22-23 Phase Two: TCMS Needs Assessment for Schools

2022-23 Phase Two: The Needs Assessment for Schools

Taylor County Middle School
Neil Sanders
300 Ingram Avenue
Campbellsville, Kentucky, 42718
United States of America

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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.

1. Admin Team Meetings (Data Meetings)- Our school admin team meets approximately 2x monthly to discuss current data/trends in instruction from Assessment Data (KSA, MAP, & Summative Assessments). This is done through discussing feedback with staff and each other. 2. SBDM Meetings- Both KSA & MAP Assessment Data is shared with SBDM council each testing cycle. Action Plans are discussed to move areas of improvement forward. 3. Assessment & Accountability Committee- This committee meets approximately 4x annually to discuss our schools current state and works together to formulate action plans. 4. Professional Learning Committees- Our school's PLC's meet each Friday during ERF (early release Friday) time. This block of 2 hours serves for a variety of purposes, including analyzing Summative Assessment data to drive further instruction. Additionally, teachers use Summative Assessment Data to make improvements to Lesson/Unit Plans. Our PLC's set goals as it pertains to our Assessments 2x annually and develop action plans to reach those goals. 5. Common Planning- This year ALL of our teachers have common planning in our Master Schedule. This time is used to

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conduct guided planning where teachers analyze best practices for instruction and planning. Teachers also use this time to analyze both formative & summative assessment data. In closing, this year our school will be implementing Department Chairs to enhance collaboration/staff feedback in order to achieve both student and school goals.

Review of Previous Plan

2. Summarize the implementation of the goals, objectives, strategies and activities from the previous year's Comprehensive School Improvement Plan (CSIP). What was successful? How does it inform this year's plan?

We were extremely successful in achieving our Math proficiency goals & objectives. Every Math benchmark was reached via our KSA testing results and we plan to further expand on those goals this year. Our Math department implemented new strategies in the classroom, transformed our interventions, and received tailored content training throughout the year. Furthermore, we were successful in achieving our growth goals as well in the area of Math. We reduced both our Apprentice & Novice groups and increased both Proficient and Distinguished groups.

We were not successful in achieving our separate academic goal in the area of Science. We reduced our combined P/D by 8%. One factor to consider was that all students were tested and this was the first year of online testing. In knowing this, Science will be our primary focus for improvement in our separate academic indicator goal. Additionally, our writing scores decreased and will be a secondary focus for improvement for this year's CSIP. Furthermore, we were not successful in achieving our achievement gap goal which was our ECE student population. We unfortunately were labeled TSI due to our ECE data across all contents but specifically with those separate academic indicator areas (SS, Science, Writing).

In summary, we reached both our proficiency goals (Math) and growth goals (Math), but did not reach our separate academic goals (Science) or achievement gap goals (ECE pop.).

Trends

3. 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 2020-21 to 288 in 2021-22.
• From 2020 to 2022, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

-From 2020 to 2022, our school saw an 8% decrease in combined P/D in the area of Science.

-From 2020 to 2022, our school saw an 21% decrease in combined P/D in the area of Writing.

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-From 2020 to 2022, our school saw a decrease in combined P/D in the following areas among our students with disabilities: 7% decrease in Reading, 13% in Science, and 9% in Writing. Over the previous two academic years, combined P/D for our students with disabilities in the area of Math has remained at 10% school-wide. In last years state assessments, students in the same sub-group had 0% combined P/D in the area of Social Studies.

Current State

4. 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 Kentucky Summative Assessment (KSA) in 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 2021-22 academic year.
• Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

-Twenty percent (20%) of students scored proficient in the area of Science compared to the state average of Twenty-two percent (22%).

-Twenty-nine percent (29%) of students scored proficient in the area of On-Demand Writing compared to the state average of Thirty-eight percent (38%). Furthermore, Forty-three percent (43%) of students scored proficient in the area of Editing/Mechanics compared to the state average of Forty-six percent (46%).

-Six percent (6%) of students with IEP's scored proficient in the area of Science compared to the state average of Nine percent (9%). Zero percent (0%) of students with IEP's scored proficient in the area of Social Studies compared to the state average of Thirteen percent (13%). Zero percent (0%) of students with IEP's scored proficient in the area of On-Demand Writing compared to the state average of Nine percent (9%).

Priorities/Concerns

5. 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.

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Example: Sixty-eight percent (68%) of students in the achievement gap scored below proficiency on the Kentucky Summative Assessment (KSA) in reading as opposed to just 12% of non-gap learners.

-Eighty percent (80%) of students scored below proficiency on the Kentucky Summative Assessment (KSA) in the area of Science.

-Seventy percent (70%) of students scored below proficiency on the Kentucky Summative Assessment (KSA) in the area of On-Demand Writing.

-Eighty percent (80%) of students in the achievement gap scored below proficiency on the Kentucky Summative Assessment (KSA) in the area of Reading, and Ninety percent (90%) of students in the achievement gap scored below proficiency on the Kentucky Summative Assessment (KSA) in the area of Math.

-Ninety-four percent (94%) of students in the achievement gap scored below proficiency on the Kentucky Summative Assessment (KSA) in the area of Science, and One-hundred (100%) percent of students were below in the area of Social Studies & Writing.

Strengths/Leverages

6. 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.

-Math achievement has increased from 21% proficient to its current rate of 44%. The instructional methods implemented for Math can be adapted to address our low performance in Science.

-Reading achievement has increased from 47% proficient to its current rate of 52%. The systems of support we implemented for Reading can be adapted to address our low performance in Writing.

Evaluate the Teaching and Learning Environment

7. 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

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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.

KCWP 2: Design & Deliver Instruction

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Attachment Summary

Attachment Name	Description	Associated Item(s)
📄 22-23 TCMS Key Elements		•