School Renewal Plan Information

4001 - Richland County School District One (4001) Public District - FY 2025 - Eau Claire High (4001005) Public School - School Renewal Plan - Rev 0

21st Century Graduate Profile

*** Plan Submission**

- ○ School does not utilize Cognia
- ◉ School utilizes Cognia

*** Phase of Plan**

- ◉ Initial 5-year plan
- ○ Update 1
- ○ Update 2
- ○ Update 3
- ○ Update 4
- ○ Update (due to Waiver)

*** State and Federal School Improvement Status - if applicable**

Other

School Plan Contact Information

*** Name**

Ekemam Montgomery

*** Phone**

803-735-7606

*** Email**

ekemam.montgomery@richlandone.org

*** Principal's Name**

Ekemam Montgomery

*** Board of Trustees Chairperson's Name**

Rev. Dr. Aaron Bishop

*** Date of Plan Approval by the Board**

04/23/2024

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Stakeholder Names

Principal

Name	*	Ekemam A. Montgomery

Teacher

Name	*	Jamil Canada
Name	*	Dr. Stefanie Harrison
Name	*	Dr. Solomon Smalls
Name	*	Althea Beecher

Parent/Guardian

Name	*	Teresa Gambrell

Community Member

Name	*	Annie B. Robinson

School Level Administrators

Name	*	Dr. Edward Johnson
Name	*	Courtney Foster
Name	*	Bryant Robinson
Name	*	Dr. Lawanda Johnson

School Read to Succeed Literacy Leadership Team Lead

Name	*	Barbara Fisher

School Read to Succeed Literacy Leadership Team Member

Name	*	Dr. Mirra Cleveland

School Improvement Council Member(s)

Name	*	Roger Brasley

School Gifted and Talented Coordinator

Name	*	Alice Washington

School Federal Programs Coordinator

Name	*	Morondo Lewis

Other Stakeholders

Position	Name
Family Engagement Specialist	Edward Wright
Student	Kaitlyn Russell
Consultant, Office of Federal and State Programs	Stephanie L. Casana

(Optional) Enter mission, vision, beliefs, and/or values.

Mission Statement:

ECHS will provide all students with a high-quality education that leads to productive citizenship in a global society.

Vision Statemen:

At Eau Claire High School, we will have a safe and caring environment where all students will have the opportunity to reach their greatest academic potential and to facilitate their growth as productive, responsible and respectful members of society.

Needs Assessment Data

4001 - Richland County School District One (4001) Public District - FY 2025 - Eau Claire High (4001005) Public School - School Renewal Plan - Rev 0

State Report Cards for Districts and Schools

*** Provide the link to your school's most recent Report Card**

https://screportcards.com/overview/?q=eT0yMDIzJnQ9SCZzaWQ9NDAwMTAwNQ

Provide additional school's needs assessment data including both formative and summative assessments used to gauge student learning.

Eau Claire High School (ECHS) is an inner-city school in Columbia, SC with an enrollment of 581 students. The student population is 82% African American, 13% Hispanic, and 2% Caucasian/other. 100% of students receive free or reduced lunch. 11% of students receive MLL services, and 18.5% of students receive special education services. However, due to the frequent mobility of the entire student population, alternative options for juniors/seniors (such as middle college), and involuntary placement changes, this is not a static number. Heyward Gibbes Middle School and Alcorn Middle School serve as the two primary feeder schools for ECHS; however, students transfer to ECHS from all over the district and from outside the district throughout the school year. The graduation rate as of May 2023 is 73.6%. There are 52 South Carolina certified teachers on the faculty, with 81.3% having advanced degrees. The average class size ratio of students to teachers in core subjects is 21 students to 1 teacher.

School enrollment went down 9.25% (we had one of our apartment complexes to partially close during the school year which has affected our enrollment). Many of our students that have been forced to relocate were African American which caused that percentage to go down 3.7%. We have had more Hispanic students to enroll which has given us an increase of 2.6%. Also, because of the number of students that have been relocated to another part of the city some of those students have chosen to continue to stay at Eau Claire and a lot of them arrive late to school.

The students at-risk are those failing 1 or more classes, students that are constantly tardy to school, and students that refuse to put their cellphones away during class time.

The dropout rate has increased. Our focus needs to shift to the root causes of why our students are dropping out of school, and what we can do to reduce the rate. Investigating training and workshops could assist in this matter. A few of our students that dropout has been retained in 9th grade.

We have 140 graduating seniors and only 69 of them (which is approximately 5.7% of students leaving Eau Claire) are college and career ready which means we have around half of our students that are not prepared for the real world. Out of the 138 seniors that graduated only 13 of them were college ready which equates to approximately 9.4% of our students that graduated were college ready. We did not have any students that made a 3 or higher on the AP exam this past school year. Which means none of the students that took AP could receive college-level credit for class.

Students are struggling to have part time jobs and have to make a decision on whether to stay after school and get extra help or go to work. So, when they need extra help because they are failing a class or just need extra help, in most instances they go to work.

Some of our students are the older siblings and must go home when school is out and help care for their younger siblings. Many of our students will be the first to attend college in their family.

Students have failed and are failing Algebra I and English 1 for the school term. According to the fall star data, the bulk of these students are not prepared from middle school for the rigors of Algebra I and English.

We have a lot of students that are under McKinney Vento. We have had an increase in foster care students, homeless students, and English Language learners. We have had many students sent to the alternative school this school year for various infractions.

Academics

Visible learning is the focus of Eau Claire High School, so we use different strategies and techniques to accomplish our goals.

Repetition in the learning program helps transition the learner from short-term to long-term memory. Our instructional design practice is to have students perform a task three times, with less guidance each time. Performing the task with different data or for other scenarios keeps interest during the repetition

Research states that the better the learner completes the task correctly in the learning environment, the better they will be able to do the task back on the job in an unconsciously competent manner 7as the task moves into long-term memory.

As we teach concepts, we give more familiar examples to my students. This helps our students link new skills, knowledge, and previous learning. For example, explaining how a new process is like something already familiar aids in storing and retrieving information about the new process.

Research states that that association requires the instructional designer to know the target population and make meaningful links. The facilitator uses these links to make the learner feel more comfortable.

Combining different sensory channels to convey and reinforce information is essential – so my give them information through text, graphics, video, audio, etc. For example, listening to a new song on the topic my am covering, watching a video, or reading the words from a primary source allows them to remember more information the next day.

Research states that the Use of multiple channels, along with repetition, will move the learners.

According to the 2023-2024 Star Test data administered in the winter of 2024, 23% of our 9th grade students tested at At/Above Benchmark with their reading levels. 23% of 9th graders were rated needing Intervention. These students will need remediation to begin reading at a proficient level. 54% of our 9th grade students were rated Urgent Intervention and are not reading on grade level. They require intensive remediation to close the gaps and would benefit from a reading intervention programming such as IReady, or from a Read 180 intervention course depending on their Reading Inventory and Star Test placement test results. It is important to note that we have 18% of our 9th

grade students with disabilities that require individualized education plans to address goals in reading and require intensive interventions to close their reading comprehension, application

Students that scored low on the Star math test have been grouped based on their intervention levels. They will work with their designated teacher. At the end of the 9 weeks (about 2 months) students will retest and be regrouped. Students will be encouraged to attend after-school tutoring at least 2 days a week. These results show a direct correlation with the students performing in Algebra I class. In Star Reader there are 16 standards identified from the Star Data, none of our students mastered them. English I teachers will focus on different strategies each week and at the end of the 9 weeks (about 2 months) those students that are in the urgent intervention level will be retested and place accordingly.

These students will be encouraged to attend after-school tutoring at least 2 times per week. We use Progress Learning as strategy to assist with all our state test (SAT, ACT, ASVAB, Citizenship) as wells as our EOC test (Algebra I, English II, Biology and US History). Note-taking strategies using graphic organizers, focused notes taken with direct instruction. Selected AVID strategies, concept poems, upfront magazine and four corners. We use quizz.com and Quizlet as an intervention to help struggling students that have fallen on a particular strategy. We use our EOC workbook to give our students practice problems like they will see on the EOC exam. We use vocabulary.com to assist our students that are struggling with reading, Our EOC Final Comp administration scores which gives us an idea of how our students will perform on the EOC, English II had 43.1% passing, Algebra I had 28.3% passing Biology had 35.7% passing and US History had 34.0% passing.

End-of-Course Assessment Results in English 2 and Algebra 1

English - Scoring C or Higher

School38.7% (60 / 155)

38.7%

District53.8% (882 / 1638)

53.8%

State64.4% (42569 / 66123)

64.4%

Algebra - Scoring C or Higher

School14.6% (20 / 137)

14.6%

District30.2% (505 / 1670)

30.2%

State41.8% (28453 / 68002)

41.8%

Additional Information

	Our School	Change from Last Year
Prime instructional time	79.5	Up from 78.3

Academic Achievement

Details Student Performance across District and State

End-of-Course Assessment Results in English 2 and Algebra 1

English

	Not Tested	F	D	C	B	A
Our School	3.9	33.5	23.9	22.6	11.0	5.2
	Not Tested	**F**	**D**	**C**	**B**	**A**
Our District	4.2	22.5	19.5	17.9	15.1	20.8
	Not Tested	**F**	**D**	**C**	**B**	**A**
Statewide	5.5	14.2	15.9	18.2	19.0	27.2

Algebra

	Not Tested	F	D	C	B	A
Our School	4.4	53.3	27.7	8.8	5.1	0.7
	Not Tested	**F**	**D**	**C**	**B**	**A**
Our District	3.6	42.5	23.7	16.9	7.6	5.7
	Not Tested	**F**	**D**	**C**	**B**	**A**
Statewide	5.7	29.6	22.8	19.5	11.5	10.8

End-of-Course Assessment Results in Biology and US History and the Constitution

Biology - Scoring C or Higher

School8.1% (11 / 136)

8.1%

District24.1% (403 / 1674)

24.1%

State40.9% (27992 / 68493)

40.9%

US History and the Constitution - Scoring C or Higher

School15.2% (20 / 132)

15.2%

District27.5% (399 / 1451)

27.5%

State42.1% (25198 / 59847)

42.1%

Additional Information

High School Civics Exam

	School	
	%	N

Percentage of students enrolled in a US Government course who score at or above the designated passing score on the civics test	43.3	90

Each EOC shows that we need to hold our students more accountable for the content in which they are being taught. Since the scores are remarkably similar across the board and they are all below 45% we need to produce ways to make sure that each student knows how important understanding the content in which they are being taught is.

Preparing for Success

Details Student Performance across District and State

End-of-Course Assessment

Biology

Note: Results from alternate assessments were included in the calculations where available.

US History and the Constitution

According to Eau Claire School Cluster Schools Snap data from 2023, reading comprehension levels between first and third grades see very little upward movement. Because reading comprehension directly affects all areas of learning, our data indicates the need for highly individualized intensive remediation if any real gains are to be made. In answer to the Read to Succeed legislation, all high school teachers are undergoing professional development aligned to the regulations created to support the intent of the legislation. It will be another five to six years before the elementary-aged students receiving the new form of

literacy education will reach ECHS. In the meantime, all teachers are expected to incorporate reading comprehension strategies into their secondary level lesson plans. While this addresses the increasingly complex literacy required for success in high school and beyond, there is a glaring remediation need that continues to be unmet. Additional resources and strategies to address the students' individual needs are paramount if the literacy legislation's intent is to be achieved.

The academic performance of Eau Claire High School (ECHS) students falls well below the state's minimum requirements in all areas. High school students often take college-level classes to save time and money in college, but there is one catch: students must pass the exams to get the credit. Passing the exams continues to be a challenge for the students at ECHS.

Advanced Placement (AP) and International Baccalaureate ®(IB)

Advanced Placement (AP) and International Baccalaureate (IB) are rigorous programs dedicated to educational excellence. AP and IB courses provide a challenging educational program that prepares students for selective universities and colleges. AP exams are scored on a scale of 1-5; IB exams are scored on a scale of 1-7.

	Advanced Placement (AP)	**International Baccalaureate ®(IB)**
Percent of Exams with Passing Scores (AP: 3 OR higher/IB: 4 or higher)	0.0%	Data N/A
Number of Students Taking Exam	13	Data N/A
Number of Exams Administered	14	Data N/A

The scoring scale for the Advanced Placement Exam (AP) is 0 – 5. Students will receive college credit for earning a 3 or better on the AP Exam. Data from AP testing showed that ECHS students had gains from the 2022 to the 2023 school year. We fell from 14.8% scoring a 3 or better to 0%. The number of students making a score of 3 or better on the AP Exam were as follows: AP US History – 0%, AP English Language– 0%. This data is sufficient for ECHS as it demonstrates that although students are taking AP courses which are designed to prepare them for the challenges of a college course if they are not passing the exam this limits ECHS students' ability to get admitted to college and save thousands of dollars in tuition. Also, if these gifted students are facing instructional challenges, alternative methods of instruction must be considered.

The 2023 End-of-Course Examination Program (EOCEP), students must make 70 or above to reach proficiency on the EOCEP. ECHS results were well below the state average on each of the EOCEP tests. The results were as follows for the 2022-2023 school year: Algebra 1 – 14.2%, English 2 - 38.8%, Biology 1 – 8.1% and US History – 15.2% and all subjects 43.6%. The EOCEP exams are important as they are an indication of how successful a student will perform in more challenging advanced level classes.

The ACT

Average ACT Score Achieved by Students During the 2022-2023 School Year

	Composite	English	Reading	Mathematics	Science
H	14.60	12.80	14.70	15.10	15.40
	Composite	**English**	**Reading**	**Mathematics**	**Science**
D	17.80	16.50	18.70	17.50	17.80
	Composite	**English**	**Reading**	**Mathematics**	**Science**
S	18.40	17.10	19.20	18.00	18.70

Percent of Students Meeting ACT College-Ready Benchmarks

English Benchmark Score: 18	Math Benchmark Score: 22	Reading Benchmark Score: 22	Science Benchmark Score: 23	All 4 Subjects
18.20	3.00	12.10	6.10	0.00

ACT® benchmarks are scores on the ACT subject-area tests that represent the level of achievement required for students to have a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in corresponding credit-bearing first-year college courses. ACT is a registered trademark of ACT, Inc.

The ACT is scored from 1-36 on a composite scale. On the ACT, the 25th percentile score is 16, and the 75th percentile score is 24. Therefore, if a student scores a 16, he/she would have scored better than 25% of all test-takers. A student who scores in the 75th percentile would have scored better than 75% of test-takers, and so on. When looking at ECHS ACT scores for 2020, the score results are as follows: Composite 14.6, Reading 14.7, English 12.8, Math 15.1, and Science 15.4. This data is significant for ECHS as it indicates how prepared our students are for college.

The SAT

The SAT is a standardized test often used in the college admissions process. Its' aim is to assess the students' readiness for college. The current test consists of two 800-point sections testing Evidence-Based Reading and Writing (ERW) and Mathematics. The highest composite score on the SAT is 1600. Most students take the test, which is offered several times per year, during their junior or senior year of high school. The district and state averages are included for comparison. State averages for SAT data are based on regular public schools and do not include private schools in the state.

	Percent of Students Tested	Average Evidence-Based Reading and Writing Score	Average Math Score	Average Composite Score
Our School	22.0	430	374	804
Our District	41.5	520	484	1004
Statewide	48.2	523	498	1020

Eau Claire’s performance on the SAT showed that our Average Math Score was 374, Average Writing and Reading Score 430, and the Average Composite Score was 804. We are 90 points below the district’s average in reading and writing. We are 110 points below the district’s average in math. As a school we are 200 points below the district’s average on the composite score.

The student-level scores include scale scores and a level score for each of the three tests (Reading for Information, Applied Mathematics, and Locating Information). Students who successfully complete these three tests may be eligible for ACT’s National Career Readiness Certificate (NCRC). Based on performance, students may earn a bronze, silver, gold, or platinum certificate, as described below. Bronze - scores at least a level 3 in each of the three core areas. Silver - scores at least a level 4 in each of the three core areas. Gold - scores at least a level 5 in each of the three core areas. Platinum - scores at least a level 6 in each of the three core areas. As a school, we scored well below the district and state average on all three of the tests. The scores are as follows: Applied Mathematics 40%, Locating Information 59.9%, and Reading for Information 86.2%.

Eau Claire’s performance on the redesigned SAT showed that our Average Math Score was 415, Average Writing and Reading Score 432, and the Average Composite Score was 847.

Dual Enrollment

This measure provides the percentage of students (11th and 12th grade students) enrolled in dual credit / dual enrollment classes during the school year who obtain a grade that provides college credit (grade of C or better).

Number of students enrolled in Dual Enrollment Courses	19
Percent of students enrolled in Dual Enrollment Courses	9.1%
Percent of 11th/12th grade students who completed six hours of dual enrollment course work with a grade of C or higher	8.6%

College and Career Readiness

Students in the graduation cohort who are college OR career ready

School50.7% (70 / 138)

50.7%

District55.8% (857 / 1537)

55.8%

State64.7% (38515 / 59488)

64.7%

Students in the graduation cohort who are college AND career ready

School8.7% (12 / 138)

8.7%

District21.5% (331 / 1537)

21.5%

State29.4% (17461 / 59488)

29.4%

Students in the graduation cohort who are college ready

School9.4% (13 / 138)

9.4%

District24.2% (372 / 1537)

24.2%

State32.6% (19421 / 59488)

32.6%

Students in the graduation cohort who are career ready

School50.0% (69 / 138)

50.0%

District53.1% (816 / 1537)

53.1%

State61.4% (36555 / 59488)

61.4%

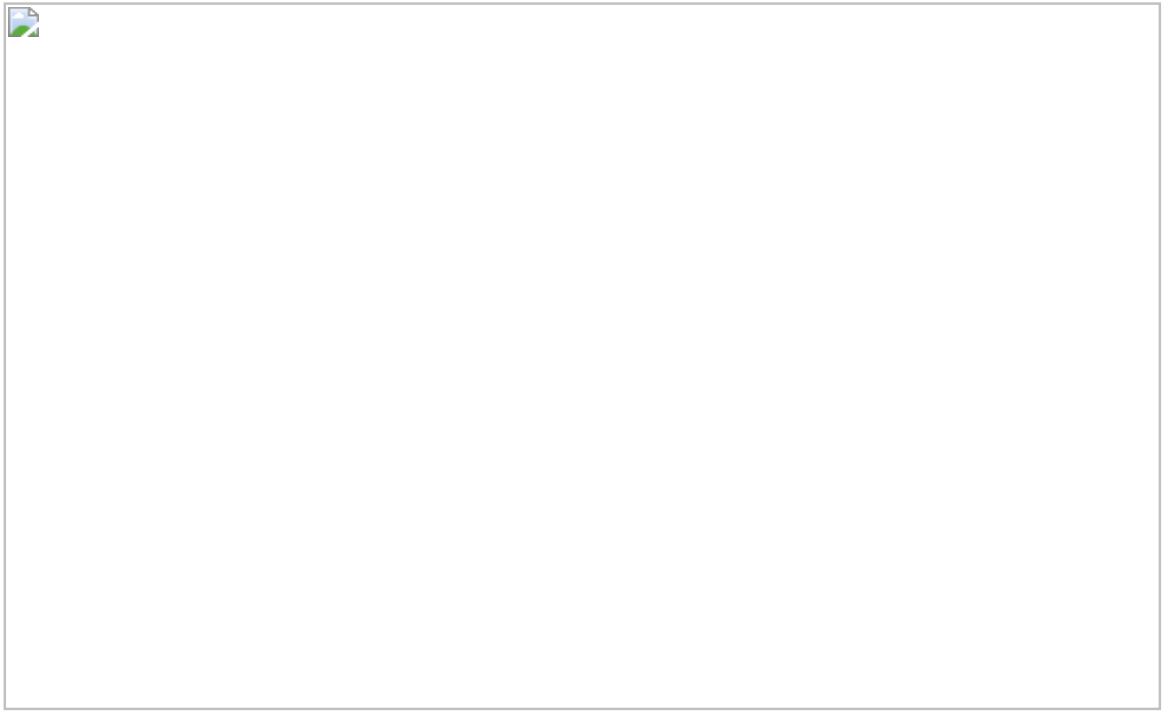
Note: The new CCR results (as of 2020) cannot be compared to that of previous years because the cohort of students measured has changed from graduates to all students in the four year on-time graduation cohort (graduates and non graduates).

Additional Information

	Our School	Change from Last Year
Percentage of Students from prior year graduating class enrolled in a two- or four-year college or technical college pursuing an associates degree, certificate, or diploma in Fall following graduation	31.4	Up from 18.5
Number of students in the graduation cohort who have completed FAFSA forms	54	Up from 44
Percent of students in the graduation cohort completing college applications	63.0	Up from 58.0
Percent of students in the graduation cohort eligible for LIFE scholarship	24.6	Up from 22.5
Percent of students in the graduation cohort eligible for Palmetto Fellows scholarship	1.4	Up from 0.0

The South Carolina Career Ready Test is a career readiness test administered to all eleventh-grade students to measure the most common skills that employers define as foundational for career readiness. Students are assessed in four key areas: soft skills assessment, math assessment, reading assessment and data assessment. Based on performance students may the levels of **Achievement Level 5-**Earning an Achievement Level 5 credential indicates that the learner has the foundational. skills to pursue O*NET Job Zone Level 5 career pathways. Includes 100% of O*NET Job Zones. **Achievement Level 4-**Earning an Achievement Level 4 credential indicates that the learner has the foundational skills to pursue O*NET Job Zone Level 4 career pathways. Includes 83% of O*NET Job Zones. **Achievement Level 3-**Earning an Achievement Level 3 credential indicates that the learner has the foundational skills to pursue O*NET Job Zone Level 3 career pathways. Includes 59% of O*NET Job Zones. **Achievement Level 2-**Earning an Achievement Level 2 credential indicates that the learner has the foundational skills to pursue O*NET Job Zone Level 2 career pathways. Includes 35% of O*NET Job Zones.

Our students performed as follows: Math Assessment; Level 1 46.3%, Level 2 32.3%, Level 3 7.9%, Level 4 11/6% and Level 5 1.6%. Data Assessment; Level 34%, Level 2 32.7%, Level 3 22.2%, Level 4 8.6% and Level 5 2.5%. Reading Assessment; Level 1 42.7% Level 2 12.8%, Level 3 28.7%, Level 4 14.6% and Level 5 1.2%. Soft Skills Assessment; Level 1 35.8%, Level 2 13.9%, Level 3 32.1%, Level 4 16.8%, Level 5 1.5%.



Graduation Rate

On-Time Graduation Rate

School79.7% (110 / 138)

79.7%

District81.8% (1215 / 1485)

81.8%

State83.8% (49914 / 59540)

83.8%

School Four-Year Cohort Graduation Rate

	2020	2021	2022	2023
School	73.8	79.7	84.1	79.7
District	82.9	85.8	86.0	81.8
State	82.2	83.3	83.8	83.8

Additional Information

	Our School	Change from Last Year
Annual Dropout Rate	2.6	Up from 0.8

Dropout Recovery Rate	6.3	Up from 0.0

Our State Graduation Rate for Four-Years is 84.8 and for Five-Years is 84.1. Eau Claire's Graduation Rate made a slight decrease from 84.1% to 79.7% in the 2023 school year. Seniors eligible for LIFE/Palmetto Fellows Scholarship 24.6%. The percentage of Students Graduating Class Enrolled in a two- or four-year college or technical college pursuing an associate degree, certificate, or diploma in Fall 2024 was 31.4%. Our Annual Dropout Rate is 2.6, up from 0.8.

Multilingual Learners' Progress

Multilingual Learners - ML

The goal is that students who are learning the English language will become proficient in English within at least five years of their initial enrollment in public schools.

Percent of ML Students who met progress toward proficiency target

School16.3% (7 / 43)

16.3%

District57.1% (556 / 973)

57.1%

State53.3% (34814 / 65316)

53.3%

Percent of ML Students who Met Progress Toward Proficiency Target	16.3
Number of ML Students who Met Progress Toward Proficiency Target	7
Number of ML Students Assessed	43

Number of ML Students in ML Subgroup	

Below is a list of suggestions and programs for increased scores for students on standardized exams:

Albert, Aleks, Algebra Nation, Progress Learning, Vocabulary.com, Newsela, Read Works, Homework Help center, Systems 44, Read 180, Delta Math, Quizz and Quizlet.

Areas of Strength

We have a large contingent of teachers that have sacrificed their time working after-school tutoring. We offer Shamrock time every Friday to ensure that our students can get extra help during the school day. We the PASS (Pushing Achievement for Senior Success) program and SPROUT (Students Progressing Reaching Obtaining Unparallel Trajectories) program.

Areas of Needs

Some of our MLL population getting frustrated with being placed in e-2020 which they must read and listen to words in English and they struggling to understand the English language. Literacy and numeracy are a problem for many of our students many of them failing their math courses and English. ELL students and 9th grade repeaters with school apathy. Students are not prepared for AP Level courses. Students are not prepared to take Dual Enrollment courses. Students.

Attendance

Attendance at Eau Claire High School is related to academic achievement, and it is important to inform, involve, and include all stakeholders in creating a culture where students regularly attend school to learn. In 2023, the school's chronic absenteeism rate was 62.1%. The chronic absentee rate increased from 2022 to 62.9%. Student tardiness at the start of the school day is a constant problem and has been a complicated issue to manage.

To foster an environment where there is greater value in school attendance, a team of administrators, guidance counselors, social workers, community liaisons, and an attendance secretary meet weekly to analyze data. A plan has been developed, which includes calling parents, sending out letters, attendance campaigns, and supplying incentives for students to attend school daily.

There is a need to employ strategies to educate parents about state laws about attendance. More resources are needed to help efficiently manage students who are tardy, and to help those in charge of alleviating the problem.

We have an extremely high student mobility rate here at Eau Claire. Our attendance is up and down all year long. We lose and gain 20 to 30 students a month. It's understandable that our enrollment may change much because of how much our students are in and out of school, but it has a negative effect on how those students are performing. Our dropout rate has increased. We have had several students that have said that they are no longer attending school. Some of our Hispanic students have quit because they are going to help their parents by working a full-time job. Our chronic absenteeism has gotten worse as the year has gone on. Several of our staff members have contacted our parents, and nothing has changed.

One of the interventions we use is after-school tutoring for all subjects' students are attending after-school tutoring on Tuesdays, Wednesdays, and Thursday of each week. Each student can complete a plan of study and work with the teacher in the subject area where they are failing or struggling. Students are giving time during Shamrock Friday to work on missing assignments and on items they are struggling with. SPED specials reviews and data reviews academic review to change accommodations and if it is behavior. MLL students monitor grades for all students and provide push in services. There are SPED and MLL teams

that meet every two weeks to determine the needs of the students. We have a pass program for our juniors that need to catch up on credits. SPROUT is for current 9th, 10th, and 11th grade students, that are falling behind. We have a 9th grade ISS that follows restorative justice process, which separates us from the rest of the school.

Areas of Strength

Currently to address students' attendance; the attendance policy goes out weekly in our newsletter. Announcements are made during the morning announcements reminding students of our attendance policy. During the SIC (School Improvement Council) meetings a presentation addressing attendance is presented to the parents. On our PD (Professional Development) days, classified staff phone parents informing them of their students' attendance. Regularly scheduled meetings occur with students daily addressing attendance issues.

Areas of Need

We need more support from our parents in making sure that their child is attending school regularly.

Discipline

During the 2023-2024 school year, ECHS staff created 1244 discipline referrals regarding student misconduct. Out of these 1244 discipline referrals, 174 students earned 3 or more discipline referrals. Male students accounted for 53% and female students accounted for 47% of the total number of discipline referrals. Of the total number of disciplinary referrals 9th grade students accounted for 645, 10th grade students 298, 11th grade students 127, 12th grade students 174. Class cutting accounted for 35% of ECHS's total number of referrals and refusal to obey/defiant accounted for 9% of ECHS' total number of referrals in 2023-2024, and fighting and major disruption accounted for 10% of ECHS' total number of referrals in 2023-2024.



Research shows that the primary reason for student misbehavior is a lack of social skills related to building and sustaining positive relationships. Students will have to be taught the expected behavior for school. Over the past two school terms, Eau Claire High School has implemented the ABE Behavioral Management system. This system enables administrators, faculty, and staff the ability to send disciplinary referrals electronically and employ proactive and reactive interventions and supports. The interactive interventions and supports foster students' critical thinking and learning about socially correct behaviors.





Analysis of Office Referral Records for School Year 2023 - 2024

Grade	Office Referrals Recorded		Behavior Significance				Gender						Interventions			
			Major		Minor		Male		Female		Not Set		Yes		No	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
9	643	51.77	104	8.37	539	43.40	382	30.76	261	21.01	-	-	6	0.48	637	51.29
10	297	23.91	44	3.54	253	20.37	137	11.03	160	12.88	-	-	-	-	297	23.91
11	130	10.47	12	0.97	118	9.50	70	5.64	60	4.83	-	-	-	-	130	10.47
12	172	13.85	42	3.38	130	10.47	75	6.04	97	7.81	-	-	-	-	172	13.85
Total	**1242**	**100.00**	**202**	**16.26**	**1040**	**83.74**	**664**	**53.46**	**578**	**46.54**	**-**	**-**	**6**	**0.48**	**1236**	**99.52**



Culture & Climate- school report card

The culture of a school embodies leadership, environmental conditions, and morale. Positive school cultures are conducive to professional satisfaction and effectiveness, student learning, fulfillment, and well-being. All stakeholders play a significant role in making a positive school culture. In our efforts to continuously improve, we recognize that for our students to achieve academically, they, along with the faculty and staff must first feel safe and secure in an environment that fosters learning.

During the 2023-2024 school year, 45 out of 45 staff surveyed at the end of the year staff support survey reported that they felt supported, safe, healthy, challenged, and engaged every day at ECHS, and they shared additional feedback that included remarks such as, “our kids are awesome and crazy talented, this is a very supportive environment, our faculty and staff care about the students we serve, and empowering place to work.”

Participation Rate

Teacher Participation Rate

School88% (44 / 50)

88%

District88.40% (1646 / 1863)

88.40%

State89.40% (50447 / 56457)

89.40%

Student Participation Rate

School83% (459 / 553)

83%

District84.60% (12948 / 15306)

84.60%

State84.50% (496728 / 587754)

84.50%

Results of Teacher, Student, and Parent Opinion Surveys

	Teachers	Students	Parents
Number of surveys returned	4 5	4 91	13
Percent satisfied with learning environment	7 7.8%	7 2.4%	70.0%
Percent satisfied with social and physical environment	8 2.2%	6 9.7%	8 0.0%
Percent satisfied with school-home	75.6%	8 6.5%	88.9%

relations			

Additional Information

	Our School	Change from Last Year
Percent of students served by gifted and Talented program	4.1	Down from 6.4
Principal's/Superintendent's/Director's years at school/district	1	Down from 6
Chronic Absenteeism Rate (Note: Data are from prior school year)	64.0	Up from 30.3

During the 2022-2023 school year, 491 out of 681 students surveyed at the end of the year student support survey reported that they felt supported, safe, healthy, challenged, and engaged every day at ECHS, and they shared additional feedback that included remarks such as, “it is a fun school to be in and it is challenging, the learning environment and style is unique, and ECHS isn’t as bad as its past reputation.”

ECHS continues to implement Alternative Behavior Education (ABE), which helps monitor disciplinary concerns more expeditiously, assists in conflict management and resolution, and invites more opportunities for students to take part in mentoring opportunities, restorative conferences, and character development.

In addition, we recognize that strong home-school relations are necessary for our students to achieve academic success. Our annual Drop-out Rate is 3.0 for 2022-2023 down from 2.1 for 2022-2023. The number of seniors who have completed FAFSA forms is 54, up from 44 in 2022-2023. The percentage of teachers on continuing contract is 44 percent, up from 43 percent in 2022-2023. The percentage of teacher vacancies for more than nine (9) weeks was 2.3%, up from 2.0%. The percentage of teachers satisfied with the learning environment was 77.8 %. The percentage of students currently satisfied with the learning environment was 72.4%. The percentage of parents satisfied with the learning environment 70%

Culture & Climate – PASS Data

Students in grades 9, 10, 11, and 12 answered questions related to the following categories: feelings about school, perceived learning capability, self-regard as a learner, preparedness for learning, attitudes to teachers, general work ethic, confidence in learning, attitudes to attendance, and response to curriculum demands.

Cohort Analysis – Data by Gender, Grade Level, and Ethnic Group:

		1. Feelings about school			2. Perceived learning capability		
	Category	**Start**	**End**	**Change**	**Start**	**End**	**Change**
Overall	**Overall**	20.4	20.4	**=**	61.2	51.5	?
Gender	**Boys**	28.8	28.8	**=**	58.6	49.2	?
Gender	**Girls**	13.8	13.8	**=**	53.9	53.9	**=**
Grade	**Grade 9**	32.7	25.6	?	66.8	56.8	?
Grade	**Grade 10**	23.7	18.5	?	64.5	53.9	?
Grade	**Grade 11**	9.7	13.8	?	58.1	58.1	**=**
Grade	**Grade 12**	5.1	7.1	?	40.1	40.1	**=**
Ethnic group	**Black or African American**	20.4	15.7	?	61.2	61.2	**=**
Ethnic group	**Hispanic or Latino**	26.2	20.4	?	41.2	31.8	?
English language learners	**No**	20.4	15.7	?	61.2	51.5	?

English language learners	**Yes**	20.4	20.4	**=**	31.8	31.8	**=**

Feelings About School – When comparing fall to spring, there was a slight decrease in the data amongst these subgroups: grade 9, grade 10, Black or African American students, and non-English Language Learners.

Perceived Learning Capability – When comparing fall to spring, there was a slight decrease but the results were still positive overall.

		3. Self-regard as a learner			**4. Preparedness for learning**		
	Category	**Start**	**End**	**Change**	**Start**	**End**	**Change**
Overall	**Overall**	33.6	33.6	**=**	60.5	51.3	?
Gender	**Boys**	33.4	33.4	**=**	63.4	54.2	?
Gender	**Girls**	33.7	33.7	**=**	48.2	38.3	?
Grade	**Grade 9**	34.5	34.5	**=**	70.3	50.3	?
Grade	**Grade 10**	34.4	34.4	**=**	68.7	48.1	?
Grade	**Grade 11**	43.8	29.7	?	44.2	44.2	**=**
Grade	**Grade 12**	27.9	27.9	**=**	43.5	43.5	**=**
Ethnic group	**Black or African American**	33.6	33.6	**=**	60.5	51.3	?
Ethnic group	**Hispanic or Latino**	47.3	33.6	?	51.3	41.2	?

English language learners	**No**	33.6	33.6	**=**	60.5	51.3	?
English language learners	**Yes**	33.6	33.6	**=**	30.6	41.2	?

Self-regard as a Learner – When comparing fall to spring, results were overall the same. Most students answered positively when asked about themselves as learners.

Preparedness for Learning - When comparing fall to spring, there was a slight decrease overall, but the results were still positive overall. Most students believe that they are prepared for learning.

		5. Attitudes to teachers			**6. General work ethic**		
	Category	**Start**	**End**	**Change**	**Start**	**End**	**Change**
Overall	**Overall**	57.4	57.4	**=**	36.3	17.4	?
Gender	**Boys**	56.4	56.4	**=**	35.5	35.5	**=**
Gender	**Girls**	58.4	36.8	?	17.8	17.8	**=**
Grade	**Grade 9**	67.8	44.8	?	42.9	21.3	?
Grade	**Grade 10**	67.0	67.0	**=**	44.5	22.1	?
Grade	**Grade 11**	53.5	53.5	**=**	44.5	20.9	?
Grade	**Grade 12**	50.5	50.5	**=**	19.5	19.5	**=**

Ethnic group	**Black or African American**	57.4	57.4	**=**	36.3	17.4	?
Ethnic group	**Hispanic or Latino**	36.2	57.4	?	36.3	17.4	?
English language learners	**No**	57.4	57.4	**=**	36.3	17.4	?
English language learners	**Yes**	36.2	57.4	?	36.3	17.4	?

Attitudes to Teachers – Data was positive in both the fall and the spring. Most students feel they have a positive attitude toward their teachers.

General Work Ethic – The data for this category decreased drastically from fall to spring. Students do not feel strongly about their own work ethic at Eau Claire High School. Interestingly, the subgroup for boys was overall positive while the subgroup for girls was not. There was also a decrease amongst the two largest ethnic groups at Eau Claire High School: Black or African American and Hispanic or Latino.

		7. Confidence in learning			**8. Attitudes to attendance**		
	Category	**Start**	**End**	**Change**	**Start**	**End**	**Change**
Overall	**Overall**	49.0	49.0	**=**	25.9	25.9	**=**
Gender	**Boys**	55.3	55.3	**=**	39.7	28.9	?
Gender	**Girls**	51.4	51.4	**=**	22.9	15.3	?
Grade	**Grade 9**	63.3	54.0	?	42.0	30.4	?

Grade	**Grade 10**	40.1	40.1	**=**	28.5	19.8	?
Grade	**Grade 11**	41.3	51.0	?	14.3	14.3	**=**
Grade	**Grade 12**	37.5	47.3	?	10.6	10.6	**=**
Ethnic group	**Black or African American**	49.0	49.0	**=**	25.9	17.8	?
Ethnic group	**Hispanic or Latino**	39.9	49.0	?	36.3	25.9	?
English language learners	**No**	49.0	49.0	**=**	25.9	17.8	?
English language learners	**Yes**	39.9	49.0	?	36.3	25.9	?

Confidence in Learning – Data remained the same from fall to spring. Students from all subgroups (gender, grade level, ethnic group, etc.) are confident in their learning.

Attitudes to Attendance - Data remained the same overall from fall to spring. There is room for improvement in this area. Students do not have a positive attitude towards attendance.

9. Response to curriculum demands

Category		Start	End	Change
Overall	**Overall**	29.2	29.2	**=**
Gender	**Boys**	47.1	31.1	?

Gender	**Girls**	27.2	27.2	**=**
Grade	**Grade 9**	29.8	29.8	**=**
Grade	**Grade 10**	30.3	30.3	**=**
Grade	**Grade 11**	39.0	23.3	?
Grade	**Grade 12**	20.3	20.3	**=**
Ethnic group	**Black or African American**	29.2	29.2	**=**
Ethnic group	**Hispanic or Latino**	45.2	29.2	?
English language learners	**No**	29.2	29.2	**=**
English language learners	**Yes**	45.2	17.5	?

Response to Curriculum Demands - Data remained relatively the same overall from fall to spring. There is room for improvement in this area.

Parent & Family Engagement

Parental involvement within the last couple of years has been on the decline. Although we have had events in the school where parent numbers were great, there is still a great need to find ways to get parents involved in their children's academic success.

Studies find when schools engage families in their children's education, students are more likely to:

· Earn higher grades and test scores and enroll in higher-level programs.

· Be promoted, pass their classes, and earn credits.

· Attend school regularly.

· Have better social skills, show improved behavior, and adapt well to school.

· Graduate and go on to postsecondary education.

Parent and Community ties can have a systemic and sustained effect on learning outcomes for children and on whole school improvement when combined with other essential supports such as strong school leadership, a high-quality faculty, community engagement and partnerships, a student-centered learning climate, and effective instructional guidance for staff.

Since our parent attendance at evening events fluctuates. There is a great need to find ways to get the parents and family involved with school events tailored to the student's needs. Joyce Epstein Framework for Family Engagement lists six types of involvement that you can implement to address the need of family engagement:

1. Parenting: Help all families establish home environments to support children at home

2. Communicating: design effective forms of school-to-home and home-to school communication about school programs and children’s progress

3. Volunteering: recruit and organize parent support and help

4. Learning at home: Provide information and ideas to families about how to help at home with homework and other curriculum-related activities, decisions, and planning.

5. Decision Making: Include parents in school decisions, developing parent leaders and representatives.

6. Collaborating with community: Identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development.

More academic department lead events (literacy night, math night etc.).

We need to offer parenting classes that would support our students and parents.

Technology for meetings, understand the relationship between school and parental involvement.

Literacy activity, what do they need to know encourage growth for their students ex. small group activities led by parent leaders.

Tiered approach to parent support.

Parent leader cadre to lead small group sessions.

Parent to teacher relationships.

Avenues for communication to the school.)

What do our teachers understand about parent engagement? How do they view parental involvement? Our teachers need information regarding parent communication. Information collected from our regular communication logs

ADD: Building Parent Capacity

1. Understanding Discipline
2. Understanding Literacy
3. Understanding Social Emotional Learning
4. Increasing Student motivation
5. Understanding Student attendance
6. Understanding College Readiness, Career Readiness, College Access
7. Understanding expectations for virtual learning environments

Recruitment & Retention

(2023 Data)

Teacher Turnover:

Attrition is high and teacher shortages are troubling across the country. The return rate for teachers at Eau Claire is 69.2 down from 82.6%. Data from exit and stay interviews with Eau Claire teachers coincide with national trends and show that site burnout and frustration with school administration and district/state policies are reasons teachers leave the profession.

Teacher Effectiveness:

There is a direct correlation between teacher ineffectiveness and teacher absences. Teacher attendance at Eau Claire is 92.3% down from 94.5%. Research suggests that teachers matter most in closing the achievement gap at low performing schools.

Teacher Vacancies:

Eau Claire’s Administration makes a concerted effort to fill all teacher vacancies quickly. The percentage of teacher vacancies is 6.81%

Average length of stay

Data reflects the universal reason for those teachers who choose to stay is that “they are in it for the kids.” Teachers understand that their purpose is to serve students. It is with that understanding that they stay in the profession. The percentage of Eau Claire's teachers returning from the previous year is 69.4%. The percentage of teachers having continuing contracts is 100%. ECHS has four new teachers in their first year of teaching.

Eau Claire’s poverty rate is 94.1%. There is a need to educate teachers about strategies in teaching children of poverty while also joining in with our school community to reduce the effects of poverty and push for systemic change related to poverty.

Classroom Environment

	Our School	Change from Last Year
Total Number of Teachers	44	Down from 50
Percent of teachers with advanced degrees	70.5	Down from 74.0
Teacher attendance rate	92.3	Down from 94.5
Average teacher salary	$58,392	Up from $56,465
Percent of teachers on continuing contract	100.0	Up from 96.0
Percent of teachers returning from previous year - current year	69.4	Down from 82.6
Percent of teachers returning from previous year - three-year average	80.0	Down from 85.4
Percent of teacher vacancies for more than 9 weeks (about 2 months)	2.3	Up from 2.0
Prime instructional time	79.5	Up from 78.3
Student-teacher ratio in core subjects	28.5 to 1	Up from 24.6 to 1gra
Percent of inexperienced teachers	14.0	Down from 26.4
Number of inexperienced teachers	7	Down from 14

Percent of out-of-field teachers	14.0	Down from 22.6
Number of out-of-field teachers	7	Down from 12
Percent of inexperienced school leaders	0.0	Down from 25
Number of inexperienced school leaders	0	Down from 1

Areas of Strength

Math has not had any turnover in the last 5 years. History has not had any turnover in the past 2 years.

Areas of Weakness

We do not have enough teachers that are certified and qualified to hire for vacancies we have.

Technology

Technology in the classroom continues to be a much-needed resource for our school in instructional support, character development, and career readiness.

· Instructional Support - Students enrolled in courses that have End Of Course Exams (EOCEP) have traditionally struggled to earn proficient scores. Many of our students lack home access to the internet or access to areas where free Wi-Fi is provided to work on test prep software outside of school hours. They could also access Tutor.com services at this location and personalized help from the library's teen associate when available. While the district is one-to-one, with students having Dell laptops, there are often barriers when using them for standardized testing and general instructional use, such as connectivity problems, slow return time on laptops that need to be repaired, and frequent battery and charger issues. New models of laptops were provided to the 2023-2024 Freshmen class.

· Character Development – social media, texting, and other online interactions often lead to depression and anxiety amongst the students at ECHS, reflecting the United States as a whole. Our students deserve opportunities regarding digital citizenship and cyberbullying education. ECHS is a trauma-informed school, which includes frequent and intentional mind-body programming and training. Culturally Responsive Teaching, social emotional learning for students and staff, Personalized Learning, and AVID have all been, and remain, a focus in our trauma-informed work.

· Career Readiness – Students use the web-based SCOIS (SC Occupational Information System), offered through the district, to help guide their college and professional lives. In addition, students can access the Richland Library resource Tutor.com for personalized career and job help, as their student ID cards double as library cards. Increased buy-in by faculty, staff, and students, as well as dedicated time for these resources could help the entire student body.

· Increasing parental support – Parents are contacted by the school through an automatic dialing system, but these often lead to inactive or incorrect phone numbers. There is also a monthly newsletter that is in an electronic format so that it can be emailed and accessed via the web. Parents are also notified about student progress—particularly classwork grades--through PowerSchool. Increased usage of digital messaging systems, such as Remind, may help

parental communication and support, as they are more in-tune with cell phone applications and text messages. They should also consider ways to increase or supplement avenues for parent communication to the school.

Areas of Strength

TBD

Areas of Weakness

Some students cannot access Wi-Fi at home, so they cannot complete many assignments from home.

Many of our students are not able to log on to a lot of our programs to complete their assignments due to being blocked.

No accountability when students lose laptops and chargers.

VIII. Other needs as decided by the school

The following are other determined school needs that could end some of the barriers to students' overall success at ECHS:

A. Many of the students enrolled at ECHS have suffered, and continue to suffer, Adverse Childhood Experiences (ACEs). ACEs are traumatic childhood events that include abuse and neglect, household dysfunction such as seeing domestic violence or growing up with family members who abuse substances. Exposure to or diagnosis of untreated mental health disorders are also classified as ACEs. During the current school year, the school Social Worker made eight reports to the Department of Social Services for allegations of abuse and neglect. Formal training for the school staff at ECHS geared towards obtaining effective skills and tools in educating students who have been exposed to symptoms of ACEs could increase the overall numbers of students who fall into this category. In addition, practicing mindfulness may help ECHS students with ACEs. A study released in February 2019 found that implementing mindfulness-based interventions among youth with anxiety found that it gave them a "moderate to significant effect" in managing their mental health (Borquist-Conlon et al., 1). The National Association of School Psychologists (NASP) also released a study in 2018 which showed that mindfulness practices "may prove an efficient and robust strategy to help students in difficult environments succeed despite the adversity that they face" (Kraayenbrink et al., 1). Another study showed the significant role of school-based yoga classes on mental health: "students who participated in the Transformative Life Skills program demonstrated significant reductions in anxiety, depression, and global psychological distress" (Frank et. al, 1). Having certified mindfulness educators and yoga instructors to work regularly throughout the school year with ECHS students with ACEs could be beneficial. ECHS is now in year two of our trauma-informed school responsiveness plan, and we need to continue to fund classroom mindfulness interventions and community-wide film forum events to keep the focus on responding instead of reacting each day.

B. Limited parental, family, and community involvement in educating students at ECHS contributes to the school's low graduation rate. Research has shown unmistakable evidence of the positive effects of parental involvement on children, families, and school when schools and parents continuously support and encourage children's learning and development (Eccles & Harold, 1993; Illinois State Board of Education, 1993). According to Henderson and Berla (1994), the most accurate predictor of students' achievement in school is not income or social status but the extent to which that student's family is able to:

· Create a home environment that encourages learning.

· Express high (but realistic) expectations for their child's achievement and future careers

· Become involved in their child's education at school and in the community.

C. Parental, family, and community involvement incorporating literacy engagement and collaboration with literacy-focused community organizations would help the students at ECHS. A study published in 2013 by George Edwards showed “Results that emerged were (a) parents' educational level does not adversely interfere with students' reading performance; (b) parents' support was very important in the child's literacy development; © school and home cooperative support impacted classroom reading tests scores; (d) reading to the child at home, regardless the language used, had a measurable impact on the student's literacy; and (e) children who received parental support at home progressed significantly. The key finding was that parental involvement, no matter how great or small, had a positive impact on student success” (1). A collaboration between the district’s Parent Engagement Specialist and the local branch of Richland Library would yield fruitful results in our students’ lives.

D. Students and parents are not setting long term goals. They set graduation as a goal, but do not look beyond the cap and gown. ECHS has many students that have a high number of Adverse Childhood Experiences. Students lack classroom materials- pens, pencils, and materials for projects, notebooks, and binders. Not all the students are included in the activities. This leaves students with a lack of connection and responsibility to the school. Often only our well-known or high-achieving students can take part or are encouraged to take part in activities. The community (parents, students, and younger siblings) needs connections with activities and resources that encourage literacy. More contact needs to be made with our feeder schools (elem. and middle schools) to create a sense of pride and desire before the students start attending Eau Claire High School.

E. The need to collect information from parents and students regarding virtual learning experiences.

F. ESOL population – school to parent, parent to school communication, access to translated materials, instructional preparation for regular education teachers.

Executive Summary of Needs Assessment Data

4001 - Richland County School District One (4001) Public District - FY 2025 - Eau Claire High (4001005) Public School - School Renewal Plan - Rev 0

Per SBE Regulation 43-261, the annual needs assessment will provide focus for planning teams to set priorities for the plan. The comprehensive needs assessment must identify targeted areas of discrepancy between the desired performance levels and the current status as indicated by available data. Any discrepancies in the following areas identified by the school report card must be included in the plan: (1) achievement, (2) achievement by subgroups, (3) graduation rates, (4) attendance, (5) discipline, (6) teacher/administrator quality and professional growth, and (7) other priority areas.

Measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the school report card.

State Report Cards for Districts and Schools

In the appropriate boxes, use school data to identify areas in need of improvement. Required areas to be addressed are: Student Achievement, Teacher/Administrator Quality, School Climate, and Gifted and Talented.

Student Achievement, including sub-groups

* Early Childhood/Primary (PK-2)

N/A

* Elementary/Middle (3-8)

N.A

* High School (9-12)

Eau Claire High School (ECHS) is an inner-city school in Columbia, SC with an enrollment of 581 students. The student population is 82% African American, 13% Hispanic, and 2% Caucasian/other. 100% of students receive free or reduced lunch. 11% of students receive MLL services, and 18.5% of students receive special education services. However, due to the frequent mobility of the entire student population, alternative options for juniors/seniors (such as middle college), and involuntary placement changes, this is not a static number. Heyward Gibbes Middle School and Alcorn Middle School serve as the two primary feeder schools for ECHS; however, students transfer to ECHS from all over the district and from outside the district throughout the school year. The graduation rate as of May 2023 is 73.6%. There are 52 South Carolina certified teachers on the faculty, with 81.3% having advanced degrees. The average class size ratio of students to teachers in core subjects is 21 students to 1 teacher.

School enrollment went down 9.25% (we had one of our apartment complexes to partially close during the school year which has affected our enrollment). Many of our students that have been forced to relocate were African American which caused that percentage to go down 3.7%. We have had more Hispanic students to enroll which has given us an increase of 2.6%. Also, because of the number of students that have been relocated to another part of the city some of those students have chosen to continue to stay at Eau Claire and a lot of them arrive late to school.

The students at-risk are those failing 1 or more classes, students that are constantly tardy to school, and students that refuse to put their cellphones away during class time.

The dropout rate has increased. Our focus needs to shift to the root causes of why our students are dropping out of school, and what we can do to reduce the rate. Investigating training and workshops could assist in this matter. A few of our students that dropout has been retained in 9th grade.

We have 140 graduating seniors and only 69 of them (which is approximately 5.7% of students leaving Eau Claire) are college and career ready which means we have around half of our students that are not prepared for the real world. Out of the 138 seniors that graduated only 13 of them were college ready which equates to approximately 9.4% of our students that graduated were college ready. We did not have any students that made a 3 or higher on the AP exam this past school year. Which means none of the students that took AP could receive college-level credit for class.

Students are struggling to have part time jobs and have to make a decision on whether to stay after school and get extra help or go to work. So, when they need extra help because they are failing a class or just need extra help, in most instances they go to work.

Some of our students are the older siblings and must go home when school is out and help care for their younger siblings. Many of our students will be the first to attend college in their family.

Students have failed and are failing Algebra I and English 1 for the school term. According to the fall star data, the bulk of these students are not prepared from middle school for the rigors of Algebra I and English.

We have a lot of students that are under McKinney Vento. We have had an increase in foster care students, homeless students, and English Language learners. We have had many students sent to the alternative school this school year for various infractions.

Academics

Visible learning is the focus of Eau Claire High School, so we use different strategies and techniques to accomplish our goals.

Repetition in the learning program helps transition the learner from short-term to long-term memory. Our instructional design practice is to have students perform a task three times, with less guidance each time. Performing the task with different data or for other scenarios keeps interest during the repetition

Research states that the better the learner completes the task correctly in the learning environment, the better they will be able to do the task back on the job in an unconsciously competent manner 7as the task moves into long-term memory.

As we teach concepts, we give more familiar examples to my students. This helps our students link new skills, knowledge, and previous learning. For example, explaining how a new process is like something already familiar aids in storing and retrieving information about the new process.

Research states that that association requires the instructional designer to know the target population and make meaningful links. The facilitator uses these links to make the learner feel more comfortable.

Combining different sensory channels to convey and reinforce information is essential – so my give them information through text, graphics, video, audio, etc. For example, listening to a new song on the topic my am covering, watching a video, or reading the words from a primary source allows them to remember more information the next day.

Research states that the Use of multiple channels, along with repetition, will move the learners.

According to the 2023-2024 Star Test data administered in the winter of 2024, 23% of our 9th grade students tested at At/Above Benchmark with their reading levels. 23% of 9th graders were rated needing Intervention. These students will need remediation to begin reading at a proficient level. 54% of our 9th grade students were rated Urgent Intervention and are not reading on grade level. They require intensive remediation to close the gaps and would benefit from a reading intervention programming such as IReady, or from a Read 180 intervention course depending on their Reading Inventory and Star

Test placement test results. It is important to note that we have 18% of our 9th grade students with disabilities that require individualized education plans to address goals in reading and require intensive interventions to close their reading comprehension, application

Students that scored low on the Star math test have been grouped based on their intervention levels. They will work with their designated teacher. At the end of the 9 weeks (about 2 months) students will retest and be regrouped. Students will be encouraged to attend after-school tutoring at least 2 days a week. These results show a direct correlation with the students performing in Algebra I class. In Star Reader there are 16 standards identified from the Star Data, none of our students mastered them. English I teachers will focus on different strategies each week and at the end of the 9 weeks (about 2 months) those students that are in the urgent intervention level will be retested and place accordingly.

These students will be encouraged to attend after-school tutoring at least 2 times per week. We use Progress Learning as strategy to assist with all our state test (SAT, ACT, ASVAB, Citizenship) as wells as our EOC test (Algebra I, English II, Biology and US History). Note-taking strategies using graphic organizers, focused notes taken with direct instruction. Selected AVID strategies, concept poems, upfront magazine and four corners. We use quizz.com and Quizlet as an intervention to help struggling students that have fallen on a particular strategy. We use our EOC workbook to give our students practice problems like they will see on the EOC exam. We use vocabulary.com to assist our students that are struggling with reading, Our EOC Final Comp administration scores which gives us an idea of how our students will perform on the EOC, English II had 43.1% passing, Algebra I had 28.3% passing Biology had 35.7% passing and US History had 34.0% passing.

End-of-Course Assessment Results in English 2 and Algebra 1

English - Scoring C or Higher

School38.7% (60 / 155)

38.7%

District53.8% (882 / 1638)

53.8%

State64.4% (42569 / 66123)

64.4%

Algebra - Scoring C or Higher

School14.6% (20 / 137)

14.6%

District30.2% (505 / 1670)

30.2%

State41.8% (28453 / 68002)

41.8%

Additional Information

	Our School	Change from Last Year
Prime instructional time	79.5	Up from 78.3

Academic Achievement

Details Student Performance across District and State

End-of-Course Assessment Results in English 2 and Algebra 1

English

	Not Tested	F	D	C	B	A
Our School	3.9	33.5	23.9	22.6	11.0	5.2
	Not Tested	**F**	**D**	**C**	**B**	**A**
Our District	4.2	22.5	19.5	17.9	15.1	20.8
	Not Tested	**F**	**D**	**C**	**B**	**A**
Statewide	5.5	14.2	15.9	18.2	19.0	27.2

Algebra

	Not Tested	F	D	C	B	A
Our School	4.4	53.3	27.7	8.8	5.1	0.7
	Not Tested	**F**	**D**	**C**	**B**	**A**
Our District	3.6	42.5	23.7	16.9	7.6	5.7
	Not Tested	**F**	**D**	**C**	**B**	**A**
Statewide	5.7	29.6	22.8	19.5	11.5	10.8

End-of-Course Assessment Results in Biology and US History and the Constitution

Biology - Scoring C or Higher

School8.1% (11 / 136)

8.1%

District24.1% (403 / 1674)

24.1%

State40.9% (27992 / 68493)

40.9%

US History and the Constitution - Scoring C or Higher

School15.2% (20 / 132)

15.2%

District27.5% (399 / 1451)

27.5%

State42.1% (25198 / 59847)

42.1%

Additional Information

High School Civics Exam

	School	
	%	N
Percentage of students enrolled in a US Government course who score at or above the designated passing score on the civics test	43.3	90

Each EOC shows that we need to hold our students more accountable for the content in which they are being taught. Since the scores are remarkably similar across the board and they are all below 45% we need to produce ways to make sure that each student knows how important understanding the content in which they are being taught is.

Preparing for Success

Details Student Performance across District and State

End-of-Course Assessment

Biology

Note: Results from alternate assessments were included in the calculations where available.

US History and the Constitution

According to Eau Claire School Cluster Schools Snap data from 2023, reading comprehension levels between first and third grades see very little upward movement. Because reading comprehension directly affects all areas of learning, our data indicates the need for highly individualized intensive remediation if any real gains are to be made. In answer to the Read to Succeed legislation, all high school teachers are undergoing professional development aligned to the regulations created to support the intent of the legislation. It will be another five to six years before the elementary-aged students receiving the new form of literacy education will reach ECHS. In the meantime, all teachers are expected to incorporate reading comprehension strategies into their secondary level lesson plans. While this addresses the increasingly complex literacy required for success in high school and beyond, there is a glaring remediation need that continues to be unmet. Additional resources and strategies to address the students' individual needs are paramount if the literacy legislation's intent is to be achieved.

The academic performance of Eau Claire High School (ECHS) students falls well below the state's minimum requirements in all areas. High school students often take college-level classes to save time and money in college, but there is one catch: students must pass the exams to get the credit. Passing the exams continues to be a challenge for the students at ECHS.

Advanced Placement (AP) and International Baccalaureate ®(IB)

Advanced Placement (AP) and International Baccalaureate (IB) are rigorous programs dedicated to educational excellence. AP and IB courses provide a challenging educational program that prepares students for selective universities and colleges. AP exams are scored on a scale of 1-5; IB exams are scored on a scale of 1-7.

	Advanced Placement(AP)	**International Baccalaureate®(IB)**
Percent of Exams with Passing Scores (AP: 3 OR higher/IB: 4 or higher)	0.0%	Data N/A
Number of Students Taking Exam	13	Data N/A
Number of Exams Administered	14	Data N/A

The scoring scale for the Advanced Placement Exam (AP) is 0 – 5. Students will receive college credit for earning a 3 or better on the AP Exam. Data from AP testing showed that ECHS students had gains from the 2022 to the 2023 school year. We fell from 14.8% scoring a 3 or better to 0%. The number of students making a score of 3 or better on the AP Exam were as follows: AP US History – 0%, AP English Language– 0%. This data is sufficient for ECHS as it demonstrates that although students are taking AP courses which are designed to prepare them for the challenges of a college course if they are not

passing the exam this limits ECHS students' ability to get admitted to college and save thousands of dollars in tuition. Also, if these gifted students are facing instructional challenges, alternative methods of instruction must be considered.

The 2023 End-of-Course Examination Program (EOCEP), students must make 70 or above to reach proficiency on the EOCEP. ECHS results were well below the state average on each of the EOCEP tests. The results were as follows for the 2022-2023 school year: Algebra 1 – 14.2%, English 2 - 38.8%, Biology 1 – 8.1% and US History – 15.2% and all subjects 43.6%. The EOCEP exams are important as they are an indication of how successful a student will perform in more challenging advanced level classes.

The ACT

Average ACT Score Achieved by Students During the 2022-2023 School Year

	Composite	English	Reading	Mathematics	Science
H	14.60	12.80	14.70	15.10	15.40
	Composite	**English**	**Reading**	**Mathematics**	**Science**
D	17.80	16.50	18.70	17.50	17.80
	Composite	**English**	**Reading**	**Mathematics**	**Science**
S	18.40	17.10	19.20	18.00	18.70

Percent of Students Meeting ACT College-Ready Benchmarks

English Benchmark Score: 18	Math Benchmark Score: 22	Reading Benchmark Score: 22	Science Benchmark Score: 23	All 4 Subjects

18.20	3.00	12.10	6.10	0.00

ACT® benchmarks are scores on the ACT subject-area tests that represent the level of achievement required for students to have a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in corresponding credit-bearing first-year college courses. ACT is a registered trademark of ACT, Inc.

The ACT is scored from 1-36 on a composite scale. On the ACT, the 25th percentile score is 16, and the 75th percentile score is 24. Therefore, if a student scores a 16, he/she would have scored better than 25% of all test-takers. A student who scores in the 75th percentile would have scored better than 75% of test-takers, and so on. When looking at ECHS ACT scores for 2020, the score results are as follows: Composite 14.6, Reading 14.7, English 12.8, Math 15.1, and Science 15.4. This data is significant for ECHS as it indicates how prepared our students are for college.

The SAT

The SAT is a standardized test often used in the college admissions process. Its' aim is to assess the students' readiness for college. The current test consists of two 800-point sections testing Evidence-Based Reading and Writing (ERW) and Mathematics. The highest composite score on the SAT is 1600. Most students take the test, which is offered several times per year, during their junior or senior year of high school. The district and state averages are included for comparison. State averages for SAT data are based on regular public schools and do not include private schools in the state.

	Percent of Students Tested	Average Evidence-Based Reading and Writing Score	Average Math Score	Average Composite Score
Our School	22.0	430	374	804
Our District	41.5	520	484	1004
Statewide	48.2	523	498	1020

Eau Claire’s performance on the SAT showed that our Average Math Score was 374, Average Writing and Reading Score 430, and the Average Composite Score was 804. We are 90 points below the district’s average in reading and writing. We are 110 points below the district’s average in math. As a school we are 200 points below the district’s average on the composite score.

The student-level scores include scale scores and a level score for each of the three tests (Reading for Information, Applied Mathematics, and Locating Information). Students who successfully complete these three tests may be eligible for ACT’s National Career Readiness Certificate (NCRC). Based on performance, students may earn a bronze, silver, gold, or platinum certificate, as described below. Bronze - scores at least a level 3 in each of the three core areas. Silver - scores at least a level 4 in each of the three core areas. Gold - scores at least a level 5 in each of the three core areas. Platinum -

scores at least a level 6 in each of the three core areas. As a school, we scored well below the district and state average on all three of the tests. The scores are as follows: Applied Mathematics 40%, Locating Information 59.9%, and Reading for Information 86.2%.

Eau Claire's performance on the redesigned SAT showed that our Average Math Score was 415, Average Writing and Reading Score 432, and the Average Composite Score was 847.

Dual Enrollment

This measure provides the percentage of students (11th and 12th grade students) enrolled in dual credit / dual enrollment classes during the school year who obtain a grade that provides college credit (grade of C or better).

Number of students enrolled in Dual Enrollment Courses	19
Percent of students enrolled in Dual Enrollment Courses	9.1%
Percent of 11th/12th grade students who completed six hours of dual enrollment course work with a grade of C or higher	8.6%

College and Career Readiness

Students in the graduation cohort who are college OR career ready

School50.7% (70 / 138)

50.7%

District55.8% (857 / 1537)

55.8%

State64.7% (38515 / 59488)

64.7%

Students in the graduation cohort who are college AND career ready

School8.7% (12 / 138)

8.7%

District21.5% (331 / 1537)

21.5%

State29.4% (17461 / 59488)

29.4%

Students in the graduation cohort who are college ready

School9.4% (13 / 138)

9.4%

District24.2% (372 / 1537)

24.2%

State32.6% (19421 / 59488)

32.6%

Students in the graduation cohort who are career ready

School50.0% (69 / 138)

50.0%

District53.1% (816 / 1537)

53.1%

State61.4% (36555 / 59488)

61.4%

Note: The new CCR results (as of 2020) cannot be compared to that of previous years because the cohort of students measured has changed from graduates to all students in the four year on-time graduation cohort (graduates and non graduates).

Additional Information

	Our School	Change from Last Year
Percentage of Students from prior year graduating class enrolled in a two- or four-year college or technical college pursuing an associates degree, certificate, or diploma in Fall following graduation	31.4	Up from 18.5
Number of students in the graduation cohort who have completed FAFSA forms	54	Up from 44
Percent of students in the graduation cohort completing college applications	63.0	Up from 58.0

Percent of students in the graduation cohort eligible for LIFE scholarship	24.6	Up from 22.5
Percent of students in the graduation cohort eligible for Palmetto Fellows scholarship	1.4	Up from 0.0

The South Carolina Career Ready Test is a career readiness test administered to all eleventh-grade students to measure the most common skills that employers define as foundational for career readiness. Students are assessed in four key areas: soft skills assessment, math assessment, reading assessment and data assessment. Based on performance students may the levels of **Achievement Level 5-**Earning an Achievement Level 5 credential indicates that the learner has the foundational. skills to pursue O*NET Job Zone Level 5 career pathways. Includes 100% of O*NET Job Zones. **Achievement Level 4-**Earning an Achievement Level 4 credential indicates that the learner has the foundational skills to pursue O*NET Job Zone Level 4 career pathways. Includes 83% of O*NET Job Zones. **Achievement Level 3-**Earning an Achievement Level 3 credential indicates that the learner has the foundational skills to pursue O*NET Job Zone Level 3 career pathways. Includes 59% of O*NET Job Zones. **Achievement Level 2-**Earning an Achievement Level 2 credential indicates that the learner has the foundational skills to pursue O*NET Job Zone Level 2 career pathways. Includes 35% of O*NET Job Zones.

Our students performed as follows: Math Assessment; Level 1 46.3%, Level 2 32.3%, Level 3 7.9%, Level 4 11/6% and Level 5 1.6%. Data Assessment; Level 34%, Level 2 32.7%, Level 3 22.2%, Level 4 8.6% and Level 5 2.5%. Reading Assessment; Level 1 42.7% Level 2 12.8%, Level 3 28.7%, Level 4 14.6% and Level 5 1.2%. Soft Skills Assessment; Level 1 35.8%, Level 2 13.9%, Level 3 32.1%, Level 4 16.8%, Level 5 1.5%.

Graduation Rate

On-Time Graduation Rate

School79.7% (110 / 138)

79.7%

District81.8% (1215 / 1485)

81.8%

State83.8% (49914 / 59540)

83.8%

School Four-Year Cohort Graduation Rate

	2020	2021	2022	2023
School	73.8	79.7	84.1	79.7
District	82.9	85.8	86.0	81.8
State	82.2	83.3	83.8	83.8

Additional Information

	Our School	Change from Last Year
Annual Dropout Rate	2.6	Up from 0.8
Dropout Recovery Rate	6.3	Up from 0.0

Our State Graduation Rate for Four-Years is 84.8 and for Five-Years is 84.1. Eau Claire's Graduation Rate made a slight decrease from 84.1% to 79.7% in the 2023 school year. Seniors eligible for LIFE/Palmetto Fellows Scholarship 24.6%. The percentage of Students Graduating Class Enrolled in a two- or four-year college or technical college pursuing an associate degree, certificate, or diploma in Fall 2024 was 31.4%. Our Annual Dropout Rate is 2.6, up from 0.8.

Multilingual Learners' Progress

Multilingual Learners - ML

The goal is that students who are learning the English language will become proficient in English within at least five years of their initial enrollment in public schools.

Percent of ML Students who met progress toward proficiency target

School16.3% (7 / 43)

16.3%

District57.1% (556 / 973)

57.1%

State53.3% (34814 / 65316)

53.3%

Percent of ML Students who Met Progress Toward Proficiency Target	16.3
Number of ML Students who Met Progress Toward Proficiency Target	7
Number of ML Students Assessed	43
Number of ML Students in ML Subgroup	

Below is a list of suggestions and programs for increased scores for students on standardized exams:

Albert, Aleks, Algebra Nation, Progress Learning, Vocabulary.com, Newsela, Read Works, Homework Help center, Systems 44, Read 180, Delta Math, Quizz and Quizlet.

Areas of Strength

We have a large contingent of teachers that have sacrificed their time working after-school tutoring. We offer Shamrock time every Friday to ensure that our students can get extra help during the school day. We the PASS (Pushing Achievement for Senior Success) program and SPROUT (Students Progressing Reaching Obtaining Unparallel Trajectories) program.

Areas of Needs

Some of our MLL population getting frustrated with being placed in e-2020 which they must read and listen to words in English and they struggling to understand the English language. Literacy and numeracy are a problem for many of our students many of them failing their math courses and English. ELL students and 9^{th} grade repeaters with school apathy. Students are not prepared for AP Level courses. Students are not prepared to take Dual Enrollment courses. Students.

Attendance

Attendance at Eau Claire High School is related to academic achievement, and it is important to inform, involve, and include all stakeholders in creating a culture where students regularly attend school to learn. In 2023, the school's chronic absenteeism rate was 62.1%. The chronic absentee rate increased from 2022 to 62.9%. Student tardiness at the start of the school day is a constant problem and has been a complicated issue to manage.

To foster an environment where there is greater value in school attendance, a team of administrators, guidance counselors, social workers, community liaisons, and an attendance secretary meet weekly to analyze data. A plan has been developed, which includes calling parents, sending out letters, attendance campaigns, and supplying incentives for students to attend school daily.

There is a need to employ strategies to educate parents about state laws about attendance. More resources are needed to help efficiently manage students who are tardy, and to help those in charge of alleviating the problem.

We have an extremely high student mobility rate here at Eau Claire. Our attendance is up and down all year long. We lose and gain 20 to 30 students a month. It's understandable that our enrollment may change much because of how much our students are in and out of school, but it has a negative effect on how those students are performing. Our dropout rate has increased. We have had several students that have said that they are no longer attending school. Some of our Hispanic students have quit because they are going to help their parents by working a full-time job. Our chronic absenteeism has gotten worse as the year has gone on. Several of our staff members have contacted our parents, and nothing has changed.

One of the interventions we use is after-school tutoring for all subjects' students are attending after-school tutoring on Tuesdays, Wednesdays, and Thursday of each week. Each student can complete a plan of study and work with the teacher in the subject area where they are failing or struggling. Students are giving time during Shamrock Friday to work on missing assignments and on items they are struggling with. SPED specials reviews and data reviews academic review to change accommodations and if it is behavior. MLL students monitor grades for all students and provide push in services. There are SPED and MLL teams that meet every two weeks to determine the needs of the students. We have a pass program for our juniors that need to catch up on credits. SPROUT is for current 9th, 10th, and 11th grade students, that are falling behind. We have a 9th grade ISS that follows restorative justice process, which separates us from the rest of the school.

Areas of Strength

Currently to address students' attendance; the attendance policy goes out weekly in our newsletter. Announcements are made during the morning announcements reminding students of our attendance policy. During the SIC (School Improvement Council) meetings a presentation addressing attendance is presented to the parents. On our PD (Professional Development) days, classified staff phone parents informing them of their students' attendance. Regularly scheduled meetings occur with students daily addressing attendance issues.

Areas of Need

We need more support from our parents in making sure that their child is attending school regularly.

Discipline

During the 2023-2024 school year, ECHS staff created 1244 discipline referrals regarding student misconduct. Out of these 1244 discipline referrals, 174 students earned 3 or more discipline referrals. Male students accounted for 53% and female students accounted for 47% of the total number of discipline referrals. Of the total number of disciplinary referrals 9th grade students accounted for 645, 10th grade students 298, 11th grade students 127, 12th grade students 174. Class cutting accounted for 35% of ECHS's total number of referrals and refusal to obey/defiant accounted for 9% of ECHS' total number of referrals in 2023-2024, and fighting and major disruption accounted for 10% of ECHS' total number of referrals in 2023-2024.

Research shows that the primary reason for student misbehavior is a lack of social skills related to building and sustaining positive relationships. Students will have to be taught the expected behavior for school. Over the past two school terms, Eau Claire High School has implemented the ABE Behavioral Management system. This system enables administrators, faculty, and staff the ability to send disciplinary referrals electronically and employ proactive and reactive interventions and supports. The interactive interventions and supports foster students' critical thinking and learning about socially correct behaviors.

Analysis of Office Referral Records for School Year 2023 - 2024

Grade	Office Referrals Recorded		Behavior Significance				Gender						Interventions			
			Major		Minor		Male		Female		Not Set		Yes		No	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
9	643	51.77	104	8.37	539	43.40	382	30.76	261	21.01	-	-	6	0.48	637	51.29
10	297	23.91	44	3.54	253	20.37	137	11.03	160	12.88	-	-	-	-	297	23.91
11	130	10.47	12	0.97	118	9.50	70	5.64	60	4.83	-	-	-	-	130	10.47
12	172	13.85	42	3.38	130	10.47	75	6.04	97	7.81	-	-	-	-	172	13.85
Total	**1242**	**100.00**	**202**	**16.26**	**1040**	**83.74**	**664**	**53.46**	**578**	**46.54**	**-**	**-**	**6**	**0.48**	**1236**	**99.52**

* Teacher/Administrator Quality

Recruitment & Retention

(2023 Data)

Teacher Turnover:

Attrition is high and teacher shortages are troubling across the country. The return rate for teachers at Eau Claire is 69.2 down from 82.6%. Data from exit and stay interviews with Eau Claire teachers coincide with national trends and show that site burnout and frustration with school administration and district/state policies are reasons teachers leave the profession.

Teacher Effectiveness:

There is a direct correlation between teacher ineffectiveness and teacher absences. Teacher attendance at Eau Claire is 92.3% down from 94.5%. Research suggests that teachers matter most in closing the achievement gap at low performing schools.

Teacher Vacancies:

Eau Claire's Administration makes a concerted effort to fill all teacher vacancies quickly. The percentage of teacher vacancies is 6.81%

Average length of stay

Data reflects the universal reason for those teachers who choose to stay is that "they are in it for the kids." Teachers understand that their purpose is to serve students. It is with that understanding that they stay in the profession. The percentage of Eau Claire's teachers returning from the previous year is 69.4%. The percentage of teachers having continuing contracts is 100%. ECHS has four new teachers in their first year of teaching.

Eau Claire's poverty rate is 94.1%. There is a need to educate teachers about strategies in teaching children of poverty while also joining in with our school community to reduce the effects of poverty and push for systemic change related to poverty.

Classroom Environment

	Our School	Change from Last Year
Total Number of Teachers	44	Down from 50
Percent of teachers with advanced degrees	70.5	Down from 74.0
Teacher attendance rate	92.3	Down from 94.5
Average teacher salary	$58,392	Up from $56,465
Percent of teachers on continuing contract	100.0	Up from 96.0

Percent of teachers returning from previous year - current year	69.4	Down from 82.6
Percent of teachers returning from previous year - three-year average	80.0	Down from 85.4
Percent of teacher vacancies for more than 9 weeks (about 2 months)	2.3	Up from 2.0
Prime instructional time	79.5	Up from 78.3
Student-teacher ratio in core subjects	28.5 to 1	Up from 24.6 to 1gra
Percent of inexperienced teachers	14.0	Down from 26.4
Number of inexperienced teachers	7	Down from 14
Percent of out-of-field teachers	14.0	Down from 22.6
Number of out-of-field teachers	7	Down from 12
Percent of inexperienced school leaders	0.0	Down from 25
Number of inexperienced school leaders	0	Down from 1

Areas of Strength

Math has not had any turnover in the last 5 years. History has not had any turnover in the past 2 years.

Areas of Weakness

We do not have enough teachers that are certified and qualified to hire for vacancies we have.

* School Climate

Culture & Climate- school report card

The culture of a school embodies leadership, environmental conditions, and morale. Positive school cultures are conducive to professional satisfaction and effectiveness, student learning, fulfillment, and well-being. All stakeholders play a significant role in making a positive school culture. In our efforts to continuously improve, we recognize that for our students to achieve academically, they, along with the faculty and staff must first feel safe and secure in an environment that fosters learning.

During the 2023-2024 school year, 45 out of 45 staff surveyed at the end of the year staff support survey reported that they felt supported, safe, healthy, challenged, and engaged every day at ECHS, and they shared additional feedback that included remarks such as, “our kids are awesome and crazy talented, this is a very supportive environment, our faculty and staff care about the students we serve, and empowering place to work.”

Participation Rate

Teacher Participation Rate

School88% (44 / 50)

88%

District88.40% (1646 / 1863)

88.40%

State89.40% (50447 / 56457)

89.40%

Student Participation Rate

School83% (459 / 553)

83%

District84.60% (12948 / 15306)

84.60%

State84.50% (496728 / 587754)

84.50%

Results of Teacher, Student, and Parent Opinion Surveys

	Teachers	**Students**	**Parents**
Number of surveys returned	4 5	4 91	13
Percent satisfied with learning environment	7 7.8%	7 2.4%	70.0%
Percent satisfied with social and physical environment	8 2.2%	6 9.7%	8 0.0%
Percent satisfied with school-home relations	75.6%	8 6.5%	88.9%

Additional Information

	Our School	Change from Last Year
Percent of students served by gifted and Talented program	4.1	Down from 6.4
Principal's/Superintendent's/Director's years at school/district	1	Down from 6
Chronic Absenteeism Rate **(Note: Data are from prior school year)**	64.0	Up from 30.3

During the 2022-2023 school year, 491 out of 681 students surveyed at the end of the year student support survey reported that they felt supported, safe, healthy, challenged, and engaged every day at ECHS, and they shared additional feedback that included remarks such as, “it is a fun school to be in and it is challenging, the learning environment and style is unique, and ECHS isn’t as bad as its past reputation.”

ECHS continues to implement Alternative Behavior Education (ABE), which helps monitor disciplinary concerns more expeditiously, assists in conflict management and resolution, and invites more opportunities for students to take part in mentoring opportunities, restorative conferences, and character development.

In addition, we recognize that strong home-school relations are necessary for our students to achieve academic success. Our annual Drop-out Rate is 3.0 for 2022-2023 down from 2.1 for 2022-2023. The number of seniors who have completed FAFSA forms is 54, up from 44 in 2022-2023. The percentage of teachers on continuing contract is 44 percent, up from 43 percent in 2022-2023. The percentage of teacher vacancies for more than nine (9) weeks was 2.3%, up from 2.0%. The percentage of teachers satisfied with the learning environment was 77.8 %. The percentage of students currently satisfied with the learning environment was 72.4%. The percentage of parents satisfied with the learning environment 70%

Culture & Climate – PASS Data

Students in grades 9, 10, 11, and 12 answered questions related to the following categories: feelings about school, perceived learning capability, self-regard as a learner, preparedness for learning, attitudes to teachers, general work ethic, confidence in learning, attitudes to attendance, and response to curriculum demands.

Cohort Analysis – Data by Gender, Grade Level, and Ethnic Group:

Category		1. Feelings about school			2. Perceived learning capability		
		Start	End	Change	Start	End	Change
Overall	**Overall**	20.4	20.4	=	61.2	51.5	?
Gender	**Boys**	28.8	28.8	=	58.6	49.2	?
Gender	**Girls**	13.8	13.8	=	53.9	53.9	=
Grade	**Grade 9**	32.7	25.6	?	66.8	56.8	?
Grade	**Grade 10**	23.7	18.5	?	64.5	53.9	?
Grade	**Grade 11**	9.7	13.8	?	58.1	58.1	=
Grade	**Grade 12**	5.1	7.1	?	40.1	40.1	=
Ethnic group	**Black or African American**	20.4	15.7	?	61.2	61.2	=
Ethnic group	**Hispanic or Latino**	26.2	20.4	?	41.2	31.8	?
English language learners	**No**	20.4	15.7	?	61.2	51.5	?
English language	**Yes**	20.4	20.4	=	31.8	31.8	=

learners

Feelings About School – When comparing fall to spring, there was a slight decrease in the data amongst these subgroups: grade 9, grade 10, Black or African American students, and non-English Language Learners.

Perceived Learning Capability – When comparing fall to spring, there was a slight decrease but the results were still positive overall.

Category		3. Self-regard as a learner			4. Preparedness for learning		
		Start	End	Change	Start	End	Change
Overall	**Overall**	33.6	33.6	=	60.5	51.3	?
Gender	**Boys**	33.4	33.4	=	63.4	54.2	?
Gender	**Girls**	33.7	33.7	=	48.2	38.3	?
Grade	**Grade 9**	34.5	34.5	=	70.3	50.3	?
Grade	**Grade 10**	34.4	34.4	=	68.7	48.1	?
Grade	**Grade 11**	43.8	29.7	?	44.2	44.2	=
Grade	**Grade 12**	27.9	27.9	=	43.5	43.5	=
Ethnic group	**Black or African American**	33.6	33.6	=	60.5	51.3	?

Ethnic group	**Hispanic or Latino**	47.3	33.6	?	51.3	41.2	?
English language learners	**No**	33.6	33.6	**=**	60.5	51.3	?
English language learners	**Yes**	33.6	33.6	**=**	30.6	41.2	?

Self-regard as a Learner – When comparing fall to spring, results were overall the same. Most students answered positively when asked about themselves as learners.

Preparedness for Learning - When comparing fall to spring, there was a slight decrease overall, but the results were still positive overall. Most students believe that they are prepared for learning.

Category		**5. Attitudes to teachers**			**6. General work ethic**		
		Start	**End**	**Change**	**Start**	**End**	**Change**
Overall	**Overall**	57.4	57.4	**=**	36.3	17.4	?
Gender	**Boys**	56.4	56.4	**=**	35.5	35.5	**=**
Gender	**Girls**	58.4	36.8	?	17.8	17.8	**=**
Grade	**Grade 9**	67.8	44.8	?	42.9	21.3	?
Grade	**Grade 10**	67.0	67.0	**=**	44.5	22.1	?

Grade	**Grade 11**	53.5	53.5	**=**	44.5	20.9	?
Grade	**Grade 12**	50.5	50.5	**=**	19.5	19.5	**=**
Ethnic group	**Black or African American**	57.4	57.4	**=**	36.3	17.4	?
Ethnic group	**Hispanic or Latino**	36.2	57.4	?	36.3	17.4	?
English language learners	**No**	57.4	57.4	**=**	36.3	17.4	?
English language learners	**Yes**	36.2	57.4	?	36.3	17.4	?

Attitudes to Teachers – Data was positive in both the fall and the spring. Most students feel they have a positive attitude toward their teachers.

General Work Ethic – The data for this category decreased drastically from fall to spring. Students do not feel strongly about their own work ethic at Eau Claire High School. Interestingly, the subgroup for boys was overall positive while the subgroup for girls was not. There was also a decrease amongst the two largest ethnic groups at Eau Claire High School: Black or African American and Hispanic or Latino.

Category	**7. Confidence in learning**			**8. Attitudes to attendance**		
	Start	**End**	**Change**	**Start**	**End**	**Change**

Overall	**Overall**	49.0	49.0	**=**	25.9	25.9	**=**
Gender	**Boys**	55.3	55.3	**=**	39.7	28.9	?
Gender	**Girls**	51.4	51.4	**=**	22.9	15.3	?
Grade	**Grade 9**	63.3	54.0	?	42.0	30.4	?
Grade	**Grade 10**	40.1	40.1	**=**	28.5	19.8	?
Grade	**Grade 11**	41.3	51.0	?	14.3	14.3	**=**
Grade	**Grade 12**	37.5	47.3	?	10.6	10.6	**=**
Ethnic group	**Black or African American**	49.0	49.0	**=**	25.9	17.8	?
Ethnic group	**Hispanic or Latino**	39.9	49.0	?	36.3	25.9	?
English language learners	**No**	49.0	49.0	**=**	25.9	17.8	?
English language learners	**Yes**	39.9	49.0	?	36.3	25.9	?

Confidence in Learning – Data remained the same from fall to spring. Students from all subgroups (gender, grade level, ethnic group, etc.) are confident in their learning.

Attitudes to Attendance - Data remained the same overall from fall to spring. There is room for improvement in this area. Students do not have a positive attitude towards attendance.

Category		9. Response to curriculum demands		
		Start	**End**	**Change**
Overall	**Overall**	29.2	29.2	**=**
Gender	**Boys**	47.1	31.1	?
Gender	**Girls**	27.2	27.2	**=**
Grade	**Grade 9**	29.8	29.8	**=**
Grade	**Grade 10**	30.3	30.3	**=**
Grade	**Grade 11**	39.0	23.3	?
Grade	**Grade 12**	20.3	20.3	**=**
Ethnic group	**Black or African American**	29.2	29.2	**=**
Ethnic group	**Hispanic or Latino**	45.2	29.2	?
English language learners	**No**	29.2	29.2	**=**

English language learners	**Yes**	45.2	17.5	?

Response to Curriculum Demands - Data remained relatively the same overall from fall to spring. There is room for improvement in this area.

Other (such as school priorities)

The dropout rate has increased. Our focus needs to shift to the root causes of why our students are dropping out of school, and what we can do to reduce the rate. Investigating training and workshops could assist in this matter. A few of our students that dropped never exceeded the 9th grade.

	Our School	**Change from Last Year**
Annual Dropout Rate	2.6	Up from 0.8
Dropout Recovery Rate	6.3	Up from 0.0

Our State Graduation Rate for Four-Years is 84.8 and for Five-Years is 84.1. Eau Claire's Graduation Rate made a slight decrease from 84.1% to 79.7% in the 2023 school year. Seniors eligible for LIFE/Palmetto Fellows Scholarship 24.6%. The percentage of Students Graduating Class Enrolled in a two- or four-year college or technical college pursuing an associate degree, certificate, or diploma in Fall 2024 was 31.4%. Our Annual Dropout Rate is 2.6, up from 0.8.

* Gifted and Talented

Most of our gifted and talented students participate in Advanced Placement programming.

Advanced Placement (AP) and International Baccalaureate ®(IB)

Advanced Placement (AP) and International Baccalaureate (IB) are rigorous programs dedicated to educational excellence. AP and IB courses provide a challenging educational program that prepares students for selective universities and colleges. AP exams are scored on a scale of 1-5; IB exams are scored on a scale of 1-7.

	Advanced Placement(AP)	International Baccalaureate®(IB)
Percent of Exams with Passing Scores (AP: 3 OR higher/IB: 4 or higher)	0.0%	Data N/A
Number of Students Taking Exam	13	Data N/A
Number of Exams Administered	14	Data N/A

The scoring scale for the Advanced Placement Exam (AP) is 0 – 5. Students will receive college credit for earning a 3 or better on the AP Exam. Data from AP testing showed that ECHS students had gains from the 2022 to the 2023 school year. We fell from 14.8% scoring a 3 or better to 0%. The number of students making a score of 3 or better on the AP Exam were as follows: AP US History – 0%, AP English Language– 0%. This data is sufficient for ECHS as it demonstrates that although students are taking AP courses which are designed to prepare them for the challenges of a college course if they are not passing the exam this limits ECHS students' ability to get admitted to college and save thousands of dollars in tuition. Also, if these gifted students are facing instructional challenges, alternative methods of instruction must be considered.

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Plan Items)

1 Student Achievement*

Performance Goal:

By 2029, 60% of students will earn a passing score on End of Course Tests in Algebra 1, and English 2.

PM 1.1 By 2024-2025, 39% of students will earn a passing score of 60% or higher on End of Course Exams (EOCEP) in Algebra 1, English 2

Analysis of Actual vs. Projected Data:

Baseline 2023 Data: 27% Projected 24-25 Data: 39% Actual Data:

S 1.1.1 End of Course Test Score Data

Evidence-Based Research:

A review of research on the impact of professional learning communities on teaching practice and student learning. by Vicki Vescio, Dorene Ross, Alyson Adams School of Teaching and Learning, University of Florida, accepted 10 January 2007

AS 1.1.1.1 Implement Professional Learning Communities in English 2 and Algebra 1

Action Step:

Provide monthly professional learning opportunities for all EOCEP staff to include district and non-district staff collaboration. Provide English and Math teachers with professional development on rigorous, standards based instruction including access to research based lesson plans and materials from the National Math and Science Institute. Expenditures will include registration, etc. for (2) teachers to attend weeklong Institute in person/virtual.

Person Responsible:

Teachers and Administrators

Estimated Begin Date:

8/8/2024

Estimated Completion Date:

6/8/2029

Funding Application	Grant	Notes	Amount
Title I Part A	Title I Part A	Provide staff development supplies.	$1,500.00
	Title I Part A	Title I funding	$5,000.00
		Total	$6,500.00

AS 1.1.1.2 Implementation of the AVID Learning System.

Action Step:

Incorporate engaging instructional strategies as well as student self advocating learning tools in instruction and professional learning through the implementation of the AVID Learning System.

Person Responsible:

Teachers and Administrators

Estimated Begin Date:

8/8/2024

Estimated Completion Date:

6/8/2029

Funding Application	Grant	Notes	Amount
Title I Part A	Title I Part A	Professional Development and AVID Materials	$20,000.00

AS 1.1.1.3 Technology Integration of Instructional Software

Action Step:

Incorporate specific results-proven software applications such as USA Test Prep, Aleks, Algebra Nation, IXL Reading, WIN College Readiness Courseware, and Mastery Connect, and NewsELA into daily lessons.

Person Responsible:

Teachers and Administrators

Estimated Begin Date:

8/8/2024

Estimated Completion Date:

6/8/2029

Funding Application	Grant	Notes	Amount
Title I Part A	Title I Part A	EOCEP test performance software applications	$20,000.00
Other	Other	19-20 Priority-Technology equipment-$39,000	$39,000.00
		Total	$59,000.00

AS 1.1.1.4 Incentives for Success

Action Step:

Provide incentives to students and teachers for scoring proficiency or higher

Person Responsible:

Administrators

Estimated Begin Date:

8/8/2024

Estimated Completion Date:

6/5/2029

Funding Application	Grant	Notes	Amount
Other	Other	General Funds for Incentives	$5,000.00

AS 1.1.1.5 Interventions and Academic Support

Action Step:

Provide additional interventions and academic support based upon Reading and Math present levels identified by a universal screener. Use this data to group students to ensure differentiation of instruction as well as an individualized learning plan is developed to grow all learners.

Person Responsible:

Teachers and Administrators

Estimated Begin Date:

8/8/2024

Estimated Completion Date:

6/5/2029

Funding Application	Grant	Notes	Amount
Other	Other	No cost	$0.00

2 School Climate*

Performance Goal:

By 2029, the percentage of students and teachers satisfied with the learning environment will increase to 90%.

PM 2.1 By 2025, the percentage of teachers and students satisfied with the school learning environment will increase by 5%.

Analysis of Actual vs. Projected Data:

Actual 2023 Data: 77.8 Projected Data: 82.8

S 2.1.1 South Carolina School Report Card Climate Survey Ratings Indicators.

Evidence-Based Research:

Implementation and execution of AVID and Visible Learning Strategies that help teachers to be more successful in enabling students to be more successful in the classroom.

AS 2.1.1.1 Utilizing the expertise in the building with administrators and teachers collaborating on best practices.

Action Step:

Frequent observations of classrooms with instructional feedback. Follow-up with PLC's that focus on engagement strategies. SLO's will focus on delivering high yield strategies.

Person Responsible:

Ekemam Montgomery

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

5/31/2025

3 Teacher/Administrator Quality*

Performance Goal:

By 2029, Eau Claire High School will reduce the percent of annual teacher turnover to lower than 10%.

PM 3.1 By 2025, Eau Claire High School will reduce the percent of annual teacher turnover to lower than 15%.

Analysis of Actual vs. Projected Data:

Average turnover rate for last three years is roughly 80%.

S 3.1.1 Annual reduction of attrition rate among teachers

Evidence-Based Research:

Solving the Teacher Shortage: How to Attract and Retain Excellent Educators (Podolsky, Kini, Bishop, and Darling-Hammond 2016)

AS 3.1.1.1 New teacher and struggling teacher support

Action Step:

- Certified Mentors assigned to all beginning teachers.

Person Responsible:

Courtney Foster

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

5/31/2025

AS 3.1.1.2 Faculty and Staff moral boosting Activities

Action Step:

Strategic Planning of events geared towards faculty and staff by the PSI (Positive School Interventions) Team

Person Responsible:

Ekemam Montgomery

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

5/31/2025

4 Student Achievement*

Performance Goal:

By 2029, 85% of Eau Claire students will graduate in 4 years according to their graduation cohort.

PM 4.1 By 2024, the on-time graduation rate will be 82%

Analysis of Actual vs. Projected Data:

Actual Data: 2023- 79.7% Projected Data: 2024- 77%

S 4.1.1 SC Report Card Graduation Rate

Evidence-Based Research:

In 2023: Eau Claire High School graduation rate: 79.7 District Average graduation rate: 81.8 State Average graduation rate: 83.8

AS 4.1.1.1 Graduation Coach

Action Step:

Graduation Coach will meet with 9GR cohorts frequently, especially those with attendance and grading issues. Graduation Coach will track each student's progress towards graduation and

Person Responsible:

Dr. Stefanie Harrison

Estimated Begin Date:

8/8/2024

Estimated Completion Date:

6/8/2029

Funding Application	Grant	Notes	Amount

Title I Part A	Title I Part A	Estimated Budget for Salary and Fringes	$80,000.00

5 Student Achievement*

Performance Goal:

By 2029, 75%% of students graduating on time will be either college or career-ready.

PM 5.1 By the 2024-2025 school year, 64.2% of seniors will be consider college or career ready as determined by the College and Career Readiness criteria.

Analysis of Actual vs. Projected Data:

Actual Data 2023- 50.7% - We focused on exploring opportunities in the school, district and community on ways students could earn their CCR point through Work based Learning. Projected 2024- 64.2%

S 5.1.1 Facilitate weekly meetings to track and document student progress towards earning their CCR point.

Evidence-Based Research:

2023 Data: Eau Claire CCR percentage: 50.7% District CCR percentage: 55.8% State CCR percentage: 64.7%

6 Teacher/Administrator Quality*

Performance Goal:

By 2029 we will increase our teacher retention rate from 69.4% to 81.4%.

PM 6.1 By 2024, Eau Claire will increase the retention rate of teachers from 69.4% to 81%

Analysis of Actual vs. Projected Data:

Actual - 69.4% Projected- 81%

S 6.1.1 Increase in teacher retention.

Evidence-Based Research:

Reseach supports financial incentives as being the leading approach in attracting teachers to challenging schools, but not effective in retaining them. To keep teachers working in challenging schools a supportive and conducive working environment would be needed.

AS 6.1.1.1 Eau Claire Teacher Buddies

Action Step:

Utilize a Buddy System where teachers are partnered with teachers and Administrators who will be responsible for regular informal "check-ins" with the teacher/s who have listed them.

Person Responsible:

Courtney Foster

Estimated Begin Date:

8/8/2024

Estimated Completion Date:

6/6/2029

AS 6.1.1.2 Pay teachers are retention bonus for returning to the school the following year.

Action Step:

Through the school's Title I budget, teachers will be paid a retention bonus.

Person Responsible:

Morondo Lewis

Estimated Begin Date:

8/8/2024

Estimated Completion Date:

6/6/2029

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Early Childhood Development and Academic Assistance Act (Act 135) Assurances
(S.C. Code Ann §59-139-10 et seq. (Supp. 2004))

* N/A	**Academic Assistance, PreK-3**
	The school makes special efforts to assist children in PreK-3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
* Yes	**Academic Assistance, Grades 4-12**
	The school makes special efforts to assist children in grades 4-12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
* Yes	**Parent Involvement**
	The school encourages and assists parents in becoming more involved in their children's education and will make special efforts to meet with parents at convenient times, provide parents with their child's individual test results, interpretation of the results, and information on the school's curriculum and assessment program. The school will encourage frequent communication between home and school, thus providing more opportunities for parental participation. The school will make efforts to designate space for parents to access educational resource materials. Part of the principal's and superintendent's evaluation may include parental involvement expectations. The school will make efforts to provide parents with information pertaining to expectations held for them by the school system, such as ensuring the attendance and punctuality of their children.
* Yes	**Staff Development**
	The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council's revised Standards for Staff Development.
* Yes	**Technology**
	The school integrates technology in professional development and classroom instruction in order to improve teaching and learning.
* Yes	**Innovation**
	The school funds innovative activities to improve student learning and accelerate the performance of all students.
* Yes	**Collaboration**
	The school (regardless of the grades served) collaborates with health and human services agencies such as county health departments, social services departments, mental health departments, First Steps, and the family court system.
* N/A	**Developmental Screening**
	The school ensures that students receive all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program is primarily at primary and elementary schools although screening efforts could take place at any location.
* N/A	**Half-Day Child Development**

	The school provides half-day (and sometimes full-day) child development programs for four-year-olds. The programs primarily operate at primary and elementary schools, may be at locations with other grade levels, or be located in a completely separate school.
* N/A	**Developmentally Appropriate Curriculum for PreK-3**
	The school ensures that the scope and sequence of the curriculum for PreK-3 is appropriate for the maturity levels of students. Instructional practices accommodate individual differences in achievement levels and take into account the student's social and cultural context.
* Yes	**Parenting and Family Literacy**
	The school provides a four-component program for parents and children that integrates all of the following activities: interactive literacy activities between parents and their children; training for parents to be partners in their children's education; parent literacy training in economic self-sufficiency through adult education; and age-appropriate education to prepare children for success in school and life experiences. Family Literacy is not grade specific, but is generally most appropriate for parents of children at or below the primary and elementary school levels, and secondary school students who are also parents. Family Literacy program goals are to strengthen parental involvement in the learning processes of preschool children ages birth through five years; promote school readiness of preschool children; offer parents special opportunities to improve their literacy skills and education; provide parents educational opportunities; and identify potential developmental delays in preschool children through developmental screening.
* Yes	**Recruitment**
	The school makes intensive efforts to seek out and serve those parents or guardians of children, from birth to five years of age, who are considered at-risk for school failure. "At-risk children" are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): poverty, limited English proficiency, significant developmental delays, a parent without a high school diploma or equivalent, instability or inadequate housing and/or family, poor health (physical, mental, emotional), and/or child abuse and neglect.
* Yes	**Coordination of Act 135 Initiatives with Other Federal, State, and District Programs**
	The school makes efforts to ensure that all programs and funding, including Act 135 initiatives, are coordinated with programs such as Head Start, First Steps, Title I, and programs geared towards students with disabilities.

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Not Applicable

The SBE has the authority to waive regulations pursuant to SBE Regulation 43-261 (C) District and School Planning which states:

"Upon request of a district board of trustees or its designee, the State Board of Education may waive any regulation that would impede the implementation of an approved school strategic plan or school renewal plan."

All waivers must be requested in writing, signed by the local superintendent, and approved by the local school board prior to being sent to State Accountability. Use the following link to obtain more information on the waiver process: http://ed.sc.gov/districts-schools/state-accountability/waiver-requests/

	District Wavier Requested and Approved	Explain how the SBE Regulation would impede the implementation of an approved school strategic or school renewal plan.
1.	Teachers teaching more than four (4) preps (SBE Regulation 43-205)	
2.	Teachers teaching more than 1500 minutes (SBE Regulation 43-205)	
3.	High School Principal over two schools or grades more than 9-12 (SBE Regulation 43-205)	
Other:	SBE Regulation	

Related Documents

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Optional Documents		
Type	**Document Template**	**Document/Link**
Additional Documentation	N/A	