

Phase Two: The Needs Assessment for Schools_10262018_19:02

Phase Two: The Needs Assessment for Schools

Warren Elementary

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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?

Teachers collaborate together to create instruction and assessments based on standards. When assessment data is available, teachers work along side their colleagues and the school's curriculum coordinator, interventionists, and administrators to compile and analyze data. The results are reviewed for trends and areas that need to be re-taught as well as areas that were achieved by students. Instructional strategies and activities are referenced to figure out which practices work successful for the majority of the students.

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 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.

49% of 4th through 6th graders scored Proficient or Distinguished in Reading on the 17-18 KPrep. 45% of 4th through 6th graders scored Proficient or Distinguished in Math on the 17-18 KPrep. 10% more 6th graders score proficient or distinguished than they did as 4th graders on the KPrep Reading assessment. 25% more 6th graders score proficient or distinguished than they did as 4th graders on the KPrep Math assessment.

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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.

Reading scores are 20 points lower than the state average on the 17-18 KPrep. Math scores are 12 points lower than the state average on the 17-18 KPrep.

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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?

Although the school is improving reading and math proficiency scores on the KPrep, the students are still scoring well below the state average. This includes the whole school population as well as all sub groups.

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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](#)

The school has made drastic schedule and instructional changes over the last two years to ensure that reading and math teachers are receiving professional development targeted at improving student academic skills. The special education and English Language Learners teachers have also attended more in-depth literacy and instructional practices workshops.

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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%.

!0% more 6th graders score proficient or distinguished than they did as 4th graders on the KPrep Reading assessment. 25% more 6th graders score proficient or distinguished than they did as 4th graders on the KPrep Math assessment.

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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