



2020-21 Phase Two: The Needs Assessment for
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2020-21 Phase Two: The Needs Assessment for Schools

Randall K. Cooper High School
Dallas Wilson

2855 Longbranch Rd
Union, Kentucky, 41091
United States of America

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2020-21 Phase Two: The Needs Assessment for Schools

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, 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 councils, leadership teams and stakeholder groups involved. How frequently does this planning team meet and how are these meetings documented?

2019-2020 Julie Ison, Science Dept. Chair, Malinda Brooks, Assistant Principal, Rachael Burriss, Visual & Performing Arts Dept. Chair, Lesley Vickers, Counselor, Erin Pifer, Library/Media Specialist, Danielle Dierig, English Dept. Chair, Kim Dirksing, World Language Dept. Chair, Chandra Dixon, Assistant Principal, Wanda Battaglia, Instructional Coach, Dawn Hinton, Counselor, Justin Holthaus, Health & PE Dept. Chair, Tai Faulkner, Social Studies Dept. Chair, Jillian Maher, Career & Technical Education Dept. Chair, Amy Michael, Math Dept. Chair, James Schroer, Assistant Principal, Stacey Guthrie, Counselor, Ben Wheeler, College & Career Ready Coach, Susan Brockman, Special Education Dept. Zachery Thomas, SBDM Minority Teacher Rep, Erica Stewart, SBDM Teacher Rep, Mark Dirksing, SBDM Teacher Rep, Cathy Stavros, SBDM Parent Rep, Scott Tharp, Michael Wilson, principal. Various facets of the leadership listed meet as frequent as weekly to monthly. Meetings are documented through established agendas.

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 percent (34%) of students in the achievement gap scored proficient on KPREP Reading.
- From 2018 to 2020, the school saw an 11% increase in novice scores in reading among students in the achievement gap.
- Fifty-four percent (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 2019-20 school year – a decrease from 92% in 2017-18.
- The number of behavior referrals increased from 204 in 2018-19 to 288 in 2019-20.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

2019-2020 Teacher attendance rate for the first quarter of the 2019-2020 school year was 94% and was 93.8% for the 2017 and 94.4 % in 2018. (AESOP). as compared to our student attendance average for the first quarter of the 2019-2020 school year of 96%. The number of behavior referrals has increased to 1239 for 2018-2019 as compared to 853 in 2017-2018 (IC). The number of out of school suspensions decreased to 55 for the 2018-2019 school year from 67 in 2017-2018. (IC) We maintained our math proficient/distinguished percentage to 56% as compared to 2017-2018 (ACT/KPREP). Our transition readiness among our disability gap group has significantly increased (33.3%) as compared to 2017-2018 (19%). We saw other groups such as F/R show increase in transition readiness of 73.6% in 2018-2019 as compared to 50% in 2017-2018. All students performance was 83% and white students was 84% for the 2018-2019 school year (KPREP). We saw a decrease in our overall proficient/distinguished in 2018-2019 from 2017-2018 in reading, science and writing. (ACT/KPREP). We increased the percentage of novice in reading, science and writing in 2018-2019 as compared to the previous school year 2017-2018 (ACT/ KPREP)

Priorities/Concerns

. Clearly and concisely identify areas of weakness using precise numbers and percentages.

NOTE: These priorities will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

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.

2019-2020 *Our novice percentages increased in all assessed areas in 2018-2019 as compared to the previous school year of 2017-2018. *Our achievement gap group of F/R saw a decrease in the % proficient/distinguished in reading (48% in 2017/18 to 40% in 2018/19), math (40% in 2017/18 to 36% in 2018/19), science (29% in 2017/18 to 22% in 2018-19) and writing (61% in 2017/18 to 43% in 2018/19). *Our African American students had significant decrease in students scoring proficient in math: 46% in 2017/18 to 26% in 2018/19 as well as in science: 36% in 2017/18 to 22% in 2018-19.

Trends

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

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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](#)

2019-2020 KCWP 2: Design and Deliver Instruction *Our novice percentages increased in all assessed areas in 2018-2019 as compared to the previous school year of 2017-2018. *Our achievement gap group of F/R saw a decrease in the % proficient/distinguished in reading (48% in 2017/18 to 40% in 2018/19), math (40% in 2017/18 to 36% in 2018/19), science (29% in 2017/18 to 22% in 2018-19) and writing (61% in 2017/18 to 43% in 2018/19). *Our African American students had significant decrease in students scoring proficient in math: 46% in 2017/18 to 26% in 2018/19 as well as in science: 36% in 2017/18 to 22% in 2018-19.

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%.

2019-2020 Our disabilities achievement group saw significant improvement in their performance across the board in all areas assessed.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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