

## 2020-21 Phase Two: The Needs Assessment for Schools\_10152020\_13:59

2020-21 Phase Two: The Needs Assessment for Schools

### **Central Hardin High School**

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## 2020-21 Phase Two: The Needs Assessment for Schools

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## Understanding Continuous Improvement: The Needs Assessment

In its most basic form, continuous improvement is about understanding the **current state** and formulating a plan to move to the **desired state**. The comprehensive needs assessment is a culmination of an extensive review of multiple sources of data collected over a period of time (e.g. 2-3 years). It 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).

The needs assessment requires synthesis and analysis of multiple sources of data and should reach conclusions about the **current state** of the school, as well as the processes, practices and conditions that contributed to that state.

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 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. Further, as required by Section 1114 of the Every Student Succeeds Act (ESSA), Title I schools implementing a schoolwide program must base their Title I program on a comprehensive needs assessment.

## Protocol

Clearly detail the process used for reviewing, analyzing and applying data results. Include names of school councils, leadership teams and stakeholder groups involved. How frequently does this planning team meet and how are these meetings documented?

Faculty meetings of big picture/test results. Break into PLC's and analyze data specific to the curriculum. Planning, Curriculum, Learning Environment (SBDM committees) and Title 1 committee make policy, procedure, and curriculum changes based upon the data. All committee reports and decisions are approved by SBDM. Parents and community members are informed at the SBDM meeting.

## Current State

Plainly state the current condition using precise numbers and percentages as revealed by past, current and multiple sources of data. These should be based solely on data outcomes. Cite the source of data used.

### Example of Current Academic State:

- Thirty-four percent (34%) of students in the achievement gap scored proficient on KPREP Reading.
- From 2018 to 2020, the school saw an 11% increase in novice scores in reading among students in the achievement gap.
- 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: Teacher attendance rate was 84% for the 2019-20 school year – a decrease from 92% in 2017-18.
- The number of behavior referrals increased from 204 in 2018-19 to 288 in 2019-20.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

KPrep Data: MATH: 38% PD overall (45% 18-19); 29% PD of Economically Disadvantaged students(30% 18-19); 0% PD of IEP students (4% 18-19)KPrep Data: MATH: 38% PD overall (45% 18-19); 29% PD of Economically Disadvantagedstudents(30% 18-19); 0% PD of IEP students (4% 18-19) (Data repeated from last year due to no spring testing in 2020) READING: 46.5% PD overall (54% 2018-2019); 35% PD of Economically Disadvantaged students(35% 2018-2019); 8.7% PD of IEP students (5% 2018-2019)WRITING: 83.9 index score (83.75 2018-2019)PBIS data: 1353 total referrals for 2019-2020\*school ended in March due to Covid); 2018-2019 total referrals were 1571.

## Priorities/Concerns

Clearly and concisely identify 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 (68%) of students in the achievement gap scored below proficiency on the KPREP test in reading as opposed to just 12% of non-gap learners.

Data from 2018-2019 since no new data was available from 2019-2020. Students with IEP's. Only 8.7% scored P/D in Reading and only 0% scored P/D in math.2. Of students with IEPs, only 1 student was academic ready and only 6 were career ready. A priority concern this year is technology, due to the demand of teaching in a hybrid schedule, On-line students and needing to be prepared to transition to NTI at anytime due to Covid-19 numbers and rates. There is a greater need for chromebooks for students to use both at school and at home.

## Trends

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

Students with disabilities remains our significant area for improvement. This group consistently performs below proficiency in reading and math. Our most current data indicates that this group is also a significant concern in the area of being academic and/or career ready. We will continue to focus on reading and math as this will also have a direct impact on improving career and academic success. We will continue to use the writing plan/policy we have implemented to sustain our writing success.



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## Potential Source of Problem

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 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](#)

The school improvement strategy that connects to our focus is Design and Deliver Assessment Literacy: -deconstructing standards to realign curriculum/assessments to be standards based (focus on standards based grading)-standards and learning targets are clear for the students- feedback is continuously given to students to communicate accurate learning-literature/informational texts connected to the standards in incorporated to increase reading skills.

## Strengths/Leverages

Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school.

**Example:** Graduation rate has increased from 67% the last five years to its current rate of 98%.

Our graduation rate for all students was 95.6 (4 year) and the goal was 95. Graduation rate for 5 year was 97.6 and the goal was 96. In Writing, 69.6% scored P/D (2018-2019).

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## Attachment Summary

Attachment Name	Description	Associated Item(s)
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