



2020-21 Phase Two: The Needs Assessment for
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2020-21 Phase Two: The Needs Assessment for Schools

Harlan County High School

Kathy Minor

4000 N Us Hwy 119

Baxter, Kentucky, 40806

United States of America

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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?

Each school principal meets with district personnel to review and analyze data results. Our principal meets with each department (English, math, science, social studies, Arts & Humanities, etc.) to review and analyze data results relevant to that department. Each department will break down the data and identify weaknesses and gaps in order to be able to plan strategies and activities for improvement. Documentation is gathered through meeting notes, agendas, and sign-in sheets. School Committees consisting of teachers, administrators, and stakeholders are in place to review/analyze data and implement plans for improvement. School Committees include Academic Performance, Learning Environment, and Efficiency.

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.

In the 2018-2019 (our previous year of data due to the pandemic crisis) year, Harlan County High School saw a graduation rate of 96% exceeding the state average. Our school safety rating is high. There was a 6% rate of behavior events with a 94% rate of none. The Gifted/Talented population is 16.1% Harlan County High School has a 17:1 student to teacher ratio. The student to technology device ratio is 3:1. Teacher Working Conditions have a 87% favor rating. 95% of parents surveyed felt that the services provided by SRO officers and their presence in the schools made them and their children feel safer at school.

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.

37.0% of students scored Novice in math. Science had 19.1% of students scoring proficient. The proficiency indicator score is 49.5. There are 56.1% of non economically disadvantaged students scoring in the proficient/distinguished range in reading while 31.2% who are economically disadvantaged are scoring proficient/distinguished. Math: 42.9 (not economically disadvantaged) and 20.5 (economically disadvantaged). The Transition Readiness Rate for Academic Readiness was 94 out of 215 and 14 out of 215 career ready. The female readiness rate is almost double that of the male population. Less than half of the homeless and economically disadvantaged population were academic ready. Eighty percent of our school's population is labeled as economically disadvantaged. Over half of students (51.3%) with disabilities (IEP) scored novice in reading and math. 23.2% of males scored proficient/distinguished in writing compared to 46% of females. Additionally, 26.6 economically disadvantaged students and 7.9% of with disabilities/IEP scored proficient/distinguished in writing. Proficiency rates were below the state average in reading: School average/state average - 37.4%/44.5%, math 26.1%/35.3, writing 34.7%/50.3, and science 20%/29.9%.

Trends

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

The percentage of students scoring in the proficient/distinguished range in reading decreased from 39.8% to 37.4%. The percentage of students scoring in the proficient/distinguished range in math rose from 26% to 26.1%. The number of students identified as academic ready increased from 80 to 94 while the number for students identified as career ready decreased from 44 to 14. The percentage of transition readiness remains steady with an increase from 95.4 to 96.1.

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 4 will be utilized. Administration and teachers will analyze current data sources to determine areas of deficiencies that need to be focused on. KCWP 5: The data will be used to align and deliver support instruction (KCAWP 2) and support.

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%.

The graduation rate exceeds the state average. Dual credit classes are available to students. There are many programs that our students may take advantage of such as JROTC and Vocational/Technical classes (welding, nursing). SRO officers are present at the school full time to make the school safe.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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