

## The Condition of College and Career Readiness

This report looks at the progress of the 2016 ACT®-tested graduating class relative to college and career readiness.

This year's report shows that **64%** of students in the 2016 US graduating class took the ACT test, up from 59% in 2015 and 49% in 2011. The increased number of test takers over the past several years enhances the breadth and depth of the data pool, providing a comprehensive picture of the current graduating class in the context of college readiness, as well as offering a glimpse at the emerging educational pipeline.

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

- **Holistic view of readiness.** The 2014 ACT report, *Broadening the Definition of College and Career Readiness: A Holistic Approach*, shows academic readiness is only one of four critical domains in determining an individual's readiness for success in college and career. Cross-cutting capabilities, behavioral skills, and the ability to navigate future pathways are also important factors to measure and address. Together, these elements define a clear picture of student readiness for postsecondary education.
- **Providing 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 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 2016

## District of Columbia Key Findings

### Performance

- In Washington, DC, the percent of students meeting the ACT College Readiness Benchmarks increased in all four subject areas:
  - ~ A 4% increase in English, from 57% to 61%
  - ~ A 3% increase in mathematics, from 44% to 47%
  - ~ A 6% increase in reading, from 46% to 52%
  - ~ A 6% increase in science, from 39% to 45%
  - ~ The number of students meeting all four Benchmarks increased from 33% to 38%.
- Relative to scores, Washington, DC, saw the following:
  - ~ Even as the size of the state's graduating class taking the ACT has grown, the average ACT Composite score has increased from 21.1 to 22.2. This is notable, as average scores tend to decrease with a broadening of the testing base.
  - ~ The proportion of African American and Hispanic students in the testing pool decreased, most likely due to other testing.
  - ~ The average Composite score, 22.2, currently exceeds the national average of 20.8.
  - ~ The average Composite score of African American graduates continues to lag behind most of the other racial/ethnic subgroups.

### STEM

- Washington, DC, graduates who took advanced science and math courses show higher levels of achievement:
  - ~ Students who took physics earned significantly higher average ACT science scores and were more likely to meet or surpass the ACT College Readiness Benchmark in science than those who did not.
  - ~ Students who took a fourth year of math in high school, regardless of course, significantly outperformed those students who did not (in ACT mathematics scores)
- In Washington, DC, 33% of ACT test takers exceeded the STEM Benchmark of 26; nationally, 20% of students met that Benchmark.

### Career Readiness

- This year, for the first time, ACT has provided an indicator of career readiness based on ACT composite scores. Table 3.4 in the state ACT Profile Report details how ACT-tested District of Columbia graduates are progressing toward the ACT National Career Readiness Certificate™ (ACT NCRC®).
- Progress toward career readiness is based on research linking ACT Composite scores to ACT NCRC levels. The ACT Composite cut score for each ACT NCRC level corresponds to a 50% chance of obtaining that level. If a student's ACT Composite score surpassed the cut score for an ACT NCRC level, they are categorized as making progress towards the next higher ACT NCRC level. Attainment of ACT NCRC levels indicates workplace employability skills that are critical to job success.
- In the District of Columbia, 66% of ACT tested graduates are considered making progress towards at least a gold ACT NCRC level. This compares to 68% nationally.

## Behaviors that Impact Access and Opportunity

- 56% percent of the Washington, DC testing population took the ACT only one time—slightly lower than the national average of 57%.
- The percent of students taking their first and only test as seniors is inversely proportional to their academic preparation:
  - ~ White—11% took their first and only test as a senior, with 79% meeting all four Benchmarks.
  - ~ African American—50% took their first and only test as senior, with only 10% meeting all four Benchmarks.
- Across most ethnic groups, there were modest increases in scores if students retested.
- Below are the top five colleges and universities to which District of Columbia graduates sent their ACT scores:
  1. University of Maryland College Park
  2. Morgan State University
  3. North Carolina A&T University
  4. Gallaudet University
  5. Temple University
- Fee Waiver Usage
  - ~ In the District of Columbia, there were 1,132 fee waivers issued and 696 of those were used. This equates to a 61.5% usage rate. The national rate was 74.5%.
  - ~ ACT provides students fee waivers to provide more access and opportunity for students.
- In the District of Columbia, more than 59.2% of students opt-in to the ACT Educational Opportunity Service (EOS). Colleges use that service to contact students who appear to be good matches and to jump-start the recruitment process.

## Pipeline

- Use of the ACT continues to increase in Washington, DC.
- Over the last five years, the number of African American graduates in Washington, DC, taking the ACT has steadily decreased, while other ethnic groups have increased use.
- Only 1% of ACT-tested Washington, DC, 2016 graduates expressed an interest in pursuing education as a major or career. Those students earned an average ACT Composite score of 17.4, lower than the District of Columbia average of 22.2. In comparison, 13% expressed an interest in pursuing business. The largest cluster of students, 36%, did not indicate a major choice.
- Aspirations matter. Students in Washington, DC, who aspire to a higher level of postsecondary education achieve higher ACT Composite scores:
  - ~ Graduates who aspire to a graduate degree earn an average Composite score of 25.4.
  - ~ Graduates who aspire to a bachelor's degree earn an average Composite score of 19.1.
  - ~ Graduates who aspire to an associate's degree earn an average Composite score of 17.2.

## ACT Footprint

| ACT Aspire®<br>Summative | ACT Aspire®<br>Periodic | ACT<br>Engage® | ACT<br>QualityCore® | PreACT™ | ACT<br>WorkKeys® |
|--------------------------|-------------------------|----------------|---------------------|---------|------------------|
| 2,765                    | 5,156                   | 6,184          | –                   | 50*     | 3,325            |

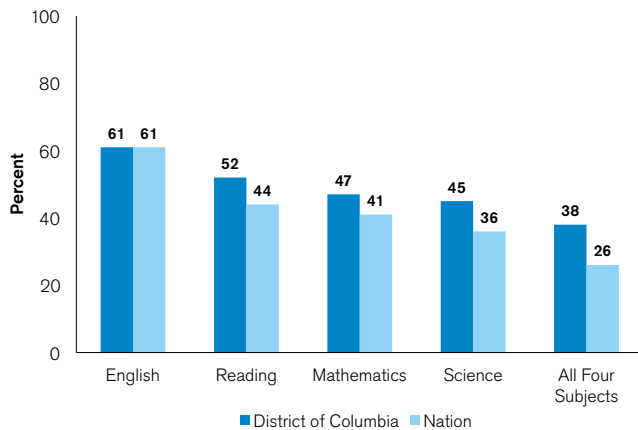
\* PreACT refers to preorders for FY17.

*These are the number of each of these assessments delivered in the state and not reflective of the 2016 ACT-tested graduating class.*

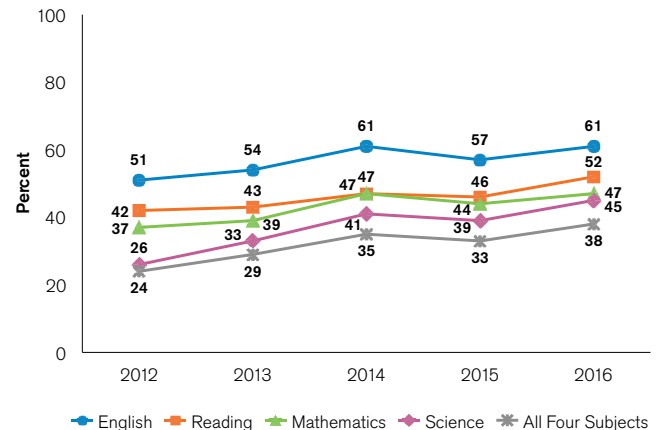
# Your State College and Career Readiness Attainment, Participation, and Opportunity

## District of Columbia

Percent of 2016 ACT-Tested High School Graduates Meeting ACT College Readiness Benchmarks by Subject



Percent of 2012–2016 ACT-Tested High School Graduates Meeting ACT College Readiness Benchmarks\*



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

\* ACT College Readiness Benchmarks in reading and science were revised in 2013.

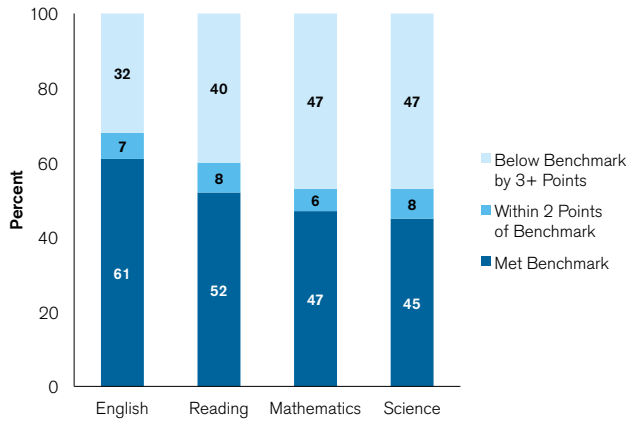
## Student Data Trends

- Between 2012 and 2016, the number of students taking the ACT in the District of Columbia increased by 9.2%.

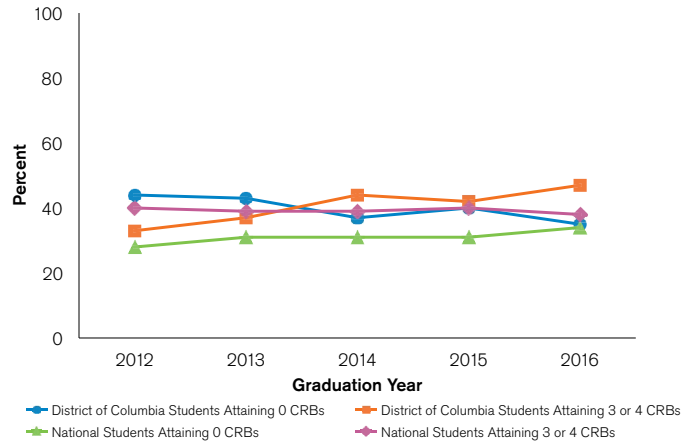
Student Condition Data Interest Trends: 2012–2016, State vs. Nation

| Outcome                   | Cohort               | 2012      | 2013      | 2014      | 2015      | 2016      |
|---------------------------|----------------------|-----------|-----------|-----------|-----------|-----------|
| Percent Tested            | District of Columbia | 32%       | 38%       | 37%       | 42%       | 44%       |
|                           | Nation               | 52%       | 54%       | 57%       | 59%       | 64%       |
| N Tested                  | District of Columbia | 1,549     | 1,647     | 1,492     | 1,602     | 1,692     |
|                           | Nation               | 1,666,017 | 1,799,243 | 1,845,787 | 1,924,436 | 2,090,342 |
| Average English Score     | District of Columbia | 19        | 19.8      | 21.2      | 20.5      | 21.8      |
|                           | Nation               | 20.5      | 20.2      | 20.3      | 20.4      | 20.1      |
| Average Reading Score     | District of Columbia | 20        | 21        | 22        | 21.5      | 22.8      |
|                           | Nation               | 21.3      | 21.1      | 21.3      | 21.4      | 21.3      |
| Average Mathematics Score | District of Columbia | 20        | 20.5      | 21.5      | 21.1      | 21.8      |
|                           | Nation               | 21.1      | 20.9      | 20.9      | 20.8      | 20.6      |
| Average Science Score     | District of Columbia | 19.2      | 19.7      | 21.1      | 20.7      | 21.7      |
|                           | Nation               | 20.9      | 20.7      | 20.8      | 20.9      | 20.8      |
| Average Composite Score   | District of Columbia | 19.7      | 20.4      | 21.6      | 21.1      | 22.2      |
|                           | Nation               | 21.1      | 20.9      | 21        | 21        | 20.8      |

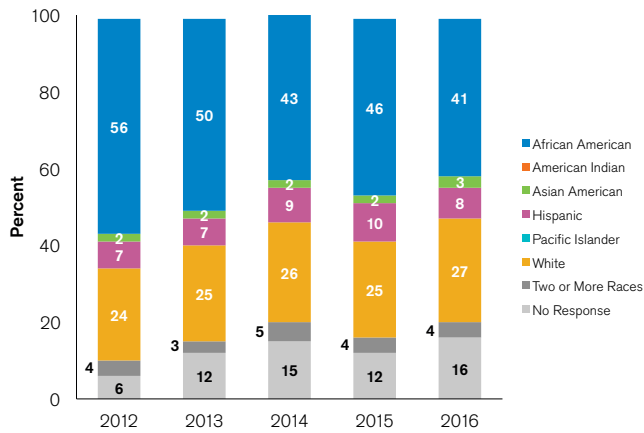
**Percent of 2016 ACT-Tested High School Graduates by ACT College Readiness Benchmark Attainment and Subject**



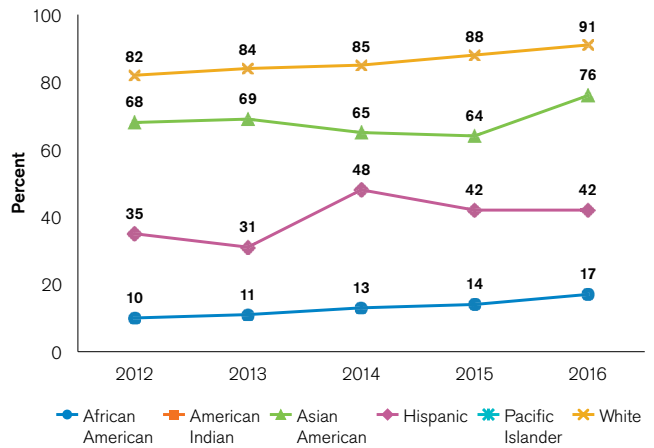
**Trends in Percent of ACT-Tested High School Graduates by Number of ACT College Readiness Benchmarks (CRBs) Attained**



**Percent of 2012–2016 ACT-Tested High School Graduates by Race/Ethnicity**



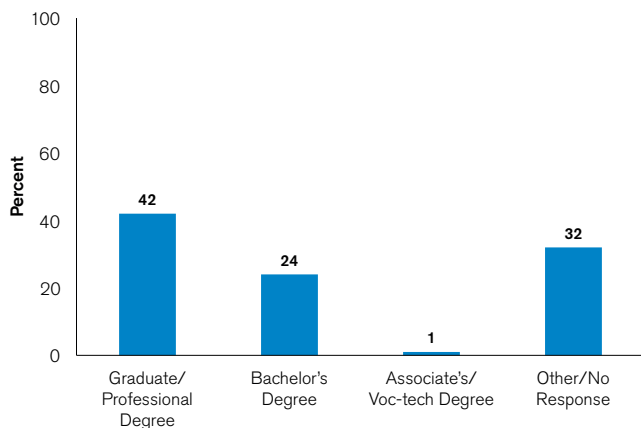
**Percent of 2012–2016 ACT-Tested High School Graduates Meeting Three or More Benchmarks by Race/Ethnicity**



Note: Values less than 0.5% will not appear.

Note: Groups having fewer than 10 students in a year are not represented.

**Percent of 2016 ACT-Tested High School Graduates by Educational Aspirations**



There is good news in that 68% of the District of Columbia's 2016 ACT-tested graduates aspired to postsecondary education. Interestingly enough, 66% of the District of Columbia's 2015 ACT-tested graduating class aspired to enroll in postsecondary education, compared to 75% who actually did enroll. A positive note is that more 2015 District of Columbia ACT-tested graduates enrolled in postsecondary education than initially aspired to do so.

## What You Need to Know

At ACT, we are inspired every day to make a positive difference. Here are a few ways we are making an impact each day in the lives of students, teachers, education, policy makers, and workforce leaders.

### The ACT<sup>®</sup>

- Enhancements to ACT Score Reports starting in September 2016
- Introduction of ACT Kaplan Online Prep Live in September 2016
- New Score Reports

### Pre ACT<sup>™</sup>

- Affordable cost—\$12 per student tested for schools, districts, and states
- Flexible administration—Schools, districts, and/or states may administer on any date between September 1, 2016 and June 1, 2017
- Structured test environment—Similar to what the student will experience when taking the ACT test

### Online Prep Live

#### ACT<sup>®</sup> KAPLAN

- A virtual classroom experience that delivers all the benefits of ACT Online Prep, plus an interactive teaching experience
- Live learning experiences available at no cost to students who register for the ACT using a fee waiver
- Recorded sessions available on demand to provide maximum flexibility to students

### ACT<sup>®</sup> Aspire<sup>®</sup>

- New Performance Level Descriptors coming in August 2016
- More than 5 million ACT Aspire online assessments administered to US students since January 2016, a major milestone for the program and up by more than 130% compared to the previous year
- New Score Reports

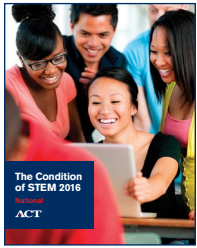
### ACT<sup>®</sup> Engage<sup>®</sup>

- Helps schools face the challenge of preparing students for success after high school. Read the latest white paper, *Identifying Skills to Succeed in School, at Work, and in the "Real World."*
- New Score Reports

### ACT<sup>®</sup> WorkKeys<sup>®</sup>

- Updated versions of the ACT National Career Readiness Certificate (ACT NCRC) assessments and credential coming in summer 2017
- Fully updated ACT WorkKeys curriculum and test prep available in summer 2017 to support the updated ACT NCRC assessments
- Will include a new test delivery platform that will introduce features and functionality important to ACT WorkKeys customers

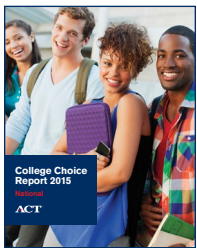
## Key ACT Research



### **The Condition of STEM 2016— Releasing November 2016**

This report provides national and state data about the 2016 graduating class in

the context of STEM-related fields (Science, Technology, Engineering, Mathematics) to determine student interest levels in specific STEM fields and, more importantly, readiness in math and science of those interested in STEM careers.



### **College Choice Report 2015**

This report follows the ACT-tested high school graduating class of 2015, focusing on specific testing behaviors that

may expand college opportunities available to students. This is an important topic for enrollment managers and admissions officers to consider, as students' participation in these testing behaviors have implications for colleges' chances to recruit, advise, and place these prospective students.

## Recommendations

### **1. Create an assessment model that measures a variety of skill domains and competencies required for college and career success.**

Historically, college and career readiness assessments have focused only on academic skills. ACT research has clearly established areas of competency important for college and career readiness success. While our research shows that ACT solutions independently measure key components of college AND career readiness, we and others have begun to realize that no single solution can measure the full breadth of this readiness, nor should it. Simply put, the ACT alone is not enough to measure the full breadth of career readiness. A more holistic assessment model, incorporating multiple domains and specific skills associated with career clusters or occupations, will typically be most appropriate for describing and evaluating student readiness for college and career.

### **2. Optimize opportunities to influence awareness and engagement of underserved learners.**

Initiatives designed to aid underserved learners are only as effective as they are visible. We must inform advocates and ALL underserved learners about the available and effective programs designed for this purpose. For example, in the 2015–2016 academic year, approximately 730,000 students registered to take the ACT using fee waivers valued at more than \$36 million. Yet, not all eligible students took advantage of this offer. Similarly, institutions must use data to inform intervention strategies if they are going to help underserved students be prepared for postsecondary success.

### **3. Take the guesswork out of STEM.**

It is critically important to align STEM initiatives to capitalize on performance, measured interest, and expressed interest. Essential to this effort is expanding and nurturing interest in STEM, which will impact the emerging pipeline of STEM majors, teachers, and workers. This requires capturing a wider range of students and employing concrete measures to inform intervention and programming. To do so, states and districts must look for partnering opportunities from K–12 to postsecondary education to the workplace.

### **4. Focus on the implementation of fewer, higher, clearer, standards in K–12 classrooms to raise the bar for all students.**

No matter the adopted standards, proper implementation must focus on the most critical component for increasing readiness—effective, high-quality teaching. This requires investment in postsecondary teaching programs, professional development, and state-level collaboration among K–12 and higher education.

### **5. Don't over test students.**

When states, schools, and districts build an assessment strategy that recognizes the limits and promise of test scores, they will reduce the likelihood of over testing. Used ethically and appropriately, assessments can inform decisions at individual and institutional levels. Misunderstood, misused, or abused, assessments cause confusion, can be perceived as punitive, or result in ill-conceived strategies. To quote ACT founder E.F. Lindquist, "Assessment is valuable to the extent it bridges teaching and learning."