

# NHS Strategic Measures of Student Success

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Focus Area	Actions	Measure	Grade	Score Attainment					Target
				2019	2020	2021	2022	2023	2024
Literacy	<p>1. Utilizing MAP Growth for Incentive-Based Learning: Educators will employ the MAP Growth data chart as a motivational tool. If a student demonstrates improvement as evidenced by the Spring MAP Growth data, they will have the opportunity to substitute this for their lowest cold read quiz score.</p> <p>2. Student Goal-Setting with MAP Tracking: Students are encouraged to set ambitious, yet achievable, goals for themselves by leveraging the insights from the MAP tracking data form. Educators will facilitate one-on-one conferences with students throughout the academic year – specifically during the Fall, Winter, and Spring – to assist in refining these goals and ensuring they are aligned with individual growth trajectories.</p> <p>3. Targeted Interventions Using Multiple Data Points: The English department will employ a comprehensive approach to student support by synthesizing MAP assessment data, End-of-Course (EOC) results, Common Formative Assessments (CFAs), and Common Summative Assessments (CSAs). This amalgamation will be instrumental in pinpointing specific domains that require attention. Students identified through this method will receive specialized support during SOAR sessions, encompassing remediation, intervention, and enrichment activities.</p> <p>4. Promotion of Independent Reading: To foster reading stamina and encourage higher-order thinking, students are advised to dedicate at least 30 minutes each week to independent reading. This reading should be centered on high-interest topics, ensuring engagement across all grade levels.</p> <p>5. Formative Data Analysis for Mastery Progression: Prior to administering summative assessments, educators will dissect formative multiple-choice data. This analysis will gauge student progression towards the mastery of specific standards, enabling teachers to identify and support students based on formative assessment outcomes.</p> <p>6. Customized Feedback through Go Guardian: The American Literature team will harness the capabilities of Go Guardian as an instructional tool. This platform will facilitate the provision of tailored feedback and enable the formation of strategic small groups, ensuring effective remediation.</p> <p>7. Incorporating Multiple-Choice Questions in Summative Assessments: To maintain a consistent level of rigor reminiscent of EOC examinations, educators will integrate multiple-choice questions into every summative assessment.</p> <p>8. Cold-Read Multiple-Choice Practice: For each academic unit, teachers will administer a multiple-choice cold-read practice as a summative assessment. This strategy is geared towards emulating the rigor of EOC tests.</p> <p>9. Read 180 for Below Grade-Level Readers: For students identified as reading below the expected grade level, Read 180 will be employed. This targeted approach will equip these students with the requisite skills to attain proficiency or surpass expectations in literacy.</p> <p>10. Strategic Student Targeting using HARP Data: To optimize support structures such as Eagle Excellence Hour (EEH), SOAR, and Saturday school, students will be selected based on insights derived from HARP data.</p> <p>11. Post-School Support through Eagle Excellence Hour: EEH sessions will be held after school on Mondays and Wednesdays. These sessions are designed to cater to students grappling with literacy challenges and to bridge the learning gaps that may have arisen due to the recent pandemic.</p> <p>12. Elective Reading and Writing Course for 9th Graders: Ninth-grade students identified as reading below grade level will have the opportunity to enroll in an elective course dedicated to reading and writing. This course aims to bolster their literacy skills and set them on a path to academic success.</p> <p>13. Targeting Based on Prior Year Performance: Students will be identified for targeted interventions and support based on their performance data from the previous academic year. This proactive approach ensures that no student is left behind and that early interventions are put in place for those who may be at risk.</p>	National percentile ranking on the MAP Reading Growth assessment (2020 = Winter 2020) (2021 = Spring 2021)	9		40.0	42.0	48.0	47.0	48.59
		10		-	57.0	44.0	55.0	56.35	
		School Conditional Growth Percentile on the MAP Reading Growth assessment (2020 = Fall 2019 to Winter 2020) (2021 = Fall 2020 to Spring 2021)	9		1.0	22.0	58.0	92.0	92.24
		10		-	26.0	21.0	62.0	63.14	
		% of students reading on or above grade level on the Georgia Milestones American Lit EOC	11	67.0	Waived	48.0	62.0	55.0	56.35
		% of students scoring at Developing Learner or above on the Georgia Milestones American Literature EOC	11	70.9	Waived	53.0	72.0	63.0	64.11
		% of students scoring at Proficient Learner or above on the Georgia Milestones American Literature EOC	11	34.0		20.0	36.0	25.0	27.25
		% of students demonstrating typical growth or higher on the American Literature EOC	11	81.4		N/A	-	-	-
		National percentile ranking on the MAP Math Growth assessment (2020 = Winter 2020) (2021 = Spring 2021)	9		32.0	39.0	40.0	44.0	45.68
		10		4.0	22.0	40.0	55.0	56.35	
		School Conditional Growth Percentile on the MAP Math Growth assessment (2020 = Fall 2019 to Winter 2020) (2021 = Fall 2020 to Spring 2021)	9		5.0	9.0	64.0	76.0	76.72
		10		1.0	1.0	55.0	52.0	53.44	
		1. MAP Engagement for Freshmen and Sophomores: Both 9th and 10th-grade students will maintain an active engagement with MAP Insights. This will be facilitated through detailed data conferences where educators will discuss individual performance metrics and collaborate with students on setting personalized academic goals.							
2. Targeted Student Support in Algebra 1: Utilizing the MAP data report, Algebra 1 educators will pinpoint students based on their "Projected Proficiency" metrics for the End-of-Course Test (EOCT). Tailored strategies will be employed to ensure that every student is on track to achieve proficiency or higher.									
3. SOAR Sessions for Initial MAPS 'Beginning' Learners: Students who are categorized as "beginning" learners post the initial MAPS administration will be incorporated into weekly SOAR sessions. These sessions aim to elevate their academic performance, progressing them from level 1 to level 2.									
4. Domain-Specific Interventions in Geometry: Geometry educators will employ a domain-centric approach, identifying and supporting students based on their specific domain weaknesses.									
5. IXL Integration for Targeted Skill Development: 9th and 10th-grade students will leverage the IXL platform to hone in on areas of improvement, as identified by the MAP assessment's sub-concepts. This									

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Math Proficiency	targeted approach ensures that specific areas of weakness are addressed.								
	6. PBIS Points Incentive for 9th Graders: Freshmen will be eligible to earn PBIS points by achieving a smart score of 80 or above on topics covered in class. Educators will provide topic recommendations post instruction, enabling students to practice on the IXL platform either at home, during SOAR sessions, or at their discretion.	% of students scoring at Developing Learner or above on the Georgia Milestones Algebra I EOC	9	69.3	Waived	42.0	64.0	69.0	69.93
	7. Monitored IXL Sessions for Sophomores: 10th-grade students will engage in monitored in-class IXL sessions, focusing on concepts recommended by their educators. Teachers will employ a progressive methodology, with skill-building exercises accumulating throughout the semester.								
	8. Instant Feedback through Digital Assessments: For 9th-grade students, Edulastic will be the digital assessment tool of choice, whereas 10th graders will be assessed through IXL. These platforms provide immediate feedback, offering students instant opportunities for remediation.	% of students scoring at Proficient Learner or above on the Georgia Milestones Algebra I EOC	9	23.5		4.0	27.0	23.0	25.31
9. MAP Mania Competitive Initiative: Teachers will launch "MAP Mania", a school-wide reward and competition framework, to ignite a sense of camaraderie and competitive spirit among different classes.									
10. Specialized Support for EOC SWD Students: As the End-of-Course assessment approaches, educators will focus on Students with Disabilities (SWD) by harnessing the capabilities of co-taught classrooms. A differentiated instructional approach will be employed to cater to each student's unique ability level.									
11. SOAR for Enrichment and Remediation: The SOAR platform will serve a dual purpose – to enrich students who have attained proficiency and to provide remedial support to those categorized as developing or beginning learners.									
12. SOAR Sessions for Algebra 1 'Beginning' Learners: Algebra 1 students, identified as "beginning" learners post the Initial MAPS assessment, will be integrated into weekly SOAR sessions. The aim is to ensure their progression from level 1 to level 2.									
13. Targeted Progression from Level 2 to Level 3: Post the second MAPS administration, students labeled as "beginning" and "developing" will be specifically targeted with strategies and interventions to facilitate their transition from level 2 to level 3.									
14. Self-Paced Learning with Delta-Math: Alongside conventional remediation strategies, educators will incorporate the Delta-math platform. This tool empowers students to progress at their own pace, ensuring a personalized learning experience.	% of students demonstrating typical growth or higher on the Algebra I EOC	9	67.6		N/A	-		-	
15. Department-Wide SOAR Sessions for Algebra 1: As testing season looms, Algebra 1 educators will capitalize on department-wide SOAR sessions to bolster student performance. Students will be grouped based on their proficiency, with a specific focus on transitioning level 3 students to level 4.									
High School Students Graduating & Career Ready	1. Scheduled SOAR Sessions for Student Support: The institution will facilitate SOAR sessions every Tuesday, providing students with opportunities for targeted remediation on specific assignments.	% of graduates in the four year cohort	12	87.0	90.9	80.9	-	79.9	80.50
	2. Dedicated Academic Priority Hours: The school has designated Academic Priority sessions on Mondays through Thursdays, running from 3:15 PM to 4:45 PM. During these sessions, students can avail themselves of focused assistance on their assignments, organized by specific subject areas.	% of graduates in the five year cohort	12	88.9	90.1	91.9	-		-
	3. Data-Driven Saturday School Selection: Utilizing a combination of HARP data, attendance records, and insights from common formative and summative assessments, the institution will identify students who would benefit most from attending Saturday school sessions dedicated to remediation.	% of graduates eligible to receive the HOPE scholarship	12	31.5	33.1	36.6	-		-
	4. Collaborative Planning in PLTs for AP Teachers: Advanced Placement (AP) educators will convene in Professional Learning Teams (PLTs) to analyze and compare academic data. These sessions will also be instrumental in coordinating unit planning efforts across the district.	% 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	57.8	Waived for 2020		-		-
	5. Data-Centric Discussions with AP Educators: AP teachers will engage in detailed "data talks" alongside administrative personnel. These discussions aim to devise strategies that will optimize student support in AP courses.	% of 12th-grade students earning credit for accelerated enrollment via Dual Enrollment or Advanced Placement courses	12	77.6			-		-
	6. PBIS Interventions for At-Risk Students: The Positive Behavioral Interventions and Supports (PBIS) team will identify students who may be at risk of not graduating. These students will be paired with mentors and integrated into a "check-in, check-out" system to provide consistent support.	% of 12th-grade students completing an advanced, CTAE, fine arts, or World Language pathway.	12	78.7			-		-
	7. Professional Development at the Career Academy for CTAE: The Career, Technical, and Agricultural Education (CTAE) department will assemble at the Career Academy. Here, educators will undergo system-wide training sessions, equipping them with the skills to effectively guide students towards completing their chosen pathways.	% of 10th-grade students meeting English Reading Writing benchmark on PSAT	10	54.0	Waived for 2020	53.0	-		-
	8. Goal Setting and Planning for CTAE Educators: All CTAE teachers will allocate 4 hours during designated professional learning and distance learning days. This time will be dedicated to setting ambitious goals and meticulous planning to ensure successful curriculum delivery.	% of 10th-grade students meeting Math benchmark on PSAT	10	26.0		26.0	-		-
	Average ACT composite score	9-12	19.3	20.6	20.9	-		-	

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Stu Coll	<p>ambitious goals and meticulous planning to ensure successful curriculum delivery.</p> <p>9. Monthly CTAE Goal Review in PLTs: The CTAE department will hold monthly PLT sessions to review and refine departmental goals. These discussions will be pivotal in preparing students for the end-of-pathway assessments.</p> <p>10. District-Wide Collaboration for Fine Arts Teachers: Educators within the Fine Arts department from across the district will convene regularly. These meetings will foster a culture of data comparison and the sharing of invaluable instructional resources, all aimed at facilitating student success in pathway completion.</p>	Average SAT composite score	9-12	1018	1023	1057	-	-	-

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Safety	1. Promotion of Anonymous Alerts: The importance and utility of the 'Anonymous Alerts' system are being emphasized during class assemblies, ensuring students are familiar with this avenue for reporting concerns.	% of students reporting feeling safe at school	9-12	70.5	Waived	-	-		-
	2. Communication on Safety Protocols for Extracurriculars: The administrative team has disseminated detailed information to students regarding safety protocols and procedures for extracurricular activities, ensuring all participants are well-informed and prepared.	Safe and Substance Free Learning Environment Climate Rating	9-12	89.4		-	-		-
	3. Refinement of the Discipline Matrix: The administrative team conducted a thorough review of the discipline matrix, making modifications and reductions based on the insights from progressive discipline data. 4. Incentivizing Positive Behavior: The institution has introduced an array of incentives to recognize and reward exemplary student behavior.	Student Discipline Climate Rating (Weighted Suspension)	9-12	68.1		-	-		-
Attendance	1. Monthly Recognition for Impeccable Attendance: The administrative team will extend commendations to teachers and staff members who demonstrate perfect attendance each month, highlighting their dedication and commitment.	% of students absent less than 10% of enrolled days	9-12	80.7	Waived	65.2	-		-
	2. Collaborative Focus on Attendance Issues: The attendance clerk, in conjunction with the Assistant Principal overseeing Discipline, will hold weekly consultations with the school's social worker or lead counselor. These sessions will be dedicated to addressing and devising strategies for students demonstrating suboptimal attendance patterns.	Teacher attendance rate	All	96.8		-	-		98.10
	3. PBIS Incentive Enhancement for Punctuality: In a concerted effort to reduce instances of tardiness, the institution has augmented the Positive Behavioral Interventions and Supports (PBIS) incentives specifically for punctuality.	Staff attendance rate	All	96.3		-	-		98.00
	4. Student Attendance Excellence Program: NHS has pioneered a recognition program specifically designed to laud students who maintain impeccable attendance records.	Administrator attendance rate	All	98.5		-	-		99.20
	5. Saturday School for Habitual Tardiness: Students who accrue an excessive number of tardies will be required to attend supplementary sessions on Saturdays as part of an intervention strategy.								
6. Stringent Measures for Tardiness: In order to emphasize the importance of punctuality and deter habitual tardiness, NHS has amplified the consequences associated with repeated late arrivals to class.									
S	1. Strategic Use of HARP Data for Science Literacy: Leverage HARP data to identify students with suboptimal Lexile scores in order to streamline them for targeted science literacy remediation.	CCRPI Score	All	69.9	Waived for 2020	-	-		-
	2. Enhancing Reading Stamina in Science: Science educators will focus on bolstering students' reading endurance by regularly introducing them to extended passages and intricate questions, exemplified by initiatives such as "Throwback Thursdays" or "Flashback Fridays," commencing post the initial summative assessment.	% of students scoring at Developing Learner or above on the Georgia Milestones Biology EOC	9	62.6		48.0	62.0	60.0	61.20
	3. Benchmark Assessments in Science: To familiarize students with the format and rigor of the End-of-Course (EOC) assessments, science educators will administer benchmark tests that mimic the extended, reading-intensive nature of EOC questions.	% of students scoring at Proficient Learner or above on the Georgia Milestones Biology EOC	9	38.3		20.0	37.0	33.0	35.01
	4. Post-Assessment Conferencing in Science: Post-assessment, science educators will engage in individualized conferencing with students. This strategy is designed to enhance test-taking prowess and cultivate a sense of ownership over one's learning trajectory.	% of students scoring at Developing Learner or above on the Georgia Milestones US History EOC	11	71.2		66.0	35.0	47.0	48.59

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All Students on TraCL for Success	5. Targeted Remediation in Science with Edulastic and BioInteractive: Science educators will harness the capabilities of the Edulastic and BioInteractive platform for precision-focused remediation, ensuring students attain mastery across all standards.	% of students scoring at Proficient Learner or above on the Georgia Milestones US History EOC	11	40.7	26.0	26.0	12.0	8.0	10.76
	6. Data-Driven Remediation and Intervention in Science: Utilizing benchmarks, Common Formative Assessments (CFAs), Common Summative Assessments (CSAs), and EOC data, science educators will identify and support students requiring specialized remediation and intervention during SOAR sessions.								
	7. Vertical Skill Alignment in Social Studies: Implement strategies in social studies to ensure consistent skill development across all courses, aiming to enhance assessment performance and engagement..								
	8. Elevating Analytical Skills in Social Studies: The instructional methodologies and questioning techniques employed in social studies will consistently emphasize and foster higher-order analytical capabilities.								
	9. Promotion of Reading Fluency in Social Studies: Integrate document resource studies to augment reading fluency within the social studies curriculum.								
	10. Benchmark-Driven Differentiated Instruction in Social Studies: Social studies educators will utilize benchmark assessments to pinpoint foundational areas of student weakness. These insights will inform tailored, differentiated instruction during SOAR sessions.								
11. Advanced Questioning Techniques in Social Studies: Across all social studies courses, educators will incorporate document and stimulus-based questions that necessitate the application of advanced cognitive skills, promoting higher-order thinking.									

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.