



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

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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.

Data from state assessments are analyzed first as an administrative team with the principal, William Thad Elmore, assistant principal, Jami Reynolds, district staff, Kelli Bush, Jessica Turner, Shellee Godfrey, and other building principals. This data was then discussed at a faculty meeting prior to department level disaggregation. At each step, we examine scores of each of our subgroups and we look at change over time (5 years.) We then hypothesize reasons for success as well as causes for concern. The next step is for the Site-Based Decision-Making council to review during the October session. We go back to the assessment results throughout the

year as decisions are made about courses to offer, the structure of interventions as well as which teachers to assign to different courses.

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.

-While our students consistently score above the state average, our African American students have scored as much as 4 points below white students in reading and math on the ACT. Our African-American students do not take higher level courses at the same rate as their white peers. Also, we do not always have enough students with IEPs to receive data on their progress but, when we do -they perform considerably lower than any other group - Sometimes below the state average.

ATTACHMENTS

Attachment Name

 [Assessment Results EHS](#)

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.

Reading - percent proficient/distinguished - All 45.4, AA 33.3, 2+ 35.3, White 50.4, F/R 23.6, Non-F/R 76.4, IEP 12.5, Non IEP 87.5 Math - percent proficient/distinguished - All 34.8, AA 4.3, 2+ 29.4, White 40.1, F/R 21.1, Non F/R 78.9, IEP 12.5, Non-IEP 87.5 Science - percent P/D - All 34.4, AA 6.7, 2+ 22.2, White 40.2, F/R 19.3, Non F/R 80.7, IEP 15.4, Non IEP 84.6. Writing- percent proficient/distinguished - All 72.0, AA 40.0, 2+ 72.2, White 76.4, F/R 55.4, Non-F/R 44.6, IEP 33.3, Non IEP 66.7. 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.0.0, Non IEP 43.5 Grad Rate - All 97.1, AA 94.7, 2+*, White 97.7, F/R 92.5, Non-F/R 100, IEP 83.3, Non IEP 98.7 Transition Rate - All 77.2, AA 61.1, 2+ 58.3, White 81.2, F/R 57.4, Non F/R 89.3, IEP 20, Non IEP 82.4 Due to Covid-19 restrictions and the need for Hybrid learning, we currently have 168 students failing 2 or more classes. The student population for 2019-20 was 731 of which 500 or 68.4% are white, 78, or 10.7% are African American. We have a total of 160 students taking Dual Credit coursework that is 22% of the student population. 79% of those students are white and 6% are African American There are 163 students taking Advanced Placement courses or 22% of the student population. 78% of those students are white and 2.4% are African American. Non-Academic Current State: In-school suspensions - total number of students suspended - 83 In-school suspensions- white students - 53, or 64% In-school suspensions - Minority - 30, or 36% Out of school suspensions - total number of students suspended - 33 Out of school suspensions - white students - 23, or 70% Out of school suspensions - minority students - 10, or 30% Behavior Referrals increased by 17 referrals from 2018-9 to 2019-20 even though we were present in the building 3 fewer months. Our greatest number of referrals come from Disrespect/Disruptive/Insubordination - with 303 referrals in 18-19 and 324 in 19-20. Our other area of consistently large referrals is tardies to class with 383 in 18-19 and 281 in 19-20. Impact Kentucky survey results indicate the following: 26% of teachers felt they received appropriate feedback and coaching 39% of teachers responded positively to the teacher and the administration's handling of student behavior 31% of teachers felt they received quality professional learning 23% of teachers felt positive about the overall social and learning climate of the school.

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.

Overall student performance on the ACT dropped to a composite of 18.7 from 21.0 in 2019. Math scores for African-American students is 4.3 P/D which is 30.5 points below All students. Non-F/R math scores is 21.1 P/D. Science: All P/D 34.4 vs AA 6.7. Minority students are under-represented in Advanced Placement and Dual Credit classes Minority students are over-represented in suspensions The culture and climate for teachers in our school are sub-par. Current student lack of participation/engagement during HYBRID learning as indicated by the high number of failing grades. In addition to the above concerns - numerous students are struggling to make progress and master standards during Hybrid Instruction. Teachers are providing access to appropriate instruction but many students are not logging in for class meetings and/or turning in assignments.

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 scores across the school increased to 72.0 scoring P/D which is significant. When you look at African American students across math, reading, science and writing, they did significantly better in writing at 40.0 P/D vs 33.3 in reading, 4.3 in math, and 6.7 in science. The same thing happened with the F/R students. In writing, 55.4 scored P/D in writing vs 23.6 Reading, 21.1 Math, 19.3 Science. Staff is involved in school wide PD in regards to KAGAN learning and will be participating and receiving feedback from KY ABRI in regards to student and staff engagement. Early release Fridays allow teachers the opportunity to have professional learning opportunities and allows time to evaluate data. A set CCR time is offered once a week with rotational days for class periods. This allows for extra student support and reworking assignments and test.

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.

Attached.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 <u>Assessment Results EHS</u>		• 2
 <u>School Key Elements Template</u> <u>Eprove 21-22</u>		•