



2020-21 Phase Two: The Needs Assessment for Ballard County Schools

2020-21 Phase Two: The Needs Assessment for Districts

Ballard County
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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?

A needs assessment is conducted annually to determine the needs of the schools in order to achieve state content and academic standards. The needs assessment uses student achievement data from state and local assessments as well as the ACT. Information is also gathered on teachers and leaders within the district. Data from the effectiveness and evaluation system is also gathered for the needs assessment. Through the needs assessment, teacher quality needs are identified. The district teachers are involved in the needs assessment process and provide key information as to the direction of professional learning within the district. In addition, community and business input is gathered to provide another layer of input. Data is gathered throughout the year to ensure to ensure continuous improvement. Timely and meaningful consultation with all shareholders is paramount to supporting effective instruction. These shareholders include teachers, principals, other school leaders, paraprofessionals, parents, and community partners. The following methods are used to consult and collaborate with each group.

- teachers and paraprofessionals - district professional learning communities and annual surveys on effective instruction/professional learning
- Other school leaders - participate in school led learning communities and instructional focus groups
- parents and community partners - annual surveys during Bomber Bash, parent surveys on teaching and learning, and advisory council meetings for community partners

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.

-54 percent of students at BCES were proficient or distinguished on KPREP reading while 39.2 percent were proficient or distinguished on math KPREP -67.3 percent of students at BCMS were proficient or distinguished on KPREP reading while 51.8 percent were proficient or distinguished on math KPREP -51.4 percent of students at BMHS were proficient or distinguished on ACT reading while 46.1 percent were proficient or distinguished on math ACT -BMHS was in the top 25 percent in the state for ACT scores, outscoring the state in all areas. -BMHS in number 8 in the state for transition readiness. -BCMS is in the top 15 percent in the state for KPREP writing

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.

-BCES received a two star rating and has a significant gap for students with disabilities. -10.5 and 10.3 percent of students with disabilities scored proficient or distinguished on KPREP reading at BCES and BCMS respectively. -5.3 and 3.4 percent of students with disabilities scored proficient or distinguished on KPREP math at BCES and BCMS.

Trends

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

-There is a significant achievement gap for students with disabilities

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 5: Design, Align and Deliver Support. The school district will focus efforts on improving the use of data to provide quality instruction for students with disabilities ensuring appropriate resources are provided.

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%.

ACT scores at BMHS continue to increase with math scores rising to an all-time high (19.5).

Attachment Summary

Attachment Name	Description	Associated Item(s)
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