



2022-23 Phase Two: The Needs Assessment for
Schools_10262022_13:19

2022-23 Phase Two: The Needs Assessment for Schools

Herald Whitaker Middle School
Garland Yates
221 Hornet Drive
Salyersville, Kentucky, 41465
United States of America

Table of Contents

2022-23 Phase Two: The Needs Assessment for Schools	3
Attachment Summary	10

2022-23 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.

Various members of the HWMS staff were compiled to create an effective team to review and analyze the Comprehensive School Improvement Plan from 2021/2022 and compare the goals that were set, coming out of the COVID-19 pandemic with Spring 2022 Kentucky Summative Assessment Data, as it was made available to school staff members. As we begin analyzing our practices and procedures, this will be the primary source of data that we use to set a new five year goal for student levels of proficiency. During this process of analysis and review, we will also consider the following data sources: Parent Survey results, FRYSC Needs Analysis Survey Data, student and staff attendance information, behavioral records (suspensions and disciplinary referrals), PLC documentation, lessons plans, and teacher created summative and formative assessments. We will also track student results on Transcend diagnostics in reading and mathematics over the course of the school year to monitor progress. Analysis will range from current practices and curriculum alignment, delivery of content methods, and adjustments that are made

to practice, as regular diagnostic testing through transcend is analyzed at set intervals over the course of the 2022-2023 school year.

Review of Previous Plan

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?

Goals for the 2021-2022 school improvement plan were set using an "old" set of data, which led to a lot of potential discrepancies. The team acknowledged this before approving the 2022 plan and moving forward with a new plan and goals for the 22/23 school year. While there was much uncertainty with the current state of student achievement, we chose to carry our goals from the previous school year forward, electing to wait for more accurate data before adjusting the overall goals for our school. This decision was made in line with schools around the district, who were placed in similar situations as a result of a lack of accurate data. Strategies from 21/22 that the team agrees were quite successful, were content planning periods for teachers. This allowed, we felt, a better look at what specific skills were the biggest needs for our students and therefore, teachers could better plan for working to close these learning gaps as they moved forward. This informs what areas we need to focus on when working, specifically, with students receiving special education services and those that are participating in an RTI program in the current school year.

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 2020-21 to 288 in 2021-22.
- From 2020 to 2022, the school saw an 11% increase in novice scores in reading among students in the achievement gap.
 - * The number of behavior referrals increased from 20/21 to 21/22, which was an expected increase, due to the number of in-person learning days for students, compared to the previous school year.
 - * Student attendance, post COVID-19 pandemic, continues to be a huge concern at the middle school level with several students in each grade (7 & 8) being referred to our district court for a truancy diversion program. The overall goal of the program is to encourage students and parents alike to make attendance consistent and the norm, rather than referring back to the past years which included periods of virtual learning, quarantine, and a modified calendar for most students, at some point during the pandemic.

* 2021/2022 saw an increase not only in student absenteeism, but teacher absenteeism as well. Many staff members were forced to quarantine during certain periods with their own school age students, who had either tested positive or been exposed to COVID-19, per state and district regulations. As regulations regarding COVID lightened toward the end of the school year, we saw a decrease in this.

Assessment Trends (7th Grade)

Reading

20/21 - 46.5% Novice 29.9% Proficient/Distinguished

Students with Disabilities' results were suppressed

21/22 - 27% Novice 34% Proficient/Distinguished

Students with Disabilities' results were suppressed

Math

20/21 - 42.4% Novice 16.7% Proficient/Distinguished

Students with Disabilities: 73.5% Novice 5.9% Proficient/Distinguished

21/22 - 50% Novice 16% Proficient/Distinguished

Students with Disabilities: 68% Novice 9% Proficient/Distinguished

Science

20/21 - Science data was suppressed

21/22 - 36% Novice 11% Proficient/Distinguished

Students with Disabilities' results were suppressed

Assessment Trends (8th Grade)

Reading

20/21 - 40.5% Novice 34.8% Proficient/Distinguished

Students with Disabilities' results were suppressed

21/22 - 30% Novice 41% Proficient/Distinguished

Students with Disabilities' results were suppressed

Math

20/21 - 58% Novice 8.9% Proficient/Distinguished

Students with Disabilities' results were suppressed

21/22 - 55% Novice 26% Proficient/Distinguished

Students with Disabilities' results were suppressed

Social Studies

20/21 - No Data to Trend - Social Studies Field Test

21/22 - 44% Novice 28% Proficient/Distinguished

Students with Disabilities: 66% Novice 9% Proficient/Distinguished

Combined Writing/On-Demand Writing

20/21 - 43.5% Novice 13.6% Proficient/Distinguished

Students with Disabilities' results were suppressed

21/22 - 29% Novice 29% Proficient/Distinguished

Students with Disabilities' results were suppressed

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:

- Teacher attendance rate was 84% for the 2021-22 academic year.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

Current Academic State

- 29% of FRL students scored Novice in 7th grade Reading
- 52% of FRL students scored Novice in 7th grade Math

- 35% of FRL students scored Novice in 8th grade Reading
- 58% of FRL students scored Novice in 8th grade Math
- 50% of FRL students scored Novice in 8th grade Social Studies

Non-Academic

- Student survey results indicate that students were more more satisfied with their overall school experience in the 21/22 school year, in comparison to 20/21

Increase from 54% to 67.3%

- Parent survey results indicate that parents were more satisfied with their students overall school experience in the 21/22 school year, in comparison to 20/21

Increase from 53% to 78%

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.

- 29% of FRL students scored Novice in 7th grade Reading
- 52% of FRL students scored Novice in 7th grade Math
- 35% of FRL students scored Novice in 8th grade Reading
- 58% of FRL students scored Novice in 8th grade Math

* While a large percentage of results regarding *Students with a Disability (with an IEP)* were suppressed, these two groups identify a lot of the same students. The team plans on using both of these as target gap groups going forward with goal setting and analysis.

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 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.

* A great strength will be a return of a large percentage of the student population to full-time, in-person learning; the total number of students enrolled in virtual academy at the beginning of 2021/2022 was 92 students. The total enrollment at the beginning of 2022/2023 was only 10 students. These populations, *FRL* and *Students with Disabilities*, we feel, will be best served by a return to a traditional, in-person learning format, where learning can be better tailored to those students specific needs. We expect this to increase standard master for these groups of students in both grade levels.

* An increase in specific, regular diagnostic testing, will allow additional analysis of practice and procedures by teachers in a further effort to better tailor learning to students strengths and weaknesses in both math and reading. We expect to see an increase in their ability to master content in both of these subject areas. In addition, we expect that a mastery of these two content areas will be reflected by an increase in a mastery of skills in other subject areas as well.

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](#)

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.

KCWP: Review, Analyze, and Apply Data


This will be the focus of the entire team, plus all classroom instruction as we are returning to a state where we have, what we consider, more accurate data to analyze and plan with.

ATTACHMENTS

Attachment Name

 School Key Elements

Attachment Summary

Attachment Name	Description	Associated Item(s)
 School Key Elements		• 7