



2020-21 Phase Two: The Needs Assessment for
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2020-21 Phase Two: The Needs Assessment for Schools

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2020-21 Phase Two: The Needs Assessment for Schools

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?

We review data in the following ways: PLC groups analyze data to inform their instruction; we analyze data annually at the school-level--all teachers participate and principal facilitates. There are also Instructional Leadership Team meetings in place that include the principal, assistant principal, and our instructional coach. SBDM will also review and analyze data in order to make decisions about instructional needs. The Instructional Leadership Team meets monthly to look at state assessment data and daily walkthrough data. In addition, our PLCs meet once a month and regularly review 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.

Total number of disciplinary events in 19-20: 268. 67 of those incidents were on the bus and 45 were disrespectful behavior. From 2017-2019 in reading there was 3.6% increase in percentage of Novice students from 16.4% to 20%. From 2017-2019 in Math students with an IEP showed a 9.3 percent improvement in percentage of P/D
2020 6th grade math MAP data: 15% novice and 52% apprentice; 7th grade math MAP data: 17% novice; 47% apprentice
2020 6th grade reading MAP data: 15% novice 50% apprentice; 7th grade reading MAP data: 13% novice 41% apprentice

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.

In 6th grade math MAP, 33% of students scored P/D as opposed to 67% N/A. 7th grade math MAP, 37% scored P/D as opposed to 64% N/A. 7th grade math has the highest number of students who scored novice: 17%. From 2017-2019 in reading there was 3.6% increase in percentage of Novice students from 16.4% to 20%. Continued increase in novice in 2020: now at 28%

Trends

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

We have significant academic needs in math. Given the current situation with the pandemic, student gaps have increased significantly in math. In addition to math, we offer Read 180 to students who score in the lowest percentile on MAP reading. Math and reading continue to be our most significant areas of academic needs. Bus rule violations are our most significant behavioral issue, making up 25% of all behavioral incidents for the 2019-2020 school year. We use the PASS program to help students with restorative practices.

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](#)

KCWP 5 will be one of our primary focuses. Based on behavioral data and the Kentucky Impact Working Conditions Survey, behavior and consequences have been concern for awhile. We have developed a disciplinary matrix (approved by SDBM) that we are now using to ensure that consequences are consistent and fair for all students. In addition, we are using the supports from the PASS program to help students learn better ways to handle situations. We are also incorporating Social Emotional Learning lessons into our schedule daily to ensure all students get additional supports.

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%.

We have Read 180 courses for students who scored in the bottom 10% on MAP. The PASS program helps students with proactive steps to deter behavioral issues. Twenty-five percent of behavioral referrals for the 19-20 school year were from the bus. The PASS program teachers assist students in creating ways to improve their behavior on the bus as well. All 7th grade students are enrolled in My Shield. This course focuses on soft skills for students. Social Emotional Learning time occurs for each student from 2:45-3:05 daily.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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