

2020-21 Phase Two: The Needs Assessment for Schools_09222020_15:28

2020-21 Phase Two: The Needs Assessment for Schools

Talton K Stone Middle School
Dawne Swank
323 Morningside Dr
 Elizabethtown, Kentucky, 42701
 United States of America

Last Modified: 10/14/2020
Status: Open

TABLE OF CONTENTS

2020-21 Phase Two: The Needs Assessment for Schools	3
Understanding Continuous Improvement: The Needs Assessment	4
Protocol	5
Current State	6
Priorities/Concerns	7
Trends	8
Potential Source of Problem.....	9
Strengths/Leverages	10
Attachment Summary	11

2020-21 Phase Two: The Needs Assessment for Schools

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?

Until COVID, recent STAR data was solely used in the fall, winter, and spring for student placement within classes. This data was analyzed by individual teachers to chart student progress in math and reading. However, due to incomplete STAR testing in the 2019-20 school year, 2018-19 ITBS and KREP scores were incorporated into analyzing data results. SBDM is regularly apprised of STAR and KPREP data. KPREP data is analyzed and evaluated by the faculty yearly. In addition, each certified employee is a member of either the Learning, Academic, or Planning committee. These committees are charged with providing suggestions to improve policies such as family/community involvement, PBIS, curriculum, professional development, CSIP, and instructional resources. These committees meet several times per year. Attendance and minutes are kept from each committee. With the new curriculum standards (KAS), lead teachers are charged with training staff in the new reading/writing, math, and social studies standards. Training of these new standards are currently replacing PLC faculty meetings.

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.

In 2018-19, all three index categories: proficiency, separate academic and growth were higher than the state averages. The proficiency indicator was high (79.3) and +7 higher than state average, separate academic was medium (68.4) and +5.1 higher than state average, the growth indicator was medium (55.4) and +2.7 higher than state average. All three indexes were combined and the initial rating was four stars; however, we fell under the cut score for African Americans (AA) and Disability. The combined reading and math scores for AA fell below (-38.3) the white reference group. For disability, the combined reading and math scores fell below (-44.1) the non disabled reference group. As a whole, TKS has received a final three star rating with the focus continuing on AA and disabled students. TKS will continue to focus on the gap groups primarily the AA and disability in math and reading.

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.

In 2018, reading proficiency for white students had an index indicator of 91.1; however, AA indicator was 49.4 and disability indicator was 41. For proficiency in math, white students had an index indicator of 82.9; however, AA indicator was 48.1 and disability indicator was 38.7. Following a three year trend of proficient/distinguished results, AA have increased in math (+4.1) and SS (+12.2); however reading (-0.9) and science (-9.2), and writing (-32.6) have dropped. The proficient/distinguished percentiles for disabilities (IEP) have increased in math (+7.0) and SS (+15.8), reading (11.2), and writing (+5.2) but dropped in science (-0.8). Writing scores for IEP's increased (+5.20) ; however, across all subgroups writing scores have dropped. Overall, writing (-25.9) has dropped dramatically possibly due to the delivery and crossover of new ELA standards vs. old ELA standards.. The 2020-21 school year continues to present a unique set of challenges, especially in math and reading. TKS has hybrid and 100% virtual students. Upon analysis in the first nine weeks, the majority of failures continue to be in math (7%) and ELA (9%). Of the percentage of math and ELA students failing, approximately 18% of those have a disability. It is unclear as to whether the failures are due to students unable to comprehend content or incomplete assignments due to the fluidity caused by COVID.

Trends

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

In 2018, the overall proficiency in reading was up (+1.8) along with a math increase (+1.9). Although many content areas are improving, AA and disability subgroups continue to fall below state scores. Behavioral data continues to be an issue too. For the 2020-21 school year, TKS is still focusing on positive behavior. Overall, the issues are consistent among grade levels: disruptive behavior, disrespect, and insubordination were the majority of discipline infractions. Students with disabilities composed approximately 10% of the school wide behavioral issues with 6th special education students accounting for 66% of those issues - disrespect and disruptive behavior. Continued implementation of PASS is important in helping students with disabilities and behavioral issues. Consistent emphasis on schoolwide expectations and PBIS will be important to enforce positive school wide behavioral issues.

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](#)

TKS will continue to focus on improvement of the learning culture and environment - (KCWP 6). Programs such as Check In/Check Out, Ambassador program (pairing up new students with current ones), PBIS rewards program, Paw Mart, and Second Steps (social/emotional program) are in place and up and running. To date, the Leadership Academy (mentorship program) and the Truancy Diversion Program have not been implemented due to COVID. TKS has a Title 1 math interventionist to assist once COVID is contained. In 2019-20, this interventionist worked directly with small groups three times each week in math. Those student groups were showing progress in their regular math classrooms. Grades and test scores showed marked improvement after the small group work.

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%.

According to the spring 2020 NAPD student voice survey, student attitudes in the building are beginning to change for the better. Approximately 80% of all students stated they felt that teachers cared and were welcoming in the classroom. 92% of all students said that teachers listen to them and they feel comfortable going to a teacher if they have a problem. 94% of students stated that staff works hard to make sure students feel safe at school. The positive student perspective is important in improving culture, climate, and relationships between everyone in the building.

Attachment Summary

Attachment Name	Description	Associated Item(s)
-----------------	-------------	--------------------