

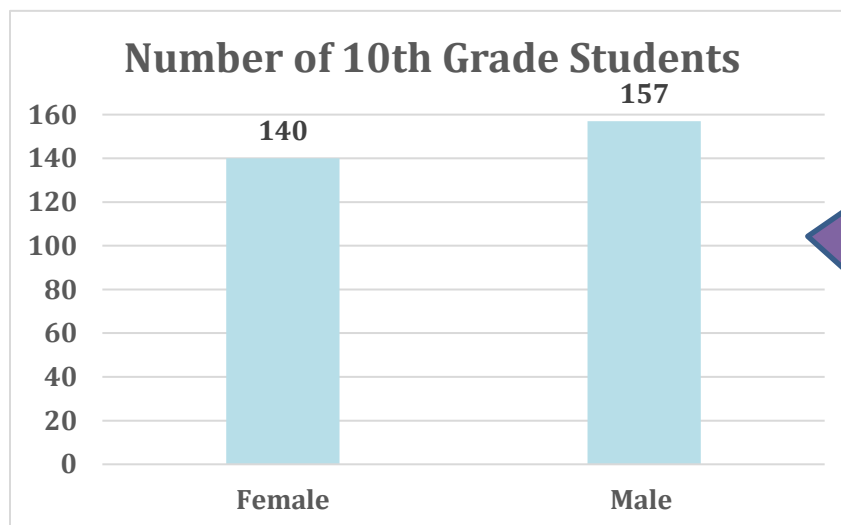
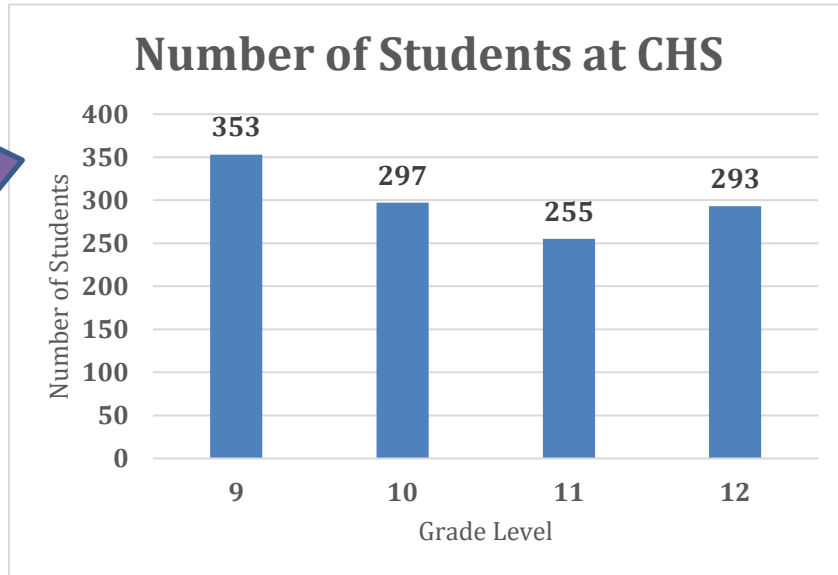
Ashley Dunn

## Charlottesville High School Needs Assessment

### Student Population

**Total # of Students:**

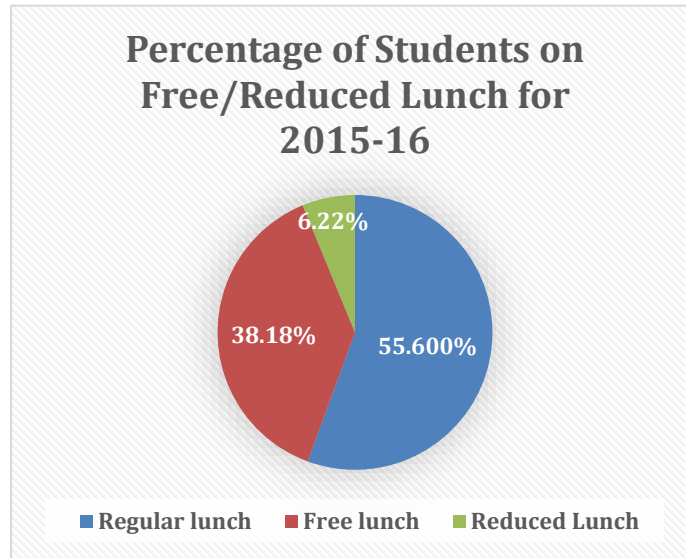
Total # of  
Students at  
CHS:  
1198



Total # of  
Students in  
10<sup>th</sup> grade:  
297

*\*Data retrieved from PowerSchool*

**Percentage of Students on Free & Reduced Lunch:**



*\*Data retrieved from <http://doe.virginia.gov/support/nutrition/statistics/index.shtml>*

**School Climate Data:**

**Discipline Data for School Year 2015-16**

Offense	Frequency of Offense
Individual Student Offenders	117
Against Student	15
Against Person	55
Related to ATOD	19
Related to Behavior	53

**Truancy for School Year 2014-15**

Offense	Frequency of Offense
Truancy (student absent at least 6 times)	217

*\*Data retrieved from <https://p1pe.doe.virginia.gov/pti/> & [http://www.doe.virginia.gov/statistics/reports/school\\_climate/index.shtml](http://www.doe.virginia.gov/statistics/reports/school_climate/index.shtml)*

**Testing Data:** *It should also include a summary sentence, summarizing the differences of the last year.*

Percentage of Students Passing English at CHS in 2015-2016	
Student Subgroup	Passing Rate
All Students	90
Female	89
Male	91
American Indian	<
Asian	68
Black	82
Hispanic	87
White	97
Two or more races	93
Students with Disabilities	61
Economically Disadvantaged	82
Limited English Proficient	62
Gap Group 1 - Students with Disabilities, English Language Learners, Economically Disadvantaged Students	80
Gap Group 2 - Black Students	82
Gap Group 3 - Hispanic Students	87

Percentage of Students Passing Math at CHS in 2015-2016	
Student Subgroup	Passing Rate
All Students	77
Female	81
Male	74
American Indian	<
Asian	79
Black	63
Hispanic	74
White	90
Two or more races	74
Students with Disabilities	44
Economically Disadvantaged	66
Limited English Proficient	66
Gap Group 1 - Students with Disabilities, English Language Learners, Economically Disadvantaged Students	65
Gap Group 2 - Black Students	63
Gap Group 3 - Hispanic Students	74

One can distinctly see where the gaps are in this student population when evaluating the percentage of students who passed English testing at CHS. 97% of white students passed the test, while no other racial or ethnic group had a passing rate above 87% (other than those who identify as two or more races who had a 93% passing rate). There is also a distinct gap within math testing. 90% of white students passed, while no other racial or ethnic group had a passing rate above 80%. In both data sets, one can see a distinct difference for those in Gap Group 1 as well. With these testing data, we can see that white students have the advantage in having higher test scores.

*\*Data retrieved from State Report Card*

## Needs Assessment Administration

### **Procedures:**

In order to create the items for the needs assessment, I consulted with my site supervisor about what the needs are at CHS. I originally planned to give the anonymous assessment to 9<sup>th</sup> graders since the transition to high school can be a difficult time. After choosing the target population, I decided to include attendance, academic skills, and figuring out what to do after high school as the main topics of the survey. I used Google Forms to create the assessment. After discussing the first draft of the assessment with my research professor, I realized that the survey covered too many topic areas. I narrowed down the questions to focus on academic skills including motivation, time management, study skills, test anxiety, and stress.

I took the next version of my needs assessment to my site supervisor. I decided to incorporate a small social/emotional section to allow for more opportunities to find additional needs for the students. The social/emotional section included items on making friends, planning what to do after high school, self-esteem, peer conflict, coming to school, family concerns, and stress. My site supervisor asked me to receive feedback from the other counselors. The counselors liked that I included a social/emotional section, and they also recommended that the survey should not be anonymous because they would like to know which students report concerns.

After the counselors' approval, I spoke with the 9<sup>th</sup> grade administrator. He advised that I focus my assessment on 10<sup>th</sup> grade students since they have less interventions in place for them (an intervention is already in place for 9<sup>th</sup> grade students transitioning to high school). The items that I wrote for the 9<sup>th</sup> grade assessment easily fit with 10<sup>th</sup> grade students as well, so I felt that I did not need to change my questions. The administrator suggested that I reach out to a school board division member to get approval for distributing the assessment. Since I was unable to reach her, the 9<sup>th</sup> grade administrator contacted her for me. She responded by saying that I needed to fill out a document to approve the research. After receiving this information, the administrator, my site supervisor, and myself discussed the purpose of the assessment and after further explanation, the administrator stated that I could go ahead and give the survey without sending in the research form. He asked that I send home an opt-out letter where parents can sign the form if they do not want their child to participate in taking the assessment.

I created this letter and asked the 10<sup>th</sup> grade BKT (Black Knight Time) teachers to send it home with all 10<sup>th</sup> grade students. Only two students brought back the form. I then asked BKT teachers to administer the assessment during their BKT class. I provided two email reminders (the day before administration of the survey and the day of) and cookies to encourage teachers to give the assessment. If all teachers gave the assessment, then the survey would have reached all 10<sup>th</sup> grade students. Only 169 students responded to the survey out of 297 total students in the 10<sup>th</sup> grade class suggesting that some BKT teachers did not administer the survey.

### Sampling Method:

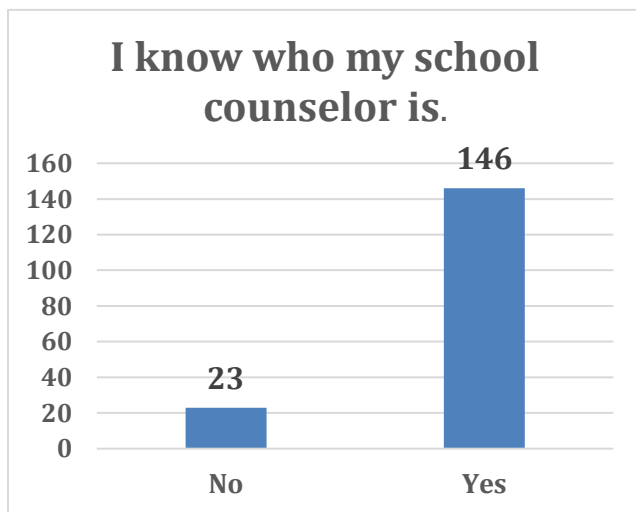
Based on the information provided above in the procedures section, this sample would be considered a non-probability sample since not every BKT teacher provided the survey to their students. More specifically, this would be a convenient non-probability sample because I could easily access the teachers and class since it would not interfere with academic learning.

## Data and Results

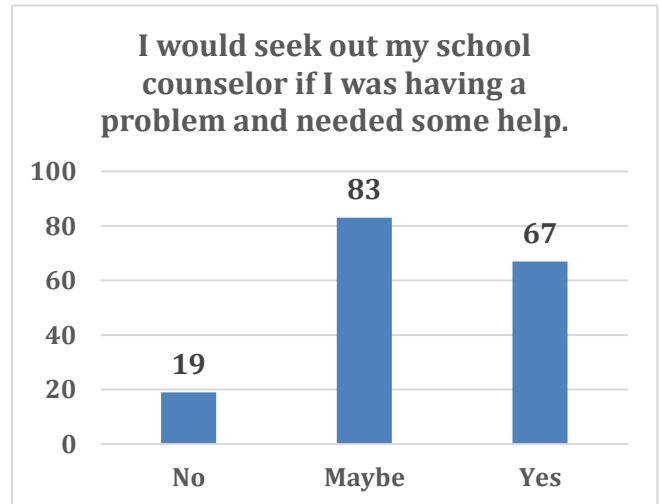
### Demographics of sample:

169 tenth grade students (47.9% female, 45.6% male, 3.6% choose not to disclose, 3% other) took the needs assessment. 74.9% of students are 15 years old, 21% are 16 years old, 2.4% are 14 years old, and 1.2% are 17 years old. For race/ethnicity, 45.6% of students are White, 25.4% are Black or African American, 9.5% Hispanic or Latino, 7.1% two or more races, 5.9% Asian/Pacific Islander, 4.1% chose not to disclose, 1.8% other, and .6% Native American or American Indian.

### Results:



Graph 1



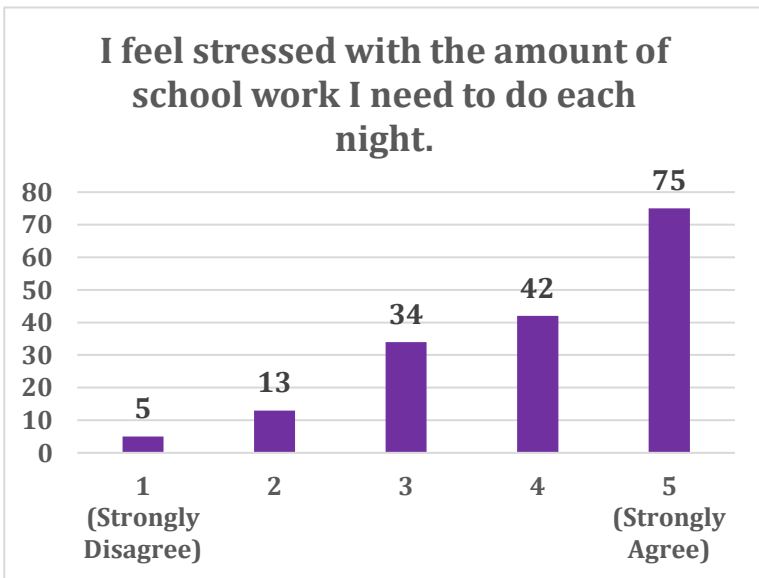
Graph 2

Graphs 1 and 2 are primarily for the school counseling department so they can see how students perceive the school counselors. The data show that around 86% of the students in this sample know who their school counselor is. This suggests that the school counseling team does a good job reaching out to the students. The data also show that around 89% of the sample would possibly or definitely seek out their school counselor if having a problem. This may show the trust that students have in school counselors at CHS.

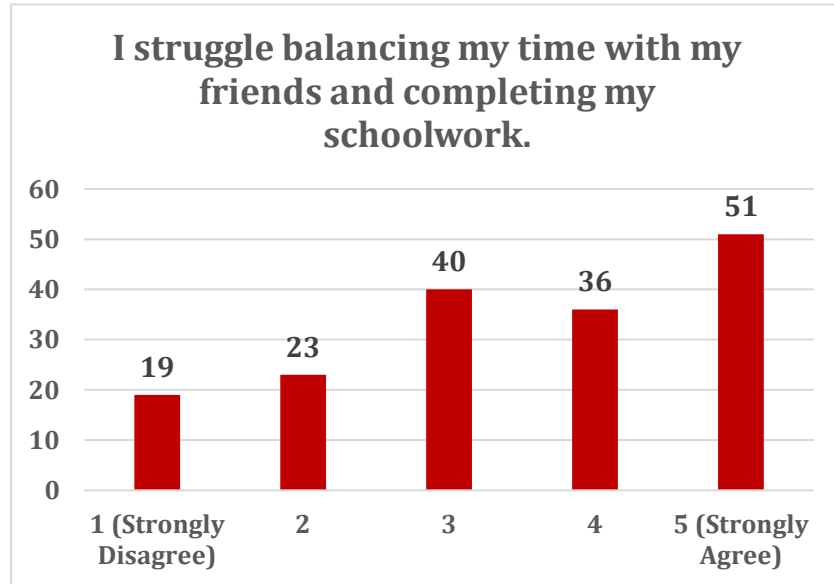
Statements	Percentage of Responses				
	1 (Strongly Disagree)	2	3	4	5 (Strongly Agree)
Even when I don't like my classes, I continue to try my best on my assignments.	2.40%	3%	19.50%	42%	33.10%
I feel stressed with the amount of school work I need to do each night.	3%	7.70%	<b>20.10%</b>	<b>24.90%</b>	<b>44.40%</b>
When my homework is hard, I do not do it.	31.40%	33.70%	21.90%	10.10%	3%
I spend a lot of time studying and doing homework, but I feel like it's not paying off.	9.50%	26%	37.90%	19.50%	7.10%
I put a lot of effort into doing well in my classes.	1.80%	4.70%	16%	46.70%	30.80%
I keep my materials (notebook, binder, pencils, etc.) organized for each class.	6.50%	7.10%	21.30%	21.90%	43.20%
I use study strategies that can help me succeed in school.	5.90%	16%	29.60%	33.10%	15.40%
I struggle balancing my time with my friends and completing my schoolwork.	11.20%	13.60%	<b>23.70%</b>	<b>21.30%</b>	<b>30.20%</b>
I feel pressure to do well in my classes.	5.90%	7.10%	<b>16.60%</b>	<b>21.30%</b>	<b>49.10%</b>
I don't really care about school.	53.30%	23.10%	13%	5.90%	4.70%

Table 1

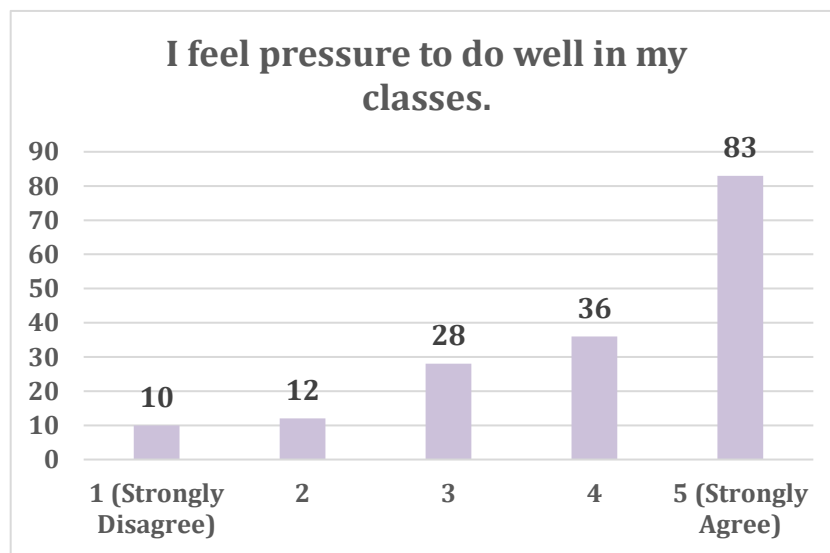
*\*Bold and orange font suggest a greater need for intervention*



Graph 3

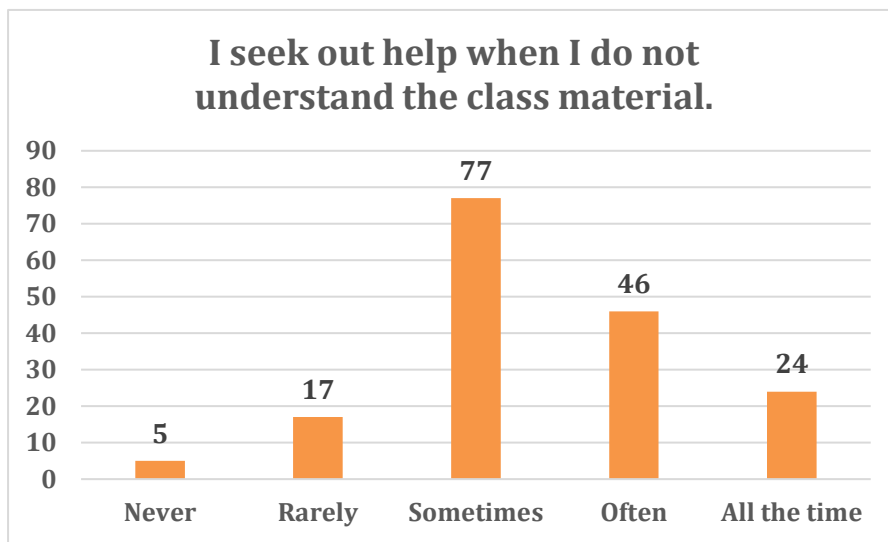


Graph 4



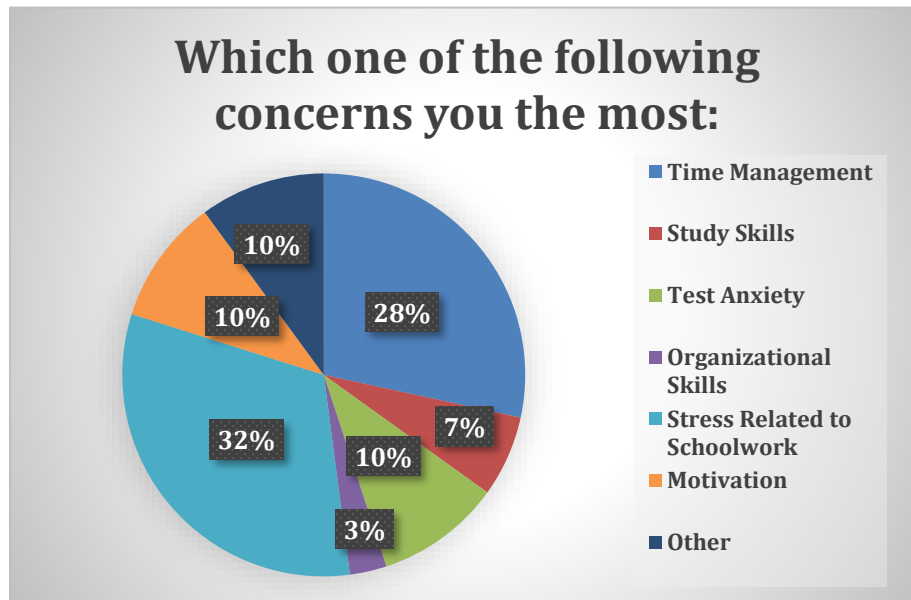
Graph 5

Table 1 displays the percentages of students who responded 1 (Strongly Disagree) to 5 (Strongly Agree) on the statements listed in the far left column of the table. The percentages in bold and orange font suggest a larger need of the 10<sup>th</sup> grade class. Graphs 3, 4 and 5 show the results from the three larger needs present in Table 1. The first is in relation to the statement, “I feel stressed with the amount of school work I need to do each night.” The data show that 69.3% of students in the sample gave a rating of 4 or 5. This suggests that the majority of the sample has high levels of stress due to the school work they have to do. Furthermore 51.5% of students provided a rating of a 4 or 5 to the statement, “I struggle balancing my time with my friends and completing my schoolwork.” This data suggests that over half of the sample feels they do not have an appropriate balance between schoolwork and spending time with peers. Finally, 70.4% of the sample provided a rating of 4 or 5 to the statement, “I feel pressure to do well in my classes.” Although we do not know where this pressure is coming from, this data suggests that an external factor, such as a parent, guardian, peer, teacher, administration, etc., may be placing a lot of pressure on students to succeed in their classes. With this information, we can see that the primary needs for the 10<sup>th</sup> grade students relate to stress, balancing work and play, and feeling pressure to do well. The remainder of the statements from Table 1 do not seem to display a significant need as evidenced by having less than 50% of the students respond negatively to the statement.



Graph 6

Graph 6 suggests that the majority of the 10<sup>th</sup> grade sample (around 87%) sometimes, often, or always reach out for help when they do not understand their school work. It is helpful to know that these students feel comfortable seeking out others especially when stress and feeling pressure from others are identified needs of this population. This data may suggest a way to encourage students to seek out appropriate help especially when they are feeling stressed or pressured.



Graph 7

Graph 7 shows that 32% of students in the sample say that stress related to schoolwork concerns them the most out of time management, study skills, test anxiety, organizational skills, and motivation. The second highest concern is time management in which 28% of the sample responded. The results from Graph 7 are in line with the results from Table 1 where students responded that they feel stressed with school work and



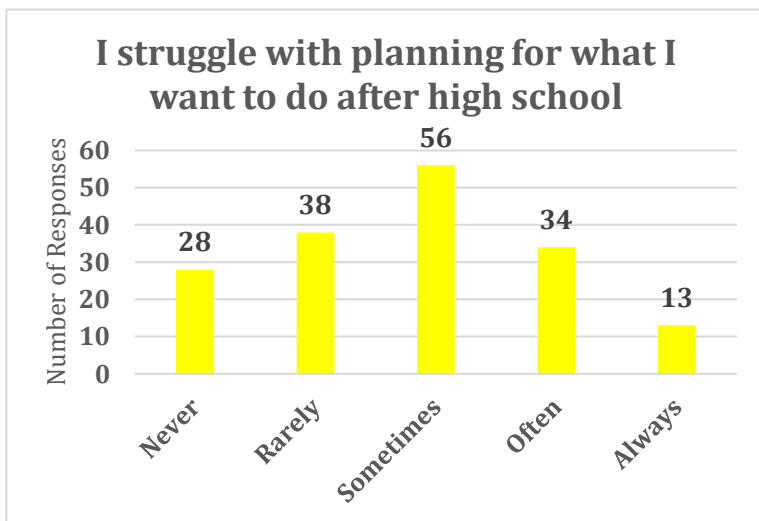
balancing school work and spending time with friends. This further solidifies the need for students to reduce stress levels and become more proficient in how to manage their time.

Percentage of Responses

I struggle with...	Never	Rarely	Sometimes	Often	Always
Making Friends	35.50%	32.54%	23.67%	4.14%	4.14%
Planning for what I want to do after high school	16.57%	22.49%	<b>33.14%</b>	<b>20.12%</b>	<b>7.69%</b>
My self-esteem	24.85%	31.95%	19.53%	13.02%	10.65%
Peer Conflict	38.46%	38.46%	15.98%	7.10%	0.00%
Coming to school	42.01%	30.18%	13.61%	4.14%	10.06%
Family Concerns	41.42%	31.36%	17.75%	5.33%	4.14%
Stress	9.47%	10.06%	<b>24.85%</b>	<b>27.81%</b>	<b>27.81%</b>

Table 2

\*Bold and orange font suggest a greater need for intervention



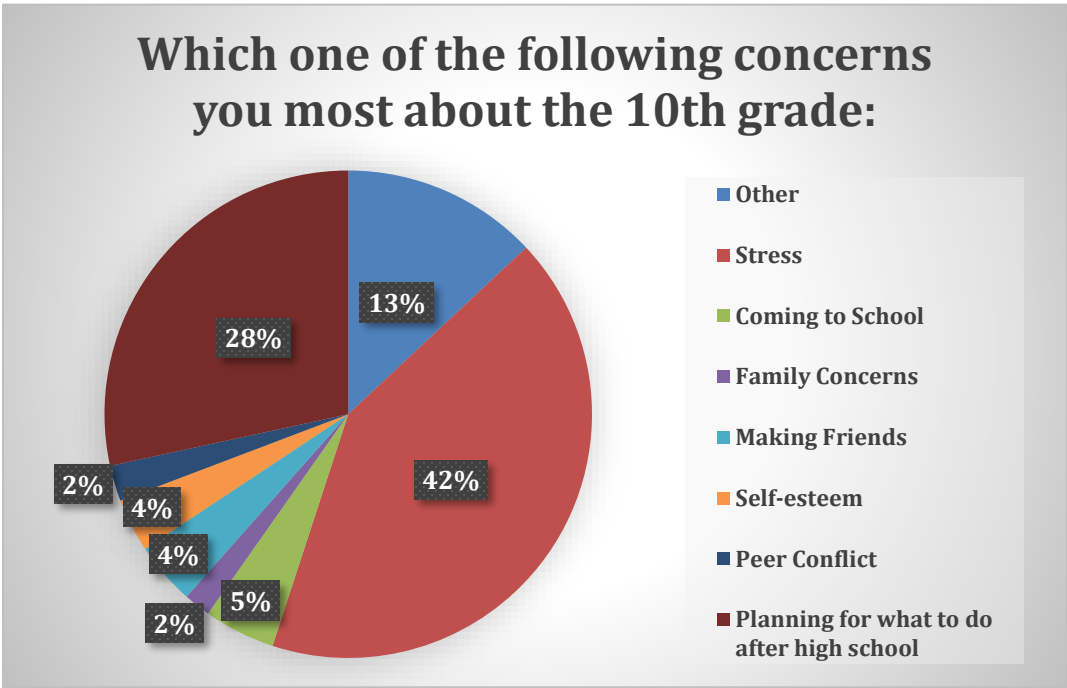
Graph 8



Graph 9

Table 2 displays the percentages of students who responded Never, Rarely, Sometimes, Often, or Always on the statements listed in the far left column of the table. The percentages in bold and orange font suggest a larger need of the 10<sup>th</sup> grade class. Graphs 8 and 9 show the results from the two larger needs present in Table 2. Stress and postsecondary planning indicate two of the highest needs from this section since over 50% of the sample selected that they sometimes, often, or always struggle with this issue.

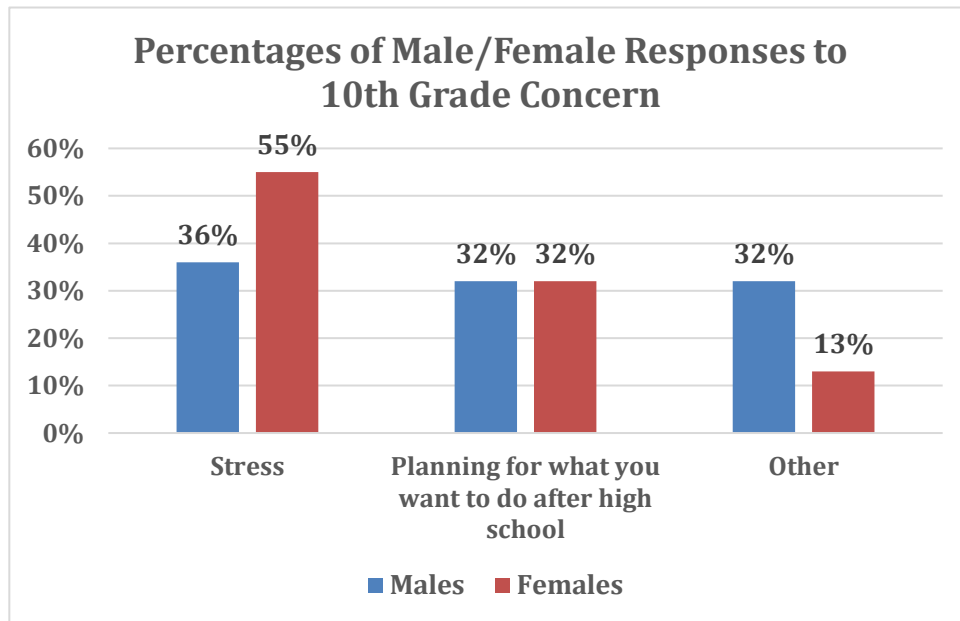
60.95% of the sample suggest that they struggle with planning for what they want to do after high school which suggests that there may be a need for a better intervention to help them figure out this process. The highest need from this table is the 80.47% of students who sometimes, often, always struggle with stress in general. These results suggest that many students in the 10<sup>th</sup> grade sample are struggling with some sort of stress in their high school career.



Graph 10

When students were asked to choose only one of the topics, listed above in Graph 10, that concerned them the most about 10<sup>th</sup> grade, 42% of students chose “stress” as their main concern. Similar to the trends in the other data, stress is a common area of concern throughout the 10<sup>th</sup> grade sample group.

## Disaggregation of Data



Because the highest needs from Graph 10 are stress and planning for what to do after high school, I will disaggregate my data based on gender for this information. 75 females responded to the question: “Which one of the following concerns you the most about the 10th grade?” When looking at the graph above, you see that 32% stated they were concerned about planning for what they want to do after high school, 55% stated that they were concerned about stress, and 13% selected one of the other answer choices (time management, coming to school, making friends, family concerns, peer conflict). 69 males responded to this question as well. 32% stated that they were concerned about planning for what they want to do after high school, 36% stated that they were concerned about stress, and 32% selected one of the other answer choices.

From this information, one can see that more females are concerned about stress than males. Both males and females have similar concerns about making plans after high school. 32% of males chose another option (such as time management, coming to school, or making friends) which is interesting since only 13% of females selected another answer choice. From this graph, stress is affecting both males and females the most, but it looks as if females might be experiencing more stress than males at CHS.

### **Free response question: Is there anything else you would like the school counseling department to know?**

25 students responded to the free response question: Is there anything else you would like the school counseling department to know? Out of the 25 students who responded, 12 students (48%) described that they have too much work/homework. Three of the students who described having too much homework, stated that having this much work has a negative effect on one's mental health. Furthermore, six students out of the 25 who responded to this question (24%) say that because they have too much work, they do not have a lot of free time to engage in other activities (extracurricular, hanging out with friends, etc.). Two students also talk about the stress that having too much work causes. Some of the other statements included: 2 students who are dissatisfied with teachers, 2 students who talk about counselors (1 for appreciation; 1 for improvement), 2 students who do not want large assignments to be due on the same day from multiple classes, and a few more single responses. The common theme from this answer is having too much work in classes.

### **Limitations of Needs Assessment:**

The first limitation of the needs assessment is the selection of subjects which is a threat to internal validity. I was not able to have a probability sample since not every teacher administered the survey. I am happy that I had a 57% response rate, but I would have preferred to have a 50% response rate that was representative of the entire 10<sup>th</sup> grade class. If I could do it again, I would administer the survey to all the students or to a random sample of the students.

Another threat to internal validity from this needs assessment is instrumentation. Since I was not present in all the classrooms when teachers were administering the assessment, I am not positive how the teachers presented the assessment. Some teachers may have required students to take the survey while others may have been more lenient with whether the students needed to take it or not. If I were to do this again, I would control for this threat by being in each classroom or by giving the assessment myself.

In terms of threats to external validity, there may have been a Hawthorne effect where students responded differently because they knew the information was sent to the counseling department and because they were asked to type in their names.

If I could add to or drop new questions from the needs assessment, I would have taken out some of the academic questions and included more questions about stress. I know from the survey that students are stressed because of academics, but I would like to know where other aspects of this stress are coming from. I also would have included questions about the pressure the students are feeling to do well in school. Finally, I would have made the free response question required. The 25 students who responded answered the questions in multiple sentences. Even if students answered "N/A" or "No" to the

question, I believe I could have received more personal information by requiring a response.

### **Conclusion:**

Based on the results of the 10<sup>th</sup> grade needs assessment, stress, balancing time between schoolwork and other activities, and feeling pressure to do well are the biggest needs of the 10<sup>th</sup> grade student sample. For the purposes of this assignment, the main area that I will focus on is stress related to academics. Lowering this stress may also lead to having a balance between schoolwork and other activities and feeling less pressure to do well. This is an important area to focus on because there seems to be a competitive nature between students to do really well by taking all the honors and AP courses they can during their high school career. Having this kind of pressure can lead to high levels of stress which can negatively affect one's wellbeing and achievement in school.

Charlottesville High School's Mission Statement is: "Charlottesville High School strives to be a community of learners in which all members care about one another. We engage our minds with the challenging academics at our school and the unique resources of our city to become active citizens and responsible stewards of our community." Stress directly connects to this statement. Having stress and competition in a school can lead to a decrease in how much members care about one another which causes disruption in the idea of having a "community of learners". There is no doubt that the classes at CHS are challenging, but it is important to recognize the balance between being challenged and being overly stressed because a student is enrolled in seven AP classes. Additionally, if students are saying that they have a difficulty balancing schoolwork and other activities, it makes it difficult for students to be stewards of the community. By fostering a challenging, yet supportive environment that allows for students to engage their minds without becoming overly stressed, I believe that the students can increase their overall wellbeing which would lead to more positive outcomes within the school and within the community.