



2022-23 Phase Two: The Needs Assessment for Schools

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Edythe Jones Hayes Middle School

Harold Hoskins

260 Richardson Place
Lexington, Kentucky, 40509
United States of America

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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.

School administration team reviewed annual staff and student Foundations survey data in June 2022.

Team leaders reviewed annual staff and student Foundations survey data in June 2022.

Department chairs reviewed spring MAP data in June 2022.

Each department reviewed applicable data at their first department meetings of the year to develop their department action plans. This includes MAP data for math and reading, Amplify data for science, and Saavas data for social studies.

Fall MAP results were reviewed by math and language arts departments in September 2022.

KSA data was reviewed by administration team in October 2022.

Each department reviewed KSA data in October 2022.

CSIP committee uses department action plans and KSA data to develop the CSIP in October-November 2022.

Meetings are documented using a Google form. All meeting meetings are presented to SBDM council.

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?

For Goal 1: Reading and Math proficiency, objectives 1 (reading) and 2 (math) were exceeded.

For Goal 2: Separate Academic Indicator, objective 1 (science proficient/distinguished) was met. Objective 2 (writing) was not met.

For Goal 3: Gap Reduction Goal for African Americans, objective 1 (reading) was exceeded. Objective 2 (math) was not met.

For Goal 4: Gap Reduction Goal for Special Education, objective 1 (reading) was not met. Objective 2 (math) was not met.

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 achievement of students with special needs remains our largest achievement gap. From 2021 to 2022, the percentage of special needs students scoring novice in reading decreased by 4.9%, however, we did not meet our objective. In addition, the percentage of students scoring novice in math increased by 8.7%.

Also, our fall MAP data shows confirms our KSA data, with over 50% of our students with special needs scoring at the novice level.

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.

52% of students with special needs scored novice on the 2022 KSA reading assessment, and 53% as measured by MAP in the fall of 2022.

49% of students with special needs scored novice on the 2022 KSA math assessment, and 56% as measured by MAP in the fall of 2022.

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.

52% of students with special needs scored novice on the 2022 KSA reading assessment, and 53% as measured by MAP in the fall of 2022.

49% of students with special needs scored novice on the 2022 KSA math assessment, and 56% as measured by MAP in the fall of 2022.

27% of African American students scored novice on the 2022 KSA reading assessment, and 24% as measured by MAP in the fall of 2022.

36% of African American students scored novice on the 2022 KSA math assessment, and 29.5% as measured by MAP in the fall of 2022.

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.

The percentage of students scoring proficient and distinguished in reading increased from 59.8% in 2021 to 66% in 2022.

The percentage of students scoring proficient and distinguished in math increased from 46.8% in 2021 to 61% in 2022.

The percentage of students scoring proficient and distinguished in science increased from 31% in 2021 to 37% in 2022.

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.


Plan Do Study Act

Teacher Clarity


Intervention processes

ATTACHMENTS

Attachment Name

 School Key Elements

Attachment Summary

Attachment Name	Description	Associated Item(s)
 School Key Elements	Alignment of all school processes and procedures with Key Core Work Processes	• 7