



## 2021-22 PHASE TWO MLK: The Needs Assessment DUE NOV. 1

2021-22 Phase Two: The Needs Assessment for Schools

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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.

During weekly PLC meetings, teachers follow the PDSA cycle to review, analyze, and apply classroom assessment data results. Teachers use Data Protocol steps to analyze pre-module, mid-module, and post module assessment data. Each meeting has a predetermined agenda prepared by the principal and curriculum specialist using the MLK instructional calendar for unit planning, as well as the MLK PLC document addressing the needs and focus for each meeting. Sign in sheets are used to document attendance for the meetings. See attachments (MLK 21-22 PLC Calendar, Kindergarten Math Pacing, Kindergarten Reading Pacing, 1st Grade Eureka Pacing, 2nd Grade Eureka Pacing, 3rd Grade Eureka Pacing, 4th Grade

Eureka Pacing, 5th Grade Eureka Pacing, 6th Grade Eureka Pacing, MLK PLC Calendar - 4th Grade Science) for a timeline of the data protocol process and the specific data that is reviewed. MAP data is reviewed three times a year in PLC meetings and analyzed using a data protocol that addresses specific needs of students. Teachers use an assessment data tracker to organize student assessment results. Within the assessment data tracker, teachers are able to compare data points and trends to make adjustments to instruction as needed. BAS data is reviewed monthly during PLC meetings. Teachers use the Fountas & Pinnell Instructional Level Expectations for Reading chart to determine if students are exceeding expectations, meeting expectations, approaching expectations, or not meeting expectations. Using the Fountas & Pinnell Literacy Continuum, teachers develop plans to meet the needs of students in each performance category. PLC/ Data meeting participants include certified staff, administration, curriculum specialist, guidance and district level staff.

## 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.

- From 2018 to 2020, the school saw a 26% decrease in Proficient/Distinguished scores in 3rd grade reading.
- From 2018 to 2020, the school saw a 2.5% decrease in Proficient/Distinguished scores in 3rd grade math.
- From 2018 to 2020, the school saw a 7% decrease in Proficient/Distinguished scores in 4th grade math.
- From 2018 to 2020, the school saw a 26% decrease in Proficient/Distinguished scores in reading.
- From 2018 to 2020, the school saw a 9.9% decrease in Proficient/Distinguished scores in 6th grade reading.
- From 2018 to 2020, the school saw a 14.9% decrease in Proficient/Distinguished scores in 6th grade math.
- Behavior disruptions to the learning environment continue to be a concern
- Percentage of Special Education Students performing at the Novice level continues to be higher than the percentage of regular education students performing at the novice level
- Significant percentage of students reading below grade level according to Benchmark Assessment System results as well as Reading Inventory
- Climate and culture continue to be a recurring concern expressed by stakeholders (parents, students, and staff)

## 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.

See Attachment MLK 21-22 KPREP data table

## 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.

87.2% of African American students are performing below proficiency in Reading.  
81.3% of African American students are performing below proficiency in mathematics. 88.3% of students with disabilities are performing below proficiency in reading and 91.2% in math.

## 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.

5th grade reading KPREP proficiency increased from 23.6% in 2018-2019 to 26.8% in 2020-2021. The systems of support we implemented for 5th grade reading can be adapted to address our low performance in other grade levels. 5th grade math KPREP proficiency increased from 40.3% in 2018-2019 to 48.2% in 2020-2021. The systems of support we implemented for 5th grade math can be adapted to address our low performance in other grade levels. Writing KPREP proficiency increased from 9.7% in 2018-2019 to 16.4% in 2020-2021. The systems of support we implemented for writing can be adapted to address our current writing curriculum.

### 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.

See Attachment MLK 21-22 KCWP template

# Attachment Summary

Attachment Name	Description	Associated Item(s)
 KINDER MATH PACING		•
 MLK 1st grade pacing		•
 MLK 21-22 KCWP Template		•
 MLK 21-22 KPREP data table		•
 MLK 21-22 PLC Calendar		•
 MLK 2nd grade pacing		•
 MLK 3rd grade pacing		•
 MLK 4th grade pacing		•
 MLK 5th pacing		•
 MLK 6TH GRADE PACING		•
 MLK Kinder reading pacing		•
 Science pacing		•