

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

Wyoming Key Findings

Performance

- In the Wyoming graduating class of 2017, 6,267 graduates took the ACT® test, compared to 5,896 in 2013.
- Compared to the 2017 Wyoming graduating class Composite average of 20.2, Wyoming graduates in 2016 and 2013 had Composite averages of 20.0 and 19.8, respectively.
 - ~ Compared to the 2017 Wyoming graduating class English average of 19.4, Wyoming graduates in 2016 and 2013 had English averages of 19.2 and 18.6, respectively.
 - ~ Compared to the 2017 Wyoming graduating class science average of 20.6, Wyoming graduates in 2016 and 2013 had science averages of 20.4 and 20.0, respectively.
 - ~ Compared to the 2017 Wyoming graduating class math average of 19.8, Wyoming graduates in 2016 and 2013 had math averages of 19.6 and 19.7, respectively.
 - ~ Compared to the 2017 Wyoming graduating class reading average of 20.8, Wyoming graduates in 2016 and 2013 had reading averages of 20.4 and 20.2, respectively.
- In 2017, 21 percent of Wyoming graduates met all four ACT College Readiness Benchmarks. This compares to 20 and 20 percent of 2016 and 2013 graduates, respectively.
 - ~ In 2017, 58 percent of Wyoming graduates met the ACT English College Readiness Benchmark. This compares to 58 and 55 percent of 2016 and 2013 graduates, respectively.
 - ~ In 2017, 34 percent of Wyoming graduates met the ACT Math College Readiness Benchmark. This compares to 33 and 33 percent of 2016 and 2013 graduates, respectively.
 - ~ In 2017, 42 percent of Wyoming graduates met the ACT Reading College Readiness Benchmark. This compares to 38 and 39 percent of 2016 and 2013 graduates, respectively.
 - ~ In 2017, 34 percent of Wyoming graduates met the ACT Science College Readiness Benchmark. This compares to 31 and 30 percent of 2016 and 2013 graduates, respectively.

STEM

- In 2017, 3,058 Wyoming graduates (49 percent) indicated having an interest in STEM majors and/or careers.
- Graduates had an ACT STEM score average of 20.4, compared to 2016 and 2013 graduates with respective averages of 20.3 and 20.1.
- 14 percent of graduates met the ACT STEM College Readiness Benchmark, compared to 13 percent for 2016 and 2013 graduates.

Career Readiness

- In 2017, 1,256 Wyoming graduates (20 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 Wyoming 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:
 - ~ 13 more students enrolling in college.
 - ~ 16 more students persisting to year two.
 - ~ 14 fewer students needing remedial English.
 - ~ 24 fewer students needing remedial math.
 - ~ 18 more students persisting to year four.
 - ~ 20 more students earning a postsecondary degree within six years.

Behaviors that Impact Access and Opportunity

- In Wyoming, 2017 graduates taking the ACT two or more times had an average Composite score of 22.4, compared to 19.1 for single-time testers.
- Of Wyoming's 2017 graduating class, there were 44 (1 percent) African American students taking the ACT. This compares to 256,756 (13 percent) nationally.
- Of Wyoming's 2017 graduating class, there were 138 (2 percent) American Indian students taking the ACT. This compares to 16,135 (1 percent) nationally.
- Of Wyoming's 2017 graduating class, there were 4,496 (72 percent) White students taking the ACT. This compares to 1,062,439 (52 percent) nationally.
- Of Wyoming's 2017 graduating class, there were 773 (12 percent) Hispanic students taking the ACT. This compares to 347,906 (17 percent) nationally.
- 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.
 - ~ Compared to 73 percent of 2017 graduates nationally, 75 percent of Wyoming graduates opted into EOS.
- For Wyoming's 2017 ACT-tested graduates, the top five schools to which scores were sent were University of Wyoming, Casper College, Laramie County Community College, Sheridan College, and Western Wyoming Community College.
 - ~ For Wyoming's 2017 ACT-tested graduates, the top three out-of-state schools to which scores were sent were Black Hills State University, Colorado State University, and Montana State University-Bozeman.
- ACT issued 448 ACT fee waivers to qualified Wyoming students. However, 88 students (20 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 retake 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 Wyoming graduating class of 2017, 1,320 (21 percent) had parents who did not attend college.
- In the Wyoming graduating class of 2017, 1,132 (18 percent) aspired to attain a professional degree. They had an average Composite score of 22.4.
- In the Wyoming graduating class of 2017, 634 (10 percent) aspired to attain a graduate degree. They had an average Composite score of 22.8.
- In the Wyoming graduating class of 2017, 2,552 (41 percent) aspired to attain a bachelor's degree. They had an average Composite score of 20.6.
- In the Wyoming graduating class of 2017, 575 (9 percent) aspired to attain an associate's degree. They had an average Composite score of 17.5.
- In order of prevalence, the five most commonly indicated college majors of interest for 2017 Wyoming graduates were: Undecided; Nursing, Registered (BS/RN); Medicine (Pre-Medicine); Business Administration and Management, General; and Engineering (Pre-Engineering), General.
 - ~ In the Wyoming graduating class of 2017, 548 (9 percent) indicated being undecided about their college major. They had an average Composite score of 20.8.
 - ~ In the Wyoming graduating class of 2017, 436 (7 percent) indicated planning on majoring in education. They had an average Composite score of 20.6.

ACT Footprint

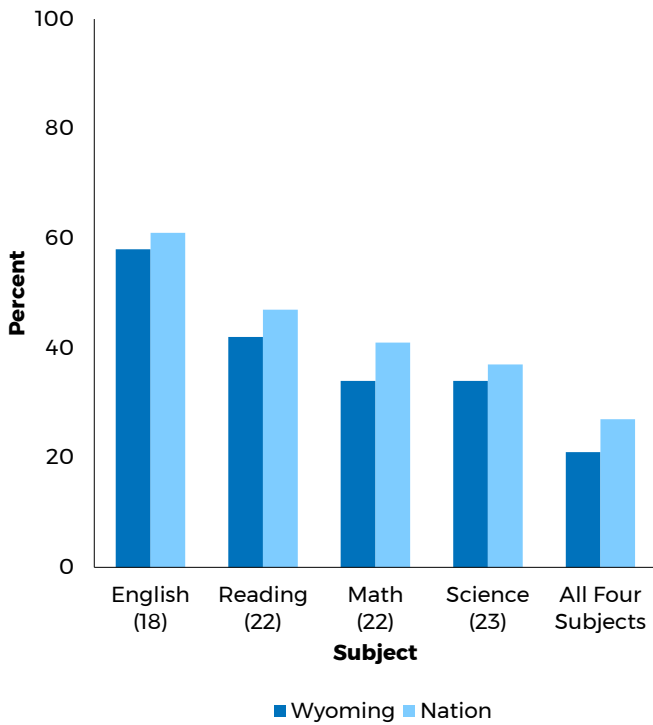
- Number of administrations:
 - ~ PreACT®: 124
 - ~ ACT WorkKeys: 1,408
 - ~ ACT Engage®: 52
 - ~ ACT Aspire® Periodic: 4,104
 - ~ ACT Aspire Summative: 66,784

Additional Points

- 4 percent of Wyoming graduates took the ACT with extended time. This compares to 4 and 3 percent of 2016 and 2013 graduates, respectively.
- According to the US Department of Labor, Wyoming's occupations expected to have the largest growth include: Semiconductor Processors, Wind Turbine Service Technicians, Occupational Therapy Aides, Physical Therapist Aides, and Nurse Practitioners.
- The ACT Wyoming State Council recognized student Anna Gibson from Jackson Hole High School as Wyoming's 2017 College and Career Readiness Exemplar. Lovell High School was also recognized as Wyoming's College and Career Transition Exemplar.
- Sweetwater and Uinta counties are recognized as ACT Work Ready Communities. More than 122 employers and business in these two communities recognize the value of a Wyoming resident holding an ACT NCRC certificate. A sample of employers includes: Aspen Mountain Medical Center, Bank of the West, Crosby Energy Services, Farm Bureau Insurance, Halliburton, Solvay Chemicals, Wyoming Machinery Company, and more.

Wyoming College and Career Readiness Attainment, Participation, and Opportunity

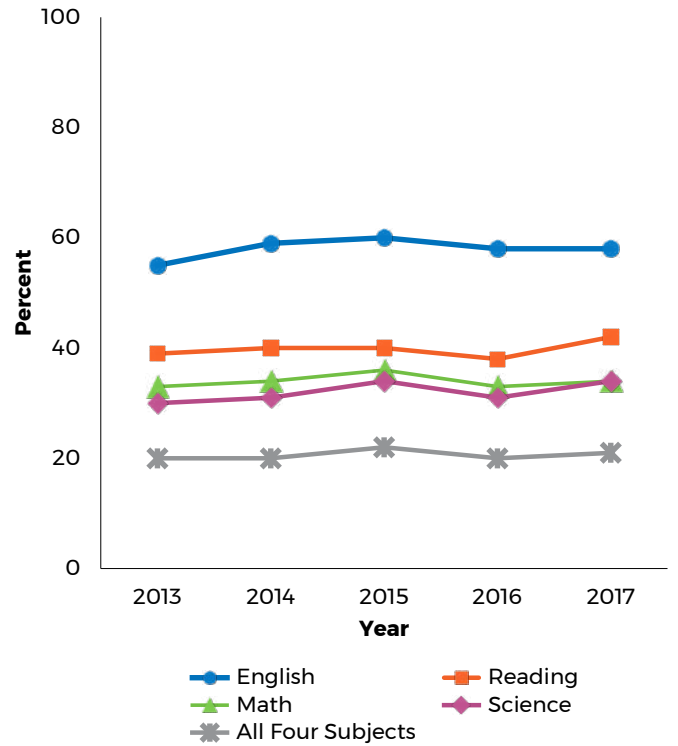
Percent of 2017 ACT-Tested High School Graduates Meeting ACT College Readiness Benchmarks* by Subject



Data from graph above:

State / Nation	English (18)	Reading (22)	Math (22)	Science (23)	All Four
Wyoming	58	42	34	34	21
Nation	61	47	41	37	27

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

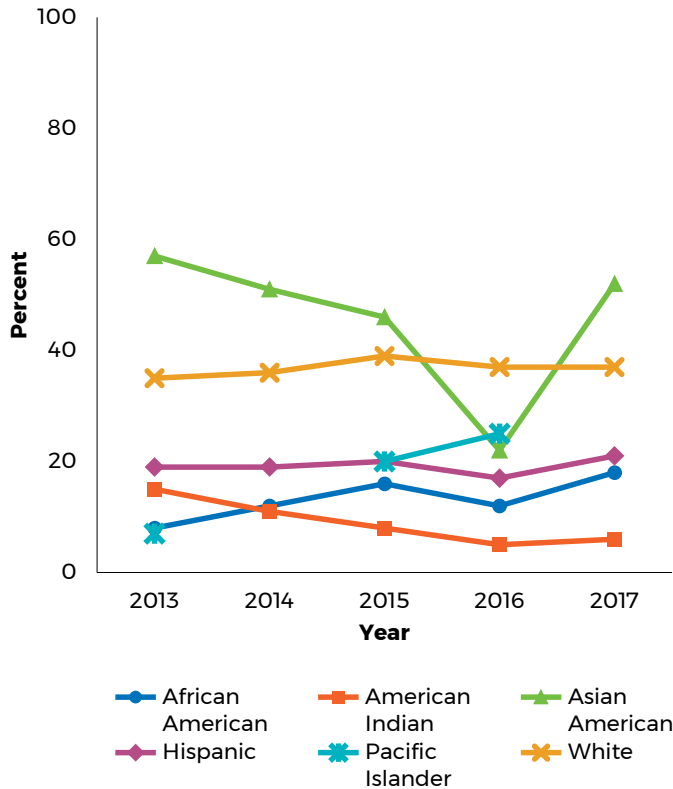


Data from graph above:

Subject	2013	2014	2015	2016	2017
English	55	59	60	58	58
Reading	39	40	40	38	42
Math	33	34	36	33	34
Science	30	31	34	31	34
All Four Subjects	20	20	22	20	21

* 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*



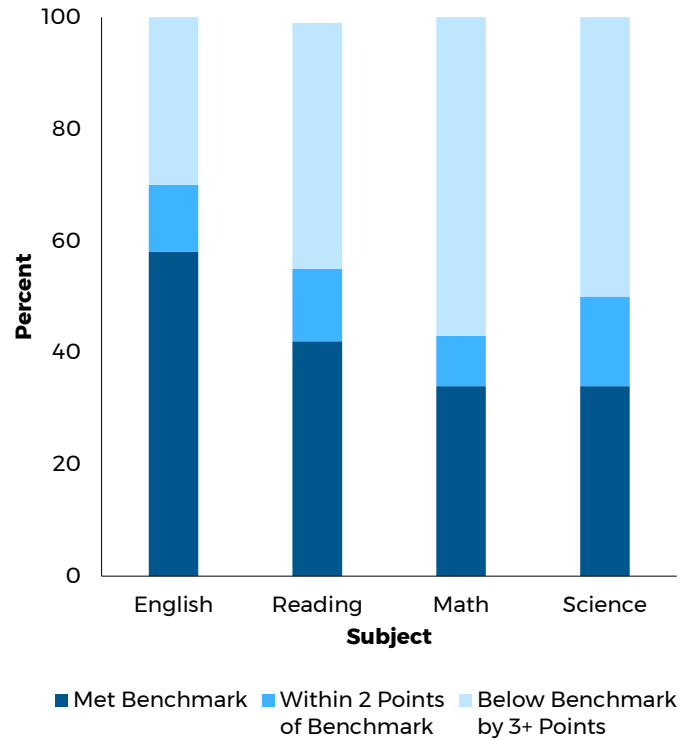
Data from graph above:

Race	2013	2014	2015	2016	2017
African American	8	12	16	12	18
American Indian	15	11	8	5	6
Asian American	57	51	46	22	52
Hispanic	19	19	20	17	21
Pacific Islander	7		20	25	
White	35	36	39	37	37

* 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

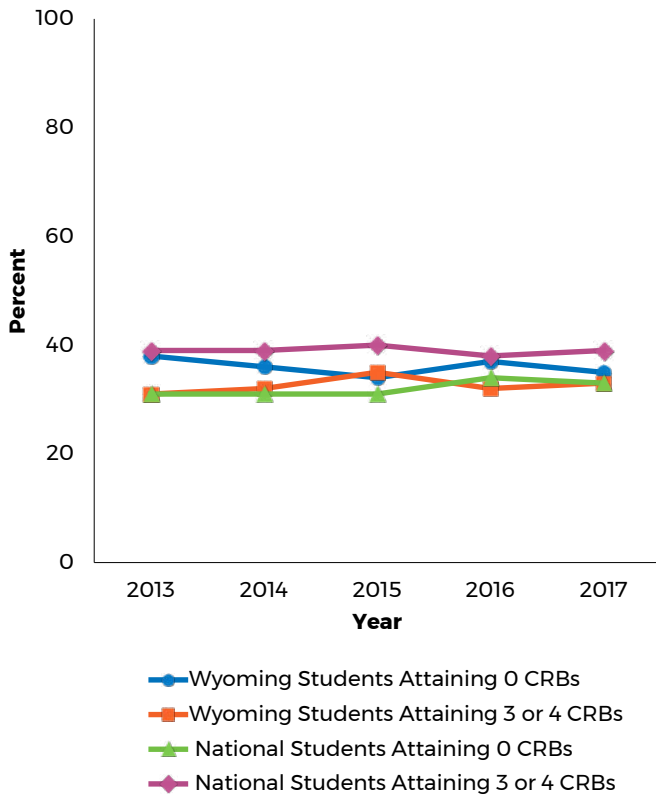
Note: Percents in this graph may not sum to 100% due to rounding. Values less than 0.5% will not appear.



Data from graph above:

Attainment	English	Reading	Math	Science
Met Benchmark	58	42	34	34
Within 2 Points of Benchmark	12	13	9	16
Below Benchmark by 3+ Points	30	44	57	50

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

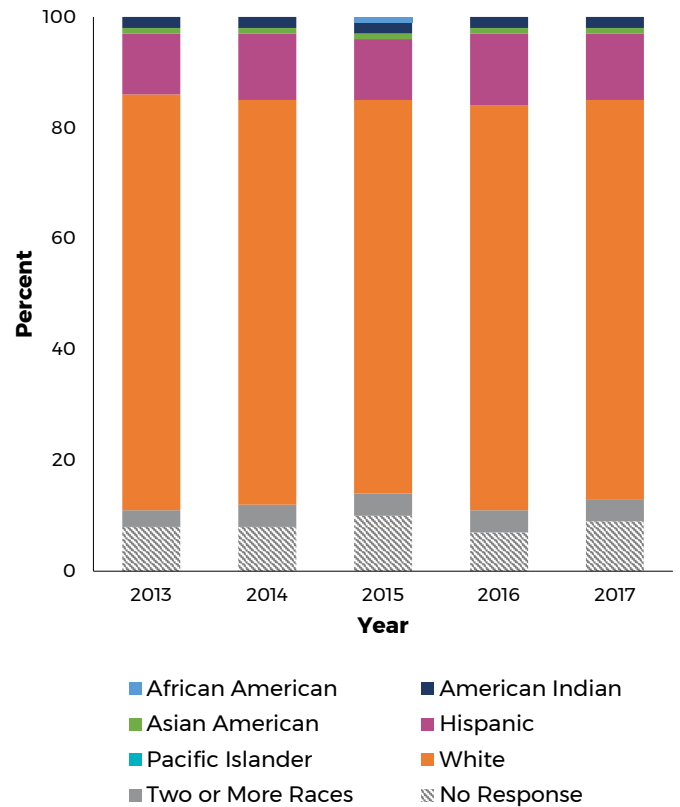


Data from graph above:

Attainment	2013	2014	2015	2016	2017
Wyoming Students Attaining 0 CRBs	38	36	34	37	35
Wyoming Students Attaining 3 or 4 CRBs	31	32	35	32	33
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	2	2	2	2	2
Asian American	1	1	1	1	1
Hispanic	11	12	11	13	12
Pacific Islander	0	0	0	0	0
White	75	73	71	73	72
Two or More Races	3	4	4	4	4
No Response	8	8	10	7	9

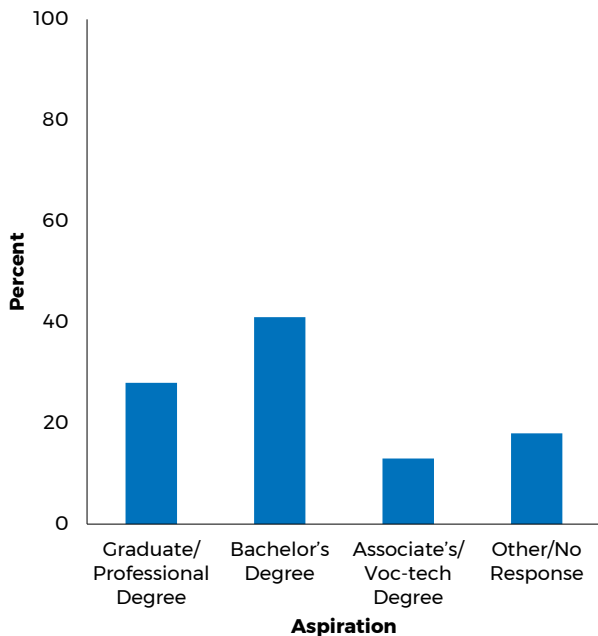
Wyoming: Between 2013 and 2017, the number of students taking the ACT in Wyoming increased by 371 students (6 percent).

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

Outcome	Cohort	2013	2014	2015	2016	2017
Percent Tested	Wyoming	100	100	100	100	100
	Nation	54	57	59	64	60
N Tested	Wyoming	5,896	6,098	6,042	6,255	6,267
	Nation	1,799,243	1,845,787	1,924,436	2,090,342	2,030,038
Average English Score	Wyoming	18.6	19.3	19.4	19.2	19.4
	Nation	20.2	20.3	20.4	20.1	20.3
Average Reading Score	Wyoming	20.2	20.6	20.6	20.4	20.8
	Nation	21.1	21.3	21.4	21.3	21.4
Average Math Score	Wyoming	19.7	19.9	19.9	19.6	19.8
	Nation	20.9	20.9	20.8	20.6	20.7
Average Science Score	Wyoming	20.0	20.2	20.4	20.4	20.6
	Nation	20.7	20.8	20.9	20.8	21.0
Average Composite Score	Wyoming	19.8	20.1	20.2	20.0	20.2
	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 82% of Wyoming's 2017 ACT-tested graduates aspired to postsecondary education. Interestingly enough, 84% of Wyoming's 2016 ACT-tested graduating class aspired to enroll in postsecondary education, compared to 48% who actually did enroll. If we fully closed the aspirational gap, an additional 2,232 of the 2016 ACT-tested graduates from Wyoming would have enrolled in postsecondary education.

Data from graph

Aspiration	Percent
Graduate / Professional Degree	28
Bachelor's Degree	41
Associate's / Voc-tech Degree	13
Other / No Response	18



Wyoming State Exemplar 2017 ACT College and Career Readiness Campaign

Anna Gibson

Jackson Hole High School, Teton County School District Number 1

“My lasting enjoyment of teaching will draw me down the road towards the most pivotal opportunities, and provide chances for me to do what I love.”

Anna was very involved in extracurriculars in high school, serving as an officer in her National Honor Society chapter and running on the cross-country team all four years. In keeping with her goal of becoming a teacher, she also served as a tutor and peer mentor.

Anna plans to earn her degree in education and will be well prepared to succeed in college and begin teaching future generations.

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.