

## Your Question:

How are other states incorporating college-and-career readiness into their accountability systems under ESSA?

## Our Response:

### College and Career Readiness in Accountability Systems

As states complete and submit their ESSA state plans, ECS has tracked the indicators selected to measure school quality/student success (SQSS, aka “fifth indicator”). College and career readiness-related measures are a common selection for high school SQSS indicators. A few examples are provided on the following page.

Based on ECS’s review of the most recent, publicly available ESSA plans, 36 states<sup>1</sup> include some form of a college and/or career readiness (CCR) indicator in their accountability systems, not including indicators that measure whether students are on track to graduate high school on time (e.g., “9<sup>th</sup> grade on track”). CCR indicators typically award points either for the successful completion of one of several options or varying points for completion of or performance on each option (e.g., 1 point for AP completion plus 2 points for dual enrollment course credit, etc.).

The breadth and depth of these indicators can vary widely, from measuring advanced coursework (AP/IB) participation/performance only (see [D.C.](#)) to measuring participation/performance on a long list of possible steps toward CCR (see [Illinois](#) below). Several states include steps toward preparation for the military as measured by participation/performance on the Armed Services Vocational Aptitude Battery (ASVAB) assessment (see [North Dakota](#) below).

Other states have put their own spin on the CCR indicator. For example, [New York](#) plans to incorporate a measure of civic engagement into its CCR indicator in the future. [Kentucky](#)’s high school indicators include a measure of whether students have equitable access to advanced coursework. [Rhode Island](#) plans to expand its CCR indicator in the future to include a Seal of Biliteracy and a Pathway Endorsement, which “certifies that a student has accomplished deep learning in a chosen area of interest and is prepared for employment or further education in a career path.”

Based on ECS’s review, only [Florida](#) and [Pennsylvania](#) explicitly incorporate grades below high school into a type of CCR indicator. Pennsylvania uses a career readiness-only indicator rather than a CCR indicator.

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<sup>1</sup> At least one additional state—[Iowa](#)—plans to incorporate this type of indicator in the near future.

## State Examples

### Delaware

Delaware's CCR indicator includes a college preparedness option and a career preparedness option, as well as optional bonus points:

- College Preparedness:
  - AP (3 or better)
  - IB (4 or better)
  - Postsecondary credit attainment with a B or higher outside of a state-approved program of study
  - SAT College- and Career-Readiness Benchmark (SAT Essay)
- Career Preparedness:
  - DDOE-approved industry credential
  - Certificate of Multiliteracy: high school students (grades 9-12) who have attained high levels of proficiency in one or more world languages in addition to English; based on any nationally recognized assessment of language proficiency such as AAPPL, AP World Language and Culture, or IB Language exam, in conjunction with demonstration of English proficiency (Smarter/SAT score of 3+, ACCESS score of 5.0)
  - Postsecondary credit attainment with a B or higher within a state-approved program of study
  - Successful completion of an approved co-operative education and/or work-based learning extension
  - Armed Forces Vocational Aptitude Battery (ASVAB) AFQT score of 50+
- Bonus: College and Career Preparedness Option: One college *and* one career preparedness option from above will receive bonus points.

### Florida

Florida's SQSS indicator includes four components: science achievement for all grades, social studies achievement for middle and high school, middle school acceleration, and high school acceleration (college and career acceleration). Per p.21 of the plan:

“The **Middle School Acceleration** component is based on the percentage of eligible middle school students who passed a high school-level EOC assessment or industry certification. The High School Acceleration component is based on the percentage of graduates from the graduation rate cohort who earned a score on an acceleration examination (AP, IB, or AICE) or a grade in a dual enrollment course that qualified the students for college credit or an industry certification.”

Illinois

<p>COLLEGE CAREER READY INDICATOR (HS) <sup>76</sup></p>	<p><b>Description:</b> Multiple states are developing a college and career ready indicator. This indicator identifies those areas of college and career readiness which research has suggested are important to postsecondary success.</p> <p><b>Research:</b> This work is drawn from a research base<sup>77</sup> that suggests a number of indicators of readiness that can support the assertion that a child is ready academically and capable of entering the workforce.</p> <p><b>Aids in Meaningful Differentiation of Schools:</b> ISBE will continue to convene a TAC to make amendments as additional data is available. Please Section 4.1(F) for a simulation of all indicators used in the meaningful differentiation of schools. .</p> <p><b>Distinguished Scholar</b></p> <p>GPA: 3.75/4.0            ACT: 30 or SAT: 1400<sup>78</sup>            At least one academic indicator in each ELA and Math            Three career ready indicators during the Junior/Senior Year [Algebra II can be in any year, if they earn an A, B, or C]            95% Attendance junior and senior year            College and Career Ready            GPA: 2.8/4.0            95% Attendance in high school junior and senior year            College and Career Pathway Endorsement under Postsecondary Workforce Readiness Act (link to description <a href="#">here</a>)</p> <p>OR</p> <p>All of the following:            One Academic Indicator in each of ELA and Math during the Junior/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 the Junior/Senior Year</p> <p><b>Academic Indicators</b></p> <table border="1" data-bbox="560 1123 1112 1312"> <thead> <tr> <th>ELA</th> <th>Math</th> </tr> </thead> <tbody> <tr> <td>ELA AP Exam (3+)</td> <td>Math AP Exam (3+)</td> </tr> <tr> <td>ELA Advanced Placement Course (A, B, or C)</td> <td>Math Advanced Placement Course (A, B, or C)</td> </tr> </tbody> </table>		ELA	Math	ELA AP Exam (3+)	Math AP Exam (3+)	ELA Advanced Placement Course (A, B, or C)	Math Advanced Placement Course (A, B, or C)								
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	<table border="1" data-bbox="560 1323 1112 1795"> <tbody> <tr> <td>Dual Credit English Course (A, B, or C)</td> <td>Dual Credit Math Course (A, B, or C)</td> </tr> <tr> <td>IB ELA course (A, B, or C)</td> <td>IB Math course (A, B, or C)</td> </tr> <tr> <td>IB Exam 4+</td> <td>IB Exam 4+</td> </tr> <tr> <td>College Remedial English (A, B, or C)</td> <td>College Remedial Math (A, B, or C)</td> </tr> <tr> <td></td> <td>Algebra II (A, B, or C)</td> </tr> <tr> <td>Minimum ACT Subject Scores of English 18, Reading 22</td> <td>Minimum ACT Subject Score of Math 22, + Math in Senior Year</td> </tr> <tr> <td>Minimum SAT Subject Score of Evidence-Based Reading and Writing: 480</td> <td>Minimum SAT Subject Score of Math: 530, + Math in Senior Year</td> </tr> </tbody> </table> <p><b>Career Ready Indicators [Minimum of 3]</b>            Workplace Learning Experience            Industry Credential            Military Service (Including ROTC)            Dual Credit Career Pathway Course (A, B, or C grade)            Completion of a 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</p>		Dual Credit English Course (A, B, or C)	Dual Credit Math Course (A, B, or C)	IB ELA course (A, B, or C)	IB Math course (A, B, or C)	IB Exam 4+	IB Exam 4+	College Remedial English (A, B, or C)	College Remedial Math (A, B, or C)		Algebra II (A, B, or C)	Minimum ACT Subject Scores of English 18, Reading 22	Minimum ACT Subject Score of Math 22, + Math in Senior Year	Minimum SAT Subject Score of Evidence-Based Reading and Writing: 480	Minimum SAT Subject Score of Math: 530, + Math in Senior Year
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**North Dakota**

Appendix J to North Dakota’s ESSA plan provides the follow graphic explaining the “Choice Ready” indicator:

