



OCHS 2020-21 Phase Two: The Needs Assessment

2020-21 Phase Two: The Needs Assessment for Schools

Oldham County High School
Andy Moore

1150 N. Highway 393
Buckner, Kentucky, 40010
United States of America

Table of Contents

2020-21 Phase Two: The Needs Assessment for Schools	3
Understanding Continuous Improvement: The Needs Assessment	4
Protocol	5
Current State	6
Priorities/Concerns	7
Trends	8
Potential Source of Problem	9
Strengths/Leverages	10

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?

Formative data is reviewed weekly in teacher team meetings during common planning periods. Teachers keep documentation of their meetings. Formative data is also discussed at PLC meetings during Teacher Work Days, which meet multiple times throughout the year. All data including state accountability data is discussed and analyzed during the team leader meetings. These meetings include representatives from each department that then take information back to their team of teachers. Application of data results is discussed in all of the previous meetings, and checked for fidelity of implementation through learning walks with teachers and our leadership team. SBDM looks at state assessment data annually to inform them on academic progress of the building as they approve a variety of action plans and financial plans to support the academic needs of the building. Our MTSS team look at academic and behavioral data monthly to analyze trends and plan next steps.

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.

AP - Scores Trending up. 8% increase in AP from 18-19 to 19-20 ACT Scores among the Junior class continue to trend down over a 5 year period. Currently at an average composite of 20.3 which is down from 20.6 the previous year. While English data remains steady over the last 3 years, it is still the lowest subsection for the core group of students. Math scores on the ACT were flat for several years but saw a .6 point decline this year dropping them to a 5 year low at 19.9. While scores among our white student have steadily declined scores among our hispanic students have maintained (with 3 times the number of students). Graduation Rate for students with Poverty increased from 91.7% to 92.8% Graduation Rate for student with Disabilities increased from 79.5% to 82.8%

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.

Declining ACT Scores for all students.

Trends

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

ACT Scores among the Junior class continue to trend down over a 5 year period. Currently at an average composite of 20.3 which is down from 20.6 the previous year. Over 50% Turn Over in staff in 4 years. Core instructional practices are solid however they are inconsistent. Teacher teams remain strong and the back bone of this work. This is a significant growth area.

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 1: Design and Deploy Standards which coincides with our First PLC question in what do we want our students to know and how to engage them.

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%.

Dual Credit Enrollment is increasing and students are experiencing a much higher level of success.

Attachment Summary

Attachment Name	Description	Associated Item(s)
-----------------	-------------	--------------------