

Phase Two: The Needs Assessment for Schools_10232018_09:32

Phase Two: The Needs Assessment for Schools

Boyle County 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?

Teachers and administrators at BCMS routinely review, analyze and apply data results. Classroom teachers collect data daily and intervene weekly based on data results. They review this with administrators on data conferences. These are documented within our certified evaluation plan. SBDM council reviews assessment data yearly and discusses when we update policies.

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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.
- BCMS scored well above state averages in all content areas assessed on KPREP 2018. (eg. we scored 17% and 23.7% higher in reading and math respectively. - Our attendance rate for the 17-18 school year was 96.47%

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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.

- We had a 10 point gap in reading on KPREP 2018 with girls outperforming boys - We had a 19 point gap in writing on KPREP 2018 with girls out performing boys - only 42% of our students are proficient or distinguished in scienc

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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?

Reading scores with our students with disabilities have increased the last 2 years to a score of 52.4% proficient or distinguished. Math scores with our students with disabilities have increased the last 2 years to a score of 45.5% proficient or distinguished.

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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](#)

KCWP6: Establishing Learning Culture and Environment - We are working with our teachers on motivating our boys to perform with their peers in reading and writing. We are surveying to find which books boys like to read and ways to motivate them to perform at higher levels in reading and writing. These decisions may affect our purchasing of reading materials. We are also evaluating our teaching procedures and activities in the classroom to best meet the students needs. KCWP 3: Design and Deliver Assessment Literacy - We are redesigning our science assessments in all 3 grade levels to be more phenomena based.

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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%.

proficiency in reading has increased to 77% from last years 73.4% proficiency in math has increased to 70.7 % from last years 69.6% proficiency in writing has increased to 66.2% from last years 61.1%

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 BCMS BIG 4	This is a copy of things were are focusing on at BCMS this year.	