

GHS Student Performance Assessment Summary

Information included in the GHS Student Performance Data Document addresses criteria items 1-3. This document addresses criteria 4 through 7:

- **Criteria Item 4, page 1**
- **Criteria Item 5, page 2**
- **Criteria Item 6, page 3**
- **Criteria Item 7, page 4**

Criteria Item 4: Provide longitudinal results of the same assessment from multiple administrations, if available, to allow for analysis of trends.

PERT

Polk State Lakeland Gateway to College High School (GHS) is in its third year of operation. GHS enrolls juniors and seniors who have previously disengaged from traditional schools. Its primary standardized assessment instrument, tied directly to the school mission of preparing students for college success, is Florida's Postsecondary Education Readiness Test (PERT).

Two of GHS's charter and school improvement plan goals focus on PERT performance:

- One states that at least 40% of GHS graduates will have earned qualifying scores on both the PERT reading and sentence skills sections prior to graduation.
- The other specifies that at least 30% of graduates will have earned the qualifying score in math.

Performance outcomes for the graduating classes of 2014 and 2015 are in Tables 1 and 2. Outcomes are reported for two groups of 2015 graduates.

Table 1: Number and Percentage of GHS Graduates who had earned Qualifying Scores in both PERT Reading and PERT Sentence Skills						
Year	Total	Black	White	Hispanic	Other	Free/Reduced Lunch
2014	5/10 (50%)	*	*	*	*	*
2015 (All Graduates)	4/16 (25%)	*	*	*	*	*
2015 (Graduates Enrolled the Full Two Years or who Earned Scores Prior to Two Years)	4/7 (57%)	*	*	*	*	*

*Subgroups are too small to report.

Table 2: Number and Percentage of GHS Graduates who had earned the Qualifying Score in PERT Math						
Year	Total	Black	White	Hispanic	Other	Free/Reduced Lunch
2014	2/10 (20%)	*	*	*	*	*
2015 (All Graduates)	6/16 (38%)	*	*	*	*	*
2015 (Graduates Enrolled the Full Two Years or who Earned Scores Prior to Two Years)	6/9 (67%)	*	*	*	*	*

*Subgroups are too small to report.

U.S. History EOC Exam

GHS students took the U.S. History EOC Exam in both 2014 and 2015. The school's U.S. History EOC Exam performance target calls on the school to ensure that the percentage of test takers meeting or exceeding proficiency as identified by the Florida DOE on the End of Course Exam for US History meets or exceeds 30% in 2014-2015 and increases by one percentage point per year so that by 2018-2019, performance meets or exceeds 34%.

The school met its performance outcome both years, though performance in 2015 was not quite as strong as in 2014. However, percentages can change dramatically with performance of one or two individuals when test groups only have 9 and 11 students. Results for 2014 and 2015 are listed in Table 3.

Table 3: Number and percentage of 2014 and 2015 Test Takers who Met Proficiency on the U.S. History EOC						
Year	Total	Black	White	Hispanic	Other	Free/Reduced Lunch
2014	8/9 (89%)	*	*	*	*	*
2015	5/11(45%)	*	*	*	*	*

*Subgroups too small to report

Criteria Item 5: Incorporate comparison data to like institutions that have similar student populations.**PERT Reading, Sentence Skills, and Math**

It is difficult to find institutions that can be considered “like institutions” in that they administer the same assessments and have similar student populations. GHS staff members have determined that the best performance comparison for PERT is to look at:

- A. GHS students who do not earn qualifying scores on individual PERT sections at entry, are enrolled a full two years prior to graduation or earn the appropriate score prior to two years of enrollment and then graduate in a given year.
- B. Florida College System (FCS) and Polk State College (Polk State) First Time in College (FTIC) enrollees who do not earn the qualifying scores at entry but pass the highest level subject area developmental course by the time they have been enrolled at least two years.

While there is certainly not a direct correlation between earning a qualifying score on an exam and passing a developmental course and even though we are comparing high school enrollees with FTIC adults, this is the only comparison readily available to the school for PERT since PERT outcomes are not published for high schools.

Table 4 includes only GHS graduates who had not earned qualifying scores prior to enrolling. It reports performance as stated in “A” above for both classes.

Table 4: Percentage of GHS Graduates Failing PERT Section at Entry and Passing Within Two Years or Prior to Graduation			
	Reading	Sentence Skills (Writing)	Math
	Earned PERT Qualifying Score	Earned PERT Qualifying Score	Earned PERT Qualifying Score
2014*	1/5 (20%)	0/4 (0%)	2/10 (20%)
2015	6/7 (86%)	3/6 (50%)	3/6 (50%)

**None were enrolled two years since this was the first year of school operations.*

Performance of both FCS and Polk State students as specified in “B” above for 2012 through 2014 is listed in Table 5 below. 2014 is the last year for which performance is reported.

Table 5: Percentage of FCS and Polk State FTIC Students Failing PERT Section at Entry and Passing Highest Developmental Course Within Two Years						
	Reading		Sentence Skills (Writing)		Math	
	Passed Highest Level Course		Passed Highest Level Course		Passed Highest Level Course	
	FCS	Polk State	FCS	Polk State	FCS	Polk State
2012	73.50%	80.00%	68.20%	71.90%	55.10%	49.50%
2013	71.20%	76.50%	65.90%	68.60%	52.20%	49.70%
2014	70.20%	77.30%	63.70%	66.70%	52.00%	47.50%

U.S. History EOC Exam

Two Polk County schools that can be considered comparable to GHS are Maynard A. Traviss Career Center (Traviss) and Ridge Career Center (Ridge). High school students enrolling in those schools have disengaged from traditional education and have declared an intent to complete a postsecondary education program.

Students from Traviss and Ridge took the U.S. History EOC Exam in the spring of both 2014 and 2015. Results for those schools as well as GHS are as listed in Table 6.

Table 6: Number of Students Tested and Percentage Scoring 3 or Higher on the U.S. History EOC Exam						
	GHS		Traviss		Ridge	
	# Tested	% Scoring >=3	# Tested	% Scoring >=3	# Tested	% Scoring >=3
2014	9	89%	47	38%	27	30%
2015	11	45%	37	30%	19	32%

Tables 4,5 and 6 show the following performance comparisons:

- PERT—When looking at the performance of students not demonstrating college-level academic competency prior to instruction who were able to do so two years later:
 - GHS performed better in 2015 in PERT reading than what was reported for FCS or Polk State for any of the three years reported.
 - In 2015, GHS performed slightly better in math than did Polk State for any year.
 - GHS's performance on PERT sentence skills did not compare as favorably with FCS or Polk State. The GHS staff has identified a need to emphasize preparation for sentence skills (writing).
- U.S. History EOC Exam—The percentage of GHS test takers scoring 3 or higher on the U.S. History EOC was higher than that of Traviss and Ridge in both 2014 and 2015.

Additionally, while performance on FCAT Reading has not been a school goal, GHS does administer FCAT Reading retakes. In 2013-14, 18% of GHS seniors tested passed FCAT Reading. This performance was slightly lower than the spring performance of Florida seniors (20%) and slightly higher than that for Polk County seniors (17%). In 2014-15, 17% of GHS senior test takers passed the test. Additionally, two GHS seniors graduated after earning concordant scores in ACT reading. In fall 2015, 28 GHS seniors took FCAT Reading; 8 or 29% passed the test.

Criteria Item 6: Disaggregate data by appropriate subgroups for the institution (i.e. SES, ethnicity, grade level, ELL).

PERT and U.S History EOC Exam

The graduating classes of both 2014 (10 graduates) and 2015 (16 graduates) were too small to have disaggregated data that is meaningful. That is also true when looking at student performance on the U.S. History EOC Exam since only 9 (2014) and 11 (2015) enrollees were tested.

Student Retention

Since the GHS student body is made up of individuals who have disengaged from the traditional education environment and often have significant life challenges, GHS staff members work diligently to minimize the number and percentage of enrollees who leave GHS with dropout codes.

Table 7 lists the number of GHS students who enrolled in each school year of operation; and, for each academic year, the number and percentage of enrollees who left the school with dropout codes. The school performance target states that no more than 15% of enrollees in a given year will leave with a dropout code.

Table 7	Total	Black	White	Hispanic	Other	Free/Reduced Lunch	ESE	ELL
2013-2014 Enrollees	107	32	46	25	2	57	9	4
2013-2014 SCHYR--# Leaving with Dropout Code	14	6	6	2	0	1	3	1
2013-2014 SCHYR --% Leaving with Dropout Code	13%	19%	13%	8%	0.00%	2%	33%	25%
2014-2015 Enrollees	171	52	78	37	4	85	13	10
2014-2015 SCHYR --# Leaving with Dropout Code	25	7	15	3	0	5	4	1
2014-2015 SCHYR --% Leaving with Dropout Code	15%	13%	19%	8%	0.00%	6%	31%	10%
2015-2016 Enrollees (as of 2/1/16)	201	55	85	54	7	87	11	13
2015-2016 SCHYR --# Leaving with Dropout Code	30	10	11	9	0	8	0	2
2014-2016 SCHYR --% Leaving with Dropout Code	15%	18%	13%	17%	0.00%	9%	0%	15%

GHS considers student outcomes as indicators of success if individuals transfer to other educational institutions that better meet their needs, if they are still enrolled at GHS and making progress, or if they have graduated. Since opening in August 2013, GHS has enrolled a total of 335 students. Of that number, Genesis withdrawal codes show that:

- 27 or 8% have graduated (10 in 2013 – 2014, 16 in 2014 – 2015 and 1 in 2015-16)
- 69 or 21% left as dropouts
 - 6 left voluntarily with no intentions of returning
 - 37 were withdrawn for non-attendance

- 14 withdrew to whereabouts unknown
- 1 withdrew for any reason other than W01 – W22 or W24 – W27
- 11 students were expected to attend a school but did not enter that school for unknown reasons; required documented efforts to locate each student are maintained per S.1003.26, Florida statutes
- 86 or 26% transferred to other educational options
 - 56 transferred to other district schools
 - 8 withdrew to home school
 - 6 went to adult education
 - 12 transferred to schools out-of-district or out-of-state
 - 1 received a certificate of completion and was eligible for remedial or credit courses at a state community college
 - 3 students withdrew without receiving a standard diploma and subsequently received a W07, W08, W8A, W27 from another site
- 153 or 46% are still actively enrolled

Criteria Item 7: Demonstrate positive student performance results by presenting data using status, improvement and/or growth.

1. **Status: the level of performance on an assessment or group of assessments against a set of criteria.** Current GHS accountability/charter goals and school improvement plan goals as related to PERT reading, sentence skills, and math performance and performance on the U.S. History EOC Exam are listed below:
 - Percentage of GHS graduates earning the PERT cut scores in the areas of reading and sentence skills or earning a concordant score on the ACT or SAT will meet or exceed 40%
 - Over 6 years GHS will ensure that each subgroup meets reading/sentence skills performance indicator (listed above) as reflected in PERT performance reports and disaggregated reports for any subgroup having at least 10 members.
 - Percentage of GHS graduates earning the PERT math cut score or earning a concordant score on the ACT or SAT will meet or exceed 30%
 - Over 6 years GHS will ensure that each subgroup meets math skills performance indicator (listed above) as reflected in PERT performance reports and disaggregated reports for any subgroup having at least 10 members.
 - The percentage of test takers meeting or exceeding proficiency as identified by the Florida DOE on the End of Course Exam for US History will meet or exceed 30% in 2014-2015 and will increase by one percentage point per year so that by 2018-2019, performance will meet or exceed 34%

These outcomes present criteria against which GHS performance is assessed. Performance to date for each has been reported as part of the response to Criteria 4.

2. **Improvement: trend data of the same grade level and/or course over several years.** GHS has only been in existence for two full years, so examining trends is not seen as very meaningful. Performance over the first two years has been reported elsewhere in this report.
3. **Growth: student cohort data regarding the performance of a group of students over time.** The most meaningful indicator to date regarding the performance of a student cohort over time looks at the degree to which students entering GHS without qualifying PERT scores can be prepared to earn those scores while at GHS. Tables 4 and 5 in this report show that when comparing GHS's performance with that of the FCS and Polk State using criteria as stated in response to Criteria Item 5, GHS graduates have done well in terms of improving reading and math scores. GHS staff members are not as pleased with sentence skills (writing) performance and are implementing strategies to address performance barriers.