

2018-19 TKS Nov 1 The Needs Assessment

Phase Two: The Needs Assessment for Schools

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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?

STAR data is used in the fall, winter, and spring for student placement within classes. This data is analyzed by individual teachers to chart student progress in math and reading. SBDM is regularly apprised of STAR and KPREP data. KPREP data is analyzed and evaluated by the faculty yearly. The faculty signs in before analysis begins. In addition, each certified employee is a member of either the Learning, Academic, or Planning committee. These committees are charged with providing suggestions to improve policies such as family/community involvement, PBIS, curriculum, professional development, CSIP, and instructional resources (to name a few). These committees meet two to three times per year. Attendance and minutes are kept from each committee. Professional learning communities (PLC's) meet monthly and analyze growth data, generate common assessments, and collaborate. Lead teachers organize, take attendance, keep minutes, and direct these meetings.

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 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: Please see attachments of the 2017 TELL survey and KPREP data worksheet. In KPREP reading, 64.8% of 6th, 62.6% of 7th, and 71.3% of 8th scored proficient/distinguished. The overall average of all reading classes was 66.2% compared to the state average of 59.6%. In math, 60.0% of 6th, 62.9% of 7th, and 56.6% of 8th scored proficient/distinguished. The overall average of all math classes was 59.8%, compared to the state average of 46.6%, approximately 10.0% higher than state scores. Current Non-Academic State: The number of disciplinary referrals has decreased by 4.0% from 2016-17 to 2017-18.

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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.

The overall proficiency, separate academic, and growth indicators for the school were above the cut score; however, we were considered a TSI school for African Americans (AA) and Disability. For AA, all categories fell under the cut score except for writing (+14.3) and growth in reading (+3.0). For disability, every category fell below the cut score. The largest deficiencies were in the separate academic indicators of science (-33.9) and social studies (-26). The low scores may be attributed to the new NGSS testing standards for science. The decline in social studies is unknown at this time.

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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?

For the 2016 and 2017 data, proficient/distinguished reading showed a gradual school wide decline; however, was still above the state average by approximately 19% in 2016 and 11% in 2017. In 2018, the overall reading average school wide was 66.2%, approximately 10% above state average. In math, proficient/distinguished scores in 2016 were 20% higher than state scores, 12% higher in 2017, and 22% higher than the state score in 2017. Overall, TKS is above the state average in proficient/distinguished in math and reading. However, AA and disability subgroups continue to fall below state scores. The range for disability fell between - 1.4% to -33.9%, every category was substandard. Obviously, this is a focal area.

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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](#)

We are going to focus on continued improvement of the learning culture and environment. Programs have been implemented such as Check In/Check Out, Safety Patrol, Truancy Diversion Program, Ambassador Program (pairing up new students with current ones), and a monthly PBIS rewards program. In addition, a new schedule was made to accommodate a social emotional learning program, Second Steps, on a regular basis during a What I Need (WIN) time. AA , disability subgroup, and incoming 6th grade math scores need improvement. TKS has intervention computer math and reading classes. One potential source of improvement may be in the math intervention class through student/teacher goal setting. Currently, students work through the computer program, ALEKS, in a sequential format; however, it may be more beneficial if the teacher sets ALEK goals that align with the content currently being taught in their regular math class. This may mean hopscotching through the ALEKS program to help align both regular/ intervention math classes for these students. This will be an area of focus for all three groups. Resource classes are currently being evaluated for effectiveness. Discussion has been generated regarding the special education teachers "pre-teaching" content one to two days prior to regular classroom delivery. This is designed for special education students to have foreknowledge of vocabulary and concepts ahead of time for better understanding of content in the regular classroom.

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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%.

In 2018, the school wide average for reading was 66.2%, approximately 10% above state average. In math, proficient/distinguished scores in 2016 were 20% higher than state scores, 12% higher in 2017, and 22% higher than the state score in 2017. Overall, TKS is above the state average in proficient/distinguished in math and reading. In 2017, reading was a focus; as a result, the Reading Plus program was implemented in the spring semester. Noticeable improvement was seen in the 6th grade reading scores (average \uparrow 12.0%) on STAR scores. This reading program is still in use. The 2017 TELL survey indicated student behavior was a faculty concern. The Second Step program was specifically chosen to address the social emotional needs of middle school students. This program addresses such things as coping skills, decision making, and bullying. Second Steps will be instrumental in improving student culture and climate as this program will be consistently implemented over the next five years.

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 2017 -18 TKS TSI Worksheet	Worksheet comparing all indicators and differences in cut scores for African American, disability, and free reduced.	
 2017 TELL Survey	2017 TELL survey	
 2017-18 KPREP Data	Five year comparison of TKS and state KPREP scores - all categories	
 2018-19 State Testing Scores	Identification of TSI subgroups	