

The following questions were submitted by participants on the webinar but were not able to be answered due to time constraints. Answers have been provided in follow-up by Somoh Supharukchinda of the Colorado Department of Education (CDE) and Ryan Reyna of the National Governors Association Center for Best Practices (NGA).

How might certifications, dual enrollment and college courses be included in accountability for states?

[CDE:] These could be included within a college and career readiness indicator within a state's accountability tool/report. The Colorado school performance framework report for alternative education campuses allows for districts to submit supplemental measures for inclusion. Examples of measures approved by the Colorado Department of Education include the percentage of students concurrently enrolled and the percentage of students receiving course credit and a 'B' or higher in a postsecondary institution course.

None of these measures are currently included within Colorado's traditional school performance framework report. As a local control state, these data are not consistently available across all districts. However, the use of extended (4-, 5-, 6-, 7-year) graduation rates does mean that students who participate in Colorado's ASCENT program, in which college credit hours can be applied towards a "5th year" high school students' graduation requirements, can count towards the school's graduation rate.

As with all measures, the inclusion of these measures should consider the school's mission (i.e., supplemental measures for alternative education campuses should help the school determine if it is meeting its objectives) and issues of equity and access, so as to avoid unintended consequences.

[NGA:] Many states have a specific category for proxy measures of college and career readiness, such as dual enrollment, industry certifications, or passing an Advanced Placement or International Baccalaureate assessment. Approximately 10 states proposed using some measure of college and career readiness in their accountability system. Moreover, some states provide a "bonus" to schools that help at-risk students meet one of those measures.

How is career readiness being measured nationally? In Colorado's accountability frameworks, what measures align with career readiness?

[CDE:] Currently, the Colorado performance framework measures both college and career readiness through its state assessments. Where state assessments are aligned with high standards for students, based on the critical knowledge and skills defined by the P-20 community, then proficiency on the assessments indicates that a student is on track to college and career readiness. Similarly, the ACT is required for all students in Colorado in the 11th grade, and the cut-points used in the traditional school performance framework reports align with the college readiness benchmarks (e.g., the score that research has indicated is correlated with a student receiving a 'B' or higher in a college course). Finally, since the AEC SPF allows for districts to submit optional supplemental measures, some AECs have included career readiness measures such as rates of documented employment.

As data across the Colorado K-12 education system become better linked to the Colorado higher education system and other state agencies, the Colorado Department of Education will consider additional measures of college and career readiness. These may include measures of college enrollment, college remediation, a family-sustaining wage, and other measures similar to those

recommended by the National Governors' Association. As with all measures, the inclusion of these measures should consider issues of equity and access, so as to avoid unintended consequences.

[NGA:]Nationally, career readiness is largely measured either through industry certification or an assessment, such as ACT's WorkKeys. Kentucky includes passage of the ASVAB as an indicator of college and career readiness.

Are there other states with separate accountability systems for alternative education?

[NGA:] There are 6 states* with a separate accountability system for alternative education. Please click on the states to find out more information about their systems: [CA](#), [CO](#), [FL](#), [NC](#), [OK](#)** and [TX](#).

(*<http://www.jff.org/sites/default/files/AltEdBrief-090810.pdf>;

** Oklahoma law requires the annual evaluation of all alternative programs in the state, which is conducted by the Oklahoma Technical Assistance Center. The state does not have any alternative schools, only alternative programs. As a result, there is not a separate accountability system per se; however, given the focus on outcomes in the program evaluation, it is often grouped with the other five states that do maintain separate accountability measures for alternative schools.)

How is attainment of GED included in Colorado's traditional and alternative accountability frameworks?

[CDE:] In Colorado, a student who receives a GED certificate is included in the school's completion rate. This is a measure included on the accountability framework for alternative education campuses. However, a student who receives a GED certificate is not included in the graduation rate since it includes only students receiving diplomas, and this is not included on the traditional accountability frameworks.