

# News Release

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## Participation up for statewide ACT testing

MADISON — Participation was up from the prior year for both public school and private choice students who took the ACT Plus Writing this spring as part of statewide testing requirements.

Overall, 64,668 students took the 11th-grade exams that are part of the Wisconsin Student Assessment System (WSAS). Average participation for public school students went from 93.9 percent in 2014-15 to 96.0 percent for the 2015-16 school year. For private choice students, participation was 93.3 percent in 2014-15 and 99.4 percent for 2015-16. Overall, the percentage of students scoring proficient or advanced for all students

<b>Wisconsin Student Assessment System - ACT and DLM</b>				
<b>Percentage of Students Scoring Proficient or Advanced</b>				
<b>2014-15</b>	<b>Enrollment</b>	<b>ELA</b>	<b>Math</b>	<b>Science</b>
<b>All Students</b>	66,191	45.4%	35.5%	31.4%
<b>Public</b>	64,982	45.7%	36.0%	31.7%
<b>Choice</b>	1,209	28.5%	15.6%	13.7%
<b>2015-16</b>				
<b>All Students</b>	64,668	40.6%	34.5%	33.8%
<b>Public</b>	63,451	40.8%	34.8%	34.0%
<b>Choice</b>	1,217	29.1%	18.7%	20.5%

**Note:** Dynamic Learning Maps (DLM) was not administered to 11th-grade students in 2014-15.

was down from the prior year for English language arts and mathematics and up for science. ACT made changes to the design of the writing portion of the English language arts assessment that impacted student results. Wisconsin’s ELA scores are comprised of the English, reading, and writing subtests.

“Using the ACT as a statewide assessment provides an opportunity for our high school juniors to demonstrate their level of knowledge against college-ready expectations,” said State Superintendent Tony Evers. “Increased participation is a positive result, and in some cases opens doors for further education that students and their parents may not have been considering.”

This is the second year that high school juniors took the ACT Plus Writing or Dynamic Learning Maps (DLM), an alternate assessment that measures the academic progress of students with significant cognitive disabilities. Approximately 800 public school students took the DLM; there were no choice students who took the

(more)

alternate assessment. Results show that 40.8 percent of public school juniors were proficient or advanced in English language arts, while 29.1 percent of choice students reached that proficiency level. In mathematics, 34.8 percent of public school students and 18.7 percent of choice students were proficient or advanced. For science, 34.0 percent of public school students and 20.5 percent of choice students achieved at the proficient or advanced performance levels. Private choice students had improved performance from the prior year’s ACT Plus Writing assessment across all three subject areas.

Wisconsin public school students had a one-tenth of a point composite score increase on the ACT Plus Writing (20.1) for 2015-16 compared to the prior year. The ACT Plus Writing is scored on a scale of one to 36. Public school students averaged 18.6 for English language arts, a decline of seven-tenths of a point, and 20.1 for mathematics, a tenth-of a point

Wisconsin's ACT Performance Levels				
	Below Basic	Basic	Proficient	Advanced
ELA	1-14	15-19	20-27	28-36
Math	1-16	17-21	22-27	28-36
Science	1-17	18-22	23-27	28-36

increase. The 1,217 private choice school juniors who took the ACT had an average composite score of 18.2 for 2015-16, up from 17.5 for the prior year. For English language arts, choice students averaged 17.1, down one-tenth of a point. The mathematics score was up one-half point (17.9) from the prior school year’s results. Scores typically fluctuate more widely when smaller numbers of students are tested.

Results for the ACT on both test scores and performance levels show achievement gaps for public school students by race and ethnicity, socio-economic status, economic and disability status, and for students learning English. This was the first year that private choice schools used the WISEdata system, thus ACT Plus Writing results disaggregated by student subgroups are unavailable this year.

“Closing achievement gaps between subgroups of students is one of the great moral imperatives of our time,” Evers said. “We cannot overcome those gaps without an honest conversation about the policies and practices, both in schools and in our communities, that have contributed to them. I commend the education community and policymakers for picking and sticking with the ACT as Wisconsin’s federally required summative test. It is proving to have real value for our kids.”

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**NOTES:** Tables with additional information about ACT testing follow. Additional information about assessment data for public schools and districts is on the [WISEdash Public Portal](http://www.wisconsin.gov/assessment/public-portal). Data for private choice students is available on the [Parental Choice Program website](http://www.wisconsin.gov/assessment/parental-choice-program/data) at <http://dpi.wi.gov/assessment/parental-choice-program/data>. This news release is available electronically at [http://dpi.wi.gov/sites/default/files/news-release/dpinr2016\\_102.pdf](http://dpi.wi.gov/sites/default/files/news-release/dpinr2016_102.pdf).

# ACT Plus Writing and Dynamic Learning Maps Performance

Public School Students	2014-15						2015-16					
	Student Count	Composite Score*	ELA Score*	ELA Proficiency	Math Score*	Math Proficiency	Student Count	Composite Score*	ELA Score*	ELA Proficiency	Math Score*	Math Proficiency
<b>All Students (Public)</b>	<b>64,982</b>	<b>20.0</b>	<b>19.3</b>	<b>45.7%</b>	<b>20.0</b>	<b>36.0%</b>	<b>63,451</b>	<b>20.1</b>	<b>18.6</b>	<b>40.8%</b>	<b>20.1</b>	<b>34.8%</b>
American Indian	770	17.1	16.3	21.8%	17.2	14.8%	725	17.5	15.9	19.6%	17.4	14.1%
Asian	2,170	19.6	19.0	40.4%	20.5	38.0%	2,227	20.0	18.6	38.2%	20.8	38.8%
Black	5,943	15.6	15.1	12.6%	16.0	6.3%	5,260	15.8	14.4	11.5%	16.0	6.1%
Hispanic	5,775	17.2	16.8	24.3%	17.5	15.8%	5,891	17.4	16.0	21.7%	17.5	15.4%
Pacific Islander	57	18.6	18.1	38.6%	18.6	24.6%	50	18.3	16.5	22.0%	18.0	20.0%
White	48,788	20.8	20.1	53.1%	20.7	42.5%	47,848	20.8	19.4	47.0%	20.8	40.7%
Two or More	1,310	19.8	19.2	41.4%	19.5	29.9%	1,303	19.7	18.4	36.0%	19.5	28.8%
Unknown Race	152	16.2	15.5	21.7%	16.9	15.1%	138	17.3	16.3	24.6%	17.3	15.2%
Economically Disadvantaged	22,358	17.4	16.7	24.8%	17.6	16.8%	20,556	17.4	15.9	20.2%	17.6	15.4%
Not Economically Disadvantaged	41,652	21.3	20.7	57.6%	21.3	46.8%	42,448	21.3	19.9	51.0%	21.2	44.3%
Unknown Econ Status	972	16.4	15.8	16.9%	16.8	11.3%	447	17.3	15.9	21.7%	17.5	15.4%
English Language Learners	1,452	13.7	12.7	3.2%	15.2	3.2%	1,401	14.2	11.9	2.9%	15.3	3.3%
English Proficient	63,006	20.1	19.5	46.9%	20.2	36.9%	61,604	20.2	18.8	41.8%	20.2	35.6%
Unknown ELL Status	524	16.9	16.3	23.3%	17.2	15.1%	446	17.3	15.9	21.7%	17.5	15.5%
Students with Disabilities	8,271	15.0	13.8	11.8%	15.7	6.6%	7,928	15.5	13.2	10.2%	15.8	5.6%
Students without Disabilities	56,214	20.6	20.0	50.9%	20.6	40.5%	55,067	20.6	19.3	45.4%	20.6	39.1%
Unknown Disability Status	497	16.8	16.2	22.3%	17.2	14.3%	456	17.3	16.0	21.7%	17.5	15.4%

**NOTES:** Proficiency is the percentage of students scoring proficient or advanced. \*These data do not include non-tested students or the approximately 800 students who participated in the DLM alternate assessment. All other results include public school students who took the ACT Plus Writing or DLM.

## Wisconsin Student Assessment System

Participation Rates for ACT & DLM

	2014-15		2015-16	
	ELA	Math	ELA	Math
<b>Public</b>	93.6	94.1	95.4	96.6
<b>Choice</b>	93.1	93.5	99.0	99.8

**NOTES:** The DLM was not administered to 11th-grade students in 2014-15. For 2015-16, only public school students took the DLM.

## Family Income for Choice Eligibility – 2015-16

Program Eligibility Based on Income for a Family of Four with Married Parents

Federal Free Meals	Federal Reduced-Price Meals	Milwaukee Choice (MPCP)	Racine Choice (RPCP)	Statewide Choice (WPCP)
\$31,525	\$44,863	\$79,696	\$79,696	\$51,828

**NOTE:** For the Wisconsin Student Assessment System, public school students whose family income falls within the guidelines for free or reduced-price school meals are considered low income.