

Update: College and Career Readiness

Duluth Public Schools
2017-2018

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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.

Minnesota Statute 120B.30



College and Career Readiness

Programming

State Requirements

- ▷ State of MN sets requirements for career and college readiness
 - More detailed slides included in the appendices

Requirements

- ▷ Aligned curriculum
 - Ensure rigor
- ▷ Career interest inventory and planning tool
 - Students set goals
 - Students, parents and school review annually
- ▷ Set career and/or college goals and track progress
 - Within career planning tool

Requirements

- ▷ Provide rigorous career oriented courses
- ▷ Provide access to career/college oriented counseling services
- ▷ Local collaboration to improve opportunities

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

Our Process and Supports

- ▷ 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

2017 ACT Results

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

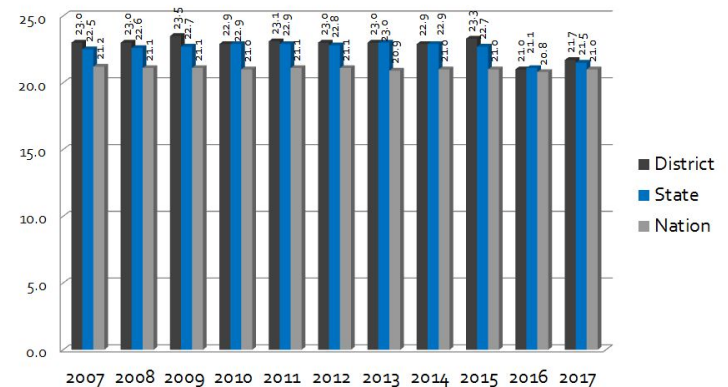
Results reported are for graduating class of 2017

Participation Numbers By Year

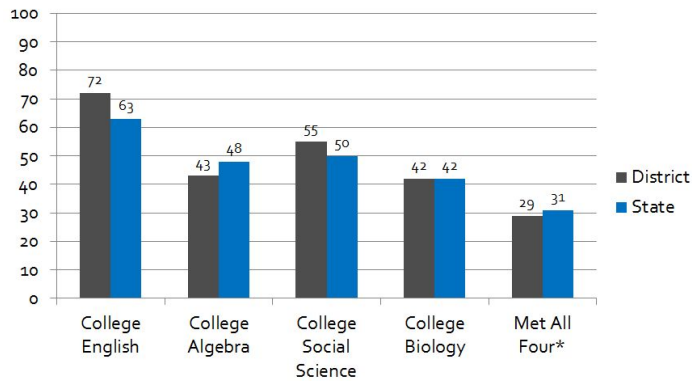
Graduating Class	Number of Students Tested	Required?	Offered During School Day at School	Free?
2013	469	No	No	No
2014	402	No	No	No
2015	377	No	No	No
2016	658	Yes	Yes	Yes
2017	495	No	Yes	Yes
2018	??	No	Yes	Yes
2019	??	No	Yes	Yes, if qualify for FRL or "cannot pay"

Over 80% of the graduating class of 2017 took the ACT.

District Composite Scores



Percent of Students Ready for College-Level Coursework



District made increases in all four areas, as well as "Met All Four".

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

Composite Scores By Ethnicity

Student Group	Composite Score	Number of Students Tested	Percent Taking Core or More
Black/African American	15.0	13	46
American Indian	15.9	11	55
White	22.5	377	80
Hispanic/Latino	18.4	17	82
Asian	*	6	*
Native Hawaiian/Other Pacific Islander	*	1	*
Two or more races	20.1	35	63
Prefer not to respond	20.2	35	46

ACT Themes

- ▷ There was a significant decrease in the number of students who took the ACT from 2016 to 2017.
- ▷ Participation requirements have changed over time; Caution should be used in making year to year comparisons.
- ▷ The district's average composite score increased slightly from last year to this year. The district's scores are slightly above the state and national averages.

ACT Themes

- ▷ The district's percentage of students meeting college readiness benchmarks was greater than the state in the areas of in 2 of the 4 areas, College English Composition and College Social Science. The district was lower than the state in readiness for College Algebra, and was on par with the state for readiness for College Biology.
- ▷ Increases in the percentage of students meeting college readiness benchmarks were noted in all four areas (College English, College Algebra, College Social Science, College Biology). There was also an increase in the percentage of students who met all 4 college readiness benchmarks.

ACT Themes

- ▷ Course work matters. Students who take more core or more earn substantially higher ACT composite scores.
- ▷ Gaps between White students and students of color exist in participation rates and performance. Disparities also exist in course patterns (core or more).

Next Steps

- ▷ Increase access for students to take the ACT
- ▷ Continue to evaluate curriculum for areas for improvement
 - Evaluate/increase the rigor of courses offered
- ▷ Middle level career exploration course?
- ▷ Improve continuity and cohesion between plan elements
- ▷ Explore more options for integrating required content into career focused courses

Next Steps

- ▷ Provide effective intervention to keep students on track to graduation
- ▷ Plan guidance activities specific to students' career and college aspirations
- ▷ Continue to leverage partnerships to provide career and college oriented programming and experiences
- ▷ Strengthen student understanding of career and college programs and supports
 - Make "core or more" an area of focus
 - Ensure students are taking the right kind of courses early in their schooling

Questions?



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Appendices

State Requirements

Elements 1-9

State Requirements

Element 1

Provide a comprehensive plan to prepare for and complete a career and college-ready curriculum by meeting state and local academic standards and developing career and employment-related skills

State Requirements

Element 2

Emphasize academic rigor and high expectations

Element 3

Help students identify interests, aptitudes, aspirations, and personal learning styles that may affect their career and college goals

State Requirements

Elements 4 and 5

Set appropriate career and college-ready goals with timelines that identify effective means for achieving those goals; Help students access education and career options

State Requirements

Element 6

Integrate strong academic content into career-focused courses and applied and experiential learning opportunities and integrate relevant career-focused courses and learning opportunities into strong academic content

State Requirements

Element 7

Help identify and access appropriate counseling and other supports and assistance

State Requirements

Element 8

Help identify collaborative partnerships that support students' transition to postsecondary education and employment and provide students with applied and experiential learning opportunities

State Requirements

Element 9

Be reviewed and revised at least annually by the student, the student's parent or guardian, and the school or district to ensure that the student is making adequate progress to meet state and local academic standards and high school graduation requirements

ACT Supplemental Data

Graduating Class of 2017

2017 Information By School

School	Class of 2017 Composite Score	Number of Students Tested	Percent Taking Core or More
Academic Excellence Online	*	2	*
Area Learning Center	*	1	*
Denfeld	19.6	180	63
East	23.3	291	86
Chester Creek Academy	*	1	*
Merritt Creek Academy	*	3	*
Woodland Hills Academy	*	3	*

Composite Scores By School, By Year

School	2013	2014	2015	2016	2017
Denfeld	21.6	21.2	20.9	19.0	19.6
East	23.8	23.6	24.3	22.9	23.3