

Introduction to Prepared for Success Component

- There is one component left to discuss: Prepared for Success.
 - Today, we'd like to give you an overview of the component and the measures within in it.
 - We also hope to outline the timeline the committee will use to approach the component.
- The prepared for success component is comprised of six, possibly seven, ungraded measures that will be reported beginning on the 2014 report card.
 - These measures will be combined together to create a component grade using a method that will be prescribed by the State Board.
 - Districts and schools focus can focus on one of a wide range of postsecondary strategies, or a combination of strategies.
 - These measures combined creates a uniform measure that provides multiple view on how well the district or school is preparing its student for success after high school, whether they enter college or pursue a career.
 - This component grade will start with the 2015 report card.
- First I would like to review the measures that will be reported.
 - These measures will not be on the report card until 2014.
 - As such, the department is still developing the methods it will use to actually collect the data.
 - As we review the measures, I will provide a statewide view of any data we have right now.
 - Nearly all of the measures require more work on the data systems before we can confidently generate figures for districts and schools.
- The 2014 report card will report the percentage of students in a district or building participating in **advanced placement** (or AP) classes and the percentage of those students who received a score of three or better on an AP exam.
 - There are currently 34 AP courses and exams available to schools
 - Of the students who graduated in the 2011-2012 school year, 43,879 students statewide participated in an AP course.
 - That is 37.5% of the graduating class.
 - 66.1% of those students scored a three or better on at least one AP exam.
- The 2014 LRC will report the number of a district's or school's students who have earned at least three college credits through **dual enrollment** programs.
 - This includes programs like post-secondary enrollment options (or PSEO), state-approved career-technical courses offered through dual enrollment.
 - Remedial courses will not count toward the three credits
 - ODE and the Board of Regents are working on our data systems to create a better way to generate and report these data.
 - This will not be ready until 2014, so I do not have any figures to share at this time.

- The 2014 LRC will report the percentage of students in a district or school who have taken a **national standardized test used for college admission** determinations and the percentage of those students who are determined to be remediation-free
 - These tests are admissions test like the SAT and ACT, both of which we some have statewide data for right now.
 - This does not include other standardized tests like the PSAT and PLAN
 - 16,823 students took the SAT in 2011-2012, which is 14.4% of the graduating class for that year.
 - 57.8% of the students who took the SAT received a remediation-free score, which is a composite score 1550 for the SAT.
 - 77,571 students took the ACT in 2011-2012, which is 66.4% of the graduating class for that year.
 - Remediation-free scores for the ACT are subject based, although only 29.5% of student receive remediation-free scores on all subjects
 - Please note that at this time, we do not know how many students took both tests, so these figures cannot be combined.

- The 2014 LRC will report the percentage of the district's or the school's students who receive **industry credentials**.
 - The state board is charged with adopting criteria for acceptable industry credentials for this measure.
 - There is an interagency team working through the Office of Workforce Transformation to create a uniform set of industry credentials for all state agencies. ODE staff is a part of this team.
 - They are expected to complete this work and identify appropriate industry credential by the end of the year.
 - This team will present to the state board at that time and begin the necessary changes to ODE's data systems.

- The 2014 LRC will report the percentage of students in a district or school who are participating in an **international baccalaureate** program, also known as IB, and the percentage of those students who receive a score of four or better on the corresponding exam.
 - At this time, the state does not have data on the IB program.
 - ODE staff is currently working to obtain these data.

- The 2014 LRC will report the percentage of the district's or school's students who receive an **honors diploma**.
 - To earn an honors diploma, student must earn an extra credit in social studies, mathematics beyond Algebra II, and science, which must include physics or chemistry.
 - Furthermore, students must have a GPA of at least 3.5 on a 4.0 scale and earn at least a 27 on the ACT and 1210 on the SAT (excluding the writing section).
 - 18,449 students graduated with an honors diploma in 2011-2012.
 - This is roughly 15.8% of that graduating class

- The 2015 LRC will report the results of the college and career-ready assessment selected by the superintendent and Chancellor of the Board of Regents.
 - The PSAT was selected through a competitive bid process to be the college and career-ready assessment this summer.
 - This assessment is not a nationally standardized test used for college admission. Instead it is an assessment used to provide feedback on students' strengths and weaknesses on skills necessary for college and career readiness.
 - The assessment will be given in the fall to all sophomores starting in the 2014-2015 school year.
 - In the 2012-2013 school year, 28,000 sophomores took the PSAT statewide. This is roughly 22% of sophomores that year.
 - Like other measures I've mentioned, ODE is working on our data systems to create a better way to generate and report these data.
 - It is up to the State Board to decide if this measure is included in the Prepared for Success component grade.

- This is one of the key decision points for the State Board as it creates the calculation for the Prepared for Success component grade.
 - The general concept of the component is that it measures how many students graduation from a school or district have demonstrated that they are ready for the next step.
 - The measure will be the percentage of a graduating class that is included in one of the reported measures.

- Three other key decision points include:
 - Whether students in more than one measure should be given additional weight.
 - For example, should a student who graduates with an honors diploma and that scores a 4 on an AP physics exam count more for the school or district?
 - The board must also create the grading scale for the component from scratch as there are no requirements or guidelines in law

- Finally, the committee must decide when address this component. There are no deadlines in law, other than it must be ready for the 2015 report card.
 - Another important factor to consider is we will not have data for most of the measure until the 2014 report card is release in August.
 - It is possible to make many of the key decisions about the component before that time, but creating grade scales without the relevant data may be an issue.

- Unless any committee members have questions on the introduction, I'll turn things over to Chair Gunlock.