



2021-22 Phase Two: The Needs Assessment for Schools_11012021_17:38

2021-22 Phase Two: The Needs Assessment for Schools

Bluegrass Middle School
Tanya Jury
170 W.A. Jenkins Hwy
Elizabethtown, Kentucky, 42701
United States of America

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2021-22 Phase Two: The Needs Assessment for Schools Understanding Continuous Improvement: The Needs Assessment for Schools

The Needs Assessment Diagnostic will facilitate the use of multiple sources of data to determine the current reality and establish a foundation for decision-making around school goals and strategies. Once completed, the diagnostic will lead to priorities to be addressed in the comprehensive school improvement plan to build staff capacity and increase student achievement. The needs assessment is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (i.e. desired state).

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

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. 703 KAR 2:225 requires, as part of continuous improvement planning for schools, each school to complete the needs assessment between October 1 and November 1 of each year and include: (1) a description of the data reviewed and the process used to develop the needs assessment; (2) a review of the previous plan and its implementation to inform development of the new plan; and, (3) perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions.

Protocol

1. Clearly detail the process used for reviewing, analyzing and applying data results to determine the priorities from this year's needs assessment. Include names of school councils, leadership teams and stakeholder groups involved, a timeline of the process, the specific data reviewed, and how the meetings are documented.

The process used at Bluegrass Middle School for reviewing, analyzing, and applying data results happen in a variety of ways and involved a number of individuals serving in various roles for the school. As a school, we review, analyze and apply data in reading, writing, math, science, and social studies. Through departmental and grade-level teams we review the overall data to develop a plan of action for areas of improvement and to celebrate our successes. After looking at the school as a whole, we also analyze data by grade level and with individual teachers by looking at their class data. Additionally, SBDM members and parents are invited to review those plans as well as look at individual department data, subset data, and the

STUDER survey data. The following are involved in the second phase of data review: Jackie Bradley, teacher; Stephanie Biggs, SBDM Teacher Representative; Phillip Fuller, teacher; Joshua Mitchell, teacher; Lisa Owens, teachers; Amanda Rowlett, SBDM Teacher Representative; Tracy Arflin, SBDM Teacher Representative.

Trends

2. Analyzing data trends from the previous two academic years, which academic, cultural and behavioral measures remain significant areas for improvement?

Example of Trends

- The number of behavior referrals increased from 204 in 2019-20 to 288 in 2020-21.
- From 2018 to 2020, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

The number of behavior referrals in 2018-2019 was at an all-time high of 2336. In 2019-2020, the school year ended 2 ½ months earlier than expected because of COVID-19 and there were 1729 behavior referrals. Last year, in the 2020-2021 school year, there was a significant decrease in behavior referrals to 294 for the year. The students were on various schedules throughout the year including virtual learning and an A/B schedule for much of the year. This year (2021-2022), we currently have 258 referrals. If this trend continues, we will significantly surpass last year's numbers, but also be significantly less than the 2018-2019 school year and the 2019-2020 school years. The number of overall suspensions and the number of referrals for our special education population and our African American population continue to be a significant concern. In reviewing our academic data on the state test for the last 2 years, all subjects are scoring below the state average. Our most concerning area is Science, where only 18% of the students are meeting or exceeding expectations. Although this is an increase from the previous year, it is still well below the district and state average, followed by math, where only 21.5% of students are meeting or exceeding expectations.

Current State

3. Plainly state the current condition of the school using precise numbers and percentages as revealed by multiple sources of outcome data. Cite the source of data used.

Example of Current Academic State:

- Thirty-four percent (34%) of students in the achievement gap scored proficient on KPREP Reading.

- Fifty-four percent (54%) of our students scored proficient in math compared to the state average of 57%.

Example of Non-Academic Current State:

- Teacher attendance rate was 84% for the 2020-21 academic year.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

Currently 39.7 of our students in grades 6-8 scored Proficient/Distinguished in Reading, 21.5% in Math, 18.0 in Science and 43.9% in Writing. All of these areas are below the district and state averages.

Priorities/Concerns

4. Clearly and concisely identify the greatest areas of weakness using precise numbers and percentages.

NOTE: These priorities will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

Example: Sixty-eight (68%) of students in the achievement gap scored below proficiency on the KPREP test in reading as opposed to just 12% of non-gap learners.

Our greatest areas of concern are overall in Science (18% scoring P/D) and in Math (21.5% scoring P/D) while math and reading are a major areas of concern for our African-American and students with disabilities. In Reading, only 17.8% of our African-American students are scoring P/D, while only 10.5% of our students with disabilities are scoring P/D in Reading. In Math, 11.3% of our African-American students are scoring P/D, while only 3% of our students with disabilities are scoring P/D in Math.

Strengths/Leverages

5. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school. Explain how they may be utilized to improve areas of concern listed above.

Example: Reading achievement has increased from 37% proficient to its current rate of 58%. The systems of support we implemented for reading can be adapted to address our low performance in math.

Our Science numbers have increased from 13% to 18% Proficient/Distinguished in a one-year period. We have added Reading Intervention, Math Intervention, ELA Enrichment, and Math Enrichment courses to our master schedule to assist with improving the areas of concern listed above. We have also implemented a Project-Based Learning approach with our sixth-grade students and station teaching for all students. Our 1:1 initiative will help support students who need access while quarantined or required to work from home.

Evaluate the Teaching and Learning Environment

6. Consider the processes, practices and conditions evident in the teaching and learning environment as identified in 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](#)

Utilizing implementation data, perception data, and current policies and practices:

- a. Complete the [Key Elements Template](#).
- b. Upload your completed template in the attachment area below.


After analyzing the Key Elements of your teaching and learning environment, 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.

NOTE: These elements will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

After analyzing the Key Elements of the teaching and learning environment at Bluegrass Middle School, the practices where the school will focus its resources and efforts upon in order to produce desired changes are increasing engagement, higher-level questioning, reading/math intervention, reading/math enrichment, and utilizing data to guide instruction.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 School Key Elements Template		.