



NCCEP/GEAR UP CAPACITY-BUILDING WORKSHOP



EXCEL • PROVE • MOBILIZE
February 5–8, 2017

MIDDLE SCHOOL CLOSING THE GAP RESULTS REPORT

Goal: By the end of the year, active members (attending at least 50% of the College Partnership Program sessions) of the College Partnership Program will have a collective GPA increase of at least 3% since the 1st quarter.

Target Group: First generation students identified in key subgroups (please see narrative for definition)

Data Used to Identify Students: SOL scores, teacher narratives, and 1st quarter report cards

ASCA Domain, Mindsets & Behaviors Standard(s): M 2, B-LS.7

Type of Activities to be Delivered in What Manner?: Academic Counseling through group meetings, guest speakers, parent conferences, and field trips

Process Data (Number of students affected): 21 students attended regular meetings

Perception Data (Surveys or assessments used): 92% of students believe CPP has given them motivation to attend college after high school. 92% of students believe CCP has given them support academically. 85% of students believe they will attend college after you.

Outcome Data (Achievement, attendance, and/or behavior data): Collective GPAs of the 21 active members increased from an average of 2.107 to 2.277 reflecting an 8% increase between the 1st and 4th quarter report cards.

Implications: CPP supports the school's SIP in trying to improve the academic achievement of first generation students. A majority of the students in CPP come from Greenville Elementary School (one of our feeder schools with a high rate of under-performing students). The success of these students uplifts the Greenville community and their participation in this program encourages and supports their integration and participation.



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HIGH SCHOOL CLOSING THE GAP RESULTS REPORT

Goal: Increase the percentage of first generation students earning a B or better in sophomore classes: Honors Literature and Composition 2, honors sciences classes and AP European History for the year 2015-2016.

Target Group: 9th grade first generation students enrolled in (regular) Literature/Composition and placed in Honors Lit1 for 2nd sem.

Data Used to Identify Students: Grades, GEAR UP data, Teacher and Counselor Recommendations

ASCA Domain, Mindsets & Behaviors Standard(s): M4, B-LS 8

Type of Activities to be Delivered in What Manner?: Group discussions PowerPoint presentations with AP European History teacher and current students presentation from High School Writing Workshops with (H) Lit teacher

Process Data (Number of students affected): 18 students invited and given permission slip, 17 Students accepted and participated

Perception Data (Surveys or assessments used): Attitude: Prior to SC Core Curriculum (SCCC) 67% of students felt confident that they were in the best classes available in order to prepare them for Advanced Placement classes for the coming academic years. After SCCC 80% of students felt confident in their course choices in order to advance throughout 10th-12th grade. Skills: Prior to SCCC 47% of students were confident in their ability to pass a test successfully by knowing what to study and how to do so. After SCCC 73% of students were confident in their ability to pass a test based on their studying skills.

Outcome Data (Achievement, attendance, and/or behavior data): 87% of students earned a B or better in Honors Lit/Comp 2 for their 10th grade year, 77% have earned a B or better in AP European History, and 53% have earned a B or better in Science class.

Implications: The data tells us that the group was successful in allowing the students to gain more skills and confidence to succeed in their classes, especially more advanced classes. There is much that can be improved upon; especially considering this was the first year at our school. The lessons will be refined in allowing the students more guidance for the skills needed to excel in the Honors Lit/Comp 1 class, with addition assistance from the Honors Lit/Comp 1 teachers and department chairs.