



## 2023-2024 Phase 2: The Needs Assessment for Schools

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## **2023-24 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.

In June, school administration reviewed spring MAP data with the school council, composed of parent representatives Lisa Norris and Diane Owens, and teacher representatives McKenna Best, Nick Payne, and April Kite. This was in conjunction with progress monitoring of our School Improvement Plan. Monthly, the council also reviews discipline data.

In July, school administration met with instructional leads, comprised of Lauren Hyde (language art), Jill Kidder (math), Kathryn King (science), Ashley Randolph (social studies), Morgan Miller (career and technical education), Emily Levey (arts & humanities), and Laura Gilmer (exceptional children) to review spring MAP data. Scores still indicated large gaps with African American and students with disabilities in both reading and math. The group utilized a standardized data protocol to analyze the information. This data was used to create department action plans, which will be the basis for the School Improvement Plan.

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Also in July, school administrators met with team leads, comprised of Blake Bishop (6th grade Bobcats), McKenna Best (6th grade Cougars), Willie Bartley (6th grade Lynx), Alexis Goforth (7th grade Wildcats), LeAnn Hall (8th grade Panthers), Alexis Morgan (8th grade Panthers), and Nick Payne (Academy Prep Program). The group reviewed discipline data for the 2022-23 school year. The group used the same standardized data protocol to analyze the information.

In September, language arts and math teachers disaggregated fall MAP data, which showed gains in both reading and math for African American students and special education students, but a significant gap remains. In addition, administration reviewed the data with the school council to discuss possible interventions needed at this time. The data was also used to adjust intervention classes.

Language arts teachers are Bonnie Litteral, McKenna Best, Susan Bayes, Katie Crum, Lauren Hyde, Alexis Goforth, Taylor Adams, Kelly Maggard, Amy Finley, and Susan Snodgrass. Math teachers are Teresa Foster, Derrick Anderson, Jill Kidder, Maddie Malley, Jessica Menke, Sarah Hoback, Jon Donahue, Emily Powell, LeAnn Hall, Fatin Ali, and Jessica Wicker.

Using KSA data, the principal created teacher specific lists based on 2022-23 rosters for teachers. The lists show NAPD data per teacher. Once data was released publicly, this data was provided to teachers to analyze using the standardized data protocol.

Instructional leads adjusted department action plans based on KSA data. The CSIP committee then revised goals and objectives based on the updated KSA data in October 2023.

Meeting minutes are kept for all meetings on the school Google Drive utilizing a Google form. For SBDM meetings, minutes are available on the school website.

## 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?

**Objective 1: The percent of students scoring proficient/distinguished in reading will increase from 66% in 2022 to 71% in 2023 (5-point gain) as measured by KSA.**

According to MAP data from Fall 2023, our overall number of students scoring proficient and distinguished was 645 students or 61.37% of students. This is a decrease from Fall 2022 data where 694 students or 66.6% of students scored proficient and distinguished.

On the 2023 KSA, 67% scored proficient and distinguished in reading. This was a one point gain.

**Objective 2: The percent of students scoring proficient/distinguished in math will increase from 61% in 2022 to 66% in 2023 (5-point gain) as measured by KSA.**

According to Fall 2023 MAP data, 66.97% students scored proficient or distinguished. This was an increase from Fall 2022 data, where 53.24% scored proficient or distinguished.

On the 2023 KSA, 62% scored proficient and distinguished in math. This was a one point gain.

**Objective 1: The percent of students scoring proficient/distinguished in science will increase from 37% in 2022 to 43% in 2023 (6-point gain) as measured by KSA.**

On the 2023 KSA, 34% scored proficient and distinguished in science. This was a three point regression.

**Objective 2: The percent of students proficient/distinguished in writing will increase from 71.1% in 2022 to 76.5% in 2023 (5-point gain) as measured by KSA.**

On the 2023 KSA, 72% scored proficient and distinguished in writing. This was a one point gain.

**Objective 3: The percent of students scoring proficient/distinguished in social studies will increase from 62% in 2022 to 67% in 2023 (5-point gain) as measured by KSA.**

On the 2023 KSA, 56% scored proficient and distinguished in social studies. This was a six point regression.

**Objective 1: The percent of African American students scoring novice in reading will decrease from 27% in 2022 to 22% in 2023 (5-point decrease) as measured by KSA.**

According to the data collected from MAP in fall 2023, 40 of 166 students or 24.10 % of African American students scored Novice in reading. This is an increase from data collected in the fall of 2022 where 39 of 163 or 23.93% of African American students scored Novice in reading.

On the 2023 KSA, 26% were novice. This is a one point decrease.

**Objective 2: The percent of African American students scoring novice in math will decrease from 36% in 2022 to 31% in 2023 (5-point decrease) as measured by KSA.**

According to Fall 2023 MAP data, 34.94% of AA students scored proficient or distinguished. This was an increase from Fall 2022 data, where 28.22% scored proficient or distinguished.

On the 2023 KSA, 34% scored novice. This is a 2-point decrease.

**Objective 1: The percent of special education students scoring novice in reading will decrease from 52% in 2022 to 47% in 2023 (5-point decrease) as measured by KSA.**

According to the data collected from MAP in fall 2023, 44 of 84 students or 52.38% of Special Education students scored Novice in reading. This is a slight decrease from data collected in the fall of 2022 where 46 of 87 students or 52.87% of Special Education students scored Novice in reading.

On the 2023 KSA, 51% scored novice. This is a one point decrease.

**Objective 2: The percent of special education students scoring novice in math will decrease from 49% in 2022 to 44% in 2023 (5-point decrease) as measured by KSA.**

According to Fall 2023 MAP data, 23.8% of SPED students scored proficient or distinguished. This was an increase from Fall 2022 data, where 7.87% scored proficient or distinguished.

On the 2023 KSA, 52% scored novice. This is a 3-point increase.

**Objective 1: The ELL index will increase from 35.4 to 38.6 as measured by ACCESS by 2023 (3.2 point gain).**

On the 2023 ACCESS, our index increased to 59, which is a 23.6 point increase.

**Objective 1: The Climate Index will increase from 73.5 in 2022 to 76.5 in 2023 as measured by KSA. (3-point annual increase).**

On the 2023 survey, the climate index decreased .9 points, to a 72.6.

**Objective 2: The Safety Index will increase from 68.3 in 2022 to 72 in 2023 as measured by KSA (4-point increase).**

On the 2023 survey, the safety index decreased 1.1 points to a 67.2.

## 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 2021-22 to 288 in 2022-23.
- From 2021 to 2023, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

MAP data: In 2022, 65.72% of our students were proficient or distinguished in reading on the spring MAP assessment, while 51.27% were in math. In 2023, 68.28% were proficient or distinguished, while 55.87% were in math.

In 2022, only 39.79% of African American students were proficient or distinguished in reading, and 20.73% in math. In 2023, 42.36% of African American students were proficient or distinguished in reading, and 21.76% in math. These were only marginal gains.

For students with disabilities, only 21.69% were proficient or distinguished in reading, and 10.84% in math in 2022. In 2023, 17.89% were proficient or distinguished in reading, and 6.59% in math.

KSA data: In 2022, our school earned a Blue designation and was ranked 14th in the state. We were the highest performing school in all categories and had the lowest percent of novice students in each category.

Attendance: Our ADA for the 2021-22 school year was 93.90%. Our ADA for the 2022-23 school year was 93.85%. Currently, our ADA for the 2023-24 school year is 95.77%.

Behavior: In comparing 2021-22 discipline data to 2022-23 data, our school shows an overall decrease in in-school suspension hours by 30.9%, from 237.06 hours to 263.80 hours. However, out of school suspension days increased over the same time period, from 130.76 to 178.45 days, which is a 36.5% increase. Average daily office referrals were relatively flat, with 2.27 the average in 2021-22, and 2.29 the average in 2022-23.

## 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 2022-23 academic year.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

MAP data: In 2022, 65.72% of our students were proficient or distinguished in reading on the spring MAP assessment, while 51.27% were in math. In 2023, 68.28% were proficient or distinguished, while 55.87% were in math.

In 2022, only 39.79% of African American students were proficient or distinguished in reading, and 20.73% in math. In 2023, 42.36% of African American students were proficient or distinguished in reading, and 21.76% in math. These were only marginal gains.

For students with disabilities, only 21.69% were proficient or distinguished in reading, and 10.84% in math in 2022. In 2023, 17.89% were proficient or distinguished in reading, and 6.59% in math.

### 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.

In 2022, only 39.79% of African American students were proficient or distinguished in reading, and 20.73% in math. In 2023, 42.36% of African American students were proficient or distinguished in reading, and 21.76% in math. These were only marginal gains.

For students with disabilities, only 21.69% were proficient or distinguished in reading, and 10.84% in math in 2022. In 2023, 17.89% were proficient or distinguished in reading, and 6.59% in math.



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## 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.

Year to year shows a .44% increase in ADA. MAP data from fall to fall shows we are beginning the year in a much stronger position. In the fall of 2022, 66.6% of students were proficient or distinguished in reading and 53.24% in math. In the fall of 2023, 66.7% were proficient or distinguished in math.

## 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 Results](#)

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

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

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 directly below.

### **ATTACHMENTS**

#### **Attachment Name**

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KCWP doc

8. 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 District Improvement Plan (CSIP) diagnostic and template.  
KCWP 1, 2, 4, 6

# Attachment Summary

Attachment Name	Description	Associated Item(s)
 KCWP doc		• 7
 School Key Elements Template		•