

2020-21 Phase Two: The Needs Assessment for Schools_10012020_13:25

2020-21 Phase Two: The Needs Assessment for Schools

Augusta Independent School

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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?

A large part of what we try to do at Augusta Independent revolves around data analysis. We are constantly reviewing data to determine what has worked well and other areas that we need to make improvements in. Not all data analysis centers around test scores and grades either. We also look at attendance data, behavior data, TELL Survey, and any input provided from our parents/ guardians on surveys and forms sent home. The first thing I would like to mention is the Kindergarten Screening test we used called the Brigance. The Brigance is given each year to students within the first 30 days of them entering Kindergarten to determine if they are ready. We have used these results to meet with local stakeholders including pediatricians, day cares, preschools and other concerned agencies to develop an early childhood initiative that we hope will help have our children come to Kindergarten more prepared and ready for future success. We also continue to use these results when we plan our home visits as well as to teach the children between 18 months and 3 years old who regularly attend our cradle school aimed at improving the readiness of all kids entering Kindergarten. The test we use to monitor our students in grade K-12 is the iReady Assessment. Our students test in the fall, winter and spring in Math and Reading and their results are monitored by both teachers and administration. These results are used by teachers to determine what level of intervention each student needs to receive to help them reach grade level. Our scores on the iReady help us determine which students are on grade level, below grade level and above grade level. This information is used to ensure students receive the proper RTI. Teachers and administrators use this data to plan lessons accordingly and to help differentiate instruction. Teachers meet monthly in their Professional Learning Communities to discuss data and develop the approach and best practices that will be of the most benefit to their students. Another type of data we collect and analyze is non cognitive data. These include behavior, attendance, information collected from the TELL survey, and parent surveys. During the 2016 - 2017 school year we had an overall attendance of 95% which was improved from the year before (94.55%). Our discipline review showed that we had 337 behavior referrals. The majority of these were for minor classroom disruptions and tardies. The others were cell phone violations and fights. A large majority of our parent surveys are very positive. People without a doubt are glad their children attend Augusta Ind. Schools and wouldn't want them attending anywhere else. Some areas they mentioned in these surveys the past year include better communication and events and different times so more parents could attend. 100% of our staff completed the TELL survey last school year. In this survey 95% of the staff reported that overall, Augusta Ind. was a good place to work and learn. 93.7% reported that Augusta Ind. utilizes the results from the TELL survey as a tool for school improvement. Some areas from the TELL survey that we chose to focus our improvement efforts toward included: * Making efforts to minimize the amount of routine paperwork teachers are required to do. * The reliability and speed of internet connections in the school. * Ways to encourage Parents/ Guardians to support teachers, that will in turn contribute to their success with students. * Making sure that school administrators consistently enforce rules for student conduct. * Making sure that teachers consistently enforce rules for student conduct.

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.

Current Academic State:- 36% of elementary, 40% of middle, and 26% of high school students tested on KPREP scored proficient or distinguished in reading- 39% of elementary, 22% of middle, and 30% of high school students tested on KPREP scored proficient or distinguished in math-We saw a decrease of 10% in elementary, 10% in middle, and 18% in high school in Reading and 1% in elementary, 3% in middle, and 8% in high school in math-Elementary proficiency rate was 61.5% compared to the state 70.4%, Middle proficiency rate was 54.4% compared to the state 72.3%, and high school proficiency rate was 50.6% compared to the state 56.8% Non-Academic Current State:-The number of behavior referrals has decreased from 456 in 2018-2018 to 337 in 2018-2019-The student attendance rate for 2018 was 95%, a decrease from 96.2% in 2017

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.

-54% of elementary, 50% of middle, and 56% of high school students are below proficiency on KPREP in reading-62% of elementary, 81% of middle, and 62% of high school students are below proficiency on KPREP in math-75% of elementary, 77% of middle, and 43% of high school students are below proficiency on KPREP in On Demand Writing

Trends

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

-Reduce Novices in reading, math, and on-demand writing across the board at all grade levels
increase the combined % of Proficient/Distinguished in Reading/Math across all grade levels
increase the combined % Proficient/Distinguished In reading at all grade levels-Increase the combined % Proficient/Distinguished In math at all grade levels-Increase the % of proficient/distinguished in social studies in middle school-Increase the % of proficient/distinguished in writing across all grade levels

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](#)

Our main focus would fall into the category of Delivery of Instruction and Design and Deliver Instruction. This also goes along with review, analyze, and apply data results (What are teachers doing with the data they analyze? How is that driving instruction?). To tie all of this together, a monitoring system must be in place to ensure the curriculum is taught at a high level of fidelity (Deployment of Standards).

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%.

-Elementary growth rate is high at 68.9/300 as compared to the state 57.7/300-Transition readiness is very high at 114.3/125 as compared to the state 66.8/125

Attachment Summary

Attachment Name	Description	Associated Item(s)
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