

**October 2017 Phase II: KDE Needs Assessment School
Diagnostic_10102017_19:44**

Phase II: The Needs Assessment School Diagnostic

Turkey Foot Middle School

Debra Obermeyer
3230 Turkeyfoot Rd
Edgewood, Kentucky, 41017
United States of America

Last Modified: 10/31/2017

Status: Open

TABLE OF CONTENTS

Understanding Continuous Improvement: The Needs Assessment	3
ATTACHMENT SUMMARY.....	7

Phase II: The 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?

At Turkey Foot Middle School data analysis is an ongoing school wide process that involves all stakeholders. Data will be reviewed and analyzed during weekly PLC conducted with teachers and administrators. Additionally, formative and summative data is reviewed for individual students with teachers, administrators and district consultants. Based on the data, interventions and instructional strategies are discussed and implementation strategies are developed. Attendance, discipline, RtI and PBIS data is reviewed weekly during administration team meetings. Attendance and discipline data is shared at faculty meetings and compared to similar time frames from the previous year. Data will also be shared and analyzed weekly within the administrative team including the principal, assistant principals and counselors. Analysis is shared with the entire SBDM team on at least a monthly basis. We have recently developed monthly grade level meetings to discuss student and behavior concerns at the grade level and to form intervention strategies at the classroom level as well as the school level.

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.

35.2% of non-duplicated gap students scored proficient on KPREP in Reading. 62.8% of all students scored proficient/distinguished on KPREP in Reading compared to the state average of 56.9%. 44.4% of our African American students scored proficient/distinguished in math compared to the state average of 23.7%. 56.5% of our students scored proficient/distinguished on KPREP in Math compared the state average of 47.0%. 50.0% of our African American students scored proficient/distinguished on KPREP in reading compared the state average of 32.6%. We saw an overall 4.9% reduction of novice students on KPREP in reading. Non-Academic State • Teacher attendance rate was approximately 92.1% in 2016-2017 compared to 90% in 2015-2016. • Student attendance was 95.82% in 2015-2016 and 95.65% in 2016-2017. • The number of referrals rose by 49 (1212 in 2016-2017 compared to 1163 in 2015-2016). • There were 91 more suspensions in 2016-2017 than in 2015-2016 (approximately 20 more students). • Suspensions rose from 104 in 2015-2016 to 111 in 2016-2017.

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.

- 61.6% of students in non-duplicated gap scored below proficiency on KPREP Math compared to 43.5 % of the school as a whole. 72.4% of students in non-duplicated gap group scored below proficiency on KPREP Writing compared to 54.5 % of the school as a whole. 84.9% of Special Education students scored below scored below proficiency on KPREP Math compared to 43.5 % non-gap group. 97.4% of Special Education students scored below proficiency on KPREP Writing compared to 54.5 % non-gap group and 72.4% when compared to non-duplicated gap group as a whole.

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?

Based on the data our non-duplicated gap groups tend to be flat or regressing across the board. This is especially true in the area of Special Education students and our English Learner population. While, we have seen minimal growth in academic progress with our African American and Hispanic population both gap groups tend to score higher in the proficient/distinguished category of KPREP than the state average. For example 44.4% of our African American population earned a proficient/distinguished rating on KPREP in 2016-2017 compared to the state average of 23.7%. In reading our African American population was at 50% proficient/distinguished while the state average was 32.6 and the Hispanic population came in at 52% P/D compared to 45.5% for the state population. Social Studies scores remain stagnant. Writing trends indicate that students are struggling in this area. We saw a 10% drop of our P/D scores (all students) in writing while our novice/apprentice scores jumped by 10.1%. This is consistent with both our overall school population and our NDG groups. Special Education shows that in 2015-2016 87.9% of the students were either novice or apprentice and in 2016-2017 we had 97.4 of all special education students in those categories. While attendance was basically flat (2015-2016 we were at 95.82 compared to 95.65% in 2016-2017), behavior trends indicate that behavior in the classroom may

have a negative impact on the educational process. There was a slight uptick in behavior issues in 2016-2017. In 2015-2016 we had 225 students involved in 791 behavior incidents that resulted in an office referrals. In 2016-2017 that number increased to 250 students involved in 882 incidents. These numbers do not include bus referrals or attendance letters. In 2015-2016 behavior incidents resulted in 449 lost instructional days and in 2016-2017 that number jumped to 603 instructional days.

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](#)

School Improvement Strategies: 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. To improve data analysis we have implemented a plan of excellence that places a focus on student achievement and rigorous instruction in all classrooms. A component of this plan is the expectations that all teachers will create and use a data notebook that includes: lesson plans that meet and follow school expectations with administrative feedback in a timely manner; curriculum timelines; assessment calendars, electronic student data file to track assessment, progress and interventions, formative and summative assessments, student work samples, RBTL (what supports are in place for students) and college/career activities. We have also implemented, to fidelity, regular PPR walks with instructional feedback. Feedback will be specific and based on Tier I instruction and effective interventions. Other than those planned and led by district consultants, Professional Learning Communities (PLC) have been nearly non-existent. We have developed and implemented weekly PLCs that are focused on student achievement and instructional strategies. We continue to monitor student data, look at effective instructional practices and have begun the process of aligning the curriculum, and revisiting common assessments to continue to improve the assessment needs of our core classes. Currently we are in the process of reviewing all IEP's and English Learner student schedules, as well as the schedules of our Special Education teachers and Instructional Assistants to ensure maximum instructional support and that all needs are being met. At this time Turkey Foot Middle School lacks a strong implementation of Tier I behavioral and academic support structures in place. There is little evidence to support that our current Rtl programs have been operating at fidelity over the last few years. According to our most recent program visits we are implementing Tier I PBIS with fidelity but are looking to strengthen our procedures in this area. Teachers are mentoring students and the counseling and Youth Service Coordinator offices have implemented small group interventions based on student need. We are also currently lacking in strong Tier II interventions and process and procedures were not in place to strengthen or implement these to fidelity. While we continue to focus our work on Tier I instruction, we are also focusing on improving or developing effective intervention strategies across content and grade level. While we are implementing READ 180 and System 44 with a high degree of success we are not using them effectively as currently they are used as core ELA replacement classes. These issues are being

addressed but the work is in the early stages. We have implemented the PASS program as a behavior intervention and while early in the process, it appears to be successful in its purpose. We have recently developed monthly grade level meetings to discuss student and behavior concerns at the grade level and to form intervention strategies at the classroom level as well as the school level. We will also be adding some regular frequent communications home which include positive comment cards from teachers, improvement in our Web Page, a weekly newsletter.

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%.

Based on current state accountability system school was named a Distinguished School for the 2016-2017 school. Social Studies remains strong with a 64.4% of our students earning a proficient or distinguished rating. Saw a 7% novice reduction and 13.1% improvement in P/D for students with an IEP in reading.

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)
-----------------	-------------	---------