

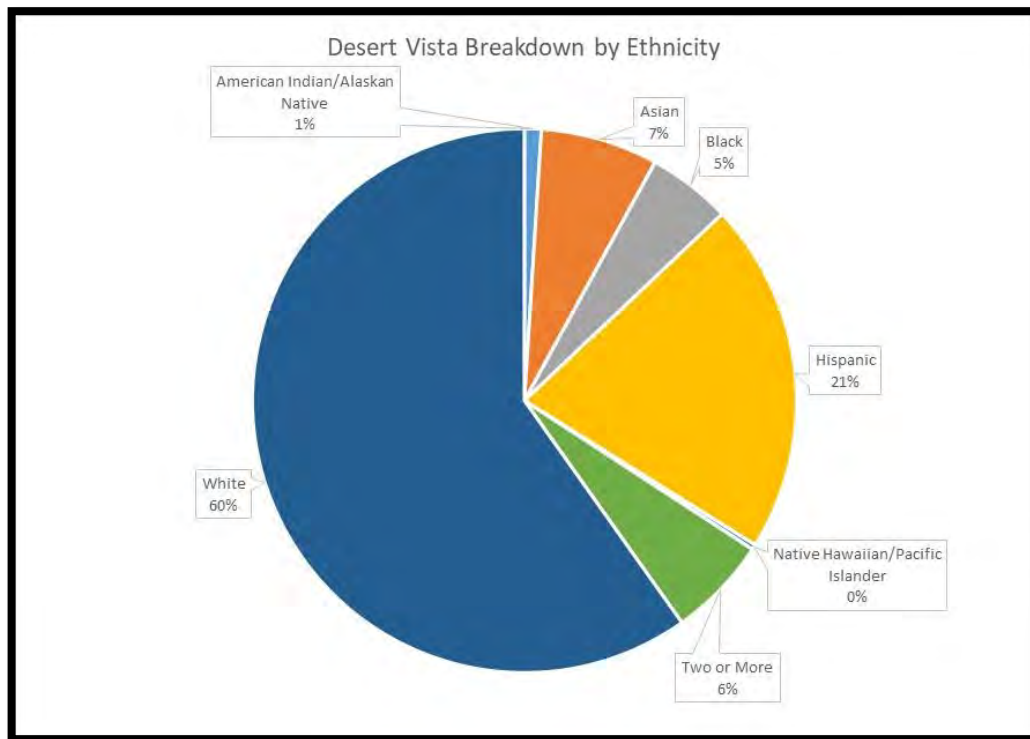
---

DESERT VISTA HIGH SCHOOL



A CELEBRATION OF LEARNING  
FOR THE 2019-20 ACADEMIC YEAR

# WHO ARE WE AS A SCHOOL?



# MEET THE THUNDER - STUDENT LIFE



## THE C<sup>3</sup> DRIVE

WHAT IS THE C<sup>3</sup> DRIVE?  
DONATIONS OF CANNED FOOD, CLEANLINESS  
ITEMS, & CLOTHING ARE COLLECTED FOR THE  
ICM FOOD AND CLOTHING BANK.

NOVEMBER 25TH - DECEMBER 13TH

BOXES WILL BE LOCATED INSIDE  
THE CAFETERIA & FRONT  
OFFICE FOR DONATIONS!

ANYTHING SEALED & WASHED  
CAN BE DONATED!

THANK YOU!

# MEET THE THUNDER - IT'S THE PEOPLE



# THUNDER BY THE NUMBERS

## 2019 Enrollment Breakdown

Freshman	801
Sophomore	743
Junior	735
Senior	762
<b>Total</b>	<b>3057</b>

## Enrollment by the Numbers

Special Ed Students	204	7%
EL Students	15	.5%
Free/Reduced Lunch Students	305	10%
Out of District OE Students	288	9%
Within District OE Students	428	14%

## College-level/prep Course Offerings

AP Courses	11
Honors Courses	37
Dual Enrollment Courses	48

	17-18 SY	18-19 SY	19-20 (projected)
# of CTE Completers	83	185	277

## 2019 Advanced Placement Scores

Number of exams - 724

Percent of AP Students with Scores 3+ - 86%

	Fall of 2017	Fall of 2018	Fall of 2019
# of DE students	819	793	791

# EXCELLENCE THROUGH PERFORMANCE AT DV

- 22 State Athletic Championships in last 10 years
- 5a/6a AIA Excellence Award 4 of the last 6 years (Top Athletic High School in the State)
- 18 Athletic letters of intent signed in 2019-2020 during early signing period. More to come throughout the year. Stay tuned!
- 43 National Merit Semi-finalists in the last 4 years
- 8 Military Academy attendees in the last 4 years
- 123 million dollars in scholarship money awarded in last 4 years
- 10 Speech and Debate State Championships in last 10 years
- 9 Marching Band State Championships in the last 10 years (Watch out next year, Mt Ridge!)
- 6 time recipient of the overall state best Orchestra, William J. Richardson Award in the last 10 years
- Underwater Robotics State Champion 2018-2019

## EXCELLENCE THROUGH PERFORMANCE AT DV

### Individual Excellence:

- Dr. Katrina Lacey (Eng) name Sanford Teacher of the Year for AZ 2019
- Katrina Montoya (Eng) named a finalist for Diablos Teacher of the Year 2019
- Shannon Corcoran (SS) named a finalist for Diablos Inspiration Award 2019
- Liz Elston named TUHSD [IN]spirations Award winner. Other nominees: Tommy Eubanks, Nancy Kapler, Abie Contract, Frances Dixon

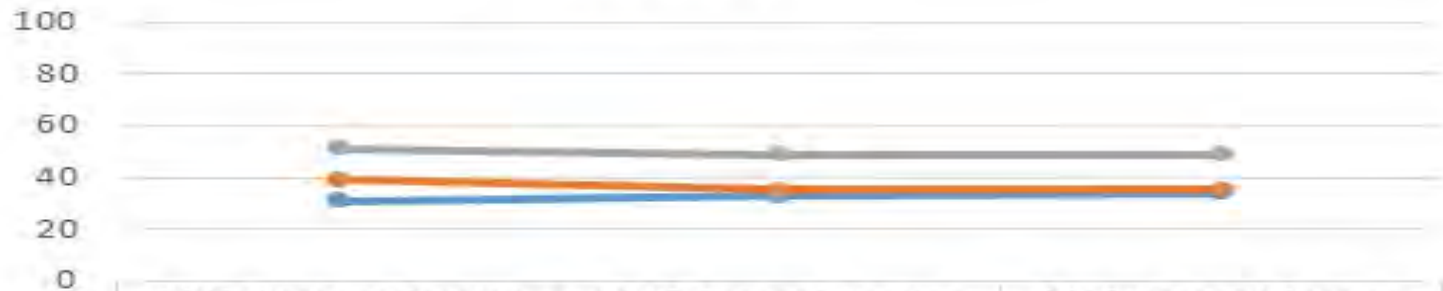
## ACADEMIC GOAL

<b>DVH</b>	<b>Overall performance on State Tests</b>	
	<b>2019 Percent Passing</b>	<b>Goal for 2020</b>
ELA 10	49	54
Geometry	53	58
Science	66	73



# ELA ACADEMIC DATA

## ELA 10 Desert Vista



	2017 Percent Passing	2018 Percent Passing	2019 Percent Passing
State	31	33	34
District	39	35	35
DVH	51	49	49

State District DVH

# MATH ACADEMIC DATA

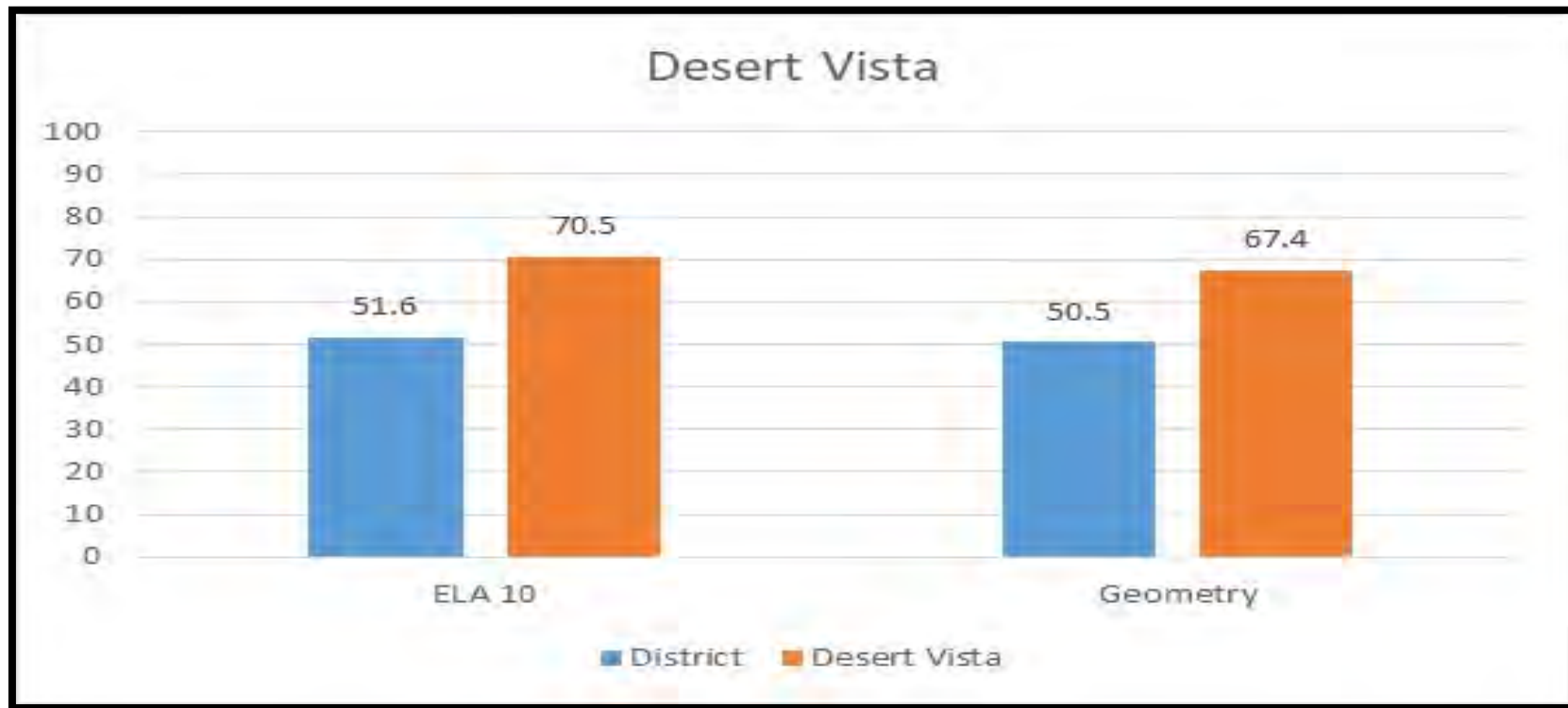
## Geometry Desert Vista



	2017 Percent Passing	2018 Percent Passing	2019 Percent Passing
State	34	37	37
District	37	36	35
DVH	52	54	53

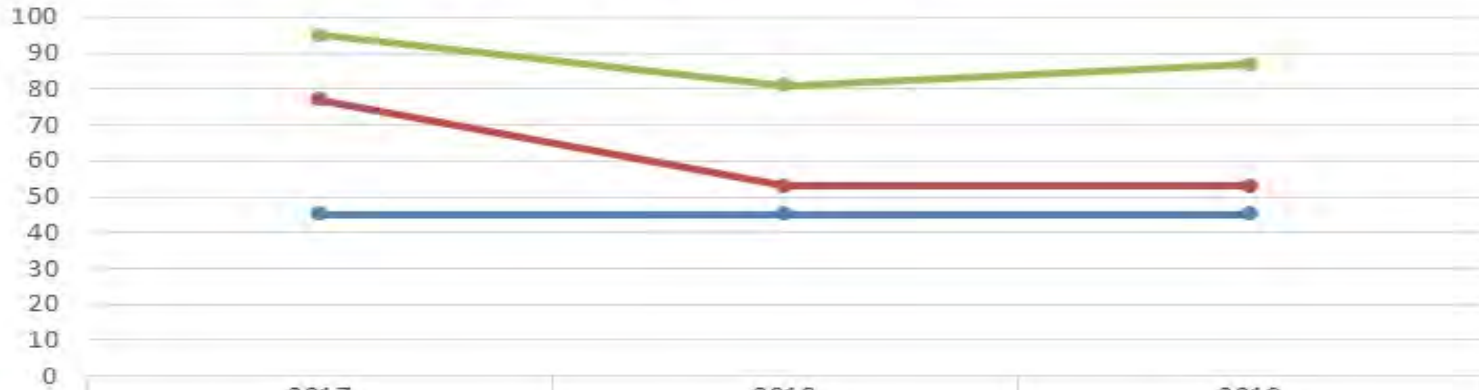
State District DVH

# PROGRESS ASSESSMENT I PERCENT PROFICIENT



# SCIENCE ACADEMIC DATA

## Science AIMS-Freshmen

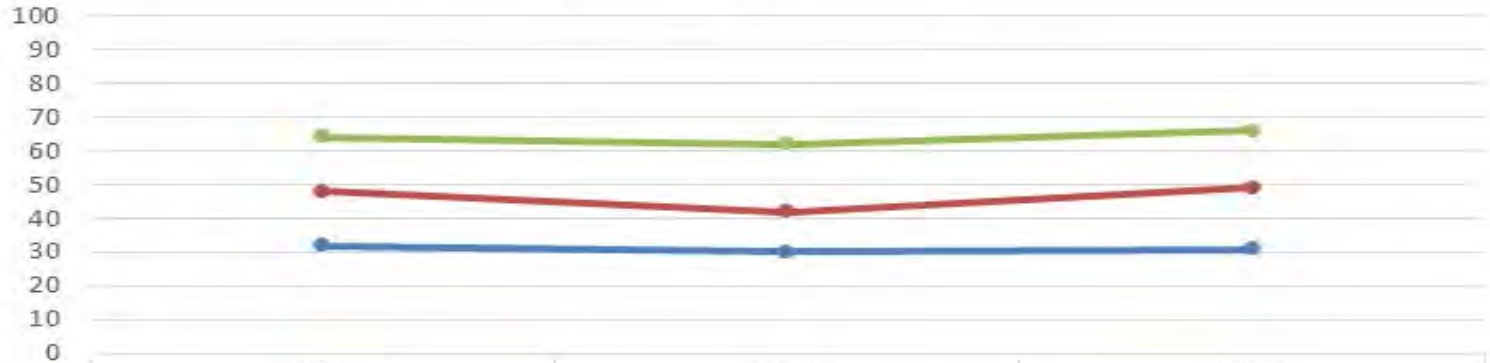


	2017	2018	2019
State	45	45	45
TUHSD	77	53	53
DVH	95	81	87

State TUHSD DVH

# SCIENCE ACADEMIC DATA

## Science AIMS-Sophomores



	2017	2018	2019
State	32	30	31
TUHSD	48	42	49
DVH	64	62	66

State TUHSD DVH

## STRATEGIES WE ARE IMPLEMENTING

- “intentional alignment” of instruction with learning targets, scope and sequence, common formatives, and common summatives forged through a strong PLC culture
- active cooperative cadre work at district level and effective work with content area specialists
- this results in consistent, strong core instruction that eliminates “Vegas odds of learning”

## STRATEGIES WE ARE IMPLEMENTING

- English Dept going deeply into SBG already by setting up grade books to reflect this
- discussions on how to extend SBG into whole school (starting with Instructional Cabinet and extending to all departments)
- “*identify and intentionally intervene*” by using peer tutoring, Freshman 125, Thunder Hour intervention all school, math academy, Rtl Conference (AI and some teachers) and work with our Rtl Committee which all leads into.....

## OUR RESPONSE TO INTERVENTION (RTI)

Mission: To ensure high levels of learning for **all** students.

Goal: ...to create a systematic process that ensures every child receives the additional time and support needed to learn at high levels.

Promise: *“It does not matter which teacher your child has at DV; if your child needs extra time and support to learn at high levels, we guarantee he or she will receive it.”*



**Schoolwide Team Responsibilities**

**Teacher Team Responsibilities**

**Tier 1: Access to essential grade-level standards for all students**

**PREVENTION**  
 Ensure access to grade-level curriculum  
 Build culture of collective responsibility  
 Commit to Norms, monitor

**PREVENTION**  
 Identify essential standards for each course  
 PLCs: Our kids, not my kids  
 Best 1st Instruction, differentiation

*Prevention*

**Tier 2: Additional time and support to learn essential behavior and academic standards**

Mandatory AcLab -WILL

Mandatory AcLab -SKILL

*Interventions and Extensions*

**Tier 3: Intensive remediation in universal skills**

Reading  
 Writing  
 Number Sense  
 English Language  
 Social and Academic Behaviors  
 Health and Home

*Intense Remediation*

**Our Mission**  
 To ensure that *all* students learn at grade level or higher

**Universal Screening and Diagnostic Assessments**

Data from Kyrene/Tempe El:  
 AzMerit/AIMS  
 Grades  
 Discipline  
 Attendance  
 etc.

Reading pre-assessment (week 1 English classes)

NEED-Math skills pre-assessment

**Certain Access to Tier 2**

Algebra and Geometry identify students during PLC based on CFAs for which students to send to Algebros/Geobros for targeted intervention

\*Teachers should be requiring students to come for intervention, not inviting (sign-ups)

Student Referral Form -filled out by teacher after using best practice

**Certain Access to Tier 3**

Students identified for Beyond the Limit class first week of school (based on reading pre-assessment)

Gather data for which students still need Tier 3 math/reading intervention from feeder schools (Alg 1)

Counseling/AI/Psych gather data to support need or not for referral to Ed Svcs for further eval.

## MULTI-TIERED SYSTEM OF SUPPORT (MTSS) GOAL

Primary goal: decrease the discipline rate by 10% for each subgroup from the year prior

Additional goals: decrease tardies

increase extra-curricular participation rates

increase attendance and achievement for our Freshman 125

improve social-emotional wellness (SEL) of staff and students

## Discipline Data - Positive Trend (Quarter I Comparisons)

<b><u>Discipline Violations</u></b>	<b><u>17/18</u></b>	<b><u>18/19</u></b>	<b><u>19/20</u></b>
Vaping	NA	27	10
Attendance	130	60	40
Total of all categories	218	281	101

\*we've begun to disaggregate discipline referrals by race/ethnicity to assess over representation.

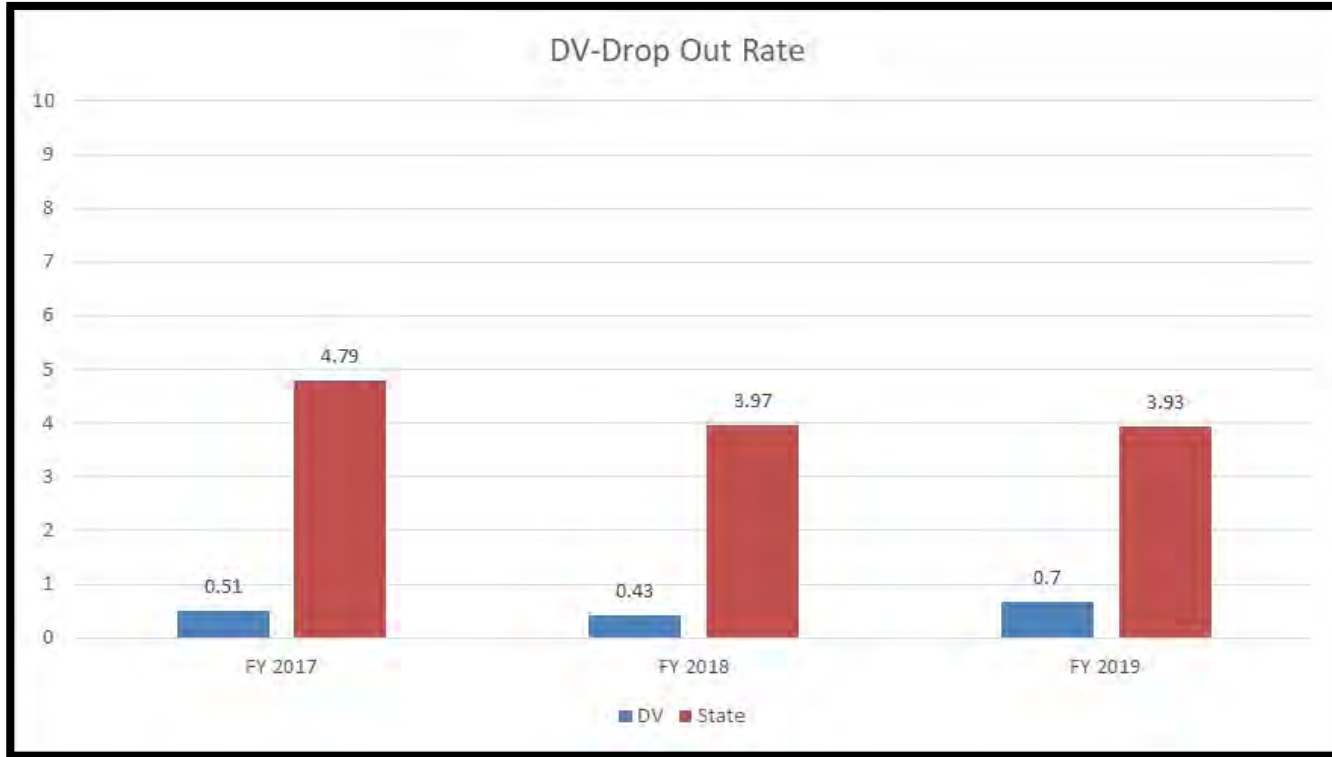
## STRATEGIES WE ARE IMPLEMENTING

- Excellent use of Drop Out Coordinator & Dean of Students to foster relationships with students/families
- Use of in-class strategies to decrease missed class time (buddy classrooms, etc.)
- Regular discipline data review with School Safety Program Team to tease out trends and areas of concern
- Student Services Coordinator use of individualized disciplinary actions for SpEd students
- Coordination amongst Admin team about consistent use of disciplinary practices
- Vaping class in lieu of suspension

## STRATEGIES WE ARE IMPLEMENTING

- Thunder Success Academy after school to decrease missed class time
- Collaboration with Phoenix PD and effective use of our SRO for students and staff
- Staff presentations on substance abuse and recognition to raise awareness and be pro-active
- More focus on social emotional learning (SEL) with expansion of mindfulness opportunities (Thunder Hour videos, Mindfulness Room) and piloting SEL initiative with Dr. Merrin to address emotional safety of students and staff.
- Focus on “connecting with students” per our AdvancEd work

# DROP OUT RATE



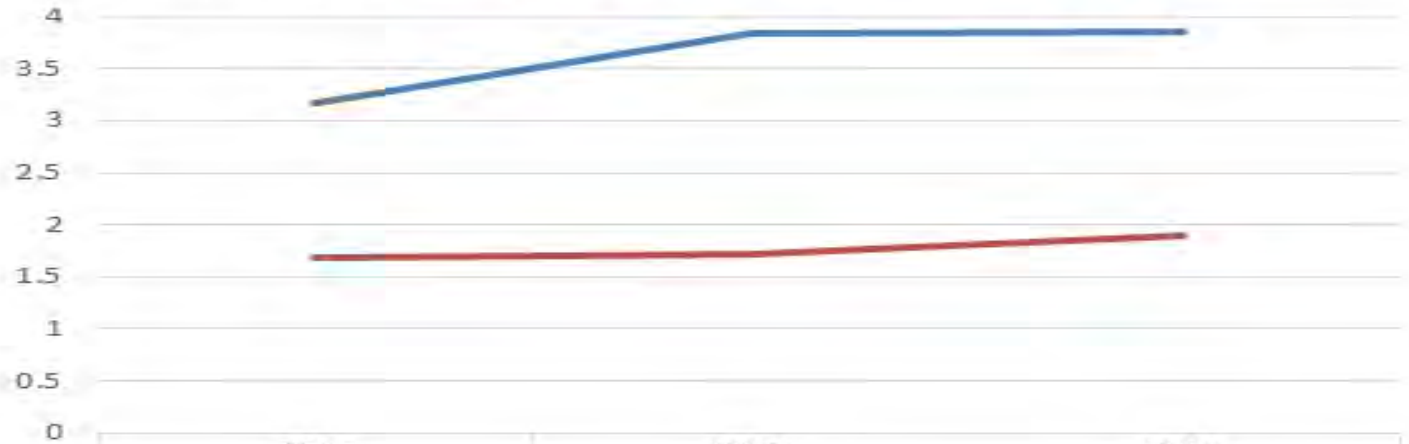
# CCRI DATA

## Total CCRI Points - DVH



# CCRI DATA

## CCRI Average College and Career Points - DVH

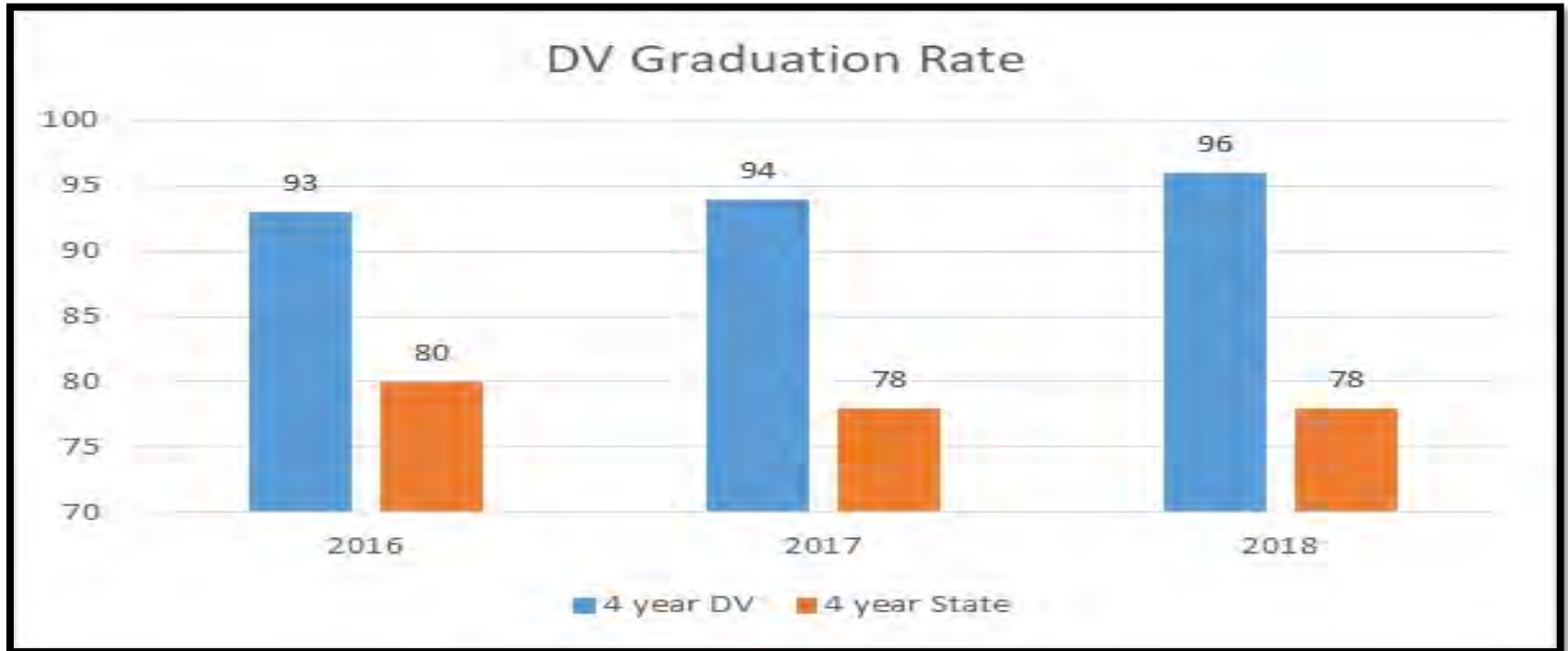


	2017	2018	2019
Blue Points	3.17	3.84	3.86
Red Points	1.69	1.71	1.9

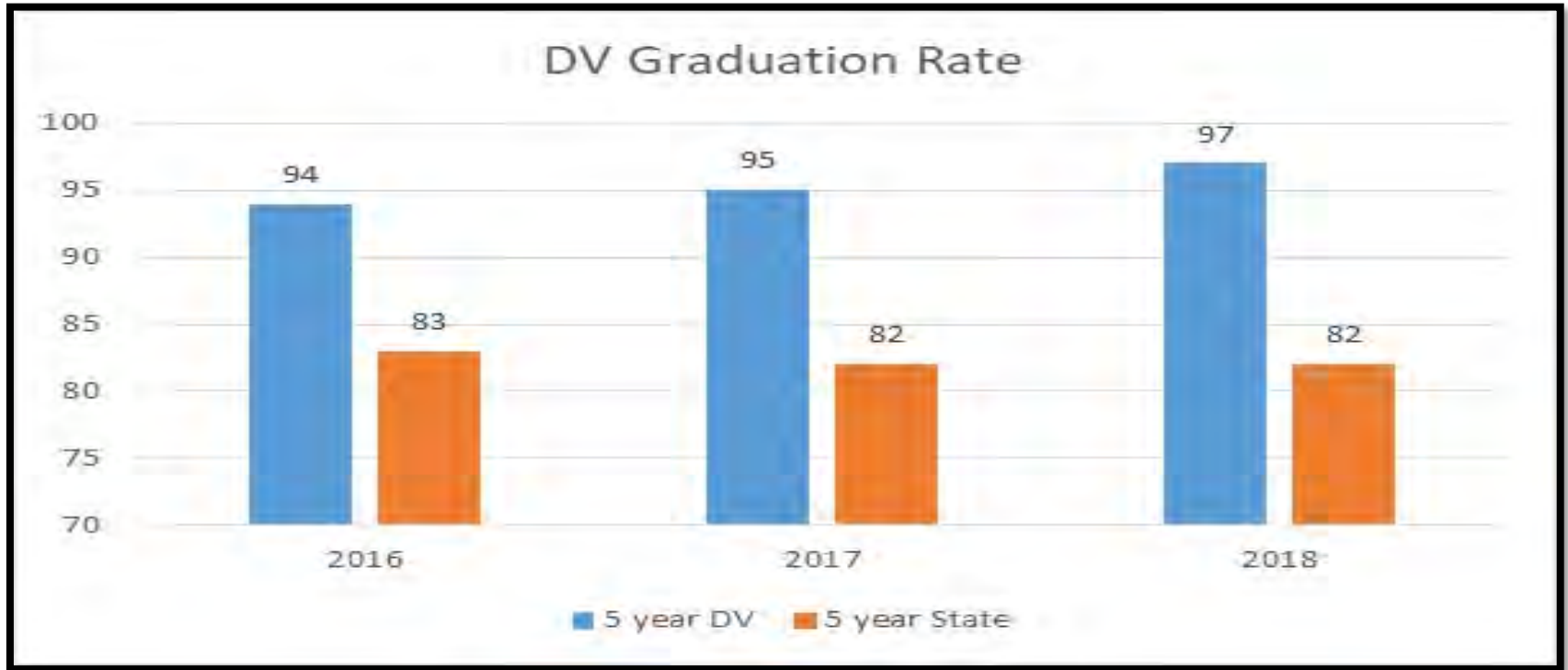
Blue Points Red Points



# DESERT VISTA GRADUATION RATES



# DESERT VISTA GRADUATION RATES



## DESERT VISTA SCHOLARSHIP DOLLARS EARNED

Total # Scholarships Offered: 479

Total Scholarship Amount: \$33.2 million

2017 33,317,462

2018 33,514,319



## COLLEGE AND CAREER READINESS (CCR) GOALS

- Maintain a graduation rate of 96%
- Increase the number of students earning both college going and career ready CCRI points

## STRATEGIES WE ARE IMPLEMENTING

- Increased ASVAB completion from 9-65
- FAFSA focus-232 kids completed & 30 pending of 767 due to FAFSA Classroom Challenge in Econ and Gov. Ranked 2nd in schools for FAFSA completion in large school category.
- Naviance integration in all grade levels for CCR.
- Senior Credit Check-individualized attention where needed
- More effective CTE sequencing and identifying students at registration in order to advise on next course with the help of APA, CTE teachers, CTE District assistance, and counselors

---

QUESTIONS?

