

2018-2019 NLMS The Needs Assessment for Schools

Phase Two: The Needs Assessment for Schools

North Laurel Middle School

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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?

Each department PLC meets weekly to review, analyze, and apply data results. PLC's use GradeCam to analyze classroom assessments, unit exams, quizzes, and standards mastery assessments to determine next steps for instruction in the classroom. The school data team, consisting of department heads, Principals, and Counselors, meets monthly to look at KPrep, Standards Mastery, and I-Ready diagnostics to analyze, make observations, and determine next steps for student improvement building wide. Principal shares information with Site Based Council regarding data and application of those results.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

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.

Based on 2018 K-Prep results, 74% of students scored Proficient/Distinguished on Reading, a 5% increase from last year. 66% of students scored Proficient/Distinguished on Math, a 3% increase from last year. 49% of students scored Proficient/Distinguished on Writing, a 2% increase from last year. For students with disabilities, 40% scored Proficient/Distinguished on Reading, a 3% increase from last year. 30% scored Proficient/Distinguished on Math, a 2% decrease from last year.

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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.

Based on 2018 K-Prep results, 68% of students with disabilities scored below proficiency in Reading as opposed to just 26% of All students. 70% of students with disabilities scored below proficiency in Math as opposed to just 34% of All students. 32% of students with disabilities scored Novice on 2018 K-Prep, as opposed to only 10% of All students.

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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?

Students with disabilities remains a significant area for improvement. Since 2014 we have decreased the percent scoring Novice in Reading from 38.2 to 32, not a significant decrease. In Math we have decreased the percent scoring Novice from 28.9 in 2014 to 10 in 2018, which is a more significant decrease, however; we have only been able to increase the percent Proficient/Distinguished from 18 in 2014 to 30 in 2018. There is a significant gap in students scoring Proficient/Distinguished in Reading and Math for students with disabilities as compared to All students.

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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](#)

NLMS will use Standards Mastery assessments, classroom formative assessments, and common unit assessments to determine how well our students with disabilities are performing in reading and math as compared to all students in the classroom. Students who are performing below proficiency will also be placed in Reading and/or Math intervention class to ensure that they are receiving additional instructional in those areas. These students will also be recommended to stay for our After School Tutoring program.

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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 have steadily increased the percent scoring at proficiency in Reading from 57% in 2014 to 74% in 2018. We have also increased the percent of students scoring proficiency in Math from 48% in 2014 to 66% in 2018. NLMS is scoring well above the state average for proficiency in both Reading and Math.

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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