

A large, semi-transparent image of a young man with glasses smiling broadly, set against a dark green background.

Growth & Proficiency Needs Analysis



Student growth and grade-level proficiency don't happen by chance—they require strategic planning, intentional support, and the right tools. As districts face growing demands for improved outcomes, effective intervention and test-readiness programs must be built on clear goals and actionable data.

This needs analysis is designed to help your team identify the root causes of unfinished learning and outline a path toward measurable improvement. Use the following questions to guide collaborative conversations around how to support student success through targeted, efficient, and scalable solutions.

Achieve Growth Targets Through Intervention

What challenges do you believe contribute to your students' lack of success?

- Learning gaps from previous grades
- Resource allocation
- Lack of stability/transience
- Ineffective curricula
- Falling attendance rates
- Overextended teaching staff
- Other

Career-connected learning
Other

How are you currently addressing those challenges?

- Summer programs
- Alternative schedules
- Community partners (Boys & Girls Club, etc.)
- Night/weekend classes
- Tutoring
- Other

Are there specific grade levels or fields of study that consistently struggle?

- Elementary
- Secondary
- Literacy
- Mathematics



What are your goals for your intervention program?

- Boost graduation rates/CCMR
- Reach underserved populations
- Better support diverse learning needs
- Bridge learning gaps
- Accelerate learning
- Other

What customizations would you require?

- Option to rearrange the curriculum to create custom resources
- Ability to import instructor-created content (documents, links, presentations)
- Flexible assignment options to meet student interests
- Accessibility options
- Third-party assessment integration

Who takes ownership of intervention projects once they're approved?

- Individual schools' department heads/coaches
- Individual schools' administration
- District-level leadership
- Classroom teacher(s)
- Outside partner

How will you measure success for the program?

- Enrollment growth
- Significant academic growth
- Increased 4/5-year graduation rate
- Stakeholder satisfaction
- College, career, & military readiness

What are the expectations of the tools/services provided?

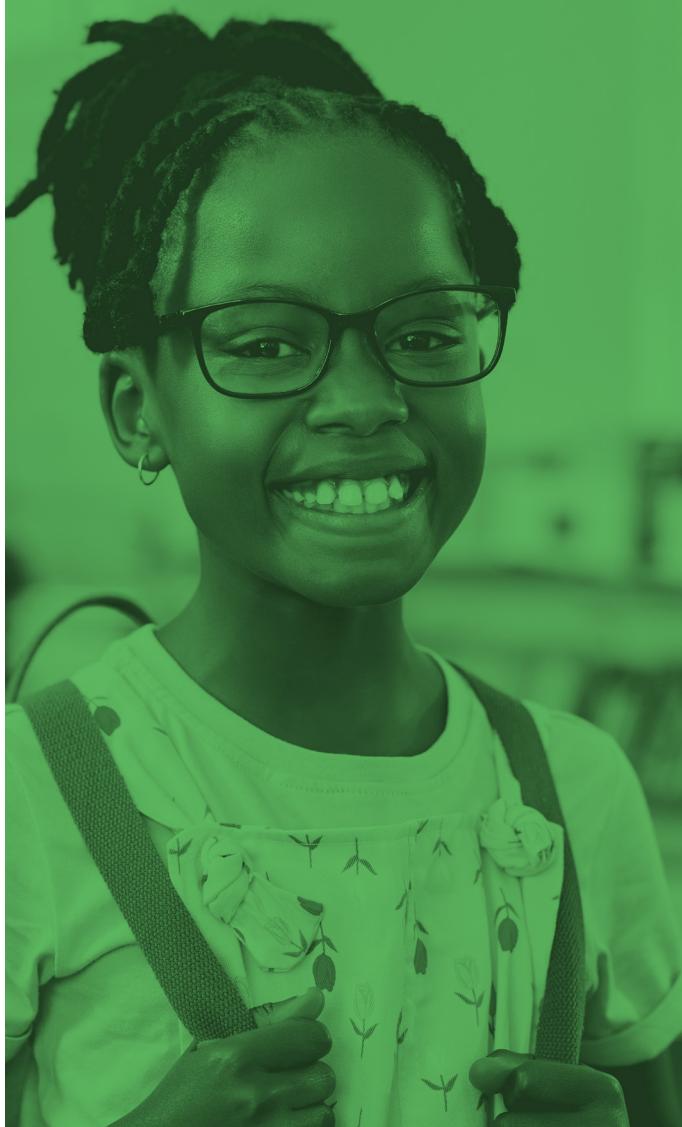
- Aligned to state standards
- State-certified instructors
- Ability to customize courses/curriculum
- Acceleration-based
- Schedule flexibility
- Other

What will the criteria for student eligibility be?

- Testing outcomes
- Teacher/guidance recommendation
- Missing credits
- GPA
- Responsibilities outside of school (work, childcare)
- Open to all

What are some ways the program may need to grow/change?

- Richer selection of content
- Ability to serve more students
- Ability to include other locations/schools
- More personalized content
- More advanced technology options (mobile use, BYOD, AI, etc.)



Achieve Standards Proficiency Through Targeted Practice & Test Preparation

What is the primary goal of your current test preparation program?

- Improve test-taking strategies
- Increase student confidence
- Raise standardized test scores
- Increase course completion rates
- Reduce the need for credit recovery
- All the above

What are the expectations of the tools/services purchased?

- Aligned to state standards or a specific course
- Ability to pre- and post-test
- State-certified instructors
- Ability to customize courses/curriculum
- Mastery-based
- Schedule flexibility
- Mirror state testing formats
- Other

Focus Question

What recent intervention initiatives did your district consider but couldn't pursue? Do you know what happened? What caused you to reconsider?

What features are critical for your program?

- ESSA or other 3rd party-verified evidence
- Instruction and/or practice aligned to state standards
- Multiple subject availability - Math, ELA, Science, Social Studies
- Included on state approval lists
- Fun for students - games, badges, and interactivity
- Ready-made quizzes and practice for the teacher to use, and the ability to customize
- Integration with your other tools, like Classlink and Clever



What level of data does this initiative need for adequate reporting?

- Student level
- Assignment level
- Classroom level
- Across grades
- Across schools
- Other

Provide small-group remediation & practice

Instruction in test-taking strategies

Model positive test-taking mindset and goal setting

If the students are working on campus, will a facilitator be required in the room? If so, what level of experience should they have?

- Yes, volunteer (parent or another outside stakeholder)
- Yes, paraprofessional or student teacher
- Yes, full-time staff member
- No facilitator required

How long does your test preparation program last?

3 weeks

6 weeks

Grading period/semester

Entire school year

What type of assessments should the program focus on?

Multiple-choice only

Mixed formats (MCQs, essays, etc.)

Technology-based tests only

Paper-based tests only

How frequently should practice tests be administered?

Weekly

Bi-weekly

Monthly

Once per term

How should test questions support instruction?

- Flexibility to assign question sets for a single lesson or an entire unit
- Align with state standards
- Items that test varying cognitive complexity levels
- Align with specific lesson plans
- Instruction is expected to provide opportunities for guided practice

What customizations would you require?

- Option to rearrange the curriculum to create custom resources
- Flexible timing and scheduling
- Accessibility options, including translation

Are there ways in which virtual instruction could enhance and support your test prep initiative?

- Provide individual coaching

Focus Question

Project 1/5/10 years out—what has made standards mastery a central part of the students' days rather than a stopgap measure at the end of the school year?

What is the best way to measure program success?

- Improved grades in practice tests
- Student feedback surveys
- Higher attendance in prep sessions
- All the above

What are some ways the program may need to grow/change?

- Richer selection of support materials
- Ability to serve more students
- Ability to include other locations/schools
- More advanced technology options (mobile use, BYOD, AI, etc.)

Focus Question

What barriers exist to streamlining your school or district's growth and proficiency strategy?

Putting It Together

How will you measure instructional quality?

- Student data
- Student EOC success
- Formal observations by staff
- Survey data from students/parents

How will you communicate progress to stakeholders, including parents, other teachers, counselors, and community partners?

- LMS/SIS integration
- Email
- Periodic conferences
- Parent/guardian portal within the system itself

How will you monitor student progress and program data?

- Traditional grading
- Integration with LMS/SIS
- Assessment in scheduled intervals
- Evaluation at end of course

How will you collect student work for future reference/portfolios?

- Cloud storage
- Binders/folders
- Need vendor input
- Unnecessary

Exact Path Standards Mastery

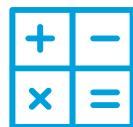


Core subject proficiency and test readiness for every student

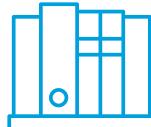
Drive accountability success systemwide. Ensure grade-level mastery and optimize instructional strategies year-round with scalable, state standards-aligned formative assessment and practice.

Grades
3-12

The screenshot shows the Edmentum platform interface. On the left, a sidebar includes 'Learning Path' (22), 'Assignments' (2), 'Tests', and 'Rewards'. The main area shows a 'Standards Mastery' section for 'Compose and Decompose' with a 'Place Value' score of 70%. Below this is a 'Formative for Unit 2' section for 'Represent Pictographs and Bar Graphs' (Standard: 3.MD.1). A progress bar indicates 8/12 students have completed the assignment at 33%. A table lists student names and their mastery levels: Blankenship, Phoebe (Developing, 30%); Eaton, Usai (Developing, 40%); Garrison, Kaden (Approaching, 50%); Perez, Arthur (Approaching, 50%); Donor, Ruairi (Mastery, 70%); and Canderwood, Hannah (Strong Mastery, 80%). Each row includes a 'Review' button.



Math



ELA



Science



Social Studies

Prioritize Proficiency Year-Round

Robust assessment and practice to inform ongoing instruction.

Design a Sustainable Program

Flexible, time saving tools designed to fit in the instructional day.

Achieve Accountability Goals

Comprehensive, high-quality solutions for grade-level mastery.

Combine with Exact Path diagnostics and curriculum for a powerful acceleration engine and a consolidated, streamlined experience.



Contact us today for more information.
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