**Vista Grande Comprehensive Needs Assessment 2018-19**

**Purpose:** Vista Grande High School (VGHS) has been identified as school in need of comprehensive school improvement based on low graduation rates. This needs assessment was conducted in order to examine the data to determine the areas with the highest potential to guide improvement. This analysis will be used to guide the root cause analysis for strategic planning purposes.

**Context:** Vista Grande High School (VGHS) was founded as a district-affiliated, public charter school in 2006; its recent re-charter effort was successful and granted another 5-year period of operation. As a district charter school, the hosting LEA, Taos Municipal Schools, provides annual oversight of the four charter goals, in accordance to the NM Charter School Division guidelines and the Charter Performance Framework. As a charter school, VGHS has an autonomous governing council which is responsible for evaluating the school director evaluation, managing the school budget, and monitoring the performance framework. The school director functions as superintendent, CEO, and school principal.

VGHS serves a diverse student population in grades 9-12 in Taos County. The school also includes a Night Flyers program of blended learning for older, nontraditional students who have dropped out of school and want to return to complete their high school degree. Of the student population, 32 per cent are Native American/Pacific Islander, 62 per cent are Hispanic, and 6 per cent are Caucasian. The percentage of families qualifying for Free and Reduced Lunch through the direct certification program is 89.46. Additionally, the school holds a SAM designation due to having a high percentage of Special Education students at 32%, an older population of students and number of students receiving free and reduced lunch.

Personnel characteristics of the staff employed at Vista Grande High School - The VGHS staff - 4 Native American staff - Art teacher, social worker, front desk, Tiwa language and culture teacher, three math/science teachers, one special education teacher, one part-time educational assistant, three humanities teachers, two administrative support staff - registrar, and an assistant business official.

|  |  |  |
| --- | --- | --- |
| **Type of Data Analyzed** | **Area of Need** | **Description of data in each area** |
| PARCC    Short-cycle    End of course exams | ELA | * Students enter the 9th grade with below grade level proficiency rates in ELA. * An achievement gap exists between non-FRL and non-SPED students and the FRL and SPED students. * Lower correct response rate for informational text. * Points earned for prose constructed response items ranges from 3-28% of possible points with lower scores on literary analysis and research simulation tasks, particularly when combined with science and the technical subjects. * On the writing portion of the PARCC on written expression and knowledge of writing, students earn only 8-10% of possible points in the lower grades and around 20% for 11th graders. |
| PARCC    Short-cycle    End of course exams | Mathematics | * Students enter the 9th grade with below grade level proficiency rates in math. * An achievement gap exists between proficiency levels of Caucasian and Native or Hispanic students. * An achievement gap exists between non-FRL and non-SPED students and the FRL and SPED students. * Correct response rates are low on Type I PARCC tasks and almost no points are earned on constructed response-based Type II and III tasks. * Failure rates on math EoCs is around 85%. |
| SBA    End of course exams | Science | * Proficiency rates are low for all students. * Students consistently do not earn points on short answer and open-ended items on the SBA. * Failure rate on science EoCs is between 64 and 79% |
| End of course exams | Social Studies | Failure rates on social studies EoCs is between 47 and 93% |
| School Report Card 2017 | Lowest performing students | The school grade for growth of lowest performing students is an F. Overall growth was near zero, which indicates “this group performed as expected based on their academic history.” |
| PEAR Institute survey: Partnerships in Education and Resilience (in collaboration with Harvard Medical School Teaching Hospital | Social emotional health | Holistic Student Assessment results:   * VGHS students present more challenges than resiliencies. * Student resiliencies align to action orientation, emotion control, and assertiveness, particularly among girls. * Relationships with peers is the greatest challenge, followed by academic motivation, optimism, and school bonding. They also rate low on perseverance. * Students, in general, show difficulties with hyperactivity, conduct problems, emotional symptoms and peer problems. * They rate low on trust, empathy, reflection, and optimism. |
| Power School | Attendance Rate | 88% |
| School Report Card 2017 | Graduation Rate | 64% |
| Opportunity to Learn Survey  School Report Card 2017 | Student perceptions of learning and school environment | School report card grade is a B for Opportunity to Learn.  Students perceive strengths of teachers at VGHS to be a focus on revising mistakes and holding high expectations of them. Overall, improvement could be made in the area of checking for understanding in ways that lead to flexible teaching to address learning issues as they occur. |
| School Report Card 2017  Student Survey | College and Career Readiness | The school received an A on the College and Career Readiness category on the report card. They are participating in college and career readiness opportunities and demonstrating success. |
| Curriculum maps and pacing guides | Core curriculum aligned vertically and with state standards | The core curriculum is aligned to state standards. The curriculum maps need revision and pacing guides do not exist. Vertical alignment has not occurred. |
| NM Teach  (external observer) | Effective instructional strategies and tiered interventions | Questioning and Discussion Techniques: 22% minimally effective, 77% effective  Student engagement: 22% minimally effective, 55% effective, 22% highly effective  Setting instructional outcomes: 12% minimally effective, 75% effective, 12% exemplary |
| NM Teach  (external observer) | Use of formative and progress monitoring assessments to improve instruction | Assessment in instruction: 77% effective, 11% highly effective, 11% exemplary  Use assessment to modify instruction: 77% effective, 22% highly effective  Designing student assessment: 25% minimally effective, 50% effective, 25 % highly effective |
| Student-led conference feedback surveys | Family Engagement | The number one reason families choose VGHS is due to its small school size with a low teacher to student ratio. |
| 2017-18 Strategic Plan  PD Sign-in sheets | Professional Development (PD) | All teachers participate in PD after regular school hours and PLCs after regular school hours, which occur weekly for PD and twice a month for PLCs. VGHS teachers work an 8 hour day with two days per week until 4:30 for the PD and PLCs.  PD is aligned to the strategic plan and includes follow up feedback on offerings. |
| 2017-18 Strategic Plan | PD to support individual teacher skills | Student-centered instructional coaching is offered at VGHS with a certified coach. Most teachers request participation in a coaching cycle. All teachers participate in PD. |
|  | Strategies for hiring and retaining qualified teachers | VGHS will post complete job descriptions when advertising positions at VGHS. The potential applications will present a lesson to a group of stakeholders. |
|  | Leadership | The Leadership team at VGHS will have one teacher from each content area, a counselor, and the special education coordinator. The leadership team meets every other week and sets out the short-term goals for the school. The team also supports the school community by advising and guiding the school director. |

**VGHS FY 2017 PARCC Summative Report Analysis**

**Algebra 1** (9th grade)

**Overall Performance Levels**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Level 1** | **Level 2** | **Level 3** | **Level 4** | **Level 5** |
| **Overall** | 31.6% (6) | 63.2% (12) | 5.3% (1) | 0 | 0 |
| **Female** | 33.3% (4) | 66.7% (8) | 0 | 0 | 0 |
| **Male** | 28.6% (2) | 57.1% (4) | 14.3% (1) | 0 | 0 |
| **Hispanic** | 40% (4) | 50% (5) | 10% (1) | 0 | 0 |
| **Native** | 33.3% (2) | 66.7% (4) | 0 | 0 | 0 |
| **White** | 0 | 0 | 100% (2) | 0 | 0 |
| **Mixed Race** | 0 | 0 | 100% (1) | 0 | 0 |
| **No FRL** | 66.7% (2) | 33.3% (1) | 0 | 0 | 0 |
| **FRL** | 25% (4) | 68.8% (11) | 6.3% (1) | 0 | 0 |
| **With IEP** | 50% (2) | 50% (2) | 0 | 0 | 0 |
| **No IEP** | 26.7% (4) | 66.7% (10) | 6.7% (1) | 0 | 0 |

A single item had a correct response rate of 62%, yet this item was an outlier. Overall, students performed slightly better on the least difficult items but rather poorly across all items.

**Type I**

* Comprises 61% of the items on the exam
* 11% average correct response rate overall
* Correct response rates ranged from 0% to 62% on the 48 evidence statements for this type of task

**Type II Tasks**

* Comprises 17% of the items on the exam
* 4% average correct response rate overall
* No evidence statement exceeded a 2% correct response rate
* 3 of 6 evidence statements had students who answered correctly on this type of task

**Type III Tasks**

* Comprises 22% of the items on the exam
* 2% average correct response rate overall
* 1 of the 5 evidence statements had students who answered correctly on this type of task

**Geometry** (10th grade)

**Overall Performance Levels**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Level 1** | **Level 2** | **Level 3** | **Level 4** | **Level 5** |
| **Overall** | 9.5% (2) | 71.4% (15) | 9.5% (2) | 9.5% (2) | 0 |
| **Female** | 16.7% (2) | 66.7% (8) | 8.3% (1) | 8.3% (1) | 0 |
| **Male** | 0 | 77.8% (7) | 11.1% (1) | 11.1% (1) | 0 |
| **Hispanic** | 12.5% (2) | 75% (12) | 0 | 12.5% (2) | 0 |
| **Native** | 0 | 60% (3) | 40% (2) | 0 | 0 |
| **White** | 0 | 0 | 0 | 0 | 0 |
| **No FRL** | 0 | 0 | 100% (2) | 0 | 0 |
| **FRL** | 10.5% (2) | 78.9% (15) | 0 | 10.5% (2) | 0 |
| **With IEP** | 14.3% (1) | 71.4% (5) | 0 | 14.3% (1) | 0 |
| **No IEP** | 0 | 71.4% (5) | 14.3% (2) | 7.1% (1) | 0 |

While no single item on the exam had more than a 42% correct response rate, students performed significantly better on the least difficult items.

**Type I Tasks**

* Comprises 61% of the items on the exam
* 22% average correct response rate overall
* Correct response rates ranged from 8% to 42% on the 20 evidence statements for this type of task

**Type II Tasks**

* Comprises 17% of the items on the exam
* 6% average correct response rate overall
* Only 1 of 6 evidence statements had students who answered correctly on this type of task

**Type III Tasks**

* Comprises 22% of the items on the exam
* 3.7% average correct response rate overall
* 3 of the 6 evidence statements had students who answered correctly on this type of task

**Algebra 2** (11th grade)

**Overall Performance Levels**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Level 1** | **Level 2** | **Level 3** | **Level 4** | **Level 5** |
| **Overall** | 70% (14) | 15% (3) | 15% (3) | 0 | 0 |
| **Female** | 70% (7) | 30% (3) | 0 | 0 | 0 |
| **Male** | 70% (7) | 0 | 30% (3) | 0 | 0 |
| **Hispanic** | 66.7% (6) | 33.3% (3) | 0 | 0 | 0 |
| **Native** | 80% (8) | 0 | 20% (2) | 0 | 0 |
| **White** | 0 | 0 | 100% (1) | 0 | 0 |
| **No FRL** | 0 | 0 | 100% (1) | 0 | 0 |
| **FRL** | 73.7% (14) | 15.8% (3) | 10.5% (2) | 0 | 0 |
| **With IEP** | 100% (1) | 0 | 0 | 0 | 0 |
| **No IEP** | 68.4% (13) | 15.8% (3) | 15.8% (3) | 0 | 0 |

**Type I Tasks**

* Comprises 61% of the items on the exam
* 15% average correct response rate overall
* Correct response rates ranged from 0 to 47% on the 38 evidence statements for this type of task

**Type II Tasks**

* Comprises 17% of the items on the exam
* 3.5% average correct response rate overall
* Correct response rates ranged from 0 to 17% on the evidence statements for this type of task

**Type III Tasks**

* Comprises 22% of the items on the exam
* 2.8% average correct response rate overall
* Correct response rates ranged from 0 to 10% on the evidence statements for this type of task

**ELA 1** (9th grade)

**Overall Performance Levels**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Level 1** | **Level 2** | **Level 3** | **Level 4** | **Level 5** |
| **Overall** | 45% (9) | 30% (6) | 20% (4) | 5% (1) | 0 |
| **Female** | 54% (7) | 31% (4) | 8% (1) | 8% (1) | 0 |
| **Male** | 29% (2) | 29% (2) | 43% (3) | 0 | 0 |
| **Hispanic** | 55% (6) | 27% (3) | 9% (1) | 9% (1) | 0 |
| **Native** | 33% (2) | 33% (2) | 33% (2) | 0 | 0 |
| **White** | 50% (1) | 0 | 50% (1) | 0 | 0 |
| **2+ Races** | 0 | 100% (1) | 0 | 0 | 0 |
| **No FRL** | 33% (1) | 67% (2) | 0 | 0 | 0 |
| **FRL** | 47% (8) | 24% (4) | 24% (4) | 6% (1) | 0 |
| **With IEP** | 75% (3) | 0 | 25% (1) | 0 | 0 |
| **No IEP** | 38% (6) | 38% (6) | 19% (3) | 6% (1) | 0 |

**Reading Evidence Statements Analysis**

**Literature**

Lower correct response rate for the following evidence statements **(1-5%):**

* Analysis of how author uses source material
* Analysis of point of view or culture not from U.S.

Higher correct response rate for the following evidence statements **(20-33%)**:

* Cite text evidence
* Statement of theme
* How them is shaped by details
* How characters interact with each other
* How characters advance plot
* How characters advance theme
* Analysis of author’s text structure

**Informational Text**

Lower correct response rate for the following evidence statements **(0-17%)**:

* Statement of central idea
* How author unfolds analysis or ideas
* How author uses rhetoric to advance points
* Delineate arguments and claims
* Assess if evidence is relevant and sufficient
* Analysis of U.S. seminal documents (not an RH standard)

Higher correct response rate for the following evidence statements **(22-42%)**:

* Cite text evidence
* Analyze how central idea develops
* Analyze how author introduces and develops idea
* Analyze how author connects ideas
* Analyze how claims are developed by structure
* State author’s point of view
* State author’s purpose

**RL.4 and RI.4**

Determine meaning of words and phrases and analyze how they impact meaning and tone:

* **38%** literature
* **28%** informational text

**Language**

**40%** correct response rate for using context to determine the meanings of words.

**12%** correct response rate for interpreting figures of speech in context

**Reading in History**

* How key events or ideas develop: **38%**
* Analyze series of events: **43%**
* Analyze use of text structure: **18%**
* Analyze how well evidence supports claims: **19%**

**Reading in Science and Technical Subjects**

* Provide text evidence: **25%**
* State conclusion of text: **40%**
* Trace text’s explanation or process: **23%**
* Follow a multistep procedure: **41%**
* Analyze structure of relationships among concepts: **30%**
* Analyze author’s purpose: **17%**
* Assess if evidence supports claims: **63%** (easy item)
* Compare and contrast info gained from different sources: **5%**

**Writing**

**Written Expression** – development of ideas, organization, clarity of language = **10%** average points earned

**Knowledge of Writing** – use of language and conventions = **9%** average points earned

**Prose Constructed Response Items** – is aligned to the texts used in multiple choice items and assesses written expression and use of language and conventions in PCR rubric.

Literary Analysis = **3%**

Research Simulation =**10%**

Narrative Writing = **11%**

**ELA 2** – 10th grade

**Overall Performance Levels**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Level 1** | **Level 2** | **Level 3** | **Level 4** | **Level 5** |
| **Overall** | 65% (13) | 10% (2) | 15% (3) | 10% (2) | 0 |
| **Female** | 63.6% (7) | 9% (1) | 9% (1) | 18% (2) | 0 |
| **Male** | 66.7% (6) | 11% (1) | 22% (2) | 0 | 0 |
| **Hispanic** | 80% (12) | 6.7% (1) | 13% (2) | 0 | 0 |
| **Native** | 20% (1) | 20% (1) | 20% (1) | 40% (2) | 0 |
| **No FRL** | 0 | 50% (1) | 50% (1) | 0 | 0 |
| **FRL** | 72% (13) | 5.6% (1) | 11% (2) | 11% (2) | 0 |
| **With IEP** | 71% (5) | 0 | 14% (1) | 14% (1) | 0 |
| **No IEP** | 61.5% (8) | 14% (2) | 15% (2) | 7.7% (1) | 0 |

**Evidence Statements Analysis**

**Literature**

Lower correct response rate for the following evidence statements **(0-12%):**

* Objective summary of text
* How complex characters advance the plot
* How complex characters develop the theme
* Analysis of point of view or culture from outside the U.S.

Higher correct response rate for the following evidence statements **(23-50%)**:

* Cite evidence
* State the theme
* Analyze how theme emerges and is shaped by details
* How complex characters develop
* Author’s choices regarding structure

**Informational Text**

Lower correct response rate for the following evidence statements **(5-8%)**:

* How author unfolds an analysis or series of ideas
* How author’s claims are developed and refined by sentences, paragraphs, portions of text

Higher correct response rate for the following evidence statements **(19-37%)**:

* Use of rhetoric
* Delineate claims and argument
* Assess relevance of evidence
* Cite evidence
* Statement of central idea
* How central idea emerges and refined through details
* How connections are made between ideas
* State author’s point of view
* State author’s purpose

**RL.4 and RI.4**

Determine meaning of words and phrases and analyze how they impact meaning and tone:

* 25% literature
* 30% informational text

**Language**

**40%** correct response rate for meaning of figures of speech in context and using context to determine the meanings of words.

**35%** correct response rate for using general academic and domain-specific words and phrases (easiest items on test)

**Reading in History**

Lower correct response rate for the following evidence statements **(3-12%):**

* Compare and contrast topic in primary and secondary sources
* Compare points of view of two or more authors on same topic

Higher correct response rate for the following evidence statements **(19-35%)**:

* Cite evidence
* Accurate summary of development of ideas
* Analysis of events
* Analysis of text structure to advance explanation
* Assess evidence used to support a claim

**Reading in Science and Technical Subjects**

* Provide text evidence **10%**
* Provide objective summary **45%**
* Ability to follow complex multistep procedure **10%**

**Writing**

**Written Expression** – development of ideas, organization, clarity of language = **8** average points earned

**Knowledge of Writing** – use of language and conventions = **10** average points earned

**Prose Constructed Response Items** – is aligned to the texts used in multiple choice items and assesses written expression and use of language and conventions in PCR rubric.

Literary Analysis = **3**

Research Simulation = **3**

Narrative Writing = **18**

**ELA 3** (11th grade)

**Overall Performance Levels**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Level 1** | **Level 2** | **Level 3** | **Level 4** | **Level 5** |
| **Overall** | 10% (2) | 30% (6) | 35% (7) | 25% (5) | 0 |
| **Female** | 10% (1) | 30% (3) | 40% (4) | 25% (5) | 0 |
| **Male** | 10% (1) | 30% (3) | 30% (3) | 30% (3) | 0 |
| **Hispanic** | 11% (1) | 22% (2) | 56% (5) | 11% (1) | 0 |
| **Native** | 10% (1) | 40% (4) | 20% (2) | 30% (3) | 0 |
| **No FRL** | 0 | 0 | 0 | 100% (1) | 0 |
| **FRL** | 11% (2) | 32% (6) | 37% (7) | 26% (3) | 0 |
| **With IEP** | 100% (1) | 0 | 0 | 0 | 0 |
| **No IEP** | 5% (1) | 32% (6) | 37% (7) | 26% (3) | 0 |

**Reading Evidence Statements Analysis**

**Literature**

Lower correct response rate for the following evidence statements **(10-15%):**

* Provide objective summary of text
* Knowledge of 2 18th century text treat similar themes

Higher correct response rate for the following evidence statements **(28-32% one item at 75%)**:

* Providing text evidence
* Statement of two or more themes
* Analysis of impact of author’s choices
* How author’s choices about structure affect text
* Analysis of how themes interact and build (75% easier item)

**Informational Text**

Correct response rate for the evidence statements **(18-43%)**:

* Providing text evidence
* State two or more central ideas
* Analysis of how 2 ideas develop in text
* Provide objective summary
* Analysis of complex set of ideas
* Analysis of sequence of events
* How specific individuals interact and develop
* Analysis effectiveness of structure
* Determine author’s point of view with rhetoric use (43%)
* Analysis of style and content
* Evaluate multiple sources of information
* Themes of 17th-19th century foundational documents (not considered RH)

**RL.4 and RI.4**

Determine meaning of words and phrases and analyze how they impact meaning and tone:

* 23% literature
* 41% informational text – how author refines a key term 15%

**Language**

**8%** correct response rate for meaning of figures of speech in context and using context to determine the meanings of words.

**38%** correct response rate for ability to use context to determine meaning of word or phrase

**Reading in History**

* Provide text evidence: **35%**
* Evaluate various explanations of events: **25%**
* Evaluate explanations when actions or event are uncertain: **25%**
* How a complex primary source is structured: **42%**
* Evaluate author’s premise, claims, evidence: **12%**
* Integrate information from diverse sources: **20%**

**Reading in Science and Technical Subjects**

* Provide text evidence about important distinctions: **10%**
* Provide objective summary: **18%**
* Ability to follow complex multistep procedure: **10%**
* Analysis of specific results of experiments, measurements, technical tasks: **43%**
* Organization of categories or hierarchies: **17%**
* Analysis of author’s purpose: **50%**
* Integrate information from diverse sources: **18%**

**Writing**

**Written Expression** – development of ideas, organization, clarity of language **= 19%** average points earned

**Knowledge of Writing** – use of language and conventions = **22%** average points earned

**Prose Constructed Response Items** – is aligned to the texts used in multiple choice items and assesses written expression and use of language and conventions in PCR rubric.

Literary Analysis = **10%**

Research Simulation = **18%**

Narrative Writing = **28%**