Recognizing College and Career Readiness in the California School Accountability System

California's Dynamic Education System

- New Local Control Funding Formula, Local Control and Accountability Plans, new education standards, and more

- Key opportunity to redesign California's accountability system so that it provides productive incentives for *relevant, high-quality learning* leading to career and college readiness for all students
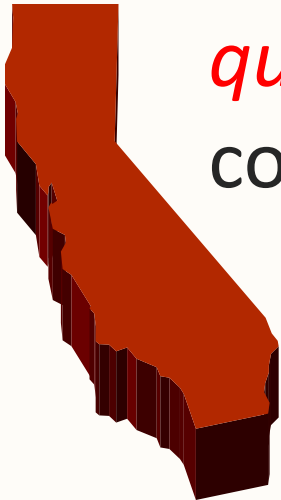
Local Control and Accountability Plan (LCAP)

- Establishes greater transparency and accountability for school districts
- Incentivizes schools and districts to pay attention to learning opportunities and outcomes aligned to the 8 priority areas
- Includes the expectation that college and career readiness indicators will be included

Creates an opportunity to signal to parents, community members, educators, business and workforce leaders, and students *the kind of preparation* for college and careers that is valued and important

Expectations for Learning are Changing

To be college- and career-ready means new expectations. Society demands that students must be able to:

• Communicate effectively

• Work collaboratively in teams

• Problem solve

• Analyze and conceptualize

• Reflect on and improve performance

• Self regulate and use metacognitive skills

• Think critically and creatively

• Apply knowledge and skills to novel problems

• Be flexible and adaptable to change

Operationalizing College and Career Readiness

Motivation is as Important as Measurement

What we choose should motivate *students* to persevere in achieving worthwhile goals that help them connect to their futures, as well as *schools and districts* to offer worthwhile learning opportunities

Thus, we recommend both indicators for LCAP and new ways to recognize student accomplishments in the graduation and transition system.

Recognition of Student Accomplishment in Graduation and Transition Systems

Go beyond grades and test scores

Provide comprehensive information regarding a student's goals, accomplishments, knowledge, skills, and dispositions via a ***student profile***, ***graduation portfolios,*** *and **recognition of accomplishments on the diploma***

Student Profile

- Presents data regarding achievements and accomplishments in relation to student interests and aspirations

- Motivates students to articulate their interests, learning goals and postsecondary aspirations

- Allows employers and colleges to see what students can do

  Conley (2014)

Student Profile Example

Could include the following kinds of measures:

- Student statement of aspirations, goals, and plans

- Courses, grades, and GPA (overall and in specific areas)

- CCSS consortia exams

- Completion of specialized coursework (e.g., CTE course sequences, dual enrollment, articulated career pathways, A-G, IB or AP classes),

- Service learning or work-based learning experiences

- Honors, prizes, other accomplishments

- Acquisition of specific credentials, certificates, licenses or badges

- Performance on assessment(s) of industry-specific technical skills

- Admissions tests (e.g., SAT, ACT)

- Teacher ratings and commentary regarding students' skills such as listening, speaking, collaboration
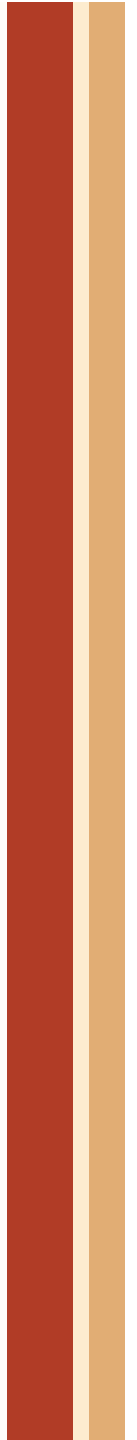
Graduation Portfolio

- Students "own" portfolios and may use them to support a range of postsecondary goals

- Recognized for graduation in RI, NY, WA, and in NAF academy sites

- Used by CA school networks (Envision, High Tech, New Tech, Linked Learning sites)

- Provides evidence of meeting specific college- and career-ready skills in core areas through samples of key projects scored to standards

- Studies show higher success rates in college for students in these schools (AIR, SCOPE, NYPSC)

Summary: transcript, GPA, CCR test scores, statement of goals, distinctive accomplishments or "badges," short essay, 2-minute video clip from portfolio presentation, table of contents

Science & Math Inquiry		Investigation of climate change trends in a local community (science and mathematics), includes paper, data set, and PowerPoint
Social Science Inquiry		What social and political forces influenced the passage of the 14th Amendment to the Constitution? (historical inquiry)
Literary Analysis		The American Dream in 20th century literature (literary analysis), includes videotaped presentation to panel
World Language Exhibition		Demonstration of competence in world language : Tamil (audiotaped conversation and paper)

Digital Portfolio at Graduation

Credentials and Badges

- Credentials and badges are performance-based representations of knowledge, skills, and abilities (like CA Seal of Bi-literacy)

- Communicate to postsecondary clients that the student has mastered specific skills and knowledge and has the grit and persistence to demonstrate them through rigorous tasks

- Many industries have developed such credentials. A digital badge system is being developed by the Mozilla Foundation and McArthur Foundations

Recommendations for LCAP Performance Indicators

1. The proportion of students who complete comprehensive courses of study in career technical education, meeting State criteria

2. The proportion of students who have completed work-based learning experiences that meet specific criteria

3. The proportion of students who have met a defined level of achievement on assessments of technical and academic knowledge and skills, including:
   - assessments of career and college ready skills
   - graduation portfolios documenting specific abilities
   - industry-approved certificates, licenses, and badges

Recommendation #1

- The percentage of students completing a high-quality CTE pathway as an indicator of career readiness is used in many states

- Standards need to distinguish eligible pathways aligned to the state's CTE Model Curriculum Standards (which integrate academic standards), industry standards, and the Common Core

- Linked Learning Pathway Certification and the NAF Certification already exist

- Standards exist in CA law and regulation for high-quality Career Partnership Academies and ROCPs. These could be evaluated through a similar certification process.

Recommendation #2

- Work-based learning experiences make abstract content more meaningful, develop key skills, and are important for all students
- The % of students completing such experiences (e.g., service learning, internships, school-based enterprises, apprenticeships) should be part of LCAP (see, e.g. SC, GA)
- Research-based standards should be a basis for approving experiences
- AB2211, signed into law in 2010, authorizes work-based learning and provides a start on standards

Construction Tech Academy

Recommendation #3

In the CTE field, a range of assessments is used to assess career and academic readiness:

- *Skill-based assessments* measure occupation-specific skills (e.g., WorkKeys, NOCTI Job Ready and Pathway Assessments, A*S*K for Business, Skills Connect)

- *Performance-based assessments* measure the demonstrations of skills and application of knowledge to novel tasks (College and Work Ready Assessment, NAF portfolio, some industry credential assessments)

Incorporate into the LCAP

Along with the % of students who meet a college-ready standard on the AP and IB exams, and those who receive a "C" or better in dual credit college courses, recognize

- The percentage of students who take and demonstrate a high level of performance on **robust assessments of technical skills and workplace learning** (both skill-based and performance-based assessments)

- The percentage of students who attain approved **industry certifications, credentials, or badges**

Allow schools that have well-designed **graduation portfolio systems** for assessing students' academic and technical knowledge and skills to use them in lieu of the current high school exit exam

"It makes it easier to come to school....
We learn from textbooks, and we go
on to apply them to real life projects
that we're working on in class, and
then you see how the textbook work is
relevant."

— 12th grade student at
Construction Tech Academy

Conclusion

Meaningful college- and career-ready indicators in the LCAP and in the high school graduation and transition systems can leverage higher-quality learning opportunities for students and motivate them to persevere and achieve