

2018-2019 Phase Two: The Needs Assessment for Schools_10192018_14:30

Phase Two: The Needs Assessment for Schools

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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.

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?

October 1-2, 2018 were scheduled teacher workdays. During these teacher workdays, the entire Right Fork faculty analyzed released the previous year's KPREP scores and data in order to develop a preliminary description of the Current State of the school. This preliminary description was reviewed and refined by the Right Fork School CSIP Team in meeting held on Friday, October 26. Right Fork CSIP Team members and their roles within the school are as follows: Mike Bolton - Asst. Principal, 5th & 8th grade Social Studies teacher, CSIP Team Lead; Robin Redmond - Media Specialist, Reading Facilitator, 7th Grade ELA Teacher, SBDM council member, and parent; Rhonda Collins - K-3 Social Studies, Art, Music, and Physical Education Teacher, SBDM council member; Cierrah Emery - 2nd & 3rd grade Math & K-3 Reading teacher, SBDM council member; Stephanie Brock - Attendance Clerk; Rosetta Haley - FRYSC Coordinator. In that meeting, the CSIP Team also identified potential sources of problems revealed through analysis of the school's current state. CSIP Team meetings going forward will be held on the second Tuesday of each month, prior to regularly scheduled SBDM council meetings.

ATTACHMENTS

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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.

Current Academic State: -60.9% of students scored proficient/distinguished in elementary reading, +6.3 above the state average. -53.1% of students scored proficient/distinguished in elementary math, +4.3 above the state average. -64.7% of students scored proficient/distinguished in middle grades reading, +4.7 above the state average. -27.9% of students scored proficient/distinguished in middle grades math, -19.1 below the state average. -50.9% of free or reduced lunch students scored proficient/distinguished in elementary math. -77% of students with disabilities scored proficient/distinguished in elementary math. -59.3% of free or reduced lunch students scored proficient/distinguished in elementary reading. -77% of students with disabilities scored proficient/distinguished in elementary reading. -24.6% of free or reduced lunch students scored proficient/distinguished in middle grades math. -61.6% of students with disabilities scored proficient/distinguished in middle grades math. -59.7% of free or reduced lunch students scored proficient/distinguished in middle grades reading. -84.6% of students with disabilities scored proficient/distinguished in middle grades reading. Current Non-academic State: -Student attendance for the first month was 94.57%, a decrease from 95.15% the previous year. -Student attendance for the second month was 94.68%, an increase from 93.39% the previous year. -Student attendance for the third month was 94.4%, an increase from 93.7% the previous year. -Faculty attendance was 96.16% for the first month and 94.94% for the second month. -There were 105 discipline referrals for 21 students during the 2017-2018 school year.

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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.

-43% of students scored novice in 7th grade science. -50% of students scored novice in 8th grade math. -6th grade reading had an NAPD score of 71.9, down 6.5 points from the previous year. -7th grade reading had an NAPD score of 67.4, down 3.8 points from the previous year. -Elementary grades on-demand writing had an NAPD score of 46.6, down 4.4 points from the previous year. -4th grade math had an NAPD score of 44.0, down 20.3 points from the previous year.

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Trends

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

-Middle grades on-demand writing -Elementary grades on-demand writing -4th grade math -Middle grades math

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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](#)

-In regards to science, we will focus on Key Core Work Process 1: Design and Deploy Standards as we feel that increased familiarity with the new state science standards will have the greatest impact on science scores. -KCWP 2: Design and Deliver Instruction will be a general focus to produce desired changes. Additional resources such as IKWEST for science and Simple Solutions for math and on-demand writing have been purchased. Increased observations and feedback will also help to ensure effective instruction. -The CSIP Team felt that behavior was a potential source of the problem, especially regarding 8th grade math scores. As a result, the school will focus on KCWP 6: Design, Align, and Deliver Support in order to better ensure that behavioral interventions are taking place, and that desired behaviors are positively reinforced by school leadership and teachers. We will also systematically deliver support to students scoring below benchmark in both reading and math on MAP testing by scheduling time for each student to spend on the Mobymax computer program and other interventions.

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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%.

-92.3% of students with disabilities scored proficient/distinguished on middle grades reading.
-76.9% of students with disabilities scored proficient/distinguished on elementary reading. -The 8th grade class made a 19.1 point gain on their NAPD score in reading from their 7th grade year. -The 7th grade class made a 12.5 point gain on their NAPD score in math from their 6th grade year. -The 5th grade class made a 14.2 point gain on their NAPD score in math from their 4th grade year, and a 22.2 point gain on their NAPD score in math from the previous 5th grade class. -Elementary grades social studies had an NAPD score of 84.2, an 11.8 point gain from the previous year. -Middle grades social studies had an NAPD score of 78, a 14.2 point gain from the previous year. -3rd grade: 98.6 NAPD score in reading and 91.3 NAPD score in math. -Highest elementary growth and proficiency scores in the district.

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 CSIP Team Meeting Agenda 10-26-18	CSIP Team Meeting Agenda during which the current academic state of the school as described previously during teacher work days was reviewed and revised. The current non-academic state was also described at this meeting.	
 Teacher Work Day Agendas 10-1-18-10-2-18	Teacher work day agendas in which the previous year's KPREP data was analyzed by all faculty and the current academic state of the school was described.	