

## 17.18 TM Phase II: The Needs Assessment School Diagnostic\_10302017

Phase II: The Needs Assessment School Diagnostic

**Taylor Mill Elementary School**

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Last Modified: 08/01/2018

Status: Open

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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?

At Taylor Mill Elementary, our SBDM Council, Teacher Leader team, and entire staff is involved in reviewing, analyzing and applying data results. We analyze initial results, then dig deeper with disaggregated data and decide on strategies and next steps depending on the data.

### **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 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.

In KPREP Achievement, we improved from 2016 to 2017 with an overall achievement score improvement from 76.4 to 77.6. We improved in content areas including reading, math, writing and language mechanics while declining in social studies. In KRPEP Growth, we improved from 2016 to 2017 with an overall growth score of 67.9. Categorical and growth percentile combined reading and math improved, as well. In KPREP Gap, we improved from 2016 to 2017 with a Gap score of 50.5 as compared to the year before, 47.5.

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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.

According to 2017 KPREP, while we are above the state average for overall Achievement, at 77.6, we are still below the district average of 82.3. This trend is also reflected in our gap scores and we only met 50% of our Novice Reduction in Reading and Math. The overall Non-Duplicated Gap Group continues to be a focus for us with priority areas in F/R Lunch and Disability.

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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?

We continue to focus on overall achievement while our Gap scores (both novice reduction and non-duplicated gap) remain a focus. Our highest populations and highest priorities still tend to be our F/R and disability 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 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](#)

We continue work we began to focus on last year, including work in our PLCs, faculty meetings, team planning days, and work with the our curriculum consultant to review, refine, and provide necessary supports. The areas we will focus on include core instruction - ensuring effective use of learning targets, student engagement, formative assessment, and quality student product. This year, we will also implement a school-wide intervention system to include processes that systematically analyze data to inform research-based interventions are in place for every single student who is below grade level in reading or math. We will also continue our focus on our culture which includes high expectations where positive relationships are valued.

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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%.

In KPREP Achievement, we improved from 2016 to 2017 with an overall achievement score improvement from 76.4 to 77.6. We improved in content areas including reading, math, writing and language mechanics. In KRPEP Growth, we improved from 2016 to 2017 with an overall growth score of 67.9. Categorical and growth percentile combined reading and math improved, as well. In KPREP Gap, we improved from 2016 to 2017 with a Gap score of 50.5 as compared to the year before, 47.5.

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## ATTACHMENT SUMMARY

| Attachment Name | Description | Item(s) |
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