HHS 2023-2024 Phase Two: The Needs Assessment for Schools

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Table of Contents

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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 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.

Continuous Improvement Team: The District Continuous Improvement Team is comprised of Superintendent, Assistant Superintendents, District Administrators, School Administrators, and the Superintendent Advisory Council. School and District Administrators participate in monthly Administrator Academy and monthly Instructional Leadership Team Meetings. Gather and organize data: District and school leaders gather and organize data. Data was initially analyzed at a district instructional meeting using a 5 Step Data Analysis Review process. This was process was used across the district to ensure fidelity. The data is then further reviewed at monthly Instructional Leadership Team meetings. Our teachers meet on a weekly basis in PLC's to review student growth and performance. All evidence of achievement is purely data driven. District and school leaders review: state accountability data, attendance data, Quantile, Lexile, TruScore data, District Standard Assessment Data, common and formative assessment data. Review current performance: Continuous Improvement Team identifies areas where the school met/failed to meet district, state/federal targets, or school expectations for

academic proficiency, academic gap, academic growth, transition readiness, and graduation rate. Continuous Improvement Team conducts disaggregated data analysis by grade level, content area, within content strands (e.g. number sense in mathematics) and by gap groups. Describe performance trends: Current performance is compared to past performance. Directions of trends for every performance indicator are identified. Prioritize performance concerns: Continuous Improvement Team identifies priority performance concerns for every indicator (academic proficiency, academic gap, academic growth, transition readiness, and graduation rate for which the school did not meet federal, state and/or local expectations. Identify root causes: Continuous Improvement Team identifies root causes or hypothesizes potential causes for each priority performance concern. Specific data protocols are used to analyze performance data. Multiple sources of data are used to analyze root causes and reflection explicitly considers broad, systemic root causes. Teams consider the level of root causes (incidental or procedural; programmatic; systemic; external). The root cause identification identifies what schools can control rather than factors that the school cannot control. Set measurable performance targets: Long range goals based on the Kentucky Board of Education goals are set to address priority concerns. Objectives with short term targets to be attained by the end of the current school year are established. Identify solutions and actions steps: Based on the root cause analysis, Continuous Improvement Teams identifies research-based strategies and activities to systematically address process, practice, or condition to address the root cause in order to reach goals/objectives. Implement plan: The improvement plan is communicated to all stakeholders and implemented. Progress monitor: The improvement plan will monitor progress toward meeting performance targets. The Continuous Improvement Team will utilize all PLC Data Protocol, leadership meetings, PLCs, and RTI/MTSS meetings. The implementation plan will be responsive and changed based upon progress monitoring. The district and school will utilize scorecards for short cycle planning and monitoring of the implementation of the CSIP/CDIP.

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?

All Core Content PLCs (Math, ELA, Science, and Social Studies) implemented KSA aligned assessments (Mastery Connect Benchmarks and Common Assessments) and followed the testing blueprint. Data from the benchmark and common assessments was analyzed to inform instruction within the classrooms. For ELA, this led to our Combined Writing Proficient/Distinguished % to increase to 52% and our Novice rate for Reading to decrease. For Social Studies, our novice rate was reduced from 42 to 34%. For Math, our scores improved for our African American students. For Science, our % of Novice decreased slightly. Additionally, our scores came up for our African American students. This was a subgroup for which we were previously classified as a TSI school. We will have a continued focus in this area on this year's plan because although we made growth our students with disabilities are still scoring at a much lower rate overall. This has led to us being classified as a TSI school again for the 2023-2024 school year for this subgroup.

Our PLCs will focus on Novice reduction for strategies for all students. We are also utilizing MTSS (Multi-Tiered System of Support) during our Advisory period to work with identified students on specific skills and standards that have not been mastered.

Trends

3. 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 2021-22 to 288 in 2022-23.
• From 2021 to 2023, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

Academic-All core content KSA tested areas continue to be areas of improvement

- Our KSA scores for Science continue to be very low. (P/D in 2022 was less than 10% and in 2023 was less than 5%)
- Our KSA scores for Math have gone down the past two years. (P/D in 2022 was 28% compared to 23% in 2023)
- Our KSA scores for Reading have gone down from last year to this year. (P/D in 2022 was 41% compared to 37% in 2023, although our % of Novice did decrease 3.5% over the same span)
- Our KSA novice scores for Social Studies improved over the past two years. (Novice % decreasing 9% from 2022 to 2023)

Cultural-Our student and teacher Studer survey results have improved over the past two years. We will continue to focus on the bottom three areas that are identified in these surveys.

Behavioral-Our number of 9th grade behavior referrals has increased over the past two years. We will continue to implement PBIS strategies to work on this area of improvement.

Current State

4. 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 Kentucky Summative Assessment (KSA) in 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 2022-23 academic year.
• Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

Current Academic State:

- 37% of students scored Proficient/Distinguished on the Reading test for KSA while 31.5% scored Novice

- 23% of students scored Proficient/Distinguished on the Math test for KSA while 39% scored Novice

- 3.4% of students scored Proficient/Distinguished on the Science test for KSA while 48% scored Novice

- 30% of students scored Proficient/Distinguished on the Social Studies test for KSA while 34% scored Novice

- 56% of students scored Proficient/Distinguished on the Combined Writing for KSA while 10% scored Novice

-Over 90% of our students have already achieved Post Secondary Readiness

Non-Academic Current State

-16 new teachers were hired for the 2023-2024 school year

Priorities/Concerns
    5. 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 percent (68%) of students in the achievement gap scored below proficiency on the Kentucky Summative Assessment (KSA) in reading as opposed to just 12% of non-gap learners.
    -63% of our 10th Grade students scored below proficiency in Reading on the 2023 KSA

    -77% of our 10th Grade students in 2023 scored below proficiency in Math on KSA

-96% of our 11th Grade students in 2023 scored below proficiency in Science on KSA

-70% of our 11th Grade students in 2023 scored below proficiency in Social Studies on KSA

-44% of our 11th Grade students in 2023 scored below proficiency in Combined Writing on KSA

Strengths/Leverages

6. 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.

-Post Secondary Readiness increased significantly to over 90% from 2022 to 2023. The system for intervention and tracking of student progress has been improved to address student needs in this areas.

-Proficient/Distinguished Rate for Combined Writing on the KSA increased 15% from 2022 to 2023 and the Novice Rate decreased 10%. Our Literacy Plan will continue to include weekly student conferences with our District Writing Coach.

-Novice Rate for Social Studies on the KSA decreased 9% from 2022 to 2023. The focus on inquiry based instruction and the training the district has provided teachers to support inquiry based instruction will be continued.

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
KCWP 6: Establish Learning Environment and Culture

Utilizing implementation data, perception data, and current policies and practices:

a. Complete the Key Elements Template.

● **I have uploaded the Key Elements Template**

ATTACHMENTS

Attachment Name

📄 HHS-School Key Elements Template

8. 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 throughly addressed in the Comprehensive District Improvement Plan (CSIP) diagnostic and template.

After analyzing the Key Elements document, HHS will focus all of its resources and efforts in the following areas: -PLCs will be a high priority with a focus on common assessments that are aligned to the standards and modeled after the formatting of the KSA -We will conduct walkthroughs on all teachers on a weekly basis and offer constructive feedback -We will fully implement the Plan-Study-Do-Act cycle with fidelity. -We will coach/train new teachers on how to use assessment data within their classrooms to guide instruction - We will monitor common assessments to ensure they are addressing standards through the PLC process - We will monitor classroom instruction for rigor and congruence to standards - We will ensure all teachers are aware of our school writing plan and are completing pieces within their content area -We will encourage all content areas to be implementing writing within their classroom for growth in literacy - We will monitor/remind teachers/staff to enforce school-wide expectations and procedures to help our culture be an environment for learning. - We will hold students accountable for completing work to aid in establishing a culture for learning. - We will support students that need help through after school tutoring and intervention (learning culture) - We will facilitate co-planning between teachers that teach the same content to enhance instruction through sharing of ideas/resources

Attachment Summary

Attachment Name	Description	Associated Item(s)
HHS-School Key Elements Template		• 7