

**October 2017 Phase II: The Needs Assessment School
Diagnostic_10132017_17:22**

Phase II: The Needs Assessment School Diagnostic

Ryland Heights Elementary School

Sara Callahan
3845 Stewart Rd
Ryland Heights, Kentucky, 41015
United States of America

Last Modified: 10/28/2017

Status: Open

TABLE OF CONTENTS

Understanding Continuous Improvement: The Needs Assessment	3
ATTACHMENT SUMMARY.....	6

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?

Data results are reviewed on a consistent basis. KPREP data review takes place with entire faculty and SBDM council. In addition, specific student data is analyzed during weekly PLC grade level meetings. Also during these meetings additional data is reviewed such as MAP, RTI, Read 180/ System 44, Brigance, and common assessments. Data is reviewed at PLC meetings weekly. The grade level team teacher documents the agenda and those present in our Google Drive. RTI and RTA data is also consistently reviewed by an admin team weekly. This team consists of RTA teacher, administrators, counselor, etc.

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.

KPREP Academic Data The number of Gap students was 146 out of 285 total tested. 43.8% of Non-duplicated Gap Students scored Proficient/Distinguished in Reading. The target was 60.4%. 29.5% of Non-duplicated Gap Students scored Proficient/Distinguished in Math. The target was 57. Of the 285 Students tested in Reading, the students scored in the following performance levels: 19.6% - Novice; 20.4% - Apprentice; 41.1% - Proficient, 18.9% - Distinguished Of the 94 Students

tested in Social Studies, the students scored in the following performance levels: 5.3% - Novice; 16% - Apprentice; 53.2% - Proficient, 25.5% - Distinguished Of the 94 Students tested in Writing, the students scored in the following performance levels: 3.2% - Novice; 22.3% - Apprentice; 64.9% - Proficient, 9.6% - Distinguished Of the 101 Students tested in Language Mechanics, the students scored in the following performance levels: 19.8% - Novice; 24.8% - Apprentice; 30.7% - Proficient, 24.8% - Distinguished

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

The performance level of our Gap population is a major concern. 61% of students in the non-duplicated gap scored below proficiency on KPREP test in reading. 70% of students in the non-duplicated gap scored below proficiency on KPREP test in math. Overall, math is an area of weakness. In third grade: In the area of math, 60% of all students scored below proficiency and 84% of non-duplicated gap scored below proficiency. In fourth grade: In the area of math, 52.5% of all students scored below proficiency and 63.8% of non-duplicated gap scored below proficiency. In fifth grade: In the area of math, 36.1% of all students scored below proficiency and 61% of non-duplicated gap scored below proficiency.

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?

The area of math and gap in all content areas continues to be significant areas for improvement.

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 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 staff was asked to give input on the processes, practices and conditions that should be a focus for this school year. Design & Deploy Standards: We need to develop a system for teachers to readjust the curriculum (content & pacing) to meet student needs based on assessment results (formative & summative). In addition, there is a need to ensure that the curriculum is being taught

at a high level of fidelity. Design & Deliver Instruction: we will focus on how to ensure cognitive engagement versus passive engagement. Also, we will work on implementing strategies and programs to fidelity in the classroom. We will analyze data for effectiveness. Design & Deliver Assessment Literacy: teachers are seeking ways to have students communicate, track and evaluate their progress and set goals. Teachers are also wanting training on which assessment design will best evaluate the level of student learning.

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%.

Fifth grade reading has 74.5% of all students performing at proficiency. In the area of Social Studies, 78.7% of all students are performing at proficiency. 74.5% of fifth grade students performed at proficiency in the area of Writing and 61% of Gap students were at proficiency. Nonacademic data - our attendance rate for the year was 96.8%.

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)
-----------------	-------------	---------