

Phase II: KDE Needs Assessment School Diagnostic Frakes School Center 2017-2018

Phase II: The Needs Assessment School Diagnostic

Frakes School Center

Terry Wilson
29 Henderson Settlement Loop
Frakes, Kentucky, 40940
United States of America

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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?

Using data results from previous and current K-PREP and MAP scores the teachers work on data analysis days built into the school calendar. Scores are analyzed by teachers and groups of teachers to see where students fall in achievement. Then the data is analyzed further to see where the weak areas are in achievement and then finally they are analyzed to see what is needed to move students according to where they are on K-PREP and MAP and where they need to be. The school is small and all of the teachers take part in the analysis; they are broken into primary and middle grades and also work together in large groups also and in contents teams. These meetings usually take place during imbedded data days in the calendar about once or twice a month. Additionally PLCs including the principal are also once or twice a month either during school or after school. These meetings are documented by notes taken from the meetings and the work done is discussed in additional meeting with teachers putting goals and analysis made in data binders for each grade level and subject. The analysis is further discussed with the CSIP committee and SBDM council monthly and documented in the minutes.

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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 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.

Analysis of the school report card and assessment statistics included there show the school in the following current academic state: 52.6 % of the non duplicated gap group in middle school scored proficient on K-PREP reading; 15.8% scored distinguished in middle school reading. The index in reading 71.1 is higher in middle school than the district (65.4) and the state (56.9) indices. The elementary scored 66.7 % compared to the state's 60%. Math scores in middle school are at 28.9 % lower than the district and the state in combined proficient and distinguished scores. Math combined proficient and distinguished scores in the elementary are at 34.1 % compared to the district at 42.9% and the state at 49.1%. According to the Brigance screener the students are 57.1 % ready for kindergarten which is up from 2015/2016 at 26.7% kindergarten ready. According to NWEA MAP reports reading scores in the primary grades K, 1, and 3 were 60% at or above level on the Fall MAP scores; second grade was 31.9 % on level; 4th grade was 56% and 5th grade was 67% at or above reading level. According to the NWEA MAP fall scores for the middle school in reading were 60% or more on or above reading level. According to NWEA MAP reports from fall 2017 the primary math scores were k-38%, 1-51%, 2-44%, and 3-82 % on or above level; grades 4-8 were 4-46%, 5-45%, 6-37%, 7-50%, and 8-50% on or above level. Analysis of school data and the school report card for the current year and previous years showed the current non-academic state of the school. Student attendance is at 93.7% above the district level at 92.3% and just below the state at 94.4%. The student attendance is up from last year .6%. Behavioral referrals according the school report card and the district pupil personnel office is down from last year. The behavioral referrals have decreased significantly from 2016 at 84 referrals and in 2017 are at 7 referrals. The school has 10 certified teachers 3 aides and 1 preschool teacher-these numbers are down from 2016 by 1 teacher and 1 instructional aide; the year before in 2015 the school lost 1 teacher position. According to the TELL survey and the School Report Card, working conditions(discipline, community support and school leadership) are strongly agreed upon by teachers as being strong points for the school; scoring higher than the district and the state in all 3 areas with community support being slightly lower than the district but still higher than the state percentage.

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

The school through analysis of the 2017 K-PREP and previous years, the MAP assessment reports , school surveys, and needs assessments have identified some priorities and concerns both academic and non academic. Academically elementary and middle school math is a concern; the 2017 K-PREP show that 65.9% of all elementary students scored below proficiency and 71.1% of all middle school students fall below proficiency. Additionally the report shows that 61.1% of elementary students scored below proficiency in language mechanics. Middle school writing scores showed that 86% of all students scored below proficiency in writing and 55.6% of all elementary students scored below proficiency in writing. Therefore elementary and middle school math are a priority for the school. Writing is also a concern for elementary and middle school. Additionally 7 % of elementary students scored below proficiency in reading for 2017 and this is also a concern.

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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?

Reading continues to be an area over the last two academic years that needs improvement in elementary particularly; the middle school scores have come up in the last two years. Math continues to need improvement in the elementary and the middle grades. Writing is also a challenge in the middle grades and the elementary. Behavioral referrals have gone down over the last two years. Kindergarten readiness has improved over the last two years. Additionally since the development of a PTO three years ago it has continued to grow and be a productive influence in the school.

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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 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](#)

Teachers use district wide curriculum maps to ensure there is implementation of state standards. They also use different types of assessment to direct their instruction. They use exit slips and bell ringers to ensure that they are assessing instructional delivery so they can reteach or determine where students are not getting the material. Teachers analyze data from their own instruction and assessment. They analyze the K-PREP data and the MAP data to identify the areas where students are struggling. The NWEA reports for MAP are also analyzed to determine where students need additional instruction. Teachers try to answer using the data available what it is that students need and who they are. Teachers conference with students about their grades and their goals and how they can achieve those goals. Students are exposed to programs in which bullying is discussed and what students can do to seek help such as that they can talk to anyone in the building. There are surveys and needs assessment sent home to parents to communicate with them. There are also newsletters and the parent portal on Infinite Campus. Letters and phone calls are utilized as well as the school web site and Facebook page. Good news post cards are sent home to inform parents of good behavior and academic success. Also opportunities for the parents and community are provided for involvement in the school such as open houses, grandparents day, and fall festival.

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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%.

Some strengths for the school are that according to teacher's responses on the TELL survey 2017, there has been an improvement in managing student behavior, and an increase in parent and community involvement. Additionally, according to the School Report Card, kindergarten readiness has improved in 2017 from the previous year. It is currently 57.1% ready and previously it was at 26.7%. Also, student attendance is up slightly from 2016. It is currently 93.7% and was 93.1% in 2016. The current percentage is higher than the district percentage. The percentage for combined proficient/distinguished is up 4.2% in elementary reading in 2017 and is up from 41.9% in 2016 to 71.1% in 2017. Middle school math combined proficient and distinguished is up from 18.6% in 2016 to 28.9% in 2017. Elementary writing combined proficient and distinguished score is up from 30% to 44.4% in 2017. Novice scores in middle school reading have gone down from 23.3% in 2016 to 11.1% in 2017. Also, novice scores have gone down in elementary and middle school math from 2016. 31.5% in elementary to 18.2% and 30% down to 22.2% in middle school.

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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