California Department of Education

Executive Office

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# **MEMORANDUM**

**DATE:** February 23, 2018

**TO:** MEMBERS, State Board of Education

**FROM:** TOM TORLAKSON, State Superintendent of Public Instruction

**SUBJECT:** Developing a New State Accountability System: Update on the Implementation of the College/Career Indicator; Including the Expansion of Career Measures and Performance Comparisons for Academic Measures.

## Summary of Key Issues

This Information Memorandum provides:

1. An update on the California Department of Education’s (CDE’s) progress of reporting the College/Career Indicator (CCI) as one of the state indicators for the 2018 California School Dashboard (Dashboard).
2. The status of the three-year CCI timeline, which was presented to the State Board of Education (SBE) in September 2017. The CDE is on schedule to meet the majority of the established timelines in the three-year plan. (Attachment 1)
3. Information on the collection of new career measures that are being developed to include in future Dashboards. (Attachment 2)
4. Data requested by SBE members regarding the academic measures currently in the CCI. (Attachment 3)

### Purpose of the College/Career Indicator

The CCI was developed to emphasize that a high school diploma represents the completion of a broad and rigorous course of study that prepares students for success after high school. It is based on students in each four-year graduation cohort and uses specific criteria that are reliant on both test and course completion results to determine if students are “Prepared,” “Approaching Prepared,” or “Not Prepared” for college and/or career. These results, in turn, help inform how well local educational agencies (LEAs) and schools are preparing students for success after high school.

### The College/Career Indicator Model and Calculations

The CCI is the most complex state indicator to calculate since it reflects the multiple data points in which a student can demonstrate success during their four-year high school career. To support LEAs with explaining the CCI to parents and educators, the following one-page flyer was developed and is available on the CDE California Accountability Model & School Dashboard Web page at <https://www.cde.ca.gov/ta/ac/cm/documents/ccidashboardflyer.pdf>. This flyer provides a high level overview of the three levels: “Prepared”, “Approaching Prepared”, and “Not Prepared.” There are six measures in the CCI “Prepared” level and four measures in the “Approaching Prepared” level. Students can meet more than one measure in each CCI level.



For a detailed description of the CCI flyer, please see Appendix A of this Information Memorandum.

The CCI uses the four-year graduation cohort as its base to calculate the CCI. Each student’s **cumulative achievement over their four years in high school** are used to place students across the three CCI performance levels. While the Smarter Balanced grade eleven assessments are often a one-day snapshot taken when a student is in grade eleven, the CCI is a reflection of what students have accomplished from grade nine through grade twelve. Moreover, for students to be placed in the “Prepared” or “Approaching Prepared” levels, they must receive a high school diploma. Students who do not receive a high school diploma are automatically assigned to the “Not Prepared” level.

Students who meet any of the criteria in the “Prepared” level are placed in that level. If a student does not meet any of the prepared criteria, then the criteria in the “Approaching Prepared” level are reviewed. If a student does not meet any of the approaching criteria (or did not graduate), he or she is counted in the “Not Prepared” level. Because the CCI is criterion based, students are considered “Prepared” even if they only meet one of the established criterion. Once all students are assigned a performance level, the school’s performance level is based on the percent of students that met the prepared level.

To illustrate how the CCI is calculated for schools and LEAs, the following is a **sample** scenario for a student in a fictional high school: Olympic High School.

* When Minnie Disney received her high school diploma upon graduating in the Class of 2016 at Olympic High School, she had:
	+ Completed **a-g** course requirements
	+ Completed **one Career Technical Education (CTE) Pathway**
	+ Scored **Standard Met** in **English language arts (ELA)**
	+ Scored **Standard Nearly Met** in **mathematics**

Based on the CCI model, Minnie met multiple criteria in the “Prepared” level (i.e., a-g course completion plus CTE Pathway completion, a-g completion plus Smarter Balanced criteria, and CTE Pathway completion plus Smarter Balanced criteria). Although Minnie met criteria in the “Approaching Prepared” level, she is only placed in the higher performance level (Prepared).

Table 1 identifies the results once all of the 210 students in the Class of 2016 at Olympic High School are assigned to one of the three CCI levels:

**Table 1: CCI Results for the 210 Students in the Graduation Cohort for Olympic High School**

| **Level of Preparedness** | **Number of Students at Each****Level of Preparedness** |
| --- | --- |
| Prepared  | 75  |
| Approaching Prepared | 100  |
| Not Prepared | 35  |

The CCI Status for Olympic High School is determined by calculating the percent of students at the “Prepared” Level, which is 35.7 percent (75 divided by 210). Based on the SBE-adopted Status cut scores, 35.7 percent falls within the Status range for “Medium.” (See Attachment 1 for the Status cut scores approved by the SBE.)

### College/Career Cut Scores and the Fall 2017 Dashboard

At the September 2017 SBE meeting, the SBE approved Status cut scores for the CCI, which were used to report Status results for the first time in the Fall 2017 Dashboard. In response to stakeholder feedback from the Spring 2017 Dashboard, the CDE developed the following resources for parents and educators that were released in conjunction with the Fall 2017 Dashboard release. These resources are designed to assist LEAs and schools with accessing the new data and understanding how well they are preparing students for college and career based on the indicator measures.

* The **CCI one-page flyer** (shown on page 2) provides the measures used to determine whether LEAs and schools are preparing students for success after high school.
* The **Dashboard** **CCI single indicator report** provides Status cut scores by student group which includes the overall Grade Eleven Smarter Balanced results for ELA/literacy and mathematics by LEA and school. The Dashboard can be accessed on the CDE California School Dashboard Report Web site at <https://www.caschooldashboard.org/>.
* The **Dashboard Detailed Report tab** provides a bar chart for the three levels: “Prepared”, “Approaching Prepared”, and “Not Prepared.”
* The **CCI Indicator Reports and Data** are linked from the Dashboard CCI single indicator report and hosted on the CDE California Accountability Model & School Dashboard Web page at <https://www.cde.ca.gov/ta/ac/cm/>. These reports provide the number and percentage of students, by student group, who met each of the measures in the “Prepared” and “Approaching Prepared” levels.
* A **CCI methodology, measures, and calculation method Webinar** that was conducted prior to the release of the Fall 2017 Dashboard is also available on the CDE California Accountability Model & School Dashboard Web page at <https://www.cde.ca.gov/ta/ac/cm/>.

### Stakeholder Feedback and 2018 Dashboard Release

In 2017, the CCI Work Group was established to advise the CDE on the development of additional career measures to address SBE concerns that the CCI contained an over-emphasis of college measures. The CDE has also been working with the Alternative Schools Task Force to develop modified measures for schools with a Dashboard Alternative School Status.

Based on the CCI Work Group recommendations, the CDE developed a three-year work plan that details when specific career measures will be collected and incorporated into future Dashboards. Attachment 2 details the work accomplished to date in meeting the established timeline and reflects that the CDE is on track to complete most of the proposed measures. Attachment 2 also identifies modified CCI measures that the Alternative Schools Task Force is considering.

In preparation for the 2018 Dashboard release, the CDE is developing a four-year graduation cohort report in the California Longitudinal Pupil Achievement Data System. As a result, the CDE will be able to use the **most current** years of graduation cohort data in the calculation of the CCI and Graduation Rate Indicator. Following the SBE approval of the Change cut scores for the CCI in fall 2018, the 2018 Dashboard will report Status (Class of 2018) and Change, which will be the difference between the Class of 2018 and Class of 2017. It will also report performance levels (colors) for the first time.

Per the three-year work plan, these new career measures will be incorporated in the CCI for the 2018 Dashboard for the Class of 2017:

* Articulated CTE Courses
* State Seal of Biliteracy
* Golden State Seal Merit Diploma

The CDE will run simulations on these new career measures for the Class of 2017 for the CCI Work Group to review prior to SBE action.

## Attachment(s)

* Attachment 1: Background on the College/Career Indicator (5 Pages)
* Attachment 2: Development of Career Measures for the College/Career Indicator (7 Pages)
* Attachment 3: Performance Comparisons for College/Career Indicator Academic Measures (4 Pages)
* Appendix A: Detailed Description of the College/Career Indicator Flyer—to meet Section 508 of the federal Rehabilitation Act of 1973 requirements (2 Pages)

# **Attachment 1: Background on the College/Career Indicator**

The College/Career Indicator (CCI) is one of six state indicators reported on the California School Dashboard (Dashboard) and was designed to be an accountability indicator for local educational agencies (LEAs) and schools. LEAs and schools will receive a CCI report, but students will not receive their own individual college/career status.

The goal of the CCI is to emphasize that a high school diploma represents the completion of a broad and rigorous course of study that prepares students for success after high school. Recognizing that students pursue various options to prepare for success after high school, the model relies on both test results and course completion and allows for fair comparisons across all LEAs and schools.

The CCI was originally adopted by the State Board of Education (SBE) in July 2016 (<https://www.cde.ca.gov/be/ag/ag/yr16/documents/jul16item02.doc>). Performance levels (colors) will be reported for the first time in the 2018 Dashboard after the SBE adopts the Change cut scores.

The CCI currently consists of six college and career measures. The criteria required for the “Prepared” and “Approaching Prepared” levels are provided on CCI one-page flyer included in page 2 of this Information Memorandum. As depicted in the flyer, several of the criteria for the “Prepared” level requires graduates to meet **more than one** of the six measures. For example, if a student scores a level 2 on one of the Smarter Balanced Assessments he/she must also meet another criterion, such as completion of a-g courses, to be classified as “Prepared.” The six measures used to calculate the CCI are:

1. **Career Technical Education (CTE) Pathway Completion**: Completion of a sequence of CTE courses totaling at least 300 hours and completion of a capstone course with a grade of C minus or better.
2. Completion of courses that meet the University of California and the California State University **“a-g” requirements**.
3. **Smarter Balanced Summative Assessments** for English language arts/literacy (ELA) and mathematics.
4. **Advanced Placement (AP) Exam**: Pass with a score of 3 or higher. (Note: These exams are administered by the College Board.)
5. **International Baccalaureate (IB) Exam**: Pass with a score of 4 or higher. (Note: These exams are administered by the IB.)
6. **Dual Enrollment**: Completion of college coursework with a score of C minus or better and receipt of college credit.

High schools that provide all students with a rigorous, broad course of study that leads to likely success in postsecondary and career have a greater likelihood of a high performance level on the Dashboard (Green or Blue). Whether a student focuses on completing a CTE Pathway, course requirements for a-g, or a course of study specifically designed to meet the student’s individual interests, the completion of a set of rigorous courses—inclusive of ELA and mathematics content—should prepare a student for the Smarter Balanced Summative Assessments. The CCI takes into consideration the diverse resources and needs of student populations across the state by including multiple pathways for schools to demonstrate student preparedness for college and/or career. In addition, the measures included in the CCI provides guidance to parents/guardians on what California has determined a broad and rigorous course of study for high school students to be better prepared for college and/or a career.

Only measures currently collected statewide at the student level are included in the CCI model. However, the model allows for additional new measures and for the removal of measures as they become obsolete.

## Evolution of the College/Career Indicator

The development of the CCI began in 2014 and included extensive input from educational stakeholders and researchers. To assist in determining which measures to include in the CCI, in 2014, the California Department of Education (CDE) held one statewide Webinar and six regional meetings. Approximately 500 people attended the meetings and 146 attendees provided public comment. Based on the regional meeting feedback, the CDE conducted a statewide survey to obtain feedback on the CCI methodology and measures and received 1,768 responses.

To support the decision-making process, the CDE contracted with the Educational Policy Improvement Center (EPIC), with Dr. David Conley as the project lead, to conduct a literature review of the most valid and reliable measures for determining whether or not students were prepared for postsecondary success. Dr. Conley presented six papers to the Public Schools Accountability Act Advisory Committee and presented the final paper at the May 2015 SBE meeting (<https://www.cde.ca.gov/be/ag/ag/yr15/documents/may15item10.doc>). Input from the California Practitioners Advisory Group, the SBE’s Advisory Commission on Special Education, and regional assessment and CTE experts, as well as feedback collected at advocacy stakeholder meetings, assisted with further improvements to the CCI.

In June 2016, the CDE conducted two statewide CCI Stakeholder Webinars to solicit stakeholder feedback on the appropriate placement of each CCI measure across the performance continuum. Based on the feedback received at these Webinars and on numerous simulations, the Technical Design Group (TDG) made recommendations for each CCI criterion. These recommendations were presented to the SBE in an August 2016 Information Memorandum (<https://www.cde.ca.gov/be/pn/im/documents/memo-dsib-amard-aug16item01.doc>). Below is a summary of the recommendations approved by the SBE:

* **CTE Pathway Completion:** The TDG recommended that the completion of a CTE Pathway be considered as “Prepared” only if it is paired with the statewide ELA and mathematics assessments, a-g, or dual enrollment criteria.
* **a-g Completion:** The TDG recommended that the completion of a-g be considered as “Prepared” only if it is paired with the statewide assessments, CTE, or dual enrollment criteria.
* **AP Exams:** The TDG and CCI Stakeholder Webinar participants supported the placement of students who passed two AP exams in the CCI model as “Prepared.”
* **IB Exams:** The TDG recommended that students who passed two IB exams be placed as “Prepared,” indicating that the IB program was rigorous and academically challenging.
* **Dual Enrollment:** The TDG recommended placing two semesters or three quarters of dual enrollment as “Prepared,” reasoning that this aligns with the standards of credit for college admissions purposes.

### Approval of Status Cut Scores

The SBE initially approved the CCI cut scores at their September 2016 meeting based on the results of the 2013–14 four-year graduation cohort (Class of 2014) (<https://www.cde.ca.gov/be/ag/ag/yr16/documents/sep16item01.doc>). These results included data from the spring 2013 Early Assessment Program, which was part of the former Standardized Testing and Reporting Program. These CCI cut scores were used for the Spring 2017 Dashboard. The SBE requested that the CDE bring the cut scores back for further discussion once the Smarter Balanced assessment results, along with updated graduation cohort data, were available.

The first graduating cohort to take the grade eleven Smarter Balanced Summative Assessments was the graduating Class of 2016 (students were in grade eleven when the first operational assessments were administered in 2015). At their August 2017 meeting, the TDG recommended adjusting the Status cut scores to reflect the first year of results that included the Smarter Balanced Summative Assessments and cautioned that the results between the 2014 and 2016 graduation cohorts were not comparable.

Table 1 displays the CCI Status cut scores approved by the SBE, which were used to report Status for the CCI in the Fall 2017 Dashboard.

**Table 1: Status Cut Scores**

| **Status Level** | **Percent of Prepared Students** |
| --- | --- |
| Very High | 70% or more |
| High | 55% to less than 70% |
| Medium | 35% to less than 55% |
| Low | 10% to less than 35% |
| Very Low | Less than 10% |

Table 2 displays the percentile distribution.

**Table 2: Percentile Distribution for the Status Cut Scores**

| **Percentile** | **Percent Prepared for College/Career** | **Status Level** |
| --- | --- | --- |
| **5** | 2.1 | Very Low |
| **10** | 5.6 | Very Low |
| **14.8** | **10.0** | Low |
| **15** | 10.9 | Low |
| **17.3** | 14.1 | Low |
| **20** | 17.6 | Low |
| **25** | 25.5 | Low |
| **30** | 29.3 | Low |
| **35** | 32.5 | Low |
| **40** | **35.0** | Medium |
| **41.8** | 35.1 | Medium |
| **45** | 37.1 | Medium |
| **50** | 39.8 | Medium |
| **55** | 42.4 | Medium |
| **60** | 45.2 | Medium |
| **65** | 47.8 | Medium |
| **70** | 51.2 | Medium |
| **75** | 54.4 | Medium |
| **75.5** | **55.0** | High |
| **80** | 58.0 | High |
| **83.4** | 61.4 | High |
| **85** | 63.0 | High |
| **90** | 68.3 | High |
| **91.4** | **70.0** | Very High |

The Fall 2017 Dashboard reflects data from the Class of 2016. Because only one year of Smarter Balanced Summative Assessment results were available for the CCI, only Status was reported for this indicator. The CCI reported Status for all students, as well as for each student group, including the number and percent of students in the Class of 2016 who met the “Prepared” level.

To provide additional information to LEAs and schools, the CDE produced a detailed report that indicated which CCI criteria were met by students in both the “Prepared” and the “Approaching Prepared” Levels. This information was also provided at the student group levels, allowing LEAs and schools to identify which student groups were underrepresented on specific measures of preparedness. These detailed reports are available on the CDE California Accountability Model & School Dashboard Web page at <https://www6.cde.ca.gov/californiamodel/?indicator=cci>.

# **Attachment 2: Development of Career Measures for the College/Career Indicator**

Beginning in April 2017, the California Department of Education (CDE) established the College/Career Indicator (CCI) Work Group to identify and recommend viable career measures for the CCI. The formation of this work group, which consists of researchers, business representatives, and Career Technical Education (CTE) subject matter experts throughout the state, was in response to the State Board of Education’s (SBE’s) directive to develop more career measures.

The CCI Work Group met in April, May, and July of 2017. In September 2017, the CCI Work Group recommendations were presented to the SBE (<https://www.cde.ca.gov/be/ag/ag/yr17/documents/sep17item02.doc>).

Since the September 2017 meeting, the Analysis, Measurement, and Accountability Reporting Division has collaborated with other divisions across the CDE (Career and College Transition, Educational Data Management, Special Education, and Assessment Development and Administration), as well as stakeholder groups such as the CCI Work Group, the Alternative Schools Task Force, and the Advisory Commission on Special Education to:

* Define the career measures recommended by the CCI Work Group for collection through the California Longitudinal Pupil Achievement Data System (CALPADS).
* Identify career measures specific to Dashboard Alternative Schools Status (DASS) schools. The Alternative Schools Task Force is a joint project with the John W. Gardner at Stanford University, which is supported by a grant from the Stuart Foundation.

Collecting new data in CALPADS requires significant lead time to allow student information system vendors and LEAs to become familiar with, and implement, new data elements in their systems. Accordingly, the CDE is bringing together a CCI Work-based Learning subcommittee, in early March 2018, to review and provide feedback on the proposed definitions for the following career measures, which are scheduled for inclusion in the CCI for the 2019 California School Dashboard (Dashboard):

* Leadership/Military Science
* Pre-Apprenticeship Certificate
* Work Force Readiness Certificate

The CDE will be conducting simulations with the 2016–17 graduation cohort data using these new career measures for the 2018 Dashboard for the entire CCI Work Group to review and provide input for:

* Articulated CTE Courses
* State Seal of Biliteracy
* Golden State Seal Merit Diploma

CDE staff anticipate that the proposed criteria for the above measures will be presented at the July 2018 SBE meeting for incorporation in the 2018 Dashboard.

An updated three-year plan, which identifies the CDE’s progress on each benchmark, is provided in Table 1. The table shows that the CDE is scheduled to meet most of the initial benchmarks set in the three-year plan. In addition, modified CCI career measures under consideration by the Alternative Schools Task Force for DASS schools is provided in Table 2.

Beginning in fall 2018, all DASS schools will receive a Dashboard for the first time. They will be held accountable for the same state indicators, although modified measures will be used to more fairly evaluate the success of alternative schools that serve high-risk students. Therefore, while all of the criteria for the CCI are available for DASS schools, modified measures, which are currently being developed by the Alternative Schools Task Force, will also be applied to them. In July 2017, the CDE shared with the SBE its work with the Alternative Schools Task Force and its progress in identifying modified methods for DASS schools. At its next scheduled meeting on February 27, 2018, the Alternative Schools Task Force will review modified career measures for the CCI to incorporate, if possible, in the 2019 Dashboard:

* Work Experience Education (Exploratory, General, and CTE)
* Leadership/Military Science
* Work Force Readiness Certificate
* Completion of a state or federal job program
* Completion of Workability courses (limited to students who have an Individualized Education Program [IEP])
* Completion of Workability Work-based learning (limited to students who have an IEP)

These measures are further described in Table 2.

Finally, CDE staff are developing an application process for Individual Industry Credentials. These stackable credentials, which are earned through passage of assessments at the Beginning Level, Intermediate/Approaching Prepared Level, and Advanced/Prepared Level, entail a rigorous and multi-step approval process, which begins at the local level. The assessment is first reviewed by local businesses and industry groups and then submitted to the district superintendent for approval. Once approved, the superintendent submits the assessment to the CDE, which shares it with statewide advisory groups that are specific to the industry for which the assessment applies. These groups verify that the assessment meets statewide standards and that successful passage of the assessment will be recognized by the industry as a valid measure of readiness. The CDE currently has a relationship with the Career and Technical Education Consortium of States and the National Occupational Competency Testing Institute, while districts have a relationship with Precision Exams.

The CDE anticipates that the passage of approved exams will be collected in CALPADS in the 2019–20 school year.

**Table 1: Updated Timeline for Inclusion of Proposed Career Measures in the College/Career Indicator**

| **Indicator** | **Year of CALPADS Collection** | **Possible Inclusion in the Dashboard** | **Comments** | **Current Status of Including in Dashboard** |
| --- | --- | --- | --- | --- |
| State Seal of Biliteracy  | Summer 2017 | Fall 2018 | Data collected in the summer of 2017 for the 2017 graduating class.  | On track for inclusion in Fall 2018 Dashboard. |
| Articulated CTE Courses | Summer 2017 | Fall 2018 | Data collected in the summer of 2017 for the 2017 graduating class. | On track for inclusion in Fall 2018 Dashboard. |
| Golden State Seal Merit Diploma | Summer 2017 | Fall 2018 | Data collected in the summer of 2017 for the 2017 graduating class. | On track for inclusion in Fall 2018 Dashboard. |
| Stand Alone Courses(Emergency Medical Technician, Certified Nursing Assistant) | Summer 2015 | Fall 2018 | The CCI Work Group has requested CDE staff to further explore this measure. | Will be reviewed at the March CCI Work Group meeting. |
| Leadership/Military Science | Summer 2015 | Fall 2018 | Through the course enrollment and completion data set, CALPADS currently collects only one relevant course: Leadership/Military Science. This measure is currently being explored for DASS schools.  | To address at March CCI Work Group meeting. |
| Acceptance to Military | Not Collected | Fall <begin delete> ~~2018~~ <end delete> <begin add> 2019 <end add> (if data is available) | This has been changed to the passage of a military entrance exam. The exam information is sent to LEAs. This data cannot be collected in CALPADS until the 2019–20 school year.  | Passage of the Armed Services Vocational Aptitude Battery Exam is proposed for inclusion in the Fall 2020 Dashboard. |
| Work-based Learning and Internships | Summer 2019 | Fall <begin delete> ~~2019~~ <end delete> <begin add> 2020 <end add> | To ensure that complete and informative data are collected, such as linking internships to specific CTE pathways and collecting the number of internship hours completed, additional time is needed. Currently, LEAs’ local student information systems (SIS) do not collect these data. Therefore, local SIS vendors need six to nine months to program their systems to collect these data. In addition, trainings on the specifications of collecting this data is needed to ensure data integrity.  | Inclusion in the Fall 2020 Dashboard. |
| Industry Certification | Summer 2020 | Fall 2020 | This will be the most challenging data to collect. The community colleges have been working on vetting and obtaining industry certification data for several years with limited progress. Need to determine whether to include in the CCI or only display results in the Detailed Report for the 2020 release. | On track for inclusion in the Fall 2020 Dashboard. Working with the CDE’s Career and College Transition Division to develop an Individual Industry Credential application. |

**Table 2: Proposed Modified Career Measures for Dashboard Alternative School Status (DASS) Schools**

| **Measure** | **Currently Collected?** | **Proposed Criteria** | **Description** |
| --- | --- | --- | --- |
| *Exploratory* Work Experience Education (EWEE) | Yes; Course Code 7002 | Two semesters and passing grade | Provides career guidance through non-paid observations and experiences at selected work sites. EWEE is an instructional course, where students have an opportunity to observe and sample a variety of conditions of work for ascertaining their interest and suitability for the occupations that they are exploring, while including related classroom instruction in Work Experience Education (WEE). EWEE provides an opportunity for a broad-spectrum of students to explore career paths with the goal of clarifying career directions.  |
| *General* Work Experience Education (GWEE) | Yes; Course Code 7003 | Four semesters and passing grade | The GWEE course enables students to become productive, responsible individuals through supervised, paid employment experiences. GWEE is an instructional course, where students will acquire general and specific occupational and employability skills through a combination of supervised paid employment in any occupational field along with classroom related instruction in WEE.  |
| *CTE Work* Experience Education (CTWEE) | Yes; Course Code 7004 | Four semesters and passing grade | The CTWEE course reinforces and extends vocational learning opportunities for students through a combination of related CTE classroom instruction and supervised paid employment. The CTWEE is meant to develop and refine occupational competencies necessary to acquire paid employment or paid placements, help students adapt to the employment environment, and help students advance in an occupation. Students enrolled in CTWEE must have a worksite placement or employment that is related to a previous or concurrently enrolled CTE course of study.  |
| Workability Program Courses | No | Minimum number of courses to be determined by the Alternative Schools Task Force | Provides comprehensive pre-employment skills training, employment placement and follow-up for high school students in special education who are making the transition from school to work, independent living and postsecondary education or training. The program is administered by the CDE. Courses include job skills, occupational training, independent living/functional skills, job search, job retention, and mobility training. |
| Workability Work-Based Learning | No | Minimum number of hours to be determined by the Alternative Schools Task Force | Work-based learning includes student wages for try-out employment, placement in unsubsidized employment, earning at least minimum wage, apprenticeships, internships (paid or unpaid), and community-based vocational instruction in compliance with the Fair Labor Standards Act requirements. |
| Workforce Readiness Certificate | No | Earned certificate | The certificate is approved by a third party (e.g., National Career Readiness Certificate, Workforce Development Board Certificate). |
| Completion of a Pre-Apprenticeship Program | No | 120 hour minimum | A course of study offered by program sponsors to potential registered apprenticeship-program applicants. Content is typically focused on basic skills which must be successfully demonstrated on program entrance examinations. |
| State or Federal Job Program | No | Completion of program | These programs meet the requirement established in state or federal legislation and/or regulations (e.g., Job Corps, Youth Build, Workforce Innovation and Opportunity Act, California Conservation Corps, and Regional Occupational Program). |

# **Attachment 3: Performance Comparisons for College/Career Indicator Academic Measures**

At the January 2018 State Board of Education (SBE) meeting, SBE members requested additional information regarding the criterion-based College/Career (CCI) Model. Specifically, SBE members were concerned that students might be inappropriately assigned to the “Prepared” performance level based on their performance on one measure alone rather than on a broad course of study.

The CCI is based on a broad course of study and encourages schools to provide students with access to a comprehensive range of skills that are necessary for success in college and/or a career. It is not possible for any one criterion to predict whether or not students will be successful after graduation. Rather the CCI is designed to be an effective indicator of whether students have the necessary academic skills to enroll in college-level courses without the need for remediation, and/or obtain and be successful in entry-level career positions.

The criteria for the “Prepared” and “Approaching Prepared” performance levels were initially set based on analyses comparing each CCI measure to results from the Early Assessment Program. These criteria were vetted by the Technical Design Group (TDG) as well as by the Local Control Funding Formula stakeholder group, district staff, and advocacy groups. In the August 2016 SBE Information Memorandum, the CDE shared stakeholder feedback from this vetting process as well as TDG recommendations for each CCI criterion (<https://www.cde.ca.gov/be/pn/im/documents/memo-dsib-amard-aug16item01.doc>).

In an effort to demonstrate the soundness of the model and its measures, as well as to verify that success on one measure can be seen as a proxy of success on another measure, the CDE has conducted analyses using results from the Smarter Balanced Summative Assessment, comparing them to student performance across other CCI measures. The results of these analyses are presented in Tables 1 and 2.

Table 1 provides data for students in the Class of 2016. Of the 481,553 students in this graduating class, there were 189,235 students assigned to the “Prepared” level on the CCI. The table provides a breakdown of results for these students on the following CCI “Prepared” measures:

* **Advanced Placement (AP) Exams**: A score of 3 or higher on two AP exams.
* **International Baccalaureate (IB) Exams:** A score of 4 or higher on two IB exams.
* **Dual Enrollment:** Completion of two semesters or three quarter of college course work with a grade of C minus or better in academic/Career Technical Education (CTE) subjects where college credit is awarded.

Note: The CDE is in the process of finalizing a Memorandum of Understanding with the California Community College Chancellor’s Office to obtain course data for students who take college courses while still enrolled in high school. This data will strengthen the accuracy of the dual enrollment data used to calculate the CCI. For example, it will capture students who take college summer courses that are not currently collected in the California Longitudinal Pupil Achievement Data System.

* **University of California (UC) and California State University (CSU) a-g Requirements:** A student is placed in the CCI “Prepared” level if he/she completes a-g course requirements with a grade of C minus or better plus one of the following criteria:
	+ Smarter Balanced Summative Assessment Scores:
		- Level 3 or higher in ELA and at least a Level 2 “Standard Nearly Met” in mathematics, or
		- Level 3 or higher in mathematics and at least a Level 2 in English language arts/literacy (ELA)
	+ CTE Pathway Completion: Pathway completion with a grade of C minus or better in the capstone course.
* **CTE Pathway Completion:** A student is placed in the CCI Prepared level if he/she completes the pathway with a grade of C minus or better in the capstone course, plus one of the following criteria:
	+ Smarter Balanced Summative Assessment Scores:
		- Level 3 or higher in ELA and at least a Level 2 “Standard Nearly Met” in mathematics, or
		- Level 3 or higher in mathematics and at least a Level 2 in ELA
* **CTE Pathway Completion** (as described above) plus one additional criteria:
	+ Dual enrollment: Completion of college coursework with a score of C minus or better and receipt of college credit.

For each of these measures, the table provides how the “Prepared” students performed on the Smarter Balanced Summative Assessments for both ELA and mathematics, using the following achievement levels:

* Level 1: Standard Not Met
* Level 2: Standard Nearly Met
* Level 3: Standard Met
* Level 4: Standard Exceeded

**Table 1**

| **CCI Criteria** | **Number of Prepared Students Who Met CCI Criteria**  | **ELA:****Number & Percent of Students Who Received Level 1 or 2** | **ELA:****Number & Percent of Students Who Received Level 3 or 4** | **Math: Number & Percent of Students Who Received Level 1 or 2** | **Math: Number & Percent of Students Who Received Level 3 or 4** |
| --- | --- | --- | --- | --- | --- |
| Two AP Exams | 64,818 | 2,164 (3%) | 59,071 (91%) | 7,719 (12%) | 53,325 (82%) |
| Two IB Exams | 3,868 | 141 (4%) | 3,580 (93%) | 537 (14%) | 3,163 (82%) |
| Dual Enrollment (One Year) | 725 | 79 (11%) | 609 (84%) | 262 (36%) | 431 (59%) |
| a-g *plus* Smarter Balanced Summative Assessments | 140,234 | 3,882 (3%) | 136,352 (97%) | 40,570 (29%) | 99,664 (71%) |
| a-g *plus* CTE Pathway | 35,045 | 7,009 (20%) | 26,729 (76%) | 16,591 (47%) | 17,009 (49%) |
| CTE Pathway *plus* Smarter Balanced Summative Assessments  | 35,093 | 1,258 (4%) | 33,835 (96%) | 14,091 (40%) | 21,002 (60%) |
| CTE Pathway *plus* Dual Enrollment (One Year) | 75 | 14 (19%) | 60 (80%) | 36 (48%) | 37 (49%) |

Note: The percentages for each content area do not add up to 100 percent since some students did not take the Smarter Balanced Summative Assessment.

Table 1 shows that performance on the Smarter Balanced Summative Assessments positively correlates with performance on other CCI measures. For instance, 91 percent of students who received a score of 3 or higher on two AP exams also met or exceeded the standard for ELA.

The CDE was also interested in examining the relationship between student success on the AP Spanish Language exam and their performance on the ELA Smarter Balanced Summative Assessments. The results are shown in Table 2 on the following page.

**Table 2**

| **AP Spanish Language Exam Score** | **ELA:****Number & Percent of Students Who Received****Level 1 or 2** | **ELA:****Number & Percent of Students Who Received****Level 3 or 4** | **ELA: Number & Percent of Students with** **No Scores** |
| --- | --- | --- | --- |
| 3 | 3,364 (10%) | 6,262 (19%) | 414 (1%) |
| 4 | 2,848 (8%) | 10,853 (32%) | 571 (2%) |
| 5 | 908 (3%) | 8,167 (24%) | 461 (1%) |
| Total | 7,120 (21%) | 25,282 (75%) | 1,446 (4%) |

The results in Table 2 show a positive correlation between proficiency in English and Spanish among students who performed at the higher levels on the AP Spanish Language exam. However, it is important to note that students are only counted as “Prepared” if they pass two AP exams.

Of the 7,120 students who passed the AP Spanish Language exam and scored level 1 or 2 on the Smarter Balanced Summative Assessments for ELA, 88.5 percent (6,300) of these students only took the Spanish Language AP exam. As a result, they were not counted as “Prepared” based solely on the AP measure in the CCI.

# **Appendix A: Detailed Description of the College/Career Indicator Flyer**

This attachment contains the full description of the one-page College/Career Indicator (CCI) flyer displayed on page 2 of this SBE Information Memorandum. This attachment is being provided as required by Section 508 of the federal Rehabilitation Act of 1973.

## College/Career Indicator

The College/Career Indicator measures how well local educational agencies (LEAs) and schools are preparing students for likely success after graduation. Only graduates can be classified as Prepared or Approaching Prepared. For schools and LEAs to demonstrate success on this state indicator, high school graduates must meet at least one of the measures in the prepared level.

## Prepared

* **Smarter Balanced Summative Assessments:** Score of Level 3 “Standard Met” or higher on both English language arts/literacy (ELA) and mathematics
* **Advanced Placement (AP) Exams:** Score of 3 or higher on two AP exams
* **International Baccalaureate (IB) Exams:** Score of 4 or higher on two IB exams
* **Completion of Dual Enrollment:** Two semesters or three quarters of college coursework with a grade of C- or better in academic/CTE subjects where college credit is awarded
* University of California (UC) and California State University (CSU) **a-g requirements:** Complete a-g course requirements with a grade of C- or better plus one of the Additional Criteria below:
	+ CTE Pathway completion,
	+ Smarter Balanced Summative Assessments: At least a Level 3 in ELA and at least a Level 2 in mathematics, or at least a Level 3 in mathematics and at least a Level 2 in ELA,
	+ One semester/two quarters of Dual Enrollment with passing grade (Academic/CTE subjects), or
	+ Passing score on one AP Exam OR on one IB Exam
* **Career Technical Education (CTE) Pathway:** Pathway completion with a grade of C- or better in the capstone course plus one of the Additional Criteria below:
	+ Smarter Balanced Summative Assessments: At least a Level 3 in ELA and at least a Level 2 in mathematics, or at least a Level 3 in mathematics and at least a Level 2 in ELA,
	+ One semester/two quarters of Dual Enrollment with passing grade of C- or better in Academic/CTE subjects

## Approaching Prepared

* **Smarter Balanced Summative Assessments:** Score of Level 2 “Standard Nearly Met” on both ELA and mathematics
* **Completion of Dual Enrollment:** One semester or two quarters of college coursework with a grade of C- or better in academic/CTE subjects where college credit is awarded
* **UC and CSU a-g requirements:** Complete a-g course requirements with a grade of C- or better
* **CTE Pathway:** Pathway completion with a grade of C- or better in the capstone course

## Not Prepared

The Student did not meet any of the measures or did not graduate, so considered Not Prepared.