2019-20 Phase Two: PES Needs Assessment for Schools_09022019_14:05

2019-20 Phase Two: The Needs Assessment for Schools

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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/district, 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/ district councils, leadership teams and stakeholder groups involved. How frequently does this planning team meet and how are these meetings documented?

The SBDM Council meets monthly and reviews data that includes academic and behavioral. ThePBIS team meets monthly and reviews behavioral data. This team determines next steps,supports, and intervention needs. The School Support Team meets monthly to review interventiondata for Tier II and Tier III students. This data includes academic, speech/language, behavioral,and adaptive data. This team plans for intervention and referral needs. The Principal AdvisingCommittee meets monthly to discuss curriculum and instructional needs. MAP data, CommonAssessment data, and KPREP data is reviewed. GAP analysis is conducted through this team.Grade level PLCS meet weekly to analyze data and make decisions regarding instructionalplanning. All meetings are documented with minutes.

Protocol

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 (34%) of students in the achievement gap scored proficient on KPREP Reading.
-From 2017 to 2019, we saw an 11% increase in novice scores in reading among students in the achievement gap.
-Fifty-four (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 2018-19 school year – a decrease from 92% in 2017-18.
-The number of behavior referrals increased from 204 in 2017-18 to 288 in 2018-19.
-Kentucky TELL Survey results indicated 62% of the school's teachers received adequate professional development.

Current Academic State:Students listed as two or more races had a decrease in Novice scores for reading from 21.1% in 2017-2018 to 14.8% in 2018-2019. This group continues to be a target group for Novice reduction. However, these students had a sharp increase in Novice scores for Math from 5.3% in 2017-2018 to 14.8% in 2018-2019.African American students report an increase in Novice scores in Reading from 10.3% in 2017-2018 to 13.5% in 2018-2019. This group will continue as a target group for Novice reduction. On the contrary, this group decreased Novice scores in Math from 10.3% in 2017-2018 to 8.1% in 2018-2019.Students listed as Economically Disadvantaged are reported during the 2018-2019 school year. This group has 12.8% Novice in reading and 5.7% Novice in Math. Male and Female scores showed little to no discrepancies in Reading and Math. Students with Disability - with IEP had scores of 70.5% proficient in Reading and 56.4 proficient in Math. There was 9.1% Novice in Reading and in 2.3% Math. This sub-group reported a large number of Apprentice in Math. Non-Academic Current State: Behavioral Referrals-Decreased the number of behavior referrals from 97 in 2017-2018 to 40 in 2018-2019. Student Attendance- No significant change in attendance rate (change from 95.6 in 2017-2018 to 95.5 in 2018-2019). Teacher Attendance: Increase in teacher attendance between 2017-2018 (94.8%) and 2018-2019 (95.2%).

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Priorities/Concerns

Clearly and concisely identify areas of weakness using precise numbers and percentages.
NOTE: These priorities will be thoroughly addressed in the Continuous Improvement Planning Diagnostic for Schools.

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.

Growth: Based on the 2018-2019 School Report Card 37.3% of ALL STUDENTS received a score of 0 on Growth in Math. This same data indicates 29.9% of ALL STUDENTS received a score of 0 on Growth in Reading. Growth will be a focus for Pride Elementary. Math: African Americans scored at 54.1% Proficiency in Math as compared to 67% of All Students. Reading: African Americans scored at 59.5% Proficiency in Reading as compared to 73.5% of All Students. Science: 54.8% of ALL STUDENTS scored Apprentice in the area of Science as reported on the 2018-2019 SRC.

Priorities/Concerns

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Trends

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

African American students perform below the total population in the areas of Reading and Math. Students with Disabilities with IEP are performing comparable to All Students in the areas of Reading and Math. We have a trend in reducing the number of behavior referrals.

Trends

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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

Design and Deliver Instruction (KCWP 2) & Review, Analyze, and Apply Data (KCWP 4)station/center teaching targeted skill small group instructionanalyze data to determine instructional needsuse of technologyTitle I and other support personnelrefinement of co-teaching practicesutilize supplemental resourcesweekly grade level PLCsformative assessment processname & claim for GAP Growth

Potential Source of Problem

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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%.

African Americans lag in proficiency; however, they showed significant growth 60.6 (growth indicator) as compared to white students 42.9 (growth indicator). Increase in Reading Proficiency from 71.6% in 2017-2018 to 73.5% in 2018-2019. (90.8 overall reading index score)Reduction in behavior referrals from 97 in 2017-2018 to 40 in 2018-2019. Sustained a high level of Proficiency and Separate Academic Indicator from 2017-2018 to 2018-2019.

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Attachment Summary

Attachment Name	Description	Associated Item(s)