Sweetwater County School District #1

Rock Springs High School

Home of the Tigers

Rock Springs, Wyoming
Annie Fletcher, Principal

2018-2019

PLAN SIGNATURES

_____
SCSD#1 Superintendent

_____
SCSD#1 Board Chairman

_____
WAEA SCSD#1 School Improvement Representative

School Improvement Team

Administrators

Annie Fletcher, Principal

William Hiser, Assistant Principal

Fred Hollingshead, Assistant Principal

Thomas Jassman, Assistant Principal / Activities Director

Teachers

Angie Spann, Team Chair / Media Specialist

Rhonda Gamble, Social Studies Teacher / AMP Co-Chair

Amber Malone, SPED Teacher

Brandy Nutt, Math Teacher

Christine Pettibone, Spanish / ELL Teacher

Parent/Community Forum

(11/27/2018)

Kari Cochran	Stacie Newberg
Danny Erramouspe	Joanne Zotti
Kelli Crosby	Anthony Gallegos
Pepper Ryno	Rhys Brandt
Tracy Burton	Angela Walker
Lindsey Phillips-Nettik	Sally Goich
David Stauffer	

State Accountability Report

WYOMING
DEPARTMENT OF EDUCATION

2017-18 School Performance Report for Traditional High Schools
(WAEA = Wyoming Accountability in Education Act)
(ESSA = Every Student Succeeds Act)

This report provides information on how well this school is doing according to the requirements of state and federal accountability laws. State accountability is defined in the Wyoming Accountability in Education Act (WAEA) and federal accountability is defined in the Every Student Succeeds Act (ESSA). Information on how schools are measured and rated to meet the requirements of both laws can be found below. More information on accountability is available in this FAQ.

State Accountability

All Wyoming high schools receive one of four School Performance Ratings: Exceeding Expectations, Meeting Expectations, Partially Meeting Expectations, or Not Meeting Expectations. Seven indicators are used to inform the ratings: Achievement, Growth, Equity, English Learner Progress (ELP), Extended Graduation Rate, Post-Secondary Readiness, and Grade Nine Credits. Different measures are used for each indicator:

- Achievement is measured using the statewide assessment, the Wyoming Test of Proficiency and Progress (WY-TOPP).
- Growth is measured by comparing how students did on WY-TOPP or ACT compared to how they did on prior statewide assessments.
- Equity is measured by focusing heavily on the growth of the students who scored the lowest on prior statewide assessments.
- English Learner Progress (ELP) is measured by how well students learning the English language improve on an assessment of English.
- Extended Graduation Rate is measured by the last year's graduation rate and the five-, six-, and seven-year graduates.
- Post-Secondary Readiness (PSR) is measured by the percent of students that demonstrate readiness for college or career.
- Grade Nine Credits is measured by the percent of last year's freshman that earned one fourth the course credits needed to graduate.

Federal Accountability

All schools are required to report annually on progress toward long-term goals and short-term targets for English Language Arts (ELA) Achievement, Math Achievement, Graduation Rate, and English Learner Progress (ELP). Federal law requires the schools that are struggling the most to be identified for support. There are three types of support:

- Comprehensive Support and Improvement (CSI) is for Title I schools performing among the lowest in the state. Any school with a graduation rate below 67 percent will automatically be identified for CSI.
- Targeted Support and Improvement (TSI) is for schools that have a specific group of students that is not performing well.
- Additional Targeted Support and Improvement (ATSI) is for schools that have a specific group of students that is chronically not performing well.
- Schools that are not identified for support are noted as "Not Identified."

To determine which schools need support, similar indicators and measures are used to those used to determine the School Performance Ratings for high schools. Achievement, Growth, English Learner Progress, and Post-Secondary Readiness are measured the same way they are for state accountability. However, only the four-year graduation rate is used to measure high schools for federal accountability, and Equity and Grade Nine Credits are not included as indicators.

District Name: Sweetwater #1
School Name: Rock Springs High School
Grades Served: 9-12
Enrollment: 1406

WAEA School Performance Rating = Not Meeting Expectations
   WAEA Weighted Average Indicator Score = 1.1 (Cut Scores = 1.4 ; 1.8 ; 2.5)

ESSA School Identification = Not Identified

 Four-Year, On-Time Graduation Rate = 73.8

4

Overall School Performance on Indicators

Only students enrolled for a full academic year (FAY) are included (FAY is from first school day in October to midpoint in test window)

Indicator	WAEA Target Level	ESSA Norm Category	Description
Growth	Below Target	Below Average	WAEA: The mean student growth percentile (MGP) in ELA and math combined for all students in grades nine through eleven as measured from prior year Aspire to current year WY-TOPP and ACT (grade eleven only).
			ESSA: The mean student growth percentile (MGP) in ELA and math combined for all students grades four through ten.
Equity	Below Target	N/A	The weighted mean student growth percentile (MGP) with MGP of students who scored in the bottom 25% of students on the prior year test weighted at 80% and the MGP of the remaining students weighted at 20% for grades nine and ten.
Achievement*	Below Target	Below Average	WAEA: The percent proficient or above on the state test in English language arts, mathematics, and science.
			ESSA: The percent proficient or above on the state test in English language arts and mathematics.
ELP	Meets Target	Below Average	The percent of English learners who met their annual progress goal for English language proficiency.
Extended Graduation	Below Target	N/A	WAEA: Prior year extended graduation rate including the four year, on-time cohort plus all five, six, and seven year graduates. This is a lagged indicator.
Four-Year On-Time Graduation	N/A	Below Average	ESSA: The prior year four year, on-time graduation rate. This is a lagged indicator.
Post-Secondary Readiness	Below Target	Average	The percent of all prior year graduates demonstrating college or career readiness. This is a lagged indicator.
Grade Nine Credits	Below Target	N/A	WAEA Only: The percent of all prior year first year grade nine students who earned one fourth of the credits needed to graduate. This is a lagged indicator.

* A school's achievement score may be lowered if the school does not meet the 95% participation rate requirement

FAY School Participation Rate Status WAEA: **Met**

FAY School Participation Rate Status ESSA: **Met**

Statewide Assessment Participation Rate Status WAEA: **Met**

Statewide Assessment Participation Rate Status ESSA: **Met**

WAEA Performance Category Cut Scores			ESSA Performance Category Cut Scores		
Below Targets	Meeting Targets	Exceeding Targets	Below Average	Average	Above Average
A panel of educators, parents, business representatives, and community members set the targets for each indicator and the cut scores for each School Performance Rating.			The cut scores were set by being broken into thirds for all Wyoming high schools. The bottom third of scores are Below Average, the middle third of scores are Average, and the top third of scores are Above Average.		

Needs Assessment

1. *Based on the state accountability report, which area is the lowest for your school?*

During the 2017-2018 accountability cycle, the (Additional) Readiness indicators have changed. The system is now described by the indicators in the tables below.   As a building we are working to figure out the best ways to understand and report this data correctly. It is evident that our success curriculum sub indicator is now exceeding the level at the state, we are confident is a result of better student education and better reporting on the school's end. Despite this positive, Readiness is still our highest area of need, including Post-Secondary Readiness, Graduation Rate, and our lowest indicator, Grade 9 credits (earned).

Post-Secondary Readiness (College or Career Ready)		
School	**% College or Career Ready**	**Count of Graduates**
Rock Springs High School	61.2%	260
Wyoming	51.5%	5739
Meets Standard Target	**67.0%**	

Post-Secondary Readiness (College Ready)					
School	**% College Ready**	**% Met Success Curriculum**	**% Tested Ready on AP Exam**	**% Tested Ready on ACT**	**% with Dual/ Concurrent Course**
Rock Springs High School	41.9%	51.5%	16.2%	55.0%	6.2%
Wyoming	44.0%	48.4%	11.7%	61.5%	31.5%

Post-Secondary Readiness (Career Ready)		
School	**% Career Ready**	**% CTE Completers**	**% Passed CTE Exam / Certification**
Rock Springs High School	40.0%	58.1%	40.4%
Wyoming	15.0%	20.2%	23.2%

Graduation Rates				
	Rock Springs HS		Wyoming	
Graduation Rate	% Graduated	Count of Graduates	% Graduated	Count of Graduates
4-year, On-Time	73.8%	343	80.5%	6883
Extended	74.3%	350	81.1%	7086
Meets Standard Target	85.0%			

As stated previously, the greatest area of concern stems from number of 9th grade credits earned, another contributing piece of data to overall Readiness, seen in the chart below. Students who do not earn at least six credits in the 9th grade already place themselves at-risk for not graduating with their class. Thus, it is our intention to ensure the success of our students during this grade so they are on track to graduate.

Grade 9 Credits (Earned)			
School	% with Required Credits	Count of Students	Expected Grade 9 Credits
Rock Springs High School	74.0%	341	6.0
Meets Standard Target	88.0%		

Our plan focuses on students being more responsible for tracking their Hathaway curriculum success and their credits earned for graduation purposes. Research on performance on the ACT, indicates that students who have successfully completed, or are working towards completion of a rigorous course of study do better on the test (ACT Success: Good Grades, Not Test Practice). Moreover, Hattie (2009, *Visible Learning)* proves that teaching test taking and coaching has a low effect size on students' achievement test scores. To that end one will not see direct attention being paid to test prep or dwelling on the assessment; instead we chose to focus on the student and supporting them in meeting this demanding and highly-challenging curriculum. We feel the Hathaway curriculum can prepare students regardless of the postsecondary goals. Those entering the workforce may not need the Hathaway scholarship, but the skills learned in these classes can help them in a career or the military as well. Moreover, planning for Hathaway eligibility in the 9th grade gives students options should they change their postsecondary plans at a later time.

Empowering students to be the driver for their education is a powerful tool. Goal setting can give students' motivation to enhance their performance. Hattie (2009) indicates goals have a medium effect size towards such endeavors. However, just setting goals is not enough. Students need feedback in the form of monitoring, adjusting, and finding ways to ensure their present state can still meet their goal. According to Black and Wiliam (1998, as cited in O'Neill & Conzemius, *The Power of Smart Goals*):

> "When anyone is trying to learn, feedback about the effort has three elements: recognition of the *desired goal*, evidence about *present position*, and some understanding of a *way to close the gap* between the two." (p. 3)

Focusing students on planning their classes, tracking their progress, and setting goals (seen in Steps 1 and 2 of our goal) can help students structure their class offerings so they can reach their personal goals. Several Meta-cognitive strategies are involved in that. Hattie (2009) cites a study by Lavery indicating the effect size (ES) of such strategies as having a high to medium effect size: self-consequences (0.70 ES), self-evaluation (0.62 ES), keeping records (0.59 ES), goal-setting/planning (0.49 ES), and self-monitoring (0.45 ES). These meta-cognitive strategies are a part of our plan. Additionally, Hattie identifies tiered-intervention as "an educational approach that provides early, systematic assistance to children who are struggling in one or many areas of their learning" and found RTI has an ES of 1.07.

Our staff has begun to embrace the importance of strong professional learning community (PLC) processes, as defined by Solution Tree. During the 2018-19 school year, Rock Springs High School received a PLCs at Work grant through WDE and Solution Tree, and our work within the grant has focused heavily on implementing the PLC process with our 9th grade teachers. As we move into 2019-20, staff development will continue with our 10th grade, and eventually, our 11th/12th grade teachers as well, in order to support their PLCs. Since first publishing Visible Learning in 2009, Hattie has continued to release new findings, and recently found collective teacher efficacy to have the greatest positive impact on student achievement (ES 1.57), confirming the importance of the work of PLCs (Hattie, 2016). The action steps included in this school improvement plan demonstrate our school is working to capitalize on this research and ultimately seek to help our teachers not only develop the skills they need to conduct successful PLCs, but also the belief that they together can and will help all students at Rock Springs High School reach their potential.

2. What other data sources could give you more information about this area of need? What is that additional data telling you needs the most attention?

Weekly course failure data has indicated how many and which 9th grade students we have that may not receive their 6 credits earned for the 2017-2018 school year. Near the end of the 1st semester, 98/357 enrolled freshmen were failing 2 or more courses, leaving 72.5% on track to meet the minimum expected credits earned; the expected state target is 88%. Similar data tracked throughout the semester showed the failure rates remained consistent with little improvement. According to a study by

Allensworth (2013, "The Use of Ninth-Grade Early Warning Indicators to Improve Chicago Schools"), using data tools to assist in looking at on-track rates can change how teachers, students and parents interact in regards to strategically improving student performance. These conversations do not wait until the end of the year, when grades are posted and finalized, but can happen as CCR teachers aid students in continual monitoring and adjusting throughout the year.

Failure Rates by Grade Level (as of 12/17/18)						
Grade Level	Enrolled Students	Students with at Least 1 F	% of Students with at Least 1 F	Students with at Least 2 F's	% of Students with at Least 2 F's	% of Students on Track to Earn 6 Credits
9th Grade	357	147	41.2%	98	27.5%	72.5%
10th Grade	358	126	35.2%	86	24.0%	76.0%
11th Grade	317	104	32.8%	71	22.4%	77.6%
12th Grade	303	84	27.7%	53	17.5%	82.5%

To assist in these conversations, we want to gather data to help in monitoring, assessing, and adjusting our goal such as individual course grade distributions, appropriateness of current course selection, and state Hathaway approved course lists. The individual course grade distribution will provide us with information on getting tutors and interventions in place to help those content areas. Appropriateness of current course selection data can give us information regarding student current status for being on track for Hathaway eligibility which will give direction in how to get students on track for Hathaway. Last, the approved course list will allow us to assess which classes students may be taking that are not Hathaway eligible and get them approved.

It is also important to note the lagging nature of these indicators; because of this Rock Springs High School relies on internal data (like in the table above noting the percent of freshman on track to earn six or more credits) to measure and adjust. We believe that addressing the needs made evident in the School Performance Report is a critical piece of school improvement even when the efforts need to measured outside of the report.

3. Based on the state accountability report, which area is the second lowest for your school?

Achievement is our second lowest area as we are at 40% and needs to be at least at 48% in order to be *Meeting Targets*. Currently, we feel meeting our goal to increase our Readiness indicators will not only improve student achievement, but also growth.

4. What other data sources could give you more information about this area of need? What is that additional data telling you needs the most attention?

Previous testing data has indicated a gap in our achievement levels and areas in which we need to focus our efforts in improving achievement areas in reading and math.

GOAL #1: In order to improve the school's Readiness category indicators from Below Targets to Meeting Targets:

Steps:
1. All 9th grade students will engage and participate in a Transitional Support, Career Exploration, and Goal Setting Protocol
2. All students will participate in grading and feedback practices tied directly to student progress towards proficiency of the clearly communicated, skill-based expectations aligned to district curriculum maps.

Milestones:
By the end of the 2018-2019, our target is to increase
- 9th Grade Credits from 74% to 82%;
- Postsecondary Readiness from 60% to 64%; and
- Extended Graduation from 74% to 80%
  as measured by the state accountability performance ratings.

By the end of the 2019-2020, our target is to increase
- 9th Grade Credits from 82% to 88%;
- Postsecondary Readiness from 64% to 67%; and
- Extended Graduation from 80% to 85%
  as measured by the state accountability performance ratings.

Timeline	Action Steps	Was this action step in place in 2017-2018?	Anticipated Evidence of Completion (Submitted artifacts housed in SharePoint)
September 2018 January 2018 May 2018	PLCs at Work training to improve the overall teaching and learning in 9th grade classes (Algebra I, Physical Science, LA 9, World History, Health, Spanish I)	No	Post-assessment, PLC meetings, action plans, agendas, staff meeting minutes
August 2018- May 2020	Continual refinement of communication with families, including regular grade updates, phone calls and parent education/input nights (directly related to parent/community input)	Yes	PowerSchool and unified classroom reports and log entries
August 2018- May 2020	Implement pacing guide by benchmark and learning target created and referenced in lesson plans; monitor evidence in lesson planning and support staff (Goal Step 2)	Planned	Pacing guides by quarter and benchmark, learning target on PLC minutes and in individual teacher lesson plans
August 2018- May 2020	Communicate grading with feedback practices to students, parents, and staff on a weekly basis (Goal Step 2)	Planned	Newsletters, community communications, parent meeting minutes, CCR lessons for student communication, Weekly staff communications from admin
December 2018	Data drill down training and protocol with State of Wyoming WDE support	Yes	Agenda, evidence in school improvement plan

Timeline *(continued)*	Action Steps *(continued)*	Was this action step in place in 2017-2018?	Anticipated Evidence of Completion (Submitted artifacts housed in SharePoint)
January 2019-May 2020	Communicate/train team facilitators in data team steps using data team protocol (Goal Step 2)	Planned	PLC minutes, Data Teams form shared
January 2019-May 2020	Continue to support and monitor results/evidence of student mastery of learning objectives (Goal Step 2)		Gradebook, lesson plans, PLC minutes
March 2019-May 2020	Implement data teams form and process into all PLC work/departments; support team facilitators bimonthly in facilitation and data team strategies (Goal Step 2)	Planned	Gradebook, lesson plans, PLC minutes
March 2019-May 2020	Create and implement a systematic approach and protocol to tier 1, 2, 3 and enrichment academic support. Including but not limited to peer tutoring, after school programs, winter and summer school	Planned	Documentation for strategic, systematic support from the AMP Team, action steps for teachers
June 2019-May 2020	Communicate systematic protocol to staff for planning and delivering tier 1, 2, 3, and enrichment academic support	Planned	PD agenda, participant survey results, training documents, implementation plan, leadership team minutes, PLC minutes, lesson plans

Name: _____ **Career Pathway**: _____

Plan your schedule for the next four years

Grade/Subject	9	10	11	12
English				
Math				
Science				
Social Studies				
PE				
Health				
Foreign Language				
Fine/Performing Arts				
Career/Vocational				
Elective				
Elective				
Elective				
Total Credits				
The school day is 7 periods.				

Name: _____ **CCR Teacher**:_____

Class	Grade	List Missing Work	Plan to Fix (When/How will you meet with/work with this teacher?)	Teacher Signature (Confirming student followed plan to fix)

Parent Signature: _____ **Date**:_____