

Aligning Accountability with the ACT Assessments

KSDE Annual Conference
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Introduction

- Dan Wright, Kansas City, KS (emeritus)
Kaliko Oligo, ACT, Inc.
Mary Viveros, Kansas City, KS
- Who is in the room?
- Background Information
- Agenda: DCST, Curriculum Alignment, Integration with other assessments, College/Career Ready, Initial Results

What Does College Readiness Look Like?

Kaliko Oligo

Senior Consultant, Client Outreach
ACT Mountain/Plains Region

About Us

- Not-for-profit
- Education and the workforce
- 50+ years worth of functional data
- Research agenda
- Customer service

Our Mission

College Readiness is the level of preparation a student needs to be equipped to enroll and succeed-without remediation-in a credit-bearing first-year course at a two-year or four-year institution, trade school, or technical school.

The ACT College and Career Readiness System

MEASURING STUDENT PROGRESS TOWARD READINESS

EXPLORE

8th and 9th grade curriculum-based educational and career planning program

PLAN

10th grade curriculum-based educational and career planning program

The ACT

11th and 12 grade curriculum-based assessment for learning outcomes

ENGAGE

Middle and high school assessment that measures all factors of academic success

IMPROVING COURSE RIGOR

QualityCore

Research-driven solutions for strengthening curriculum

SUPPORTING SOLUTIONS PLANNING SCHOOL IMPROVEMENT

Core Practice Audit

Framework for evaluating current practices

CoreWork Diagnostics

Online service to diagnose and improve content and practice areas

The ACT College and Career Readiness System

- The Foundation
 - ACT National Curriculum Survey®
 - College Readiness Benchmarks
 - College Readiness Standards™



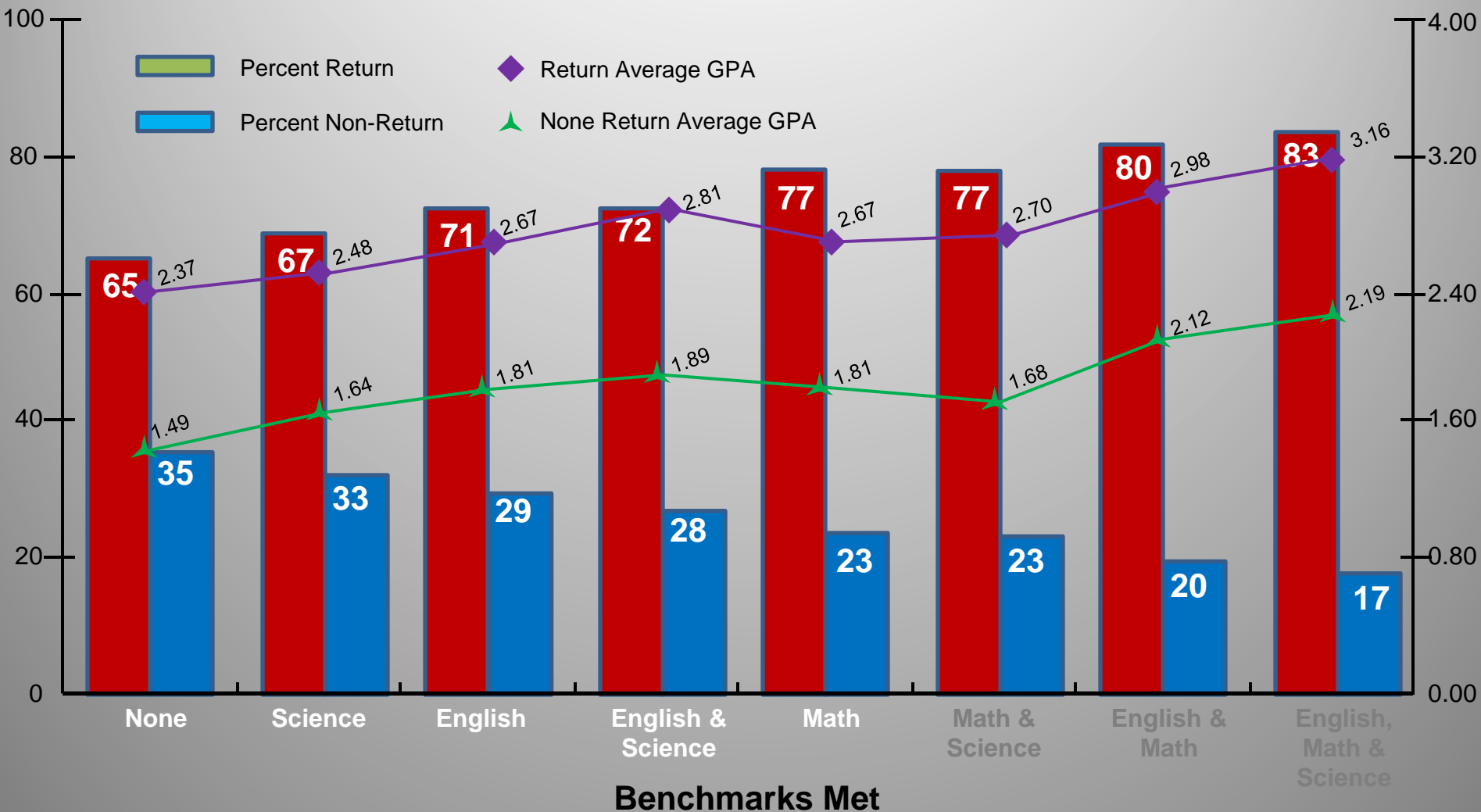
- Minimum ACT test scores required for students to have a high probability of success in credit-bearing college courses
- Empirically derived based on actual performance of college students
- Established using data from 98 institutions and over 90,000 students



English	English Composition	13	14	15	18
Reading	Social Sciences	15	16	17	21

- Empirically derived
- 50% chance of achieving a B or higher or about a 75% chance of achieving a C or higher in the corresponding credit-bearing college course

Public Four-Year Retention and College GPAs by ACT Benchmarks



College Readiness Standards™

- Direct link between what students have learned and what they are ready to learn next.
- Help interpret the meaning of EXPLORE, PLAN and the ACT scores.
- Identify the knowledge and skills students are likely to demonstrate at various score ranges on each academic test.

<http://act.org/standard/>

College Readiness Standards

Mathematics

Score Range		Basic Operations & Applications	Probability, Statistics, & Data Analysis	Numbers: Concepts & Properties
13-15	Standards	<ul style="list-style-type: none"> • Perform one-operation computation with whole numbers and decimals • Solve problems in one or two steps using whole numbers • Perform common conversions (e.g., inches to feet or hours to minutes) 	<ul style="list-style-type: none"> • Calculate the average of a list of positive whole numbers • Perform a single computation using information from a table or chart 	<ul style="list-style-type: none"> • Recognize equivalent fractions and fractions in lowest terms
	Ideas for Progress	<ul style="list-style-type: none"> • Investigate and build understanding of the concept of percentage as a comparison of a part to a whole • use multiple operations to solve multistep arithmetic problems 	<ul style="list-style-type: none"> • solve real-world problems that involve measures of central tendency (e.g., mean, median, mode) • interpret data from a variety of displays (e.g., box-and-whisker plot) and use it along with additional information to solve real-world problems • conduct simple probability experiments and represent results using different formats 	<ul style="list-style-type: none"> • recognize and apply place value, rounding, and elementary number theory concepts

80% of students who achieve a score in this range demonstrate these skills

Suggestions to progress to a higher level of achievement

Based on David Conley's Four Dimensions of College and Career Readiness



Role of DCST in the KCKPS District Improvement Plan

- ACT is a more meaningful target, district goals were written with target scores on the ACT for 90% of our students. Later it was decided to request the waiver
- ACT allows us to assess college and career ready for all of our students
- Creates followship—this is an authentic, high-quality goal for our students
- The need to exit our schools college and career ready frames the entire curriculum and assessment plan, impacting curriculum, assessment and instruction from Pre K through 12th grade

Curriculum Alignment

- Three years ago we worked with consultants to rewrite our curriculum, a hybrid of state and ACT standards, We have since adopted the common core in math and English.
- Pacing is guided/monitored by quarterly / bi-quarterly assessments that are district-wide
- Still working on understanding the depth of the standards and how to effectively instruct to that level (McRel walk-through instrument)



Integration with other Assessments

- Assessment plan begins in elementary with MAP, Explore in 8th and 9th grade, PLAN in 10th.
- Bridging MAP to ACT,
- Tying ACT standards to IB
- In district checkpoint/quarterly assessments
- Still doing state assessments 3 through 7 (partial waiver)

College Going- Post Secondary Trends for KCK

Graduate Cohorts

	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>
Direct (w/in 1 yr.)	33.3%	38.1%	37.1%	39.6%	41.7%	53.6%	54.0%
4 Yr. Degree	13.8%	14.6%	15.2%	10.0%			
% of all w. degree	4.7%	5.6%	5.6%	4.0%			

College-Going Culture

- Partnerships with Community Colleges
- District goal related to:
 - College Hours
 - Internships
 - Certificates / Work Keys
- College readiness benchmarks
- College and Career Coordinators

Impact of Data on Practice

- Schools are working through their Explore and PLAN data with item analysis to identify areas of strength and concern
- Increased communication between MS and HS as the Explore spans both
- Teachers and Teacher Leaders are studying text complexity, vocabulary instruction, questioning techniques and expanding their work to include non-fiction in ELA and writing in math



Participation Rates and Impact on Scores

2010-11 (pre DCST)

2011-12 (1st DCST year)

Participation Avg Comp

Participation Avg Comp

Explore

90.2%

13.7

95.4%

14.4

PLAN

82.6%

14.5

91.4%

14.7

DCST Data

	# Participating	Avg Composit
2012 Graduates (not DCST)	674	17.0
2012 DCST Juniors	995	15.9

Observations from Stakeholders

- Students: Extremely high attendance on test day, well-behaved, interested in their scores and retesting
- Teachers: concerned and confused at first, very pleased with student focus and buy-in
- Building administrators: very pleased with the focus that it places on the work and student engagement
- Parents: appreciative and interested



Contact Us

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