2019-20 Phelps Elementary: The Needs Assessment for Schools

2019-20 Phase Two: The Needs Assessment for Schools

Phelps 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/district, 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/ district councils, leadership teams and stakeholder groups involved. How frequently does this planning team meet and how are these meetings documented?

Phelps Elementary involves all shareholders in the analysis/review of school K-PREP Assessment Data, MAP Data, and TELL Survey results annually. Shareholders include instructional assistants, teachers, district and school level administrators, SBDM Council Members, and the PES Instructional Leadership Team. The initial analysis begins in October and consists of using a district/ school data analysis tool to break apart data by homeroom, grade level, and narrow down to individual student result /performance. Grade level teachers then use this data to create "hot lists" which are closely monitored throughout the year in weekly grade level PLC meetings for student progression. The Instructional Leadership Team, in collaboration with Title 1 and Family Resource, focus on best practices, strategies,and activities which address areas of weakness in the areas of gap groups, growth, proficiency, and transition readiness to increase student achievement.

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 (34%) of students in the achievement gap scored proficient on KPREP Reading.
-From 2017 to 2019, we saw an 11% increase in novice scores in reading among students in the achievement gap.
-Fifty-four (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 2018-19 school year – a decrease from 92% in 2017-18.
-The number of behavior referrals increased from 204 in 2017-18 to 288 in 2018-19.
-Kentucky TELL Survey results indicated 62% of the school's teachers received adequate professional development.

Teacher Attendance: Teacher attendance rate was 82% for the 2018-19 school year, a decrease from 87% in 2017-18.The number of behavior referrals has decreased to 43 in 2018-19 from 198 2017-18.Kentucky TELL Survey results indicated 59% of the school's teachers strongly agree they received adequate professional development, while 41% agree they received adequate professional development.74.6% of our students scored proficient or distinguished in reading compared to the state average of 54.6%.64.6% of our students scored proficient or distinguished in mathematics compared to the state average of 48.6%.From 2018 to 2019 we saw an increase of 2.9% in novice scores in reading.From 2018 to 2019 we saw an increase of 5.1% in novice scores in mathematics.73.5% of students in the achievement gap scored proficient or distinguished on KPREP in the area of reading.62.6% of students in the achievement gap scored proficient or distinguished on KPREP in the area of mathematics.

Priorities/Concerns

Clearly and concisely identify areas of weakness using precise numbers and percentages.
NOTE: These priorities will be thoroughly addressed in the Continuous Improvement Planning Diagnostic for Schools.

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.

In the area of Math, only 54% of 6th graders scored proficient / distinguished as compared to 79% proficient / distinguished as 5th graders during the 2018 school year. 4.4% scored novice, 41.2% apprentice, 44.1% proficient, and 10.3% distinguished. In the area of science, only 26.4% of 4th grade students scored proficient / distinguished, 5.3% scored novice, 68.4% apprentice, 24.6% proficient, and 1.8% distinguished. 4th graders scored 49.1% proficient / distinguished in the area of Reading. 18.2% novice, 32.7% apprentice, 36.4% proficient, and 12.7% distinguished. In the area of 4th grade math, 43.6% of students scored proficient / distinguished, 21.8% novice, 34.5% apprentice, 27.3% proficient, and 16.4% distinguished. Phelps Elementary School was identified as having very low growth, with an indicator of 44.9.

Trends

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

Academic Measures (K-PREP Data)- In reviewing K-Prep Data for 2017-18 and 2018-19, the percentage of students scoring proficient or distinguished in reading has fell below 80% and mathematics has stayed below 80%. In 2018, 81.5% of students scored proficient or distinguished in reading compared to 73.5% in 2019. In 2018, 77.1% of students scored proficient or distinguished in mathematics compared to 62.6% in 2019. Infinite Campus reports an increase in suspensions during 2018-19 to 13 up from 12 in 2017-18. Kindergarten readiness assessment results reveal that 42.2% of incoming students are Kindergarten ready.

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

The school will focus its resources and efforts in designing and delivering assessment literacy. By focusing on this key core work process, students will be enabled to take responsibility 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%.

Third grade students with disabilities are scoring in line or above their peers in the content area of reading. 100% of students with disabilties scored P/D while 84% of students without disabilties scored P/D. The same is true with mathematics for third grade students, with 100% of students with disabilities scoring P/D while 72% of students without disabilities scored P/D.53.8% of fourth grade students with disabilities scored P/D in the area of reading while 47.6% of students without disabilities scored P/D for reading. 30.8% of fourth grade students with disabilities scored P/D in the area of mathematics while 47.6% of fourth grade students without disabilities scored P/D in the area of mathematics.80% of fifth grade students with disabilities scored P/D in the area of reading while 95.2% of fifth grade students without disabilities scored P/D. 80% of fifth grade students with disabilities scored P/D in the area of mathematics while 92.9% of fifth grade students without disabilities scored P/D.100% of sixth grade students with disabilities scored P/D in the area of reading while 72.1% of students without disabilities scored P/D. 71.4% of sixth grade students with disabilities scored P/D in the area of mathematics while 54.1% of sixth grade students without disabilities scored P/D.

Attachment Summary

Attachment Name	Description	Associated Item(s)