

# Plan for Continuous Improvement (PCI) Virginia Beach City Public Schools *Compass to 2020: Charting the Course*

School: First Colonial High School Year(s): 2016-17	Date of Plan: October 2016
<b>VBCPS Goals Compass to 2020</b>	<ol style="list-style-type: none"> <li>1. High Academic Expectations (literacy and numeracy; content knowledge; globally competitive skills)</li> <li>2. Multiple Pathways (personalized learning &amp; leveraging technology)</li> <li>3. Social – Emotional Development (SE learning strategies, RSN behavior, school/community activities, learning environments)</li> <li>4. Culture of Growth &amp; Excellence (Building capacity, partnerships with stakeholders, culture of respect)</li> </ol>
<b>School Mission</b>	The mission of First Colonial High School is to ensure students are engaged in an innovative, rigorous learning environment while integrating academics with life skills so they can reach the achievement and respect necessary for post-secondary success

<b>Data Summary</b>	<p style="background-color: yellow;"><b>Rationale for Goal 1: Virginia On-Time</b></p> <p>All data below is as reported in the VDOE School/Division/State Report Card.</p> <p>First Colonial has always met the VDOE "on-time" graduation rate.</p> <p>The <u>goal</u> for 2015-16 was to “Increase the Virginia On-time graduation rate to 90% and reduce...the non-graduation rate by 10%” for the subgroups listed below. The data below shows that in <u>2015-16</u> First Colonial not only increased its on-time graduation rate for all students but increased the rate for students in the following subgroups 10-15%:</p> <div style="background-color: #e6f2ff; padding: 5px; margin: 10px 0;"><b>VIRGINIA ON-TIME GRADUATION RATE for Subgroups</b></div> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 30%;"></th> <th style="width: 20%;">2015</th> <th style="width: 50%;">2016 On-Time Graduation Rate</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>87.3%</td> <td><b>91%</b></td> </tr> <tr> <td>Gap 2*</td> <td>78.7%</td> <td><b>88% (10% increase)</b></td> </tr> <tr> <td>Gap *</td> <td>75.6%</td> <td><b>90.3% (15% increase)</b></td> </tr> <tr> <td>Econ. Disadvantaged</td> <td>83.8%</td> <td><b>95.3% (12% increase)</b></td> </tr> <tr> <td>SWD*</td> <td>80.6%</td> <td><b>90.7% (10% increase)</b></td> </tr> <tr> <td>LEP*</td> <td>&lt;</td> <td>&lt;</td> </tr> </tbody> </table> <p style="font-size: small;">*Gap 2= African American students; Gap 3= Hispanic students; SWD= Students with Disabilities; LEP=Limited English Proficiency</p> <p><b>LEP</b></p> <p>While the LEP graduation rate is Too Small to be posted, the pass rate figures into (a) the rate for All Students and (b) possibly Gap 3. The actual pass rate for LEP “at any time” was 72%.</p> <p>Because on-time graduation is significant to a student’s success, FC opts to continue its focus on all sub groups in 2016-17. Current Virginia on-time rates support the plan.</p>		2015	2016 On-Time Graduation Rate	All Students	87.3%	<b>91%</b>	Gap 2*	78.7%	<b>88% (10% increase)</b>	Gap *	75.6%	<b>90.3% (15% increase)</b>	Econ. Disadvantaged	83.8%	<b>95.3% (12% increase)</b>	SWD*	80.6%	<b>90.7% (10% increase)</b>	LEP*	<	<
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The chart below identifies the status of students not graduating in four years  
**VIRGINIA "ON-TIME" NON-GRADUATES: STATUS (Number of Students)**

	GED		Still Enrolled		Dropouts		Completion Rate:	
	2015	2016	2015	2016	2015	2016	2015	2016
All Students	14	14	16	< (5)	35	24	90.3	94%
Black	<	<	<	<	<	<	79.8	91.3%
White	10	10	<	0	20	10	92.8	96.6%
Hispanic	<	0	<	0	<	<	85	92.3%
Asian	<	0	0	0	0	0	100	<
SWD	0	0	n/a	n/a	<	<	80.6	93%
Econ. Disad.	<	<	12	<	<	0	84.5	96.1%
LEP	0	0	n/a	n/a	<	<	<	<

**DROPOUTS: 2015-16 Cohort (according to VBCPS Annual High School Report Card)**

	Number of dropouts	Percent of dropouts
All Students	24	4.9 %
Black	4	4.35%
White	10	3.39%
Hispanic	3	5.77%
Asian	0	0%
SWD	2	4.65%
Econ. Disad.	0	0%
LEP	1	25%

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## Rationale for Goal 2: SOL Reading and Math Pass Rates for SWD

The goal for 2015-16 for SWD was to “Decrease the reading and math SOL failure rate by 10% for SWD.”

The first chart below shows SOL pass rates for students within subgroups for both reading and math. Science pass rates have been added because, at a minimum, states will continue to “test students in reading and mathematics...once in high school [and in science]...at least...one time in grades 10-12.” (ESSA Presentation, PIA, September 2016) Data for all three content areas is relevant.

The next chart shows pass rates for all students in reading and math subjects.

- Math Pass Rate Increased: in Algebra I, 9% from the previous year; in Algebra II, 5%; and in geometry, 2%.
- Reading Pass Rate Increased: 1%

The issue is this: Pass rates in reading and math are linked to on-time graduation. The subgroup scores, particularly SWD scores, show the areas of challenge.

	Pass Rate	All Students	Gap 2	Gap 3	Asian	White	SWD	Econ. Disad.
English	2013-14	93	79	80	94	98	63	86
	2014-15	93	77	94	100	97	58	85
	<b>2015-16</b>	<b>94</b>	<b>85</b>	<b>95</b>	<b>92</b>	<b>97</b>	<b>71</b>	<b>87</b>
Math	2013-14	76	60	78	92	80	37	67
	2014-15	87	75	88	88	92	68	80
	<b>2015-16</b>	<b>92</b>	<b>83</b>	<b>94</b>	<b>85</b>	<b>94</b>	<b>75</b>	<b>87</b>
Science	2013-14	84	64	82	92	90	41	73
	2014-15	87	67	83	93	93	46	74
	<b>2015-16</b>	<b>89</b>	<b>74</b>	<b>84</b>	<b>94</b>	<b>94</b>	<b>56</b>	<b>78</b>

TEST	2013-2014	2014-2015	2015-16
English Reading	93	93	94
Algebra I	73	87	96
Algebra II	78	91	96
Geometry	77	83	85

Goals Met

Challenges Remain

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#### **Rationale for Goal 3: SOL**

The goal for 2015-16 was to increase the Writing SOL and CWRA+ pass rates. The history is posted below.

Some of the students, as always, pass the writing test in the summer prior to their senior year, and the number of students entering 12<sup>th</sup> grade having failed the test has decreased from 31 in September 2015 to 14 in September 2016.

CWRA+ pass rates also increased last year 1% in both Writing Mechanics (to 95%), and in Effectiveness (to 83%).

Effectiveness and Mechanics are two of the three sub-scores reported by CWRA+, and they can easily be linked to skills needed for passing the SOL Writing test. Some of the same vocabulary used in assessing CWRA+, SOL, and even the new SAT are identical: constructing a cohesive "argument"; using convincing "evidence" for support; demonstrating "grammar skills."

The challenge is this: Students, for the most part, must pass the writing SOL test to graduate on time.

Student Subgroup*	Passed 2012-13	Passed 2013-14	Passed 2014-15	Passed* vdoe 2015-16	Passed** vbcps Spring 2016
<b>Writing SOL</b>					
All Students	91	84	88	90	89.4
Female	92	89	89	91	**
Male	90	78	86	89	**
Black	73	69	69	77.5	72.8
Hispanic	86	68	83	89	89.1
White	96	91	94	94	93.9
Asian	<	87	<	92	**
Two or more races	81	73	91	90	**
SWD	43	48	39	62	52
Economically Disadvantaged	76	69	76	83	79.0
Limited English Proficient	<	<	<	<	**
Gap Group 2	73	69	69	77	**
Gap Group 3	86	68	83	89	**

\* VDOE School Report Card

\*\* VBCPS Five Year Fact Sheet (Some groups not included on report.)

CWRA+: Performance Task Subscores	2013	2014	2015	2016
Writing Effectiveness	58%	82%	83%	84%
Writing Mechanics	68.7%	94%	95%	95%

Most Goals Met

Challenges Remain

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Most Goals Met

Challenges Remain

The chart below shows the SOL pass rates for all subjects over a three-year period.

While pass rates have increased during the past three years, challenges remain. All SOL scores earned by students figure into their on-time graduation.

SCHOOL LEVEL TEST-BY TEST PASS				
TEST	2013-2014	2014-2015	2015-16>vdoe*	Sprg2016>vbcps**
English Reading	93	93	94 ↑	93.1 ↑
Writing	84	88	90 ↑	89.4 ↑
Geography	98	99	100 ↑	100 ↑
VA & US History	92	91	89	88.47
World History I	81	83	83	80.3
World History II	88	80	87 ↑	84.2 ↑
Algebra I	73	87	96 ↑	92.4 ↑
Algebra II	78	91	96 ↑	95.18 ↑
Geometry	77	83	85 ↑	88.86 ↑
Biology	87	90	92 ↑	90.5 ↑
Chemistry	86	93	91 ↑	90.25 ↑
Earth Science	76	73	82 ↑	77.66 ↑

\*VDOE School Report Card: 2016-17  
\*\* VBCPS Five Year Fact Sheet, Spring 2016

Student Learning Outcomes	<p style="text-align: center;"><b>SMART Goals</b></p> <p style="text-align: center;">Strategic and Specific, Measurable, Attainable, Results-based, and Time-bound Developed to answer the question: <i><b>“What outcomes do we want for our students?”</b></i></p>
<b>Goal 1</b>	Increase the Virginia On-Time graduation rate for Cohort 2017 students to 93% with a focus on the following subgroups: <ul style="list-style-type: none"> <li>Gap 2 (African Americans)</li> <li>Gap 3 (Hispanics)</li> <li>Economically Disadvantaged</li> <li>Students with Disabilities</li> </ul>
<b>Goal 2</b>	Decrease the reading and math SOL failure rate by 10% for SWD in 2016-17.
<b>Goal 3:</b>	Increase the percent of students passing each SOL test by 1%, with a focus on writing. <ul style="list-style-type: none"> <li>Increase percent of students scoring at the Developing Level or higher in Writing Effectiveness (to 93%) and Writing Mechanics (to 97%) on the CWRA+.</li> </ul>