

NC Star Needs Assessment – NHCS School Self-Assessment

OVERVIEW

A comprehensive needs assessment is critical to the development of a high-quality school program. A systematic review of practices, processes, and systems within a school assists school leadership in determining needs, examining their causes, and setting priorities for future action. The needs assessment consequently guides the development of a meaningful school plan and suggests benchmarks for evaluation. Research supports that schools that undergo a careful analysis of data and information make better decisions about what to change and how to institutionalize systemic change.

Student Achievement and Growth Data

1. Is proficiency for some grade levels and/or subjects higher or lower than others? If yes, then please give examples.

Proficiency for grade 7 was higher in both ELA and Math compared to 6th and 8th grades for CCR.

ELA Grade Lv	GLP	CCR	Math Grade LV	GLP	CCR
6th	39.5%	22.0%	6th	35.1%	22.4%
7th	45.5%	28.5%	7th	48.1%	31.2%
8th	45.5%	21.7%	8th	34.5%	15.3%

2. Have there been increases or decreases in proficiency averages from one year to the next or within student cohorts? If yes, please give specific examples.

Consistently the school has increased and declined each year. During the 19-20 school year there was no data to report due to school closures. In the 20-21 school year the proficiency average went down drastically from years prior. During this year the first nine weeks were completed fully remote and only the last nine weeks of the year has students coming a full five days. Almost 25% of the students during the 20-21 school year remained remote for the entire year only coming on campus to complete state EOG testing.

2016-2017 (ELA proficiency was 56.4%)
 2017-2018 (ELA proficiency was 63.4%)
 2018-2019 (ELA proficiency was 53.9%)
 2020-2021 (ELA proficiency was 43.1%)

2016-2017 (Math proficiency was 49.8%)
 2017-2018 (Math proficiency was 62.6%)
 2018-2019 (Math proficiency was 59.6%)
 2020-2021 (Math proficiency was 39.1%)

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3. Are there gaps between various subgroups of students (Subgroup > 30)? If yes, then where and how significant are those gaps?

When looking at all subjects in the 20-21 school year, the Asian and White students scored significantly higher than the other subgroups by 14.7% The Asian subgroup scored the highest at 48.6%, a 7.2% difference over the white subgroup.

The students with disabilities scored significantly lower than all the other subgroups.

4. How many teachers met growth in the last year for which you have data?

Due to COVID-19 school closings, we do not have any 2020 End of Year Data. We did, however, administer Short Cycle Assessments in 6th, 7th, 8th Grades during the 2020-2021 School Year. We utilized this School Net Assessment Data over the course of the year to assess student progress toward mastery of standards and to inform our instruction.

How many exceeded growth?

Based on the data that we collected from the SCA's during the 20-21 school year 7 teachers exceeded growth in ELA, Math and Science.

What are noticeable strengths/weaknesses in grade levels?

Based on the SCA assessments, the compact math classes in grades 6 and 7 as well as the Math 1 class in 8th grades continuously exceeded growth. Weaknesses amongst the grade level are in the ELA and math classes that are team taught EC classes.

Student Attendance, Discipline, Demographic and Retention Data

1. What is the school's student attendance rate? What particular days/months/blocks in the school year during which there are noticeable increases or decreases in student attendance rates? How has your attendance data changed from year to year?

What is the school's student attendance rate? It is between 78 to 83% currently for the 21-22 school year. A great majority of the percentage regarding students that are not in attendance is due to community or school exposure.

Are there particular days/months/blocks in the school year during which there are increases or decreases in student attendance rates? During the 20-21 school year attendance rates varied based on whether we were in full remote or if students were coming for a portion of face to face instruction. In Jan 2021 when

teachers were instructed to take daily attendance of students that did not complete work or attend each class via the online forum. Due to this the attendance rate dropped because the school was able to more accurately evaluate who was actively attending versus those that were not. During that time until April the school averaged about 75% daily attendance. Once we returned to full week day face to face instruction the attendance rate went up about 8% on average, but the most missed day was still Wednesdays when students chose to stay home and learn remotely.

How has attendance data changed from year to year? (PowerSchool) Looking at the last four years, the attendance rate is steadily increasing.

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1. When analyzing discipline data (to include office referrals, in school suspensions, and out of school suspensions), do any trends exist when it comes to reason, location, grade levels and /or subgroups?

Most Repeated Behavior: Disruptive Behavior 22%, Disrespect of Faculty or Staff 21%, Inappropriate Behavior 12%

Most Referrals: 6th Grade - 130, 7th Grade-54, 8th grade - 52

Most Referrals Day of the Week: Monday and Tuesday were the worst days for referral at 61 for each day. Wednesdays: 19, Thursday: 47, and Friday: 39

Average Office Referrals by ethnicity and gender: Males: 161, Females: 77

Black: 174, White: 34, Hispanic: 29

In School Suspensions: Events: 227, Students Contributed: 108 (This includes students who have an IEP or 504 plan)

Out of School Suspensions: Days: 143, Students Contributed: 42

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2. How has student demographic data shifted through the years (including socio-economic composition)? [Click on the link below.](#)

There have not been any significant changes.

[Demographic data](#)

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3. Are there grade levels and/or subgroups that experience higher retention rates?

No

Teacher Recruitment, Retention, & Attendance Data

1. How many beginning teachers (BT1, BT2, and BT3) are there at your school? (Please indicate a number for each.)

For the current 21-22 school year we have the following number of BT's

BT1: 4 BT2: 5 BT3: 5

2. What is the teacher turnover rate at your school? (Was this an increase or decrease from the previous year?)

Teacher turnover was minimal.

Is it specific to grade level or subject?

We had 3 instructional positions at the end of the 20-21 school year that moved to different counties/states. We also had 2 instructional positions moved within the county to different schools due to taking new positions.

3. Does the school have difficulties finding teachers for a particular subject or grade level?

We have not had an issue attracting highly effective teachers for any grade level or content area. The only position that we currently have open is for a ELA/SS position.

4. What is the school's teacher attendance rate?

Are there days, months, or times in the school year during which there are increases in teacher absence rates?

In analyzing data between the months of August through May for the 2020-2021 school year, the teacher absences totaled 849. Out of that 586 were positions that needed a substitute, and 263 were taken by instructional support personnel that did not require a sub. The school had a 54.12% rate for being able to fill sub positions last year. Friday and Monday consistently were the most missed days, and the highest rate of absences was the month of February with 170 absences.

How has the teacher attendance rate changed from year to year?

The absence rate for 2017-2018 totaled 850 and the following year in 2018-2019 it increased to 884 days. During the 2019-2020 school year the total number of absences decreased, however we did not have an entire year's worth of data due to the state issuing an order for students to learn remotely starting on March 13th. The data showed that the school was consistent with previous years in 20-21, but being remote for the first nine weeks of the school year may have also skewed the data as absences were not reported during those nine weeks meaning we would have possibly had much higher totals.

Perception Data

1. According to the Teacher Working Conditions Survey, what areas did teachers indicate the highest percentage of “Strongly agree”?

TWC2020

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2. According to the Teacher Working Conditions Survey, what areas did teachers indicate the highest percentage of “Strongly disagree”?

TWC2020

Being observed teaching by my mentor & Observing my mentor's teaching (57% strongly disagree)

3. If the school has administered parent surveys, to which areas did parents respond most positively and in which areas did they indicate concerns?

Parents responded most positively:

- School Connectedness and Engagement (3.86 out of 5)
- Physical Surroundings (3.83 out of 5)
- Safety Rules and Norms (3.80 out of 5)

Areas of concerns:

- Sense of Social-Emotional Security (3 out of 5)
- Social Media (3.33 out of 5)

4. If the school has administered student surveys, to which areas did students respond most positively and in which areas did they indicate concerns?

Students responded most positively:

- Safety Rules and Norms (3.8 out of 5)
- Social Support from peers (3.6 out of 5)

Student concerns:

- Sense of Social-Emotional Security (2.83 out of 5)
- Social Media (3.00 out of 5)