

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

Ohio Key Findings

Performance

- In the 2017 Ohio graduating class, 92,674 graduates (75 percent) took the ACT® test with a Composite score average of 22.0. This compares to 92,813 (72 percent) with an average of 21.8 in 2013. Nationally, 60% of 2017 graduates took the ACT with an average Composite score of 21.0.
 - ~ In 2017, 5 percent of Ohio graduates took the ACT with extended time. This compares to 5 and 4 percent of 2016 and 2013 graduates, respectively.
- Participation rates and ACT Composite scores remained relatively flat for White, African American, and Hispanic graduates. The most notable changes occurred with Asian and American Indian student groups; a 1 percent growth in the number of Asian graduates who took the ACT, and an ACT Composite score increase from 19.0 to 19.5 for American Indian students.
- In 2017, 33 percent of Ohio graduates met all four ACT College Readiness Benchmarks. This compares to 33 and 31 percent of 2016 and 2013 graduates, respectively.
 - ~ In 2017, 46 percent of Ohio graduates met three or four ACT College Readiness Benchmarks. This compares to 47 and 46 percent of 2016 and 2013 graduates, respectively.
 - ~ In 2017, 25 percent of Ohio graduates met zero ACT College Readiness Benchmarks. This compares to 25 and 23 percent of 2016 and 2013 graduates, respectively.
 - ~ 54 percent of 2017 graduates met the ACT Reading College Readiness Benchmark, an increase from 53 percent in 2016 and 51 percent in 2013. Benchmark attainment dropped 1 percent for math and science, and no change in English benchmark attainment.

STEM

- In 2017, 46,244 Ohio graduates (50 percent) indicated having an interest in STEM majors and/or careers.
- In Ohio, 2017 graduates taking physics had an average science score of 23.4, compared to the average science score of 20.1 for students not taking physics.
- In Ohio, 56 percent of graduates taking physics met the ACT Science College Readiness Benchmark, compared to 27 for students not taking physics.

Career Readiness

- In 2017, 28,391 Ohio graduates (31 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 Ohio 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:
 - ~ 180 more students enrolling in college.
 - ~ 219 more students persisting to year two.
 - ~ 167 fewer students needing remedial English.
 - ~ 304 fewer students needing remedial math.
 - ~ 255 more students persisting to year four.
 - ~ 286 more students earning a postsecondary degree within six years.

Behaviors that Impact Access and Opportunity

- In Ohio, 2017 graduates taking the ACT two or more times had an average Composite score of 23.2, compared to 19.9 for single-time testers.
 - ~ Underserved populations are more likely to take their first and only test as a senior, limiting their postsecondary access and opportunities.
 - ~ For White students—32.7 percent tested only once, and 15.9 percent tested as seniors. For African American students—45 percent tested only once, and 22.5 percent tested as seniors. For Hispanic students—44.5 percent tested only once, and 23 percent tested as seniors.
 - ~ Impact of retesting (first tested junior year and retested):
 - White—1.9 points higher than single test takers.
 - African American—2.4 points higher than single test takers.
 - Hispanic—3 points higher than single test takers.
- For Ohio's 2017 ACT-tested graduates, the top five schools to which scores were sent were The Ohio State University, University of Cincinnati, Ohio University, Kent State University, and Bowling Green State University.
 - ~ For Ohio's 2017 ACT-tested graduates, the top three out-of-state schools to which scores were sent were University of Kentucky, Northern Kentucky University, and University of Michigan-Ann Arbor.
- Compared to 73 percent of 2017 graduates nationally, 71 percent of Ohio graduates opted into EOS.
 - ~ The ACT "Get Your Name in the Game" initiative allows colleges and universities access to underserved students' names free of charge.
- ACT issued 26,595 ACT fee waivers to qualified Ohio students. However, 7,953 students (30 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.
 - ~ In Ohio, 974 high schools were issued fee waivers, 140 of those schools were issued 50 or more (up to 171), and 392 of those schools received 10-49 fee waivers.

Pipeline

- In the Ohio graduating class of 2017, 13,344 (14 percent) had parents who did not attend college.
- In the Ohio graduating class of 2017, 17,277 (19 percent) aspired to attain a professional degree. They had an average Composite score of 24.3.
- In the Ohio graduating class of 2017, 12,994 (14 percent) aspired to attain a graduate degree. They had an average Composite score of 24.8.
- In the Ohio graduating class of 2017, 49,149 (53 percent) aspired to attain a bachelor's degree. They had an average Composite score of 21.2.
- In the Ohio graduating class of 2017, 3,173 (3 percent) aspired to attain an associate's degree. They had an average Composite score of 17.6.
- In order of prevalence, the five most commonly indicated college majors of interest for 2017 Ohio graduates were: Undecided; Nursing, Registered (BS/RN); Medicine (Pre-Medicine); Business Administration and Management, General; and Mechanical Engineering.
 - ~ In the Ohio graduating class of 2017, 18,013 (19 percent) indicated being undecided about their college major. They had an average Composite score of 22.5.
 - ~ In the Ohio graduating class of 2017, 5,167 (6 percent) indicated planning on majoring in education. They had an average Composite score of 21.1.

ACT Footprint

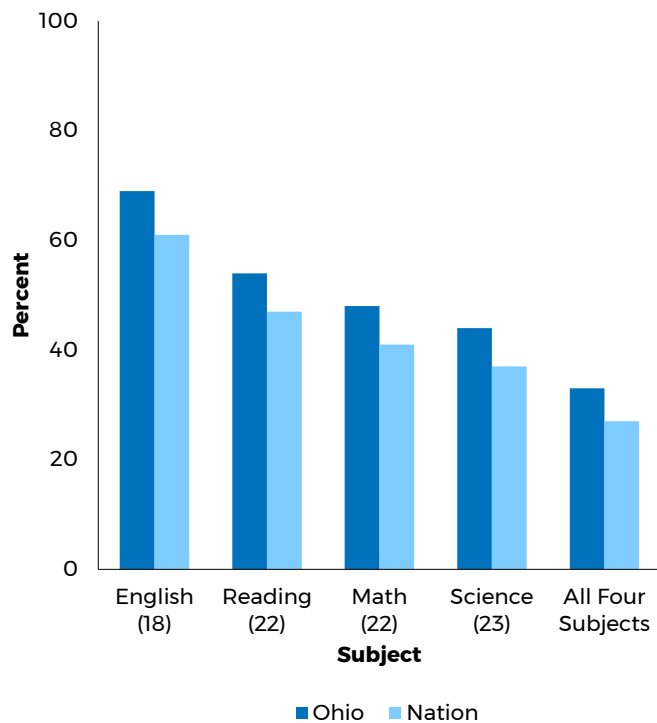
- Number of administrations:
 - ~ PreACT®: 19,094
 - ~ ACT Aspire®: 71,926
 - ~ ACT WorkKeys: 48,805

Additional Points

- According to the US Department of Labor, the fastest-growing careers requiring a bachelor's degree includes Research and Analysis, Finance, Science and Technology fields. The occupations expected to have the most job openings include Nursing, Accounting and Finance, Technology and Software, and Education.
- ACT College and Career Readiness Workshops are offered each fall throughout the state. In 2016, there were eight workshops, and nine scheduled for 2017.
- The Ohio ACT State Organization continues to grow in membership and in diversity, with more than 700 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. Each year, ACT hosts a state conference that brings together professionals representing each of these areas, providing a unique and diverse professional development opportunity.
 - ~ In 2017, there were approximately 400 attendees.
- As part of the ACT College and Career Readiness Campaign exemplar recognition, the following recipients were honored: Taylor Feaster, student from Rocky River High School; Bexley High School; and Preble County Development Partnership.

Ohio College and Career Readiness Attainment, Participation, and Opportunity

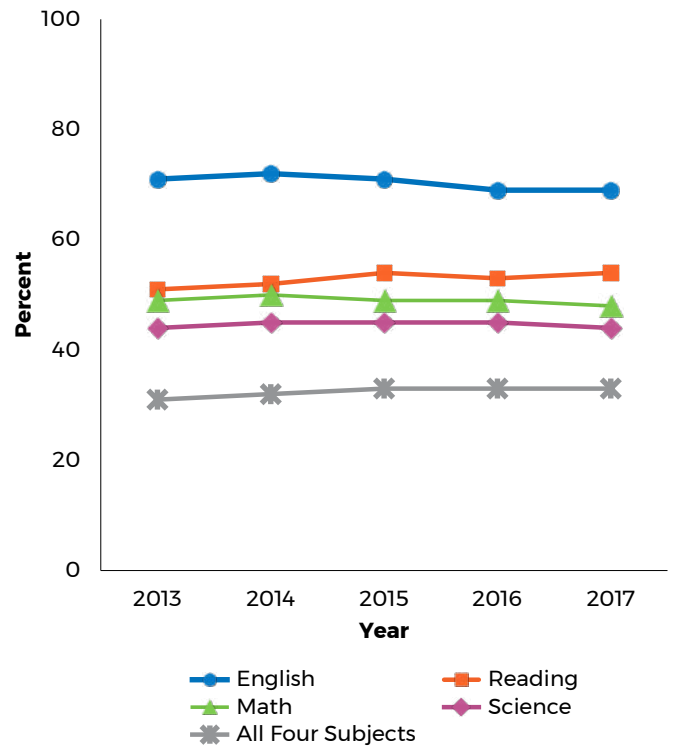
Percent of 2017 ACT-Tested High School Graduates Meeting ACT College Readiness Benchmarks* by Subject



Data from graph above:

| State / Nation | English (18) | Reading (22) | Math (22) | Science (23) | All Four |
|----------------|--------------|--------------|-----------|--------------|----------|
| Ohio | 69 | 54 | 48 | 44 | 33 |
| Nation | 61 | 47 | 41 | 37 | 27 |

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

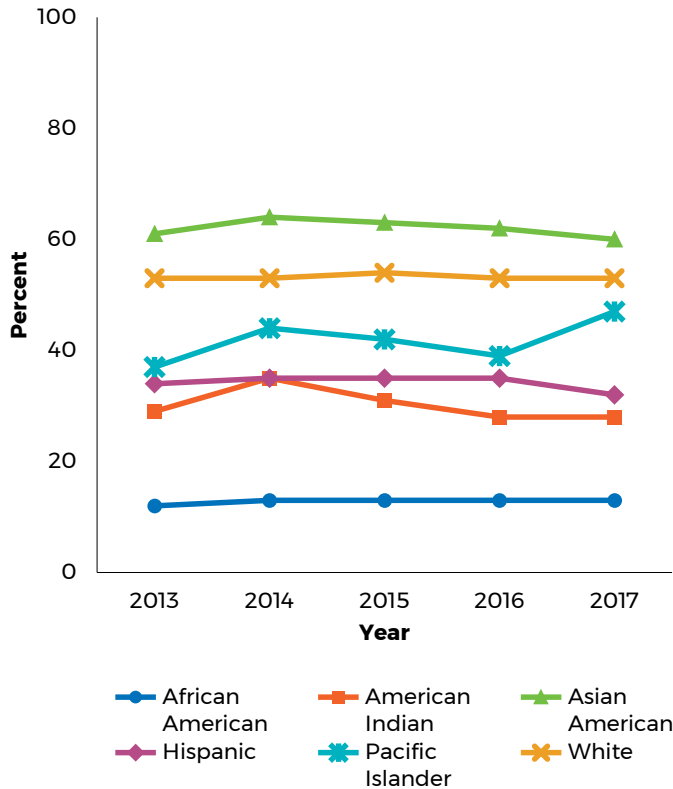


Data from graph above:

| Subject | 2013 | 2014 | 2015 | 2016 | 2017 |
|-------------------|------|------|------|------|------|
| English | 71 | 72 | 71 | 69 | 69 |
| Reading | 51 | 52 | 54 | 53 | 54 |
| Math | 49 | 50 | 49 | 49 | 48 |
| Science | 44 | 45 | 45 | 45 | 44 |
| All Four Subjects | 31 | 32 | 33 | 33 | 33 |

* 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*



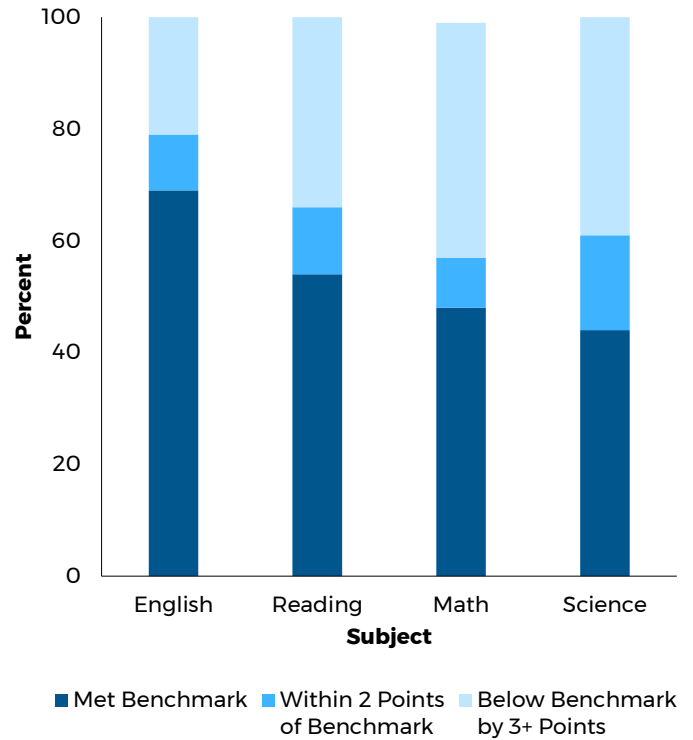
Data from graph above:

| Race | 2013 | 2014 | 2015 | 2016 | 2017 |
|------------------|------|------|------|------|------|
| African American | 12 | 13 | 13 | 13 | 13 |
| American Indian | 29 | 35 | 31 | 28 | 28 |
| Asian American | 61 | 64 | 63 | 62 | 60 |
| Hispanic | 34 | 35 | 35 | 35 | 32 |
| Pacific Islander | 37 | 44 | 42 | 39 | 47 |
| White | 53 | 53 | 54 | 53 | 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

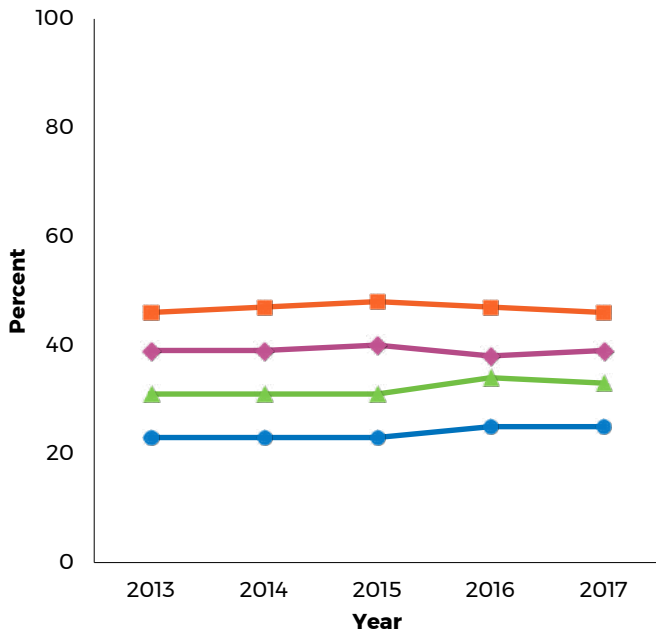
Note: Percents in this graph may not sum to 100% due to rounding. Values less than 0.5% will not appear.



Data from graph above:

| Attainment | English | Reading | Math | Science |
|------------------------------|---------|---------|------|---------|
| Met Benchmark | 69 | 54 | 48 | 44 |
| Within 2 Points of Benchmark | 10 | 12 | 9 | 17 |
| Below Benchmark by 3+ Points | 21 | 34 | 42 | 39 |

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



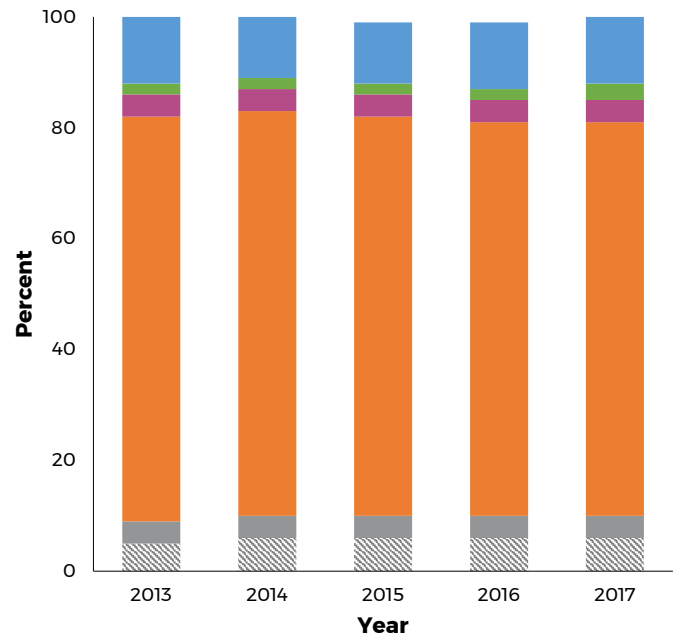
- Ohio Students Attaining 0 CRBs
- Ohio Students Attaining 3 or 4 CRBs
- National Students Attaining 0 CRBs
- National Students Attaining 3 or 4 CRBs

Data from graph above:

| Attainment | 2013 | 2014 | 2015 | 2016 | 2017 |
|---|------|------|------|------|------|
| Ohio Students Attaining 0 CRBs | 23 | 23 | 23 | 25 | 25 |
| Ohio Students Attaining 3 or 4 CRBs | 46 | 47 | 48 | 47 | 46 |
| 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.



- African American
- American Indian
- Asian American
- Hispanic
- Pacific Islander
- White
- Two or More Races
- No Response

Data from graph above:

| Race | 2013 | 2014 | 2015 | 2016 | 2017 |
|-------------------|------|------|------|------|------|
| African American | 12 | 11 | 11 | 12 | 12 |
| American Indian | 0 | 0 | 0 | 0 | 0 |
| Asian American | 2 | 2 | 2 | 2 | 3 |
| Hispanic | 4 | 4 | 4 | 4 | 4 |
| Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| White | 73 | 73 | 72 | 71 | 71 |
| Two or More Races | 4 | 4 | 4 | 4 | 4 |
| No Response | 5 | 6 | 6 | 6 | 6 |

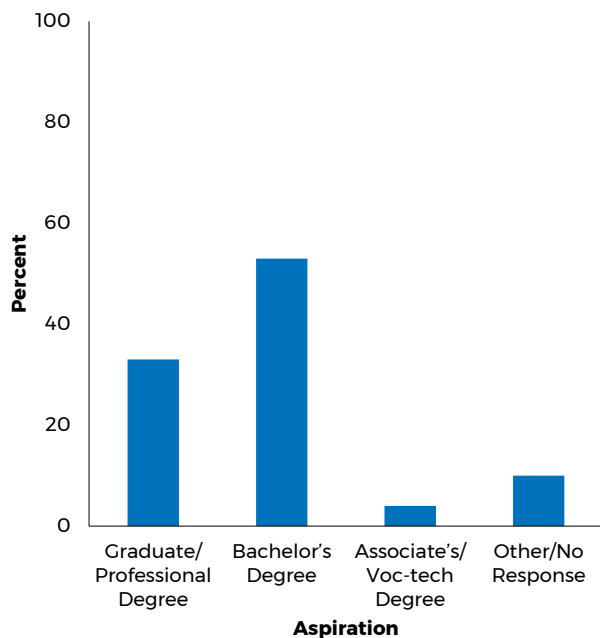
Ohio: Between 2013 and 2017, the number of students taking the ACT in Ohio decreased by 139 students (0 percent).

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

| Outcome | Cohort | 2013 | 2014 | 2015 | 2016 | 2017 |
|-------------------------|--------|-----------|-----------|-----------|-----------|-----------|
| Percent Tested | Ohio | 72 | 72 | 73 | 73 | 75 |
| | Nation | 54 | 57 | 59 | 64 | 60 |
| N Tested | Ohio | 92,813 | 91,089 | 91,607 | 93,659 | 92,674 |
| | Nation | 1,799,243 | 1,845,787 | 1,924,436 | 2,090,342 | 2,030,038 |
| Average English Score | Ohio | 21.2 | 21.4 | 21.4 | 21.2 | 21.2 |
| | Nation | 20.2 | 20.3 | 20.4 | 20.1 | 20.3 |
| Average Reading Score | Ohio | 22.2 | 22.4 | 22.5 | 22.5 | 22.5 |
| | Nation | 21.1 | 21.3 | 21.4 | 21.3 | 21.4 |
| Average Math Score | Ohio | 21.5 | 21.7 | 21.7 | 21.6 | 21.6 |
| | Nation | 20.9 | 20.9 | 20.8 | 20.6 | 20.7 |
| Average Science Score | Ohio | 21.8 | 22.0 | 22.1 | 22.0 | 22.0 |
| | Nation | 20.7 | 20.8 | 20.9 | 20.8 | 21.0 |
| Average Composite Score | Ohio | 21.8 | 22.0 | 22.0 | 22.0 | 22.0 |
| | 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 90% of Ohio's 2017 ACT-tested graduates aspired to postsecondary education. Interestingly enough, 90% of Ohio's 2016 ACT-tested graduating class aspired to enroll in postsecondary education, compared to 73% who actually did enroll. If we fully closed the aspirational gap, an additional 16,301 of the 2016 ACT-tested graduates from Ohio would have enrolled in postsecondary education.

Data from graph

| Aspiration | Percent |
|--------------------------------|---------|
| Graduate / Professional Degree | 33 |
| Bachelor's Degree | 53 |
| Associate's / Voc-tech Degree | 4 |
| Other / No Response | 10 |



Ohio State Exemplar

2017 ACT College and Career Readiness Campaign

Taylor Feaster

Rocky River High School, Rocky River City Schools

“I want to be accomplished in whatever I study and I want to use the things I learned in college to better the world around me and myself. In order to do this, I must first enroll in and finish college, and get out into the world.”

Taylor is a motivated young woman who took college-level chemistry and biology courses in high school to prepare her to earn a bachelor’s degree in computer science and neuroscience.

After her undergraduate degree, Taylor may move on to working in research or to obtaining a PhD. Whatever her decision, Taylor plans to use her knowledge to make the world a better place.

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.