



HFMMMS 2021-22 Phase Two: The Needs Assessment for Schools

2021-22 Phase Two: The Needs Assessment for Schools

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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.

REVIEWING OF THE DATA The Administrative Team reviews the data initially, then shares the data with the faculty to look for strengths and areas of growth. They will attend the GRREC Workshop in which they will discuss and breakdown the KPREP data for accountability. The information gained is used to develop CSIP goals. All data is shared with the SBDM Council. While the information is shared "BIG PICTURE" to the faculty, the goal is to be more intentional in the specifics of the data -- content/individual student. The Interventionist reviews the Universal Screening "Spring" data to determine the number of needed accelerated, advanced, and intervention courses. Using the data, the Guidance Counselor will schedule

students based on that data, ACCESS scores, and GSSP/IEP/PSP requirements. ANALYZING THE DATA The Interventionist analyzes data from Fall Universal Screener to determine student scheduling adjustments from the Spring data, Quarter 1 grades and KPREP results. The Interventionist, along with the Curriculum Coordinator, Building Assessment Coordinator, and Guidance Counselor communicate Fall data to teachers, students, and parents via PBIS letters, KPREP student reports, and report cards. APPLYING DATA - - All data will be used during PLCs, Leadership Meetings, Team Leader Meetings, Faculty Meetings to discuss where we are, where we want to be (CSIP goals), and how we plan to get there.

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.

ACADEMIC - - Reading, Math, and Writing are areas where improvement is needed based on KPREP, SRI, and STAR data. From 2018-2020, Moss saw an 11% increase in the number of Novices in reading among students in the achievement gap. NOVICE - - KPREP 2017-2018 | Reading (29.8%) and Math (31.2%) 2018-2019 | Reading (29.2%) and Math (28.8%) 2019-2020 | NO DATA due to the pandemic 2020-2021 | Reading (46.0%) and Math (49.9%) - - Considerable increase PROFICIENT/DISTINGUISHED - - KPREP 2017-2018 | Reading (47.3%) and Math (27.2%) 2018-2019 | Reading (48.2%) and Math (25.6%) 2019-2020 | NO DATA due to the pandemic 2020-2021 | Reading (29.6%) and Math (14.0%) - - Considerable decrease The number of behavior referrals increased from 204 (2019-2020) to 288 (2020-2021)

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.

ACADEMIC 19.9% of 7th graders and 24.9% of 8th graders scored proficient in Reading compared to the state average of 27.1% 13.6% of 7th graders and 9.3% of 8th graders scored proficient in Math compared to the state average of 20.7% 7.3% of 7th graders scored proficient in science compared to the state average of 18% on KPREP 26.6% of 8th graders scored proficient in writing compared to the state average of 36.8% on KPREP NON-ACADEMIC The Attendance Rate of faculty has shown a 1% decrease from 2020 to 2021. Clubs and extracurricular activities are being added to increase opportunities for students - - Chess Club, Girls Soccer, Softball

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.

19.9% of 7th graders and 24.9% of 8th graders scored proficient in Reading compared to the state average of 27.1% on KPREP 13.6% of 7th graders and 9.3% of 8th graders scored proficient in Math compared to the state average of 20.7% on KPREP 7.3% of 7th graders scored proficient in science compared to the state average of 18% on KPREP 26.6% of 8th graders scored proficient in writing compared to the state average of 36.8% on KPREP

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.

FastBridge Progress Monitoring assessment level was set at the GE indicated by STAR Reading Universal Screener. It showed that 98% of the students scored 60% and above at that set grade level. This system of support was due to the Fast Bridge Assessment "chunking" the reading passage and checking for understanding after each 2-4 sentence section. This data lead to the incorporation of this "chunking" strategy in our ELA classrooms.

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.

While we will focus on all elements, there will be a very intentional focus on KCWP 5: Design, Align and Deliver Supports. There will be an intentional focus on "teams" of teachers to ensure that common assessments are used to assess each of the standards. That data will then be used during PLCs and to drive future instruction. This effort will drive the improvement of achievement in all areas.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 HFMMMS KEY ELEMENTS TEMPLATE	This document provides evidence of expected requirements.	.