



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?

In the past, Administrators have teachers use the previous year's K-PREP scores to analyze student achievement. Due to the Covid-19 pandemic, no scores were available this instructional year. A school wide effort to have all students assessed using the STAR Math and Reading assessments was enacted in order to give teachers data to use in making educational decisions. Teachers formed PLC teams based on the content they teach. Teachers had to develop instructional plans on how they plan to improve their scores. Teachers included their plans with measurable objectives that will be followed by administrators. PLC teams are required to meet each month and discuss student progress.

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.

On the Spring 19-20 STAR reading assessment, only 22% of students scored at or above the 50th percentile rate. Math scores were slightly higher with 35% being at or above the 50th percentile rate. These scores indicate a concern in the areas of reading and math across grade levels. A STAR assessment Fall benchmark has been attempted, but with the conditions set forth with the COVID-19 pandemic, not as many students have been able to be tested, but the scores indicate that students remained at roughly the same mark as they did in the spring (33% in Reading and 33% in Math. This does not make it any easier to target reading virtually and through limited school interaction, but does indicate that student retention has remained at the same level over the long summer. According to a survey conducted with parents and guardians of our students, 97.5% agree that a smaller classroom size is beneficial to their child's education. A majority of parents and guardians (82.05%) also agreed that the STAR assessment is beneficial and gives helpful insight on your child's development and educational needs. Parents were more divided about virtual instruction with only 63% saying their child benefited from virtual learning and the Odysseyware program. The survey indicated a unanimous agreement that the School Resource Officer program provides services in which students feel that they are protected and safe at school.

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.

Our schools Reading and Math scores are currently our main priority and the the target of our assessment and data collection. On the Spring 19-20 STAR reading assessment, only 22% of students scored at or above the 50th percentile rate. Math scores were slightly higher with 35% being at or above the 50th percentile rate. These scores indicate a concern in the areas of reading and math across grade levels. A STAR assessment Fall benchmark has been attempted, but with the conditions set forth with the COVID-19 pandemic, not as many students have been able to be tested, but the scores indicate that students remained at roughly the same mark as they did in the spring (33% in Reading and 33% in Math. This does not make it any easier to target reading virtually and through limited school interaction, but does indicate that student retention has remained at the same level over the long summer. Our K-2 students STAR scores also indicate and area of concern. 31% are at or above the 50th percentile rate in early literacy, but from that total, 45% were below the 25th percentile rate. The indicates a need to target early literacy.

ATTACHMENTS

Attachment Name

Trends

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

The trend for Cumberland K-8 reading and math Star data scores is an *** trend. Percentage of students over the 50th percentile from Spring 2019 was also at 22% in the area of reading and from 36% to 35% in the area of math in the Spring of 2020. The Spring benchmark was performed during the process of a shutdown for the Covid-19 pandemic, so assessment was rushed which may or may not have affected the outcome, but the trend line has remained flat with no increase or decrease from 2018-2020.

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](#)

Many students do not have their simple basic needs met. Cumberland has a student population where 440 out of the 495 students are economically disadvantaged. Cumberland Elementary school intends to provide as much as possible along with an education. For the Covid-19 pandemic, Cumberland has provided Chrome books for each student and internet access points with free high speed Internet. Although it is hard to determine a potential source of problem and make plans to target that problem during what can only be described as an extenuating circumstance, Cumberland Elementary will target student school and non school related needs in order to achieve the most growth from each student.

ATTACHMENTS

Attachment Name





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%.

For the Covid-19 pandemic, Cumberland has provided Chrome books for each student and internet access points with free high speed Internet. Cumberland is currently implementing an optional 3 day in school week for students to have hands on and in person lessons. The Odysseyware program has been implemented for all students virtually, and Study Island has been implemented in order to modify work for students with disabilities. Cumberland Elementary has a 0% drop out rate.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Potential Source of Problem Data		•
 STAR Early Literacy		•
 Star Math 19-20		•
 STAR Reading 19-20		•