



2020-21 Needs Assessment for Schools

2020-21 Phase Two: The Needs Assessment for Schools

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Table of Contents

2020-21 Phase Two: The Needs Assessment for Schools	3
Understanding Continuous Improvement: The Needs Assessment	4
Protocol	5
Current State	7
Priorities/Concerns	9
Trends	11
Potential Source of Problem	12
Strengths/Leverages	14
Attachment Summary	15

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?

The following processes have been utilized to review and analyze the limited 2019-2020 accountability data results: On October 7, 2020, the SBDM Council reviewed the ACT data as well as transition readiness. The graduation rate was still embargoed at the time of the meeting. On October 22, 2020 a school leadership team meeting was held to review and discuss ACT results, transition readiness, graduation rate and the proficient/distinguished projected data based on the previous five years generated through Excel forecasting sheet. The leadership team consists of the principal, assistant principal, counselors, superintendent, district chief academic officer and district director of special education. A comparison of the last five years of data was presented to the team as well as a comparison of the last five years of ACT data. This team meets monthly to monitor/evaluate/update/revise 30-60-90 day plans based on School Culture, Curriculum & Instruction and Data-Driven Decision Making, all connected to Comprehensive School Improvement. The 30-60-90 day plans are utilized to monitor progress and to evaluate effectiveness of strategies in the CSIP. An agenda and sign-in sheet is provided for each meeting. (see attachment) On October 20, 2020, a fall Title I and Martin County High School Stakeholder's meeting was conducted. At this time information was provided to parents, and business/community partners regarding what data we were using to monitor school performance as spring accountability testing did not occur. (see attachment). Mrs. Williams shared with them ACT data and discussed how proficient/distinguished data would be projected for developing objectives this year. She also provided them with the link to access the School Report Card which was released to the public October 14th. An agenda and sign-in sheet was provided. (see attached). Members were also asked to complete either a community survey or parent survey that had previously been e-mailed to them and posted on MCHS's FB pages. This is to provide an additional point of data for the Needs assessment. Stakeholders normally meet both in the fall and spring. On September 22, 2020 and October 14, 2020 Mrs. Williams conducted a Microsoft Teams faculty meeting. The same handouts that was shared with the leadership team were e-mailed to participants. Focus was on the areas of improvement that had occurred from the previous year. Faculty meetings are held bi-weekly. Teachers will use the following questions to guide their interpretation of the data. *What does the data tell us? *What does the data not tell us? *What are the causes for celebration/concerns? *What conclusions can be drawn? *What areas need to be focused on for

improvement? An agenda and Google forms sign-in was provided (see attachment). Additionally, the Needs Assessment was e-mailed requesting added suggestions be offered. An eProve survey link based on continuous improvement was e-mailed to all faculty October 6th with the request to complete it for added data to consider in Needs Assessment. Surveys generated from eProve were administered to the following stakeholder groups: Teachers, Parents & Community Members. (Survey results attached). This data was utilized to guide decision making in regard to stakeholder's perspectives.

ATTACHMENTS

Attachment Name

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.

According to the 2019-2020 Junior ACT Scores, Martin County High School had an overall composite average of 17.3. Current score is a 0.8 decline from our 2018-2019 score of 18.1. ACT scores in English decreased from 17.2 to 16.7. Math saw very little decline moving from 17.1 in 2018-2019 to 17. Reading scores were the most concerning, declining from 19 to 17.2. Science scores declined from 18.1 to 17.7. The following percentage of students met reading, math and English benchmarks for the 2019-2020 school year: Reading-31%, a decrease of 15% from 46% the previous year. Math 24%, down one from 25% the previous year. English 37%, a decrease of 9% from 46% the previous year. The percentage meeting all three benchmarks was 15.6%, a decrease from 17% in 2018-2019. These scores reflect the results of the state mandated ACT in March. The NAPD reading index for all students was 51.1, down from 64.25 in 2018-2019. The math index was 44.8, down from 50.75 the previous year. The breakdown of economically disadvantaged students scoring proficient or distinguished is not available as we did not do regular accountability testing where this is broken down into subgroups. 25% of students with disabilities scored proficient or distinguished in math in 2018-2019. There were no students with disabilities that scored proficient in reading or math. Additionally, our students with disabilities decreased from 12 in 2018-2019 to 8 in 2020. All of the

eight students with disabilities scored novice in both reading and math. This significantly contributed to increasing the percentage of novice in reading from 31.2% in 42%. There was an increase from 33.8% to 48.8% of novice in math. Putting in the accountability data 2015-2019 into Excel and using the forecast sheet function; the projected proficient/distinguished percentages were as follows for 2020: Reading – low confidence bound 33.08%, upper confidence bound 48.27. Math – low projection 24.40%, high 32.80%. Writing – lower – 43.83%, higher – 60.58%. Science – lower – 17.29%, higher – 21.10%. There was only a slight decline in transition readiness from 57.1% in 2018-2019 to 56% in 2019-2020. Though down 0.9%, we were encouraged by this percentage. We anticipated a much higher decline due to school closing for the pandemic in March. Not all industry certifications were administered for technical readiness and KYOTE was not re-administered for students not meeting ACT benchmarks for academic readiness. The 2020 four year cohort graduation rate was 98.4%, a 6.6% increase from the 91.8% in 2019. The five year cohort rate was 94.3%, down from 95.2% in 2019. Non-Academic Data Number of Students failing a course at the end of the first 9 weeks (October 23, 2020), for each grade level 9th - failing one class 21, failing 2 classes 10, failing 3 classes 13, failing 4 classes 3, failing five classes 4, failing 6 classes 1, failing 7 classes 17. 10th- failing 1 class 25, failing 2 classes 15, failing 3 classes 10, failing 4 classes 8, failing 5 classes 8, failing 6 classes 5, failing 7 classes 10. 11th - failing 1 class 22, failing 2 classes 13, failing 3 classes 5, failing 4 classes 5, failing 5 classes, 3, failing 6 classes 5, failing 7 classes 5, 12th - failing 1 class 14, failing 2 classes 8, failing 3 classes 6, failing 4 classes 3, failing 5 classes 2, failing 6 classes 2, failing 7 classes 3. These scores reflect only 14 days of in-person instruction for approximately 70% of the students. The others are doing full-time virtual instruction utilizing the learning platform APEX. 2019-2020 student attendance from the beginning of students attending in person 9/28/20 - 10/13/20 was 97.06%. All absences COVID related were not included in this calculation. 9th grade rate was 97.34%, 10th grade 97.20%, 11th grade 97.15% and 12th grade 96.48%. Martin County High School has 33 teachers. From August 12 - October 13, 2020, teacher attendance was 89%. This did not include seven days of school related and all COVID related absences where teachers were quarantined or being tested and awaiting results. This was only personal, sick or comp. days taken. When all absences are included, the percentage rates drop to 88%.

ATTACHMENTS

Attachment Name

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.

Based on the 2020 ACT results, the following areas are priorities/concerns: The overall ACT composite decreased 0.8 points from 2019, the percentage of students meeting all three benchmarks for college readiness decreased from 17% last year to 15.5% for 2020. Math scores had the least decline of 0.1 points. The most concerning of the scores were reading. Reading declined from 19 in 2019 to 17.2 in 2020 despite the fact that literacy strategies from Striving Readers grant were implemented with fidelity across the curriculum. We will review and analyze the data in more detail with ELA PLC's. The decline in the scores were also despite the Cards 101 class in which all juniors participated. They rotated through six weeks of ACT content taught by teachers certified in each area of math, science, English and reading. Additionally, 36 of our students participated in the ACT Mom classes, three days of intense ACT focus conducted in October 2019. Data did reveal that students in this class increased their overall scores from their Sophomore ACT as follows: Composite - +1.5, Math - +1.9, Science - +1.9, ELA - +1.8 and Reading - +0.4. Once again, reading had the lowest increase over the previous year. Of additional concern is the increased percentage of students scoring novice in reading and math. Novice scores moved from 31.2% in 2019 to 42% in 2020. Students scoring novice in math increased from 33.8% in 2019 to 48.3% in 2020. Every student with disabilities scored novice in both reading and math. There were zero that scored apprentice. The conditions in which the students tested on March 12th was not optimal as the night before our school won the 15th regional basketball tournament. A large number of students testing were out late celebrating. Excitement was still at a frenzy level the following morning when they took the ATC. Additionally, rumors of COVID and possible school closing was on everyone's mind. Mentally, students were not focused and intentional while taking the exam. Our JROTC instructor resigned in October 2019 due to family obligations, leaving our JROTC program being conducted by a full time substitute for the entire year. Morale among JROTC students was at an all-time low. There was a lot of frustration and strive that effected their overall performance in core classes. Efforts to recruit were unsuccessful until almost a year later. When developing CSIP objectives, our

priorities must be on reading and novice reduction in math and reading, particularly among our students with disabilities population. Currently, we are looking at a new social studies assessment for accountability based on the new standards. Our students have not been part of the field test thus teachers are flying blind as they are not familiar with the overall blueprint of the assessment. Teacher attendance is also concerning at 89% with removing all school related, COVID related and maternity leave absences. First nine week student failure numbers are our greatest concern at the time this diagnostic is written. All students and parents failing one or more classes have received contacts from both teachers, counselors, attendance clerks, and/or instructional assistants. As of November 5, 2020, there has been a drastic improvement in the performance of students in their classes. Many students were under the same assumption that they were not going to be held accountable for completing work, similar to when the pandemic first required school closure in March. Following first nine week grades, there was a realization that high expectations existed even if they were on virtual instruction. We re-evaluate at midterms, December 4th.

Trends

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

See attachment

ATTACHMENTS

Attachment Name

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](#)

As last school year, our primary focus will continue being the Design and Deliver Instruction Key Core Work Process. Instruction must be intentional, standard focused, high expectations for all, rigorous and engaging. We are facing unprecedented challenges where students are moving from in-person to virtual learning daily as COVID percentages raise or a positive case is identified. Strengths found within the school include: Common planning and PLC time for content teachers; professional development that is based upon individualized professional growth plans as well as the unprecedented need for virtual and blended learning strategies; use of data to guide strategies for improvement. One of the school-wide committees is professional development/teacher support. This committee utilizes professional growth goals to develop topics for beginning of the year and job-embedded professional learning. Teacher mentor and support for new teachers, including Teach for America Support - Administrative review/feedback of lesson plans, curriculum maps and pacing guides; classroom walk-throughs utilizing Assessa and providing instructional feedback and coaching with craft conversations; year one and two new teachers meet regularly with district instructional coach. Additionally, this year Teach for America is offering coaching and mentoring to all new teachers, not just TFA affiliated ones. In addition to building administrator, the district coach conducts weekly observations, providing coaching and feedback. They are currently participating in a book study on "Distance Learnings." Additionally, new teachers participate in a New Teacher Cadre through Kentucky Valley Educational Cooperative (KVEC). These consist of monthly Skype sessions and Twitter chats addressing varying concerns of the new teacher. In addition to the professional development/teacher support committee, the school has five other functioning committees which address varying areas. These include Parent/Community involvement, School Discipline/School Climate, Curriculum/Instruction, Literacy and Leadership. Also KCWP 4: Review, Analyze and Apply Data will continue

to be the central focus of determining strengths, growth, problems and areas of focus. The leadership team through 30-60-90 day plans in curriculum/instruction, data-driven decision making and school culture monitors, reflects and revises strategies implemented in the CSIP.

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%.

Graduation rate was one of the bright spots of the year increasing from the four year cohort of 91.8% in 2019 to 98.4% in 2020. There was only a slight decline in transition readiness despite the challenges school closure due to the pandemic. Many certification exams leading to career readiness were not able to be administered. However, nurse aide was the exception. 100% of the nine students, several that were not meeting academic benchmarks successfully passed the MNA certification exam. We dropped from 57.1% in 2019 to 56% in 2020. We were able to recruit a JROTC instructor which began October 12th. He is a captain that will bring additional leadership skills to our students that previous Sergeants did not possess. We are seeing a good response from students with steady enrollment. Aerospace is using new curriculum and has added an additional class. Hopefully, we can continue to expand that program to earn technical readiness points. Also, the teaching and learning CTE pathway was added. This will give students an additional pathway to consider, especially those interested in pursuing education as a career. Both teacher of Aerospace and Teaching and Learning have undergone TED's training in order to correctly enter students to count toward technical readiness. We have added an additional math teacher with 12 years of experience and the graduate hours required to teach college courses. The mission of the Martin County Band program is to provide students with a rich and meaningful education through the field of music, developing not only musicians for the future, but develop productive citizens of society for our future. We have a new band and music teacher who has added music history to the curriculum along with music theory. As always with a band program, we require instruments. Currently, Martin County High School owns only one concert tuba. Presently, we have three tuba players. We were able to acquire three new euphoniums instead of one tuba as we had additional tuba players. This was a great acquisition to enhance our music program.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Faculty Meeting Agenda	This is the faculty meeting that available accountability data and the needs assessment was discussed. Also, faculty members were asked to e-mail answers to the data questions.	•
 Failures - First nine weeks	Numbers of students failing anywhere from one to seven classes following the first nine weeks. This reflected only 14 days of in-person instruction for approximately 70% of our students. All others were on full-time virtual instruction through the on-line learning program APEX. Students that came for the 14 days returned to virtual instruction through Google Classroom.	•
 Leadership Team Meeting- Agenda	Leadership Team Meeting conducted with both school and district administrators. Agenda and handouts attached.	•
 Stakeholders & Title I Meeting- October 20, 2020	Each fall and spring, we conduct a combination stakeholders and title I meeting as there are so many people that participate in both.	•
 Survey - Community	Each fall community stakeholders are requested to complete eProve Survey regarding community engagement.	•
 Survey - Parents	Parents are given an opportunity to complete the eProve survey measuring Purpose & Direction, Governance and Leadership, Teaching and Assessing for Learning, Resources and Support Systems, and Using Results for Continuous Improvement.	•
 Teacher Survey for Continuous School Improvement Processes	26 of 33 teachers completed this eProve survey regarding their opinions on continuous school improvement processes.	•
 Trends 3 year	Three year trend data, updated November 18, 2020	•