



2021-22 Phase Two: The Needs Assessment for Schools_10262021_10:49

2021-22 Phase Two: The Needs Assessment for Schools

Radcliff 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.

Teachers are required to create a digital data binder wherein all student assessments are recorded. Grade level teams meet in Professional Learning Communities weekly to analyze data and apply information to instructional planning. Teachers assess, teach, and assess again skills and concepts on the phonics and phonemic awareness continuums in all grade levels to fill gaps in foundational skills. In addition, teachers use the Collaborative Assessment of Student Learning (CASL) protocol to analyze work. Once IReady (Fall, Winter, and Spring) and KPREP (in the fall, for past spring assessment) scores are released, administrators and teacher teams sort and organize data to be used to drive

instruction. IReady and KPREP scores, along with materials and opportunities to aid in parent understanding, are sent home with students as it becomes available. General results are released on our school website.

ATTACHMENTS

Attachment Name

 Data Binder/Running record

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.

When analyzing data trends from the past two years, the academic areas that remain significant areas for improvement are reading, math, and writing. In comparing the last two years of reported KPREP scores, there has been an increase in the percentage of students scoring below grade level in reading and math. However, there has been an increase in the percentage of students scoring at or above grade level in writing. According to spring 20-21 KPREP scores, 75% of our students are below grade level in reading. This is a seven percent increase from the 2018-19 KPREP scores. Eighty-one percent of our students are below grade level in math. This is an increase of one percent from the 2018-19 scores. Sixty-nine percent of our students are below grade level in writing. This score reflects a 5% increase in the number of students scoring at or above grade level in writing. We have no KPREP scores for the 19-21 school year due to the pandemic. However, 2019-20 MAP scores reflect 58% of our students scoring below grade level in reading and 62% of students below grade level in math. Behavioral measures that remain an area for improvement include behavior referrals in the area of bus incidents. The number of behavior referrals for the 20-21 school year average seven a month with the majority of them for bus incidents. . Although this is a modest, overall increase from last year's average of 1 behavior referral a month, it is a significant decrease from the 2019-20 school year of an average of 55 behavior referrals a month (pre-pandemic). This is due, in large part, to a return to daily school schedules, and the lack of structure during Non Traditional Instruction.

ATTACHMENTS

Attachment Name



20-21 KPREP



IReady Math data



IReady Reading Data

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.

The current condition of the school is that approximately 20% of students are performing at or above grade level in reading and/or math. According to spring 20-21 KPREP scores, 75% of our students are below grade level in reading, while 81% of our students are below grade level in math. Sixty-nine percent of our students are below grade level in writing. Twenty-two percent of students in the achievement gap African-American scored a combined proficient/distinguished in reading, while 12% scored proficient in math as compared to 21% (reading) and 23% (math) of non-gap white students. Twenty-two percent of students in the achievement gap economically disadvantaged students scored at or above proficiency on KPREP in reading and 15% scored at or above proficiency in math. The overall mean of the Employee Engagement Survey taken in the spring of 2021, is 3.76. The lowest scoring item was "my principal supports honest, two-way communication" with a score of 3.52 out of 5.

ATTACHMENTS

Attachment Name



20-21 KPREP



IReady Math data



IReady Reading Data

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.

Approximately 20% of students are performing at or above grade level in reading and/or math. According to spring 20-21 KPREP scores, 75% of our students are below grade level in reading, while 81% of our students are below grade level in math. Seventy-eight percent of students in the achievement gap African-American scored below grade level in reading, while 88 % scored below grade level in math as compared to 79% (reading) and 77 % (math) of non-gap white students. Seventy-eight percent of students in the achievement gap economically disadvantaged students scored below proficiency on KPREP in reading and 85% scored below proficiency in math. The overall mean of the Employee Engagement Survey taken in the spring of 2021, is 3.76. The lowest scoring item was "my principal supports honest, two-way communication" with a score of 3.52 out of 5.

ATTACHMENTS

Attachment Name



20-21 KPREP



IReady Math data



IReady Reading Data

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.

Strengths and leverages at Radcliff Elementary include the number of processes and procedures in place across settings. The Radcliff Elementary Scorecard ensures monitoring processes every thirty days.

ATTACHMENTS

Attachment Name

 Data Binder/Running record

 RES Scorecard

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.

Radcliff Elementary will focus its resources and efforts on processes, practices and conditions that related to designing and delivering assessment literacy (KCWP 3) and establishing learning culture and environment (KCWP 6).







ATTACHMENTS

Attachment Name



RES Scorecard

Attachment Summary

Attachment Name	Description	Associated Item(s)
 20-21 KPREP		<ul style="list-style-type: none"> • 2 • 3 • 4
 <u>Data Binder/Running record</u>	Teachers are required to add student information and maintain.	<ul style="list-style-type: none"> • 1 • 5
 IReady Math data		<ul style="list-style-type: none"> • 2 • 3 • 4
 IReady Reading Data		<ul style="list-style-type: none"> • 2 • 3 • 4
 KCWP template		<ul style="list-style-type: none"> •
 RES Scorecard		<ul style="list-style-type: none"> • 5 • 6