2021-22 Phase Two: Kenwood Station Needs Assessment for Schools

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Kenwood Station Elementary School
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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.

Annually, school data is shared with parents when it is synthesized in the principal newsletter and the with a link to the School Report Card. These results are also shared annually with the Oldham County Board of Education and the Kenwood SBDM Council, which is comprised of parents and teachers from Kenwood Station. Within the school, teachers reflect annually on KPREP data and three times per year on smaller data such as MAP, DRA, and On-Demand writing. The results of this data analysis are shared school-wide by the MTSS team. The MTSS team meets monthly to review data points and track progress toward goals.

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.

Learning loss is an unfortunate but obvious trend in our school, similar to many other. Having said that, our current state shows approximately 79% of students scoring in the "average" range or higher in reading on MAP tests. 60.3% of students scored proficient or distinguished in reading on KPREP in the 20-21 school year. Although MAP scores show a similar % of proficiency among black students (64%+ average or higher), KPREP shows a GAP in this area. Only 46% of black students scored P/D. Disabled students show a similar gap in reading. on KPREP and MAP, they scored only around 30% P/D. Math is similar to reading. Our current state shows approximately 83% of students scoring in the "average" range or higher in math on MAP tests. 64.4% of students scored proficient or distinguished in math on KPREP in the 20-21 school year. MAP and KPREP scores show a gap in % of proficiency among black students (46% P/D on KPREP and MAP). Disabled students show a similar gap in math. on KPREP and MAP, they scored only around 30% P/D. Behavior referrals are higher this year than in previous years. Within the first three weeks of school, we were already above 20 behavior referrals, which is more than double the previous two school years.

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.

Learning loss is an unfortunate but obvious trend in our school, similar to many other. Having said that, our current state shows approximately 79% of students scoring in the "average" range or higher in reading on MAP tests. 60.3% of students scored proficient or distinguished in reading on KPREP in the 20-21 school year. Although MAP scores show a similar % of proficiency among black students (64%+ average or higher), KPREP shows a GAP in this area. Only 46% of black students scored P/D. Disabled students show a similar gap in reading. on KPREP and MAP, they scored only around 30% P/D. Math is similar to reading. Our current state shows approximately 83% of students scoring in the "average" range or higher in math on MAP tests. 64.4% of students scored proficient or distinguished in math on KPREP in the 20-21 school year. MAP and KPREP scores show a gap in % of proficiency among black students (46% P/D on KPREP and MAP). Disabled students show a similar gap in math. on KPREP and MAP, they scored only around 30% P/D. Behavior referrals are higher this year than in previous years. Within the first three weeks of school, we were already above 20 behavior referrals, which is more than double the previous two school years.

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.

Math- Overall, math scores are lower for all populations. Our GAPS in math are greater than other areas. 46% of black students and 34% of disabled students score in the P/D range. This is a priority. Reading- Looking over the last two years of MAP data, we never have a % of 80% or higher in the P/D section, showing we need growth in the area of tier 1 instruction. Similar to math, there is also a gap with black students (46% P/D) and disabled (34% P/D) students.

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.

Despite learning loss, only 22% of students scored in the "low-average" and "low" category for reading MAP. This means the other 78% of students are average or higher. Similarly, Despite learning loss, only 17% of students scored in the "low-average" and "low" category for math MAP. This means the other 83% of students are average or higher.

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.

We need to develop a clear scope and sequence in all subject areas and align this vertically K-5. We are just starting this process. We are in year two of a literacy alignment K-5 and in year one of math alignment. We believe we need more vertical

alignment; discussions about what kids need to know each year/which essential standards they will learn each year in core areas. Also, calibration of grading and expectations from grade-level to grade-level. We need to increase feedback to student writers and include meaningful writing across all content areas. We need to build writing stamina with more opportunities to write authentically for short periods of time in the K-5 realm. We need to look at our tier 1 instruction and differentiate in ways that support all students without looking to tier 2 for large groups. We also need to examine our dedicated tier 2 intervention time and look for data trends. We need to ask, has this time produced the desired improvements in our GAP groups? On the reverse side, has it produced a negative impact on the non RTI students? We need to create science transfer tasks after each unit to allow students more opportunities for analyzing and interpreting data. We need alignment for science instruction K-5.

Attachment Summary

Attachment Name	Description	Associated Item(s)
KSE School Key Elements Template		•