Lazaro Lopez, Ed.D.

Associate Superintendent
High School District 214
Chairman, Illinois Community College Board

@STEMLdr

ENDORSED BY

COSN LEADING EDUCATION INNOVATION

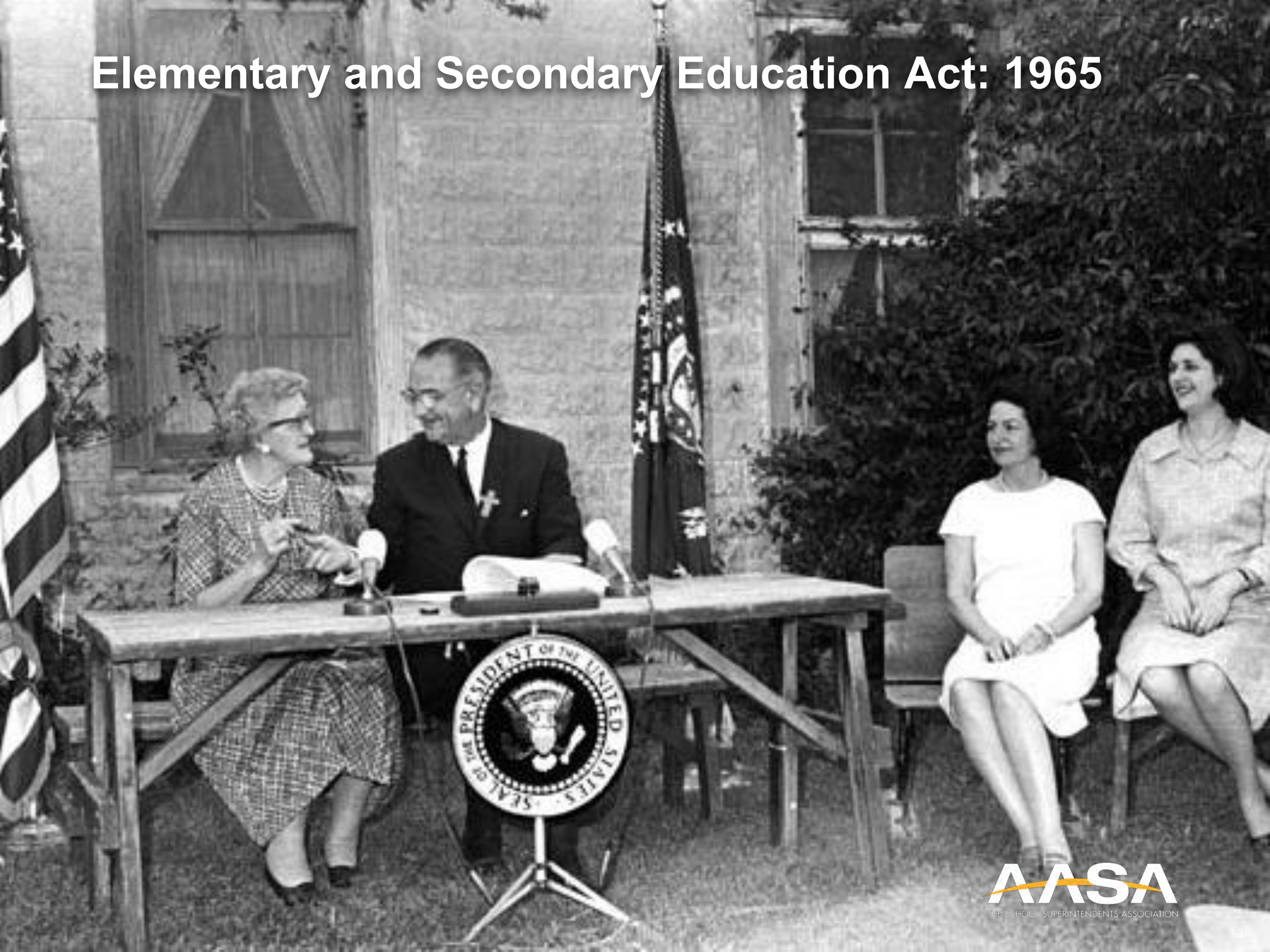
NASSP National Association of Secondary School Principals

PDK PHI DELTA KAPPA International

NSR NATIONAL SUPERINTENDENTS ROUNDTABLE

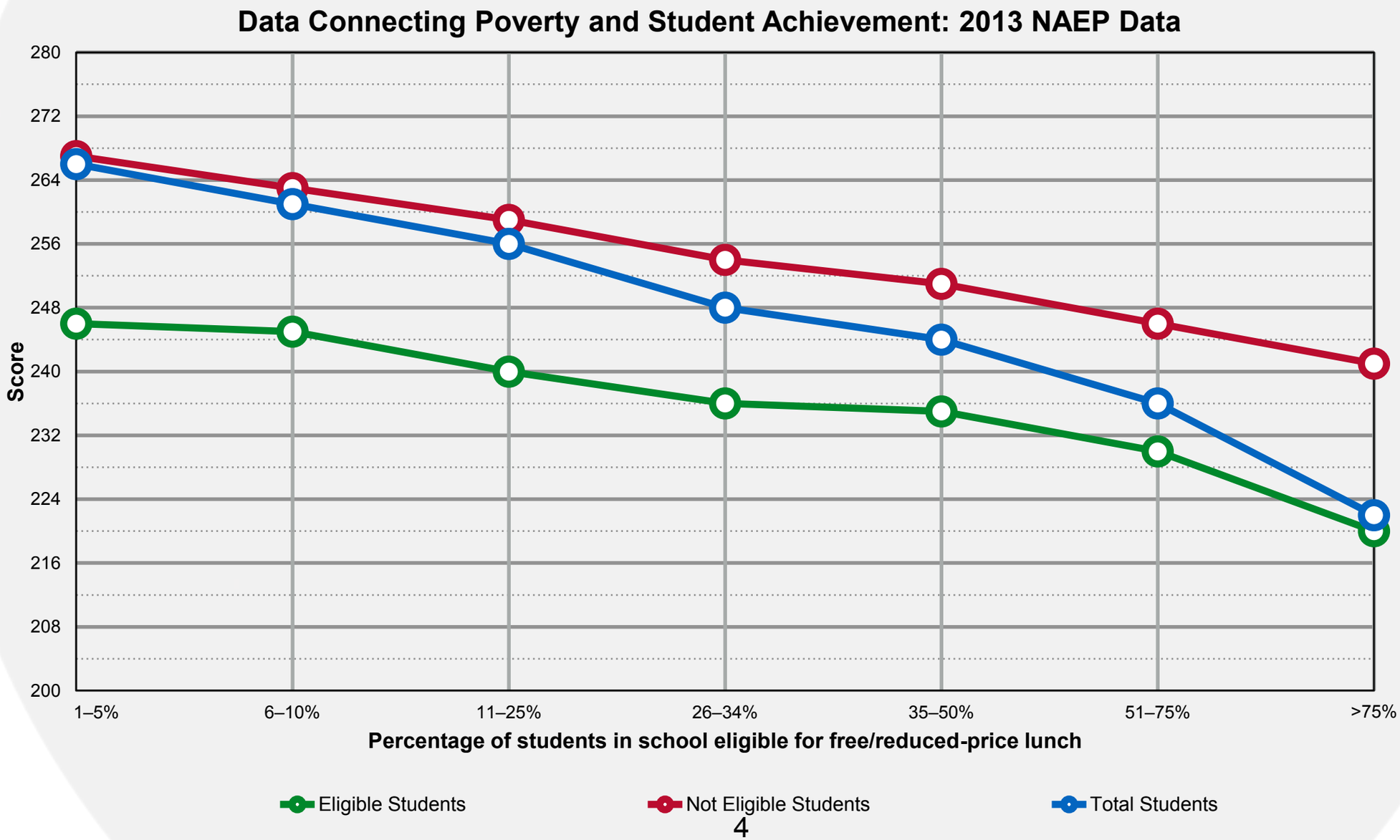
AASA THE SCHOOL SUPERINTENDENTS ASSOCIATION

Elementary and Secondary Education Act: 1965

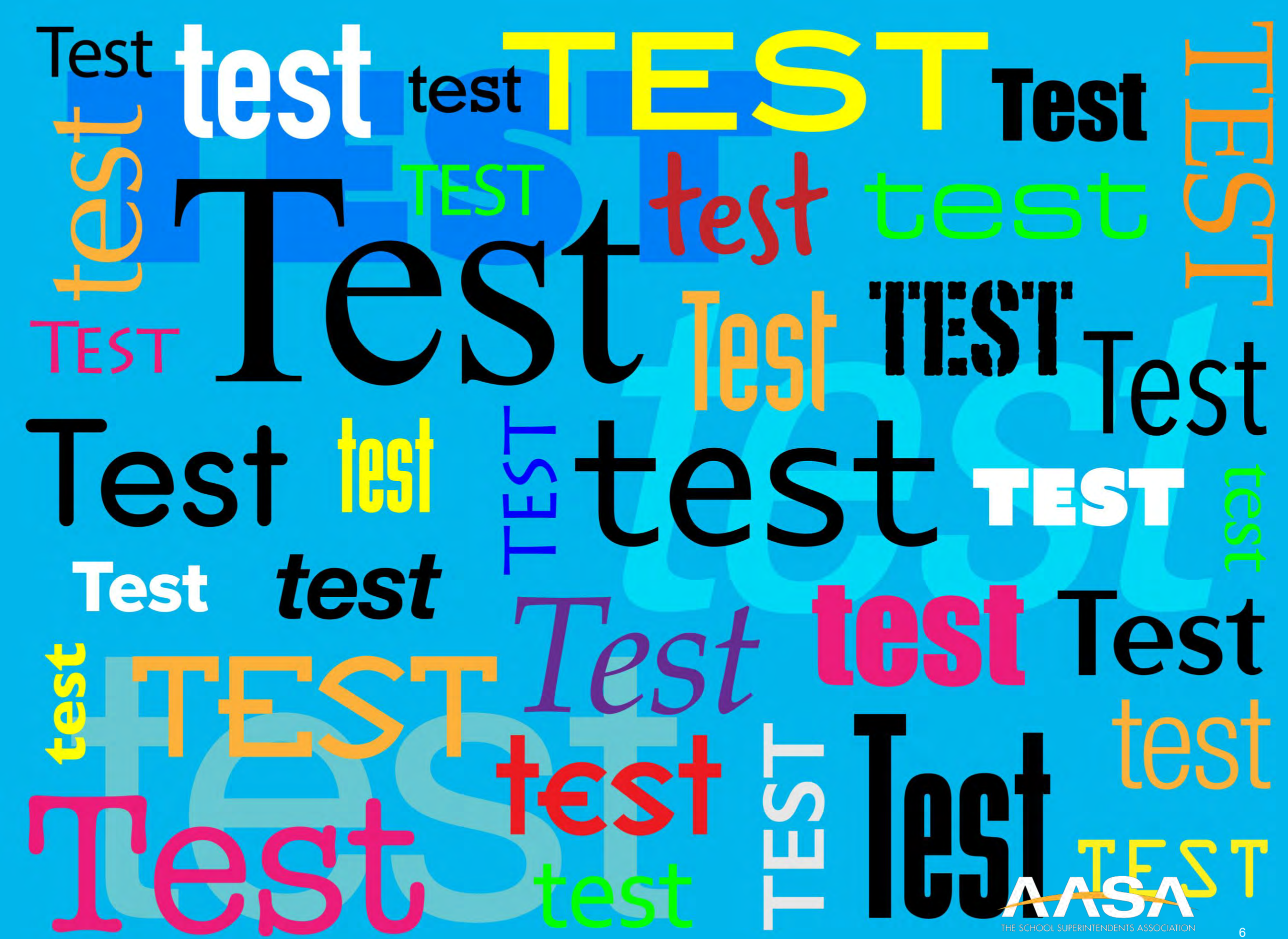


AASA
THE SCHOOL SUPERINTENDENTS ASSOCIATION

Poverty is the single greatest factor limiting student achievement



No Child Left Behind: 2001



AASA
THE SCHOOL SUPERINTENDENTS ASSOCIATION

Every Student Succeeds Act: 2015

THE BIPARTISAN BILL TO FIX NO CHILD LEFT BEHIND WILL HELP

ENSURE OPPORTUNITY FOR ALL OF AMERICA'S STUDENTS:

- Holds all students to high academic standards
- Prepares all students for success in college and career
- Provides more kids access to high-quality preschool
- Guarantees steps are taken to help students, and their schools, improve
- Reduces the burden of testing while maintaining annual information for parents and students
- Promotes local innovation and invests in what works

#LeadOnEducation

AASA
THE SCHOOL SUPERINTENDENTS ASSOCIATION

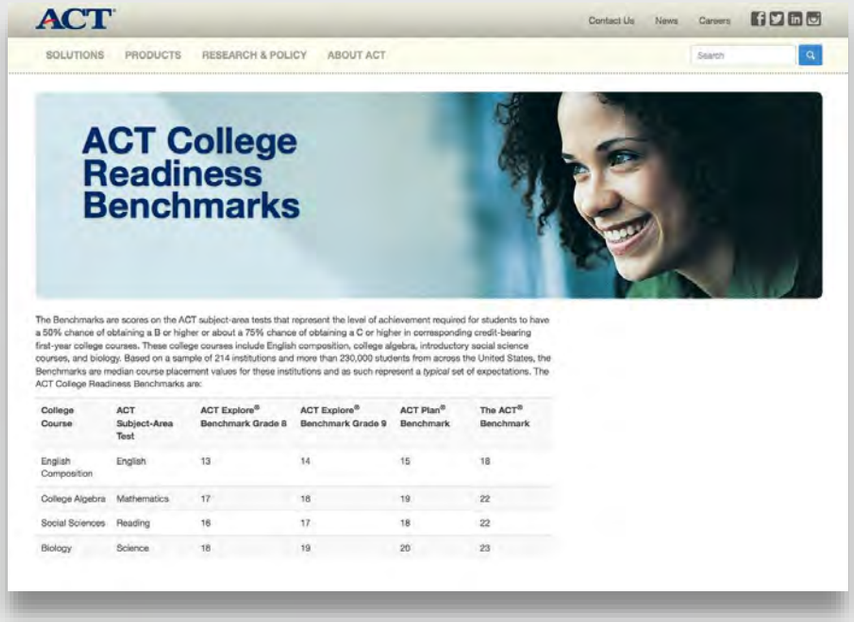
The only premise we went into the project with was this simple truth:

"We all learn in a variety of ways. Our students learn in a variety of ways. They should be able to demonstrate readiness in a variety of ways."

Students are more than just the number they earn on a standardized test.

AASA
THE SCHOOL SUPERINTENDENTS ASSOCIATION

AASA
THE SCHOOL SUPERINTENDENTS ASSOCIATION

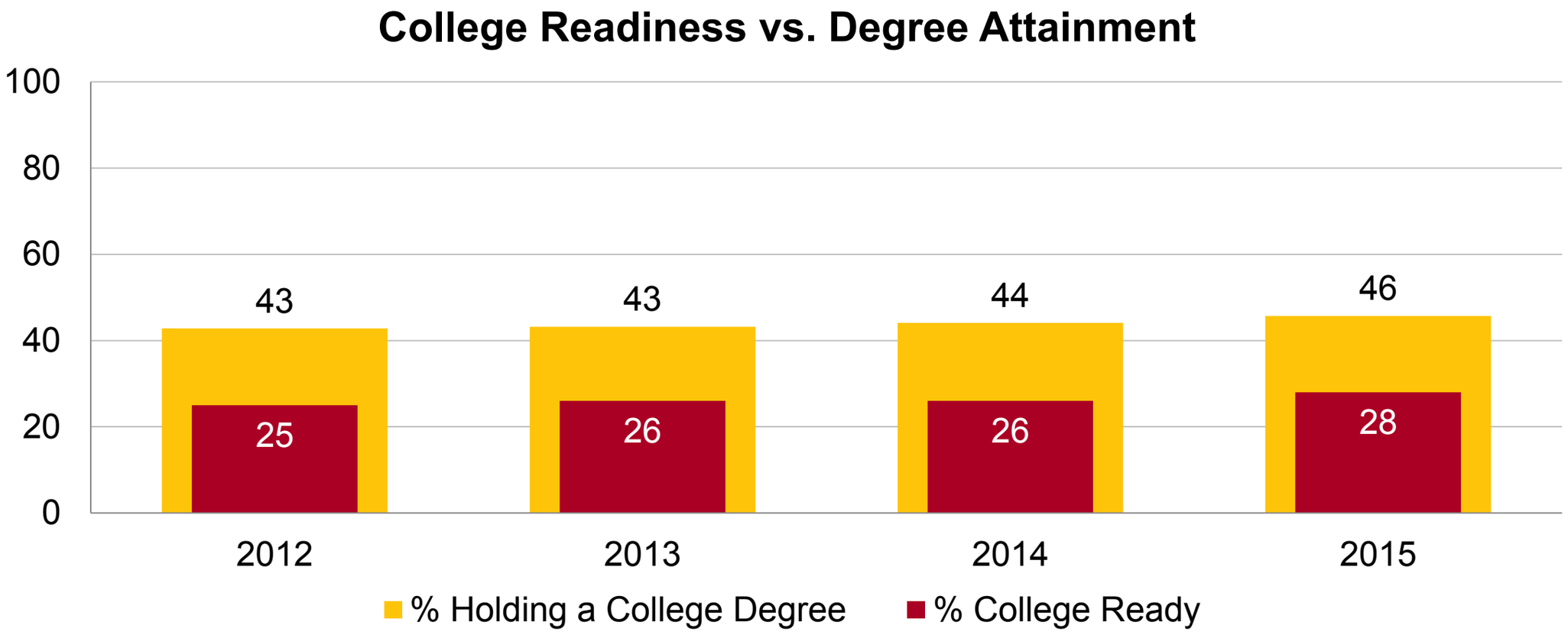


According to ACT, out of 1.9 million test takers, only 40 percent of the high school graduating class was deemed college ready by meeting three or four of the ACT College Readiness Benchmarks.

Only 28 percent met all four benchmarks.

AASA
THE SCHOOL SUPERINTENDENTS ASSOCIATION

Readiness Gap



U.S. Department of Education, National Center for Education Statistics (2016). The Condition of Education 2016 (NCES 2016–144),Educational Attainment of Young Adults; Students meeting all 4 college readiness ACT benchmarks: https://www.act.org/content/dam/act/unsecured/documents/CCCR_National_2016.pdf

⅓ of students (millions) who placed into remedial classes due to their Compass or Accuplacer scores could have passed college-level classes with a grade of B or better (2012) Inside Higher Ed.

ACT

DROPS COMPASS

CCRC COMMUNITY COLLEGE RESEARCH CENTER

TEACHERS COLLEGE, COLUMBIA UNIVERSITY

Developmental Education Courses in AASA

ReDefining Ready = HB5729 Transition Courses

Establishing statewide PORTABILITY

We looked at the research from leading educational institutions and research organizations to develop a new multi-metric, research-based definition of College and Career Ready.

www.RedefiningReady.org

#RedefiningReady

AIR®
American Institutes for Research®

Annenberg Institute for School Reform
at Brown University

Attendance Works
Advancing Student Success By Reducing Chronic Absence

CollegeBoard

cpe
Center for Public Education

VE RI TAS
Harvard
Graduate School of Education

ies National Center for Education Statistics
Institute of Education Sciences

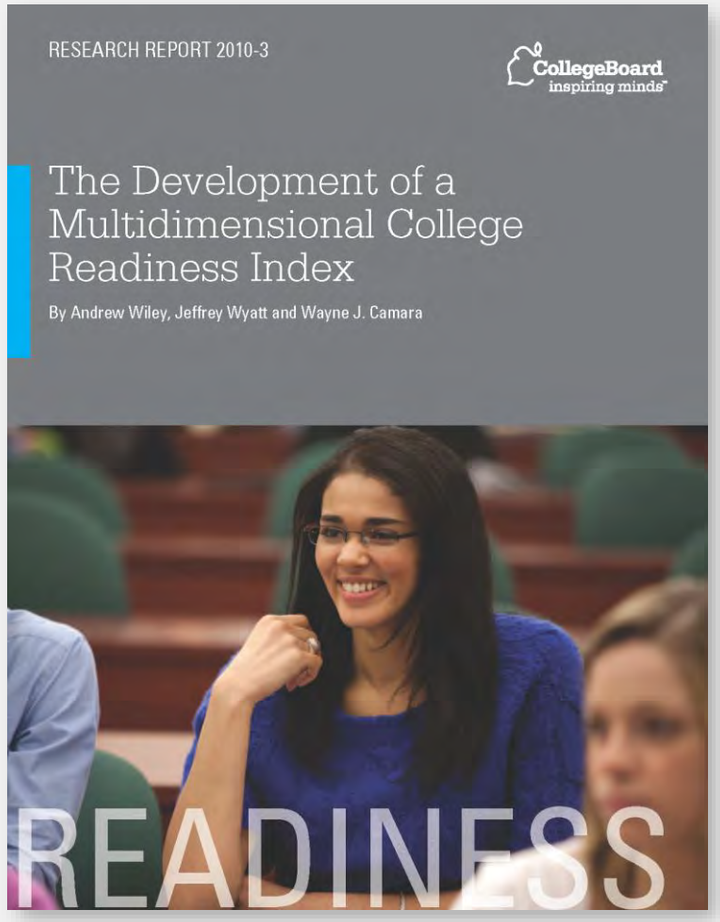
National Center for Postsecondary Research

AASA
The School Superintendents Association

A report called *Predictors of Postsecondary Success* published by the *American Institutes for Research* in 2013 highlighted multiple indicators for success, including less than ten percent of absences, dual enrollment participation, 3 or higher on AP exams and FAFSA completion, among others.

AIR®
AMERICAN INSTITUTES FOR RESEARCH®

AASA
THE SCHOOL SUPERINTENDENTS ASSOCIATION



The College Board released a research report in 2010 called *The Development of a Multidimensional College Readiness Index* which emphasized the "need for multiple measures of readiness including participation in Advanced Placement courses and exams as an indicator of Academic Rigor and component of college readiness."

AP success is used as a widely accepted indicator of college readiness in university's entrance applications and is also used to rate and rank the rigor/excellence of high schools for nationally-published lists by news organizations like *U.S. News and World Report*.

Both the *College Board* and *ACT* have released extensive research showing that these subject level benchmarks directly correlate to corresponding grades in college courses.

“82 percent of high schools report that students are enrolled in dual credit courses” – this must be considered in our college readiness indicators.

2011 report by the National Center for Educational Statistics

AASA
THE SCHOOL SUPERINTENDENTS ASSOCIATION

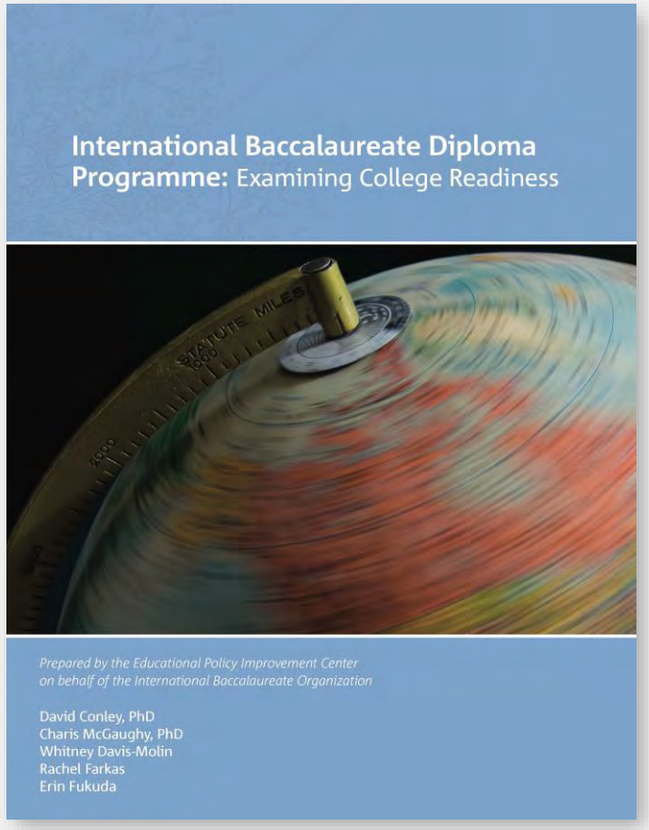
The National Center for Postsecondary Research **which looked at data from Florida schools found that dual enrollment students were statistically significantly more likely to persist in college to a second semester and earn a higher college GPA.**

National Center for Postsecondary Research

A study out of *Brown University* found success in Algebra II in high school is linked to both college enrollment and bachelor's degree attainment. Courses students take in high school are more predictive of (college) success than family income and race.

BROWN

And another study from *The Diploma Project* found Algebra II is the benchmark course for students aspiring to highly paid professional jobs or well-paid, white-collar jobs.



A study by the *Educational Policy Improvement Center (EPIC)* published in May 2014 used student data from the University of Oregon to determine that students who participated in the *International Baccalaureate Diploma Programme* in high school were more likely than those who did not to earn postsecondary degrees, persist over two years and earn higher GPAs in their first two years of college.

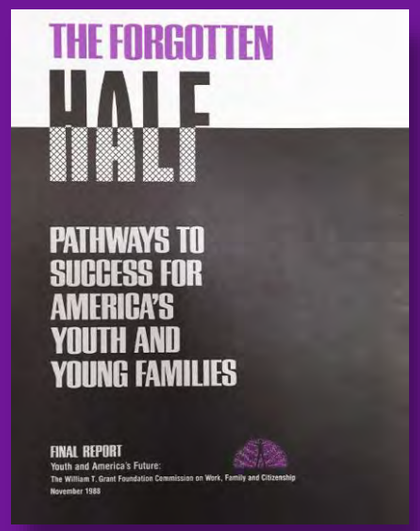
epic Education Policy Improvement Center

AASA THE SCHOOL SUPERINTENDENTS ASSOCIATION

Up until now, there has been limited data on measurable career-readiness indicators…

…that changes today.

William T. Grant FOUNDATION



In 1988, the *William T. Grant Foundation* published a report that called the then 20 million non-college bound youth "the forgotten half," and warned:

"they are in danger of being caught in a massive bind that can deny them full participation in our society."

AASA
THE SCHOOL SUPERINTENDENTS ASSOCIATION

In a report by *Attendance Works*, absenteeism influences not just chances for graduating but also for completing college.

A new analysis of Rhode Island data found that "only 11 percent of the chronically absent students who graduated from high school made it to a second year of college, compared to 51 percent of students with better high school attendance records."

Attendance Works
Advancing Student Success By Reducing Chronic Absence

AASA
THE SCHOOL SUPERINTENDENTS ASSOCIATION

Community service to fulfill class requirements significantly enhanced the average odds of college graduation by 22 percentage points.

Alberto Davila and Marie T. Mora (2007). An Assessment of Civic Engagement and Educational Attainment

The research we studied about college and career readiness led us to the following indicators…

Redefining Ready!

College Ready Indicators

Students are **College Ready** if they meet either the academic or standardized testing benchmarks listed below.

GPA 2.8 out of 4.0 and **one** or more of the following benchmarks:

- ☐ Advanced Placement Exam (3+)
- ☐ Advanced Placement Course (A, B or C)
- ☐ Dual Credit College English and/or Math (A, B or C)
- ☐ College Developmental/Remedial English and/or Math (A, B or C)
- ☐ Algebra II (A, B or C)
- ☐ International Baccalaureate Exam (4+)
- ☐ College Readiness Placement Assessment*

* *Standardized Test benchmarks (minimum score)*

SAT Exam:	*Math (TBD)*	*Reading and Writing (TBD)*	
ACT Exam:	*English (18)*	*Reading (22)*	*Science (23)*	*Math (22)*

Additional Factors that Contribute to College Success

Earning As, Bs, Cs; FAFSA Completion; Enrollment in career pathway course sequence; College Academic Advising; Participation in College Bound Bridge Programs; Senior year math class; Completion of a math class after Algebra II

Career Ready Indicators

Students are **Career Ready** if they have identified a career interest and meet two of the behavioral and experiential benchmarks listed below. In addition, students entering the military upon graduation must meet the passing scores on the Armed Services Vocational Aptitude Battery (ASVAB) for each branch of the military.

Career Cluster Identified and **two** or more of the following benchmarks:

- ☐ 90% Attendance
- ☐ 25 hours of Community Service
- ☐ Workplace Learning Experience
- ☐ Industry Credential
- ☐ Dual Credit Career Pathway Course
- ☐ Two or more organized Co-Curricular Activities

College Ready Indicators

Students are **College Ready** if they meet either the academic indicators **OR** standardized testing benchmarks listed below.

Academic Indicators

GPA 2.8 out of 4.0 and **one or more** of the following academic indicators:

- Advanced Placement Exam (3+)
- Advanced Placement Course (A, B or C)
- Dual Credit College English and/or Math (A, B or C)
- College Developmental/Remedial English and/or Math (A, B or C)
- Algebra II (A, B or C)
- International Baccalaureate Exam (4+)

Standardized Testing Benchmarks (minimum score)

- SAT Exam: Math (530) | Reading and Writing (480)
- ACT Exam: English (18) | Reading (22) | Science (23) | Math (22)
- College Readiness Placement Assessment (determined by post-secondary institution)

Additional Factors that Contribute to College Success

Earning As, Bs, Cs; FAFSA completion; enrollment in career pathway course sequence; college academic advising; participation in college bound bridge programs; senior year math class; completion of a math class after Algebra II.

Career Ready Indicators

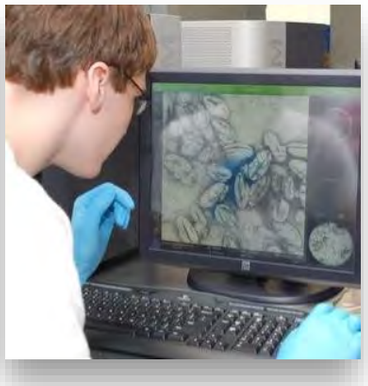
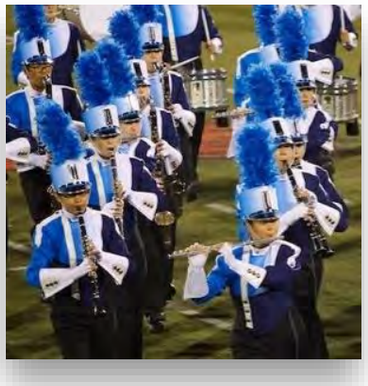
Students are **Career Ready** if they have identified a career interest and meet two of the behavioral and experiential benchmarks listed below. In addition, students entering the military upon graduation must meet the passing scores on the Armed Services Vocational Aptitude Battery (ASVAB) for each branch of the military.

Career Cluster Identified and **two or more** of the following benchmarks:

- 90% Attendance
- 25 hours of Community Service
- Workplace Learning Experience
- Industry Credential
- Dual Credit Career Pathway Course
- Two or more organized Co-Curricular Activities

Making High School Relevant

High School District 214

Who We Are

High School District 214

6

6 Comprehensive High Schools

- Buffalo Grove High School
- Elk Grove High School
- John Hersey High School
- Prospect High School
- Rolling Meadows High School
- Wheeling High School

12,025

12,025 Students

- Reside in 8 communities northwest of Chicago

4

4 Alternative Programs

- The Academy at Forest View
- Vanguard
- Newcomer Center
- Young Adult

1,600

1,600 Staff

- 870 Certified teachers (774 with Master's or higher)
- 398 Education Support Staff
- 165 Custodial/Maintenance
- 141 Administrators/supervisors

Strategic Implementation of College and Career Readiness Plan

Collectively developing and implementing a strategic plan to enhance all students opportunities to access and earn early college credit to smooth the post-secondary transition, increase year one persistence, and ultimately facilitate greater completion rates.

- Advance Placement Transcription
- Dual Credit Expansion
- Career Cluster Identification

College Completion Remains an Economic Development Imperative

- People with a High School education are unemployed at a 9.4% rate (Department of Labor Statistics)
- People with a College Credential are unemployed at a 4.1% rate (Department of Labor Statistics)
- Associate Degree holders earn $1.7 million more over a lifetime than those holding only a high school degree (Northwest Educational Council for Student Success, 2012)
- Children raised in a household of a college degree holder are 75% more likely to earn a degree, which can close the household economic gap for generations (Northwest Educational Council for Student Success, 2012)

The Power of 15 – All Means All

The Power of 15 – All Means All
Local Research

- An instructional model for enhancing college completion by earning 15+ college credit hours AND a High School Diploma at the same time
- 51% of freshman complete 15 credits at Harper; of those, 26% graduate from a four-year college or university
- 49% of freshman enroll at Harper with 15+ credits; of those 50% graduate from a four-year college or university
- The two biggest barriers to initial College Success are Freshman Math and English

ENGLISH College Ready College Credit (Local Approach)

Junior Year	Evaluation Mechanism at End of Junior Year	Senior Year		Postsecondary Outcome
		Semester 1	Semester 2	
Junior English	N/A	AP ENGLISH		**College Credit**
	Meets Harper prerequisites (ACT English 19+ Reading 20+, Harper Essay)	ENG101 & Senior English Elective		
		Senior English Elective & ENG 101		
	Does not meet Harper prerequisite	ENG100 (semester 1)→ 7 semester 3.0 GPA→ ENG101		
		ENG100 (DEV ED)		**College Ready**
		Senior English Elective		N/A

MATH
College Ready
College Credit
(Local Approach)

<table>
<tr><th rowspan="2">Junior Year</th><th rowspan="2">Evaluation Mechanism at End of Junior Year</th><th colspan="2">Senior Year</th><th rowspan="2">Postsecondary Outcome</th></tr>
<tr><th>Semester 1</th><th>Semester 2</th></tr>
<tr><td>Junior Honor Math</td><td>N/A</td><td colspan="2">AP Calculus AB/BC
or
AP Statistics</td><td></td></tr>
<tr><td rowspan="4">Algebra 2/
Junior Math</td><td>Meets Harper prerequisites (ACT Math 22+, ALEKS 46+)</td><td colspan="2">MTH103/MTH101
&
Senior Math Elective</td><td rowspan="2">College Credit</td></tr>
<tr><td rowspan="3">Does not meet Harper prerequisite</td><td>MTH080
(DEV ED)</td><td>MTH103
or
MTH101</td></tr>
<tr><td>Senior Math Elective</td><td>MTH080
(DEV ED)</td><td>College Ready</td></tr>
<tr><td colspan="2">Senior Math Elective</td><td>N/A</td></tr>
</table>

Diplomas with Purpose

Aligned Pathways for Completion

Career Pathways

High School Re-envisioned Programs of Study

Engagement through Relevance: Guiding Principles

1. Sequence of courses that lead beyond high school
2. External experience that provides students with real-world understanding of career areas through internships or problem-based learning experience
3. Opportunity to earn career certification/college credit

Career Discovery

Workplace Learning Experiences

Tier I

Internship Course
Micro-Internship Course
Embedded Learning
(Independent)

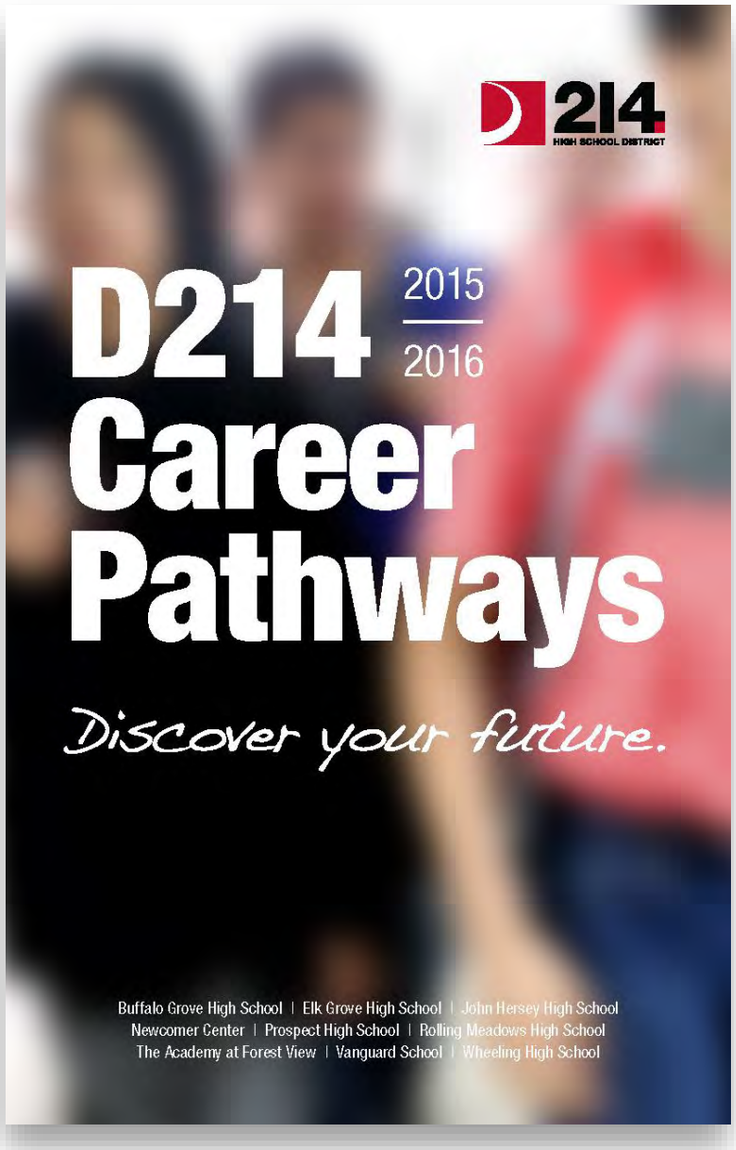
Tier II

Employee Development Course
(Daily Supported Community-Based)

Tier III

Career Skills Training Course
In-School Work Experiences
(Highly Supported)

Career Pathways



Career Pathway Page Sample

214 HIGH SCHOOL DISTRICT

Career Cluster — Architecture and Construction

Career Pathway — Construction

Program of Study — Building Trades

Pathway Courses

Year 1	• Woodworking 1 • Woodworking 2
Year 2	• Drafting/CAD • PLTW Industrial Engineering Design
Year 3	• Practical Architectural Construction – PAC Year 1
Year 4	• Practical Architectural Construction – PAC Year 2

Related Electives
- College Speech Communication
- Entrepreneurship
- Introduction to Business

Career Related Activities
- Battlebots
- District Architecture Competition
- District Career Days
- District Career Nights
- District Career Treks
- Robotics Club
- Skills USA
- WildStang FIRST Robotics

College Majors (examples)
- Building/Construction Management
- Construction Engineering Technology
- Energy Management and Systems Technology
- Heating, Air Conditioning and Refrigeration Technology

Careers (examples)
- Architectural Engineering Technician
- Building/Construction Finishing, Management and Inspection
- Civil Engineering Technology/Technician
- Construction Engineering Technology/Technician
- Drafting CAD/CADD
- Electrician
- Heating, Air Conditioning, Ventilation and Refrigeration Maintenance Technician
- Carpenter
- Plumber

External Experiences
- Industry Mentorship
- Internship
- Microinternship
- WildStang FIRST Robotics

Certifications: High School
- WCA Machine Operation Level I: Table Saw
- WCA Machine Operation Level I: Band Saw
- WCA Machine Operation Level I: Lathe
- WCA Machine Operation Level I: Jointer
- WCA Machine Operation Level I: Radial Arm Saw
- WCA Machine Operation Level I: Planer
- WCA Machine Operation Level I: Drill Press
- WCA Machine Operation Level I: CNC Router

Certifications: Harper
- Building Codes and Enforcement
- Commercial Maintenance
- Supervisory Maintenance

Career Pathway Guide 2015 | 2016 18 High School District 214

Career Pathways

Information Technology

Building linkages in IT occupations for entry level, technical and professional careers related to the design, development, support and management of hardware, software, multimedia and systems integration services.

D214 Pathways/Programs of Study

- Network Systems/Information Support and Services
- Programming and Software Development

Information Technology

Network Systems/Information Support and Services

Network Systems/Information Support and Services

Pathway Courses

Year 1
- Computer Programming, Mobile App Development and Networking

Year 2
- Computer Repair A+ Certification

Year 3
- CISCO Networking Basics
- CISCO Routers and Routering Basics

Year 4
- Advanced Network Systems and Cybersecurity

Related Electives
- AP Calculus
- AP Chemistry
- AP Physics C
- AP Statistics
- College Speech Communication
- Robotics

Career Related Activities
- Battlebots
- Computers Club
- District Career Days
- District Career Nights
- District Career Treks
- Math Team
- Theater Tech Crew
- WildStang FIRST Robotics

External Experiences
- Industry Mentorship
- Internship
- Microinternship
- WildStang FIRST Robotics

Certificates: High School
- Microsoft Technology Associate: Network Fundamentals 98-366
- CompTIA - A+
- CompTIA - Network+
- CompTIA - Security +

Certificates: Harper
- Cisco CCNA Network Specialist
- Cisco CCNA Security Specialist
- Computer and Network Security Specialist
- Computer and Network Support Technician
- Computer Support Technician
- Database Management
- MCSA Data Platform: SQL Server 2012 Database
- MCSA: Windows Server 2012
- Oracle Database Administrator
- Network Administration
- Network Support Technician
- Networking Fundamentals

College Majors (examples)
- Computer Engineering
- Computer Information Systems
- Computer Science
- Information Technology
- System Administration
- Web page/Multimedia

Careers (examples)
- Computer and Information Research Scientist and System Manager
- Computer Network Architect and Support Specialist
- Computer Programmer
- Computer Systems Analyst
- Computer User Support Specialist
- Network and Computer Systems or Database Administrator

Programming and Software Development

Programming and Software Development

Pathway Courses

Year 1
- Computer Programming, Mobile App Development and Networking

Year 2
- Mobile App Development 2/AP Computer Science Principles

Year 3
- AP Computer Science – A

Year 4
- Advanced Concepts in Coding and Development

Related Electives
- AP Calculus
- AP Chemistry
- AP Physics C
- AP Statistics
- College Speech Communication
- Graphic Arts Design
- Robotics

Career Related Activities
- Battlebots
- Computers Club
- District Career Days
- District Career Nights
- District Career Treks
- Math Team
- Theater Tech Crew
- WildStang FIRST Robotics

External Experiences
- Industry Mentorship
- Internship
- Microinternship
- WildStang FIRST Robotics

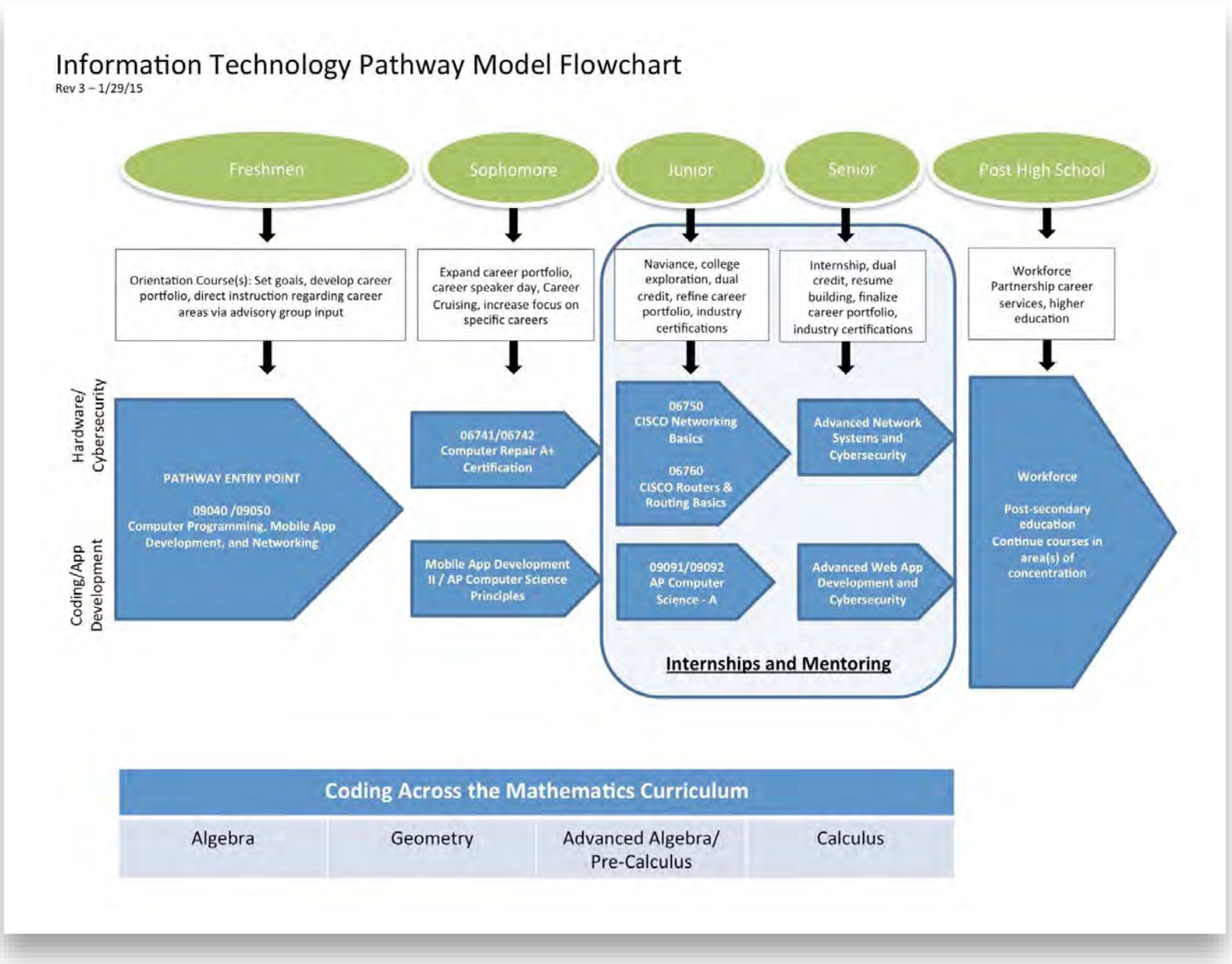
Certificates: Harper
- Accessible Web Design and Compliance
- Interactive Website Design
- iPhone Applications Development
- Java Programmer
- MCSA Data Platform: SQL Server 2012 Database
- Oracle Database Administrator
- MCSD: Web Applications
- Microsoft Specialist: Visual Studio
- Web Maintenance and Design
- Software Development
- Web Development
- Web Visual

College Majors (examples)
- Artificial Intelligence and Robotics
- Computer Information Systems
- Computer Engineering
- Computer Programming
- Computer Science
- Information Technology
- System Administration
- Webpage/Multimedia

Careers (examples)
- Computer and Information Research Scientist and System Manager
- Computer Hardware Engineer
- Computer Network Architects and Support Specialist
- Computer Operator and Programmer
- Computer Science or Engineering Teacher
- Computer Systems or Information Security Analyst
- Computer User Support Specialist
- Multimedia Artist and Animator
- Network and Computer System or Database Administrator
- Software Developer: Applications or System Software

Career Cluster: Information Technology

Pathways: Network Systems; and Programming and Software Development
Programs of Study: Coding/App Development and Hardware/Cybersecurity



- **Up to 20 Early College Hours**
- **3 Industry Credentials**
- **Internship Experience**

Career Pathway Development in High School District 214

- Our goal is to offer representative career pathways in every career cluster districtwide
- We want pathways to serve as cluster entry points NOT end points so post-secondary decisions are driven by personal career goals
- Each pathway includes a sequence of courses that lead beyond high school
- Each pathway has opportunities to earn early college credit and/or an industry credential
- Each pathway embeds early workplace learning opportunities through inquiry based projects, PBLs with industry partners, on-site mentors, and Tier I career experiences

Student Participation

Dual Credit Enrollment: 362%

- Increase since 2010 (401 to 1,854) to 87.8 %

Enrollment at Harper of Dual Credit Students: 233%

- Increase since 2010 (162 to 541)

47% vs 68%

The D214 Class of 2015

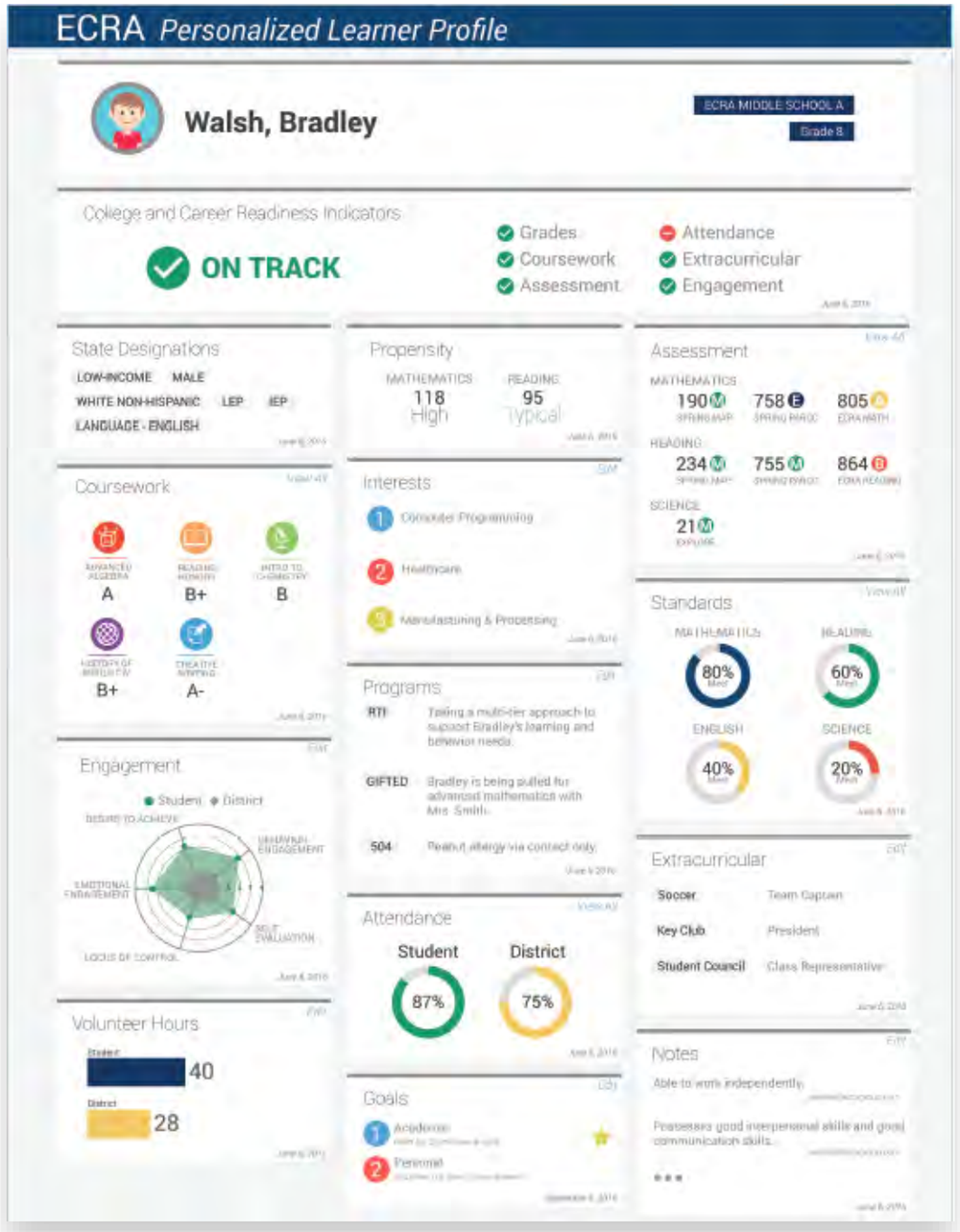
AASA
THE SCHOOL SUPERINTENDENTS ASSOCIATION

Personalized Learning Profile

Use Cases

ECRA Group
Education | Consulting | Research | Analytics

- **Student Placement**
- **Student monitoring and guidance**
- **Parent and student communication**

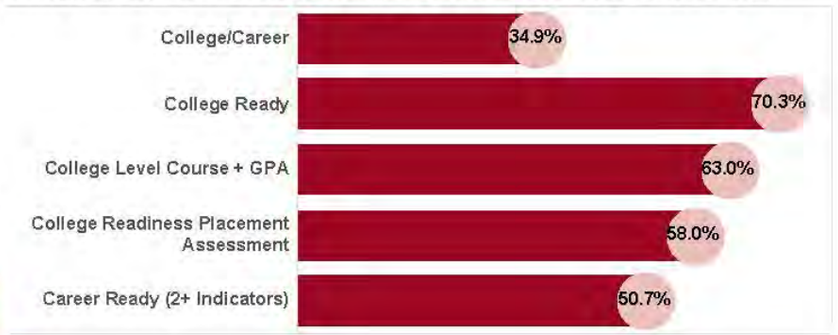


AASA
THE SCHOOL SUPERINTENDENTS ASSOCIATION

Redefining Ready SAMPLE
District XXX College and Career Readiness Indicators

Redefining Ready! is a new multi-metric, research-based approach to determine what it means to be college ready, career ready, and life ready.

Schools Data



	2013	2014	2015
College/Career	**31.2%**	**33.2%**	**34.9%**
College Ready	**68.2%**	**69.5%**	**70.3%**
College Readiness Placement Assessment	**57.2%**	**57.4%**	**58.0%**
ACT College Readiness Benchmark	46.6%	46.5%	47.3%
SAT College Readiness Benchmark	0.0%	0.0%	0.0%
Local College-Level Requirements	57.1%	57.3%	57.8%
College Level Course + GPA	**60.2%**	**62.1%**	**63.0%**
AP Exam 3+	0.0%	41.0%	44.2%
AP Course (A, B, or C)	54.0%	56.2%	57.6%
Dual Credit English/Math Proficiency	0.2%	0.3%	0.3%
Developmental English/Math Proficiency	1.3%	1.2%	1.8%
Algebra II Proficiency	58.5%	60.6%	60.9%
cumGPA 2.8+/4	61.6%	63.6%	64.1%
Graduates N	**2,936**	**2,824**	**2,880**

	2013	2014	2015
Career Ready (2+ Indicators)	**47.0%**	**48.9%**	**50.7%**
90% Attendance	85.5%	88.2%	91.1%
25 hours of Community Service	5.2%	5.6%	4.9%
Workplace Learning Experience	5.9%	7.7%	6.6%
Industry Credential	13.2%	12.6%	13.3%
Dual Credit Career Pathway Course	9.6%	8.9%	9.1%
2+ Organized Co-Curricular Activities	28.1%	29.4%	29.4%

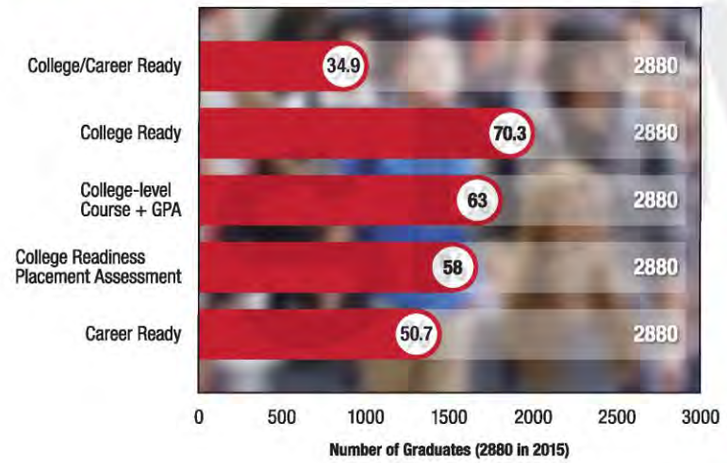
Metric Descr.. Graduates N

Number of Graduates in the Academic Year

Redefining Ready! Report Card
District XXX College and Career Readiness 2015

Redefining Ready! is a new multi-metric, research-based approach to determining what it means to be college ready, career ready, and life ready.

College/Career Indicators: Percentage of Graduates in 2015 Academic Year



College Ready Indicators

College/Career Ready	**34.9%**
College Ready	**70.3%**
College Level Courses + GPA	**63.0%**
■ Advanced Placement Exam (3+)	44.2%
■ Advanced Placement Course (A, B or C)	57.6%
■ Dual Credit College English and/or Math (A, B or C)	0.3%
■ College Developmental/Remedial English and/or Math (A, B or C)	1.8%
■ Algebra II (A, B or C)	60.9%
■ GPA 2.8+	64.1%
College Readiness Placement Assessment	**58.0%**
■ ACT Exam: English (18) | Reading (22) | Science (23) | Math (22)	47.3%
■ SAT Exam: Math (530) | Reading and Writing (480)	0.0%
■ Harper College-level Requirements	57.8%

Career Ready Indicators

Career Ready	**50.7%**
■ 90% Attendance	91.1%
■ 25 hours of Community Service	4.9%
■ Workplace Learning Experience	6.6%
■ Industry Credential	13.3%
■ Dual Credit Career Pathway Course	9.1%
■ Two or more organized Co-Curricular Activities	29.4%

Sample Data

Next steps…

- **Institution of Higher Education as Our Longitudinal Research Partner**
- **College Acceptance Admissions Criteria**
- **Every Student Succeeds Act (ESSA) State Implementation Plans**

Join us by endorsing this effort today!

- Visit our website www.RedefiningReady.org
- Add your name and organization to our list of supporters.
- Share your stories on social media using the hashtags:

  #RedefiningReady

  #YOUR ORGANIZATIONReady (e.g. #214Ready)

AASA THE SCHOOL SUPERINTENDENTS ASSOCIATION

ENDORSED BY

COSN LEADING EDUCATION INNOVATION

NASSP National Association of Secondary School Principals

PDK PHI DELTA KAPPA International

NSR NATIONAL SUPERINTENDENTS ROUNDTABLE

AASA THE SCHOOL SUPERINTENDENTS ASSOCIATION