



2021-22 Phase Two: The Needs Assessment for  
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2021-22 Phase Two: The Needs Assessment for Schools

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## **2021-22 Phase Two: The Needs Assessment for Schools 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.

We have our district data review retreat which includes all teachers in two sessions that review, analyze and apply school-wide data results. Our SBDM council and PLC teams also analyze and desegregate our data through monthly and weekly meetings respectively. All meetings are documented through agendas and minutes taken. The school based decision making council is made up of four teachers, three parents, and one administrator. The council has established four committees: Academic, Cultural, Safety, and PBIS. All certified staff have been assigned to serve on one of the four committees. The committees will meet each month with a specific agenda. Furthermore, all certified staff spent time during faculty meetings

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analyzing assessment results and breaking down various aspects of the state provided data. Agendas for faculty meetings and committee meetings can be found on the school Google Calendar and Google Drive.

## **ATTACHMENTS**

### **Attachment Name**

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 CIS Systems for Continuous Improvement

## Trends

2. 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 2019-20 to 288 in 2020-21.
- From 2018 to 2020, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

The number of discipline referrals decreased from 244 in 2019-20 to 55 in 2020-21  
From 2018 to 2020, the saw an increase in the number of novice & apprentice scores in Reading and Math

## **ATTACHMENTS**

### **Attachment Name**

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 ACT Scores 2021-22

## Current State

3. 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 KPREP Reading.
- Fifty-four percent (54%) of our students scored proficient in math compared to the state average of 57%.

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### **Example of Non-Academic Current State:**

- Teacher attendance rate was 84% for the 2020-21 academic year.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

Current Academic State: Overall composite ACT scores increased from 14.6 in 2020-21 to 15.6 in 2021-22. English increased from 13.6 to 14.4, Reading increased from 14.3 to 15.7, Science increased from 14.9 to 16.5 and Math scores remained the same at 15.3. KRPEP Math--23.3% of students scored proficient/distinguished in math compared to the state average of 30.2% KRPEP Reading--32.6% of students scored proficient/distinguished in reading compared to the state average of 37.8% KRPEP Science--0% of students scored proficient/distinguished in science compared to the state average of 3.7% KRPEP Writing--63.8% of students scored proficient/distinguished in writing compared to the state average of 57.2% Non-Academic Current State: Minority enrollment is 25% of the student body (majority Black), which is higher than the Kentucky state average of 23%. Impact survey results and perception data indicated that 66% of the school's teachers found school leadership was highly effective Graduation rate decreased from 90.3% in 2017-18 to 89.7% in 2018-19 Teacher turnover rate decreased from 33.3% in 2018-19 to 12.8% in 2019-20.

### Priorities/Concerns

4. 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 (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.

67.5% of all students scored below proficiency in Reading 76.8% of all students scored below proficiency in Math 100% of all students scored below proficiency in Science ACT scores: 7.8% of all students made CPE benchmark in Math 17.6 of all students made CPE benchmark in Reading 19.6 of all students made CPE benchmark in English

### **ATTACHMENTS**

#### **Attachment Name**

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 Class of 2021 ACT Scores

 Class of 2022 ACT Scores

### Strengths/Leverages

5. 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.

63.8% of all students scored proficient or distinguished in Writing on KREP The four year graduation rate has held consistent at around 90% and above the state cut off average. The attendance rate has held consistent at around 92% and above the state average. 68% of all students did not have a behavior event in 2018-19; 71% of all students did not have a behavior event in 2019-20 91% of all students did not have a behavior incident in 2020-21 The 2017-2018 transition rate of 55.6% was above the state cut thresh hold.

### Evaluate the Teaching and Learning Environment

6. 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.

We will focus on core instruction in Math, ELA, and Reading by sharing strategies for deeper learning (Thoughtful Classroom) as well as embedding literacy strategies across all content areas. This will be shared and monitored in PLC's with the curriculum coach and principal. In addition, we will focus on priority standards in each of these areas and align these in our curriculum maps and lesson plans. We will also continue to use universal screening data to implement a more intense system of tiered interventions in Math and Reading.

### **ATTACHMENTS**

#### **Attachment Name**






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Key Elements Data

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# Attachment Summary

Attachment Name	Description	Associated Item(s)
 <a href="#">ACT Scores 2021-22</a>	ACT Scores 2021-22	• 2
 <a href="#">CIS Systems for Continuous Improvement</a>	CIS Systems for Continuous Improvement	• 1
 <a href="#">Class of 2021 ACT Scores</a>	Class of 2021 ACT Scores	• 4
 <a href="#">Class of 2022 ACT Scores</a>	Class of 2022 ACT Scores	• 4
 <a href="#">Key Elements Data</a>	Key Elements Date	• 6