

College and Career Readiness Indicator Revisions



Illinois State Board of Education

Group Meeting 1

March 4, 2022

1:30 to 3:00

Join the Conversation



Where do you work?



In a school or district

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In higher education



In state or local government

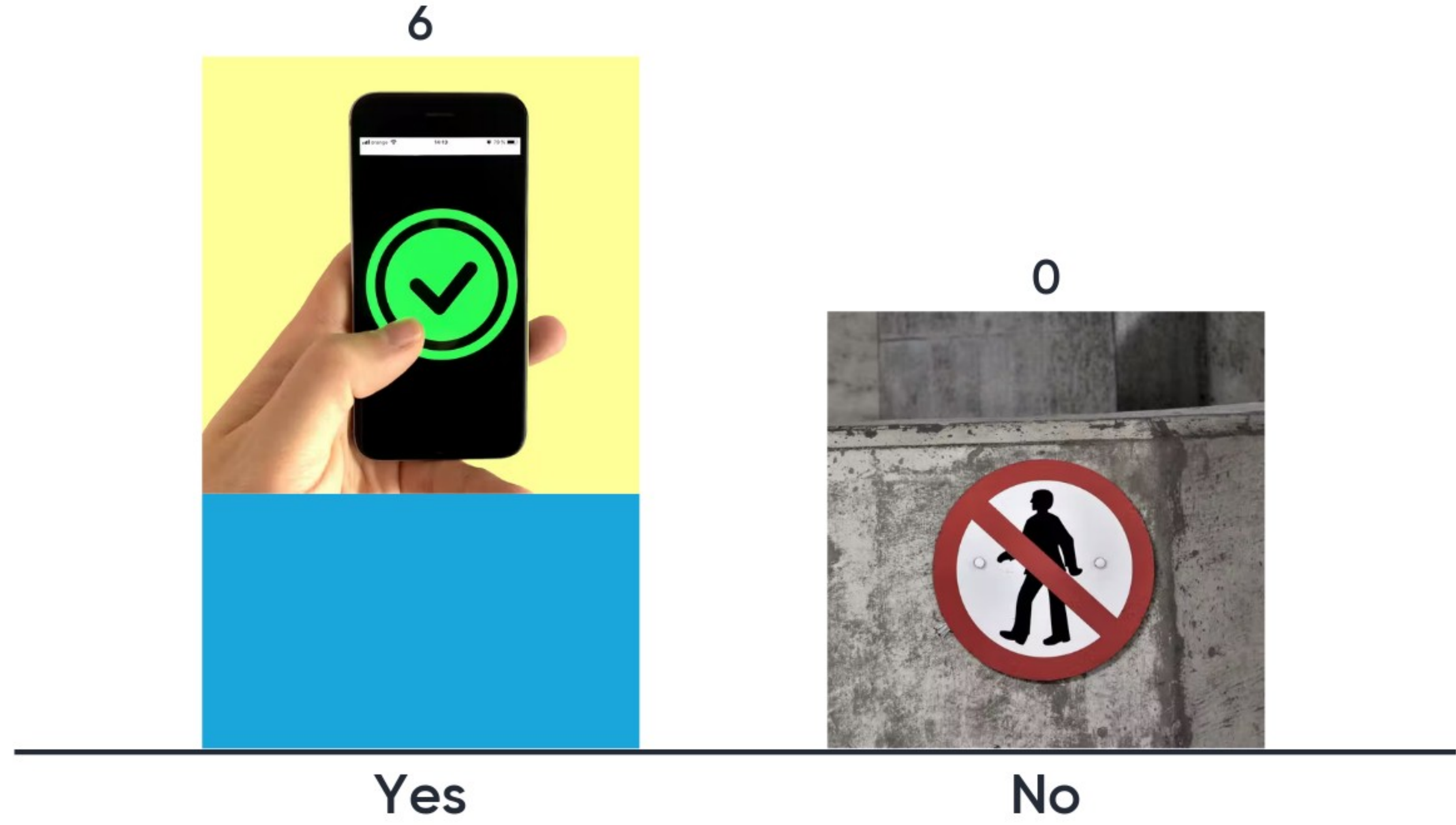
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At a for-profit entity



At a non-profit entity

Can you access this menti?



Did you go to college?



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No

If yes, what is your highest level of college experience (not degree earned)



Graduate doctoral program



Graduate masters program



Undergraduate 4-year program



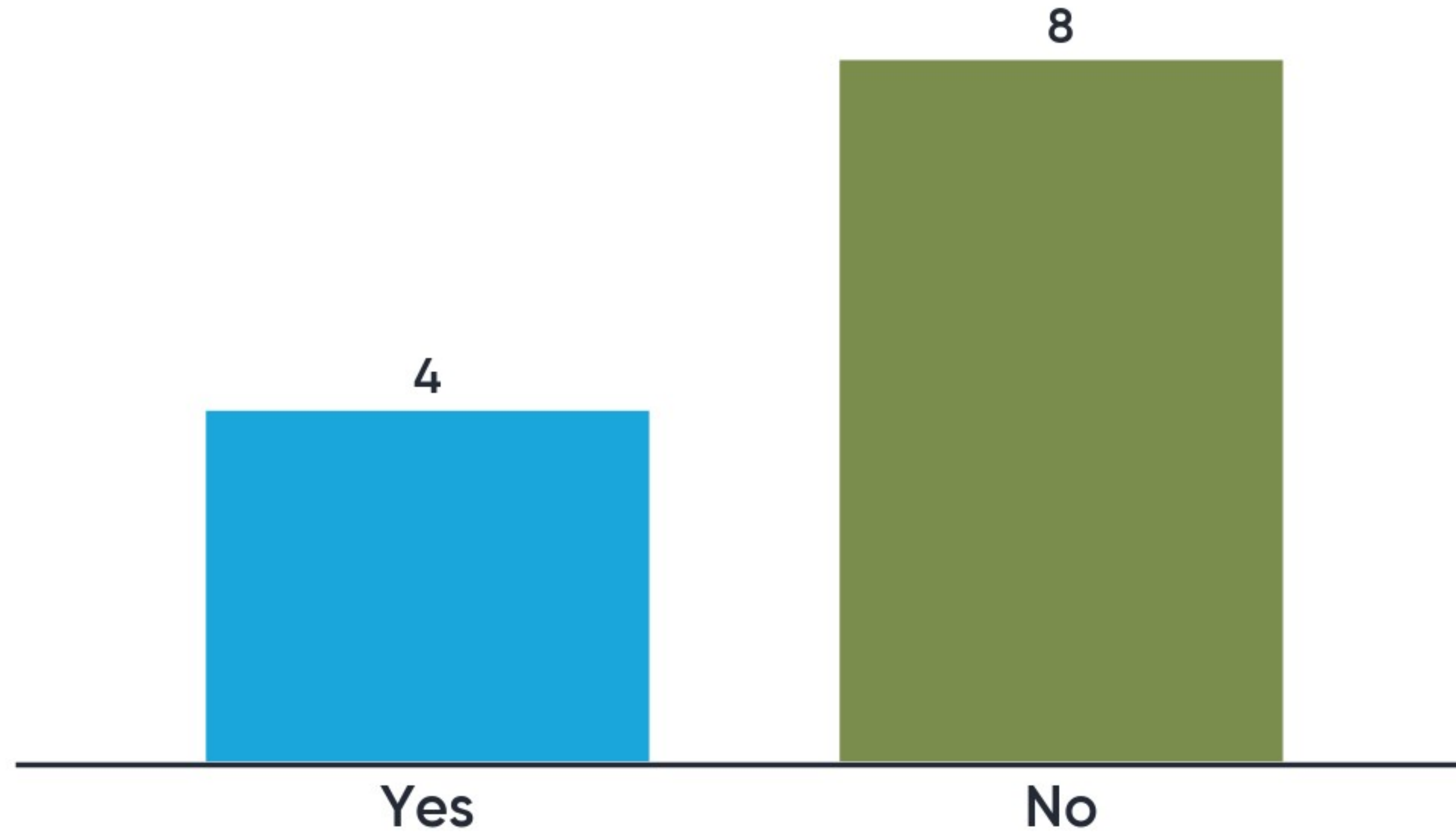
Undergraduate 2-year program

Did you take any Career and Technical Education courses, previously referred to as vocational, when you were in high school?



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Maybe/Not Sure

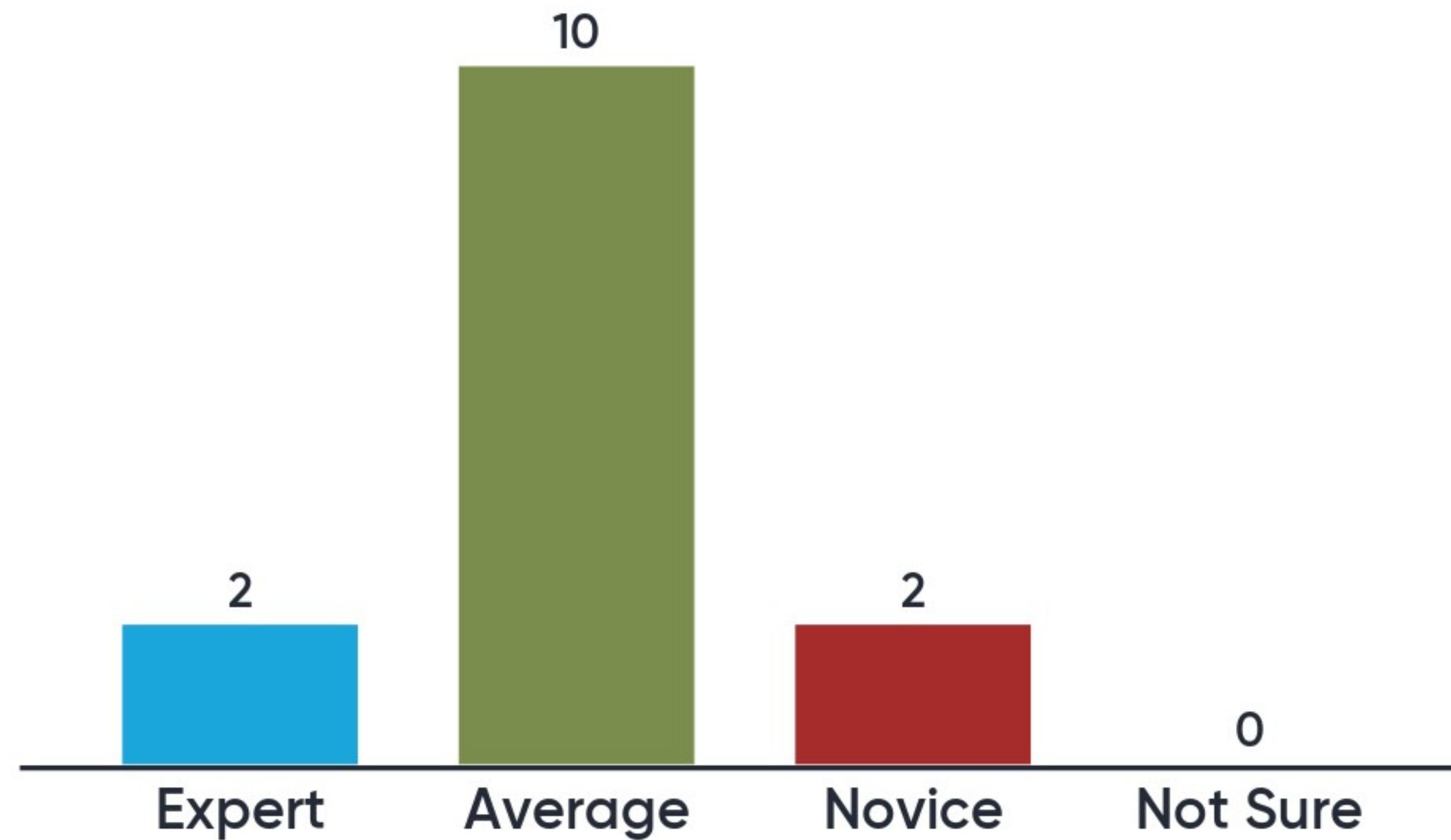
Do you currently or recently (within the last 4 years) have a high school student in your family (parent/guardian/grandparent)?



Do you work at/with or do/did your children attend a school with a comprehensive or targeted designation?



How would you rate your level of knowledge about/understanding of the college & career readiness indicator?



What are a few elements you think are critical for being career or college ready?



Qualities of a good indicator - required

1. Meaningfully differentiates school performance
 2. Valid (measures what it is designed to measure)
 3. Reliable (measures the same thing consistently over time)
 4. Comparable (performance can be compared meaningfully)
 5. Consistent statewide
- Exact ESSA Language
 - *“(v)(1) For all public schools in the State, not less than one indicator of school quality or student success that— ‘*
 - ‘(aa) allows for meaningful differentiation in school performance; ‘*
 - ‘(bb) is valid, reliable, comparable, and statewide (with the same indicator or indicators used for each grade span, as such term is determined by the State);*



Qualities of a good indicator – values

- Range of performance is accessible to all schools and student groups
- Should be measuring something distinct from the other indicators (i.e. modest correlations)
- Should be representative of /responsive to changes in the system (i.e. adult practices & behaviors)

What would it mean for this indicator to be “working as intended”?



In your mind, what would it mean for the college and career readiness indicator to be "working as intended"?

Working as intended means accurately capturing student data to compile the score

The data aligns/triangulates with other measures (SAT proficiency, graduation, postsecondary enrollment, remediation)

Provide meaningful insight into gaps in access/opportunity that can help drive state supports

Getting it right the first time

Giving a good indication as to where students have access to opportunities to prepare for post-secondary success.

Schools' strategic use of resources (teacher capacity, time, curricular, families, PD, other 5 Essentials) move the metrics

Schools are able to use the data to evaluate their programming

Students who graduate high school and are enrolled in a post-secondary institution and/or employment one year after graduation.

Community collaborators can evaluate how students are prepared for career options.

In your mind, what would it mean for the college and career readiness indicator to be "working as intended"?

creates new definition of success for students with multiple measures

Recognizes success outside the traditional college track

Providing useful information on which students are ready to succeed on various postsecondary options.

schools can take action to improve access/supports, and that is reflected in an improve score

Students who meet/exceed have the tools to enter the workforce or are ready for college level courses

drives programming to be integrated and aligned


Student understands what they need to grow towards proficiency to advocate for their own learning.

The workforce skills gap is as narrow as possible.

Students have knowledge of and opportunities to work towards indicators with adequate supports.

Creating a Shared Understanding

- The percentage of students who are considered to be Distinguished Scholars or College and Career Scholars.
- Scoring has not yet been determined, but will not place a greater “weight” on one type of scholar over the other.

[College and Career Readiness \(CCRI\) \(HS Only\)](#) 


State-selected | SSSQ

HS Weight: No current weight. This indicator is in the validation process. It is slated for implementation using data from SY 2024-25.





Definition:
This is defined as the percentage of students who are considered to be Distinguished Scholars or College and Career Scholars under the criteria outlined in the CCRI Guidance.

Scoring:
Scoring of this indicator has not yet been determined.

New for 2022!

- **College and Career Readiness Indicator Revisions Group Meeting 1**
 - March 4, 2022 from 1:30 to 3 p.m.
 - [Agenda](#)  (including date, time & virtual meeting information)

Resources:

- [CCRI FAQs](#) 
- [CCRI Guidance](#)  (Updated May 2021)
- [CCRI Webinar](#) 
- [CCRI Presentation](#) 



GPA

Distinguished Scholar

- 3.75 or higher (on 4.0 scale)
- District reported as 01

College and Career Scholar

- 2.8 or higher (on 4.0 scale)
- District reported as 02

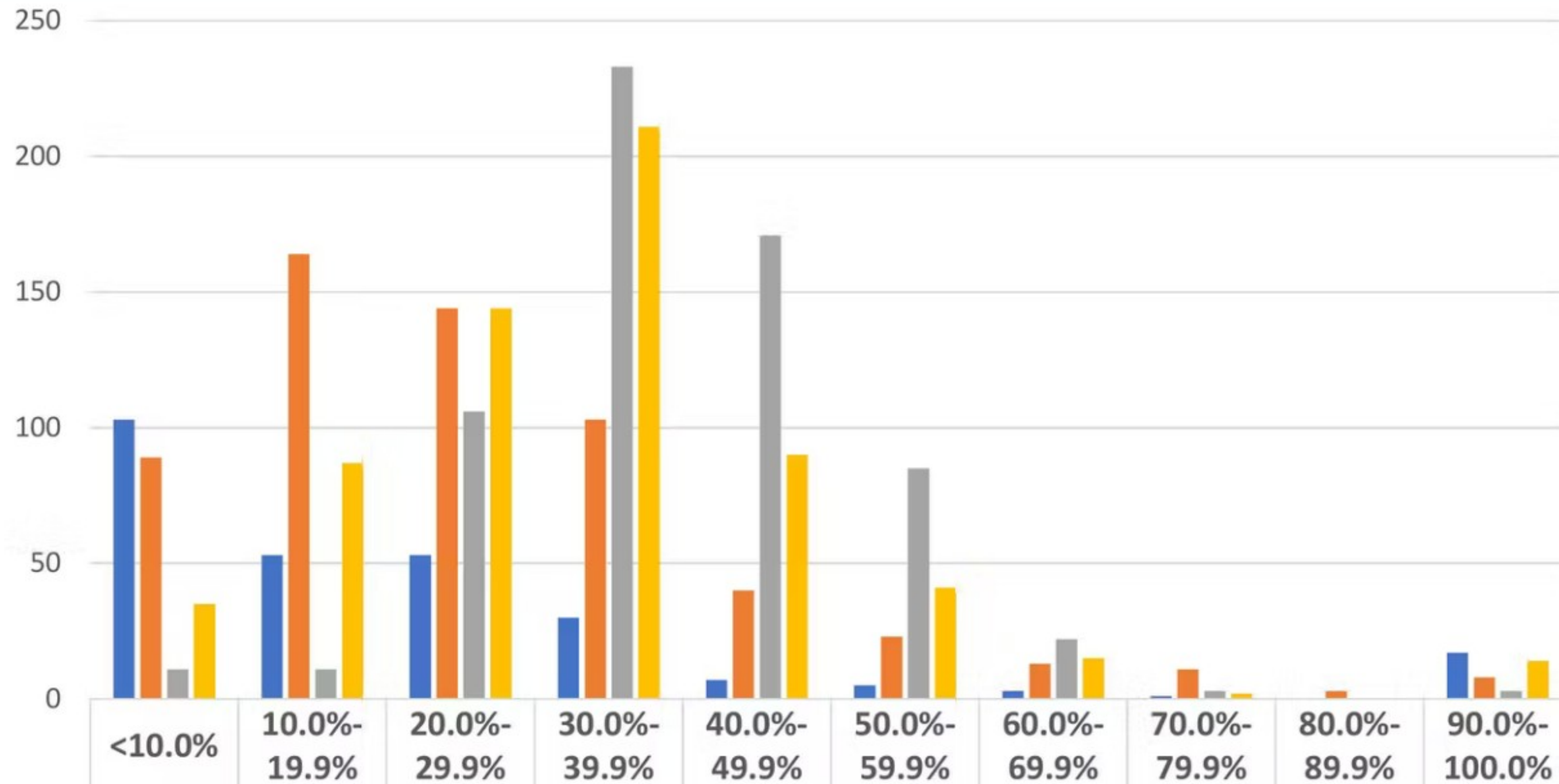
3-H	GPA (Only Grades 11 and 12)	Grade point average will be determined by districts.		0
		01	3.75 or Above	
		02	2.8 – 3.74	
		03	Below 2.8	
		00	None	

01 = 3.75 or higher		02 = 2.8 to 3.74		03 = Below 2.8		00 = None	
28,557	24.23%	45,195	38.35%	37,590	31.90%	6,512	5.53%



GPA Distribution

GPA by School (681 Schools in Total)



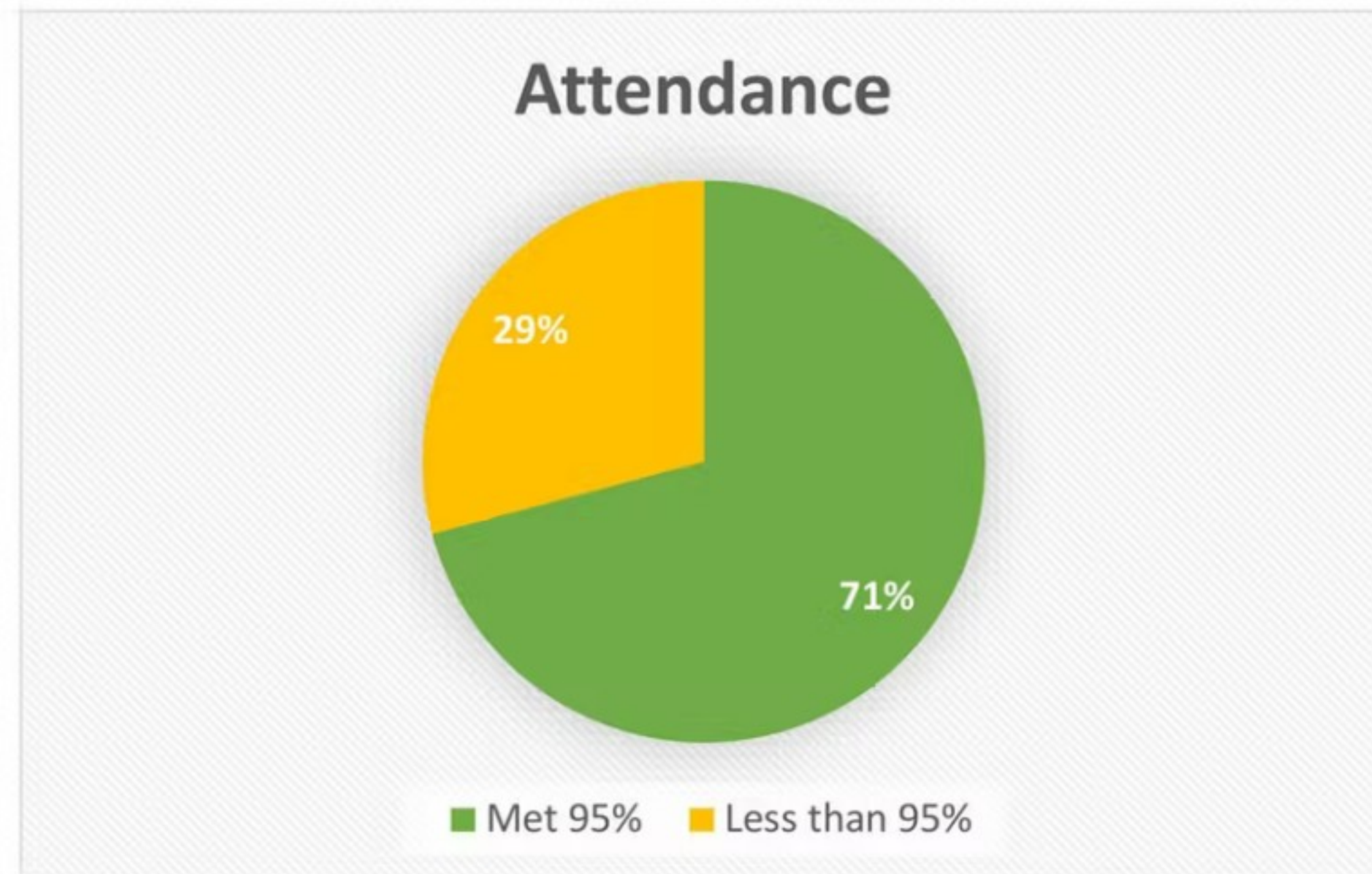
	<10.0%	10.0%-19.9%	20.0%-29.9%	30.0%-39.9%	40.0%-49.9%	50.0%-59.9%	60.0%-69.9%	70.0%-79.9%	80.0%-89.9%	90.0%-100.0%
Missing GPA	103	53	53	30	7	5	3	1	0	17
GPA \geq 3.75	89	164	144	103	40	23	13	11	3	8
GPA \geq 2.8 & $<$ 3.75	11	11	106	233	171	85	22	3	0	3
GPA $<$ 2.8	35	87	144	211	90	41	15	2	0	14



95% Attendance in Jr. and Sr. Year

- Same for both
- Not the same as chronic absenteeism – includes unexcused absences only
- Average of the two years
- ISBE Calculated based on submitted attendance data (same data used to calculate chronic truancy / absenteeism / etc.)

≥ 95 Percent		< 95 Percent	
83,506	70.86%	34,348	29.14%



College and Career Pathway Endorsement

- The eligible school district shall complete an application for awarding pathway endorsements to students within their school or district.
- 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**.



Academic Indicators – One each of ELA & Math

- 7/8 ELA Academic Indicator options

- 4 exam options:

- AP
- IB
- SAT
- ACT

- 4 course options:

- AP
- IB
- Dual-credit
- *Transitional* Not Yet Available*

- 9 Math academic indicator options

- 4 exam options:

- AP
- IB
- SAT + math in 12th grade
- ACT + math in 12th grade

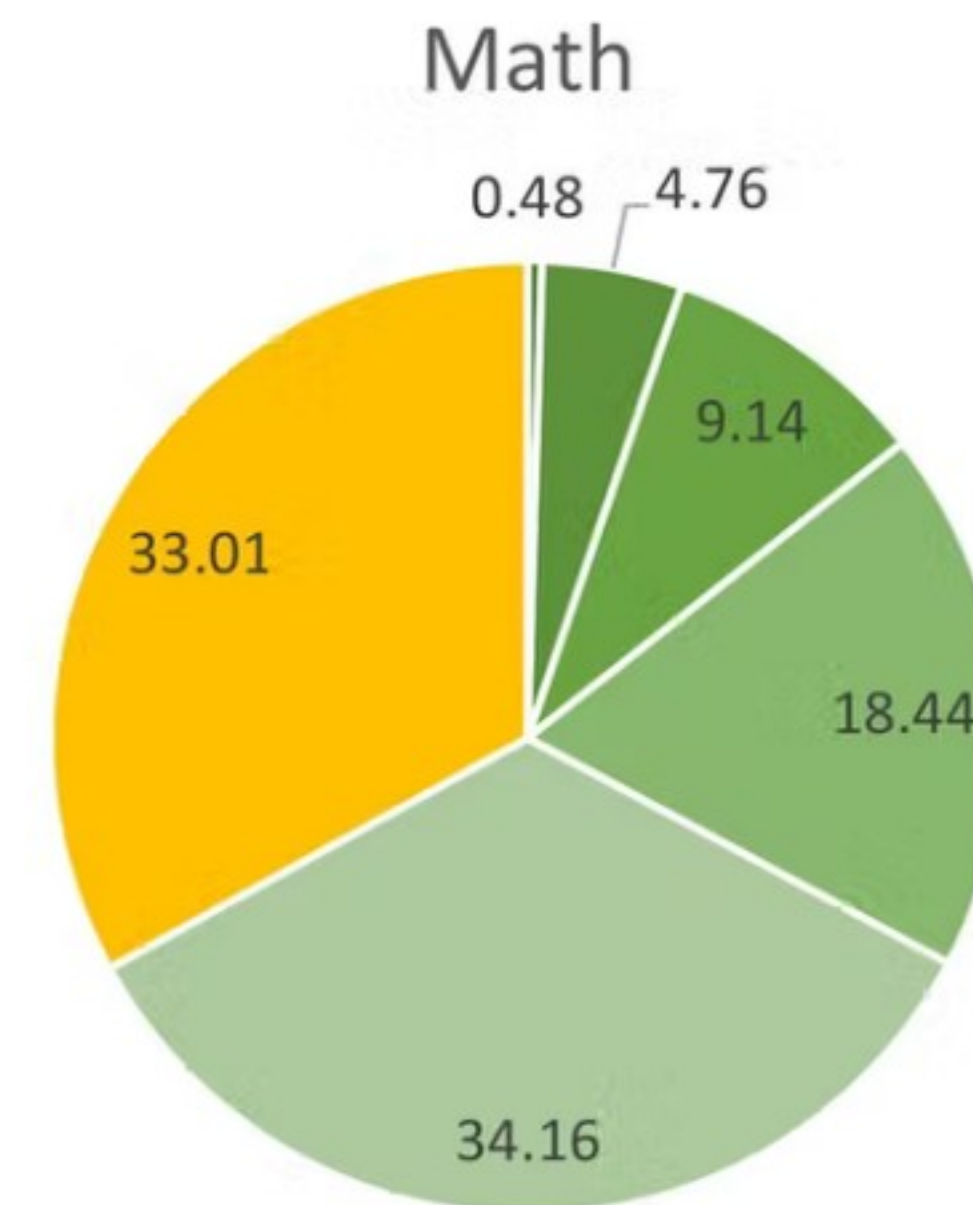
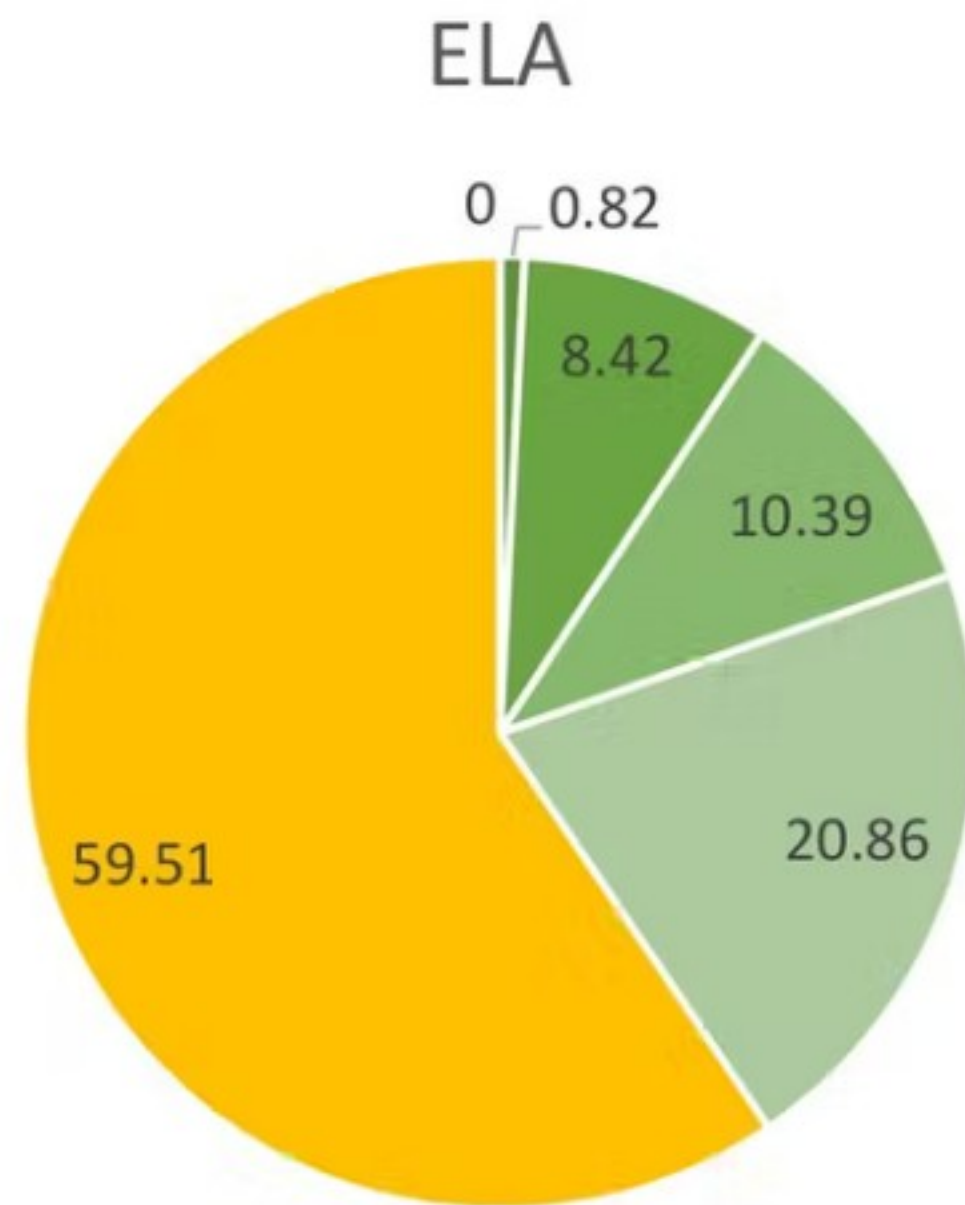
- 5 course options

- Algebra II
- AP
- IB
- Dual-credit
- Transitional



Academic Indicators – One each of ELA & Math

	5 Earned		4 Earned		3 Earned		2 Earned		1 Earned		0 Earned	
ELA	0	0.00%	961	0.82%	9,925	8.42%	12,247	10.39%	24,586	20.86%	70,135	59.51%
Math	567	0.48%	5,613	4.76%	10,770	9.14%	21,736	18.44%	40,264	34.16%	38,904	33.01%



■ 5 Earned ■ 4 Earned ■ 3 Earned ■ 2 Earned ■ 1 Earned ■ 0 Earned

■ 5 Earned ■ 4 Earned ■ 3 Earned ■ 2 Earned ■ 1 Earned ■ 0 Earned



ELA Academic Indicator Options

- During or before high school Jr. or Sr. year

Option	Collected/Reported	Qualifying Courses/Data	Format
ELA AP Exam	CCRI Collection	An official AP exam score of 3, 4 or 5 in any AP ELA course	01 = Yes 02 = No
ELA IB Exam	CCRI Collection	An official IB exam score of 4, 5, 6 or 7 in any IB ELA course	01 = Yes 02 = No
Minimum ACT/SAT subject scores	CCRI Collection & ISBE Assessment	ACT Reading score \geq 18, English \geq 22 SAT EBRW \geq 540	01 = Yes 02 = No
ELA AP Course Grade A, B, or C	Course enrollments & grade data	01005A000 AP English Language Composition 01006A000 AP English Literature and Composition	Credit Count
ELA IB Course Grade A, B, or C	Course enrollments & grade data	01007A000 IB Language A (English) 01011A000 IB Language A: Language & Literature 01012A000 ISB Literature and Performance	Credit Count
Dual Credit English Course	Course enrollments & grade data	Acceptable values are: A+ A, A-, B+ B, B-, C+, C, C-, Exceeds Standards, and Meets Standards for any dual credit designated ELA course in SIS	Credit Count
Transitional English	Not yet applicable		NA

ELA Academic Indicator Data

Option	Earned		Did Not Earn	
ELA AP Exam	20,901	17.73%	96,953	82.27%
ELA IB Exam	0	0	0	0
Minimum ACT/SAT subject scores	27,578	23.40%	90,276	76.60%
ELA AP Course Grade A, B, or C	24,369	20.68%	93,485	79.32%
ELA IB Course Grade A, B, or C	1,981	1.68%	115,873	98.32%
Dual Credit English Course	14,538	12.34%	103,316	87.66%
Transitional English	NA	NA	NA	NA



Math Academic Indicator Options

- During or before high school Jr. or Sr. year, unless otherwise specified

Option	Collected/Reported	Qualifying Courses/Data	Format
Math AP Exam	CCRI Collection	An official AP exam score of 3, 4 or 5 in any AP math course	01 = Yes 02 = No
Math IB Exam	CCRI Collection	An official IB exam score of 4, 5, 6 or 7 in any IB math course	01 = Yes 02 = No
Algebra II	Course enrollments & grade data	02056A000 Algebra II or 02057A000 Algebra III 02303A000 High School Math 3 02064A000 Integrated Mathematics III	Credit Count
Minimum ACT/SAT subject scores	Course enrollments & grade data	ACT math score \geq 22 + math in 12 th grade SAT math score \geq 540 + math in 12 th grade	01 = Yes 02 = No
Math AP Course Grade A, B, or C	Course enrollments & grade data	01005A000 AP English Language Composition 01006A000 AP English Literature and Composition	Credit Count
Math IB Course Grade A, B, or C	Course enrollments & grade data	02131A000 IB Mathematical Studies 02132A000 IB Mathematics 02133A000 IB Mathematics and Computing-SL 02134A000 IB Further Mathematics	Credit Count
Dual Credit Math Course	Course enrollments & grade data	Acceptable values are: A+ A, A-, B+ B, B-, C+, C, C-, Exceeds Standards, and Meets Standards for any dual credit designated math course in SIS	Credit Count
Transitional Math	Course enrollments & grade data	02055A001 High School Transitional Math 4 – STEM 02153A001 High School Transitional Math 4 – Technical Math 02201A001 High School Transitional Math 4 – Quantitative Literacy	NA

Math Academic Indicator Data

Option	Earned		Did Not Earn	
Math AP Exam	28,785	24.42%	89,069	75.58%
Math IB Exam	0	0	0	0
Algebra II	63,689	54.04%	54,165	45.96%
Minimum ACT/SAT subject scores	25,337	21.50%	92,517	78.50%
Math in 12 th Grade	55,283	46.91%	62,571	53.09%
Math AP Course Grade A, B, or C	18,429	15.64%	99,425	84.36%
Math IB Course Grade A, B, or C	1,728	1.47%	116,126	98.53%
Dual Credit Math Course	8,601	7.30%	109,253	92.70%
Transitional Math	4,744	4.03%	113,110	95.97%



3 Career Ready Indicator Options

- 9 options

Option	Collected
Career development experience during high school career	District reported
Industry credential	District reported
Military service or ASVAB score of 31 or higher	District reported
Dual credit career pathway course (college credit earned)	Course enrollments & grade data
Completion of a program of study before graduation	Course enrollments & grade data

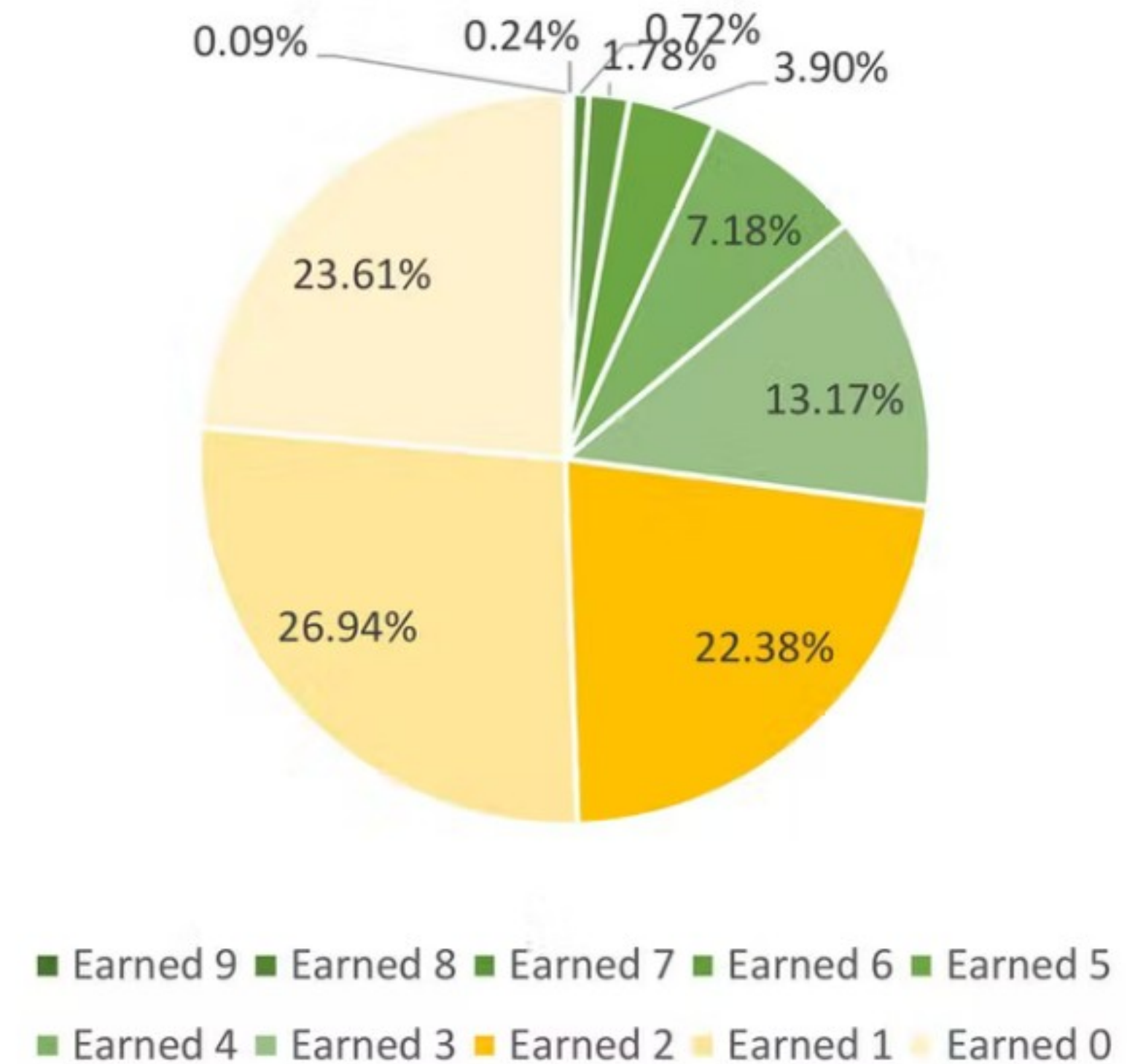
Option	Collected
Consistent employment for a minimum of 12 months during high school	District reported
Consecutive summer employment during high school career	District reported
25 hours of community service during high school career	District reported
Two or more organizes co-curricular activities during high school career	District reported



Career Ready Indicator Options Count

Options Earned	Number	Percent
Earned 9	106	0.09%
Earned 8	278	0.24%
Earned 7	848	0.72%
Earned 6	2,101	1.78%
Earned 5	4,599	3.90%
Earned 4	8,459	7.18%
Earned 3	15,516	13.17%
Earned 2	26,373	22.38%
Earned 1	31,745	26.94%
Earned 0	27,829	23.61%

Career Ready Indicator Options Earned

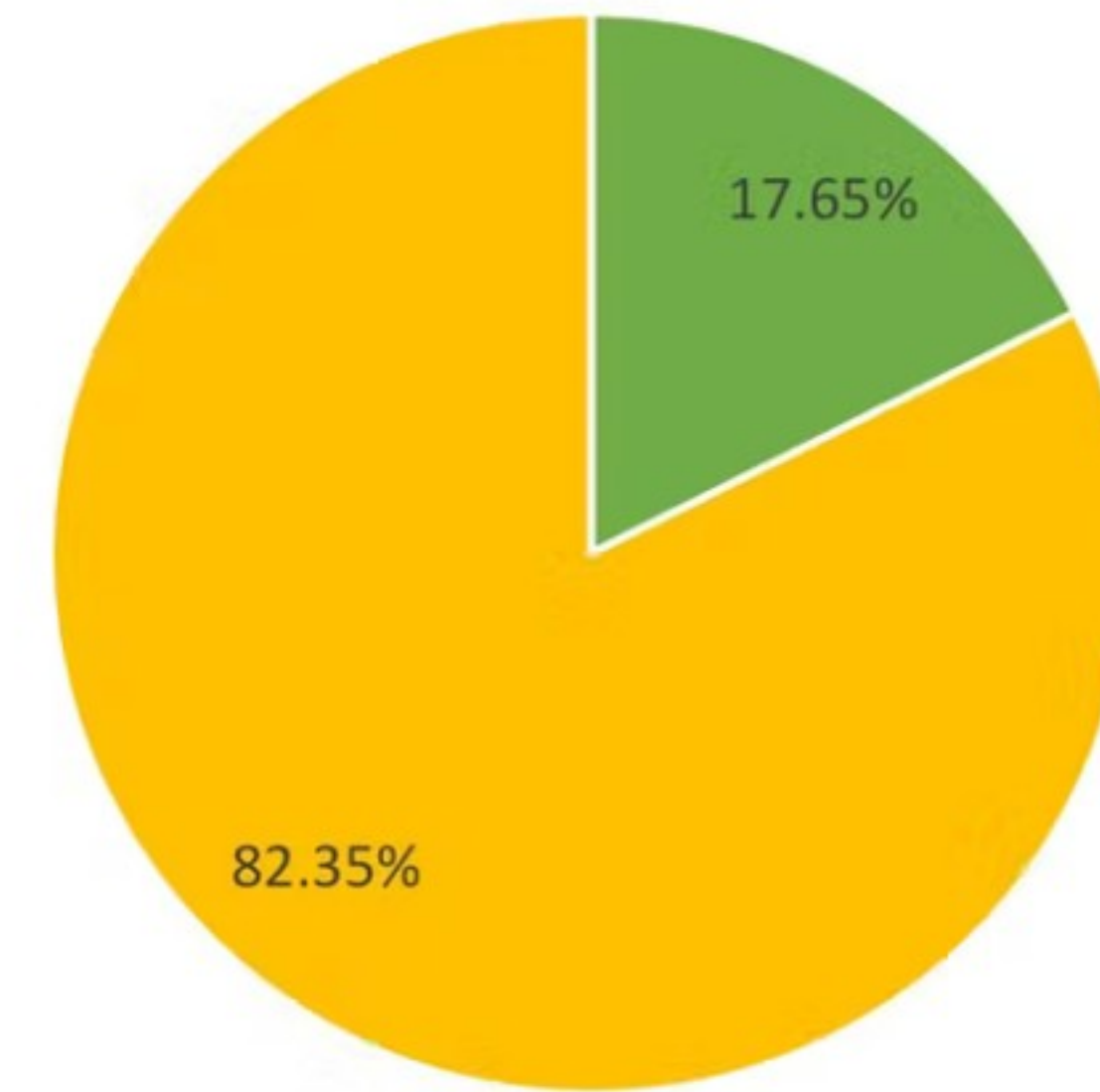


Distinguished Scholar Only Criteria – SAT/ACT Composite Minimum

- Either ACT Composite Min of 30
- OR SAT Composite Min of 1400
 - Can be on a national administration day or state's accountability administration

Earned		Did Not Earn	
20,806	17.65%	90,048	82.35%

SAT/ACT Composite Minimum



■ Earned ■ Did Not Earn



College and Career Scholar Only Criteria – Career Area of Interest by Sophomore Year

- Simply have to indicate an area of interest – don't have to stick with it
- Structured conversation about what they might like to be or do and what kinds of classes & experiences might help prepare them for that future

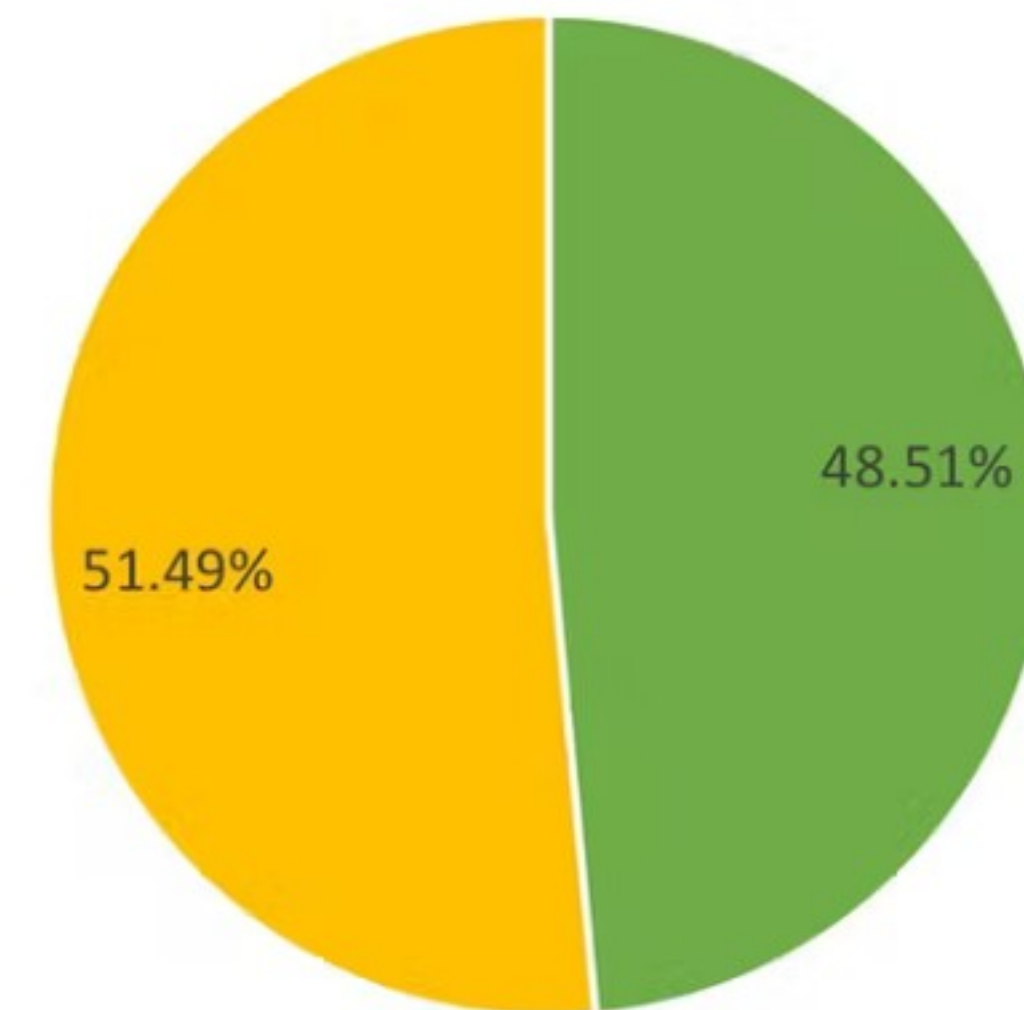
Identify a career area of interest by the end of the sophomore year

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](#). *Students who were sophomores in spring of 2020 have until the end of 2020 to identify a career area of interest. The district will collect and compile the initial data prior to submitting aggregate "yes" or "no" data to ISBE through the College and Career Ready Indicator Report in SIS.*

Earned		Did Not Earn	
57,174	48.51%	60,680	51.49%

Career Area of Interest by Sophomore Year



■ Earned ■ Did Not Earn

