

ISBE College and Career Ready Indicator (April 2018)

Distinguished Scholar

1. GPA: 3.75/4.0
2. ACT Composite Score: 30 or SAT Composite Score: 1400
3. At least one academic indicator in each English language arts (ELA) and mathematics during junior or senior year (Algebra II at any time)
4. Three career ready indicators during junior or senior year
5. 95% attendance junior and senior year

College and Career Ready

1. GPA: 2.8/4.0
2. 95% attendance in high school junior and senior year
3. **EITHER**
 - (A) College and Career Pathway Endorsement under Postsecondary and Workforce Readiness Act; **OR**
 - (B) All of the following:
 - One academic indicator in each of ELA and math during junior or senior year (or Algebra II at any time)
 - Identify a career area of interest by the end of the sophomore year
 - Three career ready indicators during junior or senior year

Academic Indicators	
ELA	MATH
ELA Advanced Placement (AP) Exam (Score of 3 or Higher)	Math AP Exam (Score of 3 or Higher)
ELA AP Course (Grade of A, B, or C)	Math AP Course (Grade of A, B, or C)
Dual Credit English Course (Grade of A, B, or C)	Dual Credit Math Course (Grade of A, B, or C)
International Baccalaureate (IB) ELA Course (Grade of A, B, or C)	IB Math Course (Grade of A, B, or C)
IB Exam (Score of 4 or Higher)	IB Exam (Score of 4 or Higher)
Transitional English (Grade of A, B, or C)	Transitional Math (Grade of A, B, or C)
	Algebra II (Grade of A, B, or C)
Minimum ACT Subject Scores of English: 18 and Reading: 22	Minimum ACT Subject Score of Math: 22 and Math Course in Senior Year
Minimum SAT Subject Score of Evidence-Based Reading and Writing: 540	Minimum SAT Subject Score of Math: 540 and Math Course in Senior Year

Career Ready Indicators
<ul style="list-style-type: none"> • Career Development Experience • Industry Credential • Military Service or an ASVAB Score of 31 or Higher • Dual Credit Career Pathway Course (College Credit Earned) • Completion of Program of Study • Attaining and Maintaining Consistent Employment for a Minimum of 12 Months • Consecutive Summer Employment • 25 Hours of Community Service • Two or More Organized Co-Curricular Activities

**ISBE Accountability College and Career Ready Indicator
Implementation Guidance
October 2018
Revised October 2019**

College and Career Ready Indicator Data Points

The College and Career Ready Indicator (CCRI) is composed of multiple points of data. Data points may be collected now, but they will not be reported until the October 2020 Report Card. These data points will combine to become 6.25 percent of the Student Success/School Quality Indicator within the Illinois Accountability System in the 2020-21 school year, which will be reported on the October 2021 Report Card.

Many data points are currently collected (e.g., SAT composite score and course assignments entered into the Student Information System [SIS]), while others will require additional collection efforts by districts. SIS has been updated to include the new data points. The indicator recognizes cumulative achievements, so data may be added to SIS at any time.

Except where specifically required (e.g., “95 percent attendance junior and senior year”), districts may include all years of high school to recognize data points, such as community service, “career development experience,” “dual credit,” and “consistent employment.” These data points will not be reported publicly until the Report Card in 2020, but collecting them earlier may assist districts and students with increasing college and career readiness.

Information gathered for CCRI should be used to guide students, families, schools, and communities.¹ Districts may want to consider adding recognition of CCRI achievement on student records and transcripts. Additional information regarding Report Card Metrics may be found [here](#).

The guidance provided in this document follows the format of the ISBE College and Career Ready Indicator by section and terminology. Additional questions may be sent to Heather Strom, school counselor principal consultant for CTE & Innovation at hstrom@isbe.net.

General Readiness Indicators

Grade Point Average (GPA)

Grade point average will be determined by districts. The district will enter one of three codes into a new indicator file in SIS that will specify if the student meets the “distinguished scholar” standard with a GPA of 3.75 or higher on a 4.0 scale, meets the “college and career ready” definition of a GPA of 2.8 on a 4.0 scale, or has a GPA under 2.8 and does not meet the standard.

¹ CCRI should not be used as the sole basis to advise individual students on postsecondary opportunities. Rather, CCRI should serve as one part of a comprehensive approach to identifying next steps for a student in terms of identifying interests and experiences upon which a student can build.

Implementation Guidance: Districts will continue to determine their own system for calculating GPA and the equivalent for this indicator. This indicator will be gathered on each student at the end of their senior year and will represent a cumulative GPA. The district will collect and compile the initial data prior to submitting aggregate data (3.75 or Above, 2.8 – 3.74, Below 2.8, and None) to ISBE through a new file in SIS.

95% Attendance Junior and Senior Years

As specified in 105 ILCS 5/19.05, “a day of attendance shall be counted only for sessions of not less than 5 clock hours of school work per day.” Activities outlined in 105 ILCS 5/19.05 (k), including dual credit, Supervised Career Development Experience, youth apprenticeship, and blended learning, count toward the calculation of clock hours of school work per day.

Implementation Guidance: Local school boards determine a day for which students are receiving instruction as guided by 105 ILCS 5/10-19.05. For the purposes of guidance, it may be helpful to utilize the opposite of attendance by reviewing the definition of “truant” as defined in the School Code (105 ILCS 5/26-2a) “... as a child subject to compulsory school attendance and who is absent without valid cause from such attendance for a school day or portion thereof. ‘Valid cause’ for absence shall be illness, observance of a religious holiday, death in the immediate family, family emergency, and shall include such other situations beyond the control of the student as determined by the board of education in each district, or such other circumstances which cause reasonable concern to the parent for the safety or health of the student.” ISBE uses attendance data currently entered into SIS by districts to calculate an average of attendance junior and senior years for each student.

Identify a career area of interest by the end of the sophomore year

A student may indicate a career area of interest by participating in pathways as defined by a local board of education, creating an individualized plan as part of the [College and Career Pathway Endorsement](#) program, or engaging in activities as part of [Career Pathways Dictionary](#) (adopted by the Illinois Community College Board, ISBE, the Illinois Workforce Innovation Board, the P-20 Council, the Illinois Board of Higher Education, and the Illinois Student Assistance Commission).

Implementation Guidance: 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](#). The district will collect and compile the initial data prior to submitting aggregate “yes” or “no” data to ISBE through a new file in SIS.

College and Career Pathway Endorsement

The Postsecondary and Workforce Readiness Act includes a voluntary process for school districts to award [College and Career Pathway Endorsements](#) to high school graduates. Students earn endorsements by completing an individualized learning plan, a career-focused instructional sequence, and professional learning opportunities. Students earning a College and Career Pathway Endorsement

will not need to fulfill the criteria of the ELA and Math Academic Indicators, career area of interest by the end of the sophomore year, and three career ready indicators.

Implementation Guidance: The eligible school district shall complete an application for awarding pathway endorsements to students within their school or district. (Contact hstrom@isbe.net for more information.) The eligible school district shall certify:

1. An individualized planning process spans grades 9-12 and includes an annual process for updating the plan
2. The career-focused instructional sequence is articulated to a certificate or degree program with labor market value, with opportunities for ongoing student advancement.
3. Completion of a minimum of two career exploration activities or one intensive career exploration experience, a minimum of two team-based challenges, and at least 60 cumulative hours of participation in one or more supervised career development experience.
4. Readiness for non-remedial coursework in reading and mathematics by high school graduation through criteria certified by the eligible school district and a local community college.

After completion of an application that meets ISBE criteria, districts will submit aggregate “yes” or “no” to ISBE through a new file in SIS that shows the student has been awarded a pathway endorsement.

Academic Indicators

Transitional Math and English

Districts may count “Transitional Math” courses as soon as they begin offering these options and tag in the Course Catalog. Additional information may be found on the [ISBE Transitional Math webpage](#). A statewide panel is currently working on “Transitional English” criteria. Districts may want to pursue partnerships with their local community college to explore options for early college opportunities. Additionally, districts that have adopted the Integrated Math or High School Math course progressions for their students can use these course codes to designate that a student has completed the equivalent of Algebra II, therefore meeting the Math Academic Indicator.

Implementation Guidance: ISBE uses academic data currently entered into SIS by districts to determine whether a student has met the indicators in English and math. However, districts will submit aggregate “yes” or “no” to ISBE through a new file in SIS if a student has met the criteria via ACT scores (which are not collected) and a retake of the SAT that shows a higher subject score.

Career Ready Indicators

Career Development Experience

This is a supervised work experience relating to an individual’s career area of interest that meets all the following:

1. Occurs in a workplace or under other authentic working conditions;
2. Is co-developed by an education provider and at least one employer in the relevant field;
3. Provides compensation or educational credit to the participant;
4. Reinforces foundational professional skills, including, at a minimum, those outlined in the Illinois [Essential Employability Skills Framework and Self-Assessment](#);

5. Includes a Professional Skills Assessment that assesses skill development and is utilized as a participant feedback tool; and
6. Takes place for a minimum of 60 total hours.
7. Career Development Experience may not consist solely of technical training by an education provider.

Implementation Guidance: Career Development Experiences may include any of the following, provided the experience meets the definitional criteria: internship, school-based enterprise, supervised agricultural experience, work-based learning, cooperative education, research apprenticeship, remote work for a client or employer, student-led enterprise, or youth apprenticeship². The Illinois [Essential Employability Skills and Self-Assessment framework](#), developed by a collaborative of state agencies and organizations, includes personal ethic, work ethic, teamwork, and communication. A Professional Skills Assessment is a tool-based observational assessment of a participant's performance in a Career Development Experience administered by an adult supervisor addressing foundational professional skills, including, at a minimum, those outlined in the Illinois [Essential Employability Skills and Self-Assessment framework](#). The Professional Skills Assessment tool should be used primarily as a feedback tool and development strategy and not as the sole basis for a grade or credit determination. [Illinois WorkNet's Observational Assessment and Worksite Evaluation tools](#) may be used as a Professional Skills Assessment.

The district will collect and compile the initial data prior to submitting aggregate "yes" or "no" data to ISBE through a new file in SIS.

Industry Credential

This is a work-related credential, certification, or license that:

1. Verifies an individual's qualifications or competence in a specific skillset related to a particular industry or occupation;
2. Is issued by an industry-related organization or state licensing body with the relevant authority to issue such credentials; and

² A youth apprenticeship is a program for youth (ages 16 to 24) currently enrolled in a secondary school or pursuing a high school equivalency, including those with disabilities, that includes at minimum the following:

1. 450 hours of paid-on-job training under the supervision of a mentor;
2. At least 2 semesters of related instruction that ideally counts towards a high school and/or postsecondary credential, but minimally leading to an Industry Credential;
3. Ongoing and a final assessment measuring success in mastering skill standards;
4. Career exploration where participants learn about several positions within the employer and the field;
5. Wraparound supports (e.g. case management and counseling) and holistic upskilling (e.g. technical skills and soft skills); and
6. Upon successful completion of the program, participants are supported to apply for one or more of the following: entry-level employment, admission to a Registered Apprenticeship or Non-Registered Apprenticeship program, or admission to other articulated postsecondary education options (including 2-4 year programs).

Programs must include a documented partnership with an employer. For any industry area where an industry credential does not yet exist, a group of employers that are representative of the industry in Illinois should determine the critical core competencies participants should learn through the apprenticeship and agree to a formal process for recognizing mastery of those competencies. (Illinois Career Pathways Dictionary, 2018)

3. Is broadly sought or accepted by employers as a recognized, preferred, or required credential for recruitment, screening, hiring, retention, or advancement purposes.

Implementation Guidance: A student must, depending upon the requirements of the recognized industry credential, either receive the license or be eligible to receive a license pending the receipt of a high school diploma. A credential issued by a postsecondary education provider is not an “industry credential”; however, the coursework for the credential may qualify as a Dual Credit Career Pathway Course and will often prepare students for an industry credential examination. The district will collect and compile the initial data prior to submitting aggregate “yes” or “no” data to ISBE through a new file in SIS. A multi code will be available to enter specific credentials earned by cluster.

Military Service or an ASVAB Score of 31 or Higher

Students make a commitment to serve in the armed services or participate in Junior Reserve Officer Training Corps.

Implementation Guidance: There are three ways to meet this indicator:

1. Achieving an ASVAB score of 31 or higher and making a commitment to serve in the Armed Services.
2. Enlisting for split training, which entails enlistment at age 17 as a junior with permission of a parent or guardian, attendance at Basic Combat Training before senior year, training one weekend per month through senior year with a local unit, and planned attendance at Advanced Individual Training after senior year.
3. Participating in Junior Reserve Officer Training Corps.

The district will collect and compile the initial data prior to submitting aggregate “yes” or “no” data to ISBE through a new file in SIS.

Dual Credit Career Pathway Course (college credit earned)

As defined in 110 ILCS 27/5, “dual credit course” means a college course taken by a high school student for credit at both the college and high school level.

Implementation Guidance: The following should be considered toward meeting this metric: a dual credit course, or a dual credit course in Career and Technical Education (CTE), or included within a career-focused instructional sequence for a College and Career Pathway Endorsement program in accordance with the [Postsecondary and Workforce Readiness Act](#). This information is currently captured in the student course assignment record in SIS, which is entered annually by the district.

Completion of a Program of Study

This is completion of coursework that is necessary to qualify a student as a CTE Concentrator.

Implementation Guidance: As defined by the federal Strengthening Career and Technical Education for the 21st Century Act (Perkins V), “CTE Concentrator” means:

- (A) at the secondary school level, a student served by an eligible recipient who has completed at least 2 courses in a single career and technical education program or program of study; and
- (B) at the postsecondary level, a student enrolled in an eligible recipient who has
 - (i) earned at least 12 credits within a career and technical education program or program of study; or
 - (ii) completed such a program if the program encompasses fewer than 12 credits or the equivalent in total.

Districts make the determination of whether programs, courses, applied learning experiences, and activities performed with other organizations count toward CCRI. This information is currently captured in the student course assignment record in SIS, which is entered annually by the district.

Attaining and maintaining consistent employment for a minimum of 12 months

This is verified employment of a continuous nature during a 12-month period.

Implementation Guidance: Part-time employment may be verified through pay stubs, timesheets, or a signed letter from an adult supervisor that includes the number of hours worked. Suggested consistent employment may include a total of 480 hours, which is an average of 10 hours per week for 12 of the 24 months. The district will collect and compile the initial data prior to submitting aggregate “yes” or “no” data to ISBE through a new file in SIS.

Consecutive summer employment

This is verified employment for two consecutive summers.

Implementation Guidance: Employment may be verified through pay stubs, timesheets, or a signed letter from an adult supervisor that includes the number of hours worked. Suggested consecutive summer employment may include a cumulative 120 hours per summer. The district will collect and compile the initial data prior to submitting aggregate “yes” or “no” data to ISBE through a new file in SIS.

25 hours of community service

This is a volunteer service or activity performed by students to address a social issue in the community, such as (but not limited to) poverty, disaster relief, education, the environment, homelessness, or community wellness.

Implementation Guidance: The student should receive written verification by an adult, non-relative supervisor of the community service that both describes the services performed and documents the number of hours served. Service learning opportunities may count toward this career readiness indicator. The district will collect and compile the initial data prior to submitting aggregate “yes” or “no” data to ISBE through a new file in SIS.

Two or more organized co-curricular or extracurricular activities

These are activities, programs, and applied learning experiences that:

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.
 - a. As defined in Section 10 of the [Postsecondary and Workforce Readiness Act](#), (110 ILCS 148/10) adaptive competencies mean “foundational skills needed for success in college, careers, and life, such as, but not limited to, work ethic, professionalism, communication, collaboration and interpersonal skills, and problem-solving.”
 - b. Essential Employability Skills are foundational skills needed for success in college, careers, and life including, but not limited to, the following:
 - i. Personal Ethic: Integrity, respect, perseverance, positive attitude;
 - ii. Work Ethic: Dependability, professionalism;
 - iii. Teamwork: Critical thinking, effective and cooperative work; and
 - iv. Communication: Active listening, clear communication

Implementation Guidance: Districts determine level of participation. Acceptable co-curricular activities may include student newspapers, student council, musical performances, art shows, mock trials, honors societies, debate competitions, mathematics, robotics, and engineering teams and contests. Students may count extracurricular activities, such as sports teams and general interest clubs, toward the requirement. Adaptive competencies and Essential Employability Skills may be incorporated within existing courses or programs. These competencies should be assessed based on how students apply and integrate into actions. The district will collect and compile the initial data prior to submitting aggregate “yes” or “no” data to ISBE through a new file in SIS.

Additional Resources: [Illinois Essential Employability Skills Framework and Self-Assessment](#), ; [Postsecondary and Workforce Readiness Act Essential Employability Competency Statements](#), and [Illinois Career Pathways Dictionary](#).