

Phase Two: The Needs Assessment for Districts 18-19

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Phase Two: The Needs Assessment for Districts

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?

A needs assessment is conducted annually to determine the needs of the schools in order to achieve state content and academic standards. The needs assessment uses student achievement data from state and local assessments as well as the ACT. Information is also gathered on teachers and leaders within the district. Data from the effectiveness and evaluation system is also gathered for the needs assessment. Through the needs assessment, teacher quality needs are identified. The district teachers are involved in the needs assessment process and provide key information as to the direction of professional learning within the district. In addition, community and business input is gathered to provide another layer of input. Data is gathered throughout the year to ensure to ensure continuous improvement. Timely and meaningful consultation with all shareholders is paramount to supporting effective instruction. These shareholders include teachers, principals, other school leaders, paraprofessionals, parents, and community partners. The following methods are used to consult and collaborate with each group. teachers and paraprofessionals - district professional learning communities and annual surveys on effective instruction/professional learning Other school leaders - participate in school led learning communities and instructional focus groups parents and community partners - annual surveys during Bomber Bash, parent surveys on teaching and learning, and advisory council meetings for community partners

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.
- BCES % proficient and distinguished: 50.9 reading, 39.2 math, 63 social studies, 32.4 science, and 54.7 writing -BCMS % proficient and distinguished: 67.3 reading, 51.8 math, 75.8 social studies, 28.8 science, and 68.2 writing -BMHS % proficient and distinguished: 51.4 reading, 46.1 math, 40.6 science, and 46.5 writing -BMHS is in the top 25% of schools for ACT scores with a increase from 19.0 to 19.9 in 17-18. -BCMS is top 10 percent in state for separate academic indicator and 24th in the state for writing. BCMS is a TSI school.

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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.

BCMS is a TSI school with a 37.9 proficiency indicator and a 48.3 separate academic indicator.

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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?

- Special education across the district - ES math and reading

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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 2: Design and deliver instruction for special education students

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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%.

ACT scores have increased from 19.0 to 19.9 BCMS scores in reading, math, social studies, and writing BCES 5th grade math

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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