

# College and Career Readiness Indicator Webinar FAQs

- Q1:** I was recently told from another area counselor that CCRI information is due in SIS by December 31st and we must upload evidence for each student such as pay stubs, etc. Is this true?  
*CCRI information is due in SIS by July 31<sup>st</sup>, 2021. There is no requirement for an upload of evidence.*
- Q2:** Is it a mandate for schools to implement all facets of the CCRI components?  
*No. A school should implement as many of these components as they feel appropriate to their community. However, if students have fewer options to meet the definition of College and Career Ready, this may result in a lower score on this indicator.*
- Q3:** Our team of counselors/administrators are trying to create a video that can explain to parents & students the purpose of the college & career readiness indicators. I've done some research (i.e. Google searches/nosing around ISBE's website & YouTube) to see if there was anything that has been compiled in such a manner & haven't come up with much. Do you know of anything out there that serves a similar purpose?  
*Excellent suggestion. We will get production started on this immediately. Check the College and Career Readiness Indicator page at <https://www.isbe.net/Pages/Accountability-Indicators.aspx#collapse0zone6> in a few weeks to find this video as well as a supporting one-pager.*
- Q4:** Can you clarify the GPA requirement for the CCRI in regard to the weighted grading scale? In my notes from the webinar, I had written that we would need to do the conversion from a 5.0 scale back to a 4.0. I'm assuming this is accurate.  
*That is correct. Districts will continue to determine their own system for calculating GPA and the local equivalent to 4.0 for this indicator.*
- Q5:** Career Area of Interest by the end of the sophomore year- for our current juniors and seniors, what do we do? Can we still find out from our current seniors about their career area of interest to submit for this question since it is obviously not the end of their sophomore year?  
*2020 was the first year that collection of the CCRI data elements was to be required. Although submission of the data was made optional, collection of the data was not. Therefore, schools would have had an opportunity to collect data from 2020 sophomores, who are now 2021 juniors. However, we do understand that schools may not have collected this information from 2020 juniors (now 2021 seniors). **Therefore, for the 2021 CCRI collection only, it is permissible to ask 2021 seniors if they had selected a career area of interest by the end of their sophomore year.***
- Q6:** What is the SAP ID?  
*Student ID number used by the school packages to identify a student in their local system.*

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- Q7: Regarding the Distinguished Scholar designation, why does the SAT score need to be higher than the ACT score? Using concordance tables from 2018, a 1360 is the minimum equivalent to a 30.**

*The SAT score requirement was established by the College and Career Readiness working group. This group included representatives from higher education, state government, industry, and K-12 education. While these are not necessarily the data points used to set the 1400 SAT composite threshold for Distinguished Scholar, the average SAT score composite at University of Illinois at Urbana-Champaign, Illinois' flagship state university, is a 1350. If a 1350 is average, then to be a Distinguished Scholar would require a score above average. The corresponding average ACT score is a 29.*

- Q8: If we offer a Careers class to freshmen and sophomores, would this count for this indicator? (Identify a career area of interest by the end of the sophomore year)**

*The identification of a career area of interest by a student will be determined by school districts within a range of career exploration activities, such as those suggested in the [Postsecondary and Career Expectations framework](#).*

- Q9: Our district uses the program Xello. Is this something that will be “replaced” by a component of CCRI, or can it be used to gather information for reporting?**

*Xello and other local student information systems are not within the purview of the State Board of Education, which is bound by state procurement laws. Districts should communicate with their vendors to determine whether or not their products can be used to gather the necessary CCRI information for reporting.*

- Q10: Can a student use a job that they have during the school year and through the summer as both 12 months of employment and summer employment?**

*The intent of recognizing both summer employment and full-year employment is to acknowledge that not all students may have access to year-round employment, even if they might want to. Additionally, the experience of maintaining a job for a full year, balancing work, school and possibly extra curriculars is fundamentally different than summer employment. Therefore schools cannot use the same employment placement to fulfill these two indicators.*

- Q11: If a student gets dual credit and a certification for a CTE course, does that count for both indicators or just one or the other?**

*The two are independent of each other; a student can take a dual credit course that doesn't lead to certification and they can earn a certification without having taken any dual credit classes. Therefore, an experience that meets both definitions – a dual credit course that ALSO leads to a certification, may serve double duty in this instance.*

- Q12: Is there a minimum of hours that need to be worked during summer or each month?**

*Suggested consecutive summer employment may include a cumulative 120 hours per summer or 10 hours per week for 12 weeks.*

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**Q13: Will an ACT WorkKeys score count for the Career Ready Indicator?**

*No. During the time this indicator was developed, ACT has suspended WorkKeys and was in the process of redesigning the test. The new ACT WorkKeys had not been evaluated for use in this indicator.*

**Q14: Committed students-athletes may play 2 sports during a school year, then are extremely involved in summer leagues & summer skill development programs. Thus, there is an impact on their ability to fulfill work requirement under career ready. Any thoughts on students in that category?**

*Students who chose to participate in multiple extracurricular activities rather than pursue employment would meet the Two or More Organized Co-Curricular Activities during high school career, which fulfills one of the three required indicators needed to be college and career ready.*

**Q15: Does Completion of Program of Study two courses have to be taken during junior and senior year or can these be anytime during high school?**

*This can be achieved at any time during the student's high school career.*

**Q16: Is it allowable for the senior math course be a transitional math course when determining an academic indicator?**

*Yes. Acceptable values are: A+ A, A-, B+ B, B-, C+, C, C-, Exceeds Standards, and Meets Standards for any course designated as Transitional Math as reported in SIS.*

**Q17: What year do we start doing this?**

*2020 was the first year that collection of the CCRI data elements was to be required. Although submission of the data was made optional, **collection of the data was not**. Submission of the 2021 CCRI data is due July 31, 2021 and is required.*

**Q18: I know that non-public have the ability and access to submit certain reports to ISBE. Although I don't believe this is required for non-public, is it available?**

*No.*

**Q19: Is attendance calculated using all absences? Based on truant or chronically absence formula?**

*For purposes of College and Career Readiness, attendance is calculated using only unexcused absences. The more stringent definition that includes both excused and unexcused absences is used in the chronic absenteeism indicator.*

**Q20: We have both Math II and Math III. Which would you use for the Algebra 2 designation?**

*As per the guidance document, Math III will be used for the Algebra 2 completion designation.*

**Q21: What class did you say had a community service component?**

*Currently there is service-learning requirement for the Civics course which would meet the criteria of the community service indicator.*

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**Q22: We have a 25 hour community service graduation requirement. We have waived some hours because of COVID. Will the state be adjusting these CCR requirements too?**

*Students whose experience was interrupted in or after March of 2020 by COVID-19 related business closures or layoffs may receive credit on this indicator for the interrupted experience. Therefore, a student must have some hours of community service that were interrupted to fulfill the criteria.*

**Q23: If a student's career area of interest is, say, Manufacturing, should an English DC course count as a DC course \*in their career area of interest\*?**

*English and mathematics are prerequisite components of practically every career, therefore they can be considered part of a career pathway. However, a single Dual Credit cannot be used to fulfill both the ELA or Math dual-credit academic indicator **and** the Dual Credit Career Pathway Course (college credit earned) indicator. However, a student who takes **multiple** (2 or more) ELA, multiple math, or a combination of ELA and math DC courses, at least one of which earns college credit, would fulfill both the academic and career ready indicators.*

**Q24: For clarification, if a student receives an A, B, or C in Algebra II anytime in high school, they have met the Math academic indicator?**

*Yes, that is correct.*

**Q25: Our Algebra 2 is the equivalent of the 2nd semester of 9th grade year. Is that the same as the Algebra 2 described in this presentation? Or is it meant to be interpreted as a yearlong course, Algebra 1 (9th), Geometry (10th) and Algebra 2 (11th)? Thank you.**

*Algebra II should be a yearlong course.*

**Q26: Will ISBE audit schools to confirm data collected regarding student employment or community service.**

*While there is no currently identified audit cycle for this information, ISBE may find it necessary to audit districts in the future if the agency receives reports of educator misconduct or other data discrepancies are discovered. ISBE assumes, unless otherwise indicated, that districts are collecting and reporting this data in good faith compliance with the guidance issued and the information submitted is accurate to the best of the district's knowledge.*

**Q27: How will transfer students be handled? Included/Excluded?**

*Best practice for all districts to indicate when indicators have been met, but if that has not been done districts should ask the student(s) if they have fulfilled requirements and they can (and should) ask the student to provide evidence of that fulfillment.*

**Q28: Does an OSHA certification count as an industry credential if a student took the test at school?**

*Yes.*

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**Q29: Do EFE directors have access to the student detail report?**

*Access to information in SIS requires that a person be tied to one and only one district or entity. An EFE tied to a particular entity would have access to those students served within the entity but would not have access to students across the region.*

**Q30: I am surprised that is data is required for 20-21. I was told by SIS team that this data was not required for 20-21. This information was not on the SIS agenda for 20-21 school year planning webinar on 9/23/20.**

*While the SIS team is an excellent resource for how to submit data via their system, they cannot and do not set data policy for the agency. Additionally, while we try to include everything that will be necessary from a data perspective in SIS webinars, requirements can change at any time. Submission of this data was to be required in 19-20 but was made optional in response to COVID-19. Communication from agency policy makers has been consistent that it would be required for 20-21.*

**Q31: Will the State be providing forms for us to send to students for the consistent employment indicator?**

*Not at this time. Employment may be verified through pay stubs, timesheets, or a signed letter from an adult supervisor that includes the number of hours worked. This information can be self-reported as long as the appropriate verifying information is collected.*

**Q32: The guidance document states for military service the student must have an ASVAB of 31 or higher AND commit to serve. Your slide did not say commit to serve. Which is correct?**

*The correct interpretation should be OR. This will be changed in the guidance document so that it reflects the intent of the indicator.*

**Q33: For this school year, we need to make sure there is data for all 11th & 12th graders. is that correct?**

*Only information from 12<sup>th</sup> graders will be reported on the report card. However, best practice is to submit for all students, not just juniors and seniors.*

**Q34: For the public school system, would activities/programs students are involved in with their churches count towards the co-curricular/extracurricular activities indicator?**

*If a program meets these criteria, the nature of the organization running the activity is immaterial:*

- 1. Are connected to or mirror the academic curriculum, but for which students do not receive academic credit;*
- 2. Take place outside of school or after regular school hours and may be operated by outside organizations; and*
- 3. Instill adaptive competencies and/or skills spelled out in the Illinois Essential Employability Skills Framework and Self-Assessment, including personal ethic, work ethic, teamwork, and communication.*

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**Q35: Does Extracurricular include CTSOs**

*Yes.*

**Q36: If a student has received credentials in multiple areas, do we just choose one area?**

*Yes.*

**Q37: Can you repeat exactly WHEN this information is going to be reported on the school report card?**

*Report Card 2021 and will contain information about students who graduated in 2021.*

**Q38: Can students count Court Ordered community service?**

*Yes*

**Q39: Do the activities have to be 2 a year, or could they do 1 activity one year and 1 another year to get the two Co-curricular/extracurricular indicator?**

*The completion of two co-curricular/extracurricular activities can be completed over the course of the student's high school year and do not have to take place within one school year. Activities that are yearlong in duration require participation for the full year in order to fulfill this requirement. Activities that are seasonal or less than a full year require participation for the full season/activity duration.*

**Q40: The CCRI report only shows the uploaded CCRI datapoints. Is there a way to see the ISBE controlled indicators (i.e the course based)?**

*We are working on a summative report that would provide this information for 2021 but we do not have a release date at this time.*