ACT Aspire Results

District Performance

Overall, the LRSD remained steady regarding achievement on the ACT Aspire. The 2019 ACT Aspire results show that, similar to last year, on average more students in grades 3-10 performed in the Close or Need Support categories, specifically, 42.7% in English; 64.9% in Math; 70.9% in Science; and 68.1% in Reading. A comparison of 2019 to 2018 results show that some increases were seen in the percent of students performing in the Ready and Exceeding categories. On average, 57.3% of all students in grades 3-10 performed in the Ready and Exceeding categories in English in 2019 compared to 58.0% in 2018. In Math, an average of 35.1% of students performed in the Ready and Exceeding categories in 2019 as compared to 34.9% of students in 2018. In Science, an average of 29.1% of students performed in the Ready and Exceeding categories in 2019 compared to 28.4% in 2018. In Reading, 31.9% of students performed in the Ready and Exceeding categories in 2019 compared to 31.6% in 2018. While the overall 2019 results are similar to the 2018 results, LRSD did have an increase in percent of students meeting Readiness in ELA (a combination of English, Reading, and Writing scores) with 34.1% in 2019 compared to 32.5% in 2018 and STEM (a combination of Math and Science scores) with 13.7% in 2019 compared to 12.5% in 2018 (see Table 1).

Table 1

Comparison of 2019 to 2018 Percent of Students Meeting Ready and Exceeding

	English		Math		Science		Reading		ELA		STEM	
	2019	**2018**	**2019**	**2018**	**2019**	**2018**	**2019**	**2018**	**2019**	**2018**	**2019**	**2018**
Avg	57.3%	58.0%	35.1%	34.9%	29.1%	28.4%	31.9%	31.6%	34.1%	32.5%	13.7%	12.5%

Slight increases in percentage of student achievement were seen at the each grade level. Specifically,

- Grade 3 saw an increase in Math, ELA, and STEM.
- Grade 4 saw an increase in Math, Science, Reading, ELA, and STEM.
- Grade 5 saw an increase in Reading, ELA, and STEM.
- Grade 6 saw a marginal increase in English.
- Grade 7 saw an increase in Math, Science, ELA, and STEM.
- Grade 8 saw an increase in English, Math, Reading, ELA, and STEM.
- Grade 9 saw an increase in all areas.
- Grade 10 saw an increase in Reading and STEM (see Table 2).

Table 2

Comparison of 2019 to 2018 Percent of Students Meeting Ready and Exceeding by Grade

	English		Math		Science		Reading		ELA		STEM	
Grade	**2019**	**2018**	**2019**	**2018**	**2019**	**2018**	**2019**	**2018**	**2019**	**2018**	**2019**	**2018**
3	61.6%	63.5%	51.2%	50.7%	30.4%	30.4%	30.9%	32.3%	33.7%	32.7%	17.0%	16.6%
4	57.1%	61.7%	41.7%	41.0%	33.0%	32.8%	37.7%	36.3%	36.0%	33.6%	17.6%	15.8%
5	62.3%	62.5%	38.0%	39.4%	31.0%	31.5%	32.8%	30.7%	35.5%	30.9%	12.7%	12.6%
6	60.3%	60.0%	36.4%	40.3%	31.4%	33.1%	32.1%	35.3%	34.0%	35.1%	9.7%	11.3%
7	67.1%	69.2%	33.6%	32.8%	31.0%	28.7%	28.2%	29.2%	34.0%	33.1%	15.0%	12.3%
8	62.2%	61.3%	34.4%	31.7%	27.9%	28.1%	41.0%	38.2%	36.7%	33.3%	12.6%	10.8%
9	42.8%	40.2%	25.5%	22.1%	25.2%	19.9%	27.9%	26.2%	31.8%	29.7%	12.7%	9.7%
10	45.1%	45.5%	19.9%	20.8%	22.6%	22.7%	25.0%	24.5%	31.2%	31.5%	12.3%	11.1%
Avg	57.3%	58.0%	35.1%	34.9%	29.1%	28.4%	31.9%	31.6%	34.1%	32.5%	13.7%	12.5%

Schools Designated as F Performance

Overall, LRSD's schools designated as F struggled in achievement on the ACT Aspire, similar to last year. However, these schools did have areas of positive movement from one performance category to the next.

In grade 3,

- Romine decreased the percent of students in Need Support and Close categories and increased the percent of students in Ready and Exceeding categories for every subject.
- Washington decreased the percent of students in Need Support and Close categories and increased the percent of students in Ready and Exceeding categories for all subjects except Science.
- Stephens decreased the percent of students in Need Support and Close categories and increased the percent of students in Ready and Exceeding categories for Reading (see Table 3).

Table 3

Grade 3 Movement from Performance Categories for Elementary Schools Designated as F

School	Grade	Subject	Need Support 2018 to 2019 Diff	Close 2018 to 2019 Diff	Ready 2018 to 2019 Diff	Exceeding 2018 to 2019 Diff
BALE	3	English	-3.2%	7.9%	-10.0%	5.3%
BALE	3	Math	-11.9%	7.5%	5.7%	-1.3%
BALE	3	Science	1.7%	-6.9%	-1.7%	6.9%
BALE	3	Reading	0.3%	-10.8%	5.9%	4.6%
ROMINE	3	English	-1.7%	-10.4%	-0.3%	12.4%
ROMINE	3	Science	-15.0%	9.6%	3.2%	2.2%
ROMINE	3	Reading	-17.4%	12.1%	3.1%	2.2%
ROMINE L	3	Math	-12.5%	-2.9%	11.0%	4.4%
STEPHENS	3	English	-1.1%	8.3%	0.3%	-7.6%
STEPHENS	3	Math	-3.4%	4.4%	-1.0%	0.0%
STEPHENS	3	Science	1.0%	-7.6%	4.0%	2.6%
STEPHENS	3	Reading	-5.5%	-2.4%	6.5%	1.3%
WASHINGTON	3	English	-1.3%	-3.3%	0.3%	4.3%
WASHINGTON	3	Math	-6.1%	-9.6%	11.5%	4.3%
WASHINGTON	3	Science	-3.7%	-8.4%	12.8%	-0.7%
WASHINGTON	3	Reading	-10.8%	0.8%	5.7%	4.3%

In grade 4,

- Romine decreased the percent of students in Close category and increased the percent of students in Ready and Exceeding categories for English, increased in Ready for Math, decreased in Need Support for Science, and moved from Need Support to Close for Reading (see Table 4).

- Washington decreased the percent of students in Need Support category and increased the percent of students in Close and Ready categories for Math, increased Exceeding for English, and increased Ready for Reading.
- Bale increased the percent of students in Exceeding category for English and the Ready category for Math.
- Stephens saw no positive movement in this grade (see Table 5).

Table 5

Grade 4 Movement from Performance Categories for Elementary Schools Designated as F

School	Grade	Subject	Need Support 2018 to 2019 Diff	Close 2018 to 2019 Diff	Ready 2018 to 2019 Diff	Exceeding 2018 to 2019 Diff
BALE	4	English	4.0%	1.2%	-9.5%	4.3%
BALE	4	Math	2.2%	-3.6%	1.4%	0.0%
BALE	4	Science	0.5%	0.8%	3.8%	-5.1%
BALE	4	Reading	0.3%	2.2%	-3.0%	0.6%
ROMINE	4	English	-0.4%	-6.8%	1.8%	5.4%
ROMINE	4	Math	0.1%	-3.8%	5.7%	-2.0%
ROMINE	4	Science	-9.6%	10.5%	3.1%	-4.1%
ROMINE	4	Reading	-3.3%	4.0%	-0.8%	0.0%
STEPHENS	4	English	5.0%	9.7%	-13.2%	-1.5%
STEPHENS	4	Math	10.6%	-8.8%	-1.0%	-0.8%
STEPHENS	4	Science	10.4%	-5.9%	-2.5%	-1.9%
STEPHENS	4	Reading	0.9%	6.0%	-6.8%	-0.1%
WASHINGTON	4	English	4.4%	-5.9%	-5.7%	7.2%
WASHINGTON	4	Math	-19.8%	11.6%	9.8%	-1.7%
WASHINGTON	4	Science	5.9%	-13.1%	5.7%	1.5%
WASHINGTON	4	Reading	0.2%	-2.8%	4.5%	-1.9%

In grade 5,

- Stephens decreased the percent of students in Need Support and Close categories and increased the percent of students in Ready and Exceeding categories for every subject.
- Romine decreased the percent of students in Need Support and Close categories and increased the percent of students in Ready and Exceeding categories for all subjects except English.
- Bale increased the percent of students in Exceeding for English, decreased the percent for Close and increased it for Ready and Exceeding for Science and Reading.
- Washington saw no positive movement in this grade (see Table 6).

Table 6

Grade 5 Movement from Performance Categories for Elementary Schools Designated as F

School	Grade	Subject	Need Support 2018 to 2019 Diff	Close 2018 to 2019 Diff	Ready 2018 to 2019 Diff	Exceeding 2018 to 2019 Diff
BALE	5	English	5.1%	0.0%	-10.4%	5.3%
BALE	5	Math	7.5%	-6.7%	-0.7%	-0.2%
BALE	5	Science	3.9%	-8.8%	1.2%	3.6%
BALE	5	Reading	2.6%	-8.4%	1.8%	3.9%
ROMINE	5	English	4.9%	2.8%	-12.8%	5.1%
ROMINE	5	Math	-13.6%	8.1%	5.4%	0.1%
ROMINE	5	Science	-7.1%	-4.6%	11.5%	0.1%
ROMINE	5	Reading	-6.7%	3.3%	0.8%	2.5%
STEPHENS	5	English	-6.4%	-15.1%	7.2%	14.2%
STEPHENS	5	Math	1.1%	-1.3%	-1.4%	1.6%
STEPHENS	5	Science	-18.7%	5.3%	7.0%	6.3%
STEPHENS	5	Reading	-16.5%	6.8%	5.4%	4.3%
WASHINGTON	5	English	-1.4%	16.7%	-8.5%	-6.7%
WASHINGTON	5	Math	9.7%	-6.2%	-1.6%	-2.0%
WASHINGTON	5	Science	12.1%	6.5%	-12.9%	-5.8%
WASHINGTON	5	Reading	14.5%	-2.2%	-9.7%	-2.6%

In grades 6-8,

- Cloverdale increased the percent of students in Exceeding category for Science in 6th grade; decreased percent in Need Support and increased percent Ready for Math, increased the percent of students in Ready and Exceeding in Science, and increased the percent in Exceeding in Reading in 7th grade; and decreased the percent of students in Need Support in Science in 8th grade.
- Henderson decreased the percent of students in Need Support category for English in 7th grade; increased the percent of Exceeding in English and Science, as well as decreased Need Support, increased Close and Ready for Reading in 8th grade (see Table 7).

Table 7

Grade 6-8 Movement from Performance Categories for Secondary Schools Designated as F

School	Grade	Subject	Need Support 2018 to 2019 Diff	Close 2018 to 2019 Diff	Ready 2018 to 2019 Diff	Exceeding 2018 to 2019 Diff
CLOVERDALE	6	English	6.3%	-6.4%	1.4%	-1.3%
CLOVERDALE	6	Math	12.2%	-9.5%	-1.7%	-1.0%
CLOVERDALE	6	Science	10.4%	-5.0%	-6.7%	1.3%
CLOVERDALE	6	Reading	8.3%	-1.1%	-4.2%	-3.0%
CLOVERDALE	7	English	3.0%	4.3%	-5.8%	-1.5%
CLOVERDALE	7	Math	-2.7%	0.6%	2.8%	-0.8%
CLOVERDALE	7	Science	2.6%	-8.0%	4.0%	1.3%
CLOVERDALE	7	Reading	7.2%	-4.5%	-3.6%	0.9%
CLOVERDALE	8	English	0.1%	0.9%	-0.9%	-0.1%
CLOVERDALE	8	Math	3.0%	0.2%	-0.9%	-2.2%
CLOVERDALE	8	Science	-1.4%	2.2%	-0.3%	-0.5%
CLOVERDALE	8	Reading	0.5%	0.4%	-1.0%	0.2%
HENDERSON	6	English	1.8%	5.5%	-7.3%	0.0%
HENDERSON	6	Math	8.9%	-0.9%	-2.5%	-5.5%
HENDERSON	6	Science	6.1%	-4.3%	-1.2%	-0.6%
HENDERSON	6	Reading	4.6%	-3.2%	0.5%	-1.8%
HENDERSON	7	English	-3.2%	5.8%	7.4%	-10.1%
HENDERSON	7	Math	16.5%	-13.2%	-2.5%	-0.8%
HENDERSON	7	Science	4.6%	-2.8%	-1.2%	-0.5%
HENDERSON	7	Reading	4.7%	-0.7%	-3.0%	-1.0%
HENDERSON	8	English	9.3%	-9.4%	-2.1%	2.2%
HENDERSON	8	Math	12.3%	-8.5%	-3.0%	-0.8%
HENDERSON	8	Science	1.6%	2.9%	-5.4%	0.9%
HENDERSON	8	Reading	-4.7%	0.8%	5.8%	-2.0%

In grades 9-10,

- Hall decreased the percent of students in Need Support, Close, and increased the percent in Exceeding for English in 10th grade, decreased percent in Need Support for Science 9th grade; and decreased percent in Need Support for Math, Science, and Reading, while increasing percent of students in Exceeding in Science and Reading in 10th grade.
- J.A. Fair increased the percent of students in Exceeding category for English and increased percent of students in Ready category for Science in 9th grade; decreased the percent of students in Need Support in Science in 10th grade.
- McClellan decreased the percent of students in Need Support in English for 10th grade, Math 9th grade, and increased the percent Exceeding in Science in 9th grade (see Table 8).

Table 8

Grades 9-10 Movement from Performance Categories for Secondary Schools Designated as F

School	Grade	Subject	Need Support 2018 to 2019 Diff	Close 2018 to 2019 Diff	Ready 2018 to 2019 Diff	Exceeding 2018 to 2019 Diff
HALL	9	English	5.8%	-1.9%	-1.3%	-2.6%
HALL	10	English	-2.6%	-1.1%	0.1%	3.6%
HALL	9	Math	4.5%	-4.5%	1.0%	-1.0%
HALL	10	Math	-3.4%	4.2%	-0.4%	-0.4%
HALL	9	Science	-2.0%	2.3%	-0.3%	0.0%
HALL	10	Science	-3.8%	2.8%	0.1%	0.9%
HALL	9	Reading	10.9%	-4.8%	-2.9%	-3.2%
HALL	10	Reading	-1.6%	2.0%	-1.2%	0.9%
J.A. FAIR	9	English	2.0%	-2.7%	-1.4%	2.1%
J.A. FAIR	10	English	1.8%	3.8%	-0.6%	-5.0%
J.A. FAIR	9	Math	-0.3%	1.2%	-1.2%	0.3%
J.A. FAIR	10	Math	6.9%	-5.6%	-1.4%	0.2%
J.A. FAIR	9	Science	1.0%	-4.4%	3.7%	-0.4%
J.A. FAIR	10	Science	-2.2%	4.1%	-1.8%	-0.2%
J.A. FAIR	9	Reading	0.4%	2.1%	-1.0%	-1.5%
J.A. FAIR	10	Reading	0.3%	-0.1%	0.1%	-0.4%
MCCLELLAN	9	English	0.1%	9.5%	-6.4%	-3.3%
MCCLELLAN	10	English	-2.0%	9.1%	-7.0%	-0.1%
MCCLELLAN	9	Math	-0.9%	-0.8%	2.2%	-0.5%
MCCLELLAN	10	Math	8.9%	-1.8%	-7.0%	-0.1%
MCCLELLAN	9	Science	-0.7%	-0.5%	-0.1%	1.2%
MCCLELLAN	10	Science	1.5%	2.1%	-3.4%	-0.2%
MCCLELLAN	9	Reading	3.9%	-1.9%	-0.7%	-1.4%
MCCLELLAN	10	Reading	7.7%	-2.7%	-2.0%	-3.0%

While overall achievement was low, there were some increases in the percentage of students performing in the Ready and Exceeding categories in 2019 as compared to 2018.

- For grade 3, Bale increased in all areas except English; Romine increased in all areas except STEM; Stephens increased in Science, Reading, and ELA; and Washington increased in all areas.
- For grade 4, Bale increased in Math; Romine increased in English, Math, and ELA; Stephens saw no increase; and Washington increased in English, Math, Science, and Reading.
- For grade 5, Bale increased in Science, Reading, ELA, and STEM; Romine increased all areas except English; Stephens increased in all areas; and Washington saw no increases.
- For grade 6, Cloverdale saw marginal increase in English. Henderson saw no increase.
- For grade 7, Cloverdale increased in Math, Science, and ELA. Henderson saw no increase.
- For grade 8, Cloverdale increased in ELA. Henderson increased in English, Reading, and STEM.

- For grade 9, J.A. Fair increased in English, Science, ELA, and STEM; McClellan increased in Math, Science, and STEM; and Hall saw no increase.
- For grade 10, Hall increased in English, Science, ELA, and STEM. J.A. Fair and McClellan saw no increase (see Table 9 highlights in green).

Table 9

Schools Designated as F Comparison of 2019 to 2018 Percent of Students Meeting Ready and Exceeding

School	Grade	English		Math		Science		Reading		ELA		STEM	
		2019	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	2018
BALE	3	48.2%	52.9%	46.4%	42.0%	21.4%	16.2%	25.0%	14.5%	23.2%	10.4%	12.5%	8.8%
ROMINE	3	60.0%	47.9%	46.7%	31.3%	20.0%	14.6%	17.8%	12.5%	15.6%	10.4%	0.0%	0.0%
STEPHENS	3	37.7%	44.9%	24.7%	25.6%	13.0%	6.4%	13.0%	5.1%	11.7%	10.3%	1.3%	1.3%
WASHINGTON	3	55.3%	50.7%	38.3%	22.5%	14.9%	2.8%	12.8%	2.8%	10.6%	5.6%	4.3%	0.0%
BALE	4	39.7%	44.9%	20.6%	19.2%	14.1%	15.4%	21.9%	24.4%	11.1%	11.5%	0.0%	2.6%
ROMINE	4	37.8%	30.6%	20.0%	16.3%	13.3%	14.3%	15.6%	16.3%	13.3%	12.2%	0.0%	2.0%
STEPHENS	4	35.3%	50.0%	22.1%	23.9%	10.3%	14.8%	14.7%	21.6%	14.7%	15.9%	2.9%	4.5%
WASHINGTON	4	35.4%	33.9%	20.0%	11.9%	12.3%	5.1%	7.7%	5.1%	3.1%	5.1%	1.5%	1.7%
BALE	5	39.0%	44.1%	19.5%	20.3%	20.8%	15.9%	13.0%	7.2%	18.2%	7.4%	3.9%	2.9%
ROMINE	5	44.4%	52.1%	22.2%	16.7%	20.0%	8.3%	20.0%	16.7%	20.0%	14.6%	2.2%	2.1%
STEPHENS	5	63.3%	41.8%	20.3%	20.0%	21.5%	8.2%	21.5%	11.8%	27.8%	11.8%	3.8%	0.9%
WASHINGTON	5	36.5%	51.8%	14.3%	17.9%	6.3%	25.0%	12.7%	25.0%	14.3%	28.6%	1.6%	5.4%
CLOVERDALE	6	36.3%	36.2%	12.9%	15.5%	9.9%	15.3%	9.4%	16.5%	10.7%	12.2%	0.0%	1.6%
HENDERSON	6	40.9%	48.2%	13.3%	21.2%	8.5%	10.4%	12.6%	13.9%	9.8%	14.6%	0.6%	2.4%
CLOVERDALE	7	45.3%	52.6%	10.7%	8.6%	17.5%	12.2%	11.5%	14.2%	14.1%	10.8%	0.6%	2.0%
HENDERSON	7	55.1%	57.8%	8.8%	12.1%	8.1%	9.8%	8.8%	12.7%	8.8%	12.7%	1.5%	2.3%
CLOVERDALE	8	36.8%	37.8%	6.3%	9.4%	12.1%	12.8%	20.2%	21.1%	15.0%	12.3%	0.6%	0.6%
HENDERSON	8	48.1%	48.0%	13.2%	17.0%	9.6%	14.0%	31.1%	27.2%	17.1%	21.1%	4.5%	1.8%
HALL	9	14.7%	18.6%	4.2%	4.2%	3.9%	4.2%	5.9%	12.0%	5.9%	13.1%	0.0%	0.3%
J.A. FAIR	9	23.3%	22.6%	5.1%	6.0%	5.7%	2.3%	6.2%	8.8%	8.0%	7.8%	1.1%	0.9%
MCCLELLAN	9	14.6%	24.3%	6.2%	4.5%	8.0%	6.9%	8.6%	10.7%	9.8%	12.2%	0.6%	0.0%
HALL	10	21.7%	18.0%	2.7%	3.5%	5.8%	4.8%	6.7%	7.0%	12.0%	7.5%	0.4%	0.0%
J.A. FAIR	10	21.4%	27.0%	3.2%	4.5%	4.5%	6.5%	9.7%	10.0%	7.8%	14.0%	0.6%	1.5%
MCCLELLAN	10	24.5%	31.6%	2.7%	9.8%	6.1%	9.7%	8.8%	13.9%	11.0%	19.1%	0.7%	1.5%

In conclusion, while overall achievement scores remained flat, the District saw an increase in the percent of students who met Readiness in ELA (Reading, Writing, and English) and STEM (Math and Science) as compared to last year. In fact, all grades showed an increase in percent except for 6th grade and 10th grade ELA. As well, all four elementary schools designated as F increased the percent of students who met Readiness in ELA for 3rd grade, one of the four increased the percent in 4th grade for ELA, and three of the four increased the percent in 5th grade for ELA. Of the two middle schools, one increased the percent of students who met Readiness in ELA in 6th and 7th grades. Out of the three high schools, one increased the percent of students who met Readiness in ELA in 9th grade and one in 10th grade for ELA. For STEM, two of the four elementary schools increased the percent of students who met Readiness in 3rd grade and three of the four increase the percent in 5th grade. One middle school increased the percent of students who met Readiness in STEM in 8th grade, and two of the high schools saw marginal increases in 9th grade while one saw the same in 10th grade.