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2022-23 Phase Two: The Needs Assessment for Schools

Corbin Primary
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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 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.

Corbin Primary utilizes a school improvement advisory group to review and analyze data results. Teams leads at each grade level along with representation from the SPED department and specialty classes are also a part of the group along with any teacher/staff member who wishes to volunteer. Using an analysis template, the team looked at KSA data for NAPD including the subgroups of free/reduced lunch, SPED, male/female, and ELL students. We began with doing a "What do you notice?", "What do you Wonder?" and charted overall observations from the test scores. Next, we asked "What does the data tell us and what does the data not tell us?" Celebrations and strengths were discussed along with reflection on our practice. The group met after school for 1 1/2 hours and met again to finalize the Key Core Work Processes document along with proficiency delivery targets. The SBDM council approved the analysis and plan prior to November 1.

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?

CPS was able to meet both objectives. For objective 1 (reading) the goal was to increase to 40.4% p/d according to 2022 KSA, the actual results show that CPS reached 53% p/d. For objective 2 (math) the goal was to increase to 48.3% p/d and the actual results show that CPS reached 57% p/d.

The activities that supported these results are instructional mapping, direct explicit instruction in intervention groups, the use of HQIRs to fidelity, and master scheduling.

After looking at last year's plan, we want to continue intervention groups, instructional mapping, use of HQIRs, and collaborative scheduling.

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.

First, Corbin Primary decreased novice scores overall from the 18-19 school year which is the last year (pre-covid) for comparable data. While the EL population is increasing overall, the current number of EL students are performing at or above grade level. Two EL students tested. One scored A/P and the other scored P/D. Free and reduced lunch student populations are remaining consistent around 67% schoolwide and their data indicates there is not substantial gap in reading and math compared to non free and reduced lunch students. F/R lunch students scored 46% P/D in Reading compared to 52% non F/R kids, while 51% of F/R students scored P/D in math, compared to 57% non F/R lunch kids. Attendance trends indicate that we have consistently been at 93% for the year. MTSS has also showed a trending decrease in discipline referrals by 24%. Brigance data showed an increase for the 21-22 school year with

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

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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.

- 21% of students scored Novice in reading.
- 53% of students scored P/D in reading.
- 48% of students with disabilities scored Novice in reading.
- 27% of F/R lunch students scored Novice in reading.
- 18% of students scored Novice in math.
- 57% of students scored P/D in math.
- 52% of students with disabilities scored Novice in math.
- 20% of F/R lunch students scored Novice in math.
- According to the IMPACT survey teachers indicated that 83% felt they sometimes or almost always received feedback on their teaching with 81% feeling it was thorough. Likewise, 84% felt effective at their job right now.
- Brigance data for 21-22 indicates that 14% of K students are ready with enrichments, 45% are K ready and 42% not ready.

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.
The greatest areas of weakness or concern include:

- Only 19% of SPED students scored Proficient/Distinguished in math, 52% scored Novice.
- 20% of economically disadvantaged students scored Novice in math.
- 48% of SPED students scored Novice in reading.
- 27% of economically disadvantaged students scored Novice in reading.
- Overall attendance rate for CPS in 21-22 was 93%.

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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.

Strengths and leverages include:

- CPS met the 5 year overall school profile goal for reading and math proficiency with an overall score of 73.7.
- Corbin Primary scored 53% P/D in reading which is substantial progress toward the 2026 goal of 66.9%
- Corbin Primary scored 57% P/D in math which is substantial progress toward the 2026 goal of 71.3%.
- Utilizing a robust MTSS structure, 100% of students who fall beneath the 25th percentile in reading/math receive Tier II/Tier III instruction.
- At CPS, 100% of teachers are highly qualified and implement Tier 1 instruction with 100% fidelity according to school survey data.
- Discipline referrals decreased by 24% for the 21-22 school year.
- Teachers receive 12 total professional development days with a focus on MTSS, Tier 1 instruction, HQRR practices in math and reading.

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

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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.

KCWP 1: Design and Deploy Standards

KCWP 2: Design and Deliver Instruction

ATTACHMENTS

Attachment Name

📄 CPS Key Elements Template Corbin Primary

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Attachment Summary

Attachment Name	Description	Associated Item(s)
📄 CPS Key Elements Template Corbin Primary	Key Elements Plan Template for CPS.	• 7