

# ACT Aspire and WorkKeys

August 9, 2018



**MILWAUKEE  
PUBLIC SCHOOLS**

## ***Presenters:***

Melanie R. Stewart, Ph.D., Director Research, Assessment & Data

**Dr. Keith P. Posley**  
*Interim Superintendent*

# FIVE PRIORITIES FOR SUCCESS

**Improve District and School Culture**

**Ensure Fiscal Responsibility and Transparency**



**Increase Academic Achievement and Accountability**

**Develop Our Staff**

**Strengthen Communication and Collaboration**



# ACT Aspire and WorkKeys

---

- ACT Aspire
  - Grades 9 & 10
  
- ACT WorkKeys
  - Grade 11

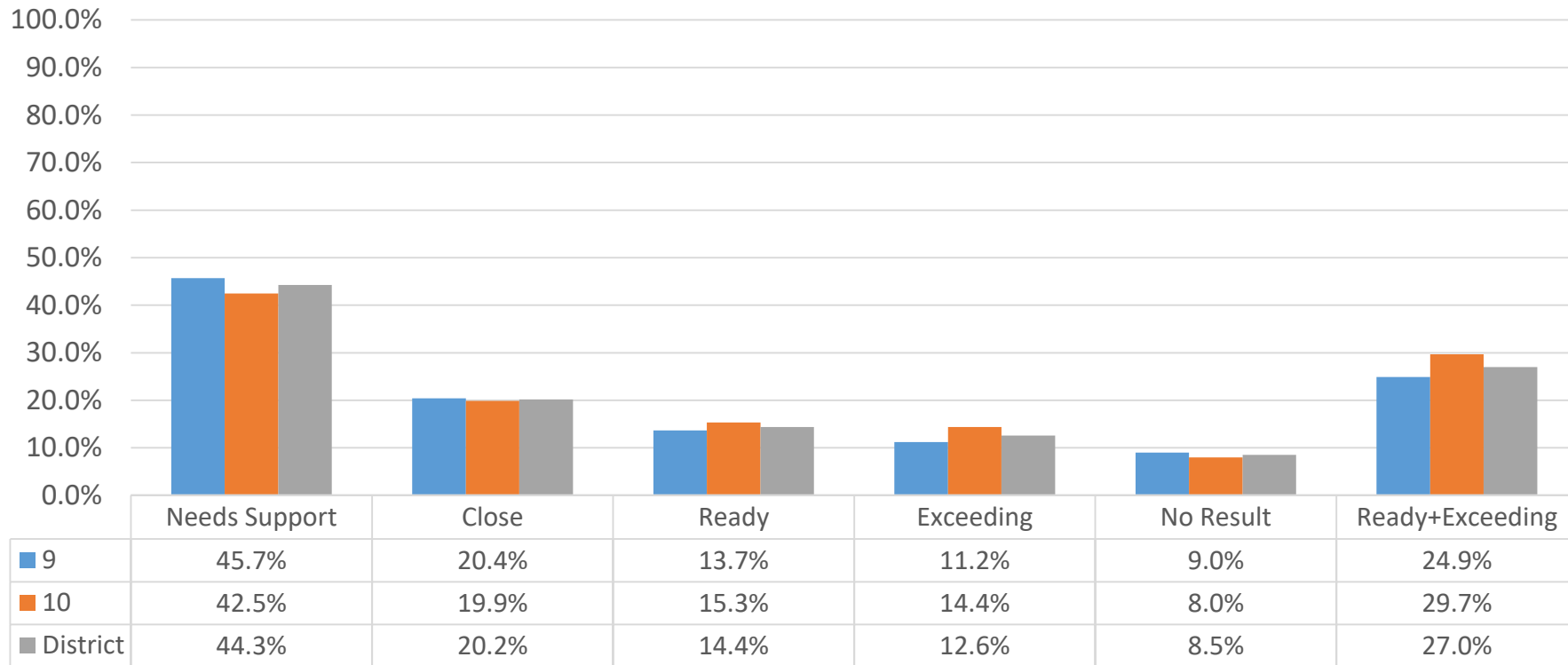
# ACT Aspire

---

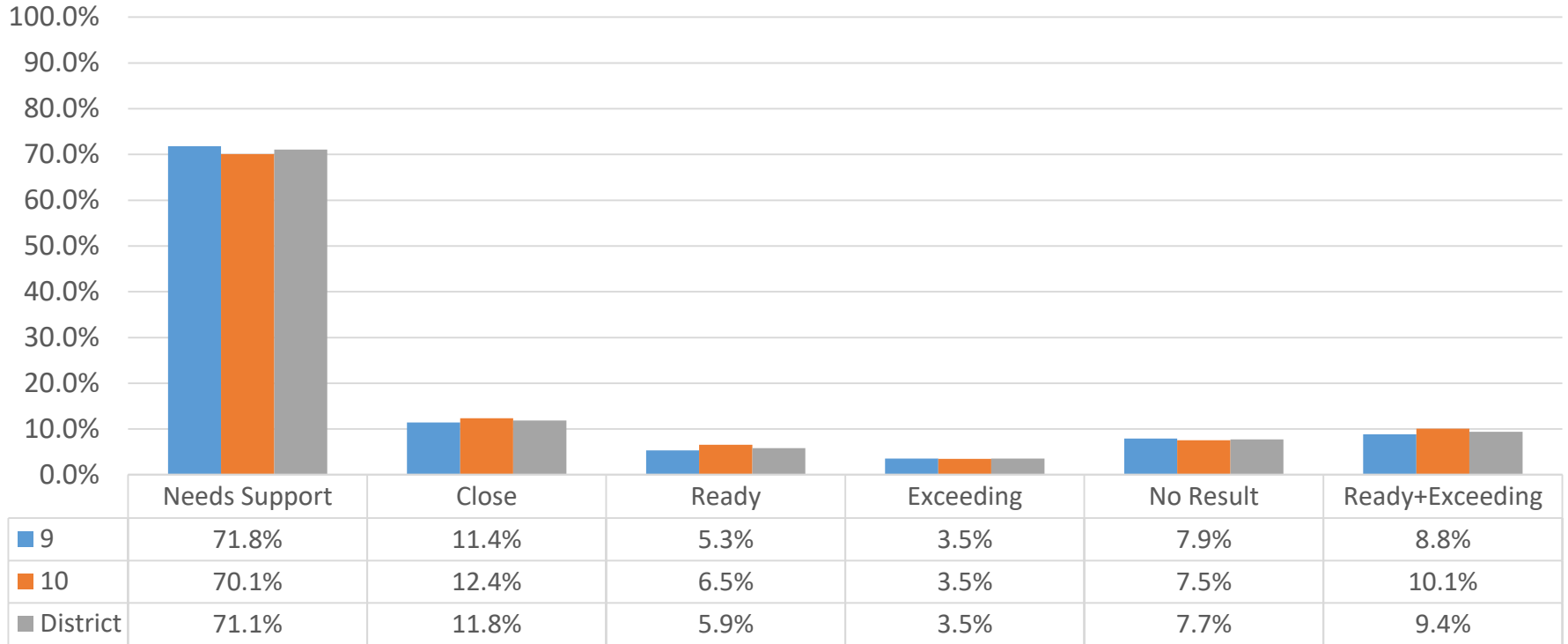


- Taken by 9<sup>th</sup> and 10<sup>th</sup> graders
- Aspire results provide students a predicted ACT score range for each subject area as well as a composite score
- A score of “Ready” predicts readiness on the ACT

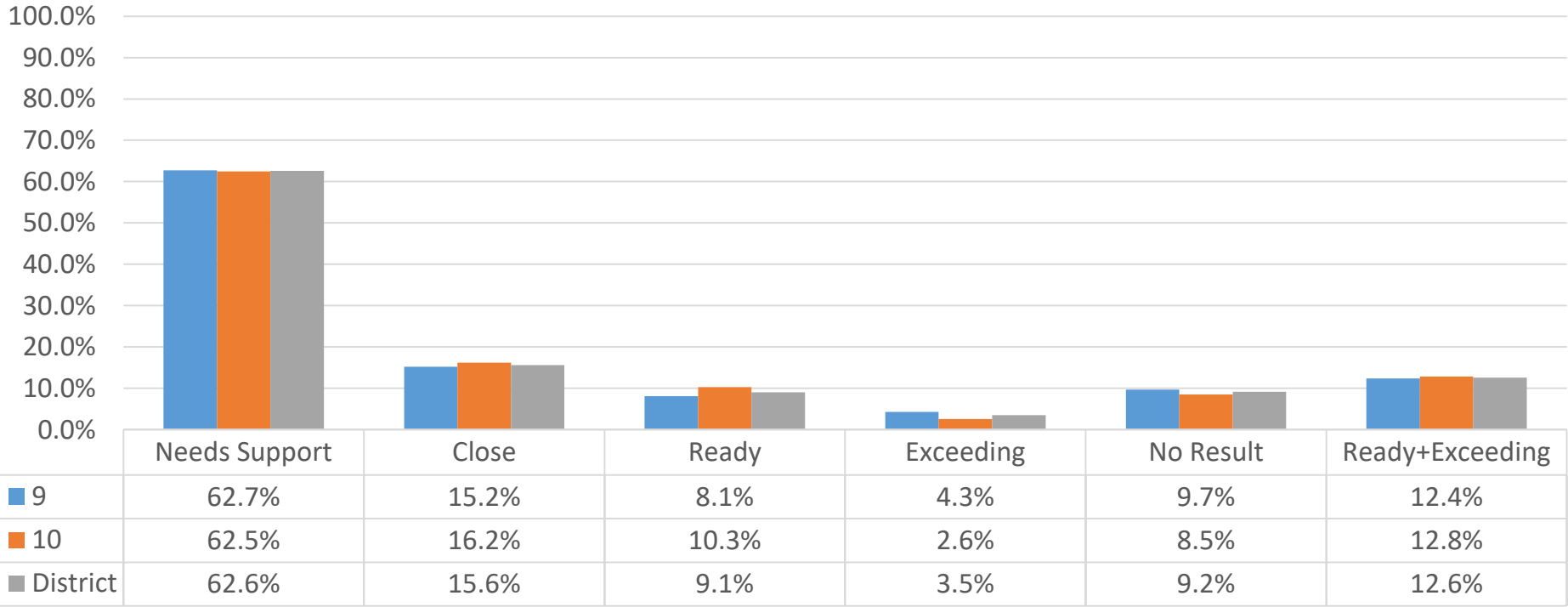
# English Readiness



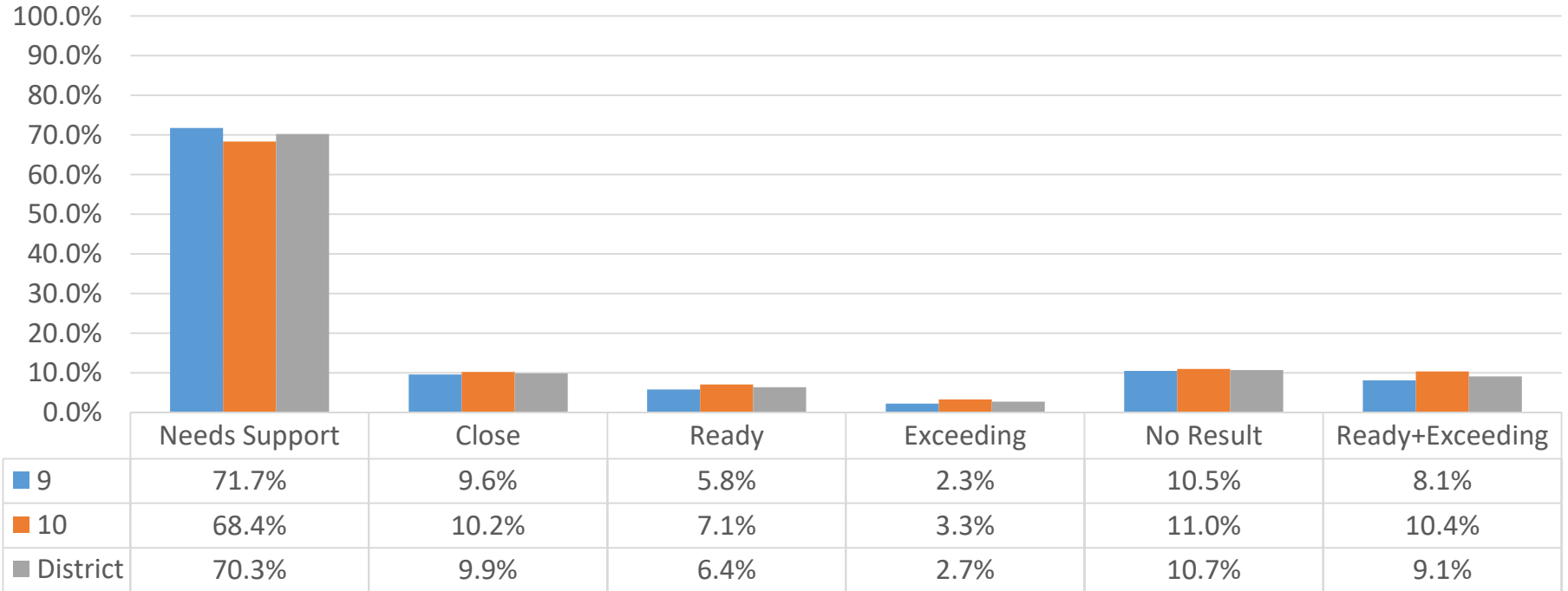
# Math Readiness



# Reading Readiness



# Science Readiness





# ACT Aspire in the Future

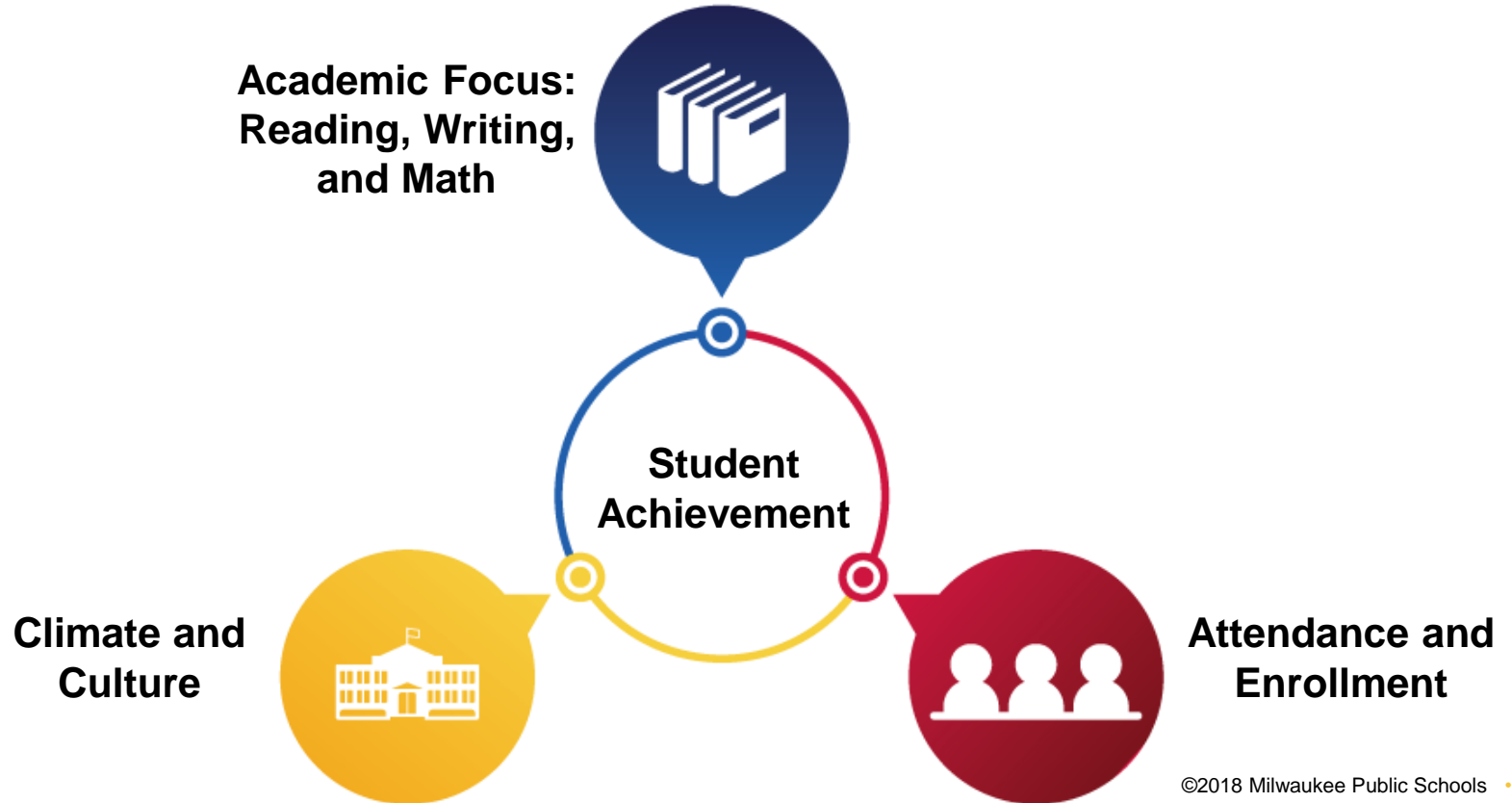
---

- Beginning in fall 2019, ACT Aspire will be part of the state report card metrics
- Currently, high schools do not get a growth measure on the state report cards
- In late fall 2018, schools will be able to preview the estimated growth metric through a secure distribution process



# Next Steps

---



## Reading

**Goal:** All students reading at grade level.

**Reading Vision:** Focus on ensuring high quality reading practices happen every day in each classroom. The goal is to create a culture for reading and a community of readers.

**Essential Skills:** Wisconsin Standards and CCSS for Reading that include **Decoding** (explicit, systematic instruction based on developmental sequence, systematic word study, and Interactive read aloud); **Vocabulary Acquisition and Use** (direct, explicit instruction of words in context, teaching specific context clues, directly teaching word learning strategies, and connecting new concepts/meanings to prior knowledge); **Comprehension** (scaffolding and building background knowledge, building oracy (discourse)/language experience approach, access to culturally and linguistically diverse literature and Informational text, physical/active response to text, and reading aloud); **Fluency** (speed, accuracy, and prosody/expression for literature and informational text)

**Effective Strategies:** High quality - instructional practices aligned to standards, rigor, and the essential components of reading. Utilize formative, interim, and summative assessment and feedback to increase student understanding, engagement, and achievement.

**Professional development** will focus on differentiated, tiered support for the identified skills and strategies and will be aligned with the SIP.

## Writing

**Goal:** Increase ACT writing scores at Gr. 11.

**Writing Vision:** Create a culture for writing that promotes communities of culturally and linguistically diverse writers.

### Essential Skills:

Wisconsin Standards, CCSS and content standards for writing with a specific focus on:

- Applying the **writing process**: planning, drafting, editing, revising
- Supporting writing with **evidence** from multiple perspectives
- Writing for a range of tasks (rhetorical analysis, argumentative, informative, and narrative), purposes, and audiences.
- Using academic and discipline specific vocabulary
- **Building writing stamina**
- Summarizing, note-taking, paraphrasing

### Effective Strategies:

- Provide explicit instruction that uses a process approach to writing
- Plan for repeated practice and scaffolded support
- Provide students with ongoing timely descriptive feedback through conferencing
- Utilize formative, interim, and summative assessment and feedback to increase student understanding, engagement, and achievement.
- Continue to implement the Essential 6 Framework for Literacy for writing in the content areas.

**Professional development** will focus on tiered support for the identified skills and strategies and will be aligned with the SIP.

## Math

**Goal:** Increase pass rate for Algebra in 9<sup>th</sup> Gr.

**Math Vision:** Focus on mathematical proficiency for each and every student. The goal is to create a culture that maximizes learning of mathematics through high quality instruction.

### Essential Skills:

- Wisconsin Standards for Mathematics with a specific focus on:
  - Operations and Algebraic Thinking/Expressions & Equations/ Functions/Algebra
  - Geometry
  - Measurement & Data/Statistics & Probability
- Standards for Mathematical Practice with a specific focus on:
  - #1: Make sense of problems and persevere in solving them
  - #3: Construct viable arguments and critique the reasoning of others
  - #5: Use appropriate tool strategically
  - #6: Attend to precision

### Effective Strategies:

- Use high quality-instructional resources aligned to the Wisconsin Academic Standards to plan and implement effective, engaging mathematics instruction
- Utilize formative, interim, and summative assessment and feedback to increase student understanding and raise student achievement
- Emphasize math vocabulary and student discourse within the context of math instruction

**Professional development** will focus on tiered support for the identified skills and strategies and will be aligned with the SIP.

# What is ACT WorkKeys

---

- State-required assessment for 11<sup>th</sup> graders
- Measures skills that employers feel are essential to success in the work place
- Assesses skills in:
  - Workplace Documents (Reading for Information)
  - Graphic Literacy (Locating Information)
  - Applied Mathematics
- Students may earn a National Career Readiness Certificate (NCRC)
  - Bronze, Silver, Gold, or Platinum levels



# National Career Readiness Certificates



**Bronze** - scores at least a level 3 in each of the three core areas and has the necessary foundational skills for 16 percent of the jobs in the WorkKeys database



**Silver** - scores at least a level 4 in each of the three core areas and has the necessary foundational skills for 67 percent of the jobs in the WorkKeys database

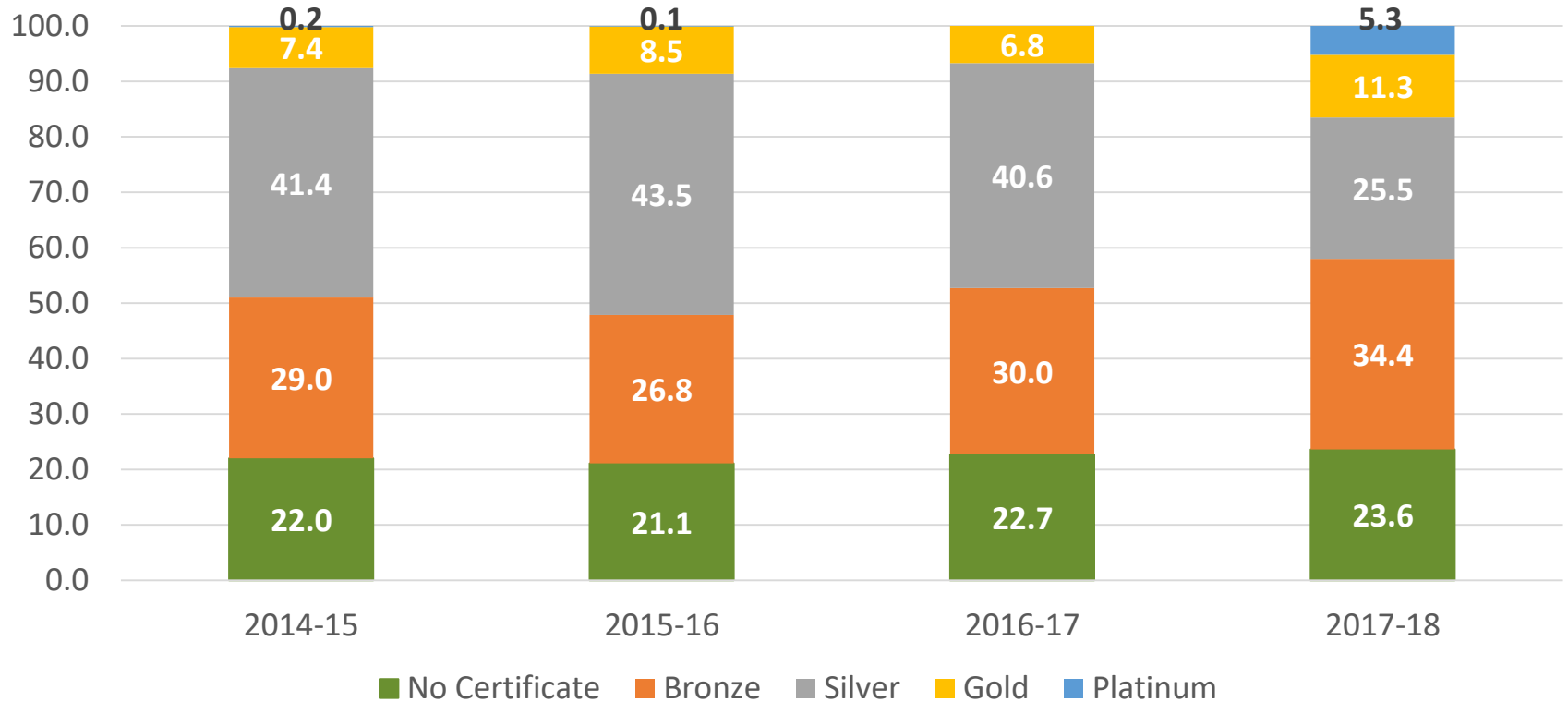


**Gold** - scores at least a level 5 in each of the three core areas and has the necessary foundational skills for 93 percent of the jobs in the WorkKeys database



**Platinum** - scores at least a level 6 in each of the three core areas and has the necessary foundational skills for 99 percent of the jobs in the WorkKeys database

# District: ACT WorkKeys Percent at Each NCRC Level



# Next Steps

---

- Continued implementation of Academic Career Plans (grades 6-12)
- Develop an increased number of work readiness opportunities across the district (e.g., internships, apprenticeships, job shadowing)

# Thank you.

---

**Presenters:**

Melanie R. Stewart, Director Research, Assessment & Data



Keith P. Posley, Ed.D., *Interim Superintendent*

