

Phase II: The Needs Assessment School Diagnostic_12062017_12:47

Phase II: The Needs Assessment School Diagnostic

Camp Ernst Middle School

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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 Leadership Team meets weekly. The Leadership Team consists of Principal Stephanie Hagerty, Assistant Principal Rebecca Burton, Vice Principal Andrew Gatewood, Instructional Coach Leisa Dickerson, Guidance Counselor Shannon Noll, Guidance Counselor Stacey Russell, and Family Resource Center Director Kristen Kaliin. The team reviews Summit data in Tableau, PLC minutes, and district benchmark data. When state assessment scores are released, Mrs. Hagerty meets with each department to review scores. There is then a full faculty meeting to discuss scores and next steps. Each team develops a novice reduction plan for students. The plan is submitted to administration, and monitored and revised by the team members. Meetings are documented through the submission of minutes via Google docs.

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.

Reading: • The percentage of students scoring Proficient or Distinguished in Reading INCREASED from 59.7% in 2015-16 to 65% in 2016-17. • The percentage of students scoring Novice in Reading DECREASED from 18.8% in 2015-16 to 14.7% in 2016-17. Math: • Our students continue to score

less than 15% Novice in Math. Social Studies: • Students scoring Proficient or Distinguished in Social Studies INCREASED from 59.7% in 2015-16 to 67.6% in 2016-17. • Students scoring Novice in Social Studies DECREASED from 10.3% in 2015-16 to 7.4% in 2016-17. Writing: • The percentage of last years' 8th graders scoring Distinguished in Writing INCREASED from 11.6% in 2015-16 to 15.9% in 2016-17. • The percentage of last years' 8th graders scoring Novice in Writing DECREASED from 19.7% in 2015-16 to 14.7% in 2016-17. Language Mechanics: • The percentage of students scoring Distinguished in Language Mechanics INCREASED from 13.8% in 2015-16 to 33.8% in 2016-17. Novice scores DECREASED by 2.4%! GAP Group: • Our Gap Group (those in the following demographic categories, as defined by the Kentucky Department of Education: African American, Hispanic, American Indian, Limited English Proficiency, students in poverty, and students with disabilities) INCREASED in Proficient and Distinguished scores and REDUCED Novice scores. *Science scores not reported for the 2016-17 school year

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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.

Math is an area of concern because we saw a slight decrease in overall performance from the 2015-2016 school year to the 2016-2017 school year, (from 51.3 P/D to 46.5 P/D).

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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?

Writing continues to be an area of focus as we believe our current scores are not indicative of our students' full potential.

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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](#)

The SBDM council has decided that CEMS will become a full Summit school in the 2017-2018 school year. This decision will impact the deployment of standards and delivery of instruction. All teachers will receive training and support in utilizing the Summit resources for instruction.

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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%.

During the 2016-2017 school year, CEMS partially implemented Summit. The community expressed concerns, but the positive increase in state test scores have been effective in quelling those concerns and in informing the council's decision to move forward with full implementation.

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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