Cedar Hill Independent School District
BOARD OF TRUSTEES

Meeting Date: December 14, 2009

Presented by: Mr. Horace Williams, Superintendent of Schools

Subject: ACT's College Readiness Report

Information Item

BOARD GOAL:
Design and Implement a rigorous instructional delivery system that is data-driven and fosters student engagement.

BACKGROUND INFORMATION:
ACT's College Readiness Benchmarks are the minimum ACT test scores required for students to have a high probability of success in credit-bearing college courses. There are corresponding EXPLORE® and PLAN® Benchmarks for use by students who take these programs to gauge their progress in becoming college ready in the eighth and tenth grades, respectively. The Benchmarks represent a criterion for success for a *typical* student at a *typical* college. As such, they give students, parents, and counselors useful guidelines to whether a student has mastered the necessary skills to have a reasonable chance of success in college.

CONTACT PERSON(S):
Dr. Homer Carter, Chief Academic Officer

FUNDING SOURCE:
Local

ENCLOSURE:
See attached.

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**Cedar Hill Independent School District
College Readiness Benchmarks
2009-2010**

Introduction

What Are ACT's College Readiness Benchmarks?

ACT's College Readiness Benchmarks are the minimum ACT test scores required for students to have a high probability of success in credit-bearing college courses—English Composition, social sciences courses, College Algebra, or Biology. In addition to the Benchmarks for the ACT® test, there are corresponding EXPLORE® and PLAN® Benchmarks for use by students who take these programs to gauge their progress in becoming college ready in the eighth and tenth grades, respectively.

Why these courses?

English Composition, College Algebra, and Biology are the first credit-bearing courses most commonly taken by first-year college students.

What do we mean by "a high probability of success"?

Students who meet a Benchmark on the ACT have approximately a 50 percent chance of earning a B or better and approximately a 75 percent chance or better of earning a C or better in the corresponding college course or courses. Students who meet a Benchmark on EXPLORE or PLAN are likely to have approximately this same chance of earning such a grade in the corresponding college course(s) by the time they graduate high school.

What data were used to establish the Benchmarks for the ACT?

ACT's College Readiness Benchmarks are empirically derived based on the actual performance of students in college. As part of its Course Placement Service, ACT provides research services to colleges to help them place students in entry-level courses as accurately as possible.

How do the Benchmarks for the ACT differ from minimum college course placement scores?

The Benchmarks represent a summary across many colleges and many students. The standards for each individual college may vary depending on the material covered in the course and the grading practices within that course. The Benchmarks represent a criterion for success for a *typical* student at a *typical* college. As such, they give students, parents, and counselors useful guidelines to whether a student has mastered the necessary skills to have a reasonable chance of success in college.

ACT's College Readiness Benchmark Standards

College Course or Course Area	Test	EXPLORE Score	PLAN Score	ACT Score
English Composition	English	13	15	18
Social Sciences	Reading	15	17	21
College Algebra	Mathematics	17	19	22
Biology	Science	20	21	24

District Summary:

Summary of 2009-2010 district results for EXPLORE and PLAN are showed in tables 1 and 2 below. CHISD was behind in each area except English.

Table 1
ACT's College Readiness
EXPLORE

Course	EXPLORE College Readiness Standard	CHISD 2009/10 District	Difference
English	13	13.3	2%
Math	17	14.8	-13%
Reading	15	14.1	-6%
Science	20	16.4	-20%

Table 2
ACT's College Readiness
PLAN

Course	EXPLORE College Readiness Standard	CHISD 2009/10 District	Difference
English	15	12.8	-15%
Math	19	14.2	-25%
Reading	17	13.3	-22%
Science	21	15	-29%

Summary of 2009-2010 individual campus results for EXPLORE and PLAN are showed in tables 3 - 6 below.

Table 3
ACT's College Readiness
PLAN - CHHS

Course	PLAN	District	HS	Difference from District
English	15	12.8	12.1	-5%
Math	19	14.2	13.4	-6%
Reading	17	13.3	12.6	-5%
Science	21	15	14.4	-4%

Table 4
ACT's College Readiness
PLAN - NGC

Course	EXPLORE	District	NGC	Difference from District
English	13	13.3	12.8	-1%
Math	17	14.8	14.5	-2%
Reading	15	14.1	13.7	-3%
Science	20	16.4	16.1	-2%

Table 5
ACT's College Readiness
PLAN - ECHS

Course	EXPLORE	District	EC	Difference from District
English	13	13.3	16.4	23%
Math	17	14.8	17.1	16%
Reading	15	14.1	16.8	19%
Science	20	16.4	18.3	16%

Table 6
ACT's College Readiness
PLAN - ECHS

Course	PLAN	District	EC	Difference from District
English	15	12.8	17.5	37%
Math	19	14.2	19.1	34%
Reading	17	13.3	17.8	34%
Science	21	15	18.9	26%