

Student Data Review: James Island Charter High School



High School 9-12
November 29, 2023

Presented by Timothy Thorn

The mission of CCSD is to educate and support every child in achieving college, career, and citizenship readiness.



Pillar I: RIGOROUS GRADE-LEVEL INSTRUCTION



Pillar II: HIGH QUALITY TEACHERS/LEADERS



Pillar III: WRAP-AROUND SERVICES

Vision 2027: By June 2027, All Students will Read on Grade Level by Fifth Grade
–2027 Fifth Grade Cohort–

CCSD BOARD GOALS

Supported by our pillars



Goal 1: Literacy

The percentage of Black/African American and Hispanic 5th grade students reading on grade level will increase from 25.5% in July 2022 to 60.7% in July 2027 as measured by SC READY ELA.

Goal 2: Algebra Readiness & Achievement

The percentage of all CCSD students enrolled in 8th Grade achieving C or higher on the Algebra I End-of-Course exam by the end of 8th grade will increase from 24.9% in May 2022 to 60.3% in May 2027.

Goal 3: College and Career Readiness

The percentage of students in the 4-year cohort who graduate college and/or career ready will increase from 67.7% in August 2022 to 86.2% in August 2027 as measured by SC College and Career Readiness Indicators.

Vision 2027: By June 2027, All Students will Read on Grade Level by Fifth Grade
–2027 Fifth Grade Cohort–

JICHS Mission



The Mission of JICHS is to develop confident, responsible, lifelong and *college-career ready* learners who can excel in society by means of an innovative and diverse curriculum in a safe and enriching environment supported by all stakeholders.



JICHS GOALS

Supported by our pillars



Charter Goal 1: CCR

Show an annual increase in the percentage of graduates that are college and career ready as defined by the state.

Charter Goal 2:

Show an annual increase in student participation in additional rigorous coursework through positive relationships, community building activities, family engagement, and student support.

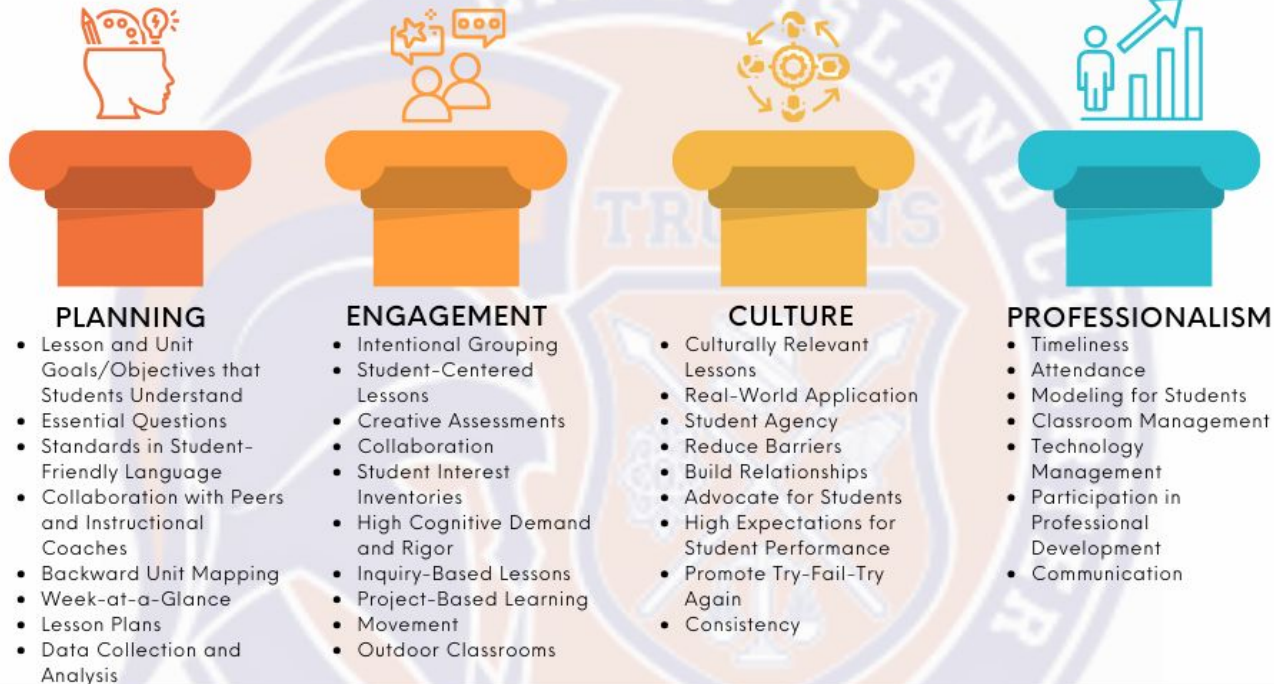
Goal 3: Opportunity Gap

Show an annual decrease in the opportunity gap for historically underserved populations (SPED, ML, socio-economically disadvantaged and minority students).

JICHS Charter Goals Worksheet 23-24 (not linked, contains individual student data)

JICHS PILLARS OF

JICHS PILLARS OF PRACTICE What makes an effective classroom?



Foundational Supports

- Prioritize Planning Periods
- Relevant Professional Development
- Transparency
- Resources
- Consistent Policy Enforcement
- Hold Teachers Accountable
- Empathy
- Opportunities for Peer Collaboration
- Minimal Instructional Interruptions
- Timely Feedback

AVID SCHOOLWIDE

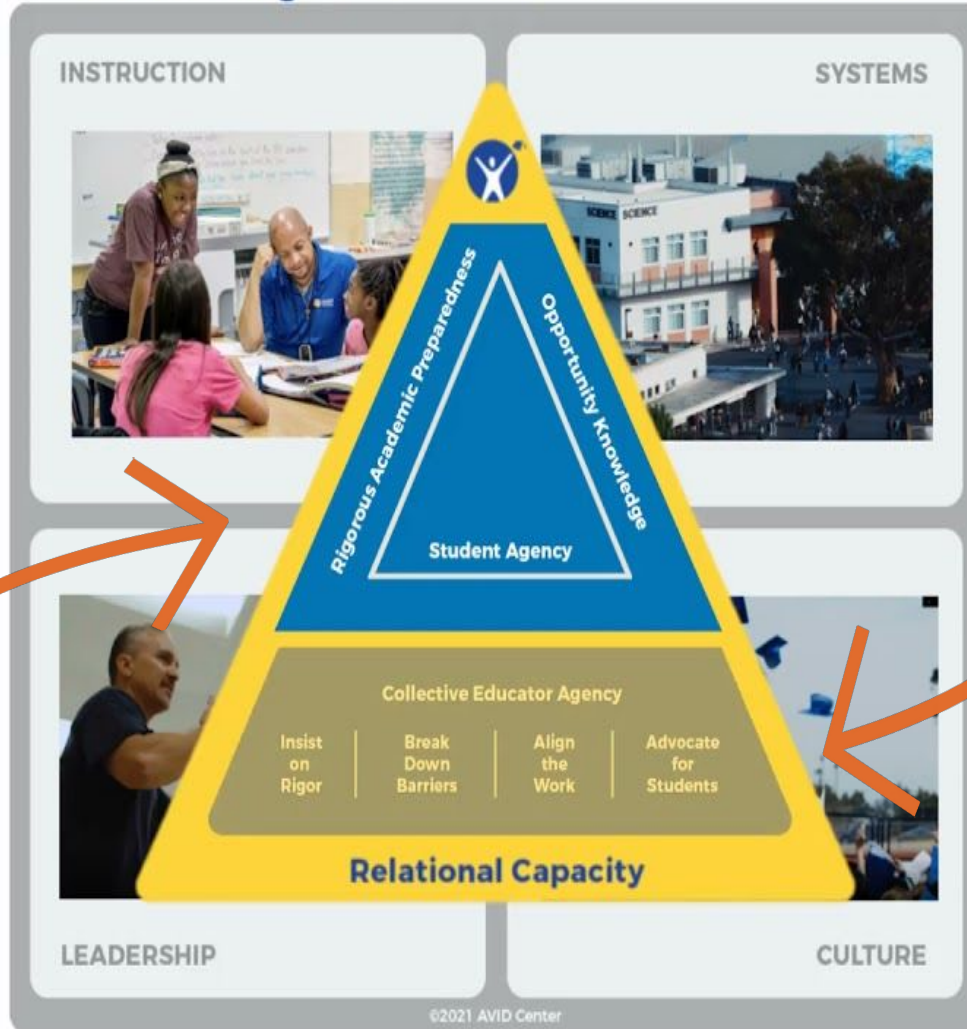
What students need:

Rigorous Academic
Preparedness

Opportunity
Knowledge

Student Agency

AVID College & Career Readiness Framework



What educators do:

Insist on Rigor

Break Down Barriers

Align the Work

Advocate for
Students

TB APPROACHES TO TEACHING & LEARNING



APPROACHES TO TEACHING



BASED ON INQUIRY



FOCUSED ON CONCEPTUAL UNDERSTANDING



DEVELOPED IN LOCAL AND GLOBAL CONTEXTS



FOCUSED ON EFFECTIVE TEAMWORK AND COLLABORATION



DIFFERENTIATED TO MEET THE NEEDS OF ALL LEARNERS



INFORMED BY FORMATIVE AND SUMMATIVE ASSESSMENT

APPROACHES TO LEARNING

SOCIAL SKILLS

- Developing positive interpersonal relationships and collaboration skills
- Developing social-emotional intelligence



RESEARCH SKILLS

- Information-literacy skills
- Media-literacy skills
- Ethical use of media/information



THINKING SKILLS

- Critical-thinking skills
- Creative-thinking skills
- Transfer skills
- Reflection/metacognitive skills



COMMUNICATION SKILLS

- Exchanging-information skills
- Literacy skills
- ICT skills



SELF-MANAGEMENT SKILLS

- Organization skills
- States of mind



Priority Goals - Desired Outcome & Current Reality

3. College and Career Readiness (CCR) - High School only

Desired Outcome

INSERT School Priority CCR Goal

H: The percent of students in the graduating cohort who graduate college or career ready will increase from 90.2% in July 2023 to 92.5% in July 2024.

Current Reality

INSERT Interim Progress towards Meeting Goal

H: As of 9/20/2023 66.6% of students in the graduating cohort (9GR=21) are college or career ready in fall 2023.

All non-CCR seniors have been scheduled for the WIN retake the week of 11/30 - 12/3.
Senior retakes of the ACT were on 10/3, and the SAT on 10/11. The ASVAB was on 10/18.

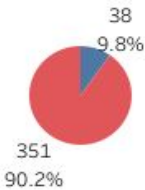
College & Career Readiness

NOT Tested NOT Yet Ready Ready

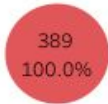
% College or Career Ready

9.8%

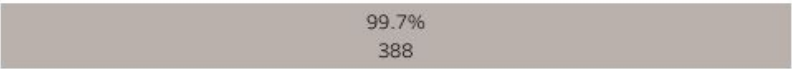
College Ready



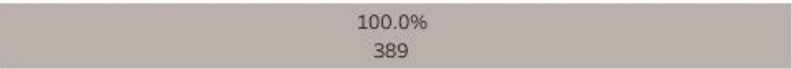
Career Ready



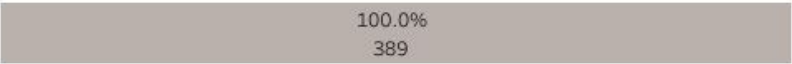
SAT 1020 or Higher



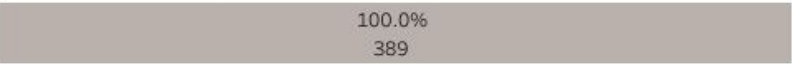
Career Readiness Assessment Silver or Higher



ACT 20 or Higher



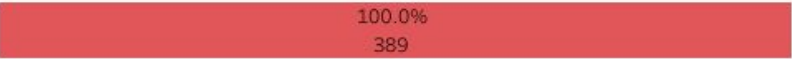
ASVAB 31 or Higher



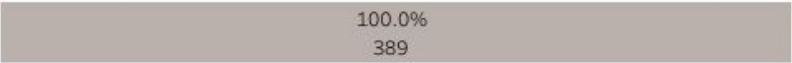
AP Exam 3 or Higher



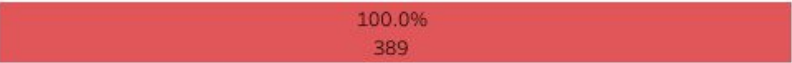
Career & Technology Education Completer



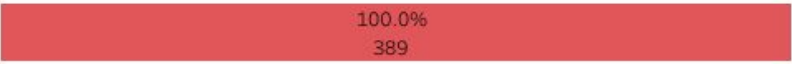
IB Exam 4 or Higher



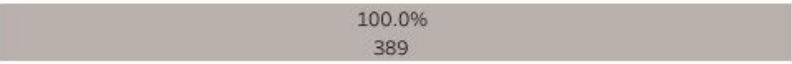
Work-Based Learning



6 Hours of Dual Credit with a C or Higher



Employability Credential



Priority Goals - Desired Outcome & Current Reality

2. Algebra Readiness (Math)

Desired Outcome

INSERT School Priority Math Goal

H: The percentage of students scoring C or better on EOCEP Algebra I will increase from 50.43% in July 2023 to 55.4% in July 2024.

Current Reality

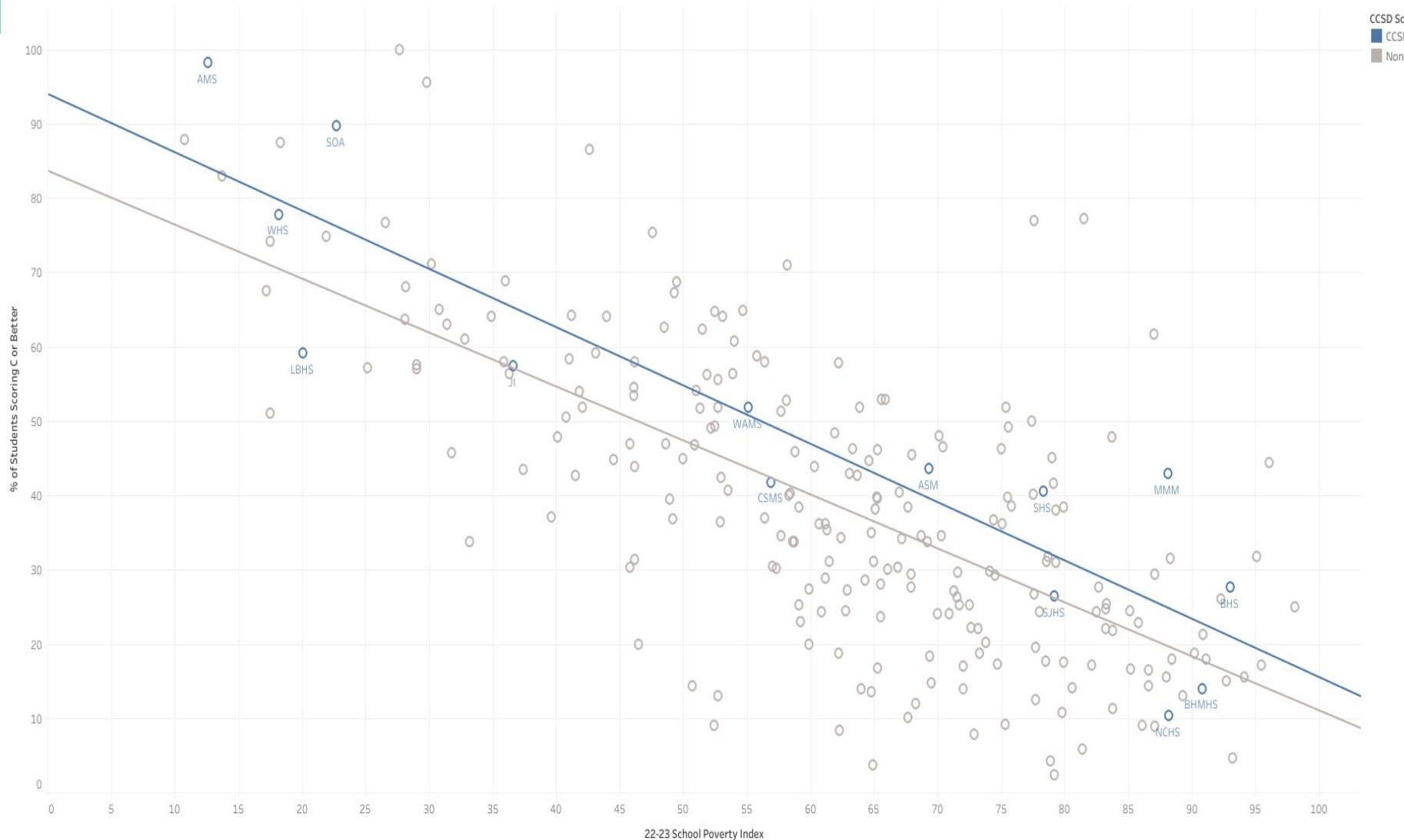
INSERT Interim Progress towards Meeting Goal

H: Current Progress: 50.4% of students scored C or better on Algebra 1 in spring 2023 as opposed to 47.87% in spring 22. **If midterm benchmarks are available, also provide % of C or better for fall 2023.*

Benchmarking will be implemented in Spring 2024.

% of Students in the 2022-23 Graduation Cohort Scoring a C or Better on EOCEP Algebra I vs. School Poverty Index

RESULTS EMBARGOED UNTIL REPORT CARD RELEASE



This scatterplot presents EOCEP subject-area results (y-axis) against school poverty index (x-axis). EOCEP results represent the percent of students that scored a C or Better, as reported on the state report card. Note that for Algebra, English, and Biology, the EOCEP results are presented for the cohort of students who were expected to graduate within the report card year (e.g., had been enrolled in high school for four years) while the EOCEP US History results are shown for students who took the EOCEP US History during the report card year.

This chart shows results from CCSD schools in blue and all other schools in the state in gray. CCSD schools are also labeled with PowerSchool acronyms. However, to see the full name of any school, use your cursor to hover above the dot that interests you.

The scatterplots include two trend lines. These lines balance the number of points below the line with the number of points above the line to show the line that best fits the data. The gray line represents the line of best fit for all SC schools while the blue line is specific to CCSD schools. These lines show that there is a negative relationship between achievement and poverty, where higher poverty is associated with lower achievement levels.

Although it is useful to recognize the relationship between poverty and achievement, the real value of this scatterplot lies in the ability to examine results for individual schools. For example, if a CCSD school shows lower student performance than would be expected given the trend line (meaning the school's dot falls below the trend line), it may be helpful for CCSD administrators to identify other schools with similar poverty levels that showed better student achievement results. This could be useful in order to contact these schools and determine what practices have been effective in

Priority Goals - Desired Outcome & Current Reality

4. School specific goal(s) related to Student Group(s) (grade level, race/ethnicity, exceptional children, poverty, multilingual learner) priority goal(s) based on school's needs assessment. **Think PADEPP goals (or school renewal plan)*

Desired Outcome

INSERT School Priority Student Group Goal

H: The percentage of students scoring C or better on EOCEP English 2 will increase from 78.8% in July 2023 to 83.0% in July 2024.

Current Reality

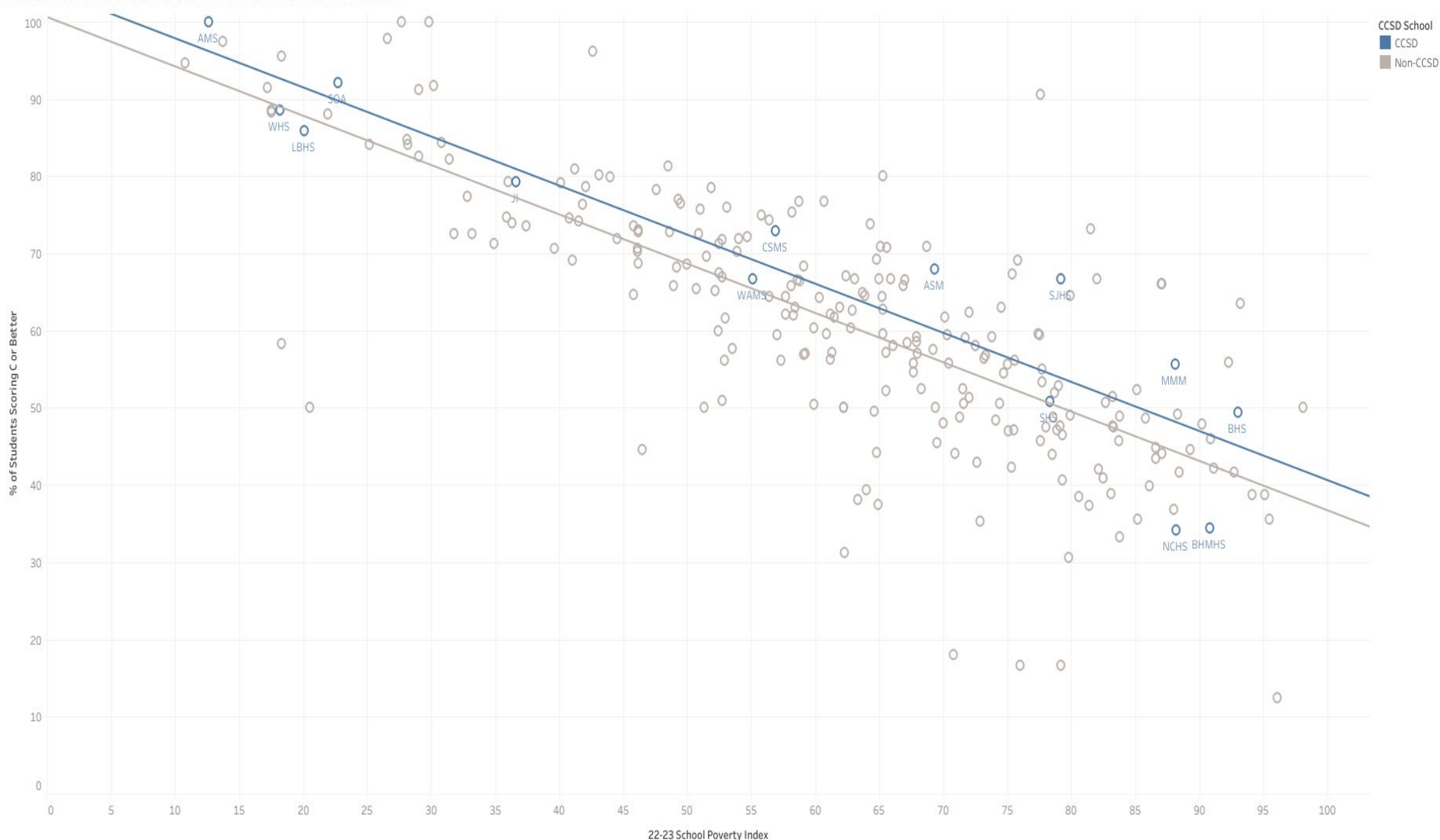
INSERT Interim Progress towards Meeting Goal

H: Current Progress: 78.8% of students scored C or better on EOCEP English 2 in spring 2023 as opposed to 78.8% in spring 2022. **If midterm benchmarks are available, also provide % of C or better for fall.*

Benchmarking will be implemented in Spring 2024.

% of Students in the 2022-23 Graduation Cohort Scoring a C or Better on EOCEP English II vs. School Poverty Index

RESULTS EMBARGOED UNTIL REPORT CARD RELEASE



This scatterplot presents EOCEP subject-area results (y-axis) against school poverty index (x-axis). Results from the EOCEP assessment are shown on the y-axis. It shows the percent of students that scored a C or Better on the EOCEP as reported on the state report card. Note that for Algebra, English, and Biology, the EOCEP results are presented for the cohort of students who were expected to graduate within the report card year (e.g., had been enrolled in high school for four years) while the EOCEP US History results are shown for students who took the EOCEP US History during the report card year.

Notice that this chart shows results from CCSD schools in blue and all other schools in the state in gray. CCSD schools are also labeled with PowerSchool acronyms. However, to see the full name of any school, use your cursor to hover above the dot that interests you.

You will also notice that the scatterplots include two trend lines. These lines balance the number of points below the line with the number of points above the line to show the line that best fits the data. The gray line represents the line of best fit for all SC schools while the blue line is specific to CCSD schools. These lines show that there is a negative relationship between achievement and poverty where higher poverty is associated with lower achievement levels.

Although it is useful to recognize the relationship between poverty and achievement, the real value of this scatterplot lies in the ability to examine results for individual schools. For example, if a CCSD school shows lower student performance than would be expected given the trend line (meaning the school's dot falls below the trend line), it may be helpful for CCSD administrators to identify other schools with similar poverty levels that showed better student achievement results. This could be useful in order to contact these schools and determine what practices have been effective in their school and could be translated to our schools with similar poverty levels.

Priority Goals - Desired Outcome & Current Reality

4. School specific goal(s) related to Student Group(s) (grade level, race/ethnicity, exceptional children, poverty, multilingual learner) priority goal(s) based on school's needs assessment. **Think PADEPP goals (or school renewal plan)*

Desired Outcome

INSERT School Priority Student Group Goal

H: The percentage of students scoring C or better on **EOCEP US History and Constitution** will increase from 55.4% in July 2023 to 60.4% in July 2024.

Current Reality

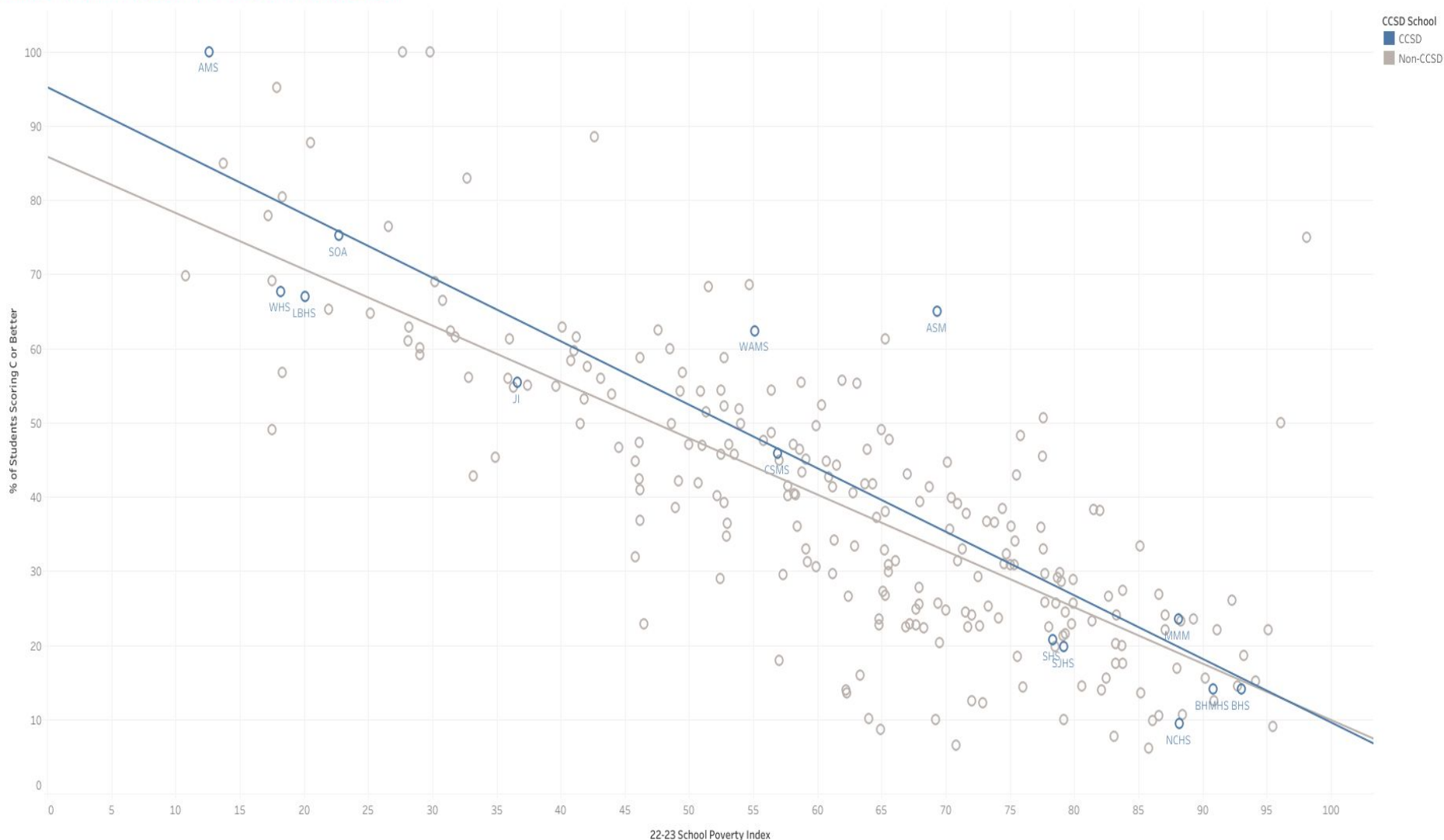
INSERT Interim Progress towards Meeting Goal

H: Current Progress: 55.4% of students scored C or better on **EOCEP US History and Constitution** in spring 2023 as opposed to 45.7% in spring 2022. **If midterm benchmarks are available, also provide % of C or better for fall.*

Benchmarking will be implemented in Spring 2024.

% of 2022-23 Students Scoring a C or Better on EOCEP US History & Constitution vs. School Poverty Index

RESULTS EMBARGOED UNTIL REPORT CARD RELEASE



This scatterplot presents EOCEP subject-area results (y-axis) against school poverty index (x-axis). EOCEP results represent the percent of students that scored a C or Better, as reported on the state report card. Note that for Algebra, English, and Biology, the EOCEP results are presented for the cohort of students who were expected to graduate within the report card year (e.g., had been enrolled in high school for four years) while the EOCEP US History results are shown for students who took the EOCEP US History during the report card year.

This chart shows results from CCSD schools in blue and all other schools in the state in gray. CCSD schools are also labeled with PowerSchool acronyms. However, to see the full name of any school, use your cursor to hover above the dot that interests you.

The scatterplots include two trend lines. These lines balance the number of points below the line with the number of points above the line to show the line that best fits the data. The gray line represents the line of best fit for all SC schools while the blue line is specific to CCSD schools. These lines show that there is a negative relationship between achievement and poverty, where higher poverty is associated with lower achievement levels.

Although it is useful to recognize the relationship between poverty and achievement, the real value of this scatterplot lies in the ability to examine results for individual schools. For example, if a CCSD school shows lower student performance than would be expected given the trend line (meaning the school's dot falls below the trend line), it may be helpful for CCSD administrators to identify other schools with similar poverty levels that showed better student achievement results. This could be useful in order to contact these schools and determine what practices have been effective in their school and could be translated to our schools with similar poverty levels.

Priority Goals - Desired Outcome & Current Reality

4. School specific goal(s) related to Student Group(s) (grade level, race/ethnicity, exceptional children, poverty, multilingual learner) priority goal(s) based on school's needs assessment. **Think PADEPP goals (or school renewal plan)*

Desired Outcome

INSERT School Priority Student Group Goal

H: The percentage of students scoring C or better on **EOCEP Biology 1** will increase from 63.1% in July 2023 to 68.4% in July 2024.

Current Reality

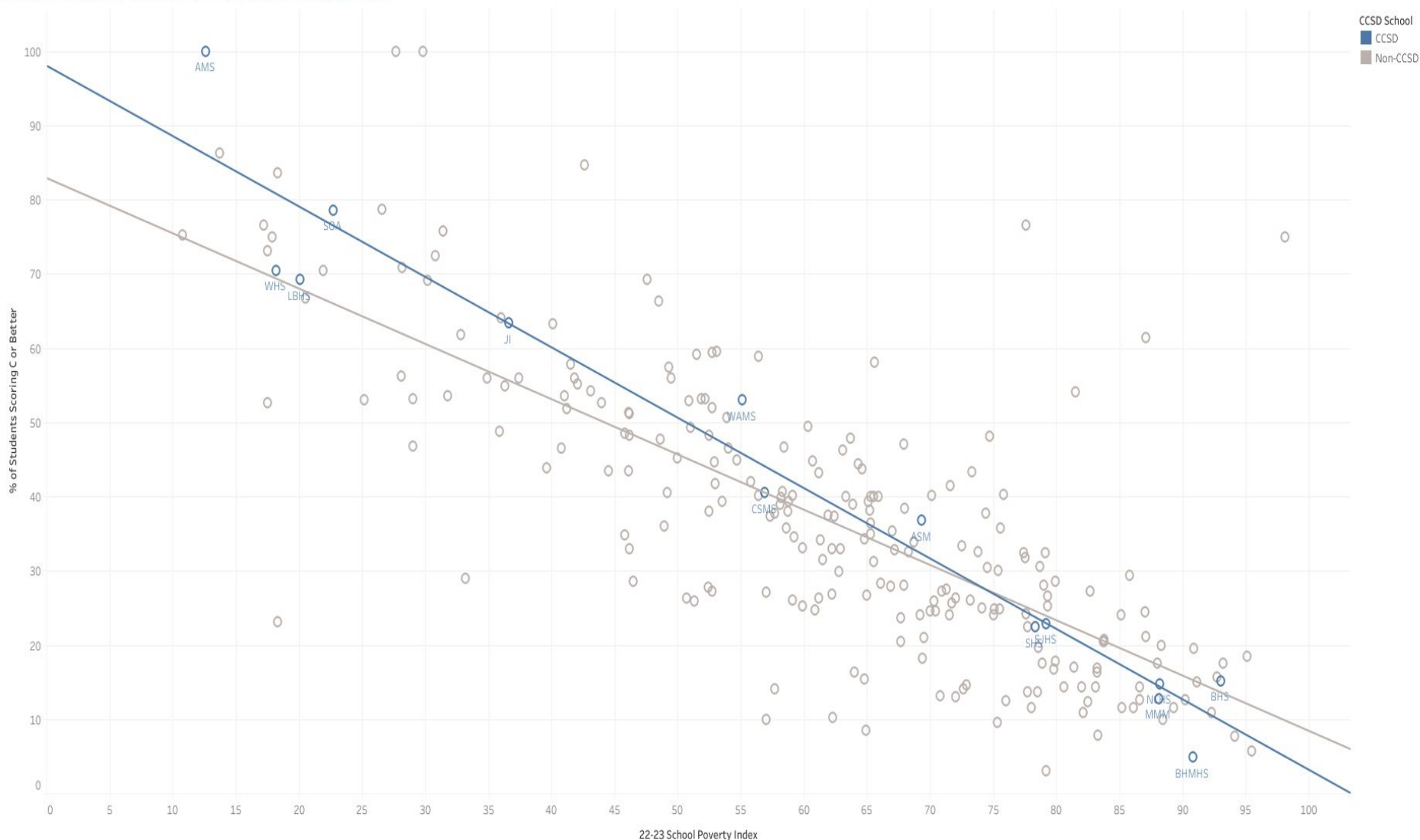
INSERT Interim Progress towards Meeting Goal

H: Current Progress: 63.1 % of students scored C or better on **EOCEP Biology 1** in spring 2023 as opposed to 68.7% in spring 2022. **If midterm benchmarks are available, also provide % of C or better for fall.*

JICHHS began teaching the new storyline curriculum in 22-23. Teachers are working to marry test prep with the new curriculum. Benchmarking will be implemented in Spring 2024.

% of Students in the 2022-23 Graduation Cohort Scoring a C or Better on EOCEP **Biology** vs. School Poverty Index

RESULTS EMBARGOED UNTIL REPORT CARD RELEASE



This scatterplot presents EOCEP subject-area results (y-axis) against school poverty index (x-axis). EOCEP results represent the percent of students that scored a C or Better, as reported on the state report card (<https://ed.sc.gov/data/report-cards/sc-school-report-card/>). Note that for Algebra, English, and Biology, the EOCEP results are presented for the cohort of students who were expected to graduate within the report card year (e.g., had been enrolled in high school for four years) while the EOCEP US History results are shown for students who took the EOCEP US History during the report card year. School poverty index reflects the official 2021-22 school poverty index computed by the South Carolina Department of Education. Student enrollment obtained from <https://ed.sc.gov/data/other/student-counts/active-student-headcounts/>.

The scatterplot includes two trend lines. These lines balance the number of points below the line with the number of points above the line to show the line that best fits the data. The gray line represents the line of best fit for all SC schools while the blue line is specific to CCSD schools. These lines show that there is a negative relationship between achievement and poverty where higher poverty is associated with lower achievement levels. Although it is useful to recognize the relationship between poverty and achievement, the real value of this scatterplot lies in the ability to examine results for individual schools. For example, if a CCSD school shows lower student performance than would be expected given the trend line (meaning the school's dot falls below the trend line), it may be helpful for CCSD administrators to identify other schools with similar poverty levels that showed better student achievement results. This could be useful in order to contact these schools and determine what practices have been effective in their school and could be translated to our schools with similar poverty levels.

Biology

- PLCs meet in person at least once a week
- We discuss activities that worked well and those that need to be modified
- We began storylining last year (1 year ahead of CCSD) so now we are at the refining stage
- We have added more hands-on labs
- We are taking a biology field trip that will highlight everything we've studied to this point.
- We give common quizzes and tests that we write together
- HR and CP collaborate and communicate about everything we do
- *Work that still needs to be done:*

*Pacing is still a bit of a struggle

*Paper heavy - we have decreased a lot but would like to do more

*Student deficiencies in math are problematic

*Student deficiencies in reading comprehension are problematic

Goals - Current Reality

High Level Data Overview	Current Reality Strength/Opportunity for Growth	High Leverage Strategies
Literacy: <i>[ADD iReady/MAP/SC Ready/EOCEP - if strength or opportunity]</i>	22-23 English 2 EOC 78.8% C or Above	JI Read Program Independent Learning Time (ILT) Structures Learning Time (SLT) Cell Phone Policy (YONDR) Benchmark Testing (Progress Learning)
Algebra Readiness: <i>[ADD iReady/MAP/SC Ready by student group/grade level, etc...- if strength or opportunity]</i>	[STRENGTH or OPPORTUNITY FOR GROWTH]	Foundation in Algebra and Intermediate Algebra Benchmark Testing (Progress Learning)
College and Career Readiness: <i>[Add College, Career, and/or College/ Career Readiness data; indicators for CCR if strength or opportunity]</i>	90.2% Excellent	JCHS Charter Goal Worksheet 23-24 Tracking Spreadsheet of all students Incentives (\$25-\$50 gift cards) for WIN, ASVAB, CTE Credentials), Flex pass incentive IGP WIN Support
School specific goal(s) related to Student Group(s): [grade level, race/ethnicity, exceptional children, poverty, multilingual learner) priority goal(s) based on school's needs assessment.	EOC Data	Charter Goal 3- Show an annual decrease in the opportunity gap for historically underserved populations (SPED, ML, socio-economically disadvantaged and minority students).

Current Reality - Conditions & Contributing Factors

Condition/Contributing Factors	Current Reality Strength/Opportunity for Growth	High Leverage Strategies
Discipline: <i>[ADD OSS/ISS data by student group/grade level, etc...- if strength or opportunity]</i>	JCHS Discipline Reports 22-23	Restorative Practices Safety Contracts We Care (Alternative Placement) Twilight Saturday School, ILT Detentions
Attendance/Chronic Absenteeism: <i>[ADD Attendance/Chronic Absenteeism data by student group/grade level, etc...- if strength or opportunity]</i>	95.7% ADD, Chronic 9.5% Attendance Report	Drop-out Prevention Plan Truancy Intervention Plans At-Risk Guidance Counselor Trojan Check-In (Advisory Program)
Fall Panorama Survey: <i>[Add 1-2 strengths/opportunities for teachers and students]</i>	[STRENGTH or OPPORTUNITY FOR GROWTH]	Trojan Check-In (Advisory Program)

Current Reality - Conditions & Contributing Factors

Condition/Contributing Factors	Current Reality Strength/Opportunity for Growth	High Leverage Strategies
Graduation Rate Progress: <i>[Add data for on track to graduate; 9GR=21 status]</i>	92.0%	12th Grade Trojan Check-in ILT/SLT Admin/Guidance Tracking (meeting with students who have two more failing grades)
School Improvement Designation (and/or Rating) <i>[List if applicable]</i>	Excellent	Benchmark Testing in all EOC courses (Progress Learning) ILT/SLT