



Big Horn County School District #2

## District Assessment Profile

**Big Horn County School District #2**  
**Assessment Profile**  
**2014-15**



The Assessment Profile serves as a source of data used to communicate the performance of the students at Big Horn County School District #2. The report is used for district and school improvement purposes.

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10	Math Growth & Equity	Demonstrates student performance in math through growth and equity. Information used from the WAEA School Performance Report
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**2013-14 School Performance Report Summary:**

Schools in Wyoming are rated using a variety of indicators to determine an overall school performance rating. This is a part of the Wyoming Accountability in Education Act (WAEA). Last year was a pilot for the School Performance Reports. This year marks the first year the rating system becomes official.

Schools may fall into one of four performance levels based on their pattern of performance on a set of indicators. The processes to determine the performance levels differ for elementary/middle school and for high school. The Wyoming Department of Education reports use a color-coding system to indicate each performance levels which is used on the report summary below. These reports are available upon request to gain further understanding of the School Performance Reports.

**Performance levels for Elementary/Middle schools:**

	<b>Exceeding Expectations:</b> This category is reserved for schools considered models of performance. These schools typically exceeded target for achievement and for at least one other performance indicator, while meeting target on the other.
	<b>Meeting Expectations:</b> Schools in this category demonstrated performance that met required expectations.
	<b>Partially Meeting Expectations:</b> Schools in this category performed below target on multiple performance indicators or were below target in achievement.
	<b>Not Meeting Expectations:</b> Schools in this category had unacceptable performance on all indicators.

**2013-14 Performance Ratings**

School	Overall Performance Level	Achievement	Equity	Growth	Participation Rate
Lovell Elementary School	Meeting Expectations	Meeting Targets	Exceeding Targets	Meeting Targets	Met
Lovell Middle School	Meeting Expectations	Meeting Targets	Meeting Targets	Meeting Targets	Met

**Performance levels for High Schools:**

	<b>Exceeding Expectations:</b> This category is reserved for schools considered models of performance. These schools exceeded state target for overall readiness for college and careers <i>and</i> for the performance indicator combining the school’s achievement and equity.
	<b>Meeting Expectations:</b> Schools in this category demonstrated performance that met required expectations.
	<b>Partially Meeting Expectations:</b> Schools in this category typically performed below target on the Academic Performance Indicator (Achievement & Equity). However, they may have met the achievement/equity target, but were below target in overall readiness for college and careers.
	<b>Not Meeting Expectations:</b> Schools in this category had unacceptable performance on all indicators.

**2013-14 Performance Ratings:**

School	Overall Performance Level	Academic Performance: Exceeding Targets		Overall Readiness: Exceeding Targets		Participation Rate
		Achievement	Equity	Graduation Rates	Additional Readiness: Hathaway	
Lovell High School	Exceeding Expectations	Exceeding Targets	Exceeding Targets	Meeting Targets	Exceeding Targets	Met

The School Performance Reports will be used to indicate performance in the specific content areas. This information is used for district and school improvement processes.

**Adequate Yearly Progress (AYP):** Schools in Wyoming are under two accountability systems. Since 2001, No Child Left Behind (NCLB) has required states to have an assessment plan in place that increased the percent of students to 100% by 2014. Despite nearly unreachable targets, schools are still help accountable to NCLB.

The chart below shows the performance of the various subgroups at Big Horn #2 with the statewide tests of 2013-14. Only subgroups with a number of students at or above 30 are considered for AYP purposes. The shaded cells below indicate those subgroups with fewer than 30 students.

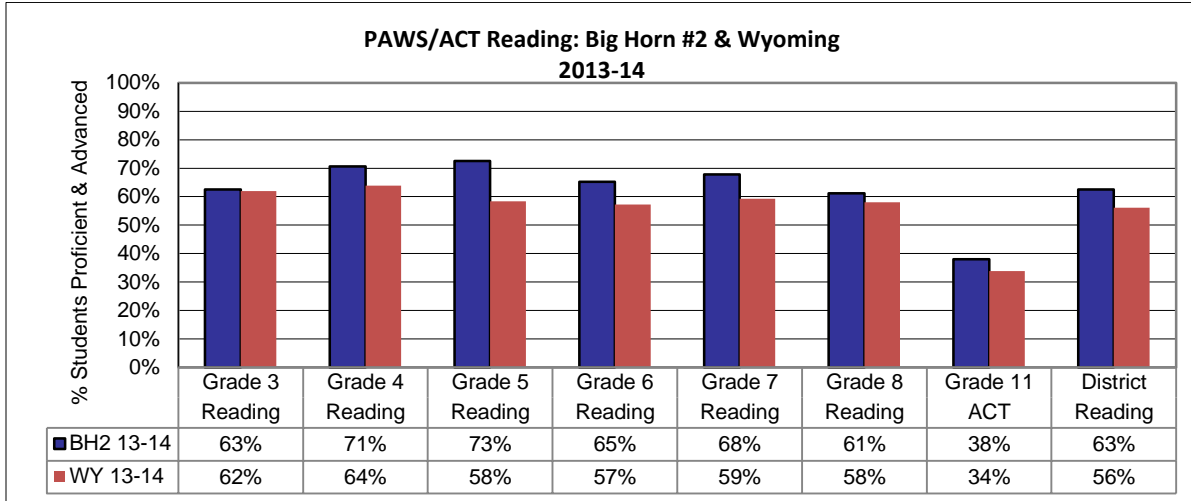
Content Area	Subgroup	LES	LMS	LHS
Reading	All	Did Not Meet AYP	Did Not Meet AYP	Met AYP
	American Indian/Alaska Native	Met AYP	Met AYP	Met AYP
	Asian	Met AYP	Met AYP	Met AYP
	Black	Met AYP	Met AYP	Met AYP
	Hispanic	Met AYP	Met AYP	Met AYP
	Native Hawaiian/Pacific Islander	Met AYP	Met AYP	Met AYP
	White	Met AYP	Did Not Meet AYP	Met AYP
	Two or More Races	Met AYP	Met AYP	Met AYP
	English Language Learners	Met AYP	Met AYP	Met AYP
	Free/Reduced	Met AYP	Did Not Meet AYP	Met AYP
	Individual Education Plan	Did Not Meet AYP	Did Not Meet AYP	Met AYP
Math	All	Met AYP	Did Not Meet AYP	Met AYP
	American Indian/Alaska Native	Met AYP	Met AYP	Met AYP
	Asian	Met AYP	Met AYP	Met AYP
	Black	Met AYP	Met AYP	Met AYP
	Hispanic	Met AYP	Met AYP	Met AYP
	Native Hawaiian/Pacific Islander	Met AYP	Met AYP	Met AYP
	White	Met AYP	Did Not Meet AYP	Met AYP
	Two or More Races	Met AYP	Met AYP	Met AYP
	English Language Learners	Met AYP	Met AYP	Met AYP
	Free/Reduced	Met AYP	Did Not Meet AYP	Met AYP
	Individual Education Plan	Met AYP	Did Not Meet AYP	Met AYP

**AYP Notes:**

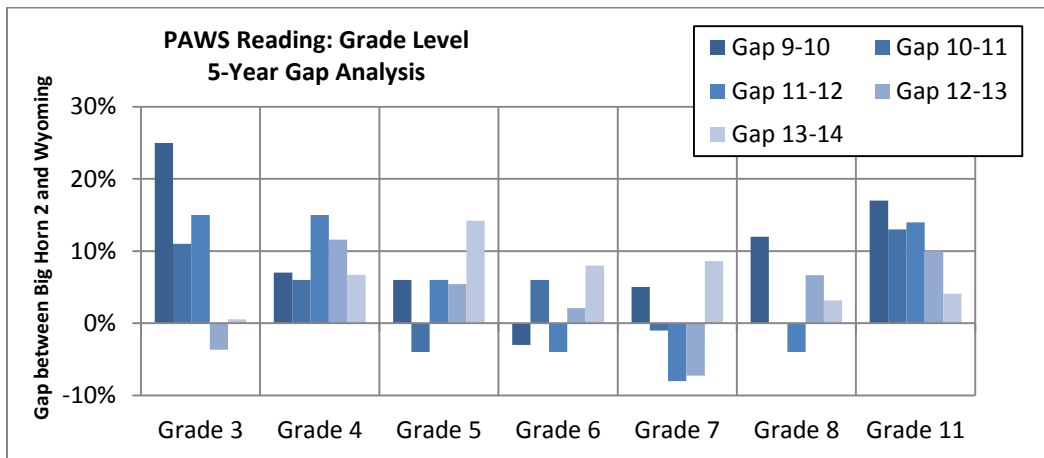
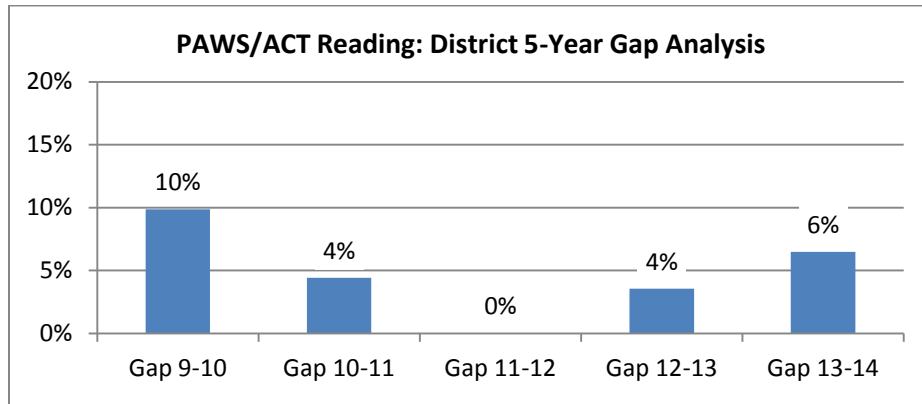
- Any subgroup, with 30 or more students, that met AYP did it through Safe Harbor. Safe Harbor considers two years of performance and requires that conditions be met:
  - The additional indicator for the subgroup must be met (i.e., graduation rate and/or participation rate).
  - A decrease in the percent of non-proficient students from one year to the next. A minimum of 10% decrease is required.
- Lovell Elementary School is in School Improvement: Year 1. Because Lovell Elementary School is a Title 1 school, we are required to complete a series of improvement actions.
- Lovell Middle School is in a warning year which requires no further action this year related to NCLB.

## READING PERFORMANCE

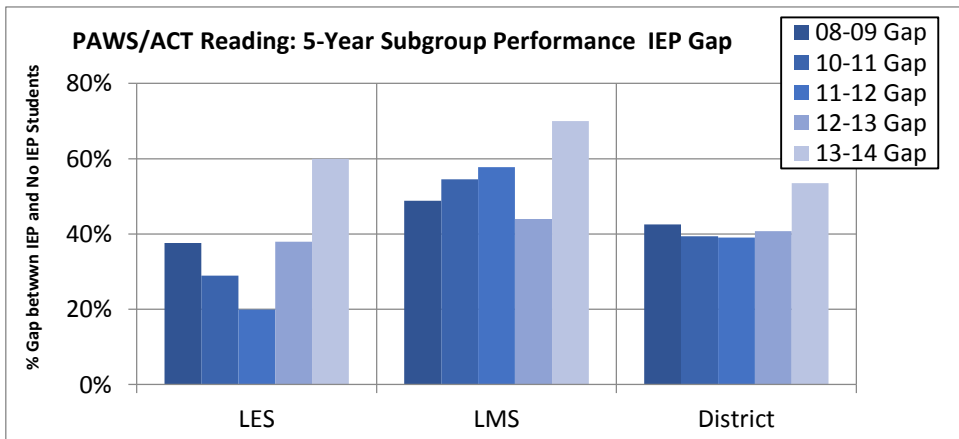
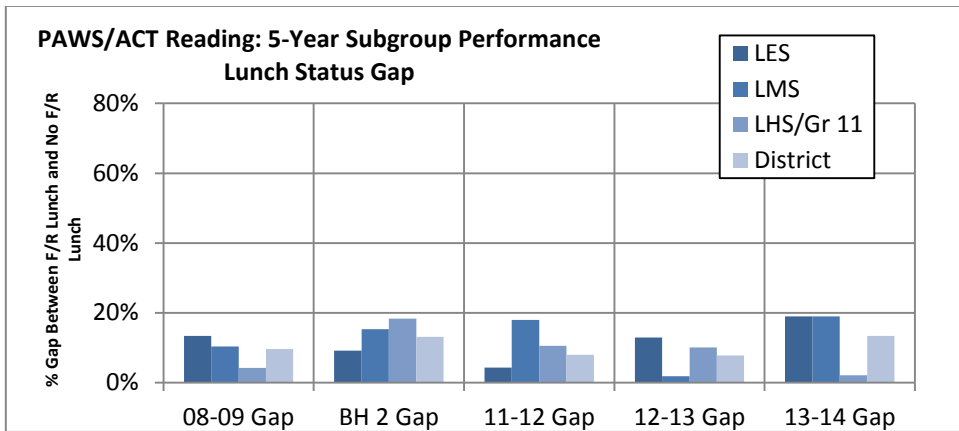
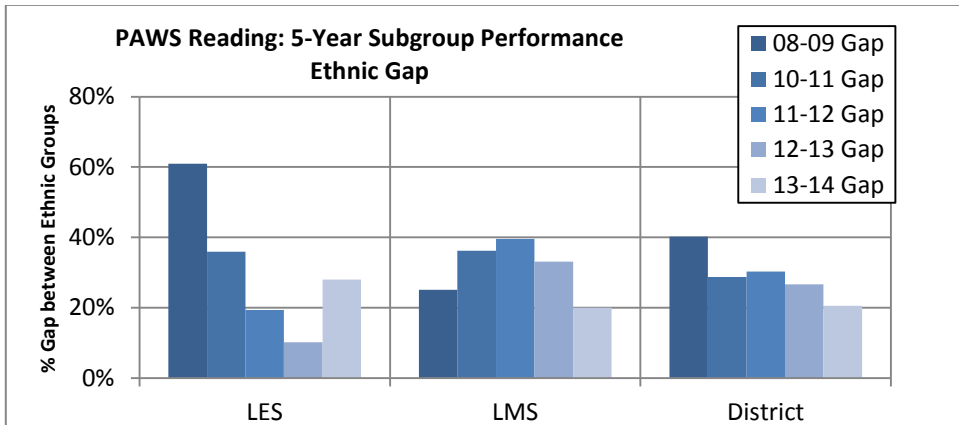
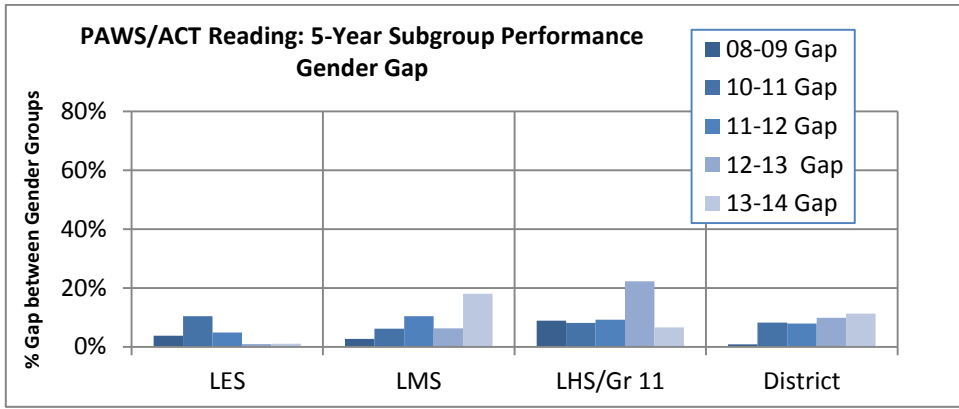
**PAWS/ACT: 2013-14 Achievement/Comparison to State** The charts below show the comparison between the proficiency rates for Big Horn County School District #2 and the State of Wyoming. Each grade level exceeded the State averages.



**Results through Time/Gap Analysis** During the 2013-14 school year, the PAWS test was fully aligned with the 2013 Wyoming Content and Performance Standards (CCSS). As a result of the change in assessment, the State conducted a new standard setting process which determined new cutscores (the points between performance levels). This caused us to utilize a gap analysis to compare district and state performance through time. The bars represent the gap between Big Horn #2 and the State of Wyoming. If the gap goes below 0%, the State average was higher than that of the district.



**Reading: Subgroup Performance**



The PAWS/ACT results are disaggregated by subgroups. The charts show the percent of proficient students in the gap between subgroup performance. The results are examined through a five-year period to determine trends in performance.

The ideal scenario is to have no gap in performance between groups; so the smaller the bar, the better the results.

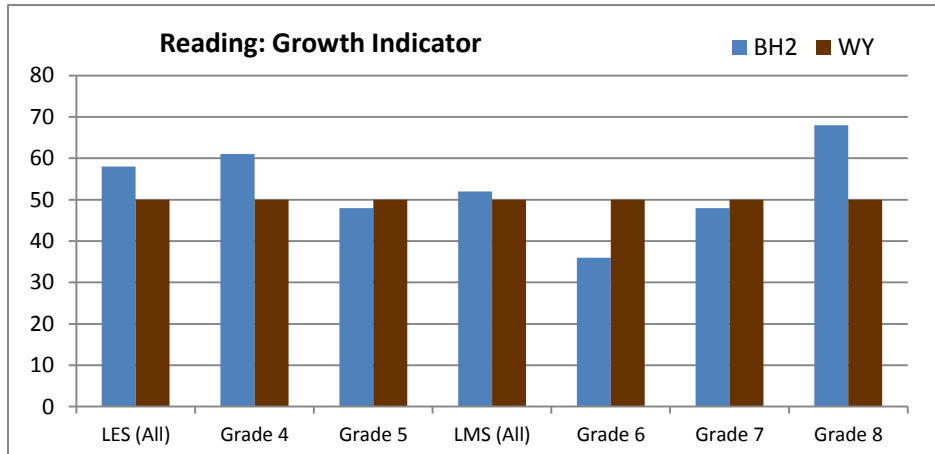
For the most part, gaps less than 20% are not considered significant for our size of student population.

School level results were not reported for any subgroup with 10 or fewer students.

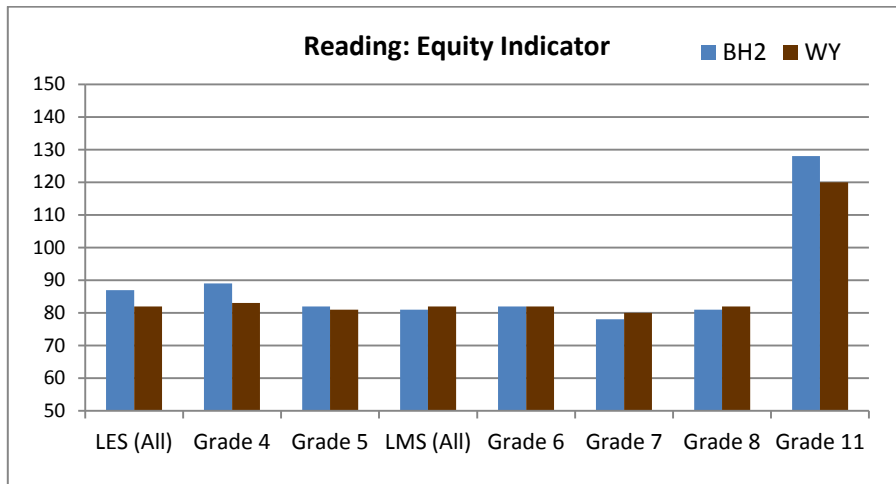
## School Performance Reports: Reading Growth & Equity

The following charts show how schools at Big Horn #2 did in reading as determined by the Growth and Equity indicators of the School Performance Reports (WAEA). The charts compare the performance of Big Horn #2 with the state for each indicator.

**Growth:** Growth measures how much students improved on the state test in reading from the prior year to the current year compared to other students in the same grade with similar prior test scores.



**Equity:** Equity is a measure of average tests scores in reading from the current school year for all students who were below proficient in reading during the prior school year. Students in this group with higher scores are more likely to become proficient within a reasonable time frame.



Elementary/Middle School:

- Scale from 0-100

High School:

- Scale from 0-150

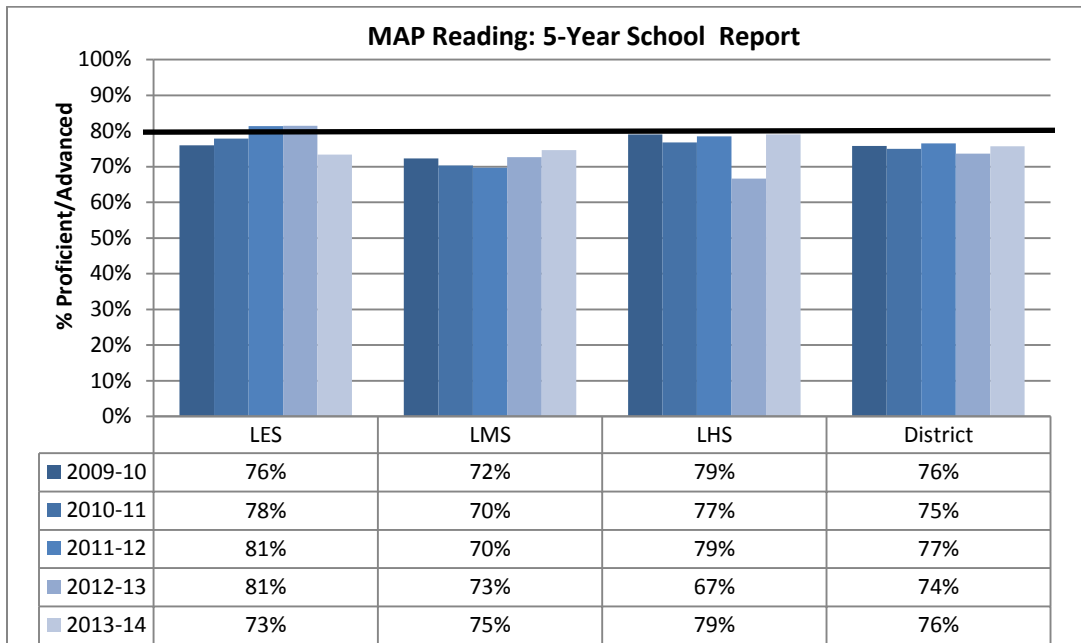
**MAP Reading:** All students in grades K-10 take the Measure of Academic Progress (MAP) assessment in the fall and spring. The results are used for district/school improvement planning, program review, and individual student instructional needs in a tiered system.

The district has developed performance levels based on MAP national percentiles:

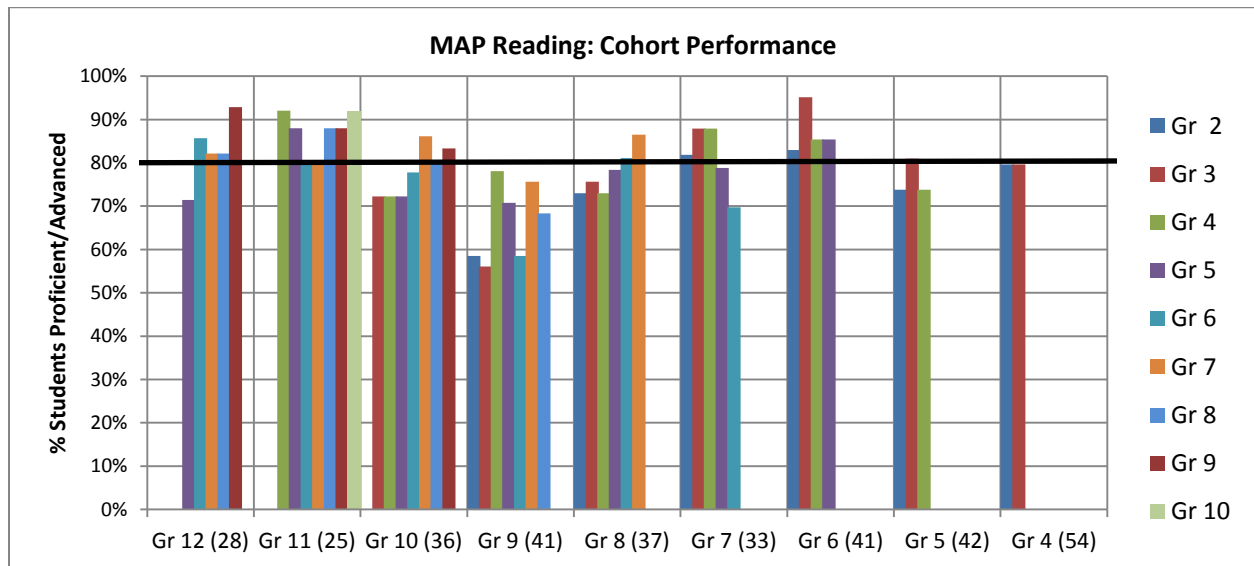
- Advanced: 85-99<sup>th</sup> percentile
- Proficient: 40-84<sup>th</sup> percentile
- Basic: 21-39<sup>th</sup> percentile
- Below Basic: 1-20<sup>th</sup> percentile

**District Measurable Objective:** 80% proficient/advanced (as indicated by the black line)

**Results Through Time:** The following chart shows MAP Reading performance through the past five years.



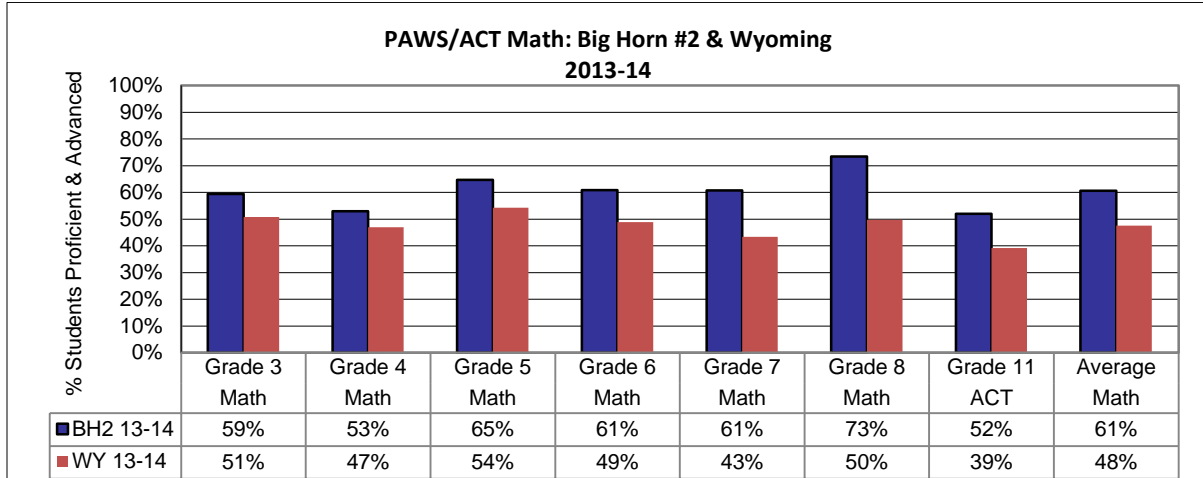
**MAP Reading: Cohort Performance** The following chart charts groups of students through time to determine growth on the MAP Reading Assessment. Each cohort consists of the same students through time from second grade to the 2013-14 spring assessment.





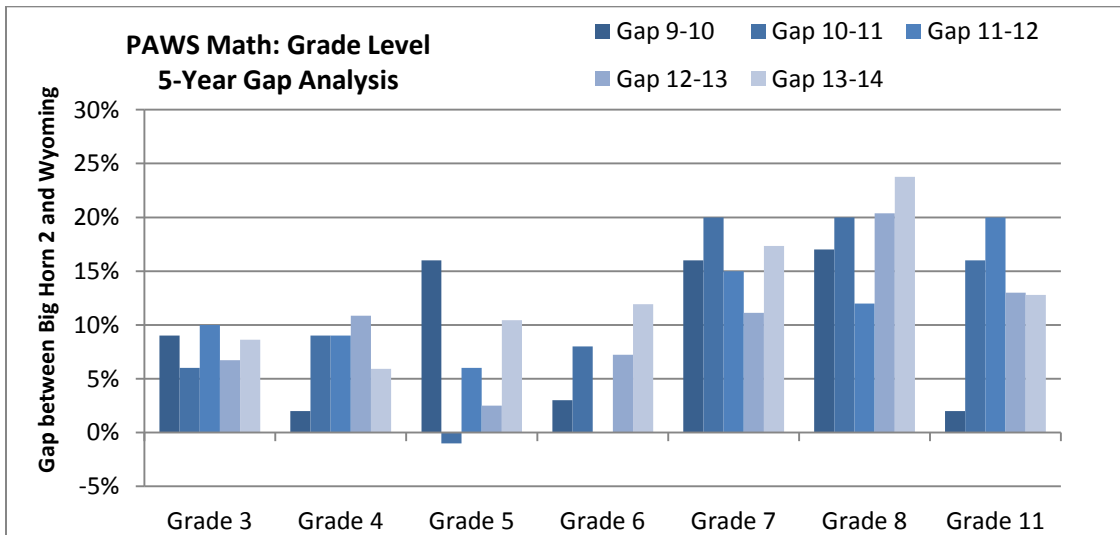
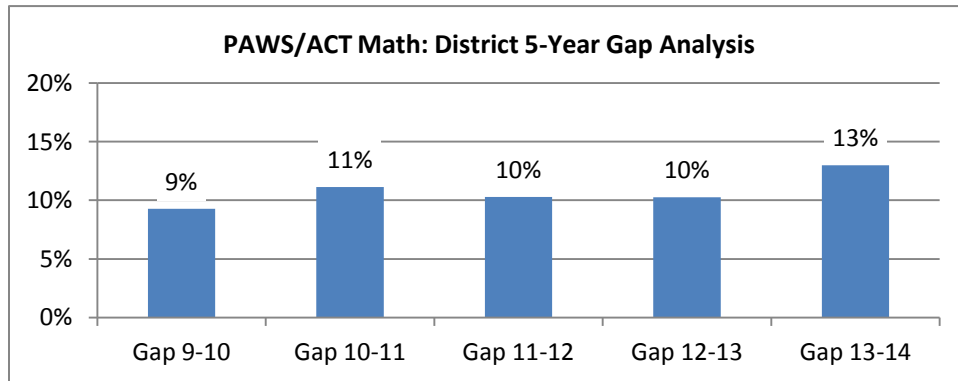
## MATH PERFORMANCE

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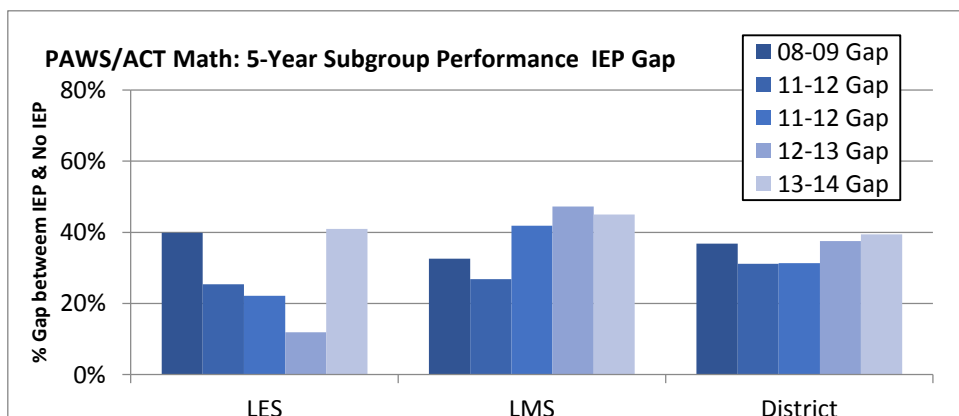
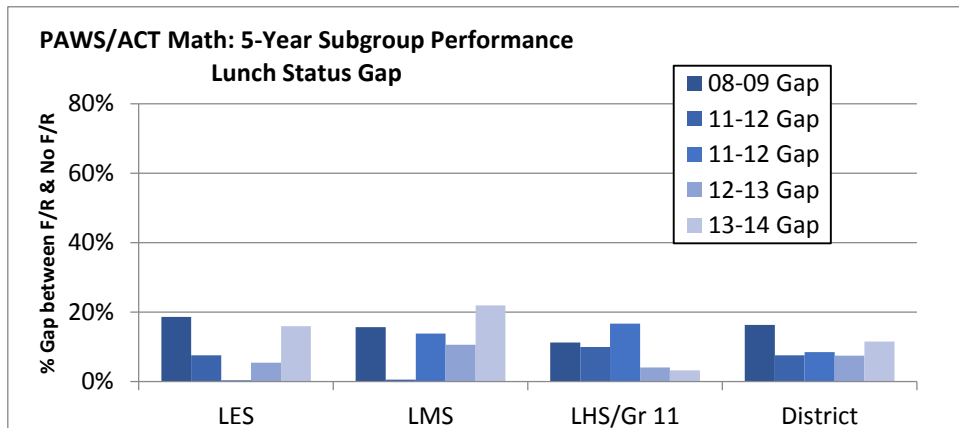
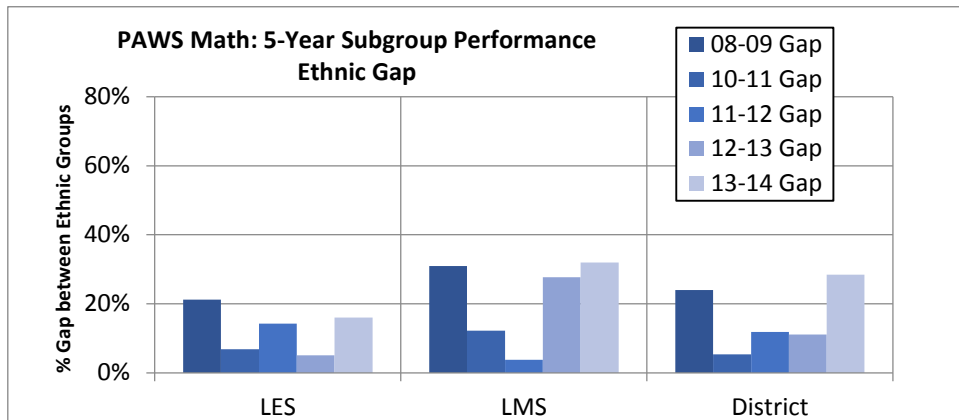
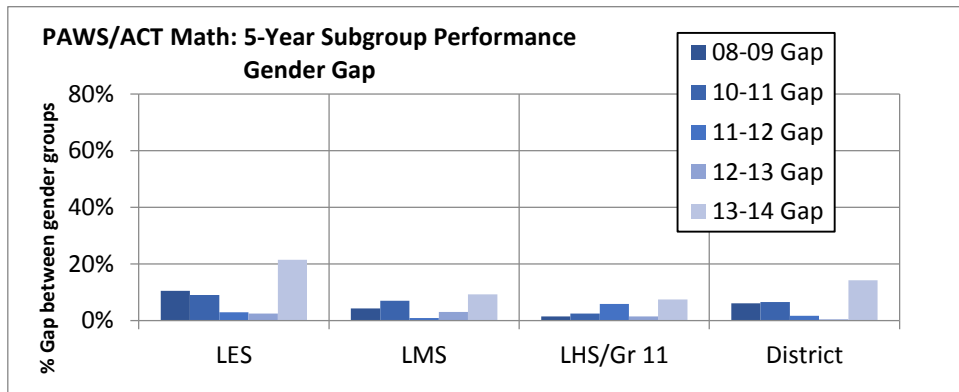


### Results through Time/Gap Analysis

**Math:** Big Horn #2 has maintained a consistently strong performance gap when compared to the state performance. Each building maintains a math school improvement goal in order to maintain our strong performance and support non-proficient math students.



## Math: Subgroup Performance



The PAWS/ACT results are disaggregated by subgroups. The charts show the percent of proficient students in the gap between subgroup performance. The results are examined through a five-year period to determine trends in performance.

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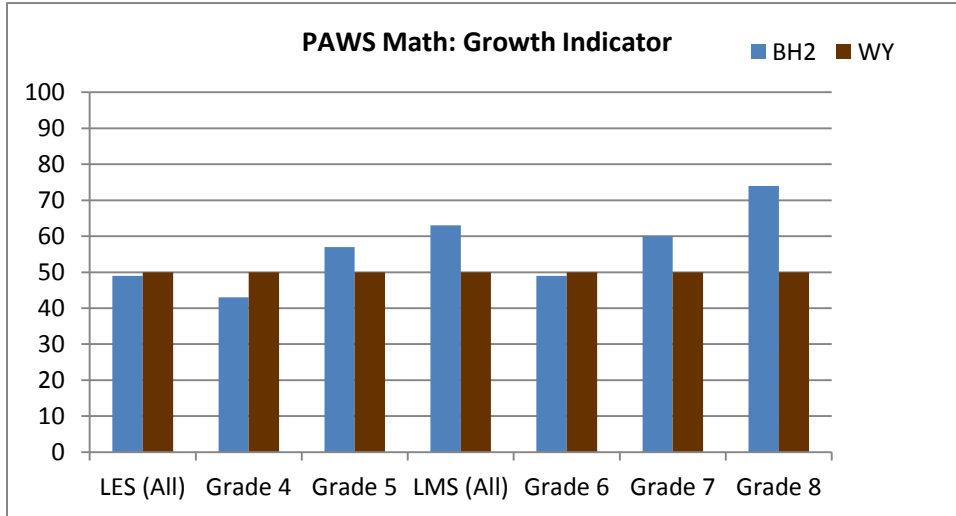
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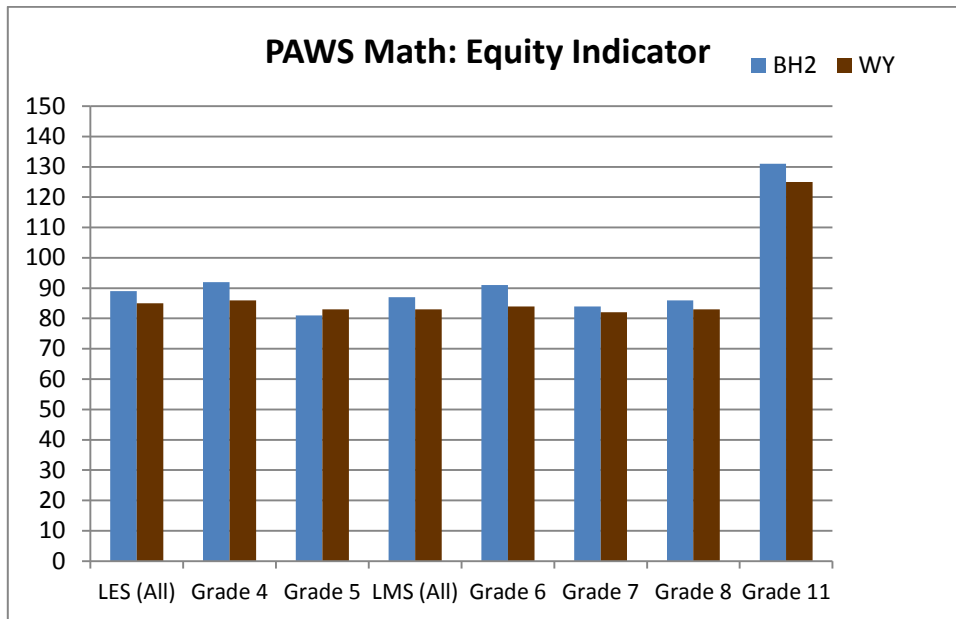
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**Equity:** Equity is a measure of average tests scores in math from the current school year for all students who were below proficient in math during the prior school year. Students in this group with higher scores are more likely to become proficient within a reasonable time frame.



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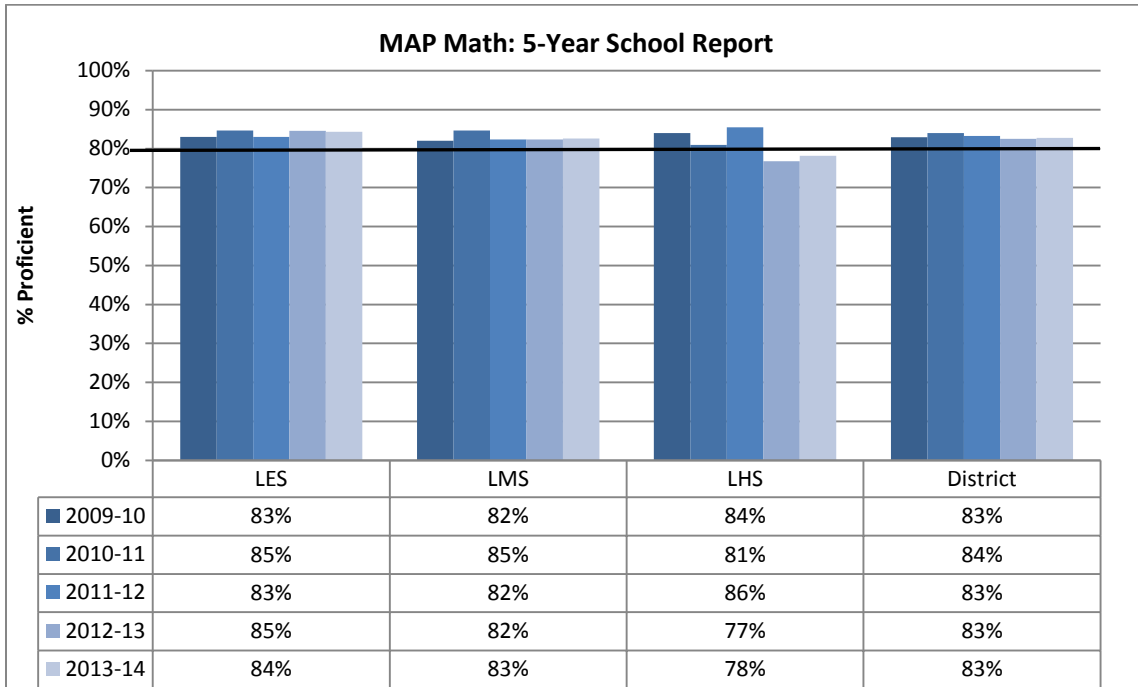
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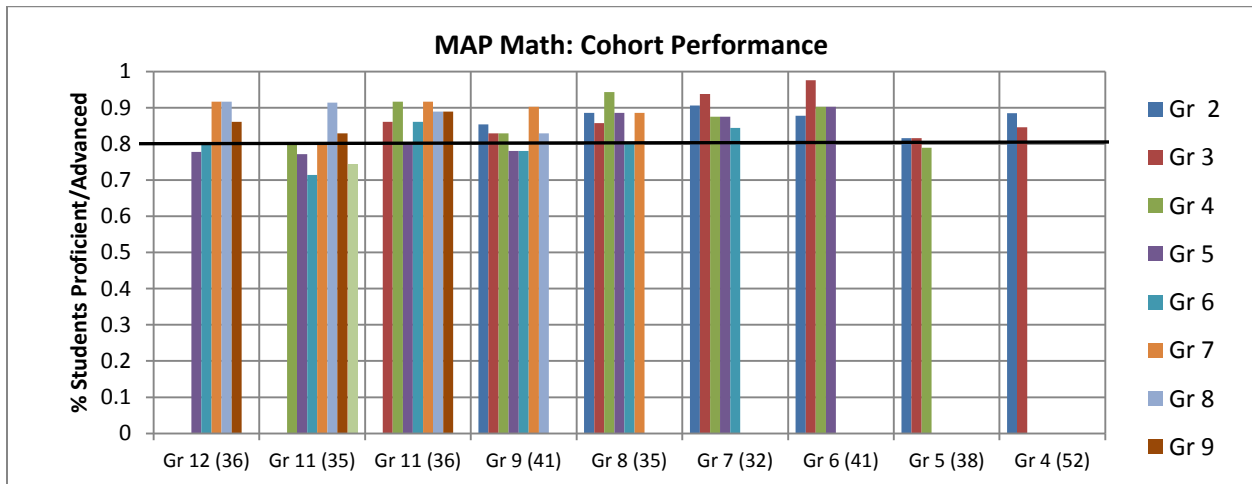
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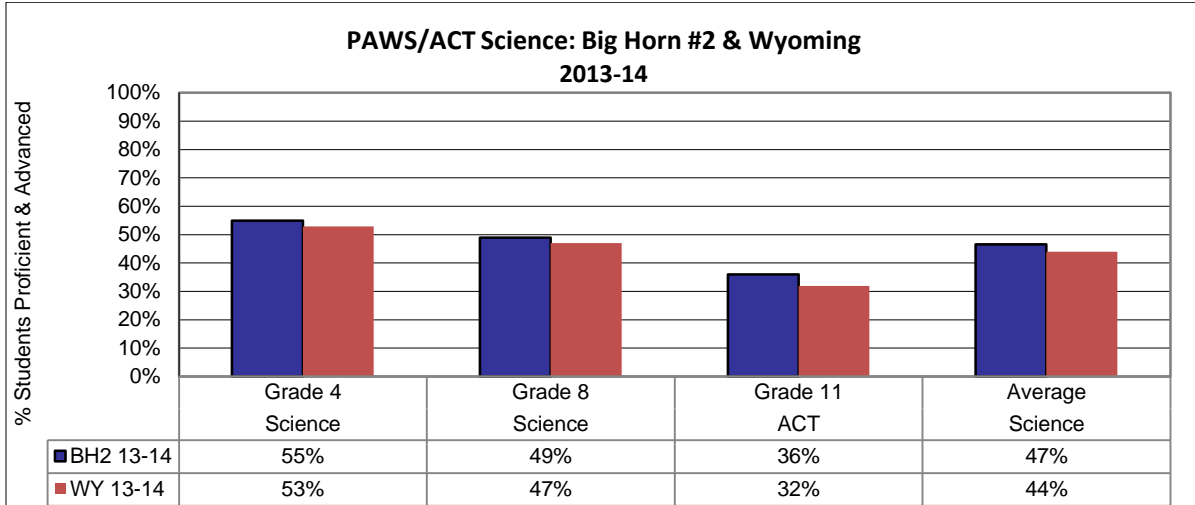


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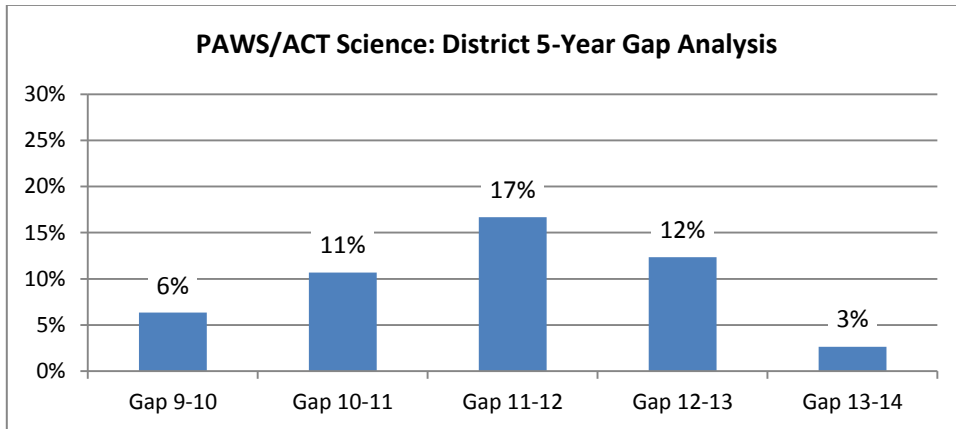


## SCIENCE PERFORMANCE

**PAWS/ACT: 2013-14 Achievement/Comparison to State** The charts below show the comparison between the proficiency rates for Big Horn County School District #2 and the State of Wyoming. Each grade level exceeded the State averages.



### Results through Time/Gap Analysis



Science is assessed through a statewide assessment at grades 4, 8, and 11.

