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2022-23 Phase Two: The Needs Assessment for Schools

Corbin High School
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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.

School administration first met with district administration to discuss performance results and to create a plan to present the results to the teachers. Afterward, school administration met with individual departments and discussed the overall results and each content-specific results. We utilized a data analysis tool that caused departments to reflect on their results, and also so that school administration could further develop an action plan. Data reviewed included the following: state assessment results in Reading and Mathematics, state assessment results in Science, Social Studies, and Writing, English Learner Process, Quality of School Climate and Safety, Postsecondary Readiness, and Graduation Rate. The meeting was documented through our data analysis protocol.

Review of Previous Plan

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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?

> We saw success in Reading and Math. Our goal was to have 38.7% P/D and our results on 2022 KSA showed that we are at 52.5% P/D in combined Reading and Math. The strategies and activities used to achieve these results were the use of HQIR MathXL, instructional coaching, district 3 year instructional plan, and initial work with ELA HQIRs. We know that we must do further work with ELA resources through analyzing instructional maps and auditing resources.

> We did not meet our Science P/D goal. Our goal was to have 31.7% P/D, however 2022 KSA results showed we were at 16% P/D. The strategies we identified to use were the implementation of SAVVAS HQIRs and common assessments in the Science department. Based on KSA results, these were not effective.

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.

> In looking at our data, Science scores have dropped consistently over the past few years. ACT scores ranged between 20 and 21 from 2011 to 2020, but then the composite score decreased in 2021 to 18.4. In 2022, the score did increase to 18.6.

> **Non-Academic Data:**

> From 2015 to 2019, our attendance has averaged at 93%.

> Our enrollment has also decreased, from 903 in 2016-17 down to 804 in 2021-22.

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

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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.

According to KSA, our overall Proficiency Indicator score was 72.8 for the 2021-22 academic year. The most current ACT composite score is 18.6. Our Proficient/ Distinguished percentages for KSA were the following:

Reading - 60%, Math - 47%, Science - 16%, Social Studies - 39%, Editing & Mechanics - 48%, On-Demand Writing - 44%.

The Postsecondary Readiness Indicator was 93.8. The Quality of School Climate and Safety survey indicator rate was 57.8.

Non-Academic Data:

Our enrollment is down to numbers similar to 2013-14.

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.

Science scores, based on KSA results, are low. Science has consistently scored low and the numbers of Proficient/Distinguished students have decreased to 16%. In contrast, Novice was 37% and Apprentice was 47%. This is a priority and area of concern.

ACT growth is another area of priority and concern. We wish for scores to return to the 20 or higher composite that it once was.

Non Academic Data:

Our attendance is a concern, as last year had the lowest attendance since before 2009.

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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.

> Our Reading and Writing scores were very high with Reading Proficient/ Distinguished score of 52.7% and Writing Proficient/Distinguished score was 45%. Corbin High School is rated overall as a "Green" school.

Non-Academic Data:

Currently there are less ISS and Saturday detentions (more severe behavior infractions) this year than last year (2021-22: ISS was 157 and Saturday detentions 115, 2022-23: ISS is 22 and Saturday detentions 3)

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.

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NOTE: These elements will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

see attached template

ATTACHMENTS

Attachment Name

📄 Template

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Attachment Summary

Attachment Name	Description	Associated Item(s)
📄 Template	KCWP Template	• 7