

Exploring Other States College and Career Indicators

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Introduction

The Public Schools Accountability Act (PSAA) of 1999 (Chapter 3, Statutes of 1999) provided a framework for a comprehensive statewide school accountability program. The cornerstone of that program is the Academic Performance Index (API), which currently consists of test results only. California *Education Code (EC)* Section 52052(a)(4)(C) requires that the results of tests used in the API constitute at least 60 percent of the value of the index.

Senate Bill (SB) 1458 (Chapter 577, Statutes of 2012) amended the construct of a high school's API. As a result of this legislation, current *EC* Section 52052(a)(4)(F) now requires that beginning in 2015–16 (i.e., 2015 Base API and 2016 Growth API), the Standardized Testing and Reporting (STAR) results and the California High School Exit Examination (CAHSEE) results be limited to 60 percent of the API value for secondary schools. The remaining 40 percent or more must be from other measures that are valid, reliable, and stable. SB 1458 states that student preparedness for postsecondary education and career may be incorporated into the index for secondary schools. For primary and middle schools, *EC* Section 52052(a)(4)(G) requires that the results of tests used in the API may constitute at least 60 percent of the value of the index, which is the same as the current API requirements.

California *EC* Section 52052, which established the PSAA, also provides for an Advisory Committee to assist the State Superintendent of Public Instruction (SSPI) and the State Board of Education (SBE) in the creation of the API. To provide technical assistance and guidance, the Committee in turn established a Technical Design Group (TDG), comprised of measurement experts from higher education, research specialists, and local educational agency (LEA) representatives.

Purpose

This paper provides an overview of other states' college and career readiness indicators.

Overview of Other States College and Career Readiness Indicators

In January 2013, the staff at the California Department of Education analyzed the accountability indicators of several other states to determine what college and/or career indicators have been implemented. The table below summarizes those findings. The next section provides the details of the analysis.

State	Grad Rate	Participation in Advanced Courses	Dual Enrollment	AP test	IB Test	ACT	SAT	AICE	College Remediation Rate	Participation in CTE	Pathway Completion	Industry Certificate	Bonus Points	Other
Connecticut	X	X	X											
Florida	X		X	X	X	X	X	X				X	X	High school grad rate of low achieving grade 8 students
Georgia	X			X	X	X	X		X		X	X		Attendance rates; writing test
Illinois	X		X	X	X	X						X	X	School climate and culture survey
Indiana	X		X	X	X							X		
Kentucky	X					X				X				
Oklahoma	X	X	X	X	X	X	X	X	X			X	X	School Climate Survey; parent engagement; taking college and career classes; high school grad rate of low achieving grade 8 students
Oregon	X		X	X	X									
Tennessee	X		X	X	X	X			X			X		Percent of students that complete one year of postsecondary
Texas	X	X												Used results from state assessments to determine college/career readiness
Total	10	3	7	7	7	6	3	2	3	1	1	6	3	

AICE = Advanced International Certificate of Education

Advanced Courses = Advanced Placement (AP), International Baccalaureate (IB), (TX = Algebra I & II, Geometry, Biology Chemistry Physics, etc.)

CTE = Career Technical Education

Exploring Other States' College and Career Readiness Indicators

Many states are transitioning their accountability systems to include other, non-assessment based indicators. This paper provides an overview on how some states are measuring college and career readiness. States are listed in alphabetical order.

Connecticut

Overview

Currently, Connecticut is incorporating a college readiness measure using four- and five-year cohort graduation rates into its new accountability system. In future years, Connecticut will be adopting and implementing Common Core State Standards (CCSS) for college and career readiness (Connecticut State Department of Education, 2012). In addition to implementing the CCSS, Connecticut is expanding advanced course opportunities for low-income students and focusing on increasing the number of students taking AP (math, English, and science) and dual enrollment opportunities.

Florida

Overview

Florida's accountability system awards points to indicators for determining a letter grade (A, B, C, D, or F) (Florida Department of Education, 2012). For high schools, 50 percent of the schools' performance consists of assessment test results and student improvement. The other 50 percent is derived from three additional indicators:

1. Accelerated Curricula
2. Graduation Rate
3. College Readiness

The Accelerated Curricula and College Readiness indicators have college and career readiness measures incorporated into them.

Accelerated Curricula

The Accelerated Curricula has two subcategories: participation and performance.

Students are considered participating when they have:

- a. Taken at least one exam in AP, IB, AICE, or Industry Certification; **or**
- b. Completed at least one dual enrollment course with an earned grade

Schools can receive bonus points if participation increases by 5 percent or more from the previous year. Conversely, schools can lose points if participation decreases by 10 percent or more from the previous year.

Performance is based on the AP, IB, AICE, or Industry Certification exam or the completion of college level courses as described below:

Data Element	Criteria
AP, IB, or AICE	A score high enough to earn college credit
Dual Enrollment	Attaining a course grade of a “C” or higher
Industry Certification	Passing

College Readiness

College readiness is determined by students (who graduate on time) scoring college ready (based on ACT, SAT, College Placement Test, or Postsecondary Education Readiness Test results).

Georgia

Overview

Georgia’s high school accountability system, College and Career Ready Performance Index, has three categories (Georgia Department of Education, 2013):

1. Content Mastery
2. Post High School Readiness
3. Graduation Rate

Post High School Readiness

The Post High School Readiness section is used to measure college and career readiness. It is measured in various ways:

- Students who score at the Exceeds level on an End-of-Course Test (ECT)
- Students who complete a Career, Technical, and Agricultural Education (CTAE) pathway, an advanced academic pathway, fine arts pathway, or world language pathway within their program study
- Students who complete CTAE pathway and earn a national industry recognized credential or pass an end-of-pathway assessment test
- Students who meet or exceed the required score on the American Literature ECT

- Students who score at the Meets or Exceeds level on the Georgia High School Writing Test
- Graduates who enter the Technical College System of Georgia (TCSG) (without remediation or learning support), meet the required score on the composite ACT (score of 22 or greater) or on the combined SAT (score of 1550 or greater), score 3 or higher on two or more AP exams, or score 4 or higher on two or more IB exams
- Graduates who earn two or more high school credits in the same world language
- Attendance rate ($\frac{\text{\# of days attended}}{\text{\# of days attended} + \text{\# of days absent}}$)

Illinois

Overview

Currently, Illinois' new accountability system has not been approved by the U.S. Department of Education (ED). Therefore, the information provided is subject to change. Illinois' proposed additional indicators fall under four main categories (Illinois State Board of Education, 2012):

1. Student Outcomes (i.e. graduation rates)
2. Student Achievement
3. Student Progress
4. Context of Schools (bonus)

Student Achievement

In the Student Achievement category, Illinois measures both college and career readiness and mastery for elementary schools (grades three through eight) and high schools (grades nine through twelve).

For elementary schools, college and career readiness is measured by the percentage of students who are at the "meets" or "exceeds" performance level in:

- Reading, math, and science on the state assessment test
- Alternate assessment test
- EXPLORE (a college and career assessment test) in grade eight

College mastery is measured by the percentage of students who are at the "exceeds" performance level for the same tests.

For high schools, college and career readiness is measured by the percentage of students who are at the “meets” or “exceeds” performance level in:

- Reading, math, and science on the EXPLORE test (grade nine)
- PLAN (grade ten college and career assessment test)
- Alternate assessment (grade eleven)
- The PSAE (two-day standardized test taken in grade eleven)

College and career mastery is measured by the percentage of students who meet ACT college readiness benchmarks and by the percentage earning a WorkKeys National Readiness Certificate.

Context of Schools

The Context of Schools category contains some college and career readiness measures. In this category, schools can earn bonus points if they are rated as excellent on school surveys. High schools also receive bonus points for students who:

- Take the AP exam (with a score of 3 or higher)
- Take the IB exam
- Take dual enrollment or honor courses
- Receive industry credentials

Indiana

Overview

Indiana’s accountability system is based on grades (A, B, C, D, or F). It focuses on student growth, graduation rate, and college and career readiness (Indiana Department of Education, 2012).

College and Career Readiness (High School Only)

Indiana measures college readiness by a passing score on the AP or IB exam, three college credits completed from the Priority Liberal Arts or CTE course lists, or an approved industry certification.

Kentucky

Overview

Kentucky's accountability system, called Unbridled Learning, uses a 100-point scale that measures accountability in three categories (Kentucky Department of Education, 2012):

1. Next-Generation Learners
2. Next-Generation Instructional Programs and Support
3. Next-Generation Professionals

Next-Generation Learners

The bulk of a school's score (>70 percent) is from the indicators in this category, which includes college and career readiness measures.

Kentucky determines college readiness by students test results on the:

- ACT
- COMPASS (college placement test)
- Kentucky Online Testing in English, math, and reading
- EXPLORE (only for middle schools)

For career readiness, students must meet the benchmark in both the following areas:

1. Career-ready academic (Armed Services Vocational Aptitude Battery or ACT WorkKeys); **and**
2. Career-ready technical (Kentucky Occupational Skills Standards Assessment or received an Industry-recognized Career Certificate)

Oklahoma

Overview

Oklahoma uses a grade system for its accountability system (A, B, C, D, or F). In order to measure accountability, Oklahoma has three different categories (Oklahoma State Department of Education, 2012):

1. Student Achievement
2. Student Growth
3. Whole School Performance

Whole School Performance

The Whole School Performance category measures college and career readiness. For high schools, Oklahoma measures college and career readiness by participation and

performance. For participation, schools can receive credit for students who participate in:

- Industry Certification courses
- Advanced courses (AP, IB, the AICE program, and DE)
- College entrance exams (ACT or SAT)

For performance, schools can receive credit for students' performance on or in:

- The AP exam (scoring a 3 or better)
- AICE
- The IB exam (scoring a 4 or better)
- Industry Certification courses
- Dual enrollment courses
- College entrance exam

Other indicators for whole school performance include four-year graduation rate, low achieving grade eight students who graduate high school, and five-year cohort graduation rate.

Schools can also receive bonus points in the area of whole school performance by meeting the following criteria:

- Achieving Classroom Excellence (ACE) Graduation Plan Participation – points are awarded to schools that have 90 percent or more of students taking College and Career Preparatory Curriculum
- College Remediation Rates – points are awarded to schools that have 25 percent or less graduates enrolled in college remedial classes (reading, English, math, or science)

Oregon

Overview

Oregon's accountability system is based on a 40/40/20 Goal, which states that by 2025 40 percent of adults will have a bachelor's degree or higher, 40 percent will have at least an associate's degree or postsecondary credential, and 20 percent will have at least a high school diploma (Oregon Department of Education, 2012).

The student performance indicators for high schools are:

1. Students who earn college credit through AP, IB, dual enrollment, or college enrollment
2. Four- and five-year cohort graduation rates
3. Post-Secondary enrollment (collected by National Student Clearinghouse)

Tennessee

Although Tennessee measures college and career readiness, it is not incorporated into its formal accountability system (Tennessee State Board of Education, 2012). Instead, Tennessee has identified college and career readiness goals as the percent of:

- Grade seven students who score at or above proficient on the reading/ language arts state (RLA) and math assessment
- Grade eight students who score at or above proficient on the National Assessment of Educational Progress (NAEP) RLA and math assessment
- Grade eight students who meet college readiness benchmarks on the EXPLORE in English, reading, math, and science
- Grade ten students who meet college readiness benchmarks on the PLAN in English, reading, math, and science
- Students who score at or above proficient on the end-of-course assessment in English III and Algebra II
- High school students who meet college readiness benchmarks on the ACT in English, reading, math, and science
- First-time grade nine students who graduate on-time with a regular diploma
- High school graduates who enroll in credit-bearing college courses
- High school graduates who earned or are eligible for college credit through dual enrollment, dual credit, the AP exam, the IB exam or have earned an Industry Certification
- Recent public high school graduates who enroll in a postsecondary institution

Tennessee will include the above measures in the Department's annual report card and State Board of Education's annual performance report.

Texas

Overview

Texas plans on implementing its accountability system in two phases (1) Closing Performance Gaps in 2013–14; and (2) Student Progress and Postsecondary Readiness in 2014–15 (Texas Education Agency, 2012).

Postsecondary Readiness

Texas will measure postsecondary readiness by students' performance on State of Texas Assessments of Academic Readiness (STAAR) or end-of-course assessments in 12 subject areas and by using four- and five-year cohort graduation rates.

Postsecondary readiness is defined as those students who score at the “advanced” performance level on any of the following end-of-course assessments:

1. Algebra I
2. Algebra II
3. Geometry
4. Biology
5. Chemistry
6. Physics
7. English I
8. English II
9. English III
10. World geography
11. World history
12. U.S. history

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