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2021-22 Phase Two: The Needs Assessment for Schools

Rineyville 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.

School data was provided to us by our district. The school then began reviewing the data as an admininstration team (Stephanie Breeding, Michaela Priddy, and Amy Chancellor). The administration team then divided the information to allow grade levels 3-5 teachers review the data in a PLC with the administration team. The administration team provided information to the SBDM council to review and offer suggestions. After teachers reviewed the data, we then took the information to the entire school in a faculty meeting and reviewed the positives and negatives and they offered suggestions on how we might improve. Meetings are documented by Agendas in our school's Google drive for PLC meetings and Faculty meetings. SBDM

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council members are: Cheryl Dial (teacher), Hannah Bristol (teacher), Liz Nichols (teacher), Mike Grady (parent) , and Rachel Harrison (parent).

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.

Over the past 3 years, Rineyville has continued to have 2 significant GAP groups. They are Economically disadvantaged and Students with Disabilities. Our behavior referrals were minimal last year, mostly due to NTI instruction during the COVID pandemic. The 2021 scores have again dropped in our two GAP areas. Our economically disadvantaged students scored as followed: In the area of Reading: 26.7% P/D compared to 35.5% of all students; 4th grade 32.4% P/D compared to 38.8% P/D for all students; and 5th grade 44% P/D compared to 50% P/D for all students. In the area of math our economically disadvantaged students scored: 3rd grade 36.7% P/D compared to 56.5% P/D of all students; 4th grade 18.9% P/D compared to 39.8% P/D of all students; and 5th grade scored 28% P/D compared to 38.0% P/D of all students. Our disability students scored as follows in Reading: Grade 3: 16.7%P/D compare to 35.5% P/D for all students; Grade 4: 9.1% P/D compared to 38.8% P/D of all students; and Fifth Grade: 18.2 % P/D compared to 50.7% P/D of all students. On the area of Math, our disability students scored as follows: Grade 3: 25% P/D compared to 56.5% of all students; Grade 4: 36.4% P/D compared to 39.8% P/D and Grade 5: 9.1% P/D compared to 38.0% P/D.

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%.

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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.

Our behavior referrals were minimal last year, mostly due to NTI instruction during the COVID pandemic. The 2021 scores have again dropped in our two GAP areas. Our economically disadvantaged students scored as followed: In the area of Reading: 26.7% P/D compared to 35.5% of all students; 4th grade 32.4% P/D compared to 38.8% P/D for all students; and 5th grade 44% P/D compared to 50% P/D for all students. In the area of math our economically disadvantaged students scored: 3rd grade 36.7% P/D compared to 56.5% P/D of all students; 4th grade 18.9% P/D compared to 39.8% P/D of all students; and 5th grade scored 28% P/D compared to 38.0% P/D of all students. Our disability students scored as follows in Reading: Grade 3: 16.7%P/D compare to 35.5% P/D for all students; Grade 4: 9.1% P/D compared P/D compared to 38.8% P/D of all students; and Fifth Grade: 18.2 % P/D compared to 50.7% P/D of all students. On the area of Math, our disability students scored as follows: Grade 3: 25% P/D compared to 56.5% of all students; Grade 4: 36.4% P/D compared to 39.8% P/D and Grade 5: 9.1% P/D compared to 38.0% P/D.

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.

Our two GAP groups continue to be our Economically Disadvantaged students and our Students with Disabilities. Our overall Kindergarten Readiness scores indicated 48.6% of all students in preschool were kindergarten ready. Our Ecomically disadvantaged were 37.9% ready and our disabled students were only 26.7% ready. Our behavior referrals were minimal last year, mostly due to NTI instruction during the COVID pandemic. The 2021 scores have again dropped in our two GAP areas. Our economically disadvantaged students scored as followed: In the area of Reading: 26.7% P/D compared to 35.5% of all students; 4th grade 32.4% P/D compared to 38.8% P/D for all students; and 5th grade 44% P/D compared to 50% P/D for all students. In the area of math our economically disadvantaged students

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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.

In the area of reading, if you average grades 3-5, all students scored 41.67% P/D. However, our economically disadvantaged students scored 34.36% P/D . That is a difference of 7.31%. Our students wtih disabilities scored 14.66% P/D. That is a difference of 27.01% P/D. In the area of math, if you average grades 3-5, all students scored 44.76% P/D. However, our ecomonically disadvantaged students scored 27.86% P/D. That is a difference of 16.9% P/D. Our students with disabilities scored 23.5% P/D. That is a difference of 21.26% P/D. For the 2021-22 school year we have added an intervention teacher to specifically work with Tier 3 students in reading and writing. All grade levels have a consistent intervention and enrichment block daily to target reading, math and writing skills. We also use our Title I and ESS funds to hire 3 hours instructional assisstants to also support students in the ares of reading, math and writing. We are using My Path, Lexia and Reflex math for additional support.

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

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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.

See attached Key Elements Template below.

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Attachment Summary

Attachment Name	Description	Associated Item(s)
School Key Elementary Rineyville 2021		•