

Jackson County Public Schools Phase II: The Needs Assessment District Diagnostic_10262017_12:37

Phase II: The Needs Assessment District Diagnostic

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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?

The district leadership team met on December 4, 2017 to review and discuss needs assessment data as it relates to the development of the Comprehensive District Improvement Plan.

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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.

54.3% of elementary students are proficient/distinguished in reading; 49.6% of middle school students are proficient/distinguished in reading; 60% of high school students are proficient/distinguished in reading on K-Prep. 48% of elementary students are proficient/distinguished in math; 33.7% of middle school students are proficient/distinguished in math; 26% of high school students are proficient/distinguished in math on K-Prep. On the 2017 ACT, 46% of grade 11 students met benchmark in English; 25% of grade 11 students met benchmark in Mathematics; and 52% of grade 11 students met benchmark in Reading. In the 16-17 school year, 75.8% percent of 2017 graduates were College or Career Ready. The 2017 4 year Cohort Graduation Rate is 89.4%. The district attendance rate for the 2016-2017 school year was 91.4%. The district attendance rate decreased by .52% from the 2015-16 school year to the 2016-17 school year

(92.07% to 91.55%) (INFINITE CAMPUS) The district attendance rate has increased by .61% during the August – October time frame from the 2016-17 school year to the current school year. (92.74% to 93.35%) (INFINITE CAMPUS) The district dropout rate decreased from 0.8% to 0.4% from the 2015-16 school year to the 2016-17 school year. (SRC) The district enrollment has decreased from 2030 enrolled students at the end of 2016-17 school year to currently 2014 enrolled students. In the 2016-17 school year, 8 students were expelled with services (4 of them were students with disabilities and 4 of them were students without disabilities). This is decreased from 19 students being expelled during the 15-16 school year. In 2016-17 school year there were a total of 55 students (down from 86 students in the 15-16 school year) had an out-of-school suspension. Of those 55 students, 36 of them were students with disabilities and 19 were students without disabilities. Of the 36 students with disabilities who were suspended, 18 of them were suspended on more than one occasion. During the 2016-17 school year, we had an onsite consolidated monitoring visit and KDE determined that for Indicator 4 in the area of significant discrepancy with regard to the rate of long-term suspensions and expulsions of students with disabilities in the district is an area of concern with the district being 5.12 times above the rate of state for all students and 5.15 times about the rate of the state for white students. We are under a corrective action plan with KDE at this time for Indicator 4 and all activities are being completed and monitored through KDE on a regular and ongoing basis. Students with Disability - IEP, Reading Percent Proficient/Distinguished at elementary level decreased from 36.6% (2016) to 36.3% (2017). At the middle school, the percent increased from 14.3% (2016) to 21.0% (2017). At the high school, the percent increased from 17.9% (2016) to 19.4% (2017). As a district, elementary, middle school and high school reading scores were below their respective 2017 Delivery Target goals for students with disabilities – IEP. Students with Disability – IEP, Math Percent Proficient/Distinguished at elementary level increased from 25.0% (2016) to 26.6% (2017). At the middle school, the percent increased from .9% (2016) to 6.7% (2017). At the high school, the percent decreased from 11.1% (2016) to 9.0% (2017). As a district, elementary, middle school and high school math scores were below their respective 2017 Delivery Target goals for students with disabilities – IEP.

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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.

The percent of students scoring proficient/distinguished on K-Prep and K-Prep EOC in math is below the state mean at all levels: elementary 48 (49.1); middle 33.7 (47); and high 26 (38.1). The percent of middle school students scoring proficient/distinguished on K-Prep is below the state mean in reading, social studies, and writing. The percent of high school students scoring proficient/distinguished on K-Prep EOC is below the state mean in social studies and writing. 41.7% percent of Kindergarten students are identified as Kindergarten Ready on the 2016-17 Brigance. This is below the state mean of 50.1% The high school attendance rate has decreased from 91.3% to 90.76% during the same time comparison (beginning of school to end of October) for the previous 2016-17 and current 2017-18 school years. The middle school attendance rate has slightly decreased from 92.75% to 92.63% during the same time comparison (beginning of school to end of October) for the previous 2016-17 and current 2017-18 school years. The high school attendance rate has decreased from 91.3% to 90.76% during the same time comparison (beginning of school to end of October) for the previous 2016-17 and current 2017-18 school

years. In the 2016-17 school year, 8 students were expelled with services (4 of them were students with disabilities and 4 of them were students without disabilities). This is decreased from 19 students being expelled during the 15-16 school year. In 2016-17 school year there were a total of 55 students (down from 86 students in the 15-16 school year) had an out-of-school suspension. Of those 55 students, 36 of them were students with disabilities and 19 were students without disabilities. Of the 36 students with disabilities who were suspended, 18 of them were suspended on more than one occasion. During the 2016-17 school year, we had an onsite consolidated monitoring visit and KDE determined that for Indicator 4 in the area of significant discrepancy with regard to the rate of long-term suspensions and expulsions of students with disabilities in the district is an area of concern with the district being 5.12 times above the rate of state for all students and 5.15 times about the rate of the state for white students. Students with Disability - IEP, Reading Percent Proficient/Distinguished at elementary level decreased from 36.6% (2016) to 36.3% (2017). At the middle school, the percent increased from 14.3% (2016) to 21.0% (2017). At the high school, the percent increased from 17.9% (2016) to 19.4% (2017). As a district, elementary, middle school and high school reading scores were below their respective 2017 Delivery Target goals for students with disabilities – IEP. Students with Disability – IEP, Math Percent Proficient/Distinguished at elementary level increased from 25.0% (2016) to 26.6% (2017). At the middle school, the percent increased from .9% (2016) to 6.7% (2017). At the high school, the percent decreased from 11.1% (2016) to 9.0% (2017). As a district, elementary, middle school and high school math scores were below their respective 2017 Delivery Target goals for students with disabilities – IEP.

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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?

Trend data demonstrates that students' achievement in math is consistently below that of the state mean. Trend data demonstrated that students with disabilities - IEP in math and reading are consistently below the delivery target.

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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](#)

The district is focusing on assessment literacy practices and the processes of reviewing, analyzing, and applying data results in order to produce desired change. In the 2016-17 school year, 8 students were expelled with services (4 of them were students with disabilities and 4 of them were students without disabilities). This is decreased from 19 students being expelled during the 15-16 school year. In 2016-17 school year there were a total of 55 students (down from 86 students in

the 15-16 school year) had an out-of-school suspension. Of those 55 students, 36 of them were students with disabilities and 19 were students without disabilities. Of the 36 students with disabilities who were suspended, 18 of them were suspended on more than one occasion. During the 2016-17 school year, we had an onsite consolidated monitoring visit and KDE determined that for Indicator 4 in the area of significant discrepancy with regard to the rate of long-term suspensions and expulsions of students with disabilities in the district is an area of concern with the district being 5.12 times above the rate of state for all students and 5.15 times about the rate of the state for white students. We are under a corrective action plan with KDE at this time for Indicator 4 and all activities are being completed and monitored through KDE on a regular and ongoing basis. The suspension/expulsion rates may be a contributing factor in academic achievement, graduation rates and college and career readiness for student with disabilities.

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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%.

The percentage of elementary students scoring proficient or distinguished increased from 2016 to 2017 in the areas of reading, social studies, writing, and language mechanics. The elementary school's percent of proficient and distinguished exceeded that of the state in the areas of social studies, writing, and language mechanics. The percentage of elementary students in the non-duplicated gap group scoring proficient/distinguished improved in the areas of reading, social studies, writing, and language mechanics. The percentage of middle school students scoring proficient/distinguished increased from 2016-2017 in the areas of reading and math. The middle school component scores increased in all areas: achievement, gap, and growth. At the high school level, the percentage of juniors that met the Council on Postsecondary Education Benchmarks for college level readiness increased in English (18) -up .7%; math (19)-up 10.3%; and reading (20)-up 14.9%. The ACT overall composite score also increased from 17.7 in 2016 to 18.3 in 2017. In addition, the percentage of students who are College and Career Ready increased to 75.8 in 2017 and exceeded the state score of 65.1. The district improved in all five components: achievement, gap, growth, college and career readiness, and graduation rate. The Mckee Elementary attendance rate has increased from 92.43% to 94.95% during the same time comparison (beginning of school to end of October) for the previous 2016-17 and current 2017-18 school years. The Tyner Elementary attendance rate has increased from 94.68% to 95.7% during the same time comparison (beginning of school to end of October) for the previous 2016-17 and current 2017-18 school year. The Sand Gap Elementary attendance rate has increased from 93.41% to 95.27% during the same time comparison (beginning of school to end of October) for the previous 2016-17 and current 2017-18 school year.

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ATTACHMENT SUMMARY

| Attachment Name | Description | Item(s) |
|---|---|---------|
|  2016-2017 District Attendance Report | District Attendance Data Report for 2016-2017 School Year | |
|  Early Childhood Profile 2017 | Kindergarten Readiness assessment data Results by Composite Domain Results by Social-Emotional and Self-Help Domains Early Care and Education Program Enrollments Third Grade Assessment Results Reading/Math | , , |
|  JCPS Preschool Needs Assessment | Data Analysis Areas of Strength Opportunities of Improvement Oversight and Monitoring Conclusion | , , , |
|  Jackson County Indicator 4 report | Indicator 4 report from KDE. Indicator 4 in the area of significant discrepancy with regard to the rate of long-term suspensions and expulsions of students with disabilities in the district | , , |