



2020-21 Phase Two: The Needs Assessment for Schools_10132020_17:04

2020-21 Phase Two: The Needs Assessment for Schools

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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?

Annually, faculty, staff, administration, and parents meet to discuss standardized test data and monthly progress monitoring data. Participants review the data from the previous year and use this data to set goals for each student in the school. Additionally, teachers meet through a weekly PLC process to discuss lead measures, goals, cognitive and non-cognitive needs of students, and trouble shoot problems. Documentation for these include calendars, annual goals, sign-in sheets, and current progress monitoring data recorded on spreadsheets and scoreboards.

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.

With no KPREP data from 2020, we will continue to use 2019 data for goal setting and progress monitoring. Our reading score in 2019 was an NAPD rate of 83.19. Our math score in 2019 was 65.89. Non-Academic Data- Clark Elementary continues to have the highest student attendance rate in the district. Recent teacher working conditions survey result show that teachers look favorably on school climate (79%), managing student behavior (72%), and school leadership (85%).

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.

Top priorities include decreasing the percentage of novice scores in the following areas on KPREP- Math- 22%, Social Studies- 17%, Writing- 51%. Increase the percentage of proficient and distinguished scores in the following areas on KPREP- Math- 45%, Social Studies- 49%, Writing- 18%.

Trends

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

With significant growth in reading scores over the last few years, math, social studies, and writing continue to be significant areas of concern. The increase in the number of behavior referrals is a significant area in need of improvement as well.

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](#)

Focus will continue to be on lead measures in all areas followed by PLCs to discuss data analysis, progress monitoring, and areas of need including cognitive and non-cognitive areas. Lead measures include fact fluency, vocabulary, short answer questions, extended response questions, and on-demand writing. There will be a continued emphasis on student leadership notebooks where students track progress and set goals for their own learning.

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%.

Our greatest strength has been the continued increase in reading scores on the KPREP assessment. There has been an overall 3% increase each of the last two years of KPREP assessments in the number of proficient and distinguished scores. Specifically in 3rd grade, the percentage of proficient and distinguished students was 71% in 2019 compared to 61% in 2018. Fourth grade also showed an increase in the percentage of proficient and distinguished scores in reading, improving from 57% in 2018 to 64% in 2019.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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