

Phase II: KDE Needs Assessment School Diagnostic_10112017_14:54

Phase II: The Needs Assessment School Diagnostic

Right Fork School Center
Renee Howard
5296 Hwy. 221
Stoney Fork, Kentucky, 40988
United States of America

Last Modified: 12/05/2017
Status: Locked

TABLE OF CONTENTS

Understanding Continuous Improvement: The Needs Assessment 3

ATTACHMENT SUMMARY..... 6

Phase II: The Needs Assessment School Diagnostic

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 shareholder groups involved. How frequently does this planning team meet and how are these meetings documented?

The Right Fork School CSIP team comprised of teachers, parents, and the school media specialist reviewed data results in order to determine School Needs. These meetings are held quarterly, and are documented by agendas, sign-in sheets, and notes resulting from the meeting.

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 non-duplicated gap students scored proficient on KPREP Reading.
- We saw a 10% increase among non-duplicated gap students in Reading from 2015 to 2016.
- 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 2016 schools year – a decrease from 92% in 2015.
- The number of behavior referrals has decreased to 198 in 2017 from 276 in 2016.

Current Academic State: -3rd grade reading & math achievement scores were the highest in the district -Significant gains were made in 5th, 6th, & 7th grade reading, and 8th grade math achievement scores -Our non-duplicated gap score dropped 3.2 points at the elementary level, and dropped 27.4 points at the middle school level. -Our NAPD score for elementary reading dropped 17 points -Our NAPD score for middle grades math dropped 5.9 points -Our NAPD score for social studies dropped 12.2 points at the elementary level, and 8.6 at the middle grade level - Our NAPD score for writing dropped 3.3 points at the elementary level, and 10.2 at the middle grades level Non-Academic Current State: -Only 61.6% of TELL survey participants in the 2016-2017 school year agreed that "Students follow rules of student conduct." -Student attendance

through the first three months of school is down an average of 1.25 percentage point compared to the first three months of school last year. -Our NAPD score for language mechanics dropped 6.7 points at the elementary level

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 students in non-duplicated gap scored below proficiency on KPREP test in reading as opposed to just 12% of non-gap learners.

-Significant losses in both elementary and middle grades achievement scores -Loss of 27.4 points in middle grades GAP score -Loss of 17 points in elementary reading, 12.2 points in elementary social studies, loss of 10.2 in middle grades writing, loss of 11.7 points in 4th grade reading, loss of 21.1 points in 6th grade math, and loss of 18.7 points in 8th grade writing -Student attendance through the first three months of school is down an average of 1.25 percentage point compared to the first three months of school last year. -Only 61.6% of TELL survey participants in the 2016-2017 school year agreed that "Students follow rules of student conduct."

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?

Elementary writing was identified as a significant area for improvement last year. Middle grades writing is a significant area for improvement this year.

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 school improvement strategies outlined below:

[1- Deployment of Standards](#)

[2- Delivery of Instruction](#)

[3- Assessment Literacy](#)

[4- Review, Analyze and Apply Data Results](#)

[5- Design, Align and Deliver Support Processes with Sub-group Focus](#)

[6- Establish a Learning Culture and Environment](#)

2 - Delivery of Instruction 4 - Review, Analyze, and Apply Data results 5 - Design, Align, and Deliver Support Processes with Sub-group Focus

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%.

-3rd grade reading & math achievement scores were the highest in the district -Significant gains were made in 5th, 6th, & 7th grade reading, and 8th grade math achievement scores

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)
-----------------	-------------	---------