

## Phase II: The Needs Assessment River Ridge Elementary

Phase II: The Needs Assessment School Diagnostic

### **River Ridge Elementary 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 administrative team reviews state assessment results. Results are then analyzed and summarized with staff members at a staff meeting as well as in grade level teams. Data is used to determine school wide areas of strength and focus. Ongoing data review is conducted monthly at SBDM council meetings. Teachers, along with administrators, review and discuss student progress data during RTI PLCs every 6 weeks for reading and math. Weekly meetings also focus on grade level common assessment analysis to determine student mastery towards grade level content and where remediation/reteaching is needed. Once a month, the RTI/Closing the Achievement Gap committee meets to review RTI data and discuss school wide student progress and next steps with interventions. Title staff meets each week to review intervention data as well. The CSIP committee also meets monthly to discuss progress toward school wide goals based on data.

### **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.

-Our rate of Proficient and Distinguished students is above the state percentage in all content areas by at least 10 percentage points (with the exception of writing) on KPREP. -In reading, the

rate of 5th grade students scoring proficient and distinguished increased from 63.8% in 2016 to 71.3% in 2017. -In math, the rate of 3rd grade students scoring proficient and distinguished increased from 46.8% in 2016 to 62.6% in 2017. -44% of our students with disabilities in 4th grade scored novice in math; 55% scored novice in reading. -42% of our overall gap group scored proficient and distinguished in 4th grade math; 45% in reading. -59.7% of our 5th grade gap group scored proficient and distinguished in reading; 47% in math. -Math longitudinal data over the last 3 years (current 6th grade) shows an overall decrease in novice from 10.8% to 9.52% and an increase in proficient and distinguished from 55.4% to 59.6%. -Math longitudinal data for our current 5th grade students indicates a slight increase in novice from 11.69% to 12.18% and a considerable increase in proficient and distinguished from 47.7% to 57.7% -Reading longitudinal data shows an increase in novice from 8.7% to 10.88% and an increase in proficient and distinguished from 64.9% to 69.38% for current 6th grade students. -Reading longitudinal data shows a decrease in novice students from 19.2% to 16% from 2016 to 2017.

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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.

-48% of students in non-duplicated gap group scored below proficiency in reading. -52% of our English Learners scored novice in reading on KPREP in 2016. -53% of students in non-duplicated gap group scored below proficiency in math. -66% of students with disabilities are scoring below proficiency in reading and 73% in math. -52% of all students scored above proficiency in writing.

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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?

Trends from the previous two academic years show an increase of students within our gap groups including English Learners and students with disabilities. Achievement data from these groups indicate that we need to improve our efforts to remove barriers to learning within for these groups as we continue to move these students to a higher level of proficiency.

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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](#)

In order to produce our desired changes to increase achievement with all students, we will focus on reviewing, analyzing, and applying data results in addition to designing, aligning, and delivering support processes with sub-group focus. A strategic, tiered system of interventions is being implemented with specific focus on identifying specific skill deficits, placing students in focused intervention groups for 6 weeks, and analyzing data after 6 weeks of intervention to monitor growth and determine effectiveness of programming. Teachers, interventionists, and administrators will work together to review data to place students in appropriate interventions. These same stakeholders will convene in ongoing professional learning communities to carefully analyze student data and make decisions regarding next steps for individual students. This process will allow us to be more intentional and purposeful with how we are addressing the needs of our lowest performing student groups.

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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 rate of Proficient and Distinguished students is above the state percentage in all content areas by at least 10 percentage points (with the exception of writing) on KPREP. -From 2016 to 2017, we increased our overall rate of proficient and distinguished students in all tested academic areas (reading, math, social studies, writing, and language mechanics) on KPREP. -In social studies, our rate of students scoring proficient and distinguished is 76%, which is 16 percentage points above the state average. -Our overall attendance rate is 96.3%, a slight decrease from 2016 at 96.6%, but still above the state average by 2%.

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## ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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