



*Savannah-Chatham County Public School System
Executive Summary
Georgia High School Writing Test (GHSWT)
Fall 2013*

About the GHSWT

The state of Georgia requires all public high school students to pass the Georgia High School Writing Test in order to earn a regular education diploma. The GHSWT is administered for the first time in the fall of the eleventh grade school year and allows the typical student multiple opportunities to pass before the end of the twelfth grade year.

The GHSWT requires students to write a composition of no more than two pages on an assigned persuasive topic. Each essay is scored by at least two trained readers who independently rate the composition on four domains (ideas, organization, style, and conventions) of effective writing.

Scoring

The scoring system is analytic. Analytic scoring simply means that more than one feature (domain) of a paper is evaluated. Each domain itself is scored holistically. The score assigned indicates the test rater's overall impression of the writer's command of the components, using predetermined scoring criteria contained in the Scoring Guidelines for each domain. Holistic scoring requires balancing a writer's strengths and areas of challenge in the various components.

The scale score range for the Georgia High School Writing Test is 100 to 350. A scale score of 200 or higher is required to meet the GHSWT standard, scores from 250 to 350 meet the requirement for exceeding the standard.

Highlights from the GHSWT for Fall 2013 include:

- 92% of SCCPSS 11th graders passed the test on the first attempt.
- The pass rate for first time test-takers at Beach, Groves, Islands and SHS-Liberal Studies all showed an increase over the previous year.
- Groves, Islands, Johnson, Savannah Arts, and Woodville-Tompkins scored at or above the SY2016-17 target.
- There were 1,719 eleventh grade first time test-takers.

Central-Based Action Items

- High School Principals will implement two mock benchmark writing exams to assess/monitor student growth performance.
- High School Principals will disaggregate the GHSWT scores and mock benchmark exam data by domain and schedule students into the Instructional Focus intervention block to remediate identified areas of low performance.
- High School Principals will provide a week long writing camp for potential summer graduates in preparation for the July test administration.

School-Based Action Items

Beach

- Continue to use Thinking Maps and Write for the Future strategies.
- Implement a schoolwide writing rubric for 9th and 10th students to build critical thinking skills using *Blooms Taxonomy* framework in order to promote higher order thinking.
- Continue to use the instructional focus to target domain areas of weakness on the GHSWT (11th grade students).
- Provide a GHSWT writing camp in the summer to 9th grade students as a part of the transition process to high school.

Groves

- Implement mock writing assessments for ELL student to determine needs. Once needs are determined, students are paired with strong student bilingual translators, offered individual tutoring by the Literacy Coach, provided strong modeling examples in classes, and given extra scaffolding to support writing.
- Groves High School will continue to offer individual tutorials during Instructional Focus to assist students in their domains of weakness in writing as identified by the most recent assessments.
- Groves High School will offer GHSWT Saturday Success Sessions to address writing test procedures, prompt analysis, argumentative writing, and conventions of language for those needing to increase their test scores or those who seek to improve their overall writing strategies.

Islands

- Strategic individualized plans will be developed by the ELA teachers for individual students needing assistance as identified by outcomes on the mock GHSWT given to 11th graders during the second week of school Fall of 2014. Administration will monitor the benchmarks developed on the individual plans.
- The ELA teachers and administration will meet bi-monthly to review the outcomes from the intensive Instructional Focus sessions held in a small group setting for targeted students remediating areas of weakness noted from individual GHSWT plans.
- ELA teachers will conference with identified students from mock GHSWT who met but could exceed and provide targeted assistance strategies so that these students perform at higher levels.

Jenkins

- The English Department Chair will organize a meeting with English teachers and school administration to prepare for a pre-writing assessment. The English teachers will administer a pre-writing assessment in August 2014 and will then discuss results in department meetings and divide students for remediation accordingly.
- The English teachers will conduct remediation during Instructional Focus and afterschool tutorials.
- The English Department Chair and English teachers will create mini-lessons for English teachers to review the State Georgia High School Writing Rubric for Scoring. The English teachers will teach students methods for addressing the writing prompt to meet the guidelines of the rubric.

Johnson

- The English teachers will administer a mock 10th grade GHSWT, using a released state prompt and the state rubric for scoring, on May 20, 2014, to utilize data to develop a comprehensive remediation and enrichment plan for implementation during the first marking period in all 11th grade ELA classes.
- The principal, in collaboration with ELA teachers, will develop a school wide writing plan based on data from the 10th grade Spring 2014 mock GHSWT assessment and 9th and 11th grade Common Core unit assessment data, to provide support and enrichment for writing in all courses across content areas.
- The English teachers will conduct a GHSWT summer writing camp for all first-time test takers to provide specific support in students' identified domains in need of improvement, as well as enrichment in the domains of students' strengths to assist them in attaining an exceeds.

- The assistant principal for scheduling will schedule students into first marking period IF sessions based on 10th grade Spring 2014 mock GHSWT assessment data.
- The principal will monitor 2014 Fall benchmark writing assessment data to identify concerns and make adjustments to students IF based on their needs.

New Hampstead

- The English Department Head and the Information Specialist will create rosters of the potential test takers to assign to individual English teachers during Instructional Focus to administer a pre-writing assessment. These rosters will be shared school administrators.
- The assigned English teachers will schedule their potential test takers through the Media Center computer lab to participate in the USA Test Prep Writing component.
- The English Department will assess the pre-writing assessment with the State GHSWT rubric, along with the USA Test Prep information to develop mini-lessons and provide students with remediation in the areas of need.

Savannah Arts

- Using the Data Team Process, the English teachers and School Leadership Team (SLT) will analyze data, and make decisions in regard to instructional strategies for student instruction and remediation. This practice will be completed before the end of SY 2013-2014 and again after the first benchmark in August 2014. This will create greater learning for students, teachers and administrators.
- The teachers will identify and inform specific students of remediation opportunities after the August benchmark test. Teachers will meet with students before, during and after school to conduct tutoring sessions specific to each student's identified areas of strength/weakness. Identified students will also have the opportunity to receive specific instruction and support after school – teachers will identify cut off scores where students will be required to attend sessions.

SHS School of Liberal Studies

- Teachers will utilize the pull-out model for students are still in need of passing the GHSWT. The instructional focus periods will be used to accomplish this task. Principal, Assistant Principal and the instructional Coach will monitor this process.
- Staff/teachers will utilize Saturday sessions to assist students with the elements of writing an essay. Staff will provide breakfast and lunch for attendees.
- Teachers will conduct tutorial session twice per week for have not passed the GHSWT. Principal, Assistant Principal and the instructional Coach will monitor this process.

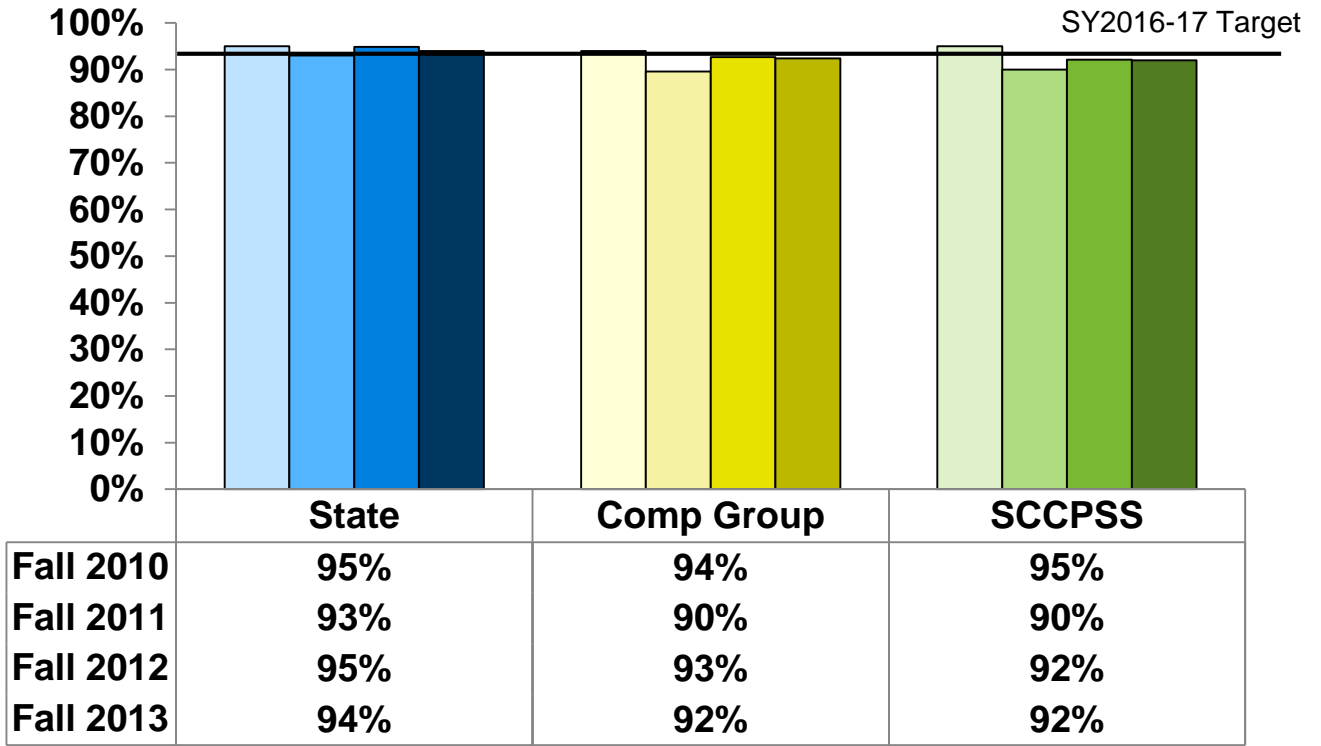
Windsor Forest

- Teachers will break down the parts of an essay in class and practice the individual parts (Introduction, Body paragraphs, Conclusion) and differentiate lessons based on identify areas of need.
- Provide writer's workshops and tutorials during Instructional Focus
- Implement schoolwide-research based analytical writing techniques to increase students' ability to write from an objective view point.

Woodville-Tompkins

- The Principal, English department teachers, and Testing Coordinator will conduct a school wide mock writing test for all 10th grade students in May 2014. Data from the writing test will be used to create individual writing plans for the students. The writing plans will be implemented during the 2014-2015 school year.
- The Principal, Assistant Principal, and English department teachers will conduct a Summer Enrichment Camp in June 2014 targeting specific writing domains for rising 9th, 10th, and 11th grade students.
- The Principal, Assistant Principal and English department teachers will create an online Writer's Workshop course using A+. The program will be piloted during the Summer Enrichment Camp in June 2014 and fully implemented during the 2014-2015 school year.

**Georgia High School Writing Test (GHSWT)
Percentage Meeting/Exceeding Standard
By State, Comp Group and System**



**Georgia High School Writing Test (GHSWT)
Percentage of Students Meeting/Exceeding by Subgroup**

Subgroup	Fall 2010	Fall 2011	Fall 2012	Fall 2013	1 Yr Change	4 Yr Change
Students With Disabilities	71%	42%	57%	59%	2	-12
English Learners		71%			0	0

Increase
 Less than 10 students tested

**Georgia High School Writing Test (GHSWT)
Percentage of Students Meeting/Exceeding by Subgroup**

Ethnicity	Fall 2010	Fall 2011	Fall 2012	Fall 2013	1 Yr Change	4 Yr Change
Asian	91%	93%	93%	91%	-2	0
Black	91%	84%	87%	87%	0	-4
Hispanic	93%	81%	93%	85%	-8	-8
White	97%	93%	94%	94%	0	-3
Multiracial	98%	91%	96%	94%	-2	-4

**Georgia High School Writing Test (GHSWT)
Percentage Meeting/Exceeding Standard by School**

Site	Fall 2010	Fall 2011	Fall 2012	Fall 2013	1 Yr Change	4 Yr Change
State	95%	93%	95%	94%	-1	-1
Comp Group	94%	90%	93%	92%	-1	-2
SCCPSS	95%	90%	92%	92%	0	-3
Beach	95%	83%	90%	91%	1	-4
Groves	93%	85%	90%	93%	3	0
Islands	98%	98%	92%	95%	3	-3
Jenkins	92%	92%	90%	90%	0	-2
Johnson	97%	86%	94%	93%	-1	-4
New Hampstead			94%	90%	-4	NA
Savannah Arts	100%	100%	100%	99%	-1	-1
School of Liberal Studies	90%	87%	82%	83%	1	-7
Windsor Forest	97%	95%	96%	91%	-5	-6
Woodville-Tompkins				97%	NA	NA

- At or above SY2016-17 Target
- Increase School not in existence

Comp Group: Clarke, Clayton, DeKalb, Douherty, Liberty, Muscogee, Richmond, Spaulding, Troup, and Atlanta Public Schools.