

2019-20 Phase Two: The Needs Assessment for Schools

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?

Data results are reviewed and analyzed in multiple ways and by multiple groups at Farristown. Each department has a PLC which meets three times a month and looks at data to make decisions about day to day instruction. They look at strategies and instruction as ways to improve and help students grow. One member of each PLC is a part of the leadership team. The leadership team meets several times a month as well. They review and analyze school-wide data trends and what needs we may have as a school. The leadership team will discuss issues that may impact multiple areas within the building. For example, are all resource classes making progress? If not, what can we do to assist in that area? We also look at multiple pieces of data including summative and formative results. Diagnostic testing is completed three times a year the building. For example, are all resource classes making progress? If not, what can we do to assist in that area? We also look at multiple pieces of data including summative and formative results. Diagnostic testing is completed three times a year in addition to other testing. The SBDM Council also looks at student achievement at each monthly meeting. They primarily look at results from the diagnostic and state testing.

Current State

Current Academic State:

-73.3% of all students scored proficient or distinguished in Reading on K-Prep 2019.

-59% of all students scored proficient or distinguished in Math on K-Prep 2019.

- 35% of the students with disabilities scored proficient or distinguished in reading (KPrep 19).
- 26% of the students with disabilities scored proficient or distinguished in math (KPrep 19).

Priorities/Concerns

- 65% of students with disabilities scored below proficient in reading on KPREP as opposed to 26.6% of all students.
- 74% of students with disabilities scored below proficient in math on KPREP as opposed to 41% of all students.
- 41% of all students scored below proficient in math.