



# KDE Needs Assessment

Leslie County High School

Leslie County

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## **Introduction**

The purpose of the School Needs Assessment is to use data and information to prioritize allocation of resources and activities.

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## Data Analysis

**What question(s) are you trying to answer with the data and information provided to you? What does the data/information tell you?  
What does the data/information not tell you?**

What questions are we trying to answer?

- 1) Are Leslie County High School's Systems aligned to the larger organizational structure in Kentucky? (Kentucky State Board Goals, Leslie County District Strategic Plan, LCHS Horizon Goals)
- 2) Has Leslie County High School effectively prioritized and implemented systems, strategies, and resources that enable students to be successful in meeting the expectations in the following areas?
  - A) Learning Environment (Graduation Rate, Retention Rate, Dropout Rate, and Behavior Interventions)
  - B) Academic Performance (EOC, ACT, PLAN, etc.)
  - C) College and Career Readiness
  - D) Growth
  - E) Gap

Please note: The following information reflects data that is continually collected for the Quarterly Reporting Process. Therefore, contains a reflection of data through 30-60-90 Day Plans, submitted Quarterly Reports, CSIP, Linkage and System Tools, and Plus Deltas.

What does the data tell us?

Recent Data from the 2013-2014 School Report Card indicates that our school has earned the distinction of Distinguished and is among the Top 10% of Kentucky High Schools. This is due to the increased graduation rate of 99%, a CCR rate of 86%, attendance rates being at the year-to-date highest rate in school history, an ACT composite of 18.6, and Achievement rates of 40% in Math and 46.1% in Writing.

Data Summary for October 2012 Quarterly Report

\*Leslie County High School's Graduation Rate had a slight increase from 2008-2010, but decreased by 7.3 from 2010-2011. See table below.

2008 Inc./Dec.	2009 Inc./Dec.	2010 Inc./Dec.	2011
64.6	+5.6	70.2	+3.6 73.8 -7.3 66.7

\*Over half (52%) of the 2011-2012 seniors were college and career ready.

\*9th Grade Course Failures have decreased.

\*100% of students are receiving interventions, whether in the RTI setting or in the regular classroom.

\*There is no growth in the math area of students taking the EXPLORE and the PLAN

#### Data Summary for December 2012 Quarterly Report

\*Attendance rates have dropped for all grade levels at our school and in the district.

\*Teacher attendance has improved from 94% to 97%

#### Behavior Interventions

\*Total number of behavior referrals has decreased

#### Academic/Cognitive/KPREP/EOC

\*KPREP scores indicated scores below state average in all content areas in grades 6-8, indicating a district trend.

\*Constructed Response dramatically impacted the school overall scores on End-Of-Course exams by resulting in substantial decreases in overall P/D percentages.

\*EXPLORE data indicated that more students are below benchmark in Reading and fewer are below in Math.

\*PLAN scores are the second highest in school history, 13% less are below benchmark in Reading.

#### Targeted Academic Intervention

\*100% Students are receiving interventions, whether in the RTI setting or in the regular classroom.

\*9th Grade Course Failures have increased in all content areas except Math, which remained stagnant. None are at the goal level.

#### College and Career Readiness

\*College and Career Readiness Exam given, with more 9th grade students meeting benchmarks than any other grade level.

\*For all grade levels in Reading, student scores in Novice increased on Discovery Education Test B

\*For Math, all grades percentages of P/D are up, for 10th and 11th grades Novice levels are down.

What does the data not tell us?

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#### Summary from October 2012 Quarterly Report

\*Comparable data for 6th or 7th grades

\*Any or what interventions occur within 6th-8th grades

\*Why 10th graders have more reported behavior infractions

\*school factors (i.e. policy) served as a barrier to a successful graduation rate

\*no comparison data on this form for the same sampling of students

Summary from Dec. 2012 Quarterly Report

Non-Cognitive

\*The data does not tell us a rationale for why attendance rates are dropping district wide.

Behavior Interventions

\*The data does not differentiate between the subgroups (specifically males and females), which is information relevant to determining what interventions would be most appropriate.

Targeted Academic Interventions

\*Any or what interventions are occurring in 6th-8th grades. We are unsure if these interventions, if given, mirror what we are using at our school.

\*That the correct/assigned curriculum in each RTI group is being implemented with fidelity across the board.

Academic Cognitive/KPREP/EOC/PLAN/Universal Screener

\*The data does not tell us the correlation between PLAN Reading and Math scores and Discovery Education scores. For both 9th and 10th grades, the student scores on the specific areas on the PLAN and Discovery Education are not matching.

\*The data does not indicate why there is declining performance on the Discovery Education Test B for Reading and whether or not it was a result of students not taking the test seriously,

College and Career Readiness

\*The data does not tell us the number of students in grades 9-11 who have already taken the ACT and who have already met benchmarks.

## Areas of Strengths

**What were the areas of strength you noted? What actions are you implementing to sustain the areas of strength? What is there cause to celebrate?**

What are causes for celebration?

2012-13 School Report Card

Distinguished School, ranked in the 90th percentile.

2013-14 PLAN scores highest in school history

CCR Rate of 86%

Graduation Rate of 99%

Attendance is the overall highest year-to-date

Oct. 2012 Quarterly Report Info.

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\*ASVAB scores in 2011-2012 increased from 2% to 27%

\*Student attendance percentages (94.90) exceeded the goal of (92.90) by 2 points.

\*No drop-outs were incurred for the 2011-2012 school year.

\*Leslie County High's current ACT composite of 18.6 is the highest school in school history.

\*All eligible Industry Certificate Students passed.

\*Ranking in the top 20 schools in the state for % of students passing Work Keys.

\*Met Algebra II and Biology benchmarks

Dec. 2012 Quarterly Report Info.

Non-Cognitive

\*Teacher attendance is improving as a result of focused faculty work sessions and crucial conversations.

Behavior Interventions

\*Total Behavior referrals dropped from last reporting cycle.

\*Tobacco violations dropped due to a renewed focus on student supervision and strict administration of the student code of conduct.

Targeted Academic Interventions

\*All intervention teachers have students who have been regrouped based on data and curricular resources to use during intervention time.

Academic Cognitive/KPREP/EOC/PLAN/Universal Screener

\*9th Grade PLAN scores are the highest in school history.

\*PLAN scores are the second highest in school history.

\*Multiple-choice rates on the EOC indicated higher rates of P/D, while it also gives us a focus for knowing what to improve upon.

\*Student distinguished scores increased in every subject area and grade level on Discovery Education with the exception of 9th Grade Math.

College and Career Readiness

\*45% of 9th Grade Students are meeting all benchmarks according to the College and Career Readiness exam.

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## Opportunities for Improvement

### What were areas in need of improvement? What plans are you making to improve the areas of need?

What are the opportunities for improvement?

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2012-13 School Report Card

Achievement in Non-Duplicated GAP group

Reading achievement (P/D%)

Current cohort CCR rate

Current 11th grade ACT

Oct. 2012 Quarterly Report Info.

\*PLAN Score I s 15.6

\*Novice scores must be decreased

\*Students meeting the KYOTE benchmark in Math is 16%

86% of students scored below the ACT CPE Math benchmarks

Dec. 2012 Quarterly Report Info.

What are the opportunities for improvement?

Non-Cognitive

\*Attendance at all student grade levels is still not acceptable. Each grade level must be revisited for next steps in the 30-60-90 Day Plan.

Behavior Interventions

\* Behavior data needs further disaggregation to analyze the time of day behavior referrals occurred most frequently to determine if a lack of student engagement is correlated to the misbehaviors.

Targeted Academic Interventions

\*Expand intervention toolkit to provide a variety of strategies.

Academic Cognitive/KPREP/EOC/PLAN/Universal Screener

\*Create a process to determine the correlation between behavior data and academic data as it pertains to academic performance.

- \*Creating a systematic process for the correlation between PLAN and Discovery Education Data.
- \*9th grade failures must be addressed with individual teachers in order to develop action plans for student recovery
- \*Constructed Response Questioning must be addressed with teachers and students.
- \*Novice scores must be decreased as we focus more on a rigorous curriculum
- \*Curriculum must be revised to accommodate the demands of Program Reviews.
- \*Data questions must be embedded in a wider range of processes and analysis.
- \*SMART goals set were not met during this round of Discovery Ed. Testing.

#### College and Career Readiness

\*12th Grade students that have not met the College and Career Readiness benchmarks have been placed into appropriate intervention groups to target the specific areas of deficiency. These students will be given test preparation instruction on COMPASS and Work Keys through a variety of sources, including recently purchased PLATO software.

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## Conclusion

**Reflect on your answers provided in the previous sections. What are your next steps in addressing areas of concern?**

What are our next steps?

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2012-13 School Report Card

\*Re-structure RTI and CUSP tracking and intervention program to include GAP distinction

\*Identify students from PLAN and begin ACT interventions

\*Expand adult mentoring services to all students

Oct. 2012 Quarterly Report Info.

\*to have each teacher build a PGP goal focused on student growth

\*to hold more district planning/goal setting work to share accountability first-hand with elementary principals (assist each with 30-60-90 Day planning)

\*Monitor Discovery Ed. Testing more closely to ensure state assessment-like situations

\*Continue monitoring school policy closely to determine impact on future data (i.e. graduation rate policy barrier)

\*9th graders will take the PLAN assessment and receive interventions accordingly

Dec. 2012 Quarterly Report Info.

Schedule Changes: Examine Student Data and make schedule changes for students and teachers that meet the needs of the students.

Develop protocol for schedule changes that is minimally invasive to other classes. Conference with students, teachers, parents, and staff concerning the changes to ensure a smooth transition

High Yield Strategies Professional Development (Professional Development): Plan and provide PD opportunities for staff on high yield strategies and quality tools. Collect data from walkthrough instrument to determine what PD is needed.

Plan and schedule appropriate PD sessions either as a whole faculty or PLC groups.

Develop a timeline for strategy share walkthroughs to ensure PD is effective.

(Academic, College and Career Readiness): Provide students with as many test-like situations as possible to offset "timing" and other situational concerns.

Ensure that all testing for Discovery Education or other benchmarks or common assessments follow the standard timing and assessment procedures. Assure that all accommodations are accurately provided

ESS for failures, Attendance and behavior (Academic, Targeted Academic Interventions: Provide after school tutoring for failing students. Expand current practices.

Interventions for Truant Students/Behavior Interventions (Behavior): Implement interventions that are appropriate and meet individual student needs. \*research and implement interventions with the Learning Center students that promote the cornerstones of student success.

Professional Development on Constructed Response and On Demand (Professional Development): Provide support for teachers to improve our student performance on Constructed Response and On Demand writing. \*Attend KASC training.

\*Plan and develop PD session for roll out of information to all staff that is pertinent and relative to the specific needs of each PLC

PGP Student Growth Goal (Evaluation): Plan training for all staff on Student Growth goals. \*Develop training session for teachers and staff,

\*Assist and model development of student growth goals.

\*Incorporate goals into evaluation procedures.

School Policy Monitoring (Non-Cognitive): Monitor school policy to ensure future impacts are positive. Maintain current procedures and protocols

Schedule Changes (Academic): Examine Student Data and make schedule changes for students and teachers that meet the needs of the students. Develop protocol for schedule changes that is minimally invasive to other classes.

Conference with students, teachers, parents, and staff concerning the changes to ensure a smooth transition