

2018-19: The Needs Assessment for Schools_11132018_14:29

Phase Two: The Needs Assessment for Schools

Burlington Elementary School

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Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment

Rationale: 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 (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 (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. As required by Section 1008 of the Every Student Succeeds Act (ESSA), Title I schools must base their program upon a thorough 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?

School SBDM meets once a month and notes are recorded and shared with the school and community- (Kim Gilbert, Michelle Burch, Marlene Price, Lisa Mason, Emily Moore, Erika Freeman) Team Leaders meet once a month. Notes are recorded and shared with the entire staff - (Amy Campbell, Allison Donaldson, Stephanie Sullenbarger, Ann Flesch, Alyson Scheper, Diane Tingiris, Tammy Kemper, Valorie Stamper, Kitty Shelton, Bethany Smiley, Chris Roberts, Kim Gilbert, Stacy Park)

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

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:

- 32% of gap students scored proficient on KPREP Reading.
- We saw a 10% increase among gap students in Reading from 2017 to 2018.
- 34% of our students scored proficient in math compared to the state average of 47%.

Example of Non-Academic Current State:

- Teacher Attendance: Teacher attendance rate was 87% for the 2017 school year – a decrease from 92% in 2016.
- The number of behavior referrals has decreased to 198 in 2018 from 276 in 2017.

Academic State: ALL STUDENTS Scoring Proficient Distinguished - 57.5% in Reading and 49.4% in Math CONSOLIDATED STUDENT GROUP Scoring Proficient/Distinguished - 34% in Reading and 29.2% in Math TSI GROUP - STUDENTS WITH DISABILITIES (IEPs) Scoring Proficient/Distinguished -17.5% in Reading and 17.5% in Math Non-Academic Current State: Teacher Attendance: 2017-18 93.1% was up from 91.1 percent in 2016-17. Resiliency Poll Results attached - Students 3rd - 5th Grades took the Resiliency Poll and answered questions concerning Global Satisfaction, Positive School Experience, Hope, Ostracism, Bullying, After School Activities

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Priorities/Concerns

Clearly and concisely identify areas of weakness using precise numbers and percentages as revealed by the analysis of academic and non-academic data points.

Example: 68% of gap students scored below proficiency on KPREP test in reading as opposed to just 12% of non-gap learners.

82.5% of Students with disabilities are scoring below proficiency on KPREP in reading and math as opposed to the "All Students" category Scoring Proficient Distinguished - 57.5% in Reading and 49.4% in Math 34% of students in the CONSOLIDATED STUDENT GROUP scored Proficient/Distinguished - 34% in Reading and 29.2% in Math as opposed to the "All Students" category Scoring Proficient Distinguished - 57.5% in Reading and 49.4% in Math

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Trends

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

46.4% of teachers feel supported in their efforts to maintain discipline in the classroom according to the 2017 TELL survey Only 30.4% of all students scored at or above the proficiency level on KPREP in 2017 which increased to 57.5% in Reading and 49.4% in Math in 2018 On the KPREP Reading test, 31.6% of non duplicated gap group scored novice in 2016, 32% scored novice in 2017 and 30.2% of students in the Consolidated Group scored novice in 2018 On the KPREP Math test 29.2% of non duplicated gap group scored novice in 2016, 27.6% scored novice in 2017 and 39.6% of students in the Consolidated Group scored novice in 2018

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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](#)

See Attachment

ATTACHMENTS

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Strengths/Leverages

Plainly state, using precise numbers and percentages revealed by current data.



Example: Graduation rate has increased from 67% the last five years to its current rate of 98%.

BES increased proficiency in Reading (2016-17 55.4% to 2017-18 57.4%). The 2017-18 percentage of proficient/distinguished in Reading was the highest in 5 years (2013-14 56.9, 2014-15 56.3 and 2015-16 56.1) BES increase proficiency in Math (2016-17 47.8% to 2017-18 49.4%)

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 NAPD Scores for BES	NAPD Scores for BES	,
 Resiliency Poll Results	Resiliency Poll Results	