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

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Christian County High School
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Generated on 01/03/2024

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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.

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.

Each PLC cycle, teachers and administrators meet to analyze student common assessment data. PLC's are content and grade specific. Teachers complete a "Data Protocol Spreadsheet" and identify students that need intervention via the MTSS process and students in need of enrichment. Teachers also complete a data tracking sheet that allows them to track individual student growth on common assessments, ACT, MasteryConnect, and MAP.

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During the 2023-24 school year, the analysis of MasteryConnect data will be crucial in the development of an intervention plan. This data is correlated with the KSA assessment and will drive instruction.

A tiered evaluation of teachers has been conducted to better build capacity in instruction and delivery with the hiring of an instructional coach. The administrative team is working to build a system to monitor alignment to the standards.

In the summer, the CCHS leadership team, comprised of the administrators, counselors, and department heads, look at end of the year testing data in order to determine teacher schedules, student needs, and the instructional plan moving forward for the school year. Each month, stakeholders for each assessment (ODW, SSA, Social Studies, Reading, and math) meet to analyze the current reality with common assessment scores and ACT results and document conversations via the School Priority Plan.

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?

In order to monitor progress towards goals documented in the CSIP and the Priority Plan, standing monthly meetings are held to "stoplight" the strategic actions and adjustments / next steps. Anything that is important enough to be included in the priority plan is important enough to be monitored.

With a new principal this school year, many of the academic and behavioral structures are being evaluated and revised due to the addition of a new perspective / approach.

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.

On-Demand Writing:

18.6% P&D Increase from the previous assessment year (Currently 60% P&D)

Reading:

KSA Results virtually the same in 2021-22 and 2022-23 SY (41.2% P&D to 41.6%)

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Math

Slight decrease in P&D from previous school year - 28.5% to 25.5% P&D

Social Studies

4% decrease in P&D from previous school year

Science

5% decrease in P&D from previous school year

MasteryConnect Benchmark assessments mirror the KSA results.

One-on-one feedback and intervention is paramount in raising test scores (as evidenced by ODW).

The switch to block scheduling might have had an affect on the scores and the amount of standards / material teachers were able to cover.

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

Classroom rigor and assessments are not aligned to standards (as evidenced by KSA, MAP and MasteryConnect Results).

Students with Specialized Learning Needs are underperforming compared to their peers.

Teachers are not utilizing the high quality instructional resources with fidelity.

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Non-Academic State

11% Teacher Turn-over in previous 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.

CCHS remains a TSI school in "Disability - with IEP" -- from 28.8 to 30.1 in the current year.

Large disparity between white and African American students in 10th grade reading and math (19% disparity), and 11th grade science, social studies, and writing (20.4).

Only 4% of students scored P&D on the science assessments (compared to 9%) in the previous school year.

"Significant Decline" in graduation rate among Students with Disabilities.

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.

On-Demand Writing achievement increased from 41. 6% to 60% P&D in the previous school year due to intentional, data-driven instruction and feedback.

Post-Secondary Readiness increased from 61% PSR in 2021-22 to 91% PSR. This increase was due to student progress monitoring and the addition of EdReady.

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"Significant Increase" in Quality of School Climate and Safety Indicator Rating among Hispanic students and Students with Disabilities.

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.
   - **$option.getText()**
   ATTACHMENTS

   Attachment Name

   _____

   📄   2023-2024 CCHS Key Elements Document for CSIP.

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.
   KCWP 2: Design and Deliver Instruction

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Attachment Summary

Attachment Name	Description	Associated Item(s)
📄 2023-2024 CCHS Key Elements Document for CSIP		•
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