



2021-22 Phase Two: The Needs Assessment for
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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 analysis begins at the building level with all administrative team members reviewing data as it comes to us from K-PREP. We analyze data provided to determine content areas and gap groups we need to improve. When permitted, share the data with all faculty for an overall snapshot. Grade levels then receive their data on last year's students and they disaggregate the data to look for trends of success and areas of weakness. All SBDM members are provided detailed scores from K-PREP. SBDM members are also informed of formative assessment through the use of STAR, to review growth in the areas of reading and math. These assessments are given 3 times a year. Both reviews are documented through the

SBDM meeting minutes. At the building level for formative assessments throughout the school year we also review student data with all grade levels teachers every 6-8 weeks through the Advisory Team process used with the Response to Intervention protocol set up. Based on this work the level of intervention for students scoring in the bottom 20th percentile are tracked and monitored for growth. These meetings are documented by keeping a continuous running document of each of the students entered in to RTI. Review of benchmark scores are also taking place at grade level meetings.

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.

To continue the work on reducing the novice percentages for all students. Continue to work reducing the Gap within all subgroups.

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.

Overall Proficiency: Proficiency percentage was 52.4 for the 2019 school year. This is a baseline year so data does not correlate with the previous year's data. Separate

Academic indicator for our building was 45.9. The overall growth score for our building was 60. The % P/D dropped from 32.3 to 31.2 in Reading, increased from 26.2 to 29.0 in math. Overall Growth: Growth was 60 for the 2019 school year. TELL Survey: Q5.1b: Students at this school follow rules of conduct. Percentage was 26.3% for the 2017 school year - a decrease from 61.7% in 2016.

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.

31% of our school is scoring proficient in the area of Reading. 29% of our school is scoring proficient in the area of Math. 22.8% of our school is scoring proficient in the area of Writing. 24.2% of our school is scoring proficient in the area of Social Studies. 16.3% of our school is scoring proficient in the area of Science.

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.

Overall percent P/D in the area of Reading increased for the sub-populations of African American (17.1 to 23.2), and students with Disability-with IEP (6.5 to 7.4). Overall percent P/D increased in Math from 26.2 to 29. The following sub-categories also increased; White (27.5 to 35.3), English Learners (10.2 to 15.5), F/R (25.2 to 27.6), and Disability - with IEP (6.5 to 10.3).

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.

See attached


ATTACHMENTS

Attachment Name



Collins Key Elements - Phase Two Needs Assessment

Attachment Summary

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