

2019-20 PGE The Needs Assessment

2019-20 Phase Two: The Needs Assessment for Schools

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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/district, 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/district councils, leadership teams and stakeholder groups involved. How frequently does this planning team meet and how are these meetings documented?

The Potter Gray Elementary staff work diligently during the school year to analyze important data points dealing with student achievement. Our weekly schedule includes Professional Learning Community (PLC) times for each grade level where specific conversations are had about student achievement. The results and details from the PLC time are then reported and discussed with the PBIS committee, Leadership team, and SBDM committee.

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 (34%) of students in the achievement gap scored proficient on KPREP Reading.
- From 2017 to 2019, we saw an 11% increase in novice scores in reading among students in the achievement gap.
- Fifty-four (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 2018-19 school year – a decrease from 92% in 2017-18.
- The number of behavior referrals increased from 204 in 2017-18 to 288 in 2018-19.
- Kentucky TELL Survey results indicated 62% of the school's teachers received adequate professional development.

Potter Gray Elementary is an outstanding school where all students, staff, and parents are held to a high standard. The expectation of excellence is the norm for our teachers and our students. This standard is achieved each year through great effort and a commitment to excellence in the following four areas; Attendance - The administration and staff at Potter Gray is committed to maintaining high attendance numbers for the students throughout the school year. Currently, student attendance is at 97.38% for the school year. This is above the year end total of 96% from the prior year. It is proven that students who have high attendance rates perform better academically compared to their peers with attendance concerns and we see the same trend within the student body at Potter Gray. Our high attendance rate contributes directly to the high academic performance scores the school receives each year. Academic excellence - Potter Gray is a school which places an emphasis on and expects high academic achievement. The school has been rated as a four star school by the Department of Education. The state assessment numbers show that our students are performing well in the Proficiency Index - 85.4 (Reading, Math), Separate Academic Indicator Index - 82 (Social Studies, Science, Writing), and Growth Index - 59.3 categories. Potter Gray ranks third in the county when compared to the overall scores of other elementary schools and only three tenths of a point from ranking first. As important as those scores are to the school, leadership, and community, the administration and teachers at Potter Gray understand the state assessment and the data it provides are just one data point which shows how well our students are growing within their grade level standards. The STAR Reading and Math Benchmark assessment is given to students three times per year to measure progress on grade level standards. Currently at least 68% or more of students in grades 2-5 scored Proficient or Distinguished on the fall benchmark. The data and standards information that come from the benchmark provide our teachers with the understanding of where their students are within the standards. Professional Growth - PLC & GRREC - In 2017, Potter Gray identified a need to support teachers in math instruction specifically in the lack of number sense we witnessed with our students. As well, writing instruction was a growing concern. Because BGISD is a GRREC member, we reached out and were able to secure a three year commitment from them. Their work included observation and modeling time throughout the course of the year. They scheduled visits monthly and provided feedback to teachers during PLC time. We're currently in our third year of this work. Unfortunately, the role of each consultant has changed and we've not been able to secure them for specific monthly learning opportunities thus far. Fortunately, it's time for them to begin releasing us. We feel extremely fortunate that we reached out to them when we did and

have felt the impact of our partnership daily in our instruction, most predominantly in math. As well, we had four teachers begin the National Board certification process last year and our ELA consultant was able to provide a great deal of support to those candidates. There is no better model for professional learning and growth. Although we feel much better prepared to stand on our own feet with math instruction, we have felt the impact of our ELA partnership and as our teachers developed a relationship with her and she continues to support us without a formal commitment. Teacher sustainability - The teachers at Potter Gray are committed to excellence and believe in a shared vision so that the school can meet their goals. The average years of teaching experience for our staff is 14.8 years. This provides the ability to remain consistent with instruction and relationships with students in all grade levels. The teacher turnover rate for Potter Gray is a little deceiving. The turnover rate of 10.3% (3 teachers) identifies two transfers and one retirement. One transfer was hired at the district level as the District Digital Learning Coach, the second transfer was moved by the district to another elementary school and the third teacher retired at the beginning of the current school year. The teachers at Potter Gray want to be here and have a passion for serving and teaching the students of this community. Curriculum-specific instructional practices that teachers have been trained to use are being focused in the following subject areas: Continued commitment to mathematical tasks and math instruction. Job embedded support through GRRECHow should we evaluate impact? Continued commitment to critical thinking and developing better writers Job embedded support through GRREC Writing plan example of living document based on shifting needs Entry level STEAM Lab instructional professional development for all grade level teachers and staff KPREP - The new state KPREP assessment and accountability system data provides us with a clear picture of our strengths and our areas in need of growth. The proficiency data show that our students continue to find success on the Reading assessment. Distinguished/Proficient percentages in grades 3 (78% D/P), 4 (59% D/P), and 5 (69% D/P). Overall score D/P score for Reading - 69.2% The overall score subgroups of focus include: white (74% D/P), African-American (23.5%), economically disadvantaged (48% D/P), and students with disabilities (52.4% D/P). The subgroups identified show both our strengths and our areas in need of growth. The proficiency data shows that our students are growing and showing continued improvement on the Math assessment. Distinguished/Proficient percentages in grades 3 (67% D/P), 4 (56% D/P), and 5 (67% D/P). Overall score D/P score for Reading - 63.5% The overall score subgroups of focus include: white (70.3% D/P), African-American (11.8%), economically disadvantaged (34% D/P), and students with disabilities (28.6% D/P). The subgroups identified show both strengths and areas in need of growth. In this case, concerns lay in the improvement of students in the African American and students with disabilities subgroup. Neither one of these subgroups had a student score at the distinguished level. As good as our instruction has improved in this content area, an important conversation has to take place about the growth and mastery of standards from students who identify with these two subgroups. STAR Longitudinal Data Students take the STAR assessment three times per year which give the teachers and administrators the opportunity to measure growth over a long period of time using a researched based benchmark assessment. The data provides us with a picture of how our students are performing within the Kentucky State Standards in a digital format. The picture painted with the longitudinal data is how students are showing improvement over time; not only within one school year, but over a span of two or three years. The attached sheet provides a picture of how groups of students are performing on the Fall, Winter and Spring benchmark assessment. The 2018-19 comparative data is listed to show gains made from one year to the next as well as being able to compare one class to the other over time. Currently all classes except for fourth grade have maintained or grown their overall Proficient/Distinguished number from one year to the next. The Math comparison will not take place this year as the scores reported and saved from 2018-19 were based upon the school benchmark rather than the KPREP comparative scores. Proper attention will be given to Math and the teachers and administration will ensure conversations and growth is taking place with our students over time. Schoolwide RTI Data RTI services are provided to students at all grade levels.

The data shows us a balanced pyramid of service amongst the grades. Teachers and staff members servicing RTI students are using researched based programs and curriculums to help identify students needs and then aligning resources and curricular activities to help fill those gaps. The RTI team meets weekly to identify and discuss the needs and services of the students. Currently 29 students (7% of population) are being served in Reading and 9 (2% of population) students being served in Math. Grade level teachers and the RTI team are continually monitoring student benchmarks and classroom academic performance to identify any students who are in need of RTI services. Historically, students who are identified for RTI show growth in their academic progress however most students remain in a tier or don't show a significant progress on benchmark or state assessments. Many times the data will also point to chronic tier 2/3 students regularly scoring well below grade level and identified as novice performers on the state assessment. Currently the student data for our 4/5th grades who took the 18-19 state assessment and who are identified and served through RTI shows great growth and progress being made with those students and their ability to perform well on the assessment. Reading shows 4 of 8 students scoring novice and Math identifies 2 of 4 students. Only two students out of eleven scored novice in both subject areas on last years assessment as well. RTI Data Tracking 2019-2020 Behavior Data Potter Gray Referral Form 2019-2020 Current Behavior Referral Data The implementation of PBIS structures and school-wide behavior expectations brought to light the importance of accurately tracking and identifying behavioral needs at all grade levels. This is the second year of implementation which will bring with it growth opportunities for the PBIS committee and administration. The focus of year two will be to implement an effective Tier 2 system that will serve students with higher behavioral needs. Teachers and administrators will attend PD opportunities provided by PBIS trainers so that the implementation of tier support is accurate and effective. Attendance Data Current grade level percentages Student attendance at Potter Gray is not only important to the success of the school but also to the high student achievement levels of our students. The current year attendance levels reflect an attendance percentage of 97.38%. Keeping the average attendance percentage above 97% is a goal for Potter Gray this year. Grade level attendance incentives will be offered to encourage high attendance throughout the school year.

Priorities/Concerns

Clearly and concisely identify areas of weakness using precise numbers and percentages.

NOTE: These priorities will be thoroughly addressed in the Continuous Improvement Planning Diagnostic for Schools.

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.

After several years of productive struggle in the implementation of PLCs, teachers are beginning to value, protect, and own time for collaboration. Because PG introduced PLCs in 2015, it would seem we'd be further in our vision of data driven conversations and decisions. We need to continue to improve in our ability to have rich, meaningful, and honest conversations around student performance. RTI is a work in progress. Although there's much to celebrate with the system we have in place, we're constantly evaluating and revising. We're in desperate need of instructional resources that provide engaging online software, adaptive assessments with informative data, and teacher instructional resources for face to face instruction aligned with those identified areas. We're struggling with how the services are provided and have revised our master schedule to better assist in the administration of services. This is where we envision having a full time interventionist who would be the expert in the delivery of instruction and management of data. What are our next steps? The district work with instruction, assessment, and reporting is critical to Potter Gray. Ensuring fidelity in the work and the implementation of it is of the highest priority. Acquiring a program that will streamline the identification of gaps and strengths to support differentiated instruction is a top priority for Potter Gray. Ideally this would come from an all-inclusive system of online software and adaptive assessments that not only identify sub-skill gaps, but strengths as well. Combine this with grade-appropriate instructional resources and teachers with high expectations and the possibilities are endless for student achievement at PG.

Trends

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

The proficiency data show that our students continue to find success on the Reading assessment. Distinguished/Proficient percentages in grades 3 (78% D/P), 4 (59% D/P), and 5 (69% D/P). Overall score D/P score for Reading - 69.2%. The overall score subgroups of focus include: white (74% D/P), African-American (23.5%), economically disadvantaged (48% D/P), and students with disabilities (52.4% D/P). The subgroups identified show both our strengths and our areas in need of growth. The proficiency data shows that our students are growing and showing continued improvement on the Math assessment. Distinguished/Proficient percentages in grades 3 (67% D/P), 4 (56% D/P), and 5 (67% D/P). Overall score D/P score for Reading - 63.5%. The overall score subgroups of focus include: white (70.3% D/P), African-American (11.8%), economically disadvantaged (34% D/P), and students with disabilities (28.6% D/P). The subgroups identified show both strengths and areas in need of growth. In this case, concerns lay in the improvement of students in the African American and students with disabilities subgroup. Neither one of these subgroups had a student score at the distinguished level. As good as our instruction has improved in this content area, an important conversation has to take place about the growth and mastery of standards from students who identify with these two subgroups.

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](#)

After several years of productive struggle in the implementation of PLCs, teachers are beginning to value, protect, and own time for collaboration. Because PG introduced PLCs in 2015, it would seem we'd be further in our vision of data driven conversations and decisions. We need to continue to improve in our ability to have rich, meaningful, and honest conversations around student performance. RTI is a work in progress. Although there's much to celebrate with the system we have in place, we're constantly evaluating and revising. We're in desperate need of instructional resources that provide engaging online software, adaptive assessments with informative data, and teacher instructional resources for face to face instruction aligned with those identified areas. We're struggling with how the services are provided and have revised our master schedule to better assist in the administration of services. This is where we envision having a full time interventionist who would be the expert in the delivery of instruction and management of data.

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%.

While the demographic at PG is shifting steadily, we're fortunate to serve a majority of students who arrive at school ready to learn, from an achievement standpoint. Our stakeholders value education. They're heavily invested in Potter Gray and committed to success for all students. A great deal of time and effort has gone into creating a fluid system of interventions that is research based and effective. Although we're far from this vision, there is a system in place and it has been met with strong feedback from the faculty. It is timely and responsive. The RTI providers PLC has greatly contributed to our growth. We're still lacking the reliable research based instructional support that serves as the progress monitoring tool and research based instruction specific and aligned to the adaptive progress monitoring tool, but we're getting close. PBIS is in place and thriving. Our staff craved consistency and we've found that in the implementation of PBIS. Our goals in year one were lofty, and we took on way more than we should've. We knew that when we did it. This year has already proven critical in the next steps for success with the commitment to reciting our PBIS mission statement each morning at Good Morning Potter Gray and posting signage to support the expectations. Our team meets with fidelity and our PAWS slips and rewards have proven motivating, which is exciting. Professional learning has resulted in instructional growth. Little can compare to the success we've witnessed in the work that's taken place over the past two years in math instruction. Our teachers understand teaching math conceptually. They spent two years wrapping their brains around teaching math conceptually. They understand how to start with the concrete understanding and how critical the use of manipulatives are at this stage. They can now move from concrete to semi concrete and finally to the abstract understanding methodically. They've embraced the need for number sense and are combatting the lack thereof with fidelity in number talks. They're committed to the implementation and will tell you they've witnessed the impact of their work in their students' ability to understand math conceptually. It's truthfully impressive and encouraging to see how far we've come.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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