

Presentation to Parent School Partnership Parents

How to Make Sense of Student Achievement Data

May 25, 2011



Presented by:

Carrie Hahnel – Policy and Research Director

Lindsey Stuart – Data and Policy Analyst



The Education Trust–West

Agenda

1. Context to Standards-Based Learning
2. Standardized Tests
3. Accountability
4. Beyond Accountability



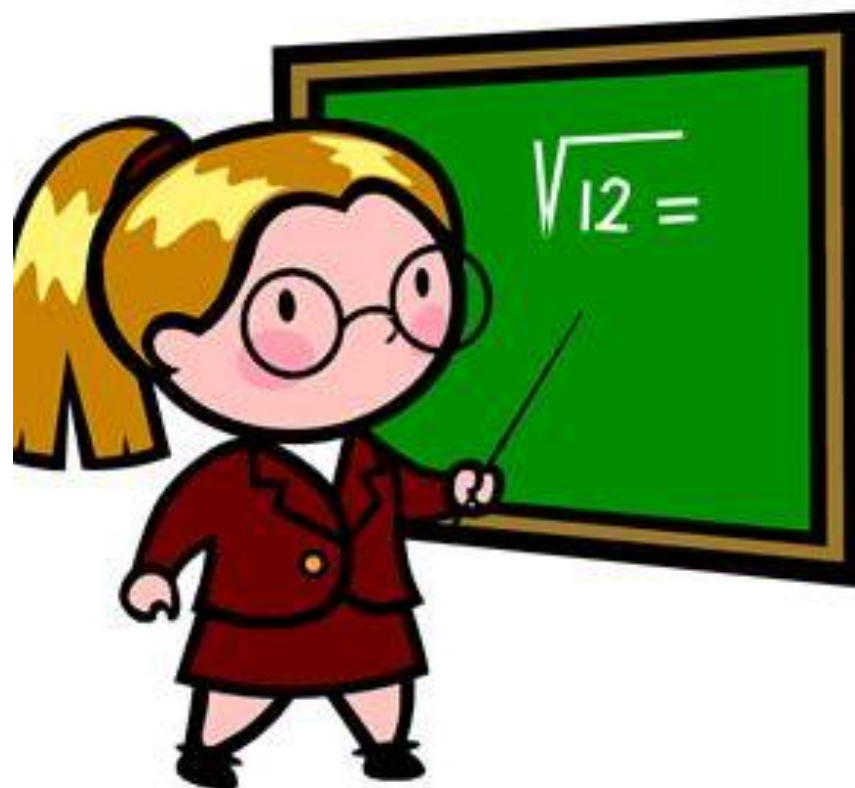
CONTEXT



Why do my students take more standardized tests in school than I did?

Context to Standards-Based Learning

- National standards movement
 - Spurred by *A Nation at Risk* (1983)
- Adoption of CA state content standards
 - Began in late 1990s
- Common Core Standards and Assessments (forthcoming)



Standards: What is Taught

What are academic standards?

- Public statements about what all students should know and be able to do in academic subjects.

Why do we need standards in schools?

- Creates fair, open, and public understanding about what *all* students should know and be able to do.
- Historically, different expectations were created for different students.



Example of CA
ELA Content
Standard

READING

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.

Concepts About Print

- 1.1 Identify the front cover, back cover, and title page of a book.
- 1.2 Follow words from left to right and from top to bottom on the printed page.
- 1.3 Understand that printed materials provide information.
- 1.4 Recognize that sentences in print are made up of separate words.
- 1.5 Distinguish letters from words.
- 1.6 Recognize and name all uppercase and lowercase letters of the alphabet.

FAQs about Standards



1. Who sets academic standards?
2. How can we help students who are behind not fall further behind?
3. Won't standards force all students into the same mold?

STANDARDIZED TESTS



How do students demonstrate they are learning standards?

California Standards Tests (CST) are the end-of-course standardized tests that all CA students take

- Annual, end-of course standardized test measures how students are performing on California's grade-level academic content standards
- Students' test results are divided into **5 performance levels**:
 - 1. **Advanced**: superior knowledge, comprehensive and complex understanding
 - 2. **Proficient**: solid performance, competent understanding (think "at grade level")
 - 3. **Basic**: limited understanding, partial knowledge
 - 4. **Below Basic**: lack of performance
 - 5. **Far Below Basic**: little or flawed understanding
- What information do parents receive?

Sample Test Question – 4th Grade ELA

Word Analysis, Fluency, and Systematic Vocabulary Development ([Performance Level](#): Proficient) – Question 03

Which of these is a *synonym* for the word harm?

- A accuse
- B mend
- C protect
- D damage

Content
standard being
tested:

Reading Reporting Category: Word Analysis, Fluency, and Systematic Vocabulary Development

Vocabulary and Concept Development

1.2 Vocabulary and Concept Development: apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases.

Results

- A. 10% of students gave this response.
- B. 9% of students gave this response.
- C. 15% of students gave this response.
- D. 66% of students gave this response. (Correct Response)**

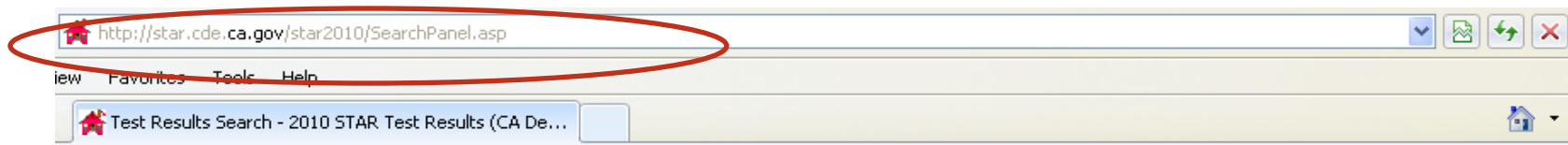
Note: Percentages may not total 100 due to rounding.

Questions parents can ask when they receive their child's CST score report



1. Are your child's scores on the CST consistent with the grades your child is receiving in class?
2. What standards does your child need additional support with?
3. How is the school helping your child improve?

Standardized Tests: How to Access CST Data



STAR Reporting » 2010 STAR » Test Results Search

2010 STAR Test Results

Test Results Search

[STAR Home](#) | [Test Results Search](#) | [Test Results Adv. Search](#) | [Research Files](#) | [Help](#) | [About 2010 STAR](#) | [Contact Us](#)

[View County List](#) | [View District List](#) | [View Charter School List](#)

Select a Test:

County:

District:

School:

Group:

Subgroup:

1

Choose your county, district, and/or school and desired group/subgroup

Accessing CST Data, cont.

2

View your
report

2010 STAR Test Results

Fresno Unified District

All Students - California Standards Test Scores

County Name: Fresno County

District Name: Fresno Unified District

School Name: ---

CDS Code: 10-62166-0000000

Total Enrollment on First Day of Testing: 55,291

Total Number Tested: 54,868

Total Number Tested in Selected Subgroup: 54,868

Note: The first row in each table contains numbers 2 through 11 which represent Grade 2 through Grade 11 respectively. Additionally, EOC stands for End-of-Course.

An asterisk (*) appears on the Internet reports to protect student privacy when ten or fewer students had valid test scores.

Reported Enrollment

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Reported Enrollment	5,875	5,837	5,598	5,755	5,596	5,406	5,437	5,471	5,207	5,109	

CST English-Language Arts

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested	5,834	5,405	5,130	5,190	5,064	4,896	4,976	5,154	5,021	4,887	
% of Enrollment	99.3 %	92.6 %	91.6 %	90.2 %	90.5 %	90.6 %	91.5 %	94.2 %	96.4 %	95.7 %	
Students with Scores	5,815	5,396	5,125	5,181	5,058	4,883	4,957	5,140	5,008	4,879	
Mean Scale Score	338.1	323.3	345.2	339.2	340.3	331.7	334.1	333.9	321.5	313.5	
% Advanced	14 %	10 %	22 %	14 %	13 %	11 %	16 %	13 %	12 %	10 %	
% Proficient	27 %	21 %	25 %	29 %	28 %	27 %	21 %	26 %	19 %	16 %	
% Basic	29 %	33 %	28 %	33 %	36 %	32 %	34 %	31 %	32 %	29 %	
% Below Basic	16 %	21 %	16 %	14 %	16 %	17 %	17 %	18 %	18 %	21 %	
% Far Below Basic	13 %	15 %	10 %	10 %	6 %	13 %	12 %	12 %	19 %	23 %	

CST Mathematics

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested	5,818	5,433	5,185	5,229	5,089	4,348					
% of Enrollment	99.0 %	93.1 %	92.6 %	90.9 %	90.9 %	80.4 %					
Students with Scores	5,792	5,413	5,171	5,219	5,078	4,328					

California High School Exit Exam (CAHSEE) is the standardized test all CA students must pass to graduate high school

- Beginning with the Class of 2006, all students in CA must pass the CAHSEE to earn a diploma
- Tests English Language Arts standards through 10th grade, and math standards from 6th and 7th grade and Algebra I.
 - To pass the CAHSEE, students must get 60% of ELA and 55% of math questions correct
 - Students are tested in 10th grade and have up to 7 times to pass during high school



Sample Math Test Question - CAHSEE

The price of a calculator has decreased from \$12.00 to \$9.00. What is the percentage of decrease?

- A 3%
- B 25%
- C 33%
- D 75%

7NS1.6 Calculate the percentage of increases and decreases of a quantity.

Mathematical Solution

- $\frac{12 - 9}{12} \cdot 100 =$
- $\frac{3}{12} \cdot 100 =$
- $\frac{1}{4} \cdot 100 =$
- 25
- Therefore, the correct answer is **B**.

Descriptive Solution

A price change from \$12 down to \$9 is a net decrease of \$3. To find the percentage of decrease (or percentage of increase), the base is always the original or starting number, in this case \$12. So, the correct percentage of decrease is $3 \div 12 = 25\%$, choice **B**. Notice that $3 \div 9 = 33\%$, option C, is not correct because \$9 is the ending price, not the starting price.

ACCOUNTABILITY



In what ways are schools and districts held responsible for how students perform on standardized tests?

State and Federal Accountability

State Accountability

- Public Schools Accountability Act (1999)
 - Primary goal is “to help schools improve and to measure the academic achievement of all students”

Federal Accountability

- Elementary Secondary Education Act (ESEA) / No Child Left Behind (NCLB) Act (2001)
 - To receive federal dollars, states must develop their own standards and assessments to measure student achievement

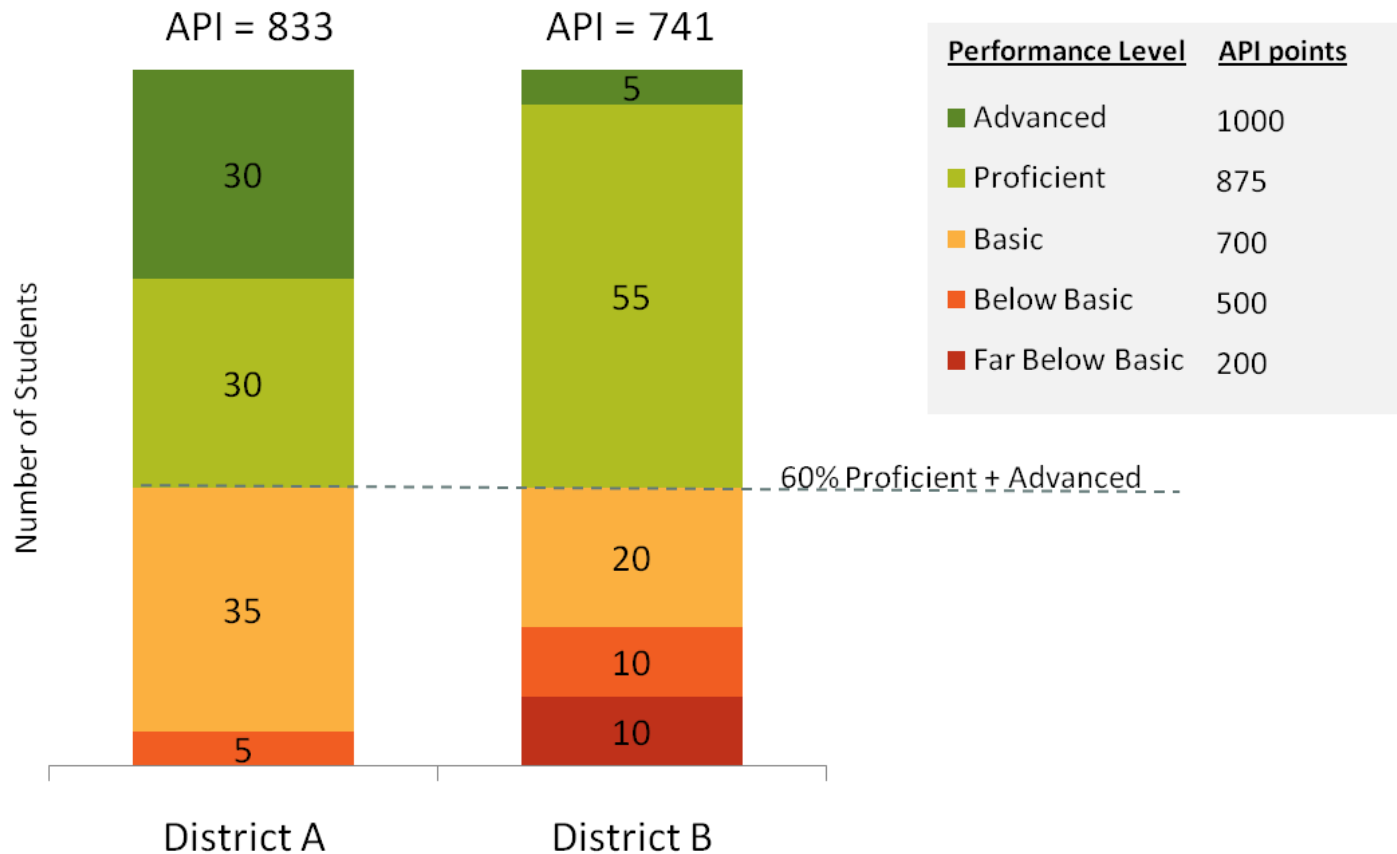
*Accountability systems hold schools and districts accountable for **all** students learning standards, as demonstrated through standardized testing.*

How are schools and districts held accountable to the **state**?

Academic Performance Index (API)

- **API** is calculated using scores from **CSTs** in math, English, science, social science, and **CAHSEE**
- **API** is a single number on a scale of 200-1000, with the statewide target of **800**
- Districts, schools, and all subgroups of students are held accountable to **growth** on the API.

Illustration of two districts with very different API scores but the same hypothetical proficient and advanced rate on a California Standards Test exam



TYPES OF SUBGROUPS FOR API

Race/Ethnicity*

* Data on race/ethnicity is NOT further disaggregated by subgroups (e.g., Vietnamese, Samoan, Puerto Rican). **The only exception is in CST data.**

CDE Categories:

- American Indian or Alaskan Native
- Asian
- Pacific Islander
- Filipino
- Hispanic or Latino
- African-American
- White (not Hispanic)

Special Education

Students with Individualized Education Plans (IEPs) who are receiving Special Education services within the district or state (no school-level data is available). Disabilities include: Specific Learning Disability, Speech and Language Impairment, Autism, Emotional Disturbance, and others.

English Language Learner (ELL or EL)

English Learners (ELs): Report a primary language other than English **and** lack English language skills in listening comprehension, speaking, reading, and writing necessary to succeed in the school's instructional program.

Fluent-English-Proficient (FEP): Students whose primary language is other than English and who have met the district criteria for determining proficiency in English

EL Students Re-designated to FEP (RFEP): Students are re-designated when they, according to multiple district-specified criteria (CELDT, CST scores, teacher evaluation, parent consultation), demonstrate English language proficiency

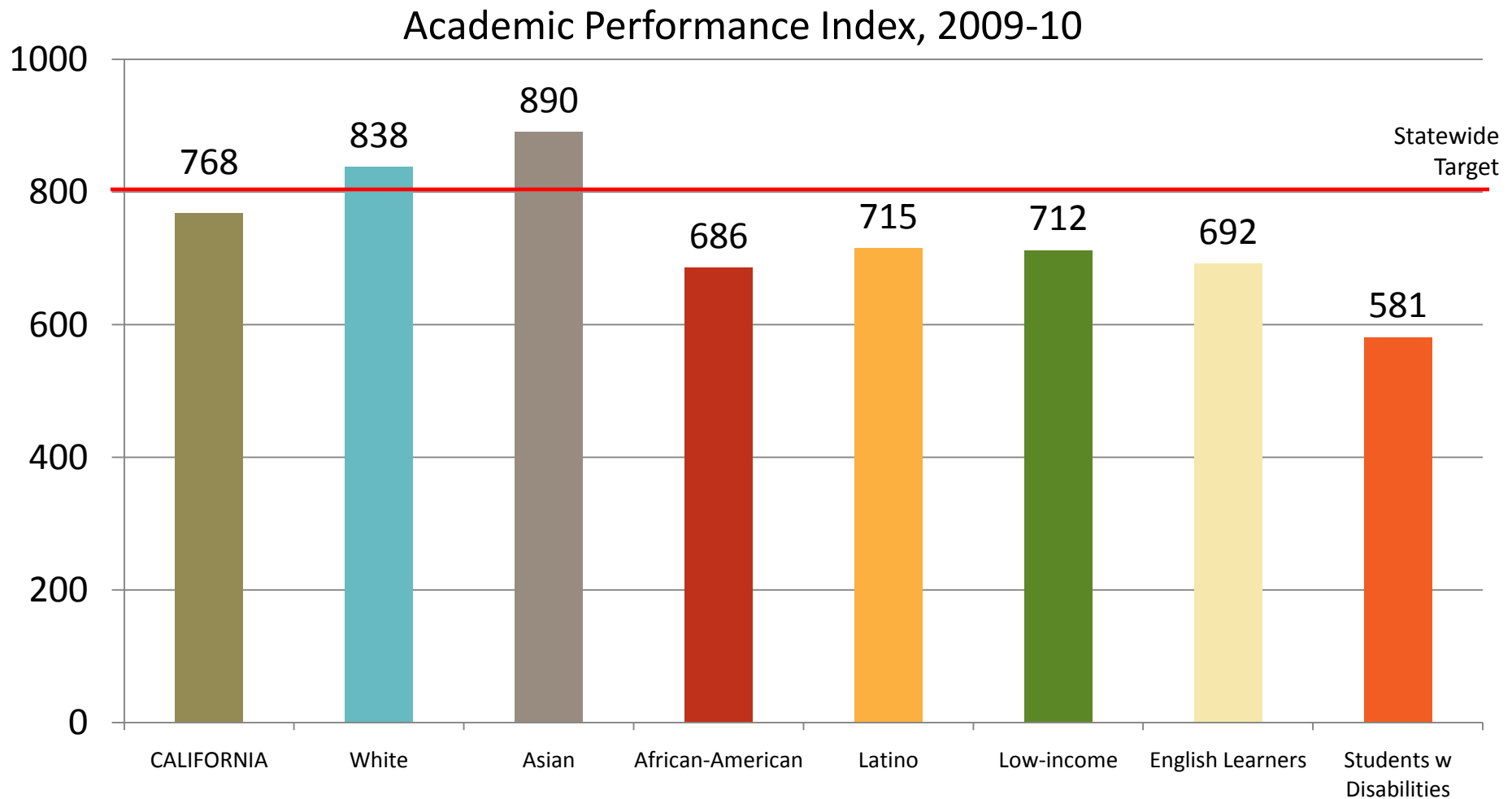
Socioeconomically Disadvantaged

CDE SES Categories :

- Economically Disadvantaged

“Economically Disadvantaged” enrollment figures are calculated using student eligibility for the Free or Reduced Price Meal Program, which is based on the income of the child’s parent or guardian.

Performance on the API Varies by Subgroup



Accountability Data – Where to Access API Data

The screenshot shows the DataQuest website interface. A red circle highlights the URL <http://dq.cde.ca.gov/dataquest/> in the browser's address bar. The page header includes the California Department of Education logo and the "DataQuest" title. A navigation bar lists various data categories: CDE Home, Enrollment and Staffing Data Files, API Home, AYP Home, CAHSEE Home, CELDT Home, STAR Home, and Testing Home. A yellow callout box with the number "1" points to the "API Home" link, with the text "Choose your district/county/school". Below the navigation bar, a section titled "DataQuest" explains how to create a report: "(1) select a Level, (2) select a Subject, and (3) click the 'Submit' button." A yellow callout box with the number "2" points to the "Level" dropdown menu, which is currently set to "School". Another yellow callout box with the number "3" points to the "Subject" dropdown menu, which is open and showing a list of data types. A yellow callout box with the text "Select a data type" points to the "Subject" dropdown menu. The "Subject" dropdown menu lists various data types under several categories: School Performance (Academic Performance Index (API), Adequate Yearly Progress (AYP), Alternative Schls Accountability Model (ASAM), Program Improvement, Title III Accountability), Test Scores (High School Exit Exam (CAHSEE), English Language Dev. Test (CELDT), Physical Fitness Test, High school Scores (SAT, ACT, AP), STAR Test Results), Student Demographics (Dropouts, English Learners, Enrollment, Graduates, Special Education), School Staffing (Staffing, NCLB Teachers and Paraprofessionals, Projected Teacher Hires), Student Misconduct and Intervention (Expulsion, Suspension, and Truancy), and Other (California Healthy Kids Survey). The "SUBMIT" button is visible below the "Subject" dropdown menu. The footer of the page includes the California Department of Education address: 1430 N Street, Sacramento, CA 95814.

<http://dq.cde.ca.gov/dataquest/>

View Favorites Tools Help

DataQuest (CA Dept of Education)

Change Text Size: A A A

1

Choose your district/county/school

2

Select a data type

3

1. Select Level:
Level: School

2. Select Subject:
Subject:

3. Click SUBMIT

DataQuest helps you find facts about California schools and districts.

To create a report: (1) select a Level, (2) select a Subject, and (3) click the "Submit" button.

- What's NEW? DataQuest Change Log
- What's in DataQuest
- QuickQuest
- Our Parents & Community
- Contact information questions
- California School Directory
- Help on using DataQuest
- DataQuest Reporting Levels
- DataQuest Reporting Schedule NEW! Posting plans for 2009-2010

Questions: DataQuest | DataQuest Main

California Department of Education
1430 N Street
Sacramento, CA 95814

School Performance
Academic Performance Index (API)
Adequate Yearly Progress (AYP)
Alternative Schls Accountability Model (ASAM)
Program Improvement
Title III Accountability

Test Scores
High School Exit Exam (CAHSEE)
English Language Dev. Test (CELDT)
Physical Fitness Test
High school Scores (SAT, ACT, AP)
STAR Test Results

Student Demographics
Dropouts
English Learners
Enrollment
Graduates
Special Education

School Staffing
Staffing
NCLB Teachers and Paraprofessionals
Projected Teacher Hires

Student Misconduct and Intervention
Expulsion, Suspension, and Truancy

Other
California Healthy Kids Survey

Accessing API Data, cont.

3

API School Level Reports

Enter a Portion of the School Name - press submit to continue

Type a portion of the name then press the "Submit" button.

Yosemite Middle

SUBMIT

4

- Academic Performance Index (API) Report -

Last update: September 16, 2010

Select Agency:

YOSEMITE MIDDLE -- FRESNO UNIFIED -- 1062166-6061204

Select Report

- ☒ 2010 Growth API Report (Includes ASAM schools)
- ☐ 2009 Base API Report - School Report (Includes ASAM Schools)
- ☐ 2009 Base API Report - List of 100 Similar Schools
- ☐ 2009 Growth API Report (Includes ASAM schools)
- ☐ 2008 Base API Report - School Report (Includes ASAM Schools)
- ☐ 2008 Base API Report - List of 100 Similar Schools
- ☐ 2008 Growth API Report (Includes ASAM schools)
- ☐ 2007 Base API Report - School Report (Includes ASAM Schools)
- ☐ 2007 Base API Report - List of 100 Similar Schools
- ☐ 2007 Growth API Report (Includes ASAM Schools)
- ☐ 2006 Base API Report - School Report (Includes ASAM Schools)
- ☐ 2006 Base API Report - List of 100 Similar Schools
- ☐ 2006 API Growth Report (Includes ASAM Schools)
- ☐ 2005 API Base Report - School Report (Includes ASAM Schools)
- ☐ 2005 API Base Report - List of 100 Similar Schools
- ☐ 2004-05 API Growth Report (Includes ASAM Schools)

Submit

Accessing API Data, cont.

State Accountability: Academic Performance Index (API)

Number of Students included in the 2010 Growth API	API				Met Growth Target		Both Schoolwide and Subgroups
	2010 Growth	2009 Base	2009-10 Growth Target	2009-10 Growth	Schoolwide	All Subgroups	
542	620	577	11	43	Yes	Yes	Yes

Similar Schools Report

Similar Schools

Median API

2010 Growth	2009 Base
666	648

Click on the median value heading to link to the list of 2009 Base API similar schools. This list contains schools which were selected specifically for the reported school for the 2009 Base API Report.

Subgroups

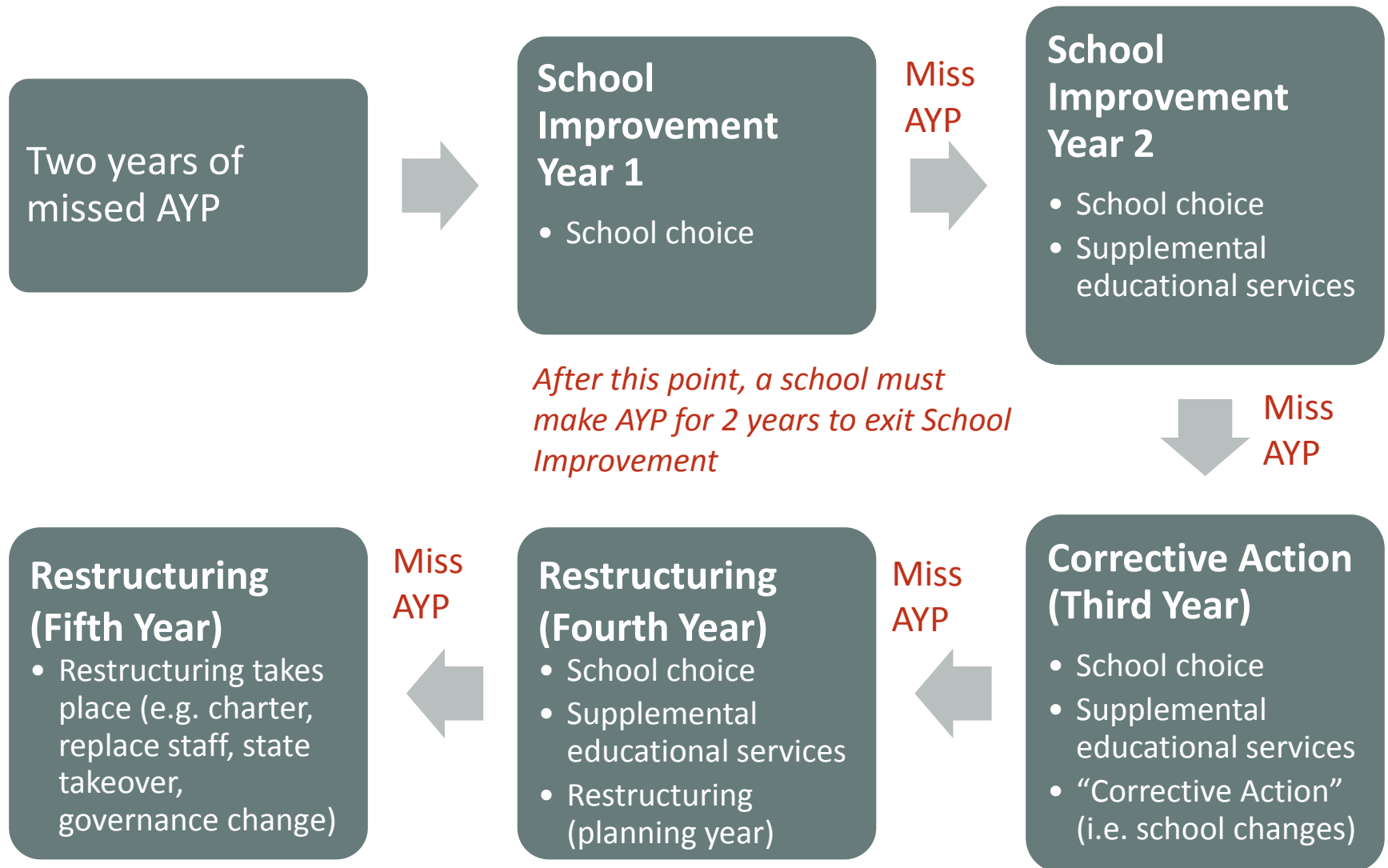
	Number of Students Included in 2010 API	Numerically Significant in Both Years	Subgroup API				Met Subgroup Growth Target
			2010 Growth	2009 Base	2009-10 Growth Target	2009-10 Growth	
Black or African American	23	No					
American Indian or Alaska Native	5	No					
Asian	115	Yes	714	651	7	63	Yes
Filipino	1	No					
Hispanic or Latino	394	Yes	589	562	12	27	Yes
Native Hawaiian or Pacific Islander	0	No					
White	3	No					
Two or More Races	1	No					
Socioeconomically Disadvantaged	542	Yes	620	577	11	43	Yes
English Learners	386	Yes	609	563	12	46	Yes
Students with Disabilities	67	No					

How are schools and districts held accountable to the **feds**?

Adequate Yearly Progress (AYP)

- Schools, districts, and the state must make “**Adequate Yearly Progress**” (**AYP**) in English-Language Arts and Math
- To make **AYP**, the following must be achieved: (1) 95% participation rate, (2) annual objectives in English and Math must be met for all subgroups (using CST and CAHSEE), (3) API score must increase, (4) graduation rate must increase
- **Goal:** Every child will reach proficiency by 2014

Program Improvement (PI) Timeline



Other Turnaround Options

- **School Improvement Grants**
 - (1) Charter conversion, (2) school closure, (3) turnaround, or (4) transformation
- **“Parent Trigger”**
 - Parents can petition to have school enter one of the 4 turnaround options

Breakout Activity

In groups of 2-3, discuss the following sets of graphs. Here are some questions to get you started:

- How do the API scores differ by subgroup within your district? How do they compare to other districts?
- Do some students do better/worse than others?
- How do Latino students perform on the CST? How does this change over time? By grade level?
- How can you use this data to inform an advocacy campaign?

Four ways to interpret achievement data...

1. **Overall Achievement:** What percentage of students are meeting state proficiency standards?
2. **Subgroup Achievement:** What percentage of students (by race/ethnicity, income, disability, and English proficiency) meet state standards?
3. **Gap Analysis:** What performance differences exist between subgroups?
4. **Trend Analysis:** Has achievement changed from the previous year(s)? Have gaps closed over time?

BEYOND ACCOUNTABILITY



How well are California's high school students prepared for college and career?

Why is it important for students to be prepared for college and career?

- In 1950, **60%** of jobs were filled by unskilled workers, but by 2005, just **14%** of jobs fell into this category.
- College grads on average earn far more annually:
 - College diploma: **\$56,788**
 - High school diploma: **\$31,071**
 - No high school diploma: **\$20,873**
- During the current downturn, high school graduates are more than **twice** as likely as college graduates to be unemployed, and high school dropouts are faring even worse—**one out of every five** is unemployed.

How do you know students are taking rigorous high school coursework?

UC/CSU “A-G” Requirements

	Subject	Requirement
A	History/Social Science	2 years (1 year World History, 1 year US History or ½ year US History & ½ year Civics)
B	English	4 years
C	Math	3 years, 4 years recommended (Algebra, Geometry, Algebra II)
D	Science	2 years, 3 years recommended (Biology, Chemistry, and/or Physics)
E	World Language	2 years (same language), 3 years recommended
F	Visual/Performing Arts	1 year
G	College Prep Elective	1 year



Source:

Early Assessment Program (EAP) provides 11th graders a preview of college-readiness

- Implemented in 2004 by the California State University (CSU) system, in partnership with the State Board of Education (SBE) and CDE
 - EAP is much more rigorous than the CAHSEE
- **Benefits:**
 - Provide opportunities for students to measure their readiness for college-level English and mathematics in the 11th grade
 - Make the senior year a time for more direct and specific preparation for college

Other measures of college readiness

Scholastic Aptitude Test (SAT)	American College Testing (ACT)
<ul style="list-style-type: none">• Assesses reading, writing, and math• Each section is worth 800 points• Almost all colleges and universities in the US use the SAT as one factor when making admissions decisions	<ul style="list-style-type: none">• Assesses reading, writing, math, and science• Each test is scored on a scale of 1-36• Almost all colleges and universities in the US use the ACT as one factor when making admissions decisions

College Readiness/H.S. Rigor – How to Access A-G Data

The screenshot shows the DataQuest website interface. The browser's address bar is circled in red, displaying the URL <http://data1.cde.ca.gov/dataquest/>. The page header includes the California Department of Education logo and the "DataQuest" title. A navigation bar lists various links: [CDE Home](#), [Enrollment and Staffing Data Files](#), [API Home](#), [AYP Home](#), [CAHSEE Home](#), [CELDT Home](#), [STAR Home](#), and [Testing Home](#). A text size adjustment tool is located in the top right corner.

DataQuest helps you find facts about California schools and districts.

To create a report: (1) select a Level, (2) select a Subject, and (3) click on the "Submit" button.

1. Select Level: The "Level" dropdown menu is set to "District". A yellow callout box with the number "1" and the text "Choose your district/county/school" points to this dropdown.

2. Select Subject: The "Subject" dropdown menu is set to "Graduates". A yellow callout box with the number "2" and the text "Select a data type" points to this dropdown.

3. Click The "SUBMIT" button is highlighted.

School Performance

- Academic Performance Index (API)
- Adequate Yearly Progress (AYP)
- Alternative Schls Accountability Model (ASAM)
- Program Improvement
- Title III Accountability

Test Scores

- High School Exit Exam (CAHSEE)
- English Language Dev. Test (CELDT)
- Physical Fitness Test
- High school Scores (SAT, ACT, AP)
- STAR Test Results

Student Demographics

- Dropouts
- English Learners
- Enrollment
- Graduates** (highlighted)
- Special Education

School Staffing

California Department of Education
1430 N Street
Sacramento, CA 95814

Accessing A-G Data, cont.

3

Select Year of Data and Enter District Name

1) Determine a time frame.

☒ Single year -- select year: 2007-08 ▼

2) Type a portion of the name then press the "Submit" button.

san bernardino

SUBMIT

4

Graduation Data - 2007-08

Select District:

3667876 -- SAN BERNARDINO CITY UNIFIED ▼

Select a Report

- ☐ Graduation Rates Based on NCES Definition by District
- ☐ Graduation Rates Based on NCES Definition by District (with school data)
- ☐ Grade 12 Enrollment and Graduates
- ☐ Grade 12 Enrollment and Graduates (with school data)
- ☒ # of Grads and Grads with UC/CSU Required Courses
- ☐ # of Grads and Grads with UC/CSU Required Courses (with school data)

Submit

Accessing A-G Data, cont.

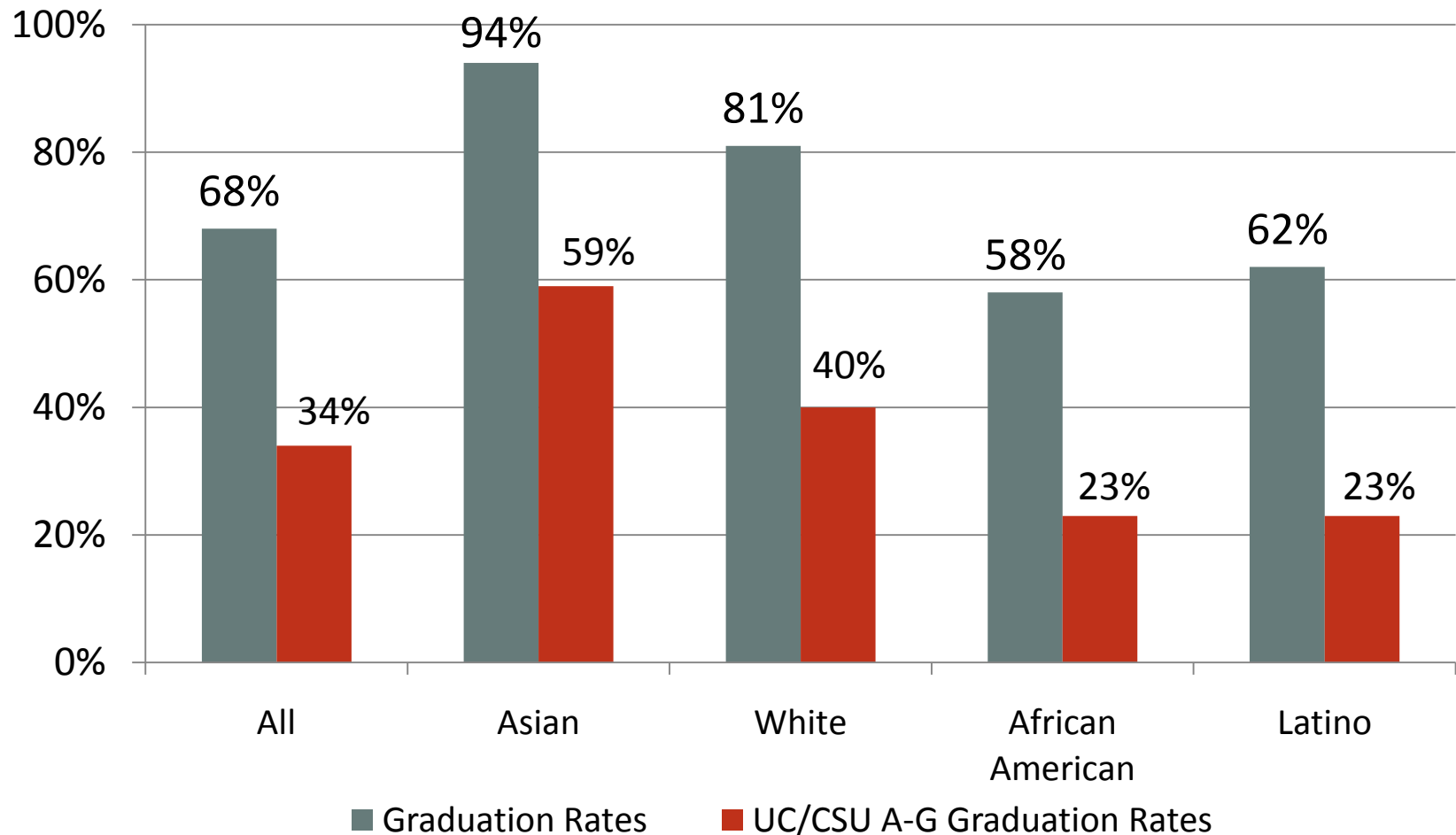
12th Grade Graduates Completing all Courses Required for UC and/or CSU Entrance

Select Year Report

Select District

School or District	Gender	American Indian or Alaska Native		Asian		Pacific Islander		Filipino		Hispanic or Latino		African American		White (not Hispanic)		Multiple or No Response		Total	
		# of Grads	Grads with UC/CSU Required Courses	# of Grads	Grads with UC/CSU Required Courses	# of Grads	Grads with UC/CSU Required Courses	# of Grads	Grads with UC/CSU Required Courses	# of Grads	Grads with UC/CSU Required Courses	# of Grads	Grads with UC/CSU Required Courses	# of Grads	Grads with UC/CSU Required Courses	# of Grads	Grads with UC/CSU Required Courses	# of Grads	Grads with UC/CSU Required Courses
District Total	Female	22	5 (22.7 %)	29	18 (62.1 %)	8	1 (12.5 %)	7	3 (42.9 %)	778	132 (17.0 %)	240	39 (16.2 %)	219	71 (32.4 %)	11	3 (27.3 %)	1,314	272 (20.7 %)
	Male	12	3 (25.0 %)	42	17 (40.5 %)	8	1 (12.5 %)	6	2 (33.3 %)	645	88 (13.6 %)	190	24 (12.6 %)	177	38 (21.5 %)	12	2 (16.7 %)	1,092	175 (16.0 %)
	Total	34	8 (23.5 %)	71	35 (49.3 %)	16	2 (12.5 %)	13	5 (38.5 %)	1,423	220 (15.5 %)	430	63 (14.7 %)	396	109 (27.5 %)	23	5 (21.7 %)	2,406	447 (18.6 %)
County Total	Female	67	14 (20.9 %)	437	221 (50.6 %)	67	24 (35.8 %)	207	88 (42.5 %)	5,989	1,042 (17.4 %)	1,302	234 (18.0 %)	4,079	1,099 (26.9 %)	345	55 (15.9 %)	12,493	2,777 (22.2 %)
	Male	58	11 (19.0 %)	466	204 (43.8 %)	59	6 (10.2 %)	235	63 (26.8 %)	5,139	689 (13.4 %)	1,211	129 (10.7 %)	3,867	828 (21.4 %)	307	40 (13.0 %)	11,342	1,970 (17.4 %)
	Total	125	25 (20.0 %)	903	425 (47.1 %)	126	30 (23.8 %)	442	151 (34.2 %)	11,128	1,731 (15.6 %)	2,513	363 (14.4 %)	7,946	1,927 (24.3 %)	652	95 (14.6 %)	23,835	4,747 (19.9 %)
State Total	Female	1,672	459 (27.5 %)	19,662	12,597 (64.1 %)	1,317	416 (31.6 %)	6,152	3,099 (50.4 %)	76,478	19,668 (25.7 %)	14,072	3,836 (27.4 %)	71,333	31,458 (44.1 %)	4,215	1,491 (35.4 %)	194,841	73,024 (37.5 %)
	Male	1,402	330 (23.5 %)	19,747	10,718 (54.3 %)	1,187	270 (22.7 %)	6,320	2,493 (39.4 %)	66,998	12,546 (18.7 %)	12,714	2,224 (18.5 %)	70,011	24,860 (35.5 %)	3,873	1,129 (29.2 %)	181,552	54,570 (30.1 %)
	Total	3,074	789 (25.7 %)	39,409	23,315 (59.2 %)	2,504	686 (27.4 %)	12,472	5,592 (44.8 %)	143,476	32,214 (22.5 %)	26,786	6,060 (23.3 %)	141,344	56,318 (39.8 %)	8,088	2,620 (32.4 %)	376,393	127,594 (33.9 %)

California High School Graduation Rates and A-G Graduation Rates, by Ethnicity, 2008



College persistence and outcomes

Questions to ask about how students are faring

- Are students entering remedial courses in college?
- Are students in community colleges transferring to four-year colleges?
- Are students who start college completing a degree (e.g. AA, BA)?
- Are students attending colleges with a track record of success?

College Results Online (CRO): What is it?

What is College Results Online (CRO)?

1. CRO is an interactive, user-friendly web tool designed to help counselors, parents, and students find information about college graduation rates for nearly any four-year college or university in the country.

What kind of information does CRO provide?

1. Examine colleges' graduation rates, and see how those rates have changed over time.
2. Compare graduation rates of similar colleges serving similar students.
3. Learn about colleges' track records in graduating diverse groups of students.

www.collegeresults.org

Accessing CRO

www.collegeresults.org

1

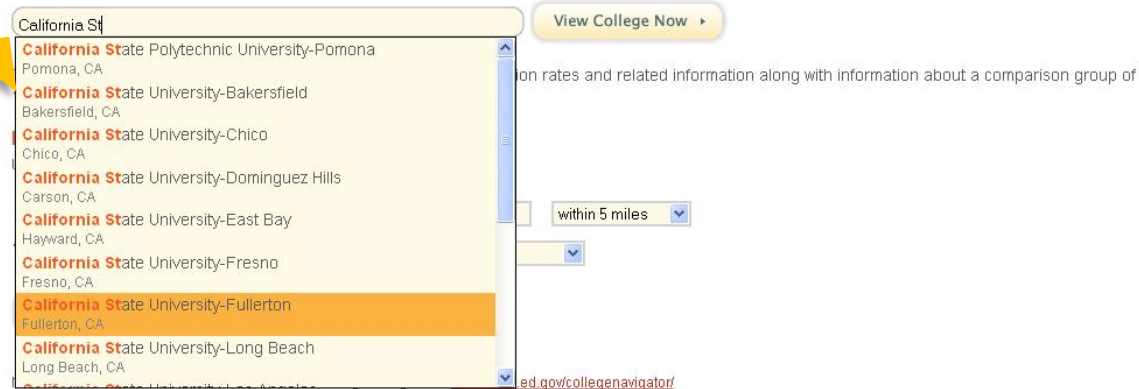
Go to:
collegeresults.org
in your browser.



2

Start typing in
the name of a
college

CHOOSE A COLLEGE



THANK YOU!

Contact Info:

Lindsey Stuart

Data & Policy Analyst

lstuart@edtrustwest.org

Carrie Hahnel

Director of Policy and Research

chahnel@edtrustwest.org