



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.

The SBDM Council meets monthly and reviews data that includes academic and behavioral. The PBIS team meets monthly and reviews behavioral data. This team determines next steps, supports, and intervention needs. The School Support Team meets monthly to review intervention data 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 Advising Committee meets monthly to discuss curriculum and instructional needs. MAP data, benchmark assessments, and KPREP data is reviewed. GAP analysis is conducted through this team. Grade level PLCs meet weekly to analyze data and make decisions regarding

instructional planning. FRYSC meets five times a year to discuss Needs Assessment and the plan to determine effectiveness and student need. All meetings are documented with minutes.

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.

-Utilizing Tableau Visualizations to monitor behavioral data and referral information. We expect to see a rise in this number due to increased time in school versus hybrid model of 2020-2021. SST & PBIS will conduct a monthly analysis of this data. -MAP data reveals a significant number of students scoring in the NOVICE range. We are creating a watchlist per homeroom utilizing MAP, Brigance, and KPREP data. PLC & PAC will be analyze this data. -African American students scored significantly lower in reading and math on KPREP. AA students scored at 48.1% in reading on 20-21 KPREP as compared to 72% of white students in grades 3-5. AA students scored at 48.1% in math on 20-21 KPREP as compared to 73.7% of white students in grades 3-5.

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.

Current Academic State: Students listed as two or more races had an increase in Novice scores for Reading from 14.8% in 2018-2019 to 26.3% in 20-21 (no KPREP testing in 19-20). These students had a decrease in Novice scores for Math from 14.8% in 2018-2019 to 10.5% in 20-21. African American students scored significantly lower in reading and math on KPREP. AA students scored at 48.1% in reading on 20-21 KPREP as compared to 72% of white students in grades 3-5. AA students scored at 48.1% in math on 20-21 KPREP as compared to 73.7% of white students in grades 3-5. -Survey results and perception data indicated that a decrease in the mean score from 4.69 to 4.65 when comparing Studer Spring EE data regarding supervisor providing feedback concerning area for improving performance. -School MAP data organizer indicated a significant percentage of Novice scoring students on FALL (2021) MAP in Reading and Math. 1st grade 49% novice in Reading & 43% in Math. 2nd grade 54% novice in Reading & 38% in Math. 3rd grade 34% novice in Reading & 32% in Math. 4th grade 21% novice in Reading & 37% novice in Math. 5th grade 15% novice in Reading & 10% in Math. Brigance data indicated 46% of entering kindergarteners are "ready", 42% are "ready with intervention", and 12% are "ready with enrichment". 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, 40 in 2018-2019, to 60 in 2019-2020. Student Attendance- No significant change in attendance rate (change from 95.6 in 2017-2018 to 95.5 in 2018-2019). Teacher Attendance: Maintained teacher attendance between 2018-2019 (95.2%) to 2019-2020 (95.2%).

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.

-African American students scored significantly lower in reading and math on KPREP. AA students scored at 48.1% in reading on 20-21 KPREP as compared to 72% of white students in grades 3-5. AA students scored at 48.1% in math on 20-21 KPREP as compared to 73.7% of white students in grades 3-5. - Students listed as two or more races had an increase in Novice scores for Reading from 14.8% in 2018-2019 to 26.3% in 20-21 (no KPREP testing in 19-20). -Primary MAP data (grades 1 & 2) indicate priority needs in Reading & Math.

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.

Economically disadvantaged and students with IEPs performed as well as ALL students in reading and math. Students listed as two or more races had a decrease in Novice scores for Math from 14.8% in 2018-2019 to 10.5% in 20-21. MAP data indicates strengths in Grade 5 with 9 students scoring novice in Reading and 6 scoring novice in Math.

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 Key Elements Template Attachment

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Pride KCWP Documentation	KCWP documentation for 1-6.	•