



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?

Because of the pandemic that moved schools on-line in Spring 2020, the Kentucky Department of Education cancelled statewide testing. At our November 2, 2020, teacher work day, however, we will review data we collected at the start of this school year: MAP testing in Reading, and Math for all 9th grade students Pre-ACT practice in English, math, reading, and science for all 10th grade students ACT practice test for all 11th grade students 2020 ACT data for all 12th grade students During our workday on November 2, we will follow the procedure for reviewing data that we established last year. Specifically, we will review data and discuss next steps and needs that we need to address as a school to continue to move forward. After our workday, we will continue our data review with the following leadership teams: SBDM Council, Administrative team, Instructional Leadership Team, and our PLC/ Behavior Leads. Each of these teams meets monthly and has a specific set of data points that they are working towards to meet our goals set forth as a school in CSIP Phase 1. All meetings are monitored and updated through our Google shared drive.

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 Our composite ACT score, taken in March 2020, is 22.3. Data for students by race/ethnicity is provided in the table attached. Non-Academic Current State -SOHS has 110 (7.9%) students that were chronically absent from the 2018-2019 school year. This is a 6.3 decrease from the 19-20 school year. Because of the pandemic and our change to remote learning, we did not see the typical number of absences at the end of the year. Students were working from home and submitting assignments to verify attendance. -On the 2020 Impact Survey, our most concerning data was in the areas of feedback and coaching, and school leadership. Feedback and Coaching: 33% felt they received adequate feedback on their teaching. School Leadership: 29% felt school leaders communicate important information to teachers. 27% felt they were not involved in important decisions being made at the school level. -During the 2019-2020 school year, we had 710 behavior events involving 289 students. This increase is attributable, in large part, to the increased use of disciplinary referrals (297 referrals for 205 students) for inappropriate cell phone use. We also had 125 disciplinary events for students being tardy to school/class. This involved 70 students.

ATTACHMENTS

Attachment Name

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.

-In the 2018-2019 data, the proficiency gap is closing for African American in all tested areas. We do still see a gap between the performance of our African American students and our students with disabilities, the gaps have not completely closed for either group. -In the 2019-2020 data, there is a gap in on-demand writing scores for African American students (50% scored below proficiency compared to 31% of white students who scored below proficiency) and students with disabilities (73.1% scored below proficiency compared to 28.4% of typical students). Although there is a gap in both populations, the much wider gap in the proficiency scores of students with disabilities is a concern.

Trends

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

-In the 2018-2019 data, the proficiency gap is closing for African American in all tested areas. We do still see a gap between the performance of our African American students and our students with disabilities, the gaps have not completely closed for either group. -In the 2019-2020 data, there is a gap in on-demand writing scores for African American students (50% scored below proficiency compared to 31% of white students who scored below proficiency) and students with disabilities (73.1% scored below proficiency compared to 28.4% of typical students). Although there is a gap in both populations, the much wider gap in the proficiency scores of students with disabilities is a concern.

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- We will work with our Interventionist in special education to strengthen the instructional design of teachers in a collaborative setting. For example, identifying essential standards for each unit of instruction will be a priority, as will increasing proficiency with the co-teaching model. -Review, Analyze & Apply Data-Our PLCs are firming up the formative assessment processes and using the data from those assessments to drive instruction and individual needs of students. We are also using school wide data provided by MAP and practice ACT tests to assist us in identifying students for individual intervention. Our focus this year will be on applying the data in order to deliver support to students in need and then to monitor their progress. -Design, Align, and Deliver Support- In our collaborative classrooms, we will align instruction around essential standards and increase use of differentiation at the Tier 1 level. Tier 2 and Tier 3 students will be placed in focus groups for weekly instruction and progress monitoring by our intervention team.

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%.

-Our graduation rate is 98.2% over the past 4 school years. -The combined 4 and 5 year graduation rate is 98.8%. -We have 100% graduation of students in the following gap groups: AA, Latino/Hispanic and 2 or more races. -The graduation rate for students with disabilities increased from 85.2% in 18-19 to 93.8% in 19-20. -Our school's college readiness benchmark for students taking four or more years of English AND three or more years each of math, social studies, and natural science is higher than the state's: SOHS=44% compared to the state's average at 23%. -On the ACT math subscore, our Hispanic, disabled, and disadvantaged populations all had significant increases in proficiency. -We have worked to increase access to AP courses for GAP groups, specifically African American students, students identifying with two or more races, and students with a fee reduction on the exam (hitting the poverty threshold). Though we still hope to see more students from these groups in AP courses, we also want them to be successful. Our data shows that students with two or more races have comparable or better pass rates than their white counterparts. See attached supporting chart

ATTACHMENTS

Attachment Name

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Average ACT score by Race/ Ethnicity	Chart attached	•
 Strengths and leverages	Chart supporting strengths and leverages	•