Assembly Bill 1505:
Charter Verified Data Webinar

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Agenda

- **Assembly Bill 1505 Overview**
- **Verified Data**
  - Background Information
  - Adopted Academic Progress Indicators
  - Utilizing CAASPP Data
  - Adopted Postsecondary Indicators

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AB 1505 Overview

AB 1505 changes:

   –Charter school appeal and renewal process

   – Designation of oversight responsibilities for charter schools that appeal to the SBE

   – Renewals of SBE-authorized charter schools

• It also places a moratorium on the establishment of new non-classroom based (NCB) charter schools, beginning January 1, 2020

• Most of the provisions of AB 1505 took effect July 1, 2020

• Information on AB 1505 can be found on the Legislation Impacting Charters webpage at https://www.cde.ca.gov/sp/ch/ab1505faqs.asp

Alternative Schools:
State and Local Indicators

Dashboard Alternative Schools Status (DASS) charter schools have their own renewal criteria (California *Education Code* (*EC*) Section 47607(c)(7)).

For DASS renewals, charter authorizers shall consider:

- Performance on the state and local indicators in the Dashboard

Alternative Schools: Alternative Metrics

In addition, charter school authorizers must also meet with the charter school during the first year of the charter school's term to mutually agree to discuss alternative metrics to be considered and shall notify the charter school of the alternative metrics to be used within 30 days of the meeting.
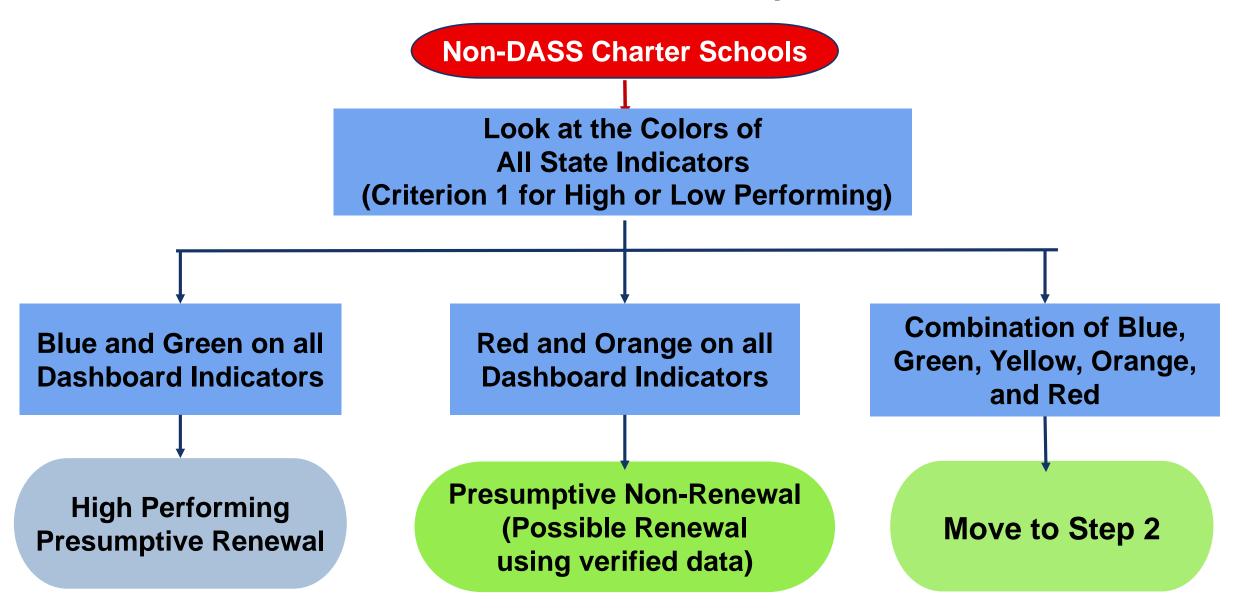
Non-DASS Charter School Renewal Criteria

AB 1505 established new renewal criteria that is applied to all non-DASS charter schools statewide:

- It holds all charter schools to the same criteria/standards, and

- The criteria places charter schools in one of three performance levels: High, Middle, or Low.

The renewal process that charter schools and authorizers are required to follow is dependent on their performance level.

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Flowchart for AB 1505 Charter Renewal—Step 1

Non-DASS Charter Schools

**Look at the Colors of
All State Indicators
(Criterion 1 for High or Low Performing)**

**Blue and Green on all
Dashboard Indicators**

**Red and Orange on all
Dashboard Indicators**

**Combination of Blue,
Green, Yellow, Orange,
and Red**

**High Performing
Presumptive Renewal**

**Presumptive Non-Renewal
(Possible Renewal
using verified data)**

Move to Step 2

Descriptive Text for Flow Chart AB 1505 Charter Renewal—Step 1

- Non-DASS Charter School with an arrow directed to,

- Look at the Colors of All State Indicators (Criterion 1 for High or Low Performing) with three arrows pointed to

- 1. Blue and Green on all Dashboard Indicators and High Performing Presumptive Renewal

- 2. Red and Orange on all Dashboard Indicators and Presumptive Non-Renewal (Possible Renewal using verified data)

- 3. Combination of Blue, Green, Yellow, Orange, and Red and Move to Step 2

Flowchart for AB 1505 Charter Renewal—Step 2

Schools That Did Not Meet Criterion 1

**Look at Dashboard Status
Criterion 2 for High, Low, or Middle Performing**

School and majority of student groups scored higher than the statewide average for:
- DFS for ELA (CAASPP)
- DFS for Math (CAASPP
- % Prepared (CCI)
- % Improved in language acquisition (ELPI)

School and majority of student groups scored lower than the statewide average for:
- DFS for ELA (CAASPP)
- DFS for Math (CAASPP)
- % Prepared (CCI)
- % Improved in language acquisition (ELPI)

Did not meet Criterion 2

**High Performing
Presumptive Renewal**

**Low Performing
Presumptive Non-Renewal
(Possible Renewal using verified data)**

Middle Performing Neither Presumptive Renewal or Non-Renewal (Use verified data)

Descriptive Text for Flow Chart AB 1505 Charter Renewal—Step 2

Schools That Did Not Meet Criterion 1 with an arrow directed to, Look at Dashboard Status Criterion 2 for High, Low, or Middle Performing with three arrows pointed to:

1. School and majority of student groups scored higher than the statewide average for: DFS for ELA (CAASPP), DFS for Math (CAASPP, % Prepared (CCI), % Improved in language acquisition (ELPI) to High Performing Presumptive Renewal

2. School and majority of student groups scored lower than the statewide average for: DFS for ELA (CAASPP), DFS for Math (CAASPP),% Prepared (CCI), % Improved in language acquisition (ELPI) to Low Performing Presumptive Non-Renewal (Possible Renewal using verified data)

3. Did not meet Criterion 2 to Middle Performing Neither Presumptive Renewal or Non-Renewal (Use verified data)

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Which Performance Levels Use the Verified Data?

- High Performing Schools are not subject to verified data—*EC* 47607(c)

- Middle Performing Schools are subject to verified data—*EC* 47607.2(b)

- Low Performing Schools are subject to verified data—*EC* 47607.2(a)

Verified Data

- "By January 1, 2021, the state board shall establish criteria to define verified data and identify an approved list of valid and reliable assessments" *EC* 47607.2(c)(2)

- *EC* 47607.2(c)(1) verified data means:

  - Data derived from nationally recognized, valid, peer reviewed, and reliable sources that are externally produced

  - Verified data shall include measures of postsecondary outcomes

Low Performing: Authorizer Must Consider Verified Data

EC Section 47607.2 (a)(2)(B) states:

The chartering authority **shall consider** *clear and convincing evidence showing either of the following:*

i.   *The school achieved measurable increases in academic achievement, as defined by at least one-year's progress for each year in school.*

ii.   *Strong postsecondary outcomes as defined by college enrollment, persistence, and completion rates equal to similar peers.*

Middle Performing: Authorizer Must Consider Verified Data

EC Section 47607.2 (b)(3) states:

In addition to the state and local indicators, the chartering authority shall consider clear and convincing evidence showing either of the following:

   A. *The school achieved measurable increases in academic achievement, as defined by at least one-year's progress for each year in school.*

   B. *Strong Postsecondary outcomes as defined by college enrollment, persistence, and completion rates equal to similar peers.*

Increased Academic Achievement

AB 1505 defines an increase of academic achievement as having at least one year's progress for each year in school. *EC* 47607.2(b)(3)(A)
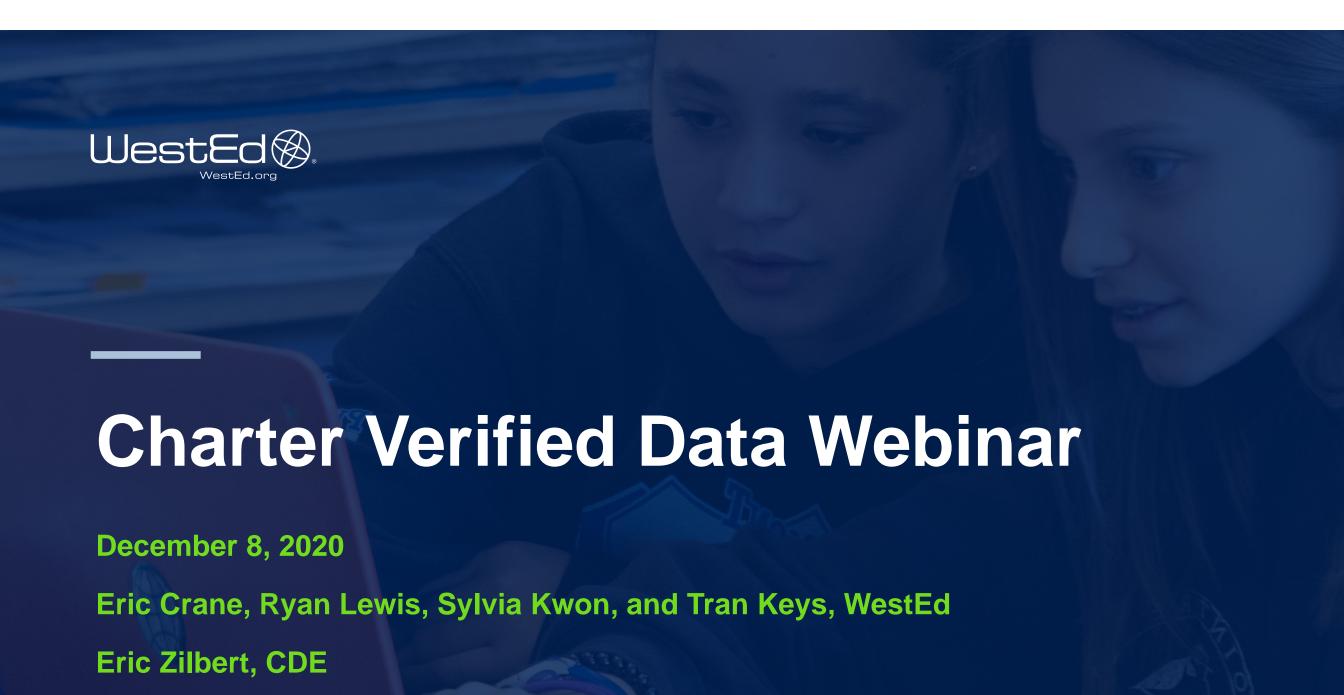
Postsecondary Outcomes

AB 1505 defines postsecondary outcomes as college enrollment, persistence, and completion rates equal to similar peers. *EC* 47607.2(b)(3)(B)

- Similar peers is not defined
- Career Technical Education is not referenced in AB 1505 as a postsecondary outcome

Role of WestEd in the Verified Data Process

The CDE contracted with WestEd to engage stakeholders to:

- Study and identify indicators that may be used as "verified data" under AB 1505

- Collect and evaluate evidence of validity and reliability of measures of pupil academic and postsecondary outcomes

- Conducted and supported three stakeholder outreach sessions

- Provide a webinar to assist with the technical implementation of this process

Charter Verified Data

1. **Background Information**

2. **Adopted Academic Progress Indicators**

3. **Utilizing CAASPP Data**

4. **Adopted Postsecondary Indicators**

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Background Information

- **Legislative language**

- **Effective date**

- **Adopted criteria**

- **Adopted data use procedures related to verified data**

- **Adopted indicators**

Legislative Language: Evidence

The charter school provides "clear and convincing evidence showing either of the following:

- (i) The school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school.

- (ii) Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers."

Source: Education Code 47607.2 (a) (4)

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Legislative Language: Verified Data

"(1) For purposes of this section, "verified data" means data derived from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produced. Verified data shall include measures of postsecondary outcomes.

(2) By January 1, 2021, the state board shall establish criteria to define verified data and identify an approved list of valid and reliable assessments that shall be used for this purpose."

Source: Education Code 47607.2 (c) (1) – (2)

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Legislative Language: Presenting Other Data

"(3) No data sources other than those adopted by the state board pursuant to paragraph (2) shall be used as verified data.

(4) Notwithstanding paragraph (3), a charter school under consideration for renewal before the state board's adoption pursuant to paragraph (2) may present data consistent with this subdivision."

Source: Education Code 47607.2 (c) (3) – (4)

Effective Date

Per Attachment 1 to the Item 14 Addendum,

"This list is effective January 1, 2021, but is not required to be used by a chartering authority for charter petitions received prior to January 1, 2021."

"By agreement of the parties, the verified data adopted by the SBE can be used prior to January 1, 2021."

Adopted Criteria

At the November 2020 meeting, the State Board of Education adopted the following criteria to define verified data:

- Data eligibility
- Participation
- Disaggregation
- Student groups
- Methodology

Each criterion is explained in the text of the full Board Item 14. (https://www.cde.ca.gov/be/ag/ag/yr20/agenda202011.asp)

Adopted Data Use Procedures Related To Verified Data

The Board adopted the following data use procedures related to verified data:

- Flexibility
- Multiple measures
- Transparency
- Security
- Longitudinal progress
- Differences from CAASPP

- Comparability
- California Assessment of Student Performance and Progress (CAASPP) for English Language Arts/Literacy and Mathematics
- Pandemic/Natural Disaster Considerations

Each data use procedure is explained in the text of the full Board Item 14.

(https://www.cde.ca.gov/be/ag/ag/yr20/agenda202011.asp)

Academic Progress Indicators

Adopted Academic Progress Indicators

1. mClass by Amplify

2. SAT Suite by College Board

3. iReady by Curriculum Associates

4. ELPAC by Educational Testing Service*

5. Math Inventory by Houghton Mifflin Harcourt

6. Reading Inventory by Houghton Mifflin Harcourt

7. FastBridge by Illuminate

8. Diagnostic Online Reading Assessment (DORA) by Let's Go Learn

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Adopted Academic Progress Indicators (2)

9. Adaptive, Diagnostic Assessment of Mathematics (ADAM)/Diagnostic Online Math Assessment (DOMA) by Let's Go Learn

10. RAPID by Lexia Learning

11. Measures of Academic Progress by NWEA

12. Star Assessments by Renaissance

13. easyCBM by Riverside Insights

14. California Assessment of Student Performance and Progress (English Language Arts/Literacy and Mathematics)**

*Because of intricacies of interpreting ELPAC scores, WestEd recommends that schools and authorizers refer to the ratings on the CA Dashboard ELPI Indicator to consider this indicator.

** CAASPP will be discussed later in this webinar.

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Adapted Academic Progress Indicators (3)

This represents the 14 academic progress indicators approved as verified data:

mCLASS by Amplify, SAT Suite by College Board, iReady by Curriculum Associates, ELPAC by Educational Testing Service, Math Inventory by Houghton Mifflin Harcourt, Reading Inventory by Houghton Mifflin Harcourt, FastBridge by Illuminate, DORA by Let's Go Learn, ADAM / DOMA by Let's Go Learn, RAPID by Lexia Learning, Measures of Academic Progress by NWEA, Star Assessments by Renaissance, and easyCBM by Riverside Insights, California Assessment of Student Performance and Progress (English Language Arts/Literacy and Mathematics)

Measures of Progress Within Indicators

Full details on measures of progress available in the Publisher Guidance Appendix within the Board Item report presented to the State Board of Education on November 6th (beginning on p.23)

To download, visit https://www.cde.ca.gov/be/ag/ag/yr20/agenda202011.asp and click on "Item 14 Addendum."

Measures of Progress Within Indicators (2)

Academic Progress Indicator	Measure of Progress Identified by Assessment Publisher
1. mCLASS by Amplify	Zones of Growth
2. SAT Suite by College Board	SAT Suite Score Growth
3. iReady by Curriculum Associates	Typical Growth
4. Math Inventory by Houghton Mifflin Harcourt	Quantile Growth Range
5. Reading Inventory by Houghton Mifflin Harcourt	Lexile Growth Range
6. FastBridge by Illuminate	Rates of Improvement

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Measures of Progress Within Indicators (3)

This table presents the measure of progress identified by the assessment publisher within six of the academic progress indicators approved as verified data. The measure within mCLASS by Amplify is called Zones of Growth. The measure within the SAT Suite by College Board is called SAT Suite Score Growth. The measure within iReady by Curriculum Associates is called Typical Growth. The measure within Math Inventory by Houghton Mifflin Harcourt is called Quantile Growth Range. The measure within Reading Inventory by Houghton Mifflin Harcourt is called Lexile Growth Range. The measure within FastBridge by Illuminate is called Rates of Improvement.

Measures of Progress Within Indicators (4)

Academic Progress Indicator	Measure of Progress Identified by Assessment Publisher
7. Diagnostic Online Reading Assessment (DORA) by Let's Go Learn	Gain Score
8. Adaptive, Diagnostic Assessment of Mathematics (ADAM)/Diagnostic Online Math Assessment (DOMA) by Let's Go Learn	Gain Score
9. RAPID by Lexia Learning	Typical Change in RAPID Performance Score
10. Measures of Academic Progress by NWEA	Conditional Growth Index
11. Star Assessments by Renaissance	Star Student Growth Percentile
12. easyCBM by Riverside Insights	Rate of Improvement

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Measures of Progress Within Indicators (5)

This table presents the measure of progress identified by the assessment publisher within six of the academic progress indicators approved as verified data. The measure within DORA by Let's Go Learn is called Gain Score. The measure within ADAM / DOMA by Let's Go Learn is called Gain Score. The measure within RAPID by Lexia Learning is called Typical Change in RAPID Performance Score. The measure within Measures of Academic Progress by NWEA is called Conditional Growth Index. The measure within Star Assessments by Renaissance is called Star Student Growth Percentile. The measure within easyCBM by Riverside Insights is called Rate of Improvement.

Approaches to Evaluating One Year's Progress Using Approved Indicators

If indicator can be used to…	Then a school or authorizer will need to…
1) Interpret individual student-level progress	Calculate the percentage of individual students reaching progress target
2) Average or aggregate individual student-level progress to a unique school-level measure	Utilize publisher guidance on how to calculate this value, then interpret the school-level value
3) Interpret school-level progress as a unique school-level measure	Utilize publisher guidance on how to interpret the school-level value

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Approaches to Evaluating One Year's Progress Using Approved Indicators (2)

This table presents the three approaches to evaluating one year's progress using the approved indicators: 1) If indicator can be used to interpret individual student-level progress, then a school or authorizer will need to calculate the percentage of individual students reaching progress target; 2) If indicator can be used to average or aggregate individual student-level progress to a unique school-level measure, then a school or authorizer will need to utilize publisher guidance on how to calculate this value, then interpret the school-level value; and 3) If indicator can be used to interpret school-level progress as a unique school-level measure, then a school or authorizer will need to utilize publisher guidance on how to interpret the school-level value.

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Evaluating One Year's Progress Examples (i-Ready data)

The indicator can be used to interpret individual student-level growth, so results data can show…	An example interpretation would be…
How many students within the school reached their "Typical Growth" target this year? 45 out of 100.	45% of students within the school reached their "Typical Growth" target on the i-Ready assessment this year.

Note: 45% of students reaching the growth target is not a recommended benchmark for individual student-level growth, just a plausible example in this scenario. The appropriate level of students reaching their progress target should be a locally-determined benchmark.

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Evaluating One Year's Progress Examples (i-Ready data) (2)

This table presents an example of the first approach using hypothetical data from the i-Ready assessment. Since the indicator can be used to interpret individual student-level growth, results data can show how many students within the school reached their "Typical Growth" target in a year. For example, if that were 45 out of 100, then an example interpretation would be that 45% of students within the school reached their "Typical Growth" target on the i-Ready assessment this year.

Evaluating One Year's Progress Examples (Star data)

The indicator can be used to average or aggregate individual student-level growth to a school-level measure to determine…	An example interpretation would be…
The average Student Growth Percentile across all students in the school. In total, 100 students were tested and their individual Student Growth Percentile scores range between 0 to 100 and sum to 5600. Thus, the average across all students is 5600/100 = 56.	The average Student Growth Percentile across all students in the school last year was 56. This is 6 points higher than an average of 50 which the publisher recommends as the level of one year's normed progress.

Note: Publisher recommendations are not substitutes for a local determination. The appropriate benchmark should be locally-determined.

Evaluating One Year's Progress Examples (Star data) (2)

This table presents an example of the second approach using hypothetical data from the Star assessment. The indicator can be used to average or aggregate individual student-level growth to a school-level measure to determine the average Student Growth Percentile across all students in the school. For example, if 100 students were tested and their individual Student Growth Percentile scores range between 0 to 100 and sum to 5600, the average across all students is 5600/100 = 56. An example interpretation would be that the average Student Growth Percentile across all students in the school last year was 56. This is 6 points higher than an average of 50 which the publisher recommends as the level of one year's normed progress.

Evaluating One Year's Progress Examples (NWEA MAP data)

The indicator can be used to Interpret school-level growth by providing a school-level measure to determine…	An example interpretation would be…
What is the school-level value of Conditional Growth Index provided within Measures of Academic Progress data for the past year?	The school's Conditional Growth Index last year was 0.30, which is higher than 0.00, the value the publisher recommends as the level of one year's normed progress.

Note: Publisher recommendations are not substitutes for a local determination. The appropriate benchmark should be locally-determined.

Evaluating One Year's Progress Examples (NWEA MAP data) (2)

This table presents an example of the third approach using hypothetical data from the Measures of Academic Progress assessment. The indicator can be used to interpret school-level growth from a provided school-level measure of Conditional Growth Index. For example, if a school's Conditional Growth Index last year was 0.30, an example interpretation would be that the value is higher than 0.00, the value the publisher recommends as the level of one year's normed progress.

Academic Progress Indicators (1)

Academic Progress Indicators	Individual student-level progress	Individual student-level progress averaged or aggregated to a school-level measure	School-level progress can be evaluated with a school-level measure
mCLASS by Amplify	✔	-	-
SAT Suite by College Board	✔	-	✔
iReady by Curriculum Associates	✔	✔	-
Math Inventory by Houghton Mifflin Harcourt	✔	-	-
Reading Inventory by Houghton Mifflin Harcourt	✔	-	-
FastBridge by Illuminate	✔	-	-
DORA by Let's Go Learn	✔	✔	-
ADAM / DOMA by Let's Go Learn	✔	✔	-
RAPID by Lexia Learning	✔	-	-
Measures of Academic Progress by NWEA	✔	-	✔
Star Assessments by Renaissance	✔	✔	-
easyCBM by Riverside Insights	✔	-	-

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Academic Progress Indicators (2)

The prior slide lists all academic progress indicators: mCLASSby Amplify, SAT Suite by College Board, iReady by Curriculum Associates, Math Inventory by Houghton Mifflin Harcourt, Reading Inventory by Houghton Mifflin Harcourt, FastBridge by Illuminate, DORA by Let's Go Learn, ADAM / DOMA by Let's Go Learn, RAPID by Lexia Learning, Measures of Academic Progress by NWEA, Star Assessments by Renaissance, and easyCBM by Riverside Insights. The slide shows that all these indicators can produce a measure of individual student-level progress. In addition, iReady, DORA, ADAM / DOMA, and Star Assessments can produce a measure of individual student-level progress averaged or aggregated to a school-level measure. Finally, SAT Suite and Measures of Academic Progress can produce a school-level measure that can evaluate school-level progress.

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Information on Annual Change in Scores on the Smarter Balanced Assessments

Change in scale score from one grade to another is not uniform across the entire range of student performance.

CDE has created tables to help interpret changes in scale score between adjacent grades

These tables are available on the internet at:

www.cde.ca.gov/ta/tg/ca/avescorechange.asp

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Information on Annual Progress on the Smarter Balanced Assessments

The tables provide information on change in scale score based on the students score in the base year.

In some grades and subjects the variability in changes is greater than in others.

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Public Reporting Website Home Page

Test Results for California's Assessments:

https://caaspp-elpac.cde.ca.gov/caaspp/

>Additional Resources:

https://caaspp-elpac.cde.ca.gov/caaspp/AdditionalResources

>Assessment – Average Scale Score Change:

https://www.cde.ca.gov/ta/tg/ca/avescorechange.asp

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Example Spreadsheet

California Assessment of Student Performance and Progress (CAASPP)
Smarter Balanced Math, Grade 3 to 4
2018–19 Average Change in Scale Score by 2017–18 Scale Score Range

Scale Score 2017–18	Avg. Change	Count
2189 - 2199	105.48	2,260
2200 - 2299	68.54	23,893
2300 - 2399	46.61	120,221
2400 - 2499	39.08	183,517
2500 - 2599	33.35	80,980
2600 - 2659	18.95	9,392
Statewide Avg./Total	41.71	420,263

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Smarter Balanced Math, Grades 3-4 2018–2019 Average Change in Scale Score by 2017–2018 Scale Score Range (1)

Scale Score 2017–18	Avg. Change	Count
2189 - 2199	105.48	2,260
2200 - 2299	68.54	23,893
2300 - 2399	46.61	120,221
2400 - 2499	39.08	183,517
2500 - 2599	33.35	80,980
2600 - 2659	18.95	9,392
Statewide Avg./Total	41.71	420,263

Smarter Balanced Math, Grades 3-4 2018–2019 Average Change in Scale Score by 2017–2018 Scale Score Range (2)

Scale Score 2017–18	Avg. Change	Count
2189 - 2199	105.48	2,260
2200 - 2299	68.54	23,893
2300 - 2399	46.61	120,221
2400 - 2499	39.08	183,517
2500 - 2599	33.35	80,980
2600 - 2659	18.95	9,392
Statewide Avg./Total	41.71	420,263

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Smarter Balanced Math, Grades 6-7 2018–2019 Average Change in Scale Score by 2017–2018 Scale Score Range

Scale Score 2017–18	Avg. Change	Count
2235 - 2299	77.27	16,017
2300 - 2399	26.75	57,699
2400 - 2499	9.16	123,259
2500 - 2599	9.02	158,786
2600 - 2699	20.34	81,786
2700 - 2778	13.89	17,526
Statewide Avg./Total	15.93	455,073

Possible Uses

Counts of students exceeding normative change

Average change in scale score compared to average for grade pair

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Taking a moment to say…

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Thank You

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Postsecondary Indicators

Legislation on Postsecondary Indicators

The law calls for "strong postsecondary outcomes, as defined by **college enrollment**, **persistence**, and **completion rates** equal to **similar peers**." (*Education Code* 47607.2 (a) (4))

Postsecondary Indicator Data Sources

POSTSECONDARY INDICATOR DATA SOURCES	WEBSITES
CDE DataQuest College-Going Rate	https://dq.cde.ca.gov/dataquest
Cal-PASS Plus High School to Community College Transition Report	https://www.calpassplus.org/Home
California State University Enrollment Dashboard Student Origin	[Invalid URL removed]
University of California Admissions by School Source	https://www.universityofcalifornia.edu/infocenter/admissions-source-school
University of California Graduation Rates	https://www.calpassplus.org/Home
National Student Clearinghouse StudentTracker	https://www.studentclearinghouse.org/high-schools/studenttracker/

CDE DataQuest College-Going Rate (1)

MEASURE OF COLLEGE ENROLLMENT, PERSISTENCE, OR COMPLETION	NOTES
College Enrollment	• All Postsecondary institutions • Enrollment: 1 year after high school completion • Most recent data: 2017-2018

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CDE DataQuest College-Going Rate (2)

MEASURE OF COLLEGE ENROLLMENT, PERSISTENCE, OR COMPLETION	NOTES
College Enrollment	- All Postsecondary institutions - Enrollment: 1 year after high school completion - Most recent data: 2017-2018

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CDE DataQuest

DataQuest College-Going Rate can be found at https://dq.cde.ca.gov/dataquest/.

Select "School" from the dropdown menu called "Select Level" and "College-Going Rates" from the dropdown menu called "Select Subject." The college-going rate can be disaggregated by race/ethnicity and other filters and compared to the rates of other schools, the county, or the state."

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Example of College Enrollment Comparison between Charter School A and State

SCHOOL	STUDENTS	COLLEGE ENROLLMENT
Charter School A	Hispanic/Latino	71%
n/a	SES	73%
Total	n/a	69%

SIMILAR PEER	STUDENTS	COLLEGE ENROLLMENT
State	Hispanic/Latino	58%
n/a	SES	57%
TOTAL	n/a	64%

Note: College enrollment within 12 or 16 months after high school completion at any public or private postsecondary institution (in-state or out-of-state)

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Cal-PASS Plus High School to Community College Transition Report

MEASURE OF COLLEGE ENROLLMENT, PERSISTENCE, OR COMPLETION	NOTES
College Enrollment	• No-cost membership • Enrollment: CCC only • Enrollment: 1 year after high school completion • Most recent data: 2016-2017 • ERP's K-12 Metrics Dashboard

Cal-PASS Plus

Cal-PASS Plus enrollment data can be found at https://www.calpassplus.org/Home.

Select "K – 12 Schools" from the menu at top. The community college enrollment rate data can be found for a school, and then comparisons can be made to the rates of other schools, the district, or the state."

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Example of College Persistence Comparison between Charter School B and Similar Peer

SCHOOL	STUDENTS	COLLEGE ENROLLMENT
Charter School B	Hispanic/Latino	38%
TOTAL	n/a	42%

SIMILAR PEER	STUDENTS	COLLEGE ENROLLMENT
Peer School	Hispanic/Latino	16%
TOTAL	n/a	16%

Note: College enrollment within one year after high school completion at any California community college.

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California State University and University of California Data Sources

DATA SOURCE	NOTES
California State University Enrollment Dashboard Student Origin	• Enrollment: CSU only • Persistence: 1-year retention • Most recent data: Fall 2019
University of California Admissions by School Source	• Enrollment: UC only • Most recent data: 2019
University of California Graduation Rates	• Completion: UC only within 6 years • Most recent data: 2019

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California State University Enrollment Dashboard Student Origin (1)

California State University Enrollment Dashboard Student Origin can be found at [Invalid URL removed]

Select "Student Origin Dashboard" from the options below "Enrollment Dashboards." California State University enrollment data can be found for a school, and then comparisons can be made to the data of other schools.

Example of College Persistence Comparison between Charter School C and Similar Peer

SCHOOL	STUDENTS	COLLEGE PERSISTENCE
Charter School C	Continuing students	90%

SIMILAR PEER	STUDENTS	COLLEGE PERSISTENCE
Peer School	Continuing students	86%

Note: College persistence after one year at any California State University.

University of California Admissions by School Source (1)

University of California Admissions by School Source can be found at https://www.universityofcalifornia.edu/infocenter - undergraduate-admissions.

Select "Undergraduate admissions" or "Undergraduate outcomes" from the menu at left. University of California admissions and graduation rate data can be found for a school, and then comparisons can be made to the data of other schools.

Example of College Completion Comparison between Charter School C and Similar Peer

SCHOOL	STUDENTS	COLLEGE COMPLETION
Charter School C	Graduates	72%

SIMILAR PEER	STUDENTS	COLLEGE COMPLETION
	Graduates	63%

Note: College completion after four years at any University of California.

National Student Clearinghouse StudentTracker

DATA SOURCE	NOTES
National Student Clearinghouse StudentTracker	• Fee-based (typically $425 per school) • Enrollment: The fall after HS completion • Persistence: 1-year retention • Completion: Within 6 years • Use state average from High School Benchmark Report

National Student Clearinghouse StudentTracker (2)

The Cover Page
Identifies for which district or school the report was generated and the date and time the report was generated.

NATIONAL STUDENT CLEARINGHOUSE®

StudentTracker® for High Schools

Aggregate Report

Prepared for
HOMETOWN HIGH SCHOOL
ACT Code: 000000

The Aggregate Reports
The aggregate reports feature charts and graphs indicating college enrollment, persistence, and completion by your high school graduates for who data was available in our database. Reports will only display up to the most recent 8 years of graduates at a time.

HOMETOWN HIGH SCHOOL

Report Run Date: 01/07/2015 11:00 AM

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For more information

See "Legislation Impacting Charters" at

https://www.cde.ca.gov/sp/ch/ab1505faqs.asp

Questions?

Thank you!