2018 Phase Two: The Needs Assessment for Schools_09172018_13:48

Phase Two: The Needs Assessment for Schools

Mount Sterling 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.

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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?

District Data work day (school data team) School work day (all teachers and staff), Site Base Council Members, share through PLC meetings with 3rd and 4th grade teams, Instructional Leadership team, discussed during conference with Superintendent, Director of Elementary schools and chief academic officer. We analyze the data, look for trends, drill down to individual student needs. Identify intervention services needed and groupings. Identify ways to improve instructional, in addition to identifying best practices already in place.

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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.

Data indicates MSE growth is consistent amongst subgroups and is above the state average in all three indicators. Data indicates MSE growth is consistent amongst subgroups and is above the state average in all 3 indicators. Our Free and Reduced lunch group is scoring lower than the total group. MSE's growth score is 2.8 points above the state average. . Our disability group was dangerously close to being classified as CSI since it was below the recommended threshold cut score in 2 of the 3 indicators. Our Free and reduced population was only 5 points above the threshold cut scores in all 3 indicators. However, all 3 of our groups are growing at the same rate.

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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.

An area of concern is the 3rd grade reading and math scores both dropped nearly 10% in proficient and distinguished. Despite the drop, we were near the state average for proficient and distinguished. Our biggest bulk of students fall in the apprentice category. Fourth grade scores improved in both reading and math, and both scores were above the state average. In fourth grade, the number of apprentice students decreased while the number of proficient students increased. Our focus this year will be moving those kids that fall in the apprentice category. We need to watch the kids categorically from year to year. When comparing the same group of kids from 3rd to 4th grade, the number of students scoring proficient and distinguished decreased in both reading and math.

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Priorities/Concerns

Trends

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

Consistently our students with disabilities and our Gap students are performing below proficiency. There is a negative contrast between whole school data and our sub groups. KPREP data indicated that the number students scoring proficient and distinguished decreased and more students moved into the apprentice category in reading and math. Our focus this year will be moving student out of apprentice to proficient and distinguished. Brigance Early Childhood assessment, administer to all incoming Kindergarten students indicates nearly 50% of incoming Kindergarten students were deemed not ready for school. Preschool is now located within the building so we will plan to collaborate more frequently with those teachers to insure students have the skills needed upon entering Kindergarten.

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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](#)

Naming and claiming students down to their individual deficit. Placing all available resources working WITH students, rather than physical resources or supplemental. Intentional focus on students reading books ON their instrucitonal level. Intentional use of every instructional minute of the day. Shifting the accountability model from teacher to student. Target students who are performing above the 85% with enrichment activities.Restructuring groups such as classroom and WIN time and better utilizing parent volunteers. MSE has scored above the recommended threshold score in all 3 indicators. However, MSE is only 5 points above that cut score in each one. More F/R lunch students score Proficient or distinguished in Reading than in Math in 3rd grade. A majority of the students in this subgroup are also part of other subgoups, thus counting more than once. To remove the barriers to learning we would like to increase parent involvement and increase student engagement. Moving sense of urgency from just teachers to students and families. Add access to school based programs for home use through Student Led Conferences, parent conferences, or Class Dojo.

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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%.

MSE is above state average in growth. We were near the state average for proficient and distinguished in 3rd and above in 4th grade for reading and math.

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)

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