

Methodology for College- and Career-Ready Student Outcomes Data Explorer

August 2019

To populate the College- and Career-Ready Student Outcomes Data Explorer, Achieve collected publicly available data, primarily from states' report cards and dashboards from the 2017-18 school year throughout spring and summer 2019. Achieve reviewed postsecondary and P–20 reports and reports commissioned by state legislatures and other entities in the state for relevant data. Many of the data points included in the Data Explorer require that a user dig a number of levels into a state's website, download a research data file, or may require selection of a sample school report card where state data are provided for context.

Quality assurance: As part of the data quality assurance and validation process, Achieve followed up with each state education agency in June 2019 and provided staff an opportunity to provide additional information where holes in the data collection existed.

Definitions: States define indicators differently, making comparability a challenge. Clicking into any state/indicator combination from the home page provides specific details on how each state defines an indicator. The 50-State Tables also provide definitional details where appropriate.

Denominators: States define denominators differently, making comparability a challenge. Some states report progress of a specific cohort, and others report on graduates, test takers, single-year enrollees, etc., which leads to unlike comparisons when looking across states. States sometimes include different time frames and other limitations in their denominators. Clicking into any state/indicator combination from the home page provides specific details on which students are included in each state's denominator. The 50-State Tables also provide denominator details where appropriate.

Values: Student outcomes data, where available, are found under the "How did students perform?" column within any state/indicator combination. The numerical values should always be interpreted as percentages. For example, an All Students value of 68.4 in the 4-Year Graduation Rate indicator means 68.4 percent of students graduated. An All Students value of 45.0 in the College- and Career-Ready Assessments tab under the English subject area means 45.0 percent of students met proficiency benchmarks.

Subgroups: For each indicator, we collected available subgroup data. To ease reporting and display of the data, we standardized subgroups into 15 classifications: All Students, American Indian/Alaska Native, Asian, Black/African American, Hispanic/Latino, Native Hawaiian/Other Pacific Islander, Two or More Races, White, Economically Disadvantaged, English Learners, Students with Disabilities, Foster Care, Homeless, Migrant, and Military. State-reported subgroups and reporting groups were aggregated as follows:

- **American Indian/Alaska Native:** American Indian, American Indian/Alaska Native, Native American.
- **Asian:** Asian, Asian American, Asian/Pacific Islander
- **Black/African American:** African American, African American/Black, Black/African American, Black
- **Hispanic/Latino:** Hispanic, Hispanic/Latino
- **Native Hawaiian/Other Pacific Islander:** Pacific Islander
- **Two or More Races:** More Than One; Multirace; Multiethnic; Multirace, Non-Hispanic; Multiracial; Multiple Races; Multiracial; Two or More

- **White:** Caucasian, White, White (Not Hispanic)
- **Economically Disadvantaged:** Economically Disadvantaged, Eligible for Lunch, Eligible for Free Lunch, Eligible for Reduced Lunch, FARMS, Free and Reduced Lunch, Free Meals, Free or Reduced Lunch, Free/Reduced-Price Lunch, Free/Reduced-Price Meals, Low income, Low SES, Lunch Eligible, NSLP Eligible, Paid Meals, Poverty, Reduced Price Meals, Subsidized Meals
- **English Learners:** Bilingual or ESL, EL, ELL, ELL in Last Year, ELL/LEP, English Language Learners, English Language Learners (LEP), English Learners, LEP, Limited English, Limited English Proficiency, Limited English Proficient.
- **Students with Disabilities:** Disability with IEP, Disabled (SPED), IEP, IEP/SPED Students, Special Education, SPED
- **Foster Care:** Children in Foster care, Foster, Foster care, Foster Youth, Students in Foster care
- **Homeless:** Homeless, Homeless students, Students who are homeless
- **Migrant:** Migrant, Migratory students
- **Military:** Active Duty, Active Duty Parent, Military, Military Connected, Students of Military Families

Data Collection

- *State-level data:* To be included in this data explorer, states had to publicly report data at the state level. In some states, data are reported for these indicators but only at the school or district level; we have made notes in these instances.
- *Rounding rules:* Data included in the explorer are rounded to the nearest tenth; we rounded up from 5 — e.g., 74.55 is rounded up to 74.6, and 74.44 is rounded down to 74.4.
- *Data calculations:* In some cases, states publicly reported numbers for data related to student outcomes. Where we could calculate a percentage for inclusion in the report, we did so.
- *Data collection timeline:* Data was collected from publicly available sources throughout the spring and summer of 2019. Data that states reported after summer 2019 are not included in this report.
- *Cell suppression:* When states suppressed values due to small numbers of students (i.e., n size), we reported this as “NR” (not reported).
- *Source links:* Links to state’s data sources are linked in the text preceding the Data Explorer.

4-Year Graduation Rates

This indicator identifies the percentage of 9th graders who graduate from high school in four years or less with a regular high school diploma divided by the number of students who entered high school four years earlier (adjusting for transfers in and out, émigrés, and deceased students).

- **Minimum criteria and business rules:**
 - o State must report the data.
 - o Four-year graduation rate for entering 9th graders in 2014–15 (four-year graduates in 2018). In a few states, 2017-18 report cards include graduation rate data for the class of 2017; we have made notes in these instances.
 - o Subgroup data are reported where available.

College- and Career-Ready Coursework Completion

Achieve considers states’ mathematics and ELA/literacy high school graduation requirements to be at the CCR level if students are expected to complete a course of study aligned with state-adopted CCR standards, which typically includes at least three years of mathematics and four years of rigorous, grade-level English. For additional information on diploma classifications and CCR criteria, click [here](#).

- **Minimum criteria and business rules:**
 - o State must report the data.

- For this indicator, the denominator should include all students in the graduating cohort (using a four-year ACGR). We report differences in states' denominators (e.g., entering 9th grade cohort, graduates, seniors).
- Subgroup data are reported where available.

9th Grade On Track To Graduate Based on Credit Accumulation

This indicator identifies the percentage of students in the 9th grade who are on track to graduate based on timely credit accumulation.

- **Minimum criteria and business rules:**
 - State must report the data.
 - Definitions and denominators vary by state. We report differences in states' definitions and denominators.
 - Subgroup data are reported where available.

College- and Career-Ready (CCR) Assessment Score

This indicator identifies the percentage of students who score at the CCR level on statewide high school assessments anchored to CCR standards. These assessments include a performance level/cut score that provides high school students a clear signal regarding their readiness for first-year mathematics and English courses at postsecondary institutions and is used by two- and four-year colleges and universities for placement into first-year, credit-bearing courses.

- **Minimum criteria and business rules:**
 - The assessment data are limited to states that administer a CCR assessment aligned with their state standards in English 11/III and Math 11/Algebra II/Integrated Math III or that administer a college admissions assessment (i.e., SAT or ACT) to at least 90 percent of students.
 - The percentage of students meeting benchmarks must be reported; average or composite results across subjects are not included.
 - State must report the data.
 - Subgroup data are reported where available.
 - For standardization and simplicity, SAT's Evidence-Based Reading and Writing (EBRW) assessment is presented under the subject area "ELA."

College- and Career-Ready (CCR) Measures

This indicator identifies the percentage of students who meet the state's unique definition of "College and career readiness." States typically include multiple measures or ways for students demonstrate their readiness for college or career, including earning college credit while in high school (e.g. through AP, IB, and dual enrollment), completing CTE pathways or industry-recognized credentials, apprenticeships or workplace learning experiences, results on college-ready assessments, completing a college- and career-ready course of study, and demonstrating military readiness.

- **Minimum criteria and business rules:**
 - Most often, states defined their CCR measures as their SQSS measures for high schools under ESSA. Some states have CCR measures outside of their report cards and some of these measures are defined by entities outside of the state department of education such as the state legislatures. These measures are distinct from graduation rate or statewide summative assessment results (outcomes that are captured elsewhere in the Data Explorer).
 - Definitions and denominators vary by state. We report differences in states' definitions and denominators.
 - State must report the data.

- Subgroup data are reported where available.
- Optimally, states report an aggregate value for the indicator(s), and disaggregate that data by subgroup, sub-measure, and disaggregate the sub-measures by subgroup.
- Ideally, the denominator includes all students in a high school graduation cohort (using a four-year ACGR). We report differences in states' denominators (e.g., graduates, seniors, of those who are prepared).

Earning College Credit while in High School

This indicator identifies the percentage of the high school graduation cohort who earn college credit while still enrolled in high school through scoring a 3+ on an Advanced Placement (AP) exam or successfully completing a dual enrollment course for college credit.

Percentage of the high school graduation cohort who have earned a 3+ on an AP exam

- **Minimum criteria and business rules:**
 - Performance or success in the exams, not just participation or enrollment in courses, must be reported.
 - State must report the data. We sought to elevate states' ownership and use of their own students' data; College Board issues annual state-level reports report of AP results some data are publicly reported by other entities.
 - Ideally, the denominator includes all students in a high school graduation cohort (using a four-year ACGR). For this indicator, we report differences in states' denominators (e.g., test takers, graduates, seniors, or tests taken).
 - The numerator should reflect the number of students scoring 3 or higher on an assessment.
 - Subgroup data are reported where available.

Percentage of the high school graduation cohort who have successfully completed dual enrollment courses for college credit

- **Minimum criteria and business rules:**
 - Performance or success in the courses, not just participation or enrollment, must be reported. State that reported solely enrollment (rather than success) data are captured as "NR" and discussed further in the notes section.
 - Includes states' dual enrollment, Postsecondary Enrollment Options (PSEO) and Concurrent Credit Courses where available
 - Ideally, the denominator includes all students in a high school graduation cohort (using a four-year ACGR). For this indicator, we report differences in states' denominators (e.g., test takers, graduates, seniors, or tests taken).
 - The numerator should reflect the number of students *earning college credit* for their performance.
 - The most recent year of available data is included.
 - Subgroup data are reported where available.

Postsecondary Enrollment

This indicator identifies the percentage of the *state's high school graduates* who enroll in a postsecondary institution after high school graduation.

- **Minimum criteria and business rules:**
 - The numerator is the number of these students who enrolled in postsecondary institutions.

- o Optimally, the denominator includes all students in a high school graduation cohort. Definitions and denominators vary by state. We note differences in states' definitions and denominators.
- o We tried to paint as comprehensive as picture as possible for each state's postsecondary enrollment. Where available, we included high school graduates' postsecondary enrollment rates in two-year and four-year systems, in-state and out-of-state, and public and private institutions. If the state reported their graduates' enrollment in a subset of these institutions (e.g., only in-state, four-year systems), we noted this.
- o Subgroup data are reported where available.