

WEBSTER GROVES SCHOOL DISTRICT STUDENT SUCCESS DATA AREA REPORT

2014-15 School Year Data

Presented on November 9, 2015

Data Celebrations

- Highest % of students scoring proficient or advanced in ELA, Science, and Social Studies since MAP originated
- Second highest % of students scoring proficient or advanced in Mathematics since MAP originated
- District APR among highest in the state
- High attendance and graduation rates
- 11th Grade ACT average composite high compared to local school districts

Data Celebrations

- Highest number of AP exams taken in school history
- Highest average AP score (all exams taken) in WGHS history
- WGHS has gone from 0 (2009) to 94 (2015) students taking a science AP exam
- Decrease in % of students suspended
- Significant increase in the % of African-American students participating in weighted classes

Data Celebrations

- Highest number of graduates taking the ACT.
- Increase in students participating in Experiential Learning classes and opportunities
- Significant increase in students participating in the district's science fair
- Increase in the % graduates who attend post secondary education or training, are in the military, or who complete a Department-approved Career Education program and are placed in an occupation directly related to their training

Critical Issues

- Supporting staff in designing contexts, opportunities, and spaces for learning that promote membership, collaboration, creativity, challenge, critical thinking, and high levels of authentic engagement.
- Improved performance on MAP, ACT, and other standardized measures including students in the “super subgroup.”
- Continue strengthening Tier 2 and Tier 3 levels of support for schools implementing PBIS.
- Consistent reporting of infractions across elementary schools.

DATA MEASURES: 14-15 AND MULTI-YEAR

Strategic Planning Indicators

- 14/15: Arrow indicates an increase or decrease in the measure from the 13-14 school year.
- Level (E, S, and U): The current level of performance has been classified as “excellent,” “satisfactory,” or “unacceptable.” The graphs in “Supporting Data” will help explain the classifications.
- Multi-Year Trend: Arrow indicates an upward or downward trend in the measure over multiple years.

Student Success Data	14-15	Level (E, S, U)	Multi- Year Trend
Annual Performance Rate – Total Score	↑	E	↑
MAP – English (Total)	*	*	*
MAP – English (Super Subgroup)	*	*	*
MAP – Math (Total)	*	*	*
MAP – Math (Super Subgroup)	*	*	*
MAP – Science (Total)	↑	E	↑
MAP – Science (Super Subgroup)	↓	S	↑
MAP – Social Studies (Total)	↑	E	↑
MAP – Social Studies (Super Subgroup)	↑	S	↓
Graduation Rate	→	E	↑
Attendance Rate	↓	E	↑

* The data for these content areas is listed in the “Supporting Data” section. Since the data can’t be compared to previous years, trend line data and classifications for ELA and Math aren’t given.

Student Success Data	14-15	Level (E, S, U)	Multi- Year Trend
% Sts Scoring Above Standard on ACT, SAT, COMPASS, or ASVAB	↓	E	↑
% Grads Earning Qualifying Score on AP or Qualifying Grade in AP, Dual Credit, etc.	↑	E	↑
% Grads attending post-secondary ed. or training, are in military, or in occupation directly related to career ed. program in HS	↑	E	↑
*ACT Composite (2015 Graduates Taking ACT)	↓	E	↓
Average score AP exams	↑	E	↑
% Sts in grades K-5 reading at or above “grade level”	↓	E	↑
% HS students involved in extra-curricular activities at school	↑	S	↑

*Starting in 14-15, the ACT was offered free during the school day to all 11th grade students and they are expected to participate unless a school team decides otherwise.

Student Success Data	14-15	Level (E, S, U)	Multi-Year Trend
% Sts attending college	↑	E	↑
% Sts in dual credit courses	→	E	↑
% Sts suspended	↓	E	↓
SAT Verbal/Reading	↑	*	↓
SAT Writing	↓	*	↓
SAT Math	↑	*	↓

*Given the limited number of students who take the SAT (39 lastyear), the data is currently used as informational.

Thematic Goals

In order to accomplish the district's Mission and new Vision Statements, the following thematic goals will focus our strategic plan for the future:



A Culture of
Innovation



Personalized
Learning



Sustainability




Communication

If I Were In Charge of the World

If I were in charge of the world

I'd cancel homework,

commercials on tv, 

breakfast, and also, chairs at school



WIFI

If I were in charge of the world

There'd be wifi everywhere,

wild animals running free, and

flying cars.



If I were in charge of the world

You wouldn't have angry.


You wouldn't have stop lights.

You wouldn't have crying.

Or "stop being mean to your brother."

You wouldn't even have brothers.



If I were in charge of the world chocolate chip cookie ice cream sandwich would be a vegetable 

All food would be healthy,

And a person who sometimes forgot to go to school

And sometimes forgot to wear shoes,

Would still be allowed to be

In charge of the world.



Innovation: *Discussion, Collaboration, and Experimentation with New and Different Practices*



Innovation: *Pursue Healthy Lifestyles*



Innovation: *Recognize Innovative Practices*



Innovation: *Qualitative Research for Continuous Learning*



Personalized Learning: *Come Together to Discuss and Experiment with How to Make Learning Relevant, Challenging, and Rewarding For Learners*



Personalized Learning: *Design Learning Opportunities That Help Students Pursue Their Passions*



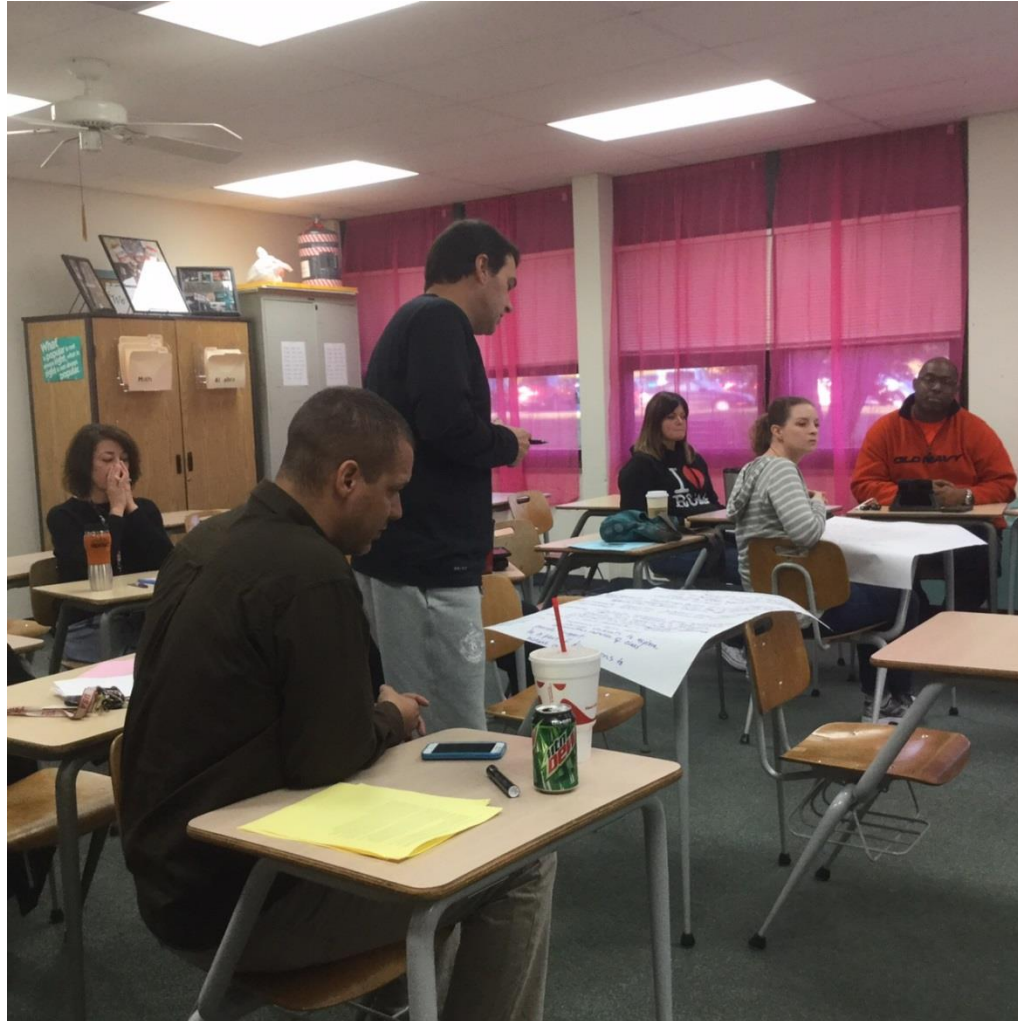
Personalized Learning : *Experiential Learning*



Personalized Learning : *Adaptable Spaces*



Sustainability: *Globally-minded Pedagogies, Curriculum, and Practices*



Sustainability: *Develop In-Kind Partnerships*



Sustainability: *Educate the Community on How to Support Sustainability Efforts.*



Sample of Actions to promote Student Learning and Success

- Vertical Collaboration
- Short/Long Term Learning Opportunities
- Social Justice Cohorts
- STEAM Workshop
- Peer Mentor Programs
- Increase AP offerings
- Weekly Twitter Chats
- Personalized Professional Learning Opportunities
- Google Classroom
- Analyzing ACT data with WGHS
- Webster Challenge
- New Teacher Program (2 Year)
- Coordinator Fellowship Program
- Response to Intervention (RtI)
- Continue to hire and develop outstanding teaching, administrative, and support staff.
- Nurture and develop the affective needs of students in support of their personal and academic success.
- Continue to grow and/or develop our facilities and infrastructure to provide the opportunity for high-quality learning.

Actions to promote Safe and Healthy Lifestyles

- Rachel's Challenge at Hixson
- Caring Communities Anti-Bullying Program at All Elementary Schools
- Revised Student Services Web Site
- Partnerships with Several St. Louis County Children's Service Fund Agencies
- Parent meetings regarding Safe and Healthy lifestyles (Hixson and High School) and Cyber bullying (Hixson)
- High School committee on Safe and Drug Free
- Preferred Family Health providing drug prevention activities and assessments
- NCADA partnership (TryPod, Drug/alcohol assessments and counseling)
- Implementation of PBIS (Positive Behavior Intervention and Supports) at Avery, Bristol, Clark, Hudson, Computer School, Steger, Hixson and High School
- District-wide PBIS committee
- "Conscious Discipline" program implementation at Edgar Road
- Clark's consistent implementation of "High Five"
- District Wellness Fair as part of Run 4 Webster
- WGHS Parent Night on dangers of prescription drug abuse
- Walk and Ride to School events at elementary level

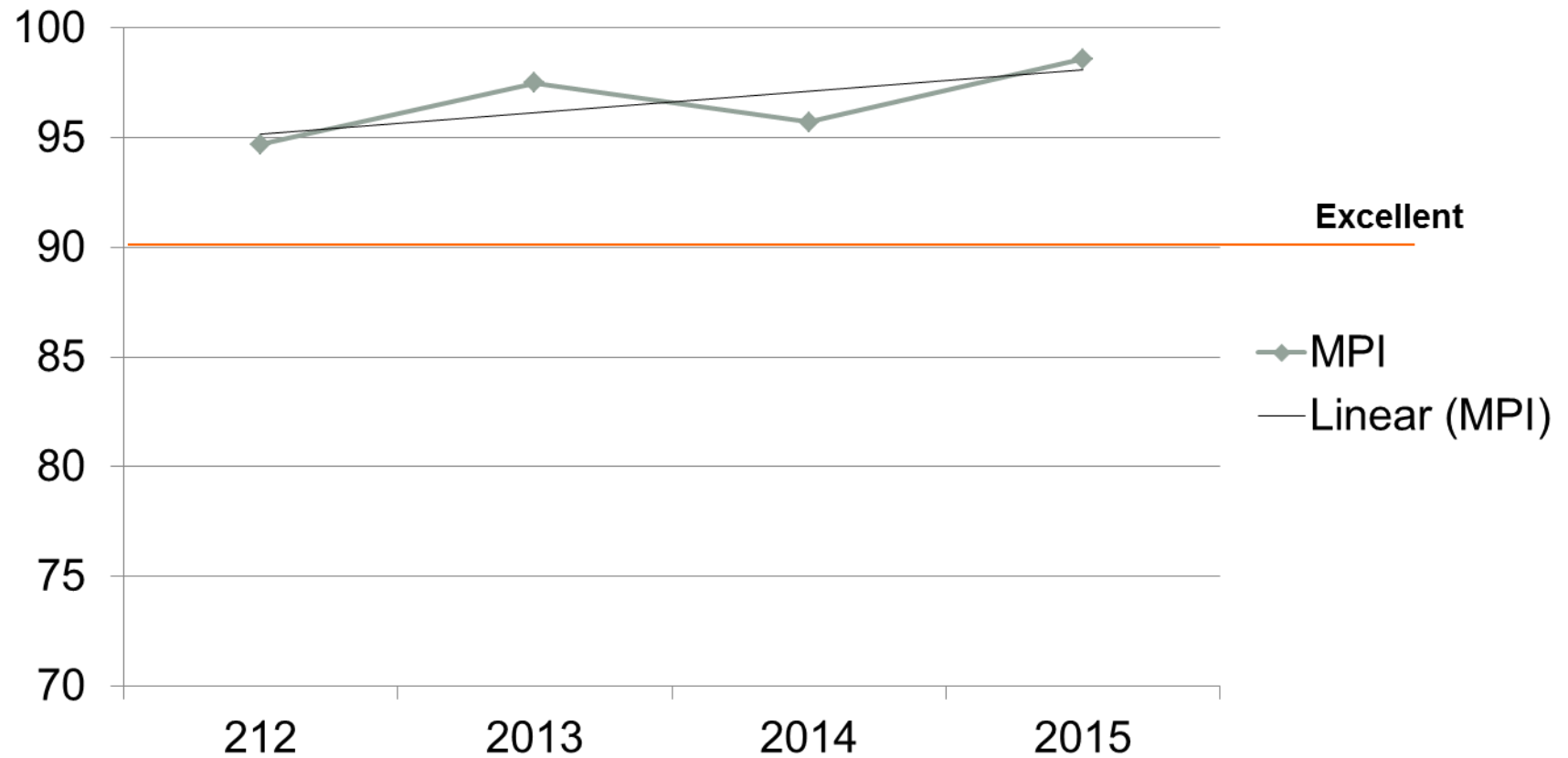
Actions to promote Safe and Healthy Lifestyles (continued)

- Peer mediators at Hixson
- Brochure created by Webster Groves police department and available at schools
- Red Ribbon Week
- WGHS Drunk Driver extrication
- DEA Drug Take Back Program advertised on district web site
- “Report a Concern” feature on Hixson web site
- Safe schools hotline at WGHS
- Principals having direct conversations with students in classes about expectations of safe and healthy lifestyles
- Drug dogs
- Hixson Health Fair
- WGHS Future Leaders
- Lessons on healthy lifestyles included in elementary and middle school summer programs

QUESTIONS OR COMMENTS

SUPPORTING DATA

MPI



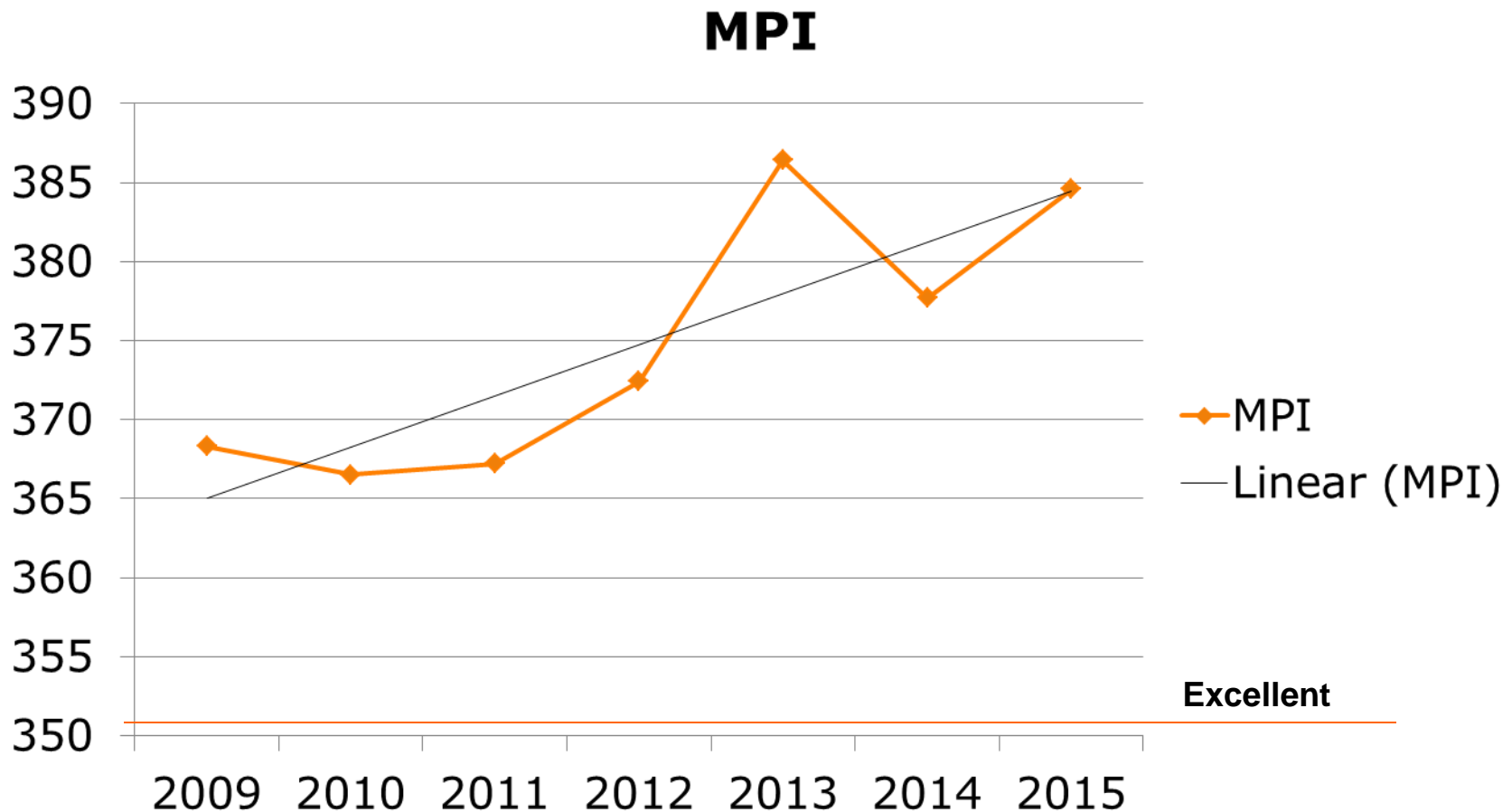
APR Total

2015 ELA and Math Data

Content	Group	MPI	%Advanced/Proficient
ELA	Total	400.9	77.4
ELA	Super Subgroup	322.7	50.6
Math	Total	380.9	67.9
Math	Super Subgroup	293.4	39.4

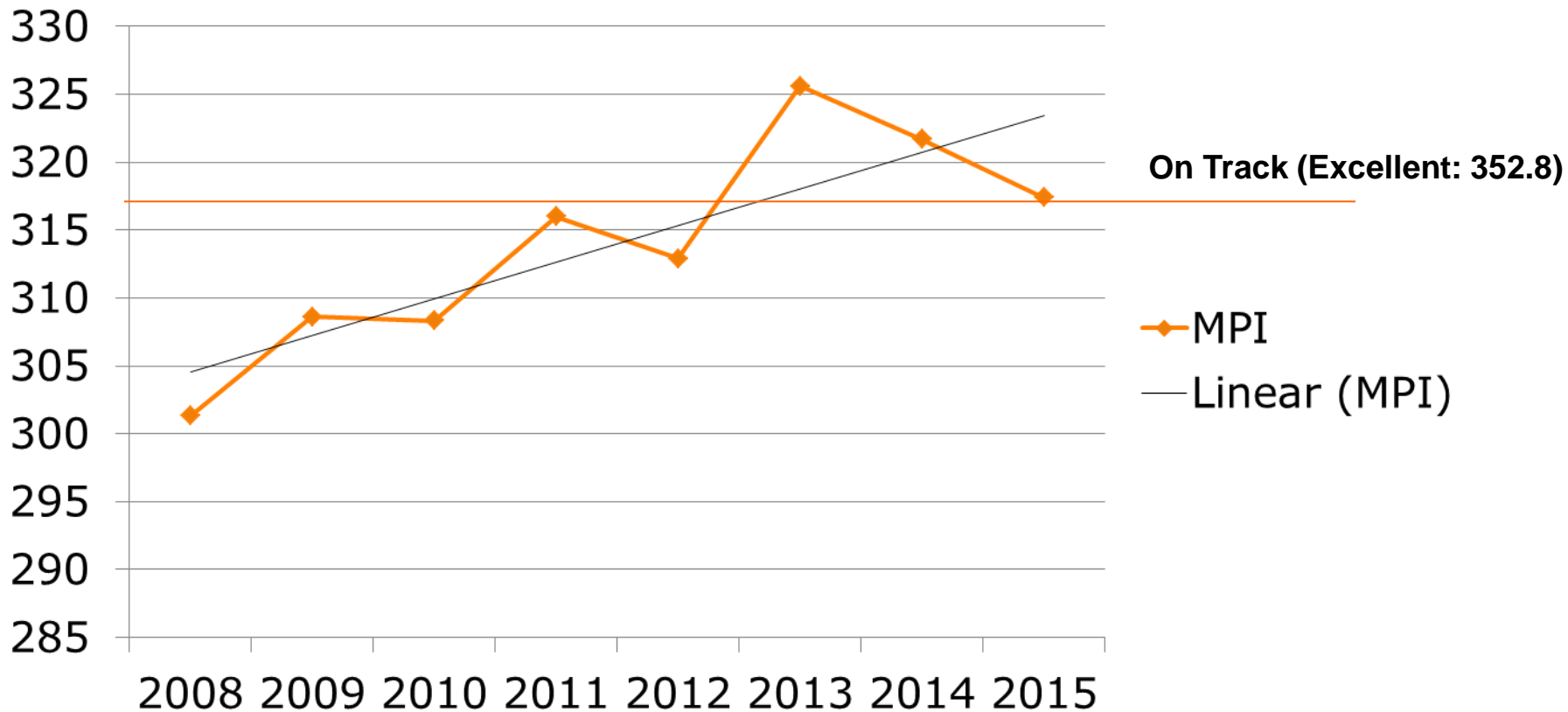
The 2015 MAP Assessments in 3rd-8th grade can't be compared to the results from previous years. DESE stated, "Comparing the new test with the old would be like comparing a student's performance in running a mile with swimming a mile. While both tests are measured by time, the swim(test) could not be used to determine if a student improved as a runner. Each test has different knowledge and skills, therefore, proficiency levels cannot be compared." **For this reason, the data above was not placed on a line graph with prior year's data.**

Science MAP Data: Total



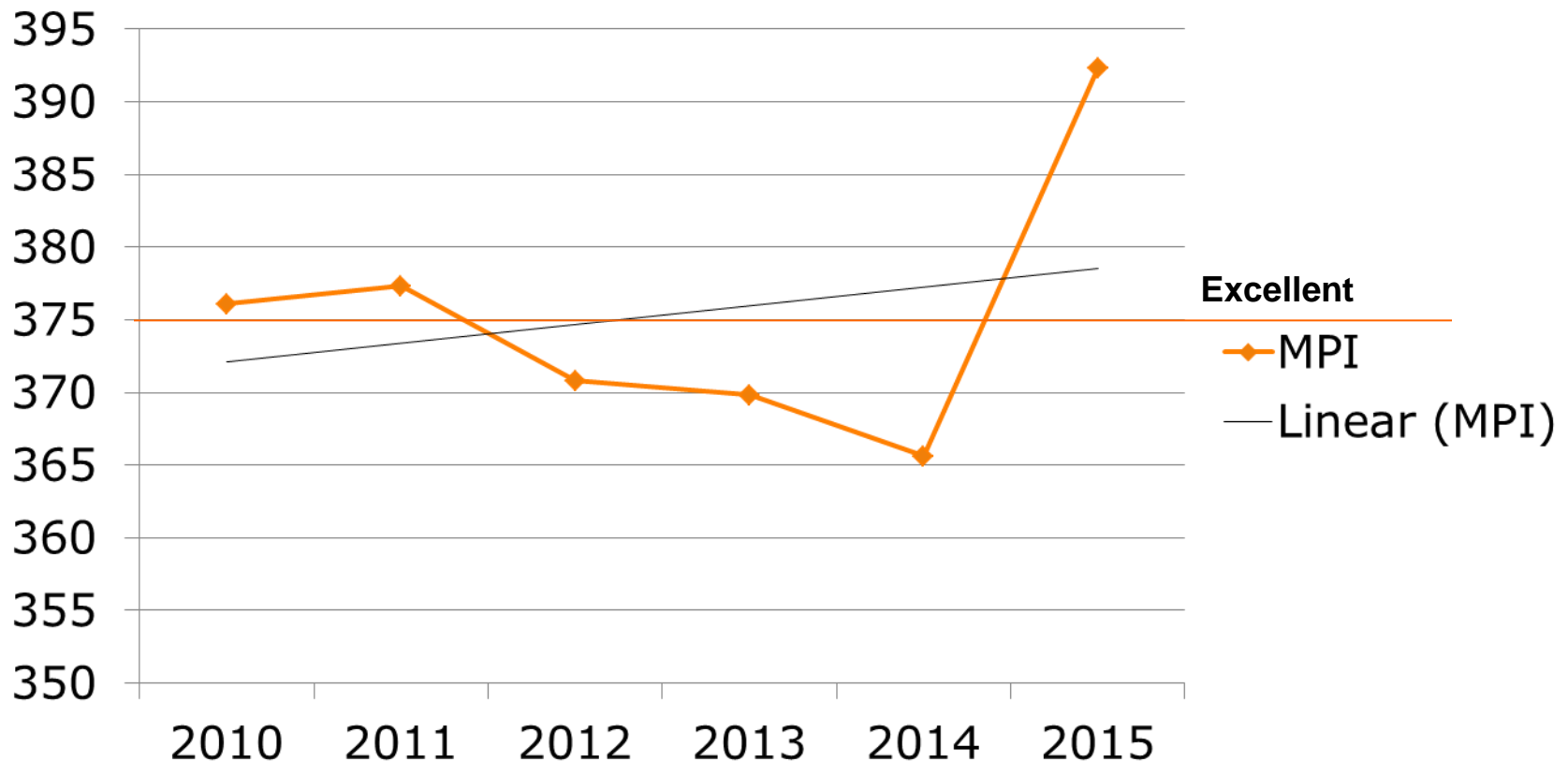
Science MAP Data: Super Subgroup

MPI



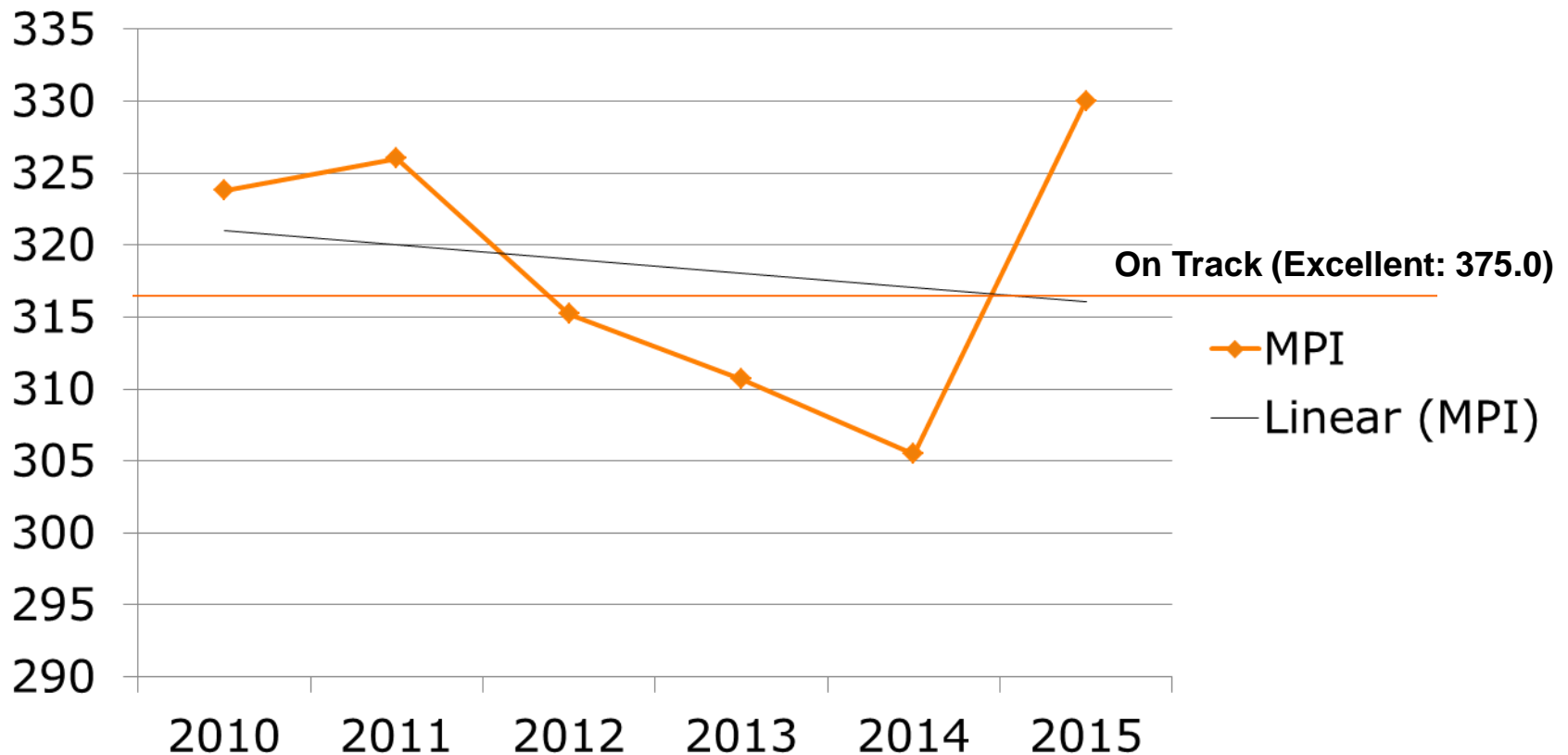
SS Map Data: Total

MPI

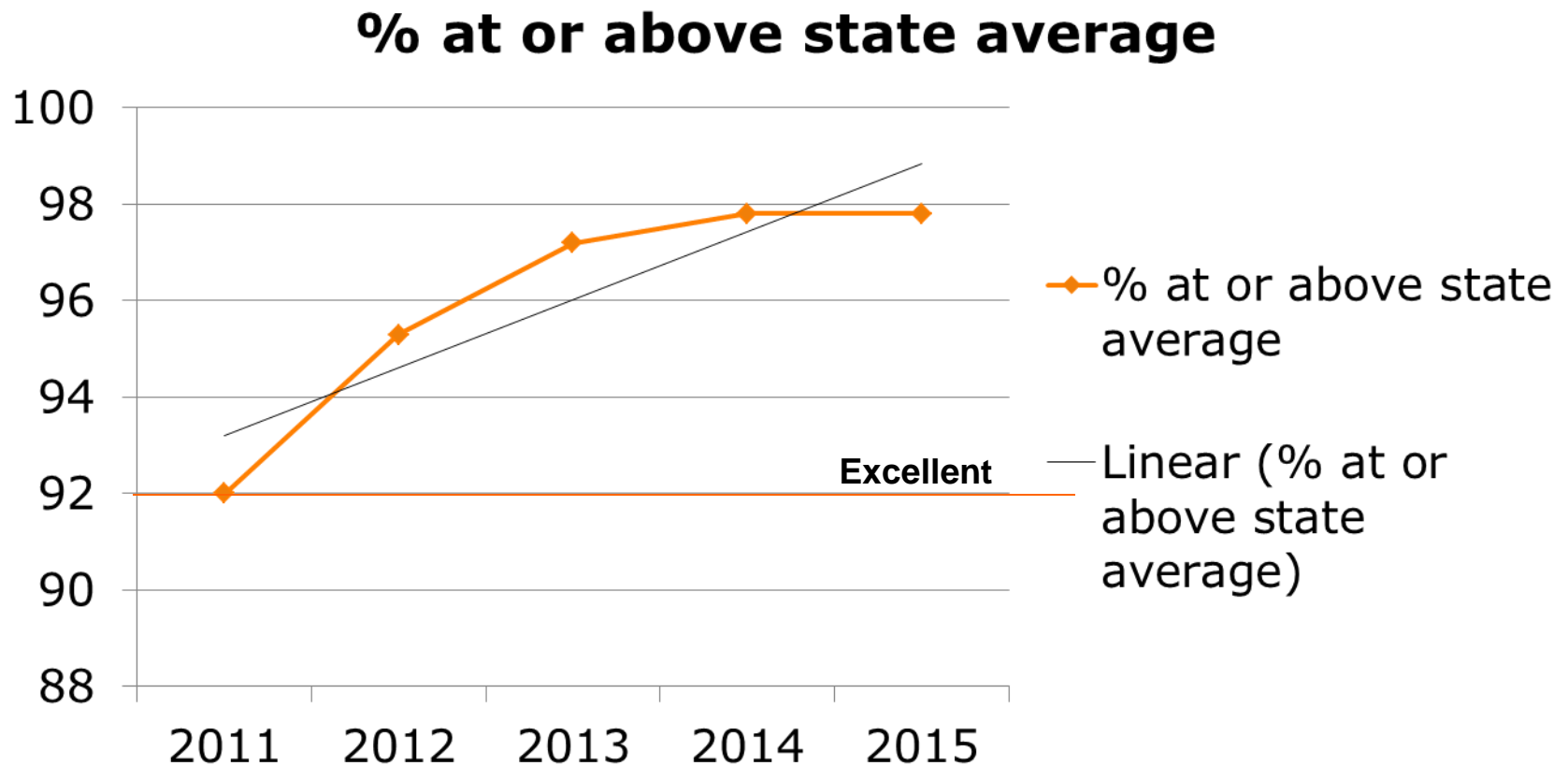


SS Map Data: Super Subgroup

MPI

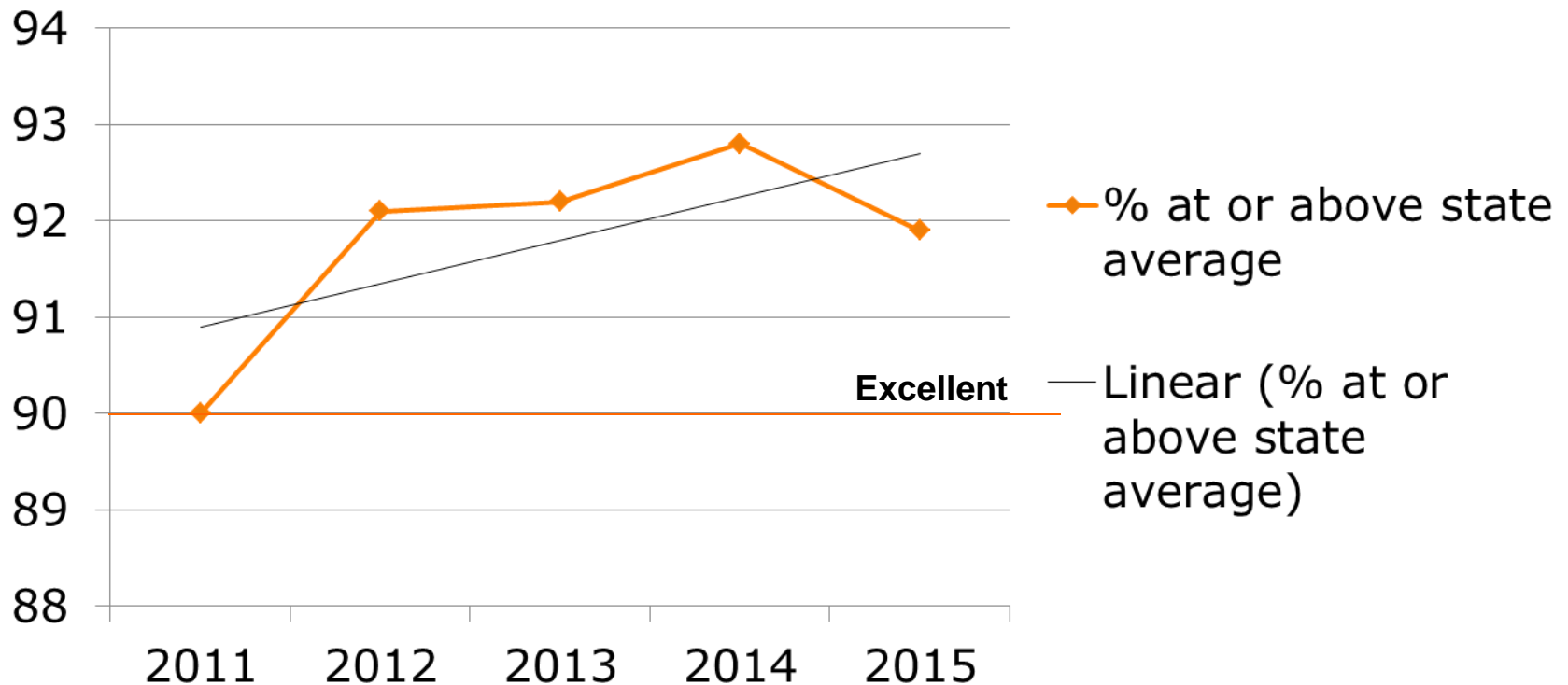


Graduation Rate: % of students graduating



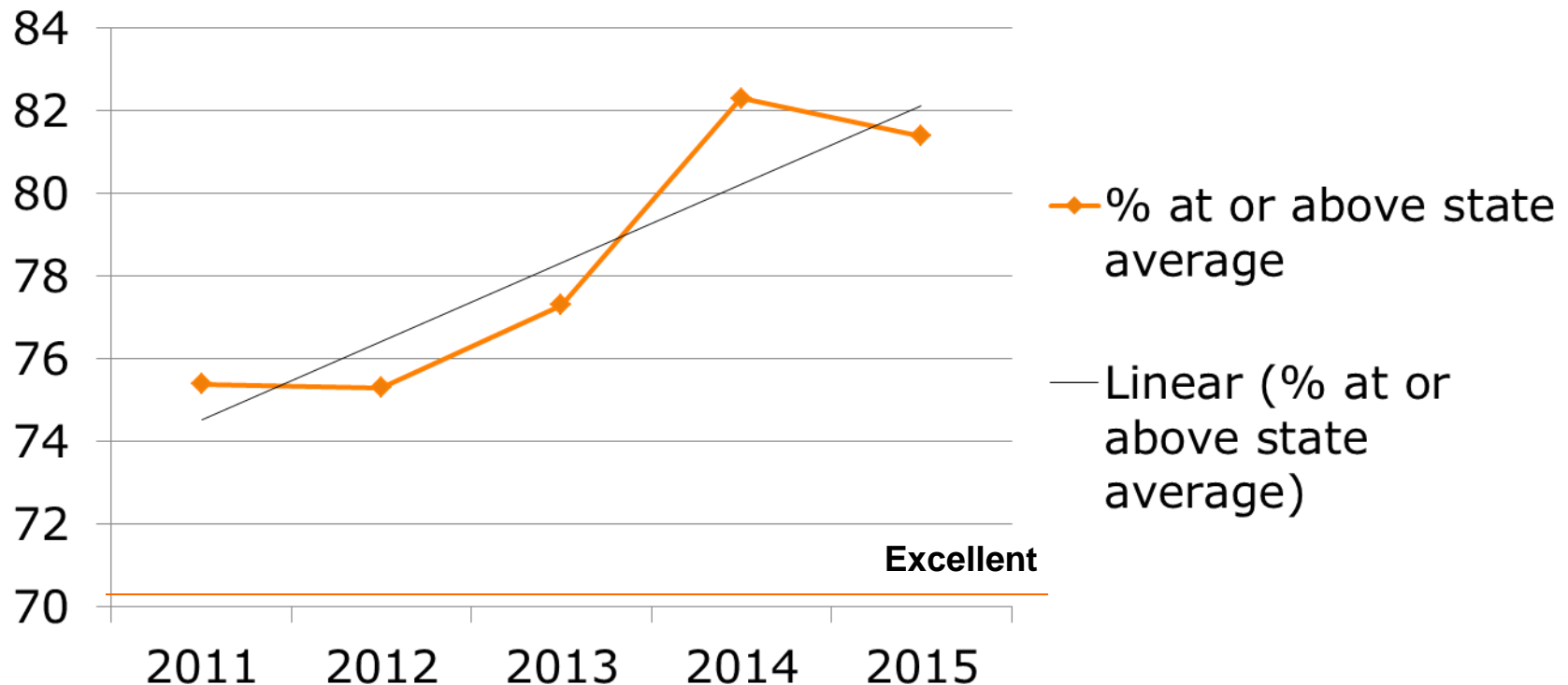
Attendance: % of students attending school at least 90% of the time

% at or above state average

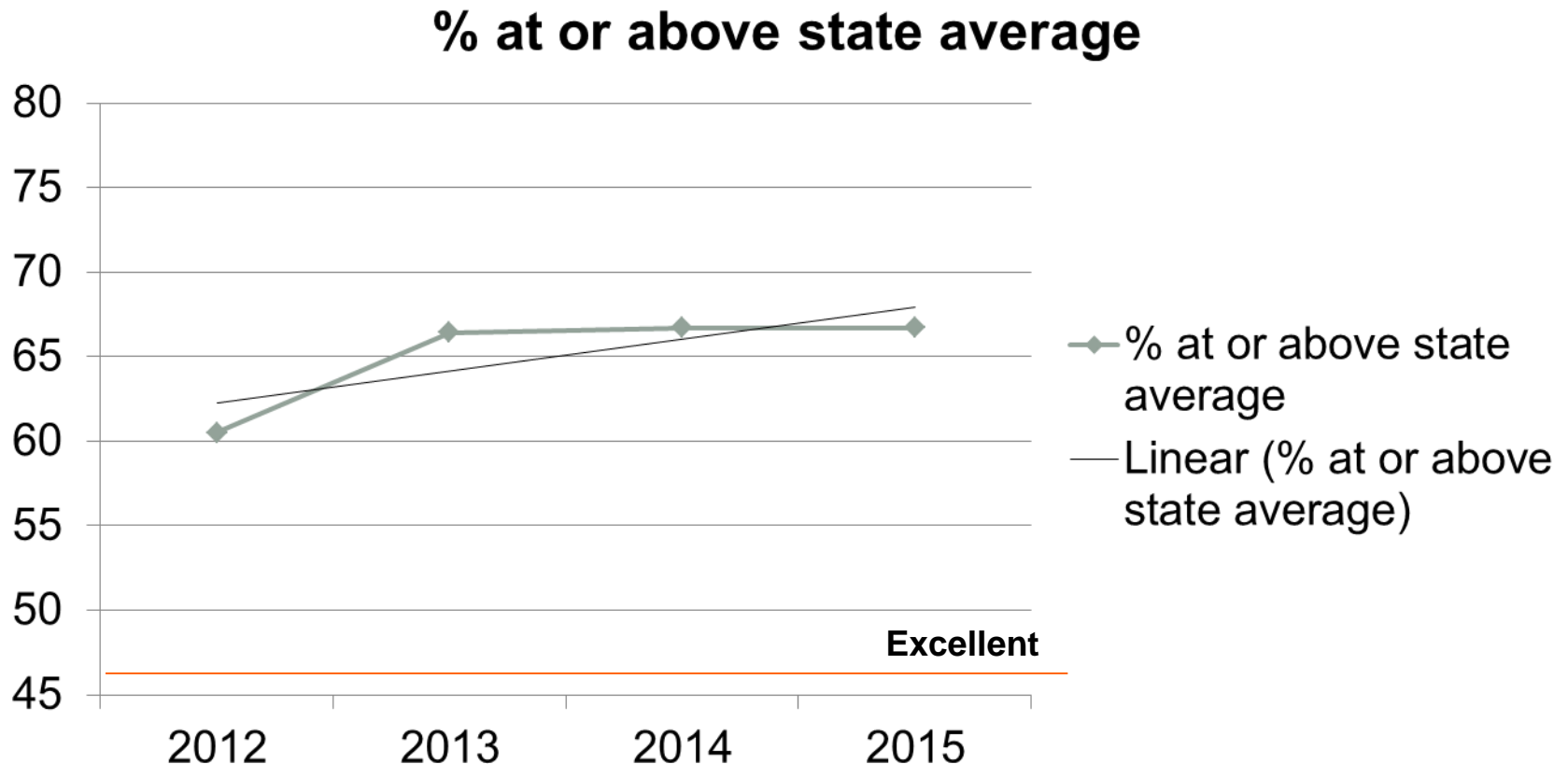


CCR 1-3: % graduates scoring above state standards on ACT, SAT, COMPASS, or ASVAB

% at or above state average

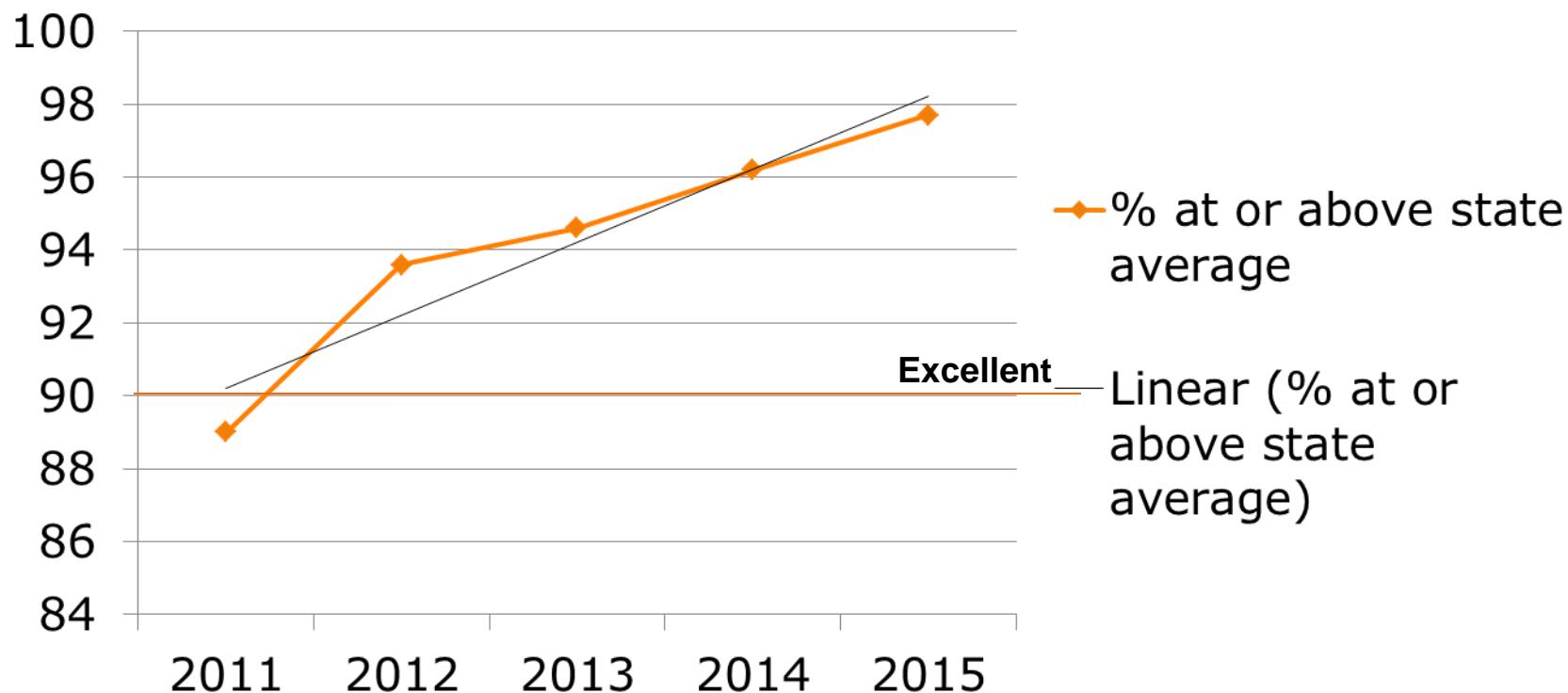


CCR 4: % graduates who earn qualifying score on the AP, IB, or TSA assessments or a qualifying grade in AP, IB, early college, dual enrollment, or approved dual credit course

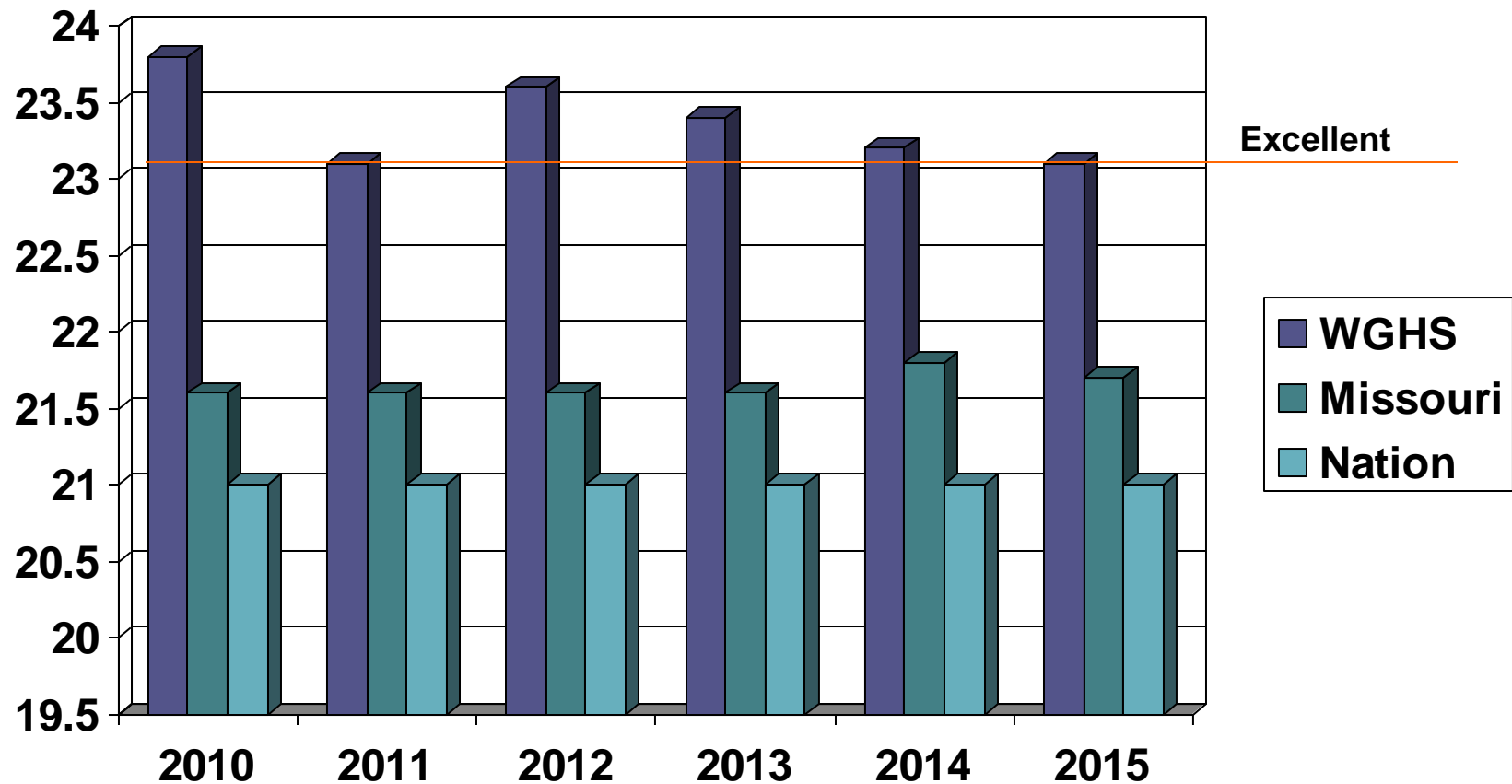


CCR 5-6: % graduates who attend post secondary education or training, are in the military, or who complete a Department-approved Career Education program and are placed in an occupation directly related to their training

% at or above state average



High Achieving Students: ACT Scores (composite)

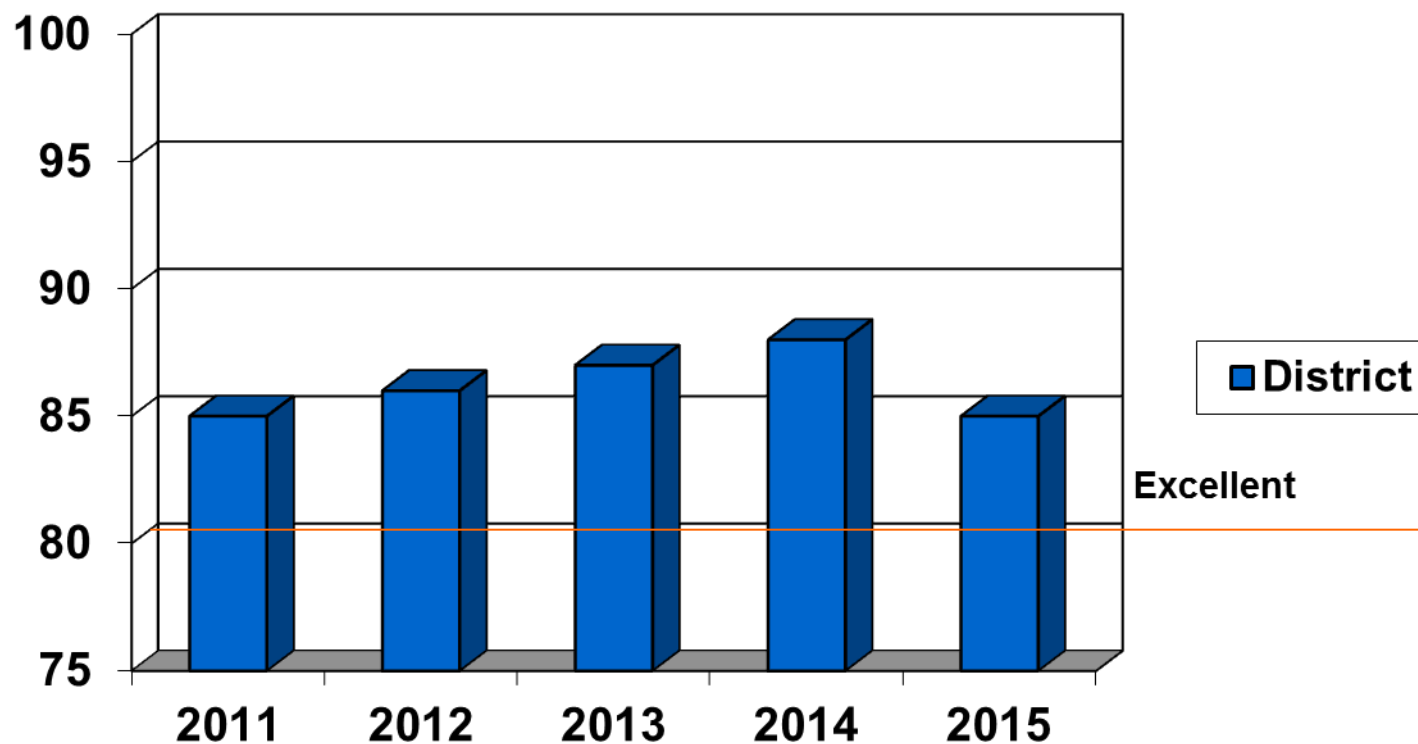


AP Scores – Individual Tests

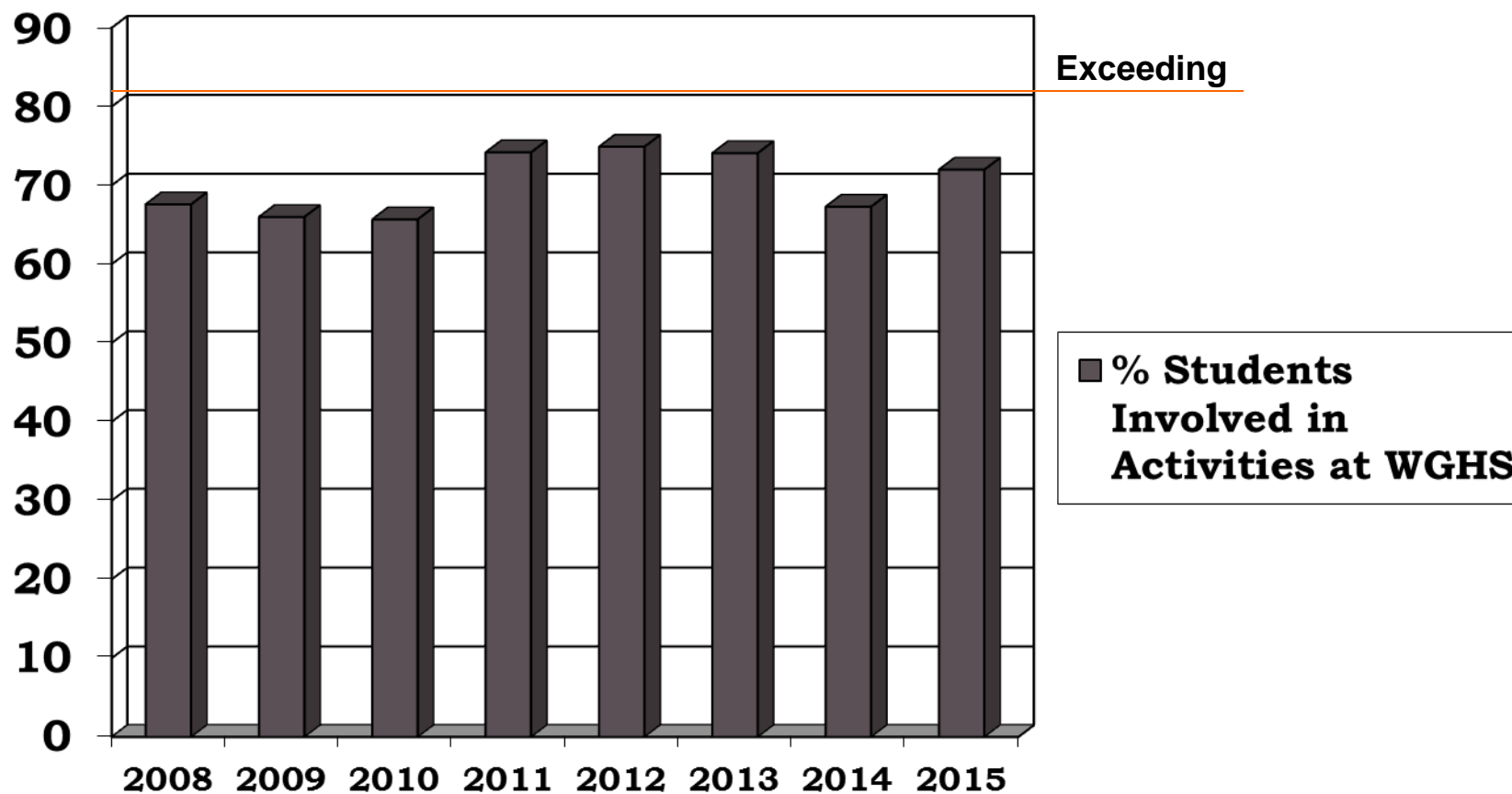
	Subject	2015 Test Results		
Division	Test	Students Tested	Avg. Score	%3 or higher
Social Studies	US History	23	3	74
	European History			
	Psychology	33	3.97	91
	World History			
	US Govt/Politics	1	2	0
English	Eng Lit/Comp	52	3.04	75
	Eng Lang Comp	35	3.29	77
Math	Calculus AB	52	4.15	94
	Calculus BC	2	5	100
Foreign Lang.	Spanish	6	3.83	100
	Spanish Lit			
	German	7	3.71	100
	French	1	5	100
Science	Biology	2	4	100
	Physics 1	58	3	69
	Physics B (2)	19	3.47	79
	Physics C: Mechanics	4	4	100
	Physics C: Electricity	4	3.5	75
	Chemistry	7	4	85
Other	Art			
	Computer Science	2	2.5	50
	Microeconomics			
	Macroeconomics			
	Total	308	3.69	81

Excellent: 3.5 and Above

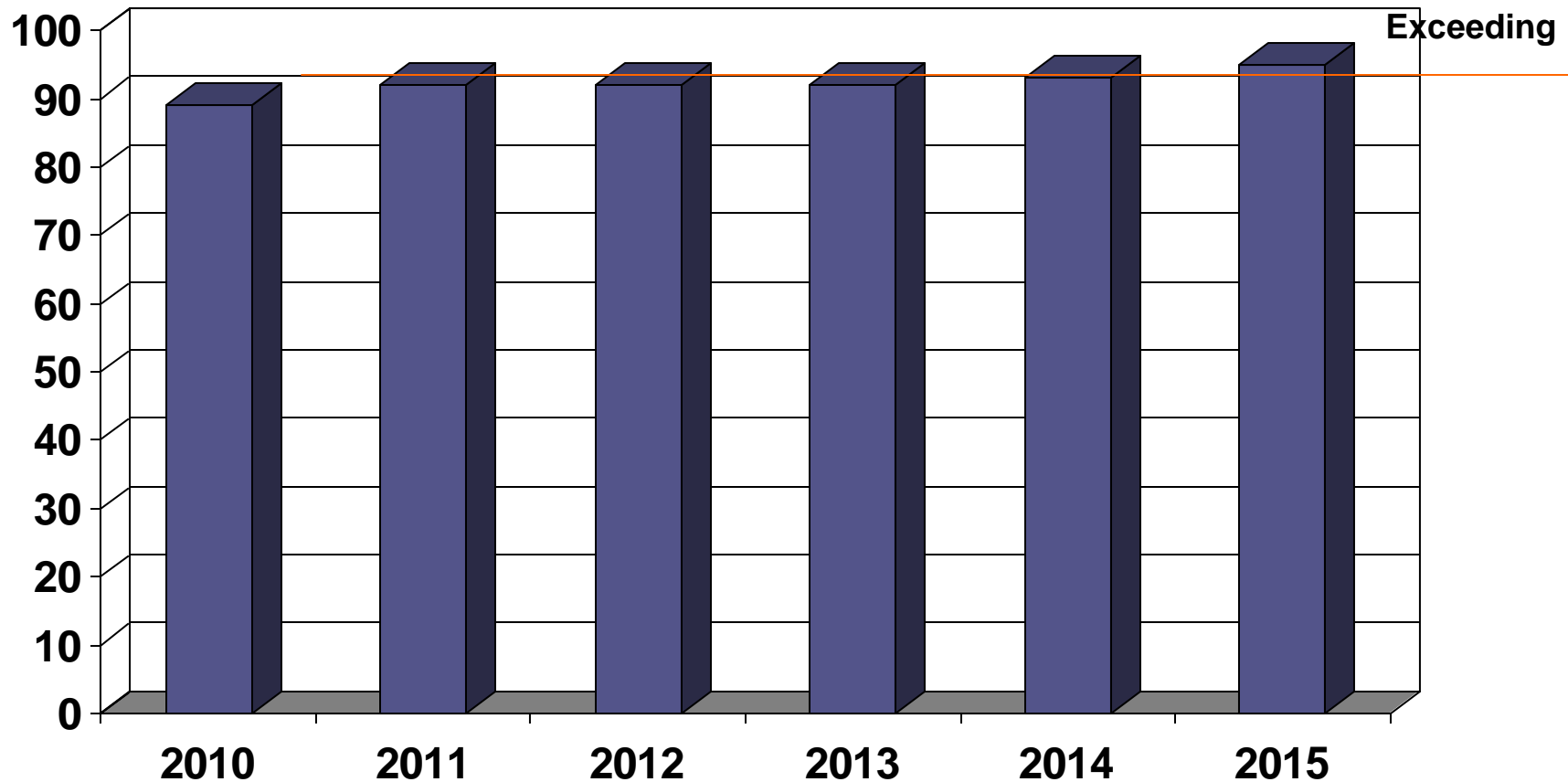
Percentage of 1st-5th Grade Students Meeting End-of-Year Guided Reading Levels 2011-2015



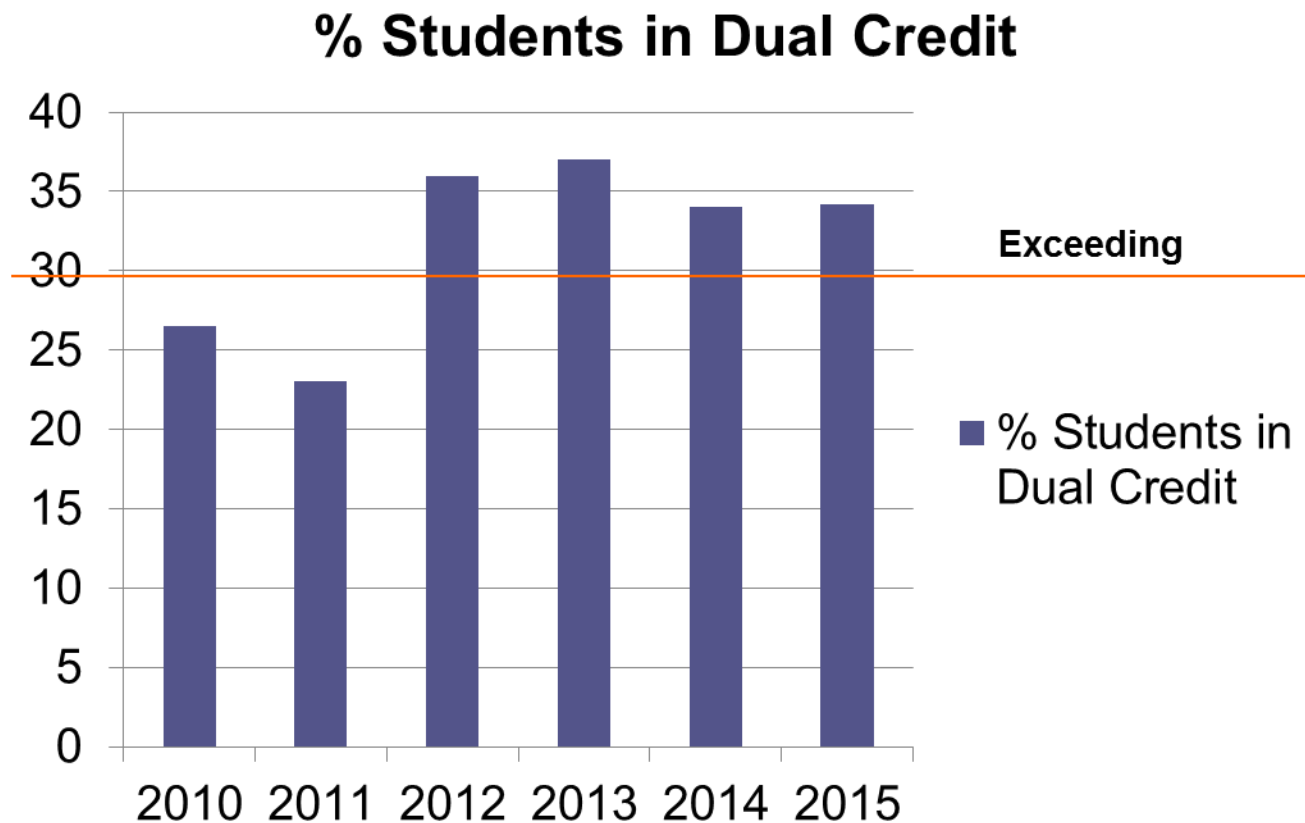
Participation Rates: All Students



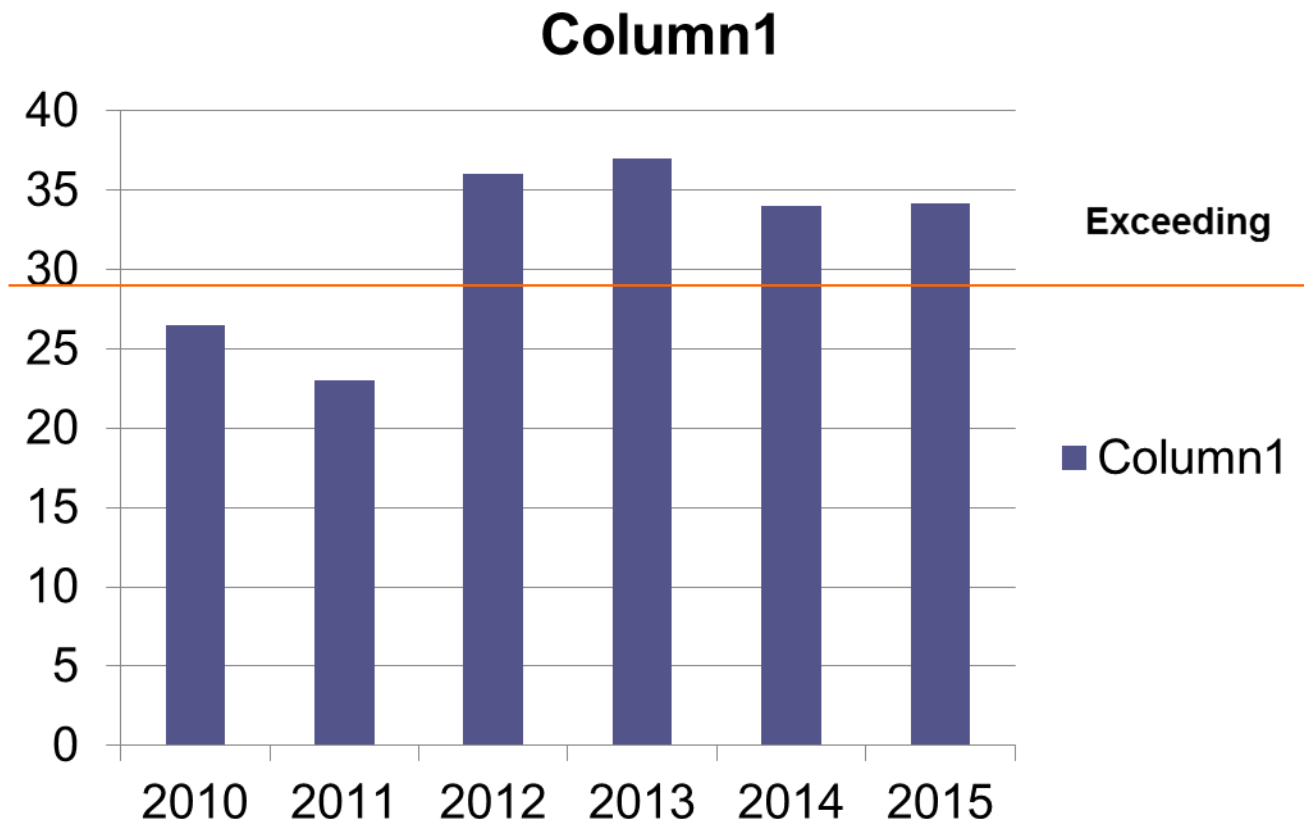
Success After Graduation: % of Graduates Entering College



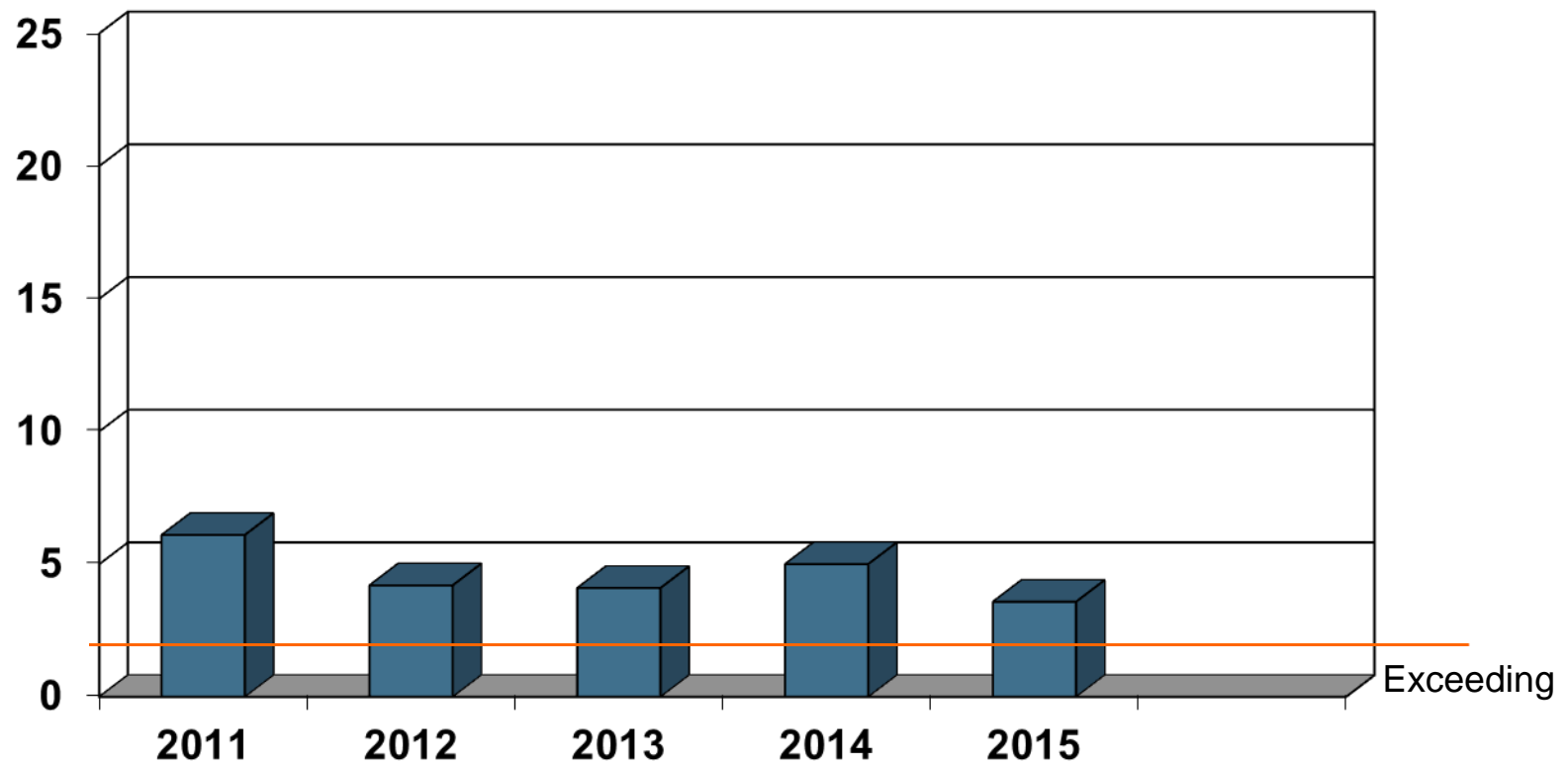
High Achieving Students: % of Students in Dual Credit Courses



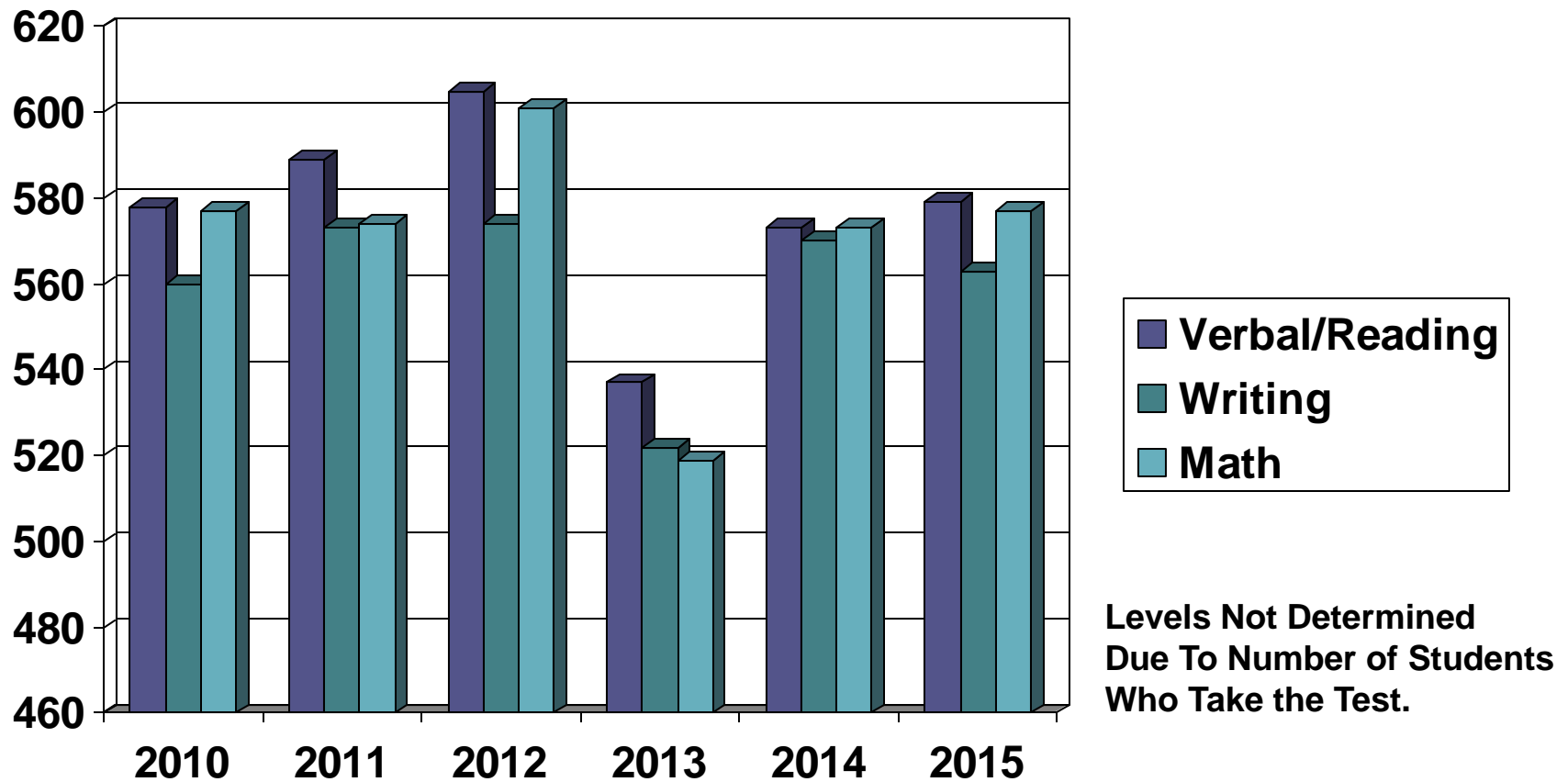
High Achieving Students: % of Students in Dual Credit Courses



% of Students Suspended



High Achieving Students: SAT



OTHER DATA

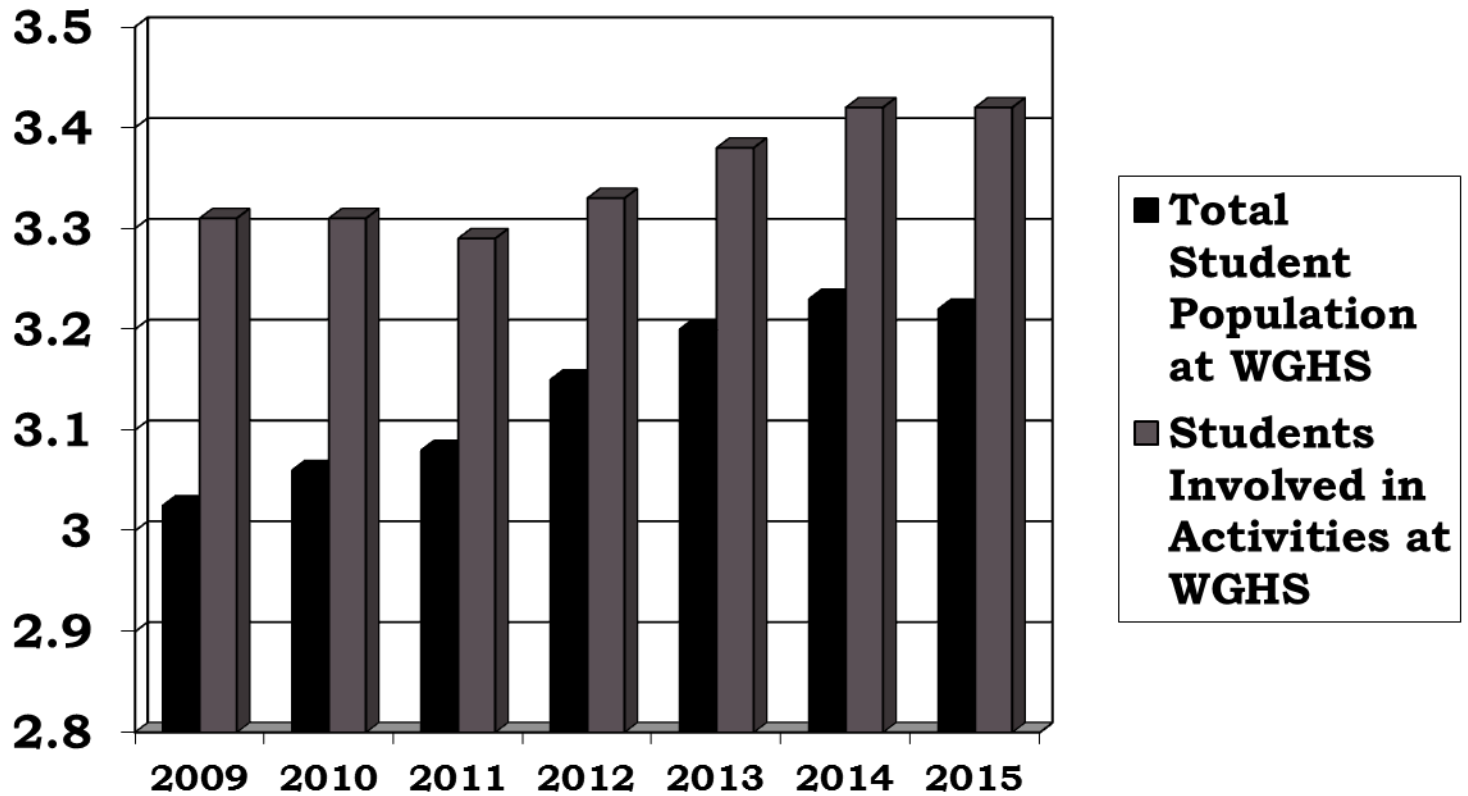
2014-15 APR: Comparisons

DISTRICT	2015 APR
LADUE	99.3
BRENTWOOD	99.3
LINDBERGH SCHOOLS	99.3
KIRKWOOD R-VII	98.9
WEBSTER GROVES	98.6
CLAYTON	98.6
ROCKWOOD R-VI	98.6
FT. ZUMWALT R-II	98.6
PARKWAY C-2	98.6
FRANCIS HOWELL R-III	98.6
MAPLEWOOD-RICHMOND HEIGHTS	98.2
FESTUS R-VI	97.9
AFFTON 101	96.8
VALLEY PARK	96.8
PATTONVILLE R-III	96.8
WENTZVILLE R-IV	95.4
MEHLVILLE R-IX	93.6

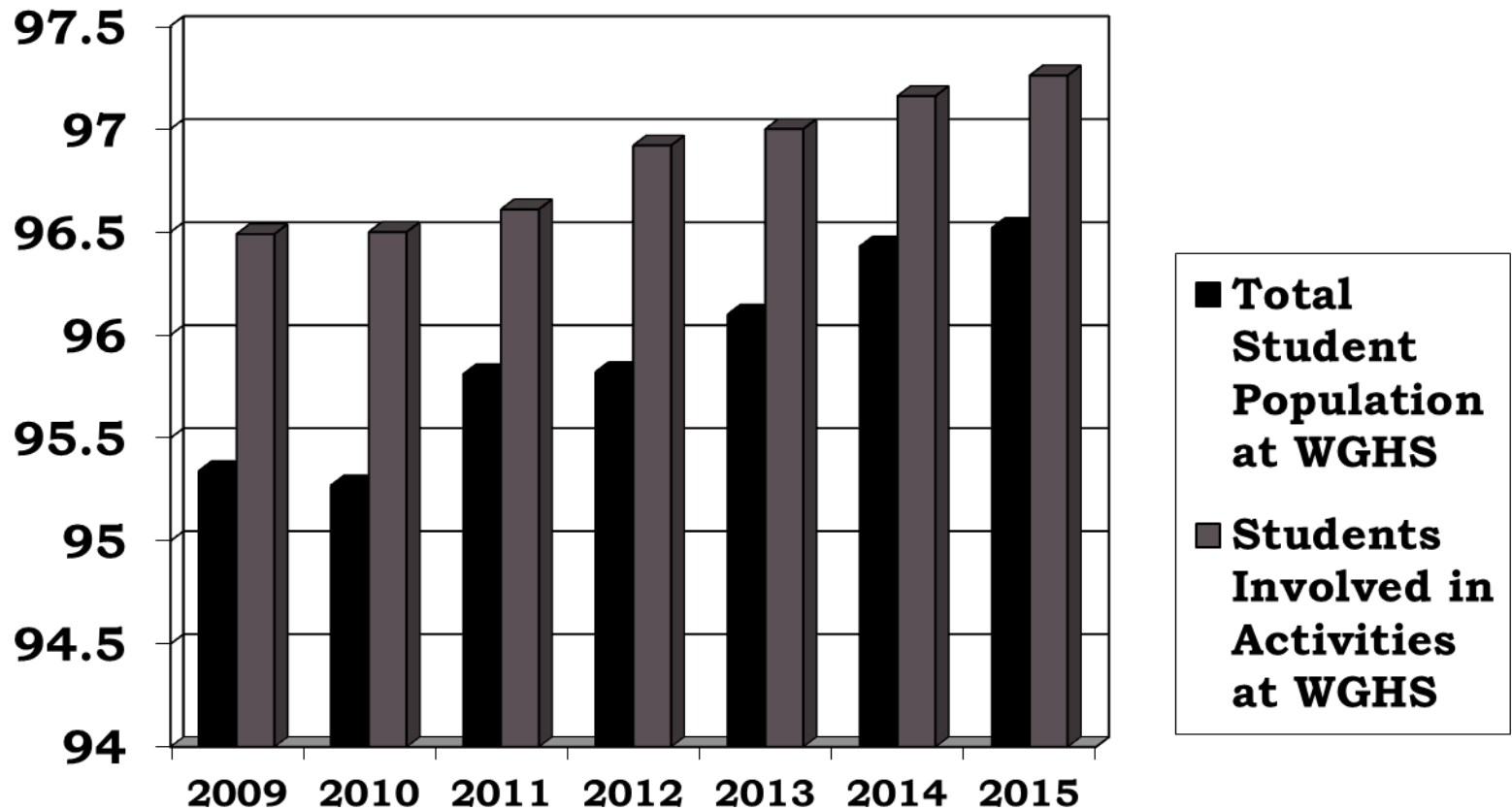
2014-15 ACT: Comparisons

DISTRICT	2015 ACT
CLAYTON	25.6
LADUE	24.8
BRENTWOOD	23.7
ROCKWOOD R-VI	23.3
WEBSTER GROVES	23.0
KIRKWOOD R-VII	22.7
PARKWAY C-2	22.6
LINDBERGH SCHOOLS	22.2
FRANCIS HOWELL R-III	21.6
VALLEY PARK	21.5
FT. ZUMWALT R-II	20.7
WENTZVILLE R-IV	20.5
MEHLVILLE R-IX	20.3
FESTUS R-VI	20.3
PATTONVILLE R-III	20.2
AFFTON 101	20.1
MAPLEWOOD-RICHMOND HEIGHTS	19.8

Average GPA



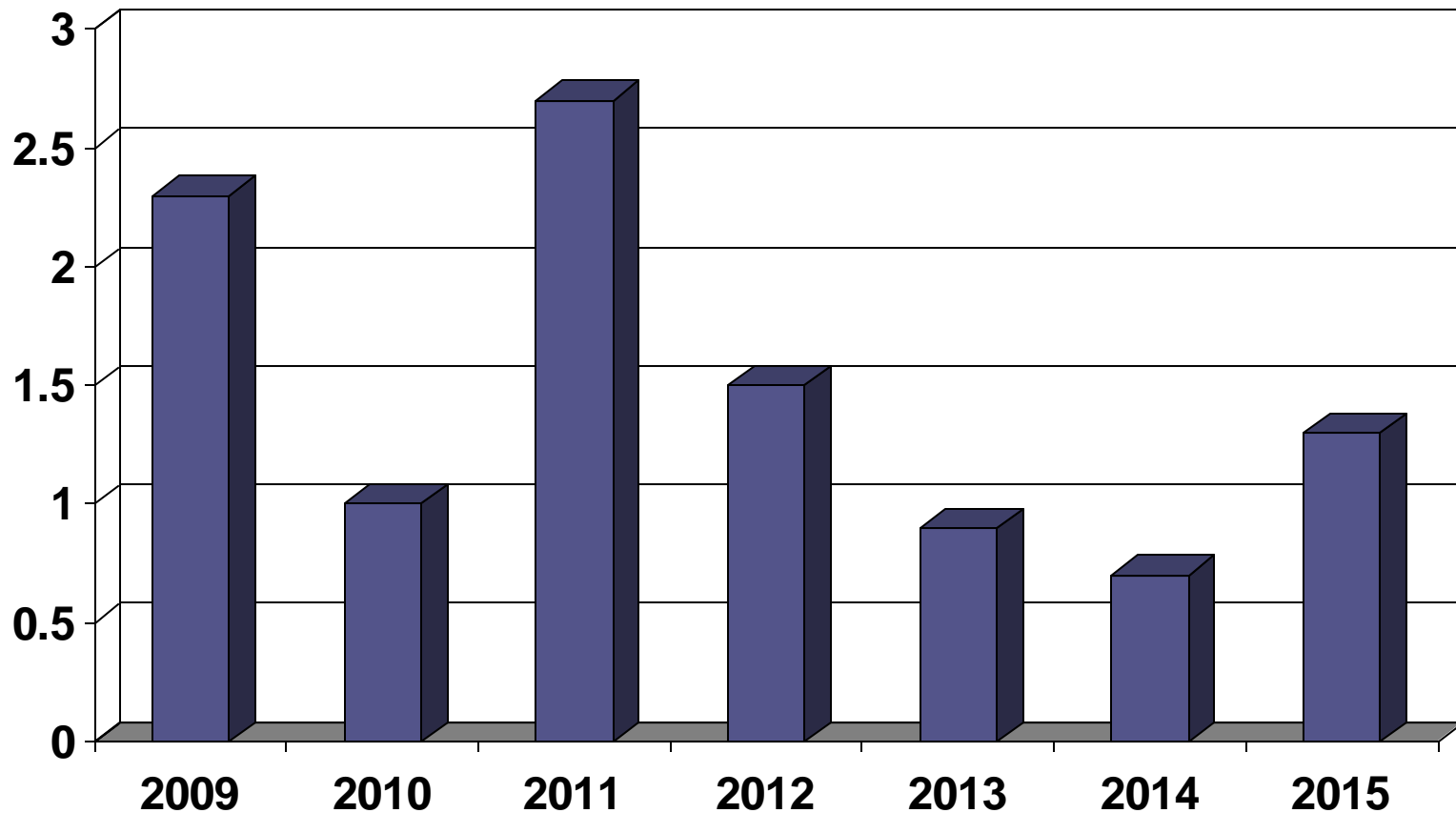
Attendance Rates: All Students



Science Fair: K-6th

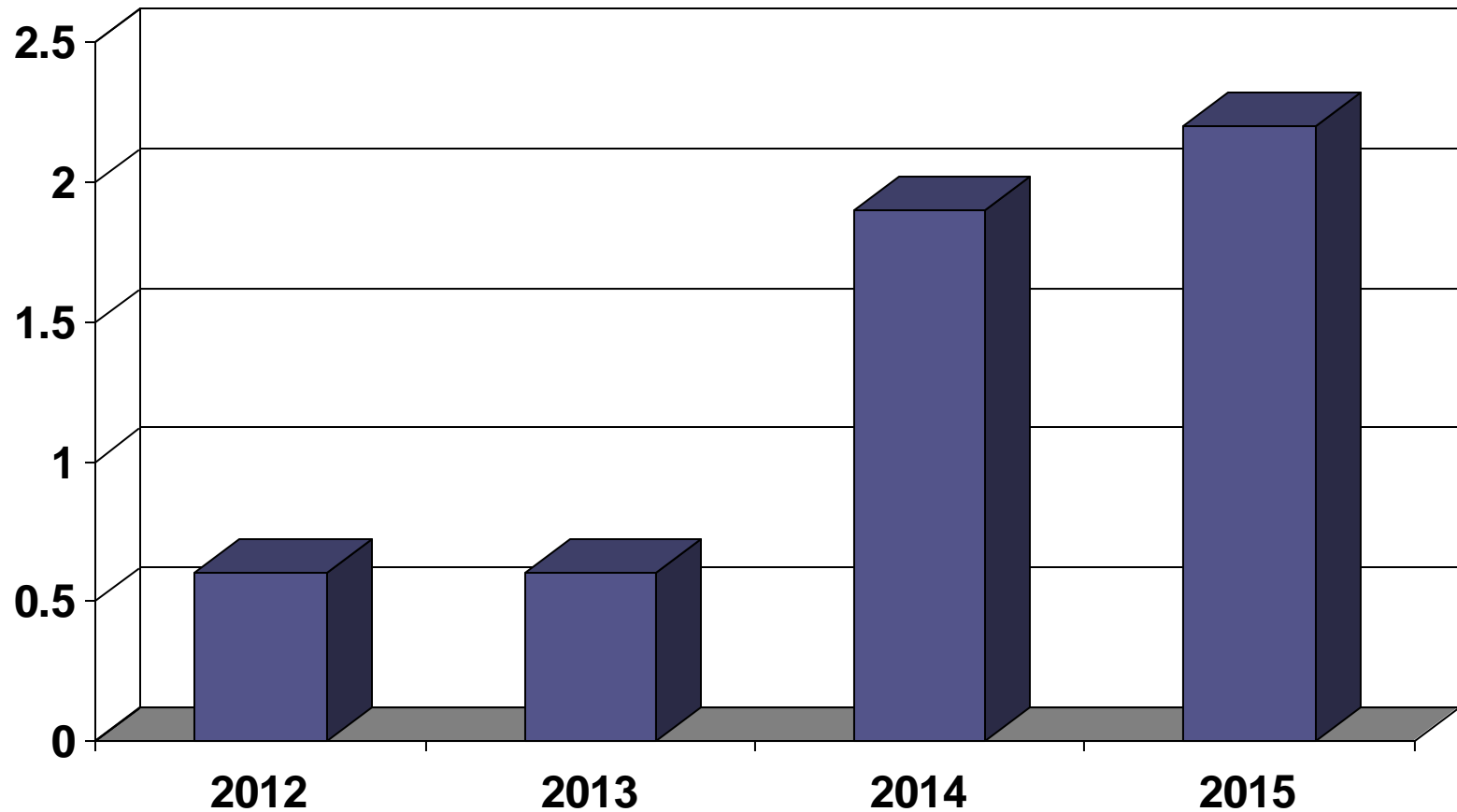
- There were 193 (126 in 13/14) projects completed at the school level
- 62 (36 in 13/14) projects qualified for the district fair
- 22 (22 in 13/14) projects qualified for the St. Louis Science Fair

Success After Graduation: % of Graduates Entering Military

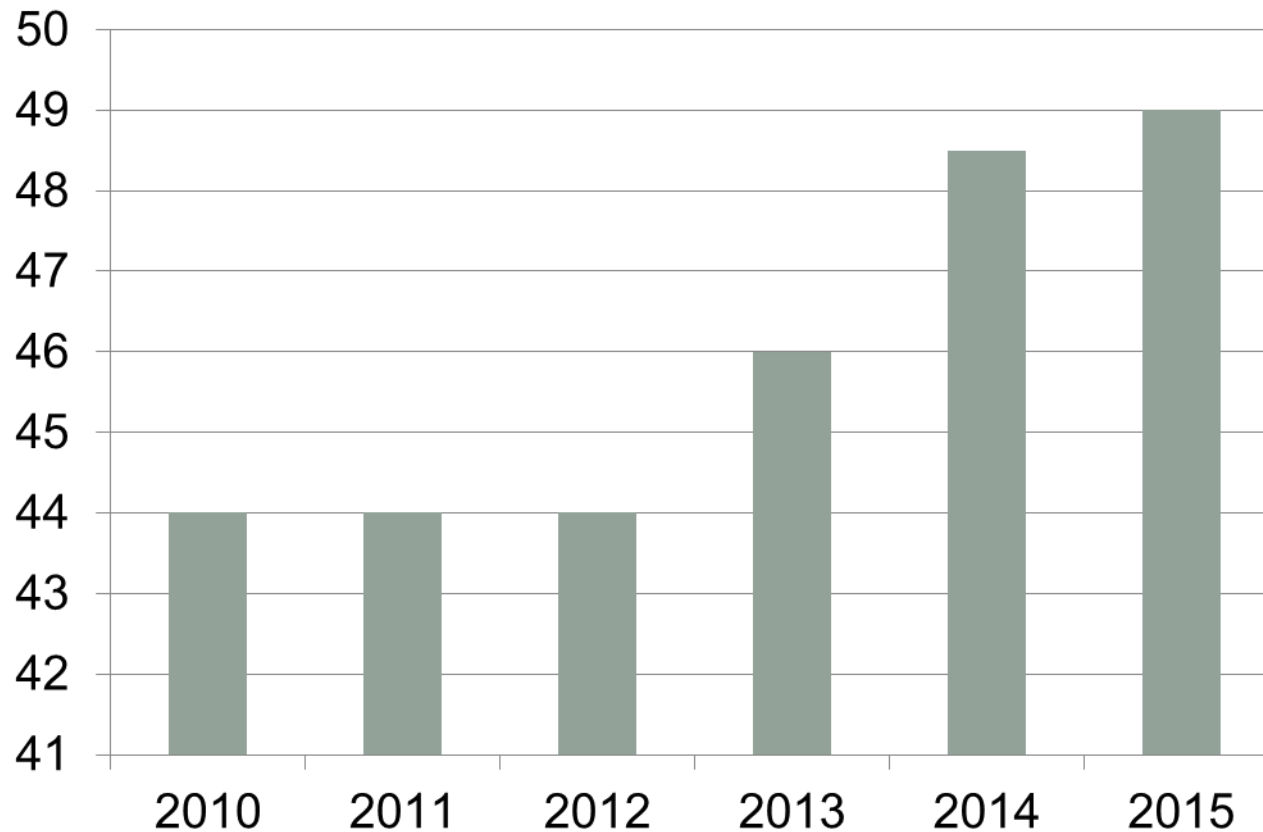


After Graduation

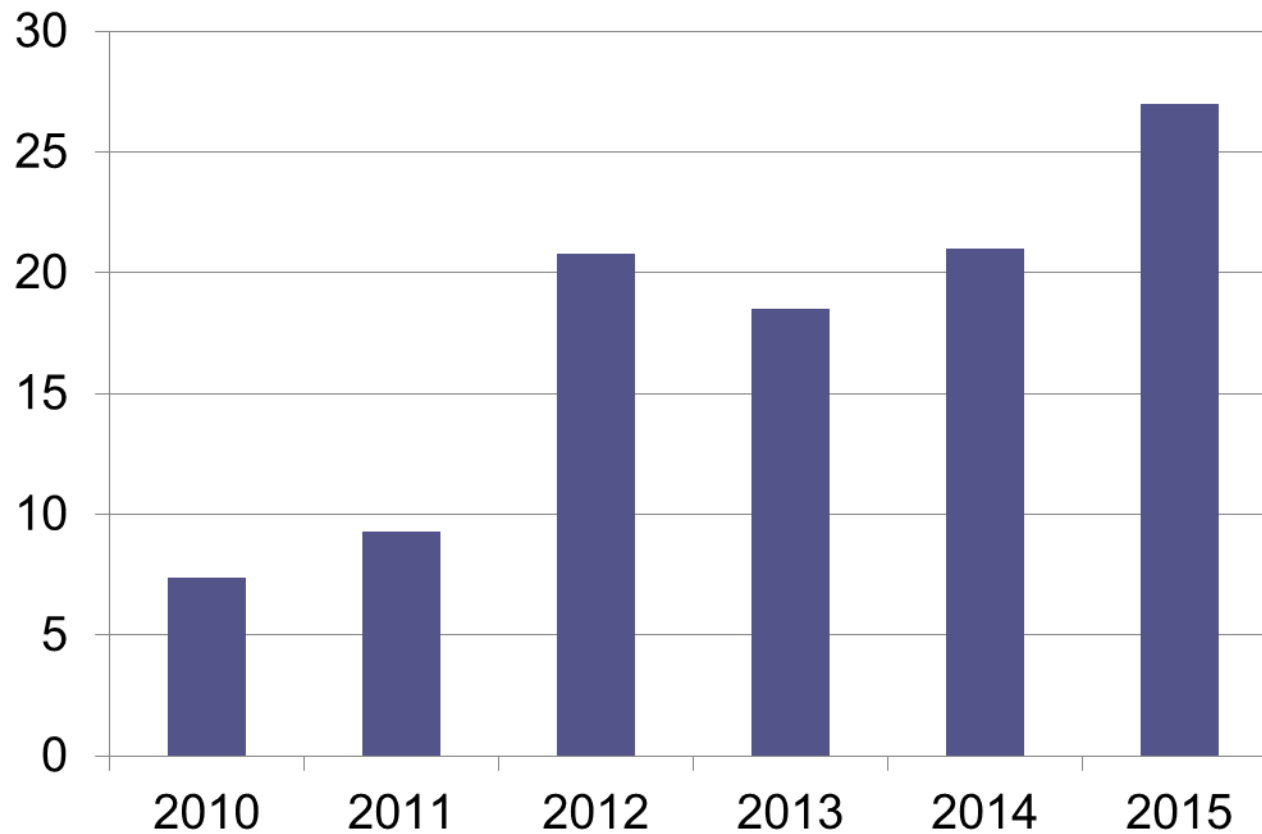
% of Students Entering Trade Schools or Job-Related Training



High Achieving Students: % of Students in at least one Weighted Class



High Achieving Students: % of African-American Students in Weighted Classes



THE END
