



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 retreats are used to analyze data and help determine what are needs are within the school. We look at the current activities and strategies to see if we need to make improvements in these. We brainstorm other activities and strategies to aid in improvement with the staff. Our SBDM members are Tyler Richardson (principal), Melissa Tobin (teacher), Christina Anderson (teacher), Melissa Williams (teacher), Brittany Felty (parent), and Marie Jimenez (parent). We meet the second Tuesday of every month and minutes are documented through SBDM agenda/minutes. Teachers use guided planning on a weekly basis, which is a continued process of data analysis at the classroom level.

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.
- The number of novice students in reading increased drastically from 32% in 2019 to 62% students in 2021 based on most recent KPREP scores. - From 2019 to 2021, the school saw an 18% decrease in proficiency among math scores based on most recent KPREP scores. - The school saw a decrease in proficient/distinguished in the area of writing going from 18.5% proficient/distinguished in 2019 to 4% in 2021. - Based on Reading MAP scores (fall 2021) the number of novice students stands at 43%, which seems to show a positive trend compared to most recent KPREP scores of 62% novice.

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.
- 55% of students scored novice in math compared to the state average of 30% on most recent KPREP. - 14% of students scored proficient/distinguished in reading compared to the state average of 20% on most recent KPREP. - 4% of students scored proficient/distinguished in writing compared to the state average of 40% on

most recent KPREP. - Based on Reading MAP scores (fall 2021) the number of novice students stands at 43%, which seems to show a positive trend compared to most recent KPREP scores of 62% novice. - Based on Math MAP scores (fall 2021) there is an 11% decrease in novice compared to the most recent KPREP scores.

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.

62% of students are novice in reading (KPREP 2021) compared to 35% for the state average. Another area of weakness that ties into reading, is 48% of students novice in writing compared to 16% for the state.

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.

Based on Reading MAP scores (fall 2021) the number of novice students stands at 43%, which is a 19% decrease compared to 62% novice on 2021 KPREP. Being back in person and utilizing reading interventionists and leveled supports for early primary with the use of Heggerty, we feel we are addressing our areas of low performance in reading.

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.

Review/analyze and apply data results - We utilize a data retreat process system to break down important schoolwide data and we utilize PLCs to follow our continuous school improvement processes. We are continuing to assist students in grades K-2 to read on grade level before third grade with the use of Heggerty. Our support processes KCWP step 5 are in place through our RTA teacher and extra RTI supports through ESS and classroom RTI time as well as interventionists. We also have a GT teacher that supports students reading above grade level to help push them to distinguished through collaborating with the regular ed teacher and co teaching. KCWP 6 is a strong area through our schoolwide expectations and PBIS system. When we looked at some program reviews we could see the benefits of ESS, RTA, and GT. We want to keep on doing what we are doing with more urgency and intentionality with specific students. We have adopted a literacy reading series to improve areas of literacy and have gained another intervention teacher to specifically work with grades 3-5. We are in the process of hiring another interventionist to tackle twice the number of students who need additional assistance.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Data Process		•
 Data Retreat		•
 Data Retreat 2		•
 Data Retreat 3		•
 Key Elements		•
 PLC		•