

## 2018 - 2019 Phase Two: The Needs Assessment for Schools\_11132018\_14:33

### Phase Two: The Needs Assessment for Schools

#### **Ockerman 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?

Data is analyzed on an ongoing basis and the frequency will depend upon the type of data that is being reviewed. If data is received in an easy to understand format, it is reviewed as received. If it is delivered in a manner that does not allow for ease of understanding it may be recreated into an alternate format for sort-ability, graph creation etc. Data is analyzed to look for strengths, weaknesses, areas for focused intervention. Data results are used to determine next steps for areas of need for professional learning, areas for intervention for students, core instruction modifications, materials and resources, and staffing decisions. All results are taken into account when decisions are made. Through careful analysis of all data plans and objectives are then determined. Data is reviewed during teacher level PLC's, during advisory team leader meetings for interventions and next steps, during PBIS behavior meetings, special education ARC meetings, instructional team leader meetings, SBDM council meetings, and whole school PLC meetings in addition to isolated data review to address concerns. The frequency of these meeting vary across the continuum from weekly to biweekly to monthly to quarterly etc. as needed.

### **ATTACHMENTS**

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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.

Based on the 2017-2018 KPREP data the current state is: We saw a decrease in Proficient and Distinguished (P/D) in the area of reading from 46.6 % to 46%. In math we saw a significant decrease in P/D from 49.7% to 40.7%. Social Studies decreased from 54.8% to 47.7% and writing from 44.4% to 36%. There was a very small decrease in the percentage of novice readers from 25.3 to 25.2. Students with disabilities decreased the percentage of novice from 47.8 in 2017 to 42.3 in 2018 and increased the percentage of P/D from 21.7% in 2017 to 31 % in 2018. In math there was a in increase in novice from 14.9% to 17.2%. In the gap groups, Free and reduced lunch showed a decrease in PD from 41.5% to 35.7. Students with disabilities decreased novice by 8.1% and increased P/D by 2.3%. Our Hispanic students showed a decrease in P/D of 15%. In the area of writing, our Free and Reduced lunch students increased novice by 4.7% and decreased P / D by 7.3% however our students with disabilities decreased novice by 9% and increased disability by 16.8%. In the area of non - academic factors, our behavior referrals data is shows an increase in the number of referrals that are being submitted. The majority of these referrals are stemming from truancy issues for attendance. There is also a dramatic increase in the number of students behavior referrals that are stemming from a particular grade level of students due to environmental concerns that are manifesting within the school setting.

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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.

29% of non gap group students scored below proficiency on KPREP in reading compared to 55% of gap group students. In math, 39% of non gap students scored below proficiency on KPREP in math compared to 60% of gap group students. 69 % of students in the disability gap group score below proficiency in reading and 77% in math. 59 % of all students score below proficiency in math. 55% of all students score below proficiency in reading.

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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?

The area of reading remains a significant area for improvement. This improvement is needed across all groups but especially so with our disability students and Hispanic students. In years past we saw progress in math but this year we experienced a decline with all students.

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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](#)

Delivery of instruction - focus on establishing congruency between standards, learning targets and assessments through weekly PLC meetings with grade level teachers as well as whole school PLC . Strengthening of core instruction will occur and will be assessed by walk throughs lesson plans, running records, anecdotal notes, assessment data, profess monitoring and student data binders. Student engagement is a focus with Kagan strategies being implemented. An analysis of student work will occur through pre test , post tests, exit slips with PLC work to analyze and make instructional changes as needed. Success criteria and goal setting with students will be implemented as well. Guided reading instruction will be implemented in all classrooms to allow for a greater level of differentiation in reading as well as guided math implemented in math classes. An audit of RTI processes and procedures will take place to identify areas that are not effective and changes will be made accordingly. Additionally, KWCP: Review, Analyze and Apply Data. Although we collect a significant amount of data we are not as effective at analyzing the data and making immediate instructional decisions based upon the data presented. With the implementation of dedicated PLCs which are focused solely on student data and the implementation of using Mastery Connect to monitor progress in the standards we are working towards an increase in the level of data analysis. KCWP 6: Establishing Learning Culture and Environment. During the 2017-2018 school year we experienced a significant increase in student behavioral issues which greatly impacted the learning environment in several classrooms. In the current year, we will continue to utilize school resources as well as outside agencies to address the significant level of SEL, behavioral and mental health needs of our current population.

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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%.

Our attendance remains consistence at 96% or above with the 1st quarter attendance being at 96.9% for the school year. Although our students with disabilities are have high percentages of students below the proficiency level, they have reduced the percentage of novice significantly and increased the percentage of P/D.

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**ATTACHMENT SUMMARY**

Attachment Name	Description	Item(s)
 Gap Analysis part 2	part 2/2	
 KASC gap analysis part 1	part 1 of 2	
 KASC Graphs	Data graphs for all KREP areas	,
 Needs Assessment	Needs Assessment	'' '' ''
 Resiliency Poll	Resiliency Poll	