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2022-23 Phase Two: The Needs Assessment for Schools

Fulton County High School
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Understanding Continuous Improvement: The Needs Assessment for Schools

The Needs Assessment Diagnostic will facilitate the use of multiple sources of data to determine the current reality and establish a foundation for decision-making around school goals and strategies. Once completed, the diagnostic will lead to priorities to be addressed in the comprehensive school improvement plan to build staff capacity and increase student achievement. The needs assessment 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).

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

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. 703 KAR 2:225 requires, as part of continuous improvement planning for schools, each school to 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

1. Clearly detail the process used for reviewing, analyzing and applying data results to determine the priorities from this year's needs assessment. Include names of school councils, leadership teams and stakeholder groups involved, a timeline of the process, the specific data reviewed, and how the meetings are documented.

Fulton County High School's process for developing, analyzing and applying data is ongoing. My council includes teachers Laura Miller, Mathew Dillon, Kelly Sipes, parent, Jere Kinney, Mandy Griffiths and Principal Ellen Murphy. This council meets on the 2nd Tuesday of the month at 3:30 pm in the FCHS library. During our monthly SBDM meetings, we look at our CSIP goals, look at our iReady data, and our Truscore data to see how we can improve. In our monthly PLC's, we dig into our data to determine intervention groups. This year, I have a digital data coach that has taken time to dissect the data in reading and math. My entire staff meets together in our monthly PLC's to disaggregate the data of FCHS students.

Review of Previous Plan

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2. Summarize the implementation of the goals, objectives, strategies and activities from the previous year's Comprehensive School Improvement Plan (CSIP). What was successful? How does it inform this year's plan?

> Math and reading continues to be a major concern for our high school. Interventions and after school services are being offered to our students. We started a new diagnostic in 2020-21 school year. The iReady is a diagnostic we give all students in reading and math, and we can see growth in our students. This data is analyzed in depth by the principals, council, and faculty as well as district administrators to see the growth that has been achieved. We also look at this data to determine our intervention groups. 31.4% of students scored proficient in reading on the 2019 state assessment. 25.7% scored proficient on math in the 2019 school year. For the 2020 school year, 23.1% of students scored proficient in reading and 24.1% scored proficient in math. The covid pandemic has tremendously affected my student body. For the 2021-2022 school year on the KSA state test, FCHS had a content index of 70.4 in reading and 65.1 in math. We are very pleased with this growth and will continue to try to close learning gaps in reading and math.

Trends

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

Example of Trends

• The number of behavior referrals increased from 204 in 2020-21 to 288 in 2021-22.

• From 2020 to 2022, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

> Graduation Rate in 2019 was 100%, 2020 it was 94.6%, and 2021 97.8%. and 2022 it was 100% Our goal is always 100%, so we are moving in the right direction. 23.1% of students scored proficient in reading for the 2019-2020 school year and in the 2021-22 school year, 47% scored proficient or distinguished in reading. In 2019-2020, 24.1% scored proficient on the mathematics KPREP test and on the KSA for 2021-22 school year, 47% scored proficient or distinguished. 24.3% scored proficient on the science KPREP test and on the KSA test, 16% scored proficient or distinguished. This year was the first time to have data for social studies and 26% scored proficient or distinguished. 74.1% of students scored proficient on the on-demand writing test on the KPrep test. On the KSA test, 61% scored proficient or distinguished on on demand writing and editing and mechanics. Transition Readiness rate is at 66% for our 2020 class. For the class of 2021, postsecondary readiness is at 74.3 %. 100% of teachers have updated technology for their use. Also, we have chrome books for every student in our building. 51.0% of students agree our school is a caring place according to the quality of school climate and safety survey. 66% of students agree that adults from my school care about me.

Current State

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4. Plainly state the current condition of the school using precise numbers and percentages as revealed by multiple sources of outcome data. Cite the source of data used.

Example of Current Academic State:
• Thirty-four percent (34%) of students in the achievement gap scored proficient on Kentucky Summative Assessment (KSA) in reading.
• 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 rate was 84% for the 2021-22 academic year.
• Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

> The areas of weakness for FCHS are in reading and math. We have been working diligently to improve in these areas. Again, 23.1% of students scored proficient in reading for the 2019-20 school year. 24.1% scored proficient in math for the 2019-20 school year. For the 2021-22 school year our students did show growth in reading and math on the KSA test. In reading 47% of students were proficient or distinguished and 47% of students were proficient or distinguished in math. Math and reading are still areas of concern for us, but science and social studies are as well. The council and staff feel strongly about continuing to implement the iReady diagnostic. This program provides an individual path for students who are below grade level.

Priorities/Concerns

5. Clearly and concisely identify the greatest areas of weakness using precise numbers and percentages.
NOTE: These priorities will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

Example: Sixty-eight percent (68%) of students in the achievement gap scored below proficiency on the Kentucky Summative Assessment (KSA) in reading as opposed to just 12% of non-gap learners.

> The areas of weakness for FCHS are in reading and math. We have been working diligently to improve in these areas. Again, 23.1% of students scored proficient in reading for the 2019-20 school year. 24.1% scored proficient in math for the 2019-20 school year. For the 2021-22 school year our students did show growth in reading and math on the KSA test. In reading 47% of students were proficient or distinguished and 47% of students were proficient or distinguished in math. Math and reading are still areas of concern for us, but science and social studies are as well. The council and staff feel strongly about continuing to implement the iReady

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diagnostic. This program provides an individual path for students who are below grade level.

Strengths/Leverages

6. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school. Explain how they may be utilized to improve areas of concern listed above.

Example: Reading achievement has increased from 37% proficient to its current rate of 58%. The systems of support we implemented for reading can be adapted to address our low performance in math.

A strength for FCHS is our graduation rate. Students know the teachers and administrators care and want all students to earn a diploma. Another strength is our on demand writing scores. For the past school year, 74.1% of our students scored proficient on the on demand writing test. This is above state average. We are maintaining our percentage in the writing area. I contribute that to our academic coach that helps teach our teachers how to teach writing. Transition to college continues to be high with 98% of the seniors advancing to either a 2 or 4 year college.

Evaluate the Teaching and Learning Environment

7. Consider the processes, practices and conditions evident in the teaching and learning environment as identified in 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

Utilizing implementation data, perception data, and current policies and practices:
a. Complete the Key Elements Template.
b. Upload your completed template in the attachment area below.

After analyzing the Key Elements of your teaching and learning environment, 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.

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NOTE: These elements will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

> FCHS will work on KCWP 4: Review, Analyze and Apply Data. We need to take more time to review our data and then be more diligent sharing it with parents and students.

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Attachment Summary

Attachment Name	Description	Associated Item(s)
 FCHS school key elements template 2022	FCHS school key elements template for 2022 school year.	.