



DEKALB PREPARATORY ACADEMY

“Where Every Student has a Gift!”

THE AUDIO VIDEO COMMUNICATION PROGRAM

18-WEEK REPORT

SPRING 2022

Dr. Wanda Brooks-Long, Chief Academic Officer/Head of School

Ms. Carla Pettis, Principal

Ms. Mimi Robinson, Assistant Principal



DEKALB PREPARATORY ACADEMY

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Ms. Roberta Walker, Vice Chair

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DEKALB PREPARATORY ACADEMY

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Ms. Mimi Robinson, Assistant Principal
Ms. Veronica Grant, Mathematics Coach
Ms. Melba Smith, Reading Coach
Ms. Makia McFarland, Second Grade Teacher
Ms. Trevius Ward, Kindergarten Teacher
Ms. Conice Leverett, First Grade Teacher
Mr. Cedric Winfrey, Third Grade Teacher
Ms. Evelyn Guyton, Third Grade Teacher
Ms. Nikki Glover, RTI Specialist
Mr. Ivan Vassell, Fourth Grade, Science
Ms. Litrica Allen, Fifth Grade Teacher, Mathematics
Ms. Ralin Schlientz, Eighth Grade Teacher, Science
Mr. Jamal Dunn Middle School Teacher AVC
Mrs. Terrie Elmore Elementary School Teacher AVC



Second Semester 18 Week Report- January 2022 through June 2022

Due to the ongoing worldwide Covid-19 Pandemic, DeKalb Preparatory Academy continues to operate with the interest of safety and security for the students, parents, staff, and stakeholders for the Second Semester. We have returned to face-to-face instruction and Google Classroom remains our primary platform for instructional delivery when students are required to quarantine with positive results or exposure to COVID 19. Each student in grades K-8 continues to possess a school issued, electronic device to ensure access to daily instruction as needed. The K-5 and 6-8 AVC teachers continue to provide AVC instruction during specials and connections. Because each scholar was issued an electronic device, homeroom and AVC teachers were able to fully implement PBL/AVC.

The leadership team and Governing Board monitored the community transmission of the virus on a monthly basis. Once the community spread and positivity rate fell within the moderate levels, a decision was made to return to full-time, in-person instruction. All parents and students were notified in March 2022 that DeKalb Preparatory Academy would return to in-person instruction only. To date, all students have returned to the physical building for daily instruction.

DeKalb Preparatory Academy continues to implement the CDC guidelines/recommendations to ensure that all students and staff remain safe and healthy. In addition, all DeKalb County School District guidelines/recommendations for reporting and addressing positive COVID 19 cases are followed as well.

THE AUDIO VIDEO COMMUNICATION PROGRAM

AUDIO VIDEO COMMUNICATION PROGRAM INFORMATION

Goal Statement: The Dekalb Preparatory Academy board will conduct a program evaluation of the Audio-video Communications (AVC) program each 18 weeks to ensure that the program is fully implemented within budget, that students are engaged and performing academically as a result of the AVC program and that faculty and students will report high levels of satisfaction with the AVC experience.

Audio-Video Communication Program Information

The curriculum is centered on Project Based Learning (PBL) with the infusion of Audio Video Communications (AVC) and a technological emphasis. PBL instructional strategies produce positive learning outcomes and increased academic achievement for African American and/or low-income students, which constitutes the majority of the DPA student body. The implementation of PBL challenges students to think critically, read and write across the curriculum, solve real-world problems, answer complex questions, and take an active role in their learning, classrooms, and communities.

The implementation of the AVC curriculum promotes reading across the curriculum. The standards' content develops both academic and personal interests in students. As students read, they develop both content and contextual vocabulary. They also build good habits for reading, researching, and learning. The Reading Across the Curriculum standard focuses on the academic and personal skills students acquire as they read in all areas of learning.

In addition, Audio Video Communication promotes writing across the curriculum. Students are required to write clear, coherent text. The writing shows consideration of the audience and purpose. The student progresses through the stages of the writing process (e.g., prewriting, drafting, revising, and editing successive versions). Thus, the Audio Video Communication curriculum requires students to utilize the rules of Standard English.

Lastly, Audio Video Communication strengthens our students to become better mathematicians by developing critical thinkers to solve real-world problems. Specifically, students will learn how productivity, economic growth and future standards of living are influenced by investment in factories, machinery, new technology and the health, education and training of people, thus enhancing mathematical skills.

Indicator	Outcome Measurement Tool	DPA GMAS Targets					Goals
Academic Achievement	CCRPI	Core Content	2019	2020	2021	2022	
		ELA	73.5	76.8	80.1	80.1	-By June 2019, 74% of students in grades 3-8 will be able to score proficient or above on the GMAS in ELA
							-By June 2020, 77% of students in grades 3-8 will be able to score proficient or above on the GMAS in ELA
							-By June 2022, 80% of students in grades 3-8 will be able to score proficient or above on the GMAS in ELA
Academic Achievement	CCRPI	Math	75.8	78.8	81.8	81.8	-By June 2019, 76% of students in grades 3-8 will be able to score proficient or above on the GMAS in Math
							-By June 2020, 79% of students in grades 3-8 will be able to score proficient or above on the GMAS in Math
							-By June 2022, 82% of students in grades 3-8 will be able to score proficient or above on the GMAS in Math
Academic Achievement	CCRPI	Science	71.8	75.4	79.0	79.0	-By June 2019, 72% of students in grades 3-8 will be able to score proficient or above on the GMAS in Science
							- By June 2020 76% of students in grades 3-8 will be able to score proficient or above on the GMAS in Science
							-By June 2022, 79% of students in grades 5 and 8 will be able to score proficient or above on the GMAS in Science
	CCRPI	Social Studies	73.3	76.7	80.1	80.1	-By June 2019, 74% of students in grades 3-8 will be able to score proficient or above on the GMAS in Social Studies

Indicator	Outcome Measurement Tool	DPA GMAS Targets					Goals
							- By June 2020, 77% of students in grades 3-8 will be able to score proficient or above on the GMAS in Social Studies.
							- By June 2022 80% of students in grade 8 will be able to score proficient or above on the GMAS in Social Studies

Due to the continuous interruptions of the global pandemic, preliminary-unreleased data indicates that DeKalb Preparatory Academy did not obtain its projected goals in the core academic areas on the 2022 Georgia Milestones Assessment System (GMAS). The learning loss of students had a tremendous impact on 2022 GMAS test results. During the school year, weekly Covid 19 testing resulted in a substantial number of positive cases and exposures. On occasions, faculty, staff, and students tested positive and were quarantined resulting in a discontinuation of continuous teaching and learning throughout all grade levels.

During the 2022-2023 school year, DPA's Focus Team will examine our targets goals and ensure that they are aligned with the target goals of DeKalb County School District and the Georgia Department of Education. In addition, the Focus Team will ensure that DeKalb Preparatory Academy's target goals are set to exceed that of local and state requirements. DeKalb Preparatory Academy will continue to abide by the CDC and DeKalb County School District's guidelines and procedures to minimize the spread of infectious diseases, thus maximizing instructional time.

2019 Grade Level Performance

	English/ Language Arts			Mathematics			Science			Social Studies		
	DPA	DCSD	STATE	DPA	DCSD	STATE	DPA	DCSD	STATE	DPA	DCSD	STATE
3 rd	77%	61%	71%	86%	72%	82%						
4 th	49%	65%	75%	61%	70%	82%						
5 th	72%	68%	76%	60%	64%	76%	53%	60%	70%	54%	66%	78%
6 th	72%	63%	74%	67%	63%	78%						
7 th	70%	59%	72%	74%	64%	78%						
8 th	80%	73%	80%	62%	63%	73%	57%	54%	62%	60%	76%	78%
AVG	70%			68%			55%			57%		

2019 CCRPI DATA COMPARISON

- Audio Video Communication allowed our students to process skills across all disciplinary domains, extending even to the area of personal learning. Although we did not meet our highly-projected goals for 2019 for students in grades 3-8th of 74% in English Language Arts, 76% in Mathematics, 72% in Science, and 74% in Science, the MAP data in the next section of this report will show gains in student growth.
- We outperformed Dekalb County Schools in the area of English/ Language Arts in the following grades: 3rd, 5th, 6th, 7th, and 8th.
- We outperformed Dekalb County Schools in the area of Mathematics in the following grades: 3rd, 6th, and 7th.
- We outperformed Dekalb County Schools in the area of Science in 8th Grade.
- We outperformed the State of Georgia in 3rd Grade English/Language Arts and Mathematics.
- We met the State of Georgia in the 8th Grade English/Language Arts
- Overall CCRPI performance increased from 59.4% to 69.2% which was a 9.8% increase.
- Elementary School CCRPI score increased from 57.5% to 67% which was an 8.2% increase.
- Middle School CCRPI score increased from 64.1% to 73.9% which was a 9.8% increase.
- CCRPI Content Mastery increased in Elementary School from 46.8% to 47% which was a +.2% increase and increased in Middle School from 44.8% to 48.8% which was a 4% increase.
- CCRPI Progress increased in Elementary School from 69.2% to 77.9% which was an 8.2% increase and increased in Middle School from 79.9% to 83.9% which was a 4% increase.
- CCRPI Closing the Gaps increased in Elementary School from 29.2% to 67.9% which was a 38.7% increase and increased in Middle School from 45.8% to 89.3% which was a 43.5% increase.
- CCRPI Readiness increased in Elementary School from 74.1% to 77% which was a 2.9% increase and increased in Middle School from 79.1% to 82.4% which was a 3.3% increase.

2021 Grade Level Performance (CCRPI Data not Calculated)

	English/ Language Arts			Mathematics			Science			Social Studies		
	DPA	DCSD	STATE	DPA	DCSD	STATE	DPA	DCSD	STATE	DPA	DCSD	STATE
3 rd	66%	46%	62%	56%	52%	76%						
4 th	100%	54%	68%	51%	50%	75%						
5 th	47%	58%	74%	27%	41%	68%						
6 th	60%	53%	69%	54%	42%	69%						
7 th	46%	51%	69%	46%	52%	75%						
8 th	77%	60%	74%	55%	45%	67%	55%	35%	54%	55%	49%	73%
AVG	66%	54%	69%	48%	47%	72%	55%	35%	54%	55%	49%	73%

****A total of 73 students tested school-wide****

2021 CCRPI DATA COMPARISON

- Audio Video Communication allowed our students to process skills across all disciplinary domains, extending even to the area of personal learning. Although we did not meet our highly projected goals for 2021 for students in grades 3-8th of 80.1% in English Language Arts, 81.8% in Mathematics, 79% in Science, and 80.1% in Social Studies, the MAP data in the next section of this report will show gains in student growth. (See DPA GMAS Target Chart.)
- We outperformed Dekalb County Schools in the area of English/ Language Arts in the following grades: 3rd, 4th, 6th, and 8th.
- We outperformed Dekalb County Schools in the area of Mathematics in the following grades: 3rd, 4th, 6th, and 8th.
- We outperformed Dekalb County Schools and the State in the area of Science in 8th Grade.
- We outperformed the State of Georgia in 3rd, 4th, and 8th Grade English/Language Arts.

2022 CCRPI DATA COMPARISON – No data available to date.

Summary

DeKalb Preparatory Academy's overall averages in core subjects were higher in school year 2019. The 2019 GMAS results indicate that students perform better with continuous face-to-face instruction (pre-pandemic). The GMAS assessment was not administered in 2020 and in 2021, the GMAS assessment was voluntary for students. DeKalb Preparatory Academy had a total of 73 students out of 581 students to test in 2021.

The Georgia Department of Education will use DPA's Spring 2022 GMAS data as baseline data in identified areas. This 2022 CCRPI information has not been released to date. When released, the 2019 and 2020 GMAS data will be compared to 2022 GMAS data. DPA's Focus Team will be able to use this data to better identify the learning losses caused by the pandemic.

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2021-2022 MAP PERFORMANCE*

	Reading				Mathematics				Language Usage				Science			
	Fall 21-22 Mean RIT	Winter 21-22 Mean RIT	Spring 21-22 Mean RTI	+/- Fall to Spring	Fall 21-22 Mean RIT	Winter 21-22 Mean RIT	Spring 21-22 Mean RIT	+/- Fall to Spring	Fall 21-22 Mean RIT	Winter 21-22 Mean RIT	Spring 21-22 Mean RIT	+/- Fall to Spring	Fall 21-22 Mean RIT	Winter 21-22 Mean RIT	Spring 21-22 Mean RIT	+/- Fall to Spring
K	137.2	148.3	151.8	+14.6	139.6	150.6	154	14.4	N/A							
1 st	155.2	160.9	164.7	+9.5	158.4	167.7	171.3	+12.9								
2nd	170.3	175.9	181.6	+11.3	172	178.1	180.2	+8.2	170.6	178.3	182.5	+11.9				
3rd	184.5	189.9	195.1	+10.6	180.8	188.5	194.3	+13.5	184.3	187.6	194.8	+10.5				
4th	189.1	197	198	+8.9	189.5	195.7	199.3	+9.8	189.9	195.7	196.7	+6.8	188.4	194.9	195.4	+7
5th	200.1	207.4	210.1	+10	200.3	206.6	211.3	+11	201.2	208.4	210.3	+9.1	197.9	204.5	205.5	+7.6
6th	205.5	207.4	208.3	+2.8	204.7	207.2	209	+4.3	205	207.4	207.2	+2.2	199.1	201.7	200.4	+1.3
7th	206.9	208.9	210.8	+3.9	206.2	210	213.7	+7.5	206	209.3	211.8	+5.8	200	204	202.7	+2.7
8th	213	214.5	213.5	+5	213.2	218	219.7	+6.5	210.6	213.6	212.5	+1.9	203.6	208.5	206.3	+2.7

***Please note: The rate of change is a comparison of Fall and Spring data results.**

- Based upon the Spring 2022 MAP RIT data, students showed growth in all core academic areas from Fall 2021 to Spring 2022 with the exception of 8th grade Science.

- The gains that are noted are attributed to the implementation of Project Based Learning and Audio Video Communications. Students were required to utilize critical thinking skills across the curriculum to research and solve community-based issues utilizing priority standards. Students were also required to write clear, coherent text during performance-based assessments to convey their understanding of the writing process. The writings demonstrated considerations of the audience and purpose. The student progressed through the stages of the writing process (e.g., prewriting, drafting, revising, and editing successive versions). Thus, the Audio Video Communication curriculum requires students to utilize the rules of Standard English.

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Dekalb Preparatory Academy's AVC Program Evaluation

AVC Program Budget & Cost Benefit Analysis

During the 2021-2022 school year, \$637,702 was allocated for the Audio Video Communication/Project Based Learning instructional program. These allocations enabled the school to invest in current technology that provides students the ability to create, edit, and produce products for Project Based Learning. Additionally, it allowed the school to invest in the teachers with additional professional development from external vendors that provided best practices for teaching the standards, creating rigorous lessons, and improving classroom pedagogy.

2021-2022 CCRPI DATA *Report Not Published		
Content Mastery	ES Overall Score	MS Overall Score
Overall Score	*	*
ELA	*	*
Math	*	*
Science	*	*
Social Studies	*	*

Instruction	2021-2022 Current Budget
	Same as 2020-2021
Textbooks	\$30,000
Classroom Supplies (<i>PBL Materials</i>)	\$145,333
Computers	\$0
Software (<i>Instructional Software and AVC</i>)	\$30,000
Field Trips	\$5,000
Instructional Equipment (<i>AVC Equipment</i>)	\$10,000
Tutors	\$185,226
Substitutes	\$112,466
Teacher Salary (2) <i>AVC Teachers</i>	\$119,677
Total Instruction	\$637,702

	Unit Cost Per Student	Number of Students Impacted	Total \$'s Expended	Benefits to Stakeholders
Project Based Learning/ Audio Video Communications	\$413.92	585	\$242,143	+
	Costs		Benefits	
	Start Up Costs: Audio / Video Technical Equipment Salaries: 2 AVC Instructors (1 Elementary School / 1 Middle School); Substitutes Professional Development: Time, resources, and training allocated for systemic staff professional development to provide quality instruction to students. (Registration) Travel Costs: Resources allocated for out of town professional development for administration and teachers. Recurring Costs		Student Academic Returns: 2022 CCRPI results will be provided. Classroom Academic Returns: PBL challenges students to think critically, solve real-world problems, answer complex questions, and take an active role in their learning, classrooms, and communities. Students deepen their content knowledge beyond memorization to application.	
EnVision Math	Unit Cost Per Student	Number of Students Impacted	Total \$'s Expended	Benefits to Stakeholders
	\$97.78	585	\$57,201.08	+
	Costs		Benefits	

	Start Up Costs: Purchasing Text and Materials Professional Development: Time, resources, and training allocated for systemic staff professional development to provide quality instruction to students on the mathematics textbook series. Upfront Costs		Student Academic Returns: 2022 CCRPI results will be provided. Classroom Academic Returns: Novice and expert teachers received training and a comprehensive framework to provide quality Mathematics instruction with a resource to encourage conceptual understanding and problem-based instruction.	
	Unit Cost Per Student	Number of Students Impacted	Total \$'s Expended	Benefits to Stakeholders
	\$508.69	199	\$101,228.71	+
Reading Street (3 rd -5 th)	Costs		Benefits	
	Start Up Costs: Purchasing the reading series text/ materials and supplies. Professional Development: Time, resources, and training allocated for systemic staff professional development to provide quality instruction to students in grades 3 rd -5 th in literacy on the new Reading Street program. Upfront Costs		Student Academic Returns: 2022 CCRPI results will be provided. Classroom Academic Returns: Novice teachers received training and a comprehensive framework to provide quality English/Language Arts Instruction to students. Scripted Reading Program with built in interventions provided differentiated instruction for students based upon identified needs.	
	Unit Cost Per Student	Number of Students Impacted	Total \$'s Expended	Benefits to Stakeholders
Summer Enrichment Program (Rising Grade Level Students K-8)	\$542.59	128	\$69,451	-
	Costs		Benefits	

	<p>Start Up Costs: Meal Costs</p> <p>Salaries: Teacher and Paraprofessional Salaries (1 Elementary School / 1 Middle School /1 Paraprofessional)</p> <p>Administrative Overhead: Salary for administrators on duty outside of their scheduled calendar days.</p> <p>Recurring Costs</p>	<p>Student Academic Returns:</p> <p>During the Summer Enrichment Program, students were given pre and post exams that covered targeted instructional domains. Growth was measured by change in exam scores from the beginning of the program until the end. The scale used was</p> <p>High Growth 16+ pts</p> <p>Low Growth 1-15 pts</p> <p>No Growth 0 or less pts</p> <p>Instructional Returns: Students were introduced to the curriculum that they will be taught the next year as rising grade level students. In addition, remediation of domains not mastered on GMAS 2022 was provided.</p>
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The following surveys represent teachers' and students' perceptions and understandings of the implementation of Audio Video Communication/Project Based Learning (AVC/PBL) at DeKalb Preparatory Academy.

AVC SURVEY RESULTS - May 2022

AVC SURVEY (*Teachers)	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
Q1. Are you comfortable with using Audio/Video Technology in the class? Why? Why not?	33%	57%	5%	5%	0%
Q2. Do you feel like you have the AVC resources to help in assisting you with teaching? Why or why not?	31%	38%	10%	14%	5%
Q3. Do you understand the AVC standard and how they are used in Project-Based Learning? Why or why not?	24%	35%	25%	10%	5%
Q4. Do you think that you need additional professional development on Audio/Video Technology? Why or why not?	23%	52%	19%	5%	0%
Q5. Do you like incorporating AVC in the current curriculum? Why or why not?	10%	67%	19%	0%	5%

*Faculty – Survey represents a sample of 36 teachers.

AVC SURVEY RESULTS - May 2022

STUDENT AVC SURVEY (3-8)	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
Q1. I know and understand Audio/Video Technology	24%	57%	17%	1%	.65%
Q2. I feel like I have the proper tools to assist me in learning AVC.	26%	46%	18%	8%	3%
Q3. I know how to identify my AVC standards into my Project Based Learning end project.	25%	47%	24%	4%	.65%
Q4. My teacher uses AVC in our class.	24%	41%	16%	11%	7%

Q5. I enjoy having AVC incorporated into my curriculum/lessons.	50%	34%	13%	3%	.65%
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***3-8 Students – Survey represents a sample of 394 students.**

AVC SURVEY RESULTS - May 2022

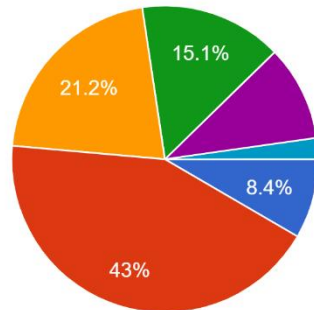
STUDENT AVC SURVEY (K-2)	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
Q1. I know and understand Audio/Video Technology	56%	14%	10%	6%	14%
Q2. I feel like I have the proper tools to assist me in learning AVC.	48%	25%	14%	6%	8%
Q3. I know how to identify my AVC standards into my Project Based Learning end project.	39%	16%	22%	8%	16%
Q4. My teacher uses AVC in our class.	47%	11%	9%	2%	31%
Q5. I enjoy having AVC incorporated into my curriculum/lessons.	76%	8%	3%	6%	6%

***K-2 Students – Survey represents a sample of 191 students.**

AVC SURVEY RESULTS - May 2022

Which role best describes you?

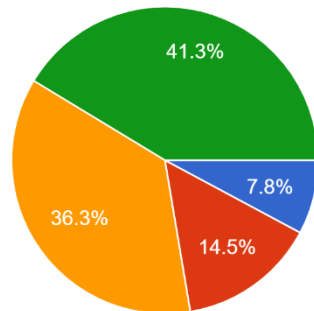
179 responses



- Student K - 2
- Student 3 - 5
- Student 6 - 8
- Faculty/Staff
- Parent
- Other

What is Problem/Project Based Learning?

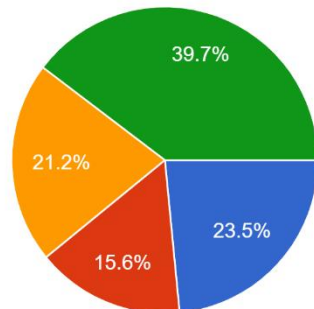
179 responses



- Solving a problem
- Solving a problem based on associated learned skills
- Solving a problem based on associated learned skills and presenting the solution of the problem in a project using audio, video, communication skills
- All of the above

What is Audio Video Communication?

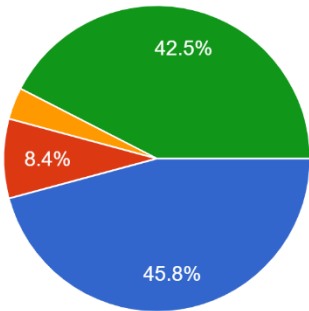
179 responses



- Hearing, seeing, listening, writing, and speaking
- Differentiating instructional strategies using hearing, seeing, listening, writing, and speaking
- A summative assessment using problem/project-based learning where hearing, seeing, listening, writing, and speaking are incorporated to present t...
- All of the above

How does DeKalb Preparatory Academy's Audio Video Communication program prepare students for career learning?

179 responses



- It introduces the skills necessary to communicate (hearing, seeing, listening, writing and speaking) and provides rig...
- It introduces career awareness and readiness in the areas of Audio, Video, Communications
- It provides an industry standard certification in the areas of Audio, Video, Communications
- All of the above