



High School Comprehensive Needs Assessment 2018-2019

CCRPI	2014-2015	2015-2016	2016-2017	3-yr Avg	Data Sources	
CCRPI Score - School	67.3	82.2	70.9	73.4667	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	69	81	72	74.0000	SLDS	
% Developing Learner or Above - American Lit	69	81	79	76.3333		
% Developing Learner or Above - Algebra I	37.5	39	34	36.8333		
% Developing Learner or Above - Geometry	58	69	60	62.3333		
% Developing Learner or Above - Physical Science	0	0	0	0.0000		
% Developing Learner or Above - Biology	46	44	55	48.3333		
% Developing Learner or Above - US History	76	74	70	73.3333		
% Developing Learner or Above - Economics	68	70	64	67.3333		
% Proficient or Distinguished Learner - 9th Grade Lit	30	36	32	32.6667		
% Proficient or Distinguished Learner - American Lit	28	44	30	34.0000		
% Proficient or Distinguished Learner - Algebra I	5.9	6	3	4.9667		
% Proficient or Distinguished Learner - Geometry	15	33	25	24.3333		
% Proficient or Distinguished Learner - Physical Science	0	0	0	0.0000		
% Proficient or Distinguished Learner - Biology	15	30	17	20.6667		
% Proficient or Distinguished Learner - US History	41	36	35	37.3333		
% Proficient or Distinguished Learner - Economics	20	35	24	26.3333		
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 (%)		46.0	76.0	61.0000		Georgia Milestones/SLDS
Lexile Measure greater than or equal to 1285 on American Lit EOC (%)					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)		44.0	27.0	35.5000	School-level Data	
Percent of graduates completing a CTAE pathway, advanced academic pathway, IB Career Related Programme, fine arts pathway, or world language pathway.						
Number of Students who took the SAT		59	55	57.0000	School-level Data	
% of Students Scoring 480+ out of 800 on Reading/Writing and 530+ out of 800 on Math on the SAT					School-level Data	
Number of Students who took the ACT		71	52	61.5000	School-level Data	
% of Students Scoring 22+ on the ACT		10	35	22.5000	School-level Data	
<p>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?</p> <p>Lexile scores are reported to parents when they receive the Georgia Milestone reports. Teachers are given PL during the year in evaluating Lexile scores and how they im</p>						
<p>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?</p>						



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We use our counselors and on-site College Advisor to recruit and inform the students about dual-enrollment opportunities. Several parent meetings after school, as well as

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

We did offer the SAT preparation class. We also used funds to purchase Princeton resources to help students prepare for the SAT.

Student Profile	2015-2016	2016-2017	2017-2018	3-yr Avg	Data Source
Total Student Enrollment	772	752	700	741.3333	Infinite Campus (Student Information->Reports->Enrollment Summary)
Students Absent 6+ Days (%)	58	47		52.5000	Infinite Campus (RCSS Custom Reports->Attendance->Attendance by Min Nbr of Days)
Discipline Incidences	1673	1668	867	1402.6667	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?

We follow the district policy for attendance - after the 2nd absence, the teacher is required to call. Attendance calls are also made through IC. The administrators meet or

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	x				School-Level Data
Teaching Staff # of Years in Current School	18	9	12	6.0000	School-Level Data
Teaching Staff # of Years in Profession	5	7	16	16.0000	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			17	17.0000	School-Level Data
% Staff Absent 6+ Days		2	2%	1.0100	School-Level Data

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TKES Standards (%) (2016-2017)	Level I	Level II	Level III	Level IV	Data Source
1. Professional Knowledge	0	0	93	7.0000	School-level Data
2. Instructional Planning	0	5	93	4.0000	School-level Data
3. Instructional Strategies	0	9	91	0.0000	School-level Data
4. Differentiated Instruction	0	4	93	2.0000	0
5. Assessment Strategies	0	0	98	2.0000	School-level Data
6. Assessment Uses	0	2	98	0.0000	School-level Data
7. Positive Learning Environment	2	0	96	2.0000	School-level Data
8. Academically Challenging Environment	0	13	83	4.0000	School-level Data
9. Professionalism	0	0	86	14.0000	School-level Data
10. Communication	0	5	93	2.0000	School-level Data
School Culture Data Profile	2015-2016	2016-2017	2017-2018	3-yr Avg	Data Source
Student Mobility (%)					Governor's Office of Student Achievement. http://gosa.georgia.gov/downloadable-data
In-School Suspension (%)					Infinite Campus->Behavior->Reports->Resolution. Click on Detail in Report Type.
Out of School Suspension (%)					Infinite Campus->Behavior->Reports->Resolution. Click on Detail in Report Type.
# of Tribunal Hearings					
Question from the Georgia Student Health Survey with the lowest rating (Highest percentage of Strongly Disagree/Disagree or Sometimes/Never)				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)				N/A	http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/GSHS-II/Pages/GSHS-Results.aspx
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? We struggle with suspensions and attendance. We utilize ISS as much as possible, often substituting OSS for ISS where possible. We have quarterly positive interventio					
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? Our school-wide plan is to first have the classroom teacher give a verbal warning, counsel the student one-on-one, contact the parent with phone call and give teacher de					



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We struggle with suspensions and attendance. We utilize ISS as much as possible, often substituting OSS for ISS where possible. We have quarterly positive interventions in place for students making good choices (perfect attendance, zero tardies, zero di

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?

I could not pull the data;

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?

Family and Community Engagement Data Profile	2015-2016	2016-2017	2017-2018	3-yr Avg	Data Source
External Business/Community Partnerships (#)			4.0	4.0000	School-level Data
Community Events (#)			4.0	4.0000	School-level Data
School Events (#)			15.0	15.0000	School-level Data
Parent Training Workshops (#)			10.0	10.0000	School-level Data
Curriculum Nights (#)		8	8	8.0000	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?

Building on community partnerships that go beyond donating of school supplies (although that's important as well)

Increase the rigor of our instruction that is aligned to the Milestones. We need to be more strategic about what we are teaching and how. I ha

As a faculty, make looking at data more commonplace in our building. We are receiving more and more students who need us to zero in on t