

## **HCHS 2019-20 Phase Two: The Needs Assessment for Schools\_10242019\_09:18**

2019-20 Phase Two: The Needs Assessment for Schools

### **Harrison 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?

A district committee was formed to better meet strategic needs and utilize the planning process. The committee meets face to face, virtually and utilize google documents to interact together to develop district solutions and initiatives for our students. Our district committee is composed: Jenny Lynn Hatter, Chief Academic Officer & Chair Dr. Harry Burchett, Superintendent Kristy Carey, Board Member Maribeth Midden, parent/SBDMC Jamie Chapman, HCMS teacher/HCLA (Harrison County Leadership Academy) Micki Grob, Northside teacher/HCLA Kim Jenkins, HCHS teacher/HCLA Jon Hoskins, Principal/HCLA Jeanette Henson, Eastside/Classified Representative Lori Gaunce, Parent/Community Rep/HCLA/Maysville Community Technical College Austin Dacci, Director of Food Service, members of the Superintendent's Student Advisory Council, and Julie Asher, Chief Finance Officer. We have already met (both virtually and face to face) have been reviewing final ideas for our comprehensive plan. There are also monthly meetings held between school administrators and central office personnel. We will review the final district plan in November before the board review. At the school level, HCHS has monthly meeting both interdepartmental and school wide. These meetings analyze data and plan strategically for student improvement. ATTACHMENTS Please

## 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.

Current Academic State: Students with disabilities remain the primary area of concern in the area of student academic performance as indicated in CERT results. Novice percentages for High School Reading at 31%. Current Non-Academic State: At HCHS, our transition indicator (College and Career Readiness/CCR) score for all students was an 78.1%. Harrison County High School will focus this year on raising this number of students so all students will be considered both college and career ready through a variety of initiatives.

## 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.

Academic Priorities and Concerns: Students with disabilities remain the primary area of concern in the area of student academic performance. Only 18.5% of students with disabilities scored proficient and distinguished in High School Reading (derived from ACT) compared to 47.4% of all students. Non-Academic Priorities and Concerns: Furthermore, career pathway analysis, new high school graduation requirements and student surveys revealed the need for additional career pathways to be examined and opened up at both Harrison County HS and the Harrison County Area Technology Center.

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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?

Our district is focusing on three key areas: Provider of Choice, Employer of Choice, and Investment of Choice. We want to enhance the positive culture within our school to help increase attendance, appeal to a wide range of students and their interests, attract and retain quality staff, and develop strong community partnerships. We continue to revisit all aspects of student learning and success as well as their links to these three areas. Data, both academic and non-academic, is analyzed in its relationship to these areas. Trends, in the 2019-20 school year, will continue to be examined in relationship to them.



## 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](#)

HCHS is focusing on continuous "Review, Analyze and Apply Data Results" (#4) along with "Establish a Learning Culture and Environment" (#6). As previously stated, all our planning work has centered around the concepts of Attendance, Achievement and Communication. Our B.R.E.D.S. (Bringing Rigor Equals Distinguished Students) monthly meetings with principals, board updates and individualized planning sessions focused on weak points in both academic and non-academic areas that are supported by a variety of data sources (CERT, attendance records in Infinite Campus, parent & staff surveys, Google surveys/forms, etc.). These meetings are very resolution driven and strive to monitor and maintain higher student success rates as well as new innovative ideas.

## 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%.

Harrison County High School four and five year graduation rate of 97.8% is above the state average 91.1%.

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## Attachment Summary

Attachment Name	Description	Associated Item(s)
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