



2021-22 Phase Two: The Needs Assessment for Schools_10152021_14:07

2021-22 Phase Two: The Needs Assessment for Schools

James T Alton Middle School
Allison Scherer
100 Country Club Road
Vine Grove, Kentucky, 40175
United States of America

Table of Contents

2021-22 Phase Two: The Needs Assessment for Schools Understanding Continuous Imp...	3
Attachment Summary	9

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.

James T. Alton Middle School utilizes data and the results for improving teacher instruction and student learning. JTA utilized MAP testing scores up until this current year which has been now replaced with iReady for Reading, and Math progress monitoring and PEG writing for writing progress monitoring. These assessments are utilized multiple times a year to help monitor student growth. Students schedules are modified to accommodate growth needs and/or missing concepts. The assessment data is shared with all stakeholders including our SBDM council throughout the year. These groups monitor that proficient growth is the focus of JTA teachers and students. Teachers in collaboration with administrators and our SBDM

monitor the percentage of students on or below grade level. When state assessment data is released in the fall, the data is analyzed immediately by all stakeholders. Much of the work by teachers is done in monthly PLCs and with grade level meetings. The administration and content teachers utilize the scores to see past trends and derive a plan for student success in the future. The SBDM analyzes the state assessment data in the October SBDM meeting and try to analyze trends while focusing on gap groups and growth factors. The individualize assessment scores are shared with the students and parents. The information is sent home with progress reports and/or grade cards. Parents also have the opportunity on parent/teacher nights to go over the assessment scores and compare to past years data on their students. Students receive goal setting sheets in the fall to encourage growth and set goals for student growth and benchmarks. Teachers continuously refer to assessment scores in monthly PLC meetings to ensure the scores match to progress monitoring data utilized weekly/monthly.

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.

Trends for JTA students have been heavily impacted by the lack of instruction time/days due to Covid. For the 20-21 school year, the Kentucky Performance Rating for Educational Progress (KPREP) indicates the following: JTA only had 79.8% participation with both in-person and virtual students. From the 18-19 school year to the 20-21 school year both our schools scores in reading and math decreased. The percentage of proficient/distinguished students in reading decreased from 59.5% in 18-19 to 46.4 % in 20-21. The percentage of proficient/distinguished students in math decreased from 48.6% to 28.7% during the 20-21 school year. In writing, our percentage of proficient/distinguished students actually increased from 28.3% in the 18-19 school year to 67.3% for the 20-21 school year. The performance of our disability with IEP population is a major concern. They have underperformed when compared to all other students in our school. 28.4% of our students are Novice readers. This is about a 10% increase in our percentage of novice readers as compared to years past. We have worked hard to increase student engagement in the classroom to help decrease the number of office referrals and student discipline

problems, and are working toward a focus on student mental health as a way to help students self-regulate.

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.

For the 20-21 end of year assessments, James T. Alton had a 79.8% participation rate. 605 students of the 756 enrolled attended on a hybrid/in person setting. Six teachers were pulled from the allocation to fulfill the virtual academy needs. proficient/distinguished students in reading decreased from 59.5% in 18-19 to 46.4 % in 20-21. The percentage of proficient/distinguished students in math decreased from 48.6% to 28.7% during the 20-21 school year. In writing, our percentage of proficient/distinguished students actually increased from 28.3% in the 18-19 school year to 67.3% for the 20-21 school year. The performance of our disability with IEP population is a major concern. They have underperformed when compared to all other students in our school. 28.4% of our students are Novice readers. This is about a 10% increase in our percentage of novice readers as compared to years past. We have worked hard to increase student engagement in the classroom to help decrease the number of office referrals and student discipline problems. Since Covid, the number of students receiving KSI/MTSS supports for behavior has grown largely in percentage as well. We are now working toward a focus on student mental health as a way to help students self-regulate.

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.

For the 21-22 school year, we will focus mostly on prioritizing growth in both Math and Reading at all grade levels and in all sub groups. Our P/D %'s need to be moved back on an upward trend. Students are more behind than ever with the lack of consistent in-person instruction due to Covid protocol during the last year and a half. The most recent data from KPREP 20-21 indicates the following: JTA has 28.1 percent of students performing at a novice level in reading compared to the state's 31.4% 23.6 % of our students are at a novice performance in math compared to the state at 30.7% novice. The area of science is also a major concern. 30.7% of our tested 7th graders scored at the novice level slightly better than the state average of 34.5% novice. Our proficient/distinguished percentages are more alarming with only 20.1% P/D compared to the state's 20.8. Finally, student behavior is a concern, with an increase in the number of discipline referrals for the start of the year. Our counselors, together with all staff, have implemented SEL focused Fridays during our school wide enhancement times. We are hoping that this new strategy will improve discipline and provide resources to address mental health concerns.

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.

The most recent KPREP data indicates the following: JTA outperformed the district and state's Proficient/Distinguished percentages in reading at 46.4% for our school compared to 45.5 district and 44.0% state. In math, the school performed at 28.7% proficient/distinguished compared to the districts score of 27.2% P/D and the state's 27.8%. Our writing P/D% was at 67.3% compared to the district's 60.6% P/D, and the state's 50.9% P/D.

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.

With the most recent data, James T. Alton will continue to focus on growth in the both the areas of reading and math. All students will be provided with at least 45 minutes of enhancement time to work with the iReady program in order to address the current gap/deficits in reading and math. Students identified as novice readers will participate in small group instruction and many in KST/MTSS to increase exposure and motivation to read. Formal meetings will occur with students where discussion about assessment data will take place after each iReady benchmark assessment. Thoughtful Ed strategies will be used to encourage student-student discussion and questioning. There will continue to be a focus on grade level and content assessments and curriculum maps/pacing guides, attending bi-monthly PLC meetings to analyze data, posting of learning targets/success criteria, posting grades weekly, and parent contacts of failing students. The special education department will identify and target students for novice reduction. Students in great need will continue to receive intervention services through KSI/MTSS.


ATTACHMENTS

Attachment Name



JTA School Key Elements Template

Attachment Summary

Attachment Name	Description	Associated Item(s)
 JTA School Key Elements Template		• 6