



2024-2025 Phase Two: The Needs Assessment for
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2024-2025 Phase Two: The Needs Assessment for Schools

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2024-2025 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 they will address 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 as you conducted 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 were documented.

Data is reviewed frequently and throughout the school year in systematic ways at Cooper. Each month behavior, attendance, and failures are reviewed in leadership meetings (principals, counselors, instructional coach, media center specialist, CCR coach, FRYSC coordinator), team leader meetings (administration and a team leader from each department), and SBDM. When academic benchmark data is available, it is reviewed and discussed with those same groups and also in department meetings (department level data) and ILT meetings (course level data). When the state assessment data is released, all of these groups review and discuss this data to determine trends and next steps. Documentation and responsibilities include reporting department/ILT discussions in team leader meetings and SBDM meetings. Meeting minutes reflect this reporting.

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?

School-wide strategies included a focus on writing and providing structures to support students, teachers, and learning. In particular, there was a focus on writing (through ILT meetings), SIOIP training and instructional strategy enhancement, structural supports with intentional programming and instruction for freshmen students (historically the group that has the most behavioral incidents and highest number of failures), and a more comprehensive and student-driven process for scheduling for courses. The writing focus seemed to be very successful, as scores increased by 15 points from last year to this year. There is still work to do in SIOIP and instructional strategy enhancement throughout the building as walkthrough data suggests. Our Freshmen Mentoring Program (FMP) addresses specifically the transitioning freshmen, and this fall the behavior and academic data has improved significantly month by month. This is an indication that it is working. Last year was the initial attempt at student-led conferences for scheduling, data review, and goal setting. The feedback was very positive from teachers, parents, and students, and enhancements and tweaks are currently being made to improve the process for the 2024-25 school year.

Each department with a major tested area also worked together with administration to develop goals and strategies for the year. Overall, there were no significant gains or changes in the state assessment data with the exception of math. In math, an increase in career/college readiness supported a modest increase in the index for career/college readiness. Departments will continue to identify impactful strategies and goals for the coming year based on the results of this year's plan.

Trends

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

Example of Trends

- The number of behavior referrals increased from 204 in 2022-2023 to 288 in 2023-2024.
- From 2022 to 2024, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

Academically, our number of students failing at least one course has decreased for 4 consecutive years from 336 in 2020-2021 to 157 at the end of 2023-2024. Our on-demand writing percentage of proficient/distinguished increased 13 points from 2023 to 2024. All other changes in academic accountability year-to-year were 5 points or less.

Current State

4. Describe in narrative form the current state 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. Local benchmark data indicates that thirty-two percent of all students receive Tier II intervention in reading.
- Fifty-four percent of our students scored proficient in math on the KSA compared to the state average of 57%. Local formative assessments show 53% of students are on grade level in math.

Example of Non-Academic Current State:

- Teacher attendance rate was 84% for the 2023-2024 academic year. 2022-2023 Impact survey data shows that 71% of staff feel like they belong at our school.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

Currently 49% of students scored proficient/distinguished in KSA reading, a 2 percent drop from last year. Our females are outperforming our males 57% to 40%, and our economically disadvantaged students are at 34%. We have new district assessments this year in reading which will allow us to compare data between schools and between teachers.

Currently 44% of students scored proficient/distinguished in KSA math, a 1 percent drop from last year. African Americans (26%), Hispanics (27%), and economically disadvantaged (25%) groups scored well below these levels. We have new district assessments for math this year as well, allowing us to compare benchmark data.

Currently 41% of students scored proficient/distinguished in KSA social studies, a 2 percent increase from last year. African Americans (19%), 2 or more races (30%), and economically disadvantaged (30%) scored below this level.

Currently 48% of students scored proficient/distinguished in KSA combined writing, a 15 percent increase from last year. The gender gap is considerable (60% of females and 36% of males are P/D). Both African American students and economically disadvantaged students are at 36% P/D.

From survey data this year, bullying, school rules and implementation, and respect from students are lower (below 60%). Strengths include having an adult who listens, teachers expecting the best of students, and teacher support for schoolwork (all above 74%).

Discipline referrals were up by about 450 last year (1342 total), and suspensions increased by 39 (a total of 142). Twelve fewer students failed at least one course last school year (157), and attendance rate showed a decrease of about 1 percent.

Priorities/Concerns

5. Clearly and concisely describe the two or three greatest areas of weakness using precise numbers and percentages.

NOTE: You must thoroughly address these priorities in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

Example: Students in our gap groups are scoring significantly below all students. Sixty-eight percent of students in the achievement gapscored below proficiency on the Kentucky Summat gap learners.

Concern 1: Reading and math proficiency is slowly declining. Reading proficient/distinguished percentages decreased 2 percent last year and are below half (49%). Math proficient/distinguished percentages decreased 1 percent last year and are below half (44%). Instructional strategies and rigor are likely focus areas to address this issue.

Concern 2: Discipline data suggests a significant increase in unwanted student behavior. Referrals increased from 898 in 2022-2023 to 1342 in 2023-2024. Our systems of support (MTSS, PBIS, and FMP) should be a focus to address this issue.

Strengths/Leverages

6. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school. Explain how the school will utilize the strengths and leverages 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.

Combined writing P/D increased by 15% this school year, from 35% to 50%. This was a multi-year approach focused on collaboration about writing strategies, developing a common language for writing, creating schoolwide scoring expectations through the use of a common rubric, and PLC work collectively reviewing/providing feedback for prompts and student work. A similar approach to identify effective reading strategies and a school-wide PLC approach to implementation would likely be effective at increasing reading abilities and scores on KSA.

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 Processes](#)

[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

 Cooper Phase 2 Key Elements WS


8. After analyzing the Key Elements of your teaching and learning environment, which two or three 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: The Comprehensive School Improvement Plan (CSIP) diagnostic and template must thoroughly address these.

Our focus this year will be on KCWP 2: Design and Deliver Instruction and KCWP 3: Design and Deliver Assessment Literacy

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Cooper Phase 2 Key Elements WS		• 7