



2020-21 Phase Two: The Needs Assessment for
Schools_10202020_12:31

2020-21 Phase Two: The Needs Assessment for Schools

Breathitt County High School
Charles Davidson
2307 Bobcat Lane
Jackson, Kentucky, 41339
United States of America

Table of Contents

2020-21 Phase Two: The Needs Assessment for Schools	3
Understanding Continuous Improvement: The Needs Assessment	4
Protocol	5
Current State	6
Priorities/Concerns	7
Trends	8
Potential Source of Problem	9
Strengths/Leverages	10
Attachment Summary	11

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?

- Develop and/or revise quarterly report committees. Assign a committee lead.
- Develop and/or revise committees to review specific content areas within the needs assessment.
- Enlist assistance from students, parents and community members.
- School counselor enter data into school report card worksheet and overall summary trend worksheet. Develop state rankings for each assessment from data sets in school report card. Breathitt High school conducts Weekly PLC meeting to discuss student data and to develop next step for student academic success. There are also monthly administration meetings, department leadership meetings, support staff meetings, and MTSS meeting.

ATTACHMENTS

Attachment Name

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.

Academic State Graduation Rate during the 2019-2020 school year 94.5% our current graduation projections are 95% or higher for the 2020-2021 school year. During the 2018-2019 students graduating transition ready was 68.9, during the 2019-2020 school our projection was 75 or greater but due to Covid -19 not all our testing was bale to be completed. The 2020-2021 school year we are projecting 70% or higher of our students will graduate transition ready transition. Non-Academic state 100% of teachers participate in weekly PLC meeting to discuss student data and develop next steps for success. 100% of teachers participated in professional learning book studies.

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.

*8th & 11th grade, the percent of P/D males was lower the females by 30% for 11th grade and 8% in 8th grade students in writing. *34.4% of 11th grade students are novice on ACT assessment in math. * 71% of 7th and 8th grade students scored below proficiency on K-Prep assessment in math. * 53.4% of 7th and 8th grade students scored below proficiency on K-prep assessment in reading.

ATTACHMENTS

Attachment Name

Trends

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

During the 2018-2019 school year students graduating transition ready was 68.9% while the 2019-2020 school year was projected to be 75% or higher, but due to covid-19 testing was not completed. The 2020-2021 school seniors graduating transition ready is projected to greater than 70%. We have determined this to be a need for improvement and have developed more relevant pathways for students to find success. 1.) Offering more relevant CTE classes and pathways will increase the number of students graduating career ready. 2.) Implementing evidence-based, standards-aligned curriculum in a blended environment will improve student academic achievement. 3.) Providing more opportunities for differentiated learning will increase student proficiency and success in all academic areas.

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](#)

Breathitt High School will continue to conducted weekly professional learning community meeting to improve need to review, analyze and apply data KCWP 4. PLC template and agenda are attached. 1.) Provide professional learning experiences around evidence-based engagement strategies in a blended learning environment. 2.)Design and implement a process for monitoring the use of evidence-based instructional strategies and their impact on Reading and Math achievement. 3.) Design and implement evidence based instructional strategies aligned with CTE program standards.

ATTACHMENTS

Attachment Name

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%.

*Graduation rate was 94.5.1% increase from 2014 percentage of 75.5. For the current school year of 2020-2021 the graduation rate is projected to be 95% or higher. *Transition readiness has been identified as a area of weakness, with number being below 70%. We have set a goal to be 70% or higher during the current 2020-2021 school year.

ATTACHMENTS

Attachment Name

Attachment Summary

Attachment Name	Description	Associated Item(s)
 BHS Stars		•
 Dept Leadership team		•
 Leadership meeting		•
 PBIS bouchure		•
 PLC template		• • •
 Success Academy		•