

2019-20 Phase Two: Fulton County School District The Needs Assessment for Districts_01212020_11:03

2019-20 Phase Two: The Needs Assessment for Districts

Fulton County
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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 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 school/district councils, leadership teams and stakeholder groups involved. How frequently does this planning team meet and how are these meetings documented?

Team Pilot/Cabinet members Aaron Collins, Supt., Patrice Chambers, Asst. Supt. Dianne Owen, Academic Coach, Sondra Gibbs, Elementary Principal, Brian Hood, MS Principal, Ellen Murphy, HS Principal, Julie Jackson, Director of Operations, Dale Jackson, Transportation, Jennifer Davis, Finance, Tamra Parker Dose, Deena Morrison, Title Coordinator meet once monthly. We have monthly agendas and minutes are recorded. Afterwards, the Principals, DOSE, Academic Consultant and the Asst. Supt. meet to review data, set PLCs dates and walkthrough dates. Data is reviewed monthly by the SBDM and the AC. The team discusses disaggregated data by grade level and content areas and then prioritize the concerns or needs. Continuous Improvement Team conducts disaggregated analysis by grade level, content area, within content strands (e.g. number sense in mathematics) and by gap groups. Describe performance trends: Current performance is compared to past performance. Directions of trends for every performance indicator are identified. Prioritize performance concerns: We identify priority performance concerns for every indicator (academic proficiency, academic gap, academic growth, and transition readiness). Ongoing progress monitoring is used to make changes as needed. Information is shared by Google docs, email and at PLCs and faculty meetings.

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 74% of the district's teachers received adequate professional development.

At the ES, scores decreased to proficiency 48.7%, Separate Academic 37.8% and growth was 32.3% with the overall score of 39.8. FCES is designated as a CSI school. Middle school overall score decreased to 39.1 which caused them to also be a CSI school. Growth was 23.3%. 43% of MS students were novice in Reading and 35.6% of students scored novice in writing. FCHS is a 2star school with Reading dropping from 36.8% to 30.6% and Math dropping from 30.8 to 25% proficiency. Teacher attendance rate seem to be steady at the high school but continues to decrease at the elementary and middle school.

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 Districts.

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.

District wide KPREP reading and math scores continues to be a focus area for all 3 scores. Writing at the elementary and middle school level is also an area of concern. While both schools saw growth it wasn't significant. Only 6% of African American students scored proficient in science at the elementary school. 69.1% of Middle school African American students scored novice in math compared to 29.% of other students. ACT scores among African Americans is lower than other students at the high school in both reading and math. There was not a significant increase in transition readiness at the high school. ACT scores continue to be a major focus at the high school level.

ATTACHMENTS

Attachment Name



KCWP attachment

Trends

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

ACT for African Americans students at high school and reading, math and writing remains significant areas for improvement. Novice students are increasing at the elementary and middle school level. Proficiency scores in math and reading among African Americans are slightly increasing

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](#)

All 3 schools will continue to work on Key Work Processes especially KCWP 2: Designing and Delivering Instruction, KCWP 1: Design and Deploy Standards KCWP 4: Review, Analyze and Apply data. We want to continue to increase engagement in order to reduce the number of Tier 2 and 3 students. Our goal district wide is to have a effective level of Tier 1 instruction.


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%.

Graduation rate continues to be the shining point at the HS 98.8% an increase of 6.9% from 17-18KPREP data. 80% of students scored proficient/distinguished in writing. Attendance is running about 96.8%. The elementary and high school both won high attendance day. 1/2 of the seniors are college ready. The elementary has a successful rewards system. Behavior referrals have decreased significantly at the elementary and middle school. PBIS at the elementary school is at the silver star status. At this time last year, FCMS had 45 behavior incidents and now they are down to 16. The culture is improving daily at the middle school with their intervention time being called FOCUS instead of intervention. Successful Young leaders in Action team and also they have a successful Lego Robotics team.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 KCWP attachment		•