

PHS Strategic Measures of Student Success

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Focus Area	Actions	Measure	Grade	Score Attainment						Target		
				2016	2017	2018	2019	2020	2021		2022	2023
Literacy	<ol style="list-style-type: none"> 1. Teachers will use the YA literature in their classroom libraries and by visiting the school library to increase student engagement during independent reading in the classroom. 2. Teachers will continue to build classroom libraries with multicultural representation. 3. Teachers will use MAP scores to target students reading below grade level for remediation through PAWS, APT, Saturday school, and classroom small groups. 4. Teachers will implement laminated reference sheets of Greek and Latin roots to attach to student desks to enhance vocabulary skills. 5. Teachers will use No Red Ink omnthly to enhance language skills. 6. Teachers will use IXL monthly for data analysis and remediation to increase MAP growth. 7. Teachers will implement non-fiction, fiction, and poetry practice in every unit to practice skills assessed on EOC. 8. Teachers will target vocabulary instruction through warm-ups used every day in all classrooms. 9. Teachers will use GMAS type test questions as warm-ups to analyze right and wrong answers in depth with students. 10. Teachers will do weekly informal and formal assessments to gather data to determine who to pull for PAWS each week. 11. Teachers will select data-driven strategic accountability partners used for small group skill support. 12. American Literature teachers will use the data from their assessments to partner students with other students who have different weaknesses for classwork groups. 13. Students will engage in student self-assessment of skills before and after each assessment. 	National percentile ranking on the MAP Reading Growth assessment (2020 = Winter 2020) (2021 = Spring 2021)	9	-	-	-		62.0	63.0	65.0	72.0	72.84
			10	-	-	-		-	63.0	64.0	67.0	67.99
		School Conditional Growth Percentile on the MAP Reading Growth assessment (2020 = Fall 2019 to Winter 2020) (2021 = Fall 2020 to Spring 2021)	9	-	-	-		97.0	24.0	72.0	70.0	70.90
			10	-	-	-		-	25.0	39.0	62.0	63.14
		% of students reading on or above grade level on the Georgia Milestones American Lit EOC	11	75.0	78.0	76.0	74.22		67.0	72.0	73.0	73.81
		% of students scoring at Developing Learner or above on the Georgia Milestones American Literature EOC	11	80.0	87.0	79.0	80.3	Waived	76.0	82.0	84.0	84.48
		% of students scoring at Proficient Learner or above on the Georgia Milestones American Literature EOC	11	43.0	55.0	45.0	43.9	Waived	38.0	37.0	38.0	39.86
		% of students demonstrating typical growth or higher on the American Literature EOC	11	89.5	87.2	70.4	85.7		N/A	-		-

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Math Proficiency	1. 9th and 10th graders will continue to focus on MAP growth through individualized conferences with goal setting. 2. Teachers will start data tracking before the fall administration of MAPS by looking at 8th grade results, summer slump, and set reachable goals for the fall administration. 3. Teachers will cocentrate on domain weaknesses from the data gathered to assign students PAWS sessions where students will be remediated. 4. Teachers will also focus on enrichment this year by extending learning in all classes. This will happen during whole-group instruction or during PAWS sessions. 5. Teachers will continue to use IXL (linked to sub concepts on MAP assessment) and our new resource ALEKS. 10th graders will have monitored in-class time to work on IXL concepts that are individualized for each student based on data. 6. Teachers will assess students digitally through Edulastic (9th grade) and IXL (9th and 10th grade) to simulate the online testing experience. 7. Teachers will use incentives "MAP Madness" as a motivater to spark friendly competition between classes. 8. Teachers, administrators, and counselors will be identifying struggling learners to help inform schedules for next year. Teachers will relay information to their future teacher before school starts so teachers will be able to target students early. 9. Co-taught classes will work on raising rigor with students by targeting specific teachers for differentiated Proessional learning. 10. Algebra 1 will target students based on Projected proficiency on the EOCT which is found in the MAP data reports. Students who are labeled as "beginning" learners after the first MAPS administration will be invited to PAWS sessions once a week to ensure their movement from level 1 to level 2. Students labeled as "beginning" and "developing" after the second MAPS administration will be targeted as well to move to 2's and 3's. 11. Teachers will use IXL, Delta-math, and teacher tutoring for remediation.	National percentile ranking on the MAP Math Growth assessment (2020 = Winter 2020) (2021 = Spring 2021)	9	-	-	-		59.0	76.0	70.0	73.0	73.81
			10	-	-	-		12.0	71.0	89.0	73.0	73.81
		School Conditional Growth Percentile on the MAP Math Growth assessment (2020 = Fall 2019 to Winter 2020) (2021 = Fall 2020 to Spring 2021)	9	-	-	-		55.0	52.0	73.0	91.0	91.27
			10	-	-	-		6.0	52.0	74.0	64.0	65.08
		% of students scoring at Developing Learner or above on the Georgia Milestones Algebra I EOC	9	70.0	79.0	83.0	82.4	Waived	74.0	80.0	82.0	82.54
		% of students scoring at Proficient Learner or above on the Georgia Milestones Algebra I EOC	9	19.0	31.0	42.0	46.5	Waived	29.0	35.0	39.0	40.83
		% of students demonstrating typical growth or higher on the Algebra I EOC	9	60.7	86.8	109.3	104.9		N/A	-		-

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High School Students Graduating College & Career Ready	1. Faculty will use Perry RTI procedures to monitor student grades and assign students to tutoring, Academic priority time before school and after school, PAWS during the school day, and Saturday school for students missing assignments or failing classes. 2. Administrators and counselors will target students who have dropped out of school and contact parents and students for conferences and summer school placement. 3. Perry has added three AP classes to our AP offerings this year, AP Human Geography, AP Precalculus, and AP Music Theory in order to grow our AP enrollment. 4. Perry will start an AP and DE campaign before advisement to help students determine the right choice of an accelerated program for them. 5. Perry changed pathways this year to increase pathway completion because students were not interested in last year's pathways. 6. Perry is using system-wide planning for singletons to share ideas with teachers who teach the same content in the district. 7. The CTAE administrator will have the teachers submit their review plan to him for the end of pathway assessment.	% of graduates in the four year cohort	12	90.2	92.7	87.3	92.1	93.4	90.4	-	-	-
		% of graduates in the five year cohort	12	89.3	92.4	94.3	89.4	93.0	94.4	-	-	-
		% of graduates eligible to receive the HOPE scholarship	12	49.7	46.7	52.1	49.7	57.2	54.9	-	-	-
		% 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	64.4	67.6	70.8	69.3	Waived for 2020	-	-	-	-
		% of 12th-grade students earning credit for accelerated enrollment via Dual Enrollment or Advanced Placement courses	12	-	-	96.3	97.0	Waived for 2020	-	-	-	-
		% of 12th-grade students completing an advanced, CTAE, fine arts, or World Language pathway.	12	82.7	84.6	84.7	84.9	Waived for 2020	-	-	-	-
		% of 10th-grade students meeting English Reading Writing benchmark on PSAT	10	-	-	55.0	55.0	Waived for 2020	54.0	-	-	-
		% of 10th-grade students meeting Math benchmark on PSAT	10	-	-	35.0	31.0	Waived for 2020	34.0	-	-	-
		Average ACT composite score	9-12	19.7	19.7	19.7	19.6	21.8	22.0	-	-	-
		Average SAT composite score	9-12	-	1048	1077	1072	1062	1082	-	-	-

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Safety	1. The district increased the number of SROs in the building. Increased visibility of law enforcement to include presence in the front office with the receptionist. 2. Counselors will have PAWS sessions that address social emotional awareness including substance abuse issues and character development. 3. ISS teachers are doing daily lessons to address character development and social emotional awareness. 4. Perry added a 4th MIR to the MIR process to make students see a counselor during the behavior process. 5. Continue to utilize and emphasize anonymous alerts by hanging posters, passing out flyers, and addressing the App with parents and students during all parent events.	% of students reporting feeling safe at school	9-12	82.0	82.1	81.9	74.6	Waived		-		-
		Safe and Substance Free Learning Environment Climate Rating	9-12	89.8	90.8	88.4	88.1			-		-
		Student Discipline Climate Rating (Weighted Suspension)	9-12	70.8	73.8	74.1	74.6			-		-
Attendance	1. Ensure staff is following Employee Attendance Guidance. 2. The administration is recognizing teachers each month who have perfect attendance. 3. Attendance recognition for students and staff. 4. The attendance team meets with students who have 5 or more unexcused absences for the RTI process. 5. Progress monitoring for students with high attendance.	% of students absent less than 10% of enrolled days	9-12	78.3	69.0	86.0	82.7		58.0	-		-
		Teacher attendance rate	All	97.8	97.2	95.5	95.8	Waived	-	-		-
		Staff attendance rate	All	96.6	95.1	91.9	96.2		-	-		-
		Administrator attendance rate	All	98.0	98.4	96.7	97.4		-	-		-

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All Students on Track for Success	<ol style="list-style-type: none"> 1. Once data has been gathered on CFAs and CSAs specific students will be targeted for remediation and enrichment during PAWS. 2. Teachers in biology will utilize Study Island as a tool for review of material; students will be assigned mandatory practice questions through the program to review material prior to tests. 3. Teachers will incorporate EOC Biology assessment example questions into lessons frequently as warm-ups, review, and tickets out of the door. 4. Teachers will help increase reading stamina in students by mirroring the types of reading heavy questions students would see on the EOC on their assessments. 5. Teachers will incorporate root word strategies to aid students in learning essential vocabulary that is key to understanding content. 6. Teachers will focus on tier I instruction by ensuring learning targets are posted and teachers will refer to learning targets often while teaching. 7. Teachers will use warm-ups and exit tickets for remediation of skills prior to CSFs. 8. In social studies during PLTs and overall in the department, members will work to identify students who need remediation in the subject area. Teachers will inform all grade levels in the department of common skill problems in order to address skills at all levels. 9. Social studies teachers will use more non-fiction readings like those on the EOC earlier in the semester. 10. Social studies teachers will practice skills from EOCs during warm-ups in the classroom. Teachers will use these warm-ups to reteach where the data proves it is necessary. 11. Students will be given guided practice time to reinforce skills taught in the social studies classroom. 12. Social studies teachers will use open-ended questions that require the use of critical thinking as opposed to recall. 13. Social studies teachers will teach reading skills including small excerpts of primary and secondary sources, time periodization, evaluation of political cartoons, and disaggregating information in pie charts, graphs, and maps to target skills assessed on EOC. 14. In social studies, students will be introduced to more non-fiction passages that require them to analyze the passages, authors, and historical time periods in order to answer the given questions. 15. Social studies teachers will continue to use the DBQ Project with guided practice in warmups and eventually in common and formal assessments. 16. Social studies teachers will use Socrative (app) and exit tickets to review and remediate student knowledge prior to summative assessments. This will provide more depth of explanation for their chosen answers that reveal higher order thinking skills. 17. In warmups and during instructional time, social studies teachers will continuously review skills and provide individual feedback and practice for extended skills. 18. Social studies teachers will also review test taking procedures before each test to reiterate skills learned during the unit such as highlighting key terms, key people and key time periods along with main idea passages and identification of except-type questions. 19. In social studies all AO topics will be based on student need of skill practice and remediation based on formative and summative assessment data by PLT. 	CCRPI Score	All	78.0	86.5	77.4	82.1	Waived for 2020					
		% of students scoring at Developing Learner or above on the Georgia Milestones Biology EOC	9	75.0	75.0	71.0	69.2			75.0	78.0	80.0	80.60
		% of students scoring at Proficient Learner or above on the Georgia Milestones Biology EOC	9	49.0	50.0	44.0	48.2			45.0	53.0	53.0	54.41
		% of students scoring at Developing Learner or above on the Georgia Milestones US History EOC	11	84.0	81.0	80.0	80.5			79.0	48.0	59.0	60.23
		% of students scoring at Proficient Learner or above on the Georgia Milestones US History EOC	11	49.0	55.0	52.0	48.3			43.0	23.0	11.0	13.67

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.