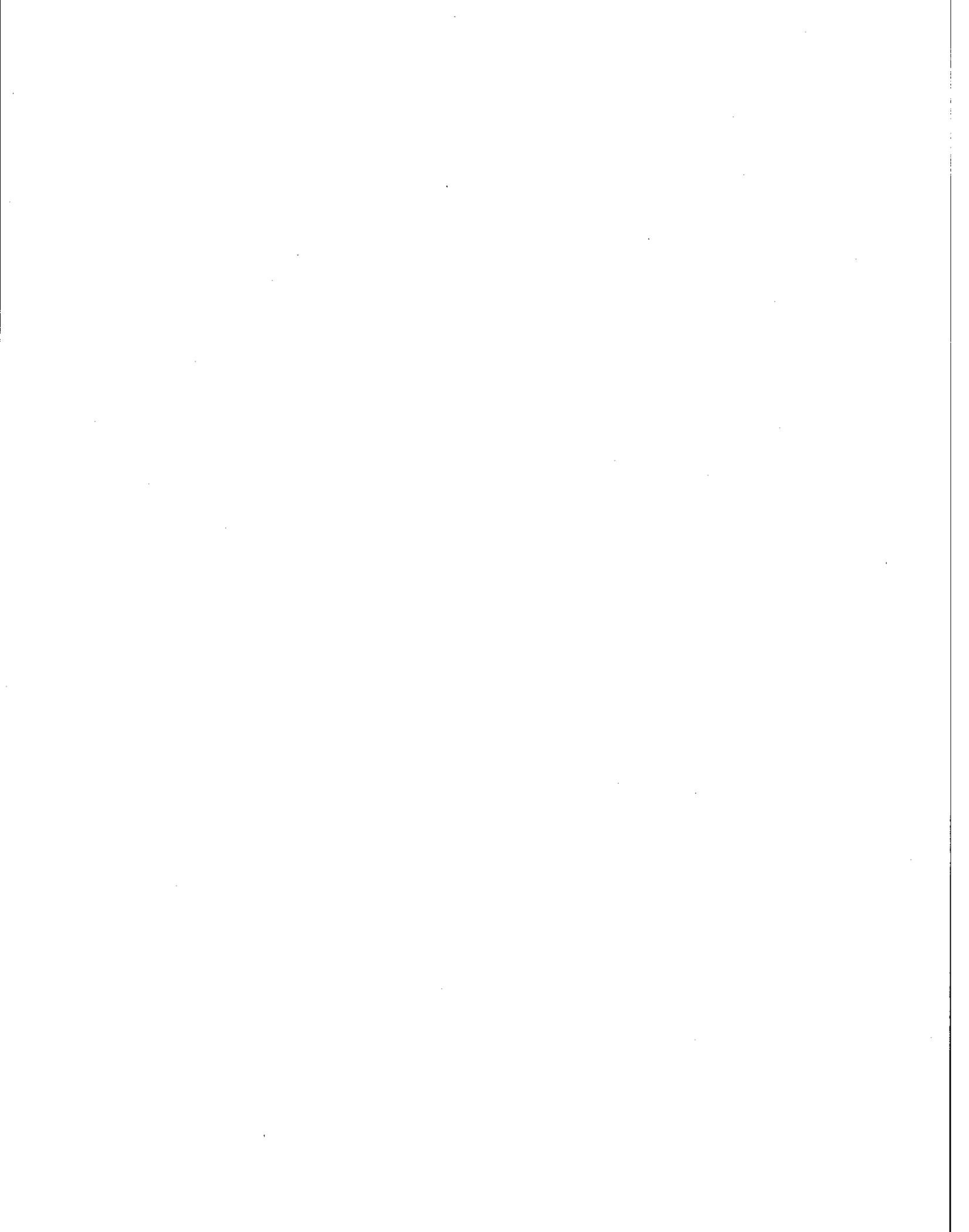


Exhibit Number: 9

The following exhibit is several assorted documents that exceeds the 10-page limit therefore it cannot be scanned. A small portion has been scanned to aid in your research for information. The exhibit is on file at the Montana Historical Society and can be viewed there.



A Single Test - Many Rewards: How Colorado's 11th Grade ACT Continues to Score

About to launch the fourth administration on April 28, 2004, Colorado's statewide ACT test program for all high school juniors has proven that a single test - well chosen - can reap many benefits. For the same \$26, the state has managed to solve many pieces of the education reform puzzle and students are among the biggest winners. A sampling of proven rewards includes:

STUDENT BENEFITS

- Students take the ACT for free
- Test administration is given in home high school on a weekday rather than Saturday
- Receive timely customized college and career planning reports, scholarships and applications
- More minority students are prepared for - and attending - college
- Students still "take the ACT seriously" and enjoy the personal benefits beyond high school
- More students enroll in college who previously had no plans to attend
- Student ACT scores are accepted across the country, including Ivy League universities

PARENT BENEFITS

- Automatically receive materials to help with their child's college and "real world" planning
- Test preparation materials and software for every student, at every high school
- Local ACT office to answer parents' questions and provide personal assistance
- Scholarship and financial aid information
- Website dedicated to parents at www.act.org

HIGH SCHOOL BENEFITS

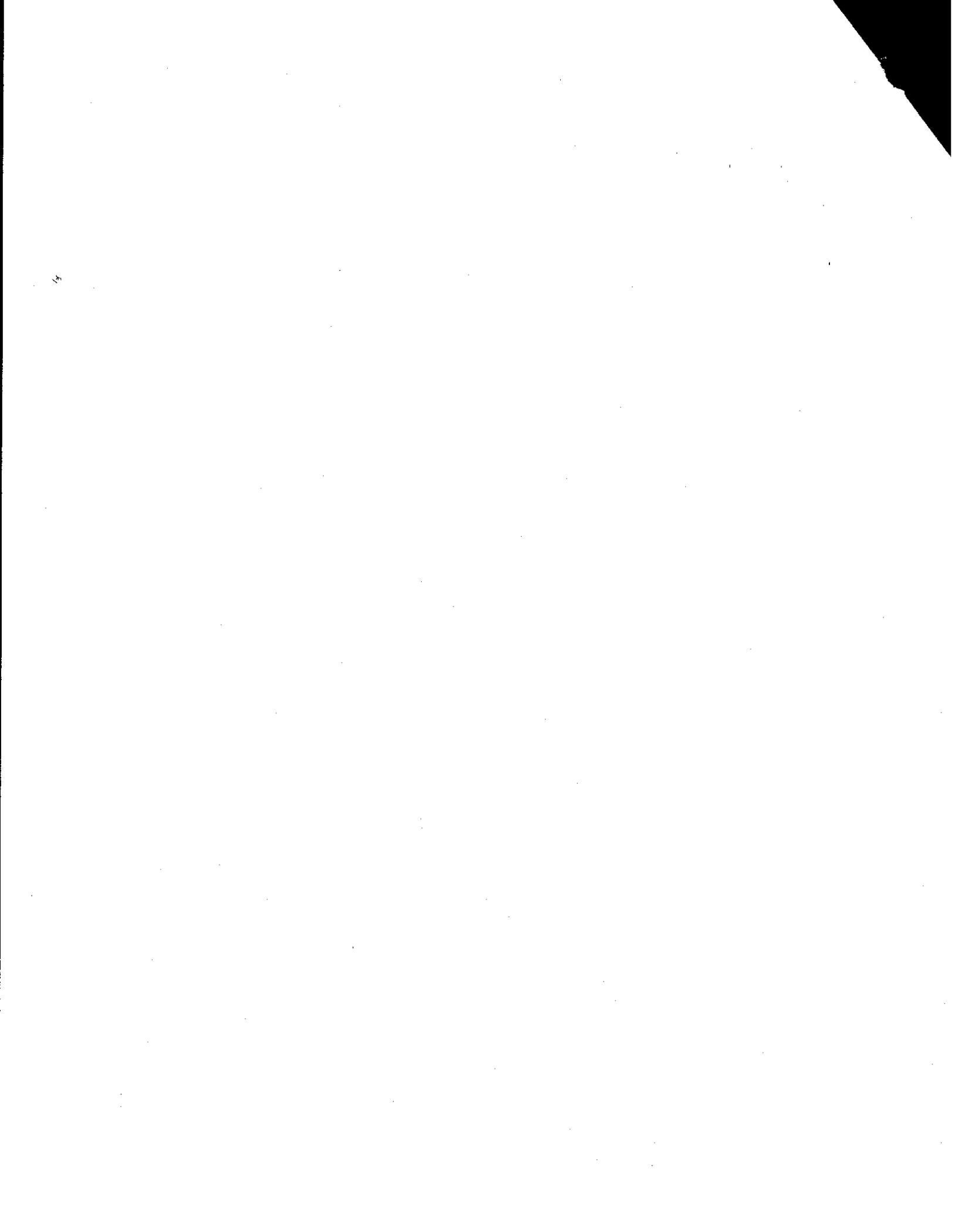
- Diagnostic school reports that are prescriptive, sensitive to standards-based instruction
- Disaggregated information that helps teachers intervene with at-risk students
- ACT content aligns with state standards, no problem with "teaching to the test"
- Professional development workshops for teachers
- Teachers and administrators applauded for replicating secure, national test administration

COLLEGE BENEFITS

- Combined increases from 2001-2003 across the state's two and four-year campuses up 34.4%
- Increasing college enrollment across every income range
- 7% increase from 2002-2003 for students with family incomes less than \$42,000
- More diversity of enrolled freshmen classes
- Colleges reporting last-minute surge of enrollment just prior to class start dates, suggesting ACT-ready scores contributing to student application decision

STATE BENEFITS

- Access to college ensured for all students - more students enrolling as a result
- Administration materials, training, scoring, at all levels from state-through-student
- Approximate 8 week turnaround on all reports
- Saved millions on alternative test development
- Student privacy is protected
- On-time performance for all deliverables
- Data used by Colorado Department of Education for accountability *and* the Colorado Commission on Higher Education for postsecondary enrollment and customized research



ACTIVITY

R E P R I N T

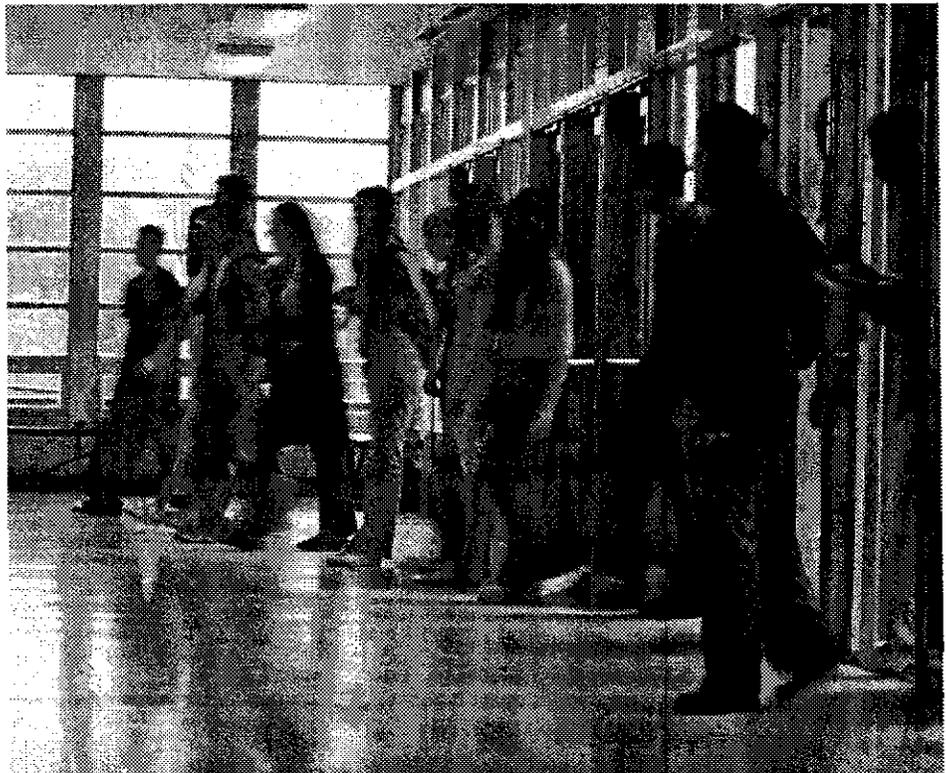
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Initiatives, Including Statewide ACT, Credited for Boost in College-Going Rate

Colorado's college-going rate jumped 14 percent this year, according to enrollment statistics for fall 2002. The increase is largely attributed to the sweeping education reforms instituted by Governor Bill Owens. As part of his reform program, the ACT Assessment® has been administered to all high school juniors for the last two years. The students entering college in 2002 come from the first class to participate in statewide ACT testing.

"Providing all Coloradans with access to quality higher education programs is key to putting our fellow citizens on the road to successful and fulfilling careers. We're proud to work with ACT™ to let our young people know that attending a college or university is within their grasp and an important choice for their future," said Owens.

The 14 percent boost represents 2,797 more students who opted to enroll in one of Colorado's postsecondary institutions directly upon graduation from a Colorado high school.



More Colorado 2002 high school graduates enrolled in college, perhaps because more of them were identified as being ready for college based on their scores on the ACT Assessment. The state started administering the ACT Assessment to all high school juniors in 2000.

"We believe that a strong argument can be made that a 14 percent spike in the enrollment of Colorado's graduates in Colorado's postsecondary institutions from 2001 to 2002 can be attributed, at

least in part, to the fact that the 2002 graduates contained 16,484 more ACT-tested students than the class of 2001, a 60 percent increase," said Larry Erenberger, senior consultant with ACT.

Among the 2002 high school graduates in Colorado who first tested under the statewide ACT administration as juniors:

- 14 percent more students have enrolled in Colorado colleges this year
- All students gained access to a key component of the college-going process
- More minority students are attending college this year

Overall, more 2002 graduates in Colorado demonstrated a higher degree of academic readiness for fall 2002 college admission than 2001 graduates. Academic readiness is defined as scoring at 19 or above on the ACT Assessment, which has a top possible score of 36.

Skill levels at different score ranges are described in detail in ACT's Standards for Transition. The Standards help students, parents, and teachers interpret results of the ACT Assessment. They are curriculum-based statements supported by research and closely aligned with Colorado Model State Content Standards. Designed to provide information to students, their parents, high schools, and postsecondary institutions, the Standards describe what students have learned within different score ranges and whether their skills

are appropriate for entry-level postsecondary courses.

Colorado's ACT scores for the class of 2002 indicated:

- A 31 percent overall increase in number of graduates prepared for college admission
- An 80 percent increase in American Indian/Alaskan graduates prepared for college admission
- A 22 percent increase in Hispanic graduates prepared for college admission
- A 25 percent increase in African American graduates prepared for college admission
- A 13 percent increase in graduates from lowest income quartile prepared for college admission

These gains are consistent with newly conducted research supporting successful P-16 education systems. The recently released ACT policy report, *Creating Seamless Educational Transitions for Urban African American and Hispanic Students*, examined the influences on postsecondary planning that students at five urban school districts have encountered and how such influences helped them develop and implement their plans for postsecondary education. Working with the Council of Great

City Schools, researchers found that more than two-thirds of the students felt that the information from the ACT Assessment was very to somewhat helpful in postsecondary planning. They go on to recommend that, "Schools should systematically use test information to help students plan their high school curriculum, identify areas for improvement, consider career options, and plan for postsecondary education."

By taking the ACT Assessment, students have been introduced to:

- Transition activities for post-high school planning
- Standards-based testing that tells what a student knows and is ready to learn next
- Information about the college-going process

"The Colorado Commission on Higher Education is committed to providing access to higher education to all Coloradans. Our partnership with ACT has helped us help kids see higher education as a real possibility," said Tim Foster, executive director of the Colorado Commission on Higher Education.

For more information on the results achieved in Colorado, contact Asheley Peterson in ACT's Denver office at 303/337-3273. ♦



SEARCH

Home > EPAS > Case Studies

- ▶ A System that Works
- ▶ Case Studies
- ▶ Component Programs:
 - EXPLORE
 - PLAN
 - ACT Assessment
 - WorkKeys
- ▶ Research and Reporting Services

Measuring Illinois Students' Progress Toward State Learning Standards

The Challenge: Coming up with a set of high quality assessments that would accurately measure students' progress in meeting the learning standards set by the Illinois State Board of Education.

The Solution: Prairie State Achievement Exam (PSAE), which includes the ACT Assessment, two WorkKeys assessments, and three state-developed assessments in writing, science, and social sciences.

Why the ACT? It is a long-established, thoroughly tested exam that measures educational achievement in English, math, reading, and science—four of the five academic areas covered by the PSAE. The knowledge and skills measured by the ACT Assessment are closely aligned with the Illinois Learning Standards.

The Results: Many more Illinois students are taking the ACT, college enrollment is up, access to college has expanded, and college readiness has increased.

Challenge

The federal Elementary and Secondary Education Act of 1994 required states to (1) adopt challenging content and student performance standards and (2) demonstrate that they have adopted a set of high-quality, yearly student assessments. The Illinois State Board of Education (ISBE), in response to this law, adopted the Illinois Learning Standards in 1997. These standards are a set of statements that define the specific knowledge and skills that every public school student should learn in school.

The challenge ISBE faced was in coming up with a set of high quality assessments that would accurately measure students' progress in meeting the learning standards it had set.

Solution

To comply with the requirement for a high-quality, yearly student assessment at the high school level, the Illinois General Assembly established the Prairie State Achievement Exam (PSAE) in July 1999. The exam is taken by all public school 11th graders each spring. The first administration of PSAE was in the spring of 2001.

Included within the PSAE is the ACT Assessment®, a college admission and placement exam. Also included are two ACT WorkKeys® tests (Reading for Information and Applied Mathematics) and three state-developed assessments in writing, science, and social sciences.

Why the ACT?

The ISBE chose to include the ACT Assessment in the PSAE because it is a long-established, thoroughly tested exam that measures educational achievement in English, math, reading, and science, four of the five academic areas covered by the PSAE. The knowledge and skills measured by the ACT Assessment are closely aligned with the Illinois Learning Standards.

An added benefit: Including the ACT Assessment in the PSAE helps ensure that all students are prepared to entertain the possibility of going to college after high school. Illinois students can use the ACT scores they receive from the PSAE to apply to almost any college or university in the United States, even if they had not previously considered continuing their education after high school. Including the WorkKeys tests addresses advances in technology and information that have changed the workplace, requiring more advanced skills and knowledge from workers than ever before.

Results

Many more Illinois students are taking the ACT.

- The number of Illinois graduating seniors taking the ACT Assessment was 51 percent higher in 2003 than in 2001, before the PSAE was introduced.
- The most dramatic increases in test takers can be seen among:
 - Males (+61%)
 - Minority graduates (+50%)
 - Graduates from families earning \$30,000 per year or less (+45%)

College enrollment is up.

- The number of in-state, ACT-tested fall freshmen enrolled in Illinois colleges in 2002 (the first graduating class affected by PSAE testing) was up by 24 percent compared to the previous year.
- The number of these college freshmen from families earning \$30,000 per year or less was up by 8 percent compared to 2001.

Access to college has expanded.

- Included in the increased college enrollments in 2002 were 15 percent of the ACT-tested students who said they did not intend to go to college when they took the PSAE as high school juniors.
- The number of in-state, ACT-tested minorities enrolled in Illinois colleges increased by 19 percent in 2002 over 2001.
- The number of ACT-tested Illinois graduates who aspire to further their education after high school increased by 23 percent in 2003 compared to 2001.

College readiness has increased.

- The number of Illinois high school graduates earning an ACT Composite score of 18 (the low end of the range for admission to colleges with liberal admission policies) or higher was 27 percent higher in 2003 than in 2001.
- Significantly more Illinois graduates were ready for college algebra (+21%) and English composition (+29%) in 2003 than in 2001, based on their ACT scores.
- Illinois' state average ACT Composite score rose from 20.1 in 2002 to 20.2 in 2003, despite an increase in the number of students tested.

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SEARCH

Home > EPAS > Case Studies

- ▶ A System that Works
- ▶ Case Studies
- ▶ Component Programs:
 - EXPLORE
 - PLAN
 - ACT Assessment
 - WorkKeys
- ▶ Research and Reporting Services

Preparing Oklahoma Students for the Future

The Challenge: Oklahoma students were graduating from high school without the skills they needed to succeed in college. There were also achievement gaps between racial/ethnic minority groups and Caucasian students in the state's K-12 schools.

The Solution: A combination of higher college admission standards and ACT's Educational Planning and Assessment System (EPAS®).

Why EPAS? It is the only assessment system in Oklahoma that measures student readiness along a continuum of college readiness benchmarks. In addition, the data, guidance, and feedback provided by EPAS are useful to students, parents, and teachers.

The Results: College remediation rates have dropped in all content areas and gaps between and among demographic subgroups have narrowed.

The Challenge

In the early 1990s, Oklahoma high school students were graduating largely without the skills necessary to succeed in college. College remediation rates exceeded 60 percent in some areas, and the majority of high school graduates were unprepared for the rigor of entry-level college courses. In addition, wide achievement gaps existed between racial/ethnic minority groups and Caucasian students in the state's K-12 schools.

The Solution

The Oklahoma State Regents for Higher Education sought to help K-12 students better prepare for college and work, as well as to narrow the achievement gaps that existed in K-12 schools in the state.

Their first step was to raise college admission standards from 11 to 15 required units of core coursework in high school. This stronger core curriculum, they believed, would increase Oklahoma students' readiness for life after high school.

The State Regents understood, however, that raising admission standards could have a negative impact on college access. A state study showed that higher standards might leave some students behind, particularly low income and minority students who might not have the same opportunities as others to prepare for the more rigorous requirements. At the same time, the study revealed that all students would individually benefit from the extra academic preparation and better information on college readiness.

As a result, the State Regents decided to help all students in Oklahoma succeed through ACT's Educational Planning and Assessment System