

High School Comprehensive Needs Assessment 2018-2019

CCRPI	2014-2015	2015-2016	2016-2017	3-yr Avg	Data Sources
CCRPI Score - School	108	103.1	105.8	105.5500	GADOE portal
CCRPI Score - District	62.4	57.9	63.1	61.1333	
CCRPI Score - State	75.5	73.6	72.9	74.0000	
Georgia Milestones	2015-2016	2016-2017	2017-2018	3-yr Avg	Data Source
% Developing Learner or Above - 9th Grade Lit	100	100	100	100.0000	SLDS
% Developing Learner or Above - American Lit	100	100	100	100.0000	
% Developing Learner or Above - Algebra I	100	100	100	100.0000	
% Developing Learner or Above - Geometry	100	100	99	99.6667	
% Developing Learner or Above - Physical Science	99	98	98	98.3333	
% Developing Learner or Above - Biology	97	100	99	98.6667	
% Developing Learner or Above - US History	99	100	99	99.3333	
% Developing Learner or Above - Economics	96	89.2	95	93.4000	
% Proficient or Distinguished Learner - 9th Grade Lit	92	97	95	94.6667	
% Proficient or Distinguished Learner - American Lit	95	90	92	92.3333	
% Proficient or Distinguished Learner - Algebra I	71	83	81	78.3333	
% Proficient or Distinguished Learner - Geometry	86	89	95	90.0000	
% Proficient or Distinguished Learner - Physical Science	77	78	74	76.3333	
% Proficient or Distinguished Learner - Biology	74	88	81	81.0000	
% Proficient or Distinguished Learner - US History	83	92	81	85.3333	
% Proficient or Distinguished Learner - Economics	70	55	68	64.3333	
College and Career	2015-2016	2016-2017	2017-2018	3-yr Avg	Data Source
Lexile Measure greater than or equal to 1155 on 9th Grade Literature EOC (%)	99	99.0	98.0	98.0000	Georgia Milestones/SLDS
Lexile Measure greater than or equal to 1285 on American Lit EOC (%)	100	97.0	92.0	92.0000	Georgia Milestones/SLDS
% Graduates earning credit(s) for accelerated enrollment (ACCEL, Dual HOPE Grant, Move on When Ready, Early College, Advanced Placement, or International Baccalaureate courses)	100	100.0	100.0	100.0000	School-level Data
Percent of graduates completing a CTAE pathway, advanced academic pathway, IB Career Related Programme, fine arts pathway, or world language pathway.	100	100.0	99.0	99.0000	
Number of Students who took the SAT	106	95	112	104.3333	School-level Data
% of Students Scoring 480+ out of 800 on Reading/Writing and 530+ out of 800 on Math on the SAT	86.5	96.3	95.7	92.8000	School-level Data
Number of Students who took the ACT	69	60	70	64.5000	School-level Data
% of Students Scoring 22+ on the ACT	39	46	55	46.6667	School-level Data
Reflection Questions: How are student Lexiles used instructionally to improve student growth? How are Lexiles communicated to parents to ensure they understand what these scores mean? How are Lexiles communicated to students and used for goal setting? What training do teachers receive to enhance their professional knowledge about Lexiles? Does your professional learning for Lexile instruction include all content teachers? How can Media Specialist support increased Lexile measures?					
Teachers encourage their students to read on a daily basis. Teachers also work with the Media Specialist to improve their students Lexile scores. Teachers use flexible grouping strategies so that students with higher Lexile scores can assist other students improve their lower Lexile scores. Parents receive SLDS reports that show their child's historic Lexile levels over the past few years. Teachers receive training on how to analyze, implement and plan for the individual needs of their students based upon data including the student's lexile and reading comprehension. Lexile instruction includes all teachers and the Media Specialist at Davidson visits classrooms to encourage visits to the library and to speak to students about reading based upon their lexile scores.					

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Reflection Questions: How many students are currently enrolled in Dual Enrollment? How are students made aware of Dual/Joint Enrollment opportunities and how do you ensure academic counseling is provided? Do representatives come on site? Do you hold parent meeting and provide other awareness opportunities for parents and students? Which students can potentially take advantage of MOWR opportunities? What are the barriers to participation and eligibility for MOWR? How are you supporting MOWR students to ensure academic success in these courses?

We currently have 13 students enrolled in dual enrollment. The guidance dept. communicates dual enrollment information to students through individual and group meetings. The guidance counselors meet with each student that is interested in dual enrollment and answers questions pertaining to those classes. The Davidson counselors also post materials to inform parents and students of these dual enrollment class offerings. In general, students who are enrolled in dual enrollment are either in their junior or senior year. Students have to provide their own transportation and have exemplary grades in classes taken on campus. We have also implemented a Core through West Georgia University so students can take college credit courses without leaving campus. Students meet with

Reflection Questions: Are you providing resources to support preparation for the SAT/ACT? What are these resources?

Yes. Administration schedules students for PSAT and encourages students to begin taking both the SAT and ACT earlier in their 10th grade year. We also offer a workshop and afterschool programs for students planning on taking the SAT/ACT. The guidance counselor meets with students after they have taken the SAT/ACT to analyze their scores and to give guidance on how the students can improve.

Student Profile	2015-2016	2016-2017	2017-2018	3-yr Avg	Data Source
Total Student Enrollment	422	436	430	429.0000	Infinite Campus (Student Information->Reports->Enrollment Summary
Students Absent 6+ Days (%)	26.7	23.85	31	25.2750	Infinite Campus (RCSS Custom Reports->Attendance->Attendance by Min Nbr of Days
Discipline Incidences	277	283	200	280.0000	Infinite Campus->Behavior->Reports->Incident. Click on List by Year to see other school years.

Reflection Questions: What is your schools attendance plan? How do you address attendance issues? Phone call? Notes home? Home visit? Do you use your parent facilitator or designee? Who monitors attendance and how it affects your CCRPI score? Are there any rewards systems in place for attendance? Are these rewards monthly? Quarterly? Yearly?

Davidson follows the district policy for absences which states that students should not be absent more than five days per school year. If a student exceeds or is in danger of exceeding the limit of absences, we make contact with the parent and student. First, we send home and email a letter after the student has accumulated two unexcused absences. If a student continues to accumulate absences, administration will make a phone call home to the parent or guardian. A meeting is held with the parent, school administration and the school social worker once the student reaches five unexcused absences. During this meeting, the root cause of the absences is found and strategies are put in place to prevent additional absences. Sometimes, the school social worker will make a home visit. The Davidson administrative staff monitors the attendance each month and communicates with parents and students accordingly. Students awards are given each 9 weeks for those students who display perfect attendance. Students are also recognized at the end-of-year awards day and on an

Faculty & Staff Profile (2015-2016)	1 to 3 Years	4-10 Years	11-20 Years	21+ Years	Data Source
Current Principal's # of Years in Position		6			School-level Data
Teaching Staff # of Years in Current School	13	12	7	8.0000	School-level Data
Teaching Staff # of Years in Profession	3	11	11	24.0000	School-level Data
	2014-2015	2015-2016	2016-2017	3-yr Avg	Data Source
% Administrator Absent 6+ Days	0	0	0	0.0000	School-level Data
% Teachers Absent 6+ Days	0.02	0.02	0.08	0.0400	School-level Data
% Staff Absent 6+ Days	0.1	0.05	0.2	0.1167	School-level Data

Reflection Questions: Do you monitor teacher/staff attendance? Are any teachers/staff chronically absent? Do these teachers/staff miss Mondays and Fridays more so than others?

Yes. Teacher/staff attendance is monitored. We have teachers and staff members check-in/check-out on a computer kiosk each day. The assistant principal prints reports and a review is completed. We do not have any teachers who are chronically absent from work.

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TKES Standards (%) (2016-2017)	Level I	Level II	Level III	Level IV	Data Source
1. Professional Knowledge	0	1	31	9.0000	School-level Data
2. Instructional Planning	0	4	27	10.0000	School-level Data
3. Instructional Strategies	0	1	21	19.0000	School-level Data
4. Differentiated Instruction	0	5	25	9.0000	School-level Data
5. Assessment Strategies	0	2	30	9.0000	School-level Data
6. Assessment Uses	0	2	35	4.0000	School-level Data
7. Positive Learning Environment	0	1	19	21.0000	School-level Data
8. Academically Challenging Environment	0	1	29	11.0000	School-level Data
9. Professionalism	0	0	17	24.0000	School-level Data
10. Communication	0	1	25	15.0000	School-level Data
School Culture Data Profile					
	2015-2016	2016-2017	2017-2018	3-yr Avg	Data Source
Student Mobility (%)	1.42	2.98	1.4	2.1550	Governor's Office of Student Achievement. http://gosa.georgia.gov/downloadable-data
In-School Suspension (%)	0	0	0	0.0000	Infinite Campus->Behavior->Reports->Resolution. Click on Detail in Report Type.
Out of School Suspension (%)	1.78	1.01	0.005	1.3950	Infinite Campus->Behavior->Reports->Resolution. Click on Detail in Report Type.
# of Tribunal Hearings	0	2	0	1.0000	
Question from the Georgia Student Health Survey with the lowest rating (Highest percentage of Strongly Disagree/Disagree or Sometimes/Never)			37	N/A	http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/GSHS-II/Pages/GSHS-Results.aspx
Question from the Georgia Student Health Survey with the highest rating (Highest percentage of Strongly Agree/Agree or Always/Often)			20/24	N/A	http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/GSHS-II/Pages/GSHS-Results.aspx
<p>Reflection Questions: How do out-of-school suspensions affect attendance? Do you have interventions in place that could replace suspensions as a form of punishment? What positive behavior reinforcement program or initiatives does your school have in place?</p> <p>We have very few suspensions(see suspension rate above). Therefore, suspensions do not affect school attendace numbers. Yes. We use community service as an intervention in lieu of suspensions. Good behavior is recognized and the behavioral expectations remain high due to continual positive reinforcement from administration, teachers and staff members.</p>					
<p>Reflection Questions: What is your school-wide discipline plan? Does the school wide discipline plan mirror board policy? What additional policy and procedures does your school have that are unique? Is your faculty and staff consistent with the school wide discipline plan? Are there any teachers that stand out that have had historical issues with discipline referrals? How is that teacher supported?</p> <p>We have created an acronym-ARTIST:A-Always listen for/to directions, R-Be respectful to the school and others, T-Treatothers kindly, I-Imagine new things/Be creative, S-Support and encourage, T- Talk quietly and focus. Our discipline plan mirrors the countys plan andthe Magnet School Contract. Our teachers are consistent in handling discipline issues as they arise. Administration is also notified as major discipline issues occur.</p>					

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Reflection Questions: What types of training have you offered to address student discipline? What types of training is needed to address student discipline? For students who are long term (5-10 day suspension/ alternative) suspended, how are they transitioned back in the school? How are you monitoring and supporting academics of the students who are chronically suspended?

We review student discipline in monthly faculty meetings and feel that we address and handle student discipline well. We have worked on issues with student tardies as this is the area of most concern. We have designed a plan to address the tardies by assisting with check-in.

Reflection Questions: What areas of concern are revealed in the Georgia Student Health Survey results? How does this relate to your School Climate Star Rating? How are these concerns addressed in your day-to-day operations? Do they represent gaps in your procedures or follow-through on your procedures? What needs to change to improve on these concerns?

We had an increased number of students say that they felt sad or withdrawn through the past 30 days. This may have affected the results of the safe and substance free portion of the school climate ratings as our scores were in the mid 80s. We can help improve these feelings by a consistent school-wide reinforcement of the bullying policy and through teachers as advisors. Teachers as advisors can target specific topic related to bullying and a safe climate and culture.

Reflection Questions: Do the Georgia Student Health Survey results reveal any concerns with alcohol/drug abuse or self-harm? How are these concerns being addressed? What needs to change to improve on these concerns?

We have an increased number of students who said their friends would not perceive them smoking marijuana and taking perscription drugs as being wrong. We should address this by having law-enforcement/medical personnel come speak to the students about the effect of these activities and habits in corellation with the students futures goals.

Family and Community Engagement Data Profile	2015-2016	2016-2017	2017-2018	3-yr Avg	Data Source
External Business/Community Partnerships (#)	5.0	9.0	15.0	7.0000	School-level Data
Community Events (#)	31.0	42.0	60.0	36.5000	School-level Data
School Events (#)	62.0	77.0	83.0	69.5000	School-level Data
Parent Training Workshops (#)	4.0	2.0	3.0	3.0000	School-level Data
Curriculum Nights (#)	0	0	1	0.3333	School-level Data

Based on your data and the reflective questions, what are the three main initiatives that your school needs to focus on this school year?

1. In the 2018-2019 school year, we will increase and strengthen students academic vocabulary in all subject areas by 3% using iReady and USA Testprep diagnostics.

2. In the 2018-2019 school year we will increase the percentage of students scoring proficient and above on the GMAS/EOG by 3% by the reinforcement of specific Economics' domains.

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3. In the 2018-2019 school year, we will establish a calendar to increase professional learning opportunities by 3% compared to the previous school year.