

Phase II: The Needs Assessment School Diagnostic_11282017_16:26

Phase II: The Needs Assessment School Diagnostic

Larry A. Ryle High School

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Phase II: The Needs Assessment School Diagnostic

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 shareholder 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

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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 non-duplicated gap students scored proficient on KPREP Reading.
- We saw a 10% increase among non-duplicated gap students in Reading from 2015 to 2016.
- 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 2016 schools year – a decrease from 92% in 2015.
- The number of behavior referrals has decreased to 198 in 2017 from 276 in 2016.

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 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%.

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

46.5% of non-duplicated gap students scored novice on the KPREP English 2 EOC exam, compared to 27.3% for all students. 26.7% of non-duplicated gap students scored novice on the KPREP Algebra 2 EOC exam, compared to 15.3% for all students. On the ACT Exam, non-duplicated gap students had an average English score of 18.0 compared to 20.6 for all students. On the ACT Exam, non-duplicated gap students had an average Mathematics score of 18.9 compared to 22.0 for all students.

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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?

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.

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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 school improvement strategies outlined below:

[1- Deployment of Standards](#)

[2- Delivery of Instruction](#)

[3- Assessment Literacy](#)

[4- Review, Analyze and Apply Data Results](#)

[5- Design, Align and Deliver Support Processes with Sub-group Focus](#)

[6- Establish a 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 sessions and courses in reading and mathematics. In terms of instruction, all teachers are working on the effective use of common formative assessments to collect data on student learning outcomes and instructional effectiveness.

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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%.

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%.

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 ACT Profile Report - KY State Testing 2017 - Grade 11	ACT Profile Report - KY State Testing 2017 - Grade 11	
 School Report Card 2017 - CCR	School Report Card 2017 - CCR	
 School Report Card 2017 - EOC	School Report Card 2017 - EOC	
 School Report Card 2017 - ODW	School Report Card 2017 - ODW	