

## 2018-19 EES Phase Two: The Needs Assessment for Schools\_11132018\_13:26

### Phase Two: The Needs Assessment for Schools

#### **Erpenbeck Elementary School**

Jessica Pass

9001 Wetherington Blvd

Florence, Kentucky, 41042

United States of America

Last Modified: 12/19/2018

Status: Locked

---

## TABLE OF CONTENTS

---

Understanding Continuous Improvement: The Needs Assessment .....	3
Protocol .....	4
Current State .....	5
Priorities/Concerns .....	6
Trends .....	7
Potential Source of Problem.....	8
Strengths/Leverages .....	9
ATTACHMENT SUMMARY.....	10

## 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?

Our faculty reviews student data regularly through the structure of PLC meetings. Our PLC meetings follow the DuFour PLC model centered around the four questions and PLAN, DO, STUDY, ACT. (What do the students need to know? Who will they learn it? How will we know if they know it? What will we do if they already know it or if they do not know it?) We use student data in every PLC to make individual, team and school-level decisions. Our administrative team uses data in our weekly meetings to make changes and decisions. Our SBDM uses data to make decision regarding student achievement. When presenting data, we use the Process and Performance Management tool from Boone County Schools to review data and ask the 6 pointed questions.

### **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.

Current Academic State: Our Kindergarten Brigance Readiness has stayed about the same the last three years. About 67% of our students enter EES kindergarten-ready. There has not been a significant increase or decrease in our KPREP proficiency testing data in Reading and Math in the past three years. Seventy four percent of our students scored proficient or distinguished in Reading, while 72% of our students scored proficient or distinguished in Math. Fifty seven percent of our students scored proficient in writing, with nine of those students scoring distinguished. This information is from a KPREP report by our District Assessment Coordinator, Krista Decker. Non-Academic Current State: According to the Resiliency Poll our students took in the Fall 2018, 62% of students are involved in an extra-curricular activity offered through our school. Ninety-four percent of our students report having positive school experiences. Eighty-three percent of the students reported that they have not had a bullying problem at our school.

## **ATTACHMENTS**

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

---

## 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.

One of our concerns is that 68% of our IEP students failed to reach proficiency in Reading, and 77% failed to reach proficiency in Math. Sixty-seven percent of ELL students failed to reach Reading proficiency. Thirty nine percent of our students who are eligible for free and reduced lunch failed to reach proficiency in Reading, while 46% failed to reach proficiency in Math. Another area we are examining is that 57% of our African-American students failed to reach proficiency in Math last year. Non-Academic Data: In the Resiliency Poll, sixteen percent of our students scored in the at-risk category for hope. Also, 13% of students reported that they did experience some sort of bullying.

### **ATTACHMENTS**

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

## Trends

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

**Academic:** There have not been any significant trends in the academic state of the school. Math and Reading scores have slowly increased but are close to last year's scores. Students scoring novice and apprentice on writing assessments have also increased in the last two years.

**Non-Academic:** Our percentage of students who scored in the optimal range on the Resiliency Poll increased by 10 percentage points, positive school experiences increased by 15 percentage points, hope increased by nine percentage points, students who don't feel ostracism increased by 13 percentage points and bullying decreased by 4 percentage points.

## **ATTACHMENTS**

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

---

## 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](#)

The team is working on identifying focus standards for math and reading. They are creating common formative assessments to give on the focus standard. They are then breaking the standard down into learning targets and developing a mastery rubric with success criteria for each focus standard using the KCWP 1, 2 and 3. The teams use PLC time to use KCWP 4 and 5 to analyze the results of the assessments to make changes to instruction, intervene and enrich student learning.

### **ATTACHMENTS**

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



## 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 students' global satisfaction and positive school experiences percentage doubled from last year, while our bullying experiences and our ostracism percentages were cut in half according to our Resiliency Poll data. Our students scoring novice in Reading and Math on KPREP decreased from the previous year, while our students scoring distinguished increased in both categories.

### **ATTACHMENTS**

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

---

## ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
-----------------	-------------	---------