



LRSP Status Report – June 2012

1.01 BHS Personalize Learning SR 2012

Strategic Objective (SO):

1.01 Personalize learning plans for every student using the Proficient Plus (P+) Concept.

Topic of Strategic Objective (SO):

Personalize Learning

Department/School: Bozeman High School

Leader: Watson

Team Members:

HS Administration team, RtI team, Instructional Coaches, Department Leaders

In a year, we hope to see the following progress on this strategic objective:

An increase in the number of students who are achieving proficiency as well as an increase in the number of students making progress towards graduation. In addition, we hope to implement more strategies that can be used to increase college and career readiness skills for all students.

PROGRESS SUMMARY

As we begin the process of implementing common core state standards we have come to the understanding that as students progress through high school, we want them to become self-directed learners. They seek out resources, such as teachers and peers, to assist in their path to self-directed learning. We believe the self-directed learning is an important life skill that is closely related to the goal of developing personalized learning at our school.

In all curricular areas we have found that students begin to achieve self-directed learning when they can build on their ability to value evidence. More specifically, students who can use evidence in their own speaking and writing to support and critique thoughts and ideas will be on the road towards achieving personalized learning. To this end, several departments have focused their work on fostering the skills related to valuing evidence. For example, the Science department has developed common expectations related to writing lab reports. Students are taught and expected to cite specific evidence when supporting a scientific argument. Another example, special education students are learning the skills of self-advocacy by using the evidence related to their disability to understand and advocate for the use of their accommodations. Our counseling staff has worked to promote personalization and self-directed learning by making sure all students have an understanding of their interests and life goals. Through classroom presentations and delivery of the counseling curriculum, freshman students have created their own high school road map (4-year plan) and have started the career exploration process through the Naviance web-based guidance program.

Throughout the course of the school year, we continued to monitor the progress of our students and determine appropriate intervention strategies. Several students (approximately 40) were served in the credit recovery program. This program targeted students who were falling behind in credit and potentially not on track to graduate. Credit recovery, offered during the school day, has proven to be a successful personalized learning process. In addition, after analyzing reading comprehension data, we continued to offer a reading intervention program for our struggling readers. Another successful intervention strategy has been our freshman transition program. This course and academic support has served more than 25 students and has helped many at-risk students succeed in making the transition to high school.

In analyzing our CRT scores, our results appear similar to previous years. Approximately 93% of our 10th grade students scored proficient or advanced on the reading comprehension portion of the test and 75% of our 10th grade students scored proficient or advanced on the math portion of the test. These scores are not significantly higher or lower than previous years. While the CRT is one measure of our results, we have found that we need to use multiple measures to achieve the goal of personalizing learning and targeting interventions for all students. In addition to CRT, we piloted the ACT test for all juniors, and those results have yet to be compiled. Currently we are exploring other options for progress monitoring assessments at the freshman level. Providing more assessment data will help us to target intervention strategies before students begin to lose credit.

Growth Goal: At BHS we chose to analyze the potential growth of our at-risk 9th grade students. With the addition of our freshman transition program, we hoped to see growth (at least 3%) in the percentage of students who were on-track at the end of their freshman year. Or another way to consider the goal, we hoped to see a decrease (by at least 3%) of the students who were not on-track for graduation by the end of their freshman year.

As a comparison, we gathered data related to those students who did not succeed at BHS. In looking at the drop-out data from 2008/2009, we know that students who did not graduate were more likely to have failed their core classes (English, Math, Science, and Social Studies) during the freshman year. This past year, we targeted incoming freshman that we felt were at-risk of failing their freshman courses, based on their incoming grades and attendance. The transitions program served 20 students throughout the 2011/2012 school year. The program included instruction and counseling related to academic and social strategies for high school success.

At the end of the year, approximately 80% of our transition students had achieved at least four credits, which is considered on-track for graduation. By comparison, only 25% of the 2008/2009 drop outs were on-track after their freshman year. Also, only 10% of our transitions students failed freshman English, compared with 46% of our 08/09 dropouts. Fifteen percent of the transitions students failed math compared with 36% of the 08/09 dropouts. Fifteen percent of the transition students failed science compared with 38% of the dropouts. Fifteen percent of the transition students failed social studies compared with 26% of the dropouts. In terms of growth, we had hoped to see the percentage of at-risk freshman who failed their core classes decrease by at least 3%, but the decrease in the actual percentage of failures was much better.