



2022-23 Phase Two: WVHS The Needs Assessment for Schools

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Walton-Verona High School

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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.

For the 2021-2022 school year, students started the school year with 100% traditional in-person instruction.

Students participated in a complete battery of Kentucky Standards Assessments (KPREP tests).

10th grade - reading

10th grade - math

11th grade - science

11th grade - social studies

11th grade - on-demand writing

11th grade - editing and mechanics

Juniors did participate in the State mandated ACT in mid-March. As a school, we did implement our yearly Mock ACT for the 9th and 10th-grade students. The Mock ACT is administered on the same day the juniors take the state's ACT.

To help guide instruction and provide a common data point, we track individualized students' results on the Mock ACT and the state's ACT. This provides an opportunity to track student growth over their high school career. We continue to monitor and track student growth on the ACT into students' senior year as we monitor student attainment of transitional status.

As a school, we utilize our late start Wednesday's to provide 45 minutes a week for the departments to meet together about two times a month. In these meetings, we review Mock and real ACT results to track student progress. We also use this time to review classroom assessments, monitor student progress of standard mastery and discuss or plan any remediation necessary for those individual departments.

In addition to Wednesday's PLCs, we also meet with the math, English, science, and social studies departments to review individual KPREP and ACT results. As a part of these meetings, we also examine the results of the various gap groups, specifically, Special Education and Economically Disadvantaged. We are deliberate in our desire to identify gap students so teachers can better understand who these students are in their classes and provide the teachers with different methods to increase gap students' participation and engagement throughout their various lessons.

In addition to reviewing student assessment data with the various departments, we also review student achievement with the school's Site-Based Decision Making Council. The SBDM meets every other month and any state or mock assessment data is shared with the council. The Council also reviews the school School Improvement Plan at each meeting and monitors progress towards the goals established in the CSIP.

Note: With the adjustments to the KY Standards Assessment compared to the previous KPREP tests and the shift from using the Junior ACT scores for reading and math, it isn't easy to make connections between these results and the results of grade 10 reading and math assessments.

A team of building and district administration along with the support of an ELA teacher completing her coursework in School Leadership and Administration reviewed assessment data and compiled the areas we excelled in and identified the areas we need to improve in. Conversations were had with department heads in the core content areas to establish priority focus areas to improve.

The plan was reviewed by department heads.

The school SBDM council will review the CSIP. Before approving the CSIP, a public comment session will be held, and then SBDM will vote to approve the CSIP.

SBDM = Principal: Adam Nash, Teacher: Angela Hummeldorf, Teacher: Mallory Greenwell, Teacher: Angela Jackson, Parent: Allen Volz, Parent: Caitlin Fugate

Department Heads = David Sandlin, Clint Coleman, Erin Core-Stine, Carrie Mayer, Casey Ryan, Jamiee Sampson, Jill Blancher, Heidi Lindsay, Hannah Davis, Sarah Hester Counselor, Allie Webster Counselor, Eric Fangman Assistant Principal, Adam Nash Principal

Review of Previous Plan

2. Summarize the implementation of the goals, objectives, strategies and activities from the previous year's Comprehensive School Improvement Plan (CSIP). What was successful? How does it inform this year's plan?

In all, a vast majority of the items detailed in the CSIP were implemented. One area we need to improve in providing time for the SBDM to regularly review the CSIP and better track the implementation of the items included in the CSIP.

Additionally, we did not carry out our intended plans of implementing a Mock On-Demand Writing assessment with our juniors due to the changes in the writing assessment. This was a mistake, and we will continue to incorporate a Mock On-Demand moving forward.

Providing strong instruction aligned to the content standards was successful for the 10th grade reading and math assessment.

Trends

3. 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 2020-21 to 288 in 2021-22.
- From 2020 to 2022, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

The percentage of students meeting benchmark scores on the State's March ACT for juniors was reduced in the 2020-2021 school year as a result of missed instruction as a result of COVID-19 and NTI.

In English, the percentage of Juniors meeting benchmark scores on the March ACT for Juniors.

2020-21 58.2%

2021-22 61.1%

In Math, the percentage of Juniors meeting benchmark scores on the March ACT for Juniors.

2020-21 42.5%

2021-22 36.3%

In Reading, the percentage of students meeting benchmark scores on the March ACT for Juniors.

2020-21 59.6%

2021-22 54.0%

KSA Reading

On the 10th-grade reading assessment, the number of students meeting the benchmark (scoring a proficient or distinguished)

2020-21 44.2%

2021-22 70%

On the 10th-grade reading assessment, the number of students scoring novice

2020-21 24.2%

2021-22 11.35%

KSA Math

On the 10th-grade math assessment, the number of students meeting the benchmark (scoring a proficient or distinguished)

2020-21 39.2%%

2021-22 58.2%

On the 10th-grade math assessment, the number of students scoring novice

2020-21 25%

2021-22 12.1%

KSA Science

On the 11th-grade science assessment, the number of students meeting the benchmark (scoring a proficient or distinguished)

2020-21 37.5%%

2021-22 15.6%

On the 11th-grade science assessment, the number of students scoring novice

2020-21 17.4%

2021-22 35.2%

KSA Social Studies

On the 11th-grade Social Studies assessment, the number of students meeting the benchmark (scoring a proficient or distinguished)

2021-22 41.8%

On the 11th-grade Social Studies assessment, the number of students scoring novice

2021-22 35.2%

KSA Combined Writing

On the 11th-grade combined writing assessment, the number of students meeting the benchmark (scoring a proficient or distinguished)

2021-22 51.6%

On the 11th-grade combined writing assessment, the number of students scoring novice

2021-22 10.7%

KSA On-Demand

On the On-Demand Writing test, the Junior class had the following percentage scored Proficient or Distinguished on:

2020-21 77.1%

2021-22 46.7%

On the On-Demand Writing test, the Junior class had the following percentage scored novice:

2020-21 6.3%

2021-22 10.7%

Looking at the average scores on the March ACT for Juniors,

English

18-19 = 20.8

20-21 = 19.41

21-22 = 19.50

Reading

18-19 = 21.8

20-21 = 21.45

21-22 = 20.93

Math

18-19 = 20.2

20-21 = 18.92

21-22 = 18.51

Science

18-19 = 21.16

20-21 = 20.04

21-22 = 19.57

Behavior Referrals

2020-21 57 referrals

2021-22 426 referrals

Attendance Rate

2020-21 no determined due to COVID attendance procedures

2021-22 95.54 (highest rate of all three schools in the district)

Current State

4. 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 Kentucky Summative Assessment (KSA) in 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 2021-22 academic year.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

-11.35% of WVHS 10th grade students scored novice on the KSA Reading assessment.

-49% of WVHS 10th grade economically disadvantaged students scored proficient or distinguished compared to 70% of the entire 10th-grade class.

-25% of WVHS 10th grade students scored novice on the state's KAS math test.

About 60% of WVHS students scored novice or apprentice on the 10th grade KAS Math test

-Only 37.5% of WVHS juniors scored proficient or distinguished on the KAS Science test.

-35.2% of WVHS juniors scored novice on the 11th grade KSA Science test, well below the state average of 45% but still too high and up about 50% from the previous test.

-Only 0.8% of WVHS Juniors scored Distinguished on the Science KSA compared to 1% state average scoring distinguished.

-46.7% of WVHS juniors scored proficient or distinguished on the State's On-Demand writing assessment.

-When comparing economically disadvantaged students to the entire study body, 6.7% less of the ED students scored Proficient or Distinguished on the On-Demand test. 46.7% compared to 40%

-Comparing all WVHS 11th grade students to the economically disadvantaged students, the percentage of students scoring novice was 16.7% to 10.7%.

-When looking at the Junior ACT scores, WVHS juniors outscored the previous class of juniors on the reading and English subsections of the ACT. However, scores fell on the math and science subsections.

11th grade students scoring P&D on the On-Demand test decreased 30.4%

10th grade students scoring P&D on the Reading test increased 25.8%

10th grade students scoring P&D on the Math test increased 19%

Behavior referrals were up drastically. This was due to an increase in activities in the school as a result of the TicTok challenge. The school administration also reassured teachers that to curtail student behaviors, we must submit these infractions for the administration to correct the behavior.

Priorities/Concerns

5. 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 percent (68%) of students in the achievement gap scored below proficiency on the Kentucky Summative Assessment (KSA) in reading as opposed to just 12% of non-gap learners.

11.35% of all students scored novice on the Reading grade 10 KSA

23% of economically disadvantaged students scored novice on the Reading grade 10 KSA

44% of SpEd students scored novice on the Reading grade 10 KSA

12% of students scored novice on the Math grade 10 KSA

21% of economically disadvantaged students scored novice on the Math grade 10 KSA

33% of SpEd students scored novice on the Math grade 10 KSA

35% of students scored novice on the Science grade 11 KSA

43% of economically disadvantaged students scored novice on the Science grade 11 KSA

73% of SpEd students scored novice on the Science grade 11 KSA

11% of students scored novice on the On-Demand grade 11 KSA

17% of economically disadvantaged students scored novice on the On-Demand grade 11 KSA

46% of SpEd students scored novice on the On-Demand grade 11 KSA

30.4% less students scored proficient or distinguished on the 2021-22 On-Demand Writing than in 2020-21

Reduction of Average ACT scores compared to pre-covid numbers.

English

20-21 = 19.41

21-22 = 19.50

Reading

20-21 = 21.45

21-22 = 20.93

Math

20-21 = 18.92

21-22 = 18.51

Science

20-21 = 20.04

21-22 = 19.57

59.6% of students stated they agreed with "Students from this school respect each other's differences"

59.6% in 2020-21

66.5% of students agreed with "the consequences for breaking school rules is the same of all students"

68.5% of students agreed with "A teacher or some other adult from my school will care if I miss a day."

Strengths/Leverages

6. 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.
100% graduation rate

WVHS Outscored the state of Kentucky in all aspects of every test and sub group

On the 10th-grade reading assessment, the number of students meeting the benchmark (scoring a proficient or distinguished)

2020-21 44.2%

2021-22 70%

On the 10th-grade math assessment, the number of students scoring novice

2020-21 25%

2021-22 12.1%

77.1% of juniors scored proficient or distinguished On-Demand Writing

92.4% of students agreed with "my school is a caring place."

93.9% of students agreed with "my teachers make me feel welcome in class."

95% of students agreed with "There is at least one adult from my school who listens to me when I have."

96.2% of students agreed with "when I need help with schoolwork, I can ask a teacher."

95.1% of students agreed with "my teachers expect me to do my best all of the time."

98.1% of students agreed with Adults from my school care about my physical safety."

Evaluate the Teaching and Learning Environment

7. 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.

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 Supports

We have spent a great deal of time aligning content to the standards. We now need to move to the next phase which is instructing those lessons, assessing the student's comprehension and using that data to drive future instruction. Through this process, we will find ways to support the teachers instruction techniques.

ATTACHMENTS

Attachment Name

 2022 School Key Elements

Attachment Summary

Attachment Name	Description	Associated Item(s)
 2022 School Key Elements	School Key Elements	• 7