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2022-23 Phase Two: The Needs Assessment for Schools

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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.
       George Rogers Clark High School reviews, analyzes, and applies data results in a variety of ways. The administrative leadership team meets weekly to review individual student data on transition readiness progress by analyzing our current state and identifying methods and activities to drive growth in this area. Our goal is to have 100% of our students transition ready, and we keep this as a focal point throughout the year. This team also studies school report card data relating to achievement on ACT, K-PREP, other proficiency exams, graduation rate, and progress towards pathway completion. Additionally, this team looks to identify ways to constantly improve and maintain a strong climate and culture for our staff and students. A school improvement planning committee meets regularly throughout the school year to assess needs, create the school improvement plan, and monitor our progress towards meeting our goals and completing the activities outlined in the plan. The team meets weekly at the beginning of the school year to create the plan and then monthly during the second semester to monitor the plan by creating and executing specific goals using a 30-60-90 day plan. This team is made up of

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teachers, administrators, parents, and students. Minutes are taken at each meeting and shared with all members of the team for review. The teachers at GRC meet weekly in PLC content teams to analyze data from common formative assessments to identify students not meeting proficiency on current standards and to determine next steps to to help these students reach proficiency. PLC teams continuously reflect on their course curriculum maps to ensure standards alignment and consistency across the team. Lastly, a student achievement report is presented annually to the Clark County Board of Education.

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?

Overall the CSIP committee did an excellent job in analyzing data, establishing criteria and objectives and meeting those in timely manners. However, we have decided that we would meet more often this year and continuously look at the PLC data from each department as well as diagnostic data to implement plans to close the achievement gaps for all of our students.

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 2020-21 to 288 in 2021-22.
• From 2020 to 2022, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

- The percentage of students scoring proficient/distinguished in reading decreased from 44.5% in 2018-19 to 34.5% in 2020-21. - The percentage of students scoring proficient/distinguished in math decreased from 38.1% in 2018-19 to 27.8% in 2020-21. - From 2019 to 2021, the GRC graduation rate increased from 91.1% to 98.2%. - The percentage of students scoring proficient/distinguished in science decreased from 31.7% in 2018-19 to 16.9% in 2020-21. - The percentage of students scoring proficient/distinguished in writing held steady at 40% from 2018-19 to 2020-21.

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:

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• 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 2021-22 academic year.

• Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

> From the 2021-22 School Report Card: - The average composite ACT score from the 202-22 school year for all students was 18.8. - The participation rate of students participating in KPREP testing is as follows: Reading (57.8%), Math (75%), Writing (34.7%), Science (40.8%). - Novice rates for each KPREP test are as follows: Reading (40.4%), Math (38.5%), Science (39.4%), Writing (17.8%). - Proficiency rates for each KPREP test are as follows: Reading (34.5%), Math (27.8%), Science (16.9%), Writing (40%).

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.

> - 29% of students identified as economically-disadvantaged scored novice in reading compared to 24% of all students. -- The average ACT composite for students broken down by student group is as follows: all students (18.5), African American (15.9), Hispanic or Latino (14.9), White (19), Economically Disadvantaged (17.3), Students with Disabilities (IEP) (15.3). - 65% of students disagree or strongly disagree with the following statement: " I feel good about what I learned in NTI."

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.

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- 40.9% of students identified as Hispanic or Latino scored proficient/distinguished in reading compared to 34.5% of all students and 37.5% of students identified as white. - 48.5% of students met benchmark on the ACT in English compared to 42.3% of all students in the state. - 37.9% of students met benchmark on the ACT in math compared to 29.9% of all students in the state. - 49.4% of students met benchmark on the ACT in reading compared to 39.9% of all students in the state.

ATTACHMENTS

Attachment Name

📄 School Key Elements

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
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.

George Rogers Clark High School will focus our resources and efforts on the Key Core Work Processes #4: Review, Analyze, and Apply Data and #5: Design, Align, and Deliver Support. We believe we can enact the desired changes by focusing on these improvement strategies. We will focus specifically on analyzing formative

assessment, differentiating between Tier 1 instruction and Tier 2 intervention, and providing solid Tier 2 supports to the students who need it.

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Attachment Summary

Attachment Name	Description	Associated Item(s)
📄 School Key Elements	School elements	• 6