

2018-2019 LMHS The Needs Assessment for Schools_09212018_08:56

Phase Two: The Needs Assessment for Schools

Lloyd High School
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Phase Two: The Needs Assessment for Schools

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 stakeholder groups involved. How frequently does this planning team meet and how are these meetings documented?

Data is reviewed by the following groups. SBDM Council - Meets the second Thursday of each month at 6 pm Building Administrative PLC - Meets every other Wednesday morning Department PLC's meet the first Tuesday of each month Meetings are documented through agenda's and minutes

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 gap students scored proficient on KPREP Reading.
- We saw a 10% increase among gap students in Reading from 2017 to 2018.
- 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 2017 school year – a decrease from 92% in 2016.
- The number of behavior referrals has decreased to 198 in 2018 from 276 in 2017.

The current data for the 2017-18 year to review is: Proficiency score of 52.9 Graduation rate of 96.4 Transition Readiness score of 79.4 ACT overall Composite for the Senior Class of 2019 - 18.6 ACT overall composite for the Senior Class of 2018- 19.6

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

In the new accountability system there are 2 groups that are an area to Target The Students with Disabilities scores: 26.4 - Proficiency Indicator 40 - Transition Indicator Both of these are below the designated cut scores for the state English Language Learners plus monitored 16.6 Proficiency Score 35.4 Transition readiness score Both of these are below the state cut scores. Both groups are priority groups and areas of concern as we move through the 2018-19 school year.

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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?

In reviewing data trends from the past two years. We have seen the following trends * Male discipline referrals are 3 to 1 to female * Freshmen referrals account for 50% of overall referrals * Our map data has

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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 Key Core Work Processes outlined below:

[KCWP 1: Design and Deploy Standards](#)

[KCWP 2: Design and Deliver Instruction](#)

[KCWP 3: Design and Deliver Assessment Literacy](#)

[KCWP 4: Review, Analyze and Apply Data](#)

[KCWP 5: Design, Align and Deliver Support](#)

[KCWP 6: Establishing Learning Culture and Environment](#)

In reviewing data we believe part of our root problem lies in the area of KCWP 6 - Establishing learning culture and environment This goes along with our problem of practice the focuses on Domain 2 in the Charlotte Danielson Framework - Classroom Environment Culture for Learning Managing Student Behavior Managing Classroom Procedures

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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 is 96 % Transition Readiness Rate 79.4% TELL data 2017

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 Behavior Trend Data	2017 - 18 Comparison data	
 State Accountability data	Target Support Areas	
 TELL Data 2017	Staff survey 2017	

Behavior Data Comparison for Month of September 2017 and 2018

	2017-18	2018-19
Highest Event Type (#)	Inactive Learner (25)	Insubordination (34)
2nd Highest Event Type (#)	Cell Phone/Electronic Device (24)	Disruptive Behavior (30)
3rd Highest Event Type (#)	Disruptive Behavior (24)	Cell Phone/Electronic Device (20)
Grade Level Break Down	141 total: 9th - 68 10th - 24 11th - 31 12th - 18	157 total: 9th - 37 10th - 74 11th - 24 12th - 22
Teachers new to the building this year	3/36 - 8%	9/36 - 25%
Referrals	1/141 - <1%	59/157 - 38%
Teachers with < 3 years experience in the building	10/36 - 28%	16/36 - 44%
Referrals	29/141 - 21%	73/157 - 46%
SPED Status - Active	7/141 - 5%	40/157 - 25%
Gender Breakdown (Does not include grade 8)	Female - 41/141 = 29% Male - 100/141 = 71%	Female - 44/157 = 28% Male - 113/157 = 72%
Race/Ethnicity Breakdown (Does not include grade 8)	White - 84/141 = 59% Black - 25/141 = 18% Hispanic - 8/141 = 6% 2 or more - 24/141 = 17% Pacific Islander - 0 Asian - 0 Native Am / Alaskan - 0	White - 94/157 = 60% Black - 30/157 = 19% Hispanic - 5/157 = 3% 2 or more - 27/157 = 17% Pacific Islander - 0 Asian - 1/157 = <1% Native Am. / Alaskan - 0
General Student Population as of Sept. 30 (Does not include grade 8)	White - 431/637 = 68% Black - 69/637 = 11% Hispanic - 70/637 = 11% 2 or more - 57/637 = 9% Pacific Islander - 5/637 = <1% Asian - 5/637 = <1% Native Am. / Alaskan - 0	White - 436/631 = 69% Black - 64/631 = 10% Hispanic - 66/631 = 11% 2 or more - 53/631 = 8% Pacific Islander - 8/631 = 1% Asian - 2/631 = <1% Native Am./Alaskan - 2 - <1%

Sept. and Oct. Timeline for 2018 Reporting

TENTATIVE

- Sept. 24
 - 9 a.m. ET – List of **CSI/TSI** schools and all data released to districts
 - 2 p.m. ET -- List of **CSI/TSI** and all data released to working media
- Sept. 25
 - District may discuss data under embargo privately with media
- Sept. 26
 - **Public Release** of School Accountability and test results
- Sept. 26-Oct. 8
 - **Data Review** for new individual student change requests in **SDRR**

Indicators – High Schools

High Schools

Indicator	Measures	Metric
Proficiency	Reading and mathematics sections from ACT	<ul style="list-style-type: none">• Index Score (0-125)• N=0, A=.50, P=1.0, D=1.25 (ACT levels)• Each score from reading and mathematics weighted equally
Transition Readiness	Academic Readiness (ACT, AP, IB, CAI, ELP) Career Readiness (Ind. Cert.; CTE EOP exam; Apprenticeship) ELP attainment (ACCESS)	<ul style="list-style-type: none">• Transition Readiness Rate (0-100)• Percentage of graduates who have a high school diploma and also demonstrate Academic or Career Readiness• ELs anytime throughout high school
Graduation Rate	4- and 5-year Graduation Rates	<ul style="list-style-type: none">• Percentage of grade 9 students (adjusted) who graduated in 4 or 5 years• Average of 4- and 5-year rates (0-100)

Final Cut Scores for Bottom 5%

Sch. Level	Indicators	Recommended threshold Cut Scores*	
High	Proficiency	40	52.8
	Transition Readiness	41	79.4
	Graduation Rate	85	96.4

School Name	Level	Feeder	CSI or TSI	CSI/TSI Reason	Proficiency Indicator	Separate Academic Indicator	Growth Indicator	Transition Readiness Indicator	Graduation Indicator	4 Yr Cohort Graduation Rate
Lloyd High School	HS		TSI	English Learners plus Monitored; Disability	52.8			79.4	96.4	96.4
School Name	Level	Demographic Group	Identified TSI	Proficiency Indicator	Separate Academic Indicator	Growth Indicator	Transition Readiness Indicator	Graduation Indicator		
Lloyd High School	HS	White		61				80.1	95.3	
Lloyd High School	HS	African American		41.2				69.7	96.7	
Lloyd High School	HS	Hispanic		29.2				80	100	
Lloyd High School	HS	Asian								
Lloyd High School	HS	American Indian or Alaska Native								
Lloyd High School	HS	Native Hawaiian or Other Pacific Islander								
Lloyd High School	HS	Two or More Races		43.2				90.9		
Lloyd High School	HS	English Learners plus Monitored	Y	16.6				35.4		
Lloyd High School	HS	Free/Reduced-Price Meals		46.2				76.5	97	
Lloyd High School	HS	Disability-with IEP (Total)	Y	26.4				40		

LLOYD MEMORIAL HIGH SCHOOL (TELL KY 2017) 100.00% responded Lloyd High (TELL KY 2015) 100.00% responded

% Agree LLOYD MEMORIAL Lloyd High

HIGH SCHOOL TELLKY 2015

TELL KY 2017

Facilities and Resources

Q3.1 Please rate how strongly you agree or disagree with the following statements about your school facilities and resources.

a. Teachers have sufficient access to appropriate instructional materials.

94.7%

95.3%

92.3%

b. Teachers have sufficient access to instructional technology, including computers, printers, software and internet access.

90.7%

88.9%

c. Teachers have sufficient support to use effectively the state-approved electronic platform (i.e., CIITS, EDS).

85.7%

d. Teachers have access to reliable communication technology, including phones, faxes and email.

97.4%

100.0%

e. Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens, etc.

100.0%

100.0%

f. Teachers have sufficient access to a broad range of professional support personnel,

97.4%

95.3%

g. The school environment is clean and well maintained.

89.7%

67.4%

h. Teachers have adequate space to work productively.

92.3%

97.7%

i. The physical environment of classrooms in this school supports teaching and learning.

92.3%

93.0%

j. The reliability and speed of Internet connections in this school are sufficient to support instructional practices.

82.1%

92.9%

LLOYD MEMORIAL HIGH SCHOOL (TELL KY 2017) 100.00% responded

% Agree Lloyd High

(TELL KY 2015) 100.00% responded

LLOYD MEMORIAL Lloyd High

HIGH SCHOOL TELLKY 2015

TELL KY 2017 School

Leadership

Q7.1 Please rate how strongly you agree or disagree with the following statements about school leadership in your school.

94.9%

100.0% a. The

faculty and leadership have a shared vision.

b. There is an atmosphere of trust and mutual respect in this school.

87.2%

97.7%

84.2%

c. Teachers feel comfortable raising issues and concerns that are important to them.

100.0%

d. The school leadership consistently supports teachers.

92.3%

100.0%

97.4%

e. Teachers are held to high professional standards for delivering instruction.

100.0%

f. The school leadership facilitates using data to improve student learning.

100.0%

100.0%

94.9%

g. Teacher performance is assessed objectively.

100.0%

h. Teachers receive feedback that can help them improve teaching.

89.7%

100.0%

92.3%

i. The procedures for teacher evaluation are consistent.

100.0%

j. The school improvement team provides effective 100.0%

100.0%

leadership at this school.

k. The faculty are recognized for accomplishments.

92.3%

97.7%

Q7.3 The school leadership makes a sustained effort to address teacher concerns about:

94.6%

95.1% a.

Leadership issues

b. Facilities and resources

92.3%

90.7%

c. The use of time in my school

100.0% 86.1%

100.0% d. Professional learning

100.0%

e. Teacher leadership

97.4%

100.0%

94.6%

100.0% f.

Community support and involvement

87.2%

97.7% g.

Managing student conduct

97.4% h. Instructional practices

and support

100.0% 97.1%

100.0% i. New

teacher support

Q7.4 Please rate how strongly you agree or disagree with the following statements about the school council in your school.

a. Teachers on the school council are representative of the faculty (i.e. experience, subject/grade, etc.)

100.0%

100.0%

b. Parents on the school council are representative of the diversity within the school community.

100.0%

92.6%

c. The school council makes decisions that positively impact instruction (i.e. curriculum, instructional practices, etc.).

100.0%

100.0%

d. The school council makes decisions that positively impact school staffing and schedules.

100.0%

97.2%

e. Overall, the school council provides effective leadership in this school.

100.0%

100.0%

LLOYD MEMORIAL HIGH SCHOOL (TELL KY 2017) 100.00% responded

% Agree Lloyd High

(TELL KY 2015) 100.00% responded

LLOYD MEMORIAL Lloyd High

HIGH SCHOOL TELL KY 2015

TELL KY 2017

Instructional Practices and Support Q9.1 Please rate how strongly you agree or disagree with the following statements about instructional practices and support in your school.

70.6%

73.8%

a. State assessment data are available in time to impact instructional practices.

b. Local assessment data are available in time to impact instructional practices.

93.9%

100.0%

97.4%

100.0%

c. Teachers use assessment data to inform their instruction.

d. Teachers work in professional learning communities to develop and align instructional practices.

100.0%

97.4%

e. Provided supports (i.e. instructional coaching, professional learning communities, etc.) translate to improvements in instructional practices by teachers.

94.9%

100.0%

97.4%

f. Teachers are encouraged to try new things to improve instruction.

100.0%

90.6%

97.4%

g. Teachers are assigned classes that maximize their likelihood of success with

students.

94.9%

100.0%

h. Teachers have autonomy to make decisions about instructional delivery (i.e. pacing, materials and pedagogy).

i. The curriculum taught in this school is aligned with Kentucky Core Academic Standards.

100.0%

100.0%

LLOYD MEMORIAL HIGH SCHOOL (TELL KY 2017) 100.00% responded

% Agree Lloyd High (TELL

KY 2015) 100.00% responded

LLOYD MEMORIAL Lloyd High

HIGH SCHOOL TELL KY 2015

TELL KY 2017 Teacher

Leadership Q6.1 Please rate how strongly you agree or disagree with the following statements about teacher leadership in your school.

89.7%

a. Teachers are recognized as educational experts.

100.0%

b. Teachers are trusted to make sound professional decisions about instruction.

97.4%

100.0%

c. Teachers are relied upon to make decisions about educational issues.

100.0%

100.0%

d. Teachers are encouraged to participate in school leadership roles.

94.9%

97.7%

89.5%

90.7%

e. The faculty has an effective process for making group decisions to solve problems.

100.0%

f. In this school we take steps to solve problems.

100.0%

97.4%

97.7%

g. Teachers are effective leaders in this school.

Q6.5 Teachers have an appropriate level of influence on decision making in this school.

97.4%

80.5%

LLOYD MEMORIAL HIGH SCHOOL (TELL KY 2017) 100.00% responded

% Agree Lloyd High

(TELL KY 2015) 100.00% responded

LLOYD MEMORIAL Lloyd High

HIGH SCHOOL TELL KY 2015

TELL KY 2017 | Community

Support and Involvement Q4.1 Please rate how strongly you agree or disagree with the following statements about community support and involvement in your school.

a. Parents/guardians are influential decision makers in this school.

52.9%

42.9%

b. This school maintains clear, two-way communication with the community.

92.3%

88.4%

92.1%

95.3%

c. This school does a good job of encouraging parent/guardian involvement.

d. Teachers provide parents/guardians with useful information about student learning.

94.6%

85.7%

e. Parents/guardians know what is going on in this school.

65.7%

74.4%

f. Parents/guardians support teachers, contributing to their success with students.

56.8%

61.0%

86.1%

87.2%

g. Community members support teachers, contributing to their success with students.

h. The community we serve is supportive of this school.

91.7%

89.7%

School Summary Comparison Results TELL KY 2017 LLOYD MEMORIAL HIGH SCHOOL (TELL KY 2017) 100.00% responded

% Agree Lloyd High

(TELL KY 2015) 100.00% responded

LLOYD MEMORIAL Lloyd High

HIGH SCHOOL TELL KY 2015

TELL KY 2017 Time

Q2.1 Please rate how strongly you agree or disagree with the following statements about the use of time in your school.

87.2%

a. Class sizes are reasonable such that teachers have the time available to meet the needs of all students.

79.5%

84.6%

93.2%

b. Teachers have time available to collaborate with colleagues.

c. Teachers are allowed to focus on educating students with minimal interruptions

64.1%

86.4%

89.7%

d. The non-instructional time provided for teachers in my school is sufficient.

95.3%

76.9%

97.7%

e. Efforts are made to minimize the amount of routine paperwork teachers are required to do.

f. Teachers have sufficient instructional time to meet the needs of all students.

82.1%

93.0%

g. Teachers are protected from duties that interfere with their essential role of educating students.

89.7%

100.0%

LLOYD MEMORIAL HIGH SCHOOL (TELL KY 2017) 100.00% responded Lloyd High (TELL KY 2015) 100.00% responded

% Agree LLOYD MEMORIAL Lloyd High

HIGH SCHOOL TELLKY 2015

TELL KY 2017

Managing Student Conduct Q5.1 Please rate how strongly you agree or disagree with the following statements about managing student conduct in your school.

a. Students at this school understand expectations for their conduct.

92.3%

86.4%

84.6%

b. Students at this school follow rules of conduct.

75.0%

c. Policies and procedures about student conduct are clearly understood by the faculty.

89.7%

84.1%

d. School administrators consistently enforce rules for student conduct.

84.6%

84.1%

e. School administrators support teachers' efforts to maintain discipline in the classroom.

89.7%

95.5%

f. Teachers consistently enforce rules for student conduct.

87.2%

81.8%

g. The faculty work in a school environment that is safe.

100.0%

100.0%

LLOYD MEMORIAL HIGH SCHOOL (TELL KY 2017) 100.00% responded

% Agree Lloyd High

(TELL KY 2015) 100.00% responded

LLOYD MEMORIAL Lloyd High

HIGH SCHOOL TELLKY 2015

TELL KY 2017

Professional Learning

Q8.1 Please rate how strongly you agree or disagree with statements about professional learning in your school.

a. Sufficient resources are available for professional learning in my school.

94.6%

90.9%

b. An appropriate amount of time is provided for professional learning.

97.4%

95.5%

c. Professional learning offerings are data driven.

90.3%

97.2%

d. Professional learning opportunities are aligned with the school's improvement plan.

100.0%

100.0%

e. Professional learning is differentiated to meet the needs of individual teachers.

82.1%

77.3%

f. Decision making about professional learning is guided by evidence from the growth and effectiveness system.

100.0%

97.4%

g. Professional learning deepens teachers' content knowledge.

69.2%

77.3%

92.1%

88.6%

h. Teachers have sufficient training to fully utilize instructional technology.

i. Teachers are encouraged to reflect on their own practice.

100.0%

100.0%

89.2%

75.0%

j. In this school, follow up is provided from professional learning.

k. Professional learning provides ongoing opportunities for teachers to work with colleagues to refine teaching practices.

97.4%

93.2%

79.4%

l. Professional learning is evaluated and results are communicated to teachers.

71.4%

m. Professional learning enhances teachers' ability to implement instructional strategies that meet diverse student learning needs.

91.9%

93.2%

97.4%

n. Professional learning enhances teachers' abilities to improve student learning.

97.7%

LLOYD MEMORIAL HIGH SCHOOL (TELL KY 2017) 100.00% responded Lloyd High (TELL KY 2015) 100.00% responded

% Agree LLOYD MEMORIAL Lloyd High

HIGH SCHOOL TELL KY 2015

TELL KY 2017

Overall

Q10.6 Overall, my school is a good place to work and learn.

89.5%

95.3%

Q10.7 At this school, we utilize the results from the TELL Kentucky Survey as a tool for school improvement.

100.0%

97.3%