2020-21 Phase Two: The Needs Assessment for Schools_09032020_09:55

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Wallins Elementary School
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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, 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.

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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?

Mary Beth Fisher (first grade teacher), Lisa Slusher (counselor), John Slusher (assistant principal), Brandi Evans (parent), Stan Nicely (principal.) These team members meet together in small groups or the whole group, depending on the data being discussed. All data is reviewed and then presented to the staff during staff meetings to ensure the data application is instituted within the classroom setting. The planning teams meet quarterly and are documented based on e-mail, casual meeting events, and through other diverse planning meetings that are scheduled where this team can meet with other teams as well.

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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: In Kindergarten STAR Early Literacy, 20% of the 25 students tested, scored below the 25th percentile. In 1st grade STAR Early Literacy, 12% of the 43 students tested, scored below the 25th percentile. In 2nd grade STAR Reading, 7% of the 43 students tested, scored below the 25th percentile. In 3rd grade STAR Reading, 25% of the 20 students tested, scored below the 25th percentile. In 4th grade STAR Reading, 29% of the 41 students tested, scored below the 25th percentile. In 5th grade STAR Reading, 24% of the 17 students tested, scored below the 25th percentile. In 6th grade STAR Reading, 31% of the 35 students tested, scored below the 25th percentile. In 7th grade STAR Reading, 67% of the 6 students tested, scored below the 25th percentile. In 8th grade STAR Reading, 36% of the 14 students tested, scored below the 25th percentile. Non-Academic Data Points- Our current student attendance rate is 62.26% as compared to 91.4% during the 2019/2020 school year.

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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 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.

A major area of concern would be the Covid-19 pandemic that shut schools down in 2019 and delayed opening of schools in the current 2020 school year. Although our school provided non-traditional instruction at the end of the 2019 school year, we felt this type of learning was not as effective as in person instruction. Students lacked in person instruction from March to May of 2019. According to a recent survey, 83% of families believe that the lack of in person instruction during this time has negatively impacted their child. Since all students typically regress over the summer break, we have expected an even greater regression due to the amount of time students have been out of school due to Covid-19. We have started the 2020 school year on virtual instruction and have implemented "more rigorous" instruction than the usual NTI approach. Our teachers and staff have worked hard to learn effective ways to implement virtual instruction, but we do acknowledge the negative effects of the lack of in person instruction.

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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?

Academic data trends from the previous two years support the priority that math and reading content areas have shown a defined need for growth. The data trends pertaining to the cultural setting are consistent in that parent involvement and community involvement are at a defined decline.. Behavioral data trends are consistent in response to the previous two years. According to a recent survey, 83.3% of parents/guardians believe that the SRO (student resource officer) influences student behavior. In the same survey, 97.22% believe that the SRO makes students feel more safe at school.

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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](#)

KCWP 1: Design and Deploy Standards: Our new reading series "Being a Reader" for grades K-2, and "National Geographic" for grades 3-6, is both research based and effective reading programs. The Envision math series is also a research based and effective math program. We also have a virtual learning platform, Odysseyware, which offers virtual learning for all subject areas. Teachers will attend any available training to learn best practices for learning and implementing the programs. Learning targets are within the series and are written from the common core state standards. Formative assessments come from daily work within the series. Summative assessments are at the end of each unit within the series. We also take district benchmark tests to determine the effectiveness of the pacing and program. STAR data will show the growth, grade equivalent, and percentile for each student to determine effectiveness of instruction.

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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%.

This year, our Kindergarten class has 14 out of the 25 students tested (56%) scoring at 75th percentile and above. Our first grade class has 22 out of 43 students tested (51%) scoring at 75th percentile and above. According to a recent survey, 88.89% of parents/guardians believe that smaller class sizes increases their child's educational success. In the same survey, 83.33% of parents/guardians believe that all assessments are impacted by class sizes. Due to Covid-19 measures, our class sizes are smaller this year, so this is a leverage.

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Attachment Summary

Attachment Name	Description	Associated Item(s)