



# CES 2022-23 Phase Two: The Needs Assessment for Schools\_10132022\_08:54

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.

Corbin Elementary administrators first met with the district instructional team to make a strategic plan for working with CES teachers in analyzing data. We discussed types of data we wanted to provide for teachers (academic and non academic). Next, administrators met with each grade level to work through proficiency data using a data analysis tool. Next, grade level teachers looked at nonacademic data from tableau and also attendance data (both student and teacher). The goal was to capture multi data pieces to make informed decisions concerning goal setting for the 22-23SY.

### **ATTACHMENTS**

#### **Attachment Name**

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 Elementary Data Analysis Tool

### 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?

#### Proficiency

- Began coaching cycles with BIT members on the 8 Mathematical Teaching Practices
- Used observation cycles to provide teachers with explicit feedback on clarity of learning goals and shared understanding of purpose of instruction
- Began creation of curriculum documents and monitored use of them to make instructional decisions
- Use of pacing guide with fidelity (especially in 2nd half of the year)
- We met our proficiency goals in both reading and math.

#### Separate Academic Indicator

- Performed an audit of instructional resources to determine needs
- Explored HQIRs and ultimately adopted a new HQIR, HMH Into Science which is aligned with KAS for Science for the 22-23SY
- We did not meet the proficiency score from the CSIP

#### Achievement Gap

- Our achievement gap did decrease for students with disabilities in both reading and math according to KSA data. In 20-21 reading was at 26.8% p/d. That increased to 33% in 21-22. For math, 20-21 was 14.6% p/d and that increased to 29% p/d.
- While the gap did become more narrow, it is still an opportunity for improvement.

#### Growth

- We maintained p/d or exceeded p/d in both reading and math for 4th and 5th grades.
- In 4th grade reading, Spring of 21 we were at 47% p/d and in Spring of 22 we were at 55%. In math, we went from 52.5% p/d to 57% p/d.
- In 5th grade reading, Spring of 21 and Spring of 22 maintained 64% p/d. In math, we increased from 52% p/d to 62% p/d.

#### Trends

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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.
  - Behavior referrals increased from 5 in 20-21 to 64 in 21-22.
  - In reading, ALL students were at 65% p/d while students with disabilities were at 33% p/d.
  - In reading, ALL students were at 65% p/d while economically disadvantaged students were at 57% p/d.
  - In math, ALL students were at 67% p/d while students with disabilities were at 29% p/d.
  - In math, ALL students were at 67% p/d while economically disadvantaged students were at 58% p/d.

**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.

**Academic:**

- 65% of all students scored p/d on the KSA reading assessment.
- 67% of all students scored p/d on the KSA math assessment.

**Non Academic:**

- Student attendance for 21-22 was 94.18% which is up from 93% in 20-21.

### 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.

- 39% of students with disabilities scored in the novice range on the KSA reading assessment.
- 55% of students with disabilities scored in the novice range on the KSA math assessment.
- 19% of economically disadvantaged students scored in the novice range on the KSA reading assessment.
- 18% of economically disadvantaged students scored in the novice range on the KSA math assessment.
- Of all students in science, 6% scored novice and 59% scored apprentice on the KSA science assessment.

### 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.

- Reading achievement has increased from 58% p/d (20-21) to 65% p/d (21-22) for all students. This shows that our tier 1 instruction is becoming more effective. We can use this information to ensure that our resource students are receiving rigorous, grade-level instruction.
- Math achievement has increased from 52.7% p/d (20-21) to 67% p/d (21-22) for all students. This shows that our tier 1 instruction is becoming more effective. We can use this information to ensure that our resource students are receiving rigorous, grade-level instruction.

### 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.

Of the KCWP, we need to focus our efforts on KCWPs 1 & 2. We need to ensure that our gap students are being exposed to the same type and level of instruction as all students.

# Attachment Summary

Attachment Name	Description	Associated Item(s)
 Elementary Data Analysis Tool		• 1