



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

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

## 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?

Continuous Improvement Team: The District Continuous Improvement Team is comprised of Superintendent, Chief Officers, District Administrators, School Administrators, and the Superintendent Advisory Council. School and District Administrators participate in monthly Administrator Academy and monthly Curriculum Leadership Team Meetings. Collaborative Planning is held twice yearly with each site-based administrator.

## 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.

Current Academic State: Overall Accountability Score - 58.7 (Two Star School)  
 Proficiency Indicator / ACT - 42.52 (Very Low) Separate Academic Indicator - 60.6 (Low) Transitional Readiness Indicator - 75.3 (Medium) - Increase of 28.7% from '17-'18 SY  
 Graduation Indicator - 93.2 (Medium) - Decrease of .7% from '17-'18 SY - 10% of students met the math benchmark on the March 2019 ACT (decrease of 5% from '18-'19 SY) - 42% of students met the English benchmark on the March 2019 ACT (decrease of 3% from '18-'19 SY) - 19% of students met the reading benchmark on the March 2019 ACT (decrease of 5% from '18-'19 SY) - Students received 47 points on the new State Science Assessment (SSA) - New Assessment for '18-'19 SY - 60% of our students scored proficient/distinguished in writing (same as '18-'19 SY)  
 SpED Reading PD% - 16% Math PD% - 0% Science PD% - 9% ODW - 26% Fall TruScore / Practice ACT Results 21.1% of 9th, 10th, & 11th graders are scoring "Advanced" in English; 53.5% are scoring "Below Basic" 16.4% of 9th, 10th, & 11th graders are scoring "Advanced" in reading; 66.6% are scoring "Below Basic" 4.2% of 9th, 10th, & 11th graders are scoring "Advanced" in math; 72.4% are scoring "Below Basic" 4.6% of 9th, 10th, & 11th graders are scoring "Advanced" in science; 74.9% are scoring "Below Basic" - SpEd 51% Novice- TruScore ACT Fall Data: English (54% Below Basic), Math (73% Below Basic), Reading (76% Below Basic), and Science (76%

Below Basic) - 29% of EL students in the '18-'19 SY passed the ACCESS test (increase of 11% from '17-'18 SY) Current Non-Academic State: - Transitional Readiness (131 / 284 students; 8 EL Students) 46.2% - Graduation Rate - 95% - 92% Attendance Rate - 31.5% of Students received 1 behavior referral in '18-'19 SY - 20.2% of Students received 2+ behavior referrals in '18-'19 SY - 1292 Total number of behavioral referrals in '18-'19 SY Christian County High School has been identified as a Two-Star School. The CCHS Leadership Team is strategically working to monitor standards-based instruction, to provide intervention and enrichment to students, and to foster the professional growth of the teachers.

## 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.

CCHS has been designated as a Two Star school. - According to the Fall TruScore Practice ACT Data, students are under-performing in English (53.5% Below Basic), Math (72.4% Below Basic), Reading (66.6% Below Basic), and Science (74.9% Below Basic). - Focus on Teacher Coaching & Retention - CCHS welcomed 21 new teachers this school year (27% of teachers). Approximately 52% of certified staff have 3 years or less experience. - Continue to Strengthen PBIS / Discipline Model- In 2017-2018 SY Accountability, there was a downward trend in Transitional Readiness to 46.6%. This year, CCHS increased TR by 28.7%. This could be in part to the "Get Real - Get Ready" Initiative that works to increase the number of students that graduate and have a post-secondary plan.



## Trends

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

Classroom management and student engagement strategies has increased throughout the building which has shifted the administrative focus to standards-based alignment, teacher retention, and school-wide literacy. During the '18-'19 SY, even though there was a comprehensive plan to improve ACT scores, there was a slight decrease in English, math, and reading. This same decline is evidenced in the October 1st State-wide ACT for seniors. Continued efforts to improve instruction in math and reading are imperative to continued growth school-wide.

## 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 2019-20 SY CCHS Priority Plan (attached) references how the Key Core Work Processes correspond with the priority areas of the school. 1. Proficiency (KCWP 2 & 3) - CCHS is dedicated to ensuring that all students have access to standards-based instruction. The Curriculum Leadership Team is strategically meeting with each PLC group to give differentiated feedback about planning documents, pacing, standard alignment, and assessment design. 2. Graduation Rate (KCWP 4 & 6) CCHS has developed a system to monitor student progress weekly via failure lists, transitional readiness spreadsheets, at-risk tracking documents, etc... This data is utilized to not only track students but to place them in a college and/or career pathway in collaboration with the Get Real - Get Ready program. The driving thought of the GR-GR Initiative is that all students graduate with a diploma and a post-secondary plan. 3. GAP / SpEd (KCWP 2 & 5) - This year, CCHS is dedicated to reducing novice in the SpEd department by 10%. The SpEd team in collaboration with regular ed teachers, work to provide students with the support they need via resource classes as an extension of the regular ed classroom and via monthly intervention meetings. CCHS is monitoring intervention data to make adjustments to instruction. There is a need to continue working in the collaboration classrooms to ensure that special education students are receiving the correct modifications and that SpEd teachers are delivering equitable and rigorous instruction. CCHS is also monitoring behavior data to make the necessary behavioral interventions. 1. Last year, all CCHS teachers participated in summer professional learning about the Key Core Work Process to help reduce novice across all content areas. 2. Delivery of Instruction-During our PLCs, we are focusing on increasing literacy across all content areas. Strategies for getting students engaged in reading and writing will be presented during the third week of the PLC process. Strategies are inline with the Striving Reader's Grant via KLIP and LDC and include the following: formative assessment, student engagement, increasing rigor, and novice reduction. The teachers are then coached

on their delivery of instruction during their PLC time. In addition, we are monitoring the students to see who is actively engaged and who is passively engaged. 3. Design and Deliver Assessment Literacy - Foster continuous improvement by utilizing Key Core Work Process to affect systems, by increasing analysis of students work, and by developing a system for students to monitor mastery (data tracking spreadsheets). The CCHS Leadership Team will analyze common formative and summative assessments and give teachers feedback on these documents. The overall outcome of this work will effect DSA results, Achievement Results, Transitional Readiness Data, and Graduation Data. 5. Design, Align, and Deliver Support Processes with Subgroup Focus-Novice Reduction strategy-According to our KPREP data, we need to reduce novice in all areas, especially within the SpEd and EL populations. During the summer, KDE worked with our teachers and administrators on Novice Reduction strategies via the Key Core Work Processes. In addition, we are monitoring our intervention data to make adjustments to instruction. We need to continue our work in our collaboration classrooms to ensure that our special education students are receiving the correct modifications and that SpEd teachers are delivering equitable and rigorous instruction. We are also monitoring our behavior data to make the necessary behavioral interventions.


## 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%.

CCHS has created the 2019-2020 SY Priority Plan (attached) that is the guiding the academic and non-academic focus in the building. This document is a fluid, working document. The following is a listing of the "priorities" for the school: Proficiency (ACT; reading; math), Graduation Rate, GAP / SpEd, Transitional Readiness, Academic Performance, Curriculum and Instruction, Intervention (behavior, attendance, and academic), Post Secondary Planning, and Non-Academic Indicators (such as Parent / Community Involvement, Personnel / Retention, School Safety, and Finance). Stakeholders in each one of these priority areas have been identified. Each month, there is a meeting over these priority areas with the respective team of stakeholders. The Priority Plan is utilized as the agenda for each one of these meetings. Stakeholders look at current systems in place with action plans, goals for the 2019-20 SY, progress monitoring, the current reality, and any adjustments or next steps that need to be included in the plan. The CCHS Leadership Team is utilizing this document as a way to monitor progress towards becoming a Five Star School. Last year, CCHS had a 28.7% Transitional Readiness increase from the '17-'18 SY. Last year, CCHS piloted the Get Real-Get Ready initiative as a way to make sure that all students graduate with a diploma and a post-secondary plan.

# Attachment Summary

Attachment Name	Description	Associated Item(s)
 2020-2021 SY CCHS Priority Plan		.