



MEASURING AND INCENTIVIZING COLLEGE & CAREER READINESS

*System Performance
Accountability Meeting*

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Achieve, Inc.
February 9, 2010

IF CORE 24 IS THE ASPIRATION

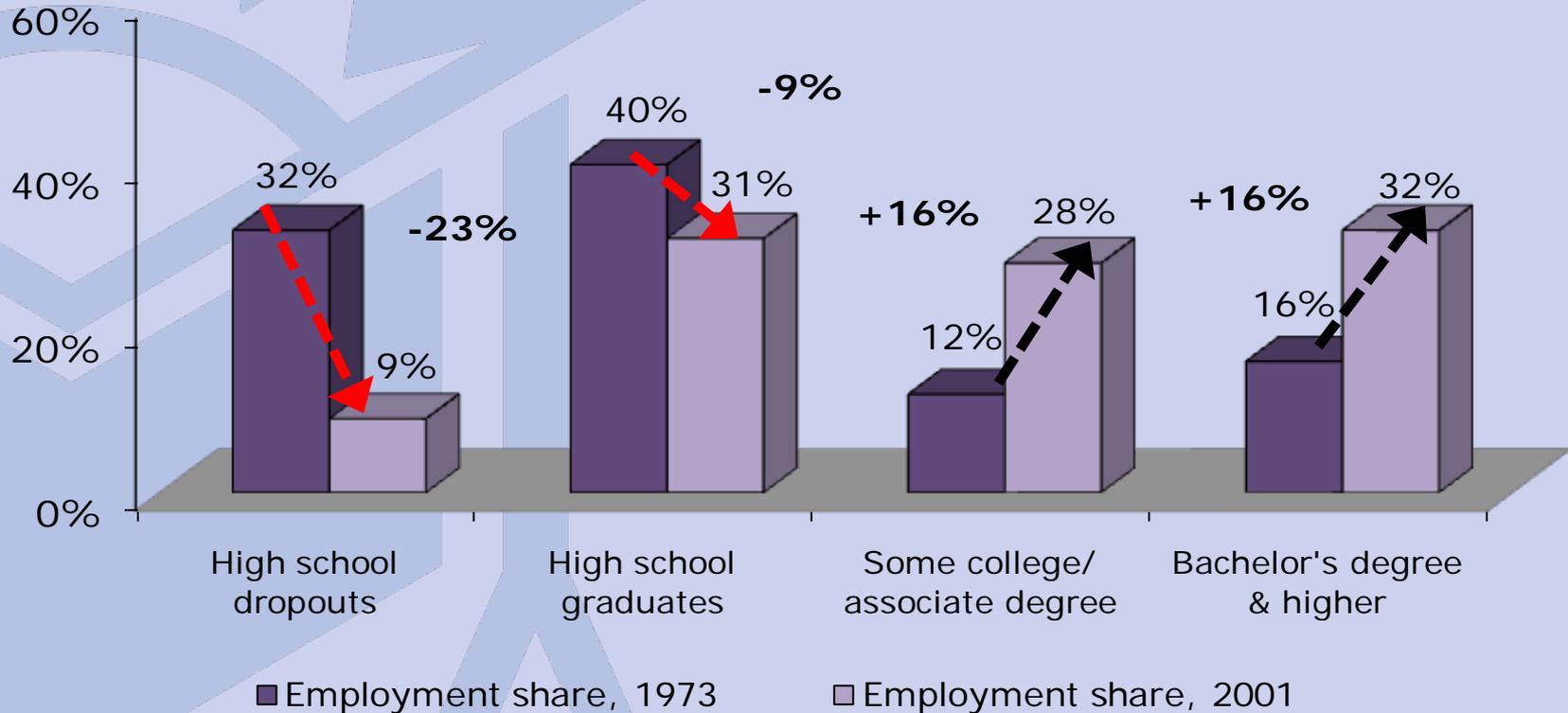
**YOUR CHALLENGE: Start
Systematically Signaling College &
Career Readiness**

Key Assumptions:

- ✓ A High School Diploma Is No Longer Enough For Success
- ✓ Every Student Should Have The Opportunity To Pursue Postsecondary Education

Jobs in Today's Workforce Require More Education & Training

Change in the distribution of education / skill level in jobs, 1973 v. 2001



Source: Carnevale, Anthony P. and Donna M. Desrochers, *Standards for What? The Economic Roots of K-16 Reform*, Educational Testing Service, 2003.

The Rise of Middle-Skill and High-Skill Jobs

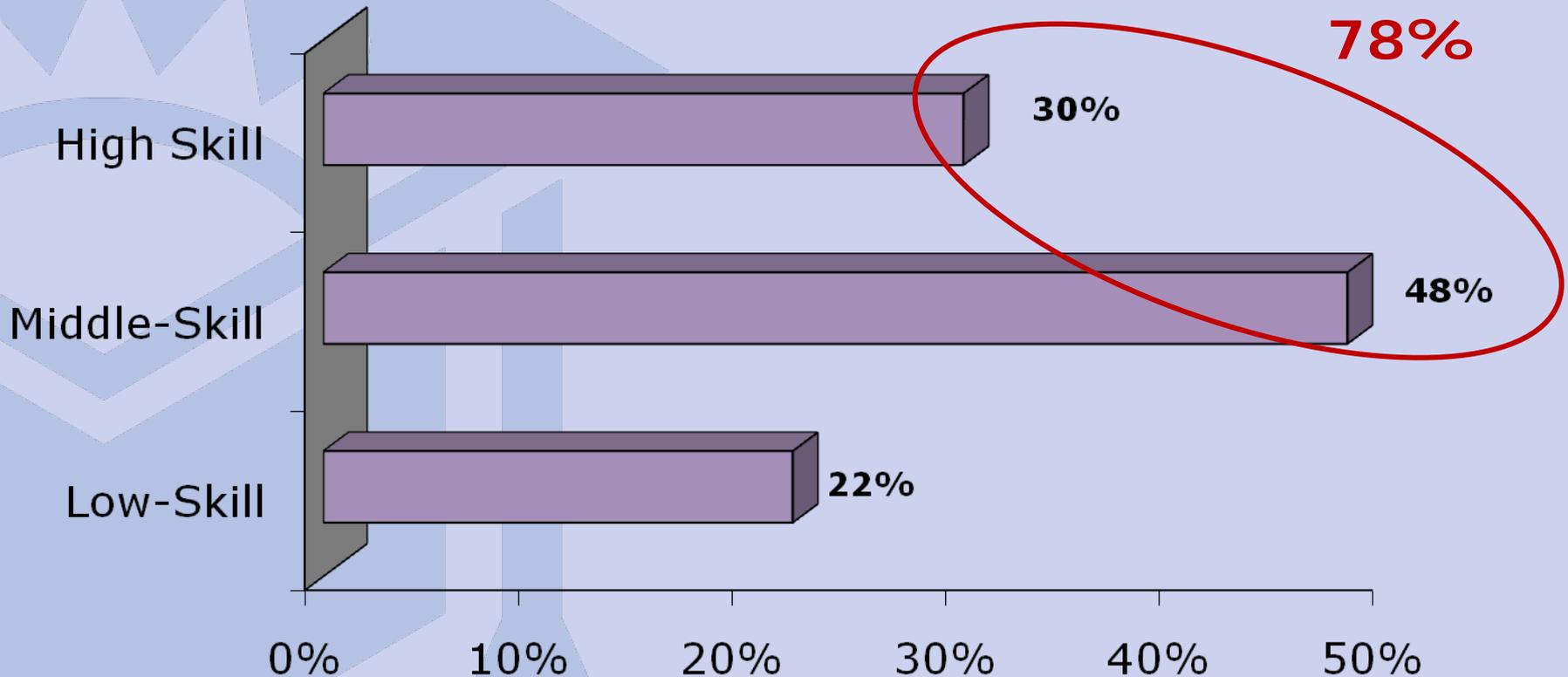
- New study breaks broad occupational groups into three categories based on BLS estimates of the educational attainment and training of people in those jobs.
 - **High-skill** occupations as those in the professional/technical and managerial categories.
 - **Middle-skill** occupations as all the others, including clerical, sales, construction, installation/repair, production, and transportation/material moving.
 - **Low-skill** occupations as those in the service and agricultural categories.



“Middle-skill” jobs require some education and training beyond high school (but typically less than a bachelor’s degree), including associate’s degrees, vocational certificates, significant on-the-job training, previous work experience or some college.

Source: “The Future of Middle-Skill Jobs” by Harry J. Holzer and Robert I. Lerman, Brookings Institution, February 2009.

WASHINGTON: Projected Employment Shares by Occupational Skill Level



Source: Holzer, Harry & Robert Lerman (Feb 2009) "The Future of Middle-Skill Jobs." Brookings Institution; "Forgotten Middle-Skill Jobs," www.skills2compete.org

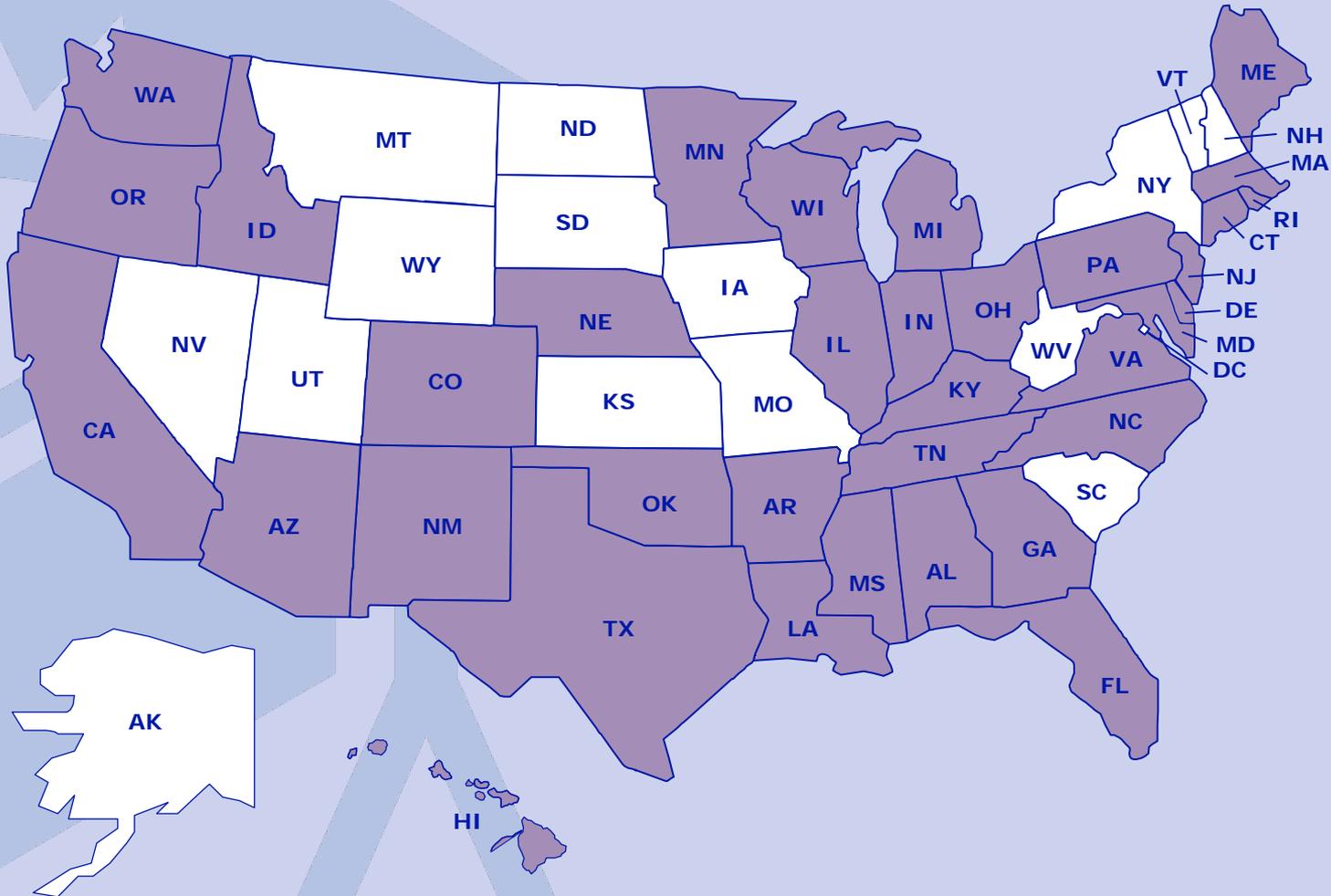


THE SOLUTION: State-Led Efforts to Close The Expectations Gap

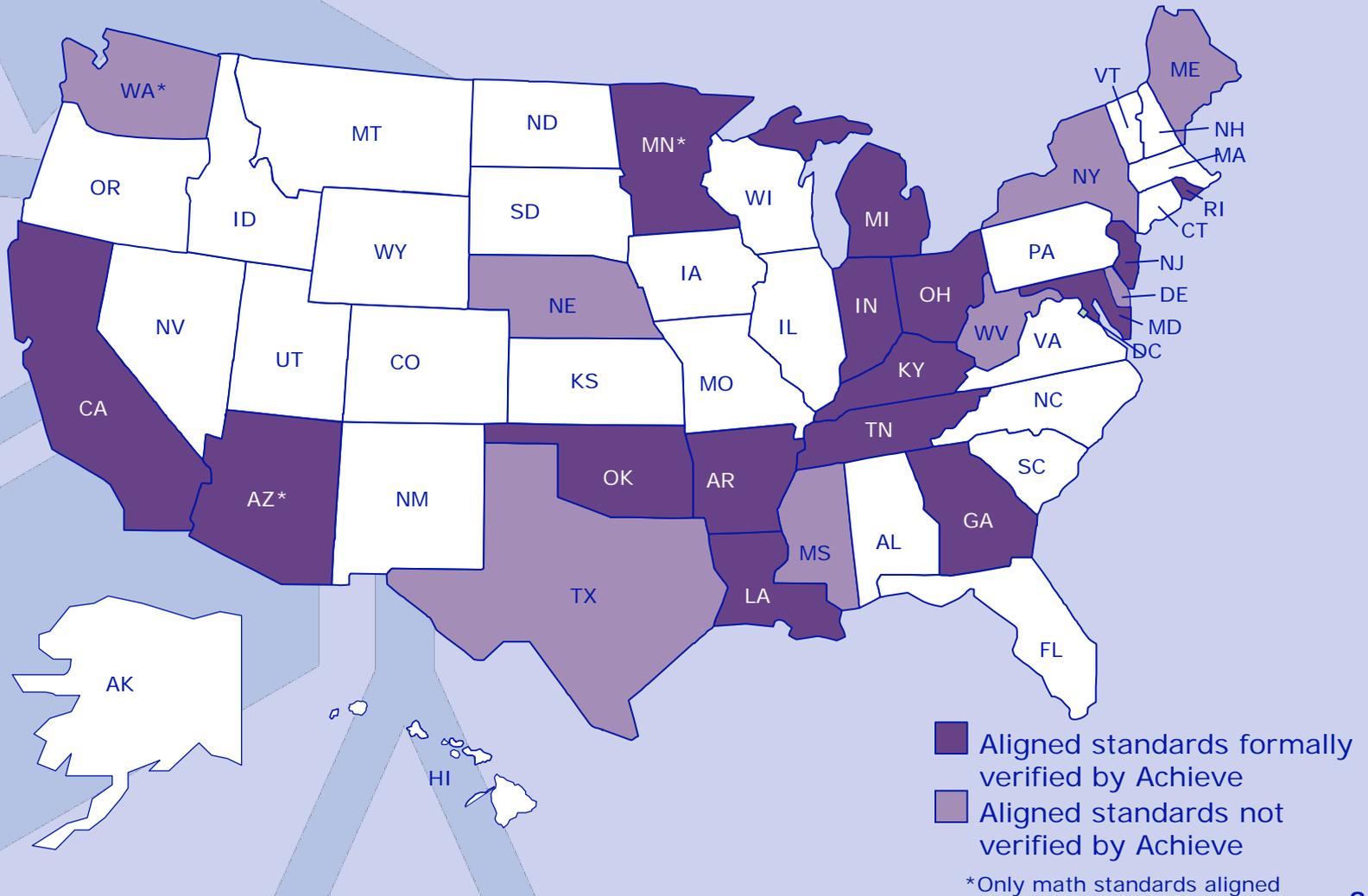
American Diploma Project Network Agenda



Today, the ADP Network Includes 35 states Educating 85% of the Nation's Students



23 States Have Aligned Standards



Expectations Are the Same for Both College & "Good Jobs"



High Degree of Convergence

What Do Current High School Accountability Systems Value?

- *"Proficiency"* on tests measuring knowledge & skills students should learn by early in high school—*not* the same as *"prepared"* for college and careers
- Graduation rates
- Other measures, such as attendance
- After-the-fact judgments, rather than indicators or progress
- Consequences, rather than incentives

But college & career readiness rarely measured and valued

The Problems



Evolving Accountability Systems



A New Vision of Accountability

Accountability systems need to reflect the goal of college- and career readiness for all students.

Readiness must become the central driver.

Readiness should not be viewed as a fixed state.

Indicators should measure whether students are on a path toward, are meeting, and are exceeding college and career readiness.

Accountability should provide actionable information to that can help improve teaching and learning.

Indicators should

Broadening Accountability Indicators to Value College & Career Readiness

	Along the way toward college and career readiness	Meeting college and career readiness	Exceeding college- and career readiness
Course completion and success	<ul style="list-style-type: none"> ✓ Timely credit accumulation ✓ Credit recovery 	<ul style="list-style-type: none"> ✓ Completion of college & career ready course of study 	<ul style="list-style-type: none"> ✓ Participation in AP, IB and dual enrollment
Achievement	<ul style="list-style-type: none"> ✓ Performance on aligned assessments early in high school ✓ Grades 	<ul style="list-style-type: none"> ✓ Meeting standards on anchor assessment ✓ Postsecondary remediation rates 	<ul style="list-style-type: none"> ✓ College-level performance on AP and/or IB exams
Attainment	<ul style="list-style-type: none"> ✓ Graduation 	<ul style="list-style-type: none"> ✓ Earning a college- and career-ready diploma 	<ul style="list-style-type: none"> ✓ Earning dual enrollment credits ✓ Application to and enrollment in postsecondary

Range of Uses for College & Career Ready Indicators



Defining the Baseline of a College & Career Ready High School Accountability System



Who Reports What: Preview of Data from Achieve's 50 state report (2010)

Percentage of High School Graduates Who Earn a College- And Career-Ready Diploma

State	Annual School-level Public Reporting	Statewide Performance Goals	School-level Incentives	Accountability Formula
Alabama	✓			
Arkansas			✓	
Hawaii	✓	✓		
Indiana	✓	✓		
Louisiana	✓	✓		
Mississippi				✓
New York	✓			✓
Ohio	✓			
Texas	✓	✓	✓	✓
Virginia	✓		✓	

Who Reports What: Preview of Data from Achieve's 50 state report (2010)

Percentage of High School Graduates Who Obtain a Readiness Score on a College & Career Ready High School Assessment

State	Annual School-level Public Reporting	Statewide Performance Goals	School-level Incentives	Accountability Formula
California	✓			
Florida				✓
Louisiana		✓		
Michigan	✓		✓	
Minnesota		✓		
New York	✓			
Oklahoma				✓
Texas	✓	✓	✓	

Who Reports What: Preview of Data from Achieve's 50 state report (2010)

Percentage of High School Graduates Who Earn College Credit While Still in High School

State	Annual School-level Public Reporting	Statewide Performance Goals	School-level Incentives	Accountability Formula
Connecticut		✓		
Florida				✓
Hawaii		✓		
Indiana		✓		
Kentucky		✓		
Minnesota		✓		
Ohio	✓			
Oklahoma	✓		✓	✓
Texas	✓	✓	✓	
Utah	✓			

Who Reports What: Preview of Data from Achieve's 50 state report (2010)

Percentage of Incoming First-Year College Students Who Require Remediation

State	Annual School-level Public Reporting	Statewide Performance Goals	School-level Incentives	Accountability Formula
Georgia	✓			
Hawaii	✓	✓		
Indiana		✓		
Kentucky		✓		
Louisiana	✓			
Missouri	✓			
New Mexico	✓			
Oklahoma	✓			✓
Texas	✓	✓	✓	
Wyoming	✓			

State Example: Louisiana

Setting Statewide Performance Goals

- Louisiana's Board of Education adopted four college & career ready goals
- Example: *Goal #2 / Increase Readiness for Post-Secondary Education*

Measure	2005-2006 Baseline	2009-2010 Target	2013-2014 Target
% of students graduating with LA Core-4 Diploma	58.5	62.5	72.5
% of graduating class with ACT score of 18 or higher in English and 19 or higher in Math	46.1	51.1	58.1

State Example: Hawaii

Meaningful Public Reporting

Hawaii's College & Career Indicators Report

- School-level data
- Organized by indicators to reflect exceeding, meeting and approaching college & career readiness
- Includes percentage of students:
 - ✓ Earning the college- and career-ready diploma
 - ✓ Enrolling in 2- and 4-year colleges
 - ✓ Last year's graduates enrolled in remedial courses at the state's 2-year community colleges
- First report cards in 2009; state didn't wait for all the data to get started, and continues to improve format

For more information:

http://www.p20hawaii.org/indicators_report.html

State Example: Arkansas

Creating Incentives

Arkansas Smart Core Incentive Fund

- Provide financial rewards to schools in which 90% of students have completed the Smart Core curriculum
- Schools must have maintained an overall graduation rate above the state average for the previous three years
- Monetary incentives range between \$50 and \$125 per Smart Core graduate, depending on percentage of graduating students who complete the Smart Core curriculum and earn the Smart Core diploma in the preceding year

For more information: see Act 1481, signed into law April 2009

State Example: Florida

Accountability Determinations

- Florida State Board of Education approved changes in September 2009
- Accountability formula incorporates:
 - ✓ High school cohort graduation rate, advanced-high school course-taking and success, and performance on measures of college readiness
- Schools will earn weighted credits for:
 - ✓ Number of students scoring “ready” on SAT, ACT and/or the state’s College Entry-Level Placement Test (CPT)
 - ✓ Number of exams students take and the number of successful student outcomes (e.g., earning college credit, passing industry certification)

For more information see,

http://www.fldoe.org/board/meetings/2009_09_15/109981presentation.pdf

State Example: Indiana

Triggering Supports and Interventions

- Requires schools and districts to report the number of students who are “off track” to graduation and to advise such students about ways to recover missing credits and/or remediation options
 - ✓ Number of 9th graders who do not have enough credits to be promoted to 10th grade
- State dual enrollment funds support “fast track to college programs”
 - ✓ High school and college “blends” that offer older dropouts — over age 18 — a way to earn both a high school diploma and an associate degree
 - ✓ Taps a prominent community college in the state as the lead for this work
 - ✓ Doesn't penalize high schools

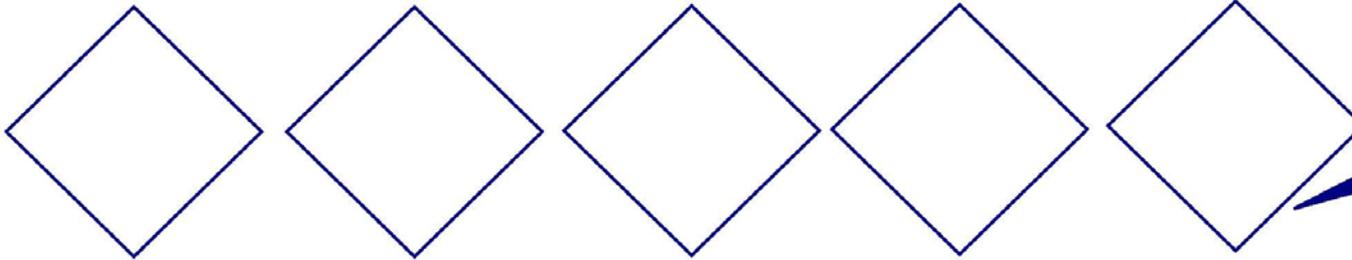
Table Exercise:

Constructing a College & Career Ready Accountability Model

Design a new school and/or district accountability determination that values and incentivizes college & career readiness:

- Which college & career readiness indicators do you value most?
- Which indicators should be weighted most heavily? Why?
- What are the likely challenges of prioritizing these indicators in school accountability determinations?
- How significantly different is this vision from your current state accountability system?
- Would it require incremental or more extensive change?

Premise: The goal is to create a school and/or district accountability determination that values and incentivizes college and career readiness.



Select the 5 indicators you value the most. You can include indicators not in the chart.

A large, empty rectangular box with a dark blue border, intended for notes or a list of indicators.

What is the relative level of priority for including each of these indicators in accountability determinations? Which indicators should be weighted most heavily? Why?

An empty octagonal shape with a dark blue border, intended for notes.

What are the likely benefits of prioritizing these indicators in school accountability determinations?

An empty octagonal shape with a dark blue border, intended for notes.

What are the likely challenges of prioritizing these indicators in school accountability determinations?

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To what extent does your state system already use the indicators? How significantly is this vision from your current state accountability system? Would it require incremental or more extensive change?

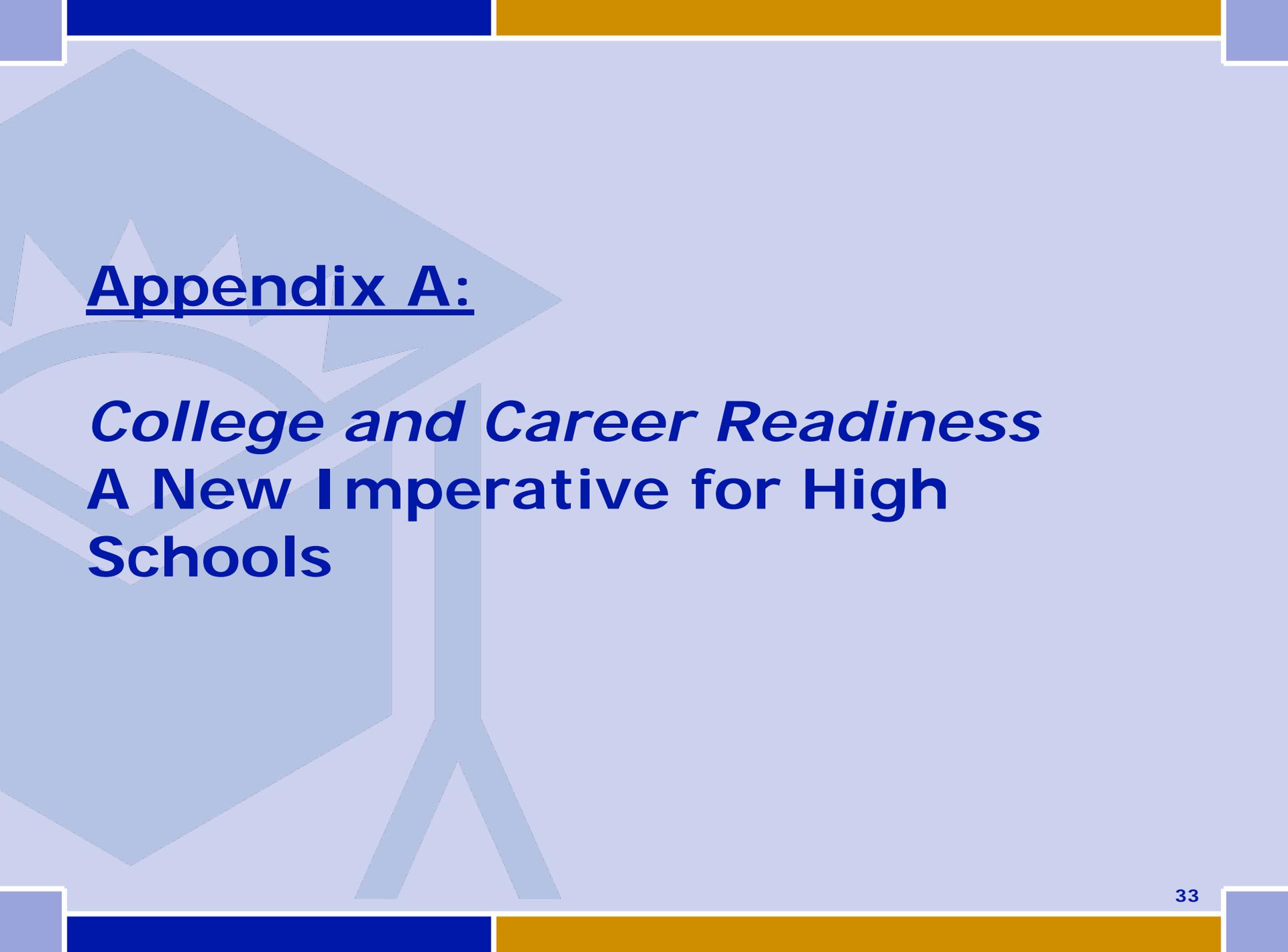
Reflections?

- How consistent were the high priority indicators across your team?
- What are key differences between Washington's current model and the models you constructed?
- Is there political will in your state to make changes to the current accountability systems?
- What would you suggest be introduced immediately and what should be worked towards over several years?

Advice:

Setting Statewide Performance Goals

- Identify *measurable* statewide performance goals
- Engage cross-section of stakeholders in the process
- Select indicators that reflect the goal, and calculate baseline data
- Balance ambition with reality
- Determine progress targets towards the goal... *And what will it take to succeed?*
- Build and deepen support for the goal
- Generate public reporting mechanisms

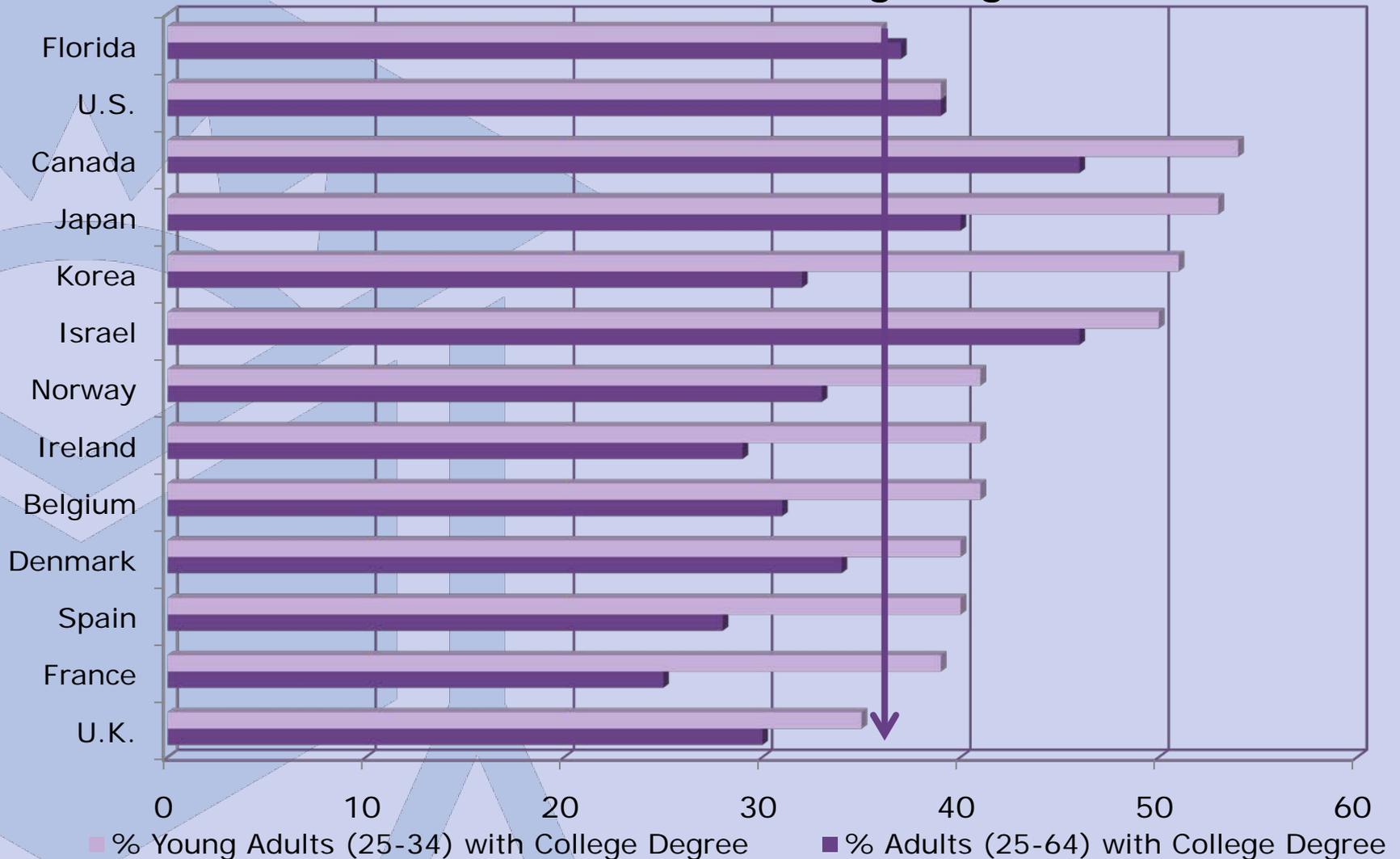


Appendix A:

College and Career Readiness
**A New Imperative for High
Schools**

America's International Edge is Slipping

Percent of Adults with College Degree



Source: OECD (2007), "Education at a Glance," (All rates are self-reported).

http://www.oecd.org/document/30/0,3343,en_2649_39263238_39251550_1_1_1_1,00.html

America's International Edge is Slipping

% of Citizens with Postsecondary Degrees Among OECD Countries, by Age Group (2007)

	55-64	45-54	35-44	25-34	ALL (25-64)
1.	U.S. (37%)	Canada (43%)	Canada (50%)	Canada (54%)	Canada (46%)
2.	Canada (36%)	U.S. (39%)	Japan (47%)	Japan (53%)	Japan (40%)
3.	Denmark (27%)	Japan (38%)	Finland (41%)	Korea (51%)	U.S. (39%)
4.	Finland (27%)	Finland (31%)	U.S. (40%)	Norway (41%)	Finland (35%)
5.	Sweden (25%)	Denmark (32%)	Korea (36%)	Ireland (41%)	Denmark (34%)
6.	Neth. (24%)	Australia (31%)	Norway (35%)	Belgium (41%)	Norway (33%)
7.	Norway (24%)	Norway (30%)	Denmark (35%)	Denmark (41%)	Australia (32%)
8.	Australia (24%)	Neth. (30%)	Iceland (34%)	Spain (40%)	Korea (32%)
9.	U.K. (24%)	Iceland (29%)	Belgium (33%)	France (39%)	Belgium (31%)
10.	Germany (23%)	Switz. (29%)	Australia (32%)	U.S. (39%)	Iceland (31%)
11.	Switz. (22%)	Sweden (28%)	Switz. (32%)	Australia (38%)	Neth. (30%)
12.	Belgium (22%)	U.K. (28%)	Neth. (30%)	Finland (38%)	Sweden (30%)
13.	Japan (22%)	N.Z. (27%)	Ireland (30%)	Sweden (37%)	U.K. (30%)
14.	N.Z. (21%)	Belgium (27%)	Spain (30%)	Luxembourg (37%)	Ireland (29%)
15.	Iceland (21%)	Germany (26%)	U.K. (30%)	Iceland (36%)	Switz. (30%)
	Washington (42%)	Washington (44%)	Washington (40%)	Washington (42%)	

Source: OECD Education at a Glance, 2007; National Center for Higher Education Management Systems analysis of 2007 American Community Survey. <http://www.higheredinfo.org>

Students Overwhelmingly Want to Succeed & Attend College

The vast majority of students intend to complete high school and go on to college:

- 93 percent of middle school students report there is “no chance” they will drop out in high school
- 92 percent of middle school students believe they will attend college.
- 94 percent of high school students say that they are planning to continue their education after high school either at a two- or four-year institution.

But far too many of these students fail to realize these dreams

Source: *Middle Schools Poll*, Prepared for the National Association of Secondary School Principals and Phi Delta Kappa, 2007; Civic Enterprises, *The Silent Epidemic: Perspectives of High School Dropouts*, 2006; Boys & Girls Clubs of America/Taco Bell Foundation for Teens, *Teen Graduation Crisis Survey*, 2009.

The Importance of Rigorous Course-Taking in Closing Gaps

Students who take challenging courses & meet high standards are much more likely to enter college ready to succeed.

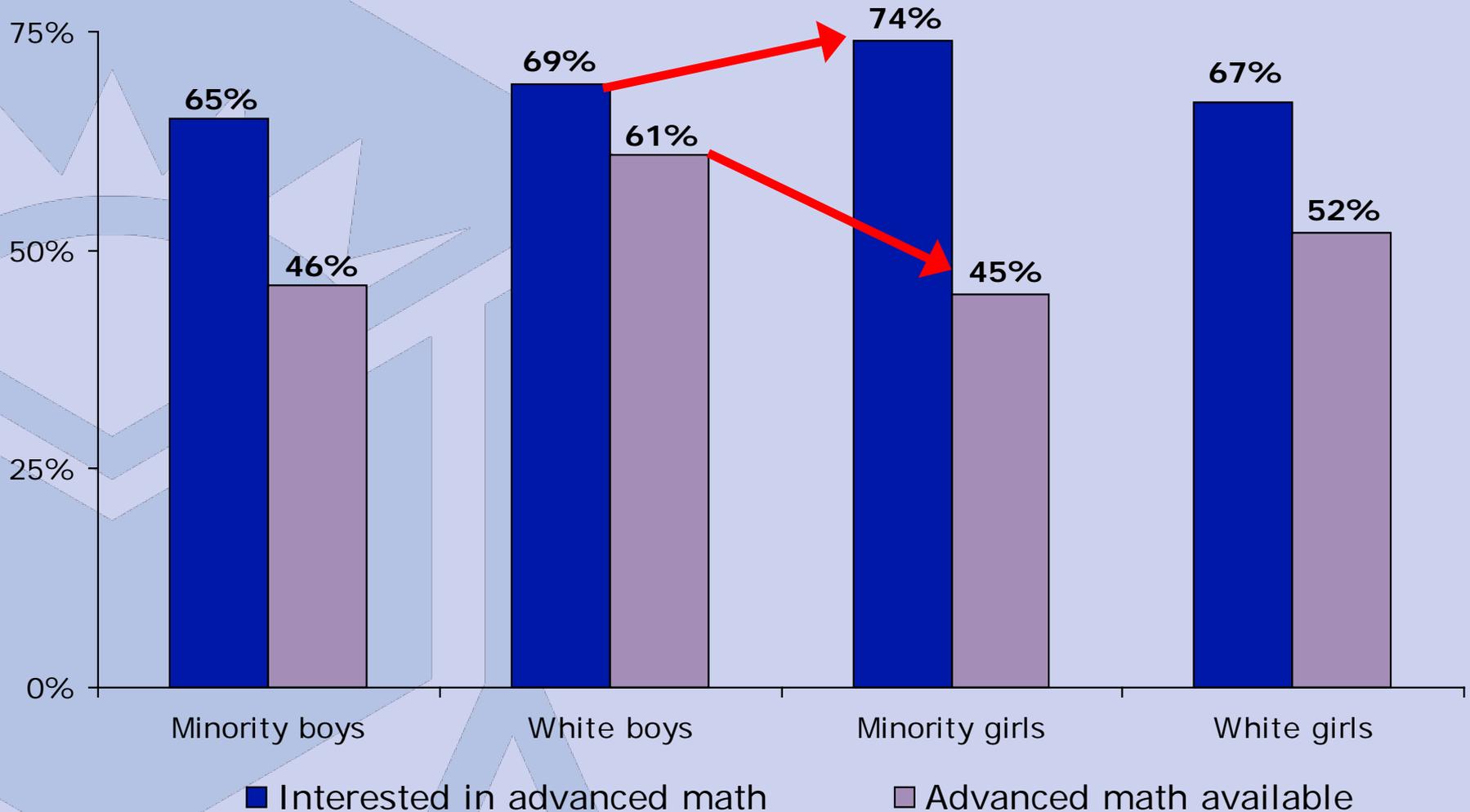
- 87% of first-generation college-going students – who took a highly rigorous course of study in high school – persisted in college or earned a degree after 18 months.
- Only 55% of first-generation students who took just a general curriculum persisted that long.

High school students who take advanced math double their chances of earning a postsecondary degree:

- 59% of low-income students who took advanced math in high school earned a bachelor's degree.
- 36% of low-income students who did not complete the rigorous high school course of study earned a bachelor's degree.

Horn, L. and A.M. Nuñez (2000). *Mapping the Road to College: First-generation Students' Math Track, Planning Strategies, and Context of Support*. U.S. Department of Education. <http://nces.ed.gov/pubs2001/2001153.pdf>; Adelman, C. (2006). *The Toolbox Revisited: Paths to Degree Completion from High School through College*. U.S. Department of Education.

For Minority Students, Interest in Advanced Math Greatly Exceeds Availability



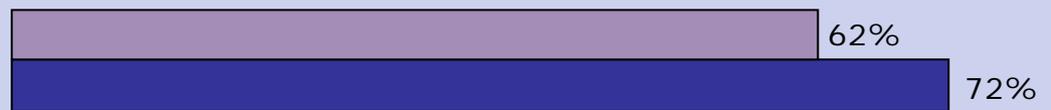
Source: National Action Council for Minorities in Engineering, *Progress Toward Power: A Follow-Up Survey of Children's and Parents' Attitudes about Math and Science*, Research Letter, October 2001. Survey conducted by Harris Interactive, 1999.

Nearly Half of Grads Entering the Workplace Regret Not Taking More Advanced Courses in High School

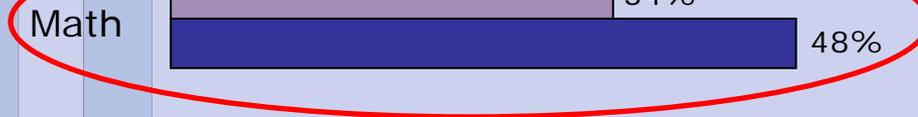
Knowing what you know today about the expectations of work ...

Would have taken more challenging courses in at least one area

■ College Students
■ Students who did not go to college



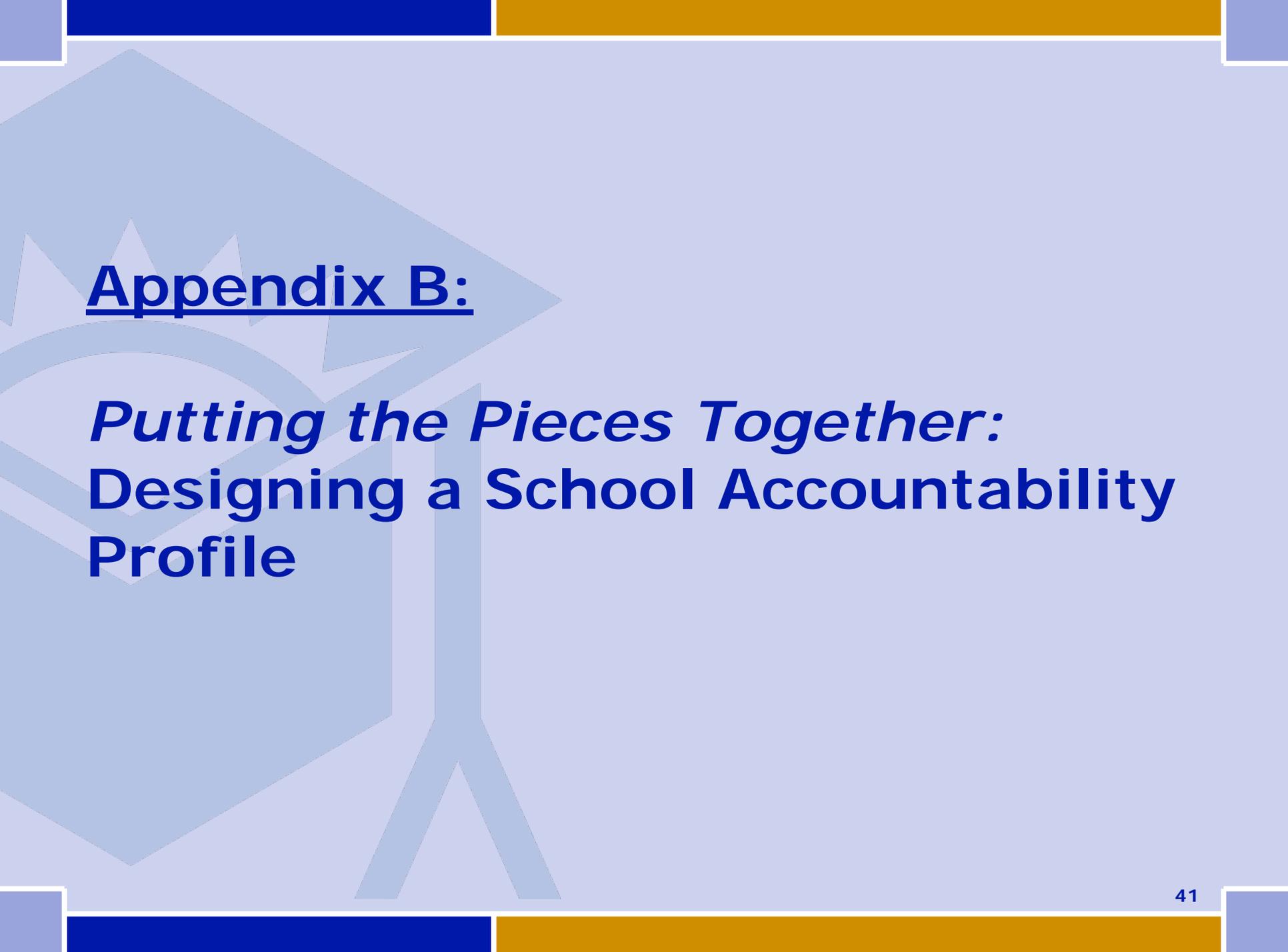
Would have taken more challenging courses in:



Source: Peter D. Hart Research Associates/Public Opinion Strategies, *Rising to the Challenge: Are High School Graduates Prepared for College and Work?* prepared for Achieve, Inc., 2005.

The Bottom Line

- Educators and others are right to be concerned about dropout rates.
- In today's world, students who leave high school without a diploma face diminishing opportunities and a lifetime of financial struggle.
- The answer is not to continue to expect little of teenagers and to enroll low-achieving students in "easy" classes that bore them and teach them little of value.
- We owe it to students to challenge them and support them so that they graduate with the knowledge and skills necessary to succeed.

The background features a light blue gradient with a large, faint, stylized figure of a person with arms raised, composed of geometric shapes. The figure is positioned on the left side of the slide. At the top and bottom, there are horizontal bars in dark blue and gold. The text is in a dark blue, sans-serif font.

Appendix B:

Putting the Pieces Together: Designing a School Accountability Profile

State A: Profile Method



Example A: Profile Method

Indicator	"Readiness Outcome"
College & Career-Ready Course of Study	Earn 3 units of credits in each of mathematics and language arts with a 3.0 GPA
	Earn 4 units of credit in each of mathematics and language arts with a 2.5 GPA
	Earn at least 3 units of credits in each content area with at least one AP/IB course and no less than a 2.5 GPA.
Achievement	Achieve <i>Proficient</i> performance level on combination of 4 EOC (Algebra II, Biology, English 11, Civics)
	Earn a 3 or higher on at least one AP test in a core subject
	Earn composite score of 1000 on the SAT or composite of 20 on the ACT
Attainment	Graduate and gain acceptance into accredited post-secondary institution
	Graduate and with approved career/ industry credential

State A: Profile Method

- There is one category with three components, one with four components, and one with two components, which yields 24 possible profiles that are acceptable ($3 \times 4 \times 2$)
- For example, one student who earns 3 units of credit with a 3.0 GPA, achieves *Proficient* on all EOCs, and graduates with an industry credential is regarded as college/ career ready. Another student has similar accomplishments in the Course of Study and Attainment categories, but scored *Basic* on the Algebra II EOC. However, this student scored 4 on the AP Statistics test, achieving an alternate college/ career ready profile.

State B: Compensatory/ Index Method

- *Compensatory* means that higher performance on one measure may compensate for lower performance on another measure.
- An *index* involves assigning uniform values or weights to multiple indicators to create a single measure
- The values can (and often do) differ among the indicators, but once set, they do not change based on fluctuations in outcomes
- This is appropriate when indicators are regarded as having a fixed value.

Example B: Compensatory/Index Method

Indicator	Outcome	Points
College & Career-Ready Course of Study	Each mathematics or language arts credit earned; grade < B	15
	Each mathematics or language arts credit earned; grade = B	25
	Each mathematics or language arts credit earned; grade = A	35
	Bonus: Each AP course taken with AP test performance > 2	25
Achievement	Score <i>Basic</i> on 11 th grade EOC or EOG assessment in mathematics/ language arts	80
	Score <i>Proficient</i> on 11 th grade EOC or EOG assessment in mathematics/ language arts	100
	Score <i>Advanced</i> on 11 th grade EOC or EOG assessment in mathematics/ language arts	120
	Bonus: earn composite score of 1000 on SAT or 20 on ACT	40
Attainment	Certificate of attendance	50
	College & Career- ready diploma	200
	College & Career-ready diploma and with approved honors in career/ industry	220
	Bonus: gain acceptance into accredited post-secondary institution	50

State B: Compensatory/ Index Method

- The system is designed such that a score of 200 in each indicator category provides evidence of readiness.
- The index is compensatory in nature such that falling below standard on one element can be offset by superior performance on another.
- For example, scoring at the Basic level on the state assessment yields 80 points, but scoring Advanced awards 120 points.
- Because 100 points are earned for scoring Proficient, a Basic/ Advanced combination produces the same value as a Proficient/ Proficient combination.
- The index certainly doesn't have to be compensatory (or fully compensatory).

State C: Conjunctive Method

- Conjunctive means that a student who misses the readiness target on any indicator has not met the overall readiness expectations.
- Appropriate when the state regards each component as critical to determinations of readiness.
- For example, a student may earn the required units of mathematics and language arts with a high GPA and graduate with a standard diploma. However, if this student scores Basic on the state assessment, he/she has not met the overall readiness criterion.



Achieve

American Diploma Project Network

For more information on Achieve,
please visit Achieve on the Web at
<http://www.achieve.org>