

# **Undermeasuring: College and Career Readiness Indicators May Not Reflect College and Career Outcomes**

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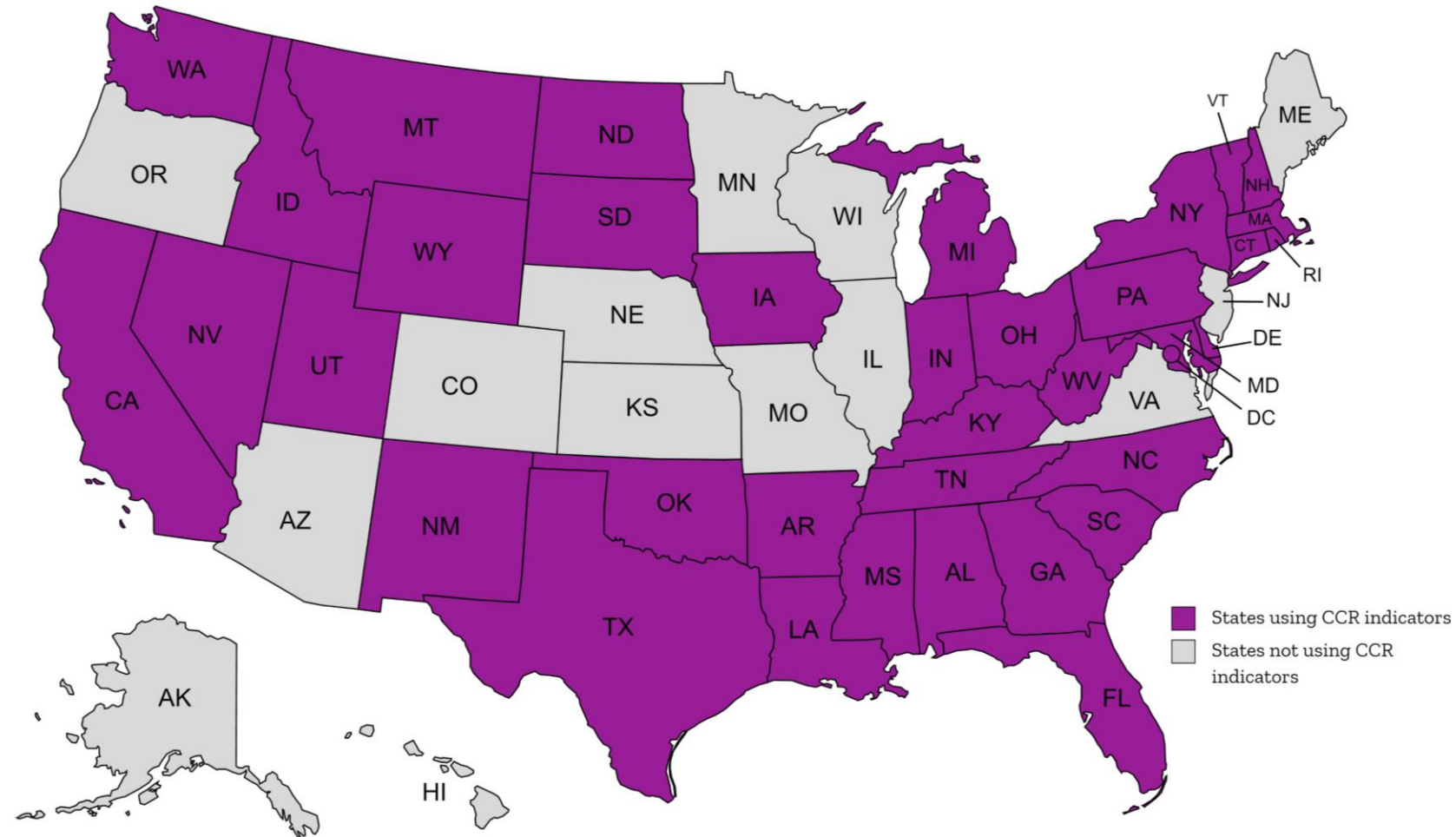
**NACEP Policy Seminar**

April 4, 2023



# The majority of states are holding high schools accountable for graduating students prepared for postsecondary opportunities.

Since the passage of the Every Student Succeeds Act (ESSA) in 2015, **37** states (including DC) have incorporated college and career readiness indicators into their school accountability systems.



# However, states are relying mostly on proxy measures and measuring students' readiness in varied ways.

- Most of the readiness measures states use are proxy measures meant to *predict* successful postsecondary outcomes, as opposed to the *actual* outcome data.
  - Concurrent enrollment is one of the most used readiness measures: **35** out of the 37 states consider concurrent enrollment in their indicators.
  - 4 states consider actual postsecondary outcome data
- States measure college and career readiness in wildly different ways.
  - Idaho: participate in dual credit courses (*full, partial, and no credit are all counted as participation*)
  - South Dakota: complete a dual credit course with a C or better
  - South Carolina: complete 6 hours of dual credit in English, Social Studies, Science, Technology, Engineering, and Math with a C or better

# I compared statewide readiness rates with college enrollment and remediation rates for recent high school completers.

## Readiness data: 50 states and DC

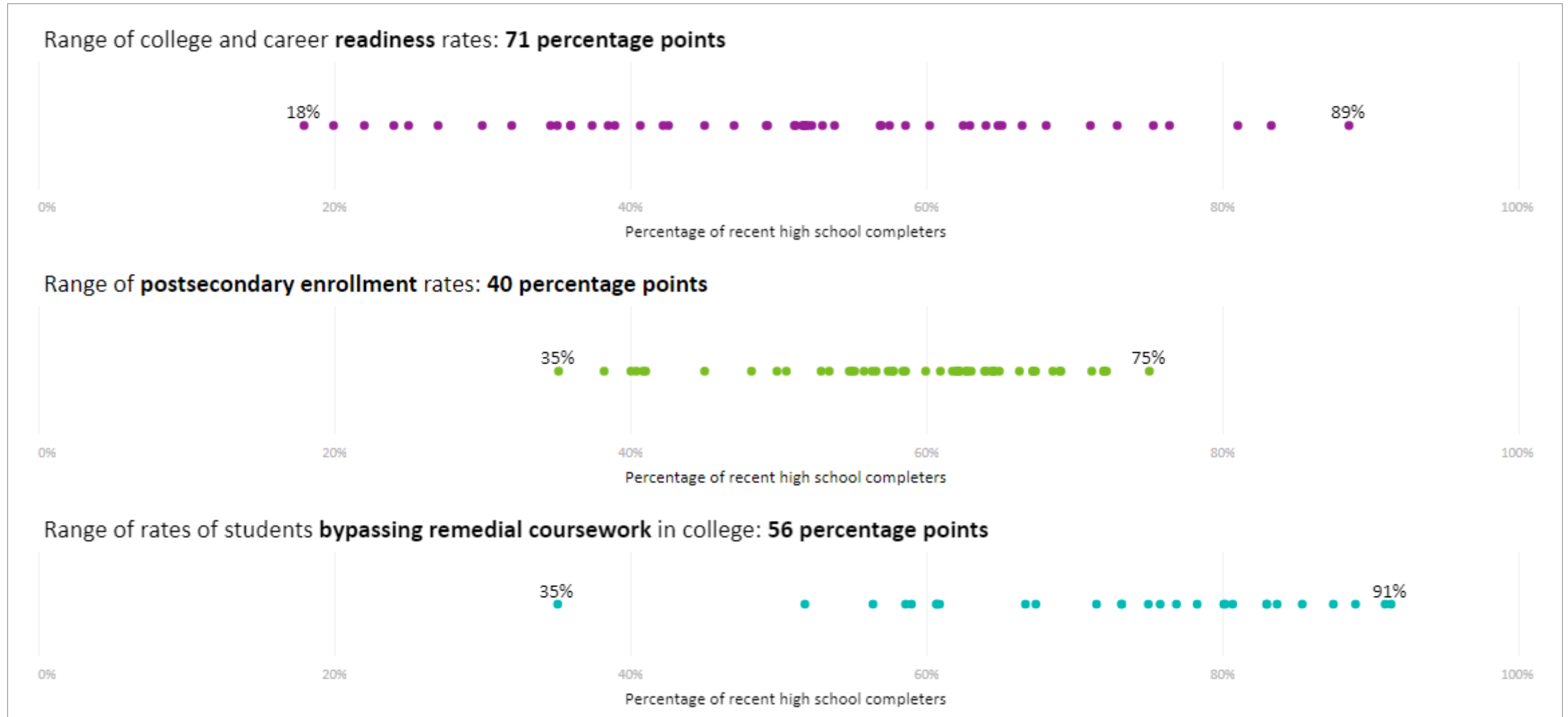
- In 16 states (including DC), our data relied exclusively on ACT/SAT performance.
- In **27** of the remaining 35 states, our data included concurrent enrollment alongside other readiness measures.

## Postsecondary enrollment data: 50 states and DC

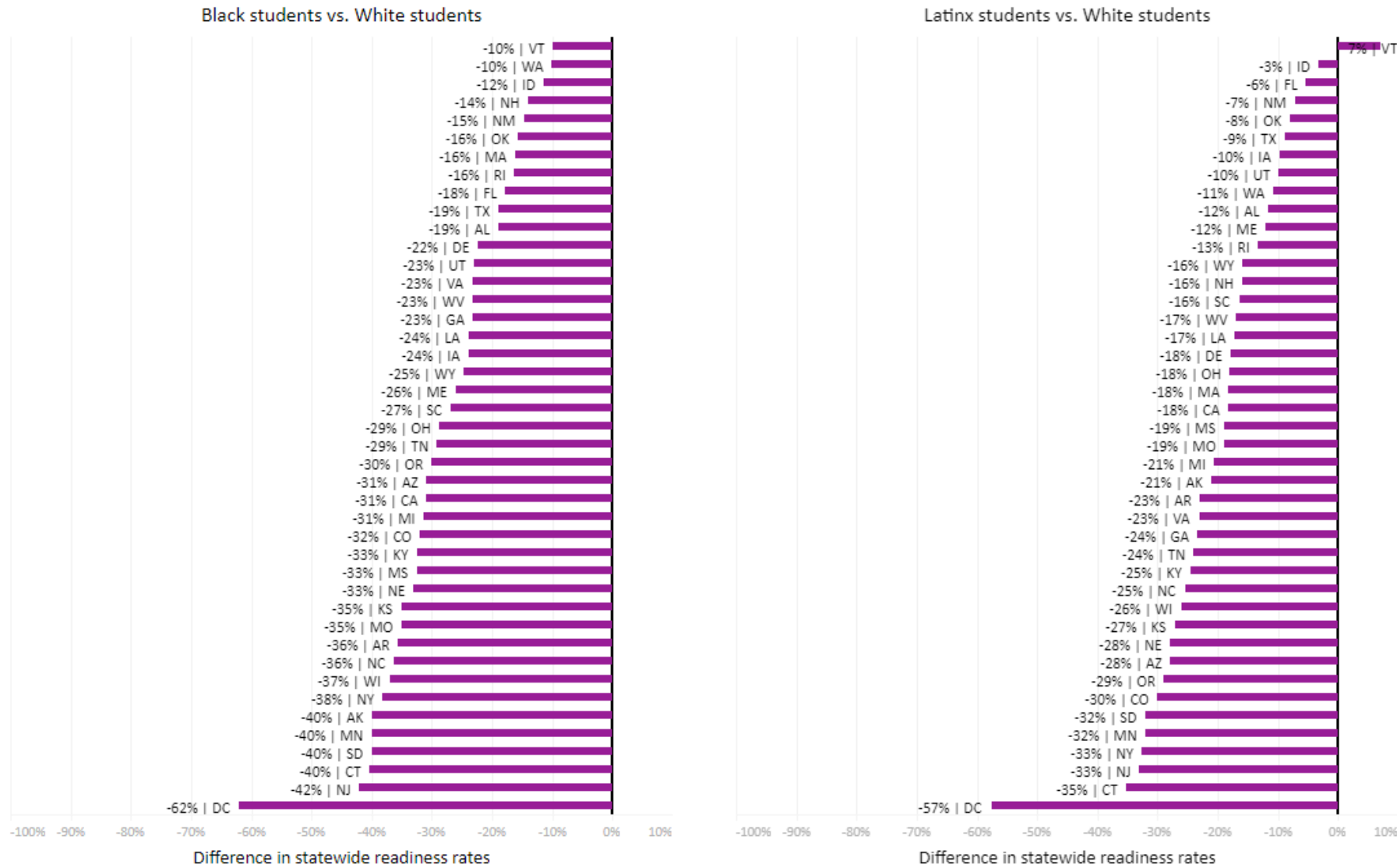
- New Mexico and New York did not report college-going rates for recent high school graduates at the state level. I used estimates from the Current Population Survey School Enrollment Supplement.

## Remediation data: 28 states

# Finding 1: Across the country, statewide college and career readiness rates varied more than postsecondary enrollment and remediation rates.

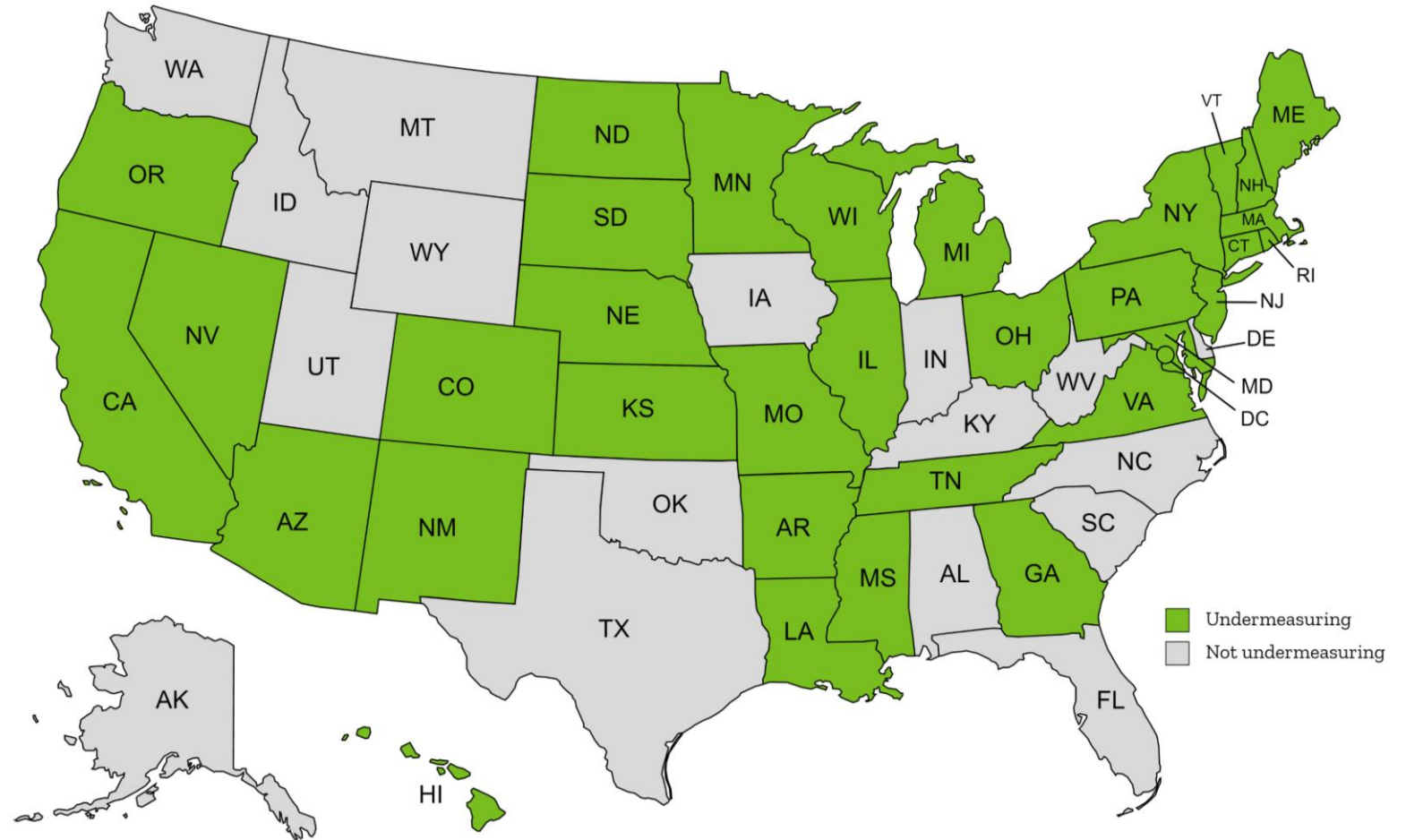


# Finding 2: Black and Latinx students were less likely to be considered ready for postsecondary experiences than White students.



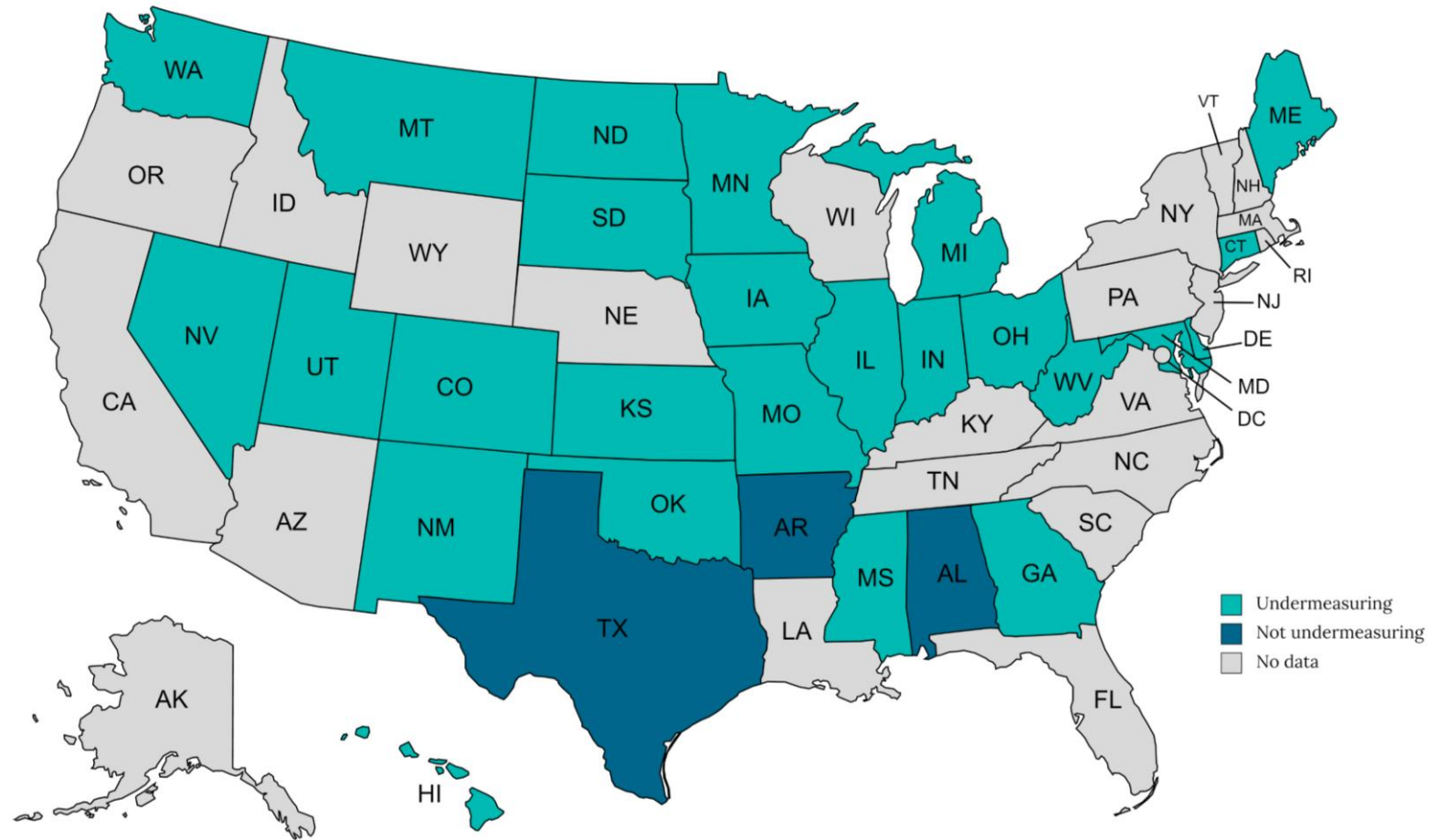
## Finding 3: Many states' readiness rates were undermeasuring students' postsecondary potential.

In **34** states (including DC), the percentage of high school completers deemed college and career ready in our data set was lower than the percentage of those who ultimately enrolled in college.



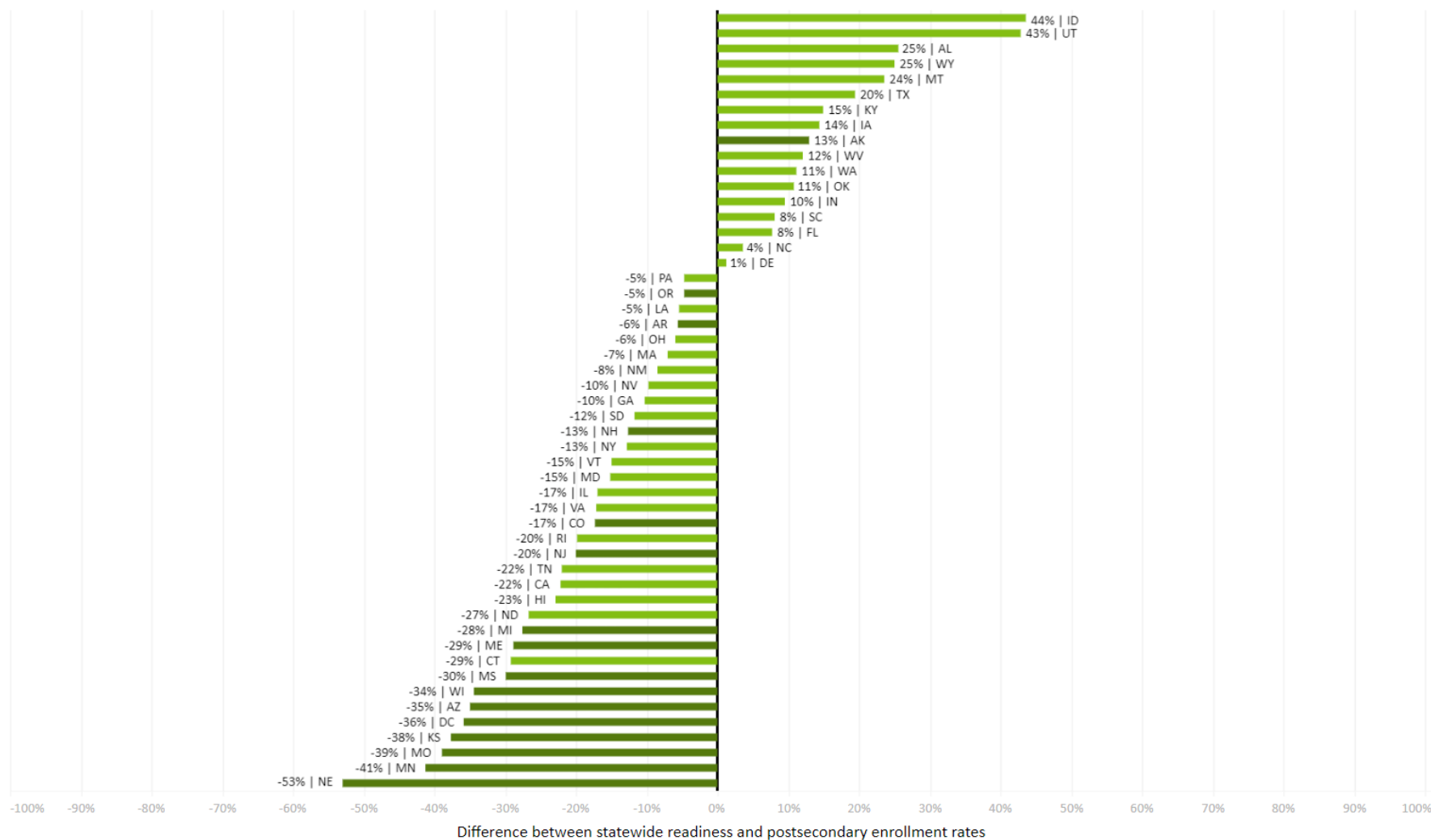
## Finding 3: Many states' readiness rates were undermeasuring students' postsecondary potential.

In **25** of the 28 states where remediation data was available, the percentage of high school completers deemed ready in our data set was lower than the percentage of those who bypassed remedial coursework.





## Finding 4: The undermeasuring phenomenon was more severe in states where our readiness data relied exclusively on college entrance exams.

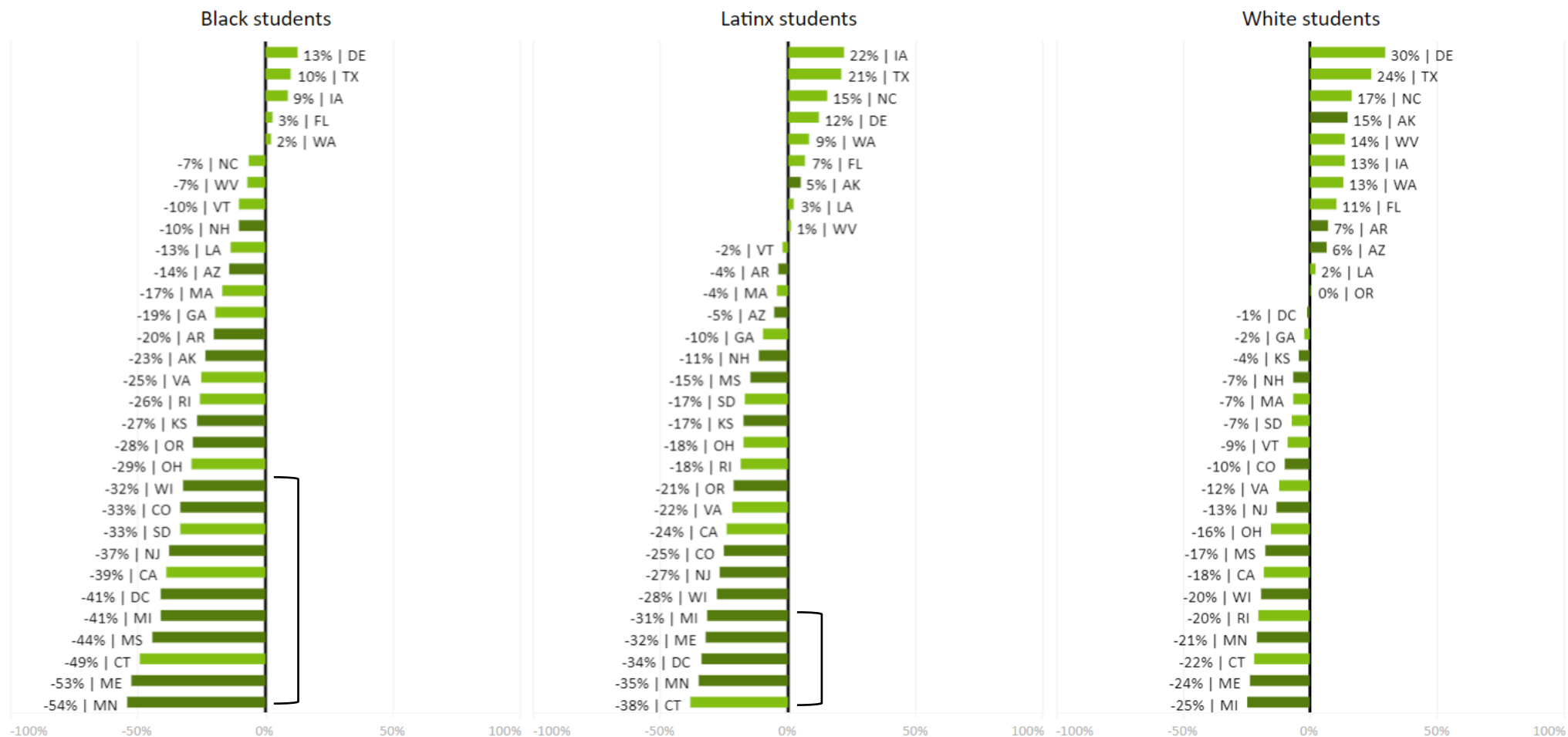


Type of College and Career Readiness Data

■ Data not limited to college admission exams

■ Data that only includes college admission exams

# Finding 5: Readiness measures were more likely to undermeasure Black and Latinx students' ability to enroll in college, compared to their White peers.



Difference between statewide readiness and postsecondary enrollment rates

Type of College and Career Readiness Data

■ Data not limited to college admission exams

■ Data that only includes college admission exams

## How well is Indiana preparing students for college and a career?

College and career readiness measures whether students are prepared for postsecondary pursuits by achieving college or career credentials while still in high school.

**Recommendation 1:**  
States should report the percentage of students achieving each readiness measure, in addition to an overall readiness rate.

Graduates earning a college or career credential

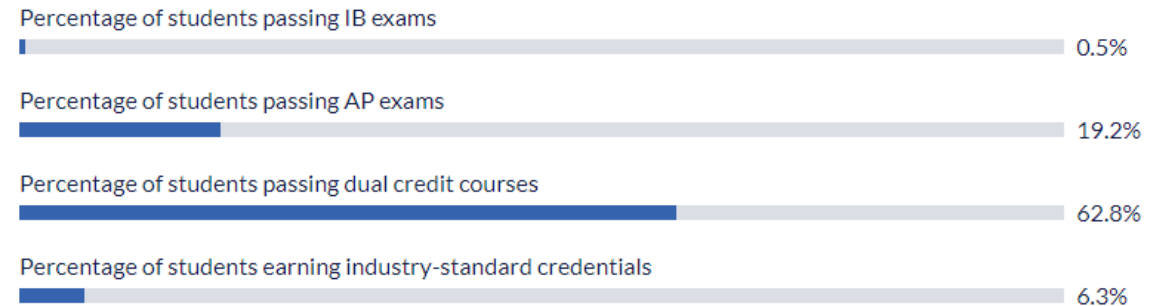


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### Graduates earning a college or career credential

#### By Credential



# Data Reporting

Learn more at [all4ed.org/undermeasuring](https://all4ed.org/undermeasuring)



# Recommendation 2: States should break down readiness data for all student groups as required by ESSA.



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## College/Career Levels and Measures Report & Data - 2018 State of California


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### Percentage of Students by CCI Level for each Student Group

CCI Level	All Students	African American	American Indian	Asian	Filipino	Hispanic	Pacific Islander	White	Two or More Races	English Learners	Socio-economic Disadvantaged	Students with Disabilities	Foster Students	Homeless Students
Percentage Prepared	42.2%	21.2%	25.2%	74.1%	62.7%	33.8%	31.7%	52.2%	48.6%	14.5%	33.7%	9.2%	10.4%	24.3%
Percentage Approaching Prepared	17.1%	18.8%	17.0%	9.8%	15.7%	18.7%	20.3%	16.3%	15.3%	17.0%	18.5%	17.1%	12.3%	17.9%
Percentage Not Prepared	40.7%	60.1%	57.8%	16.1%	21.6%	47.5%	48.0%	31.5%	36.1%	68.5%	47.8%	73.7%	77.3%	57.8%

# Recommendation 2: States should break down readiness data for all student groups as required by ESSA.

Measure	All Students	African American	American Indian	Asian	Filipino	Hispanic	Pacific Islander	White	Two or More Races	English Learners	Socio-economic Disadvantaged	Students with Disabilities	Foster Students	Homeless Students
<b>CTE Pathway Completion</b>	18.0% (39,344) (L1)	17.1% (1,229) (L1)	22.3% (179) (L1)	16.0% (5,616) (L1)	17.8% (1,668) (L1)	18.6% (17,177) (L1)	20.0% (174) (L1)	18.5% (12,009) (L1)	15.2% (1,051) (L1)	16.7% (1,789) (L1)	19.1% (22,593) (L1)	22.1% (1,166) (L1)	21.1% (146) (L1)	20.8% (1,535) (L1)
<b>Smarter Balanced Assessment</b>	60.7% (132,833) (L3)	45.3% (3,263) (L2)	56.9% (456) (L3)	82.4% (28,988) (L4)	70.4% (6,585) (L3)	45.7% (42,156) (L2)	55.7% (485) (L3)	69.6% (45,197) (L3)	70.9% (4,895) (L3)	30.0% (3,210) (L2)	50.3% (59,506) (L2)	38.5% (2,036) (L2)	44.1% (305) (L2)	45.7% (3,365) (L2)
<b>College Credit Course</b>	8.6% (18,879) (L1)	11.1% (800) (L1)	9.2% (74) (L1)	4.7% (1,658) (L1)	7.0% (652) (L1)	9.9% (9,156) (L1)	8.6% (75) (L1)	8.9% (5,786) (L1)	8.4% (580) (L1)	14.7% (1,571) (L1)	9.9% (11,670) (L1)	19.8% (1,044) (L1)	12.4% (86) (L1)	13.0% (955) (L1)
<b>Advanced Placement</b>	33.5% (73,321) (L2)	17.2% (1,237) (L1)	21.1% (169) (L1)	58.3% (20,521) (L3)	33.3% (3,117) (L2)	21.9% (20,228) (L1)	18.6% (162) (L1)	38.1% (24,720) (L2)	39.7% (2,741) (L2)	18.8% (2,006) (L1)	23.9% (28,316) (L1)	13.0% (687) (L1)	14.5% (100) (L1)	19.3% (1,421) (L1)
<b>International Baccalaureate</b>	1.8% (3,948) (L1)	1.4% (99) (L1)	1.1% (9) (L1)	2.4% (830) (L1)	2.1% (194) (L1)	1.5% (1,423) (L1)	1.5% (13) (L1)	1.8% (1,199) (L1)	2.4% (163) (L1)	0.8% (88) (L1)	1.5% (1,812) (L1)	0.6% (34) (L1)	0.9% (6) (L1)	1.4% (105) (L1)
<b>a-g Completion</b>	81.4% (178,112) (L4)	82.4% (5,933) (L4)	69.8% (559) (L3)	88.2% (31,049) (L4)	85.9% (8,033) (L4)	78.9% (72,782) (L4)	81.6% (710) (L4)	80.6% (52,322) (L4)	82.7% (5,710) (L4)	71.3% (7,624) (L3)	78.5% (92,916) (L4)	61.8% (3,265) (L3)	66.6% (461) (L3)	70.9% (5,225) (L3)
<b>State Seal of Biliteracy</b>	21.0% (45,979) (L1)	7.5% (539) (L1)	11.2% (90) (L1)	24.8% (8,739) (L1)	10.6% (990) (L1)	27.1% (24,959) (L2)	10.5% (91) (L1)	14.5% (9,390) (L1)	14.2% (977) (L1)	21.0% (2,242) (L1)	22.7% (26,822) (L1)	6.9% (364) (L1)	13.2% (91) (L1)	20.7% (1,528) (L1)
<b>Leadership/Military Science</b>	1.1% (2,348) (L1)	1.1% (81) (L1)	1.1% (9) (L1)	1.3% (446) (L1)	2.6% (239) (L1)	1.1% (985) (L1)	2.2% (19) (L1)	0.7% (465) (L1)	1.3% (93) (L1)	0.8% (86) (L1)	1.3% (1,547) (L1)	1.5% (77) (L1)	1.7% (12) (L1)	1.2% (86) (L1)


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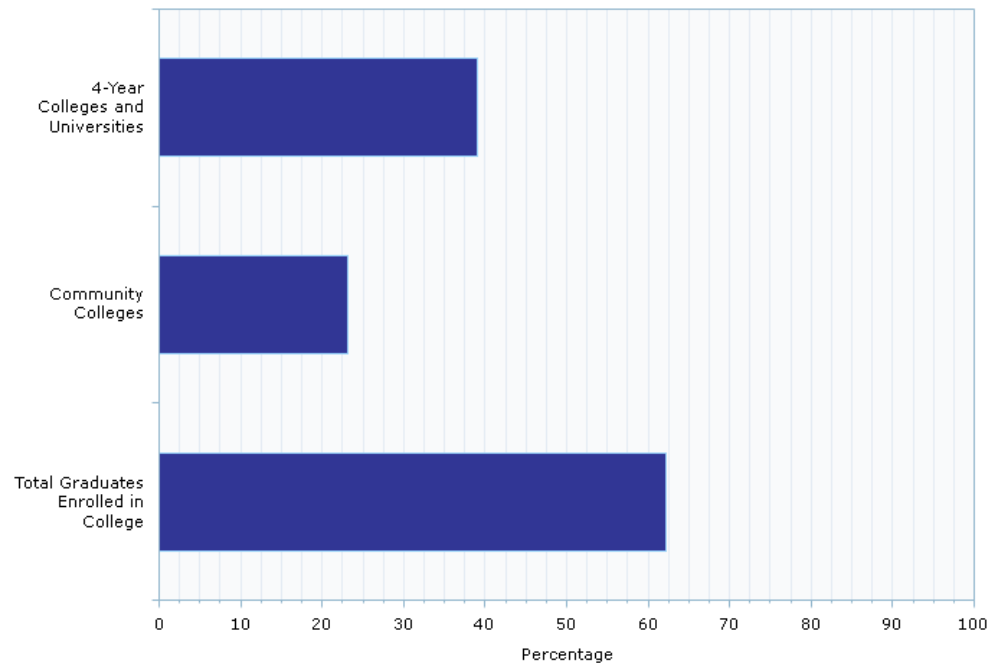
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## College Enrollment By High School

Recommendation 3:  
States should break down postsecondary enrollment data by type of institution.



Total Number of High School Graduates = 100,063

College Type	Enrollment within Months of Gra	Subgroup	Total H.S. Graduates	H.S. Graduates Enrolled in College	
				Count	Percent
College Type (All)	within 6 Months	All Students	100,063	62,249	62.2%
Community Colleges	within 6 Months	All Students	100,063	23,156	23.1%
4-Year Colleges and Universities	within 6 Months	All Students	100,063	39,093	39.1%

**Recommendation 4:**  
**States should report data related to student success in postsecondary education, including remediation rates.**

## Outcomes for High School Graduates

This report displays information about high school graduates' advancement, including college and university enrollment and employment status. Since the information is tracked over several years from various sources, the years of available data may be limited.

Note: Not all student outcomes are captured in the report, including students who earned a GED, joined the military, left the state for employment, left the country, or became homemakers or caretakers.

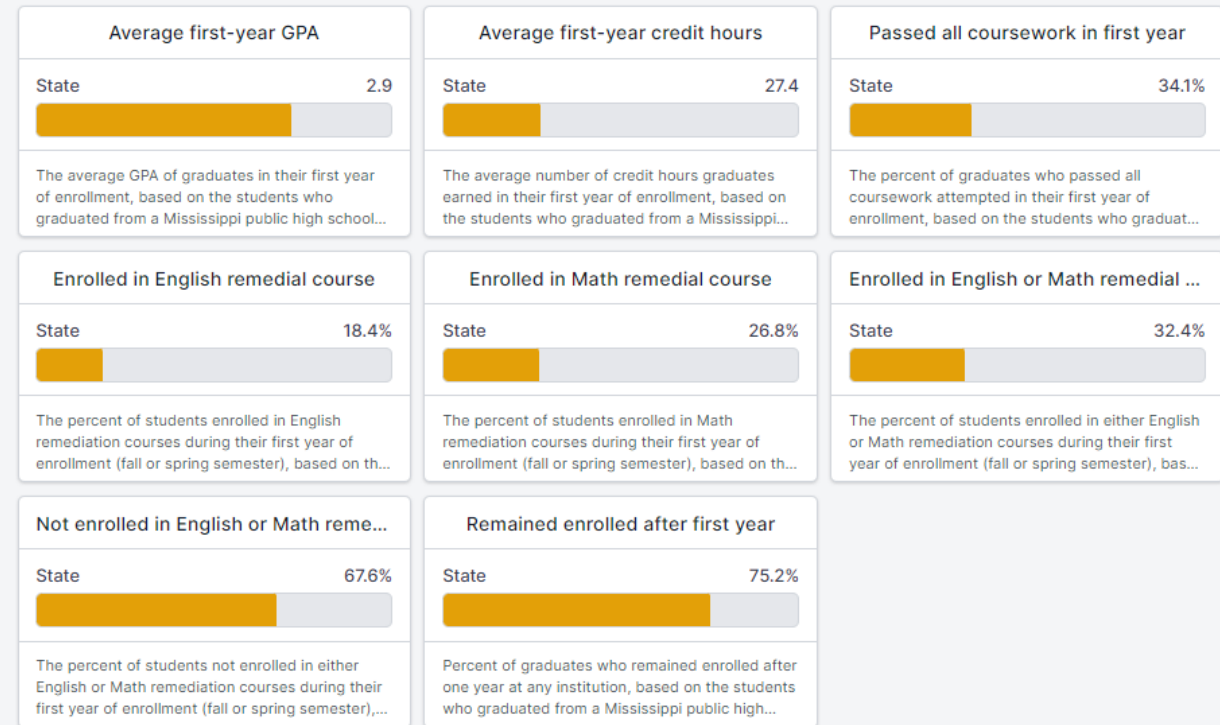
### How are graduates performing in their first year of college or university?

Information about how graduates performed in their first year of college or university, including average GPA, coursework information, and students returning in the second year

Graduating class of

2018-2019

State







- All states should include at least one college and career readiness indicator for school accountability
- States should consider multiple readiness measures, as opposed to relying on a single option.
- States should include actual postsecondary outcomes as part of their college and career readiness indicators.

## ESSA Accountability





# Louisiana: Strength of Diploma Index

Student Result	Points
 HS Diploma plus Associates Degree	160
 HS Diploma plus (a) AP score of 3 or higher, IB Score of 4 or higher, or CLEP score of 50 or higher OR (b) Advanced statewide Jump Start credential <i>*Students achieving both (a) and (b) will generate 160 points.</i>	150
 HS Diploma plus (a) At least one passing course grade for TOPS core curriculum credit of the following type: AP**, college credit, dual enrollment, or IB** OR (b) Basic statewide Jump Start credential <i>*Students achieving both (a) and (b) will generate 115 points.</i> <i>**Students must take the AP/IB exam and pass the course to earn 110 points.</i>	110
 Four-year graduate (includes Career Diploma student with a regional Jump Start credential)	100
Five-year graduate with any diploma <i>*Five-year graduates who earn an AP score of 3 or higher, an IB score of 4 or higher, a CLEP score of 50 or higher, or an Advanced statewide Jump Start credential will generate 140 points. Five-year graduates who earn an Associate's Degree will generate 150 points.</i>	75
Six-year graduate with any diploma	50
HiSET plus Jump Start credential	40
HiSET	25
Non-graduate without HiSET	0

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- States should include actual postsecondary outcomes as part of their college and career readiness indicators.

## ESSA Accountability



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