



Hapeville Charter Career Academy

*A Fulton county public charter high school
in partnership with Atlanta Technical College*

Candace S. Bethea, Principal
cbethea@hapevillecharter.org

Principal's Report September 24, 2018 Resubmitted September 18, 2018

School Improvement Goals

- To increase student achievement in core content areas as measured by the Georgia Milestones End of Course Assessments
- To increase opportunities for academic acceleration outside of Dual Enrollment

Our Goals

- Increase Milestones scores
- Recruit students for Advanced Placement
- Monitor Attendance and Grades through advisement
- Disaggregate data and use the language of data

Professional Learning Goals

- Assessments
- Block Scheduling
- Data Driven Instruction
- Essential Questions
- Gradual Release
- Learning Targets
- Literacy
- Professional Learning Community (PLCs)
- SWIVL

Title I

- Plan submitted for review
- Prepare Logic Model for ESSA requirements
- State of the School Address and PTSA, Thursday, September 27 at 6:00 pm

Home of the Hornets

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Fastbridge Testing in ELA/Reading and Math

Universal Screener

Grades 9-11

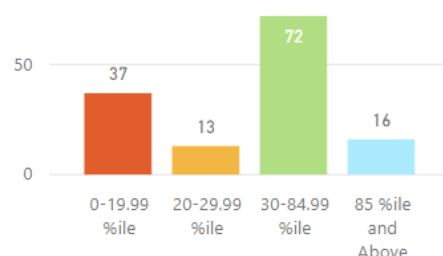
Established a baseline for students and identified students in the lower percentiles

Universal screening is the process of regularly checking every student's performance (taking their "temperature") periodically during the school year. This helps to identify students who are responding well to core instruction (on track), as well as those who may require supplemental (some risk) or intensive (high risk) intervention and instructional support

Math

All students Grades 9-11		
Math		
Fastbridge Fall Screening Band	Fastbridge Fall Risk Level	# of Students
0-19.99 %ile	High Risk	77
0-19.99 %ile	Some Risk	8
20-29.99 %ile	Some Risk	29
30-84.99 %ile	Some Risk	61
30-84.99 %ile	Low Risk	75
30-84.99 %ile	Above Average	48
85 %ile and Above	Above Average	36
	Number of students tested	334
Ninth Grade Math		
Fastbridge Fall Screening Band	Fastbridge Fall Risk Level	# of Students
0-19.99 %ile	High Risk	34
0-19.99 %ile	Some Risk	3
20-29.99 %ile	Some Risk	13
30-84.99 %ile	Some Risk	34
30-84.99 %ile	Low Risk	23
30-84.99 %ile	Above Average	15
85 %ile and Above	Above Average	16
	Number of students tested	138
Tenth Grade Math		

FastBridge Fall Screening Window Risk Level



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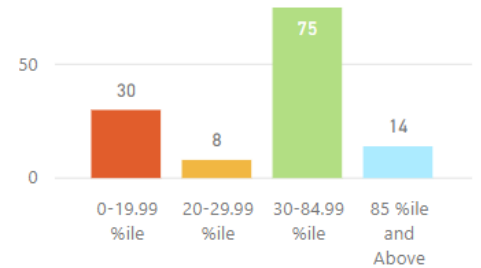
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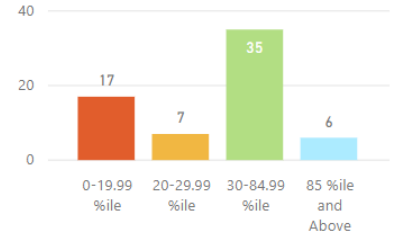
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Fastbridge Fall Screening Band	Fastbridge Fall Risk Level	# of Students
0-19.99 %ile	High Risk	29
0-19.99 %ile	Some Risk	1
20-29.99 %ile	Some Risk	8
30-84.99 %ile	Some Risk	18
30-84.99 %ile	Low Risk	34
30-84.99 %ile	Above Average	23
85 %ile and Above	Above Average	14
	Number of students tested	127
Eleventh Grade Math		
Fastbridge Fall Screening Band	Fastbridge Fall Risk Level	# of Students
0-19.99 %ile	High Risk	13
0-19.99 %ile	Some Risk	4
20-29.99 %ile	Some Risk	7
30-84.99 %ile	Some Risk	8
30-84.99 %ile	Low Risk	17
30-84.99 %ile	Above Average	10
85 %ile and Above	Above Average	6
	Number of students tested	65

FastBridge Fall Screening Window Risk Level



FastBridge Fall Screening Window Risk Level

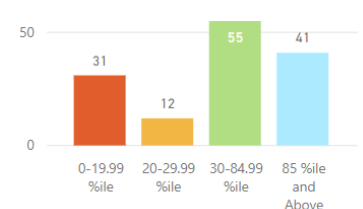


All students grades 9-11 Reading/ELA

Fastbridge Fall Screening Band	Fastbridge Fall Risk Level	# of Students
0-19.99 %ile	High Risk	41
0-19.99 %ile	Some Risk	23
20-29.99 %ile	Some Risk	19
30-84.99 %ile	Some Risk	26
30-84.99 %ile	Low Risk	104
30-84.99 %ile	Above Average	26
85 %ile and Above	Above Average	103
	Number of students tested	342

Ninth Grade

FastBridge Fall Screening Window Risk Level



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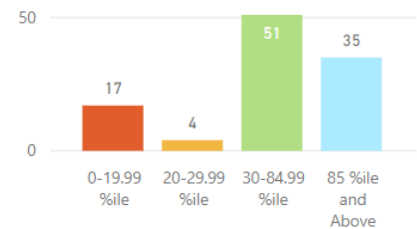
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Fastbridge Fall Screening Band	Fastbridge Fall Risk Level	# of Students
0-19.99 %ile	High Risk	23
0-19.99 %ile	Some Risk	8
20-29.99 %ile	Some Risk	12
30-84.99 %ile	Some Risk	10
30-84.99 %ile	Low Risk	42
30-84.99 %ile	Above Average	3
85 %ile and Above	Above Average	41
Number of students tested		139

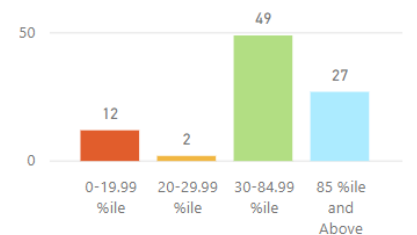
Tenth Grade Fastbridge Fall Screening Band	Fastbridge Fall Risk Level	# of Students
0-19.99 %ile	High Risk	11
0-19.99 %ile	Some Risk	6
20-29.99 %ile	Some Risk	4
30-84.99 %ile	Some Risk	8
30-84.99 %ile	Low Risk	31
30-84.99 %ile	Above Average	12
85 %ile and Above	Above Average	35
Number of students tested		107

FastBridge Fall Screening Window Risk Level



Eleventh Grade Fastbridge Fall Screening Band	Fastbridge Fall Risk Level	# of Students
0-19.99 %ile	High Risk	5
0-19.99 %ile	Some Risk	7
20-29.99 %ile	Some Risk	2
30-84.99 %ile	Some Risk	8
30-84.99 %ile	Low Risk	30
30-84.99 %ile	Above Average	11
85 %ile and Above	Above Average	27
Number of students tested		90

FastBridge Fall Screening Window Risk Level



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DATA BY DEPARTMENTS

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Algebra I

Unit 6: Describing Data

- According to Fulton's SMF, none of the standards in Unit 6 are priority standards.
- Algebra Connections to Statistics and Probability is 15% of the GMAS. (Approximately 9 points)

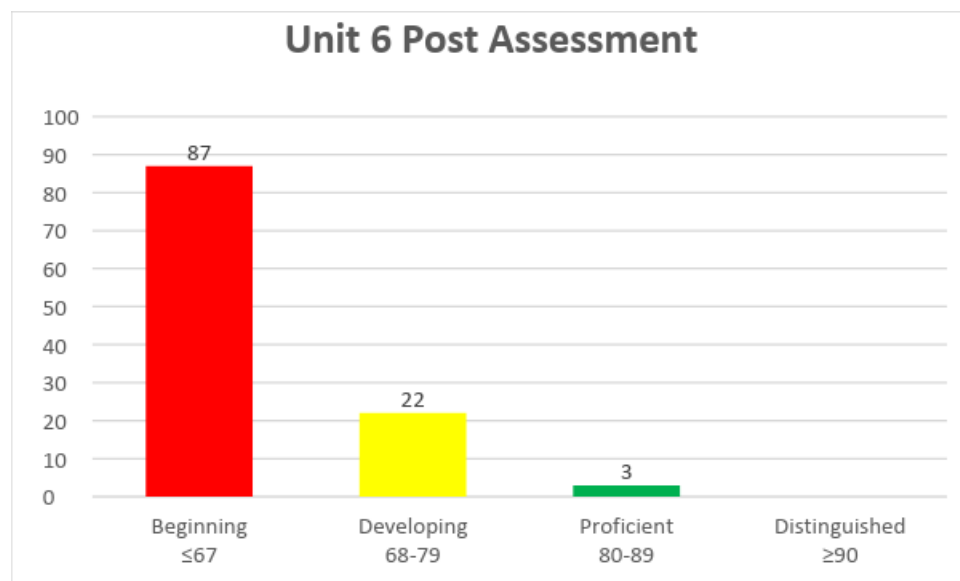
Total Students Tested: 112

Total Questions: 40

DOK Level Breakdown

Level 1: 4 Questions	Level 2: 20 Questions	Level 3: 16 Questions
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Overall Assessment Performance



Standard Analysis

Standard	Percentage of Students scoring ≥ 70	Item Analysis < 60% of students answering correctly
Compute And Interpret (MGSE9-12.S.ID.8)	47%	26, 36
Correlation And Causation (MGSE9-12.S.ID.9)	65%	28, 29

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Fit A Function (MGSE9-12.S.ID.6a)	55%	9, 23
Fit Linear Function (MGSE9-12.S.ID.6c)	66%	24
Interpret Differences (MGSE9-12.S.ID.3)	48%	11, 20, 32
Interpret Slope (MGSE9-12.S.ID.7)	53%	17, 25
Quantitative Variables (MGSE9-12.S.ID.6)	74%	8
Represent Data (MGSE9-12.S.ID.1)	52%	16, 21
Summarize Data (MGSE9-12.S.ID.5)	55%	30, 31
Use Statistics (MGSE9-12.S.ID.2)	50%	34, 37, 38

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Geometry

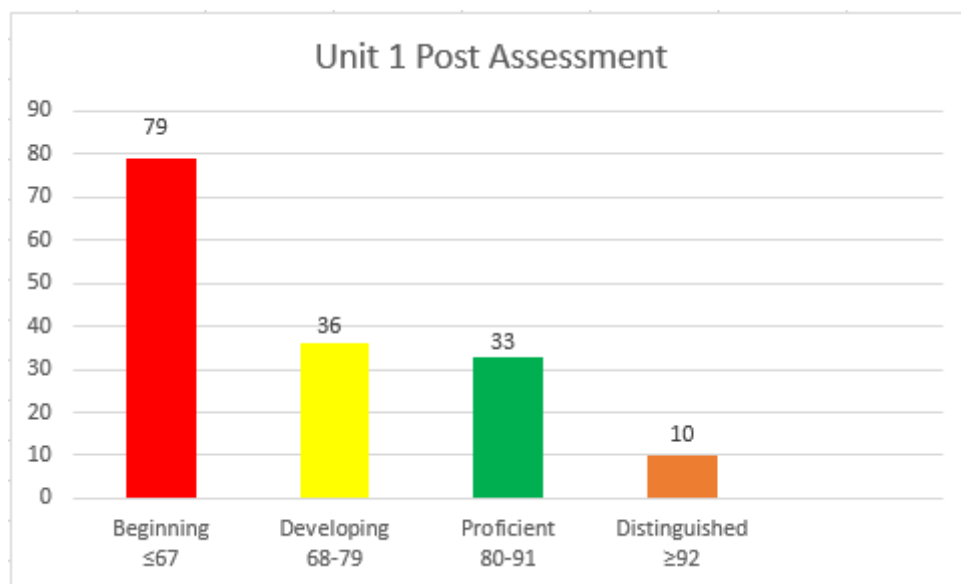
Unit 1: Transformation in the Coordinate Plane

- According to Fulton's SMF, **MGSE9-12.G.CO.5**, is a priority standard.
- Unit 1 Standards are a part of the Congruence and Similarity domain, which is 35% of the GMAS (Approximately 20 points)

Total Students Tested: 158

Total Questions: 25

Overall Assessment Performance



This table displays the number of students in each performance level.

Questions to Ponder:

- Are there any observations about the data that surprise you? *Explain.*
- Are there any DOK 1 questions in which <90% of students answered correctly?
- What is your remediation plan?
- What is your enrichment plan?
- Did you provide multiple opportunities for students to show their understanding of the concepts?

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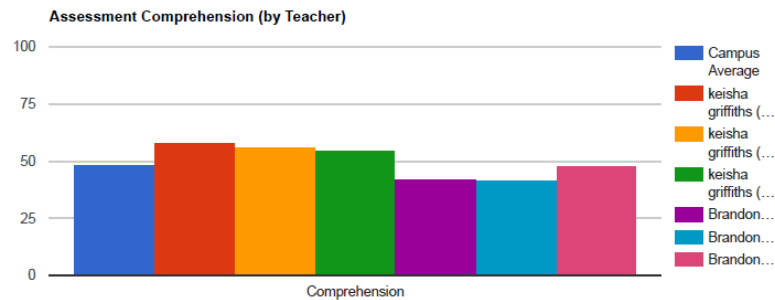
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US History

Aggregation	Comprehension	% at or above 70%	% A (90 - 100)	# A	% B (80 - 89)	# B	% C (70 - 79)	# C	% D (0 - 69)
Campus Average	60.2	28	2.20%	2	16.10%	15	17.20%	16	64.50%
Kalisha Black (US 1A)	56.2	22.2	0%	0	16.70%	3	5.60%	1	77.80%
Kalisha Black (US 1B)	60.8	34.5	3.40%	1	27.60%	8	10.30%	3	58.60%
Kalisha Black (US 2B)	58.2	23.1	0%	0	7.70%	2	23.10%	6	69.20%
Kalisha Black (US 3B)	65.7	30	5%	1	10%	2	30%	6	55%

Biology



Legend:
A: 90 - 100
B: 80 - 89
C: 70 - 79
D: 0 - 69

Aggregation: ▲	Comprehension:	Percent at or above 70%	Performance Groups					
			%	#	%	#	%	#
Campus Average	48.4	10	0%	0	4.8%	8	4.8%	8
Brandon Tobler (Biology 2A)	47.9	5.6	0%	0	5.6%	2	0%	0
Brandon Tobler (Biology 2B)	41.6	0	0%	0	0%	0	0%	0
Brandon Tobler (Biology 3B)	42	0	0%	0	0%	0	0%	0
keisha griffiths (Biology 1A)	55.8	23.8	0%	0	4.8%	1	19%	4
keisha griffiths (Biology 2A)	57.9	26.3	0%	0	10.5%	2	15.8%	3
keisha griffiths (Biology 3A)	54.3	20.8	0%	0	12.5%	3	8.3%	2

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Aggregation: ▲	%	#
Campus Average	90.5%	152
Brandon Tobler (Biology 2A)	94.4%	34
Brandon Tobler (Biology 2B)	100%	40
Brandon Tobler (Biology 3B)	100%	30
keisha griffiths (Biology 1A)	76.2%	16
keisha griffiths (Biology 2A)	73.7%	14
keisha griffiths (Biology 3A)	79.2%	19

CTAE Department Data by Class 09/05/18

Entrepreneurship:

Standard Covered:

BMT-ENT 1.1 Communicate effectively through writing, speaking, listening, reading, and interpersonal abilities.

BMT-ENT 2.2 Categorize the characteristics of a successful entrepreneur, including the skills and ethical responsibilities.

BMT-ENT 2.3 Differentiate the unique traits, behaviors and processes that distinguish an entrepreneur from an employee or manager

BMT-ENT 3.1 Define and model importance of effective communication –oral, written, and non-verbal

Total Classes Data

Pre-Quiz Avg = 41.4%

Post Quiz Avg= 75.4%

=55% Improvement

Data per Class

1A PreQuiz Avg = 47	55% Increase	1A Post Quiz Avg = 86
1B PreQuiz Avg = 37	45% Increase	1B Post Quiz Avg = 82
2B PreQuiz Avg = 37	45% Increase	2B Post Quiz Avg = 73
3A PreQuiz Avg = 41	61% Increase	3A Post Quiz Avg = 67
3B PreQuiz Avg = 45	65% Increase	3B Post Quiz Avg = 69

Intro to Business and Technology:

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Standard Covered:

1.3 Exhibit critical thinking and problem solving skills to locate, analyze and apply information in career planning and employment situations (Interviewing Skills)

2.2 Demonstrate ethical and legal actions with regards to plagiarism, fair use, and copyright laws. (Plagiarism and Copyright laws)

6.3 Produce written communications that utilize proper tone, grammar, and bias-free language for the workplace (Resumes)

Total Classes Data

Pre-Test Avg = 51.4 %

Post Test Avg= 84.9%

=33.5% Improvement

Data per Class

1A PreTest Avg =53.1%

55% Increase

1A Post Quiz Avg = 80.45%

1B PreTest Avg = 47.06%

45% Increase

1B Post Quiz Avg = 82.66%

2B PreTest Avg =48.21%

45% Increase

2B Post Quiz Avg = 89.52%

3A PreTest Avg= 55.71%

61% Increase

3A Post Quiz Avg = 85.44%

3B PreTest Avg =52.94%

65% Increase

3B Post Quiz Avg = 86.31%

Legal Environment of Business

- No Data at this time

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DATA Conclusions

1. Teachers need more Professional Learning with data protocols.
2. Teacher need more Professional Learning on targeted assistance and remediation.
3. Ms. Williams will teach PLCs one format for presenting data (Algebra and Geometry examples).
4. FEV Tutor can be used for Targeted Assistance.
5. Teachers are focused on high grades and not growth.

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