

## ISBE College and Career Readiness 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 readiness indicators during junior or senior year
5. 95% attendance junior and senior year

### College and Career Readiness

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 readiness indicators during junior or senior year

<b>Academic Indicators</b>	
<b>ELA</b>	<b>MATH</b>
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

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

# ISBE Accountability College and Career Readiness Indicator Implementation Guidance October 2018

## **College and Career Readiness Indicator Data Points**

The College and Career Readiness Indicator (CCRI) is composed of multiple points of data. These data points will combine to become 6.25% of the Student Success/School Quality Indicator within the Illinois Accountability System in the 2020-21 school year. Many data points are currently collected (e.g. SAT composite score and course assignments entered into SIS) while others will require additional collection efforts by districts. ISBE will revise SIS to include the new data points by the end of the 2018-19 school year to collect this indicator.

Information gathered for CCRI should be used to guide direction for students, schools, and communities. CCRI should not be used as the sole basis for postsecondary individual student advising. Additional information regarding Report Card Metrics may be found [here](#).

## **A. 95% Attendance Junior and Senior Years**

Due to the repeal of 105 ILCS 5/18-8.05, there is no definition of “student attendance day” in the School Code. A school district must demonstrate that it has 176 student attendance days on its calendar, plus four days for institutes and/or teacher conferences. A district needs to work with its school board and collective bargaining unit to define a student attendance day. For the purposes of this indicator, a student is in attendance if they are participating in learning regardless of where and when that learning takes place as long as the board of education has approved. ISBE uses data currently entered into SIS by districts to calculate an average of attendance junior and senior years for each student.

*Implementation Guidance:* Attendance can be counted when the student is participating in learning anywhere and anytime. 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.”

## **B. 25 hours of community service**

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. The district will collect and compile the initial data prior to submitting aggregate “yes” or “no” data to ISBE in through a new file in SIS added by the end of the 2018-2019 school year.

*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.

### **C. Adaptive Competencies**

As defined in Section 10 of the [Postsecondary and Workforce Readiness Act](#), "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."

*Implementation Guidance:* This term is used in the definition for "Two or more organized co-curricular or extra-curricular activities" later in this document. 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.

### **D. Attaining and maintaining consistent employment for a minimum of 12 months**

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 added by the end of the 2018-2019 school year.

### **E. Career Development Experience**

A supervised work experience relating to an individual's career area of interest that meets all of 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](#);
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 apprenticeship. The Illinois [Essential Employability Skills framework](#), developed by a collaborative of state agencies and organizations, includes: personal ethic, work ethic, teamwork, and communication. 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 added by the end of the 2018-2019 school year.

### **F. Completion of a Program of Study**

Completion of coursework 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.

This information is currently captured in the student course assignment record in SIS and entered by the district.

#### **G. Consecutive summer employment**

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 added by the end of the 2018-2019 school year.

#### **H. 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, 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](#).

#### **I. Grade Point Average (GPA)**

Grade point average will be determined by districts. For the new indicator, the district will enter one of three codes into a new 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 readiness” 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.

*Implementation Guidance:* Districts will continue to determine their own system for calculation of GPA and the equivalent for this indicator. This indicator will be gathered on each student at the end of their senior year. This indicator will be added to SIS by the end of the 2018-2019 school year.

#### **J. 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 Illinois Career Pathways (adopted by ICCB, ISBE, IWIB, P-20 Council, IBHE, and ISAC).

*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 added by the end of the 2018-2019 school year.

### **K. Industry Credential**

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
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 is 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 added by the end of the 2018-2019 school year. A multi code will be available to enter specific credentials earned.

### **L. 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. An Armed Services Vocational Aptitude Battery (ASVAB) score of 31 or higher and student commitment to serve in the Armed Services.
2. Split training enlistment, 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. Junior Reserve Officer Training Corps participation.

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 added by the end of the 2018-2019 school year.

### **M. Professional Skills Assessment**

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](#) framework.

*Implementation Guidance:* 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.

### **N. Two or more organized co-curricular or extra-curricular activities**

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; and,

2. Take place outside of school or after regular school hours, and may be operated by outside organizations.
3. Instills adaptive competencies and/or Illinois [Essential Employability Skills](#) including personal ethic, work ethic, teamwork, and 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. “Essential Employability Skills” are foundational skills needed for success in college, careers, and life including, but not limited to, the following:

1. Personal Ethic: integrity, respect, perseverance, positive attitude;
2. Work Ethic: dependability, professionalism;
3. Teamwork: critical thinking, effective and cooperative work; and
4. Communication: active listening, clear communication

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 added by the end of the 2018-2019 school year.

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

### **O. Youth Apprenticeship**

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

1. 450 hours of paid on-the-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- and 4-year programs).

*Implementation Guidance:* Program sponsors may serve a subset of youth within the 16-24 age range instead of the full range. 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 representative of the industry (including small, medium, and large firms) 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.