Assessments Friday Focus 2026-2027 - Using ACT Reports

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Good afternoon, everyone. Thank you for having me on today. Thanks to ADE and also to all of the people attending on a Friday afternoon. I truly appreciate it. If we haven't met, my name is Jessica Eilertson. I work with ACT. I've been, this has actually been going on my 9th year and the next probably 45 or 50 minutes, we're just really going to focus on one thing here is how to take the ACT reports you're already receiving and turn them into the decisions, either at the classroom, school, district, even state level. So, this will be a working session on report literacy, what's in the reports, what's changed with the recent enhanced ACT, and exactly how Arizona educators can use that data to target instruction. We're also looking at monitoring growth and supporting students on their path to college and career readiness, regardless of what their post-secondary pursuits might be. There is a question-and-answer box that you can feel free to add questions to during this presentation. And time permitting, we will cover all of the Q&A after my slides are done. So, as I mentioned, it's going to be pretty simple.

We're going to just take a look at leaving this session today with information about where your data lives, your ACT data, how to read it, and what to do with it come Monday morning. So, here's what we're going to do. We're going to take a look at what is on the ACT score report, including what changed. We're going to look at how to access your reports, and if you have any trouble with things like your trusted agent or getting access to the online reporting platform, I can also support you in that way as well. And then third, we're going to make the data actionable. We're going to kind of devise some concrete routines for instruction and program evaluation, and then apply it to all of Arizona's own results as opposed to the sort of generic national averages. I put 40 minutes content, 20 minutes FAQs at the bottom here, but we'll see how that actually plays out.

All right, I actually have, I get to start with some news. I get to be the news bearer. So, our annual graduating class profile reports are now available for all to see and have. These are going to be available in ACT online reporting this year. Typically, if you needed a profile report, you reached out to me and I accessed it on our end and then shared it with you. But you can all access them now. You can also find the

National Report and the Arizona Profile Report if you're interested in looking at what other districts are, how other districts are performing or other states in the nation. If you are a school or district user, the path is pretty short for accessing these. You're just going to, and I've got a slide on this coming up here. You're going to log into the ACT online reporting at success.act.org. Then you will go to the download hub and request what's called a supplemental file for 2026. So, if you're an authorized user and you have access to that, you'll receive a PDF of the organization's report.

So, ACT releases this graduating class data each fall. We do it, like I said, at the district, state, and national levels. And it's part of our commitment to give every stakeholder meaningful data to improve student outcomes. So gone are the days where a large envelope filled with a very thick report sits in a manila envelope on a superintendent or principal's desk and doesn't make it down, it never trickles down to your hands in the classroom. So, we want to make sure that you know that the newest data is sitting there waiting for you. And the timing of this session happened to be awesome because I could share that with you as a part of this presentation. So, let's take a look at some important distinctions. If you're not familiar with the graduating class of 2026 profile report, and also this information is important as you're looking at some of these definitions because they do affect how you read everything that follows.

So, the grad class is, this is the students who finished high school in spring or summer of 2026. As you can see here, most were born in 2007 or 2008, started kindergarten around fall of 23, and then middle school got to experience COVID, entered the 9th grade and fall of 2022. So, they are already graduates as of now. So, this profile report that you're going to look at for the graduating class of 2026, they've already graduated. They count students who took the ACT at any point in high school, and each student's most recent score will be used. So, if they've taken it more than once, that's fine, but the report only includes those most recent scores for the ACT. So that includes school day testing, state testing, also the national 7 Saturdays a year testing. Any retakes it will include all the way through the 25-26 school year.

And the other kind of nice thing is that this is the first class to have most of its ACT testing under the newer enhanced format where science has been omitted from the

composite score. If that's news to you, I have a couple slides on that. But in 2025, we announced that coming soon. Here we are. I can't believe it's all, we're just wrapping up 2026, that we will have a composite score that only covers English, math, and reading, as opposed to English, math, reading, and science. Why this matters for Arizona. So, for the class of 2026, we had 100% of Arizona graduates tested, which is wonderful. We did that obviously through the state testing and the generous folks at the Arizona Department of Education and the federal government. 17.7 is the Arizona average composite score which compares to the national average of 19.2. And try not to get too hung up on the gap between 17.7 and 19.2. The more important number is that 100%, because Arizona's test essentially every graduate, and your ACT data describes the whole student population, not just a self-selected group of college-bound seniors.

In states where only a third or half of the student's test, the average mostly reflects who chooses to take the test. So here it obviously reflects your students. It gives all of those students who might never make it on a Saturday morning at a national test site to take the ACT an opportunity to get college reportable scores. And so that makes this sort of one of the most representative data sets you have really for understanding readiness gaps, targeting supports, as long as the reports are being read and used well and the most important component of an assessment is that something is done with that data. And so that's kind of my job today, which is to talk a little bit about how to do that.

I'm going to go to where to find the reports. That's kind of the, this is sort of a spoiler alert here for this one. I'm going to come to where to find your reports, and then we're going to talk about the reports, including the one that I just briefly showed you. So, every Arizona school and district already has access. Here's how to get in. You need to have a trusted agent account. So, access is typically tied to the superintendent or the highest level administrator for your charter organization. If you have any questions, if you have not established or one has not been established and you cannot access your data, please reach out to the state or reach out to me. I will help you get access. We'll identify who your trusted agent is, and then we will get you on track to being able to access that data. Then you'll be able to log into the ACT online reporting. Again, that's at success.act.org. You can create your account. That's ACT's home for every score report that we have right now. And then step three, we're

going to start at your roles dashboard. State and district administrators begin at the roll up and school staff jump straight into their buildings roster. So, it's the same benchmarks, but at just a different zoom level. And then finally, you'll be able to pull your official reports from the download hub. And once scores post, which is happening kind of on a rolling release schedule after each of the test dates, you can then request your official graduation class profile report and your student data files there.

So, I'm going to give you sort of a brief tutorial on accessing the student data. We're going to take a look at a couple of snippets from the graduating class of 2026 profile report. But I don't want to pretend that I can give you enough information if you've never been onto eMetric or you've never been into accessing reports. This presentation today really isn't intended for that, but there is a wonderful tutorial. There's an on-demand webinar by Brian Williams, who's wonderful. I get to work with him regularly at ACT, and he presents basically exactly how to access, understand, all reports, all school and district data. So, I signed up for this just the other day just to see what it was and if I could recommend it and I definitely do. So today I'm going to give you a couple little sort of sparks notes for accessing the online reporting platform. But if you would like to do the full online demand, it's 60 minutes and I would highly recommend it.

Also, sometimes it's just the case that logging in, I mean, I certainly could sit down with you on the phone and help you over the phone accessing any reports. Sometimes it's faster and more efficient to just go into the platform and start clicking around.

All right, so the online reporting guide, this is a resource that will be made available to you. This also has tons of information about where to access your information, how to access it, how to look at things like enrollments and changes in participation. Your ACT scores and reports. It's also got test accessibility and accommodations, materials ordering, everything. So success.act.org, you'll sign in here. If you have any trouble, there is a contact support button that you can access and that will also be helpful if you're ever having any troubles. I sometimes can troubleshoot for you. But most of the time, it needs to go to the network administrator.

So, there's a high-level navigation option for looking at some of these reports. This is kind of a map. You can see they're numbered one through 7 here. I'll kind of go quickly through the numbered call outs. But anytime you see the ACT logo, that's your kind of home link from any page. So, the student search will let you find a student by last name, first name, ACT ID, state ID, or local ID. Now the help icon takes you to ACT's help and support site. Okay, so we've got number one is our ACT logo, that's our home link. Number 2 is the student search feature, which allows you to look for student at the top there. Navigation option three is the help, it might be quite small on your screen there, so I'm not sure if you'll be able to see that there's a little question mark in a circle. But that help icon will direct all of the users to the ACT help and support site. Number 4 is the recent icon, which will bring up a list of recently reviewed. It looks like it's sitting next to demo there, but it's not it's the recent button there. Recently reviewed reports. Once you log out, those reports are cleared. So, if you're just wanting to look at what you have had your portal open for a while and you want to look at what you've already printed or what you've already cross-tabbed or whatever that might be, you can use the recents. So, then we'll go over to five, which is the upper right-hand corner, which includes a user dropdown with the following option. There's control panel, and then there is the log out button. So, if you need to log out, so for the control panel, that's where you're going to select to view your user activity reports for any admin users. And then logging out, if you want to return to success.act.org, you don't want to do any more with your data for the time being. Number 6, that's in the center of the screen here. We've got the program dropdown, which allows you to select a specific program. And you'll select the dropdown menu to view the ACT state contract, ACT district contract, WorkKeys is also there, and pre-ACT programs are all available there now. And then finally, the last one, oh, we've got 7 and eight. So, 7 is the My Reports panel, which displays the four most recently saved reports. You can click Select All to display all saved reports and then finally, any announcements that ACT wants to share with you or seek feedback is going to be found in the announcements. So, this is kind of just like I said, 30,000 foot high level navigation options for you.

The multiple profiles, so ACT users, as I mentioned, you have a trusted agent who has full access to everything. They administer access by way of, and charters do it a little

bit different than some of the public schools, but they basically authorize users to view data. So if you've had some turnover or if you're new to the district and you haven't accessed that information yet, you'll want to reach out to your trusted agent. But basically, everyone has an authorized role, and you can view that data from either multiple organizations under different roles, or you'll be able to switch between the sort of the organizational level and role profile on that landing page. And you do that by way of those dropdown menus. So, the reports available on this platform are dependent upon your user role and organization level. So, you might not be seeing everything that somebody else in the district might be seeing.

So, for example, a user with the district summary role will only really be able to see all of that summary data. And a district admin will have access to roster, summary, data tools, and all of that information. So again, you can refer to whomever you have as a contact for your state, or myself, or, you know, you can refer to the website that we also have some tutorials online and some information about kind of how to best use this reporting portal.

We'll also take a look at the fields tab. So, when you go in, kind of digging down a little bit here, you can select student identification information, various demographics to review your report. This is where it really kind of benefits to spend a little bit of time kind of digging in and clicking around. You can apply appropriate demographics, select the update button to add these fields as columns to the report. And you can also select by way of your scores tab, which scores you're wanting to look at. So maybe you want to view all of your scores and reporting categories, maybe you're just looking, maybe you guys are doing a PLC on science, that sort of thing. Basically, we really want to have an opportunity to drill down to aggregate and disaggregate in as many ways as possible in order to view those reports.

This is just a little snapshot of what some of the things that you can do with this dynamic online reporting platform. And we're going to take a look at, so we've got basic reports, some scatter plots, what the ISR or individual student report is, kind of looking at the data interaction, and then a summary view. So, we're going to take a look at all of these. I'm just going to kind of quickly go through this, trying to give you a sense of what is available to you with this online reporting platform, because of course, having access to this is step #1.

Let's also kind of back up a little bit. When we think about rosters, I mean, beyond all of the rosters and the online reporting, the summary tools I think are going to be really useful and valuable. I mean, generating basic reports, things like frequency distributions, scatter plots, where you can zoom in on sections of the graph, by selecting and dragging. There's also graphical views that show score ranges against the benchmarks, and that could be important for a lot of reasons. A flat average hides a lot when we're talking about statistics and looking at some of this data. So, a frequency distribution, for instance, will show you how many students are just below a benchmark versus far below it. And that difference changes what kind of support you plan for your students on your campus. So, the My Reports on that homepage that we referenced will keep those saved configurations. You'll be able to rerun the same view after your next test event. So, you can, and I would hop in and do a live demo for you here, but if you're interested in having a live demo, let me know. I'd be more than happy to kind of walk through some of this as we're just starting to kind of get ready to look at the student reports. And then we will wrap up with some of our graduating class profile report information.

So, here's a student report. You've probably seen these. You've probably worked with these quite a lot. This is a preview. It's A multi-page document that each student receives. It has got a lot of information, as you can see, packed into it. We'll zoom into some of the pieces here in a few minutes. This first page is basically scores and benchmarks. So did your student reach the benchmark, yes or no? Are they close? It also shows US rank, state rank, detailed results, et cetera. The following pages will cover college and career readiness planning, readiness categories and next steps. But for now, just notice that it's designed for a student and maybe a counselor to sit down with. So, you know, if you're looking at having a bigger impact on aggregated data, then of course, you're not looking at single ISRs, but it's a great place to sit down with a student, help them understand, also understand what's on it, exactly what all of the college and career planning tools are, kind of if there are any questions about where or how students can retest or send scores. It's a wealth of information for each student.
So let's take a look at the anatomy of the ACT score report. We've got a composite. There will be 4 section scores, a STEM score, and an ELA score. So, the great thing about Arizona is that you guys get six different metrics for your students. As I

mentioned, the composite is the average of English, math, and reading. Now, in Arizona, and as you guys are moving forward, it will continue to always be English, math, and reading. If it was, if the test was administered prior to spring of 26, you'll know by the date that test was taken, it will only include science as a part of the composite if it was taken pre-enhancement. So, well, again, it used to be English, math, reading, and science added up, divide by 4. Now, and for moving forward forever more, it is just the average of the student's English, math, and reading score. Science is required in Arizona, just like it is here in Montana, through our state contract here as well. And so, you will also get a science score for your students and you also take the writing component, so you'll also have an ELA score.

So, you guys get the most data that you possibly can. You guys are kind of using ACT in the best way, most optimal way imaginable. So, we have the composite, which is, as I mentioned, the average of English, math, and reading. And that's just that overall readiness snapshot. Then you're going to have four separate section scores, your English score, math score, reading score, science score. And if a student didn't take it at the national test site, because it is optional on those seven Saturdays, then they will receive their regular composite. But if they didn't take the science component, they wouldn't be able to have a STEM score. But really what we're looking at is which subjects need support.

So, for the STEM score, we're looking at science and math combined as an average. Add up the science score plus the math score divided by two. That will give you an idea of the readiness for your STEM coursework and majors. The benchmark for STEM is much higher because the rigor that's mandatory for students to be successful is higher. So, you'll see that it's not the typical average when we're looking at the benchmarks. You don't just take the average of the science and the average of the math benchmarks, add them up and divide by two. For ELA, it is a combination of English score, which is on a 1 to 36, reading score, which is on a 1 to 36. And just to make it interesting, the writing score was changed a few years back from a 1 to 36 scale to a 2 to 12. And everyone in Arizona, all of your 11th graders that take the ACT take it with science and writing.
The cool thing about some of the new enhancements is that you guys can now administer that on a separate day, according to whatever your contractual adherence

involves with ADE's ACT recommendations. So, make sure you reach back out to the state if you have questions about when to administer the assessments.

But basically, your students will have an ELA score. And I do have a slide on here that will show you how the ELA score is calculated. Because again, it's got that 2 through 12 scale score that is a little bit challenging to be able to just add it up and divide by three.

And then benchmark flags, you'll be able to see what was met and not met for each score versus those college readiness benchmarks. So, is your student on track right now? Have they indicated that they are interested in pursuing college after high school? And the importance of trying to get those scores comparable, because remember that the benchmark that ADE has established and also ACT are such that if a student is on track for that and are meeting those benchmarks, they're likely to be successful post-secondary. And how do we quantify success? Well, what we say is if they reach these benchmarks, that they have a 50% chance or better of getting a B or higher in a credit bearing college entrance course. And so that's obviously important for a few reasons. One is we don't want students to have to enter into remedial coursework when they are starting college. We know that the retention rates are really poor for those students, but also, they're having, you know, it's having to take courses that cost money and don't receive any credit. So, we want to try to make sure we can identify kind of as the earliest warning signal for students, whether or not they are on track for college and career readiness.

So how does ACT calculate the composite and ELA scores? So, we're going to take a look here. Everything starts with those section scores. Each test is reported on a scale from 1 to 36. As I mentioned, science is scored separately and will feed into the STEM score, not the composite.

For writing, there are four domain scores, which are two through 12, and then it's converted to a one through 36 writing scale for that ELA. As I mentioned with the science, which on a national Saturday is optional. If a student goes in on a national testing Saturday and just decides to take English, math, and reading, they will get a composite score and their English score, math score, reading score. That's it. If they go in and take those and don't take those optional science and writing at the

national test site, they will only be given 4 scores. Luckily, when your students take it, they get the composite, the English, the math, the reading, the science, the STEM and an ELA score.

This, as I just mentioned a little bit earlier, we just for the composite, we add up these three. Sometimes we internally we refer to this as the EMR, English, Math, and Reading, but that's not that's really more just vernacular that we're using. But you'll just take the three core subject areas, add them up and divide by three, and that gives you the composite.

Now, if you have any questions about how we round, as our typical rounding rules for mathematics, fractions that are 1/2 or more will round up to the next scale score point less than 1/2 rounds down. And as I mentioned, this applies to tests taken September 2025 or later. If you have questions about super scores, those will use the same three tests as well. And super scores are still hot topic for today.

The only thing that really changed in the composite is just that we took the average of three instead of the average of four. The only way for you to know whether or not if your student took all of those content areas, the only way for you to know whether the composite includes science or not is to check the scores report test date to know which of these formulas apply.

So, here's the kind of the breakdown for the writing score. Writing is the most involved sort of calculation. So, I'm going to kind of keep it at a high level. There, we do, we still do inter-rater reliability. So, there are two trained raters. We don't do AI at this point. We don't do any of the artificial intelligence scoring. These are human reviewers. They score the essay on 4 domains. So, we've got ideas and analysis, development and support, organization, and language use and conventions. And then each rater scores each domain from 1 to 6. That's since there are two raters, that's how we get that 2 to 12.

The transformation to the one through 36 scale is a little bit harder to calculate, and you can't do it unless you have access to our official conversion table, which is not for public consumption. So, I don't mean to be not useful, but I can tell you everything about how to convert the score except for the actual conversion. But

basically, you combine, you know, the writing with the English and reading scores. ACT will transform the two through 12 writing score into a one through 36 using that conversion table and then that becomes your ELA score.

So, the ELA is the average of English reading and writing. The writing, as I mentioned, is scored on 4 domains. It's converted, and then that average is compiled. The 3 scale scores are averaged and rounded to the nearest whole number. Oh, and I learned this the other day. For our inter-rater reliability, if we have two very discrepant gradings for the writing component, then they will bring in a third rater to sort of settle the scores, so to speak.

So, this is just a sort of a simplified mock-up that I created for the student report or the scores. And it's similar to what you guys see on the scale, which is looking at the report and looking at a student's composite, what their percentile is going to be, whether or not they are above, below, or near, maybe right at the benchmark. So, you see the dotted lines there would be a benchmark, and this student has exceeded all of them except for Met for Science. STEM and ELA combine related sections into one readiness signal. So, STEM and ELA are totally separate scores, but every student in Arizona will have access to those because the science and writing is required for statewide testing.

Inside the student report, so the readiness status and next steps. So, if you are taking a look at whether or not a student is on track for college and career readiness, we have several indicators and suggested next steps for things like course recommendations, retesting guidance, prompts to connect with a school counselor to plan senior coursework, and that sort of thing. So, for each subject, the reports, as we saw, we know it breaks down a score into specific skill categories. For example, in math, there's number and quantity, algebra, functions, geometry, and statistics and probability, showing which of those categories fell inside the readiness range and which didn't.

Looking at the school and district profile report is a little bit different. So, students reports are individual students, and profile report is the aggregate view behind them. So, note that the figures on this slide, these are just sort of illustrative. They're not intended to be specific. I'm just trying to give an example of what this might look

like. Your report will show your own schools or districts values in this particular layout. The executive summary which you'll see is the report section that we're on here, gives the number tested, average composite, and the percent of students meeting three or more benchmarks. So, table one is a five-year trend of the percent meeting benchmark. Table 2 breaks that down by subgroup. So, you can see, for example, the difference between students who are economically disadvantaged or English learners. Table 3 at the bottom will show the impact of course rigor on the average composite. So, in this illustration, students who took a core curriculum or more average 19.4, and those who don't average 15.8, which is a difference of 3.6 points. So, if you take one thing from this particular slide, trend, subgroup, and course rigor are sort of the three lenses that I'm demonstrating a look at through this profile report. How and which dynamic reports you use for your school or district depends on what your goal is. What areas are you specifically looking at? Are you considering things like student readiness? Are you considering things like maybe you're wondering how this is going to impact your letter grade? I mean, really understanding all of this data will allow you to dig down as deep as you can at your access level, what you're approved to see as you start to answer the questions about some of the problems that you feel like your particular cohort or student body is facing with their ACT scores or their college and career readiness.

And then the benchmarks, of course. This is part of my national graduating class of 2026 averages for you. This is some of the newest information that we have. And here's what we know. Dark blue bars are the ACT benchmark. Teal colored bars are the Arizona averages. Every subject in Arizona's average currently falls below its benchmark. The gaps range from about one point in English to more than four points in math and reading and even farther in science.

And I want to be really clear about this, that this is information. This is not a judgment on any stakeholder whatsoever. This is just the starting point for targeting. Where is the gap the widest and for which students? And again, this is zooming out at the Arizona level. So, this isn't looking at your specific student body for your particular district. You can get that information from the online reporting portal if you're interested.
For the educator and school profile reports, you can zoom out from one student to look at a school, district, or state view. And on the right-hand side, you'll see there

are three features of the profile report. Course rigor impact shows how averages shift for students who completed a core or rigorous course load versus those who did not. Multi-year trend tracks both composite and benchmark attainment across the graduating classes. So you're kind of addressing the question, is the gap closing, yes or no. And then subgroup breaks down the disaggregate by a demographic group, which is essential for things like equity monitoring and targeted supports. So, the darker bar is Arizona, the lighter teal bar is the national, and this is updated with the 2026 graduating class data that you guys now have access to on the online reporting portal.

So, what are some of the ways to use the ACT online reporting? This is just intended to be kind of a quick reference guide. If you're just looking for five little manageable, actionable pieces of data, here's kind of what we recommend. So, building customer reports that you can save and reuse. And remember, you can save the settings for those so you do not have to, if you created, you know, reports that you guys are using every quarter, every semester, once a year, you can save those settings for that online reporting report. It'll allow you to configure it around, as I mentioned, any of the questions you're really asking.

Sometimes people will ask me, like, exactly how do I use data to inform instruction? And what I always say is it feels a little bit to me like somebody saying, when I get in my car, should I turn left or right? I always kind of reference it back to what are you guys trying to achieve at your particular school or district? What are your current goals? What are your initiatives? Are you looking at gaps? Are you looking at COVID cohorts? What are, you know, trying to determine exactly what those will determine where you go with this data. So, as I mentioned, you can save those configurations as a query that you can run later. And that saves a lot of time because you're not really having to rebuild the same view from scratch every time you check in. I've also included a couple little tips in the teal there. So, for this particular tip is to save that standing query for students below the math benchmark this school year. So, this is just an example, one example. And then your intervention team can rerun it after every test without having to rebuild that filter. And you could do that for every subject content area.
Number 2, dig into those summary statistics and five-year trends. So, the data tools go well beyond obviously that just single score for a student or single average score

for a cohort. You can pull summary statistics, cross tabulations, scatter plots, frequency distributions, and view up to five years of historical data all at once. Turning that single data point into a trend line. So that's also going to be really impactful if you are considering looking at the efficacy of a particular curriculum, for instance. What I recommend is that you pull that five-year frequency distribution for those benchmarks, maybe before you have a board presentation. Maybe it's information that you need to submit to your leadership. Maybe you guys are meeting, you're doing some interdisciplinary work in cross-cutting teams, whatever it might be. There's a lot of information, figuring out what's best for whatever goals you're reaching or trying to reach toward at your school or district level is going to be the most valuable to you.

Drilling down from state to student level. So there's this, obviously, this isn't new. This has always been kind of that drill down structure where you can zoom out or zoom in as close as you can, depending on your access level. You can take a look at state or district, single student records. Remember that they're always going to be measured against the same college readiness benchmarks. So, you might try starting at the district level, if you have access to that, to find the school with those widest benchmark gaps and then drill down into the school's roster to figure out which students are driving it.

Number 4, pull raw data and reports through the download hub. So, obviously what we've got here is more information than anybody would know what to do with if they just sat down and logged in. Really being able to hone that request for those students that you tested and the goals that you're trying to seek at your school or district is going to be the most impactful component. You can use that download hub to look at the graduating class profile report. As we mentioned, it was just unembargoed or released for, I guess is the right way to say that, on October 15th. So, we've just had it available in the last week and a half or so. But really taking a look at your own course enrollment records, your own student cohort data, monitoring those students who are having gaps and trying to figure out how to close those gaps. We know that things like COVID had a lasting impact on students' ACT scores. And those students that were primarily impacted every single year of their high school have graduated. So, we're hoping that we're seeing some different and new information about those students that might have been the COVID in

elementary or middle school as they are now heading into or are already in high school. So, this is another opportunity for you to take a look at some of these different characteristics, how students are performing, which particular subject areas are performing better, where the wider gaps are, and to sort of start there.

As I mentioned, you can find that graduating class profile report in the download hub. And then lastly, another way to use the ACT online reporting is to monitor who's actually using the data. And this isn't to suggest that anyone has any extra time on their hands, but the online reporting also reports on itself. So, administrators that have that access can view user activity to see who at their school or district is pulling those reports so you know whether or not the staff has had an opportunity to even access those reports. So, a district, for instance, that might invest in the testing but finds that only a couple people are ever looking in is almost as helpful as that large manila envelope that's sitting on the desk in somebody's office. So, we have literacy reports, we have data reports. We want to be sure to get these into everyone's hands and that was part of the impetus for moving everything to online reporting.

So, you can look at, if you have access, you can look at the activity summary for each fall, for each school, for each district, whatever it might be. And if you have department chairs or counselors, for instance, that aren't showing up as active users, that's an opportunity to schedule a tutorial or a hands-on walkthrough rather than just sending off another report. We really want to put this data into everyone's hands that we can.

Making it actionable, instructional targeting and data teams. So, you're looking at wanting to turn the benchmark gap into maybe, for instance, a PLC agenda item. And remember, students, I think they sometimes get this idea that the idea of perfection is a 36 on the ACT. How we see perfection and how we see things that are preferable is that every student is on track to meet those benchmarks, to meet those targets, because the benchmarks tell us basically whether or not a student's going to move on and be successful. So, what we want to kind of remember is that we're all, we always want to be looking through the lens of how close are your particular students to that benchmark. And beyond that, how can we help close that benchmark gap? So, number one, one of the things that you can do is rank the gaps. So, you can order subjects by distance from benchmark, which could be helpful in a lot of

different ways. Really looking at composite subjects and as we mentioned, math shows the widest gap. So, if that's, if maybe, but that might not be where your gaps are at your particular school or district and that's why it's of course important to know that. Where is your widest gap? Is it science? Is it math? Is it English? Is it reading? Then you can drill into the standards. And we have the college and career readiness standards posters that many of you guys have accessed either by PDF or I've had them sent to you from ACT. Again, they're always free. We never charge for anything to get those to you. But that will show you a very specific breakdown of content by score band. So, you'll be able to look at the educator report skills You'll be able to see those standard breakdowns in the online reporting portal to see which of the specific content areas are driving that subject level gap. So, you'll get to know whether or not students are struggling in a particular reporting area versus all of science. So that's also another way to kind of approach some of the goals as you look at maybe an opportunity for a PLC.

Form data teams. So, I love to have these be interdisciplinary. I like the idea. I know there's not always time for that. I know we are constantly at a, it's a challenge to try to organize everybody. We also don't like losing instructional time, but what we really want to do is be able to bring people together so that you can sort of assign ownership of specific standards as opposed to just setting a goal of, well, we need to improve our math or we need students to be better at math. So, forming those data teams can be really impactful, valuable. We also have some schools and districts in Arizona that are quite good at building these and even have some examples of how to conduct and how to basically administer or encourage people as a part of that PLC to work together, both interdisciplinary and also just in their particular content area to help move that needle. Because again, The goal is to move the needle. The point of the assessment is measurement. The plan to do something with that data after the measurement happens is the most impactful component.

And then retesting the hypothesis. So, checking the next ACT cycle against the same standards to see if your particular intervention moved that needle at all.

Making it actionable, program evaluation and equity monitoring. So, we're trying to close gaps. That's really, we know that we have that before and after comparison. We were asking questions like, did the benchmark attainment shift after a new

curriculum, after a tutoring program, after an intervention roster was utilized, after a schedule change? And then also looking at the course rigor impact data to help sort of quantify the return on access to advanced coursework. And you can do that with this. You can close those equity gaps with some of this evidence that you're accessing when you're looking at the online reporting. So ,identifying which student groups need targeting, not just universal supports and then comparing your trend line to other districts or states or national trends to help sort of contextualize those local results.

So, some additional resources and next steps. At the very end of this presentation, I'm going to show you where Arizona ranks among census testing for the nation. That was kind of my spoiler from the very beginning. Really truthfully, I don't know how that slide made it all the way to the beginning of this presentation, but we're going to, I'm going to share that with you here in just a minute. But what I want you to know is that there are a lot of additional resources that will help support you in the efforts as you guys continue on. Obviously, we have a lot of resources, score use guides, enhanced ACT FAQs. We have those college and career readiness benchmarks and the research methodology behind them. It's empirical. This has been something that ACT has been looking at for the last 60 years.

I am your ACT district representative, and if you want access to your profile reports or you need some support in accessing your data or trying to figure out what your particular next steps might be, I am more than happy and willing to support you in that. That's my contact information there at the bottom, Jessica.Eilertson@act.org.

And yeah, I have a ton of resources, everything that I can provide to you is always free. I have lots of things like white papers and how-to guides and technical manuals. I can make all of that really easy and seamless for you so that you don't have to go onto various websites to try to access some of that information. The educator hub for things like score use guides, as I mentioned, all of those things are really important to have access to. And sometimes you don't have the time to look for those. So, reach out to me, tell me what you want or need, and I will do my very best to get it to you.

I also want to share with you that there is a newly released 26-27 preparing for the

ACT test that not only has the full-length practice test, including the optional science and optional writing test. Now remember for Arizona, neither of those are actually optional, but for students that take it on a national test Saturday, it is. Information about multiple choice and writing sections, test taking strategies, and what to expect on test day. But if you use that, it has a full key so that you can score your particular sample test. If you use the preparing for the ACT special testing scoring keys booklet, which can be found online, it will show you exactly how to score that particular, whatever your scale score might be from your raw data. It has all of those scoring keys, and it'll also give you a recommendation for how to score the writing test using your own particular information.

In addition to that, before we wrap up for Q&A here, I want to invite you to one of our ACT regional events, which is the 2026 Regional Conference. It's coming up in December in Tempe. The registration is now open. We always have really good attendance because the quality, caliber, and number of sessions are really, really wonderful at this particular conference. We have people fly in from across the nation, experts. We also rely on all of our good, as much of our good talent as we can in Arizona when we co-present with you or you guys are submitting your own recommendations for sessions and we love to get to be a part of this particular conference. It's going to be at ASU like it always is. This is, I've been here almost nine years. We've been doing this for all of those years that I've been here and would love to invite you to attend.

If you're interested in being a part of any of our professional learning communities, scan this QR code. And again, you will have access to this full presentation from ADE among all of the resources that I mentioned today. And this really, this kind of opportunity here allows you guys to sort of help shape the education and workforce landscape. We want all stakeholders, especially in Arizona so that we can prepare these particular students for education and workplace success. And so, you can be a member of our professional learning community through ACT if you're interested.

That's my 5 minute timer, which tells me I better get to these FAQs.

I'm just going to skip through this really quickly. We've got the ACT Summit coming up. That's going to be held in New Orleans instead of Nashville. We hear from you.

you guys that, I mean, this is widely attended from Arizona and widely loved. So come to the summit.

Okay, we've got a Q&A here. I'm going to go back to the slide. I want to take a look at really quickly before I will have Candis read anything from the Q&A that popped up.

So, if you're interested in looking at the average ACT test scores by state graduating class for 2026. Now, as I mentioned, when you guys do census testing, these are the other states in the nation that also do census testing. So we know that these scores on average would be lower than states that are only using the ACT for those kids that know they want to go to college. They're self-selecting. Arizona, which we got up to 100%, which is great of the graduates tested, has an average composite score of 17.7. That's higher than Nevada. That's higher than Oklahoma. You'll see here for all of those states that have greater than 90% of graduates tested, that's who we want to compare these scores to. When you're looking at the average English scores, average math and reading scores, average science scores, make sure you're comparing apples to apples. I think sometimes we get, not necessarily a bad rap, but sometimes we get a little bit discouraged by looking at some of our averages because we're not just comparing to other census states. So, this gives you kind of a look at what the percent is based on those census tests. Utah has a, they do 91%. So, some of these are a little bit lower than that full census testing, but really just want to give you an opportunity to take a look at similar states to you if you're wanting to compare how Arizona is performing to other census states.

Okay, and with that, I am going to stop talking. I feel like I love this presentation. I'm so grateful you guys came today. I know it's late. It's a lot of information on a Friday afternoon, but I love getting a chance to share some of this and really just want to be a resource to you guys. So, Candis, what questions, if any, do you have that popped up that I might be able to address with the 5 minutes that I have left?



Middlebrook, Candis

Thank you, Jessica. You were just addressing the one question that we've gotten, which was about where to find the percent of students who met the benchmark on

each test in the state of Arizona for spring 2026. They may be wanting to know where to find that specifically in success.act.org.

Jessica Eilertson
Okay, so that's going to be in that supplemental. So, I'm going to go back up to, here we go, the supplemental files for 2026. That is going to show you, I'll present from right here. When you log into the online reporting, you're going to go to that download hub, and then that's when you're going to request the supplemental files for 2026. That's where you're going to have, that's where you're going to see how many met the benchmarks statewide. That's the question. Right?



Middlebrook, Candis
Yes, correct.

Jessica Eilertson
Great. Okay, so how many statewide met the benchmarks? How many met three or more benchmarks? But it will take a look at exactly each of the content areas for Arizona. So that's where you'll find that on the download hub.

Were there any other questions that popped up?



Middlebrook, Candis
The percent of students?

Jessica Eilertson
Yep, it will give you the percent of students that met the benchmark.



Middlebrook, Candis
That is the only question we had at this point.

Jessica Eilertson
Oh, well, good. Well, hopefully, you know how they say like the number of questions you have can be a determination of whether people really understood the information or not. And so, I'm hopeful that if you guys have any follow up questions

or there was anything that I went a little too quickly through, please feel free to reach out. Feel free to send an e-mail, give a call. I'm more than happy to walk through any of this information. If you're still having trouble finding the percentage, of students that met the benchmarks for those from that supplemental files, let me know. I would be happy to point you in the right direction. Otherwise, I just, again, I want to say thank you. I'm going to put my contact information back up again. If there's anything I can do to support you and your district, school, staff, students, any stakeholders, please let me know.

I love getting a chance to be able to work. I miss being a teacher. I used to be a high school math teacher. And I love getting a chance to work as close to, you know, that ability to impact students in a positive way. So, reach out to me. Let me know if you have any questions. Thank you for attending today. I'm going to give you 1 1/2 minutes. No, not even 1 1/2 minutes of your time back. Just right at 3 o'clock. So have a great day, everyone. Thank you to Candis and Bethany and Anju and everybody at ADE for your support. And let me know how I can help.



Middlebrook, Candis
Thank you, Jessica.

JE

Jessica Eilertson
Thank you, bye!