



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

**Elliott County Middle School**  
**Emily Adkins**  
351 South KY 7  
Sandy Hook, Kentucky, 41171  
United States of America

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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.

The first look at 2020 KPREP data was held on September 28, 2021 with all middle school teachers, Emily Adkins principal, and Dolly Fannin, district intervention coordinator. The group analyzed KPREP data including reading, math, science, and writing for students in grades 6-8. The iReady data for reading and math was analyzed using beginning of the year benchmarks. These meetings were documented with teachers agenda notes. On October 19, 2021, ECMS teachers along with principal Emily Adkins, and Dolly Fannin, district intervention coordinator took a deeper dive into the school report card data. The group discussed impact of number of students identified as economically disadvantaged. The Academic

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Performance section housed the KPREP data. The school level data for each content was compared to the state level. The final portion of the meeting on 10-19-2021 involved the rating of the Key Core Work Processes by the staff. This information was documented using the key elements template. Community member, Myron Lewis, attended the SBDM meeting on October 19, 2021 to provide community input. The same data was shared with SBDM members Mary Skaggs; teacher representative, Julie Reynolds; teacher representative, Gabe Markwell; teacher representative, Stephanie Reynolds; parent representative in prospective of school wide analysis to determine needs and priorities. Meeting was documented in SBDM minutes. On October 21, 2021 the school level data was shared with Elliott County Board of Education members: Nancy White, Keith Mason, Elisha Roseberry, Bridgett Howard, Brent Sturgill, and Debbie Stephens; superintendent.

## 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 district consolidated in July 2020 establishing Elliott County Middle School encompassing grades 6-8. KPREP data was not available for Spring 2020. MAP testing was not administered in Spring of 2020. iReady beginning of year benchmark for fall 2020 was found to be invalid due to parents assisting the students, students looking up answers, or lack of engagement with overall assessment. Students were virtual from March 2020-March 2021. We currently do not have trend data that accurately reflects a trajectory path due to multitude of culminating circumstances.

## 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 State 89.35% of students participated in 2021 Spring KPREP assessments  
 39.4% of students scored Proficient/Distinguished on KPREP reading in May 2021  
 11.3% of students scored Proficient/Distinguished on KPREP math in May 2021.  
 36.7% of students score Proficient/Distinguished on KPREP writing in May 2021.  
 20% of student met benchmarks in 6th grade iReady reading administered in August 2021  
 18% of students met benchmarks in 7th grade iReady reading administered in August 2021  
 8% of students met benchmarks in 8th grade iReady reading administered in August 2021  
 7% of students met benchmarks in 6th grade iReady math administered in August 2021  
 11% of students met benchmarks in 7th grade iReady math administered in August 2021  
 36% of students met benchmarks in 8th grade iReady math administered in August 2021  
 Non Academic State Teacher Ratio 17:01  
 28.6 of student taught by inexperienced teachers ( 3 year or less experience).  
 1:1 Chromebooks  
 1% with of students with no internet access

**ATTACHMENTS**

**Attachment Name**

 iReady Math

 iReady Reading

**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.

39.4% of students scored Proficient/Distinguished on KPREP reading in May 2021  
 11.3% of students scored Proficient/Distinguished on KPREP math in May 2021.

36.7% of students score Proficient/Distinguished on KPREP writing in May 2021. 20% of student met benchmarks in 6th grade iReady reading administered in August 2021 18% of students met benchmarks in 7th grade iReady reading administered in August 2021 8% of students met benchmarks in 8th grade iReady reading administered in August 2021 7% of students met benchmarks in 6th grade iReady math administered in August 2021 11% of students met benchmarks in 7th grade iReady math administered in August 2021 36% of students met benchmarks in 8th grade iReady math administered in August 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.

100% of students in grade 6-8 are housed on the same campus.

### 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.

All ECMS teachers are working on revising/updating/creating curriculum maps throughout the 2021-2022 school year. Individual teachers are completing maps but vertical alignment takes place in content PLC meetings. School leadership will work closely with PLC teams to ensure instruction is congruent to standards in all classes. PLCs will address instructional outcomes incorporated in the analysis process. Revised/updated curriculum maps will include a balance of assessment items. Assessment data will be analyzed during monthly PLC meetings. Teachers will have a schedule to address analysis of assessment results in PLCs for content level. School wide data will be included in the assessment schedule as addressing summative, benchmark, and interim assessment results and planning for next steps. Monthly monitoring will occur in PLC monthly meetings to determine student progress to address student deficiencies. Implementation of school wide PBIS model will evidence positive school culture and environment.




## **ATTACHMENTS**

### **Attachment Name**

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 Key Elements

# Attachment Summary

Attachment Name	Description	Associated Item(s)
 iReady Math		• 3
 iReady Reading		• 3
 Key Elements		• 6