College and Career Readiness Indicators Report Class of 2015
Technical Report

The College and Career Readiness Indicators Report (CCRI) has been developed through Hawai‘i P-20 Partnerships for Education (Hawai‘i P-20) in collaboration with the Hawai‘i State Department of Education (HIDOE) and the University of Hawai‘i (UH). The CCRI provides information on how well students demonstrate they are on a path toward success in college, career and citizenship (see HIDOE’s Strategic Plan, www.hawaiipublicschools.org/VisionForSuccess/AdvancingEducation/StrategicPlan/Pages/home.aspx).

Indicators selected for this report were originally based on recommendations from Measures that Matter: Making College and Career Readiness the Mission of High Schools (www.achieve.org/measuresthatmatter). Since the initial CCRI production, we have also chosen indicators based on newly available data, as well as its impact on improving student readiness for the workforce or postsecondary education. Additional measures for this report will be incorporated as data becomes available.

The purpose of this Technical Report is to provide a summary of the key readiness indicators, data sources and other relevant information.

High School Outcomes

High School Completers and Diploma Type: High school completers are students who earn the following Diploma Types: Board of Education (BOE) Recognition Diploma, Honors Diploma, Regular Diploma and Certificates of Completion. Honors Diploma counts are reported with the BOE Recognition Diploma. A Certificate of Completion is issued to a student with a disability who completes all the requirements set by the student’s Individualized Education Program (IEP). For more information, see: www.hawaiipublicschools.org/TeachingAndLearning/StudentLearning/GraduationRequirements/Pages/home.aspx.

Data Source: HIDOE Office of Strategy, Innovation and Performance; Data Governance and Analysis Branch

On-time Graduation Rate: HIDOE calculates “on-time graduation rates” according to the U.S. Department of Education’s Adjusted Cohort Graduation Rate (ACGR) (www2.ed.gov/policy/elsec/guid/hsgrguidance.pdf) based on regulations issued by the U.S. DOE in October 2008 and a Non-Regulatory Guidance document published in December 2008. The formula adds to and removes from the 9th grade cohort (denominator) students who transfer into and out of HIDOE (statewide on-time calculation) and into and out of the school’s appropriate graduating cohort (school’s on-time graduation calculation). The Class of 2013 and 2014 on-time graduation rates are reported as “finalized”. The Class of 2015 is reported as “preliminary” and will be finalized on the 2017 publication of the CCRI.

On-time graduation rate formula:

\[ \frac{\text{\# of on-time graduates in year } x^i}{\text{(\# of first-time entering ninth graders in year } x-3^{ii}) - \text{ (# of transfers out)} + \text{ (# of transfers in)}} \]

\[ x^i = \text{graduating school year} \]
\[ x-3^{ii} = \text{9th grade school year} \]
Hawai‘i State Assessments (HSA): HIDOE publishes comprehensive reports annually, reflecting performance at both the state and school level. HSA math, reading and science scores are also reported on the Strive HI Student Group Performance Report.

NOTE: Data provided on the CCRI is based on the graduated Class’ HSA 10th grade test scores. That is, for the Class of 2015, the reported scores are from the Spring 2013 HSA test administration.

Advanced Placement: Accelerated learning options provide students with the opportunity to earn college credits during their high school years. The College Board’s Advanced Placement (AP) program is a cooperative program between high schools and postsecondary education. This program allows students to take college-level classes and national exams developed by the College Board within the high school setting. Students who achieve a minimum score on an AP exam may be awarded college credit, depending upon the requirements of the postsecondary institution and the subject area. For more information, see: http://apcentral.collegeboard.com/apc/public/courses/index.html.

The Class of 2015 publication of the CCRI counts high school completers who took at least one AP exam during high school.

Dual Credit: Dual credit learning options provide high school students with the opportunity to take college courses to earn both high school and college credits toward graduation. In Hawai‘i, common program names include Running Start, Early College and Jump Start.

The Class of 2015 publication of the CCRI counts dual credit participants as any high school completer who took at least one college-level UH course prior to high school graduation.

ACT: The ACT is one of the nation's most widely used college admissions test. The Class of 2014 was the first graduated cohort to take the ACT on a statewide basis. The CCRI reports average scores for HIDOE (statewide) as well as by individual high schools. Average scores are reported in each of the four subject areas (English, Reading, Mathematics and Science) as well as the combined English/Writing score and the Composite score.
College Enrollment

**College Access Nationwide:** The National Student Clearinghouse (NSC) provides reports of confirmed enrollments of Hawai'i high school graduates in participating postsecondary institutions. The data are valuable for understanding students' post-high school outcomes and can be used for strategic planning, as well as in the school's accreditation self-study. NSC records represent over 3,600 postsecondary institutions that collectively enroll 98% of all students in public and private higher education/postsecondary institutions nationwide. Local participating institutions include the University of Hawai'i, Chaminade University, Brigham Young University - Hawai'i, Hawai'i Pacific University and Argosy University. For an up-to-date list of participating postsecondary institutions, go to: www.studentclearinghouse.org/colleges/enrollment_reporting/participating_schools.php.

Hawai'i DOE completers are matched to NSC data based on name, gender and date of birth. The college enrollment data do not reflect graduates who cannot be matched due to name change or data entry error, or students who have requested that their postsecondary directory information not be disclosed. Confirmed enrollments, therefore, provide a “lower bound” of Hawai'i's public school college-going rate.

The “College Access Nationwide, Fall” metric reports the percent of high school completers with confirmed postsecondary enrollment in the fall following high school graduation, based on reports provided by NSC.

The “College Access Nationwide, 16 month” metric reports the percent of high school diploma earners with confirmed postsecondary enrollment within 16 months after high school graduation.

**College Access, University of Hawai'i, Fall:** The metric reports the unduplicated headcount enrollment of high school completers into the UH system (any of the 10 two- or four-year campuses) the fall semester following high school graduation. Beginning with the Class of 2015 publication of the CCRI, the metric also includes the two-year and four-year UH enrollment rate.

Data Source: National Student Clearinghouse

**NOTE:** The Nationwide college access rate assumes UH Maui College to be a four-year institution, while the UH college access rate assumes UH Maui College to be two-year. Although UH Maui College converted from a two- to four-year institution in 2009, students must have a minimum of 60 college credits to be admitted to the four-year degree programs. Incoming high school completers are eligible only for admission to two-year degrees and UH Maui College continues to report to the University of Hawai'i Vice-President of Community Colleges.

High School to College Transition (University of Hawai'i System)

**Mathematics and English Course Enrollment:** Students who enroll directly into college-level courses are more likely to persist toward degree completion. These metrics describe the mathematics and
English enrollments of high school completers enrolled at any of the 10 University of Hawai‘i campuses during the first fall following high school graduation. Course enrollments are grouped in the following categories:

- “College-level” courses in the UH System are generally numbered 100 or above and may be used to fulfill degree requirements at the associate and baccalaureate levels.
- “College Credit Earned While in High School” means that the student earned college-level course credit prior to fall enrollment through either UH dual credit coursework, Advanced Placement or International Baccalaureate exams accepted for college-level credit by a UH campus or UH enrollment in the first summer after high school.
- “Remedial or Developmental” courses are generally numbered below 100. Courses cover the basic foundational knowledge that underlies literacy and numeracy skills and prepares students for college-level or credit-bearing courses.
- “Other” courses satisfy UH’s general education requirements (course subjects other than mathematics or English) or are numbered below 100 but do not fit UH’s remedial or developmental definition. Courses in the numbered below 100 may sometimes be used to fulfill a degree or certificate requirement (dependent upon the program graduation requirements).
  - Non-mathematics courses may meet UH’s symbolic reasoning (FS) or quantitative reasoning general education requirements (e.g., Philosophy 110 Introduction to Deductive Logic, Information and Computer Science 141 Discrete Mathematics for Computer Science I).
- “Not Enrolled in Mathematics or English.” These students did not enroll in a course as of the fall semester following high school graduation.

Data Source: University of Hawai‘i