

2019-20 Phase Two: The Needs Assessment for Schools_09202019_13:31

2019-20 Phase Two: The Needs Assessment for Schools

Bell County High School

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Understanding Continuous Improvement: The Needs Assessment

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 (e.g. 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 (i.e. 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. 703 KAR 2:225 requires, as part of continuous improvement planning for schools, each school complete the needs assessment between October 1 and November 1 of each year and include: (1) a description of the data reviewed and the process used to develop the needs assessment; (2) a review of the previous plan and its implementation to inform development of the new plan; and, (3) perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions. Further, as required by Section 1114 of the Every Student Succeeds Act (ESSA), Title I schools implementing a schoolwide program must base their Title I program on a comprehensive 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?

In October of this year the new star rating system was released based on last years data and BCHS found themselves in the precarious position as a 2 star school. To garner the 2 star rating, the state looked at our ACT, Separate Academic Indicators, Graduation Rate, and Transition data. As the new information was released, we as an administration began breaking down the data, identifying our deficiencies and instantly making a plan to attack those deficiencies. PLC's served as the backdrop to release the information to the staff. There was a SBDM to give our voting stakeholders an assessment. The district staff met with the administrative team to look at data. Once the data was disseminated and discussed with district staff and school faculty, we devised a plan to increase our star rating for next year. To start, the data revealed that our areas of weakness were Transition, Proficiency, and On-Demand Writing. With Transition, we have created a Transition Team that will focus on the 108 ways a student can be college and career ready. Due to the shift in the Proficiency score from ACT to KPrep in math and reading, new assessments are being used and we have reinstated MAP as a testing tool as it projects K-Prep scores. Our teachers are also writing new curriculum and assessments that are linked to the new standards in English and Math. This year there has been a big push with our Social Studies department to rearrange their alignment and sequence of classes to better prepare students for what they may encounter on the new Social Studies test, which will field tested this year, but go live next year as a part of the separate Academic Indicators. On-Demand Writing has now been placed as charge throughout the building in every class. All classes should be writing. We have not shifted our focus from ACT as students still need to benchmark to be transition ready. Every process that has been developed has a checkpoint with bi-weekly lead reports, bi-weekly PLC"s, Bi-weekly department meetings, monthly SBDM meetings, and Open House events for parents.

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:

- Thirty-four (34%) of students in the achievement gap scored proficient on KPREP Reading.
- From 2017 to 2019, we saw an 11% increase in novice scores in reading among students in the achievement gap.
- Fifty-four (54%) of our students scored proficient in math compared to the state average of 57%.

Example of Non-Academic Current State:

- Teacher Attendance: Teacher attendance rate was 84% for the 2018-19 school year – a decrease from 92% in 2017-18.
- The number of behavior referrals increased from 204 in 2017-18 to 288 in 2018-19.
- Kentucky TELL Survey results indicated 62% of the school's teachers received adequate professional development.

Current Academic State: Reading: 31.6 N, 28.4 App, 40 P/D. Math: 35.7 N, 42.2 App, 22 P/D, Writing: 8.7 N, 43.3 App, 48 D/P. Science: 14 N, 54.7 App, 31.3 P/D, which was above state average. Transition Ready was 67.8. Among our students with IEP's , Reading: 52.2 N, 21.7 App, 26.1 P/D. Math: 68.2 N, 31.8 App, 0 P/D, Writing: 19 N, 57.1 App, 23.8 P. Science: 23.8 N, 57.1 App, 19 P/D. *All numbers are percentages. Non-Academic: Our attendance rate dropped 2 percent from 93 to 91%. Behavior issues increased from 589 to 644. Our Free/Reduced Lunch population remained the same at 75 %.

Priorities/Concerns

Clearly and concisely identify areas of weakness using precise numbers and percentages.

NOTE: These priorities will be thoroughly addressed in the Continuous Improvement Planning Diagnostic for Schools.

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

The three main areas of concern for the academic school year of 2019-2020 are Proficiency, Transition and the Separate Academic Indicators. The Proficiency score last year was based off of the Reading and Math section of the ACT. This year the Proficiency score will come from the Reading and Math K-Prep scores for sophomores. At this point the state has not released practice test items or forms for the exam. There have been field test items, and we are aware that the new test will test the new standards. The next priority for BCHS is the Transition goal. Only 67.8% of our seniors were transition ready last year. We are in the process of creating a document that illustrates the 108 ways we can get seniors transition ready. With our graduation rate at 97%, we are not preparing 30% of our graduates for the next level. On-Demand writing continues to be a focus area with only 50.3% of our students scoring Proficient/Distinguished. The issue is largely with the movement of our Apprentice writers. Our students with disabilities were a large issue with 57.1% scoring apprentice. Writing is only 7.5% of our accountability of our overall score but with decreases in weight for the 20-21 school year we have to pick up those students who are on the bubble. Our focus is still going to be on the ACT because our students are still taking the exam as juniors in March. These scores will have a direct impact on our transition score.

Trends

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

Our ACT scores have to see an improvement. We have went back and forth between a 17.9 average composite to 18.3 back to an 18. These scores have to level off so we can help students transition. We will not have new trend data for the new test for the next couple of years for proficiency. One definite issue we are going to have to address is attendance. We are fighting a battle within our community to get students to school. We must also change the culture within our school. Students are not buying into BCHS and taking pride in what we are offering.

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](#)

The game has changed when it comes to accountability. For the upcoming school testing cycle, math and reading will be used for our Proficiency grade as sophomore K-Prep scores. ACT will no longer be used to determine accountability as far as Proficiency but will still play a major role in Transition. In order to prepare teachers for the changes, we have focused on using MAP testing for freshman and sophomores that focuses on skills that are directly linked to the Academic Standards. This test also shows where students would score on the K-Prep exams, which give teachers ways to implement direct instruction. MAP also can project where students would score on ACT so the implications of this test will have a huge impact on two areas. ACT is still the main prep we as a school are focusing our attention. We are implementing ACT like bellringers in junior classes as well as bringing in an outside company to do prep work. TorchPrep has done a one day Blitz with students and will do a one day training with teachers for The Bridge Program that goes with the strategies they taught during the Blitz. Another aspect to help us gauge where our students are, is the a mock ACT to be given to all sophomores while juniors are taking their ACT in March. Through our data points, we should be able to identify students for remediation and intervention. To help our Transition percentages, we have identified students who have not benchmarked in either reading or English and math. These students are prepping for the KOYOTE, ACT, and other college entrance exams that will help them meet their college transition. We are also clearly identifying students in career pathways and ensuring those students will be ready for the End of Program Assessment that will be given in May. We have learned that juniors can also take these exams. By working with our Vocational School and creating a few new pathways within the high school, we should be getting students work ready.

Strengths/Leverages

Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school.

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

Our Graduation Rate is still holding at 97.1 which places us above state average. Academically, the new science test had our students at 31.3% proficient/distinguished which was above the state average of 29.9.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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