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2023-2024 Phase Two: The Needs Assessment for Schools

**East Hardin Middle School**
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# 2023-24 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 through team and content PLCs.  During the PLCs, teachers will review, analyze and reflect on student data, such as formative/summative assessments, iReady data and KSA data.  In addition, teachers meet with their content teams regularly to review vertical alignment and make revisions.

After reviewing iReady/KSA data, teachers and administration meet with students to discuss goals.  All data is disseminated to East Hardin Site Based Decision Making Council, which consists of the principal, teachers and parents.  Also, data is shared to parents.

Review of Previous Plan

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2. Summarize the implementation of the goals, objectives, strategies and activities from the previous year's Comprehensive School Improvement Plan (CSIP). What was successful? How does it inform this year's plan?

> East Hardin administration and teachers continue to reflect and revise our CSIP goals and objectives. Our data indicates that students are improving, specifically in the areas of math and reading. We continue to work on classroom strategies, such as NTN modules, to meet the needs of our students.
>
> Every year, the needs of our students vary. As a result, instructional tools are revised and changed to meet student needs.

### Trends

3. 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 2021-22 to 288 in 2022-23.
• From 2021 to 2023, 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, reading and math are still our focus at East Hardin. For the 22-23 school year, our overall school rating was "green" on the state testing (KSA).
>
> In the 21-22 school, we had a total of 462 behavior referrals. In 22-23, the number of students with a behavior referral decreased by 42 for the school year (total being 420).

### Current State

4. 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 Kentucky Summative Assessment (KSA) in 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:**

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• Teacher attendance rate was 84% for the 2022-23 academic year.

• Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

In the 22-23 school year, East Hardin Middle had an overall rating of 74.7 on the KSA (state assessment).  This overall score gave us a "green" rating (second highest rating).

In reading and math, our indicator score was 76.3%; Our indicator score for Science, Social Studies and Writing was 72.6%;  East scored an 80.5% in the area of "Quality of School Climate and Safety".

In the area of Reading and Mathematics, East had an overall rating of "blue" (highest rating).   This was a significant increase from last year.

In the area of science, social studies and writing, East had an overall rating of "green" (second highest rating).

In the are of "Quality of School Climate and Safety Indicator", East had an overall rating of "blue" (which is the highest rating).


Priorities/Concerns

5. 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 percent (68%) of students in the achievement gap scored below proficiency on the Kentucky Summative Assessment (KSA) in reading as opposed to just 12% of non-gap learners.

For the 22-23 school year, East Hardin received a 64.5% index in the area of math.  23% of our students scored novice; 31% of our students scored apprentice; 32% scored proficient and 14% scored distinguished.

In reading, East Hardin's index score was 74.4%; 18% student received novice; 27% students scored apprentice; 33% were proficient; and 22% of students were in the distinguished range.

While East Hardin has shown significant growth (as indicated by our reading/math indicator rating of blue), it is still a priority area.


Strengths/Leverages

6. 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

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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.

> Overall, East Hardin's score was 74.7% on state testing for the 22-23 school year. This was an increase of 11.3% from the previous year (21-22 school year). While our overall rating remained green, we saw significant growth in the areas of math/ reading and science, social studies and writing.

Evaluate the Teaching and Learning Environment

7 . 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 Results
KCWP 5: Design, Align and Deliver Support
KCWP 6: Establish Learning Environment and Culture

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 directly below.**
> <u>**ATTACHMENTS**</u>
> **Attachment Name**

📄 Key Elements23-24

8. 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 throughly addressed in the Comprehensive District Improvement Plan (CSIP) diagnostic and template.

> KCWP 5:  Design, Align and Deliver Support- We will focus on specific academic and behavior intervention for students.

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# Attachment Summary

| Attachment Name | Description | Associated Item(s) |
|---|---|---|
| 📄 Key Elements | School Key Elements-East Hardin Middle School | • |
| 📄 Key Elements23-24 | Key Elements | • 7 |