

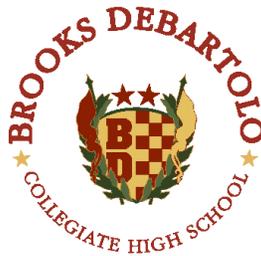
Brooks DeBartolo Collegiate High School

A Public Charter School of Choice #6634

School District of Hillsborough County, Florida

Governed by the

Brooks DeBartolo Board of Directors



David Mallitz, Board President

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Jennifer (Jamie) Ervin, Assistant Principal

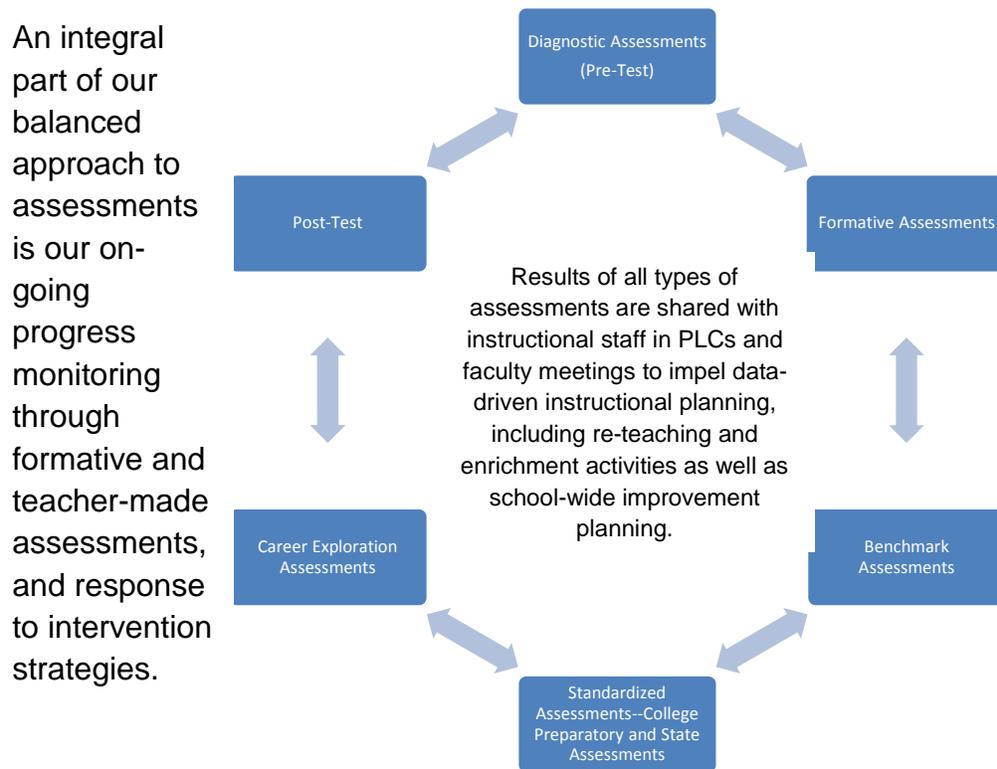
BDCHS Assessment PLAN

(2014 – 2015)

Brooks DeBartolo Collegiate High School (BDCHS) is devoted to providing students the highest quality education through a focus on the Common Core State Standards (CCSS), supplemented by the Next Generation Sunshine State Standards when applicable, and preparing students to be college and career ready. Through our balanced approach to assessments, we seek to provide an environment that prepares students for success in the collegiate classroom as well as in this globally competitive marketplace requiring mastery of 21st Century skills.

We are also committed to preparing our students to be successful on the new Florida Standards Assessments being rolled out this academic year. Our current assessment plan provides a pathway to achieve this through our focus on the Florida Standards and formative assessment strategies as an integral piece of the assessment plan.

The figure below provides a snapshot of our balanced approach to assessments. The information gleaned from each of the types of assessments is compared.



Northwest Evaluation Association:

BDCHS has opted to invest in the implementation of the Northwest Evaluation Association (NWEA) assessments for measuring student growth and learning gains in the areas of Math, Science, Reading, and Language Usage. These assessments are

aligned to the Common Core State Standards, which is the focus of the curriculum at BDCHS. Additionally, these assessments are aligned with the End-of-Course exams that our students are required to take for graduation. NWEA also includes a predictor score that indicates how a student may likely perform on the ACT, which enables BDCHS staff to prepare intervention and extension activities for individual students as they prepare for college and career paths.

The NWEA assessments provide Lexile Levels of the students that are assessed. BDCHS uses this data to gauge current reading levels and to identify appropriate informational texts to be used in classes for individual students. This information is used to meet the 70/30 Informational to Literary Text model is implemented according to individual needs (differentiation based on Lexile Level with exposure to appropriate content).

Pre-Tests and Post-Tests:

BDCHS believes in the importance of determining baseline data with regard to the end goal—"beginning with the end in mind". Diagnostic assessments (pre-tests) are required and administered in all courses at BDCHS. These assessments are submitted during the first 2 weeks of school for approval by the Curriculum Specialist. After the assessments are approved, the assessments are administered to the students in the respective classes by the fourth week of school.

These diagnostic assessments serve as the baseline data for each respective student in each respective course. These same assessments are administered as post-tests at the end of the course. Classroom teachers analyze the data collected from the diagnostic assessments (pre-tests) to gain data pertaining to mastery levels of individual students, investigate class trends, and identify and examine school-wide trends with respect to baseline data. This data is used to make instructional planning decisions aligned to specific content, skills, competencies, and ultimately, college readiness. This information is further used to develop school-wide and individual instructional SMART goals for professional development that are tied specifically to the baseline data and desired student outcomes.

The pre-test approved by the Curriculum Specialist administered at the beginning of each course is administered again at the completion of the course to serve as a post-test. Classroom teachers analyze the data at the individual student level as well as the whole class level to look for trends as well as learning gains and areas of strength and improvement. The data is shared with other instructional staff and administration to investigate school-wide trends in the data received from the assessments. This data is then used to make decisions regarding school-wide instructional initiatives and curriculum programming adjustments, if necessary.

Formative Assessments:

In accordance with Marzano, BDCHS believes it is crucial to focus on formative assessments daily in the classroom that are tied to specific learning targets for daily instruction. Students engage in learning experiences in which they assess personal levels of mastery with respect to the daily learning target and overall Common Core Anchor Standards in English Language Arts and Mathematics.

College and Career Exploration Assessments:

To assist students in preparing to transition to college, BDCHS is committed to providing students access to college and career exploration assessments to assist them in their planning and goal-setting. School Counselors work in cooperation with classroom teachers, support staff, administration, students, and parents in utilizing our new high school, college and career planning tool: Lighthouse. School Counselors also work in cooperation with local businesses, organizations, and colleges and universities to expose students to new and innovating career opportunities through guidance lessons and classroom visits.

Benchmark Assessments:

To maintain accurate running records of students' mastery of cumulating material in content-specific areas, BDCHS implements quarterly benchmark assessments as well as semester cumulative exams in all courses.

PSAT:

To provide our students access to as many opportunities as possible in preparation for college entrance exams and scholarship opportunities, BDCHS believes it essential to offer the PSAT to all students in grade 9, 10, and 11 annually at no cost the student. BDCHS staff members are committed to helping students understand the value of being college and career ready. The PSAT is one method by which students are able to gauge their growth toward meeting college readiness scores in reading, writing, and math content areas. Additionally, the PSAT is used as a tool for teaching students how to meet eligibility requirements for specific college scholarship opportunities.

College Entrance Exam Preparedness:

In addition to providing the opportunity for BDCHS students to take the PSAT, every student at BDCHS has been provided access to online ACT and SAT test preparation at no cost to the student through the Study Island online instructional tool. This web-based program enables students to access ACT and SAT preparation activities that are catered to the strengths and weaknesses of the individual users. This program provides excellent data in an immediate format to identify key areas of focus and enrichment for

each individual student, which is in turn used to develop instructional activities that meet the needs of the individual students to provide a path to college readiness

Post-Secondary Educational Readiness Test:

BDCHS follows the Florida state statute to administer the PERT to all appropriate students. BDCHS believes it is critical to closely monitor the students that have taken PERT for entry into the Dual Enrollment program as students are only permitted to take PERT two times in their high school career. Students are provided access to materials both in print and electronic versions to prepare for the PERT. The PERT is given at scheduled times throughout the academic year according to the Hillsborough County Schools Assessment Schedule.

FSA, EOC, Field Tests, and AP Exams:

Brooks DeBartolo Collegiate High School follows the Hillsborough County Schools Assessment Schedule for the implementation of these exams. BDCHS is committed to providing all students adequate preparation for the aforementioned exams through multiple modes of instructional delivery. Specific instructional tools such as ALEKS, Study Island, online textbooks, various web-based resources, and a multitude of print and paper-pencil activities assist students in preparation for these exams.

The Florida Standards Assessment:

The new Florida Standards Assessment (FSA) is geared to effectively assess students' ability to think analytically, critique multiple sources through various platforms, and demonstrate speaking, listening, reading, and writing skills through supporting claims with credible resources. The high school testing schedule for the FSA is noted below. Detailed information about the FSA may be found here: <http://fsassessments.org/>.

 Florida Standards Assessments (FSA)	
English Language Arts and Mathematics	
Dates	Assessment
March 2–13, 2015	Computer-Based (including Paper-Based Accommodations): FSA Grades 5–11 English Language Arts Writing Component
April 13–April 24, 2015	Paper-Based Accommodations: FSA Grades 5–11 English Language Arts FSA Grades 5–8 Mathematics
April 13–May 8, 2015	Computer-Based: FSA Grades 5–11 English Language Arts FSA Grades 5–8 Mathematics

FSA End-of-Course Assessments	
Dates	Assessment
April 20–May 1, 2015	Paper-Based Accommodations: Algebra 1, Geometry, Algebra 2
April 20–May 15, 2015	Computer-Based: Algebra 1, Geometry, Algebra 2
July 13–17, 2015	Paper-Based Accommodations: Algebra 1, Geometry, Algebra 2
July 13–24, 2015	Computer-Based: Algebra 1, Geometry, Algebra 2

Parent information regarding the assessments may be found here:

<http://fsassessments.org/resources>; <http://fsassessments.org/wp-content/uploads/2014/09/Florida-Family-Brochure-v6-2.pdf>.

EOC Assessments:

Detailed information about End of Course Assessments may be found here:

<http://fsassessments.org/?s=eoc&submit=&rtree=&cat=>.

AP Exams:

Detailed information about College Board Advanced Placement Exams and College Board AP resources may be found here: <https://apstudent.collegeboard.org/home>.

Final Note:

Through the aforementioned assessment plan, BDCHS offers its students access to a rigorous college preparatory program with a focus on intentional assessments that provide on-going data pertaining to student mastery of 21st Century skills necessary for college and career readiness.