



2024-2025 Phase Two: The Needs Assessment for Schools
CHRISTIAN COUNTY HIGH SCHOOL

2024-2025 Phase Two: The Needs Assessment for Schools

Christian County 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 they will address 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 as you conducted 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 were documented.

The needs assessment process at Christian County High School follows a structured, collaborative approach with a focus on data-driven decision-making. Here's a breakdown of each component of the process, including the roles of specific teams, timeline, data sources, and documentation procedures:

1. Teams and Stakeholders Involved

- District Continuous Improvement Team: Composed of the Superintendent, Chief Officers, District and School Administrators, and the Superintendent Advisory Council. This team provides guidance and oversight for improvement planning across schools.

- Administrator Academy: Monthly sessions for School and District Administrators, focused on leadership development, strategic planning, and data analysis.
- Curriculum Leadership Team: This team meets monthly to examine curriculum alignment and instructional practices across the district.
- School-Based Teams:
 - School Site-Based Decision Making (SBDM) Council: Provides input on school-level decisions based on data.
 - Professional Learning Communities (PLCs): Grade- and content-specific teacher groups, meeting to analyze student performance data and determine instructional strategies.

2. Timeline

- Monthly Meetings:
 - Administrator Academy and Curriculum Leadership Team Meetings.
- PLC Cycles: Ongoing throughout the year, aligned with assessment schedules.
- Collaborative Planning Sessions: Held twice per year for in-depth site-based planning and alignment.
- Data Review Cycles: Structured around each assessment window (ACT, MAP, MasteryConnect, and common assessments).

3. Data Sources Reviewed

- ACT: Provides insights on college readiness and specific areas for improvement in high school students.
- MasteryConnect: Tracks mastery of state standards, used to monitor student progress.
- MAP (Measures of Academic Progress): Assesses growth and performance levels, helping identify trends in student achievement and areas for targeted support.
- Common Assessments: Created and administered within each course to gauge proficiency on unit standards.

4. Data Analysis Process

- PLC-Level Analysis:
 - Teachers and administrators review student performance on common assessments within each PLC cycle.
 - Teachers complete a "Data Protocol Spreadsheet," which includes identifying students who need intervention or enrichment.
 - A data tracking sheet is also used to monitor individual student growth over time, assessing their progress in various assessments like ACT, MasteryConnect, and MAP.

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- MTSS (Multi-Tiered System of Supports) Integration:
 - Data analysis includes identifying students for additional intervention through the MTSS framework, supporting those with significant academic or behavioral needs.

5. Documentation

- Meeting Minutes and Data Sheets: Each meeting is documented through minutes and data protocol spreadsheets, ensuring transparency and accountability.
- Data Tracking Sheets: Teachers use these sheets to maintain a longitudinal record of individual student growth across assessments.
- School Improvement Plans: Data from these assessments and meetings feed into the annual School Improvement Plan, which is reviewed and updated regularly.

This process of needs assessment is cyclical, supporting continuous improvement based on a thorough and collaborative approach to data analysis across multiple leadership and instructional teams within the district and school.

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?

The implementation of the 2023-24 Comprehensive School Improvement Plan (CSIP) at Christian County High School focused on increasing student proficiency in reading and mathematics. The goal to raise the percentage of students scoring proficient or above in reading to 41% by May 2024 was achieved, with students reaching this target. This success reflects effective strategies in reading instruction and targeted interventions.

However, the goal to increase proficiency in mathematics by 3% (targeting 30% proficiency) fell short, with only 26% of students reaching proficient and distinguished levels. This gap indicates that the strategies and activities for mathematics require refinement and additional support. Moving forward, the school will likely prioritize further data-driven interventions and strategic adjustments to enhance math performance and support students toward meeting these proficiency benchmarks.

In the 2023-24 Comprehensive School Improvement Plan (CSIP), Christian County High School aimed to substantially increase student proficiency in science, setting a target of raising the percentage of students scoring proficient or distinguished from 5% to 32.1% by May 2024. However, only 4% of students reached proficient or distinguished levels, falling short of this ambitious goal.

This result suggests that, despite implementing planned strategies and activities, additional adjustments are needed to bolster science instruction and support. Moving forward, the school will likely reassess and intensify its science-focused interventions, leveraging data insights to develop a more targeted and effective approach for raising proficiency levels.

In the 2023-24 Comprehensive School Improvement Plan (CSIP), Christian County High School set a goal to raise the percentage of students scoring proficient or distinguished in Social Studies from 30% to 34.5% by May 2024. While improvement efforts brought proficiency to 33%, the goal was slightly missed, indicating a need for further refinement in strategies to support Social Studies achievement. Moving forward, targeted adjustments may enhance students' proficiency levels, keeping the school on track to reach future benchmarks.

The 2023-24 Comprehensive School Improvement Plan (CSIP) for Christian County High School included ambitious goals to increase the percentage of Special Education (SpEd) students scoring proficient or above in KSA Reading from 8% to 26% and in KSA Math from 5% to 13.5% by 2024. While strides were made in addressing these areas, the goals were not fully met, resulting in the school remaining in Targeted Support and Improvement (TSI) status for the 2024-25 school year. Further targeted interventions and support strategies will be prioritized to improve SpEd student performance in both reading and math.

Trends

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

Example of Trends

- The number of behavior referrals increased from 204 in 2022-2023 to 288 in 2023-2024.
- From 2022 to 2024, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

In academics, the school remains in TSI status for reading and math, underscoring the need for continued support and targeted interventions to help students meet proficiency standards. Additionally, accountability for Post-Secondary Readiness has become a pressing area for improvement, with a decrease of 15.5 points in readiness measures from last year. This trend highlights a need for strategies that better prepare students for life beyond high school, focusing on skill development and resources that align with college and career expectations.

An analysis of recent academic trends shows a mixed picture in subject-area performance. Reading and math scores have seen a 6.3 index increase, signaling growth in these critical areas where the school has focused on intervention strategies to meet TSI requirements. This positive trend reflects

the school's ongoing commitment to improving core academic skills, especially as they impact overall student achievement and college and career readiness. However, there has been a 3.8 index decrease in social studies, science, and writing, highlighting an emerging area of concern. This decline suggests that while progress is being made in reading and math, a balanced approach is needed to ensure that other subject areas receive the necessary resources and instructional support. By addressing these disparities, Christian County High School aims to foster well-rounded academic proficiency across all subjects, ensuring students are equipped with a comprehensive knowledge base and critical thinking skills that extend beyond the foundational subjects.

Behaviorally, the school has made commendable progress, with a noticeable reduction in major behavior referrals over the past two years. This improvement reflects the school's dedication to creating a positive environment that aligns with the RISE UP values, showing promise in the school's approach to social-emotional development. However, while disciplinary issues are decreasing, ongoing work is necessary to maintain and deepen this culture of positive behavior.

On the instructional front, feedback from recent instructional rounds indicates a growing capacity among teachers in two essential areas: Creating a Culture for Learning (2B) and Engaging Students in Learning (3C). Continued professional development will be pivotal in further strengthening these skills, allowing teachers to elevate the overall learning experience for students and foster sustained academic growth.

Culturally, parent and caregiver engagement is on the rise thanks to the adoption of the ParentSquare platform, which has become a vital tool for connecting families to the school community. This platform has facilitated communication around assessments, grades, and students' overall well-being, helping parents stay informed and involved. Enhanced communication between the school and families not only supports student success but also contributes positively to school culture, fostering a more inclusive and supportive environment.

As Christian County High School moves forward, these insights will guide its strategies for improvement, building upon strengths and addressing areas of continued need to create a thriving academic and cultural environment for students and families alike.

Current State

4. Describe in narrative form the current state 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:

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- Thirty-four percent (34%) of students in the achievement gap scored proficient on Kentucky Summative Assessment (KSA) in reading. Local benchmark data indicates that thirty-two percent of all students receive Tier II intervention in reading.
 - Fifty-four percent of our students scored proficient in math on the KSA compared to the state average of 57%. Local formative assessments show 53% of students are on grade level in math.

Example of Non-Academic Current State:

- Teacher attendance rate was 84% for the 2023-2024 academic year. 2022-2023 Impact survey data shows that 71% of staff feel like they belong at our school.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

Christian County High School's current performance data presents a varied picture, highlighting areas of both improvement and concern across several key outcome metrics.

According to the Kentucky Summative Assessment (KSA) data, 10th-grade students achieved a 52.6 index in reading and math, reflecting a notable increase of 6.3 points from the previous year, demonstrating positive growth in these foundational subjects. However, the same data shows a decline in other academic areas: social studies, science, and writing indices fell by 3.8 points to 48.1, signaling an area needing additional focus.

In terms of school climate and safety, the Quality of School Safety Survey indicates a marginal improvement. The school safety index now stands at 64.6, up by 0.2 points, suggesting ongoing efforts to maintain a safe and supportive learning environment, albeit with minimal gains.

Post-secondary readiness scores, however, have shown a significant decrease, with the index dropping 15.5 points to 105.3. This shift points to a potential gap in preparing students for college and career pathways. Additionally, the graduation rate has seen a slight dip of 1.2, now at an index of 93.7, which could impact the school's overall success metrics if this trend continues.

This data is drawn from multiple sources: the KSA for academic performance, the Quality of School Safety Survey for climate and safety, and internal metrics for post-secondary readiness and graduation rates. Together, these figures reveal a mixed picture of improvement in certain academic areas, stability in school climate, but challenges in post-secondary preparation and graduation outcomes.

In the 2023-24 school year, Christian County High School piloted the Profile of a Graduate competencies. All seniors completed a defense presentation as part of this initiative. The school is now focused on integrating vibrant learning experiences into instruction to help students demonstrate these

competencies. These experiences will help promote engagement and overall school culture.

The MAP (Measures of Academic Progress) assessment serves as a predictive tool for core content accountability scores at Christian County High School, closely correlating with Kentucky Summative Assessment (KSA) outcomes. The fall 2024 MAP administration indicates a slight growth in scores compared to last year, reflecting incremental progress in student achievement. This correlation between MAP and KSA underscores MAP's utility for early identification of areas needing instructional focus, supporting targeted interventions and instructional planning.

Christian County High School will implement MajorClarity to assess student aptitudes and place students in career pathways. This new platform will guide students toward tailored learning experiences and specialized career-focused education, helping align student strengths with relevant academic and career opportunities.

Priorities/Concerns

5. Clearly and concisely describe the two or three greatest areas of weakness using precise numbers and percentages.

NOTE: You must thoroughly address these priorities in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

Example: Students in our gap groups are scoring significantly below all students. Sixty-eight percent of students in the achievement gapscored below proficiency on the Kentucky Summat gap learners.

- **Special Education TSI Performance: This is the greatest area of concern, with high novice rates across content areas: 59% in reading, 50% in math, 78% in science, 67% in social studies, and 33% in on-demand writing.**
- **Novice Reduction Across Content Areas: Reducing novice scores in all areas remains a critical need to improve student outcomes and performance.**
- **Engagement and Learning Experiences: There is a need to create vibrant learning experiences to boost student engagement, enhance knowledge retention, and foster a positive school culture.**

Strengths/Leverages

6. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school. Explain how the school will utilize the strengths and leverages 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.

1. Instructional Support and Teacher Retention

- **With 17% of certified staff leaving last year, improving teacher capacity and support is crucial for retention. The recent hire of an Instructional Coach will help build teachers' instructional skills and provide them with consistent guidance on best practices.**

2. Real-Time Parent Engagement

- **With the new ParentSquare platform, the school can now share behavior, academic, and attendance information with families in real-time, enhancing transparency and enabling faster interventions.**

3. Targeted Student Interventions

- **An MTSS system is in place, listing the bottom 20% of students in reading, math, science, social studies, and on-demand writing. Using an interventionist, the school will focus on these students during FLEX time and RTI (Response to Intervention) blocks, meeting students at their current performance level.**

4. Novice Reduction Strategies

- **Every PLC has completed a fishbone analysis to identify root causes of novice-level performance. These insights will drive tailored instructional adjustments and targeted student support.**

5. Foundational Learning Gaps

- **Addressing foundational gaps will be prioritized by identifying specific needs and adjusting curriculum pacing accordingly, supported by data-driven instruction.**

6. Increased Vocabulary Exposure

- **Through the advisory program, students will have increased exposure to vocabulary, helping close knowledge gaps and improve comprehension skills across subjects.**

7. Vibrant Learning Experiences

- **Vibrant Learning Days and engaging instructional strategies will be embedded into lessons to improve student engagement, catering to various learning styles and boosting motivation and retention.**

Action Steps

- **Teacher Development:** The Instructional Coach will conduct targeted workshops and one-on-one coaching sessions to increase teachers' instructional proficiency. This professional development will improve teachers' effectiveness and job satisfaction, ultimately aiding retention.
- **Parent Communication:** The administration will continue to optimize ParentSquare to enhance communication frequency and depth. By providing families with timely updates, parents can better support student progress and behavioral improvements.
- **Intervention and RTI:** The MTSS structure and interventionist will work with at-risk students during designated FLEX and RTI periods. This targeted approach ensures that the bottom 20% are receiving the support necessary to close achievement gaps.
- **PLC Data Analysis:** The completed fishbone analyses will serve as a guide in PLCs, focusing discussions on specific actions to reduce novice performance and improve overall achievement scores.

By building on these strengths, Christian County High School aims to make meaningful progress in each identified area, fostering a supportive environment for both students and staff.

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 Results](#)

[KCWP 5: Design, Align and Deliver Support Processes](#)

[KCWP 6: Establish Learning Environment and Culture](#)


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 directly below.**

ATTACHMENTS

Attachment Name



 2024-25 CCHS School Key Elements Template.

8. After analyzing the Key Elements of your teaching and learning environment, which two or three 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: The Comprehensive School Improvement Plan (CSIP) diagnostic and template must thoroughly address these.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 2024-25 CCHS School Key Elements Template		•
 2024-25 CCHS School Key Elements Template.		• 7