

## Phase Two: The Needs Assessment for Schools RCHS 18-19

Phase Two: The Needs Assessment for Schools

### **Randall K. Cooper High School**

Dallas Wilson  
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Union, Kentucky, 41091  
United States of America

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## Phase Two: The Needs Assessment for Schools

### Understanding Continuous Improvement: The Needs Assessment

**Rationale:** 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 (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 (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. As required by Section 1008 of the Every Student Succeeds Act (ESSA), Title I schools must base their program upon a thorough 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?

Julie Ison, Science Dept. Chair, Malinda Brooks, Assistant Principal, Rachael Burriss, Visual & Performing Arts Dept. Chair, Lesley Vickers, Counselor, Michelle David, Library/Media Specialist, Danielle Dierig, English Dept. Chair, Kim Dirksing, World Language Dept. Chair, Chandra Dixon, Assistant Principal, Wanda Battaglia, Instructional Coach, Dawn Hinton, Counselor, Justin Holthaus, Health & PE Dept. Chair, Tai Faulkner, Social Studies Dept. Chair, Jillian Maher, Career & Technical Education Dept. Chair, Amy Michael, Math Dept. Chair, James Schroer, Assistant Principal, Stacey Guthrie, Counselor, Jennifer Warford, College & Career Ready Coach, Susan Brockman, Special Education Dept. Chair, Victoria Yeomanson, SBDM Teacher Rep, Halee Turner, SBDM Teacher Rep, Mark Dirksing, SBDM Teacher Rep, Cathy Stavros, SBDM Parent Rep, Kathy Gilson, SBDM Parent Rep, Karmin Mielad, Minority Parent Rep., Michael Wilson, principal. Various facets of the leadership listed meet as frequent as weekly to monthly. Meetings are documented through established agendas.

### **ATTACHMENTS**

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## 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:

- 32% of gap students scored proficient on KPREP Reading.
- We saw a 10% increase among gap students in Reading from 2017 to 2018.
- 34% of our students scored proficient in math compared to the state average of 47%.

### Example of Non-Academic Current State:

-Teacher Attendance: Teacher attendance rate was 87% for the 2017 school year – a decrease from 92% in 2016.

-The number of behavior referrals has decreased to 198 in 2018 from 276 in 2017.

Teacher attendance rate was 93.8% for the 2017 and 94.4 % in 2018. (AESOP) The number of behavior referrals has decreased to 853 in 2018 from 2028 in 2017. (IC) The number of out of school suspensions decreased to 67 in 2018 from 141 in 2017. (IC) We saw a substantial increase in our overall math proficient/distinguished in 2018 of 57% as compared to 42% in 2017. (ACT/KPREP) Our transition readiness among our disability gap group was significantly less (19%) as compared to all other groups (F/R & AA at 50%, All students and white at 69%) (KPREP) We saw a decrease in our overall proficient/distinguished in 2018 from 2017 in reading, science and writing. (ACT/KPREP) We decreased the percentage of novice in reading in 2018 of 16% from 22% in 2017. (ACT/KPREP)

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## Priorities/Concerns

Clearly and concisely identify areas of weakness using precise numbers and percentages as revealed by the analysis of academic and non-academic data points.

**Example:** 68% of gap students scored below proficiency on KPREP test in reading as opposed to just 12% of non-gap learners.

\*Our consolidated student gap group saw a decrease in the % proficient/distinguished in reading (47% in 2017 to 31% in 2018), science (29% in 2017 to 26% in 2018) and writing (49% in 2017 to 39% in 2018). \*Our two or more races gap group saw an increase in students scoring novice in reading; 9% in 2017 to 23% in 2018 while also seeing a decrease in students scoring proficient in reading; 55% in 2017 to 23% in 2018. \*Our disability gap group did not have anyone scoring distinguished in 2018 as compared to 3% in 2017. \*Our disability gap group did not have anyone scoring above apprentice in math in 2017 and 2018. \*Our disability gap group had a significant increase in students scoring apprentice; 36% in 2017 to 59% in 2018 while also seeing a decrease in students scoring distinguished; 8% in 2017 to 5% in 2018. \*Our African American students significant decrease in students scoring proficient in writing; 64% in 2017 to 27% in 2018 while seeing a significant increase in students scoring apprentice the same area; 9% in 2017 to 55% in 2018.

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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 disability gap group did not have anyone scoring above apprentice in math in 2017 and 2018.

\*Our disability gap group had a significant increase in students scoring apprentice; 36% in 2017 to 59% in 2018 while also seeing a decrease in students scoring distinguished; 8% in 2017 to 5% in 2018. \*Our African American students significant decrease in students scoring proficient in writing; 64% in 2017 to 27% in 2018 while seeing a significant increase in students scoring apprentice the same area; 9% in 2017 to 55% in 2018. \*Our consolidated student gap group saw a decrease in the % proficient/distinguished in reading (47% in 2017 to 31% in 2018), science (29% in 2017 to 26% in 2018) and writing (49% in 2017 to 39% in 2018). \*Our two or more races gap group saw an increase in students scoring novice in reading; 9% in 2017 to 23% in 2018 while also seeing a decrease in students scoring proficient in reading; 55% in 2017 to 23% in 2018. \*Our disability gap group did not have anyone scoring distinguished in 2018 as compared to 3% in 2017.

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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](#)

KCWP 1 and 2.

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## Strengths/Leverages

Plainly state, using precise numbers and percentages revealed by current data.


**Example:** Graduation rate has increased from 67% the last five years to its current rate of 98%.

\*Our gap group has maintained the level of proficient and distinguished percentage in math from 2017 to 2018. \*Our African American population had a significant improvement in math, novice reduced from 60% in 2017 to 9% in 2018 while increasing proficiency from 10% in 2017 to 36% in 2018. \*Our economically disadvantaged students had a significant decrease in students scoring novice in math; 37% in 2017 to 21% in 2018. \*Our disability gap group had significant decrease in students scoring novice in math; 75% in 2017 to 46% in 2018. \*Our African American gap group had significant decrease in students scoring novice in science; 46% in 2017 to 9% in 2018 while significantly increasing proficiency from 15% in 2017 to 36% in 2018. \*Our economically disadvantaged gap group significantly decreased in scoring novice in writing; 20% in 2017 to 10% in 2018 while significantly increasing students scoring distinguished in the same area; 6% in 2017 to 15% in 2018. \*Our disability gap group significantly decreased in scoring novice in writing; 57% in 2017 to 29% in 2018.

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## ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 Needs Assessment	Needs Assessment Analysis	