



2020-21 Phase Two: The Needs Assessment for
Schools_10212020_14:06

2020-21 Phase Two: The Needs Assessment for Schools

Woodland Elementary School
Dawn Tarquinio
6000 South Woodland Drive
Radcliff, Kentucky, 40160
United States of America

Table of Contents

2020-21 Phase Two: The Needs Assessment for Schools	3
Understanding Continuous Improvement: The Needs Assessment	4
Protocol	5
Current State	6
Priorities/Concerns	8
Trends	9
Potential Source of Problem	10
Strengths/Leverages	11
Attachment Summary	12

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?

Upon receipt of state test results, the staff is briefed on overall results. In the following weeks, teachers work in Action Teams to disaggregate data utilizing the KASC test score graphs directions. During Action Team meetings, parents and community members are invited, but in past years, no other stakeholders besides staff have attended. This data is considered at weekly PLC meetings and emphasized when analyzing unit assessments, common assessments (KPREPPERS) and other formative assessment data. Individual students data sheets are shared with parents by enclosing in the first quarter report cards. A parent night is held annually in conjunction with a Title I meeting so that parents can have individual MAP and KPREP data interpreted and any questions answered. Complete Results shared and analyzed with staff October 14, 2019 Shared with SBDM October 16, 2019

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.

Current Academic State taken from 18-19 KPREP Data: -29.8% of all students scored Proficient/Distinguished on KPREP Reading -20.8% of African American students scored Proficient/Distinguished on KPREP Reading -34.8% of Hispanic/Latino students scored Proficient/Distinguished on KPREP Reading -31.6% of White students scored Proficient/Distinguished on KPREP Reading -27.3% of Economically Disadvantaged students scored Proficient/Distinguished on KPREP Reading -37.8% of Non-Economically Disadvantaged students scored Proficient/Distinguished on KPREP Reading -13.2% of Students with Disabilities scored Proficient/Distinguished on KPREP Reading -23.5% of English Learner (including monitored) students scored Proficient/Distinguished on KPREP Reading -25% of all students scored Proficient/Distinguished on KPREP Math -18.9% of African American students scored Proficient/Distinguished on KPREP Math -23.9% of Hispanic/Latino students scored Proficient/Distinguished on KPREP Math -27.2% of White students scored Proficient/Distinguished on KPREP Math -22.7% of Economically Disadvantaged students scored Proficient/Distinguished on KPREP Math 32.4% of NonEconomically Disadvantaged students scored Proficient/Distinguished on KPREP Math 7.9% of Students with Disabilities scored Proficient/Distinguished on KPREP Math 5.9% of English Learner (including monitored) students scored Proficient/Distinguished on

KPREP Math Current NonAcademic State taken from 18-19 school year: -Teacher attendance rate: Behavior referral rate: Economically Disadvantaged Rate: 78% -Demographic Information: 39.5% White (nonHispanic), 30.1% African American, 15% Two or More Races, 15.4% Other:Attendance Rate: 95% Studer Employee Engagement Survey data: -School's overall mean: 4.04 (district 4.12)- Principal's focus for 2019-2020 school "My principal/supervisor provides feedback on my strengths as an employee." at 3.62

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.

29.8% of all students scored Proficient/Distinguished on KPREP Reading making 70.2% of our students below grade level 25% of all students scored Proficient/Distinguished on KPREP Math making 75% of our students below grade level

Trends

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

Please see attached Woodland Elem KASC Test Score Data document for the following trends: -Reading - pages 5,7,8,9 -Math - pages 13,15,16,17 -Science - pages 21,23, 24, 25 -Social Studies - pages 26, 28, 29, 30 -Writing - 31, 33, 34, 35

ATTACHMENTS

Attachment Name

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](#)

- KCWP 1: Design and Deploy Standards -KCWP 2: Design and Deliver Instruction
- KCWP 3: Design and Deliver Assessment Literacy -KCWP 6: Establishing Learning Culture and Environment

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%.

-Discipline referrals - 2017-2018 school year - 1337. 2018-2019 school year - 1440.

Attendance Rate - 2017-2018 school year - 95.1%. 2018-2019 school year - 95%.

Teacher attendance rate -2017-2018 school year - 93.69%. 2018-2019 school year - 94.23%.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Woodland Elem KASC Test Score Bundle		.