Telling a Consistent Story: Strategies for Assessing Career Readiness Across State Accountability Systems – An Overview of the *Every Student Succeeds Act (ESSA)*

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In this workshop, you will:

• Learn about opportunities and strategies to advance career readiness through ESSA and the *Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV)*

• Examine how states are promoting career readiness through ESSA accountability and other mechanisms

• Determine intersections between ESSA accountability and the proposed *Perkins IV* quality indicator
The Opportunity

• States are at a critical juncture
• Federal policies moving towards more alignment and flexibility

President Obama signs ESSA into law
• Dec., 2015

HR2353 passes the House
• June, 2017

First ESSA submission window
• Apr., 2017

Second ESSA submission window
• Sept., 2017
ESSA Accountability
How States are Making Career Readiness Count

Use of Career Readiness Indicators Pre-ESSA

- Total: 32 (20 Reporting, 14 Accountability)
- CTE Pathway Completion: 8 (4 Reporting, 4 Accountability)
- Dual Enrollment: 7 (2 Reporting, 5 Accountability)
- Ind Recognized Cred: 16 (14 Reporting, 2 Accountability)
- Tech Skills Assessment: 4 (4 Reporting, 0 Accountability)
- WBL: 2 (2 Reporting, 0 Accountability)
- Postsecondary Enrollment: 4 (4 Reporting, 0 Accountability)
- Post-HS Placement: 1 (1 Reporting, 0 Accountability)

Source: Achieve and Advance CTE (2016): How States are Making Career Readiness Count: A 2016 Update
ESSA Title I Accountability

• Accountability plans required to have at least five indicators
• ESSA calls for state-identified “school quality or student success indicator”
• States have been eager to adopt career readiness accountability indicators

Nevada’s high school accountability framework
Thirty-seven states measuring career readiness in their ESSA accountability systems*

Nearly double the number of states before ESSA

*Based on Education Strategy Groups’ preliminary analysis http://edstrategy.org/states-on-the-path-to-destination-known/
• The destination is known: success for all students in life after high school

• States’ accountability systems must support this goal by valuing college and career readiness
Four Categories for States to Measure College and Career Readiness

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

**MEASURE:** percent of ninth grade cohort that demonstrated successful *progress* toward credential of value beyond high school

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

**Exceptional**

**PLUS:** Completion of a pathway of three or more credits that is aligned to the student’s academic and career plans

**Advanced**

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

**Fundamental**
MEASUREMENT CATEGORY 2: Co-Curricular Learning and Leadership Experiences

MEASURE: percent of ninth grade cohort that **successfully completed** a co-curricular experience aligned to their identified interests

PLUS: Third-party evaluation that student met expectations and demonstrated gain of academic, technical and/or professional skills

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<td>PLUS: Alignment between student’s academic and career plans and Learning and Leadership experience</td>
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<td>Completion of a state-defined co-curricular Learning and Leadership experience</td>
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* Learning and leadership experiences include extended work-based learning (such as pre-apprenticeship programs, internships, service learning, and service learning activity)
MEASUREMENT CATEGORY 3: Assessment of Readiness

**MEASURE:** percent of ninth grade cohort that scored at the college- and career-ready level

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, IRC)

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

**Fundamental**
MEASUREMENT CATEGORY 4: Transitions beyond High School

**MEASURE:** percent of ninth grade cohort who *successfully transitioned* to postsecondary or the workforce within 12 months of graduation

- Enlistment in military, enrollment in certificate or registered apprenticeship program, or employment in a field identified in the state’s Workforce Innovation and Opportunity Act (WIOA) plan

**Exceptional**
- Enrollment in IHE without remediation or employment at a state-defined wage threshold

**Advanced**
- Enrollment in two- or four-year institute of higher education (IHE) or postsecondary training

**Fundamental**
## Recommended Actions for States

1. Publicly report performance of all high schools across all four measurement categories, disaggregated by individual measures and all subgroups;

2. Increase the sophistication of its measures in all four categories annually, striving to reach the Exceptional level within 5 years;

3. Include each category of measure in the state’s accountability determination system;

4. Make each measure a significant part of the high school accountability determination; and,

5. Use the information to support improvements in preparing all students for college and career.
• **Vision:** *Districts and schools in Tennessee will exemplify excellence and equity such that all students are equipped with the knowledge and skills to successfully embark upon their chosen path in life*

• One of Tennessee’s four long-term goals is that the majority of high school graduates in the class of 2020 will earn a postsecondary certificate, diploma or degree
Tennessee: Ready Graduate Indicator

• Tennessee’s “Ready Graduate” Indicator is weighted at 25 percent

• The graduation rate multiplied by the percent of students

  1. scoring 21 or higher on ACT/SAT,
  2. completing four early postsecondary opportunities (EPSOs),
  3. completing two EPSOs and earning industry certification in an approved program of study,
  4. completing two EPSOs and scoring state-determined designated score on the Armed Services Vocational Aptitude Battery (ASVAB).
Ohio: CTE Report Cards

- Includes detailed information about CTE program outcomes by district

Components of Ohio’s CTE Report Card:

- **Achievement** (technical skill attainment)
- **Graduation Rate**
- **Prepared for Success** (AP, IB, dual enrollment, credential attainment)
- **Post-Program Outcomes**
- **Federal Accountability Results**
Career Readiness Indicators Identified by Round 1 States

# States Planning to Address in Accountability and Reporting Systems

- **Progress Toward Credential of Value**: 9 states (Accountability) + 2 states (Reporting) = 11 states
- **Learning & Leadership Experience**: 5 states (Accountability) + 1 state (Reporting) = 6 states
- **Assessment of Readiness Transitions to College/Career**: 10 states (Accountability) + 2 states (Reporting) = 12 states
- **Transitions to College/Career**: 2 states (Accountability) + 2 states (Reporting) = 4 states

Legend:
- **Green Bar**: Accountability
- **Yellow Bar**: Reporting
Mapping *ESSA* and Career Readiness
Other ESSA Leverage Points

Key themes in ESSA:

• Alignment with other federal laws, including Perkins IV and WIOA
• Flexibility for states
• Moving away from core academic subjects to promote a “well-rounded education”
Title II of ESSA, Part A: Supporting Effective Instruction

- Supports professional development for teachers, leaders and administrators
- Can be used to provide training on integrating academic and CTE instructional strategies as well as understanding and using labor market data
- In Round 1, two states identified opportunities, but did not specify how Title II funds would be spent
Title IV of ESSA, Part A: SSAE Grants

- Student Support and Academic Enrichment grants (SSAE) support access to a “well-rounded education”
- In Round 1, **15 out of 17** states reinforced the idea that a “well-rounded education” should include CTE, STEM or dual enrollment
- However, **only five states** described specific state-level activities to support this work
Title IV, Part A: SSAE Grants

• **Connecticut** will provide technical assistance to districts building new CTE courses and pathways and increasing participation in work-based learning

• **Massachusetts** will use funds to support enrollment and completion of nontraditional CTE pathways

• Only two states, **Tennessee** and **North Dakota**, commit any specific Title IV, Part A funds to such activities
Title IV, Part B: 21st Century Community Learning Centers

- In Round 1, **seven states** planned to prioritize career readiness in their 21st CCLC grant guidelines.
- **New Jersey** grant requirements.
- 21st Century Community Learning Centers support after school learning.

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<th>Did not prioritize career readiness</th>
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Perkins IV Reauthorization
Perkins IV Reauthorization Update

- The “Strengthening Career and Technical Education for the 21st Century Act” (H.R. 2353) passed the House on June 22

- Major themes:
  - Alignment with ESSA and WIOA
  - Responsiveness to labor market needs
  - Increased state flexibility
Perkins IV Accountability Proposed Changes

**Current indicators**
- 1S1: Academic Attainment in Reading/Language Arts
- 1S2: Academic Attainment in Mathematics
- 2S1: Technical Skill Attainment
- 3S1: Secondary School Completion
- 4S1: Student Graduation Rate
- 5S1: Secondary Placement
- 6S1: Nontraditional Participation
- 6S2: Nontraditional Completion

**Proposed Indicators**
1) Graduation rate
2) Academic attainment rates (ELA and mathematics)
3) Student placement two quarters after exiting secondary education in either further postsecondary education or training, military service or unsubsidized employment
4) A measure of “CTE Program Quality”
5) The percentage of CTE concentrators in CTE programs that lead to nontraditional fields
CTE Program Quality Indicator

- Proposed indicator under House *Perkins* bill
- Allows states to choose from a menu of indicators designed to measure program quality
- Denominator is the percent of CTE Concentrators completing at least two courses in a single program area
- Options include not less than one of the following:
  - Postsecondary credentials;
  - Dual/concurrent credit;
  - Work-based learning; or
  - May include any other measure of student success in CTE that is statewide, valid, and reliable
Advance CTE asked state CTE directors to indicate which indicator they are most likely to select from the options included in the bill:

- Postsecondary credential attainment in high school: 13 states
- Postsecondary credit attainment: 11 states
- Work-based learning participation: 9 states
- Any other measure that is statewide, valid and reliable: 19 states

Based on Advance CTE’s 2017 Perkins Implementation Survey
Opportunities for Alignment

This presents a unique opportunity for states to:

- Align data systems and improve the quality of data collection
- Prioritize career readiness activities
- Build buy-in and make the case for expanding career readiness activities
- Better integrate CTE, K-12 and postsecondary education
Table Top Discussion

• Do you currently collect any of the following indicators statewide? For CTE students?
  • Postsecondary credentials
  • Dual/concurrent credit
  • Work-based learning participation

• Are there other indicators you collect beyond current *Perkins IV* requirements for CTE students?

• Would you consider any of them “statewide, valid and reliable?”
Table Top Discussion

• Have you been involved in your ESSA plan development?
• Do you know how and if CTE/career readiness has been integrated?
• What do you see as the biggest opportunities in your state for integrating Perkins IV/ESSA reporting?
Visit the Learning that Works Resource Center

https://careertech.org/resources/data-and-accountability
Up Next…

- Virtual Office Break from 3:15-3:30
- Collaboration Roundtables start at 3:30