Illuminating College and Career Readiness:
State Report Cards for Districts and Schools

Reporting clear, actionable data to parents and the public is one of the most powerful strategies in a state's toolbox for meeting college and career readiness (CCR) student performance goals. A state's report card on districts and schools, in particular, has the visibility and accessibility to reach many people with interest in and influence on student outcomes. Given the high value that students, parents, and the public place on readiness and success in postsecondary education and careers, states should strongly consider incorporating CCR indicators into their report cards on districts and schools. Effectively communicating these indicators to these groups can lead to far stronger focus on improving readiness for all students.

To support ADP Network states interested in incorporating meaningful CCR indicators into their report cards, Achieve has developed a set of attributes that can be a starting point for designing a high impact report card with CCR indicators. In addition, Achieve has identified strong state examples from current report cards. Finally, to give states a visual prototype, Achieve has developed a sample CCR section of a state report card on a high school.

ATTRIBUTES

1. States draw on several CCR indicators across a continuum from progressing toward, meeting, and exceeding college and career readiness, and in areas of achievement, course completion and success, and attainment. The following chart is adapted from *Measures that Matter: Making College and Career Readiness the Mission of High Schools*, Achieve and the Education Trust, 2006.

	Progressing Toward CCR	Meeting CCR	Exceeding CCR
ACHIEVEMENT	Students with "On-track to CCR" performance on assessments in middle and early in high school	Students in a graduating cohort with "CCR" level of performance on state anchor or college readiness assessments	Graduates with college-level performance on AP or IB exams
COURSE COMPLETION AND SUCCESS	High school students, by grade, with timely credit accumulation along a CCR course of study	Students in a graduating cohort who complete a CCR course of study	Graduates who have completed AP, IB, or dual enrollment courses
ATTAINMENT	9th grade students with "on-track" to graduation status based on grades and attendance in core courses in first grading period	Students in a graduating cohort who receive a college and career ready diploma Students in a graduating cohort who receive industry certification	Graduates who enroll in postsecondary education with no need for remediation Graduates who successfully complete at least one year of postsecondary education

2. CCR indicators reflect the performance of all students against a specific benchmark tied to readiness, specifically:

◆ Numerators should be <u>criterion-referenced</u> where possible (e.g. "percent of students meeting the CCR benchmark" rather than average score) to better capture changes in readiness.

◆ Denominators should include all students, preferably all students in a graduating cohort (e.g. the 2012-13 graduating cohort rather than just students taking an assessment) to improve the stability of the indicator and its ability to portray the full picture of readiness for students in the school.

3. The state's report card uses multiple techniques to build understanding of student performance patterns and trends, for example:

◆ Reporting the number of students as well as percentages makes the data more real and increases the sense of urgency.

◆ Building in comparisons helps build understanding. For example, states can use *vertical comparisons* such as school to district to state performance, *horizontal comparisons* such as school rankings or showing where the school's performance lies upon a spectrum or *trends over time.*

◆ Highlighting performance disparities among student groups is critical information for parents and the public.

To take advantage of this range of techniques, some indicators and functionality may need to be focused online in static or interactive reports. Other indicators may translate to a paper report that can be printed for parents or other stakeholders.

4. The report card includes "judgments" on priority indicators to further enhance understanding of school and district CCR performance, such as the following:

◆ Traffic-lighting (color-coding in categories such as red, yellow, green) can be a good strategy to show the importance of critical indicators, along with a legend to explain the meaning of the categories.

◆ Presenting performance data against goals and benchmarks can show where performance has been, where it's expected to go, and if the school or district is on track to reaching the goal. It can help rally stakeholders toward the vision and identify where the school or district needs help getting back on track.

◆ Ratings or classifications such as those used in the state accountability system, or other categories defined separately for measures used only in the report card, can also help parents and the public better understand what performance meanings.

5. The state builds and continuously improves the report card through purposeful engagement of parents and the public through focus groups and surveys, getting feedback on the following:

◆ Priority questions about student performance outcomes in schools and districts.

◆ The most critical CCR indicators on which to focus for more in-depth techniques to build understanding.

- Data display techniques that resonate the most with parents and the public and most clearly communicate the "story" of the indicator.

- Narratives that explain performance on why an indicator is important.

- Determinations about the indicators and functionality that should live online versus in a paper format.

STATE EXAMPLES

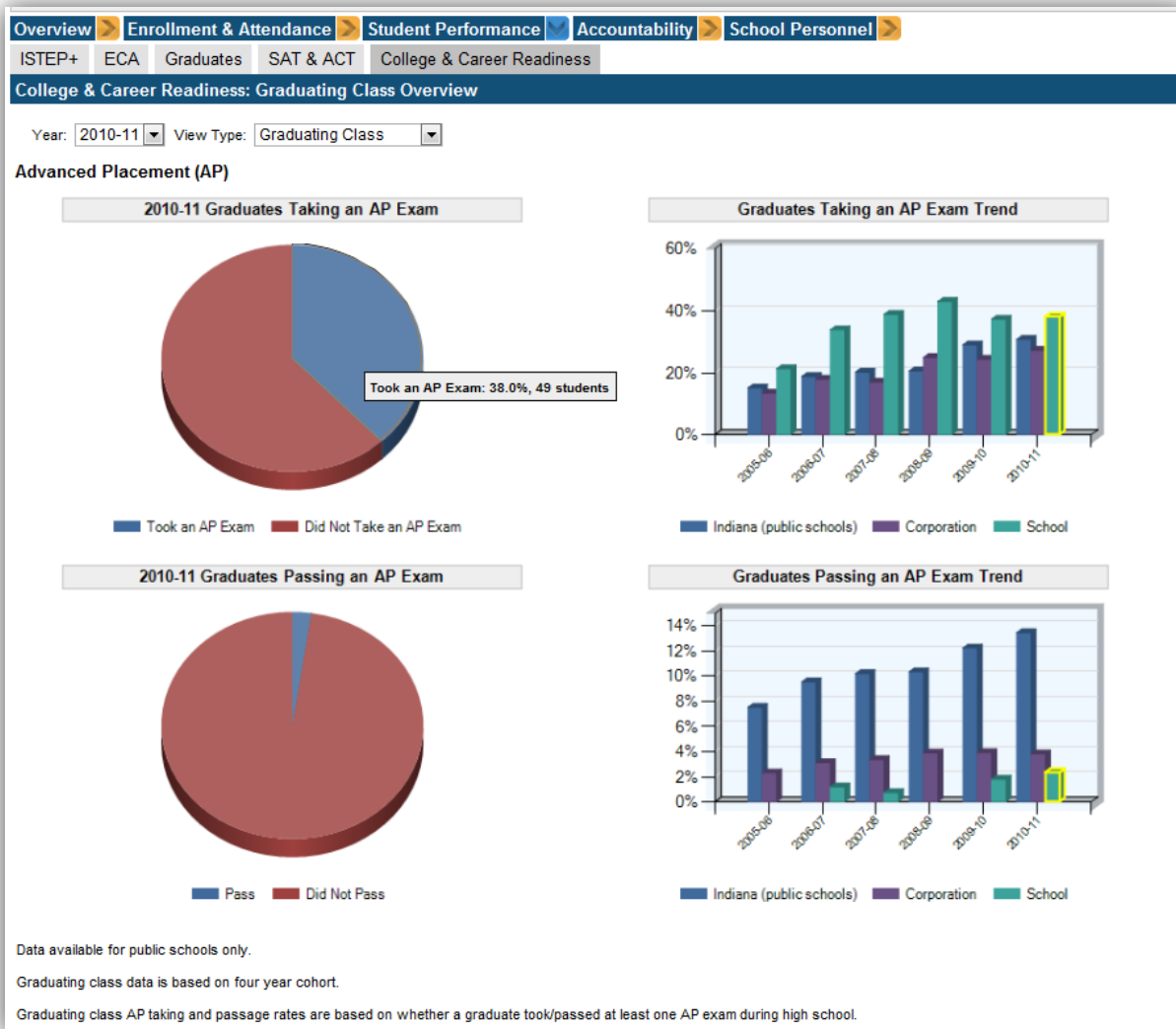Hawai'i College and Career Readiness Indicators Reports - http://www.p20hawaii.org/indicators_report.html

	School			Statewide		
Class of:	2009	2010	2011	2009	2010	2011
High School Outcomes						
High School Completers	259	204	205	11,451	10,787	10,805
Diploma Type						
BOE Recognition	44%	20%	17%	31%	18%	19%
Regular	56%	78%	79%	63%	77%	76%
Certificates of Completion	0%	0%	1%	2%	2%	2%
On-time Graduation Rate++	94%	91%	83%	80%	79%	80%
Hawai'i State Assessments (% Proficient)						
Reading	79%	78%	78%	60%	62%	65%
Math	48%	46%	49%	39%	43%	45%
Science	52%	29%	※	27%	24%	※
Advanced Placement (AP)						
# & % of students taking AP exams	83 (32%)	83 (41%)	92 (45%)	3,209 (28%)	3,445 (32%)	3,996 (37%)
# of exams taken	140	125	134	4,961	4,935	5,813
# & % of exams scored 3 of 5 or better	85 (61%)	75 (60%)	82 (61%)	2,068 (42%)	2,085 (42%)	2,384 (41%)
Running Start Participants, Summer–Spring	10	10	2	478	479	480
College Board SAT (Avg. Scores)						
# & % of students taking	153 (59%)	110 (54%)	137 (67%)	4,872 (43%)	4,733 (44%)	5,518 (51%)
Critical Reading	488	505	471	454	460	454
Mathematics	526	527	502	474	479	474
Writing	476	484	475	441	442	441

Michigan School Data - https://www.mischooldata.org/CareerAndCollegeReadiness/ACTCollegeReadiness/Trend.aspx
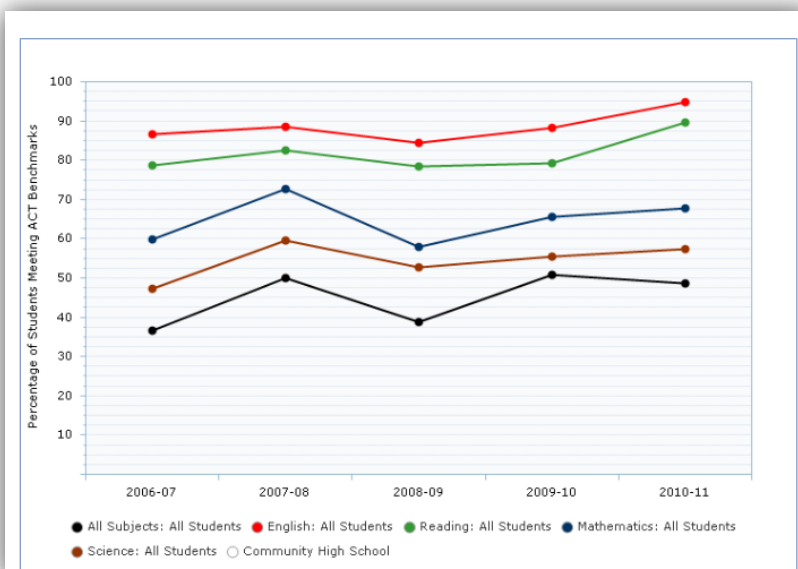
Indiana Compass Reports - http://compass.doe.in.gov/dashboard/collegereadiness.aspx?type=state

SAMPLE CCR REPORT CARD

To provide states with a visual prototype of a report card including college and career readiness indicators, Achieve has developed a sample CCR section of a state report card for a high school. The sample report card includes several CCR indicators along the continuum:

◆ **On Track to Readiness by End of 9th grade.** This is an "achievement" and "progressing toward" indicator. The numerator is the number of students in the 2013-14 entering 9th grade cohort who achieve a score on both an Algebra I and English I end of course/end of grade assessment equivalent to being on track to college and career readiness. The denominator is comprised of the students who entered 9th grade for the first time in 2013-14.

◆ **Ready by End of 11ᵗʰ grade.** This is an "achievement" and "meeting" indicator. The numerator is the number of students in the 2011-12 entering 9ᵗʰ grade cohort who achieve a score on both an Algebra II and English II end of course/end of grade assessment that signals a high likelihood of being prepared for entry-level, credit-bearing courses in 2- and 4-year postsecondary institutions. The denominator is the students in the 2011-12 entering 9ᵗʰ grade class.

◆ **Graduating with CCR course of study.** This is an "attainment" and "meeting" indicator. The numerator is comprised of graduates from the 2010-11 entering 9ᵗʰ grade cohort who attain a CCR diploma – one that includes graduation course requirements aligned to college- and career-ready expectations. The denominator is comprised of the students in the 2010-11 entering 9ᵗʰ grade cohort.

◆ **Earning college credits or certification.** This is an "exceeding" indicator that includes elements of "achievement", "course completion and success", and "attainment". The numerator is comprised of graduates from the 2010-11 entering 9ᵗʰ grade cohort who attain scores on AP or IB exams that translate into college credit, who complete dual enrollment courses, and/or attain industry certification. The denominator is the 2010-11 entering 9ᵗʰ grade cohort.

The report card also has a number of attributes to build understanding:

◆ Using a vertical comparison to the district and state results.
◆ Reporting performance trends (one-year change), the number of students meeting and not meeting benchmarks, and whether the school meets its annual improvement goal.
◆ Displaying the performance of student subgroups on each indicator.
◆ Comparing the school's performance to the performance of the highest-performing school and the highest-performing school with similar demographics.

The report card goes a bit further to engage parents and the public in schooling:

◆ Suggesting questions that parents might ask of school leaders, contacts that they might reach out to for more information, and giving parents a starting point to learn more about state policies that affect students.
◆ Giving a fuller picture of student performance outside math and English language arts, including participation in the arts, STEM, and Career Technical Education.