2019-20 Phase Two: The Needs Assessment for Districts_10302019_08:01

2019-20 Phase Two: The Needs Assessment for Districts

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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 district 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.

Understanding Continuous Improvement: The 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?

Superintendent Dr. Randy Poe, Deputy Superintendent of Operations, Mr. Eric McArtor, Deputy Superintendent of Teaching and Learning, Dr. Jim Detwiler, Assistant Superintendent of Learning Support Services, Jenny Watson, Assistant Superintendent of Operations, Dr. Mike Poiry, Executive Director of Student Services, Kathy Reutman, Assistant Superintendent of Office of School and Systems Improvement, Dr. Jason Radford These individuals make up our district Cabinet team and we meet regularly in order to analyze data, see what the needs are of the district, involve other district and school leadership in helping make decisions and recommendations as far as where are are going as a district. This team worked collaboratively in reviewing current state and put together this plan of continuous improvement to continue to improve for all of our Boone County students.

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 74% of the district's teachers received adequate professional development.

Please see attachment for review of current academic and non-academic data.

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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 Districts.

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.

1. Proficiency will be raised for all students, including students in consistent gap groups. We will identify several activities/behaviors that will contribute to our focus of raising proficiency for all students.2. We will focus on bringing equity to our students who may be underrepresented, disenfranchised, or marginalized in terms of race, gender identification, special education identification, English language barriers, or socio-economic barriers. 3. We will work to increase programming to ensure mentally healthful and stable youth and adults in our schools.

Trends

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

Academic proficiencyBehavioral data is increasing with referrals indicating need to revisit and emphasize social emotional learning, mental health, the whole child,Data regarding our African American, Hispanic, F/R lunch, and IEP students show a need for improvement in proficiency, separate academic indicator, and growth.

Trends

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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](#)

This will be more evident in the Goals and Plans. As a district, we will focus primarily on KCWP 1: Design and Deploy Standards, KCWP 2: Design and Deliver Instruction, KCWP 4: Review, Analyze, and Apply Data, and

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%.

We increased our district WIG (Wildly Important Goal) from 59%PD to 60% PD in Reading and increased in math from 52%PD to 53% PD last school year. We are building the foundation of creating a culture of continuous improvement with our PLC work and are confident that our district will continue to grow and improve in proficiency.

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Attachment Summary

Attachment Name	Description	Associated Item(s)
📄 District Quarterly Report Fall 19-20		•
📄 Phase 2 district data		•