



2022-23 Phase Two: The Needs Assessment for
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2022-23 Phase Two: The Needs Assessment for Schools

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2022-23 Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment for Schools

The Needs Assessment Diagnostic will facilitate the use of multiple sources of data to determine the current reality and establish a foundation for decision-making around school goals and strategies. Once completed, the diagnostic will lead to priorities to be addressed in the comprehensive school improvement plan to build staff capacity and increase student achievement. The needs assessment is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (i.e. desired state).

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

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. 703 KAR 2:225 requires, as part of continuous improvement planning for schools, each school to complete the needs assessment between October 1 and November 1 of each year and include: (1) a description of the data reviewed and the process used to develop the needs assessment; (2) a review of the previous plan and its implementation to inform development of the new plan; and, (3) perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions.

Protocol

1. Clearly detail the process used for reviewing, analyzing and applying data results to determine the priorities from this year's needs assessment. Include names of school councils, leadership teams and stakeholder groups involved, a timeline of the process, the specific data reviewed, and how the meetings are documented.

During monthly department meetings, content PLC's, faculty meetings, and SBDM meetings, the school leadership team and teachers will review, analyze and apply data results to determine the priorities from this year's needs assessment. Parents and stakeholders are invited to attend monthly SBDM meetings. PLC's and faculty meetings occur monthly. Meeting minutes are documented.

ATTACHMENTS

Attachment Name



Data Dive Protocol

Review of Previous Plan

2. Summarize the implementation of the goals, objectives, strategies and activities from the previous year's Comprehensive School Improvement Plan (CSIP). What was successful? How does it inform this year's plan?

Arranging master schedule to allow for weekly PLC meetings by content has been successful. This allows for teachers to review and analyze data from common assessments, district assessments and state assessments. Once data is reviewed then next steps for instruction and remediation are discussed and implemented.

Instructional coach attends each PLC to provide teachers insight and guidance on instructional strategies. District special education coordinator meets with Special Education teachers once a month in a PLC to provide training and instructional strategies. Students have been placed into intervention classes to provide remediation for students.

ATTACHMENTS

Attachment Name



Key Elements

Trends

3. Analyzing data trends from the previous two academic years, which academic, cultural and behavioral measures remain significant areas for improvement?

Example of Trends

- The number of behavior referrals increased from 204 in 2020-21 to 288 in 2021-22.
- From 2020 to 2022, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

From 2021 - 2022 percent of students scoring P/D increased from 51% to 53% in Reading and 46% to 50% in Math.

ATTACHMENTS

Attachment Name



Data Forecasting

Current State

4. Plainly state the current condition of the school using precise numbers and percentages as revealed by multiple sources of outcome data. Cite the source of data used.

Example of Current Academic State:

- Thirty-four percent (34%) of students in the achievement gap scored proficient on Kentucky Summative Assessment (KSA) in reading.
- Fifty-four percent (54%) of our students scored proficient in math compared to the state average of 57%.

Example of Non-Academic Current State:

- Teacher attendance rate was 84% for the 2021-22 academic year.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

Student attendance has been averaging 94% for the 2022 school year.

53% of students scored P/D on KSA in Reading

50% of students scored P/D on KSA in Math

Climate index score is 67.2 on KSA

Safety index score is 63 on KSA

ATTACHMENTS

Attachment Name



Key Elements



Yellow Chart

Priorities/Concerns

5. Clearly and concisely identify the greatest areas of weakness using precise numbers and percentages.

NOTE: These priorities will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

Example: Sixty-eight percent (68%) of students in the achievement gap scored below proficiency on the Kentucky Summative Assessment (KSA) in reading as opposed to just 12% of non-gap learners.

Sixteen percent (16%) of students with disabilities scored P/D on KSA in Math.

Eight percent (8%) of students with disabilities scored P/D on KSA in Reading.

Ten percent (10%) of English Learners scored P/D on KSA in Reading.

ATTACHMENTS

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Yellow Chart

Strengths/Leverages

6. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school. Explain how they may be utilized to improve areas of concern listed above.

Example: Reading achievement has increased from 37% proficient to its current rate of 58%. The systems of support we implemented for reading can be adapted to address our low performance in math.

Math achievement increased from 10% to 16% for students with disabilities. Put more reading support in place and instructional strategies for teachers to use to help support students with disabilities.

ATTACHMENTS

Attachment Name



Yellow Chart

Evaluate the Teaching and Learning Environment

7. Consider the processes, practices and conditions evident in the teaching and learning environment as identified in 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](#)

Utilizing implementation data, perception data, and current policies and practices:

a. Complete the [Key Elements Template](#).

b. Upload your completed template in the attachment area below.

After analyzing the Key Elements of your teaching and learning environment, 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.





NOTE: These elements will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.
see attached

ATTACHMENTS

Attachment Name

 Key Elements

Attachment Summary

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