



2021-22 Phase Two: The Needs Assessment for Schools Bourbon County Middle School

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Bourbon County Middle School

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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.

Every teacher looks at and breaks down data based on reports from the state and breaks them down to specific team data sheets. KPREP Excel reports and the School Report Card are used. Teachers look at data to see trends, gaps, and overall data. From there, teachers begin to create next steps for core instruction and RTI then input those strategies into a 30-60-90 day plan. Teachers also use the Key Core Work Processes to gauge strengths, trends, concerns, etc.

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.

In looking at the trend data from 2018-2019 to 2020-2021, there is an overall downward trend in academic data, mainly since Covid. Although there was no assessment or accountability in 2020, when comparing 2019 data to our 2021 data, The P/D percentage in reading decreased from 59.7 in 2019 to 37.8. Math P/D decreased from 47.8 to 25.2. Science decreased from 38.8 to 18.3. Writing, however, saw an increase of PD from 37.5 in 2019 to 60 in 2021. This increase in the percentage of students scoring better in writing was also reflected in our populations of white students and our economically disadvantaged students (29.4 PD in 2019 to 48.6 PD in 2021). Our KPREP scores provided insufficient numbers of students reporting for African American, IEP, and EL, so we do not have any data in those categories to compare.

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.

Current Academic State:37.8% of students scored proficient/distinguished on KPREP Reading. 25.2% of students scored proficient/distinguished in math. 18.3% of students scored proficient/distinguished in science. 60% of students scored proficient/distinguished in writing, Fifty-four percent (54%) of our students scored

proficient in math compared to the state average of 50.9%. Non-Academic Current State: --The number of behavior referrals decreased from 288 in 2019-2020 to 53 in 2020-21. Students were not in the school building for part of the year due to Covid. Teacher attendance was drastically impacted by Covid quarantines. With the data being skewed the numbers were not added to this document.

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.

Causes for concern are that BCMS still has gaps in several areas, specifically, we saw decreases in reading, math, and science in Hispanic and economically disadvantaged students. When looking at individual student scores, we also know that special education students and EL students need to also be a priority for us, even though there was insufficient data reported for them on the 2020-2021 KPREP assessment. We have worked hard the past several years to learn and implement instructional strategies to increase proficiency in these areas. BCMS has shown some improvement, however, the gaps still exist and we have a ways to go.

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.

Writing saw an increase of PD from 37.5 in 2019 to 60 in 2021 This increase in the percentage of students scoring better in writing was also reflected in our populations of white students and our economically disadvantaged students (29.4 PD in 2019 to 48.6 PD in 2021).

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 KCWP were analyzed. After analyzing each KWCP numbers 2 and 5 proved to be the KCWP that we will focus on for 2021-2022.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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