



Needs Assessment for Title IA Targeted Assistance and Schoolwide Schools

The process of conducting a needs assessment is required for all Title I programs. It is unique to each school, as the focus of the assessment, and the sources and collection of data are determined by local factors.

What is a needs assessment and what are the benefits of conducting one?

- A "Needs Assessment" is a systematic approach to determining the strengths and needs of a school community.
- It focuses on the process and the outcomes to be attained in the development of a school's vision for the future.
- It gathers data by means of established procedures and methods designed for specific purposes. The types of data and the scope of the methods are selected to fit the purposes and context of the needs assessment.
- A needs assessment informs priorities and determines criteria for solutions so that planners and managers can make sound decisions.
- A needs assessment informs criteria for determining how best to allocate available money, people, facilities, and other resources.
- An annual needs assessment is a critical component of a school's continuous process of improvement. Action that will be taken as a result of this assessment will assist schools in improving programs, services, organizational structure and operations, or a combination of these elements.
- It brings together stakeholders that represent the community, with a diverse range of perspectives, knowledge, skills and experiences to enrich the process.

This template is designed to be used in conjunction with the Targeted Assistance and Schoolwide School plans, and can be organized for schools' specific educational programs and needs.

1. Name of School: Washington Elementary School**School Year: 2019-2020****Needs Assessment Committee Members (should include representation from all stakeholder groups, both internal and external):**

Name	Title	Affiliation/Stakeholder Group	Task/Responsibility
Patricia Parenteau	Assistant Superintendent	SAU/Admin	Help guide process/provide historical data if needed
Karen Ralph	Student Support Coordinator	Hillsboro-Deering Elementary	Help guide process
Jennifer Crawford	Principal; Director of Curriculum, Instruction, and Assessment	SAU/WES/Admin	Help guide process/provide input
Kelli Colarusso	Teaching Associate Principal	WES/Teacher/Admin	Run meeting; Provide input and gain input from stakeholders
Ann Belanger	Early Learning Support Specialist	WES/Teacher	Provide input with regards to Early Learning Program
Erika Sullivan	K-1 Teacher	WES/Teacher	Provide input with regards to kindergarten readiness
Emily Broadley	Parent	Parent	Provide input

2. Identify Data Sources: Examples (Non-exhaustive)

a) <u>Performance Data</u>	b) <u>Non-Performance Data</u>	c) <u>Perception Data</u>	d) <u>Process Data</u>	e) <u>Other</u>
NH SAS Jump Start 2019 Data PALS K Data TS Gold SEL Data	Attendance Special Needs Demographic	Parent Survey Parent Interview	School's programs and Practices	

3. Data Collection: Focus Areas Examples (Data should be valid and reliable)

a) Performance Data

NH SAS Data – ELA (2018-2019)

Grade	Number of Students Tested	Percent Proficient	Cohort % Proficient from Previous SY (2017-2018)
3	1	N/A*	N/A
4	7	71%	43%
5	8	38%	53%

*Cannot report data on small sample size due to student privacy

NH SAS Data – Math (2018-2019)

Grade	Number of Students Tested	Percent Proficient	Cohort % Proficient from Previous SY (2017-2018)
3	1	N/A*	N/A
4	7	57%	71%
5	8	25%	14%

***Cannot report data on small sample size due to student privacy**

NH SAS Data – Science

Year	Number of Students Tested	Percent Proficient
2017-2018	10	50%
2018-2019	8	25%

iReady Data – March 2020

Math

Grade	% on Grade Level (Overall Score)	% 1 grade Below	% 2 or more grades below
3	75%	25%	0%
4	*Too small to report	*Too small to report	*Too small to report
5	50%	25%	25%

ELA

Grade	% on Grade Level (Overall Score)	% 1 grade Below	% 2 or more grades below
3	75%	0%	25%
4	*Too small to report	*Too small to report	*Too small to report
5	50%	13%	38%

Jump Start Program Summer 2019

Students who would be kindergarteners in Fall 2019, were invited to a 3-week Jump Start program to make the transition to kindergarten more smooth. Pre-assessment data used was PALS from the Early Learning Program in the Spring and post-assessment data was PALS taken the last week of the Jump Start program.

- 83% maintained or improved uppercase letter recognition
- 75% maintained or improved lowercase letter recognition
- 100% maintained or improved in name writing
- 100% improved in numeral recognition/counting
- 50% maintained or improved in shape recognition

Kindergarten Fall 2019 PALS Data shows that, of the 6 students assessed:

- 67% maintained or improved in letter recognition
- 33% regressed in letter recognition
- 3 students were assessed for letter sounds during the Jump Start Program and 1/3 improved between August and September and 2/3 regressed

PALS Data from September for Kindergarteners:

Student	PALS K Rhyme/10 Sept	PALS K Beg. Sounds/10 Sept	PALS L ABC Knowledge /26	PALS K Letter-Sou nd Knowledge /26
1	10	6	20	11
2	6	4	9	-
3	3	0	0	0
4	9	4	7	0
5	9	8	19	8
6	10	10	25	11
7	4	5	2	-
8	10	10	25	19
9	10	10	26	19
10	10	10	15	11

TS Gold Data - January

Objective	% of Students Below Average (for their age)	% of Students in Average Range (for their age)
Manages Feelings	40%	60%
Follows limits and expectations	50%	50%
Takes care of own needs appropriately	10%	90%
Forms relationships with adults	50%	50%
Responds to emotional cues	40%	60%
Interacts with Peers	10%	90%
Makes friends	30%	70%
Balances needs and rights of self and others	10%	90%
Solves social problems	20%	80%

***Groups is comprised of three 3-year olds and seven 4-year olds**

Analysis: NH SAS data in both reading and math show that students are not mastering reading and math concepts. In math, students in Grade 4 decreased in proficiency from the previous year. There was a slight increase in Grade 5 but, still, only 25% were proficient. In ELA, Grade 4 students improved in proficiency but Grade 5 students decreased the percent proficient. This data was taken from the 2017/2018 and 2018/2019 NH SAS scores. 2019/2020 data is not available because of the COVID-19 pandemic.

Beginning of the year PALS data and data from the summer Jump Start Program show that students who attended the Jump Start Program have less regression than students who did not attend the program.

Based on TS Gold data, “managing feelings,” “following limits and expectations,” “forming relationships with adults,” and “responding to emotional cues” are areas of improvement for early learning students. “Taking care of needs,” “interacting with peers,” “making friends,” and “solving social problems” are strengths.

Conclusion: NH SAS scores indicate a need for academic support in grades K-5, especially in the area of mathematics. Early intervention is the most efficient way to improve test scores in higher grades but students in grades 3-5 still require support.

Beginning of the year PALS data and data from the summer Jump Start Program support the continuation of offering a summer Jump Start Program for students entering kindergarten.

TS Gold data supports integrating more self-regulation techniques into the program. This may require additional professional development, curriculum, and/or tools for the students.

b) Non-Performance Data

Attendance

Month	# of Students	Attendance Rate
September (12 days)	5/9	100%
	4/9	92%
October (12 days)	6/10	100%
	1/10	92%
	2/10	83%
	1/10	75%
November/December*	Too inconsistent to record	
January **	3/10	100%
	2/10	86%
	2/10	71%
	2/10	57%
	1/10	43%
February (6 days)	2/10	100%
	5/10	83%
	3/10	67%
March (5 days)	6/10	100%

	4/10	80%	
*Title I funds not used while looking for teacher – attendance records were inconsistent with substitutes **Attendance was only recorded 7 days in January (still had a substitute at this point) ***Attendance not formally kept during remote learning. Parents were only asked to call in students if they were sick. No one called in. <u>Demographics</u> Influx of younger students at WES with no prior connection to our school In 2019, • 6/9 first graders were the oldest sibling in the household • 6/12 kindergarteners were the oldest sibling in the household • 3/8 early learning families had no previous connection to the school <u>Special Needs</u> • WES has had 4 special education referrals from early intervening services since the 18-19 school year. This is more than in the past, and there are very few options for preschools in the area. <u>Social-Emotional Benefits of Jump Start Program (as reported by the kindergarten teacher and Jump Start teacher)</u> • Provided opportunity for these children to play together, share, practice taking turns, and learn how to self-regulate • Jump Start teacher noticed significant gains in confidence, especially with students taking chances on the playground • Noticeable growth in following directions in the lunchroom at the beginning of the school year			
Analysis: Attendance overall was very good. There was lower attendance in the winter months (November-January) due to sickness and an inconsistent teacher and program. Our younger population at WES are the oldest in their family and do not have a previous connection to WES. The Early Learning Program provides students with an opportunity to meet peers and also provides parents with an opportunity to form connections outside of their home. The Jump Start Program resulted in positive growth in social-emotional skills and comfort with being in the school setting. Conclusion: Good attendance shows that parents support our program and find it valuable. The inconsistent attendance November-January proves that we need to have a consistent teacher with a well-developed program. This may require additional professional development. Because of the lack of area preschools, it is important to provide this service to Washington families in order for families to form connections			

with each other and the school, and in order to provide early intervention to students with identified needs. Continuing to offer the Jump Start Program will help incoming kindergarteners with social-emotional skills and adapting to a longer school day.

c) Perception Data

****Due to the COVID-19 pandemic and multiple surveys going to parents during that time, a whole-school survey was not completed this year.**

- Only 2 families responded to the Annual Meeting Input survey and 1 of those families does not have a preschool-aged child.
- Only 1 family (out of 8) attended the Annual Meeting in May
- 4/8 Early Learning families responded back with feedback about the program via email

Email Feedback Summary

- Feedback on the days/time varied – 1/4 liked them as is; 1/4 liked 3 days but preferred longer hours; 1/4 wanted 5 days but same hours; and 1/4 said for most people the days/hours work but for that family, afternoons would be better
- Provide more individualized practice for at home
- Continue with hands-on experiments
- Continue with home-school communication folders
- WES provides a welcoming and caring environment for preschoolers
- Suggestion to go outside more often

Interview with Emily Broadley

- It may be beneficial to look at the schedule – This past year, many Tuesdays were missed due to professional development late start days and snow days. It is also difficult to find childcare in Washington, so it may be helpful to extend the hours or number of days.
- Expressed the desire to have Early Learning start at the same time as K-5 (same first day) because it creates routine and makes kids feel better, especially if they have siblings in upper grades
- Suggested family nights with PreK - early literacy; Back to School Night
- Suggested activities sent home that relate to school day - crafts, experiments, activities with letter of the day - continuation of school skills
- Erika also mentioned sending home videos of a story that was read as a review
 - o Weekend packet to help with regression

Analysis: Families are in favor of hands-on education and outdoor exploration. There is a wide variety in opinions about the schedule. Some families feel it is fine the way it is and others want more hours and/or days. WES needs to incorporate more ways to involve parents at home.

Conclusion: Due to the low rate of survey completion, Annual Meeting attendance, and email feedback, it is evident that we need more parent involvement and outreach. WES needs to provide more opportunities for families to be involved at home, such as sending home activities that are connected to what students are learning during the day. There is also a need for more parent nights, such as early literacy nights or other educational topics, such as how to be involved at home.

d) Process Data

Camp Morgan – Summer camp for students exiting kindergarten through middle school

Creative Curriculum is used. TS Gold for 3 and 4-year olds and PALS for 4-year olds is used to assess. These were inconsistently used this year.

Analysis: Because of losing a teacher and the COVID-19 pandemic, the curriculum and assessment was inconsistent this year. Camp Morgan only provides a summer camp for students exiting kindergarten so preschool students do not have an opportunity to socialize with each other over the summer.

Conclusion: A consistent teacher that plans based on Early Learning standards, uses the Creative Curriculum, and assesses using TS Gold and PALS is needed. This may require additional professional development. Because preschool-aged children cannot attend Camp Morgan, there is a need for socialization among these students during the summer (i.e. Summer Jump Start Program).

e) Other Data

N/A

Analysis:

Conclusion:

4. Strengths of the educational program as determined by the data collection and analysis.

- Availability of summer support for students in grades K-5
- Jump Start program for incoming kindergarteners
- Availability of early learning for 3- and 4-year olds

5. Areas needing to be strengthened as determined by the data collection and analysis

- Parent involvement and outreach

- Structure/schedule
- Use of standards and assessment in early learning
- Early intervention for social-emotional and academic skills
- Need for support in older grades - summer/before/after school tutoring

6. Use this needs assessment to inform your School Plan

If you have any questions or comments about this Program Evaluation Template draft, we welcome your feedback. Please contact your NHDOE Title I Consultant or the Director of Integrated programs.

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If you need technical assistance with the Template itself, please contact Jane Waterhouse.

Suggested Questions to ask to draw conclusion from Surveys:

What do the parent, student and teacher surveys tell us about the Title I program:

- A) instruction:**
- B) communication:**
- C) parent involvement:**

How will we prioritize the needs we see in these areas?

What are the findings of the Comprehensive Needs Assessment?

What process was used to engage all stakeholders (administrators, teachers, parents, community members, etc.) to get an accurate and thorough assessment?