

## CDIP 2018-19 Phase Two: The Needs Assessment for Districts\_10232018\_14:07

### Phase Two: The Needs Assessment for Districts

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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?

A new district committee was formed to better meet strategic needs and utilize the planning process. The committee meets face to face, virtually and utilize google documents to interact together to develop district solutions and initiatives for our students. Our district committee is composed: Jenny Lynn Hatter, Chief Academic Officer & Chair David Case, Assistant Superintendent Kristy Carey, Board Member Maribeth Midden, parent/SBDMC Jamie Chapman, HCMS teacher/HCLA (Harrison County Leadership Academy) Micki Grob, Northside teacher/HCLA Kim Jenkins, HCHS teacher/HCLA Jon Hoskins, Principal/HCLA Jeanette Henson, Eastside/Classified Representative Lori Gaunce, Parent/Community Rep/HCLA/Maysville Community Technical College Austin Dacci, Director of Food Service Quenton Turley, Student Kenzie Jones, Student and Julie Asher, Chief Finance Officer. We have already met (both virtually and face to face) have been reviewing final ideas for our comprehensive plan. We will review the final district plan in November before the board review.

### **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: Students with disabilities, district-wide, remain the primary area of concern in the area of student academic performance as indicated in NWEA/MAP scores, KPREP results and CERT (HS) results. Novice percentages are: Elementary Reading 44.8%, Middle School Reading 41.6% and High School Reading 47.8%. Current Non-Academic State: At HCHS, our transition indicator (College and Career Readiness/CCR) score for all students was an 84.6%. Harrison County High School will focus this year on raising this number of students so all students will be considered both college and career ready through a variety of initiatives.

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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.

Academic Priorities and Concerns: Students with disabilities, district-wide, remain the primary area of concern in the area of student academic performance. Only 28.6% of students with disabilities scored proficient/distinguished in Elementary Reading (from KPREP) compared to 48.2% of all students. Only 25.8% of students with disabilities scored proficient/distinguished in Middle School Reading (from KPREP) compared to 57.7% of all students. Only 21.7% of students with disabilities scored proficient and distinguished in High School Reading (derived from ACT) compared to 45% of all students. Non-Academic Priorities and Concerns: Furthermore, career pathway analysis, new high school graduation requirements and student surveys revealed the need for additional career pathways to be examined and opened up at both Harrison County HS and the Harrison County Area Technology Center.

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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?

Our district is focusing on three key areas: Attendance, Achievement and Communication. We continue to revisit all aspects of student learning and success as well as their links to these three areas. Data, both academic and non-academic, is analyzed in its relationship to these areas. Trends, in the 2018-19 school year, will continue to be examined in relationship to them.

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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](#)

While each improvement strategy has relevant components to addressing problems of practice, our district work is focusing on continuous "Review, Analyze and Apply Data Results" (#4) along with "Establish a Learning Culture and Environment" (#6). As previously stated, all our planning work has centered around the concepts of Attendance, Achievement and Communication. Our B.R.E.D.S. (Bringing Rigor Equals Distinguished Students) monthly meetings with principals, board updates and individualized planning sessions focused on weak points in both academic and nonacademic areas that are supported by a variety of data sources (KPREP, MAP, CERT, attendance records in Infinite Campus, parent & staff surveys, Google surveys/forms, etc.). These meetings are very solution driven and strive to monitor and maintain higher student success rates as well as new innovative ideas.

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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%.

Harrison County High School four year graduation rate of 97.2% is above the state average 90.3%.  
Our 5 year graduation rate of 97.2% is also above the state average of 91.3%.

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**ATTACHMENT SUMMARY**

| Attachment Name   | Description   | Item(s) |
|---|---|---------|
|  Activities and Awards Tracker                    | Local ILP and CCR work  |         |
|  College Priorities Worksheet                     | Local ILP Work  |         |
|  Data Example Tracker for Student Interventions   | HS College, Career and Success Tracker Sample for Student Interventions |         |
|  Example of BREDS Redesign Documents              | BREDS Monthly Data Teams  |         |
|  <a href="#">ILP Google Drive Grades 6-12</a>     | Shared Google Drive for Individual Learning Plan for HCHS and HCMS.     |         |
|  ILP Student Success Tracker Completion Checklist | Example of One of our Local Documents for ILP 6-12                      |         |
|  <a href="#">Leadership Google Drive</a>          | Shared Google Drive for HC Leadership Academy (HCLA)                    |         |