

College and Career Readiness Indicator Revisions Working Group¹

Meeting 1 (March 4, 2022) Minutes

- I. **Welcome/Introduction**
 - a. **Present:** Jeff Broom, Chibuzo Ezeigbo, Aimee Galvin, Leslie Goines, Sarah Hartwick, Jill Hlavacek, Jason Klein, Daniel Krause, Lori Laredo, Erin Leverenz, Erin Roche, Amy Romito-Kastory, Emily Rusca, Amber Spaeth, Kristin Wolter
 - b. **Absent:** Brooks Doherty, Mark Klaisner (Met 3/10/2022 for recap)
- II. **Review of the indicator as currently written.** See presentation posted to web at: <https://www.isbe.net/Pages/Accountability-Indicators.aspx#collapse30zone13>
- III. **Review of 2021 data.** See presentation linked above.
- IV. Begin defining “working as intended.” Menti responses included:
 - a. Students who meet/exceed have the tools to enter the workforce or are ready for college level courses
 - b. Getting it right the first time
 - c. Providing useful information on which students are ready to succeed on various postsecondary options.
 - d. Working as intended means accurately capturing student data to compile the score
 - e. **Schools' strategic use of resources (teacher capacity, time, curricular, families, PD, other 5 Essentials) move the metrics**
 - f. Schools are able to use the data to evaluate their programming
 - g. **Giving a good indication as to where students have access to opportunities to prepare for post-secondary success.**
 - h. Provide meaningful insight into **gaps in access/opportunity that can help drive state supports**
 - i. The data aligns/triangulates with other measures (SAT proficiency, graduation, postsecondary enrollment, remediation)
 - j. Creates new definition of success for students with multiple measures
 - k. Student understands what they need to grow towards proficiency to advocate for their own learning.
 - l. Students who graduate high school and are enrolled in a post-secondary institution and/or employment one year after graduation.
 - m. Community collaborators can evaluate how students are prepared for career options.
 - n. The workforce skills gap is as narrow as possible.
 - o. Recognizes success outside the traditional college track
 - p. Schools can take action to improve access/supports, and that is reflected in an improve score
 - q. Drives programming to be integrated and aligned
 - r. Students have knowledge of and opportunities to work towards indicators with adequate supports.

¹ Inclusive of members of the Balanced Accountability Measure Committee, P-20 Committee, and ISBE School Counselor Advisory Group

V. Requests for analysis or disaggregation to inform the next meeting

- a. Requested the 2021 information disaggregated by race, program, EBF tier, and other metrics.

VI. Determination of next meeting date & preliminary time discussion

- a. Two preliminary times emerged, Friday March 18 (morning) or Friday March 25 (mid day)

VII. Adjourn