



Iowa Postsecondary Readiness Indicators Workgroup Meeting

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Meet the Presenters



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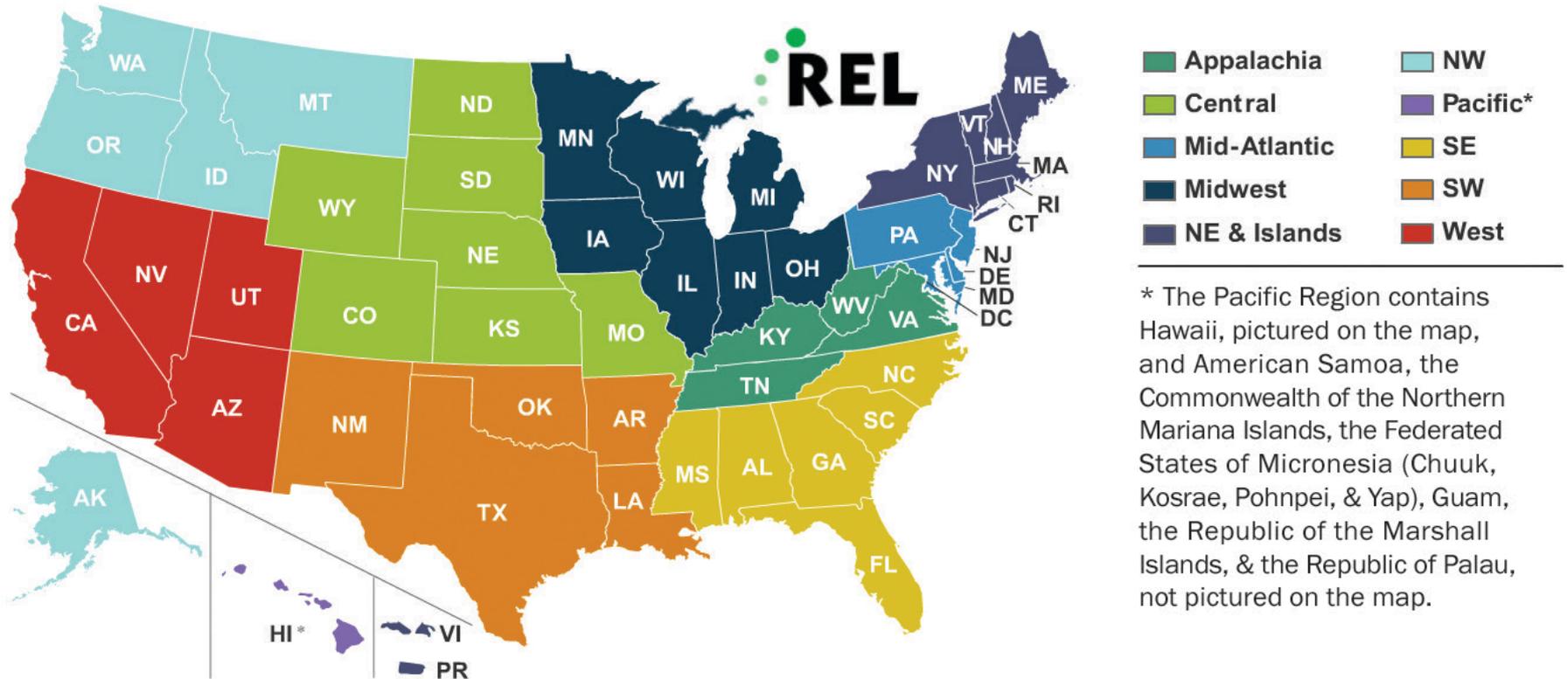


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Introduction to REL Midwest and Project Overview

Regional Educational Laboratories



The regional educational laboratories (RELs) are funded by the U.S. Department of Education's Institute of Education Sciences (IES).

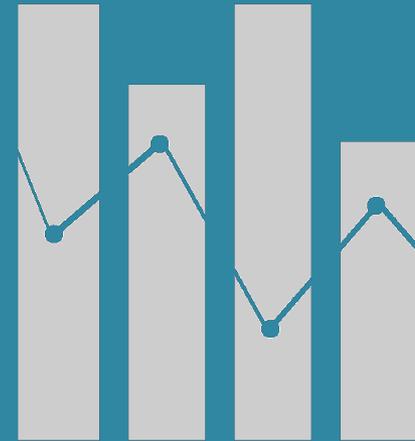
With whom does REL Midwest work?

School districts, state education agencies, and other education organizations in Illinois, Indiana, Iowa, Michigan, Minnesota, Ohio, and Wisconsin



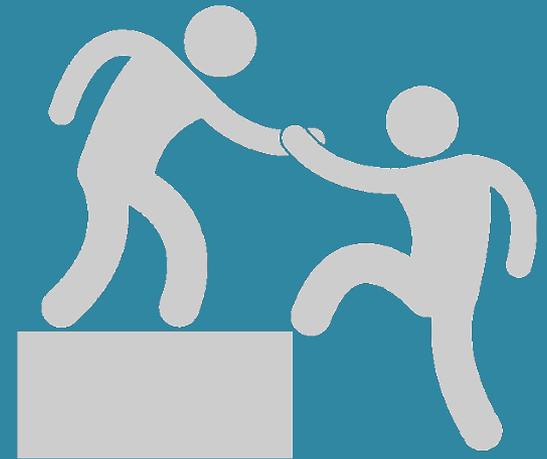
What does REL Midwest do?

Applied research,
technical assistance,
and engagement
activities to help
partners understand
research and evidence



How does REL Midwest do this work?

REL Midwest conducts its work through collaborative research partnerships with stakeholders in Illinois, Indiana, Iowa, Michigan, Minnesota, Ohio, and Wisconsin.



Current Project

Collaboration between REL Midwest, the Midwest Comprehensive Center, and the College & Career Readiness & Success Center at AIR.

MIDWEST

Comprehensive Center

at American Institutes for Research ■

COLLEGE & CAREER

READINESS & SUCCESS Center

at American Institutes for Research ■



Today's Objectives

Participants will understand:

- Criteria for selecting postsecondary readiness measures for accountability.
- Research on postsecondary readiness measures aligned with Iowa's definition.
- How other states are using postsecondary readiness measures for accountability.
- The broader context of “comprehensive accountability” within which postsecondary readiness measures may be used.

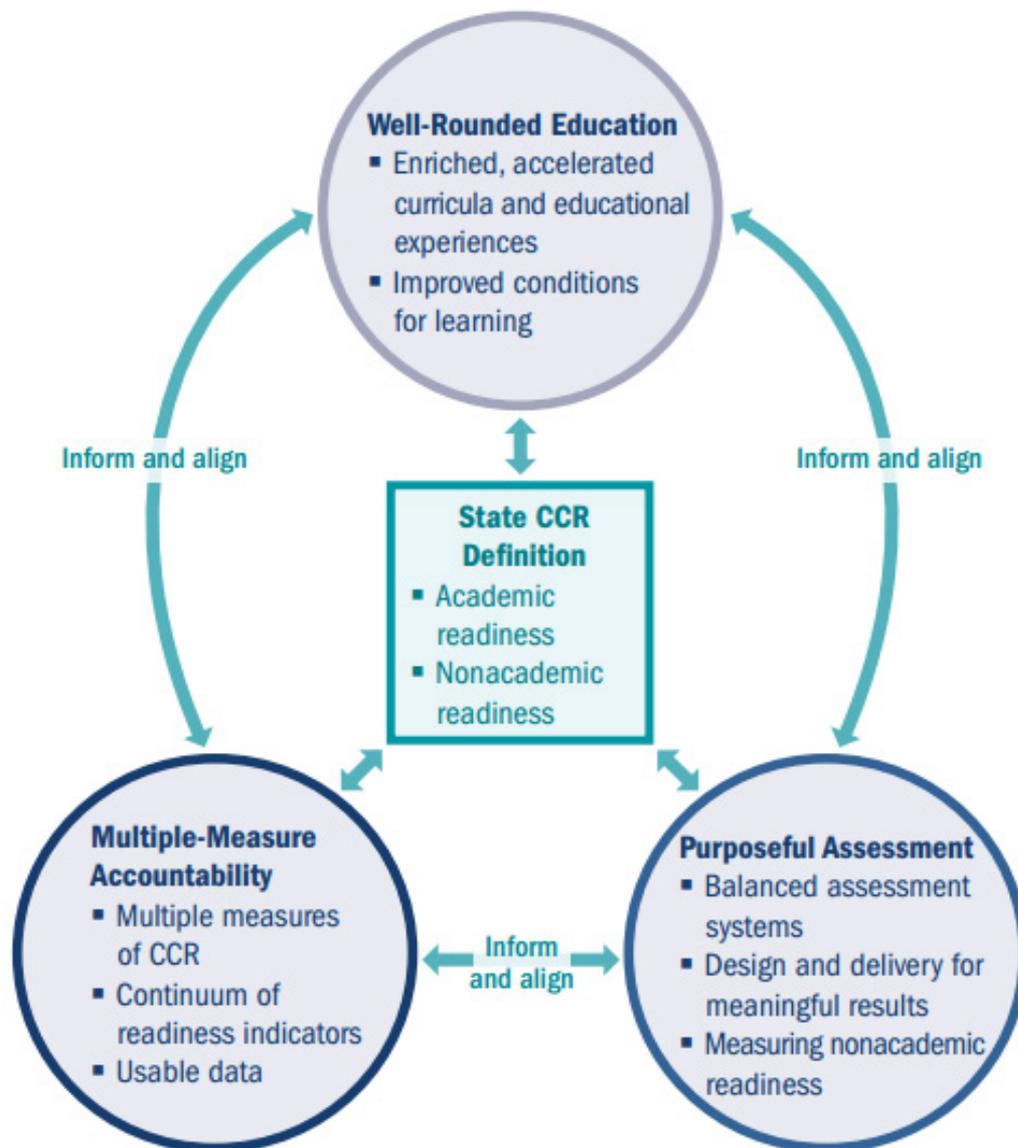
Agenda

1. Introduction to Regional Educational Laboratory (REL) Midwest and Project Overview
2. Evaluating Postsecondary Readiness Measures
3. Lunch
4. Postsecondary Readiness Measures State Scan
5. Selecting Postsecondary Readiness Measures for Accountability and Other State Activities
6. Next Steps

Evaluating Postsecondary Readiness Measures

Accountability in Iowa

Three Important Systemwide Levers for Operationalizing Postsecondary Readiness Under the Every Student Succeeds Act



Iowa's Accountability Index

Iowa Composite Index for Determination of Annual Summative Ratings and CSI/TSI Schools, 2017–18 Proposed State Plan

ESSA Indicator		State Measure	Measure Weighting	
			Elementary/Middle Schools	High Schools
 Academic achievement	Proficiency (ELA, math)	28%	20%	
	Average scale score (ELA, math)			
	Participation rate	10%	10%	
 Other academic	Student growth (ELA, math)	47%	40%	
 Graduation rate	4- and 5-year graduation rates	--	15%	
ELP English language proficiency progress	ELP growth (SGP)	10%	10%	
Academic indicators subtotal		95%	95%	
SQSS School quality or student success	Conditions for learning	5%	5%	
SQSS indicator subtotal		5%	5%	
Total		100%	100%	

Other Measures Supporting “Readiness to Transition” at All Grade Levels

Measure	Readiness Attributes
Achievement index	<ul style="list-style-type: none">• Recognizes achievement above proficiency, at the postsecondary readiness level
Graduation rate index or advanced diploma rate	<ul style="list-style-type: none">• Recognizes rigorous course-taking
“On-track” measures	<ul style="list-style-type: none">• Reading by grade 3• Passing all courses• Completing algebra by grade 8
Chronic absenteeism	<ul style="list-style-type: none">• Strong predictor of successful transitions to middle school, high school, and postsecondary education
School climate surveys	<ul style="list-style-type: none">• School culture or climate scaffolds social-emotional learning competencies

Framework for Evaluating and Selecting Postsecondary Readiness Measures

Framework for Evaluating and Selecting Postsecondary Readiness Measures

Dimension	Criterion
Technical quality	Has a research base that demonstrates a positive relationship with desired postsecondary student outcomes.
	Allows for fair comparisons that support equity among all subgroups of students.
Stakeholder relevance	Is clear and understandable to educators and noneducators.
	Is actionable and appropriately sensitive to instructional adjustments.
	Has low susceptibility to gaming, faking, and other forms of distortion .
System utility	Balances support for multiple postsecondary pathways , including college, career, and the military.
	Minimizes burden on resources at all levels of government.

Tradeoffs Between Evaluative Criteria

No “perfect measure”

VAM growth

construct validity ↔ understandability

Chronic absenteeism

predictive validity ↔ fairness

Graduation rate

predictive validity ↔ distortion

Discussion of the Evaluative Framework

- What are you hearing?
- What questions do you have?



Postsecondary Readiness Measures That Support Iowa's Definition

Definition of College and Career Readiness in Iowa

Iowa students who are college and career ready have acquired the necessary knowledge, skills, and strategies to be successful in postsecondary opportunities as demonstrated through multiple sources of evidence, including those generated by students. Iowa students who are college and career ready have successfully...

Achieved Proficiency In Essential Content Knowledge



Acquired Practical Transition Skills



Developed Key Learning Skills And Cognitive Strategies



Built A Strong Foundation Of Self Understanding And Engagement Strategies



Postsecondary Readiness Measures

Advanced Placement (AP)/International Baccalaureate (IB) coursework/exams

Career plans

Career readiness tests

Career technical education (CTE) programs

College enrollment

College entrance exams (e.g., ACT, SAT)

College placement exams (e.g., ACCUPLACER, COMPASS)

Dual/concurrent coursework and early college

Free Application for Federal Student Aid (FAFSA) completion

Grade point average (GPA)

Learning/cognitive skills perceptual data

Military enlistment or readiness assessment

Rigorous course sequence (not AP/IB)

Seal of Biliteracy

Self-understanding and engagement perceptual data

Service learning/community service

Work-based learning experience

How can accountability measures support postsecondary readiness?

Measure Role	Example
As a direct measure of the targeted outcome within a given year	AP/IB exams results as a measure of essential content knowledge
As a perceptual measure of the outcome within a given year	Student survey constructs as a measure of their own social-emotional competencies
As a lagging measure that <i>embeds</i> the outcome at or near the end of the K-12 career	College enrollment as a measure of essential content knowledge
As a leading measure that supports attainment of the outcome	Work-based learning participation as a measure of students' self-understanding/engagement

Our Approach to Categorizing Postsecondary Readiness Measures

We reviewed the literature on 17 postsecondary readiness measures.

Based on this review, we categorized measures as providing primary, secondary, or no practical support for each of the four components of Iowa's definition of college and career readiness.

 Denotes primary support

 Denotes secondary support

Dual/Concurrent Coursework and Early College

Iowa Definition of College and Career Readiness Component

1. Essential Content Knowledge	2. Transition Skills	3. Learning Skills and Cognitive Strategies	4. Self-Understanding and Engagement Strategies
			

Primary Research:

- Students who complete college-level courses in high school are more likely than students who did not complete these courses to enroll or persist in postsecondary education and earn a higher GPA.
- Dual-enrollment courses can vary in quality and rigor, in part because of the location of the course (e.g., online, college campus, or high school campus) and the quality of the instructor.

Dual/Concurrent Coursework and Early College

Iowa Definition of College and Career Readiness Component

1. Essential Content Knowledge	2. Transition Skills	3. Learning Skills and Cognitive Strategies	4. Self-Understanding and Engagement Strategies
			

Secondary Research:

- Researchers argue that early college experiences can support students' transition skills, in part by helping them understand the structures, experiences, and demands of college life.
- Similarly, early college coursework can require greater student autonomy and therefore can help to develop learning skills, including time management, goal setting, and strategic reading.

Revisit Framework for Evaluating and Selecting Postsecondary Readiness Measures

Dimension	Criterion
Technical quality	<p>Has a research base that demonstrates a positive relationship with desired postsecondary student outcomes.</p> <p>Allows for fair comparisons that support equity among all subgroups of students.</p>
Stakeholder relevance	<p>Is clear and understandable to educators and noneducators.</p> <p>Is actionable and appropriately sensitive to instructional adjustments.</p> <p>Has low susceptibility to gaming, faking, and other forms of distortion.</p>
System utility	<p>Balances support for multiple postsecondary pathways, including college, career, and the military.</p> <p>Minimizes burden on resources at all levels of government.</p>

Applying Evaluative Criteria: Dual/concurrent Coursework

Criterion	Comments
Research base	<ul style="list-style-type: none">• Strong predictor of college success• Secondary: transitions, metacognitive
Fair comparisons	<ul style="list-style-type: none">• Equitable access to opportunities unclear• Doesn't always control for background
Clear and understandable	<ul style="list-style-type: none">• Educators might be familiar• Parents might not understand
Actionable	<ul style="list-style-type: none">• School might not have control to access
Gaming, faking, distorted data	<ul style="list-style-type: none">• Incentives to enroll before prepared (participation)
Multiple pathways	<ul style="list-style-type: none">• Supports multiple forms of postsecondary readiness
Burden on resources	<ul style="list-style-type: none">• Example: Cost to ramp up AB/IB or dual enrollment programs

Activity 1: Evaluating Measures

Activity 1: Apply Evaluative Criteria to Potential Measures

- For your assigned measures, complete the evaluation worksheet, noting how the measure rates for each criterion and your rationale.
- Start with research base and complete as many criteria as possible.
- Consider:
 - Implications for focusing on participation versus performance.
 - How the measure compares to other measures.
 - Your own experiences with which data are/aren't helpful and why.
 - Information gaps are barriers to evaluating the measure using the evaluative criteria.

Discussion of Applying the Evaluative Criteria

- Are measures direct, perceptual, leading, or lagging? Participation versus performance?
- What tradeoffs between criteria did you notice?
- Do other important criteria come to mind?



Lunch

See you in 60 minutes.



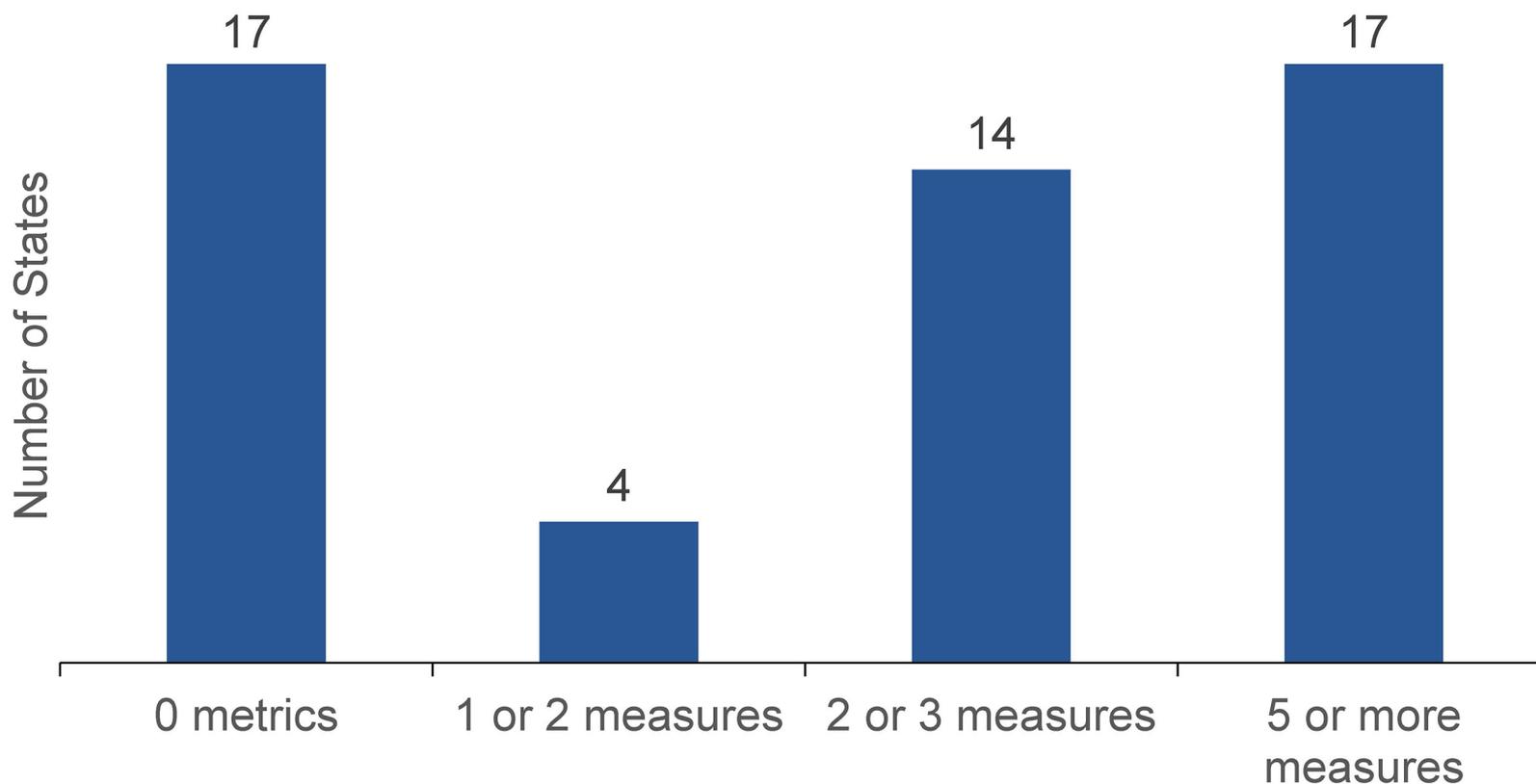
Postsecondary Readiness Measures State Scan

State Scan Approach

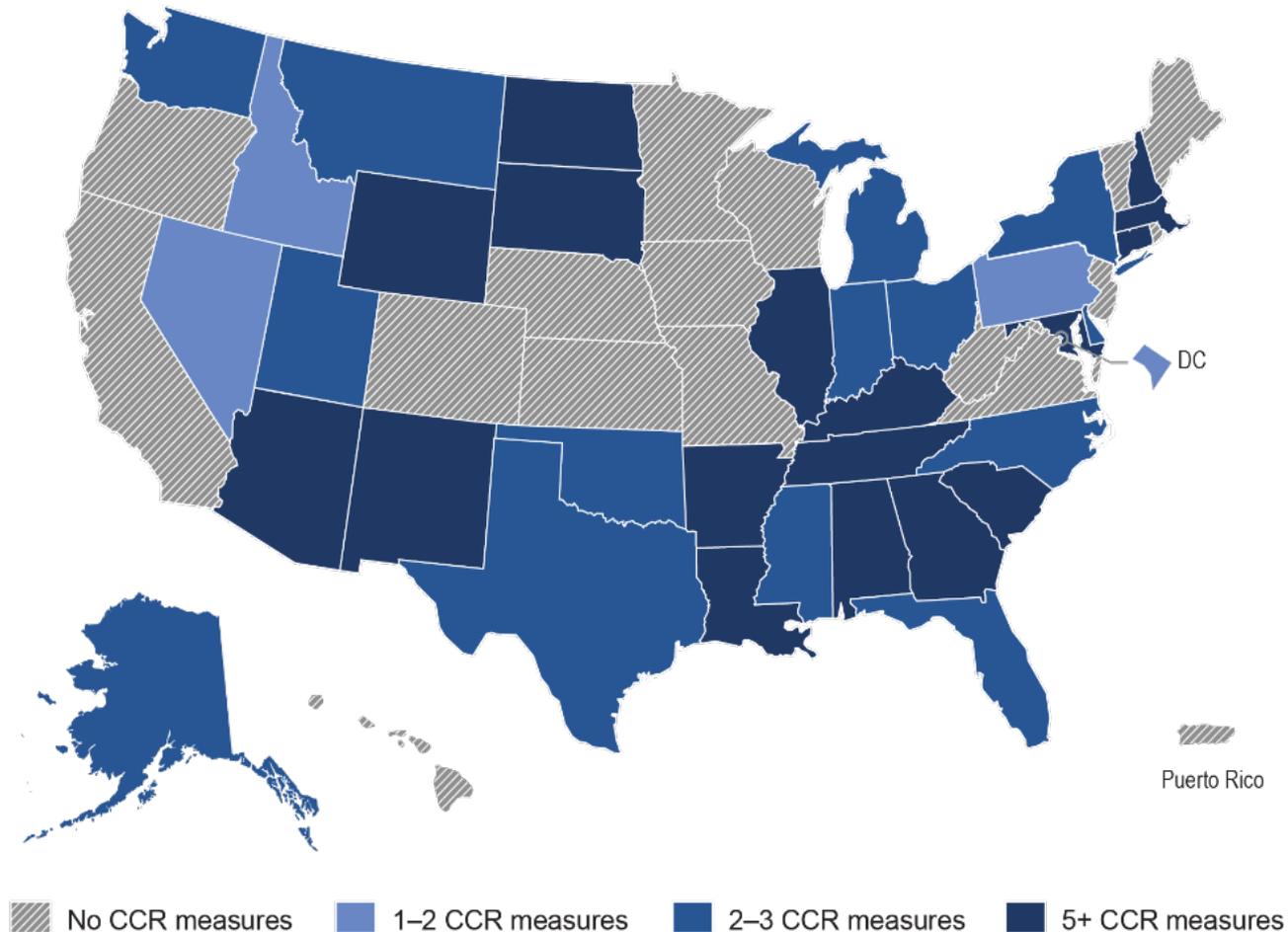
AIR staff reviewed a database of all accountability measures used by states in their ESSA plans to answer the following questions:

- How many states use at least one postsecondary readiness measure for federal accountability? How many states use five or more measures?
- Which postsecondary readiness measures do states use most often for accountability?

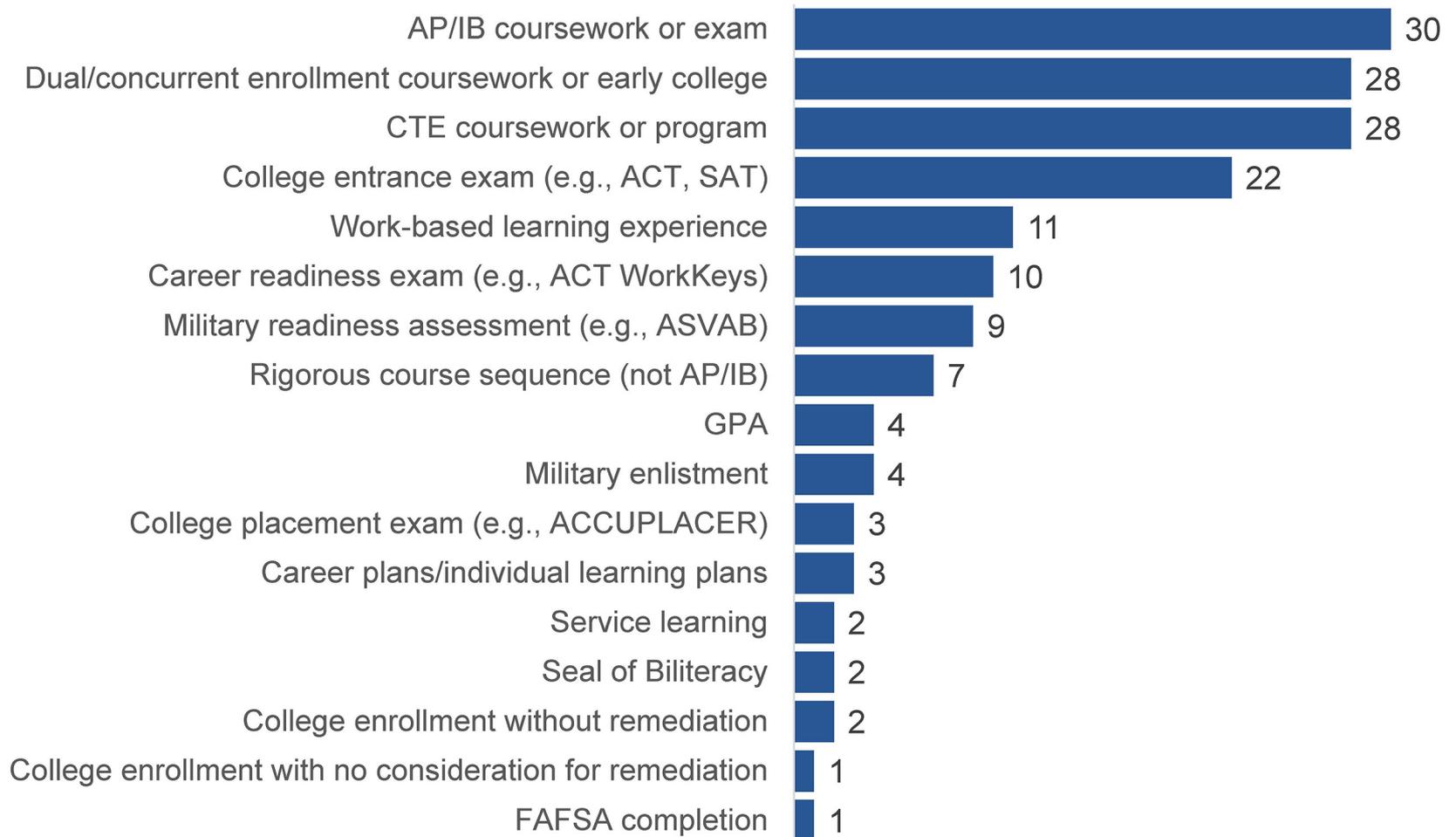
Two-thirds of states use at least one postsecondary readiness measure.



Seventeen states use five or more postsecondary readiness measures.



Thirty states use AP/IB participation or performance as a postsecondary readiness measure.



Metacognition and Self-Understanding and Engagement Strategies

No states use direct or perceptual measures of cognitive/learning skills or social-emotional competencies for high-stakes accountability.

However, efforts are under way in California's CORE Districts to integrate the skills into accountability.

- At least two CORE Districts included social-emotional learning competencies on their 2016–17 school report cards.
- Initial field test results show significant correlations with GPA, math achievement, and English language arts achievement (West, Buckley, Krachman, & Bookman, 2017).

Spotlight: North Dakota



The percentage of students who are on track to graduate “choice ready” by meeting all benchmarks in one column:

College Ready

- ACT Composite score 22+
- 2.8+ GPA
- At least two additional college ready indicators (see below)

Career Ready

- 2.8+ GPA in CTE pathway
- 2+ credits in Coordinated Plan of Study
- At least two additional career ready indicators (see below)

Military Ready

- ASVAB score 31+
- Quality citizenship (no expulsions or suspensions)
- Physically fit as deemed by physical education instructor
- At least two college or career ready indicators (see below)

College Ready Indicators: C or higher in an AP course, an English or math dual credit course, or an Algebra II course; 3 or higher on an AP exam; 4 or higher on an IB exam; 3.0 or higher GPA in core course requirements for college admissions.

Career Ready Indicators: 3.0 or higher GPA in Career Readiness Practices; 75 or more hours of work-based learning experiences; C or higher in a dual credit course; ACT WorkKeys Gold or Silver certificate; or technical assessment or industry credential.

Spotlight: Pennsylvania



For the respective grade span, the percentage of students who attain all of the following benchmarks:

Elementary School

In grade 5, demonstrate engagement in career awareness and preparation, via a state or locally designed career exploration and preparation program/curriculum.

Middle School

In grade 8, create an individualized career plan and participate in career preparation activities.

High School

In grade 11, implement an individualized career plan through ongoing development of a career portfolio and participation in career preparation activities.

Spotlight: Illinois



The percentage of students who attain all benchmarks in one column:

College and Career Ready Option 1

- GPA of 2.8 out of 4.0
- 95% daily attendance in grades 11 and 12
- College and Career Pathway Endorsement (see below)

College and Career Ready Option 2

- One academic indicator (see below) earned in ELA and math during grades 11 and 12
- Career area of interest identified by end of grade 10
- Three career-ready indicators (see below) earned during grades 11 and 12

Distinguished Scholar

- GPA of 3.75 out of 4.0
- ACT score of 30 or SAT score of 1400
- One academic indicator (see below) earned in ELA and math during grades 11 and 12
- Three career-ready indicators (see below) earned during grades 11 and 12
- 95% daily attendance in grades 11 and 12

Discussion of the State Scan

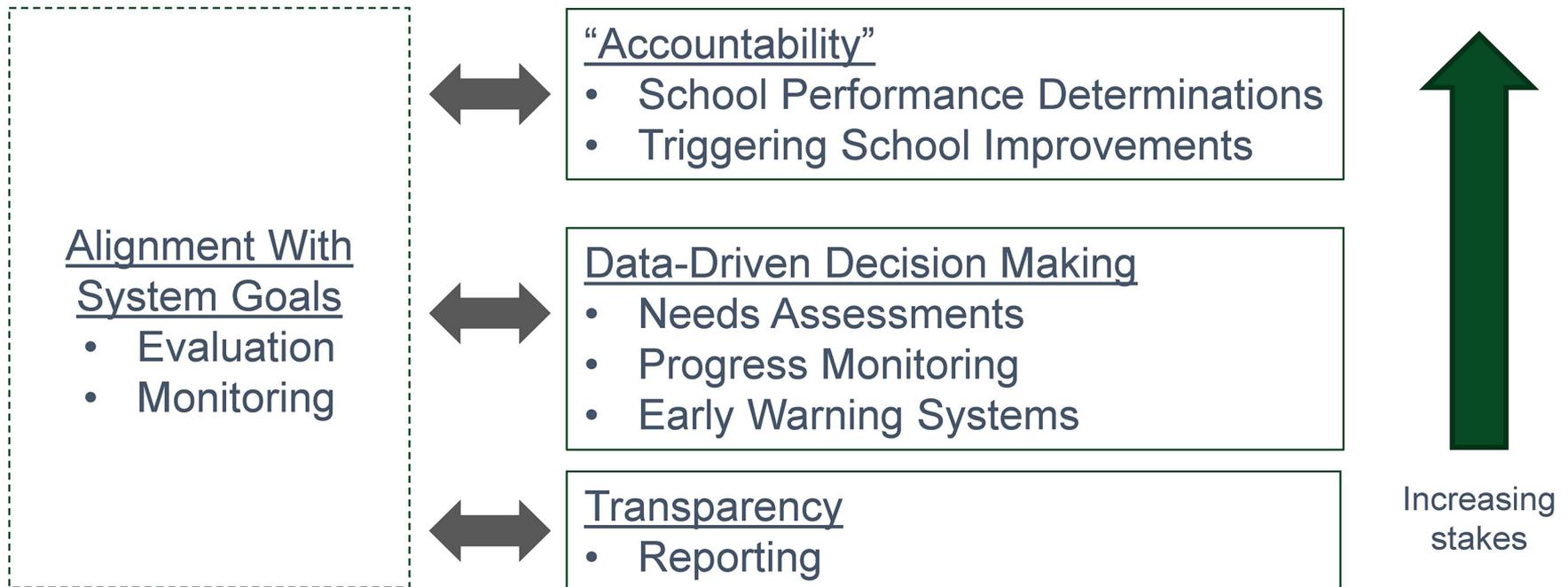
- Which state practices resonate with you?
- Which state practices do not resonate with you?
- What questions do you have?



Selecting Postsecondary Readiness Measure for Accountability and Other State Activities

Overview

Postsecondary Readiness Measures Can Serve Different Purposes Across “Comprehensive” Accountability



Activity 2: Selecting Postsecondary Readiness Measures

Activity 2: Selecting Postsecondary Readiness Measures for Accountability and Other State Activities

- Considering what you have learned about the attributes of different measures, determine your “Top 3” that you would advocate for inclusion in postsecondary readiness index.
- Looking across all measures, which would you recommend for other state activities (e.g., annual reporting, use in local needs assessments, or progress monitoring)?

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