Comprehensive Needs Assessment

Data

Increasing student achievement is the number one goal for the Scottsboro City School System. In order to provide data-driven instruction, a continuous analysis of student assessment results must occur. At the system and school levels, data is gathered and analyzed from various sources to provide direction for both the instructional program and staff development needs.

Planning Process

The progress of students in meeting No Child Left Behind Goal goals and system goals was evaluated by staff at each school. The Superintendent, Chief Financial Officer, Program Directors, Principals, Assistant Principals, school-level instructional specialists and school level leadership teams compiled the data generated at the school level to generate the system level comprehensive needs assessment and summary as well as to evaluate individual programs. Parents and members of the community serve as members of advisory councils at every level. These valuable individuals contribute by submitting their thinking toward program improvement, design, and evaluation. They serve as full voting members at every juncture in this process.

Using the data, it was determined which programs and strategies have been effective in increasing student achievement. Areas of deficiencies have been identified and addressed. Using this comprehensive needs assessment, a plan of action has been developed for the upcoming school year.

Methods employed may include:
- professional development for staff/parents
- purchasing updated and/or new materials and instructional supplies
- employing additional staff
- action research on specific areas that need to be addressed.

Data Used to Determine Strengths and Growing Spaces

In order to conduct a Comprehensive Needs Assessment for Scottsboro City Schools, data was gathered and sorted. The analysis of this data determined areas of strength and growing spaces in the following categories:
- Student Academic Needs
- Faculty Needs by Grade Level, Subject, and Student Subgroup
- Student Attendance
- Drop-out and Graduation Rates
- Parent Perceptions of Programs
- Summary of Prevalence of At-Risk Factors
- Analysis and summary of school's existing curriculum, instructional materials, instructional strategies, reform strategies, and extending learning opportunities
- Analysis and summary of student health issues, school safety, and other issues of well-being

Introduction

To document student growth in the selected target goals, baseline data was gathered from the state assessments during the preceding two years. Summarizing and analyzing this data to determine trends is the basis for setting the priorities for student learning and professional development for teachers and other staff members.

Evaluation of staff development is most powerful when it focuses on results, the whole as well as the parts. It is most powerful when it is highly related to comprehensive planning of programs as well as their evaluation. For many programs, two or more years are required to demonstrate the impact of change. In most cases, however, there will be some degree of improvement if progress is to be shown over time. Disaggregating of student assessment results within the appropriate groups allowed establishing trends or shifts in student achievement levels of groups. A summary of the student performance data is included in the LEA comprehensive needs assessment as follows.

Annual evaluations for the following programs seamlessly emerge from the comprehensive needs assessment. This list includes but is not all inclusive. Title I, II, III, VI, parental involvement, and Community Education. What we have learned as a system is to work smart and not harder. We look for commonalities in programs, plans, comprehensive needs assessments, and evaluations and include all the common elements one time in the comprehensive needs assessment adding those measures that are distinctive to each program on as needed basis.

Scottsboro City Schools
Comprehensive Needs Assessment FY 11

District Accountability Results

Alabama AYP Accountability Reports

System Status Summary Report

Alabama Department of Education
Adequate Yearly Progress Status for 2010-2011
Based on School Year 2009-2010 Data

190 Scottsboro City

2010-2011 AYP Status	Made AYP
	Not in School Improvement

System Status Summary Report

	3-5 Grade Span	6-8 Grade Span	High School Span	System AYP
Reading AYP	No	Yes	Yes	Yes
Mathematics AYP	No	Yes	Yes	Yes
Additional Academic Indicator AYP	Yes	Yes	Yes	Yes

Summary of Results: Scottsboro City Schools did make AYP (Adequate Yearly Progress) for FY10, but did have two red cells in the 3-5 Grade Span.

Scottsboro City Schools
Comprehensive Needs Assessment FY 11

Brownwood Elementary
Alabama AYP Accountability Reports

Alabama Department of Education
Adequate Yearly Progress Status for 2010-2011
Based on School Year 2009-2010 Data

190 Scottsboro City - 0010 Brownwood Elementary School

2010-2011 AYP Status	This school met 13 goals out of 13 (100%).
	Made AYP
	Not in School Improvement

Reading

Made AYP Not in School Improvement	Percent Participation Goal = 95%	Met Participation Goal	Proficiency Index Goal = 0.00	Met Proficiency Goal
All Students	99	Yes	10.13	Yes
Special Education	100	N/A	-8.64	N/A
American Indian / Alaskan Native	No Data	No Data	No Data	No Data
Asian / Pacific Islander	No Data	No Data	No Data	No Data
Black	100	N/A	1.23	N/A
Hispanic	~	N/A	~	N/A
White	99	Yes	11.46	Yes
Limited English Proficient	~	N/A	~	N/A
Free / Reduced Meals	100	Yes	7.33	Yes

Mathematics

Made AYP Not in School Improvement	Percent Participation Goal = 95%	Met Participation Goal	Proficiency Index Goal = 0.00	Met Proficiency Goal
All Students	99	Yes	5.84	Yes
Special Education	100	N/A	-10.36	N/A
American Indian / Alaskan Native	No Data	No Data	No Data	No Data
Asian / Pacific Islander	No Data	No Data	No Data	No Data
Black	100	N/A	-16.92	N/A
Hispanic	~	N/A	~	N/A
White	99	Yes	8.06	Yes
Limited English Proficient	~	N/A	~	N/A
Free / Reduced Meals	100	Yes	-0.36	Yes(CI)

Additional Academic Indicator - Attendance Rate

Made AYP Not in School Improvement	Attendance Rate Goal = 90%	Met Additional Academic Indicator
All Students	97%	Yes

Areas of concern- Special Education in the areas of reading and math, Black in the areas of reading and math, and Free/ Reduced meals in the area of Math

Caldwell Elementary

Alabama AYP Accountability Reports

School Status Report

Alabama Department of Education
Adequate Yearly Progress Status for 2010-2011
Based on School Year 2009-2010 Data

190 Scottsboro City - 0020 Caldwell Elementary School

2010-2011 AYP Status	This school met 13 goals out of 13 (100%).
	Made AYP
	Not in School Improvement

Reading

Made AYP / Not in School Improvement	Percent Participation Goal = 95%	Met Participation Goal	Proficiency Index Goal = 0.00	Met Proficiency Goal
All Students	100	Yes	12.07	Yes
Special Education	100	N/A	-12.93	N/A
American Indian / Alaskan Native	~	N/A	~	N/A
Asian / Pacific Islander	~	N/A	~	N/A
Black	100	N/A	~	N/A
Hispanic	~	N/A	~	N/A
White	100	Yes	12.23	Yes
Limited English Proficient	~	N/A	~	N/A
Free / Reduced Meals	100	Yes	8.91	Yes

Mathematics

Made AYP / Not in School Improvement	Percent Participation Goal = 95%	Met Participation Goal	Proficiency Index Goal = 0.00	Met Proficiency Goal
All Students	100	Yes	7.96	Yes
Special Education	100	N/A	-32.36	N/A
American Indian / Alaskan Native	~	N/A	~	N/A
Asian / Pacific Islander	~	N/A	~	N/A
Black	100	N/A	~	N/A
Hispanic	~	N/A	~	N/A
White	100	Yes	8.86	Yes
Limited English Proficient	~	N/A	~	N/A
Free / Reduced Meals	100	Yes	-1.30	Yes(CI)

Additional Academic Indicator - Attendance Rate

Made AYP / Not in School Improvement	Attendance Rate Goal = 90%	Met Additional Academic Indicator
All Students	95%	Yes

Areas of concern-Special education in the area of reading and math, and Free/Reduced meal students in the area of Math

Nelson Elementary

Alabama AYP Accountability Reports

School Status Report

Alabama Department of Education
Adequate Yearly Progress Status for 2010-2011
Based on School Year 2009-2010 Data

190 Scottsboro City - 0028 Thurston T Nelson Elementary School

2010-2011 AYP Status	This school met 8 goals out of 11 (72.73%).
	Did Not Make AYP
	Not in School Improvement

Reading

Did Not Make AYP / Not in School Improvement	Percent Participation Goal = 95%	Met Participation Goal	Proficiency Index Goal = 0.00	Met Proficiency Goal
All Students	38	No	15.30	Yes*
Special Education	30	N/A	~	N/A
American Indian / Alaskan Native	No Data	No Data	No Data	No Data
Asian / Pacific Islander	~	N/A	~	N/A
Black	~	N/A	No Data	No Data
Hispanic	~	N/A	~	N/A
White	38	No	15.06	N/A
Limited English Proficient	~	N/A	~	N/A
Free / Reduced Meals	39	No	13.24	N/A

Mathematics

Made AYP / Not in School Improvement	Percent Participation Goal = 95%	Met Participation Goal	Proficiency Index Goal = 0.00	Met Proficiency Goal
All Students	100	Yes	13.49	Yes
Special Education	100	N/A	-13.70	N/A
American Indian / Alaskan Native	No Data	No Data	No Data	No Data
Asian / Pacific Islander	~	N/A	~	N/A
Black	~	N/A	~	N/A
Hispanic	~	N/A	~	N/A
White	100	Yes	12.77	Yes
Limited English Proficient	~	N/A	~	N/A
Free / Reduced Meals	100	Yes	10.08	Yes

Additional Academic Indicator - Attendance Rate

Made AYP / Not in School Improvement	Attendance Rate Goal = 90%	Met Additional Academic Indicator
All Students	95%	Yes

Areas of Concern- Nelson Elementary did not make AYP due to students not participating in particular section of the test. An area of concern for proficiency is the Special Education Sub-group in the area of Math.

Scottsboro City Schools
Comprehensive Needs Assessment FY 11

Collins Elementary
Alabama AYP Accountability Reports

School Status Report

Alabama Department of Education
Adequate Yearly Progress Status for 2010-2011
Based on School Year 2009-2010 Data

190 Scottsboro City - 0050 Collins Elementary School

	This school met 16 goals out of 17 (94.12%).
2010-2011 AYP Status	**Did Not Make AYP**
	Not in School Improvement

Reading				
Did Not Make AYP / Not in School Improvement	**Percent Participation Goal = 95%**	**Met Participation Goal**	**Proficiency Index Goal = 0.00**	**Met Proficiency Goal**
All Students	99	Yes	8.27	Yes
Special Education	98	Yes	-11.71	No
American Indian / Alaskan Native	No Data	No Data	No Data	No Data
Asian / Pacific Islander	~	N/A	~	N/A
Black	100	N/A	-3.18	N/A
Hispanic	93	N/A	10.45	N/A
White	99	Yes	9.26	Yes
Limited English Proficient	~	N/A	~	N/A
Free / Reduced Meals	98	Yes	4.37	Yes

Mathematics				
Made AYP / Not in School Improvement	**Percent Participation Goal = 95%**	**Met Participation Goal**	**Proficiency Index Goal = 0.00**	**Met Proficiency Goal**
All Students	99	Yes	17.72	Yes
Special Education	98	Yes	-6.02	Yes(CI)
American Indian / Alaskan Native	No Data	No Data	No Data	No Data
Asian / Pacific Islander	~	N/A	~	N/A
Black	100	N/A	2.70	N/A
Hispanic	93	N/A	25.00	N/A
White	99	Yes	18.86	Yes
Limited English Proficient	~	N/A	~	N/A
Free / Reduced Meals	98	Yes	12.68	Yes

Additional Academic Indicator - Attendance Rate		
Made AYP / Not in School Improvement	**Attendance Rate Goal = 90%**	**Met Additional Academic Indicator**
All Students	95%	Yes

Areas of Concern- Collins Elementary did not make AYP due to not meeting the proficiency index for the Special Education Sub-group in the area of reading. Additional areas of concern are the Black Sub-group in the area of math and reading and the Special Education Sub-group in the area of Math.

Scottsboro City Schools
Comprehensive Needs Assessment FY 11

Scottsboro Junior High School
Alabama AYP Accountability Reports

Alabama Department of Education
Adequate Yearly Progress Status for 2010-2011
Based on School Year 2009-2010 Data

190 Scottsboro City - 0040 Scottsboro Junior High School

2010-2011 AYP Status	This school met 13 goals out of 13 (100%).
	Made AYP
	Not in School Improvement

Reading				
Made AYP / Not in School Improvement	**Percent Participation Goal = 95%**	**Met Participation Goal**	**Proficiency Index Goal = 0.00**	**Met Proficiency Goal**
All Students	99	Yes	20.30	Yes
Special Education	100	N/A	-9.57	N/A
American Indian / Alaskan Native	~	N/A	~	N/A
Asian / Pacific Islander	~	N/A	~	N/A
Black	97	N/A	13.55	N/A
Hispanic	100	N/A	22.69	N/A
White	99	Yes	20.88	Yes
Limited English Proficient	~	N/A	~	N/A
Free / Reduced Meals	99	Yes	18.19	Yes

Mathematics				
Made AYP / Not in School Improvement	**Percent Participation Goal = 95%**	**Met Participation Goal**	**Proficiency Index Goal = 0.00**	**Met Proficiency Goal**
All Students	99	Yes	22.74	Yes
Special Education	100	N/A	-8.79	N/A
American Indian / Alaskan Native	~	N/A	~	N/A
Asian / Pacific Islander	~	N/A	~	N/A
Black	97	N/A	10.73	N/A
Hispanic	100	N/A	28.31	N/A
White	99	Yes	23.71	Yes
Limited English Proficient	~	N/A	~	N/A
Free / Reduced Meals	99	Yes	19.19	Yes

Additional Academic Indicator - Attendance Rate		
Made AYP / Not in School Improvement	**Attendance Rate Goal = 90%**	**Met Additional Academic Indicator**
All Students	93%	Yes

Areas of Concern- The Special Education Sub-group in the area of reading and math and the attendance rate for all students.

Scottsboro City Schools
Comprehensive Needs Assessment FY 11

Scottsboro High School
Alabama AYP Accountability Reports

Alabama Department of Education
Adequate Yearly Progress Status for 2010-2011
Based on School Year 2009-2010 Data

190 Scottsboro City - 0030 Scottsboro High School

2010-2011 AYP Status	This school met 13 goals out of 13 (100%).
	Made AYP
	Not in School Improvement

Reading

Made AYP / Not in School Improvement	Percent Participation Goal = 95%	Met Participation Goal	Proficiency Index Goal = 0.00	Met Proficiency Goal
All Students	99	Yes	-1.59	Yes(CI)
Special Education	100	N/A	-44.56	N/A
American Indian / Alaskan Native	No Data	No Data	No Data	No Data
Asian / Pacific Islander	~	N/A	~	N/A
Black	100	N/A	-20.82	N/A
Hispanic	~	N/A	~	N/A
White	99	Yes	0.15	Yes
Limited English Proficient	~	N/A	~	N/A
Free / Reduced Meals	97	Yes	-9.37	Yes(CI)

Mathematics

Made AYP / Not in School Improvement	Percent Participation Goal = 95%	Met Participation Goal	Proficiency Index Goal = 0.00	Met Proficiency Goal
All Students	99	Yes	8.54	Yes
Special Education	100	N/A	-32.00	N/A
American Indian / Alaskan Native	No Data	No Data	No Data	No Data
Asian / Pacific Islander	~	N/A	~	N/A
Black	100	N/A	-9.27	N/A
Hispanic	~	N/A	~	N/A
White	99	Yes	10.31	Yes
Limited English Proficient	~	N/A	~	N/A
Free / Reduced Meals	98	Yes	2.55	Yes

Additional Academic Indicator - Graduation Rate

Made AYP / Not in School Improvement	Graduation Rate Goal = 90%	Met Additional Academic Indicator
All Students	93%	Yes

Areas of Concern- All students in reading, Special Education in reading and math, Black students in reading and math, and Free/ Reduced meal students in reading.

Scottsboro City Schools
Comprehensive Needs Assessment FY 11

Dynamic Indicators of Basic Early Literacy Skills
Summary of Effectiveness by District - DIBELS 6th Edition

District: Scottsboro City Schools
School: All Schools
Date: 2009-2010
Step: Middle of Kindergarten to End of Kindergarten

Middle of Kindergarten Instructional Recommendation to End of Kindergarten Benchmark Status on PSF	Likely to Need Intensive Support at Middle of Year to			Likely to Need Strategic Support at Middle of Year to			Likely to Need Benchmark Support at Middle of Year to			Benchmark Status on PSF in End of K (Totals)	
	End of Year Deficit	End of Year Emerging	End of Year Established	End of Year Deficit	End of Year Emerging	End of Year Established	End of Year Deficit	End of Year Emerging	End of Year Established		
Scottsboro City Schools	12 Students Intensive at Middle of K			31 Students Strategic at Middle of K			165 Students Benchmark at Middle of K				N=208
	5.8% of Total Students			14.9% of Total Students			79.3% of Total Students				
Count	4	5	3	2	5	24	0	4	161	Deficit	2.9%
% of Instructional Recommendation	33.3%	41.7%	25%	6.5%	16.1%	77.4%	0%	2.4%	97.6%	Emerging	6.7%
% of Total	1.9%	2.4%	1.4%	1%	2.4%	11.5%	0%	1.9%	77.4%	Established	90.4%
Brownwood Elementary	3 Students Intensive at Middle of K			13 Students Strategic at Middle of K			47 Students Benchmark at Middle of K				N=63
	4.8% of Total Students			20.6% of Total Students			74.6% of Total Students				
Count	0	2	1	1	2	10	0	0	47	Deficit	1.6%
% of Instructional Recommendation	0%	66.7%	33.3%	7.7%	15.4%	76.9%	0%	0%	100%	Emerging	6.3%
% of Total	0%	3.2%	1.6%	1.6%	3.2%	15.9%	0%	0%	74.6%	Established	92.1%
Caldwell Elementary	9 Students Intensive at Middle of K			18 Students Strategic at Middle of K			61 Students Benchmark at Middle of K				N=88
	10.2% of Total Students			20.5% of Total Students			69.3% of Total Students				
Count	4	3	2	1	3	14	0	3	58	Deficit	5.7%
% of Instructional Recommendation	44.4%	33.3%	22.2%	5.6%	16.7%	77.8%	0%	4.9%	95.1%	Emerging	10.2%
% of Total	4.5%	3.4%	2.3%	1.1%	3.4%	15.9%	0%	3.4%	65.9%	Established	84.1%
Thurston T. Nelson Elementary	0 Students Intensive at Middle of K			0 Students Strategic at Middle of K			57 Students Benchmark at Middle of K				N=57
	0% of Total Students			0% of Total Students			100% of Total Students				
Count	0	0	0	0	0	0	0	1	56	Deficit	0%
% of Instructional Recommendation	0%	0%	0%	0%	0%	0%	0%	1.8%	98.2%	Emerging	1.8%
% of Total	0%	0%	0%	0%	0%	0%	0%	1.8%	98.2%	Established	98.2%

Dynamic Indicators of Basic Early Literacy Skills
Summary of Effectiveness by District - DIBELS 6th Edition

District: Scottsboro City Schools
School: All Schools
Date: 2009-2010
Step: Middle of 1st Grade to End of 1st Grade

Middle of First Grade Instructional Recommendation to End of First Grade Benchmark Status on ORF	Likely to Need Intensive Support at Middle of Year to			Likely to Need Strategic Support at Middle of Year to			Likely to Need Benchmark Support at Middle of Year to			Benchmark Status on ORF in End of 1st (Totals)	
	End of Year At Risk	End of Year Some Risk	End of Year Low Risk	End of Year At Risk	End of Year Some Risk	End of Year Low Risk	End of Year At Risk	End of Year Some Risk	End of Year Low Risk		
Scottsboro City Schools	8 Students Intensive at Middle of 1st			30 Students Strategic at Middle of 1st			178 Students Benchmark at Middle of 1st				N=216
	3.7% of Total Students			13.9% of Total Students			82.4% of Total Students				
Count	4	4	0	2	16	12	0	11	167	At Risk	2.8%
% of Instructional Recommendation	50%	50%	0%	6.7%	53.3%	40%	0%	6.2%	93.8%	Some Risk	14.4%
% of Total	1.9%	1.9%	0%	0.9%	7.4%	5.6%	0%	5.1%	77.3%	Low Risk	82.9%
Brownwood Elementary	3 Students Intensive at Middle of 1st			17 Students Strategic at Middle of 1st			46 Students Benchmark at Middle of 1st				N=66
	4.5% of Total Students			25.8% of Total Students			69.7% of Total Students				
Count	1	2	0	2	8	7	0	5	41	At Risk	4.5%
% of Instructional Recommendation	33.3%	66.7%	0%	11.8%	47.1%	41.2%	0%	10.9%	89.1%	Some Risk	22.7%
% of Total	1.5%	3%	0%	3%	12.1%	10.6%	0%	7.6%	62.1%	Low Risk	72.7%
Caldwell Elementary	5 Students Intensive at Middle of 1st			9 Students Strategic at Middle of 1st			76 Students Benchmark at Middle of 1st				N=90
	5.6% of Total Students			10% of Total Students			84.4% of Total Students				
Count	3	2	0	0	6	3	0	4	72	At Risk	3.3%
% of Instructional Recommendation	60%	40%	0%	0%	66.7%	33.3%	0%	5.3%	94.7%	Some Risk	13.3%
% of Total	3.3%	2.2%	0%	0%	6.7%	3.3%	0%	4.4%	80%	Low Risk	83.3%
Thurston T. Nelson Elementary	0 Students Intensive at Middle of 1st			4 Students Strategic at Middle of 1st			56 Students Benchmark at Middle of 1st				N=60
	0% of Total Students			6.7% of Total Students			93.3% of Total Students				
Count	0	0	0	0	2	2	0	2	54	At Risk	0%
% of Instructional Recommendation	0%	0%	0%	0%	50%	50%	0%	3.6%	96.4%	Some Risk	6.7%
% of Total	0%	0%	0%	0%	3.3%	3.3%	0%	3.3%	90%	Low Risk	93.3%

Dynamic Indicators of Basic Early Literacy Skills
Summary of Effectiveness by District - DIBELS 6th Edition

District: Scottsboro City Schools
School: All Schools
Date: 2009-2010
Step: Middle of 2nd Grade to End of 2nd Grade

Middle of Second Grade Instructional Recommendation to End of Second Grade Benchmark Status on ORF	Likely to Need Intensive Support at Middle of Year to			Likely to Need Strategic Support at Middle of Year to			Likely to Need Benchmark Support at Middle of Year to			Benchmark Status on ORF in End of 2nd (Totals)	
	End of Year At Risk	End of Year Some Risk	End of Year Low Risk	End of Year At Risk	End of Year Some Risk	End of Year Low Risk	End of Year At Risk	End of Year Some Risk	End of Year Low Risk		
Scottsboro City Schools	11 Students Intensive at Middle of 2nd			19 Students Strategic at Middle of 2nd			187 Students Benchmark at Middle of 2nd				N=217
	5.1% of Total Students			8.8% of Total Students			86.2% of Total Students				
Count	11	0	0	3	14	2	1	13	173	At Risk	6.9%
% of Instructional Recommendation	100%	0%	0%	15.8%	73.7%	10.5%	0.5%	7%	92.5%	Some Risk	12.4%
% of Total	5.1%	0%	0%	1.4%	6.5%	0.9%	0.5%	6%	79.7%	Low Risk	80.6%
Brownwood Elementary	3 Students Intensive at Middle of 2nd			7 Students Strategic at Middle of 2nd			47 Students Benchmark at Middle of 2nd				N=57
	5.3% of Total Students			12.3% of Total Students			82.5% of Total Students				
Count	3	0	0	1	4	2	1	6	40	At Risk	8.8%
% of Instructional Recommendation	100%	0%	0%	14.3%	57.1%	28.6%	2.1%	12.8%	85.1%	Some Risk	17.5%
% of Total	5.3%	0%	0%	1.8%	7%	3.5%	1.8%	10.5%	70.2%	Low Risk	73.7%
Caldwell Elementary	7 Students Intensive at Middle of 2nd			9 Students Strategic at Middle of 2nd			90 Students Benchmark at Middle of 2nd				N=106
	6.6% of Total Students			8.5% of Total Students			84.9% of Total Students				
Count	7	0	0	1	8	0	0	5	85	At Risk	7.5%
% of Instructional Recommendation	100%	0%	0%	11.1%	88.9%	0%	0%	5.6%	94.4%	Some Risk	12.3%
% of Total	6.6%	0%	0%	0.9%	7.5%	0%	0%	4.7%	80.2%	Low Risk	80.2%
Thurston T. Nelson Elementary	1 Students Intensive at Middle of 2nd			3 Students Strategic at Middle of 2nd			50 Students Benchmark at Middle of 2nd				N=54
	1.9% of Total Students			5.6% of Total Students			92.6% of Total Students				
Count	1	0	0	1	2	0	0	2	48	At Risk	3.7%
% of Instructional Recommendation	100%	0%	0%	33.3%	66.7%	0%	0%	4%	96%	Some Risk	7.4%
% of Total	1.9%	0%	0%	1.9%	3.7%	0%	0%	3.7%	88.9%	Low Risk	88.9%

Dynamic Indicators of Basic Early Literacy Skills
Summary of Effectiveness by District - DIBELS 6th Edition

District: Scottsboro City Schools
School: All Schools
Date: 2009-2010
Step: Middle of 3rd Grade to End of 3rd Grade

Middle of Third Grade Instructional Recommendation to End of Third Grade Benchmark Status on ORF	Likely to Need Intensive Support at Middle of Year to			Likely to Need Strategic Support at Middle of Year to			Likely to Need Benchmark Support at Middle of Year to			Benchmark Status on ORF in End of 3rd (Totals)	
	End of Year At Risk	End of Year Some Risk	End of Year Low Risk	End of Year At Risk	End of Year Some Risk	End of Year Low Risk	End of Year At Risk	End of Year Some Risk	End of Year Low Risk		
Scottsboro City Schools	24 Students Intensive at Middle of 3rd			51 Students Strategic at Middle of 3rd			143 Students Benchmark at Middle of 3rd				N=218
	11% of Total Students			23.4% of Total Students			65.6% of Total Students				
Count	19	5	0	5	39	7	0	21	122	At Risk	11%
% of Instructional Recommendation	79.2%	20.8%	0%	9.8%	76.5%	13.7%	0%	14.7%	85.3%	Some Risk	29.8%
% of Total	8.7%	2.3%	0%	2.3%	17.9%	3.2%	0%	9.6%	56%	Low Risk	59.2%
Brownwood Elementary	11 Students Intensive at Middle of 3rd			23 Students Strategic at Middle of 3rd			33 Students Benchmark at Middle of 3rd				N=67
	16.4% of Total Students			34.3% of Total Students			49.3% of Total Students				
Count	8	3	0	1	21	1	0	5	28	At Risk	13.4%
% of Instructional Recommendation	72.7%	27.3%	0%	4.3%	91.3%	4.3%	0%	15.2%	84.8%	Some Risk	43.3%
% of Total	11.9%	4.5%	0%	1.5%	31.3%	1.5%	0%	7.5%	41.8%	Low Risk	43.3%
Caldwell Elementary	11 Students Intensive at Middle of 3rd			22 Students Strategic at Middle of 3rd			59 Students Benchmark at Middle of 3rd				N=92
	12% of Total Students			23.9% of Total Students			64.1% of Total Students				
Count	9	2	0	4	15	3	0	10	49	At Risk	14.1%
% of Instructional Recommendation	81.8%	18.2%	0%	18.2%	68.2%	13.6%	0%	16.9%	83.1%	Some Risk	29.3%
% of Total	9.8%	2.2%	0%	4.3%	16.3%	3.3%	0%	10.9%	53.3%	Low Risk	56.5%
Thurston T. Nelson Elementary	2 Students Intensive at Middle of 3rd			6 Students Strategic at Middle of 3rd			51 Students Benchmark at Middle of 3rd				N=59
	3.4% of Total Students			10.2% of Total Students			86.4% of Total Students				
Count	2	0	0	0	3	3	0	6	45	At Risk	3.4%
% of Instructional Recommendation	100%	0%	0%	0%	50%	50%	0%	11.8%	88.2%	Some Risk	15.3%
% of Total	3.4%	0%	0%	0%	5.1%	5.1%	0%	10.2%	76.3%	Low Risk	81.4%

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ARMT Results:

Area of Improvement

Area of Decline

3rd Grade ARMT Reading

Group	Percent Tested -1	Percent of Students in Each Achievement Level (2)				Percent in Group (3)
		Level I	Level II	Level III	Level IV	
All Students (2009-2010)	73.16	0.59	10.65	39.05	49.70	100
All Students (2008-2009)	99.50	0.50	9.50	25.00	65.00	100
Students (2007-2008)	99.53	0.48	8.57	28.10	62.86	100
All Students (2006-2007)	99.52	0.48	5.29	32.69	61.54	100
Students (2005-2006)	99.52	0.96	5.26	40.67	53.11	100
All Students (2004-2005)	95.81	1.46	9.71	35.44	53.40	100

4th Grade Reading

Group	Percent Tested -1	Percent of Students in Each Achievement Level (2)				Percent in Group (3)
		Level I	Level II	Level III	Level IV	
All Students (2009-2010)	98.97	0.52	8.81	21.24	69.43	100
All Students (2008-2009)	98.49	1.02	10.71	26.53	61.73	100
Students (2007-2008)	99.53	0.48	8.57	28.10	62.86	100
All Students (2006-2007)	99.52	0.48	5.29	32.69	61.54	100
All Students (2005-2006)	99.06	0.48	7.62	28.10	63.81	100
All Students (2004-2005)	99.05	0.96	13.88	32.06	53.11	100

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5th Grade Reading

Group	Percent Tested -1	Percent of Students in Each Achievement Level (2)				Percent in Group (3)
		Level I	Level II	Level III	Level IV	
All Students (2009-2010)	97.09	0.50	15.00	30.00	54.50	100
All Students (2008-2009)	98.50	1.52	9.14	29.95	59.39	100
Students (2007-2008)	99.07	1.41	5.63	30.52	62.44	100
All Students (2006-2007)	96.71	0.97	9.71	24.27	65.05	100
All Students (2005-2006)	98.54	1.97	14.78	34.48	48.77	100
All Students (2004-2005)	99.13	1.75	15.35	28.95	53.95	100

6th Grade Reading

Group	Percent Tested -1	Percent of Students in Each Achievement Level (2)				Percent in Group (3)
		Level I	Level II	Level III	Level IV	
All Students (2009-2010)	97.51	0.51	11.22	23.98	64.29	100
All Students (2008-2009)	99.54	0.00	6.98	24.65	68.37	100
All Students (2007-2008)	99.04	0.00	8.74	25.73	65.53	100
All Students (2006-2007)	95.00	1.05	17.37	24.21	57.37	100
Students (2005-2006)	97.67	0.00	15.24	20.48	64.29	100
All Students (2004-2005)	96.15	1.00	19.00	21.50	58.50	100

7th Grade Reading

Group	Percent Tested -1	Percent of Students in Each Achievement Level (2)				Percent in Group (3)
		Level I	Level II	Level III	Level IV	
All Students (2009-2010)	100.00	0.00	8.68	44.75	46.58	100
All Students (2008-2009)	99.07	0.00	14.08	30.52	55.40	100
Students (2007-2008)	99.50	0.50	23.00	36.00	40.50	100
All Students (2006-2007)	96.71	1.46	16.99	31.07	50.49	100
All Students (2005-2006)	95.52	1.04	27.60	27.08	44.27	100
All Students (2004-2005)	97.17	1.46	18.93	27.18	52.43	100

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8th Grade Reading

Group	Percent Tested -1	Percent of Students in Each Achievement Level (2)				Percent in Group (3)
		Level I	Level II	Level III	Level IV	
All Students (2009-2010)	98.15	0.47	18.40	33.96	47.17	100
All Students (2008-2009)	97.03	0.51	23.98	38.27	37.24	100
All Students (2007-2008)	99.51	0.98	17.56	37.07	44.39	100
All Students (2006-2007)	99.44	1.12	23.46	39.66	35.75	100
All Students (2005-2006)	96.71	0.97	22.33	37.38	39.32	100
All Students (2004-2005)	95.91	0.95	18.01	36.49	44.55	100

3rd Grade Math

Group	Percent Tested -1	Percent of Students in Each Achievement Level (2)				Percent in Group (3)
		Level I	Level II	Level III	Level IV	
All Students (2009-2010)	99.57	4.78	20.87	36.09	38.26	100
All Students (2008-2009)	99.50	5.50	13.50	30.50	50.50	100
All Students (2007-2008)	98.06	1.49	10.89	35.15	52.48	100
All Students (2006-2007)	99.00	0.51	9.09	27.27	63.13	100
All Students (2005-2006)	99.05	4.33	17.31	28.37	50.00	100
All Students (2004-2005)	95.35	2.44	17.07	35.12	45.37	100

4th Grade Math

Group	Percent Tested -1	Percent of Students in Each Achievement Level (2)				Percent in Group (3)
		Level I	Level II	Level III	Level IV	
All Students (2009-2010)	98.97	2.59	14.51	34.72	48.19	100
All Students (2008-2009)	98.49	3.57	21.43	32.65	42.35	100
All Students (2007-2008)	99.53	3.33	20.00	27.62	49.05	100
All Students (2006-2007)	99.52	0.96	17.79	32.21	49.04	100
All Students (2005-2006)	99.06	1.43	13.81	30.48	54.29	100
All Students (2004-2005)	98.58	0.48	22.60	30.77	46.15	100

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5th Grade Math

Group	Percent Tested -1	Percent of Students in Each Achievement Level (2)				Percent in Group (3)
		Level I	Level II	Level III	Level IV	
All Students (2009-2010)	97.09	1.50	18.00	39.50	41.00	100
All Students (2008-2009)	98.50	1.52	17.26	41.12	40.10	100
All Students (2007-2008)	99.07	0.47	15.96	38.50	45.07	100
All Students (2006-2007)	96.24	0.49	19.51	32.68	47.32	100
All Students (2005-2006)	98.54	0.49	26.11	37.93	35.47	100
All Students (2004-2005)	98.70	0.44	28.63	32.16	38.77	100

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6th Grade Math

Group	Percent Tested -1	Percent of Students in Each Achievement Level (2)				Percent in Group (3)
		Level I	Level II	Level III	Level IV	
All Students (2009-2010)	97.51	0.00	25.00	33.67	41.33	100
All Students (2008-2009)	99.54	0.00	14.42	42.79	42.79	100
All Students (2007-2008)	98.56	0.00	18.05	42.93	39.02	100
All Students (2006-2007)	94.50	0.53	23.28	40.21	35.98	100
All Students (2005-2006)	98.14	0.00	21.80	36.97	41.23	100
All Students (2004-2005)	96.63	0.50	26.37	46.27	26.87	100

7th Grade Math

Group	Percent Tested -1	Percent of Students in Each Achievement Level (2)				Percent in Group (3)
		Level I	Level II	Level III	Level IV	
All Students (2009-2010)	100.00	0.00	21.46	40.64	37.90	100
All Students (2008-2009)	98.60	0.00	26.42	47.64	25.94	100
All Students (2007-2008)	99.50	0.50	36.50	33.50	29.50	100
All Students (2006-2007)	97.18	0.48	31.88	35.75	31.88	100
All Students (2005-2006)	95.02	0.00	42.41	31.41	26.18	100
All Students (2004-2005)	98.58	0.00	27.27	45.45	27.27	100

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8th Grade Math

Group	Percent Tested -1	Percent of Students in Each Achievement Level (2)				Percent in Group (3)
		Level I	Level II	Level III	Level IV	
All Students (2009-2010)	98.15	0.00	15.57	59.91	24.53	100
All Students (2008-2009)	98.02	0.00	24.24	47.98	27.78	100
All Students (2007-2008)	99.03	0.00	24.02	40.69	35.29	100
All Students (2006-2007)	98.89	0.00	29.21	43.82	26.97	100
All Students (2005-2006)	97.65	0.00	25.48	57.21	17.31	100
All Students (2004-2005)	95.91	0.00	25.12	56.40	18.48	100

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Professional Development Survey

Please mark the appropriate responses in the spaces below.

How long have you been employed at SCS?

- ☐ Less than 1 year
- ☐ 1-3 years
- ☐ 4-7 years   Total years teaching experience
- ☐ 8-12 years
- ☐ 13-18 years   _____
- ☐ 19-24 years
- ☐ 25 years or more

How many separate PD (professional development) activities did you participate in during the 2009-2010 school year?

- ☐ 0
- ☐ 1-2
- ☐ 3-4
- ☐ 5-6
- ☐ 7 or more

PROFESSIONAL DEVELOPMENT TOPICS	Strong Interest	Some Interest	Little or No Interest
1.Improving my knowledge of the academic subjects I teach	☐	☐	☐
2. Vertical Teaming/Curriculum Guide Development	☐	☐	☐
3. Response to Intervention (RTI)	☐	☐	☐
4. Customer Service (Strategies for dealing with parents)	☐	☐	☐
5. Improving my classroom management skills	☐	☐	☐
6. Improving Communication Skills	☐	☐	☐
7. Differentiated Instructional Strategies	☐	☐	☐
8. Becoming a better team player	☐	☐	☐
9. Methods for Keeping Current in Your Field	☐	☐	☐
10. Multiculturalism/ Diversity/ Intercultural Communication	☐	☐	☐
11. Organizational Skills	☐	☐	☐
12. Personal and Professional Ethics	☐	☐	☐
13. Using technology in the classroom (Tools, iPads, iPods….etc)	☐	☐	☐
14. Technology as an intervention tool (Programs, software,…etc)	☐	☐	☐
15. Prospective administrator leadership academy	☐	☐	☐

Of the activities listed above, which one do you consider the most important need for Scottsboro City Schools?

What other workshops or professional development events not listed above would you be interested in attending?

RESULTS for FY11

The percentage shown is based on the number of 150 respondents who expressed a strong interest in the topic.

1. **Using technology in the classroom (Tools, iPads, iPods…etc)   66%**
2. **Technology as an intervention tool (Programs, software, etc.) 60%**
3. **Improving my knowledge of the academic subjects I teach. 60%**
4. **Methods for keeping current in your field. 59%**
5. **Differentiated instructional strategies. 46%**

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2010 Scottsboro City Schools District Title I Parent Survey Report

*451 Surveys were returned (Response rate of 30%)- not all questions were answered by the respondents.

1. Do you feel welcome in your child's school?   **Yes** 96%   **No** 2%

2. Does your school encourage you to be involved in your child's education?   **Yes** 96%   **No** 3%

3. Do you know your schools' academic goals and how you can be involved?   **Yes** 83%   **No** 14%

4. Did you participate in any of the following activities offered this year?

6%	**Annual Meeting of Title I Parents**	**Parent advisory committees/councils**
2%	**Title I Program Planning/Evaluation**	**Explanation of State Standards/Curriculum**
2%	**Development of Parent Involvement Plan**	**Family Reading/Math Nights**
1%	**Development of School Parent Compact**	**Observing/Volunteering in the Classroom**
2%	**Explanation AYP, School Improvement**	**Parent-teacher conferences**
12%	**PTO Meetings**	**School plays, special performances, awards**

5. Do you know about volunteer work you can do at school?   **Yes** 73%   **No** 27%

6. Do you know how you can be involved in school planning/review committees?   **Yes** 48%   **No** 50%

7. Do you know what it means to be a Title I School and what you rights are?   **Yes** 70%   **No** 29%

8. Do you know how additional help with reading and/or mathematics is given to students through the Title I Program?   **Yes** 69%   **No** 30%

9. Do you know what your child should know and be able to do in reading and/or mathematics for the grade he/she is in?   **Yes** 83%   **No** 16%

10. Do you understand your child's report cards and test scores?   **Yes** 98%   **No** 1%

11. Does the Title I School-Parent Compact help to remind you about things you can do to help your child do better in school?   **Yes** 73%   **No** 22%

13. Do you have internet access in your home?   **Yes** 76%   **No** 17%

14. What is the best way for the school to share information about your child and school activities?

53% **Telephone**   43% **e-Mail**   63% **School Website**

15. Can you reach your child's classroom teacher(s) to discuss your child's progress?   **Yes** 88%   **No** 4%

16. Do you feel that teachers in the school are interested and cooperative when

you discuss your child's academic progress and/or other concerns?   **Yes**   89%   **No**   3%

17. Check any of the following items that would help you to attend Title I Activities:

27%	**Evening Meetings**	43%
2%	**Transportation Provided**	46%
8%	**Daytime Meetings**	32%
9%	**Child Care provided during meetings**	20%

18. Did you receive a copy of the following three documents this year:

The District's Parental Involvement Plan	**Yes**	66%	**No**	17%
Your School's Parental Involvement Plan	**Yes**	66%	**No**	15%
The School-Parent Compact	**Yes**	72%	**No**	15%

19. Do you know about the school's extra services(for example, counseling and speech therapy)?   **Yes**   75%   **No**   16%

20. Do you know about the school's referral program to community services outside of the school? (Such services may be adult literacy programs, social services, health services, GED, adult career development, etc.)   **Yes**   61%   **No**   26%

Grades of children:

Pre-K	4%	**6th**	15%
K	14%	**7th**	5%
1st	13%	**8th**	4%
2nd	19%	**9th**	3%
3rd	21%	**10th**	5%
4th	13%	**11th**	1%
5th	17%	**12th**	2%

Analysis and Summary of School's Existing Curriculum, Instructional Materials, Instructional Strategies, Reform Strategies, and Extended Learning Opportunities

The curriculum at Scottsboro City Schools is based on Alabama State Course of Study and consists of but not all inclusive, English Language Arts, Mathematics, Science/Health, Social Studies, Art, Music, and Physical Education. Instructional materials for Scottsboro City Schools are aligned to the Alabama Courses of Study.   Instructional strategies are taken from scientifically based research for each field of study.

- **Alabama Reading Initiative (Grades K -8):** A professional development model that trains teachers to implement the most effective researched based instructional strategies with all students. Specialized professional development in assessment and intervention is also provided.

- **Prentice Hall- Reading Street and Harcourt- Storytown** Core Language Arts Curriculum approved for Alabama Reading First, emphasis on student needs based on assessment data, small group instruction, and specific researched based strategies and intervention. The regular classroom teacher makes accommodations using the regular program to meet the needs of struggling students. Accommodations may include but are not limited to the following:
  - Oral, rather that written assignments
  - Oral testing
  - Extra time to complete assignments
  - Shortened assignments
  - Alternative assignments
  - Tutoring

- **Regular Program Instruction (Grades 7-12):** Core Language Arts Curriculum emphasis on student needs based on assessment data, small group instruction, and specific research-based strategies and intervention. The regular classroom teacher makes accommodations using the regular program to meet the needs of struggling students. Accommodations may include but are not limited to the following:
  - Oral, rather that written assignments
  - Oral testing
  - Extra time to complete assignments
  - Shortened assignments
  - Alternative assignments
  - Tutoring

- **Rosetta Stone (Grades K-12):** Computer-based Language Acquisition Program used to support LEP students as they acquire the English Language.

- **Renaissance Learning (Grades K -8**): A management system to support reading and math practice based on assessment data and student's individual needs. Student's progress is accelerated as they practice reading and math in their Zone of Proximal Development.

- **Summer School**: Each summer the system provides a voluntary summer school program for at-risk students 7-12.

- **Alabama Math, Science, and Technology Initiative:** It provides students with well-trained teachers and the equipment, materials and resource needs for hands-on, activity

based, math and science education. AMSTI helps students develop the knowledge and skills needed to succeed in postsecondary studies and the workforce. It is Scientifically Based Research model implemented through professional development.

- **ACCESS -** Alabama Connecting Classrooms, Educators, and Students Statewide
- **Advanced Placement Initiative –** high school initiative
- **Extended Day Services:** The system offers for a minimal fee extended day services for all students.
- **Additional Considerations**: All students participate in all aspects of the total school program. They receive services from the library, counseling, art, music, physical education, and special education programs on the same basis as all students.

All of the materials and resources listed above are used to ensure that all students meet the Scottsboro City Schools System's educational goals for all students.

Each school has developed a CIP (Continuous Improvement Plan) based upon a comprehensive needs assessment. The organizational structure and content of each project varies according to school and community needs, but all are designed and based on a clear and focused mission, a safe and orderly environment, high expectations, an opportunity to learn, extended time on task, strong instructional leadership, frequent monitoring of student progress, and a positive home-school relationship. Students receive services during the regular school day as well as having the opportunity to participate in extended learning opportunities after school.

Summary of Priority of Needs of Scottsboro City Schools

Provided below is a summary of the priority needs of the school system as identified by the comprehensive needs assessment. The school system has defined actions within the Strategic Plan to address these critical areas. The school system recognizes the need to teach the Alabama Course of Study Content Standards in <u>all</u> content areas. However, from the comprehensive review of the data and a professional belief in the importance of literacy and mathematics toward success in all other content areas, we identify literacy and mathematics as the priority areas for the school system.

- Increase the percentage of students meeting or exceeding state proficiency standards as set by the Alabama Reading and Math Test in grades 3-8.
- Increase to 85% or higher, the percentage of students in all demographic areas meeting or exceeding the benchmark standards set for each grade level K-3 on the DIBELS assessment.
- Develop and implement instructional strategies and practices to ensure that students meet or exceed state proficiency standards as set by the Alabama Science Assessment.
- Continue to develop and implement instructional strategies and practices that have proven effective in reducing the gaps in student performance in all identified subgroups, including Hispanic and Caucasian students, males and females, children in poverty, those from more affluent families, special education, non-special education, LEP, and Non-LEP.
- Develop and implement strategies to ensure that students meet or exceed the standards set for graduation based on their performance on the Alabama High School Graduation Exam.
- Continue implementation of prevention and intervention programs designed to reduce delinquency and high school dropout rate and increase the opportunity for student success in school.
- Continue to refine our system for conducting effective and timely evaluations of programs, initiatives, and practices.
- Continue programs to facilitate active and meaningful parent, community, and business involvement through the adoption of accepted practices and standards.
- Continue to support state initiatives such as the following:
  - ➢ Alabama Reading Initiative
  - ➢ Alabama Math, Science, and Technology Initiative.
  - ➢ ACCESS – Distance Learning
  - ➢ Advance Placement Initiative