

Promoting College and Career Readiness Through Accountability Under the Every Student Succeeds Act (ESSA)

February 23, 2017

Mission

The mission of the College and Career Readiness and Success Center (CCRS Center) is to foster the capacity of vibrant networks of practitioners, researchers, innovators, and experts to build and sustain a system of support for states as they implement strategies to improve college and career readiness and the eventual success of their students.

CCRS Center

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Who?

State
education
agencies
(SEAs)

What?

Build SEA capacity
to implement
college- and career-
readiness policies.

How?

Provide technical
assistance,
including targeted
and intensive
support.

Why?

Support SEAs to
plan for and
implement the Every
Student Succeeds
Act (ESSA).

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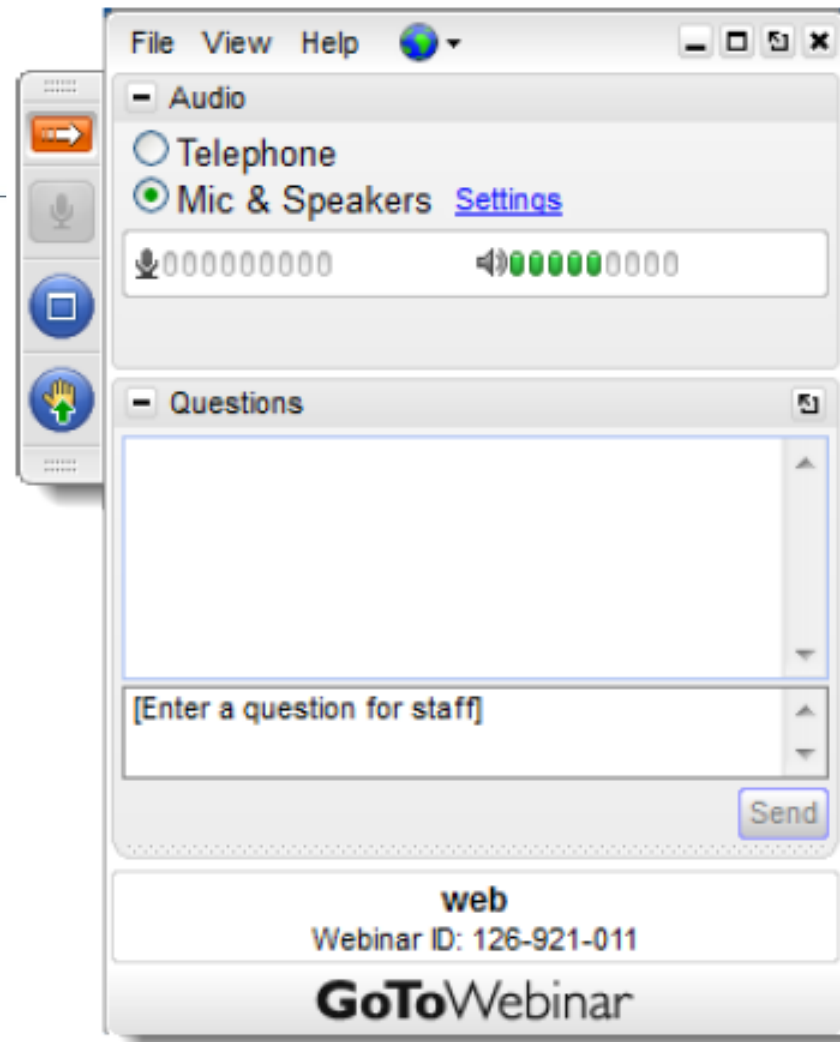
- Career readiness
- Postsecondary pathways
- Data use
- ESSA implications for college and career readiness

Engaging With Us

Postevent feedback
survey



Recorded webinar
<http://www.ccrscenter.org/products-resources/ccrs-center-webinars-events>



Today's Presenters



Ellen Cushing,
Deputy Director, CCRS
Center



Dr. David T. Conley
Professor/Director, Center for
Educational Policy Research,
University of Oregon



Jenny Singh, Administrator,
Accountability Division,
California Department of
Education



Eric Crane, Project Director,
California Comprehensive
Center at WestEd



Dr. Cindy Koss, Deputy
Superintendent for Academic Affairs
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Department of Education



Dr. Robyn R. Miller, Deputy
Superintendent for Educator
Effectiveness and Policy
Research, Oklahoma State
Department of Education



Moderator:
David English, Accountability Content
Lead, CCRS Center

Urgency for Embedding College and Career Readiness Into Accountability

David English

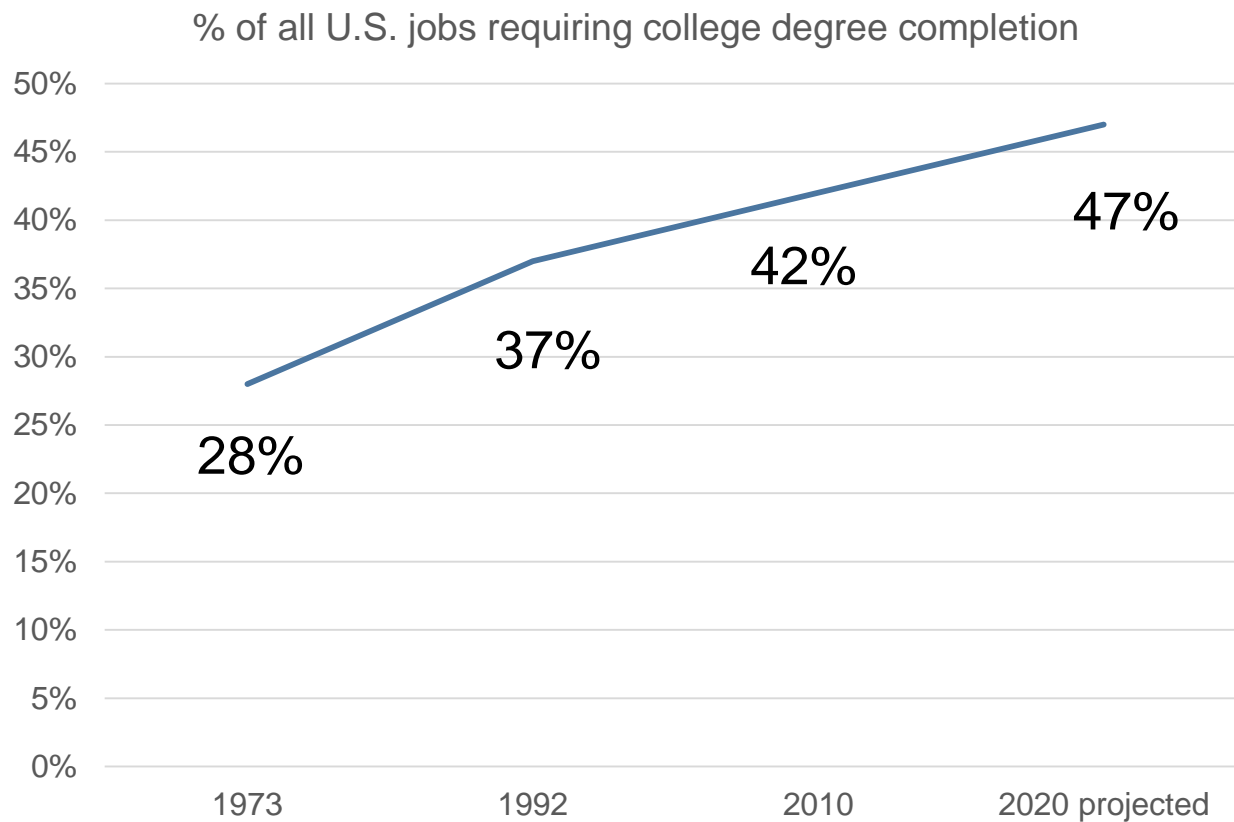
Accountability Content Lead, CCRS Center

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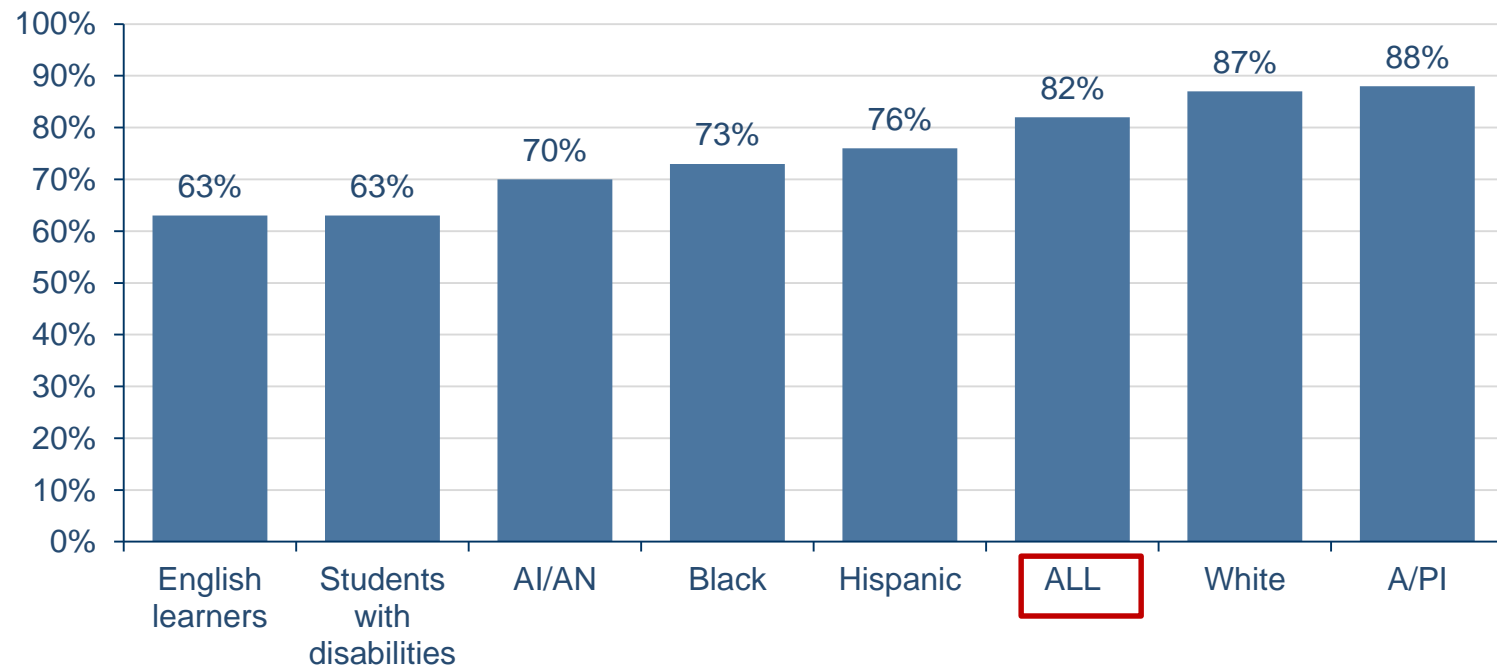
Growing Demand for Employees with College Degrees



(Carnevale, et. al., 2013)

Persisting High School Graduation Gaps

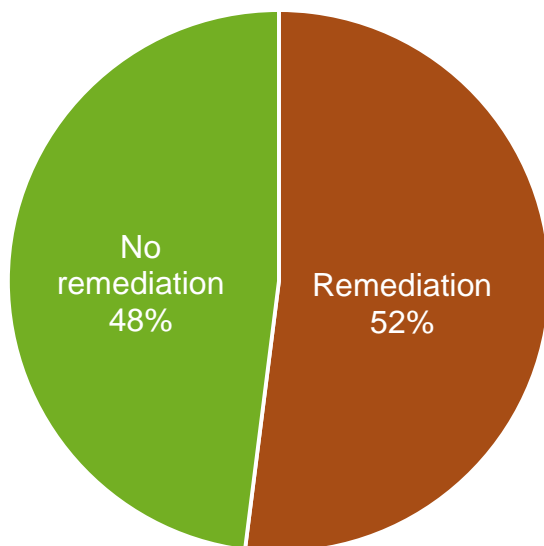
2013–14 Graduation Rates by Subgroup



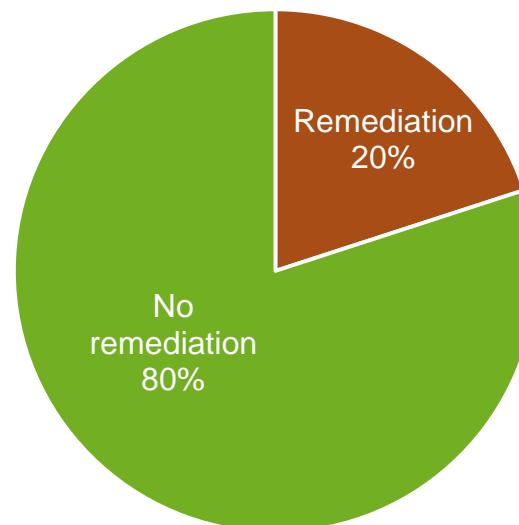
(U.S. Department of Education, 2015)

Rates of Remediation Upon College Entrance (2013–14)

Freshmen Entering
2-Year Colleges



Freshmen Entering
4-Year Colleges



(U.S. Department of Education, 2015)

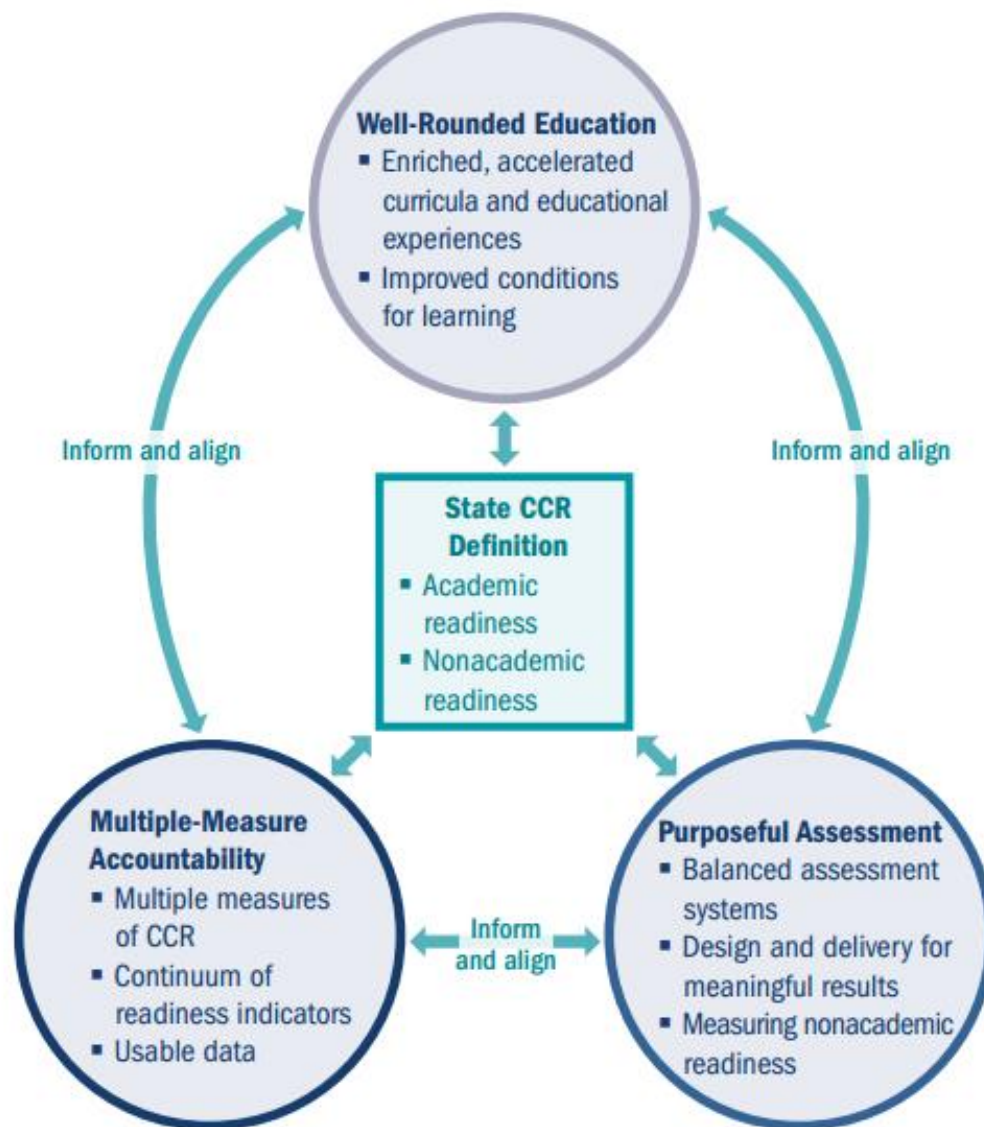
Rates of 4-Year Degree Attainment Within 6 Years

(Students beginning 4-year college in 2008)

- All Students, 60%
- Hispanic, 54%
- Black, 41%

(U.S. Department of Education, 2015)

Three Important Systemwide Levers for Promoting College and Career Readiness Through ESSA



(English, Rasmussen, Cushing, & Therriault, 2016)

Technical Requirements of the Additional Indicator of School Quality or Student Success

- Valid
- Reliable
- Comparable/calculated in the same way across all schools by grade span
- Must be disaggregated by subgroup

Criteria for Selecting College and Career Readiness Indicators

Dr. David T. Conley

Center for Educational Policy Research, University of Oregon

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Align state accountability indicators with the definition or vision of college and career readiness.

- Revisit the purpose of accountability:
 - Ensure that students can **succeed** after graduating from high school.
- States should have a definition or vision of college and career readiness as the ultimate educational outcome.
- That definition should be actionable and suggest measurable outcomes.

Example State Definition: Delaware

“Each Delaware student will graduate college- and career-ready. Students will be prepared to successfully plan and pursue an education and career path aligned to their personal goals, with the ability to adapt and to innovate as job demands change. Students will graduate with strong academic knowledge, the behaviors and skills with which to apply their knowledge, and the ability to collaborate and communicate effectively. Each student should be an independent learner, and have respect for a diverse society and a commitment to responsible citizenship.”

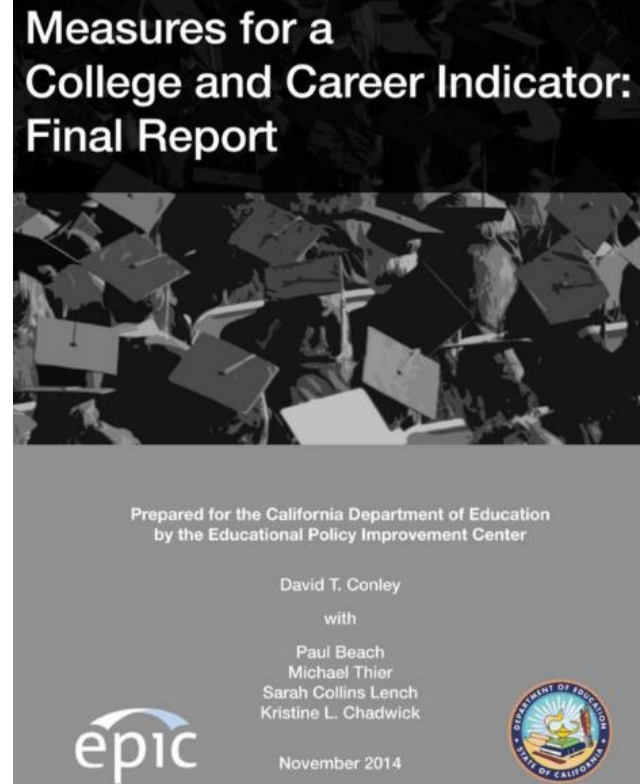
(Mishkind, 2014)

Delaware College and Career Readiness Definition Actionable Elements

- Ability to plan for the future
- Presence of goals aligned with college and career
- Ability to adapt and innovate
- Strong academic knowledge
- Ability to apply academic knowledge
- Ability to collaborate and communicate effectively
- Ability to learn independently
- Respect for a diverse society
- Commitment to responsible citizenship

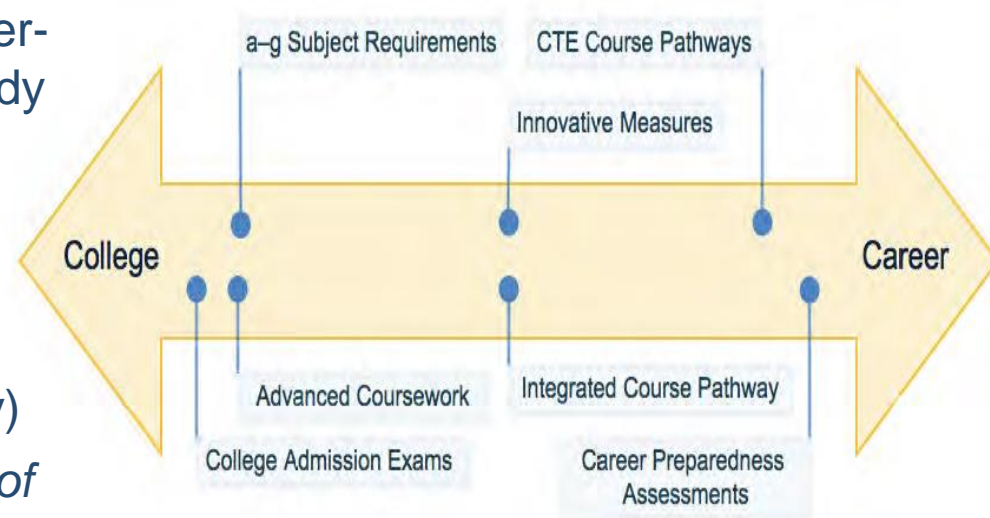
Study of College and Career Indicators for the California Department of Education

- Report for the California Department of Education (CDE) on alternative indicators for use in place of in addition to the Academic Performance Index
- Generated pros and cons of indicators by evaluating them against formal criteria



Balancing College and Career Indicators

- Seven indicators evaluated
- More challenging to identify career-ready indicators than college-ready
- Accountability supporting college and career must *balance* the two
- Highest quality indicator:
Course-taking behavior
(College/CTE integrated pathway)
- *Required developing a measure of the quality of career courses*



States should identify and use discrete criteria to select indicators that support college and career readiness.

Criteria for CA DOE Analysis

Dimension	Criterion	
Technical quality	A1	Has a research base demonstrating a relationship with postsecondary success
	A2	Allows for fair comparisons across student subgroups that support equity
	A3	Has a stable definition that supports measurement of trends
Stakeholder relevance	B1	Is actionable and has value to students
	B2	Is understandable to educators and noneducators
	B3	Measures outcomes that can be taught (i.e., instructional sensitivity)
	B4	Emphasizes student performance , not educational processes
System utility	C1	Minimizes burden on resources
	C2	Provides as much student coverage as possible
	C3	Recognizes college <u>and</u> career pathways

Indicator Evaluation Matrix

- Supports a rich, balanced evaluation of the indicators.
- The “best” indicator” is not always the one with the most green.
- Quickly points out areas of indicator weakness.

	S = Strong, M = Moderate, W = Weak											
	A1: Research base	A2: Fair comparisons	A3: Stability	B1: Value to students	B2: Publicly understandable	B3: Instructional sensitivity	B4: Student performance	C1: Minimizes burden	C2: Student coverage	C3: Various pathways		
College admission exams	S	M	S	M	S	M	S	S	M	M		
SAT	S	M	S	M	S	M	S	S	M	M		
ACT	S	M	S	M	S	M	S	S	M	M		
Advanced coursework	S	M	S	S	M	S	S	M	M	M		
Advanced Placement	S	M	S	S	M	S	S	M	M	M		
International Baccalaureate	M	M	S	S	W	S	S	W	W	M		
Innovative Measures	M	M	M	S	M	S	S	M	S	S		
Metacognitive assessment	M	M	W	S	M	M	M	M	S	S		
Performance assessment	M	M	M	S	M	S	S	M	S	S		
California State Seal of Biliteracy	W	W	M	M	M	S	S	M	W	S		
Course-taking behavior	S	M	M	S	S	S	S	S	M	M		
a–g subject requirements	S	M	M	S	S	S	S	S	M	M		
CTE course pathway	M	M	M	M	S	S	S	S	M	M		
Integrated course pathway	S	M	M	S	M	S	S	M	W	S		
Career preparedness assessments	M	M	M	M	M	S	S	S	M	M		
ACT's WorkKeys	M	M	M	M	M	M	S	S	M	M		
ASVAB	W	M	S	W	W	W	S	S	M	M		
NOCTI	M	M	M	M	M	S	S	M	M	M		
Industry certifications	W	W	W	S	S	S	S	W	M	M		

Criteria Applied to Two Indicators

	Advanced Placement (AP) Coursework	CTE Pathways
A1: Research base	STRONG Various studies show significant relationship between AP performance and college success.	MODERATE Strong evidence of increased wages; moderate evidence of greater college success.
A2: Fair comparisons supporting equity	MODERATE Access expanding for subgroups but still disproportionate opportunity.	MODERATE Disproportionate access to CTE for lower income students, but some programs target such students.
B2: Understandable	STRONG Straightforward calculations for participation and performance.	STRONG High awareness of CTE/"vocational" paths.

(Educational Policy Improvement Center, 2014)

Additional Potential Academic Indicators

- Dual enrollment participation and grades
- Industry certifications
- Percentage of eligible students who take advanced courses (e.g., AP, International Baccalaureate [IB])
- College-going rate
- Percentage of students who require college remediation in English, math, or both
- Percentage of students with no failing grades in Grades 9, 10, 11, and 12

Summary

- States need an overall vision or plan to add indicators and then incorporate them on a phased implementation timeline.
- Equity is a real concern. Can only some schools succeed on some criteria? What will states do to level the playing field?
- Ultimately, accountability systems need to connect context factors, educational processes, and desired outcomes into causal chains.

Questions?

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Poll

What measures are you considering for school accountability determinations or helping others to develop (select up to three)?

- Advanced coursework performance/participation (e.g., AP/IB)
- CTE pathways performance/participation
- Postsecondary enrollment or success
- Social-emotional learning
- Student engagement (e.g., chronic absenteeism)

California's College/Career Indicator: Progress and Next Steps



- Eric W. Crane, Project Director, California Comprehensive Center at WestEd
- Jenny Singh, Administrator in the Accountability Division, California Department of Education



Thoughtful, Deliberate Progress Over the Past Few Years

- California has examined models for measuring college and career readiness since 2013.
- A series of research papers has been produced evaluating potential accountability indicators against criteria.
- Numerous stakeholder feedback opportunities for this indicator have been adopted as part of local control accountability.
- These have resulted in support for multiyear phase-in.

California's Eight State Priorities



(California Department of Education, 2016)

California's Eight State Priorities

1. Basic Services
2. Implementation of Common Core State Standards (CCSS)
3. Parental Involvement
4. Student Achievement
5. Student Engagement
6. School Climate
7. Course Access*
8. Other Student Outcomes*

* The College and Career Indicator (CCI) is a direct measure of Priorities 7 and 8.

Measures Initially Considered for College/Career Readiness

- Completion of a CTE pathway
- Concentration in a CTE pathway
- AP/IB performance
- SAT/ACT performance
- Dual enrollment
- Course completion (California's a–g requirements)
- State Seal of Biliteracy
- Golden State Seal Merit Diploma

Criteria for the College/Career Indicator (CCI)

1. Technical quality (valid, reliable, and comparable)

- A series of research papers was produced evaluating potential accountability indicators against criteria.
- In addition, CDE staff worked with the Technical Design Group (TDG) to ensure that the methodology produced valid and reliable results.
- All measures were validated against Early Assessment Program (EAP) results; as a result, the CCI provides information regarding the rigor of courses offered at schools.

Criteria for the CCI

2. Stakeholder relevance (useful and actionable)

- Reported as an additional component in the spring 2017 release of the California School Dashboard
- Leveraging existing data while pushing for new data collection
- The check against EAP results gives information on the extent to which students are receiving a rigorous course of study, focusing attention on improving student outcomes.

Criteria for the CCI

- 3. System utility (connection to a college and career vision)
 - Multiple ways to demonstrate preparedness
 - California State Board of Education commitment to review the CCI
 - Acknowledgment that the initial indicator reflects more college measures than career
 - Building toward the “and”

Three Potential Models Emerged

- Point-System Model
- Standards Model
- Multiple-Methods Model

Point-System Model

Points were assigned for:

- Completion of a CTE pathway
- Concentration in a CTE pathway
- AP/IB performance
- SAT/ACT performance
- Dual enrollment
- Course completion (California's a–g requirements)

Standards Model

Summative ratings were assigned for the same measures:

- Completion of a CTE pathway
- Concentration in a CTE pathway
- AP/IB performance
- SAT/ACT performance
- Dual enrollment
- Course completion (California's a–g requirements)

Multiple-Methods Model

Summative ratings were assigned based on each student's highest rating from:

- A college-preparedness model
- Performance on California's EAP used by the California State University and participating California community colleges
- A career-preparedness model

What Resulted for 2016–17

- Variation on the Standards Model
- Four categories envisioned:
 - Well prepared
 - Prepared
 - Approaching prepared
 - Not prepared
- However, more data and input from researchers, practitioners, and other stakeholders are needed to make the “well prepared” distinction (so, there are currently three categories).

Prepared

PREPARED

Does the graduate meet at least 1 measure below?

- A. Career Technical Education (CTE) Pathway Completion **plus one** of the following criteria:
 - Smarter Balanced Summative Assessments: At least a Level 3 "Standard Met" on English language arts/literacy (ELA) or Mathematics and at least a Level 2 "Standard Nearly Met" in the other subject area
 - One semester/two quarters of Dual Enrollment with passing grade (Academic/CTE subjects)
- B. At least a Level 3 "Standard Met" on both ELA and Mathematics on Smarter Balanced Summative Assessments
- C. Completion of two semesters/three quarters of Dual Enrollment with a passing grade (Academic and/or CTE subjects)
- D. Passing Score on two Advanced Placement (AP) Exams or two International Baccalaureate (IB) Exams
- E. Completion of courses that meet the University of California (UC) a-g criteria **plus one** of the following criteria:
 - CTE Pathway completion
 - Smarter Balanced Summative Assessments: At least a Level 3 "Standard Met" on ELA or Mathematics and at least a Level 2 "Standard Nearly Met" in the other subject area
 - One semester/two quarters of Dual Enrollment with passing grade (Academic/CTE subjects)
 - Passing score on one AP Exam **OR** on one IB Exam

Approaching Prepared

APPROACHING PREPARED

Does the graduate meet at least 1 measure below?

- A. CTE Pathway completion
 - B. Scored at least Level 2 “Standard Nearly Met” on one or both ELA and Mathematics Smarter Balanced Summative Assessments
 - C. Completion of one semester/two quarters of Dual Enrollment with passing grade (Academic/CTE subjects)
 - D. Completion of courses that meet the UC a-g criteria
-

Not Prepared

NOT PREPARED

Student does not graduate or meet the criteria for “Prepared” or “Approaching Prepared.”

Conclusion

- The California approach to college/career readiness is the product of:
 - Research
 - Stakeholder input
 - A policy commitment to continuous refinement, so ...
- Stay tuned for the 2017–18 implementation!

Questions?

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Oklahoma's Focus on College and Career Readiness



Dr. Cindy Koss

Dr. Robyn Miller

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Goals for Oklahoma Schools

Focus on college and career readiness:

College and career ready means that students graduate from high school prepared to enter and succeed in postsecondary opportunities, whether college or career.



Accountability Timelines

State: HB 3218

ESSA: Consolidated State Plan

STATE

July 2016—EngageOK summer conference
August 2016—Initial draft of study
September 2016—Advisory council review
September 2016—Draft 2 for review
September 30, 2016—Public hearings
October 27, 2016—Study report to state board
Nov.–Dec. 2016—Refine study report
December 15, 2016—State board meeting
January 2017 – Format and finalize report
February 3, 2017—Report to legislature
March 7, 2017—30th day for legislative review
March 13, 2017—Request for proposal (RFP) for assessments released
May 1, 2017—RFP awarded

ESSA

July–Aug. 2016—Collect early feedback for drafting
November 2016—Draft 1 of plan posted
Nov.–Dec. 2016—Additional feedback opportunities
March 2017—Draft 2 of plan posted
April 2017—Additional feedback opportunities
June 2017—Final draft of plan posted
July 2017—30-day public comment period
August 2017—Governor’s review
September 2017—Submit plan to U.S. Department of Education

Oklahoma Strategic Plan

OKLAHOMA STATE DEPARTMENT OF EDUCATION STRATEGIC PLAN SUMMARY

Our *VISION* Champion Excellence

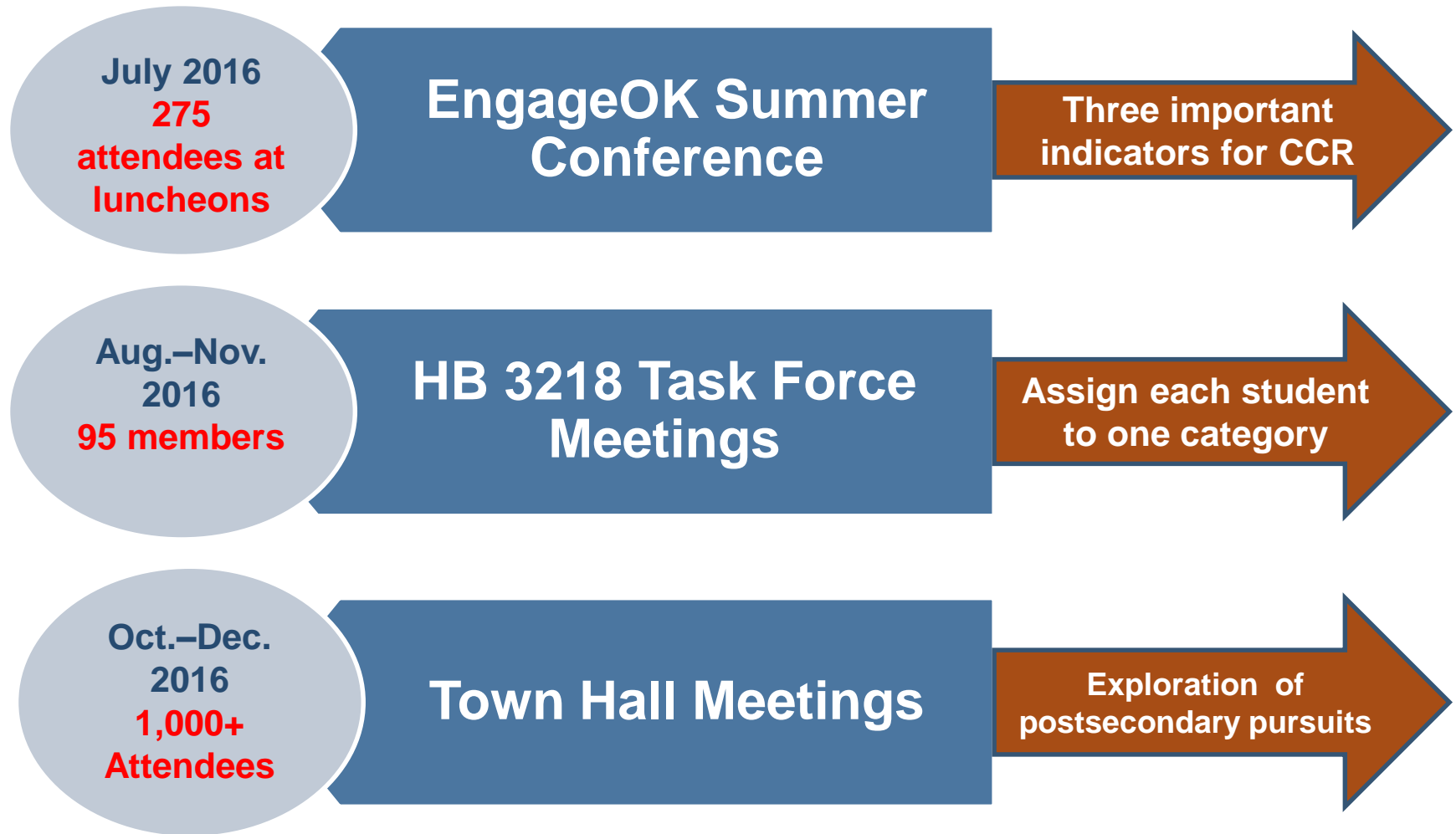
We will ensure each student in Oklahoma has equitable access to a high-quality public education that inspires deep learning and leads to success.

In pursuit of this vision, OSDE will adhere to Oklahoma's ABCs for excellence: **ACHIEVE** academic success for each student in Oklahoma, **BUILD** exceptional educators and schools and **CREATE** engaged communities.

We will monitor our achievement of this vision by measuring progress on key metrics across the state:

1. Strengthen early childhood partnerships and measure kindergarten readiness with state-established criteria.
2. Rank in the top half of states on the NAEP by 2020.
3. Ensure that the majority of high school graduates from the class of 2020 will earn a postsecondary certificate, diploma or degree.

Stakeholder Engagement



Proposed Indicators

- Postsecondary Opportunities Indicator in order to promote college and career readiness—High schools
- Chronic absenteeism—All grade levels



College and Career Indicators Considered

- School Climate, Student Safety, Parent Engagement, Teacher Professional Development, and Postsecondary Success
- Indicators were proposed and rejected because:
 - There was no evidenced impact on the goal;
 - There was no reliable way to gather the data; or
 - They were susceptible to manipulation or unintended consequences.
- The research base supported the Postsecondary Opportunities Indicator.

Postsecondary Opportunities

Underlying Research Base

- Achieve and Advance CTE. (2016). [How states are making career readiness count: A 2016 update](#). Washington, DC: Authors.
- Bangser, M. (2009). [Preparing high school students for successful transitions to postsecondary education and employment](#). Washington, DC: National High School Center, U.S. Department of Education.
- Glancy, E., Fulton, M., Anderson, L., Dounay Zinth, J., & Millard, M. (2014). [Blueprint for college readiness: A 50-state policy analysis](#). Denver, CO: Education Commission of the States.
- Higher Education for Higher Standards. (2016). [Leveraging ESSA: Strategies to support students' K-12 to postsecondary transitions](#). Bethesda, MD: Education Strategy Group.

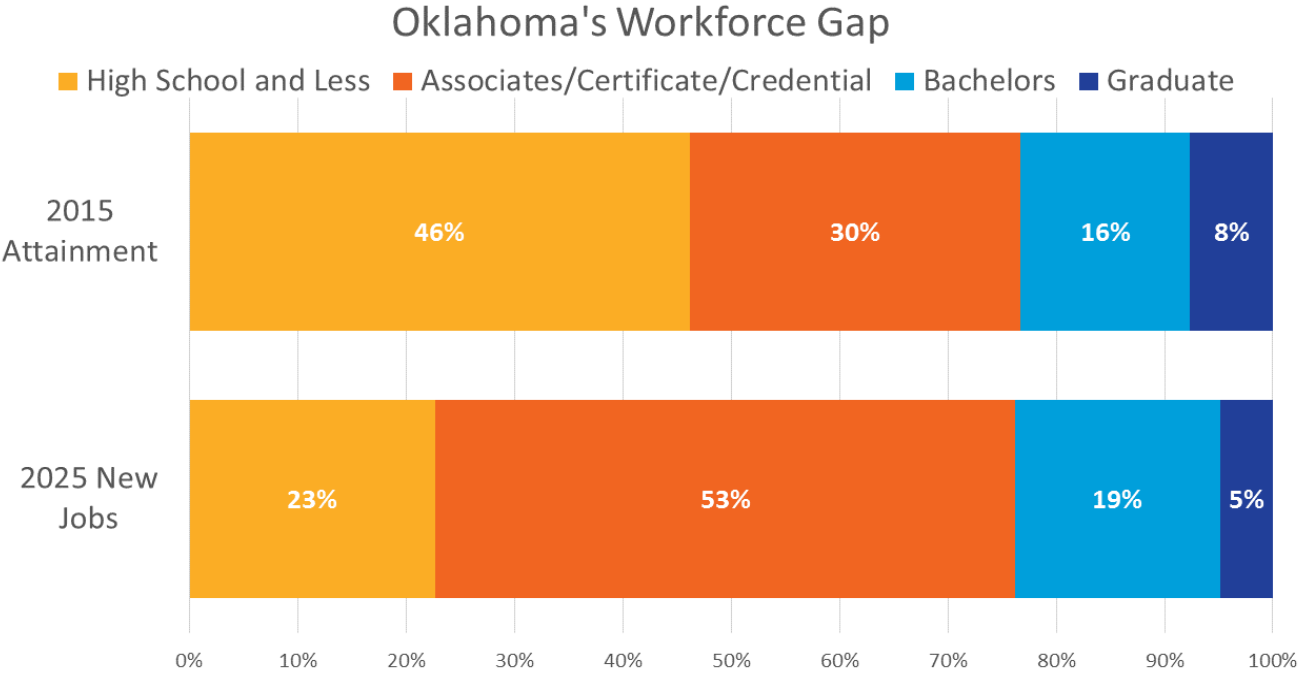
Oklahoma 2017 Study Results

Postsecondary Educational Attainment



2017 STUDY RESULTS

Post-Secondary Educational Attainment



Source: OK Office of Workforce Development; EMSI Q2, 2015

Accountability Goals— College and Career Connections

“The focus should be on preparing students for college & career readiness where ‘college and career ready’ means that students **graduate from high school prepared to enter and succeed in postsecondary opportunities, whether college or career.**”

Oklahoma Accountability Report—Fall 2016
Dr. Marianne Perie, University of Kansas, Codirector,
CAARD

Phasing in Postsecondary Readiness

- Short-term: To be fair and equitable, focus is on expanding participation and access to:
 - AP courses
 - IB program
 - Dual enrollment
 - Career-based internship or apprenticeship
 - Industry certification
- Long-term: Shift from participation only to successful outcomes.
- Actionable: Schools are incentivized to help students gain early college and/or career opportunities.



Valid, Reliable, and Comparable

Valid: Data systems are established, available, and credible for advanced coursework and industry credentials, including the top 100 critical occupations in Oklahoma.

Reliable: Baseline data are established and monitored.

Comparable: Same calculations are available for all schools and districts.

Useful and Actionable

- The Postsecondary Opportunities Indicator aligns to goals established in the:
 - Governor's Educational Attainment Goal
 - New Skills for Youth Action Plan and Measurable Outcomes
 - OKStateStat—Educated Citizens
- The Postsecondary Opportunities Indicator can provide data and information that can assist schools and districts in improving outcomes for students.
- The Postsecondary Opportunities Indicator will use existing data and work to collect new data—equity, access, rigor.

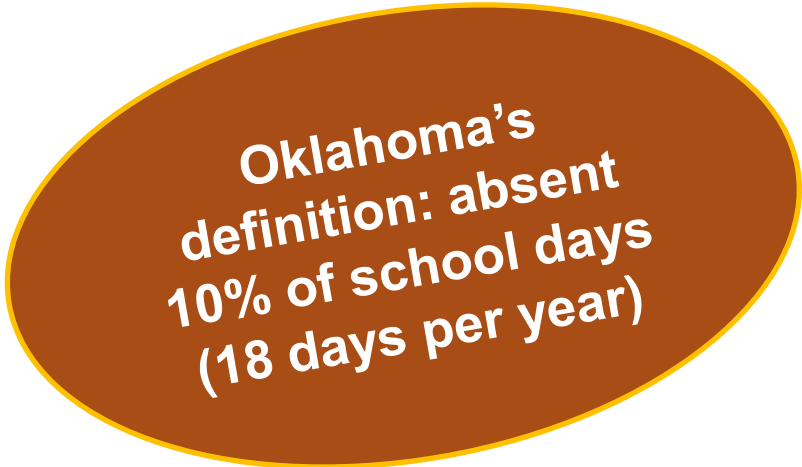
Conclusions

(Postsecondary Opportunities)

- The Oklahoma Accountability Indicator for Postsecondary Opportunities is based on:
 - Research for postsecondary success indicators
 - Assessment and Accountability Task Force input led by researchers
 - A policy commitment to continuous monitoring and evaluation of indicator alignment to postsecondary success

Chronic Absence

- Valid
 - Data credible and readily available
- Reliable
 - Baseline can be developed
- Comparable
 - Calculated the same for all schools and districts



Oklahoma's
definition: absent
10% of school days
(18 days per year)

Chronic Absence

Connection to College and Career Vision

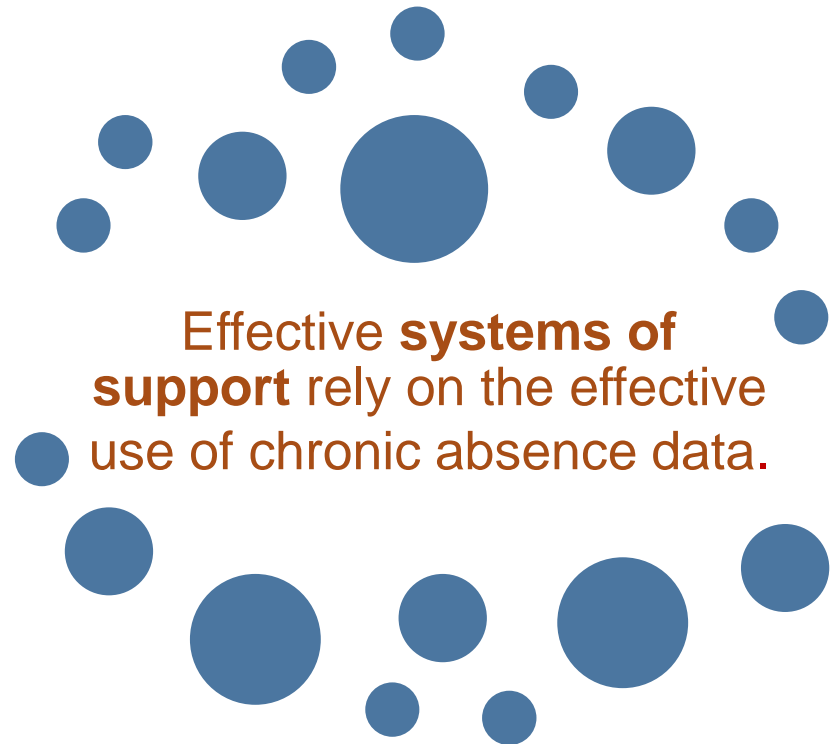
One must be present to experience the opportunity and support to awaken individual passions and skills.



Actionable Chronic Absence Data

- **Actionable data:** Early and ongoing identification of at-risk students
- **Positive Engagement:** Ensuring that students and families know that schools and communities care for them
- **Capacity Building:** Enhancing adults' and systems' ability to understand and meet the needs of all students
- **Shared Accountability:** Chronic absenteeism is everyone's responsibility.
- **Strategic Partnerships:** Schools need to be connected to organizations.

(U.S. Departments of Justice, Health and Human Services, Housing and Urban Development, and Education, 2016)



Effective **systems of support** rely on the effective use of chronic absence data.

Leveraging ESSA Funds

Titles I, II, and IV include allowable activities and approaches, including educator and staff training, related to addressing chronic absence.



Dashboard for Public

Goal: Make understandable to the public. In addition to accountability indicators, others will be reported through a dashboard.

For example:

- Performance on the National Assessment of Educational Progress
- Professional qualifications of educators
- Participation rates on College and Career Ready Assessments (CCRA)
- Performance rates on CCRA

Poll

What elements of a college- and career-readiness strategy could your state or organization use support in developing or building capacity around (select up to three)?

- A guiding vision for college and career readiness
- College and career readiness measures (e.g., AP/IB, CTE) for accountability
- Measures of employability skills (i.e., 21st century skills)
- Course and training pathways to college and career readiness
- Evidence-based interventions to support college and career readiness

Questions?

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Resources

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Predictors of Postsecondary Success



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Predictors of Postsecondary Success

The purpose of this brief is to provide information to state, district, and school personnel seeking support to determine whether their students are on a path to postsecondary success. The College and Career Readiness and Success Center (CCRS Center) has received technical assistance requests from a number of states regarding factors that predict postsecondary success, and this brief summarizes and expands on the information shared with these states. Specifically, we summarize early childhood through early postsecondary education research that identifies student skills, behaviors, and other characteristics that predict future academic and workplace success. We have attempted to focus on a variety of measures drawn from readily available data that schools, districts, and states are likely to have. Through this information, policymakers and practitioners can begin to inform the development and validation of factors to identify students who are not on a path to postsecondary success as early as prekindergarten and as late as their senior year of high school. These factors can inform practice and can be integrated into a longitudinal tracking mechanism to identify and monitor individual students who may need additional resources or supports at any point during their schooling. In addition, tracking and measuring factors of success across prekindergarten to early postsecondary education offer a prime opportunity to develop and evaluate systemwide improvement efforts. For example, these data may help identify particular grades, schools, or subgroups of students (e.g., English language learners) that need additional support, enabling both school and district personnel to develop and monitor the impact of policies, programs, or interventions designed to improve outcomes for targeted groups or for the system in general.

General Approach

We began our review of the research looking for studies that identify measures of postsecondary success. Our goal was to identify factors at all levels of education that predict future academic attainment and economic security. Not surprisingly, we found very few studies that link early childhood, elementary, or middle school characteristics with postsecondary success. Even at the secondary level, the limited research linking secondary characteristics to postsecondary readiness and success focuses primarily on course taking, test scores, and early postsecondary outcomes, such as college enrollment and attainment of industry certification. The fact that state longitudinal data systems have not been in existence long enough to support such analyses is

Prepared for the College and Career Readiness and Success Center by Vanessa Hein and Becky Smerdon, Quill Research Associates, LLC, and Megan Sambolt, American Institutes for Research



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Source:

http://www.ccrscenter.org/sites/default/files/CCRS_Center_Predictors_of_Postsecondary_Success_final_0.pdf

From *Predictors of Postsecondary Success*

Table 2. Elementary School Correlates of Elementary and Middle Grades Success and Secondary Readiness

Elementary School		
Indicator	Predictor	Other Potential Factor
<ul style="list-style-type: none"> ■ Reading by the third grade^a ■ < 10 percent absenteeism in elementary school^b 	<ul style="list-style-type: none"> ■ Being rated highly by teachers on attention span and classroom participation^c ■ High scores on the Social Skills Rating System^d 	<ul style="list-style-type: none"> ■ Social competence^e

^aThe Annie E. Casey Foundation, 2010; Hernandez, 2012; ^bChang & Mariajose, 2008; ^cAlexander, Entwistle, & Dauber, 1993; ^dMalecki & Elliot, 2002; ^eWelsh, Parke, Widaman, & O'Neil, 2001

(Hein, Smerdon, & Sambolt, 2013)

Leveraging ESSA to Support State Visions for College and Career Readiness

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BY DAVID ENGLISH, JEREMY RASMUSSEN, ELLEN CUSHING and SUSAN THERRIAULT, Ed.D.
August 2016

Leveraging the Every Student Succeeds Act to Support State Visions for College and Career Readiness

States continue to position college and career readiness (CCR) at the center of their educational strategies. Many states have formulated multidimensional definitions of CCR that are supported by key educational inputs including curricula, conditions for learning, accountability systems, and assessments. To operationalize a strong overall CCR vision, the state's CCR definition and these inputs should be closely aligned (see Figure 1). The Every Student Succeeds Act of 2015 (ESSA) provides additional leverage for these alignment efforts beyond that of the No Child Left Behind Act of 2001 (NCLB) by more meaningfully incorporating the various academic and nonacademic components of state CCR definitions.

This brief presents a policy framework to support states' efforts to move their CCR visions forward in a cohesive manner. The framework is grouped according to three closely interrelated policy areas under ESSA:

- Provision of a **well-rounded education** that emphasizes readiness beyond NCLB's focus on core academic content via enriched, accelerated curricula and educational experiences and improved conditions for learning.
- Augmentation of **accountability systems** to include **multiple measures** that may form a continuum of usable academic and nonacademic measures of readiness from preschool to the workforce.

State definitions of CCR include the following skills, knowledge, and dispositions. ESSA meaningfully incorporates many of these academic and nonacademic student outcomes:

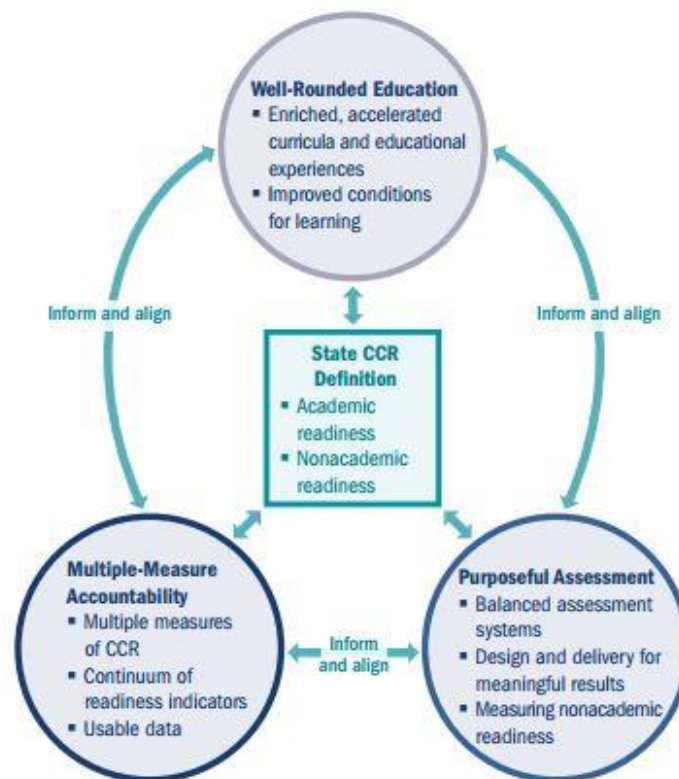
- Academic knowledge (19 states' definitions)
- Critical thinking and/or problem-solving skills such as analysis, inference, and evaluation (14 states)
- Social and emotional traits such as collaboration, social awareness, and responsible decision-making (14 states)
- Intrapersonal skills such as grit, resilience, and perseverance (8 states)
- Citizenship and/or community involvement (8 states)
- Other employability skills (6 states)

Delaware's CCR definition exemplifies states' multidimensional approach to CCR:

"Each Delaware student will graduate college- and career-ready. Students will be prepared to successfully plan and pursue an education and career path aligned to their personal goals, with the ability to adapt and to innovate as job demands change. Students will graduate with strong academic knowledge, the behaviors and skills with which to apply their knowledge, and the ability to collaborate and communicate effectively. Each student should be an independent learner, and have respect for a diverse society and a commitment to responsible citizenship."

Source: Mahkind, 2014

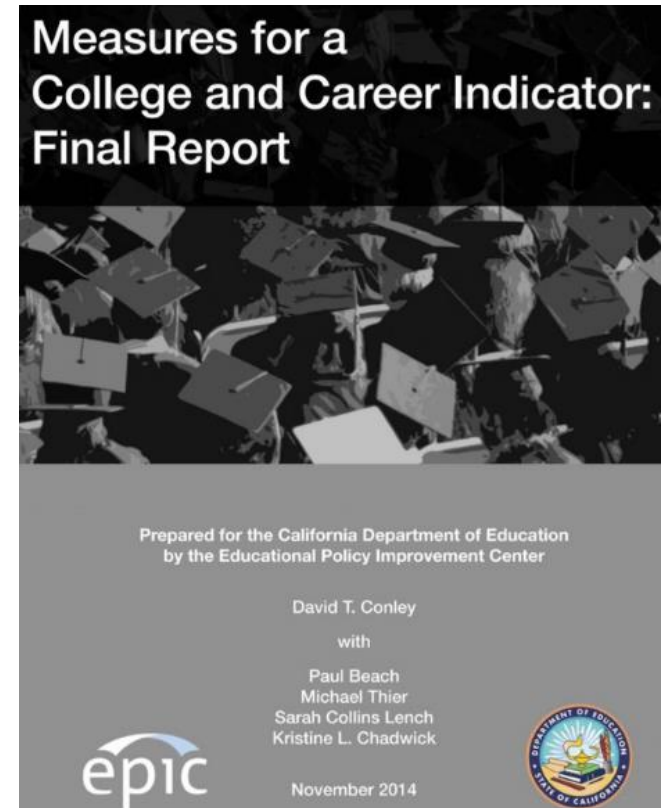
Figure 1. State Vision for College and Career Readiness as Expressed by State CCR Definition and Aligned Policies Under ESSA.



Source: http://www.ccrscenter.org/sites/default/files/AskCCRS_LeveragingESSA.pdf

Measures for a College and Career Indicator: Final Report

- Evaluation of potential college- and career-readiness indicators against criteria
- Deep-dive reports by indicator for:
 - College admission exams
 - Advanced coursework
 - Innovative measures (e.g., social-emotional traits)
 - Course-taking behavior
 - Career preparedness
 - Multiple measures
- All available at <http://www.epiconline.org/measures-for-a-college-and-career-indicator-final-report/>.



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