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Phase II: The Needs Assessment School Diagnostic

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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?

The process for reviewing, analyzing and applying data results involves many stakeholders. Teams of teachers spend many PLC meetings reviewing individual student data, school data, and grade level data. Teams of teachers look at this from all perspectives. ELA, Math, and Closing the GAP committee members are impacted by the data as they design and revise programs for the school. RTI leadership team is involved each week in working with the data to determine the best placement of students in programs designed for both enrichment and remediation. SBDM Council is involved in reviewing the data and making recommendations for committee work. Planning team meetings vary depending on the team working with the data. Some are weekly, others are monthly, and others are periodic throughout the year depending on the grouping of stakeholders.

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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 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.

Current Academic State: *Reading 3rd Grade 64.9% P/D *Reading 4th Grade 58.1 % P/D
*Reading 5th Grade 79.8 % P/D *Math 3rd Grade 57.0 % P/D *Math 4th Grade 63.2 % P/D *Math
5th Grade 61.5 % P/D *Social Studies 70.6 % P/D *Writing 77.1% P/D *Language Mechanics

61.5% P/D Non-Academic Current State: *Behavioral Referrals at #232 for 2016-2017 *Attendance rate for students at 96.63 for 2016-2017

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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.

Priorities and Concerns center on not meeting delivery targets. The only area Kenton Elementary met delivery targets in is the area of writing. Analysis of delivery targets show: *Combined Reading and Math P/D is at 64.4%. The delivery target was set at 70.8 *Reading F/R lunch P/D is at 54.9. The delivery target was set at 62.7 *Reading for students with disabilities P/D is at 33.3. The delivery target was set at 48.4 *Math F/R lunch P/D is at 48.9. The delivery target was set at 64.4 *Math for students with disabilities P/D is at 22.9. The delivery target was set at 44.1 *Behavioral referrals have increased from #202 in 2015/16 to #232 in 2016/17 *For the 2017/18 school year only 54% of kindergarten students entered ready. Only 3% entered ready with enrichment and 42% entered not ready according to the Brigance

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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?

Significant areas of improvement center around meeting delivery targets, decreasing behavioral referrals, and supporting kindergarten readiness. Only 54% of kindergarten students ready to enter school is an area of weakness. This number has been improving over the past several years, however, is still low overall considering only slightly over half of the students enter ready for kindergarten. Behavioral referrals do continue to rise, with an increase of 30 more office referrals over the past year. Delivery targets for reading and math continue to have rather large disparities, especially when considering the GAP needs to be closed for students with disabilities and F/R lunch students. For combined reading and math the percentage P/D is steady with 64.6% to 64.4%. The delivery target is still 6.4% points away. Reading F/R lunch students are increasing with 48.2 to 54.9% P/D. However, the delivery target is still 7.8% points away. Reading for students with disabilities is not improving with 34.0 to 33.3% P/D. The delivery target is 15.1% points away. Math F/R lunch students are increasing with 42.7 to 48.9% P/D. The delivery target is 15.5% away. Math students with disabilities is not improving with 24.0 to 22.9% P/D. The delivery target is 21.2% away.

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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](#)

Processes, practices or conditions that Kenton Elementary will focus its resources and efforts upon in order to product a desired change will be the areas of Delivery of Instruction and Design, Align, and Deliver Support Processes with Sub-group Focus. The staff will work to professionally grow in areas impacting the delivery of instruction. Delivery of instruction will focus on whole brain learning, creating a technology rich environment, school-wide approaches embraced by all grade levels, and have opportunities to peer observe. The sub-group focus will be on GAP students, specifically F/R lunch and students with disabilities. GAP students will receive attendance support, if needed. High expectations will be set for those students from all staff, ensuring students are held accountable for meeting on-grade level expectations through multiple assessment measures. Students will participate in instruction that is on-grade level with appropriate modifications, if needed. Special education teachers will collaborate with regular education teachers in writing and setting goals for students with disabilities.

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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%.

*Higher growth in reading and math than the district average. *Reduction in novice overall GAP math from 27 to 16 students. *Reduction in math novice from 21 to 10 students in the area of F/R lunch. *Reduction in reading overall GAP novice from 34 to 25 students. *No novice students for students with disabilities in 3rd grade reading.

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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