

**Current Student Achievement Framework and Proposed Changes** →

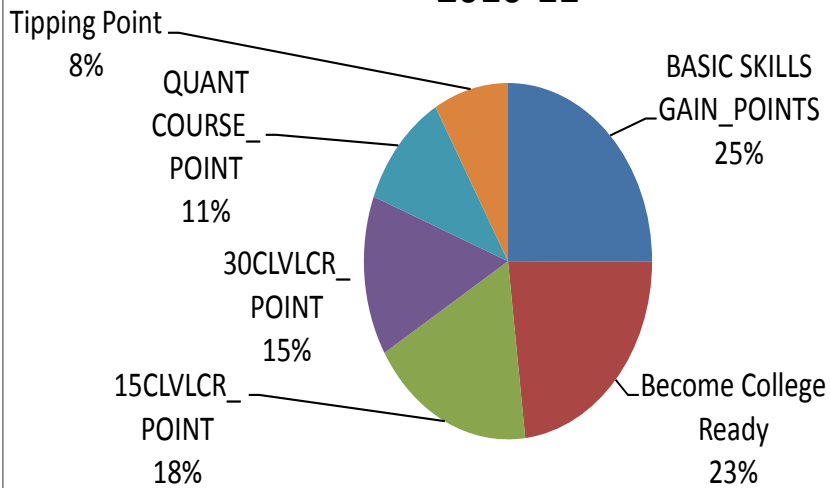
	<b>Increase Basic Skills</b>	<b>Become College Readiness</b>	<b>1<sup>st</sup> 15 Credits</b>	<b>1<sup>st</sup> 30 Credits</b>	<b>Quantitative/College Math</b>	<b>1st 45 Credits</b>	<b>Completion</b>
<b>Current Framework</b>	Multiple points Measured from Test Score Gains	Multiple Points awarded incrementally for each level completed in English and math	Single count for each achievement point reached				Single count for completing at tipping point (45 college credits and any short certificate) or beyond
<b>Proposed Changes</b>	No change	Multiple points awarded upon completion of highest level course in English and math. Additional point for completing college level course in each area.	No change			Single count	Single count as above, but 45 credit point for prof tech is the minimum floor.
<b>Transition Beyond Basic Skills</b>	A single count is added to every achievement point beyond basic skills that is earned by all current or prior year basic skills students						
<b>Retention Progression</b>	A single count is added to every student continuing from the previous year who makes 1 or more achievement gains in the measurement year						

### Differences in Points for Current Framework and Proposed Changes

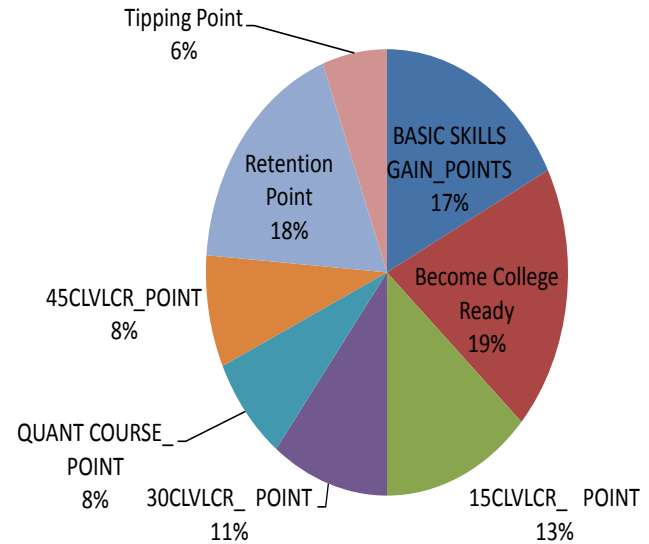
2010-11	BASIC SKILLS GAIN_POINTS	Become College Ready	15CLVL CR_ POINT	30CLVL CR_ POINT	QUANT COURSE_ POINT	45CLVLCR _POINT	Retention Point	Tipping Point	TOTAL
Current Framework	97640	89805	71393	56503	41792			32684	389804
With All Proposed Changes	97640	107857	74626	58751	42769	45429	100834	32371	560277 *
DIFFERENCE	0	8643	3233	2248	977	45429	100834	-313	170473

\* 6% of the total proposed change or 10,432 points were transition points earned by basic skills students and included in the points shown.

### Current Framework Distribution of Points in 2010-11



### Point Distribution for Proposed Changes

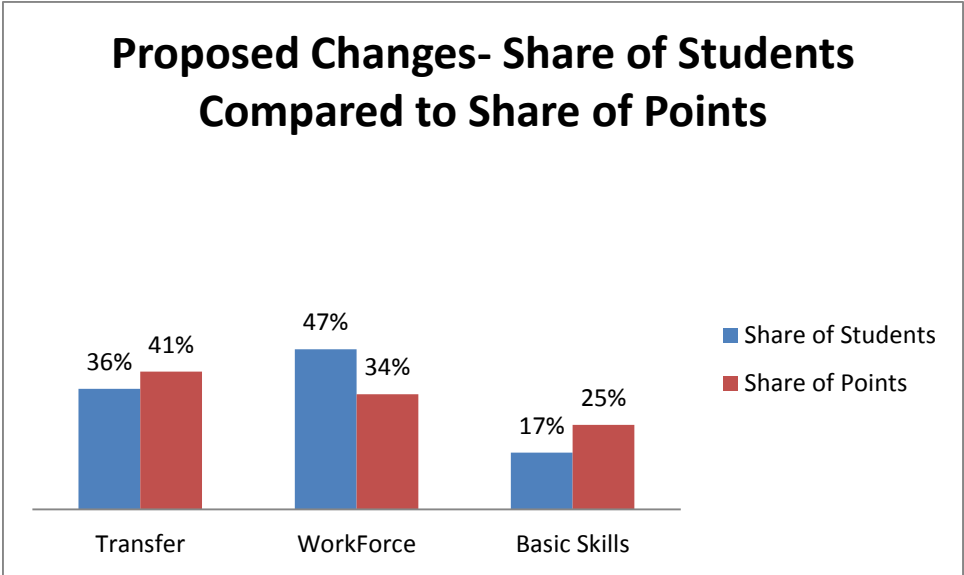
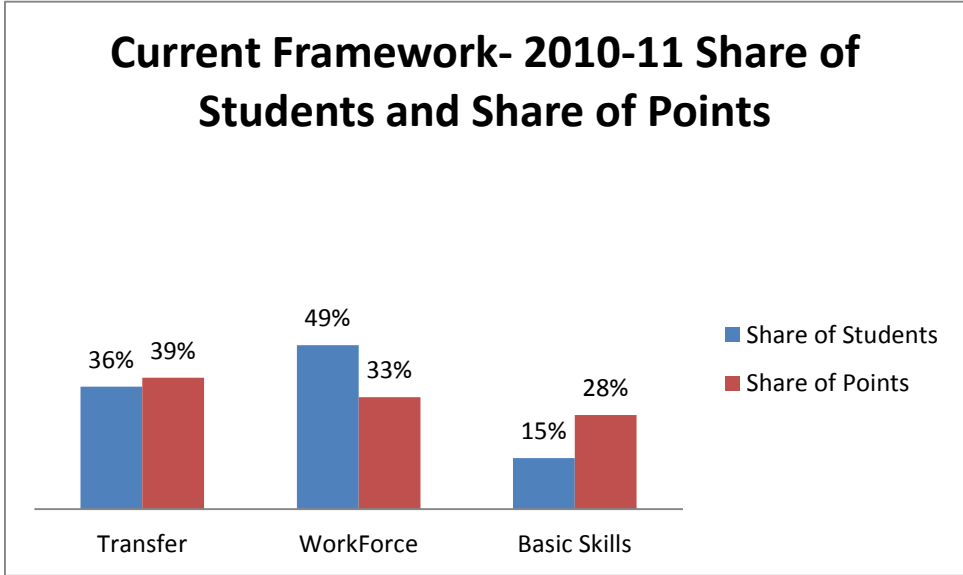


**How many points do basic skills students achieve?**

2010-11	Students	BASIC SKILLS GAIN_POINTS	Become College Ready	15CLVLCR_ POINT	30CLVLCR_ POINT	QUANT COURSE_ POINT	45CLVLCR _POINT	Retention Point	Tipping Point	TOTAL
Current Framework	54349	97640	3041	2239	1229	442			489	104083
With All Proposed Changes	60674	97640	6742	6466	4496	1954	2866	14283	1690	135041
DIFFERENCE	6325	0	3701	4227	3267	1512	2866	14283	1201	30958
TRANSITION POINTS (Included in above)			1696	3233	2248	977	1433		845	10432

- Total points earned by basic skills students increases by 29% from 104083 to 135041 total points. The growth is due to the retention and transition points as well as inclusion of prior basic skills students continuing on.
- Basic skills students are earning a larger portion of their points for achievement beyond basic skills (28% vs 6% of points come from achievement beyond basic skills).

The proposed changes maintain the balance in points for students attending under the 3 mission areas.



The proposed changes still assure that lower SES students will earn points- difference due to rounding.

	Students	Current Frame Work Total Points	With Proposed Changes Total Points
<b>Highest SES</b>	18%	15%	15%
	21%	20%	20%
	21%	21%	21%
	20%	22%	22%
<b>Lowest SES</b>	20%	23%	22%

### Summary of Current Framework and Proposed Change Details

	Current Framework	Proposed Change to Current Framework
<b>Basic Skills Point</b>	Multiple gains counted. Point was structured to assure that all mission areas are accounted for in framework.	<p><u>No change made to this point.</u> It remains the principle metric for measuring achievement within basic skills.</p> <p>However, both current and prior basic skills students are counted twice for each point they achieve beyond basic skills. This is meant to incentivize the progression and transition for basic skills students. Transition is viewed as an on-going process that is awarded for every achievement point a current or prior basic skills student reaches that is beyond basic skills.</p>
<b>College Readiness Point</b>	Level gains in both pre-college math and pre-college English are counted	<p>This point is measured after the highest level pre-college course is completed. Colleges are rewarded 3 and 2 points for math and English respectively. This increases attention for completing more quickly by restructuring and redesigning levels and placement. For many students there can still be a gap between completing the highest level and completing the associated college level course. If the college level course is completed within the year of the pre-college course, an additional point is added to the pre-college gain in this subject area.</p> <p>Basic skills students count for an additional transition point.</p>
<b>1<sup>st</sup> 15 college credit</b>	One time as a proxy for matriculation	<p>No change to core point.</p> <p>Basic skills students count for an additional transition point.</p>
<b>1<sup>st</sup> 30 college credit</b>	One time. 30 credits was chosen as an appropriate metric achievable by both full and part-time students	<p>No change to core point.</p> <p>Basic skills students count for an additional transition point</p>
<b>Quant Point</b>	For completing college math	<p>No change to core point.</p> <p>Basic skills students count for an additional transition point.</p> <p>Pre-college math students who also complete the college course within the year are counted with an additional pre-college point.</p>

<p><b>1<sup>st</sup> 45 college credit</b></p>	<p><b>New</b></p>	<p>To account for work beyond the 1<sup>st</sup> 30 credits and shift more points to the completion side of the framework.</p> <p>Requires specific courses for either transfer or prof tech programs.</p> <p>Basic skills students count for an additional transition point.</p>
<p><b>Tipping Point</b></p>	<p><b>45 college credits + a short cert or long certificate, degree, apprenticeship</b></p>	<p>Conforms to the workforce 45 credit point criteria.</p> <p>Basic skills students count for an additional transition point.</p>
<p><b>Progression/ Retention Point</b></p>	<p><b>New</b></p>	<p>Single count awarded to students continuing from the prior year who increase their achievement in the current year.</p>