Sweetwater County School District #1

Rock Springs High School

Home of the Tigers

Rock Springs, Wyoming
Annie Fletcher, Principal

2019-2020

PLAN SIGNATURES

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SCSD#1 Superintendent

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SCSD#1 Board Chairman

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WAEA SCSD#1 School Improvement Representative

School Improvement Team

Administrators

Annie Fletcher, Principal

Hope Larios, Asst. Principal

Glen Suppes, Asst. Principal

Fred Hollingshead, Asst. Principal

Thomas Jassman, Asst. Principal

Teachers

Christine Pettibone, Team Chair / EL/ Spanish

Amber Malone, SPED Teacher

Angie Banks, CVE Teacher

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State Accountability Report

WYOMING
DEPARTMENT OF EDUCATION

2018-19 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."
- Schools are identified for CSI and ATSI every three years based on the prior year performance. Schools may be identified for TSI every year.

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: 1362
WAEA School Performance Rating = Not Meeting Expectations
WAEA Weighted Average Indicator Score = 1.0 (Cut Scores = 1.4 ; 1.8 ; 2.5)
ESSA School Identification = Not Identified

Four-Year, On-Time Graduation Rate = 75.4

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	Below Target	N/A	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 on state assessment.

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

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

-State Assessment Participation Rate Status WAEA: **Met**

-State Assessment Participation Rate Status ESSA: **Met**

Needs Assessment

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

The current system for determining additional readiness is described by the indicators in the tables below. Readiness is our highest area of need, this indicators includes Post-Secondary Readiness, Graduation Rate, and Grade 9 credits (earned).

Post-Secondary Readiness (College or Career Ready)		
School	% College or Career Ready	Count of Graduates
Rock Springs High School	56.8%	285
Wyoming	58.6%	5808
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 or Concurrent Course
Rock Springs High School	42.1%	47.7%	15.8%	53.7%	46.0%
Wyoming	49.4%	54.0%	13.6%	59.0%	51.5%

Post-Secondary Readiness (Career Ready)					
School	% Career Ready	% Military Ready	% Passed ASVAB	% CTE Completers	% Passed CTE Exam / Certification
Rock Springs High	33.7%	0.7%	0.7%	48.4%	34.0%

School					
Wyoming	20.5%	2.3%	2.5%	43.6%	22.9%

Graduation Rates				
Graduation Rate	Rock Springs HS		Wyoming	
	% Graduated	Count of Graduates	% Graduated	Count of Graduates
4-year, On-Time	75.4%	358	81.9%	6884
Extended	76.2%	369	82.3%	7038
Meets Standard Target	85.0%			

As stated previously, the greatest area of concern stems from the 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	76.0%	354	6.0
Meets Standard Target	88.0%		

Our plan focuses on systems changes that allow for increased opportunities for credit attainment and recovery. As a building we are reviewing student progress every few weeks, and providing conferences and interventions early. (see data in section 2)

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.

Our staff has embraced 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, WDE supported staff development will continue as we move PLC school wide. Supported by structural changes in our bell schedule and master schedule. 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 validate 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 on track to receive 6 credits at the completion of their 9th grade year. 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 earn and often.

Failure Rates by Grade Level (as of 09/12/19)								
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	Students with at Least 3 F's	% of Students with at Least 3 F's	% of Students on Track to Earn 6 Credits
9th Grade	418	209	50.0%	131	31.3%	77	18.4%	81.6%
10th Grade	350	118	33.7%	49	14.0%	22	6.3%	93.7%
11th Grade	349	116	33.2%	44	12.6%	16	4.6%	95.4%
12th Grade	310	73	23.5%	22	7.1%	7	2.3%	97.7%

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.

3. Based on the state accountability report, which area (growth, equity, achievement, participation rate) 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 that meeting our goal to increase our Readiness indicators will not only improve student achievement, but also growth.

We are also certain our focus on quality instruction guided by our PLC work will impact achievement as well.

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. PLC focus
    a. Schedule
    b. Protocol
2. Monitoring
    a. Counselor and Admin- Weekly logs
    b. PLC- minutes, data team discussion forms, SMART Goals
    c. AMP- minutes
    d. Communication with parents
3. PBIS
    a. Connection to AMP
    b. Committee- establishing protocols/expectations/implementation

Milestones:

By the end of the 2019-2020, our target is to increase

- 9th Grade Credits from 76% to 82%;
- Postsecondary Readiness from 57% to 64%; and
- Extended Graduation from 76% to 80%

as measured by the state accountability performance ratings.

By the end of the 2020-2021, 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 2018-2019?	Anticipated Evidence of Completion
September 2018 January 2019 May 2019 September 2019 October 2019 February 2020 April 2020 May 2020	PLCs at Work training, provided through Solution Tree/ WDE grant, to improve the overall teaching and learning in 9th grade (2018-19) classes (Algebra I, Physical Science, LA 9, World History, Health, Spanish I) and all other classes (2019-20) (Goal Step 1)	Yes	PLC Schedules for PLCs, PLC Agendas, PLC meeting minutes, Data Teams Analysis minutes, Post-assessments, Lesson plans reflecting PLC discussion and decisions
August 2018- May 2020	Implement school-wide PLC process which provides dedicated PLC time within the school day for all teachers to plan what students should know and be able to do based on district curriculum maps, design common assessments and review resulting data, and plan interventions and extensions. (Goal Steps 1 and 2)	Yes, for 9th grade teachers and classes. No, for all others.	PLC Agendas, PLC meeting minutes, Data Teams Analysis minutes, Post-assessments, Lesson plans reflecting PLC discussion and decisions
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) (Goal Step 2)	Yes	PowerSchool and unified classroom reports and log entries, ParentSquare,

August 2019	Implementation of 18 credit, general diploma	On-going	Policy IKF, diplomas at completion of 2019-20 school year.
August 2019-May 2020	Create and implement a systematic approach to monitoring academic progress and failures (Goal Step 2)	No	Counselor-Admin Team records
August 2019-May 2020	Create and implement systematic PBIS protocols and responses (Goal Step 2 and 3)	No	PBIS Team minutes, PBIS training for staff, SWISS Data???
August 2019-May 2020	Implemented Graduation Coach (Goal Step 2)	No	Job description, coaching notes

RSHS 2019-20 PLC schedule:

Hour	Department		Monday		Tuesday		Wednesday		Thursday		Friday
1st Hour	Fine Arts	1	All together	2	Biology	1	All together	2	Physical Science	1	All together
2nd Hour	Science			2	Chemistry			2	Marine Science	2	Physical Science
								2	Forensics I	2	Environmental Science
										2	Chemistry
3rd Hour	Counselors	3	Counselors / Admin TBD	4	PE ???	3	Counselors / Admin TBD	4	PE ???	3	Counselors / Admin TBD
4th Hour	PE			4	Together 45 minutes			4	Together 45 minutes	4	PE ???
4th Hour	Performing Arts									4	Meet as needed
5th Hour	Foreign Language	5	Foreign Language Level I	6	US History	5	Foreign Language Level II	6	World History 1st 45	5	Foreign Language EL & Dept.
6th Hour	Social Studies							6	AGES 2nd 45	6	Week 1: US History
										6	Week 2: World History
										6	Week 3: AGES
										6	Week 4: AP Courses
7th Hour	Math	7	Algebra I	8	Freshman English	7	Geometry	8	Sophomore English	7	Found. Algebra
8th Hour	Language Arts	7	Algebra II	8	Junior English	7	PreCalc	8	Senior English (all)	7	Found. Geom.
8th Hour	CTE	7	Found. Geom.	8	Whole group	7	Found. Algebra	8	Sub-groups	7	ACT Prep
										7	Math SPED
										8	Dept. Book Study
										8	Weekly Perkins meeting

PLAN SIGNATURES

Kelley McGovern

SCSD#1 Superintendent

Carol E Johnson

SCSD#1 Board Chairman

Wanda Maloney

WAEA SCSD#1 School Improvement Representative