



2024-2025 Phase Two: The Needs Assessment for Schools_10012024_07:10

2024-2025 Phase Two: The Needs Assessment for Schools

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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.

Accountability data is first reviewed by the principal and SBDM council. Members are Jesse Allen- Principal, Shannon Hatfield- Secretary, Dyran Young - Parent, Jessica Heck -Parent, - Teachers, Zach Massengill and Ben Slusher. Second review by core area teachers and counselor: Teachers - Sally Adams, Emily Lefever's, Ben Slusher, Jeff McClelland, Carlena Carter, Beth Fortner, Kaci Ausmus, Rhonda Goodman, Morgan Philpot, Kristen Brock, Deborah Bailey, Richie Rogers, and resource teachers. SBDM, department chairs, and PLC team meeting monthly. Meetings are documented via agenda / minutes and copies of meeting records are kept in the data room.

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?

34% of gap students scored proficient and distinguished on KSA in reading. 28.6% of gap students scored proficient and distinguished in math. 45.2% of gap students scored proficient and distinguished on writing. 17.9% of gap students scored proficient and distinguished on science. 28.5% of gap students are transition ready. 94.3% of gap students graduated. Behavioral referrals remained constant from 2021 to 2024. 90.8% of students passed the state Civics exam.

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.

Reading and Math increased significantly. However, science and social studies dropped. Mental health needs, potentially as the result of poverty, drug use, homelessness, and changes in the construct of the family unit are cultural trends affecting the student population. With the addition of metal detectors and bag checks, contraband and other illegal substance possession has decreased by 42%. Due to the continued implementation of our PBIS System, we have continued to see a decrease in the behavior referrals at MHS. The number of behavioral referrals decreased from 211 events in 2021-22 to 185 events in 2022-23. This past year (23-24) the number of behavioral events remained the same at 185 incidents. Academically, our scores have increased compared to last year. Our overall accountability index places us in the blue category.

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.

32% of gap students scored proficient and distinguished on KSA reading. 23.6% of gap students scored proficient and distinguished in math. 43.2% of gap students scored proficient and distinguished on writing. 15.9% of gap students scored proficient and distinguished on science. 29.5% of gap students are Transition Ready. 94.8% of gap students graduated. Behavioral referrals remained constant from 2022 to 2024. 96% of students passed the state Civics exam.

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.

1. There has been a slight increase in our ACT composite average since 2022. We changed our ACT strategy supplemental program from Torch Prep to Mastery Prep and CERT last 2 years ago. We feel confident that this will continue to improve student's scores. With intentionally and regularly scheduled monitored usage of these programs, we should see marked improvement each year. Monitoring must include daily practice and quarterly assessments. 2. GAP performance was steady. School was classified as "other." 3. 66% of GAP students scored below proficiency in KPREP reading, which is an increase from 2021 of 45%. 4. 71% of GAP students scored below proficiency in math, which is an increase from 2021 of 58%. 5. Behavioral referrals are increasing. 6. While the attendance rate has increased since the beginning of the 2024 school year, measures and programs have been implemented at the district and school level to increase attendance. We have also started a school-wide competition amongst the grades

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.

Graduation rate has increased from 73% in 2012 to 95.7% in 2022. MHS struggled in 20-21 on state testing but has dramatically increased in the last year. Scores are up overall, we are currently in the high blue index. Our school went from bottom 10 schools in the state to top 47 in 1.5 years. Our reading and math scores increased over 20 points during the 23-24 year.

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



MHS key elements

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.

MHS will continue to strive for improvement this year with KCWP 5: Design, Align, and Deliver Support. Administrators and instructional coaches will work closely with teachers through PLC and departmental meetings to ensure students are being exposed to grade level standards and best instructional practices. During professional learning communities, teachers will also focus on KCWP 2: Design and Deliver Instruction. Students will continue to take the Cert testing multiple times throughout the year to measure improvement.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 MHS key elements	MHS key elements	• 7