

Phase Two: The Needs Assessment for Schools 2018-2019

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Frakes School Center

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

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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?

Data is analyzed using MAP, Brigance, and K-Prep scores from the current year and previous years. Additionally current classroom instructional scores such as unit test., etc. are also reviewed. Trends are analyzed and goals set. The teachers work on data analysis days which are built into the school calendar. The scores are analyzed by teachers and groups of teachers to see where students fall in achievement. Then data is analyzed further to determine the weaknesses and what is needed to move students according to where they are on state and MAP scores and where they need to be. Groups of teachers work together among content areas and as a whole and in elementary and middle school groups. All of the teachers make up the analysis team. These meetings take place during imbedded days in the school calendar about once or twice a month. Additionally PLC are conducted with the principal in small groups once a week and/or monthly during and after school. These meetings are documented by notes taken from the meetings and the work done is discussed in additional meeting with the entire staff. The information gathered and goals set are recorded on recording sheets and in binders for each grade level and subject. The data is further discussed with the CSIP committee and SBDM council monthly and documented in the minutes.

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.

Teacher attendance is at 96.05% slightly below the district as a whole which is at 96.33%. Student attendance is at 94.58 % which is up from 2017 by .8% and from 2016 by 1.4% and the student attendance is above district attendance by 1.1%. Additionally student enrollment is down slightly to 114 from 2017 which was 124 and down still from 2016 which was 136 students. Currently behavioral referrals are up from last year at 24 but still below the previous year by half. The teaching staff consists of 10 certified teachers 3 aides which includes an FMD aide a librarian and special education teacher. In 2015 the school lost 1 teaching position, in 2016 the school lost 1 teaching position and 1 aide, this year the school has lost an additional teaching position. According to the TELL survey 2017 and the previous 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. Additionally the Eprove survey, and a survey sent out by the Family Resource Center to parents show community support for the school and educational practices is strong. Free and reduced lunches are at 82% of the student population. The homeless population is 20.83% a little more than double the year before. The creation of a PTO three years ago has continued to grow and be a positive influence on the students particularly in holding and helping with events that are non academic such as dances, fund raising events and special events such as the yearly fall festival. Analysis of the school report card data, and assessment statistics included there, as well as data from MAP shows the school in the following current academic state: The Reading index in elementary is at 71% which is higher the district (70.9%) and in middle school the index is at 82.2% well above the district (75.8%) and above last year's index of 71.1%. The math index in elementary school is 62.8% and in middle school 69.1%. Other separate indicators of writing, science, and social studies were at elementary science 53.6%, middle school 58.3%; social studies, 45% in elementary and 63.7% in middle school; elementary writing 59.2% and 67.7% in middle school. The school has a proficiency rate in elementary of 66.9% with growth of 12.5 and in middle school the proficiency rate is 72.4% with growth index of 10.4. According to the Brigance screener the students are 30% Kindergarten Ready while they were 57.1 % ready for kindergarten which is up from in 2017 which is still up from 2016 at 26.7% Kindergarten Ready. According to NWEA MAP reports reading scores in the primary grades K-36% on level; 1st- 61% on level; 2nd-42% on level; 3rd-23% on level; 4th -56% on level; 5th- 60% on level; 6th -70% on level; 7th -59% on level; and 8th-82% on level. These are the current fall scores. According to NWEA MAP reports from fall 2017 the primary math scores were k-38%, 1-51%, 2-44%, on or above level; grades 3-8 were: 3-82%, 4-46%, 5-45%, 6-37%, 7-50%, and 8-50% on or above level.

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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.

.Some non academic concerns and priorities t have been indicated through surveys and data analysis. The first part of 2017 student attendance was at 97.25% and for the same period currently it is down to 95.25%. The current student population is 114 students which is down from the two previous years respectively at 124 students and in 2016 136 students. Behavioral referrals have increased- more than double from the previous school year. According to student and parent surveys bullying is reported as a concern for students as well as class sizes in the primary-classes are combined and a loss of teaching and staff members are also a concern. While academically the numbers of students at the novice level has decreased in reading and math (elementary reading 21.6, middle 16.8 and in middle school 12.8 math, 12.8 elementary and 8.5 in middle school the number staying at apprentice in these two areas has increased in apprentice scores with little movement from the apprentice area, particularly in math which remains a concern. elementary apprentice 56.8 and middle school 48.9. Scores in the separate indicator areas are a concern such as science with the index in elementary at 53.6 which is below the state index of 58.7 and in middle school which is 58.3 just above the state index of 53. Additionally social studies is a concern with an elementary index of 45.5 below the state index of 72.6 and in middle school an index of 63.7 with the state index at 79.8.

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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?

Math and reading continue to be areas of concern. There has been improvement on the K-PREP scores but there is room for improvement on MAP in classroom scores as well as on K-PREP. Bullying seems to be according to surveys a concern for the last few years. Loss of students seems to increase every year according to attendance and enrollment statistics. 2016 enrollment was 136, 2017 124 students and currently 114 students .

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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](#)

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 teacher communication with parents 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%.

Reading scores in middle school continue to go up with the index being 82.2 currently on K-PREP and in MAP scores indicating 6-8th grades having percentages 70, 59, and 82 percentages respectively on reading level. Student attendance rates have gone up overall and continue to be around the same with some increases from 93.1 % in 2016, 93.7% in 2017 and 94.5% currently.

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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