New Hampshire Department of Education

Needs Assessment for Title IA Targeted Assistance and Schoolwide Schools
EES 2023-2024 Program Evaluation
EES 2024-2025 Needs Assessment

The process of conducting a needs assessment is required for all Title I programs. It is unique to each school, as the focus of the assessment, and the sources and collection of data are determined by local factors.

What is a needs assessment and what are the benefits of conducting one?

- A "Needs Assessment" is a systematic approach to determining the strengths and needs of a school community.
- It focuses on the process and the outcomes to be attained in the development of a school's vision for the future.
- It gathers data by means of established procedures and methods designed for specific purposes. The types of data and the scope of the methods are selected to fit the purposes and context of the needs assessment.
- A needs assessment informs priorities and determines criteria for solutions so that planners and managers can make sound decisions.
- A needs assessment informs criteria for determining how best to allocate available money, people, facilities, and other resources.
- An annual needs assessment is a critical component of a school's continuous process of improvement. Action that will be taken as a result of this assessment will assist schools in improving programs, services, organizational structure and operations, or a combination of these elements.
- It brings together stakeholders that represent the community, with a diverse range of perspectives, knowledge, skills and experiences to enrich the process.

This template is designed to be used in conjunction with the Targeted Assistance and Schoolwide School plans, and can be organized for schools' specific educational programs and needs.

1. Name of School: Effingham Elementary School

School Year: 2023-2024 Program Evaluation/2024-2025 Needs Assessment

Needs Assessment Committee Members (should include representation from all stakeholder groups, both internal and external):

Name	Title	Affiliation/Stakeholder Group	Task/Responsibility
Patricia Morrissey	Principal	EES	Administrator
Linda Perrow	Project Manager	District	Grant Writer
Terri Drew	Reading Specialist	EES	Assessment coordination
Robin Merenda	Parent	EES Families	Document input/Review
Sandie Hill	Admin Assistant	EES	Document input/review

2. Identify Data Sources: Examples (Non-exhaustive)

a) Performance Data	b) Non-Performance Data	c) Perception Data	d) Process Data	e) Other
Formative and Summative Academic: NHSAS summative, Edmentum/ExactPath,	Attendance, Retention, Graduation, Special Needs, Demographic, Census	Climate/Culture Data Family, Student, Staff, Community Surveys, Questionnaires, Observations, Interviews	School's programs and Practices, Instructional and Assessment Strategies, Budgetary	

District Behavior: PBIS, Responsive Classroom				

3. Data Collection: Focus Areas Examples (Data should be valid and reliable)

a) **Performance Data (Insert Data Tables or Description here) Graphs attached**

ExactPath/Edmentum – A computer adaptive evaluation tool for reading and math that is administered to students during the school year. The results provide teachers with information to help them deliver appropriate content for each student and determine each student's academic growth over time. Grades K-6. This is used for grading period benchmarks as well as progress monitoring throughout the school year.

NHSAS – (New Hampshire State Assessment System) A computer adaptive evaluation tool that is administered to students one or two times per school year for formative and summative information in reading and math. Grades 3-6.

Acadience Reading Diagnostic: An in-depth diagnostic assessment of literacy skills that provides progress monitoring and benchmarking tools. Acadience measures literacy skills and reading proficiency. It focuses on the components of word recognition: phonological awareness, decoding and sight recognition across all grade levels, K-6, and includes components of language comprehension for grades 1-6.

Analysis:

Based on the data collected from Spring 2024 Acadience diagnostic, 44% of students in Kindergarten met or exceeded their projected level in reading.

Based on the data collected from Spring 2024 Acadience diagnostic, 53% of students in grade 1 met or exceeded their projected level in reading.
Based on the data collected from Spring 2024 ExactPath diagnostic, 78% of students in grade 1 met or exceeded their projected level in math.
Based on the data collected from Spring 2024 ExactPath diagnostic, 78% of students in grade 1 met or exceeded their projected level in reading.

Based on the data collected from Spring 2024 ExactPath diagnostic, 42% of students in grade 2 met or exceeded their projected level in math.
Based on the data collected from Spring 2024 ExactPath diagnostic, 53% of students in grade 2 met or exceeded their projected level in reading.
Based on the data collected from Spring 2024 Acadience diagnostic, 45% of students in grade 2 met or exceeded their projected level in reading.

Based on the data collected from Spring 2024 ExactPath diagnostic, 25% of students in grade 3 met or exceeded their projected level in math.
Based on the data collected from Spring 2024 NHSAS Summative assessment, 27% of students in grade 3 met or exceeded their projected level in math.
Based on the data collected from Spring 2024 ExactPath diagnostic 50% of students in grade 3 met or exceeded their projected level in reading.
Based on the data collected from Spring 2024 NHSAS Summative assessment, 34% of students in grade 3 met or exceeded their projected level in ELA.
Based on the data collected from Spring 2024 Acadience diagnostic, 31% of students in grade 3 met or exceeded their projected level in reading.

Based on the data collected from Spring 2024 ExactPath diagnostic 55% of students in grade 4 met or exceeded their projected level in math.
Based on the data collected from Spring 2024 NHSAS Summative assessment, 30% of students in grade 4 met or exceeded their projected level in math.
Based on the data collected from Spring 2024 ExactPath diagnostic, 50% of students in grade 4 met or exceeded their projected level in reading.
Based on the data collected from Spring 2024 NHSAS Summative assessment, 30% of students in grade 4 met or exceeded their projected level in ELA.
Based on the data collected from Spring 2024 Acadience diagnostic, 70% of students in grade 4 met or exceeded their projected level in reading.

Based on the data collected from Spring 2024 ExactPath diagnostic 53% of students in grade 5 met or exceeded their projected level in math.
Based on the data collected from Spring 2024 NHSAS Summative assessment, 35% of students in grade 5 met or exceeded their projected level in math.
Based on the data collected from Spring 2024 ExactPath diagnostic 47% of students in grade 5 met or exceeded their projected level in reading.
Based on the data collected from Spring 2024 NHSAS Summative assessment, 57% of students in grade 5 met or exceeded their projected level in ELA.
Based on the data collected from Spring 2024 Acadience diagnostic, 61% of students in grade 5 met or exceeded their projected level in reading.

Based on the data collected from Spring 2024 ExactPath diagnostic, 60% of students in grade 6 met or exceeded their projected level in math.
Based on the data collected from Spring 2024 NHSAS Summative assessment, 50% of students in grade 6 met or exceeded their projected level in math.
Based on the data collected from Spring 2024 ExactPath diagnostic 67% of students in grade 6 met or exceeded their projected level in reading.
Based on the data collected from Spring 2024 NHSAS Summative assessment, 65% of students in grade 6 met or exceeded their projected level in ELA.
Based on the data collected from Spring 2024 Acadience diagnostic, 93% of students in grade 6 met or exceeded their projected level in reading.

Conclusion:
There is a need for continued support and reinforcement of core curriculum, instructional rigor and professional development to support core instructional strategies in reading and math. The ExactPath, Acadience and NHSAS summative scores vary from grade to grade and a cohort model view would be needed to view the results over time. This is the second year of using Acadience and ExactPath with fidelity. The prediction is that these tools will strengthen the research based core curriculum. These are two of the grade levels that should predictably be most positively impacted by literacy

instruction grounded in IMSE philosophy and structured with explicit and direct instruction. There is a continued need to support this level of rigor and fidelity. EES continues to watch a pandemic influenced group of students. These are students who were in the earliest learning stages (ps,k and 1) during school and community closures. These impacted students appear to be in grades three through five. Impacts of school closure and community pandemic decision making are difficult to quantify on both the student and the family unit.

b) Non-Performance Data (Insert Data Tables or Description here)

Attendance Data from PowerSchool 7/11/2024:

K-6, September 2023-June 2024: 92.1%

Attendance rate by grade: K: 91%, Grade 1: 94%, Grade 2: 92.2%, Grade 3: 91.5%, Grade 4: 92.8%, Grade 5: 91.7%, Grade 6: 92.3% 2023-2024

Free and Reduced Meal Rate 2022-2023: 39.42 %

Special Education population from NHDOE: 20%

Demographic Data 2023-2024: 35.58% of students are from a split home, 8.65% of students are being raised by grandparents, 3.5% of students are court/DCYF involved, 10.58% of students live with extended families, 14% of students receive support for weekend food insecurity, 10.2% of students are suspected or confirmed exposure to Adverse Childhood Experiences.

Analysis:

Although our overall attendance rate is 92.1 % for the school year, there continues to be a small percentage of students who have chronic absenteeism which impacts their academic progress. Some of this absenteeism is related to reported medical needs. Family engagement and student engagement continue to be of paramount importance.

The Free and Reduced Meal rate has proven difficult to determine. Meals were offered for free during the 2020-2021 and 2021-2022 school years. 2023-2024 is the second year of returning to a payment model. National and local discussions about food insecurity and meal payments continue.

The number of students impacted by homelessness and the effects of childhood trauma continue to increase.

The number of students being raised by extended family and grandparents continues to increase.

The number of families who have moved into our school over the year is about 25%. This includes families who have transitioned from a homeschool model. In terms of family engagement, it is difficult to discern if the family is unable to support the student or making a choice to not engage in the school environment. Family engagement and support is integral to student success and continues to be of concern.

Conclusion:

The demography of our student population is diverse and demanding. These demographic components can have a negative impact on student progress and performance. Household stress, continued post pandemic stress, economic and employment circumstances, housing circumstances and general welfare circumstances can create situations which families are not prepared for. This can also result in students who are dysregulated and not meeting learning benchmarks. The dysregulation often presents as behaviors which Effingham Elementary School is not well equipped for.

c) Perception Data (Insert Data Tables or Description here)

Title I Surveys were distributed to parents/guardians in the fall of 2023 to provide parents/guardians with an opportunity to work as partners in their child's education and school experience. 20 responses were received. 55% of total respondents were interested in knowing how they can best support their child's learning at home. 70% of total respondents were interested in knowing what their child is expected to know in academic areas by the end of the year. 70% of total respondents preferred to be informed of events via SchoolMessenger/Emails/Texts.

Title I Evaluations were distributed to parents/guardians in the spring of 2024 to provide parents/guardians an opportunity to provide feedback on their child's education and school experience. The spring evaluations were distributed in a hardcopy paper format.
22 responses, in total, of the evaluations were returned for a 19.81% return rate per family. 90% of those returned felt that their child had made sufficient academic progress during the school year. 90% of those returned felt that they have had sufficient communication regarding their child's progress over the year. 90% of those returned had participated in at least one family event during the year. 64% of the respondents believed that personal conferences/meetings with staff and report cards/progress reports were ways in which they gained information about their students' academic progress. 68% of the respondents believed that report cards/progress notes/JumpRope reports were the most valuable in keeping them informed of their child's academic progress.

Staff Evaluations were completed digitally in the spring of 2024. They were returned at a 20% return rate.

Analysis:
The majority of the evaluations collected from parents/guardians indicated that they have positive and supportive experiences with Effingham Elementary School. Families are interested in increased communication.
Title I Program evaluations were also provided to staff in the spring of 2024. These were returned with a poor return rate. Staff that responded indicated that the provision of additional support in literacy through Title I was a positive addition to the Title I program. The staff would like to see this support continue. Staff noted that literacy support provided by Title 1 is invaluable for the intensive literacy instruction that is expected by the district.

Conclusion:

Continue to collect, and increase, parent/guardian input in the fall and spring of each year in survey format.
Maintain frequent (formal and informal) communication between students' homes and classrooms to support academic progress. Continue to explore the communication method that works best. Work to create a consistent communication method throughout the school (classroom to classroom) as well as integrated with the district.
Increase return rate of evaluations in the spring.
Provide increased literacy support for teachers and students.

d) Process Data (Insert Data Tables or Description here)

Eureka Math Squared is a complete instructional resource used in grades K-6. It carefully sequences the mathematical progression of concepts into expertly crafted modules. The Eureka model provides educators with a comprehensive curriculum, scope and sequence including professional development, books and support materials.

The current research into the science of reading has impacted the core curriculum of literacy instruction at all grade levels. Early literacy instruction has received the most focus as this shift takes place.

Assessments – Unit tests – Module assessments from Eureka Math, Acadience, NHSAS summative, Edmentum/ExactPath.

Analysis:

Effingham Elementary teachers have access to one main resource for math instruction: Eureka Math Squared, implemented at all grades in the 2023-2024 school year. The district math coach works to support all elementary classrooms throughout the district. Supplementary resources are available. In math, GWRSD teachers have access to one consistent program for core instruction supported by developmental instructional methods.

Effingham Elementary teachers have access to one literacy program for core instruction, IMSE. As the balance shifts in reading and literacy instruction to include the science of reading, more support will be required for students and staff.

Conclusion:

There is a need to continue to address coherent and consistent instruction for core instruction in math as well as aligning assessments for math. In reading, there will be one consistently used reading program: IMSE and three methods of assessment(ExactPath/NHSAS/Acadience). Direct phonics

instruction requires more support and engagement from a curricular view. The influence of science of reading will be most visible at the lower grades which are the foundational grades for literacy development.
e) **Other Data (Insert Data Tables or Description here)**
Analysis: **Conclusion:**
4. Strengths of the educational program as determined by the data collection and analysis: • **GWRSD has researched based programs for math and reading.** • **Effingham Elementary was considered an "early adopter" in the 2023-2024 school year as core literacy instruction shifted to a structured literacy model. The focus on the science of reading influence on instruction is a strength of the educational program.**
5. Areas needing to be strengthened as determined by the data collection and analysis: • **Consistency in the K-6 math program.** • **Introduce and continue training on the science of reading and the implementation at all levels of literacy.** • **Continue training on best practices in literacy.** • **Continue to research and implement supports for regulation skills.** • **Research additional resources for interventions.** • **Continue to embed the Title 1 Parent Advisory Meeting in the Parent Teacher Organization monthly meeting.** • **Increase access to and use of progress monitoring tools in reading and math.** • **Increase parent involvement at school sponsored events.** • **Increase support for students and families to address issues that impact students' abilities to come to school ready to learn.**

• Increase support for students in the area of math. • Increase support for students in the area of literacy.
6. Use this needs assessment to inform your School Plan.

If you have any questions or comments about this Program Evaluation Template, please contact your NHDOE Title I Consultant or the Director of Integrated programs.

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Title I – Seacoast	Deborah Fleurant	271-3838	Deborah.Fleurant@doe.nh.gov
Title I – South Central	Mary Bubnis	271-3889	Mary.Bubnis@doe.nh.gov
Title I – South West Region	Jane Waterhouse	271-7382	Jane.Waterhouse@doe.nh.gov

If you need technical assistance with the Template itself, please contact Jane Waterhouse.

EES 2024 NHSAS Results Grades 3-6

SAS Summative Mathematics

Grades Tested: **3, 4, 5, 6**

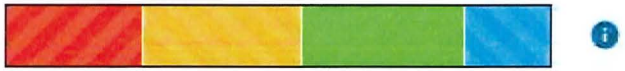
Tests Taken: **57** Date Last Taken: **06/05/2024**

Percent	25%	40%	14%	21%
Count	14	23	8	12

SAS Summative ELA

Grades Tested: **3, 4, 5, 6**

Tests Taken: **56** Date Last Taken: **03/13/2024**



Percent	25%	29%	30%	16%
Count	14	16	17	9

EES 2024 NHSAS Results Grade 6

SAS Summative Mathematics

Grades Tested: **6**

Tests Taken: **14** Date Last Taken: **05/14/2024**

Percent	14%	36%	21%	29%
Count	2	5	3	4

SAS Summative ELA

Grades Tested: **6**

Tests Taken: **14** Date Last Taken: **03/05/2024**

Percent	14%	21%	36%	29%
Count	2	3	5	4

EES 2024 NHSAS Results Grade 5

SAS Summative Science

Grades Tested: **5**

Tests Taken: **14** Date Last Taken: **05/30/2024**

Percent	**36%**	**36%**	**14%**	**14%**
Count	5	5	2	2

SAS Summative Mathematics

Grades Tested: **5**

Tests Taken: **14** Date Last Taken: **05/30/2024**

Percent	**29%**	**36%**	**14%**	**21%**
Count	4	5	2	3

SAS Summative ELA

Grades Tested: **5**

Tests Taken: **14** Date Last Taken: **03/13/2024**

Percent	**21%**	**21%**	**43%**	**14%**
Count	3	3	6	2

EES 2024 NHSAS Results Grade 4

SAS Summative Mathematics

Grades Tested: 4

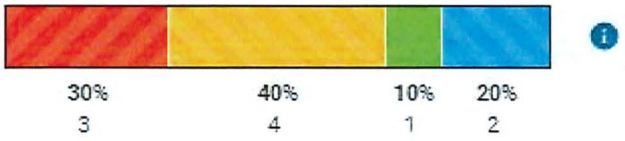
Tests Taken: **10** Date Last Taken: **05/28/2024**

Percent	20%	50%	10%	20%
Count	2	5	1	2

SAS Summative ELA

Grades Tested: 4

Tests Taken: **10** Date Last Taken: **03/13/2024**



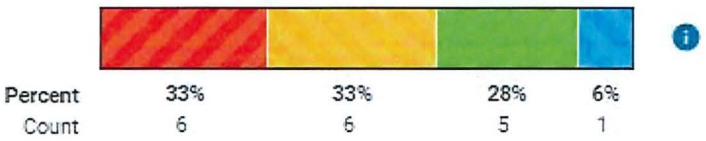
Percent	30%	40%	10%	20%
Count	3	4	1	2

EES 2024 NHSAS Results Grades 3

SAS Summative ELA

Grades Tested: 3

Tests Taken: **18** Date Last Taken: **03/07/2024**

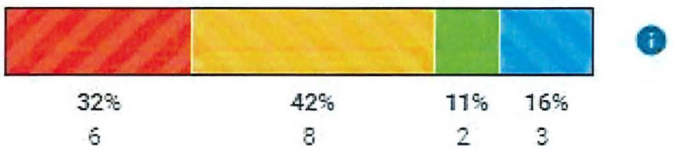


Percent	33%	33%	28%	6%
Count	6	6	5	1

SAS Summative Mathematics

Grades Tested: 3

Tests Taken: **19** Date Last Taken: **06/05/2024**



Percent	32%	42%	11%	16%
Count	6	8	2	3

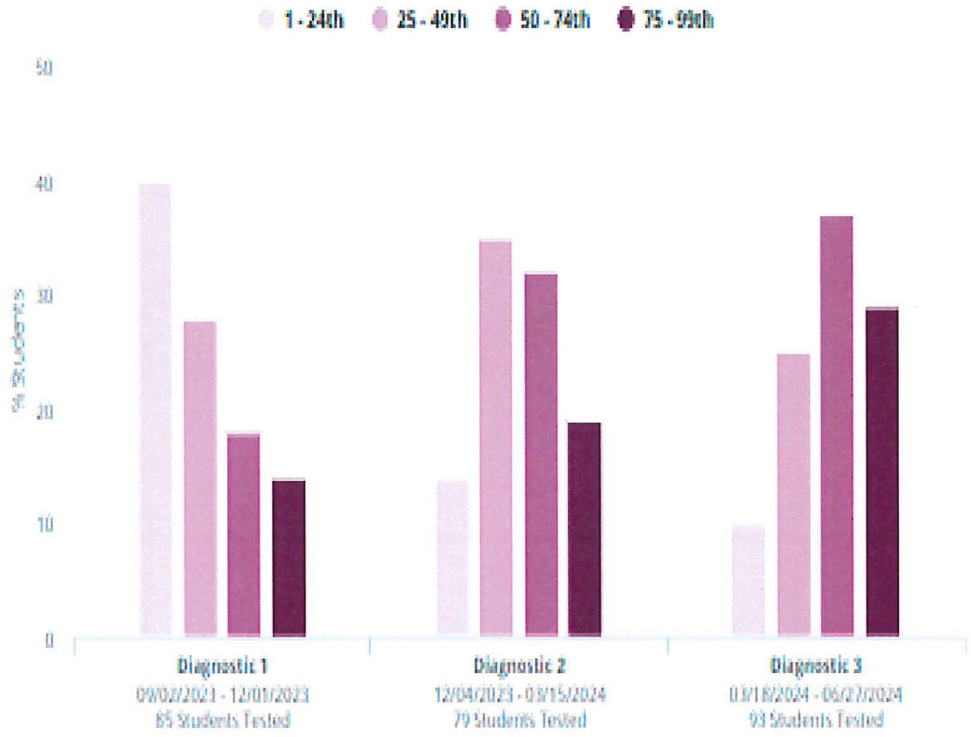
Academic Year:	**Academic Year 2023-2024**	Subject:	**Reading**
Subject Domain:	**All Domains**	Grade:	**All Grades**
Show By:	**Location**	Schools:	**All My Locations**
Demographics:	**All Demographics**	NPR Data:	**2024**

This report shows how your students are performing on diagnostics for each testing window throughout the academic year.

National percentile ranks (NPR) are calculated based on your students' diagnostic performance compared to students of their same grade nationally who tested in the spring.

An NPR below 50th means students performed lower than students nationally, whereas an NPR above 50th means students performed higher.

Overall District Trends



EES ExactPath Score Report Reading 2023-2024

NHDOE 9/2017

EES ExactPath Score Report Math 2023-2024

Academic Year:	Academic Year 2023-2024	Subject:	Mathematics
Subject Domain:	All Domains	Grade:	All Grades
Show By:	Location	Schools:	All My Locations
Demographics:	All Demographics	NPR Data:	2024

This report shows how your students are performing on diagnostics for each testing window throughout the academic year.

National percentile ranks (NPR) are calculated based on your students' diagnostic performance compared to students of their same grade nationally who tested in the spring.

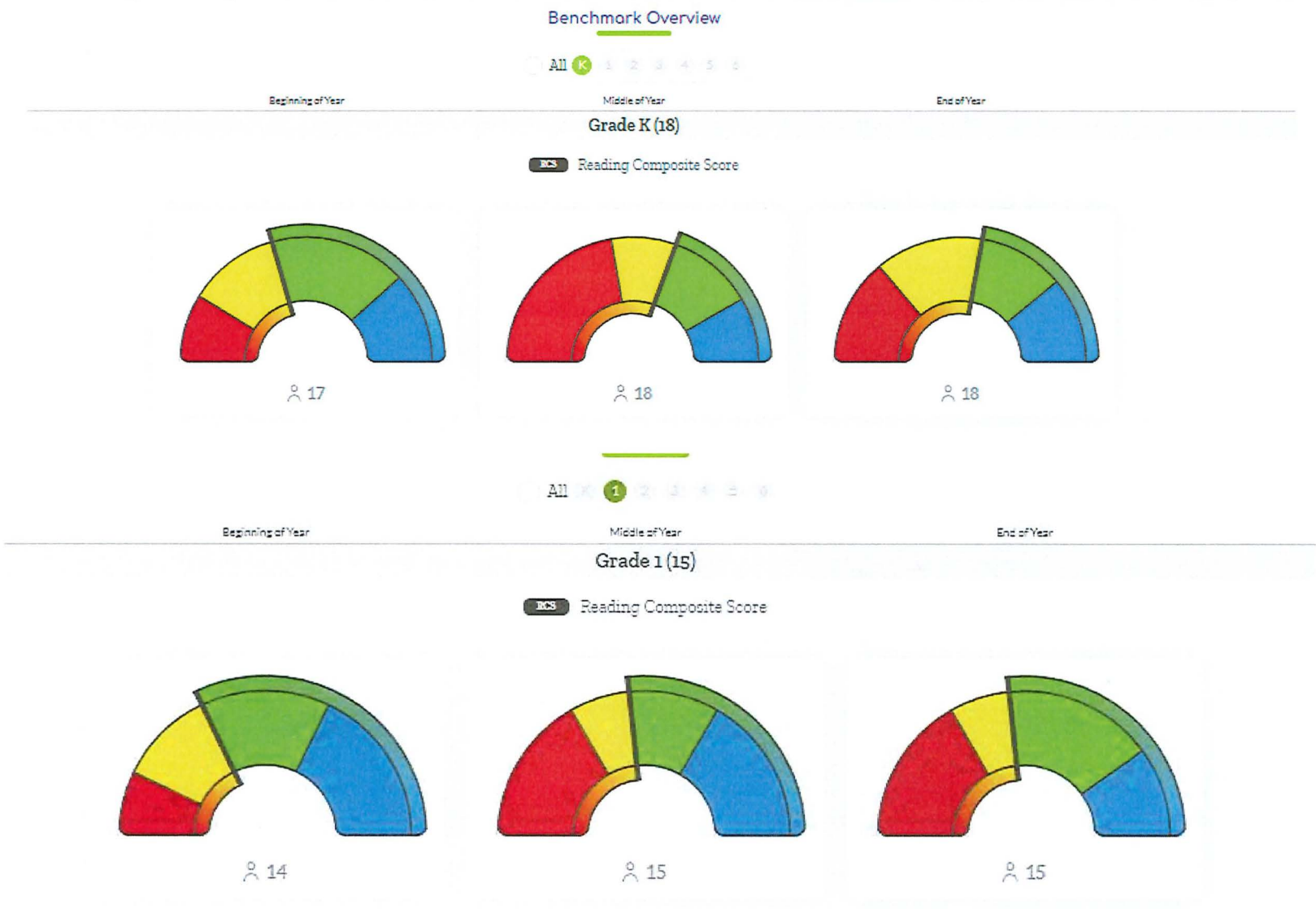
An NPR below 50th means students performed lower than students nationally whereas an NPR above 50th means students performed higher.

Overall District Trends

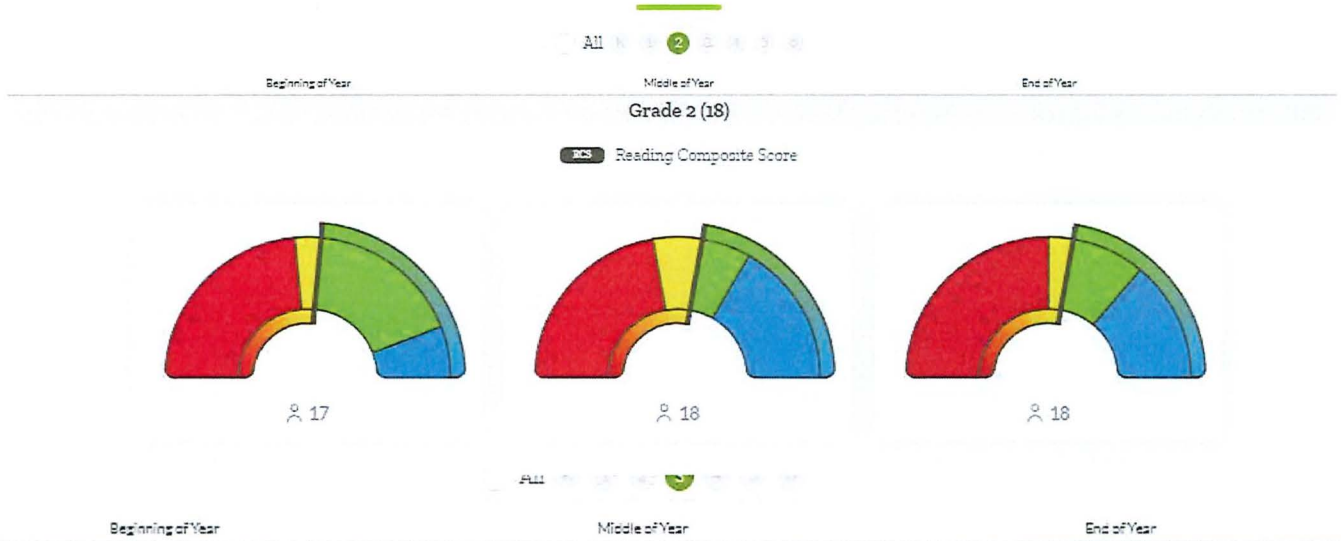
Effingham Elementary School

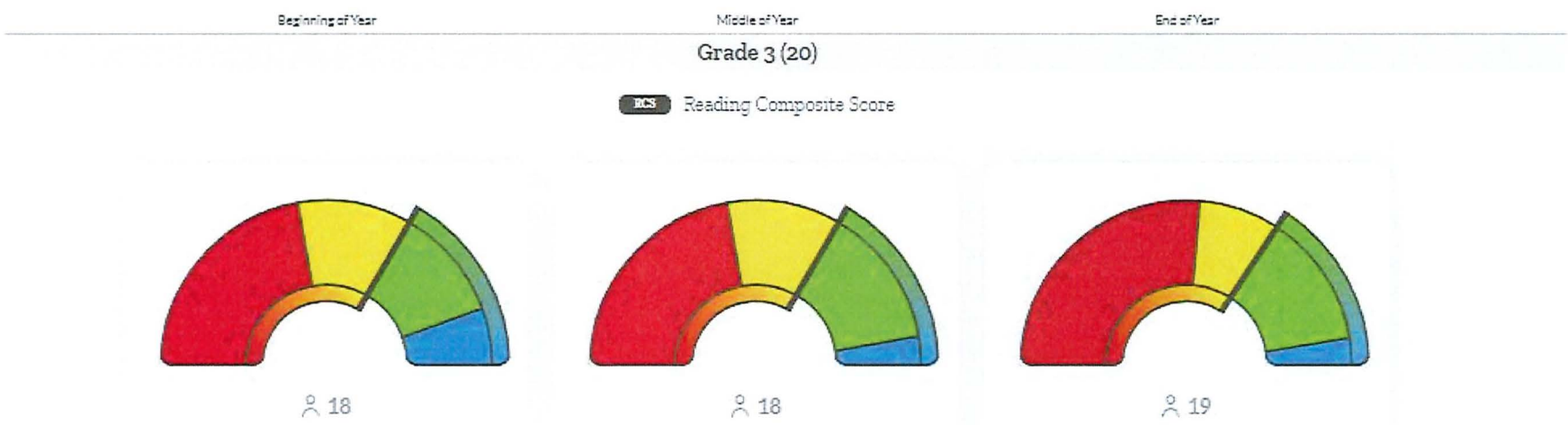
Percentile Rank	Diagnostic 1	Diagnostic 2	Diagnostic 3
1 - 24th	63% (57)	32% (25)	22% (21)
25 - 49th	21% (19)	38% (30)	22% (21)
50 - 74th	11% (10)	20% (16)	31% (29)
75 - 99th	4% (4)	10% (8)	25% (24)
Students Tested	90	79	95

Acadience Reading Composite Scores by Grade Level 2023-2024

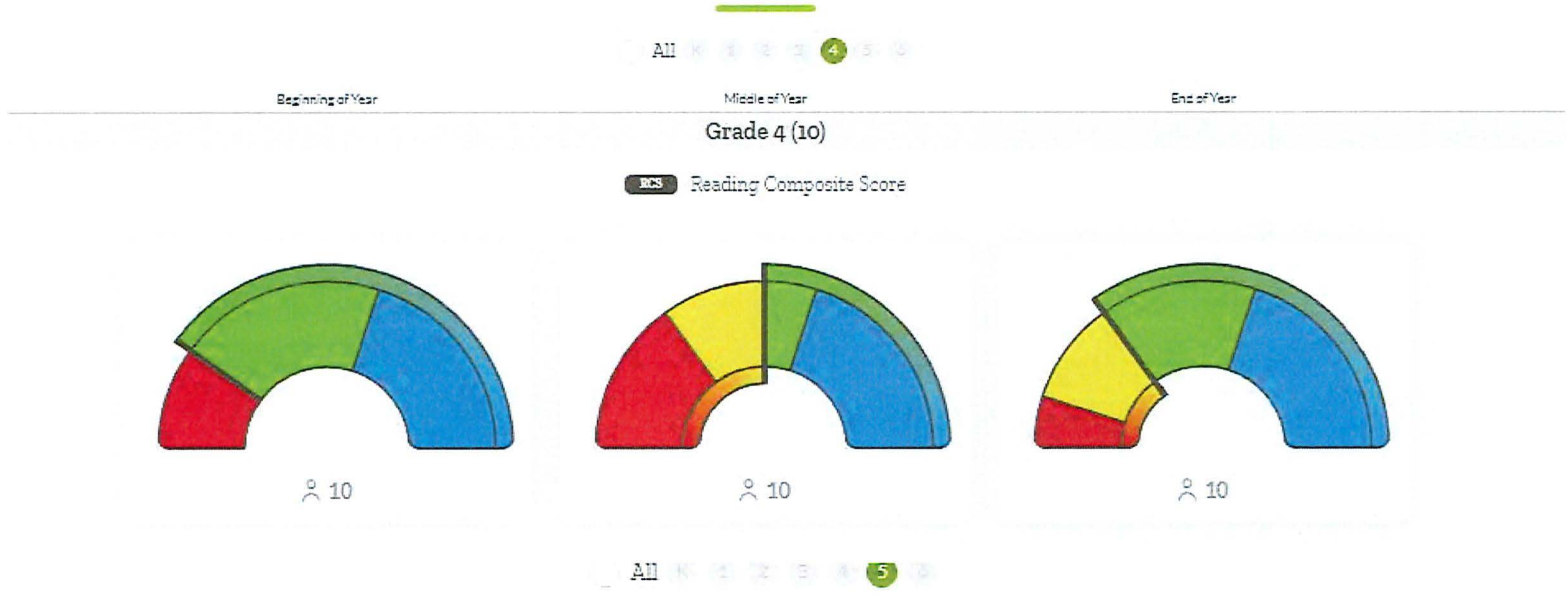


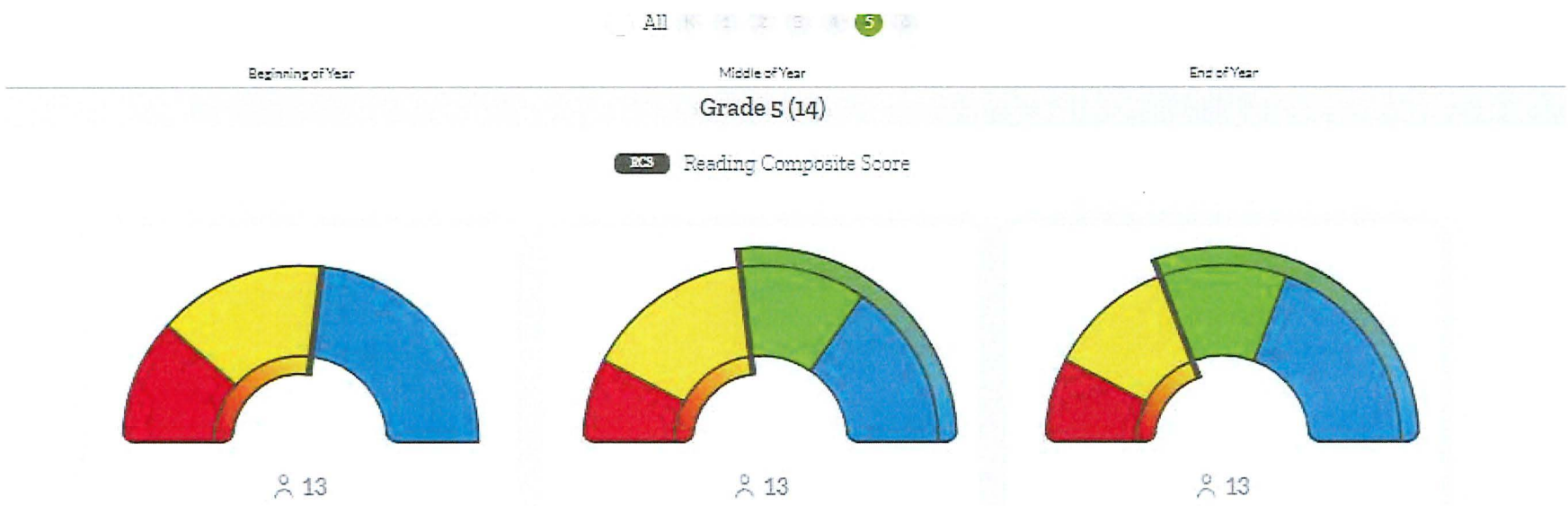
Acadience Reading Composite Scores by Grade Level 2023-2024





Acadience Reading Composite Scores by Grade Level 2023-2024





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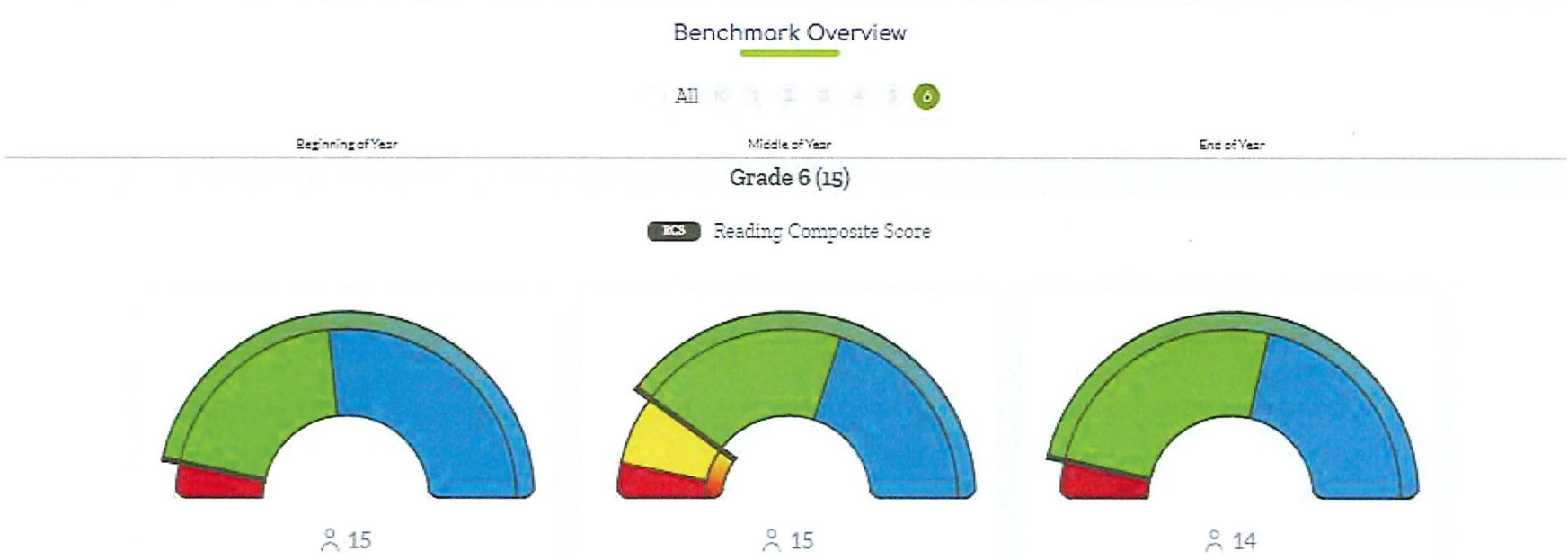

EES Powerschool Attendance Data 2023-2024

Student Attendance - Daily Absences (Grade Level) 09/05/2023 - 06/21/2024

School	Grade	Student Count	Student Percent	Student Count At Or Above 100%	Students At Or Above 100%	Student Count Below 100%	Students Below 100%	Membership	Present	Absent	ADA
EES	Grade 00	19	16.2	0	0.0	19	16.2	3,221.0	2,932.0	289.0	91.0
EES	Grade 01	15	12.8	0	0.0	15	12.8	2,606.0	2,449.0	157.0	94.0
EES	Grade 02	19	16.2	0	0.0	19	16.2	3,283.0	3,026.0	257.0	92.2
EES	Grade 03	21	17.9	0	0.0	21	17.9	3,434.0	3,140.5	293.5	91.5
EES	Grade 04	10	8.5	0	0.0	10	8.5	1,790.0	1,662.0	128.0	92.8
EES	Grade 05	18	15.4	1	0.9	17	14.5	2,769.0	2,539.0	230.0	91.7
EES	Grade 06	15	12.8	0	0.0	15	12.8	2,685.0	2,478.0	207.0	92.3
	Total	117	100.0	1	0.9	116	99.1	19,788.0	18,226.5	1,561.5	92.1