

Phase Two: The Needs Assessment for Schools_10252018_15:07

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Morningside Elementary School

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Last Modified: 10/29/2018

Status: Locked

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Phase Two: The Needs Assessment for Schools

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 stakeholder groups involved. How frequently does this planning team meet and how are these meetings documented?

Elizabethtown Ind. schools and Morningside elementary work to analyze review and apply our data. The Board of Ed. reviews and analyzes the data at a district level. Our administrators meet monthly to review analyze and make plans for improvements. The principals also meet monthly with Central Office admin team to review analyze and to develop plans to monitor implementation. Our Morningside staff reviews the test data in a whole group as well as in PLC groups. The SBDM also reviews and analyzes this data.

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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 gap students scored proficient on KPREP Reading.
- We saw a 10% increase among gap students in Reading from 2017 to 2018.
- 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 2017 school year – a decrease from 92% in 2016.
- The number of behavior referrals has decreased to 198 in 2018 from 276 in 2017.

Current Academic State: Morningside Elementary scored above the cutscore in all three academic indicators: Proficiency 74.0 (+1.5) Separate Academic Indicator 73.5 (+20.9) Growth 17.1 (+1.3) When comparing our 2017-18 KPREP scores with our 16-17, we have seen an improvement in many areas. In reading, we had an increase in students who scored Distinguished- 15.1% to 21.1 % and Proficient 37% to 39%. We also decreased our percentage of students in novice 23.9% to 16.3% Non academic state:

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

Academic Priorities/Concerns We are a TSI school in one area. Our African-American population scored below the cutline in science our school score was 30.0, cutline was 52.6 (-22.6). On the 17/18 KPREP 36.6% of our AA students scored novice in reading and 33.3 scored apprentice. In math 53.3% scored novice and 36.6% scored apprentice. 37.1% of our students with disabilities scored novice in reading and 31.4% scored apprentice. In math 45.7% scored novice and 25.7% scored apprentice. non academic indicators Although the TELL survey data indicates a significant increase in many areas. Data from the TELL survey does indicate some areas of weakness. In the area of use of time- 66.7% of the teachers believe they are allowed to focus on education students with minimal interruptions and 61.8% of teachers believe the non-instructional time provided is sufficient. Only 50% believe that efforts are made to minimize the amount of routine paperwork. In the area of Facilities and Resources, we had two areas that were concerns. 63.6% of teachers have sufficient access to appropriate instructional materials and 47.1% have sufficient access to instructional technology. In the teachers leadership category, all areas except teachers are encouraged to participate in leadership roles (78.8%) were below 70%; however, each line item in this area has shown an improvement from the prior TELL survey. Teachers also expressed concerns with teacher leadership in the areas of trust & mutual respect, raising concerns and support of teachers; however, although these are lower areas, they each increased by at least 20% from the prior survey.

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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?

In our analysis of the the trends, Morningside has had a significant increase in students scoring proficient and distinguished in reading and math. Although we have have made improvements in our scores with our overall student population, we have not seen as much growth in our African American population or with our students with disabilities. We also have concerns with our Free/Reduced population who were below the cutscore in several areas including math (-9.6), science (-2.6) and math (growth) (-0.9)

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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 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](#)

Morningside is continuing its focus on continuous improvement. Our reading and math block schedule is a priority. We are implementing the district RTL program with fidelity and are continually monitoring, assessing, and analyzing the data of the students receiving interventions through bi-weekly intervention data sessions. As a PBIS school and member of the Ky Center for Instructional discipline for 13 years, we have established school expectations that are a natural part of our school culture. However, we have made recent changes to our school reward program. We have adopted the behavior club model and it has re-energized our system. Our behavior team meets weekly to discuss interventions for individual students as well as a monthly Core ++ meeting on our most difficult students. We see the continued use of this model as a way to continue our significant trend of reduced behavior referrals.

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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%.

We had significant improvement in both reading and math. In reading, we had an increase in students who scored Distinguished- 15.1% to 21.1 % and Proficient 37% to 39%. We also decreased our percentage of students in novice 23.9% to 16.3%. In math, we had an increase in students scoring distinguished 9.2% to 17% and a decrease in students scoring apprentice 36.7% to 32% and novice 19% to 18%. We also saw a significant increase in our Social Studies. In 16/17 we had 58% of our students score proficient/distinguished, in 17/18, we had 70.4%. Our writing scores also increased significantly. 57% of our MES students scored proficient/distinguished in 16/17, while 78.4% scored proficient/distinguished in 17/18.

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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