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2021-22 Phase Two: The Needs Assessment for Schools

East Hardin Middle School
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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.

East Hardin teachers, administrators and staff review data on a monthly basis. Typically, teachers meet with their grade level team during their monthly PLCs. During the PLC, teachers will review, analyze and reflect on student data, such as formative/summative assessments, iReady data, and KPREP data. In addition, teachers meet with their content team regularly to ensure vertical alignment with content. After reviewing iReady/KPREP data, administration meets with students to discuss goals. All data is disseminated to East Hardin's Site Base Decision Making Council. This council consists of principal, teachers and parents.

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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.

After analyzing the data trends from the previous two academic years, math scores still remain to be the focus for East Hardin Middle School. At the same time, our number of students scoring Proficient/Distinguished is still higher than the district average. In the 20-21 school year, the percentage of students with an office referral decreased; however, the behavioral data was skewed, due to using the hybrid model (A/B) schedule.

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.

On the KPREP assessment, the following has been collected: 55.6% of 6th graders scored proficient/distinguished in reading; 47.1% of 7th graders scored proficient/distinguished in reading; and 55.7& of 8th graders scored proficient/distinguished in reading. In the areas of math, 33.6% of 6th grade students scored proficient/distinguished; 34.8% of 7th grade students scored proficient/distinguished; and 32.9% of 8th graders scored proficient/distinguished in math.

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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.

    According to our KPREP data, math is still the lowest scoring area for our students at East Hardin. In the areas of math, 33.6% of 6th grade students scored proficient/distinguished; 34.8% of 7th grade students scored proficient/distinguished; and 32.9% of 8th graders scored proficient/distinguished in math. We would like to see an increase in our proficiency/distinguished numbers.

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.

    At East Hardin our scores were the following: 6th Reading-Proficient/Distinguished was 55.6% 6th Math- Proficient/Distinguished was 33.6% 7th Reading-Proficient/Distinguished was 47.1% 7th Math- Proficient/Distinguished was 34.8% 8th Reading-Proficient/Distinguished was 55.7% 8th Math- Proficient/Distinguished was 32.9% All of the proficient/Distinguished averages was above the district average. In addition, on the school climate survey for the 20-21 school year, 62% of students agree , and 26.2% strongly agree, that East Hardin is a caring place.

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

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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.

KCWP5: Design, Align and Deliver Support We will focus on specific academic and behavior interventions for students.

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Attachment Summary

Attachment Name	Description	Associated Item(s)
📄 KeyElements		•