



2021-22 Phase Two: The Needs Assessment for Schools_10202021_13:28

2021-22 Phase Two: The Needs Assessment for Schools

Bell County High School
Paul Crawford
9824 US Highway 25 E
Pineville, Kentucky, 40977
United States of America

Table of Contents

2021-22 Phase Two: The Needs Assessment for Schools Understanding Continuous Imp...	3
Attachment Summary	8

2021-22 Phase Two: The Needs Assessment for Schools Understanding Continuous Improvement: The Needs Assessment for Schools

The Needs Assessment Diagnostic will facilitate the use of multiple sources of data to determine the current reality and establish a foundation for decision-making around school goals and strategies. Once completed, the diagnostic will lead to priorities to be addressed in the comprehensive school improvement plan to build staff capacity and increase student achievement. The needs assessment 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).

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

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 to 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.

Protocol

1. Clearly detail the process used for reviewing, analyzing and applying data results to determine the priorities from this year's needs assessment. Include names of school councils, leadership teams and stakeholder groups involved, a timeline of the process, the specific data reviewed, and how the meetings are documented.

In the spring of 2021 normalcy with testing was somewhat accomplished. We tested students in reading, math, science and writing, while field testing in social studies. Even though there were no star ratings handed out by the state, the testing was a great way for us to measure where our students were. As the new information was released, we as an administration (Brian Crawford, Jeff Brock, Christie Willis, Julia Burgan, and Stephanie Goins), district staff (Tom Gambrel, Angela Allen, and Jennifer Yankey), SBDM (Rodney Slusher, Matt Gann, Angie Hammons, Josh Garnett, and Amy Woolum), and staff broke down the data of the spring exams and ACT. The data in 2018-2019, which was the last live data we had, revealed that our areas of

weakness were Transition, Proficiency, and On-Demand Writing. The 2020-2021 data showed a different story. We still need to focus on Graduation Rate, Transition and Proficiency but not in On-Demand. Science and math will now be where we shift our attention. Our Graduation Rate has maintained in the 90 percentile but we have declined drastically over the last two years. Before COVID we were at 97.1 and now we are at 92.1. We are still above the state Graduation Rate, but we have declined sharply. COVID has been a major player in that number. Students have went Virtual and either dropped out completely or failed. In the 2019-2020 school year, we created a Transition Team that focused on the 108 ways a student could be college and career ready. We still have that team in place and are working diligently to get more students Transition Ready. For the 2020-2021 KPrep test, math, reading, science and writing went toward our Proficiency accountability. Social studies was tested but it was a field test this past year, again. Over the course of last year and this summer, content teachers wrote curriculum and finalized what has been developed over the last two years. 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. Science and math both have been given new programs to help students succeed with ACHIEVE3000. 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. With the help of GEARUP we are CERT testing 9-11 to monitor progress and ACT scores more closely. Seniors were able to take the ACT during school eliminating the Saturday ACT. Every process that has been developed has a checkpoint with bi-monthly lead reports, bi-monthly PLC's, Bi-monthly department meetings, monthly SBDM meetings, and Open House events for parents once COVID allows us to have large gatherings once again.

Trends

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

Example of Trends

- The number of behavior referrals increased from 204 in 2019-20 to 288 in 2020-21.
- From 2018 to 2020, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

Our ACT scores went down across the state. Ours went from an 18.7 to a 17.5. We were on a steady incline with ACT. We were at an 18.1 in 18/19, jumped to an 18.7 in 19/20 and then the fall. Our Graduation Rate is another area in which we have seen a steady decline since the COVID Pandemic. We went from 96.5 in 18/19, 94.2 in 19/20, to 92 in 20/21. We are going to have to focus on getting our seniors back in school and ready to go into the world. The 20/21 Student Survey did show some areas of concern as well. One was that 25% of our student body believes that is not a culture of acceptance among students. We are working to address this issue with our new Blue Crew. Also, 26.4 said that NTI was not helpful. That is being addressed with new NTI policies.

Current State

3. Plainly state the current condition of the school using precise numbers and percentages as revealed by multiple sources of outcome data. 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.
- 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 rate was 84% for the 2020-21 academic year.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

Current Academic State: 20-21 School year writing scores, only 4.3% novice. We had 71.2% PD. Only 6 of our students with IEP's scored novice. We tested 180 students out of 187. With our sophomores, we had 42.1% score Proficient/Distinguished in Reading. 36.7 of our Free/Reduced lunch population tested Proficient/Distinguished in reading. In Math, we had 32.35 of our students score Proficient/Distinguished. Non-Academic State Teacher Attendance for the 2020-21 school year was 96.17% In 20/21 school year, behavior issues were down to just 45 incidents but half of the student body was virtual. 97% of our surveyed students felt like teachers had high expectations for them in the classroom. Current Academic State: Reading: 28 N, 29.9 App, 42 P/D. Math: 29.9 N, 37.8App, 32.3 P/D, Writing: 4.3N, 24.5 App, 71.2 D/P. Science: 28.8 N, 44.8 App, 26.4 P/D. Transition Ready was 67.8. Among our students with IEP's , Reading: 43.8 N, 37.5App, 18.8 P/D. Writing: 33 N, 26.7 App, 40 P. *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 204 to 45 (this number is drastically reduced because 52% of the school was virtual last year).

Priorities/Concerns

4. Clearly and concisely identify the greatest 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 21-22 are Proficiency, Transition, Graduation Rate. We are going to have to move our 28.9 Novice and 29.9 Apprentice up. In math we need to move 29.9 Novice and 37.8 Apprentice to the next level. We also need to concentrate on Science. We 28.8 Novice and 44.8 Apprentice. Transition is still a focus but with there being no numbers released from the state on our Transition data, there is no way to know where we stand. We know for the 19/20 school year our Transition score was 67.8. We will still work off of that score as we continue to use the 108 ways to get students Transition Ready. As part of the Transition Rate, we will be focusing on ACT due to the fact our overall composite went for an 18.7 to a 17.9. Our Graduation Rate is of great concern because over the last two years we have went from 96.4% graduating to 92.2 this past school year. We are going to have to target students in danger of not graduating and help them be successful.

Strengths/Leverages

5. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school. Explain how they may be utilized to improve areas of concern listed above.

Example: Reading achievement has increased from 37% proficient to its current rate of 58%. The systems of support we implemented for reading can be adapted to address our low performance in math.

On-Demand Writing went from 48% P/D to 71.2 placing us 37 overall in the state for writing. There were only 10 students who did not test out of 197. We had a school-wide focus on On-Demand writing and it proved to work. Math K-Prep scores

increased from 22 P/D to 32 P/D. We have more programs now targeting lower level students and more individualized tutoring.

Evaluate the Teaching and Learning Environment

6. Consider the processes, practices and conditions evident in the teaching and learning environment as identified in 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

Utilizing implementation data, perception data, and current policies and practices:

- a. Complete the [Key Elements Template](#).
- b. Upload your completed template in the attachment area below.

After analyzing the Key Elements of your teaching and learning environment, 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.

NOTE: These elements will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

Uploaded

ATTACHMENTS

Attachment Name



School Key Elements

Attachment Summary

Attachment Name	Description	Associated Item(s)
 School Key Elements	Committee meeting on 10/21/2021 to complete School Key Elements.	• 6