

## 2017-18 Phase II: The Needs Assessment District Diagnostic\_10302017\_17:07

Phase II: The Needs Assessment District Diagnostic

**Harrison County**  
308 Webster Ave  
Cynthiana, Kentucky, 41031  
United States of America

Last Modified: 10/31/2017  
Status: Open

---

## TABLE OF CONTENTS

---

Understanding Continuous Improvement: The Needs Assessment .....	3
ATTACHMENT SUMMARY.....	6

## Phase II: The Needs Assessment District Diagnostic

### 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 shareholder 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 Annie Furnish, Student Julie Asher, Chief Finance Officer We have already met (both virtually and face to face) three times and 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 non-duplicated gap students scored proficient on KPREP Reading.
- We saw a 10% increase among non-duplicated gap students in Reading from 2015 to 2016.
- 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 2016 schools year – a decrease from 92% in 2015.
- The number of behavior referrals has decreased to 198 in 2017 from 276 in 2016.

26% of non-duplicated gap Elementary Reading students scored Novice. While this is the exact number of elementary students, high novice numbers persist in reading district wide. KPREP, MAP and CERT scores reveal that this has been a consist pattern since 2015. At HCHS, our College and Career Readiness (CCR) scores dropped from 71% in 2016 to 61.9% in 2017.

## **ATTACHMENTS**

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

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

Gap students, district-wide, remain the primary area of concern in the area of student academic performance. Only 42.9% of non duplicated gap students scored proficient/distinguished in elementary reading compared to 49% of all students in same area in 2017. HCHS CCR scores dropped 9% from 2016 to 2017; as evidenced in KPREP scores. Furthermore, career pathway analysis 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.

## **ATTACHMENTS**

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

### Trends

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

As previously stated, our district is focusing on three key areas: Attendance, Achievement and Communication. We are revisiting 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 2017-18 school year, will be examined in relationship to them.

## **ATTACHMENTS**

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

### 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 school improvement strategies outlined below:

[1- Deployment of Standards](#)

[2- Delivery of Instruction](#)

[3- Assessment Literacy](#)

[4- Review, Analyze and Apply Data Results](#)

[5- Design, Align and Deliver Support Processes with Sub-group Focus](#)

[6- Establish a 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 non-academic 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.

### **ATTACHMENTS**

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

#### 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 94.1% is above the state average 89.8%. Our 5 year graduation rate of 96.1% is also above the state average of 90.2%. Our drop-out rate of .4% outperforms the state rate of 1.3%. The ACT composite of 20.2 at HCHS is above the state composite of 18.8. These numbers were compiled from the School & District Report Card from 2017 data.

### **ATTACHMENTS**

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

**ATTACHMENT SUMMARY**

Attachment Name	Description	Item(s)
 BREDS Template	Template available to Principals to utilize for improvement	, ,
 BREDS Walk-Through Document Template	BREDS Walk- Through Document utilized with academic work and district initiatives.	, ,
 <a href="#">Harrison County Schools District Report Cards</a>	District Report Card Assessment Data	