



Promising Practice Capture Sheet

School: East Hickman High School Rural Suburban Urban
District: Hickman County Region: South Central
Practice: ACT Prep Class for CTE Students
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	<i>Name</i>	<i>Title</i>	<i>Email / Phone</i>	
Connection to Strategic Plan:				
Goals:	State Average of 21 Composite ACT		55% of the class of 2020 obtains postsecondary credential	
How best practice addresses:	This was a simple, inexpensive approach to increase ACT scores for students who concentrate in CTE by using senior tutors/mentors as leaders of the class.		By increasing ACT scores students are better prepared to attend college and finish with a postsecondary degree.	
Priority Areas:	Empower Districts	Support Educators	High School Bridge to Postsecondary	All Means All
How best practice applies:			By raising ACT scores for our students who concentrate in CTE, they have a better chance of receiving financial support which many of our students need thus increasing the amount of students who will enter postsecondary immediately following high school.	

Practices:

- Culture ●Instructional ●Training/PD
- Accountability Programmatic Policy Change
- Funding Other:

Project Specific Indicators:

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The Challenge:

Hickman County ACT scores were below state average and also lagging behind surrounding counties in ACT scores. Hickman started this endeavor a year or so ago when the CTE director received data for the South Central region concerning students who concentrate in CTE. We have 14 school systems in the South Central region. They decided to rank those schools from highest to lowest in ACT Composite, Math, and English scores. Hickman was 11th with a composite score of 14 and 13th of 14 school systems in Math ACT scores.

Results:

- Increased student achievement results
 - ACT TNReady/EOC/TVAAS NIC EPS
- Decreased remediation and/or subgroup gaps
- Increased student readiness results (non-academic)
- Increased partnerships / alignment●
- Increased participation / program growth

The Vision:

Help each participant of the class to increase their ACT composite score by 1 point or more from their predicted score.

Summary of To-Do's:

- Inform students about ACT and its importance
- Build buy-in from students and teachers
- Get baseline data of current ACT performance
- Calculate predicted scores for each student
- Conduct several ACT practice tests
- Getting all the students in the class along with the seniors tutors each time we meet during intervention time

Lessons Learned: *Include advice on start-up and sustainability*

- Be sure you have right people on board before you attempt doing this (Central Office personnel, principals, CTE teachers, the senior tutors, the juniors taking the class and their parents).
- Start with a smaller group to work out all the little problems that might arise.

Communications:

Having teachers who were good facilitators of the groups was a key component. They had to keep the process running smoothly without trying to take over the class. The communication and trust between the seniors tutors and the juniors allowed the teachers to take more of a guiding role rather than dominating role.

Stakeholder Management:

All of the people involved knew after each ACT practice test where each student stood. The tests results were recorded in their individual notebooks.

Metrics & Measurements:

Baseline Data	Progress to Date	Goals
<p>We used the students PLAN scores and their first ACT practice scores as a baseline to establish a predicted score for each student.</p>	<p>We improved by an averaged over 2.25 points for the group from their predicted score.</p> <p>At the starting point of this project, non-concentrators were scoring about a .75 point above students who concentrate in CTE. Now, students who concentrate in CTE, are a .75 point above the non-concentrators.</p>	<p>Our goal was simple; we wanted each student to improve by 1 point or more from their predicted score.</p>

Resources:

- Mary Lee Bunch & Associates in Brentwood, TN