Welcome!
The webinar will begin in a few minutes.

Please wait to ask questions until after the presentation has started.

For the BEST experience:
✓ Open in Google Chrome
✓ Refresh your browser if the screen freezes
✓ Webinar is being recorded and will be sent in a follow-up email
✓ Ask questions through the question panel after presentation has started
✓ Before we begin, register for a college and career readiness workshop near you at www.act.org/ccrw:
What does College Readiness Look Like? Just Ask the Data!

Lisa Wolf, National Director K-12
Dr. Bryan Williams, Program Director Professional Learning
• **What is College Readiness?**
• **The ACT College and Career Readiness System**
  • National Curriculum Survey
  • College Readiness Benchmarks
  • College Readiness Standards
• **Data Insights**
• **Interactive Database**
• **Additional Research**
• **Final Thoughts**
What is College Readiness?
College Readiness is the level of preparation a student needs to be equipped to enroll and succeed – without remediation – in a credit-bearing first-year course at a two-year or four-year institution, trade school, or technical school.
National Curriculum Survey

• Collects data from almost 10,000 educators every 3 to 5 years about what entering college students should know and be able to do to be ready for college-level coursework in English, math, reading, and science.

• The results inform ongoing efforts to develop, refine, and update common academic standards and to inform policymakers and educators.

• The results help guide development of ACT’s curriculum-based assessments—ACT Aspire™ PreACT® and the ACT® test—and ensure that they meet the needs of college and career readiness.

Finding 5: Science educators believe that science achievement is best assessed using science assessments.

Science educators in middle school, high school, and college responding to questions in the ACT National Curriculum Survey 2016 regarding their opinions of how best to assess student achievement in science overwhelmingly prefer the latter form of assessment (Figure 4.7).
Effectiveness of Digital Learning Tools vs Classroom

Administrators: “Having students use online resources is as effective as in-classroom instruction”

Students: (N = 13K, March 2020)

- “Harder to learn material”
- “Not learning as efficiently and effectively”
- “Harder to focus”
- “Just dropping new material”
ACT College Readiness Benchmarks
**What are the ACT College Readiness Benchmarks?**

<table>
<thead>
<tr>
<th>Students who meet this <strong>score:</strong></th>
<th>on these <strong>ACT tests:</strong></th>
<th>have a high probability of success in these <strong>college courses:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>18</td>
<td>English</td>
<td>English Composition</td>
</tr>
<tr>
<td>22</td>
<td>Mathematics</td>
<td>College Algebra</td>
</tr>
<tr>
<td>22</td>
<td>Reading</td>
<td>Social Sciences</td>
</tr>
<tr>
<td>23</td>
<td>Science</td>
<td>Biology</td>
</tr>
</tbody>
</table>

Based on **ACT analysis** of **actual student performance** in college.
Why is College Readiness Important?

50% chance of earning a B or better

75% chance of earning a C or better

60 years of helping you achieve success.
College and Career Readiness Standards
ACT College and Career Readiness Standards

• Empirically derived descriptions of the skills and knowledge students need to be ready for college and career.

• These standards give clear meaning to test scores and serve as a link between what students have learned and what they are ready to learn next.

• [www.act.org/standards](http://www.act.org/standards)
## ACT College and Career Readiness Standards—Ideas for Progress

<table>
<thead>
<tr>
<th>Score Range 16–19</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Number and Quantity</strong></td>
</tr>
<tr>
<td>• apply elementary number concepts, including identifying patterns pictorially and numerically (e.g., triangular numbers, arithmetic and geometric sequences), ordering integers, and identifying factors of whole numbers</td>
</tr>
<tr>
<td>• recognize, identify, and apply basic properties of real numbers (e.g., commutative, associative, identities)</td>
</tr>
<tr>
<td>• describe the distance between zero and a point on the number line</td>
</tr>
<tr>
<td>• measure and describe, with appropriate units, the distance between two points</td>
</tr>
<tr>
<td>• arrange data into meaningful arrays</td>
</tr>
<tr>
<td>• identify the dimensions of a matrix</td>
</tr>
</tbody>
</table>
Data Insights
Access

https://success.act.org

Sign In

Sign In or Create Account

Email

Password  Forgot password?

Sign In

Helpful Tools

ACT Test Scores and Reports

PearsonAccess
Interactive Database
Data Visualization

US High School Graduating Class Trends
DATA BASED ON MORE THAN 18 MILLION STUDENTS

Using interactive data visualization tools to explore trends in ACT-tested graduating class performance relative to college and career readiness, including how students are performing compared to ACT College Readiness Benchmarks, STEM Benchmarks, and foundational work readiness skills, and quickly discern how specific student populations perform by core subjects and core curriculum taken.

US High School Graduating Class Data
ACT's goal is to provide relevant data on college and career readiness so students, parents, educators, and other stakeholders can make informed decisions that will improve outcomes. We accomplish this goal by taking a holistic view and using consistent and reliable historical information so that individuals and institutions have better context to make critical decisions about the journey they have


60 years of helping you achieve success.
Data Visualization Tool

The interactive tool contains two views, or data visualization options, for exploring the data. Users can move between the views using the tabs provided at the top. The Class Composition/Makeup view shows distributional trends—percentages—of students falling into specific subgroups, which the user selects. The Class Averages and Benchmark Percents view provides a look at student achievement over time, by user-selected characteristics and subgroup populations.

Because interpretation of graduating class composition and achievement level is impacted by the percentage of graduates taking the ACT, a Percent Tested trendline is included for each view.
The Science Behind the Numbers

STUDY
A COLLABORATIVE project between ACT and the National Student Clearinghouse

OBJECTIVE
EXAMINE how ACT scores can help identify students at-risk of not completing a degree

DATA & METHODOLOGY
Matched ACT records and National Student Clearinghouse enrollment and degree information for the 2010 ACT-tested high school graduating class
College Readiness Translates to Persistence

ACT Composite Score

18
28

% Chance or Re-enrollment

Year 2: 84%
Year 3: 93%
Year 4: 70%

86%
61%
81%

60 years of helping **you** achieve success.
College Readiness Translates to a College Degree

<table>
<thead>
<tr>
<th># of ACT College Readiness Benchmarks Met</th>
<th>% of every 10 graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>![Diagram of graduates]</td>
</tr>
<tr>
<td>3</td>
<td>![Diagram of graduates]</td>
</tr>
<tr>
<td>2</td>
<td>![Diagram of graduates]</td>
</tr>
<tr>
<td>1</td>
<td>![Diagram of graduates]</td>
</tr>
<tr>
<td>0</td>
<td>![Diagram of graduates]</td>
</tr>
</tbody>
</table>

do not enroll in college | enroll in college | enroll in college and earn a degree

60 years of helping you achieve success.
College Readiness Translates to a Timely Degree

Percentage of Students with Bachelor’s Degree by Year 4

ACT Composite Score

20 40 60 80 100

20

30

60 years of helping you achieve success.
Final Thoughts...
Value of Awareness

- Monitor Progress
- Improved Academic Achievement
- Improved Feedback
- Personalized Learning Experiences
- Data-Driven Decision Making
Scores
Composite scores and subject test scores tell you and your students which subjects need more focus.

Reporting Categories
Each subject test is broken down into categories to provide more information about a student’s performance on the skills tested.
<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Students Tested</th>
<th>% of State</th>
<th>% of School</th>
<th>% of Metro</th>
<th>% of Rural</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-2016</td>
<td>108</td>
<td>105</td>
<td>98</td>
<td>99</td>
<td>98</td>
</tr>
<tr>
<td>2016-2017</td>
<td>108</td>
<td>105</td>
<td>98</td>
<td>99</td>
<td>98</td>
</tr>
<tr>
<td>2017-2018</td>
<td>108</td>
<td>105</td>
<td>98</td>
<td>99</td>
<td>98</td>
</tr>
</tbody>
</table>

Percent who Met Benchmarks:

<table>
<thead>
<tr>
<th>Subject</th>
<th>State</th>
<th>School</th>
<th>Metro</th>
<th>Rural</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>28</td>
<td>28</td>
<td>27</td>
<td>26</td>
</tr>
<tr>
<td>Mathematics</td>
<td>28</td>
<td>28</td>
<td>27</td>
<td>26</td>
</tr>
<tr>
<td>Science</td>
<td>28</td>
<td>28</td>
<td>27</td>
<td>26</td>
</tr>
<tr>
<td>Reading</td>
<td>28</td>
<td>28</td>
<td>27</td>
<td>26</td>
</tr>
</tbody>
</table>

Percent who Met All Four Benchmarks: 10
Questions?

ProfessionalLearning@act.org
Bryan.Williams@act.org

And don’t forget to register for a college and career readiness workshop or webinar!

Register at www.act.org/ccrw