

MAKING CAREER READINESS COUNT 3.0



NEW SKILLS FOR YOUTH
JPMORGAN CHASE & CO.

CCSSO
Council of Chief State School Officers

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State Leaders Connecting Learning to Work

ESG | Education
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Group

 **Achieve**

Executive Summary

College and career readiness matters in most state accountability systems. The increase in the number of career-ready measures, and the sophistication of those measures, should be celebrated; however, states have a number of opportunities to improve these measures as they move from planning to implementation. States must continue to navigate the details of implementation by providing clear guidance and technical support to districts and schools to ensure that all students have meaningful opportunities to demonstrate their college and career readiness and that the accountability systems are based on high-quality, reliable data to monitor and reward progress.

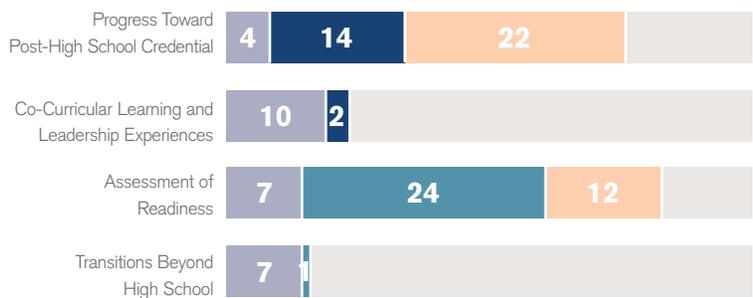
In 2017, Education Strategy Group (ESG), the Council of Chief State Schools Officers (CCSSO) and Advance CTE released [Destination Known: Valuing College AND Career Readiness in State Accountability Systems](#), which recommended metrics for inclusion in accountability systems from four categories: Progress Toward Post-High School Credential, Co-Curricular Learning and Leadership Experiences, Assessment of Readiness and Transitions Beyond High School.

This report — which was developed through the New Skills for Youth initiative¹ in partnership with Achieve — attempts to classify state measures of career readiness within the four categories. For each measurement category, a workgroup of state and national accountability experts recommended a single, consistent measure that states should strive to adopt and then articulated three levels of sophistication (i.e., Fundamental, Advanced and Exceptional) that detailed a path states could take to increase the rigor of their measures over time.

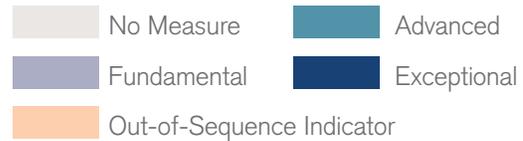
States have used the flexibility provided in the Every Student Succeeds Act (ESSA) to be more inclusive of both college and career readiness measures, with a significant increase in the number of states embracing career-ready measures in the past few years. Since Achieve and Advance CTE first reported on the number of states “making career readiness count” in their state and federal accountability systems, the number of states with a career-ready indicator has increased from 17 to 40, and many of those states now include more than one way to demonstrate

career readiness. In total, 44 states and the District of Columbia include measures of college and career readiness aligned with the recommendations in Destination Known.

This report provides an analysis of all 50 states and the District of Columbia’s approved plans for ESSA, as well as an analysis of state-level accountability systems in states with dual systems.



Progress to Postsecondary credential



Progress Toward Post-High School Credential

Seventeen states and the District of Columbia include Progress Toward Post-High School Credential measures in their state or federal accountability systems. Three of those states and the District of Columbia will measure the percentage of students completing an academic college- and career-ready course of study. Fourteen states will measure this area at the Exceptional level, considering completion of a college- and career-ready course of study, completion of a career pathway, and attainment of postsecondary credits while in high school, as represented by dual enrollment. An additional 22 states include either career pathway completion or dual enrollment coursework in their accountability systems but do so out of the recommended sequence of indicators.

¹ The New Skills for Youth initiative is led by CCSSO, Advance CTE and ESG and generously funded by JPMorgan Chase & Co.

Executive Summary Continued

To successfully implement these measures, states should take additional steps to verify student passage of coursework based on a pre-defined grade benchmark, connect early postsecondary coursework to specific pathways, shore up articulation and transfer policies for dual enrollment courses, and ensure that proper state-level course codes are used locally.

Co-Curricular Learning and Leadership Experiences

Twelve states include a Co-Curricular Learning and Leadership Experiences measure in their state or federal accountability systems. Work-based learning is the career measure most often used in this category, with 10 states at the Fundamental level and two states incorporating the third-party evaluation elements of the Exceptional level as a component of work-based learning.

Common challenges to implementation of this indicator include determining which experiences to count as experiential learning, how to collect accurate data, and how to validate that the learning and leadership experience was meaningful and co-curricular and led to skills attainment.

Assessment of Readiness

All told, 30 states and the District of Columbia use an assessment capable of generating a score to denote college readiness for postsecondary admissions or placement decisions as a measure of academic achievement. Seven states solely include a college- and career-ready score on a summative assessment as a measure of academic achievement. An additional 23 states and the District of Columbia, representing the Advanced level, include another pathway-aligned assessment beyond the statewide summative assessment. The vast majority of these states include the percentage of students who earned an industry-recognized credential. Another 12 states include at least one measure in this category without also incorporating the Fundamental measurement of students' college and career readiness on a high school summative assessment.

States can improve these measures by ensuring that all students have opportunities for success on the multiple assessments; identifying appropriate proficiency thresholds; ensuring that the assessments — industry-recognized credentials, in particular — are high quality and valued beyond high school; and continuing to push the envelope with new ways of assessing college and career readiness through portfolios or capstones, which no state currently includes in its statewide assessment system, let alone its accountability system.

Transitions Beyond High School

Eight states include information on Transitions Beyond High School in their formal state and federal accountability calculations. Seven of those states will report any postsecondary enrollment, representing the Fundamental level. One additional state is at the Advanced level and will measure postsecondary enrollment without the need for remediation.

States valuing career pathway completion and dual enrollment in their accountability systems are working to overcome the challenges of linking K-12, higher education and workforce data systems as well as leveraging postsecondary transition public reporting.

Introduction

Meaningful measurement of college **and** career readiness has entered a new era in high school accountability systems. What was once a best practice in just a handful of states is now an expectation for students in 40 states. The increase in the number of career-ready measures, and the sophistication of those measures, should be celebrated; however, a number of opportunities for improvement remain as states move from planning to implementing these new measures.

The shift to meaningfully incorporate college and career readiness in accountability systems stems largely from two forces. First, state leaders — now more than ever — recognize the importance of postsecondary preparation and attainment for students' long-term economic success. Learners who attain a postsecondary credential or degree, or complete a registered apprenticeship, unlock doors to economic opportunity. State leaders understand the economic forces at play and have doubled down on their efforts to ensure that all students have meaningful pathways from high school into higher education and the appropriate supports to make that transition successfully.

Second, starting with the Elementary and Secondary Education Act Flexibility Waiver and continuing through the passage of the Every Student Succeeds Act (ESSA), states have been provided with significant flexibility to expand their measures of school performance beyond traditional assessments and graduation rates. Under ESSA, states are required to address measures of School Quality/ Student Success. These changes to federal accountability requirements have empowered states to experiment with new measures focused on students' preparation for and successful transition to postsecondary education, training and the workforce.

States have taken advantage of this flexibility to be more inclusive of both college and career readiness measures, with a significant increase in the number of states embracing career-ready measures in the past few years. Since Achieve and Advance CTE first reported on the number of states “making career readiness count” in their state and federal accountability systems, the number of states with a career-ready indicator has increased from 17 to 40, and many of those states now include more than one way to demonstrate career readiness. In total,

KEY TERMS

Career Pathway vs. Program of Study

A **career pathway** is a sequence of learning experiences that span secondary and postsecondary systems, blend rigorous core academic and career technical instruction, offer focused career guidance and advisement systems, include high-quality work-based learning experiences, and culminate in postsecondary or industry credentials of value.

A **program of study**, a requirement under the federal Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV), is one type of career pathway. A program of study is a coordinated, non-duplicative sequence of academic and technical content at both the secondary and postsecondary levels that is aligned with labor market needs, progresses in content specificity, offers multiple entry and exit points that allow for credentialing, and culminates in a recognized-postsecondary credential. In many states, programs of study are the primary way students access career pathways.

44 states and the District of Columbia address college and career readiness in alignment with the framework put forth in Destination Known: Valuing College AND Career Readiness in State Accountability Systems.

At the same time, states have worked to make their career-ready measures more sophisticated to account for the breadth of career experiences now available to students. Whereas many states began their measurement of career readiness with general assessments, such as WorkKeys, states are now examining the number of students completing a dual enrollment course within a state-defined career pathway, earning an industry-recognized credential of value, or completing a work-based learning experience.

Introduction

While this progress is incredibly heartening, especially in the context of ensuring that high school students truly graduate college and career ready, states must now turn their attention to ensuring that their data are high quality and reliable, access and outcomes are equitable across student groups and school settings, and the new indicators have enough weight to affect behaviors and incentives among district and school leaders.

Detailing State Progress

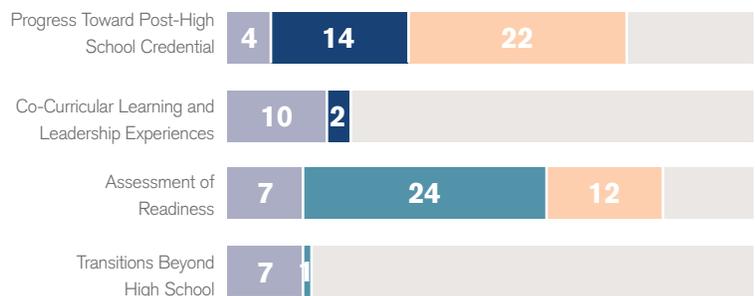
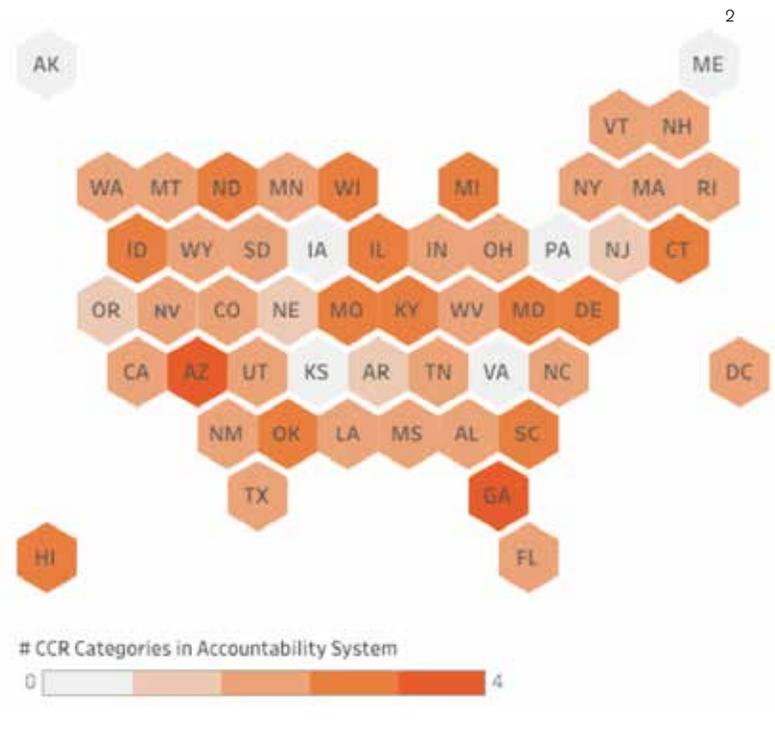
In 2017, Education Strategy Group (ESG), the Council of Chief State Schools Officers (CCSSO) and Advance CTE released *Destination Known: Valuing College AND Career Readiness in State Accountability Systems*, which recommended metrics for inclusion in accountability systems. The report was the culmination of nearly a year's worth of discussions among state and national accountability experts, including representation from Achieve. As the report stated,¹

In identifying potential measures, the Accountability Workgroup placed emphasis on measuring college and career readiness together, rather than as separate components. If the goal is for all students to be college- and career-ready, then it is paramount that state systems promote and capture students' demonstration of that preparation through multiple means. This is especially true given our growing understanding that "college and career readiness" means the development of academic, technical and professional skills. These skills are obtained and demonstrated through completion of rigorous coursework, long-term co-curricular experiences and meaningful assessments, and they are ultimately validated by a student's successful transition to life beyond high school.

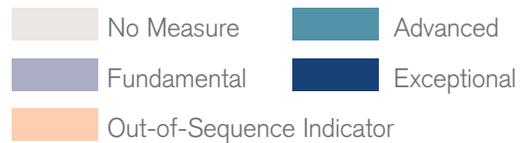
The workgroup proposed that all states include measures of college and career readiness from the following four categories:

1. Progress Toward Post-High School Credential;
2. Co-Curricular Learning and Leadership Experiences;
3. Assessment of Readiness; and
4. Transitions Beyond High School.

Aiming to capture the nuance of state accountability measures, this report — which was developed through the New Skills for Youth initiative in partnership with Achieve — attempts to classify state measures of career readiness within the four categories. For each measurement category,



Progress to Postsecondary credential



² Pennsylvania has adopted a career readiness indicator in its accountability system, but does not include the specific measures defined in this report. Also note that some states are working to develop college and career readiness indicators but have yet to define how they will measure them. Those states will be included in future editions of this report.

the workgroup recommended a single, consistent measure that states should strive to adopt and then articulated three levels of sophistication (i.e., Fundamental, Advanced and Exceptional) that detailed a path states could take to increase the rigor of their measures over time. Each of the definition levels builds upon the previous level. Movement up the continuum — from Fundamental to Advanced to Exceptional — represents increased specificity in state policy definitions as a result of (1) increasing expectations for the student and (2) acquisition of data by the state.

What follows is an analysis of all 50 states and the District of Columbia’s approved plans for ESSA, as well as an analysis of state-level accountability systems in states with dual systems. See Appendix 2 for the full methodology.

In total, 44 states and the District of Columbia include measures of college and career readiness aligned with the recommendations in Destination Known.

Strengthening Career and Technical Education for the 21st Century Act

In July 2018, the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) was signed into law, reauthorizing Perkins IV. The new law has a number of critical changes related to data and accountability, including streamlining the secondary performance indicators; providing state flexibility in identifying “program quality” measures; and requiring more extensive public reporting and disaggregation by special populations, sub-groups, and outcomes at the program or Career Cluster® levels.

The secondary indicators, in particular, continue to align strongly with those required under ESSA and include the **percentage of Career Technical Education (CTE) concentrators**:

1. Graduating high school (according to the four-year or extended-year adjusted cohort graduation rate used in ESSA).
2. Proficient in challenging state academic standards, using ESSA-identified assessments and proficiency targets in math, English language arts and science.
3. Enrolled in postsecondary education or advanced training, military service or a national service program (Peace Corps, AmeriCorps) or employed (in the second quarter after exiting high school).

4. Meeting a state-determined measure of “CTE program quality” from the following:

- Student attainment of recognized postsecondary credentials;
- Student attainment of postsecondary credits in his or her CTE program/program of study; or
- Percentage of students participating in work-based learning.
- *NOTE: States may choose more than one of above and/or other indicators in addition to at least one of above.*

5. In CTE programs that lead to non-traditional fields.

Needless to say, states have significant opportunities to connect their ESSA data and accountability systems and those now being reimagined to support Perkins V.

PROGRESS TOWARD POST-HIGH SCHOOL CREDENTIAL

Progress Towards a Post-High School Credential: *Student demonstration of successful progress toward credentials of value beyond high school. At a minimum this means completion of a validated college- and career-ready course of study. It should also include whether students completed a rigorous CTE pathway and earned postsecondary credit while in high school. Rather than focusing solely on whether a student graduates, this measure is a critical indicator of whether a student is graduating prepared for the next step.*

PLUS: Attainment of 1+ postsecondary credits while in high school

EXCEPTIONAL

PLUS: Completion of a pathway of 3 or more credits that is aligned to the students academic and career plans

ADVANCED

Completion of the state defined college- and career-ready course of study

FUNDAMENTAL

Looking at state and federal accountability systems that will be in effect for the 2018-19 school year, 17 states and the District of Columbia include Progress Toward Post-High School Credential measures. Three of those states and the District of Columbia will measure the percentage of students completing an academic college- and career-ready course of study. Fourteen states will measure this area at the Exceptional level, considering completion of a college- and career-ready course of study, completion of a career pathway, and attainment of postsecondary credits while in high school, as represented by dual enrollment. An additional 22 states include either pathway completion or dual enrollment coursework in their accountability systems but do so out of the recommended sequence of indicators.

KS	ME	NJ	OR	PA	VA	VT						
IA	CT	CO	AK	WI	WA	TX	TN	SD	SC	RI		
HI	ID	IN	KY	LA	MA	MI	MO	MS	MT	OH		
FL	DE	AR	AL	NE	NC	MN	DC	WY	WV	UT		
AZ	CA	GA	IL	MD	ND	NH	NM	NV	NY	OK		

Progress Toward Post-High School Credential

	No Measure		Advanced
	Fundamental		Exceptional
	Out-of-Sequence Indicator		

Progress Toward Post-High School Credential

Delaware's College and/or Career Preparedness measure offers eight options for students to demonstrate postsecondary readiness, including by earning early college credit. Students who earn a benchmark score in an Advanced Placement (AP) or International Baccalaureate (IB) exam, obtain an industry-recognized credential, or earn at least a B in a dual enrollment course — either within a CTE program of study or outside it — can demonstrate progress toward a postsecondary credential. Students who complete both a “college” preparedness and “career” preparedness measure earn bonus points.

Maryland has two measures of student progress toward a postsecondary credential. Access to a Well-Rounded Curriculum is a component of its School Quality/Student Success indicator that, at the secondary level, measures the percentage of graduates who were enrolled in AP or IB, participated in dual enrollment, or achieved concentrator status in a state-approved CTE pathway. While Access measures student participation in rigorous coursework, the Readiness for Postsecondary Success indicator measures attainment. Students can demonstrate attainment in a number of ways, such as: scoring least a 3 on an AP exam or a 4 on an IB exam, earning dual enrollment credit, meeting entrance requirements for the University of Maryland, obtaining an industry-recognized credential as a CTE concentrator, and completing a CTE program of study, among other milestones. In total, the Access and Readiness measures make up 15 percent of a school's overall accountability score. While the state does not disaggregate these indicators by the type of milestone each student meets, Maryland's differentiation between access and attainment is useful for uncovering gaps in student postsecondary readiness.

New Hampshire seniors must meet at least two out of a menu of milestones within the College and Career Ready indicator to demonstrate postsecondary readiness. Most of these milestones — though not all — require the attainment of postsecondary credentials through meeting benchmark scores on AP and IB exams, earning a C or better in a dual enrollment course, or earning an industry-recognized credential in a CTE pathway. Students can satisfy this requirement by achieving the same milestone twice — for instance, by passing two dual enrollment courses.

Major Considerations

While a number of states have collected information on student course-taking in the past, the new ESSA metrics place additional emphasis on states having timely and reliable information about course and pathway completion. This emphasis will require states to take additional steps to verify student passage based on a pre-defined grade benchmark, connect early postsecondary coursework to specific pathways, shore up articulation and transfer policies, and ensure that proper state-level course codes are used locally.

Delaware is able to collect and validate dual enrollment completion from districts because all dual enrollment courses offered as part of a CTE program of study have state-level course codes. The codes identify both the CTE subject area and the fact that it is dual enrollment course. To ensure completion of a CTE program of study, **West Virginia** assigns each Career Cluster, program of study and course its own code in the state's longitudinal data system. The system includes only state-approved CTE courses, which align with the 16 Career Clusters and the state-defined programs of study. Because finalized data for CTE program of study completion are not available until the fall, after students graduate, the measures are lagged so that totals can capture all credits earned, including through the summer of each school year.

Ensuring Quality and Transferability of Dual Enrollment Courses

As more states encourage student completion of dual enrollment, a number of key issues need to be considered. First, states need to ensure that the dual enrollment course(s) that students take are appropriately aligned to career pathways. Second, states need to work to ensure the consistency of course quality and grading practices. While it is positive that most states that include dual enrollment in their accountability systems focus on dual enrollment “success” (compared to just participation), that focus does not guarantee the dual enrollment courses and credits will inherently be meaningful. The power of earning early postsecondary credit comes from providing a student with currency in his or her next step beyond high school. At the same time, early postsecondary credit that does not articulate at certain institutions or programs, or counts only for elective credit, can hinder a student’s successful transition into postsecondary certificate, apprenticeship or degree programs. States can leverage their business rules and local guidance to clarify expectations for which dual enrollment courses and experiences can and should be counted.

Completing A College- and Career-Ready Course of Study

In more than half of the states that include dual enrollment as an accountability measure, students are not required to take a college- and career-ready course of study. This situation can jeopardize students’ preparation not only for college and career but also for those dual enrollment courses. Rigorous coursework is the foundation upon which all student preparation rests. Without that strong foundation,

the Exceptional components of a state’s accountability and support system may weaken over time. In particular, students may not be well served to simply complete a dual enrollment course — or even a career pathway — absent a robust set of other courses that prepare them for success beyond high school. For instance, a student who completes a dual enrollment course in psychology but does not complete four years of English language arts or mathematics may not be prepared to successfully enter higher education without the need for remediation. Just as high school graduation does not necessarily signal college and career readiness, connecting preparation to any one course, rather than a full set courses, may be troublesome. For more information on state course requirements, see Achieve’s report [State Graduation Expectations Matter — and Differ — More Than You Think](#).

Embedding Early Postsecondary Opportunities as a Career Pathway Component

Seventeen states include CTE pathway completion in their accountability systems, while 34 include dual enrollment success (with 16 states including both). Despite the prevalence of these indicators, very few states have married their CTE pathway completion and dual enrollment indicators together. Most states have placed them as separate options within their “metaindicators,” meaning that students could demonstrate “readiness” based on course(s) that are disconnected from their programs of study. Many quality CTE pathways and programs of study already include dual enrollment opportunities — meaning many CTE pathway completers will also earn dual credits — but states should consider making an intentional connection between these indicators to ensure that dual enrollment courses best advance students’ high school and postsecondary goals.

CO-CURRICULAR LEARNING AND LEADERSHIP EXPERIENCES

Co-Curricular Learning and Leadership Experiences: *Student completion of state-defined co-curricular experience(s) aligned to students' academic and career plans. This would include an evaluation that the student met expectations and gained the professional skills necessary for success in college and career. Learning and leadership experiences include extended work-based learning; service learning; or co-curricular activity, such as participation in state career technical student organization competitions.*

PLUS: Third-party evaluation that student met expectations and demonstrated gain (e.g., growth of) academic, technical and/or professional skills

EXCEPTIONAL

PLUS: Alignment between students academic and career plans and learning and leadership experience

ADVANCED

Completion of the state-defined co-curricular learning and leadership experience

FUNDAMENTAL

Twelve states include a Co-Curricular Learning and Leadership Experiences measure in their state or federal accountability systems. Work-based learning is the career measure most often used in this category, with 10 states at the Fundamental level and two states (**Georgia** and **South Carolina**) incorporating the third-party evaluation elements of the Exceptional level as a component of work-based learning.

Illinois defines three ways to demonstrate college and career readiness as part of its School Quality/Student Success indicator: meeting Distinguished Scholar requirements, meeting College and Career Ready requirements, or completing a suite of six academic and career milestones. Many of the approved career-ready milestones within this suite are co-curricular

TX	UT	VA	VT	WA	WV	WY				
TN	SD	RI	PA	OR	OH	NY	NV	NM	NJ	NH
KS	LA	MA	ME	MI	MN	MO	MS	MT	NC	NE
IN	IA	HI	FL	DC	CO	CA	AR	AL	AK	WI
GA	SC	AZ	CT	DE	ID	IL	KY	MD	ND	OK

Co-Curricular Learning and Leadership

	No Measure		Advanced
	Fundamental		Exceptional
	Out-of-Sequence Indicator		

Co-Curricular Learning and Leadership Experiences

or extra-curricular learning activities that students can participate in during their junior or senior year — including a workplace learning experience, consecutive summer employment, consistent employment for 12 months, and membership in two or more organized co-curricular activities. Similarly, students pursuing the College and Career Ready requirements must complete at least two career exploration activities or one intensive career experience, two team-based challenges, and 60 hours of participation in a supervised career development experience to earn a College and Career Pathway Endorsement on their high school diploma. The challenge for Illinois will be in ensuring that the state can collect and verify data statewide on students' activities that do not rely solely on self-reported information.

Arkansas measures learning and leadership through student participation in service learning. Community Service Learning Credits Earned is one of 11 School Quality/Student Success indicators and is measured as the percentage of enrolled 12th grade students earning at least one service learning credit during high school. As a quality control, the state counts only service learning credits earned in a state-approved course, as noted by the course code on a student's transcript.

Arizona's College and Career Readiness indicator offers a diverse menu of milestones for students to demonstrate readiness, from meeting cut scores for various assessments to completing a well-defined work-based learning experience of at least 120 hours, and awards students points for each milestone achieved. The overall score is calculated as total points per senior, with a maximum of two points per student. In this framework, completing an approved work-based learning experience awards students one full point. The state codes indicators aligned to traditional college preparation (such as scoring a 3 or higher on an AP exam) as "blue" and those aligned to careers, training and the military (such as work-based learning) as "red." Students who achieve one full point in both categories — thus signaling college *and* career readiness — earn additional bonus points.

Major Considerations

As more states choose to value Co-Curricular Learning and Leadership Experiences through their accountability systems, most are facing a set of common challenges, such as which experiences to count, how to collect valid data, and how to validate that the learning and leadership experience was meaningful and co-curricular and led to skills attainment. One common trend emerging is for states to use course codes as a way to capture participation and success. This strategy allows states to set specific parameters for awarding a student "credit" while still providing local flexibility. It also enables states to conduct audits to ensure that enrollment data are valid and reliable.

Georgia and **South Carolina** each have established clear expectations and criteria for work-based learning. Georgia offers four state-approved CTE courses — Youth Apprenticeship, Cooperative Education, Internship or Employability Skills Development — to count in its accountability measure. Each course has standardized course codes, can be embedded in most state-approved CTE pathways, is captured in the state's longitudinal data system, and has clear criteria for student enrollment and completion. Additionally, Georgia uses a separate system to track qualitative information about individual students' work-based learning experiences, including employer evaluations and student portfolios, which are used to determine course grades. In South Carolina, work-based learning experiences must be aligned to a CTE pathway and count for credit within that CTE pathway, provide at least 40 hours of experience, and be validated by an employer exit evaluation to count under ESSA.

Defining Experiential Learning

Because many of the measures in this category are nascent in states (only two states had previously included experiential learning in their accountability systems before ESSA), the main focus for state leaders in the next few years will be on ensuring that the measure definitions are appropriate and that high-quality systems for collection are in place. For instance, in states planning to include work-based learning in their systems, the definition of what it means to be involved in work-based learning matters considerably. Should state business rules count students who have met a certain number of hours of work and/or demonstrated skills attainment as measured by their teacher or instructor? Or should the state count only those who have received positive reviews from their supervisor? Setting clear expectations upfront will offer much needed guidance to districts and encourage more consistent and meaningful experiences for students.

Collecting Accurate Data

States also will need a way to collect, store and verify information on work-based learning and other learning and leading experiences. Many of the states including work-based learning indicate they plan to assign a course number for the experience and let schools input the data into their student information system the same way they would for any other credit a student could earn. That approach is reasonable, but whether it will work for other measures, such as service learning or leadership in a career technical student organization, is not yet clear.

Validating the Quality of Experiential Learning

Many states — including those that have not included any Co-Curricular Learning and Leadership Experiences indicators in their accountability systems — are struggling with how to best move beyond student self-reporting to certifiable ways to gather data on students' experiences. Addressing that issue starts with gathering more actionable information, at the state level, about students' academic and career plans. And states will need to experiment with methods to better understand the specific skill gains from a particular learning and leadership experience. Finally, very few states explicitly address the role of third-party evaluation, which is critical for ensuring that student experiences are high quality. This category is the frontier, and much work remains to explore the full landscape of possibilities.

ASSESSMENT OF READINESS

Assessment of Readiness: *Students scoring at the college- and career-ready level on assessment(s) that are validated by higher education and industry. AP, IB, industry-recognized credentials, technical skills assessments and other performance-based demonstrations of students' knowledge and skills should be incorporated to provide valuable insight into student progression toward college and career readiness in their chosen pathway.*

PLUS: Performance-based demonstration of professional skills within an academic or technical context (e.g., capstone)

EXCEPTIONAL

PLUS: Completion of a pathway-aligned assessment or demonstration of technical skills (e.g., AP, IB, industry-recognized credential)

ADVANCED

Attainment of state-defined college- and career-ready level on high school summative assessment

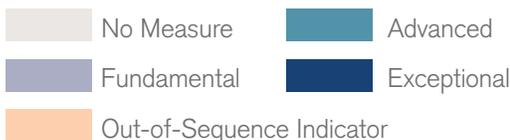
FUNDAMENTAL

The Assessment of Readiness measure draws upon two elements of state accountability indicators (as identified in ESSA): (1) measure of academic achievement and (2) school quality and student success. All told, 31 states and the District of Columbia use an assessment capable of generating a score to denote college readiness for postsecondary admissions or guide placement decisions as a measure of academic achievement. The “college-ready” threshold varies across states and may not always be used by the state in accountability measurements, as compared to a separate score indicating “proficiency.” States are using the following measurements:³

- Smarter Balanced Assessment Consortium (7): CA, HI, ID, OR, SD, VT, WA;
- Partnership for Assessment of Readiness for College and Careers (PARCC) (3): DC, NJ, NM (administering English 11/Algebra II);
- ACT (10): AL, AR, LA, MT, NE, ND, NV, OK, UT, WI;
- SAT (10): CO, CT, DC, DE, IL, ME, MI, NH, RI, WV;
- District choice whether to use ACT or SAT (1): OK; and
- Other state-developed assessment used for postsecondary placement (1): MN.

AR	IA	KS	ME	NE	PA	VA					
AK	WY	WV	TN	OK	NV	MO	MI	MA	KY	IN	
VT	WI	HI	MN	MT	NC	NJ	OR	WA	AZ	FL	
UT	TX	SD	SC	RI	OH	NY	NM	NH	ND	MS	
AL	CA	CO	CT	DC	DE	GA	ID	IL	LA	MD	

Assessment of Readiness



For the counts in this report, seven states solely include as a measure of academic achievement a college- and career-ready score on a summative assessment, such as Smarter Balanced, PARCC, SAT or ACT. An additional 23 states and the District of Columbia, representing the Advanced level, include another pathway-aligned assessment beyond the statewide summative assessment. The vast majority of these states include the percentage of students who earned an industry-recognized credential. Another 12 states include at least one measure in this category without also incorporating the Fundamental measurement of students' college and career readiness on a high school summative assessment.

New York's College, Career and Civic Readiness index was developed to encourage more students to pursue advanced coursework by awarding additional weight for dual enrollment credit and nationally recognized assessments, including industry-recognized credential exams and technical skills assessments. The index ranges from 0 to 200 and is calculated as the weighted percentage of students in the ninth grade cohort who demonstrate readiness. For instance, a student who earns a Regents or Local Diploma is weighted at 1.0 in the numerator, while a student who earns a Regents Diploma and obtains an industry-recognized credential or passes a nationally recognized CTE exam is weighted at 2.0. Similarly, achieving benchmark scores on AP and IB exams and earning a CTE endorsement in addition to the Regents Diploma are readiness measures that are weighted at 2.0. Participating in — but not earning credit for — dual enrollment, AP or IB is weighted at 1.5.

Ohio's Prepared for Success indicator contains six measures, which will account for 15 percent of a school's or district's grade. To demonstrate that they are prepared for success, students must meet the state-set "remediation free" score on either the ACT or SAT, earn an honors diploma, or earn one state-approved industry-recognized credential or a group of credentials aligned to one of the state's 13 career clusters. Each credential on the state-approved list is assigned a point value, and students must earn at least 12 points to be included in the Prepared for Success indicator. Students can earn additional points if they meet one of the above criteria and earn a benchmark score on an AP or IB exam or earn at least three college credits. All students in the four-year and five-year graduation cohort are included in the measure.

Wyoming's Postsecondary Readiness indicator includes three measures, each of which includes multiple indicators for students to demonstrate their readiness: completing a college-preparatory curriculum *and* a college-ready score on a standardized college entrance exam or earning college credits through AP, IB or dual enrollment; completing a CTE pathway that consists of at least three courses *and* a passing score on a state-approved CTE exam or industry-recognized certification; and completing a college-preparatory curriculum or a CTE pathway *and* a military readiness score on the Armed Services Vocational Aptitude Battery (ASVAB).

Major Considerations

States are investing heavily in a wide array of assessments that address the different aspects of college and career readiness. However, states can improve these measures by ensuring that all students have opportunities for success on the multiple assessments; identifying appropriate proficiency thresholds; ensuring that the assessments — industry-recognized credentials, in particular — are high quality and valued beyond high school; and continuing to push the envelope with new ways of assessing college and career readiness through portfolios or capstones, which no state currently includes in its statewide assessment system, let alone its accountability system.

A number of states have established criteria for determining the value of a credential and have shaped their accountability business rules to prioritize the credentials with the greatest value. These states have also created data collection and validation processes. **Tennessee** enables students to demonstrate readiness in a variety of ways, including: earning a composite score of 21 or higher on the ACT, completing four early postsecondary opportunities (EPSOs), completing two EPSOs and earning a state-approved industry-recognized certification within a CTE program of study, or completing two EPSOs and achieving a state-determined benchmark score on the ASVAB. Importantly, unlike many states that rely on self-reporting for industry-recognized credential data, Tennessee has established agreements to receive data from 15 industry certification agencies for the 62 promoted industry certifications that make up the state's priority credential list. **Louisiana** established a credential verification system that provides districts with a secure platform to upload credential information into the student information system in a format that indicates the graduation pathway, student ID, school year and specific certification area. The state agency then conducts a pre-determined number of random audits to ensure accuracy.

Assessing College Readiness and Career Readiness for ALL

States that include industry-recognized credentials (and AP and IB exams) in their accountability systems should be sure to also include a statewide assessment that measures college readiness. Only a few states include these measures together. The completion of an industry-recognized credential, or an AP or IB exam for that matter, does not necessarily signal

postsecondary readiness in mathematics or English language arts. Research suggests that preparation in those two core subjects is a strong predictor for postsecondary success. States should aim to pair statewide summative exams of college and career readiness with area-specific examinations connected to a student's intended course of study.

Establishing Proficiency Thresholds

Accountability systems should also be clearer about proficiency thresholds for English language arts and mathematics assessments. For example, will the state count students as proficient (and thus their schools earn full points) when they score a 17 on the mathematics portion of the ACT or an 18 or a 19? ACT has set its own benchmarks for what student performance is predictive of later success, but it should not be assumed that states are using these same thresholds. More details will be needed to better understand states' use of college- and career-ready assessments in their accountability systems and the signals they send regarding how students need to perform to be considered proficient.

Defining Quality Credentials of Value

Finally, states need to pay particular attention to prioritizing industry-recognized credentials that have value in the labor market. Rewarding the completion of credentials without value can be detrimental to students and limits states' ability to close labor market gaps. More than 4,000 industry-recognized credentials are available to students at the K-12 level.⁴ Not all credentials are created equal when it comes to the skills necessary to demonstrate proficiency. Without a "quality" mechanism for judging and counting only those credentials that provide labor market value, schools will have an inherent incentive to encourage low-level credential attainment when faced with accountability pressure. For recommendations on how states can identify and prioritize high-quality credentials, see [Credential Currency: How States Can Identify and Promote Credentials of Value](#).⁵

TRANSITIONS BEYOND HIGH SCHOOL

Transitions Beyond High School: Successful student transition includes placement into postsecondary education, training or the workforce within 12 months of graduation. Examining the quality of each of these transitions is critical to ensure that alignment between K-12, higher education and the workforce exists and that students are placed into situations that promote their ability to realize long-term economic success. This means enrollment in higher education without the need for remediation, engagement in high-quality registered apprenticeship certificate programs, military enlistment, or employment in state-defined in-demand fields.

PLUS: Enlistment in military, enrollment in certificate or registered apprenticeship program, or employment in a state-defined in-demand field as identified in the state's Workforce Innovation and Opportunity Act plan

EXCEPTIONAL

PLUS: Enrollment in institute of higher education without remediation or employment at a state-defined wage threshold

ADVANCED

Enrollment in two- or four-year institute of higher education or postsecondary training

FUNDAMENTAL

Eight states include information on Transitions Beyond High School in their formal state and federal accountability calculations. Seven of those states will report any postsecondary enrollment, representing the Fundamental level. One additional state (**Georgia**) is at the Advanced level and will measure postsecondary enrollment without the need for remediation. **Vermont** is the first and only state attempting to include placement into a full range of post-high school postsecondary and employment options, yet it will need to establish business rules for a state-defined wage threshold to be successful in this measure. For now, the state is included at the Fundamental level.⁶

TX	UT	VA	WA	WI	WV	WY				
TN	SD	SC	RI	PA	OR	OK	OH	NY	NV	NM
MA	MD	ME	MN	MS	MT	NC	ND	NE	NH	NJ
LA	KY	KS	IN	IL	ID	IA	FL	DE	DC	CA
GA	AZ	CO	CT	HI	MI	MO	VT	AL	AK	AR

Transitions Beyond High School

	No Measure		Advanced
	Fundamental		Exceptional
	Out-of-Sequence Indicator		

Transitions Beyond High School

Both **Connecticut** and **Michigan** measure the percentage of high school graduates that enroll in postsecondary education within 12 months. Each state includes enrollment into both two- and four-year institutions. Connecticut weights this measure at 7.4 percent and allocates points based on the distance between the school's performance and the state's overall 75 percent goal for this measure. College enrollment counts for 2 percent of a school's overall accountability rating. **Georgia** goes a step further to include enrollment without the need for remediation. The state's College and Career Readiness measure includes six ways that students can demonstrate readiness, including entering the Technical College System of Georgia or the University System of Georgia without the need for remediation.

While career readiness measures are not included in **Missouri's** ESSA accountability system, they have a strong presence in the state system. One of the five performance measures in the Missouri School Improvement Program deals specifically with college and career readiness and consists of two postsecondary transition indicators: the percentage of graduates enrolled in postsecondary education/training or enlisted in the military within six months of graduation and the percentage of graduates who completed an approved CTE pathway and found employment, enrolled in postsecondary education/training or enlisted in the military within six months of graduation. These indicators are aggregated into one accountability score but are also publicly available as separate indicators.

Major Considerations

As more states value pathway completion and dual enrollment in their accountability systems, it stands to reason that the transition between high school and a graduate's next step — be it postsecondary, the workforce or the military — should be valued as well. By including in accountability systems multiple paths for student progress beyond high school, states can provide students and families with a clear indication that those paths are valued and better inform policymakers and the public about how students fare once they leave high school. Yet, few states have built such transitions into their accountability systems.

Missouri and **Colorado** are attending to data quality by using the National Student Clearinghouse to validate locally collected data on postsecondary enrollment. Both states are also parsing out enrollment in various postsecondary institutions, and Missouri is including placement into the workforce for CTE participants. **Vermont** is working to include a full array of post-high school options. The state's outcomes indicator includes the total percentage of graduates enrolled in a college or trade school, enlisted in the military or working full time within 16 months of high school graduation. The state is also partnering with the National Student Clearinghouse for its postsecondary and trade school information, accessing data on trade school and apprenticeship enrollment from the state's Department of Labor, and using the state's Department of Motor Vehicles to facilitate the matching of employment data between the Agency for Education and the Department of Labor.

Linking K-12, Higher Education and Workforce Data Systems

States have an opportunity to more fully support students' transitions from high school into the world of college and careers by counting all post-high school options — i.e., enrollment in a two- or four-year institution, certificate/training program or apprenticeship; military enlistment; and/or employment — in their federal or state accountability systems. At this time, no states are including all of these measures. The largest barrier, perhaps, is access to data on all of those outcomes. In many states, linking K-12 and workforce data systems remains a hurdle, and even in the states where those data are linked, decisions about what qualifies as an appropriate wage threshold can get in the way of reporting the information or including it in an accountability system. Further, state data system collection of apprenticeship and postsecondary certificate program enrollment is nascent and quite often disconnected from other data sources. Military enlistment presents unique challenges given barriers associated with national security clearance, geography and mobility, and the interoperability of data systems.

Leveraging Postsecondary Transition Public Reporting

Many states were already publicly reporting the number of high school graduates enrolling in higher education through their high school feedback reports prior to 2009. Federal requirements for receiving State Fiscal Stabilization Funds in 2009 ensured that nearly every state would do so —

recognizing that parents and educators could benefit from a better understanding of how students fared after they left high school.⁷ It is promising that nearly every state reports this information, and a few states have incorporated transitions data into their formal accountability rating systems.

The challenge in this area is twofold. First, many of the reports on students' post-high school transitions are limited in scope and difficult to access. States can and should incorporate transition information into their online school report cards and expand the scope and depth of that reporting. Second, states can improve the disaggregation of the transitions data. For instance, currently most states simply report a single rate of enrollment in any postsecondary institution. Those data are more powerful when they can be broken down by postsecondary sector (two-year or four-year), indicate what percentage of enrolling students required remediation, and how each of those rates varied by a student's high school preparation (e.g., whether the students completed a college- and career-ready course of study, performed at the college- and career-ready level on state assessment, passed an AP/IB exam). For more information on what postsecondary transitions data are available state by state, see the Achieve's report [The State of American High School Graduates: What States Know \(and Don't\) About Student Performance](#).

In addition to offering guidance to local districts, states can improve measurements of postsecondary transitions by building and sustaining data linkages across systems and negotiating data sharing agreements with third-party vendors.

KEY THEMES

The Details Matter

States and key stakeholders have put considerable time and energy into devising appropriate accountability measures, and they should make efforts to ensure that they get the details right. The way in which states answer questions such as the following can have significant implications for the quality of the career readiness data: How is the measure defined? How will the state determine success? How will the state determine the data are accurate and high quality? What denominator will the state use to calculate the metric? And states must provide clear guidance — through business rules and technical assistance — to ensure that local districts and schools are collecting and reporting data in alignment with those state determinations.

States have made great strides in their inclusion of college- and career-ready metrics in accountability. It is critical that those measures actually do signal readiness; otherwise states may provide an incomplete picture of student preparation to families and the public or, perhaps even worse, drive students to participate in activities that do not actually prepare them for future success. For instance, approximately half of the states now include completion of an industry-recognized credential in their accountability systems. Thousands of credentials are available to students today, and they are not all created equal. While they all may provide some value to the student, few will actually open doors to economic opportunity. Without a “quality” mechanism for tracking only those credentials that provide labor market value, schools may encourage students to complete the lower-level credentials in an effort to drive up accountability scores.⁸

Rigor and Coherence of Measures Have Room for Growth

In general, the measures that states include in their accountability systems remain at the Fundamental level. Specifically, in the areas of Co-Curricular Learning and Leadership Experiences and Transitions Beyond High School, very few states are taking the opportunity afforded by ESSA to expand their measures beyond work-based learning or include multiple postsecondary transition options. And when states do include more advanced metrics, they often are doing so without the benefit of building on prior foundational aspects of measurement.

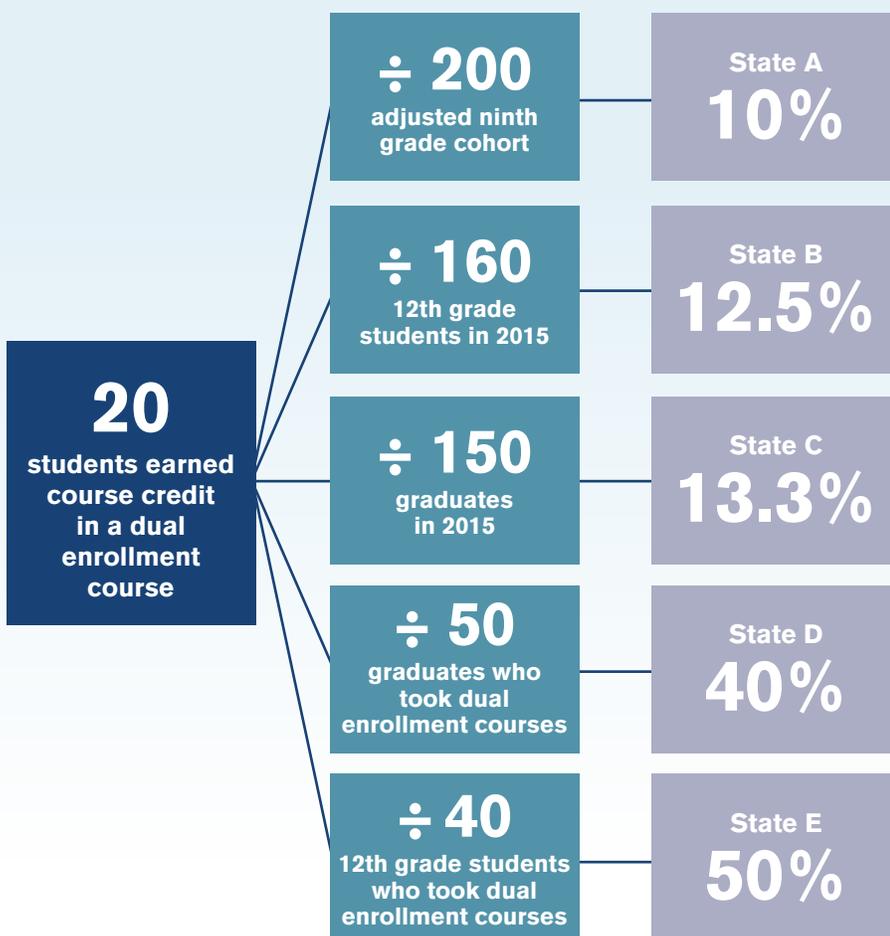
More than half the states that include dual enrollment, for instance, do not take into account whether students are completing a college- and career-ready course of study. Doing one without the other is only one-half of the preparation equation. It should be noted that seven states and the District of Columbia address students’ course participation through their graduation requirements, rather than the accountability system.⁹ This mechanism is also appropriate for bringing coherence and alignment to the education system. Other states should seek out ways to make sure their indicators represent a holistic progression of preparation, as is suggested in the different recommended indicator levels.

Importance of Using the Ninth Grade Cohort

Using the ninth grade cohort as the denominator in accountability calculations is one of the most powerful actions a state can take to transparently report student preparation for college and career. Current state reporting of college and career readiness is inconsistent across measures and states and can contribute to misperceptions about students' preparation for college and career.

States regularly use different denominators when calculating performance. Nothing is inherently wrong with this approach — it simply makes having a consistent view of student preparation more difficult for parents and policymakers. The illustration below, modified from Achieve's [Count All Kids: Using the 9th Grade Cohort to Improve Transparency and Accountability](#) brief, demonstrates why using different denominators is an issue, with dual enrollment success as an example.¹⁰

Figure 1: How States' Denominator Choices Change the Storyline



Depending on whom the state decides to include in the calculation, performance can vary significantly. While the same number of students earned course credit in a dual enrollment course in State A and State E, the public would likely interpret State E as excelling and State A as struggling. This view would likely extend to specific schools within each state. While transitioning to consistent use of the ninth grade cohort as the denominator for all college and career readiness measures may “lower” performance, reporting how the ninth grade cohort fares portrays a full picture of students' readiness. Ultimately, providing an accurate picture of student success based on the number of students that started in the high school — just as is done for high school graduation — is a critical lever for ensuring that student access and supports are available statewide.

Connections to State-Approved Career Pathways Need to Be Better

While more states valuing CTE or career pathway completion (rather than just participation in CTE coursework) is a positive, work still remains to ensure that other career-ready measures are connected to and reinforcing students' career pathways. As states add indicators based on components of career pathways — dual enrollment, industry-recognized credentials and work-based learning experiences, in particular — it is critical that states are explicit about how these components align to each other and to a student's career pathway. For example, a work-based learning experience that is not aligned to curriculum or a student's college and career plans can be a positive experience, but it will not contribute to a student's post-high school success in the same way a fully aligned and integrated experience would. Similarly, students in meaningful career pathways are much more likely to successfully earn industry-recognized credentials of value, which often require significant preparation.

Not only are these connections critical from a learner's perspective, but they will also reinforce the adoption and implementation of meaningful career pathways at the local level. This idea was a major driver of **Delaware's** approach. Delaware includes career pathway completion, as well as attainment of state-approved industry-recognized credentials, dual enrollment (in a CTE pathway) and/or work-based learning, in its accountability system to encourage implementation of these key elements of a state-approved program of study. **Maryland** also encourages this approach, as one of its college- and career-ready indicators is the percentage of graduates who completed an industry certification aligned with a state-approved CTE program *and* concentrated in or completed a CTE program. This indicator is in addition to others such as earning credit for dual enrollment, completing a youth or other apprenticeship training program approved by the Maryland Apprenticeship Training Council, and/or completing a CTE program of study.

Inclusiveness and Transparency Are Not Mutually Exclusive

Since states began to incorporate career-ready measures into accountability systems, the number of measures in use by states has expanded greatly. This positive development provides students with a number of options to demonstrate their preparation, based on their interests and access to those opportunities. The push for “more” measures is not only appropriate but also advisable. However, the inclusion of multiple measures within a broader college- and career-ready indicator runs the risk of muddying the picture on students' readiness. If a state simply reports a single overall score, without disaggregation by indicator or by student sub-group, gauging how students are choosing to demonstrate their readiness and how that readiness may differ by demographics or socioeconomic status will be nearly impossible.

States need to focus on transparency with respect to the performance on these measures to monitor access and success and identify equity gaps in both. This effort starts first with public reporting for each college- and career-ready measure within the state's accountability measure. States should separately report the percentage of students that successfully completed an industry-recognized credential, completed a work-based learning experience, completed a dual enrollment course, earned credit through AP, etc. Reporting the percentage of students that met more than one of the college- and career-ready criteria would also be beneficial. Further, participation and success on each of those measures should be disaggregated by race/ethnicity and income status. Monitoring those data is critical to ensure that all students are afforded the same opportunities to participate in activities and that no specific groups of students are “pushed” to focus on one experience over another. Transparency in data is the start to meaningful conversations about equity of access and success.

Of course, reporting all of these data will require states to make intentional and meaningful choices about how they design their school report cards so the report cards do not overwhelm parents, students and other end users. For guidance on school report cards, see [Communicating Performance: A Best Practices Resource for Developing State Report Cards from CCSSO](#).

The Weights Matter

As states work to make college and career readiness matter in their school accountability systems, the amount of “weight” or points attributed to those indicators has significant bearing on whether performance on the indicator(s) is truly reflected in a school’s rating. Under ESSA accountability systems, states intend to weight their college and career readiness metrics (inclusive of many different indicators of success) on a range from less than 5 percent to 30 percent, with most states in the 10 percent to 20 percent range. The difference in weighting can have significant consequences — whereas in one state, the weight is unlikely to change a school’s rating, in another state it may be the deciding factor for whether a high school is designated for comprehensive support and improvement.

To tell a more complete story about learners’ preparedness for college and career, states should also report each and every college- and career-ready demonstration opportunity included in their indicators. Nearly every state has constructed a college and career readiness metric to provide students with multiple opportunities to demonstrate their preparation (often referred to as a “metaindicator”). In a metaindicator-based system, student completion of any career-ready indicator may actually be negligible for the school’s overall accountability rating. For instance, while a state may calculate the number of students that completed a work-based learning experience, a school may still report 100 percent of its students are “college and career ready” without a single student in that school having completed work-based learning. If increasing work-based learning is in fact a priority in a state, the construction of metaindicator may work against that goal. Thus, it is doubly critical that states report actual participation

State Graduation Requirements as a Lever for Career Readiness

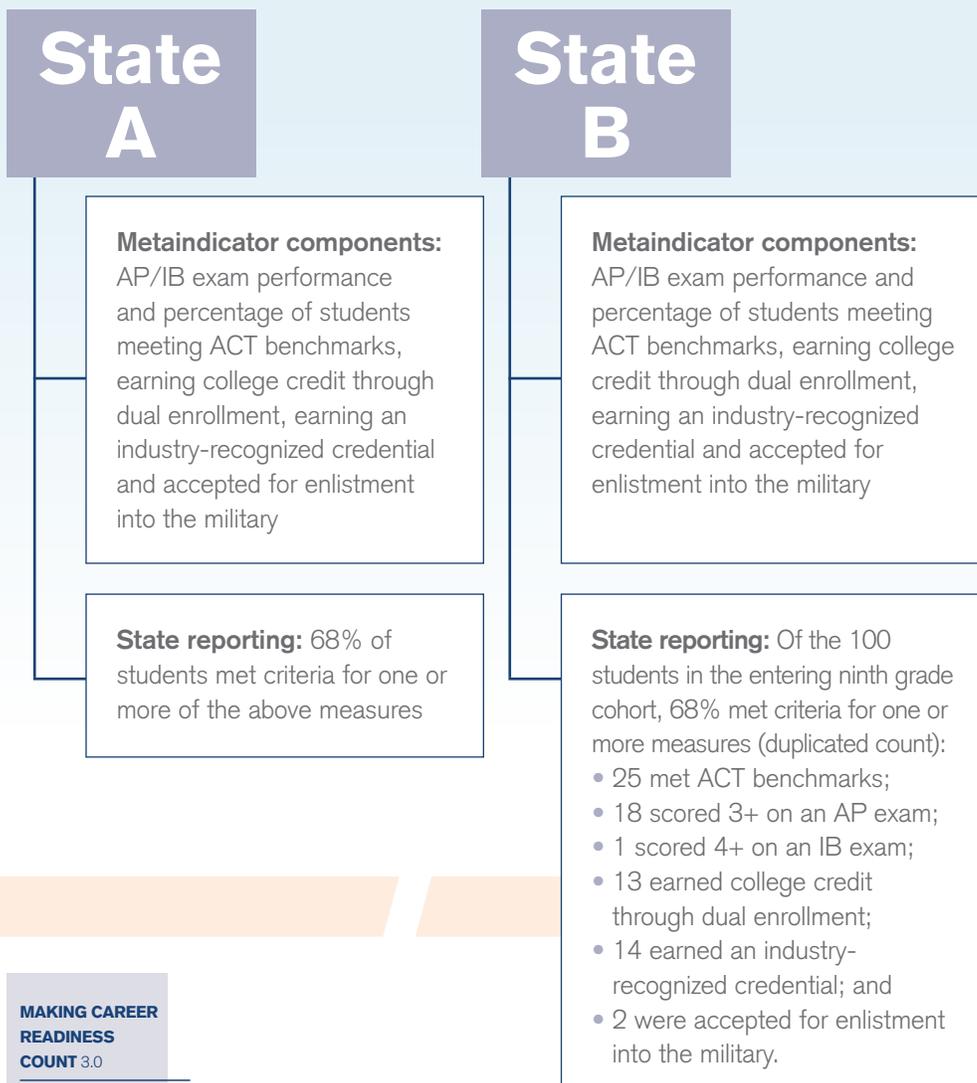
Some states have incorporated college- and career-ready measures into their high school graduation requirements, either in place of or in addition to measures in the accountability system. This strategy is another way to prioritize student preparation for life beyond high school. For example, **Nevada’s** new College and Career Ready Diploma expects students to meet the requirements of the state’s Advanced Diploma and complete at least two of the following courses: AP, IB, dual credit, CTE, work-based learning and/or world/foreign language. Additionally, a student must obtain either a College- or Career-Ready endorsement, which includes meeting specific assessment expectations and completing an industry-recognized credential (for the Career-Ready endorsement).¹¹ In **Virginia**, to graduate with a Standard diploma, students must complete an industry certification. And 21 states and the District of Columbia expect students to complete a college- and career-ready course of study to earn a diploma.¹² While not explicitly called out in high schools’ accountability ratings, these aspects of career readiness are implicitly included because they count in the schools’ graduation rate calculations.

and success rates for each and every college- and career-ready demonstration opportunity in addition to the defined college and career readiness indicator. That information will help parents, administrators and policymakers monitor access and identify gaps related to student sub-groups.

Unpacking and Reporting Metaindicators

College and career readiness metaindicators include multiple measures or ways for students demonstrate their readiness for college or career. Some states include up to *10 different ways* for students to demonstrate readiness for college or career. And in nearly all cases, states are using metaindicators that students satisfy by demonstrating college or career readiness rather than college *and* career readiness. In some state systems, a school could gain full points in the accountability formula without having any student demonstrate career readiness, thereby making the weight of career-ready indicators zero. Conversely, a school could gain full points in the accountability formula without having any student demonstrate college readiness.

Figure 2: States' Use and Reporting of College- and Career-Ready Metaindicators



States should break out their public reporting to demonstrate progress on each indicator that makes up a metaindicator. For example, in State A, Student A might meet the college readiness benchmarks on the ACT, and Student B might earn an industry-recognized credential. Both are counted once in the state's system. The same is true in State B, but the state's public reporting is far more transparent. In State B, policymakers and the public have a strong understanding of how students are demonstrating readiness in their state. Within each indicator, data should also be disaggregated by sub-group.

CONCLUSION

College and career readiness matters in most state accountability systems. As organizations that have encouraged states to move in that direction, we are incredibly heartened to see the vision turn to reality. And yet we, and states, recognize that our mission is not accomplished. States must continue to navigate the details of implementation by providing clear guidance and technical support to districts and schools to ensure that all students have meaningful opportunities to demonstrate their college and career readiness and that the accountability systems are based on high-quality, reliable data to monitor and reward progress.

The even harder work ahead is to support all students in their preparation for and transition to college, career and life. Regardless of the path students choose to pursue, they need to be transition ready. While state and federal accountability systems are not designed to deliver supports, they can and should be used to highlight areas for improvement. States must work to make these data transparent and focus their efforts on closing the performance and equity gaps that are flagged through accountability. When accountability and support come together, students have an opportunity to succeed.

APPENDIX 1: DESCRIPTION OF STATE ACCOUNTABILITY SYSTEMS

KEY:

F: Meets threshold for Fundamental

A: Meets threshold for Advanced

E: Meets threshold for Exceptional

X: Includes an indicator above F that is out of sequence, including: A, E, F&E and A&E

States with **BLUE** headings include a career readiness measure.

States with **GREY** headings do not include a career readiness measure.

ALABAMA — Federal			
Progress Toward Post-High School Credential	Co-Curricular Learning and Leadership Experiences	Assessment of Readiness	Transitions Beyond High School
X		A	
<p>Students receive points on the College and Career Readiness indicator based on the successful completion of one of seven options:</p> <ul style="list-style-type: none"> • Achieving a benchmark score on any section of the ACT (English: 18; Reading: 22; Math: 22; Science: 23); • Achieving a 3+ on an AP exam; • Achieving a 4+ on an IB exam; • Achieving Silver or above on ACT WorkKeys; • Earning a transcribed college credit while still in high school; • Earning an industry credential; or • Being accepted for enlistment into any branch of the military. 			

ALASKA — Federal			
Progress Toward Post-High School Credential	Co-Curricular Learning and Leadership Experiences	Assessment of Readiness	Transitions Beyond High School

Arizona — Federal			
Progress Toward Post-High School Credential	Co-Curricular Learning and Leadership Experiences	Assessment of Readiness	Transitions Beyond High School
E	F	X	F (BONUS)
<p>Students receive points based on completion of specific College and Career Readiness indicators. Students who complete both College and Career Readiness indicators receive bonus points, and a school that increases the percentage of postsecondary enrollment or has 85 percent postsecondary enrollment and/or military enlistment of the prior year's graduates will generate one bonus point. The Career Readiness indicators include:</p> <ul style="list-style-type: none"> • Completes a CTE sequence and passes the Arizona Technical Skills Assessment for that sequence (1.25); • Passes a college-level career pathway (CTE) course for which college credit can be earned and receives a grade of A, B or C (i.e., dual enrollment and concurrent enrollment) (.5 per course); • Completes a CTE course with an A, B or C (outside of the completed sequence referenced above) (.25 per course); • Meets benchmarks for ASVAB (.5); • Meets benchmarks for ACT WorkKeys (.5); • Earns an industry-recognized credential, certificate or license (.5 per credential, certificate or license — no more than one point may be awarded in this indicator); and • Completes well-defined work-based learning of at least 120 hours (1). 			

ARKANSAS — Federal			
Progress Toward Post-High School Credential	Co-Curricular Learning and Leadership Experiences	Assessment of Readiness	Transitions Beyond High School
X			
<p>Students receive points based on completion of specific measures of School Quality/Student Success. Schools will receive a composite score based on performance on the following measures (among others): meeting or exceeding the ACT readiness benchmark; community service learning credits earned; and AP, IB or concurrent credit (including American Council of Education) credits earned.</p> <p>In the future, the state plans to add measures such as the percentage of graduates completing high-quality internships or apprenticeships, completing state-approved career pathways, and earning a high-value industry credential, among other measures.</p>			

CALIFORNIA — Federal			
Progress Toward Post-High School Credential	Co-Curricular Learning and Leadership Experiences	Assessment of Readiness	Transitions Beyond High School
E		A	
<p>The state includes a college- and career-ready assessment measurement for both its Academic Achievement and School Quality/Student Success indicators. For the Academic Achievement indicator, proficiency is measured by looking at each student's distance from Level 3 (e.g., the college and career readiness level) for his or her respective grade level. This method compares how far students are above or below the lowest possible scale score to achieve Level 3 (Standard Met) on the Smarter Balanced assessments, which indicates proficiency under ESSA. For the School Quality/Student Success indicator, one of the ways to demonstrate postsecondary preparedness in the College/Career indicator is to achieve at least a Level 3 (Standard Met) on both English language arts and mathematics on Smarter Balanced summative assessments. Additional ways include completion of a college- and career-ready course of study, dual enrollment, AP, IB and a CTE pathway.</p>			

Appendix 1: Description of State Accountability Systems

COLORADO — State			
Progress Toward Post-High School Credential	Co-Curricular Learning and Leadership Experiences	Assessment of Readiness	Transitions Beyond High School
		A	F
<p>Colorado's federal accountability system does not include any career readiness indicators at this time. The state accountability system — the District and School Performance Frameworks — includes an indicator of postsecondary and workforce readiness. The indicator measures, among other factors, the percentage of high school graduates who enroll in a CTE program or two- or four-year higher education institution during the summer or fall term following high school graduation.</p>			

CONNECTICUT — Federal			
Progress Toward Post-High School Credential	Co-Curricular Learning and Leadership Experiences	Assessment of Readiness	Transitions Beyond High School
	F	A	F
<p>The state considers “meeting standards” for the Academic Achievement indicator to be Level 3 on Smarter Balanced summative assessments, which maps to the SAT College Readiness Benchmarks. The state also includes three indicators of college and career readiness. Preparation for Postsecondary and Career Readiness Coursework measures the percentage of students in grades 11 and 12 who participate in at least one of the following during high school: two AP, IB or dual enrollment courses; two courses in one of 17 CTE categories; or two workplace experience “courses.” Preparation for Postsecondary and Career Readiness Exams measures the percentage of students in grades 11 and 12 who attained benchmark scores on at least one college/career readiness exam (e.g., SAT, ACT, AP, IB). Postsecondary Entrance measures the percentage of the graduating class that enrolled in a two- or four-year postsecondary institution any time during the first year after high school graduation.</p>			

DELAWARE — Federal

Progress Toward Post-High School Credential	Co-Curricular Learning and Leadership Experiences	Assessment of Readiness	Transitions Beyond High School
X	F	A	

Students are required to complete a college- and career-ready course of study for high school graduation. The state measures college/career preparation based on two sets of measures, with students who complete measures from both categories receiving a bonus for accountability purposes.

College Preparedness options include:

- Earning a 3+ on an AP exam;
- Earning a 4+ on an IB exam;
- Attaining postsecondary credit with a B or higher outside of a state-approved program of study; and
- Meeting SAT College and Career Readiness Benchmarks.

Career Preparedness options include:

- Earning a Delaware Department of Education-approved industry credential;
- Earning a Certificate of Multiliteracy: a certificate that honors and recognizes Delaware high school students (grades 9-12) who have attained high levels of proficiency in one or more world languages in addition to English (per Delaware House Joint Resolution No. 4) based on any nationally recognized assessment of language proficiency, such as the Assessment of Performance towards Proficiency in Languages (i.e., intermediate/mid-level on proficiency scale), AP World Language and Culture (3+) or IB Language exam (4+), in conjunction with demonstration of English proficiency (Smarter Balanced /SAT score of 3+, Assessing Comprehension and Communication in English State-to-State (ACCESS) score of 5.0);
- Attaining postsecondary credit with a B or higher within a state-approved program of study;
- Successfully completing an approved co-operative education and/or work-based learning extension; and
- Earning an ASVAB Armed Forces Qualification Test score of 50+.

DISTRICT OF COLUMBIA — Federal

Progress Toward Post-High School Credential	Co-Curricular Learning and Leadership Experiences	Assessment of Readiness	Transitions Beyond High School
F		A	

The SAT College Readiness Benchmark is included as part of the state's achievement measure (along with PARCC). Students are required to complete a college- and career-ready course of study for high school graduation.

FLORIDA — Federal

Progress Toward Post-High School Credential	Co-Curricular Learning and Leadership Experiences	Assessment of Readiness	Transitions Beyond High School
X		X	

The state considers “meeting standards” for the Academic Achievement indicator to be Level 3 on Smarter Balanced summative assessments, which maps to the SAT College Readiness Benchmarks. The state also includes three indicators of college and career readiness. Preparation for Postsecondary and Career Readiness Coursework measures the percentage of students in grades 11 and 12 who participate in at least one of the following during high school: two AP, IB or dual enrollment courses; two courses in one of 17 CTE categories; or two workplace experience “courses.” Preparation for Postsecondary and Career Readiness Exams measures the percentage of students in grades 11 and 12 who attained benchmark scores on at least one college/career readiness exam (e.g., SAT, ACT, AP, IB). Postsecondary Entrance measures the percentage of the graduating class that enrolled in a two- or four-year postsecondary institution any time during the first year after high school graduation.

Appendix 1: Description of State Accountability Systems

GEORGIA — Federal			
Progress Toward Post-High School Credential	Co-Curricular Learning and Leadership Experiences	Assessment of Readiness	Transitions Beyond High School
E	E	A	A
<p>Students are required to complete a college- and career-ready course of study for high school graduation. Beyond the Core (elementary and middle school) measures the percentage of all students earning a passing score in specified enrichment courses beyond the core that expose students to a well-rounded curriculum. Content areas include fine arts and world language for elementary school and fine arts, world language, physical education/health, and career exploratory for middle school.</p> <p>In high school, students have a number of ways to demonstrate readiness, including:</p> <ul style="list-style-type: none"> Accelerated Enrollment measures the percentage of 12th grade students earning credit for accelerated enrollment via dual enrollment, AP or IB courses. Pathway Completion measures the percentage of 12th grade students completing an advanced academic, career/technical, fine arts or world language pathway. College and Career Readiness measures the percentage of 12th grade students who have demonstrated college and career readiness through at least one of the following: entering the Technical College System of Georgia or the University System of Georgia without needing remediation; achieving a defined readiness score on the ACT (22+ composite), SAT (480+ on Evidence-Based Reading and Writing and 530+ on Math), two or more AP exams (3+), or two or more IB exams (4+); passing an end-of-pathway assessment (nationally recognized industry credential); or completing a work-based learning experience (in a field related to at least one course in the same pathway of study). 			

HAWAII — State			
Progress Toward Post-High School Credential	Co-Curricular Learning and Leadership Experiences	Assessment of Readiness	Transitions Beyond High School
X		F	F
<p>The state accountability system (Strive HI) includes two measures:</p> <ul style="list-style-type: none"> Career & Technical Education Concentrator: Percentage of 12th graders who complete a CTE program of study. College-Going Rate: Percentage of high school completers enrolled in postsecondary institutions nationwide — vocational or trade schools, two- or four-year colleges — in the fall following graduation. 			

IDAHO — Federal			
Progress Toward Post-High School Credential	Co-Curricular Learning and Leadership Experiences	Assessment of Readiness	Transitions Beyond High School
X	F	A	
<p>The Academic Achievement indicator is based on the percentage of students achieving Level 3 or 4 on Smarter Balanced assessments. College and career readiness is determined based on the percentage of students completing AP, IB or dual credit courses; earning an industry-recognized certification; and/or participating in recognized high school apprenticeship programs.</p>			

ILLINOIS — Federal			
Progress Toward Post-High School Credential	Co-Curricular Learning and Leadership Experiences	Assessment of Readiness	Transitions Beyond High School
E	F	A	
<p>The state's measure of "meets standards" for the Academic Achievement indicator exceeds the SAT College Readiness Benchmark scores.</p> <p>The state will measure the percentage of students meeting specific college and career benchmarks. To be classified as "college and career ready," a student must maintain a 2.8 GPA, have a 95 percent attendance rate in 11th and 12th grades, and earn a College and Career Pathway Endorsement OR complete all of the following:</p> <ul style="list-style-type: none"> • Identify a career interest by the end of junior year. • Complete three Career Ready indicators during the junior/senior year. Options include: workplace learning experience, industry credential, military service (JROTC), dual credit career pathway course (grade of C or higher), completion of a program of study, consistent employment for 12 months, consecutive summer employment, 25 hours of community service, or two or more organized co-curricular activities. • Complete one Academic indicator in math and English language arts each during junior/senior year. Options include: 3+ on an AP exam, C or better in an AP course, C or better in a dual credit course, 4+ on an IB exam, C or better in an IB course, C or better in a postsecondary transitions course, C or better in Algebra II, or meeting ACT/SAT College Readiness Benchmarks. 			

INDIANA — Federal			
Progress Toward Post-High School Credential	Co-Curricular Learning and Leadership Experiences	Assessment of Readiness	Transitions Beyond High School
X		X	
<p>Indiana measures the percentage of graduates at the school who demonstrated college and career readiness by passing an AP exam, passing an IB exam, earning an approved industry certification, or earning at least three college credit hours from an approved course.</p>			

IOWA — Federal			
Progress Toward Post-High School Credential	Co-Curricular Learning and Leadership Experiences	Assessment of Readiness	Transitions Beyond High School
<p>Iowa plans to adopt a postsecondary readiness index in the 2019-20 school year, but the details are under development.</p>			

KANSAS — Federal			
Progress Toward Post-High School Credential	Co-Curricular Learning and Leadership Experiences	Assessment of Readiness	Transitions Beyond High School

Appendix 1: Description of State Accountability Systems

KENTUCKY — Federal			
Progress Toward Post-High School Credential	Co-Curricular Learning and Leadership Experiences	Assessment of Readiness	Transitions Beyond High School
X	F	X	
<p>Students are required to complete a college- and career-ready course of study for high school graduation. The state's Transition Readiness indicator includes the attainment of the necessary knowledge, skills and dispositions to successfully transition to the next level. At the high school level, schools earn credit when students earn a regular or alternative high school diploma and achieve academic readiness or career readiness (additional credit for those in high-demand sectors).</p> <p>Opportunities for demonstrating college readiness include:</p> <ul style="list-style-type: none"> • Meeting benchmarks determined by the Council on Postsecondary Education on a college admissions exam; • Earning a grade of B or higher in each course for six or more hours of Kentucky Department of Education (KDE)-approved dual credit; • Earning a 3+ on two or more AP exams; • Earning a 5+ on two exams for IB courses; • Meeting benchmarks on two or more Cambridge Advanced International examinations; OR • Completing a combination of academic readiness indicators listed above. <p>Opportunities for demonstrating career readiness include:</p> <ul style="list-style-type: none"> • Meeting benchmarks on industry certifications (approved by the Kentucky Workforce Innovation Board annually); • Scoring at or above the benchmark on the Career and Technical Education End-of-Program Assessment for articulated credit; • Earning a grade of B or higher in each course for six or more hours of KDE-approved CTE dual credit; • Completing a KDE/Labor Cabinet-approved apprenticeship; and • Completing a KDE-approved alternate process to verify exceptional work experience. <p>The state also has included an Opportunity and Access indicator that will measure students' access to, among other things, CTE and career counselors/coaches and achievement of a work ethic certification. The measures for this indicator are still under development.</p>			

LOUISIANA — Federal			
Progress Toward Post-High School Credential	Co-Curricular Learning and Leadership Experiences	Assessment of Readiness	Transitions Beyond High School
X		A	
<p>Schools earn points for the highest composite score on ACT or WorkKeys. A College Readiness Benchmark score on the ACT (score of 21+) receives full points in the assessment index. The Graduation Index measures the quality of the diploma earned by each 12th grader. Additional points are awarded for students who graduate on time and meet requirements for one or more of the following: AP, IB, JumpStart credentials, College-Level Examination Program (CLEP), Taylor Opportunity Program for Students-aligned dual enrollment course completion, and/or an associate degree.</p>			

MAINE — Federal			
Progress Toward Post-High School Credential	Co-Curricular Learning and Leadership Experiences	Assessment of Readiness	Transitions Beyond High School

MARYLAND — Federal			
Progress Toward Post-High School Credential	Co-Curricular Learning and Leadership Experiences	Assessment of Readiness	Transitions Beyond High School
E	F	A	
<p>The state includes two indicators that measure students' college and career readiness. The Access to a Well-Rounded Curriculum indicator includes the percentage of graduates who:</p> <ul style="list-style-type: none"> • Enrolled in an AP or IB course; • Participated in dual enrollment; or • Enrolled in an Maryland State Department of Education (MSDE)-approved CTE program at the CTE concentrator level or higher. <p>The Readiness for Postsecondary Success measure includes two dimensions: on track in ninth grade and credit for completion of a well-rounded curriculum (high school only). Credit for completion of a well-rounded curriculum includes the percentage of graduating students who accomplished at least one of the following:</p> <ul style="list-style-type: none"> • Scored a 3+ on an AP exam; • Scored a 4+ on an IB exam; • Achieved the College Readiness Benchmark on the SAT or ACT; • Earned credit for dual enrollment; • Met the University of Maryland entry requirements; • Completed a youth or other apprenticeship training program approved by the Maryland Apprenticeship Training Council; • Completed an industry certification aligned with an MSDE-approved CTE program and achieved CTE concentrator level status or higher; • Completed an MSDE-approved CTE program; • Met a standard on the ASVAB examination (standard to be determined pending study); or • Received the Seal of Biliiteracy. 			

MASSACHUSETTS — Federal			
Progress Toward Post-High School Credential	Co-Curricular Learning and Leadership Experiences	Assessment of Readiness	Transitions Beyond High School
X		X	
<p>The state includes successful completion of broad and challenging coursework as one its new accountability indicators. This indicator measures the percentage of all students enrolled in 11th and 12th grades that achieve a passing score in at least one advanced course, including but not limited to AP, IB, dual enrollment for credit, and other selected rigorous mathematics and science courses.</p>			

MICHIGAN — Federal			
Progress Toward Post-High School Credential	Co-Curricular Learning and Leadership Experiences	Assessment of Readiness	Transitions Beyond High School
X		X	
<p>The Advanced Coursework indicator measures the percentage of 11th and 12th grade students successfully completing dual enrollment, early middle college, CTE Completer, AP and IB courses. The state also measures postsecondary enrollment within 12 months of graduation.</p>			

Appendix 1: Description of State Accountability Systems

MINNESOTA — Federal			
Progress Toward Post-High School Credential	Co-Curricular Learning and Leadership Experiences	Assessment of Readiness	Transitions Beyond High School
F		F	
<p>Students are required to complete a college- and career-ready course of study for high school graduation. “Meets standards” on the state’s summative assessment, included in the Academic Achievement indicator, is aligned with college and career readiness as defined by the state’s college and university system.</p>			

MISSISSIPPI — Federal			
Progress Toward Post-High School Credential	Co-Curricular Learning and Leadership Experiences	Assessment of Readiness	Transitions Beyond High School
X		A	
<p>The Acceleration indicator measures the percentage of students taking and passing the assessment associated with accelerated courses such as AP, IB, dual credit/enrollment, Advanced International Certificate of Education and state-approved industry certification courses. The state also includes a College and Career Readiness indicator based on meeting College Readiness Benchmarks on the ACT.</p>			

MISSOURI — State			
Progress Toward Post-High School Credential	Co-Curricular Learning and Leadership Experiences	Assessment of Readiness	Transitions Beyond High School
X		X	F
<p>The state accountability system has a College and Career Readiness measure that includes multiple opportunities for students to demonstrate they are prepared for postsecondary success, including earning qualifying scores on AP or IB exams, ACT or SAT College Readiness Benchmarks, dual credit or industry-recognized credentials. Additionally, the state accountability system includes the percentage of students who enroll in postsecondary education or training or enlist in the military within six months of high school graduation, as well as the percentage of graduates who complete career education programs approved by the state and are placed in occupations directly related to their training, continue their education or are in the military within six months of graduation.</p>			

MONTANA — Federal			
Progress Toward Post-High School Credential	Co-Curricular Learning and Leadership Experiences	Assessment of Readiness	Transitions Beyond High School
X		F	
<p>The state measures the percentage of students who meet one or more of the following criteria:</p> <ul style="list-style-type: none"> • Achieve a College Readiness Benchmark on the ACT composite according to the Montana University System; • Concentrate in a CTE pathway; • Complete (with passing grade) a dual enrollment, AP or IB course as data are available; or • Achieve benchmarks on a military-ready indicator once data are available. 			

NEBRASKA — Federal			
Progress Toward Post-High School Credential	Co-Curricular Learning and Leadership Experiences	Assessment of Readiness	Transitions Beyond High School
F			
Students are required to complete a college- and career-ready course of study for high school graduation.			

NEVADA — Federal			
Progress Toward Post-High School Credential	Co-Curricular Learning and Leadership Experiences	Assessment of Readiness	Transitions Beyond High School
E		X	
<p>The state's College and Career Readiness indicator includes three distinct measures: Post-Secondary Preparation Participation (10 percent of school weighting), Post-Secondary Preparation Completion (10 percent of school weighting), and the percent of graduates earning an Advanced Diploma (5 percent of school weighting).</p> <p>The Post-Secondary Preparation Measure can be met by:</p> <ul style="list-style-type: none"> • Passing an AP course; • Passing at least two dual credit/dual enrollment courses and earning at least six credits; • Passing an IB course; or • Enrolling in an approved CTE program of study and completing enough courses to be considered a CTE Concentrator. <p>The Post-Secondary Completion Measure can be met by:</p> <ul style="list-style-type: none"> • Scoring a three or better on an AP exam; • Passing at least four dual credit/dual enrollment courses and earning at least 12 credits; • Scoring a four or better on at least one IB exam; or • Enrolling in an approved CTE program of study, completing enough courses to be considered a CTE Completer and taking the associated end of program assessment and workplace readiness assessment. 			

NEW HAMPSHIRE — Federal			
Progress Toward Post-High School Credential	Co-Curricular Learning and Leadership Experiences	Assessment of Readiness	Transitions Beyond High School
E		A	
<p>The state measures the percentage of students who meet one or more of the following criteria:</p> <p>Under the College and Career Ready indicator, seniors are considered ready if they do two of the following:</p> <ul style="list-style-type: none"> • Complete a dual enrollment course with a grade of C or better; • Earn an SAT/ACT College Readiness Benchmark score; • Earn passing scores on AP/IB exams; • Earn a CTE-recognized credential; • Complete a New Hampshire career pathway program; or • Earn an ACT Career Readiness Certificate. 			

Appendix 1: Description of State Accountability Systems

NEW JERSEY — Federal			
Progress Toward Post-High School Credential	Co-Curricular Learning and Leadership Experiences	Assessment of Readiness	Transitions Beyond High School
		F	
The state considers Levels 4 and 5 on the PARCC assessment as proficient. Those levels align with the college readiness benchmark.			

NEW MEXICO — Federal			
Progress Toward Post-High School Credential	Co-Curricular Learning and Leadership Experiences	Assessment of Readiness	Transitions Beyond High School
E		A	
The College and Career Readiness indicator includes two components: Participation and Success. Benchmarks need to be met on one or more of the following measures: PSAT, SAT, ACT, concurrent enrollment, AP, career program of studies, ACCUPLACER, Compass, WorkKeys or ASVAB.			

NEW YORK — Federal			
Progress Toward Post-High School Credential	Co-Curricular Learning and Leadership Experiences	Assessment of Readiness	Transitions Beyond High School
E		A	
The state employs a College, Career and Civic Readiness index, which awards credits based on successful completion of specific advanced course options. Students receive two points for graduating with a Regents Diploma with one of the following: advanced designation, CTE endorsement, seal of biliteracy, score of 3+ on an AP exam or 4+ on an IB exam, receipt of an industry-recognized credential, or passage of a nationally certified CTE examination. Students receive 1.5 points for graduating with a Regents Diploma and participating in an AP, IB or dual enrollment course.			

NORTH CAROLINA — Federal			
Progress Toward Post-High School Credential	Co-Curricular Learning and Leadership Experiences	Assessment of Readiness	Transitions Beyond High School
F		F	
In addition to the state's annual summative assessment, the accountability system includes measurement of the following: <ul style="list-style-type: none"> • Percentage of 11th grade students scoring 17 or higher on the ACT (which meets the University of North Carolina System minimum admission requirement); and • Percentage of 12th grade students who achieve a Silver or higher designation on the ACT WorkKeys 			

NORTH DAKOTA — Federal			
Progress Toward Post-High School Credential	Co-Curricular Learning and Leadership Experiences	Assessment of Readiness	Transitions Beyond High School
E	F	A	
<p>All students must earn a diploma or General Education Diploma, develop a rolling four-year career education plan and earn a college-ready score on a college placement instrument, as determined by the North Dakota University System. All students must then meet at least two additional Essential Skill indicators, including 25 hours of community service, 95 percent attendance rate, two or more years in co-curricular activities, or two or more year in extra-curricular activities. Students then must meet at least one element in one of the three choice-ready areas.</p> <p>College-ready element includes: (1) ACT score of 22+; (2) 2.8+ grade point average (GPA); and (3) at least two additional indicators: AP course (C or higher); dual credit course (C or higher); Algebra II (C or higher); 3+ on an AP exam; 4+ on an IB exam; and 3.0+ GPA in the core course requirements for university admissions.</p> <p>Career-ready element includes: (1) earning a 2.8+ GPA in a CTE pathway; (2) completing two credits in a coordinated plan of study and at least two additional indicators: (a) earning a 3.0 on a statewide rubric demonstrating career-ready practices or (b) completing at least 75 hours of a work-based learning experience; (3) earning an A, B or C in a dual credit course; (4) earning a Gold or Silver on the WorkKeys assessment; or (5) earning a passing score on a technical assessment or industry credential.</p> <p>Military-ready element includes: (1) ASVAB score of 31+; (2) quality citizenship (as measured by expulsions and suspensions of zero); or (3) designation of physical fitness by a physical education instructor AND identification and completion of any two additional indicators from college or career preparation.</p>			

OHIO — Federal			
Progress Toward Post-High School Credential	Co-Curricular Learning and Leadership Experiences	Assessment of Readiness	Transitions Beyond High School
X		A	
<p>The Prepared for Success indicator measures the percentage of students that meet the remediation-free score on all parts of the ACT or SAT (as set by Ohio’s Department of Higher Education), earn an honors diploma or earn an industry-recognized credential. A student can then earn a bonus weight of 0.3 points by earning at least three dual enrollment credits, scoring 3+ on at least one AP exam, or scoring 4+ on at least one IB exam.</p>			

OKLAHOMA — Federal			
Progress Toward Post-High School Credential	Co-Curricular Learning and Leadership Experiences	Assessment of Readiness	Transitions Beyond High School
E	F	X	
<p>The Participation in Advanced Coursework indicator will measure participation in:</p> <ul style="list-style-type: none"> • AP classes; • IB program; • Dual (concurrent) enrollment in postsecondary courses; • An approved, work-based internship or apprenticeship; and/or • Programs leading to industry certification. 			

Appendix 1: Description of State Accountability Systems

OREGON — Federal			
Progress Toward Post-High School Credential	Co-Curricular Learning and Leadership Experiences	Assessment of Readiness	Transitions Beyond High School
		F	
<p>The state's Academic Achievement indicator is based on the percentage of students scoring at Level 3 or above on the Smarter Balanced assessments. Oregon's accountability system does not include any measures of career readiness. However, Oregon plans to report "access to diverse learning opportunities," including after-school programs; science, technology, engineering and math (STEM); CTE; personalized learning; etc. These data will be collected and reported locally.</p>			

PENNSYLVANIA — Federal			
Progress Toward Post-High School Credential	Co-Curricular Learning and Leadership Experiences	Assessment of Readiness	Transitions Beyond High School
<p>The state does not include any measures as identified in this report. However, the state does include a different measure of career readiness in its federal accountability system. The state measures the percentage of students who demonstrate engagement in career exploration and preparation, as defined in the following ways:</p> <ul style="list-style-type: none"> • By the end of grade 5: the percentage of students who demonstrate engagement in career awareness and preparation via a career exploration and preparation program or curriculum (including https://www.pacareerzone.org/). • By the end of grade 8: the percentage of students who create an individualized career plan and participate in career preparation activities. • By the end of grade 11: the percentage of students who implement their individualized career plan through ongoing development of a career portfolio and participation in career preparation activities. <p>In addition to the career readiness indicators included in the federal accountability system, the Future Ready PA index, Pennsylvania's public-facing report card, will measure attainment of industry credentials, access to advanced coursework and postsecondary transitions.</p>			

RHODE ISLAND — Federal			
Progress Toward Post-High School Credential	Co-Curricular Learning and Leadership Experiences	Assessment of Readiness	Transitions Beyond High School
X		A	
<p>The Post-Secondary Success indicator will measure the percentage of students in each high school that graduate each year with one or more of the following: CTE industry-approved credential, college credits through dual or concurrent enrollment, or successful completion of AP tests. Starting with the graduating class of 2021 (ninth graders in 2017-18), this indicator will expand to include two Council Designations that are outlined in the Rhode Island Secondary School Regulations: the Seal of Biliteracy and the Pathway Endorsement. A Pathway Endorsement includes three components: (1) academic study, (2) career interest and engagement and (3) application of skills. Additionally, for high school, the state will use the SAT for the Academic Achievement indicator, with an index that awards the greatest points for students scoring at the College Readiness Benchmarks or above.</p>			

SOUTH CAROLINA — Federal

Progress Toward Post-High School Credential	Co-Curricular Learning and Leadership Experiences	Assessment of Readiness	Transitions Beyond High School
X	E	A	

The state measures the percentage of students “prepared for success” based on the percentage that have completed at least one demonstration from either the college-ready or the career-ready list.

College ready:

- College Readiness Benchmark score on the ACT (score of 20+);
- College Readiness Benchmark score on the SAT (score of 1020+);
- 3+ on an AP exam;
- 4+ on an IB exam; or
- At least six credit hours in dual credit/enrollment in two-year/four-year college transfer courses in English, math or STEM with a grade of C or higher.

Career ready:

- Completion of a Career and Technology Education program with a nationally recognized industry credential;
- Silver or higher National Career Readiness Certificate on the WorkKeys exam;
- 31+ on the ASVAB; or
- Completion of a registered youth apprenticeship through Apprenticeship South Carolina.

SOUTH DAKOTA — Federal

Progress Toward Post-High School Credential	Co-Curricular Learning and Leadership Experiences	Assessment of Readiness	Transitions Beyond High School
X		A	

The College and Career Readiness indicator includes two dimensions: Assessment of Readiness and Progress Towards a Post High School Credential. Students receive credit for Assessment of Readiness if they either demonstrate English and math readiness by meeting the college-ready benchmark on the Smarter Balanced or ACT assessments or earn a Silver certification or higher on the National Career Readiness Certificate exam. The second dimension, Progress Towards a Post High School Credential, includes five components. Students must meet one of the following:

- Two units of CTE coursework within one Career Cluster;
- Completion of dual or concurrent credit with a C or better;
- Completion of an AP course with a C or better;
- Completion of an AP exam with a score of 3 or better; and
- Completion of two CTE foundational courses or capstone experiences with a C or higher.

Appendix 1: Description of State Accountability Systems

TENNESSEE — Federal			
Progress Toward Post-High School Credential	Co-Curricular Learning and Leadership Experiences	Assessment of Readiness	Transitions Beyond High School
X		X	
<p>Students are required to complete a college- and career-ready course of study for high school graduation. The Ready Graduate indicator is measured as the graduation rate multiplied by the percentage of students (1) scoring 21+ on ACT/SAT, (2) completing four early postsecondary opportunities (EPSOs), (3) completing two EPSOs and earning industry certification in an approved program of study, or (4) completing two EPSOs and scoring a state-determined score on the ASVAB.</p>			

TEXAS — Federal			
Progress Toward Post-High School Credential	Co-Curricular Learning and Leadership Experiences	Assessment of Readiness	Transitions Beyond High School
X		A	
<p>College, Career and Military Readiness includes measurement of students who:</p> <ul style="list-style-type: none"> • Meet Texas Success Initiative college readiness benchmarks in reading and math; • Meet performance benchmarks on the AP/IB exam; • Earn dual credit; • Enlist in the military; • Earn industry certification; • Are admitted into postsecondary certification programs that require as a prerequisite for entrance successful performance at the secondary level; • Successfully complete a college-prep course; • Demonstrate preparation to enroll without remediation in an associate or bachelor's degree program; • Complete an OnRamps dual enrollment course; and • Earn an associate degree in high school. 			

UTAH — Federal			
Progress Toward Post-High School Credential	Co-Curricular Learning and Leadership Experiences	Assessment of Readiness	Transitions Beyond High School
E		A	
<p>High schools earn points in the accountability system based on two metrics:</p> <p>Performance on a college readiness assessment: Percentage of students meeting the College Readiness Benchmark (score of 18+) on the ACT.</p> <ul style="list-style-type: none"> • C grade or better in an AP course; • C grade or better in an IB course; • C grade or better in a concurrent enrollment course; or • A CTE pathway. 			

VERMONT — Federal

Progress Toward Post-High School Credential	Co-Curricular Learning and Leadership Experiences	Assessment of Readiness	Transitions Beyond High School
		A	F

Includes a college- and career-ready indicator with both a measure of assessment performance and college- and career-ready outcomes. Assessment performance includes meeting benchmarks on SAT (Reading/Writing 480, Math 530), ACT (21), AP, IB, CLEP or ASVAB or earning industry-recognized/CTE certification. The outcomes sub-indicator includes the total percentage of graduates enrolled in college or trade school, enlisted or working full time within 16 months of graduation.

VIRGINIA — Federal

Progress Toward Post-High School Credential	Co-Curricular Learning and Leadership Experiences	Assessment of Readiness	Transitions Beyond High School

Virginia's federal accountability system does not include any college and career readiness measures. The state does publicly report on the percentage of students in dual enrollment, AP or IB courses; postsecondary enrollment; and CTE credential attainment.

WASHINGTON — Federal

Progress Toward Post-High School Credential	Co-Curricular Learning and Leadership Experiences	Assessment of Readiness	Transitions Beyond High School
X		F	

The state measures the percentage of students meeting standard for its Academic Achievement indicator, which is Level 3 or higher on the Smarter Balanced assessment. For its School Quality/Student Success indicator, it measures the percentage of students (grades 9-12) that enroll in and complete a dual credit course. The indicator includes the AP, IB, College in the High School, Tech Prep and Cambridge programs.

WEST VIRGINIA — Federal

Progress Toward Post-High School Credential	Co-Curricular Learning and Leadership Experiences	Assessment of Readiness	Transitions Beyond High School
E		X	

Students are required to complete a college- and career-ready course of study for high school graduation. The Postsecondary Achievement indicator measures the percentage of 12th grade students that accomplish one or more of the following:

- Earn at least one college/career benchmark on an AP or IB exam;
- Complete college credit-bearing or advanced career coursework with a C or better; and/or
- Complete a four-course state-approved CTE program of study.

Appendix 1: Description of State Accountability Systems

WISCONSIN — State			
Progress Toward Post-High School Credential	Co-Curricular Learning and Leadership Experiences	Assessment of Readiness	Transitions Beyond High School
X	F	A	
<p>Proficiency on the state’s summative assessment, which is used in its Academic Achievement indicator, is aligned with the ACT College Readiness Benchmarks.</p> <p>The federal accountability system does not include any measures of college and career readiness. The state accountability system requires reporting on the following:</p> <ul style="list-style-type: none"> • Number and percentage of pupils attending a course through the Early College Credit Program (dual enrollment); • Number and percentage of pupils participating in a youth apprenticeship; • Number of pupils earning industry-recognized credentials; • Number of AP courses offered to, and AP credits earned by, pupils; and • Number of community service hours provided by pupils 			

WYOMING — Federal			
Progress Toward Post-High School Credential	Co-Curricular Learning and Leadership Experiences	Assessment of Readiness	Transitions Beyond High School
X		X	
<p>Students have three options to demonstrate Postsecondary Readiness:</p> <p>The federal accountability system does not include any measures of college and career readiness. The state accountability system requires reporting on the following:</p> <ul style="list-style-type: none"> • Completion of a college-preparatory curriculum and one or more of the following: earning a college-ready score on a college entrance exam or earning college credit through AP, IB or dual/concurrent enrollment courses. • Completion of a CTE pathway (which includes at minimum a three-course sequence) and one or more of the following: a passing score on a state-approved CTE exam or earning an industry-recognized certification. • Completion of a college-preparatory curriculum or a CTE pathway and earning a military readiness score on the ASVAB. 			

APPENDIX 2: METHODOLOGY

The authors identified career-focused indicators in state accountability systems by examining approved plans for ESSA, as well as state-level accountability systems in states with dual systems, and published accountability documentation and technical manuals on state education agency websites in summer and fall 2018.

If a potential career-focused indicator was found, the authors noted the following characteristics:

- The definition of the indicator (e.g., CTE pathway/program completion, dual credit, experiential/work-based learning, industry credential, achievement on an assessment, etc.);
- Whether the indicator is used for federal or state-level accountability;
- Whether the indicator is part of the accountability formula, earns a school “bonus points” or both;
- Whether the career-focused indicator is a standalone indicator or is tied to achievement or attainment on other non-career-focused indicators (e.g., earning AP credit, meeting ACT/SAT benchmarks, etc.);
- How the percentage of students achieving and/or participating in the indicator is established (i.e., the “denominator” of the ninth grade cohort, high school graduates, 11th graders, etc.); and
- The proportion of the accountability formula for which the career-focused indicator is responsible.

The authors then classified state measures of career readiness into the four categories outlined in Destination Known: Valuing College AND Career Readiness in State Accountability Systems. In January 2019, the authors shared the state-specific findings with state education agency staff and sought corrections or clarifications.

NOTES

¹ Education Strategy Group & Council of Chief State School Officers. (2017). *Destination known: Valuing college and career readiness in state accountability systems*. Retrieved from <http://edstrategy.org/wp-content/uploads/2017/08/Destination-Known.pdf>

² Some states are working to develop college and career readiness indicators but have yet to define how they will measure them. Those states will be included in future editions of this report.

³ Only states that use an assessment capable of producing a college- and career-ready score and specifically include students meeting that particular score in their accountability systems were counted for this measure.

⁴ Lumina Foundation. (2015). *Connecting credentials: Making the case for reforming the U.S. credentialing system*. Retrieved from <http://connectingcredentials.org/wp-content/uploads/2015/06/MakingTheCase-6-8-15.pdf>

⁵ Education Strategy Group, Advance CTE & Council of Chief State School Officers. (2018). *Credential currency: How states can identify and promote credentials of value*. Retrieved from <http://edstrategy.org/resource/credential-currency/>

⁶ New Mexico’s ESSA plan also indicated an interest in incorporating enrollment without the need for remediation into its accountability system, yet at the time of publication that indicator was not included in calculations.

⁷ Data Quality Campaign. (2017). *Show me the data: States can improve report cards this year*. Retrieved from <https://dataqualitycampaign.org/showmethedata/>

⁸ Education Strategy Group, Advance CTE & Council of Chief State School Officers. (2018). *Credential currency: How states can identify and promote credentials of value*. Retrieved from <http://edstrategy.org/resource/credential-currency/>

⁹ An additional 14 states default students into a college- and career-ready course of study and then provide an option for students to opt out of that sequence of courses. See <https://highschool.achieve.org/data-explorer>

¹⁰ Achieve. (2016). *Count all kids: Using the 9th grade cohort to improve transparency and accountability*. Retrieved from <http://www.achieve.org/files/Achieve-CountAllKids-09-29-2016.pdf>

¹¹ Proposal for Nevada’s College and Career Ready Diploma Section 41.5 of Assembly Bill 7. Retrieved from http://www.doe.nv.gov/uploadedFiles/ndedoenvgov/content/Boards_Commissions_Councils/High_School_Graduation/2017/August/Item3CCRDiploma.pdf

¹² Some of these states include an “opt out” provision for students. See <https://highschool.achieve.org/data-explorer>

