



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?

The review, analysis, application of data results was done with the assistance of the South Oldham Middle School Site-Based Decision Council and the Administrative Leadership Team. The SBDM council meets monthly and the Administrative Leadership Team meets bi-monthly. SBDM meetings are documented by agenda's and minutes taken and the Administrative Leadership Team's meetings are documented with agenda's and minutes as well.

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.

Seventy-three (73%) of students scored proficient and distinguished on KPREP Reading (18/19 Data) Sixty five (65%) of students scored proficient or distinguished on KPREP Math (18/19 Data) Achievement Gaps have increased over the last year for African-American Students in Reading and Math Achievement Gaps have decreased for our students in poverty in Reading and Math over the previous year

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.

Percentage of students scoring proficient/distinguished in writing has decreased from 53.8 in 14/15 to 39.3 in 18/19 Our students with disabilities represent our most significant gap group

Trends

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

The gap that exists for our students with disabilities represents our largest gap group and has shown little growth over the last two years. Percentage of students scoring proficient/distinguished has continued to decrease over the last three years.

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](#)

KCWP 1: What monitoring systems are in place to ensure the curriculum(s) is taught at a high level of fidelity (e.g., complete document is consistently used by all staff, the intent of the standard is preserved)? What systems are in place for teachers to readjust the curriculum (content and pacing) to meet student needs based on assessment results (formative and summative)? KCWP 2: What systems/processes are in place to ensure Tier I instruction and assessments meet the intent of the adopted 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%.

Overall Proficiency indicator grew from 84% to 87.3 in one year.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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