

2020-21 Phase Two: The Needs Assessment for Districts_09292020_13:28

2020-21 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 district as well as the processes, practices and conditions that contributed to that state.

The needs assessment provides the framework for **all** districts 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 districts, 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 district leadership teams and stakeholder groups involved. How frequently does this planning team meet and how are these meetings documented?

Barbourville Independent's administrative team meets weekly to review data and plan instruction. Following the closure of in-person instruction in the spring of 2020, the administrative team created a re-entry document based on CDC and Healthy at School guidelines. This document included how assessment would be handled upon re-entry for evaluating individual student need. All teachers meet bi-weekly during virtual PLCs and have monthly faculty meetings (virtually when Kentucky public health restrictions limit public gatherings) to review data, assess student growth, and establish goals. Agendas and sign-in sheets are maintained for each meeting. Barbourville Independent does not have school council; therefore, we hold bi-monthly advisory council meetings through the FRYSC consisting of parents, students, grant partners, college partners, and community stakeholders. Minutes and a sign-in sheet are maintained for each Advisory Council meeting. Due to the COVID-19 pandemic, summative assessment data is limited for review. Teachers spent summer work sessions evaluating standards and designing instruction to include standards that should have been mastered during the final nine week term. Although the school participated in NTI instruction during this time, the program had not been designed for extended remote learning periods and devices were not readily available to students. Therefore, teacher input and formative assessments given in the fall will be used to establish data for the 2020-2021 school year.

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 percent (34%) of students in the achievement gap scored proficient on KPREP Reading.
- From 2018 to 2020, the district saw an 11% increase in novice scores in reading among students in the achievement gap.
- Fifty-four percent (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 2019-20 school year – a decrease from 92% in 2018-19.
- The number of behavior referrals increased from 204 in 2018-19 to 288 in 2019-20.
- Survey results and perception data indicated 74% of the district's teachers received adequate professional development.

Due to the COVID-19 pandemic, KPREP data is not available for Spring 2020. Academic State taken from Spring 2019 KPREP data: -Middle school students increased from a 84.5 to 86.0 in the proficiency indicator Elementary students increased from 73.5 to 77.5 in the proficiency indicator High school students decreased from 68.7 to 49.1 in the proficiency indicator Non-Academic State: -Barbourville Independent decreased the teacher turnover rate from 19% to 6%.

Priorities/Concerns

Clearly and concisely identify areas of weakness using precise numbers and percentages.

NOTE: These priorities will be thoroughly addressed in the Comprehensive District Improvement Plan (CDIP) diagnostic and template.

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.

Due to the COVID-19 pandemic, KPREP data is not available for Spring 2020. Academic State taken from Spring 2019 KPREP data: Barbourville Elementary School's growth indicator was 58.6, which resulted in a medium indicator rating Barbourville High School's proficiency indicator was 49.1, which resulted in a low indicator rating

Trends

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

The results from the data indicate that the elementary students are not showing growth at the desired rate. Although we have been successful in reducing student performance in the novice category, data indicates a high percentage of students are scoring in the apprentice category. Results from the high school proficiency indicator show that there was a significant drop in the reading and mathematics performance from the previous year. Due to the COVID-19 pandemic, we know that students will have gaps in learning from the previous year. Therefore, reading and math performance will be a priority.

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](#)

Barbourville Independent's focus had currently been on Design and Deploy Standards and Review, Analyze and Apply Data. Teachers will work in vertical alignment teams to review the Kentucky Academic Standards while identifying gaps from the spring of 2020 due to remote learning. Teachers will attend vertical team meetings to continue review of the new standards based on classroom data. Under Review, Analyze and Apply Data, teachers will establish data walls to continually apply data for everyday instruction. The administrators will work with teachers to create and utilize formative assessments throughout instructional units for differentiated instruction and mastery. Data from the universal screeners will assist in identifying gaps in mastery. Accurate data will be difficult to obtain since many students will be completing assessments virtually. When we return to full in-person classes, an additional screener will be given to validate results.

Strengths/Leverages

Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the district.

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

Based on Spring 2019 data: Barbourville Elementary scored an 84.0 on Separate Academic Indicator resulting in a very high rating. Barbourville Middle School scored an 86.0 on the Proficiency Indicator and a 62.0 on the Growth Indicator resulting in very high ratings. Barbourville High School scored a 92.4 in the Transition Readiness Indicator and a 97.8 in the Graduation Indicator resulting in very high ratings.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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