Demographic Profiles of AB 705 Implementation Memo High School Performance Bands

June 29, 2019

In July 2018, the California Community Colleges Chancellor's Office (CCCCO) issued an AB705 Implementation Memo outlining recommended supports for students in each of three high school performance bands for College Composition, Statistics/Liberal Arts math, and Precalculus. This brief provides tables showing the ethnicity and gender of students in each high school performance band for each subject. The original rules and guidelines were derived from Multiple Measures Assessment Project (MMAP) research on students with four years of high school data but using information available up through 11th grade as there are students enrolling at California community colleges during their senior year of high school before 12th grade information are available. While this brief uses the same data sets, data up through 12th grade were used for the demographic tables to estimate the demographics of students in each performance band for future incoming students who may have delayed one or more years prior to enrollment at a California community college. Ethnicity and gender have been crosstabulated with cells showing overall percentages and marginal cells showing percent within ethnicity (row totals) and percent within gender (column totals). Figures showing how participation in financial aid and Extended Opportunity Programs and Services (EOPS) varies across the performance bands are also included. Demographics of future students may vary from these retrospective analyses.

Background Resources

CCCCO AB705 Implementation Memos

https://assessment.cccco.edu/ab-705-implementation

MMAP Research

Infographic

http://rpgroup.org/Portals/0/Documents/Projects/MultipleMeasures/Publications/MMAPInfographicWebVersion.pdf

Method Summary

http://rpgroup.org/Portals/0/Documents/Projects/MultipleMeasures/Publications/MMAPMethodologySummaryFinal.pdf

Technical Paper

https://rpgroup.org/Portals/0/Documents/Projects/MultipleMeasures/Publications/MMAP_AB705_TechnicalPaper_FINAL_091518.pdf?ver=2019-05-14-083215-393

MMAP Decision Trees

English:http://rpgroup.org/Portals/0/Documents/Projects/MultipleMeasures/DecisionRulesandAnalysisCode/English-Decision-Trees-1_11_2016.pdf

Math:http://rpgroup.org/Portals/0/Documents/Projects/MultipleMeasures/DecisionRulesandAnalysisCode/Math-Decision-Trees-4_3_16.pdf

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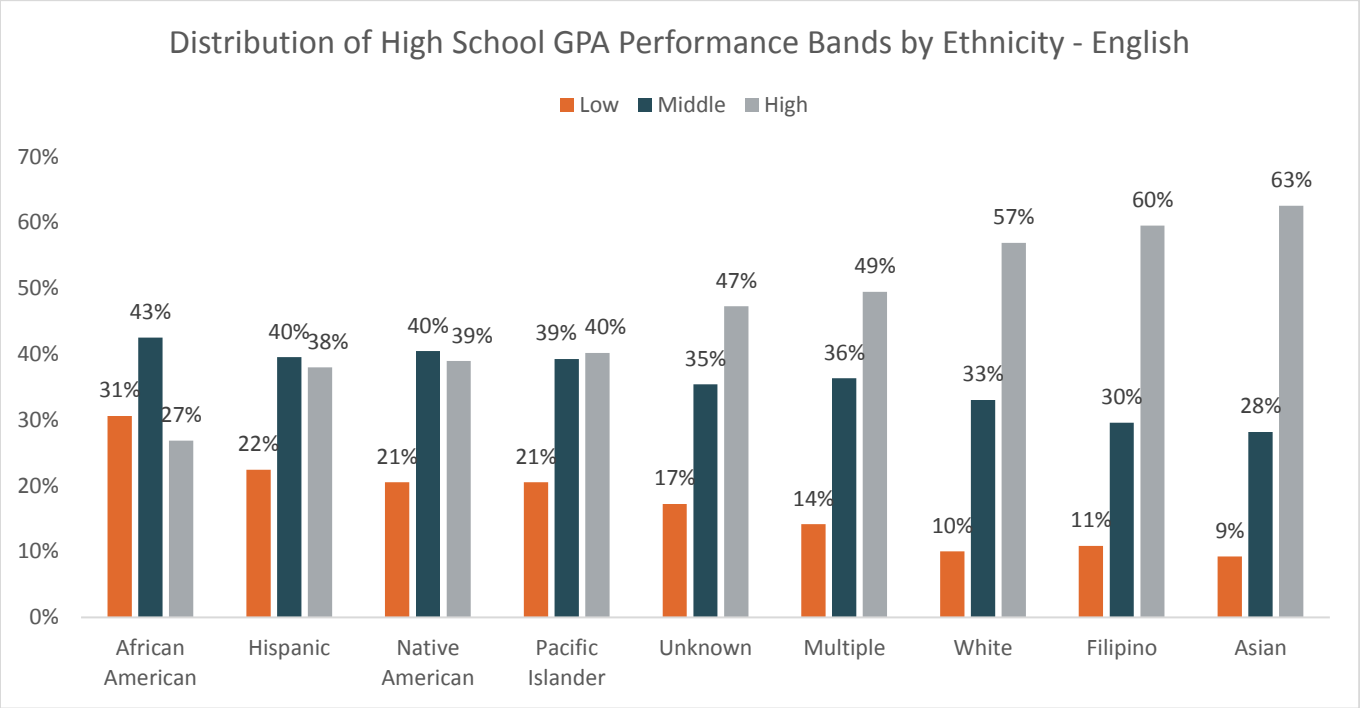
Table 1. College Composition High School Performance Bands by Ethnicity and Gender

		Count			Percent		
		Female	Male	*Total*	Female	Male	*Total*
HSGPA < 1.9 (Low)	Asian	399	918	*1,317*	1%	3%	*5%*
	African American	1,279	1,759	*3,038*	5%	6%	*11%*
	Filipino	117	372	*489*	0%	1%	*2%*
	Hispanic	6,564	8,845	*15,409*	24%	32%	*56%*
	Native American	76	101	*177*	0%	0%	*1%*
	Pacific Islander	96	126	*222*	0%	0%	*1%*
	Multiple	165	292	*457*	1%	1%	*2%*
	White	1,498	2,855	*4,353*	5%	10%	*16%*
	Unknown	910	1,309	*2,219*	3%	5%	*8%*
	Total	**11,104**	**16,577**	**27,681**	**40%**	**60%**	**100%**
HSGPA >= 1.9 & HSGPA < 2.6 (Middle)	Asian	2,087	3,540	*5,627*	3%	4%	*7%*
	African American	3,076	2,732	*5,808*	4%	3%	*7%*
	Filipino	724	1,082	*1,806*	1%	1%	*2%*
	Hispanic	20,553	18,945	*39,498*	25%	23%	*48%*
	Native American	230	242	*472*	0%	0%	*1%*
	Pacific Islander	251	260	*511*	0%	0%	*1%*
	Multiple	820	917	*1,737*	1%	1%	*2%*
	White	8,609	10,907	*19,516*	11%	13%	*24%*
	Unknown	3,162	3,312	*6,474*	4%	4%	*8%*
	Total	**39,512**	**41,937**	**81,449**	**49%**	**51%**	**100%**
HSGPA >= 2.6 (High)	Asian	6,602	5,964	*12,566*	6%	6%	*12%*
	African American	2,396	1,256	*3,652*	2%	1%	*3%*
	Filipino	2,094	1,664	*3,758*	2%	2%	*3%*
	Hispanic	23,824	14,742	*38,566*	22%	14%	*36%*
	Native American	305	155	*460*	0%	0%	*0%*
	Pacific Islander	331	232	*563*	0%	0%	*1%*
	Multiple	1,465	1,031	*2,496*	1%	1%	*2%*
	White	20,550	16,229	*36,779*	19%	15%	*34%*
	Unknown	5,227	3,724	*8,951*	5%	3%	*8%*
	Total	**62,794**	**44,997**	**107,791**	**58%**	**42%**	**100%**

Table 1 shows the distribution of ethnic groups within each performance band, including a breakout by gender. Notably, Asian students represent 12% of the highest node (i.e., those with a high school GPA greater than or equal to 2.60), 7% of those in the middle node (i.e., those with a high school GPA less than 2.60 but greater than or equal to 1.90), and only 5% of those in the lowest node (i.e., those with less than a 1.90 high school GPA). By contrast, African American students represent just 3% of the highest node, 7% of the middle node and 11% of the lowest node.

Figure 1 presents the information in Table 1 from a different perspective; it shows for each ethnic group, that group's distribution across the three high school performance nodes used for the default transfer-level English placement.

Figure 1. Over 50% of Asian, Filipino, and White Students Place into Highest Performance Band



In Figure 1 we see that there are large differences among ethnic groups in how they are represented in the various performance bands or groups. While 31% of African American and 22% of Hispanic students are in the low performance group only 9% of Asian and 10% of White students are in the low high school performance group. Conversely only 27% of African American and 38% of Hispanic students are in the high performance band compared to 63% of Asian and 57% of White students.

This analysis and general pattern of results is repeated for math performance bands in Tables and Figures 2 and 3 below.

Table 2. Statistics/Liberal Arts Math (SLAM) High School Performance Bands by Ethnicity and Gender

		Count			Percent		
		Female	Male	*Total*	Female	Male	*Total*
HSGPA < 2.3 (Low)	Asian	951	2,003	*2,954*	2%	5%	*7%*
	African American	1,965	2,400	*4,365*	4%	5%	*10%*
	Filipino	301	642	*943*	1%	1%	*2%*
	Hispanic	11,224	13,143	*24,367*	25%	30%	*55%*
	Native American	118	123	*241*	0%	0%	*1%*
	Pacific Islander	141	173	*314*	0%	0%	*1%*
	Multiple	295	455	*750*	1%	1%	*2%*
	White	2,732	4,380	*7,112*	6%	10%	*16%*
	Unknown	1,476	1,867	*3,343*	3%	4%	*8%*
	Total	**19,203**	**25,186**	**44,389**	**43%**	**57%**	**100%**
HSGPA from 2.3 to 2.9 (Middle)	Asian	2,740	3,649	*6,389*	5%	6%	*11%*
	African American	1,905	1,336	*3,241*	3%	2%	*6%*
	Filipino	871	984	*1,855*	1%	2%	*3%*
	Hispanic	14,587	11,124	*25,711*	25%	19%	*44%*
	Native American	127	115	*242*	0%	0%	*0%*
	Pacific Islander	212	193	*405*	0%	0%	*1%*
	Multiple	681	687	*1,368*	1%	1%	*2%*
	White	6,935	7,734	*14,669*	12%	13%	*25%*
	Unknown	2,441	2,238	*4,679*	4%	4%	*8%*
	Total	**30,499**	**28,060**	**58,559**	**52%**	**48%**	**100%**
HSGPA >= 3.0 OR HSGPA>=2.3 & < 3 and Pre-calculus C or better in any grade (High)	Asian	4,587	4,331	*8,918*	9%	9%	*18%*
	African American	927	556	*1,483*	2%	1%	*3%*
	Filipino	1,158	977	*2,135*	2%	2%	*4%*
	Hispanic	9,295	6,407	*15,702*	19%	13%	*32%*
	Native American	111	65	*176*	0%	0%	*0%*
	Pacific Islander	126	110	*236*	0%	0%	*0%*
	Multiple	627	505	*1,132*	1%	1%	*2%*
	White	7,964	7,064	*15,028*	16%	14%	*31%*
	Unknown	2,221	1,868	*4,089*	5%	4%	*8%*
	Total	**27,016**	**21,883**	**48,899**	**55%**	**45%**	**100%**

Figure 2. Over 40% of Asian, Filipino, and White Students Place into Highest SLAM Performance Band

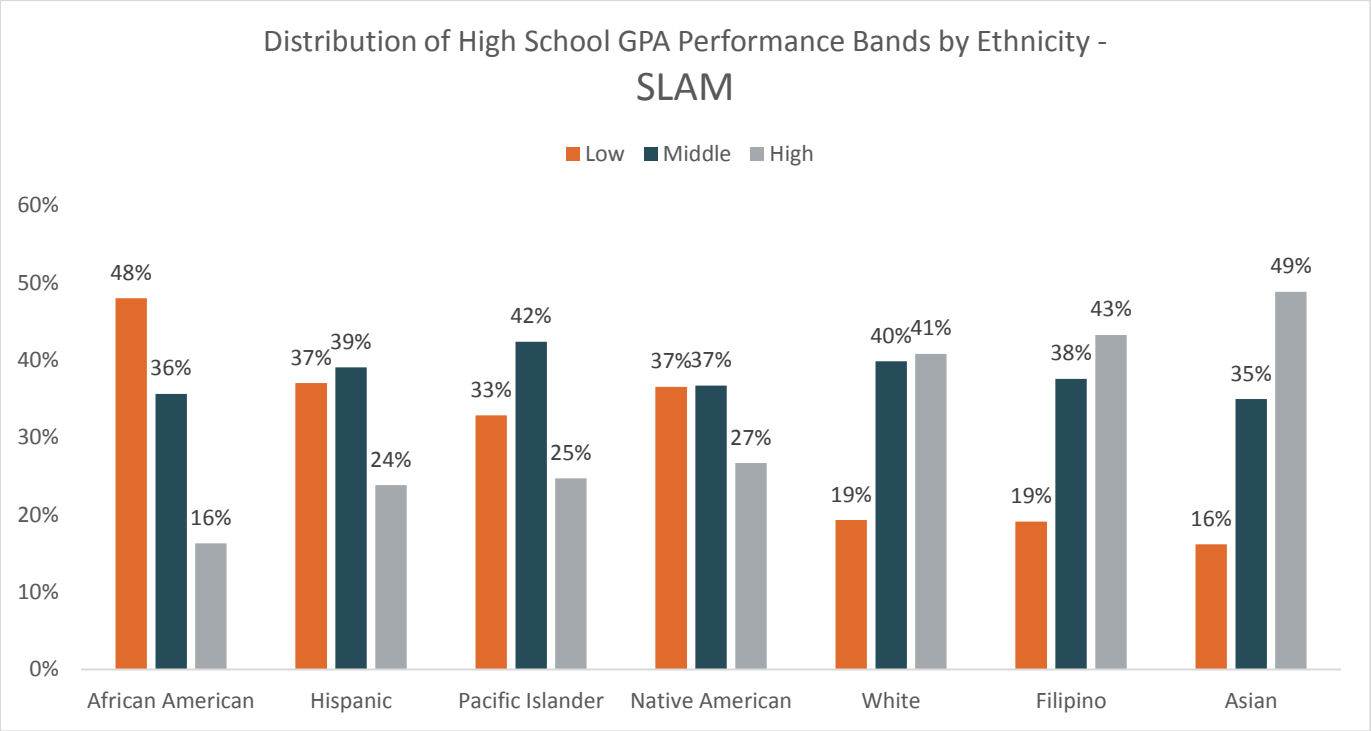
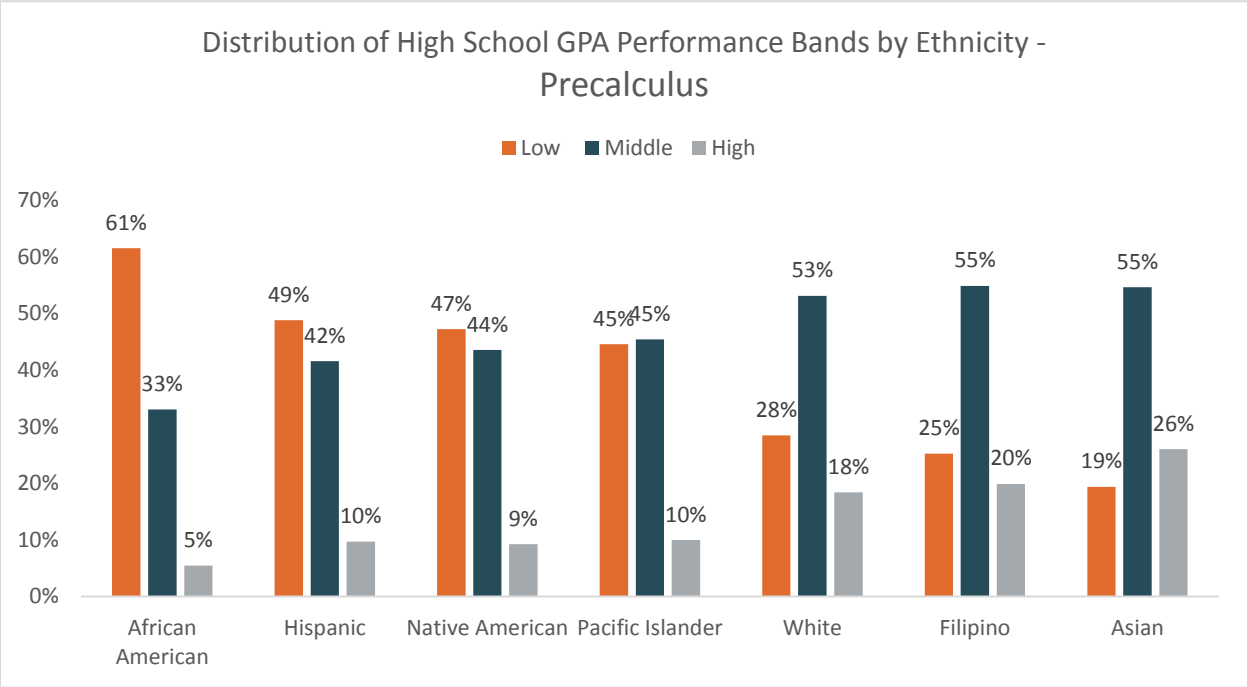


Table 3. Precalculus High School Performance Bands by Ethnicity and Gender

		Count			Percent		
		Female	Male	*Total*	Female	Male	*Total*
HSGPA < 2.6 and no Precalculus	Asian	1,537	2,576	*4,113*	2%	4%	*7%*
	African American	2,716	2,886	*5,602*	4%	5%	*9%*
	Filipino	521	863	*1,384*	1%	1%	*2%*
	Hispanic	16,440	16,487	*32,927*	26%	27%	*53%*
	Native American	159	159	*318*	0%	0%	*1%*
	Pacific Islander	208	221	*429*	0%	0%	*1%*
	Multiple	518	650	*1,168*	1%	1%	*2%*
	White	4,919	6,521	*11,440*	8%	11%	*18%*
	Unknown	2,254	2,419	*4,673*	4%	4%	*8%*
	Total	**29,272**	**32,782**	**62,054**	**47%**	**53%**	**100%**
HSGPA >= 2.6 & HSGPA < 3.4 or Enrolled in HS Precalculus	Asian	5,607	5,992	*11,599*	7%	8%	*15%*
	African American	1,825	1,186	*3,011*	2%	2%	*4%*
	Filipino	1,542	1,468	*3,010*	2%	2%	*4%*
	Hispanic	16,113	11,937	*28,050*	21%	16%	*37%*
	Native American	173	120	*293*	0%	0%	*0%*
	Pacific Islander	229	208	*437*	0%	0%	*1%*
	Multiple	947	832	*1,779*	1%	1%	*2%*
	White	10,768	10,568	*21,336*	14%	14%	*28%*
	Unknown	3,338	2,954	*6,292*	4%	4%	*8%*
	Total	**40,542**	**35,265**	**75,807**	**53%**	**47%**	**100%**
HSGPA >= 3.4 OR (HSGPA >= 2.6 AND enrolled in a HS Calculus course)	Asian	2,874	2,646	*5,520*	12%	11%	*23%*
	African American	296	200	*496*	1%	1%	*2%*
	Filipino	607	484	*1,091*	3%	2%	*5%*
	Hispanic	3,707	2,817	*6,524*	16%	12%	*27%*
	Native American	36	26	*62*	0%	0%	*0%*
	Pacific Islander	54	42	*96*	0%	0%	*0%*
	Multiple	256	240	*496*	1%	1%	*2%*
	White	3,823	3,573	*7,396*	16%	15%	*31%*
	Unknown	1,093	989	*2,082*	5%	4%	*9%*
	Total	**12,746**	**11,017**	**23,763**	**54%**	**46%**	**100%**

Figure 3. African American and Hispanic Students Approximately Two to Three Times Less Likely than White Students to be in Highest Precalculus Performance Band



Socioeconomic Status: Financial Aid Receipt and Participation in EOPS

Figures 4 through 6 provide participation rates for three socioeconomic status (SES) indicators disaggregated by the English and math high school performance bands described in Tables 1 through 3.

Figure 4. Participation in Financial Aid and Extended Opportunity Programs and Services (EOPS) is Greater for Community College Students in the Lower High School Performance Bands – English

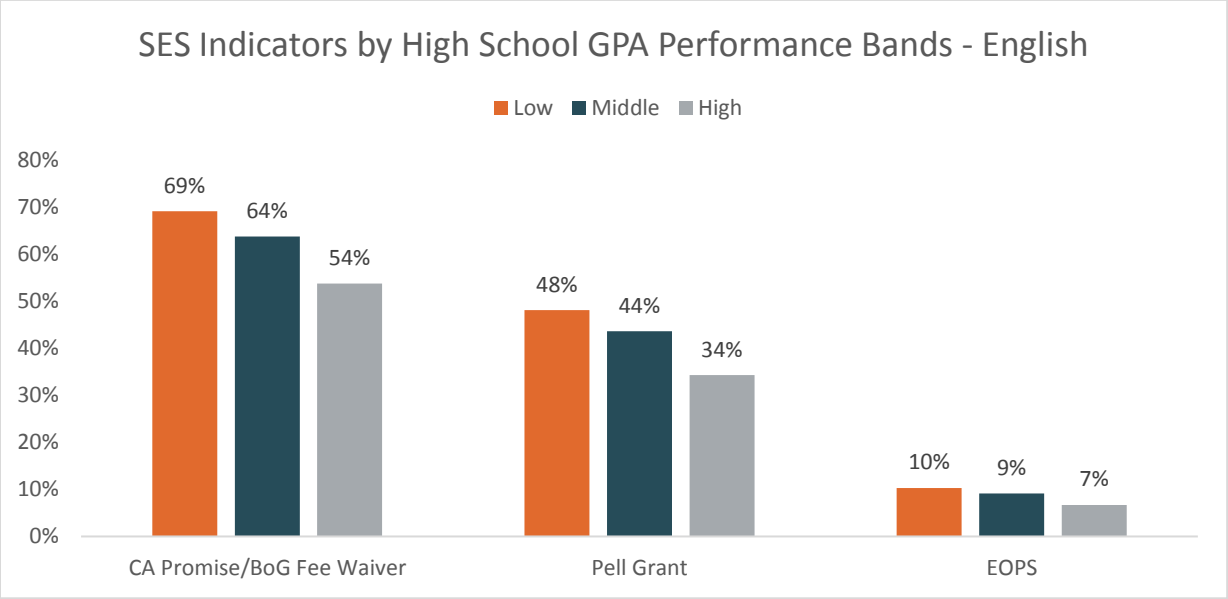


Figure 5. Participation in Financial Aid and Extended Opportunity Programs and Services (EOPS) is Greater for Community College Students in the Lower High School Performance Bands - SLAM

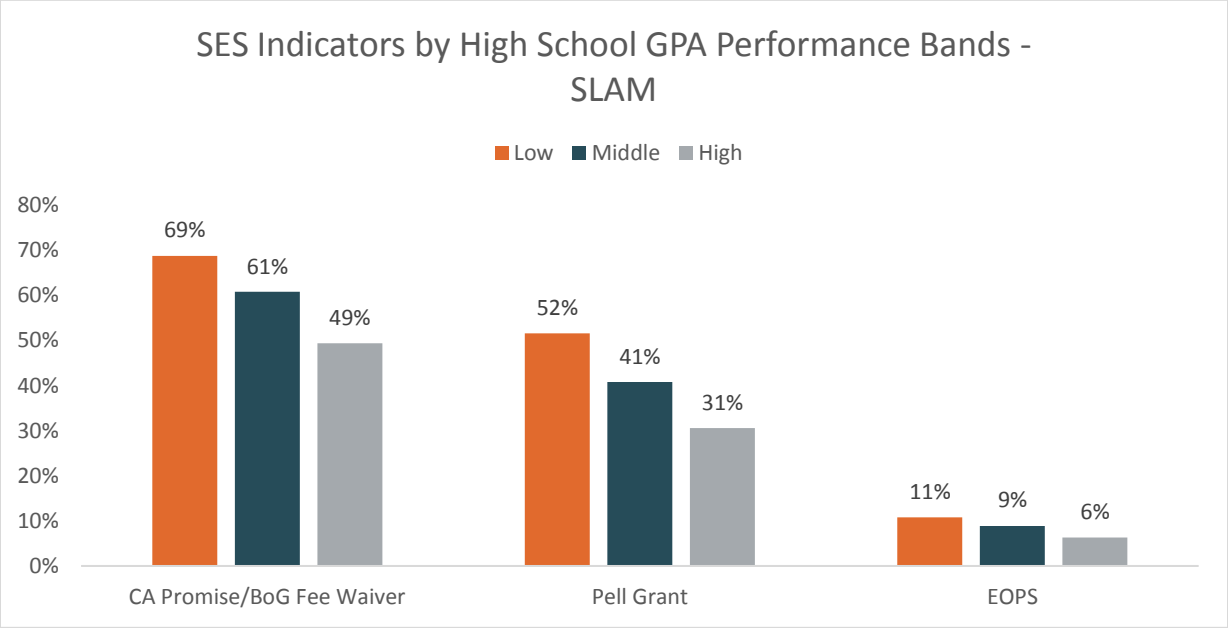


Figure 6. Participation in Financial Aid and Extended Opportunity Programs and Services (EOPS) is Greater for Community College Students in the Lower High School Performance Bands – Precalculus

