

Phase II: The Needs Assessment District Diagnostic Barren Co Oct 2017

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Barren County

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Glasgow, Kentucky, 42141
United States of America

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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?

As a district we are using KPREP, MAP, STAR, Brigance, ACT, College & Career measures, EOC exams, common assessment data, observations, and instructional rounds to evaluate the overall performance of our district and schools. Non-academic data reviewed includes: attendance, discipline (overall & PBIS), school safety, parent involvement, survey data, suspensions/expulsions, and bus referrals. The following groups are involved in the evaluation of the data for the needs assessment process: Superintendent, Assistant Superintendent, Director of Instruction & Technology, Director of Elementary Instruction & Title I, Director of Special Programs, Director of Pupil Personnel, Director of Nutrition & 21st Century Programming, College & Career Development Coordinator, Special Programs Teacher Consultant, Curriculum Resource Teachers, District Lead Teacher, Technology Integration Specialists, Principal, Counselors, Teachers, SBDM Parents, and other key support staff. The following groups meet according to the scheduled below: District Level Leadership Team (Superintendent & Directors) - review of school and district data as it becomes available - monthly District Leadership Team (Superintendent, Directors, Principals)- review of school and district data as it becomes available - monthly Board & District Leadership - review of school and district data as it becomes available - monthly SBDM & Board - review of school improvement plans, current assessment data, and non-academic data - annual reports Dec-Feb District Instructional Staff - review of standards (unwrapping and prioritizing), instruction (research-based strategies), and assessment (data analysis) District Special Program Staff - review of performance data for exceptional education students, EL students, specialized grants, and monitoring of Gaps. Director of Pupil Personnel & Principals - review of attendance, discipline and safe school data - monthly & annual report District Rtl Team - review of instructional strategies, program fidelity, and progress monitoring - quarterly meetings District PBIS Team - review of discipline data (school and bus) and fidelity of positive behavior instructional supports - quarterly meetings; annual update with all administrators

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.

Academic Data - -Junior ACT 2017 - Barren County results indicate a composite of 19.5, which was an increase of .6 (.3 below state). -Kindergarten Screen 2017 - Barren County had 60.8% of entering kindergarten students score "Ready" to enter kindergarten vs. 50.1% in Kentucky who scored "Ready" to enter kindergarten -KY Assessment System (K-PREP) 2017 -Elementary data - In reading and math district averages exceed the state average of proficient and distinguished in 3 out of 4 grade levels. -75% of our elementary school students are scoring proficient or distinguished in the K-PREP social studies exam. -Barren Co. Middle School students exceed the state average p/d for math, social studies, and writing. -BCHS exceeds state averages p/d in reading, science, and social studies. -In only 4 out of 23 grades/subjects do district novice numbers exceed state novice numbers. -KY Assessment System (K-PREP) Trend - 2016 vs 2017 -3rd & 6th Grade Math and Reading noted increase in the percentages of students scoring proficient and distinguished. -Reading 3rd +4.9; 6th +14.5 -Math 3rd +1.5; 6th + 7.3 -5th Grade Social Studies noted increase of 6.5% -Language Mechanics at Grade 6 increased by 7.9% - Novice Percentages where increases were noted (increase meaning more novice students): -Math - Grades 4 (7% increase); Grade 7 (4.3%) -Reading - Grade 4 (4.1%); Grade 7 (3.3%); HS EOC noted decrease but has 25% scoring in Novice range At the elementary level, the percentage of the non-duplicated gap group scoring proficient/distinguished improved in reading, social studies, and writing. At the middle school level, the percentage of the non-duplicated gap group scoring proficient/distinguished improved in reading, mathematics, social studies, and language mechanics. At the high school level, the percentage of the non-duplicated gap group scoring proficient/distinguished improved in all 5 assessed areas. Non-academic Data - -Barren County has noted a decrease in pre board suspension hearing from 2016-17/2017-18 -There have been no expulsions thus far in 2017-18 -A decrease in out of school suspensions has been noted. -PBIS Data - -Current implementation had only been elementary & middle school; this is the first year for high school to implement - starting with grade 9 - with goal of expanding to new grades in subsequent years. -Data from 2016-17 indicates major reduction in bus referrals; 2011 we had 341 referrals reduced to 97 referral in 2017. -Percentage of students receiving office referrals - decrease or increase (0-1) fix below Average 0-1 ODR's 2-5 ODR's 6+ ODR's 2016-17 92.56% 5.52% 1.92% 2015-16 Academic Data - Junior ACT 2017 - Barren County results indicate a composite of 19.5, which was an increase of .6 (.3 below state). Kindergarten Screen 2017 - Barren County had 60.8% of entering kindergarten students score "Ready" to enter kindergarten vs. 50.1% in Kentucky who scored "Ready" to enter kindergarten KY Assessment System (K-PREP) 2017 Elementary data - In reading and math district averages exceed the state average of proficient and distinguished in 3 out of 4 grade levels. 75% of our elementary school students are scoring proficient or distinguished in the K-PREP social studies exam. Barren Co. Middle School students exceed the state average p/d for math, social studies, and writing. BCHS exceeds state averages p/d in reading, science, and social studies. In only 4 out of 23 grades/subjects do district novice numbers exceed state novice numbers. KY Assessment System (K-PREP) Trend - 2016 vs 2017 3rd & 6th Grade Math and Reading noted increase in the percentages of students scoring

proficient and distinguished. Reading 3rd +4.9; 6th +14.5 Math 3rd +1.5; 6th + 7.3 5th Grade Social Studies noted increase of 6.5% Language Mechanics at Grade 6 increased by 7.9% Novice Percentages where increases were noted (increase meaning more novice students): Math - Grades 4 (7% increase); Grade 7 (4.3%) Reading - Grade 4 (4.1%); Grade 7 (3.3%); HS EOC noted decrease but has 25% scoring in Novice range Non-academic Data - Barren County has noted a decrease in pre board suspension hearing from 2016-17/2017-18 There have been no expulsions thus far in 2017-18 A decrease in out of school suspensions has been noted. PBIS Data - Current implementation had only been elementary & middle school; this is the first year for high school to implement - starting with grade 9 - with goal of expanding to new grades in subsequent years. Data from 2016-17 indicates major reduction in bus referrals; 2011 we had 341 referrals reduced to 97 referral in 2017. Percentage of students receiving office referrals - decrease or increase (0-1) fix below Average 0-1 ODR's 2-5 ODR's 6+ ODR's 2016-17 92.56% 5.52% 1.92% 2015-16 Academic Data - Junior ACT 2017 - Barren County results indicate a composite of 19.5, which was an increase of .6 (.3 below state). Kindergarten Screen 2017 - Barren County had 60.8% of entering kindergarten students score "Ready" to enter kindergarten vs. 50.1% in Kentucky who scored "Ready" to enter kindergarten KY Assessment System (K-PREP) 2017 Elementary data - In reading and math district averages exceed the state average of proficient and distinguished in 3 out of 4 grade levels. 75% of our elementary school students are scoring proficient or distinguished in the K-PREP social studies exam. Barren Co. Middle School students exceed the state average p/d for math, social studies, and writing. BCHS exceeds state averages p/d in reading, science, and social studies. In only 4 out of 23 grades/subjects do district novice numbers exceed state novice numbers. KY Assessment System (K-PREP) Trend - 2016 vs 2017 3rd & 6th Grade Math and Reading noted increase in the percentages of students scoring proficient and distinguished. Reading 3rd +4.9; 6th +14.5 Math 3rd +1.5; 6th + 7.3 5th Grade Social Studies noted increase of 6.5% Language Mechanics at Grade 6 increased by 7.9% Novice Percentages where increases were noted (increase meaning more novice students): Math - Grades 4 (7% increase); Grade 7 (4.3%) Reading - Grade 4 (4.1%); Grade 7 (3.3%); HS EOC noted decrease but has 25% scoring in Novice range Non-academic Data - Barren County has noted a decrease in pre board suspension hearing from 2016-17/2017-18 There have been no expulsions thus far in 2017-18 A decrease in out of school suspensions has been noted. PBIS Data - Current implementation had only been elementary & middle school; this is the first year for high school to implement - starting with grade 9 - with goal of expanding to new grades in subsequent years. Data from 2016-17 indicates major reduction in bus referrals; 2011 we had 341 referrals reduced to 97 referral in 2017. Percentage of students receiving office referrals - maintaining around 92% of all students with no referrals or no more than one. Average Referrals - 2016-17 - 92.56% of students with NO or 1 referral Average Referrals - 2015-16- 92.09% of students with NO or 1 referral Equitable Access Data (included from committee work and district data chart) (see also Equitable Access Diagnostic) Noted a correlation between poverty percentages (F/R Lunch) and Special Education percentages: - F/R Trend - increase in number qualifying - 2014: 2527 vs 2017: 2804 School Report Card - ECE Trend - increase in number identified (3-21) - 2015: 764 vs 2016: 796 (according to Dec 1 Childcount) When reviewing the minority staff and student data, the committed=e discussed the changing demographics and noted a more diverse population in community. Further research was conducted to reveal: In 2012-13, Barren County Schools had 6.29% and as of Nov 2017 there as a minority population of 9.08%. Additional Staff Data - -According to the 2013-14 KDE School Report Card, Barren County had 3 minority teachers that year. Also the average years of teaching experience was 12.5 years. The same comparison with the most recent school report card reveals that we have 5 minority teachers (includes one additional at College Street Campus), and an overall years of teaching experience equal to 13 years. -Teacher turnover in 2015 was 17.5%, in 2016 was 13.5 %, and in 2017 was 9.5%. -Administrative turnover was unusually high for Barren County with 5 Principals; 5 Assistants

Principals; 1 counselor; 3 district level administrators; and the loss of 2.5 district instructional staff record for the last school year.

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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.

At the elementary level, -51% of students in non-duplicated gap scored below proficiency on KPREP test in reading as opposed to just 44.1% of the ALL student group. -69% of students in disability-with IEP group scored below proficiency on KPREP test in reading as opposed to just 44.1% of the ALL student group. -73.6% of students in disability-with IEP scored below proficiency on KPREP test in math as opposed to just 51.2% of the ALL student group. -67.3% of students in hispanic group scored below proficiency on KPREP test in math as opposed to just 49.9% of the ALL student group. At middle school level, -78.6% of students in disability-with IEP group scored below proficiency on KPREP test in reading as opposed to just 48.8% of the ALL student group. -41.6% of students in non-duplicated gap scored below proficiency on KPREP test in math as opposed to just 48.8% of the ALL student group. -91.1% of students in disability-with IEP group scored below proficiency on KPREP test in language mechanics as opposed to just 48.6% of the ALL student group. At high school level, -89.7% of students in disability-with IEP group scored below proficiency on KPREP test in writing as opposed to just 49.2% of the ALL student group. -47.2% of students in non-duplicated gap group scored below proficiency on KPREP test in Eng II EOC as opposed to just 36.8 % of the ALL student group. -Only 36.1% of students scored proficient or distinguished in Alg II EOC, which was below state average. -72.6% of students in non-duplicated gap group scored below proficiency on KPREP test in Alg II EOC as opposed to just 63.9 % of the ALL student group. Assessed areas that that have approximately 20% of students scoring in Novice range: -Grade 4 Math (19.4%), Grade 3 Reading (20.9%), Grade 6 Language Mechanics (25.9%) -Grade 7 Reading (20.2%) -High school Reading EOC (25.9%), Writing (24.5%)

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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?

KY Assessment System (K-PREP) Trend - 2016 vs 2017 -3rd & 6th Grade Math and Reading noted increase in the percentages of students scoring proficient and distinguished. -Reading 3rd +4.9; 6th +14.5 -Math 3rd +1.5; 6th + 7.3 -5th Grade Social Studies noted increase of 6.5% - Language Mechanics at Grade 6 increased by 7.9% -Novice Percentages where increases were noted (increase meaning more novice students): -Math - Grades 4 (7% increase); Grade 7 (4.3%) - Reading - Grade 4 (4.1%); Grade 7 (3.3%); HS EOC noted decrease but has 25% scoring in Novice range. Equitable Access Data - Correlation between poverty (F/R Lunch) and Special Education percentages: -F/R Trend - 2014: 2527 vs 2017: 2804 -ECE Trend - 2015: 764 vs 2016: 796 -In 2012-13, Barren County Schools had 6.29% and as of Nov 2017 there as a minority population of 9.08%. -Teacher turnover in 2015 was 17.5% and in 2017 was 9.5%. -Administrative turnover in 2016 there were no changes but in 2017 there were 13 position changes.

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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](#)

Each school will determine their specific needs based on the six KCWP after data analysis has occurred. Within certain processes put into place this school year based upon needs, the following KCWP have been addressed: Standards, Instruction, Assessment, and Data Analysis. The district will focus its efforts on supporting schools on the processes they have in place to address the KCWP.

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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%.

At the elementary level, Proficient/Distinguished in sixth grade math increased from 52.2% in 2016 to 59.5% in 2017. Proficient/Distinguished in sixth grade reading increased from 55.5% in 2016 to 70% in 2017. Proficient/Distinguished in fifth grade social studies increased from 68.6% in 2016 to 75.1% in 2017. At middle school level, Proficient/Distinguished in reading increased from 54.1% in 2016 to 59.4% in 2017. Proficient/Distinguished in math increased from 49.6% in 2016 to 51.2% in 2017. Proficient/Distinguished in social studies increased from 56.1% in 2016 to 60.1% in 2017. Proficient/Distinguished in writing increased from 36.3% in 2016 to 38.5% in 2017. Proficient/Distinguished language mechanics increased from 44.5% in 2016 to 51.4% in 2017. At high school level, The district graduation rate represents a 5% increase over the past five years. Proficient/Distinguished in writing increased from 37.1% in 2016 to 50.8% in 2017. At the high school level, the percentage of the non-duplicated gap group scoring proficient/distinguished improved in all five assessed areas.

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 2017 Fast Facts Assessment	Kprep Facts 2017	'
 Barren Co Novice Charts 2017	Charts	'
 Barren Co Prof & Dist Charts 2017	Charts	'
 Barren Co SRC 2017	District Report Card 2017	