

The Condition of College & Career Readiness

This report looks at the achievement of the ACT®-tested 2017 graduating class relative to college and career readiness. A total of 60% of students in the 2017 US graduating class took the ACT® test, compared to 64% last year, 54% in 2013, and 42% in 2007. The growing percentage of the nation's graduates taking the ACT over the past decade has enhanced the breadth and depth of the data pool, providing a comprehensive picture of the current graduating class in the context of college readiness.

As a research-based nonprofit organization, ACT is committed to providing information and solutions to support the following:

- **Holistic view of readiness.** The ACT report, *Broadening the Definition of College and Career Readiness: A Holistic Approach*, shows academic readiness is only one of multiple domains critical in determining an individual's readiness for success in college and career. Social and emotional learning skills (SEL) are also vital. Behavioral skills, cross-cutting capabilities, and navigational skills should be measured and addressed. Together, these elements provide a comprehensive picture of student readiness for success after high school.
- **Meaningful data for better decisions.** ACT is focused on providing better data to students, parents, schools, districts, and states so that all can make more informed decisions to improve educational outcomes. We accomplish this goal by taking a holistic view and using consistent and reliable historical information so that individuals and institutions have a better context to make critical decisions about the journey they have undertaken.

The Condition of College & Career Readiness 2017

Hawaii Key Findings

Performance

- In the Hawaii graduating class of 2017, 12,015 graduates took the ACT® test, compared to 5,345 in 2013.
- Hawaii graduates of 2017 had an average Composite score of 19.0, compared to the national average of 21.0.
 - ~ Compared to the 2017 Hawaii graduating class Composite average of 19.0, Hawaii graduates in 2016 and 2013 had Composite averages of 18.7 and 20.1, respectively.
- In 2017, 17 percent of Hawaii graduates met all four ACT College Readiness Benchmarks. This compares to 15 and 21 percent of 2016 and 2013 graduates, respectively.
 - ~ In 2017, 47 percent of Hawaii graduates met the ACT English College Readiness Benchmark. This compares to 46 and 56 percent of 2016 and 2013 graduates, respectively.
 - ~ In 2017, 29 percent of Hawaii graduates met the ACT Math College Readiness Benchmark. This compares to 30 and 43 percent of 2016 and 2013 graduates, respectively.
 - ~ In 2017, 33 percent of Hawaii graduates met the ACT Reading College Readiness Benchmark. This compares to 30 and 37 percent of 2016 and 2013 graduates, respectively.
 - ~ In 2017, 26 percent of Hawaii graduates met the ACT Science College Readiness Benchmark. This compares to 23 and 30 percent of 2016 and 2013 graduates, respectively.

STEM

- In 2017, 5,870 Hawaii graduates (49 percent) indicated having an interest in STEM majors and/or careers.
- For the years 2013 and 2017, Hawaii graduates meeting the ACT STEM College Readiness Benchmark had average science scores of 27.4 and 28.3, respectively.
 - ~ In Hawaii, 38 percent of graduates taking physics met the ACT Science College Readiness Benchmark, compared to 15 for students not taking physics.
 - ~ In Hawaii, 34 percent of 2017 graduates taking three or more years of math met the ACT Math College Readiness Benchmark, compared to 3 percent for students taking less than three years of math.
 - ~ Students who took a fourth year of rigorous math in high school outperformed those students who did not, both in ACT mathematics scores and in ACT College Readiness Benchmark attainment.

Career Readiness

- In 2017, 1,906 Hawaii graduates (16 percent) were likely to attain the Gold ACT WorkKeys® National Career Readiness Certificate® or higher, based upon ACT Composite score, compared to 538,392 (27 percent) nationally.
 - ~ The ACT Composite scores associated with a 50% chance of earning each ACT WorkKeys NCRC® level or higher are: 13 for Bronze, 17 for Silver, 25 for Gold, and 35 for Platinum. Based on those cut scores, students who earned an ACT Composite score of less than 13 would be classified as "Needs Improvement," 13 to 16 as "Bronze," 17 to 24 as "Silver," and 25 or above as "Gold or Higher." For comparison, individual student score reports classify those who scored 12 to 13, 14 to 17, and 18 and higher as making progress toward Bronze, Silver, and Gold certificates.

Impact

- Based on the actual test volume and ACT score distributions of 2016 ACT-tested Hawaii high school graduates, ACT research estimates that an increase of 0.1 in state average ACT Composite score for the 2017 graduating class would result in:
 - ~ 26 more students enrolling in college.
 - ~ 31 more students persisting to year two.
 - ~ 26 fewer students needing remedial English.
 - ~ 48 fewer students needing remedial math.
 - ~ 34 more students persisting to year four.
 - ~ 36 more students earning a postsecondary degree within six years.

Behaviors that Impact Access and Opportunity

- In Hawaii, 2017 graduates taking the ACT two or more times had an average Composite score of 22.5, compared to 18.3 for single-time testers.
 - ~ In Hawaii, 83 percent of the ACT-tested graduating class took the ACT only once, compared to the national average of 55 percent.
- For the last five years, Asian students have been the testing majority, with students identifying as two or more races a close second.
 - ~ Of Hawaii's 2017 graduating class, there were 125 (1 percent) African American students taking the ACT. This compares to 256,756 (13 percent) nationally.
 - ~ Of Hawaii's 2017 graduating class, there were 981 (8 percent) White students taking the ACT. This compares to 1,062,439 (52 percent) nationally.
 - ~ Of Hawaii's 2017 graduating class, there were 1,654 (14 percent) Hispanic students taking the ACT. This compares to 347,906 (17 percent) nationally.
 - ~ Of Hawaii's 2017 graduating class, there were 3,634 (30 percent) Asian students taking the ACT. This compares to 96,097 (5 percent) nationally.
 - ~ Of Hawaii's 2017 graduating class, there were 1,327 (11 percent) Pacific Islander students taking the ACT. This compares to 6,503 (0 percent) nationally.
- For Hawaii's 2017 ACT-tested graduates, the top five schools to which scores were sent were University Of Hawaii at Manoa, University of Nevada-Las Vegas, Hawaii Pacific University, University of Hawaii at Hilo, and University of Washington.
 - ~ For Hawaii's 2017 ACT-tested graduates, the top three out-of-state schools to which scores were sent were University of Nevada-Las Vegas, University of Washington, and University of Oregon.
- ACT issued 1,076 ACT fee waivers to qualified Hawaii students. However, 264 students (25 percent) did not take advantage of this opportunity to test for free. This compares to 656,061 issued nationally, of which 181,092 (27.6 percent) did not take advantage. This represents a great opportunity for high schools within the state to increase the socio-economic diversity of their students tested. Note: This is the number of fee waivers issued for the state, not specific to this graduating class.

- Compared to 73 percent of 2017 graduates nationally, 80 percent of Hawaii graduates opted into EOS.
 - ~ Participating in EOS exposes students to numerous academic and scholarship opportunities that they might not have found on their own. ACT research shows that college enrollment rates increase for those who opt into EOS, regardless of academic achievement levels.

Pipeline

- In the Hawaii graduating class of 2017, 2,223 (19 percent) had parents who did not attend college.
- Students in Hawaii who aspire to a higher level of postsecondary education achieve higher ACT Composite scores.
 - ~ In the Hawaii graduating class of 2017, 2,145 (18 percent) aspired to attain a professional degree. They had an average Composite score of 21.6.
 - ~ In the Hawaii graduating class of 2017, 1,413 (12 percent) aspired to attain a graduate degree. They had an average Composite score of 22.1.
 - ~ In the Hawaii graduating class of 2017, 4,786 (40 percent) aspired to attain a bachelor's degree. They had an average Composite score of 18.7.
 - ~ In the Hawaii graduating class of 2017, 775 (6 percent) aspired to attain an associate's degree. They had an average Composite score of 15.4.
- In order of prevalence, the five most commonly indicated college majors of interest for 2017 Hawaii graduates were: Undecided; Nursing, Registered (BS/RN); Business Administration and Management, General; Medicine (Pre-Medicine); and Mechanical Engineering.
 - ~ In the Hawaii graduating class of 2017, 914 (8 percent) indicated being undecided about their college major. They had an average Composite score of 21.5.
 - ~ In the Hawaii graduating class of 2017, 302 (3 percent) indicated planning on majoring in education. They had an average Composite score of 19.1.
 - ~ In comparison, 7% of the Hawaii graduating class expressed an interest in pursuing visual and performing arts.

ACT Footprint

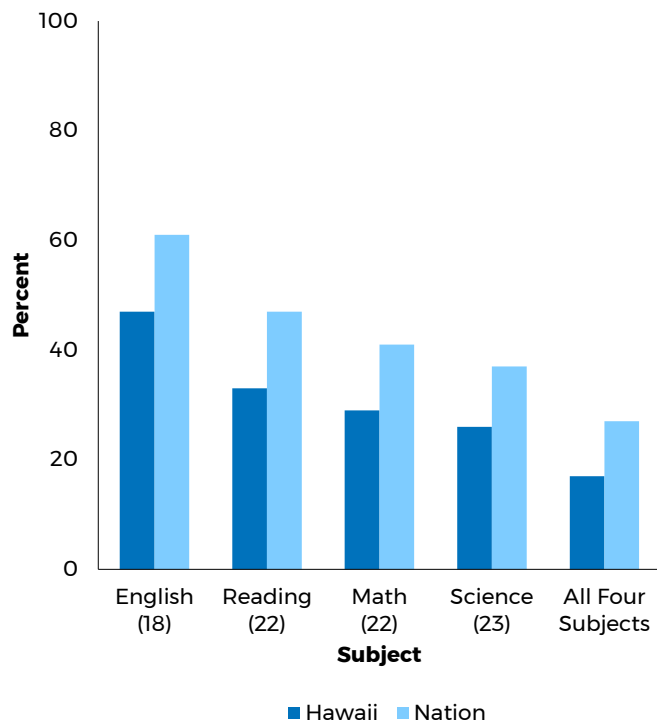
- Number of administrations:
 - ~ ACT Aspire® Summative: 16,125
 - ~ ACT Aspire Periodic: 489
 - ~ ACT Engage®: 29
 - ~ PreACT®: 707
 - ~ ACT WorkKeys: 0

Additional Points

- According to the US Department of Labor, the top three emerging professions in Hawaii include: Wind Turbine Service Technicians, Occupational Therapy Assistants, and Physical Therapist Assistants.
- The Hawaii ACT State Organization has nearly 100 members from across the state. The membership includes educators from state agencies, K-12, access, and postsecondary institutions, as well as members involved in workforce development.
- There will be four ACT College and Career Readiness Workshops offered throughout the state in fall 2017. They will be held in Hawaii (Kamuela), Maui (Kahului), Oahu (Honolulu), and Kauai (Kapa'a).

Hawaii College and Career Readiness Attainment, Participation, and Opportunity

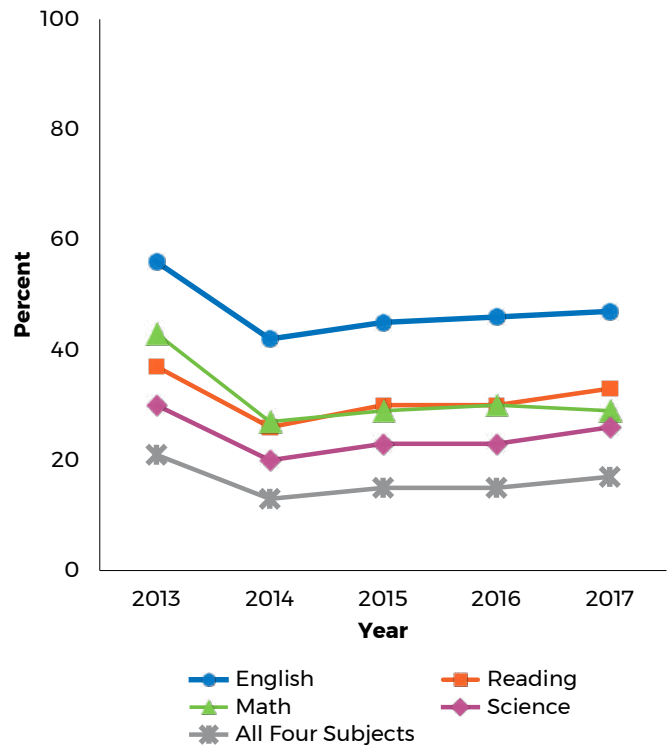
Percent of 2017 ACT-Tested High School Graduates Meeting ACT College Readiness Benchmarks* by Subject



Data from graph above:

State / Nation	English (18)	Reading (22)	Math (22)	Science (23)	All Four
Hawaii	47	33	29	26	17
Nation	61	47	41	37	27

Percent of 2013–2017 ACT-Tested High School Graduates Meeting ACT College Readiness Benchmarks

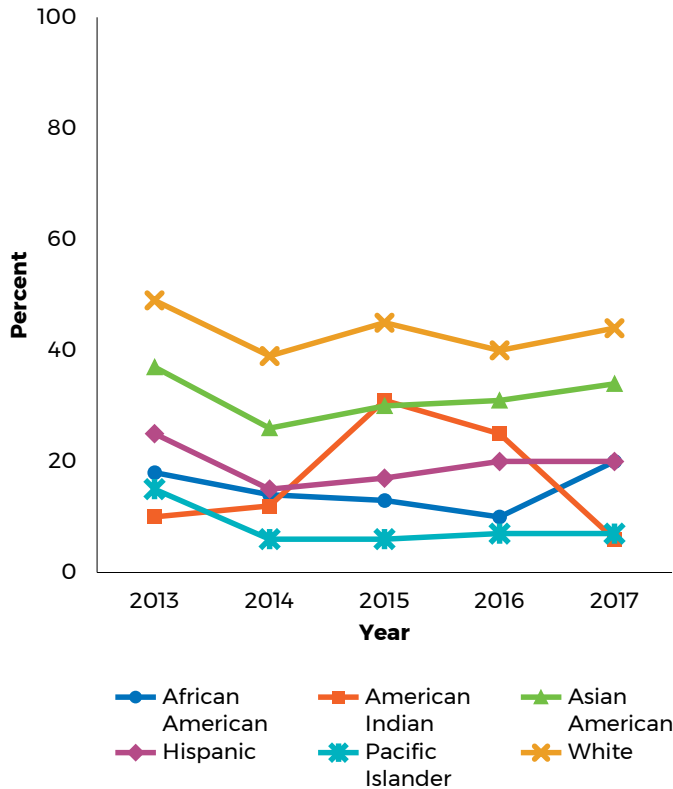


Data from graph above:

Subject	2013	2014	2015	2016	2017
English	56	42	45	46	47
Reading	37	26	30	30	33
Math	43	27	29	30	29
Science	30	20	23	23	26
All Four Subjects	21	13	15	15	17

* The ACT College Readiness Benchmarks are scores on the ACT subject area tests that represent the level of achievement required for students to have a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in corresponding credit-bearing first-year college courses. Throughout this report, benchmark attainment corresponds with students meeting or exceeding score values in parentheses ().

Percent of 2013-2017 ACT-Tested High School Graduates Meeting Three or More ACT College Readiness Benchmarks by Race/Ethnicity*



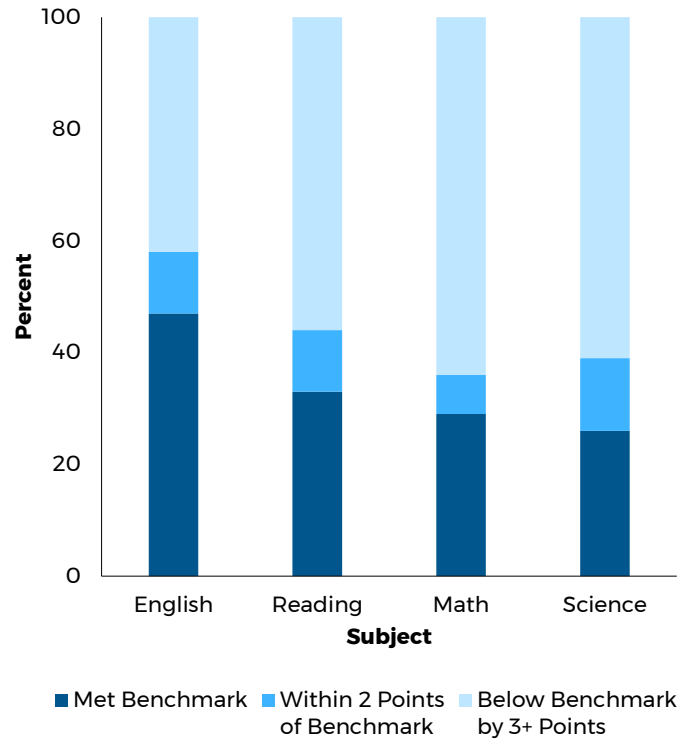
Data from graph above:

Race	2013	2014	2015	2016	2017
African American	18	14	13	10	20
American Indian	10	12	31	25	6
Asian American	37	26	30	31	34
Hispanic	25	15	17	20	20
Pacific Islander	15	6	6	7	7
White	49	39	45	40	44

* Percentages for groups with insufficient counts will be missing.

Percent of 2017 ACT-Tested High School Graduates by ACT College Readiness Benchmark Attainment and Subject

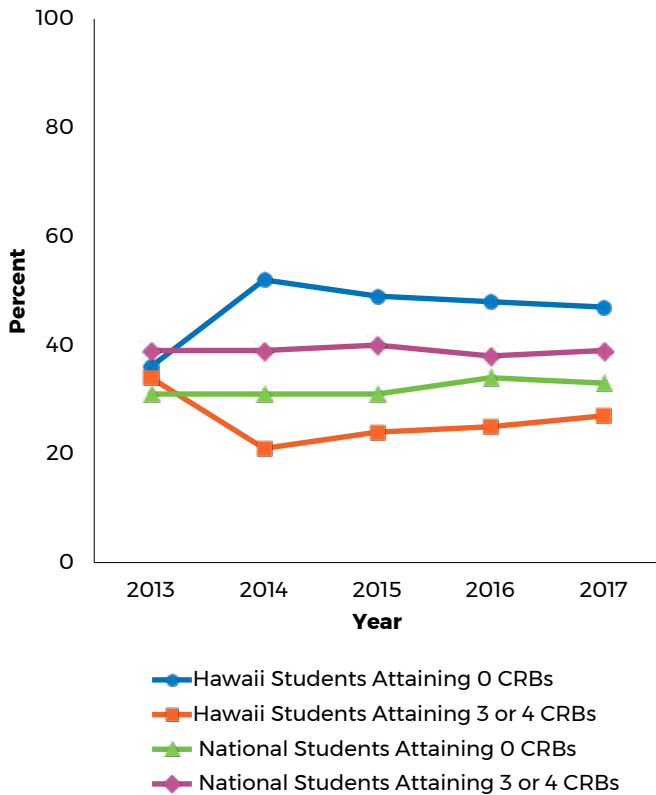
Note: Percents in this graph may not sum to 100% due to rounding. Values less than 0.5% will not appear.



Data from graph above:

Attainment	English	Reading	Math	Science
Met Benchmark	47	33	29	26
Within 2 Points of Benchmark	11	11	7	13
Below Benchmark by 3+ Points	42	56	64	61

Trends in Percent of ACT-Tested High School Graduates by Number of ACT College Readiness Benchmarks (CRBs) Attained

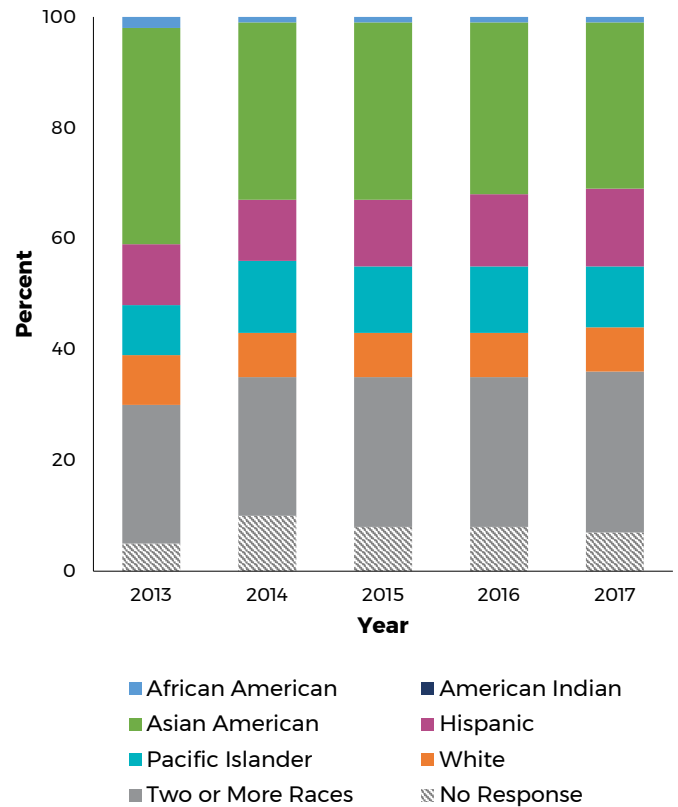


Data from graph above:

Attainment	2013	2014	2015	2016	2017
Hawaii Students Attaining 0 CRBs	36	52	49	48	47
Hawaii Students Attaining 3 or 4 CRBs	34	21	24	25	27
National Students Attaining 0 CRBs	31	31	31	34	33
National Students Attaining 3 or 4 CRBs	39	39	40	38	39

Percent of 2013–2017 ACT-Tested High School Graduates by Race/Ethnicity

Note: Percents in this graph may not sum to 100% due to rounding. Values less than 0.5% will not appear.



Data from graph above:

Race	2013	2014	2015	2016	2017
African American	2	1	1	1	1
American Indian	0	0	0	0	0
Asian American	39	32	32	31	30
Hispanic	11	11	12	13	14
Pacific Islander	9	13	12	12	11
White	9	8	8	8	8
Two or More Races	25	25	27	27	29
No Response	5	10	8	8	7

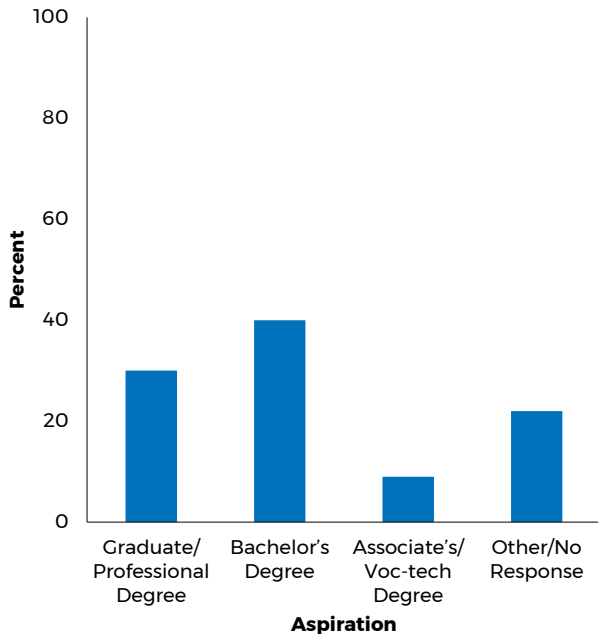
Hawaii: Between 2013 and 2017, the number of students taking the ACT in Hawaii increased by 6,670 students (125 percent).

Student Data Trends: 2013-2017, State vs. Nation

Outcome	Cohort	2013	2014	2015	2016	2017
Percent Tested	Hawaii	40	90	93	94	90
	Nation	54	57	59	64	60
N Tested	Hawaii	5,345	11,797	11,957	12,232	12,015
	Nation	1,799,243	1,845,787	1,924,436	2,090,342	2,030,038
Average English Score	Hawaii	19.0	16.9	17.2	17.6	17.8
	Nation	20.2	20.3	20.4	20.1	20.3
Average Reading Score	Hawaii	20.0	18.3	18.6	19.0	19.2
	Nation	21.1	21.3	21.4	21.3	21.4
Average Math Score	Hawaii	20.8	19.0	19.1	19.1	19.2
	Nation	20.9	20.9	20.8	20.6	20.7
Average Science Score	Hawaii	19.9	18.1	18.4	18.6	19.3
	Nation	20.7	20.8	20.9	20.8	21.0
Average Composite Score	Hawaii	20.1	18.2	18.5	18.7	19.0
	Nation	20.9	21.0	21.0	20.8	21.0

Percent of 2017 ACT-Tested High School Graduates by Educational Aspirations

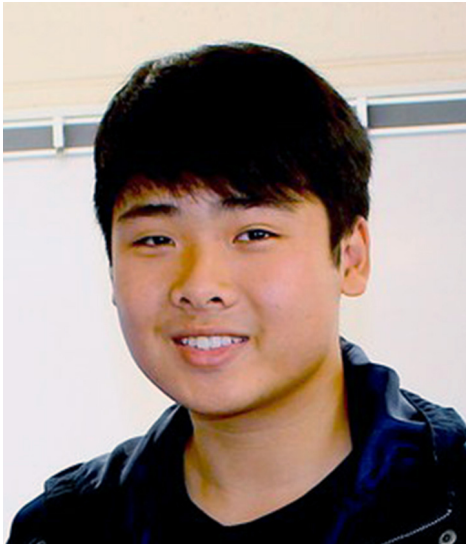
Note: Percents in this graph may not sum to 100% due to rounding.



There is good news in that 78% of Hawaii's 2017 ACT-tested graduates aspired to postsecondary education. Interestingly enough, 80% of Hawaii's 2016 ACT-tested graduating class aspired to enroll in postsecondary education, compared to 59% who actually did enroll. If we fully closed the aspirational gap, an additional 2,542 of the 2016 ACT-tested graduates from Hawaii would have enrolled in postsecondary education.

Data from graph

Aspiration	Percent
Graduate / Professional Degree	30
Bachelor's Degree	40
Associate's / Voc-tech Degree	9
Other / No Response	22



Hawaii State Exemplar

2017 ACT College and Career Readiness Campaign

Son Phan

Maui High School, Kahului Schools

“In the next four years, I want not only to expand my knowledge of the world, but also to discover myself and locate where my true passions lie.”

Despite having many responsibilities at home, Son learned to balance his home life and high grades with participation in his school’s Science Bowl.

Son has interests in a wide variety of areas, from STEM to theater to economics. He plans to attend a liberal arts college with a wide variety of strong academic programs so that he can explore his options in order to determine the path that is right for him.

Information and products for further review

	Knowledge & Skills	Social & Emotional
Assessments	ACT Aspire®	ACT Tessera™
	PreACT®	ACT Engage®
	The ACT® Test	
	ACT WorkKeys®	
Research	Condition of College & Career Readiness	A Rosetta Stone for Noncognitive Skills
	ACT® National Curriculum Survey®	
	The Forgotten Middle	Tessera Comprehensive Theory of Action
	Rigor at Risk	
	ACT Holistic Framework™	
Resources	PLDs Learning Description Review	Tessera Teacher Playbook
	Curriculum Review Worksheets	
	OpenEd Learning Resources	
	Test Prep	
Training	Professional Learning Sessions	
	College & Career Readiness Workshops	
	Holistic Framework Webinars	

We are more than just the ACT test. ACT products and services encompass a variety of research- and assessment-based solutions.

As research leaders, we continue to innovate education and workforce solutions to help guide individuals to education and career success.

Find out more at www.act.org.

Key ACT Research

As students navigate their education and career journeys, it is critical for them to be ready for college and career success. College and career readiness is supported by the ACT Holistic Framework, a research-based, multidimensional model for understanding the essential knowledge and skills needed for success, and the solutions that can meet students' navigation needs. Visit act.org/condition2017 to access key reports listed below.

- Serving students' navigation needs from kindergarten to career requires a holistic approach:
 - ~ *Beyond Academics: A Holistic Framework for Enhancing Education and Workplace Success*
 - ~ *The Importance of Behavioral Skills and Navigation Factors for Education and Workforce Success*
- The ACT Holistic Framework is supported by prolific research:
 - ~ Core Academic Skills:
 - 2017 State and National Condition Reports
 - *Profiles of STEM Students: Persisters, Joiners, Changers, and Departers*
 - *ACT Composite Score by Parental Education Level, 2012-2016*
 - *Comparisons of Student Achievement Levels by District Performance and Poverty*
 - ~ Behavioral Skills (also called Social and Emotional Learning):
 - *The Development of Behavioral Performance Level Descriptors*
 - ~ Cross-Cutting Capabilities:
 - *ACT National Curriculum Survey 2016*
 - ~ Student journeys continue into postsecondary education and careers:
 - *Higher Education Research Digest*
 - *Predicted Attainment of ACT National Career Readiness Certificates for the 2016 ACT-tested High School Cohort*

Recommendations

- 1. Use a holistic assessment model for school accountability that measures student readiness for college and career across multiple domains.** While it is essential to measure students' academic achievement in assessing college and career readiness, it is not enough. Social and emotional learning skills are important and measurable, and they can be impacted. Assessment models should take into account core academic skills, behavioral skills, cross-cutting capabilities, and education and career navigation skills to provide an integrated picture of college and work readiness.
- 2. Make special efforts to ensure that underrepresented students have equal access and opportunity to pursue postsecondary education.** According to ACT research, most underrepresented students want to continue their education after high school, but they face many barriers. Ensuring they have access to the same rigorous core curriculum as others is just one step. Many also lack the resources, information, and familial and peer support they need to prepare for success after high school. Special efforts must be made to level the playing field for underrepresented students so they have equal opportunity to succeed.
- 3. Increase emphasis on STEM readiness initiatives, measures, and programs.** With technology advancing rapidly, the importance of STEM readiness is only increasing. The threat of robotic and computer-assisted technologies eliminating jobs is growing while the remaining and emerging jobs will likely require higher-level skills. ACT data continue to show that many graduates are not ready. Without improvement in STEM readiness, far too many will be ill-prepared for the future workforce.
- 4. Focus on fewer, higher, and clearer learning standards in K-12 schools.** Far too many students continue to graduate from high school without all of the core skills they will need to ably succeed at the next level. Many will struggle, and many will likely fail to realize their aspirations. The push toward raising the bar on learning standards and focusing on the essential skills necessary for success must continue.
- 5. Begin assessing learning and implementing intervention strategies early.** Early assessment and intervention are critical to improving educational outcomes. If students are not on track for college and career readiness by the time they reach middle school, it may be too late. Assessing learning and implementing intervention strategies to help students get on the right path for college and career readiness must begin in elementary school.