

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
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 and World Language courses. Continue the Study Skill course for Literature. Select students based on 9th and 10th MAPS data, 9th and 10th class performance, and HARP data. Classes will be divided by reading levels which will be reevaluated intermittently to determine students' best placements in this course. Create targeted B.E.A.R. Time groups for Spring Semester based on common formative and summative assessment data by student, by learning target. HARP and MAPS data will also be used to determine these students and their strengths and weaknesses. Enrich MAPS testing and data analysis through training for 9th and 10th Grade Literature. Implement incentives for student achieving a set MAP Reading Growth target. Set goals for AP Language and AP Literature students with the classroom teacher to emphasize maximum performance of high achieving learners. Utilize non-instructional time before and after school to target groups for remediation. Select students based on classroom performance, HARP data, MAPS data, and common formative and summative assessments. (ARP Funds) 	National percentile ranking on the MAP Reading Growth assessment (2020 = Winter 2020) (2021 = Spring 2021)	9	-	-		73.0	86.0	86.42
			10	-	-		-	85.0	85.45
		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	85.45
			10	-	-		-	77.0	77.69
		% of students reading on or above grade level on the Georgia Milestones American Lit EOC	11	83.0	82.0	85.5	Waived	77.0	77.69
		% of students scoring at Developing Learner or above on the Georgia Milestones American Literature EOC	11	92.0	87.0	90.4		80.0	80.60
		% of students scoring at Proficient Learner or above on the Georgia Milestones American Literature EOC	11	57.0	57.0	54.8		45.0	51.50
	% of students demonstrating typical growth or higher on the American Literature EOC	11	78.5	79.8	81.6	N/A	-		
Math Proficiency	<ul style="list-style-type: none"> Emphasize analysis of common formative assessments to regroup students and assign intervention, remediation, and enrichment during B.E.A.R. Time. Create a calendar for the administrative team to engage in collaborative planning with all EOC PLC teams. Use middle school performance, EOG, and MAPS data to select students needing support through Foundations of Algebra. Enrich MAPS testing and data analysis through training for Algebra 1 Teachers. Implement incentives for student achieving a set MAP Math Growth targets based on individual growth goals. Utilize non-instructional time before and after school to target groups for remediation. Select students based on classroom performance, HARP data, MAPS data, and common formative and summative assessments. (ARP Funds). 	National percentile ranking on the MAP Math Growth assessment (2020 = Winter 2020) (2021 = Spring 2021)	9	-	-		55.0	87.0	87.39
			10	-	-		2.0	70.0	70.90
		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	72.84
			10	-	-		1.0	92.0	92.24
		% of students scoring at Developing Learner or above on the Georgia Milestones Algebra I EOC	9	90.0	91.0	91.8	Waived	81.0	81.57
		% of students scoring at Proficient Learner or above on the Georgia Milestones Algebra I EOC	9	49.0	56.0	60.2		38.0	51.50
		% of students demonstrating typical growth or higher on the Algebra I EOC	9	101.2	114.0	109.0		N/A	#VALUE!

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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. <ul style="list-style-type: none"> Increase student awareness of pathways, benefits of pathway completion, and Work Based Learning requirements and opportunities. Inform students and parents of academic opportunities through continuous dissemination of information such as: call-outs, AP Night, and Evening Advisement. Provide students with post-secondary guidance through B.E.A.R. Time lessons facilitated through the counseling office. Utilize 8th Grade day to provide upcoming Freshmen with information regarding registration, Athletics, Fine Arts, CTAE, and other areas at HCHS. Enroll students who qualify for Dual Enrollment courses on the HCHS campus in DE US History and Economics. 	% of graduates in the four year cohort	12	94.7	93.9	94.8	98.1	IP	#VALUE!	
		% of graduates in the five year cohort	12	93.5	95.8	95.4	IP		51.50	
		% of graduates eligible to receive the HOPE scholarship	12	68.4	61.2				51.50	
		% 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	-	#VALUE!	
		% of 12th-grade students earning credit for accelerated enrollment via Dual Enrollment or Advanced Placement courses	12	-	100.0	100.0		-	#VALUE!	
		% of 12th-grade students completing an advanced, CTAE, fine arts, or World Language pathway.	12	88.9	84.6	89.1		-	#VALUE!	
		% of 10th-grade students meeting English Reading Writing benchmark on PSAT	10	-	65.0	67.0		61.0	62.17	
		% of 10th-grade students meeting Math benchmark on PSAT	10	-	45.0	38.0		39.0	51.50	
		Average ACT composite score	9-12	22.3	21.3	22.2			51.50	
		Average SAT composite score	9-12	1101.0	1075.0	1091.0			51.50	
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 on campus. <ul style="list-style-type: none"> Analyze behavior data to determine programs/initiaves needed to address behavioral concerns. Implement safety drill procedures in which faculty and students will make decisions in response to unexpected and realistic scenarios. <ul style="list-style-type: none"> Implement an anti-substance abuse and anti-vaping marketing campaign competition through CTAE courses and CTSOs. Use the Anonymous Alert app for immediate and confidential communication between stakeholders and administration. Utilize Sources of Strength with a guidance counselor to provide a "safe space" and "trusted adult" for students who struggle with anxiety, depression, and other mental health areas. 	% 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			-	-
		Student Discipline Climate Rating (Weighted Suspension)	9-12	88.3	91.0	90.7			-	-

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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, No Tardies Party, and End-of-Year No Referral Party). Use an electronic CICO system to track student progress and determine efficacy of interventions. (Spotlight) Use an electronic PBIS system to track student behavior across all areas at HCHS. Implement safety drill procedures in which faculty and students will make decisions in response to unexpected and realistic scenarios. Implement an anti-substance abuse and anti-vaping marketing campaign competition through CTAE courses and CTSOs. Use the Anonymous Alert app for immediate and confidential communication between stakeholders and administration. Utilize Sources of Strength with a guidance counselor to provide a "safe space" and "trusted adult" for students who struggle with anxiety, depression, and other mental health areas. 	% of students absent less than 10% of enrolled days	9-12	85.5	90.8	91.6	Waived	69.4	70.27
		Teacher attendance rate	All	96.8	95.5	96.3		-	-
		Staff attendance rate	All	95.7	95.3	95.9		-	-
		Administrator attendance rate	All	97.7	96.7	98.2		-	-
All Students on Track for Success	<ul style="list-style-type: none"> Create a calendar for the administrative team to engage in collaborative planning with all EOC content teams. Continue to implement backwards design within the PLC 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 #2 to emphasize the imperative of all content teams responding to student data with appropriate intervention, remediation, and extension instruction. Target enrichment opportunities towards students with classroom assessment scores near the next level of proficiency. Create spring semester targeted groups for B.E.A.R. Time using demographic information and common formative assessment data compiled by teachers throughout first semester. Utilize ARP funds to provide time for students who are off-track to receive targeted instruction regarding areas of need. Target specific subgroups through the use of common formative assessments, HARP data, and MAPS data to provide specific interventions, remediation, and enrichment. Utilize teacher leaders in our building to provide guidance on Backwards by Design, DOK, the PLC process, Common Formative Assessments, and other areas of need for 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		89.0	89.33
		% of students scoring at Proficient Learner or above on the Georgia Milestones Biology EOC	9	66.0	72.0	76.5		65.0	66.05
		% of students scoring at Developing Learner or above on the Georgia Milestones US History EOC	11	92.0	94.0	93.3		94.0	94.18
		% of students scoring at Proficient Learner or above on the Georgia Milestones US History EOC	11	73.0	77.0	73.3		71.0	71.87

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.