



2016 ACT Test Results Summary

Austin Independent School District

2015–2016

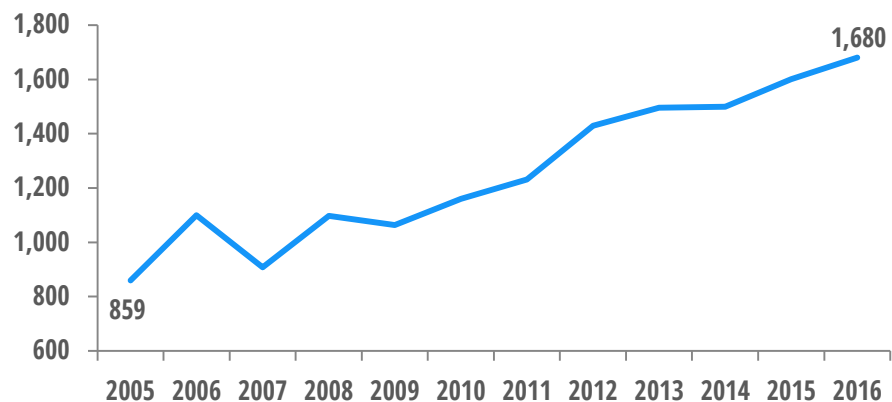
Purpose

This report describes ACT test results for Austin Independent School District (AISD) students in the 2015–2016 school year. 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.

How many AISD students took the ACT?

AISD students' participation in ACT testing continued to increase in 2016, compared with participation in prior years (Figure 1). ACT test participation also increased at the national and state levels in 2015–2016 (ACT, 2016b and 2016c).

Figure 1
ACT test participation in AISD continued to rise in 2015–2016.



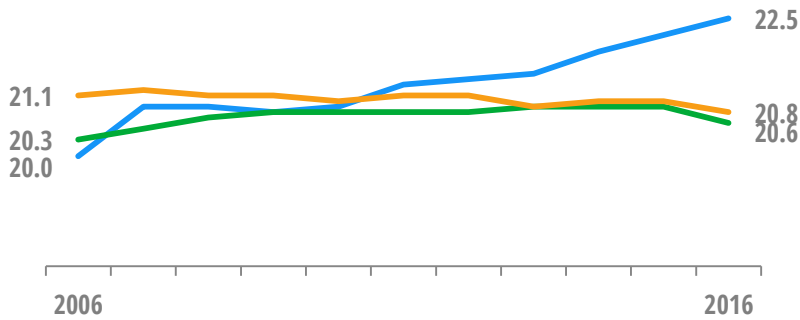
Source. ACT District Profile Report, 2016

How did AISD students perform on the ACT?

The district's average ACT composite score of 22.5 exceeded the state and national average composite scores. The district's ACT composite score was at an all time high in 2016 and increased at the same time that the number of test-takers increased. Whereas, state and national average achievement levels declined from the prior year with the decline influenced by the increase in the number of test-takers at the state and national levels (ACT, 2016d). The district's average ACT subject area scores also continued to increase over the past 5 years and exceeded state and national averages in all subject areas for the third year in a row (Figures 2 and 3).

Figure 2

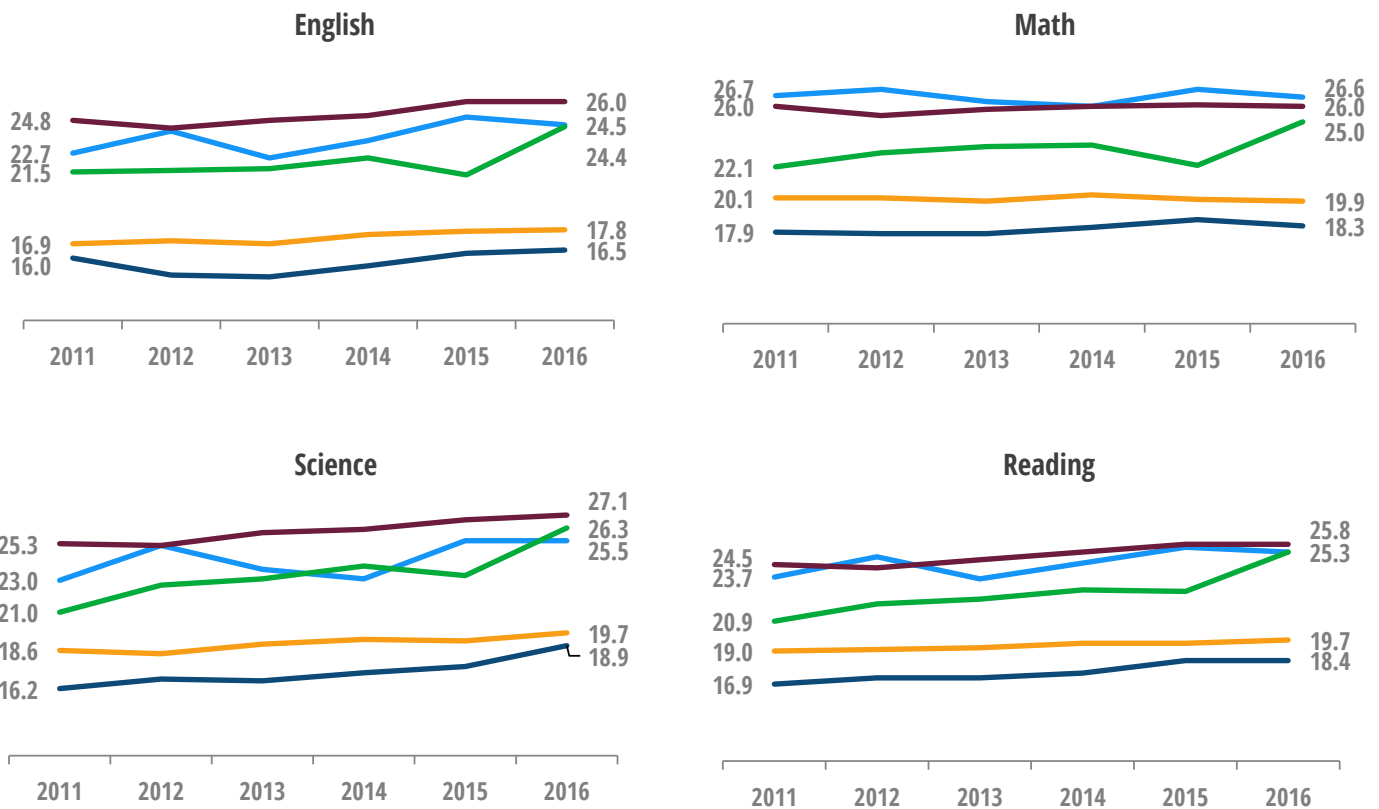
The average ACT composite score of 22.5 was an all-time high for the **district** and exceeded **state** and **national** averages. While the **district** average score increased, **state** and **national** average achievement levels declined from the prior year.



Source. ACT District Profile Report, 2016

Figure 3

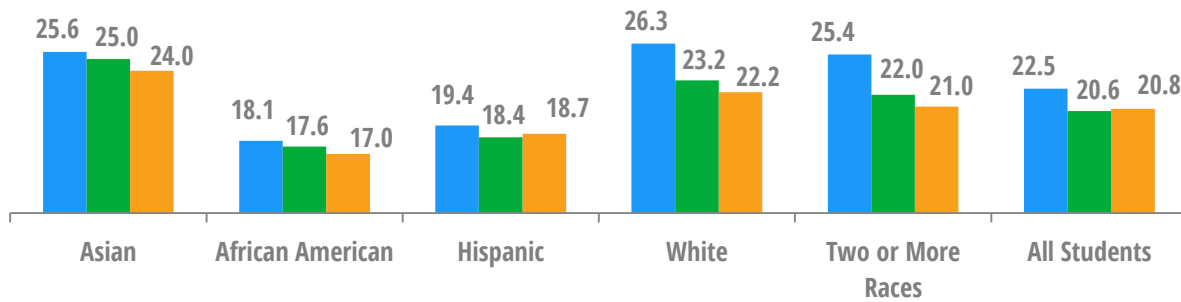
The **district's** average ACT score in each subject area continued to increase over the past 5 years and exceeded **state** and **national** averages in each subject for the third year in a row .



Source. ACT District Profile Report, 2016

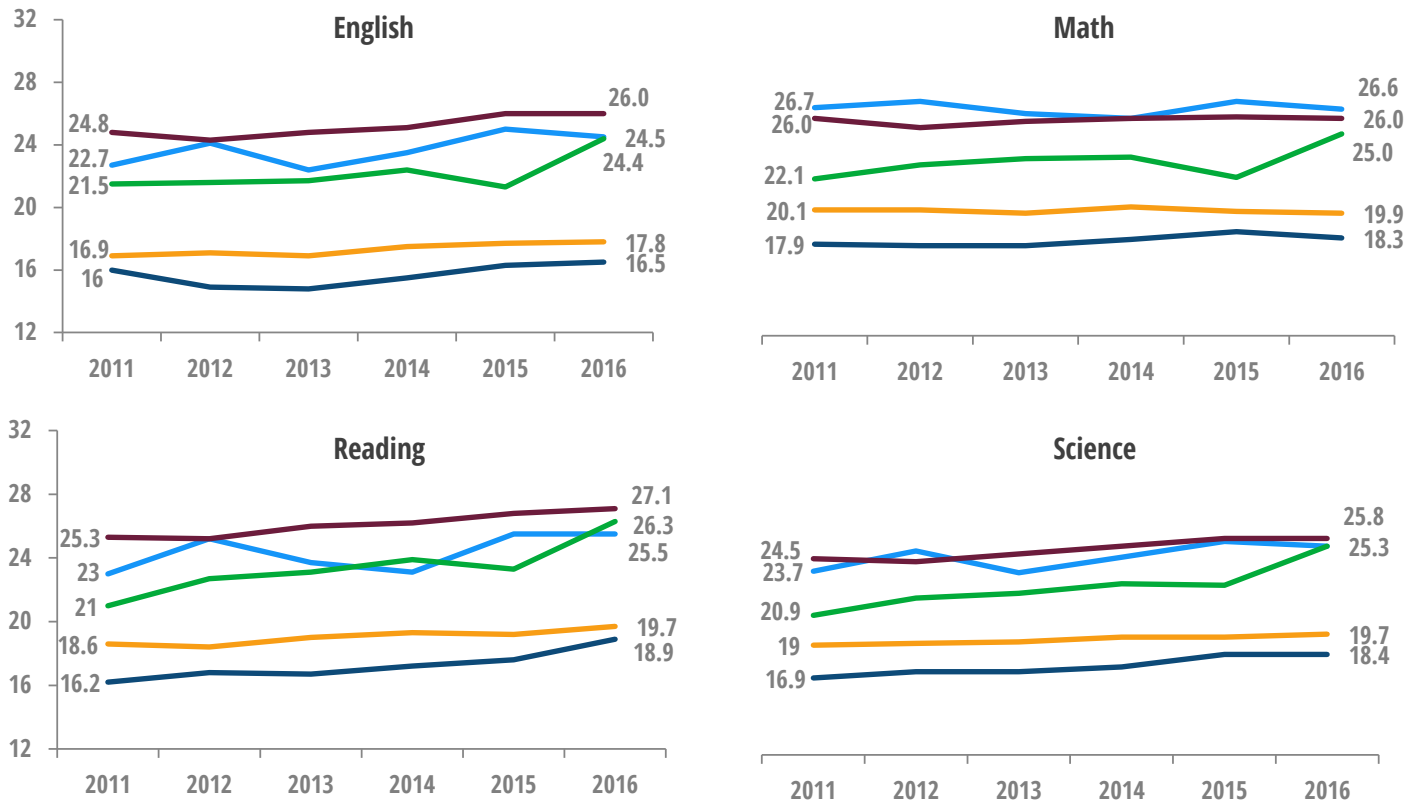
In 2016, AISD students from every race/ethnicity category had greater average composite scores on the ACT, compared with their peers at the state and national levels (Figure 4). Over the past 5 years, the AISD average ACT composite score and subject area scores in English, reading, and science increased for all student groups (Figure 5). While ACT scores increased, achievement gaps remained as student who were Asian, two or more races, and White students consistently scored higher than did Hispanic and African American students.

Figure 4
The average ACT composite score for all student race/ethnicity groups in AISD exceeded those at state and national levels.



Source. ACT District Profile Report, 2016

Figure 5
While average ACT scores increased over the past 5 years for all student groups, students who were Asian, two or more races, and White students continued to score higher on the ACT than students categorized as African American, Hispanic.

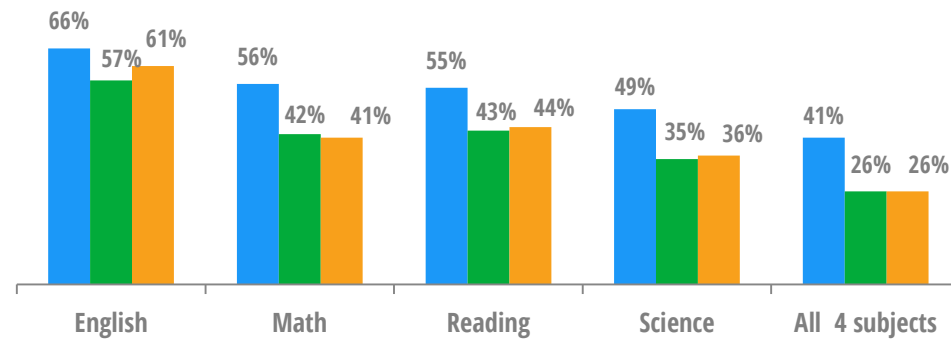


How many AISD students met college readiness benchmarks on the ACT?

AISD had greater percentages of students who were college ready, compared with percentages at the state and national levels, in English, math, reading, and science and across all four subjects (Figure 6). In a year-to-year comparison, the percentage of AISD students who were college ready increased in English, reading, science, and across all four tests (Figure 7).

Figure 6

Greater percentages of AISD test-takers met college readiness benchmarks on the ACT than did students at the state and national levels.

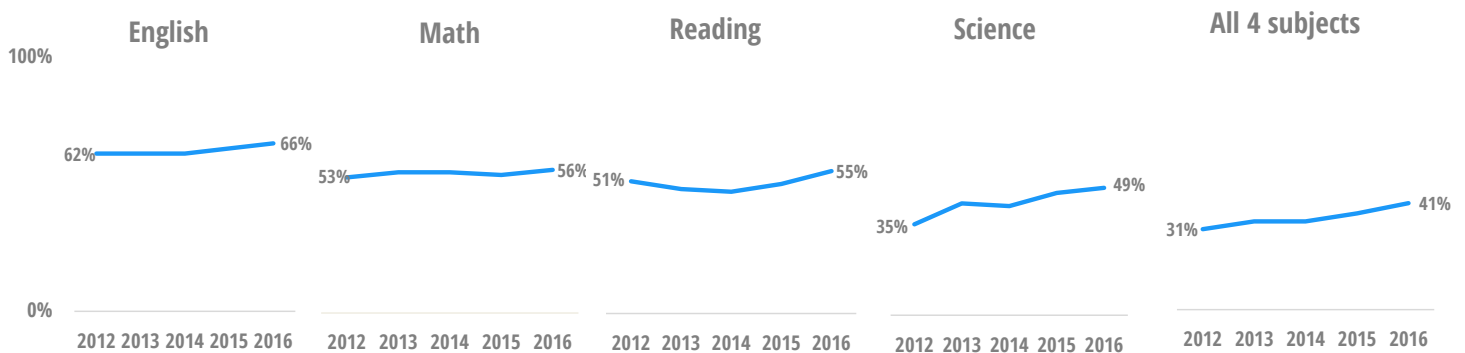


Based on the actual performance of college students, ACT college-readiness benchmark scores indicated a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding credit-bearing college courses (ACT, 2014a). These courses included English composition, algebra, social science, and biology.

Source. ACT District Profile Report, 2016

Figure 7

The percentage of AISD students who were college ready continued to increase in all areas in 2016.



Source. ACT District Profile Report, 2016

References

- ACT. (2016a). *Graduating class 2016 district profile report*. Iowa City, IA: ACT.
- ACT. (2016b). *Graduating class 2016 state profile report*. Iowa City, IA: ACT.
- ACT. (2016c). *Graduating class 2016 national profile report*. Iowa City, IA: ACT.
- ACT. (2016d). *The condition of college and career readiness 2016*. Iowa City, IA: ACT.

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