Indicators for College and Career

The college and career readiness (C&CR) indicators were developed through support from the Nellie Mae Education Foundation as part of the evaluation of the foundation's multi-state District-Level Systems Change initiative. The initiative provided funding to 10 New England school districts from 2012 to 2019 to develop and implement whole school models of *student-centered learning* (SCL).

The C&CR indicators capture critical elements of the knowledge and skills that students need in order to position themselves for success after graduation. As a collection of data points, the indicators provide a "dashboard" assessment of what's happening for students in schools. They also focus attention on outcomes that are theorized to be sensitive to the learning systems and experiences of SCL.

Three focal points constitute the major categories of the C&CR indicators:

- The C&CR indicators place a premium on the **Deeper Learning framework** developed by the Hewlett Foundation. In particular, the indicators are focused on three elements of the Deeper Learning framework that call attention to the student outcomes that are likely to be affected by the systemic implementation of SCL: (1) mastery of core academic content, (2) learning how to learn, and (3) developing academic mindsets.

- The C&CR indicators also emphasize the importance of **equitable access and scaffolds to succeed in high-level, cognitively demanding learning opportunities** espoused by SCL—opportunities and support that have traditionally been less available to students who are economically disadvantaged and/or at risk.

- Pre-graduation assessments of readiness can be strengthened by data on **post-graduation success**. The post-graduation indicators include data from the National Student Clearinghouse on student persistence in college programs, which provides information on students' higher education experiences in the years after graduation.

The indicators within these categories are deeply imbedded in the theory of C&CR and focus on the shift of student learning away from teacher-centered and rote instruction toward experiences that promote creativity, problem solving, and persistence. At the heart of our commitment to examine C&CR is the belief that the development of these attributes is much more likely to position graduates for success in their pursuits after high school, given the current demands of the modern economy and society.

Indicators for College and Career Readiness

DEEPER LEARNING (Pre-Graduation)		
Component	**Indicator(s)**	**Data source**
Mastery of core academic content	Students' achievement in math and English language arts	*Student achievement data* • PSAT, SAT, or state achievement tests • Percentage of students meeting proficiency or higher, whole school and disaggregated
Learning how to learn	Students: • Set goals and work hard to reach them • Have the capacity to identify weaknesses and are able to address them • Enjoy learning and seek out opportunities to learn • Care about the quality of their work and reflect on successes and failures	*Student questionnaire (SQ)* Student engagement and classroom experience items
		Student and teacher interviews
		Classroom and school observations
	Academic tenacity and growth mindset	*SQ* Student engagement and classroom experience items
		Student and teacher interviews
		Classroom and school observations
Developing academic mindsets	Students feel they are part of an academic community and that they have much to learn from teachers and peers.	*SQ* Academic mindset items
		Student and teacher interviews

EQUITABLE ACCESS AND SCAFFOLDS TO SUCCEED IN HIGH-LEVEL LEARNING OPPORTUNITIES (Pre-Graduation)		
Component	**Indicator(s)**	**Data Source**
Scaffolding and support	All students: • Receive frequent, personalized feedback, including those students identified as most at risk of academic failure • Experience cognitively demanding and engaging coursework	*SQ* • Items on student learning experiences • Items on student perceptions of support and engagement
		Student and teacher interviews
		Classroom and school observations
	Teachers:	*Teacher questionnaire*

	• Demonstrate an understanding of the learning needs of all students, particularly those who are struggling academically • Use this understanding to personalize student learning	Items on teacher use of scaffolding and support strategies
		Student and teacher interviews
		Classroom and school observations
Capacity for (evidence of) anywhere, anytime learning	Participation in extended learning opportunities (ELOs) and virtual learning opportunities (VLOs), which are organized programs to provide students with extended learning opportunities outside the classroom	ELO and VLO participation rates, disaggregated by targeted student populations
	Use of technology for anytime/anywhere learning opportunities, such as access to: • Flipped learning • Online classes • Classroom instruction that uses 1:1 devices for personalize learning	*SQ* Technology items, disaggregated by targeted student populations
Access to/success in high-level coursework	Enrollment in high-level courses	*Honors/AP enrollment* Enrollment in one or more AP classes, disaggregated participation in high-level courses (as designated by the school/district)
	Student achievement in high-level courses	*AP exam scores* • Percentage of students scoring 3 or above, all students enrolled in AP classes and disaggregated • Achievement in high-level courses (as designated by the school/district)
Student attendance	Chronic absenteeism	Rate of chronic absenteeism
	Attendance rates	Average daily attendance

POST-GRADUATE READINESS AND SUCCESS		
Component	**Indicator(s)**	**Data Source**
College enrollment and persistence	College enrollment after graduation	*National Student Clearinghouse (NSC)* • Percentage of students enrolled in college immediately after graduation • Student enrollment in college at 2- and 4-year intervals
	Persistence in college	*NSC* Percentage of students who return for second year of college