

VHS Strategic Measures of Student Success

Due to the cancellation of Spring 2020 testing and reduced testing in 2021, there will be no color coding of results for 2021. Use caution when comparing scores from 2017-2019 with 2021 scores.									
Focus Area	Actions	Measure	Grade	Score Attainment					Target
				2019	2020	2021	2022	2023	2024
Literacy	1. Use MAP and common formative assessment data to target instruction, identify interventions, and develop SOAR offerings to meet student needs. 2. Integrate Independent Silent Reading (ISR) assessments in English/Language Arts classes to improve reading fluency, reading stamina, and vocabulary acquisition and use. 3. Use the assessment cycle in content area collaboration to improve proficiency and growth for all students. 4. Incorporate content area reading samples weekly and on summative assessments to increase reading at or above grade level for all students. 5. Incorporate on demand writing samples weekly and on summative assessments to increase synthesis of ideas for all students. 6. Use MAP assessment data for teacher/content team/student goal setting at each MAP assessment to improve student achievement and growth.	National percentile ranking on the MAP Reading Growth assessment (2020 = Winter 2020) (2021 = Spring 2021)	9		78.0	75.0	80.0	80.0	80.60
			10		-	80.0	84.0	88.0	88.36
		School Conditional Growth Percentile on the MAP Reading Growth assessment (2020 = Fall 2019 to Winter 2020) (2021 = Fall 2020 to Spring 2021)	9		14.0	27.0	45.0	89.0	89.33
			10		-	16.0	85.0	99.0	99.03
		% of students reading on or above grade level on the Georgia Milestones American Lit EOC	11	84.0	Waived	66.0	80.0	82.0	82.54
		% of students scoring at Developing Learner or above on the Georgia Milestones American Literature EOC	11	89.6	Waived	71.0	89.0	89.0	89.33
		% of students scoring at Proficient Learner or above on the Georgia Milestones American Literature EOC	11	60.4		31.0	54.0	49.0	50.53
% of students demonstrating typical growth or higher on the American Literature EOC	11	83.5		N/A	-		-		
Math Proficiency	1. Use MAP and common formative assessment data to target instruction, identify interventions, and develop SOAR offerings to meet student needs. 2. Identify and incorporate DOK level 3-4 questions and problems to increase rigor in formative and summative assessments for all students. 3. Use the assessment cycle in content area collaboration to improve proficiency and growth for all students. 4. Use MAP assessment data for teacher/content team/student goal setting at each MAP assessment to improve student achievement and growth.	National percentile ranking on the MAP Math Growth assessment (2020 = Winter 2020) (2021 = Spring 2021)	9		79.0	77.0	82.0	77.0	77.69
			10		14.0	84.0	84.0	85.0	85.45
		School Conditional Growth Percentile on the MAP Math Growth assessment (2020 = Fall 2019 to Winter 2020) (2021 = Fall 2020 to Spring 2021)	9		63.0	48.0	78.0	81.0	81.57
			10		3.0	67.0	92.0	96.0	96.12
		% of students scoring at Developing Learner or above on the Georgia Milestones Algebra I EOC	9	92.3	Waived	80.0	80.0	80.0	80.60
		% of students scoring at Proficient Learner or above on the Georgia Milestones Algebra I EOC	9	52.8	Waived	37.0	-	37.0	38.89
		% of students demonstrating typical growth or higher on the Algebra I EOC	9	97.0	Waived	N/A	-		-
High School Graduates & Career Ready	1. Identify and track at-risk students and counsel/monitor proper placement to increase four-year and five-year graduation rates. 2. Use AP/College Board content resources, mock testing, professional learning, and teacher/student goal setting to increase AP enrollment, growth, and achievement. 3. Use CTAE crosswalks, vertical alignment, and district collaboration to identify gaps between standards and assessment objectives	% of graduates in the four year cohort	12	89.0	96.7	95.2	-	-	
		% of graduates in the five year cohort	12	92.6	IP		-	-	
		% of graduates eligible to receive the HOPE scholarship	12	53.4	54.3	62.1	-	-	
		% of 12th-grade students entering TCSG/USG without needing remediation; achieving a readiness score on the ACT, SAT, two or more AP exams; passing a pathway-aligned end of pathway assessment resulting in a national or state credential; or completing a work-based learning program	12	75.4	Waived for 2020		-	-	
		% of 12th-grade students earning credit for accelerated enrollment via Dual Enrollment or Advanced Placement courses	12	100.0			-	-	

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High Student College &	between standards and assessment objectives, improving EOPA achievement and work-based learning development. 4. Use the advisement process, counseling procedures, and advisory councils to educate students and parents on varied pathways and pathway completion.	% of 12th-grade students completing an advanced, CTAE, fine arts, or World Language pathway.	12	80.1	Waive		-		-
		% of 10th-grade students meeting English Reading Writing benchmark on PSAT	10	70.0	Waive	70.0	-		-
		% of 10th-grade students meeting Math benchmark on PSAT	10	40.0		42.0	-		-
		Average ACT composite score	9-12	22.4	21.8	23.0	-		-
		Average SAT composite score	9-12	1100	1083	1094	-		-

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Safety	1. Review, evaluate, and implement the schoolwide safety plan, facility procedures, and student supervision plan. 2. Implement monthly safety drills and unannounced added drills. 3. Use progressive discipline, alternative discipline, and PBIS processes to positively impact weighted suspension. 4. Use PBIS procedures and student incentives to positively impact overall student discipline rates.	% of students reporting feeling safe at school	9-12	77.4	Waived	-	-		-
		Safe and Substance Free Learning Environment Climate Rating	9-12	88.7		-	-		-
		Student Discipline Climate Rating (Weighted Suspension)	9-12	82.1		-	-		-
Attendance	1. Review monthly attendance data through the attendance committee to identify trends and support structures for increased student attendance. 2. Incentivize and reward student and staff attendance at the quarter and semester.	% of students absent less than 10% of enrolled days	9-12	91.6		68.8	-		-
		Teacher attendance rate	All	96.5	Waived	-	-		-
		Staff attendance rate	All	93.1		-	-		-
		Administrator attendance rate	All	97.5		-	-		-
All Students on Track for Success	1. Monitor SMOSS actions/TKES goals in content teams, through monthly presentations at faculty collaboration, and through Better Seeking Team to increase overall achievement and growth for students and staff. 2. Identify and incorporate DOK level 3-4 questions and problems to increase rigor in formative and summative assessments for all students. 3. Use the assessment cycle in content area collaboration to improve proficiency and growth for all students. 4. Use common formative assessment data to target instruction, identify interventions, and develop SOAR offerings to meet student needs.	CCRPI Score	All	86.5		Waived for 2020	-	-	
		% of students scoring at Developing Learner or above on the Georgia Milestones Biology EOC	9	86.8	81.0		86.0	88.0	88.36
		% of students scoring at Proficient Learner or above on the Georgia Milestones Biology EOC	9	62.3	51.0		65.0	64.0	65.08
		% of students scoring at Developing Learner or above on the Georgia Milestones US History EOC	11	90.9	82.0		56.0	78.0	78.66
		% of students scoring at Proficient Learner or above on the Georgia Milestones US History EOC	11	68.9	56.0		19.0	42.0	43.74

Prior year results are color coded to signify whether a target was met (green), performance improved but target was not met (yellow), or performance did not improve and target was not met (red). Any measure where performance reaches 90% will be coded green, regardless of prior year performance.