



KDE Needs Assessment

Dixie Heights High School

Kenton County School District

Mrs. Karen Hendrix, Principal
3010 Dixie Highway
Fort Mitchell, KY 41017

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Introduction

The purpose of the School Needs Assessment is to use data and information to prioritize allocation of resources and activities.

Data Analysis

What question(s) are you trying to answer with the data and information provided to you? What does the data/information tell you?

What does the data/information not tell you?

Our staff is trying to answer the following questions using our data...

1- What are our areas of strength and weakness?

From the school report card data, Dixie Heights High School identified that our achievement scores and graduation rate are areas of strength for us that we will celebrate. Our college/career readiness scores and achievement gap in the area of student with disabilities are areas for improvement that we will address.

2- Are our current programs working or do they need to be revised?

From the data, we identified several programs that are working for the students at our school. First, we feel the Springboard curriculum is rigorous and provides students with an appropriately challenging resource. We attribute part of our successful scores to using this curriculum as a resource. Second, we feel that MAP testing students throughout the year has been productive and helped us improve our achievement scores. The staff can routinely gauge student learning in order to know what skills students have mastered and what skills students are ready to learn. In addition, teachers can use data to differentiate as well as make adjustments to curriculum as appropriate as students' progress through the course. Third, we feel based on the data that the Read 180 and System 44 programs have been helpful to our students but also feel that we need to assist students with special needs in math by providing similar math programs such as Equals Math and Hands-on Math. Fourth, we used the school report card to determine that Dixie has students scoring well on the ACT as 67% of students attain typical annual growth in reading and math as shown on the Growth Score. We attribute this success to meeting with students individually to discuss their PLAN results and setting goals for what to do to achieve benchmark. Fifth, we used the graduation data from the school report card to determine that Dixie has strength in this area. We have a staff committed to the success of every student and are dedicated to working with students until they reach mastery. Our staff is also committed to assist student in reaching their personal best and any student considering dropping out of school personally meets with several staff members to explore all options available to the student. In addition, the principal attends monthly board meetings to discuss students who have dropped out or are at-risk of dropping out has prevented students from dropping out of school. We feel that all of these components lead to a high graduation rate. Finally, in reviewing our school report card data, we also discovered that the school does not sufficiently prepare students to be career-ready and we plan to re-structure our career pathways and look for ways to increase the number of industry certificates that students can attain.

Areas of Strengths

What were the areas of strength you noted? What actions are you implementing to sustain the areas of strength? What is there cause to celebrate?

Dixie is proud of our achievement scores, school climate, and graduation rate.

Achievement

- 56.0% Proficient/ Distinguished in Reading

o Dixie implemented Springboard and began more rigorous teaching in English.

o Dixie began MAP testing and teachers learned how to read the results. Some teachers used this data to differentiate learning in their classrooms.

- Our goal is to increase the % of P/D in reading and math from 48.4 to 53.6

o The school has continued Springboard and teachers are becoming more comfortable with the curriculum as well as the new teaching style.

o This past summer, teachers attended Springboard trainings and concentrated on differentiation.

o This year, the school has continued MAP testing and teachers are more comfortable with reading the results. More teachers have used it to differentiate learning in their classrooms and consequently students are more focused on learning skills that they are ready-to-learn.

School Climate

In the 2011 TELL Survey, it was reported that parent/guardians are influential decision makers in the school by 86% of the people taking the survey. Parents are involved in many ways. Some of these was are for parents to attend parent conferences, join the Colonels Club, email/ phone teachers directly, and/or join the SBDM council. The SBDM council, made up of 4 teachers and 2 parents. This group routinely collects and analyzes data from multiple sources.

Graduation Rate

- 83.7% of all students graduated

o Principal attended monthly board meetings to discuss individual students who had or were at-risk of dropping out of school

o Administrators and counselors began running a persistence to graduate report to identify students who are at-risk of dropping out of school. This group met with these students to design plans to help them succeed.

- Our goal is to Increase our current graduation rate for all students from 83.7% to 85%

o Administrators and counselors have continued to run the persistence-to-graduate report, attendance reports, and failure reports are also meeting in cabinet (administrators and counselors) every two weeks to discuss these students and follow-up on plans (involving all stakeholders- parents, designated court workers, coaches, therapists, psychologists) that were designed for them.

o The principal is meeting with each student and parent who has asked for drop-out forms. The principal along with her team, have persuaded students to give school another chance.

o The principal attends monthly board meetings to discuss individual students who have dropped out or are at-risk of dropping out of school to problem solve and develop creative plans for these students to continue in school and graduate.

Opportunities for Improvement

What were areas in need of improvement? What plans are you making to improve the areas of need?

Dixie recognizes that improvements are needed in the areas of Career Readiness and in the area of achievement gap, especially in the area of students with disabilities.

College/Career Readiness

- Overall score 49.1
- 171 students qualified as college-ready
- 8 students qualified as career-ready (academic), 2 students qualified as career-ready (technical) and 1 student qualified as career-ready (total)
- o We focused on academic career readiness by identifying students who did not reach ACT benchmark to assist them with deficit skills in our college/ career readiness class and then take the ASVAB or KYOTE tests.
- We plan to Increase our current overall score of 49.1 to 62.2
- o We plan to continue to focus on career readiness by identifying students who did not reach ACT benchmark to assist them with deficit skills in our college/ career readiness class and then take the ASVAB or KYOTE tests.
- o In addition, this year we are planning to re-structure our career pathways so that they have a more in-depth focus in order to assist students in being career ready.
- o We are looking for ways to increase the number of industry certificates that the students can attain, such as, MOS CPR certifications.

Gap

- 86.2% novice for students with IEP (not AA)
- 84.6% novice for students with IEP (AA)
- We had specific classes for students with special needs in Eng (Read 180/ Sys 44)
- Our goal is to increase P/D in reading and math from 34.2 to 40.8
- This year, we plan to continue to have the English intervention classes (Read 180/ Sys 44) but have created more math intervention classes for students with special education needs (Equals Math, Hands-on Math)

Conclusion

Reflect on your answers provided in the previous sections. What are your next steps in addressing areas of concern?

Based on our analysis of the school report card data, new strategies that we must address are:

- 1- To increase the number of students who are career-ready (currently 1 student total)
 - Re-evaluate the elective courses that Dixie offers to create more career pathways
 - Increase the number of industry certifications that are offered to students
- 2- To increase the number of students who attain benchmark on the ACT and are college-ready from 49% to 60%
 - Re-evaluate requirements for instructional hours in core classes
 - Create more intervention classes for students who did not attain benchmark
- 3- To increase our math scores for students with special needs from 3.7 to 13.3
 - Create additional math support classes for students with special needs