

**Scott High School 2017-2018 - Phase II: The Needs Assessment School
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Phase II: The Needs Assessment School Diagnostic

Scott High School
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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?

Scott High School utilizes multiple groups to analyze and apply data results. The principal and assistants assemble much of the data in spreadsheets in order to facilitate data review. This information is shared and analyzed further with: admin staff in regular leadership meetings which meet weekly; teachers in faculty meetings, cross curricular PLC's, and in department PLC meetings which meet weekly; public and SBDM in open meetings which meet monthly. Each of these are documented in meeting agendas and minutes.

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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.

Academic State: -NAPD scores in 2 areas of the EOC's were higher than in the previous year (Science 75.8 in 14/15; 68.4 in 15/16; 75.4 in 16/17) (Writing 74.1 in 14/15; 67.4 in 15/16; 72.5 in 16/17) -NAPD scores in 3 areas of the EOC's were lower than in previous years (Reading 65.5 in 14/15; 66.5 in 15/16; 58 in 16/17) (Math 61.1 in 14/15; 67.3 in 15/16; 57.7 in 16/17) (Social Studies 78.1.5 in 14/15; 77.4 in 15/16; 69.9 in 16/17) -While overall GAP Scores show improvement from the previous year, our GAP scores are below the state average (Scott-37.3 State Ave 38.7) -65.7%

of seniors graduated college and career ready as compared to 63.2% of seniors in the district and 65.1% of seniors in the state. -The percentage of students how reach/exceed CCR Bench marks on the 11th grade ACT assessment continue to be above state average (English-Scott=60% State=55.8%) (Math-Scott=52.7 State=43.7) (Reading-Scott=59.5 State=53.2) Non-Academic Current State -4 Year Graduation Rate-The 4-Year Adjusted Cohort Graduation Rate for 2017 was 89.2% (increase from the 85.3% rate in 2016) -5 Year Graduation Rate-The 5-Year Adjusted Cohort Graduation Rate for 2017 was 87.7% (decrease from the 91.6% rate in 2016) -Managing Student Conduct-Q5.1 of Tell Survey "Please rate how strongly you agree or disagree with the following statements about managing student conduct in your school." Teachers agreed at an average rate of 71.5% in 2017 (a decrease from 76.9% in 2015)

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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.

-36.7% of all students scored novice on the EOC test in reading -22.4% of all students scored novice and 39.8% of all students scored apprentice on the EOC test in Algebra II -44.4% of students in non-duplicated gap scored novice on the EOC test in reading as opposed to just 36.7% of all students. -71.8% of students in non-duplicated gap scored below proficiency on the EOC test in Algebra II as opposed to just 62.3% of all students. -Only a small percentage of students reach Career Readiness (less than 13% in 2017; less than 12% in 2016) -While 4 year graduation rate has increased from 85.3 in 2016 to 89.2 in 2017, we are still below state average of 89.8 in 2017.

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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?

Percent Novice in Reading on end of course assessments is trending up and remains a significant area for improvement. Percent Novice in Math and Reading on end of course assessments for Gap students is trending up and remains a significant area for improvement. Percentage of students obtaining Career Ready status before graduation is not improving and remains a significant area for improvement.

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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, Deliver Support Processes with Sub-group Focus 6- Establish a Learning Culture and Environment Scott High School has a strong implementation of Tier I behavioral and academic support structures in place. Behavioral Supports: According to our most recent program visits, we are implementing tier I PBIS with fidelity. Our next processes and practices to put into place and strengthen are needed Tier II interventions. We are implementing five new tier II behavior support interventions this year. Check in/Check out; Strategies for Success; Hot Passes; Social/Emotional Report Tool; EBD Unit (Student Support Center); In School Suspension Supports. We are retraining staff in order to improve the effectiveness of three specific behavior support interventions. KTAP; PASS; Student Office Referrals Academic Supports: Scott High School continues to focus much work on the continued improvement of tier I instruction. Activities and structures utilized to strengthen tier I instruction include: -Regular PPR walks with instructional feedback -Regular professional learning communities focused on instructional strategies - organization and maintenance of electronic teacher resource files focused on increasing teacher collaboration in planning and student data tracking. Scott has had much success with several of our tier II academic support programs including but not limited to additional required math and English classes for student performing below benchmark, use of CERT assessment scrimmage test data and review systems, system 44, read 180, CCR Math and English Classes, and School within as School. This year we will continue calibrating our strategies in these interventions as well as introduce a Strategies to Success class which will target group of 9th and 10th graders performing below benchmark in math, reading, and social skills. We will also be adding some regular frequent communications home which include positive comment cards from teachers and every other week call commands to students on the honor role and students not passing classes.

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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%.

-NAPD score of 75.4 Science (7 pt increase from 2016; 59.7 is state average) -NAPD score of 72.5 in Writing (5 pt increase from 2016; 70 is state average) -37.3 average percent proficiency in GAP (1.1% increase from 2016) -47.4% proficiency in Science (19.8% increase from 2016; 29.2 is state average) -40% proficiency in Writing (11% increase from 2016)

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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