

VBHS Impact Review Findings Report

Our Impact Review was held on Jan. 31 whereby 7 administrators and 5 department chairs were divided into 4 core subject specific groups observing 15 ELA Classes, 16 math classes, 15 science classes, and 17 SS classes.

We began with review of our data:

ELA- For the predicted Percent based on Unit Assessment weighted average

Grade 9 – we are at 39% with the district at 37%, and Grade 10 – we are at 50% with the district at 48%. Our latest scores for the actual FSA in 2017-18 our achievement was 51%, and in 2018-19 achievement was 56, and our goal is 57%.

Math- For the predicted Percent based on unit assessment weighted average

Algebra and Geometry combined- we are at 39% with the district at 40%. Or latest scores for the actual FSA's for Algebra and Geometry EOC achievement combined in 2017-18 was 45% and in 2018-19 was 50% and our goal is currently set at 53%.

Science – For the predicted percent based on unit assessment weighted average

Biology- we are at 60% with the district at 61%. Our latest scores for the actual Biology EOC reflected science achievement 2017-18 at 61% and in 2018-19 at 67% and our goal is currently set at 70%.

SS - For the predicted percent based on unit assessment weighted average

US History – we are at 58% with the district at 59%. Our latest scored on the actual US History EOC reflected SS Achievement in 2017-18 at 75% and in 2018-19 at 71% and our goal is now set at 76%.

Achieve 3000:

- 2 plus activities 12/9 52%, 12/16 53%, 1/13 57%
- average first try @ 75% or better 12/9 71%, 12/16 75%, 1/13 74%

Referrals:

- Total last year 1885, this year 1833 or 52 less.
- Ethnicity: white 545 to 663 increase 118; Hispanic 233 to 268 increase 35; Black 1002 to 748 decrease 254.

Suspensions:

- ISS total last year 387 this year 347 or 40 less. OSS from 391 to 306 decrease of 85.
- Ethnicity white ISS 107 to 123 up 16, OSS 125 to 120 down 5; Hispanic ISS 48 to 62 up 14, OSS 46 to 39 down 7; Black ISS 215 to 132 down 83, OSS 197 to 123 down 74.

Graduation Rate - Our current overall graduation rate is at 93%. VBHS has 45.3 percent minority students whereby 85.5% of black students are graduating and 92% of Hispanic students are graduating. We are made up of 48% Economically Disadvantaged students and 90.5% of them are graduating. Our C2G (Commit to graduate) initiatives, strategies, and processes in place include National Speaker assemblies inspiring students to be all that they can be and making good choices in their lives. Students sign for their C2G on prominent banners that are displayed on campus and are often seen pointing to their names on the banner in conversation with fellow students. Our processes for withdrawals of students are clearly outlined and carefully monitored.

Overall - VBHS has attainable goals set for all our school grade components including; subject area Learning Gains, Lowest Quartile gains, College and Career, and graduation Rate. We finished last year with a percent of total points at 60% whereby 62% equals an A school grade. Our cumulative grade component goals set for this year add up to a very attainable 63% A school grade.

Classroom Observation Findings/ Impact Review:

During our classroom observations using the Instructional Review Collection Tool our team found it remarkable that no matter the subject area we found several observable trends which are identified barriers to learning and lend themselves to measurable action steps that can be evidenced afterward.

Finding #1:

While our school wide non-negotiable **Common Boards** are in use, which require that standards, essential questions, learning goals, tasks and scales are posted for each class; the barrier we found was in the presentation of the information to students lacking consistency. Evidence was lacking that the posted critical information is **imparted** to students during a lesson. While the widespread use of the common board is credited for moving us forwards to recognizing and teaching to standards, adjustments can now be made to ensure that the imparting of critical information occurs.

Our action steps include: A proverbial “carrot” for teachers by adjusting down the non-negotiable information needing to be posted in the classrooms to **a required essential question, learning goal, and task**. **The tradeoff** will be; calling for increasing efforts on the imparting of this information at the beginning, middle, and end of each lesson. Evidence of implementation will be through classroom observation and role alike presentations.

Finding #2:

Observations revealed that our classrooms have a casual and relaxed atmosphere which can be inviting for students, while at the same time lack some essential practices and strategies that are critical to learning. **Effective questioning techniques** were not widely observed, and instead relaxed “popcorn” type questioning was widespread. We will be emphasizing the use of effective questioning techniques and have a staff development scheduled for February 14th with district coached Julie Kastensmidt and Beck Teske facilitating. Evidence of implementation will be through classroom observation.

Finding #3:

Monitoring of student progress was found to be mostly informal with little use of a scale/rubric or questioning. We will emphasize the use of effective monitoring practices with staff development where our first session is scheduled for February 14th district coaches Julie Kastensmidt and Becky Teske facilitating. Evidence of implementation will be through classroom observation.

Finding #4

Accountable student talk will also be worked on through staff development with our own AP Coordinator Kere Minton Facilitating training on strategies in Feb/March with emphasis on Q&D vs Q&A as well as grouping students for the express purpose of accountable talk. Evidence of implementation will be through classroom observation.

Finding #5

Related to school culture, our school needs cultural sensitivity training and we have schedule initial session with Sharon Packard facilitating on February 18th for the FLC, and Feb. 19th for the MC.

Concluding:

Our leadership team including department chairs agreed that the Impact Review process is what we were missing to bring our school to the next level of success.