

## 2019-20 Phase Two: The Needs Assessment for Districts\_09042019\_16:22

2019-20 Phase Two: The Needs Assessment for Districts

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

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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 district 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.

## 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?

The Rockcastle County Schools District Leadership Team reviews and analyzes KPREP Data in PLC meetings using a data review protocol. The district leadership team also conducts individual face to face meetings with school principals to discuss findings as well as provide in-depth analysis data tools and protocols. Individual School Councils review the KPREP Data with their school council meetings as documented in SBDM minutes. Additionally, individual schools conduct their respective PLC's to discuss and analyze data at the grade and content level. The district PLC meets monthly with school principals and additional meetings are scheduled as needed. This is documented through PLC agendas and protocols. Schools PLC's at least monthly and as warranted and is documented through PLC agendas and protocols.

## 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 74% of the district's teachers received adequate professional development.

Current Academic State: 2019 KPREP DATA - READING: The percentage of elementary school students scoring at the Proficient and Distinguished level in Reading was 60.8% and 12.2% at the Novice level, the state average for Novice ws and Proficient Distinguished.. The percentage of middle school students scoring at the Proficient and Distinguished level in Reading was 61.6% and 10.7% at the Novice level.2019 KPREP DATA - Math: The percentage of elementary school students scoring at the Proficient and Distinguished level in Math was 50% and 10.7% at the Novice Level. The percentage of middle school students scoring at the Proficient and Distinguished level in Math was 40.8% and 12.5% scoring at the Novice level. The 2018-19 ACT Composite scores saw the highest scores in five years in English, Math, Reading , Science, and Composite in over 12 years of trend data. The respective composite scores were: English 18.8, Math 18.7, Reading 19.9, Composite 19.3.Non-Academic Current State - Rockcastle County School District attendance rate for 2018-2019 was 92.5% which was lower than the previous year (93.2%). The district discipline had only 1.8% of students who had a behavioral incident that resulted in an out of school suspension. It was encouraging to see that percentage drop almost 1% from the 2017-2018 academic year.

## 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 Districts.

**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.

A significant area for improvement is the district's middle school math scores. The trend is on a downward path for the last four years as the percentage of proficient and distinguished students have dropped. The most current scores show a drop from 42.4% in 2018 to 40.8% in 2019. Another indicator that this is a concern is that when you compare the proficient and distinguished scores to the state average there is a 6.3% gap (40.8% to 47.1%). Writing Scores at the district's middle school is concern based on the trend that the percentages have steadily decreased from 50.5% in 2016, 38.4% in 2017, 34.7% in 2018, 21.5% 2019 of proficient and distinguished and the percentage of novice students increased from 12.7% in 2016 to 20% in 2019. Writing Scores at the elementary school will be priority for 2019-2020 school year as the overall district elementary score has been below the state average for the last three years, and the 2019 scores were 3.1% below the state average. (43.5% compared to 46.6%)

## Trends

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

**Academic Measures of Significant Areas for Improvement**The district's middle school math scores on KPREP remain an area for improvement as the trend of proficient and distinguished has constantly tracked lower over a four year period. The district's middle school writing scores on KPREP remain an area for improvement as the trend of proficient and distinguished has constantly tracked lower over a four year period.  
**Cultural Measures of Significant Areas for Improvement**Attendance across the district has tracked lower for the last two years. The district's attendance rate in 2018 was 93.2% compared to the state average of 94.2%. The attendance dropped .7% to 92.5% in 2019 and was 1.7% below the 2019 state average.  
**Behavioral Measures of Significant Areas for Improvement**The districts percentage of out of school suspensions have been extremely low with the greater concentration of suspensions being primarily at the district's middle school and high school.



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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](#)

Key Core Work Processes - Design and Deliver Instruction Review, Analyze and Apply Data Design Align and Deliver Support. The district will implement Professional Learning Communities at the district level and school level to address student achievement. The PLC's will be charged with creating pacing guides, common formative and summative assessments, review state, school and classroom data that will drive instruction and student learning.

## 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 district's high school 2019 ACT scores showed an increase in scores in all areas from the 2018 scores and a twelve year high in every area. English 2018 Score 17.9, 2019 Score 18.8; Math 2018 Score 18.2, 18.8 2019 Score; Reading 2019 Score 19.5, 2019 Score 19.9, Science 2018 Score 18.4, 2019 Score 19.3, Composite 2018 Score 18.7, 2019 Score 19.3. The ACT scores were also above the state average in every area. Roundstone Elementary School earned Four Star Status. The district did not have any significant gaps based on 2019 Accountability Scores. The district's graduation rate continues to be exemplary. The 2019 graduation rate was 95.2%

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## Attachment Summary

| Attachment Name | Description | Associated Item(s) |
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