2018-2019 Phase Two: The Needs Assessment for Schools_11262018_13:06

Phase Two: The Needs Assessment for Schools

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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?

Data analysis begins with the principal, assistant principal and instructional coach reviewing the data, it is then expanded to the administrative team, PLC groups and the entire certified staff. Second through fifth graders take the STAR Reading and Math test; this data is tracked and reviewed during PLCs and with the administrator.

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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.

Current Academic State: 59.4% of all students were proficient in reading during the 2017-2018 school year as compared to 53.5% in 2016-2017. 35.4% of gap students were proficient in reading during the 2017-2018 school year as compared to 36.8% in 2016-2017. 15% of disability students were proficient in reading during the 2017-2019 school year as compared to 13.6% in 2016-2017. 53.7% of all students were proficient in math during the 2017-2018 school year as compared to 43.2% in 2016-2017. 30.4% of gap students were proficient in math during the 2017-2018 school year as compared to 27.7% in 2016-2017. 7.5% of disability students were proficient in math during the 2017-2019 school year as compared to 5.1% in 2016-2017. Current Non-Academic State: Teacher attendance has improved over the past three years from 93.8% in 2015-16, 93.9% in 2016-2017 and 94.9% in 2017-2018. Each of these years we have had multiple staff members who have taken maternity leave. There were 89 behavior referrals during the 2017-2018 school year. As of December 10, 2018 there have been 17 referrals. This is a significant decrease. Please see attached PowerPoint with more data that supports each goal. Also, see the attached scoring graphs provided by the Kentucky Association of School Councils.

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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.

83.6% of our students with disabilities are not proficient in reading. 91.9% of our students with disabilities are not proficient in math. 91.7% of our students with disabilities are not proficient in social studies. 100% of our students with disabilities are not proficient in writing. Please see attached PowerPoint with more data that supports each goal. Also, see the attached scoring graphs provided by the Kentucky Association of School Councils.

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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?

Writing scores have fallen over the last two years. 35.2% of all students were proficient in writing during the 2017-2018 school year as compared to 42.4% in 2016-2017. 11.5% of gap students were proficient in writing during the 2017-2018 school year as compared to 30.6% in 2016-2017. 0% of disability students were proficient in writing during the 2017-2019 school year as compared to 13.3% in 2016-2017. Please see attached PowerPoint with more data that supports each goal. Also, see the attached scoring graphs provided by the Kentucky Association of School Councils.

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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](#)

Standards have been disaggregated at the district level. We have instituted a new RTI program where the entire school has RTI at the same time. Each grade level has also been assigned an additional staff member to provide teachers a greater opportunity to work with students in small groups. During the 2019-2020 school year we will focus on writing and utilize the expertise of Smekens Education Solution, Inc to help our teachers to become experts in teaching writing.

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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%.

Reading proficiency rates have increased to 58.3% from 52.9% during the 2016-2017 school year. Math proficiency rates have increased to 52.4% from 43.4% during the 2016-2017 school year.

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
DOC Needs Assessment Data	Assessment Data	

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