

Duluth Public Schools

# ACT Summary Report

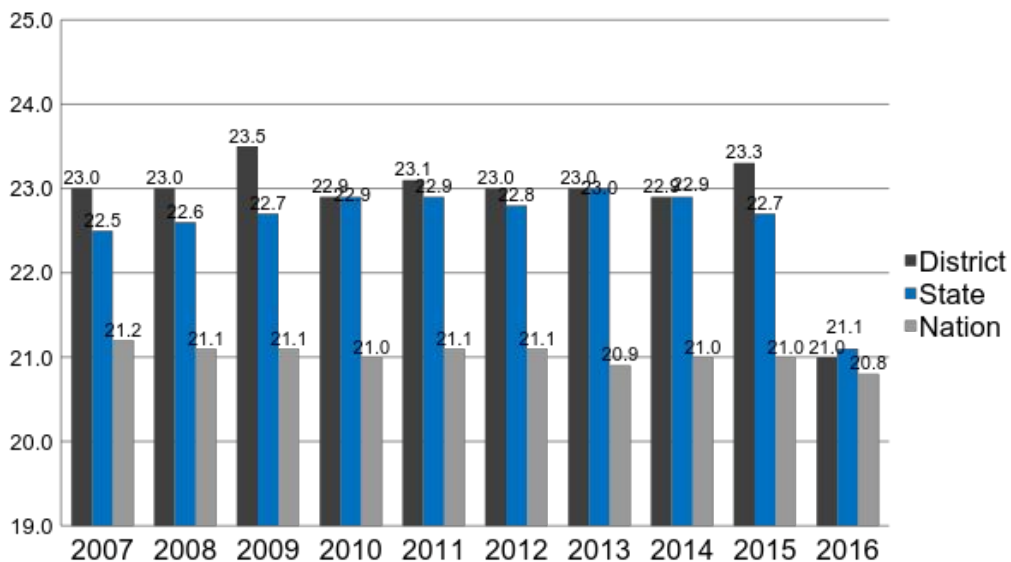
## Graduating Class of 2016

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Director of Assessment and Evaluation

## 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)
- First year to report results of all students - 658 students included in this cohort (vs 377 in 2015)

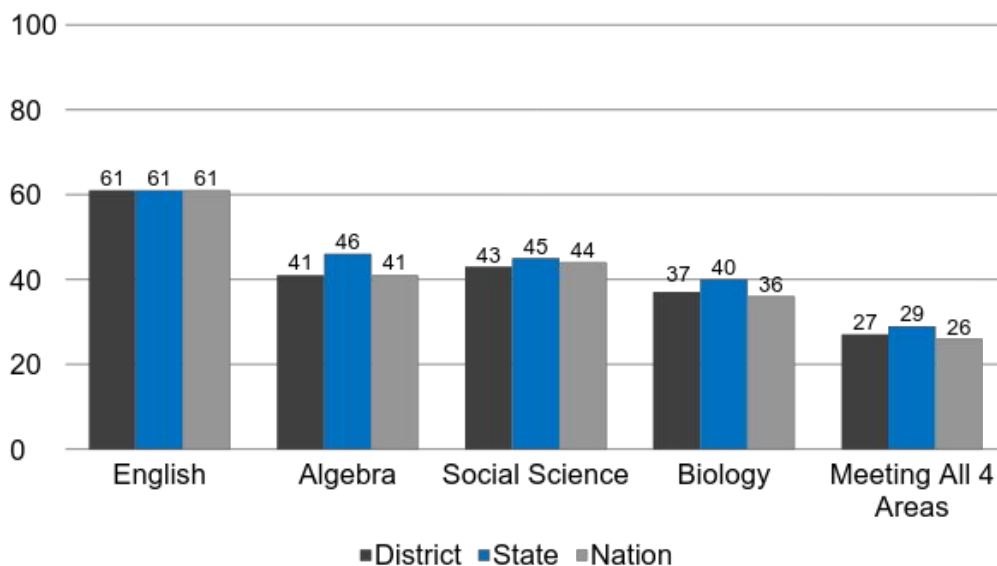
# District Composite Scores Over Time



# Composite Scores By Ethnicity

Students	Composite Score	Number of Students Tested
All Students	21.0	658
Black/African American	15.5	26
American Indian	*	9
White	21.8	512
Hispanic/Latino	19.5	15
Asian	*	7
Two or more races	18.7	45
Prefer not to respond	18.3	44

# Percent of Students Ready for College-Level Coursework



# School Composite Scores

School	Composite Score	Number of Students Tested
Area Learning Center	15.9	33
Denfeld	19.0	224
East	22.9	377
Merritt Creek Academy	*	5
Woodland Hills Academy	14.9	19

# ACT Themes

- Students who take more advanced courses “Core or More” earn substantially higher ACT composite scores
  - Core or More = 4 or more years of English and 3 or more years each of math, social studies, natural science
  - 73% of our 2016 graduating class took “Core or More” (previous year was 93%)
  - Of the Duluth students who reported taking fewer than 3 math courses, 3% were considered college ready

# Recommendations

- To increase college readiness, ACT recommends the following:
  - Increase access for students to take the ACT
  - Make “core or more” a curriculum focus
  - Make sure the students are taking the right kind of courses early in their schooling
  - Evaluate/increase the rigor of courses offered
  - Plan guidance activities based on students’ career and college aspirations

# Questions?

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