



2020-21 Phase Two: The Needs Assessment for
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2020-21 Phase Two: The Needs Assessment for Schools

Sixth District Elementary School

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2020-21 Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment

In its most basic form, continuous improvement is about understanding the **current state** and formulating a plan to move to the **desired state**. The comprehensive needs assessment is a culmination of an extensive review of multiple sources of data collected over a period of time (e.g. 2-3 years). It 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).

The needs assessment requires synthesis and analysis of multiple sources of data and should reach conclusions about the **current state** of the school, as well as the processes, practices and conditions that contributed to that state.

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 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. Further, as required by Section 1114 of the Every Student Succeeds Act (ESSA), Title I schools implementing a schoolwide program must base their Title I program on a comprehensive needs assessment.

Protocol

. Clearly detail the process used for reviewing, analyzing and applying data results. Include names of school councils, leadership teams and stakeholder groups involved. How frequently does this planning team meet and how are these meetings documented?

Our school teams in vertical planning analyzed our reading, math, writing, Social Studies, and all other sub groups. Each team reviewed the data and reported back to the principal using the forms provided in the Continuous Improvement Plan, phase 2 needs assessment. The principal reviewed all the data with the SBDM council for approval. Minutes were documented. We reviewed as a staff the data during a school meeting and then later in the fall reviewed the data in vertical teams.

Current State

. Plainly state the current condition using precise numbers and percentages as revealed by past, current and multiple sources of data. These should be based solely on data outcomes. 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.
- From 2018 to 2020, the school saw an 11% increase in novice scores in reading among students in the achievement gap.
- 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: Teacher attendance rate was 84% for the 2019-20 school year – a decrease from 92% in 2017-18.
- The number of behavior referrals increased from 204 in 2018-19 to 288 in 2019-20.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

nformation based on 2019 KPREP Scores. Current Academic Status: -Saw a 1% increase in reading proficiency on KPREP -decrease of 3% in math proficiency on KPREP -Writing proficiency score of 11% -Social Studies proficiency increased from 45% to 58% Non Academic Current State: Decrease in office referrals from 1342 to 76 suspensions decreased from 58 to 26 Over the last 4 years we have had 6 teachers leave.

Priorities/Concerns

. Clearly and concisely identify 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.

KPREP proficiency in Math, Reading, and Writing with all of our students.

Trends

. Analyzing data trends from the previous two academic years, which academic, cultural and behavioral measures remain significant areas for improvement?

Our African American math proficiency dropped from 42% to 28%. Our overall math proficiency in our school dropped 3%, from 36% to 33%. Our Writing proficiency dropped from 13% to 11%.

Potential Source of Problem

. 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 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](#)

3. Design and Deliver Assessment Literacy and 4. Review, Analyze, and Apply data- Teachers are required to turn in a Friday quiz assessment analysis to determine if re-teaching of a standard is needed for the following week. Teachers are expected to give more formative feedback on flashbacks during the week, Monday-Thursday and on Friday assess what they have learned. Teachers are also required to turn in their assessments 3 days prior to giving the assessment to be reviewed by Instructional coach and Admin to ensure that the standards that have been taught are being assessed with rigor. After the assessment, teachers meet with the admin team to analyze the data from the assessment and what next steps are needed.

Strengths/Leverages

. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school.

Example: Graduation rate has increased from 67% the last five years to its current rate of 98%.

Social Studies proficiency has increased 20% over the last three years.. 38% to 58%. Decrease in office referrals from 1342 to 76 over the last 3 years. Teacher retention is high compared to other district schools. Only 1 teacher has left for a lateral position over the last 4 years. 2 moved to OHIO and increase in salary over 15,000, 1 teacher accepted a instructional coach position in another district, 1 moved out of town.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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