



## 2021-22 Phase Two: The Needs Assessment for Schools\_11012021\_15:11

2021-22 Phase Two: The Needs Assessment for Schools

**John Hardin High School**  
**Mark Wells**  
384 W. A. Jenkins Road  
Elizabethtown, Kentucky, 42701  
United States of America

---

## Table of Contents

2021-22 Phase Two: The Needs Assessment for Schools Understanding Continuous Imp...	3
Attachment Summary	8

## **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.

The school improvement committee, made up of administrators, counselors, and the transition readiness coach, meet on multiple occasions to analyze assessment and survey data to determine potential goals for school improvement. Goals are then forwarded to instructional leads for each department to be reviewed. The instructional leads work with administration on activities for ensuring goals are met. Goals are activities are sent to the school's SBDM (parents, principal, and teachers) for final approval at the school level. Meetings are documented with recorded minutes.

## Trends

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.

Transition readiness, which is up 13.6 points (68.6) from last year (55), is still a concern for our school. Our percentage of students scoring novice in math and reading are both concerning and will continue to be a focal point. Accountability scores in math, reading, and college and career readiness for students with disabilities continues to remain low, despite an overall increase from the previous two years.

## 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.

The school proficiency rating from KPREP testing in Grade 10 reading is 43.8 (versus the district 43.3) and 27.9 in math (versus the district 31.1). The proficiency rating from KPREP testing in Grade 11 Writing is 72.1 (versus the district 61.1) and 26.1 in science (versus the district 29.4). The ACT data continues to be slightly above the state average in each category with English at a 17.9 (versus state avg 17.2); math 17.8 (versus state avg 17.7); reading 19 (versus state avg 18.6); and science 18.3 (versus state avg 18.1).

## **ATTACHMENTS**

### **Attachment Name**

---



JHHS ACT Data



JHHS KPrep data

### 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.

The school transition readiness rate rose to 68.6 but is still far below the district goal of 90.0 for 21-22. The gap between special education students who are transition ready also improved but still indicates a gap with a score of 41.17 versus 68.6 school total. Math continues to be an area of concern with scores below the state average (27.9 JHHS versus 31.1 state). Reading scores are still below 50 (43.8), despite being slightly above the state average.

### 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.

John Hardin High School scored (68.6) above the district average (63.42) in transition readiness, above the state average in all areas of the ACT (English 17.9 versus 17.2; Math 17.8 versus 17.7; Reading 19 versus 18.6; Science 18.3 versus 18.1), and above the state average in Proficient/Distinguished in KPREP testing in Reading (43.8 versus 43.3) and On-Demand (72.1 versus 61.1). The increase in CTE participation for transition readiness can be continued to help the graduating class. The skills

utilized in our reading and writing scores can be adapted to help our deficit areas in math and science.

## **ATTACHMENTS**

### **Attachment Name**



JHHS Postsecondary Readiness

### 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.

John Hardin will employ two certified teachers to assist and support instruction in math (KCWP2, KCWP3). The Transition Readiness Coordinator will track student data in college and career readiness to ensure more students are graduating college and/or career ready (KCWP 4, KCWP 5). Our Transition Readiness Coordinator will work together with special education case load managers to analyze data and review student schedules to ensure students are on track to graduate college and/or career ready (KCWP 4). Our school committees and leadership teams will conduct

intentional planning to ensure a positive culture and rich learning environment for all students and staff (KCWP 6).

## **ATTACHMENTS**





### **Attachment Name**

---



JHHS Key Elements

# Attachment Summary

Attachment Name	Description	Associated Item(s)
 JHHS ACT Data		• 3
 JHHS Key Elements		• 6
 JHHS KPrep data		• 3
 JHHS Postsecondary Readiness		• 5