

Phase II: KDE Needs Assessment School Diagnostic_10112017_14:10

Phase II: The Needs Assessment School Diagnostic

Bell Central School Center

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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?

Our school has a "data day" when we receive the data from our state assessment. Before we have our staff work on the data we work with our central office DAC - Angela Allen to calculate our achievement, gap, growth and overall learner's score. On data day the staff looks at their predictions and compares our predictions with the student's actual score to make sure we understand what the state's expectation of proficiency is. We calculate the percentages of N, A, P, and D in every area, look at our GAP groups, add the new year of data to our previous years data to look at trends in order to see how we have improved or regressed and to help us see where we are going and what changes we need to make to get there. We discuss our areas for improvements as well as our celebration points. We identify students who were within 5 points of the next performance levels and then of course we look at our novice students and begin creating plans to move these students to proficiency. We look at those students who are proficient and make plans to move them to distinguished. When we create our plans we then create a plan for monitoring and making sure the plans are implemented. The shareholders were selected by their roles in our school. We wanted to be sure that all areas of our school were represented. We have to go along with our principal and assistant principal the following: Our school counselor, librarian, primary teacher, intermediate teacher, middle school teacher, who are different subjects such as a self contained, language arts and math. We also have our Youth Service Center director, special needs teacher as well as two SBDM teacher members, our attendance clerk as well as a parent. Several of the members are parents as well as have other roles in the building. The principal and assistant principal met with each stakeholder to explain why they were selected and how we wanted a committee that would well represent all areas of our school community. The meetings will be held at various times to meet all needs. We will have meetings after school and. The assistant principal will record the minutes of the meeting as well as create timelines to insure all actions are implemented and monitored for effectiveness. The principal will check minutes of meetings and monitor actions to ensure implementation. The meetings will begin with all actions that have taken place since the meeting prior. Jennifer Blankenship - Principal Susan Brock - Assistant Principal Kara Davis - Counselor Heather Cornett- Librarian Myra Miracle - Attendance Clerk Lesa Straup - Youth Service Center Coordinator Trina Fuson - Special Education Teacher/SBDM member Katrina Goodnight -Intermediate Language Teacher/SBDM member Deanna Farmer - Kindergarten Teacher JoAnn Wilder - Parent Trey Harbin - Middle School Math

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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 current academic state: -3rd grade reading had 31.1% novice which is -7.9 points below the state average. -39.3% of 3rd grade reading students were proficient/distinguished which is 16.5% below the state. - Based on these numbers our kids are performing below state average in 3rd grade reading. -4th grade - 8th grade reading is out performing the state with less novice in reading and more proficient/distinguished in reading at every grade level except 3rd grade. 4th grade reading - 12.7% novice, state 21.7% 5th grade reading - 16.9% novice, state 22% 6th grade reading - 11.9% novice, state 16.9% 7th grade reading - 6.9% novice, state 19% 8th grade reading - 4.3% novice, state 23% -37% of our disability group in elementary reading was Novice. In this group - 50% of the 3rd grade elementary reading students scored Novice and the state was 38.81 -23.% of the 4th grade elementary reading students scored Novice and the state was 37.7 -20% of the 5th grade elementary reading students scored Novice and the state was 20% as well. Gap- Non duplicated in elementary reading was as follows - 3rd - 35.8 Novice, state 29.2 4th - 14.6 Novice, state 27.6 5th - 20.8 Novice, state 28.5 - Elementary Math increased in 2016 by 8.3 points then decreased in 2017 from 76.5 to 68.3. - Middle School Math scores have increased every year since 2012. Non-academic state - in 2016/2017 our teacher turnover in the middle of the year was more than any year we have record of. Between the months of October and January we had 13.5% teacher turnover. Out of 37 certified staff, 5 changed in 3 months.

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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.

Areas of weakness - 31.1% of students in 3rd grade reading scored Novice and only 39.3% are scoring at the proficient/distinguished level. - Every year since 2011/2012 3rd grade reading scores have decreased --- 11-12 70 12-13 78.7 13-14 82.1 14-15 68.2 15-16 76.5 16-17 68.3 3rd grade reading has been the grade that has consistently decreased each year except for one year out of 6 years. 50% of the disability group in 3rd grade reading scored novice. The state average was 38.8. 3rd grade is the first grade students are tested in on KPREP. Therefore KPREP testing is a

culmination of K-3. We used classroom assessments, MAP and SFA data (our schools reading program - Success For All) but the data is inconsistent.

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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?

Elementary reading has dropped each year since 2011/2012 with the exception of 2013/2014. More specifically 3rd grade reading has dropped each year with the exception of 2013/2014. In 3rd grade reading the percent of novice has increased over the last two years from 26.5 in 2016 to 31.1 in 2017. The percent of Proficient/Distinguished has decreased from 57.4 in 2016 to 39.3 in 2017. In 2017, 20.2% of our students scored Novice in elementary reading compared to 15.3 % in 2016. Also, in 2017 52.5% of our students scored proficient/distinguished compared to 61.8% in 2016. Elementary reading with a greater focus on 3rd grade reading is our significant area for improvement. 3rd grade is first grade students are tested in on KPREP. Therefore it is a culmination of K-3. We used classroom assessments, MAP and SFA data (our schools reading program - Success For All) but the data is inconsistent. Based on this data

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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 school will focus its resources and efforts upon the deployment of standards in elementary reading. Our current reading program allows us no way of tracking who's teaching what standards when and to whom with the changing of classes based on the child's reading group. We will create a plan to ensure the appropriate core content is being taught to the correct group of students.

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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 strengths - Middle school Social Studies has an achievement of 100, 0% novice and 87% proficient/distinguished. Middle school On Demand Writing has an index of 100, 0% novice and 80.4% proficient/distinguished. Middle school overall has increased their achievement index each year since 2012 from 64.2 to 95.1.

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 KPREP Trends	Data for our school for the last several years.	