



Savannah Chatham County Public School System

Executive Summary End of Pathway Assessment (EOPA) School Year 2013-2014

About the EOPA:

The End-of-Pathway Assessment provides students with increased opportunities to earn industry-validated credentials while still in high school. Georgia's Technical Skill Attainment Inventory (or list of available End-of-Pathway Assessments) currently encompasses approximately 125 exam options, and includes Industry-Recognized Credentialing Exams, Occupational Assessments, State Licensing Exams, and State Developed Occupational Assessments.

Students are eligible to take the EOPA once they attain pathway completer status, which is defined as having successfully completed the three to four designated pathway courses, or enrolled in the final designated course and on track to complete it successfully.

Beginning in SY 2013-14, EOPA data are reported based on summary information provided by the Georgia Department of Education. All data include only those students who were reported in GADOE's official EOPA data collection and who met the following state requirements:

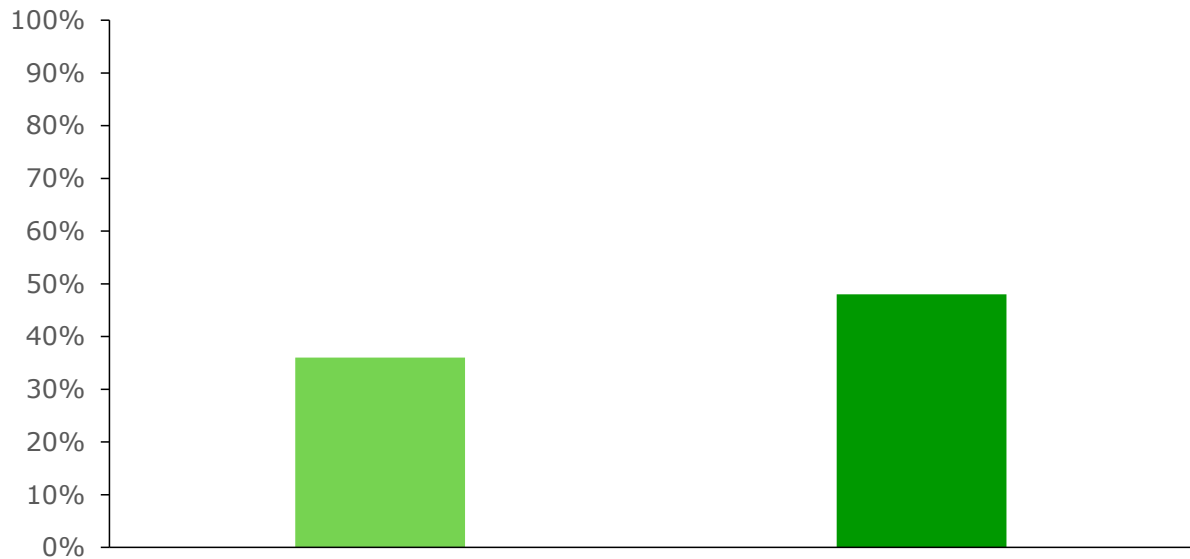
- Attained pathway completer status in the reporting year, and
- Passed the EOPA in the same reporting year

Because the EOPAs are designed to allow students to demonstrate mastery to obtain a credential, students may take the EOPA exam multiple times. However, only those who complete the pathway and pass the exam within the same year may be reported in the state's official EOPA data collection.

Highlights from the 2013-2014 EOPA Administration

- SCCPSS pathway completers earned a 48% EOPA pass rate, with a total of 245 students successfully passing their exam.
- Pass rates among EOPA content areas ranged from 0% to 92%, with students taking the Early Childhood Education and Engineering exams earning pass rates of over 90%.
- Students taking EOPAs in the areas of Administrative Support, Broadcasting, Culinary Arts, Early Childhood Education, Engineering, & Therapeutic Services exceeded the district's 2017 performance target.
- School-level percentages ranged from 25% - 96%, with Beach, Groves, Islands, & Windsor High surpassing the 2017 performance target.

End-of-Pathway Assessment: District Pass Rate



	2013	2014
Pass Rate	36%	48%
N Tested	417	509
N Passed	151	245

End-of-Pathway Assessment: District Pass Rate by Content Area

Content Area	2014	
	N	%
Administrative Support	254	53%
Broadcasting	34	65%
Computer Networking	*	*
Computer System & Support	*	*
Culinary Arts	14	64%
Early Childhood Education	26	92%
Engineering	11	91%
Flight Operations	*	*
Graphic Design	*	*
Interactive Media	26	8%
Law and Justice	20	25%
Manufacturing	27	30%
Marketing Management	*	*
Nutrition and Food Science	26	4%
Small Business Development	17	0%
Therapeutic Services	24	58%
Travel Marketing & Lodging Management	*	*
Total Exams	509	48%

* Not reported; <10 students At/above 2017 target

End-of-Pathway Assessment: Pass Rate by School

School Summary	2014	
	Total Tested	Pass Rate
SCCPSS	509	48%
Beach	43	77%
Groves	49	57%
Islands	27	96%
Jenkins	69	41%
Johnson	56	25%
New Hampstead	21	43%
Savannah Arts	59	42%
SHS - Lib Studies	62	29%
Windsor Forest	68	54%
Woodville-Tompkins	55	49%

End-of-Pathway Assessment: District Pass Rate by Subgroup

Subgroup	2014	
	Total Tested	Pass Rate
Asian / PI	18	61%
Black	345	42%
Hispanic	10	25%
White	117	61%
Multi-racial	19	53%
Male	259	52%
Female	250	47%
English Language Learners	*	*
Students with Disabilities	46	31%

* Not reported; <10 students

End-of-Pathway Assessment: Pass Rate by Content Area & School

	Beach		Groves		Islands		Jenkins		Johnson		New Hampstead		Savannah Arts		SHS - Liberal Studies		Windsor Forest		Woodville-Tompkins	
	N	Pass Rate	N	Pass Rate	N	Pass Rate	N	Pass Rate	N	Pass Rate	N	Pass Rate	N	Pass Rate	N	Pass Rate	N	Pass Rate	N	Pass Rate
Administration/Info Support	20	100%	32	66%	25	100%	46	35%	43	28%	17	35%			25	48%	47	49%		
Broadcasting													34	65%						
Computer Networking			*	*	*	*													*	*
Computer System & Support																	*	*	*	*
Culinary Arts			*	*							*	*							*	*
Early Childhood Education			*	*			*	*	*	*					*	*	13	92%	*	*
Engineering							11	91%												
Flight Operations							*	*									*	*	*	*
Graphic Design													*	*						
Healthcare Science																				
Interactive Media													23	9%			*	*		
Law & Justice															20	25%				
Manufacturing							*	*	*	*					*	*	*	*	22	32%
Marketing & Management									*	*										
Nutrition and Food Science			*	*			*	*	*	*			*	*	*	*	*	*		
Small Business Development			*	*			*	*	*	*					*	*				
Therapeutic Services	23	57%									*	*								
Travel Mktg & Lodging Mgmt					*	*					*	*					*	*	*	*
Total:	43	77%	49	57%	27	96%	69	41%	56	25%	21	43%	59	42%	62	29%	68	54%	55	29%

Test not administered by close of state reporting window

* Not reported; <10 students

Actions

Central Action Items

- The Director of College and Career readiness in collaboration with the Executive Director of Secondary School Governance will monitor the formative data, meet with the school leadership to analyze results, and recommend individualized instructional delivery adjustments to ensure program effectiveness.
- The Director of College and Career readiness in collaboration with the Executive Director of School Secondary Governance will implement an electronic walkthroughs/observation protocol which allows for effective monitoring of teacher performance based on End of Pathway Assessment (EOPA) standards.
- The Office of College and Career Readiness will provide the following professional development and support to high school teachers in order to increase the number of certifications earned through the new Business and Technology Pathway using Microsoft IT Academy.

High Schools

Beach High

- Healthcare teachers will raise the therapeutic services pass rate from 57% to 80% as measured by the EOPA by utilizing increased learning time to remediate students on standards found to be deficient on benchmark exams.
- Business teachers will maintain a 100% pass rate on the Information Technology EOPA by monitoring student progress and remediating students that are found to need help after administering formative assessments.
- All CTAE teachers will administer formative assessments on Information Technology and Healthcare standards to gather accurate data for planning and instructional purposes. School administration will monitor, review, analyze and make recommendations for improvement by teacher.

Groves High

Increase the Administration/Information Support Pathway pass rate from 66% to 75% by purchasing and monitoring the use of GMETRIX software with pre- and post- assessments to ensure mastery of the certification requirements

- The Principal will meet with the CTAE Department weekly during Common Planning to ensure that the students are utilizing Microsoft IT Academy a minimum of 50% of class time, which will be measured by lesson plan analysis, formative observations, and administrative walkthroughs.
- The administrative Team will create Quarterly Benchmarks that directly align with the End Of Pathway Assessment and review the results with the CTAE Teachers to create individualized lesson plans for each student. Each student must master $\geq 70\%$ of the Quarterly Benchmark prior to moving on the next unit.

Islands High

Obtain an overall pass rate of 70% on the End of Pathway Assessment for the 2014-2015 school year.

- Provide tutorials and work sessions for students based on the analysis of Gmetrix data.
- Teachers will submit student data logs as evidence of data collection and student sign-in sheets as evidence of tutorial participation.
- At the conclusion of the (Student Learning Objective) SLO administration, each teacher will review student performance to identify areas of strength and weakness for each student. Teachers will submit a summary of the data along with the strategies and interventions implemented to improve student performance one week after receiving the results.

Jenkins High

Increase EOPA from 35% to 50% on the Administration/Info Support Pathway.

- The principal will review Business Department lesson plans to ensure teachers are using the GMETRIX software program bi-weekly with students to allow opportunities for practice Microsoft Office Specialist certification exams through the Business Communications and Presentations courses. The teacher will monitor assessment score each marking period and provide individualized student guide and resources to students based on areas for improvement.
- The principal will review Business Department lesson plans to ensure teachers are using the Microsoft IT Academy and their companion Microsoft Official Academic Course test as resources to instruct students on a weekly basis.

Johnson High

Increase the pass rate from 28% to 50% on the Administrative Support EOPA.

- CTAE teachers will incorporate and use Gmetrix weekly, with monitoring by administration will through weekly lesson plan checks, walkthroughs and formal and informal observations.
- Provide tutorials and work sessions for students based on the analysis of Gmetrix data.
- Review and analyze trend data for End of Pathway Assessments to provide focused professional learning for teachers in areas that reveal the greatest need, for example business laws and acts as well as the financial aspects (taxes) were noted as areas of need on the Small Businesses Development End of Pathway Assessment.

New Hampstead High

- The Principal and or Assistant Principal will review business department lesson plans to ensure teachers are using the GMETRIX software program bi-weekly with students to allow opportunities for practice Microsoft Office Specialist certification exams through the Business Communications and Presentations courses. The teacher will compare exam scores to monitor student achievement to increase to a target rate of 70 percent by the end of the 2014-2015 school year.
- The Principal and or Assistant Principal will review the Business Department lessons plans to ensure teachers are using the Microsoft Academy and their companion Microsoft Official Academic Course tests as resources to instruct students on a weekly basis. The teacher will monitor the course work completed to increase the EOPA in the Administration/Information support pathway from 35% to 50% by the end of the 2014-15 school year.

Savannah Arts Academy

Increase the pass rate on the Interactive Media EOPA by 20%.

- Align the Site Development Associate Exam 1D0-61B objectives with our pathway GPS and adjust the projects and activities we are doing with students as needed
- Work with the Site Development Associate Electronic Student Kit and instructor guide with practice exams from Certified Internet Web Professionals
- Familiarize students and their parents (workshops) with the Interactive Media EOPA during the first quarter.
- Review the exam materials online with students and make sure they are familiar with the test format

Increase the pass rate from 65% to 80% on the Broadcasting EOPA.

- Review and analyze trend data for the Broadcasting End of Pathway Assessments to provide focused professional learning for teachers in areas that reveal the greatest need.
- Familiarize our students earlier in the year with the format of the test
- Search online resources to help students prepare for the exam and we plan to spend more time reviewing prior to the exam

Savannah High School of Liberal Studies

The principal will monitor the course work completed to increase the EOPA pass rate with a target goal of to 70% during the 2014-2015 school year.

- The principal will teacher lesson plans to ensure teachers are using the GMETRIX software program bi-weekly with students to allow opportunities for practice Microsoft Office Specialist certification exams through the Business Communications and Presentations courses.
- CTAE teachers will administer common formative assessments standards to gather accurate data for planning and instructional purposes. School administration will monitor, review, analyze and make recommendations for improvement by teacher.

Windsor Forest High

Increase the pass rate from 49% to 55% on the Administrative Support EOPA and from 92% to 94% on the Early Childhood EOPA:

- Ensure that all students are assigned to a career pathway based on their career inventories, followed by individualized College and Career Counseling.
- Ensure instruction is aligned with the Georgia Performance Standards as documented by formal/informal classroom walkthrough and observations.

Woodville-Tompkins High

To improve the overall Woodville Tompkins End of Pathway Assessment (EOPA) Pass Rate from 49% to 57% during the 2014-2015 school year we will implement the following strategies:

- At the conclusion of the (Student Learning Objective) SLO administration, each teacher will review student performance to identify areas of strength and weakness for each student. Teachers will submit a summary of the data along with the strategies and interventions implemented to improve student performance one week after receiving the results. Teachers will submit student data logs as evidence of data collection and student sign-in sheets as evidence of tutorial participation.
- Students in the final class of the pathway will take a practice exam prior to the EOPA. Teachers will use the data as a benchmark exam and provide the students with focused tutorial sessions immediately following receipt of the student's performance on the exam. Teachers will submit student data logs as evidence of data collection and student sign-in sheets as evidence of tutorial participation.
- During the 2014-2015 school year, all teachers will participate in at least one cross-curricular activity with a core academic teacher each semester. These activities will provide relevance to the curriculum and allow students to not only utilize the theory acquired in the class but the application needed to demonstrate literacy. Administration will record and photograph projects as evidence of completion.

By the end of the 2014-2015 the End of Pathway Assessment (EOPA) pass rate for Manufacturing will increase from 32% to 40%. To achieve this strategy we will implement the following strategies:

- Students in the final course, Production Enterprises, will demonstrate mastery of the curriculum by presenting their capstone projects to members of the local business and industry community.
- The instructor will facilitate one cross-curricular project, with another subject area, designed to showcase student content literacy and mastery.