

2019-20 Phase Two: The Needs Assessment for Schools_09132019_14:03

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Montgomery County High School

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Target Completion Date: 11/01/2019

Last Modified: 11/01/2019

Status: Open

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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?

Groups reviewing, analyzing and applying data at M.C.H.S. include the SBDM (meet monthly, keep minutes), the administration team(meet weekly, have agenda) and staff(meet weekly in subject areas and monthly as a staff, agendas), and the district curriculum team(weekly). Staff also attend data day each year and a monthly data meeting to discuss results.

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.

-- 56.3% P/D ACT English, 33.1% P/D ACT MATH, 39.3% P/D Science, 51% P/D Writing---- ACT 19.8 Composite----GAP: Reading - 44.5 % P/D F/R, 12.5% P/D Disabilities, N/A P/D Homeless, Consolidated 30.9% P/D----- MATH- 21.7% P/D F/R, 0.0% P/D Disabilities, N/A P/D Homeless, Consolidated 8.6% P/D----70.6% CCR

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.

----23.5% Novice Reading, 25.6% Novice Math, 19.7% Novice Science, 15.3% Novice Writing----
ACT 19.3 Composite----GAP: Reading - 32.9% Novice F/R, 66.7% Novice Disabilities, N/A Novice
Homeless, Consolidated 47.3% Novice----- MATH- 33.1% Novice F/R, 81.5% Novice
Disabilities, N/A Novice Homeless, Consolidated 60.3% Novice

Trends

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

Math remains an area of improvement for proficiency. Students with disabilities is also another area that remains a significant area for improvement. Reducing Novice in all areas.

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](#)

Common planning with intentional focus on standards discussion and data analysis for all areas (deployment of standards). District Data days will consist of 9th and 10th grade Math and English students working together to name and claim students, plan for interventions and work on growing students (analyze data results, delivery of instruction).

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%.

Transition Readiness is above the state average. Last year MCHS tested 419 students in KOSSA career pathways. This year MCHS is scheduled to test 419 students.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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