

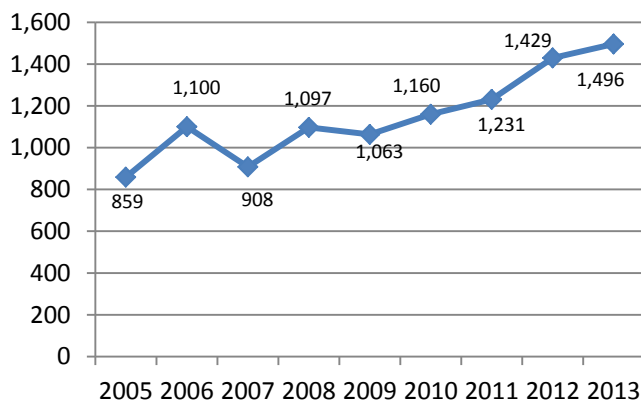
Results 2013. ACT results for Austin Independent School District (AISD) students in the 2012–2013 school year showed continued improvement compared with results from past years. Highlights of the ACT results include:

- The average ACT composite score of 21.5 was an all-time high for the district and exceeded the state and national average composite scores.
- In contrast with participation at the state level, AISD ACT participation increased from 2011–2012 to 2012–2013: 1,496 AISD students took the ACT in the 2012–2013 school year.
- Average ACT scores increased over a 5-year period for almost all AISD student groups on each test.
- AISD had greater percentages of students who were college ready, compared with percentages at the state and nation levels, in math, reading, science, and all four subjects.
- The top three areas of college study identified by AISD ACT test-takers were health sciences and technologies, engineering, and business.
- The top three institutions receiving ACT score reports from AISD students were Texas State University in San Marcos, the University of Texas at Austin, and Texas A&M University in College Station.

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.

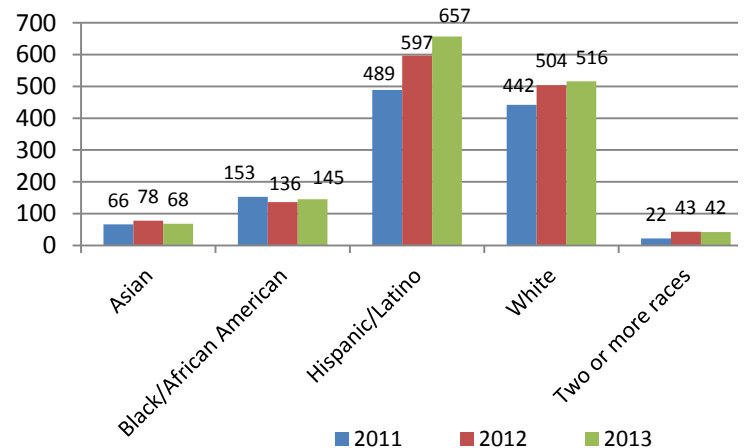
AISD student’s participation in ACT testing continued to increase in 2013, compared with participation in prior years. Increased Hispanic/Latino student participation in the 2013 ACT test was a primary factor in the overall district increase. In contrast, ACT test participation declined across the state, from a record high of 110,180 students in 2012 to 109,841 students in 2013 (Figures 1 and 2).

Figure 1. Number of AISD Students Taking the ACT



Source. *Graduating Class 2013 District Profile Report* (ACT, 2013b)

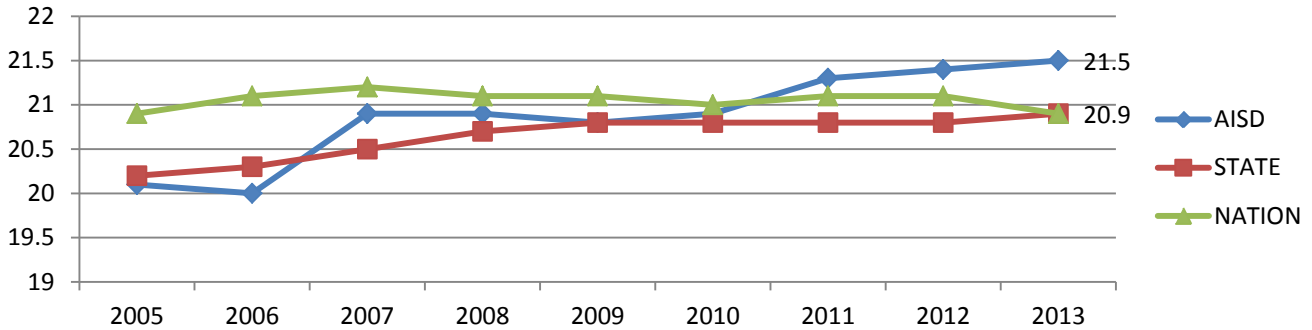
Figure 2. Number of AISD Students Taking the ACT, by Race and Ethnicity



ACT Test Results Summary, 2012–2013

The average ACT composite score of 21.5 was an all-time high for the district and exceeded the state and national average composite scores. National average composite scores decreased in 2013, and the state average composite score remained about the same, compared with scores the prior year. In a [press release](#) (ACT 2013a), ACT officials attributed the decrease in the national average composite score to updated standards and more students taking the exams. Dissimilarly, average composite scores for AISD students have increased along with rates of student test participation (Figure 3).

Figure 3. AISD, State, and National Overall Average ACT Scores, 2005–2013



Source. *Graduating Class 2013 District Profile Report* (ACT, 2013b)

Average ACT scores for the district have increased dramatically over the past 5 years. The average AISD score exceeded the state and nation scores in the areas of math, reading, and science. In English, AISD and national scores were the about the same and exceeded the state scores (Figures 4 through 7).

Figure 4. ACT Average Scores: English

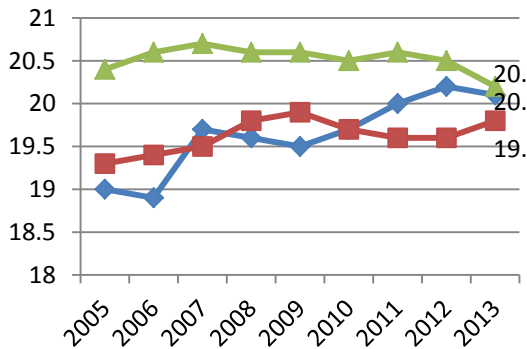


Figure 5. ACT Average Scores: Math

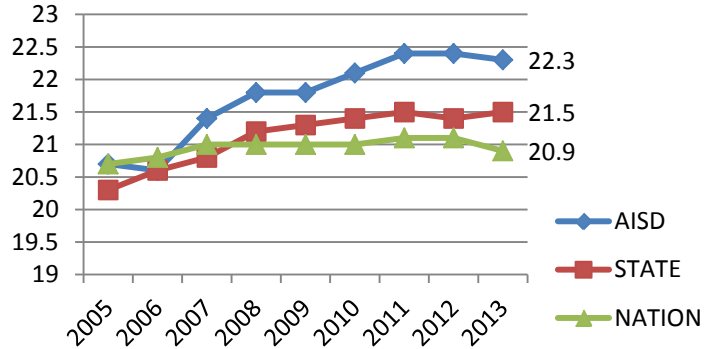


Figure 6. ACT Average Score: Reading

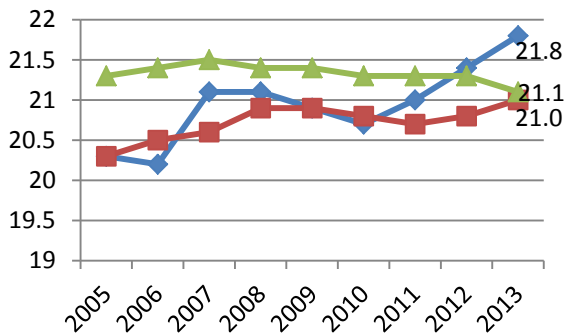
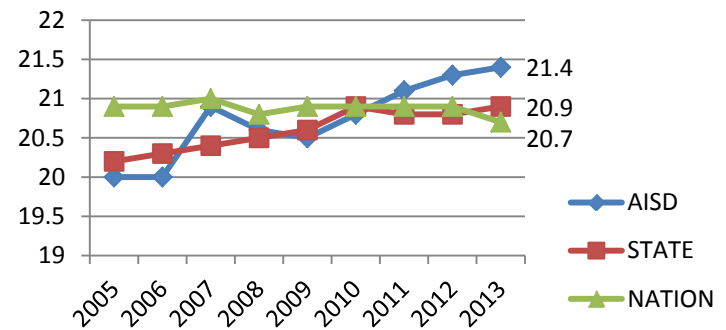


Figure 7. ACT Average Score: Science



Source. *ACT Profile Report*, (2013b)

ACT Test Results Summary, 2012–2013

Average ACT scores have increased over a 5-year period for almost all student groups on each test.

Black/African American and Asian students' scores declined in English, and the average reading score for Black/African American students also decreased in reading over the 5-year period. When examining scores from 2012 to 2013, changes in scores were variable (Tables 1 and 2). These year-to-year fluctuations are common, and ACT researchers recommend examining trends in mean ACT scores over time to better understand student performance (Schiel, 1998).

Table 1. Five-Year Change in ACT Average Score, by Ethnicity and Subject

	English			Math			Reading			Science		
	2009	2013	5-yr. diff.	2009	2013	5-yr. diff.	2009	2013	5-yr. diff.	2009	2013	5-yr. diff.
Asian	23.1	22.4	-0.7	25.6	26.3	0.7	17.0	23.7	6.7	22.7	23.6	0.9
Black/African American	15.4	14.8	-0.6	17.8	17.8	0.0	18.2	16.7	-1.5	17.2	17.3	0.1
Hispanic/Latino	16.6	16.9	0.3	19.6	19.9	0.3	18.2	19.0	0.8	18.5	19.2	0.7
White	23.8	24.8	1.0	25.4	25.8	0.4	25.0	26.0	1.0	23.8	24.8	1.0
All	19.5	20.1	0.6	21.8	22.3	0.5	20.9	21.8	0.9	20.5	21.4	0.9

Source. *Graduating Class 2013 District Profile Report* (ACT, 2013b)

Note. Students of two or more races were not identified until 2012.

Table 2. One-Year Change in ACT Average Score, by Ethnicity and Subject

	English			Math			Reading			Science		
	2012	2013	1-yr. diff.	2012	2013	1-yr. diff.	2012	2013	1-yr. diff.	2012	2013	1-yr. diff.
Asian	24.1	22.4	-1.7	27.1	26.3	-0.8	25.2	23.7	-1.5	25.0	23.6	-1.4
Black/African American	14.9	14.8	-0.1	17.8	17.8	0.0	16.8	16.7	-0.1	17.3	17.3	0.0
Hispanic/Latino	17.1	16.9	-0.2	20.1	19.9	-0.2	18.4	19.0	0.6	19.1	19.2	0.1
White	24.3	24.8	0.5	25.4	25.8	0.4	25.2	26.0	0.8	24.3	24.8	0.5
Two or More Races	21.6	21.7	0.1	23.0	23.4	0.4	22.7	23.1	0.4	22.0	22.3	0.3
All	20.2	20.1	-0.1	22.4	22.3	-0.1	21.4	21.8	0.4	21.3	21.4	0.1

Source. *Graduating Class 2013 District Profile Report* (ACT, 2013b)

AISD had greater percentages of students who were college ready, compared with percentages at the state and nation levels, in math, reading, science, and all four subjects (Table 3). In 2013, the percentage of students who were college ready increased for all student groups in science and for all four subjects, except for Asian students, who in most cases already had the highest college ready percentages in each subject area.

Percentages of students who were college ready in reading decreased for all AISD student groups, nationally, and across the state. When examining results between different student groups, achievement gaps remained, with Black/African American and Hispanic/Latino students lagging behind students who were Asian, White, or of two or more races.

ACT research (2013) indicated students who do 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.

ACT Test Results Summary, 2012–2013

Table 3. Percentage of Students Who ACT Met College Ready Benchmark, by Ethnicity and Subject

Student group	English (benchmark score = 18)			Math (benchmark score = 22)			Reading (benchmark score = 24)			Science (benchmark score = 18)			All four subjects		
	2012	2013	1-yr. diff.	2012	2013	1-yr. diff.	2012	2013	1-yr. diff.	2012	2013	1-yr. diff.	2012	2013	1-yr. diff.
Asian	85%	74%	-11	83%	84%	1	73%	59%	-14	63%	62%	-1	58%	54%	-4
Black/African American	26%	30%	4	18%	19%	1	23%	14%	-9	10%	12%	2	5%	7%	2
Hispanic/Latino	44%	44%	0	35%	35%	0	33%	31%	-2	19%	24%	5	14%	16%	2
White	87%	90%	3	77%	82%	5	76%	75%	-1	55%	71%	16	51%	61%	10
Two or More Races	74%	71%	-3	60%	67%	7	58%	55%	-3	37%	52%	15	37%	40%	3
All AISD students	62%	62%	0	53%	55%	2	51%	48%	-3	35%	43%	8	31%	34%	3
State	61%	61%	0	48%	48%	0	48%	43%	-5	29%	36%	7	24%	26%	2
National	67%	64%	-3	52%	46%	-6	52%	44%	-8	31%	36%	5	25%	26%	1

Source. *Graduating Class 2013 District Profile Report* (ACT, 2013b)

Note. As reported by ACT (2013b), "The 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, which include English composition, algebra, social science, and biology. These scores were empirically derived based on the actual performance of students in college."

AISD student ACT participation and average ACT composite scores varied across campuses.

The increases in test takers at Akins, Lanier, Reagan, and Richards accounted for the overall increase in ACT test takers district-wide (Table 4). Between 2012 and 2013, average ACT scores increased for half of AISD high schools (Figure 8). The average ACT scores in each subject area also varied between campuses (Table 5).

Table 4. Number of AISD Students Who Took the ACT, by Campus

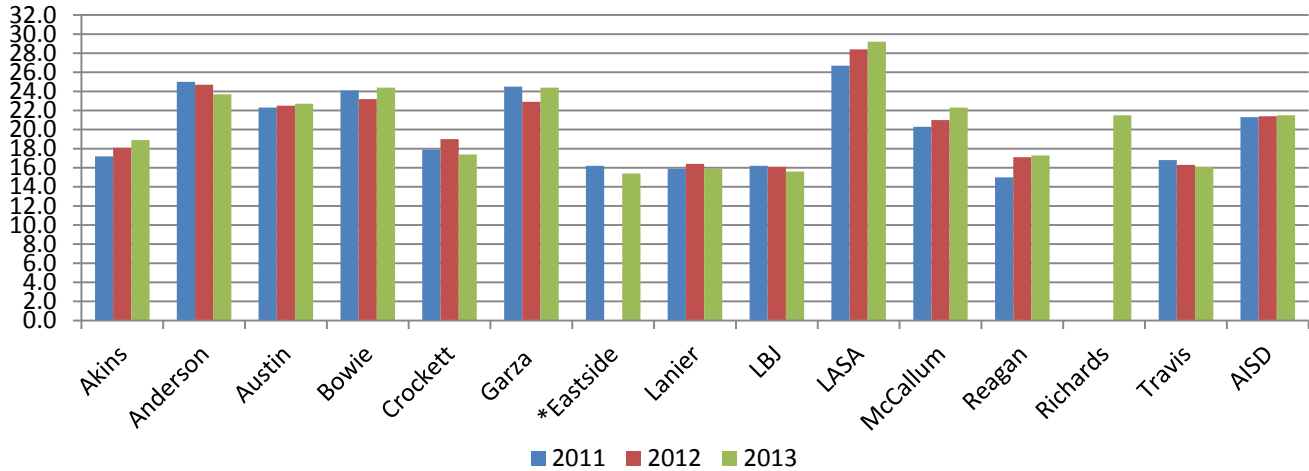
Campus	Number Tested, 2011	Number Tested, 2012	Number Tested, 2013
Akins	112	101	143
Anderson	180	201	193
Austin	172	223	203
Bowie	215	249	223
Crockett	114	127	125
Garza	8	10	12
Eastside	15	*	10
Lanier	49	65	79
LBJ	68	76	66
LASA	105	96	122
McCallum	97	165	149
Reagan	20	24	42
Richards	**	**	47
Travis	76	89	82

Source. *Graduating Class 2013 District Profile Report* (ACT, 2013b)

Note. * Results for groups of fewer than five students are not reported to protect confidentiality. **Students at Ann Richards School for Young Women (Richards) participated in the ACT for the first time in 2012–2013.

ACT Test Results Summary, 2012–2013

Figure 8. ACT Average Composite Scores, by Campus and School Year



Source. *Graduating Class 2013 District Profile Report* (ACT, 2013b)

* Results for groups of fewer than five students are not reported to protect confidentiality.

Table 5. 2012–2013 ACT Campus, District, State, and National Average Scores, by Subject

Campus	Number tested	English	Mathematics	Reading	Science	Composite
Akins	143	17.0	19.8	19.0	19.5	18.9
Anderson	193	22.6	24.6	23.7	23.5	23.7
Austin	203	22.0	23.0	23.2	22.3	22.7
Bowie	223	22.9	25.8	24.5	23.9	24.4
Crockett	125	15.8	18.3	17.8	17.5	17.4
Garza	12	24.6	23.7	26.9	22.5	24.4
Eastside	10	12.9	16.1	16.6	15.4	15.4
Lanier	79	13.4	17.7	15.4	16.4	15.9
LBJ	66	13.2	17.1	15.8	15.9	15.6
LASA	122	29.0	28.7	30.6	28.2	29.2
McCallum	149	21.1	23.0	22.7	22.2	22.3
Reagan	42	15.1	18.8	16.5	18.0	17.3
Richards	47	21.2	22.1	21.3	20.4	21.5
Travis	82	13.3	17.3	16.0	17.1	16.1
AISD	1,496	20.1	22.3	21.8	21.4	21.5
State	109,841	19.8	21.5	21.0	20.9	20.9
National	1,799,243	20.2	20.9	21.1	20.7	20.9

Source. *Graduating Class 2013 District Profile Report* (ACT, 2013b)

References

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