Career Standards Benchmark Reporting

How-To Guide

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**COMMONWEALTH OF PENNSYLVANIA**

**DEPARTMENT OF EDUCATION**

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# Background

To help ensure that all students in Pennsylvania are on track for meaningful postsecondary engagement and success, the Pennsylvania Department of Education (PDE) includes a measure of students’ career exploration, preparation, and readiness as part of Pennsylvania’s state and federal accountability system through the Future Ready PA Index and under the Every Student Succeeds Act (ESSA). The Career Readiness Indicator recognizes efforts to ensure that all students have access to career exploration and preparation activities that are standards-aligned and evidence-based, including the development of career plans and portfolios that help students identify pathways and opportunities for postsecondary success.

Accurate reporting for all grade 5, 8, and 11 students, regardless of their impact on the calculations for the Career Standards Benchmark indicator, ensures complete and accurate data about a student's education is available to inform policy decisions and has value beyond the Future Ready PA Index scores and School Improvement designations.

The Career Readiness Indicator identifies the percentage of students in a reporting cohort who demonstrate meaningful engagement in career exploration, and preparation and implementation of individualized career plans through separate, specific measures based on grade level benchmarks aligned to the state academic standards for Career Education and Work (CEW standards).

The benchmarks are:

* The percentage of students who, by the end of grade 5, demonstrate engagement in career exploration and preparation aligned to the CEW standards, via a career exploration and preparation program/curriculum.
* The percentage of students who, by the end of grade 8, create an individualized career plan and participate in career preparation activities aligned to the CEW standards.
* The percentage of students who, by the end of grade 11, implement their individualized career plan through ongoing development of a career portfolio and participation in career preparation activities aligned to the CEW standards.

As a part of state and federal accountability, the indicator also aims to promote access and inclusion for career readiness activities for historically underserved students, including English learners (EL), students with disabilities, economically disadvantaged students, students of color, and students in nontraditional fields.

Additional information about the [Career Readiness Standards](https://www.education.pa.gov/K-12/ESSA/FutureReady/Pages/FRCRS.aspx) is available on the PDE website.

# Career Standards Benchmarks

The Career Standards Benchmark measure is calculated for local education agencies (LEA), which includes charter schools, comprehensive career and technology centers (CTC), occupational CTCs, and school districts.

The percentage of students meeting the benchmark for their grade level is calculated as follows:

 School Districts, Charter Schools, and Comprehensive CTCs:

The accountable LEA is the school district, charter school or comprehensive CTC in which the student appears in the May Every Student Succeeds Act (ESSA) snapshot with the following criteria:

* Student is in grade 5, 8, or 11;
* Status is not A (Home-schooled student attending public school part-time) or 0 (Non-Public student attending a public school part-time or full-time); and
* The LEA has reported its own AUN in field 217, AUN of Enrollment, indicating that the LEA is providing the majority of the student’s academics.

From among these students, we identify those students who have been reported by *the accountable* LEA as having met the benchmark for their grade level. The number of these students is the numerator in the calculation.

Occupational CTCs:

The accountable LEA is the Occupational CTC in which the student appears in the May ESSA snapshot with the following criteria:

* Student is in grade 5, 8, or 11, and
* Status is not A (Home-schooled student attending public school part-time) or 0 (Non-Public student attending a public school part-time or full-time).

From among these students, those who have been reported by the accountable charter school, school district or comprehensive CTC as having met the benchmark for their grade level are identified. The number of these students is the numerator in the calculation.

# PIMS Reporting for Career Standards Benchmarks

Reporting LEAs

The following LEA Types are expected to report in the Career Standards Benchmark Data Set:

* Approved Private Schools
* Career and Technical Centers
* Charter Schools
* Intermediate Units
* Private Residential Rehabilitation Institutions
* School Districts
* State Juvenile Correctional Institutions

Student Snapshot

As with all internal student snapshots, the May ESSA student snapshot is based on data each LEA reports in the Student and School Enrollment templates. It is imperative that the data in these templates reflect accurate and timely information regarding each student reported by the LEA.

Student Fact Template for Career Standards Benchmarks

LEAs use the Student Fact template to report whether each student in grades 5, 8, and 11 has met or has not met the Career Standards Benchmark for their grade level. Specific reporting instructions are found in the [PIMS Manual](https://www.education.pa.gov/DataAndReporting/PIMS/ManualsCalendar/Pages/default.aspx), Volume 1, Student Fact Template for Career Standards Benchmarks.

Common Reporting Errors

Student Template

Reporting a student’s grade, status, or AUN of enrollment incorrectly: this can result in grade-appropriate students being excluded from the calculation of this measure or incorrectly include students who are not in a measured grade.

Reporting a student’s EL status, economically disadvantaged status, race/ethnicity, or special education status incorrectly: This will cause the student to be attributed to the incorrect subgroup.

School Enrollment Template

Failure to report a student’s withdrawal from the LEA: this will result in a student being incorrectly included in the denominator of the calculation for this measure. If the student withdrew without completing the work required for the benchmark, the calculation will reflect a lower percentage that it would if the student’s withdrawal had been reported in a timely manner.

Student Snapshot Errors

Once the Student Snapshot has been taken, the errors described above cannot be corrected.

Student Fact Template for Career Standards Benchmark.

Failure to include all grade 5, 8, and 11 students: school entities are expected to report all grade 5, 8, and 11 students, regardless of whether they meet the criteria for inclusion in the calculation. Only students meeting the criteria for inclusion (based on snapshot data) are considered in the calculation.

Reporting the incorrect benchmark information in the Category Set Code field: if the category set code (CSB05, CSB08, or CSB11) does not agree with the student’s grade level (5, 8, or 11), the student will not be counted among those reported as having met the benchmark.

Reports to Run

Student Fact Template for Career Standards Benchmarks Template Details

This report displays the details of each record reported in the template.

Student Fact Career Standards Benchmarks ACS

This is the ACS for the Career Standards Benchmarks data set. The second page of the report is a summary of data reported in the template.

Student Fact for Career Standards Benchmarks Details – Student Snapshot

This report displays all students in grades 5, 8, and 11 in the selected student snapshot, and all students reported in the Student Fact Template for Career Standards Benchmarks. Students reported in either template are shown. The report includes subgroup data, student status, and AUN of enrollment for each student in the snapshot, an indication of whether a student is being counted in the denominator of the calculation, and whether the student was reported as having met or not met the benchmark.

# Best Practices for reporting Shared and Transferred Students

Shared Students

For shared students, obtain evidence or documentation of evidence relating to the student’s work toward the benchmark from the other LEA(s) educating the student. The student need not accumulate all the evidence at your LEA, provided you have the evidence or documentation that supports your reporting. To ensure that students’ benchmark attainment is included in each LEA’s Future Ready PA Index calculation, students’ attainment should be reported by each LEA educating the student.

* For students who transfer to your LEA part-way though one of the grade bands (3-5, 6-8, 9-11):
	+ Obtain evidence or documentation of evidence from the other LEA(s) educating the student relating to the student’s work toward the benchmark.
	+ If this is not possible, you may report the student as having met the benchmark based on the accumulation of two pieces of evidence per school year (one piece per half-year for students transferring to your LEA on or after January 1).