



2021-22 LMHS 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.

The administrative team including Principal, Assistant principals, counselors, and instructional coaches meet weekly to review data and trends in the building Departments (Science, Math, English, Social Studies, and Special education) meet every two weeks to review data and share best practices. Common subject teachers meet every two weeks for planning purposes and review common assessment data to inform instruction. Grade level house teacher meetings are every two weeks to review student non-academic data ( Behavior, attendance, and SEL supports) School-wide PLC days are scheduled throughout the school year for the faculty to review data as a whole. SBDM Council meets every month to review relevant data

and supports that are in the building. Meetings with district personnel are as needed. Meetings are documented through agenda's and minutes taken

## 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 reviewing the last two years of data on the local, state, and national scale, we see that our math student achievement has declined. This is because, throughout the pandemic learning, students have had access to online materials through text to read. They have not had access to qualified math educators to help fill the gaps in learning math. We have also seen a rise in the social-emotional needs of students. When students have been learning virtually, the school structure was not in place—the hidden curriculum to assimilate students to life after high school was not there. Instead, students were able to isolate themselves, learn through screens and only interact with those they chose to.

## 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.

2021 EES District ACT Results District/Lloyd\* State Average Composite 17.2/17.3  
18.0 English 16.3/16.5 17.1 Reading 17.7/18.0 18.5 Math 16.5/16.6 17.7 Science  
17.6/17.8 18.3 2021 EES ACT Benchmark Results Kentucky has identified the  
following "benchmark" scores for college readiness: English--18; Math 19,  
Reading--20; Science--24 % Students Meeting Kentucky ACT Benchmarks EES STATE  
English 37.6% 42.3% Reading 35.5% 39.9% Math 19.9% 29.9% 2021 Graduation  
Rate--Lloyd Memorial and Bartlett Education Center Lloyd District\* State 4-Year  
Cohort 97.2% 95.9% 90.0% 5-Year Cohort 95.8% 95.1% 92.3% Combined 4/5 Year  
Cohort 96.5%--highest rate in last four years Dual Credit

### 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.

In recovering from the trauma of the last year, the priority will be the health and wellness of our students. Roughly 54% (352 out of 650) of the student body was virtual for the 20-21 school year. In the current 21-22 school year, 98% of all students are in full-time in-person instruction. The acclimation to an entire school year and the demands of in-person vs. virtual learning will be the first hurdle to overcome. The second area to overcome is the academic deficiencies that are present through the loss of instructional time. The drop in overall ACT scores to a 17.2 composite, down from an 18.6 composite in 19-20.

### 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.

In overcoming the challenges of the 20-21 school year, we have retained most of our staff through the pandemic. In having this experienced staff prepared to work

with our students, we will be able to overcome the challenges through a long game approach. In re-building, our house structure utilizes a schedule that allows students to have a trusted adult in the building that incorporates SEL skills into each morning, which will help to give our students the skills they will need to be successful. The flexibility of our staff to allow students to take advantage of every opportunity for dual credit in academic and technical programs will be essential in enabling our students to make connections outside of the classroom. In these connections, students will be more engaged in learning the skills necessary to succeed post-high school.

### 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.


The completed Template is attached.

### **ATTACHMENTS**



**Attachment Name**

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 Needs Assessment 21-22

 School Key Elements

# Attachment Summary

Attachment Name	Description	Associated Item(s)
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