



2021-22 Phase Two: The Needs Assessment for Schools_10282021_09:01

2021-22 Phase Two: The Needs Assessment for Schools

North 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.

Upon receiving assessment data, the North Middle School administrative team, along with key stakeholders, take a diagnostic look at those students not meeting proficiency. During this analysis, we look for gaps in our curriculum in order to make the necessary changes in instruction design and delivery. Departments continuously analyze common assessments in order to ensure the effectiveness of instruction. Students not meeting proficiency are identified for intervention to foster support towards proficiency. The administrative team, along with the entire staff, analyze the results of school based surveys regarding culture and climate.

Parents are surveyed to determine Title I awareness and provide input on programming.

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.

There were no state assessments administered in the 19-20 school year. For the 18-19 school year, 42% of economically disadvantaged students met proficiency/distinguished in reading. The average score of all students scoring proficient/distinguished in reading was 36%. In Math, the average of students scoring proficient/distinguished was 19.8%. In writing, data for the 20-21 school year revealed that 53.8% of assessed students scored in the Proficient/Distinguished range. In Science, only 13.5% of the students tested scored in the Proficient/Distinguished range. Overall, NMS had 337 students fall in the 30th percentile or below in the Fall 2021 Math diagnostic and 257 students in the Fall 2021 Reading diagnostic in IReady. As a result of two interventionist positions allocated for the school year, we are able to provide tiered MTSS support to 77 students for one area tier 2 and 18 students receive tier 3 supports in more than one area. The need is far greater than the staffing allocation. Trending data also revealed that our 8th grade class scores remained consistent while our 6th and 7th show significant deficits from their elementary grades through the COVID 19 pandemic.

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 assessments, North Middle School has a 75.8% participation rate. 459 students of the 607 enrolled students attended on a hybrid/in person setting while 135 students attending in the virtual setting. Six teachers were pulled from the allocation to fulfill the virtual academy needs forcing multiple schedule changes. The 2021-2022 school year began with 11 new teachers to North Middle School of the 36 staffed positions and we consistently struggle to fill sub positions for staff absences throughout the year . For the 18-19 school year, teacher attendance was 93.9% for the 19-20 school year saw a 94.7% teacher attendance rate and the highest teacher attendance rate was in the 20-21 school year where we saw a 99.2% teacher attendance rate despite some quarantines, again trending towards the benefits of smaller class sizes in teacher attendance rates. In addition to staff struggles, the number of students receiving KSI/MTSS supports for behavior has tripled in the past year and data revealed that there were 1203 behavior referrals in the 19-20 school year and only 468 during the 20-21 school year when students were on a hybrid schedule thus indicating the success of smaller class sizes. To date, NMS has already reported 530 behavior incidents for the 21-2 school year.

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 current year, 70.8% fell in the novice/apprentice range which is a significant increase in low performing students from previous years. In math, the percentage of students in the novice/ apprentice range for the 20-21 school year was 81.2% At the conclusion of the 20-21 school year, there was significant number of vacancies leading to 11 newly hired teachers for the 21-22 school year. Six of those teachers are Option 6/emergency certified.

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 strengths include a highly dedicated staff who are willing to do whatever it takes to improve student learning, a diverse student body that embraces cultural differences, and a strong mentoring program established in conjunction with our family resource center. Our PBIS committee has designed and implemented a number of positive behavior supports with high rates of teacher participation. Our YSC is able to bridge the gap between school and community with various extension programs including, but not limited to additional food backpacks, Holiday assistance programs, parent education programs, transition services, assistance with basic needs, and student mentoring groups.

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.

There is a need to ensure that North Middle School continues to focus on designing and delivering quality instruction. We have a need for programs and/or instructional frameworks to support core instruction school wide. There is a need for a program or instructional framework to address the writing needs of special education students. There is a need for an effective curriculum/program in math school wide. North Middle needs an instructional framework that will address science deficits. Teachers need to use high yield strategies and effective assessments to measure learning and drive instruction. There is a need for a program or system to teach students how to take responsibility for their own learning. There is a critical need for research based intervention program support and funding as a substantial percentage of students come to NMS as 6th graders significantly below grade level.


ATTACHMENTS

Attachment Name



School Key Elements

Attachment Summary

| Attachment Name | Description | Associated Item(s) |
|---|---------------------|--------------------|
|  School Key Elements | School Key Elements | • 6 |