

2018-19 Phase Two: The Needs Assessment for Districts_09202018_13:06

Phase Two: The Needs Assessment for Districts

Taylor County

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Phase Two: The Needs Assessment for Districts

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 District Comprehensive Planning Team is comprised of the superintendent, Director of Districtwide Programs, DAC/Director of Federal Programs, Director of Special Education, Director of Pupil Personnel, and school level admin teams from all 4 schools. This team meets regularly and reports out to the board of education, all school staffs, and community stakeholders. Weekly the district team meets with schools during early release Fridays in large and small group settings while PLC groups are analyzing common unit assessment data matched to the standards. All PLCs upload the grade level common assessment to shared Team Drives so that all school and district stakeholders can analyze the data. Assessment & Accountability data is analyzed and discussed at various levels on a regular basis: analyzed by classroom teacher, analyzed by the team, analyzed by the grade level/content level PLC, analyzed by school leadership, analyzed by school councils, and analyzed by district leadership and the board.

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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.

Non- Academic Current State: 1. Attendance in the district has declined slightly over the past 3 years (95.24% for 15-16 school year, 95.08% for 16-17 school year, 94.65% for 17-18 school year)

Academic Current State: 1. TCIS (Grades 3-5) According to the KPREP data, Taylor County Intermediate is performing well above state average in tested content areas while the expected growth in math and reading fell just one point shy of the state average. 2. Reading: TCMS Reading Proficiency (P/D) was 56.4% falling below the state average of 60%. TCHS ACT Reading Proficiency (P/D) was 44.9% falling slightly below the state average of 45.4%. For Reading in Grades 3-8, our African-American subpopulation fell well below that of all students with only 16.1% reaching proficiency and 36.25% scoring novice. At the high school (ACT), a) students with disabilities had 26.1% reaching proficiency and 52.3% scoring novice, b) 29.6% of students on free/reduced lunch reached proficiency with 34.3 scoring novice, and c) the consolidated subpopulation had 28.2% reaching proficiency and 43.8% scoring novice. 3. Math At TCMS (grades 6-8), the math proficiency rate was 34.3% much lower than the state's proficiency of 47%. For Math in Grades 3-8, our African-American subpopulation fell well below that of all students with 23.7% reaching proficiency and 40.4% scoring novice. At TCHS (ACT Math), only 5% of students with disability reached proficiency with 55% scoring novice. 24.5% of students on free/reduced lunch reached proficiency in math with 35.3% scoring proficient. 4. Science: 15.5% of middle school students met proficiency at TCMS compared to 25.9% at the state level. 4. Transition Readiness of TCHS: a) Academic College Ready: 75 students out of 189 (39.75%) met all 3 college ready benchmarks on the ACT. b) Career Ready: 105 students out of 189 (55.6%) met career readiness benchmarks or earned industry certifications. A

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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.

1. High School: Subpopulations (students with disabilities performing on ACT Reading and Math and Transition readiness) Students with disabilities: 55% novice in Math and 52.2% novice in Reading. Only 5% of these students reached proficiency in Math while 26.1% reached proficiency in reading. For transition readiness, only 19% of students with disabilities were college or career ready. 2) Middle School Our middle school students are performing well below the state level in reading, math, and science. In math, only 34.3% met proficiency. In science, only 15.5% of students met proficiency.

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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?

1) Our ACT Trends remain flatlined. We may go up one year but then go down the next year. 2) Attendance: Attendance in the district has declined slightly over the past 3 years (95.24% for 15-16, 95.08% for 16-17 school year, 94.65% for 17-18 school year 3) The transition readiness rates of our students with disabilities remain low - only 4 out of 21 of the seniors met college or career readiness benchmarks. 4) Math trends at the middle school shows little to no growth in the number of students meeting proficiency.

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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](#)

The Taylor County School District KCWP 1 (Design and Deploy Standards) - Districtwide focus of aligning curriculum to the rigor of the standards KCWP 3 (Design and Deliver Assessment Literacy) - Districtwide focus on classroom assessments that match the rigors of the standards and is focused on student learning and continuous improvement KCWP 4 (Review, Analyze, and Apply Data) - Districtwide focus on Data Analysis through PLC KCWP 6 (Establishing Learning Culture and Environment) - Districtwide focus on Culture, Safety, Anti-bullying, Cultural Responsiveness, and Attendance

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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%.

1) Our Graduation Rate continues to hover near 100%. Last year our graduation rate was 98.4% and we have had zero dropouts for 8 years. 2) On Demand Writing proficiency scores at all levels remain well above the state average. (Elementary 47.7, State 40.5, 16.7% novice) (Middle 53.6, State 44.3, only 8.5% novice) (High 64.7, 11.4% Novice) 3) TC elementary proficiency scores are well above the state in all content areas at every grade level. (TCIS Math 61.7%, State 54.6) (TCIS Reading 55.6, State 48.8) (TC Science 35.9, State 30.8) (TC Soc St 63.0, State 53.0) 4) 105 out of 189 students (55.6%) of the 2018 Seniors were career ready by earning an industry certification or meeting benchmarks on the KOSSA test.

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 2017-18 Accountability Report for Taylor County	Google Doc	
 2017-18 District Accountability Data	The overview of accountability data ppt released to public.	
 PLC PROTOCOLS FOR DATA ANALYSIS	Attached are the protocols that are used during PLC analysis. While the protocol takes a different format for different school levels, all schools follow the same basic protocols when analyzing common assessment data.	
 TCHS Accountability Update	District Directors Laura Benningfield and DiAnne Harris met with stakeholders at the high school to look at their current state (accountability data from the 2017-18) and trends from ACT and transition readiness over the past 5 years. Teachers and school level admin team had the opportunity to discuss the data in small groups before discussing with the whole group. The discussions and reflections were part of our district level needs assessment.	