

2018-2019 BCHS Phase Two: The Needs Assessment for Schools_10302018_14:44

Phase Two: The Needs Assessment for Schools

Bell County High School

Richard Gambrel
9824 US Highway 25 E
Pineville, Kentucky, 40977
United States of America

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Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment

Rationale: In its most basic form, continuous improvement is about understanding the **current state** and formulating a plan to move to the **desired state**. The comprehensive needs assessment is a culmination of an extensive review of multiple sources of data collected over a period of time (2-3 years). It is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (desired state).

The needs assessment requires synthesis and analysis of multiple sources of data and should reach conclusions about the **current state** of the school/district, as well as the processes, practices and conditions that contributed to that state.

The needs assessment provides the framework for **all** schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. As required by Section 1008 of the Every Student Succeeds Act (ESSA), Title I schools must base their program upon a thorough needs assessment.

Protocol

Clearly detail the process used for reviewing, analyzing and applying data results. Include names of school/district councils, leadership teams and stakeholder groups involved. How frequently does this planning team meet and how are these meetings documented?

As a faculty we approach data in different ways. This fall we were able to see our new data and new accountability areas as has been laid out by the Kentucky Legislators and KDE. Through this data we were able analyze Proficiency, Transition Readiness, Graduation Rate, and what label our school would receive through the new system. We are an "other" school which means we are where we need to be with our data. In October, as a faculty, we analyzed data in departments and broken down our areas of concern down in the fields in which we are responsible. For example, English looked at On-Demand as well as ACT Reading scores because these are the areas we are accountable for this year and next. District staff was available during data day to present the new accountability system and make sure we understood. Currently, teachers are using data to set our ESS students and Intervention students. All of this information is shared at SBDM meetings with stakeholders elected to the positions. There is also an opportunity to share data with parents through Open House Events.

ATTACHMENTS

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Current State

Plainly state the current condition using precise numbers and percentages as revealed by past, current and multiple sources of data. These should be based solely on data outcomes. Cite the source of data used.

Example of Current Academic State:

- 32% of gap students scored proficient on KPREP Reading.
- We saw a 10% increase among gap students in Reading from 2017 to 2018.
- 34% of our students scored proficient in math compared to the state average of 47%.

Example of Non-Academic Current State:

- Teacher Attendance: Teacher attendance rate was 87% for the 2017 school year – a decrease from 92% in 2016.
- The number of behavior referrals has decreased to 198 in 2018 from 276 in 2017.

Current Academic State: Area of Proficiency: Math: 38.5% Apprentice, 26.43% Proficient, 4% Distinguished. Area of Proficiency: Reading: 28.90% Apprentice, 39.88% Proficient, 5.78 Distinguished. Area of Proficiency: On-Demand: 36.78% Apprentice, 39.08%, Proficient, 10.9% Distinguished. Transition Ready: 104 out of 179 are 58.1% ready, where as only 75 out of 179 41.89% were not ready. Non-Academic: For the 2017/2018 school year, BCHS had 228 fewer discipline referrals with 583 events compared to 811 events in the 16/17 school year. For the 2018/2019 school year the number of students receiving free and reduced lunch raised 1% to 75.

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Priorities/Concerns

Clearly and concisely identify areas of weakness using precise numbers and percentages as revealed by the analysis of academic and non-academic data points.

Example: 68% of gap students scored below proficiency on KPREP test in reading as opposed to just 12% of non-gap learners.

There are three main areas of concern for the 2018/2019 school year. The first is with our On-Demand writing scores which took a 13% drop to 71% as opposed to last year where we were at 84% proficiency. That is score is reflected among all groups. The rise came from a large decrease in proficient writers and a high number of apprentice writers. The number of students scoring novice did not increase. ACT is another area of concern. In the 2016/2017, the ACT was 18.8. This was a .5 increase from the year before. For the 2017/2018 school year, the ACT decreased by .1. Not a huge loss but not the direction we need to headed. The last major area of concern is the 41.8 of our students are not transition ready as of October. Through pushes on ACT and Career Readiness certification, we are hoping to move more of those students to Transition Ready.

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Trends

Analyzing data trends from the previous two academic years, which academic, cultural and behavioral measures remain significant areas for improvement?

Novice reduction in math and reading on ACT now becomes a major area of improvement considering these are our areas of accountability. Through doing this focus on these two areas, we should be able to increase ACT composite scores. Also by focusing on math and reading ACT we should be able to increase our numbers of transition ready seniors. Due to incentives attendance is on the rise but we are still far below where we need to be.

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Potential Source of Problem

Which processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes? Note that all processes, practices and conditions can be linked to the six Key Core Work Processes outlined below:

[KCWP 1: Design and Deploy Standards](#)

[KCWP 2: Design and Deliver Instruction](#)

[KCWP 3: Design and Deliver Assessment Literacy](#)

[KCWP 4: Review, Analyze and Apply Data](#)

[KCWP 5: Design, Align and Deliver Support](#)

[KCWP 6: Establishing Learning Culture and Environment](#)

For the past two years the focus has been ACT because that is where the majority of the high school's accountability is placed. BCHS has seen some improvement in overall composite scores and steady improvement in content areas. This past year 17/18, the ACT English scores were actually above state average by .1%. In the other content areas, the gap between where BCHS is performing and state averages are closing. In 2016/17 there was a 1.1% difference below state average in BCHS Reading scores compared to the state. In 17/18 the gap closed with BCHS students performing just .7% below state average. Through practice ACT's in programs just as TorchPrep, Mastery Prep, Study Island, and CERT administrators and teachers are able to monitor student progress toward benchmarks. At these checkpoint times, the staff can reevaluate instruction and determine interventions. Students not performing on grade level and are not benchmarking will be placed in Learning Labs where they will be able to use ALEKS, Reading Plus, and ACT Academy to give them more intense and purposeful intervention in areas of math and reading. Through organization such as Gear-up and other funding sources these programs will be able to be maintained at the high school level.

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Strengths/Leverages

Plainly state, using precise numbers and percentages revealed by current data.

Example: Graduation rate has increased from 67% the last five years to its current rate of 98%.

BCHS graduation rate has stayed consistently above 95%. In 2017/2018, BCHS graduation rate was 97%. The attendance rate for BCHS is also on the rise. In the 10th month of the 2017/2018 school year, our ADA was 88.90, up 6.05% from the same month in 2016/2017. This year, BCHS is still above their 2017/2018 monthly ADA for the first two months of this year. These continued increases will only enhance learning. As far as the ACT, BCHS is ranked 118th in the state with an 18.7 ACT composite. This is still a plus for us, but continued improvement is needed to move students and improve our scores.

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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