

2019-20 Phase Two: The Needs Assessment for Schools_09302019_11:12

2019-20 Phase Two: The Needs Assessment for Schools

Fulton County
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TABLE OF CONTENTS

2019-20 Phase Two: The Needs Assessment for Schools	3
Understanding Continuous Improvement: The Needs Assessment	4
Protocol	5
Current State	6
Priorities/Concerns	7
Trends	8
Potential Source of Problem.....	9
Strengths/Leverages	10
Attachment Summary	11

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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 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. 703 KAR 2:225 requires, as part of continuous improvement planning for schools, each school 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. Further, as required by Section 1114 of the Every Student Succeeds Act (ESSA), Title I schools implementing a schoolwide program must base their Title I program on a comprehensive 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 members of the Fulton County Middle School (FCMS) Advisory Council include: Brian Hood, chair; Brenna Ray, teacher; Ashley Coulson, teacher; Stacy Howell, teacher; Jere Kinney, parent; Kim Major, parent. The Advisory Council meets on the second Wednesday of the month at 3:30 p.m. Faculty and staff met during regularly scheduled faculty meetings to analyze assessment data, identify priorities, concerns and trends. In a separate meeting we received assistance with identification and the potential sources of problems utilizing the Key Work Processes. Our AC also reviewed the data and provided input to the analysis and data application phase of the CSIP.

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 (34%) of students in the achievement gap scored proficient on KPREP Reading.
- From 2017 to 2019, we saw an 11% increase in novice scores in reading among students in the achievement gap.
- Fifty-four (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 2018-19 school year – a decrease from 92% in 2017-18.
- The number of behavior referrals increased from 204 in 2017-18 to 288 in 2018-19.
- Kentucky TELL Survey results indicated 62% of the school's teachers received adequate professional development.

According to the KDE School Report Card FCMS had a Proficiency score of 50.4; a Separate Academic Indicator score of 45.2 and a Growth score of 23.3 The FCMS overall score was 39.1 according to the KDE School Report Card. Based on 2018/2019 KPREP data FCMS is designated as a CSI school. 43.1% of students were novice in reading and 35.1 were proficient/distinguished. 27% of students scored novice while 30.5% scored proficient/distinguished on 2018/2019 KPREP data. 26.2% of students scored novice in Science while 14.3% scored proficient. In Social Studies students scored 29.9% novice while 29.9% scored proficient/distinguished. 35.6% of students scored novice in writing while 16% scored proficient/distinguished.

Priorities/Concerns

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

NOTE: These priorities will be thoroughly addressed in the Continuous Improvement Planning Diagnostic for Schools.

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.

1. African American students scored 60% novice in reading as compared to 32.3% of other students. 2. 35% of African American students scored novice in math compared to 20.8% of other students. 3. 40.6% of African American students scored novice in social studies compared to 22.4% novice other students. 4. 43.8% of African American students scored novice in writing while 26.5% of other students scored novice in writing. 5. Growth rate of all students is 23.3%. 6. 0% of African American students scored proficient in science compared to 27.3% of other students.

Trends

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

Reading data indicates the highest percentage of novice students trending upward compared to the percentage of proficient/distinguished students. The highest growth group in math according to data is apprentice. The trend in science and social studies is also the growth of the number of students in the apprentice range. In writing the trending areas are apprentice and novice according to KDE data.

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](#)

Fulton County Middle School will continue to focus on Key Work Processes 1. Design and Deploy Standards and 2. Design and Deliver Instruction. The leadership is working with teachers to ensure their instructional program is aligned with standards from curriculum mapping through lesson planning through assessments. A specific emphasis will be placed on instruction that is highly effective, evidence based, and rigorous in all classrooms.

Strengths/Leverages

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

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

Behavioral incidents have decreased from 45 to 16 incidents in the last year. From the first day of school in 2018 through October 31, 2018 Fulton County Middle School had 45 incidents logged into Infinite Campus. Over the same time period in 2019 there are 16 logged incidents.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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