2019-20 Phase Two: The Needs Assessment for Schools_10012019_14:01

2019-20 Phase Two: The Needs Assessment for Schools

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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/district, 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.

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Protocol

Clearly detail the process used for reviewing, analyzing and applying data results. Include names of school/ district councils, leadership teams and stakeholder groups involved. How frequently does this planning team meet and how are these meetings documented?

SBDM- Woody Underwood, Christy Manning-Teacher, Jera Case-Teacher, Leslie Hay-Teacher, Will Maynard-Parent, Bree Lung-Parent. SBDM meets once a month. There are minutes for each meeting. We also review data in Grade Level Teams. This data is documented with an agenda and the sign-in sheet for the teacher being at school that day. The data is also looked at the district level. On average it is about once a month and documented through minutes.

Protocol

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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 (34%) of students in the achievement gap scored proficient on KPREP Reading.
-From 2017 to 2019, we saw an 11% increase in novice scores in reading among students in the achievement gap.
-Fifty-four (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 2018-19 school year – a decrease from 92% in 2017-18.
-The number of behavior referrals increased from 204 in 2017-18 to 288 in 2018-19.
-Kentucky TELL Survey results indicated 62% of the school's teachers received adequate professional development.

47.2 of students in the achievement gap scored either proficient or distinguished in KPREP reading and 40.9 in KPREP math2.6 reduction in novice for writing, 5 reduction in novice for science, and 17 percent reduction in novice for Social Studies45% PD math all students and 50% PD reading all students (not far off of the gap group)

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Priorities/Concerns

Clearly and concisely identify areas of weakness using precise numbers and percentages.
NOTE: These priorities will be thoroughly addressed in the Continuous Improvement Planning Diagnostic for Schools.

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.

53-60% across reading and math in economically disadvantaged groups scored below proficiency75-80% across reading and math for disability groups scored below proficiency

Trends

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

Student with disabilities (especially extreme) still do not perform out of the novice level. Students that are economically disadvantage does not differ much from those who are not classified as that although there is a slight decrease.

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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

We have altered our master schedule to help in some regard of being able to reach those gap groups more and in doing so we have altered pacing guides to meet the new layout (KCWP 1, 2, 5)

Potential Source of Problem

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%.

71% PD in writing, Novice decreasing in math and reading ranging from 3-6% from prior year, Social Studies PD increase 13% to 68%, and over proficiency increased 1.3 points, separate academic indicator increased 6.7 points and growth under the new calculation increased 46.9 points.

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Attachment Summary

Attachment Name	Description	Associated Item(s)

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