

HCHS 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
				2017	2018	2019	2020	2021	2022	2023
Literacy	<ul style="list-style-type: none"> Analyze middle school performance, 8th Grade Literature EOG, and 8th Grade MAPS data to select non-gifted, high achieving 8th grade students to enroll in Honors 9th Literature. Continue a Study Skills course for struggling readers taught by a teacher with a Reading Endorsement. Select students based on MAP data, HARP data, and previous class performances. <ul style="list-style-type: none"> Create targeted Bear Time groups based on common formative and summative assessment data by student, by learning target. Enrich MAPS testing and data analysis through data analysis training for 9th and 10th Grade Literature. Implement incentives for student achieving a set MAP Reading Growth target from Fall Administration to Winter Administration. Implement incentives for student achieving a set MAP Reading Growth target from Winter Administration to Spring Administration. Utilize IXL to provide targeted remediation and enrichment for students based on their MAP achievement and growth. Set goals for AP Language & Composition students with the classroom teacher to emphasize maximum performance of high achieving learners. <ul style="list-style-type: none"> Implement the Collaborative Team process for AP Language & Composition in order to facilitate increased student achievement and growth. Utilize non-instructional time before and after school to target groups for remediation. Select students based on classroom performance, and common formative and summative assessments. <ul style="list-style-type: none"> Create a plan for the administrative team to engage in collaborative planning with all EOC Collaborative Teams. 	National percentile ranking on the MAP Reading Growth assessment (2020 = Winter 2020) (2021 = Spring 2021)	9	-	-		73.0	86.0	79.0	79.63
		10	-	-		-	85.0	82.0	82.54	
		9	-	-		13.0	85.0	78.0	78.66	
		10	-	-		-	77.0	87.0	87.39	
		11	83.0	82.0	85.5	Waived	77.0	78.0	78.66	
		11	92.0	87.0	90.4	Waived	80.0	87.0	87.39	
		11	57.0	57.0	54.8		45.0	51.0	52.47	
		11	78.5	79.8	81.6		N/A	-	-	
Math Proficiency	<ul style="list-style-type: none"> Use middle school performance to select students needing support through Foundations of Algebra. Emphasize analysis of Learning Target data to regroup students and assign intervention, remediation, and enrichment during Bear Time. Create a plan for the administrative team to engage in collaborative planning with all EOC Collaborative Teams. Use middle school performance, EOG, and MAPS data to select students needing support through Foundations of Algebra in order to be successful as 10th graders in Algebra 1 taking the EOC. <ul style="list-style-type: none"> Utilize IXL and Delta Math to provide targeted remediation and enrichment for students based on their MAP achievement and growth. Emphasize analysis of Learning Target data to regroup students and assign intervention, remediation, and enrichment during Bear Time. Enrich MAPS testing and data analysis through data analysis training for Algebra 1 Teachers. Implement incentives for student achieving a set MAP Math Growth target from Fall Administration to Winter Administration. Implement incentives for student achieving a set MAP Math Growth target from Winter Administration to Spring Administration. Utilize non-instructional time before and after school to target groups for remediation. Select students based on classroom performance, and common formative and summative assessments. 	National percentile ranking on the MAP Math Growth assessment (2020 = Winter 2020) (2021 = Spring 2021)	9	-	-		55.0	87.0	79.0	79.63
		10	-	-		2.0	70.0	83.0	83.51	
		9	-	-		15.0	72.0	87.0	87.39	
		10	-	-		1.0	92.0	75.0	75.75	
		9	90.0	91.0	91.8	Waived	81.0	87.0	87.39	
		9	49.0	56.0	60.2	Waived	38.0	49.0	50.53	
		9	101.2	114.0	109.0		N/A	-	-	

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High School Students Graduating College & Career Ready	<ul style="list-style-type: none"> Utilize record-keeping practices to accurately and consistently document transfer school enrollment when students withdraw from HCHS. Provide all teachers with information and training about pathways and pathway completion prior to the evening advisement process. Increase student awareness of pathways, benefits of pathway completion, and Work Based Learning requirements and opportunities. <ul style="list-style-type: none"> Inform students and parents of academic opportunities through continuous dissemination of information including: call-outs, AP Night, Dual Enrollment Night, and Evening Advisement. Provide students with post-secondary guidance through Bear Time lessons facilitated through the counseling office. Institute individualized grade-checks by school counselor's during Bear Time for students in Study Hall. Develop and implement a monthly Advisement Schedule to develop and build on relationships with students and their advisors over the course of the school year, leading up to Evening Advisement. 	% of graduates in the four year cohort	12	94.7	93.9	94.8	98.1	95.7	-	-
		% of graduates in the five year cohort	12	93.5	95.8	95.4	95.7	97.9	-	-
		% of graduates eligible to receive the HOPE scholarship	12	68.3	61.2	63.3	68.1	66.5	-	-
		% 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	73.3	76.7	76.4	Waived for 2020	-	-	-
		% of 12th-grade students earning credit for accelerated enrollment via Dual Enrollment or Advanced Placement courses	12	-	100.0	100.0	Waived for 2020	-	-	-
		% of 12th-grade students completing an advanced, CTAE, fine arts, or World Language pathway.	12	88.9	84.6	89.1	Waived for 2020	-	-	-
		% of 10th-grade students meeting English Reading Writing benchmark on PSAT	10	-	65.0	67.0	Waived for 2020	61.0	-	-
		% of 10th-grade students meeting Math benchmark on PSAT	10	-	45.0	38.0	Waived for 2020	39.0	-	-
		Average ACT composite score	9-12	22.3	21.3	22.2	21.7	22.6	-	-
		Average SAT composite score	9-12	1101	1075	1091	1077	1104	-	-
Safety	<ul style="list-style-type: none"> Use a range of discipline consequences and rewards including: Alternative Discipline Program, Progressive Discipline, and PBIS (Bear Bucks, MIRs, Monthly B.E.A.R. Buck Roundups, CICO, Quarterly behavior rewards, and End-of-Year No Referral Party). Use an electronic CICO system to track student progress and determine efficacy of interventions. Use an electronic PBIS system to track student behavior across all areas. Implement safety drill procedures in which faculty and students will make decisions in response to unexpected and realistic scenarios. Use the Anonymous Alert app for immediate and confidential communication between stakeholders and administration. 	% of students reporting feeling safe at school	9-12	86.7	83.1	81.0	Waived	-	-	-
		Safe and Substance Free Learning Environment Climate Rating	9-12	90.8	89.3	89.7	Waived	-	-	-
		Student Discipline Climate Rating (Weighted Suspension)	9-12	88.3	91.0	90.7	Waived	-	-	-
Attendance	<ul style="list-style-type: none"> Use a range of discipline consequences and rewards including: Alternative Discipline Program, Progressive Discipline, and PBIS (Bear Bucks, MIRs, Monthly B.E.A.R. Buck Roundups, CICO, Quarterly behavior rewards, Tardy Parties, and End-of-Year No Referral Party). Use an electronic CICO system to track student progress and determine efficacy of interventions. Use an electronic PBIS system to track student behavior across all areas. Implement safety drill procedures in which faculty and students will make decisions in response to unexpected and realistic scenarios. Use the Anonymous Alert app for immediate and confidential communication between stakeholders and administration. 	% of students absent less than 10% of enrolled days	9-12	85.5	90.8	91.6	Waived	69.4	-	-
		Teacher attendance rate	All	96.8	95.5	96.3	Waived	-	-	-
		Staff attendance rate	All	95.7	95.3	95.9	Waived	-	-	-
		Administrator attendance rate	All	97.7	96.7	98.2	Waived	-	-	-
All Students on Track for Success	<ul style="list-style-type: none"> Create a plan for the administrative team to engage in collaborative planning with all EOC Collaborative Teams. Continue to implement backwards design within the Collaborative Team planning process to select essential learning targets, create common assessments, and monitor performance data by student-by learning target. Emphasize analysis of rigor (DOK) and relevance to learning targets in creating and communicating information about common assessments. Use TKES Goal #1 to emphasize the importance of all Collaborative Teams responding to student data with appropriate intervention, remediation, and extension. Target enrichment opportunities towards students with classroom assessment scores near the next level of proficiency. Create targeted groups for Bear Time using demographic information and learning target assessment data compiled by teachers. 	CCRPI Score	All	97.0	92.5	94.6	Waived for 2020	-	-	-
		% of students scoring at Developing Learner or above on the Georgia Milestones Biology EOC	9	85.0	92.0	92.3	Waived for 2020	89.0	90.0	90.30
		% of students scoring at Proficient Learner or above on the Georgia Milestones Biology EOC	9	66.0	72.0	76.5	Waived for 2020	65.0	68.0	68.96
		% of students scoring at Developing Learner or above on the Georgia Milestones US History EOC	11	92.0	94.0	93.3	Waived for 2020	94.0	73.0	73.81
		% of students scoring at Proficient Learner or above on the Georgia Milestones US History EOC	11	73.0	77.0	73.3	Waived for 2020	71.0	38.0	39.86