

# **Graduation and College, Career Readiness and Graduation**

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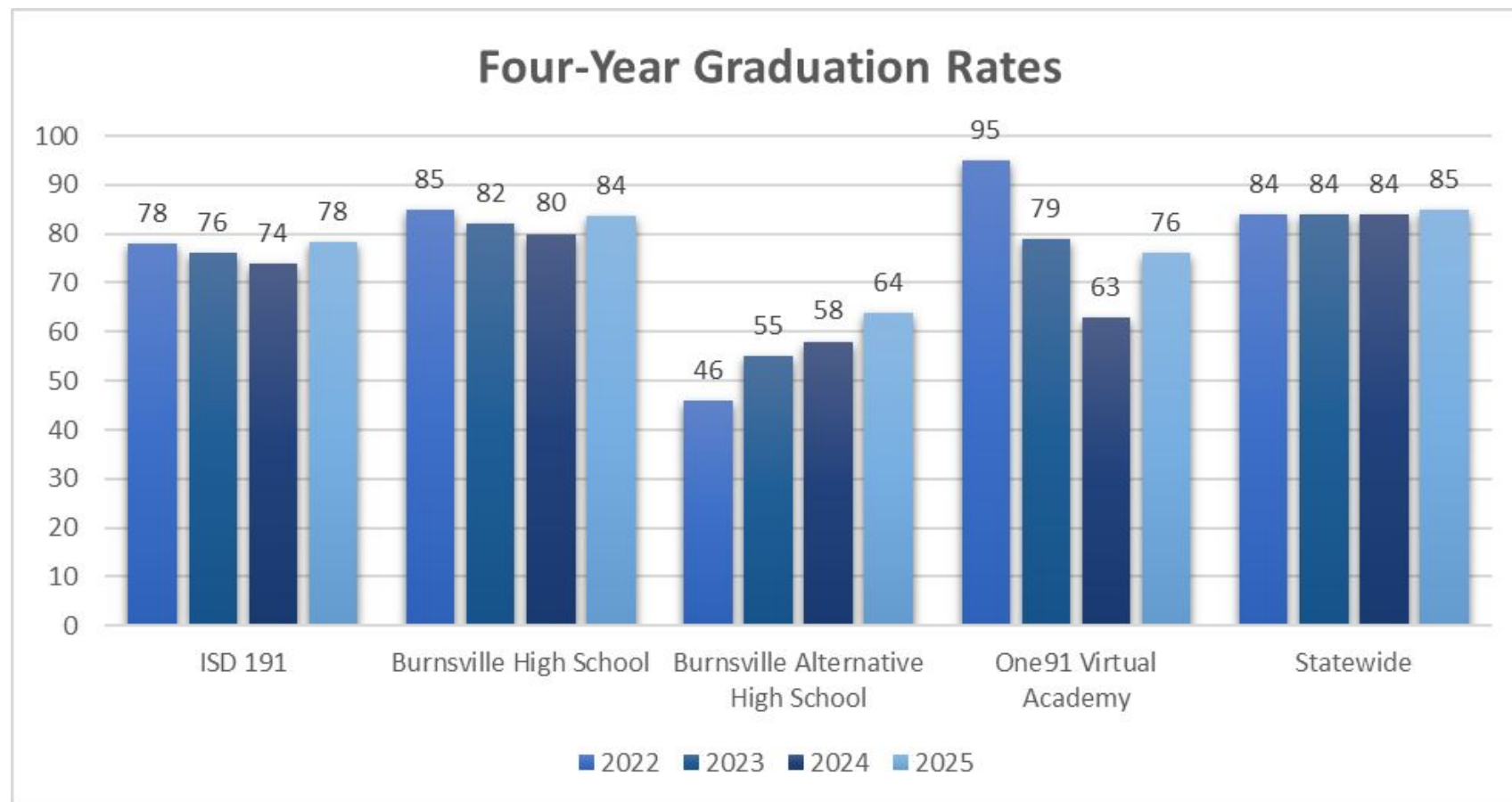
# College and Career Readiness

- Graduation
- Rigorous Coursework
- Pathways: Career and Technical Education (CTE)



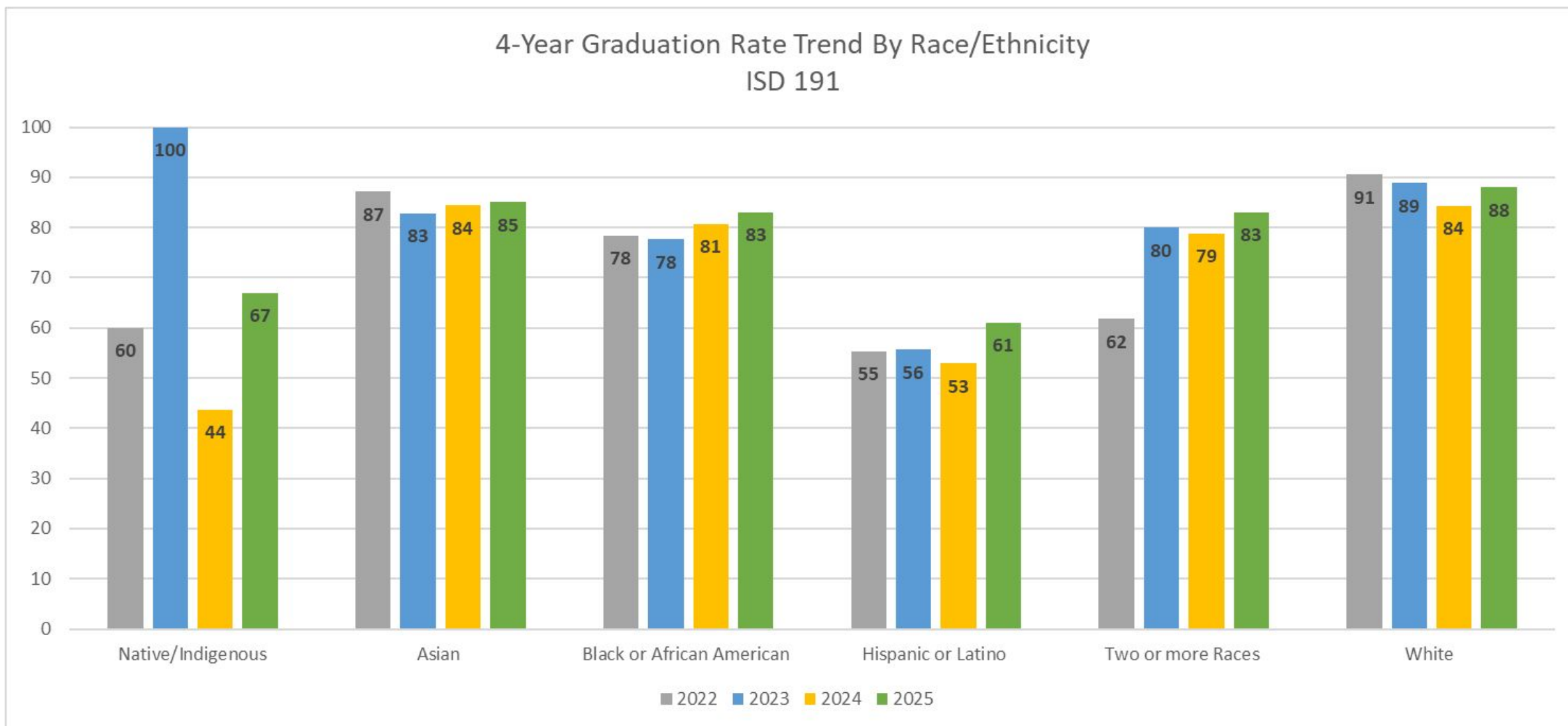
# Graduation: Class of 2025

Number of Graduates				
	2022	2023	2024	2025
Statewide	58,586	58,293	59,720	61,935
ISD 191	506	520	492	532
BHS	416	409	386	383
BAHS	55	80	84	101
VA	35	30	22	48

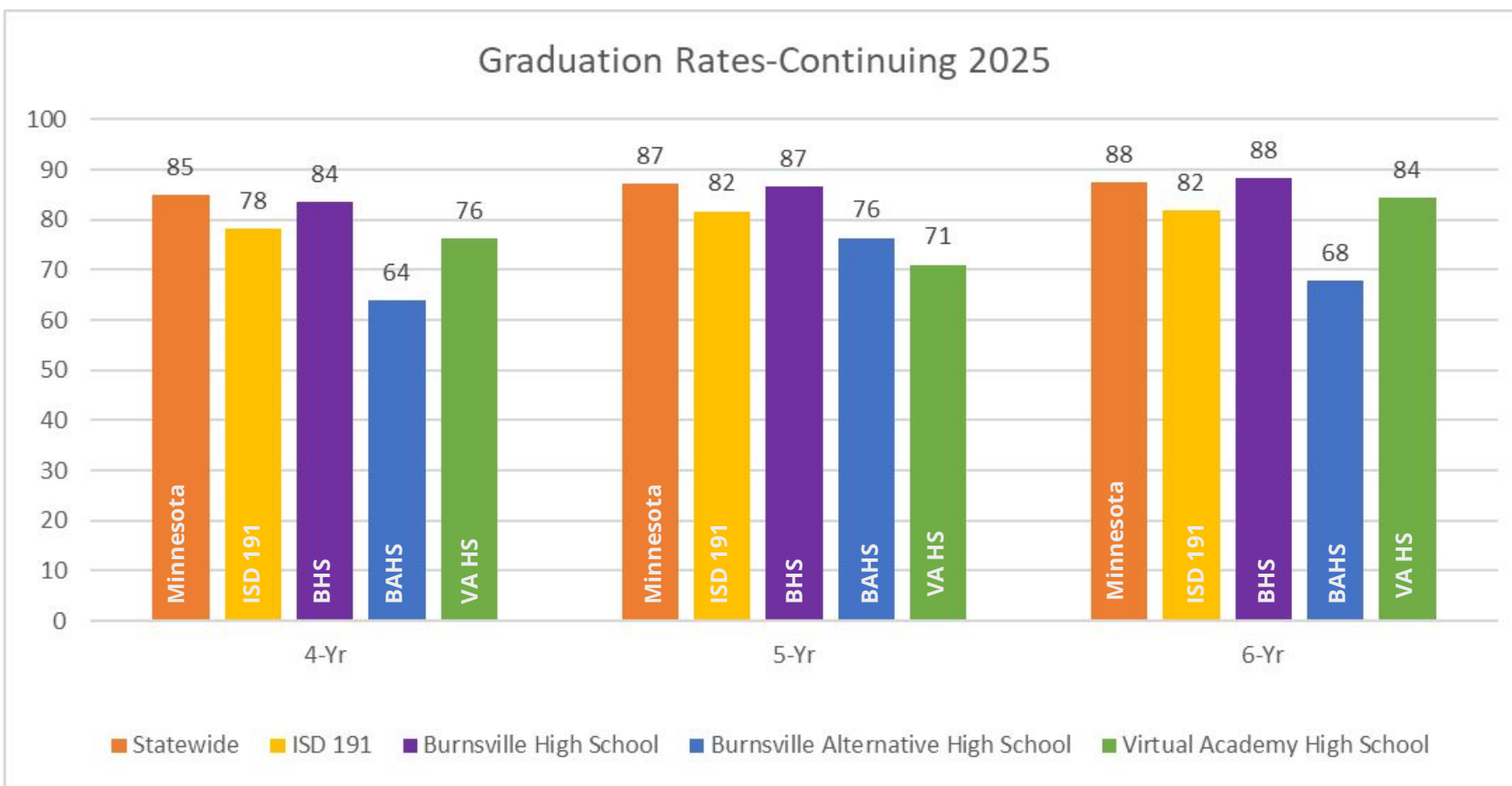


# District Graduation

4-Year Graduation Rate Trend By Race/Ethnicity  
ISD 191



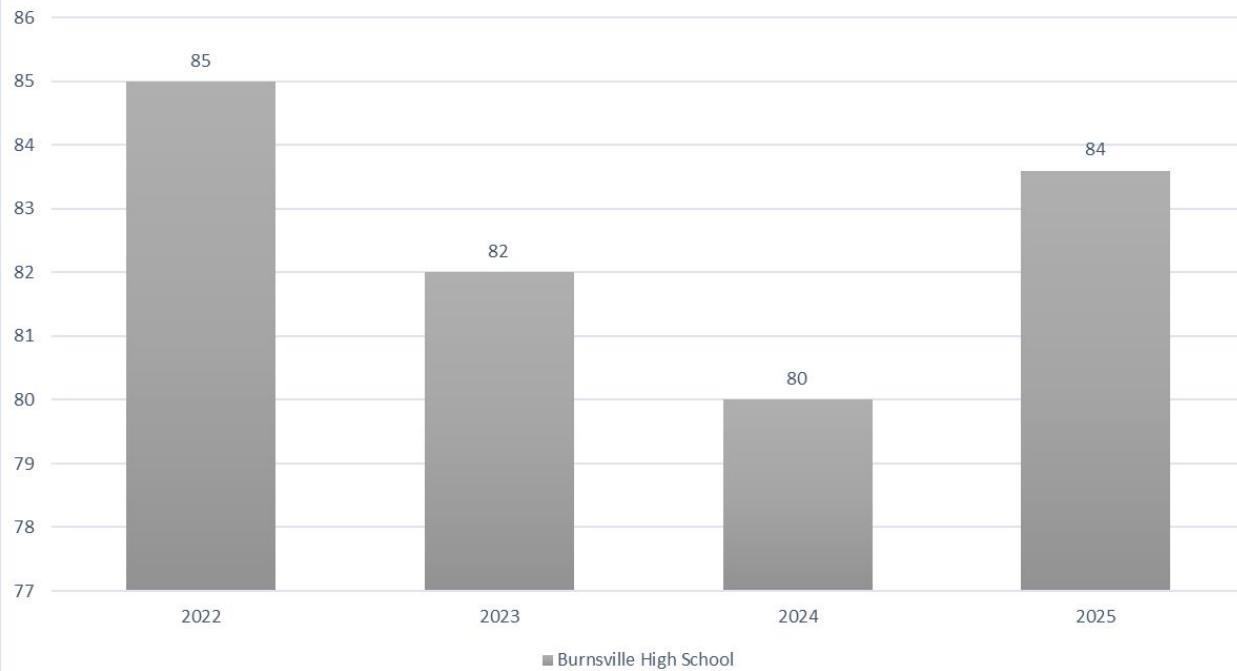
# Graduation: Multi-year Rates



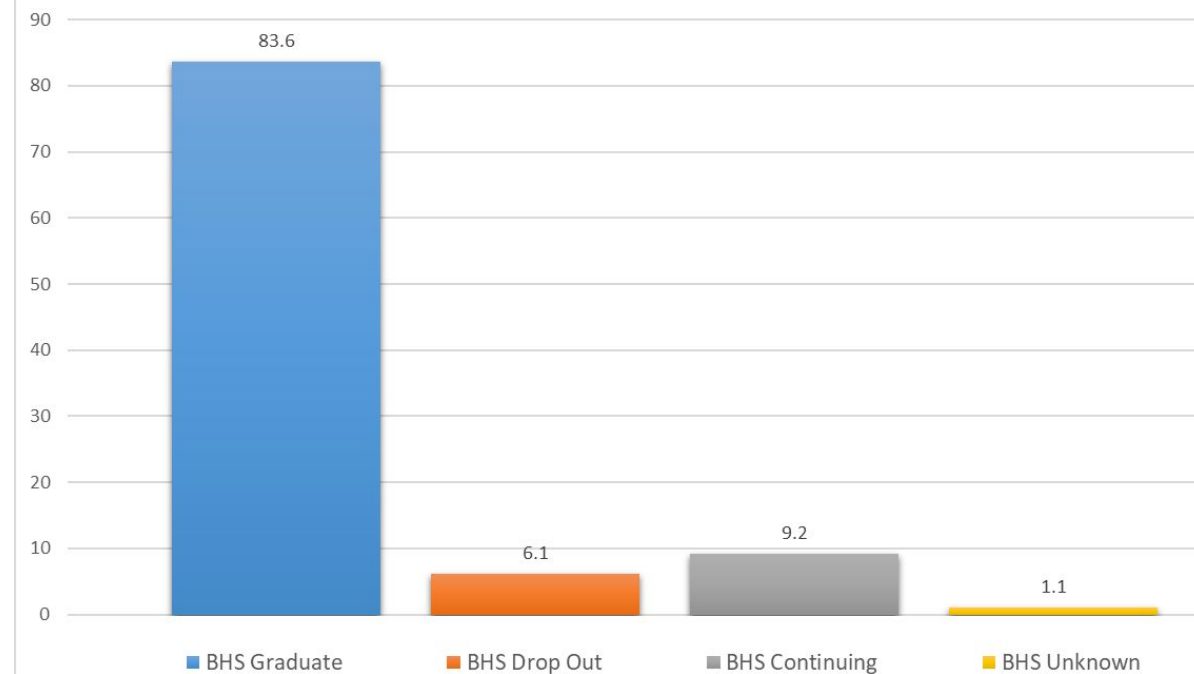
**Percentage of Students Graduating**  
 4-year rate: class of 2025  
 5-year rate: class of 2024  
 6-year rate: class of 2023

# Burnsville High School Graduation

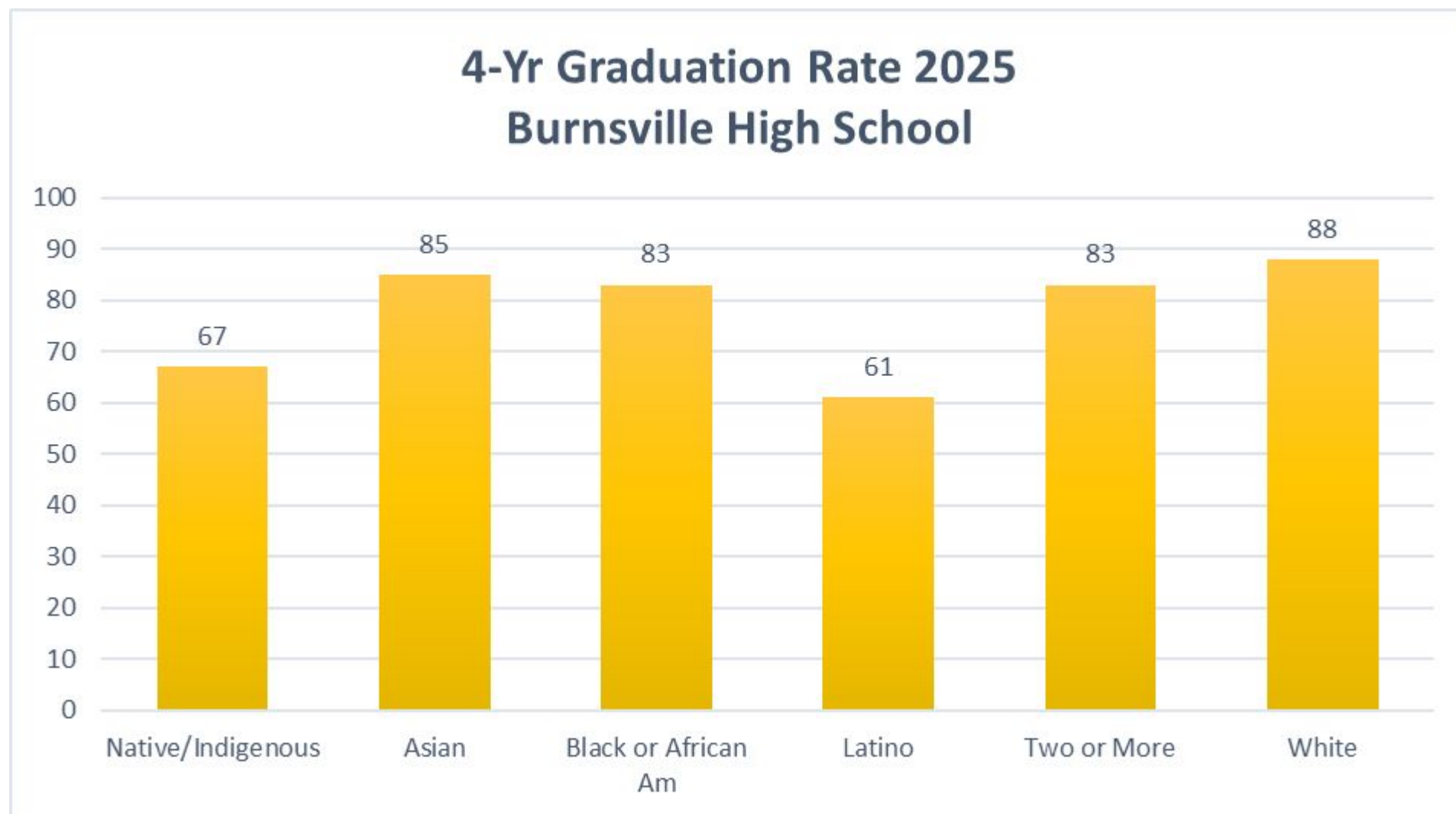
4-Year Graduation Rates: Trend



4-Year Graduation Rate: Class of 2025

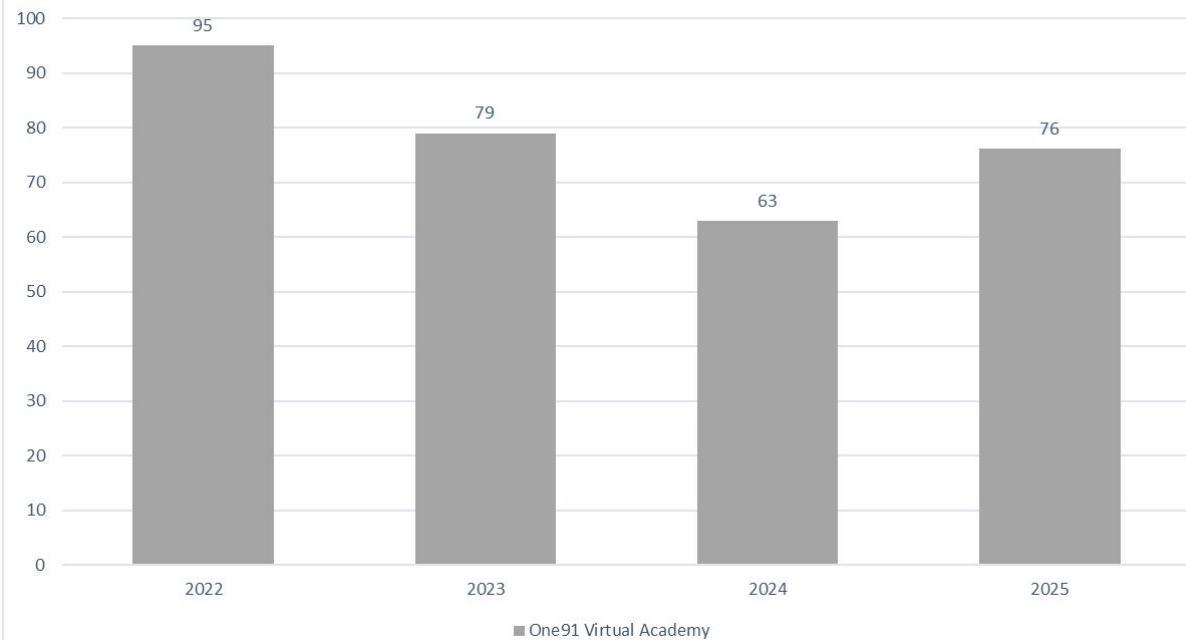


# Burnsville High School

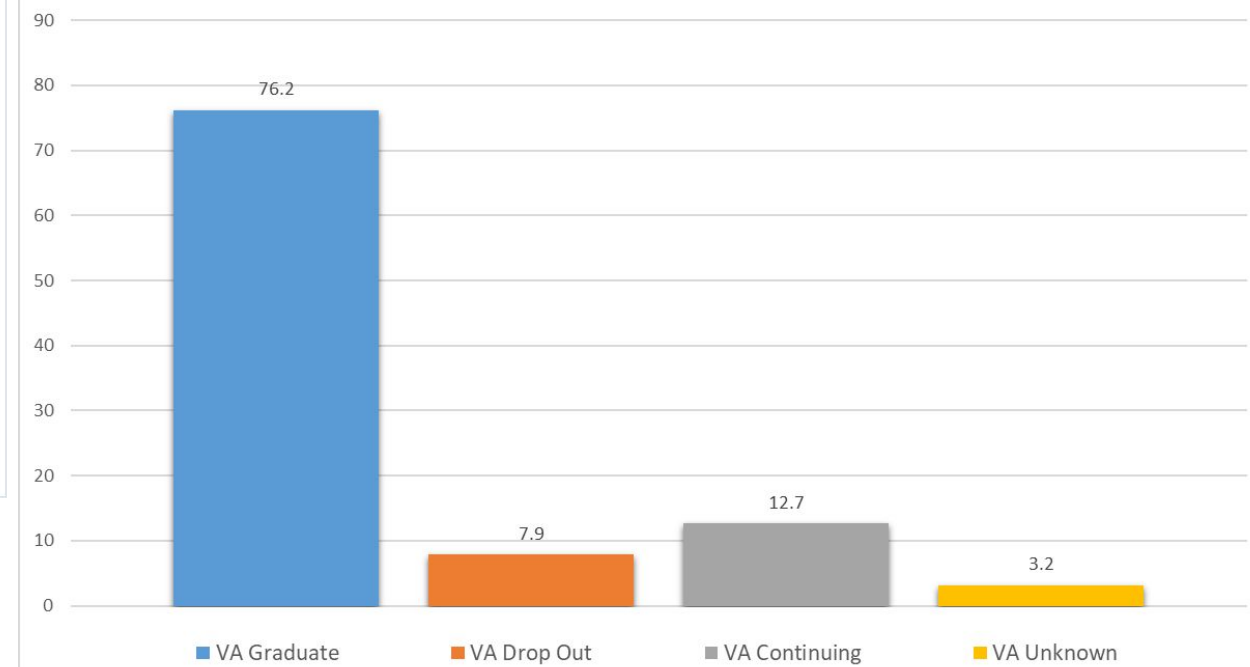


# Virtual Academy Graduation

4-Year Graduation Rates: Trend

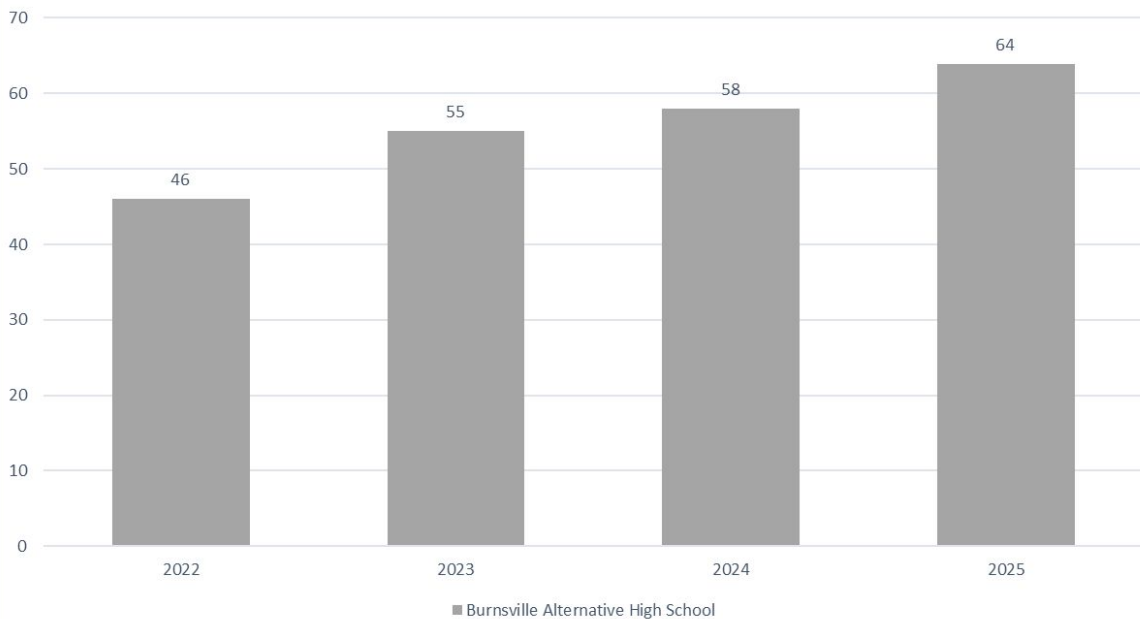


4-Year Graduation Rate: Class of 2025

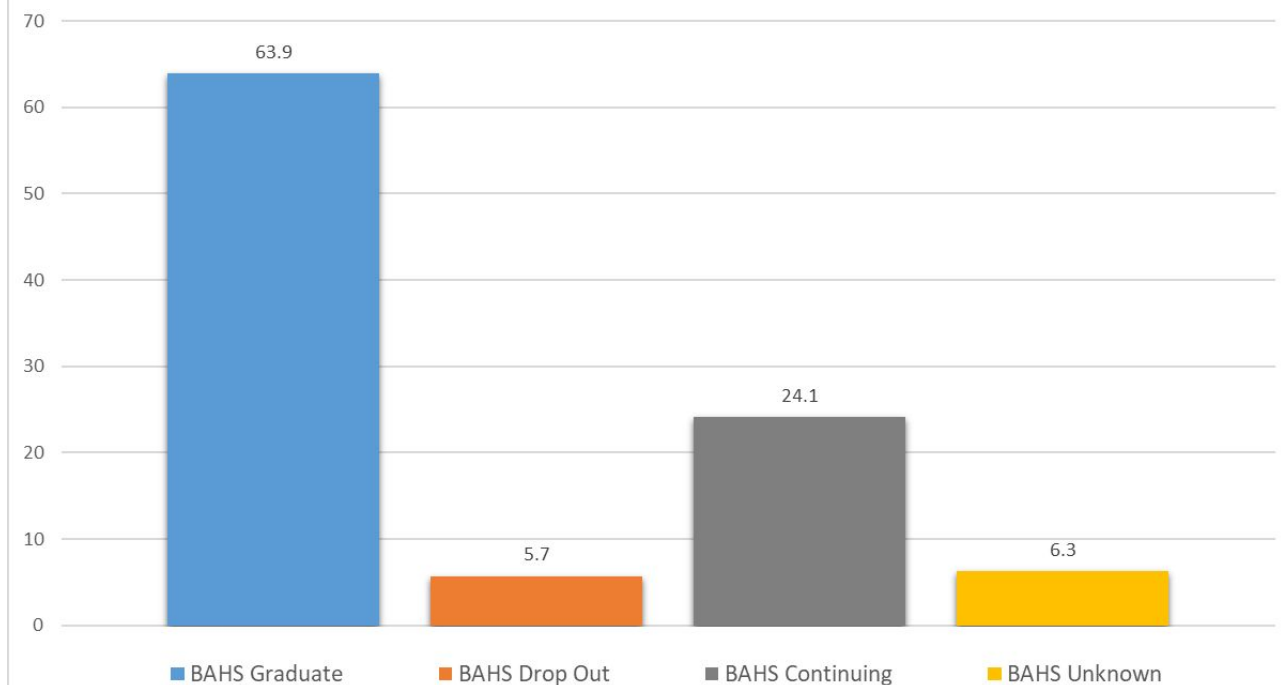


# Burnsville Alternative High School Graduation Rate

4-Year Graduation Rates: Trend



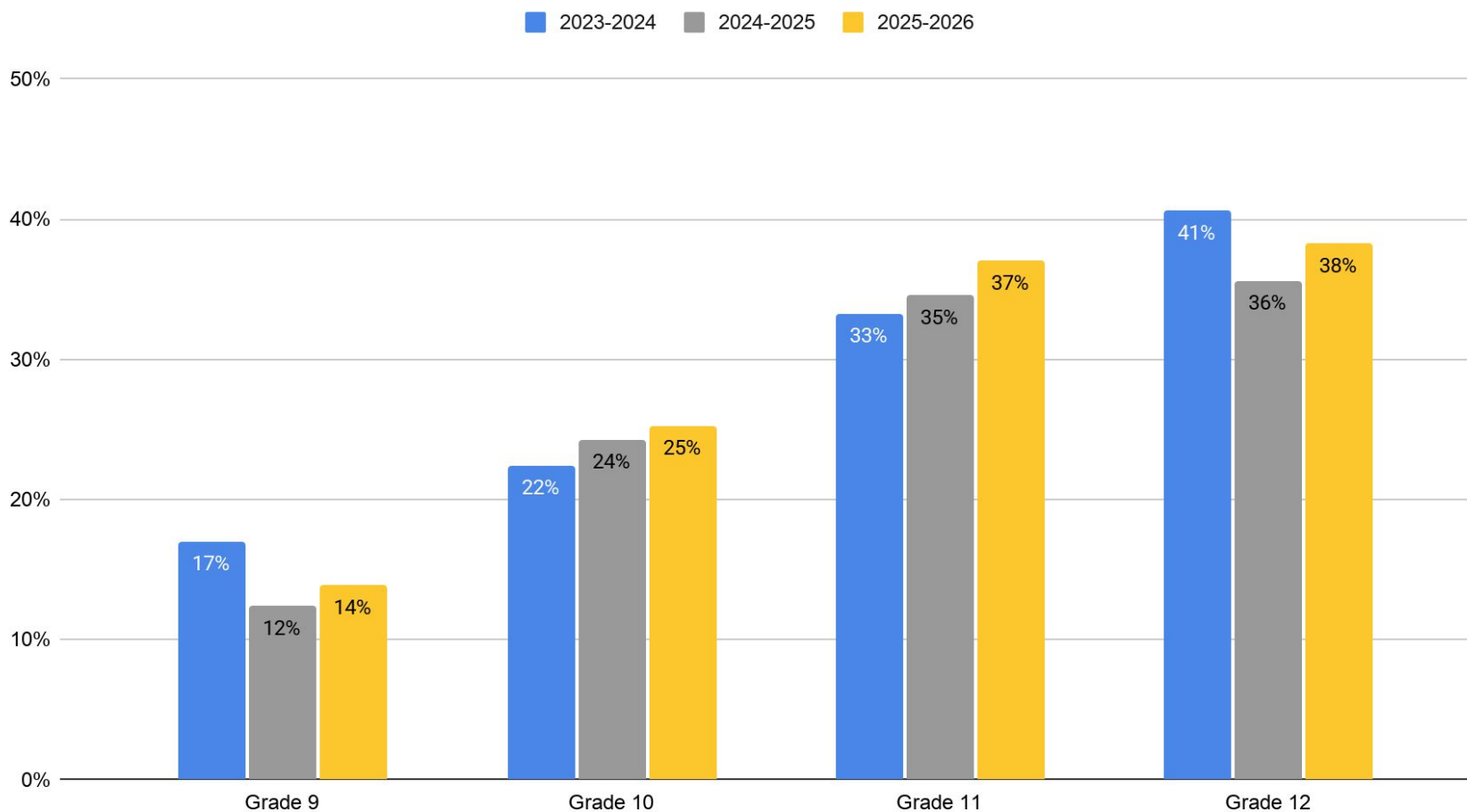
4-Year Graduation Rate: Class of 2025



# Rigorous Coursework\*

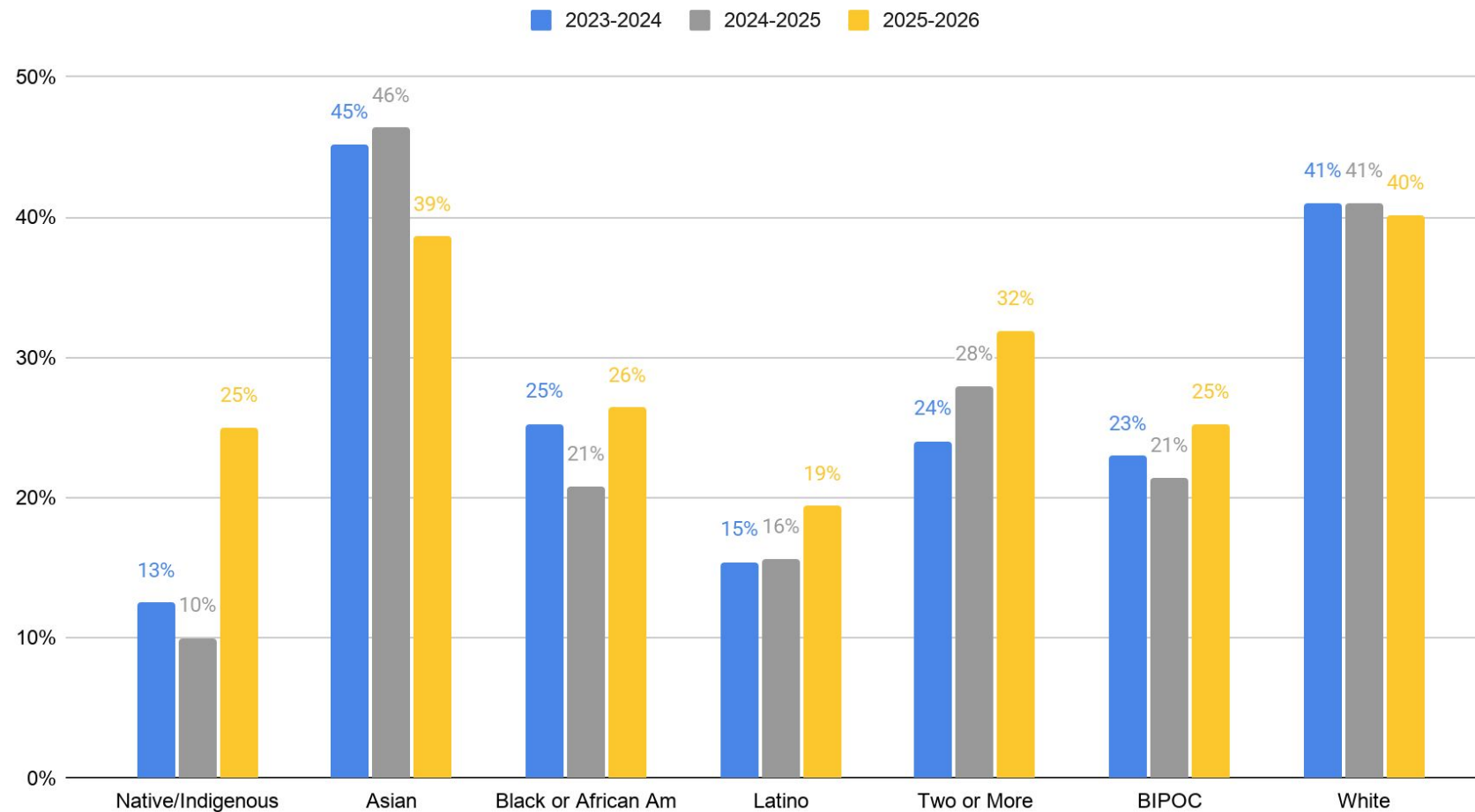
\*Rigorous course is defined as a course for which college credit is available.

## Rigorous Course Enrollment by Grade



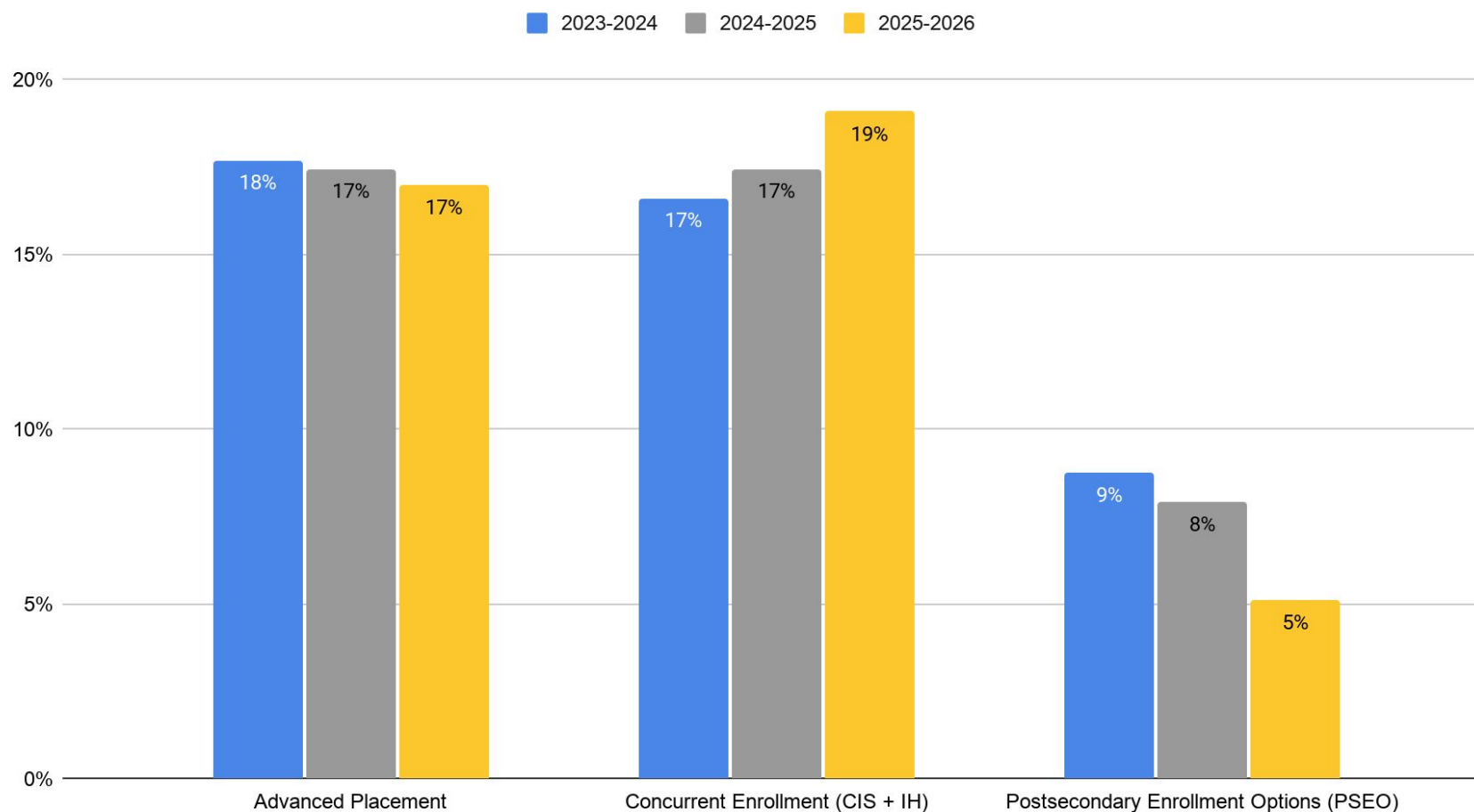
# Rigorous Coursework

Rigorous Course Enrollment by Race/Ethnicity



# Rigorous Coursework

Rigorous Course Enrollment by Course Type



Percentage of Burnsville High School students enrolled in at least one rigorous course by course type.

# CTE & Pathways Overview

- 20 Students completed their OSHA 10 certification
- 110 students completed ServSafe certifications
- New concurrent enrollment college credit courses offered:
  - Child Growth and Development (2025-2026)
  - Introduction to Business in Society (2026-2027)
- Working as a department to add more certifications and college credits when feasible and meaningful for students

Students report that  
**certifications**  
and  
**college credits**  
are important to them

# Carl Perkins Funding

## **Federal grant funding**

- Based on the number of students in our consortium (Districts 191, 194, 196)
- Number of students identified with financial need

## **District 191's allocation is about \$100,000**

- Industry standard equipment and simulations
- Professional development for CTE teachers
- Technical Skills Assessments (TSA) for students
- Industry visits & field trips

## **Restrictive Use - must support innovation & career readiness**

- May not supplant what should be provided by a school district

# Perkins Data Points

**Participant**  
takes CTE courses

**Concentrator**  
completes 2 or more  
courses within one  
career field

- BHS Class of 2024: 85% were classified as concentrators
- BHS Class of 2024: 91% of concentrators graduated in 4 years
  - Students who identify as Asian: 97%
  - Students who identify as Black: 94%
  - Students who identify as Hispanic: 85%

# Earning Potential

- Students statewide who complete a career and technical program at their high school reach a living wage within **7-years** of employment
- Students without concentration in career and technical education take **11-years** of employment to reach the same wage

# Continuous Improvement Planning

- CTE programs in MN go through program approval every five years
- Submit a Comprehensive Local Needs Assessment every two years
- Results in a different curriculum review cycle so that programs can stay relevant and meet student and workforce needs
- Applies a continuous improvement cycle based on the Stanford d.school Design Thinking Process focused on empathizing with students to lead change within our department
  - Surveyed all students in CTE classes last year

# Continuous Improvement Planning



- Survey Impacts
  - Updated projects in technical education classes
  - Addition of Introduction to Business in Society class
  - Development of Pathway one-pagers in FCS
- Second iteration of the survey this spring with some changes to focus on consistent data and sustainability

# Survey Highlights

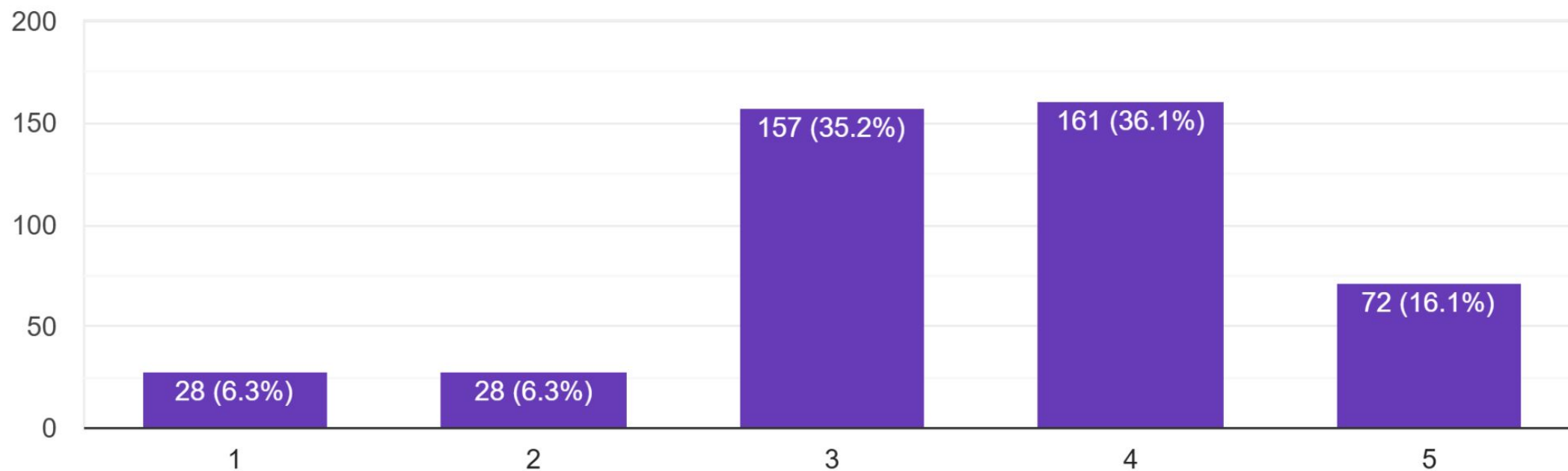
Students choose CTE because:

- I am interested in a related career (29%)
- I need this skill for life after high school (30%)
- I am planning to complete the pathway (8%)
- It is a pre-requisite for another class I want to take (5%)
- I like the creativity or hands-on class (70%)

# Survey Highlights

8. Having the pathway model at Burnsville High School has had a positive impact on my education. 1=Not sure what pathways are or disagree 5=Strongly Agree

446 responses



# Pathways Relaunch Grant

- Two Grants
  - Greater Twin Cities United Way “Building a Movement” \$10,000
  - Bosch \$20,000
- Provide time for meeting with stakeholders to gather data and suggestions for system-wide Pathways revisions after the first 10 years of our programming
- Provides funding for Pathways brand refresh
- Timelines and structure are a work in progress
- **We are still leading this work in our state!**

# Thank You