

Summary of Findings

	Types of Data		
Levels of data	ACT – English section (Juniors) 2013-2014	Juniors achievement on an “ungraded” English test based on State/District benchmarks Fall 2014	Achievement on Summative assessments compared to formative assessments. Fall 2014
Aggregated results	64% of all juniors scored 23 or higher on the English portion of their ACT test	37% of students scored a 3 or better on their in-class administered test that they told would be ungraded. 1 – not proficient 2 – needs improvement 3 – minimal proficiency 4 – Proficient	38% of students are performing at a proficient level on formative assessments, 98% of students are performing at a proficient level on summative assessments.
Disaggregated results	Of the students who scored below a 23 or lower 58% of them were a minority.	64% of the students who scored below a 3 on the test were male 63% of the students who scored a 23 or higher on their ACT test scored below a 3 on the ungraded test.	78% of the students performing well in both areas are female.
Strand results	This is the lowest ACT scoring class by two points in over five years in this district.	N/A this assessment was only given this year	N/A this assessment was only given this year
Item analysis	N/A I didn't have access to item analysis for the ACT	Students performed the worst on the writing portion of the test, which included the most effort, and thought.	Students aren't performing well when it doesn't “count”
Student work	N/A (no State data provided)	Students were unwilling to take the time to put effort into something because it ultimately wasn't effecting their grade.	Students are only performing at the level they are capable of when it is summative and counts toward their final grade.
<p>Student learning problem Students are not formulating 21st Century Skills as evidenced by the gap in achievement between formative and summative assessments.</p>			

SMART goal statement

By the 2016-2017 school year students will be formulating and practicing 21st century skills, and will feel more pride in the work that they are doing in school.

- 75% of students will be performing at a proficient level on formative assessments.
- The gap between achievement on formative assessments and summative assessments will be at 10% or less.