EAST SIDE
HIGH SCHOOL DISTRICT
Silicon Valley

Preparing every student to thrive in a global society.

College & Career Readiness

Strategic Plan
Key Performance Measures

October 2014

Department of Assessment & Accountability

College and Career Readiness
Strategic Plan Key Performance Measures

Introduction/Purpose

The purpose of this report is to set benchmark data points for 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. 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.

Six 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 to college preparedness and others to simply 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. Some students entering the district had access to summer programs that accelerated their math placement upon entering high school, advancing the road to college preparedness and college application distinction by completing 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 many inequitable systems in place.

The district began changing policies and implementing programs to even the playing field. All core subject sequences have only one path and it 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. 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. 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 Strategic Plan sets the course for further improvement.

Data Definitions

When possible, public data from the California Department of Education's Data Quest site will be 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 allows 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. The data source is indicated for all charts and graphs and the district-defined calculations and sources are defined in Appendix A.

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.

In order to attain the KPMs, sub indicators have been identified to be monitored yearly as well as throughout the year.

Graduation Rate
- D & F Rate / Course Success Rate
- Attendance Rate
- Suspension Rate
- Course Completion

Dropout Rate
- Attendance Rate
- Suspension Rate
- Course Completion Rate
- D & F Rate / Course Success Rate

A-G Completion Rate
- C or better in the 15 UC/CSU course sequence

<u>College & Career Readiness</u>
- Demonstrating Proficiency in the 5Cs
- PSAT
- AP
- SAT
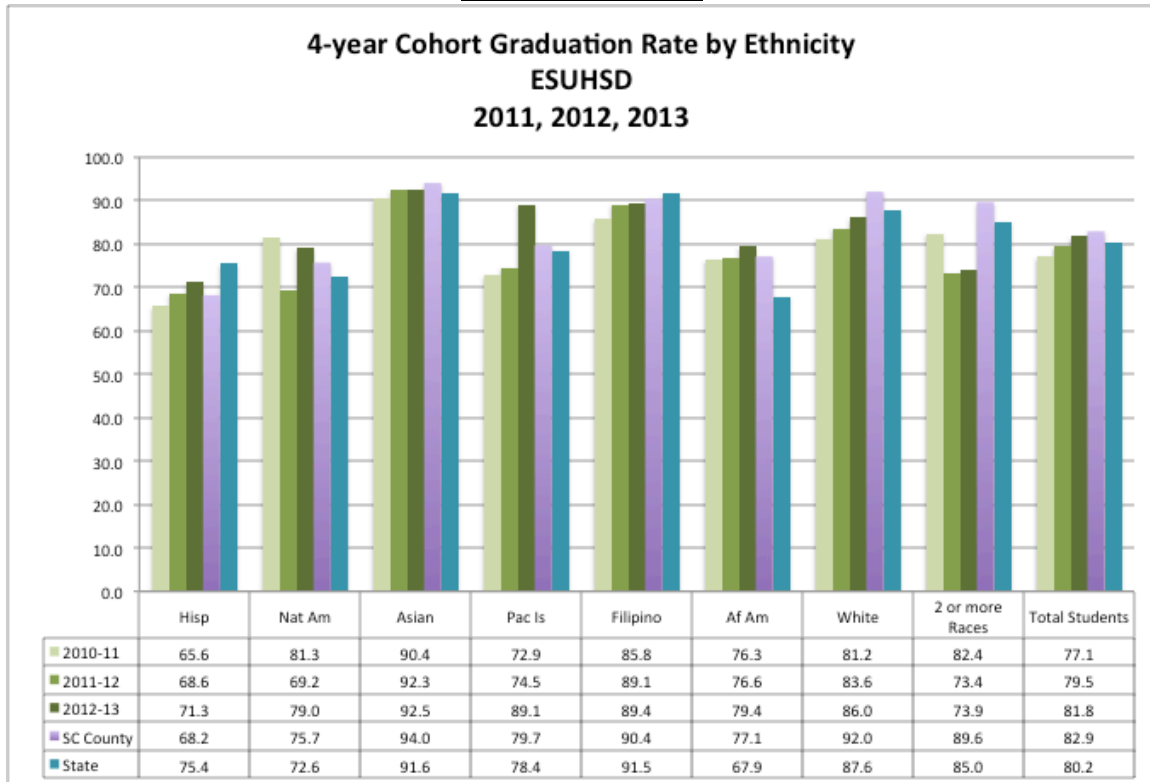- ACT
- Reclassification Rate
- Early Assessment Program

<u>Closing the Achievement Gaps</u>
- A-G completion rate
- Decrease the gap among sub groups on SMARTER Balanced Exams
- Suspension & Expulsion for students of color
- Enrollment in AP
- Pass Rate in AB
- College Acceptance
- College Completion

Most, but not all, data measures are currently available. The district is working on creating rubrics to measure the implementation and expression of "The Five C's" as well as the Common Core State Standards. The SMARTER Balanced Exams will be implemented officially for the first time in 2014-15 and benchmark data will be identified in the fall of 2015. Since the district has only recently contracted with the National Student Clearing House, College Completion data will not be available for a few years. IB data is only applicable to one school, therefore it will not be used to measure the district KPMs.

Data & Benchmarks

<center>**Graduation Rate**</center>

4-year Cohort Graduation Rate by Ethnicity
ESUHSD
2011, 2012, 2013

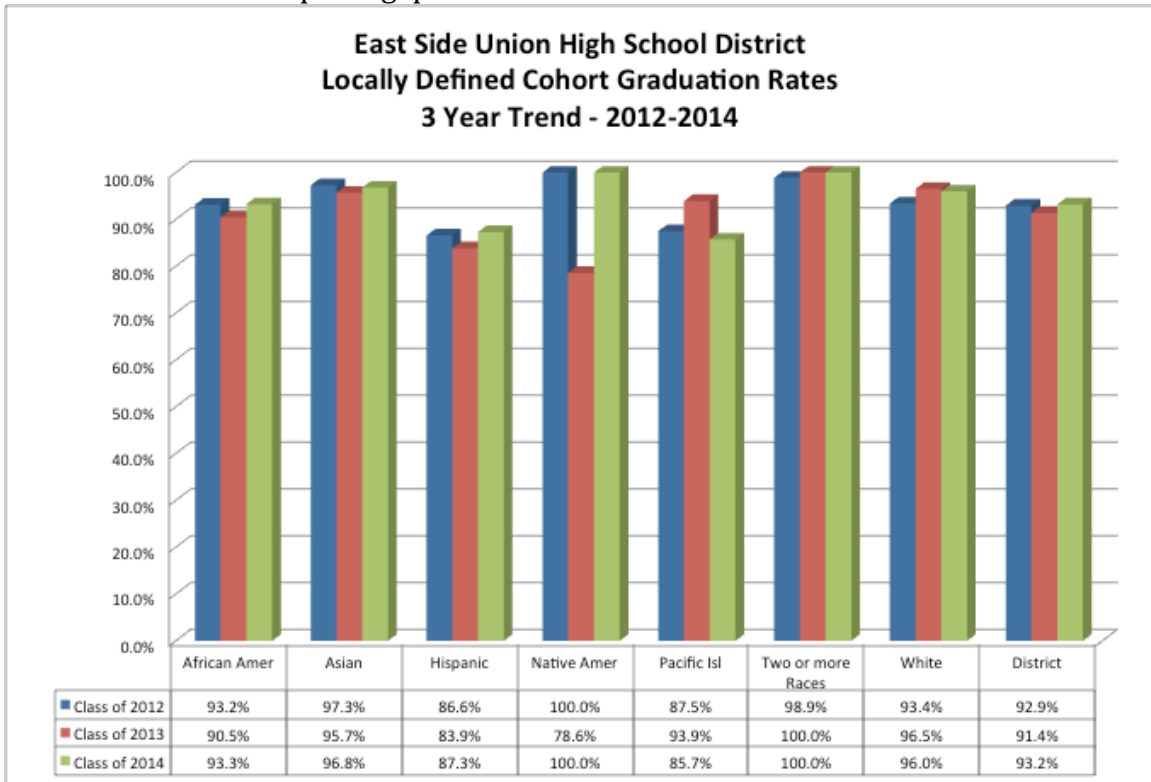|	Hisp	Nat Am	Asian	Pac Is	Filipino	Af Am	White	2 or more Races	Total Students
2010-11	65.6	81.3	90.4	72.9	85.8	76.3	81.2	82.4	77.1
2011-12	68.6	69.2	92.3	74.5	89.1	76.6	83.6	73.4	79.5
2012-13	71.3	79.0	92.5	89.1	89.4	79.4	86.0	73.9	81.8
SC County	68.2	75.7	94.0	79.7	90.4	77.1	92.0	89.6	82.9
State	75.4	72.6	91.6	78.4	91.5	67.9	87.6	85.0	80.2

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 2012-13. The district has shown a 4.7% increase in the overall graduation rate since 2011. The graph also shows that Hispanic and African American students are not graduating at the same rates as their Asian peers.
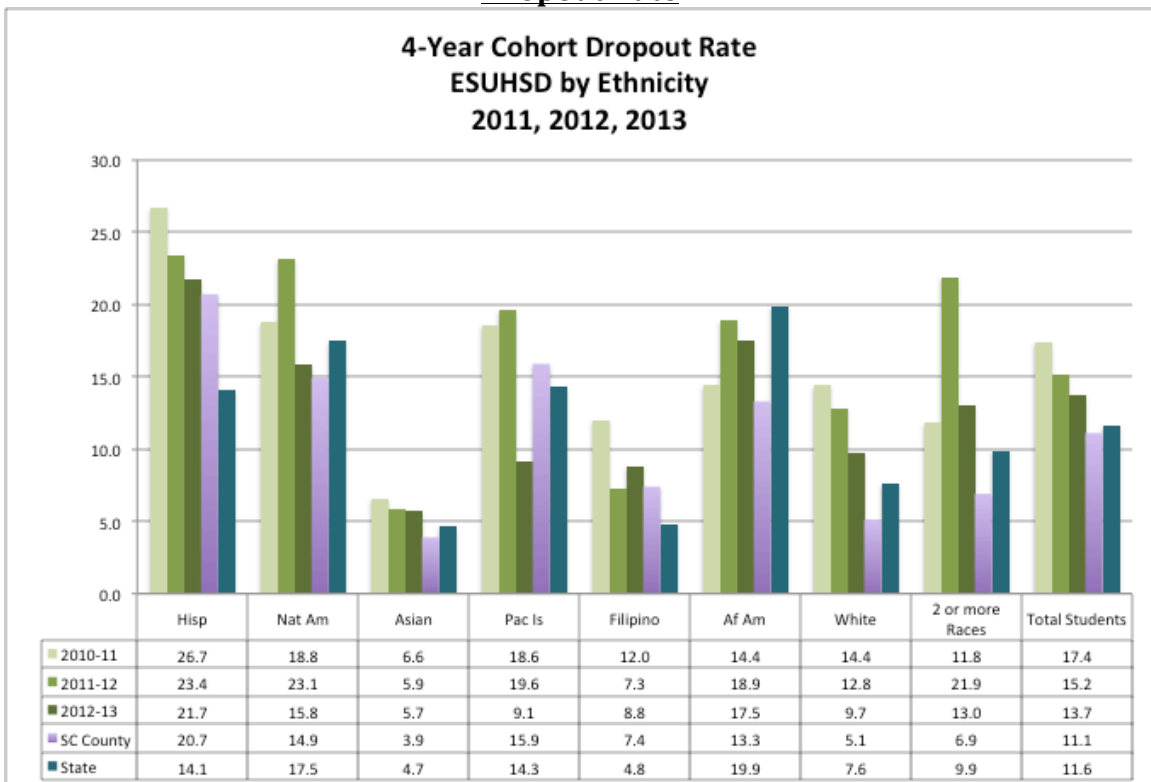
The district has defined a local 4-year cohort, which counts students who began the 9th grade in the district and stayed in the district all 4 years. This data is available in the fall each year and will provide a timely data point for graduation rate. In the future, graduation data will be compiled for students who fall outside of the district defined 4-year cohort as well. The chart below shows the local 4-year cohort graduation rate for the past 3 years and 2014 will serve as the Benchmark.
- Students that 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. 2013-14 gap analysis compared to 100% graduating:
  - The Asian gap is 3.2%.

<center>5</center>

- The African American gap is 6.7%.
- The Hispanic gap is 12.7%.

East Side Union High School District
Locally Defined Cohort Graduation Rates
3 Year Trend - 2012-2014

	African Amer	Asian	Hispanic	Native Amer	Pacific Isl	Two or more Races	White	District
Class of 2012	93.2%	97.3%	86.6%	100.0%	87.5%	98.9%	93.4%	92.9%
Class of 2013	90.5%	95.7%	83.9%	78.6%	93.9%	100.0%	96.5%	91.4%
Class of 2014	93.3%	96.8%	87.3%	100.0%	85.7%	100.0%	96.0%	93.2%

Dropout Rate

4-Year Cohort Dropout Rate
ESUHSD by Ethnicity
2011, 2012, 2013

	Hisp	Nat Am	Asian	Pac Is	Filipino	Af Am	White	2 or more Races	Total Students
2010-11	26.7	18.8	6.6	18.6	12.0	14.4	14.4	11.8	17.4
2011-12	23.4	23.1	5.9	19.6	7.3	18.9	12.8	21.9	15.2
2012-13	21.7	15.8	5.7	9.1	8.8	17.5	9.7	13.0	13.7
SC County	20.7	14.9	3.9	15.9	7.4	13.3	5.1	6.9	11.1
State	14.1	17.5	4.7	14.3	4.8	19.9	7.6	9.9	11.6

The graph above shows the public data on dropout rates for ESUHSD, Santa Clara County, and the State. Dropout rates are published a year behind so the most current data available is for the class of 2012-13. The district has shown a 3.7% decrease in the overall dropout rate since 2011. The graph also shows that Hispanic and African American students have higher dropout rates then their Asian peers.

In order to have timely data on dropouts the certified CALPADS file will be used to generate data on dropouts in the fall each year for the prior year students. Students are counted as a dropout if they left the district and did not enroll in another school or they completed grade 12 but did not earn enough credits to graduate and/or did not pass the California High School Exit Exam. The last category is referred to as "completer non-grads" and the chart below shows that in 2012-13, 89.7% of the district dropouts where completer non-grads. As the district works to decrease dropouts it makes sense to measure the percent of 12th graders each year that are completer non-grads. 2013-14 will serve as the benchmark for the percent of completer non-grads.

- 12.2% of 12th graders in 2013-14 were completer non-grads

ESUHSD Non-Graduate Completers				
	2010-11	2011-12	2012-13	2013-14
% of Dropouts that are completer non-graduates	92.6%	91.2%	89.7%	N/A at this time
% of students completing grade 12 that are completer non-graduates	11.9%	9.9%	9.2%	12.2%

The graph below shows the ethnic distribution of the district completer non-grad dropouts for 2014 compared to the district ethnic distribution.

- Hispanic students comprise 67.1% of the district completer non-grads where as they represent 46.7% of the district population. Hispanic students are over represented in the completer non-grad group.
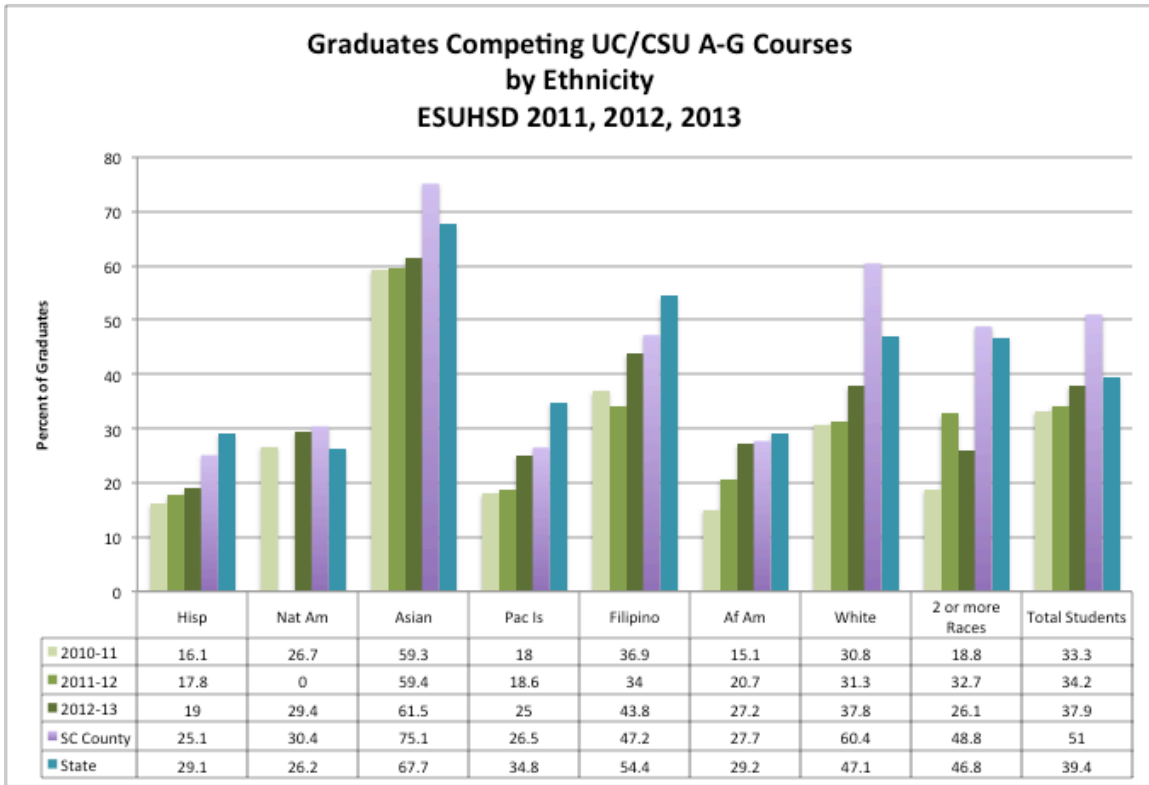
- African American students comprise 3.6% of the district completer non-grads where as they represent 3.1% of the district population. African American students are slightly over represented in the completer non-grad group.

ESUHSD 2013-14
Completer Non-Grad vs District Population by Ethnicity/Race
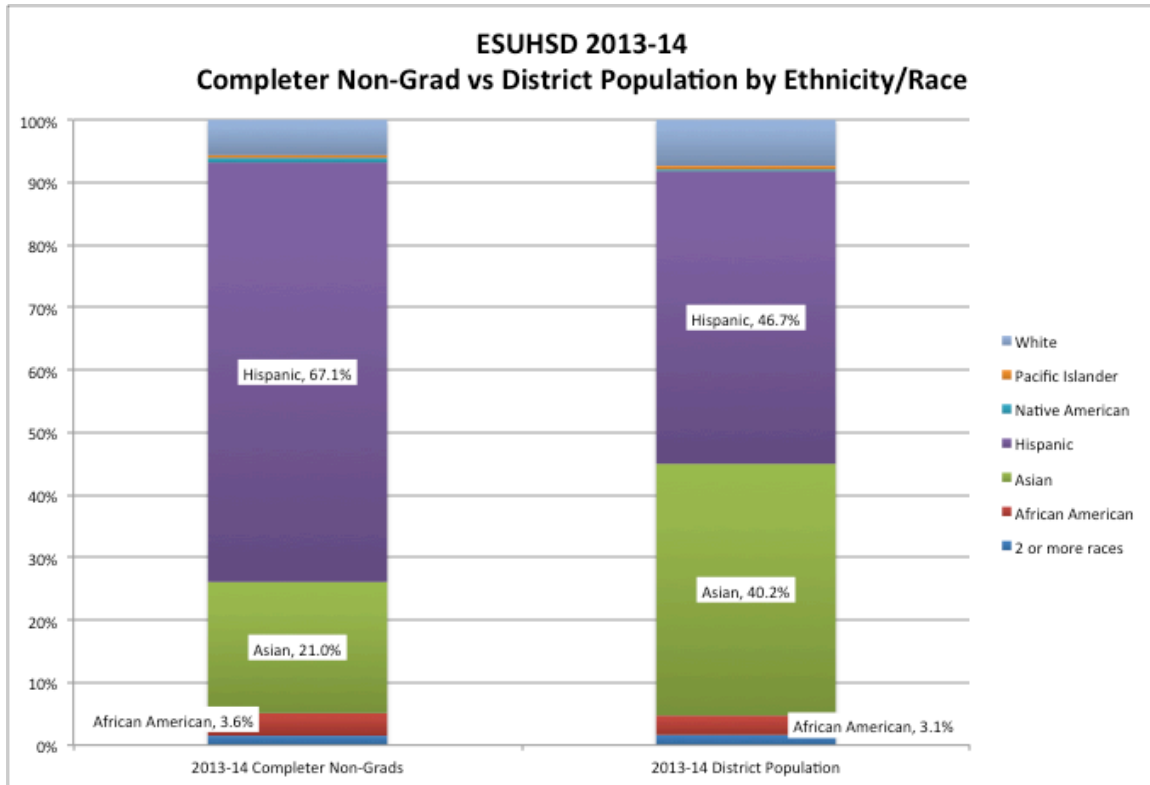
A-G Completion Rate

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 2012-13 and includes district charter schools. The data shows that there has been a 4.6% increase in the percent of students graduating who complete the UC/CSU a-g course requirements district wide. Hispanic and African American students have a much lower UC/CSU a-g course completion rate than their Asian peers but all 3 subgroups have shown increases in these rates over the past 3 years. The African American student a-g completion rate has almost doubled while the Hispanic student a-g completion rate has increased by 2.9%.

Graduates Competing UC/CSU A-G Courses by Ethnicity ESUHSD 2011, 2012, 2013

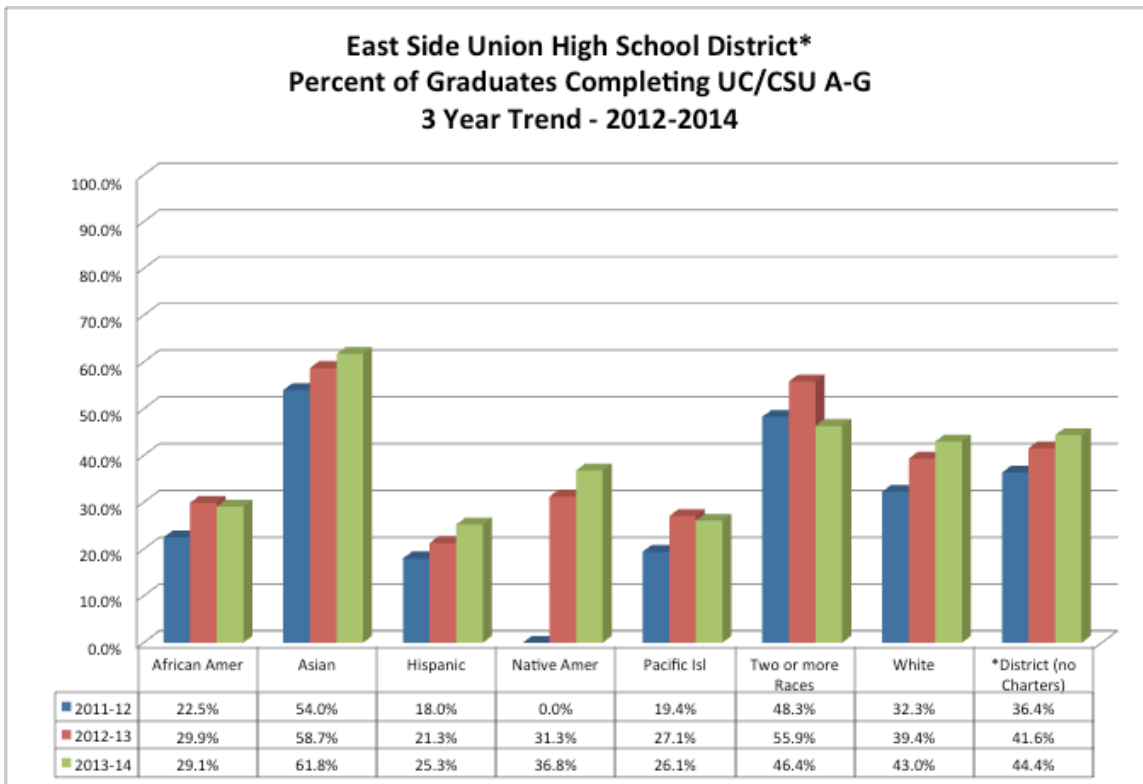|	Hisp	Nat Am	Asian	Pac Is	Filipino	Af Am	White	2 or more Races	Total Students
2010-11	16.1	26.7	59.3	18	36.9	15.1	30.8	18.8	33.3
2011-12	17.8	0	59.4	18.6	34	20.7	31.3	32.7	34.2
2012-13	19	29.4	61.5	25	43.8	27.2	37.8	26.1	37.9
SC County	25.1	30.4	75.1	26.5	47.2	27.7	60.4	48.8	51
State	29.1	26.2	67.7	34.8	54.4	29.2	47.1	46.8	39.4

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. The 2014 data will be used for the benchmark.

- In 2014 the UC/CSU a-g course completion rate was 44.4%.
- There has been an 8% increase in the UC/CSU a-g course completion rate over the last 3 years.

Hispanic and African American student graduates complete the UC/CSU a-g course requirements at a lower rate than their Asian peers. As the district moves to increase UC/CSU a-g course completion rates, the KPMs will also measure whether the Hispanic and African American rates accelerate to match the Asian rates. The 2014 district defined UC/CSU a-g course completion rates will be used for the benchmark.

- 61.8% Asian student graduates completed the UC/CSU a-g course requirements, which is a 7.8%, increase over 3 years.
- 29.1% African American student graduates completed the UC/CSU a-g course requirements, which is a 6.6%, increase over 3 years.
- 25.3% Hispanic student graduates completed the UC/CSU a-g course requirements, which is a 7.3%, increase over 3 years.

East Side Union High School District*
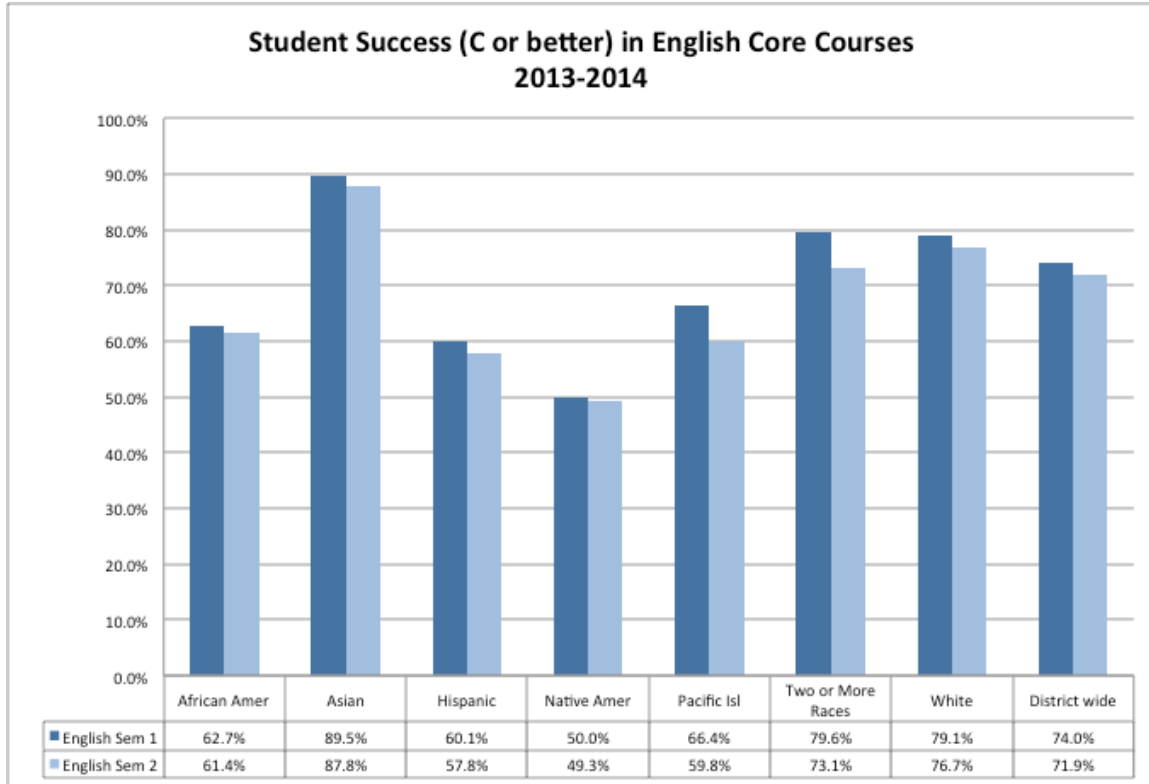## Percent of Graduates Completing UC/CSU A-G
3 Year Trend - 2012-2014

	African Amer	Asian	Hispanic	Native Amer	Pacific Isl	Two or more Races	White	*District (no Charters)
2011-12	22.5%	54.0%	18.0%	0.0%	19.4%	48.3%	32.3%	36.4%
2012-13	29.9%	58.7%	21.3%	31.3%	27.1%	55.9%	39.4%	41.6%
2013-14	29.1%	61.8%	25.3%	36.8%	26.1%	46.4%	43.0%	44.4%

Key Performance Measure Sub Indicators

D & F Rate (final grade of D or F in course) – Schools will monitor the D & F rates in core courses throughout the year to provide timely interventions. Success Rates in core courses will be used as the benchmark data to measure the KPMs since students must pass core courses to graduate and earn a C or better for UC/CSU a-g qualification. District database student grade data will be used at each semester.

Students must successfully complete 4 years of English Language Arts in order to graduate. The graph below shows English Language Arts success rates in 2013-14.

- 74% of students district-wide passed English with a C or better first semester and 71.9% passed second semester.
- 60.1% of **Hispanic** students passed English with a C or better first semester and 57.8% passed second semester.
- 62.7% of **African American** students passed English with a C or better first semester and 61.4% passed second semester.
- 89.5% of **Asian** students passed English with a C or better first semester and 87.8% passed second semester.

Not all subgroups of students are successfully completing English courses at the same rates. Gap analysis compared to 100% of students passing English courses:

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- The **Asian** Gap Semester 1 is 10.5% and Semester 2 is 12.1%.
- The **African American** Gap Semester 1 is 37.3% and Semester 2 is 38.6%.
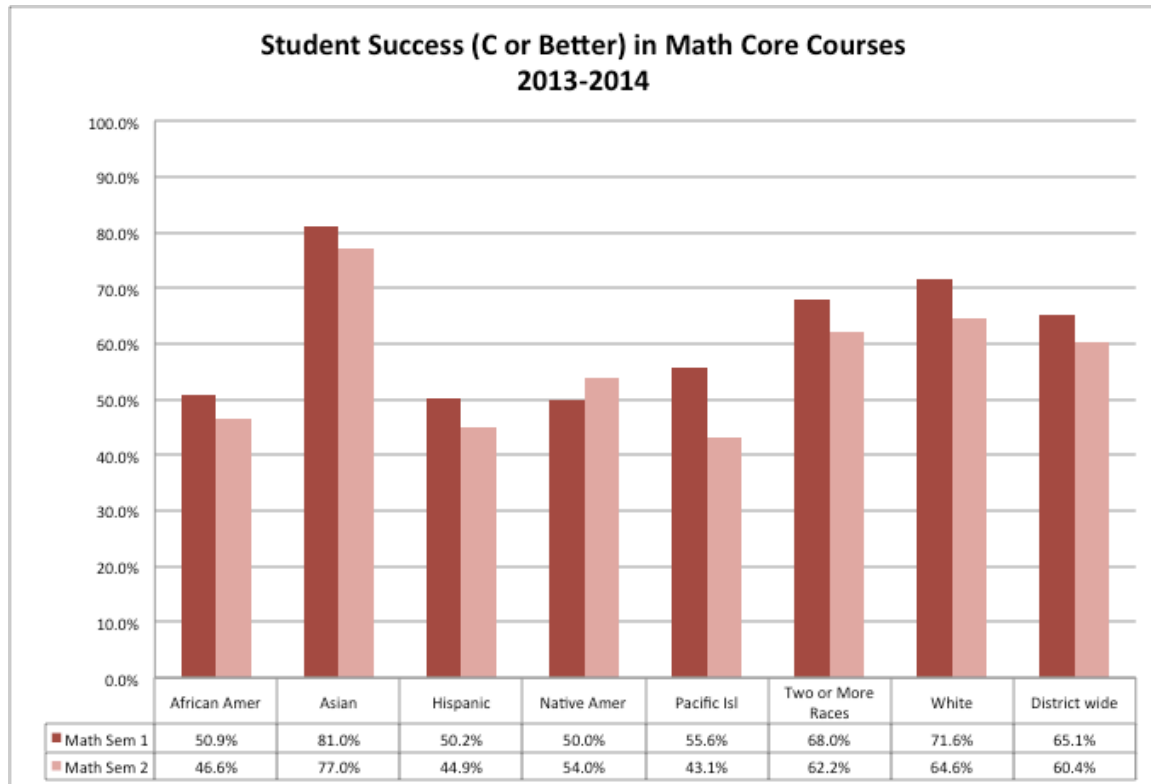- The **Hispanic** Gap Semester 1 is 39.9% and Semester 2 is 42.2%.

Student Success (C or better) in English Core Courses 2013-2014

	African Amer	Asian	Hispanic	Native Amer	Pacific Isl	Two or More Races	White	District wide
English Sem 1	62.7%	89.5%	60.1%	50.0%	66.4%	79.6%	79.1%	74.0%
English Sem 2	61.4%	87.8%	57.8%	49.3%	59.8%	73.1%	76.7%	71.9%

Students must pass 2 years of Math in order to graduate and must earn a C or better in 3 years of Math in order to successfully complete UC/CSU a-g requirements. The graph below shows student Math course success rates for 2013-14.

- 65.1% of students district-wide passed Math with a C or better first semester and 60.4% passed second semester.
- 50.2% of **Hispanic** students passed Math with a C or better first semester and 44.9% passed second semester.
- 50.9% of **African American** students passed Math with a C or better first semester and 46.6% passed second semester.
- 81% of **Asian** students passed Math with a C or better first semester and 77% passed second semester.

Not all subgroups of students are successfully completing Math courses at the same rates. Gap analysis compared to 100% of students passing Math courses:
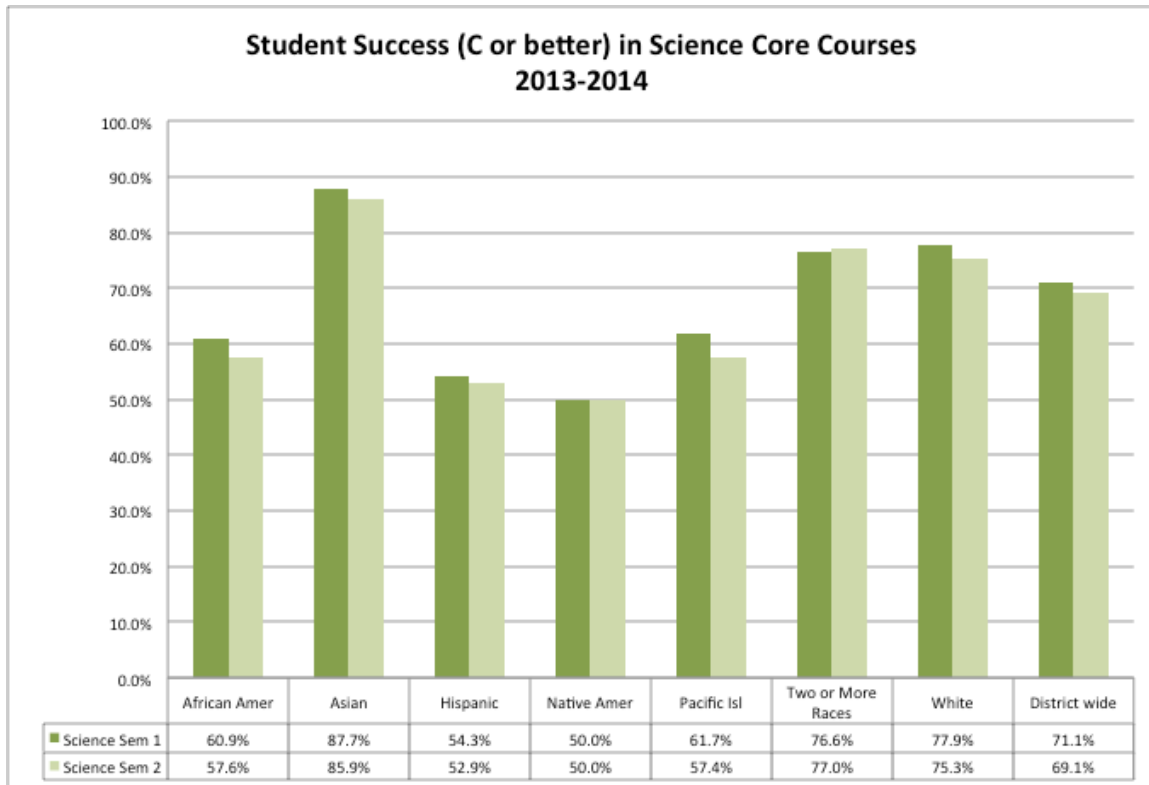
- The **Asian** Gap Semester 1 is 19% and Semester 2 is 23%.
- The **African American** Gap Semester 1 is 49.1% and Semester 2 is 53.4%.

- The **Hispanic** Gap Semester 1 is 49.8% and Semester 2 is 55.1%.

Student Success (C or Better) in Math Core Courses 2013-2014

	African Amer	Asian	Hispanic	Native Amer	Pacific Isl	Two or More Races	White	District wide
■ Math Sem 1	50.9%	81.0%	50.2%	50.0%	55.6%	68.0%	71.6%	65.1%
■ Math Sem 2	46.6%	77.0%	44.9%	54.0%	43.1%	62.2%	64.6%	60.4%

Students must pass 2 years of a lab Science, one year of a biological and one year of a physical science, in order to graduate and must earn a C or better in order to successfully complete UC/CSU a-g requirements. The graph below shows student Science course success rates for 2013-14.

- 71.1% of students district-wide passed Science with a C or better first semester and 69.1% passed second semester.
- 54.3% of **Hispanic** students passed Science with a C or better first semester and 52.9% passed second semester.
- 60.9% of **African American** students passed Science with a C or better first semester and 57.6% passed second semester.
- 87.7% of **Asian** students passed Science with a C or better first semester and 85.9% passed second semester.
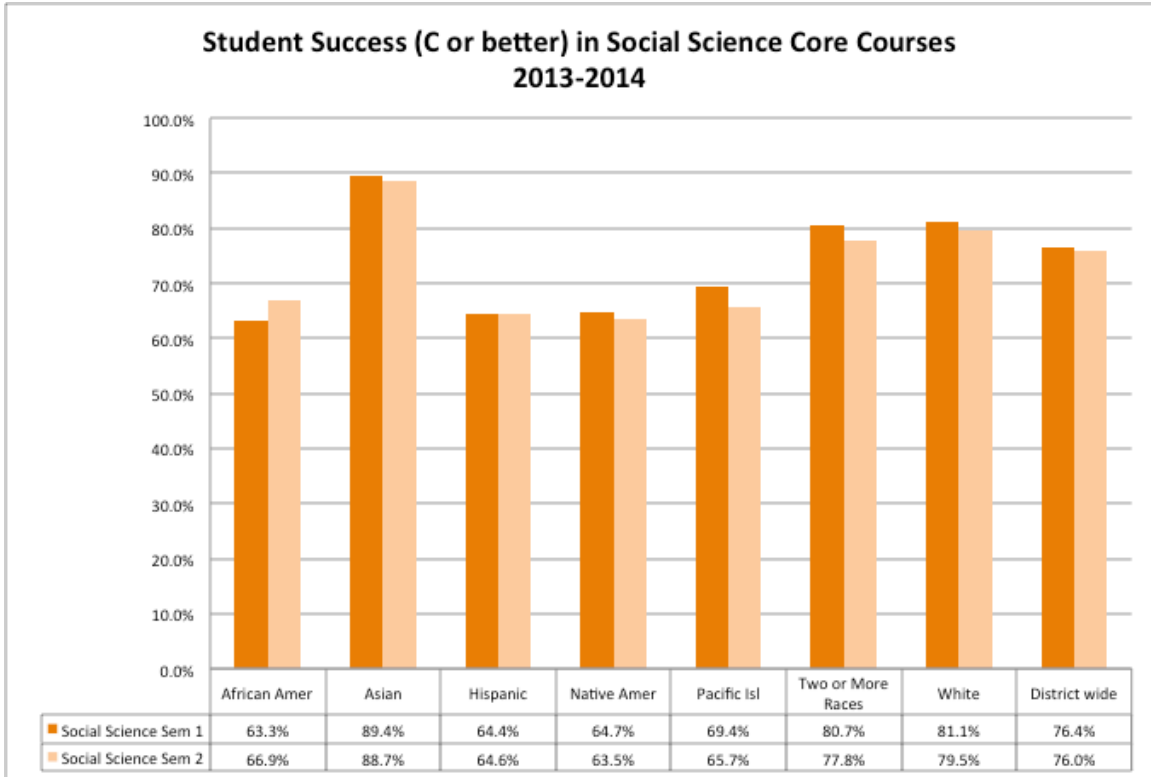
Student Success (C or better) in Science Core Courses 2013-2014

	African Amer	Asian	Hispanic	Native Amer	Pacific Isl	Two or More Races	White	District wide
Science Sem 1	60.9%	87.7%	54.3%	50.0%	61.7%	76.6%	77.9%	71.1%
Science Sem 2	57.6%	85.9%	52.9%	50.0%	57.4%	77.0%	75.3%	69.1%

Not all subgroups of students are successfully completing Science courses at the same rates. Gap analysis compared to 100% of students passing Science courses:

- The **Asian** Gap Semester 1 is 12.3% and Semester 2 is 14.1%.
- The **African American** Gap Semester 1 is 39.1% and Semester 2 is 42.4%.
- The **Hispanic** Gap Semester 1 is 45.7% and Semester 2 is 47.1%.

Students must pass 3 years of a Social Science in order to graduate and must earn a C or better in order to successfully complete UC/CSU a-g requirements. The graph below shows student Social Science course success rates for 2013-14.

- 76.4% of students district-wide passed Social Science with a C first semester or better and 76% passed second semester.
- 64.4% of **Hispanic** students passed Social Science with a C or better first semester and 64.6% passed second semester.
- 63.3% of **African American** students passed Social Science with a C or better first semester and 66.9% passed second semester.
- 89.4% of **Asian** students passed Social Science with a C or better first semester and 88.7% passed second semester.

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Student Success (C or better) in Social Science Core Courses 2013-2014

	African Amer	Asian	Hispanic	Native Amer	Pacific Isl	Two or More Races	White	District wide
Social Science Sem 1	63.3%	89.4%	64.4%	64.7%	69.4%	80.7%	81.1%	76.4%
Social Science Sem 2	66.9%	88.7%	64.6%	63.5%	65.7%	77.8%	79.5%	76.0%

Not all subgroups of students are successfully completing Social Science courses at the same rates. Gap analysis compared to 100% of students passing Social Science courses:

- The **Asian** Gap Semester 1 is 10.6% and Semester 2 is 11.3%.
- The **African American** Gap Semester 1 is 36.7% and Semester 2 is 33.1%.
- The **Hispanic** Gap Semester 1 is 35.6% and Semester 2 is 35.4%.

Overall second semester success rates decline compared to first semester in all 4 subject areas and students struggle the most in Math. Students are finding the most success in English Language Arts and Social Science.

Attendance Rate – P2 certified attendance reports indicate the official ADA rate for schools and districts but only indicates an overall view and can not be disaggregated. The district collects SARB data, which will also be used to measure this KPM. Students who are habitually truant are required to participate in a district SARB mediation meeting in conjunction with the District Attorney. SARB data will be used as another data point for attendance and will be disaggregated by ethnic subgroup.

Attendance Rate - P2			
	2011-12	2012-13	2013-14
Attendance Rate - P2	95.89%	95.83%	95.78%

The chart above shows the official P2 attendance rate for the district over the last 3 years. The ADA rate has been fairly stable over the last 3 years.
- The 2013-14 Attendance Rate is 95.78% and will be used as the benchmark.

ESUHSD Truancy - SARB Mediation						
	2011-12		2012-13		2013-14	
Students invited to mediation	2587	% Dist Pop 10.8%	2381	% Dist Pop 10.1%	2911	% Dist Pop 12.5%

The chart above shows the number of students invited to a SARB mediation meeting. These are students who have been absent a minimum of 30 unexcused period absences during a school year and are considered habitual truants. The district has been working on consistent procedures and creating a sufficient tool for collecting this data, therefore conclusions regarding data trends over the last 3 years should be done cautiously. The 2013-14 data will be used as the benchmark.
- In 2013-14, 2,911 students where habitually truant which is 12.5% of the district population.

ESUHSD
Truancy - Students Invited to SARB Mediation vs District Population
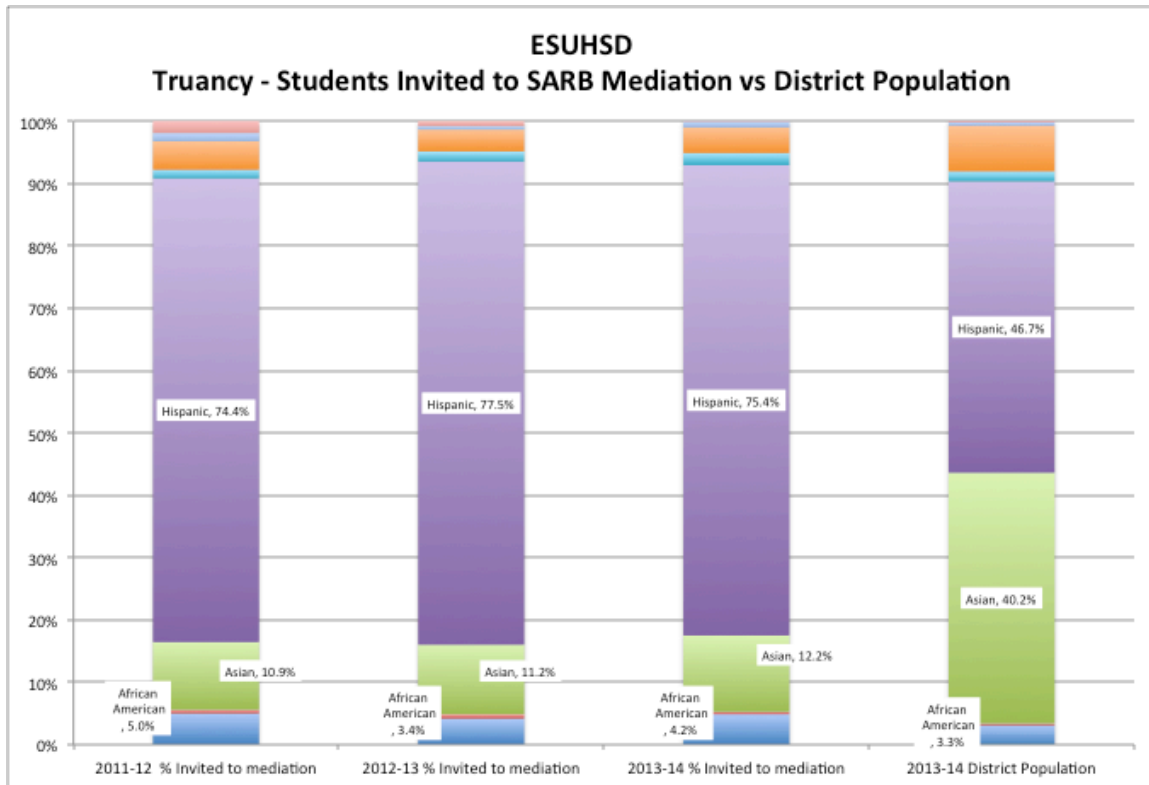
The graph above compares the ethnic distribution of students habitually truant over the last 3 years to the ethnic distribution of the total district population. While it is expected that with intervention the total number of students identified as habitually truant would reduce to zero it is important to identify subgroups of populations over represented in the truant group.

- The district population contains 46.7% Hispanic students, 3.3% African American students, and 40.2% Asian students.
- In 2013-14 75.4% of students who were habitually truant were Hispanic showing a 28.7% over representation.
- In 2013-14 4.2% of students who were habitually truant were African American showing a 0.9% over representation.

Suspension Rate-
The overall Suspension Rate for the ESUHSD in 2012-13 published on the public Data Quest site was 4.2, which is a decrease from the previous year. Public discipline data is posted a year behind and includes district charter schools, therefor district certified CALPADS files will be used to generate district-only suspension data and will be available current at the end of each year.
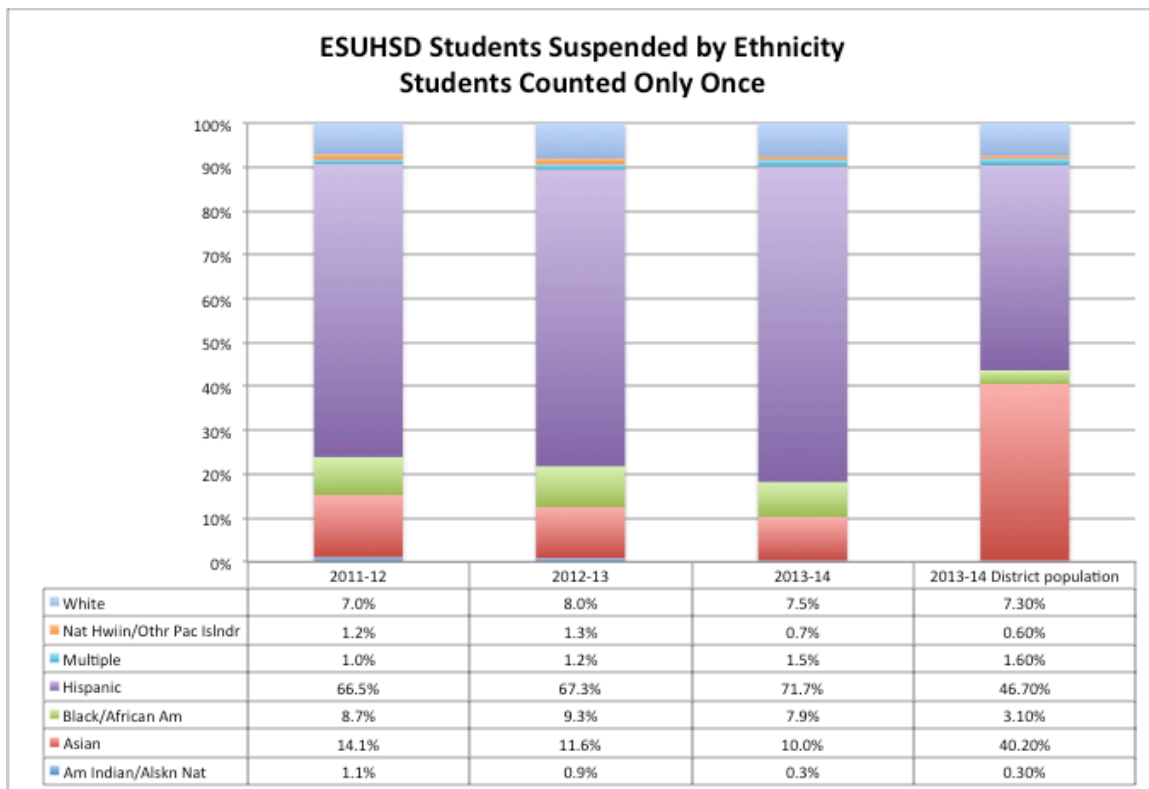
The graph below shows a 3 year history of the total number of out of school suspensions as well as how many students were suspended. If a student was suspended multiple times they are only counted once in the Unique Students statistic. 2013-14 data will serve as the benchmark.

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- There has been a significant decrease in both total out of school suspensions and the number of students suspended at least once.
- In 2013-14 there were a total of 1,342 out of school suspensions involving 985 students.

East Side Union High School District

Disciplinary Actions	2011-12		2012-13		2013-14	
	Total Disciplinary Actions - Most Severe	Unique Students	Total Disciplinary Actions - Most Severe	Unique Students	Total Disciplinary Actions - Most Severe	Unique Students
Out of School-Suspension	1878	1375	1181	917	1342	985
Total Disciplinary Events	**2876**	**1732**	**1935**	**1284**	**1960**	**1259**

ESUHSD Students Suspended by Ethnicity
Students Counted Only Once

	2011-12	2012-13	2013-14	2013-14 District population
White	7.0%	8.0%	7.5%	7.30%
Nat Hwiin/Othr Pac Islndr	1.2%	1.3%	0.7%	0.60%
Multiple	1.0%	1.2%	1.5%	1.60%
Hispanic	66.5%	67.3%	71.7%	46.70%
Black/African Am	8.7%	9.3%	7.9%	3.10%
Asian	14.1%	11.6%	10.0%	40.20%
Am Indian/Alskn Nat	1.1%	0.9%	0.3%	0.30%

The overall goal is to reduce total suspensions and while the district moves towards this reduction, it is important to determine whether or not subgroups of students are suspended disproportionately compared to the district population. The graph above compares the ethnic distribution of students suspended at least once in 2013-14 compared to the rate at which those subgroups exist in the total district population.
- Hispanic and African American students are over represented in the population of students suspended.
- 71.7% of students suspended are Hispanic yet they comprise 46.7% of the district population showing a disparity of 25%.

- 7.9% of students suspended are African American yet they comprise 3.3% of the district population showing a disparity of 4.6%.

College & Career Readiness

Demonstrating Proficiency in the 5Cs-
District administration is working on creating a rubric to evaluate both the implementation of the 5C's as well as the expression of the 5C's in student outcomes. Once this component has been created and calibrated, the data collected from these instruments will be included in this data report.

Advanced Placement (AP)-

|	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
East Side Union High School District **2012-14 AP Test Results**							
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%

ESUHSD encourages all students enrolled in an AP course to take the exam and the correlation between enrollment and exams taken in AP is very high. The chart above shows the total number of Advanced Placement (AP) exams taken during the last 3 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. In general the total number of AP tests has significantly increased over the last two years. The total number of students who took at least one exam also increased 1000 students over the last two years. The 2013-14 data will serve as the benchmark data.
- 9280 AP exams were taken in 2013-14 by 5046 students.
- Using CBEDS enrollment, 28.7% of students took at least one AP test and of those students 63.5% scored a 3 or higher on at least one exam.

The graph below compares the ethnic distribution of students taking at least one AP exam to the ethnic distribution of the district total population. There is an under representation of Hispanic and African American students taking at least one AP exam.
- 28.0% of students who took at least one AP exam in 2013-14 were Hispanic yet they represent 46.7% of the district population, which is an 18.7% under representation.

- 1.4% of students who took at least one AP exam in 2013-14 were African American yet they represent 3.1% of the district population, which is 1.7% under representation.

ESUHSD Advanced Placement
Comparison of students taking at least one AP exam
by Ethncity vs District Population
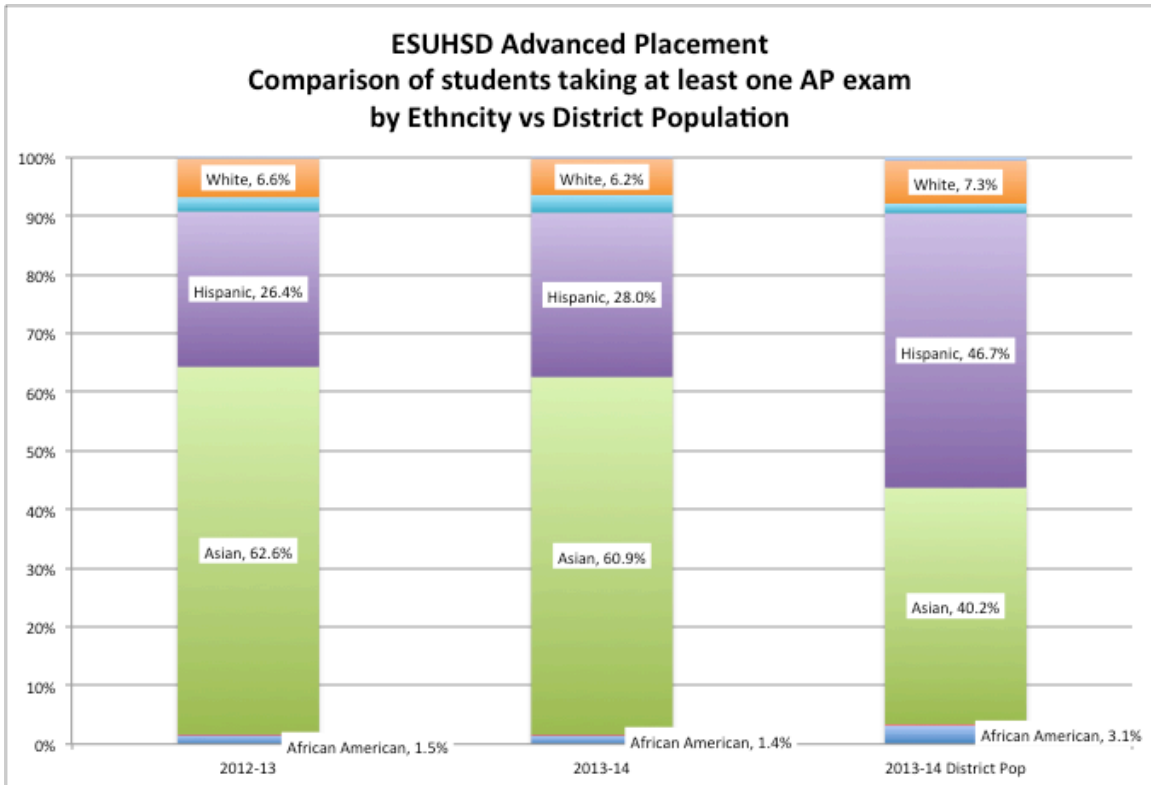
The graph below shows the ethnic distribution of students who scored at least a 3 on at least one AP exam compared to the district ethnic distribution.
- 25.4% of students who scored at least one 3 on an AP exam in 2013-14 were Hispanic yet they represent 46.7% of the district population.
- 0.7% of students who scored at least one 3 on an AP exam in 2013-14 were African American yet they represent 3.1% of the district population.

ESUHSD Advanced Placement
Students who scored at least 3 or higher on an exam
AP Students by Ethncity vs District Population
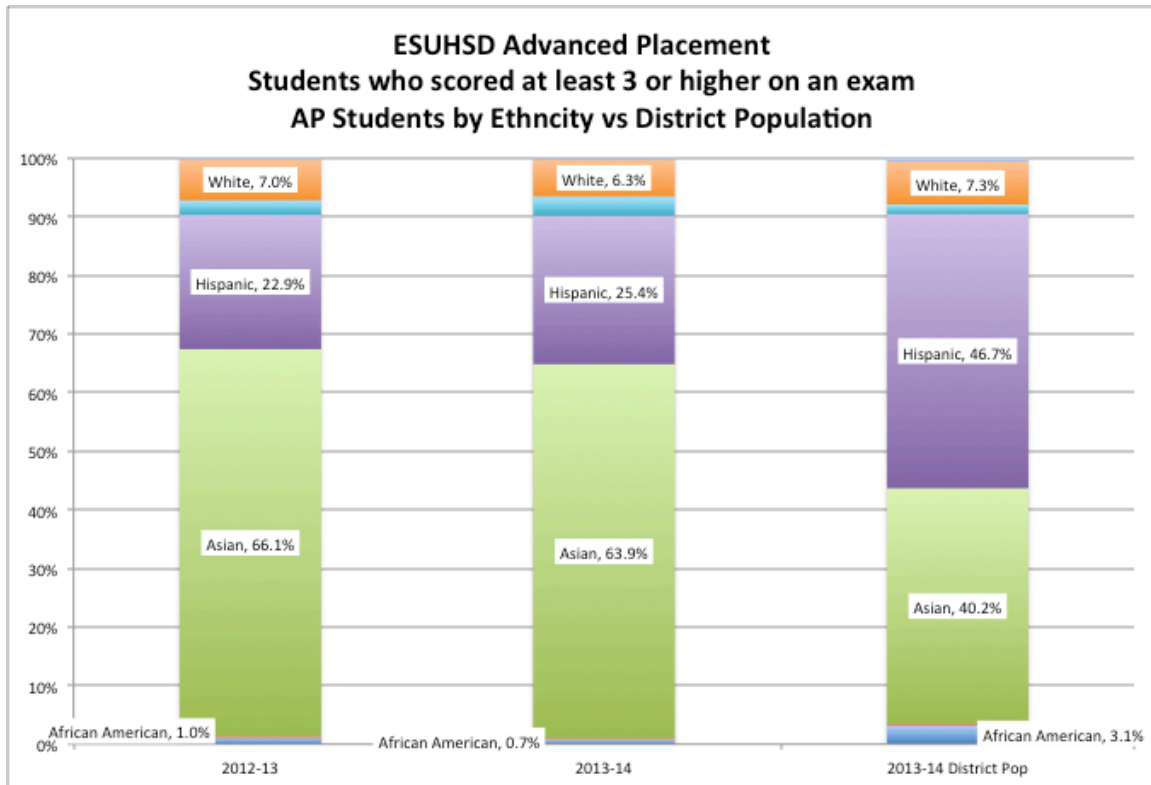
Scholastic Aptitude Test (SAT)-

The Scholastic Aptitude Test (SAT) is a private test given by the College Board each year. Students in the 11th and 12th grade take the SAT and use scores from the test on college applications. A combined score of 1550 indicates a 65% probability of achieving a B- average or higher during the first year of college. Therefore a combined score of 1550 would indicate college success potential. SAT scores are only available on the CDE website Data Quest and are reported as number of combined scores of 1500 or higher. The most recent data is from 2012-13. The chart below shows the results for ESUHSD for the 3 most recent years and compares results to Santa Clara County and the state results.

- 52% of the students who took the SAT in 2012-13 scored College Ready.

ESUHSD SAT Scores
Percent tested & Percent Scoring College Ready
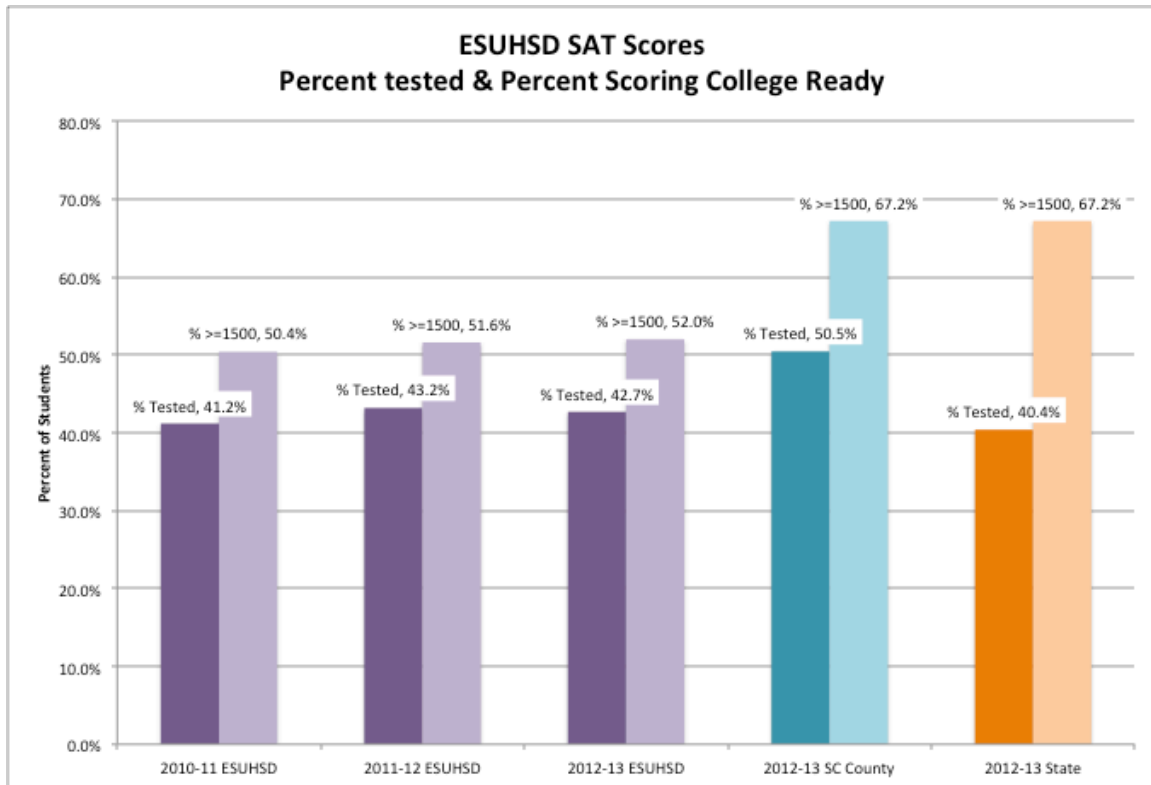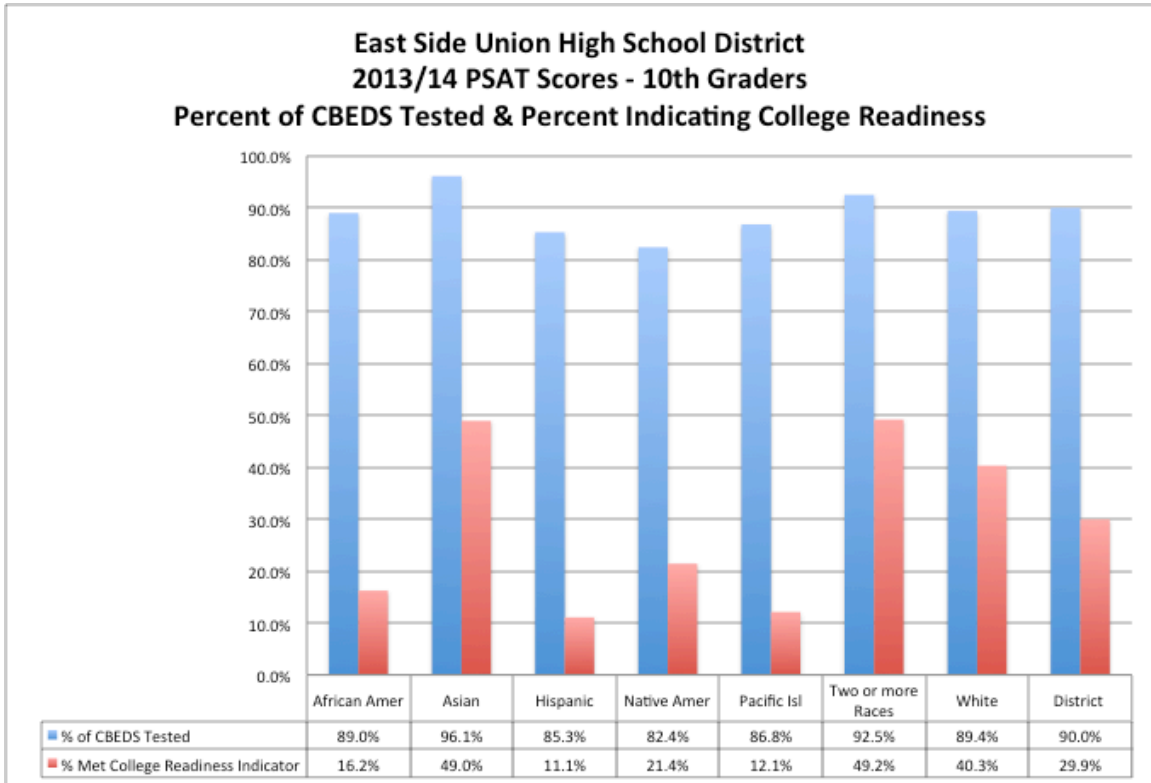
American College Test (ACT)-
At this time ACT test results are not available in such a way that they can be analyzed to show students who scored college ready. When scores become available in this way, they will be included in this report. In 2012-13 only 708 students in the district took the ACT.

Preliminary Scholastic Aptitude Test (PSAT)-
The PSAT is taken by 11th graders to prepare for the SAT and qualify for college scholarships through the National Merit Scholarship Program. 10th grade students can elect to take the test in preparation for their junior year. The PSAT was offered free of charge to all 10th grade students in the district in 2013-14. 10th grade students who earn a composite score of 133 or above hit the benchmark for college readiness and have a 65% chance of earning a B- grade average or better during the first year in college. The chart below shows the results of the 10th grade 2013-14 PSAT administration. The 2013-14 PSAT results will be used as the Benchmark.

- In 2013-14 90% of 10th grade students took the PSAT and 29.9% met the college readiness indicator.
- 11.1% of Hispanic students that took the PSAT in 2013-14 met the college readiness indicator.
- 16.2% of African American students that took the PSAT in 2013-14 met the college readiness indicator.

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- 49.0% of Asian students that took the PSAT in 2013-14 met the college readiness indicator.

East Side Union High School District
2013/14 PSAT Scores - 10th Graders
Percent of CBEDS Tested & Percent Indicating College Readiness

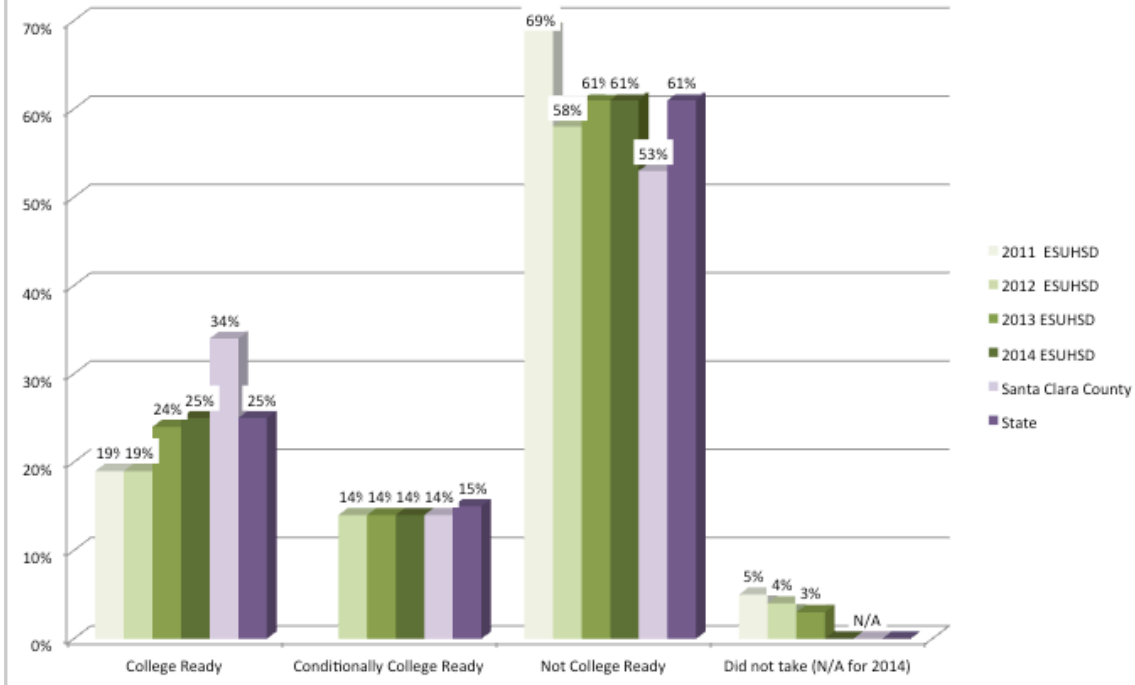|	African Amer	Asian	Hispanic	Native Amer	Pacific Isl	Two or more Races	White	District
% of CBEDS Tested	89.0%	96.1%	85.3%	82.4%	86.8%	92.5%	89.4%	90.0%
% Met College Readiness Indicator	16.2%	49.0%	11.1%	21.4%	12.1%	49.2%	40.3%	29.9%

Reclassification Rate-
Reclassification criteria are currently in flux with the shift to SMARTER Balanced Assessments. It is recommended that this data point be postponed until the new reclassification criteria are established.
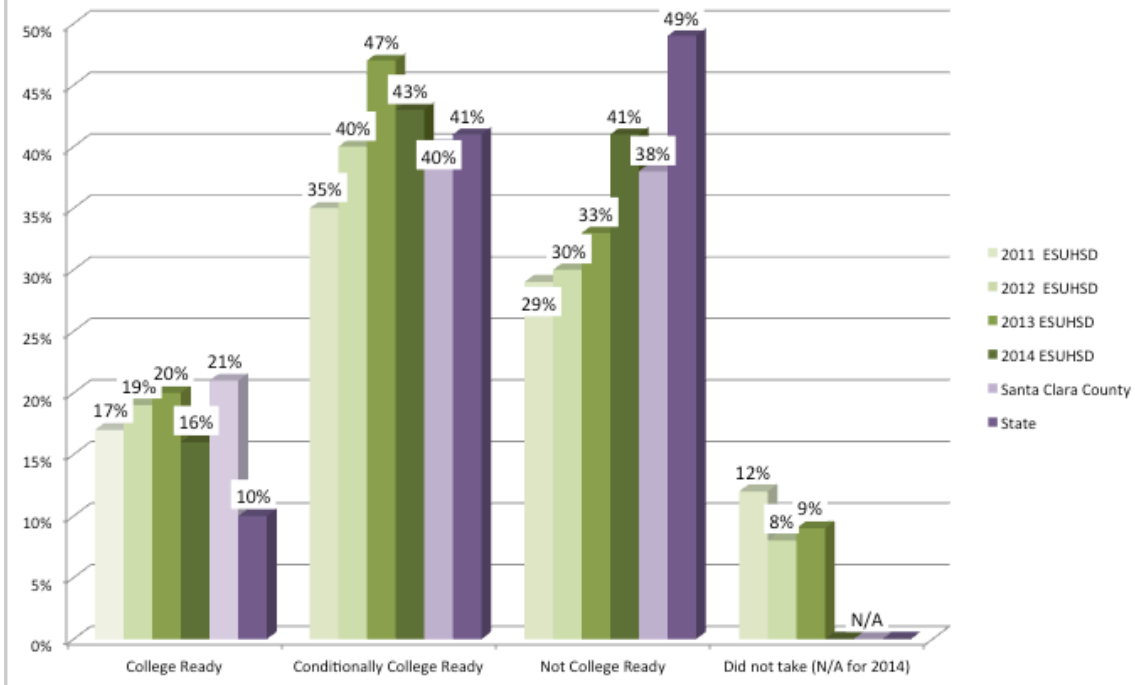
Early Assessment Program (EAP)-
The Early Assessment Program (EAP) uses the English and Math California Standards Tests in the 11th grade to gauge college readiness. The EAP is expected to transition to the new SMARTER Balanced Assessment in 2015. The two graphs below show a history of EAP results for both English Language Arts and Mathematics. Since the test is changing, benchmark data will not be set until the results are received from the 2015 SMARTER Balanced Assessment.
- 39% of 11th grade students scored College Ready or Conditionally College Ready on the 2014 English EAP, which is a 1% increase from last year.
- 59% of 11th grade students scored College Ready on the 2014 Math EAP, which is a 7% decrease from last year.

East Side Union High School District
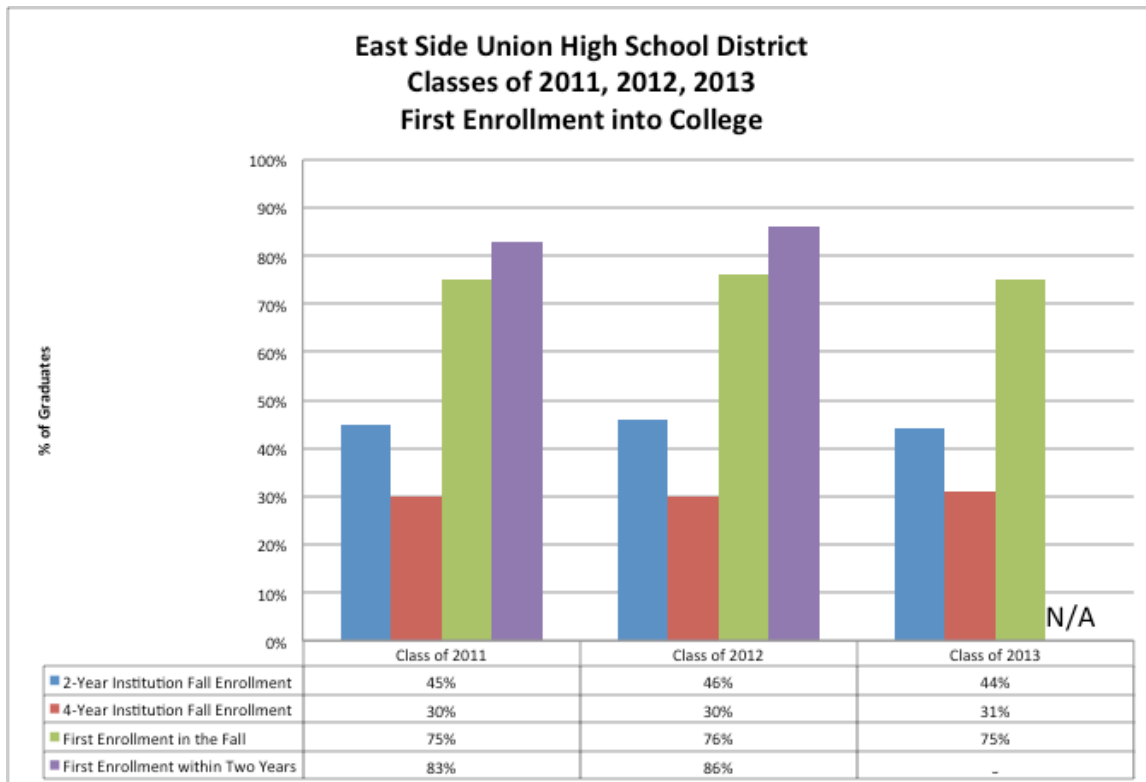**English Language Arts**
2011 - 2014 EAP College Readiness Test

Legend:
- 2011 ESUHSD
- 2012 ESUHSD
- 2013 ESUHSD
- 2014 ESUHSD
- Santa Clara County
- State

College Ready: 19%, 19%, 24%, 25%, 34%, 25%
Conditionally College Ready: 14%, 14%, 14%, 14%, 15%
Not College Ready: 69%, 58%, 61%, 61%, 53%, 61%
Did not take (N/A for 2014): 5%, 4%, 3%, N/A

East Side Union High School District
Mathematics
2011 - 2014 EAP College Readiness Test

Legend:
- 2011 ESUHSD
- 2012 ESUHSD
- 2013 ESUHSD
- 2014 ESUHSD
- Santa Clara County
- State

College Ready: 17%, 19%, 20%, 16%, 21%, 10%
Conditionally College Ready: 35%, 40%, 47%, 43%, 40%, 41%
Not College Ready: 29%, 30%, 33%, 41%, 38%, 49%
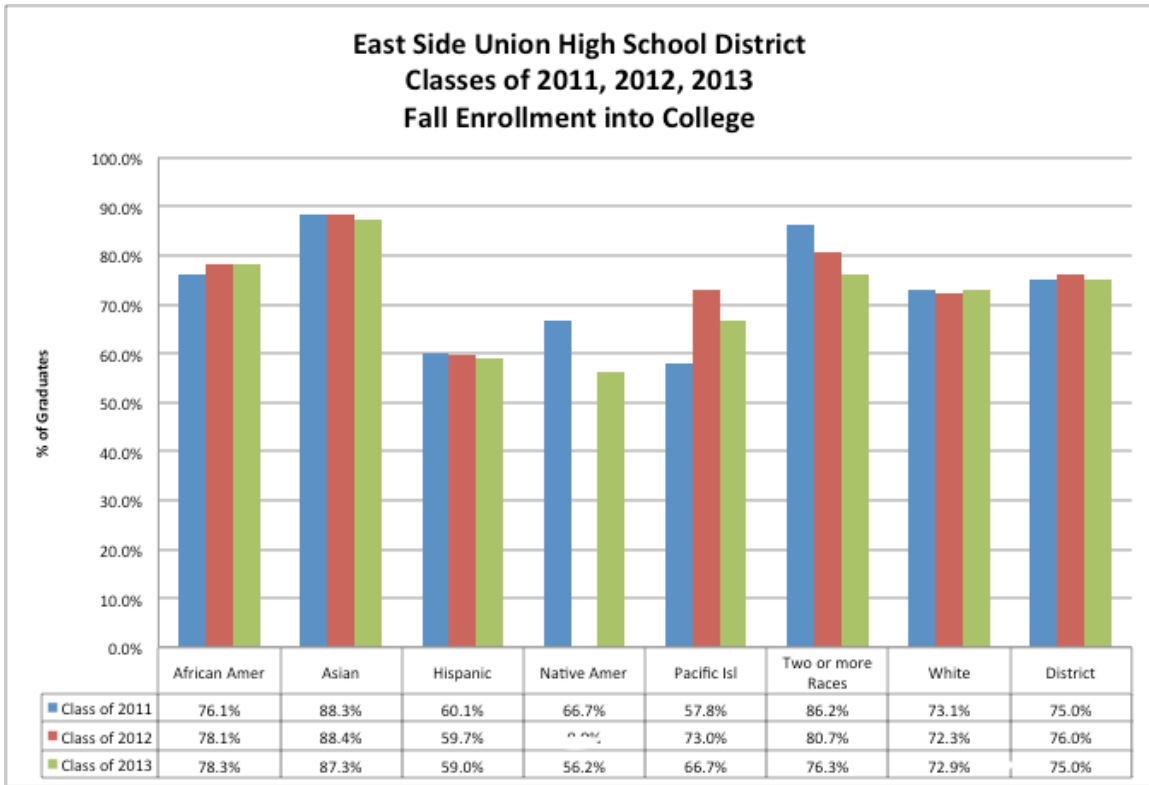Did not take (N/A for 2014): 12%, 8%, 9%, N/A

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College Enrollment -

The ESUHSD contracted with the National Student Clearing House (NSCH) which is an organization that provides information on college enrollment, persistence, and degrees awarded. 3,600 colleges and universities nation wide participate in the program and nationally about 98% of students enrolling in a 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 and data for the class of 2014 will be available in the winter. The data from the class of 2014 will be the benchmark. The graph below shows college enrollment immediately following graduation, enrollment anytime within the first two years, as well as the percent of students enrolling in 2 and 4 year institutions.

- For the class of 2012, 76% of graduates enrolled in college the fall immediately after high school and 86% of graduates enrolled in college within 2 years of graduation.
- For the class of 2013 75% of graduates enrolled in college the fall immediately after high school, 44% enrolled in 2 year schools and 31% enrolled in 4 year schools.

East Side Union High School District
Classes of 2011, 2012, 2013
First Enrollment into College

	Class of 2011	Class of 2012	Class of 2013
■ 2-Year Institution Fall Enrollment	45%	46%	44%
■ 4-Year Institution Fall Enrollment	30%	30%	31%
■ First Enrollment in the Fall	75%	76%	75%
■ First Enrollment within Two Years	83%	86%	–

East Side Union High School District
Classes of 2011, 2012, 2013
Fall Enrollment into College

	African Amer	Asian	Hispanic	Native Amer	Pacific Isl	Two or more Races	White	District
Class of 2011	76.1%	88.3%	60.1%	66.7%	57.8%	86.2%	73.1%	75.0%
Class of 2012	78.1%	88.4%	59.7%	0.0%	73.0%	80.7%	72.3%	76.0%
Class of 2013	78.3%	87.3%	59.0%	56.2%	66.7%	76.3%	72.9%	75.0%

The graph above shows the percent of graduates enrolled in college immediately following graduation disaggregated by ethnicity.

- 87.3% of Asian graduates in the class of 2013 enrolled in college in the fall immediately after graduation.
- 78.3% of African American graduates in the class of 2013 enrolled in college in the fall immediately after graduation.
- 59.0% of Hispanic graduates in the class of 2013 enrolled in college in the fall immediately after graduation.

College Completion-
The class of 2014 is the benchmark graduation year and the first time we will get college completion information on this cohort will be in 2020. In lieu of that information, college persistence will be displayed. The graphs below show the college persistence rate for the class of 2012, which is the percent of students who enrolled in college the first year after graduation and returned to college for a second year.

- 92% of graduates enrolled in college immediately following graduation returned to college for a second year.
- 95.8% of Asian graduates enrolled in college immediately following graduation returned to college for a second year.

- 91.2% of African American graduates enrolled in college immediately following graduation returned to college for a second year.
- 86.2% of Hispanic graduates enrolled in college immediately following graduation returned to college for a second year.

East Side Union High School District
Class of 2012
Freshman to Sophomore Persistence
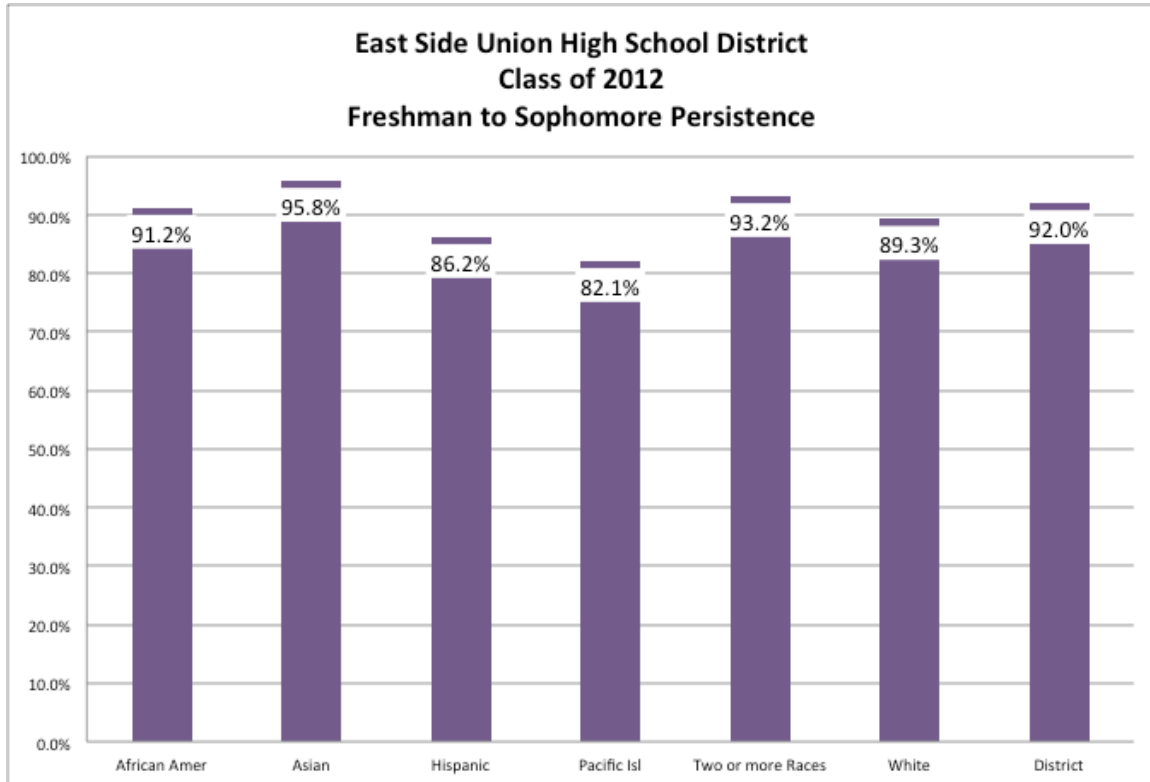
Conclusion

Over the last several years the East Side Union High School District has seen an increase in graduation rates, a decrease in dropout rates, and an increase in the percent of graduates completing the UC/CSU a-g college course sequence. For the first time, we have been able to collect data on college enrollment and persistence, which shows that the majority of our graduates enroll in college within the first two years and return for a second year. While we have seen positive achievement and growth, we still see gaps between our Asian, Hispanic, and African American populations. Now that we have access to key data points and have set benchmarks, we will move forward as a district to monitor student achievement and progress toward our strategic goals.

Appendix A
Data Definitions

Dropouts:
The certified CALPADS file was used to generate the percent of dropouts and completers and the race distribution. Public data charts were generated from Data Quest on the CDE website.

Graduates:
The public graduation rates are pulled from the CDE Data Quest website. The district defined 4-year cohort is produced by counting all students who enroll in the district on the first day of school in the 9th grade and are still enrolled, with no break, on the last day of school in 12th grade. The district 4-year graduation rate is produced by taking the number of graduates in the district defined 4-year cohort and dividing by the number of students in the district defined 4-year cohort.

Completer non-grads:
The CALPADS certified file was used to generate the number of 12th grade students who were completer non-grads. The total number of students completing 12th grade from the CALPADS certified file was used as the denominator to calculate the percent of completer non-grads.

SAT/ACT:
Data was taken from the Data Quest on the CDE website. Since students are not required to put their local student ID on these tests the district can disaggregate the results any further than what is displayed on the public CDE site.

PSAT:
The district received a data file from the College Board containing the 2013 PSAT scores with local student ID numbers. Using district databases, demographic data was added in order to allow for disaggregation.

AP:
District databases were used to generate the AP data. Since students can enroll in multiple AP courses and take multiple AP tests district data was used to determine the number of unique students taking at least one AP course. To calculate the percent of the population CBEDS counts for 10-12 Grade were used as the denominator since very few 9th grade students take AP.

Truancy:
Certified P2 data was used to calculate the ADA rate. SARB statistics were generated from a district created and maintained database. CBEDS numbers were used to calculate the percent of the student population.

Grades:
Semester 1 and Semester 2 grade files will be used to generate student course success rates. Only courses that meet subject matter graduation requirements will be used in the calculations for English Language Arts, Mathematics, Science, and Social Science. Student Success is defined as earning a C- or better.

UC/CSU a-g:
District databases are used annually to generate the list of students who complete the UC/CSU a-g course sequence. This database is used to identify students in CALPADS. The public data is based on the percent of graduates who are marked as meeting the UC/CSU a-g course sequence. The percent of graduates completing the course sequence reported for the district within this report does not include charter school data.

Student Suspensions:
Student suspension data is pulled from the district certified CALPADS files that are used by the CDE to generate the public data on student discipline.

EAP:
EAP data was generated using the public data from the CDE.

College Enrollment:
College Enrollment information was generated by National Student Clearing House using district files on graduates.