

NHS Data Analysis Protocol
Pre-ACT 8/9 & Pre-ACT

1. Which Reporting Categories would you and your team identify as **strengths**?
 - a. Pre-ACT 8/9: Students knew the difference between independent and dependent variables and variables that stayed the same.

 - b. Pre-ACT: Interpretation of data scores have increased.

2. What specific criteria led you and your team to classify those Reporting Categories as strengths? Use specifics from the data/item analysis to justify the classification.

3. Which Reporting Categories would you and your team identify as **areas of growth**?
 - a. Pre-ACT 8/9: How do we help students build their stamina to read the passages and the answers completely before answering. Teach ACT testing skills
 - i. Multi-step problem solving
 - ii. Reading graphs

 - b. Pre-ACT: There is a considerable increase of expectations from the 8/9 to the pre-act test.
 - i. Students are looking at multiple graphics and reading passages to answer questions.
 - ii. Students getting caught up in vocabulary used in the questions.

4. What specific criteria led you and your team to classify those Reporting Categories as areas of growth? Use specifics from the data/item analysis to justify the classification.

5. Look at your Reporting Categories for your **areas of growth**. Select at least 2 of your greatest opportunities for growth. Then, use the test booklet to see what students were expected to **know or do** on those questions. Are those types of questions aligned with

priority standards? If yes, how can you take steps to better address them? If no, what steps would be necessary to align them with priority standards?

Greater exposure to these types of questions. They need to know how to break down the questions. Why is this the correct answer?

Time management

6. Describe a way you will bring this information back to your team/department. What do you intend to “do” with this data in a subsequent PLC meeting? How did the conversation transpire? What were the main conclusions drawn and major takeaways from your data conversation? What questions might you have?

We discussed the information during collaboration on Monday, August 28. The topics discussed included our plan moving forward and the results of the test (trends). The science dept was informed that students need more help with multi-step problems and strategies beyond just content. The plan going forward is to, on a monthly basis, select a pre-ACT prompt (common for teachers of the physical sciences and another for the biological sciences taught) and plan the strategies to teach the students. Teachers will administer the prompt (question) during a predetermined monthly window. We will then bring back the results and analyze how well students did and what they/we can do to improve. There are no questions at this time.

1 time every 2 weeks, we practice ACT questions. Walk through with the students, show your thought process for the students after they try to answer the questions.

More exposure to graph analysis.

As a PLC group, have every teacher choose the same passage to give to students. Analyze student data to determine how kids are doing as a whole.

Not required to be completed today, but share your answer to #6 with nhs-admin@neoshosd.org by Friday, 8/25.