Item 1: Update on Implementing a New State Accountability System: Study Session on the College/Career Indicator

State Board of Education

May 7, 2019

TONY THURMOND
State Superintendent of Public Instruction

Agenda

- The Accountability System: How Does the College/Career Indicator (CCI) Fit into the System?

- Background and Details on the CCI

- Presentations
  - UC Davis, California Education Lab
  - Madera Unified School District

- CCI Work Plan Overview

- Board Discussion and Questions

- Public Comment

The Accountability System:
How Does the CCI Fit into the System?

Catalyst for Development of the CCI

- In 2012, Governor Jerry Brown signed into law Senate Bill 1458, which called for California's school accountability system to:
  - Expand its focus beyond standardized test scores, and
  - Incorporate a broader set of measures demonstrating student achievement

Use of Broad Course of Study in the Dashboard

- Local Control Funding Formula (LCFF) includes:
  - Priority 7: Access to a Broad Course of Study (local indicator)
  - Priority 8: Outcomes in a Broad Course of Study (state indicator)

Background and Details on the CCI

What is the CCI?

- One of six state indicators reported on the California School Dashboard (the Dashboard)

- Based on students in each four-year graduation cohort—or grade twelve graduation—rate for students attending schools with Dashboard Alternative School Status (DASS)

- Uses specific criteria that are reliant on both test and course completion results to determine student preparedness levels

Three CCI Levels

- Currently, students are placed in **one of three** levels of preparedness for college or career:

  - Not Prepared

  - Approaching Prepared

  - Prepared

- The development of a fourth level, "Well Prepared", was postponed until additional career measures become available

Development of the CCI: Intended Purpose

- Provides a more complete picture, beyond graduation rates, of how well LEAs and high schools are preparing students for success after high school.

- Emphasizes that a high school diploma represents the completion of a broad and rigorous course of study that prepares students for success after high school.

- Encourages high schools to provide all students with a rigorous **broad course of study**

- Represents good policy and reflects the priorities of California educators and stakeholder groups.

Cumulative Achievement versus Snapshot

- Each student's **cumulative achievement over their four years in high school** is used to place students across the three CCI performance levels.

- While the Smarter Balanced Summative Assessments (SBAC) grade eleven assessments are a one-day snapshot taken when a student is in grade eleven, the CCI is a reflection of what students have accomplished from grade nine through grade twelve.

Current CCI Measures Approved by the SBE

- Career Technical Education (CTE) Pathway

- Leadership/Military Service (approved September 2018)

- State Seal of Biliteracy (approved September 2018)

- College Credit Courses

- Smarter Balanced Summative Assessments

- Advanced Placement (AP) Exams

- International Baccalaureate (IB) Exams

- a–g Course Completion

Overview of the CCI Development Process
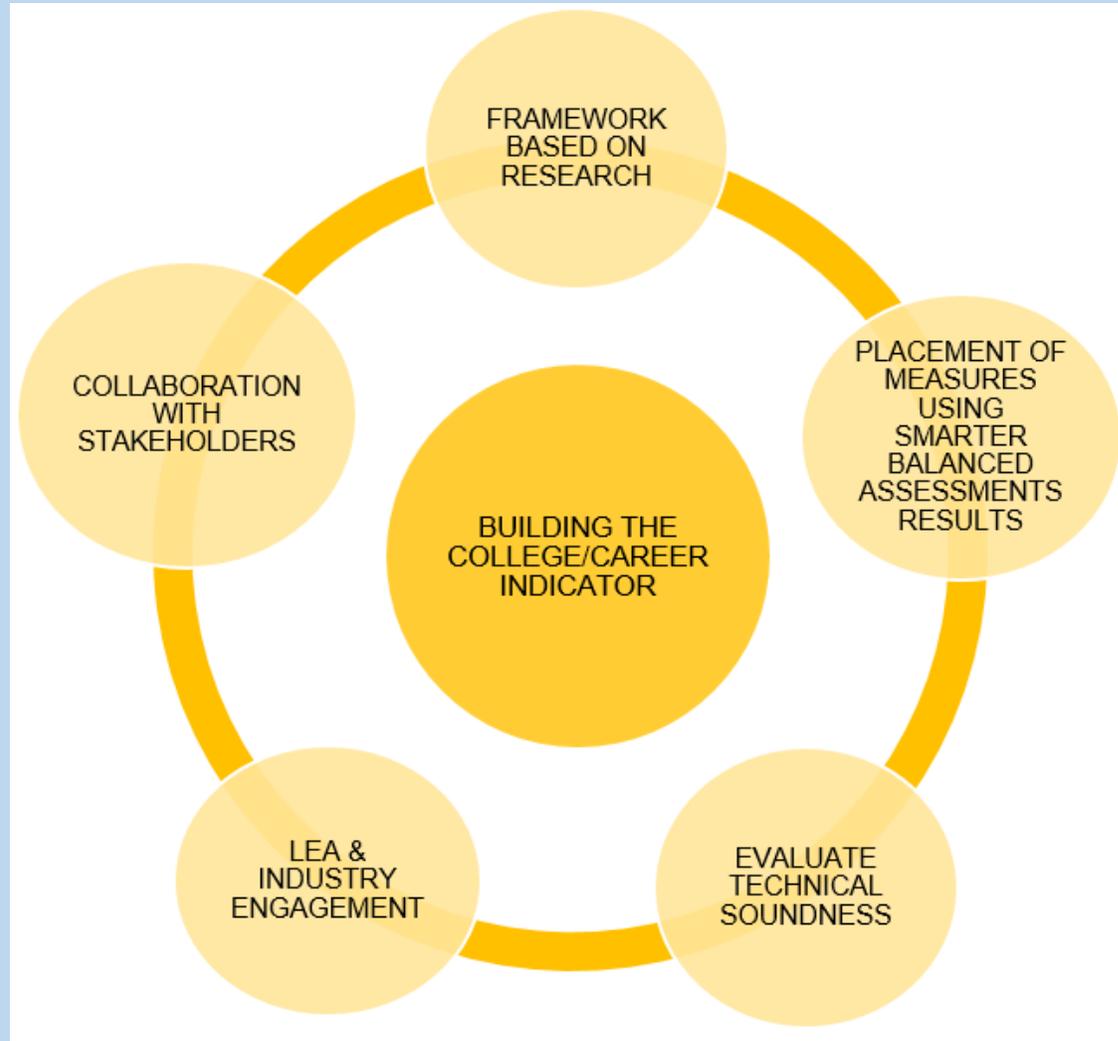
Initial Phase of Development

Early Outreach on the CCI

- Development began in 2014, with extensive input from educational stakeholders and researchers:
    - CDE held one statewide Webinar and six regional meetings
    - Approximately 500 people attended the meetings and 146 attendees provided public comment

- CDE then conducted a statewide survey to obtain feedback on the CCI methodology and measures
    - Received 1,768 responses

Research Underpinnings

- In building the CCI model, the CDE relied upon the research findings of three education scholars:

  - David Conley, Professor of Educational Policy and Leadership at University of Oregon; former CEO of Educational Policy Improvement Center (EPIC)

  - Michal Kurlaender, University of California, Davis, California Education Lab

  - Linda Darling-Hammond, Charles E. Ducommun Professor of Education Emeritus at Stanford University, Founding President of the Learning Policy Institute, and Founder of the Stanford Center for Opportunity Policy in Education (SCOPE)

Research Underpinnings: David Conley

- CDE contracted with EPIC, with Dr. David Conley as the project lead, to conduct a literature review of the most valid and reliable measures for determining whether or not students were prepared for postsecondary success.
  - Ten criteria were used to evaluate potential CCI measures

EPIC Findings

- Multi-tiered, multi-dimensional models led to a more valid representation of college and career preparedness than relying on a single measure.

- No one measure rated strong or weak across all ten criteria

- Course-taking behavior was singled out as **best predictor** of college success, relatively stable over time, understood by educators and non-educators, having little additional impact on schools, and covering all students

- Dual enrollment (i.e., college courses credit) emerged as a measure warranting future attention

- Biliteracy should be recognized as important measure for career success

Development of Multi-Measured CCI Model

- Emphasizes course-taking behavior as the best predictor of college success
  - a–g and CTE courses

- Incorporates well-established accountability measures with high degrees of stability
  - AP and IB exam scores

- Incorporates measures positively correlated with preparedness, persistence, and aspiration
  - College credit courses

CCI Roots in Early Assessment Program (EAP)

- The EPIC analyses was based on grade 11 ELA Early Assessment Program (EAP) results on the Standardized Testing and Reporting Program (STAR)

- The EAP was used to provide students with early indication (predictor) of their readiness to take college-level course work

- The EAP is now based entirely on the Grade 11 SBAC results for ELA and mathematics

Research Underpinnings: UC Davis

- In the September 2013 presentation—"Identifying Indicators of College Readiness and Success"—Kurlaender found:
  - Introduction of EAP reduced remediation rates among first-time freshmen at CSU, system-wide, in both ELA and mathematics
  - EAP could serve as reliable comparison measure in evaluating the validity of other CCI measures
  - EAP covers more students in graduation cohort than any other CCI measure

Research Underpinnings:
Linda Darling-Hammond

- Dr. Linda Darling-Hammond, and her colleagues at SCOPE, examined career readiness measures.

- In their report, "Recognizing College and Career Readiness in the California School Accountability System," Dr. Darling-Hammond and Soung Bae proposed **three types of career readiness measures** for inclusion in the CCI.

SCOPE Report Findings

- Completion of high-quality, integrated courses of study that support career readiness, analogous to the completion of a–g courses (e.g., CTE pathways).

- Satisfactory performance in a work-based learning experience (e.g., internships, apprenticeships) that meets specific standards (e.g., those adopted by California Partnership Academies or National Academy Foundation)

- Achievement on career-readiness assessments (e.g., ACT WorkKeys, NOCTI Job-Ready and Pathway Assessments), including those that result in industry-approved certificates, credentials, licenses, and badges that are valued by postsecondary institutions and businesses.

Additional SCOPE Report Findings

- Recognized value of student profiles in motivating students to create and pursue important goals for themselves.

- Singled out the State Seal of Biliteracy as an example of an accomplishment that might warrant formal recognition on the diploma or be included in a graduation portfolio.

Stakeholder Feedback in Initial Phase of CCI Development

- California Practitioners Advisory Group

- State Board of Education's (SBE's) Advisory Commission on Special Education

- County and District Staff

- CTE experts

- Advocacy stakeholder groups

Technical Design Group (TDG)

- Composed of LEA and charter school representatives and national experts in:
  - K–12 testing and assessment
  - Accountability systems
  - Research and Evaluation
- Evaluates technical soundness of the methodology of the CCI model at each stage of development.

Initial Placement Recommendations

- In developing the initial placement criteria for the Prepared level, the EAP results for ELA and mathematics were compared to student performance on each CCI measure
- This is consistent with the research from Conley and Kurlaender

Secondary Phase of Development

SBE Adoption of CCI

- In June 2016, CDE conducted two statewide CCI Stakeholder Webinars on the appropriate placement of each CCI measure (originally six measures)

- TDG provided recommendations for each of the CCI proposed measures

- In September 2016, SBE adopted the CCI as a state indicator and approved Status performance categories

Focus on Career Measures

- Based on recommendations by SCOPE report findings, and at the request of the SBE to strengthen career measures in the CCI, the CDE:

  - Convened two new work groups to identify potential career measures to be incorporated into the CCI

    - CCI Work Group

    - California Advisory Task Force on Alternative Schools

  - Began collecting data on career-centered coursework completion and work-based learning experiences for potential inclusion in the CCI

CCI Work Group

- Established in 2017 to advise the CDE on the development of additional career measures to address the current overemphasis on college measures.
  - Composed of practitioners and researchers from across the state
  - Based on their collective work:
    - Two new CCI measures were adopted by the SBE in September 2018: State Seal of Biliteracy and Leadership/Military Science
    - Seven new career measures were developed for collection in 2018–19, for potential inclusion in the Dashboard

California Advisory Task Force on Alternative Schools

- Joint project with the John W. Gardner at Stanford University, which is supported by a grant from the Stuart Foundation

- Has broad and geographically diverse representation

- Divided into three subcommittees

  - Modified Academic Indicators Subcommittee charged with developing modified measures for alternative schools

- Assisted in the development of career measures that will be collected for the first time in 2018–19

6 vs. 8: What's the difference?
An analysis of the impact of the change in measures included in
the College/Career Indicator

Michal Kurlaender, Sherrie Reed & Derek Rury

May 7, 2019

CALIFORNIA EDUCATION LAB
UC DAVIS SCHOOL OF EDUCATION

College/Career Indicator

2015-2016 6 Measures	2016-2017 & 2017-2018 8 Measures
SBAC Scores in ELA & Math	SBAC Scores in ELA & Math
IB Exams	IB Exams
AP exams	AP exams
College Credit Courses	College Credit Courses
A-G Completion + 1 Additional Criteria	A-G Completion + 1 Additional Criteria
CTE Pathway Completion + 1 Add Criteria	CTE Pathway Completion + 1 Add Criteria
	State Seal of Biliteracy
	Leadership/Military Science

Proportion of Students Meeting *Prepared* on CCI with 6 Measures
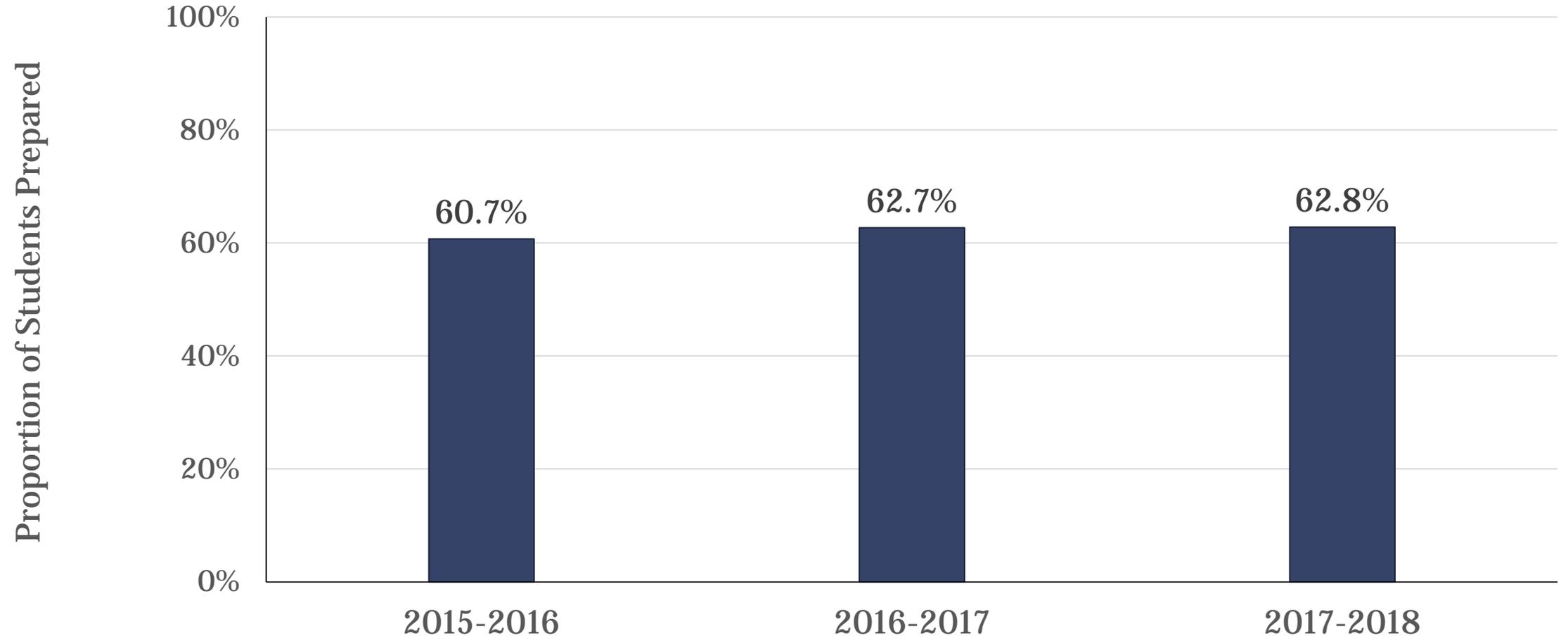
Proportion of Students Meeting *Prepared* on CCI with 8 Measures
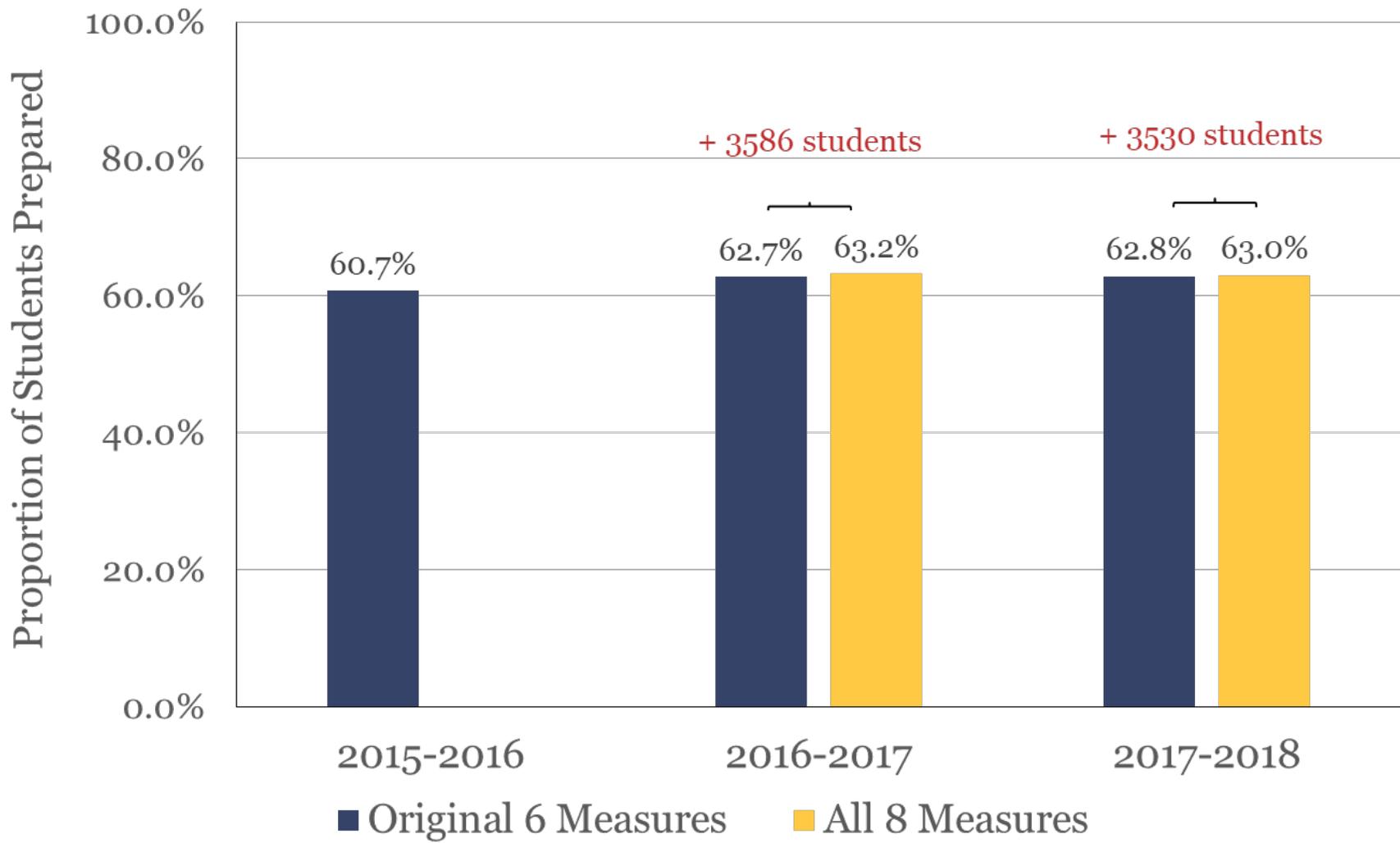
Proportion of Students Meeting Each Measure

CCI Measure	Percent of Students Meeting *Prepared*
SBAC Scores in ELA & Math	41.6%
A-G Completion + 1 Additional Criteria	33.6%
IB Exams	0.7%
AP exams	13.8%
College Credit Courses	1.5%
CTE Pathway Completion + 1 Additional Criteria	15.6%
State Seal of Biliteracy	6.1%
Leadership/Military Science	0.4%

Demographic Composition of Students Meeting *Prepared* Shifts with 8 Measures

	6 Pathways	8 Pathways	Difference
African American/Black	51.4%	51.5%	0.1
American Indian/Alaska Native	55.7%	56.0%	0.3
Asian	82.2%	82.4%	0.2
Filipino	72.4%	72.7%	0.3
Hispanic/Latino	54.9%	55.7%	0.8
Native Hawaiian or Pacific Islander	54.6%	54.8%	0.2
White	69.7%	69.9%	0.2
Two or More Races	67.3%	67.4%	0.1
Socioeconomically Disadavantaged	55.3%	55.9%	0.6
Foster	53.3%	53.5%	0.2
Homeless	51.3%	51.8%	0.5
English Language	45.8%	46.3	0.5
Special Education	44.2%	44.3%	0.1

Most Schools Have More Than 35% of Students Meeting *Prepared*

Proportion of Students Prepared

Very High (>70%)

High (55% - 69.9%)

Medium (35% - 54.9%)

Low (10% - 34.9%)
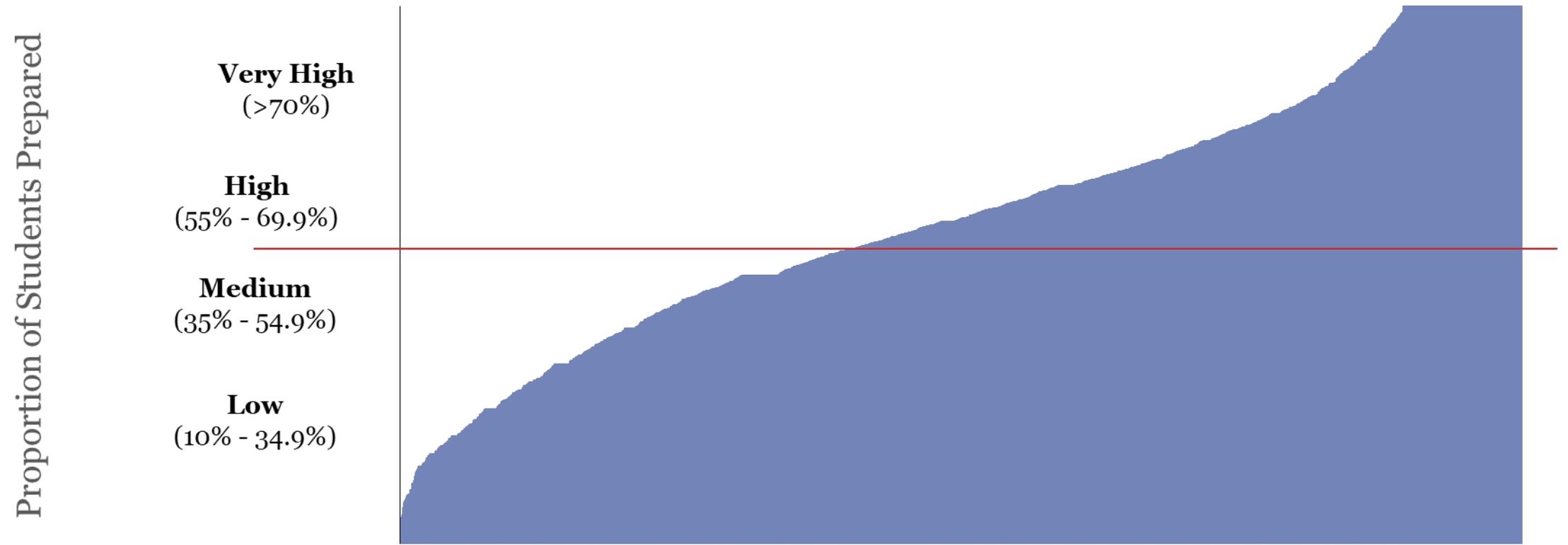
2800 Public High Schools in California in 2017-2018

Percent of Schools in the California School Dashboard Categories
6 measures vs. 8 measures

Level	Declined Significantly from Prior Year	Declined from Prior Year	Maintained from Prior Year	*Increased from Prior Year	Increased Significantly from Prior Year
Very High in Current Year	Yellow	Green	Blue	*Blue	Blue
*High in Current Year	*Orange	*Yellow	*Green	*Green	Blue
Medium in Current Year	Orange	Orange	Yellow	Green	Green
Low in Current Year	Red	Orange	Orange	Yellow	Yellow
Very Low in Current Year	Red	Red	Red	Orange	Yellow

6 Measures = 28.6%
8 Measures = 28.7%

6 Measures = 26.9%
8 Measures = 26.8%

6 Measures = 25.1%
8 Measures = 25.1%

6 Measures = 1.7%
8 Measures = 1.7%

6 Measures = 17.5%
8 Measures = 17.5%

85 schools benefited from addition of 2 measures

School Type	Number of Schools 2017-2018
Alternative & Continuation	2
Charter	12
Magnet	6
Traditional	65

	Total Enrollment of Cohort – Minimum	Total Enrollment of Cohort – Maximum	Total Enrollment of Cohort – Average
Schools that Benefited	27	861	314
Schools that Did Not Change	1	1300	173

Differences in School Characteristics – Racial Groups

	Schools that Benefited	Schools that Did Not Change	Difference
Black	5.9%	7.6%	-1.7%
White	21.7%	30.3%	-8.6%
Hispanic	59.7%	49.4%	10.3%
Asian	6.0%	5.1%	0.9%

Differences in School Characteristics – Student Groups

	Schools that Benefited	Schools that Did Not Change	Difference
SED	72.5%	70.3%	2.2%
Homeless	7.1%	7.2%	-0.1%
ELL	16.9%	14.9%	2.0%
Foster	0.9%	3.7%	-2.8%
Special Ed	11.8 %	22.3%	-10.5%

Next Steps

- Merge individual CCI measures with college outcomes (i.e. enrollment, first year GPA, persistence) to determine if they are actually predictive of college outcomes

- Explore the relationship between the proportion of students meeting *prepared* on the CCI in a school and school-level college outcomes

ABOUT MADERA UNIFIED

- K-12 district in the Central Valley
- 19,733 students in TK-12
- 5,531 9-12 grade students
  - 2 Comprehensive HS, 1 Continuation, 1 Community Day
  - 3rd HS under construction
- Majority of students of Hispanic/Latino descent
- 89% of students are low income
- 30% of students are English learners
- 70% of students classified as EVER-EL

Madera County, California

LCAP INITIATIVES THAT PERTAIN TO CCI

- Indicator 1A1 - Implementation of College and Career Readiness Initiatives
  - Increase access to rigorous academic programs
  - Implementation of Career Pathways
  - Targeted professional development for CTE Teachers
  - Expand student work-based learning opportunities
  - Concurrent enrollment middle school planning and implementation
  - Future career opportunities and career awareness exposure in the elementary years

HOW CCI HAS CHANGED OUR VISION

- Madera Unified has always had CTE. For many pathways, we had true 3-4 year pathways and for others we have had to revise sequencing and update courses.
  - 23 CTE pathways in 11 Industry Sectors
  - Increase Dual Enrollment and A-G opportunities for our courses
    - 90% are now A-G aligned, prior to 2015 we were at 25%
  - Driven by industry partners and local area needs through robust advisory committees ensure industry involved and robust pathways.
    - Strength of our programs is the willingness of industry to partner and assist in curriculum planning
    - Meet a minimum of 2 times per year by high school and pathway
    - District Advisory meets separately – 2 times per year

CCI IMPLEMENTATION

- CCI has helped us to put CTE as a higher priority for students and focus our attention to Dual Enrollment.

  - Bulk of work around counselor education on pathways and opportunities.

- Used collaboration with teachers, counselors, administrators and district office to look at how to get more students "Prepared"

- Our goal is for students to have the widest array of post-secondary options, with greatest number of choices around College and Career.

Agriculture & Natural Resources

Students engage in an instructional program that integrates academic and technical preparation and focuses on career awareness, career exploration, and skill preparation. The pathways emphasize real-world, occupationally relevant experiences of significant scope and depth. Integral components of classroom and laboratory instruction, supervised agricultural experience projects, and leadership and interpersonal skills development prepare students for continued training, advanced educational opportunities, or entry to a career.

Ag. Mechanics (Fabrication)
- Ag Mechanics I
- Ag Mechanics II
- Ag Fabrication+# (2 Period)
- Ag Welding+# (2 Period)

JOBS
- Ag. Engineer
- Welder
- Equipment Fabricator
- Machinist
- Equipment Operator

Ag. Mechanics (Power)
- Ag Mechanics I
- Small Engines
- Diesels
- Power Systems (2 Periods)

JOBS
- Agriculture Equipment Operator
- Farm Equipment Mechanic
- Service Technician

Agriscience
- Ag Biology*
- Ag Chemistry*

JOBS
- Research Assistant
- Water Quality Specialist
- Plant Scientist
- Agriscience Teacher
- Entomologist

Animal Science
- Ag Science I*
- Small Animal Vet Care
- Animal Science III *#
- Veterinary Science *#

JOBS
- Veterinarian Technician
- Animal Caretaker
- Kennel Operator
- Animal Breeder
- Ranch Manager
- Feed Nutritionist

Ornamental Horticulture
- Floral Design*
- Advanced Floral Design
- Retail Floral

JOBS
- Florist
- Floral Designer
- Botanical Specialist
- Nursery/ Greenhouse Manager

Plant Science
- Horticulture I +*
- Viticulture & Crops*#
- Crop Production New Course 2020-2021

JOBS
- Soil Conservationist
- Environmental Analyst
- Plant and Soil Scientist
- Crop Consultant
- Pest Control Advisor

Ag. Business
- Intro to Ag. Business +
- New Course 2020-2021
- Ag. Econ and Government +*

Students must be concurrently enrolled in another pathway to take these courses.

*Receives CSU/UC, A-G Credit; #Offered on Alternating Year; + College Credit Opportunity

GROWTH IN DUAL ENROLLMENT IN MADERA UNIFIED

- Through partnership with the Madera Center and Reedley College we have grown and are projected to continue growing Dual Enrollment for our students.

- Dual Enrollment sections are decided through our Dual Enrollment Council which is made up of teachers, administrators, counselors and college personnel.

  - We review and approve all new and renewal Dual Enrollment courses to ensure it meets the curricular and industry partner needs for our district.

	CTE Sections	Core Sections
2015-2016	3	0
2016-2017	2	0
2017-2018	8	4
2018-2019	16	11
2019-2020 (Predicted)	22	18

CTE DUAL ENROLLMENT SECTIONS BY AREA

- Most Dual Enrollment in CTE happens in the Spring Semester in order to get to know students and pre load any CTE standards not covered through the college section.

High School Class	CTE Course Level	Number of Sections	Fall Semester College Course	Spring Semester College Course
Child Development	Concentrator	2 Fall, 2 Spring	CD 1	CD39
Medical Terminology	Concentrator	3	HS Course Only	OT10
ROP Criminal Justice	Capstone	3	HS Course Only	CRIM 1
Ag. Civics/Econ	Capstone	2	HS Civics Course	ABGS2
Ag. Leadership	Concentrator	1	HS Course Only	AGBS4
ROP Careers in Education	Capstone	1	HS Course Only	ED10
Microsoft Office System	Concentrator	1	HS Course Only	IS15
Marketing	Capstone	1	HS Course Only	MKTG10

MADERA UNIFIED DASHBOARD
RESULTS FOR THE CCI: CLASS OF 2018

Red
Students with Disabilities

Orange
English Learners

Homeless

Yellow
No Students

Green
Hispanic

Socioeconomically Disadvantaged

White

Blue
No Students

No Performance Color
African American

American Indian

Asian

Filipino

Foster Youth

Two or More Races

USING DATA AND PREDICTIONS TO GUIDE OUR WORK

High School Diploma and any One of the Following:

Criterion 1*	Criterion 2*	Criterion 3	Criterion 4	Criterion 5	Criterion 6**	Criterion 7**	Criterion 8**	Criterion 9**	Criterion 10	Criterion 11
Smarter Balanced Summative Assessments: Level 3 or higher on ELA or Mathematics and at least a Level 2 on the other subject area	One semester/two quarters of College Credit Courses with a grade of C- or better in academic/CTE subjects	Score of Level 3 "Standard Met" or higher on both ELA and Mathematics on Smarter Balanced Summative Assessments	Two semesters/three quarters of College Credit Courses with a grade of C- or better in academic/CTE subjects	Score of 3+ on two AP exams or score of 4+ on two IB Exams	Completion of CTE Pathway	Smarter Balanced Summative Assessments: Level 3 or higher on ELA or Mathematics and at least a Level 2 on the other subject area	One semester/two quarters of College Credit Courses with a grade of C- or better in academic/CTE subjects	Score of 3+ on one AP exam or score of 4+ on one IB Exam	Two years of Leadership/Military Science and score of Level 3 or higher on ELA or Mathematics and at least a Level 2 on the other subject area on Smarter Balanced Summative Assessments	State Seal of Biliteracy awarded and score of Level 3 or higher in ELA on Smarter Balanced Summative Assessment
124	25	173	66	16	93	215	44	13	0	60

* Career Technical Education (CTE) Pathway Completion with a grade of C- or better in the capstone course plus one of two criteria

** Meet the University of California (UC) a–g Criteria plus one of four criteria

CLASS OF 2019 GRADE LEVEL READINESS PROFILE & CCI PROJECTIONS

	Prepared	*Approaching Prepared*	*Not Prepared*	*Total*
Exceeding Grade Level	97.9%	2.1%	0.0%	100.0%
Ready for Grade Level	70.3%	25.3%	4.4%	100.0%
Close to Grade Level	19.1%	48.5%	32.4%	100.0%
Below Grade Level	4.1%	42.6%	53.3%	100.0%
Far Below Grade Level	0.3%	22.7%	77.0%	100.0%
Class of 2019 Projections*	37.7% (2.1% decrease) 466 Students	35.5% (11.9% increase) 439 Students	26.8% (9.8% decrease) 331 Students	100.0% 1,236 Students

This image is titled "Agriculture & Natural Resources".

The text below the title reads,

"Students engage in an instructional program that integrates academic and technical preparation and focused on career awareness, career exploration, and skill preparation. The pathways emphasize real-world, occupationally relevant experiences of significant scope and depth. Integral components of classroom and laboratory instruction, supervised agricultural experience projects, and leadership and interpersonal skills development prepare students for continued training, advanced educational opportunities, or entry to a career."

Seven topics of study are listed below, accompanied by corresponding classes. These topics and classes are:

Ag. Mechanics (Fabrication)
- Ag Mechanics I
- Ag Mechanics II
- Ag Fabrication (offered on alternating year, college credit opportunity) (2 period)
- Ag Welding (offered on alternating year, college credit opportunity) (2 period)

Ag. Mechanics (Power)
- Ag Mechanics I
- Small Engines
- Diesels
- Power Systems (2 period)

Agriscience
- Ag Biology (receives CSU/UC A-G credit)
- Ag Chemistry (receives CSU/UC A-G credit)

Animal Science
- Ag Science I (receives CSU/UC A-G credit)
- Small Animal Vet Care
- Animal Science III (receives CSU/UC A-G credit, offered on alternating year)
- Veterinary Science (receives CSU/UC A-G credit, offered on alternating year)

Ornamental Horticulture
- Floral Design (receives CSU/UC A-G credit)
- Advanced Floral Design
- Retail Floral

Plant Science
- Horticulture I (receives CSU/UC A-G credit, college credit opportunity)
- Viticulture & Crops (receives CSU/UC A-G credit, offered on alternating year)
- Crop Production (new course 2020–21)

Ag. Business
- Intro to Ag. Business (college credit opportunity)
- New Course 2020–21
- Ag Econ and Government (receives CSU/UC A-G credit, college credit opportunity)

Finally, jobs related to each topic are listed under their corresponding class list:

Jobs related to Ag. Mechanics (Fabrication)

- Ag. Engineer
- Welder
- Equipment Fabricator
- Machinist
- Equipment Operator

Jobs related to Ag. Mechanics (Power)

- Agriculture Equipment Operator
- Farm Equipment Mechanic
- Service Technician

Jobs related to Agriscience

- Research Assistant
- Water Quality Specialist
- Plant Scientist
- Agriscience Teacher
- Entomologist

Jobs related to Animal Science

- Veterinarian Technician
- Animal Caretaker
- Kennel Operator
- Animal Breeder
- Ranch Manager
- Feed Nutritionist

Jobs related to Ornamental Horticulture

- Florist
- Floral Designer
- Botanical Specialist
- Nursery/Greenhouse Manager

Jobs related to Plant Science

- Soil Conservationist
- Environmental Analyst
- Plant and Soil Scientist
- Crop Consultant
- Pest Control Advisor

Students must be concurrently enrolled in another pathway to take Ag. Business courses

CCI Work Plan

Collection of New Career Measures

- In 2018–19, the CDE is collecting several new career measures, through two data collection systems:

    – California Longitudinal Pupil Achievement Data System (*CALPADS*)

    – California Special Education Management Information System *(CASEMIS)*

Career Measures Collected in 2018–19

- CALPADS
  - Completion of a state or federal job program (limited to DASS schools)
  - Completion of pre-apprenticeship (both DASS and non-DASS schools)
  - Work Force Readiness Certificate (both DASS and non-DASS schools)

- CASEMIS (for students with an Individualized Education Program [IEP])
  - Completion of Workability program
  - Transition programs offered by Department of Rehabilitation
  - Work-based learning

Career Measures Proposed for Collection in 2019–20

- Student-owned business
- Internships

Career-Readiness Assessments

- ACT WorkKeys

- National Occupational Competency Testing Institute (NOCTI)

- California Career Ready Assessment (CCRA)

- Industry certifications

Framework for Discussion

CCI Intended Purpose

- Provides a more complete picture, beyond graduation rates, of how well LEAs and high schools are preparing students for success after high school.

- Emphasizes that a high school diploma represents the completion of a broad and rigorous course of study that prepares students for success after high school.

- Encourages high schools to provide all students with a rigorous **broad course of study**

- Represents good policy and reflects the priorities of California educators and stakeholder groups.

Two Different Visions for the CCI

1. **Students** should have the choice, from the outset of their high school years, to pursue coursework with a focus on preparing for college or a career upon graduation

   – Students can pursue either path, or potentially both, throughout high school and choose coursework that best prepares them for that path

   – Schools provide access to a broad array of courses so that students can pursue whatever path they choose

2. **Schools** should provide all students with a broad course of study that prepares them to leave high school with the ability to choose to pursue college or career

   – Schools provide the coursework that best prepares students for both college and career

   – Students decide at the end of high school which path to pursue, but are fully prepared for either path.

SBE Discussion, Part 1

- Which vision should guide the continued development of the CCI model?

Predictive Model

- To date, analysis of the CCI measures have been based on the correlation to ELA and math assessments results.

- As a result, the model is correlated to college readiness, not career readiness.

- Placement across the three CCI levels correlated to performance on state assessments.

  - i.e., What percent of students who met "Prepared" level on a CCI measure met or exceeded the standard on the Grade 11 assessments (STAR or SBAC)?

- This **predictive model** is based on the assumption that students who place "Prepared" on the CCI will succeed in college and career.

Predictive Model: Correlation to Smarter Balanced Summative Assessments
Stand Alone Measures

CCI Measure: Prepared Level	ELA: Number & Percent of Students Who Received Level 1 or 2	ELA: Number & Percent of Students Who Received Level 3 or 4	Math: Number & Percent of Students Who Received Level 1 or 2	Math: Number & Percent of Students Who Received Level 3 or 4
Two Advanced Placement (AP) Exams	2,164 (3%)	59,071 (91%)	7,719 (12%)	53,325 (82%)
College Credit Courses (One Year)	79 (11%)	609 (84%)	262 (36%)	431 (59%)
State Seal of Biliteracy	1,927 (4.7%)	39,227 (95.3%)	13,462 (32.9%)	27,515 (67.1%)

Predictive Model: Correlation to Smarter Balanced Summative Assessments
Measures Requiring Additional Criteria

CCI Measure: Prepared Level	ELA: Number & Percent of Students Who Received Level 1 or 2	ELA: Number & Percent of Students Who Received Level 3 or 4	Math: Number & Percent of Students Who Received Level 1 or 2	Math: Number & Percent of Students Who Received Level 3 or 4
a-g plus SBAC*	3,882 (3%)	136,352 (97%)	40,570 (29%)	53,325 (82%)
a-g plus CTE Pathway	7,009 (20%)	26,729 (76%)	16,591 (47%)	17,009 (49%)
CTE Pathway plus SBAC*	1,258 (4%)	33,835 (96%)	14,091 (40%)	21,002 (60%)

*Additional criterion is the earning of either (1) Level 3 or higher on ELA and at least a Level 2 in mathematics, or (2) Level 3 or higher on mathematics and at least a Level 2 in ELA

Original Rationale for a–g Placement Levels

- 36.2 percent of students who completed a-g scored "Not Ready" on the ELA EAP.

- 40 percent of students admitted to the California State University (almost all of which have completed a-g or equivalent) needed to enroll in at least one remedial English or mathematics course.

- As a result, completion of a-g **alone** was placed in the "Approaching Prepared" placement level.

Original Rationale for CTE Pathway Placement Levels

- 64.5 percent of students who completed a CTE Pathway scored "Not Ready" on the EAP ELA.

- Thus, completion of a CTE Pathway **only** was placed in the "Approaching Prepared" placement level.

SBE Discussion, Part 2

- Does the SBE want to continue to use a predictive model for individual student success post-high school? (focus on outcomes: CCI preparedness is directly correlated with success in college and career)

- What should the methodology for evaluating new measures be going forward?

  - If there is continue use of the SBAC analysis, what degree of correlations and for which subjects (ELA and math, or one only)

  - A new methodology will need to be developed to determine the rigor of additional career measures (i.e., not tied to SBAC results), if the SBE would like to continue using the predictive model

Board Discussion and Questions