

2019-20 Phase Two: The Needs Assessment for Schools

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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.

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?

*Data results from the 2018-19 Accountability Scores were first disaggregated by the district administration team. This team meets monthly with a set agenda to cover academic and non-academic areas of concern and to share positives. The district team members then meet with the school administration team to discuss the data results during a weekly meeting. Upon official release, the SBDM Council and PLC groups are informed about the scores and review individual results. Each department analyzed the scores concerning our ACT score and the percentage of students scoring proficient and distinguished in ACT Reading and Math, Science, and On-Demand Writing. During the 2018-19 school year, each department set a goal for each subcategory of ACT (English, Math, Reading and Science) and an overall composite score. The CTE department also set a goal for increasing the number of students at TCHS that are college or career ready. For the graduation rate, TCHS wants to continue with the philosophy that no student can drop-out and we want all student to graduate from high school.

ATTACHMENTS

Attachment Name

 [TCHS Goal Setting Sheet](#)

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.

CURRENT ACADEMIC STATE: These scores are based on the data received from the state for the past two years. Overall, the academic indicator scores decreased for the 2018-19 school year. *The Proficiency Indicator score is currently 53.5, which is a decrease from 60.9 for the 2017-18 school year. *The Separate Academic Indicator is currently 66.4, which is a new indicator and no score to compare to from last year. *39.7% of students tested scored Novice and 21.6% scored Apprentice in Reading; 38.7% Proficient/Distinguished- this is a decrease from last year from 44.9. *25.1% of students tested scored Novice and 42.7% scored Apprentice in Math; 32.2% Proficient/Distinguished- this is a decrease from last year from 39.6. *14.3% of students tested scored Novice and 62.2% tested scored Apprentice in Science; 23.5% Proficient/Distinguished- this is a decrease from last year from 29.8. *7.7% of students test score Novice and 32.7% tested score Apprentice in Writing; 59.7 Proficient/Distinguished- this is a decrease from last year from 65.3, but still remains above the state score. *Transition Readiness Indicator is 71.7, which is an increase from 66 in 2017-18.*Graduation Indicator is 99.0, which is an increase from 98.6 in 2017-18.

CURRENT NON-ACADEMIC STATE:The non-academic indicators were all on the rise for the 2018-19 school year. *Teacher Attendance rate was a total of 578 days missed for the 2018-19 school year, which is an increase from 516 in 2017-18.*The number of behavior referrals increased to 553 in 2018-19 from 406 in 2017-18. *The overall attendance rate increased to 94.1 in 2018-19 from 93.65 in 2017-18.

ATTACHMENTS

Attachment Name

 [2018-19 Preliminary ACT Scores](#)

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.

*39.7% of students tested scored Novice and 21.6% scored Apprentice in Reading; 38.7% Proficient/Distinguished- this is a decrease from last year from 44.9. *25.1% of students tested scored Novice and 42.7% scored Apprentice in Math; 32.2% Proficient/Distinguished- this is a decrease from last year from 39.6. *14.3% of students tested scored Novice and 62.2% tested scored Apprentice in Science; 23.5% Proficient/Distinguished- this is a decrease from last year from 29.8.

ATTACHMENTS

Attachment Name



2018-19 Preliminary ACT Scores

Trends

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

Academic: Reading and Math continue to be an area of growth for our school. The junior class under performed on the ACT compared to several years past. In the 2017-18 school year, 44.9% of our students score Proficient/Distinguished in Reading on the ACT, compared to only 38.7% in 2018-19. In Math, 39.6% scored Proficient/Distinguished in 2017-18 compared to 32.3% in 2018-19. Cultural/Behavioral: The biggest culture change in the 2018-19 school year was a new school principal. With a new principal there comes a culture shift with new expectations. The new principal held students accountable which increased the number of behavior referrals for the school year. This is also paved that way to several new policies that were implemented last school year on fighting, videoing a fight, and vaping.

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](#)

After analyzing the data, our practices, and conducting a review of the six key core work processes this year, TCHS will focus its resources and efforts on the following key core work processes: KCWP 2: Design and Deliver Instruction, KCWP 3: Design and Deliver Assessment Literacy, and KCWP 4: Review, Analyze and Apply Data. It is essential that our units of study are aligned with the new standards and that our assessments are common to be able to review, analyze, and apply the data. At this time, our current academic state does not satisfy that this exists across all content areas.



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%.

*7.7% of students test scored Novice and 32.7% tested scored Apprentice in Writing; 59.7 Proficient/Distinguished- this is a decrease from last year from 65.3, but still remains above the state score. *Transition Readiness Indicator is 71.7, which is an increase from 66 in 2017-18.*Graduation Indicator is 99.0, which is an increase from 98.6 in 2017-18.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 2018-19 Preliminary ACT Scores		• •
 TCHS Goal Setting Sheet		•