



# Mobile County

## PUBLIC SCHOOLS

**File includes the following documents:**

2016 Summative ACT Aspire Data Samples

## 2016 ACT ASPIRE SUMMATIVE DATA REVIEW PHASE I – DUE AUGUST 25, 2016

St. Elmo Elementary

SCHOOL

Math

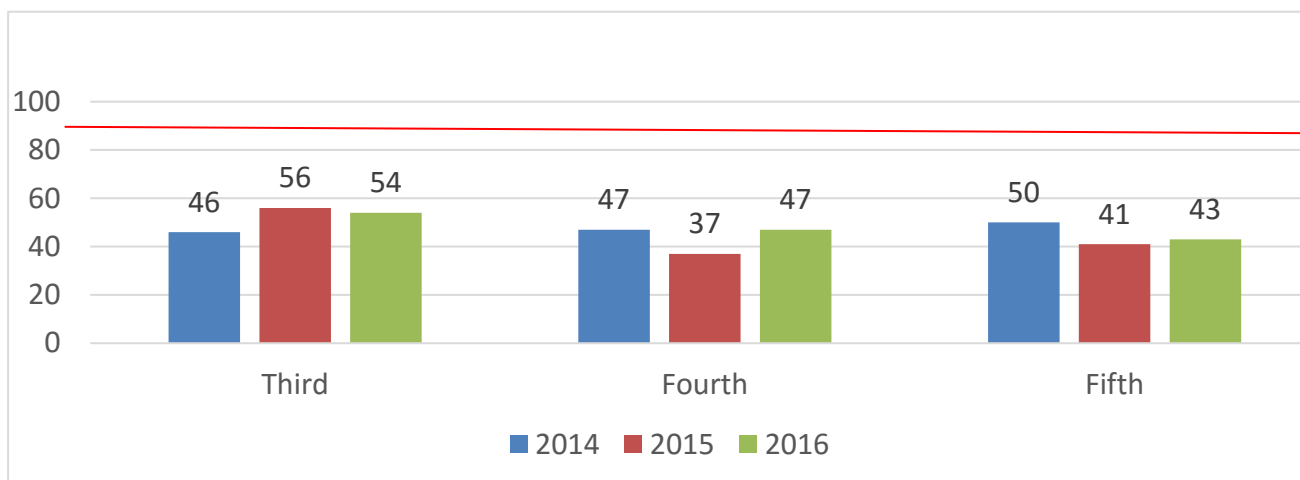
SUBJECT

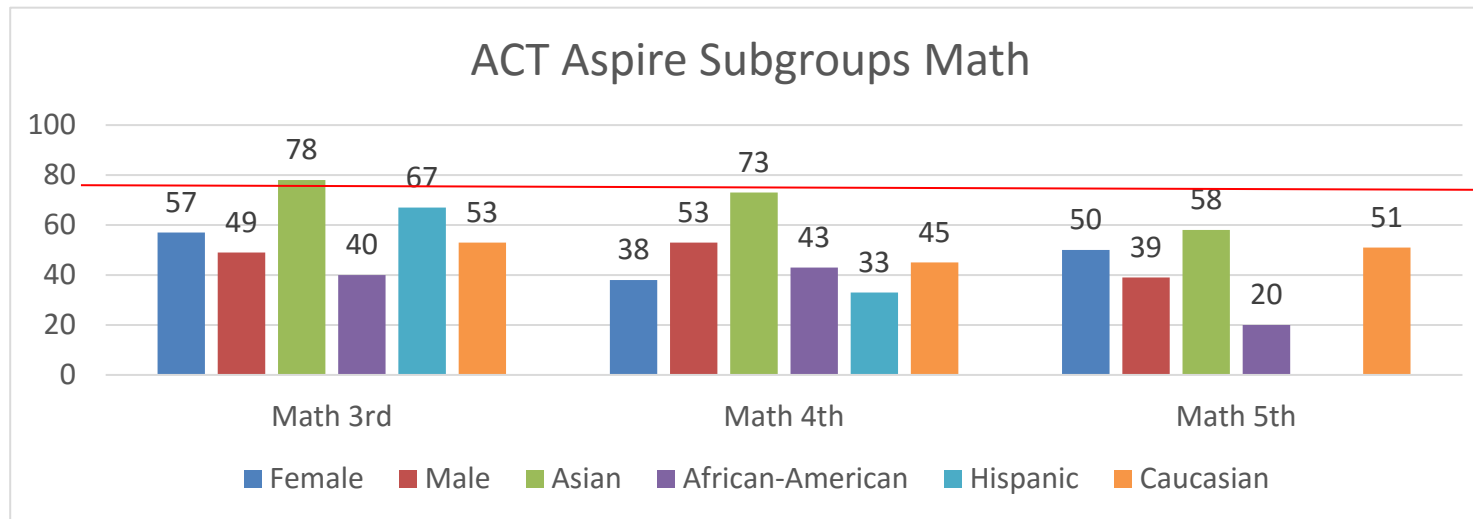
### TASK 1: DATA ORGANIZER

Assessment team members should gather trend data that shows the ACT Aspire percent proficient, readiness levels and other meaningful data (ie. Student growth percentile) by subject, grade level, and subgroup. This data will be utilized to complete the remainder of this assignment. Data may be accessed using reports from the ACT Aspire portal or the dashboard and displayed in a chart/graph of your choice.

ACT ASPIRE DATA: **Math** Proficiency Level

Grade Level	Exceeding		Ready		Close		In Need of Support	
	Number of Students	Percent Proficient	Number of Students	Percent Proficient	Number of Students	Percent Proficient	Number of Students	Percent Proficient
<b>3</b>	6	7	39	46	25	30	14	17
<b>4</b>	6	8	30	39	36	47	5	6
<b>5</b>	5	7	25	36	36	52	3	4





## **TASK 2: ANALYZE THE DATA**

### **Identify and Record Observations**

- Trends in data
- Areas of greatest potential growth
- Areas where improvements were made

- Areas of *urgent need*
- Areas where improvements are needed
- Student groups requiring the most assistance

Trends in data: The trend in math over the past three years: In 3rd grade, there has only been an 8% gain over the past three years from 46% to 54%. In 4th grade, there has been a 1% decline over the past three years from 47% to 46%. In 5th grade, there has been a 6% decline over the past three years from 50% to 44%, but when looking at the cohort for 2016 the students themselves made a 7% gain from 2015 to 2016.

Areas of greatest potential growth: 3rd grade African-Americans and male students; 4th grade female students.

Areas where improvements were made: Asian students in third and fourth grade are consistently scoring above 50% proficiency.

Areas of urgent need: Our proficiency scores indicate there is a math need on all grade levels across all subgroups.  
 Areas where improvements are needed: Number & Operations in Base 10 in third grade; Number & Operations-Fractions in 3rd through 5th grade  
 Student groups requiring the most assistance: males (3rd grade); females (4th grade); African-Americans and Hispanics

### **Causes for Celebration**

What subgroups, content area(s) or reporting categories showed improvement?  
 What specific strategies appear to be a direct cause for increased student achievement?

Our Asians showed significantly higher proficiency rates than other subgroups.  
 The students in 4th grade had an overall 9% gain from 37% in 2015 to 46% in 2016.

<b>Area(s) in Need of Improvement</b>	
What reporting categories, subgroups, etc. showed a decline or a gap in achievement? What specific instructional strategies have been attempted?	
<i>Areas of Concern</i>	<i>Attempted Strategies</i>
Ex. Ratios and Proportional Relationships	Ex. Periodic assessments – administered once but did not receive results
3rd grade - Number & Operations in Base 10	Periodic assessments-used for formative assessment to guide instruction STAR-use baseline & benchmark tests to guide instruction STRIDE-use baseline tests & PMAs to guide instruction
4th grade - Number & Operations-Fractions	
5th grade - Number & Operations-Fractions	

### **TASK 3: PRIORITIZE NEEDS ANALYSIS**

Enter the areas in which your school’s academic achievement needs the most improvement as determined by your leadership team. Fill in the chart, then number order these prioritized needs and challenges.

<b>Level of Priority Based on Need and Challenge</b> <small>*Complete this column once all other information has been recorded</small>	<b>Grade Level(s)</b>	<b>Subgroup(s)</b> <small>SpEd, EL, Ethnicity Groups, All</small>	<b>Area of Concern</b>	<b>Other Pertinent Information</b> <small>Reporting Category, other data sources, etc.</small>
Example: 1	7	SpEd	Integration of Knowledge & Ideas	STAR – GE 3.4
1	3rd	All	Number & Operations in Base 10	STAR, STRIDE, Periodic assessment, OGAP
2	4th	All	Number & Operations-Fractions	STAR, STRIDE, Periodic assessment, OGAP
3	5th	All	Number & Operations-Fractions	STAR, STRIDE, Periodic assessment, OGAP

## PHASE II – DUE SEPTEMBER 23, 2016

### **TASK 4: SET, REVIEW OR REVISE OBJECTIVES**

#### **Objectives must be SMART!**

- S:** Specific targeted subject area, grade level and student population
- M:** Measurement instrument to be used and the element examined must be measurable
- A:** Achievable percentage gains or increases in terms of expected change
- R:** Relevant to subject areas – Is the objective an urgent need?
- T:** Time when the assessment will take place as well as timely in terms of identified need

#### **Setting, Reviewing and Revising Objectives**

Identify your most important objective for student achievement based on the challenges your leadership team identified through analyzing the data (Task 2) and the determination of your prioritized needs analysis (Task 3).

#### **Suggested Format**

Decrease the percentage of 6<sup>th</sup> grade students scoring In Need of Support in the area of reading from \_\_\_\_% to \_\_\_\_% (or by 5%) as measured by the ACT Aspire Summative assessment.

Increase the percentage of 10<sup>th</sup> grade students scoring Exceeding in the area of math from \_\_\_\_% to \_\_\_\_% (or by 5%) as measured by the ACT Aspire Summative assessment.

#### **School Objectives**

<b>Objective 1</b>
Increase the percentage of third grade students scoring proficiency in the area of math from 54% to 60% as measured by the ACT Aspire Summative assessment.
<b>Objective 2</b>
Increase the percentage of fourth grade students scoring proficiency in the area of math from 47% to 60% as measured by the ACT Aspire Summative assessment.
<b>Objective 3</b>
Increase the percentage of fifth grade students scoring proficiency in the area of math from 43% to 60% as measured by the ACT Aspire Summative assessment.

## **TASK 5: IDENTIFYING STRATEGIES TO MEET OBJECTIVES**

*What are the specific strategies that will help achieve the prioritized objectives?*

1. Brainstorm a list of potential strategies.
2. Identify the top two or three strategies that will prove most effective for achieving the objective.

<b>Objective 1 Statement:</b> Increase the percentage of third grade students scoring proficiency in the area of math from 54% to 60% as measured by the ACT Aspire Summative assessment.	
<b>Strategy</b>	A PLT comprised of needs-based teachers will strategically implement research-based instructional best practices to increase lesson intentionality by preparing students to complete a range of high quality tasks which provide opportunities for students to construct viable arguments and critique the reasoning of others which will increase rigor and higher order thinking as identified in the CCRS for Mathematical Practices with the goal of promoting mathematics learning.
<b>Strategy</b>	All K-5 teachers will continue to implement inquiry-based instruction along with research-based strategies to increase rigor and student engagement through the implementation of productive mathematical discourse aligned to CCRS. Students will participate in inquiry-based instruction, and deficits will be identified through formative assessments.
<b>Strategy</b>	All K-5 and SpEd teachers will participate in collaborative PST meetings to analyze student evidence and assessments in order to identify strategies that will address student deficits. Strategies will be implemented for identified students through whole group and/or small group instruction. Extended Day research-based instruction utilizing STAR will be provided for “at-risk” students.

<b>Objective Statement 1:</b> Increase the percentage of fourth grade students scoring proficiency in the area of math from 47% to 60% as measured by the ACT Aspire Summative assessment.	
<b>Strategy</b>	A PLT comprised of needs-based teachers will strategically implement research-based instructional best practices to increase lesson intentionality by preparing students to complete a range of high quality tasks which provide opportunities for students to construct viable arguments and critique the reasoning of others which will increase rigor and higher order thinking as identified in the CCRS for Mathematical Practices with the goal of promoting mathematics learning.
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<b>Strategy</b>	All K-5 and SpEd teachers will participate in collaborative PST meetings to analyze student evidence and assessments in order to identify strategies that will address student deficits. Strategies will be implemented for identified students through whole group and/or small group instruction. Extended Day research-based instruction utilizing STAR will be provided for “at-risk” students.

<b>Objective 2 Statement:</b> Increase the percentage of fifth grade students scoring proficiency in the area of math from 43% to 60% as measured by the ACT Aspire Summative assessment.	
<b>Strategy</b>	A PLT comprised of needs-based teachers will strategically implement research-based instructional best practices to increase lesson intentionality by preparing students to complete a range of high quality tasks which provide opportunities for students to construct viable arguments and critique the reasoning of others which will increase rigor and higher order thinking as identified in the CCRS for Mathematical Practices with the goal of promoting mathematics learning.
<b>Strategy</b>	All K-5 teachers will continue to implement inquiry-based instruction along with research-based strategies to increase rigor and student engagement through the implementation of productive mathematical discourse aligned to CCRS. Students will participate in inquiry-based instruction, and deficits will be identified through formative assessments.
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**TASK 6: DETERMINE RESULTS INDICATORS OF STRATEGIES**

*What evidence (results indicators) can we gather on a regular basis throughout the year to determine if the strategies are proving effective in increasing student performance? Each strategy will include one or more results indicators.*

Results indicators will identify:

- Whether or not the strategy is actually being implemented
- If the strategy is having the intended effect on student learning and improved performance

	<b>Objective 1 Strategies</b>
<b>Results Indicators</b>	Strategy 1: STAR, STRIDE, ACT Aspire Periodic assessments, CFAs
	Strategy 2: STAR, STRIDE, ACT Aspire Periodic assessments, formative assessments, CFAs
	Strategy 3: STAR, STRIDE, ACT Aspire Periodic assessments, formative assessments, CFAs, extended day data

	<b>Objective 2 Strategies</b>
<b>Results Indicators</b>	Strategy 1: STAR, STRIDE, ACT Aspire Periodic assessments, CFAs
	Strategy 2: STAR, STRIDE, ACT Aspire Periodic assessments, formative assessments, CFAs
	Strategy 3: STAR, STRIDE, ACT Aspire Periodic assessments, formative assessments, CFAs, extended day data

	<b>Objective 3 Strategies</b>
<b>Results Indicators</b>	Strategy 1: STAR, STRIDE, ACT Aspire Periodic assessments, CFAs
	Strategy 2: STAR, STRIDE, ACT Aspire Periodic assessments, formative assessments, CFAs
	Strategy 3: STAR, STRIDE, ACT Aspire Periodic assessments, formative assessments, CFAs, extended day data



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St. Elmo Elementary

SCHOOL

Reading

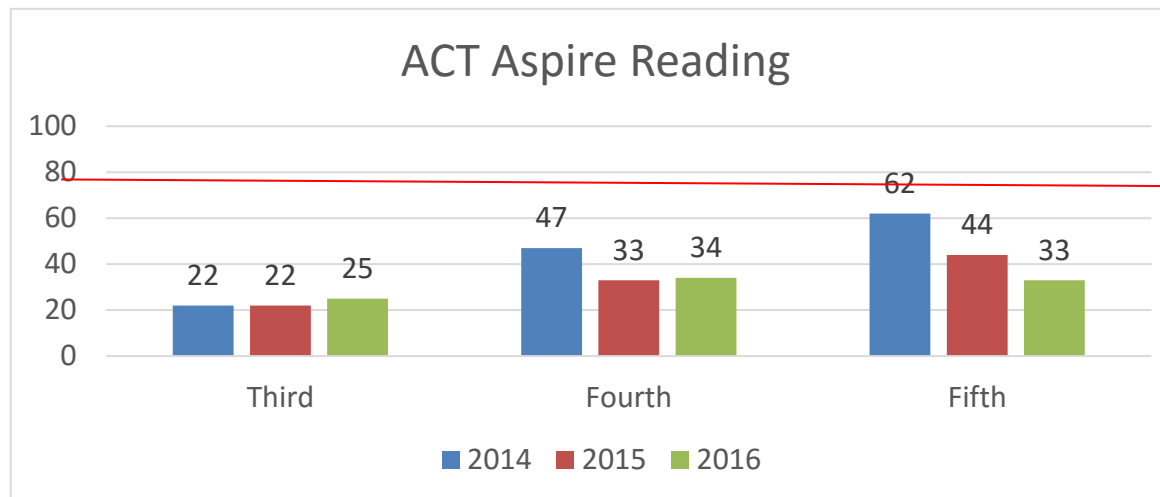
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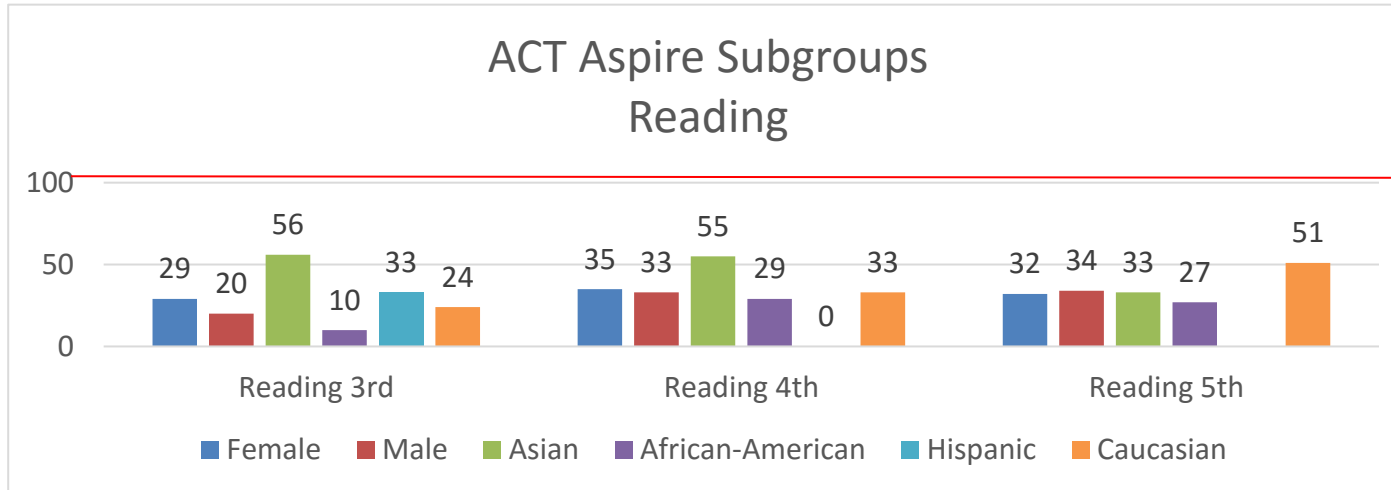
### **TASK 1: DATA ORGANIZER**

Assessment team members should gather trend data that shows the ACT Aspire percent proficient, readiness levels and other meaningful data (ie. Student growth percentile) by subject, grade level, and subgroup. This data will be utilized to complete the remainder of this assignment. Data may be accessed using reports from the ACT Aspire portal or the dashboard and displayed in a chart/graph of your choice.

ACT ASPIRE DATA: **Reading** Proficiency Level

Grade Level	Exceeding		Ready		Close		In Need of Support	
	Number of Students	Percent Proficient	Number of Students	Percent Proficient	Number of Students	Percent Proficient	Number of Students	Percent Proficient
<b>3</b>	6	7	15	18	21	25	42	50
<b>4</b>	6	8	20	26	27	35	24	31
<b>5</b>	12	17	11	16	24	35	22	32





## **TASK 2: ANALYZE THE DATA**

### **Identify and Record Observations**

- Trends in data
- Areas of greatest potential growth
- Areas where improvements were made

- Areas of *urgent* need
- Areas where improvements are needed
- Student groups requiring the most assistance

Trends in data: The trend in reading over the past three years: In 3rd grade, there has only been a 3% gain over the past three years from 22% to 25%. In 4th grade, there has been a 14 % decline over the past three years from 47% to 34%. In 5th grade, there has been a 29% decline over the past three years from 62% to 33%.

Areas of greatest potential growth: 3rd grade male students and 4th grade male students.

Areas where improvements were made: Asian students in third and fourth grade are consistently scoring above 50% proficiency.

Areas of urgent need: Our proficiency scores indicate there is a reading need on all grade levels across all subgroups.

Areas where improvements are needed: Integration of Knowledge & Ideas in all grade levels

Student groups requiring the most assistance: Males, African-Americans and Hispanics

### **Causes for Celebration**

What subgroups, content area(s) or reporting categories showed improvement?  
What specific strategies appear to be a direct cause for increased student achievement?

Our Asians showed significantly higher proficiency rates than other subgroups.

The 2016 fifth grade students had an overall 11% reading gain over three years (11% gain 2014-2015, 0% gain 2015-2016).

<b>Area(s) in Need of Improvement</b> What reporting categories, subgroups, etc. showed a decline or a gap in achievement? What specific instructional strategies have been attempted?	
<i>Areas of Concern</i>	<i>Attempted Strategies</i>
Ex. Ratios and Proportional Relationships	*Ex. Periodic assessments – administered once but did not receive results
3rd grade - Craft & Structure: Our proficiency scores indicate there is a Reading need on grade level across all subgroups.	*Assessments: STAR, STRIDE, ACT Aspire Interim assessments
4th grade - Integration of Knowledge & Ideas: Our proficiency scores indicate there is a Reading need on grade level across all subgroups.	*Explicit instruction delivery using whole group, small group, and Tier II & III intervention
5th grade - Integration of Knowledge & Ideas: Our proficiency scores indicate there is a Reading need on grade level across all subgroups.	*Use resources to formatively assess in order to drive instruction: SNAP, Sunday System, Focuc Books

### **TASK 3: PRIORITIZE NEEDS ANALYSIS**

Enter the areas in which your school's academic achievement needs the most improvement as determined by your leadership team. Fill in the chart, then number order these prioritized needs and challenges.

<b>Level of Priority Based on Need and Challenge</b> <small>*Complete this column once all other information has been recorded</small>	<b>Grade Level(s)</b>	<b>Subgroup(s)</b> <small>SpEd, EL, Ethnicity Groups, All</small>	<b>Area of Concern</b>	<b>Other Pertinent Information</b> <small>Reporting Category, other data sources, etc.</small>
Example: 1	7	SpEd	Integration of Knowledge & Ideas	STAR – GE 3.4
1	3rd	All	Craft & Structure	STAR, STRIDE, Periodic assessments
3	4th	All	Integration of Knowledge & Ideas	STAR, STRIDE, Periodic assessments
2	5th	All	Integration of Knowledge & Ideas	STAR, STRIDE, Periodic assessments

## PHASE II – DUE SEPTEMBER 23, 2016

### **TASK 4: SET, REVIEW OR REVISE OBJECTIVES**

#### **Objectives must be SMART!**

- S:** Specific targeted subject area, grade level and student population
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Identify your most important objective for student achievement based on the challenges your leadership team identified through analyzing the data (Task 2) and the determination of your prioritized needs analysis (Task 3).

#### **Suggested Format**

Decrease the percentage of 6<sup>th</sup> grade students scoring In Need of Support in the area of reading from \_\_\_\_% to \_\_\_\_% (or by 5%) as measured by the ACT Aspire Summative assessment.

Increase the percentage of 10<sup>th</sup> grade students scoring Exceeding in the area of math from \_\_\_\_% to \_\_\_\_% (or by 5%) as measured by the ACT Aspire Summative assessment.

#### **School Objectives**

<b>Objective 1</b>
Increase the percentage of third grade students scoring proficiency in the area of reading from 25% to 50% as measured by the ACT Aspire Summative assessment.
<b>Objective 2</b>
Increase the percentage of fourth grade students scoring proficiency in the area of reading from 34% to 50% as measured by the ACT Aspire Summative assessment.
<b>Objective 3</b>
Increase the percentage of fifth grade students scoring proficiency in the area of reading from 33% to 50% as measured by the ACT Aspire Summative assessment.

## **TASK 5: IDENTIFYING STRATEGIES TO MEET OBJECTIVES**

*What are the specific strategies that will help achieve the prioritized objectives?*

1. Brainstorm a list of potential strategies.
2. Identify the top two or three strategies that will prove most effective for achieving the objective.

<b>Objective 1 Statement: Increase the percentage of third grade students scoring proficiency in the area of reading from 25% to 50% as measured by the ACT Aspire Summative assessment.</b>	
<b>Strategy 1</b>	All K-5 and SpEd teachers will use the CCRS to implement ARI strategies focusing on the essential six components of reading through daily rigorous direct, explicit instruction in whole group and differentiated small group settings for all students and utilize the ACT Aspire Periodic assessments, STAR, and STRIDE programs effectively through the use of digital tools.
<b>Strategy 2</b>	All K-5 and SpEd teachers will increase students' ability to accurately answer open-ended response items and cite evidence from print and electronic test with oral and/or written responses using appropriate digital tools and resources.
<b>Strategy 3</b>	All K-5 and SpEd teachers will deliver direct, explicit instruction and intervention daily to students identified as "at-risk" through STAR and STRIDE progress monitoring assessments. Teachers will utilize Souday System Phonics program daily to provide explicit phonics instruction to all students. Identified students will receive Tier II instruction from an intervention teacher and will receive Extended Day research-based instruction.

<b>Objective 2 Statement: Increase the percentage of fourth grade students scoring proficiency in the area of reading from 34% to 50% as measured by the ACT Aspire Summative assessment.</b>	
<b>Strategy 1</b>	All K-5 and SpEd teachers will use the CCRS to implement ARI strategies focusing on the essential six components of reading through daily rigorous direct, explicit instruction in whole group and differentiated small group settings for all students and utilize the ACT Aspire Periodic assessments, STAR, and STRIDE programs effectively through the use of digital tools.
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<b>Objective 3 Statement: Increase the percentage of fifth grade students scoring proficiency in the area of reading from 33% to 50% as measured by the ACT Aspire Summative assessment.</b>	
<b>Strategy 1</b>	All K-5 and SpEd teachers will use the CCRS to implement ARI strategies focusing on the essential six components of reading through daily rigorous direct, explicit instruction in whole group and differentiated small group settings for all students and utilize the ACT Aspire Periodic assessments, STAR, and STRIDE programs effectively through the use of digital tools.
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**TASK 6: DETERMINE RESULTS INDICATORS OF STRATEGIES**

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	Strategy 2: STAR, STRIDE, ACT Aspire Periodic assessments, formative assessments, CFAs
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	<b>Objective 2 Strategies</b>
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\*Upload completed forms to your school folder in Office 365.

## **2016 ACT ASPIRE SUMMATIVE DATA REVIEW PHASE I – DUE AUGUST 25, 2016**

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**SCHOOL**

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**SUBJECT**

### **TASK 1: DATA ORGANIZER**

Assessment team members should gather trend data that shows the ACT Aspire percent proficient, readiness levels and other meaningful data (ie. Student growth percentile) by subject, grade level, and subgroup. This data will be utilized to complete the remainder of this assignment. Data may be accessed using reports from the ACT Aspire portal or the dashboard and displayed in a chart/graph of your choice.

### **TASK 2: ANALYZE THE DATA**

<b>Identify and Record Observations</b>	
<ul style="list-style-type: none"><li>▪ Trends in data</li><li>▪ Areas of greatest potential growth</li><li>▪ Areas where improvements were made</li></ul>	<ul style="list-style-type: none"><li>▪ Areas of <i>urgent</i> need</li><li>▪ Areas where improvements are needed</li><li>▪ Student groups requiring the most assistance</li></ul>
<b>Causes for Celebration</b> What subgroups, content area(s) or reporting categories showed improvement? What specific strategies appear to be a direct cause for increased student achievement?	



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<b>Area(s) in Need of Improvement</b>	
What reporting categories, subgroups, etc. showed a decline or a gap in achievement? What specific instructional strategies have been attempted?	
<i>Areas of Concern</i>	<i>Attempted Strategies</i>
Ex. Ratios and Proportional Relationships	Ex. Periodic assessments – administered once but did not receive results

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Example: 1	7	SpEd	Integration of Knowledge & Ideas	STAR – GE 3.4

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