2021-22 Phase Two: The Needs Assessment for Schools_10212021_20:15

2021-22 Phase Two: The Needs Assessment for Schools

Heartland Elementary School
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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 was shared with all staff on September 28, 2021. KSA data was also shared at our monthly site base meeting in November. Analysis has been completed by faculty in a faculty meeting on October 13, 2021 in PLCs on October 14, 2021 and with school's administrative team on October 12, 2021. Data analysis consists of looking individual student scores, gap and subgroup scores in addition to percentage of proficient and distinguished in all tested content areas. Comparison of novice and apprentice in all tested content areas is analyzed as well. In addition, comparison of school data is measured against district and states averages.

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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.

Students with disabilities continue to have greater novice percentage rates in reading and math than all students. Economically disadvantaged students continue to have lower percentage of distinguished/proficient in the areas of reading and math. African American subgroup continues to perform lower that all students in the area of reading and math. Social emotional behaviors continue to increase in need.

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.

Non- academic 99.5% of students surveyed agreed or strongly agreed that their school is a safe place According to district fluency data, 65% of students are on grading level fluency compared to the previous year of 55%. Academic 39.7% of students scored proficient or distinguished in science compared to the district 29.4% 40.7% of students scored proficient or distinguished in writing compared to the district 45.70%

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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.

24.6% of third grade students scored proficient or distinguished as opposed to 60% in 4th grade reading and 50% in 5th grade reading 84% of students with disabilities scored below proficiency in reading as opposed to 54% of students without disabilities 88% of students with disabilities scored below proficiency in math as opposed to 65% of students without disabilities

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.

Percent of students in reading for 4th and 5th grade increased by 10%. The systems of support we implemented for 4th and 5th grade reading can be adapted to address our low performance in 3rd grade reading and providing interventions to those scoring below proficiency.

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

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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.

Please see attachment.

ATTACHMENTS

Attachment Name

📄 HES key elements

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Attachment Summary

Attachment Name	Description	Associated Item(s)
📄 HES key elements	Completed chart of key elements	• 6