

Phase Two: The Needs Assessment for Schools_10292018_18:54

Phase Two: The Needs Assessment for Schools

Morgan County High School

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Phase Two: The Needs Assessment for Schools

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?

Morgan County High School considers all teachers, administrators and support staff as stakeholders. However, the immediate team that is responsible for analyzing the data and reporting to the staff is a combination of three different teams. We have our SBDM Council, which includes: Vickie Oldfield, principal, Justin Daniels, Curriculum Consultant, Becky Blackburn, English teacher, Chrystal Rudd, Biology Teacher, William Lemaster, parent; Leah Lemaster, parent. We also have our School Intervention Team that looks at data monthly. Those members are Vickie Oldfield, principal; Justin Daniels, Curriculum Consultant; Becky Blackburn, English teacher; Chris Lacy, District Rtl support; Alicia McClurg, Youth Service Center Coordinator; Cassandra Evans, Math teacher; Bennett Ison, Math Teacher and Adrienne Braudis, English teacher. We look at individual student progress, keep notes and submit them to the district each month. Our last team, our ABRI team meets monthly and looks at overall school data both academic and behavior data. That team consists of school leadership, teachers and a representative from the University of Louisville, Susan Robertson. We document the meeting minutes and review each month to make sure we are making progress.

ATTACHMENTS

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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.

Current Academic State: The overall ACT score was 18.1 a drop from 18.6 from 2017. The overall state average dropped .6 of a point while MCHS dropped .5 percent. 35.3% of students scored Proficient/Distinguished in Reading which was 10.1% lower than the state overall average, 34.4% of students scored Proficient/Distinguished in Math which was 3.1 % lower than the state overall average. Our Transition Readiness rate was 71.7 which was 10.8% higher than the state average. Our Graduation Rate was 93.7% which was 2.9% higher than the state average. On the On-Demand Writing, 45.8% of our students scored Proficient/Distinguished compared to 52.3% state average. While the number of students scoring novice was 15.8 compared to 15.4 for the state average. Current Non-Academic State: Our Teacher Attendance has remained at 95% for both the 2017-2018 and the 2018-2019 school year. The number of students receiving Out of School Suspension decreased from 17-18 by 11/1/17 from 26 to 8 students by 11/1/18. The number of students being placed in In School Suspension from 102 days from 11/1/17 to 59 days by 11/1/18.

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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.

While receiving limited data at the high school level for 2018, it is still apparent that Reading and Math areas need to remain a priority. Reading data from the ACT showed us at 10.1% lower than the state average and that is not acceptable. Our Math scores have improved but we are still 3.1% below the state average. Another focus needs to be on increasing the number of students scoring Proficient/Distinguished on On-Demand Writing.

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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?

Academic Data from the 2016-2017 and the 2017-2018 school years show some that Math and Reading continue to be significant areas for improvement. Without having TELL or Val-Ed data this year, the only measure of our school culture and climate was the AdvancEd Improvement and Monitoring tool. The average score on combined areas for both academic and climate were well above the network score and most were above 3.5 on a 4.0 scale.

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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](#)

KCWP 4: Review, Analyze and Apply Data KCWP: Design and Deliver Instruction

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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%.

A documented strength this year was the data from the AdvancEd Improvement and Monitoring tool. 100% of the staff either agreed or strongly agreed that that areas of strength were: Curriculum, Instructional Design, Leadership and Continuous Improvement. Our Transition Readiness was way above the state average and those districts surrounding Morgan County. Our Graduation Rate was above the state average and the highest MCHS has ever attained.

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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