



# Using College and Career Readiness in School Accountability

La Follette Symposium  
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# What do we mean by college and career ready?

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## College Ready

- Ability to succeed in first-year credit bearing college courses
- Can be (should be) established empirically
- Subject specific



# ACT's College Readiness Benchmarks

Course	Subject	Benchmark value
English Composition	English	18
College Algebra	Mathematics	22
Social Science	Reading	21
College Biology	Science	24



# What do we mean by college and career ready?

## Career Ready

- Much more difficult to define due to differing needs for different careers
- Core set of skills that are transferable
- Ready to learn job specific skills (training)



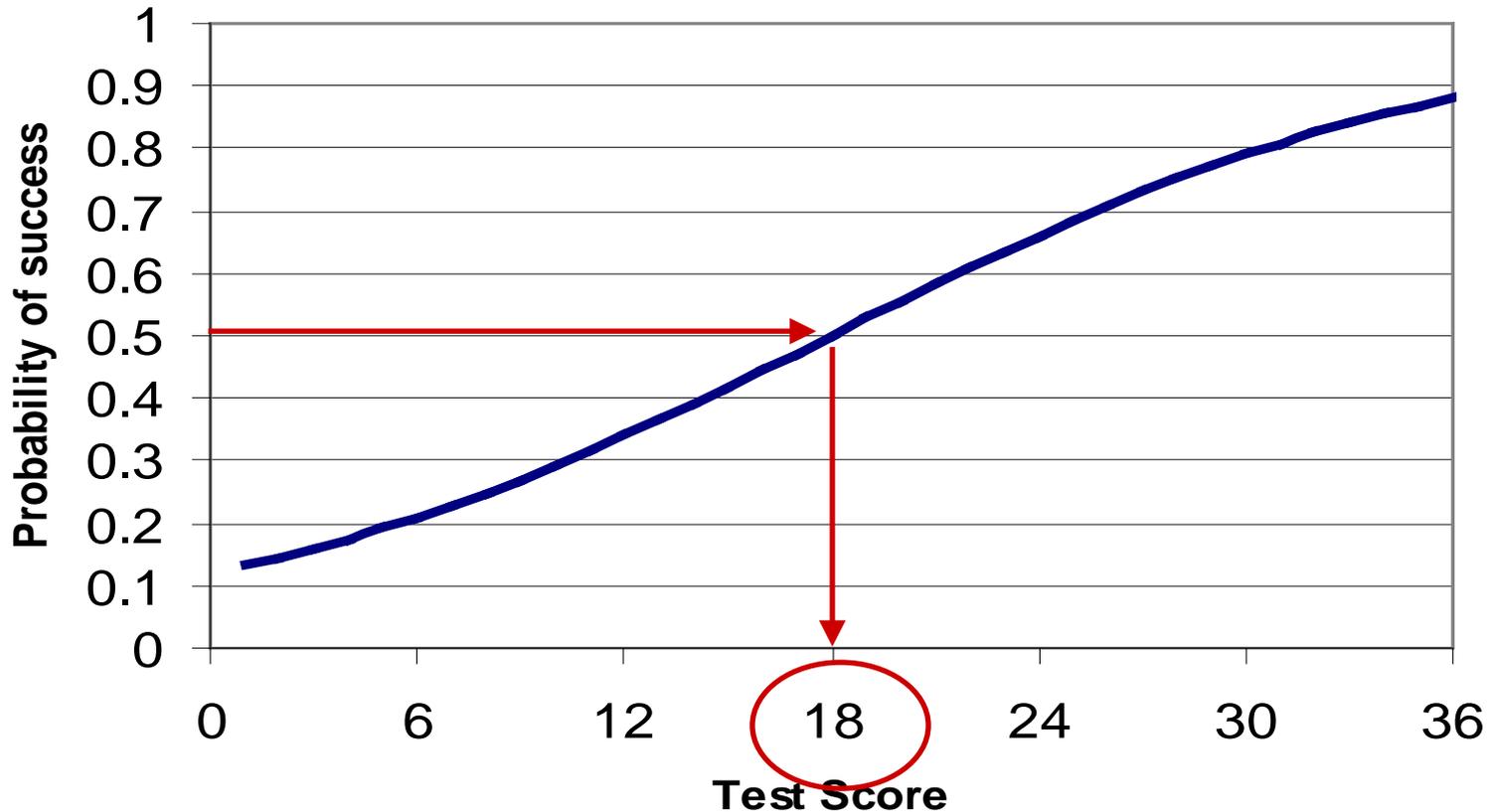
# Measuring College and Career Readiness

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- Developing a measure at the high school level



# Example for setting CCR Target

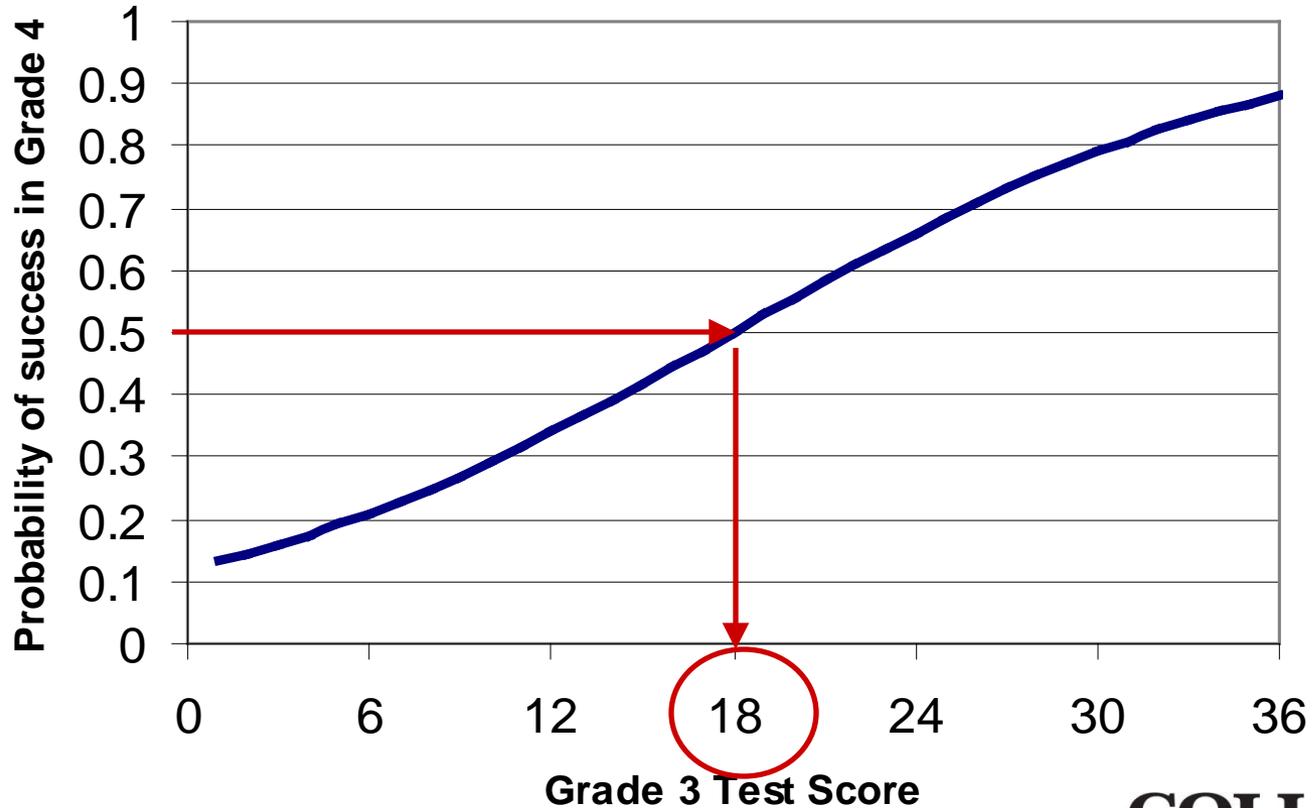


# Measuring College and Career Readiness

- Developing a measure at the high school level
- Design a method for developing targets for grades 3-8



# Example for setting Grade 3 Target



# Measuring College and Career Readiness

- Developing a measure at the high school level
- Design a method for developing targets for grades 3-8
  - The point is that the same method that can be used for setting the original high school target can be used to set targets in lower grades



# Measuring College and Career Readiness

- Developing a measure at the high school level
- Design a method for developing targets for grades 3-8
- Single number or multiple zones?



# Using College and Career Readiness for School Accountability

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- Status models
- Growth to CCR
- Growth (Value Added)



# Status Models

- This is what currently exists
- The advantage is that the goals are the same for everyone – there is no allowance for failure by a subgroup.
- The goals are simple to understand for teachers, parents, and students
- The disadvantage is that there is a “fairness” issue when used for accountability



# Growth Models

- Comparisons to other similar schools is considered more equitable
- Tend to be normative – poor performance is “OK”, as long as it is not the worst
- Are complex, and difficult to explain

# Growth to CCR

- A hybrid between status models and growth models
- The CCR target at the end of high school remains the goal
- Interim targets set depending on where the student is with respect to the CCR target at the prior grade

# Example of Growth to CCR

- If a student is at or above the CCR target in a grade, the goal is to remain so at the next grade
- If a student is within  $X$  points of the target in a grade, the goal is to meet the target at the next grade
- If a student is more than  $X$  points below the target in a grade, they should cut the distance to the target in half by the next grade

# Example of Growth to CCR

Grade 5 target	470	
Grade 6 target	484	Used X=4

	Gr. 5 Score	Gr. 6 Target
Student 1	478	484
Student 2	466	484
Student 3	450	474



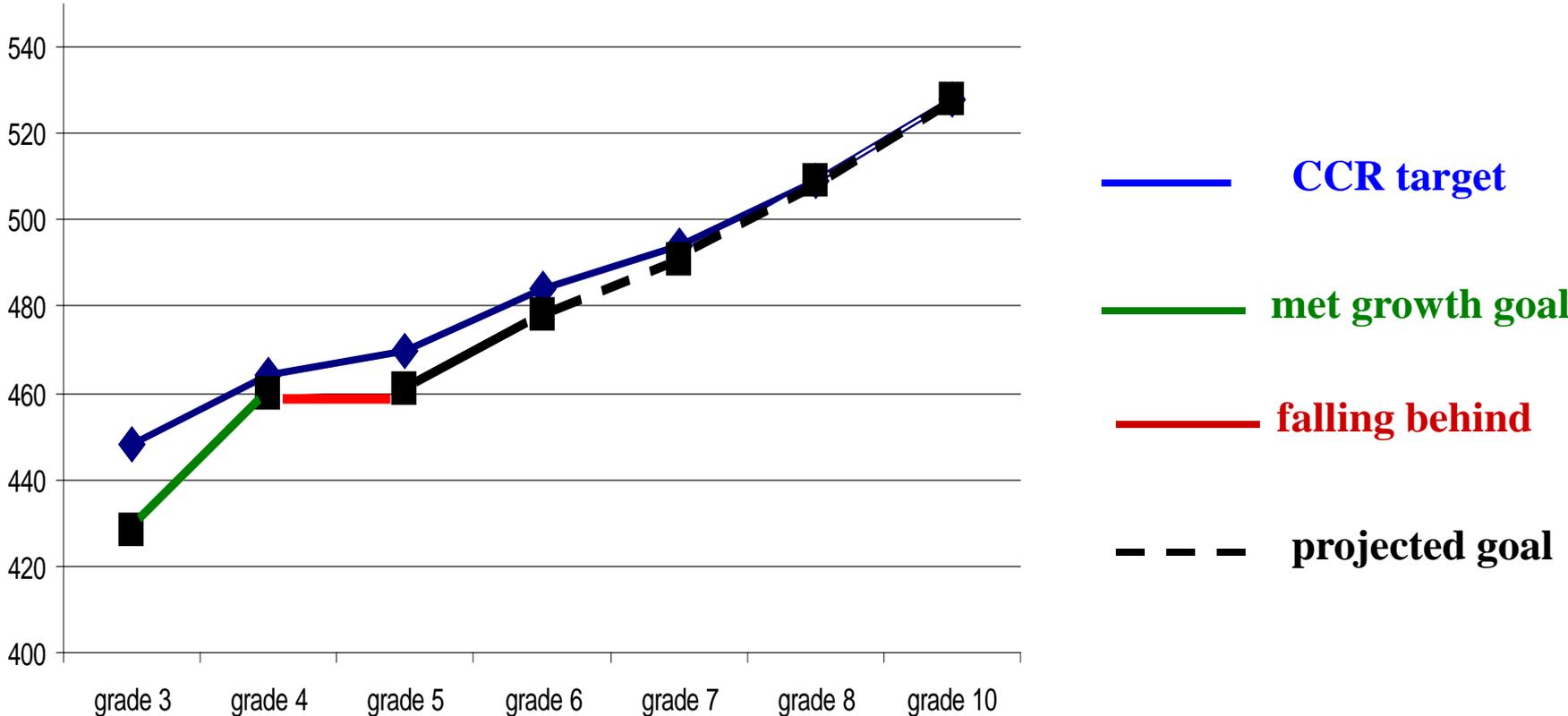
**COLLEGE  
READINESS**



# School Measures

	At or Above Target	Just Below Target	Well Below Target	Total
School 1	85%	70%	20%	69%
School 2	80%	70%	40%	38%

# Student Growth



# Issues for Using CCR in Accountability

- What is the definition of college ready?
- How is college ready defined for someone in the 4<sup>th</sup> grade?
- In accountability, the biggest variable is the students
- Growth, status, or a combination?

