



## 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."

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**DUE DATE:**

First Monday in March

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**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 Progress 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 Mathematics. 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 gauges 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.**

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

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

*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)?**

*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.**

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

**b. Educationally sound.**

*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 content 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

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**OPI USE ONLY**

Superintendent of Public Instruction: \_\_\_\_\_ Date \_\_\_\_\_

\_\_\_ Approve \_\_\_ Disapprove

Board of Public Education Chair \_\_\_\_\_ Date \_\_\_\_\_

\_\_\_ 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](http://www.pchs.dl.k12.mt.us)



Rick Duncan  
Superintendent  
[rduncan@pchs.dl.k12.mt.us](mailto:rduncan@pchs.dl.k12.mt.us)

Kerry Glisson  
Principal  
[kglisson@pchs.dl.k12.mt.us](mailto:kglisson@pchs.dl.k12.mt.us)

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

#### **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 8<sup>th</sup> 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.

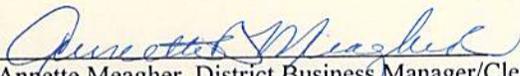
**14. FUTURE AGENDA ITEMS:**

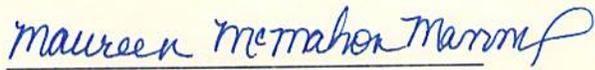
- March meeting moved to the 1<sup>st</sup> Monday of the month – March 7<sup>th</sup> at 6:30 p.m.
- Audit Review will be February 24<sup>th</sup> at 5:00 p.m.

**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



PIR—MBI

Wednesday, August 12, 2015

1. Pearl Fox
2. Kathy Mullis
3. Curtis Frit
4. Jennifer Logan
5. Susan Filken
6. Solveig Munson
7. Laura Simpson
8. Ranna Heather
9. Dawn F. Hagan
10. Mary Anne
11. Pat Munson
12. Bob Schalk
13. Debbie White
14. \_\_\_\_\_
16. \_\_\_\_\_
16. \_\_\_\_\_
17. \_\_\_\_\_
18. \_\_\_\_\_

## 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



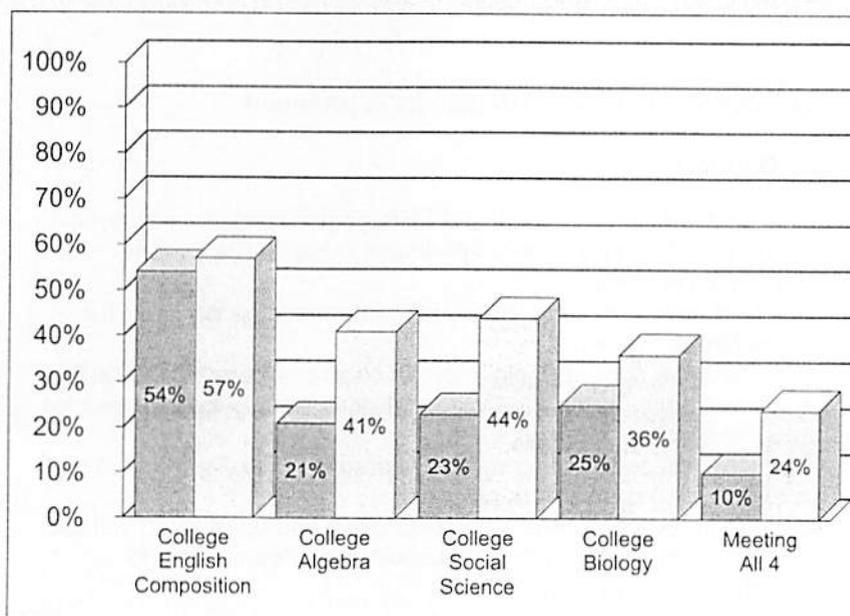
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This report reflects the achievement of your graduates on the ACT over time and an indication of the extent to which they are prepared for college-level work. The ACT consists of curriculum-based tests of educational development in English, mathematics, 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**

Grad Year	Total Tested		English		Mathematics		Reading		Science		Composite	
	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
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- \* Social Science: 22 on ACT Reading Test
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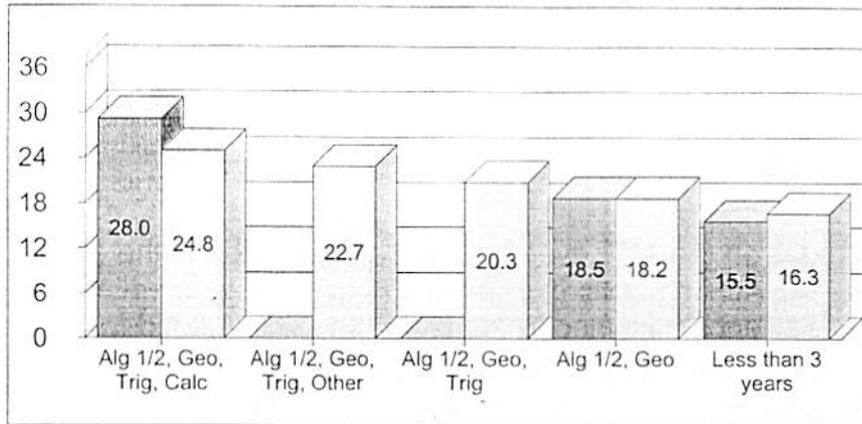
■ Your District  
■ State

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

## College Readiness Letter for: POWELL CO HIGH SCH DIST 39

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.

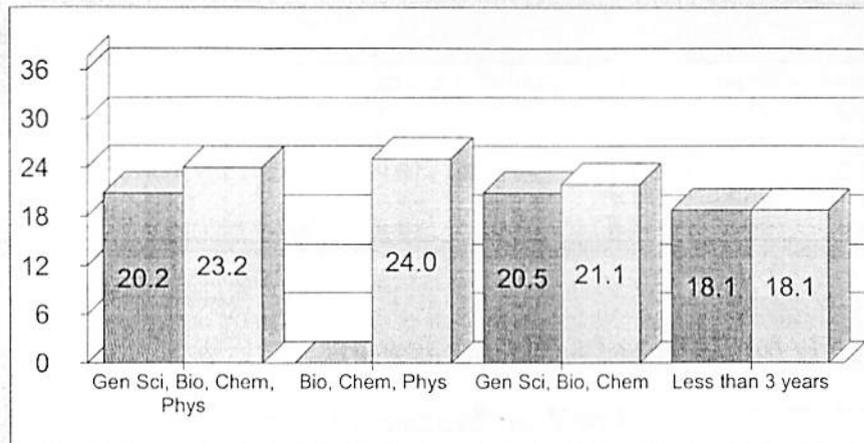
**Figure 2. Average ACT Mathematics Scores by Course Sequence**



### 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

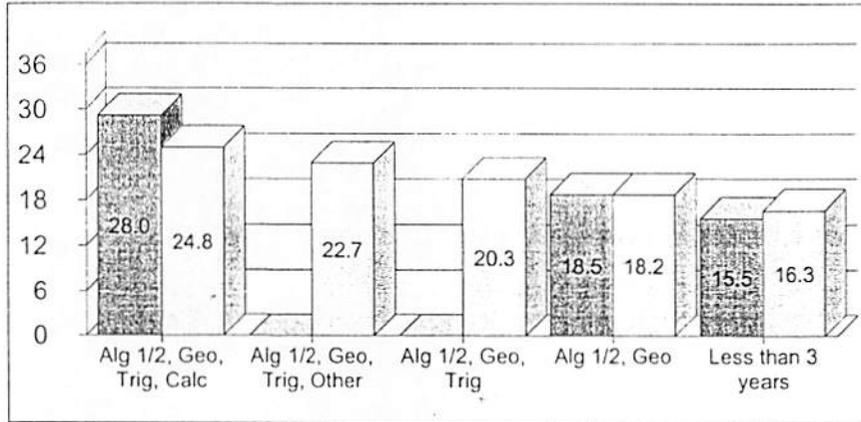
1. **Create a Common Focus.** Establish collaborative partnerships with local and state postsecondary institutions to come to a shared understanding of what students need to know for college readiness. Use ACT's College Readiness Benchmarks as a common language to define readiness.
2. **Establish High 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](mailto:customerservices@act.org).

# College Readiness Letter for: POWELL CO HIGH SCH DIST 39

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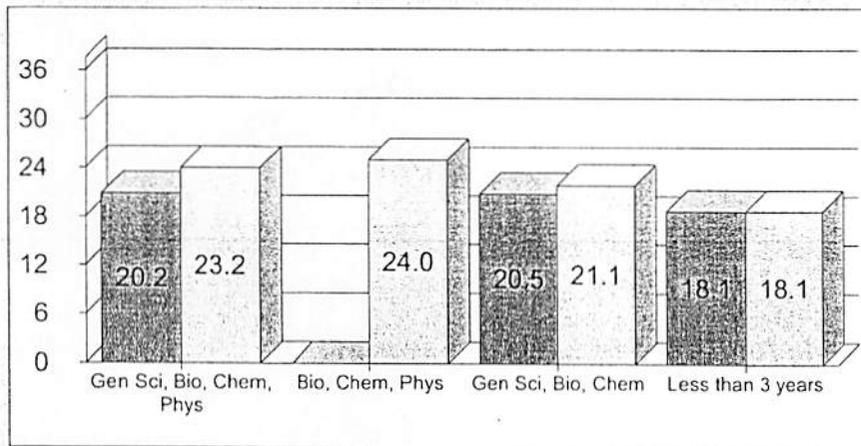
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## College Readiness Letter for: POWELL CO HIGH SCH DIST 39

August 20, 2014  
Code: 277570

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



385590103



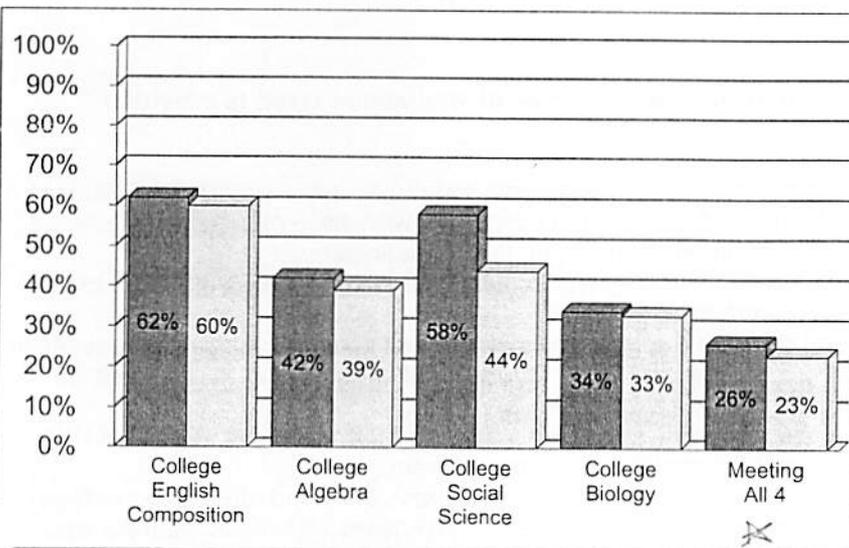
011062110

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.

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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
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**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 established the following as college readiness benchmark scores for designated college courses:

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Your District  
State

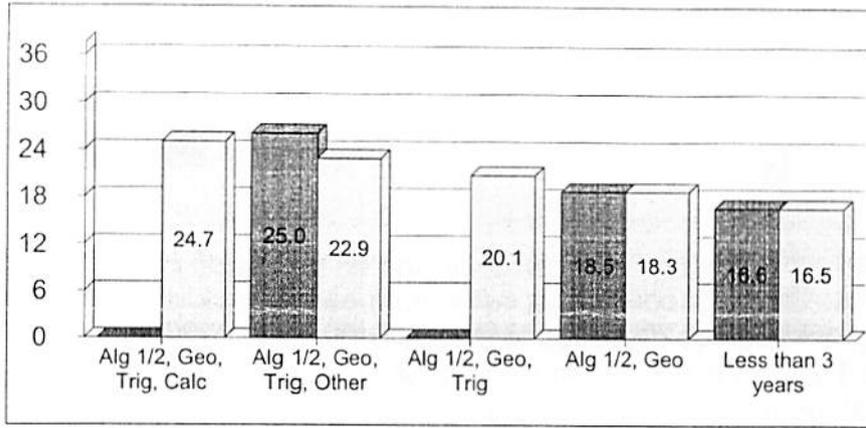
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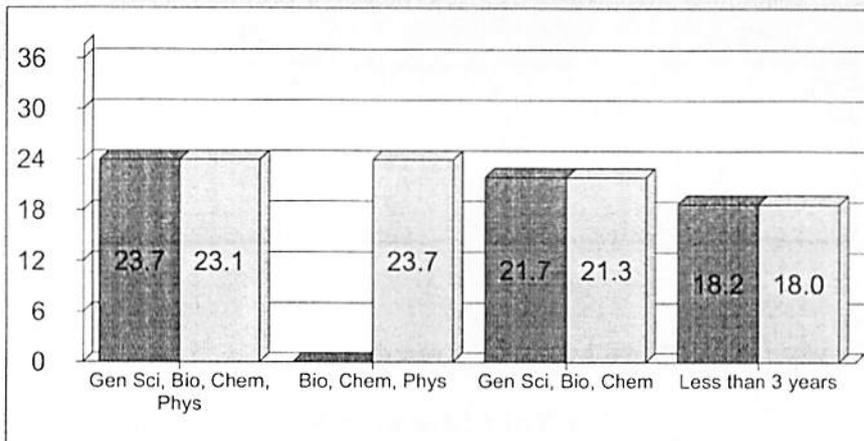


### Value Added by Mathematics Courses

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■ Your District  
□ State

**Figure 3. Average ACT Science Scores by Course Sequence**



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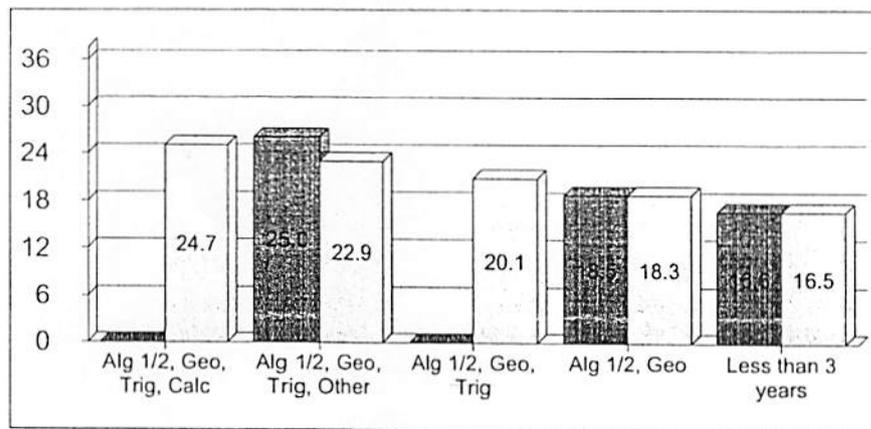
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## College Readiness Letter for: POWELL CO HIGH SCH DIST 39

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**

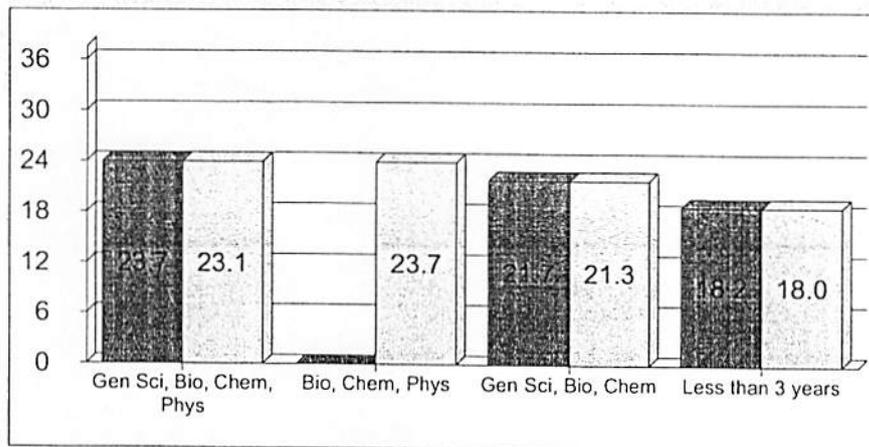


### Value Added by Mathematics Courses

Students who take 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.

■ Your District  
□ State

**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 high ACT Science scores than students taking less than three years of science courses.

■ Your District  
□ State

In order to ensure that all students are ready for college and work, 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 and workplace readiness. Use ACT's College Readiness Standards and the ACT as a common language to define readiness.
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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



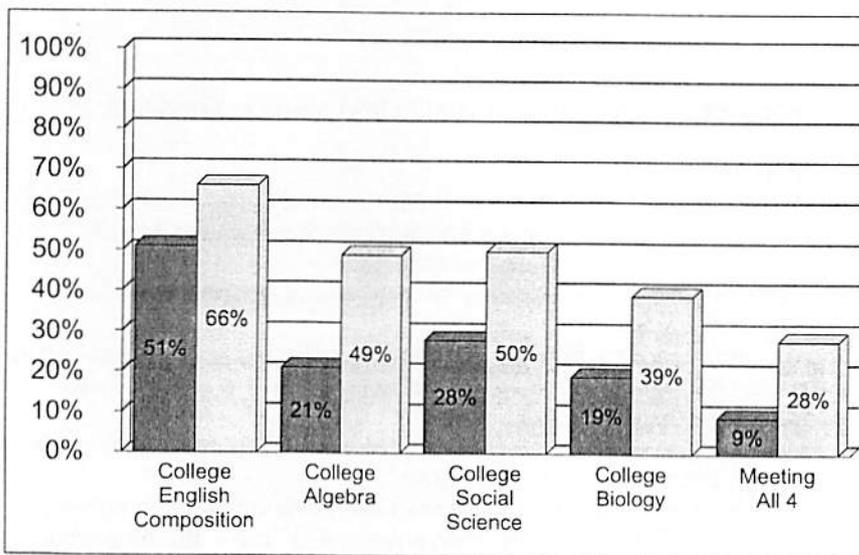
011062110

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

Grad Year	Total Tested		English		Mathematics		Reading		Science		Composite	
	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

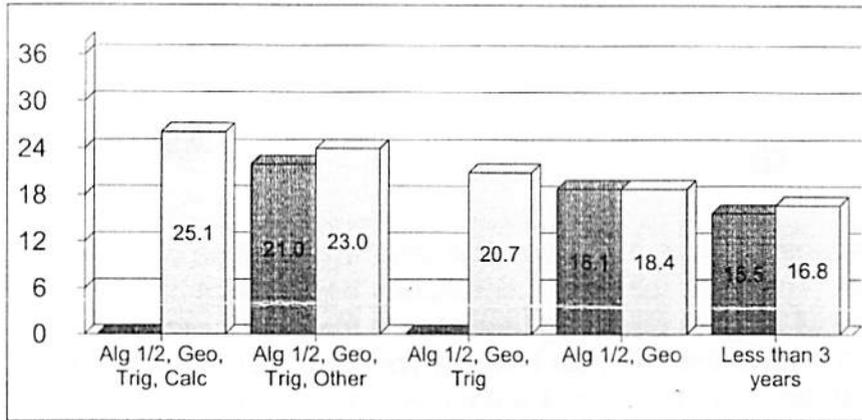
A benchmark score is the minimum score needed on an ACT subject-area test to indicate a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding credit-bearing college courses.

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

## College Readiness Letter for: POWELL CO HIGH SCH DIST 39

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.

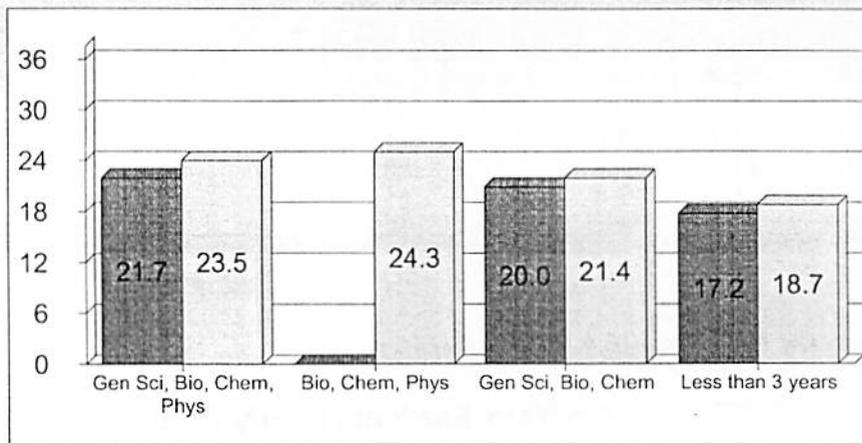
**Figure 2. Average ACT Mathematics Scores by Course Sequence**



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

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

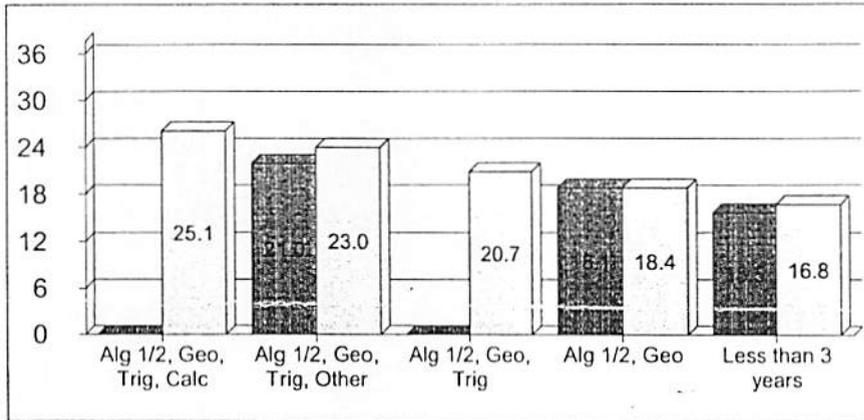
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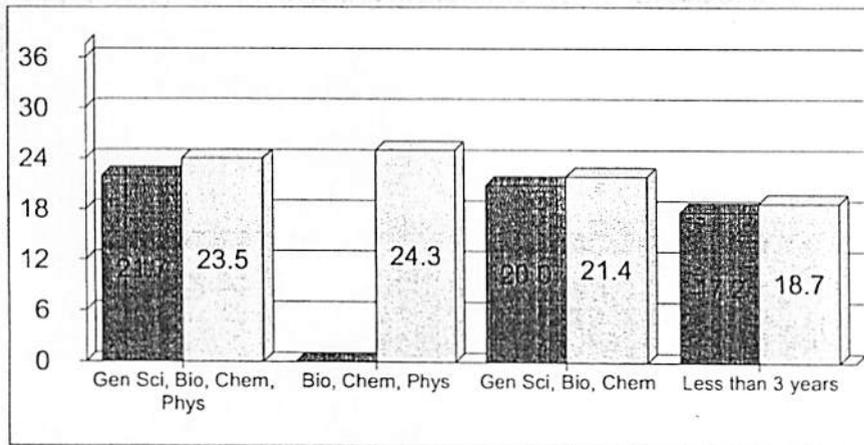
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# Growth Report

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

### Summary

### Growth Expectations: 50 SGP

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

### Summary

### Growth Expectations: 50 SGP

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

<sup>a</sup>Estimated Oral Reading Fluency is only reported for tests taken in grades 1-4.

<sup>c</sup>Student Growth Percentile. For more information, click on [Learn More](#).

Historical data included.



# 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

## Summary

**Growth Expectations: 50 SGP**

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



# Growth Report

Printed Wednesday, February 3, 2016 2:37:21 PM

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

Growth Expectations: 50 SGP

	Selection	SGP <sup>c</sup> (46 of 46 Students)		Test Date	Average Scores (46 Students)					Lexile® Measure	
		Met Expectations	Median		SS	GE	PR	NCE	IRL		EORF <sup>a</sup>
<u>10</u>	21 Classes Selected	70%	58	Pretest	820	7.2	26	36.7	6.3	0	1035L
		32 of 46		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 <sup>c</sup> (36 of 36 Students)		Test Date	Average Scores (36 Students)					Lexile® Measure	
		Met Expectations	Median		SS	GE	PR	NCE	IRL		EORF <sup>a</sup>
<u>11</u>	21 Classes Selected	78%	79	Pretest	886	7.8	28	37.6	6.6	0	1120L
		28 of 36		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 <sup>c</sup> (50 of 50 Students)		Test Date	Average Scores (50 Students)					Lexile® Measure	
		Met Expectations	Median		SS	GE	PR	NCE	IRL		EORF <sup>a</sup>
12	21 Classes Selected	70%	67	Pretest	1087	9.9	46	48.1	10.0	0	1330L
		35 of 50		Posttest	1167	11.0	52	51.2	11.2	0	1440L
				Change	+80	+1.1	+6	+3.1	+1.2		110L

<sup>a</sup>Estimated Oral Reading Fluency is only reported for tests taken in grades 1-4.

<sup>c</sup>Student Growth Percentile. For more information, click on [Learn More](#).

Historical data included.