

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

Connecticut Key Findings

Performance

- In the Connecticut graduating class of 2017, 12,834 graduates took the ACT® test, compared to 11,551 in 2013.
 - ~ In Connecticut, 31 percent of 2017 graduates took the ACT, compared to 60 percent nationally.
- Connecticut graduates of 2017 had an average Composite score of 25.2, compared to the national average of 21.0.
 - ~ The average ACT subject score increased in English, Math, Reading, and Science, compared to last year.
 - ~ The average ACT Composite score has increased 1.2 percent over the last five years.
- In 2017, 69 percent of Connecticut graduates met three or four ACT College Readiness Benchmarks. This compares to 65 and 63 percent of 2016 and 2013 graduates, respectively.
 - ~ The percent of students meeting ACT College Readiness Benchmarks increased in English, Math, Reading, and Science, compared to last year.
 - ~ The percent of students meeting all four ACT College Readiness Benchmarks increased by 8 percent over the last five years.

STEM

- In 2017, 5,971 Connecticut graduates (47 percent) indicated having an interest in STEM majors and/or careers.
- Compared to a 2017 Connecticut graduating class STEM average of 24.9, graduates in 2016 and 2013 had STEM averages of 24.3 and 23.9, respectively.
- Compared to 46 percent of 2017 Connecticut graduates meeting the ACT STEM College Readiness Benchmark, graduates in 2016 and 2013 had STEM Benchmark percentages of 42 and 37, respectively.
- In Connecticut, 2017 graduates taking physics had an average science score of 25.4, compared to the average science score of 21.9 for students not taking physics.
- In 2017, 12,204 Connecticut graduates (95 percent) indicated taking three or more years of math. This compares to 96 and 95 percent for 2016 and 2013 graduating classes, respectively.
- The ACT is the only college entrance exam with a dedicated Science assessment, making the ACT a great fit for Connecticut's Mathematics and Science Partnership (MSP) Program.

Career Readiness

- In 2017, 7,106 Connecticut graduates (55 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.
- ACT WorkKeys assessments and curriculum align well with the Connecticut Career Pathways Initiative.

Impact

- Based on the actual test volume and ACT score distributions of 2016 ACT-tested Connecticut 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:
 - ~ 21 more students enrolling in college.
 - ~ 27 more students persisting to year two.
 - ~ 12 fewer students needing remedial English.
 - ~ 26 fewer students needing remedial math.
 - ~ 32 more students persisting to year four.
 - ~ 38 more students earning a postsecondary degree within six years.

Behaviors that Impact Access and Opportunity

- In Connecticut, 2017 graduates taking the ACT two or more times had an average Composite score of 27.0, compared to 23.8 for single-time testers.
 - ~ Over 44 percent (5,639) of 2017 Connecticut graduates took the ACT more than once, compared to 45 percent nationally.
- Of Connecticut's 2017 graduating class, there were 599 (5 percent) African American students taking the ACT. This compares to 256,756 (13 percent) nationally.
- Of Connecticut's 2017 graduating class, there were 8,728 (68 percent) White students taking the ACT. This compares to 1,062,439 (52 percent) nationally.
- Of Connecticut's 2017 graduating class, there were 1,087 (8 percent) Hispanic students taking the ACT. This compares to 347,906 (17 percent) nationally.
- Of Connecticut's 2017 graduating class, there were 893 (7 percent) Asian students taking the ACT. This compares to 96,097 (5 percent) nationally.
- For Connecticut's 2017 ACT-tested graduates, the top five schools to which scores were sent were University Of Connecticut, Central Connecticut State University, Southern Connecticut State University, Quinnipiac University, and University Of Rhode Island.
 - ~ For Connecticut's 2017 ACT-tested graduates, the top three out-of-state schools to which scores were sent were University Of Rhode Island, Northeastern University, and Boston University.
- Compared to 73 percent of 2017 graduates nationally, 56 percent of Connecticut graduates opted into EOS.
 - ~ Compared to 69 percent of White students nationally, 53 percent of Connecticut White 2017 graduates opted into EOS.
 - ~ Compared to 83 percent of Hispanic students nationally, 71 percent of Connecticut Hispanic 2017 graduates opted into EOS.
 - ~ Compared to 76 percent of Asian students nationally, 64 percent of Connecticut Asian 2017 graduates opted into EOS.
 - ~ Compared to 85 percent of African American students nationally, 79 percent of Connecticut African American 2017 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. Three colleges and universities in Connecticut acquired 8,105 students' names using "Get Your Name in the Game."

- ACT issued 1,228 ACT fee waivers to qualified Connecticut students. However, 378 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.
- In the 2017 Connecticut graduating class, 53 students earned a 36 Composite score on the ACT, compared to 34 students in 2016.

Pipeline

- In the Connecticut graduating class of 2017, 572 (4 percent) had parents who did not attend college.
- Aspirations matter. Students who aspire to a higher level of postsecondary education achieve higher ACT Composite scores.
 - ~ In the Connecticut graduating class of 2017, 2,853 (22 percent) aspired to attain a professional degree. They had an average Composite score of 26.8.
 - ~ In the Connecticut graduating class of 2017, 3,686 (29 percent) aspired to attain a graduate degree. They had an average Composite score of 26.0.
 - ~ In the Connecticut graduating class of 2017, 3,999 (31 percent) aspired to attain a bachelor's degree. They had an average Composite score of 23.4.
 - ~ In the Connecticut graduating class of 2017, 21 (0 percent) aspired to attain an associate's degree. They had an average Composite score of 19.7.
- In order of prevalence, the five most commonly indicated college majors of interest for 2017 Connecticut graduates were: Undecided; Medicine (Pre-Medicine); Business Administration and Management, General; Biology, General; and Nursing, Registered (BS/RN).
 - ~ In the Connecticut graduating class of 2017, 3,023 (24 percent) indicated being undecided about their college major. They had an average Composite score of 26.0.
 - ~ In the Connecticut graduating class of 2017, 396 (3 percent) indicated planning on majoring in education. They had an average Composite score of 22.3.

ACT Footprint

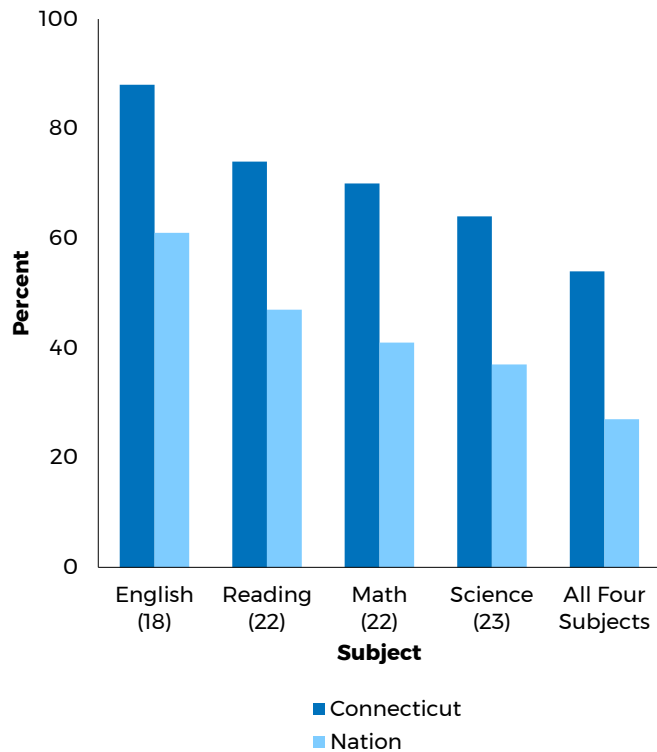
- Number of administrations:
 - ~ ACT Aspire® Summative: 1,016 assessments administered in the 2016-2017 school year
 - ~ ACT Engage®: 1,417 assessments administered in the 2016-2017 school year
 - ~ PreACT®: 2,282 assessments administered in the 2016-2017 school year
 - ~ ACT WorkKeys: 602 assessments administered in the 2016-2017 school year

Additional Points

- According to the US Department of Labor, the top five emerging professions in Connecticut include: Operations Research Analysts, Statisticians, Biomedical Engineers, Occupational Therapy Aides, and Boilermakers.
- ACT will host a College and Career Readiness Workshop on October 17, 2017, at the University of Hartford. The theme for this year's workshop is "Preparing Students for Success: A Holistic Approach."

Connecticut College and Career Readiness Attainment, Participation, and Opportunity

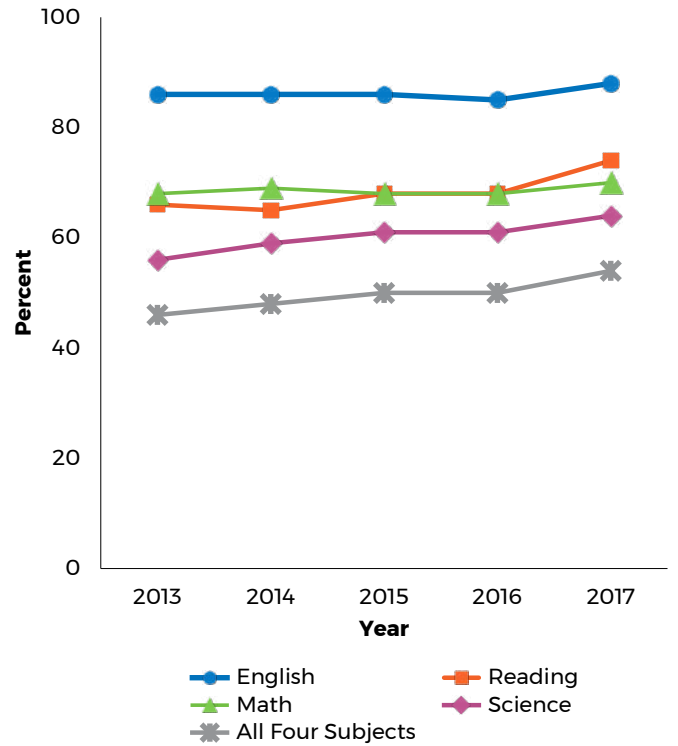
Percent of 2017 ACT-Tested High School Graduates Meeting ACT College Readiness Benchmarks* by Subject



Data from graph above:

State / Nation	English (18)	Reading (22)	Math (22)	Science (23)	All Four
Connecticut	88	74	70	64	54
Nation	61	47	41	37	27

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

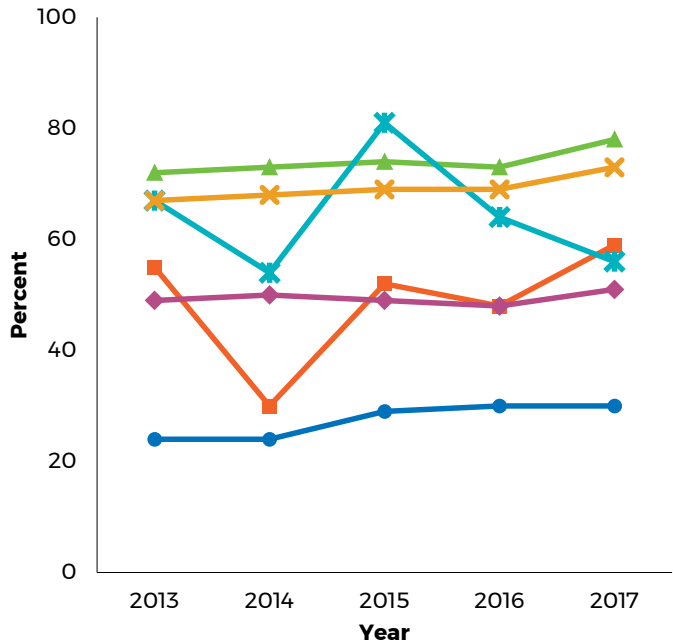


Data from graph above:

Subject	2013	2014	2015	2016	2017
English	86	86	86	85	88
Reading	66	65	68	68	74
Math	68	69	68	68	70
Science	56	59	61	61	64
All Four Subjects	46	48	50	50	54

* 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*



● African American
■ American Indian
▲ Asian American
◆ Hispanic
✱ Pacific Islander
✕ White

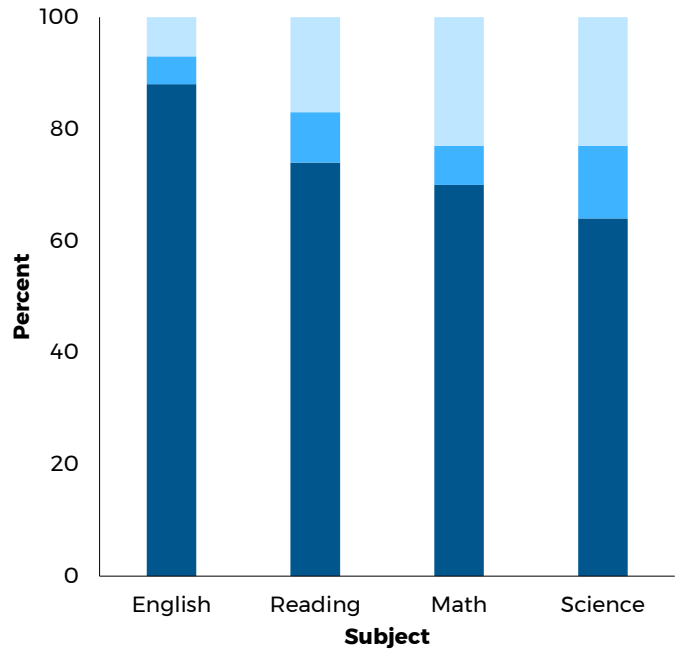
Data from graph above:

Race	2013	2014	2015	2016	2017
African American	24	24	29	30	30
American Indian	55	30	52	48	59
Asian American	72	73	74	73	78
Hispanic	49	50	49	48	51
Pacific Islander	67	54	81	64	56
White	67	68	69	69	73

* 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.

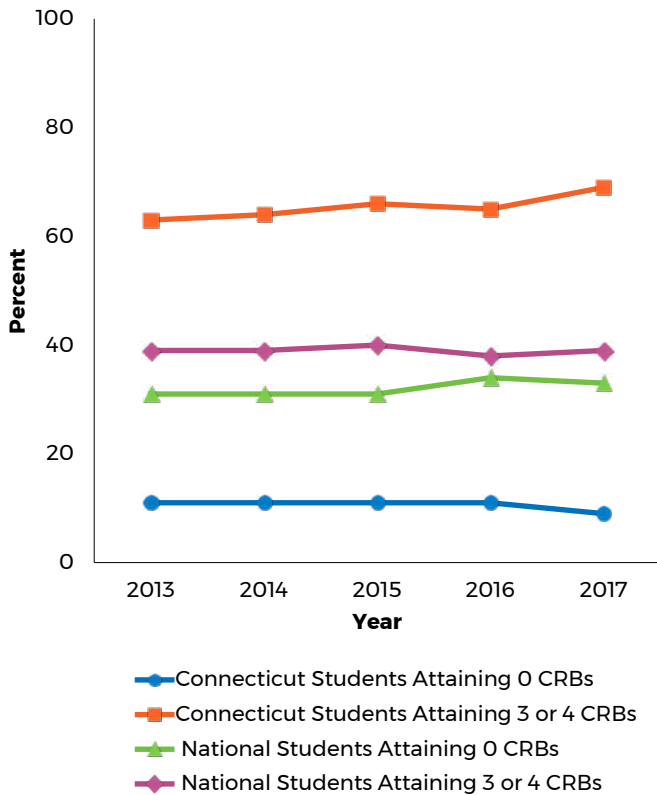


■ Met Benchmark
■ Within 2 Points of Benchmark
■ Below Benchmark by 3+ Points

Data from graph above:

Attainment	English	Reading	Math	Science
Met Benchmark	88	74	70	64
Within 2 Points of Benchmark	5	9	7	13
Below Benchmark by 3+ Points	7	18	23	23

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

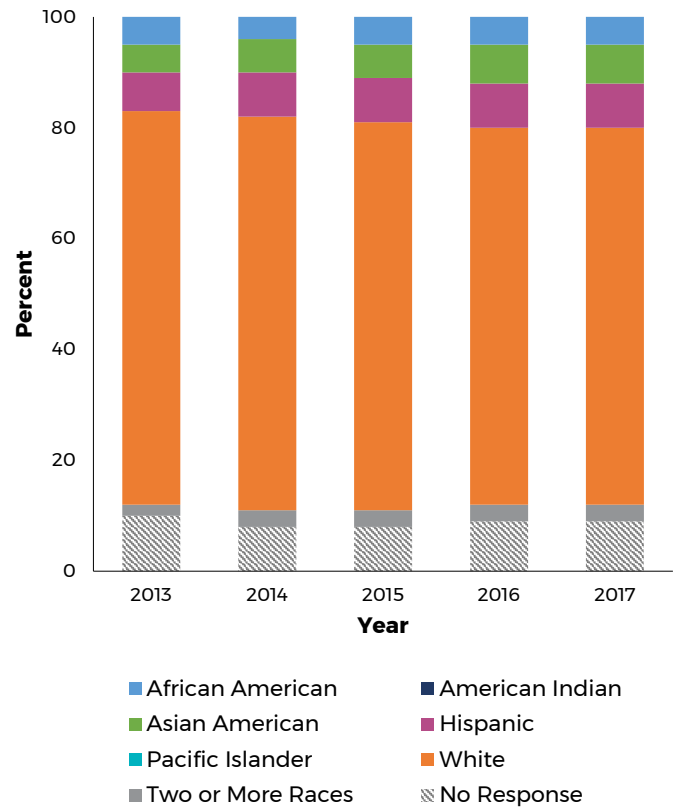


Data from graph above:

Attainment	2013	2014	2015	2016	2017
Connecticut Students Attaining 0 CRBs	11	11	11	11	9
Connecticut Students Attaining 3 or 4 CRBs	63	64	66	65	69
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	5	5	5	6	5
American Indian	0	0	0	0	0
Asian American	5	6	6	7	7
Hispanic	7	8	8	8	8
Pacific Islander	0	0	0	0	0
White	71	71	70	68	68
Two or More Races	2	3	3	3	3
No Response	10	8	8	9	9

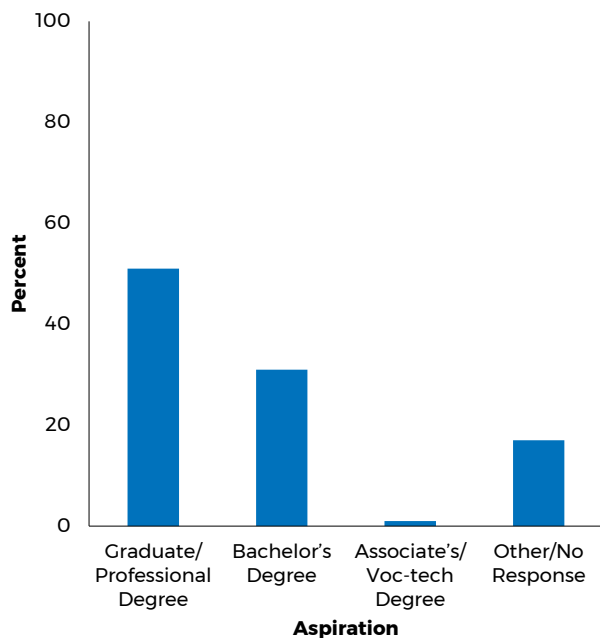
Connecticut: Between 2013 and 2017, the number of students taking the ACT in Connecticut increased by 1,283 students (11 percent).

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

Outcome	Cohort	2013	2014	2015	2016	2017
Percent Tested	Connecticut	27	29	32	34	31
	Nation	54	57	59	64	60
N Tested	Connecticut	11,551	12,044	13,175	13,880	12,834
	Nation	1,799,243	1,845,787	1,924,436	2,090,342	2,030,038
Average English Score	Connecticut	24.0	24.2	24.5	24.4	25.5
	Nation	20.2	20.3	20.4	20.1	20.3
Average Reading Score	Connecticut	24.4	24.5	24.7	25.0	25.6
	Nation	21.1	21.3	21.4	21.3	21.4
Average Math Score	Connecticut	23.9	24.1	24.1	24.1	24.6
	Nation	20.9	20.9	20.8	20.6	20.7
Average Science Score	Connecticut	23.3	23.6	23.8	24.1	24.6
	Nation	20.7	20.8	20.9	20.8	21.0
Average Composite Score	Connecticut	24.0	24.2	24.4	24.5	25.2
	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 83% of Connecticut's 2017 ACT-tested graduates aspired to postsecondary education. Interestingly enough, 84% of Connecticut's 2016 ACT-tested graduating class aspired to enroll in postsecondary education, compared to 86% who actually did enroll. A positive note is that more 2016 Connecticut ACT-tested graduates enrolled in postsecondary education than initially aspired to do so.

Data from graph

Aspiration	Percent
Graduate / Professional Degree	51
Bachelor's Degree	31
Associate's / Voc-tech Degree	1
Other / No Response	17



Connecticut State Exemplar 2017 ACT College and Career Readiness Campaign

Jackson Walker

Wilton High School, Wilton School District

“I reflect back on the work I had to do to get to this level of comfort in my writing and, after writing a myriad of essays to be truly ready for college and whatever my future brings in terms of my career, I know how important that effort . . . has been to me now.”

Jackson acknowledged early in his high school career that writing wasn't his strongest subject, and he worked tirelessly to improve his skills in order to be prepared for the rigors of postsecondary courses.

Jackson hopes to attend Harvard for his bachelor's degree in biochemistry, then earn his medical degree in immunology in order to fulfill his calling as a research physician, treating patients and also researching new cures and treatments.

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.