CSIP/CDIP Needs Assessment

What is the Purpose of the Needs Assessment? The Needs Assessment is the epicenter of the improvement plan from which all else revolves. The embedded diagnostics are tools to be used in decision making and should be included for school/district improvement along with intensive aggregated data points (see *Critical Data to Consider* section below). The Needs Assessment should include a rationale of why particular measures are chosen and provide a basis for the strategies and activities that will yield results. This requires careful analysis of data to determine contributing factors and root causes. As the Needs Assessment provides evidence of the *Current State* of the school/district, the data, diagnostics, and data questions lead to the determination of the *Desired State*, and the ultimate improvement goals of the school/district.

Reference: KRS 158:649 and 703 KAR 5:225

Critical Data to Consider Reference School Report Card (sections indicated below if available)	Characteristics of an Effectively Written Needs Assessment

Student Performance Data:
➢ KPREP Data (Assessment | KPREP Tab)
➢ Universal Screener Data
➢ ACT, Work Keys (Assessment | ACT Tab)
➢ KOSSA (Delivery Targets | CCR)
➢ District/School Common Assessments
➢ Benchmark Data (Assessment | Explore and Plan Tab)
➢ Brigance Data (Assessment | K-SCREEN Tab)
Perception Data:
➢ TELL Data (http://tellkentucky.org/)
➢ Student Voice (IC: KY State Reporting | KDE Reports | Student Voice Teacher Results)
➢ Other Survey Data (local district surveys, if applicable)
Non-Academic Indicators:
➢ Student and Teacher Attendance Data (Infinite Campus)
➢ Behavior Data (Learning Environment | Safety Tab)
➢ Homeless Data (Learning Environment | Programs Tab)
➢ Special ED Data (Learning Environment | Programs Tab)
➢ Migrant Data (Learning Environment | Programs Tab)
➢ English Learners (Learning Environment | Programs Tab)
➢ Mobility Data (Infinite Campus | Multiple Enrollments)
Indicators of Equitable Access:
(Learning Environment | Equity Tab)
➢ Overall Effective Teachers & Leaders (accomplished and exemplary)
➢ Overall Student Growth Rating of Teachers and Leaders
➢ Percentage of new and KTIP Teachers
➢ Percentage of Teacher Turnover Data
➢ Percentage of time effective teachers with low performing students
Missing Piece
➢ Parent engagement data (Missing Piece)
	• Clearly details process for reviewing, analyzing and applying data results that includes school/district councils, leadership teams and stakeholder groups.
	• Comprehensively reviews and analyzes relevant academic student assessment data, including trend data (3 or more years)
	• Comprehensively reviews and analyzes relevant non-academic student assessment data, including trend data (3 or more years)
	• Reviews previous CSIP/CDIP and its implementation successes and failures to inform development of the new plan
	• Comprehensively reviews perception that includes TELL survey and Missing Piece
	• Identifies areas of strength and opportunities for improvement based on all analyzed data, including key work processes.
	• Thoroughly describes how stakeholders were involved throughout process
	• Embeds the following data questions:
	    What question are you trying to answer?
	    What does the data tell you?
	    What does the data NOT tell you?
	    What are the causes for celebration? Concern?
	    What are possible next steps?