



21-22 TCMS 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.

1. Admin Team Meetings (Data Meetings)- Our school admin team meets approximately 2x monthly to discuss current data/trends in instruction from Assessment Data (KSA, MAP, & Summative Assessments). This is done through discussing feedback with staff and each other. 2. SBDM Meetings- Both KSA & MAP Assessment Data is shared with SBDM council each testing cycle. Action Plans are discussed to move areas of improvement forward. 3. Assessment & Accountability Committee- This committee meets approximately 4x annually to discuss our schools current state and works together to formulate action plans. 4. Professional Learning Committees- Our school's PLC's meet each Friday during ERF (early release

Friday) time. This block of 2 hours serves for a variety of purposes, including analyzing Summative Assessment data to drive further instruction. Additionally, teachers use Summative Assessment Data to make improvements to Lesson/Unit Plans. Our PLC's set goals as it pertains to our Assessments 2x annually and develop action plans to reach those goals. 5. Common Planning- This year ALL of our teachers have common planning in our Master Schedule. This time is used to conduct guided planning where teachers analyze best practices for instruction and planning. Teachers also use this time to analyze both formative & summative assessment data.

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.

-From 2018 to 2021, our school saw a 24 % decrease in combined Proficient/Distinguished scores in Math among all students. -From 2018 to 2021, our school saw increasingly lower scores in combined Proficient/Distinguished scores in all assessment areas among students with disabilities (IEP's) as compared to grade level Proficient/Distinguished scores. -The number of counseling referrals increased from appx. 50 in 2018-19 to appx. 150 in 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.

-Twenty-one percent (21%) of our students scored proficient in math compared to the state average of 27%. -Twenty-six percent (26%) of students in the achievement gap (IEP's) scored proficient on KPREP Reading, compared to 47% school-wide. -Ten percent (10%) of students in the achievement gap (IEP's) scored proficient on KPREP Math, compared to 21% school-wide. -Student survey results indicated appx. 95% of students felt their school is a caring place and teachers made them feel welcome.

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.

-Seventy-nine (79%) of students school-wide scored below proficiency on the KPREP math test, compared to 53% of students school-wide scored below proficiency on the KPREP reading test. -Twenty-six percent (26%) of students in the achievement gap (IEP's) scored proficient on KPREP Reading, compared to 47% school-wide. -Ten percent (10%) of students in the achievement gap (IEP's) scored proficient on KPREP Math, compared to 21% school-wide.

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.

-Reading proficiency scores school-wide are 48%, which is 4% higher than the state average (44%). The teaching strategies/methods implemented in our ELA classes can be adapted to address our low performance in math. -On-Demand writing scores school-wide are 50% which is 10% higher than the state average (40%). The

teaching strategies/methods implemented in our Writing classes can be adapted to address our low performance in math.

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.


See Attachment

ATTACHMENTS

Attachment Name

 TCMS Key Elements

Attachment Summary

Attachment Name	Description	Associated Item(s)
 TCMS Key Elements		• 6