SECONDARY SCHOOL IMPROVEMENT & POST-SECONDARY READINESS PROTOCOL

High School Needs Assessment

Comprehensive Diagnostic Framework for Grades 9–12 Graduation Pathways, CCMR, and Adolescent Well-Being

KLASEY CONSULTING

Assessment Purpose & Scope: A comprehensive high school needs assessment evaluates systemic readiness across adolescent academic rigor, graduation pathways, credit recovery, college, career, and military readiness (CCMR), mental health, and student agency. Complete collaboratively with department leads, counselors, special education staff, families, and student representatives.

High School Name & Enrollment Size: _____	**Assessment Date / Academic Year:** _____
Principal / Secondary Improvement Team Lead: _____	**Data Sources Reviewed (Transcripts, Attendance, Surveys):** _____

Part 1: Pre-Assessment Data Triangulation & Implementation Standards

1. **Assemble a Cross-Functional Secondary Team:** Include campus administrators, core department chairs, special education and multilingual leads, school counselors, social workers, parent representatives, and high school student leaders.
2. **Disaggregate Quantitative & Qualitative Indicators:** Pair longitudinal transcript data (9th-grade on-track rates, gateway course pass rates, chronic absenteeism, CCMR attainment) with student climate surveys, focus groups, and senior exit interviews.
3. **Identify Systemic Root Causes:** Conduct structured root-cause protocols on equity disparities and scheduling bottlenecks before adopting new credit-recovery platforms or intervention programs.

Part 2: High School Diagnostic Inquiry by Core Domain

Evaluate each indicator using campus data and team consensus. Mark **Met** (consistent school-wide implementation), **Dev** (developing / inconsistent), **Gap** (priority need), or **N/A**.

High School Diagnostic Standard & Evidence Focus	Met	Dev	Gap	N/A
Domain 1: Academic Rigor & Graduation Pathways				
1.1 On-Track Rates: At least 90% of 9th graders finish their freshman year with the required credits to remain on track for on-time four-year graduation. Tracks freshman transition success, the strongest predictor of four-year cohort graduation.	☐	☐	☐	☐
1.2 Gateway Course Pass Rates: D/F failure rates in gateway courses (Algebra I, Biology, English 9) are systematically monitored and show no significant disparities across student subgroups. Identifies instructional bottlenecks and subgroup inequities in foundational high school credits.	☐	☐	☐	☐

High School Diagnostic Standard & Evidence Focus	Met	Dev	Gap	N/A
1.3 Credit Recovery: Credit recovery programs require demonstrated content mastery and active instructional support rather than unsupervised seat-time completion. Evaluates academic rigor, teacher support, and downstream course readiness for credit-recovery students.	☐	☐	☐	☐
1.4 Advanced Coursework: Enrollment in AP, IB, Dual Enrollment, and Honors courses proportionally reflects the racial, socioeconomic, and linguistic demographics of the student body. Assesses open-access policies, proactive identification, and academic scaffolding in advanced coursework.	☐	☐	☐	☐
Domain 2: College, Career, and Military Readiness (CCMR)				
2.1 Post-Secondary Advising: Counseling caseloads allow every student to receive at least one individualized post-secondary planning and financial aid (FAFSA/TASFA) advising session per year. Evaluates counseling caseload capacity, FAFSA/financial aid completion, and individualized graduation plans.	☐	☐	☐	☐
2.2 Career & Technical Education (CTE): CTE pathways align with high-wage regional workforce demands and provide equitable access to industry-based certifications or internships. Assesses career pathway completion, work-based learning partnerships, and credential attainment.	☐	☐	☐	☐
2.3 Standardized Testing: Targeted test preparation and universal fee-waiver coordination are provided for SAT, ACT, ASVAB, and college-placement exams (e.g., TSI). Identifies barriers to college-entrance and career-placement exam readiness and participation.	☐	☐	☐	☐
Domain 3: Student Mental Health, Safety, and Belonging				
3.1 Chronic Absenteeism: An early-warning attendance team reviews absence thresholds (missing ≥ 10% of days) biweekly and deploys tiered family outreach to address root causes. Evaluates early-warning attendance triggers, family outreach, and barriers such as transportation or work obligations.	☐	☐	☐	☐
3.2 Mental Health & Crisis Support: School psychologists, social workers, and counselors are staffed and accessible to provide timely Tier 2/3 support for anxiety, depression, and substance use. Assesses Tier 2/3 mental health referral pathways, crisis protocols, and community clinical partnerships.	☐	☐	☐	☐
3.3 School Connectedness: School climate data and participation logs confirm that the majority of students are connected to at least one extracurricular activity, sport, club, or adult mentor. Measures adolescent belonging, adult mentorship connections, and inclusive co-curricular access.	☐	☐	☐	☐

High School Diagnostic Standard & Evidence Focus	Met	Dev	Gap	N/A
3.4 Restorative Practices: Disciplinary policies prioritize restorative interventions that reduce repeat out-of-school suspensions and keep students engaged in learning. Examines exclusionary discipline rates, restorative conferencing, and instructional continuity.	☐	☐	☐	☐
Domain 4: Master Schedule & Instructional Alignment				
4.1 Schedule Flexibility: The master schedule provides protected common teacher planning time, co-teaching pairings, and embedded academic support periods during the school day. Evaluates structural alignment for PLC collaboration, inclusion co-teaching, and Tier 2 advisories.	☐	☐	☐	☐
4.2 Real-World Relevance: Classroom assessments across core departments consistently require critical thinking, collaboration, and authentic application rather than rote memorization. Assesses instructional rigor, project-based learning, and cognitive demand across core courses.	☐	☐	☐	☐
4.3 Student Voice: Formal structures exist for students to participate in school governance, review climate survey findings, and provide feedback on instructional practices. Measures adolescent agency, student advisory structures, and participatory school improvement.	☐	☐	☐	☐

Part 3: High School Priority Matrix & Action Planning

High School Priority Area	Current Status (1–4)	Primary Data Source Used	Immediate Action Needed?
9th Grade On-Track / Algebra I Pass Rate		Transcripts & Gradebooks	
Chronic Absenteeism Reduction		Attendance & Early-Warning Data	
CCMR & Counseling Access		Senior Exit Surveys & CCMR Logs	
Student Mental Health & Belonging		Student Climate & Connectedness Survey	

High School Root-Cause Findings, Priority Goals, & Next Steps

Partner with Klasey Consulting

Interested in school-wide needs assessment facilitation, trauma-informed educational leadership training, or MTSS and student support consultation? Contact us at **info@klaseyconsulting.com** to learn more about our workshops and consultation services.

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