Linkage Report

PLAN 2009-2010 Tested 10th Grade Students Matched with ACT 2012 Graduating Class

ELK RAPIDS HIGH SCHOOL
ELK RAPIDS, MI
ACT Code : 231340

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Section 1: College Readiness and Student Preparation

Overview

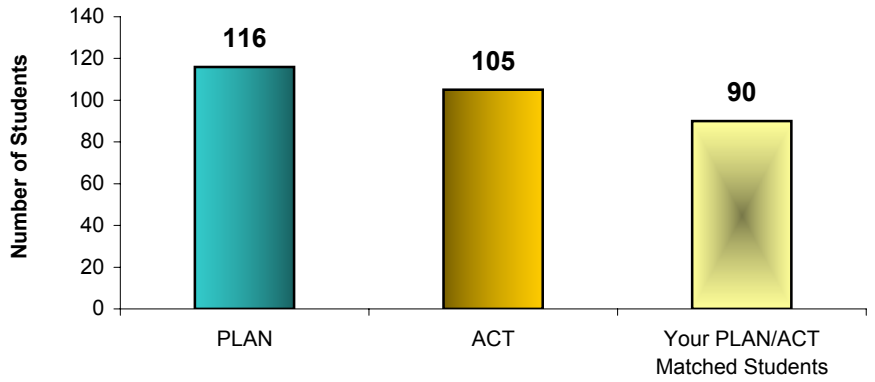
This report provides information about your students who took PLAN and are ACT-tested high school graduates (Your PLAN/ACT Matched Students). It summarizes their advancement toward college readiness and expected academic progress. Your students' progress is compared with that of a national group of students who also took both tests (National PLAN/ACT Matched Students).

Caution should be exercised in generalizing from this report to all your enrolled students; this data summarizes only those students who took both PLAN and the ACT. Furthermore, ACT encourages educators to focus on trends (i.e., 3, 5, or 10 years), not year-to-year changes. Such changes can represent normal – even expected – fluctuations. On the other hand, trend lines offer more insight into what is happening in a school, district, state, or nation.

ACT encourages educators to measure student performance in the context of college readiness measures. The focus should be on the number and percentage of students meeting or exceeding ACT's College Readiness Benchmark Scores, a measure which is much more meaningful and understandable than an average composite score for a group of students. More on College Readiness Benchmark Scores can be found on page 2.

Figure 1.1 presents the number of your students who took the 2009-2010 PLAN test, the number of your ACT-tested 2012 graduates, and those who took both the PLAN and ACT tests in this cohort. This report describes your 90 PLAN/ACT matched students.

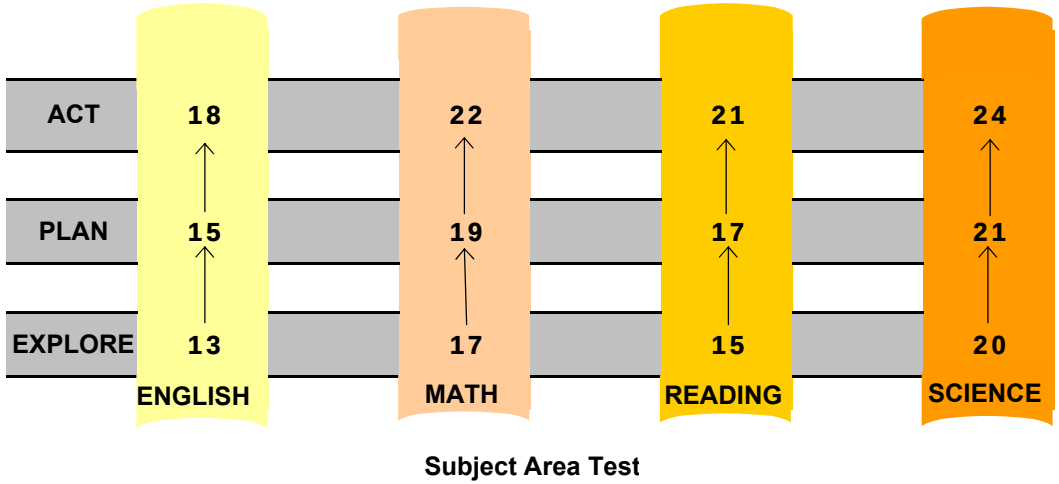
Figure 1.1: Number of Your Students Who Took PLAN, The ACT, and Both PLAN *and* The ACT



Action Steps for Helping Your Students

Throughout this report you will see highlighted boxes like this one filled with specific action steps for helping your students improve their academic performance.

Figure 1.2: ACT's College Readiness Benchmark Scores



What Is College Readiness?

College Readiness refers to the level of student preparation needed to be ready to succeed—without remediation—in an introductory level course at a two- or four-year institution, trade school, or technical school. A College Readiness Benchmark Score is the minimum score needed on an ACT subject-area test to indicate a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding credit-bearing college courses. The corresponding credit-bearing college course used to determine College Readiness Benchmark Scores for English was College English Composition, for Math was College Algebra, for Reading was Social Studies, and for Science was College Biology. These scores were empirically derived based on the actual performance of students in these college courses. The EXPLORE (8th grade test) and PLAN College Readiness Benchmark Scores are based on the ACT College Readiness Benchmark Scores. They reflect students' expected growth from EXPLORE to PLAN to the ACT and assume sustained academic effort throughout high school.

How Can You Identify Students Who May Be Under-Prepared for College?

EXPLORE, PLAN, and the ACT allow for early identification of students who are at risk for entering college unprepared. Figure1.2 illustrates the College Readiness Benchmark Scores for each of the four tests that comprise EXPLORE, PLAN and the ACT - English, Math, Reading, and Science. As students advance through school, the benchmarks increase to ensure adequate preparation for the next step in their schooling without remediation. Those students who do not meet the EXPLORE and/or PLAN benchmarks should examine their course-taking patterns and may also need additional interventions to meet the ACT benchmarks - a predictor of college success.

Section 2: Academic Performance and College Readiness

Figures 2.1 through 2.5 on the next two pages show the percent of your Local PLAN/ACT Matched Students who met or exceeded the College Readiness Benchmark Scores for the four academic tests: English, Mathematics, Reading, and Science. Your students' progress is compared to that of National PLAN/ACT Matched Students in relation to the College Readiness Benchmark Scores.

Figures 2.6 through 2.9 on pages 6 through 9 display the frequencies, means, and standard deviations of your Local PLAN/ACT Matched Students who met or did not meet the College Readiness Benchmark Scores in the four academic tests: English, Mathematics, Reading, and Science. Your students' progress is compared to that of National PLAN/ACT Matched Students who met or did not meet the College Readiness Benchmark Scores.

Students who fall below PLAN or the ACT College Readiness Benchmark Scores are likely not demonstrating the skills and knowledge necessary to be on track to be successful in an introductory level college course in that subject area.

Questions to Consider:

* Does the percentage of your students meeting ACT Benchmark Scores exceed the percentage of your students meeting PLAN Benchmark Scores?

* How does the percentage of your students meeting Benchmark Scores compare to that of students nationally?

* How do the average PLAN and ACT scores of your students meeting and not meeting Benchmark Scores compare to students nationally?

Action Steps:

* Using ACT's College Readiness Standards (see pages 10 through 15), review your curriculum to make sure that course content critical to college success is covered.

* Require all students to take at least a minimum core curriculum of four years of English, as well as three years each of math, social studies, and science.

* Encourage all students to take additional advanced coursework beyond the minimum core curriculum.

Figure 2.1: Matched Students Meeting College Readiness Benchmark Scores - ENGLISH

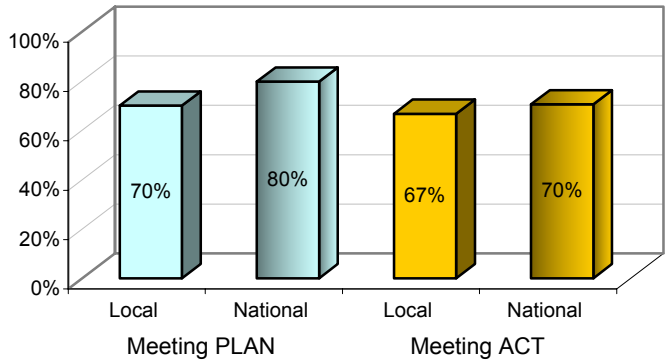


Figure 2.2: Matched Students Meeting College Readiness Benchmark Scores - MATHEMATICS

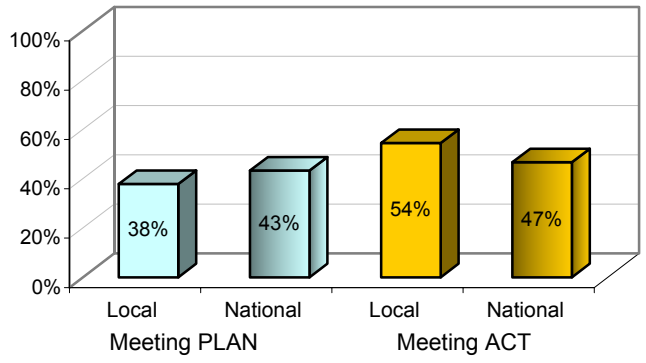


Figure 2.3: Matched Students Meeting College Readiness Benchmark Scores - READING

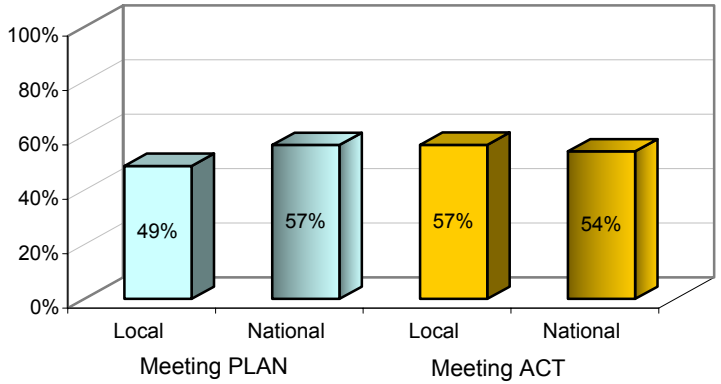
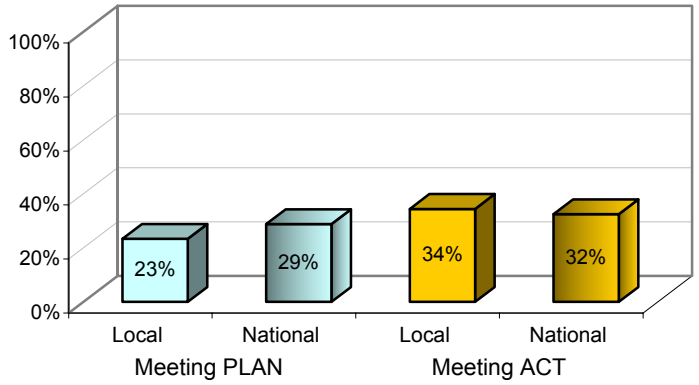


Figure 2.4: Matched Students Meeting College Readiness Benchmark Scores - SCIENCE



What to Look for:

*Are fewer of your PLAN/ACT matched students meeting the benchmark compared to the National PLAN/ACT matched students?

*Are more of your PLAN/ACT matched students meeting the benchmark on the ACT than on PLAN?

*Identify subject areas (English, math, reading, and science) where your students are progressing more slowly than the national group.

*Note: This data only summarizes the students taking both PLAN and the ACT and may not generalize to all your students.

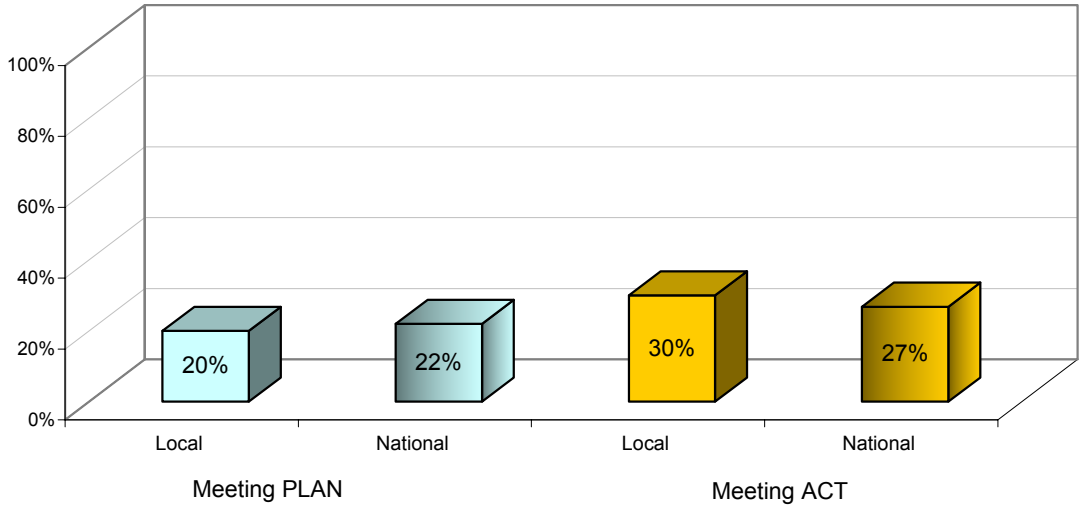
What to Do:

*See ACT's *On Course for Success* report for examples of rigorous courses in English, math, and science and share this information with your curriculum teams. This report can be found at www.act.org/path/policy/reports.

*Check your curriculum for each subject area against the appropriate College Readiness Standards in the boxes on pages 12 through 15 (and at the web address referenced on those pages) and identify what might be missing in your course content between PLAN and the ACT testings.

*Require all students to take at least ACT's recommended core curriculum of four years of English and three years of math, social studies, and science.

Figure 2.5: Matched Students Meeting College Readiness Benchmark Scores on All Four ACT Tests - English, Mathematics, Reading, and Science



What to Look for:

*How do the percentages of your students meeting or exceeding all benchmark scores compare to the national percentages?

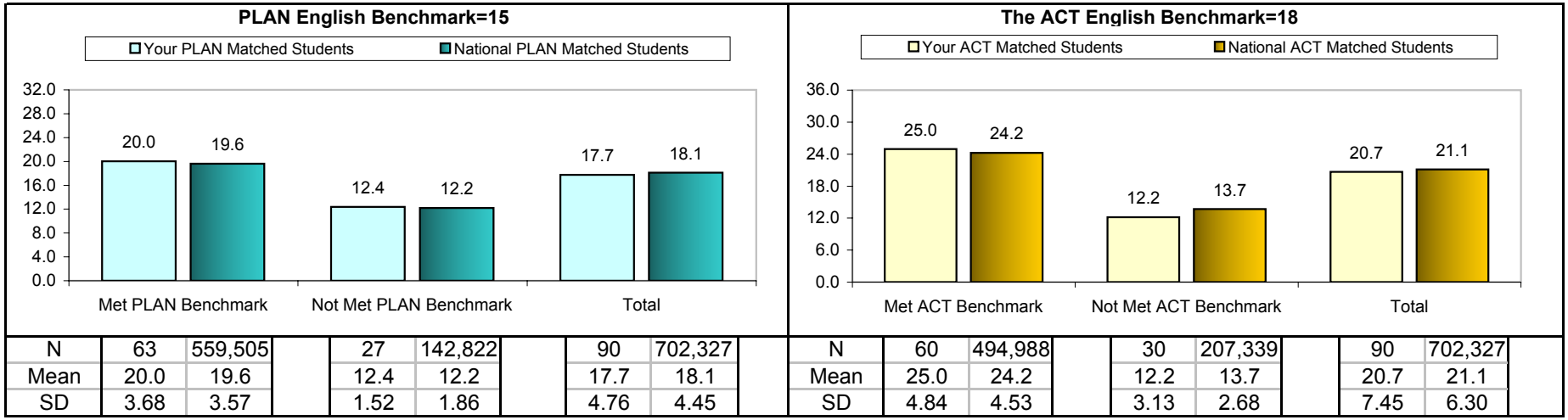
*Are your students progressing more slowly than the National group? In which subject areas?

*Are more students meeting the benchmark scores on the ACT than met the benchmark scores when taking PLAN?

What to Do:

*Share this information with the appropriate staff.
*Identify what might be missing in your course content between PLAN and ACT testings using ACT's College Readiness Standards.
*Review your high school graduation requirements to ensure that all students must take at least ACT's core curriculum.
*Verify that all course content is rigorous and teaches the skills and knowledge needed for college and workplace success.
*See ACT's *On Course for Success* Report: (www.act.org/path/policy/reports) for examples of rigorous courses across the curriculum.
*Consider administering rigorous end-of-course examinations to monitor standards of student performance at course and grade level.

Figure 2.6: Means and Standard Deviations of Matched Students Who Did and Did Not Meet English Benchmark Scores on PLAN and the ACT



N	63	559,505		27	142,822		90	702,327	N	60	494,988		30	207,339		90	702,327
Mean	20.0	19.6		12.4	12.2		17.7	18.1	Mean	25.0	24.2		12.2	13.7		20.7	21.1
SD	3.68	3.57		1.52	1.86		4.76	4.45	SD	4.84	4.53		3.13	2.68		7.45	6.30

What to Look for:

*Are the means of your PLAN/ACT matched students who met or did not meet benchmark scores in English higher or lower compared to the national means on PLAN and the ACT?

*Is the relationship of your means to the national means the same on both the PLAN and ACT testings?

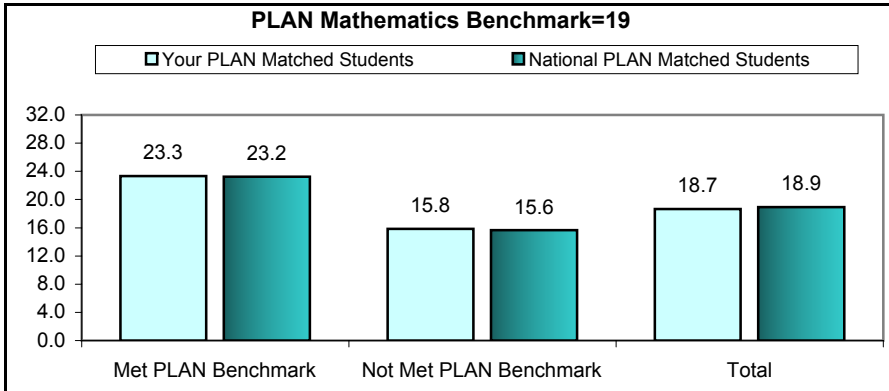
*Is the difference between the means for your students who met benchmark scores and those who did not meet benchmark scores similar to the difference between the national group mean differences?

*Is the number of students meeting the benchmark scores on the ACT higher or lower than the number of students meeting the benchmark scores when taking PLAN?

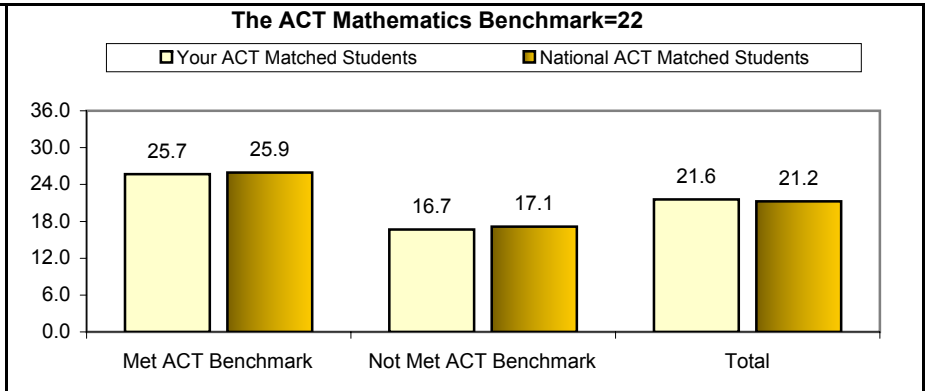
What to Do:

*Share this information with your counselors, administrators, and teachers.
*Identify what might be missing in your course content between PLAN and ACT testings using ACT's College Readiness Standards reviewed on pages 10 through 15.
*Review your high school graduation requirements to ensure that all students must take at least ACT's core curriculum.
*Verify that all course content is rigorous and teaches the skills and knowledge needed for college and workplace success.
*See ACT's *College Readiness Begins in Middle School Report: (www.act.org/path/policy/reports)* for information about the benefits of early planning for postsecondary pursuits.
*Consider administering rigorous end-of-semester examinations to monitor standards of student performance.

Figure 2.7: Means and Standard Deviations of Matched Students Who Did and Did Not Meet Mathematics Benchmark Scores on PLAN and the ACT



N	34	303,718		56	398,609	90	702,327
Mean	23.3	23.2		15.8	15.6	18.7	18.9
SD	3.58	3.36		1.93	2.17	4.51	4.67



N	49	327,396		41	374,931	90	702,327
Mean	25.7	25.9		16.7	17.1	21.6	21.2
SD	3.04	3.26		2.30	2.08	5.26	5.15

What to Look for:

*Are the means of your PLAN/ACT matched students who met or did not meet benchmark scores in mathematics higher or lower compared to the national means on PLAN and the ACT?

*Is the relationship of your means to the national means the same on both the PLAN and ACT testings?

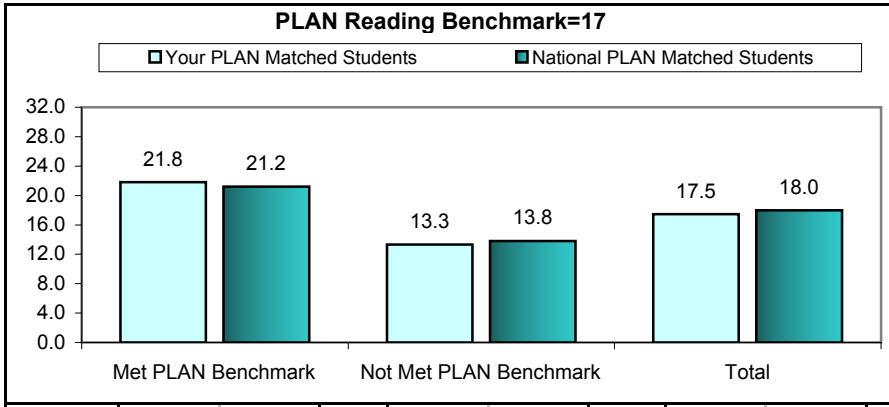
*Is the difference between the means for your students who met benchmark scores and those who did not meet benchmark scores similar to the difference between the national group mean differences?

*Is the number of students meeting the benchmark scores on the ACT higher or lower than the number of students meeting the benchmark scores when taking PLAN?

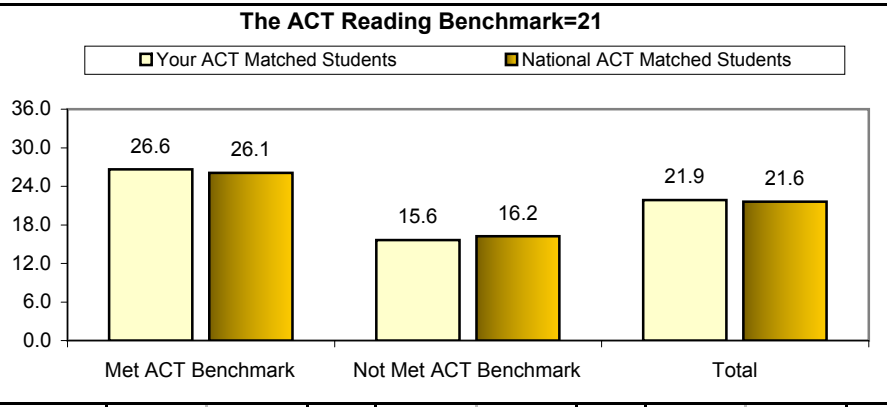
What to Do:

*Share this information with your counselors, administrators, and teachers.
*Identify what might be missing in your course content between PLAN and ACT testings using ACT's College Readiness Standards reviewed on pages 10 through 15.
*Review your high school graduation requirements to ensure that all students must take a minimum of ACT's core curriculum.
*Verify that all course content is rigorous and teaches the skills and knowledge needed for college and workplace success.
*See ACT's *College Readiness Begins in Middle School* Report: (www.act.org/path/policy/reports) for information about the benefits of early planning for postsecondary pursuits.
*Consider administering rigorous end-of-semester examinations to monitor standards of student performance.

Figure 2.8: Means and Standard Deviations of Matched Students Who Did and Did Not Meet Reading Benchmark Scores on PLAN and the ACT



N	44	397,679		46	304,648		90	702,327
Mean	21.8	21.2		13.3	13.8		17.5	18.0
SD	3.51	3.15		2.24	2.19		5.17	4.61



N	51	380,717		39	321,610		90	702,327
Mean	26.6	26.1		15.6	16.2		21.9	21.6
SD	4.64	4.12		3.11	2.83		6.80	6.08

What to Look for:

*Are the means of your PLAN/ACT matched students who met or did not meet benchmark scores in reading higher or lower compared to the national means on PLAN and the ACT?

*Is the relationship of your means to the national means the same on both the PLAN and ACT testings?

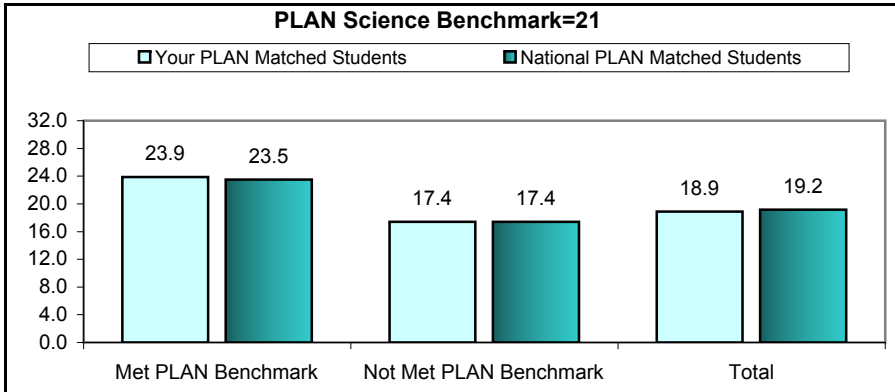
*Is the difference between the means for your students who met benchmark scores and those who did not meet benchmark scores similar to the difference between the national group mean differences?

*Is the number of students meeting the benchmark scores on the ACT higher or lower than the number of students meeting the benchmark scores when taking PLAN?

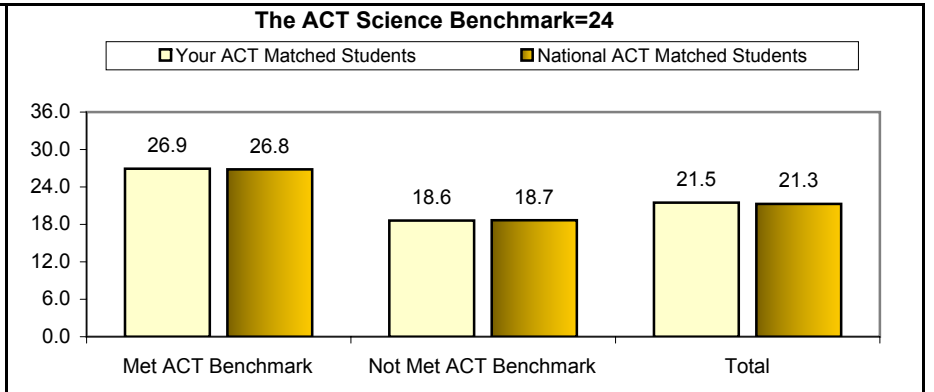
What to Do:

*Share this information with your counselors, administrators, and teachers.
*Identify what might be missing in your course content between PLAN and ACT testings using ACT's College Readiness Standards reviewed on pages 10 through 15.
*Review your high school graduation requirements to ensure that all students must take a minimum of ACT's core curriculum.
*Verify that all course content is rigorous and teaches the skills and knowledge needed for college and workplace success.
*See ACT's *College Readiness Begins in Middle School* Report: (www.act.org/path/policy/reports) for information about the benefits of early planning for postsecondary pursuits.
*Consider administering rigorous end-of-semester examinations to monitor standards of student performance.

Figure 2.9: Means and Standard Deviations of Matched Students Who Did and Did Not Meet Science Benchmark Scores on PLAN and the ACT



N	21	202,275		69	500,052	90	702,327
Mean	23.9	23.5		17.4	17.4	18.9	19.2
SD	3.38	2.73		2.07	2.16	3.66	3.61



N	31	227,883		59	474,444	90	702,327
Mean	26.9	26.8		18.6	18.7	21.5	21.3
SD	3.38	2.91		3.77	3.39	5.37	5.01

What to Look for:

*Are the means of your PLAN/ACT matched students who met or did not meet benchmark scores in science higher or lower compared to the national means on PLAN and the ACT?

*Is the relationship of your means to the national means the same on both the PLAN and ACT testings?

*Is the difference between the means for your students who met benchmark scores and those who did not meet benchmark scores similar to the difference between the national group mean differences?

*Is the number of students meeting the benchmark scores on the ACT higher or lower than the number of students meeting the benchmark scores when taking PLAN?

What to Do:

*Share this information with your counselors, administrators, and teachers.
*Identify what might be missing in your course content between PLAN and ACT testings using ACT's College Readiness Standards reviewed on pages 10 through 15.
*Review your high school graduation requirements to ensure that all students must take a minimum of ACT's core curriculum.
*Verify that all course content is rigorous and teaches the skills and knowledge needed for college and workplace success.
*See ACT's *College Readiness Begins in Middle School* Report: (www.act.org/path/policy/reports) for information about the benefits of early planning for postsecondary pursuits.
*Consider administering rigorous end-of-semester examinations to monitor standards of student performance.

Section 3: Academic Progress and Strategies for Success by College Readiness Standards Ranges

College Readiness Standards (CRS) are detailed research-based descriptions of the skills and knowledge associated with what students are likely to know and be able to do based on their PLAN and/or ACT test scores. For each content area - English, mathematics, reading, and science - Standards are provided for score ranges for PLAN (1-32) and the ACT (1-36).

On page 11, Figure 3.1 displays the CRS Score Ranges. How the Standards can help students in the lower ranges meet benchmarks are reviewed. For each of the PLAN and ACT tests - English, Math, Reading, and Science - the Standards include ideas for progressing from one score range to the next higher range.

Figures 3.2 through 3.5 on pages 12-15 show the academic progress of your PLAN/ACT Matched Students in the four academic tests - English, Mathematics, Reading, and Science - using the CRS Score Ranges. Student progress is reported by showing, for each PLAN College Readiness Standard range, the distribution of CRS ranges as ACT-tested students. Sums of columns and rows may not add to the expected numbers due to rounding effects. The callout boxes contain Standards and ideas for progress for the first CRS range; additional details for the first range and more CRS range information can be found at:

http://www.act.org/standard

Questions to Consider:

* What percentage of your students scored in the lowest College Readiness Standards Score ranges? The highest?

* In the lower score ranges, are the percentages for your students on PLAN lower than the percentages of your students on the ACT?

* In the higher score ranges, are the percentages for your students higher on the ACT than the percentages of your students on PLAN?

* Are most of your students scoring in a range that is at or above the College Readiness Benchmark Score for English, math, reading and science?

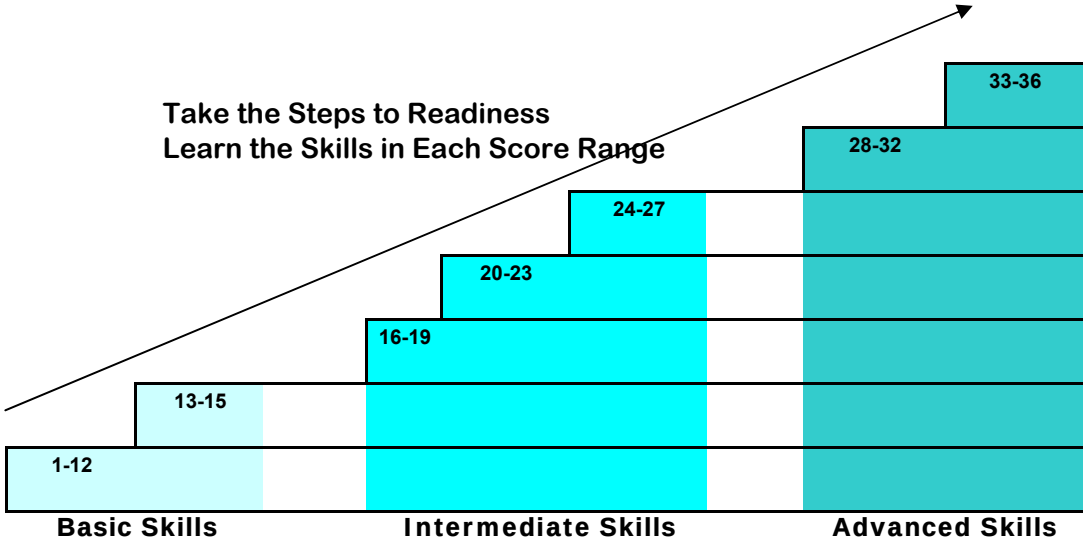
* Are greater percentages of your students scoring in a higher College Readiness Standards Score range on ACT compared to PLAN?

Action Steps:

* Refer to the excerpts of the College Readiness Standards and ideas for progressing to the next score range found on pages 12 to 15 of this report and the complete CRS at
http://www.act.org/standard

* Use these to develop activities that will help students address areas of need.

Figure 3.1: College Readiness Standards Score Ranges



How Can You Help Students Who Don't Meet the College Readiness Benchmark Scores?
To help your students become ready for college, you'll want to ensure that they have the skills and knowledge necessary for success. Each of the score ranges presented in Figure 3.1 has a corresponding set of knowledge and skills called **College Readiness Standards**. By comparing the skills and knowledge students demonstrated at the time they took PLAN with the corresponding knowledge and skills they showed at the time they took the ACT, you can determine the specific skills students at your school have acquired during this time for each of the four tests - English, Mathematics, Reading, and Science.

To help students advance beyond their current level of knowledge at one College Readiness Standards score range to the next higher score range, ideas for progress were developed.

For example, a student scoring in the 13-15 range in math on PLAN or the ACT will not have met the College Readiness Benchmark Score, but will demonstrate the knowledge and skills described in the **College Readiness Standards** for that skill level. By using the learning strategies described for the 13-15 score range, you can help students advance from a 13-15 score range to a 16-19 score range, and ultimately to the PLAN math benchmark of 19 and the ACT math benchmark of 22. For more complete information about College Readiness Standards, visit http://www.act.org/standard.

Figure 3.2: Academic Progress by PLAN and ACT College Readiness Standards (CRS) Score Ranges - ENGLISH

Standards for Score Range 1-12

- ►Beginning knowledge of topic development
- ►Beginning knowledge of organization, unity, and coherence
- ►Beginning knowledge of word choice to enhance style, tone, clarity, and economy
- ►Beginning knowledge of sentence structure and formation
- ►Beginning knowledge of conventions of usage
- ►Beginning knowledge of punctuation

Ideas for Progress: Score Range 1-12 to Score Range of 13-15

- ●Read and discuss the work of favorite writers
- ●Regularly write informal responses to literature (fiction and nonfiction) in their journals
- ●Identify sentences that convey the main ideas in a variety of texts and then practice composing such sentences
- ●Write short texts, in a variety of genres, illustrating simple organization use paragraphing as an organizational device
- ●Revise writing to clarify sentences containing too many phrases and clauses
- ●Check writing to make sure pronoun references are clear
- ●Revise writing to edit out empty words (e.g., really, very, big, kind of)
- ●Vary sentence length by combining simple sentences
- ●Check writing to make sure verb tenses are consistent
- ●Make sure to use adjectives like well, less, and worst correctly
- ●Learn to recognize when commas are overused

PLAN English CRS Score Ranges	Total		ACT English CRS Score Ranges													
			1-12		13-15		16-19		20-23		24-27		28-32		33-36	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1-12	14	16%	7	8%	4	4%	3	3%	0	0%	0	0%	0	0%	0	0%
13-15	14	16%	4	4%	4	4%	4	4%	2	2%	0	0%	0	0%	0	0%
16-19	33	37%	4	4%	2	2%	4	4%	14	16%	6	7%	2	2%	1	1%
20-23	19	21%	0	0%	0	0%	2	2%	5	6%	6	7%	6	7%	0	0%
24-27	8	9%	0	0%	0	0%	0	0%	0	0%	0	0%	7	8%	1	1%
28-32	2	2%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	2	2%
All Matched Students	90	100%	15	17%	10	11%	13	14%	21	23%	12	13%	15	17%	4	4%

For more details about the score ranges outlined above, other score ranges in the College Readiness Standards, and their supplementary ideas for progress go to, http://www.act.org/standard and select English

Figure 3.3: Academic Progress by PLAN and ACT College Readiness Standards (CRS) Score Ranges - MATHEMATICS

Standards for Score Range 1-12

- ►Beginning knowledge of basic operations
- ►Beginning knowledge of probability, statistics, data analysis
- ►Beginning algebraic expressions
- ►Beginning knowledge of equations and inequalities
- ►Beginning knowledge of graphical representations
- ►Beginning knowledge of measurement

Ideas for Progress: Score Range 1-12 to Score Range of 13-15

- ●Practice and apply estimation and computation using whole numbers and decimals
- ●Choose the appropriate method of computation to solve multistep problems (e.g., calculator, mental, or pencil and paper)
- ●Practice selecting appropriate units of measure (e.g., inches or feet, hours or minutes, centimeters or meters) and converting between units
- ●Model and connect physical, verbal, and symbolic representations of money
- ●Interpret data from a variety of displays and use it in computation (e.g., mean, median)
- ●Organize, display, and analyze data in a variety of ways
- ●Model a variety of problem situations with expressions and/or equations
- ●Use the inverse relationships for the basic operations of addition and subtraction to determine unknown quantities
- ●Locate and describe points in terms of their position on the number line
- ●Identify line segments in geometric figures and estimate or calculate their measure

PLAN Mathematics CRS Score Ranges	Total		ACT Mathematics CRS Score Ranges													
			1-12		13-15		16-19		20-23		24-27		28-32		33-36	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1-12	3	3%	0	0%	3	3%	0	0%	0	0%	0	0%	0	0%	0	0%
13-15	16	18%	1	1%	4	4%	10	11%	0	0%	1	1%	0	0%	0	0%
16-19	42	47%	0	0%	5	6%	11	12%	13	14%	12	13%	1	1%	0	0%
20-23	14	16%	0	0%	0	0%	1	1%	4	4%	9	10%	0	0%	0	0%
24-27	9	10%	0	0%	0	0%	0	0%	1	1%	4	4%	4	4%	0	0%
28-32	6	7%	0	0%	0	0%	0	0%	0	0%	0	0%	5	6%	1	1%
All Matched Students	90	100%	1	1%	12	13%	22	24%	18	20%	26	29%	10	11%	1	1%

For more details about the score ranges outlined above, other score ranges in the College Readiness Standards, and their supplementary ideas for progress, go to http://www.act.org/standard and select Mathematics

Figure 3.4: Academic Progress by PLAN and ACT College Readiness Standards (CRS) Score Ranges - READING

Standards for Score Range 1-12

- ▶Beginning recognition of main ideas and significant details
- ▶Recognize explicit cause-effect relationships
- ▶Beginning understanding of sequence of events
- ▶Beginning recognition of word meanings and generalizations
- ▶Beginning recognition of author's voice and method

Ideas for Progress: Score Range 1-12 to Score Range 13-15

- ●Locate details in a literary text that suggest the author's or narrator's intent
- ●Speculate about an author's or narrator's beliefs, motives, or thinking
- ●Write, exchange, and answer a series of questions that examine significant details presented in a text
- ●Locate and discuss details presented in a text (e.g., who, what, where)
- ●Use various strategies to determine whether an event occurred and, if so, when it occurred
- ●Discuss an issue of interest, determining how past events affected the present
- ●Locate evidence in a text that explicitly states why an event or a series of events occurred
- ●Search for patterns or clues (e.g., signal words) that indicate cause-effect relationships
- ●Use various resources to explore connotations of familiar words or descriptive language
- ●Recognize generalizations about the main character in a literary text
- ●Combine several pieces of information to make a reasonable generalization
- ●Make predictions about characters and events presented in a literary text, verifying or rejecting those predictions and making new ones as they read

PLAN Reading CRS Score Ranges	Total		ACT Reading CRS Score Ranges													
			1-12		13-15		16-19		20-23		24-27		28-32		33-36	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1-12	15	17%	3	3%	2	2%	6	7%	4	4%	0	0%	0	0%	0	0%
13-15	19	21%	3	3%	4	4%	10	11%	2	2%	0	0%	0	0%	0	0%
16-19	23	26%	1	1%	4	4%	2	2%	11	12%	1	1%	4	4%	0	0%
20-23	21	23%	0	0%	0	0%	0	0%	6	7%	8	9%	5	6%	2	2%
24-27	8	9%	0	0%	0	0%	0	0%	0	0%	2	2%	4	4%	2	2%
28-32	4	4%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	4	4%
All Matched Students	90	100%	7	8%	10	11%	18	20%	23	26%	11	12%	13	14%	8	9%

For more details about the score ranges outlined above, other score ranges in the College Readiness Standards, and their supplementary ideas for progress, go to http://www.act.org/standard and select Reading

Figure 3.5: Academic Progress by PLAN and ACT College Readiness Standards (CRS) Score Ranges - SCIENCE

Standards for Score Range 1-12

- ►Beginning knowledge of data interpretation
- ►Beginning knowledge of scientific investigation
- ►Beginning evaluation of experiments, models and assertions

Ideas for Progress: Score Range 1-12 to Score Range 13-15

- ●Locate data in simple tables and graphs
- ●Become familiar with different types of graphs (e.g., line graphs, pie charts, bar graphs)
- ●Become familiar with units of measurement commonly used in science
- ●Observe experiments being performed and discuss what was done and why
- ●Discuss what hypotheses and conclusions are and how they are different from each other

PLAN Science CRS Score Ranges	Total		ACT Science CRS Ranges													
			1-12		13-15		16-19		20-23		24-27		28-32		33-36	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1-12	2	2%	1	1%	1	1%	0	0%	0	0%	0	0%	0	0%	0	0%
13-15	8	9%	1	1%	2	2%	3	3%	0	0%	2	2%	0	0%	0	0%
16-19	47	52%	4	4%	6	7%	10	11%	22	24%	4	4%	1	1%	0	0%
20-23	26	29%	0	0%	1	1%	1	1%	7	8%	14	16%	2	2%	1	1%
24-27	4	4%	0	0%	0	0%	0	0%	0	0%	1	1%	3	3%	0	0%
28-32	3	3%	0	0%	0	0%	0	0%	0	0%	1	1%	0	0%	2	2%
All Matched Students	90	100%	6	7%	10	11%	14	16%	29	32%	22	24%	6	7%	3	3%

For more details about the score ranges outlined above, other score ranges in the College Readiness Standards, and their supplementary ideas for progress, go to http://www.act.org/standard and select Science

Section 4: Changes Over Time in Student Needs

Figure 4.1 on the next page shows the changes in Your PLAN/ACT Matched Students' expressed needs for help between PLAN and ACT testings. Figure 4.2 displays only students not meeting Benchmark Scores and who requested help in related subject-area tests on PLAN and the ACT. To evaluate curriculum, programs and services designed to help students succeed, you can use these figures to monitor changes in your students' needs. Note that students may have opted not to supply the information provided in the graphs for this section.

Questions to Consider:

* Are fewer students asking for help with specified educational needs, interests and goals on the ACT than on PLAN?

* In what areas are your students seeking additional help?

* Are your PLAN/ACT matched students not meeting College Readiness Benchmark Scores in a subject area requesting help in that subject area?

Action Steps:

* Identify students not meeting Benchmark Scores who are requesting help in a subject area.

* Discuss with students the importance of taking the coursework necessry for college success.

Figure 4.1: Percent Students Requesting Help by Need Area on PLAN versus ACT

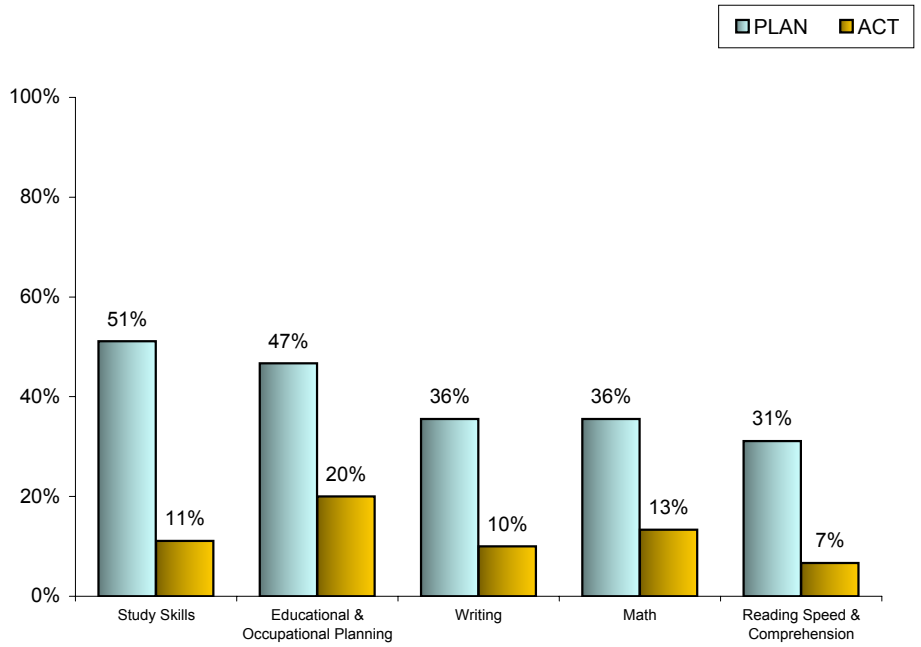
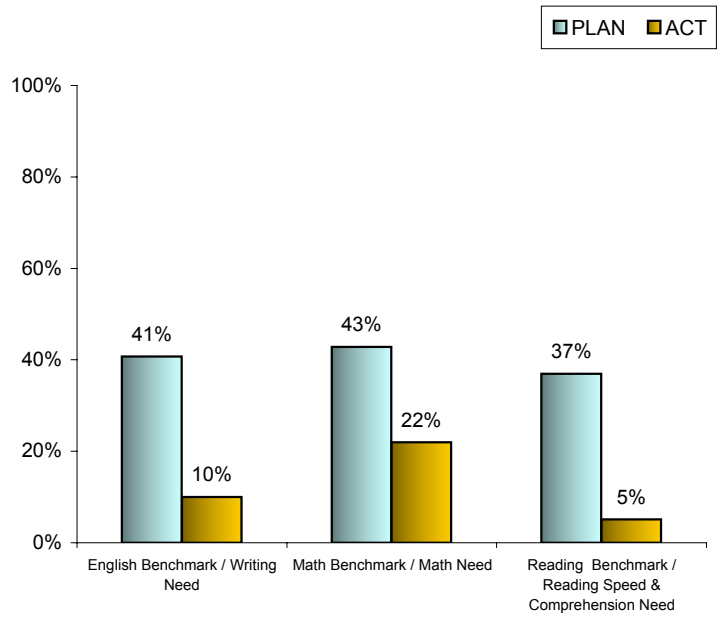


Figure 4.2: Percent of Students Not Meeting Academic Area Benchmark Requesting Help in Related Need Area



What to Look for:

* Change in Requests for Help: Of the students who requested help in particular areas on PLAN, how many no longer need help on the ACT?

* Do fewer of your students report needing help with particular skills on the ACT compared to PLAN?

* Do you have a high percentage of students asking for help in need areas in Figure 4.1 that correspond to assessment areas in Figure 4.2?

What to Do:

* Make sure that you have resources available to assist students with each of the areas of need in Figure 4.1.

* Consider offering courses or special programs in areas such as study skills or reading skills, if high percentages of your students are asking for help in these areas.