

Making College and Career Readiness More Meaningful in State Accountability Systems

Initial Expert Workgroup Recommendations for States



A Growing National Skills Gap



5,900,000

number of job openings

highest since December 2000



employers report gaps
in recent HS grads preparation

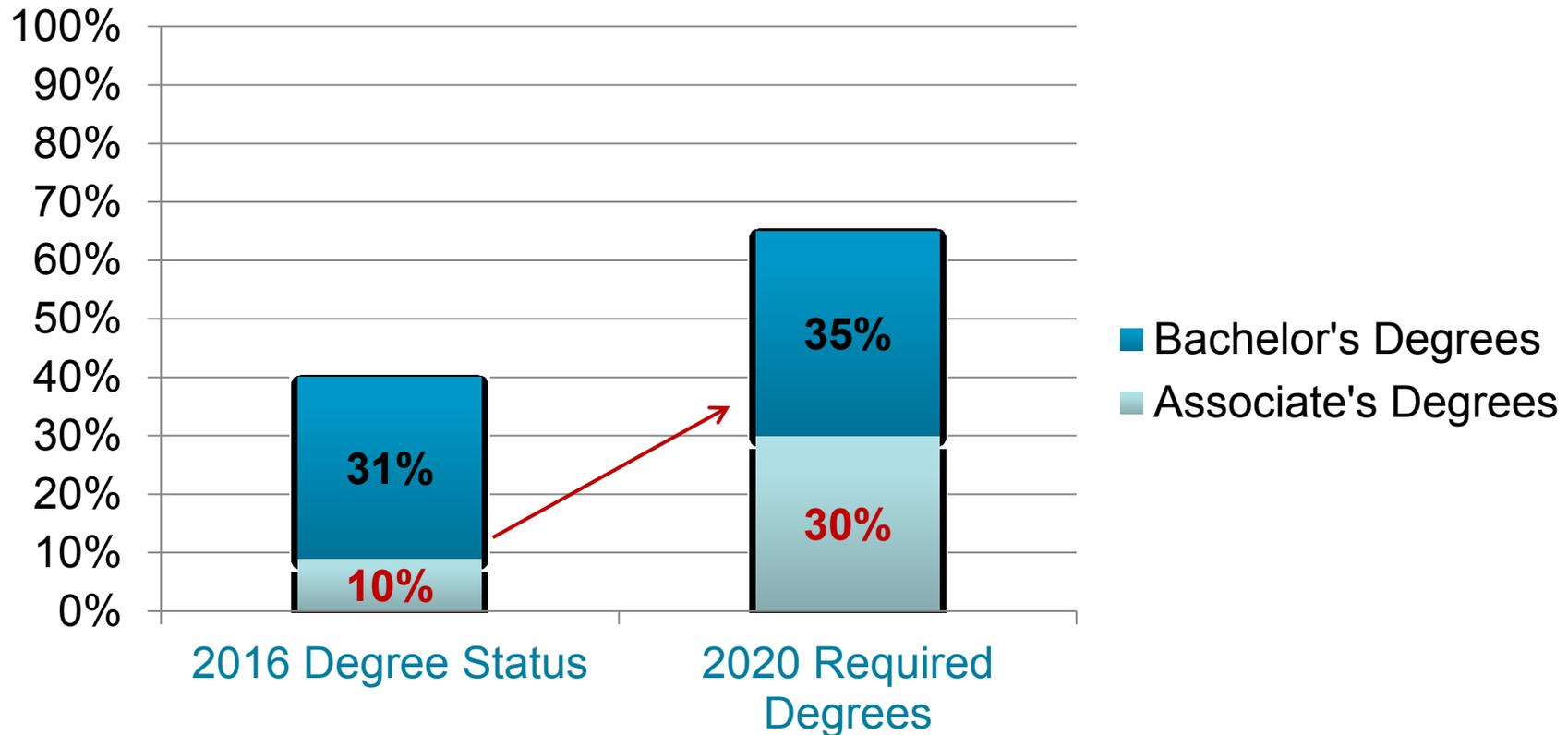


Unemployment rate



percent of job-seekers who
blame gaps in education
for lack of readiness

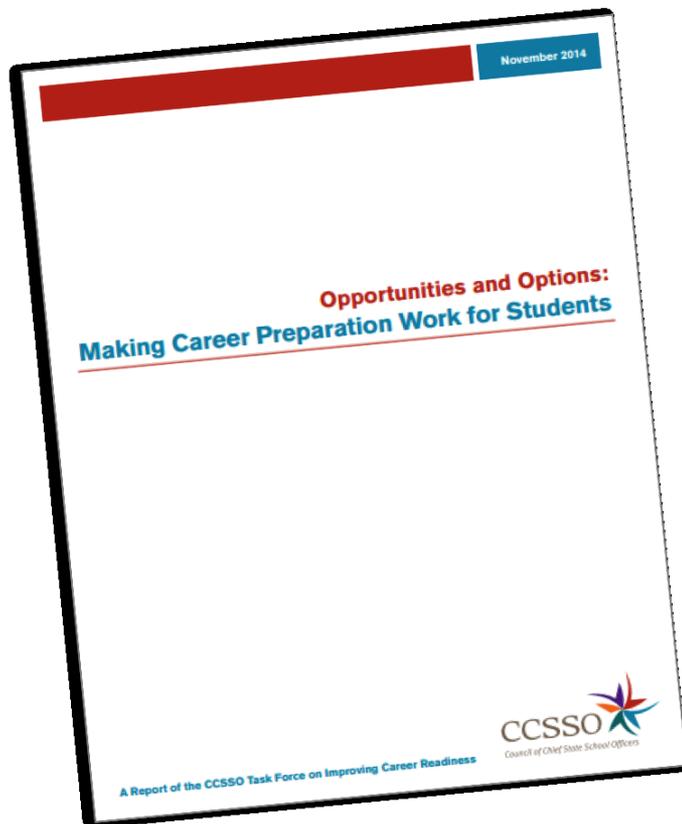
A Troubling National Credentials Gap



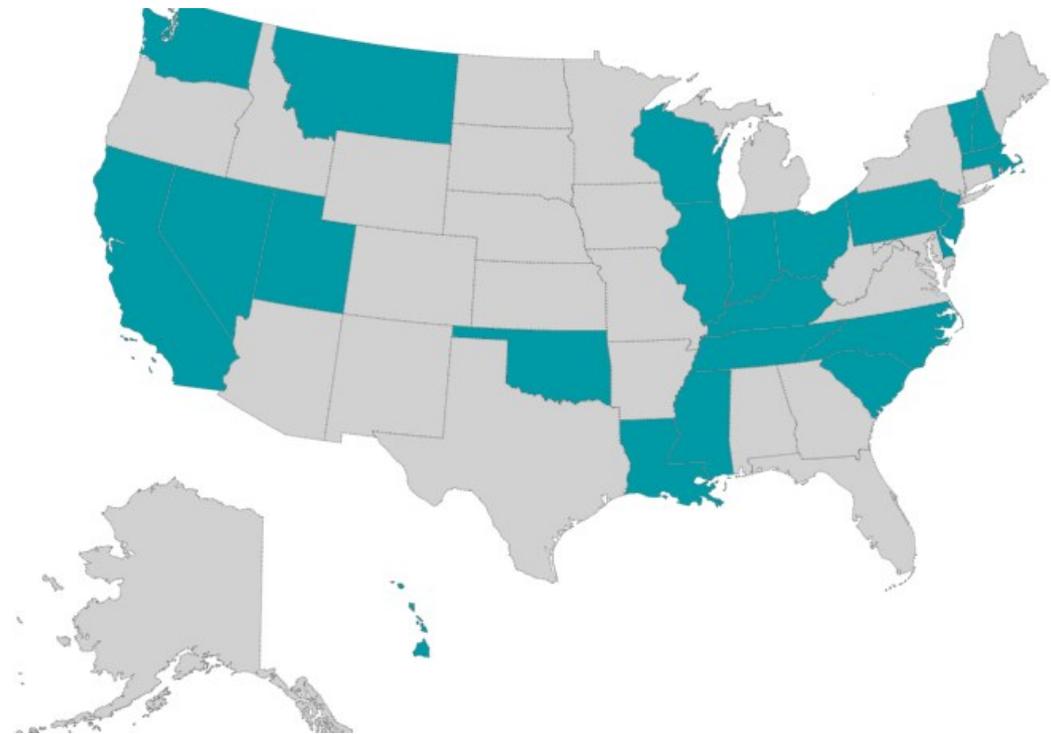
- ⌘ Significantly more credentials needed to fill workforce demands
- ⌘ **99%** of all jobs created during the Great Recession recovery require some postsecondary education or training

State Policymakers are Up to the Challenge

CCSSO Career Readiness Taskforce



New Skills for Youth Phase One Grantee States



Long-term Opportunity for Accountability Redesign

- ⌘ Every Student Succeeds Act (ESSA) presents states with a critical opportunity to design a truly college- and career-ready K-12 education system
- ⌘ Majority of states have established the “North Star” of getting more students into and through postsecondary education
- ⌘ Now is the time to connect postsecondary attainment goals with K-12 goals for preparing all youth to be successful in education and training beyond high school
- ⌘ Deep stakeholder partnerships are needed among K-12, postsecondary, workforce and business/industry to take advantage of this opportunity

The Importance of College and Career Readiness in State Accountability

What's measured gets valued by schools, but most state accountability systems today don't measure or value career readiness.

Given the critical role that accountability systems play in signaling priorities and driving resources, states must expand these metrics to emphasize readiness for both college *and* careers.

~Opportunities and Options: Making Career Preparation Work for Students, CCSSO Taskforce on Improving Career Readiness

Accountability Leads to CCR Outcomes

Kentucky Accountability Trend Data demonstrate that including CCR measures in formal accountability can lead to improvement

Career Ready Only		College + Career Ready	
2011-2012	8%	2011-2012	13.1%
2012-2013	11.8%	2012-2013	18.1%
2013-2014	18%	2013-2014	26.7%
2014-2015	20.7%	2014-2015	32.7%

Limited Measures of Career Readiness Currently in Accountability Systems

- ⌘ Fewer than 20 states incorporate any career-ready measure into their accountability rating system
- ⌘ Very few states even report high-quality career-ready measures, such as industry recognized credentials
- ⌘ Value of career-ready measures is hidden in many states' systems, which often combine multiple measures
- ⌘ Denominators vary across indicators, especially within federal career and technical education reporting
- ⌘ Data collection and validation hurdles remain, especially across K-12, postsecondary and workforce systems

CAREER READINESS EXPERT WORKGROUP RECOMMENDATIONS

Collective Action For Change

States recognize that college and career readiness has not been the main focus of prior accountability systems



States have made multiple requests for recommendations of high-quality accountability measures, especially in the area of career readiness



The Career Readiness Expert Workgroup, comprised of state and national thought leaders, was convened to develop high-quality recommendations for all states and identify tools to support implementation



The workgroup has generated strategies for states to make college- and career-ready measures more meaningful in accountability systems

Workgroup Members

- ⌘ Chad Aldeman, Bellwether Education Partners
- ⌘ Chris Domaleski, Center for Assessment
- ⌘ *Melissa Fincher, GA DOE*
- ⌘ Christy Hovanetz, Foundation for Excellence in Education
- ⌘ *Dan Jorgensen, CO DOE*
- ⌘ Paige Kowalski, Data Quality Campaign
- ⌘ Kate Kreamer, Advance CTE
- ⌘ Marie O'Hara, Achieve
- ⌘ *Danielle Mezera, TN DOE*
- ⌘ Scott Sargrad, Center for American Progress
- ⌘ Bob Sheets, GW Institute of Public Policy
- ⌘ *Leslie Slaughter, KY DOE*
- ⌘ Anne Stanton, National Academies Foundation
- ⌘ Natasha Ushomirsky, Education Trust
- ⌘ *Chris Woolard, OH DOE*

* Workgroup members participated in the development and ongoing refinement of the recommendations

Guiding Principles for Expert Workgroup Recommendations

Promote greater access to high-quality career pathways that culminate with a credential of value beyond high school

Validate students' preparation for college and career based on successful transitions beyond high school

Measure the college and career readiness of **all** students

Recognize that preparation for college and career requires a suite of skills and experiences, not a single demonstration

Value the unique context and starting points of states and provide a clear path for improvement

An Aspirational Vision for College and Career Readiness

Based on their academic and career interests, all students will:

1. Complete a **rigorous college- and career-ready coursework** that leads to a credential of value beyond the high school diploma and is validated by postsecondary and/or industry as providing the academic, technical, and professional* skills necessary for success beyond high school;
2. Acquire academic, technical, and professional skills through **deep engagement in co-curricular learning and leadership experiences** (such as work-based learning) that are validated by a qualified 3rd party;
3. **Assess at the college- and career-ready level** on instruments that measure academic, technical and professional skills and are validated for and accepted by postsecondary and/or industry; and,
4. Successfully **transition to life beyond high school**, such as postsecondary education and training without the need for remediation, the military, or employment with a family-sustaining wage in a state-defined “in-demand” field

STRATEGIES FOR MEETING THE VISION

Four Categories for States to Measure College and Career Readiness

Progress toward
Post-High School
Credential

Co-curricular
Learning and
Leadership
Experiences

All
Students

Assessment of
Readiness

Transitions beyond
High School

Measurement Across a Continuum

- ⌘ To meet multiple contexts, stretch all states in their ability to meet critical components of college and career readiness, and provide all states with a path forward, CREW recommends 3 levels of sophistication in measurement
 - Fundamental
 - Advanced
 - Exceptional

- ⌘ Measures in each category aim to:
 - Balance rigor and reality
 - Expand measurement to all students
 - Provide pathways for all students
 - Capture demonstrations of academic, technical, and professional skills

- ⌘ Movement up the continuum leads to increased specificity in state policy definitions as a result of both increasing expectations for the student and acquisition of data by the state.

MEASUREMENT CATEGORY 1: Progress toward Post-High School Credential

MEASURE: % of 9th grade cohort that demonstrated successful *progress* toward credential of value beyond high school

Ability to Measure Progress Includes:

Exceptional

PLUS: Attainment of 1+ postsecondary credits while in high school

Advanced

PLUS: Completion of a pathway* of 3 or more credits that is aligned to the student's academic and career plans

Fundamental

Completion of state defined college- and career-ready course of study

Measure requires

- CCR course of study that has been validated as meeting the demands of postsecondary and industry and is connected to student demonstration of skills
- State identification of high-quality pathways that lead to a credential of value
- Identification of students' academic and career plans

* "Pathway" means an aligned sequence of courses that span secondary and postsecondary (and may include additional required experiences) that culminates in a credential with specific labor market value established by industry. A credential of value may include an industry-recognized credential, trade certification, Associates degree, Bachelor's degree or advanced degree.

MEASUREMENT CATEGORY 2: Co-Curricular Learning and Leadership Experiences

MEASURE: % of 9th grade cohort that **successfully completed** a co-curricular experience aligned to their identified interests

Ability to Measure Successful Completion Includes:

Exceptional

PLUS: Third-party evaluation that student met expectations and demonstrated gain of academic, technical and/or professional skills

Advanced

PLUS: Alignment between student's academic and career plans and Learning and Leadership experience

Fundamental

Completion of a state-defined co-curricular Learning and Leadership experience*

Measure requires

- State-defined list of eligible co-curricular Learning and Leadership experiences
- Process for validation of experiences
- Identification of students' academic and career plans
- Quality instrument(s) for judging academic, technical, and/or professional skills

* Learning and leadership experiences include extended work-based learning (such as pre-apprenticeship program or internship), service learning or co-curricular activity

MEASUREMENT CATEGORY 3: Assessment of Readiness

MEASURE: % of 9th grade cohort that ***assessed at the college- and career-ready level***

Ability to Measure Assessment at CCR level Includes:

Exceptional

PLUS: Performance-based demonstration of professional skills within an academic or technical context

Advanced

PLUS: Completion of a pathway-aligned assessment or demonstration of technical skills

Fundamental

Attainment of state-defined college- and career-ready level on high school summative assessment

Measure requires

- Pathway-aligned assessments available to students, such as technical skill assessment that is validated/judged by employers; industry-recognized credential with labor market value in a state-defined “in-demand” field; AP exam; or, IB exam
- Quality rubric for capstone project or other performance-based skill demonstration

MEASUREMENT CATEGORY 4: Transitions beyond High School

MEASURE: % of 9th grade cohort who ***successfully transitioned*** to postsecondary or the workforce within 12 months of graduation

Ability to Measure Successful Transition Includes:

Exceptional

Completion of JROTC and enlistment in military, enrollment in certificate or registered apprenticeship program, or employment in a state-defined “in-demand” field

Advanced

Enrollment in IHE without remediation or employment at a state-defined wage threshold

Fundamental

Enrollment in 2- or 4-year institute of higher education (IHE) or postsecondary training

Measure requires

- Individual student data from connected postsecondary and workforce data sources
- Access to military enrollment
- Remediation information (across-state lines long-term)
- State-defined wage threshold and “in-demand” fields aligned with the state’s WOIA plan

POTENTIAL WAYS TO USE COLLEGE AND CAREER READINESS MEASURES IN ACCOUNTABILITY

Methods for Incorporating CCR Measures

Three main ways that states can incorporate the recommended CCR measures in accountability systems:

1. Public reporting
2. ESSA goal setting
3. Accountability measures
 - a. Aggregation
 - b. Calculation

Method 1 – Public Reporting

School Report Card

Prepared for Success



Whether training in a technical field or preparing for work or college, the Prepared for Success component looks at how well prepared Ohio's students are for all future opportunities.

COMPONENT GRADE

C

COMPONENT GRADE

C



Number of students that earned a remediation free score on all parts of the ACT or SAT, earned an honors diploma, and/or earned an industry-recognized credential

Number of Students	Point Value	Points Earned
67	1	67.0

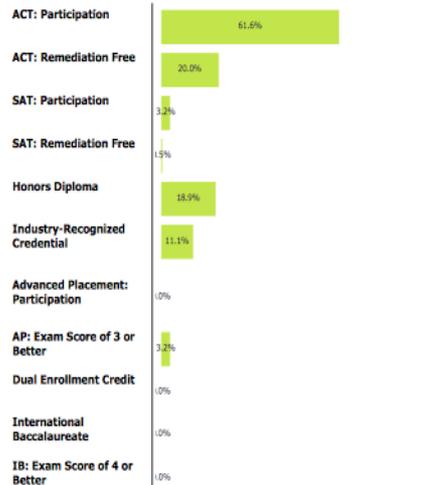
The number of "bonus" students that count an additional 0.3 bonus points each, because they did the above and also earned a 3 or higher on at least one AP exam; earned a 4 or higher on at least one IB exam; and/or earned at least three college credits before leaving high school

Total Points:	68.5
Graduation Cohort:	190
Percentage:	36.1%

36.1%

A = 85.0% - 100.0%
 B = 65.0% - 84.9%
 C = 34.0% - 64.9%
 D = 15.0% - 33.9%
 F = 0.0% - 14.9%

How Prepared were Your 2014 and 2015 Graduating Classes?



Note: These data represent students in the 4-year and 5-year graduation rates, i.e. students who entered 9th grade in 2011 and 2012.

HS Feedback Report

A. How did graduates from this district perform in their first year at in-state public colleges and universities?

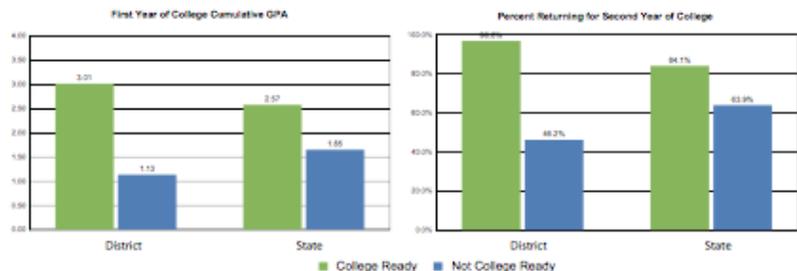
In order to ensure the confidentiality of individuals, some data items have been redacted. Redacted data are represented by an asterisk (*).

	District	Kentucky
1. Percent of 2012-13 graduates who started as full-time students	90.9%	90.0%
2. Percent with first year of college cumulative GPA of:		
a. Less than 2.0	29.5%	33.7%
b. 2.0 to 2.99	31.8%	27.3%
c. 3.0 or higher	38.6%	39.0%
3. Percent of college attendees who were ready for college and/or career (based on KDE's college and career readiness definitions)	70.5%	69.3%
4. Average credit hours in 2013-14 academic year:		
a. Attempted	26.3	24.5
b. Completed	23.6	22.4
5. Number of college-level credit hours earned in 2013-14 academic year:		
a. Fewer than 15 hours	29.5%	37.5%
b. 15 hours to 29.9 hours	50.0%	43.6%
c. 30 hours or more	20.5%	18.9%

Comparing College Performance by College Readiness**

6. Average first year cumulative GPA		
a. Ready for college-level coursework	3.01	2.57
b. Not ready for college-level coursework	1.13	1.65
7. Average college-level credit hours earned		
a. Ready for college-level coursework	25.9	21.6
b. Not ready for college-level coursework	4.7	10.1
8. Percent who returned for second year of college		
a. Ready for college-level coursework	96.8%	84.1%
b. Not ready for college-level coursework	46.2%	63.9%

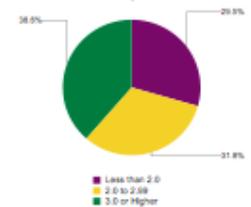
College Performance by College Readiness



Quick Statistics

Percent with first year of college cumulative GPA of 2.0 or higher	70.5%
Percent who earned a full year of college-level credits during their first year (30 hours or more)	20.5%
Percent of college attendees in 2013-14 who returned in 2014-15	82.8%
Average cumulative GPA for these college attendees:	
a. High school	3.13
b. First year of college	2.46
Average Kentucky Educational Excellence Scholarship (KEES) award amount	\$1,409

First Year of College Cumulative GPA



Method 2 – ESSA Goals

Measures	Goal* (% of 9 th Grade Cohort)
On-Track to CCR – Students who have: <ul style="list-style-type: none"> • Scored at CCR level on state assessment in ELA and Math • Demonstrated Progress to EL Proficiency 	85%
High School Graduation – Students who have: <ul style="list-style-type: none"> • Graduated high school within four years 	80%
Prepared for CCR – Students who have: <ul style="list-style-type: none"> • Completed CCR course of study and earned 1+ dual enrollment credit • Successfully completed a co-curricular Learning and Leadership experience • Demonstrated CCR on a pathway-aligned assessment 	70%
Transition Beyond High School – Students who have: <ul style="list-style-type: none"> • Enrolled in 2-/4-year college without remediation, certificate program greater than one year, registered apprenticeship program, completion and JROTC and military enlistment or employment in state-defined in-demand field within 12 months of graduation 	60%
Postsecondary Attainment[†] – Adults who have: <ul style="list-style-type: none"> • Earned a certificate with labor market value, Associates degree or Bachelor’s degree 	55%

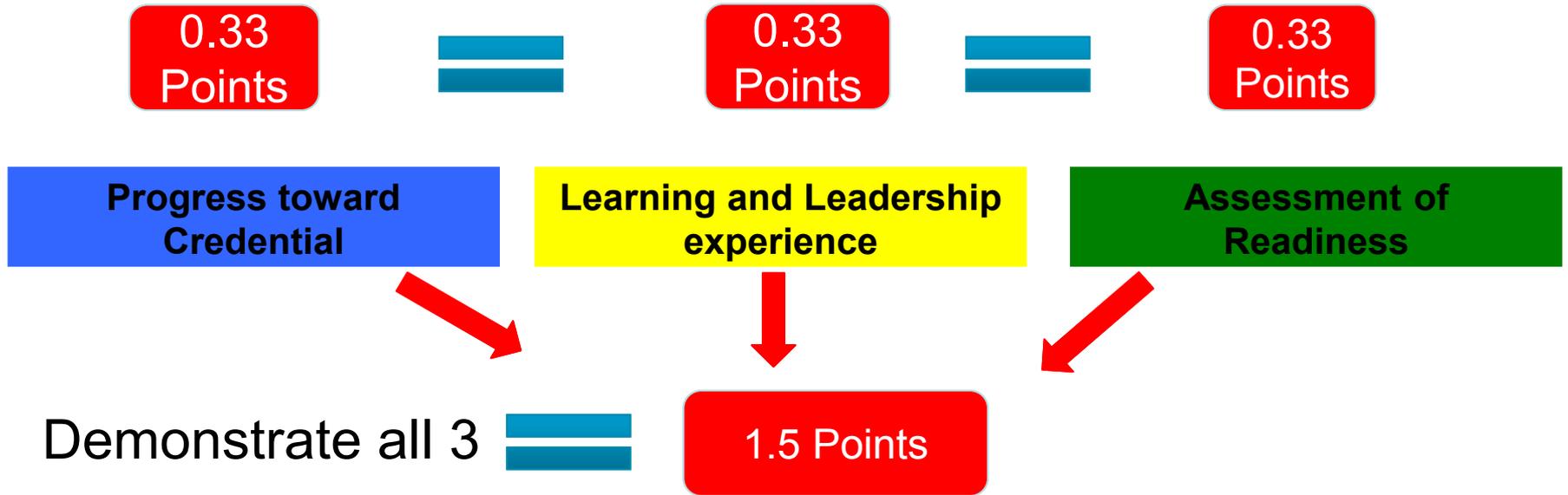
* The goals could be set statewide or each HS could have different projected goal based on the makeup of its incoming cohort of students.

[†] Most states currently have attainment goal that were set by the state’s higher education and workforce system leaders, and are explicitly aligned to the state’s projected economic needs. ESSA presents a significant opportunity to further strengthen the alignment across K-12, postsecondary and workforce systems.

Method 3a – Aggregation of Accountability Measures (Example 1)

Area/Measures	Weight	Points
Academic Achievement	25%	125
Proficiency ELA	10%	50
Proficiency Math	10%	50
Proficiency Science	5%	25
Growth	35%	175
Growth in ELA	15%	75
Growth in Math	15%	75
Progress in EL Proficiency	5%	25
On Track to CCR	20%	100
Learning and Leadership experiences	5%	25
4-year Cohort Graduation Rate	10%	50
5-year Cohort Graduation Rate	5%	25
College and Career Readiness	20%	100
Progress toward Credential	5%	25
Assessment of Readiness	10%	50
Post High School Transitions	5%	25
Total	100%	500

Method 3a – Aggregation of Accountability Measures (Example 2)



- Divide points by 9th grade cohort to determine % college and career ready
- % demonstrating CCR counts for 20% of school's overall accountability score
- % of students with successful post high school transitions counts for 5% of school's overall score

Method 3b – Calculation of Accountability Measure (Example 1)

Assessment Index

Level on Assessment	Points Awarded*
College- and Career-ready on HS summative + Passage of pathways aligned assessment	175
CCR on HS summative*	150
Proficiency on HS summative + Passage of pathways aligned assessment	125
Proficiency on HS summative	100
Approaching proficiency on HS summative	66
Basic on HS summative	33
Test not taken	0

* Example assumes different CCR and Proficiency cut points on the assessment. If those are the same, then the points would shift to reflect that reality

Method 3b – Calculation of Accountability Measure (Example 2)

Graduation Index

Graduation Levels	Points Awarded
Advanced Diploma plus (a) 1+ postsecondary credits in high school; OR (b) Demonstration of skill gains through Learning and Leadership experience *Students achieving both (a) and (b) will generate 150 points.	125
Four-year graduate, CCR course of study + Completion of a pathway of 3+ credits that is aligned to the student's academic and career plans (e.g., Advanced Diploma)	110
Four-year graduate, CCR course of study	100
Four-year graduate, non-CCR course of study	75
Five-year graduate, non-CCR course of study*	50
Six-year graduate, non-CCR course of study*	25
Non-graduate	0

* Five- and six-year graduates who complete a CCR course of study and pathway-aligned assessment or postsecondary credits while in high school receive 100 points.

MAKING COLLEGE AND CAREER READINESS MEANINGFUL IN STATE ACCOUNTABILITY SYSTEMS

Long-Term Strategies to Advance toward a CCR Vision

For college and career readiness to take hold in equal footing, all states over the long term should strive to:

1. Publicly report performance of all high schools across all four categories of measures, disaggregated by all subgroups;
2. Include each category of measure in the state's accountability system;
3. Make each measure a significant part of the high school accountability rating; and,
4. Use the information to support improvements in preparing all students for college and career.

Short- to Mid-Term Strategies to Advance toward a CCR Vision

⌘ Currently, states are at different places across each of the four categories of measures*

- Most states are nascent in this work. For those states, collecting and publicly reporting data at the fundamental level of each category will be pivotal to their progress.
- For those states at a more advanced starting point, moving to the next step within each category (Fundamental → Advanced → Exceptional) will be key.
- States should also identify the 1-2 measures that can move from reporting to inclusion in accountability ratings in the near term.

⌘ Regardless of their starting points, all states should develop strategies and timelines to meet the long-term action goals described above

* It is unlikely this work will move in a linear fashion. Some states may incorporate CCR assessment prior to reporting the Learning and Leadership measure, for instance.

Moving from Vision to Reality

- ⌘ **The ultimate goal is for high school accountability to be accountability for students' preparation for college and careers**
- ⌘ **Taken together, the four measurement categories represent an accounting of students' readiness for college and career**
- ⌘ **Every state should strive to report and include a measure in each of the 4 categories of preparation in its accountability system**
- ⌘ **Every state can move its system forward, from collection of data to public reporting to use of measures for improvement**

DISCUSSION AND NEXT STEPS

Questions?

Progress toward
Post-High School
Credential

Co-curricular
Learning and
Leadership
Experiences

All
Students

Assessment of
Readiness

Transitions beyond
High School

State Team Reactions

- ⌘ Of these recommendations, what resonates the most? Least?
- ⌘ Where do/could these recommendations intersect with your state's current plans (NSFY, ESSA, etc.)?
- ⌘ What are the biggest barriers—political, technical, timeline—to incorporate the measures?
- ⌘ What additional tools or support would be helpful to your state to address the barriers and build these measures into your plans?
 - Decision tree?
 - Presentation to state groups?
 - Direct consultation on proposed ESSA accountability model?
 - Opportunities to collaborate with other states? On what issue(s)?
- ⌘ Coming out of this workshop, what are your state's next 2-3 action steps regarding CCR accountability?

The Path Forward for States

1. Assess current state context and capacity in terms of
 - Student access
 - Data
 - Policy
 - Stakeholder engagement
2. Approach each indicator in steps
 - Step 1: from theory to collection and reporting
 - Step 2: from collection and reporting to use in accountability
3. Determine timeline for implementation
 - Progress unlikely to be linear
 - Incorporate into ESSA transition plan
4. Identify and address potential implementation hurdles

Getting This Right

States should to attend to the following issues:

- ⌘ **Definitions:** A rigorous and ongoing process must be in place to define and refine critical terms, such as “pathways that lead to a credential of value,” “high-skill, high-demand field,” and “Learning and Leadership experience.” Engagement with postsecondary education and industry is pivotal here.
- ⌘ **Validation of quality:** Verifying that a student’s performance or experience is both rigorous and meaningful for preparation is essential. This will likely come from outside the K-12 system.
- ⌘ **Timeline:** The timeline for action will vary from state to state. Movement from reporting to accountability must be based on the state’s comfort with the quality of data in each performance category.
- ⌘ **Performance expectations:** States need to balance the rigor of expecting all students to be postsecondary and career ready with the reality that we are far from that goal. States would be wise to set realistic targets for school performance and increase them over time.

Getting This Right - Data

- ⌘ Transition from self report to individual student data
 - Requires new data agreements (and new partnerships for collecting/sharing information) to get individual student data
 - Employers and other external partners will need to collect and share information about student skill development
 - Clear methods for measuring “professional” skills (through surveys, assessments, project demonstrations, competitions, etc.) will need to be developed and verified
- ⌘ Define which IRCs have value in the field and have an ongoing process for identification and validation
- ⌘ Partner with industry to validate technical skills assessments
- ⌘ Create a plan to obtain individual student data* across state lines regarding enrollment in remediation, certification, apprenticeships, and employment

* Protecting student privacy should remain paramount in all state actions to improve data availability

Questions and Feedback

For questions about the initial recommendations and/or to provide feedback, please contact:

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