Promoting College and Career Readiness Through Accountability Under the Every Student Succeeds Act (ESSA)

February 23, 2017
Mission

The mission of the College and Career Readiness and Success Center (CCRS Center) is to foster the capacity of vibrant networks of practitioners, researchers, innovators, and experts to build and sustain a system of support for states as they implement strategies to improve college and career readiness and the eventual success of their students.
Who?
State education agencies (SEAs)

What?
Build SEA capacity to implement college- and career-readiness policies.

How?
Provide technical assistance, including targeted and intensive support.

Why?
Support SEAs to plan for and implement the Every Student Succeeds Act (ESSA).


State education agencies (SEAs)
Build SEA capacity to implement college- and career-readiness policies.
Provide technical assistance, including targeted and intensive support.
Support SEAs to plan for and implement the Every Student Succeeds Act (ESSA).

www.ccrscenter.org
CCRSCenter@air.org
CCRS Center

- Career readiness
- Postsecondary pathways
- Data use
- ESSA implications for college and career readiness
Engaging With Us

Postevent feedback survey

Recorded webinar
http://www.ccrscenter.org/products-resources/ccrs-center-webinars-events
Today’s Presenters

Ellen Cushing, Deputy Director, CCRS Center

Dr. David T. Conley
Professor/Director, Center for Educational Policy Research, University of Oregon

Jenny Singh, Administrator, Accountability Division, California Department of Education

Eric Crane, Project Director, California Comprehensive Center at WestEd

Dr. Cindy Koss, Deputy Superintendent for Academic Affairs and Planning, Oklahoma State Department of Education

Dr. Robyn R. Miller, Deputy Superintendent for Educator Effectiveness and Policy Research, Oklahoma State Department of Education

Moderator:
David English, Accountability Content Lead, CCRS Center
Urgency for Embedding College and Career Readiness Into Accountability

David English
Accountability Content Lead, CCRS Center
Growing Demand for Employees with College Degrees

% of all U.S. jobs requiring college degree completion

- 1973: 28%
- 1992: 37%
- 2010: 42%
- 2020 projected: 47%

(Carnevale, et. al., 2013)
Persisting High School Graduation Gaps

2013–14 Graduation Rates by Subgroup

(U.S. Department of Education, 2015)
Rates of Remediation Upon College Entrance (2013–14)

Freshmen Entering 2-Year Colleges
- Remediation: 52%
- No remediation: 48%

Freshmen Entering 4-Year Colleges
- Remediation: 20%
- No remediation: 80%

(U.S. Department of Education, 2015)
Rates of 4-Year Degree Attainment Within 6 Years

(Student beginning 4-year college in 2008)

- All Students, 60%
- Hispanic, 54%
- Black, 41%

(U.S. Department of Education, 2015)
Three Important Systemwide Levers for Promoting College and Career Readiness Through ESSA

(English, Rasmussen, Cushing, & Therriault, 2016)
Technical Requirements of the Additional Indicator of School Quality or Student Success

- Valid
- Reliable
- Comparable/calculated in the same way across all schools by grade span
- Must be disaggregated by subgroup
Criteria for Selecting College and Career Readiness Indicators

Dr. David T. Conley
Center for Educational Policy Research, University of Oregon
Align state accountability indicators with the definition or vision of college and career readiness.

- Revisit the purpose of accountability:
  - Ensure that students can *succeed* after graduating from high school.
- States should have a definition or vision of college and career readiness as the ultimate educational outcome.
- That definition should be actionable and suggest measurable outcomes.
Example State Definition: Delaware

“Each Delaware student will graduate college- and career-ready. Students will be prepared to successfully plan and pursue an education and career path aligned to their personal goals, with the ability to adapt and to innovate as job demands change. Students will graduate with strong academic knowledge, the behaviors and skills with which to apply their knowledge, and the ability to collaborate and communicate effectively. Each student should be an independent learner, and have respect for a diverse society and a commitment to responsible citizenship.”

(Mishkind, 2014)
Delaware College and Career Readiness

Definition Actionable Elements

- Ability to plan for the future
- Presence of goals aligned with college and career
- Ability to adapt and innovate
- Strong academic knowledge
- Ability to apply academic knowledge
- Ability to collaborate and communicate effectively
- Ability to learn independently
- Respect for a diverse society
- Commitment to responsible citizenship
Study of College and Career Indicators for the California Department of Education

- Report for the California Department of Education (CDE) on alternative indicators for use in place of in addition to the Academic Performance Index

- Generated pros and cons of indicators by evaluating them against formal criteria
Balancing College and Career Indicators

- Seven indicators evaluated
- More challenging to identify career-ready indicators than college-ready
- Accountability supporting college and career must balance the two
- Highest quality indicator: Course-taking behavior (College/CTE integrated pathway)
- Required developing a measure of the quality of career courses
States should identify and use discrete criteria to select indicators that support college and career readiness.

**Criteria for CA DOE Analysis**

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Criterion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technical quality</td>
<td>A1 Has a <strong>research base</strong> demonstrating a relationship with postsecondary success</td>
</tr>
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<td></td>
<td>A2 Allows for <strong>fair comparisons</strong> across student subgroups that support equity</td>
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<td></td>
<td>A3 Has a <strong>stable definition</strong> that supports measurement of trends</td>
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<tr>
<td>Stakeholder relevance</td>
<td>B1 Is <strong>actionable and has value</strong> to students</td>
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<tr>
<td></td>
<td>B2 Is <strong>understandable</strong> to educators and noneducators</td>
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<td></td>
<td>B3 Measures outcomes that can be taught (i.e., <strong>instructional sensitivity</strong>)</td>
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<td>B4 Emphasizes <strong>student performance</strong>, not educational processes</td>
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<tr>
<td>System utility</td>
<td>C1 <strong>Minimizes burden</strong> on resources</td>
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<tr>
<td></td>
<td>C2 Provides as much <strong>student coverage</strong> as possible</td>
</tr>
<tr>
<td></td>
<td>C3 Recognizes <strong>college and career</strong> pathways</td>
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</tbody>
</table>
Indicator Evaluation Matrix

- Supports a rich, balanced evaluation of the indicators.
- The “best” indicator is not always the one with the most green.
- Quickly points out areas of indicator weakness.

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<td>Advanced coursework</td>
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<td>Innovative Measures</td>
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<td>Industry certifications</td>
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</table>
## Criteria Applied to Two Indicators

<table>
<thead>
<tr>
<th></th>
<th>Advanced Placement (AP) Coursework</th>
<th>CTE Pathways</th>
</tr>
</thead>
</table>
| A1: Research base      | **STRONG**                          | MODERATE
Various studies show significant relationship between AP performance and college success. |
|                        |                                    | MODERATE
Strong evidence of increased wages; moderate evidence of greater college success. |
| A2: Fair comparisons supporting equity | **MODERATE**                        | MODERATE
Access expanding for subgroups but still disproportionate opportunity. |
|                        |                                    | MODERATE
Disproportionate access to CTE for lower income students, but some programs target such students. |
| B2: Understandable     | **STRONG**                          | **STRONG**
Straightforward calculations for participation and performance. |
|                        |                                    | High awareness of CTE/"vocational" paths. |

(Educational Policy Improvement Center, 2014)
Additional Potential Academic Indicators

- Dual enrollment participation and grades
- Industry certifications
- Percentage of eligible students who take advanced courses (e.g., AP, International Baccalaureate [IB])
- College-going rate
- Percentage of students who require college remediation in English, math, or both
- Percentage of students with no failing grades in Grades 9, 10, 11, and 12
Summary

- States need an overall vision or plan to add indicators and then incorporate them on a phased implementation timeline.
- Equity is a real concern. Can only some schools succeed on some criteria? What will states do to level the playing field?
- Ultimately, accountability systems need to connect context factors, educational processes, and desired outcomes into causal chains.
Questions?
Poll

What measures are you considering for school accountability determinations or helping others to develop (select up to three)?

- Advanced coursework performance/participation (e.g., AP/IB)
- CTE pathways performance/participation
- Postsecondary enrollment or success
- Social-emotional learning
- Student engagement (e.g., chronic absenteeism)
California’s College/Career Indicator: Progress and Next Steps

- Eric W. Crane, Project Director, California Comprehensive Center at WestEd
- Jenny Singh, Administrator in the Accountability Division, California Department of Education
Thoughtful, Deliberate Progress Over the Past Few Years

- California has examined models for measuring college and career readiness since 2013.
- A series of research papers has been produced evaluating potential accountability indicators against criteria.
- Numerous stakeholder feedback opportunities for this indicator have been adopted as part of local control accountability.
- These have resulted in support for multiyear phase-in.
California’s Eight State Priorities

(California Department of Education, 2016)
California’s Eight State Priorities

1. Basic Services
2. Implementation of Common Core State Standards (CCSS)
3. Parental Involvement
4. Student Achievement
5. Student Engagement
6. School Climate
7. Course Access*
8. Other Student Outcomes*

* The College and Career Indicator (CCI) is a direct measure of Priorities 7 and 8.
Measures Initially Considered for College/Career Readiness

- Completion of a CTE pathway
- Concentration in a CTE pathway
- AP/IB performance
- SAT/ACT performance
- Dual enrollment
- Course completion (California’s a–g requirements)
- State Seal of Biliteracy
- Golden State Seal Merit Diploma
1. Technical quality (valid, reliable, and comparable)

- A series of research papers was produced evaluating potential accountability indicators against criteria.
- In addition, CDE staff worked with the Technical Design Group (TDG) to ensure that the methodology produced valid and reliable results.
- All measures were validated against Early Assessment Program (EAP) results; as a result, the CCI provides information regarding the rigor of courses offered at schools.
2. Stakeholder relevance (useful and actionable)
   - Reported as an additional component in the spring 2017 release of the California School Dashboard
   - Leveraging existing data while pushing for new data collection
   - The check against EAP results gives information on the extent to which students are receiving a rigorous course of study, focusing attention on improving student outcomes.
Criteria for the CCI

3. System utility (connection to a college and career vision)
   - Multiple ways to demonstrate preparedness
   - California State Board of Education commitment to review the CCI
   - Acknowledgment that the initial indicator reflects more college measures than career
   - Building toward the “and”
Three Potential Models Emerged

- Point-System Model
- Standards Model
- Multiple-Methods Model
Point-System Model

Points were assigned for:

- Completion of a CTE pathway
- Concentration in a CTE pathway
- AP/IB performance
- SAT/ACT performance
- Dual enrollment
- Course completion (California’s a–g requirements)
Standards Model

**Summative ratings** were assigned for the same measures:

- Completion of a CTE pathway
- Concentration in a CTE pathway
- AP/IB performance
- SAT/ACT performance
- Dual enrollment
- Course completion (California’s a–g requirements)
Multiple-Methods Model

**Summative ratings** were assigned based on each student’s highest rating from:

- A college-preparedness model
- Performance on California’s EAP used by the California State University and participating California community colleges
- A career-preparedness model
What Resulted for 2016–17

- Variation on the Standards Model
- Four categories envisioned:
  - Well prepared
  - Prepared
  - Approaching prepared
  - Not prepared
- However, more data and input from researchers, practitioners, and other stakeholders are needed to make the “well prepared” distinction (so, there are currently three categories).
<table>
<thead>
<tr>
<th>PREPARED</th>
<th>Does the graduate meet at least 1 measure below?</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td>Career Technical Education (CTE) Pathway Completion <strong>plus one</strong> of the following criteria:</td>
</tr>
<tr>
<td></td>
<td>- Smarter Balanced Summative Assessments: At least a Level 3 “Standard Met” on English language arts/literacy (ELA) or Mathematics and at least a Level 2 “Standard Nearly Met” in the other subject area</td>
</tr>
<tr>
<td></td>
<td>- One semester/two quarters of Dual Enrollment with passing grade (Academic/CTE subjects)</td>
</tr>
<tr>
<td>B.</td>
<td>At least a Level 3 “Standard Met” on both ELA and Mathematics on Smarter Balanced Summative Assessments</td>
</tr>
<tr>
<td>C.</td>
<td>Completion of two semesters/three quarters of Dual Enrollment with a passing grade (Academic and/or CTE subjects)</td>
</tr>
<tr>
<td>D.</td>
<td>Passing Score on two Advanced Placement (AP) Exams or two International Baccalaureate (IB) Exams</td>
</tr>
<tr>
<td>E.</td>
<td>Completion of courses that meet the University of California (UC) a-g criteria <strong>plus one</strong> of the following criteria:</td>
</tr>
<tr>
<td></td>
<td>- CTE Pathway completion</td>
</tr>
<tr>
<td></td>
<td>- Smarter Balanced Summative Assessments: At least a Level 3 “Standard Met” on ELA or Mathematics and at least a Level 2 “Standard Nearly Met” in the other subject area</td>
</tr>
<tr>
<td></td>
<td>- One semester/two quarters of Dual Enrollment with passing grade (Academic/CTE subjects)</td>
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<tr>
<td></td>
<td>- Passing score on one AP Exam <strong>OR</strong> on one IB Exam</td>
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</tbody>
</table>
Approaching Prepared

**APPROACHING PREPARED**

*Does the graduate meet at least 1 measure below?*

A. CTE Pathway completion

B. Scored at least Level 2 “Standard Nearly Met” on one or both ELA and Mathematics Smarter Balanced Summative Assessments

C. Completion of one semester/two quarters of Dual Enrollment with passing grade (Academic/CTE subjects)

D. Completion of courses that meet the UC a-g criteria
NOT PREPARED

Student does not graduate or meet the criteria for “Prepared” or “Approaching Prepared.”
Conclusion

- The California approach to college/career readiness is the product of:
  - Research
  - Stakeholder input
  - A policy commitment to continuous refinement, so ...
- Stay tuned for the 2017–18 implementation!
Questions?
Oklahoma’s Focus on College and Career Readiness

Dr. Cindy Koss
Dr. Robyn Miller

COLLEGE & CAREER READINESS & SUCCESS Center
at American Institutes for Research
Focus on college and career readiness:

*College and career ready means that students graduate from high school prepared to enter and succeed in postsecondary opportunities, whether college or career.*
## Accountability Timelines

### State: HB 3218

**ESSA: Consolidated State Plan**

### STATE

- **July 2016**—EngageOK summer conference
- **August 2016**—Initial draft of study
- **September 2016**—Advisory council review
- **September 2016**—Draft 2 for review
- **September 30, 2016**—Public hearings
- **October 27, 2016**—Study report to state board
- **Nov.–Dec. 2016**—Refine study report
- **December 15, 2016**—State board meeting
- **January 2017**—Format and finalize report
- **February 3, 2017**—Report to legislature
- **March 7, 2017**—30th day for legislative review
- **March 13, 2017**—Request for proposal (RFP) for assessments released
- **May 1, 2017**—RFP awarded

### ESSA

- **July–Aug. 2016**—Collect early feedback for drafting
- **November 2016**—Draft 1 of plan posted
- **Nov.–Dec. 2016**—Additional feedback opportunities
- **March 2017**—Draft 2 of plan posted
- **April 2017**—Additional feedback opportunities
- **June 2017**—Final draft of plan posted
- **July 2017**—30-day public comment period
- **August 2017**—Governor’s review
- **September 2017**—Submit plan to U.S. Department of Education
Oklahoma Strategic Plan

OKLAHOMA STATE DEPARTMENT OF EDUCATION
STRATEGIC PLAN SUMMARY

Our VISION
Champion Excellence

We will ensure each student in Oklahoma has equitable access to a high-quality public education that inspires deep learning and leads to success.

In pursuit of this vision, OSDE will adhere to Oklahoma’s ABCs for excellence: ACHIEVE academic success for each student in Oklahoma, BUILD exceptional educators and schools and CREATE engaged communities.

We will monitor our achievement of this vision by measuring progress on key metrics across the state:
1. Strengthen early childhood partnerships and measure kindergarten readiness with state-established criteria.
2. Rank in the top half of states on the NAEP by 2020.
3. Ensure that the majority of high school graduates from the class of 2020 will earn a postsecondary certificate, diploma or degree.
Stakeholder Engagement

EngageOK Summer Conference
- July 2016
- 275 attendees at luncheons

HB 3218 Task Force Meetings
- Aug.–Nov. 2016
- 95 members
- Assign each student to one category

Town Hall Meetings
- 1,000+ Attendees
- Exploration of postsecondary pursuits

Three important indicators for CCR
Proposed Indicators

- Postsecondary Opportunities Indicator in order to promote college and career readiness—High schools
- Chronic absenteeism—All grade levels
College and Career Indicators Considered

- School Climate, Student Safety, Parent Engagement, Teacher Professional Development, and Postsecondary Success

- Indicators were proposed and rejected because:
  - There was no evidenced impact on the goal;
  - There was no reliable way to gather the data; or
  - They were susceptible to manipulation or unintended consequences.

- The research base supported the Postsecondary Opportunities Indicator.


Oklahoma 2017 Study Results

Postsecondary Educational Attainment

Oklahoma's Workforce Gap

<table>
<thead>
<tr>
<th>Attainment</th>
<th>High School and Less</th>
<th>Associates/Certificate/Credential</th>
<th>Bachelors</th>
<th>Graduate</th>
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<tbody>
<tr>
<td>2015</td>
<td>46%</td>
<td>30%</td>
<td>16%</td>
<td>8%</td>
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<table>
<thead>
<tr>
<th>Jobs</th>
<th>High School and Less</th>
<th>Associates/Certificate/Credential</th>
<th>Bachelors</th>
<th>Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2025</td>
<td>23%</td>
<td>53%</td>
<td>19%</td>
<td>5%</td>
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Source: OK Office of Workforce Development; EMSI Q2, 2015
Accountability Goals—College and Career Connections

“The focus should be on preparing students for college & career readiness where ‘college and career ready’ means that students graduate from high school prepared to enter and succeed in postsecondary opportunities, whether college or career.”

Oklahoma Accountability Report—Fall 2016
Dr. Marianne Perie, University of Kansas, Codirector, CAARD
Short-term: To be fair and equitable, focus is on expanding participation and access to:
- AP courses
- IB program
- Dual enrollment
- Career-based internship or apprenticeship
- Industry certification

Long-term: Shift from participation only to successful outcomes.
Actionable: Schools are incentivized to help students gain early college and/or career opportunities.
Valid, Reliable, and Comparable

Valid: Data systems are established, available, and credible for advanced coursework and industry credentials, including the top 100 critical occupations in Oklahoma.

Reliable: Baseline data are established and monitored.

Comparable: Same calculations are available for all schools and districts.
Useful and Actionable

- The Postsecondary Opportunities Indicator aligns to goals established in the:
  - Governor’s Educational Attainment Goal
  - New Skills for Youth Action Plan and Measurable Outcomes
  - OKStateStat—Educated Citizens

- The Postsecondary Opportunities Indicator can provide data and information that can assist schools and districts in improving outcomes for students.

- The Postsecondary Opportunities Indicator will use existing data and work to collect new data—equity, access, rigor.
Conclusions (Postsecondary Opportunities)

- The Oklahoma Accountability Indicator for Postsecondary Opportunities is based on:
  - Research for postsecondary success indicators
  - Assessment and Accountability Task Force input led by researchers
  - A policy commitment to continuous monitoring and evaluation of indicator alignment to postsecondary success
Chronic Absence

- **Valid**
  - Data credible and readily available

- **Reliable**
  - Baseline can be developed

- **Comparable**
  - Calculated the same for all schools and districts

Oklahoma’s definition: absent 10% of school days (18 days per year)
Chronic Absence

Connection to College and Career Vision

One must be present to experience the opportunity and support to awaken individual passions and skills.
Actionable Chronic Absence Data

- **Actionable data**: Early and ongoing identification of at-risk students
- **Positive Engagement**: Ensuring that students and families know that schools and communities care for them
- **Capacity Building**: Enhancing adults’ and systems’ ability to understand and meet the needs of all students
- **Shared Accountability**: Chronic absenteeism is everyone’s responsibility.
- **Strategic Partnerships**: Schools need to be connected to organizations.

(U.S. Departments of Justice, Health and Human Services, Housing and Urban Development, and Education, 2016)
Leveraging ESSA Funds

Titles I, II, and IV include allowable activities and approaches, including educator and staff training, related to addressing chronic absence.
Goal: Make understandable to the public. In addition to accountability indicators, others will be reported through a dashboard.

For example:

- Performance on the National Assessment of Educational Progress
- Professional qualifications of educators
- Participation rates on College and Career Ready Assessments (CCRA)
- Performance rates on CCRA
Poll

What elements of a college- and career-readiness strategy could your state or organization use support in developing or building capacity around (select up to three)?

- A guiding vision for college and career readiness
- College and career readiness measures (e.g., AP/IB, CTE) for accountability
- Measures of employability skills (i.e., 21st century skills)
- Course and training pathways to college and career readiness
- Evidence-based interventions to support college and career readiness
Questions?
Resources
Predictors of Postsecondary Success

The purpose of this brief is to provide information to state, district, and school personnel enabling support to determine whether their students are on a path to postsecondary success. The College and Career Readiness and Success Center (CCRS Center) has received technical assistance requests from a number of states regarding factors that predict postsecondary success, and this brief summarizes and expands on the information shared with these states. Specifically, we summarize early childhood through early postsecondary education research that identifies student skills, dispositions, and other characteristics that predict future academic and workforce success. We have attempted to focus on a variety of measures drawn from readily available data that schools, districts, and states are likely to have. Through this information, policymakers and practitioners can begin to inform the development and validation of strategies to identify students who are not on a path to postsecondary success as early as prekindergarten and as late as their senior year of high school. These factors can inform practice and can be integrated into a longitudinal tracking mechanism to identify and monitor individual students who may need additional resources or supports at any point during their schooling.

In addition, tracking and measuring factors of success across prekindergarten to early postsecondary education offer a prime opportunity to develop and evaluate systemswide improvement efforts. For example, these data may help identify particular grades, schools, or subgroups of students (e.g., English language learners) that need additional support, enabling both school and district personnel to develop and monitor the impact of policies, programs, or interventions designed to improve outcomes for targeted groups or for the system in general.

General Approach

We begin our review of the research looking for studies that identify measures of postsecondary success. Our goal was to identify factors at all levels of education that predict future academic achievement and economic security. Not surprisingly, we found very few studies that link early childhood, elementary, or middle school characteristics with postsecondary success. Even at the secondary level, the limited research linking secondary characteristics to postsecondary readiness and success focuses primarily on course taking, test scores, and early postsecondary outcomes, such as college enrollment and attainment of industry certification. The fact that state longitudinal data systems have not been in existence long enough to support such analyses is...
From *Predictors of Postsecondary Success*

Table 2. Elementary School Correlates of Elementary and Middle Grades Success and Secondary Readiness

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Predictor</th>
<th>Other Potential Factor</th>
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<tbody>
<tr>
<td>Reading by the third grade&lt;sup&gt;a&lt;/sup&gt;</td>
<td>Being rated highly by teachers on attention span and classroom participation&lt;sup&gt;c&lt;/sup&gt;</td>
<td>Social competence&lt;sup&gt;e&lt;/sup&gt;</td>
</tr>
<tr>
<td>&lt; 10 percent absenteeism in elementary school&lt;sup&gt;b&lt;/sup&gt;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>High scores on the Social Skills Rating System&lt;sup&gt;d&lt;/sup&gt;</td>
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</table>

<sup>a</sup>The Annie E. Casey Foundation, 2010; Hernandez, 2012; <sup>b</sup>Chang & Mariajose, 2008; <sup>c</sup>Alexander, Entwisle, & Dauber, 1993; <sup>d</sup>Malecki & Elliot, 2002; <sup>e</sup>Welsh, Parke, Widaman, & O’Neil, 2001

(Hein, Smerdon, & Sambolt, 2013)
Leveraging ESSA to Support State Visions for College and Career Readiness

State definitions of CCR include the following skills, knowledge, and dispositions. ESSA recognizes many of these academic and nonacademic student outcomes:

- Academic knowledge (9 states/territories)
- Critical thinking and problem-solving skills (4 states)
- Social and emotional skills such as collaboration, self-awareness, and responsible decision-making (10 states)
- Interpersonal skills such as grit, evidence, and persistence (5 states)
- Citizenship and community resilience (3 states)
- Other employability skills (5 states)

Delaware's CCR definition exemplifies states' multidimensional approach to CCR:

"Each Delaware student will graduate college and career-ready. Students will be prepared to successfully plan and pursue an education and career path aligned to their personal goals, with the ability to adapt and to thrive in an ever-changing world. Students will graduate with strong academic knowledge, the skills and tools with which to apply that knowledge, and the ability to collaborate and communicate effectively. Each state should be an independent partner, and team, with a vision for a diverse society and a commitment to responsible stewardship." - Source: Weiskel, 2013

Source: http://www.ccrscenter.org/sites/default/files/AskCCRS_LeveragingESSA.pdf
Measures for a College and Career Indicator: Final Report

- Evaluation of potential college- and career-readiness indicators against criteria
- Deep-dive reports by indicator for:
  - College admission exams
  - Advanced coursework
  - Innovative measures (e.g., social-emotional traits)
  - Course-taking behavior
  - Career preparedness
  - Multiple measures
References


References


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