



2020-21 Phase Two: The Needs Assessment for
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2020-21 Phase Two: The Needs Assessment for Districts

Harlan County
Brent Douglas Roark
251 Ball Park Rd
Harlan, Kentucky, 40831
United States of America

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2020-21 Phase Two: The Needs Assessment for Districts

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?

The district has quarterly meetings with the schools to review test score data after they have analyzed it at a school level already. Then we have district curriculum meetings to review, analyze and discuss data results. Each principal and teachers of each school present their CSIP plan to the board members at a board meeting.

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.

Our main concerns in Harlan County School District would be our math scores and our on-demand writing scores across the board. As a district, our math scores at elementary were 44.1% compared to the state scores of 48.6%. Our elementary on-demand scores were 34.8% compared to the state scores of 46.6%. Our middle math scores were 43% compared to the state scores of 46.4%. Our middle on-demand scores were 28.9% compared to the state scores of 31.9%. Our high school math scores were 26.1% compared to the state scores of 35.3%. Our high school writing scores were 34.7% compared to the state scores of 50.3%. These scores were from 2 years ago but I am sure not much has changed due to the pandemic. All the schools in the district did surveys on the effectiveness of the classroom reduction teachers who are funded through Title 2 funds, the effectiveness of the high school dual-credit program and the SRO program throughout the district. There was an overwhelming response from these surveys that the classroom reduction teachers positively impacted student learning in the elementary schools by lowering the teacher/student ratios which enhanced the district's ability to differentiate learning and provide targeted interventions. Another overwhelming response was the success of the dual-credit program at the high school. The dual-

credit program helps our students to complete advanced coursework leading to a college degree while still attending high school. The dual-credit program also takes some of the financial burden off the parents. The last overwhelming response was the impact of the SRO's in our schools. These School Resource Officers have an excellent impact on the safety of our students and staff in the Harlan County School district.

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.

The main concern of the 2020-2021 school year is we do not have enough academic information due to the pandemic. Students in our district did not take the State KPREP test at the end of the year last year. So, our schools are basing concerns off school STAR tests. These may or may not be accurate due to many of the tests being completed virtually at home. The main concern of our district will be the areas of reading and math. Those areas will be targeted!

Trends

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

The areas in the past that need improvement are math and on-demand writing. I am sure that we would need to focus on reading now too due to the pandemic.

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](#)

Review, Analyze and Apply Data Results-The district has a Curriculum, Assessment and Accountability (CAA) team that is working together on realigning the content and identifying the deficiencies from the district report card. District itinerant math and reading resource coordinators/supervisors are working at each of the schools to help them fix their math and on-demand writing issues.

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%.

Our Reading, Science and Social Studies test scores at elementary and middle levels have improved and are above state average. **Elementary Reading--Schools (61.5%)---State (54.6%) Social Studies--Schools (62.6%)-State (53%) Science--Schools (37.3%)--State (31.7%) **Middle Reading--Schools (62.2%)--State (59.6%) Social Studies--Schools (69.4%)-State (58.8%) Science--Schools (29.2%)--State (26%) These were from 2 years ago due to the pandemic.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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