

## 2019-20 Phase Two: The Needs Assessment for Schools\_08142019\_13:28

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### **Grayson County High School**

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## 2019-20 Phase Two: The Needs Assessment for Schools

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## 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/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. 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/district councils, leadership teams and stakeholder groups involved. How frequently does this planning team meet and how are these meetings documented?

Data team meetings every other week in our core departments-when state data comes out we meet with the departments to analyze Kprep data. Data teams analyze common data at other meetings including reading and content specific data. Meetings are documented by sign in sheet, common data collection sheets with the collected data. A leadership team of counselors and administrators meet every Monday to discuss pertinent information. Some of which will include data results. Within planning meetings and new teacher meetings. Data results drive professional development, RTI, and scheduling for the school year.

## 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 (34%) of students in the achievement gap scored proficient on KPREP Reading.
- From 2017 to 2019, we saw an 11% increase in novice scores in reading among students in the achievement gap.
- Fifty-four (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 2018-19 school year – a decrease from 92% in 2017-18.
- The number of behavior referrals increased from 204 in 2017-18 to 288 in 2018-19.
- Kentucky TELL Survey results indicated 62% of the school's teachers received adequate professional development.

GCHS is no longer a TSI school for special education. While there is a GAP with special education, we decreased the GAP and had several special education students who scored proficient on the ACT and Kprep. The 2019 score for the ACT English percentage of students meeting benchmark was 45.3% compared to 48.7% at the state level. This number is down 5% from last year. In math we have 38.6% of students who were benchmark on the ACT, compared to 36.2% at the state level. The percentage is down 8% from 46.9% in 2018. GCHS had 43.4% of students meeting reading benchmark versus 45.7% at the state level. This number is down from 45.1% in 2018. We currently have 108 students who are college ready. Our Kprep writing scores increased by 13% to 64% compared with 50% at the state level. Our novices also decreased to 12%. We had 62.3% of our students reach college or career readiness compared with the state's 66.8%. Our Renaissance program is in year 3 and approximately 500 students have been rewarded with free admission to all home games. Renaissance Rallies have also recognized approximately 15 students of the month. A new organization called "Sources of Strength" is being implemented to promote positive mental health and help decrease suicide. We are in year 2 of focusing on parental involvement. Our back to school night for Freshmen was very successful in attendance and participation. We offered various informational sessions for parents. Our parent teacher conference was well attended with over double the attendance. Data came from state assessment data, school report card, TELL survey, and data from GCHS.

## Priorities/Concerns

Clearly and concisely identify areas of weakness using precise numbers and percentages.

**NOTE:** These priorities will be thoroughly addressed in the Continuous Improvement Planning Diagnostic for Schools.

**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.

Special education continues to be an under performing group. Transition readiness was also considered a low performing group with a score of 62.3. Our science scores were also in the low achieving category.

## Trends

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

Our special education students remain behind in proficiency, graduation and transition readiness. Our transition readiness the last few years has remained around 50-60%. This is our first year for the science assessment, but traditionally statewide, science has been an area that needs improvement.



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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](#)

Scheduling almost 1400 students makes it difficult to schedule and get students in every career/honors/dual credit/etc class they need, in the order they need. Lack of effective instructional practices for co-teaching. Teach and assist is our main model of instructional delivery. Lack of NGSS and rigorous examples for science classes.

## 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 Kprep On-demand writing scores greatly increased from a score of 51 to 64. Further our novice scores on the Kprep On-Demand decreased 2 percentage points from 14% to 12%. We are being more intentional with placing students in career pathways and technical classes to ensure more students leave GCHS with an industry certification or career readiness certificate.

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## Attachment Summary

Attachment Name	Description	Associated Item(s)
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