

## Phase Two: The Needs Assessment for Districts 2018-2019

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**Russell Independent**

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## Phase Two: The Needs Assessment for Districts

### 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?

Russell independent utilizes district leadership teams, school teams, and a combination of school and district teams when analyzing data. Our district team is comprised of our building level principals, assistant principals, chief academic officer, Teacher Leader Effectiveness Coordinator, DoSE, Gifted and Talented Coordinator, and the superintendent. Our school teams work in grade level or content groups both vertically and horizontally, and in whole school group settings. Our school teams are located at Russell Primary School, Russell McDowell Intermediate School, Russell Middle School, and Russell High School. Additionally, our SBDM councils at each school focus monthly on student data results and work to revise or implement policy to enhance student achievement. The principals, superintendent, chief academic officer, and the coordinator for teacher leader and effectiveness meet in the early fall to check our students' state scores to analyze if goals set forth the previous year were met. Principals use the data to monitor individual student growth. Additionally each October our schools work with a data analysis team from KASC to disaggregate the state data. The teachers use the information from previous years' testing to track and monitor individual students in their current classrooms as one of the pieces of evidence. Grade level teams and departments meet monthly at each school to use formative data from class work, exit slips, common assessments, etc to progress monitor student mastery of content. RTI data teams meet weekly, biweekly, or monthly depending on the needs of the students to progress monitor. Each grade level or department has a student achievement coach teacher leader who sets agendas and meetings. The student achievement coaches meet with the building principal at a minimum of one time per month and then meet with grade level teachers or departments a minimum of one time per month. All meetings are documented through agendas, minutes, emails, etc.

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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 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.

After reviewing our 2017-2018 state assessment data, our percent of proficient and distinguished in reading increased from the previous year. Our elementary students combined proficiency and distinguished score of 69.5% compared to 67.5% the previous year in reading. Our middle school reading scores showed significant growth. The 2017-2018 assessment data resulted in a proficiency and distinguished score of 71.5% compare to the year prior at 66.8%. Russell High School saw a slight decrease in Reading from 21.36 to 20.97 ACT composite Reading Score. Our math scores yielded significant gains due in part to full implementation of our K-8 vertical alignment initiative. Not only did we see increases from year to year, but we also noted even more significant gains with the same groups of students' longitudinal data. One example is a 10.2 percentage increase from grade five 2016-2017 scores to grade six 2017-2018 scores in mathematics. Russell High School ACT 2016-2017 Math composite was 20.92 compared to 2017-2018 Math composite of 19.62. Our high school students scored very similarly to the year prior. We are most proud of our Special Needs population at Russell High School. This subgroup scored above the proficiency cut score which enabled Russell High to earn the state classification of Other. On demand continues to be a district focus. Russell McDowell Intermediate School yielded a decrease in On Demand for the 2017-2018 year with a proficiency and distinguished percent of 45.3 as compared to the previous year's score of 54.0. Russell Middle school demonstrated growth with a proficiency and distinguished score of 57.1% as compared to the previous year's score of 40.3. Russell High school also showed an increase from 61.9% to 72% proficient and distinguished students. In researching our assessment data from 2011 to the present, we noticed that our proficient and distinguished data has not varied greatly from year to year in reading and the average is around 67% in elementary, 69% middle, and an ACT Reading composite of 20 in high school. In mathematics we have averaged over the past 6 years 58% proficient and distinguished at the elementary level, 55% at the middle school level, and an ACT mathematics composite of 20 at the high school level. Our ACT scores are one of the highest in our area and near the top in the state with a composite of 20.6. We are very proud of all of our schools subgroup performances this year. All of our schools were classified as Other. We did not have any school fall into the TSI or CSI classification. We were the only school district in our area to have every school meet the highest classification of Other. Lastly, we only had an outstanding graduation rate of 99.3%.

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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.

Russell Independent placed an intentional focus with On Demand Writing in the 2016-2017 and 2017-2018 school year. We noted significant increases with our students' performance in On Demand and a notable decrease in our numbers of novice writers and well below the state novice writer average in 2016-2017. Our 2017-2018 data for our Russell Middle noted a 16.8 percent increase in student achievement and 10 percentage point gain in grade 11 at Russel High School. However, our writing scores are still not at the level we would like for them to be so writing will continue to be a district focus for the 2018-2019 school year. Russell Independent also has been intentional with our focus on mathematics instruction and vertical alignment. Our elementary math trend for proficiency over the past five years has been: 59.8, 61.8, 60.8, 57.9, 58.2 and 57.7. Our middle school trends have been: 44.7, 52.8, 53.9, 56, 51.2, 58.8. Our high school Algebra II trends have been: 54, 58.3, 66, 64.7, and 57.7 from the End of Course Assessments. Our ACT Math scores average around 20 each year +/- . We have been working since November of 2016 to align standards to our current resources. For the 2017-2018 school year we finally had comprehensive K-8 math alignment initiative in place. We met in vertical teams monthly to analyze our practice and student performance in mathematics. We attended professional learning opportunities and studied researched based practices in mathematics. Our high school mathematics Algebra 1, Algebra2, and Geometry teachers worked to better align instructional practice with common core standards. Additionally, they worked to develop criteria to assist student placement in honors courses. The building principals placed a high priority in finding the best teacher fit for mathematics instruction to ensure students are receiving high quality instruction. We have continued alignment work to common core standards for instruction in all content areas, and are working towards meeting transitional readiness standards. The district leadership teams will continue to utilize a specific writing philosophy K-12 to integrate into instruction to give a common language and approach to writing for authentic purposes. Additionally, since our purchase of a K-8 mathematics series we have ensured job embed professional learning for our blended math approach. Reading teacher teams continue to align instructional practice by developing units based upon KCAS/ Common Core standards in reading. All of our teachers utilize Common Core Checklists for lesson planning and aligning activities to the deconstructed standards to ensure the depth of the standard is being taught. Additionally, we are utilizing specific programs to ensure our students will meet benchmarks for Transition Readiness components. We have also been working closely with our Area Technical Center to provide students with career pathways that are in high demand across our area. Our district leadership team has revised our Rtl manual as well. We are finding ways to strengthen our Rtl program in the schools with more intentional district level support.

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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 past years we have noted proficiency with free and reduced lunch students and special needs populations continue to be an issue. In past years students in those demographic areas continued to have a significant number of students scoring novice and apprentice. We were very proud that this year our free and reduced populations performed well and our special education population at our high school scored higher than the cut score which enabled our high school to be classified as Other and not TSI. With that said, we will still continue to target those subgroups since those are the two subgroups that need the most intervention in our district. In the past, the following have been used to address these areas:

- Researched based instructional practices and assessments
- Response to Intervention Teams
- Exact Path for progress monitoring
- High quality professional development
- Consistent classroom collaboration between regular education teachers, special education teachers, and the Title I program to better service the at-risk population and students with disabilities.
- Individual student goal setting and data tracking.
- Mentor Programs
- Small group instruction
- Home visits
- Consistent communication with families
- Collaboration with Family Youth Resource Services
- ESS funds for tutoring
- Common Assessments based on KCAS Standards formatted with multiple choice items and constructed response items. Students will be given feedback and opportunities to master testing material.
- Common vocabulary language and standard checks to lesson plans
- 30/60/90 Day Plans

While we will continue to utilize these practices, we will improve monitoring structures in place to ensure student progress.

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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](#)

Russell Independent has identified 3 areas in which we will focus resources and efforts to bring about proficiency in content standards and student mastery of the curriculum. The three identified areas all fall within the six Key Core Work Process listed below. 1. Response to Intervention: Exact Path is used to probe and progress monitor students identified in RTI. Teacher teams meet weekly, biweekly, or monthly as determined by the student RTI Tier to monitor data and adjust instructional practice and student activities. 2. Vertical Math Alignment: Teachers meet monthly as a vertical team to learn about formative assessment in mathematics for professional growth, align new text series to standards, and analyze student progress in mathematics. 3. Instructional Practice in Reading, Math and On Demand Writing: Teachers collaborate to share teaching strategies and ideas about best practices, model instructional practices, set school wide common academic vocabulary and graphic content organizers, and work to integrate Kagen structures at the elementary grades. Our school Professional Development plans were aligned to school priorities based on teachers surveys to assist our teachers with the skills necessary to enhance our educational programs.

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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%.

We were very proud of our strong ACT composite score of 21.3 in 2016-2017. Our ACT this year was still a strong 20.6 Our overall proficient and distinguished scores in reading, math, and On Demand Writing can be celebrated as well as we are above the state average in reading, math, social studies, and On Demand Writing for KPREP. Our graduation rate this year was a remarkable 99.3. We offer 10 Dual Credit classes and over 21 AP courses with some on alternating years. Russell High School boasts an active JROTC program and can offer 6 career pathways through our partnership with the Area Technology Center. One of our counselors and instructional assistants have written curriculum around the program of studies for students of incarcerated parents. We have seen tremendous growth in the overall mental health of these students. The program is KRUSH. Kids Raising Up through Healing and Support. Some of the curriculum integration is as follows: Informational Reading KCAS RI 3.1, 4.1, 5.1 KCAS RI 3.8, 4.8, 5.8 Literature Reading KCAS RL 3.1,4.1,5.1 Writing KCAS W 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3 Social Studies-Rights and Responsibilities POS (SS) EP-1.3.1,4-1.3.1 and 5-1.31 POS (SS) EP-1.3.2, 4-1.3.2, 5-1.3.2 Social Studies-Interactions Among Groups and Individuals POS (SS) EP-2.3.2, 4-2.3.2, 5-2.3.2 HECAT: Mental and Emotional Health Curriculum: Healthy Behavior Outcomes 1-8 Lastly, we have a School Resource Officer for our school district. This officer not only provides a presence to our community for safety, he teachers classes, opens car doors, transports students and families in need, is a friend to our students, eats lunch with our students, and the list goes on. We do not know what we did before we had our SRO.

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## ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 District Summary Data	District Proficiency Russell Independent	
 <a href="#">District Web Page</a>	District Web Page	
 Long Term Data	2003 to 2017 Data Trends	
 <a href="#">RHS Courses</a>	RHS Courses	
 Rtl Manual	Rtl Manual	