

College and Career Readiness Indicators Report Class of 2016 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: Regular Diploma, Certificate of Completion, the Board of Education (BOE) Recognition Diploma (ending with the Class of 2015), or one of the HIDOE Honors Certificates (beginning with the Class of 2016). The HIDOE Honors Certificates includes the Academic Honors Recognition Certificate, the Career and Technical Education Honors Recognition Certificate, and the Science, Technology, Engineering and Mathematics Honors Recognition Certificate. For the Class of 2016, students who graduated Cum Laude, Summa Cum Laude, or Magna Cum Laude, but who did not complete an honors program are included under "Regular 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 2014 and

2015 on-time graduation rates are reported as “finalized”. The Class of 2016 is reported as “preliminary” and will be finalized on the 2018 publication of the CCRI.

On-time graduation rate formula:

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

ⁱ x = graduating school year

ⁱⁱ x-3 = 9th grade school year

Data Source: Superintendent’s Annual Report on Hawai’i Public Education and HIDOE’s Office of Strategy, Innovation and Performance; Accountability Section
http://arch.k12.hi.us/state/superintendent_report/annual_report.html.

State Assessments: Beginning with the Class of 2016, the proficiency rates for English Language Arts, Mathematics, and Science are calculated at the student level. The denominator is the number of high school completers with valid subject assessment scores, and the numerator is the number who met or exceeded proficiency. The subject assessments used are the 11th grade Smarter Balanced Assessment (SBA) for English Language Arts (ELA) and Mathematics, and the End-of-Course Biology exam (Science). Of the Class of 2016, 87% of high school completers had a valid SBA or End-of-Course Biology exam score.

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

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 percent of completers taking the ACT measures how many students had an ACT test record. The Class of 2014 and 2015 publications of the CCRI reported average scores. Beginning with the Class of 2016 publication of the CCRI, the ACT section reports the percent completers who met or exceeded the ACT College Readiness Benchmark for each subject. The denominator for each subject is the number of high school completers who have a valid ACT score for that subject, and the denominator is the number who earned a score at or above the subject benchmark. Each Benchmark score represents “the level of achievement required for students to have a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in corresponding credit-bearing first-year college courses.” For more information about Benchmark scores see: www.act.org/content/act/en/education-and-career-planning/college-and-career-readiness-standards/benchmarks.html. The Benchmark scores for each subject are as follows: English (Benchmark = 18), Reading (Benchmark = 22), Mathematics (Benchmark = 22) and Science (Benchmark = 23).

Data Source: Hawai’i State Department of Education

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 2016 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.

For more information, see: www.hawaii.edu/dualcredit and <http://uhcc.hawaii.edu/jumpstart/>.

Data Source: University of Hawai'i

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 2016 publication of the CCRI counts high school completers who took at least one AP exam during high school.

Data Source: Hawai'i State Department of Education

Career Technical Education (CTE): CTE programs introduce students to specific industries and careers during high school. This metric is the percent of high school completers who finished a specific sequence of CTE courses (called "CTE Concentrators" under the Perkins definition) prior to high school graduation. This metric was introduced for the Class of 2016 publication of the CCRI. For more information, see: www.hawaiipublicschools.org/TeachingAndLearning/StudentLearning/C2C/Pages/CTE.aspx

Data Source: Hawai'i State Department of Education

Nationwide College Enrollment and Persistence

College Enrollment, 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, and Hawai'i Pacific University. **For an up-to-date list of participating postsecondary institutions, go to:** www.studentclearinghouse.org/colleges/enrollment_reporting/participating_schools.php.

The “College Enrollment, Nationwide” 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.

High school 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. Therefore, the “College Enrollment, Nationwide” metric provides a “lower bound” of Hawai‘i’s public school college-going rate.

NOTE: NSC assumes UH Maui College to be a four-year institution, while the UH college enrollment 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.

Data Source: National Student Clearinghouse

College Persistence, Nationwide: Students who persist in college are more likely to complete a college degree on time. This metric was introduced for the Class of 2016 publication of the CCRI. This rate is a student-level calculation of NSC enrollment data, where the denominator is completers who enrolled in any postsecondary institution in the first fall following high school graduation, and the numerator is those who enrolled in any postsecondary institution in the second fall.

Data Source: National Student Clearinghouse

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

College Enrollment, University of Hawai‘i: The metric reports the unduplicated headcount enrollment of high school completers who enroll in the UH system (any of the 10 two- or four-year campuses) during the fall semester following high school graduation.

Data Source: University of Hawai‘i

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. Beginning with the Class of 2016 publication, this category includes courses that 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 (may be used to fulfill a degree or certificate requirement, dependent upon the program graduation requirements). Examples of non-mathematics courses that may meet UH's symbolic reasoning (FS) or quantitative reasoning general education requirements include Philosophy 110 Introduction to Deductive Logic, and Information and Computer Science 141 Discrete Mathematics for Computer Science I.

- “College Credit Earned 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 graduation.
- “Below College-level” 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. This category includes students concurrently enrolled in a supplemental course and a college-level course, because this means that the student needed some level of subject remediation in order to place into the college-level course.
- “Not Enrolled in Mathematics or English.” These students did not enroll in a course as of the fall semester following high school graduation, and did not earn college credit prior to the fall semester.

Data Source: University of Hawai'i