NASBE’s Webinar Series

CTE and College, Career, and Civic Readiness: The Role of State Boards

NASBE’s Center for College, Career and Civic Readiness

May 14, 2014
Panelists

- **Kimberly Green**, Executive Director, National Association of State Directors of Career Technical Education Consortium
- **Debe Terhar**, President, Ohio State Board of Education
- **Steve Gratz**, Ph.D., Senior Executive Director, Ohio State Board
- **Kenneth Mason**, Member, Georgia State Board of Education
- **Francis Eberle**, NASBE *(as moderator)*
1. What Role Do State Boards Play in CTE?
2. Activity: What Does “Career Readiness” Mean to Me?
3. Kim Green: CTE Across the States
4. Debe Terhar: Ohio’s CTE Report Card
5. Kenneth Mason: Georgia’s Career Readiness Supportive Policies
6. Activity: Implementation Support Around Indicators
7. Q & A
8. Concluding Thoughts
Supporting Quality CTE: What Role Do State Boards Play?

1. Set course standards and requirements, including broader CTE standards
2. Establish high school graduation requirements.
3. Adopt model curriculum standards
4. Supervise CTE administration and establish program success metrics
5. Define parameters around key terms such as “career academy,” “dual enrollment,” or “program of study”
6. Oversee professional learning requirements for educators
Considering my experience and understanding of career readiness, two skills that I think strongly indicate students are ready to succeed in 21st century careers are:

1. 

2. 

(Please type your answer into the answer field.)
Setting a New Standard: Career Technical Education in the United States

Kimberly Green
The National Association of State Directors of Career Technical Education Consortium (NASDCTEc)

• Established in 1920 to represent the state and territory heads of secondary, postsecondary and adult career technical education (CTE) across the nation
• Through *leadership*, *advocacy* and *partnerships*, support an innovative, high-quality CTE system
• Manage National Career Clusters® Framework
• Manage Common Career Technical Core
NASDCTEc’s CTE Vision
<table>
<thead>
<tr>
<th>THEN: VOCATIONAL EDUCATION</th>
<th>NOW: CAREER TECHNICAL EDUCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>For a Few Students</td>
<td>For All Students</td>
</tr>
<tr>
<td>For a Few “Jobs”</td>
<td>For All Careers</td>
</tr>
<tr>
<td>6 to 7 “Program Areas”</td>
<td>16 Career Clusters® 79 Career Pathways</td>
</tr>
<tr>
<td>In lieu of Academics</td>
<td>Aligns/Supports Academics</td>
</tr>
<tr>
<td>High-School Focused</td>
<td>High School and Postsecondary Partnerships</td>
</tr>
<tr>
<td>Terminal</td>
<td>Life-long learning</td>
</tr>
</tbody>
</table>
Why the interest in CTE?

- Focus on jobs +
- Economic/labor market projections +
- Failure of “single pathway to success” +
- Evidence of success =
- Increased visibility for CTE
Percentage of Workforce by Education Level

CTE in the United States

12.5 million students participating in CTE

7.6 million at secondary level

3 million “concentrators”

4.7 million at postsecondary level

2.2 million “concentrators”
## Career Clusters

<table>
<thead>
<tr>
<th>Career Clusters</th>
<th>% Secondary Concentrators</th>
<th>% Postsecondary Concentrators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture, Food &amp; Natural Resources</td>
<td>11.1%</td>
<td>1.4%</td>
</tr>
<tr>
<td>Architecture &amp; Construction</td>
<td>6.3%</td>
<td>6.0%</td>
</tr>
<tr>
<td>Arts, A/V Technology &amp; Communications</td>
<td>8.7%</td>
<td>4.1%</td>
</tr>
<tr>
<td>Business Management &amp; Administration</td>
<td>13.7%</td>
<td>16.2%</td>
</tr>
<tr>
<td>Education &amp; Training</td>
<td>3.3%</td>
<td>4.7%</td>
</tr>
<tr>
<td>Finance</td>
<td>1.6%</td>
<td>0.7%</td>
</tr>
<tr>
<td>Government &amp; Public Administration</td>
<td>0.8%</td>
<td>0.1%</td>
</tr>
<tr>
<td>Health Science</td>
<td>9.0%</td>
<td>29.2%</td>
</tr>
<tr>
<td>Hospitality &amp; Lodging</td>
<td>4.2%</td>
<td>2.5%</td>
</tr>
<tr>
<td>Human Services</td>
<td>10.1%</td>
<td>6.8%</td>
</tr>
<tr>
<td>Information Technology</td>
<td>10.6%</td>
<td>6.0%</td>
</tr>
<tr>
<td>Law, Public Safety, Corrections &amp; Security</td>
<td>2.3%</td>
<td>8.9%</td>
</tr>
<tr>
<td>Manufacturing</td>
<td>4.1%</td>
<td>5.8%</td>
</tr>
<tr>
<td>Marketing</td>
<td>4.8%</td>
<td>1.6%</td>
</tr>
<tr>
<td>Science, Technology, Engineering &amp; Mathematics</td>
<td>4.9%</td>
<td>2.4%</td>
</tr>
<tr>
<td>Transportation, Distribution &amp; Logistics</td>
<td>4.6%</td>
<td>3.9%</td>
</tr>
</tbody>
</table>
CTE Governance

• In all but 11 states, federal CTE is governed by the state department of education

• Recent study shows secondary and postsecondary CTE often have different drivers, agencies, standards, etc.
The State of Career Technical Education
An Analysis of State CTE Standards
What did we learn?

• CTE is very diverse

• No shared definition of what is a standard

• The majority of states have the authority to adopt both secondary and postsecondary standards, *but*…

• Most states only exercise the authority at the secondary level.
  – 46 states and three territories have state-approved secondary CTE standards.
  – 13 states and two territories have state-approved CTE standards at the postsecondary level.
  – Two states and one territory have shared standards between secondary and postsecondary CTE.
<table>
<thead>
<tr>
<th>Policy Area</th>
<th># States Addressing Policy Area</th>
<th>States</th>
</tr>
</thead>
<tbody>
<tr>
<td>Funding</td>
<td>31</td>
<td>AL, AZ, AK, CA, CT, DE, DC, GA, HI, ID, IL, IA, LA, ME, MD, MA, MI, MN, MT, NV, NY, NC, ND, OH, OR, PA, SD, TN, UT, WA, WI</td>
</tr>
<tr>
<td>Governance</td>
<td>14</td>
<td>AK, AR, DE, GA, IL, IN, IA, KY, LA, MO, ND, OR, VA, WA</td>
</tr>
<tr>
<td>Dual/Concurrent Enrollment</td>
<td>13</td>
<td>HI, IN, KY, LA, ME, MD, OR, RI, TX, UT, VT, VA, WA</td>
</tr>
<tr>
<td>Graduation Requirements/Competency-based Education</td>
<td>13</td>
<td>AZ, CO, FL, IA, MN, NV, NC, OK, TX, VT, WA, WI, WY</td>
</tr>
<tr>
<td>STEM</td>
<td>11</td>
<td>AZ, GA, IA, ME, MD, ND, OR, SD, TN, TX, WA</td>
</tr>
<tr>
<td>Data, Reporting and/or Accountability</td>
<td>9</td>
<td>AZ, FL, GA, NJ, NC, OH, OK, SD, TX</td>
</tr>
<tr>
<td>Partnerships/Consortia</td>
<td>7</td>
<td>MN, MO, NY, OR, TN, VT, VA</td>
</tr>
<tr>
<td>Assessments/Industry Certifications</td>
<td>6</td>
<td>CO, FL, KS, NV, NC, WI</td>
</tr>
<tr>
<td>CTE Standards</td>
<td>6</td>
<td>AR, CA, NE, NV, TN, WV</td>
</tr>
<tr>
<td>CTE Teacher Quality/Certification</td>
<td>4</td>
<td>AL, CA, ID, MD</td>
</tr>
<tr>
<td>Career/Academic Counseling</td>
<td>3</td>
<td>AR, OR, VT</td>
</tr>
</tbody>
</table>
Coming Soon …

• In partnership with Achieve: Career Readiness indicators in state reporting/accountability systems
• In partnership with RTI/ NCiCTE: How states fund CTE
• Updated state profiles/fact sheets and CTE case-making
CTE Accountability in Ohio

Debe Terhar
President, Ohio State Board of Education

Steve Gratz, Ph.D.
Senior Executive Director
Overview

Career-technical report card legislation and development process

Audience for Ohio’s dashboard

Data in Ohio’s system

Challenges and Future Directions
Development

New Report Card driven by state legislation

Per state law, developed in conjunction with stakeholders

Developed alongside overhaul of accountability system for all schools and districts in the state
Audience

Parents

Public

Career-Technical Education Community
Anytown Career-Technical Planning District


250 Concentrators

Member Districts: Member District, Member District, Member District, Member District, Member District, Member District, Member District, Member District,
Achievement Component

Measure: Technical Skill Attainment

Graded on A-F scale starting in FY14
Coming Soon:
Grades for Technical Skill
Graduation Component

**Measure:** 4-Year Graduation Rate for CTE Concentrators

5-Year Graduation Rate for CTE Concentrators
Graduation

This grade measures the proportion of career-technical education concentrators who graduate from high school within 4 and 5 years.

Students graduated in 4 years................................................................. 91.67%
Students graduated in 5 years................................................................. 94.05%
Prepared for Success Component

**Measures:** Dual Enrollment

Honors Diplomas

AP and IB participation

Other measures of college and career readiness
Prepared for Success

Dual Enrollment measures the proportion of career-technical education students earning credit in courses that qualify for postsecondary credit, including AP, IB, PSEO, and CTE courses offering articulated college credit.

Dual Enrollment ................................................................. 6.85%
Post-Program Outcomes Component

**Measures:** Post-Program Placement

Industry Credentials
Post Program Outcomes

Post-Program Placement measures the proportion of students who are employed, in an apprenticeship, join the military, or are enrolled in post-secondary education in the 6 months after leaving school.

Industry Credentials measures the proportion of students earning industry credentials or certificates before they leave high school, or in the first 6 months after leaving school.

Post-Program Placement.................................................................86.11%

Industry Credentials.........................................................................40.00%
Federal Accountability Results Component

Measures:
All Federal Accountability Measures
Federal Accountability Results

Career Technical Planning Districts are accountable to the U.S. Department of Education for eight measures in relation to the Carl D. Perkins Career and Technical Education Act. Career Technical Planning Districts negotiate local targets that encourage continuous improvement with the State. Full descriptions of these measures can be found on the Office of Career-Technical Education website.

<table>
<thead>
<tr>
<th>Academic Attainment – Reading</th>
<th>97.26%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target Met / Not Met</td>
<td>Met</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>97.56%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>NA</td>
</tr>
<tr>
<td>Black, Non-Hispanic</td>
<td>100.00%</td>
</tr>
<tr>
<td>American Indian / Alaska Native</td>
<td>NA</td>
</tr>
<tr>
<td>Hispanic</td>
<td>NA</td>
</tr>
<tr>
<td>Multi-Racial</td>
<td>100.00%</td>
</tr>
<tr>
<td>White, Non-Hispanic</td>
<td>97.01%</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>83.33%</td>
</tr>
<tr>
<td>Limited English Proficient</td>
<td>NA</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Graduation Rates</th>
<th>98.59%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target Met / Not Met</td>
<td>Met</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>96.67%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>NA</td>
</tr>
<tr>
<td>Black, Non-Hispanic</td>
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<td>American Indian / Alaska Native</td>
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</tr>
<tr>
<td>Hispanic</td>
<td>NA</td>
</tr>
<tr>
<td>Multi-Racial</td>
<td>100.00%</td>
</tr>
<tr>
<td>White, Non-Hispanic</td>
<td>98.46%</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>100.00%</td>
</tr>
<tr>
<td>Limited English Proficient</td>
<td>NA</td>
</tr>
</tbody>
</table>
Financial Data

The percentage spent for classroom/non-classroom instructional purposes:

- Your School District
- Statewide average of all public schools
- Average of comparison group
- Rank in comparison group
Challenges

Communication and jargon

Usefulness for multiple audiences

Integration with accountability system for non-CTE schools and districts

Implementation timeline
Future directions

Fully interactive interface

Program-level data

Increased linkages between districts

Highlight CTE-specific opportunities
debe.terhar@education.ohio.gov
steve.gratz@education.ohio.gov
Social Media

**facebook**  Ohio Families and Education
Ohio Teachers’ Homeroom

**Linkedin**  ohio-department-of-education

**Storify**  storify.com/ohioEdDept

**Twitter**  @OHEducation

**YouTube**  OhioEdDept
Follow Superintendent Ross on Twitter
Quality Career Technical Education Georgia

Kenneth B. Mason
State Board Member,
Fifth Congressional District
Georgia’s Seventeen (17) Career Clusters

- Agriculture, Food & Natural Resources
- Architecture & Construction
- Arts, Audio/Video Technology & Communications
- Business Management & Administration
- Education and Training
- Energy Systems
- Finance
- Government & Public Administration
- Health Science
- Hospitality & Tourism
- Human Services
- Information Technology
- Law, Public Safety, Corrections & Security
- Manufacturing
- Marketing
- Science, Technology, Engineering & Mathematics
- Transportation, Distribution & Logistics
Career Clusters Model

- Assist students with transitioning from middle to high school and to postsecondary opportunities
- Blend rigorous academic/technical preparation
- Provide career development
- Offer options for students to experience many aspects of business and industry
Existing Advisory Committee Structure

- Advisory committee representatives
  - Business and industry representatives
  - Technical College System of Georgia
  - University System of Georgia
- Assist with industry certification of CTAE programs
- Offer opportunities for students to receive industry-recognized credentialing
- Provide student work-based learning sites
- Meet on a regular basis to accomplish goals
Basic Employability Skills

Demonstrate employability skills required by business and industry.

1. Communicate effectively through writing, speaking, listening, reading, and interpersonal abilities.

2. Demonstrate creativity with multiple approaches to ask challenging questions resulting in innovative procedures, methods, and products.

3. Exhibit critical thinking and problem solving skills to locate, analyze, and apply information in career planning and employment situations.

4. Model work readiness traits required for success in the workplace including; integrity, honesty, accountability, punctuality, time management, and respect for diversity.

5. Apply the appropriate skill sets to be productive in a changing, technological, and diverse workplace to be able to work independently, interpret data, and apply team work skills.

6. Present a professional image through appearance, behavior, and language.
CCRPI Score and Point Value

Achievement = 60 Points
Progress = 25 Points
Achievement Gap = 15 Points
Challenge Points = Maximum of 10 Points
## 2013 College and Career Ready Performance Index, High School, Grades 9 - 12

### CONTENT MASTERY

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Percent of students scoring at Meets or Exceeds on the Ninth Grade Literature End of Course Test (required participation rate ≥ 95%)</td>
</tr>
<tr>
<td>2</td>
<td>Percent of students scoring at Meets or Exceeds on the American Literature End of Course Test (required participation rate ≥ 95%)</td>
</tr>
<tr>
<td>3</td>
<td>Percent of students scoring at Meets or Exceeds on the Coordinate Algebra/GPS Algebra/Mathematics I End of Course Test (required participation rate ≥ 95%)</td>
</tr>
<tr>
<td>4</td>
<td>Percent of students scoring at Meets or Exceeds on the GPS Geometry (transitioning to CCGPS Analytic Geometry in 2013-2014)/Mathematics II End of Course Test (required participation rate ≥ 95%)</td>
</tr>
<tr>
<td>5</td>
<td>Percent of students scoring at Meets or Exceeds on the Physical Science End of Course Test (required participation rate ≥ 95%)</td>
</tr>
<tr>
<td>6</td>
<td>Percent of students scoring at Meets or Exceeds on the Biology End of Course Test (required participation rate ≥ 95%)</td>
</tr>
<tr>
<td>7</td>
<td>Percent of students scoring at Meets or Exceeds on the US History End of Course Test (required participation rate ≥ 95%)</td>
</tr>
<tr>
<td>8</td>
<td>Percent of students scoring at Meets or Exceeds on the Economics End of Course Test (required participation rate ≥ 95%)</td>
</tr>
</tbody>
</table>

### POST HIGH SCHOOL READINESS

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>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</td>
</tr>
<tr>
<td>10</td>
<td>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)</td>
</tr>
<tr>
<td>11</td>
<td>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</td>
</tr>
<tr>
<td>12</td>
<td>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</td>
</tr>
<tr>
<td>13</td>
<td>Percent of students scoring at Meets or Exceeds on the Georgia High School Writing Test</td>
</tr>
<tr>
<td>14</td>
<td>Percent of students achieving a Lexile measure greater than or equal to 1275 on the American Literature EOCT</td>
</tr>
<tr>
<td>15</td>
<td>Percent of EOCT assessments scoring at the Exceeds level</td>
</tr>
<tr>
<td>16</td>
<td>Student Attendance Rate (%)</td>
</tr>
</tbody>
</table>

### GRADUATION RATE

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>17</td>
<td>4-Year Cohort Graduation Rate (%)</td>
</tr>
<tr>
<td>18</td>
<td>5-Year Extended Cohort Graduation Rate (%)</td>
</tr>
</tbody>
</table>
Exceeding the Bar Indicators

In addition to the eighteen (18) items within the College and Career Ready Performance Index, high schools may earn additional points for these supplemental indicators.

1. Percent of graduates earning credit in a physics course
2. Percent of first time 9th grade students with disabilities earning 3 Carnegie Unit Credits in 3 core content areas (ELA, mathematics, science, social studies) and scoring at Meets or Exceeds on all required EOCT
3. Percent of first time 9th grade students earning 4 Carnegie Unit Credits in 4 core content areas (ELA, mathematics, science, social studies) and scoring at Meets or Exceeds on all required EOCT
4. School has earned a Georgia Science, Technology, Engineering and Math (STEM) Program Certification
5. Percent of English Learners with positive movement from one Performance Band to a higher Performance Band based on the ACCESS for ELLs
6. Percent of graduates completing a career-related Work-Based Learning Program or a career-related Capstone Project (includes IB projects; moves to face of CCRPI in 2016-2017)
7. Percent of graduates earning 3 or more high school credits in the same world language (operational in 2013-2014)
9. School or LEA-defined innovative practice accompanied by data supporting improved student achievement: examples include but are not limited to Charter System, Georgia College and Career Academy, Race to the TOP, Striving Reader initiative, dual language immersion program, Literacy Design Collaborative (LDC) and/or Mathematics Design Collaborative (MDC), Response to Intervention (RTI), Positive Behavioral Interventions & Supports (PBIS), local instructional initiatives, etc. Practice must be reported via the CCRPI Data Collection application.
10. School or LEA-defined interventions or practices designed to facilitate a personalized climate in the school: examples include but are not limited to Teachers as Advisors program; mentoring program; Positive Behavioral Interventions & Supports (PBIS); service-learning program; peer mediation; conflict mediation. (operational in 2013-2014)

To be included after statewide implementation:

Percent of tested students scoring at a proficient level on a Soft Skills Assessment
School’s average score on the Georgia Teacher Effectiveness Measurement
School’s average score on the Georgia Leader Effectiveness Measurement
## CONTENT MASTERY

1. Percent of students scoring at Meets or Exceeds in ELA (required participation rate ≥ 95%)
2. Percent of students scoring at Meets or Exceeds in reading (required participation rate ≥ 95%)
3. Percent of students scoring at Meets or Exceeds in mathematics (required participation rate ≥ 95%)
4. Percent of students scoring at Meets or Exceeds in science (required participation rate ≥ 95%)
5. Percent of students scoring at Meets or Exceeds in social studies (required participation rate ≥ 95%)

## POST MIDDLE SCHOOL READINESS

6. Percent of English Learners with positive movement from one Performance Band to a higher Performance Band as measured by the ACCESS for ELLs
7. Percent of Students With Disabilities served in general education environments greater than 80% of the school day
8. Percent of students scoring at Meets or Exceeds on the Grade Eight Writing Assessment (required participation rate ≥ 95%)
9. Percent of students in grade 8 achieving a Lexile measure equal to or greater than 1050
10. Percent of students completing 2 or more state defined career related assessments/inventories and a state defined Individual Graduation Plan by the end of grade 8
11. Student Attendance Rate (%)

## PREDICTOR FOR HIGH SCHOOL GRADUATION

12. Percent of students in grade eight passing at least four courses in core content areas (ELA, mathematics, science, social studies) and scoring at Meets or Exceeds on all CRCT and required EOCT
13. Percent of CRCT assessments scoring at the Exceeds level (ELA, reading, mathematics, science, social studies)
**Exceeding the Bar Indicators**

In addition to the thirteen (13) items within the College and Career Ready Performance Index, middle schools may earn additional points for these supplemental indicators.

1. Percent of students earning a passing score in three middle school courses in the fine arts, or career exploratory, or world languages by the end of grade 8 (courses must be in the same area of concentration)

2. Percent of students earning at least one high school credit by the end of grade 8 (ELA, mathematics, science, social studies, world languages, fine arts, CTAE) and scoring at Meets or Exceeds on all CRCT and required EOCT

3. School has earned a Georgia Science, Technology, Engineering and Math (STEM) Program Certification

4. Percent of students in grade 8 scoring proficient/advanced on the 21st Century Skills Assessment

5. Percent of teachers utilizing the Statewide Longitudinal Data Systems (SLDS) (operational in 2013-2014)

6. School or LEA-defined innovative practice accompanied by data supporting improved student achievement: examples include but are not limited to Charter System, Race to the TOP, Striving Reader initiative, dual language immersion program, Literacy Design Collaborative (LDC) and/or Mathematics Design Collaborative (MDC), Response to Intervention (RTI), Positive Behavioral Interventions & Supports (PBIS), local instructional initiatives, etc. Practice must be reported via the CCRPI Data Collection application.

7. School or LEA-defined interventions or practices designed to facilitate a personalized climate in the school: examples include but are not limited to Teachers as Advisors program; mentoring program; Positive Behavioral Interventions & Supports (PBIS); service-learning program; peer mediation; conflict mediation. (operational in 2013-2014)

**To be included after statewide implementation:**

School’s average score on the Georgia Teacher Effectiveness Measurement

School’s average score on the Georgia Leader Effectiveness Measurement
## CONTENT MASTERY

1. Percent of students scoring at Meets or Exceeds in ELA (required participation rate ≥ 95%)
2. Percent of students scoring at Meets or Exceeds in reading (required participation rate ≥ 95%)
3. Percent of students scoring at Meets or Exceeds in mathematics (required participation rate ≥ 95%)
4. Percent of students scoring at Meets or Exceeds in science (required participation rate ≥ 95%)
5. Percent of students scoring at Meets or Exceeds in social studies (required participation rate ≥ 95%)

## POST ELEMENTARY SCHOOL READINESS

6. Percent of English Learners with positive movement from one Performance Band to a higher Performance Band as measured by the ACCESS for ELLs
7. Percent of Students With Disabilities served in general education environments greater than 80% of the school day
8. Percent of students scoring Meets or Exceeds on the Grade Five Writing Assessment (required participation rate ≥ 95%)
9. Percent of students in grade 3 achieving a Lexile measure equal to or greater than 650
10. Percent of students in grade 5 achieving a Lexile measure equal to or greater than 850
11. Percent of students in grades 1-5 completing the identified number of grade specific career awareness lessons aligned to Georgia’s 17 Career Clusters
12. Student Attendance Rate (%)

## PREDICTOR FOR HIGH SCHOOL GRADUATION

13. Percent of students in Grade 5 passing at least 5 courses in core content areas (ELA, reading, mathematics, science, social studies) and scoring at Meets or Exceeds on all CRCT
14. Percent of CRCT assessments scoring at the Exceeds level (ELA, reading, mathematics, science, social studies)
Exceeding the Bar Indicators

In addition to the fourteen (14) items within the College and Career Ready Performance Index, elementary schools may earn additional points for these supplemental indicators.

1. Percent of students in grades 3 – 5 earning a passing score in above grade level core courses (ELA, reading, mathematics, science, social studies) and scoring at Meets or Exceeds on all CRCT
2. Percent of students earning a passing score in world language courses or earning a passing score in fine arts courses
3. School has earned a Georgia Science, Technology, Engineering and Math (STEM) Program Certification
4. Percent of fifth grade students with a complete career portfolio by end of grade 5 (moves to face of CCRPI in 2016-2017)
5. Percent of teachers utilizing the Statewide Longitudinal Data Systems (SLDS) (operational in 2013-2014)
6. School or LEA-defined innovative practice accompanied by data supporting improved student achievement: examples include but are not limited to Charter System, Race to the TOP, Striving Reader initiative, Early Literacy initiative, dual language immersion program, Response to Intervention (RTI), Positive Behavioral Interventions & Supports (PBIS), local instructional initiatives, etc. Practice must be reported via the CCRPI Data Collection application.
7. School or LEA-defined interventions or practices designed to facilitate a personalized climate in the school: examples include but are not limited to Teachers as Advisors program; mentoring program; Positive Behavioral Interventions & Supports (PBIS); service-learning program; peer mediation; conflict mediation. (operational in 2013-2014)

To be included after statewide implementation:

School’s average score on the Georgia Teacher Effectiveness Measurement
School’s average score on the Georgia Leader Effectiveness Measurement
High Schools That Work

Integrating rigorous academics with quality career-technical studies and real-world workplace experiences can ignite students’ interest.

When students have an interest in what they are learning, they make a greater effort to succeed, develop dreams and learn more.
College or Career?

Why Not Both?
College Track or Career Track
Old Thinking

College or career? (Why not both?)
Advanced Career (AC) New Thinking

AC career pathways prepare students for college and careers.
Key Features of Advanced Career

- Fully Developed AC Pathway Programs
  (Four-course sequence in each program)
- AC Programs of Study
- Project-Based Learning
- Blended Learning Experiences
- Technology and Software
Key Features of Advanced Career

- Assessments
- Counseling for Careers
- Teacher Selection, Professional Development and Support
- Dual Credit and Industry Certification
- Collaboration and Partnerships
## AC Partner States

<table>
<thead>
<tr>
<th>State</th>
<th>Field</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alabama</td>
<td>Aerospace Engineering***</td>
</tr>
<tr>
<td>Arkansas</td>
<td>Innovations in Science and Technology***</td>
</tr>
<tr>
<td>Kansas</td>
<td>STEM Education and Training</td>
</tr>
<tr>
<td>Kentucky</td>
<td>1. Informatics***</td>
</tr>
<tr>
<td></td>
<td>2. Integrated Production Technologies***</td>
</tr>
<tr>
<td>New Jersey</td>
<td>Global Logistics</td>
</tr>
<tr>
<td>North Carolina</td>
<td>Project Management</td>
</tr>
<tr>
<td>Ohio</td>
<td>1. Automated Materials Joining Technologies</td>
</tr>
<tr>
<td></td>
<td>2. Health Informatics***</td>
</tr>
<tr>
<td>South Carolina</td>
<td>Clean Energy Technology***</td>
</tr>
<tr>
<td>West Virginia</td>
<td>Energy and Power***</td>
</tr>
</tbody>
</table>

*** Ready for adoption in fall 2014
# Robust CT Assignments

<table>
<thead>
<tr>
<th>Student Indicators</th>
<th>Had Rigorous CT</th>
<th>No Rigorous CT (Matched Sample)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Develop a logical argument for your solution to a problem or project.</td>
<td>70%</td>
<td>13%</td>
</tr>
<tr>
<td>2. Make inferences from information provided to develop a solution for a problem or project.</td>
<td>77</td>
<td>15</td>
</tr>
<tr>
<td>3. Use math to solve complex problems related to my CT area.</td>
<td>70</td>
<td>19</td>
</tr>
<tr>
<td>4. Apply academic knowledge and skills to my CT area.</td>
<td>90</td>
<td>33</td>
</tr>
</tbody>
</table>

Source: 2012 *HSTW* Assessment
# Robust CT Assignments

## Student Indicators:

<table>
<thead>
<tr>
<th>Student Indicator</th>
<th>Had Rigorous CT</th>
<th>No Rigorous CT (Matched Sample)</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Apply technical knowledge and skills to new situation.</td>
<td>90%</td>
<td>33%</td>
</tr>
<tr>
<td>6. Develop and test hypothesis.</td>
<td>73</td>
<td>6</td>
</tr>
<tr>
<td>7. Complete an extended project that requires planning, developing a solution or product and presenting the results orally or in writing.</td>
<td>73</td>
<td>17</td>
</tr>
<tr>
<td>8. Use computer skills to complete an assignment or project in their CT classes at least weekly.</td>
<td>59</td>
<td>28</td>
</tr>
</tbody>
</table>

Source: 2012 HSTW Assessment
Advanced Career (AC)  
Assignments Matter  
Clean Energy Technology, Solar Water Heater

Essential Question: How efficiently can we collect and store radiant energy from the sun?

Research: Students research HyperPhysics websites on heat transfer methods, the NOAA solar collector website and the Sandia links to solar water heaters.

Literacy: Write an engineering report on how to manufacture a low-cost, passive solar water heating system.
Advanced Career (AC)
Assignments Matter
Clean Energy Technology, Solar Water Heater

- **Analysis:** Students design, build and test a working passive solar hot water heating system.

- **Math:** Students learn to manipulate and use established formulas/equations in the field.
Advanced Career (AC)  
Assignments Matter  
Clean Energy Technology, Solar Water Heater

- **Technology**: Students design, build and test a passive solar water heater, collect data using LabVIEW™ to evaluate and then redesign the heater.

- **Deliverables**: Working solar water heater and an engineering report
Advanced Career Programs

A new approach to career and technical education that offers challenging and highly relevant courses to address rising workforce needs

For more information contact:

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gene.bottoms@sreb.org

Marna Young, Director of Marketing —
marna.young@sreb.org
www.sreb.org
404-875-9211
Activity: Policy to Practice

- Pick one Career Readiness Characteristic from the list on the right. Then...
- Keeping this characteristic in mind, describe what type of program or structures are needed to effectively implement one of the indicators on the left: Academic Achievement, Technical Skills and Dual Enrollment.

(Please type your answer into the answer field.)
## Activity: Policy to Practice

### Examples of Indicators from OH and GA

- Technical Skill Attainment – (OH)
- Dual Enrollment – (OH)
- Percent of CTAE pathway skills assessment test takers earning a national industry recognized credential or a passing score on a GA DOE recognized end of pathway assessment (GA)
- 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. – (GA)

### Characteristics of Career Ready Students

- Clear and effective communication skills;
- Apply academics in context
- Core academic skills
- Goal setting and planning
- Ethical decision-making and social responsibility
- Critical thinking and problem solving
- One of your own .....
Questions?
Join us for upcoming webinars!


A Special Look at Student Data Privacy (June 10)