



## 11/1/2020 Phase II Needs Assessment

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?

Stakeholders(principal, counselor, and teachers) meet at least once a semester when data has become available to analyze data that has become available and make adjustments to CSIP. The leadership team meets 2x monthly to discuss classroom data results and make adjustments to curriculum. During these meetings stakeholders discuss deficits in academic areas as well as ideas to improve student performance in these deficit areas.

## 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.

Based upon 2019 KPREP data, 44.6% of students are performing at the proficient and distinguished level in reading. Based upon 2019 KPREP data, 27% of students are performing at the proficient and distinguished level in math. Based upon 2019 KPREP data, 43.8% of students are performing at the proficient and distinguished level in social studies. Based upon 2019 KPREP data, 40.6% of students are performing at the proficient and distinguished level in Writing. Based upon 2019 KPREP data, 34.7% of students are performing at the proficient and distinguished level in Science. Teacher attendance was 76.5% for the 2019-2020 school year- a decrease from 59.5% in 2018-2019. The number of behavior referrals increased from 5 in 2018-2019 to 12 in 2019-2020.

## 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.

Due to COVID-19, KDE recommended "forecasting" data to improve continuous improvement goals. Using that recommendation, we used our school's last 5 years of data (% Proficient/Distinguished) to forecast what the data should have been for 2020: 44.6% of students in the entire population scored proficient and distinguished on the KPREP test in reading 27% of students in the entire population scored proficient and distinguished on the KPREP test in math. Teacher attendance for the 2019-2020 school year was 76.5%.

## Trends

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

When looking at data from 2019 KPREP the percent of proficient and distinguished was significant lower at 44.6% then in 2017 at 52.8% When looking at data from 2019 KPREP the percent of proficient and distinguished was significant lower at 27% then in 2017 at 43.4%



## 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-Staff meet in teams to discuss and review pacing guides and make curriculum adjustments each week. KCWP 2: Design and Deliver Instruction- the school Student Assistance Team(SAT) meets bi-weekly to analyze student performance academically. Strategies are developed by the SAT team to reach struggling learners. These strategies are then put into practice in the classroom. Focus is on Tier II and III student academic deficits. KCWP 3: Design and Deliver Assessment Literacy-Data is analyzed to answer questions regarding student strengths and weaknesses, how instruction needs to be changed or modified to meet student needs. KCWP4-Review, Analyze, Apply Data Results- Teachers employ a variety of formative, summative and interim assessments in their classrooms to drive instruction. Data is meant to answer what are the areas that students are proficient in, what areas need improvement and what resources are available and used to improve student achievement. KCWP 5: Design, Align, Deliver Support Processes- PBIS strategies are widely used throughout grade levels in the building. Stakeholders are invited to help with development of the CSIP. Interventionists are in place for reading and math for implementing strategies for helping with struggling readers and math students. KCWP 6: Establish Learning Culture and Environment- PBIS Strategies are in place with behavior matrices and social skills calendar.

## 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%.

Attendance data for 2019-2020 school year was effected by Covid-19 pandemic. The attendance for February 2020 was the last full month of the school year. During March through May 2020 students were participating virtually during Non-Traditional Instruction Days. The attendance rate for the 2019-20 school year was 92.48%. Kindergarten Ready Composite Scores increased from 36.7% in 2018-2019 to 88.5% in 2019-2020 school year. Overall student Measurement of Interim Progress: Proficiency, or the percentage of students who are expected to be proficient or above, went from 69.8% in 2018-2019 school year to 72.3% in 2019-2020 school year. 100% of students received RTI during the 2019-2020 school year with groups changing quarterly, based on MAP data. 155 students received tutoring help provided through out after school program (21st Century Grant) during the 2019-2020 school year.

# Attachment Summary

Attachment Name	Description	Associated Item(s)
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