



2021-22 Phase Two: The Needs Assessment for  
Schools\_10252021\_13:43

2021-22 Phase Two: The Needs Assessment for Schools

**Menifee County High School**  
**Cody Wolf**  
119 Indian Creek Road  
Frenchburg, Kentucky, 40322  
United States of America

---

## Table of Contents

2021-22 Phase Two: The Needs Assessment for Schools Understanding Continuous Imp...	3
Attachment Summary	8

## **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.

Menifee County High School Principal, Cody Wolf, worked with the admin team (Kim Halsey- Assistant Principal, Stacey Fulgoni - Counselor, & Elizabeth Conlee - Interventionist) and Lana Swartz (former MCHS Principal) and Jodi Blackburn (DAC) to develop a process in which all stakeholders have the opportunity to collect and review data. Step 1: Prepare to Plan = Gather Data --> Survey all stakeholders; Teachers complete an IC data tracker review of first term summatives; Admin team gather and prepare School Report Card, ACT, AP, and local diagnostic data (CASE 21 & CERT) Step 2: Data Analysis = Staff engage in an analysis by completing data statements with patterns/trends and then root cause analysis process (see

attachment); The MCHS SBDM engaged in data review. ; The Menifee County High School (MCHS) Leadership Team reviewed each PLCs data statements and root cause statements. Step 3: MCHS Lt and SBDM = Review and set priorities ->Set performance targets -> identify measurable objectives; Identify Root causes -> Identify solutions and action steps -> Identify implementation evidence Ongoing data analysis occurs with the School Leadership Team monthly, Content and Team Level PLCs weekly, with Central Office District Staff in weekly COLA meetings through the review of the Quarterly Report, PDSAs, 30-60-90s.

## 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.

2020-2021 Both Math and Reading ACT scores are about two points below the state average. 2020-2021 Math proficiency for KPREP is significantly lower than the state average. 2020-2021 Reading proficiency for KPREP is higher than the state average..

## 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%.

### 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: Based on 2020-21 ACT data: The overall composite for juniors decreased from 18.7 in 2020 to 15.8 in 2021. (Reading 19.5 to 16.5; Math 17.8 to 15.7) Based on the 2020-2021 accountability: School Report Card: Proficiency in math increased from the 2018-2019 data, 5% to current data, 19.2%. Proficiency in reading increased from the 2018-2019 data, 18% to current data, 39.2%. Other academic indicators, On-Demand writing proficiency decreased from the 2018-2019 data, 32.1% to current data, 25.9%. The Transition Rate, 2018-2019 data, 72 % to no current data reported for 2020-2021. The Graduation Rate decreased from the 2018-2019 data, 95.70% to current data 94.4%. Non-Academic Current State: Student Survey = 132 student responses show that 81.1% % of the students consider the school as a caring place. This is an increase from the 2018-2019 data, at 70%. The 2020-2021 data shows that 90.9% of students agree or strongly agree that teachers make them feel welcome in their classrooms. Teacher feedback survey: 52% of teachers reported in the current survey there is a positive working environment. See attachments Quarterly Report, School Report Card, ACT profile Report. [https://www.kyschoolreportcard.com/organization/53767/school\\_safety/quality\\_of\\_school\\_climate\\_and\\_safety\\_survey/high\\_school?year=2021](https://www.kyschoolreportcard.com/organization/53767/school_safety/quality_of_school_climate_and_safety_survey/high_school?year=2021)

### 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.

Based upon the 2020-2021 report card: Based upon our school report card, our tier 1 instruction for math and reading proficiency is weak. The math scale score is 15.7 compared to the state at 30.2%. Reading scale 39.2% proficiency as compared to the state at 37.8%. Based upon the 2020-2021 ACT data for juniors: Math scores for the school are 15.7% compared to the state 17.7. The Reading data for 2020-21, 16.5 for the school compared to 18.5 for the state. (see attached ACT Data profiles) [https://www.kyschoolreportcard.com/organization/53767/academic\\_performance/assessment\\_performance/act?year=2021](https://www.kyschoolreportcard.com/organization/53767/academic_performance/assessment_performance/act?year=2021).

### 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.

Reading achievement has increased from 18% proficient to its current rate of 39.2%. The systems of support we implemented for reading can be adapted to address our low performance in math. On-demand writing novice reduction decreased 15.5 (current data) from the 2018-2019 data.

### 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.

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? School administrators are modeling tier I instructional practices. School administrators are conducting walk-throughs,

eleots, instructional rounds. Peer-observations in the future for model teaching practices. Teachers are collaborating with interventionists. Central office administrators are coordinating differentiation professional developments for teachers. We're implementing ACES for students to take ownership of their learning.

# Attachment Summary

Attachment Name	Description	Associated Item(s)
 Data Analysis Presentation		•
 KCWP Completed by Leadership Committee		•
 MCHS Quarterly Report		•