

2018-19: The Needs Assessment for Schools

Phase Two: The Needs Assessment for Schools

Lebanon Elementary School

Jim Freeman
420 West Main Street
Lebanon, Kentucky, 40033
United States of America

Target Completion Date: 11/01/2018

Last Modified: 10/31/2018

Status: Open

TABLE OF CONTENTS

Understanding Continuous Improvement: The Needs Assessment	3
Protocol	4
Current State	5
Priorities/Concerns	6
Trends	7
Potential Source of Problem.....	8
Strengths/Leverages	9
ATTACHMENT SUMMARY.....	10

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?

Lebanon Elementary School uses a variety of data to determine student success and achievement. The content of this data allows the school to be able to determine strengths and areas of growth for students through adult planning and instruction. There are, also, several different groups that look at different data to determine these areas. Student Learning Teams (SLTs) meet on a bi-monthly basis. They will use KPrep and MAP data to determine trends and individual goals for students. They will, also, look at grade level formative and summative assessments (including common and benchmark) to monitor progress of individual students. These assessment analysis will drive daily instruction and lesson planning. The will also monitor RTI data on a daily basis to determine Tier I, II, or III instructional needs. SLTs are based on grade level groups that monitor attendance and behavioral data to best meet students needs. LES has three Instructional Coaches that monitor that same data and help in the instructional planning for teachers to meet students needs. Instructional Coaches are in the building, working with teachers, at least 2 days a week. Grade Level Teams will meet with ECE teachers to determine success and next steps for students with IEPs.

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.

53.7% of all students scored Proficient/Distinguished on KPrep Reading. Same test 23.9% were Novice. 53.2% of all students scored Proficient/Distinguished on KPrep Math. Same test 15.1% were Novice. 42.4% of Hispanic students scored Proficient/Distinguished on KPrep Reading. Same test 24.2% were Novice. 50% African American students scored P/D on KPrep Reading. Same test 34.6% were Novice. 37.5% of IEP students scored P/D on KPrep Reading. Same test 50% scored Novice. 37.5% of IEP students scored P/D on KPrep Reading. Same test 37.5% scored Novice. 31% of all males were Novice on KPrep Reading. DRA scores in Primary have shown some overall growth Fall MAP scores have shown to be comparable to the district mean in both Reading and Math 5th grade MAP scores have shown growth in the overall RIT

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

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.

Overall reading scores are the priority for all students. Specific interest will be given to GAP students (IEP and Hispanic). There is a big difference in male students in reading compared to females. 23.9% were Novice in KPrep Reading 15.1% were Novice in KPrep Math. 24.2% Hispanic students were Novice in Reading 34.6% of African American students were Novice in Reading 50% of IEP students were Novice in Math 37.5% of IEP students scored Novice in Reading 31% of all males were Novice on KPrep Reading. Writing scores according to KPrep scores are at 58.6.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Trends

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

Cultural: Based on 2017 TELL survey data for the school, developing a climate of caring and mutual respect scored a lower percentage. Academically, based on KPrep and MAP scores, reading scores for Males, IEP students, and Hispanic students have not met target goals.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

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](#)

KCWP 6: Establishing Learning Culture and Environment KCWP 2: Design and Deliver Instruction
Lebanon Elementary School will concentrate efforts and resources on the following process in the order they are listed. the plan is outlined in the diagnostics.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

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%.

53.7% of all students scored Proficient/Distinguished on KPrep Reading. 53.2% of all students scored Proficient/Distinguished on KPrep Math. According to the latest KPrep scores, Lebanon Elementary School scored above the state cut scores in Proficiency, Separate Academic Indicators, and Growth. The school received the category of other on state testing.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
-----------------	-------------	---------