

# ANNUAL SCHOOL EVALUATION

## Holston High School

### 2012–2013

Holston High School presented a Comprehensive Plan for school improvement as it related to Washington County Schools' Comprehensive Plan. The objectives for the 2012-2013 school year included the following: (1) Provide an instructional program in Math that leads to be fully accredited. (2) Instructional use of data to assess and revise teacher instructional strategies and practices. (3) Engage teachers in professional development to develop and accomplish goals with the new teacher evaluation procedures. (4) Meet all local, state, regional and federal accreditation AMO standards.

Holston High School administrators, staff, and students made significant gains in passing percentages for Algebra II. Students achieved a 95% pass rate in Algebra II which was an increase of 20 percentage points. In Geometry, students scored a 73% pass rate which was an increase of 8 percentage points. Passing percentages in Algebra I decreased from 77% to 59%. The analysis of SOL test scores, benchmark data, Project Graduation resources and nine week grading reports were used to determine the effectiveness of instruction. Holston High School analyzed data to determine if current instructional strategies were aligned with SOL standards and practices. Data was used from remediation programs, pre-tests, and post-tests to determine effectiveness. Professional development opportunities were provided to all teachers based on Assessment for Learning (AFL). Emphasis was placed on better assessments to improve instruction.

The goals for the 2013-2014 school year are the following: (1) Improve SOL scores in Algebra I and in Advanced Placement English 11. (2) Establish opportunities to enhance collaboration and communication among schools, communities, and parents. (3) Provide training and professional development that will enable staff to adequately work with challenging situations regarding the school safety climate. (4) Meet all state and federal accreditation AMO standards.

The administration and staff at Holston High School are to be commended for being Fully Accredited by the Virginia Department of Education and for meeting all benchmarks of the Federal Annual Measureable Objectives established by the No Child Left Behind legislation. Teachers utilized assessment for learning strategies to monitor student progress. The school administration revised the master schedule to provide opportunities for collaboration for all staff members in an effort to improve instructional practices. In addition to teacher collaboration, professional development was provided to help teachers utilize AFL strategies and write and accomplish goals in accordance with the new teacher evaluation procedures.

# CURRICULUM & INSTRUCTION

Holston High School

2012–2013

**OBJECTIVE:** Provide an instructional program in Math that leads to student success in accordance to local, state and federal mandates.

Indicators:

- Holston High School is fully accredited by the Virginia Department of Education
- SOL aligned Benchmark tests were given to students throughout the school year to assess student performance and to identify weak areas that needed enhanced instruction. Teachers were provided a copy of the data analysis
- Remediation and tutoring were offered to students identified as low performing through Project Graduation
- Encouraged teachers to design their SMART student progress goals based on areas that needed improvement according to the SOL data analysis
- Provided teachers a professional day prior to the SOL test to provide individual instruction to those students who scored below state benchmark scores
- Paired inclusion teacher with classroom teacher during inclusion classes to meet IEP accommodations for special education students
- Informed parents and students of state-wide opportunities for success such as Project Graduation
- Utilized Virginia Department of Education resources for SOL test preparation
- Used Plato Lab and mobile lab for practice test resources.
- Placed emphasis on Assessment for Learning strategies, specifically on timely and consistent feedback to students and parents concerning academic progress
- Related SOL standards to bell ringers
- Provided professional development opportunities throughout the year to enhance curriculum and instruction
- SOL scores are shown in the table below

Accreditation Pass Rates		
	2011-12	2012-13
Mathematics (overall)	70	73
Algebra I	77	59
Geometry	65	73
Algebra II	75	95

## USE DATA TO ASSESS AND REVISE INDIVIDUAL INSTRUCTIONAL STRATEGIES

Holston High School  
2012–2013

OBJECTIVE: Use data to assess and revise individual instructional strategies

Indicators:

- Performed a comparison analysis between Benchmark Test results and SOL results to identify poor performing student performance and areas for instructional improvement
- Provided remediation and tutoring based on the data comparison analyses
- Utilized Assessment for Learning strategies based on formative assessment data
- Provided collaboration opportunities for all staff members to improve instructional practices
- Performed a comparison analysis between block classes and yearlong classes to understand the effects of instructional time on SOL pass rates. The analysis is shown in the table below

<b>Block Classes----- Algebra I</b>			
<b>Teacher</b>	<b>Number Tested</b>	<b>Number Passing</b>	<b>Percentage</b>
Teacher L-Fall	21	15	71%
Teacher L-Spring	8	5	63%
<b>Total</b>	<b>29</b>	<b>20</b>	<b>69%</b>
<b>Year-Long Classes----- Algebra I</b>			
<b>Teacher</b>	<b>Number Tested</b>	<b>Number Passing</b>	<b>Percentage</b>
Teacher L	8	5	63%
Teacher B	7	1	14%
<b>Total</b>	<b>15</b>	<b>6</b>	<b>40%</b>

<b>Block Classes---Geometry</b>			
<b>Teacher</b>	<b>Number Tested</b>	<b>Number Passing</b>	<b>Percentage</b>
Teacher L-Fall	12	8	67%
Teacher A-Spring	11	9	82%
Teacher G-Spring	20	14	70%
Teacher L-Spring	11	10	91%
<b>Total</b>	<b>54</b>	<b>41</b>	<b>76%</b>
<b>Yearlong Classes---Geometry</b>			
<b>Teacher</b>	<b>Number Tested</b>	<b>Number Passing</b>	<b>Percentage</b>
Teacher L	14	12	86%
Teacher B	2	1	50%
Teacher R	5	0	0%
<b>Total</b>	<b>21</b>	<b>13</b>	<b>62%</b>

<b>Block Classes---Biology</b>			
<b>Teacher</b>	<b>Number Tested</b>	<b>Number Passing</b>	<b>Percentage</b>
Teacher D---Fall	26	24	92%
Teacher D---Spring	25	18	72%
<b>Total</b>	<b>51</b>	<b>42</b>	<b>82%</b>
<b>Yearlong Classes--- Biology</b>			
<b>Teacher</b>	<b>Number Tested</b>	<b>Number Passing</b>	<b>Percentage</b>
Teacher D	10	10	100%
<b>Total</b>	<b>10</b>	<b>10</b>	<b>100%</b>

<b>Block Classes---U.S. History</b>			
<b>Teacher</b>	<b>Number Tested</b>	<b>Number Passing</b>	<b>Percentage</b>
Online--Fall	2	2	100%
Teacher B---Fall	19	19	100%
Teacher B---Spring	17	17	100%
Online---Spring	2	2	100%
<b>Total</b>	<b>40</b>	<b>40</b>	<b>100%</b>
<b>Yearlong Classes--- U.S. History</b>			
<b>Teacher</b>	<b>Number Tested</b>	<b>Number Passing</b>	<b>Percentage</b>
Teacher M	3	0	0%
Teacher B	22	20	91%
Teacher E	9	8	89%
<b>Total</b>	<b>34</b>	<b>28</b>	<b>82%</b>

<b>Block Classes----- Writing</b>			
<b>Teacher</b>	<b>Number Tested</b>	<b>Number Passing</b>	<b>Percentage</b>
Teacher C---Fall	32	26	81%
Teacher C-Spring	39	30	77%
<b>Total</b>	<b>71</b>	<b>56</b>	<b>79%</b>
<b>Year-Long Classes----- Writing</b>			
<b>Teacher</b>	<b>Number Tested</b>	<b>Number Passing</b>	<b>Percentage</b>
Teacher B	13	13	100%
<b>Total</b>	<b>13</b>	<b>13</b>	<b>100%</b>

**PROFESSIONAL DEVELOPMENT**  
Holston High School  
2012–2013

OBJECTIVE: Provide training and professional development that will enable staff to write and accomplish foals in accordance with eh new teacher evaluation procedure.

Indicators:

- Provided teachers with resource material including a copy of the book *Student Achievement and Goal Setting* by James Stronge that was used as a guide
- Provided demonstrations of how to complete each evaluation process using TalentEd
- Provided individual administrative consultations with teachers to explain and answer questions regarding goal writing, appropriateness of proposed assessment materials, and timelines
- Advised instructional departments on the process of correctly writing a SMART goal as stated in the VDOE Uniform Standards for Teacher Evaluation
- Assisted in the development of common instructional student progress goals and assessments within instructional departments during professional development sessions
- Assisted in the development of rubrics to assess students' progress