



2021-22 Phase Two: The Needs Assessment for Schools_10282021_13:37

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.

Data review and analysis is first conducted by the administrative team wants previous year's scores are released. Data analysis is then done independently with each grade level during Professional Learning Communities. The Curriculum and Planning Committee, which is made up of at least 1 member of each grade examines data, and then compares and contrasts their findings to grade level findings. Each group looks at KPREP data and IReady Diagnostic Proficiency Correlation, as well as formative and summative assessments. Curriculum and Planning Committee meets with admin quarterly and presents to SBDM twice a year.

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.
- From 2019 to 2021, the school saw a 2% increase in proficient/distinguished math scores among students with a disability receiving an IEP. -From 2019 to 2021, the % of 3rd grade students scoring proficient in Reading decreased from 57.5% to 45.7%. From 2019 to 2021, the % of 5th grade students scoring proficient in Math decreased from 46.5% to 39.4%.

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.

-According to 2021 Spring KPREP data, 30.7% of all students scored proficient in the area of Reading. -According to 2021 Spring KPREP data, 40.1% of all students scored proficient in the area of Math.

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.

-According to Spring KPREP data, 36.9% of all students identified as Economically Disadvantaged scored Novice in Reading. -According to Spring KPREP data, 45.4% of all students identified as Disability with an IEP scored Novice in Math.

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.

According to I-Ready Fall diagnostic of 2021, 137 of our students are on grade level in the area of Reading. 367 of our students are one grade level below. While not ideal, this was to be expected given the previous year's pandemic and the large amount of instruction lost. These two groups account for 87% of our total population. The same can be said for Math, where only 13% of our total population are currently two grade levels behind. Along with differentiated in-person instruction targeting learning gaps, we are currently using IReady's MyPath program to target specific learning gaps that need to be addressed from missed instruction last year.

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.

The school will focus its resources and efforts on establishing a learning culture and environment, while also improving our ability to review, analyze and apply data results. To establish a learning culture and environment, the school will work to improve its ability to communicate with parents in order to remove barriers in learning. Teachers will participate in professional learning related to improved communication with families and effective PLCs. Students work will be encouraged to demonstrate proficient work using incentives for common assessments and effort on MAP tests.


ATTACHMENTS

Attachment Name



GCB School Key Elements

Attachment Summary

Attachment Name	Description	Associated Item(s)
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