



2021-22 Phase Two: The Needs Assessment for Schools_Panther Academy

2021-22 Phase Two: The Needs Assessment for Schools

Panther Academy
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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.

In order to determine the needs of the students at Panther Academy, data is reviewed and discussed by a variety of stakeholders. The data reviewed comes from the results of the Brigance screener as well as Star Testing, our benchmark testing. One group that reviews data for the school during meeting throughout the year is the SBDM Council. The Council consists of principal, Carla Kuhn; 4 teachers, Melissa Gregory, Nicole Hines, Emily Ede and Julia Keathley; and 3 parents, Sara Ingram, Kirsten Brown and Kim Yates. Each month during SBDM Council meetings, data is reviewed to help ensure we are focused on the needs of all students. On September 15, 2021, the SBDM Council reviewed and discussed the results of the Star

benchmark testing. On October 11, 2021, data was shared with the Council about the number of students who needed interventions and were in the novice reduction group. Additional data shared was students who were performing at a high level and services that were being provided for those students. On September 17, 2021, the kindergarten team reviewed Star data for the students in their class to determine help and support for those students during their reading and math RTL block. The preschool and kindergarten team review the progress of their students monthly using an online assessment tool, ESGI, that all teachers use in order to determine specific needs for students or groups of students. The school has Response to Learning (RTL) and Response to Behavior (RTB) teams that meet and discuss next steps or adjustments in plans for students academically (RTL) or behaviorally (RTB) to help close achievement gaps for all students.

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.

It is difficult to compare trends between the 2019-2020 school year and the 2020-2021 school year due because in 2020-2021 the students attended on a hybrid or online format for half the year so data might be a bit skewed. The number of behavior referrals were significantly decreased from 28 classroom removals in 2019-2020 to 8 in 2020-2021. The number of students that needed interventions in reading increased from 30 students in 2019-2020 to 40 in 2020-2021. The number of students that needed math interventions remained the same from 2019-2020 and 2020-2021 with 17 students.

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.

The Brigance Screener is one tool used to monitor overall school progress. All incoming kindergarten students are given the screener. The screener allows us to see identify areas of strength and weaknesses of our preschool program as well as the students. The Brigance was given to all students; however due to the abnormality of the 2020-2021 school year, students were allowed to be screened until January. In previous years, the screening window closed in October. In 2020-2021, 62.8% of the students scored ready or ready with enrichments. This was an increase from the 2019-2020 school year where students scored 56.7% ready or ready with enrichments. For the current school year of 2021-2022, a decrease in readiness for economically disadvantaged was shown. In 2019-2020, the students in the economically disadvantaged group scored 42.6% ready or ready with enrichment. In 2020-2021, the students in that subgroup scored 33.4% ready or ready with enrichment. The students who attended state funded preschool scored 58.4% ready or ready with enrichment in 2021-2020. When analyzing the Impact Survey results, the resource section was an area of concern. The staff's perception of adequate school resources was 48% overall.

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.

The following areas of concerns were identified using the Brigance data from 2020-2021. 42.9% of the total number of students scored kindergarten ready in the areas of academic/cognitive domain. 52.7% of the total number of economically disadvantaged students were kindergarten ready. 40.6% of the total number of students with disabilities were kindergarten ready. The data, specific to Panther Academy are those preschool students from the previous year, showed the

following areas that the school needs to focus attention. 82 of the total student population were in Panther Academy's preschool for the 2019-2020 school year. Of those 82 students, 58.4% of students were kindergarten ready. In the academic/cognitive domain, 41.6% of the students were kindergarten ready. When looking at the students in the economically disadvantaged domain, 52.7% of them were kindergarten ready with 33.4% of that subgroup scoring kindergarten ready in the academic/cognitive domain. Students that have identified disabilities were 40.6% kindergarten ready; however in the academic/cognitive domain 28% of those students scored kindergarten ready.

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.

The percentage of preschool students that are kindergarten ready has increased the last 3 years from 50.7% to 56.7%.to 62.4%. Fall benchmarking for the 2021-2022 school year showed that 76% of the students are average or above average in reading skills while 92% of the students are average or above average in math skills.

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.


Panther Academy will continue to work on KCWP1: Design and Deploy Standards by reviewing the curriculum maps and pacing guides to ensure that teaching and learning is focused on the standard. In addition to refining the curriculum documents for reading, math and science, the teachers will work on unpacking and utilizing the social standards. Additionally, the school will focus on KCWP 2: Design and Deliver Instruction by using Kagan structures more frequently to increase cooperative learning and student engagement. The school will continue to refine the use of station teaching and balanced literacy to positively impact instruction as well. The other area of focus for Panther Academy will be KCW: Design, Align and Deliver Support. Systematic review of data at least once a month to help align RTL groups in reading and math will be a goal. During the RTL block, the goal for that time is to meet the students where they are in reading and math. Effectively grouping those students can help students make achievement gains at all levels, not just focusing on those students who need interventions.

ATTACHMENTS

Attachment Name

 PA School Key Elements

Attachment Summary

Attachment Name	Description	Associated Item(s)
 PA School Key Elements	Key Elements of the teaching and learning environment at Panther Academy	• 6