

2018-19 YES Phase Two: The Needs Assessment for Schools_11062018_11:29

Phase Two: The Needs Assessment for Schools

A M Yealey Elementary School

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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?

SBDM council meets monthly to review progress on scores, goals, or activities within the CSIP. Each month team leaders meet to work on implementation of activity within the CSIP. Each week teams work in PLC's at least one time to review data. Data that is analyzed by these groups include K-Prep data, STAR data, TELL data, and formative and summative assessment data. The meetings are documented through agendas and minutes.

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.
- see attachment; teacher attendance rates (95%) and retention are high and not an area of concern.

ATTACHMENTS

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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 gap students scored below proficiency on KPREP test in reading as opposed to just 12% of non-gap learners.

Writing is our greatest area of weakness with 23.5% proficient and distinguished. Of our gap students, special education students present our greatest need with 15.8% proficient and distinguished.

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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?

Student ownership of learning and writing continue to be our significant areas for improvement and have been for the last two years.

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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 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](#)

see attached

ATTACHMENTS

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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%.

Our strength is in our growth numbers. Overall we had a growth score of 19.5. Our students with IEP's had a growth of 18.8. The cut score for growth was 15.8.

ATTACHMENTS

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 Workbook	Data and analysis.	, , , ,
 YES preschool doc	YES doc	