



## 2020-21 Phase Two: The Needs Assessment for Schools Middle

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## **2020-21 Phase Two: The Needs Assessment for Schools**

## Understanding Continuous Improvement: The Needs Assessment

In its most basic form, continuous improvement is about understanding the **current state** and formulating a plan to move to the **desired state**. The comprehensive needs assessment is a culmination of an extensive review of multiple sources of data collected over a period of time (e.g. 2-3 years). It 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).

The needs assessment requires synthesis and analysis of multiple sources of data and should reach conclusions about the **current state** of the school, as well as the processes, practices and conditions that contributed to that state.

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 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. Further, as required by Section 1114 of the Every Student Succeeds Act (ESSA), Title I schools implementing a schoolwide program must base their Title I program on a comprehensive needs assessment.

## Protocol

. Clearly detail the process used for reviewing, analyzing and applying data results. Include names of school councils, leadership teams and stakeholder groups involved. How frequently does this planning team meet and how are these meetings documented?

The 2019-20 school year ended without students taking planned K Prep assessments. Thus there was no data release September of 2020. The process used for after the release of the 2018-19 data is as follows. On September 30th data results were presented to the entire faculty and staff, this meeting was set up through email and there was a presentation for documentation. On Oct. 2nd the ELA department met to go over Reading and Writing data to create a plan of action and discuss goals. All teachers in that content area were present as well as the District Instructional Supervisor and the Principal. This team meets once a month to go over ongoing assessment data. Evidence was calendar invite for the meeting as well a principal's notes from the meeting. On Oct. 2nd the TCMS SBDM council met to review school data. All members were present except one. The council used a set of questions to go through and analyze the data as well as consider further action steps and school goals. This group meets once a month and is documented through meeting minutes. On October 4, the Principal, Superintendent, and Assistant Superintendent met to review and analyze data and discuss future school goals. This is documented on the Trigg County Public Schools - State Accountability Goals page. On October 22 the district Cabinet members met to discuss and review data and future goals. This is attended by all principals, Superintendent, Assistant Superintendent, DOSE, and district instructional supervisors. This group meets every Tuesday and the meetings are documented by agendas. Oct. 24 the joint SBDM council and Board Meeting took place, where district data and school specific data is presented to the SBDM councils of all schools in the district as well as the Board of Education. Proposed action steps are presented and the opportunity for feedback is given by stakeholders present at the meeting.

## Current State

. Plainly state the current condition using precise numbers and percentages as revealed by past, current and multiple sources of data. These should be based solely on data outcomes. 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.
- From 2018 to 2020, the school saw an 11% increase in novice scores in reading among students in the achievement gap.
- 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: Teacher attendance rate was 84% for the 2019-20 school year – a decrease from 92% in 2017-18.
- The number of behavior referrals increased from 204 in 2018-19 to 288 in 2019-20.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

Due to the lack of data for the 2019-20 school year Trigg County Middle will continue with the goals set for that data set. Trigg County Middle School (TCMS) attained a score of 59.2 a High Growth rating according to our KPREP state test results for 2018-19. Students with disabilities attained a growth score of 78.9 in Reading. This was higher than the score for all students at 56.5 on KPREP in 2018-19. African American students attained a growth score of 66.2 in Math. This was higher than the score for all students at 61.8 on KPREP in 2018-19. From 2017 to 2019 the total number of Proficient and Distinguished student in math increased by 8%. There were 105 distinguished student in reading across all grades on the 2018-19 KPREP test. From 2015 to 2019 Novice decreased by 31.2 % among students with disabilities in Reading on the KPREP assessment.

## Priorities/Concerns

. Clearly and concisely identify 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.

In Math, 55% of all students scored either Apprentice or Novice on the 2018-19 KPREP test. In Writing, 19.2% of all students scored proficient/distinguished on the 2018-19 KPREP test. In Reading, 40.5% of African American students scored Proficient/Distinguished on the KPREP test compared to 62.2% of non-gap learners. In Math, 27% of African American students scored Proficient/ Distinguished on the KPREP test compared to 48% of non-gap learners. In Reading, 31.7% of students with disabilities scored Proficient and there were no Distinguished students with disabilities as compared to 62.2% of non-gap learners. In Math, 7.3% of students with disabilities scored Proficient and there were no Distinguished students with disabilities compared to 48% of non-gap learners.

## Trends

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

No significant movement of students to Proficient and Distinguished has occurred over the past two years in Reading and Writing for our African American students. No significant movement of students to Proficient and Distinguished has occurred over the past two years in Math, Social Studies, and Writing for our students with disabilities.



## Potential Source of Problem

. 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 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](#)

Review, Analyze and Apply Data - The Case 21 assessment was administered three times during the 2019-20 school year. Teachers will use data tracking sheets to compare student performance on KPREP, CASE, and classroom assessments. Teachers will meet in content area PLCs once a month to review data sheets and analyze performance and instructional strategies used to teach the standards that were assessed. Classroom assessments will be reviewed in Grade level PLCs and will analyze individual questions for DOK levels. Design and Deliver Instruction - The beginning of each school day will begin in Synergy in which students will work to become better self-directed learners. They will keep goal setting notebooks where they will review their performance in each of their classes and write reflections in regards to actions they are taking are helping them to be successful. Teachers will turn in their PBL planning document to have it reviewed by admin team to ensure fidelity of assessment and alignment to standards. Design and Deliver Instruction - Math teachers are implementing Envision Math with fidelity to ensure it is aligned to standards and assessed at the correct level of rigor.

## Strengths/Leverages

. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school.

**Example:** Graduation rate has increased from 67% the last five years to its current rate of 98%.

Increased the total number of proficient/distinguished students in Math by 8%. Decreased the total number of Novice in Math by 4.2%. Students with disabilities have decreased the number of novice by 30% in the last five years. 6th grade Math students decreased their number of Novice by 15%. 7th grade Math students increased their number of Proficient and distinguished students by 16.1%. 8th grade Math students increased their number of Proficient and distinguished students by 12.1%. 60% of our students are scoring proficient/distinguished in reading. 23% of our students are scoring distinguished in reading.

# Attachment Summary

Attachment Name	Description	Associated Item(s)
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