

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

Idaho Key Findings

Performance

- In the Idaho graduating class of 2017, 7,628 graduates took the ACT® test, compared to 8,624 in 2013.
 - ~ In Idaho, 38 percent of 2017 graduates took the ACT, compared to 60 percent nationally.
- Idaho graduates of 2017 had an average Composite score of 22.3, compared to the national average of 21.0.
- In 2017, 49 percent of Idaho graduates met three or four ACT College Readiness Benchmarks. This compares to 52 and 48 percent of 2016 and 2013 graduates, respectively.
 - ~ In 2017, 22 percent of Idaho graduates met zero ACT College Readiness Benchmarks. This compares to 18 and 21 percent of 2016 and 2013 graduates, respectively.
 - ~ 51 percent of Idaho 2017 graduates taking three or more years of science met the ACT Science College Readiness Benchmark. This compares to 29 percent of students taking less than three years of science.
 - ~ 53 percent of Idaho 2017 graduates taking three or more years of math met the ACT Math College Readiness Benchmark. This compares to 11 percent of students taking less than three years of math.

STEM

- In 2017, 4,169 Idaho graduates (55 percent) indicated having an interest in STEM majors and/or careers.
 - ~ ACT commends Idaho on the implementation and rapid growth of the Idaho STEM Action Center. ACT believes the increase in STEM interest is a recognition of the Center's breadth of STEM opportunities for students and educators.
- Compared to a 2017 Idaho graduating class STEM average of 22.2, graduates in 2016 and 2013 had STEM averages of 22.5 and 22.1, respectively.
- In 2017, 3,436 Idaho graduates (45 percent) indicated taking physics. This compares to 46 and 42 percent for 2016 and 2013 graduating classes, respectively.
- In Idaho, 54 percent of graduates taking physics met the ACT Science College Readiness Benchmark, compared to 39 percent for students not taking physics.

Career Readiness

- In 2017, 2,567 Idaho graduates (34 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 Idaho 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:
 - ~ 15 more students enrolling in college.
 - ~ 18 more students persisting to year two.
 - ~ 13 fewer students needing remedial English.
 - ~ 24 fewer students needing remedial math.
 - ~ 21 more students persisting to year four.
 - ~ 24 more students earning a postsecondary degree within six years.

Behaviors that Impact Access and Opportunity

- In Idaho, 2017 graduates taking the ACT two or more times had an average Composite score of 23.8, compared to 21.3 for single-time testers.
- Of Idaho's 2017 graduating class, there were 5,808 (76 percent) White students taking the ACT. This compares to 1,062,439 (52 percent) nationally.
- Of Idaho's 2017 graduating class, there were 951 (12 percent) Hispanic students taking the ACT. This compares to 347,906 (17 percent) nationally.
- Of Idaho's 2017 graduating class, there were 164 (2 percent) Asian students taking the ACT. This compares to 96,097 (5 percent) nationally.
- Of Idaho's 2017 graduating class, there were 67 (1 percent) American Indian students taking the ACT. This compares to 16,135 (1 percent) nationally.
- Of Idaho's 2017 graduating class, there were 48 (1 percent) African American students taking the ACT. This compares to 256,756 (13 percent) nationally.
- For Idaho's 2017 ACT-tested graduates, the top five schools to which scores were sent were Boise State University, Idaho State University, Brigham Young University-Idaho, University of Idaho, and Utah State University.
 - ~ For Idaho's 2017 ACT-tested graduates, the top three out-of-state schools to which scores were sent were Utah State University, Brigham Young University, and University of Utah.
- Compared to 73 percent of 2017 graduates nationally, 72 percent of Idaho graduates opted into EOS.
 - ~ Compared to 83 percent of Hispanic students nationally, 84 percent of Idaho Hispanic 2017 graduates opted into EOS.
 - ~ Compared to 76 percent of Asian students nationally, 79 percent of Idaho Asian 2017 graduates opted into EOS.
 - ~ Compared to 85 percent of African American students nationally, 77 percent of Idaho African American 2017 graduates opted into EOS.
 - ~ Compared to 76 percent of American Indian students nationally, 76 percent of Idaho American Indian 2017 graduates opted into EOS.
 - ~ Compared to 77 percent of Pacific Islander students nationally, 73 percent of Idaho Pacific Islander 2017 graduates opted into EOS.
 - ~ Compared to 69 percent of White students nationally, 70 percent of Idaho White 2017 graduates opted into EOS.
 - ~ The ACT "Get Your Name in the Game" initiative provides postsecondary institutions and scholarship programs free-of-charge access to traditionally underserved students who opt in to the EOS program.

- ACT issued 2,797 ACT fee waivers to qualified Idaho students. However, 861 students (31 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. 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.

Pipeline

- In the Idaho graduating class of 2017, 794 (10 percent) had parents who did not attend college.
- In the Idaho graduating class of 2017, 1,546 (20 percent) aspired to attain a professional degree. They had an average Composite score of 24.8.
- In the Idaho graduating class of 2017, 1,201 (16 percent) aspired to attain a graduate degree. They had an average Composite score of 24.8.
- In the Idaho graduating class of 2017, 3,540 (46 percent) aspired to attain a bachelor's degree. They had an average Composite score of 21.6.
- In the Idaho graduating class of 2017, 273 (4 percent) aspired to attain an associate's degree. They had an average Composite score of 17.4.
- In order of prevalence, the five most commonly indicated college majors of interest for 2017 Idaho graduates were: Undecided; Medicine (Pre-Medicine); Nursing, Registered (BS/RN); Business Administration and Management, General; and Mechanical Engineering.
 - ~ In the Idaho graduating class of 2017, 1,400 (18 percent) indicated being undecided about their college major. They had an average Composite score of 21.8.
 - ~ In the Idaho graduating class of 2017, 338 (4 percent) indicated planning on majoring in education. They had an average Composite score of 21.9.

ACT Footprint

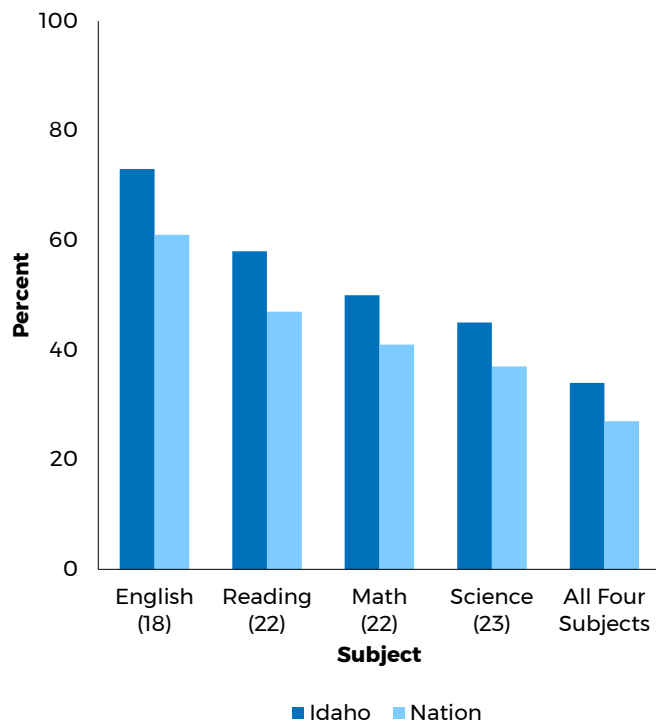
- Number of administrations:
 - ~ ACT Aspire® Summative: 0
 - ~ ACT Aspire Periodic: 0
 - ~ ACT Engage®: 47
 - ~ PreACT®: 123
 - ~ ACT WorkKeys: 15

Additional Points

- 2017 ACT Idaho College and Career Readiness Campaign exemplars:
 - ~ Student Readiness: Kathryn Lemon, Madison Senior High School, Rexburg
 - ~ College and Transition: Sugar-Salem High School, Sugar City
- ACT provided a College and Career Readiness Workshop for educators in Boise in October 2016. ACT also presented and/or exhibited and participated in the Idaho GEAR UP Conference, Idaho Association of School Administrators' Summer Conference, Idaho School Boards Association's Annual Conference, and Idaho School Counselor Association Conference.
- Based on the US Department of Labor, the top five Idaho growth occupations from 2014-2024 are: 1) social science research assistants; 2) fundraisers, mathematicians; 3) manicurists and pedicurists; 4) conservation scientists; and 5) morticians, undertakers, and funeral directors.

Idaho College and Career Readiness Attainment, Participation, and Opportunity

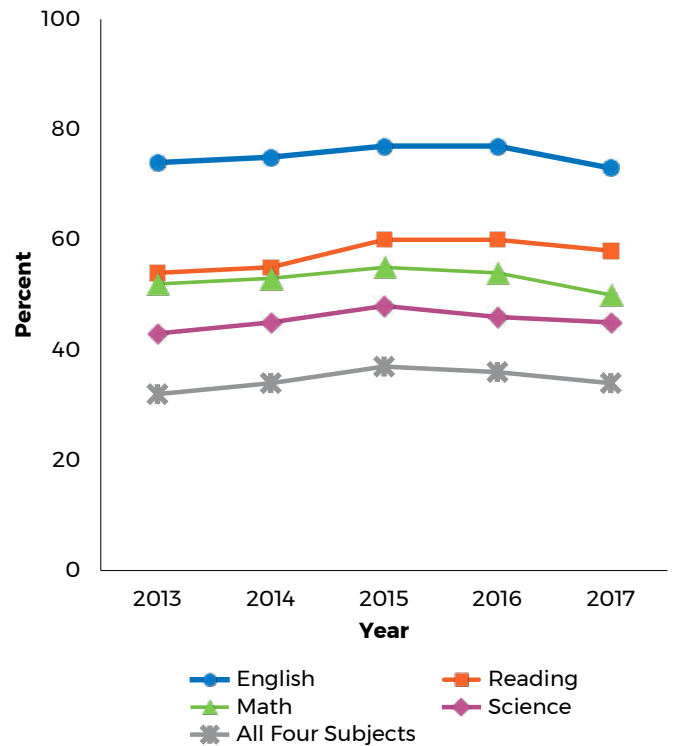
Percent of 2017 ACT-Tested High School Graduates Meeting ACT College Readiness Benchmarks* by Subject



Data from graph above:

State / Nation	English (18)	Reading (22)	Math (22)	Science (23)	All Four
Idaho	73	58	50	45	34
Nation	61	47	41	37	27

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

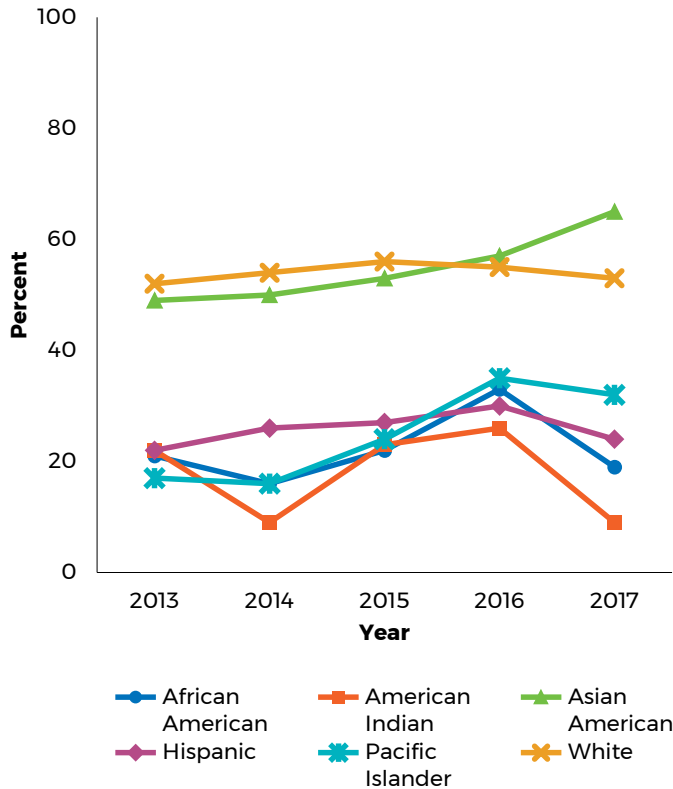


Data from graph above:

Subject	2013	2014	2015	2016	2017
English	74	75	77	77	73
Reading	54	55	60	60	58
Math	52	53	55	54	50
Science	43	45	48	46	45
All Four Subjects	32	34	37	36	34

* 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*



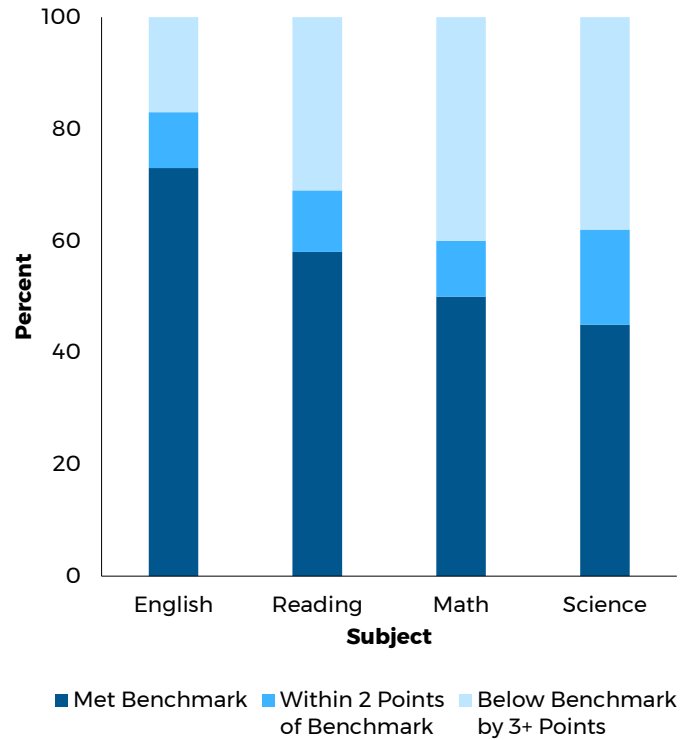
Data from graph above:

Race	2013	2014	2015	2016	2017
African American	21	16	22	33	19
American Indian	22	9	23	26	9
Asian American	49	50	53	57	65
Hispanic	22	26	27	30	24
Pacific Islander	17	16	24	35	32
White	52	54	56	55	53

* 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

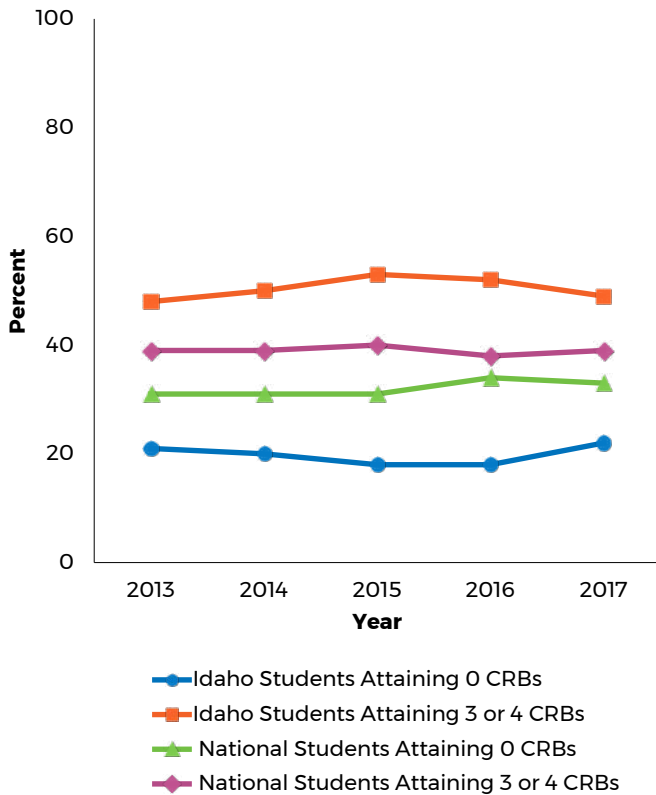
Note: Percents in this graph may not sum to 100% due to rounding. Values less than 0.5% will not appear.



Data from graph above:

Attainment	English	Reading	Math	Science
Met Benchmark	73	58	50	45
Within 2 Points of Benchmark	10	11	10	17
Below Benchmark by 3+ Points	18	31	40	38

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

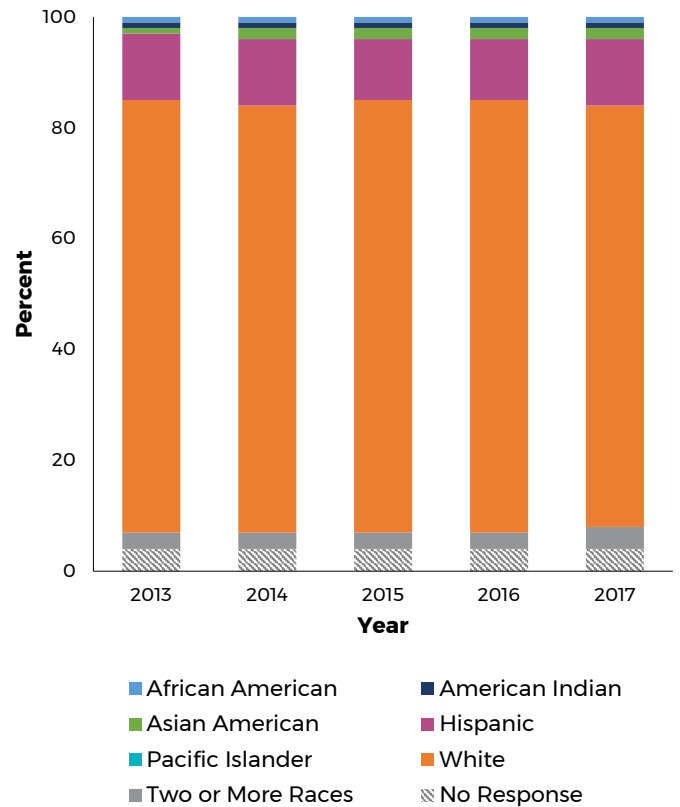


Data from graph above:

Attainment	2013	2014	2015	2016	2017
Idaho Students Attaining 0 CRBs	21	20	18	18	22
Idaho Students Attaining 3 or 4 CRBs	48	50	53	52	49
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	1	1	1	1	1
American Indian	1	1	1	1	1
Asian American	1	2	2	2	2
Hispanic	12	12	11	11	12
Pacific Islander	0	0	0	0	0
White	78	77	78	78	76
Two or More Races	3	3	3	3	4
No Response	4	4	4	4	4

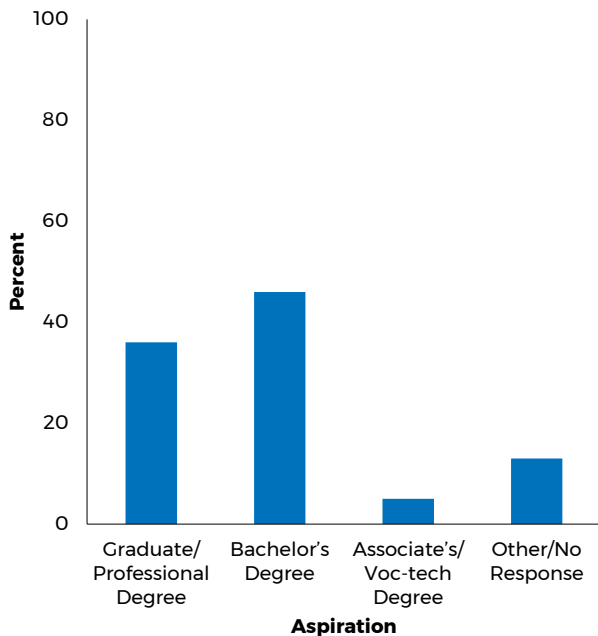
Idaho: Between 2013 and 2017, the number of students taking the ACT in Idaho decreased by 996 students (-12 percent).

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

Outcome	Cohort	2013	2014	2015	2016	2017
Percent Tested	Idaho	49	45	42	39	38
	Nation	54	57	59	64	60
N Tested	Idaho	8,624	8,095	7,362	7,181	7,628
	Nation	1,799,243	1,845,787	1,924,436	2,090,342	2,030,038
Average English Score	Idaho	21.5	21.9	22.3	22.3	21.9
	Nation	20.2	20.3	20.4	20.1	20.3
Average Reading Score	Idaho	22.7	23.0	23.4	23.5	23.0
	Nation	21.1	21.3	21.4	21.3	21.4
Average Math Score	Idaho	21.8	22.0	22.2	22.1	21.8
	Nation	20.9	20.9	20.8	20.6	20.7
Average Science Score	Idaho	21.8	22.1	22.4	22.4	22.1
	Nation	20.7	20.8	20.9	20.8	21.0
Average Composite Score	Idaho	22.1	22.4	22.7	22.7	22.3
	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 87% of Idaho's 2017 ACT-tested graduates aspired to postsecondary education. Interestingly enough, 88% of Idaho's 2016 ACT-tested graduating class aspired to enroll in postsecondary education, compared to 53% who actually did enroll. If we fully closed the aspirational gap, an additional 2,547 of the 2016 ACT-tested graduates from Idaho would have enrolled in postsecondary education.

Data from graph

Aspiration	Percent
Graduate / Professional Degree	36
Bachelor's Degree	46
Associate's / Voc-tech Degree	5
Other / No Response	13



Idaho State Exemplar

2017 ACT College and Career Readiness Campaign

Kathryn Lemon

Madison Senior High School, Madison School District

“It has been a learning curve as I try to stay on top of everything, but I’ve learned how to carefully balance my time and resources in order to accomplish my daily priorities.”

Kathryn is very involved in her community, having started a service club to aid elderly people in her neighborhood with household chores, yard work, and other needs. She balances her job, her extracurriculars, and her involvement in her church with schoolwork, keeping a 4.0 GPA through high school.

Kathryn plans to attend college and major in graphic design, and will be well prepared thanks to several college-level courses she took during her high school career. Kathryn also intends to go on a long-term service mission.

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.

