

This is a proof of concept study that assesses the feasibility of tracking students who took the Get Focused, Stay Focused (GFSF) curriculum in high school into college using state administrative data available from [CalPASS](#). The study tracked two cohorts of ninth grade students who enrolled in the [Orcutt Academy High School](#), a charter school in the Orcutt Union School District, in the fall of 2014-15 and 2015-16. The students were tracked through four years of high school and two years at [Allan Hancock College](#), the nearby community college. The data reveal that about 60% of Orcutt ninth graders enrolled in Allan Hancock the year after graduating from high school.

All the Orcutt ninth grade students took a one semester of the GFSF freshman course. They also took two semesters of a senior college success course that utilized some of the lessons from the GFSF 10th, 11th, and 12th grade modules. The study compared the performance of the two cohorts of Orcutt students during their first two years at Allan Hancock with students from other high schools using a number of metrics that [research](#) has found are predictive of college success. The study found that students from Orcutt outperformed students from other high schools on several indicators of college success. They earned more total credits and UC/CSU eligible transfer credits. They were more likely to complete their English and Math transfer credits in the first year of enrollment. They were also more likely to persist into the second year of study. Finally, Orcutt students did change majors more than other students.

Orcutt Academy High School					Allan Hancock College		
Cohort 2	Grade 9 Enrollment (N=153)	Grade 10 Enrollment (N=151)	Grade 11 Enrollment (N=152)	Grade 12 Enrollment (N=149)	Grade 13 Enrollment (N=90)	Grade 14 Enrollment (N=69)	
	Grade 9 Enrollment (N=156)	Grade 10 Enrollment (N=153)	Grade 11 Enrollment (N=149)	Grade 12 Enrollment (N=143)	Grade 13 Enrollment (N=97)	Grade 14 Enrollment (N=79)	
Cohort 1	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21

Cohort 1

	Grade 13 (2018-19)			Grade 14 (2019-20)		
	Orcutt	Other	Difference	Orcutt	Other	Difference
Total Credits	19.49	15.27	4.22	19.51	14.82	4.7
UC/CSU Credits	14.11	10.85	3.26	13.7	10.2	3.5
Changed majors	68.4%	40%	28.4%	40.5%	36.3%	4.2%
Persistence to Spring	80.4%	49%	31.4%	12.8%	7.9%	4.9%
Persistence to Year 2	N/A			81.4%	70.7%	10.7%
Completed Transfer English and Math	25.8%	4.4%	21.4%	N/A		

Cohort 2 (Note: grade 14 data only available for first semester)

	Grade 13 (2019-20)			Grade 14 (2020-21)		
	Orcutt	Other	Difference	Orcutt	Other	Difference
Total Credits	21.24	15.25	5.99	11.54	9.13	2.41
UC/CSU Credits	13.52	11.01	2.51	7.72	6.66	1.06
Changed majors	65.4%	43.2%	22.2%	49.2%	36.2%	13%
Persistence to Spring	90%	54%	36%	N/A		
Persistence to Year 2	N/A			76.7%	61.8%	14.9%
Completed Transfer English and Math	34.3%	7.5%	26.8%	N/A		

NOTE: Green indicates positive statistically significance at .01 level; Red indicates a negative result.

Variable Descriptions

- **Changed Majors in an Academic Year:** This shows a non-duplicated count of students in a group who changed their major within an academic year. Only students who were enrolled for more than 1 term are considered.
- **Students Enrolled 2 Years:** This shows a non-duplicated count of students who were enrolled for two consecutive years. All students in the cohort are considered. Note that this metric does not have either an Academic Year or Grade Level value. Due to HS grade skipping, students in each cohort may achieve the metric in less than the 6 years encompassed by the study.
- **Persistence:** This variable identifies students who were enrolled in both fall and spring of an academic year
- **Total Credits:** Average total credits earned per student
- **UC/CSU Credits:** Average UC/CSU transferable credits earned per students
- **Completed Transfer English and Math:** This shows a non-duplicated count of students who indicated they completed both transfer level math and English in their first year

Data Tables

Cohort 1, Year 1	Orcutt			Other		
	<i>Mean</i>	<i>SD</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>N</i>
Total Credits	19.49	11.38	62	15.27	10.52	734
UC/CSU Credits	14.11	8.83	60	10.85	7.56	647
	<i>%</i>	<i>Yes</i>	<i>Total</i>	<i>%</i>	<i>Yes</i>	<i>Total</i>
Changed majors	68.4%	54	79	40%	735	1838
Persistence to Spring	80.4%	78	97	49%	1647	3361
Persistence to Year 2	81.4%	79	97	70.7%	2387	3377
Completed Transfer English and Math	25.8%	25	97	4.4%	148	3213

Cohort 1, Year 2	Orcutt			Other		
	<i>Mean</i>	<i>SD</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>N</i>
Total Credits	19.51	11.97	62	14.82	10.79	1498
UC/CSU Credits	13.7	8.74	57	10.2	7.54	1337
	<i>%</i>	<i>Yes</i>	<i>Total</i>	<i>%</i>	<i>Yes</i>	<i>Total</i>
Changed majors	40.5%	30	74	36.3%	817	2251
Persistence to Spring	12.8%	9	70	7.9%	174	2212
Persistence to Year 2	N/A					
Completed Transfer English and Math	N/A (first year metric only)					

Cohort 2, Year 1	Orcutt			Other		
	<i>Mean</i>	<i>SD</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>N</i>
Total Credits	21.24	9.95	72	15.25	10.99	801
UC/CSU Credits	13.52	6.95	71	11.01	8.04	700
	<i>%</i>	<i>Yes</i>	<i>Total</i>	<i>%</i>	<i>Yes</i>	<i>Total</i>
Changed majors	65.4%	53	81	43.2%	768	1779
Persistence to Spring	90%	81	90	54%	1651	3058
Persistence to Year 2	76.7%	69	90	61.8%	1920	3106
Completed Transfer English and Math	34.3%	23	67	7.5%	213	2845

Cohort 2, Year 2	Orcutt			Other		
	<i>Mean</i>	<i>SD</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>N</i>
Total Credits	11.54	6.30	51	9.13	6.21	1070
UC/CSU Credits	7.72	5.18	43	6.66	4.83	940
	<i>%</i>	<i>Yes</i>	<i>Total</i>	<i>%</i>	<i>Yes</i>	<i>Total</i>
Changed majors		30	61		419	1159
Persistence to Spring	Not Available					
Persistence to Year 2	N/A					
Completed Transfer English and Math	N/A (first year metric only)					

Statistical differences for credit variables calculated using two sample unpaired t-test.

Statistical differences for %-based variables calculated using comparison of proportions test.