



2021-22 Phase Two: The Needs Assessment for  
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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.

The administrative team meets at least bi-weekly to review data and make decisions that profoundly impact the planning and delivery of instruction. All teachers meet in a PLC weekly to discuss their students' progress, especially in areas of need (reading, writing, and mathematics.) During the PLCs, teacher groups review and discuss data from various sources, including but not limited to i-Ready, classroom diagnostics, CERT Testing, and classroom assessments. Grant representatives meet with the administration at least monthly to review the programs that have been and will be implemented through the grant process. The discussion with the grant people often revolves around how effective the programs they are helping to bring

to our district have been since the last meeting. We are a single school district and thus do not have a school council; however, we hold bi-monthly meetings with the advisory council through FRYSC which consists of parents, students, grant partners, college partners, and various community stakeholders. During these meetings, both school and Title data is presented to receive feedback from these members. School and testing data are also presented at the monthly board meeting, which is open to the public. All meetings have sign-in sheets and agendas, which are kept on file. During Open Houses, which we have multiple times per year, parents and guardians have meetings with all their children's teachers to discuss both in-class performances as well as the results of their child's needs assessments (state, national, and in-house diagnostics.)

## 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.

Reading, Math, and Science have not been to the level of proficiency that the school administration team desires to see. Reading in the elementary has a P/D of 49% (there is no data to compare it to the previous two years as a result of COVID.) Reading at the Middle School level has a P/D of 55.7% (there is no data to compare it to the previous two years as a result of COVID.) Reading at the High School level as based on K-PREP data was 42.4% (there is no data to compare it to the previous two years as a result of COVID.) Math at the elementary level has a P/D of 34.7% (there is no data to compare it to the previous two years as a result of COVID.) Math at the middle school level has a P/D of 24.8% (there is no data to compare it to the previous two years as a result of COVID.) Math at the high school level has a P/D of 27.3% (there is no data to compare it to the previous two years as a result of COVID.) Science at the elementary level has a P/D of 35.7% (there is no data to compare it to the previous two years as a result of COVID.) Science at the middle school level has a P/D of 29% (there is no data to compare it to the previous two years as a result of COVID.) Science at the high school level has a P/D of 36% (there is no data to compare it to the previous two years as a result of COVID.)

## 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.

While it is not easy to have a full grasp of the current state of our school because of the lack of previous years data not being reliable due to the COVID pandemic. Below you will see the current state of proficiency in three of the major content areas. Reading in the elementary has a P/D of 49% (there is no data to compare it to the previous two years as a result of COVID.) Reading at the Middle School level has a P/D of 55.7% (there is no data to compare it to the previous two years as a result of COVID.) Reading at the High School level as based on K-PREP data was 42.4% (there is no data to compare it to the previous two years as a result of COVID.) Math at the elementary level has a P/D of 34.7% (there is no data to compare it to the previous two years as a result of COVID.) Math at the middle school level has a P/D of 24.8% (there is no data to compare it to the previous two years as a result of COVID.) Math at the high school level has a P/D of 27.3% (there is no data to compare it to the previous two years as a result of COVID.) Science at the elementary level has a P/D of 35.7% (there is no data to compare it to the previous two years as a result of COVID.) Science at the middle school level has a P/D of 29% (there is no data to compare it to the previous two years as a result of COVID.) Science at the high school level has a P/D of 36% (there is no data to compare it to the previous two years as a result of COVID.)

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.

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**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.

While the state did not rate schools or districts this past year Barbourville Independent has shown concerns in the following areas: Math in all areas (elementary, middle, and high) as shown by the following statistics: Elementary math on K-PREP was 34.7% which is a substantial drop from the 2018-2019 K-PREP data, Middle school math on the K-PREP was 24.8% which was also a substantial drop from the 2018-2019 K-PREP data, and finally the High school math on the K-PREP was 27.3% also a drop from the 2018-2019 K-PREP data. Another area of priority across our school district (we are a K-12 one campus district) is Reading proficiency. The data from last year's K-PREP are as follows: Elementary reading was at a 49% P/D, Middle school at a 55.7% P/D, and High school at a 42.4% P/D

### 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.

Based on the Spring 2021 data: Barbourville Elementary scored a 68% P/D with zero novices which is an extremely high rating. Barbourville Middle school scored a 65.3% P/D with only one student scoring novice also a very high rating. Barbourville High school scored a 91% P/D with zero students scoring novice and only three students scoring apprentice. It is the intent of the administrative team to have teachers incorporate many of the strategies and techniques used in writing in other content areas with a concentration in Math, Science, and Reading.

### 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.

All information can be found in the uploaded Key Elements Template.


### **ATTACHMENTS**

#### **Attachment Name**

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 School Key Elements 2021-2022

# Attachment Summary

| Attachment Name  | Description | Associated Item(s) |
|--|-------------|--------------------|
| <br>School Key Elements 2021-2022 |             | • 6                |