Montana
Office of Public Instruction
Denise Juneau, State Superintendent
opi.mt.gov

VARIANCES TO STANDARDS APPLICATION

Renewal Application (three years)

Purpose: ARM 10.55.604(4) **"Following the second year of implementation of a variance to standards, the school district shall provide evidence to the Superintendent of Public Instruction that the methods selected by the district implement, meet, or exceed results that could have been achieved under established standards."**

DUE DATE:

First Monday in March

COUNTY: Powell

DISTRICT: Powell County High School

LIST EACH SCHOOL THAT IS REQUESTING THE VARIANCE: Powell County High School

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1. **Standard(s) for which a variance is requested, e.g., 10.55.709. If there is a program delivery standard, be sure to list it as well, e.g., 10.55.1801.**
   10.55.601(3)

2. **Provide evidence that local community stakeholders were involved in the consideration and development of the proposed renewal variance application. Community stakeholder groups include parents, community members, and students as applicable.**
   A copy of the official minutes from the Board of Trustees meeting on February 8 when the variance was discussed is attached. A list of visitors to the meeting including community members, classified staff members and parents is also attached.

3. **Provide evidence local school stakeholders were involved in the consideration and development of the proposed renewal variance application. School stakeholder groups include trustees, administrators, teachers and classified school staff.**
   A copy of the official minutes from the Board of Trustees meeting on February 8 is attached. The list of visitors, also attached, includes teachers. On August 12, 2015 a PIR day was held to discuss MBI and school goals. An attendance sheet including teachers and classified school staff is attached.

4. **Attach Board of Trustee meeting minutes that show the Board of Trustees approved the application for a renewal variance at an official, properly noticed meeting.**

5. **Reflection upon initial variance:**

a. Describe the specific measurable objectives that were listed in the initial variance application that demonstrated how the proposed variance was to meet or exceed the results under the current standard(s).

1. PCHS was to meet or exceed the Mathematics achievement scores based on the Smarter Balance assessments in the spring 2015.

2. PCHS was to meet or exceed the Reading achievement scores based on the Smarter Balance assessments in the spring 2015.

3. The PCHS graduation rate will exceed 90 percent for the class of 2015.

b. Provide a summary of the evidence or data gathered to demonstrate that the initial variance meets or exceeds results that could have been achieved under the established standard.

Although PCHS administered the Smarter Balance assessments in both 2014 and 2015, we have not received results. The 2014 results were not published. PCHS was one of the 15 percent of schools across the state whose 2015 assessments were not scored. Conversations with Mellicent Friddell at Measured Progess revealed there were technical difficulties that prevented the appropriate administration of the assessments.

In lieu of the Smarter Balance data, we are relying on ACT results as an indicator for student progress. Based on ACT results from Spring 2015 PCHS student scores dropped approximately 2% from the previous year in Reading and Mathmatics. There is no way of knowing if the Smarter Balance assessments would have provided the same outcome.

Please refer to the attached reports for additional data.

c. After reflection on the initial variance, describe any adjustments that need to be made to meet the specific needs of the students in the school(s).

PCHS will continue to use ACT scores as a measure of student progress. However, there is a perception by many students that the ACT is valid only for those who plan to attend college. Overcoming the student apathy regarding the ACT can be a daunting task in and of itself. The ACT also only provides feedback one time during the students' high school tenure. Therefore, we will also use Renaissance Learning's STAR Reading and Math tests as guages of student progress. The STAR tests have correlated their questions to the Common Core and provide valid ongoing feedback throughout the students' tenure.

We now test students in Reading and Math at the beginning of the year, in early February and again in May. The results provide us with information regarding each individual student's growth. Based on this information we are able to take corrective action such as placement in Title Reading/Math classes, re-evaluation of curriculums or provide the for the use of audio books.

(Use check boxes provided in items 6-11 if the information requested remains unchanged from the initial variance application.)

6. **Describe the renewal variance requested.**

   X *Renewal variance is the same as the initial variance.*

7. **Provide a statement of the mission and goals of this proposed renewal variance.**

   X *Mission and goals are the same as the initial variance.*

8. **List specific measurable objectives that demonstrate the proposed renewal variance will meet or exceed the results under the current standard(s).**

   ☐ *Measurable objects are the same as the initial variance.*

   a. PCHS will meet or exceed the Mathematics achievement scores based on the ACT assessment in 2016, 2017 and 2018.

   b. PCHS will meet or exceed the Reading achievement scores based on the ACT assessment in 2016, 2017 and 2018.

   c. The PCHS graduation rate will exceed 90 percent for the class of 2016, 2017 and 2018.

9. **What data or evidence will be gathered to document progress toward meeting the measurable objectives of the renewal variance?**

   ☐ *Data or evidence gathered in the same manner as the initial variance.*

   a. Mathematics achievement data will be collected from the scores of the ACT exams taken each spring. Renaissance Learning's STAR Math test will be used three times each year to monitor student progress toward this goal.

   b. Reading achievement data will be collected from the scores of the ACT exams taken each spring. Renaissance Learning's STAR Reading test will be used three times each year to monitor student progress toward this goal.

   c. Data related to the district's graduation will be gathered from information provided by the Office of Pulic Instruction.

10. **In what way does this variance meet the specific needs of the students in the school(s)?**

    X *The renewal variance will meet the specific needs of the students in the same manner as the initial variance.*

11. **Describe how and why the proposed variance would be:**

    a. **Workable.**

       X *Renewal variance is the same as the initial variance.*

    b. **Educationally sound.**

       X *Renewal variance is the same as the initial variance.*

c. Where applicable, aligned with program standards under ARM 10.55.1101 through 10.55.2101.

X *Renewal variance is the same as the initial variance.*

d. Where applicable, aligned with contend standards under ARM Chapters 53 and 54.

X *Renewal variance is the same as the initial variance.*

Required school district signatures:

Board Chair Name: Maureen McMahon Mannix

Board Chair Signature: Maureen McMahon Mannix Date: 2/8/16

Superintendent Name: Rick Duncan

Superintendent Signature: [signature] Date 2-8-16

Mail the signed form to:

Accreditation and Educator Preparation Division
Office of Public Instruction
PO Box 202501
Helena, MT 59620-2501

OPI USE ONLY

Superintendent of Public Instruction: [signature] Date 6/24/16

X Approve ____Disapprove

Board of Public Education Chair [signature] Date 7/14/16

X Approve ____Disapprove

POWELL COUNTY HIGH SCHOOL

709 Missouri Avenue
Deer Lodge, MT. 59722-1156

Phone: 406-846-2757
Fax: 406-846-2759
Web: www.pchs.dl.k12.mt.us

Rick Duncan
Superintendent
rduncan@pchs.dl.k12.mt.us

Kerry Glisson
Principal
kglisson@pchs.dl.k12.mt.us

Notice of PCHS Board of Trustees Meeting and Agenda
February 8, 2016

Regular Board Meeting
6:30 PM, PCHS Board Room

1. Call to Order
2. Roll Call
3. Pledge of Allegiance
4. Approval of Minutes – January 11 & 25, 2016
5. Recognition of Visitors
6. Correspondence
7. Capital Improvement Update: Ameresco

8. Department Presentation: Math

9. Athletic Director Report
   - Winter Athletics
   - MHSA Proposals

10. Student Council Report

11. New Business
    - Election Resolution
    - Tax Compliance Procedure Resolution
    - Advanced Ed Accreditation Waiver

12. Principal's Report
    - Enrollment Report
    - Curriculum Report
    - Travel Dress Code

13. Superintendent's Report
    - Bond Update
    - Board Goals: Technology

14. Business Manager
    - Claims

15. Future Agenda Items

16. Public Comment

POWELL COUNTY HIGH SCHOOL BOARD OF TRUSTEES
REGULAR MEETING – February 8, 2016 – 6:30 p.m.

1. CALL TO ORDER:

Board Chair Maureen Mannix called the meeting to order at 6:35 p.m.

2. ROLL:

Board Chair: Maureen Mannix
Board Members: Darryl Barton, Donna Graveley, Evan Johnston, Dave Lowery, Colleen Owens, and Mark Vetter.
Administration: Rick Duncan, Kerry Glisson, and Annette Meagher.

3. PLEDGE OF ALLEGIANCE

4. APPROVAL OF MINUTES:

The January 11, 2016 regular meeting minutes were approved by consent.
The January 25, 2016 special meeting minutes were approved by consent.

5. VISITORS:

Susie Bleken, Karen Herrin, Maggie Hunter, Don McDermid, Dakota Norris, Brian Solan, and Michael Stafford.

6. CORRESPONDENCE:

Rick Duncan read aloud the following resignation letter:

January 14, 2016

Dear Administration and PCHS School Board,

It is time to resign from my position as pep band director/coach beginning with the 2016-2017 academic year. I have directed pep band for 19 years and ten of those years have been here at Powell County High School. It has been wonderful journey because I have worked with so many talented young students and parents over the years. Thank you for the opportunity to support our Warden athletics.

Sincerely,
Karen Herrin

7. CAPTIAL IMPROVEMENT UPDATE: Ameresco

Brian Solan was present to discuss the capital improvement project costs, project items, and additional project items if extra monies are available.

8. DEPARTMENT PRESENTATION: Math

Susie Bleken and Dakota Norris were present to discuss the math department. The teachers discussed classes they teach, number of students, classroom processes, etc. Ms.

Bleken also discussed Mathletes and stated that she would like to implement an AP Statistics class in the future. Mr. Norris also discussed STAR Math, and he stated that he is working on his Masters Degree in math.

9. ATHLETIC DIRECTOR REPORT:

Don McDermid was present to discussed winter sports and upcoming contests and tournaments. He also gave the results of the 2 proposals from the MHSA Annual Meeting on January 18th – 1 passed (wrestlers are allowed to weigh 2 additional pounds on Monday and Tuesday meets) and 1 failed (8th graders cannot participate in high school sports). Mr. McDermid also stated that our lone wrestler placed 5th at the divisional tournament, but needed a 4th place finish to advance to the state tournament; he also discussed Senior Night for basketball, cheer, and pep band on February 12th and the upcoming District Basketball Tournament in Anaconda on February 18th-20th.

10. STUDENT COUNCIL REPORT:

President Jaicee Senecal was present to discuss council activities which include the following: the upcoming Love-a-Gram sale for Valentine's Day, a food drive held in conjunction with Loyola Sacred Heart High School (canned goods were used for admittance to the basketball games at PCHS and Loyola), the FCCLA state convention will be in Bozeman in March, and the Student Council and National Honor Society will sponsor a blood drive in March.

11. NEW BUSINESS:

Election Resolution

The following resolution was read aloud by Rick Duncan:

TRUSTEE RESOLUTION CALLING FOR AN ELECTION

BE IT RESOLVED *that the Trustees of Powell County High School District, of Powell County, State of Montana, will hold the Annual Regular School Election on Tuesday, May 5, 2015, which date is not less than seventy (70) days after passage of this resolution, for the purpose of electing two trustees for three-year terms; one three-year term in the Deer Lodge High School District, and one three-year term in the Avon/Elliston High School District. Voting places for the election remain the same, and all judges, if available, will be the same as the last election. Polls will open at 12:00 noon and close at 8:00 p.m. Be it further resolved that the Trustees of Powell County High School District declare the trustee election by acclamation contingent upon the number of candidates not exceeding the number of available positions.*

Approval of additional levies for the General Fund is requested to operate and maintain Powell County High School District for the 2016 - 2017 school year.

Action: Mark Vetter moved to approve the election resolution, seconded by Darryl Barton.
The motion passed unanimously.

Tax Compliance Procedure Resolution
Action: Colleen Owens moved to adopt the Tax Compliance Procedure Resolution pertaining to the bond issue, seconded by Evan Johnston.
The motion passed unanimously.

The following certificate was recorded:

CERTIFICATE AS TO RESOLUTION AND ADOPTING VOTE

I, the undersigned, being the duly qualified and acting recording officer of High School District No. CO (Deer Lodge), Powell and Deer Lodge Counties, Montana ("the District"), hereby certify that the attached resolution is a true copy of a Resolution entitled: "RESOLUTION APPROVING TAX COMPLIANCE PROCEDURES RELATING TO TAX-EXEMPT BONDS" (the "Resolution"), on file in the original records of the District in my legal custody; that the Resolution was duly adopted by the Board of Trustees of the District at a meeting on February 8, 2016, and that the meeting was duly held by the Board of Trustees and was attended throughout by a quorum, pursuant to call and notice of such meeting given as required by law; and that the Resolution has not as of the date hereof been amended or repealed.

I further certify that, upon vote being taken on the Resolution at said meeting the following Trustees voted in favor thereof: Evan Johnston, Dave Lowery, Darryl Barton, Mark Vetter, Donna Graveley, Colleen Owens, and Maureen Mannix, voted against the same: none; abstained from voting thereon: none; or were absent: none.

WITNESS my hand officially this 8th day of February, 2016.

Annette D. Meagher
School District Clerk

Advanced Ed Accreditation Waiver
Action: Donna Graveley moved to approve the Advanced Ed Accreditation Waiver Renewal for 2016-18, seconded by Colleen Owens.
The motion passed unanimously.

11. PRINCIPAL'S REPORT:
Kerry Glisson reported that February 1 enrollment was 188 students (the same as last month), and consists of the following: 48 freshman, 48 sophomores, 41 juniors, and 51 seniors. Included in the count are 2 Job Corp students, and 0 Youth Challenge students. Mrs. Glisson also stated that Jessica Anderson has been offered a full-tuition waiver from Walden University to pursue a doctorate degree, the PCHS graduation rate is at 97.7% (up from 92% last year), and the Youth Board is hosting an "After-Prom" Party. Mrs. Glisson also gave a tech update and discussed the travel dress code.

12. SUPERINTENDENT'S REPORT:

Rick Duncan gave an update on the bond issue and the capital improvement project. He also discussed the PIR day workshop regarding confidentiality.

13. BUSINESS MANAGER:

Action: Colleen Owens moved to approve the February bills as presented by Annette Meagher, seconded by Darryl Barton.
The motion passed unanimously.

14. FUTURE AGENDA ITEMS:

- March meeting moved to the 1st Monday of the month – March 7th at 6:30 p.m.
- Audit Review will be February 24th at 5:00 p.m.

15. PUBLIC COMMENT:

None.

The meeting was adjourned at 7:59 p.m. by unanimous consent.
The next regular meeting will be Monday, March 7, 2016 at 6:30 p.m.

s/Annette Meagher, District Business Manager/Clerk

s/Maureen McMahon Mannix, Chairperson

Powell County High School Board of Trustees
Monthly Board Meeting
Visitor List

Please sign your name and indicate if you are here to address the Board, and which topic you wish to discuss. You may have up to three (3) minutes to present your ideas to the Board. Thank you for your cooperation.

Name	Address the Board Yes/No	Topic
✓ Susie Bleken	Yes	Math Dept.
✓ Karen Herrn	N	
✓ Michael Stafford		
✓ Dakota Norris		Math Dept.
✓ Maggie Hunter		
✓ Derm.		
✓ Brian Solan		

PIR—MBI

Wednesday, August 12, 2015

1. Pandi Fox
2. Kathy Mullins
3. Curtis Fitt
4. Jennifer Logan
5. Dion Killeen
6. Solveig Munson
7. Laura Simpson
8. Reanna Heather
9. Dawn J. Hagan
10. Mary Adams
11. Pat Williamson
12. Bob Schalk
13. Debbie Smith
14. _____
16. _____
16. _____
17. _____
18. _____

The ACT®

College Readiness Letter for:
POWELL CO HIGH SCH DIST 39

August 26, 2015
Code: 277570

SUPERINTENDENT
POWELL CO HIGH SCH DIST 39
709 MISSOURI AVE
DEER LODGE, MT 59722

489560102

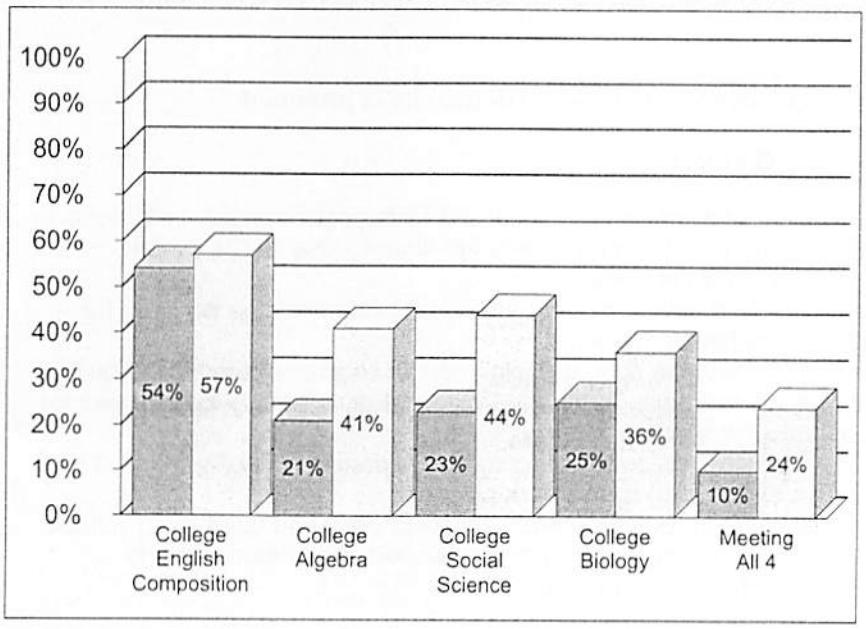
011062110

This report reflects the achievement of your graduates on the ACT over time and an indication of the extent to which they are prepared for college-level work. The ACT consists of curriculum-based tests of educational development in English, mathematics, reading, and science designed to measure the skills needed for success in first-year college coursework. Table 1 shows the five-year trend of your ACT-tested graduates. Beginning with the 2013 Graduating Class, all students whose scores are college reportable, both standard and extended time tests, are included in this report.

Table 1: Five Year Trends - Average ACT Scores

	Total Tested		English		Mathematics		Reading		Science		Composite	
Grad Year	District	State	District	State	District	State	District	State	District	State	District	State
2011	46	6,037	21.3	21.3	20.2	21.9	22.6	22.7	22.1	22.0	21.6	22.1
2012	39	6,024	21.2	21.1	22.7	21.9	22.4	22.6	21.7	22.0	22.2	22.0
2013	53	6,631	17.2	20.2	18.5	21.4	19.1	21.9	18.8	21.2	18.6	21.3
2014	53	9,611	19.3	19.3	21.1	20.5	21.7	21.1	20.3	20.4	20.7	20.5
2015	**52**	**9,489**	**17.9**	**19.1**	**18.9**	**20.4**	**19.0**	**21.0**	**19.0**	**20.5**	**18.9**	**20.4**

Figure 1. Percent of ACT-Tested Students Ready for College-Level Coursework



Are Your Students Ready for College?

Through collaborative research with postsecondary institutions nationwide, ACT has established the following as college readiness benchmark scores for designated college courses.

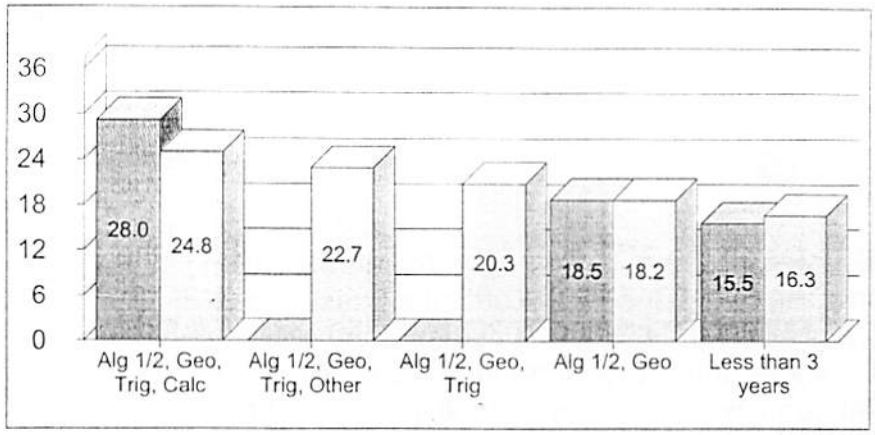
A benchmark score is the minimum score needed on an ACT subject-area test to indicate a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding credit-bearing college courses.

* English Composition: 18 on ACT English Test
* College Algebra: 22 on ACT Mathematics Test
* Social Science: 22 on ACT Reading Test
* Biology: 23 on ACT Science Test

A High School College Readiness Letter has been sent to the Principal of each high school with at least one ACT-tested graduate.

ACT Research has shown that it is the rigor of coursework - rather than simply the number of core courses - that has the greatest impact on ACT performance and college readiness. Figures 2 and 3 report the value added by increasingly rigorous coursework in mathematics and science respectively.

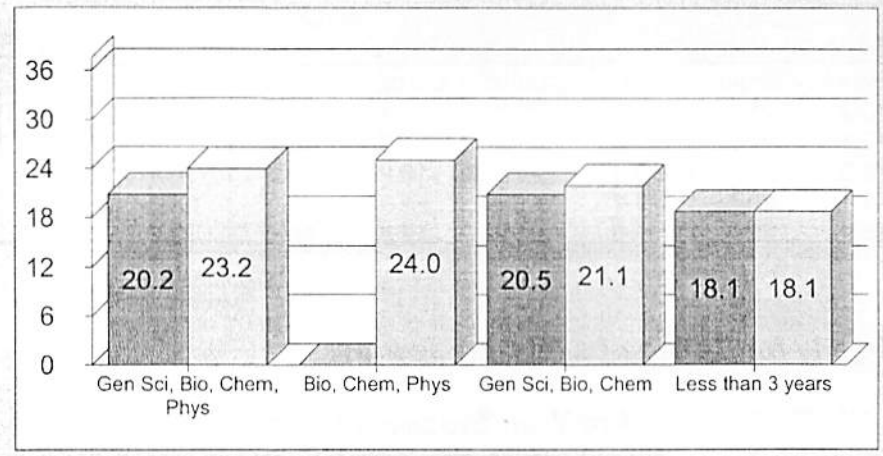
Figure 2. Average ACT Mathematics Scores by Course Sequence



Value Added by Mathematics Courses

Students who take Algebra 1, Algebra 2, and Geometry typically achieve higher ACT Mathematics scores than students who take less than three years of mathematics. In addition, students who take more advanced mathematics courses substantially increase their ACT Mathematics score.

Figure 3. Average ACT Science Scores by Course Sequence



Value Added by Science Courses

Students taking Biology and Chemistry in combination with Physics typically achieve higher ACT Science scores than students taking less than three years of science courses.

In order to ensure that all students are ready for college, an overview of vital action steps is provided.

College Readiness for All: An Action Plan for Schools and Districts

1. **Create a Common Focus**. Establish collaborative partnerships with local and state postsecondary institutions to come to a shared understanding of what students need to know for college readiness. Use ACT's College Readiness Benchmarks as a common language to define readiness.
2. **Establish High Expectations for All**. Create a school culture that identifies and communicates the need for all students to meet or exceed College Readiness Benchmark Scores.
3. **Require a Rigorous Curriculum**. Review and evaluate the rigor and alignment of courses offered and required in your school in English, mathematics, and science to ensure that the foundational skills leading to readiness for college-level work are taught, reaffirmed, and articulated across courses.
4. **Provide Student Counseling**. Engage all students in early college and career awareness, help them to set high aspirations, and ensure that they plan a rigorous high school coursework program.
5. **Measure and Evaluate Progress**. Monitor and measure every student's progress early and often using college readiness assessments like ACT Aspire and the ACT. Make timely interventions with those students who are not making adequate progress in meeting College Readiness Benchmarks.

To learn more about these recommended action steps and ACT programs that will help improve college readiness for your students, contact ACT Customer Service at 319-337-1309 or customerservices@act.org.

ACT Research has shown that it is the rigor of coursework - rather than simply the number of core courses - that has the greatest impact on ACT performance and college readiness. Figures 2 and 3 report the value added by increasingly rigorous coursework in mathematics and science respectively.

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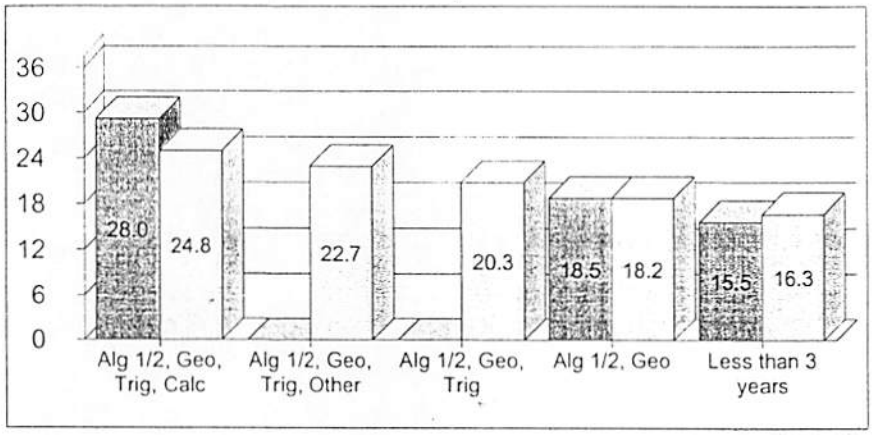

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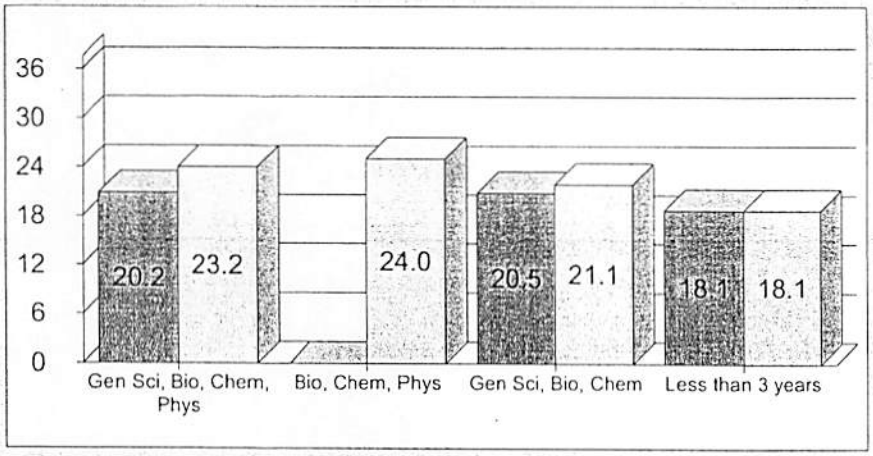

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College Readiness Letter for:
POWELL CO HIGH SCH DIST 39

August 20, 2014
Code: 277570

SUPERINTENDENT
POWELL CO HIGH SCH DIST 39
709 MISSOURI AVE
DEER LODGE, MT 59722

385599103

011062110

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2012	39	6,024	21.2	21.1	22.7	21.9	22.4	22.6	21.7	22.0	22.2	22.0
2013	53	6,631	17.2	20.2	18.5	21.4	19.1	21.9	18.8	21.2	18.6	21.3
2014	**53**	**9,611**	**19.3**	**19.3**	**21.1**	**20.5**	**21.7**	**21.1**	**20.3**	**20.4**	**20.7**	**20.5**

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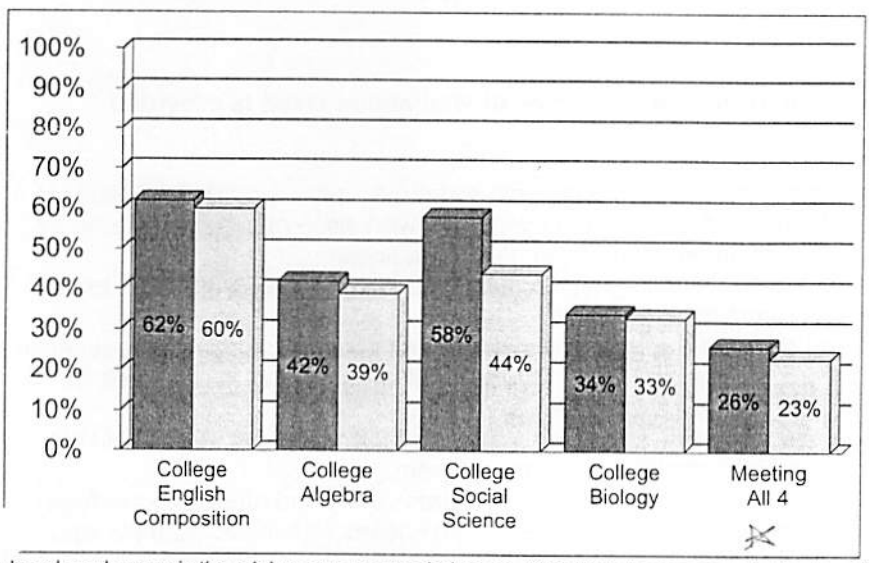

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College Readiness Letter for:
POWELL CO HIGH SCH DIST 39

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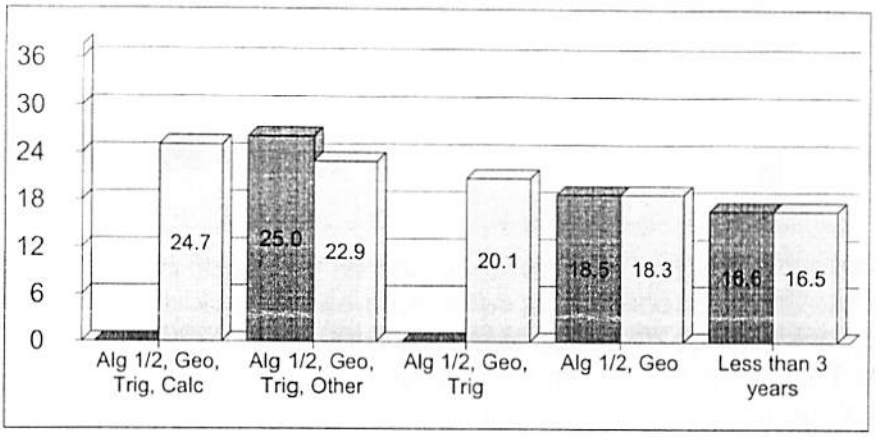

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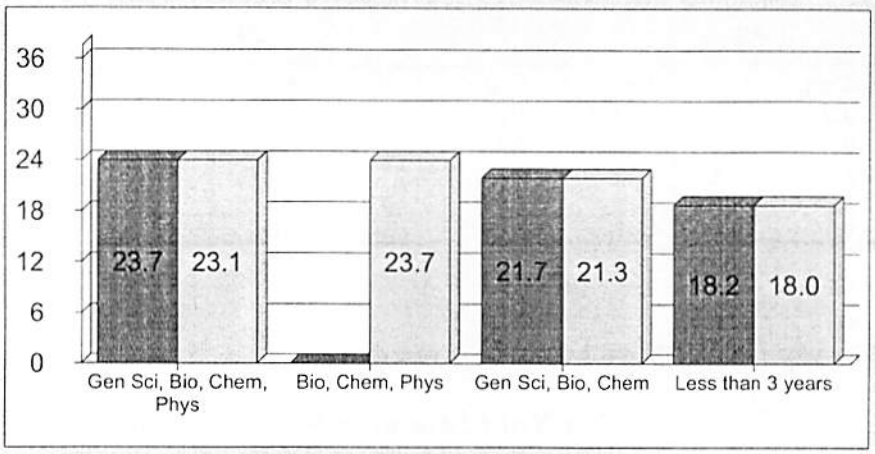

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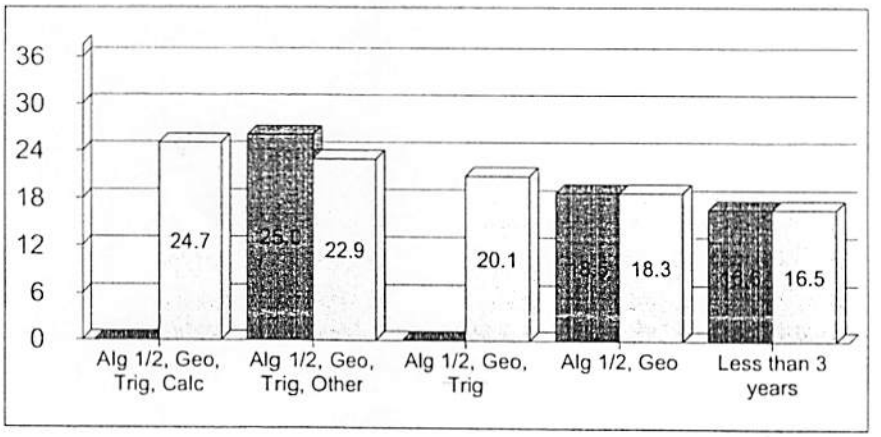
ACT Research has shown that it is the rigor of coursework - rather than simply the number of core courses - that has the greate impact on ACT performance and college readiness. Figures 2 and 3 report the value added by increasingly rigorous coursework in mathematics and science respectively.

Figure 2. Average ACT Mathematics Scores by Course Sequence



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Students who take a minimum of Algebra 1, Algebra 2, and Geometry typically achieve higher ACT Mathematics scores than students who take less than three years of mathematics. In addition, students who take more advanced mathematics courses substantially increase their ACT Mathematics score.

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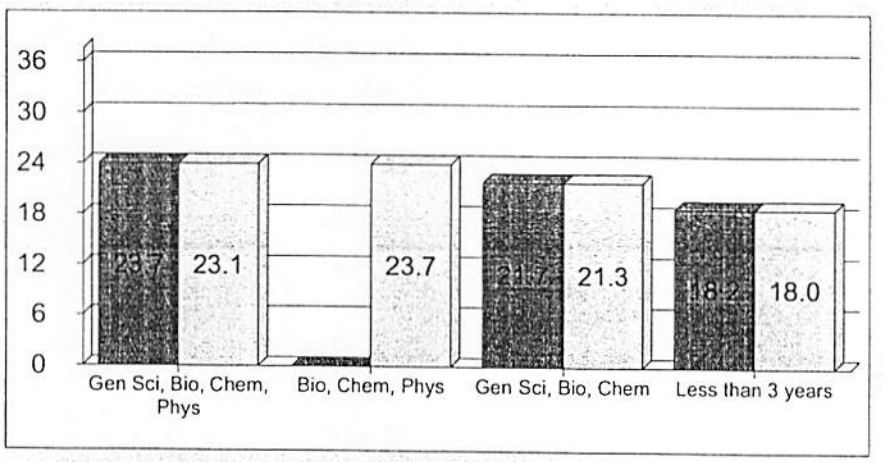

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College Readiness Letter for:
POWELL CO HIGH SCH DIST 39

August 21, 2013
Code: 277570

SUPERINTENDENT
POWELL CO HIGH SCH DIST 39
709 MISSOURI AVE
DEER LODGE, MT 59722

302980104

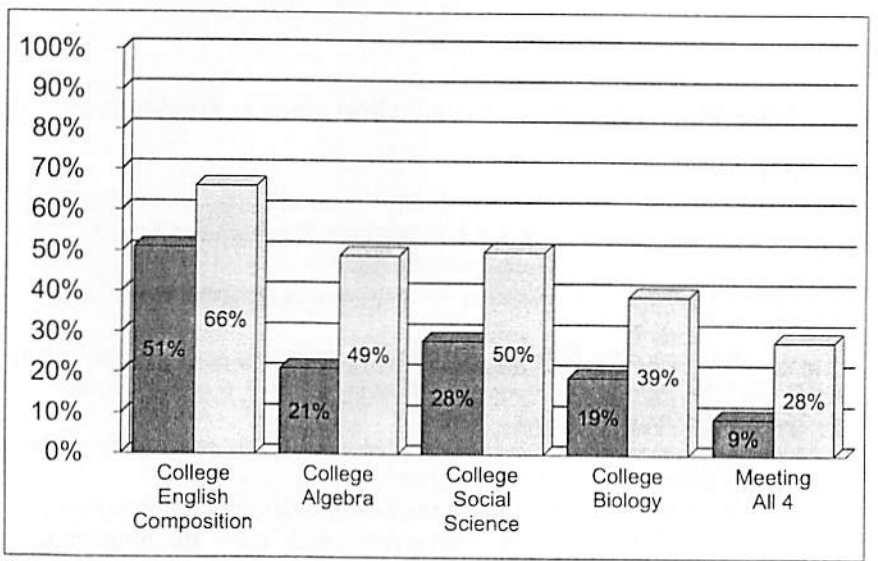
011062110

This report reflects the achievement of your graduates on the ACT over time and an indication of the extent to which they are prepared for college-level work. The ACT consists of curriculum-based tests of educational development in English, mathematics, reading, and science designed to measure the skills needed for success in first year college coursework. Table 1 shows the five-year trend of your ACT-tested graduates. Beginning with the 2013 Graduating Class, all students whose scores are college reportable, both standard and extended time tests, are now included in this report.

Table 1: Five Year Trends - Average ACT Scores

	Total Tested		English		Mathematics		Reading		Science		Composite	
Grad Year	District	State	District	State	District	State	District	State	District	State	District	State
2009	33	5,960	22.1	21.2	20.8	21.7	23.8	22.7	21.0	21.7	22.1	22.0
2010	32	6,222	20.5	21.3	20.2	21.7	21.7	22.7	21.7	21.9	21.2	22.0
2011	46	6,037	21.3	21.3	20.2	21.9	22.6	22.7	22.1	22.0	21.6	22.1
2012	39	6,024	21.2	21.1	22.7	21.9	22.4	22.6	21.7	22.0	22.2	22.0
2013	**53**	**6,631**	**17.2**	**20.2**	**18.5**	**21.4**	**19.1**	**21.9**	**18.8**	**21.2**	**18.6**	**21.3**

Figure 1. Percent of ACT-Tested Students Ready for College-Level Coursework



Are Your Students Ready for College?

While students will pursue a variety of paths after high school, all students should be prepared for college and work. Through collaborative research with postsecondary institutions nationwide, ACT has updated the following as college readiness benchmark scores for designated college courses:

* English Composition: 18 on ACT English Test
* Algebra: 22 on ACT Mathematics Test
* Social Science: 22 on ACT Reading Test
* Biology: 23 on ACT Science Test

A benchmark score is the minimum score needed on an ACT subject-area test to indicate a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding credit-bearing college courses.

A High School College Readiness Letter has been sent to the Principal of each high school with at least one ACT-tested graduate.

ACT Research has shown that it is the rigor of coursework - rather than simply the number of core courses - that has the greatest impact on ACT performance and college readiness. Figures 2 and 3 report the value added by increasingly rigorous coursework in mathematics and science respectively.

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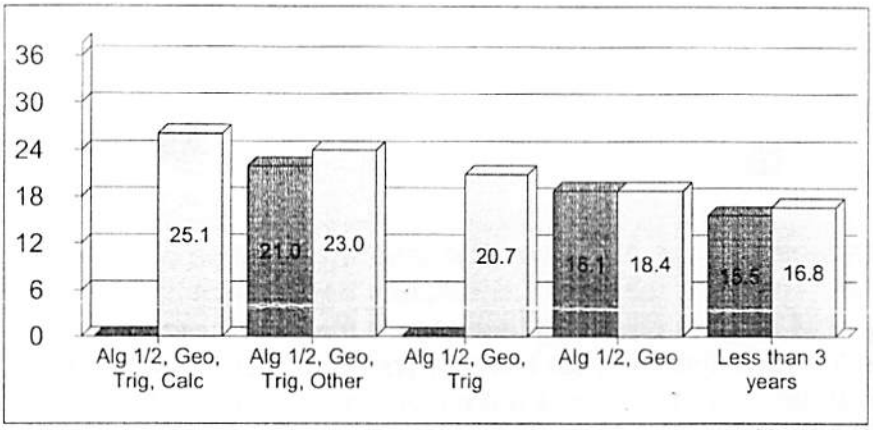

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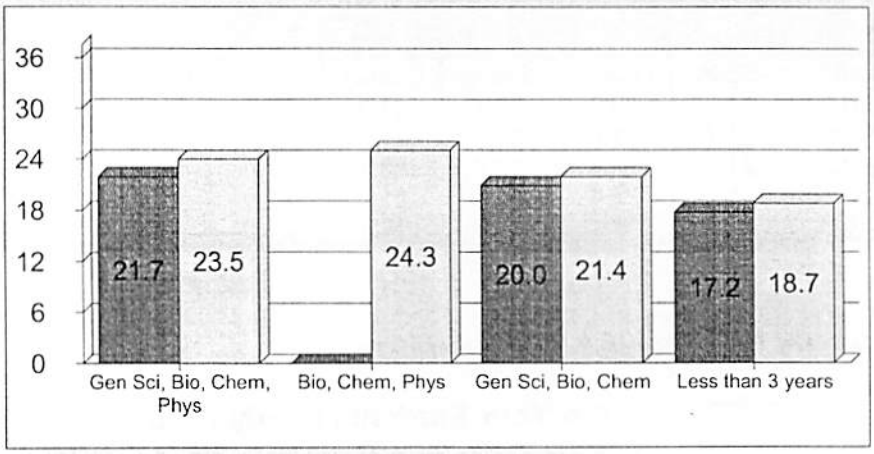

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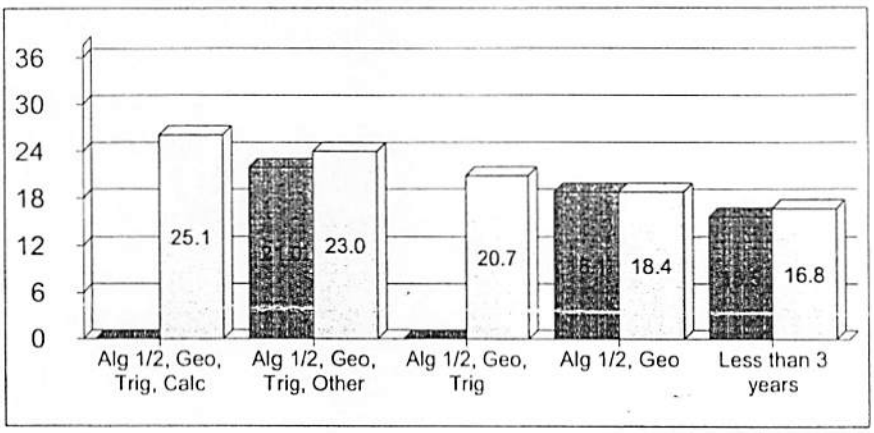

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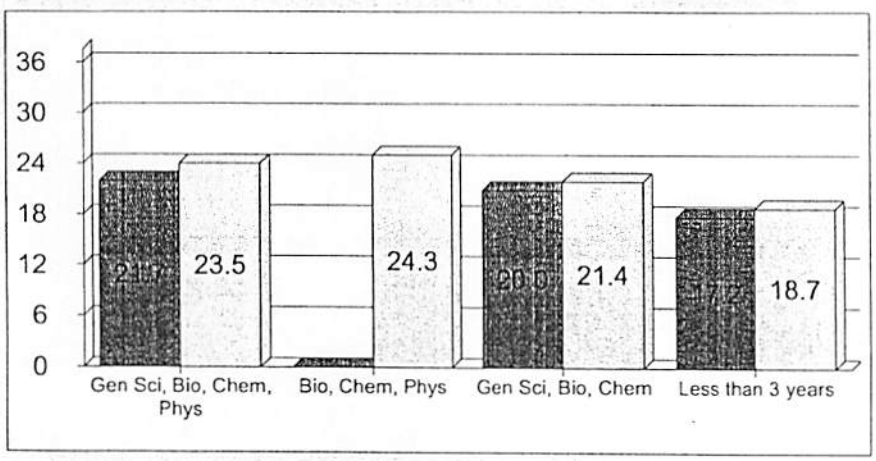

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Growth Report

Printed Wednesday, February 3, 2016 2:35:44 PM

School: Powell County High School

School Year: 8/27/2015 - 6/3/2016
School Year: 8/27/2015 - 6/3/2016

Report Options
Reporting Parameter Group: All Demographics [Default]
Group By: Grade

Summary

Growth Expectations: 50 SGP

	Selection	SGP[c] (40 of 40 Students) Met Expectations	Median	Test Date	SS	GE	PR	Average Scores (40 Students) NCE	IRL	EORF[a]	Lexile® Measure
9	21 Classes Selected	65% 26 of 40	68	Pretest	992	8.8	47	48.6	8.2	0	1230L
				Posttest	1056	9.5	53	51.6	9.4	0	1295L
				Change	+64	+0.7	+6	+3.0	+1.2		65L

Summary

Growth Expectations: 50 SGP

	Selection	SGP[c] (46 of 46 Students) Met Expectations	Median	Test Date	SS	GE	PR	Average Scores (46 Students) NCE	IRL	EORF[a]	Lexile® Measure
10	21 Classes Selected	67% 31 of 46	58	Pretest	880	7.7	27	37.3	6.6	0	1105L
				Posttest	943	8.3	34	41.3	6.9	0	1185L
				Change	+63	+0.6	+7	+4.0	+0.3		80L

Summary

Growth Expectations: 50 SGP

	Selection	SGP[c] (34 of 34 Students) Met Expectations	Median	Test Date	SS	GE	PR	Average Scores (34 Students) NCE	IRL	EORF[a]	Lexile® Measure
11	21 Classes Selected	76% 26 of 34	79	Pretest	994	8.8	36	42.6	8.4	0	1235L
				Posttest	1087	9.9	47	48.3	10.2	0	1340L
				Change	+93	+1.1	+11	+5.7	+1.8		105L

[a]Estimated Oral Reading Fluency is only reported for tests taken in grades 1-4.
[c]Student Growth Percentile. For more information, click on Learn More.
Historical data included.

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School: Powell County High School

School Year: 8/27/2015 - 6/3/2016

School Year: 8/27/2015 - 6/3/2016

Summary

Growth Expectations: 50 SGP

	Selection	SGP (49 of 50 Students) Met Expectations	SGP (49 of 50 Students) Median	Test Date	Average Scores (50 Students) SS	GE	PR	NCE	IRL	EORF	Lexile® Measure
12	21 Classes Selected	71% 35 of 49	68	Pretest	1111	10.2	46	47.8	10.8	0	1375L
				Posttest	1167	11.0	52	51.1	11.2	0	1440L
				Change	+56	+0.8	+6	+3.3	+0.4		65L

School: Powell County High School

Pretest: 8/28/2014 - 6/5/2015
Posttest: 8/27/2015 - 6/3/2016

Report Options
Reporting Parameter Group: All Demographics [Default]
Group By: Grade

Summary

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	Selection	SGP[c] (46 of 46 Students) Met Expectations	Median	Test Date	Average Scores (46 Students) SS	GE	PR	NCE	IRL	EORF[a]	Lexile® Measure
10	21 Classes Selected	70% 32 of 46	58	Pretest	820	7.2	26	36.7	6.3	0	1035L
				Posttest	942	8.3	34	41.4	6.9	0	1185L
				Change	+122	+1.1	+8	+4.7	+0.6		150L

Summary

Growth Expectations: 50 SGP

	Selection	SGP[c] (36 of 36 Students) Met Expectations	Median	Test Date	Average Scores (36 Students) SS	GE	PR	NCE	IRL	EORF[a]	Lexile® Measure
11	21 Classes Selected	78% 28 of 36	79	Pretest	886	7.8	28	37.6	6.6	0	1120L
				Posttest	1064	9.6	44	47.0	9.8	0	1320L
				Change	+178	+1.8	+16	+9.4	+3.2		200L

Summary

Growth Expectations: 50 SGP

	Selection	SGP[c] (50 of 50 Students) Met Expectations	Median	Test Date	Average Scores (50 Students) SS	GE	PR	NCE	IRL	EORF[a]	Lexile® Measure
12	21 Classes Selected	70% 35 of 50	67	Pretest	1087	9.9	46	48.1	10.0	0	1330L
				Posttest	1167	11.0	52	51.2	11.2	0	1440L
				Change	+80	+1.1	+6	+3.1	+1.2		110L

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