

SLC Data Retreat, June 7 2011

Donahue Presentation

Define college enrollment and college persistence

Data Sources- NSC and SLC

Analysis= Chi square, significance of .05 (not due to chance), effect Size (strength of significance)

Looked at relationships among subgroups (whether one is singled out by lack of NSC data) and found not significant

Compared outcome for different subgroups (14 variables)

Logistic Regression- impact of different variable while controlling for impact of other variables

Impact of Rigorous Coursework- AP enrollment on low achieving students; four years of core courses on low achieving students

Variables= gender, race (white, non-white), FRL, LEP, SPED, Attendance (95% or higher, 90-95%, under 90%), violence (alcohol/drugs, suspension/expulsions), SAT Scores, PSE, AP, Core Course Failures

Basic Analysis Findings=

Statistically significant and Greatest impact on college enrollment in all five schools in predictable ways

Low income

SPED

Behavior (suspensions/expulsions)= strong linear relationship with low enrollment

SAT= strong linear with high enrollment=

Course Failures

Attendance= strong linear with enrollment

PSE=significant, medium effect size

AP enrollment= number of courses made some different in enrollment

Logistic regression- differed by school, but common ones were PSE, SAT, course failures

Analysis of rigorous coursework:

Finding differed by school

Two schools clear evidence for AP enrollment and 4 years of core courses

Couple of schools no evidence

4 years of math and science seemed to have the biggest impact

small and unequal sample sizes might have made it more difficult to find significance

Questions: In looking at test scores, writing is more significant; did you find that to be so? No, math was more significant.

Keep in mind that the type of math/science courses are not as significant as just taking the four years for this analysis.