**US History End-of-Course Exam – Georgia Milestones**

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| --- | --- | --- | --- | --- | --- | --- |
| **Year** | **2017-2018** | **2018-2019** | **2019-2020**  **S1 ONLY** | **2020-2021** | **2021-2022** | **2022-2023** |
| Proficient+  (80-100) | 26.36% | 34.30% | 40.52% | 34.68% | 42.39% | 34.31% |
| Developing+  (68-79) | 68.2% | 72.7% | 77.59% | 68.21% | 80.43% | 84.67% |
|  | No Collaborative Teams | No Collaborative Teams- Began Guiding Coalition in Spring | Collaborative Teams began; focus only on essential standards, CFAs, and prevention | Collaborative Teams; added focus on CSA and Tier 2 | Continued collaborative teams with focus on Tier 1 and Tier 2 | Continued collaborative teams with focus on Tier 1 and Tier 2 |

*\*2019-2020 – Winter Milestone data only. No Milestone administration during the Spring of 2020.*

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Our US History team has made great strides in improving instruction and common assessments. The team was making gains prior to the beginning of Covid. The 20-21 school year was difficult, as close to 25% of our students attended class via Microsoft Teams. However, once all students got back on campus, the team began to make improvements again. The data shows that in 2022-2023, we did have a decline in students meeting proficiency (80+ on the Georgia Milestones). However, we are seeing fewer students than ever before fall in the beginning level.

**US History End-of-Course Exam - Exceptional Education Trends**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Achievement Level** | **2019-2020**  **S1 Data Only** | | **2020-2021** | | **2021-2022** | | **2022-2023** | |
|  | Total | 116 | Total | 170 | Total | 184 | Total | 81 |
|  | Ex Ed Total | 11 | Ex Ed Total | 24 | Ex Ed Total | 21 | Ex Ed Total | 22 |
|  | Number | Percentage | Number | Percentage | Number | Percentage | Number | Percentage |
| Beginning (0-67) | 3 | 27.27% | 13 | 54.17% | 11 | 52.38% | 8 | 36.4% |
| Developing (68-79) | 4 | 36.36% | 7 | 29.17% | 6 | 28.57% | 8 | 36.4% |
| Proficient (80-91) | 3 | 27.27% | 4 | 16.67% | 2 | 9.52% | 6 | 27.3% |
| Distinguished (92-100) | 1 | 9.09% | 0 | 0% | 2 | 9.52% | 0 | 0% |

*\*2019-2020 only consists of exceptional education students taking the exam in the Winter of 2019. These students were all served in an inclusion class.*

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The number of exception education students has increased rapidly since 19-20. Our Lead Special Education teacher is a critical member of the US History team. With her work on the team, we have seen a decrease in the number of exceptional education students scoring at the beginning achievement level on the Milestone exam. Increasing numbers of students are scoring the developing and proficient levels. In addition, BCCCA exceptional education students who are served in the inclusion model scored higher than the district in 2022-2023 (see below).

|  |  |
| --- | --- |
| **US Hist** | **Developing+** |
| **DHS 1** | 18.18% |
| **DHS 2** | 36.00% |
| **DHS 3** | 62.50% |
| **BCCCA** | 65.22% |

\*DHS – District High School

**US History End-of-Course Exam – ELL Trends**

|  |  |  |  |  |  |  |  |  |
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| **Achievement Level** | **2019-2020**  **S1 Data Only** | | **2020-2021** | | **2021-2022** | | **2022-2023\*\***  **S1 ONLY** | |
|  | Total | 116 | Total | 170 | Total | 184 | Total | 137 |
|  | ELL Total | 0 | ELL Total | 4 | ELL Total | 5 | ELL Total | 3 |
|  | Number | Percentage | Number | Percentage | Number | Percentage | Number | Percentage |
| Beginning (0-67) | 0 | 0% | 4 | 100% | 2 | 40% | 2 | 66.7% |
| Developing (68-79) | 0 | 0% | 0 | 0% | 3 | 60% | 1 | 33.3% |
| Proficient (80-91) | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Distinguished (92-100) | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |

The English Language Learner (ELL) population at the Academy is very small. We do not have an ESOL teacher on staff to serve these students. However, beginning in the Spring of 2021, all academic teachers began training directly geared toward supporting ELLs. In addition, we are adding two social studies teachers with ESOL endorsements for the 2023-2024 school year.

**US History End-of-Course Exam – Economically Disadvantaged Trends**

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| **Achievement Level** | **2019-2020**  **S1 Data Only** | | **2020-2021** | | **2021-2022** | | **2022-2023** | |
|  | Total | 116 | Total | 170 | Total | 184 | Total | 137 |
|  | ED Total | 70 | ED Total | 42 | ED Total | 69 | ED Total | 46 |
|  | Number | Percentage | Number | Percentage | Number | Percentage | Number | Percentage |
| Beginning (0-67) | 20 | 28.57% | 18 | 42.86% | 13 | 18.84% | 3 | 6.52% |
| Developing (68-79) | 27 | 38.57% | 11 | 26.19% | 25 | 36.23% | 32 | 69.57% |
| Proficient (80-91) | 20 | 28.57% | 12 | 28.57% | 28 | 40.58% | 11 | 23.91% |
| Distinguished (92-100) | 3 | 4.29% | 1 | 2.38% | 3 | 4.35% | 0 | 0% |

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Over the last few years, we have seen the number of economically disadvantaged students scoring at the beginning achievement level decline. We are helping more students pass their exam and hope to continue to move students into the proficiency range (80 and above).