

2019-20 Phase Two: The Needs Assessment for Schools NLES

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North Livingston Elementary School

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Understanding Continuous Improvement: The Needs Assessment

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 (e.g. 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 (i.e. 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. 703 KAR 2:225 requires, as part of continuous improvement planning for schools, each school complete the needs assessment between October 1 and November 1 of each year and include: (1) a description of the data reviewed and the process used to develop the needs assessment; (2) a review of the previous plan and its implementation to inform development of the new plan; and, (3) perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions. Further, as required by Section 1114 of the Every Student Succeeds Act (ESSA), Title I schools implementing a schoolwide program must base their Title I program on a comprehensive 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?

North Livingston Elementary utilizes PLCs and SBDM meetings both weekly and monthly respectively for the use of analyzing data results. Meetings are documented with minutes and notes.

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:

- Thirty-four (34%) of students in the achievement gap scored proficient on KPREP Reading.
- From 2017 to 2019, we saw an 11% increase in novice scores in reading among students in the achievement gap.
- Fifty-four (54%) of our students scored proficient in math compared to the state average of 57%.

Example of Non-Academic Current State:

- Teacher Attendance: Teacher attendance rate was 84% for the 2018-19 school year – a decrease from 92% in 2017-18.
- The number of behavior referrals increased from 204 in 2017-18 to 288 in 2018-19.
- Kentucky TELL Survey results indicated 62% of the school's teachers received adequate professional development.

North Livingston Elementary achieved 3 out of 5 stars on the K-PREP examination according to the Kentucky Department of Education's new 5 star rating system. In reading, our students scored 58.2% proficient/distinguished, 3.6 points above the state average. Math scores yielded results of 42.9% proficient or distinguished, which is 5.7 points below the state average. In the area of writing, our students scored 48.4% proficient/distinguished, 1.8 points above state average. Notably, our social studies scores were 67.7% proficient/distinguished which were 14.7 points above state average. Finally, science resulted in scores that were 24.4% proficient/distinguished, 7.3 points below the state average. Behavior referrals were down in 18-19 to 176 from 252 in 17-18.

Priorities/Concerns

Clearly and concisely identify areas of weakness using precise numbers and percentages.

NOTE: These priorities will be thoroughly addressed in the Continuous Improvement Planning Diagnostic for Schools.

Example: Sixty-eight (68%) of students in the achievement gap scored below proficiency on the KPREP test in reading as opposed to just 12% of non-gap learners.

57% of students scored below proficiency in math. Over 75% scored below proficiency in science.

Trends

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

In 3rd grade, math scores have fallen from 56.1% P/D to 42.1% P/D and in reading the scores rose slightly by 3 points. In 4th grade, math scores dropped a few points from 41.5 to 45.2% P/D and in reading scores dropped from 67. to 46.3% P/D. In 5th grade, math scores rose from 38.3 to 45.2% P/D and in reading rose from 69.8 to 74.2% P/D. Science scores dropped to 24.4% proficient/distinguished from 38.1%. Social studies scores rose from 32.3 to 67.7% P/D. Finally, writing scores remained pretty much the same at 50 and 48.4%.

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](#)

How do teachers use these different types of assessment to ensure a balanced approach: Formative, Summative, Interim? How do school/district leadership ensure that assessments are of high quality and aligned to the rigor of the standards, resulting in quality data? What questions do school/district leadership want teachers to answer with the data that they collect? What systems are in place to ensure that student data is collected, analyzed, and being used to drive classroom instruction? How do school/district leadership ensure teachers use data to determine students' needs (e.g., movement through the tiers of intervention, grouping/regrouping, teacher placement, scheduling)? What system is in place school/district wide for teachers to monitor students' progress on standards in order to know when they have achieved mastery? How do students know where they are in their own progression of learning? What systems are in place to ensure that students are actively involved in knowing their own data and making decisions about their own learning? How does a principal/district leader use all of the data and information to improve instr

Strengths/Leverages

Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school.

Example: Graduation rate has increased from 67% the last five years to its current rate of 98%.

Our current 4th grade students look to be relatively strong in reading with nearly 58% scoring proficient/distinguished. Our current 5th grade students are scoring very close to 50% P/D in reading.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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