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ACT AND ADMISSIONS STUDY TEAM PRESENTATION

Action Requested: Receive the presentation from the ACT representatives and a status report from the Admissions Study team.

Executive Summary: The following information is excerpted from ACT publications. The presentation will focus on the results of the Iowa 2006 ACT test-takers.

- ◇ “Crisis at the Core.”
 - ☑ Too few students are prepared to enter the workforce or postsecondary education without additional training or remediation when they graduate from high school.
 - ☑ As a consequence, one in four freshmen at four-year institutions and one in two freshmen at two-year institutions do not return for their second year.
 - ☑ A strong positive relationship exists between the amount and kind of high school coursework students take and their readiness for college. The more courses students take and the more challenging those courses, the more likely these students will be college ready and will persist to a college degree.

- ◇ “On Course for Success.”
 - ☑ Certain specific courses, such as biology, chemistry, physics, and upper-level mathematics courses beyond Algebra II, have a significant effect on student performance and college readiness. ACT calls these the *Courses for Success*, and recommends that every high school student who will be entering college or the workforce take the *Courses for Success*.
 - ☑ In a study of high schools conducted by ACT and The Education Trust, the common components of high schools that put students *On Course for Success* were high-level college-oriented content; well-qualified teachers; flexible pedagogical styles; and tutorial support.

- ◇ “Measuring College Readiness – The Iowa Graduating Class of 2006.”
 - ☑ There were 312 (-1.4%) fewer Iowa ACT-tested high school graduates in 2006 than in 2005.
 - ☑ The state composite score was 22.1 in 2006 compared to 22.0 in the prior year. This compares to a national composite score of 21.1 in 2006 and 20.9 in 2005.
 - ☑ Of those students tested, 63% were taking the minimum core or more. The composite score for those test takers taking the minimum core or more was 23.0 compared to 20.4 for those test takers taking less than the core.
 - ☑ The minimum core recommended by ACT includes four years of English and at least three years each of mathematics, social sciences, and natural sciences.
 - ☑ ACT research shows that it is the “rigor” of high school courses, rather than simply the number of courses, that best prepares students for college.
 - ☑ Through collaborative research with postsecondary institutions nationwide, ACT has established College Readiness Benchmark Scores which are minimum scores needed on an ACT subject area test to indicate a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding credit-bearing college course.

Measuring College Readiness

The Iowa
Graduating Class of 2006



ACT[®]

Overview

This report provides information about the performance of Iowa 2006 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Part I: Academic Achievement

Part II: Measuring College Readiness

Part III: Early Indicators of College Readiness

ACT Components

- Tests of academic achievement: English, math, reading, science, writing*
- High school grades and courses
- Student Profile Section
- Career Interest Inventory

*Optional ACT Writing Test results are included in the *High School Profile Report*.

ACT Features

- Based on the ACT National Curriculum Survey[®]
- Scores tied to empirically derived College Readiness Standards[™]
- Research-based College Readiness Benchmark Scores

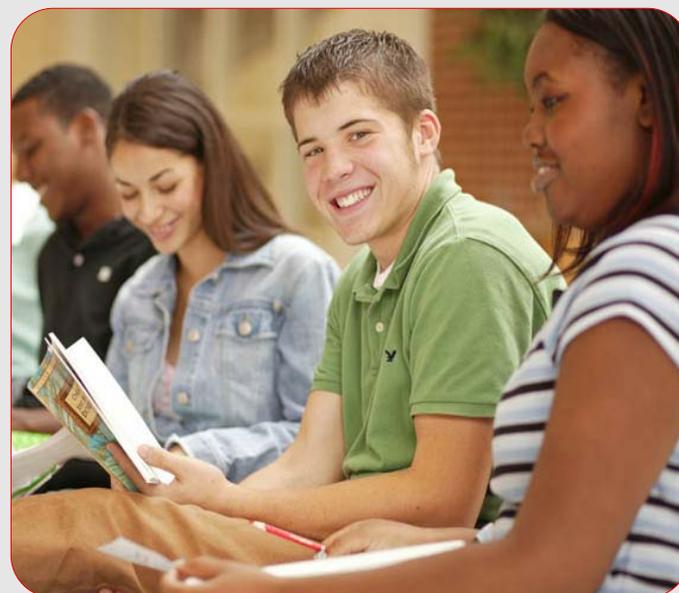
For more information on the ACT, go to www.act.org.

Part I

Academic Achievement

ACT Participation and Performance

- **Five-Year Trends**
- **Racial/Ethnic Groups**
- **Minimum Core
vs. Less than Core**



Iowa and National Average ACT Composite and Subject Area Scores, 5-Year Trends

		2002	2003	2004	2005	2006
English	State	21.2	21.3	21.4	21.5	21.6
	National	20.2	20.3	20.4	20.4	20.6
Math	State	21.7	21.6	21.8	21.7	21.8
	National	20.6	20.6	20.7	20.7	20.8
Reading	State	22.4	22.4	22.4	22.4	22.5
	National	21.1	21.2	21.3	21.3	21.4
Science	State	22.1	22.1	22.1	22.1	22.1
	National	20.8	20.8	20.9	20.9	20.9
Composite	State	22.0	22.0	22.0	22.0	22.1
	National	20.8	20.8	20.9	20.9	21.1

Number and Percentage of Iowa ACT-Tested High School Graduates by Race/Ethnicity, 5-Year Trends

	2002		2003		2004		2005		2006	
	N	%	N	%	N	%	N	%	N	%
All Students	23,805	100	24,200	100	23,591	100	22,545	100	22,233	100
African Am./Black	293	1	344	1	361	2	357	2	338	2
Am. Indian/Alaskan Native	63	0	83	0	76	0	69	0	80	0
Caucasian Am./White	21,417	90	21,695	90	21,122	90	20,100	89	19,379	87
Hispanic	317	1	360	1	372	2	393	2	373	2
Asian Am./Pacific Islander	478	2	468	2	448	2	411	2	457	2
Other/No Response	1,237	5	1,250	5	1,212	5	1,215	5	1,606	7

Note: A "." means an insufficient number of students in that category took the ACT.

**Iowa and National Average ACT Composite Scores by Race/Ethnicity,
5-Year Trends**

		2002	2003	2004	2005	2006
All Students	State	22.0	22.0	22.0	22.0	22.1
	National	20.8	20.8	20.9	20.9	21.1
African Am./Black	State	17.9	17.5	18.5	17.9	18.3
	National	16.8	16.9	17.1	17.0	17.1
Am. Indian/Alaskan Native	State	20.5	19.6	19.1	19.9	20.5
	National	18.6	18.7	18.8	18.7	18.8
Caucasian Am./White	State	22.0	22.1	22.1	22.2	22.3
	National	21.7	21.7	21.8	21.9	22.0
Hispanic	State	19.7	19.8	19.4	20.0	19.8
	National	18.4	18.5	18.5	18.6	18.6
Asian Am./Pacific Islander	State	22.0	21.7	22.1	21.9	22.2
	National	21.6	21.8	21.9	22.1	22.3
Other/No Response	State	22.4	22.1	22.2	22.1	22.0
	National	20.3	20.6	20.9	20.9	21.1

Note: A "." means an insufficient number of students in that category took the ACT.

2006 Iowa Average ACT Composite Scores by College-Preparatory Minimum Core Coursework and Race/Ethnicity

	Number Tested	Percent Taking Minimum Core or More	Average ACT Composite Score	
			Minimum Core or More	Less than Core
All Students	22,233	63	23.0	20.4
African Am./Black	338	56	19.4	17.0
Am. Indian/Alaskan Native	80	59	21.3	19.1
Caucasian Am./White	19,379	64	23.1	20.5
Hispanic	373	56	21.0	18.2
Asian Am./Pacific Islander	457	67	22.7	20.8

Note: A "." means an insufficient number of students in that category took the ACT.

ACT Recommended Coursework

ACT Minimum Core

English: 4 years

Social Sciences: At least 3 years

Mathematics: At least 3 years

Natural Sciences: At least 3 years

In the past, ACT has reported student performance by “Core” and “Less than Core” course patterns. Similar results are included in this report.

ACT research shows that it is the *rigor* of high school courses—rather than simply the number of courses—that best prepares students for college. ACT data show that students who take and work hard in higher-level courses such as Physics and an advanced math class beyond Algebra II are most likely to be college ready.

Part II

Measuring College Readiness

Performance of Iowa Students

- English, mathematics, reading, and science
- Effect of taking more rigorous courses

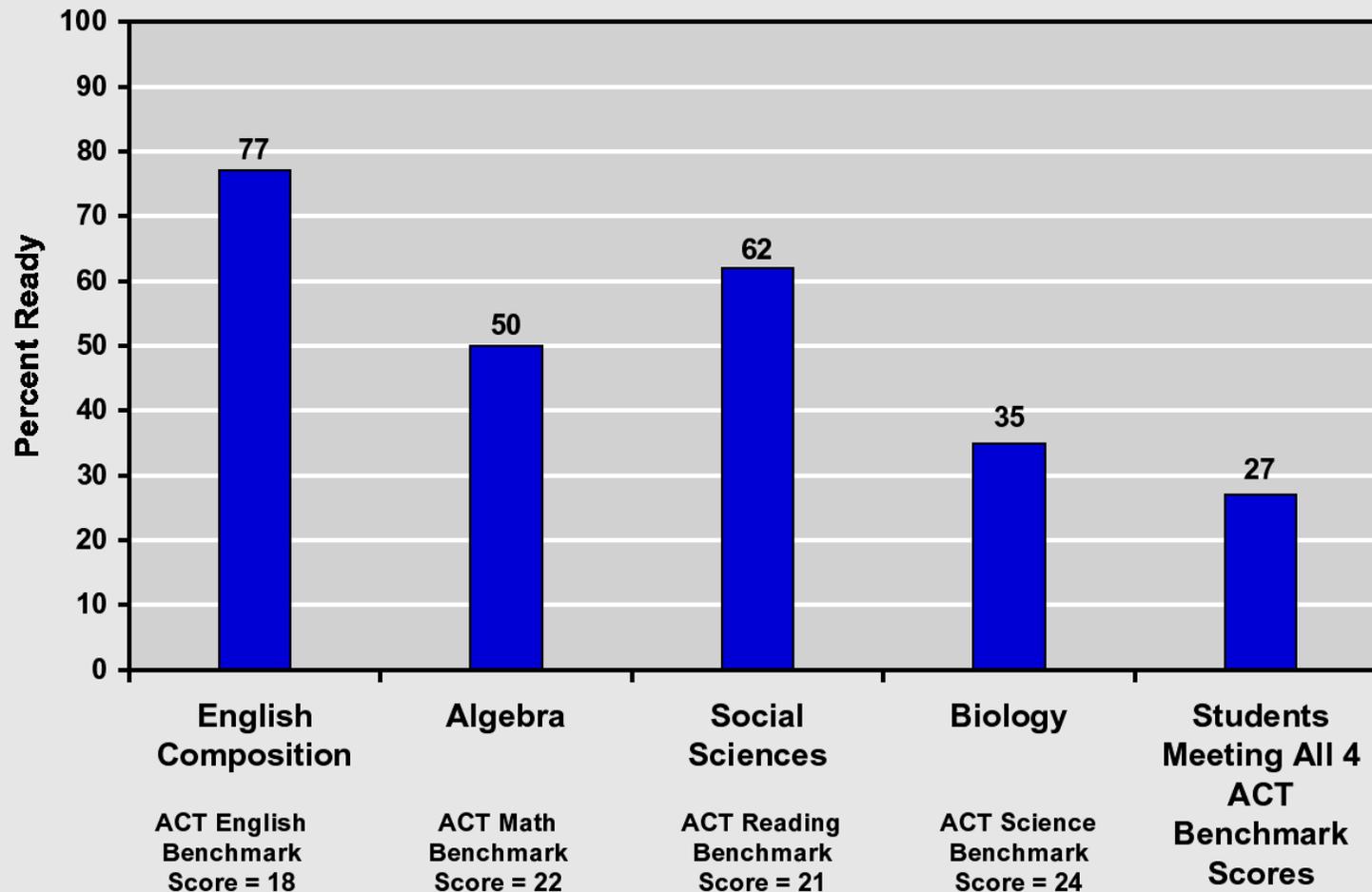


ACT College Readiness Benchmark Scores

Through collaborative research with postsecondary institutions nationwide, ACT has established the following College Readiness Benchmark Scores:

ACT Subject Area Test	College Course(s)	College Readiness Benchmark Score
English	English Composition	18
Math	Algebra	22
Reading	Social Sciences	21
Science	Biology	24

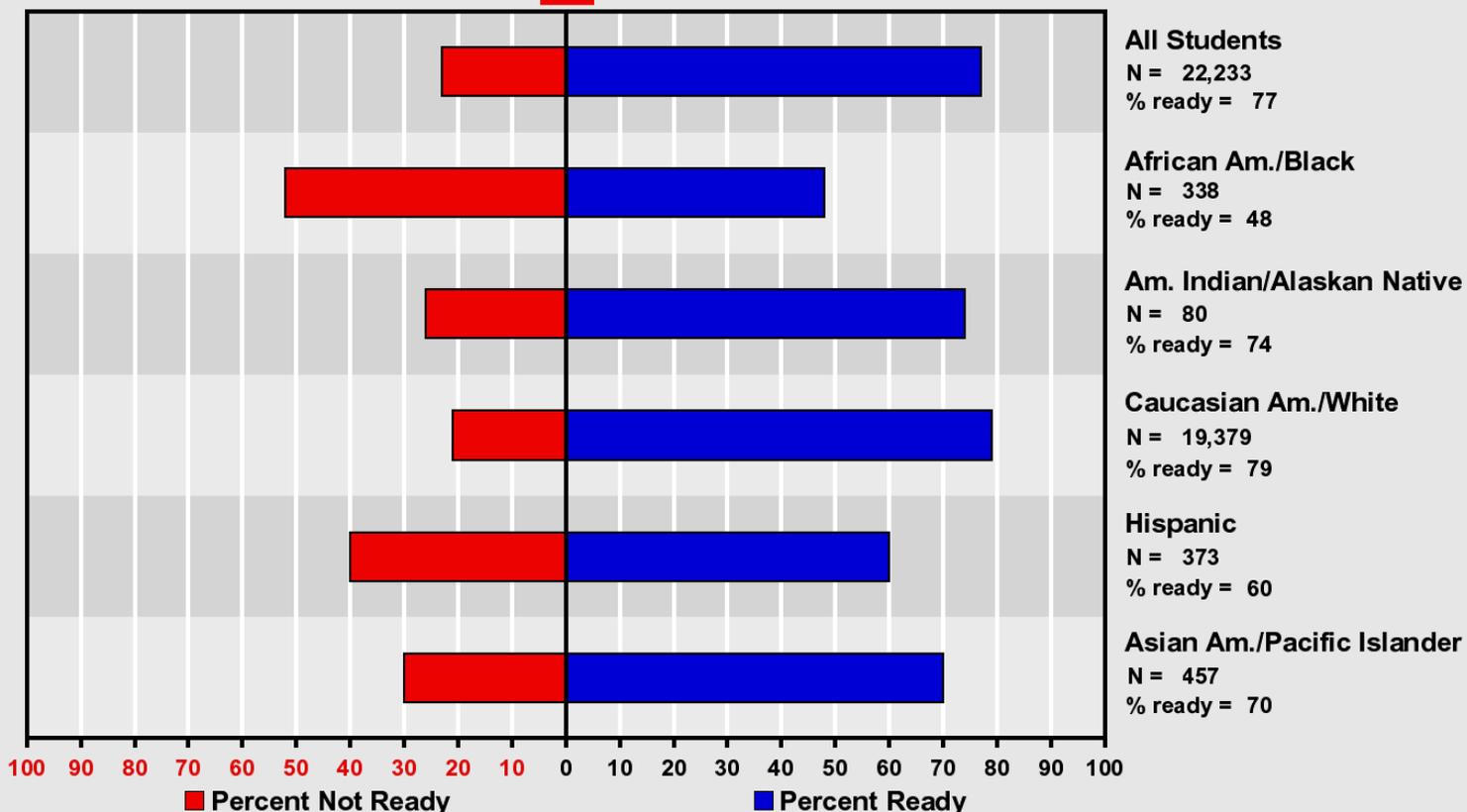
A benchmark score is the minimum score needed on an ACT subject area test to indicate a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding credit-bearing college courses.

2006 Iowa ACT-Tested Graduates Likely to Be Ready for College-Level Work (in percent)

ENGLISH: Readiness for College English Composition

2006 Iowa Readiness for Credit-Bearing College English Composition by Race/Ethnicity

ACT English Benchmark Score: **18**

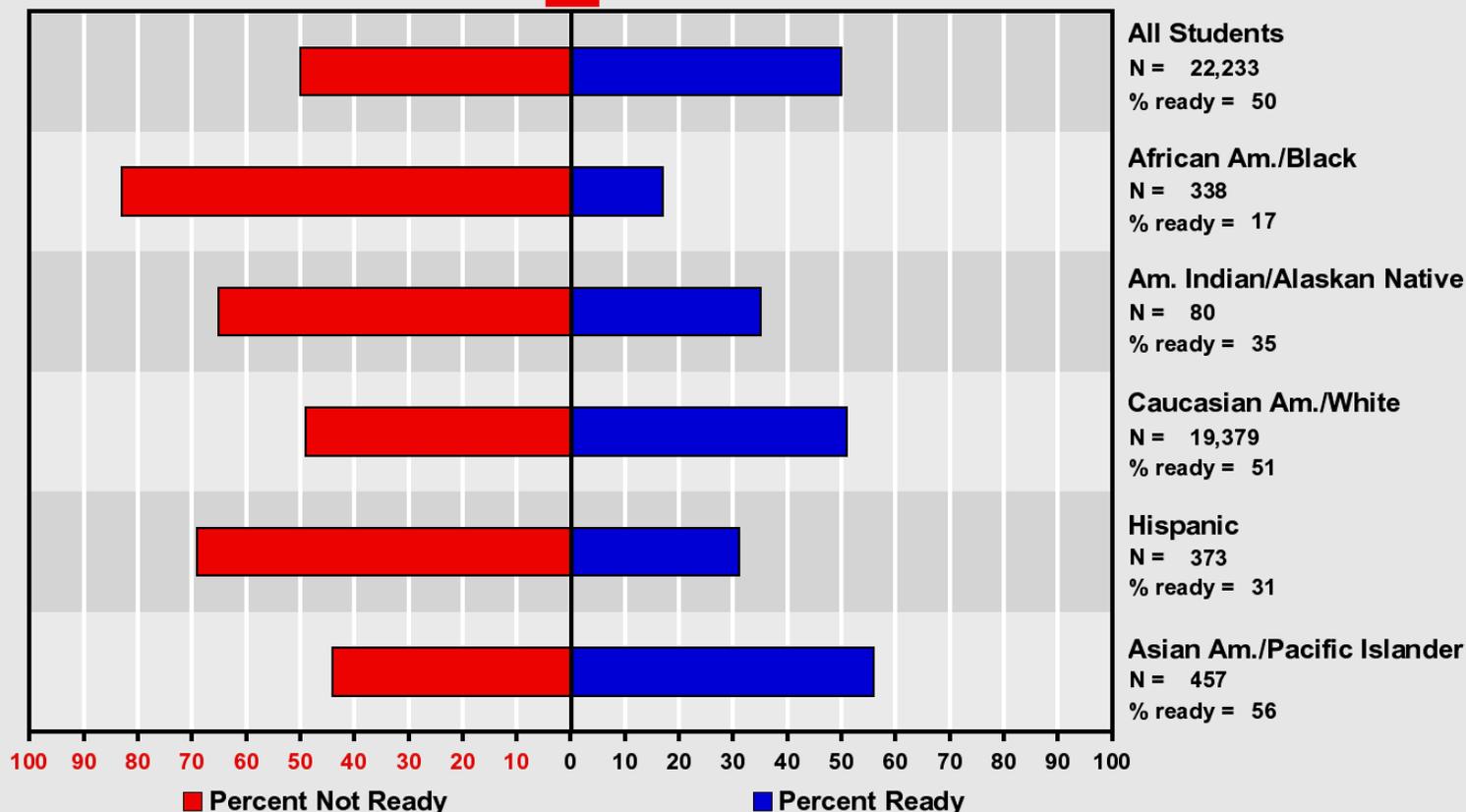


Note: A missing bar means an insufficient number of students in that category took the ACT.

MATHEMATICS: Readiness for College Algebra

2006 Iowa Readiness for Credit-Bearing College Algebra by Race/Ethnicity

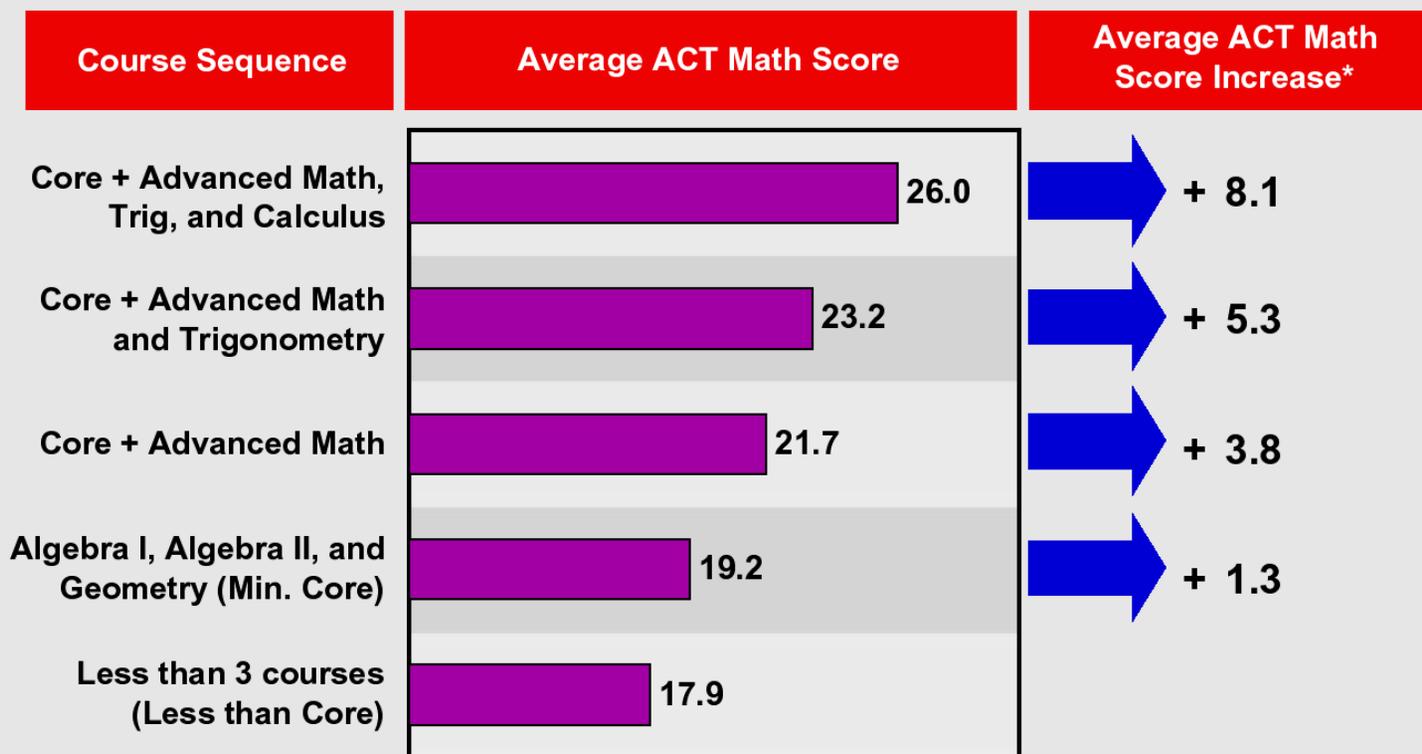
ACT Mathematics Benchmark Score: **22**



Note: A missing bar means an insufficient number of students in that category took the ACT.

MATHEMATICS: Readiness for College Algebra

2006 Iowa Average ACT Mathematics Test Score Increase by High School Mathematics Course Sequence



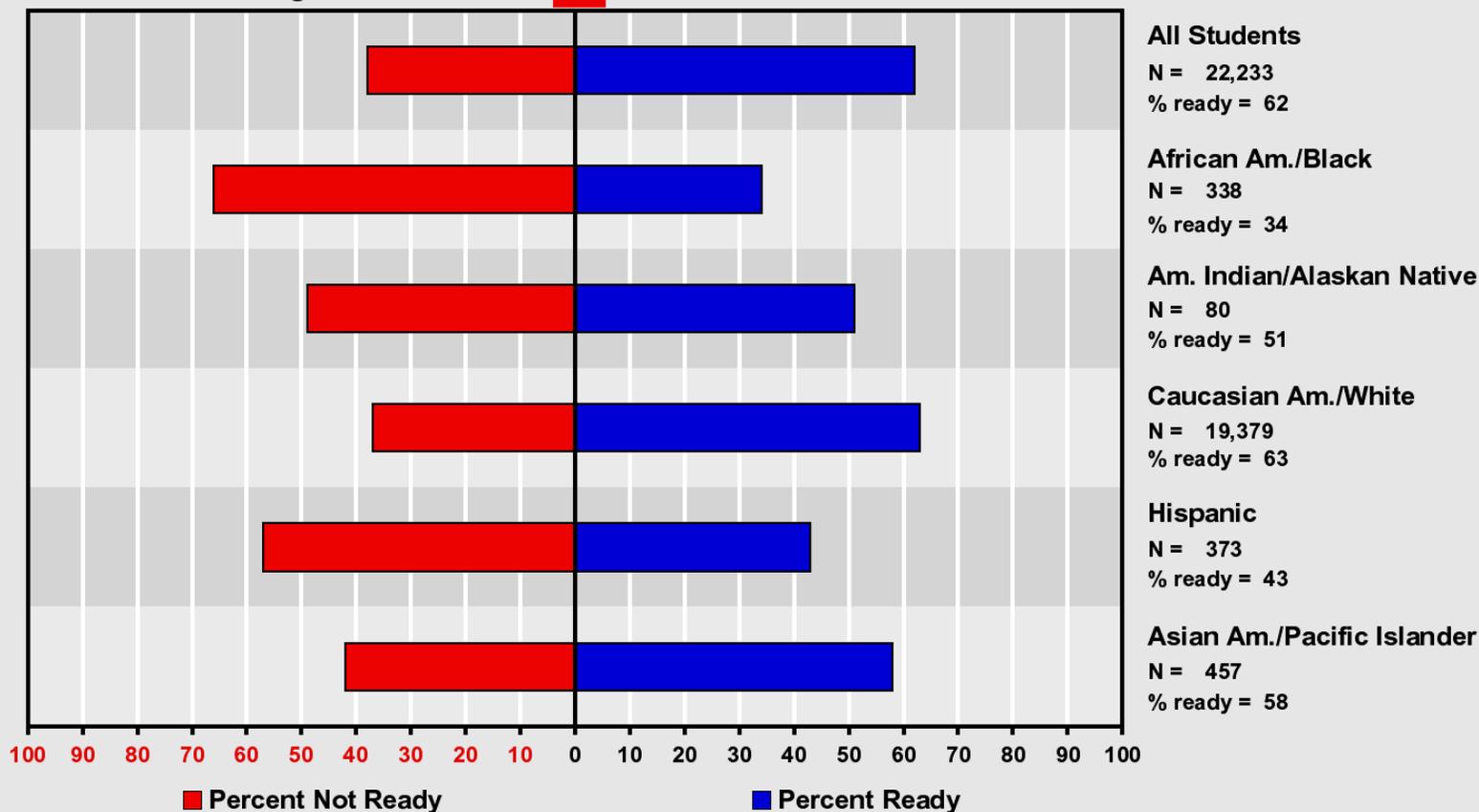
*Increase over taking less than 3 Mathematics courses.

Note: Missing data means an insufficient number of students reported taking that course sequence.

READING: Readiness for College Social Sciences

2006 Iowa Reading Readiness for Credit-Bearing College Social Sciences Courses by Race/Ethnicity

ACT Reading Benchmark Score: **21**

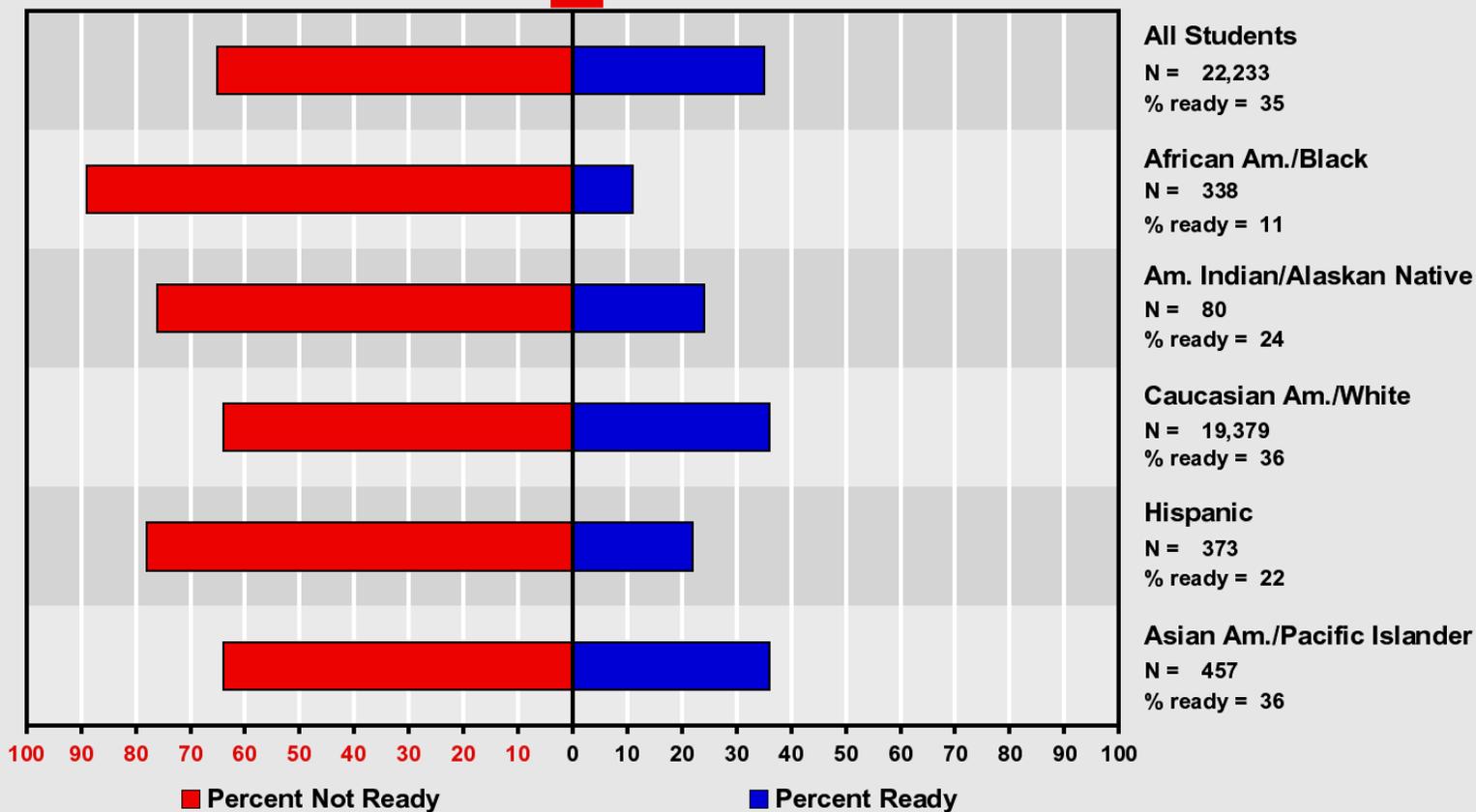


Note: A missing bar means an insufficient number of students in that category took the ACT.

SCIENCE: Readiness for College Biology

2006 Iowa Readiness for Credit-Bearing College Biology by Race/Ethnicity

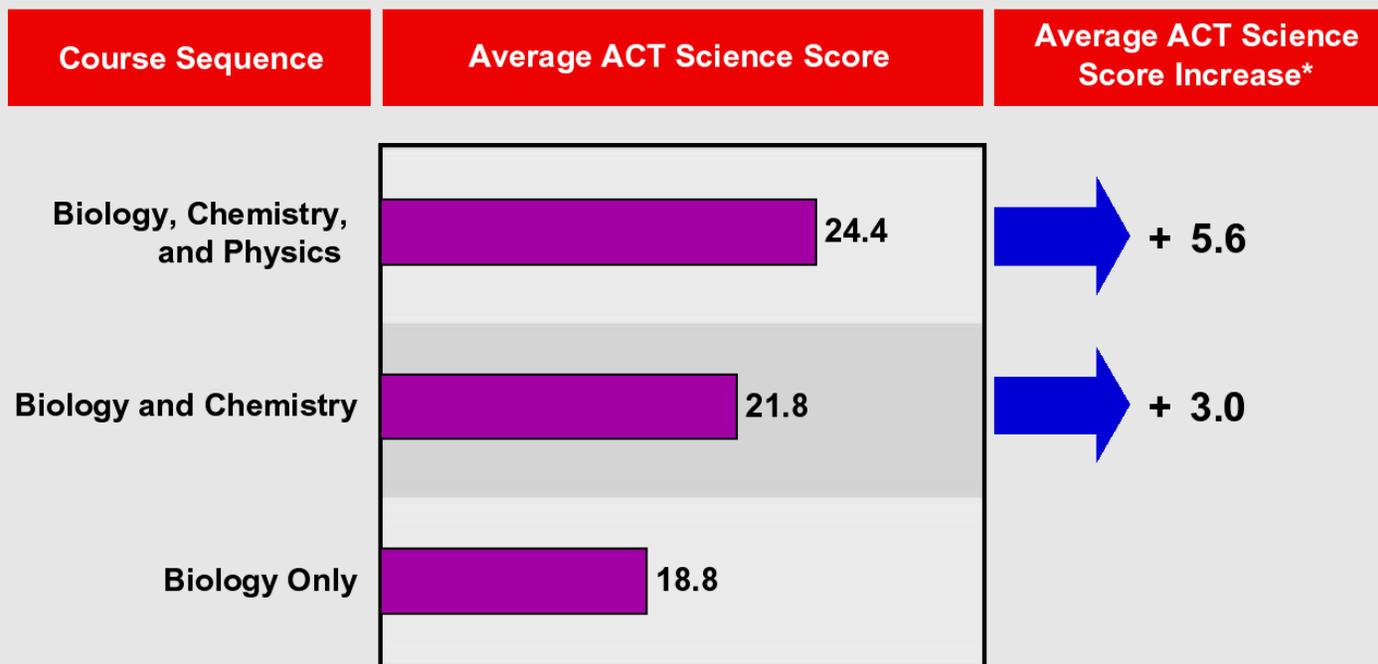
ACT Science Benchmark Score: **24**



Note: A missing bar means an insufficient number of students in that category took the ACT.

SCIENCE: Readiness for College Biology

2006 Iowa Average ACT Science Test Score Increase by High School Science Course Sequence



*Increase over taking Biology only.

Note: Missing data means an insufficient number of students reported taking that course sequence.

Part III

Early Indicators of College Readiness

ACT's EPAS™ (Educational Planning and Assessment System) offers achievement-based assessments at three key points as students move from grade eight through the transition to postsecondary education:

- EXPLORE® for 8th and 9th graders
- PLAN® for 10th graders
- The ACT® for 11th and 12th graders

EPAS promotes decisions to take rigorous college-preparatory courses, supports career planning, and identifies whether students are on target for college readiness. The following results pertain to all 8th- and 10th-grade students in Iowa who participated in EXPLORE and/or PLAN during the academic year 2005-06.

EXPLORE and PLAN

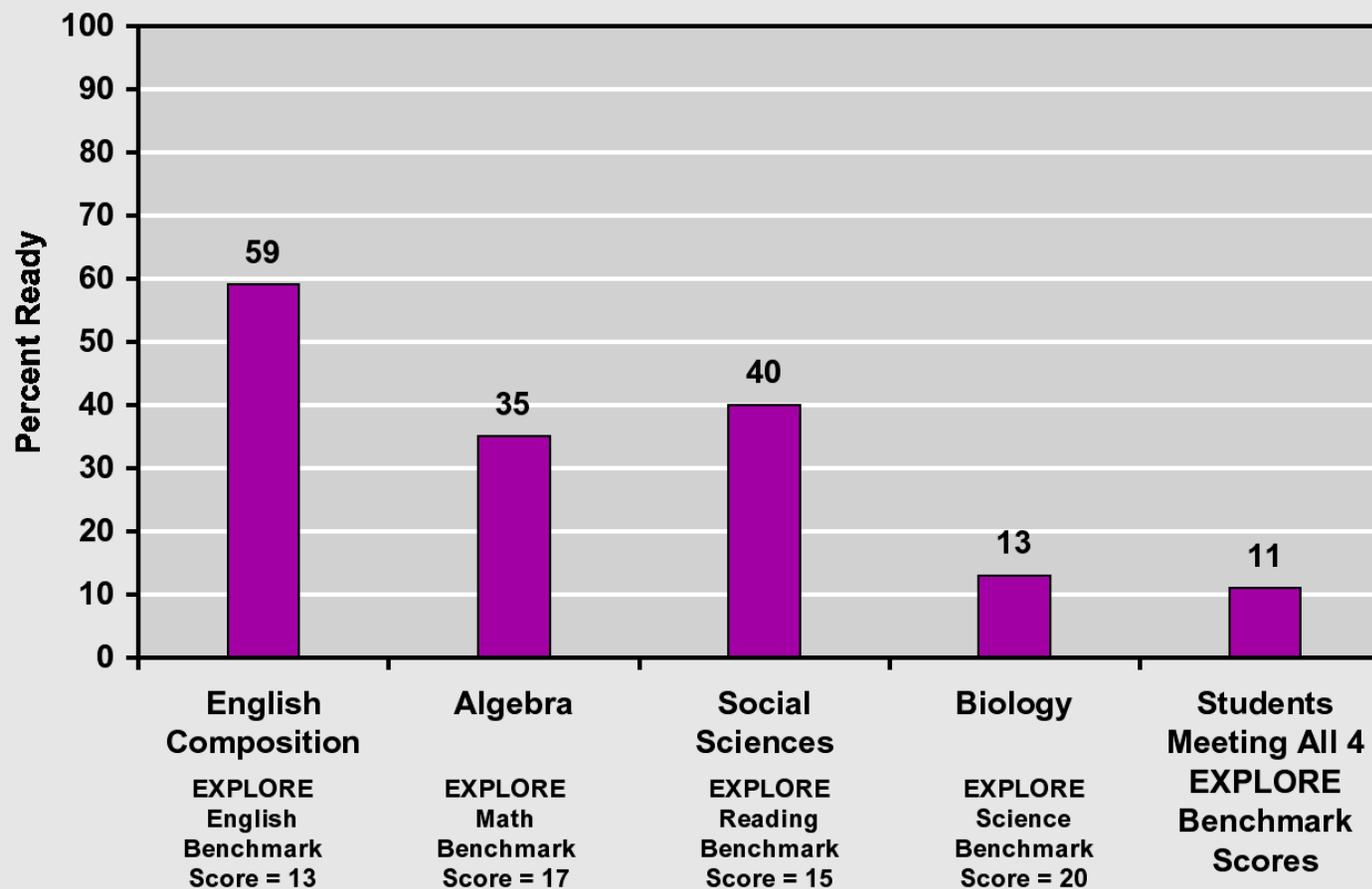
College Readiness Benchmark Scores

The EXPLORE and PLAN College Readiness Benchmark Scores are based on the ACT College Readiness Benchmark Scores. They reflect students' expected growth from EXPLORE to PLAN to the ACT and assume sustained academic effort throughout high school.

ACT Subject Area Test	College Course(s)	College Readiness Benchmark Score		
		EXPLORE	PLAN	ACT
English	English Composition	13	15	18
Math	Algebra	17	19	22
Reading	Social Sciences	15	17	21
Science	Biology	20	21	24

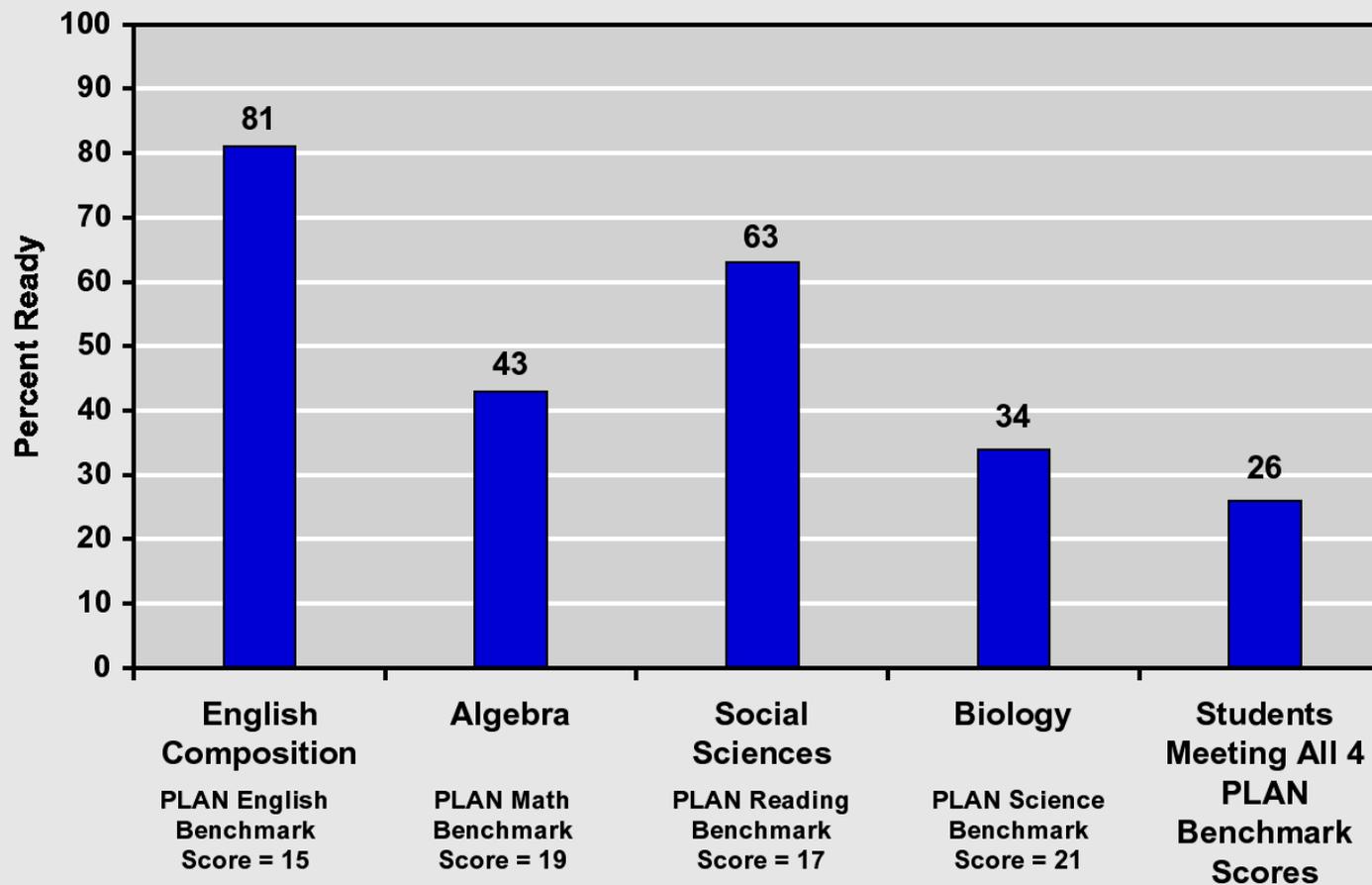
EXPLORE

2005 - 2006 Iowa EXPLORE-Tested Students Likely to Be Ready for College-Level Work (in percent)



PLAN

2005 - 2006 Iowa PLAN-Tested Students Likely to Be Ready for College-Level Work (in percent)



Appendix

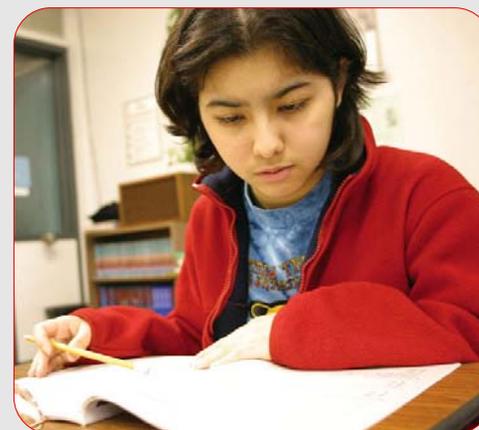
- **Using ACT Results**
- **Using EXPLORE and PLAN**
- **List of Figures**



Using ACT Results

In interpreting and using the results of this ACT summary report, keep in mind that how representative your ACT-tested graduates are of your total population of graduating seniors depends on the number and percentage of graduates who took the ACT.

For more detailed information, see the *2006 Iowa ACT High School Profile Report*.



Using EXPLORE and PLAN

ACT research shows that students who attend schools that use EXPLORE and PLAN for educational planning and counseling are more likely to attain higher scores on PLAN and the ACT than students who attend schools that do not use EXPLORE and PLAN.

The students whose results are reported in Part III of this report may or may not be comparable to the subset of Iowa students who took EXPLORE in 8th grade and then took PLAN in 10th grade and the ACT in 11th or 12th grade.

For more information about EXPLORE, PLAN, and the ACT, go to www.act.org.

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5-Year Trends

2006 Iowa Average ACT Composite Scores by College-Preparatory
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PART II — Measuring College Readiness

2006 Iowa ACT-Tested Graduates Likely to Be Ready for College-Level
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2006 Iowa Reading Readiness for Credit-Bearing College Social Sciences Courses by Race/Ethnicity

2006 Iowa Readiness for Credit-Bearing College Biology by Race/Ethnicity

2006 Iowa Average ACT Science Test Score Increase by High School Science Course Sequence

PART III — Early Indicators of College Readiness

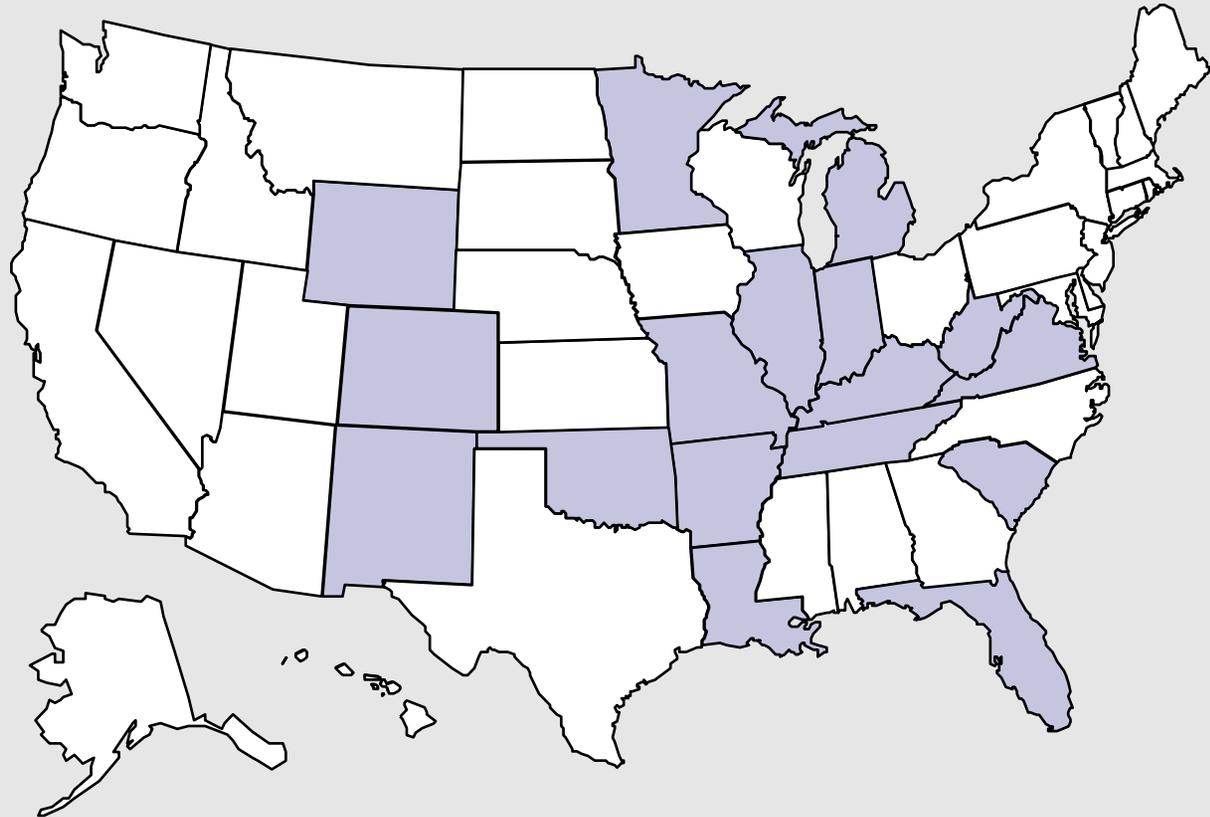
2005–2006 Iowa EXPLORE-Tested Students Likely to Be Ready for College-Level Work (in percent)

2005–2006 Iowa PLAN-Tested Students Likely to Be Ready for College-Level Work (in percent)

Appendix

State-Funded/Sponsored ACT Programs

State	Programs
Arkansas	EXPLORE, PLAN
Colorado	ACT
Florida	PLAN
Illinois	ACT, WorkKeys
Indiana	WorkKeys, CRC*
Kentucky	EXPLORE, PLAN, ACT, WorkKeys, CRC
Louisiana	EXPLORE, PLAN, CRC
Michigan	ACT, WorkKeys
Minnesota	EXPLORE, PLAN
Missouri	CRC
N. Mexico	CRC
Oklahoma	EXPLORE, PLAN, CRC
S. Carolina	EXPLORE, PLAN
Tennessee	ACT
Virginia	CRC
W. Virginia	EXPLORE, PLAN
Wyoming	ACT, WorkKeys



*Career Readiness Certificate Endorsement based on WorkKeys®

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