

## 2019-2020 Pase Two: The Needs Assessment for Schools Frakes School Center

2019-20 Phase Two: The Needs Assessment for Schools

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## 2019-20 Phase Two: The Needs Assessment for Schools

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## Understanding Continuous Improvement: The Needs Assessment

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 (e.g. 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 (i.e. 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. 703 KAR 2:225 requires, as part of continuous improvement planning for schools, each school complete the needs assessment between October 1 and November 1 of each year and include: (1) a description of the data reviewed and the process used to develop the needs assessment; (2) a review of the previous plan and its implementation to inform development of the new plan; and, (3) perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions. Further, as required by Section 1114 of the Every Student Succeeds Act (ESSA), Title I schools implementing a schoolwide program must base their Title I program on a comprehensive 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?

Data is analyzed using MAP, Brigance, and K-Prep scores from the current year and previous years. Additionally current classroom instructional scores such as unit tests, etc. are also reviewed. Trends are analyzed and goals set. Days are usually built into the school calendar to provide teachers with opportunities to do this, however this year there were fewer days for those opportunities so the analysis has been taking place in PLC in school and in after school meetings. The scores are analyzed by teachers and groups of teachers to see where students fall in achievement. Then data is analyzed further to determine the weaknesses and what is needed to move students according to where they are on state and MAP scores and where they need to be. Teachers and staff with central office staff as well design plans on how to move these students and the resources to be used. Groups of teachers work together among content areas and as a whole and in elementary and middle school groups. All of the teachers make up the analysis team. These meetings are documented by data sheets completed during meetings and by teachers individually. The information gathered and goals set are recorded on recording sheets and in binders for each grade level and subject. The data is discussed in whole staff groups and in smaller groups and PLC's. The data is further discussed with the CSIP committee and SBDM council monthly and documented in the minutes.

## 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:

- Thirty-four (34%) of students in the achievement gap scored proficient on KPREP Reading.
- From 2017 to 2019, we saw an 11% increase in novice scores in reading among students in the achievement gap.
- Fifty-four (54%) of our students scored proficient in math compared to the state average of 57%.

### Example of Non-Academic Current State:

- Teacher Attendance: Teacher attendance rate was 84% for the 2018-19 school year – a decrease from 92% in 2017-18.
- The number of behavior referrals increased from 204 in 2017-18 to 288 in 2018-19.
- Kentucky TELL Survey results indicated 62% of the school's teachers received adequate professional development.

Teacher attendance is at 99.85% for the first month off school-which is the highest in the district. This is up from 2018-2019 at 96.54; the current month is 97.69% up from 96.05% from the previous year.. The teaching staff consists of 10 certified teachers 3 aides which includes an FMD aide, a librarian, and special education aide. In 2015 the school lost 1 teaching position, in 2016 the school lost 1 teaching position and 1 aide, in n2017 the school lost an additional teaching position. According to the TELL survey 2017 and the previous School Report Card, working conditions (discipline, community support and school leadership) are strongly agreed upon by teachers as being strong points for the school; scoring higher than the district and the state in all 3 areas with community support being slightly lower than the district but still higher than the state percentage. Additionally an eprove survey administered to the school staff indicated teachers had a positive feeling toward working conditions and 70% of teachers felt the school leadership complied with policies and regulations; just over 55% felt that opportunities for stake holders to be involved were not provided. A survey sent out by the Family Resource Center to parents show community support for the school and educational practices is strong. Free and reduced lunches are at 88% of the student population. The homeless population is 20.83% a little more than double the year before. School tardies are at less than 1%. The school currently has no PTO . The school is a four star elementary and a four star middle school -the only one in the district scoring in both areas and the only 4 star elementary in the district. The Reading index in elementary is at 71.5 %; and 86.8 % in math. The separate indicators in elementary in writing is 77.08 %, in social studies 87.5, and 57.1% in science . The reading index in middle school is 84.7%, math is 71.1%, and the separate indicators are science 51.3%, social studies 86.7%, and in writing 64.7%. According to the Brigance screener the students are 18% Kindergarten Ready while they were 82% ready for kindergarten with interventions. According to NWEA MAP reports reading scores in the primary grades K-47% on level; 1st- 70% on level; 2nd-40% on level; 3rd-56% on level; 4th -17% on level; 5th- 47% on level; 6th -89% on level; 7th -56% on level; and 8th-64% on level. These are the current fall scores.

## Priorities/Concerns

Clearly and concisely identify areas of weakness using precise numbers and percentages.

**NOTE:** These priorities will be thoroughly addressed in the Continuous Improvement Planning Diagnostic for Schools.

**Example:** Sixty-eight (68%) of students in the achievement gap scored below proficiency on the KPREP test in reading as opposed to just 12% of non-gap learners.

Some non academic concerns and priorities have been indicated through surveys and data analysis. The first part of 2017 student attendance was at 97.25% and for the same period in 2018 it is down to 95.25%. The current student population for the 2019-2020 school year is 109 students which is down from the two previous years respectively at 114 students and in 2017 124 students. Though the overall student population is down showing this as a trend. The daily attendance of has improved over the last three years with the school scoring the highest in the district for the first two months of the current year with scores of 97.05% and 97.40% respectively. The staff attendance was the highest in the district for the first month and the second highest the second month with scores of 99.85% and 97.69% respectively. According to student and parent surveys bullying is reported as a concern for students as well as class sizes in the primary-classes are combined and a loss of teaching and staff members are also a concern. Some academic concerns are that though there is no gap on state testing some scores on MAP were for the fall session lower than is desirable. In MAP reading students score K-47%, 1-70%, 2-40%, 3-56%, 4-17%, 5-47%, 6-89%, 7-56%, and 8th 64%. Overall the reading was good but there are spots for improvement. In Math scores were K-24%, 1-40%, 2-80%, 3-70%, 4-58%, 5-73%, 6-56%, 7-44%, and 8th 64%. The overall math percentage showed room for improvement in some grades as well. Brigance showed only 18% of students were ready for kindergarten with 82% be ready for kindergarten but with interventions.

## Trends

Analyzing data trends from the previous two academic years, which academic, cultural and behavioral measures remain significant areas for improvement?

Math and reading continue to be areas of concern. There has been improvement on the K-PREP scores with no gap concerns, but there is room for improvement on MAP in classroom scores. Bullying seems to be according to surveys a concern for the last few years. Loss of students seems to increase every year according to attendance and enrollment statistics. 2016 enrollment was 136; 2017 was 124 students; 2018 was 114 students, and current enrollment is 109 students. The Brigance scores seem to be showing a lower percentage of students coming into kindergarten actually kindergarten ready.



## 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](#)

Teachers use district wide curriculum maps to ensure there is implementation of state standards. They also use different types of assessment to direct their instruction. They use exit slips and bell ringers to ensure that they are assessing instructional delivery so they can reteach or determine where students are not getting the material. Teachers analyze data from their own instruction and assessment. They analyze the K-PREP data and the MAP data to identify the areas where students are struggling. The NWEA reports for MAP are also analyzed to determine where students need additional instruction. Teachers try to answer using the data available what it is that students need and who they are. Teachers conference with students about their grades and their goals and how they can achieve those goals. Students are exposed to programs in which bullying is discussed and what students can do to seek help such as that they can talk to anyone in the building. There are surveys and needs assessment sent home to parents to communicate with them. There are teacher communication with parents and the parent portal on Infinite Campus. Letters and phone calls are utilized as well as the school web site and Facebook page. Good news post cards are sent home to inform parents of good behavior and academic success. Also opportunities for the parents and community are provided for involvement in the school such as open houses, grandparents day, and fall festival. Additionally newsletters are sent home as well as communications about ideas suggested for parents to work with students on reading at home.

## Strengths/Leverages

Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school.

**Example:** Graduation rate has increased from 67% the last five years to its current rate of 98%.

Social Studies middle school index is currently at 86.8%, elementary at 87.5%. Reading scores in middle school continue to go up with the index being 82.2% last year and currently 84.8%. Math scores in elementary are 86.8% on K-PREP. MAP scores in reading for first grade on the 1st assessment are at 70% overall; Sixth grade reading is at the 89%. Student attendance rates have gone up overall with increases from 93.1 % in 2016, 93.7% in 2017 , 94.5% in 2018 and currently at 97.40% ( the highest in the district for two consecutive months. Additionally Staff attendance is up this year for the first two months of the school year-From 96.54% to 99.85% the first month and the second month from 96.05 to 97.69%. there have been additional staff members provided for supplemental assistance through Gear Up personnel and a Reading teacher provided through Save the Children using small group and Accelerated Reading.

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## Attachment Summary

Attachment Name	Description	Associated Item(s)
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