

**October 2017 Phase II: KDE Needs Assessment School
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Phase II: KDE Needs Assessment School Diagnostic

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Phase II: KDE Needs Assessment School 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?

1- Principal and Supervisor- informal discussion (no documentation) 2- Admin Team- weekly agenda 3- District CIA- monthly agenda 4- Teachers- weekly PLC agenda 5- SBDM council- monthly SBDM minutes 6- PBIS committee- monthly agendas

ATTACHMENTS

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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.

Several groups of students improved their overall ACT composite score: - students with IEP improved from 15.6 in 2015-16 to 17.7 in 2016-17 - Hispanic students improved from 17.5 in 2015-16 to 20.8 in 2016-17 - the non-duplicated gap students improved from 18.7 in 2015-16 to 19.2 in 2016-17

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

43.7% of students in non-duplicated gap scored at or above benchmark on the English section of the ACT while 65% of all students scored at or above benchmark on this test.

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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?

Areas for improvements include: providing more academic support to our students in various gap groups including: students with special needs, Hispanic and Asian students.

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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 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](#)

5- Design, Align, and Deliver Support Process with Sub-Group Focus

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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 has increased for students with disabilities from 38.5% in 2013 to 78.6% in 2016.

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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