

2018-19 Phase Two: The Needs Assessment for Districts_09182018_10:00

Phase Two: The Needs Assessment for Districts

Henderson County
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Phase Two: The Needs Assessment for Districts

Understanding Continuous Improvement: The Needs Assessment

Rationale: 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 (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 (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. As required by Section 1008 of the Every Student Succeeds Act (ESSA), Title I schools must base their program upon a thorough 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 are reviewed and analyzed at district leadership level and school level as results become available. Schools share data with SBDM Councils and staffs and district shares data with school level administration and school board. School leaders and teachers analyze data within weekly PLC meetings. District leadership meets twice monthly and more frequently as needed; SBDM Councils meet monthly and school board meets at least monthly. Meetings are documented through minutes, Google docs; board meetings are streamed live as well. Internal data sources such as individual classroom data, Infinite Campus/SWIS data/AESOP (behavior, attendance, etc.), NWEA MAP data, ACT data, KPREP data, transition readiness data, graduation rate, district common assessments, surveys from staff and students such as Gallup and Bright Bytes, walkthrough data, MUNIS data, and other data at the school and district level were also used. While this data can show us points in time, trends, and longitudinal information from various perspectives, there are many other aspects of our school system, such as the relationships among students and staff, that are less tangible but definitely have an impact.

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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:

- 32% of gap students scored proficient on KPREP Reading.
- We saw a 10% increase among gap students in Reading from 2017 to 2018.
- 34% of our students scored proficient in math compared to the state average of 47%.

Example of Non-Academic Current State:

- Teacher Attendance: Teacher attendance rate was 87% for the 2017 school year – a decrease from 92% in 2016.
- The number of behavior referrals has decreased to 198 in 2018 from 276 in 2017.

Henderson County Schools scored higher than state averages in nearly every category for 2018 state testing, KPREP (ES/MS) and ACT (HS). For reading, elementary students were 61.3% proficient/distinguished compared to state of 54.6%; middle school students were 64.4% P/D compared to state 60.0%; high school students were 50.1% P/D compared to state 45.4%. In math, elementary students were 62.7% P/D, and state was only 48.8%; middle school students were 66.3% P/D, and state was only 47%; high school students were 45.2% P/D and state was 37.5%. Ultimately, HCS met or exceeded state scores in every category at every level except in elementary writing 34.7% P/D compared to state 40.5% and middle school science 22.2% P/D and state 25.9%. We have 6 schools categorized as Other (ABC, CAI, JEF, NIA, SHS, SPT); we have 5 schools identified as TSI (BGT, EHS, NMS, SMS, HCHS). -Based on longitudinal KPREP data, from 2014 to 2018 the following significant improvements in percentages of students scoring proficient/distinguished have been made: In reading at the elementary level, all students improved from 55.1% to 61.3%; Hispanic students from 43.1% to 53.8%. In reading at the middle school level, all students improved from 49.1% to 64.4%; African American students from 27% to 37.9%; Hispanic students from 42.8% to 52.8%; English learners from 0% to 25.0%; free/reduced lunch from 37.3% to 53.8%. In math at the elementary level, all students improved from 53.8% to 62.7%; free/reduced lunch from 44.5% to 55.2%. In math at the middle school level, all students improved from 49.3% to 66.3%; African Americans from 27.0% to 42.6%; Hispanic students from 49.3% to 62.3%; and free/reduced lunch from 38.1% to 56.5%. In social studies at the elementary level, Hispanic students improved from 36.4% to 65.6%. At the middle school level in social studies, all students improved from 54.7% to 61.8%, and free/reduced lunch improved from 43.3% to 52.2%. In the area of writing at the middle school level, all students improved from 41.9% to 50.5%; females from 51.5% to 63.3%; Hispanic students from 35.5% to 47.4%; and free/reduced lunch from 31.2% to 44.1%. At the high school level in writing, African American students improved from 24.4% to 36.6%; Hispanic students from 42.3% to 56.5%; and free/reduced lunch from 32.2% to 43.0%. From the fall of 2015 to spring of 2018 6% more of our students are on/above grade level in reading based on MAP from 63% to 69%; in math we have a 5% improvement from 64% to 69%. Based on 2017 TELL survey data, 88.8% of staff agree/ strongly agree we have community engagement and support; 88.6% agree/strongly agree we have quality school leadership. In 2017 we had 11.8% of new and KTIP (KY Teacher Internship Program) teachers. In 2017 we had 18.4% teacher turnover per Infinite Campus reporting due to staff reductions and following staffing allocation formulas. Data for 2018 are not yet available.

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Priorities/Concerns

Clearly and concisely identify areas of weakness using precise numbers and percentages as revealed by the analysis of academic and non-academic data points.

Example: 68% of gap students scored below proficiency on KPREP test in reading as opposed to just 12% of non-gap learners.

We have 5 schools identified as TSI (Targeted Support and Improvement); all are for the identified group of students with disabilities. In addition, we have one middle school identified for African Americans, and the high school for English Learners. -Elementary reading scores have become stagnant at 60.2%, 61.2%, 61.0%, and 61.3% proficient/distinguished since 2015 on KPREP. Specific gap groups who are performing well below all students for 2018 are disability (30.0%); African Americans (37.1%); -Middle school reading concerns include African Americans performing at 37.9% P/D on 2018 KPREP; English learners at 25.0% P/D and students with disabilities at 15.0% P/D. -High school reading assessment data are based on ACT scores for 2018 so comparing longitudinally is not possible. Concerns include African Americans performing at 31.7% P/D and students with disabilities at 5.6% P/D on English II. -At the elementary level in math, the percentage of all students scoring P/D has flatlined between 61% - 62.7% over the past 3 years. In addition specific groups performing well below include students with disabilities (28.8%) and African Americans (35.7%). -In middle school math, all students are at 66.3% P/D; African Americans are at 43.6%; English learners at 30.0%; students with disabilities at 17.6%. -At the high school level in math, the ACT was used for the first time for math proficiency. While 43.0% of all students scored P/D, only 29.3% of African Americans, 25% of Hispanics, 29.7% of free/reduced lunch, and 0% of students with disabilities scored P/D. -Science scores for elementary and middle are baseline data as 2018 was the first year for scores. However, data are comparable to other content areas for concerns. Overall our percentages for students P/D is much lower than other content areas. At elementary school, only 32.1% scored P/D. Groups of concern include African Americans (15.1%); Hispanic (16.7%); English learners (21.4%), and students with disabilities (13.7%). At the middle school level, only 22.2% scored P/D; African Americans (2.0%); Hispanic (7.1%); two or more races (7.5%); disability (3.1%). -In 2018 elementary social studies, our scores overall dropped to their lowest in 5 years with 58.9% of all students scoring P/D. Middle school social studies scores have remained consistent with 61.8% of all students scoring P/D. Groups of concern include African Americans (38.0%); disability (11.7%). High school level did not test social studies in 2018. -In 2018 elementary writing, our scores overall dropped to their lowest in 5 years with 34.7% of all students scoring P/D; African Americans (12.5%); English learners (18.2%); disabilities (2.9%). -In contrast middle school had its highest percentage of P/D for all students with 50.5%; groups of concern are males (36.0%); African Americans (28.0%); disability (5.0%). -High school writing all students (53.1%); groups African Americans (36.6%); disability (5.1%). -At high school level college/career readiness changed to transition readiness with different variables, and not all components were able to be calculated. With proposed graduation requirements, academic or transition readiness will become an expectation for graduation.

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Trends

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

Between years 2014-2016 our district reduced our budget by \$7 million which has impacted teacher turnover as well as number of new/KTIP teachers. In order to maintain fiscal responsibility, following district staffing formulas has also impacted these areas. While there are fewer collegiate students pursuing degrees in education or specific content areas for teaching Our reading performance has become somewhat stagnant as reflected in multiple pieces of data at various levels (KPREP, MAP) and how we are addressing that is discussed in leverages. With the new state assessment and accountability system, our trends in areas for academic improvement for specific groups of students is evident and documented in priorities and concerns.

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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](#)

One of the primary areas of focus for our district is primary reading. We have included district and school leadership, instructional coaches, and classroom teachers in an extensive project which includes research, data analysis, and professional learning. This group created a district-wide common assessment to be used with all students in grades K-3 beginning in 2017-18 to determine specific strengths and areas for improvement with individual students, grade levels, and school/district wide. In addition, we added a district reading specialist position in 2017-18. We have focused on the 5 components of reading in instruction, with model teachers demonstrating and videotaping lessons for school/district leadership and teachers. Leadership is monitoring through observations. In addition we are focusing on our gap groups as we know this is an area of need in improving academic performance for all students in all content areas by increasing proficiency. District leadership meets with each school individually to analyze data, keep abreast of current information regarding assessment and accountability and determine areas of strength and need to which the district can provide support and assistance. We have also completed work with KDE through the NGLN (Next Generation Leadership Network) from 2016-18 and determined that our professional learning in the area of building capacity needed improvement and was our problem of practice. We have continued work to address that issue through district leadership professional learning in 2018-19.

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Strengths/Leverages

Plainly state, using precise numbers and percentages revealed by current data.

Example: Graduation rate has increased from 67% the last five years to its current rate of 98%.

Transition readiness is the expectation as we are working to build a better HCS graduate; building character within students and creating leaders (Leader in Me process); emphasis on soft skills and essential workplace readiness skills; community focused; early identification of student needs (special education, gifted, RTI, basic needs); steady progress in math achievement; systematic RTI across all schools; strong literacy foundation; differentiation in classroom instruction; accessible curriculum; a strong bond among all levels (elementary, middle, high, district) - good relationships; nearing completion of new school project (elementary school); use of funds for multiple projects with Nickel Tax funds; district broadening scope of student needs; each school is fostering a culture of ownership; CCR well above state average; sustaining and adding to the achievements as measured by the ACT; use of Math in Focus-- curriculum and alignment; community support and Colonels to College as valuable resources; district provides instructional coaches at each school; professional learning for all teachers and staff; district-wide staff appreciation night with food, games, prizes; district-wide Ultimate Challenge Events among schools to foster relationships through staff engagement and promote health/ wellness; use of social media; implementation for 1:1 initiative achieved at grades 5-8 with addition of many technological resources and professional learning opportunities; participation in PIMSER ASSESS grant for new science assessment system with K-8 teachers/administrators; Next Generation Leadership Network participation with P-12 teachers/administrators/instructional coaches and KDE; communication with families and community through social media at school/ district levels. To sustain these areas of strength, we will focus on our people and our climate/ culture. By embedding continuous professional learning, we will also build capacity within our schools/district and focus on recruitment and retention of quality staff members. We will continue celebrations and recognition as we model transparency and innovation. We know that continued communication and vertical alignment are keys for district improvement as a whole. There is cause to celebrate our academic success as well as our progress in moving to be more technologically innovative. We use social media to "get the word out" about our individual schools. We consistently celebrate our people and their accomplishments and achievements. In addition, we look forward to Phase II: The Needs Assessment District Diagnostic Report - Generated on 03/05/2018 Henderson County Powered by AdvancED eProve Page 7 of 8 the completion of a new elementary school in the fall of 2018. Another opportunity for improvement has been to improve school safety by installing Ident-a-kid software and hardware requiring all visitors to provide photo identification; the software is linked to law enforcement data bases to identify any potential dangers to the school.

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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