

2020-21 Edythe J. Hayes Phase Two: The Needs Assessment for Schools

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Edythe Jones Hayes Middle School

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2020-21 Phase Two: The Needs Assessment for Schools

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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?

Data is reviewed and analyzed regularly. Our MTSS committees meet once per month to review data and identify students to target for interventions. SBDM reviews school data monthly. The administration team meets each week to review data and develop plans for schoolwide initiatives. We also have a variety of committees that meet monthly to review various schoolwide data.

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.

ACADEMIC -African American students scoring proficient and distinguished in reading increased from 47.5% in 2018 to 54.7% in 2019, which is a 7.2% increase. -Special education students scoring proficient and distinguished in reading increased from 11.0% in 2018 to 19.8% in 2019, which is an 8.8% increase. -African American students scoring proficient and distinguished in math decreased from 39.8% in 2018 to 36.8% in 2019, which is a 3% decrease. -Special education students scoring proficient and distinguished in math increased from 6.8% in 2018 to 13.6% in 2019, which is a 6.8% increase. -40.5% of our students scored proficient on math, while 26.8% scored distinguished. **NON-ACADEMIC** -We saw a slight decrease in suspension days from 2019 (approximately an average of 33 days per month) to 2020 (approximately an average of 30 days per month). -Our SAFE hours decreased slightly by approximately 30 minutes from 2019 to 2020. -Our average daily office referrals showed a slight increase from 2.62 per day in 2019 to 2.85 in 2020.

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.

Due to COVID-19 resulting in school closures and Non-Traditional Instruction, the following data is from the 2018-2019 school year. In 2018-2019, 26.8% of students scored Distinguished in Math on KPREP. In 2018-2019, 56.2% of students scored Proficient and Distinguished in Writing on KPREP, which is above the district and state average, and was the top score in the district. 14.2% of students dropped from one level to another in Reading on KPREP in 2018-2019. 16.3% of students dropped from one level to another on KPREP 2018-2019. Our attendance is not an area of weakness; we typically average around a 97% attendance rate for our students on a daily basis. The state average is 95%. Our behavior is also not an area of weakness, for a school our size we should be averaging about 10 referrals per day (1 for every 100 students). We average less than 3 referrals daily.

Trends

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

When looking at trends in discipline between the school years of 2018-2019 and 2019-2020 we found that numbers had decreased slightly in suspension days per month (from 33 to 30). Safe hours decreased by approximately by an average of 0.5 hours per month and average daily office referrals increased slightly from 2.62 to 2.85. On the 2019 KPREP test, in math, the percentage of students scoring proficient or distinguished in math increased 3.3%, the percentage of students scoring proficient or distinguished increased 4.7%. On the 2019 KPREP test, in science, the percentage of students scoring proficient or distinguished increased 1.6%. In social studies, the percentage of students scoring proficient or distinguished decreased 9.3%, and in writing, the percentage of students scoring proficient or distinguished decreased 9.9%.

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](#)

1- Reteaching protocol for students who do not reach mastery on standards (4, 5, 6) 2- Monthly sessions focused on technology, instruction, assessments, etc. (2, 6) 3- Continued implementation of Kagan Structures, with Kagan Coaches focusing on implementation (2, 6) 4-Refinement of standard based units of study (1)

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%.

Reading proficient/distinguished rating increased from 71.6% to 74.8% between the 2017-2018 school year to the 2018-2019 school year. Math proficient/distinguished rating increased from 61.8% to 66.5% between the 2017-2018 school year to the 2018-2019 school year. Science proficient/distinguished rating increased from 41.7% to 43.3% between the 2017-2018 school year to the 2018-2019 school year.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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