

## November 1, 2018 Phase Two: The Needs Assessment for Schools

Phase Two: The Needs Assessment for Schools

**Dixie Heights High School**  
Karen Hendrix  
3010 Dixie Hwy  
Fort Mitchell, Kentucky, 41017  
United States of America

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## Phase Two: The Needs Assessment for Schools

### 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?

1- Principal and Supervisor- informal discussion (no documentation) 2- Admin Team- weekly agenda 3- District CIA-agenda 4- Teachers- PLC meetings- agenda 5- SBDM council- monthly SBDM minutes

### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

## 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.

Areas of Strength and Growth Reading All Students- 55.8% PD (54.9 in 16-17) Math All students- 56% (41.3 in 16-17) ODW All Students- 59.24% PD (51.8 in 16-17) GAP Math- 34.5% PD (28.0 in 16-17) Areas for improvement Reading GAP- 40.1% PD (41.1 16-17) Reading GAP-34.7%-N in 17-18 Science all students- 38.6% PD (46.3% in 16-17) Science GAP- 62.9 % IEP are N Science GAP- 40.4 % FR are N ODW GAP- 42.5% PD (4th in district)- but (39.0 in 16-17)

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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.

Reading GAP- 40.1% PD (41.1 16-17) , Reading GAP-34.7%-N in 17-18: Our students identified in the GAP population are not performing well in reading and writing. TSI in Special Education: performed below cut scores for Academic readiness, transition readiness, and graduation rate TSI in ELL: performed below cut scores for Academic Readiness, Transition Readiness and Graduation Rate. 62% of students who failed a class in the 2017-18 school year were identified as Free-Reduced Lunch Science all students- 38.6% PD (46.3% in 16-17) Science GAP- 62.9 % IEP are N Science GAP- 40.4 % FR are N ODW GAP- 42.5% PD (4th in district)- but (39.0 in 16-17)

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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?

The data shows that we need to improve with our special education population in academic and transition readiness for graduation. The data shows that we need to improve in meeting the learning needs of our Free/Reduced population as they fail classes at a higher rate than all students. The data shows that we need to work on improving our ELL population, specifically students who speak Chin, academic and transition readiness.

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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](#)

KCWP 4: We are working on creating more effective Professional Learning Communities within our content area teams to assure that we are answering the 4 essential questions of a PLC: 1. What do we want students to learn. 2. How will we know they have learned it? 3. What do we do if they have not learned it? 4. What do we do if they have already learned it. Through our faculty meetings, leadership is providing purpose and reason to create time during the school day to: 1. Provide intervention/enrichment time for ALL students and ALL content areas. 2. Provide time within the contractual day for teacher content specific teams to meet to discuss and plan using the 4 essential questions of a PLC. Through this collaborative work, KCWP 1, 2, 3, 5, and 6 will also be addressed because teachers will be collaborating about specific areas that are addressed for each process.

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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%.

We scored in the top 15% in Kentucky for ACT Reading, English and Math. 511 AP Exams taken with a 73% pass rate 1100 college credit hours earned Reading All Students- 55.8% PD (54.9 in 16-17) Math All students- 56% (41.3 in 16-17) ODW All Students- 59.24% PD (51.8 in 16-17) GAP Math- 34.5% PD (28.0 in 16-17)

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## ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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