



## Accelerating the College and Career Readiness of Minnesota's Students

Minnesota is in the process of transitioning to new English language arts and mathematics standards that will better prepare students to be successful in college and their careers. Time, effort, and resources must be dedicated to effective implementation in order to realize the promise of these new common core state standards.

### IN TODAY'S ECONOMY, ALL STUDENTS MUST GRADUATE FROM HIGH SCHOOL READY TO SUCCEED IN COLLEGE AND THEIR CAREERS

#### Percentage of Students Graduating from High School Class of 2007<sup>1</sup>

	Minnesota	Nation
All Students	77%	69%
White	83%	76%
Hispanic	44%	55%
Black	+	51%
Asian	68%	79%
American Indian	48%	50%

+Insufficient or no data provided

### MORE STUDENTS NEED TO BE PREPARED FOR SUCCESS BEYOND HIGH SCHOOL

#### Percentage of ACT-Tested High School Graduates Ready For College-Level Course Work in 2010<sup>2</sup>

	Minnesota	Nation
All Four Core Subjects	35%	24%
English	79%	66%
Math	61%	43%
Reading	65%	52%
Science	42%	29%

### MINNESOTA AND THE NATION NEED MORE COLLEGE GRADUATES

#### Minnesota's College Graduation Rates Versus National Average<sup>3</sup>

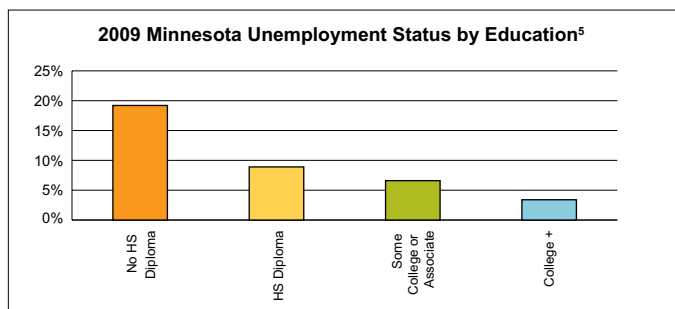
	Four-Year Institution*	National Average*	Two-Year Institution**	National Average**
All Students	58%	56%	31%	31%
White	61%	59%	34%	32%
Hispanic	54%	46%	20%	29%
Black	38%	39%	11%	26%
Asian	58%	66%	28%	33%
American Indian	34%	38%	15%	27%

\*Graduation within six years of entrance (Cohort from 2002–2008)

\*\*Graduation within three years of entrance (Cohort from 2005–2008)

Students in Minnesota who began college but did not return for a second year received a cumulative **\$18.8 million** in federal grants and a cumulative **\$129.4 million** in state expenditures.<sup>4</sup>

### HIGHER LEVELS OF COLLEGE AND CAREER READINESS EQUALS HIGHER EMPLOYMENT



**Bolster economic vitality:** Over **15,200** students did not graduate from Minnesota's high schools in 2010; the lost lifetime earnings in Minnesota for that class of dropouts total **\$4 billion**.<sup>6</sup>

### TO ACCELERATE COLLEGE AND CAREER READINESS, MINNESOTA TEACHERS SEE THE NEED FOR FEWER, CLEARER, AND BETTER STANDARDS

#### Impact of Improving Standards on Academic Achievement from Minnesota's Teachers View<sup>7</sup>

	Clearer Academic Standards	Common Standards Across All States	Tougher Academic Standards	Fewer Academic Standards
Strong or Very Strong Effect	73%	52%	41%	32%
Moderate Effect	22%	36%	47%	41%
No Effect	5%	12%	11%	26%

### MINNESOTA DECIDED TO IMPROVE ITS STANDARDS TO SUPPORT COLLEGE AND CAREER READINESS AND IS WORKING ON IMPLEMENTATION OF COMMON CORE STATE STANDARDS

- Minnesota was one of forty-eight states that participated in the creation of the common core state standards, which build on the best state standards and go further by internationally benchmarking and back-mapping them for grades K–12.
- As of April 2011, Minnesota was one of forty-four states to have adopted the common core state standards. Minnesota has adopted the standards in English language arts, but has not adopted the standards in mathematics.

### TO HAVE A CLEAR MEASURE OF COLLEGE AND CAREER READINESS, STATE ASSESSMENTS MUST ACCURATELY REFLECT STUDENT ACHIEVEMENT; CURRENT TESTS DO NOT

#### Minnesota's Eighth-Grade Proficiency as Measured by Minnesota State Tests and the National Assessment of Educational Progress (NAEP)<sup>8</sup>

	State	NAEP
Reading	67%	38%
Math	58%	47%

- The average gap nationally between state- and NAEP-reported reading scores is **41** percentage points. Minnesota's gap is **29** percentage points.
- The average gap nationally between state- and NAEP-reported math scores is **32** percentage points. Minnesota's gap is **11** percentage points.

### FORTY-FIVE STATES ARE WORKING TO CREATE COMMON ASSESSMENT SYSTEMS ALIGNED TO COLLEGE- AND CAREER-READY STANDARDS

Two groups of states have formed to develop these next-generation assessment systems, scheduled to be available during the 2014–15 school year. **Minnesota is not participating in either consortia.**

### CONSISTENT STANDARDS AND ASSESSMENTS MAKE COMMON AND ECONOMIC SENSE

- Ease transition for students who move from state to state.** In 2009, about **10,307** school-aged children moved **to** Minnesota from another state; about **8,007** students moved **from** Minnesota to another state.<sup>9</sup>
- Help states realize economies of scale and improve test quality by working together.** Currently, states spend a combined **\$1.3 billion** annually to develop, publish, administer, score, and report on their own state tests.<sup>10</sup>
- Reduce the need for remediation in college.** The need for remediation among students entering Minnesota's postsecondary institutions unprepared for postsecondary work cost the state over **\$51 million** during the 2007–08 school year.<sup>11</sup>

1. Editorial Projects in Education Research Center, *Diplomas Count*, 2010.

2. ACT, "College Readiness by State," 2010.

3. Analysis of data from NCES Integrated Postsecondary Education Data System, 2010.

4. M. Schneider, *Finishing the First Lap: The Cost of First-Year Student Attrition in America's Four-Year Colleges and Universities* (American Institute for Research: Washington, DC: 2010).

5. U.S. Bureau of Labor Statistics, 2010.

6. Alliance for Excellent Education, "The High Cost of High School Dropouts," unpublished.

7. Scholastic, 2010.

8. NCES, *Nation's Report Card: Reading 2009*; NCES, *Nation's Report Card: Math 2009*; U.S. Department of Education, "EDFacts State Profiles," 2010.

9. U.S. Census Bureau, "American Community Survey," 2009.

10. Stanford Center for Opportunity Policy in Education, 2010.

11. Alliance for Excellent Education, "Saving Now and Saving Later" (Washington, DC: Author, 2011).