Rich Pond 2021-22 Phase Two: The Needs Assessment for Schools

2021-22 Phase Two: The Needs Assessment for Schools

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2021-22 Phase Two: The Needs Assessment for Schools 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.

State assessment data was released and the administrative team (principal, assistant principal, curriculum coordinator, and counselor) reviewed the data. Due to the pandemic this data is not as reliable as in years past. With that being said, we are focusing more on school wide assessment data through STAR, HMH and FastBridge. This data is reviewed at least monthly, sometimes weekly, depending on the assessment. PLC 's are also used to discuss the data with teachers.

Trends

2. 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 2019-20 to 288 in 2020-21.
- From 2018 to 2020, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

Our fall 2021 universal screener scores for the STAR assessment indicated a mild decrease in reading from 71st percentile in 2020 to 66th percentile in 2021. Math demonstrated a similar trend with a 2020 score of 74th percentile and a 2021 score 67th percentile. Both our reading and math scores from 2021 are above the district averages. This decrease in scores can be attributed to the learning loss that arose from the Covid pandemic and its effects on our school schedule. Since 2019 our KPREP Novice reading score percentage has increased from 9.7% to 21.5%. Students with disabilities had a rate of Novice reading increase on KPREP from 30% to 43.8%. KPREP scores show a current Novice percentage of 20% in math while a large majority of our students, 45.9%, are scoring at the Apprentice level in math. Novice scores in Writing scores have decreased from 19.1% in 2019 to 9.8% in 2021.

ATTACHMENTS

Attachment Name

2020 KPREP data

2020 RP test data

Current State

3. 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 KPREP 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 2020-21 academic year.

- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

53.8% of students on KPREP are distinguished or proficient in reading. 34.1% of students on KPREP are distinguished/proficient in math. 25% of students in the achievement gap on KPREP scored distinguished/proficient and 15.6% of students scored distinguished/proficient in math. Attendance and behavior is not a major issue for Rich Pond at this time. According the STAR district reports, Rich Pond continues to score at the top of the district in reading and math. The major concern is closing the learning gap created with the interrupted learning and continue to see students show high growth in all academic areas.

ATTACHMENTS

Attachment Name

- Compiled STAR data
- KPREP data 20-21
- Star SGP

Priorities/Concerns

4. 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 (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.

The pandemic has created interrupted learning which is magnified when looking at KPREP data. KPREP data shows 24.7% of students scored novice in reading and 20% of students scored novice in math. 43.8% of students in the achievement gap scored novice in reading and 43.8% novice for math. Universal screener data for STAR shows that we are still underperforming the district average in student growth measure for math by 2 percentage points (district average is 50%; Rich Pond 48%).

Strengths/Leverages

5. 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.

Writing continues to improve with only 9.8% of students scoring novice compared to 19.1% in 2019. Continued improvement in writing will improve achievement in all subject areas. According the current STAR data, Rich Pond has the highest reading growth measure in the district. The district average was 46% and we are at 51% which is an 11% increase from fall 2020.

Evaluate the Teaching and Learning Environment

6. 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.

We have decided to focus on KCWP 2: Design and Deliver Instruction to produce the desired changes we wish to see in our math and reading instruction because we have recently adopted new district-wide research-based math and reading curricula for our entire building.

Attachment Summary

Attachment Name	Description	Associated Item(s)
2020 KPREP data	NAPD test data	• 2
2020 RP test data		• 2
Compiled STAR data	district star data	• 3
KPREP data 20-21	NAPD KPREP data	• 3
School Key Elements	Key elements	•
Star SGP	Student growth	• 3