

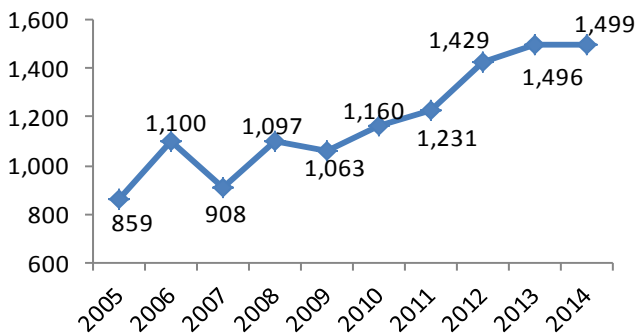
Results 2014. ACT results for Austin Independent School District (AISD) students in the 2013–2014 school year showed continued improvement compared with results from past years. Highlights of the ACT results include:

- AISD students’ participation in ACT testing continued to increase in 2014 ($N = 1,499$), compared with participation in prior years.
- The district’s average ACT composite score and subject area scores in English, math, reading, and science exceeded the state and national averages.
- AISD had greater percentages of students who were college ready, compared with percentages at the state level, in English math, reading, and science and across all four subjects.
- Over the past 5 years, the AISD average ACT composite score and subject area scores in English, math, reading, and science increased for all student groups, except for Asian students in reading and math. Although the average ACT reading and math scores for Asian students decreased over this period, their average score exceeded those of most other student groups.
- The top three areas of college study identified by AISD ACT test takers were health sciences and technologies, business, and engineering.
- The top five institutions receiving ACT score reports from AISD students were Texas State University in San Marcos, the University of Texas at Austin, Texas A&M University in College Station, University of Texas at San Antonio, and Texas Tech University.

About the ACT. The ACT is a national college admissions examination developed and administered by ACT, Inc. that consists of the following subject area tests: English, mathematics (math), reading, and scientific reasoning. The highest score possible on each section of the ACT is 36. Students generally take the ACT during their junior or senior year of high school, and many colleges and universities use the ACT to make admission decisions. ACT, Inc. provides an annual summary of student performance at the end of each academic year. Results from that annual summary are described in this brief.

AISD students’ participation in ACT testing continued to increase in 2014, compared with participation in prior years (Figure 1). ACT test participation also increased at the state and national levels in 2014, with more than 1.84 million 2014 graduates nationwide taking the test (ACT, 2014a). The increase in Hispanic test takers in 2014 was a primary factor in the overall district increase (Figure 2).

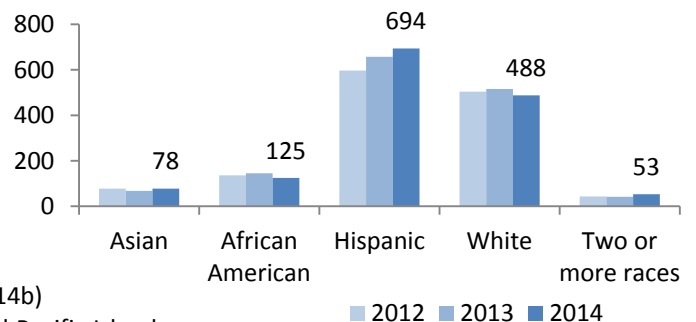
Figure 1. Number of AISD Students Taking the ACT



Source. Graduating Class 2014 District Profile Report (ACT, 2014b)

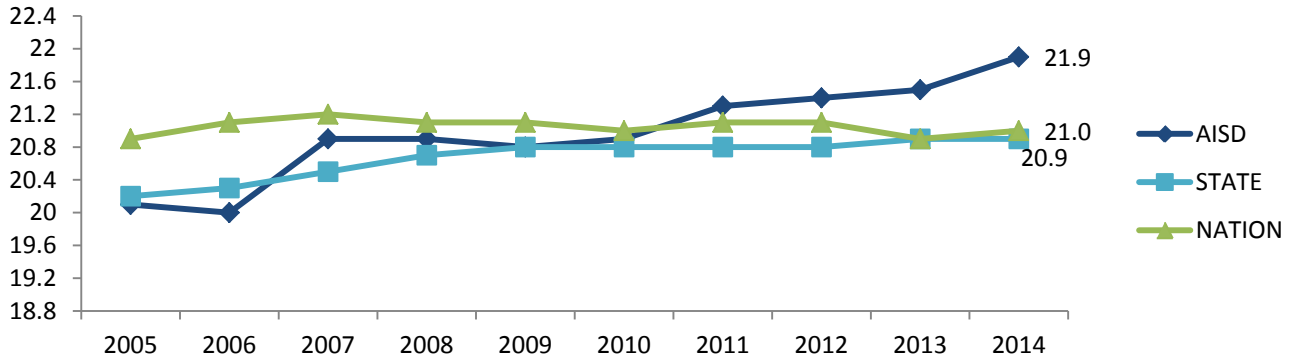
Note. ACT participation not reported for Native American and Pacific Islander students due to low student counts and to ensure confidentiality.

Figure 2. Number of AISD Students Taking the ACT, by Race and Ethnicity



The average ACT composite score of 21.9 was an all-time high for the district and exceeded the state and national average composite scores. Over the past 5 years, average composite scores for AISD students have increased, while national and state average composite scores remained stable (Figure 3).

Figure 3. AISD, State, and National Overall Average ACT Scores, 2005–2014



Source. Graduating Class 2014 District Profile Report (ACT, 2014b)

The district’s average ACT subject area score in English, math, reading, and science continued to increase over the past 5 years and exceeded state and national averages in each subject. Since last year, the district’s average scores increased by at least .2 points in every subject. The district’s average ACT scores increased by a whole point or more in reading and science over the past 5 years (Figures 4 through 7).

Figure 4. ACT Average Scores: English

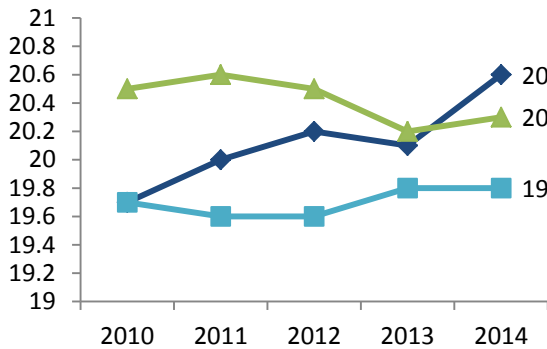


Figure 5. ACT Average Scores: Math

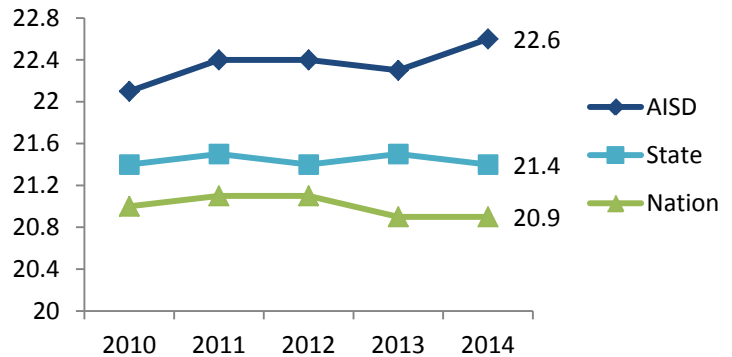


Figure 6. ACT Average Score: Reading

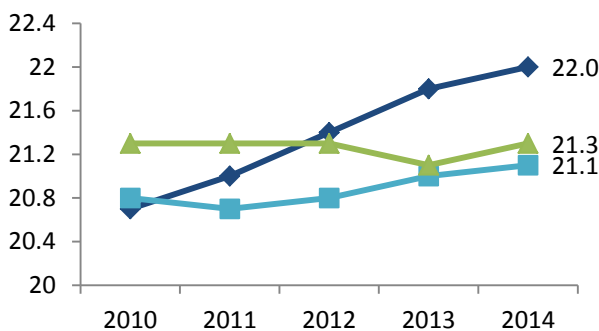
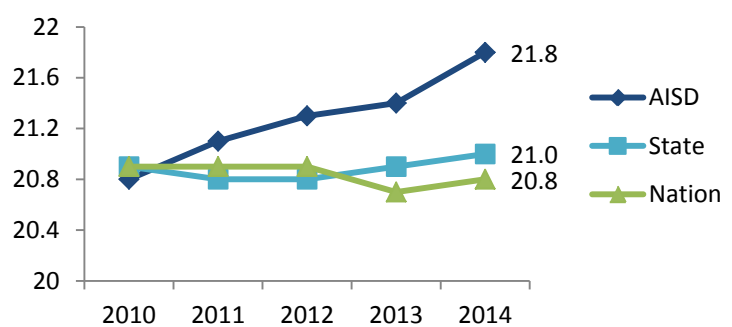


Figure 7. ACT Average Score: Science



Source. Graduating Class 2014 District Profile Report (ACT, 2014b)

Over the past 5 years, the district’s average ACT composite score and subject area scores in English, math, reading, and science increased for all student groups, except for Asian student scores in reading and math. Although the average ACT reading and math scores for Asian students decreased during this period, their average score exceeded that of most other student groups. In comparison with last year, African American and Hispanic students had increased average scores in all four subject areas in 2014. While ACT scores increased over the years for most student groups, achievement gaps remained because Asian and White students consistently scored higher than did other student groups (Figures 8 through 11).

Figure 8. ACT English Scores, by Ethnicity

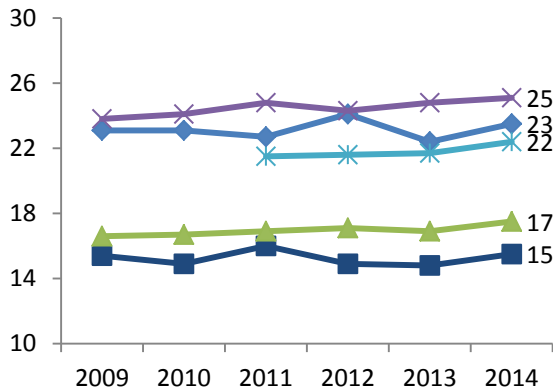


Figure 9. ACT Math Scores, by Ethnicity

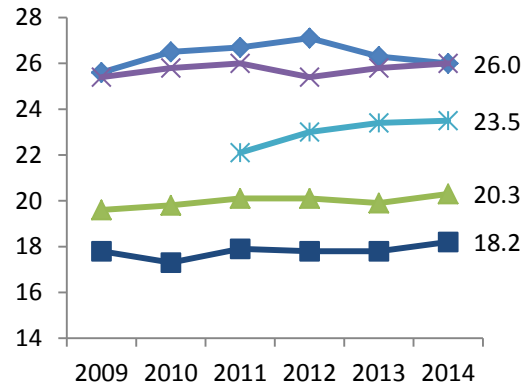


Figure 10. ACT Reading Scores, by Ethnicity

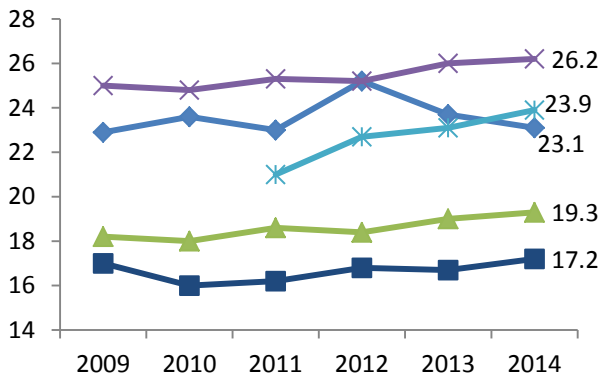
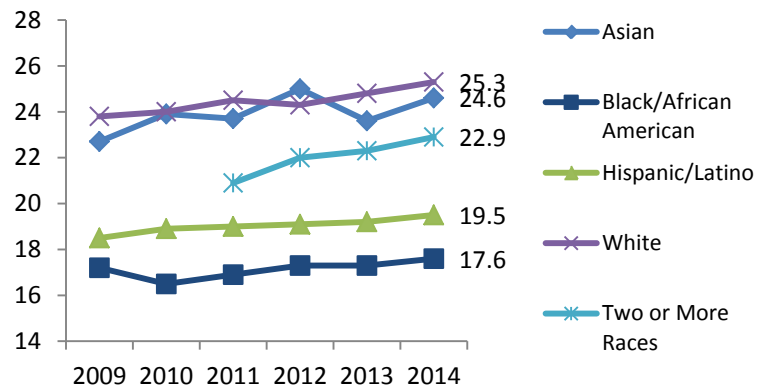


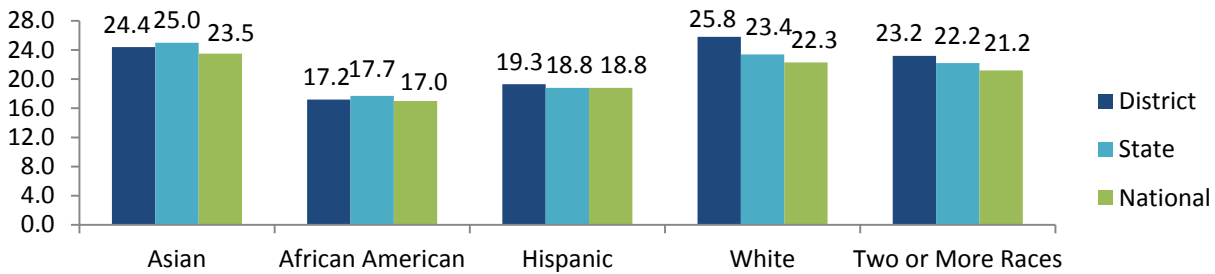
Figure 11. ACT Science Scores, by Ethnicity



Source. Graduating Class 2014 District Profile Report (ACT, 2014b)

In 2014, students who categorized themselves as Hispanic, White, or “two or more races” had greater average composite scores on the ACT, compared with their peers at the state and national levels. African American students in AISD had a greater average composite score than students nationwide. The average composite score on the ACT for Asian students in AISD (24.4) also was greater than their counterparts at the national level (Figure 12).

Figure 12. Average ACT Composite Scores by Student Group at District, State, and National Levels

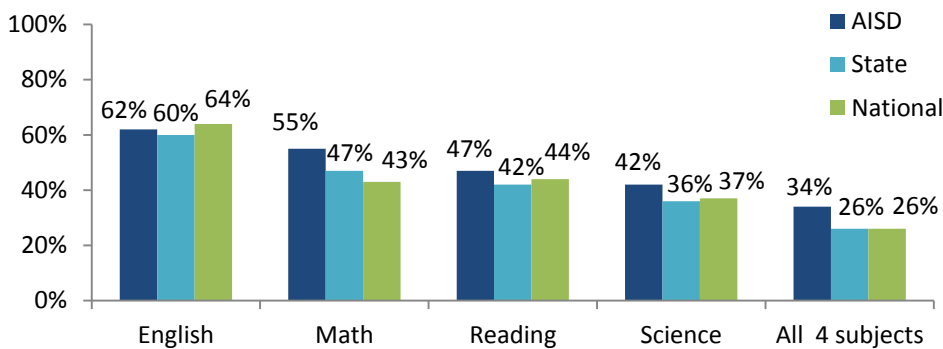


Source. Graduating Class 2014 District Profile Report (ACT, 2014b)

AISD had greater percentages of students who were college ready, compared with percentages at the state and national levels, in math, reading, and science, and across all four subjects (Figure 13). The percentages of AISD test takers who were college ready in 2014 were about the same as in the prior school year in all subjects (Figure 14). In a year-to-year comparison, results were mixed for student groups meeting college readiness benchmarks in each subject area and across all four tests. Achievement gaps remained, with African American and Hispanic students lagging behind students who were Asian, White, or of two or more races (Table 1).

Differences in college readiness between the various racial and ethnic groups also existed at the national level (ACT, 2014a). ACT research (2014a) indicated students who did not meet the college-ready benchmarks were likely to struggle in first-year courses at 2- and 4-year colleges, thereby increasing their risk of not succeeding in college. ACT also reported science to be the one subject area in which students were least likely to be ready for the demands of college-level work.

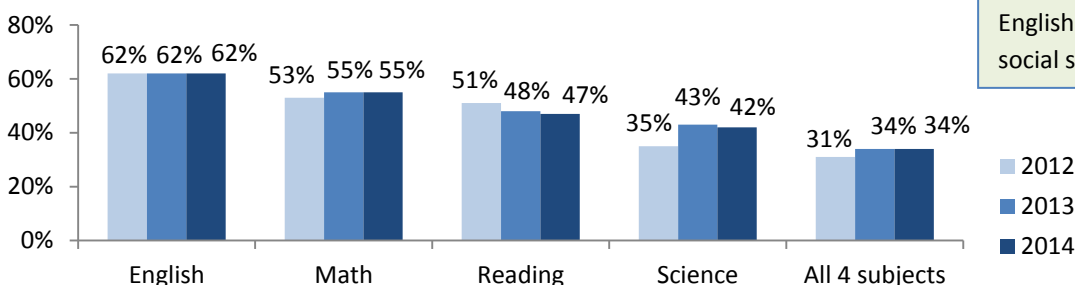
Figure 13. Percentages of College-Ready Students at the District, State, and National Levels



Based on the actual performance of college students, ACT college-readiness benchmark scores indicated 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 (ACT, 2014a). These courses included English composition, algebra, social science, and biology.

Source. Graduating Class 2014 District Profile Report (ACT, 2014b)

Figure 14. Percentages of College-Ready Students at the District, by Year



Source. Graduating Class 2014 District Profile Report (ACT, 2014b)

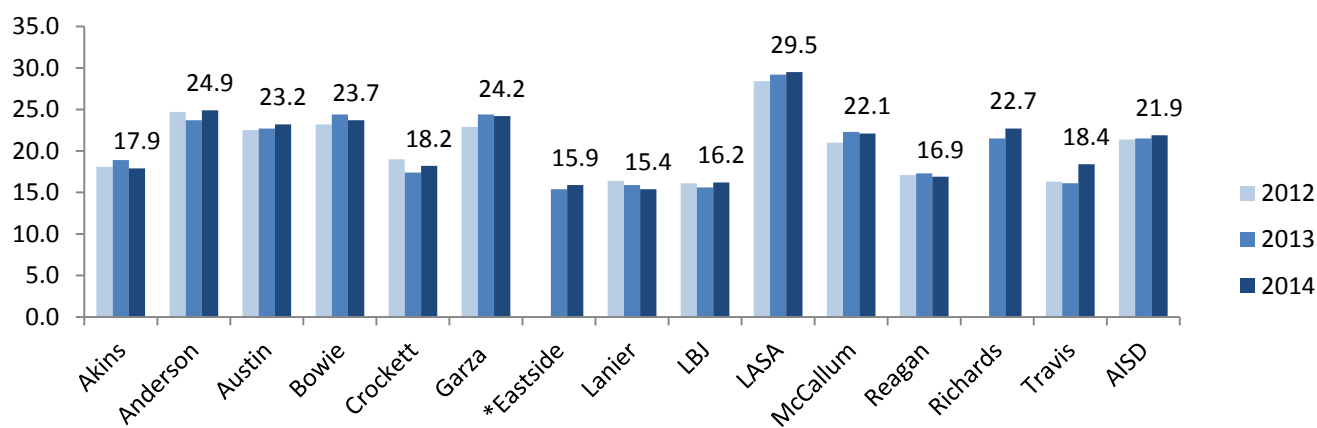
Table 1. Percentages of College-Ready Students at the District, by Student Group

	English			Math			Reading			Science			All four subjects		
	2013	2014	Diff	2013	2014	Diff	2013	2014	Diff	2013	2014	Diff	2013	2014	Diff
Asian	74%	78%	4%	84%	78%	-6%	59%	55%	-4%	62%	56%	-6%	54%	47%	-7%
African American	30%	30%	0%	19%	18%	-1%	14%	18%	4%	12%	13%	1%	7%	9%	2%
Hispanic	44%	45%	1%	35%	36%	1%	31%	30%	-1%	24%	23%	-1%	16%	14%	-2%
White	90%	89%	-1%	82%	83%	1%	75%	73%	-2%	71%	72%	1%	61%	61%	0%

Source. Graduating Class 2014 District Profile Report (ACT, 2014b)

ACT results were mixed between campuses. Anderson, Austin, Crockett, Eastside, Reagan, Richards, and Travis High Schools experienced increases in the average composite scores in 2014, compared with scores in the prior school year. Akins, Bowie, Garza, Lanier, McCallum, and Reagan experienced decreases in the average composite scores in 2014, compared with scores in the prior school year. The ACT average composite scores ranged between high schools, with LASA having the highest composite score and Lanier having the lowest score.

Figure 15. ACT Average Composite Scores, by Campus and School Year



Source. Graduating Class 2014 District Profile Report (ACT, 2014b)

Table 2. 2013–2014 ACT Campus, District, State, and National Average Scores, by Subject

Campus	Number Tested	English	Mathematics	Reading	Science
Akins	178	15.6	19.3	17.7	18.3
Anderson	250	24.1	25.5	24.8	24.6
Austin	177	22.4	23.7	23.5	22.6
Bowie	216	22.4	24.8	23.5	23.4
Crockett	100	16.4	18.6	18.6	18.9
Garza	13	24.7	22.3	26.2	23.3
Eastside	7	12.9	16.7	15.9	17.6
Lanier	39	13.2	17.4	15.4	15.4
LBJ	80	14.3	16.7	15.7	17.4
LASA	111	29.5	28.8	29.8	29.4
McCallum	144	20.5	23.3	22.4	21.8
Reagan	39	15.1	18.1	16.9	17.2
Richards	53	21.6	23.1	23.6	21.9
Travis	88	16.7	18.9	18.9	18.4

Source. Graduating Class 2014 District Profile Report (ACT, 2014b)

References

- ACT. (2014a). *ACT college readiness report points to growing interest in higher education among U.S. high school graduates*. Retrieved from <http://www.act.org/newsroom/releases/view.php?lang=english&p=3228>
- ACT. (2014b). *Graduating class 2014 district profile report*. Iowa City, IA: ACT.