



2022-23 Phase Two: The Needs Assessment for Schools

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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.

During the beginning of the year Fixed PD, the staff of RES was split into groups (a combination of grade level representatives, special area, special ed. and classified staff); each group went through the Key Core Work Processes, discussed, and then determined which area was what they felt the school should target for CSIP. Then administration went to a training with a representative of KDE to go over the Key Core Work Processes and determine potential areas of focus and possible goals/targets. Finally, this was brought in front of SBDM (made up of teachers, admin, and parents) to discuss and finalize the priorities of the school.

Review of Previous Plan

2. Summarize the implementation of the goals, objectives, strategies and activities from the previous year's Comprehensive School Improvement Plan (CSIP). What was successful? How does it inform this year's plan?

RES successfully implemented the new mathematics program for KG-3rd, with a focus on students using manipulatives, student led discussions, and meeting the mathematics standards. This year, we will continue to focus on that implementation and work to improve all areas of the curriculum.

In PLCs, we discussed if the grades accurately reflect student achievement (in both reading and math). This discussion will continue to happen. In PLCs, we also discuss student achievement on benchmark tests and Lexia to better target students who need remediation.

3rd grade teachers also used common assessments for both reading and math to help students detail their thinking process and add detail to their answers.

Trends

3. 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 2020-21 to 288 in 2021-22.
- From 2020 to 2022, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

2020-2021:

Behavior: 119 events involving 41 students (students only attended school two days per week for 3/4 of the school year)

Academics:

Reading: 24% Novice, 44% Apprentice, 21% Proficient, 11% Distinguished

Math: data was suppressed

2021-2022:

Behavior: 353 events involving 96 students.

Academics:

Reading: 17% Novice, 28% Apprentice, 25% Proficient, 31% Distinguished

Math: 27% Novice, 33% Apprentice, 25% Proficient, 15% Distinguished

Current State

4. 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 Kentucky Summative Assessment (KSA) in 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 2021-22 academic year.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

Impact Survey 2022:

Staff-Leadership Relationships: 80%

School Climate: 73%

Managing Student Behavior: 71%

Emotional Well-Being and Belonging: 67%

Educating All Students: 66%

Professional Learning: 64%

School Leadership: 64%

Feedback and Coaching: 57%

Resources: 52%

Academics for 2021-2022:

Reading:

RES: 17% Novice, 28% Apprentice, 25% Proficient, 31% Distinguished

State: 28% Novice, 27% Apprentice, 27% Proficient, 18% Distinguished

Math:

RES: 27% Novice, 33% Apprentice, 25% Proficient, 15% Distinguished

State: 32% Novice, 30% Apprentice, 28% Proficient, 11% Distinguished

Student Attendance:

2020-2021: 94.05%

2021-2022: 94.85%

Priorities/Concerns

5. 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 percent (68%) of students in the achievement gap scored below proficiency on the Kentucky Summative Assessment (KSA) in reading as opposed to just 12% of non-gap learners.

2021-2022 KSA:

RES Reading All Students: 17% Novice, 28% Apprentice, 25% Proficient, 31% Distinguished

RES Reading Economically Disadvantaged: 21% Novice, 32% Apprentice, 22% Proficient, 25% Distinguished

RES Math All Students: 27% Novice, 33% Apprentice, 25% Proficient, 15% Distinguished

RES Math Economically Disadvantaged: 33% Novice, 31% Apprentice, 25% Proficient, 11% Distinguished

Strengths/Leverages

6. 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.

The current academic and behavior protocol and school documentation of academic and behavior referrals that leads to interventions and other student data that can be addressed is a strength of RES. RES also has amazing staff that wants the best for and cares deeply for our students. Our RTI teachers have worked hard to address the learning gaps created by COVID, reducing their caseload from 200+

students in the 2021-2022 school year to around 125+ students in the 2022-2023 school year.

Evaluate the Teaching and Learning Environment

7. 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 Attached

ATTACHMENTS

Attachment Name





RES Key Core Work Processes Document



School Key Elements RES 2022-2023

Attachment Summary

Attachment Name	Description	Associated Item(s)
 RES Key Core Work Processes Document	RES Key Core Work Processes Document	• 7
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