



2021-22 Phase Two: The Needs Assessment for Schools

2021-22 Phase Two: The Needs Assessment for Schools

Edythe Jones Hayes Middle School

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Table of Contents

2021-22 Phase Two: The Needs Assessment for Schools Understanding Continuous Imp...	3
Attachment Summary	7

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.

1. SBDM council- Dave Hoskins (principal), David Kitchen (teacher), Ro Koop (teacher), Brandon Castillo (teacher), Nicholas Hartlep (parent), Diane Owens (parent)
2. Leadership group 1 (department chairs)- Lauren Hyden (language arts), Kelsey Meece (math), Phil Hyde (math), David Kitchen (social studies), Jessica Bohannon (science), Andrea Straub (special education), Morgan Miller (CTE), Emily Levey (arts & humanities), Kris Church (associate principal), Matt Sherrard (associate principal)
3. Administration team met on July 17, 2021 for initial data review.
4. Department chairs met on July 20, 2021 for data review.
5. Team leaders met on July 21, 2021 for data review. At each meeting, plans were developed to address data

needs identified from spring MAP scores, and Foundations data. Meetings are documented through a Google Form and are attached to this document.

ATTACHMENTS

Attachment Name



Admin retreat agenda and minutes



Department chair minutes



Team leader minutes

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.

The percentage of special education students scoring novice in reading decreased from 60.5% in 2019 to 56.9% in 2021, but fall MAP scores show 62% of special education students scoring novice in 2021. The percentage of special education students scoring novice in math decreased from 49.4% in 2019 to 40.3% in 2021, but fall MAP scores show 65.85% scoring novice in 2021. Due to COVID-19, reliable discipline data is not available for the 2020-2021 school year.

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.

56.9% of special education students scored novice on KPREP reading in 2021. 40.3% of special education students scored novice on KPREP math in 2021.

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.

56.9% of special education students scored novice on KPREP reading in 2021. 40.3% of special education students scored novice on KPREP math in 2021.

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.

Special education students scoring novice decreased by 3.6% from 2019 to 2021, despite the COVID-19 pandemic and being virtual for much of the year. Special education students scoring novice decreased by 9.1% from 2019 to 2021, despite the COVID-19 pandemic and being virtual for much of the year.

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.





We will focus our work this year on KCWP 2: Design and Deliver Instruction

ATTACHMENTS

Attachment Name

 KWCP Key Elements Template

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Admin retreat agenda and minutes	Admin retreat agenda and minutes	• 1
 Department chair minutes	Department chair minutes	• 1
 KWCP Key Elements Template	Edythe J. Hayes Middle School Key Core Work Place Key Elements Template	• 6
 Team leader minutes	Team leader minutes	• 1