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2021-22 Phase Two: The Needs Assessment for Schools

Martin County Middle School
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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.

All data analysis begins with evaluations of current score in relation to trend by the leadership team. Examples of drilled down data is attached. Leadership team begins in June/ July before current school year placing students in novice reduction classes for math/ reading and RTI classes based on MAP data from spring of previous grade year, KPREP data, formative and summative assessments from previous year, teacher recommendation, and Q-Star data. The leadership committee also also analyzes reading data and trends after KPREP data is released. We also begin the process of looking at last year’s trends to lead needed change for the current year. Once current data is released, we analyze current data in relation

to decisions and placements to support a continuation or remediation of plans. All teachers will also drill down, their current data using KASA documents to lead their analysis beginning with staff meetings and continuing during professional learning days and PLC meetings. The Leadership team also prepares data for the SBDMC, Title I, Parent Involvement, and any other stakeholder meeting. SBDMC members include Brent Haney (principal), Brian Farley, Denise Butcher, and Lee Harris (teachers). Leadership team includes Brent Haney, Jennifer McCoy , Brian Farley, Lee Harris, Denise Butcher, and Jordyn Harless. Parent Involvement and Title I leader is Jennifer McCoy (counselor).

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.

Due to Covid students did not take KPREP in the 2019-2020 school year so I will compare data trends from the 16/17 17/18, 18/19 school years. In mathematics, trend data shows that from 2016/2017 to 2018/2019 the percentage of novice has decreased substantially. In 16/17 the percentage of students who were novice in math 29.8%; 22% in 17/18; and 16.9% in 18/19. In the same three years, the percentage of proficient and distinguished students has increased. The percentage of proficient and distinguished students in mathematics were 29.8%, 27.5%, and 39.1%. Due to Covid scores decreased in the 2020-2021 school year. Most of the school year students were virtual. In mathematics, trend data shows that from 2018/2019 school year and the 2020-2021 the percentage of novice has increased substantially. In 18/19 the percentage of students who were novice in math was 16.9% in 20/21 novice rates increased to 43.1%. In the same year the percentage of proficient and distinguished students has decreased due to Covid.. The percentage of proficient and distinguished students in mathematics in 18/19 was 39.1% the 2020-2021 school year the percentage of distinguish increased to 31.1%. Because of the decrease, math remains a significant area for improvement. In reading, trend data shows the percentage of students scoring novice is increasing due to Covid. In 16/17 novice students in reading was 25.1%; 27.8% in 17/18; and 16.7% in 18/19. The trend data for the same three years for students in proficient and distinguished in reading shows an increase, but this year due to Covid distinguished and proficient has decreased to 31.1% and novice rates has increased to 46.2%. The

percentage of those students were 52.1%, 53.5%, and 61.2%. In social studies, trend data shows that from 2016/2017 to 2018/2019 the percentage of novice scoring students has fluctuated. In 16/17, the percentage of novice students was 9.6%; 18.9% in 17/18, and 8.5% in 18/19. Although we saw a substantial increase in the number of students scoring proficient and distinguished in social studies in 18/18, trend data shows it has fluctuated over the last three years. The percentage of students proficient and distinguished in social studies in 16/17 was 29.8%; 27.5% in 17/18; and 39.1% in 18/19. Due to Covid the 19/20 school year there was no KPREP data for Social Studies and the 20/21 school was the pilot of the new social studies test so there is no new data to report for social studies in the last two years. In writing trend data shows that from 2016/2017 to 2018/2019 the percentage of students scoring novice has fluctuated. In 16/17 the percentage of students scoring novice was 16.9%, 23.5% in 17/18, and 22% in 18/19. In those same three years, the percentage of students scoring proficient and distinguished has been consistent with the scores 33.1%, 30.9%, and 32.2%. Comparing these scores to the 20/21 school year novice rates have increased and distinguished and proficient rates have decreased. 20/21 in writing novice increased to 32.9% and distinguished and proficient decreased to 23.3%. Trend data from 17/18 to 18/19 shows an increase in the percentage of students scoring novice in science. In 17/18 the percentage of novice scoring students in science was 20.8% and 28.9% in 18/19. The percentage of students scoring proficient and distinguished in science was 17.5% in 17/18 and 14% in 18/19. The 20/21 science data was not released for the school but only for the state and over all in the state of Kentucky science novice scores increased to 34.5% compared to 18/19 of 28.9%. Overall in the state of Kentucky distinguished and proficient scores increase to 20.8.

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.

Due to no state testing in 19/20 most data is being compared to the 18/19 school year. In reading, the states proficiency and distinguished average was 44% and our 20/21 reading proficiency and distinguished average was 31.1% In KPREP math, 15% of students meet proficiency compared to the state average of 27.8%. Due to covid attendance decreased significantly, but the school has reported the 18/19 attendance records for the last few years. MCMS used the 18/19 attendance records for the 20/21 school year .Martin County Middle School did not meet the state attendance goal of 96%. The attendance average from 20/21 was 92.6%. This was a decrease of .30% from 2017-2018. Attendance from August-November 1st of 2018-2019 was 93.25%. Attendance from August to November 1st of the current school year is 93.33%. The number of behavior referrals in 20/21 decreased substantially from the previous years. There were 107 office referrals in 2018/2019; 19 of these were bus referrals. There was only 9 office referrals in 20/21. Technology has made major improvements at Martin County Middle School. Currently 100% of students have access to Chromebooks daily. MCMS bought 30 computers for the computer lab. Currently 100% of students have access to a rocket book daily. Currently we have access to a 3D printer and view sonic T.V.'s in every classroom.

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.

84.9 of all students scored below proficiency on 20/21 KPREP test in Math. On the 20/21 KPREP writing test, 76.7% of students scored below proficiency. Reading KPREP 68.9% of students scored below proficiency.Due to Covid all subject areas are of concern this year. Due to most of the 20/21 school year being virtual scores have declined. Reading, math, and writing novice scores have increased to 46.2% in reading, 43.1% in math, and 32.9% in writing. MCMS priority is to reduce the number of novice in reading, writing, and math this school year.

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.

Due to no state testing in 19-20 school year most of the data is being compared to the 18/19 school year. Martin County Middle School received a three star rating for the 2018/2019 school year. There was an 8.3% increase in reading proficiency from 2018, resulting in 61.2% meeting proficiency. This surpassed the state average by 1.6%. We saw an increase of 11.6% from 2017 in math proficiency. Our students with disabilities (IEP) population increased proficiency by 5.9% and decreased the number of novice scoring students by 7.1% in math from the previous year. Social Studies proficiency increased 12.5% from 2017 for a score of 53.4% in 18/19. Some of the strengths of the 20/21 is that even though most of the school year was virtual students still had a 31.1% of distinguished and proficient KPREP scores in reading, 15% in math, and 23.3% in writing. Every school year that we are dealing with Covid teachers and students are adapting to using more virtual programs and scores should approve over time.

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.

Delivery of instruction: We will continue to use an instructional process template for lesson planning. The instructional process template requires teachers to include pre-assessment data. It also requires teachers to examine formative data to ensure that students are prepared for the summative assessment. If formative assessment shows misconceptions in understanding, teachers make instructional changes based on the data. In professional learning communities, teachers will present the data that they have analyzed from previous lessons. Instructional process (lesson plans) will be monitored periodically by principal during PLC meetings. A professional learning day for all staff at the beginning of the current school year to adjust curriculum and pacing guides. 2. Design and Deliver Instruction: Learning is monitored through pre-assessment before instruction; formative assessments during instruction; and summative assessments after instruction. Teachers will analyze and discuss the data and present weekly PLC meetings. This school year, we wanted to built instructional academy days into our calendar but due to Covid and starting school late instructional academy days will be after school this school year. There are four scheduled throughout the school year. The first academy was in October and the others will occur throughout the school year.. On academy days, instructional leaders, committee team members and the instructional coach will present instructional strategies and Kagan structures that teachers can use in their classroom. The instructional coach and instructional leaders will demonstrate how the strategies can be used in various content areas. In addition, teachers will peer observe other colleagues using high-yield strategies. Strategies will be added to teacher interactive notebooks. During monthly staff meetings, team members will present instructional strategies and teachers will “show and tell” resources that they feel impact student achievement. Additionally, the instructional coach will send out a bi-weekly “Teacher Talk” newsletter which will feature links to resources, professional readings, and a strategy spotlight. 3. Design and Deliver Assessment Literacy: The expectation for teachers in regards to keeping stakeholders informed of assessment results is through parent/teacher conferences. Also, MCMS has Operation Student Goal Setting (OSGS). At this time, teachers conference with students to communicate KPREP assessment results from the previous year, MAP results from most recent testing window and PSAT results from the previous year. Students set KPREP and MAP goals for the current year. OSGS conferences will occur again after Winter MAP assessment. Teachers analyze assessment questions

in content area PLC meetings to monitor the validity of assessments (formative and summative) to ensure congruency to the standards/targets. Questions and assessments are analyzed and discussed in order to ensure that both are rigorous and valid in accordance with state standards. The process teachers use to make learning targets clear for students is to post them each day. At the beginning of the lesson, teachers and students read targets and discuss. School leadership and administration ensure the appropriate assessment design is used that will best evaluate the level of student learning by ensuring that all summative assessments are KPREP like. Teachers must include multiple choice and short answer or extended response question on all summative assessments. Feedback is given to students on their progression of learning through grades and comments on assessments. School leadership ensures teachers utilize formative and summative data to increase student achievement through the instructional process. Teachers are required to record at least two formative assessment grades in Infinite Campus weekly, and at least one summative per nine weeks. School leadership analyzes the data in order to identify priorities and implement actionable steps that impact instruction/student learning in leadership meetings and staff meetings. Teachers analyze data in their content area teams and answer questions based on KASA documents. Students track progress and set goals during OSGS as mentioned above. 4. Review, Analyze, and Apply Data: Teachers will use a variety of assessments to ensure a balanced approach. Formative is used to guide teachers instruction. Formative assessments will be given in a variety of formats. Summative assessments are used to see which students met benchmark on targets and which students need re-instruction. Pre-assessments are used to guide instruction before instruction occurs. Interim assessments and practice KPREP scrimmage test are given at different intervals throughout the year to check students understanding of content and guide future instruction. Summative and interim assessments are designed to mirror KPREP and utilize mostly multiple choice, short answer, and extended response questions. Teachers also give all types of assessment in the form of writing, such as essays, on-demand writing, narrative writing, and argumentative writing. School leadership ensures that assessments are of high quality and aligned to the rigor of state standards through PLC meetings. Teachers present assessment data and discuss validity. Teachers ensure instruction and assessment match targets and standards through vocabulary and use of power words. Systems in place to ensure that student data is collected, analyzed, and being used to drive classroom instruction includes presentation of data in PLC meetings, Teachers use Gradecam reports for summative and interim assessments. Teachers use these reports along with data from Exact Path and USA Test Prep to present data at PLC meetings. School leadership ensures teachers use data to determine students' needs (e.g., movement through tiers of intervention, grouping/regrouping, teacher placement, scheduling) through formative assessments.

Teachers also use progress monitoring in tier II RTI. This year, students use the Exact Path program for intervention. Exact Path is an online program that starts students on a learning path based on their scores on MAP testing. Students who complete their entire learning path and pass the pre-test with 80% mastery will be moved into another RTI class or be moved into an enrichment course. The principal uses all of the data and information to improve instruction and reduce the number of students scoring novice. Students performing at a novice level are placed in novice reduction classes which utilize the Math 180 program. Students who perform at apprentice levels will take a second math class to reinforce what has been taught in their regular math class. Furthermore, Students are encouraged to participate in the MCMS 21st CCLC after school program. The program provides virtual and in-person (when possible) homework help, tutoring, and enrichment on Monday through Thursdays. The 21st CCLC program partners with the MCMS Title I program and Youth Service to provide character building opportunities. To ensure students are aware of the rules and expectations for the Google Classroom setting tutorial videos were distributed at the beginning of school. The district Title I programs and Youth Service Center work together with all community stakeholders to ensure a quality learning environment. As a result of CARES funding during the COVID 19 pandemic, MCMS was able to purchase enough chromebooks to become a 1:1 school providing equitable access for all students. In addition, online programs such as Brain Pop, Book Creator, and EDPuzzle were purchased. Community hot spots are available throughout the district for students who do not have internet connection at home.

Attachment Summary

Attachment Name	Description	Associated Item(s)
BDA		•
Instructional Process Template		•
Key Elements Template		•
MCMC behavior		•
PACE		•
PLC Process		•
RTI Process		•
School Report Card		•