



2021-22 Phase Two: The Needs Assessment for
Schools_08092021_14:18

2021-22 Phase Two: The Needs Assessment for Schools

Montgomery County High School
Rocky Franz
724 Woodford Dr
Mt Sterling, Kentucky, 40353
United States of America

Table of Contents

2021-22 Phase Two: The Needs Assessment for Schools Understanding Continuous Imp...	3
Attachment Summary	7

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.

Groups reviewing, analyzing, and applying data at MCHS include the school-based decision making council (meets monthly with documented minutes), the administrative team (meets weekly with agenda), department level professional learning communities (meets the 1st and 3rd Wednesday of each month and reviews data using the plan, do, study, act model), and content specific professional learning communities. Our district also provides two days during the year, one in the fall and one in the spring, to work together as a school to analyze school level and department level 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.

Overall, our scores on the ACT decreased from the previous year, however that is expected with the learning loss experienced through COVID. Our focus for the upcoming year will be to increase students meeting benchmark in math as well as students with disabilities meeting benchmark in English and Math. These scores factor into our Post-Secondary Readiness data. We did not previously give the 10th grade assessments in math and reading or the 11th grade assessments in science and writing in the 2020 school year. Based on our 2021 spring data on those assessments we need to focus on decreasing the number of novice students performing in all subject areas.

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.

ACT - Percent meeting benchmark in English - 43.2% Students with disabilities - 0%
 Percent meeting benchmark in math - 35% Students with disabilities - 0% Percent meeting benchmark in reading - 46.4% Students with disabilities - 13.6% KPREP - Percent scoring Novice in reading - 28.7% Students with disabilities - 58.3% Percent

scoring Novice in math - 31.9% Students with disabilities - 47.6% Percent scoring Novice in science - 24.5% Students with disabilities - 65% Percent scoring Novice in writing - 9.5% Students with disabilities - 42.1%

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.

Our priorities in all areas will be to decrease the number of students with disabilities scoring Novice (see novice scores above). This includes the KPREP tests in reading, math, science, and writing. On the ACT our priority will be to increase the total number of students meeting benchmark in reading, English, and math. We will also focus on increasing those same numbers for students with disabilities.

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.

Post-secondary readiness and graduation rate continue to be our strong areas. We are utilizing a new post-secondary readiness document that will assist us in tracking student scores and ensuring students are continuing in their appropriate career pathway. Overall on assessment, on-demand writing was a strength, with only 9.5% of students scoring at the novice level.

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.

Our school will be focusing on KCWP 4: Review, analyze and apply data. We will do this through our new PLC protocol using the Plan, Do, Study, Act model. Teachers will meet with administrators and curriculum coaches on the 1st and 3rd Wednesday of each month. During these meetings, specific content areas will share out their latest data information and plans for moving students forward.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 MCHS Key Core Work Processes		.