



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

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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?

Menifee County High School Principal, Lana Swartz, worked with the admin team (Katlin Haney- Assistant Principal & Stacey Lewis - Counselor) and Jodi Blackburn, DAC to develop a process in which all stakeholders have the opportunity to collect and review data. Step 1: Prepare to Plan = Gather Data --> Survey all stakeholders; Teachers complete an IC data tracker review of first term summatives; Admin team gather and prepare School Report Card, ACT, AP, and local diagnostic data (CASE 21 & CERT) Step 2: Data Analysis = Staff engage in an analysis by completing data statements with patterns/trends and then root cause analysis process (see attachment); The MCHS SBDM engaged in data review. ; The Menifee County High School (MCHS) Leadership Team reviewed each PLCs data statements and root cause statements. Step 3: MCHS Lt and SBDM = Review and set priorities ->Set performance targets -> identify measurable objectives; Identify Root causes -> Identify solutions and action steps -> Identify implementation evidence Ongoing data analysis occurs with the School Leadership Team monthly, Content and Team Level PLCs monthly, with Central Office District Staff in weekly COLA meetings through the review of the Quarterly Report, PDSAs, 30-60-90s

## 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.

Current Academic State: Based on 2019-20 ACT data: The overall composite for juniors increased from 16.4 in 2019 to 18.7 in 2020. (Reading 17.4 to 19.5; Math 16 to 17.8) Based on the 2018-19 accountability: School Report Card: Proficiency in math decreased from 11% to 5%. Proficiency in reading decreased from 28% to 18%. Other academic indicators, On-Demand writing proficiency decreased from 51.6% to 32.1%. The Transition Rate increased from 66% to 72%. The Graduation Rate increased from 92.30% to 95.70%. Non-Academic Current State: Student Survey = 116 responses out of 300 students. 70% of the students consider the school as a caring place. 92% agree or strongly agree that teachers make them feel welcome in their classrooms. Teacher feedback survey: 90% of the teachers are concerned about the students who are not active in learning. See attachments Quarterly Report, School Report Card, ACT profile Report,

## 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.

Based upon the 2018-19 report card: Based upon our school report card, clearly, our tier 1 instruction for math and reading proficiency is weak. The math scale score is 16.4 compared to the state at 31.4. Reading scale 35.7% proficiency as compared to the state at 52.2%. Based upon the 2019-20 ACT data for juniors: Math scores for the school are 17.8 compared to the state 18.7. The Reading data for 2019-20 ACT data is better than 2018-19 data, 19.5 for the school compared to 19.4 for the state. (see attached ACT Data profiles)

## Trends

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

2019-20 Math ACT is trending up but still below the state average. 2018-19 KPREP longitudinal data indicates a decrease in proficiency and an increase in novice in both reading and math.



## 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](#)

Design and Deliver Instruction: What process is in place to ensure students have an understanding of learning expectations (e.g., learning targets, goal setting, purpose) and know the criteria for success? What system is in place to ensure students take responsibility for their own learning? Review, Analyze and Apply Data: What systems are in place to ensure that students are actively involved in knowing their own data and making decisions about their own learning? Design, Align and Deliver Support: How do stakeholders determine which best practice strategies (e.g., interventionist, Read 180, ALEKS, modifications to schedules) will meet the identified needs of the students? Establishing Learning Culture and Environment: What supports are currently in place to assist students in decision making in regard to behavioral needs/goals?




## 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%.

2019-20 ACT Overall Composite increased from 16.4 to 18.7. The ACT reading composite score in above the state average (school 19.5 and state 19.4)

# Attachment Summary

Attachment Name	Description	Associated Item(s)
 20-21 Menifee Quarterly Report		•
 Data Review and Needs assessment Protocol		•
 MCHS 2020 ACT 11th Grade profile report		•