



2020

COLLEGE & CAREER *READY*

A CFSD Profile

“The most important attitude that can be formed is that of desire to go on learning.”

— John Dewey,
educator and
philosopher

There’s so much to think about when choosing a school for your student: What classes are offered? How do students perform on standardized tests? Where is the school ranked in the state?

While those factors are important, it turns out that a student’s total education – like life – is about more than just academic credentials. It’s about persistence, resilience, and determination. It’s about taking advantage of the opportunities to explore, discover, and develop personal and academic talents. It’s about being part of something bigger than oneself, and valuing personal and community performance within that context. It’s about igniting a lifelong love of learning.

In short, education is only part of your student’s entire experience.

In Catalina Foothills School District (CFSD), students have the chance to indulge in passions and explore diverse interests – clubs, class projects, internships, student government, athletics, career exploration, community service, and after-school programs. They have to push beyond one’s comfort zone and try new things; connect with people from a spectrum of diverse backgrounds and acquire people skills and leadership qualities that will help prepare them for careers that don’t even exist yet.

Which CFSD experiences will fit your student?

CFSD students have a wide and diversified range of options for pursuing passions and interests, and customizing their total educational experience.

What will your student choose to experience?



When evaluating who to admit, colleges and employers aren't necessarily looking for the most academically-capable students. They are looking for those who are the best fit for their organization. To get to know your student, they want to see your student's interests reflected in their course selection and extra-curricular involvement. Because of that, we strive to offer your student the widest array of classes and careers to explore.

What is college and career readiness? Are you ready for what's next?

College and career readiness is an integral component of a PreK-12 education. Preparation begins the moment our students enter school. Every transition along the continuum from prekindergarten to kindergarten through high school to college and career is critical for student success – each builds the necessary foundation for the next steps in the journey.

In order to provide comprehensive college and career readiness to all students, CFSD ensures vertical collaboration between elementary, middle, and high school, attending not only to student achievement, but also to student engagement, social behavior, and academic behaviors. The Educational Policy Improvement Center (EPIC) outlined four key dimensions of college and career readiness that include cognitive strategies (THINK), content knowledge (KNOW), learning skills and techniques (ACT), and transition knowledge and skills (GO).

Students who are ready to be lifelong learners have the ability to THINK deeply about what they are doing, KNOW contextually why they learn, ACT purposefully to achieve their goals, and GO successfully through life's transitions. (Inflexion, 2018)

While there are other factors that influence college and career readiness, these are four that can be directly affected by schools. The more of these things students can do, the more likely they will succeed in postsecondary education. The diagram on the next page portrays the four key dimensions of readiness in more detail.

The challenge is not simply to get students into postsecondary programs. . . . It is to prepare them to succeed . . . not simply to complete high school.” “

–David Conley

*College and Career Ready:
Helping All Students Succeed
Beyond High School*

Profile of a CFSD Graduate

The "Profile of a CFSD Graduate" is a collective vision that articulates the district's aspirations for all students. It reflects the qualities that make our graduates unique and prepared for success in a competitive world.



THE FOUR KEYS TO COLLEGE AND CAREER READINESS

KEY COGNITIVE STRATEGIES	KEY CONTENT KNOWLEDGE	KEY LEARNING SKILLS & TECHNIQUES	KEY TRANSITION KNOWLEDGE & SKILLS
Think	Know	Act	Go
<p>Problem Formulation Hypothesize Strategize</p> <p>Research Identify Collect</p> <p>Interpretation Analyze Evaluate</p> <p>Communication Organize Construct</p> <p>Precision & Accuracy Monitor Confirm</p>	<p>Structure Of Knowledge Key Terms And Terminology Factual Information Linking Ideas Organizing Concepts</p> <p>Attitudes Toward Learning Content Challenge Level Value Attribution Effort</p> <p>Foundational & Technical Knowledge & Skills (Specific College/career Readiness Standards)</p>	<p>Ownership Of Learning Goal Setting Persistence Self-awareness Motivation Help-seeking Progress Monitoring Self-efficacy</p> <p>Learning Techniques Time Management Test Taking Skills Note Taking Skills Memorization/recall Strategic Reading Collaborative Learning Technology</p>	<p>Contextual Aspirations Norms/culture</p> <p>Procedural Institution Choice Admission Process</p> <p>Financial Tuition Financial Aid</p> <p>Cultural Postsecondary Norms</p> <p>Personal Self-advocacy In An Institutional Context</p>

2016 - CFSD Permission granted for use by David T. Conley

College and Career Readiness:

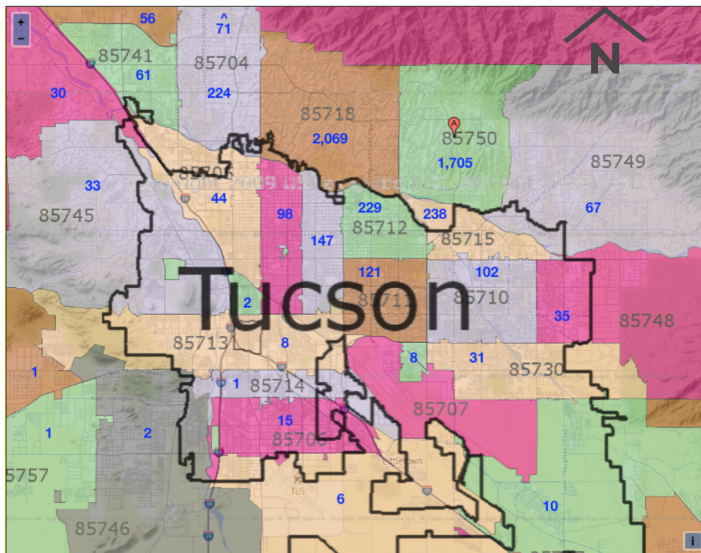
Are they the same thing?

In the last decade, research has shown a convergence in the expectations of employers and colleges in terms of the knowledge and skills high school graduates need to be successful after high school. The economy reflects these converging expectations. Education is more valued and more necessary than ever before. “The bottom line is that today all high school graduates need to be prepared for some postsecondary education and/or training if they are to have options and opportunities in the job market” (achieve.org).

It is important to point out where our students come from. They are a diverse group representing **36 different zip codes** across a 20-mile radius in the Tucson area. CFSD draws students with a wide range of backgrounds and learning experiences.

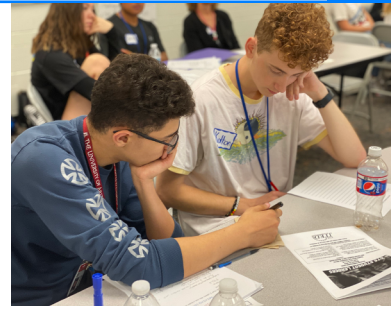
Where do CFSD families live?

Blue number = Number of CFSD students who reside in each zip code



The heart of defining “readiness” is providing short descriptions of what students need to know and be able to do, and brief examples of what “readiness” looks like in each of the four key dimensions. There is no one instrument that deeply measures all aspects of a single dimension. Therefore, we are using an approach that incorporates multiple types of indicators to provide a rich picture of where we stand as a learning organization.

“All students aspire to enter the workforce eventually and, to do so, all of them will need a set of similar foundational thinking skills, content knowledge, and learning strategies if they are to succeed in their careers and be productive members of society,” says CFSD superintendent, Dr. Mary Kamerzell. “In CFSD we are committed to doing our part to make this happen.”

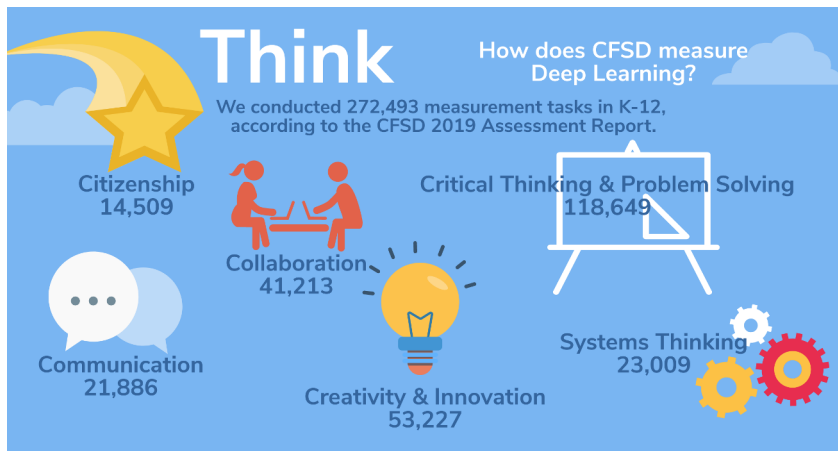


This report is designed to help families and the community better understand college and career readiness across the Four Keys framework. We have a profound responsibility to ensure that our students are prepared for postsecondary settings. Standardized test scores, traditionally used as the primary readiness indicator, do not always provide an accurate representation of our students’ potential. Therefore, we are using a variety of indicators to examine “readiness” and preparation for life beyond a PreK-12 educational experience in CFSD.

Four Keys	Assessment Source/Indicator
Think: Key Cognitive Strategies	<ul style="list-style-type: none"> • Deep learning proficiencies • Performance tasks • College and Work Readiness Assessment (CWRA+)
Know: Key Content Knowledge	<ul style="list-style-type: none"> • Course-taking patterns • ACT, SAT • AzMERIT • Advanced Placement (AP) enrollment and passing rate • Third grade reading • Eighth grade AIMS science • Middle school advanced (high school) math courses
Act: Key Learning Skills & Techniques	<ul style="list-style-type: none"> • Participation in STEM and the arts • Participation in robotics – computational thinking • Participation in Arizona Seal of Biliteracy Program • CTE course-taking • Application of knowledge in cross-disciplinary contexts
Go: Key Transition Knowledge & Skills	<ul style="list-style-type: none"> • Postsecondary enrollment • Education and career action plan (ECAP) • Four-year graduation rate • Cumulative grade point average (GPA) • Alumni experiences



THINK = Versatile and intentional thinking patterns for problem-solving. It's the ability to choose among alternative learning approaches to solve a problem or to complete a complex task.



Measuring deep learning - deep learning proficiencies

Educators and employers have grown increasingly aware of the important role that skills such as critical thinking, communication, and collaboration play in college and career preparation. The National Association of Colleges and Employers (NACE) recently conducted a survey asking employers to rate the most important skills or qualities they seek in job candidates. Survey participants rated communication skills (written and verbal), problem solving skills, ability to work in a team, initiative, analytical/quantitative skills, strong work ethic, leadership, and flexibility/adaptability as some of the most important skills (NACE, 2019). Other surveys show similar results, which also include creativity, critical thinking, and decision making.

To that end, CFSD is intentionally developing and assessing similar skills: the deep learning proficiencies (DLPs) of Critical Thinking and Problem Solving, Collaboration, Citizenship, Creativity and Innovation, Communication, and Systems Thinking. Skills such as these are recognized internationally as being as important as the development of subject-specific content knowledge. They not only provide a framework for successful learning in the classroom, but also ensure students can thrive as lifelong learners in a changing world.

During the 2018-2019 school year, CFSD's DLPs were assessed 272,493 times across the K-12 grade levels. DLPs are not taught in isolation; they are taught within the context of academic content and skills.

Performance Tasks

The design and use of high quality curriculum-embedded performance tasks are integral to measuring the district's academic standards and CFSD's deep learning proficiencies (DLPs). This indicator provides important information about the "transfer" of knowledge and skills. Are our students able to transfer knowledge and skills to new situations that require them to develop and defend an argument, make a well-reasoned decision, and/or solve a real-world problem? These important college- and career-readiness skills are generally not addressed by the multiple-choice tests that have dominated the testing landscape for years. "Indeed, it's not too much to say that the future belongs to those who can apply their learning effectively in new situations" (McTighe, 2018).

Dr. Linda Darling-Hammond (2013), a professor at Stanford University and an authority on international assessments, acknowledges the necessity for these educational outcomes that deserve increased emphasis:

As educators, we know that today's students will enter a workforce in which they will have to not only acquire information, but also analyze, synthesize, and apply it to address new problems, design solutions, collaborate effectively, and communicate persuasively. Few, if any, previous generations have been asked to become such nimble thinkers.

The College and Work Readiness Assessment (CWRA+)

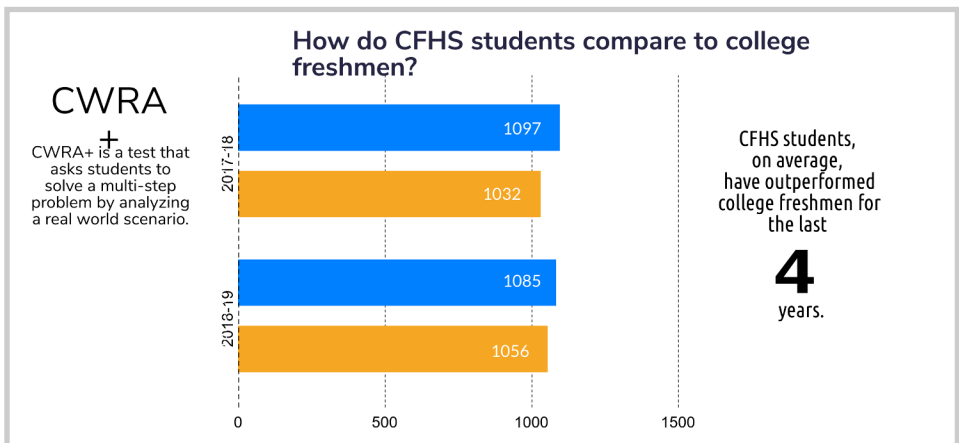
CFSD uses the College and Work Readiness Assessment (CWRA+), a widely known assessment developed by the Council for Aid to Education (CAE) in New York City, to measure students' higher-order thinking and written communication skills within multi-disciplinary contexts. The CWRA+ is nationally recognized as a model assessment for "value added," and CFSD uses it to assess all freshmen and juniors' critical thinking and written communication skills, and for monitoring longitudinal growth in these skills to determine student preparedness for college and the workplace.



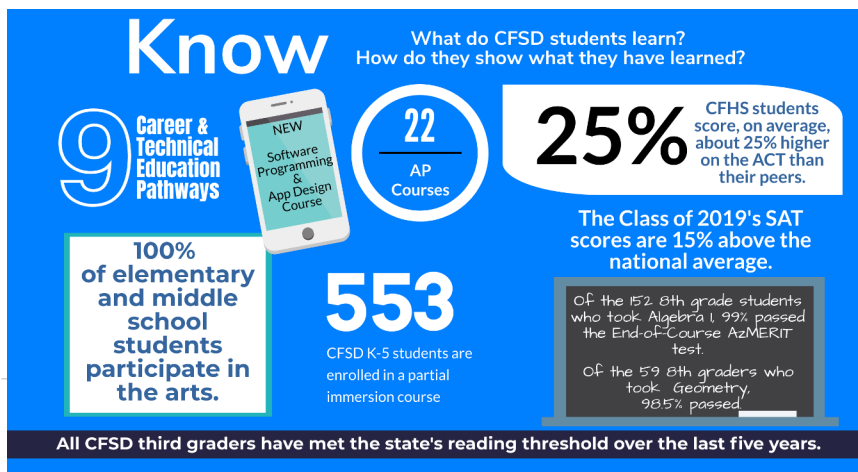
The CWRA+ is an online open-ended performance assessment in which students demonstrate their reasoning, problem solving, and writing skills while attempting to solve an authentic, often global, problem or issue. Another component consists of a range of selected-response questions aimed at measuring quantitative and scientific reasoning, the ability to read and evaluate information, and the ability to recognize logical fallacies.

The test is challenging, and the results are a reliable and valid measurement of our students' capabilities to transfer important lifelong skills that are in high demand, not just in college, but among employers.

CWRA+ results indicate that our juniors are, on average, outperforming college freshmen at participating colleges/universities who are administering the Collegiate Learning Assessment (CLA and CLA+), which parallels the design of the CWRA+.



KNOW = Understanding the structures of knowledge and the mindsets for learning. It's the knowledge of key terms and factual information and proficiency in linking ideas and organizing concepts.



Course-taking patterns

A rigorous course load, including during senior year, helps prepare our students for the demands of postsecondary studies. Additionally, most colleges have curricular requirements for admission, which may differ from CFSD graduation requirements. CFSD requires students to take at least six classes in each of their four years. In addition to state graduation requirements (4 English, 4 math, 3 science, 3 social studies, 1 fine arts or CTE), CFSD requires 2 credits in world languages, 1.5 in health/physical education, and 4 social studies for a total of 24 credits. Many students graduate with more than the required 24 credits.

Achievement: College- and career-ready assessment scores (standardized tests)

These assessments are anchored to college- and career-ready standards and include a performance level/cut score that provides high school students with a clear signal regarding their readiness for first year courses at postsecondary institutions. Some are used by colleges and universities for placement into first-year credit-bearing courses.

Catalina Foothills High School
2018 ACT Composite Score: 26.2

(out of 36)

National Average: 20.8

Arizona Average: 19.2

Catalina Foothills High School
2019 SAT Averages:

Mean Score: 1226

Reading and Writing: 621

Math: 617

National Average (2018):

Mean Score: 1068

Reading and Writing: 536

Math: 531

Arizona Average (2018):

Mean Score: 1149

Reading and Writing: 577

Math: 572

ACT and SAT performance: Percentage of students meeting college readiness benchmarks

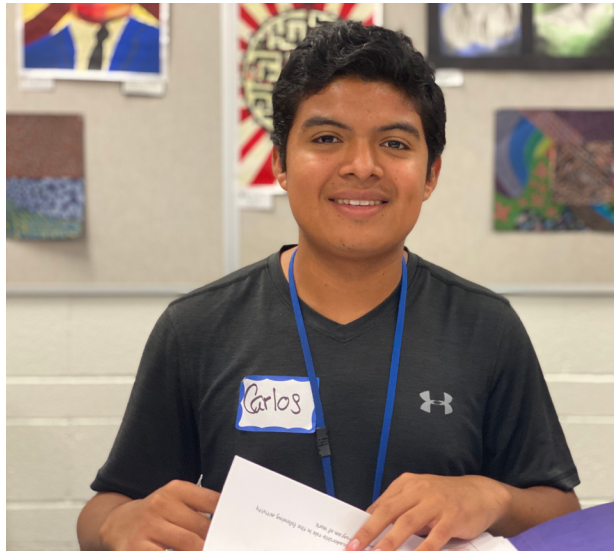
Second to high school GPA, standardized test scores like the ACT and the SAT are proven to be somewhat reliable predictors of college success. The American College Test (ACT) and the Scholastic Aptitude Test (SAT) are intended to assess a student's readiness for college. Colleges and universities use SAT and ACT scores for admission and scholarship purposes. At CFHS, 74% of our students take one of these two tests, and our scores are well above the state and national average. Arizona state colleges / universities do not require the SAT or ACT if a student's GPA is 3.0 or higher.

The ACT reports the percentage of ACT-tested CFSD students meeting ACT's College Readiness Benchmarks for each of four subject areas (English, Reading, Math, Science) as well as across the four subject areas. Student performance is reported as a composite score that ranges from 1 – 36 for each of the four tests. The composite score is an average of these scores.

The SAT reports the percentage of tested CFSD students meeting SAT's readiness benchmarks for Evidence-Based Reading and Writing (ERW) and Math. Students can earn a scaled score of between 200 and 800 points on each section, for a total of 1600 points. Students who are on track for college and career readiness score at least 480 in ERW and 530 in Math.



ACT and SAT define readiness for college-level work as a 50/50 chance of earning a course grade of B or better or a 75% chance of earning a C or better in a typical entry-level college course. Colleges and universities use SAT and ACT scores for admission and scholarship purposes. Overall, the higher one scores on the SAT and/or the ACT, the more options for attending and paying for college will be available to the student.



AzMERIT Performance:
Percentage of students meeting college and career readiness standards

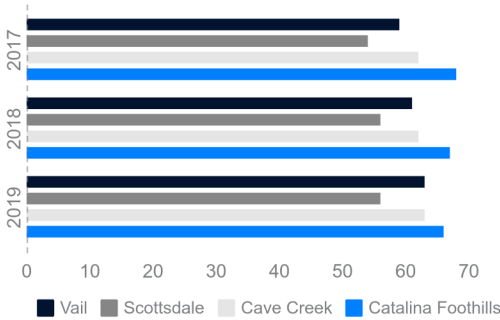
This indicator reports the percentage of students passing the Arizona Measurement of Educational Readiness to Inform Teaching (AzMERIT), which is the statewide achievement test for Arizona students. According to the Arizona Department of Education, the test measures how well students have mastered Arizona's grade-by-grade academic standards and progress towards readiness for college and career. The scores from these assessments provide additional guidance about student readiness.



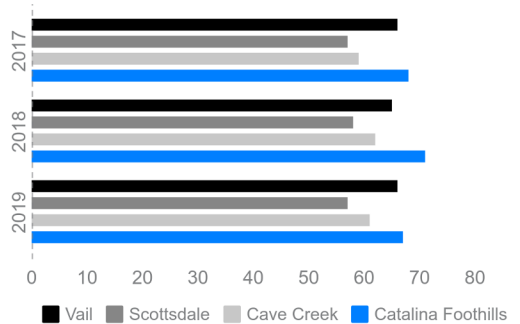
The bar graphs below show a comparison of the passing rates for spring 2017, 2018, and 2019 for English language arts and mathematics as compared to other Arizona school districts. The percent passing is the total percentage of students scoring at the performance levels of Proficient and Highly Proficient.



English Language Arts
Highest AzMERIT Passing Rates
by K-12 District



Math
Highest AzMERIT Passing Rates
by K-12 District



2019 scores will be released by the ADE in August.



CFSD has the highest overall AzMERIT passing rates in both English Language Arts and Math since 2015.

Earning college credits while in high school

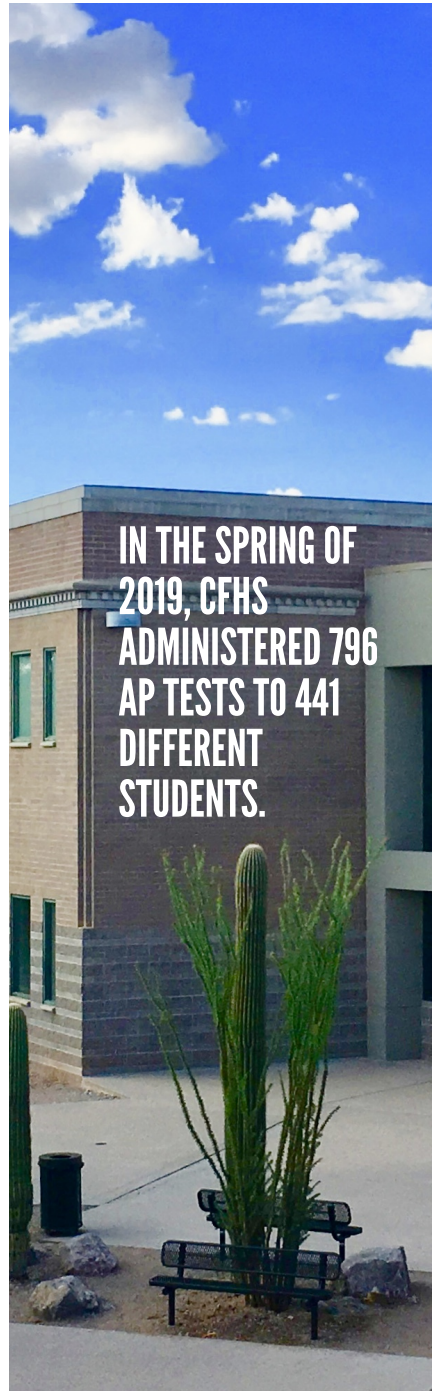
Students who earn college credits while in high school are more likely to enter college and succeed. Studies show that Advanced Placement (AP) exam participation and performance is aligned with various measures of college success. CFSD offers a wide array of different AP courses, numbering 22 overall.

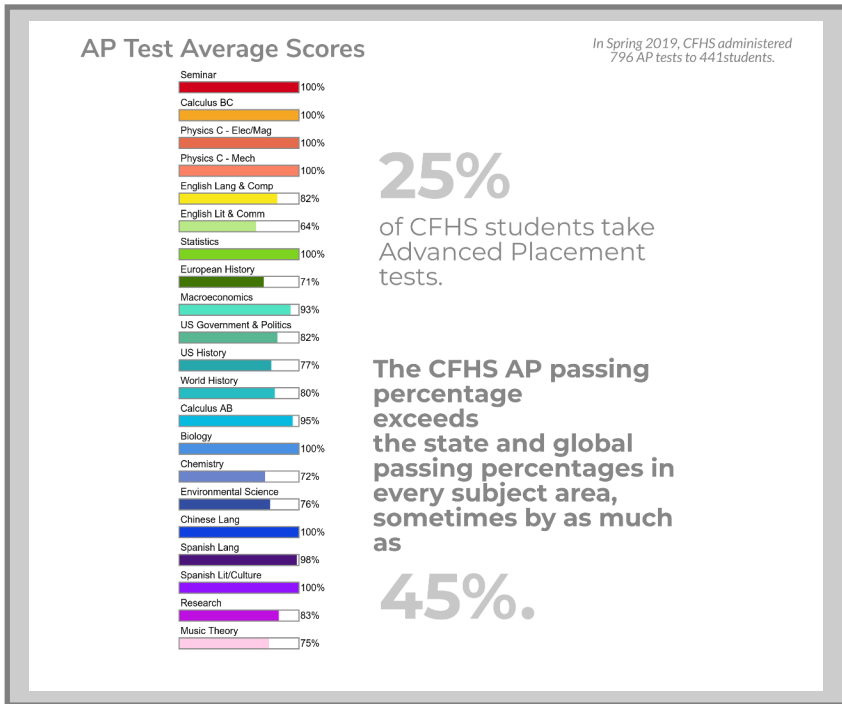
Advanced coursework

Percentage of students taking advanced placement (AP) courses

This indicator reports the percentage of students who are taking AP courses. The Advanced Placement program offers advanced courses in a variety of subject areas. At the culmination of the course, students have the option to take a standardized test to measure how well they have mastered the content and skills of the course.

In the Spring of 2019, CFHS administered 796 AP tests to 441 different students, which is 25% of the high school population. Given that CFHS freshmen seldom take AP exams, this indicates a high level of participation in the program by our sophomores, juniors and seniors. There were 1,280 course enrollments in AP classes for the 2018-2019 school year.





Average AP score for all students taking an advanced placement exam

This indicator reports the average AP score on each AP exam. An AP score is a measure of a student's achievement in a college-level AP course. The score is used by colleges and universities to determine if they will grant credit for what has already been learned or if they will allow a student to skip the equivalent course once in college (this is known as advanced placement). The final score is reported on a 5-point scale as follows:

5 = extremely well qualified

4 = well qualified

3 = qualified

2 = possibly qualified

1 = no recommendation

"Qualified" means a student has proven him/herself capable of doing the work of an introductory-level course in a particular subject at college. Many colleges and universities grant credit and placement for scores of 3, 4, or 5. Average AP scores for CFHS students range from 2.9 - 4.9.

Class of 2019 AP Scholar Awards

The AP Scholar Awards recognize high school students who have demonstrated exemplary college-level achievement on AP exams.

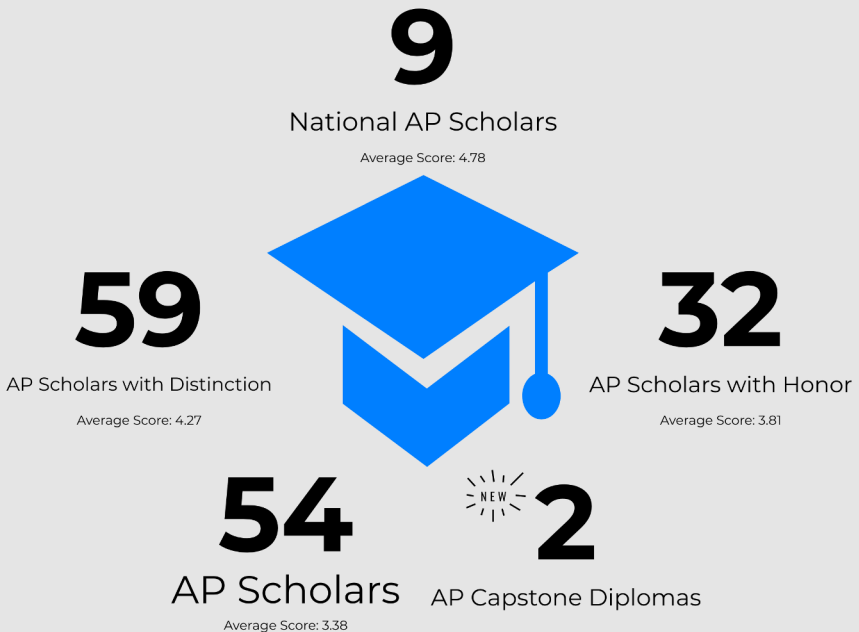
AP Scholar: This award is granted to students who receive score of “3” or higher on three or more AP exams. CFHS had 54 AP Scholars.

AP Scholar with Honor: This award is granted to students who receive an average score of at least 3.25 on all AP exams take, and scores of 3 or higher on four or more of these exams. CFHS had 32 AP Scholars with Honor.

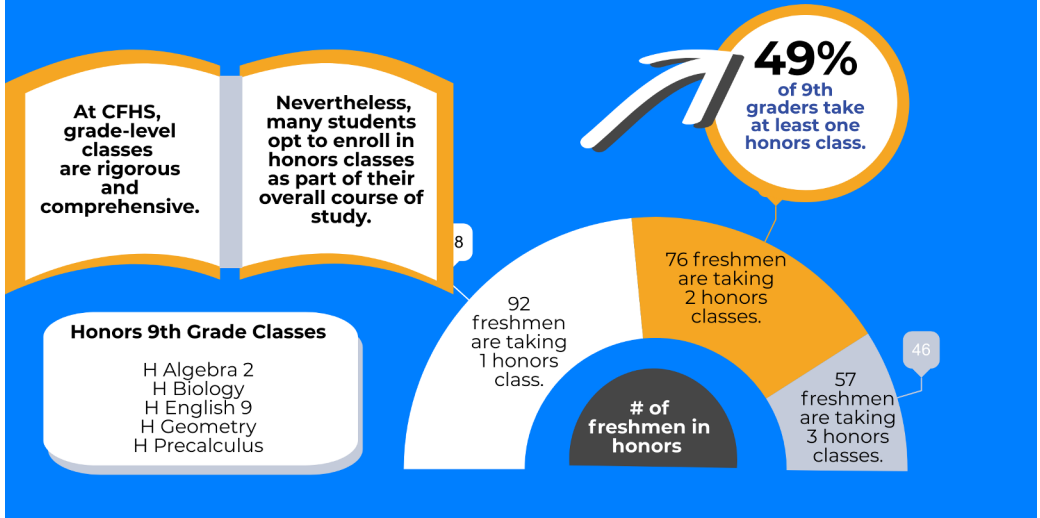
AP Scholar with Distinction: This award is granted to students who receive an average score of at least 3.5 on all AP exams taken, and scores of 3 or higher on five more of these exams. CFHS had 59 AP Scholars with Distinction.

National AP Scholar: These students received an average score of at least “4” on all AP exams taken, and scores of 4 or higher on eight or more of these exams. CFHS had 9 National AP Scholars.

2019 AP Scholar Summary



How many freshmen take honors classes?



Attainment: Percentage of freshmen taking honors courses

Given that very few freshmen take AP courses, a large number opt for honors courses. Taking advantage of honors courses signals to colleges that students are serious about academics and are capable of handling a challenging course load. During the 2018-2019 school year, 419 freshmen (duplicated count) were enrolled in honors courses, which include Honors Geometry, Honors Algebra 2, Honors Precalculus, Honors English 9, and Honors Biology. Fifty-two percent of freshmen are taking one, two, or three honors courses. 133 freshmen are taking 2-4 honors courses simultaneously.



All students need to develop a solid foundation if they are to be prepared well for middle school and beyond. These indicators show how well our students are meeting benchmarks that are important for success at later grade levels.

Third grade students scoring proficient or highly proficient on the state reading test

Third grade marks a major transition in students' early education as content becomes more complex and challenging. Third grade reading scores are important in Arizona because they determine whether a student gets promoted to fourth grade. In 2019, 78% percent of CFSD third graders passed the state English language arts test of which reading is a component. In comparison, 46% of the state's third-graders passed the test. An even better indicator: all CFSD third grade students met Arizona's reading requirement for the last four years. The goal is to continue to show growth in our overall passing rate while ensuring that every individual student is making adequate yearly progress.

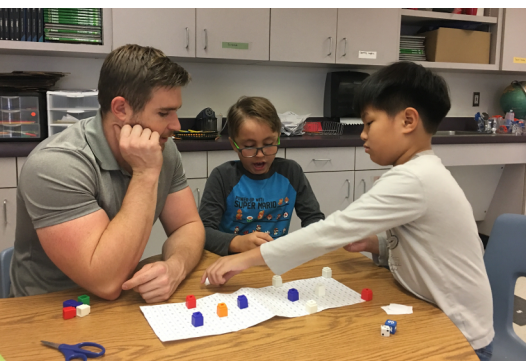


Eighth grade science

AIMS Science measures student proficiency of the Arizona Academic Content Standard in science. It meets federal requirements for student assessment. This indicator reports the percentage of students who scored proficient on the statewide 8th grade science assessment. In spring 2019, 81% of CFSD eighth graders met and exceeded the standards on the AIMS Science test compared to the state average of 56%.

Middle school advanced mathematics

This indicator reports the number of middle school students who completed the high school mathematics courses, Algebra 1 and Geometry, and the percent passing for each course. In Spring 2019, 152 middle school students were enrolled in Algebra with a 99% passing rate and 59 students were enrolled in Geometry with a 98.5% passing rate on End-of-Course AzMERIT tests.



ACT = The skills and techniques to successfully own and manage learning. These are the personal skills to successfully manage study and work habits in postsecondary studies and careers.

Student participation in the Arts and STEM

Students need more than grades and test scores. They need experiences that help them broaden and apply their knowledge, expand their leadership skills, and promote student ownership to help prepare them for success in college and career. The CFSD curriculum is layered with opportunities for students to pursue answers to their own questions, solve highly complex challenges, and interact with the community on work that has a direct impact on or use in the real world. This kind of work requires students to have both content area skills (e.g., math, writing, reading) and skills such as problem solving, research, collaboration, time management, critical thinking, and the application of high tech tools. The combination of these skills allows students to become managers of their learning process with meaningful end products.

Below are examples of inquiry and research projects/studies that engage CFSD students in real-world issues. Teachers and students interact with community organizations such as the Coalition for Sonoran Desert Protection, Arizona Game & Fish, the University of Arizona, and Arizona State University.

Act

How do students show ownership of learning?



Designing a Playground Path

Valley View Early Learning Center challenged students to re-imagine and make a new playground route with fun and safety in mind.

Living in Space

Through a FIRST Lego League challenge, students teamed up to develop ways for humans to be healthy and productive in space.



Recharging the Rain

Can students raise Tucson's aquifer by redesigning the school landscape?



Launching Falcon 2

High school astronomy students designed, flew and retrieved a spacecraft that collected data from 32,000 feet above the earth.



Examples of CFSD Student-led Projects

Tracking Mountain Lions

Working with Arizona Game & Fish, fourth graders captured mountain lions on a remote camera, mapping sightings for community awareness.





NPR Podcast Challenge

Students chose and researched current issues, and then created compelling reports using only sound.

Student Participation in the Arts

Education and engagement in the arts are an essential part of the school curriculum and an important component in the educational program of every student in CFSD. Research has shown that study and participation in the arts is a key component in improving learning across all academic areas. The arts promote the understanding and sharing of culture. They promote social skills that enhance the awareness and respect of others, and they improve perceptual and cognitive skills.

An arts education fosters creativity, curiosity, and motivation. It allows for deep engagement with learning and shapes the way students understand themselves and the world around them ([National Association for Music Education](#), 2016).

All K-5 elementary students participate in visual art and music every week. At middle school, students select visual art or a performing arts class (band, orchestra, choir) to study. These classes are attended daily throughout the school year.

**558 CFSD
ELEMENTARY
SCHOOL STUDENTS
PARTICIPATE IN
AFTER-SCHOOL
PERFORMING ARTS
PROGRAMS.**

See how we built our newest performing arts program, Orchestra, in this video.



</> Cracking the Code
How does CFSD integrate programming into science & math?

K-1 Play Introduction to programming and engineering concepts

2nd-5th Practices Build working arms and program multi-step missions

Middle School Principles Transfer coding skills to new applications

High School Processes Develop and design working apps

Scratch

Java & Swift

Participation in robotics – Computational thinking

There is a growing recognition that computer science and computational thinking are new basic skills that K-12 students must learn. In response, CFSD is engaging and energizing students in learning through real-life problem solving and challenges in robotics. Teaching robotics to young students can increase their ability to be creative and innovative thinkers. It is a relevant, hands-on, minds-on approach designed to help students take ownership of learning and actively develop the problem solving and collaboration skills necessary to become creators. Robotics is a tangible introduction to programming, combining creativity with engineering and technology. All students in grades K-5 participate in annual Robotics units that span 8-10 weeks. Middle school students have been piloting the Everyone Can Code program using the Swift programming language. High school students are using Java and Swift to develop and design working apps.



All students in grades K-5 participate in annual Robotics units that span 8-10 weeks

This indicator reports the number of CFSD high school seniors who earned the Arizona Seal of Biliteracy. The Arizona Department of Education Seal of Biliteracy Program honors students who achieve proficiency in one or more languages in addition to English. CFSD recognizes students with more advanced language skills by offering two levels of distinction: Gold and Silver. Requirements for each level vary based on the language of study and demonstrated proficiency in four skill areas (listening, reading, writing, and speaking).

The 2016-2017 school year was the first year of implementation. In its first year, 9 CFSD seniors earned the Seal of Biliteracy in Spanish and French (7 Silver, 2 Gold). Twenty-nine seniors earned The Seal of Biliteracy in Spanish, French, Chinese, and Hebrew (15 Gold, 14 Silver) during the 2017-2018 school year. During the 2018-2019 school year, 39 seniors earned the Arizona Seal of Biliteracy in French, Italian, Japanese, Korean, and Spanish (29 Gold, 10 silver). Three of the 39 seniors earned the seal in two languages.

This program encourages students to pursue biliteracy, honors the communication skills students have developed, and can serve as evidence of skills that are attractive to college admissions offices and future employers.

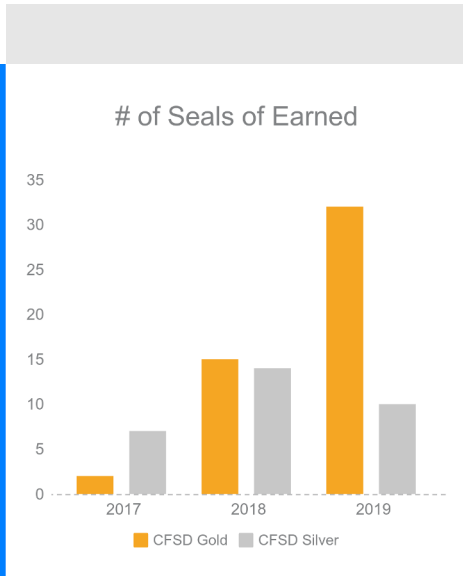


Arizona Seal of Biliteracy

The Arizona Seal of Biliteracy Program encourages students to pursue biliteracy, honors the communication skills students have developed and can serve as evidence of skills that are attractive to college admissions offices and future employers.

The CFSD Silver Seal is awarded to students who have met the state-mandated requirements for the Seal of Biliteracy.

The CFSD Gold Seal is awarded to students who have exceeded the state-mandated requirements for the Seal of Biliteracy.



CFSD requires 11 years of study in a World Language.

Career & Technical Education (CTE)

This indicator reports the number of students who are participating in a CTE program and the percentage of students who met the standards by passing a state technical skills assessment.

CTE course-taking patterns

The economy is linked to the strengths and skills of our current and future workforce. We are preparing students for careers/career pathways that do not even exist yet, so it is important to expose students to multiple pathways to success. In high-quality Career & Technical Education (CTE) programs, students take rigorous courses, develop necessary career skills, and can earn credit toward a postsecondary credential while in high school.

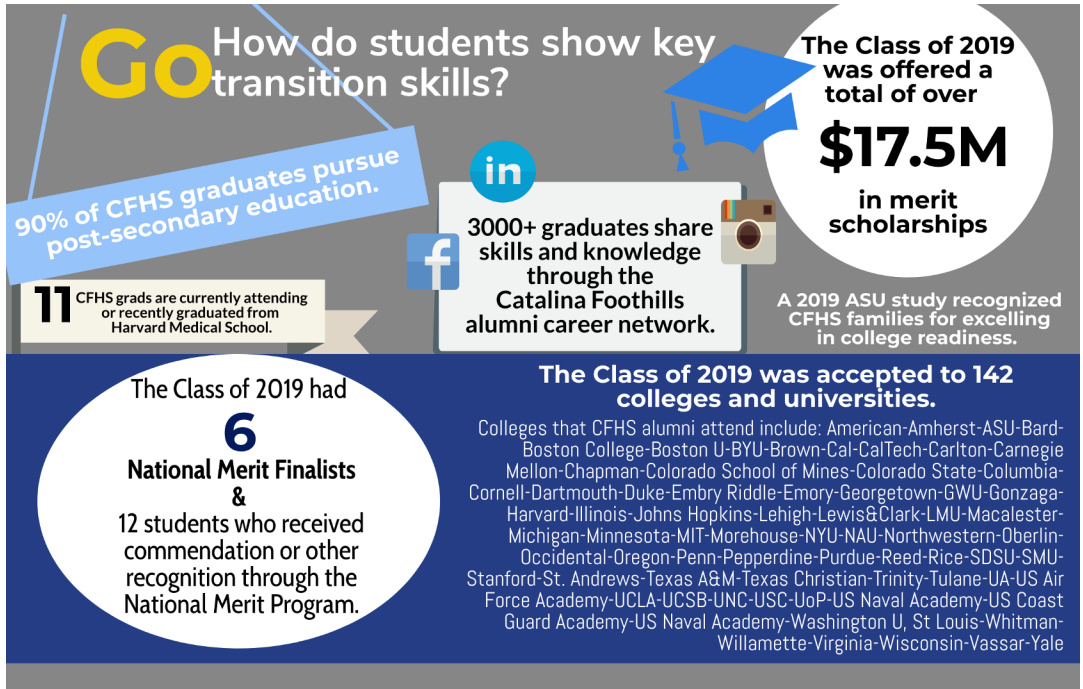
Students in CFSD take advantage of CTE courses in 9 different career clusters or programs, recognized by the Arizona Department of Education, Career and Technical Education, and the National Association of State Directors of Career Technical Education Consortium: Film & TV, Business Management, Photo Imaging (Digital Photography), Graphic Design, Theatre Productions (Stagecraft), Bioscience, Sports Medicine, Engineering, and Digital Communications. During the 2018-2019 school year, there were 1,737 course enrollments in Career & Technical Education classes at Catalina Foothills High School.

The high school administers the state's CTE Skills Assessment to students who are in year two or three of a CTE program (varies by program). This assessment is similar to the AzMERIT in that it assesses our CTE programs through student performance. In Spring 2019, 90% of CFHS students passed their respective state skills assessment.

Our stagecraft program prepares students to manage all aspects of a professional theatre production.



GO = The skills and awareness to successfully navigate life pathways. It's the practical knowledge about the transition from secondary school to postsecondary education.



Postsecondary Enrollment

Enrollment in a postsecondary institution is the first step to degree attainment. This indicator reports the percentage of CFSD's high school graduates who enter into postsecondary education. Ninety percent (90%) of CFSD students enroll in postsecondary education.

Education and Career Action Plan (ECAP) – Course-taking

All students develop an Education and Career Action Plan (ECAP) to guide course-taking and planning throughout high school. Students outline their secondary and postsecondary plans aligned to their career aspirations. The ECAP process has four attributes: Academic, Career, Postsecondary, and Extracurricular, which are documented, reviewed, and updated annually with support and guidance from families, school personnel and other advisors.

Students who have opportunities to identify interests, skills, and strengths and then apply that knowledge to create their own ECAP, have been shown to transition more seamlessly into postsecondary and workplace requirements. Students begin creating an ECAP in ninth grade, but CFSD is currently developing activities that will begin in middle school at seventh and eighth grade.

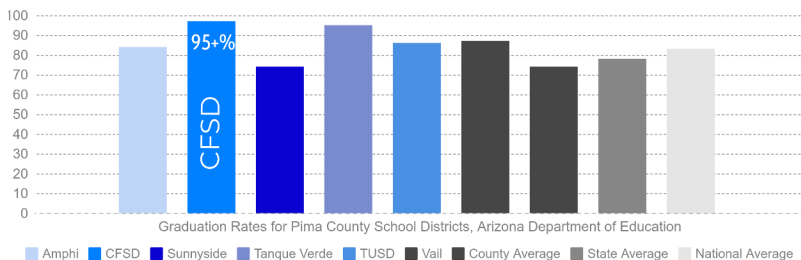


Four-year graduation rate

The current adjusted cohort graduation rate indicates the percentage of ninth graders who graduate from high school in four years or less with a regular high school diploma. CFSD's four-year graduation rate is 96.23%. Nationally, the graduation rate is 83%, with Arizona and Pima County lagging at 78% and 74% respectively. While our graduation rate is on the right track, our goal is to reach 100%.

Four-year Graduation Rate

ADE Accountability Site:
2019 Cohort



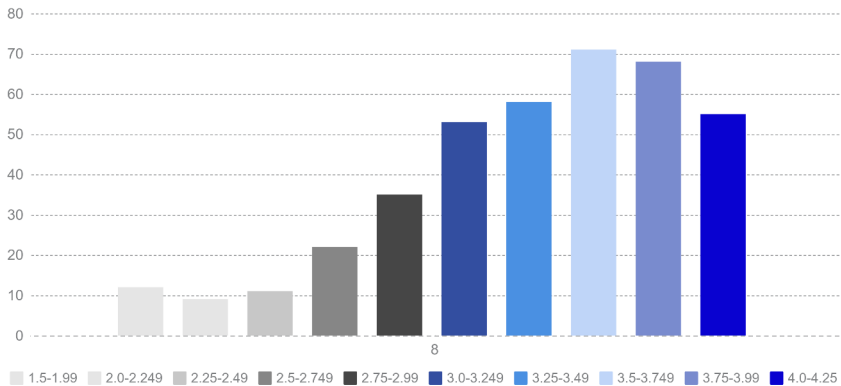
During our Falcon Fly-Outs, we celebrate our graduates by bringing them back to their home elementary and middle schools.



Despite large disparities in testing, college cumulative GPAs tend to follow high school GPAs. Students with strong high school GPAs generally succeed in college, even if their standardized test scores are lower. In contrast, students with lower high school GPAs earn weaker college GPAs and drop out at greater rates. Geiser and Santelices of Berkeley's Center for Studies in Higher Education confirm that high-school GPA is consistently the best predictor of four-year college outcomes.

More than half of the class of 2019 earned cumulative GPAs above a 3.0 by the end of their sixth semester, a threshold that predicts an equally strong performance in college. CFSD students have a strong set of skills that will lead to continued academic achievement.

— Class of 2019 Cumulative GPA Distribution ~ 6th semester —



Community involvement

We offer a unique college and career readiness program, *Falcon Connections*, to illustrate the many pathways from high school. Every semester, over 40 alumni and other community members speak to students about how they got to where they are. Students discover interesting careers that they didn't even know existed, and they develop a network of mentors to rely on. When students see the promise of life with a postsecondary degree, they are motivated to persevere.

Falcon Connections brings students and professionals together to talk about how to succeed after high school. Here, Foothills graduate Marc Mutnansky '04 addresses students' questions about breaking into the music industry.



At CFSD, we track our alumni to find out if they feel they were well prepared for their college and/or career pathways. Below are some of the experiences that they shared with us.

STEM

“Coming from CFSD, my STEM skills were well above peers. CFSD also helped spur my interest in math and physics, which wouldn't have been expected for a “jock” at normal schools. It started all the way back at Manzanita with a typing class and then with learning graphic design on the original Apple computers. CFSD always had state of the art tech but they didn't force it on us - which was the key.”

Work Ethic

“I benefited very well from being able to learn how to use my time to the fullest and how to work hard, take pride in your work, and find interest in every assignment and topic no matter what. It made learning more fun and engaging.”

Lifelong Learning

“My CFSD education inspired me to always continue learning. The well-rounded course curriculum along with specialized JTED classes made me feel prepared for college level courses, and eventually guided me to major in Economics and minor in Mathematics. Currently I work in inventory planning at the Pottery Barn corporate office and still use math and economics principles that I initially learned at CFHS.”

Critical Thinking

“After I graduated, I found that the critical thinking skills I developed at CFHS were greater than most other college students. Foothills science courses prepared me well for pre-med and now I am finishing my fourth year of medical school.”

Caring Teachers

“Being able to speak to a teacher who will actually listen to you and help you stay on track is the only way most people succeed. At CFHS and CFSD as a whole, I always had that. I always had a teacher that I could confide in and trust throughout my educational experience. From Manzanita Elementary, to Orange Grove and Catalina Foothills, I never felt alone in my journey.”



'WE HAVE HIGH EXPECTATIONS FOR ACHIEVEMENT, AND OUR STUDENTS MEET THEM.'

End goal: Creating graduates who soar

College and career readiness is a multi-faceted concept that includes factors both internal and external to the school environment.

The measure of a sufficiently prepared student is one who has the knowledge and skills to keep learning beyond secondary school, first in formal settings and then in the workplace throughout their careers, so that they are capable of adapting to unpredictable changes and new economic conditions and opportunities. (Conley, 2013)

The Four Keys framework is helpful to our efforts in establishing a more comprehensive profile of college and career readiness indicators. We will revisit the report annually as we strive to more accurately assess our students and schools in terms of the Four Keys framework.

“We are determined to create a learning environment in which each student achieves intellectual and personal excellence,” said Dr. Kamerzell. “The Catalina Foothills School District engages students in thinking deeply about complex issues. We have high expectations for achievement, and our students meet them. The vast majority of our students continue their education at the college and university level. We are proud that they are prepared well for what comes next in their lives.”

Achieve. College and career readiness. achieve.org

Conley, D. T. (2013). *Getting ready for college, careers, and the Common Core: What every educator needs to know*. San Francisco, CA: Jossey-Bass.

Conley, David T. (2012). *College and career ready: Helping all students succeed beyond high school*. San Francisco, CA: Jossey-Bass.

Darling-Hammond, L. (2013) "Developing students' higher-order thinking." *ASCD express*. Volume 8 (18). June. Alexandria, VA: Association for Supervision and Curriculum Development.

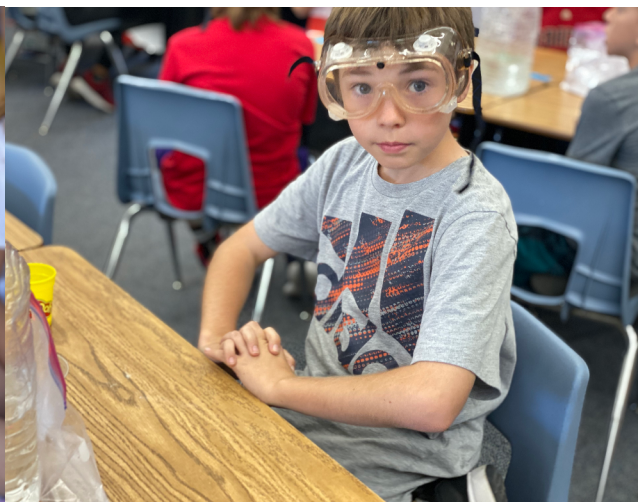
Inflexion (2018). Readiness for all students. Portland, Oregon. Retrieved from inflexion.org.

McTighe, Jay (February 2018). Three key questions on measuring learning. *Educational leadership*. Volume 75 (5). Alexandria, VA: Association for Supervision and Curriculum Development. Retrieved from [http://www.ascd.org/publications/educational-leadership/feb18/vol75/num05/](http://www.ascd.org/publications/educational-leadership/feb18/vol75/num05/Three-Key-Questions-on-Measuring-Learning.aspx)

[Three-Key-Questions-on-Measuring-Learning.aspx](http://www.ascd.org/publications/educational-leadership/feb18/vol75/num05/Three-Key-Questions-on-Measuring-Learning.aspx).

National Association of College and Employers (2018). Job outlook 2019.

Retrieved from <http://www.naceweb.org/about-us/press/2017/the-key-attributes-employers-seek-on-students-resumes/>



2020

COLLEGE & CAREER READY

A CFSD Profile

Video Gallery: Deep Learning in Action

Communication



Critical Thinking



Creativity & Innovation



Systems Thinking



Citizenship



Collaboration

