



2021-22 Phase Two: The Needs Assessment for Schools_10312021_09:40

2021-22 Phase Two: The Needs Assessment for Schools

New Highland 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.

The school administration team, made up of the principal, assistant principal, and the school counselor, review and analyze the data at our leadership meeting. Teachers/staff are then briefed of the data at our weekly PLC meetings. Teachers/staff are tasked with identifying trends that they notice in the data and a rationale for the trends. Grade level groups write a narrative of their findings and next steps for instruction focusing in on the areas of math and reading. Administration team analyzes grade level rationales and next steps and develops a plan of review. Data is reviewed with staff quarterly for progress.

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.

Our female students continue to outperform our male students in the area of reading. In 18-19, 56.4% of our females scored proficient or distinguished compared to 49.0% of our males. The same holds true in 20-21, 22.0% of our females scored proficient or distinguished compared to 20.0% of our male students. Likewise, our non-economically disadvantaged students outperform our economically disadvantaged students in the area of reading, 68.6 % compared to 44.9% in 18-19 and 35.7% and 22.6% in 20-21.

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 taken from 20-21 KPREP Data: 26.9% of our students scored proficient or distinguished in the area of reading compared to 39.5% in the district and the state. 33.0% of our females scored proficient or distinguished compared to 20.0% of our males. 21.6% of our students scored proficient or distinguished in the area of math compared to 33.1% in the district and 31.4% for the state.

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.

26.9% of all students scored proficient or distinguished in the area of reading and 21.6 % of students in the area of math, which means 73.1% (reading) and 78.4% (math) of students are performed below proficiency. 77.4% of our economically disadvantaged students scored below proficiency in the area of reading on the 20-21 KPREP assessment compared to 64.3% of our non-economically disadvantaged students.

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.

Our writing scores continue to be a strength for our school. 46.3% of all students scored proficient or distinguished in the area of writing, this is 6.5% higher than the state and 0.6% higher than the district. The focus on writing will help support our students supporting their answers in the area of reading and math.

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.

Our school will continue to focus on KCWP 4: Review, Analyze and Apply Data. At this time, our Title I resources are being used to hire assistants to work in small groups targeting reading and math skills. We have a two MTSS (KSI) teachers that focus on Tier 2 and 3 interventions in reading math and writing and provides additional instruction for those students. iReady data is analyzed 3 times per year to review student progress in reading and math. Teacher develop intervention and enrichment groups based on these score and student performance in the classroom.


ATTACHMENTS

Attachment Name



NHES School Key Elements

Attachment Summary

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