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
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

- Socioeconomically Disadvantaged: 100%
- English Language Learners: XHS 33%, YHS 25%
- Students with Disabilities: XHS 10%, YHS 11%
## Rankings

<table>
<thead>
<tr>
<th></th>
<th>X</th>
<th>Y</th>
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<tbody>
<tr>
<td>Enrollment</td>
<td>2,021</td>
<td>1,556</td>
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<td>API Rank Statewide</td>
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<td>API Rank Similar Schools</td>
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<td>API Score</td>
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<tr>
<td>AP Classes Offered</td>
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<td>10</td>
</tr>
</tbody>
</table>

- 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: 71%
- Asian, Not Hispanic: 14%
- African American, Not Hispanic: 11%
- White, not Hispanic: 2%
- Other: 2%

**Y HIGH SCHOOL**
- Latino of Any Race: 57%
- Asian, Not Hispanic: 18%
- African American, Not Hispanic: 13%
- White, not Hispanic: 10%
- Other: 2%
Certified Staff by *Ethnicity*

2011-2012

**X HIGH SCHOOL**

- Latino: 12%
- African American: 7%
- White: 66%
- Other: 15%

**Y HIGH SCHOOL**

- Latino: 18%
- African American: 9%
- White: 69%
- Other: 4%
Enrollment by Gender
2012-2013

XHS  YHS  ZUSD  Statewide

Male  Female
Did You Know?

Research shows that children who are in school most of the time do better on state tests. Studies also show that kids who are absent more often score lower on state tests.

Being late for school hurts a child’s learning, too. A student who is 10 minutes late every day will miss 30 hours of instruction during the year.

Students have to be present and engaged in order to learn, but thousands of students are academically at risk—because of extended absences.

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

There was a **40% decrease** over time in the percent of students with daily absences ≥ 10%
22% decrease in Average Daily Attendance (ADA) money lost over time

Total ADA $ Lost 2009-2013

2009-2010: $558,329
2010-2011: $451,183
2011-2012: $424,755
2012-2013: $434,468
California Standards Test (CST)
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.
The % of Latino and African American students scoring proficient on the CAHSEE is significantly lower (30% & 25%) when compared to Asian students.
% of Students Scoring Proficient and Above on the History and Science CST 2012-2013

**10th Grade and 11th Grade**

- **World History**
  - Asian: 40%
  - Latino: 24%
  - African American: 19%

- **U.S. History**
  - Asian: 47%
  - Latino: 31%
  - African American: 29%

Between **10-21% less African American and Latino students are scoring proficient and above** when compared to Asian students.

**9th Grade and 11th Grade**

- **Physics**
  - Asian: 34%
  - Latino: 18%
  - African American: 21%

- **Chemistry**
  - Asian: 15%
  - Latino: 15%
  - African American: 15%

**Gap in achievement of students from different ethnic groups exists within science classes as well.**
California High School Exit Exam (CAHSEE)
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.
While females have historically passed the CAHSEE at higher rates than males, the gap in passing rates has increased since 2008 with 18% more females passing the CAHSEE than males.
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.
Between 2009-2011, something occurred that led to an increase in male CAHSEE passing rates. However, passing rates among males have decreased the past two years.
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.
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.
While the passing rates of all three ethnic groups are higher than in 2008, the passing rates of Asian students have been decreasing since last year.
The passing rates of all three ethnic groups have decreased since 2012. Historically, Latino students pass at a lower rate than Asians, and African American students pass at a lower rate than both Asian and Latino students.
SAT I Taken and Scores
Percent of Students Taking the SAT Overtime

Comparison between XHS, YHS, ZUSD, and state

54% increase in percent of XHS students taking the SAT overtime!
Critical Reading Average
Math Average
Writing Average

XHS has the lowest average SAT scores in all three subjects
Math scores have remained higher than critical reading and writing. Scores in all three areas increased between 2009-2011, and have decreased since.
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.

District trend is very similar to XHS.

Statewide trend:
- 2008-2009: 417588
- 2009-2010: 448143
- 2010-2011: 483110
- 2011-2012: 520756
XHS’s AP exam passing rates have been increasing since 2009, following the same trend as the ZUSD.
A-G Completion
A-G Completion Rates Overtime

Comparison between XHS, YHS, ZUSD, and state

X had a **20% Decrease** in A-G Completion!
Asian and Latino students have lower A-G completion rates than Asian students despite the drastic decrease in A-G completion rates among the Asian students.
A-G Completion Rates by Ethnicity 2012-2013
(Comparison between XHS, YHS, ZUSD, and state)

A-G completion among Latino and Asian students is lower at XHS than at their counterparts at YHS, ZUSD, and the state.
Students are attending **community college** at **higher rates** than 4-year universities

In 2010, SDSU admission requirements changed
FAFSA Applications Submitted by June 2012

- **XHS**: 68%
- **YHS**: 42%
- **ABC HS**: 81%

Legend:
- XHS
- YHS
- ABC HS
Graduation Rates
XHS has a 5% graduation increase in the past three years!!
African American and Latino students have historically graduated at lower rates than Asian students!
Females graduate at higher rates than males in all levels.
Males are graduating at significantly lower rates than females.

African American and Latino students are graduating at lower rates than Asian students.
A-G Completion Rates vs. Graduation Rates Overtime

Graduation rates increase while A-G completion decreases.
Advanced Math Courses
Students Taking Advanced Math by Gender Over Time

Achievement Gap Increased by 28%!

2008-2009: Male 49%, Female 51%
2010-2011: Male 45%, Female 55%
2011-2012: Male 42%, Female 58%

*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

Significant **gender gap** in probability/stats and pre-calculus

More males enroll in AP calculus than females

![Graph showing enrollment percentages by gender across courses: Probability & Stats, Pre-Calculus, AP Calculus](image-url)
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
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
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!