



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

Glenn O Swing Elementary
Sherry Lindberg
501 W 19th St
Covington, Kentucky, 41014
United States of America

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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?

The analysis of data (multiple sources) is a continuous process which happens on an as needed basis driven by our students, not by set meeting dates. Our school looks at student work on a regular basis as well as student data. There are several different learning communities in our school which look at many different types of data. Of course the most important team which looks at data and student work most often is our teacher teams. Our teams consist of grade level teams in primary K-2 and vertical teams 3-5. These teams look at data and student work in a timely matter according to student needs and teacher needs- again, there is no set schedule for this. After each of these meetings there is an action plan which is developed by the team in collaboration with the administration. The action plan has a timeline and a date is set by the teachers for when the team will come back together to look at the results of remediation of areas of need which were identified. These timelines can be as long as two weeks or as short as one day. These action plans can be recommended by teams or by SBDM. Administration is invited to all meetings where student data and student work is analyzed by the team. There are not minutes kept of these meetings- the leadership team feels this is a waste of time for the teachers. Products from the meetings are developed such as student work, unit analysis, multiple choice analysis and other analysis documents which are completed by all parties. Meets are also documented to the calendar as invites to the team and the administration. On a regular basis student data both academic and behavioral is shared with our student council, student support team, parent advisory council and our staff as a whole by team leads. A regular set of both academic data and behavioral data is submitted to SBDM on a regular basis and also as assessments are administered by school/teachers.

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.

Example of Current Academic State: -74% of all students scored proficient/distinguished on KPREP Reading. -We saw a 2% increase among all students in Reading from 2018 to 2019. -65% of our students scored proficient/distinguished in math. -54% of our students scored proficient/distinguished in science
Example of Non-Academic Current State: -Teacher Attendance: Teacher attendance rate was 90% for the 2019 school year – an increase from 87% in 2018. -Student Attendance: Student attendance rate was 96.48%

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.

63% of students scored proficient/distinguished in math, with only 39% of 4th graders scoring proficient and distinguished. 52% of students scored proficient/distinguished in science. Special education students are underperforming their non-special education peers in the area of math

Trends

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

There was a 2% increase in the number of students scoring proficient or distinguished in reading There was a 2% decrease in the number of students scoring proficient or distinguished in math There was a 2% decrease in the number of students scoring proficient or distinguished in science There was a 19% increase in the number of students scoring proficient or distinguished in writing

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](#)

In order to increase our proficiency levels non duplicated gap areas we will focus on the following processes and practices. We will focus specifically on our special ed students again this year and add onto that focus our EL and Hispanic population. We will ensure that tier 1 instruction is being delivered to all of our students at high levels. Special Education and EL teachers will collaborate with regular education teachers in the planning process. Ensure that tier 2 and 3 instruction is being delivered to all of our special education and EL students as needed per assessment results each day. Special education, EL and regular ed teachers will monitor and evaluate how their students are progressing in the tiers 2 and 3. Ensure that special education and EL teachers are collaborating daily with regular education teachers in order to make sure our special education and EL students are receiving all standards. Ensure that special education, EL and regular ed teachers are monitoring their students' data on a regular basis and are making needed changes in their instruction based on this timely data. Teachers will track students' progress and growth throughout the year through data analysis meetings, as well as student work analysis sessions. Special education teachers, as well as regular ed and EL teachers will have job embedded profession development in place to improve their planning, instruction and assessment literacy.




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%.

Reading proficiency continues to make incremental gains. Writing made a gain of 17% in students scoring proficient and distinguished. Social Studies continues to be an area of strength.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Growth Data 18-19		•
 NAPD Comparison 17-18 to 18-19		•
 Proficiency by Grade		•