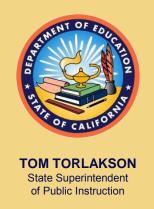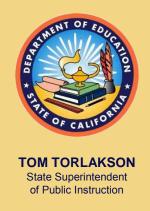# The College and Career Indicator (CCI)

Background

- In September 2012, California *Education Code* was amended to require the inclusion of a CCI into the high school Academic Performance Index (API).

- In 2014, the Technical Design Group (TDG) and the Public Schools Accountability Act (PSAA) Advisory Committee began discussing how to incorporate the CCI in the API.

Background (Cont.)

- The PSAA Advisory Committee and TDG determined that a single universal measure would not adequately determine if students were ready for postsecondary options that would also fairly compare all schools and still allow students to pursue various options to prepare for postsecondary.
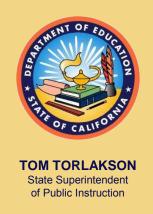
Background (Cont.)

- As a result, the PSAA Advisory Committee and the TDG concluded that the CCI needed to contain multiple measures, which resulted in the development of the Standards Model.

Background (Cont.)

- To assist with the development of the CCI Standards Model and to gather input on the proposed methodology and measures, the California Department of Education (CDE):

  – Held six regional meetings

  – Held one statewide Webinar

  – Conducted a statewide survey

Background (Cont.)

- The CDE also contracted with the Educational Policy Improvement Center (EPIC), with Dr. David Conley as the project lead.

- The contract required EPIC to produce literature reviews on the most valid and reliable measures for determining whether students were prepared for postsecondary options.

Background (Cont.)

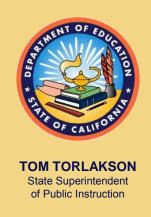- Dr. Conley presented the final paper, with recommendations for college and career measures, to the PSAA Advisory Committee in December 2014 and to the State Board of Education (SBE) at the May 2015 SBE meeting.

Standards CCI Model

- The Standards CCI Model has four performance levels to align with the four Smarter Balanced assessment levels:
    - Well Prepared
    - Prepared
    - Approaching Preparedness
    - Not Prepared

College and Career Measures

- The Standards CCI Model currently contains the following measures:
  - AP exam results
  - Early Assessment Program (EAP) results for English language arts/literacy (ELA) and mathematics
  - a-g completion
  - Career Technical Education (CTE) pathway completion

- These measures were used for simulation purposes (See Handout 1)

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College and Career Measures (Cont.)

- The following measures will be added by September 2016:
  - International Baccalaureate (IB)
  - Dual Enrollment
- These measures will be available in 2017 (for the 2016–17 graduation cohort):
  - State Seal of Biliteracy
  - Golden State Seal Merit Diploma

Formula

- Based on the benchmarks determined by the TDG and stakeholders, schools and LEAs will receive credit for students who meet specific benchmarks on college and/or career measures.

- The calculation formula is:

$$\frac{Students\ Who\ Meet\ the\ CCI\ Benchmark\ of\ "Prepared"\ or\ "Well\ Prepared"}{Current\ Year\ Graduation\ Cohort}$$

Status Cut Points

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State Superintendent
of Public Instruction

- Based on the calculation results:
  - "Very Low" Status Level was set at less than 5%
  - "High" Status Level was set at 50% or more

Status Cut Points (Cont.)

Status: The following table provides the proposed cut points for each status level:

Status Level	Status Cut Point
Very Low	CCI is less than 5%
Low	CCI is 5% to less than 25%
Median	CCI is 25% to less than 50%
High	CCI is 50% to less than 75%
Very High	CCI is 75% or greater

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State Superintendent
of Public Instruction

Status Cut Points (Cont.)

Percentile	% Prepared for College or Career	Status Level
5	1.9500	Very Low
10	3.4000	
14.6	5.0000	Low
15	5.3000	
20	7.7000	
25	9.9000	
30	12.6000	
35	16.7500	
40	20.3000	
45	24.6000	
45.5	25.0000	Median
50	28.2000	
55	32.0500	
60	38.0000	
65	40.9500	
70	44.0000	
75	47.1500	
78	50.0000	High
80	52.0000	
85	57.2500	
90	65.4000	
95	72.5500	
96.4	75.000	Very High

See Handout 2

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Change Cut Points

Change: The following table provides the proposed cut points for each change level:

Change Level	Change Cut Point
Declined Significantly	CCI declined by more than 10%
Declined	CCI declined 1% to 10%
Maintained	CCI declined or increased by less than 1%
Increased	CCI increased by 1% to less than 10%
Increased Significantly	CCI increased by 10% or more

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Change Cut Points (Cont.)

Percentiles	% Prepared for College or Career	Change Levels
5	-16.4000	Declined Significantly
10	-11.0000	
11	-10.0000	Declined
15	-7.0000	
20	-5.2000	
25	-3.5500	
30	-2.4000	
35	-1.3000	
37.1	-1.0000	
40	-.4000	Maintained
45	.1500	
50	1.0000	Increased
55	1.6000	
60	2.4000	
65	3.0000	
70	4.2000	
75	5.5500	
80	6.8000	
85	9.2500	
86.9	10.0000	Increased Significantly
90	11.7000	
95	18.8500	

See Handout 3

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Example of Performance on CCI

Example: A school with an Increase in **Change** and a Very Low **Status** would have an overall performance of Orange for the CCI.

Change

Level	Declined Significantly by more 10%	Declined by 1% to 10%	Maintained Declined or improved by less than 1%	Increased by 1% to less than 10%	Increased Significantly by 10% or more
Very High 75% or more	Yellow	Blue	Blue	Blue	Blue
High 50% to less than 75%	Orange	Yellow	Green	Green	Blue
Median 25% to less than 50%	Orange	Orange	Yellow	Green	Green
Low 5% to less than 25%	Red	Orange	Orange	Yellow	Yellow
Very Low Less than 5%	Red	Red	Red	Orange	Yellow

Status

See Handout 4

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Statewide Summary Results

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of Public Instruction

	Red	Orange	Yellow	Green	Blue
ALL DISTRICTS* (609)	67 (11.0%)	223 (36.6%)	126 (20.7%)	140 (23.0%)	53 (8.7%)
ALL SCHOOLS* (1,302)	111 (8.5%)	451 (34.6 %)	267 (20.5%)	308 (23.7%)	165 (12.7%)

See Handouts 5 and 6 for complete statewide district, school, and student group results.

* Alternative schools, county offices of education, and schools with less than 30 students enrolled or less than 30 in the graduation cohort were excluded from the count.

Discussion Questions

- Should the CCI be a state or local indicator?

- Is the red performance category (i.e., less than 5%) which may trigger interventions for schools, and possibly local educational agencies (LEAs), appropriate?

- Is the green performance category, which establishes a statewide goal of 50% appropriate for all schools and LEAs?

College and Career Indicator Standard Model

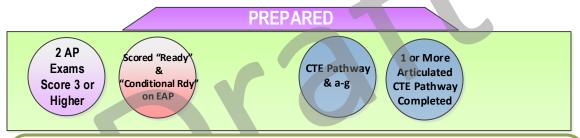*Points are awarded based on a student's highest achievement on any one measure *.*
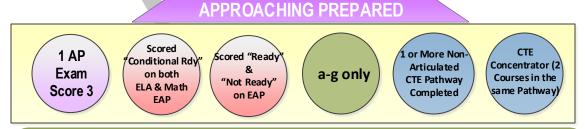Student data from CALPADS 4-year cohort (same cohort as grad rate)

WELL PREPARED

- 3 or More AP Exams Score 3 or Higher
- Scored "Ready" on both ELA & Math EAP
- Articulated CTE Pathway & a-g
- Future Indicators: Industry Certificate
- Career Assessment

Does the student meet at least one measure above?
If yes, the student is WELL PREPARED. If not, does the student meet any measures below?

PREPARED

- 2 AP Exams Score 3 or Higher
- Scored "Ready" & "Conditional Rdy" on EAP
- CTE Pathway & a-g
- 1 or More Articulated CTE Pathway Completed

Does the student meet at least one measure above?
If yes, the student is PREPARED. If not, does the student meet any measures below?

APPROACHING PREPARED

- 1 AP Exam Score 3
- Scored "Conditional Rdy" on both ELA & Math EAP
- Scored "Ready" & "Not Ready" on EAP
- a-g only
- 1 or More Non-Articulated CTE Pathway Completed
- CTE Concentrator (2 Courses in the same Pathway)

Does the student meet at least one measure above?
If yes, the student is APPROACHING PREPARED. If not, the student is NOT PREPARED

NOT PREPARED

The Student Did Not Meet Any Measures Above.
The Student is NOT PREPARED.

* Measure: Each measure identified in this conceptual model may be a college measure, a career measure, or a combination of both.

NOTE: The following measures will be added when available:
- International Baccalaureate (IB)
- Dual Enrollment
- State Seal of Biliteracy
- Golden State Seal Merit Diploma

Distribution for Status
College and Career Indicator

STATUS

Percentile	% Prepared for College or Career	Status Level
5	1.9500	Very Low
10	3.4000	
14.6	5.0000	Low
15	5.3000	
20	7.7000	
25	9.9000	
30	12.6000	
35	16.7500	
40	20.3000	
45	24.6000	
45.5	25.0000	Median
50	28.2000	
55	32.0500	
60	38.0000	
65	40.9500	
70	44.0000	
75	47.1500	
78	50.0000	High
80	52.0000	
85	57.2500	
90	65.4000	
95	72.5500	
96.4	75.000	Very High

Total Number of Districts = 609

Distribution for Change
College and Career Indicator

Change

Percentiles	% Prepared for College or Career	Change Levels
5	-16.4000	Declined Significantly
10	-11.0000	
11	-10.0000	Declined
15	-7.0000	
20	-5.2000	
25	-3.5500	
30	-2.4000	
35	-1.3000	
37.1	-1.0000	
40	-.4000	Maintained
45	.1500	
50	1.0000	Increased
55	1.6000	
60	2.4000	
65	3.0000	
70	4.2000	
75	5.5500	
80	6.8000	
85	9.2500	
86.9	10.0000	Increased Significantly
90	11.7000	
95	18.8500	

Total Number of Districts = 609

College and Career Performance Categories

College and Career Change

Level	Declined Significantly by more 10%	Declined by 1% to 10%	Maintained Declined or improved by less than 1%	Increased by 1% to less than 10%	Increased Significantly by 10% or more
Very High 75% or more	Yellow	Blue	Blue	Blue	Blue
High 50% to less than 75%	Orange	Yellow	Green	Green	Blue
Median 25% to less than 50%	Orange	Orange	Yellow	Green	Green
Low 5% to less than 25%	Red	Orange	Orange	Yellow	Yellow
Very Low Less than 5%	Red	Red	Red	Orange	Yellow

(Left axis label: College and Career Status)

Statewide Districts' Performance

# of Districts	Red	Orange	Yellow	Green	Blue
609	67 (11.0%)	223 (36.6%)	126 (20.7%)	140 (23%)	53 (8.7%)

Statewide Schools' Performance

# of Schools	Red	Orange	Yellow	Green	Blue
1,302	111 (8.5%)	451 (34.6%)	267 (20.5%)	308 (23.7%)	165 (12.7%)

Performance by School Type

School Type	# of Schools	Red	Orange	Yellow	Green	Blue
Non Charter	1076	56 (5.2%)	364 (33.8%)	204 (19.0%)	290 (27%)	162 (15.1%)
Charter	226	55 (24.3%)	87 (38.5%)	63 (27.9%)	18 (8%)	3 (1.3%)
Small Schools*	26	4 (15.4%)	6 (23.1%)	15 (57.7%)	1 (3.8%)	0 (0.0%)
Non Small Schools	1276	107 (8.4%)	445 (34.9%)	252 (19.7%)	307 (24.1%)	165 (12.9%)

*Small schools have 30 to 99 students enrolled.

District College and Career Indicator
Performance Categories for Student Groups

Student Groups	Total*	Red	Orange	Yellow	Green	Blue
All Districts	609	67 (11.0%)	223 (36.6%)	126 (20.7%)	140 (23.0%)	53 (8.7%)
African American	148	16 (2.6%)	61 (10.0%)	27 (4.4%)	34 (5.6%)	10 (1.6%)
Asian	170	2 (0.3%)	26 (4.3%)	38 (6.2%)	63 (10.3%)	41 (6.7%)
Filipino	90	0 (0%)	33 (5.4%)	14 (2.3%)	32 (5.3%)	11 (1.8%)
Hispanic/Latino	463	63 (10.3%)	167 (27.4%)	96 (15.8%)	101 (16.6%)	36 (5.9%)
Native American	7	2 (0.3%)	2 (0.3%)	1 (0.2%)	2 (0.3%)	0 (0%)
Pacific Islander	15	2 (0.3%)	7 (1.1%)	2 (0.3%)	2 (0.3%)	2 (0.3%)
Two or More Races	54	1 (0.2%)	16 (2.6%)	11 (1.8%)	17 (2.8%)	9 (1.5%)
White	399	19 (3.1%)	134 (22.0%)	91 (14.9%)	109 (17.9%)	46 (7.6%)
Socioeconomically Disadvantaged	547	74 (12.2%)	186 (30.5%)	122 (20.0%)	117 (19.2%)	48 (7.9%)
English Learners	290	56 (9.2%)	95 (15.6%)	63 (10.3%)	62 (10.2%)	14 (2.3%)
Students with Disabilities	243	45 (7.4%)	89 (14.6%)	53 (8.7%)	47 (7.7%)	9 (1.5%)

*Total = Number of districts with 30 or more students at the schoolwide level and student group level.

For all percentages calculated above, the total number of districts (609) was used for the denominator.

School College and Career Indicator
Performance Categories for Student Groups

Student Groups	Total*	Red	Orange	Yellow	Green	Blue
All Schools	1,302	111 (8.5%)	451 (34.6 %)	267 (20.5%)	308 (23.7%)	165 (12.7%)
African American	235	31 (2.4%)	78 (6.0%)	51 (3.9%)	51 (3.9%)	24 (1.8%)
Asian	310	2 (0.2%)	77 (5.9%)	59 (4.5%)	71 (5.5%)	101 (7.8%)
Filipino	106	3 (0.2%)	31 (2.4%)	18 (1.4%)	31 (2.4%)	23 (1.8%)
Hispanic/Latino	1,041	108 (8.3%)	379 (29.1%)	197 (15.1%)	237 (18.2%)	120 (9.2%)
Native American	5	0 (0%)	1 (0.1%)	0 (0%)	3 (0.2%)	1 (0.1%)
Pacific Islander	3	0 (0%)	1 (0.1%)	2 (0.2%)	0 (0%)	0 (0%)
Two or More Races	35	2 (0.2%)	10 (0.8%)	0 (0%)	18 (1.4%)	5 (0.4%)
White	776	42 (3.2%)	240 (18.4%)	173 (13.3%)	205 (15.7%)	116 (8.9%)
Socioeconomically Disadvantaged	1,179	120 (9.2%)	407 (31.3%)	237 (18.2%)	275 (21.1%)	140 (10.8%)
English learners	670	142 (10.9%)	185 (14.2%)	146 (11.2%)	140 (10.8%)	57 (4.4%)
Students with Disabilities	589	149 (11.4%)	164 (12.6%)	130 (10.0%)	111 (8.5%)	35 (2.7%)

*Total = Number of schools with 30 or more students at the schoolwide level and student group level.

For all percentages calculated above, the total number of schools (1,302) was used for the denominator.