



**EAST SIDE**  
HIGH SCHOOL DISTRICT  
*Silicon Valley*

Preparing every student to thrive in a global society.

**Local Control Accountability  
Plan Metrics  
&  
Strategic Plan  
Key Performance Measures**

November 2017

## **Local Control Accountability Plan Metrics & Strategic Plan Key Performance measures**

### **Introduction/purpose**

The purpose of this report is to display benchmark data points for the Local Control Accountability Plan (LCAP) and the Key Performance Measures (KPMs) outlined in the East Side Union High School District Strategic Plan and to look at progress made over the last several years towards preparing all students for college and careers. Student achievement data indicates that many students struggle to meet college and career readiness upon graduation from high school. Furthermore, there are gaps between how well Asian students, Hispanic students, and African American students meet this goal as well as special student populations such as Socioeconomically Disadvantaged students, English Language Learner students, and Students With Disabilities. In order to measure how well students graduating from the East Side Union High School District are prepared for our 21st century global economy, we have selected key data points which can be measured over time in both the LCAP and Strategic Plan.

### **History**

Seven years ago, prior to the strategic plan, the district began to look at the achievement gap among students and determine if the district had systems and policies in place that hindered closing this gap as well as systems that would close the gap. It was found that some course sequences created a fork in the pathway that led some students to college preparedness and others simply to graduation. It was left for students to choose whether or not to take a third year of math and science, again either leading to college preparedness or not. For example, some students entering the district had access to summer programs that accelerated their math placement upon entering high school, thus advancing their road to college preparedness and college application distinction by allowing them to complete Calculus in high school. Placement criteria into higher level course work was not the same at all 11 high schools which disadvantaged some students. The district had several such inequitable systems in place.

The district began changing policies and implementing programs to even the playing field. All core subject sequences now have only one path, which leads to college preparedness. Many schools began to place students by default into a third year of math or science. In the 2010/11 school year, the Board of Trustees approved a default pathway for all students that leads to college and career

readiness. The first class to graduate having completed 4 years of high school under the default pathway is the class of 2015. Beginning with this class, the district set consistent placement criteria into core courses for all schools. Resources were prioritized to implement summer programs for all students that would advance or support higher level math placement in high school. Grants were procured to implement programs at sites to support struggling students. Some schools began to widen their instructional program to include greater numbers of Students With Disabilities in mainstream classrooms. The data in this report will show that these system changes have shown improvement in preparing all students for college and careers but that the district still has a long way to go to achieve this goal.

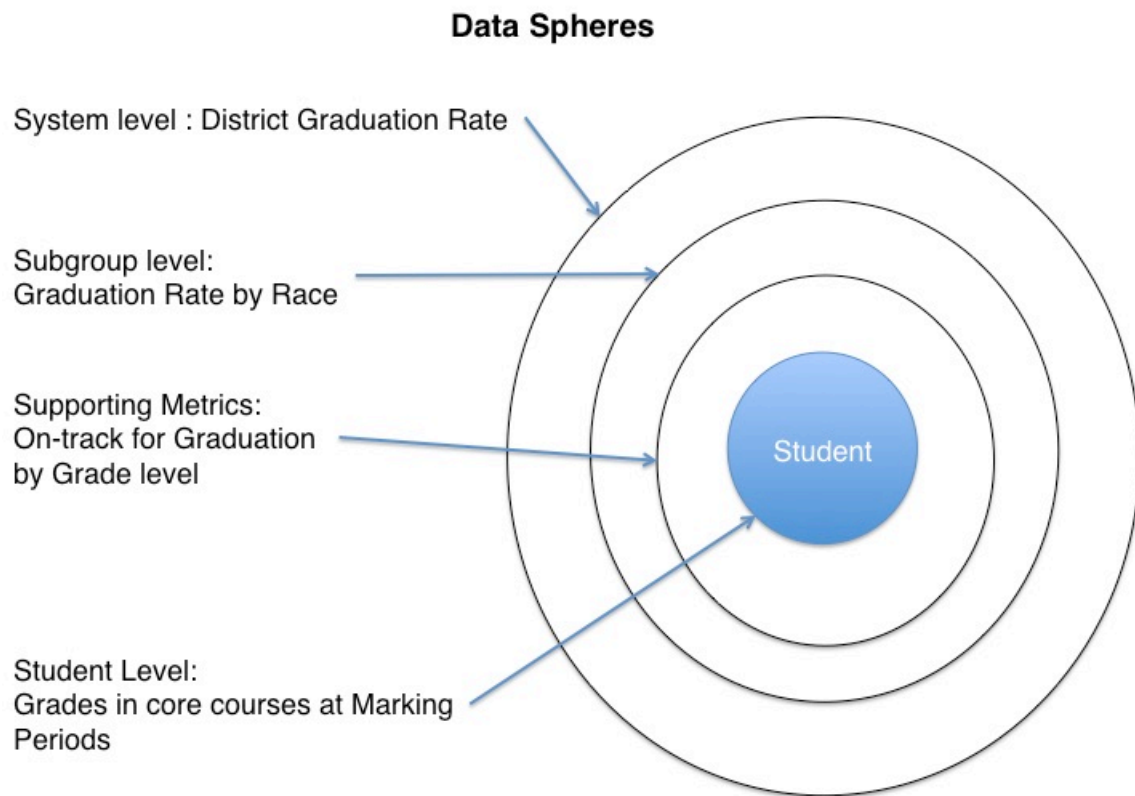
The state's new Local Control Funding Formula and corresponding Local Control Accountability Plan asks districts to widen their focus on the achievement gaps to include English Language Learner students, Students With Disabilities, Socioeconomically Disadvantaged students, and Foster Youth. Data shows that these populations of students are achieving at the lowest levels within our district. The LCAP and The Strategic Plan set the course for further improvement in student outcomes with targeted funding allocation and programmatic system shifts focusing on our academically struggling populations of students.

The main priority for high schools is to graduate students prepared for their next step post-high school, whether that be college, trade schools, apprenticeships, or work. It is East Side's goal that every student has choices for post-high school next steps, and we recognize that our district is responsible for graduating students prepared to enter college, the trades, or work as they choose. It takes students a minimum of 4 years to graduate high school. It is imperative that the system puts structures in place that are capable of monitoring students and providing warning systems for students likely to fall behind the target of graduating high school so that success for all students is probable.

## **Data**

Data on student achievement can be provided at many levels of an organization, from district to county to state all the way down to student groups. These differing levels of data metrics have different purposes. For example the district overall graduation rate is a high level metric which can be used to compare the district to other entities such as similar districts, the county, and the state, but it does not point to any specific actions to improve the graduation rate. The scope and level of data can be thought of as data spheres where the outer most sphere provides high level system data and the inner most sphere provides actionable student data that can be used to change the negative trajectory of individual student outcomes.

The picture below shows a visual representation of data spheres using graduation rate as an example. In order for district graduation rates to rise and disparities among student subgroup graduation rates to diminish, more students must graduate. More students graduate when they pass all of their classes at each grade level. More students pass their classes at each grade level when progress towards semester grades are monitored and interventions are provided to help students pass their classes.



In the picture above, the outer most sphere is the district graduation rate which is high level data, and the spheres progress into the center where actionable student data is placed: marking period grades. The data in this report is provided in order of data spheres. High level metrics will come first and progress toward the inner spheres and when applicable, student level methods for targeting interventions will be discussed.

## **Data Definitions**

When possible, public data from the California Department of Education's Data Quest site is used. However many of these data are a year or more old and do not provide benchmarks that are timely for evaluation and improvement of district programs. In these cases, the district has created data measures based on district databases and district-defined calculations, which allow for timely analysis. Furthermore, public data is not available in all areas needed for analysis and in these cases, data from district databases and district calculations will also be used.

## **Local Control Accountability Plan (LCAP)**

The LCAP outcomes center around the eight state priorities; Basic Services, Implementation of State Standards, Parental Involvement, Pupil Achievement, Pupil Engagement, School Climate, Course Access, and Other Pupil Outcomes, with the overarching goal of preparing all students for college and careers. Some data outcomes required in the LCAP are mandated while others are locally defined, and most are common to the KPMs specified in the ESUHSD Strategic Plan. This report will focus on the goals in the LCAP and include those KPMs not specified in the LCAP.

## **LCAP Goals**

**LCAP Goal 1:** College and Career: Provide high quality instruction, learning opportunities, as well as guidance supports to prepare every student to graduate ready for college and career.

**LCAP Goal 2:** Graduation Rate: Provide the physical, emotional, social and academic supports to ensure students are making appropriate yearly progress towards high school graduation.

**LCAP Goal 3:** English Language Learners: Provide the program, supports and instructional strategies to obtain English proficiency and the overall academic success of short-term and long-term English Language Learners.

**LCAP Goal 4:** Decrease Suspensions: Establish and sustain healthy school cultures through relationship-centered practices to keep students engaged in their learning environment.

**LCAP Goal 5:** Attendance - Chronic Absenteeism: Engage with and connect students and families to appropriate staff, supports, and programmatic alternatives to increase student attendance in school.

## Key Performance Indicators (KPMs)

The Board of Trustees identified the following KPMs to hold the organization accountable:

1. Improved graduation rate
2. Decreased dropout rate
3. Improved A-G completion rate (15 course sequence for UC/CSU qualification)
4. Develop College & Career Readiness Indicators (5Cs) –Critical Thinking, Communication, Collaboration, Creativity, Civic Engagement
5. Decrease achievement gaps as defined in measures 1-3 and other indicators, such as suspension and expulsion rates.

## Demographics

The district population should be considered when analyzing statistics. Many displayed subgroups are small in number, which makes these metrics prone to large fluctuations from year to year. The chart below shows the district subgroups by percent of the district total population as well as the number of students.

2016 - 17 ESUHSD Demographics		
	% of Population	# of Students
Am Indian/Alskn Nat	0.2%	56
Asian	43.4%	10,109
Black/African Am	2.6%	600
Hispanic	45.6%	10,609
Two or More Races	1.8%	428
Nat Hwiin/Othr Pac Islndr	0.5%	125
White	5.8%	1,360
Socioeconomically disadvantaged	53.5%	12,448
Foster Youth	0.3%	80
Students with Disabilities	10.6%	2,457
English Langage Learner	15.8%	3,669
Total District Enrollment		23,287

## Goals and Measures

**LCAP Goal 1: College and Career: Provide high quality instruction, learning opportunities, as well as guidance supports to prepare every student to graduate ready for college and career.**

### Metrics:

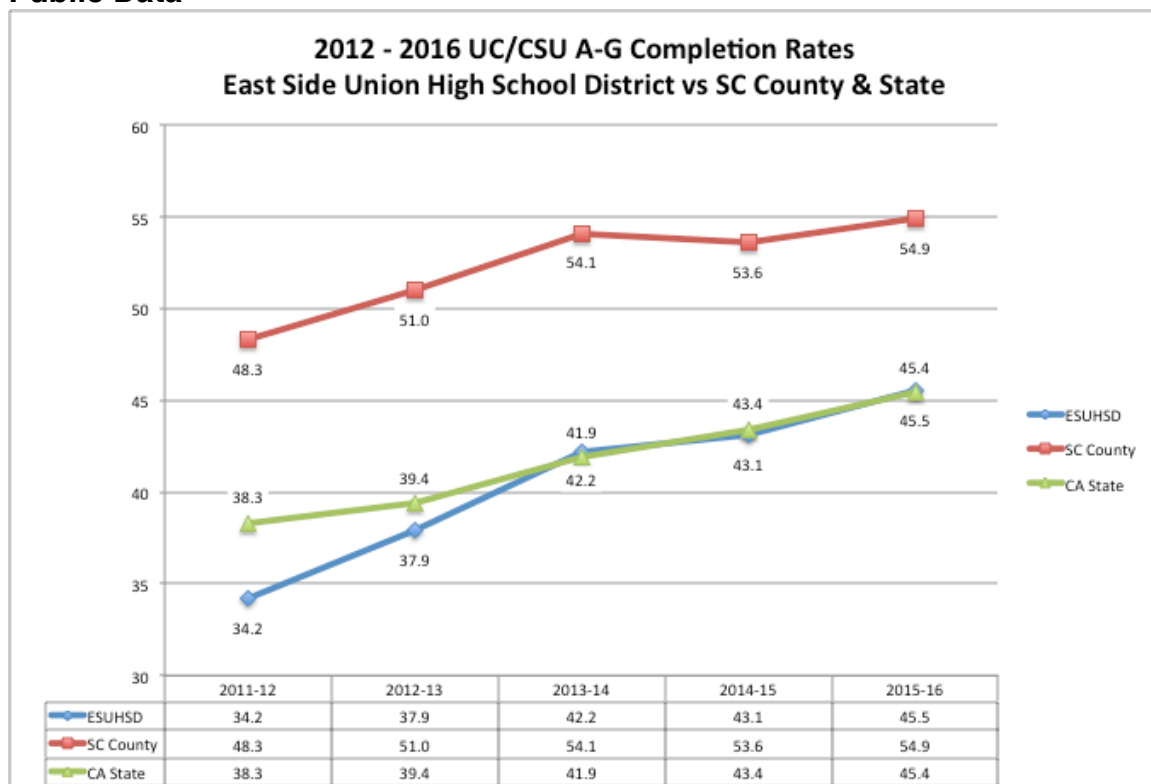
**LCAP & KPM: UC/CSU A-G Course Completions**

### A-G Completion Rate

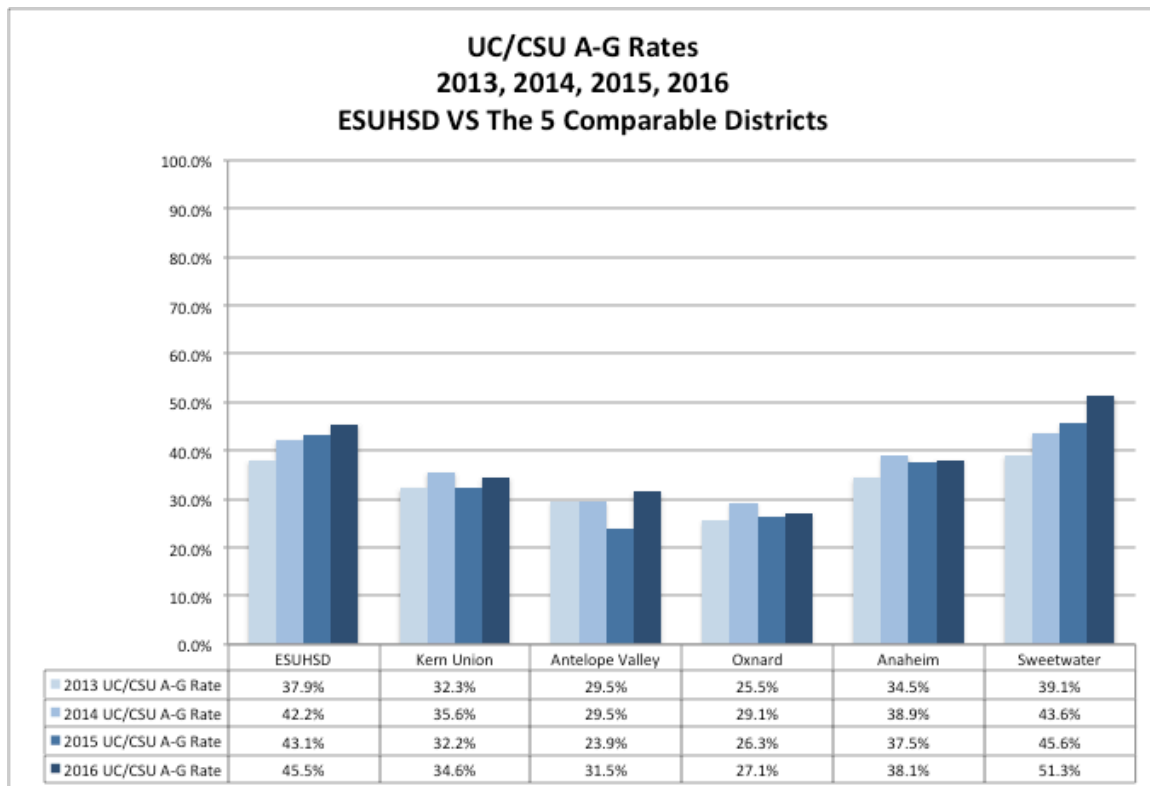
The graph below shows the public data on UC/CSU A-G course completion rates for graduates in ESUHSD, Santa Clara County, and the state. UC/CSU A-G course completion rates are published a year behind so the most current data available is for the class of 2015-16 and includes district charter schools.

- The data shows that there has been a one year 2.4% percentage point increase in the percent of students graduating who complete the UC/CSU A-G course requirements district wide.
- The district rate is above the state and below the county.
- There has been an 11.3 percentage point increase since 2011-12 in the district UC/CSU A-G course completion rate.

### Public Data



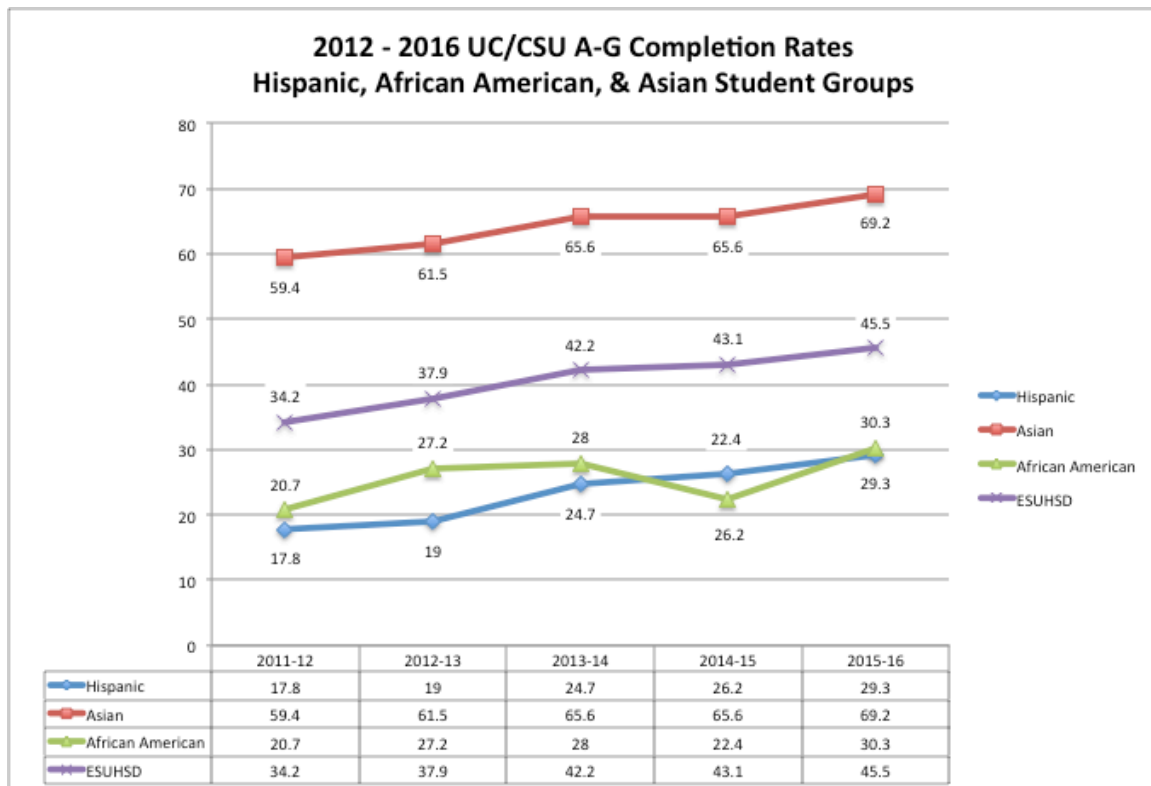
The graph below compares the public A-G rates of the district with the 5 comparable districts to ESUHSD, Kern Union, antelope Valley, Oxnard, Anaheim, and Sweetwater. These districts are all high school districts with similar demographics to ESUHSD. East Side has a higher A-G completion rate than 4 of the districts and is lower than Sweetwater.



The graphs below show the public UC/CSU A-G course completion rates for ESUHSD ethnic subgroups.

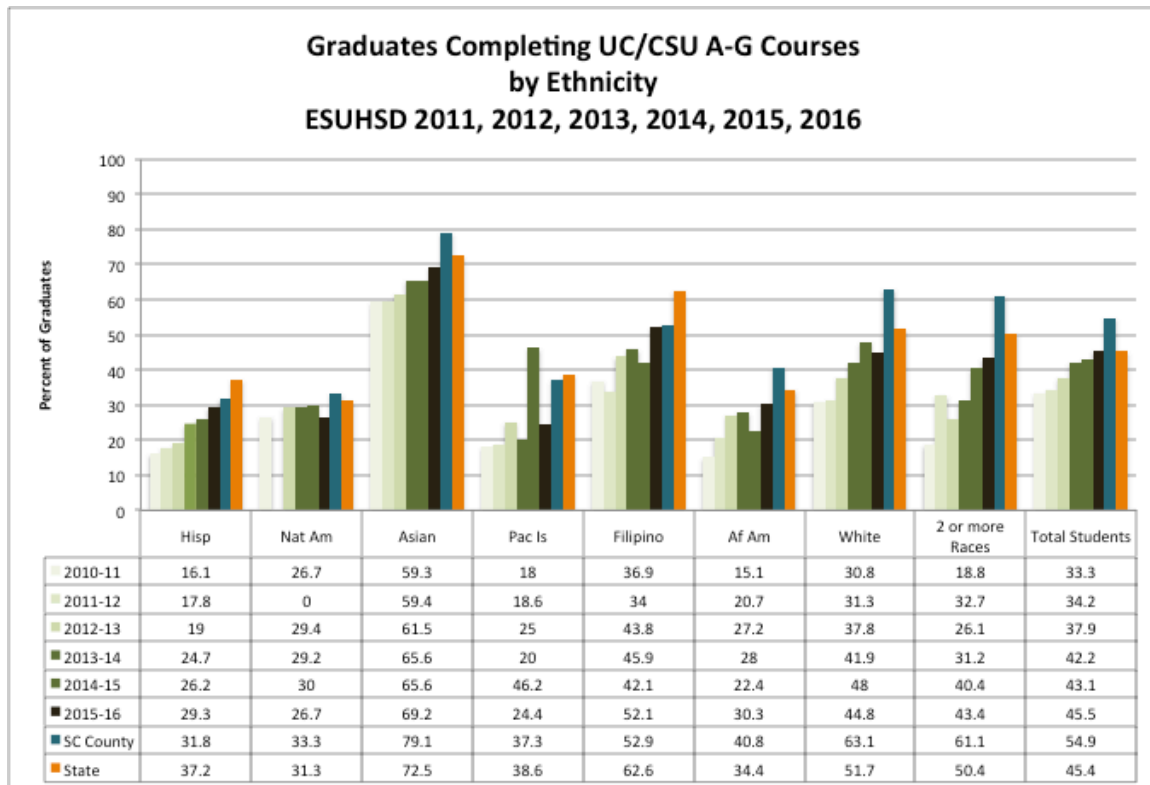
- Hispanic, Asian, and African American student subgroups increased in A-G completion rates.
- The Hispanic subgroup A-G rate is 29.3% and has increased by 3.1 percentage points over the prior year.
- The Asian subgroup A-G rate is 69.2% and has increased by 3.6 percentage points over the prior year.
- The African American subgroup A-G rate is 30.3% and has increased by 8.3 percentage points over the prior year.
- Hispanic and African American students have lower UC/CSU A-G course completion rates than their Asian peers.





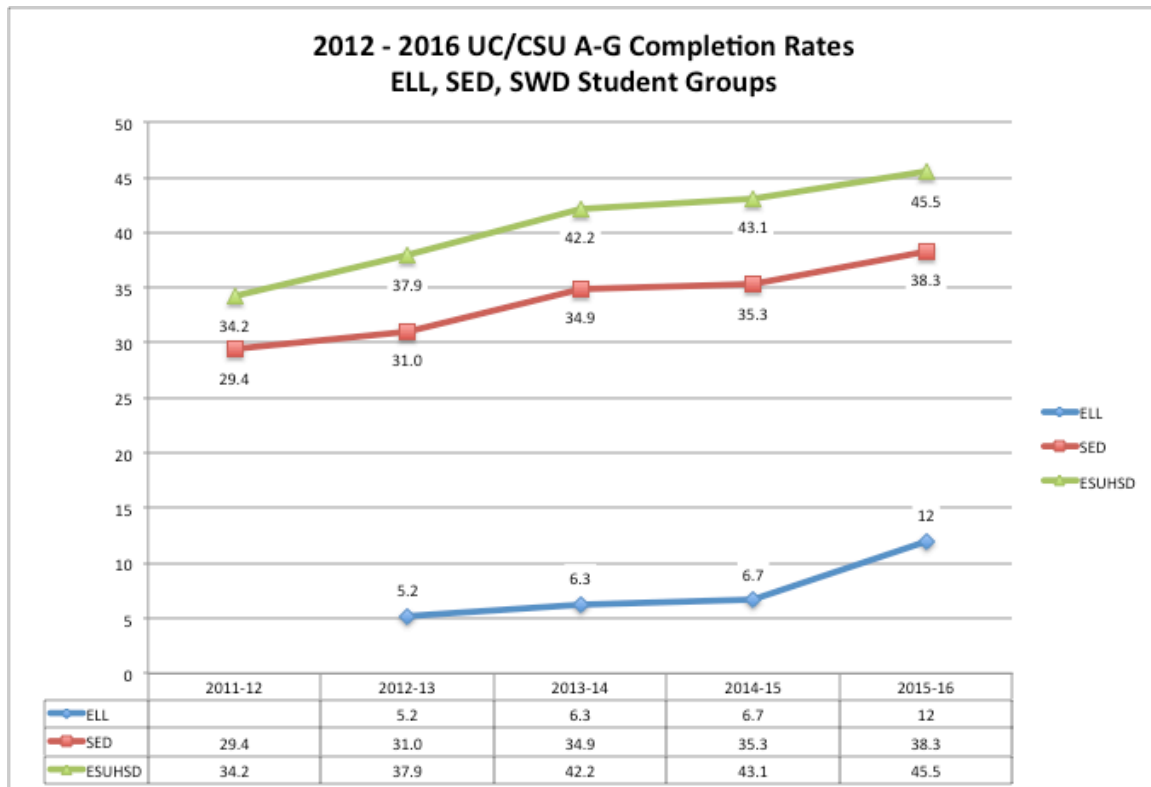
The graph below shows the UC/CSU A-G course completion rates for all subgroups compared to the state and the county.

- The A-G course completion rates for all ethnic subgroups are lower than the county and the state.



The chart below shows the public UC/CSU A-G course completion rates for special populations, English Language Learners (ELL), Socioeconomically Disadvantaged (SED). Public data does not provide information for Students With Disabilities (SWD).

- Both ELL and SED student subgroups showed increases in the percentage of students completing A-G courses.
- The ELL subgroup A-G rate is 12% and has increased by 5.3 percentage points over the prior year.
- The SED subgroup is 38.3% and has increased by 3 percentage points over the prior year.



### Local Cohort A-G Rate

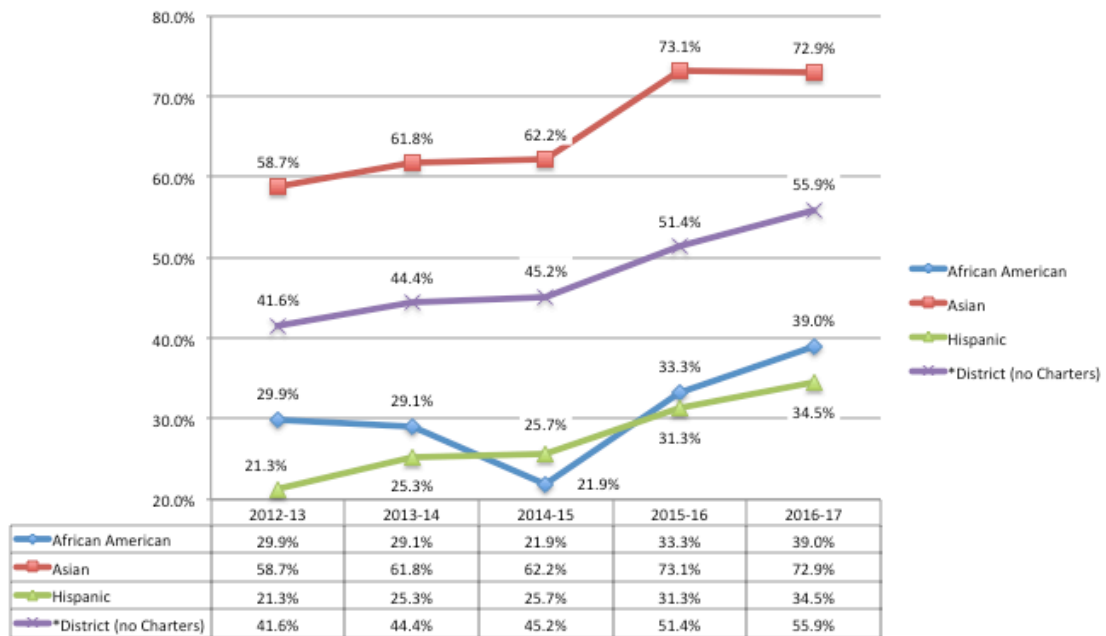
In order to have UC/CSU a-g course completion rates that are timely and count only district run schools, the district data used to certify the data in CALPADS will be used. The graph below shows UC/CSU A-G course completion rates for the district excluding charter schools for students who stay enrolled at a district school all 4 years of high school.

- The 2015 UC/CSU A-G course completion rate was 55.9%, which is an increase of 4.5 percentage points from 2016.
- Students who are enrolled in the district all 4 years have higher UC/CSU A-G course completion rates.

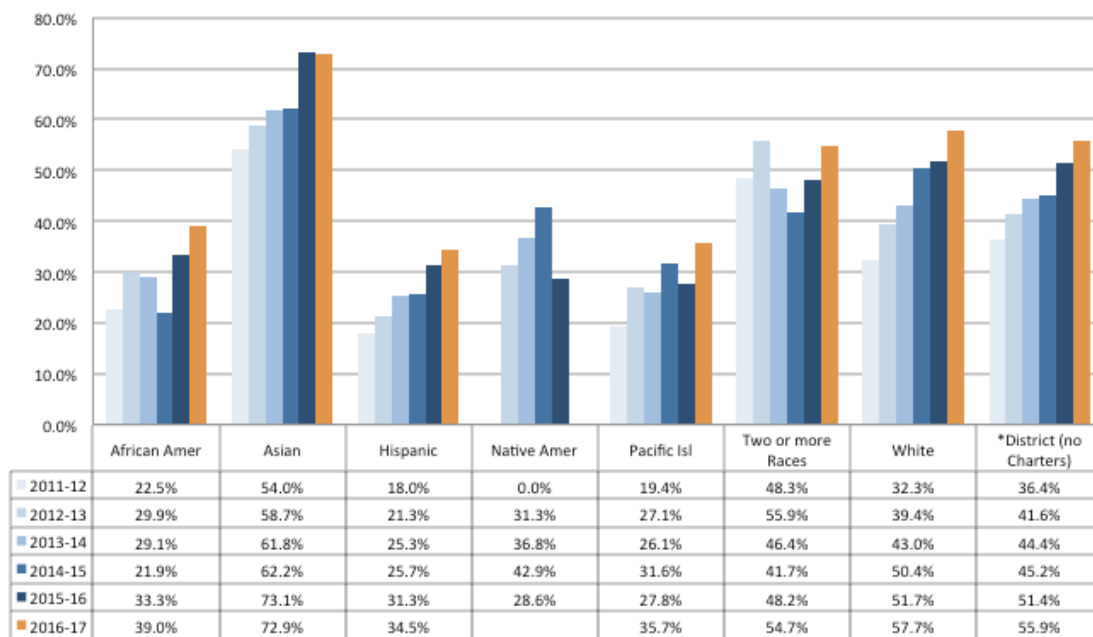
Hispanic and African American graduates complete the UC/CSU A-G course requirements at a lower rate than their Asian peers.

- 72.9% of Asian graduates completed the UC/CSU A-G course requirements, which is a decrease of 2 percentage points since 2016.
- 39.0% of African American graduates completed the UC/CSU A-G course requirements, which is an increase of 1.8 percentage points since 2016.
- 34.5% of Hispanic graduates completed the UC/CSU A-G course requirements, which is an increase of 2.9 percentage points since 2016.

**2013-2017 ESUHSD  
Local Cohort UC/A-G Course Completion Rate  
by Race/Ethnicity**

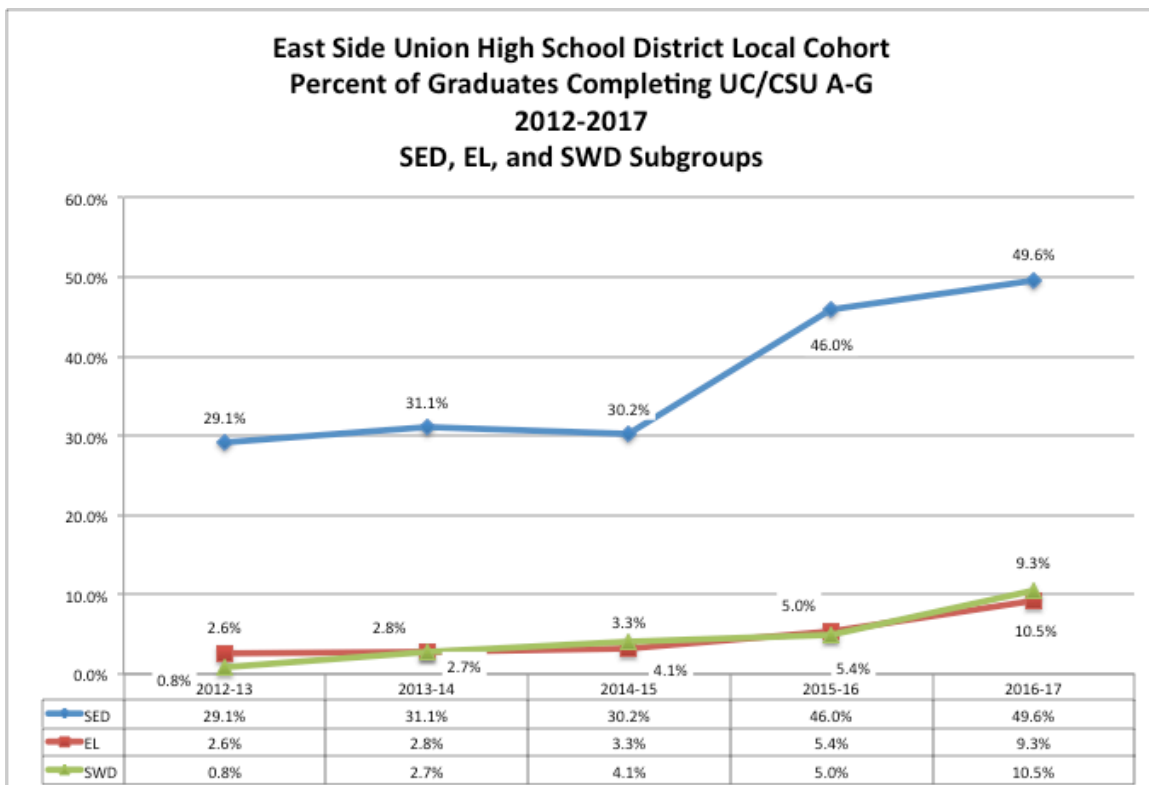


**East Side Union High School District Local Cohort  
Percent of Graduates Completing UC/CSU A-G  
2012-2017**



The graph below shows the Local Cohort UC/CSU A-G course completion rates for special populations.

- ELL, SED, and SWD subgroups have all shown increases in the local A-G course completion rates.
- The ELL subgroup local A-G rate is 9.3%, which is a 3.9 percentage point increase from last year.
- The SED subgroup local A-G rate is 49.6%, which is a 3.6 percentage point increase from last year.
- The SWD subgroup local A-G rate is 10.5%, which is a 5.5 percentage point increase from last year.



## Grades 9 – 11 on-track for A-G

UC/CSU A-G course completion rates are considered a 4-year statistic in that it takes a student 4 years of high school to achieve that status. In order to monitor student progress towards this goal, an On Track for A-G Completion metric has been created. The chart below shows the percent of students by grade level for the past two years on track to complete A-G at the end of each grade. All core subject area courses and most electives satisfy an A-G requirement with the exception of ELD 1 & 2 and special education special day courses.

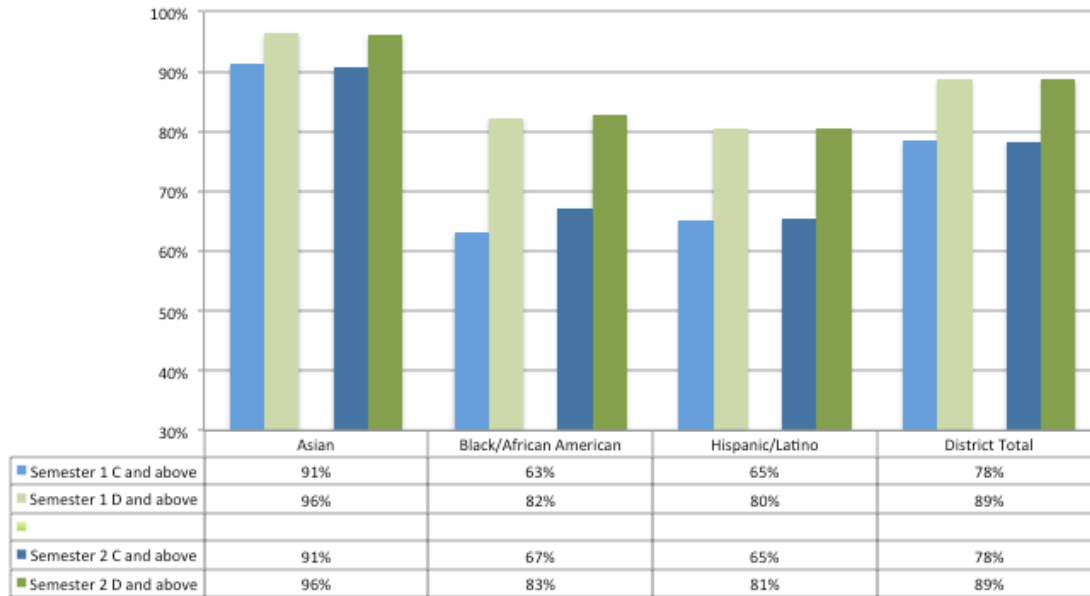
- 51.8% of 9<sup>th</sup> graders are on track for A-G completion by the time they enter the next grade.
- 39.3% of 10<sup>th</sup> graders are on track for A-G completion by the time they enter the next grade.
- 27.2% of 11<sup>th</sup> graders are on track for A-G completion by the time they enter the next grade.
- The on track status of students decreases as grade levels increase
- The on track status of African American and Hispanic subgroups is lower than the Asian subgroup.
- The on track status of English Language Learner students is significantly lower than the district average. The majority of ELL students are enrolled in A-G courses. For example, 83% of ELL students were enrolled in A-G English courses.

2015-16 On Track for A-G Completion East Side Union High School District						
	Grade 9		Grade 10		Grade 11	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
<b>All Students</b>	<b>52.7%</b>	<b>51.8%</b>	<b>37.2%</b>	<b>39.3%</b>	<b>24.9%</b>	<b>27.2%</b>
<b>African American</b>	29.8%	27.0%	17.4%	18.5%	14.5%	12.1%
<b>Asian</b>	76.9%	75.5%	58.2%	62.4%	43.9%	42.0%
<b>Hispanic</b>	30.7%	29.5%	16.7%	17.6%	9.1%	12.5%
<b>Native American</b>	31.3%		11.8%	14.30%	0.0%	
<b>Pacific Islander</b>	37.0%	34.20%	24.1%	15.40%	3.4%	17.20%
<b>Two or More Races</b>	61.4%	55.60%	41.9%	37.20%	22.1%	33.30%
<b>White</b>	58.1%	54.00%	41.1%	43.90%	22.4%	28.90%
<b>ELL</b>	15.7%	17.2%	7.4%	6.5%	1.4%	4.4%
<b>SED</b>	41.0%	40.6%	27.3%	28.6%	17.2%	21.1%
<b>SWD</b>	7.0%	8.7%	2.8%	2.3%	2.1%	1.0%

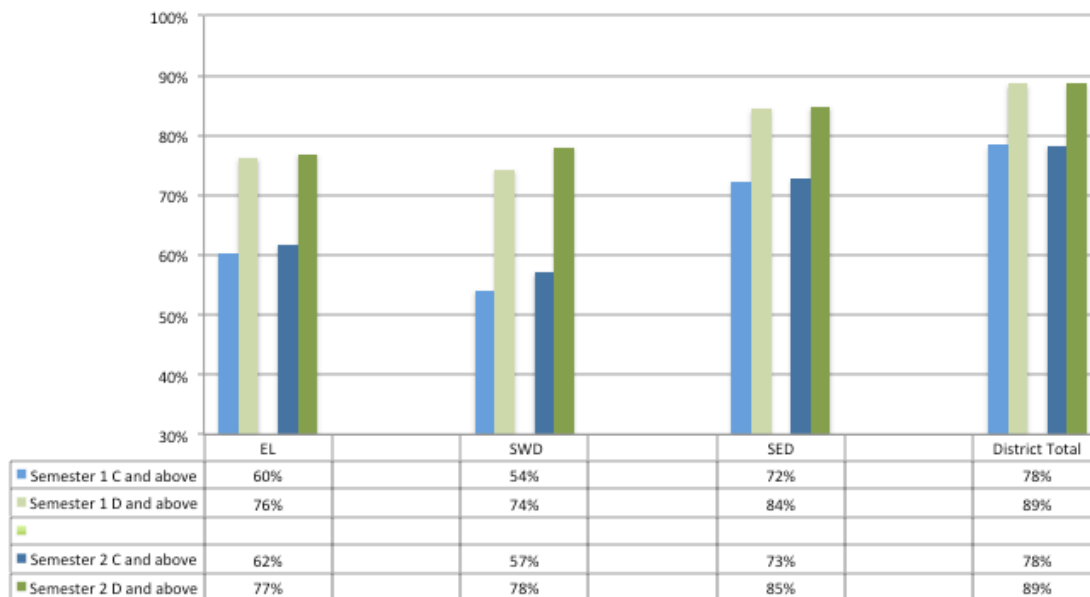
### Course Passage – English, Math, Science, and Social Science

Students must earn a C or higher in A-G courses. The graphs below show the percent of students earning a C or above, and a D or above, in English, Math, Science, and Social Science each semester. Potentially students who earned a D could earn a C with intervention prior to the end of the semester. Early warning reports on grades surface these students for intervention.

**2016-17 ESUHSD English Language Arts  
by Ethnicity**  
**Percent of students Earning a C Versus a D Grade or better by Semester**  
**UC/CSU A-G Courses**

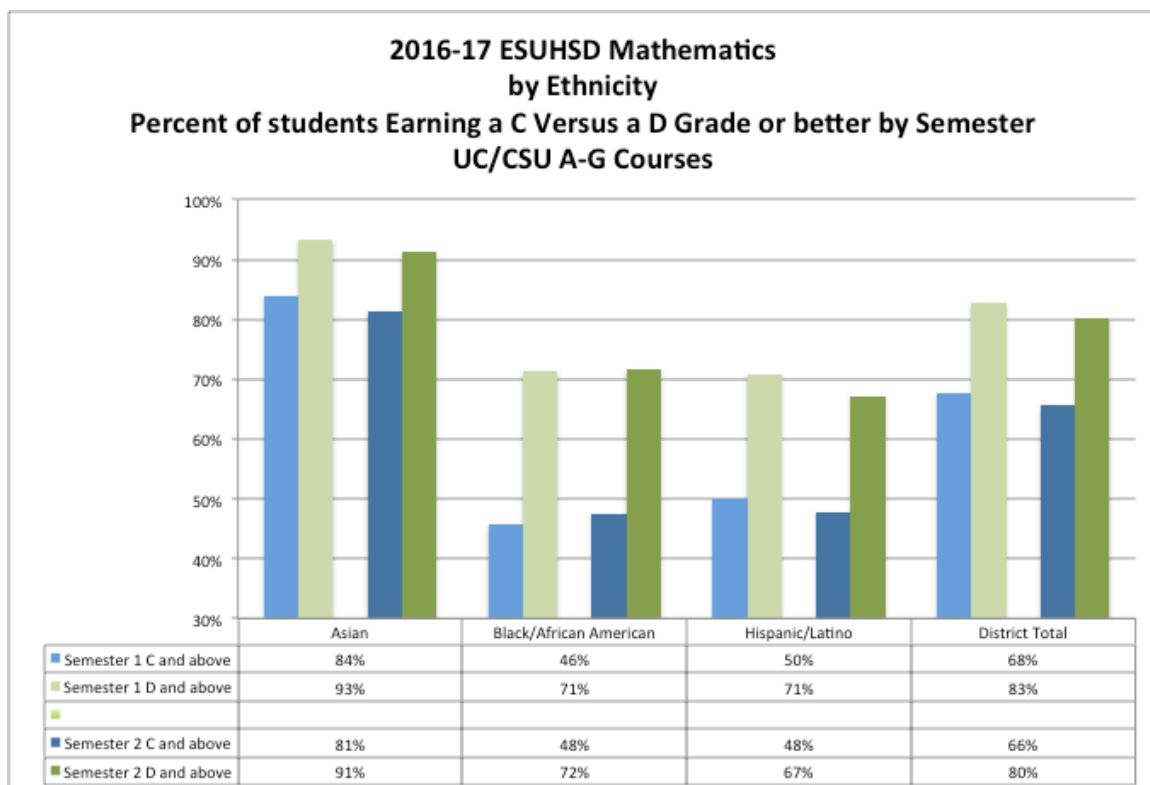


**2016-17 ESUHSD English Language Arts  
Special Populations**  
**Percent of students Earning a C Versus a D Grade or better by Semester**  
**UC/CSU A-G Courses**

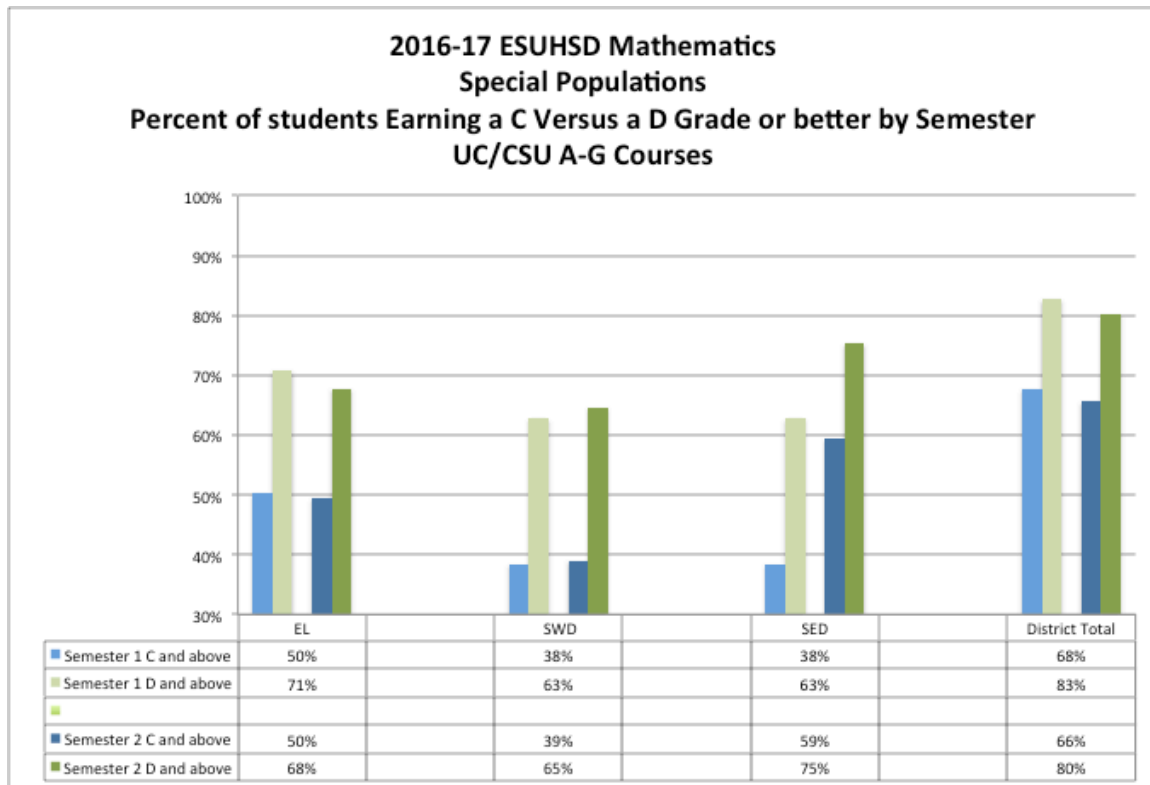


The graphs above show the percent of students who earned a C or above and those who earned a D or above first and second semester in A-G English courses.

- 78% of students received a C or above in English both first and second semester in 2016-17
- 89% of students received a D or above in English both semesters.
- 11% of students could have benefited by early intervention to change their D grade to a C grade
- There are larger gaps between the percent of students earning C's or above and the percent earning D's or above for African America, Hispanic, SWD, and ELL students that the district average.



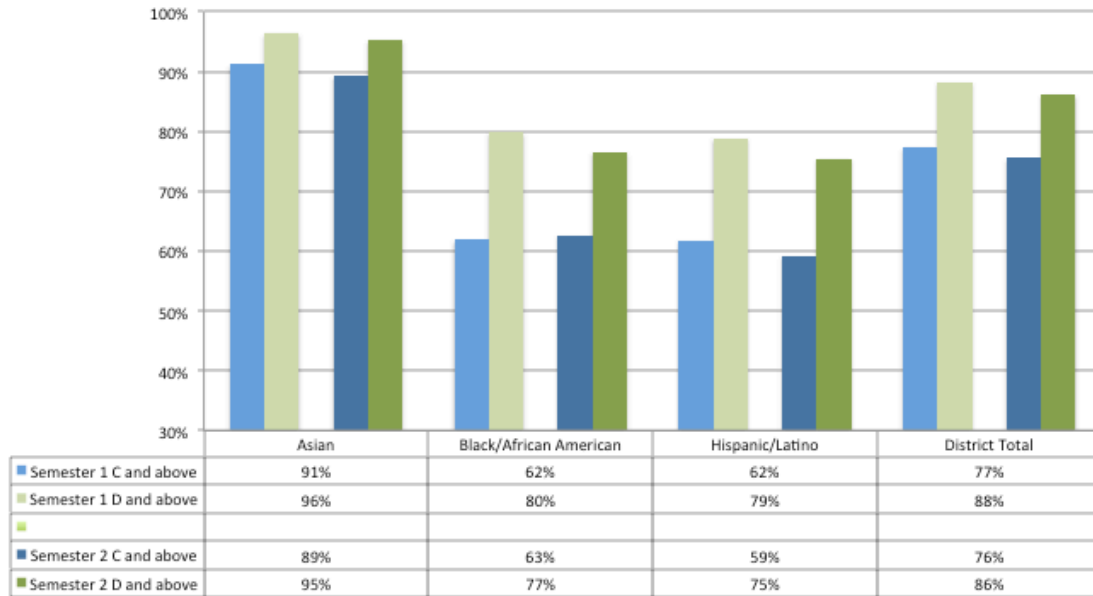




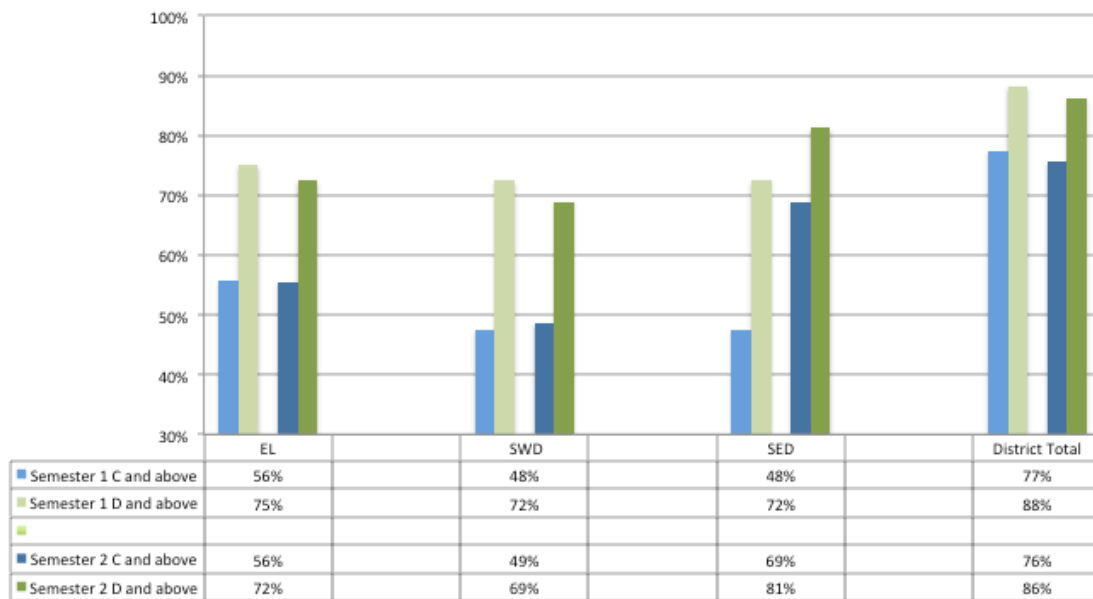
The graphs above show the percent of students who earned a C or above and those who earned a D or above first and second semester in A-G Math courses.

- 68% of students received a C or above in Math both first semester and 66% received C's or above second semester in 2016-17.
- 83% of students received a D or above in Math first semesters and 80% earned a D or above in Math second semester.
- 15% of students could have benefited by early intervention first semester and 14% second semester to change their D grade to a C grade.
- There are larger gaps between the percent of students earning C's or above and the percent earning D's or above for African America, Hispanic, SWD, and ELL students that the district average.

**2016-17 ESUHSD Science  
by Ethnicity**  
**Percent of students Earning a C Versus a D Grade or better by Semester  
UC/CSU A-G Courses**

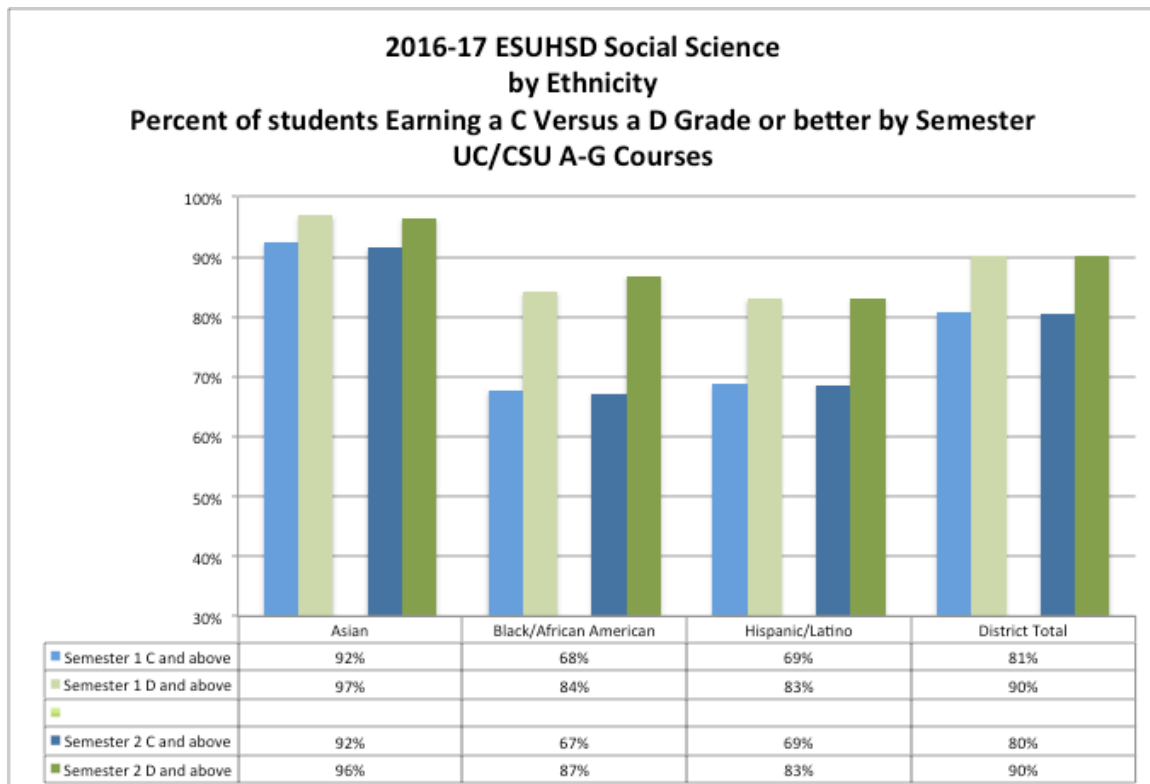


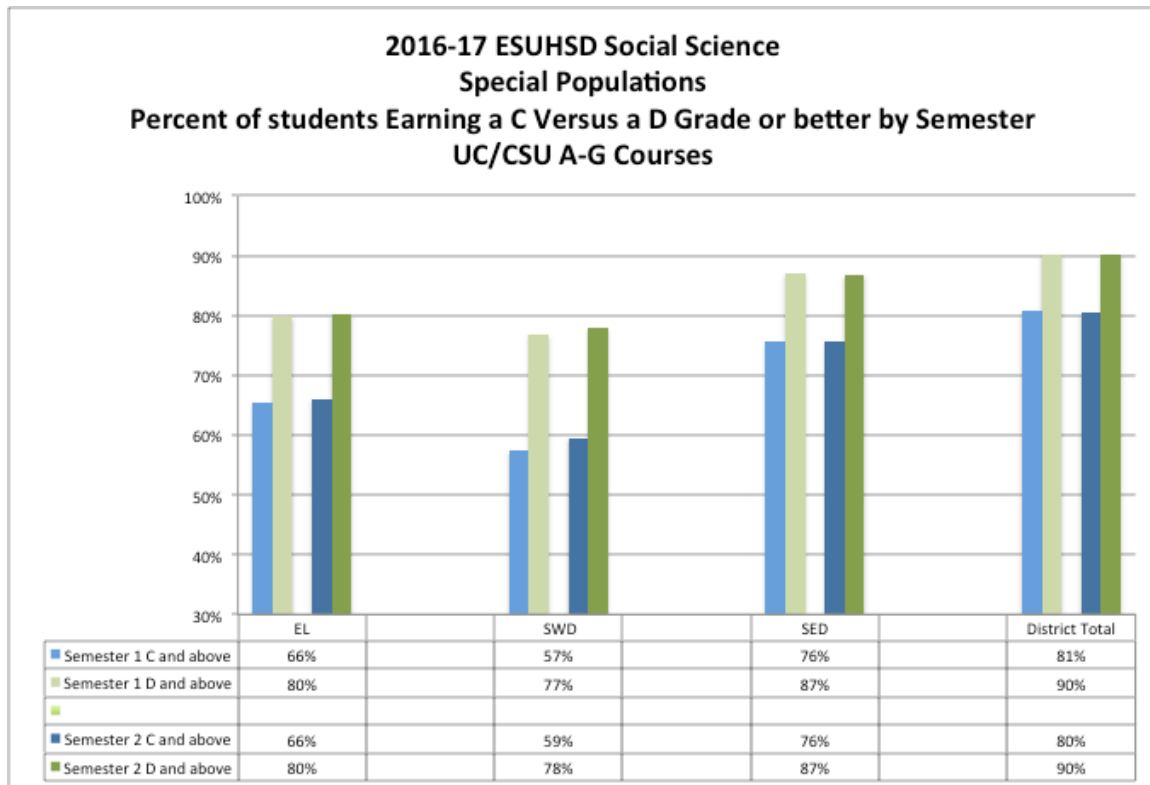
**2016-17 ESUHSD Science  
Special Populations**  
**Percent of students Earning a C Versus a D Grade or better by Semester  
UC/CSU A-G Courses**



The graphs above show the percent of students who earned a C or above and those who earned a D or above first and second semester in A-G Science courses.

- 77% of students received a C or above in Science both first semester and 76% received C's or above second semester in 2016-17.
- 88% of students received a D or above in Science first semesters and 86% earned a D or above in Science second semester.
- 11% of students could have benefited by early intervention first semester and 10% second semester to change their D grade to a C grade.
- There are larger gaps between the percent of students earning C's or above and the percent earning D's or above for African America, Hispanic, SWD, and ELL students that the district average.





The graphs above show the percent of students who earned a C or above and those who earned a D or above first and second semester in A-G Social Science courses.

- 81% of students received a C or above in Social Science both first semester and 80% received C's or above second semester in 2016-17.
- 90% of students received a D or above in Science first semesters and 90% earned a D or above in Science second semester.
- 9% of students could have benefited by early intervention first semester and 10% second semester to change their D grade to a C grade.
- There are larger gaps between the percent of students earning C's or above and the percent earning D's or above for African America, Hispanic, SWD, and ELL students than the district average.

In order to increase the number of students completing UC/CSU A-G requirements the district must support the instructional shifts needed by teachers to meet the academic needs of all students and continue to provide credit recovery options for all students beginning in grade 9.

**LCAP & KPM: SBAC  $\geq$  3 & EAP**

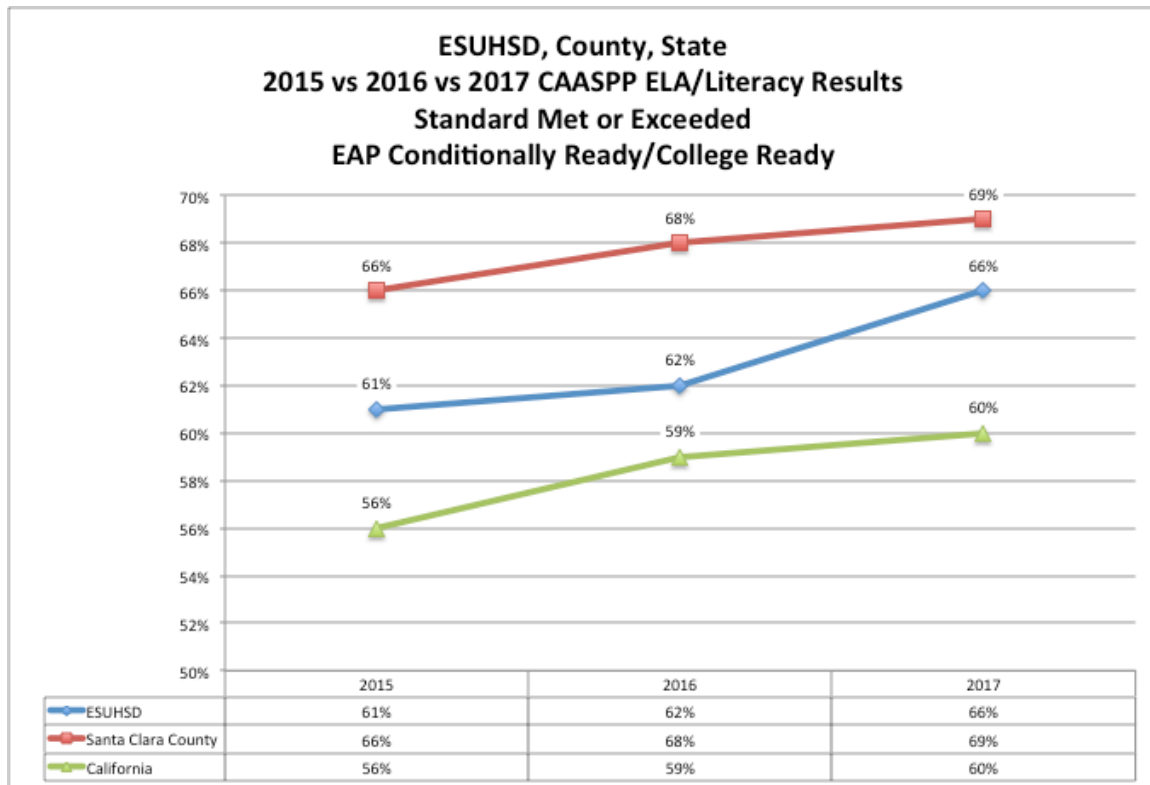
### **SMARTER Balanced Assessments (SBAC)**

The purpose of the common core state standards is to indicate course structures and content that prepares all students for college and careers upon graduation. The Smarter Balanced Assessments (SBAC) were given for the first time in the spring of 2015 to all students grades 3-8 and 11, in English Language Arts and Mathematics. The results are aligned to college and career readiness.

All students in grade 11 take the same SBAC level assessment in Mathematics, which is a shift from the previous California Content tests, which required students to take math tests aligned with the math course they were taking that year. For example, grade 11 students enrolled in Common Core Math 1, a grade 9 math course, take the grade 11 SBAC math test.

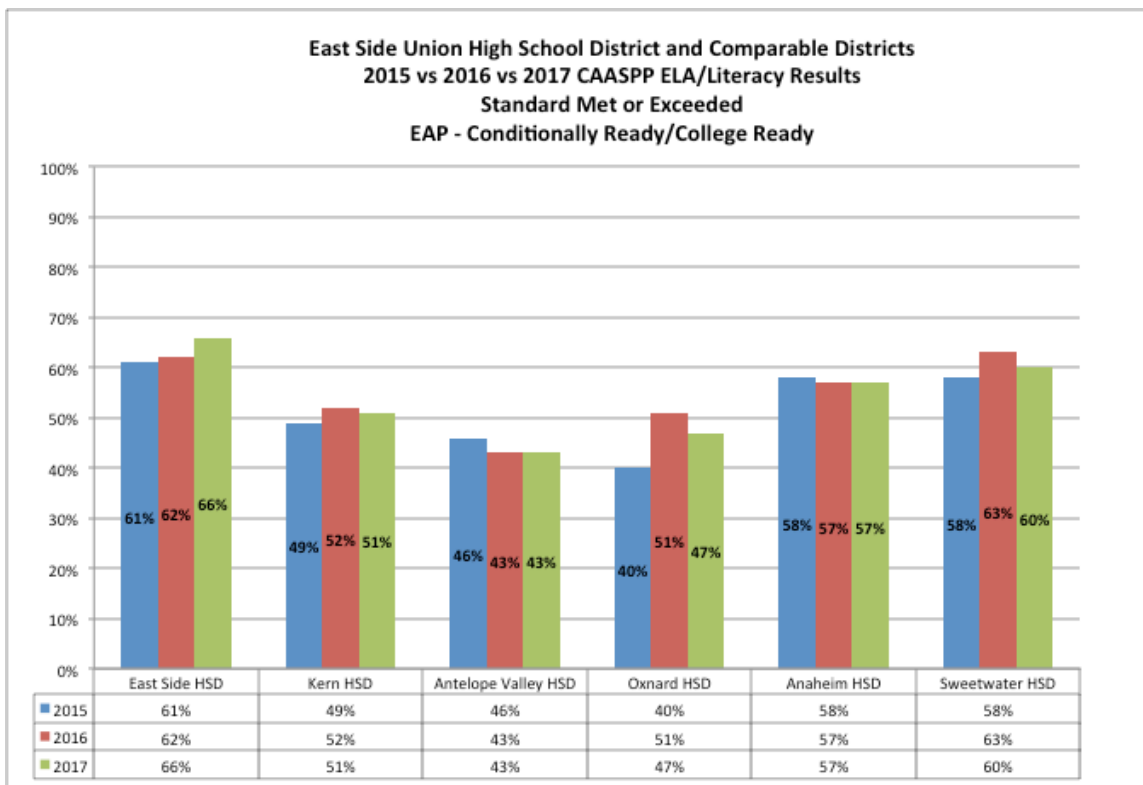
The grade 11 SBAC exams are also used for the Early Assessment Program (EAP), which qualifies students to enroll in credit-bearing college English and Math courses during their freshman year in college. Students who score Standard Exceeded on the SBAC are considered “College Ready” and students who score Standard Met are considered “Conditionally College Ready”. The graph below shows the percent of students who met or exceeded standard on the SBAC grade 11 exam over the last 3 years and earned conditionally college ready or college ready status on the EAP.

## SBAC - English Language Arts/Literacy



- 66% of 11<sup>th</sup> grade students met or exceeded standard on the SBAC ELA exam, which is lower than the county rate and higher than the state rate. This means that 66% of 11<sup>th</sup> graders scored conditionally college ready or college ready on the EAP.
- Student scores increased for a second year in ELA.

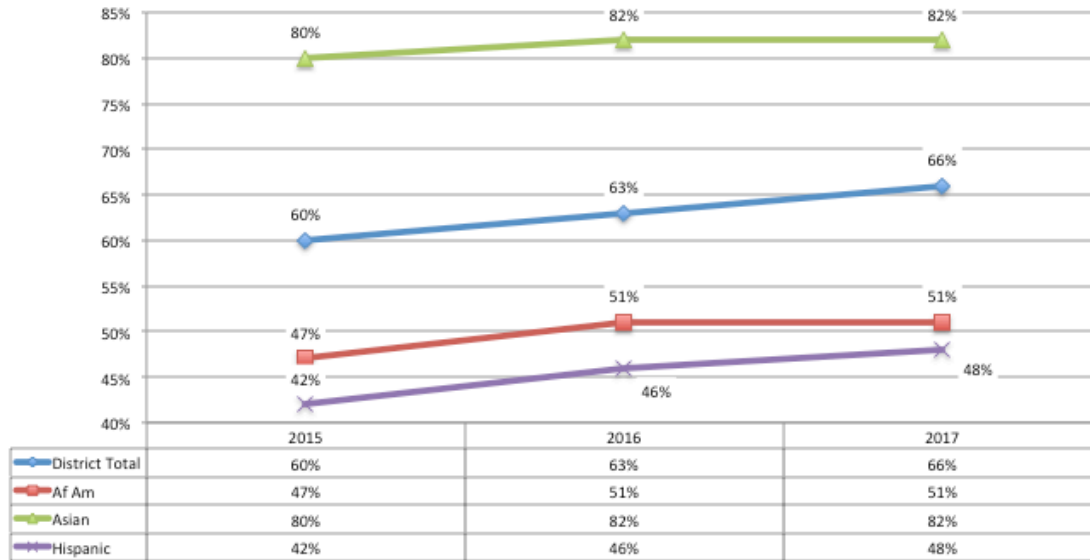
The graph below shows the district ELA SBAC performance compared to the 5 similar districts for ESUHSD. ESUHSD had a higher percentage of students meeting and exceeding standard in ELA than all 5 similar districts.



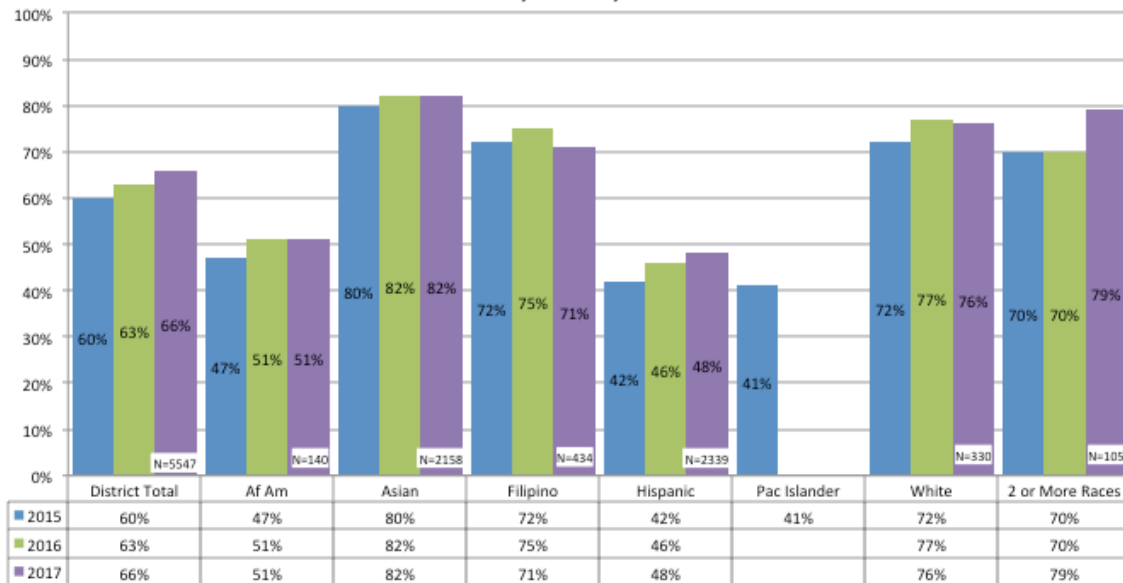
The charts below show the percent of students meeting or exceeding standard on the 11<sup>th</sup> grade ELA SBAC exam disaggregated by race/ethnicity.

- 51% of African American students, 82% of Asian students, and 48% of Hispanic students met or exceeded standard on the ELA SBAC 2016-17 exam and met at least conditionally college ready status.
- The percent of Asian and African American students meeting or exceeding standard remained the same in 2016-17 compared to last year.
- The percent of Hispanic students meeting or exceeding standard increased by 2 percentage points in 2016-17 compared to last year.

**East Side Union High School District  
2015 vs 2016 vs 2017 CAASPP ELA/Literacy Results  
Standard Met or Exceeded  
EAP Conditionally Ready/College Ready  
District, African American, Asian, & Hispanic Subgroups**



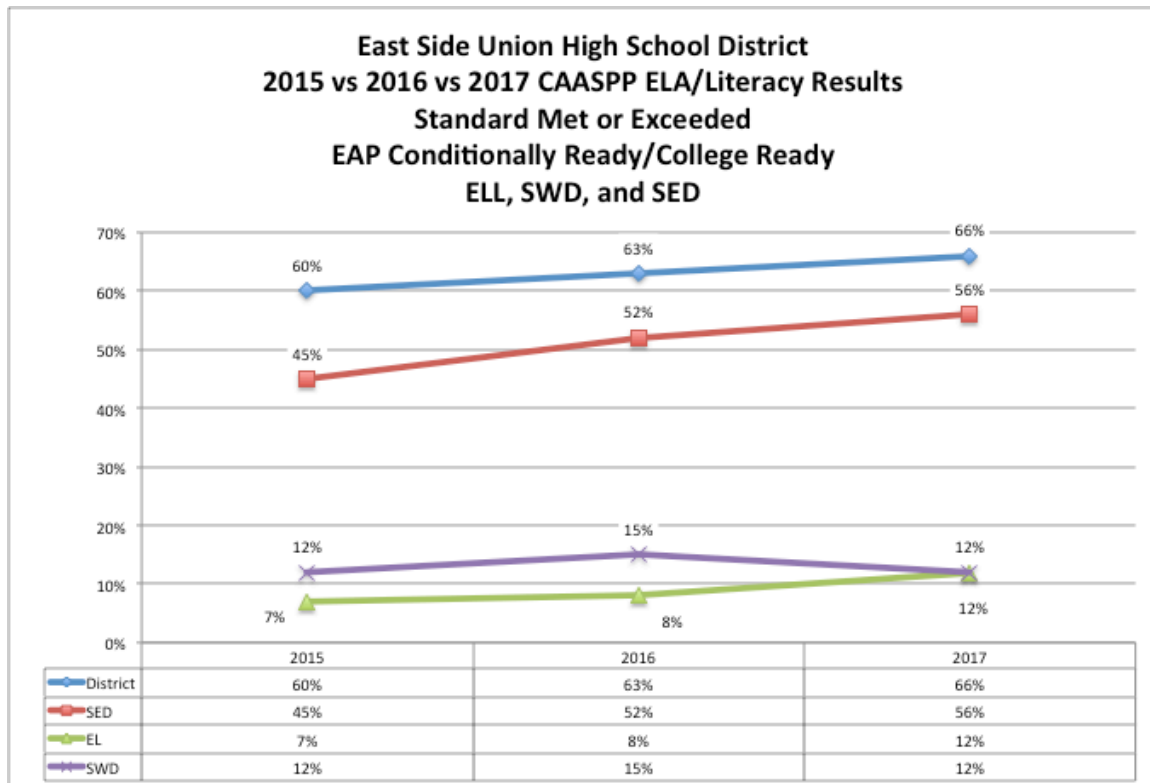
**East Side Union High School District  
2015 vs 2016 vs 2017 CAASPP ELA/Literacy Results  
Standard Met or Exceeded  
EAP Conditionally Ready/College Ready  
by Ethnicity**





The graph below shows the 11<sup>th</sup> grade ELA SBAC results for special populations.

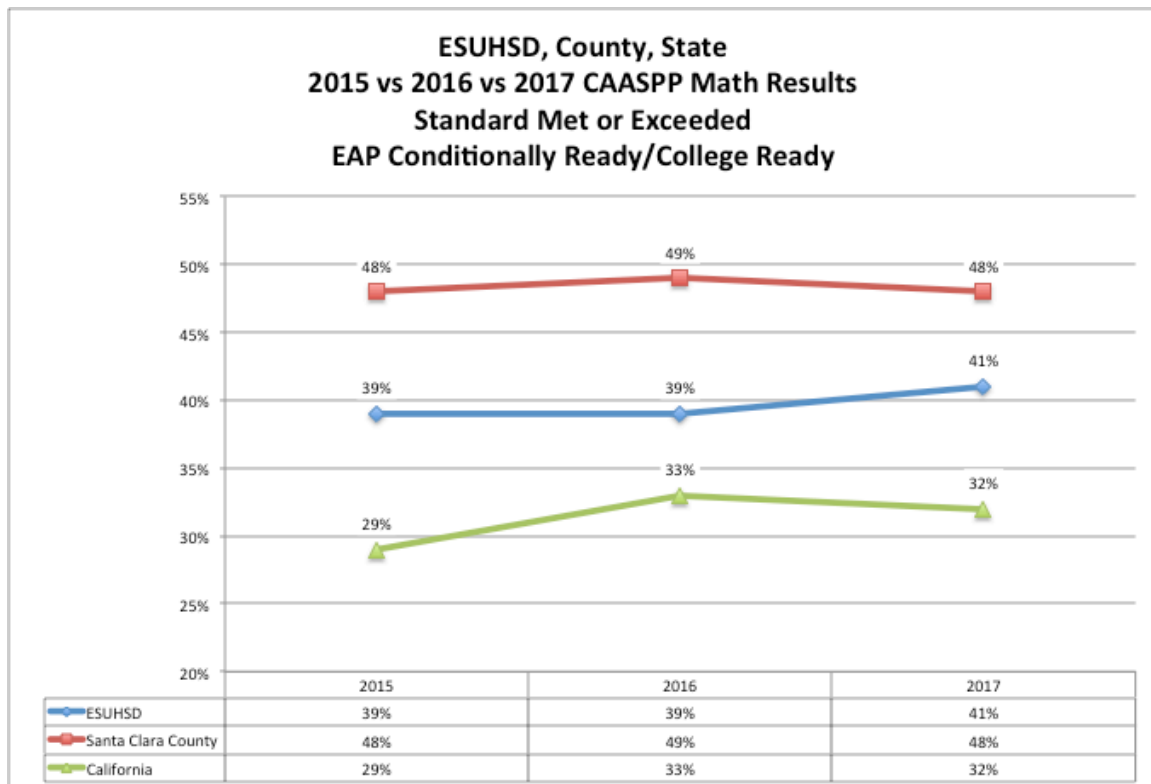
- SED and ELL student subgroups showed increases in the percentage of students meeting or exceeding standard, while SWD showed a decrease.
- 56% of SED students, 12% of ELL students, and 12% of SWD met or exceeded standard and therefore earned college ready or conditionally college ready status on the ELA EAP.



## SBAC - Mathematics

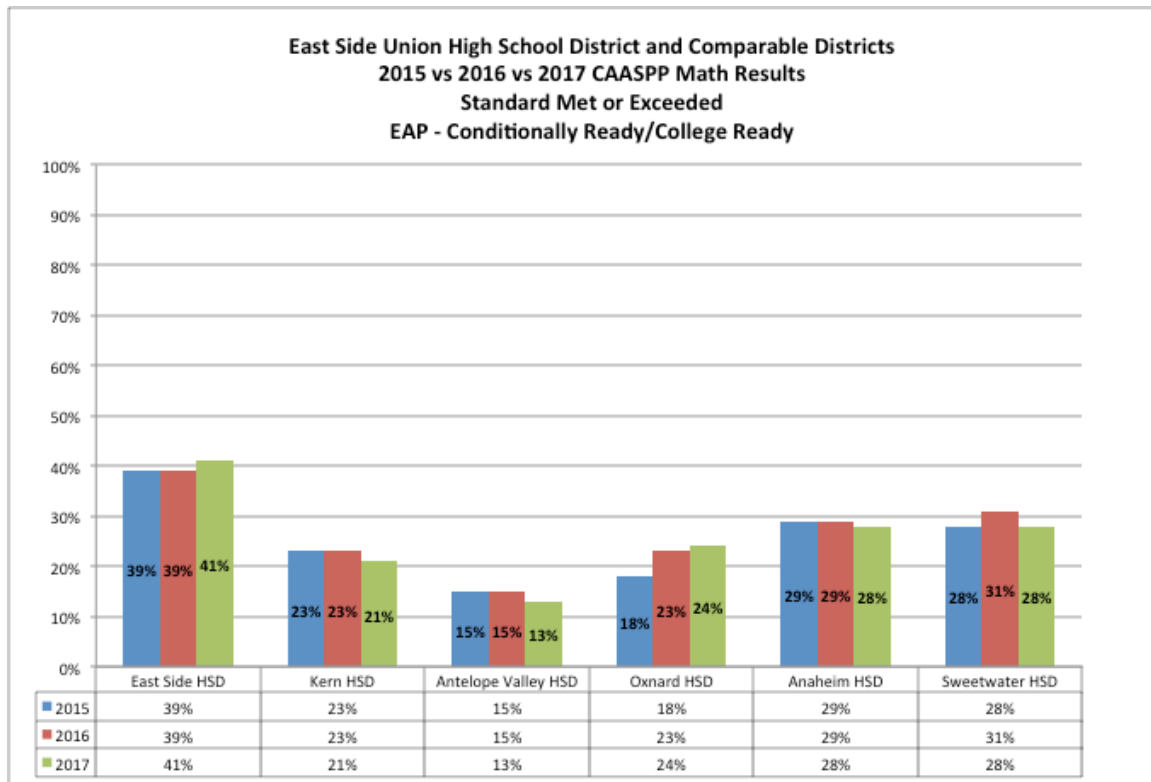
The chart below shows the percent of 11<sup>th</sup> grade students who met or exceeded standard on the Math SBAC exam over the last 3 years compared to the county and state.

- 41% of 11<sup>th</sup> grade students met or exceeded standard on the SBAC Math exam, which is lower than the county rate and higher than the state rate.
- This means 41% of students earned conditionally college ready or college ready on the 2016-17 Math EAP.



The results below show the grade 11 SBAC results for the district compared to the 5 similar districts.

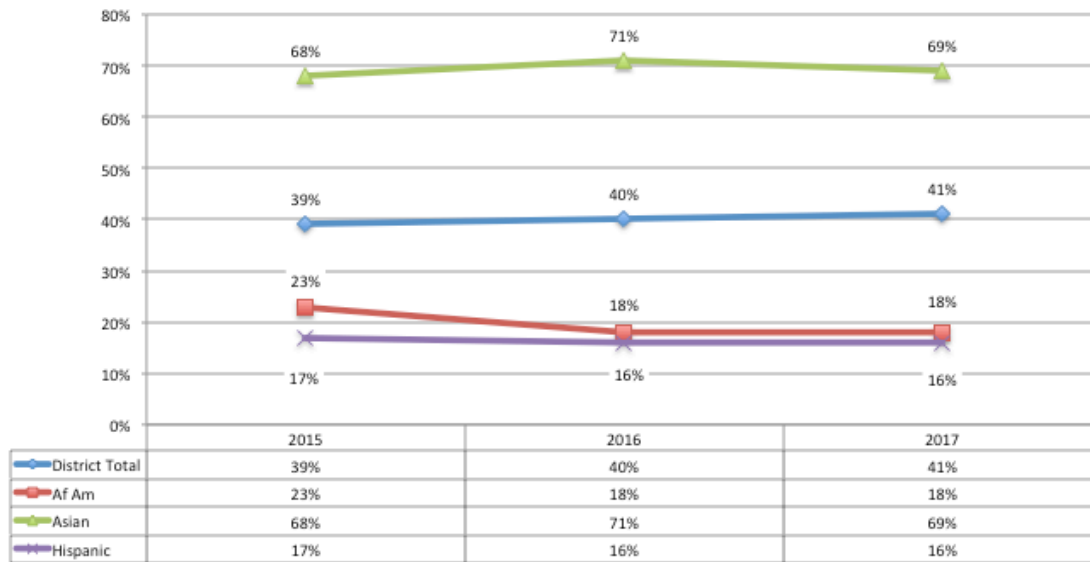
- ESUHSD had a higher percentage of students meeting or exceeding standard then all 5 similar districts.



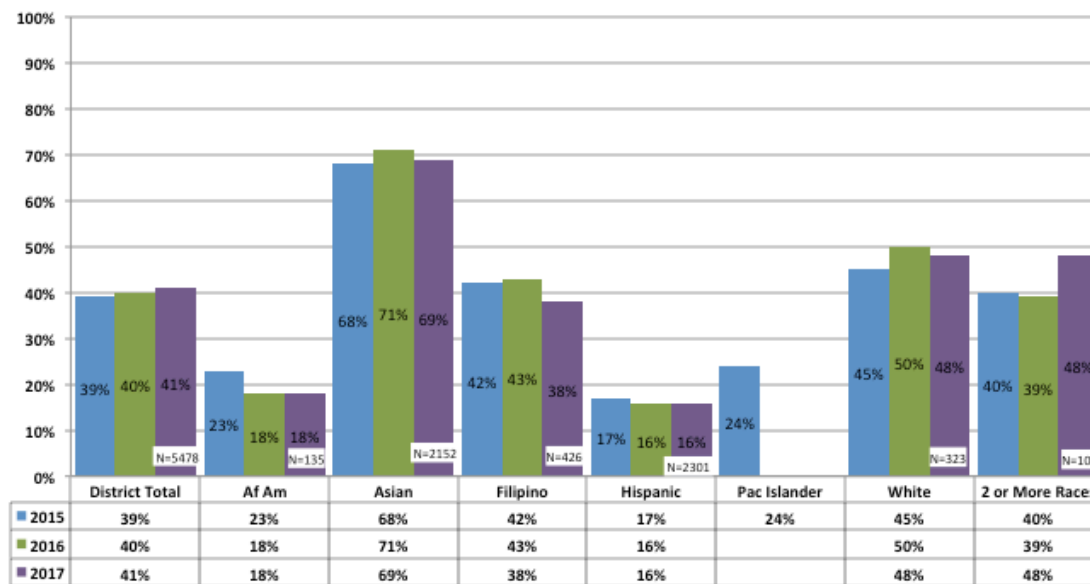
The charts below shows the results of the Math SBAC results disaggregated by race/ethnicity.

- 18% of African American students, 69% of Asian students, and 16% of Hispanic students met or exceeded standard on the 2016-17 Math SBAC and earned conditionally college ready or college ready status on the EAP.
- The percent of African American and Hispanic students meeting or exceeding standard on the EAP remained the same in 2016-17 as last year.
- The percent of Asian students meeting or exceeding standard on the EAP decreased 2 percentage points in 2016-17 compared to last year

**East Side Union High School District  
2015 vs 2016 vs 2017 CAASPP MATH Results  
Standard Met or Exceeded  
EAP Conditionally College Ready/College Ready  
District, African American, Asian & Hispanic Subgroups**

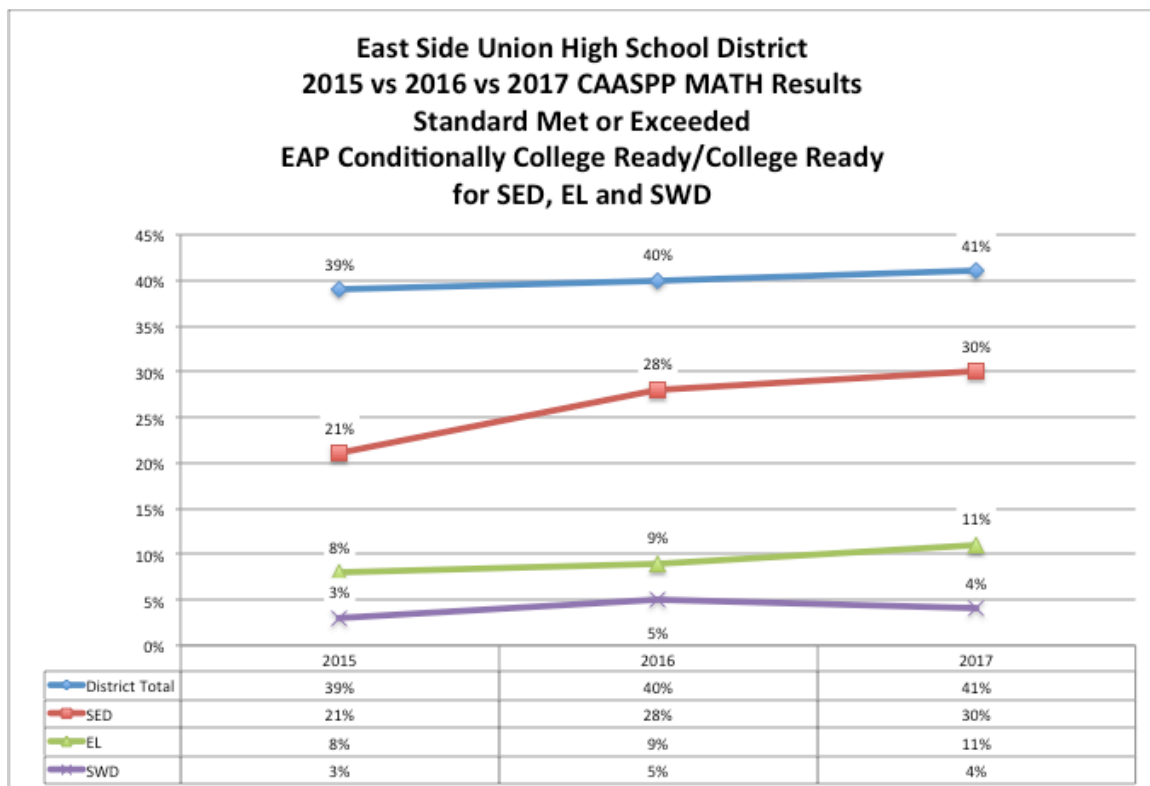


**East Side Union High School District  
2015 vs 2016 vs 2017 CAASPP MATH Results  
Standard Met or Exceeded  
EAP Conditionally College Ready/College Ready  
by Ethnicity**



The chart below shows the Math SBAC results for special populations.

- 30% of SED students, 11% of ELL students, and 4% of SWD met or exceeded standard on the 2016-17 SBAC exam and earned conditionally college ready or college ready status on the Math EAP.
- A higher percentage of ELL and SED students met or exceeded standard in 2016-17 than last year. The ELL subgroup showed a 2 percentage point gain, and the SED subgroup showed a 2 percentage point gain.
- The SWD subgroup showed a 1 percentage point decrease in the percentage of students meeting or exceeding standard on the 2016-17 Math SBAC exam.



**LCAP & KPM:** Advanced Placement scores - % of students with exams of  $\geq 3$  or IB  $\geq 4$

The table below shows the total number of Advanced Placement (AP) exams taken during the last 6 years. Since students can enroll in multiple AP courses simultaneously and take multiple AP tests in a given year, it is important to gauge

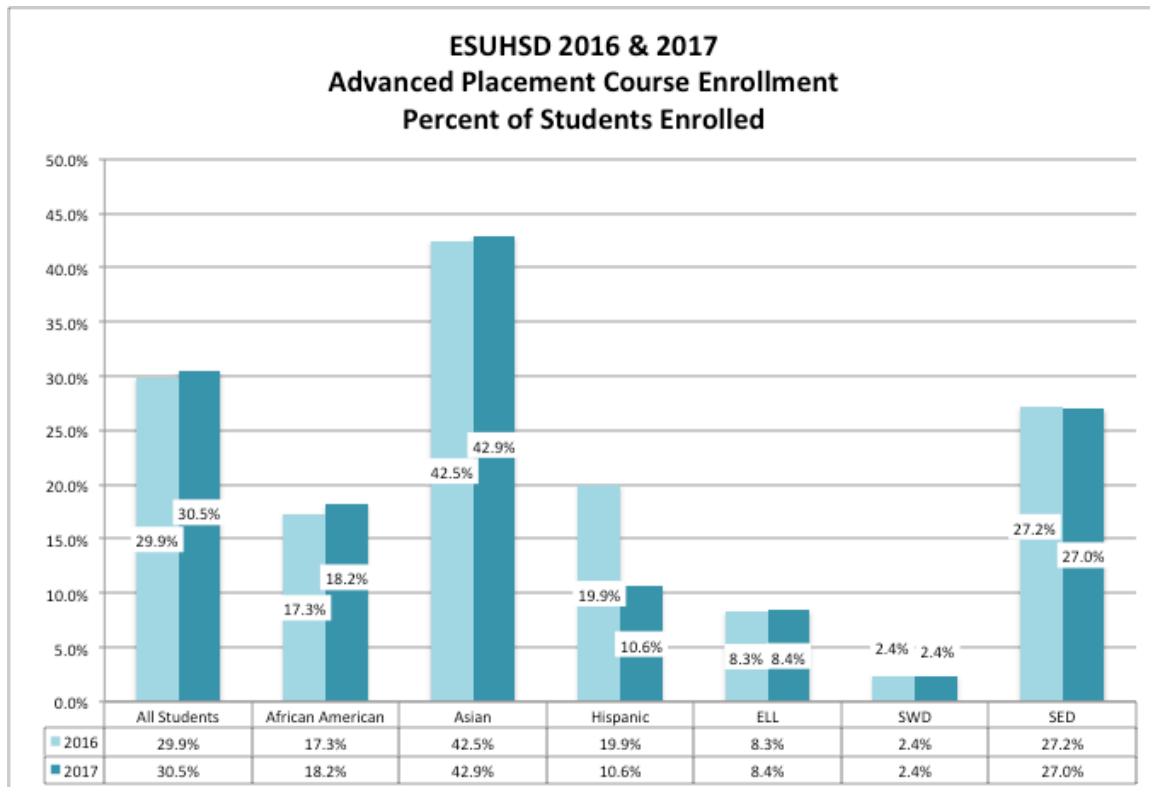
how many individual students are accessing at least one AP course. An AP score of 3 out of 5 is considered “passing” and is the minimum score required by colleges who accept AP scores for college course credit.

- There were 9942 AP tests taken by 5119 students in 2016-17.
- There were 411 less AP tests taken in 2016-17 than the year prior and 272 fewer students took exams.
- However, 2904 more exams were taken in 2016-17 than were taken in 2012, and 1098 more students took at least one exam in 2016 than in 2012.
- Using CBEDS enrollment, 29.4% of students took at least one AP test and of those students, 64.3% scored a 3 or higher on at least one exam.

East Side Union High School District 2012-17 AP Test Results							
	Total CBEDS Enrollment Grades 10-12	Total AP Scores	# AP Scores 3 or Higher	# Of Students Who Took At Least One AP Test	% Of Students Who Took At Least One AP Test	# Of AP Students Scoring 3 or Higher On At Least One AP Test	% Of AP Students Scoring 3 Or Higher On At Least One AP Test
2012	17960	7038	4182	4021	22.4%	2569	63.9%
2013	17863	8077	4639	4579	25.6%	2839	62.0%
2014	17591	9280	5377	5046	28.7%	3206	63.5%
2015	17462	9931	5686	5143	29.5%	3148	61.2%
2016	17486	10353	6276	5392	30.8%	3525	65.4%
2017	17424	9942	5966	5119	29.4%	3291	64.3%

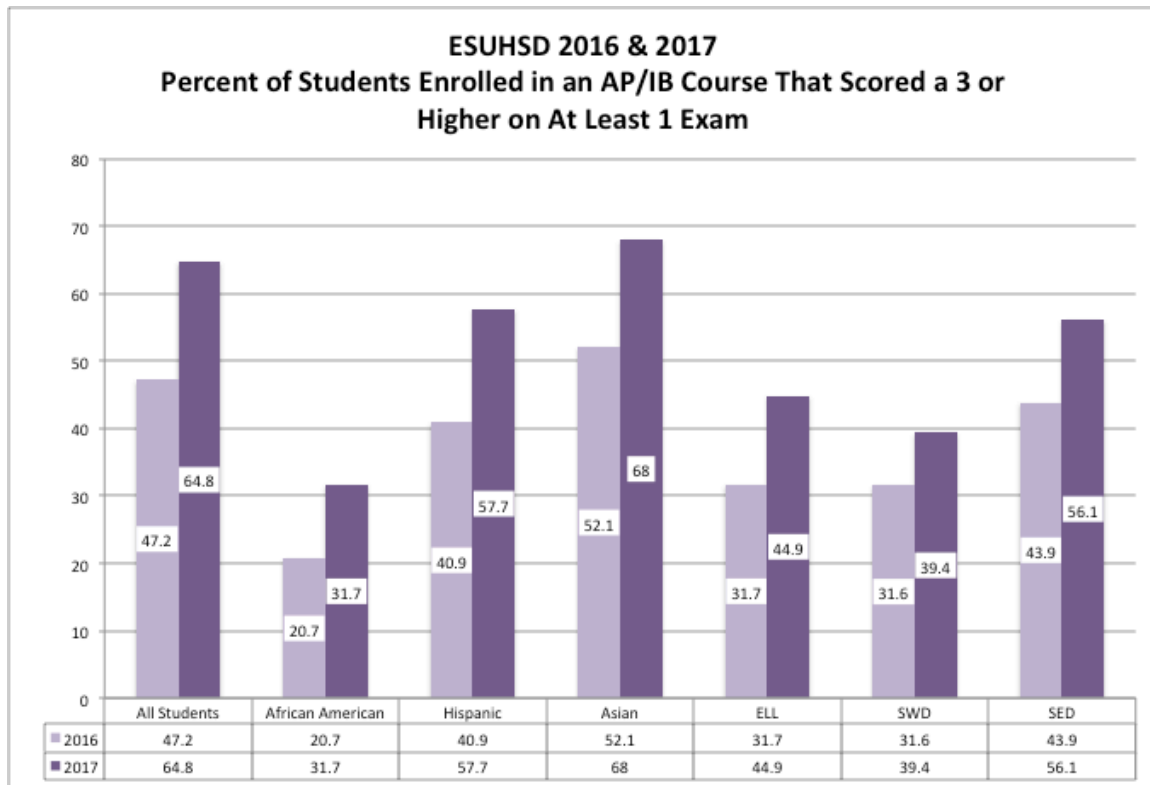
The graph below shows the percentage of each subgroup of students enrolled in at least one AP/IB course.

- 30.5% of students took at least 1 AP/IB course in 2016-17, which is a .6 percentage point increase over last year.
- There was a large gap between the percentage of Asian students enrolling in an AP/IB course and African American and Hispanic students enrolling in those courses.
- 42.9% of Asian students took at least one AP/IB course while 18.2% of African American and 10.6% of Hispanic students took at least one AP/IB course.



The graph below shows the percent of students enrolled in an AP/IB course who scored a 3 or higher on an AP exam or 4 or higher on an IB exam.

- Overall, 64.8% of students enrolled in AP/IB courses passed at least one exam.
- 68% of Asian students enrolled in AP/IB courses passed at least one exam.
- 57.7% of Hispanic students enrolled in AP/IB courses passed at least one exam.
- 31.7% of African American students enrolled in AP/IB courses passed at least one exam.
- 44.9% of ELL students enrolled in AP/IB courses passed at least one exam.
- 39.4% of SWD enrolled in AP/IB courses passed at least one exam.
- All subgroups showed increases in the percentage of students enrolled in AP/IB courses who passed at least one exam.



## KPM: PSAT

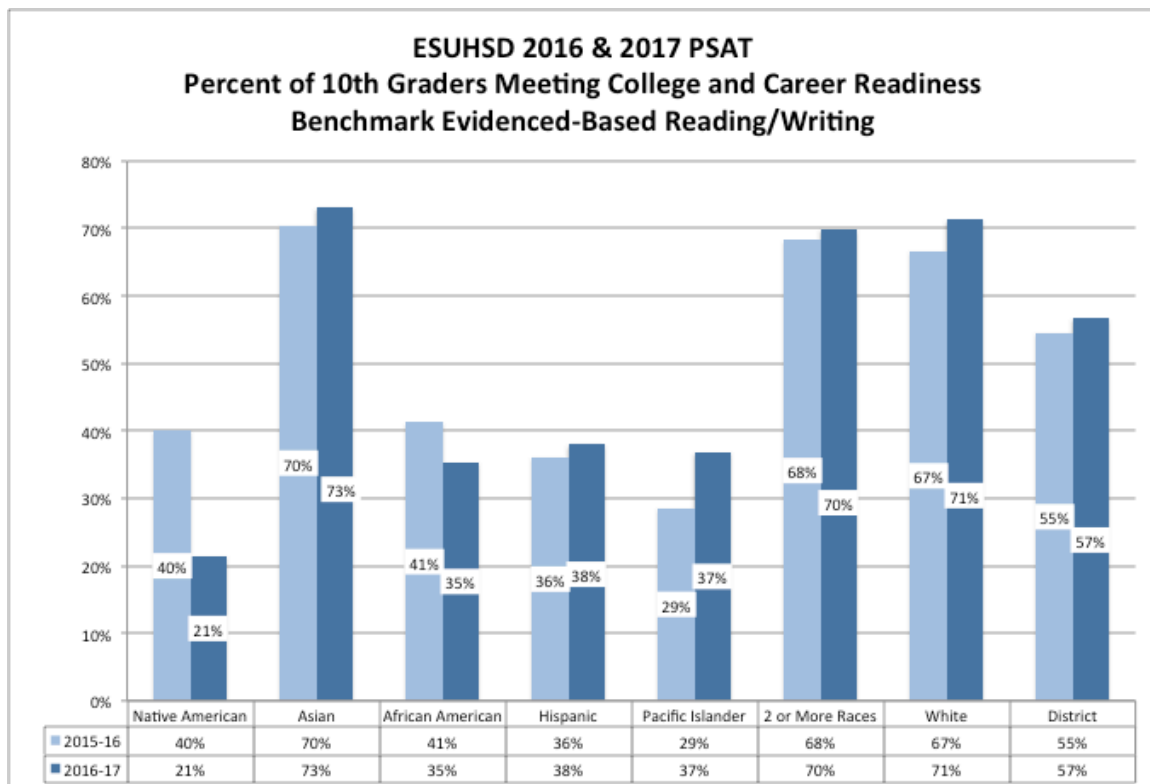
### Preliminary Scholastic Aptitude Test (PSAT)

The PSAT is taken by 11<sup>th</sup> graders to prepare for the SAT and qualify for college scholarships through the National Merit Scholarship Program. 10<sup>th</sup> grade students can elect to take the test in preparation for their junior year. The PSAT was offered free of charge to all 10<sup>th</sup> grade students in the district beginning in 2013-14, and sites administer the test to all 10<sup>th</sup> graders. The PSAT underwent changes in 2014-15 to align with new college and career ready benchmarks; therefore, 2015-16 scores are only comparable to 2016-17 scores. Students receive both a Math and an Evidenced Based Reading/Writing score, which is compared to a benchmark. The benchmark indicates that the student is performing on track for their grade in order to exit high school college-ready. The chart below shows the results of the 10<sup>th</sup> grade 2016-17 PSAT administration compared to the 2015-16 administration.

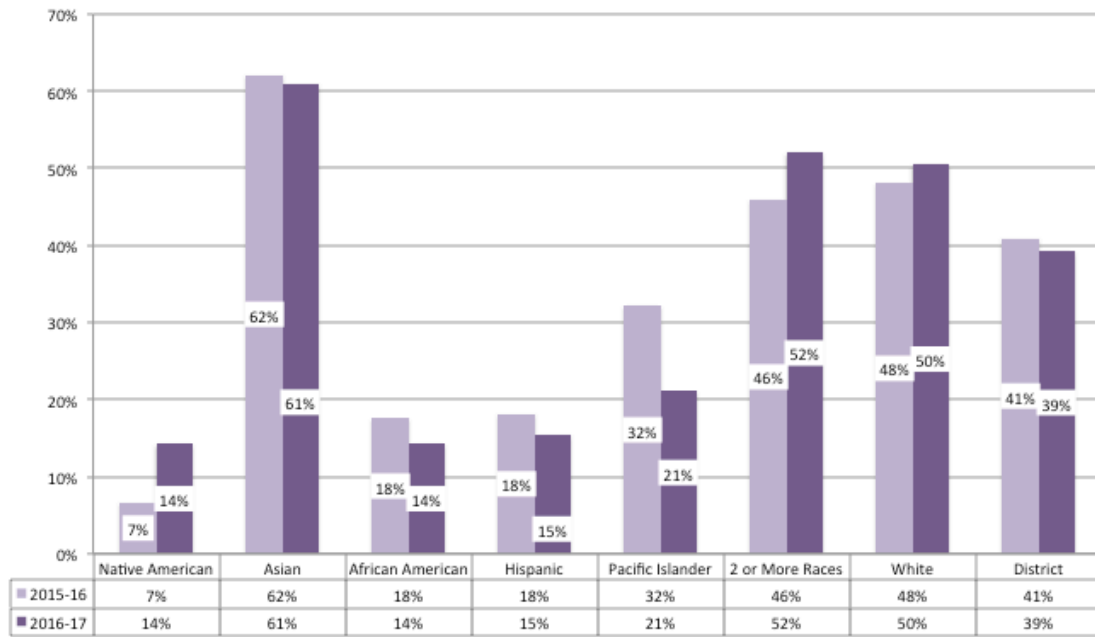
- In 2016-17 57% of students met the college readiness indicator in English, which is a 2 percentage point increase from 2015-16.
- In 2016-17 39% of students met the college readiness indicator in math, which is a 2 percentage point decrease from 2015-16.



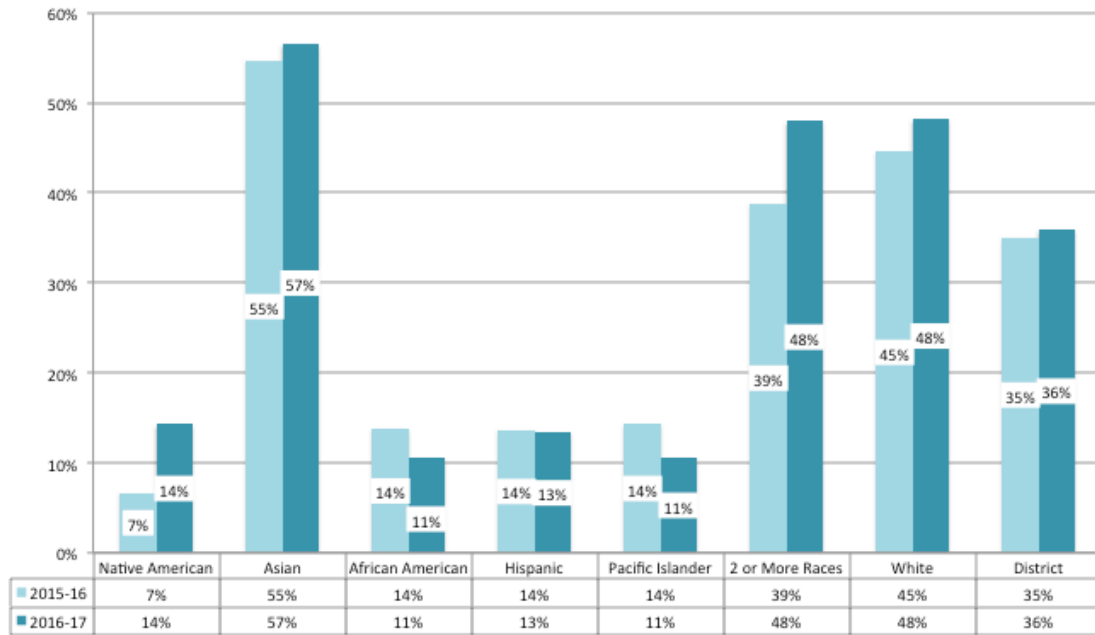
- 38% of Hispanic students who took the PSAT in 2016-17 met the college readiness indicator in English. 5% met the college readiness indicator in math. This shows a 2 percentage point increase in English and a 3 percentage point decrease in math.
- 35% of African American students who took the PSAT in 2016-17 met the college readiness indicator in English. 14% met the college readiness indicator in math. This shows a 6 percentage point decrease in English and a 4 percentage point decrease in math.
- 73% of Asian students who took the PSAT in 2016-17 met the college readiness indicator in English. 61% met the college readiness indicator in math. This shows a 3 percentage point increase in English and a 1 percentage point decrease in math.
- 57% of Asian students, 11% of African American students, and 13% of Hispanic students met both the English and Math benchmark.



**ESUHSD 2016 & 2017 PSAT  
Percent of 10th Graders Meeting College and Career Readiness  
Benchmark Math**



**ESUHSD 2016 & 2017 PSAT:  
% of 10th Graders Meeting College and Career Readiness Benchmarks  
Both Evidenced-Based Reading/Writing AND Mathematics**

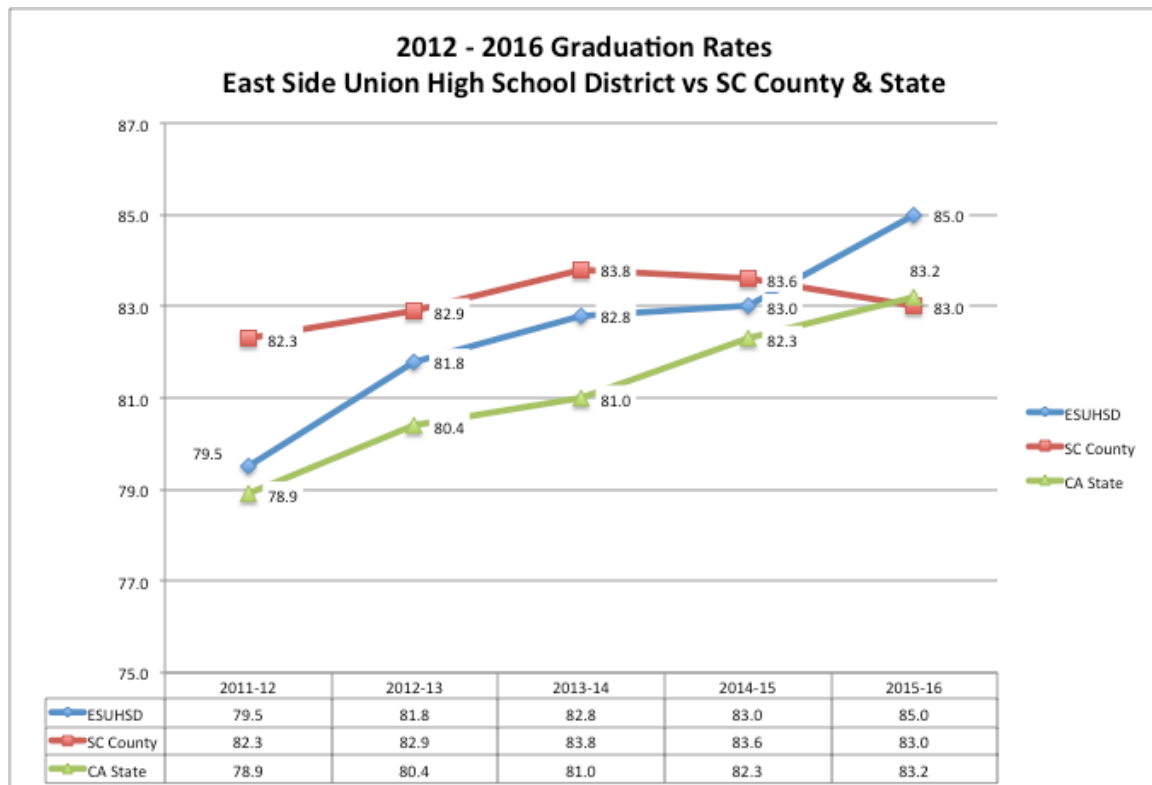


**LCAP Goal 2: Graduation Rate: Provide the physical, emotional, social and academic supports to ensure students are making appropriate yearly progress towards high school graduation.**

**Metrics:**

**LCAP & KPM:** Graduation Rate

**Public Data: 4-Year Cohort Graduation Rate**

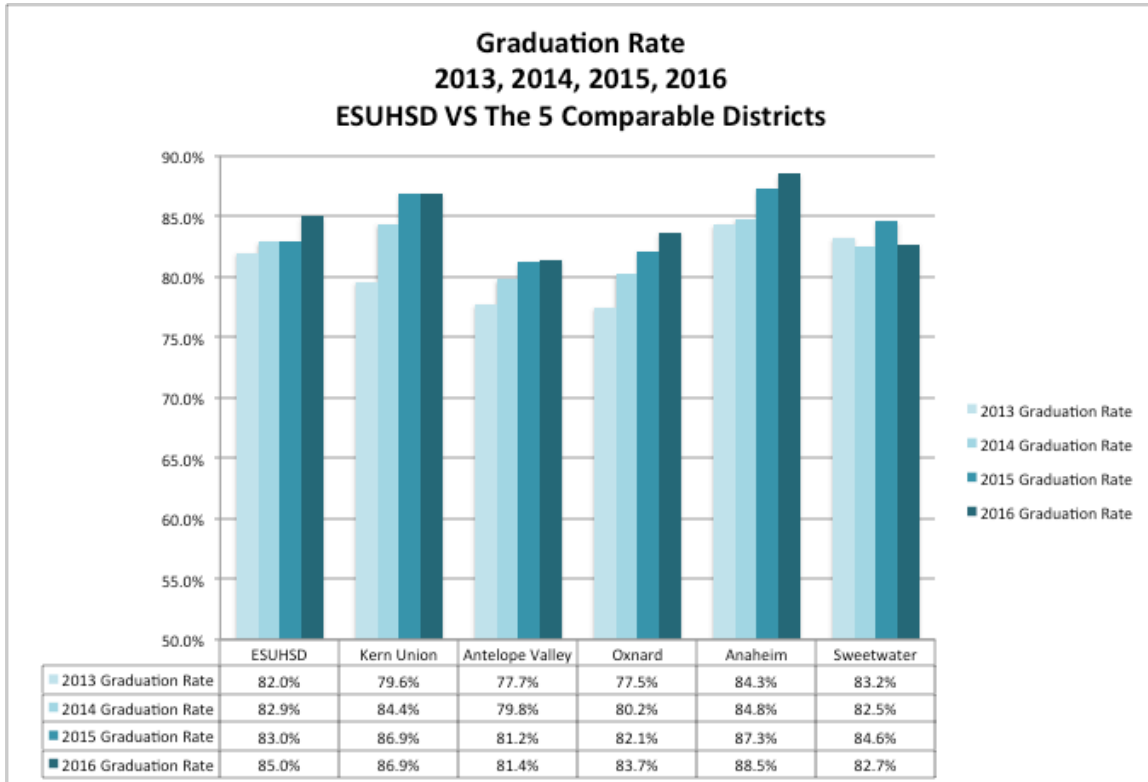


The graph above shows the public data on graduation rates for ESUHSD, Santa Clara County, and the state. Graduation rates are published a year behind, so the most current data available is for the class of 2015-16.

- The overall district graduation rate increased by 2 percentage points in 2016, and the district has shown a 7.9 percentage point increase in the overall graduation rate since 2011.
- The East Side graduation rate is above both the county and state rates.

The graph below shows the ESUHSD graduation rate compared to the 5 comparable districts.

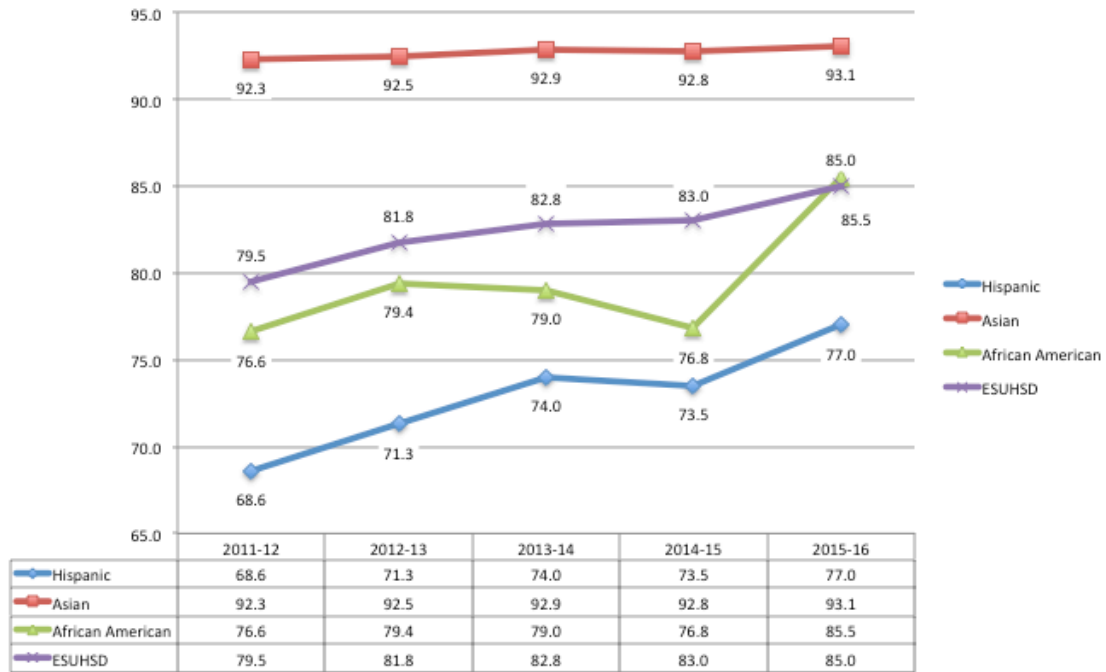
- The ESUHSD graduation rate is below 2 and above 3 of the similar district graduation rates.



The charts below show the district graduation rates for ethnic subgroups. All subgroups showed increases in graduation rates except the Two or More Races category in 2015-16. Hispanic and African American students continue to graduate at lower rates than their Asian peers.

- The Asian subgroup graduation rate is 93.1%.
- The African American subgroup graduation rate is 85.5%.
- The Hispanic subgroup graduation rate is 77%
- The Hispanic and African American subgroup graduation rates are both higher than the county and state rates.
- The Asian subgroup graduation rate is higher than the state rate and lower than the county rate.

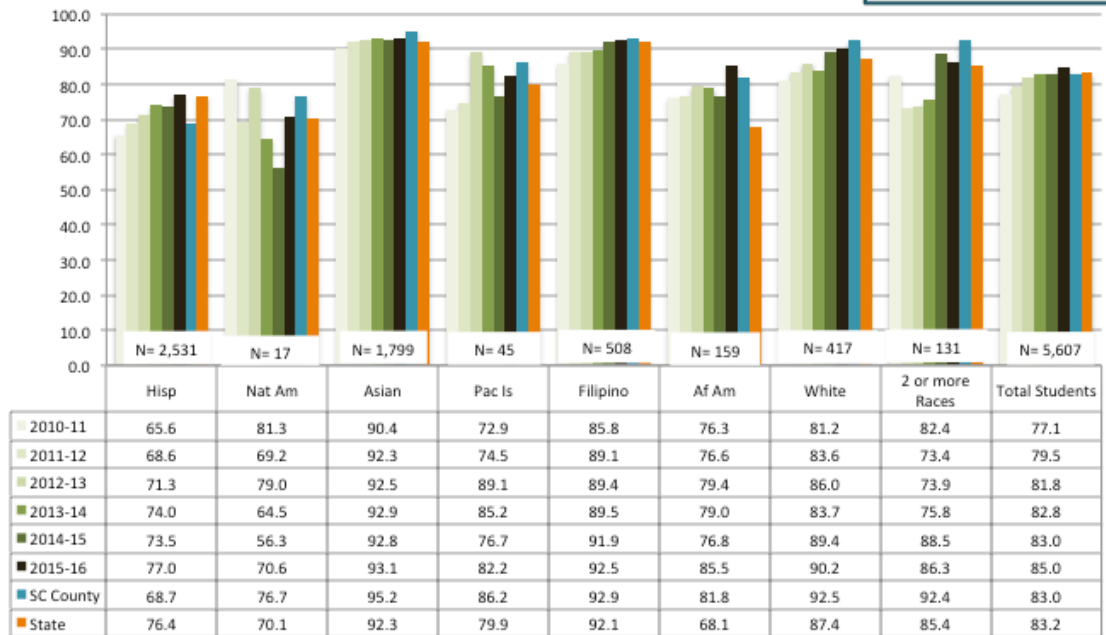
### 2012 - 2016 Graduation Rates Hispanic, African American, & Asian Student Groups



N= Number of students  
in the 4-year cohort

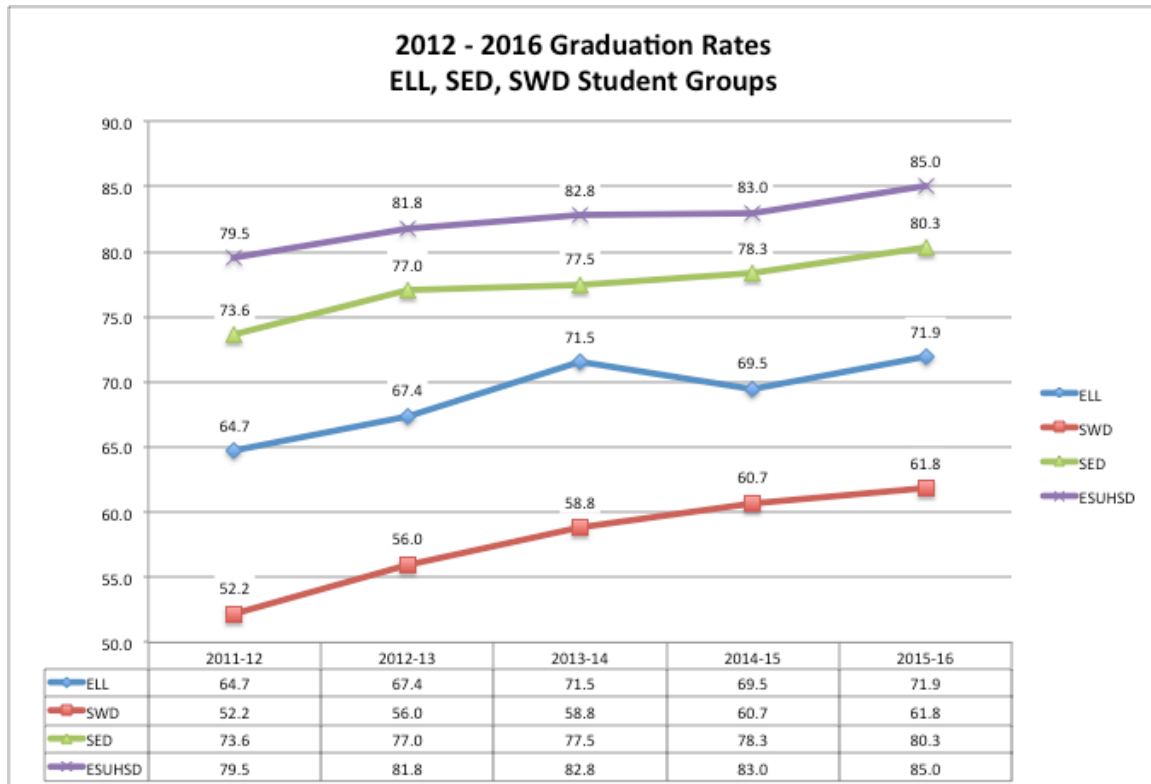
### 4-year Cohort Graduation Rate by Ethnicity ESUHSD 2011, 2012, 2013, 2014, 2015, 2016

**7.9%**  
increase from  
2011 to 2016



The chart below shows the graduation rates for special populations.

- ELL, SED, and SWD student subgroups all showed increases in graduation rates in 2015-16.
- The ELL subgroup graduation rate is 71.9%.
- The SED subgroup graduation rate is 80.3%
- The SWD subgroup graduation rate is 61.8%

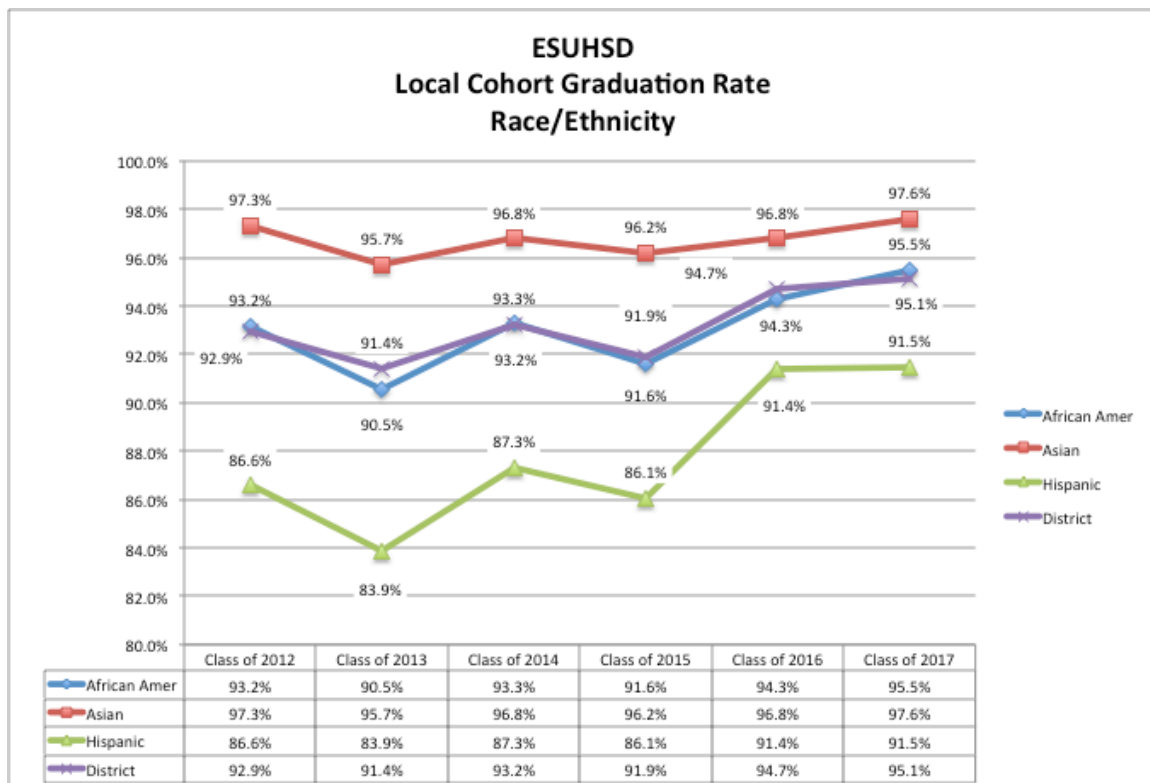


## Local Cohort Graduation Rate

The district has defined a local 4-year cohort, which counts students who began the 9<sup>th</sup> grade in the district and stayed in the district all 4 years. This data is available in the fall each year and will provide a timely data point for graduation rates for use in both gauging progress on LCAP goals as well as the district KPMs. The chart below shows the local cohort graduation rate by ethnicity

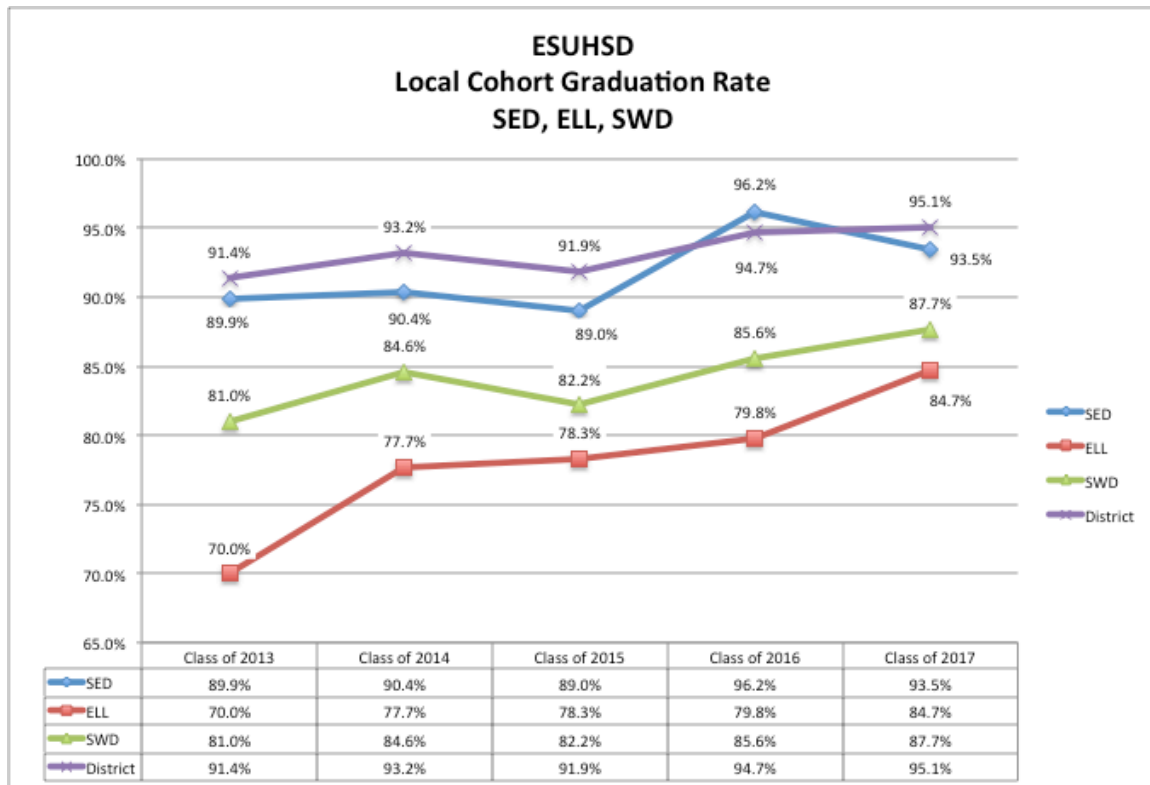
- The overall district rate is 95.1, which is an increase of .4 percentage points from 2016.
- Students who attend district schools all 4 years have a high graduation rate.

- The gap between ethnic groups is much smaller for students who attend a district school all 4 years.
- A small gap still exists between ethnic groups. The local cohort graduation rate for:
  - The Asian subgroup is 97.6%.
  - The African American subgroup is 95.5%.
  - The Hispanic subgroup is 91.5%.



The graph below shows the local cohort graduation rate for special populations. The local cohort graduation rate for:

- The SED subgroup is 93.5%.
- The ELL subgroup is 84.7%.
- The SWD subgroup is 87.7%.



## Local Non-Cohort Graduation Rate

21% of seniors in 2016-17 were not part of the local cohort, meaning they did not attend a district school all 4 years. The chart below shows the percentage of seniors by subgroups who are not in the local cohort. Some subgroups have a higher percent of students outside the local cohort than others.

- 14% of Asian seniors were outside the cohort.
- 28% of African American seniors were outside the cohort.
- 28% of Hispanic seniors were outside the cohort.
- 52% ELL seniors were outside the cohort.
- 27% SED seniors were outside the cohort.



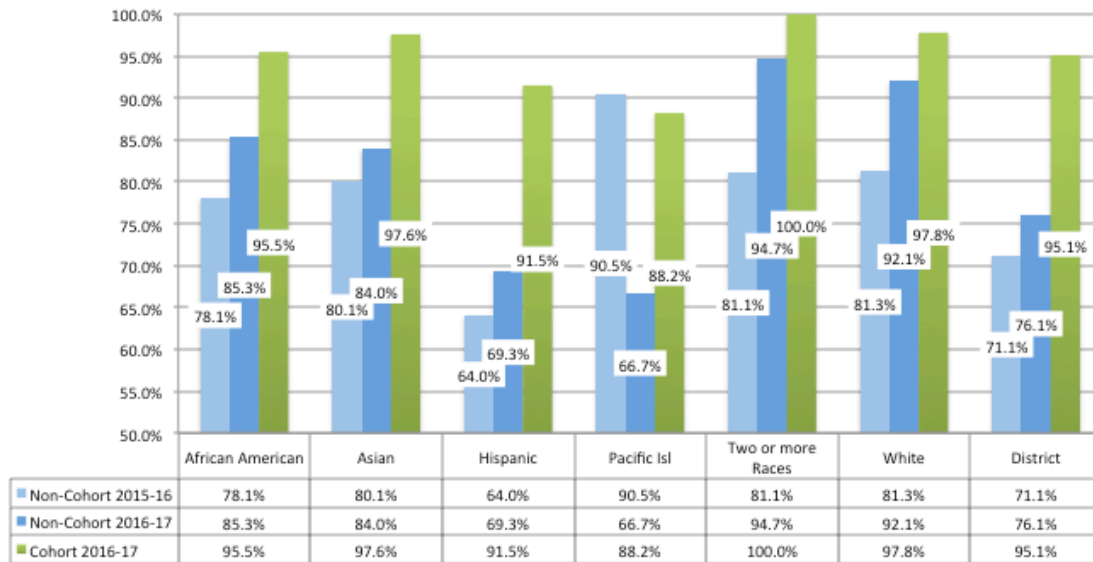
**ESUHSD**  
**Percentage and Number of Seniors**  
**Not in the Local Cohort**

	Percent of Seniors Not in Cohort	Non Cohort Total Seniors
African American	28%	34
Asian	14%	319
Hispanic	28%	605
Pacific Isl	35%	9
Two or more Races	20%	19
White	22%	63
SED	27%	717
ELL	52%	309
SWD	30%	135
District	21%	1049

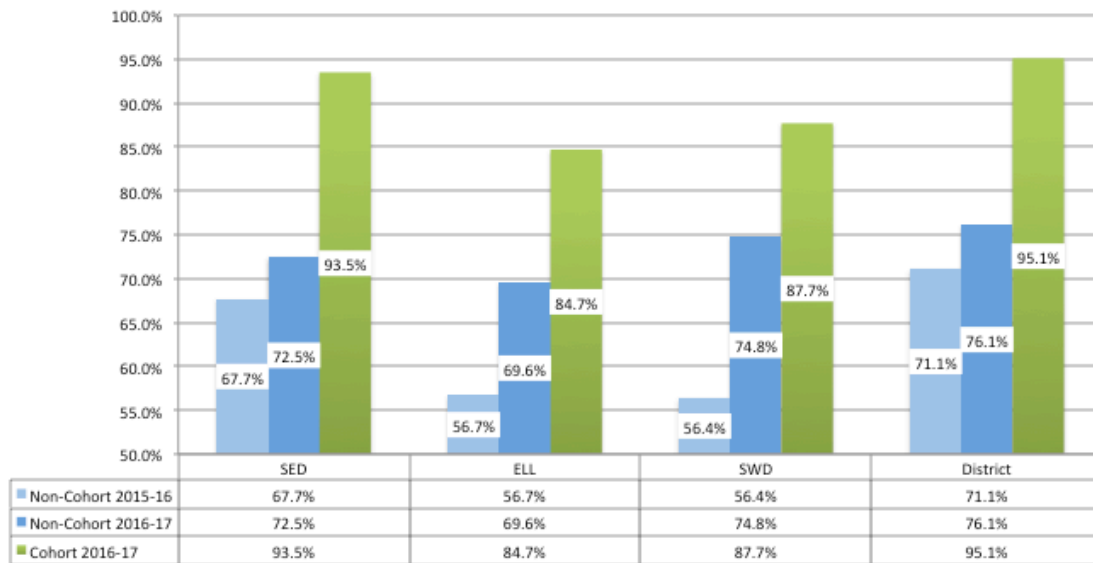
Furthermore, students outside of the local cohort graduate at much lower rates than those same student groups in the local cohort. The graph below shows the graduation rates for students outside of the local cohort compared to the same subgroup in the local cohort.

- Overall, students in the local cohort have a graduation rate of 95.1% while students outside the local cohort have a graduation rate of 76.1%, a 19 percentage point difference.
- Hispanic students in the local cohort have a graduation rate of 91.5% while Hispanic students outside the local cohort have a graduation rate of 69.3%, a 22.2 percentage point difference.
- African American students in the local cohort have a graduation rate of 95.5% while African American students outside the local cohort have a graduation rate of 85.3%, a 10.2 percentage point difference.
- ELL students in the local cohort have a graduation rate of 84.7% while students outside the local cohort have a graduation rate of 69.6%, a 15.1 percentage point difference.
- SED students in the local cohort have a graduation rate of 93.5% while students outside the local cohort have a graduation rate of 72.5%, a 21 percentage point difference.

**ESUHSD  
2015-16 & 2016-17  
Non-Cohort Grad Rate  
Vs  
Cohort Grad Rate 2016-17**



**ESUHSD  
2015-16 & 2016-17  
Non-Cohort Grad Rate  
Vs  
Cohort Grad Rate 2016-17**



**LCAP:** Foster Youth Graduation Rate

- The Foster Youth graduation rate for 2015-16 was 48.7%

**LCAP:** Percentage of seniors that graduated by the end of summer

In order to have timely data on all graduates, the percent of seniors enrolled at the end of their senior year who graduated is calculated. Students who graduate after summer school are included as are SWD who earn a certificate of completion.

- Overall 88% of seniors graduated in 2017.
- 94.5% of Asian seniors, 89.1% of African American seniors, and 81% of Hispanic seniors graduated by the end of summer.
- 79% of SWD seniors, 69.6% of ELL seniors, and 84% of SED seniors graduated by the end of summer.

<b>ESUHSD 2016 &amp; 2017 Graduates Percent of Seniors Graduating by End of Summer</b>		
	2016	2017
All Students	<b>88.3%</b>	<b>88.0%</b>
Asian	94.2%	94.5%
African American	88.5%	89.1%
Hispanic	81.6%	81.0%
Pacific Islander	92.3%	85.7%
Two or more races	92.7%	95.2%
White	93.6%	93.5%
SWD	75.3%	79.0%
ELL	65.2%	69.6%
SED	84.3%	84.0%

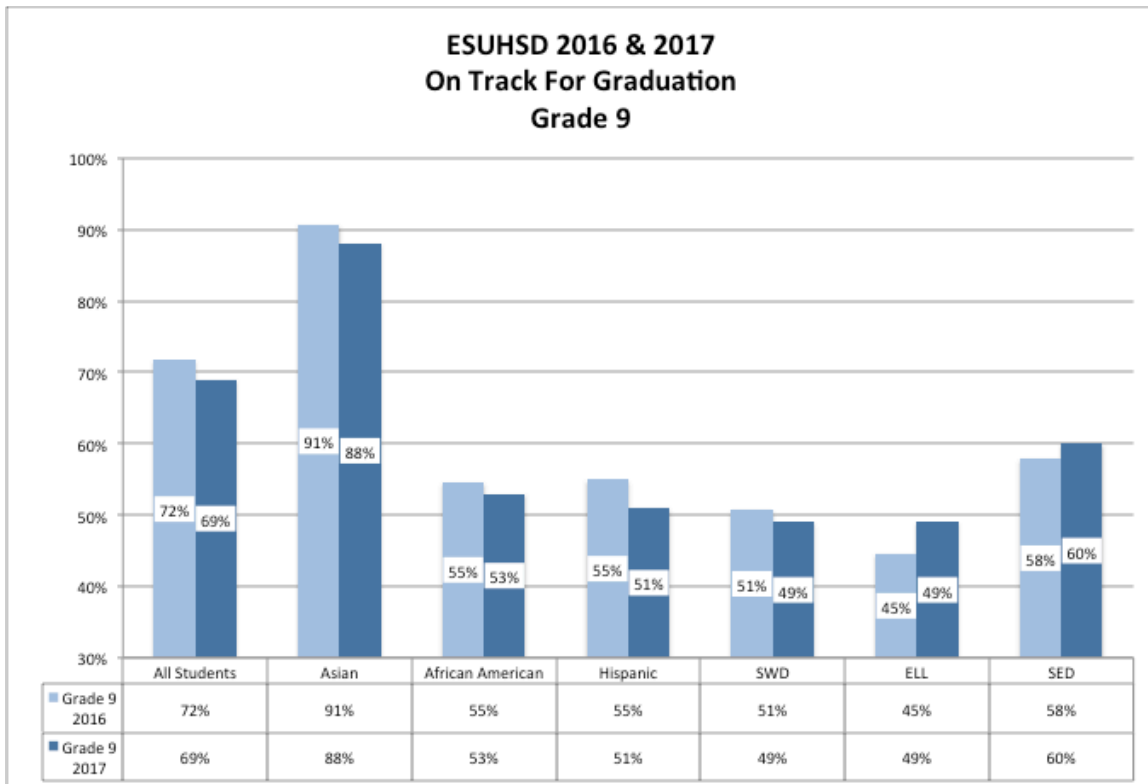
Counts SWD Certificate of Completion as Grads

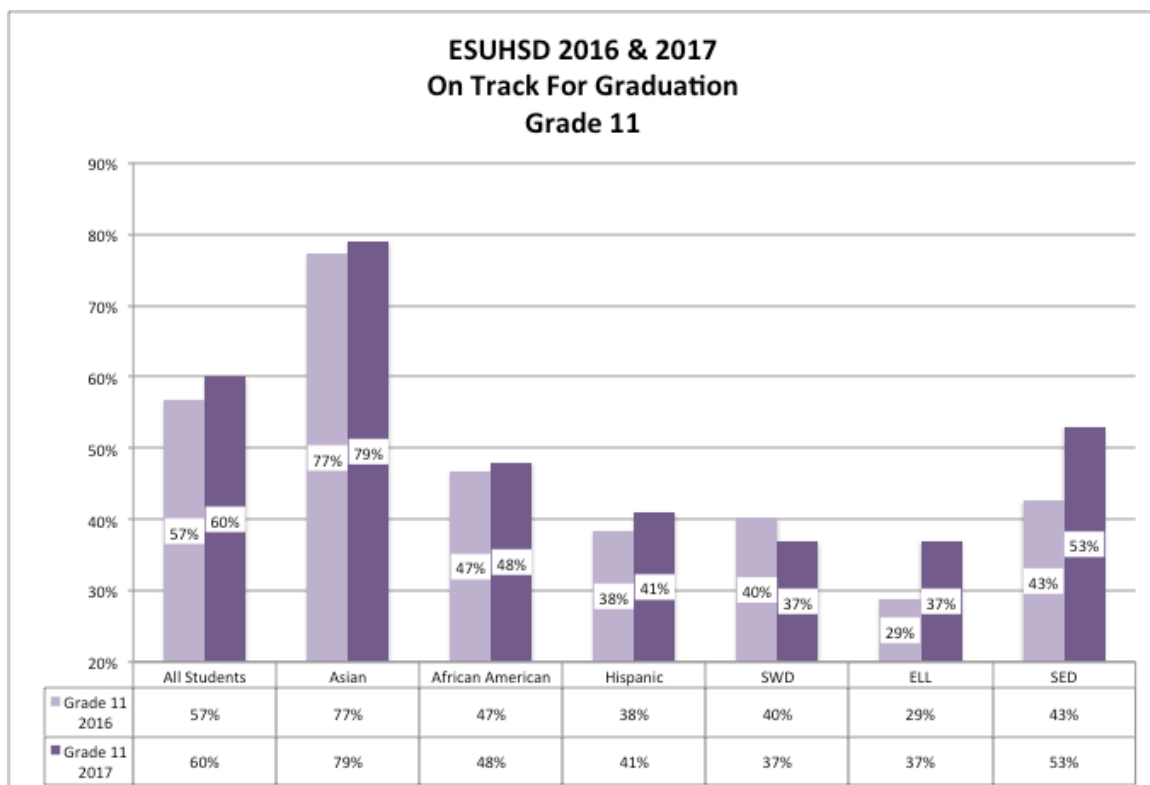
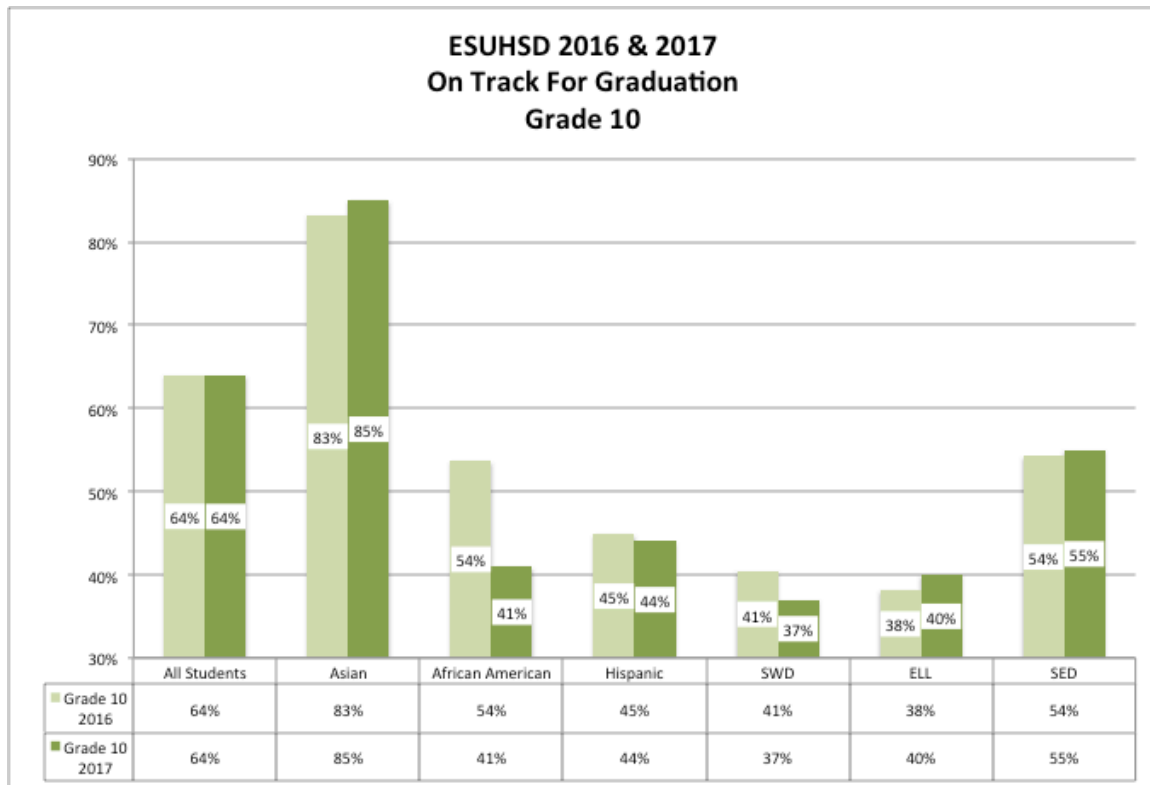
**LCAP:** 9-11 grade on track for graduation

High school graduation is a 4-year event in that it takes students 4 years to graduate in most cases. In order to measure student progress each year, an on track metric is calculated that assumes students are on track for that grade level if they earn 60 credits in grade 9, 120 credits in grade 10, and 180 credits in grade 11, all measured after summer school of that year.

The graphs below show the percent of students on track for graduation at each grade level disaggregated by student group.

- 69% of 9<sup>th</sup> graders, 64% of 10<sup>th</sup> graders, and 60% of 11<sup>th</sup> graders enter the next grade on track for graduation.
- A lower percentage of African American and Hispanic students are on track at each grade level than Asian students.
- 88% of Asian students, 53% of African American students, and 51% of Hispanic students are on track after Grade 9.
- 85% of Asian students, 41% of African American students, and 44% of Hispanic students are on track after Grade 10.
- 79% of Asian students, 48% of African American students, and 41% of Hispanic students are on track after Grade 11.
- 49% of SWD are on track after grade 9; that reduces to 37% on track after grade 11.
- 49% of ELL students are on track after grade 9; that reduces to 37% after grade 11.





East Side Union High School District 2016 & 2017 Percent of Students On Track for Graduation						
	On Track for Graduation					
	Grade 9 2016	Grade 9 2017	Grade 10 2016	Grade 10 2017	Grade 11 2016	Grade 11 2017
All Students	72%	69%	64%	64%	57%	60%
Native American	44%	35%	18%	29%	0	24%
Asian	91%	88%	83%	85%	77%	79%
African American	55%	53%	54%	41%	47%	48%
Hispanic	55%	51%	45%	44%	38%	41%
Pacific Islander	59%	55%	62%	50%	41%	59%
Two or more races	79%	74%	70%	64%	64%	66%
White	72%	72%	67%	65%	60%	61%
SWD	51%	49%	41%	37%	40%	37%
ELL	45%	49%	38%	40%	29%	37%
SED	58%	60%	54%	55%	43%	53%

Note: On Track for Graduation is based on credits earned by the end of summer. GD 9 = 60, GD 10 = 120, GD 11 = 180

The data show that the same groups of student with lower graduation rates are less likely to be on track to graduate beginning at grade 9 and the likelihood of students earning on track status at each grade level declines as grade level increases. In order to increase graduation rates the district will focus on having all students achieve on track status at each grade level.

**Metric:** District Dropout Rates

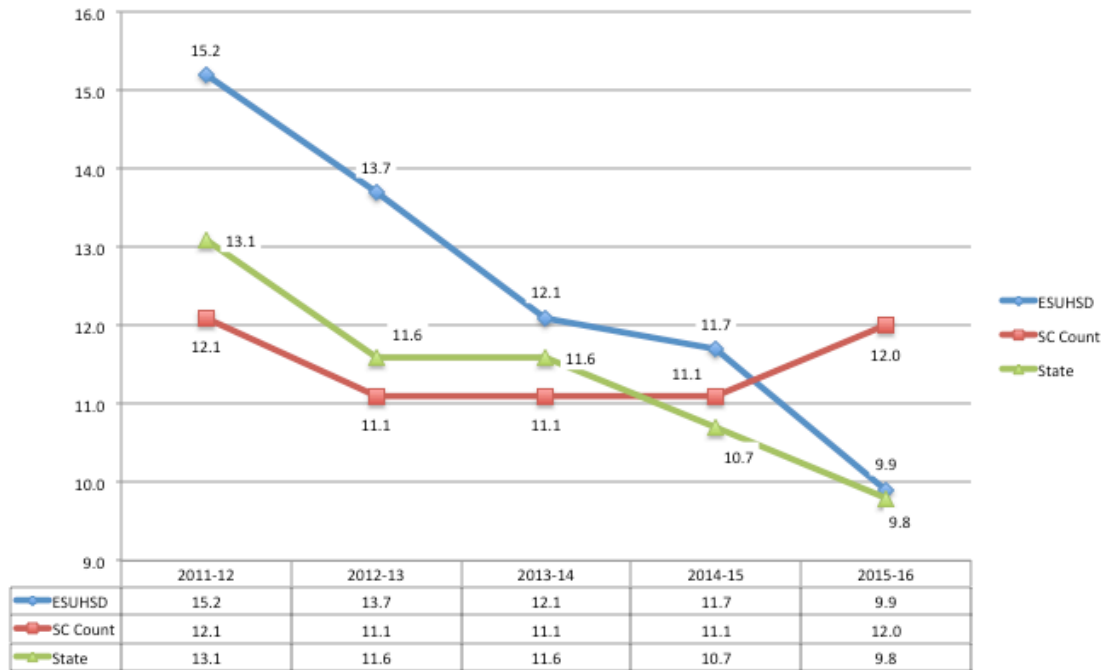
**KPM Goal:** Decrease Dropout Rate

### Public Data

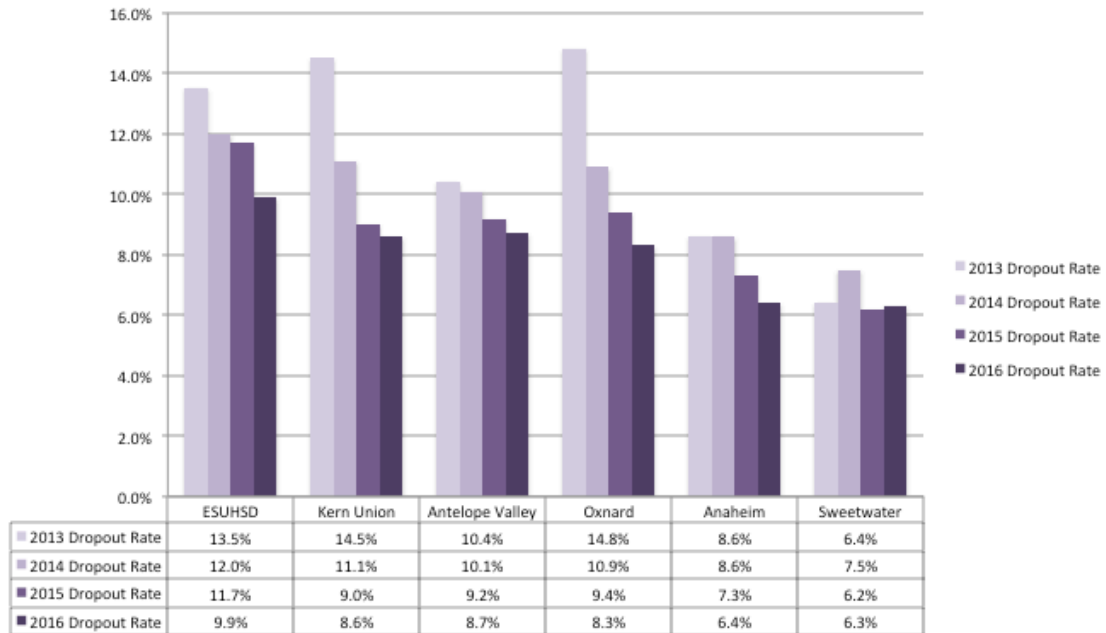
Over the years the district has analyzed student dropouts. The media presents high school dropouts as students who leave high school before graduating. However, for East Side that is not accurate. Most district dropouts are students who completed 4 years of high school but did not earn enough credits in courses to graduate. The charts below show the public data for the district dropout rate. The public data runs a year behind, so the latest information is for the class of 2015-16.

The district dropout rate is 9.9% and has continuously decreased from 15.2% in 2011-12. For the first time, the district dropout rate is below the county rate and is now just .1 percentage point above the state rate. Although the district dropout rate has decreased over time, it is higher than the 5 comparable district dropout rates.

### Dropout Rate ESUHSD, SC County, & STATE

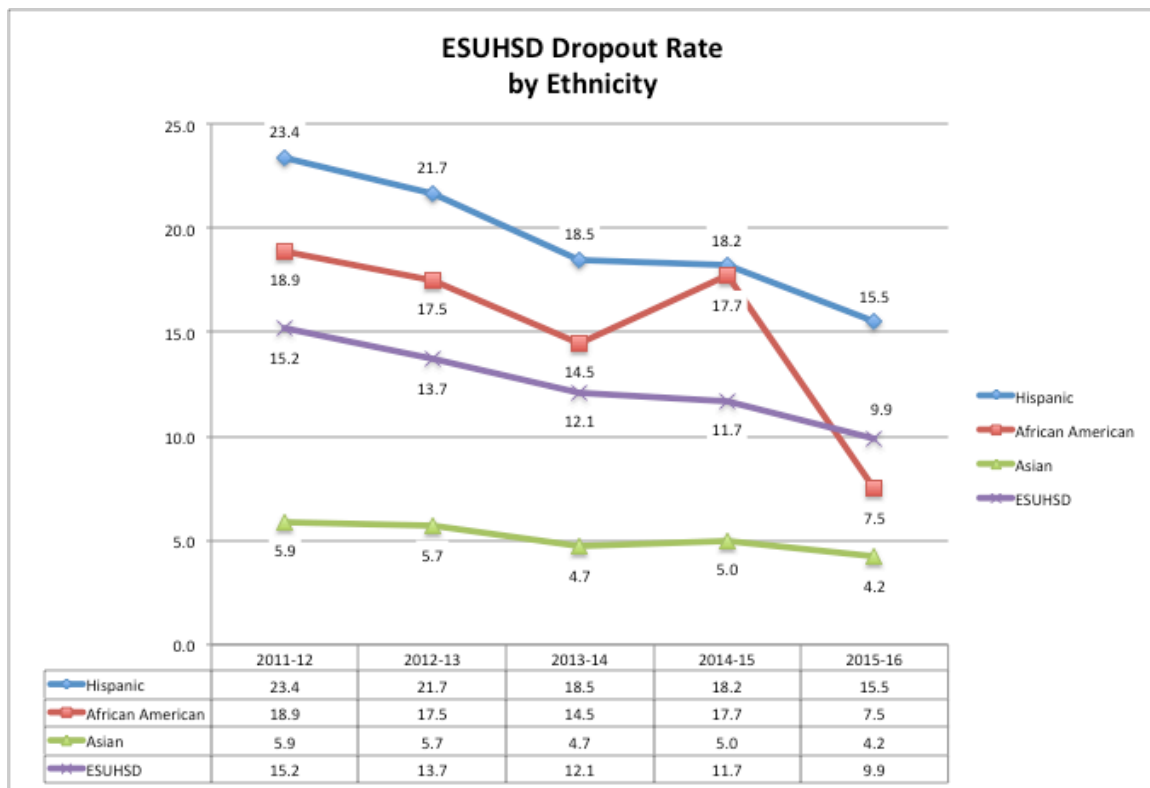


### Dropout Rate 2013, 2014, 2015, 2016 ESUHSD VS The 5 Comparable Districts

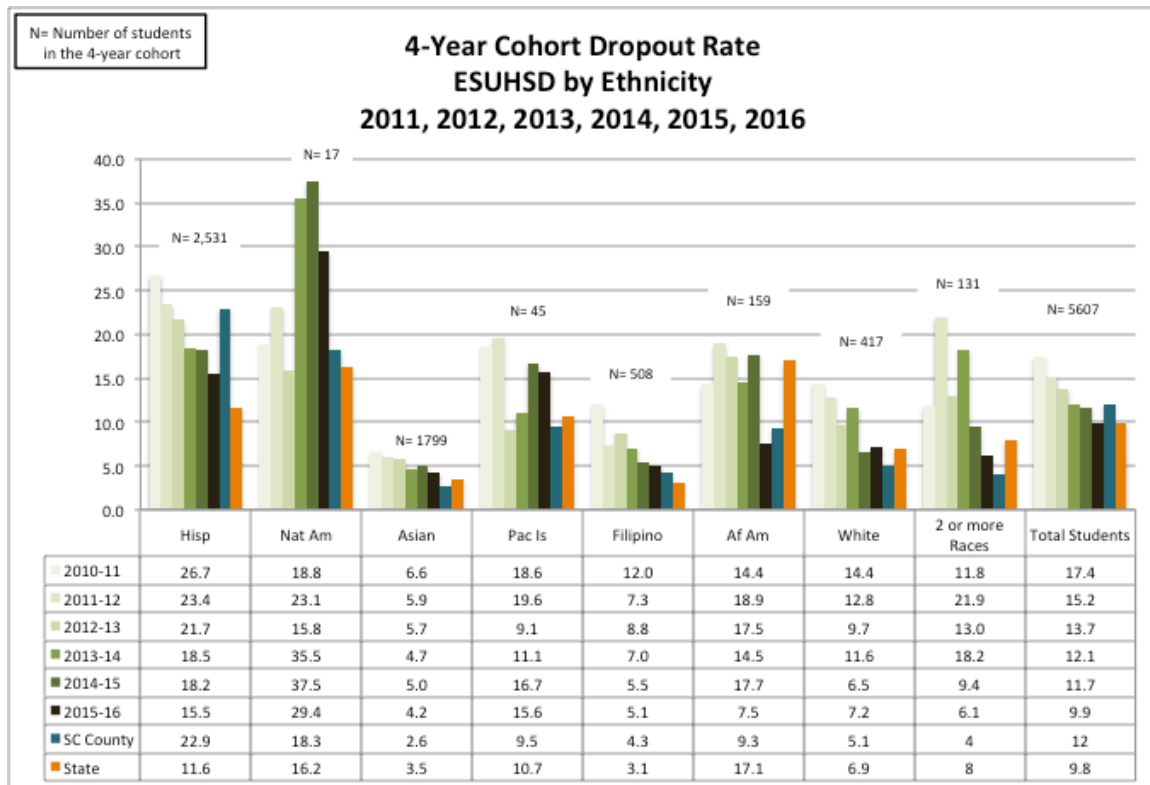


The district dropout rate disaggregated by ethnicity is shown below.

- The dropout rate for all ethnic subgroups decreased except the White subgroup.
- The Hispanic subgroup dropout rate is 15.5% and decreased by 2.7 percentage points and a decrease of 7.9 percentage points since 2012.
- The African American subgroup dropout rate is 7.5% and decreased by 10.2 percentage points.
- The Asian subgroup dropout rate is 4.2% and decreased by .8 percentage points.

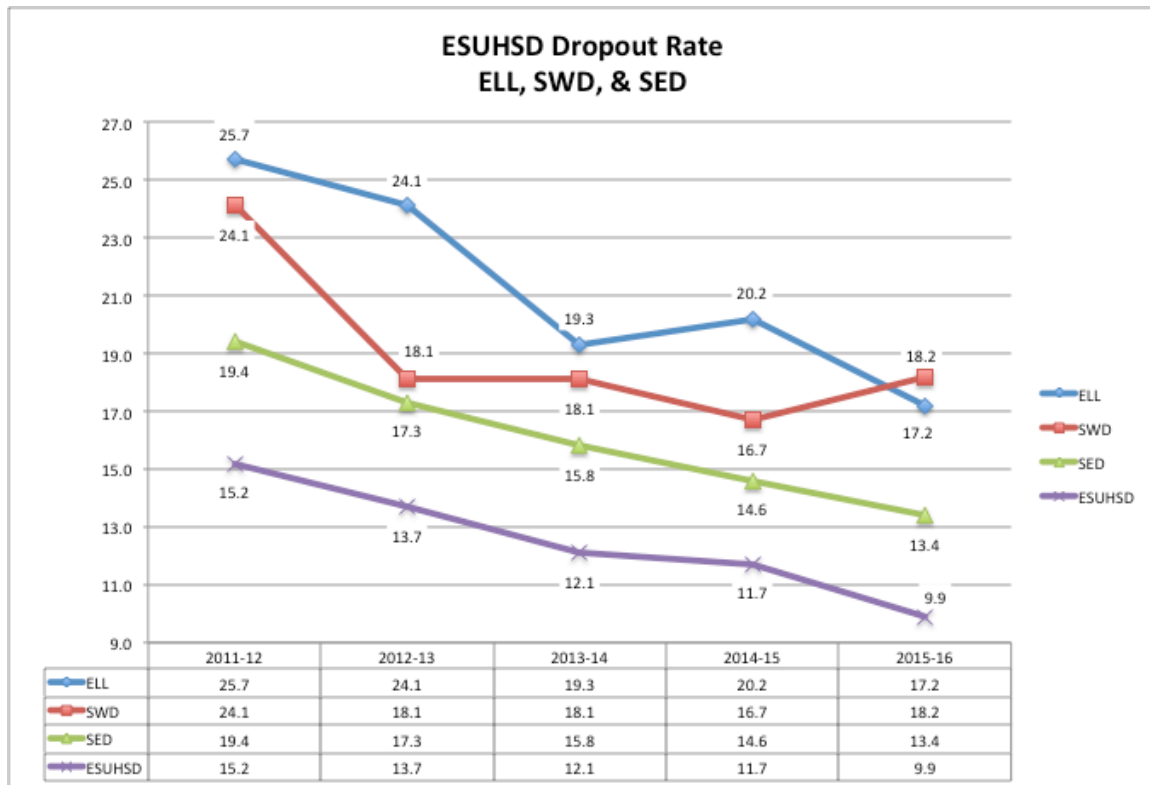






The graph below shows the district dropout rate disaggregated by special populations.

- The ELL and SED subgroups both show decreased dropout rates, while the SWD subgroup showed an increase in dropout rate.
- The ELL dropout rate is 17.2% and decreased by 3 percentage points from the prior year.
- The SED dropout rate is 13.4% and decreased by 1.2 percentage points from the prior year.
- The SWD dropout rate is 18.2% and increased by 1.5 percentage points from the prior year.



**LCAP Goal 3: English Language Learners: Provide the program, supports and instructional strategies to obtain English proficiency and the overall academic success of short-term and long-term English Language Learners.**

### Metrics:

The new California Accountability Dashboard uses the current English proficiency exam and English Language Learner reclassification rates as data indicators. Currently the English proficiency exam is the CELDT; however, this exam is transitioning to the new ELPAC exam in 2018.

**LCAP:** Percentage of English Language Learners increasing proficiency level or maintaining 4 or 5 on CELDT

The table below shows the percentage of students who increased in CELDT proficiency level or maintained a 4 or 5 proficiency level in 2016 and 2017. District CELDT exam results were used for this calculation.

- 55.5% of ELL students met the metric in 2016, and that increased by 6.6 percentage points to 62.1% in 2017.

ESUHSD CELDT Movement		
	2016	2017
Percentage of students who increased in proficiency level or maintained 4 or 5	55.5%	62.1%

**LCAP:** Percentage of English Language Learners reclassified

Each year ELL students are evaluated for reclassification to English Proficient based on state and local board criteria. Students must earn a 4 or 5 on the CELDT, perform comparably to their English Proficient Peers on an English Language Arts exam, and maintain passing grades. The criteria changed when the state testing system moved from the CST - California State Standards Tests to the new CAASPP – California Assessment of Student Performance and Progress. The English Language Arts exam under the CSTs was originally used as a mandated criteria for reclassification, and students had to earn a “basic” level to reclassify. With the recent change in state assessments, this criteria is left for districts to define. In the absence of state assessments at the high school level except at grade 11, many districts with high school-aged ELL students are struggling with this criteria. Currently ESUHSD uses the DRP – Degrees of Reading Power - and the ELA/Literacy CAASPP grade 11 exam for this criteria. Statewide, students who are English Language Learners struggle to reclassify if they have not done so prior to grade 5.

The chart below shows the district reclassification rate of English Language Learners for the past 4 years.

- 5.3% of ELL students were reclassified in 2016.

The district reclassification rate has varied over the last several years as the district has struggled to determine cut points on local exams that ensure students are able to reclassify and at the same time ensure academic success for these students in their remaining years of high school.

<b>ESUHSD</b> <b>Percentage of English Language Learners Reclassified</b>				
	2013	2014	2015	2016
Percentage of EL Students Reclassified	13.9%	6.4%	13.6%	5.3%

**LCAP Goal 4: Decrease Suspensions: Establish and sustain healthy school cultures through relationship-centered practices to keep students engaged in their learning environment.**

**Metrics:**

**LCAP & KPM: Suspension Rate**

The district has been working on building positive school relationships among school communities and building a new culture of discipline practices and policies. Work is being done to align disciplinary coding in the student information system among sites to ensure consistent recording of events.

**LCAP: Total Suspensions**

The table below shows the public suspension rate over time. The data shows the district total suspensions, the suspension rate, unduplicated count of students suspended, and the percent of students suspended multiple times versus the percent of students suspended only once. Total suspensions include both in-school suspensions and out-of-school suspensions. When comparing data from 2015-16 to 2016-17, it should be noted that reporting discrepancies of district data were found and corrected in 2016-17, resulting in public data that show increases in suspensions. Corrected data for 2015-16 is not possible to generate; therefore, it is not known if the actual number of suspensions has increased or ~~actually~~ decreased in 2016-17.

- There were 1,777 total suspensions involving 1,061 students.
- The district suspension rate is 4.4%, which is an increase of .4 percentage points from 2015-16.
- 66.3% of students suspended were suspended only once, and 33.7% of students suspended were suspended multiple times.
- The district has a higher suspension rate than the county rate of 3.5% and lower than the state rate of 4.9%.

Academic Year	Cumulative Enrollment	Total Suspensions	Unduplicated Count of Students Suspended	Suspension Rate	Percent of Students Suspended with One Suspension	Percent of Students Suspended with Multiple Suspensions
2016-17	23,966	1,777	1,061	4.4%	66.3%	33.7%
2015-16	24,037	1,667	965	4.0%	67.7%	32.3%
2014-15	24,576	1,233	848	3.5%	75.2%	24.8%
2013-14	24,338	1,615	1,114	4.6%	73.6%	26.4%
2012-13	24,450	1,456	1,095	4.5%	77.2%	22.8%
2011-12	24,896	2,121	1,487	6.0%	72.8%	27.2%

The table below shows the district total suspensions disaggregated by subgroup.

- African American and Hispanic students have higher suspension rates than Asian students.
- The African American subgroup suspension rate is 12.8%, the Hispanic subgroup suspension rate is 6.9%, and the Asian subgroup suspension rate is 1.1%.
- ELL, SED, SWD, Foster Youth, and Homeless Youth subgroups have higher suspension rates than the district rate.
- The ELL subgroup suspension rate is 6.9%, the Foster Youth subgroup suspension rate is 18.5%, The Homeless Youth subgroup suspension rate is 10.4%, the SED subgroup suspension rate is 5.7%, and the SWD subgroup suspension rate is 12.7%.

<b>ESUHSD Student Suspensions</b> <b>2015/16 vs 2016-17</b> <b>Total suspensions include both in-school and out-of-school suspensions</b>								
	2016-17 Cumulative Enrollment	2015-16 Cumulative Enrollment	2016-17 Total Suspensions	2015-16 Total Suspensions	2016-17 Students Suspended	2015-16 Students Suspended	2016-17 Suspension Rate	2015-16 Suspension Rate
African American	654	694	144	107	84	60	12.80%	8.60%
American Indian or Alaska Native	59	54	10	7	7	2	11.90%	3.70%
Asian	8,361	7,976	107	93	89	76	1.10%	1.00%
Filipino	1,891	1,929	43	41	29	30	1.50%	1.60%
Hispanic or Latino	11,013	11,272	1,316	1,314	758	724	6.90%	6.40%
Pacific Islander	133	138	12	29	9	13	6.80%	9.40%
White	1,404	1,541	114	54	65	41	4.60%	2.70%
Two or More Races	439	422	30	22	19	19	4.30%	4.50%
Not Reported	12	11	1	0	1	0	8.30%	0.00%
District no Charters	23,966	24,037	1,777	1,667	1,061	965	4.40%	4.00%
English Learners	3,875	3,918	507	517	267	259	6.90%	6.60%
Foster Youth	146	189	51	63	27	32	18.50%	16.90%
Homeless Youth	270	213	59	35	28	19	10.40%	8.90%
Migrant Education	230	258	10	7	9	4	3.90%	1.60%
Socioeconomically Disadvantaged	13,014	13,166	1,293	1,351	745	730	5.70%	5.50%
Students with Disabilities	2,435	2,440	639	561	310	269	12.70%	11.00%

The table below shows the district suspension rates for subgroups along with the percentage of each subgroup that is suspended one time versus multiple times.

- Some subgroups of students have higher percentages of students suspended multiple times than other subgroups.
- 35.7% of African American students suspended, 36.8% of Hispanic students suspended, 35.4% of White students suspended, and 11.2% of Asian students suspended, were suspended multiple times.
- 40.1% of ELL students suspended, 44.4% of Foster Youth suspended, 50% of Homeless Youth suspended, 36.1% of SED students suspended, and 47.7% of SWD students suspended, were suspended multiple times.

ESUHSD 2016-17 Total Suspension				
	Cumulative Enrollment	Suspension Rate	Students Suspended with One Suspension	Students Suspended with Multiple
African American	654	12.80%	64.30%	35.70%
American Indian or Alaska Native	59	11.90%	85.70%	14.30%
Asian	8,361	1.10%	88.80%	11.20%
Filipino	1,891	1.50%	75.90%	24.10%
Hispanic or Latino	11,013	6.90%	63.20%	36.80%
Pacific Islander	133	6.80%	77.80%	22.20%
White	1,404	4.60%	64.60%	35.40%
Two or More Races	439	4.30%	68.40%	31.60%
Not Reported	12	8.30%	100.00%	0.00%
District no Charters	<b>23,966</b>	<b>4.40%</b>	<b>66.30%</b>	<b>33.70%</b>
English Learners	3,875	6.90%	59.90%	40.10%
Foster Youth	146	18.50%	55.60%	44.40%
Homeless Youth	270	10.40%	50.00%	50.00%
Migrant Education	230	3.90%	88.90%	11.10%
Socioeconomically Disadvantaged	13,014	5.70%	63.90%	36.10%
Students with Disabilities	2,435	12.70%	52.30%	47.70%

The table below shows the district suspensions for 2016-17 disaggregated by offence. 41% of the total district suspensions were due to defiance.

<b>ESUHSD 2016-17 Suspensions by Offence</b>							
	<b>2016-17 Total Suspension</b>	<b>Violent Incident w/injury</b>	<b>Violent Incident w/out injury</b>	<b>Weapons Possession</b>	<b>Illicit Drug</b>	<b>2016-17 Defiance</b>	<b>Other</b>
<b>Number of Suspensions</b>	1,777	242	402	65	271	729	68
<b>Percent of Total Suspensions</b>		13.6%	22.6%	3.7%	15.3%	41.0%	3.8%

The table below shows the district expulsions and expulsion rate compared to the county totals and rate.

- The district expulsion rate is .08%, which is below the county rate of .12%.
- 19 total students were expelled in 2016-17, which is 19% of the total county expulsions.
- ESUHSD comprises 27.8% of the county cumulative grade 9-12 enrollment indicating that ESUHSD is showing a disproportionately lower percent of county expulsions.

<b>ESUHSD 2016-17 Expulsions</b>			
	<b>Cumulative Enrollment</b>	<b>Total Expulsions</b>	<b>Expulsion Rate</b>
<b>East Side Union High</b>	23,966	19	0.08%
<b>Santa Clara County Gr 9-12</b>	86,344	103	0.12%
<b>ESUHSD Percent of County</b>	27.8%	18.4%	

**LCAP Goal 5: Attendance – Chronic Absenteeism: Engage with and connect students and families to appropriate staff, supports, and programmatic alternatives to increase student attendance in school.**

**Metrics:**

**LCAP:** Percentage of students chronically absent

The California State Dashboard is using a new metric showing students chronically absent. Students are considered chronically absent if they have missed 10% or more days that they have been enrolled in the district. The state data system is collecting this information for the first time for the 2016-17 school year. The table below shows the percent and number of students chronically absent in 2016-17 disaggregated by subgroup.

- 3355 students in the district were chronically absent, which is 13.8% of the student population.
- The chronic absentee rate of all subgroups fluctuates between 12.4% and 15.9%.

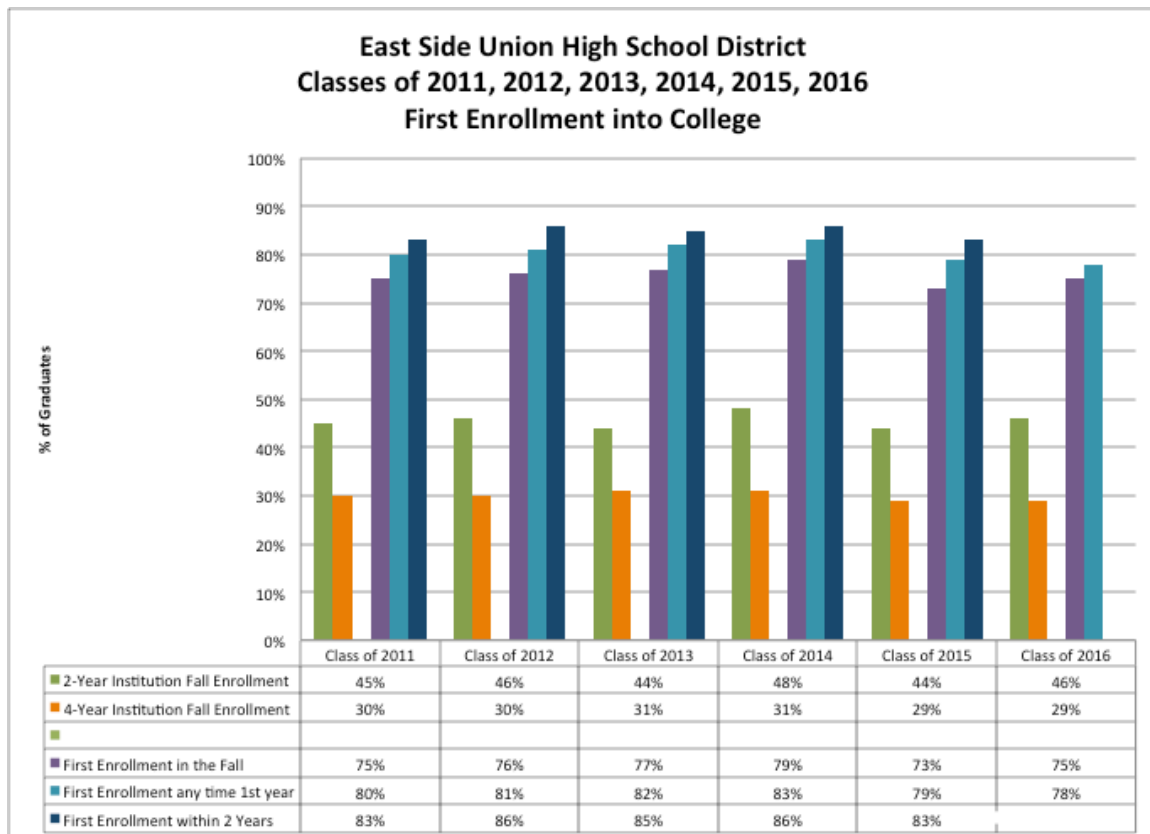


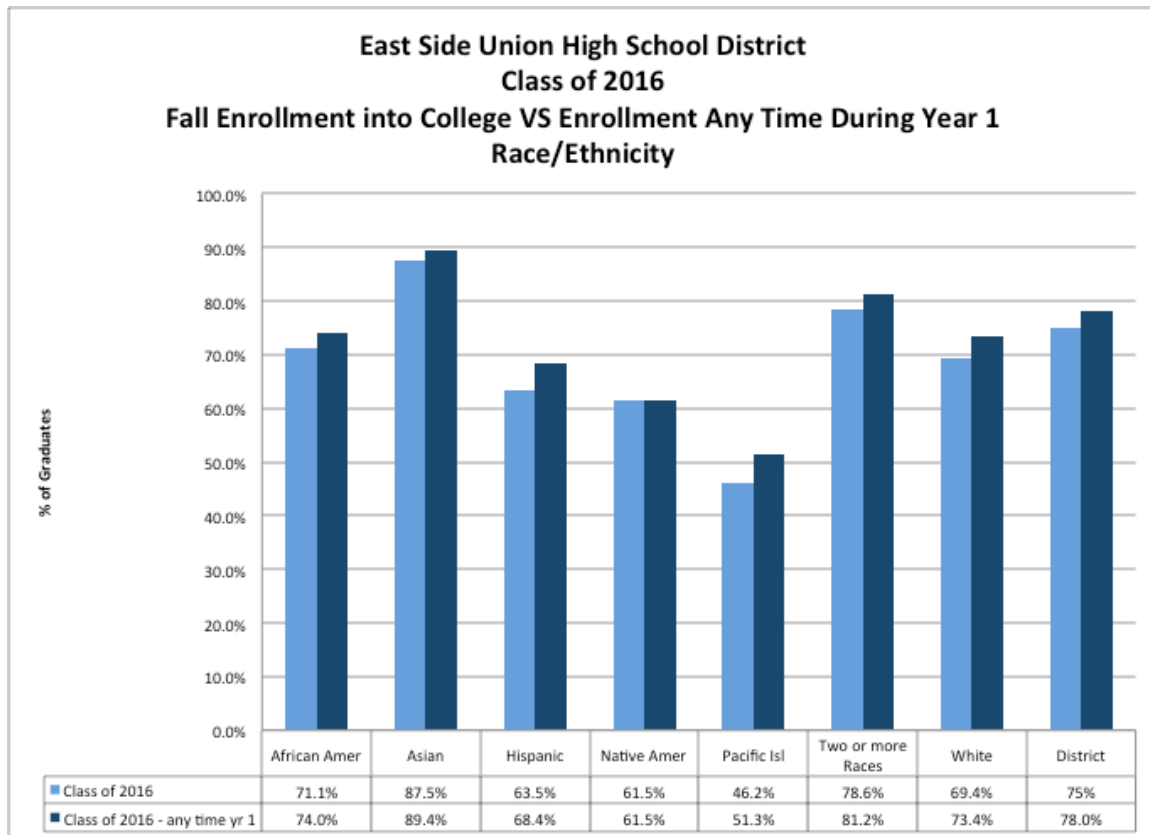
<b>ESUHSD</b> <b>2016-17</b> <b>Percent of Students Chronically Absent</b>		
<b>Race</b>	<b>% of Students</b>	<b># of Students</b>
Native American	13.1%	8
Asian	13.2%	1100
African American	12.4%	84
Filipino	13.2%	250
Hispanic	14.0%	1602
Multiple	15.3%	68
Pacific Islander	13.4%	19
White	15.9%	224
<b>All Students</b>	<b>13.8%</b>	<b>3355</b>
<b>Population</b>	<b>% of Students</b>	<b># of Students</b>
EL	14.0%	568
SED	13.9%	1826
SWD	14.1%	368
Note: Students enrolled less than 30 days are not counted. Students enrolled at any time during the school year are counted. Chronically Absent = absent 10% of Days Enrolled		

## College Attendance

The ESUHSD contracts with the National Student Clearing House (NSCH), which is an organization that provides information on college enrollment, college persistence, and degrees awarded. 3,600 colleges and universities nationwide participate in the program, and nationally about 98% of students enrolling in post secondary institutions enroll in these schools. The types of schools participating in NSCH are 4 and 2-year public colleges and universities, private 4-year universities, and private 2-year vocational schools. The following charts show data for students in the classes of 2011, 2012, 2013, 2014, 2015, 2016. Data for the class of 2017 will be available in the winter. The graph below shows college enrollment immediately following graduation, enrollment any time within the first two years, as well as the percent of students enrolling in 2 and 4-year institutions.

- For the class of 2016, 75% of graduates enrolled in college in the fall immediately after high school; this increased to 78% for enrollment at any time during the first year.
- 46% of graduates enrolled in 2-year schools and 29% of graduates enrolled in 4-year schools. 71% of graduates enrolled in public institutions.
- Enrollment 2 years after graduation increases for graduates.
- 83% of graduates in the class of 2015 had enrolled in college at some point within 2 years after graduation from high school.



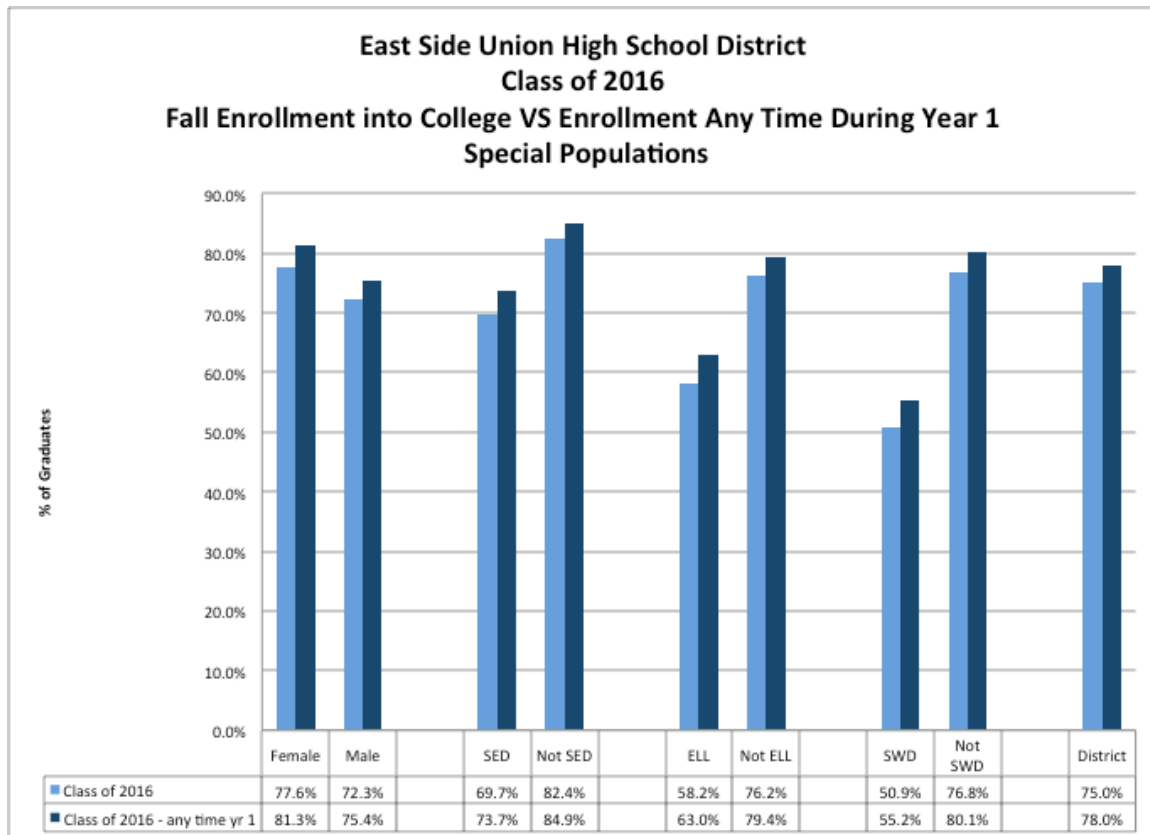


The graph above shows college enrollment at any time during the first year after high school graduation disaggregated by ethnicity for the class of 2016.

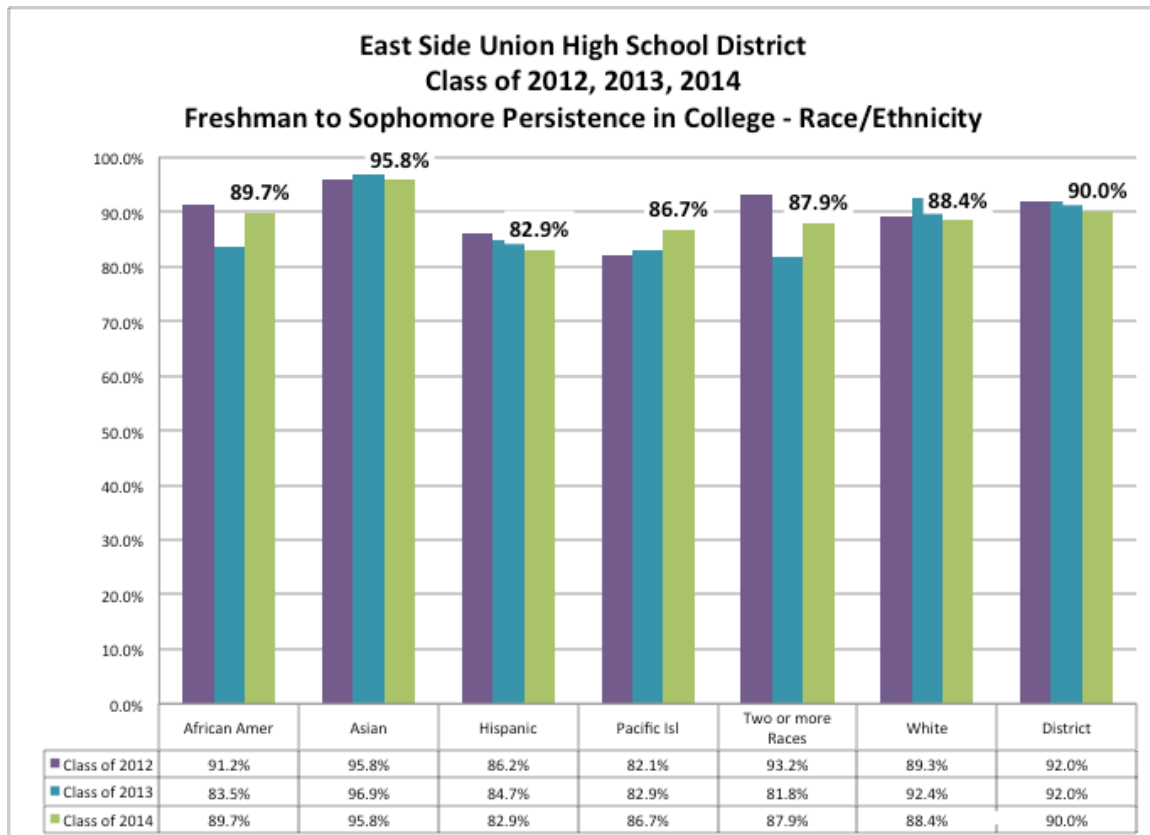
- 68.4% of Hispanic graduates, 89.4% of Asian graduates, and 74% of African American graduates enrolled in college at some time within the first year after graduation.

The graph below shows the college enrollment at any time during the first year after high school graduation for special populations of the class of 2016.

- 81.3% of female graduates and 75.4% of male graduates enrolled in college within one year of high school graduation.
- 73.7% of SED graduates enrolled in college within one year of high school whereas 84.9% of non-SED graduates enrolled in college within one year of high school.
- 63% of ELL graduates enrolled in college within one year of high school whereas 79.4% of non-ELL graduates enrolled in college within one year of high school.
- 55.2% of SWD graduates enrolled in college within one year of high school whereas 80.1% of non-SWD graduates enrolled in college within one year of high school.



The chart below shows the freshman to sophomore persistence rate. 90% of district graduates enrolled in college return for a second year. This rate is above 85% for all ethnic subgroups.



The National Student Clearing House provides cumulative enrollment numbers for the top colleges and universities district graduates attend. The top 5 colleges and universities East Side graduates attend are:

#### **Two-year schools**

1. De Anza College
2. Evergreen Valley College
3. San Jose City College
4. West Valley College
5. Mission College

#### **Four-year schools**

1. San Jose State University
2. UC Davis
3. UC Santa Cruz
4. San Francisco State University
5. UC Berkeley

## **Conclusions and Steps Forward:**

The district has shown improvement in graduation rates, dropout rates, as well as UC/CSU A-G course completion rates currently and over several years. However, Hispanic and African American subgroups graduate at lower rates than their Asian peers, complete A-G course work at lower rates than their Asian peers, and have a higher dropout rate than their Asian peers. Furthermore, English Language Learners, Students With Disabilities, and Socioeconomically Disadvantaged student subgroups graduate at lower rates than the district average, have higher dropout rates than the district average, and complete A-G course work at a lower rate than the district average. Students who attend district schools all 4 years have high graduation rates and higher A-G completion rates than students who move into the district sometime during high school. All 3 of these metrics come at the end of 4 years of high school. In order to be able help more students achieve college and career status at the end of high school, metrics such as “on track for graduation” have been created. The on track data show that the same groups of student with lower graduation rates are less likely to be on track to graduate beginning at grade 9. This, in turn, prompted a district focus on 9<sup>th</sup> graders earning 60 credits prior to entering grade 10. The district performed a study of 9<sup>th</sup> graders to determine whether or not indicators could be found to target students for intervention in the hopes that with timely early intervention, more students would be on track at grade 9 and continue to stay on track for graduation throughout high school.

## **9<sup>th</sup> Grade Analysis**

A district study on 9<sup>th</sup> graders was done to look at connections between earning 60 credits and course passage, enrollment dates, behavior, and attendance, in the hopes of being able to create an early warning system to help sites target students for interventions.

Students earn 5 credits per semester per course passed, which translates into 10 credits per year per course. A district study on 9<sup>th</sup> graders showed that 11% had failed both semesters of Math, 11% had failed both semesters of Science, and 8% had failed both semesters of English, which caused students to lose 10 credits per course. Higher percentages of students failed one semester in these same subjects. Core course passage is a key factor for on track status for 9<sup>th</sup> graders.

Because students outside of the district local cohort were less likely to graduate, 9<sup>th</sup> grade enrollment dates were examined. 71% of 9<sup>th</sup> graders who enrolled in school during the first month earned all 60 credits and were on track for graduation entering grade 10. However, if they enrolled after the first month and

during 1<sup>st</sup> semester, that percentage decreased to 41%, and if they enrolled during second semester, it fell even further to 22%. Enrollment dates proved to be a large factor in 9<sup>th</sup> grade on track status.

Student behavior referrals were connected to 9<sup>th</sup> grade on track status and was shown to be an indicator as well. 78% of students who received no behavior referrals earned 60 credits. However, that fell to 52% for students who received 1 behavior referral and 30% for students with 2 behavior referrals. Data showed that behavior referrals were a key indicator for on track status at grade 9.

Attendance was shown to have a small connection to 9<sup>th</sup> grade on track status. 89% of students with 2 or fewer days absent earned 60 credits prior to entering grade 10, and that fell to 70% for students with 3 to 9 absences. 45% of students who missed between 10 and 17 days earned 60 credits, and 15% of students who missed 18 or more days earned 60 credits. Thus students who were either chronic absentees or approaching chronic absentee status showed significantly less likelihood of earning on track status.

Ultimately course failure causes a student to be off track for graduation at all grades. The analysis showed that there were correlations between behavior referrals, district enrollment time frame and chronic absenteeism and the likelihood of a 9<sup>th</sup> grader earning on track status. With this information in mind, a district early warning system was devised then implemented in the fall of 2017. These early warning reports surface students for intervention based on the key factors, marking period grades, behavior referrals and attendance as well as a separate report for students enrolling after the first 4 weeks of school. These reports are meant to assist sites in targeting students for early intervention in the hopes of helping students earn on track status at each grade level and thus graduate high school.

## **Work Moving Forward**

The foci for 2017-18 center around on track for graduation for grade 9, positive school cultures, academic success and English proficiency for English Language Learners, and success for late enrollees. Early warning reports linking marking period grades, behavior, and attendance are being used by site leadership teams to develop intervention strategies to support students surfaced by these reports to increase the percentage of students on track for graduation. Sites are working on building healthy school cultures through student, teacher, and parent perception surveys. Teams are building tools that link students' English proficiency levels with academic lesson supports to help teachers build instruction to support the success of ELL students in their classes. A district committee, with representatives from sites in key job areas, is working toward creating a set of policies, processes, and standards for ensuring students who

transfer into our district receive their academic credits from prior schools, are scheduled into the correct courses, and know how to access school supports. A custom early warning system report has been created for sites to use that automatically and continuously updates with current students who have and are enrolling throughout the year so that these students get the services they need. The district has made strides increasing graduation rates, UC/CSU A-G rates, and lowering dropout rates, and with new tools to target students for intervention and support classroom instruction, the hope is to make new strides in ensuring a greater number of students exit high school college and career ready.