States' Public Reporting and Accountability Systems for High Schools

March 31, 2016

Achieve

About Achieve

Achieve is an independent, nonpartisan, nonprofit education reform organization dedicated to working with states to raise academic standards and graduation requirements, improve assessments, and strengthen accountability and public reporting systems to prepare all young people for postsecondary education, work, and citizenship.
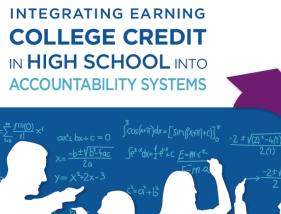
MAKING CAREER
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CTE
Learning that works for America

INTEGRATING EARNING
COLLEGE CREDIT
IN **HIGH SCHOOL** INTO
ACCOUNTABILITY SYSTEMS

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JOBS FOR THE FUTURE

THE COLLEGE AND CAREER READINESS OF U.S. HIGH SCHOOL GRADUATES

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For more than a decade, Achieve has issued an annual 50-state report on each state's adoption of college- and career-ready (CCR) policies as reflected in state standards, graduation requirements, assessments, and accountability systems. Having the right policies is, of course, necessary to ensure that students graduate academically prepared for college and careers. But policy alone is insufficient. Implementation of policy at all levels — state, district, school, and classroom — matters. So how do states — and their citizens — know whether their policies are having the intended impact? How would one determine whether students are meeting what is now the objective in every state — not just more students graduating high school but more graduating college and career ready? To know the answer to this question, Achieve this year decided to look not at state policy but at *actual student performance* against CCR measures in all 50 states and the District of Columbia.

This report represents the first time that these data, from publicly available sources, have been compiled to paint a picture of college and career readiness in every state.[1] For the most part, it shows that too few high school graduates are prepared to succeed in postsecondary education, the military, and careers. Rather surprisingly, the report also shows significant limitations in the availability of data and inconsistencies in how they are reported, making it challenging for policymakers, educators, families, and advocates to have a clear answer to the simple question: Are high school graduates prepared for postsecondary success?

Specifically, in this report, Achieve looked at postsecondary indicators: high school graduates' enrollment, persistence, and remediation rates at two- and four-year colleges. We found that states report on their graduates' postsecondary outcomes at very different levels of comprehensiveness. For example, states' reporting differs in whether they include students pursuing postsecondary education at two- and four-year institutions, whether they follow both in-state and out-of-state attendees, whether data includes both public and private institutions, and whether their reporting is limited to graduates from high schools in their state or includes anyone enrolled in their state institutions. Further, states vary in how they define enrollment, remediation, and persistence. As such, comparisons across states are challenging — but worth understanding.

Achieve also looked at indicators of college and career readiness in K–12, including students' performance on CCR assessments, completion of a rigorous course of study, and earning college credit while in high school. These indicators were the subject of a separate report released in March 2016.

The intent of this report is two-fold:

- To focus state and national conversations about college and career readiness on results — on the **actual performance of high school graduates** in each state.

- To draw attention to the need to **improve metrics to evaluate performance and progress**. Many states do not yet report critical indicators, or they do so in vastly different ways from one another. Consequently, there is little comparability across states, and little transparency within many.

PERCENTAGE OF STUDENTS WHO HAVE COMPLETED COURSES FOR COLLEGE CREDIT

Louisiana reports the percentage of 2014 graduates earning dual enrollment credit. These data do not include students already represented as earning Advanced Placement (AP) credit. The state does not report discrete data on students earning a 4+ on an International Baccalaureate (IB) exam or meeting a combined measure of earning college credit, or the reporting does not meet Achieve's criteria for these indicators.

N/R
Completed IB/Earned
College Credit

28%
Completed Dual Enrollment
Courses for College Credit

N/R
Met AP, IB, Dual Enrollment or
Career-Technical Indicator
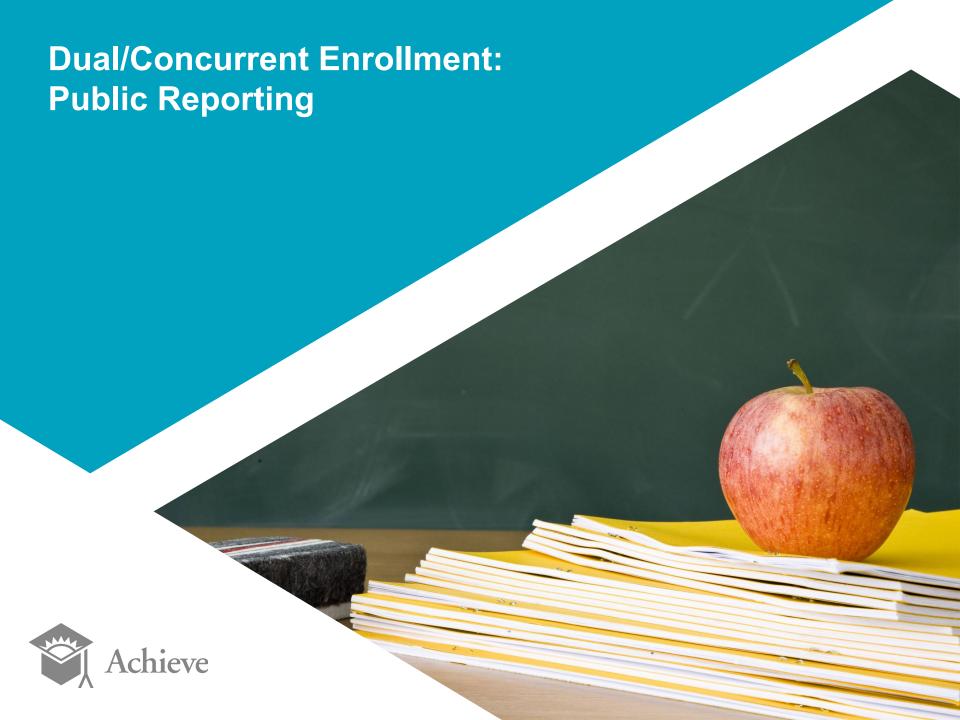
Research Questions

- How are states defining dual/concurrent enrollment?

- How are states using these indicators in their state reporting and accountability systems?

- What are some state models around dual enrollment public reporting and accountability system inclusion?

- What are trends across states as well as emerging issues?

- Identify considerations for states as they work to build a more comprehensive set of indicators into their reporting and accountability systems to promote and value college and career readiness

What We Found: Dual/Concurrent Enrollment Defined Across States

- Comparing student outcomes across states is difficult, if not impossible, as states take such different approaches

  - Some states limit their indicator to those students who have successfully completed a credit-bearing dual enrollment course, or they may specify a certain grade that needs to be attained (e.g., "C").

  - Some states limit the range of dual enrollment courses that qualify, such as those in core academic or technical subjects.

  - The criteria may also require that students attain certain number of credits (e.g., six or more credits or hours).

  - Denominators differ, e.g., Juniors and Seniors, high school completers, graduates, Grade 9-12 students

Dual/Concurrent Enrollment: Public Reporting

What We Found

- Eight states reported some measure of dual/concurrent enrollment success.

- Four states report independent valuations on the number of students completing dual/concurrent enrollment courses for college credit.

- A few states report participation numbers in dual enrollment courses, but not completion of these courses. Participation and successful completion of dual enrollment courses are different.

- It is much more common for states to report dual enrollment as part of a combination, or "meta-indicator," e.g. AP, IB, dual enrollment.

Public Reporting: Techniques To Build Understanding and Raise Sense of Urgency

- Performance or success in the courses, not just participation or enrollment, must be reported.

- Denominators should include all students, preferably all students in a graduating cohort (e.g. the 2014-15 graduating cohort rather than just students participating in a course) to improve the stability of the indicator and its ability to portray the full picture of readiness for students in the school.

- Reporting the numbers, as well as percentages of students, makes the data more real, and increases the sense of urgency.

- Disaggregating reporting by subgroup shines a light on performance disparities.

- Data should be reported at the school, district, and state level. States should build in comparisons - *vertical comparisons* such as school to district to state, *horizontal comparisons* such as school rankings or showing where the school's performance lies upon a spectrum, or *trends over time.*

DEPARTMENT of **EDUCATION**
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WHAT PERCENT OF STUDENTS ARE EARNING COLLEGE AND CAREER CREDIT?
Students have the opportunity to earn college & career credits prior to graduation.

GRADUATES SCORING 3+ ON ADVANCED PLACEMENT TEST

GRADUATES EARNING DUAL ENROLLMENT CREDIT
*Does not include students already represented as earning AP credit.

SCHOOL	13/14 vs 12/13	DISTRICT	STATE	NATIONAL	SCHOOL	13/14 vs 12/13	DISTRICT	STATE
7%	STEADY	5%	5.3%	21.6%	19%	STEADY	20%	28%

WHAT PERCENT OF STUDENTS GRADUATED IN FOUR YEARS WITH A DIPLOMA?
The cohort graduation rate is the percent of students who enter the ninth grade and successfully graduate within four years.

2015

South Carolina State Report Card

OPPORTUNITIES

For students to meet the profile of the SC Graduate

	Our School	Change from Last Year	High Schools with students like ours
Students (n = 961)			
Percent of students participating in Medicaid, SNAP, or TANF; homeless, foster, or migrant students (poverty index)	65.4	Down from 68.2%	N/A
Attendance Rate	97.5	Up from 97.4%	93.9

Number of students in dual enrollment courses	**19**	**N/A**	**63**
Success rate of students in dual enrollment courses	**84.0**	**N/A**	**95.3**

	Our School	Change from Last Year	High Schools with students like ours
Successful in AP/IB programs	51.3	Down from 57.8%	50.8
Career/tech students in co-curricular organizations	14.4	Down from 26.3%	1.9
Enrollment in career/technology courses	953	Up from 501	921
Students participating in work-based experiences	29.5	Down from 73.7%	14.9
Number of seniors who have completed FAFSA forms	126	N/A	242
Percentage of seniors completing college applications	N/A	N/A	66.4
Number of students in dual enrollment courses	19	N/A	63
Success rate of students in dual enrollment courses	84.0	N/A	95.3
Annual dropout rate	2.9	Down from 5.2%	2.5
Dropout recovery rate	3.6	N/A	6.4
Percentage of students retained	1.9	Up from 1.5%	2.7
Teachers (n = 60)			
Percentage of teachers with advanced degrees	53.3	Down from 58.1%	67.3
Percentage of teachers on continuing contract	85.0	Down from 87.1%	83.1
Teachers returning from previous year	87.0	Down from 87.6%	87.9
Teacher attendance rate	95.0	Up from 94.0%	95.2
Average teacher salary*	$48,060	Up 0.8%	$49,951
Professional development days / teacher	9.6 days	Up from 6.6 days	11.2 days
Percentage of classes not taught by highly qualified teachers	0.0	No change	1.6
Percentage of teacher vacancies for more than 9 weeks	0.0	N/A	0.6

College and Career Readiness Indicators
James Campbell High School

Class of:	School			Statewide		
	2013	2014	2015	2013	2014	2015
High School Outcomes						
High School Completers [1]	635	619	672	11,275	11,216	10,927
Diploma Type (% of completers)						
BOE Recognition	20%	18%	18%	15%	14%	14%
Regular	79%	82%	82%	83%	85%	85%
Certificates of Completion	1%	0%	0%	2%	1%	1%
On-time Graduation Rate [2]	85%	83%	88%	82%	82%	82%
Hawai'i State Assessments (% Proficient) [3]						
Reading	73%	75%	77%	67%	72%	72%
Math	59%	64%	61%	55%	60%	60%
Science	19%	29%	24%	22%	22%	34%
Advanced Placement (AP)						
# (%) of completers taking AP exams	248 (39%)	211 (34%)	228 (34%)	3,022 (27%)	3,158 (28%)	3,268 (30%)
# (%) scoring ≥3 on at least one exam	77 (31%)	71 (34%)	70 (31%)	1,245 (41%)	1,355 (43%)	1,379 (42%)
Average # of exams taken per student	2.3	2.5	2.0	2.2	2.3	2.2
# (%) of exams that were scored ≥3	145 (26%)	150 (28%)	134 (29%)	2,616 (39%)	2,844 (40%)	2,921 (40%)
Dual Credit Participants [4]	25 (4%)	32 (5%)	41 (6%)	723 (6%)	879 (8%)	1,058 (10%)
Earned ≥6 credits (% of participants)	12%		6%		37%	41%	37%	39%

Remedial or Developmental: 56 (29%) | 66 (35%) | 65 (31%) | 1,342 (32%) | 1,280 (31%) | 1,101 (28%)
"Other" [9]: 5 (2%) | 6 (3%) | 6 (3%) | 209 (5%) | 148 (4%) | 130 (3%)
Not Enrolled in Any Mathematics Course: 82 (42%) | 72 (38%) | 88 (42%) | 1,516 (35%) | 1,422 (34%) | 1,469 (37%)

English: # (%) enrolled in UH

Dual/Concurrent Enrollment: Accountability Systems

What We Found in States' Accountability Systems

- Formula and bonus points are used to differentiate and classify schools.

- In 2014, just nine states included dual enrollment in their accountability systems; three of these states included a standalone measure of dual enrollment.

- More common is to have "meta-indicator" that includes dual/concurrent enrollment, along with AP, IB, and potentially, a host of other indicators.

What We Found:
More on the Meta-Indicators

- Meta-indicators are not all created equal; States may be emphasizing College or Career Accountability Indicators

  - AP + IB + Dual Enrollment: All ways to "earn college credit."

  - Dual enrollment + additional career-ready measures (not a pure "earning college credit" meta-indicator). Earning a qualifying score on the AP, IB, or Technical Skills Attainment (TSA)/IRC or a qualifying grade in AP, IB, early college, dual enrollment, or approved dual credit courses.

- Students can meet state's benchmark by demonstrating only one dimension of college or career readiness, rather than both.

- This masks indicators that should be highlighted and valued on their own.

Accountability Highlight: Georgia College *and* Career Readiness Performance Index

		High School Indicators	Benchmark for Indicator (%)	Performance on Indicator (%)	Adjusted Performance on Indicator (%)	Points Possible for Indicator	Points Earned on Indicator
POST HIGH SCHOOL READINESS	9	Percent of graduates completing a CTAE pathway, or an advanced academic pathway, or a fine arts pathway, or a world language pathway within their program of study	100	72.1		10	7.2
	10	Percent of CTAE Pathway Completers earning a national industry recognized credential, or an IB Career-Related Certificate, or a passing score on a GaDOE recognized end of pathway assessment (operational in 2014-2015)	NA	NA	NA	NA	NA
	11	Percent of graduates entering TCSG/USG not requiring remediation or learning support courses; or scoring program ready on the Compass; or scoring at least 22 out of 36 on the composite ACT; or scoring at least 1550 out of 2400 on the combined SAT; or scoring 3 or higher on two or more AP exams; or scoring 4 or higher on two or more IB exams	83.3	59.3	71.2	10	7.1
	12	Percent of graduates earning high school credit(s) for accelerated enrollment via ACCEL, Dual HOPE Grant, Move On When Ready, Early College, Gateway to College, Advanced Placement courses, or International Baccalaureate courses	73.9	45.4	61.4	10	6.1
	13	Percent of students scoring at Meets or Exceeds on the Georgia High School Writing Test	100	95.9		10	9.6
	14	Percent of students achieving a Lexile measure greater than or equal to 1275 on the American Literature EOCT	100	41.0		10	4.1
	15	Percent of EOCT assessments scoring at the Exceeds level	50.7	29.9	59	10	5.9
	16	Student Attendance Rate (%)	99.5	94.50	95	10	9.5
		Total Points				70	49.5
		Category Performance %					.70714
		Category Weight					30%
		Weighted Performance					.212142

		High School Indicators	Benchmark for Indicator (%)	Performance on Indicator (%)	Adjusted Performance on Indicator (%)	Points Possible for Indicator	Weighted Points Earned on Indicator
GRADUATION RATE	17	2013 4-Year Cohort Graduation Rate (%)	100	71.80	NA	6.66667	4.8
	18	2012 5-Year Extended Cohort Graduation Rate (%)	100	71.60	NA	3.33333	2.4
		Total Points				10	7.2
		Category Performance %					.72
		Category Weight					30%

Trends and Issues

Trends Across States

- Better visibility and functionality of report cards

- Virtually no reporting of subgroup results

- More states are using "combined" indicators that mask student outcomes by indicator

- Greater influence from accountability on public reporting than in previous years – district/school report cards are becoming the primary way SEAs report data to the public

Emerging Issues

- How will states collaborate across agencies and sectors to get the right data to the right people at the right time?

- How might states use public reporting mechanisms to increase transparency and spur action to improve student outcomes?

- How can states better find the appropriate balance of uses across public reporting and accountability?

- How should states weight dual/concurrent enrollment participation/success within their accountability systems?

- Given the value this indicator has to students and parents, how to increase the number of states that report this information?

Questions?

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