

## Phase II: The Needs Assessment School Diagnostic\_10182017\_16:06

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**Jefferson Elementary School**

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United States of America

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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?

How Jefferson reviews, analyzes, and applies data: analyze multiple sources of data (KPREP, MAP, STAR, AIMSWEB) with teachers, grade level teams, building administrators, instructional coaches, and district administrators. At the building level we look at formative assessments as well as summative assessments weekly during Data Teams. The teams consist of teachers, sped teacher, interventionist, instructional coach, and principal. We analyze data and use it to drive instruction as well as intervention. These meetings are documented on google docs with notes and agendas.

### **ATTACHMENTS**

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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.

Example of Current Academic State: 55% of students in grades 3-5 scored proficient or distinguished on KPREP Reading in 2017. 58% of students are performing at or above grade level in reading (grades k-5) as measured by MAP 61.9% of students in grades 3-5 scored proficient or distinguished on KPREP math in 2017. 70% of students are performing at or above grade level in math (grades k-5) as measured by MAP Non-Academic Current State: -Student Attendance:

Student attendance rate was 95.6% for the 2016/2017 schools year – a decrease from 95.9% in 2015/2016. -According to 2017 TELL survey data, 93.3% of teachers feel our school is a good place to work and learn - an increase from 77.8% in 2015.

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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.

88.2% of students with disabilities (with an IEP) scored below proficiency on the KPREP test in reading 73.9% of African Americans scored below proficiency on the KPREP test in reading. 49.1% of students on free/reduced lunch scored below proficiency on the KPREP test in reading. 52.9% of students with two or more races scored below proficiency on the KPREP test in reading. 82.4% of students with disabilities (with an IEP) scored below proficiency on the KPREP test in math 65.2% of African Americans scored below proficiency on the KPREP test in math. 38.8% of students on free/reduced lunch scored below proficiency on the KPREP test in math. 35.3% of students with two or more races scored below proficiency on the KPREP test in math.

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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?

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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](#)

5- Design, Align, and Deliver Support Processes with Sub-group Focus We have re-designed our RTI process to allow for all students to receive tier 1 and tier 2 services daily. Tier 3 and special ed

are not pulled at this time, and they are pulled for their services at other times that do not interfere with reading or math. Teachers and administrators meet each week to analyze data and design instruction for tier 2 interventions. Students in grades k-5 are flexibly grouped depending on their achievement on specif skills that are determined by assessment results. This process is done for reading and math.

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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%.

Both delivery targets were met in reading and math on the 16/17 KPREP (set by the state) :  
reading target:53.3 / Actual score: 53.3 , math target: 52.1 / Actual score; 60.6 15/16 reading % of proficient/distinguished : 52.5 16/17 reading % of proficient/distinguished : 53.3 15/16 math % of proficient/distinguished : 56.4 16/17 math % of proficient/distinguished : 60.6 2015 TELL Survey- 77.8% thought "overall, my school is a good place to work and learn" \*\*compared to\*\* 2017 TELL Survey- 93.3% thought "overall, my school is a good place to work and learn"

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## ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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