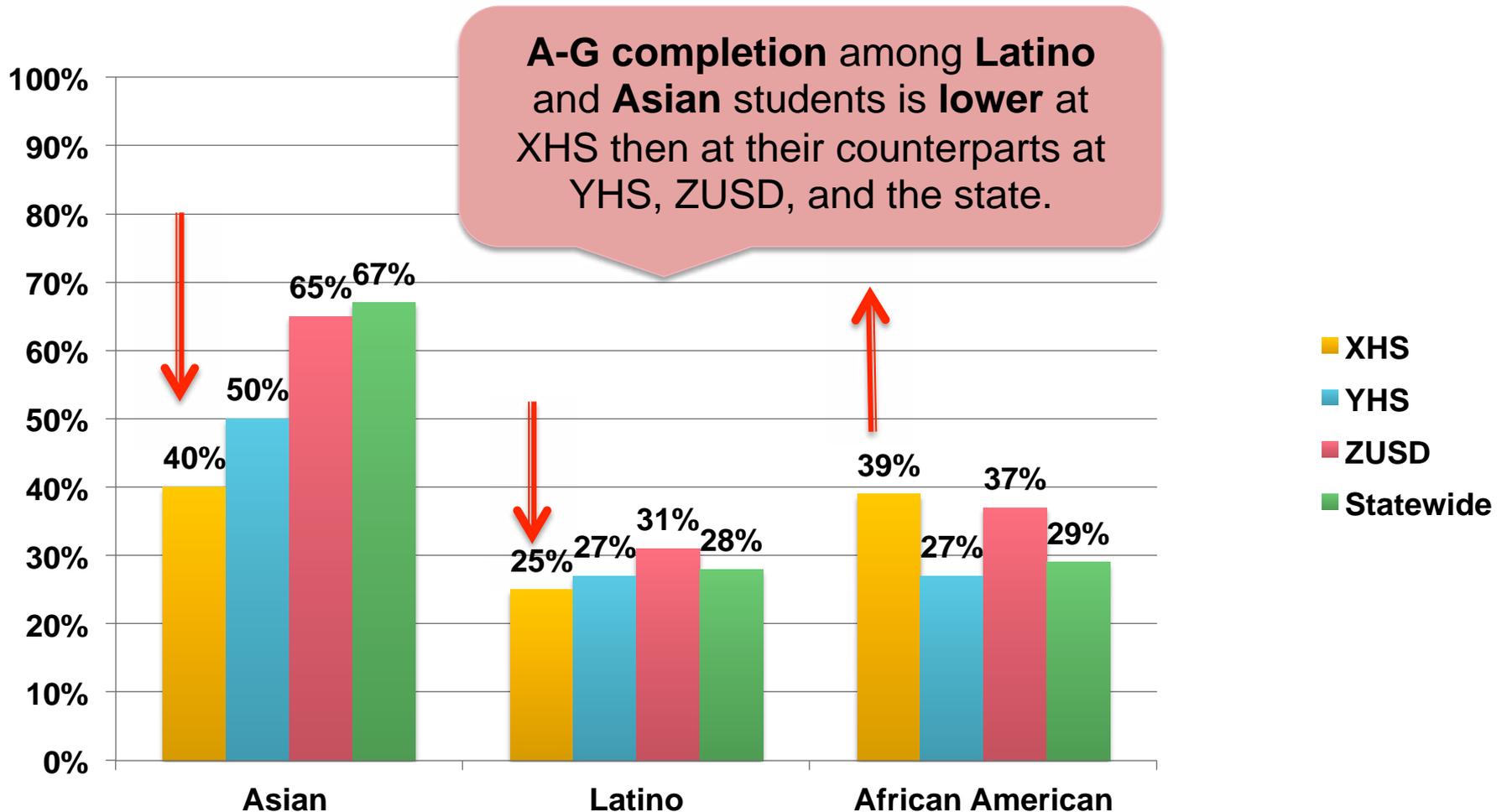


# A-G Completion Rates by Ethnicity Overtime

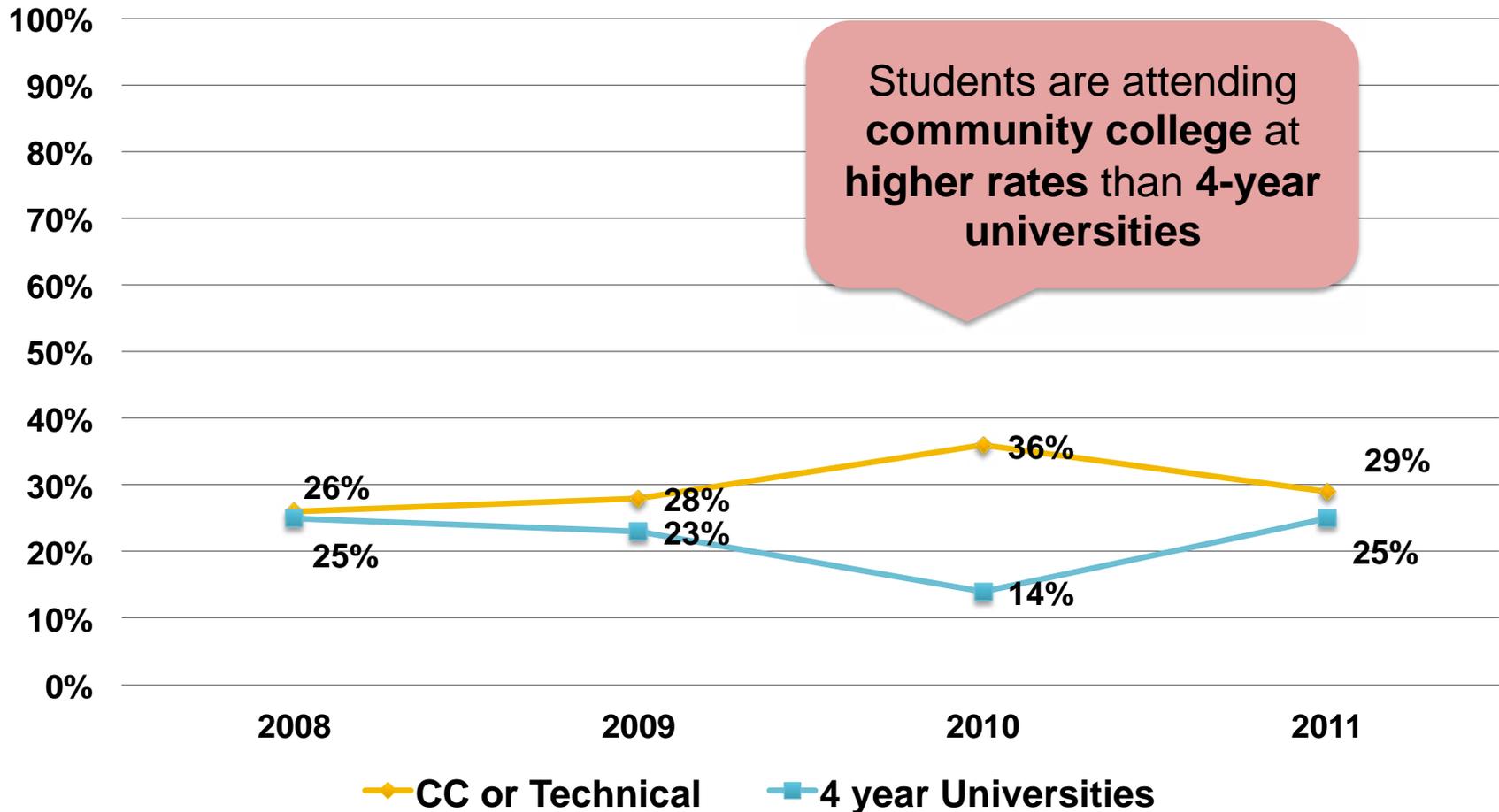


# A-G Completion Rates by Ethnicity 2012-2013

(Comparison between XHS, YHS, ZUSD, and state)

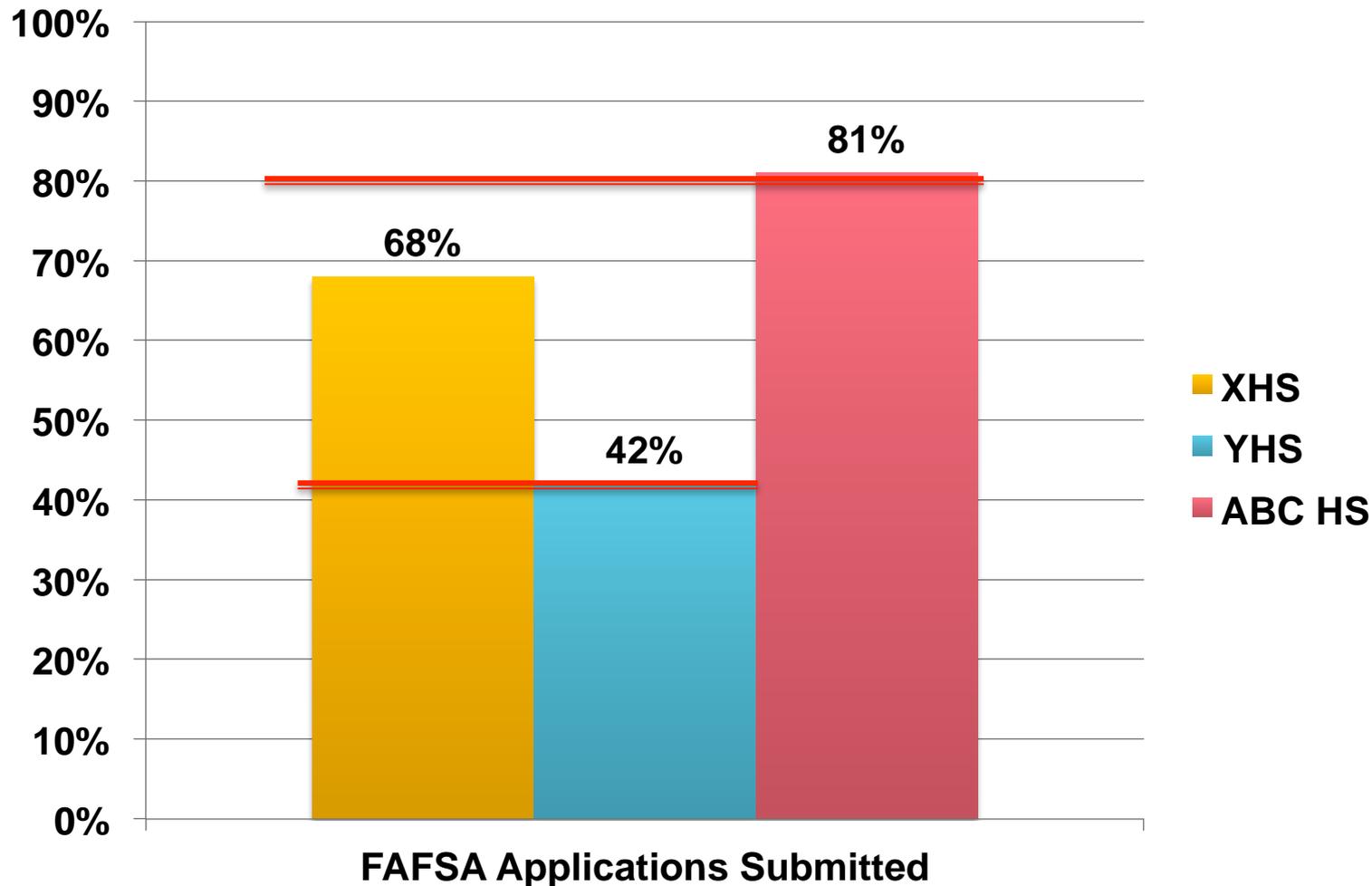


# College-Going Rates Overtime



In 2010, SDSU admission requirements changed

# FAFSA Applications Submitted by June 2012

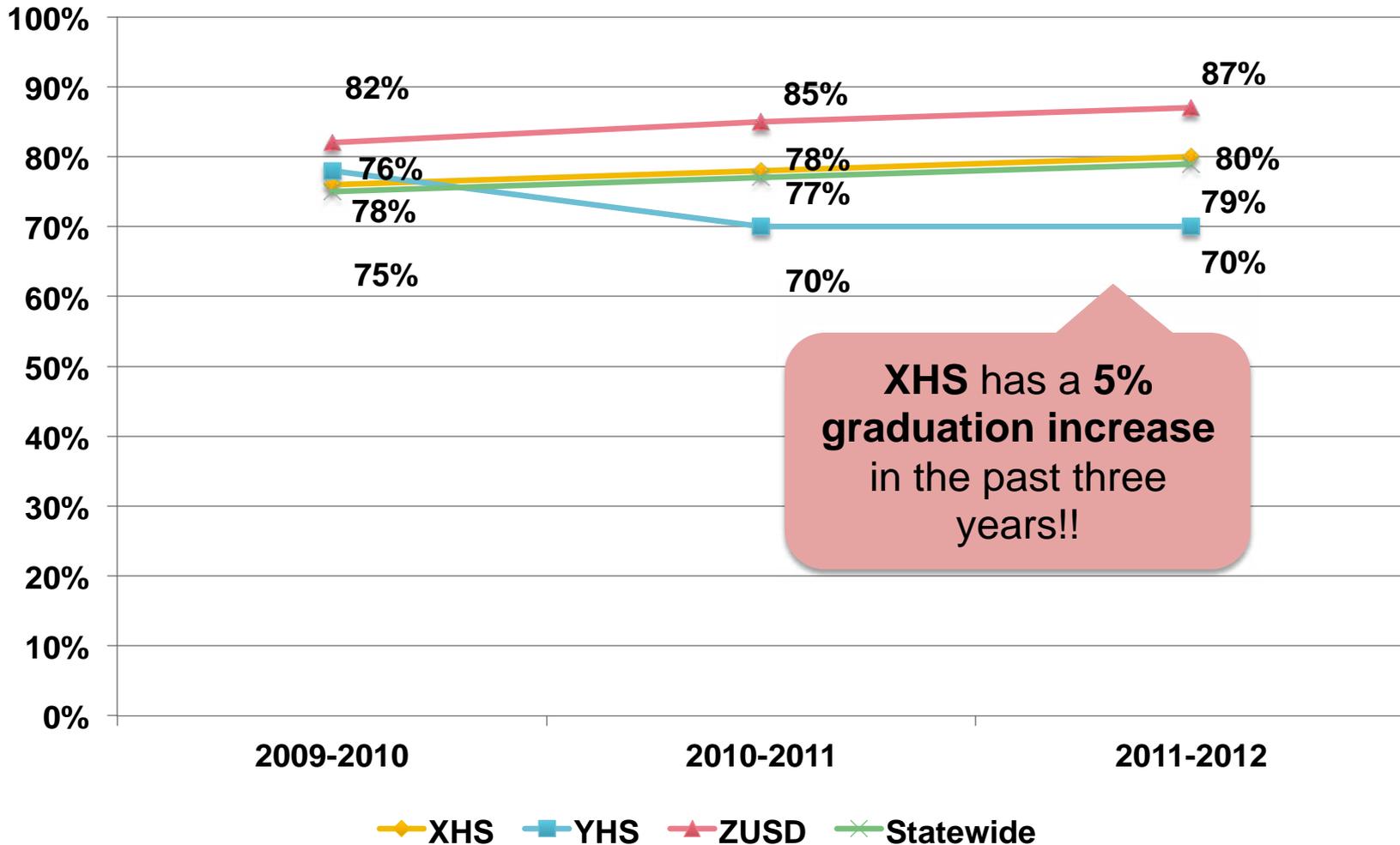


# Graduation Rates

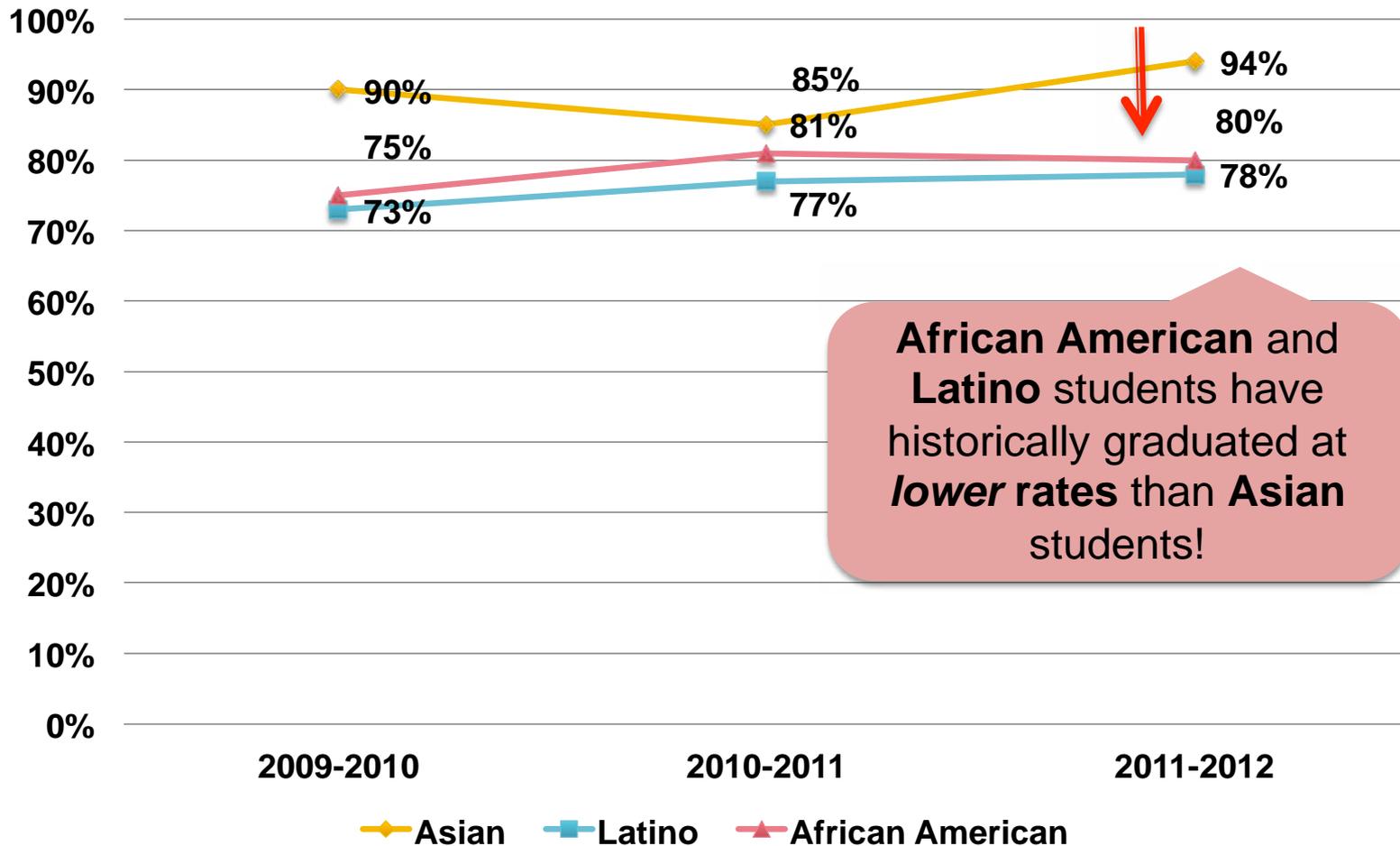


# Graduation Rates Overtime

Comparison between XHS, YHS, ZUSD, and state

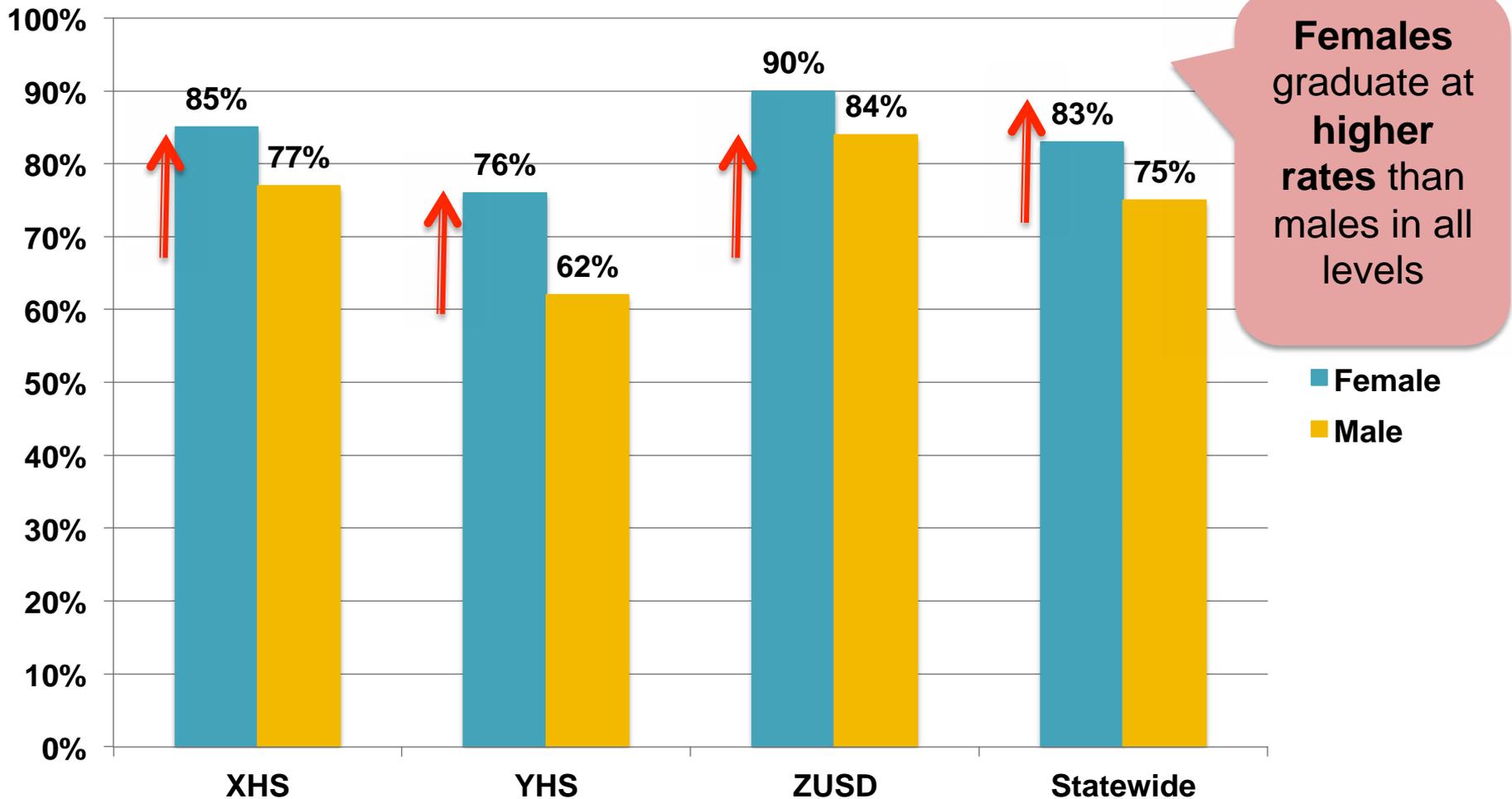


# Graduation Rates by *Ethnicity* Overtime

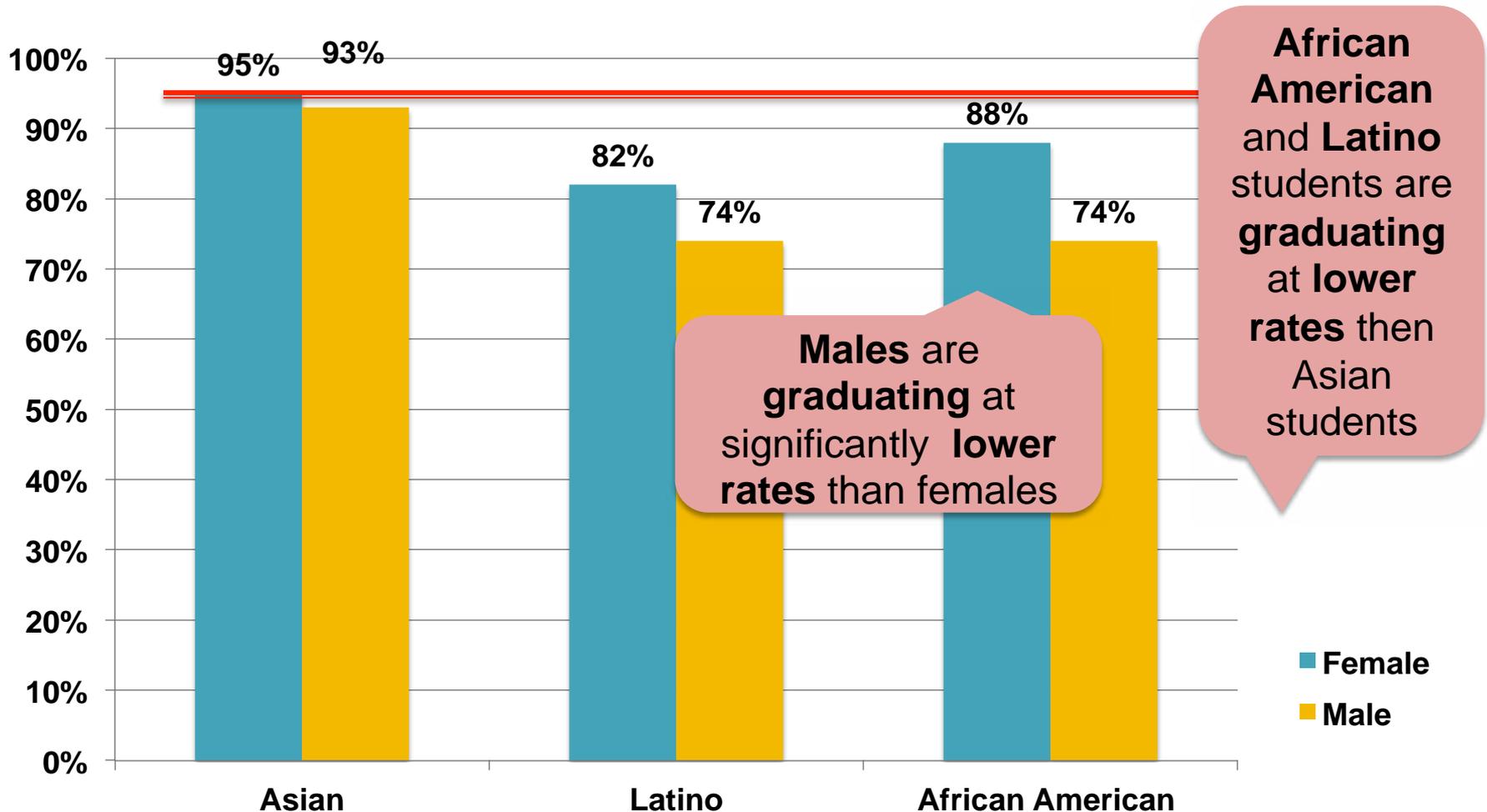


# Graduation Rates by Gender 2011-2013

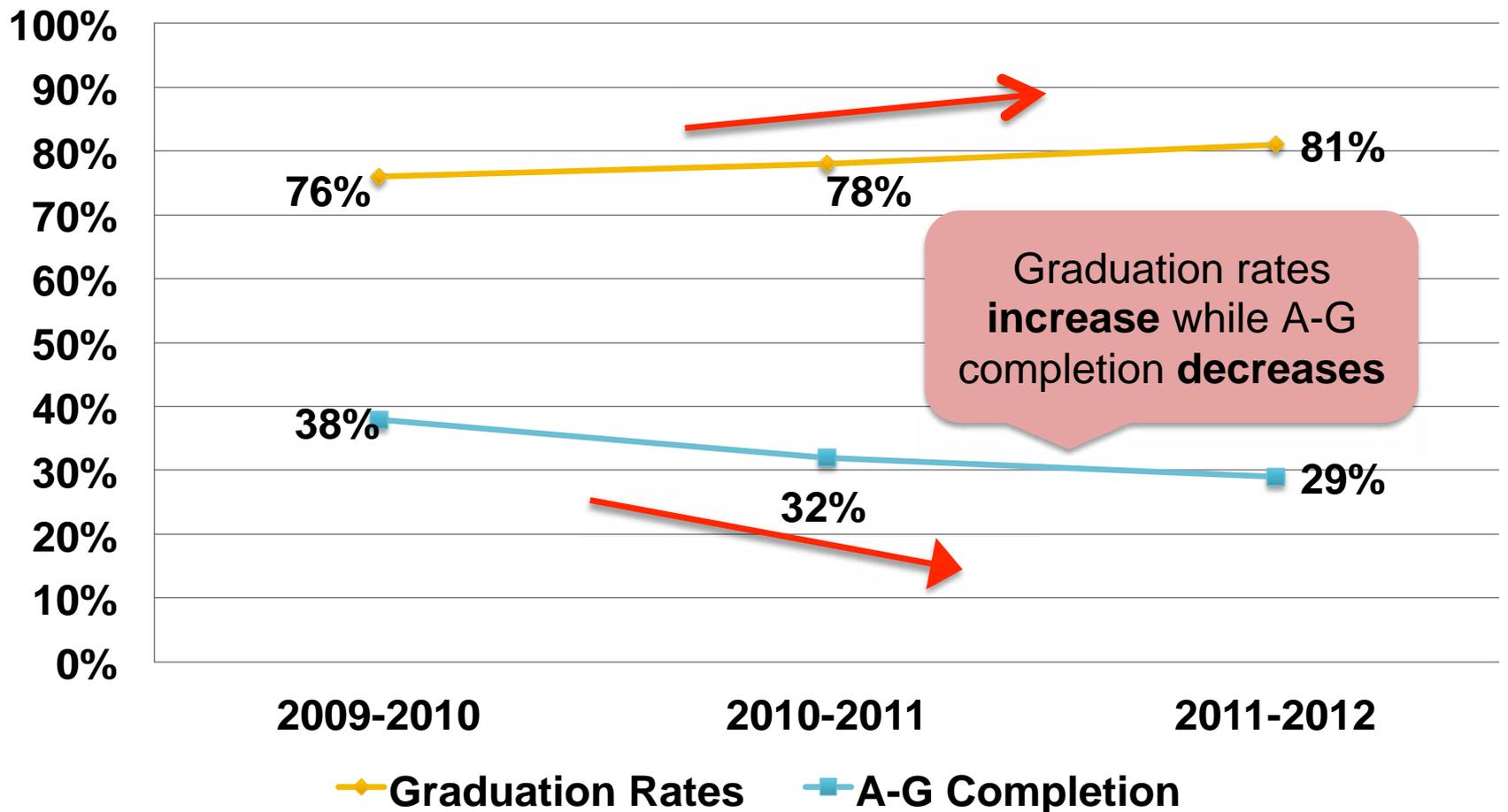
Comparison between XHS, YHS, ZUSD, and state



# Graduation Rates by Gender and Ethnicity 2011-2012



# A-G Completion Rates vs. Graduation Rates Overtime

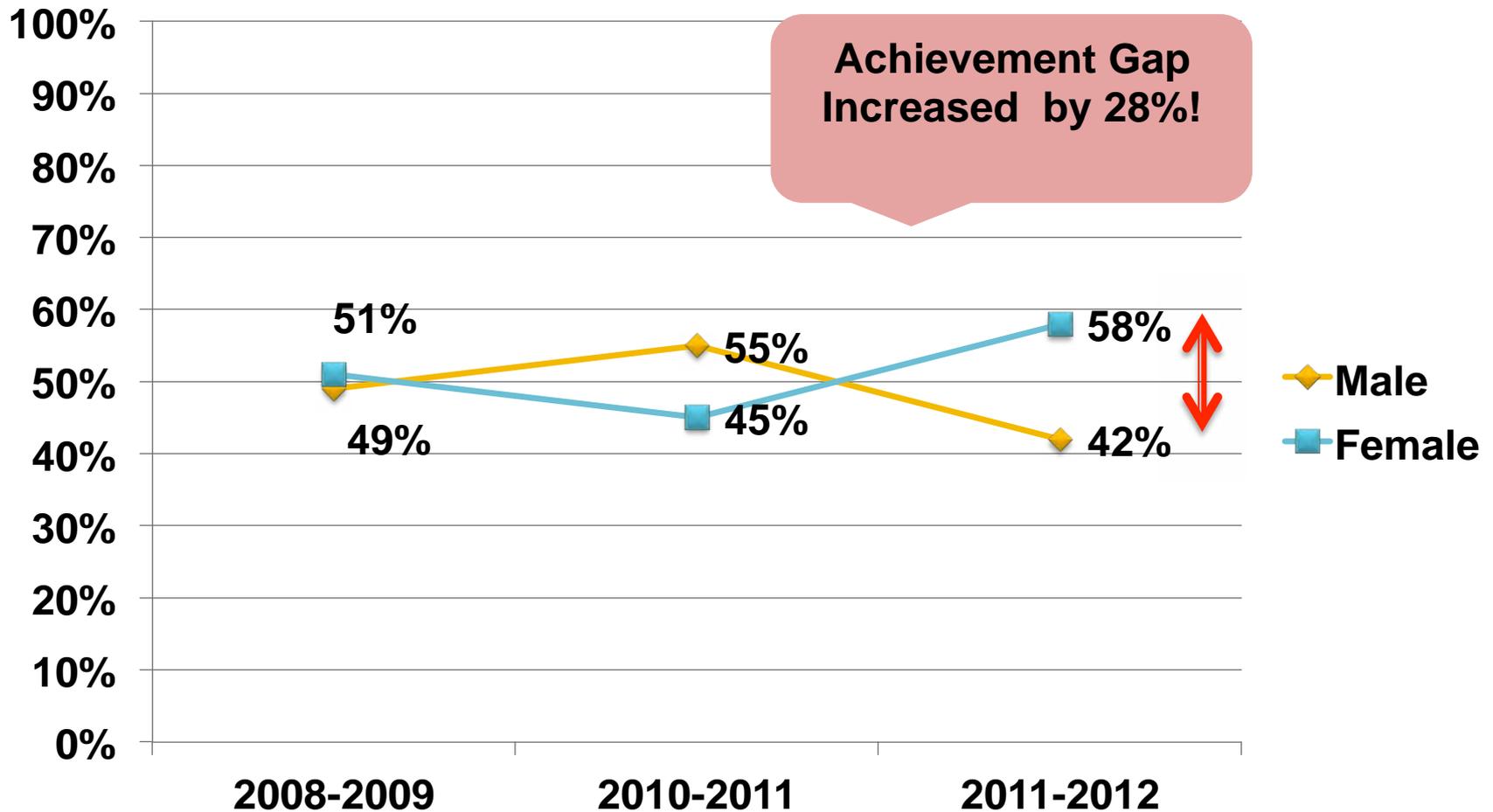


# Advanced Math Courses

Math



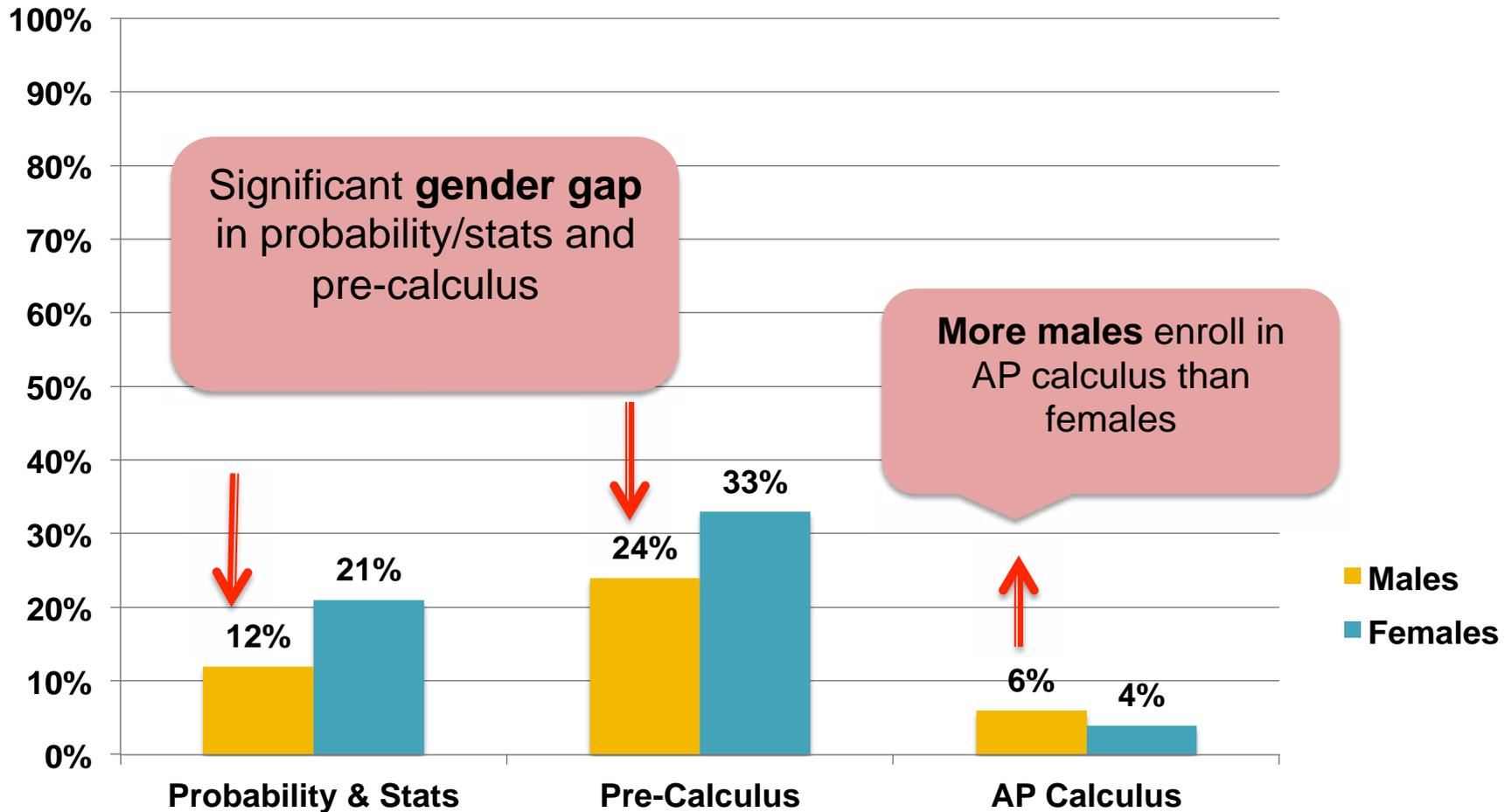
# Students Taking Advanced Math by Gender Overtime



\*Advanced math is defined with students taking AP Calc, Statistics and Pre Calculus

\*Data for 2009-2010 school year was unavailable

# Advanced Math Course Enrollment by Gender 2011-2012



# Staff Perceptions (Strengths)

- ❑ School's connectedness and strong relationships between students and staff along with the increased school spirit. – Vice Principal
- ❑ XHS has become a more safe and productive environment over time, which positively impacted the increasing graduation rates – CAC Director
- ❑ XHS has “more resources than the Ringling Brothers practice tents” – Former Head Counselor
- ❑ Culture is changing. There has been a shift in teacher mentality, we have more buy in from admin and teachers- CAC Director
  - ❑ “I don't know why your doing the work that your doing, I don't think its going to make a difference b/c our kids aren't going to college” – Teacher, 3 years ago
- ❑ Admin is very supportive, influential and able to communicate effectively.- CAC Director

# Staff Perceptions (Areas of Growth)

- ❑ Number of students entering as freshmen decreases drastically by senior year. Only 250 students attend Cardinal Camp, what about the rest? – Vice Principal
- ❑ Attendance is the most overlooked aspect. Attendance monitoring system is needed – Vice Principal
- ❑ There is a lot of support but very targeted. Some students are not receiving ANY resources – CAC Director
- ❑ Decrease in opportunities to make up classes= decrease in A-G completion – CAC Director
- ❑ Culture is the reason why students do not buy in, it is an economic culture. X students are trying to survive – Former Head Counselor
- ❑ Student connectedness with faculty. You can feel the animosity between the kids and teachers – Former Head Counselor
- ❑ Many students shy away from taking advanced courses because they think they can't do it. It has to do with their psyche - CAC Director

# Strengths

- ❑ They host a college day for community colleges.
- ❑ Increase in females taking advanced math courses.
- ❑ Percent of students taking the SAT has increased.
- ❑ All students take the PSAT.
- ❑ SAT and college application fee waivers increased.
- ❑ Graduation rates have increased.
- ❑ AP exam passing has increased.



# Areas of Growth

- ❑ AP classes offered have been decreasing.
- ❑ Gap in achievement amongst males and females across several areas (e.g. CAHSEE, graduation rates).
- ❑ Latino and African American student populations have lower rates of achievement when compared to Asian students in various areas (e.g. CAHSEE, graduation, A-G completion).
- ❑ Overall % of students passing the CAHSEE is lower than ZUSD and the state.
- ❑ Average SAT scores are decreasing in all subject areas.
- ❑ Number of AP exams taken has decreased drastically.
- ❑ Lack of program communication.

# Recommendations

- ❑ Increase rigorous coursework options (Decreased SAT scores and percent of students taking AP tests).
- ❑ Emphasize high standards and student capability for meeting these standards (Decrease in AP exams).
  - ❑ Minority and low income students are less likely to take rigorous coursework (Adams, 2006).
- ❑ Use CELDT and CST scores to make informed decisions about prevention and intervention strategies (Decreased passing rates in ELA CAHSEE, especially Latino and Asian students).

# Recommendations

- ❑ Reduce stereotype threat by increasing exposure to culturally diverse role models (Disparity in achievement amongst different ethnic groups).
- ❑ Monthly professional learning communities specific for the various programs at XHS. Figure out what students aren't receiving any services. What services are missing.
- ❑ Inform students about limited credit recovery options as soon as possible (i.e. Cardinal Camp). Decrease comfort/acceptability of taking credit recovery courses.
- ❑ Increase freshman attending Cardinal Camp.

# Limitations

- ❑ Couldn't disaggregate college-going data.
- ❑ Interpretation of data is based on limited interviews and personal observations.
- ❑ Could have explored achievement disaggregated by SES.
- ❑ 2012-2013 Data wasn't available for many areas.



# Questions?

Thank you!