HCHS Strategic Measures of Student Success

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Focus Area	Actions	Measure	Grade	Score Attainment						Target
				2019	2020	2021	2022	2023	2024	2025
Literacy	·Add more multiple-choice practice over the reading selections ·Elevate the question style to increase the rigor ·Use additional resources to find questions: WriteScore / Albert.io / PARCC / AP ·IXL Practice to increase proficiency of skills ·Using AP Lang and SAT style questions as bell work and practice in class ·Use student mistakes to fix errors ·Focus more on text-based narratives ·Allow student choice on assignments to increase engagement ·Utilize Writable for BCRs instead of full essay ·Complete the writing process with explicit instruction over released/modeled GMAS samples ·Conferencing and feedback loops ·Bear Time assignments re: weaknesses	National percentile ranking on the MAP Reading Growth assessment (2020 = Winter 2020) (2021 = Spring 2021)	9		73.0	86.0	79.0	89.0	73.0	73.81
			10		-	85.0	82.0	86.0	82.0	82.54
		School Conditional Growth Percentile on the MAP Reading Growth assessment (2020 = Fall 2019 to Winter 2020) (2021 = Fall 2020 to Spring 2021)	9		13.0	85.0	78.0	99.0	58.0	59.26
			10		-	77.0	87.0	99.0	73.0	73.81
		% of students reading on or above grade level on the Georgia Milestones American Lit EOC	11	85.5		77.0	78.0	82.0	78.5	79.15
		% of students scoring at Developing Learner or above on the Georgia Milestones American Literature EOC	11	90.4	Waived	80.0	87.0	86.0	86.8	87.20
		% of students scoring at Proficient Learner or above on the Georgia Milestones American Literature EOC	11	54.8	Waived	45.0	51.0	54.0	54.1	55.48
		% of students demonstrating typical growth or higher on the American Literature EOC	11	81.6		N/A	-			-
Math Proficiency	·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 Small Group Instruction and Bear Time. ·Create a plan for the Guiding Coalition to engage in collaborative planning with all PLTs. ·Utilize IXL and Delta Math to provide targeted remediation and enrichment for students based on formative and summative assessments. ·Create target groups based on student performance data for all grade levels in Math. ·Enrich MAPS testing and data analysis through data analysis training for Algebra 1 & Geometry teachers. ·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. ·Utilizing AP Classroom for remediation and enrichment for students in AP classes based on 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	88.0	80.0	80.60
			10		2.0	70.0	83.0	84.0	86.0	86.42
		School Conditional Growth Percentile on the MAP Math Growth assessment (2020 = Fall 2019 to Winter 2020) (2021 = Fall 2020 to Spring 2021)	9		15.0	72.0	87.0	97.0	67.0	67.99
			10		1.0	92.0	75.0	92.0	82.0	82.54
		% of students scoring at Developing Learner or above on the Georgia Milestones Algebra 1 (2016 - 2023) and Algebra CC (2024)	9	91.8	Waived	81.0	87.0	83.4	91.0	91.27
		% of students scoring at Proficient Learner or above on the Georgia Milestones Algebra 1 (2016 - 2023) and Algebra CC (2024)	9	60.2	Waived	38.0	49.0	41.3	62.0	63.14
		% of students demonstrating typical growth or higher on the Algebra I EOC	9	109.0		N/A	-			3.00

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High School Students Graduating College & Career Ready	· Utilize record-keeping practices to accurately and consistently document transfer school enrollment when students withdraw from Houston County High School. · Provide all teachers with information and training about pathways and pathway completion before the evening advisement process. · Intentional scheduling of students in pathways to ensure pathway course completion. · Utilize and publicize Career Ready diploma seals and monitor students meeting the criteria. · Increase student awareness of pathways, benefits of pathway completion, and Work Based Learning requirements and opportunities. · Inform students and parents of academic opportunities by continuously disseminating information including call-outs, AP Night, Dual Enrollment Information, Evening Advisement, and Social Media Platforms. · Provide students with post-secondary guidance through Bear Time lessons facilitated through the counseling office. · Develop and implement a monthly Advisement Schedule to develop and build on relationships with students and their advisors over the school year, leading up to Evening Advisement. · Grade checks completed during Advisement.	% of graduates in the four year cohort	12	94.8	98.1	95.7	95.4	95.2		3.00
		% of graduates in the five year cohort	12	95.4	95.7	97.9	96.4	96.2		3.00
		% of graduates eligible to receive the HOPE scholarship	12	63.3	68.1	66.5	–			3.00
		% 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	76.4	Waived for 2020	–	–			3.00
		% of 12th-grade students earning credit for accelerated enrollment via Dual Enrollment or Advanced Placement courses	12	100.0		–	–			3.00
		% of 12th-grade students completing an advanced, CTAE, fine arts, or World Language pathway.	12	89.1		–	–			3.00
		% of 10th-grade students meeting English Reading Writing benchmark on PSAT	10	67.0		61.0	–			3.00
		% of 10th-grade students meeting Math benchmark on PSAT	10	38.0		39.0	–			3.00
		Average ACT composite score	9-12	22.2	21.3	22.6	21.6	21.1		3.00
		Average SAT composite score	9-12	1091	1077	1104	1082	1061		3.00
Safety	· Use of a range of assigned discipline with concept of progressive and alternative discipline to allow students opportunity for improve behavior (restricted lunch, Administrative detention, Saturday School, etc.) · Implementation of reward system to promote positive behavior through PBIS (Bear Bucks, MIRs, Monthly Bear Buck Roundups, Electronic CICO, etc.) · Utilization of teacher-mentor and peer-mentor program for students targeted through HARP data and counselor meetings with middle schools that are identify as At-Risk students · Implementation of safety drill procedures in which faculty and students will make decisions in response to unexpected and realistic scenarios. · Faculty and staff review of school's Safety Plan with duties and responsibilities explained. · Continued implementation and employment of the Centegix crisis alert system to empower teachers and staff to always ensure student safety while on campus. · Minimize idle student time and possible unwanted encounters for students through SmartPass hall pass system along with improving attendance procedures for students and staff. · Use of the Anonymous Alert app for immediate and confidential communication between stakeholders and administration.	% of students reporting feeling safe at school	9-12	81.0	Waived	–	–		NA	
		Safe and Substance Free Learning Environment Climate Rating	9-12	89.7		–	–			3.00
		Student Discipline Climate Rating (Weighted Suspension)	9-12	90.7		–	–			3.00

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Attendance	·The administration will recognize teachers and staff for perfect attendance each semester. ·The attendance clerk will meet with the social worker weekly to concentrate on students with poor attendance/truancy. ·Social Worker, Mr. Eustis, will work with counselors and students above 16 regarding attendance concerns. ·Students who have too many tardies will attend Saturday school. ·The consequences for tardies have been adjusted to dissuade students from being tardy to class.	% of students absent less than 10% of enrolled days	9-12	91.6	Waived	69.4	–	86.6		3.00
		Teacher attendance rate	All	96.3		–	–			3.00
		Staff attendance rate	All	95.9		–	–			3.00
		Administrator attendance rate	All	98.2		–	–			3.00
All Students on Track for Success	·Utilize the PLT Guiding Coalition to create a plan for the administrative team to engage in collaborative planning, implementation of backwards by design with the PLT process, emphasize analysis of rigor and relevance to learning targets in creating and communicating information about common assessment, and use TKES Goal one to emphasize the importance of all PLTs responding to student data. ·Implement relevant data obtained through the work of the content PLT to respond to student data, target enrichment opportunities for students with classroom assessments near proficiency, and create targeted groups for BEAR time. ·The data collected from common formative assessments will be used to direct the PLTs use of Tier 1 assignments and grouping to assist students struggling with mastering certain learning targets in class. This data will also be used to direct the PLTs appointment of students to specific BEAR times for Tier 2 and 3 help. ·Use behavioral data to target groups for BEAR time using demographic data ·Continue to increase teacher use of Spotlight and Student of the Month programs to create monthly rewards and recognize students' positive behaviors beyond academics. ·Encourage students to seek out SOS and the Build-A-Bear resources to develop and implement strategies to address the emotional and mental-health well-being of students.	CCRPI Score	All	94.6	Waived for 2020	–	–			3.00
		% of students scoring at Developing Learner or above on the Georgia Milestones Biology EOC	9	92.3		89.0	90.0	91.0	88.0	88.36
		% of students scoring at Proficient Learner or above on the Georgia Milestones Biology EOC	9	76.5		65.0	68.0	72.0	69.7	70.61
		% of students scoring at Developing Learner or above on the Georgia Milestones US History EOC	11	93.3		94.0	73.0	60.0	71.8	72.65
		% of students scoring at Proficient Learner or above on the Georgia Milestones US History EOC	11	73.3		71.0	38.0	19.0	29.5	31.62

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.