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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.

Assessments were administered to Kentucky students during the spring of 2021, which was required by the United States Education Department (USED). This is one strategy to better understand how students who tested performed academically amid a variety of COVID-19 learning disruptions. USED gave states the flexibility during the administration of assessments, such as expanded testing windows and shortened assessments. Since the COVID-19 pandemic affected many aspects of education in the 2020-2021 school year, KDE applied for and received a waiver from federal accountability. Therefore, school accountability indicators and ratings are not part of the 2020-2021 reporting. Since no data was reported for assessment

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and accountability in the 2019-2020 school year, certain trends and comparisons are not reported in the School Report Card. Due to COVID-19, students faced learning disruptions, changes in the opportunities to learn, lower participation rates and a shortened assessment in 2021. Because of these challenges, direct comparisons of assessment data from prior years cannot be accurately made. The 2020-2021 K-PREP results for Natcher Elementary indicate several areas in which we have concerns. The data was broken down into grade level bands per subject as well as subpopulations by subject including ELL, disability, African American, Hispanic, and 2 or More Languages. The breakdown was shared with teachers for instructional purposes after the public data release. The planning team meets monthly to document growth and 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.

Novice students have increased in Reading. In 2018-19 21.3% of students were novice in reading. In 2020-21 39% of students were novice in reading. Novice students have increased in Math. In 2018-19 27.6% of students were novice in math. In 2020-21 40.3% of students were novice in math. In 19-20, we had a total of 243 office referrals. In 20-21 due to Hybrid schedule and smaller class sizes, we only had 38 office referrals.

<u>**ATTACHMENTS**</u>

Attachment Name

📄 2021 KPREP for ELL and SPED

📄 2021 KPREP Subgroups Over Time

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.

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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.

> K-PREP 2020-21- 38.4% P/D in Reading (2018-2019 52.8%) - 39.5% Novice in Reading (2018-19 19.3%) - 20.2%P/D in Math (2018-19 36%)- 40.3% Novice in Math (2018-19 26.4%) - The number of behavior referrals the 2020-21 year was 38. During the 2019-20 school year it was 243. (Tableau) - One area of growth for our school is to increase communication with families. In 2020-21, our data showed 4.02/5.0 of families felt they regularly received feedback from school staff about their child's learning (STUDER). We will continue to work on this goal.

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.

> 2020-21: Reading Economically Disadvantage 35.2% P/D Reading English Learner 10.0% P/D Math Economically Disadvantage 15.2 P/D Math English Learner 13% P/D Math Disability 7.9% P/D

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

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58%. The systems of support we implemented for reading can be adapted to address our low performance in math.

Reading is a strength. The percent of students P/D in 2020-21 was 38.4%. We have incorporated a new reading program in our intermediate grades - Expeditionary Learning. Office referrals decreased drastically due to the hybrid schedule and virtual learning. In 19-20, we had a total of 243 office referrals. In 20-21 due to Hybrid schedule and smaller class sizes, we only had 38 office referrals.

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.

Design and Deliver Instruction- Leadership ensuring that teachers design lessons with students cultural, social, and developmental needs in mind: increase mentoring and planning with district coaches, curriculum coach and curriculum coordinator; increase peer to peer observations and collaboration; encourage co-teaching and collaboration with special areas, resource, ELL, RTI staff, etc. ; Let's Talk sessions for cultural responsiveness with district coaches Ensuring protocol for tier

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1 and tier 2 instructional needs are met and next steps for improvement are identified: Streamlining of instruction; pacing guides for all subject areas; RTI meeting protocols changed to involve more discussion for instruction being provided and how to adjust for when students are not understanding; increase intentional observations during core writing and reading for teachers.

ATTACHMENTS

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📄 School Key Elements

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Attachment Summary

Attachment Name	Description	Associated Item(s)
📄 2021 KPREP for ELL and SPED	2021 KPREP for ELL and SPED	• 2
📄 2021 KPREP Subgroups Over Time	Longitudinal data of KPREP scores	• 2
📄 School Key Elements	School Key Elements Template	• 6