

## Phase Two: The Needs Assessment for Schools 2018-19

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**South Warren High School**  
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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?

The following sources of data are used to determine the needs of South Warren High School: Studer survey results, Studer rounding, state assessment scores, district common assessments, instructional rounds and administrative walk-throughs. The administrative PLC, leadership PLC, departmental PLC, SBDM council, District leadership, and regional educational coop personnel were all involved in the process of reviewing, analyzing and applying data results.

### **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.

Current academic state: Currently ranked 20th in the state on the proficiency rating. Proficiency indicator is 75 as compared to 59.3 for the state. Transition readiness indicator is 80.2 as compared to 60.9 for the state. Graduation rate is 99.2 as compared to 90.8 for the state. 4 yr cohort graduation rate is 100 as compared to 97.6 for the district. Current non-academic state: Action plan based on Studer results to increase engagement and satisfaction of employees on principal led staff meetings from 4.25 (9/16) to 4.42 (2/18). Action plan based on Studer results to increase positive communication with parents/guardians 2.95 (3/18). Action plan based on Studer results to increase students at this school are respectful to each other 3.10 (3/18)

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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.

SWHS was labeled as a TSI (Targeted Support and Improvement) school for disability based on the 2017-18 state assessment data. Action plan based on Studer results to increase engagement and satisfaction of employees on principal led staff meetings from 4.25 (9/16) to 4.42 ( 2/18).

Action plan based on Studer results to increase positive communication with parents/guardians 2.95 (3/18). Action plan based on Studer results to increase students at this school are respectful to each other 3.10 (3/18)

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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?

Assessment results for all Gap groups continue to be an area of concern and potential improvement for our school.

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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](#)

KCWP2: Design and Deliver Instruction KCWP5: Design, Align and Deliver Support

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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%.

Graduation rate is 100% (4 year co-hort) and 98.4%(5 year co-hort) graduation rate. ACT score composite score, 21.0, ranks SWHS 22nd the state. Proficiency indicator is 75 as determined by the ACT. SWHS had 0 dropouts for the 2017-18 school year.

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## ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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