2020-21 Phase Two: The Needs Assessment for Schools_10072020_15:54

2020-21 Phase Two: The Needs Assessment for Schools

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2020-21 Phase Two: The Needs Assessment for Schools

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, 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 councils, leadership teams and stakeholder groups involved. How frequently does this planning team meet and how are these meetings documented?

In October of 2019 the new star rating system was released based on 2018-2019 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 (Principal-Brian Crawford, Assistant Principal-Rick Robbins, Assistant Principal-Christie Willis, Guidance Councilors-Julia Burgan, Stephanie Goins, and District Supervisors-Jennifer Yankey and Angela Allen) 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(Jeff Brock, Angela Hammons, Matt Gann, Amy Woolum, and Donnie Caldwell) 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. Unfortunately, with the outbreak of COVID 19, many of the actions we had planned have had to be put on hold. The data in 2018-2019 revealed that our areas of weakness were Transition, Proficiency, and On-Demand Writing. We are still going to focus on those areas for the upcoming 2020-2021 school year due to the lack of testing and data. 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. We were starting our spring testing when COVID hit so we have no comparative data points at this time. Our teachers are writing new curriculum and assessments that are linked to the new standards inEnglish and Math. The Social Studies department to rearranged their alignment and sequence of classes to better prepare students for what they may encounter on the new Social Studies test, which will go live this year as a part of the separate Academic Indicators. On-Demand Writing has still been placed as a 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. We have created our own "boot camp" for juniors called BCHS Recharge that will be implemented by the core junior teachers in which they will demonstrate ACT skills and strategies they have complied over the years. Each student will have an ACT booklet with tips and strategies for ACT success. 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 once COVID allows us to have large gatherings once again.

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 percent (34%) of students in the achievement gap scored proficient on KPREP Reading.
-From 2018 to 2020, the school saw an 11% increase in novice scores in reading among students in the achievement gap.
-Fifty-four percent (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 2019-20 school year – a decrease from 92% in 2017-18.
-The number of behavior referrals increased from 204 in 2018-19 to 288 in 2019-20.
-Survey results and perception data 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%. The attendance rate has yet to be calculated for the end of the year due to COVID 19. Behavior issues decreased from 644 to 313 (this number was taken through March 15th).

Priorities/Concerns

. Clearly and concisely identify areas of weakness using precise numbers and percentages.
NOTE: These priorities will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

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 2020-2021 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. The state has released practice test items or forms for the exam. Teachers will start using these practice test items in their classroom. 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 96.2%, 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 seen an improvement. We have went back and forth between a 17.9 average composite to 18.3 back to an 18. Currently, our scores improved to 18.7 for the March 2020 exam. 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. Even with COVID 19, we have students that are not logging into Odysseyware or other programs from teachers. We are currently still looking for students that did not show up at Bell or any other school in September. We are fighting a battle within our community to get students to school. We must also change the culture within our school. According to a student survey given in the fall a couple of areas of concern were brought to the attention of the administration. One, the consequences of rule breakage and discipline to be fair across the board. The second, was building repair and updating. The second issue is already being addressed with updates to the gym and upstairs atrium.

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 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 creating our own ACT prep curriculum and "boot camp". Another aspect to help us gage where our students are, is the a mock ACT to be given to all freshman, sophomores, and juniors before the actual 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 dropped from 97.1 to 96.2, which still places us above state average. Academically, we saw a significant increase in ACT scores from 18.1 to 18.7. A trend we hope to continue to improve on.

Attachment Summary

Attachment Name	Description	Associated Item(s)