

CIT On-Site Needs Assessment and Recommendations

School Year: 2011-2012		Accountability Year: select accountability year	
LEA Name: Chico ISD		Campus Name: Chico High School	
CDN: 249904		Campus Number: 001	
SECTION I: ON-SITE NEEDS ASSESSMENT			
Texas Education Code (TEC)	Guidelines and Procedures Relevant to Each Area of Insufficient Performance	Determine contributing education-related and other factors resulting in the campus's low performance and lack of progress [TEC §39.106(b)] <i>Address findings in Section II - CIT Recommendations(below) or in the School Improvement Plan (SIP), as appropriate.</i>	Other/Comments/Notes
§39.106(b)(1)	Assessment of the staff to determine the percentage of certified teachers who are teaching in their field Assessment of the staff to determine the percentage of teachers who are fully certified Assessment of the staff to determine the number of teachers with more than 3 years experience Assessment of the staff to determine teacher retention rates	100% 100% 10 teachers out of 18 have more than 3 years experience (55%). 8 teachers have 1 to 3 years of experience (44%). There has been a turnover rate of 50% in the math department over the past 3 years.	The math teachers on the campus are coaches which contributes to the turnover.
§39.106(b)(2)	Compliance with the appropriate class-size rules	N/A	
§39.106(b)(3)	Number of class-size waivers received Assessment of the quality, quantity, and appropriateness of instructional materials Availability of technology-based instructional materials	n/a The Textbook and supplemental materials have been the resources to teach the curriculum. Every math classroom is equipped with a Promethean Board, student calculators, and on screen computer based calculators.	
§39.106(b)(4)	Report on parental involvement strategies and the effectiveness of those strategies	Parent portal (online), automated calling system, progress reports @ 3 weeks, Athletic Booster Club, Band Booster Club, End of year band concert, and Open House. All parents have information needed to access student grades on the parent portal.	x
§39.106(b)(5)	Assessment of the extent and quality of the mentoring program provided for new teachers on the campus	Mentors in previous years were assigned to new teachers, but training and planning together was not at a scheduled time. Mentors were there if needed.	x
§39.106(b)(6)	Assessment of the type and quality of the professional development provided to the staff	None in place.	
Other Considerations	Examine the impact on student success of Professional Learning Communities (PLCs), vertical and horizontal teams, academic teams, and departments	Campus professional development, based on study for the past 3 years, focused mainly on instructional planning by individual teachers.	
§39.106(b)(7)	Demographic analysis of the targeted student population, including - Student demographics - At-risk populations	Hispanic population scored lower in math than other sub populations scoring 56% with only 18 of the 32 hispanic student's passing. Economically disadvantaged population scored 66% in math, with only 37 of the 56 meeting standards. Only 8 of 56 met commended performance standards.	

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	- Special education percentages		The special education population scored 50% with 2 of 4 meeting standards.
539.106(b)(8)	Report of disciplinary incidents (PEIMS 425 Record) Instructional services provided to students while in a DAEP or ISS	Of the 32 students assigned to ISS and/or DAEP, 13 or 41% were hispanic. A certified special education teacher was provided for the 2010-11 school year. Teachers would give assignments to DAEP/ISS teacher for students to complete. Instruction was provided by the DAEP/ISS teacher. DAEP will be contracted out this year to Bridgeport ISD.	

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	Report of school safety information	The PEIMS 425 record has not indicated excessive removals from class for serious or persistent incidents.	
\$39.106(b)(9)	Financial and accounting practices	\$3,000 was spent on high school math supplies each year for the past 3 three years. Supplies included curriculum, calculators, and classroom supplies (pencils, algebra tiles classroom set, highlighters, etc) Compared to other core subjects, math rated second to science which had a budget of \$6500 each year for the past 3 years.	
\$39.106(b)(10)	Assessment of the appropriateness of the curriculum	The district was in the early stages of implementing c-scope. C-Scope was available to the high school but was not implemented. Basically the textbook was the resource used to teach the curriculum.	
	Assessment of the appropriateness of teaching strategies	The committee determined that professional development is needed to improve teaching strategies. The principal and internal and external CIT have performed classroom walks to assess level of questioning and student engagement and believe that professional development is required in these areas.	
Other	Describe the process used for monitoring instruction and providing feedback to teachers	PDAS was used to evaluate teachers every 3 years. New teachers to the district were evaluated every year. The Board approved this year that all teachers will be evaluated once every year.	
Considerations	Describe how the district's teacher evaluation system is used to accurately identify teachers' instructional skill level, determine needed professional development, and when necessary, create appropriate plans for teachers in need of assistance	PDAS was not utilized to the full extent to determine needed professional development and/or teachers' instructional skill level.	x
	Describe how instructional strategies promote critical thinking and problem solving	There is a need for professional development for teachers in critical thinking and problem solving. Instructional training has not been offered to improve instructional strategies but is recommended.	
\$39.106(b)(11)	A comparison of the findings from Subdivisions (1) through (10) to other campuses serving the same grade levels within the district or to other campuses within the campus's comparison group if there are no other campuses within the district serving the same grade levels as the campus	Chico ISD Hispanic population scored lower than the campus comparison group in 2010 with the campus 9th grade score of 54% and campus group of 81%. A similar trend can be found in grades 10 and 11. The campus economically disadvantaged population was 44% in 2010 compared to 31.3% in the comparison group. Limited English Proficient students on the campus totaled 3.3% while the comparison group had only 1.9%. The campus had fewer disciplinary placements with 13% removals vs. the campus group having 18.8% removals indicating a safe learning environment in Chico. At risk students in Chico totaled 53.3% while the comparison group had only 35.9%. At Chico High School, 84.2% of the staff is teaching staff while the comparison group teachers total 78.3%. Chico High has a higher percentage of teachers with only 1-5 years of experience than the comparison group with Chico having 34.9% and the comparison group having 24.5%. The average expenditure for instruction per student at Chico is \$7528 vs. \$4932 in the comparison group.	A distinct need for building the language and literacy of Hispanic students is noted.
\$39.106(b)(12)	Any other research-based data or information obtained from a data collection process that would assist the campus intervention team in recommending an action relating to any area of insufficient performance (see Section II)		

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	Any other research-based data or information obtained from a data collection process that would assist the campus intervention team in implementing the school improvement plan		
Other Considerations	Describe how the district's administrator and counselor evaluation process is being implemented to accurately measure decision-making skills, organizational skills, leadership, strengths and weaknesses and productivity, and to identify needed professional development	The campus principal and counselor evaluations are used to improve student achievement in testing areas when students fail to meet the expected passing standards. State testing results, benchmarks, and surveys have all provided information as well as needs assessments, which are used to determine staff development. Input from the administrator, counselor, and staff is used in the decision-making process and in setting organizational goals from year to year. Individual leadership strengths are acknowledged in the evaluation process. Areas of concern regarding student achievement, communication skills, and needed improvements for a more efficient and effective campus are discussed each year during the evaluation process. Goals are set for the administrator and their respective campus.	
	Examine implementation and effectiveness of the campus and district decision-making processes mandated by TEC §11.251 and §11.252	District SBDM processes have been implemented fully and are believed to be effective. Campus SBDM processes require improvement and full implementation.	
	Examine the tools utilized to gather and analyze student data, the quality of teacher training, and processes to effectively implement data-driven decisions to target and design instruction	DMAC was available but the principal did not share the data with the staff.	

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SECTION II: CIT RECOMMENDATIONS			
Texas Education Code (TEC)	CIT Focus Areas	Recommendations to Address Areas of Insufficient Performance <i>Address recommendations in the SIP.</i>	Other/Comments/Notes
§39.106(c)(1)	Reallocation of resources		
§39.106(c)(2)	Technical assistance		
§39.106(c)(3)	Changes in school procedures or operations		
§39.106(c)(4)	Staff development for instructional and administrative staff		
§39.106(c)(5)	Intervention for individual administrators or teachers		
§39.106(c)(6)	Waivers from state statutes or rules		
§39.106(c)(7)	Teacher recruitment or retention strategies and incentives provided by the district to attract and retain teachers with the characteristics included in Subsection (b)(1) of Section I		
§39.106(c)(8)	Other actions the campus intervention team considers appropriate		