

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

Oklahoma Key Findings

Performance

- In the Oklahoma graduating class of 2017, 42,405 graduates took the ACT® test compared to 28,988 in 2013.
- Oklahoma graduates of 2017 had an average Composite score of 19.4, compared to the national average of 21.0.
 - ~ Oklahoma African American 2017 graduates who took the ACT had an average Composite score of 16.6. This compares to average Composite scores of 17.4 and 17.4 for graduating classes from 2016 and 2013, respectively.
 - ~ Oklahoma American Indian 2017 graduates who took the ACT had an average Composite score of 18.0. This compares to average Composite scores of 19.1 and 19.4 for graduating classes from 2016 and 2013, respectively.
 - ~ Oklahoma White 2017 graduates who took the ACT had an average Composite score of 20.5. This compares to average Composite scores of 21.4 and 21.7 for graduating classes from 2016 and 2013, respectively.
 - ~ Oklahoma Hispanic 2017 graduates who took the ACT had an average Composite score of 17.7. This compares to average Composite scores of 18.6 and 19.0 for graduating classes from 2016 and 2013, respectively.
 - ~ 2017 Oklahoma graduates taking four or more years of English had an English average of 19.3, compared to the average English score of 15.4 for students taking less than four years of English.
- In 2017, 16 percent of Oklahoma graduates met all four ACT College Readiness Benchmarks. This compares to 21 and 23 percent of 2016 and 2013 graduates, respectively.
- In 2017, 42 percent of Oklahoma graduates met zero ACT College Readiness Benchmarks. This compares to 33 and 29 percent of 2016 and 2013 graduates, respectively.

STEM

- In 2017, 19,794 Oklahoma graduates (47 percent) indicated having an interest in STEM majors and/or careers.
- In Oklahoma, 41 percent of graduates taking physics met the ACT Science College Readiness Benchmark, compared to 22 for students not taking physics.

Career Readiness

- In 2017, 6,823 Oklahoma 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 Oklahoma 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:
 - ~ 90 more students enrolling in college.
 - ~ 108 more students persisting to year two.
 - ~ 92 fewer students needing remedial English.
 - ~ 178 fewer students needing remedial math.
 - ~ 121 more students persisting to year four.
 - ~ 130 more students earning a postsecondary degree within six years.

Behaviors that Impact Access and Opportunity

- In Oklahoma, 2017 graduates taking the ACT two or more times had an average Composite score of 21.1, compared to 17.1 for single-time testers.
- Of Oklahoma's 2017 graduating class, there were 2,806 (7 percent) African American students taking the ACT. This compares to 256,756 (13 percent) nationally.
- Of Oklahoma's 2017 graduating class, there were 2,958 (7 percent) American Indian students taking the ACT. This compares to 16,135 (1 percent) nationally.
- Of Oklahoma's 2017 graduating class, there were 20,842 (49 percent) White students taking the ACT. This compares to 1,062,439 (52 percent) nationally.
- Of Oklahoma's 2017 graduating class, there were 5,616 (13 percent) Hispanic students taking the ACT. This compares to 347,906 (17 percent) nationally.
- Of Oklahoma's 2017 graduating class, there were 930 (2 percent) Asian students taking the ACT. This compares to 96,097 (5 percent) nationally.
- For Oklahoma's 2017 ACT-tested graduates, the top five schools to which scores were sent were University of Oklahoma, Oklahoma State University, University of Central Oklahoma, University of Tulsa, and Northeastern State University.
 - ~ For Oklahoma's 2017 ACT-tested graduates, the top three out-of-state schools to which scores were sent were University of Arkansas, Baylor University, and University of Kansas.
- Compared to 73 percent of 2017 graduates nationally, 75 percent of Oklahoma graduates opted into EOS.
- ACT issued 12,381 ACT fee waivers to qualified Oklahoma students. However, 3,502 students (28 percent) did not take advantage of this opportunity to test for free. This compares to 656,061 issued nationally, of which 181,092 (28 percent) did not take advantage. Fee waivers represent a great opportunity for students with socio-economic challenges to retest without incurring any fees. Note: This is the number of fee waivers issued for the state, not specific to this graduating class.

Pipeline

- In the Oklahoma graduating class of 2017, 8,794 (21 percent) had parents who did not attend college.
- In the Oklahoma graduating class of 2017, 8,010 (19 percent) aspired to attain a professional degree. They had an average Composite score of 21.9.
- In the Oklahoma graduating class of 2017, 3,681 (9 percent) aspired to attain a graduate degree. They had an average Composite score of 22.5.

- In the Oklahoma graduating class of 2017, 17,669 (42 percent) aspired to attain a bachelor's degree. They had an average Composite score of 19.6.
- In the Oklahoma graduating class of 2017, 2,446 (6 percent) aspired to attain an associate's degree. They had an average Composite score of 16.4.
- In order of prevalence, the five most commonly indicated college majors of interest for 2017 Oklahoma graduates were: Undecided; Nursing, Registered (BS/RN); Medicine (Pre-Medicine); Business Administration and Management, General; and Mechanical Engineering.
 - ~ In the Oklahoma graduating class of 2017, 4,737 (11 percent) indicated being undecided about their college major. They had an average Composite score of 20.2.
 - ~ In the Oklahoma graduating class of 2017, 1,552 (4 percent) indicated planning on majoring in education. They had an average Composite score of 19.7.

ACT Footprint

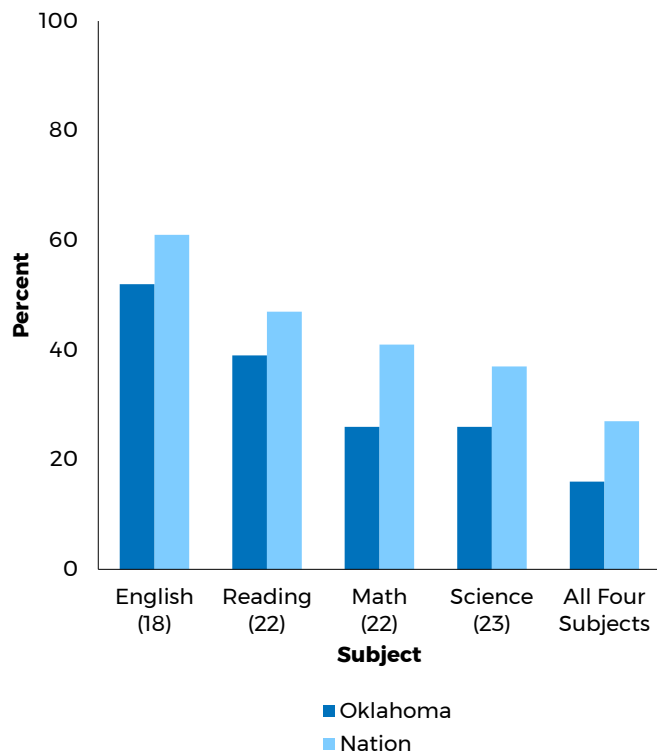
- Number of administrations:
 - ~ ACT Aspire® Summative: 28,651
 - ~ ACT Aspire Periodic: 34,524
 - ~ ACT Engage®: 2,147
 - ~ PreACT®: 38,519
 - ~ ACT WorkKeys: 43,734

Additional Points

- ACT will be offering free half-day interactive ACT College and Career Readiness Workshops for educators, administrators, and counselors in Oklahoma City (October 24), Woodward (October 31), Enid (November 1), Tulsa (November 2) and Ada (November 7). The focus of the workshops will be on using ACT assessments and data as a holistic approach to prepare students for college and career.
- Oklahoma recently launched an official ACT State Organization, which continues to grow in membership and in diversity from across the state. Membership is free and open to educators, administrators, and counselors from K-12, postsecondary and state agencies. ACT State Organizations provide advice to ACT's management and staff and share information about ACT programs and services with individuals, schools, and education agencies in their respective states or regions that use these programs and services.
- The following are ACT Composite scores and number of graduates tested for Oklahoma and surrounding states: Kansas 21.7 (24,741), Colorado 20.8 (59,259), Texas 20.7 (146,608), Missouri 20.4 (68,480), New Mexico 19.7 (13,523), Arkansas 19.4 (34,451), and Oklahoma 19.4 (42,405).

Oklahoma College and Career Readiness Attainment, Participation, and Opportunity

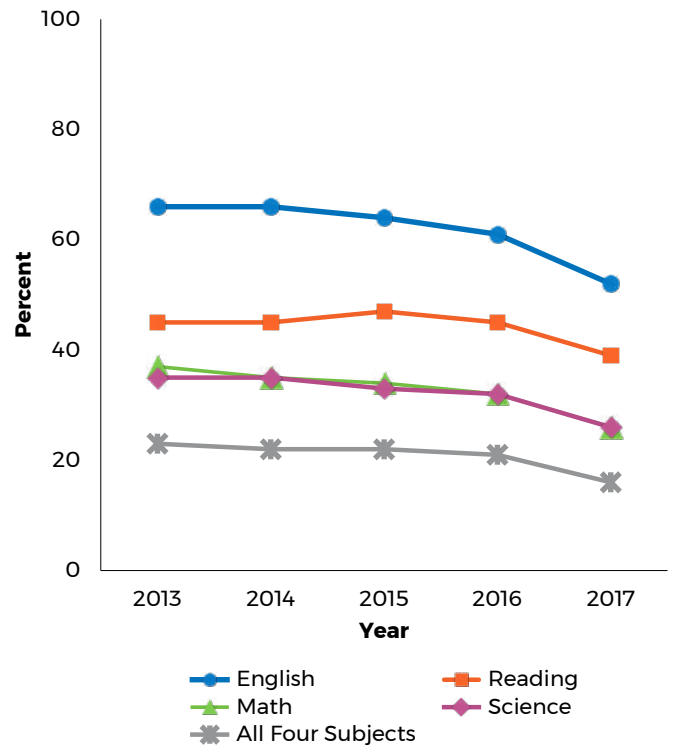
Percent of 2017 ACT-Tested High School Graduates Meeting ACT College Readiness Benchmarks* by Subject



Data from graph above:

State / Nation	English (18)	Reading (22)	Math (22)	Science (23)	All Four
Oklahoma	52	39	26	26	16
Nation	61	47	41	37	27

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

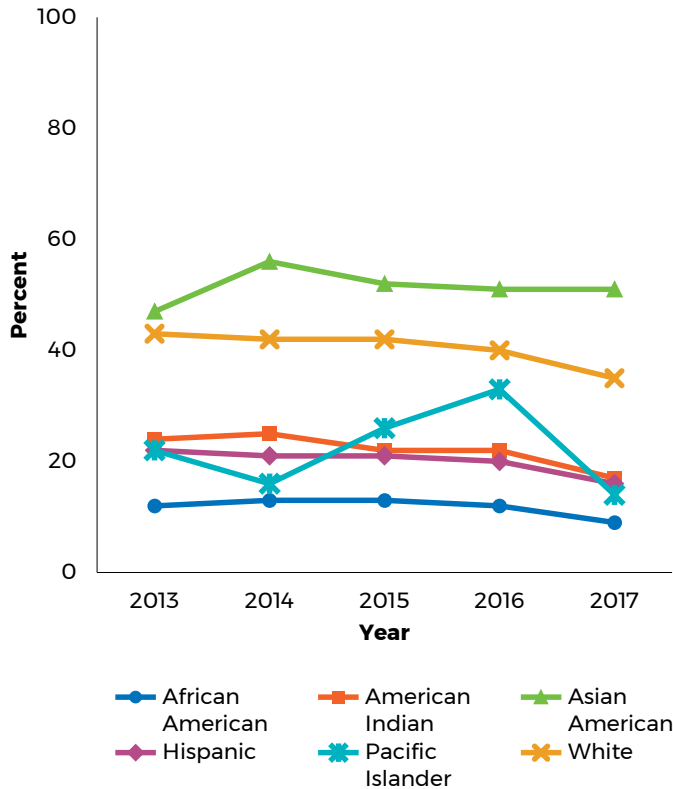


Data from graph above:

Subject	2013	2014	2015	2016	2017
English	66	66	64	61	52
Reading	45	45	47	45	39
Math	37	35	34	32	26
Science	35	35	33	32	26
All Four Subjects	23	22	22	21	16

* 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*



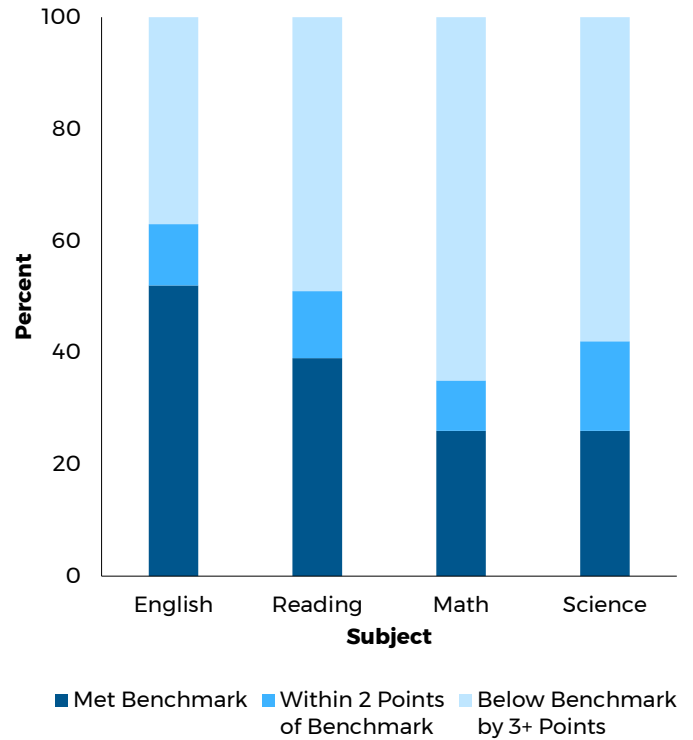
Data from graph above:

Race	2013	2014	2015	2016	2017
African American	12	13	13	12	9
American Indian	24	25	22	22	17
Asian American	47	56	52	51	51
Hispanic	22	21	21	20	16
Pacific Islander	22	16	26	33	14
White	43	42	42	40	35

* 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

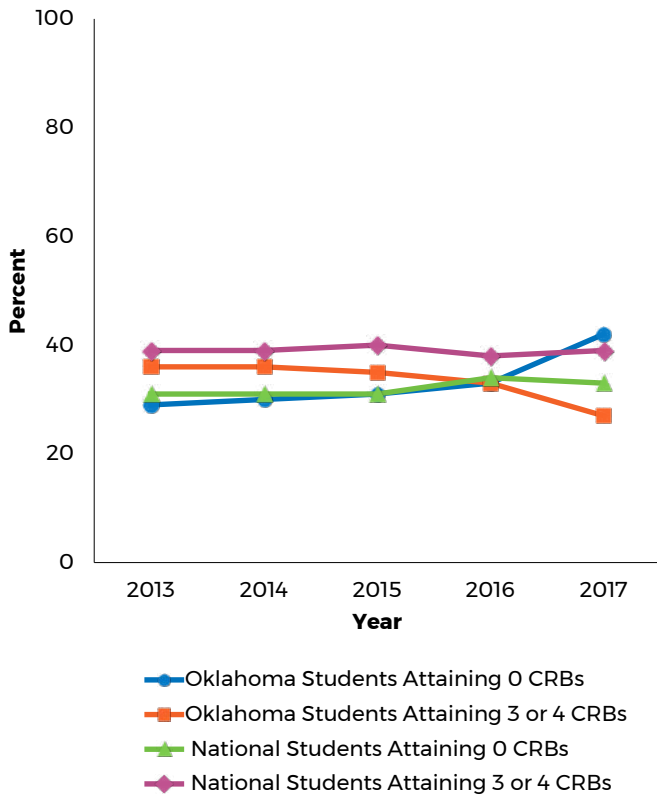
Note: Percents in this graph may not sum to 100% due to rounding. Values less than 0.5% will not appear.



Data from graph above:

Attainment	English	Reading	Math	Science
Met Benchmark	52	39	26	26
Within 2 Points of Benchmark	11	12	9	16
Below Benchmark by 3+ Points	37	49	65	58

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

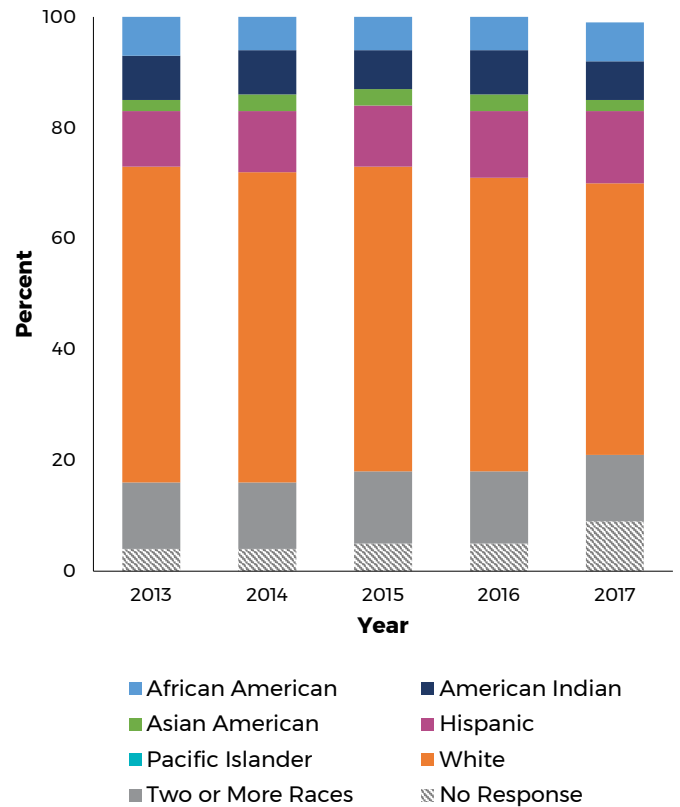


Data from graph above:

Attainment	2013	2014	2015	2016	2017
Oklahoma Students Attaining 0 CRBs	29	30	31	33	42
Oklahoma Students Attaining 3 or 4 CRBs	36	36	35	33	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	7	7	7	7	7
American Indian	8	8	7	8	7
Asian American	2	3	3	3	2
Hispanic	10	11	11	12	13
Pacific Islander	0	0	0	0	0
White	57	56	55	53	49
Two or More Races	12	12	13	13	12
No Response	4	4	5	5	9

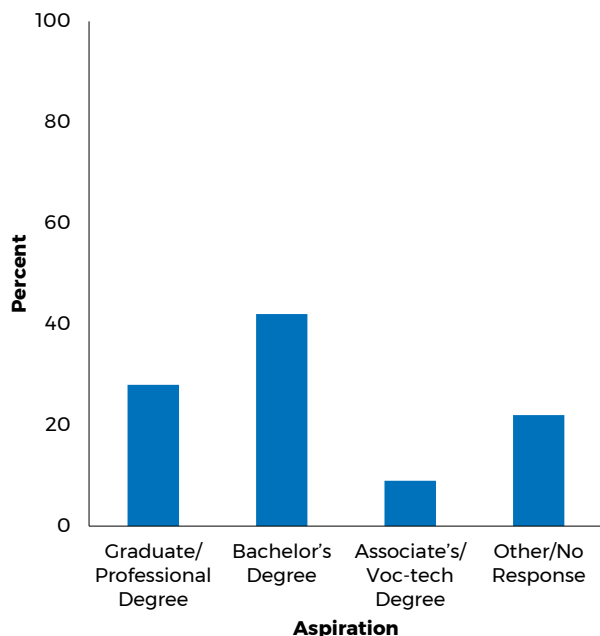
Oklahoma: Between 2013 and 2017, the number of students taking the ACT in Oklahoma increased by 13,417 students (46 percent).

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

Outcome	Cohort	2013	2014	2015	2016	2017
Percent Tested	Oklahoma	75	75	80	82	100
	Nation	54	57	59	64	60
N Tested	Oklahoma	28,988	28,682	30,844	32,854	42,405
	Nation	1,799,243	1,845,787	1,924,436	2,090,342	2,030,038
Average English Score	Oklahoma	20.4	20.3	20.1	19.8	18.5
	Nation	20.2	20.3	20.4	20.1	20.3
Average Reading Score	Oklahoma	21.4	21.5	21.5	21.3	20.1
	Nation	21.1	21.3	21.4	21.3	21.4
Average Math Score	Oklahoma	20.1	19.9	19.8	19.5	18.8
	Nation	20.9	20.9	20.8	20.6	20.7
Average Science Score	Oklahoma	20.8	20.8	20.7	20.5	19.6
	Nation	20.7	20.8	20.9	20.8	21.0
Average Composite Score	Oklahoma	20.8	20.7	20.7	20.4	19.4
	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 Oklahoma's 2017 ACT-tested graduates aspired to postsecondary education. Interestingly enough, 87% of Oklahoma's 2016 ACT-tested graduating class aspired to enroll in postsecondary education, compared to 65% who actually did enroll. If we fully closed the aspirational gap, an additional 7,216 of the 2016 ACT-tested graduates from Oklahoma would have enrolled in postsecondary education.

Data from graph

Aspiration	Percent
Graduate / Professional Degree	28
Bachelor's Degree	42
Associate's / Voc-tech Degree	9
Other / No Response	22



Oklahoma State Exemplar 2017 ACT College and Career Readiness Campaign

Ty Pitts

Sallisaw High School, Sallisaw Public Schools

“My passion for the FFA has given me the foundation and connections to be successful after pursuing my degree.”

Ty has needed to help his single father support his younger siblings throughout high school, but his drive was not diminished. He started his own goat-roping business and is very involved in his Future Farmers of America chapter.

Ty plans to attend Oklahoma State University with a dual major in agribusiness and communications, then embark on a career in the cattle trade.

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.