



*****AUHSD/SUHSD ONLY*****

SHASTA COUNTY HIGH SCHOOL GRADUATES

ANALYSIS OF A-G COMPLETION/4 YEARS OF MATH COMPLETION/GPA IN HIGH SCHOOL AND SUBSEQUENT SUCCESS IN ENGLISH AND MATH AT SHASTA COLLEGE

BACKGROUND

[North State Together](#) provides the backbone support for collective impact networks in Modoc, [Shasta](#), Siskiyou, [Tehama](#) and [Trinity](#) counties. [North State Together](#) recognizes the need for accessible regional data in order for our county collaboratives to make data informed decisions. The report will be used to inform Shasta County's collective impact partnership, [Reach Higher Shasta](#), and Shasta County school administrators and staff on the effects of A-G and 4 years of math completion in high school and high school GPA on English/math success at Shasta College. According to National Student Clearinghouse records, Shasta College is the number one college attended by Shasta County high school graduates. This study may also be used to inform [North State Together's Broad Success Indicators](#) including college readiness. This analysis can be used as a tool for organizing and accelerating our county collective impact efforts to improve outcomes for students in the North State.

METHODOLOGY FOR MATCHING STUDENTS

- Merged Shasta College student enrollment file for the **Summer 2012 through Fall 2018** terms for English and math Courses with **2016, 2017** and **2018** high school graduate rosters from the following comprehensive Shasta County high schools:
 - AUHSD: Anderson New Technology School
 - AUHSD: Anderson Union High School
 - AUHSD: West Valley High School
 - ⊖ ~~FRJUSD: Burney Junior Senior High School*~~
 - ⊖ ~~FRJUSD: Fall River Junior Senior High School*~~
 - ⊖ ~~GUSD: Central Valley High School*~~
 - SUHSD: Enterprise High School
 - SUHSD: Foothill High School
 - SUHSD: Shasta High School

*This report will be updated after high school graduate rosters provided from these schools.
- Created match key using first 3 characters of last name, first 3 characters of first name, sex, and date of birth

- Matched Shasta College student enrollment file to High School graduate rosters using key
- Added a new field denoting whether the course was taken before or after high school graduation
- Added a new field denoting whether the course was taken the first summer or first fall after high school graduation
- Removed all records except the first math and the first English taken before high school, if any, and the first math and the first English taken after high school, if any
- Analysis conducted using the following fields:
 - High School graduate roster fields used in analysis:
 - H.S. Graduation Year
 - A-G Completion
 - 4-Year math Completion
 - School District (Used for underlying high school and district level analysis, excluded in this county level summary report)
 - High School (Used for underlying high school and district level analysis, excluded in this county level summary report)
 - Feeder School (Used for underlying high school and district level analysis, excluded in this county level summary report)
 - Total Non-Weighted GPA
 - Shasta College fields used in analysis:
 - Student ID
 - Term
 - Course Name
 - Transfer Level
 - Course Success
 - Retention
 - Race/Ethnicity
 - Sex
 - Computed fields used in Analysis
 - Course Taken Before or After H.S. Graduation
 - Course Taken First Summer or First Fall Immediately after H.S. Graduation

METHODOLOGY FOR ANALYSIS

Students who appear in tables and charts are high school graduates from the class of 2016, 2017, and/or 2018 who received a high school diploma and enrolled in English and/or math at Shasta College. We analyzed their first enrollment into either Math or English before high school graduation, if any, and their first enrollment into either Math or English after high school graduation in the First Summer or Fall after graduation and determined whether that course is transfer level or below transfer level. The first summer or fall post high school graduation terms were used in order to equitably compare cohort classes. We then ran pivot tables to look at course success in transfer level and below transfer level courses by whether or not a student completed A-G requirements and by whether or not a student completed 4 years of math during high school. We also compared total non-weighted high school GPA to English and math success.

SUCCESS BY A-G COMPLETION

Overall, Shasta County high school students who complete A-G requirements are more likely to be successful in Transfer level English and math courses at Shasta College.

ENGLISH COURSE SUCCESS BY A-G COMPLETION

The following table shows English course success by A-G Completion for first English course taken at Shasta College in the first summer or first fall term after high school graduation at Shasta College. For example, for the Class of 2017, we looked at their success in their first English course taken in the Summer 2017-Fall 2017.

Success Rates: First English Course Taken First Summer or First Fall After High School Graduation by A-G Completion						
Districts included: Shasta Union High School District and Anderson Union High School District						
ENGLISH	No Success		Success		Total Students	Total Percent
	Students	Percent	Students	Percent		
Class of 2016	111	31%	242	69%	353	100%
A-G Completed	19	15%	111	85%	130	100%
Not Transferable	3	60%	2	40%	5	100%
Transfer Level	16	13%	109	87%	125	100%
A-G Not Completed	92	41%	131	59%	223	100%
Not Transferable	31	69%	14	31%	45	100%
Transfer Level	61	34%	117	66%	178	100%
Class of 2017	115	36%	205	64%	320	100%
A-G Completed	31	22%	111	78%	142	100%
Not Transferable	1	33%	2	67%	3	100%
Transfer Level	30	22%	109	78%	139	100%
A-G Not Completed	84	47%	94	53%	178	100%
Not Transferable	19	59%	13	41%	32	100%
Transfer Level	65	45%	81	55%	146	100%
Class of 2018	130	39%	207	61%	337	100%
A-G Completed	31	21%	116	79%	147	100%
Not Transferable	1	100%	0	0%	1	100%
Transfer Level	30	21%	116	79%	146	100%
A-G Not Completed	99	52%	91	48%	190	100%
Not Transferable	26	70%	11	30%	37	100%
Transfer Level	73	48%	80	52%	153	100%
All Students	356	35%	654	65%	1010	100%

MATH COURSE SUCCESS BY A-G COMPLETION

The following table shows math course success by A-G Completion for first math course taken at Shasta College in the first summer or first fall term after high school graduation at Shasta College. For example, for the Class of 2017, we looked at their success in their first math course taken in the Summer 2017-Fall 2017.

Success Rates: First Math Course Taken First Summer or First Fall After High School Graduation by A-G Completion						
Districts included: Shasta Union High School District and Anderson Union High School District						
MATH	No Success		Success		Total Students	Total Percent
	Students	Percent	Students	Percent		
2016	127	44%	161	56%	288	100%
A-G Completed	36	32%	77	68%	113	100%
Not Transferable	5	38%	8	62%	13	100%
Transfer Level	31	31%	69	69%	100	100%
A-G Not Completed	91	52%	84	48%	175	100%
Not Transferable	61	54%	53	46%	114	100%
Transfer Level	30	49%	31	51%	61	100%
2017	119	43%	158	57%	277	100%
A-G Completed	49	37%	84	63%	133	100%
Not Transferable	6	43%	8	57%	14	100%
Transfer Level	43	36%	76	64%	119	100%
A-G Not Completed	70	49%	74	51%	144	100%
Not Transferable	50	51%	48	49%	98	100%
Transfer Level	20	43%	26	57%	46	100%
2018	142	49%	150	51%	292	100%
A-G Completed	44	33%	90	67%	134	100%
Not Transferable	1	25%	3	75%	4	100%
Transfer Level	43	33%	87	67%	130	100%
A-G Not Completed	98	62%	60	38%	158	100%
Not Transferable	56	57%	42	43%	98	100%
Transfer Level	42	70%	18	30%	60	100%
Grand Total	388	45%	469	55%	857	100%

SUCCESS BY 4 YEARS OF HIGH SCHOOL MATH

Overall, Shasta County high school students who complete 4 years of math in high school are more likely to succeed in math at Shasta College.

Success Rates: First Math Course Taken First Summer or First Fall After High School Graduation by 4 Years Math in High School						
Districts included: Shasta Union High School District and Anderson Union High School District						
MATH	No Success		Success		Total Students	Total Percent
	Students	Percent	Students	Percent		
2016	127	44%	161	56%	288	100%
4 Years Math Completed	49	42%	68	58%	117	100%
Not Transferable	22	59%	15	41%	37	100%
Transfer Level	27	34%	53	66%	80	100%
Not 4 Years Math	78	46%	93	54%	171	100%
Not Transferable	44	49%	46	51%	90	100%
Transfer Level	34	42%	47	58%	81	100%
2017	119	43%	158	57%	277	100%
4 Years Math Completed	60	43%	81	57%	141	100%
Not Transferable	25	54%	21	46%	46	100%
Transfer Level	35	37%	60	63%	95	100%
Not 4 Years Math	59	43%	77	57%	136	100%
Not Transferable	31	47%	35	53%	66	100%
Transfer Level	28	40%	42	60%	70	100%
2018	142	49%	150	51%	292	100%
4 Years Math Completed	92	48%	98	52%	190	100%
Not Transferable	38	59%	26	41%	64	100%
Transfer Level	54	43%	72	57%	126	100%
Not 4 Years Math	50	49%	52	51%	102	100%
Not Transferable	19	50%	19	50%	38	100%
Transfer Level	31	48%	33	52%	64	100%
All Students	388	45%	469	55%	857	100%

SUCCESS BY RACE AND GENDER

It is important to disaggregate educational success rates into smaller subpopulations. At the aggregate level, the data can mask achievement gaps. In order to maintain sufficient sample sizes all class years 2016-2018 were combined. Data has been suppressed for total student counts less than 10.

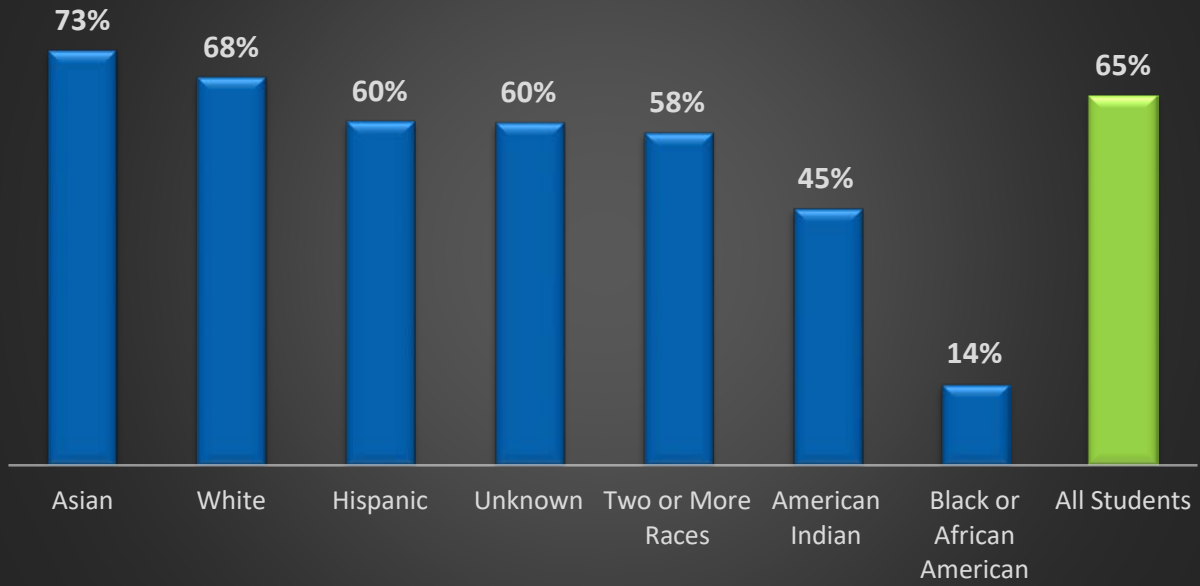
ENGLISH COURSE SUCCESS BY RACE

The table and chart below show English course success for 2016-2018 high school graduates taken in the first summer or fall after high school disaggregated by race.

2016-2018 H.S. School Graduates English Course Success Taken First Summer/Fall after H.S. by Race						
Districts included: Shasta Union High School District and Anderson Union High School District						
ENGLISH	No Success		Success		Total Students	Total Percent
	Students	Percent	Students	Percent		
American Indian	11	55%	9	45%	20	100%
Asian	14	27%	37	73%	51	100%
Black or African American	12	86%	2	14%	14	100%
Hawaiian/Pacific Islander	*	*	*	*	*	100%
Hispanic	68	40%	103	60%	171	100%
Two or More Races	33	42%	46	58%	79	100%
White	211	32%	446	68%	657	100%
Non-Resident Alien	*	*	*	*	*	100%
Unknown	6	40%	9	60%	15	100%
All Students	356	35%	654	65%	1010	100%

**Data has been suppressed for total student counts less than 10.*

English Success by Race



*Groups with less than 10 total student counts have been removed.

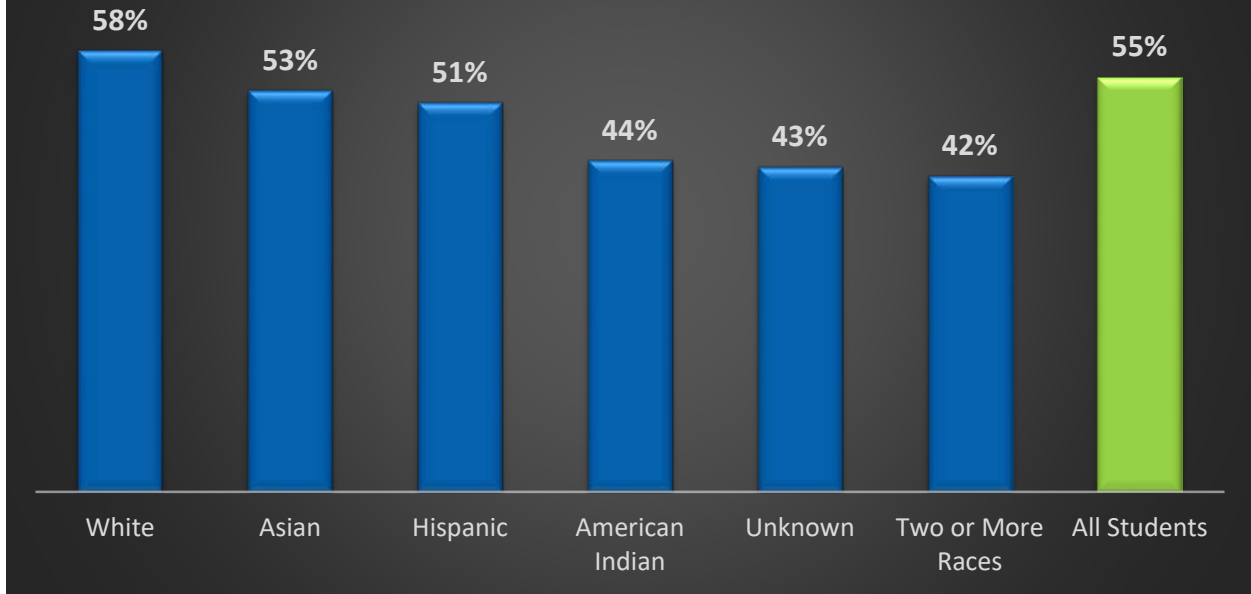
MATH COURSE SUCCESS BY RACE

The table and chart below show math course success for 2016-2018 high school graduates taken in the first summer or fall after high school disaggregated by race.

2016-2018 H.S. School Graduates Math Course Success Taken First Summer/Fall after H.S. by Race						
Districts included: Shasta Union High School District and Anderson Union High School District						
MATH	No Success		Success		Total Students	Total Percent
	Students	Percent	Students	Percent		
American Indian	9	56%	7	44%	16	100%
Asian	24	47%	27	53%	51	100%
Black or African American	*	*	*	*	*	100%
Hawaiian/Pacific Islander	*	*	*	*	*	100%
Hispanic	73	49%	77	51%	150	100%
Two or More Races	35	58%	25	42%	60	100%
White	229	42%	319	58%	548	100%
Non-Resident Alien	*	*	*	*	*	100%
Unknown	12	57%	9	43%	21	100%
All Students	388	45%	469	55%	857	100%

**Data has been suppressed for total student counts less than 10.*

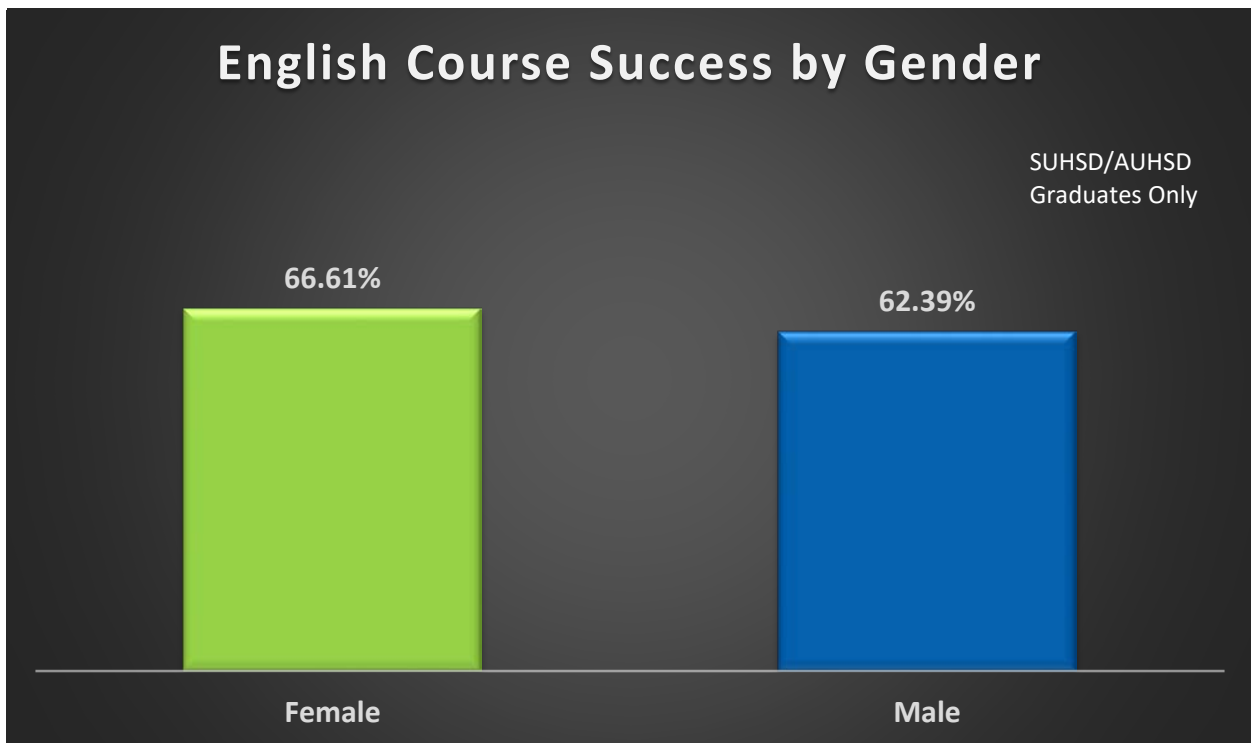
Math Success by Race



*Groups with less than 10 total student counts have been removed.

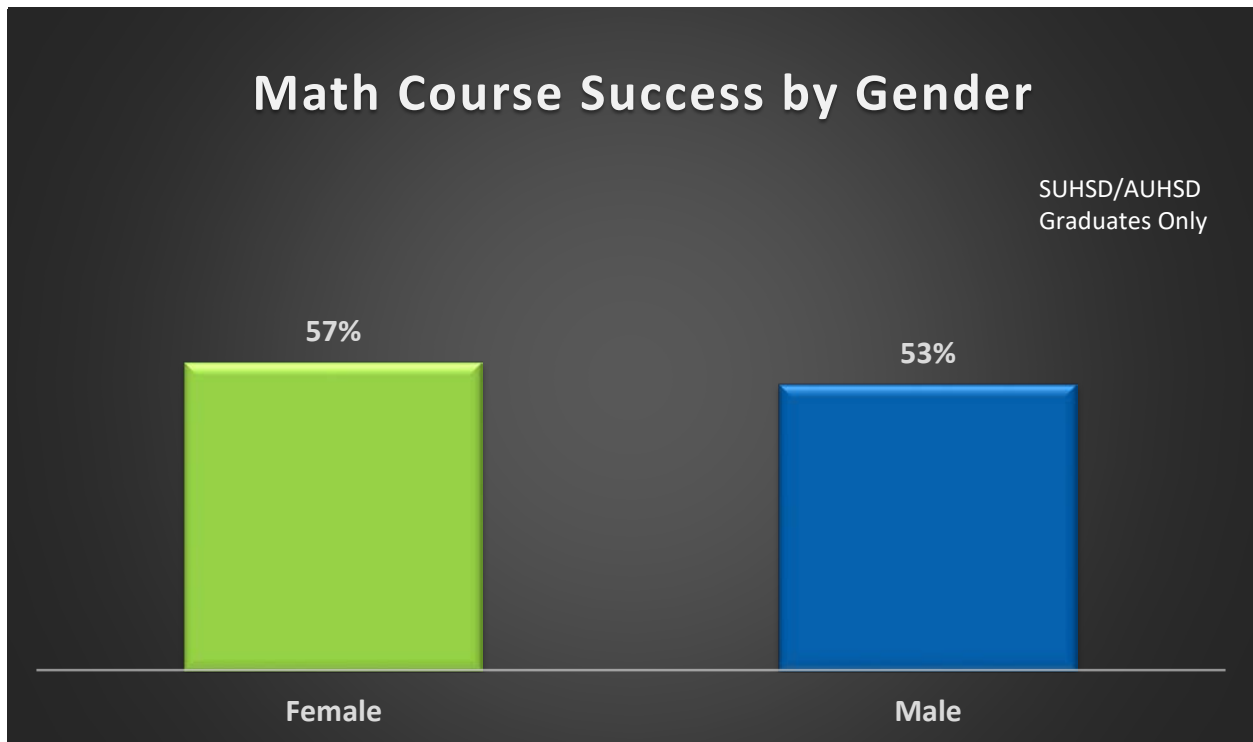
ENGLISH COURSE SUCCESS BY GENDER

The chart below shows English course success for 2016-2018 high school graduates taken in the first summer or fall after high school disaggregated by gender.



MATH COURSE SUCCESS BY GENDER

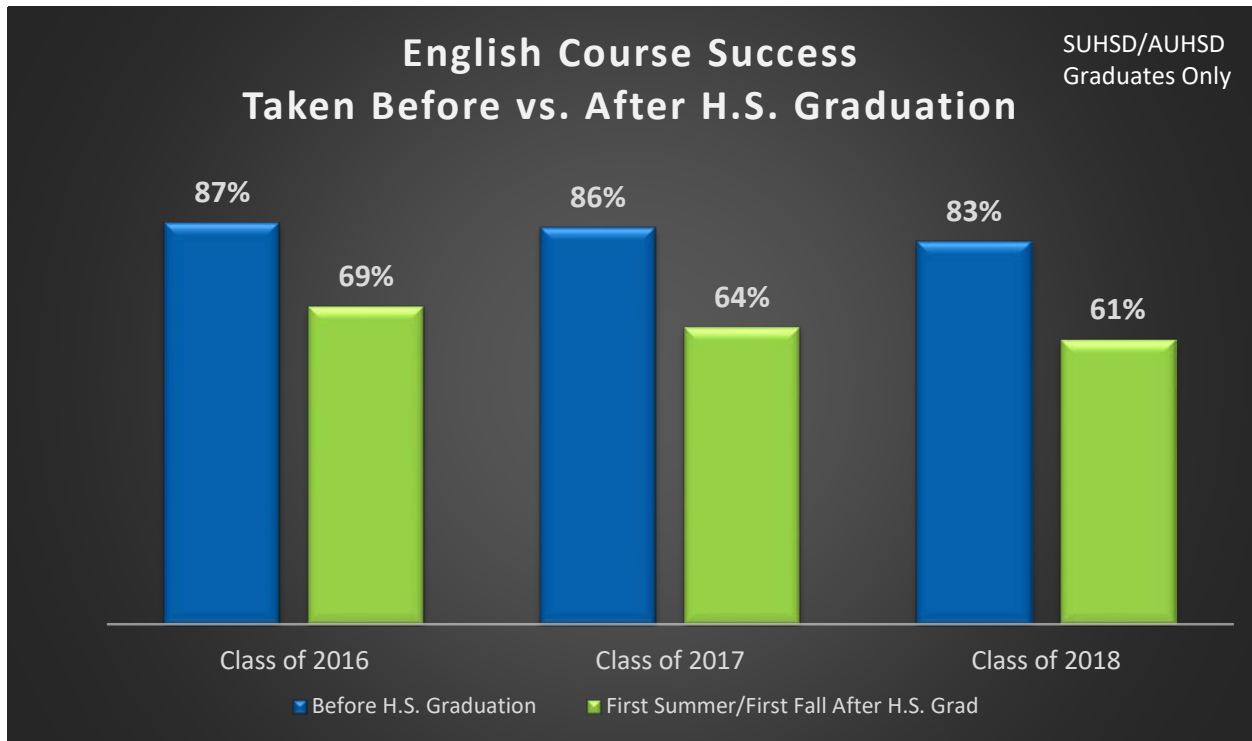
The chart below shows English course success for 2016-2018 high school graduates taken in the first summer or fall after high school disaggregated by gender.

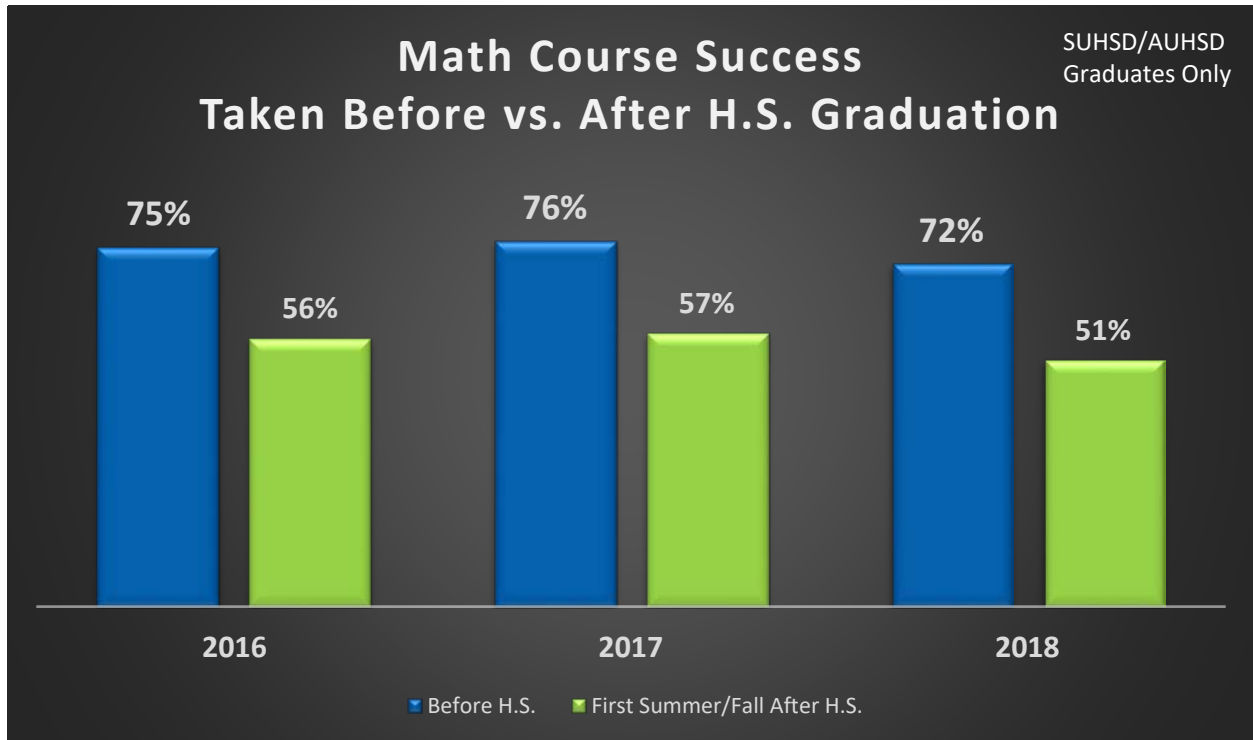


SUCCESS BY COURSE TAKEN BEFORE VS. AFTER HIGH SCHOOL GRADUATION

Overall, students that took their first English or math course at Shasta College before high school graduation had higher success rates than those that took their first English or math course after high school graduation.

ENGLISH COURSE SUCCESS TAKEN BEFORE VERSUS AFTER HIGH SCHOOL GRADUATION



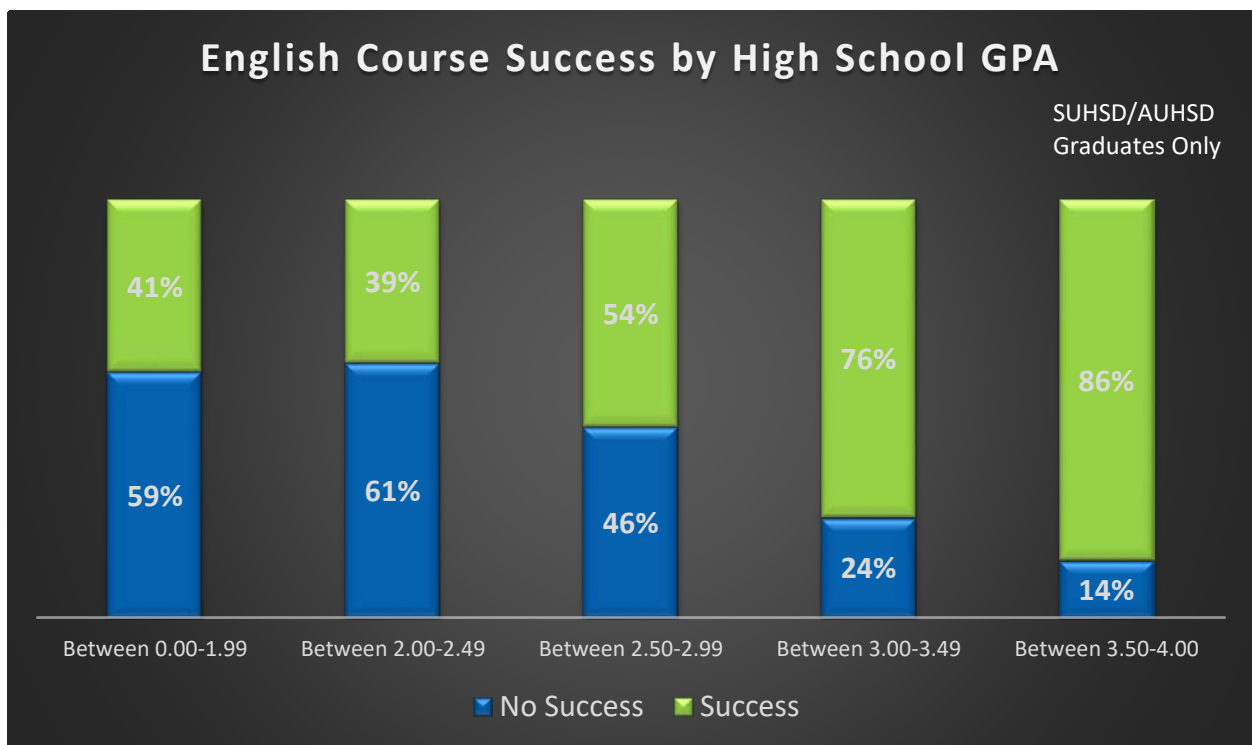


SUCCESS BY HIGH SCHOOL GPA

New California legislation that took effect on January 1, 2018 requires community colleges to maximize that students will enter and complete transfer-level coursework in English and math within a one year timeframe and use, in the placement of students into English and math courses, one or more of the following: high school coursework, high school grades, and high school grade point average¹. Research suggests that when used as the primary criterion for placement, assessment tests tend to under-place students; a student's high school performance is a much stronger predictor of success in transfer-level courses rather than standardized placement tests¹. The findings below support the research that high school grade point average is a strong predictor of English and math course success.

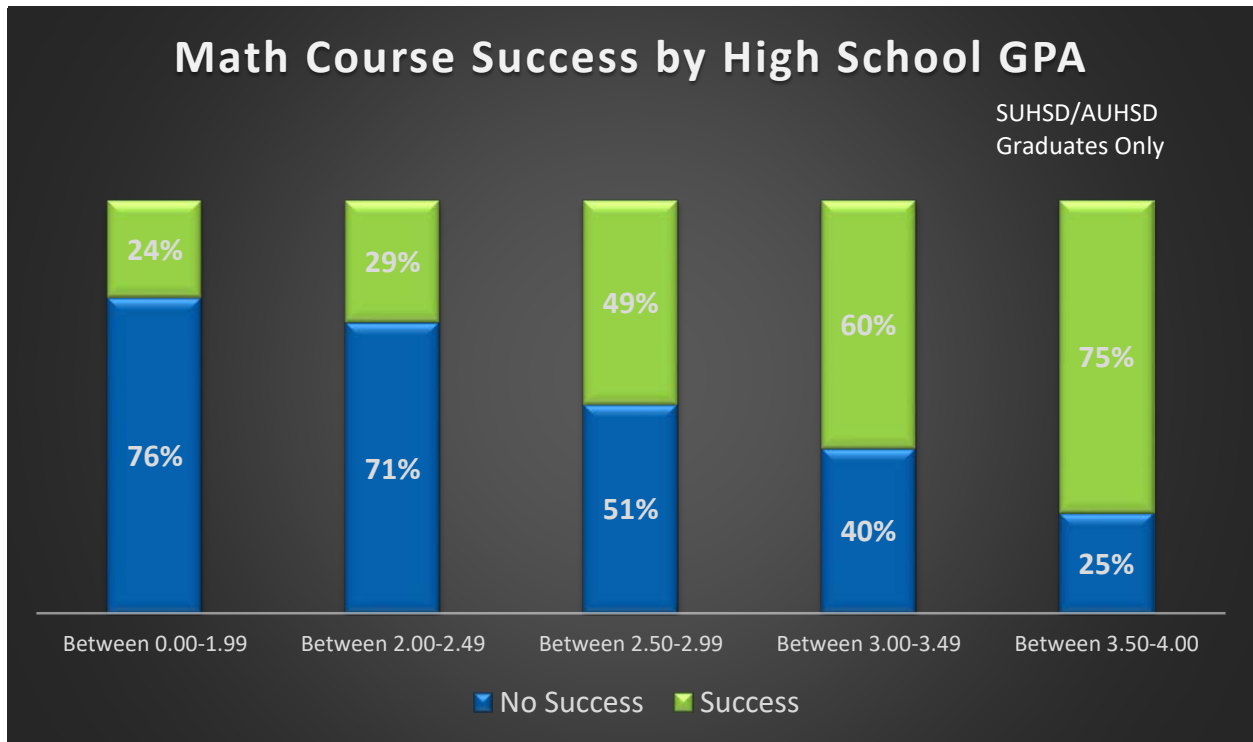
ENGLISH COURSE SUCCESS BY HIGH SCHOOL GPA

The chart below shows Shasta College English course success for 2016-2018 high school graduates broken out by their high school total non-weighted GPA. The chart includes the first English course taken in the first summer or fall term after high school graduation.



MATH COURSE SUCCESS BY HIGH SCHOOL GPA

The chart below shows Shasta College math course success for 2016-2018 high school graduates broken out by their high school total non-weighted GPA. The chart includes the first math course taken in the first summer or fall term after high school graduation.



REMEDIATION RATES

ENGLISH REMEDIATION RATE

The table below displays the overall English remediation (non-transferrable) broken down by when their first English course was taken.

English Remediation Rates			
Districts included: Shasta Union High School District and Anderson Union High School District			
ENGLISH	Class of 2016	Class of 2017	Class of 2018
First English Taken After H.S. Graduation	14%	10%	11%
First English Taken Before H.S. Graduation	7%	4%	8%
First English Taken First Summer or First Fall After H.S. Graduation	14%	11%	11%

MATH REMEDIATION RATE

The table below displays the overall math remediation (non-transferrable) broken down by when their first math course was taken.

Math Remediation Rates			
Districts included: Shasta Union High School District and Anderson Union High School District			
MATH	Class of 2016	Class of 2017	Class of 2018
First Math Taken After H.S. Graduation	43%	39%	35%
First Math Taken Before H.S. Graduation	40%	43%	36%
First Math Taken First Summer or First Fall After H.S. Graduation	44%	40%	35%

CONCLUSION

Collective impact partnerships, such as the five county collaboratives supported by North State Together, are comprised of multiple stakeholders. These partnerships have the opportunity to play a critical role in increasing student success rates.

HOW CAN I USE THE DATA IN THIS REPORT?

You may copy the tables and charts in this report and insert them in your own documents. Adobe Acrobat allows you to copy images and paste them into your own documents. If you are using Acrobat Reader version 10, go to the edit menu and select “Take a Snapshot.” Click and drag to create a box around the graphic you wish to copy. Reader will copy the image in the box automatically. Simply paste the graphic in your word processor or graphic design software. If you want to improve the quality of the image, zoom in to the document in Acrobat at a level of at least 100 percent. If you copy and paste images from this document, please be sure to include or cite the source of the data as indicated in the data tables and charts. We also request that you credit North State Together for providing the research and formatting.

REFERENCES

- ¹ California Community Colleges Assessment and Placement. *What is AB705?* Retrieved from <https://assessment.cccco.edu/ab-705-implementation>.

Compiled by Jamie Spielmann, Research Analyst, North State Together, March 2019
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