



# Goshen 2020-21 Phase Two: The Needs Assessment for Schools\_09292020\_09:18

2020-21 Phase Two: The Needs Assessment for Schools

**Goshen At Hillcrest Elementary School**

**Ryan Rodosky**

12518 Ridgemoor Drive  
Prospect, Kentucky, 40059  
United States of America

---

## 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?

All Grade levels will review data using a predetermined protocol and results shared with stakeholders, an informational piece, and with teachers to drive their instructional practices. Each grade level analyzes scores during extended planning and Teacher Work Day to allow multiple teachers to add to the discussion about best practice. The classroom teachers will analyze results from students they had in the testing year, in order to look for trends and patterns of student learning and instructional practices. The teachers will then analyze data information for their current students to determine if strategies showing positive trends will work for their current students.

## 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.

Information obtained from our 18-19 scores indicate our NAPD score, when compared to the previous year, demonstrates Reading moving from 75.4% P/D to 78.4%, math 74.9% to 71.6%, SS 75.5% to 68%, and Writing 71.8% to 72.1%. In science, 62.2% of students scored P/D compared to the state average of 31.7%. The overall school proficiency is 93.1 (very high), Separate Academic Indicator is 85.9 (very high) and Growth 56.6 (medium). The achievement gap for Hispanic students decreased from 20.6% in 17-18 to 2.9% in 18-19. The achievement gap for special education students increased from 45.8% to 52.8%. The overall rating based on the 5-star system is 4 stars. KPREP was cancelled for the 2019 – 2020 school year due to the COVID-19 pandemic.

## 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.

2019 - 2019 KPREP results revealed that 30% of special education students scored P/D on the KPREP test in reading as opposed to 82.8% of non-disabled students. KPREP was cancelled for the 2019 - 2020 school year due to the COVID-19 pandemic.

## Trends

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

2018 – 2019 KPREP results show Proficiency and Separate Academic Indicator continue to be very high. A reduction in the gap between Hispanic and non Hispanic students indicates that Tier 1 instruction and Tier 2 / 3 interventions are working. The gap for students with disabilities increased, which is a concern. KPREP was cancelled for the 2019 – 2020 school year due to the COVID-19 pandemic.



## 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](#)

To produce the desired change, Goshen will continue to focus on flexible grouping across all content to better serve our struggling students and provide extensions in learning for our achieving students. The development and use of common formative assessments will help to narrow the skill needed for student mastery. Data analysis will continue on a regular basis by our classroom teachers and ESS to strengthen our instruction in Tier I and narrow down groups for our ESS teachers.

## 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%.

Goshen maintains very high scores in Proficiency and Separate Academic Indicator . Furthermore our student attendance (97%) is very high and our tier 1 social-emotional supports ensure a positive learning environment for all students. Improved scores for our Hispanic students demonstrate that our systems can positively serve our Gap groups. This success needs to be replicated for our special education students to ensure their growth.

# Attachment Summary

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