

Phase Two: The Needs Assessment for Districts_10292018_08:47

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Phase Two: The Needs Assessment for Districts

Understanding Continuous Improvement: The Needs Assessment

Rationale: 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 (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 (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. As required by Section 1008 of the Every Student Succeeds Act (ESSA), Title I schools must base their program upon a thorough 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 EIS District Leadership team initially met several times to review, analyze, and apply data results. Ongoing meetings occur monthly and are documented through agendas and follow up communications. The team is comprised of the following members: Jon Ballard – Superintendent, Kelli Bush – Assistant Superintendent, Carole Brown – Director of Special Programs, Shellee Godfrey – Professional Development Coordinator, Jennifer Burnham – High School Principal, BJ Henry – High School Assistant, Dawne Swank – Middle School Principal, Tim Mudd– Elementary Principal, Carla Kuhn – Elementary Principal, Jessica Turner – Elementary Principal, and Jack Breunig, Elementary Counselor. Each initial session followed a specific protocol. First, the group determined the focus for the analysis by brainstorming and charting what the groups wished to learn about the district and its schools from the data. Once that list had been generated, the group looked at the data to note and record facts that could be determined from the data. Next, the group generated hypothesis of practice for each fact. Hypothesis of practice are statements that complete the stem “It could be that…” in order to brainstorm ideas for reasons why each fact exists. This step in the protocol also included implementing a root cause analysis process by asking “Why?” at least five times to arrive at a possible cause and function of a specific problem. The final protocol step focused on planning for improvements by brainstorming and charting next step actions and determining which action steps were priorities.

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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:

- 32% of gap students scored proficient on KPREP Reading.
- We saw a 10% increase among gap students in Reading from 2017 to 2018.
- 34% of our students scored proficient in math compared to the state average of 47%.

Example of Non-Academic Current State:

- Teacher Attendance: Teacher attendance rate was 87% for the 2017 school year – a decrease from 92% in 2016.
- The number of behavior referrals has decreased to 198 in 2018 from 276 in 2017.

Current Academic State: Data from Kentucky's new accountability model is the following for the Elizabethtown Independent Schools. Elizabethtown High School's proficiency indicator is 66.7, transition readiness indicator is 71.4, and graduation indicator is 97.7. TK Stone Middle School scored a proficiency indicator of 78.4, a separate academic indicator of 76.4, and a growth indicator of 11.8. Helmwood Heights Elementary School's proficiency indicator is 68.3, separate academic indicator is 63.0, and growth indicator is 16.8. The final EIS school with accountability scores is Morningside Elementary with a proficiency indicator of 74.0, a separate academic indicator of 73.5, and a growth indicator of 17.1. No school within the district has been labeled as a Comprehensive School Improvement (CSI) school. However, all schools have been labeled as Target School Improvement (TSI). Elizabethtown High Schools is a TSI school due to the underperformance of the disability demographic group with the reported scores in one reported indicator falling below the cut score - proficiency indicator of 22.0. However, there were not enough students for reporting of transition and graduation indicators. Both TK Stone Middle School and Helmwood Heights Elementary are TSI schools due to the underperformance of the african american and disability subgroups. TK Stone's indicators show a proficiency score of 45 for african american and 30.1 for disability. Helmwood's indicators show a proficiency score of 50.47 for disability. However, not enough african american students were present for a score. TK Stone's indicators show a separate academic indicator of 50.7 for african american and 29.9 for disability. Likewise, Helmwood's indicators show a separate academic indicator of 50.6 for african american and 49.6 for disability. The final indicator of growth also shows a value below the state cut scores. TK Stone's indicators show a growth value of 9.4 for african american and 5.5 for disability. Helmwood's indicators show a growth value of 13.6 for african american and the same for disability. Finally Morningside Elementary School is labeled as a TSI school for the african american subgroup. The school's indicator score for the separate academic indicator is 51.7. However, there were not enough students for scores to be reported for proficiency and growth. Proficient/Distinguished percentages for all subjects at all grade levels outperform the state average. In the subject of reading, EIS elementary percentages are 55.8 compared to the state average of 54.6. Likewise, middle school average is 65.0 versus the state average of 60, and the high school average is 54.7 versus the state average of 45.4. Math percentage scores follow the same pattern. EIS elementary percentages are 50.2 compared to the state average of 48.8. Likewise, middle school average is 53.4 versus the state average of 47, and the high school average is 47.8 versus the state average of 37.5. Percentages within the separate academic indicator subject of science, social studies, and writing are similar with the reporting of scores for middle and elementary levels. EIS elementary Science percentages are 31.7 compared to the state average of 30.8 and the middle school average is 33 versus the state average of 25.9. Social

Studies percentages are 32.8 for elementary compared to the state average of 53 and middle school percentages are 61.3 versus the state average of 60.2. Finally, writing percentages outpace state averages as well. EIS elementary percentages are 46.6 compared to the state average of 40.5. Likewise, middle school average is 70.3 versus the state average of 44.3. Non-Academic Current State: The EIS district has a student population that includes three major subgroups; african american, disability, and free/reduced. The district demographic data includes the following percentages for these three groups. The percent of african american students throughout the district is 12%, disability students make up 12%, and free/reduced students make up approximately 60 % of the student body. Discipline data for the 2017/18 academic year show a disproportionality for these subgroups in regards to the percent of behavior events in which students were involved. African american students were involved in 33% of events. This is 20% above the percent of population. Disability students were involved in 29% of events with only a population of 12%. Free/reduced students also show an unbalance with 81% of events involving these students but having only a 60% population. There certainly exists a correlation between low academic achievement of these subgroups and their high behavior event rate. TELL Survey administration in the Spring of 2017 with a response rate of 98.33% yielded the following data: - A decrease in the percentage of respondents agreeing with the statement "Overall my school is a good place to learn" from 90.1% in 2015 to 84.1% in 2017. - A 96.5% agreement with "The community we serve is supportive of this school." - 6 out of 7 statements in the area of Managing Student Conduct decreased from 2015 to 2017. - An increase in the percentage of agreement with the statement "Teachers have an appropriate level of influence on decision making in this school" from 69.0 in 2015 to 75.6% in 2017. - 5 out of 7 statements in the area of School Leadership decreased from 2015 to 2017 - A decrease in the percentage of agreement with the statement "Professional learning is differentiated to meet the needs of individual teachers" from 76.6% in 2015 to 59.3% in 2017.

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Priorities/Concerns

Clearly and concisely identify areas of weakness using precise numbers and percentages as revealed by the analysis of academic and non-academic data points.

Example: 68% of gap students scored below proficiency on KPREP test in reading as opposed to just 12% of non-gap learners.

The primary area of concern revolves around the district's subgroup populations of african american, disability, and free/reduced. Elizabethtown High Schools is a TSI school due to the underperformance of the disability demographic group with the reported scores in all indicators falling below the cut score - proficiency indicator of 22.0. However, there were not enough students for reporting of transition and graduation indicators. Both TK Stone Middle School and Helmwood Heights Elementary are TSI schools due to the underperformance of the african american and disability subgroups. TK Stone's indicators show a proficiency score of 45 for african american and 30.1 for disability. Helmwood's indicators show a proficiency score of 50.47 for disability. However, not enough african american students were present for a score. TK Stone's indicators show a separate academic indicator of 50.7 for african american and 29.9 for disability. Likewise, Helmwood's indicators show a separate academic indicator of 50.6 for african american and 49.6 for disability. The final indicator of growth also show value below the state cut scores. TK Stone's indicators show a growth value of 9.4 for african american and 5.5 for disability. Helmwood's indicators show a growth value of 13.6 for african american and the same for disability. Finally Morningside Elementary School is labeled as a TSI school for the african american subgroup. The school's indicator score for the separate academic indicator is 51.7. However, there were not enough students for scores to be reported for proficiency and growth. The EIS district has a student population that includes three major subgroups; african american, disability, and free/reduced. The district demographic data includes the following percentages for these three groups. The percent of african american students throughout the district is 12%, disability students make up 12%, and free/reduced students make up approximately 60 % of the student body. Discipline data for the 2017/18 academic year show a disproportionality for these subgroups in regards to the percent of behavior events in which students were involved. African american students were involved in 33% of events. This is 20% above the percent of population. Disability students were involved in 29% of events with only a population of 12%. Free/reduced students also show an unbalance with these 81% of events involving these students but having only a 60% population. There exists a certain correlation between low academic achievement of these subgroups and their high behavior event rate.

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Trends

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

It is difficult to analyze trends for the last two years due to this being the first year to receive indicator scores as reported by KDE. However, it is possible to compare percent of students performing in each of the 4 categories of novice, apprentice, proficient, and distinguished. An increase in the proficient/distinguished percentages is present in most subjects and at most levels throughout the district. The most significant academic data does not revolve around the achievement of the entire student population but instead around the subgroups of african american, disability, and free/reduced. These student groups (most notably african american and disability) fall short of performing at the same level of their white and non-disabled peers. A reduction in overall novice percentages was a pattern across the district as well. The most significant cultural and behavioral measure is the disproportionate percentage of these same three subgroups in regards to percentage of these students involved in behavior events.

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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](#)

#1 Deployment of Standards - Develop and implement a system of assurances that the current curriculum is valid, monitoring systems are in place to ensure it is taught at a high level of fidelity, and ensures a process by which teachers create clear and precise learning targets for students. #5 Design, Align and Deliver Support Processes - Build upon current Response to Learning and Behavior plans to ensure academic and behavioral interventions are taking place and monitored to meet the needs of all students #6 Establishing a Learning Culture and Environment - Design and implement processes that ensure staff operates under cultural responsiveness and work to improve cultural proficiency in mindsets, attitudes, and practices.

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Strengths/Leverages

Plainly state, using precise numbers and percentages revealed by current data.

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

Data from Kentucky's new accountability model is the following for the Elizabethtown Independent Schools. The primary strength of the district is its core curriculum and instruction. Elizabethtown High School's proficiency indicator is 66.7, transition readiness indicator is 71.4, and graduation indicator is 97.7. TK Stone Middle School scored a proficiency indicator of 78.4, a separate academic indicator of 76.4, and a growth indicator of 11.8. Helmwood Heights Elementary School's proficiency indicator is 68.3, separate academic indicator is 63.0, and growth indicator is 16.8. The final EIS school with accountability scores is Morningside Elementary with a proficiency indicator of 74.0, a separate academic indicator of 73.5, and a growth indicator of 17.1. No school within the district has been labeled as a Comprehensive School Improvement (CSI).

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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