

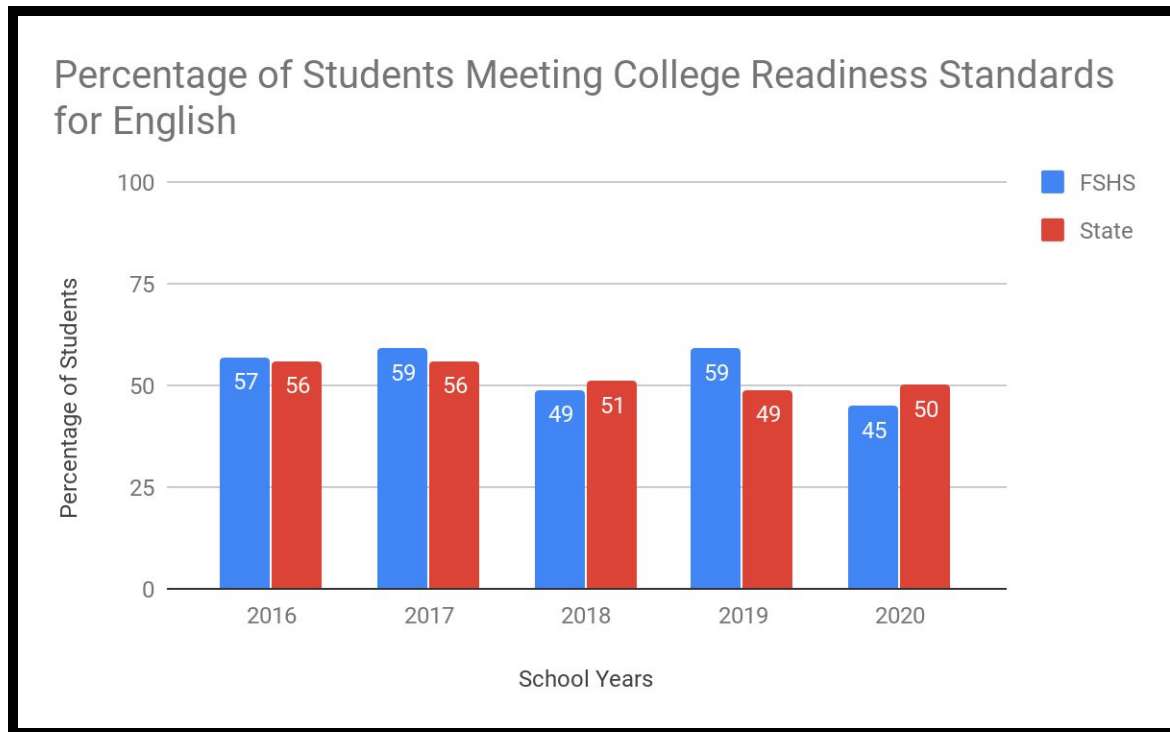
ACT Report

August 12, 2020

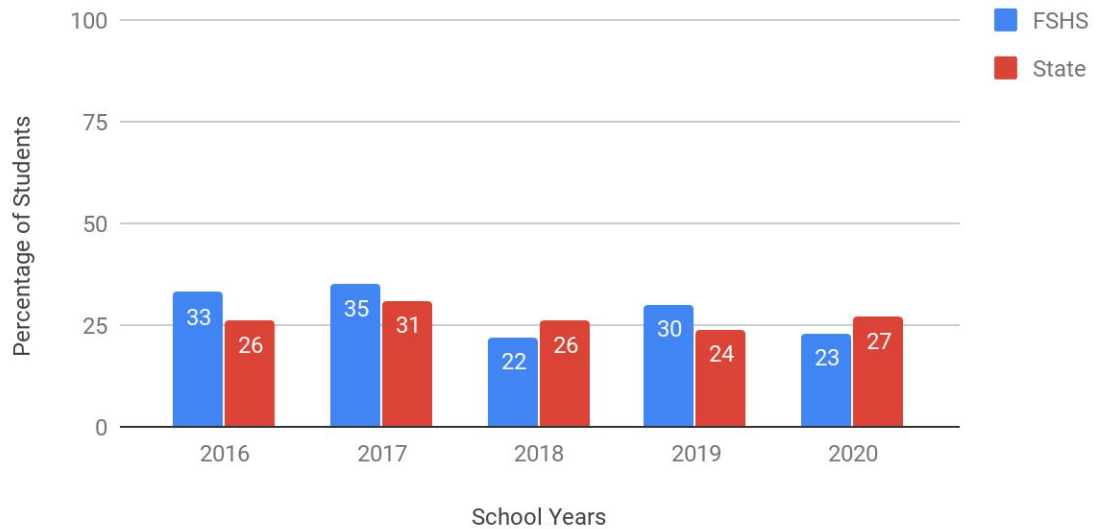
The following are the most current ACT results. The scores below represent the 209 Juniors that took the Spring 2020 administration at Franklin-Simpson High School.

	English	Math	Reading	Science	Composite
2019-2020 (DISTRICT ACT AVERAGE)	18.1	18.5	18.8	18.7	18.7
2019-2020 (STATE AVERAGE)	18.5	18.7	19.4	19.1	19.0
Differential	-.4	-.2	-.6	-.4	-.3

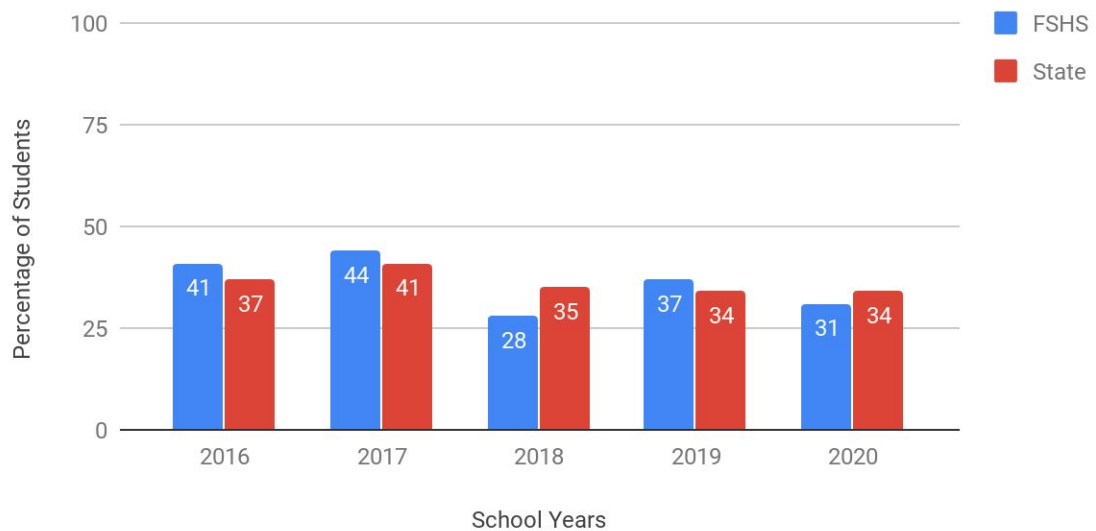
Below are the previous five years' ACT results. In the following chart, comparisons are made between different graduating classes displaying the percentage of students meeting the college readiness benchmarks per subject area:



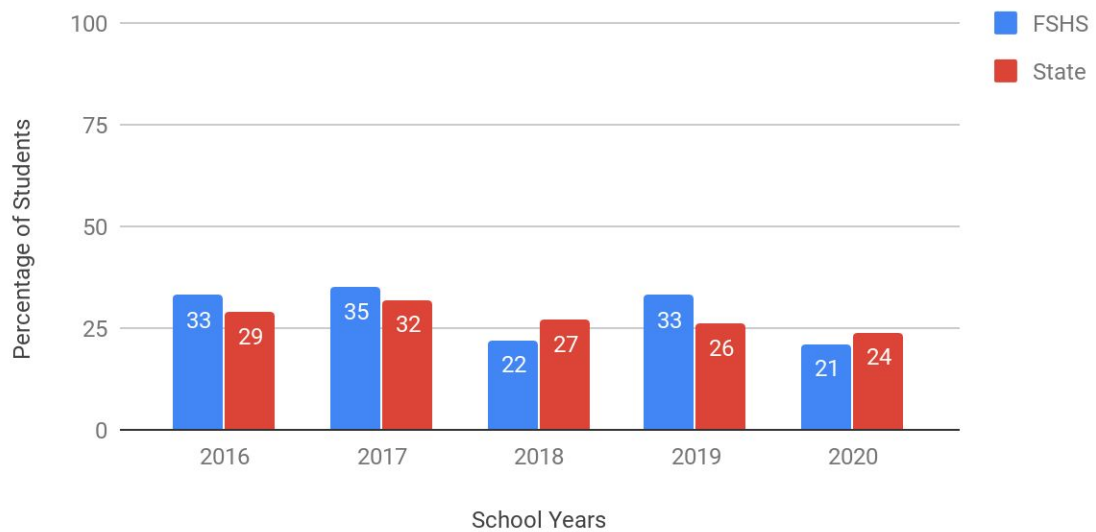
Percentage of Students Meeting College Readiness Standards for Math



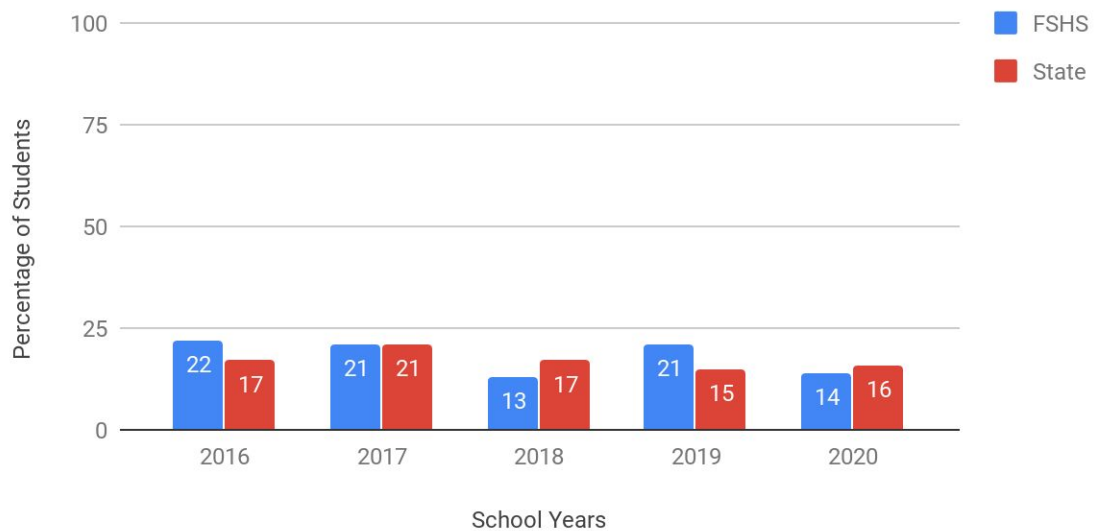
Percentage of Students Meeting College Readiness Standards for Reading



Percentage of Students Meeting College Readiness Standards for Science



Percentage of Students Meeting All Four College Readiness Standards



Below are the previous five years of data comparing FSHS average scores to the STATE average score by content area as well as the Composite Score.

State Score Averages by Content					
	English	Math	Reading	Science	Composite
FSHS 2016	18.7	19.2	20	20	19.6
STATE 2016	19.0	19	19.9	19.8	19.5
	English	Math	Reading	Science	Composite
FSHS 2017	19.4	19.9	20.3	20	20
STATE 2017	19.2	19.4	20.3	19.9	19.8
	English	Math	Reading	Science	Composite
FSHS 2018	18.3	18.4	19.4	18.7	18.8
STATE 2018	18.8	18.8	19.8	19.2	19.3
	English	Math	Reading	Science	Composite
FSHS 2019	19.1	18.9	19.8	19.8	19.5
STATE 2019	18.2	18.5	19.5	19.1	19.0
	English	Math	Reading	Science	Composite
FSHS 2020	18.1	18.5	18.8	18.7	18.7
STATE 2020	18.5	18.7	19.4	19.1	19.0

ACT Data Analysis Reflection:

Administration and staff of Franklin-Simpson High School were not surprised by the results of the ACT, however, there was some disappointment in knowing this group of students were capable of so much more. With changes in teachers mid-year and the week of the ACT was the last week we were in school before Covid, we believe anxiety and lack of focus played a role in some scores. Several students spoke with counselors and Mrs. Wood regarding their scores and asked what to do to sign up to take the ACT again.

Coursework will be refined and realigned to ACT standards, and study skills courses continue to be offered for students needing intervention. For the 19-20 school year, ACT MasteryPrep program was used as a school-wide ACT prep program as it had developed a well-laid out student interface for intervention purposes. We used Academic Time for students to work on meeting the math, English, reading, and science benchmarks. Juniors were given a chance to participate in a MasteryPrep bootcamp, off-site, 2 weeks prior to the ACT. Students were also given the opportunity to take a practice test prior to the bootcamp so they knew what to really focus on during the prep.

The high school implemented school-wide incentives to increase student achievement on the ACT. Students that exceed the state expected Composite score will be recognized via displays throughout the school. FSHS is focusing on the climate and culture to motivate students to reach their full potential. Students who meet the benchmarks, or show at least 2 points growth, will receive reward passes that can be used for points towards their class grades, up to 3 can be earned per student. Other incentives were identified for students and, because of COVID, we are working to recognize and get those incentives to the students.

The high school has made a commitment to analyze scores and identify potential gaps in the curriculum. Teachers will have a task over the next few years to identify what students are missing that will be assessed on the ACT and intentionally address those areas of need.