Presentation to Parent School Partnership Parents

How to Make Sense of Student Achievement Data

May 25, 2011

Presented by:
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Lindsey Stuart – Data and Policy Analyst
Agenda

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

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

1

Choose your county, district, and/or school and desired group/subgroup
Accessing CST Data, cont.

2010 STAR Test Results

Fresno Unified District

All Students - California Standards Test Scores

<table>
<thead>
<tr>
<th>County Name:</th>
<th>Fresno County</th>
</tr>
</thead>
<tbody>
<tr>
<td>District Name:</td>
<td>Fresno Unified District</td>
</tr>
<tr>
<td>School Name:</td>
<td></td>
</tr>
<tr>
<td>CDS Code:</td>
<td>10-62165-0000000</td>
</tr>
<tr>
<td>Total Enrollment on First Day of Testing:</td>
<td>55,291</td>
</tr>
<tr>
<td>Total Number Tested:</td>
<td>54,858</td>
</tr>
<tr>
<td>Total Number Tested in Selected Subgroup:</td>
<td>54,858</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Result Type</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>EOC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reported Enrollment</td>
<td>5,975</td>
<td>5,937</td>
<td>5,998</td>
<td>5,756</td>
<td>5,596</td>
<td>5,406</td>
<td>5,437</td>
<td>5,471</td>
<td>5,287</td>
<td>5,199</td>
<td></td>
</tr>
</tbody>
</table>

CST English-Language Arts

<table>
<thead>
<tr>
<th>Result Type</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>EOC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students Tested</td>
<td>5,934</td>
<td>5,405</td>
<td>5,130</td>
<td>5,180</td>
<td>5,064</td>
<td>4,898</td>
<td>4,970</td>
<td>5,154</td>
<td>5,021</td>
<td>4,867</td>
<td></td>
</tr>
<tr>
<td>% of Enrollment</td>
<td>99.3%</td>
<td>92.8%</td>
<td>91.6%</td>
<td>90.2%</td>
<td>90.5%</td>
<td>90.6%</td>
<td>91.5%</td>
<td>91.5%</td>
<td>94.2%</td>
<td>96.4%</td>
<td>95.7%</td>
</tr>
<tr>
<td>Students with Scores</td>
<td>5,815</td>
<td>5,396</td>
<td>5,125</td>
<td>5,161</td>
<td>5,058</td>
<td>4,883</td>
<td>4,957</td>
<td>5,140</td>
<td>5,008</td>
<td>4,870</td>
<td></td>
</tr>
<tr>
<td>Mean Scale Score</td>
<td>338.1</td>
<td>323.3</td>
<td>345.2</td>
<td>339.2</td>
<td>340.3</td>
<td>331.7</td>
<td>334.1</td>
<td>333.9</td>
<td>321.5</td>
<td>313.5</td>
<td></td>
</tr>
<tr>
<td>% Advanced</td>
<td>14%</td>
<td>10%</td>
<td>22%</td>
<td>14%</td>
<td>11%</td>
<td>11%</td>
<td>13%</td>
<td>13%</td>
<td>13%</td>
<td>12%</td>
<td>10%</td>
</tr>
<tr>
<td>% Proficient</td>
<td>27%</td>
<td>21%</td>
<td>25%</td>
<td>29%</td>
<td>28%</td>
<td>27%</td>
<td>21%</td>
<td>20%</td>
<td>19%</td>
<td>16%</td>
<td>16%</td>
</tr>
<tr>
<td>% Basic</td>
<td>29%</td>
<td>33%</td>
<td>28%</td>
<td>33%</td>
<td>36%</td>
<td>32%</td>
<td>34%</td>
<td>31%</td>
<td>32%</td>
<td>29%</td>
<td>29%</td>
</tr>
<tr>
<td>% Below Basic</td>
<td>16%</td>
<td>21%</td>
<td>18%</td>
<td>14%</td>
<td>16%</td>
<td>17%</td>
<td>17%</td>
<td>18%</td>
<td>18%</td>
<td>21%</td>
<td>21%</td>
</tr>
<tr>
<td>% Far Below Basic</td>
<td>13%</td>
<td>15%</td>
<td>10%</td>
<td>10%</td>
<td>6%</td>
<td>13%</td>
<td>12%</td>
<td>12%</td>
<td>15%</td>
<td>23%</td>
<td></td>
</tr>
</tbody>
</table>

CST Mathematics

<table>
<thead>
<tr>
<th>Result Type</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>EOC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students Tested</td>
<td>5,918</td>
<td>5,433</td>
<td>5,185</td>
<td>5,229</td>
<td>5,089</td>
<td>4,348</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>% of Enrollment</td>
<td>99.9%</td>
<td>93.1%</td>
<td>92.0%</td>
<td>90.9%</td>
<td>90.9%</td>
<td>90.4%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students with Scores</td>
<td>5,792</td>
<td>5,413</td>
<td>5,171</td>
<td>5,219</td>
<td>5,078</td>
<td>4,326</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

View your report
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**

\[
\frac{12 - 9}{12} \times 100 = \\
\frac{3}{12} \times 100 = \\
\frac{1}{4} \times 100 = \\
25
\]

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 \( \frac{3}{12} = 25\% \), choice B. Notice that \( \frac{3}{9} = 33\% \), option C, is not correct because $9 is the ending price, not the starting price.
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.

Source: California Department of Education, 2011
Illustration of two districts with very different API scores but the same hypothetical proficient and advanced rate on a California Standards Test exam.
<table>
<thead>
<tr>
<th><strong>TYPES OF SUBGROUPS FOR API</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Race/Ethnicity</strong>*</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
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<tr>
<td></td>
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<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th><strong>Special Education</strong></th>
<th>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.</th>
</tr>
</thead>
</table>

| **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:**  
| | o 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

Academic Performance Index, 2009-10

<table>
<thead>
<tr>
<th>Subgroup</th>
<th>API Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>CALIFORNIA</td>
<td>768</td>
</tr>
<tr>
<td>White</td>
<td>838</td>
</tr>
<tr>
<td>Asian</td>
<td>890</td>
</tr>
<tr>
<td>African-American</td>
<td>686</td>
</tr>
<tr>
<td>Latino</td>
<td>715</td>
</tr>
<tr>
<td>Low-income</td>
<td>712</td>
</tr>
<tr>
<td>English Learners</td>
<td>692</td>
</tr>
<tr>
<td>Students w Disabilities</td>
<td>581</td>
</tr>
</tbody>
</table>

Statewide Target: 800
Accountability Data – Where to Access API Data

1. Choose your district/county/school
2. Select a data type

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.

Select Level:

Choose your district/county/school

Select a data type

1. Select Level:
   - Level: School

2. Select Subject:
   - Subject:

3. Click SUBMIT

School Performance
- Academic Performance Index (API)
- Adequate Yearly Progress (AYP)
- Alternative Schis 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)

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

California Department of Education
1430 N Street
Sacramento, CA 95814
Accessing API Data, cont.

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

- 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)

<table>
<thead>
<tr>
<th>Number of Students included in the 2010 Growth API</th>
<th>API</th>
<th>Met Growth Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010 Growth</td>
<td>2009 Base</td>
<td>2009-10 Growth Target</td>
</tr>
<tr>
<td>542</td>
<td>620</td>
<td>577</td>
</tr>
</tbody>
</table>

**Similar Schools Report**

**Similar Schools**

<table>
<thead>
<tr>
<th>Median API</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
</tr>
<tr>
<td>Growth</td>
</tr>
<tr>
<td>886</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Subgroup API</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Students Included in 2010 API</td>
</tr>
<tr>
<td>----------------------------------------</td>
</tr>
<tr>
<td>Black or African American</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
</tr>
<tr>
<td>Asian</td>
</tr>
<tr>
<td>Filipino</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
</tr>
<tr>
<td>Native Hawaiian or Pacific Islander</td>
</tr>
<tr>
<td>White</td>
</tr>
<tr>
<td>Two or More Races</td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged</td>
</tr>
<tr>
<td>English Learners</td>
</tr>
<tr>
<td>Students with Disabilities</td>
</tr>
</tbody>
</table>
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

Two years of missed AYP

School Improvement Year 1
- School choice

School Improvement Year 2
- School choice
- Supplemental educational services

After this point, a school must make AYP for 2 years to exit School Improvement

Restructuring (Fifth Year)
- Restructuring takes place (e.g. charter, replace staff, state takeover, governance change)

Restructuring (Fourth Year)
- School choice
- Supplemental educational services
- Restructuring (planning year)

Restructuring (Third Year)
- School choice
- Supplemental educational services
- "Corrective Action" (i.e. school changes)
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**

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

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

<table>
<thead>
<tr>
<th>Scholastic Aptitude Test (SAT)</th>
<th>American College Testing (ACT)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Assesses reading, writing, and math</td>
<td>• Assesses reading, writing, math, and science</td>
</tr>
<tr>
<td>• Each section is worth 800 points</td>
<td>• Each test is scored on a scale of 1-36</td>
</tr>
<tr>
<td>• Almost all colleges and universities in the US use the SAT as one factor when making admissions decisions</td>
<td>• Almost all colleges and universities in the US use the ACT as one factor when making admissions decisions</td>
</tr>
</tbody>
</table>
College Readiness/H.S. Rigor – How to Access A-G Data

Choose your district/county/school

Select a data type

1. Select Level:
   - Level: District

2. Select Subject:
   - Subject: Graduates

School Performance
   - Academic Performance Index (API)
   - Adequate Yearly Progress (AYP)
   - Alternative Schls Accountability Model (ASAM)
   - Program Improvement
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Test Scores
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Student Demographics
   - Dropouts
   - English Learners
   - Enrollment

School Staffing
   - Graduates
   - Special Education

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.

- What's NEW? DataQuest Change Log
- What's in DataQuest?
- QuickQuest lets you find answers fast!
- Our Parents Page is another way to find data.
- Contact information for program related questions
- California School Directory
- Help on using DataQuest
- DataQuest Reporting Levels
- DataQuest Reporting Schedule NEW! Posting plans for 2009-2010
### 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**

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

<table>
<thead>
<tr>
<th>School or District</th>
<th>Gender</th>
<th>American Indian or Alaska Native</th>
<th>Asian</th>
<th>Pacific Islander</th>
<th>Filipino</th>
<th>Hispanic or Latino</th>
<th>African American</th>
<th>White (not Hispanic)</th>
<th>Multiple or No Response</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Female</td>
<td># of Grads with UC/CSU Required Courses</td>
<td># of Grads</td>
<td># of Grads with UC/CSU Required Courses</td>
<td># of Grads</td>
<td># of Grads with UC/CSU Required Courses</td>
<td># of Grads</td>
<td># of Grads with UC/CSU Required Courses</td>
<td># of Grads</td>
<td># of Grads with UC/CSU Required Courses</td>
</tr>
<tr>
<td>District Total</td>
<td>Female</td>
<td>22 (22.7%)</td>
<td>29</td>
<td>7</td>
<td>3 (42.5%)</td>
<td>778</td>
<td>132</td>
<td>24</td>
<td>35</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>12 (25.0%)</td>
<td>42</td>
<td>8</td>
<td>1 (12.5%)</td>
<td>199</td>
<td>24</td>
<td>2</td>
<td>1</td>
<td>12</td>
</tr>
<tr>
<td>Total</td>
<td>Female</td>
<td>34 (23.5%)</td>
<td>71</td>
<td>16</td>
<td>2 (12.5%)</td>
<td>1,423</td>
<td>220</td>
<td>430</td>
<td>63</td>
<td>36</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>12 (25.0%)</td>
<td>42</td>
<td>8</td>
<td>1 (12.5%)</td>
<td>199</td>
<td>24</td>
<td>2</td>
<td>1</td>
<td>12</td>
</tr>
<tr>
<td>Total</td>
<td>Female</td>
<td>67 (20.9%)</td>
<td>437</td>
<td>67</td>
<td>23 (38.1%)</td>
<td>5,989</td>
<td>1,042</td>
<td>1,302</td>
<td>129</td>
<td>3,087</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>59 (19.0%)</td>
<td>468</td>
<td>59</td>
<td>6 (10.2%)</td>
<td>2,236</td>
<td>83</td>
<td>3,112</td>
<td>129</td>
<td>3,087</td>
</tr>
<tr>
<td>Total</td>
<td>Female</td>
<td>125 (20.3%)</td>
<td>505</td>
<td>120</td>
<td>8 (23.8%)</td>
<td>4,442</td>
<td>1,511</td>
<td>2,519</td>
<td>303</td>
<td>7,446</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>116 (30.0%)</td>
<td>554</td>
<td>116</td>
<td>5 (23.8%)</td>
<td>4,442</td>
<td>1,511</td>
<td>2,519</td>
<td>303</td>
<td>7,446</td>
</tr>
<tr>
<td>Total</td>
<td>Female</td>
<td>1,672 (27.5%)</td>
<td>19,862</td>
<td>1,317</td>
<td>416 (31.6%)</td>
<td>8,152</td>
<td>3,699</td>
<td>14,02</td>
<td>3,836</td>
<td>27,413</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>1,492 (33.5%)</td>
<td>1,574</td>
<td>1,187</td>
<td>270 (22.7%)</td>
<td>5,020</td>
<td>12,540</td>
<td>12,114</td>
<td>2,224</td>
<td>10,122</td>
</tr>
<tr>
<td>Total</td>
<td>Female</td>
<td>3,074 (25.7%)</td>
<td>59,409</td>
<td>2,904</td>
<td>896 (27.4%)</td>
<td>14,258</td>
<td>14,258</td>
<td>2,904</td>
<td>896</td>
<td>26,023</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>3,074 (25.7%)</td>
<td>59,409</td>
<td>2,904</td>
<td>896 (27.4%)</td>
<td>14,258</td>
<td>14,258</td>
<td>2,904</td>
<td>896</td>
<td>26,023</td>
</tr>
</tbody>
</table>
California High School Graduation Rates and A-G Graduation Rates, by Ethnicity, 2008

Graduation Rates and UC/CSU A-G Graduation Rates, by Ethnicity, 2008:

- All: 68% Graduation Rates, 34% UC/CSU A-G Graduation Rates
- Asian: 94% Graduation Rates, 59% UC/CSU A-G Graduation Rates
- White: 81% Graduation Rates, 40% UC/CSU A-G Graduation Rates
- African American: 58% Graduation Rates, 23% UC/CSU A-G Graduation Rates
- Latino: 62% Graduation Rates, 23% UC/CSU A-G Graduation Rates
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.
THANK YOU!

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