

2019-20 Phase Two: The Needs Assessment for Schools_10292019_12:27

2019-20 Phase Two: The Needs Assessment for Schools

New Haven Elementary School

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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?

At New Haven Elementary, data is reviewed and discussed by a variety of stakeholders including our School Based Decision Making council which meets monthly, by grade level teams, and by the leadership team. The SBDM committee comprised of the principal, 3 teachers, and 2 parents (Mary Goble, Amanda Danner, Heather Dern, Carol Basinger, Cindy Haren, and Jesse Parks) review a variety of data including state, district, and universal screeners. Meetings are open to the public, and are advertised monthly. The agenda is posted monthly as well, , and meeting minutes are recorded and available to the public as well. Grade level teams meet weekly and review multiple forms of data including common assessments in all content areas, as well as, district collected data. Grade level teams review individual and gap group results and track growth and achievement for all. Teams record content analyzed through grade level notes and submit them weekly. The Leadership team, comprising of the principal, assistant principal, instructional coach, and counselors meet with all teams, in addition to looking at data individually. We also invite other members such as school psychologist, FRC coordinator, and other specialists to review and analyze specific data to students, such as resiliency poll data.

ATTACHMENTS

Attachment Name



[NHES Kprep Analysis Graphs](#)



[NHES Phase 2 Needs Assessment Workbook](#)

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.

Current Academic State- See the attached analysis graphs for specific information regarding scores, trend data, and content comparison. Non-Academic Current State: See the attached worksheet for specific information regarding attendance, behavior, and trend data.

ATTACHMENTS

Attachment Name



[NHES Kprep Analysis Graphs](#)



[NHES Phase 2 Needs Assessment Workbook](#)

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.

Please see both attached documents.

ATTACHMENTS

Attachment Name



NHES Kprep Analysis Graphs



NHES Phase 2 Needs Assessment Workbook

Trends

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

Please see both attached documents.

ATTACHMENTS

Attachment Name



[NHES Kprep Analysis Graphs](#)



[NHES Phase 2 Needs Assessment Workbook](#)

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 attached workbook with analysis of each key core work process.

ATTACHMENTS

Attachment Name



NHES Kprep Analysis Graphs



NHES Phase 2 Needs Assessment Workbook

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%.

See workbook attached

ATTACHMENTS

Attachment Name





[NHES Kprep Analysis Graphs](#)



[NHES Phase 2 Needs Assessment Workbook](#)

Attachment Summary

Attachment Name	Description	Associated Item(s)
 NHES Kprep Analysis Graphs	Attached is a PDF that outlines our indicator scores for proficiency, separate academic, and growth, as well as, trending data for different groups of students for the last few years.	<ul style="list-style-type: none"> • • • • •
 NHES Phase 2 Needs Assessment Workbook		<ul style="list-style-type: none"> • • • • •