

Update: College and Career Readiness



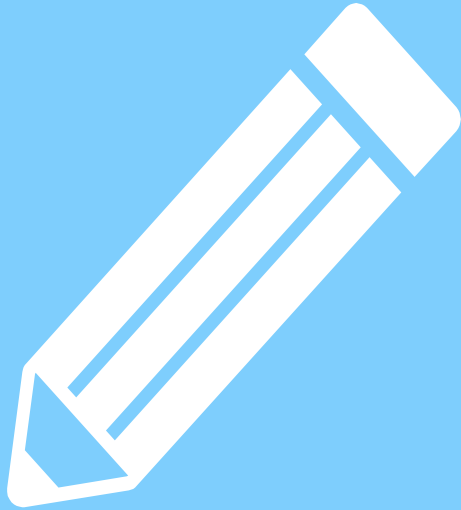
Duluth Public Schools
Graduating Class of 2018

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"Career and college ready" means a high school graduate has the knowledge, skills, and competencies to successfully pursue a career pathway, including postsecondary credit leading to a degree, diploma, certificate, or industry-recognized credential and employment.

Students who are career and college ready are able to successfully complete credit-bearing coursework at a two or four-year college or university or other credit-bearing postsecondary program without need for remediation.



College and Career Readiness

Programming

State Requirements

World's Best Workforce

MN Statute 120B.11

- ▷ All children are ready for school.
- ▷ All third-graders can read at grade level.
- ▷ All racial and economic achievement gaps between students are closed.
- ▷ All students are ready for career and college.
- ▷ All students graduate from high school

State Requirements

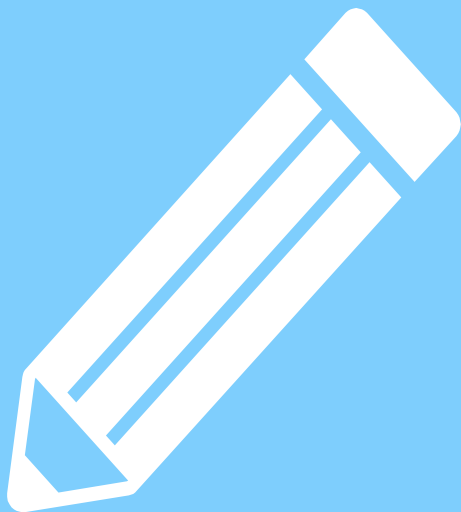
9 Elements of Student Transition

MN Statute 120B.125

- ▶ Aligned Rigorous curriculum **(Element 1 and 2)**
- ▶ Career interest inventory and planning tool **(Element 3)**
- ▶ Set career and/or college goals and track progress **(Element 4 and 5)**
- ▶ Provide rigorous career oriented courses **(Element 6)**
- ▶ Provide access to career/college oriented counseling services **(Element 7)**
- ▶ Local collaboration to improve opportunities **(Element 8)**

Our Process and Supports

- ▶ Align curriculum to meet the standards set by the state of Minnesota
- ▶ Student interest inventory and planning tools in MCIS
- ▶ Student access to counselors and career centers
- ▶ Career focused courses through CTE
- ▶ College level courses through Advanced Placement and CITS and articulation agreements
- ▶ Collaboration with local universities, workforce development agencies, and industry groups



College and Career Readiness

ACT Results

Graduating Class of 2018

ACT Overview

Curriculum-based measure that provides a readiness indicator for college-level work

Tests achievement in 4 primary areas:

- ▶ English (College English)
- ▶ Math (College Algebra)
- ▶ Reading (College Social Science)
- ▶ Science (College Biology)

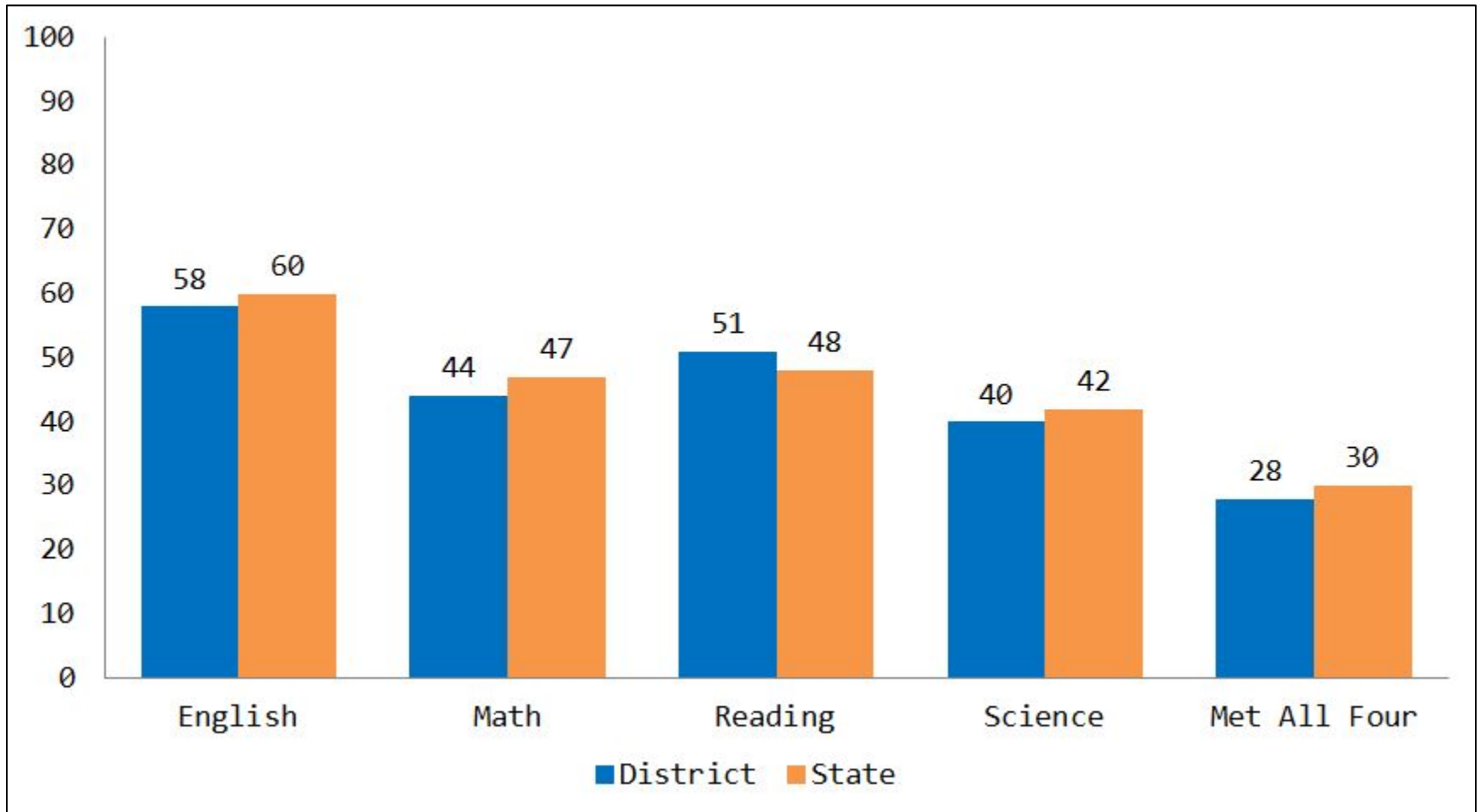
Year to year comparisons are difficult – participation requirements have changed over time

District, State, National Scores



	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
◆ District	22.9	23.3	21	21.7	21.3
■ State	22.9	22.7	21.1	21.5	21.3
▲ Nation	21	21	20.8	21	20.8

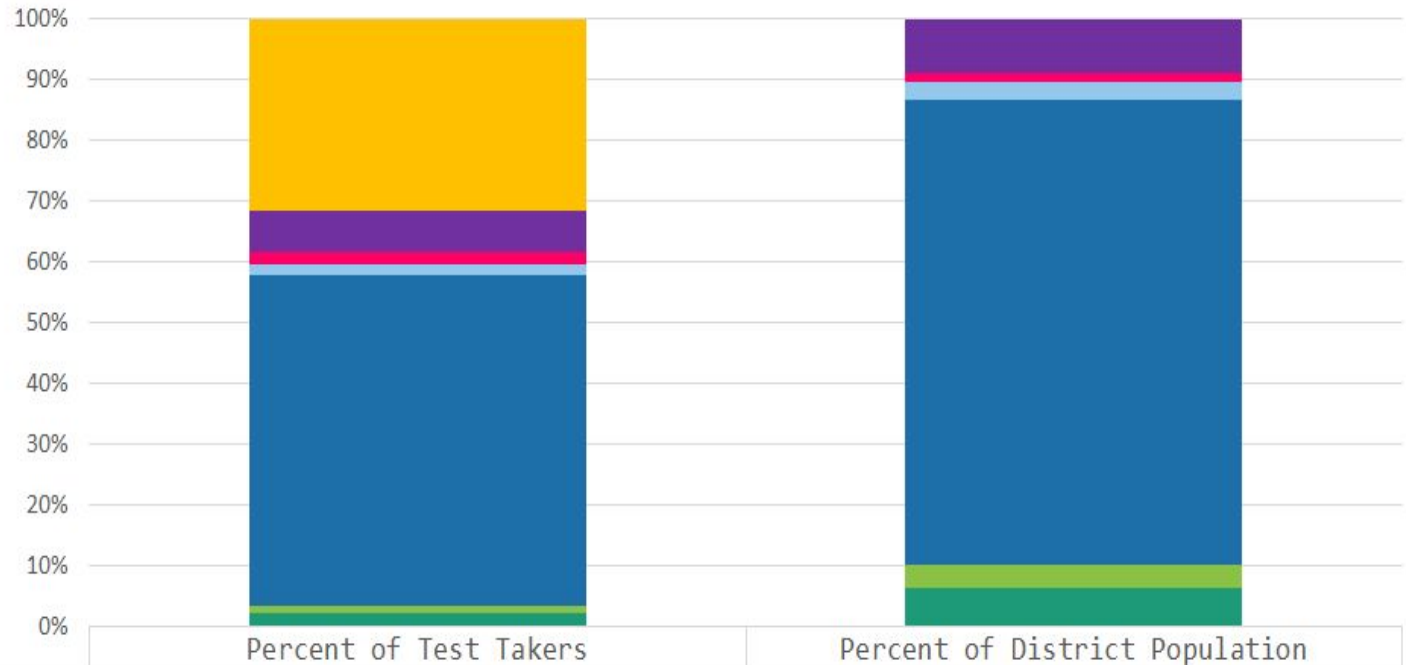
Percent of Students Ready for College-Level Coursework



District Scores by Ethnicity

Student Group	Composite Score	Number of Students Tested
All Students	21.3	512
Black/African American	15.1	11
American Indian	*	7
White	21.9	277
Hispanic/Latino	*	9
Asian	22.7	11
Native Hawaiian/Other Pacific Islander	*	1
Two or more races	20.0	34
Prefer not to respond	21.0	162

Participation vs Demographics



	Percent of Test Takers	Percent of District Population
■ Prefer Not to Respond	31.6%	0.0%
■ Two or More Races	6.6%	9.0%
■ Native Hawaiian/Other Pacific Islander	0.0%	0.0%
■ Asian	2.1%	1.4%
■ Hispanic/Latino	1.8%	2.9%
■ White	54.1%	76.5%
■ American Indian	1.4%	3.9%
■ Black/African American	2.1%	6.2%

Participation Numbers By Year

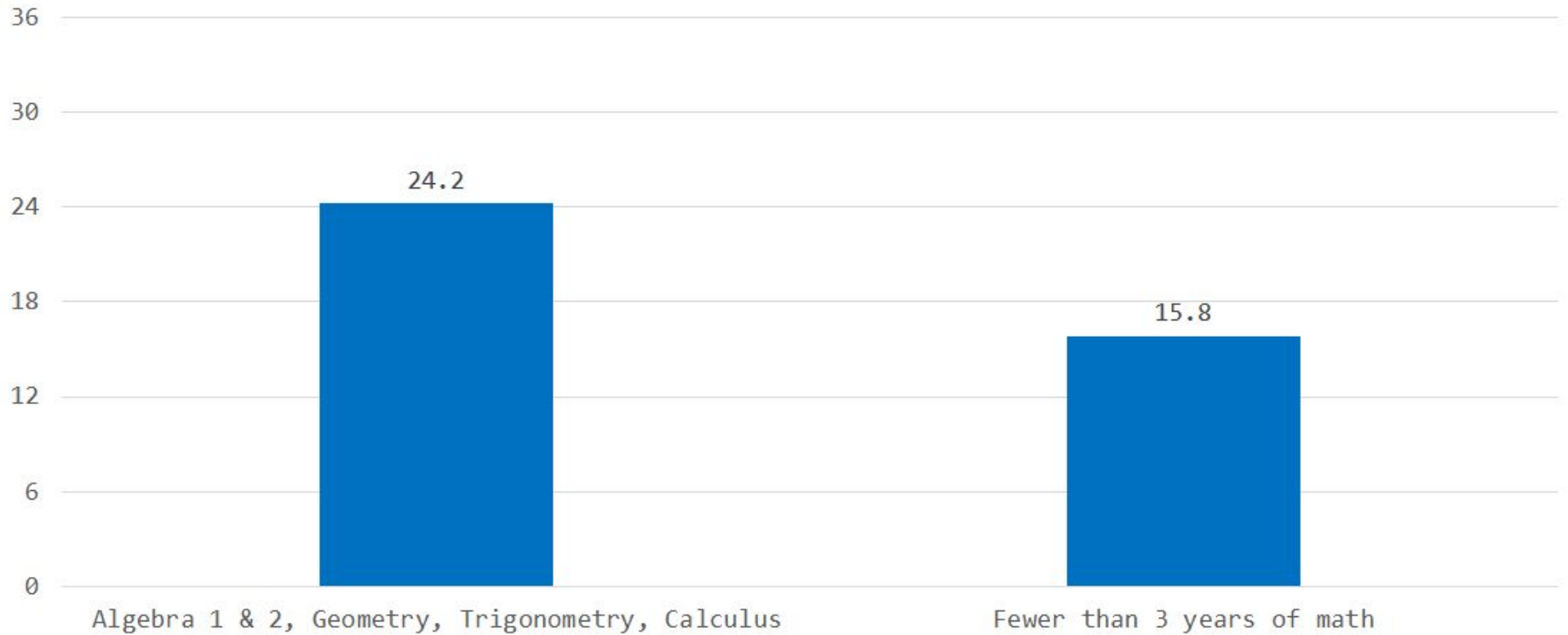
Graduating Class	Number Tested	Required?	Offered During School Day	Free?
2013	469	No	No	No
2014	402	No	No	No
2015	377	No	No	No
2016	658	Yes	Yes	Yes
2017	495	No	Yes	Yes
2018	512	No	Yes	Yes
2019	??	No	Yes	Yes, if qualify for FRL or unable to pay

Percent Taking Core or More By Year

Graduating Class	Composite Score	Percent Taking Core or More*	Number of Students Tested
2015	23.3	93	377
2016	21.0	73	658
2017	21.7	75	495
2018	21.3	77	512

* Core or more = 4 or more years of English AND three or more years of Math, Social Studies, and Science.

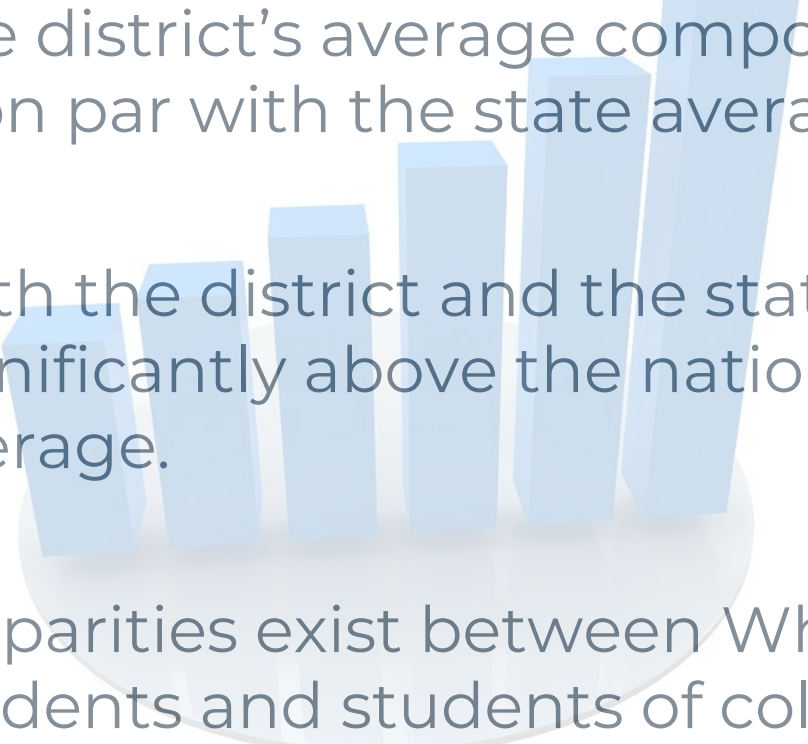
Importance of Coursework



District Scores by School

School	Composite Score	Number of Students Tested
Academic Excellence Online	*	2
Area Learning Center	*	6
Chester Creek Academy	*	3
Denfeld	19.1	162
East	22.7	328
Merritt Creek Academy	*	1
Rockridge Academy	*	10

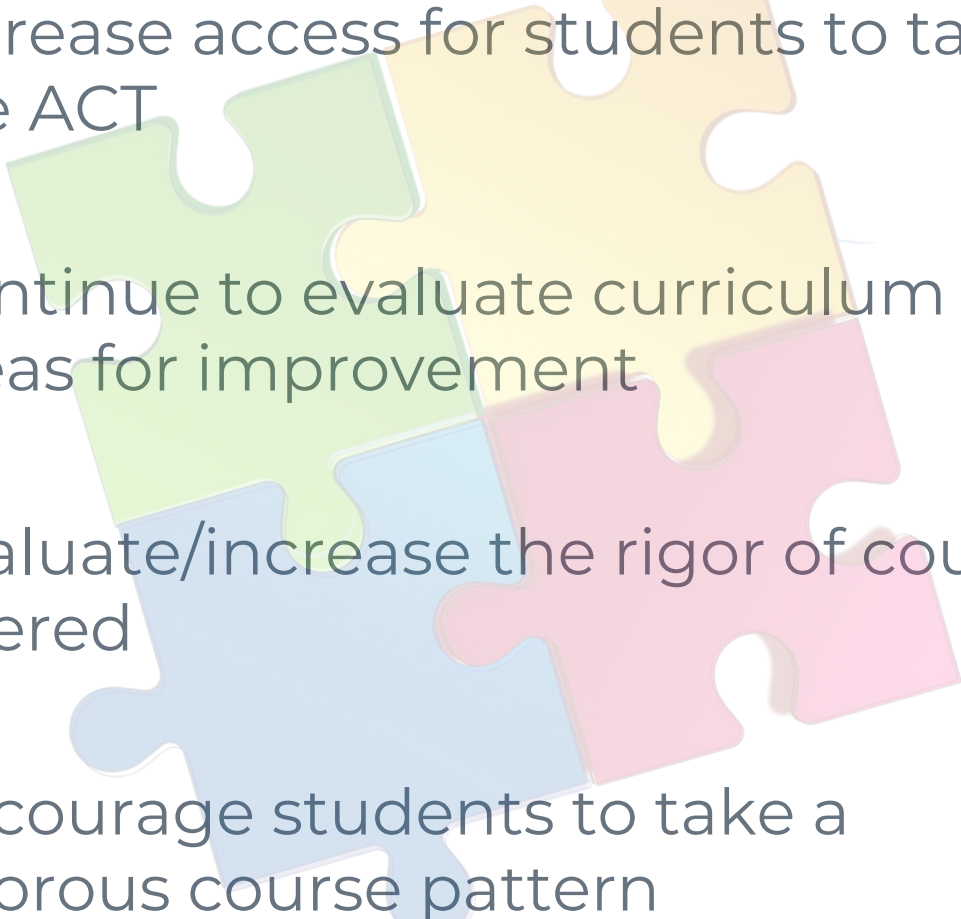
ACT Themes

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- ▶ The district's average composite score is on par with the state average.
 - ▶ Both the district and the state are significantly above the national average.
 - ▶ Disparities exist between White students and students of color with regard to participation rates and performance; however, nearly $\frac{1}{3}$ of test takers chose "Prefer Not to Respond" as ethnicity.

ACT Themes

- ▶ There was a slight increase in the number of students who took the ACT from 2017 to 2018. Approximately 83% of senior class (vs. 82%)
- ▶ Participation requirements have changed over time; Caution should be used in making year to year comparisons.
- ▶ Course work matters. Students who take a rigorous course pattern earn substantially higher ACT scores.

Ongoing Efforts

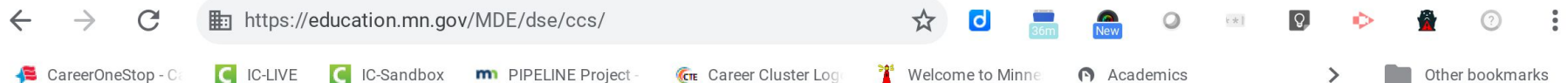
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- ▶ Increase access for students to take the ACT
 - ▶ Continue to evaluate curriculum for areas for improvement
 - ▶ Evaluate/increase the rigor of courses offered
 - ▶ Encourage students to take a rigorous course pattern

Next Steps: Supports and Programing



- ▶ Develop Career and College Readiness Advisory Committee
- ▶ Better integrate and align work-ready skills and careers pathways into core academic areas
- ▶ Encourage students to take a rigorous course pattern based on self-identified interests
 - Recruitment, retention, and access
- ▶ State Career and College Readiness Toolkit

Career and College Success



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Career and College Success

All Minnesota students need to be prepared to move successfully from middle school to high school and into an increasingly wide array of postsecondary options. We provide and support the development of quality tools and strategies, centralize and disseminate resources, and develop and promote models that successfully implement multiple pathways to postsecondary training or college.

Minnesota's Vision of Career and College Readiness (CCR)

In March 2016, the Office of Career and College Success, in collaboration with the Regional Educational Laboratory (REL) Midwest and the Midwest Comprehensive Center (MWCC), brought together a group of stakeholders to articulate what career and college readiness means for Minnesota students. Embracing a well-rounded view of education is needed to drive educational and workforce goals and policies. Taking many perspectives into consideration, along with stakeholder feedback, this holistic vision of career and college readiness was developed:

A sufficiently prepared student is one who has the knowledge, skills, mindset, and experiences in the academic, workplace, and personal/social domains to keep learning and, beyond secondary school, to successfully navigate toward and adapt to an economically viable career.

CCR Resource Guide

The following collection of resources provides a comprehensive set of guidance, strategies, and tools for engaging districts



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Career and College Readiness Toolkit

- [Career and College Readiness Resource Guide](#)
- [CCR Resource Guide: Domains and Competencies](#)
- [CCR Resource Guide: Program Planning Guide](#)
- [CCR Resource Guide: Data Inquiry](#)



Questions?



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