**Postsecondary Readiness: Knowing, Understanding, and Presenting Your Data for Renewal**

The purpose of this worksheet is to help you develop a plan for how to talk about your strengths and address your weaknesses ahead of developing your renewal petition. You need to be confident in knowing where to access public data, in understanding what your data currently looks like at the surface level, and recognizing whether there are gaps in your performance that you need to/are able to address either in or ahead of your petition.

An example school is shown below, to give you an idea about how to get started.

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| **School name:** Example A**Grades served:** 9-12**Renewal year:** 2021**Authorizer:** Los Angeles Unified |
| **Data source**  | I know where to find this data  | Our school tracks this data independently  | Dashboard color  | My school is performing better than \_\_\_\_ yes/no  | Are there gaps in performance between subgroups – yes/no. Which subgroups  | Plan to address negative data points, or story of explanation  |
| State | District | Comp schools |
| **College & career indicator** | Yes | No | Orange | No | No | Yes | No  | While we are performing worse than the state on CCI, but this year we implemented X program which we anticipate increasing the % of students prepared through CTE  |
| **Graduation rates** | Yes | Yes | Yellow | No | No | No  | Yes – English learners | Our school offers a 5th year to graduate due to high ELL population  |
| **Postsecondary tracking** |  | Yes |  | No | No | N/A | No | We track all of our students after graduation and can describe the %s in entering the workforce/military etc  |
| **College going rates**  | Yes | Yes |  | No | No | Yes | No | A high proportion of our students go on to join the military.  |
| **Other school collected data**  |  |  |  |  |  |  |  |  |
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| **Graduation rates** |  |  |  |  |  |  |  |  |
| **Postsecondary tracking** |  |  |  |  |  |  |  |  |
| **College going rates**  |  |  |  |  |  |  |  |  |
| **Other school collected data**  |  |  |  |  |  |  |  |  |
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