

2018-19 Ryle - Phase Two: The Needs Assessment for Schools_11062018_13:16

Phase Two: The Needs Assessment for Schools

Larry A. Ryle High School

Matthew Turner
10379 Us 42 Hwy
Union, Kentucky, 41091
United States of America

Last Modified: 12/17/2018

Status: Open

TABLE OF CONTENTS

| | |
|--|----|
| Understanding Continuous Improvement: The Needs Assessment | 3 |
| Protocol | 4 |
| Current State | 5 |
| Priorities/Concerns | 6 |
| Trends | 7 |
| Potential Source of Problem..... | 8 |
| Strengths/Leverages | 9 |
| ATTACHMENT SUMMARY..... | 10 |

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?

The School Improvement Plan is developed through the school's Curriculum Committee. This is an ad-hoc committee of the Ryle SBDM Council which is formed each year with the charge of developing the CSIP and also making recommendations for programs and curriculum at our school. The Curriculum committee is led by a school administrator and includes stakeholders from the Ryle community. The committee has an open invitation to Parents, Students and Faculty to become a part of the committee each school year. The committee will work together to update the school improvement plan and to then present the plan to the Ryle SBDM Council for approval. The Ryle Curriculum Committee meets on a monthly basis and creates agendas and minutes for each meeting.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

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.

The KPREP Combined Reading and Math percentage of proficient and distinguished scores has dropped over the last 3 years from 61.5% to 60.9% to 59.8%. The non-duplicated Gap Group score over the same time period is 35.4% to 40.8% to 34.4%. The ACT composite scores for all students in Grade 11 over the last 5 years in chronological order are 23.1, 22.2, 22.5, 22.4 and 20.2. The percentage of students in Grade 11 that meet all 4 ACT benchmark scores over the last 5 years in chronological order are 29%, 33%, 32%, 37% and 36%. The ACT average writing scores were 7.5.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

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.

On the ACT Exam, consolidated group students had an average English score of 18.0 compared to 20.6 for all students. On the ACT Exam, consolidated group students had an average Mathematics score of 18.9 compared to 22.0 for all students.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Trends

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

Academically, the achievement gap persists and remains a critical area of improvement. Over the long term, gains in the individual/overall ACT scores and percent of students meeting all 4 benchmarks have made small gains and losses, indicating slow improvement overall. Culturally, the growth of diversity in our student population has outpaced the continued growth of our student body in general. The last two years have shown an increase in the number of incidences of inappropriate behavior related to racial issues.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

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](#)

Ryle High School is focusing on the continued growth and development of professional learning communities, which includes content teams and Instructional Learning Teams (ILT). These ILT's are essentially teachers that teach the same class. These teams are focusing on the design of a clear, viable, and sequential curriculum, using the Understanding by Design (UbD) process; the continued development of student intervention and support strategies in the classroom and out of the classroom in the Raider Achievement Program (RAP) and in other programs such as special courses in reading and mathematics.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

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%.

The graduation rate has increased from 91.3 to 96.0 to 95.2 over the last three years. The KPREP Combined Reading and Math percentage of proficient and distinguished scores has dropped over the last 3 years from 61.5% to 60.9% to 59.8%. The ACT composite scores for all students in Grade 11 over the last 5 years in chronological order are 22.2, 21.4, 22.0, 21.9, and 22.2. The percentage of students in Grade 11 that meet all 4 ACT benchmark scores over the last 5 years in chronological order are 32%, 29%, 33%, 32%, 37%.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

| Attachment Name | Description | Item(s) |
|---|-------------|---------|
|  ACT Data | ACT Data | |
|  Gap Data | Gap Data | |