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# State *Perkins* Accountability Congress

## Design Team Meeting 7

November 8, 2012

## Meeting Summary

### Introduction

The U.S. Department of Education (Department), Office of Vocational and Adult Education (OVAE), Division of Academic and Technical Education, convened the State *Perkins* Accountability Congress (SPAC) Design Team for a seventh virtual meeting on November 8, 2012. The Design Team is composed of 43 state accountability experts nominated by states and partner organizations and selected by OVAE—34 of whom attended the November webinar. Design Team members also participate in meetings of the larger SPAC, which includes the 110 state directors and their secondary or postsecondary counterparts.

The November webinar was the final scheduled Design Team meeting. John Haigh, Performance and Accountability Branch Chief, welcomed webinar participants and acknowledged their hard work over the past year. He also expressed appreciation for contributions to the SPAC Forum, which will remain open through the end of the year. During the webinar, Design Team members discussed unresolved issues around the draft thresholds and performance indicators, including possible employment and earnings measures. This summary includes a synthesis of SPAC and Design Team discussions up to and including the November 2012 Design Team webinar.

### Overall Accountability Framework

The issues outlined below relate to the *Perkins* accountability framework. SPAC and Design Team members have raised these issues for Department consideration but will not attempt to resolve them.

1. Will the Department provide guidance regarding programs that can be approved for *Perkins* funding?
2. New criteria for state-approved programs may reduce the number of programs, which may in turn decrease the number of students included in accountability reporting. What are the potential effects of this reduction, e.g., if it appeared that career and technical education (CTE) participation declined significantly and suddenly?
3. Should the accountability framework address secondary students who drop out of high school prior to reaching the accountability threshold? Similarly, should the framework somehow consider

postsecondary students who enter developmental education but leave postsecondary education prior to reaching the postsecondary education threshold?

4. Should the indicator definitions be associated with measuring consortium outcomes?
5. When should outcomes be assessed? Should this occur at both the secondary and postsecondary levels or upon completion of a full program of study (POS)?
6. Should the indicators and measures be designed to account for the longitudinal aspects of students' educational experiences?
7. Should technical skill attainment be considered a secondary indicator within the accountability framework? The Design Team expressed interest in retaining technical skill attainment for secondary but not for postsecondary. Opinions differed as to whether the indicator should have a negotiated level for performance or be reported without a negotiated level of performance.
8. Will states be accountable for reporting accountability data only on federally funded, state-approved career preparation programs? Or will states be accountable for reporting accountability data for all CTE programs, including those not receiving federal funding support?
9. Will states be allowed to use surveys to assess enrollment in postsecondary education or training, employment, or enlistment in the military? States have raised the issue of survey use, and some Design Team and SPAC participants noted that they currently do not have the ability to conduct administrative record matching with the National Student Clearinghouse (NSC) or state postsecondary education systems. Members inquired whether the Department would accept the use of surveys to track enrollment in postsecondary education. Members also asked what, if any, standards for collection should be established, and if standards are established, what source would be used. The National Center for Education Statistics (NCES) has developed standards for universe data collections that might be considered.

## Student Thresholds

Design Team members suggested that any future *Perkins* accountability framework hold states accountable for the outcomes of students who attain at least a minimum level of CTE course work. Students who achieve a defined minimum threshold of education would be eligible to be included when assessing performance results for the performance indicators, where appropriate.<sup>1</sup>

Throughout this document, the SPAC and Design Team refer to students who meet the threshold as “accountably enrolled” students.

### Secondary Threshold

SPAC and Design Team members discussed the details of a secondary threshold at several meetings. The following section presents the recommended threshold and related agreements, options, and considerations as of the November 2012 Design Team meeting.

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<sup>1</sup> The threshold serves as the starting point for the denominator for each indicator (additional parameters may be placed on the denominator). For example, the denominator for an indicator may include students who met the threshold and who did not reenroll in postsecondary education.

*Secondary Threshold:* Students who completed at least 50 percent of a state-approved career preparation program by the end of the reporting year.

### *Percentage of program*

Participants favored standardizing measurement by basing the threshold on the percentage of a state-approved career preparation program that a student completes during high school. Design Team participants agreed that using percentage of program completed is consistent with the movement by states to define CTE program progress based on attainment of standards and competencies rather than completion of course work based on seat time or clock hours. It also bypasses differences in how states assess student participation in programs, given that some base decisions on the number of courses a student completes, some on the number of credits or Carnegie Units a student earns, and some on the volume of standards a student achieves.

The Design Team suggested that students who completed “at least 50 percent” of the state-approved career preparation program would achieve the threshold. Once a student achieved the threshold they would be eligible for inclusion in the accountability system regardless of whether they were enrolled in CTE coursework during the reporting period. Members discussed the possibility of changing the language to “more than 50 percent” due to concerns about students participating in programs of fewer than three sequenced courses. For example, a student enrolling in a two-course sequence would achieve the threshold level after taking just the first course in the sequence. Members decided to retain the criterion of students completing “at least 50 percent,” with the caveat that states be permitted to establish their own threshold level for career preparation programs of only two courses in a sequence. Members also considered using “completion of at least 50 percent with enrollment in the next course in the program sequence,” but determined that because data are not analyzed until the end of the reporting year this approach would not offer additional information.

### *Program content*

The Design Team agreed that only technical course work should apply when assessing whether students had achieved the CTE threshold. While academic course work might be considered an integral part of a CTE program or POS, this course work would not be considered in determining whether a student was accountably enrolled.

### *Timing*

The Design Team agreed that the reporting year should be aligned with the reporting year that each state defines for its *Elementary and Secondary Education Act (ESEA)* reporting requirements. Adopting this approach supports states in making meaningful comparisons between students who achieve threshold levels of CTE course taking and those participating in other types of educational programming.

Members also suggested that the timing of reporting for the Consolidated Annual Report (CAR) be aligned with the *ESEA* reporting schedule. Currently, states must report their data to the CAR by December 31 of each year, while *ESEA* data are submitted through *EDFacts* and are due by January 31 of the following year. Design Team members contended that because most of the secondary *Perkins* indicator results are reported through *EDFacts*, aligning the two submission time lines would be more efficient.

The Design Team agreed that the alignment between *ESEA* and CAR reporting should include the same students in a given reporting year (e.g., if the *ESEA* reporting year is for 2011–12, then CAR reporting should include students enrolled in the same time period). It is recognized that for particular indicators, such as postsecondary enrollment, the reported student performance will be on the previous year’s students.

### *Defining career preparation programs*

The Design Team used the Department's Blueprint<sup>2</sup> as a starting point for its discussion of a career preparation program. Based on the Blueprint, members suggested defining the secondary portion of a career preparation program as "the secondary component of a state-approved career and technical education program of study."

The Design Team suggested that any definition of a career preparation program in the accountability framework should be aligned with the Department's definition of an eligible program. If funding is limited to POS, then the definition above will ensure that accountability and funding are aligned. If eligible programs are defined using other parameters, then the definition of a career preparation program as it is used in the accountability framework should be aligned with those parameters. Ultimately, the Design Team advocates for holding states accountable for the student populations they are funded to support.

### *Scope of student involvement*

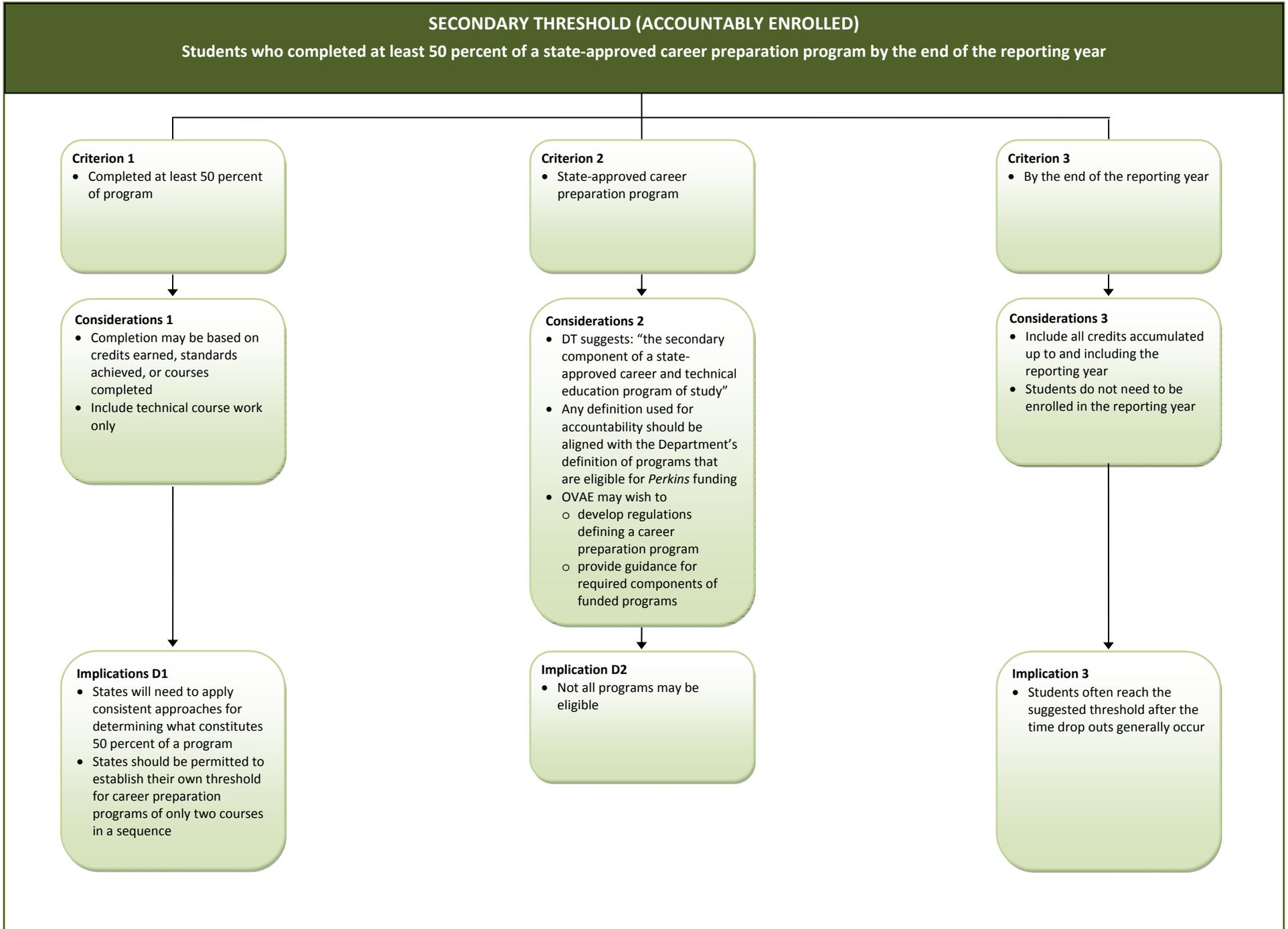
The Design Team discussed whether the threshold definition should be applied to only those secondary students in career preparation programs. Some members were concerned that this definition would exclude students participating in CTE programs that are not considered to be career preparation programs.

The Design Team suggested more discussion on this issue after Congress and the Department identify accountability requirements in reauthorization. In anticipation of further dialogue, the Design Team offered several suggestions.

- Consider using the secondary threshold for accountability purposes and reporting on student participation in CTE, which will generate a larger population of students, as a progress measure.
- Assure there is a balance between what is required for accountability and the desire for additional data for reporting purposes.
- Consider the constraints some states face in collecting data, including access to available data as well as limits placed on collecting those data by state or federal statute.

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<sup>2</sup> U.S. Department of Education. (2012). *Investing in America's Future: A Blueprint for Transforming Career and Technical Education*. Washington, DC: Office of Vocational and Adult Education. Accessed on June 18, 2012, from <http://www2.ed.gov/about/offices/list/ovae/pi/cte/transforming-career-technical-education.pdf>.



## Postsecondary Threshold

SPAC and Design Team members have discussed the details of a postsecondary threshold for accountability at every meeting. The following section presents the recommended threshold and related agreements, options, and considerations as of the November 2012 Design Team meeting.

*Postsecondary Threshold:* Students who earned at least 12 cumulative CTE credits or the equivalent in a state-approved career preparation program by the end of the reporting year or completed a state-approved career preparation program of fewer than 12 credits or the equivalent by the end of the reporting year.

### *Cumulative credits*

Design Team members suggested using a threshold of “at least 12 credits or equivalent” for programs of 12 or more credits, and a threshold of “complete the entire program sequence” for any program consisting of fewer than 12 credits or equivalent.

Design Team members requested that the explanation of the threshold include language that clarifies that “equivalent” includes clock hour programs and other types of programs that are not based on credits or credit hours. The Design Team also requested that the Department support the use of equivalencies through written guidance. Members noted that the Department’s recently developed reference guide regarding credit hours may be a resource.<sup>3,4</sup>

### *Maximum time to earn credits*

The Design Team considered whether to limit the number of years a state would look back in time to determine if a student has earned 12 cumulative credits or equivalent. For example, if a state is assessing students’ eligibility in the 2012–13 reporting year, it could look at the reporting year and all previous years of available data or could review data for the reporting year and a specific number of prior years. The issue was raised because states currently use different limits: some look back as far as their data allow while others review only two to three years of recent data.

### *Options*

1. *Establish maximum number of years to review data for required number of credits or equivalent*—Most Design Team members advocated for establishing a maximum number of years, citing concerns about the viability of older credits toward current degree programs and a desire for standardization. Some members indicated that because data are analyzed locally, however, institutions may look at different time lines and it could be challenging to standardize their approaches.
2. *Allow states to review as many years of data that are available*—Several Design Team members preferred to use all the data available to their states, although they indicated willingness to apply a limit if needed. Their concerns included variability in how colleges and states currently review data,

<sup>3</sup> U.S. Department of Education, Office of Postsecondary Education. (October 29, 2010). Program Integrity Issues. *Federal Register*, 75(209). Retrieved May 7, 2012, from <http://www.gpo.gov/fdsys/pkg/FR-2010-10-29/pdf/2010-26531.pdf>.

<sup>4</sup> U.S. Department of Education, Office of Postsecondary Education. (March 18, 2011). *Guidance to Institutions and Accrediting Agencies Regarding a Credit Hour as Defined in the Final Regulations*. Retrieved May 7, 2012, from <http://ifap.ed.gov/dpcletters/attachments/GEN1106.pdf>.

as well as the desire to be inclusive of part-time students who may take longer to reach the 12 credits or equivalent threshold.

Representatives from Florida and Texas analyzed their state data to determine how many students met the threshold in the 2010–11 reporting year and how many students were added each year when looking back four years (figure 1). While the analyses were helpful during the discussion, the Design Team does not suggest a specific year limit. Options ranged from three to six years prior to the reporting year.

**Figure 1. Number of “Accountably Enrolled” CTE Students (12+ Hours)  
2010–11 Cohort  
Cumulative and Year-to-Year Increases in Identified Students: From 2010–11 to 2006–07**

Credit Type	2010–11 No. Acct Enrolled	Plus 2009–10		Plus 2009–10 & 2008–09			Plus 2009–10, 2008–09, & 2007–08			Plus 2009–10, 2008–09, & 2007–08, & 2006–07			
		No. Acct Enrolled	% Cum increase from 2010–11	% Year increase from 2010–11	No. Acct Enrolled	% Cum increase from 2010–11	% Year increase from 2009–10	No. Acct Enrolled	% Cum increase from 2010–11	% Year increase from 2008–09	No. Acct Enrolled	% Cum increase from 2010–11	% Year increase from 2007–08
<b>Florida Community Colleges<sup>1</sup></b>													
CTE & Academic Credits	82,830	121,622	46.8%	<b>46.8%</b>	134,803	62.7%	<b>10.8%</b>	138,548	67.3%	<b>2.8%</b>	139,643	68.6%	<b>0.8%</b>
CTE ONLY Credits	67,977	98,250	44.5%	<b>44.5%</b>	107,600	58.3%	<b>9.5%</b>	109,768	61.5%	<b>2.0%</b>	110,278	62.2%	<b>0.5%</b>
<b>Texas Community Colleges and Technical and State Colleges</b>													
CTE & Academic Credits	147,729	198,443	34.3%	<b>34.3%</b>	210,363	42.4%	<b>6.0%</b>	215,966	46.2%	<b>2.7%</b>	219,591	48.6%	<b>1.7%</b>
CTE ONLY Credits <sup>2</sup>	62,559	91,142	45.7%	<b>45.7%</b>	97,087	55.2%	<b>6.5%</b>	97,087	55.2%	<b>0.0%</b>	97,087	55.2%	<b>0.0%</b>

<sup>1</sup> Source: Florida Community College Student Database.

<sup>2</sup> Texas: No separate technical hours for 2007, 2008, partial 2009.

### Current enrollment in CTE

The Design Team recommended that current CTE enrollment not be a requirement for threshold eligibility. If a student has earned the required 12 credits or equivalent in the time allowed and did not earn any of those CTE credits or equivalent in the reporting year, he or she should be considered as having met the postsecondary threshold. This suggestion applies whether the decision is made to require states to look back a specific number of years or as far as their data allow.

This approach acknowledges that students may take only general education course work in a term or year as part of their POS. It retains students who completed CTE course work in previous years and who took only general education course work in the reporting year to meet the requirements of their program.

There will be some students who continue in postsecondary education and who do not earn more CTE credits or equivalent over time. If a limit is set on the number of years to look back for threshold eligibility, those students will eventually be ineligible for the threshold once their CTE credits or equivalent are older than the maximum number of years states may look back.

### General education credits or equivalent

The Design Team suggested including only technical course work credits or equivalent when assessing whether a student has reached the threshold. The SPAC noted that although POS—other than very short-term programs—are designed to incorporate both CTE and general education courses, including general education credits could result in some students reaching the threshold without taking much or any CTE course work. Members noted that some states may not currently have the capacity to separate CTE and general education courses when assessing whether students have reached the threshold.

***Developmental education credits or equivalent***

The SPAC suggested excluding credits and equivalent earned in developmental courses when assessing credits for the threshold.

***Credit awarded in high school***

Design Team members identified several separate categories of students who may have earned credit while in high school and suggested they be included or excluded from consideration for the postsecondary threshold as shown below.

**Include**

- Students who earned part or all of the required 12 cumulative credits (or equivalent) while in high school, have left high school, and who are enrolled in a postsecondary institution in the reporting year. Students must be enrolled in CTE, although may be enrolled in the same POS or another POS. College-level credits or equivalent earned while in high school should be considered when assessing whether a student enrolled in postsecondary education has reached the threshold.

**Do not include**

- Students who are attending high school during the reporting year and who have earned part or all of the required cumulative 12 credits or equivalent. Design Team members agreed that postsecondary credits or equivalent earned in high school should be considered only after a student has exited high school and entered a postsecondary institution to avoid having the student in both the secondary threshold and postsecondary threshold in the same reporting year.
- Students who earned all of the required 12 cumulative credits or equivalent while in high school, have left high school, and who are enrolled in a postsecondary institution in the reporting year but who did not earn any CTE credits. The Design Team suggested that while students should not be required to be in the same POS in postsecondary, they should have earned CTE credits in the reporting year.

**POSTSECONDARY THRESHOLD (ACCOUNTABLY ENROLLED)**  
 Students who earned at least 12 cumulative CTE credits or the equivalent in a state-approved career preparation program by the end of the reporting year or completed a state-approved career preparation program of fewer than 12 credits or the equivalent by the end of the reporting year

**Criterion 1**

- Earned at least 12 CTE credits/equivalent OR completed all credits of a program of fewer than 12 credits

**Considerations 1**

- CTE credits/equivalent only: Do not consider general education or developmental education credits/equivalent
- Credit equivalency: DT suggested written guidance
- HS credit: Include
  - Credits/equivalent earned in HS if student has left HS and enrolled in postsecondary in CTE
- HS credit: Do not include
  - Credits/equivalent earned in HS if student attended HS in the reporting year
  - Credits/equivalent earned in HS if student has left HS and enrolled in postsecondary but not in CTE

**Criterion 2**

- State-approved career preparation program

**Considerations 2**

- Design Team suggested postsecondary component of POS
- OVAE may wish to
  - develop regulations defining a career preparation program
  - provide guidance for required components of funded programs

**Implication 2**

- Not all programs may be eligible

**Criterion 3**

- Cumulative credits/equivalent by the end of the reporting year

**Considerations 3**

- Design Team suggested two options:
  - (A) Establish max number of years to look back for cumulative credit or equivalent OR
  - (B) Review all available years of data
- CTE enrollment in reporting year: Not required (unless student earned all 12 credits/equivalent in HS, immediately entered postsecondary, and did not enroll in CTE)

## Indicators

The following section describes progress the SPAC and Design Team have made in developing suggested measures for four performance indicators. The measure of each indicator is first presented visually through a flowchart of the elements that comprise the measure. A narrative of the measure follows each flowchart and includes information about the agreements, options, and considerations discussed as of the writing of this report. Narrative descriptions of the employment and earnings indicators and potential additional indicators are found at the end of the document.

## SECONDARY GRADUATION RATE

Measure: Percentage of accountably enrolled secondary students who graduated according to the state's computation of its graduation rate as described in Section 1111(b)(2)(C)(vi) of the *ESEA*

### Denominator

Students who completed at least 50 percent of a state-approved career preparation program by the end of the reporting year and were included in the state's computation of its *ESEA* graduation rate in the reporting year

#### Criterion D1

- Accountably enrolled: See secondary threshold chart

#### Criterion D2

- Included in state computation of *ESEA* graduation rate

#### Considerations D2

- Assumes four-year cohort beginning with ninth grade
- States must link to their *ESEA* definition/reporting for graduation
- States must conduct administrative record matches
- Use *EDFacts* to access these data

#### Implications D2

- Not all students who reach the threshold level of participation will be included
- Graduation data for the measure will be comparable to those data reported for other students
- Students often reach the suggested threshold after the time drop outs generally occur; students who reach the threshold may already be on track to graduate

### Numerator

Students who completed at least 50 percent of a state-approved career preparation program by the end of the reporting year, were included in the state's computation of its *ESEA* graduation rate in the reporting year, and received a standard high school diploma in the reporting year

#### Criterion N1

- All denominator criteria

#### Criterion N2

- Received a standard high school diploma in the reporting year

#### Consideration N2

- States must limit reporting to accountably enrolled students who received a standard high school diploma as defined in the *ESEA*

#### Implications N2

- Students earning a GED, a certificate of completion, or who graduate in more than four years would not be counted
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## Secondary Graduation Rate

The measure of this performance indicator assesses the graduation rate of secondary CTE students who are included in a state's computation of its four-year high school graduation rates as described in Section 1111(b)(2)(C)(vi) of the *ESEA*.

### *Population*

The population consists of ninth-grade students in the *ESEA* cohort who completed at least 50 percent of a state-approved career preparation program.

### *Method*

States should conduct administrative record matches using the state's *ESEA* accountability data that are reported to *EDFacts*.

### *Graduation*

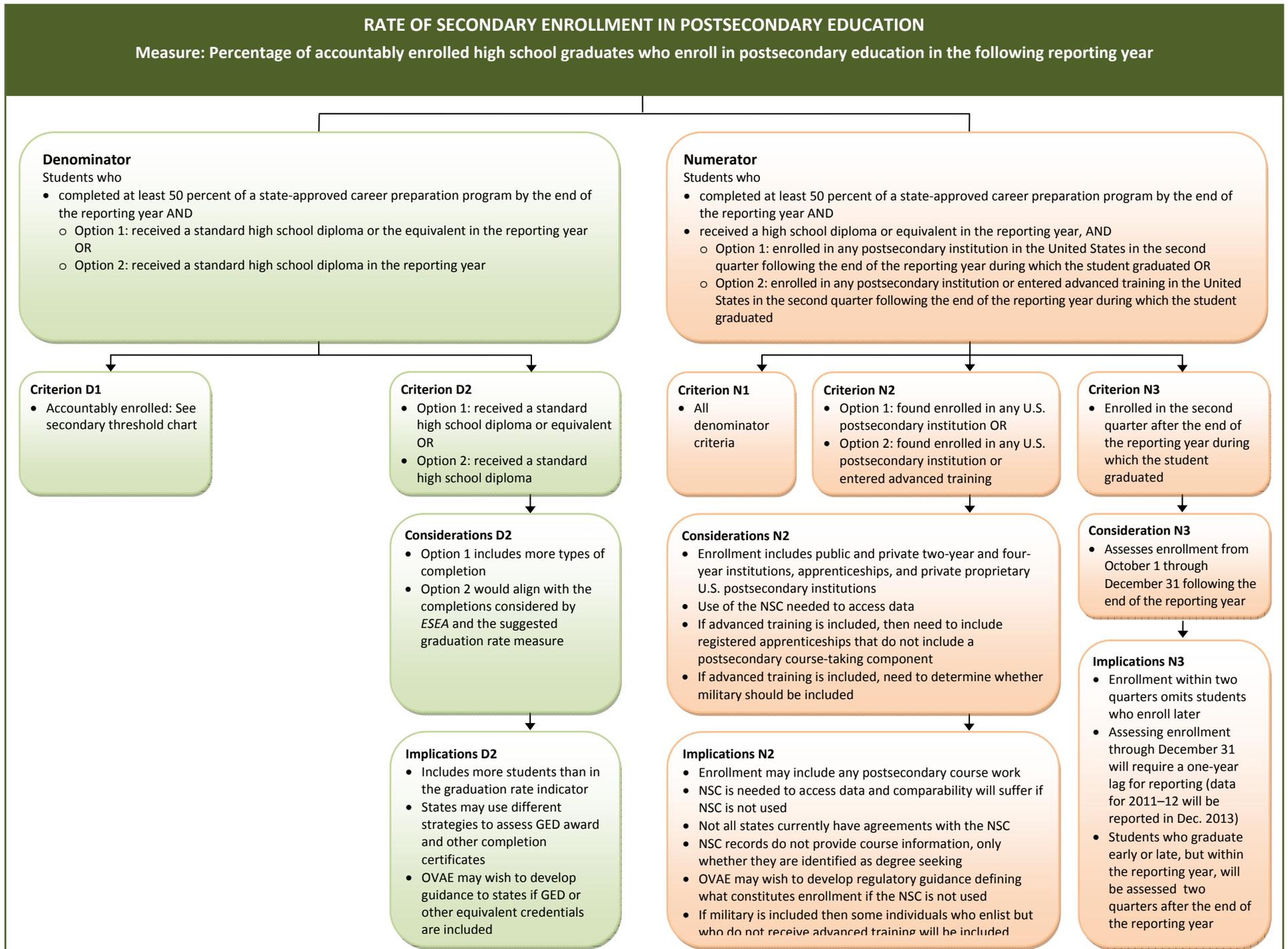
Measurement will be limited to students earning a standard high school diploma, as defined in the *ESEA*. This measurement approach will not include students who graduate in more than four years or who earn a credential other than a standard high school diploma.

### *Alignment with other initiatives*

The measure and measurement approach are aligned with *ESEA* reporting requirements, both in timing for annual reporting and the student population included in the measure.

### *Usefulness*

Design Team members suggested including the secondary graduation rate as a core accountability indicator. There are some Design Team members who questioned the contribution CTE makes toward graduation rate because the timing at which students reach the CTE threshold for accountably enrolled is often later in their high school experience (often after the point at which students elect to drop out). Some were concerned that once students reach the CTE accountability threshold, they are most likely on track to graduate. Others indicated that the core objective of secondary education is graduation and it is important to measure CTE's contribution to the secondary graduation rate.



## Rate of Secondary Enrollment in Postsecondary Education

The measure of this performance indicator assesses the rate at which high school graduates who attain the threshold level of CTE course taking enroll in postsecondary education in the following reporting year.

### *Population*

High school graduates who completed at least 50 percent of a state-approved career preparation program by the end of the reporting year. Accordingly, the population for this indicator differs from that of the graduation indicator because it is expanded to include all students who reach a threshold level of participation and complete their education, rather than only students who are part of the *ESEA* ninth-grade cohort. The Design Team renewed their support at the November 2012 meeting for the population considered for this indicator to include students who meet the threshold of completing “at least 50 percent of a state-approved career preparation program.”

### *Types of completion*

The Design Team offered two options for assessing completion.

Option 1: Received a standard high school diploma or equivalent (e.g., GED)

Option 2: Received a standard high school diploma

Members discussed whether the denominator should include students who exit high school with an award other than a standard high school diploma. Advocates for using only the standard high school diploma noted that students who exit high school with a GED or alternative certificate of high school completion may lack the skills necessary for postsecondary transition. Members noted that the mission in some states is for students to graduate with a regular high school diploma, and establishing a different outcome for CTE would be inconsistent with a state goal. Members also noted that including equivalency degrees, such as the GED, could undermine reliability because states faced significant challenge in acquiring information about GED attainment for individual students. States also reported using differing criteria for determining whether a student has attained a GED; for example, one team member reported that the determination in her state was made based on student self-reports. Consequently, including GED attainment in the measure may reduce the comparability of data across states, as well as introduce measurement issues that compromise data reliability. Advocates for including equivalent awards suggested that omitting alternative routes to completion would mean that some students who completed high school would not be included in the indicator.

If the measure includes diplomas and equivalents, states should conduct administrative record matches with GED databases to determine if students have attained a GED. Members noted that data collection guidelines will be needed to ensure reported data are as comparable as possible. There may be some states that currently, or could in the future, include student self-reported data for GED attainment, instead of obtaining that information through administrative record matches.

### ***Postsecondary enrollment***

The Design Team discussed and agreed that this measure could include two options for postsecondary enrollment.

Option 1: Percentage of accountably enrolled high school graduates who enroll in postsecondary education in the following year

Option 2: Percentage of accountably enrolled high school graduates who enroll in postsecondary education OR advanced training in the following reporting year

Some participants believed that the measure should be restricted to only those students who enrolled in an accredited postsecondary institution. Others suggested that students who continued their education through advanced training should also be counted.

### ***Postsecondary education***

The Design Team suggested that the measure could include two options for postsecondary enrollment.

Option 1: Enrollment in any postsecondary course work

Option 2: Enrollment in credit-bearing course work leading to a degree

Some participants suggested including all students who graduate from high school and go on to enroll in any course work offered in a postsecondary institution. Others suggested including only college-level course work when assessing enrollment. In some states, this could eliminate from consideration course work that is developmental or remedial in purpose. No resolution was reached on whether to include enrollment in remedial course work in the measure. Some SPAC and Design Team members voiced the position that enrollment in postsecondary education and enrollment in postsecondary education with the need for developmental education or remediation are two separate measures. An issue complicating the remedial education discussion is the apparent lack of a consistent remedial education definition among states and, in some instances, among postsecondary institutions in a given state. Additional Design Team discussion regarding developmental education occurred when addressing the extent of postsecondary enrollment/dosage issue, which is summarized below.

### ***Advanced training***

No agreement has been reached on what constitutes advanced training, but two options have been offered.

Option 1: Registered apprenticeship

Option 2: Registered apprenticeship and military enlistment

Participants noted that individuals who enlist in the military often are provided with advanced skill training in an occupational area, thus placing military enlistment as a training category. Others feel military enlistment is more of an employment placement because of enlistment being a "job."

### *Assessing enrollment in postsecondary education and advanced training*

States will conduct administrative record matches with in-state postsecondary institutions and will access the NSC to track student enrollments. Deferred enrollment status would not be considered enrolled.

Participants suggested that the Department take steps to develop a memorandum of understanding (MOU) with the NSC on behalf of states to facilitate matching and reduce the costs of accessing NSC data.

Design Team members reported that they encountered difficulties obtaining data on the participation of high school graduates in registered apprenticeship programs. Several Design Team members noted that their states do not have an established data collection mechanism to uniformly acquire registered apprenticeship participation data that links to educational records.

### *Timing*

Secondary Design Team members agreed that the assessment of students' enrollment in postsecondary education should occur within a reporting window beginning with the first academic term following their high school graduation and ending with a cutoff of December 31 of the following reporting year.

### *Population*

Members asked whether the denominator of this measure should include students who do not complete their full CTE program of study. Participants noted that assessing placement for students who meet the "at least 50 percent" threshold will mean that states are held accountable for students who did not complete their CTE program, and may not have received the skills necessary to prepare them for postsecondary enrollment or advanced training. Continued discussion by Design Team members pointed out the difference in the CTE population size between students who meet the "at least 50 percent" threshold compared to students who complete a secondary CTE sequence. By keeping the population at the threshold of "at least 50 percent," student population count would be larger. There was also Design Team support for keeping population definitions as consistent as possible across indicators.

### *Eligible enrollment*

Members inquired whether there is a minimum level of postsecondary course work required for a secondary school graduate to be considered enrolled. Participants questioned whether a single credit course would constitute postsecondary enrollment, or if there is a minimum number of credits/courses a student needs to pursue to be enrolled. Some Design Team members indicated they were not aware of any postsecondary enrollment qualifier that establishes a specific level of postsecondary engagement to be considered "enrolled." There was support for consistency with other related data definitions.

The Design Team also raised three issues relating to the type of eligible enrollment.

1. Should a student enrolled only in postsecondary remedial education/developmental education be considered enrolled?

Some members contended that students in only postsecondary remedial courses should be excluded because those courses are not considered college level. There are differences, however, in how states define these courses, and the NSC does not provide course-level information that states could use to

identify these students. In addition, courses that might be developmental for other programs are required as part of some CTE programs.

2. Should states report a non-negotiated subindicator of the number of students enrolled in postsecondary who were enrolled in at least one developmental course?

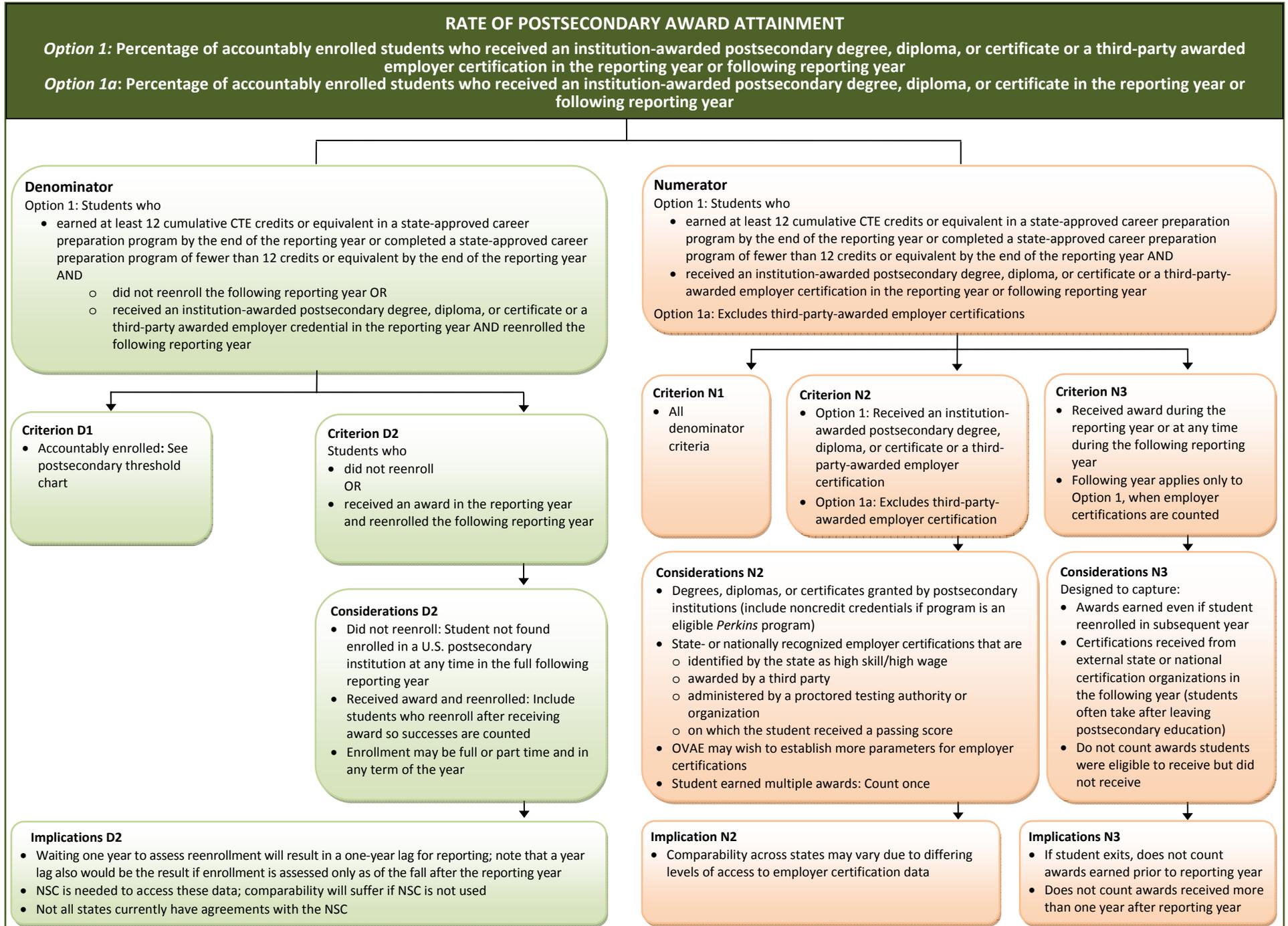
There are concerns regarding the validity and reliability of any reported data about developmental education course work because states vary in how they define these courses. In addition, if developmental education data were to be collected, it would need to be limited to in-state data because the NSC does not collect course-level data.

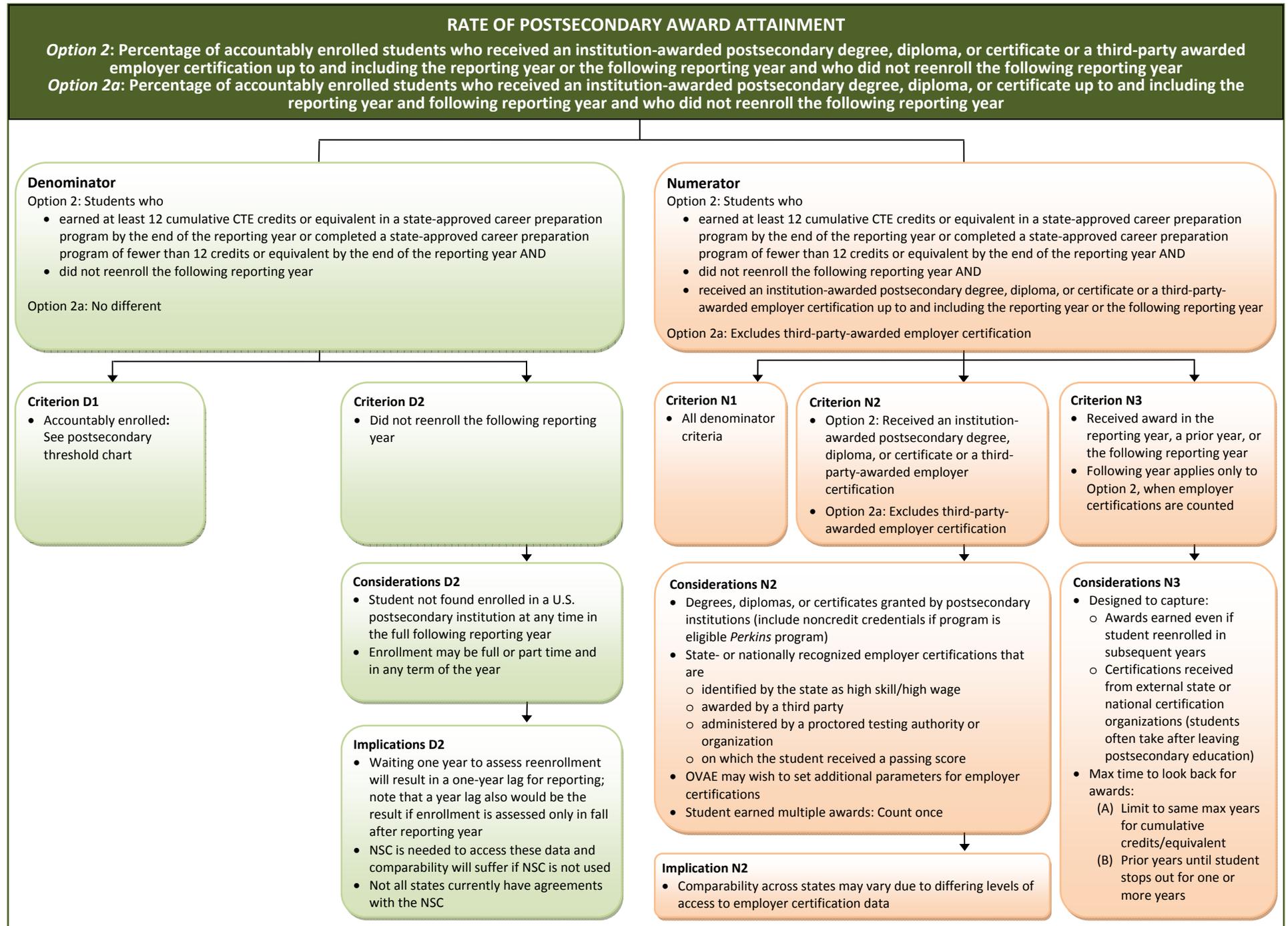
3. Should students enrolled only in adult continuing education (ACE) courses be considered as enrolled in postsecondary?

The Design Team had concerns about including students who were enrolled only in ACE course work, as these are typically not credit-bearing, college-level, or related to a degree- or certificate-granting program. The number of these students is likely to be low, however, and there are some occupationally focused ACE courses that a student might take. In addition, the NSC does not collect course-level data and states would not be able to distinguish which students are ACE only outside of their own states.

#### ***Postsecondary program of study/Eligible enrollment***

Members questioned whether enrollment in postsecondary education need be associated with the POS a student pursued while in secondary education, or if it could be associated with a POS in another area or could be part of a postsecondary program that is not associated with CTE. Further discussion indicated the Design Team's support for "eligible postsecondary POS enrollment" as postsecondary enrollment regardless of continuation in the same program area or related field. Although some members felt data systems could be created to capture same or related program-level enrollment data, the agreed upon approach was to measure postsecondary enrollment broadly. Examples were given where secondary CTE students meeting the secondary threshold may continue with postsecondary education, but in clusters or pathways different from their secondary career preparation program. This continuation was considered to be a successful student outcome. Some secondary Design Team members did not want to be held accountable for student enrollment in the same postsecondary cluster or pathway as the secondary cluster or pathway.





## Rate of Postsecondary Award Attainment

SPAC and Design Team members have discussed a measure of postsecondary award attainment indicator at every meeting. The following section presents the suggested measure and related agreements, options, and considerations as of the November 2012 Design Team meeting.

The measure of this performance indicator assesses the percentage of accountably enrolled students who received a postsecondary award.

*Option 1:* Percentage of accountably enrolled students who received an institution-awarded postsecondary degree, diploma, or certificate or a third-party-awarded employer certification in the reporting year or following reporting year.

*Option 1a:* Percentage of accountably enrolled students who received an institution-awarded postsecondary degree, diploma, or certificate in the reporting year or following reporting year.

*Option 2:* Percentage of accountably enrolled students who received an institution-awarded postsecondary degree, diploma, or certificate or a third-party-awarded employer certification up to and including the reporting year or the following reporting year and who did not reenroll the following reporting year.

*Option 2a:* Percentage of accountably enrolled students who received an institution-awarded postsecondary degree, diploma, or certificate up to and including the reporting year or the following reporting year and who did not reenroll the following reporting year.

### Population

The Design Team advocated including accountably enrolled students who received a credential and reenrolled in postsecondary the following reporting year when assessing this measure.

In *Perkins IV*, a student must leave—not reenroll for a period of time—to be included in the denominator (and numerator) for the measure. If they received a credential prior to the reporting year, but do not receive another credential in the year they exit, they are not counted as a success because the *Perkins IV* measure does not consider their earlier awards.

The Design Team developed two measure options to address this issue.

### Options

1. *Option 1 assesses award attainment for students who leave in the reporting year and for students who receive an award in the reporting year and reenroll the next year. It counts awards received in the reporting year or the following year.*

Measure: Percentage of accountably enrolled students who received an institution-awarded postsecondary degree, diploma, or certificate or a third-party-awarded employer certification in the reporting year or following reporting year.

Denominator: Students who earned at least 12 cumulative CTE credits or equivalent in a state-approved career preparation program by the end of the reporting year or completed a state-approved career preparation program of fewer than 12 credits or equivalent by the end of the reporting year AND

- did not reenroll in the following reporting year OR
- received an award in the reporting year and reenrolled the following reporting year.

Numerator: Students who earned at least 12 cumulative CTE credits or equivalent in a state-approved career preparation program by the end of the reporting year or completed a state-approved career preparation program of fewer than 12 credits or equivalent by the end of the reporting year AND

- received an award in the reporting year or following reporting year.

2. *Option 2 assesses award attainment for students who leave postsecondary education in the reporting year. It counts awards received in the reporting year, prior years, or the following year.*

Measure: Percentage of accountably enrolled students who received an institution-awarded postsecondary degree, diploma, or certificate or a third-party-awarded employer certification up to and including the reporting year or the following reporting year and who did not reenroll the following reporting year.

Denominator: Students who earned at least 12 cumulative CTE credits or equivalent in a state-approved career preparation program or completed a state-approved career preparation program of fewer than 12 credits or equivalent by the end of the reporting year AND

- did not reenroll the following reporting year.

The denominator includes accountably enrolled students who exit in the reporting year.

Numerator: Students who earned at least 12 cumulative CTE credits or equivalent in a state-approved career preparation program or completed a state-approved career preparation program of fewer than 12 credits or equivalent by the end of the reporting year AND

- did not reenroll the following reporting year AND
- received an award in the reporting year, prior to the reporting year, or the following reporting year.

The numerator includes accountably enrolled students who exit in the reporting year and who received an award in the reporting year, a prior reporting year, or the following reporting year.

### *Maximum time to look back for awards*

If the postsecondary threshold is limited to a specific number of years that states may look back for cumulative credits or equivalent, that same time frame should apply to awards that students receive (applies to Option 1 and Option 2 only, not 1a or 2a). For example, if states look at the reporting year and the four years before to determine if students meet the threshold, then states would also look at the reporting year and four prior years to determine if the student received any awards prior to exiting.

If the postsecondary threshold is not limited, states should look at the reporting year and all prior years until the student stops out for a full year or more. For example, if a student attended 2006–07 and 2008–09 through 2012–13, then exits in the 2012–13 reporting year, the state can review the 2008–09 through 2012–13 years of data to see if the student received an award, but should not consider awards earned in 2006–07 or 2007–08. The assumption is that those awards would be captured in the 2006–07 reporting year, when the student left and did not return for one year.

### *Completion*

The Design Team suggested two options for the types of awards that should be counted for this measure.

#### Options

1. *Include postsecondary degrees, diplomas, and certificates awarded by the postsecondary institution and state- or nationally recognized employer certifications awarded by a third party.* Students in some programs earn external employer certifications, such as a licensure as a registered nurse (RN). Some members of the Design Team advocated for including these credentials in the measure because excluding them would underestimate award attainment. Many of these credentials have significant value in the labor market, and some, like RN licensure, are required for employment in the field.
2. *Include only postsecondary degrees, diplomas, and certificates awarded by the postsecondary institution; do not include state- or nationally recognized employer certifications awarded by a third party.* Design Team members who advocated for excluding employer certifications contend that the data are too difficult to obtain. There are significant challenges involved in acquiring student results from state and national testing authorities, many of which will not release student-level data. Several Design Team members also expressed concern that, because some states have access to more certification data than others, measure results would not be consistent across states. A new initiative in Illinois is exploring the potential for a national clearinghouse of certification results. The initiative is in the very early stages and it is too soon to assess whether it will eventually alleviate these challenges.

If employer certifications are included in the measure, Design Team members recommended establishing more clarity regarding which employer certifications or credentials would be eligible. Currently, the Design Team has defined certifications as state- or nationally recognized employer certifications that are

- identified by the state as high skill/high wage,
- awarded by a third party, and

- administered by a proctored testing authority or organization.

Design Team members determined that if the criteria for employer credentials are clear, then states will be able to maintain and update a list of eligible credentials. SPAC members had earlier expressed concern about frequent changes and the potential effects on comparability across years.

OVAE indicated interest in disaggregated counts of the number of degrees, diplomas, certifications, and employer certifications that students receive. The Design Team noted that most states would be able to provide duplicated counts of the disaggregated categories while still reporting an unduplicated aggregate count for the measure. Members suggested that the disaggregated categories be treated as breakouts and not be subject to target negotiations.

### *Received or eligible to receive*

The Design Team recommended counting only those students who received an award, not those who were eligible to receive a credential but who did not actually receive it. In some institutions, students must pay fees to receive their award and some may forego the credential to avoid the fee or because they can transfer or obtain employment without the official award. Design Team members agreed that the long-term value to the student is greater with an actual award and noted that requiring receipt of an award may serve as motivation to change institutional policies that make it more difficult for students to receive a credential.

### *Multiple credentials*

The measure should assess the percentage of students who received an award; it should not count the number of awards. If a student received more than one award then he or she is counted as a single student, not as multiple awards. States may find it beneficial to internally report how many individual awards are earned.

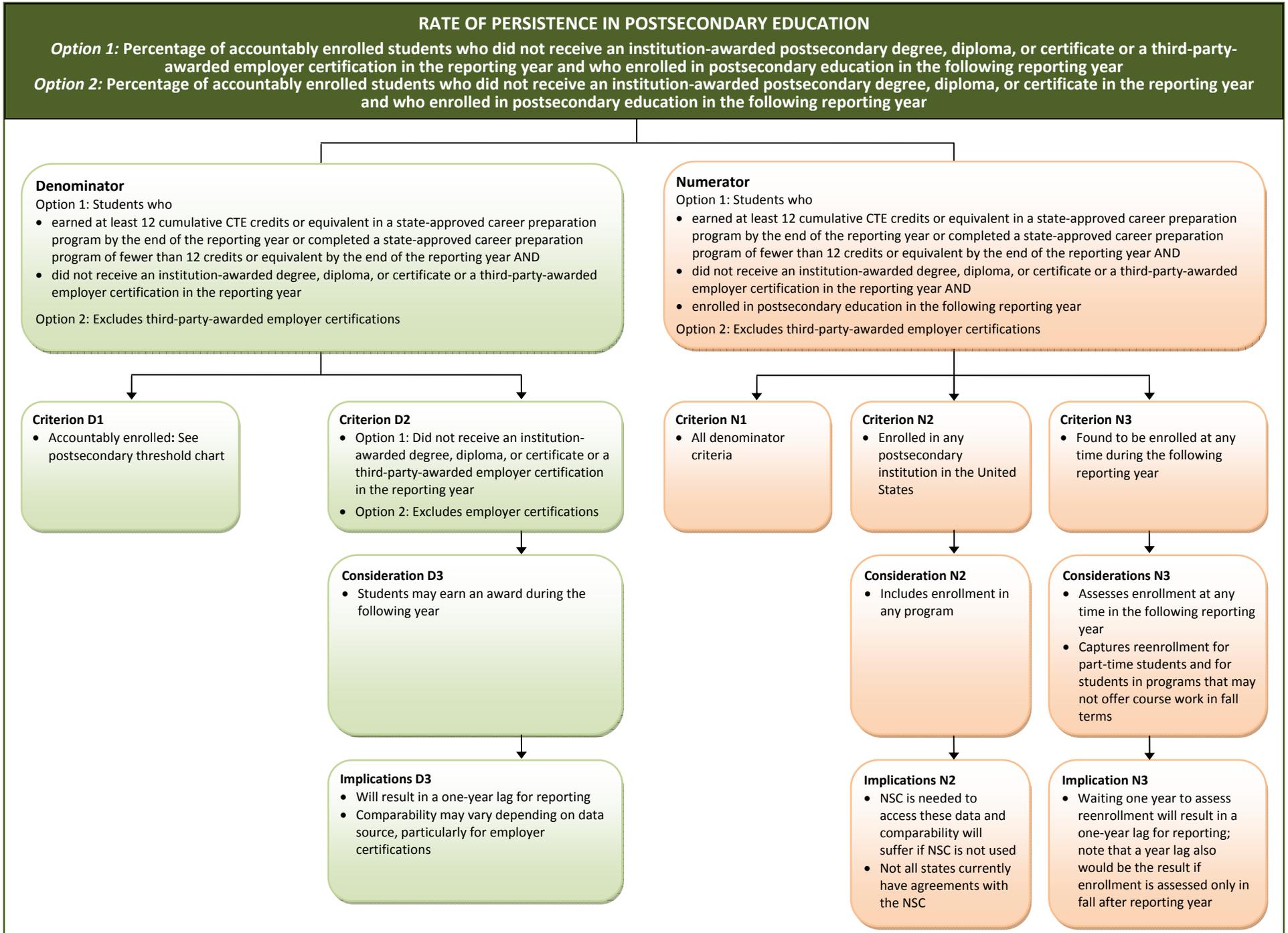
### *Time line*

If employer certifications are counted in the measure, the Design Team suggested assessing award attainment through the following reporting year. Students pursuing third-party certifications may not be able to take assessments before the end of the reporting year.

Two individuals in the CTE field suggested extending the time line beyond the next year because students may receive awards more than one year later. The Design Team recommended only the following reporting year to allow states to report results in a timely way.

### *Noncredit certificates*

The Design Team suggested including noncredit postsecondary credentials if the awarding program is an eligible state-approved program.



## Rate of Persistence in Postsecondary Education

SPAC and Design Team members have discussed a measure of persistence in postsecondary education at every meeting. The following section presents the suggested measure and related agreements, options, and considerations as of the November 2012 Design Team meeting.

The measure of this performance indicator assesses the rate at which students persisted in postsecondary education, at the same or another postsecondary institution, the following reporting year. It excludes students who received an award in the reporting year.

*Option 1:* Percentage of accountably enrolled students who did not receive an institution-awarded postsecondary degree, diploma, or certificate or a third-party-awarded employer certification in the reporting year and who enrolled in postsecondary education in the following reporting year.

*Option 2:* Percentage of accountably enrolled students who did not receive an institution-awarded postsecondary degree, diploma, or certificate in the reporting year and who enrolled in postsecondary education in the following reporting year.

### **Population**

Students who earned at least 12 cumulative CTE credits or equivalent in a state-approved career preparation program by the end of the reporting year or completed a state-approved career preparation program of fewer than 12 credits or equivalent by the end of the reporting year and who did not receive an institution-awarded degree, diploma, or certificate or a third-party-awarded employer certification in the reporting year.

The Design Team considered excluding students who received an award in the following reporting year. Members decided, however, to suggest including those students because they may reenroll in the following year and complete a credential, and should be viewed as having persisted.

### **Postsecondary enrollment**

Enrollment in postsecondary education should include U.S. postsecondary institutions offering education or advanced training.

Ideally, states will conduct administrative record matches using state longitudinal data systems for in-state postsecondary institutions and access the NSC for enrollment in out-of-state, private, and for-profit institutions.

The Design Team noted that the NSC does not include data for all U.S. postsecondary institutions, although it has data for more than 3,300 U.S. postsecondary institutions and covers 93 percent of U.S. postsecondary enrollment and graduation data. In addition, some states do not currently have agreements with the NSC due to the associated costs, although there are discounted and no-cost options for obtaining NSC reports.<sup>5</sup>

### *Time line for reenrolling*

The Design Team recommended looking for reenrollment the entire following reporting year. Postsecondary students may attend part time and some programs do not begin in the fall term. Assessing enrollment in the full following reporting year will ensure that states capture enrollment for part-time students and those who are enrolled in programs that offer course work in terms other than fall.

A CTE administrator suggested extending the data collection period to encompass another 6–12 months because some students stop out for longer than a year before reenrolling. A longer time line would allow states to identify more students who persisted. The Design Team considered this approach, but determined that assessing one full reporting year allows states to report outcomes within 18 months of the end of a reporting year, with the intent to have timely data for program improvement.

### *Core indicator or progress indicator*

The majority of Design Team members supported including rate of persistence in postsecondary education as a core performance indicator. These members reported that further education and training is core to their mission and it is important to their programs and policymakers to know whether students persist.

One member advocated for categorizing rate of persistence as a non-negotiated progress indicator for *Perkins*. One concern was that it is not a measure of an outcome, such as completion, but is instead a measure of progress toward the desired outcome of completion. The state suggests that grantees be held accountable for outcomes, not steps toward outcomes. Second, if a measure of progress toward completion is desired, rate of persistence may not be the best choice. Washington State’s research on the best measures of student progress toward completion identified three key “momentum points”:

- building towards college-level skills (basic skills gains, passing precollege writing or math);
- first-year retention (earning 15 then 30 college-level credits); and
- completing college-level math (passing math courses required for either technical or academic associate degrees).

Advocates for these progress measures contend that they focus students and institutions on shorter term, intermediate outcomes that provide meaningful momentum towards degree and certificate completion for all students no matter where they start.

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<sup>5</sup> The NSC offers three options for membership in its *StudentTracker* service, which provides reports on the enrollment status of prospective, current, and former students: (1) pay an annual fee equal to enrollment times \$.10, with a minimum annual fee of \$300; (2) pay an annual fee of enrollment times \$.05 (\$150 minimum) by participating in two other free NSC services (*DegreeVerify* and *EnrollmentVerify*) or reporting additional data elements including class level, college ID, and major or CIP code; or (3) enroll in *StudentTracker* for free by participating in the two free NSC services and reporting the additional data elements. See <http://www.studentclearinghouse.org/colleges/fees.php#studenttracker> for more information.

## Employment and Earnings

During the August Design Team meeting, members discussed two example measures that would inform policymakers about students' employment and earnings outcomes. The discussion was founded on the ongoing work to develop version three of the Common Education Data Standards (CEDS). Members reviewed the draft proposed CEDS data elements and used those as a basis for a dialogue around what data would be available and what measures would be possible to report.

Draft proposed CEDS data elements include the following:

- Employed while enrolled
- Employed after exit
- Earnings
- Industry(ies) of employment
- Location of employment
- Multiple jobs
- Reference quarter start and end dates
- Employment and earnings administrative data source
- Other data source

## “Success” Rate

Members discussed a measure of post-attainment success:

$$\frac{\text{Students employed but not reenrolled} + \text{Students reenrolled but not employed}}{\text{Secondary or postsecondary population}}$$

### Denominators

- Secondary: Students who completed at least 50 percent of a state-approved career preparation program by the end of the reporting year and received a high school diploma or equivalent in the reporting year.
- Postsecondary: Students who earned at least 12 cumulative credits (or equivalent) in a state-approved career preparation program or completed a state-approved career preparation program of fewer than 12 credits (or equivalent) by the end of the reporting year and earned a degree, certificate, or employer credential in the reporting year.

### Numerators

- Secondary: Students in the denominator who were found employed but not reenrolled plus those who were reenrolled but not employed.
- Postsecondary: Students in the denominator who were found employed but not reenrolled plus those who were reenrolled but not employed.

## Preliminary Points of Agreement

- **Included in employment**—Employment should include military enlistment and employment as an apprentice.
- **Method**—States collect employment data through administrative record matches using student information systems, State UI Wage Reports, the Wage Record Interchange System, and the Federal Employment Data Exchange System.
- **Enrollment in postsecondary**—States collect reenrollment data through their SLDS postsecondary linkages and the NSC.

## Issues for Consideration

The Design Team raised several issues for further discussion.

- **Threshold**—Members expressed concerns about the threshold of 50 percent completion of a program being too low for secondary. Some members advocated reporting this for students who completed greater than 50 percent of their program.
- **Attainment or program completion**—Members questioned whether the numerator should consider students who completed their program, earned a diploma or award, or both. Some members suggested looking at the measure for three categories of students but without negotiating targets for any of them.
- **Terms of employment**—This question related to the use of wage records in matching where there is a match but the earnings level reported is equal to or less than zero. In the examples discussed, employment was counted for each instance of a match regardless of reported wages. This is common practice across the country and in WIA reporting.
- **Status of reenrollment**—Would students have to reenroll at a higher level? For example, would an accountably enrolled postsecondary student need to enroll in a four-year institution or in a program leading to a higher credential?
- **Point in time or growth**—Members discussed the benefits of looking at this measure over time versus as a snapshot.

## Earnings

Members discussed a post-attainment earnings change measure.

- Consideration 1: Median earnings for defined populations at 6 months, 12 months, and 36 months following graduation/attainment (snapshot historical measures).
- Consideration 2: Median earnings for serial cohorts of populations at 6 months, 12 months, and 36 months following graduation/attainment (snapshot longitudinal measures).

## Denominators

- Secondary: Students who
  - completed at least 50 percent of a secondary state-approved career preparation program;
  - received a high school diploma or equivalent; and
  - were not found enrolled in further education.
- Postsecondary: Students who
  - earned at least 12 cumulative credits (or equivalent) in a state-approved career preparation program or completed a state-approved career preparation program of fewer than 12 credits (or equivalent) by the end of the reporting year;
  - earned a degree, certificate, or employer certification; and
  - were not found enrolled in further education.

## Numerators

- Secondary: Students in the denominator who were found employed with wages > \$0.
- Postsecondary: Students in the denominator who were found employed with wages > \$0.

## Points of Agreement

- **Included in employment**—Employment should include military enlistment and employment as an apprentice.
- **Method**—States collect employment data through administrative record matches using student information systems, State UI Wage Reports, the Wage Record Interchange System, and the Federal Employment Data Exchange System.
- **Enrollment in postsecondary**—States collect reenrollment data through their SLDS postsecondary linkages and the NSC.

## Issues for Consideration

The Design Team raised several issues for further discussion.

- **Threshold**—Members expressed concerns about the threshold of 50 percent completion of a program being too low for secondary. Some members advocated for reporting this for students who completed 25 percent, 50 percent, or 100 percent of their program.
- **Attainment or program completion**—Members questioned whether the numerator should consider students who completed their program, earned a diploma or award, or both. Some members suggested looking at the measure for three categories of students but without negotiating targets for any of them.

- **Students included/excluded**—Members asked if individuals who have chosen not to be in the workforce could or would be excluded from the denominator and numerator.
- **Trim rules**—Should there be common guidance for states to determine what, if any, records to exclude? For example, should students whose wages are reported at zero be included in a calculation? Should there be guidance that requires exclusion of individuals with wages over a certain amount per quarter?
- **Approach**—Design Team members noted various ways in which the information could be reported for the measure.
  - *Bucket*: Earnings arrayed in select ranges; historical or longitudinal data show changing distributions
  - *Relative*: Earnings at point one relative to earnings at subsequent points reported annually, expressed as a ratio or some form of derived index
  - *Absolute*: Numerical or percent change between point one and subsequent points
- **Non-wage benefits and tips**—Members questioned the benefits of assessing wages without benefits and tips versus earnings that include benefits and tips. But, as was noted in discussions, there is no consistent and comprehensive data resource available for this information.
- **Differences among states**—Some members noted that states have different economies and labor markets, and questioned how differences among states could be addressed in reporting. Reporting using the relative or absolute approaches would eliminate the use of actual earnings in reporting, but may have disadvantages in terms of clarity for the public and policymakers.
- **Data strengths and weaknesses**—Members questioned whether the available data are valid enough to report as a negotiated performance indicator. While wage records, for example, have been used as performance indicators in other workforce programs, there was a sense that research is needed on the validity of the data. As it is, there are substantial state and national audits of wage record data.
- **Progress indicator**—Members questioned whether earnings could be a progress indicator, reported without targets, possibly by cluster and over time.
- **Secondary**—Secondary members questioned whether earnings is an appropriate indicator for secondary students.

## Additional Indicators

During the August meeting, Design Team members also discussed potential progress indicators and indicators that participants suggested might be necessary and informative. The potential indicators fell into three categories:

- Progress indicators related to the Department’s Blueprint
- Indicators to consider for inclusion in the accountability framework
- Indicators that states may want to report internally or at the local level

### Progress Indicators Related to the Department’s Blueprint

As part of the Blueprint, the Department is proposing a set of progress indicators upon which state and local grantees would be required to report, though no performance levels would be negotiated. These indicators include

- number of dual credits earned,
- CTE credits earned that meet high school graduation requirements,
- number of stackable credentials earned, and
- work-based learning opportunities completed.

Department representatives also noted that remediation—in relation to transition from secondary to postsecondary education—is of interest to the Department.

Design Team members engaged in a discussion about the four proposed progress indicators, offering suggestions regarding the purpose, use, and challenges associated with each.

#### *Number of Dual Credits Earned*

- There is a need for clarity around the definition of dual credit and its role in *Perkins* accountability.
- Dual credit may meet differing requirements, including CTE program requirements, high school graduation requirements, and/or postsecondary certificate or degree requirements.
- Students may earn college credit but not necessarily high school credit in some programs, and clarity would be needed to determine what types of dual credit would be eligible.
- Not all states offer dual credit, and members wondered if dual credit would be required if a progress indicator were added. Policies in some states may support or limit dual credit opportunities.
- A credit may have a different meaning for different schools.
- States will be better able to assess the number of dual credits earned once state longitudinal data systems are in place and functional.
- A member asked about the purpose of a dual credit indicator, suggesting that, if CTE focuses on an at-risk and disadvantaged population, an assessment of dual credit may be

superfluous. Perhaps the focus should be on other success points or earning a diploma or credential.

- Reporting how many students earn dual credit or how many dual credits are earned is a good way of presenting how CTE has a positive effect on students, including giving students a head start in postsecondary, preparing them for the rigors of postsecondary education, and saving families money on postsecondary education.

#### *Number of Stackable Credentials Earned*

- Several participants indicated their state's postsecondary institutions offer short-term, "stackable" credentials that build to a one- or two-year certificate or associate's degree. Students can earn credentials, go into the workforce with a credential that has value in the labor market, and return to continue their education.
- The value of stackable credentials in the labor market may vary, and some participants noted that standards for what comprises an eligible stackable credential would be needed if an indicator were added.

#### *Work-based Learning Opportunities*

- Participants noted that work-based learning opportunities are widely offered, particularly in postsecondary, and vary in scope and intensity.
- Opportunities could include volunteering, internships, job shadowing, required hours of on-the-job training, and many others.
- If an indicator were added, more discussion would be needed about the purpose as well as the definition and parameters for eligible work-based learning opportunities.

### **Indicators to Consider for Inclusion in the Accountability Framework**

Design Team members representing secondary education suggested including an indicator of technical skill attainment at the secondary level. Members differed on the question of including technical skill attainment as a negotiated indicator, with some indicating that negotiating an adjusted level of performance would reinforce the indicator's importance at the state and local level. Others advocated for reporting technical skill attainment without a negotiated level of performance, suggesting that it is a highly informative indicator of student progress, but there is substantial variation in how the indicator is reported among states and some states may have difficulty acquiring the information for all students.

#### *Technical Skill Attainment*

- Secondary students are expected to learn technical skills through the secondary portion of their POS, and technical skill attainment should therefore be assessed.
- Technical skill attainment has become critical to program improvement at the secondary level.
- States have worked very hard since 2006 to implement technical skill assessment systems.
- In one state, a participant noted that technical skill assessments are designed in collaboration with business and industry. Businesses provide context and standards for

assessments and are using attainment of the certificate to award internships and differentiated pay to students.

## Indicators that states may want to report internally or at the local level

Throughout the course of SPAC and Design Team deliberations, members noted additional indicators that may be of interest to federal and state education agencies; federal, state, and local policymakers; and local institutions and school districts. Design Team members agreed that, while the following indicators provide additional detail and information about the experiences and outcomes of CTE students, they should not be included as indicators reported to the Department. These indicators provide information that could inform state and local decision-making, however, and are documented here for reference by state and local education agencies.

### *Academic Attainment*

- A member suggested that, as states adopt the Common Core State Standards and put new assessments in place, CTE students in 10th and 11th grades will be taking those assessments.
- Assessing academic attainment of CTE students and all students could inform states about the effects of CTE on academic attainment.

### *Employability Skills*

- “College and career readiness” is a widely used term, but members noted that all states may not have mechanisms to define and assess career readiness.

### *Time to Degree/Credential*

- Postsecondary participants noted that understanding how long CTE students take to earn a credential could be very helpful.

### *Momentum Points*

- Research on “tipping points” and “momentum points” could offer states and local schools and institutions a resource for analyzing student experiences and outcomes.