

MENIFEE COUNTY DATA DASHBOARD 2018-2019

School Name: *Meniffee County High School*

Part I - Summative Student Performance Data

KPREP													
% of Students Scoring Proficient/Distinguished by Content Area and Grade							% of Students Scoring Proficient/Distinguished by Content Area and Grade						
CONTENT AREA	% P/D (15-16)	% P/D (16-17)	%P/D (17-18)	%P/D (18-19)	%P/D (19-20)	State Average	CONTENT AREA	% P/D (15-16)	% P/D (16-17)	%P/D (17-18)	%P/D (18-19)	% P/D (19-20)	State Average
On-Demand Writing							Science						
11th Grade	50	29.4	51.6	32.1	n/a	50.3	11th Grade	NA	NA	NA	17.9%	n/a	29.9
% of Students Scoring Novice by Content Area and Grade							% of Students Scoring Novice by Content Area and Grade						
CONTENT AREA	% Novice (15-16)	% Novice (16-17)	% Novice (17-18)	% Novice (18-19)	n/a	State Average	CONTENT AREA	% Novice (15-16)	% Novice (16-17)	% Novice (17-18)	% Novice (18-19)	% Novice (19-20)	State Average
On-Demand Writing							Science						
11th Grade	19	35.3	27.4	28.6	n/a	16.4	11th Grade	NA	NA	NA	35.7	n/a	20.9

ACT								
% of students meeting state benchmark (Eng. 18, Math 19, Reading 20) (Science Nat. & St. 23)								
Content Area	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	Goal
English		46	34	45	37	24%		47%
Math		14	3	19	11	5%		23%
Reading		35	27	34	28	18%		40%
Science		11	13	26	14	13%		24%

Composite Scores								
Composite		17.9	17.1	19	17.9	16.4	18.7	
State Average							19	
National Average							20.6	

TRANSITION READINESS							
	Baseline from SY2017-18	2018-2019	2019-2020	20-21 1st Quarter	20-21 Quarter 3	20-21 Quarter 3	20-21 Quarter 4
Total # of Seniors		61	59	84			
% of students academic ready	38%	13	N/A	28.6			
% of students career ready	30%	29	N/A	1% (Projected 20%)			
% of students academic or career ready	66%	60.7	N/A	28.6			

GRADUATION RATE 4 yr cohort and 5 yr cohort average						
2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	Goal	State Average
93.60%	97.20%	92.30%	95.70%	93.60%	97%	91.1

Part II - Formative Student Performance Data

INTERIM ASSESSMENT DATA

Screener Used:		CERT							
Grade	Content	19-20 Assessment #2		Assessment #1		Assessment #2		Assessment #3	
		% BELOW	At Benchmark	% BELOW	At Benchmark	% BELOW	At Benchmark	% BELOW	At Benchmark
9	Reading	56%	44%						
10	Reading	80%	20%						
11	Reading	71%	29%						
9	Math	66%	34%						
10	Math	97%	3%						
11	Math	79%	21%						

ON DEMAND WRITING

Describe your analysis of the first round of the on-demand writing assessment. What did the data tell you? What are your next steps?

First round has not been scheduled.

Describe your analysis of the first round of the on-demand writing assessment. What did the data tell you? What are your next steps?

Describe your analysis of the first round of the on-demand writing assessment. What did the data tell you? What are your next steps?

DIAGNOSTIC ASSESSMENT

Include analysis of additional assessments used to increase student achievement and gap closure.

CASE 21 to be administered Nov 4,5, 9, & 10; CERT to be administered Dec 8 & 9

of STUDENTS FAILING COURSES

Grade	Content Area	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
9th Grade	English	13			
	Math	23			
	Science	13			
	Social Studies	13			
10th Grade	English	20			
	Math	17			
	Science	23			
	Social Studies	20			
11th Grade	English	13			
	Math	32			
	Science	9			
	Social Studies	11			
		1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
Percentage of Seniors on Track to		48% (high rate of			

Graduate	failing grades)				
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STUDENT BEHAVIOR					
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Total # of Students		1			
Total # of Behavior Referrals	Goal	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
Grade: 8	10	0			
Grade: 9	20	0			
Grade: 10	20	1			
Grade: 11	15	0			
Grade: 12	15	0			
Total	80	1			
Total # of In-School Suspensions	Goal	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
Grade: 8	5	0			
Grade: 9	15	0			
Grade: 10	10	0			
Grade: 11	10	0			
Grade: 12	10	0			
Total	50	0			
Total # of Out-of-School Suspensions	Goal	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
Grade: 8	1	0			
Grade: 9	2	0			
Grade: 10	2	0			
Grade: 11	2	0			
Grade: 12	2	0			
Total	9	0			

WALKTHROUGHS					
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	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
Goal # of Walkthroughs	40			
# Of Walkthroughs Completed	20			
# Of Feedback/Coaching Sessions	20			

ATTENDANCE (PARTICIPATION)					
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Percentage of Students Present at School	Goal	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
Grade: 9	96%	70.00%			
Grade: 10	96%	73.58%			
Grade: 11	96%	76.35%			
Grade: 12	96%	78.00%			
Total:	96%	74.64%			
Percentage of Teachers	Goal	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter

of Teachers Present at School	96%	96.08%			
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Quarterly Report Analysis Tool

1st Quarter

1. What questions are we trying to answer?	Why is there a high rate of failing students? What is the impact of failing grades on proficiencies and graduation rate?
2. What are the areas of strength you noted? What actions are you implementing to sustain the areas of strength? What is there cause to celebrate?	ACT overall composite has increased and each content area has seen an increase from 2019. ACT Reading scores are slightly above the state average. To sustain this area of strength, the continuation of ACT targeted intervention classes, implementation of targeted Teir 1 instructional practices, and review of the school wide reading expectations. Behavior referrals are significantly lower than the same point as last year. Continuation of PBIS systems and integration of committees to explore incentives.
3. What are areas in need of improvement? What plans are you making to improve the areas of need?	There are significantly high numbers of students who are failing all subject areas. Math is trending up from last year's ACT but still is significantly lower than the state. The high number of failing has put seniors at risk of not graduating. The implementation of a MTSS/at risk tracking system is being implemented to identify and document failures and non-active students.
4. Reflect on your answers provided in the previous sections. What are your next steps in addressing areas of concern?	Identify and document in the MTSS tracker at risk students. Tier 1 communication by each teacher/advisory teacher. Refer students to ESS and targeted one on one tutoring services. Mail home report cards and letters for communication of extended services. Work with the School leadership team, SRO, YSC, and DPP to remove barriers that hinder educational outcomes for at risk students.
5. What are Root Cause Analysis findings? (Description located on Instructions Tab)	Math = Need for more applied mathematics practices and strategies within student pathways/interest. Lack of common/normed math practices within the department or school-wide. Lack of common/normed calculator strategies within the math department or school-wide. Lack of School-wide incentives for growth and proficiency Lack of intentional focus of how proficiency is discussed with students to set them up for success on exams or pathways. Lack of one on one advisory time or Tier 1 or Tier II specific student discussions Lack of name and claim students for academic readiness and career readiness

2nd Quarter

1. What questions are we trying to answer?	
2. What are the areas of strength you noted? What actions are you implementing to sustain the areas of strength? What is there cause to celebrate?	
3. What are areas in need of improvement? What plans are you making to improve the areas of need?	
4. Reflect on your answers provided in the previous sections. What are your next steps in addressing areas of concern?	

3rd Quarter

1. What questions are we trying to answer?	
2. What are the areas of strength you noted? What actions are you implementing to sustain the areas of strength? What is there cause to celebrate?	
3. What are areas in need of improvement? What plans are you making to improve the areas of need?	
4. Reflect on your answers provided in the previous sections. What are your next steps in addressing areas of concern?	

4th Quarter

1. What questions are we trying to answer?	
2. What are the areas of strength you noted? What actions are you implementing to sustain the areas of strength? What is there cause to celebrate?	

3. What are areas in need of improvement? What plans are you making to improve the areas of need?				
4. Reflect on your answers provided in the previous sections. What are your next steps in addressing areas of concern?				