

# Hapeville Charter Career Academy Assessment Data



March 15, 2019

# Hapeville Charter Career Academy Assessment Data



## English Department

## 9th Grade ELA Assessment Data Summary

### Section 1: Assessment Overview

The assessment contained 16 vocabulary questions with varying DOK levels. Students also completed one CR that was analyzed separately from this data. Students were assessed on Reading, Vocabulary, Writing, and Language Standards.

### Section 2: Overall Assessment Perform

#### Overall Assessment Data

Teacher/Class	Number of Students Beginning <b>67 and below</b>	Number of Students Developing <b>68-79</b>	Number of Students Proficient <b>80-91</b>	Number of Students Distinguished <b>92-100</b>
	<b>34</b>	<b>18</b>	<b>19</b>	<b>38</b>

### Section 3: Item/Standard Analysis

Standard	Percentage Mastery
<i><b>ELAGSE9RL4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone.)</b></i>	<b>75%</b>

### Section 4: Questions to Ponder

- What is your remediation plan? What will you do differently to move students toward mastery?

**My remediation plan to move students towards mastery will consist of the following:**

**Continue weekly and/or bi-weekly vocabulary tests on Literary terms as students are mastering the standard to determining word meaning.**

- What is your enrichment plan?

**My enrichment plan:**

**Extended Day Learning**

**Saturday School**

- Did you provide **multiple opportunities throughout the semester** for students to show their understanding of the concepts? **Yes, various opportunities were available for students to retake the assessment.**
- Revisit your SMART goal. Are your students on track to meet the goal? Why or why not?

**Students are currently on track. Increasing vocabulary accountability this semester will be helping students answer questions correctly. Anticipating our WriteScore Assessment Reading score data to move forward with EOCT planning.**

**Subject:**  
**10th Grade Literature & Composition (ELA)**

Assessment Type: Quiz

Standards Covered:

- **ELAGSE9-10RI9:** Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”, Nelson Mandela’s Nobel Peace Prize Speech, The Universal Declaration of Human Rights), including how they address related themes and concepts.

**Mastery Summary:**

Summary			
Avg. % Correct	Students	% Not Mastered	% Mastered
<b>35.3%</b>	<b>34</b>	<b>94.1%</b>	<b>5.9%</b>

**Remediation Mastery Summary after re-teaching the standard:**

Summary			
Avg. % Correct	Students	% Not Mastered	% Mastered
<b>41.2%</b>	<b>33</b>	<b>48.5%</b>	<b>51.5%</b>

- **ELAGSE9-10RL6:** Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

**Mastery Summary:**

Summary			
Avg. % Correct	Students	% Not Mastered	% Mastered
<b>89.8%</b>	<b>47</b>	<b>2.1%</b>	<b>97.9%</b>

- **ELAGSE9-10RI2:** Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

**Mastery Summary:**

Standard Performance

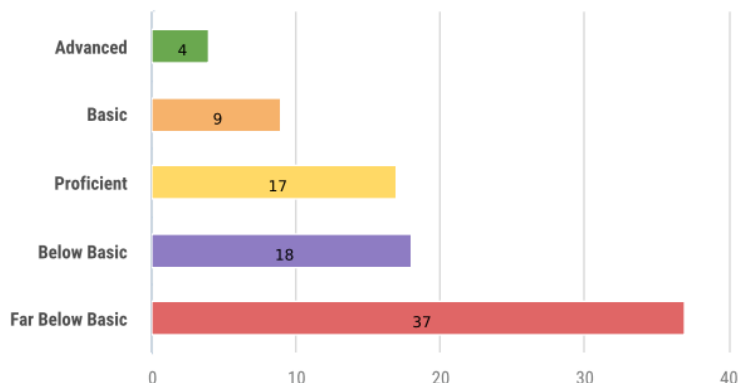
Standard	Description of Standard	% at Mastery	# at Mastery	Avg % Correct	Average Points	Points Possible
CCSS.CCSS.ELA-Literacy.RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	79%	67	68%	3.38	5

Levels of Mastery: **Assessment: RI2, RL6, & RI9 Quiz**

After covering each standard, students were assessed only on the standard covered. Out of 150 students, below is a depiction of the 85 students that took the quiz over the last three standards covered.

#### Performance Band Distribution

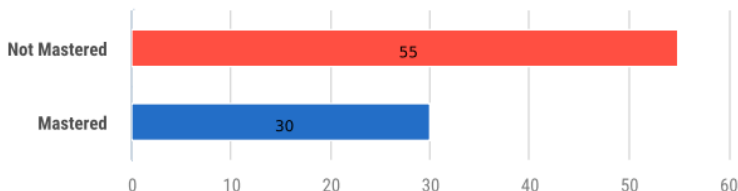
Performance Band (minimum % correct)	# of Students	% of Students
Advanced (80%)*	4	5%
Basic (60%)*	9	11%
Proficient (70%)*	17	20%
Below Basic (50%)	18	21%
Far Below Basic (0%)	37	44%
<b>Total</b>	<b>85</b>	<b>100%</b>



#### Mastered/Not Mastered\* Distribution

	# of Students	% of Students
Mastered	30	35%
Not Mastered	55	65%
<b>Total</b>	<b>85</b>	<b>100%</b>

\*Mastery performance bands are set to the district default bands unless users set their own Mastery bands for the assessment.



#### Standard Performance

Standard	Description of Standard	% at Mastery	# at Mastery	Avg % Correct	Average Points	Points Possible
CCSS.CCSS.ELA-Literacy.RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	79%	67	68%	3.38	5
CCSS.CCSS.ELA-Literacy.RL.9-10.6	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	0%	0	40%	2.80	7

### Section 1: Assessment Overview

The assessment modeled previous Georgia Milestone Test Questions. Students read an excerpt from Franklin D. Roosevelt's State of the Union Speech, From Little Women by Louisa May Alcott, and The Old Knight's Treasure and answered fifteen standard based multiple questions based on evidence used from the texts and prior knowledge. They were assessed on citing textual evidence which is a support standard to the standards covered and their knowledge of how to analyze U.S. Documents, determine the point of view, and determine central idea.

### Section 2: Overall Assessment Performance

- In this section, teachers should document the number/percentage of students who scored in each performance level: beginning, developing, proficient, and distinguished. Teachers can use a graph or table to present the data. (Stated above)*

### Section 3: Item/Standard Analysis

Stated above.

### Section 4: Questions to Ponder

Are there any observations about the data that surprise you?

**For the first quiz, yes, because I was surprised at the number of students who did not attempt to take the quiz after having three days to do so. However, not for the last two quizzes, based on the number of students who attempted the quiz performed at the level of expectation because we continuously reviewed the skills and concepts and they knew what was expected after utilizing the Atlas Protocol to review the data with them.**

What is your remediation plan?

**Students work at own pace on certain assignments to ensure quality, academic artifacts.**

What will you do differently to move students toward mastery?

**Teachers provide extensive feedback and instruction to students for growth and gains.**

What is your enrichment plan?

**Students are provided scaffolded assignments that tier their learning levels.**

Did you provide **multiple opportunities** for students to show their understanding of the concepts?

**Students perform multiple re-do assignments with examples of exemplars of quality work.**

Revisit your SMART goal. Are your students on track to meet the goal?

**Yes, based on in class assignments and additional data, we are on track.**

## 11th Grade ELA Assessment Data Summary

### Section 1: Assessment Overview

The assessment contains multiple choice test questions and constructed responses modeled after the Georgia Milestones and selected higher-order thinking tests. Students complete more than three different exams (questions and CR) as assessments from January to mid-March.

### Section 2: Overall Assessment Perform

Overall Assessment Data

		Beg	Dev	Pro	Dist
1A					
Students	Marc				
14	h	2	6	6	0
2A					
Students	Marc				
34	h	9	15	6	4
3A					
Students	Marc				
26	h	11	11	3	1
1B					
Students	Marc				
17	h	1	3	7	6
2B					
Students	Marc				
20	h	4	10	6	0
		27	45	28	11
		24%	41%	25%	10%

### Section 3: Item/Standard Analysis

<i>Standard</i>
<p><b>ELAGSE11-12RL2:</b> Determine two or more themes or central ideas of a text and analyze their development</p> <p><b>ELAGSE11-12RL1:</b> Cite strong and thorough textual evidence</p> <p><b>ELAGSE11-12W1:</b> Write arguments to support claims in an analysis of substantive topics or texts.</p> <p><b>ELAGSE11-12SL3:</b> Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p> <p><b>ELAGSE9:</b> Analyze how an author's choices concerning fact, analysis, and summary affect the overall meaning.</p>
<i>Pass Rate Projection: 76%</i>

### Section 4: Questions to Ponder



- What is your remediation plan? Provide immediate feedback and turnaround for assignments. Allow multiple redo opportunities.

What will you do differently to move students toward mastery? Additional timed assignments with more questions and fewer minutes.

- What is your enrichment plan? Extended day learning; Saturday school; in-class peer tutoring.
- Did you provide multiple opportunities throughout the semester for students to show their understanding of the concepts? Yes.
- Revisit your SMART goal. Are your students on track to meet the goal? Why or why not?

Students are on track of exceeding last year's scores, but not on track to meet the overall 80% goal. Students are not challenging themselves to remain competitive. This has been addressed and students are positively responding.

## Multicultural Literature

### Assessment Data Summary

#### Section 1: Assessment Overview

The assessment contained 20 vocab and reading comprehension questions. Students were assessed on Reading, Vocabulary, Writing, and Language Standards.

#### Section 2: Overall Assessment Perform

##### Overall Assessment Data

Teacher/Class	Number of Students Beginning 67 and below	Number of Students Developing 68-79	Number of Students Proficient 80-91	Number of Students Distinguished 92-100
	5	0	0	0

#### Section 3: Item/Standard Analysis

Standard	Percentage Mastery
<i>ELAGSE9RL4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone.)</i>	0%

#### Section 4: Questions to Ponder

- What is your remediation plan? What will you do differently to move students toward mastery?

Each student in my course suffers from deficiencies that hinder their ability to process information, read fluently, or comprehend what they're reading. In order to accommodate their issues with reading fluency and comprehension I give them information through text, pictures, and videos. Instead of forcing students to read independently, I allow them to read to each other in groups. While the students are reading, we stop and discuss each paragraph. This group of

students require repeated instruction because they have an issue with maintaining long term memory. To accommodate, I give weekly quizzes on Kahoots. The quizzes on Kahoots is very effective because it influences students to interact with the content.

- What is your enrichment plan?

**Tutorial**

**Extended Day Learning**

**Saturday School**

- Did you provide **multiple opportunities throughout the semester** for students to show their understanding of the concepts? **Yes, various opportunities were available for students to retake the assessment.**
- Revisit your SMART goal. Are your students on track to meet the goal? Why or why not?

**Students are still working toward their goals. Students are currently working on reading comprehension abilities. Anticipating our Write Score Assessment Reading score data to move forward with EOCT planning.**

## Assessment Data Summary

### Section 1: Assessment Overview

The assessment covered the concept of literary terms and students were required to create examples of a metaphor, simile, hyperbole, onomatopoeia, alliteration, personification, oxymoron, and idiom. Students were required to answer reading comprehension questions, give written examples of each type of literary term and identify/label examples. Students were assessed on Reading, Vocabulary, Writing, and Language Standards.

Example: Find the two items being compared in this sentence. Highlight or underline them.

The sky is as black as ink.

Total Questions: 70

DOK Level Breakdowns: Level 1 Questions (39) Level 2 Questions (31)

### Section 2: Overall Assessment Perform

#### Overall Assessment Data

Teacher/Class	Number of Students Beginning <b>67 and below</b>	Number of Students Developing <b>68-79</b>	Number of Students Proficient <b>80-91</b>	Number of Students Distinguished <b>92-100</b>
	<b>5</b>	<b>6</b>	<b>4</b>	<b>0</b>

### Section 3: Item/Standard Analysis

<i>Standard</i>	<i>Percentage Mastery</i>
<b>ELAGSE9-10L5:</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	<b>Percentage scoring Below 70%. 40% 6 out of 15</b>

### Section 4: Questions to Ponder

- Are there any observations about the data that surprise you? Explain.

Not really. I have 3 small group classes with a mixture of students with different disabilities. I think the data results mirrors the ability levels shown when doing the activities in class.

- Are there any DOK 1 questions in which <90% of students answered correctly? If so, what gaps in content knowledge exist?

Yes. Many of my students have very little problems with literary devices like metaphor, simile, onomatopoeia, and alliteration, so few got identifying those wrong. The students are having a much harder time with identifying hyperbole, idiom, oxymoron, and personification.

- What is your remediation plan? What will you do differently to move students toward mastery?

I wish to address each of my students' deficiencies related to special education needs with accommodations like extended time, remediation, offering them opportunities to retake quizzes the material and they can demonstrate their movement towards mastery using oral and written methods.

- What is your enrichment plan?

Offer tutorial days, supplemental materials, have them do projects to reinforce understanding, and more.

- Did you provide multiple opportunities throughout the semester for students to show their understanding of the concepts?

Yes, various opportunities are available for students to retake or supplement the assessment. Two students took advantage of the offer so far.

- Revisit your SMART goal. Are your students on track to meet the goal? Why or why not?

Students are currently working toward their writing goals. We started off writing paragraphs with 4 to 5 sentences, and have now moved up to 5 to 6 sentences. We have been doing timed writing exercises to increase student writing fluency. We have been working on editing skills. About 40% of my students are on goal to reaching their SMART writing goal to increase writing fluency and improve writing content. I believe the students are struggling to process and transfer their thoughts into words in an organized manner.

# Hapeville Charter Career Academy

## Assessment Data



Math Department

## Geometry Assessment Data Summary

### Section 1: Assessment Overview

**SOE.MGSE9-12. G.C.2:** Identify and describe relationships among inscribed angles, radii, chords, tangents, and secants. Include the relationship between central, inscribed, and circumscribed angles; inscribed angles on a diameter are right angles; the radius of a circle is perpendicular to the tangent where the radius intersects the circle.

**SOE.MGSE9-12. G.C.3:** Construct the inscribed and circumscribed circles of a triangle, and prove **properties** of angles for a quadrilateral inscribed in a circle.

**SOE.MGSE9-12. G.C.5:** Derive using similarity the fact that the length of the arc intercepted by an angle is proportional to the radius, and define the radian measure of the angle as the constant of proportionality; derive the formula for the area of a sector.

**SOE.MGSE9-12.G.GMD.2:** Give an informal argument using Cavalieri's principle for the formulas for the volume of a sphere and other solid figures.

**SOE.MGSE9-12.G.GMD.3:** Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.

Total number of Questions: 22

### Section 2: Overall Assessment Performance

Teacher/Class	Number of Students Beginning <b>67 and below</b>	Number of Students Developing <b>68-79</b>	Number of Students Proficient <b>80-91</b>	Number of Students Distinguished <b>92-100</b>
<b>Coats</b>	34	1	4	
According to this data, we are not on track to meet our SMART goal that is aligned to the GMAS. While some students lack understanding of the primary concept in the standard/learning targets, many students seem to be struggling to transfer their understanding with enough certainty in particular exercises.				

### Section 3: Item/Standard Analysis

**SOE.MGSE9-12. G.C.2:** Identify and describe relationships among inscribed angles, radii, chords, tangents, and secants. Include the relationship between central, inscribed, and circumscribed angles; inscribed angles on a diameter are right angles; the radius of a circle is perpendicular to the tangent where the radius intersects the circle.

**Percentage of Students scoring > 70%:**

**Item analysis <60% of the students answering correctly:**

**SOE.MGSE9-12. G.C.3:** Construct the inscribed and circumscribed circles of a triangle, and prove **properties** of angles for a quadrilateral inscribed in a circle.

**Percentage of Students scoring > 70%:**

**Item analysis <60% of the students answering correctly:**

**SOE.MGSE9-12. G.C.5:** Derive using similarity the fact that the length of the arc intercepted by an angle is proportional to the radius, and define the radian measure of the angle as the constant of proportionality; derive the formula for the area of a sector.

**Percentage of Students scoring > 70%:**

**Item analysis <60% of the students answering correctly:**

**SOE.MGSE9-12.G.GMD.2:** Give an informal argument using Cavalieri's principle for the formulas for the volume of a sphere and other solid figures.

**Percentage of Students scoring > 70%:**

**Item analysis <60% of the students answering correctly:**

**SOE.MGSE9-12.G.GMD.3:** Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.

**Percentage of Students scoring > 70%:**

**Item analysis <60% of the students answering correctly:**

#### **Section 4: 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? If so, what gaps in content knowledge exist?
- What is your remediation plan? What will you do differently to move students toward mastery?

Students will use Khan Academy in class now that laptops have been made available on a consistent basis. Students will receive a customized review curriculum and a standards checklist

- What is your enrichment plan?



- Did you provide **multiple opportunities** for students to show their understanding of the concepts?
- Revisit your SMART goal. Are your students on track to meet the goal? Why or why not?

Chance Troy

### Section 1: Assessment Overview---Circles and Volume Unit Test

- 22 Questions (DOK Levels 1,2, and 3)
  - 14 Multiple Choice
  - 8 Constructed Response
- 6 Standards Covered: MGSE9-12. G.C.1, G.C.2, G.C.3, G.C.5, G.GMD.2, and G.GMD.3

### Section 2: Overall Assessment Performance—77 Students tested

Distinguished: 0 (0%) --92-100%

Proficient: 15 (19.5 %) --80-91%

Developing: 7 (9.1%) --68-79%

Beginning: 55 (71.4%) -- BELOW 67%

Overall, as a team does this data show we are on track to meet our SMART goal that is aligned to the GMAS? Why or why not?

No this does not show that we are on track to meet our Smart Goal because only 29% of students have mastered the content that was covered in the Circles and Volume Unit, which means roughly 71% of the students are not showing understanding of the content that has been covered in the following standards: MGSE9-12.G.C.1, G.C.2, G.C.3, G.C.5, G.GMD.2, and G.GMD.3.

### Summary of Remediation Plan

Students have been coming to Extended Learning on Mondays and Saturdays for extra help. Students are using FEV tutor as well for afterhours tutorials. During Warm Up/Do Now in class questions are being used that students continue to have low performance on as a review for the GA Milestones Exam.

## Geometry Assessment Data Summary

### A. Johnson (Small Group)

#### Section 1: Assessment Overview: Volume Quiz

- 10 Questions
- 9 Multiple Choice (DOK Levels 1,2, and 3)
  - 1 Construct and respond
- 1 Standard Covered: MGSE9-12.G.GMD.3

#### Section 2: Overall Assessment Performance

Teacher/Class	Number of Students Beginning <b>67 and below</b>	Number of Students Developing <b>68-79</b>	Number of Students Proficient <b>80-91</b>	Number of Students Distinguished <b>92-100</b>
<b>A. Johnson</b>	13	0	0	0
<b>Overall, as a team does this data show we are on track to meet our SMART goal that is aligned to the GMAS? Why or why not?</b> NO, because there are no students who are showing mastery for this domain.				

#### Section 3: Item/Standard Analysis

- MGSE9-12.G.GMD.3- 100% of students did not master this standard. The highest score was 60%.

#### Section 4: Questions to Ponder

- Are there any observations about the data that surprise you? *Explain.*

No there are not any observations that surprise me. My students have a difficult time trying to focus and master the content.

- Are there any DOK 1 questions in which <90% of students answered correctly? If so, what gaps in content knowledge exist?

No, I would say the gap comes from each of their unique exceptionalities.

- What is your remediation plan? What will you do differently to move students toward mastery?

Review standards covered in warm ups and other activities. Differentiated instruction because not every student learns the same.

- What is your enrichment plan?

After school tutoring

- Did you provide **multiple opportunities** for students to show their understanding of the concepts?

Yes, I give them multiple opportunities to go to the board to show understanding, homework, opportunities to ask questions.

## Unit 3 Mid-Unit Assessment Data Summary

### Section 1: Assessment Overview

- This assessment covered half of the standards in Unit 3: Modeling and Analyzing Quadratic Functions
- The DOK levels of the questions ranged from 1-3
- The standards fall in the Equations, Expressions, and Functions domains which combine for 85% of the EOC.

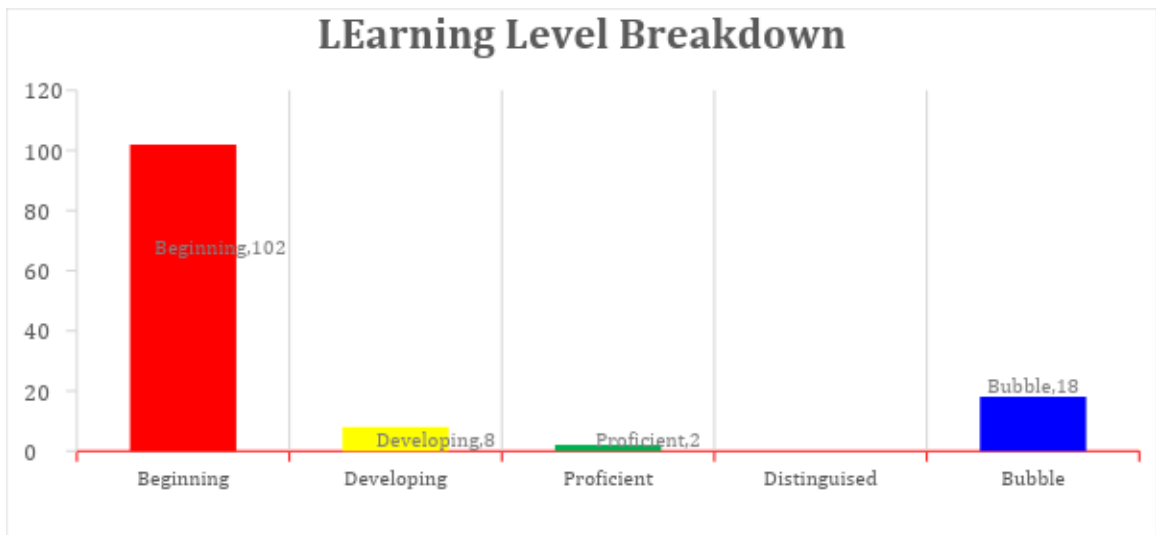
Total Questions: 18

DOK Level Breakdown

Level 1: 3 Questions	Level 2: 12 Questions	Level 3: 3 Questions
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### Section 2: Overall Assessment Performance

Class (# of students tested)	Distinguished 92-100%	Proficient 80-91%	Developing 68-79%	Beginning 0-67%	On the Bubble
1A (26)	0	0	15%	85%	23%
1B (28)	0	0	0	100%	25%
2A (21)	0	10%	14%	76%	5%
3A (16)	0	0	0	100%	13%
3B (21)	0	0	5%	95%	10%



### Section 3: Item/Standard Analysis

- *In this section, teachers should provide student performance on each standard and list any questions in which < 60% of students answer correctly.*

### Example

Standard	Percentage of students scoring >70%	Item Analysis < 60% of students answering correctly
MGSE9-12.F.IF.4	66%	1, 3, 12
MGSE9-12.F.IF.5	59%	
MGSE9-12.F.IF.6	59%	
MGSE9-12.F.IF.7	59%	
MGSE9-12.F.IF.8	17%	14, 11
MGSE9-12.F.IF.9	24%	18, 16, 10
MGSE9-12.F.BF.1		7
MGSE9-12.F.BF.3	21%	9

### Section 4: Questions to Ponder

- Are there any observations about the data that surprise you? *No, I was not very surprised by the data. In class I am able to observe the students and their lack of desire to retain the concepts that they are exposed to.*
- Are there any DOK 1 questions in which <90% of students answered correctly? If so, what gaps in content knowledge exist? Yes, problems 21, 13, and 11. The students tend to simply not attempt the free response questions. All three questions were free response.
- What is your remediation plan? What will you do differently to move students toward mastery? I am planning to review assessment questions in class as warm-ups. We will be discussing the thought process to answer those questions. I will target the level one questions as well and point out that overlooking free response questions could cause students to miss easy points.
- What is your enrichment plan? My enrichment plan is to use one of the FAL to extend the students that demonstrated mastery of the students. That is 25% of the 9<sup>th</sup> grade population.
- Did you provide **multiple opportunities** for students to show their understanding of the concepts? Yes, I did. We had several classwork and homework assignments leading up to the assessment. We all reviewed the study guide and worked those problems as a class at the board.

## Algebra I Assessment Data Summary

V. Elie

### Section 1: Assessment Overview

- The Priority/Power Standard MGSE9-12.F.BF.3 Quadratic Function identify the effect on the graph of replacing  $f(x)$  by  $f(x) + k$ ,  $k f(x)$ ,  $f(kx)$  and  $f(x+k)$  for specific values of  $k$  (both positive and negative).
- The Assessment questions were to identify the vertex form and the axis of symmetry, how to determine the maximum or the minimum of the parabola, all were DOK level 1, fill in the table and draw the parent graph  $y = x^2$  and identify vocabulary words on the graph both a DOK level 2. Finally, two constructive response DOK level 3 students had to create the table by finding the  $y$  function, plot the points, identify the axis of symmetry and the vertex. The constructive response was modified in grading the understanding of the operation rather accuracy of their final answer.

### Section 2: Overall Assessment Performance

- When the first assessment was given there were four students in the class currently five are enrolled. The following information was based on the four students. One student was distinguished, two proficient, and one beginning.

Teacher/Class	Number of Students Beginning <b>67 and below</b>	Number of Students Developing <b>68-80</b>	Number of Students Proficient <b>81-91</b>	Number of Students Distinguished <b>92-100</b>
Elie	0	1	2	1

### Section 3: Item/Standard Analysis

• MGSE9-12.F.BF.3	75% mastery (3 students)
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### Section 4: Questions to Ponder

- Are there any observations about the data that surprise you? The expectation that all students would have achieved mastery and the one student who did not always participates in class and understood the content thoroughly, during assignment and class activity. It was later learned that reading and comprehension is a struggle for this student.
- Are there any DOK 1 questions in which <90% of students answered correctly? If so, what gaps in content knowledge exist? The same student mentioned above struggled with the vocabulary and fill in the blank questions.
- What is your remediation plan? What will you do differently to move students toward mastery? Continue to review with warm up before proceeding, provide a practice worksheet before expanding instruction to the next step. The particular student that demonstrated a deficit in reading make sure vocabulary words are understood and recognized. Possibly read sentence test questions out loud.
- What is your enrichment plan? Assign homework over the weekend because too much information is lost in their memory and too much time is spent in review exceeding the 10 min. warm up, hindering progress of instruction.
- Did you provide **multiple opportunities** for students to show their understanding of the concepts? Yes



# Hapeville Charter Career Academy

## Assessment Data



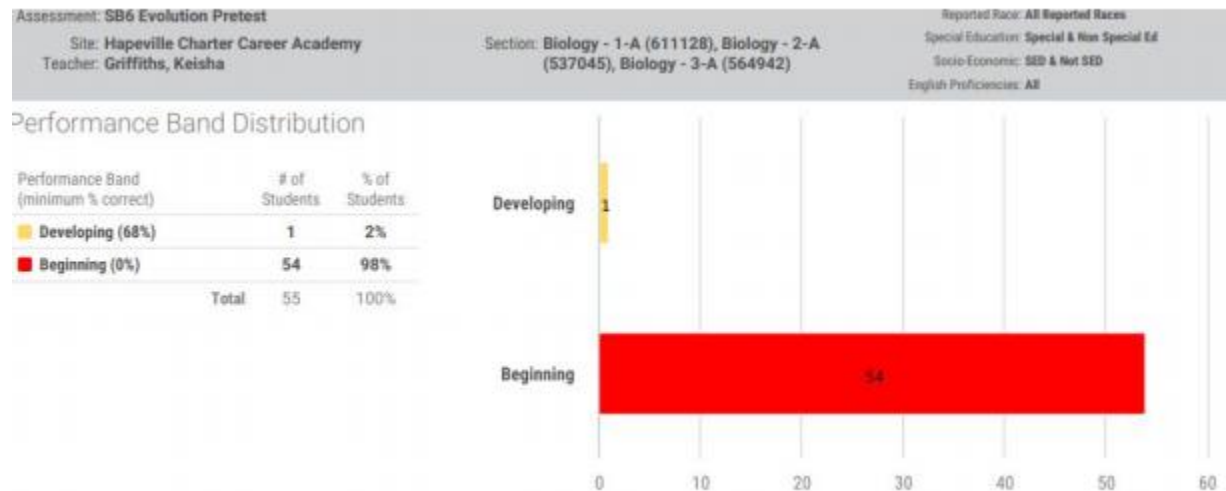
## Science Department

## Biology Assessment Data Summary

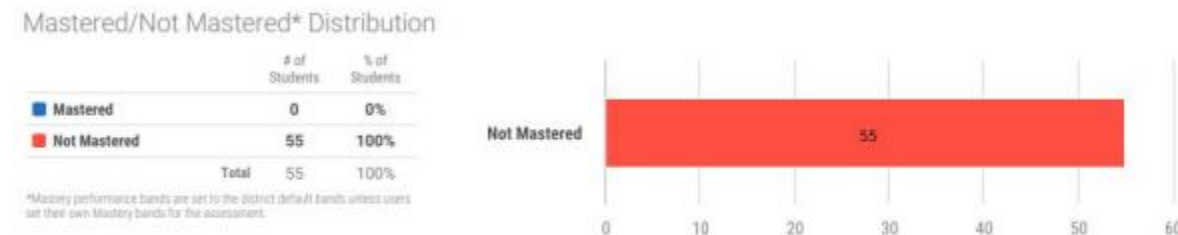
### Section 1: Assessment Overview

The assessment contained 25 questions with varying DOK levels. The standards assessed were from the SB6 Evolution GMAS domains.

### Section 2: Overall Assessment Performance



### Section 3: Item/Standard Analysis



### Section 4: Questions to Ponder

- What is your remediation plan? What will you do differently to move students toward mastery?
- What is your enrichment plan?
  - Use data from Illuminate and various other software platforms to identify standards not mastered
  - Encourage students to attend extended learning sessions and offer reward incentives
  - Group students based on similar needs
  - Use peer tutors to explain concepts in different words
  - Utilize videos and practice tests within USA Test Prep -

Review previously covered material utilizing USA test prep bell ringer questions - Utilize FEV tutoring sessions - extension lessons for enrichment

- Did you provide **multiple opportunities** for students to show their understanding of the concepts?
  - Students take pretest, quiz, and posttest on every standard which gives the teacher the opportunity to see growth/remediations needs for each student

# Hapeville Charter Career Academy

## Assessment Data



Social Studies Department

D. Acree

American Government Structure of Constitution

Total Questions: 14

### DOK Level Breakdown

Level 1: 4 Questions	Level 2: 5 Questions	Level 3: 5 Questions
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### Overall Assessment Performance

Class (# of Students Tested) 22	Distinguished 92-100%	Proficient 80-91%	Developing 68-79%	Beginning 0-67%
<b>Total</b>				
<b>1A</b>				
<b>3A</b>				
<b>1B</b>				
<b>2B</b>	8	6	4	4
<b>3B</b>				

### Item/Standard Analysis

Standard	Percent of Students scoring ≥ 70%	Item Analysis ≤ 60% of students answering correctly
a. Analyze debates during the drafting of the Constitution, including the Three-Fifths Compromise, the Great Compromise, and the Commerce Clause.	78%	
b. Analyze how the Constitution addresses the weaknesses of the Articles of Confederation.	74%	
c. Explain the fundamental principles of the United States Constitution, including limited government, the rule of law, federalism, separation of powers, checks and balances, and popular	76%	

sovereignty.		
Explain the key ideas in the debate over ratification made by the Federalists and the Anti-Federalists.	77%	

### Questions to Ponder

- There is a very decent number of students who fall into the distinguished category
- Allow students to retake exam to improve mastery and complete test corrections.
- As a class 2B grew from 59% avg on Unit 1 test to 76% class avg on Unit 2 test.
- One tactic that I feel worked very well with this unit is a lot more students did show up for tutorial.
- Students asked a lot more questions in this unit and seemed more focused overall.

# Hapeville Charter Career Academy

## Assessment Data



Spanish Department

## Assessment Data Summary

### Spanish 2

#### Section 1: Assessment Overview

The assessment was about Unit En clase y después (In class and after it) with 33 exercises for advanced, 28 questions for intermediate and 19 questions for beginner levels of Spanish as a differentiation strategy. Vocabulary, writing, reading comprehension was evaluated.

#### Section 2: Overall Assessment Perform

##### Overall Assessment Data

Teacher/Class	Number of Students Beginning 67 and below	Number of Students Developing 68-79	Number of Students Proficient 80-91	Number of Students Distinguished 92-100
2A	4	7	8	5
3A	11	5	0	1
1B	5	5	7	3
2B	1	8	8	4
3B	4	4	3	4

#### Section 3: Item/Standard Analysis

Standard	Percentage Mastery
MLII.CCC3 The students develop a better understanding of the English language through the study of the target language. The students: A. Compare vocabulary usage and structural patterns of the target language with English. B. Use level-appropriate idiomatic expressions in the target language.	2A: 76.54% 3A: 61.47% 1B: 68.59% 2B: 82.71% 3B: 74.53%

#### Section 4: Questions to Ponder

- What is your remediation plan? What will you do differently to move students toward mastery?



**My remediation plan to move students towards mastery will consist of the following:**

**Have tutorials every Monday, Recovery days, Remediation Plans, Different levels of language**

- What is your enrichment plan?

**My enrichment plan: Give them assignments to practice more, use of Spanish-English dictionary every class, small project during class period, try to focus more in differentiation according their levels of proficiency.**

- Did you provide **multiple opportunities throughout the semester** for students to show their understanding of the concepts?

**Yes, opportunities for different assessments and suggest them work in apps like duolingo.**

## Spanish 02 Assessment Data Summary

### Section 1: Assessment Overview

The assessment contained 51 vocabulary questions with varying DOK levels. Vocabulary and Language Standards.

### Section 2: Overall Assessment Perform

#### Overall Assessment Data

Teacher/Class	Number of Students Beginning 67 and below	Number of Students Developing 68-79	Number of Students Proficient 80-91	Number of Students Distinguished 92-100
	5	6	9	4

### Section 3: Item/Standard Analysis

Standard	Percentage Mastery
MLIII.CCC3  The students develop a better understanding of the English language through the study the target language. The students:  A. Compare vocabulary usage and structural patterns of the target language with English. <sup>[SEP]</sup>	76%

### Section 4: Questions to Ponder

- What is your remediation plan? What will you do differently to move students toward mastery?

**My remediation plan to move students towards mastery will consist of the following:**

**I went back again to the vocabulary provided them with English meaning, and then do a handout with it, where 87% of the students mastered**

- What is your enrichment plan?

**My enrichment plan:**

- Did you provide **multiple opportunities throughout the semester** for students to show their understanding of the concepts?

**Yes, we reviewed the vocabulary using cut outs, pictures, flashcards.**

## Spanish 03 Assessment Data Summary

### Section 1: Assessment Overview

The assessment contained 51 vocabulary questions with varying DOK levels. Vocabulary and Language Standards.

### Section 2: Overall Assessment Perform

#### Overall Assessment Data

Teacher/Class	Number of Students Beginning 67 and below	Number of Students Developing 68-79	Number of Students Proficient 80-91	Number of Students Distinguished 92-100
	1	2	12	3

### Section 3: Item/Standard Analysis

Standard	Percentage Mastery
<p>MLIII.CCC3</p> <p>The students strengthen knowledge of the English language through the study and analysis of increasingly complex elements of the target language. The students:</p> <p>A. Demonstrate understanding that vocabulary, linguistic structures, and tense usage in English differ from those of the language studied. <sup>[L]</sup><sub>[SEP]</sub></p>	84%

### Section 4: Questions to Ponder

- What is your remediation plan? What will you do differently to move students toward mastery?

**My remediation plan to move students towards mastery will consist of the following:**

**Continue reviewing vocabulary and ask students to use them in sentences. Create index cards which will be assessed**

- What is your enrichment plan?

**My enrichment plan:**

**Show students the vocabulary words in context where they can create dialogues with.**

- Did you provide **multiple opportunities throughout the semester** for students to show their understanding of the concepts?

**Yes, we review in every warm up the vocabulary words and at the beginning of class I ask them the words when greeting them at the door.**

# Hapeville Charter Career Academy

## Assessment Data



P/E. Weight Training, and Art  
Department

Assessment Data Summary

## Personal Fitness

### Section 1: Assessment Overview

The assessment contained 25 questions related to previous assignments, the vocabulary words throughout the chapter prepared the students for the quiz. Students also completed Assessment questions at the end of each lesson. Based on the data recorded the students that applied themselves improved their knowledge on the information given.

### Section 2: Overall Assessment Perform

#### Overall Assessment Data

<b>Teacher/Class Design Fund</b>	Number of Students Beginning <b>67 and below</b>	Number of Students Developing <b>68-79</b>	Number of Students Proficient <b>80-91</b>	Number of Students Distinguished <b>92-100</b>
	<b>20</b>	<b>7</b>	<b>10</b>	<b>15</b>

### Section 3: Item/Standard Analysis

<i>Standard</i>	<i>Percentage Mastery</i>
<b><i>Personal Fitness 36.05100:</i></b> Introduces instruction in methods to attain a healthy level of physical fitness; implements a lifetime fitness program based on a personal fitness assessment and stresses strength, muscular endurance, flexibility, body composition, and cardiovascular endurance; includes instruction in fitness principles, nutrition, fad diets, weight control, stress management, adherence strategies, and consumer information; and promotes self-awareness and responsibility for fitness.	<b>77%</b>

### Section 4: Questions to Ponder

- **What is your remediation plan? What will you do differently to move students toward mastery?**

My remediation plan is to continue weekly and/or bi-weekly design assignments and assess students' progress and mastery of the standard.

**What is your enrichment plan?**

Extended Day Learning

- Did you provide **multiple opportunities throughout the semester** for students to show their understanding of the concepts?
- Yes, various opportunities were available for students to retake any assessment and assignments given.
- **Revisit your SMART goal. Are your students on track to meet the goal? Why or why not?**

Students are currently on or above level

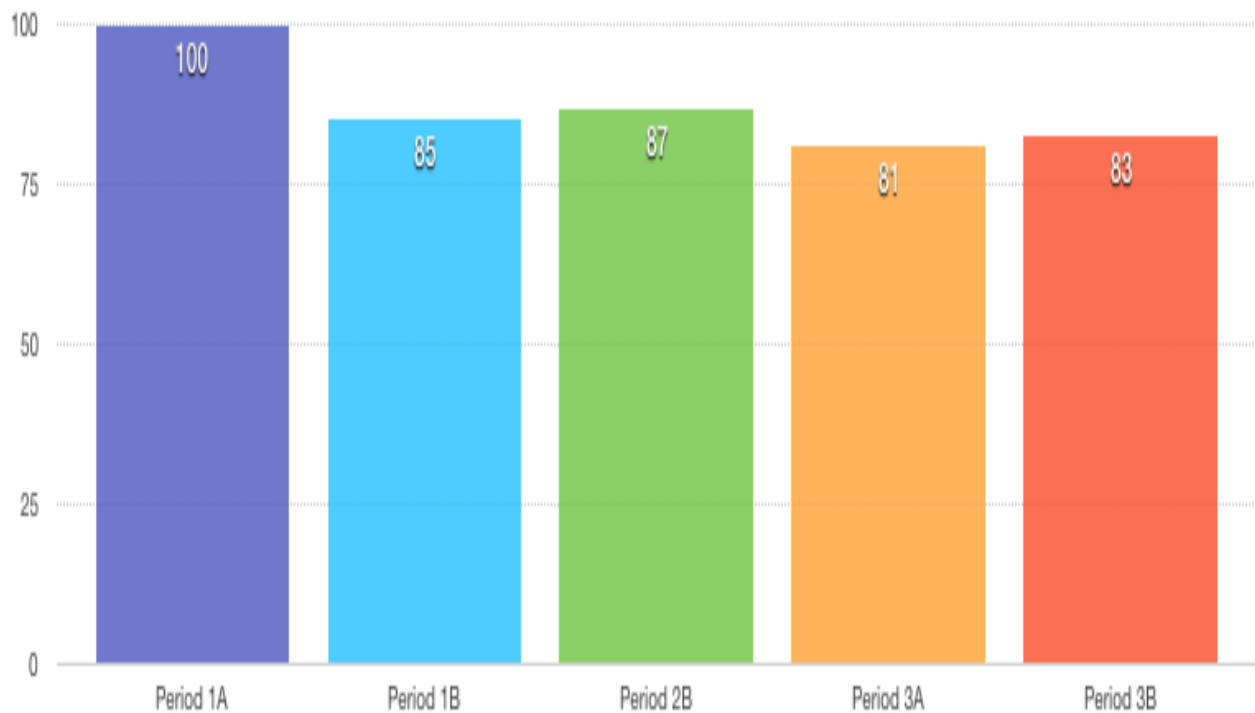


## Assessment Data Summary

### Section 1: Assessment Overview

- *Students completed a rep test for the bench press and squats. Students were given a specific amount of weight to complete each test based on strength abilities. Majority of the students showed growth in both the bench press and squats.*

### Section 2: Overall Assessment Performance



Teacher/Class Advanced Weight Training	Number of Students Beginning 67 and below	Number of Students Developing 68-79	Number of Students Proficient 80-91	Number of Students Distinguished 92-100
	0	6	20	27

### Section 3: Item/Standard Analysis

<i>Standard</i>	<i>Percentage Mastery</i>
<b><i>PEAWT.1 The physically educated student demonstrates competency in a variety of motor skills and movement patterns.</i></b>	<b>88.68%</b>

### Section 4: Questions to Ponder

- **What is your remediation plan?** Students who are have not advanced in reps by 10 will do auxiliary lifts to improve strength.
- **What will you do differently to move students toward mastery?** The intensity of the workout will start to increase to make it more challenging for the students.
- **What is your enrichment plan?** After school workouts
- **Did you provide multiple opportunities for students to show their understanding of the concepts?** Yes, students were able to demonstrate exercises to their peers during class.

**Revisit your SMART goal. Are your students on track to meet the goal? Why or why not?**

Yes, students are on track to meet their fitness goals.

## Assessment Data Summary

A. Foster

### Section 1: Assessment Overview

The assessment contained 21 questions related to composition, lighting and exposure, with varying DOK levels. Students also completed a post test that was given separately on similar data. Students levels increased.

### Section 2: Overall Assessment Perform

#### Overall Assessment Data

Teacher/Class Design Fund	Number of Students Beginning 67 and below	Number of Students Developing 68-79	Number of Students Proficient 80-91	Number of Students Distinguished 92-100
	3	7	20	12

### Section 3: Item/Standard Analysis

Standard	Percentage Mastery
<b>ART : VAHSAH.CR.1</b> – Creating works of Art that reinforce understanding of the visual and or contextual aspects of specific art historical eras	78%

### Section 4: Questions to Ponder

- What is your remediation plan? What will you do differently to move students toward mastery?

**My remediation plan is to continue weekly and/or bi-weekly design assignments and assess students' progress and mastery of the standard.**

What is your enrichment plan?

### Extended Day Learning

- Did you provide **multiple opportunities throughout the semester** for students to show their understanding of the concepts?

- **Yes, various opportunities were available for students to retake any assessment given.**
- Revisit your SMART goal. Are your students on track to meet the goal? Why or why not?

**Students are currently on or above level**

## Assessment Data Summary

### Photography

#### Section 1: Assessment Overview

The assessment contained 20 questions related to color theory, typography, use of negative space, and dominance/emphasis, with varying DOK levels. Students also completed a post test that was given separately on similar data. Students levels increased.

#### Section 2: Overall Assessment Perform

##### Overall Assessment Data

Teacher/Class Design Fund	Number of Students Beginning 67 and below	Number of Students Developing 68-79	Number of Students Proficient 80-91	Number of Students Distinguished 92-100
	0	3	14	3

#### Section 3: Item/Standard Analysis

Standard	Percentage Mastery
<b>ART: VAHSAH.CR.1</b> – Creating works of Art that reinforce understanding of the visual and or contextual aspects of specific art historical eras	80%

#### Section 4: Questions to Ponder

- What is your remediation plan? What will you do differently to move students toward mastery?

**My remediation plan is to continue weekly and/or bi-weekly photo shoots/ assignments and assess students' progress and mastery of the standard.**

What is your enrichment plan?

#### Extended Day Learning

- Did you provide **multiple opportunities throughout the semester** for students to show their understanding of the concepts?

- **Yes, various opportunities were available for students to retake any assessment given.**
- Revisit your SMART goal. Are your students on track to meet the goal? Why or why not?

**Students are currently on or above level**

# Hapeville Charter Career Academy

## Assessment Data



## Business Department

K.Ousley

ASSESSMENT DATA SUMMARY

Introduction to Business and Technology

Total Questions: 30

**DOK Level Breakdown**

Level 1: 4 Questions	Level 2: 18 Questions	Level 3: 8 Questions
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**Overall Assessment Performance**

<b>Class (# of Students Tested)</b>	<b>Distinguished 92-100%</b>	<b>Proficient 80-91%</b>	<b>Developing 68-79%</b>	<b>Beginning 0-67%</b>
<b>Total 92</b>	3	36	27	26
<b>1A</b>	1	4	5	10
<b>3A</b>	0	15	5	3
<b>1B</b>	1	5	7	5
<b>2B</b>	1	9	3	3
<b>3B</b>	0	3	7	5

**Item/Standard Analysis**

<b>Standard</b>	<b>Percent of Students scoring ≥ 70%</b>	<b>Item Analysis ≤ 60% of students answering correctly</b>
8.1 View financial statements of a business and utilizes those statements to make informed business decisions.	60%	43%
8.2 Explain the purpose of the various steps in the accounting cycle.	71%	29%
8.3 Differentiate between debits and credits.	76%	16%



### **Questions to Ponder**

- 3B (my smallest class) significantly lower scores than other classes.
- Allow students to retake exam to improve mastery.
- A-Day classes scored best overall (observe review tactics and interactions with A-Day students and extend across all classes)
- Low number of distinguished students. Review to move distinguished students.

K. Johnson

ASSESSMENT DATA SUMMARY

Legal Environment of Business

Total Questions: 22

**DOK Level Breakdown**

Level 1: 6 Questions	Level 2: 12 Questions	Level 3: 4 Questions
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**Overall Assessment Performance**

<b>Class (# of Students Tested)</b>	<b>Distinguished 92-100%</b>	<b>Proficient 80-91%</b>	<b>Developing 68-79%</b>	<b>Beginning 0-67%</b>
<b>Total 94</b>	38	41	12	3
<b>1A</b>	11	18	0	0
<b>3A</b>	8	12	7	1
<b>2B</b>	13	6	5	2
<b>3B</b>	6	5	2	0

**Item/Standard Analysis**

<b>Standard</b>	<b>Percent of Students scoring ≥ 70%</b>	<b>Item Analysis ≤ 60% of students answering correctly</b>
7.1 Describe and discuss the impact on a business of the various aspects of bankruptcy including Chapter 7, Chapter 11, Chapter 13, involuntary, and voluntary.	78%	3%
7.2 Differentiate among the types of intellectual property and discuss the remedies for infringement of each type (i.e., copyright, trademark, and patent).		
7.3 Research and summarize the major federal consumer protection laws and how they		

are enforced including but not limited to Fair Credit Reporting Act (FCRA), Fair Debt Collection Practices Act (FDCPA), Consumer Product Safety Improvement Act (CPSIA), Consumer Credit Protection Act (CCPA), and Federal Trade Commission Act (FTCA).		
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### **Questions to Ponder**

- Larger classes and end of the day classes perform at a lower average
- Spend more time on explaining and practical assignments to improve accuracy of DOK3 questions.