



2022-23 Phase Two: The Needs Assessment for  
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2022-23 Phase Two: The Needs Assessment for Schools

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## **2022-23 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.

Data is analyzed by the Advisory Council, faculty, and school administration team. KSA data, iReady Benchmark data and Learning Check data was reviewed and analyzed within administration meetings, faculty meetings, PLC meetings, and Advisory Council meetings after the school release date of October 13th.

Information was embargoed until October 18th this year. Stakeholders were encouraged to give feedback and next steps ideas for creation of this year's CSIP.

The PDSA model is utilized to determine next steps from the data. Each group gives feedback and the plan is approved by the Advisory Council. Documentation of discussion and analysis of school data can be found in PLC agendas, faculty meeting agendas, and Advisory Council minutes. Since the data was released at a later time this year. Final approval of the needs assessment from the Advisory Council will take place at the November 15th council meeting. The needs assessment is visited throughout the year and is subject to change based on current data.

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Advisory Council Members: Ashton Giles, teachers; Jessie Kirk, teacher; Brey Jones, teacher; Anna McCoy, parent; Tameka Gray, parent; Sondra Gibbs, principal.

### Review of Previous Plan

2. Summarize the implementation of the goals, objectives, strategies and activities from the previous year's Comprehensive School Improvement Plan (CSIP). What was successful? How does it inform this year's plan?

According to the 2021-2022 CSIP:

1. FCES will increase the overall combined Reading and Mathematics Proficiency score by May 2022 as measured by the state assessment from 33.75% to 38.95%. - KSA results showed the combined proficiency score to be 30.5% for student in grades 3-5. Third grade students scored a combined 32%; Fourth grade scored a combined 38.5%; Fifth grade scored a combined 21%. This goal was not met.

2. FCES will increase the proficiency score in science by May 2022 as measured by the state assessment from 21.4% to 25.4%. - KSA results showed the proficiency score in science to be 26%. This goal was met.

3. FCES will increase the average combined Reading and Mathematics Proficiency rates for all students in the GAP Group (Consolidated Student Group) by May 2022 as measured by the state assessment from 23.25% to 28%. The consolidated student group was not reported on the KSA. This goal will be changed in the 22-23 CSIP.

4. FCES will decrease the combined percentage of students scoring novice in reading and math from 39.4% to 34% in 2022. - KSA data showed the combined percentage of students scoring novice in reading to be 37.66% and the combined percentage of students scoring novice in math to be 44.3%. This goal was not met.

Not attaining goals 1 and 4 will result in a focus on tier I instruction in reading and math along with creation of targeted groups of students to during interventions.

### Trends

3. 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 2020-21 to 288 in 2021-22.
- From 2020 to 2022, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

This is the first year of the KSA. This year status was reported and next year status and change will be reported publicly. Due to the differences in the KSA and previous assessments, the reliability of trend data comparisons is questioned

between different summative assessment formats. However, the following trends can be seen:

1. Science scores remained similar and improved slightly from 21 to 22.
2. The percentage of students scoring novice in all content areas increased from 21 to 22.
3. The number of behavior referrals increased from 8 in 20-21 to 69 in 21-22.

## **ATTACHMENTS**

### **Attachment Name**



2022 KSA Data Grades 3-5



KSA FCES Data & Trends



KSA Student Survey

### **Current State**

4. 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 Kentucky Summative Assessment (KSA) in 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 2021-22 academic year.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

Current Academic State:

\* According to the KY School Report Card Measurement of Interim Progress: Proficiency for reading, FCES was projected to be at 36% and scored at 34%.

\* According to the KY School Report Card Measurement of Interim Progress: Proficiency for math, FCES was projected to be at 33.8% and scored at 26%.

\* According to the KY School Report Card Measurement of Interim Progress: Proficiency for sciences, FCES was projected to be at 16.5% and scored at 26%.

\* According to the KY School Report Card, 34% of all students scored proficient/distinguished in reading while 23% of African Americans students scored P/D and 25% of Economically Disadvantaged students scored P/D.

\* According to the KY School Report Card, 26% of all students scored proficient/distinguished in math while 16.3% of African American students scored P/D and 22% of Economically Disadvantaged students scored P/D.

\* According to 2022 Fall iReady Benchmark data, 21% of the students in K-5 began the year on level, 51% of the students in K-5 began the year one level behind, and 28% of the students in K-5 began the year two or more levels behind.

## **ATTACHMENTS**

### **Attachment Name**



2022 KSA Data Grades 3-5



KSA FCES Data & Trends

### Priorities/Concerns

5. 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 percent (68%) of students in the achievement gap scored below proficiency on the Kentucky Summative Assessment (KSA) in reading as opposed to just 12% of non-gap learners.

\* FCES has been identified as a TSI school for the following group(s): African American

\* According to the KY School Report Card, 34% of all students scored proficient/distinguished in reading while 23% of African Americans students scored P/D and 25% of Economically Disadvantaged students scored P/D.

\* According to the KY School Report Card, 26% of all students scored proficient/distinguished in math while 16.3% of African American students scored P/D and 22% of Economically Disadvantaged students scored P/D.

\* According to the KY School Report Card 26% of all students scored proficient/distinguished in science while 14% of African American students scored P/D in science.

\* The percentage of students scoring novice in reading and math increased from the 2021 to the 2022 state assessment.

\* Only 14% of fifth grade students scored proficient/distinguished in the social studies content area.

\* Only 14% of fifth grade students scored proficient/distinguished in the combined writing area.

\* According to the KSA student survey, only 34.6% of students feel that "students being mean to other students is not a problem." and only 41.7% of students feel that "students being mean or hurtful to people online is not a problem."

**ATTACHMENTS**

**Attachment Name**

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2022 KSA Data Grades 3-5



KSA FCES Data & Trends

**Strengths/Leverages**

6. 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.

\* FCES scored right at the state proficiency average for Science and exceeded the Kentucky School Report proficiency projection.

\* 45% of students in fourth grade reading scored proficient and distinguished on the KSA.

\* Only 18% of fourth grade students scored novice in Science.

\* Only 23% of fifth grade students scored novice in Combined Writing.

\* According to the KSA student survey, 87.3% of students feel that "My teachers expect me to do my best at all times." and 83.3% of students feel that "My school is a caring place."

**ATTACHMENTS**

**Attachment Name**

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## 2022 KSA Data Grades 3-5

### Evaluate the Teaching and Learning Environment

7. 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.

After analyzing the Key Elements of teaching and learning environment along with the six Key Core Work Processes, FCES will continue to focus on KCWP:2 Design and Deliver Instruction along with KCWP 3: Design and Deliver Assessment Literacy.



# Attachment Summary

Attachment Name	Description	Associated Item(s)
 2022 KSA Data Grades 3-5		<ul style="list-style-type: none"> <li>• 3</li> <li>• 4</li> <li>• 5</li> <li>• 6</li> </ul>
 Faculty KSA Data Overview		<ul style="list-style-type: none"> <li>•</li> </ul>
 KSA FCES Data & Trends		<ul style="list-style-type: none"> <li>• 3</li> <li>• 4</li> <li>• 5</li> </ul>
 KSA Student Survey		<ul style="list-style-type: none"> <li>• 3</li> </ul>
 Sample Faculty Meeting Agenda		<ul style="list-style-type: none"> <li>•</li> </ul>