



## 2021-22 Phase Two: The Needs Assessment for Schools\_10122021\_13:58

2021-22 Phase Two: The Needs Assessment for Schools

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## **2021-22 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.

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.

#### **Trends**

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2. 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 2019-20 to 288 in 2020-21.
- From 2018 to 2020, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

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 previous writing success of 2018-2019.

### **Current State**

3. 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 KPREP 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 2020-21 academic year.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

KPrep Data 2018-2019: 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 Disadvantaged students(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: 274 total referrals for 2020-2021 (we were only in session in hybrid until spring

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break and students had the option to do on-line school) 1353 total referrals for 2019-2020\*school ended in March due to Covid); 2018-2019 total referrals were 1571. KPREP (20-21) \*Only a portion of our students tested due to Hybrid schedule and OLA students were not required to test. Math: 36.3% PD, Reading 43.3%PD, OD 57.4% PD, Science 30.90%PD. Student attendance has been a concern this you due to increased absences because of quarantining and Covid related illnesses.

### Priorities/Concerns

4. 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 (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 1. 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. Data from 2020-2021- A priority concern this year is assessing learning gaps that occurred due to interrupted instruction last year during COVID. Our iReady data shows that only 39.6% of freshmen reached proficiency in reading and only 36.4% of freshmen reached proficiency in math. PLC's are closely monitoring common formative assessment data and discussing vertical alignment to address any gaps occurring between the grade levels.

### Strengths/Leverages

5. 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.

2018-2019: 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). 2020-2021:Our 4 year graduation rate for all students increased to 97.5.

## Evaluate the Teaching and Learning Environment

6. 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.

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.

# Attachment Summary

Attachment Name	Description	Associated Item(s)
 CHHS Key Elements Chart	..	.