



Tulare County Office of Education

Measuring College and Career Readiness

Matt Coleman, DEd

Educational Policy Improvement Center

College and Career Readiness

Measures for a College and Career Indicator: Multiple Measures



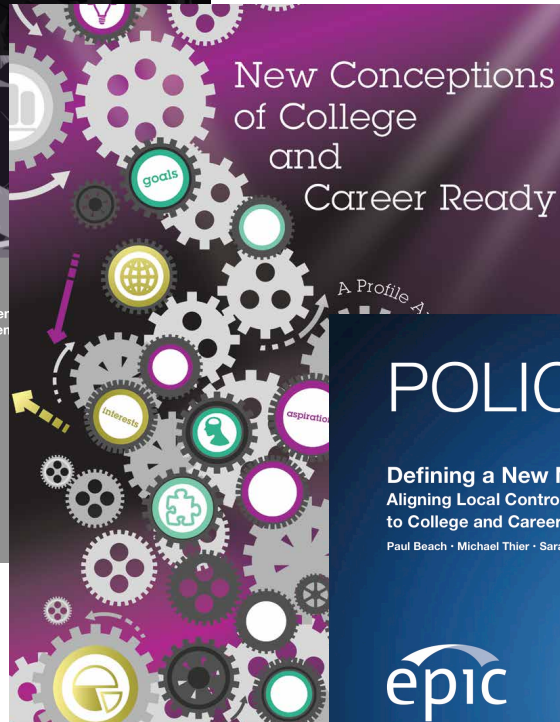
Prepared for the California Department of Education by the Educational Policy Improvement Center

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Sarah Collins Lench
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August 2014



New Conceptions of College and Career Readiness

A Profile of...

POLICY BRIEF

SEPTEMBER 2015

**From Accountability to Actionability:
Making Sense of Multiple Measures
in Local Control Accountability Plans**

Paul Beach · Michael Thier · Sarah Collins Lench · Matt Coleman, DEd

POLICY BRIEF

JULY 2015

**Defining a New North Star:
Aligning Local Control Accountability Plans
to College and Career Readiness**

Paul Beach · Michael Thier · Sarah Collins Lench · Matt Coleman, DEd

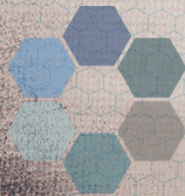


Educational Policy Improvement Center
www.epiconline.org

EPIC's connection to Dr. David Conley and work in California



Center



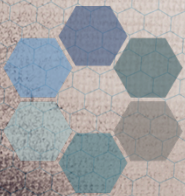
In Visalia Unified School District, every student will have the skills to compete, succeed, and excel in College and Career.

College and Career Ready Means:

- Ready to enter college without remediation
- Ready for entry-level careers that offer the opportunity for advancement

WHAT IS YOUR NORTH STAR?

TJUHSD students will have the 21st Century skills and knowledge through meaningful and relevant learning opportunities to empower them to productively contribute to a global society.



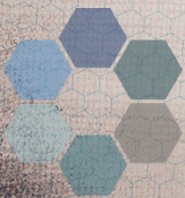
WHAT IS YOUR NORTH STAR?

Do you know what you mean when you say “every student will have the skills to compete, succeed, and excel in College and Career?”

Do teachers and counselors know what you mean?

Do they share an understanding of the definition?

Adopt, modify, or generate a consistent and shared definition of college and career readiness. Employ a framework for readiness for students, families, and staff.



THE FOUR KEYS TO COLLEGE AND CAREER READINESS

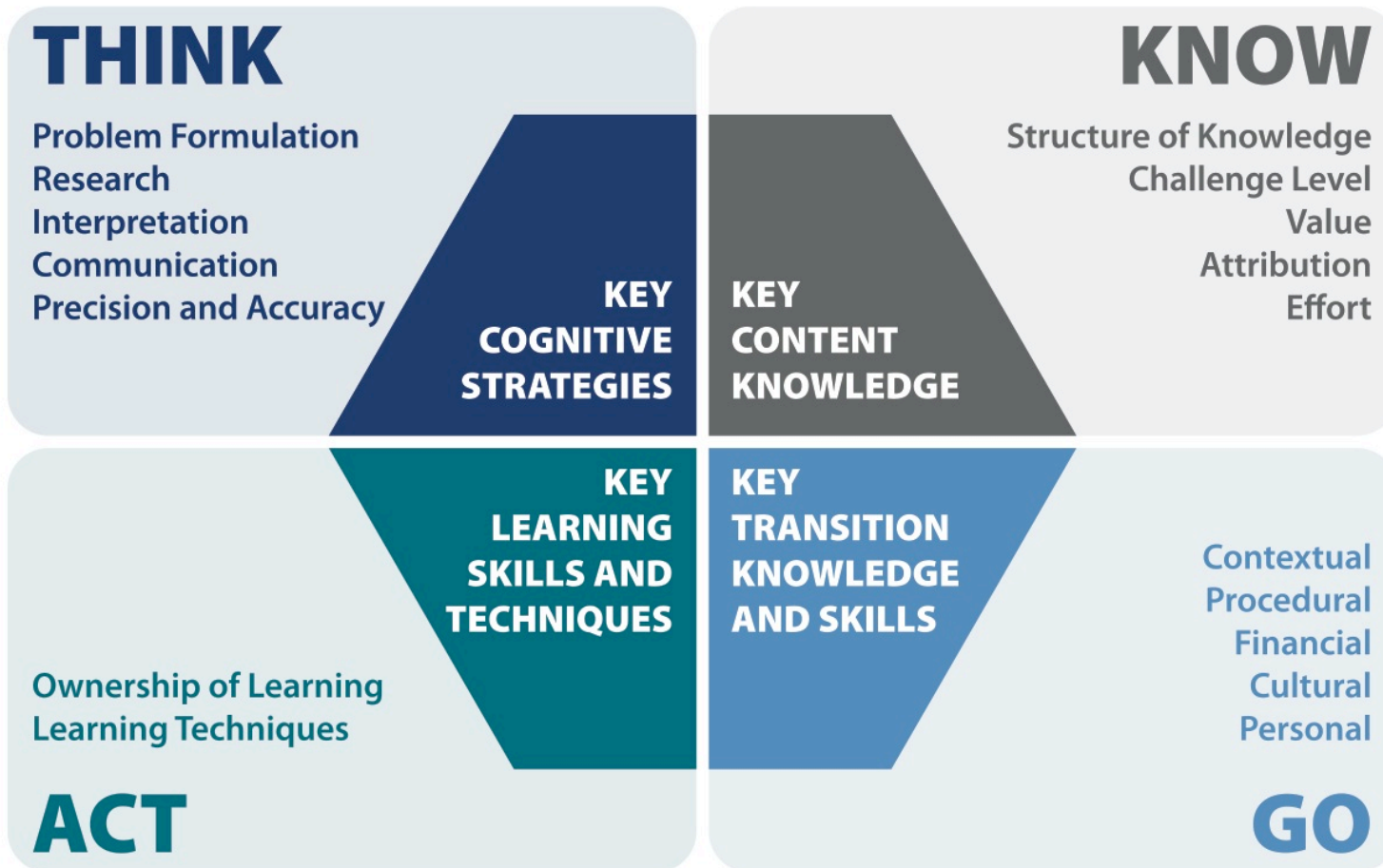
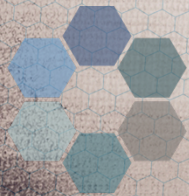


Figure 2. The Four Keys to College and Career Readiness.



Visalia Student Outcomes

Communicate Effectively

Critique and Analyze Data
to Solve Problems

Define environmental, social, and
economic impacts of
decisions

THINK

KNOW

Show Technical Skill

Think Independently

Work Collaboratively

Demonstrate Creativity and
Innovation

ACT

GO

Show Adaptability and Personal,
Social, and Civic Responsibility

Utilize Digital Media and Technology

Formulate vision, prioritize task, use
real-world tools, & demonstrate
resourcefulness

Show cultural, gender, and generational
awareness in different career settings

HAWAIIAN EXAMPLE





Learning Skills and Cognitive Strategies

Goal Setting

Persistence

Organization

Key Cognitive Skills

construct meaning

Essential Content Knowledge



CCSS

Hawaiian And World Languages

Sciences

Social Studies

Knowledge of Lifes multiple pathways

Career Knowledge

Navigate the Post secondary maze



Transitional Skills

Kuleana

Cultural Identity

Interface with Global communities

Connected To Community

Leadership

Wayfinding





Learning and Cognition

Essential Content Knowledge



PROPOSED GENERAL LEARNING OUTCOMES

RESPONSIBILITY
EXCELLENCE
ALOHA

HAWAI'I

RESPONSIBILITY

TOTAL WELL BEING
EXCELLENCE
HAWAI'I
ALOHA
BELONGING

Nā HOPENA A'O



Transitional Skills

Wayfinding



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Hawai'i and
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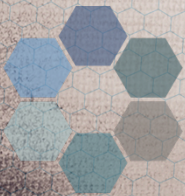
Interface with
communities

Connected
To Community

Partnership

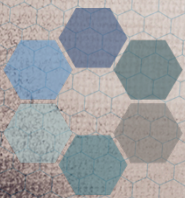
WHAT DOES THIS HAVE TO DO WITH MEASURING READINESS?

- What are you measuring now or what are you paying attention to?
- What do our accountability systems encourage or require us to focus on?
- Think about your own district outcomes, what are you measuring?

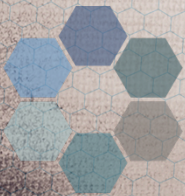
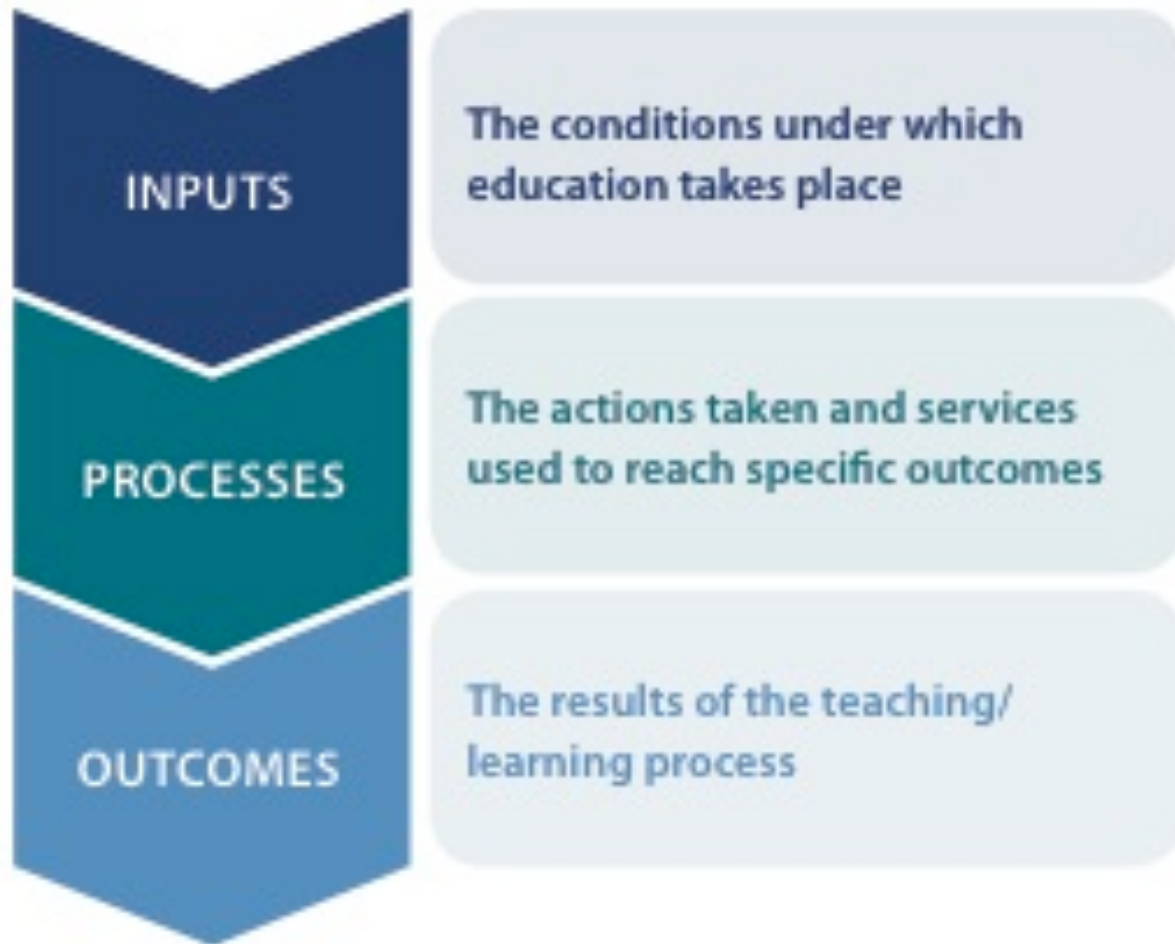


KEY LEARNINGS AND ASSUMPTIONS

- ◆ College eligibility measures are exceedingly narrow in scope.
- ◆ Few general career readiness measures exist.
- ◆ A broader range of measures is necessary to capture CCR.
- ◆ An openness to a wider range of indicators and data is necessary to understand the relationship between college and career readiness and to develop new systems for quantifying readiness across both dimensions.
- ◆ Not all students need the same set of knowledge and skills to succeed in college and careers.
- ◆ Profiles of students strengths and weaknesses *in relation to specific postsecondary programs of study* would allow for better matches between students and programs and would enhance student success.



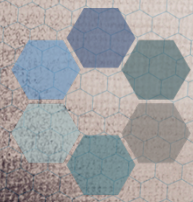
MEASURING SCHOOLS AND COLLEGE AND CAREER READINESS



SCHOOLS AND COLLEGE AND CAREER READINESS

ALIGNING INPUTS TO PROCESSES AND OUTCOMES

GOAL:	Increasing the percentage of students who complete an advanced course pathway and earn an industry certification or college credit (or eligibility through qualifying exam scores)	
EXPECTED ANNUAL MEASUREABLE OUTCOMES:	[A] Integrated Course Pathway	(1) completing a CTE course pathway and earning an industry certification, <i>and</i> (2) completing an AP or IB course and scoring 3 or higher on an AP exam or 4 or higher on an IB exam
	[B] Career pathway	completing two CTE course pathways and earning at least one industry certification
	[C] University pathway	completing two or more AP/IB courses and scoring 3 or higher on two AP exams or 4 or higher on two IB exams
	[D] Postsecondary pathway	completing two dual enrollment courses and earning college credit
ACTIONS/SERVICES:		Related Expected Annual Measureable Outcome
Process Measures		
Establish formal relationships with local businesses		[A] [B]
Establish formal relationships with Regional Occupational Centers and Programs (ROCPs)		[A] [B]
Establish formal relationships with local postsecondary institutions		[A] [D]
Explicitly focus instruction on students' Deeper Learning skills, specifically critical thinking, collaboration, communication, and learning how to learn		[A] [B] [C] [D]
Explicitly focus instruction on students key transitional skills and knowledge, specifically the cultural norms across various workplaces and two- and four-year postsecondary institutions		[A] [B] [C] [D]
Input Measures		
Create an internal governance body that sets policies for (1) awarding industry certifications, (2) recognizing CTE course pathways, and (3) aligning dual enrollment and high school course credits		[A] [B] [D]
Increase the number of teachers trained to teach CTE courses		[A] [B]
Increase the number of teachers in AP training programs		[A] [C]
Establish an IB Diploma Programme		[A] [C]
Increase the number of teachers in IB training programs		[A] [C]
Create a direct reimbursement program for AP/IB exam fees for qualifying students		[A] [C]
Create policies for transporting students to and from postsecondary institutions		[A] [D]



		Metric	Target	Score	Performance	Trend
GOAL						
	Increasing the percentage of students who complete an advanced course pathway and earn an industry certification or college credit (or eligibility through qualifying exam scores)	% completers	90%	24%	Low	Static
EXPECTED ANNUAL MEASUREABLE OUTCOMES						
[A]	Integrated pathway: (1) completing a CTE course pathway and earning an industry certification and (2) completing an AP/IB course and scoring ≥ 3 on an AP exam or ≥ 4 on an IB exam	% completers	30%	5%	Low	Static
[B]	Career pathway: completing two CTE course pathways and earning at least one industry certification	% completers	20%	7%	Low	Improving
[C]	University pathway: completing two or more AP/IB courses and scoring ≥ 3 on two AP exams or ≥ 4 on two IB exams	% completers	20%	5%	Low	Static
[D]	Postsecondary pathway: completing two dual enrollment courses and earning college credit	% completers	20%	7%	Low	Improving
PROCESSES						
[A] [B]	Establish formal relationships with local businesses	student – relationship ratio	40	90	Mid-range	Improving
[A] [B]	Establish formal relationships with Regional Occupational Centers and Programs (ROCPS)	Yes/No	Yes	Yes	High	N/A
[A] [D]	Establish formal relationships with local postsecondary institutions	% of institutions within 50 miles	75%	50%	Mid-range	Improving
[A] [B] [C] [D]	Explicitly focus instruction on students' Deeper Learning skills, specifically critical thinking, collaboration, communication, and learning how to learn	student – teacher ratio	30	50	Mid-range	Improving
[A] [B] [C] [D]	Explicitly focus instruction on students' key transitional skills and knowledge, specifically the cultural norms across various workplaces and two- and four- year postsecondary institutions	student – teacher ratio	30	50	Mid-range	Improving
INPUTS						
[A] [B] [D]	Create an internal governance body that sets policies for (1) awarding industry certifications, (2) recognizing CTE course pathways, and (3) aligning dual enrollment and high school course credits	Policies set	3	3	High	Improving
[A] [B]	Increase the number of teachers trained to teach CTE courses	student – teacher ratio	30	75	Mid-range	Improving
[A] [C]	Increase the number of teachers in AP training programs	student – teacher ratio	30	150	Low	Static
[A] [C]	Establish an IB Diploma Programme	Yes/No	Yes	Yes	High	N/A
[A] [C]	Increase the number of teachers in IB training programs	student – teacher ratio	30	90	Mid-range	Improving
[A] [C]	Create a direct reimbursement program for AP/IB exam fees for qualifying students	Yes/No	Yes	No	Low	N/A
[A] [D]	Create policies for transporting students to and from postsecondary institutions	Yes/No	Yes	Yes	High	N/A

SCHOOLS AND COLLEGE AND CAREER READINESS

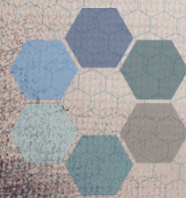
ACCOUNTING FOR EFFORTS AT THE SCHOOL LEVEL

MATRIX MODELS

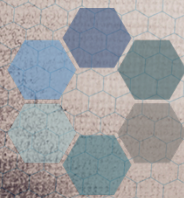
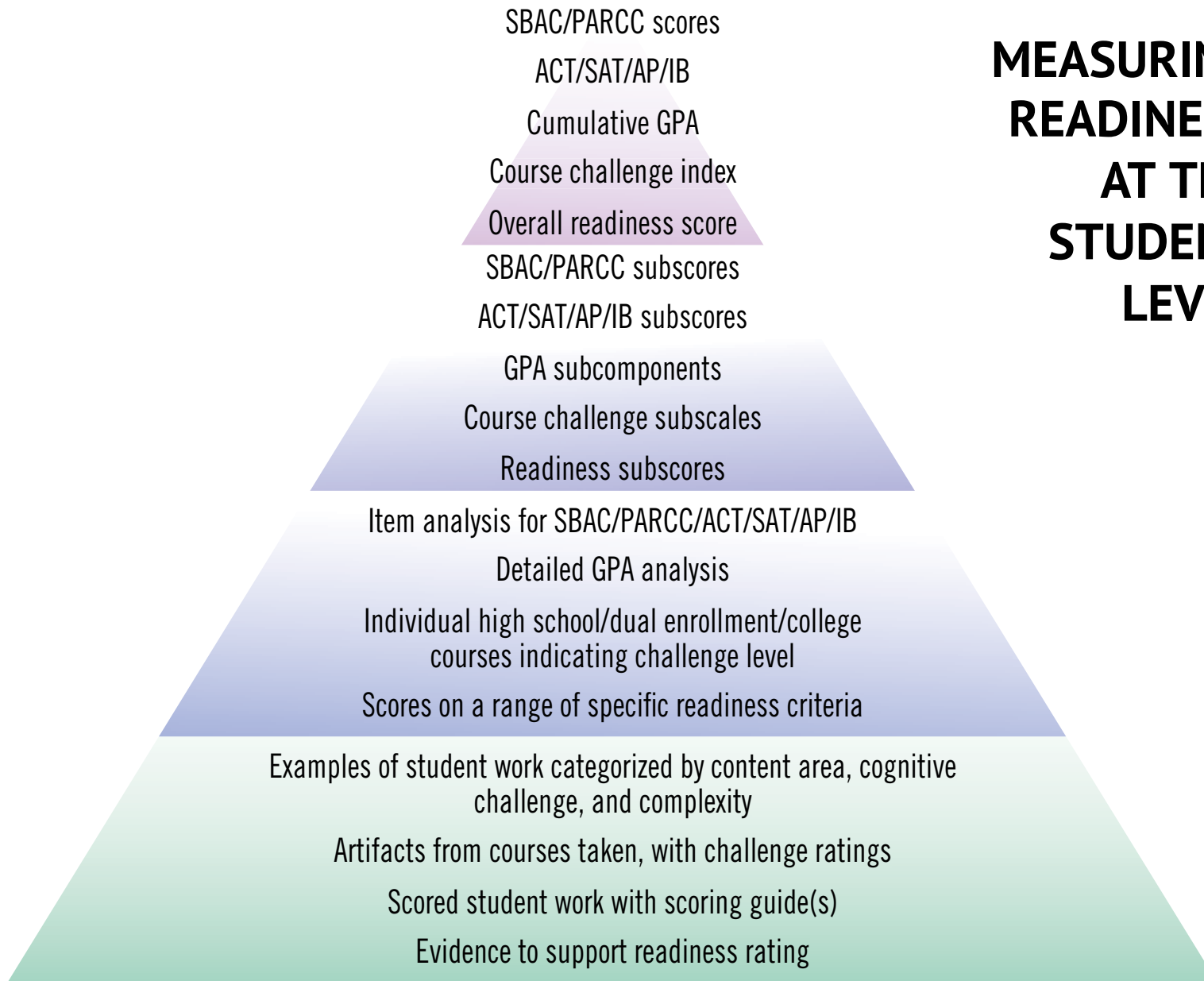


MEASURING READINESS AT THE STUDENT LEVEL

Learner Skill	Stakes	Assessment Source
Content knowledge/cognitive skills	High to Medium	SAT, ACT
Content knowledge	High	Consortia English and math tests, SAT/ACT, MAP
Cognitive skills	Medium	ThinkReady tasks scored against Key Cognitive Strategies
Speaking	Medium	Oral problem solving task, scored discussion, fishbowl
Listening	Medium	Note-taking, following directions, describing an event
Research skills	Medium	Research paper scored reliably by teacher
Technology proficiency	Medium	Online technology competency demonstration
Persistence	Low	Evidence-based rating by teacher of student persistence
Study skills	Low	Evidence-based rating by teacher of student study skills
Goal focus	Low	Evidence-based rating by teacher of student goal focus



MEASURING READINESS AT THE STUDENT LEVEL



KEY IDEAS

- ◆ You Need a North Star
(District and School Level)
- ◆ Utilize a Framework
- ◆ Identify Multiple Measures
(within a domain and/or specific outcomes)
- ◆ Utilize a Matrix Model
- ◆ Construct Accountability Models Including
Inputs, Processes, and Outcomes

