



2020-21 Phase Two: The Needs Assessment for Schools HES

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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

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?

Kentucky Performance Rating for Educational Progress (K-PREP) for spring 2020 was waived due to the COVID-19 Pandemic. In the past, the following process occurred and will be resumed in the future. Upon receipt of K-PREP data, HES administrative staff begin the process of analyzing the data and work with district administration to ensure all students are coded correctly for accountability. HES administration then begin analyzing student results to determine percentages and groupings of N,A,P,D. Work is also done to analyze results for Proficiency, Separate Indicator, Growth, and Gap. On the October 2019 district-wide training day, certified staff members spent the afternoon disaggregating the data to determine strengths and weaknesses as related to whole grades and to individual students, resulting in making revisions to the school CSIP. PLC teams further disaggregate the data. Once K-PREP data has been fully analyzed, school administration begins work with HES SBDM council, teacher leadership team, and PLC teams to complete the current year CSIP, which is approved at the November SBDM meeting.

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.

Kentucky Performance Rating for Educational Progress (K-PREP) for spring 2020 was waived due to the COVID-19 Pandemic. Current K-PREP data is unavailable. The most recent data from K-PREP 2019 indicates the following: 2019 K-PREP data reveals HES scored 'High' in Proficiency, with a score of 84.3; scored 'High' in Separate Academic, with a score of 78.4; and 'Very Low' in Growth, with a score of 47.3. Proficiency indicator in Reading/Math--All Students: 83.9 (R) and 84.7 (M), F/R: 76.8 (R) and 75.7 (M), and Disability 61.9 (R) and 60.3 (M). Separate Academic indicator in Science, Social Studies, and Writing--All Students: 78.4, 68.5 (Sci), 94.8 (S.S), 72 (Wrtg); F/R: 71.3 overall, 60.7 (Sci), 89.5 (SS), 63.8 (Wrtg); and Disability 50.3 overall, 43.8 (Sci), 57.1 (SS), and 50 (Wrtg).

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.

Kentucky Performance Rating for Educational Progress (K-PREP) for spring 2020 was waived due to the COVID-19 Pandemic. Current K-PREP data is unavailable. The most recent data from K-PREP 2019 indicates the following: 59.7% of students scored P/D in Writing. A school-wide writing plan was begun in 2016; however, work will continue with this approach, with a review of the program conducted on October 4, 2019. Professional development will continue to be help to assist in further implementing the work of Abell and Atherton. Another area of focus for HES will be science, 41.4% of our students scored P/D in this area. The school-wide master schedule ensures that NGSS will be taught in all grade levels. Grades K-5 will also complete Through Course Tasks (TCT) each semester. Teachers and Administration will analyze TCT work samples during PLC meetings. With a very low growth score (47.3), Title I/RTI What I Need (WIN) time, is being used to target students who struggle in the areas of math and reading in order to reduce novice scores and to push students to score at a higher level.

Trends

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

Kentucky Performance Rating for Educational Progress (K-PREP) for spring 2020 was waived due to the COVID-19 Pandemic. Current K-PREP data is unavailable. The most recent data from K-PREP 2018 & 2019 indicates the following: A focus will continue on implementing the school-wide writing plan. Work will include K-1 writing a 1.4 paragraph, grades 2-3 writing a 2.6 paragraph, and grades 4-5 writing a 3.8 paragraph. The progression of writing expectations, using the same model, will help build proficient writers. Additionally, students will be working on monthly on-demand writing exercises, where writing instruction will be focusing on the beginning, middle, and end, along with students receiving feedback for improvement. A focus will also remain on Science. Additionally, efforts are already underway to identify and to target students for growth. Title I/RTI What I Need (WIN) time, is being used to target students who struggle in the areas of math and reading in order to reduce novice scores and to push students to score at a higher level.

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](#)

Kentucky Performance Rating for Educational Progress (K-PREP) for spring 2020 was waived due to the COVID-19 Pandemic. Current K-PREP data is unavailable. The most recent data indicates the following: A focus, especially in the area of writing, will be given to the deployment of standards and the delivery of instruction. HES teachers currently use the district-wide checklists and pacing guides developed to ensure the CCSS ELA writing standards are taught with fidelity. With regard to the delivery of writing instruction, HES teachers have been to Abell and Atherton writing professional development to gain new tools and understanding of writing instruction. The initial implementation of this instructional strategy has proven successful, with the 2018 K-PREP data showing great improvement in writing scores. Work still needs to be done to fully implement and benefit from the Abell and Atherton model. 2019 writing data reveals, however, more work needs to be done with our school-wide writing program, and efforts have already been made to enhance the writing program. Attention will also be given to identifying and targeting students struggling in the areas of reading and math to ensure their growth.

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%.

Kentucky Performance Rating for Educational Progress (K-PREP) for spring 2020 was waived due to the COVID-19 Pandemic. Current K-PREP data is unavailable. The most recent data indicates the following: HES continues to score above state averages in proficiency and separate academic. With the transition to a new accountability system and the significance of the growth component, work will continue to focus on student growth for all students. A particular focus will include a an emphasis on students with disabilities, novice reduction, and students who struggle in the areas of reading and math.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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