



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?

After the data was released in the Fall of 2019, teachers and administrators were involved in a day of data analysis on October 7, 2019. The agenda for that day is attached. With no additional state-wide testing for 2019-20, PHS will continue to use this data and the associated planning for 2020-21 Strategic Planning. The current Strategic Plan is also attached. All teachers are on a professional learning team that meets weekly to review student data to use for planning. A sample agenda is attached. Surveys administered to teachers, students, and parents in the Fall of 2019 and the Fall of 2020. Survey reports are attached. SBDM council has reviewed the 2020 school report card and will continue to monitor curriculum implementation and analysis. A sample agenda is attached.

ATTACHMENTS

Attachment Name

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.

KPREP - 28.6 % of all students are proficient in Reading KPREP - 27.5 % of all students are proficient in Mathematics KPREP - 0 % of all students are distinguished in Mathematics Climate Survey Negatives: Students feel Pressured (65%), Tense (63%), and Rushed (51%) to complete work 63% of students responded the thing they DO most often is Take Tests and 51% responded they Work Alone When asked about their experiences in the classroom, the top 2 responses were Work Alone (51%) and Rushed (41%) Top responses when asked how they feel at school - 76% Tired, 55% Pressured, 53% Bored, and 41% Confused Climate Survey Positives: Top Responses when asked about interactions with adults - 75% Respectful, 63% Helpful, 57% Supportive, and 55% Trusting Caring (64%) and Honest (63%) is what students think most about their teachers The top response from students for expectations at school was - 63% I am Learning

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.

Academic improvement - KPREP - Increase the number of students achieving proficient/distinguished in Reading to 50% Academic improvement - KPREP - Increase the number of students achieving proficient/distinguished in Math to 50% ACT - Increase Reading average (currently 17.5) to benchmark = 20 ACT - Increase Math average (currently 16.8) to benchmark = 19 Reduced students perception of what they do in class and how they spend their time.

Trends

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

KPREP Academic Performance Needs Improvement (trend data attached)

ATTACHMENTS

Attachment Name

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










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%.

Strengths - Graduation Rate 100% Strengths - Teacher survey results reveal students are - Learning, Understand, and can Explain their work. (survey results attached)
Strengths - Teacher survey results reveal teachers are - Challenged and Supported at work. (survey results attached)

Attachment Summary

Attachment Name	Description	Associated Item(s)
 2019 - 2020 Paris High School Strategic Plan		.
 2019 Student Engagement Survey		.
 2019 Student Inventory Survey		.
 2020 PHS Parent Climate Survey		.
 2020 PHS Student Climate Survey		.
 2020 PHS Teacher Climate Survey		.
 PHS 2019-20 Strategic Planning Agenda		.
 PHS KPREP 2018-19		.
 PHS PLC Agenda		.