



## 2021-22 Phase Two: The Needs Assessment for Districts\_10292021\_13:17

2021-22 Phase Two: The Needs Assessment for Districts

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## **2021-22 Phase Two: The Needs Assessment for Districts Understanding Continuous Improvement: The Needs Assessment for Districts**

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 district goals and strategies. Once completed, the diagnostic will lead to priorities to be addressed in the comprehensive district 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 districts 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 districts, each district 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 of this year's needs assessment. Include names of district leadership teams and stakeholder groups involved, a timeline of the process, the specific data reviewed, and how the meetings are documented.

Teachers collect and analyze student data continuously through classroom analysis and PLC meetings. School level data is analyzed by classroom teachers as well as the leadership team, which includes the principal, superintendent, counselor and special education director. Other stakeholders such as parents and community members are involved in the analysis of data and needs assessment. Sources of data that are analyzed include MAP, KSA data, attendance, behavior, and classroom assessment data. Stakeholders are organized into committee groups by content area to examine strengths, areas for improvement, and formulate strategies to

eliminate barriers and reach goals. Data is disaggregated by subgroups to identify gaps and look for ways to close the achievement gap. Teams continue to meet throughout the year to adjust instruction and allocate resources as needed. All funds are budgeted based on the needs assessment and the goals in the CSIP/CDIP. PLC minutes and/or sign-in sheets document each meeting.

## Trends

2. After 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 district saw an 11% increase in novice scores in reading among students in the achievement gap.

East Bernstadt has worked to rebuild our PBIS program and made changes to positively impact student behavior. The number of behavior referrals in 2019-2020 and 2020-2021 have remained low ranging in the number of incident referrals in the low 20's and 30's. Due to the pandemic and interruption to in person learning, students were not assessed in the 2019-2020 school year. The pandemic also impacted the 2020-2021 school year with options for remote learning and variations to testing (option not to test, low participation) protocol, therefore most contents areas assessed (reading, math, writing and science) reported an increase in the percentage of students scoring novice and apprentice. Overall, math is an area of concern school wide as well as, the gap group students with IEP for reading and math and those who are economically disadvantaged in the content area of math.

## Current State

3. Plainly state the current condition of the district 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%.

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**Example of Non-Academic Current State:**

- Teacher attendance rate was 84% for the 2020-21 academic year
- Survey results and perception data indicated 74% of the district's teachers received adequate professional development.

According to our KPREP data for 2020-2021: 45.3% of our elementary students scored proficient or distinguished in the area of Reading compared to the state at 39.5% 35.2% of our elementary students scored proficient or distinguished in the area of Math compared to the state at 31.4% 29.2% of our elementary students scored proficient or distinguished in the area of Science compared to the state at 25.1% 38.9% of our elementary students scored proficient or distinguished in the area of Writing compared to the state at 39.8%. 60.8% of our middle school students scored proficient or distinguished in the area of Reading compared to the state at 44%. 35.8% of our middle school students scored proficient or distinguished in the area of Math compared to the state at 27.8%. 27.9% of our middle school students scored proficient or distinguished in the area of Science compared to the state at 20.9%. 96.0 of our middle school students scored proficient or distinguished in the area of Writing on Demand Students with a disability scored lower then all students in each subject area at both elementary and middle school.

**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 District Improvement Plan (CDIP) 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.

Only 38.9 % of our elementary students scored proficient or distinguished in the area of writing which was below the state at 39.8%. Both elementary and middle school students had a low percentage of proficient/distinguished in the content area of math: elementary scored 35.2% proficient/distinguished and middle school scored 35.8% proficient/distinguished. In both reading and math, the gap group, Student with Disabilities (IEP) compared to Student without Disabilities had significant gaps with the greatest gap at middle school: 41.2 percent discrepancy for reading and 28. 2 percent discrepancy for math. There was also a significant gap with Economically Disadvantaged and Non- economically Disadvantaged in the content are of science: 49.1 percent discrepancy.

## Strengths/Leverages

5. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the district. 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.

Our greatest strengths lies in the content area of reading for both elementary and middle school as well as middle school On-Demand Writing. The percentage of students scoring P/D in reading were 60.4% at grade 4, 51.9% at grade 5 and middle school all students were 60.8%. In the area of writing, the percentage of students scoring P/D were 96%. Both subjects have a high percentage of P/D at both elementary and middle exceeding the state.

## 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 district 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 District

Improvement Plan (CDIP) diagnostic and template.

See Attachments

# Attachment Summary

Attachment Name	Description	Associated Item(s)
 Data Analysis for Content Area and Sub Groups	Content Area and Sub Groups	•
 Data Analysis for Math	Math group	•
 Data Analysis for Reading	Reading data	•
 Data Analysis for Science	Science Data	•
 Data Analysis for Students with Disabilities	Data for Student with Disabilities	•
 Data Analysis for Writing	Writing Analysis	•
 District Key Elements	Sample Evidence	•
 Public Release Data Template	Power Point with data	•