



2020-21 Phase Two: The Needs Assessment for
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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?

Our school's data analysis is a recursive process and is not defined by one event. Each week in grade level PLC's, weekly assessment data and/or common assessment data is reviewed by content and then triangulated with MAP data. This year, we have developed a new Caywood Data Dashboard that captures each grade levels' proficiency data by content area (Reading and Math), and by GAP group including Special Education and EL students. Utilizing this dashboard will allow for a quick glance analysis of where we are in each content area and grade level as well as GAP groups as we move towards proficiency for all students in the areas of reading and math. At our monthly Curriculum and instruction meetings at the district level, data is reviewed in context with other schools as it relates to MAP, KPREP, social emotional learning presented from the District Data Dashboard. The data from this larger context is shared with our Administrative team, teachers at PLC meetings, as well as at our regular monthly SBDM meetings. Our Teacher Leadership team meets at least one time monthly with a representative from each grade level, special area, and special education. This team analyzes current data and provides teacher input on instruction, curriculum resources, social emotional learning, discipline data, and any data that may impact student achievement, safety and culture. This team is responsible for communicating back to their grade level team concerns, issues, instructional decisions and important information shared at these meetings. Recommendations from this group may be given to SBDM Council. This year, we revised our Committee Policy, removing our standing committees. We now have ad-hoc committees that are developed based on needs presented by the Teacher Leadership committee and SBDM council. In addition, our Admin (MTSS- Multi-Tiered System of Support) meets every Monday to review current student data in the areas of academics, attendance, behavior referrals and social-emotional needs of students including chronic attendance concerns. The MTSS team is comprised of Principal, Assistant Principal, Counselor, FRC, School Psychologist, District RBTL and KTP social worker. The MTSS team meets every 8-10 weeks to review Tier II intervention data, as well as every 6-8 weeks to review Tier III intervention data in the areas of Reading, Math, Behavior, Mental Health and written expression. Progress data is analyzed by this team and then recommendations are discussed with teachers at PLC meetings to determine next steps and identify students who are making insufficient progress. Letters are sent to parents when Tier II or Tier III interventions are started or discontinued based on

progress data. Our special education team also meets weekly to analyze proficiency data and IEP data to monitor those students who receive specially designed instruction. Meeting minutes and decisions are documented and are housed in a specific Special Ed Team Google drive and shared with district special education consultants. Parent stakeholders receive individualized reports on their child's progress data as it relates to academics through KPREP, MAP, mid-terms, report cards and specific progress monitoring reports regarding intervention data.

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.

-Fourteen Percent (14%) of students in the achievement gap of students with disabilities scored at or above the 50th percentile on MAP in the winter of 2020 as compared to sixty-one percent (61%) of ALL students in the area of reading. This was a decline of 8.79% from Fall MAP 2019 for students with disabilities in the area of reading. --Twenty Eight(28%) of students in the achievement gap of students with disabilities scored proficient on KPREP Reading as compared to 58.56% of ALL students on KPREP in the Spring of 2019 -Thirty-four percent (34%) of students in the achievement gap of students with disabilities scored at or above 50th percentile in Math on Winter MAP of 2020 as compared to ALL students who scored 62% at or above the 50th percentile. This was a seven and half percent (7.5%) increase from the FALL of 2019 MAP scores. -Sixty-Nine percent (69%) of third grade students scored at or above 50th percentile on MAP Reading in the Winter of 2020. This was a twelve and a half (12.5%) increase from Fall Reading MAP of 2019. -From Winter of 2019 to the Winter of 2020, Caywood saw an increase of 4.62% in the number of students scoring at or above the 50th percentile on MAP reading from 58.32% to 62.94%. -For our EL population, the state goal set for Caywood for proficient and above students was 31.8%. Our actual score of 46.3% proficient and above students far exceeded that goal by 14.5%. Non-Academic: - Impact Kentucky Working

Conditions Survey data indicated 34% of respondents perceive the overall social and learning climate of the school as favorable compared to 62% in the state. -Impact Kentucky Working Conditions Survey data indicated 31% of respondents perceive the school leadership as effective. -School Climate and Safety Perception Data indicated that 94% of students believe that adults in the school make sure all students get what they need to be successful. -School Climate and Safety Perception Data indicated that 96.9% of all students at Caywood feel safe at school. -The number of behavior referrals decreased from 176 referrals in 2018-19 (August through February) to 165 referrals in 2019-20 (August through February). -Attendance data from the 2019-20 school year from August through February was 95.86% as compared to an average of 96.41% in 2018-19 for the same period, August through February.

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.

-Fourteen Percent (14%) of students in the achievement gap of students with disabilities scored at or above the 50th percentile on MAP in the winter of 2020 as compared to sixty one percent (61%) of ALL students in the area of reading. This was a decline of 8.79% from Fall MAP 2019 for student with disabilities in the area of reading. -Twenty-Eight percent of students in the achievement gap of students with disabilities scored proficient on KPREP Reading as compared to 58.56% of ALL students on KPREP in the Spring of 2019. -Sixty two (62.94%) of students scored at or above the 50th percentile on Reading MAP in the winter of 2020. -Non-Academic-Impact working Conditions Survey data indicated 34% of respondents perceive the overall social and learning climate of the school as favorable compared to 62% in the state. -Impact Working Conditions Survey data indicated 31% of respondents perceive the school leadership as effective compared to 66% in the state.

Trends

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

-Twenty-Four (24.64%) of students in the achievement gap of students with disabilities scored at or above the 50th percentile on MAP in the winter of 2019 in the area of reading. In the winter of 2020, 13.79% of students in the achievement gap of students with disabilities scored at or above the 50th percentile on MAP in the area of reading showing a significant decline of 10.85% from 2019 to 2020.

-Fifty-Seven (57.5%) of students scored P/D in the area of reading on KPREP in the 2017-18 school year which was below the district average of 63.9%. In the 2018-19 school year, 58.6% of students scored P/D in the area of reading still remaining below the district average of 63.2%. -According to school report card data, Caywood had 94 behavior events in 2018-19 as compared to 117 behavior events in 2019-20 for an increase of 23 events.

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](#)

1)KCWP 3: Design and Deliver Assessment Literacy- Continue Focus on implementation and refinement of Weekly Assessments in Reading aligned to grade level standards in order to adjust and improve instruction. 2)KCWP 4: Review, Analyze and Apply Data- Review weekly assessments and IEP goal data for students in the disability gap of special education during weekly PLC Meetings. 3)KCWP: 5 Design, Align and Deliver Support- Continue to refine our MTSS process and deliver appropriate interventions that match skill deficits and use intervention data to adjust instruction for individual students. 4)KCWP 6: Establishing Learning Culture and Environment- Work to build trust between staff and school leadership as well as to improve positive learning culture through staff recognition, and being responsive to teacher feedback.

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%.

-Sixty-Nine percent (69%) of third grade students scored at or above 50th percentile on MAP Reading in the Winter of 2020. This was a twelve and a half (12.5%) increase from Fall Reading MAP of 2019 and was above the district average of 65.81%.

-Thirty-four percent (34%) of students in the achievement gap of students with disabilities scored at or above 50th percentile in Math on Winter MAP of 2020 as compared to ALL students who scored 62% at or above the 50th percentile. This was a seven and half percent (7.5%) increase from the FALL of 2019 MAP scores.

-Sixty-Two (62.17%) of ALL students scored at or above 50th percentile in Math on Winter MAP of 2020 as compared to 60.23% in the Fall of 2019. This was an increase of 1.94%.

-For our EL population, the state goal set for Caywood for proficient and above students was 31.8%. Our actual score of 46.3% proficient and above students far exceeded that goal by 14.5%.

-School Climate and Safety Perception Data indicated that 94% of students believe that adults in the school make sure all students get what they need to be successful.

-School Climate and Safety Perception Data indicated that 96.9% of all students at Caywood feel safe at school.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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