

2019-20 Phase Two: The Needs Assessment for Schools_10072019_15:51

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Lone Jack School Center

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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?

Lone Jack School Center reviews, analyzes, and applies data results for continuous improvement. MAP testing is given three times per year; Fall, Winter, and Spring. After each round of testing, school leadership and teachers examine data results to determine the number of students meeting grade level standards, identify students who improve, performing below grade level and at what percentile, and define the target students, making a plan to progress these students, ("next steps"). Data is tracked overtime to show yearly growth. Results are tracked through WWW.teach.mapnwea.org, where multiple reports are available. Data is collected and tracked using a KASC worksheet and Magna Tag Data Board. PLC meetings can be conducted in a specialized data room, among the teachers and leadership, on a consistent basis to track progress. MAP data is also tracked by district personnel, who produce district results for all schools within the district. MAP data is correlated with KPREP scores based upon the KPREP linking study provided by NWEA. In the past years the school district planned two data work days into the school calendar. During the 2019-2020 school year the Principal with the help of the faculty analyzed the data. The teachers and leadership observe the current year's predictions and goals. Data is analyzed in each content area and grade level tested for proficiency, separate academic indicator, and growth, using scoring worksheets and formulas designed by the state and district. The process begins with a look at the data from previous years and a comparison with the most current data results. Calculation worksheets for reading and math separate Academic indicators (Social Studies, Science, and Writing) are used to calculate the percentage of Novice, Apprentice, Proficient, and Distinguished and to determine the NAPD calculation in each tested area and grade level (Reading, Math, Social Studies, Science, and Writing) for both elementary and Middle School proficiency. With that analyzed data, the Principal and faculty then calculate the total proficiency for Reading and Math combined. Growth data for both Elementary and Middle School is also analyzed and calculated in order to get a growth score. With the compilation of data, teachers investigate trends occurring over the course of years. They identify positive aspects that come from the data, areas of concern based on the data, compare groups of the students, and next steps for improvement. They also devise an action plan to identify cut-level students and create a continued success plan based upon the data they have reviewed. MAP data is analyzed for Kindergarten through Second grades since the KPREP is not administered to these students. The work completed during PLC meetings. Other sources of data that are reviewed, analyzed, and applied to show improvement is classroom assessment data (Unit learning checks) and SFA (Success for All) Member Center data (Reading). MAP and KPREP data is reported at the Sitebased Decision Making Council meeting on a monthly basis, where student achievement is highlighted.

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.

Current Academic State: Reading-55.7% of elementary students (grades 3-5) scored Proficient and Distinguished on KPREP Reading. This was a 15.7% increase from 2017-2018 to 2018-2019. Compared to the district average of 54.7% we are 1% above average. Compared to the state average of 54.3% we are 1.4% above average. Math-47.5% of elementary students (grades 3-5) Scored Proficient or Distinguished on KPREP Math. This was a 3.4% decrease from of 50.9% during 2017-2018-2018-2019 school years. Compared to the district average of 42.9% we are above average by 4.6%. Compared to the state average of 49.1% we are 1.6% below average. Current Academic state: Middle Reading-62.1 of Lone Jack School Center Middle School scored proficient or distinguished. This is a decrease of 1.3% from the 2017-2018 score. This is 3.3% below the district average of 65.4% and 5.2% above the state average of 56.9%. Middle Math-36.4% scored Proficient or Distinguished. This is a 6.9% decrease from the 2017-2018 score of 43.3, this is 8.3% below the district average of 44.7% and 10.6% below the state average of 47.0%. Social Studies- 58.3% elementary students scored proficient or distinguished on KPREP Social Studies. In 2017-2018 Social Studies score was 50%. This is an increase of 8.3%. District score was 63.6%. Lone Jack was 5.3% below the district. State score was 60%. Lone Jack was 1.7% below the state. Middle School Social Studies- 58.3 scored proficient or distinguished. This is an 8.3 increase from the 2017-2018 score of 50%. This is 5.3 below the district average of 63.6 and 2.6 below the state score of 60.9. Writing-75% elementary students scored proficient or distinguished on KPREP Writing. In 2017-2018 Writing score was 59.1. This is a 15.9% increase. Compared to the district average of 60.4, we are above average by 14.6. Compared to the state average of 45.9, we are 29.1 above average. Middle School Writing-39.1 scored proficient or distinguished. This is a 5.9 decrease from the 2017-2018 score of 45. We are 7.6 below the district score of 46.7 and 1.8 above the state score of 37.2. Language Mechanics-60% of elementary students scored proficient or distinguished on KPREP Language Mechanics. This is a 2.4 decrease below the 62.4 score for the district. This is a 4.4 increase above the state score of 55.6. Middle School Language Mechanics-57.1 scored proficient or distinguished. This is 9 above the state average of 48. MAP Reading Assessment, Fall-2019: percent Reading on level: 3rd Grade-38%, 4th Grade-53%, 5th Grade-14%, 6th Grade-29%, 7th Grade-84%, 8th Grade-67%; Math: 3rd Grade-38%, 4th Grade-47%, 5th Grade-14%, 6th Grade-26%, 7th Grade-74%, 8th Grade-78%; Science:4th Grade-5%, 5th Grade-57%, 6th Grade-43%, 7th Grade-89%, 8th Grade-78%; Language: 3rd Grade-38%, 4th Grade 47%, 5th Grade-33%, 6th Grade-14%, 7th Grade-84%, 8th Grade-78%. Elementary-Separate Academic Indicator (Science, Social Studies,

and Writing) for Lone Jack School Center was 56.36 compared to the 2017-2018 score of 69.3. Overall, the Middle School separate academic indicator (Science, Social Studies and Writing) for Lone Jack School Center was 70.3 compared to the 2017-2018 score of 64.1. This is a 6.2 increase. Non-Academic Current State: Lone Jack School Center's student attendance was 91.31% for 2017-2018 and 91.84% for 2018-2019- a 53% increase. District average attendance for 2017-2018 was 92.31% and for 2018-2019 was 92.55%. This was .71% below the district average. The school's student attendance rate is lower than the rate of the district. The 2018 staff attendance rate was 94.42% compared to the district average of 95.79%. This is 1.63% above the district average. 93% of students receive free and reduced lunch..

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.

Lone Jack School Center attendance for 2018-2019 school year was 91.31%. The districts goal is 94% or above. The 2019 fall MAP Reading assessment: 3rd grade- only 38% were reading on level, 4th- 53% on level, 5th- 14% on level, 6th- 29% on level, 7th- 84% on level, 8th-67% on level. Math assessment: 3rd grade 38% were performing on level, 4th- 47% on level, 5th-14% on level, 6th-26% on level, 7th- 74% on level, 8th- 78% on level. Language assessment: 3rd grade- 38% was on level, 4th- 47% on level, 5th- 33% on level, 6th- 14% on level, 7th- 84% on level, 8th- 78% on level. KPREP 2018-2019, Reading, Proficient and Distinguished Calculation: 3rd grade- 66.6% of our 3rd graders was Proficient and Distinguished, 4th-52.5%, 5th-50%. 3rd-5th grade combined is 57.44%. MATH 3rd grade 54.4%, 4th-32.5%, 5th-32.5%, Elementary 3rd-5th 42.9%. Reading and Math total Proficiency 50.92% As per 2019 Fall MAP Scores, Reading 3rd and 6th grades are priorities, and In Math 4th and 5th grades. Reading Proficiency 6th grade- 97%, 7th- 87.5%, 8th- 91.26%, Middle combined 89.29%. Math 6th-84.52%, 7th-79.17%,8th- 63.23%.

Trends

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

The TELL survey communicates that the teacher population concludes that 25% of parents/guardians support teachers in their efforts to ensure student success. In 2013, 57.9% of teachers who took the TELL Survey feel that parents/guardians support teachers, contributing to their success with students. In 2015, 43.7% of teachers who took the survey feel that parents/guardians support teachers. Parent support has continued to decrease over a number of years, with the most recent TELL survey revealing the most significant decrease with only 1/4 of of parent/guardian population supporting teachers in their efforts to ensure student success. The SFA Reading Program's goal is to have at least an 80% return rate on reading homework per quarter, every eight weeks. SFA data shows that there is a trend that this goal isn't being met on a consistent basis. This data could be a correlation with the results we are observing from the TELL survey, Which concludes that only 25% of parent/guardians support teachers in their efforts to ensure student success. This data could also play a significant role in the success of students' reading achievement. Analyzing the KPREP data from the previous two academic years, informs us that we have decreased the number of students scoring at the Novice level; However a vast majority of our students staying in the area of Apprentice. When compared to number of students scoring at or above Proficiency, of all grades 3rd -5th we see the need to move 4th and 5th from Apprentice to Proficient in elementary reading. Math KPREP - We need to move 4th and 5th grades from Apprentice to Proficient and Distinguished. In the Middle School the Reading score are significantly higher then elementary scores. 89.2% scoring Proficient and Distinguished. However the combined Math was 76.33% a reduction in Apprentice would be beneficial.

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](#)

Since data reveals that our school is showing an increase in four areas and a decrease in five areas. Elementary increased scores in Reading, Social Studies, and Writing, but showed a decrease in Math and Language Mechanics. The Middle School increased scores in Social Studies but decreased in the areas of Reading, Math, and Writing. We may want to modify some of our practices. We will use social media to keep parents/guardians informed of events, activities, curriculum, homework, and reminders. We will also give written reminders to be taken home by the students. We will make every attempt to inform parents/guardians of events in a timely manner. These could include (but are not limited to) mid-terms, report cards being sent out, open houses, and links to resources that they can utilize at home to help our children to be more successful. More teachers will also attempt to use technology tools such as Remind 101 or DoJo to keep parents informed. Academically, we will continue our practice of placing primary students in RTI/ Academic Enrichment in areas of need based on MAP data. These classes will take place daily. As an addition to this practice, we will continue to strategically place third, fourth, and fifth grade students in additional tutoring enrichment classes for both Reading and Math. We are using Simple Solutions resources that consistently and continually reinforce and teach common core standards at each grade level. Using these resources, teachers can track progress over time. Simple Solutions has been purchased for all tested areas including first through eighth grade Reading and Math and Kindergarten through eighth grade Social Studies. These resources are being used as a supplement to the core instructional materials. A supplementary Reading session (Corrective Reading) has been added to instruction for fifth grade students. At the end of eight weeks (quarters for Reading), individual students who meet the goal for Read and Respond are awarded with small prizes. Cut-level students and students who are scoring 25% or below on any area of MAP testing are being targeted for specialized instruction. Students are getting exposure to Moby Max in Reading, Math, and/or Language on a daily basis. Teachers will continue to drive instruction based upon standards. Teachers will align the units they are teaching with the common core standards. The common core standards and curriculum from each content area will be shared with parents at open houses and through social media. The school schedule has been planned so that all students in Kindergarten through eighth grades will receive a 95-minute block in both Reading and Math. Teachers will work on writing quality answers to extended response questions, short answer questions, and on-demand prompts at least once per unit taught. Reading instruction includes a written response at least three to four times weekly. Special education teachers are in short supply. We have one full-time teacher and one for .5 per day. One special education teacher has planned her schedule based upon the needs of individual students, providing individualized instruction. The .5 day special education teacher serves as a Math teacher. Attendance incentives are in place to increase our attendance rate. The school also implemented a new Awards Program in 2017-2018 which will be continued in the 2019-2020. This program proved to be highly successful. Students are awarded BRAG TAGS for accomplishments in attendance, academic areas (Honor Roll, Principal's List, BUG: Bringing Up Grades, MAP Benchmarks, Accelerated

Reader, etc.). In order to improve attendance, the district Attendance Coordinator, school Attendance Clerk, Family Resource Youth Service Coordinator, and Principal are also conducting phone call sessions and home visits for absentee problems. We celebrate and reward improvement and success through six week-celebrations. The Principal and Assistant Principal are in on-going discussions concerning more activity time as a possible reward. Also, discussions are taking place concerning Mustang Brain Games. This is an innovative school-wide competition that is both physical and mental as a way to review material learned in 3-4 week periods. The students can be placed in mixed-grade teams that will compete for ribbons and trophies. This will foster an air of excitement and urgency to learn all that is being taught in class.

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%.

KPREP Elementary (Grades 3-5) Reading, Proficient or Distinguished-2018-2019 saw a 15.7% increase over the 2017-2018 score. Elementary Studies improved by 8.3% from the 2017-2018 school year to the 2018-2019 school year. Elementary Writing increased 15.9% from 2017-2018 to 2018-2019 which was above the district by 14.6% and 29.1% above the state average. Middle School Social Studies increased 8.3% from 2017-2018 to 2018-2019. The Middle School separate academic indicator (Science, Social Studies, and Writing) for 2018-2019 was 70.3%, a 6.2% increase compared to 2017-2018. MAP 2018-2019-Fall- 84% of 7th grade students are reading on level. 67% of 8th grade students are reading on level. MAP-Math- 74% of 7th grade students are on level, and 78% of 8th grade students are on level. Science- 89% of 7th grade students are on level, and 78% of 8th grade students are on level. Language-84% of 7th grade students are on level, and 78% of 8th grade students are on level.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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