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

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Nicholas County Elementary School
Stacey Allison
133 School Drive
Carlisle, Kentucky, 40311
United States of America

Table of Contents

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.

NCES reviews and analyzes K-PREP data as a whole faculty using KASC provided graphs/guidelines to see strengths and weaknesses, trends, etc. Then grade level teams and individual content teachers disaggregate the data further by students to apply changes to instruction, to plan intervention groups, and placement of students in Core classes. NCES has implemented and continues to have a Learning and Leadership team for continuous improvement that consists of school administrators (Principal and Assistant Principal), district administrator (Supervisor of Instruction), guidance counselor, SBDM council members, and parents.

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.

There is not a lot of data to analyze from the past two years due to Covid closures at the end of the 2019-20 school year and being virtual or on a modified schedule for the majority of the 2020-21 school year , that can be compared for an accurate representation. It is very difficult to compare academic related data since there wasn't K-PREP in 2019-20 . Cultural and behavioral measures such as attendance and behavior referrals were greatly reduced in the 2020-21 school year due to not being in-person the majority of the year. - The number of behavior referrals in 2019-20 was 291 and the number of behavior referrals in 2020-21 was only 20. - From 2018 to 2020, K-PREP data shows significant learning loss and gaps in both Math and Reading. In 2018-19, 51% of students in grades 3-6 were Proficient/ Distinguished in reading, and in 2020-21 only 28.75% of students in grades 3-6 were P/D in reading, which is a decrease of 22.25%. -In 2018-19, 46.3% of students in grades 3-6 were P/D in math, and in 2020-21 only 22.25% of students in grades 3-6 were P/D in math, which is a decrease of 24%.

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.

Non-Academic State: 1)The number of behavior referrals in 2019-20 was 286- a decrease from 342 in 2018-19. In 2020-21 there were only 20 behavior events due to being on virtual or hybrid schedule the majority of the school year. 2) In 2019-20, 69.4% of students at NCES were economically disadvantaged (Free/Reduced lunch), and in 2020-21 there were 67.8% of students that were considered economically disadvantaged, which was a decrase of 1.6%. Current Academic State: Based on 2018-19 and 2020-21 data since there was no K-PREP data in 2019-20: 1) In 2020-21, 22.25% of students at NCES scored proficient/distinguished in math on K-PREP, which is a decrease of 24% from 2018-19. 2)The state average in math in 2020-21 was 30.7, which NCES was behind the state average by 8.45%. 3) In 2020-21, 28.75% of students at NCES scored proficient/distinguished in reading on K-PREP, which is a decrease of 22.25% from 2018-19. 4) The state average in reading was 40.28% in 2020-21, which NCES was behind the state average by 11.5%. 5) The data from 2020-21 shows a significant learning loss and gaps caused from the Covid-19 pandemic with school closures and virtual/hybrid learning.

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.

- 82% of all 3rd grade students scored below proficiency on the K-PREP test in reading in 2020-21. - 76.8% of all 3rd grade students scored below proficiency on the K-PREP test in math in 2020-21. -66.3% of all 4th grade students scored below proficiency on the K-PREP test in reading in 2020-21. -77.5% of all 4th grade students scored below proficiency on the K-PREP test in math in 2020-21. -81.3% of all 4th grade students scored below proficiency on the K-PREP test in science in 2020-21. -Overall attendance is still a priority and a concern that needs to be addressed. Attendance has been difficult due to Covid quarantines and getting students back to an in-person routine. -70.7% of all 5th grade students scored below proficiency on the K-PREP test in reading in 2020-21. -84.2% of all 5th grade students scored below proficiency on the K-PREP test in math in 2020-21. -71.8% of all 5th grade students scored below proficiency on the K-PREP test in writing in 2020-21. -64.6% of all 6th grade students scored below proficiency on the K-PREP

test in reading in 2020-21. -74.4% of all 6th grade students scored below proficiency on the K-PREP test in math in 2020-21.

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.

-18.3% of 6th graders at NCES scored distinguished on K-PREP in reading in 2020-21, which is above the state average of 16.4%. - 22% of 6th graders at NCES scored proficient on K-PREP in math, which is above the state average of 20.5%

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.

Math has been a district-wide focus since 2018-19, Math Focus Teams have been established at the elementary, middle and high school level. This team has addressed standards, pacing guides, the curriculum and resources being used, daily basic skills practice K-12, and researched a new benchmarking assessment platform, CASE 21 and enCASE item bank, that NCES began using in the 2018-19 school year and continues to use 3 times a year. NCES will continue using CASE 21 for benchmarking and Simple Solutions for daily practice. Reading is also a focus this year at NCES. Teachers were using many different reading series, limited phonics, and there was no consistency at the elementary level. NCES has adopted a new reading series, Open Court, which all reading teachers in grades K-5 will be implementing the 2021-22 school year. During the 2021-22 school year, NCES will also focus its resource and efforts in revamping reading and math intervention services with programming and additional teachers. All of these current practices and processes being done are linked to the following Key Core Work Processes: Designing and Deploying Standards, Designing and Delivering Instruction, and Reviewing, Analyzing, and Delivering Support.

Attachment Summary

Attachment Name	Description	Associated Item(s)
2021-22 NCES Key Elements Template		•