

The 2019-2020 Needs Assessment For Lewis County Middle School

1. Clearly detail the process used for reviewing, analyzing and applying data results. Include names of school/district councils, leadership teams and shareholder groups involved. How frequently does this planning team meet and how are these meetings documented?

- a. **Summer Behrendt**, SBDM Member; **Sherri Lewis**, teacher team leader for the seventh grade team and math department chair, **Karen Jones**, science department chair, **Rick Robinette**, eighth grade teacher team leader, **William Maynard**, teacher team leader for the eighth grade team and social studies department chair, **Julee Howard**, SBDM Member and language arts department chair, **Karen Jordan**, teacher team leader and SBDM Teacher member, **Melissa Potter**, SBDM Parent, **Jessica Ervin**, SBDM Parent **Matt Voiles**, Parent, **Derek Mustard**, Parent,
- b. Lewis County Middle School staff meet on a regular basis to look at data results. Teachers meet once a week during Team Plans to review and analyze test results. We also meet during monthly faculty meetings to cover different items including test data. The SBDM meets monthly and discusses results of the teacher data analysis. Another group that has recently begun to look at data results is our Literary Committee.
- c. The change in reading novice went from 90 students last year to 99 this year in reading. We had 408 students in 2018 and 423 students in 2019. Reading Novice increased from 22% to 23% from 2018 to 2019. Math Novice increased from 67 to 76 from 2018 to 2019. Distinguished Reading increases from 2018 to 2019 from 77 to 83. Distinguished Math stayed about the same from 2018 to 2019 from 44 to 43.

2. Plainly state the current condition using precise numbers and percentages as revealed by past, current and multiple sources of data. These should be based solely on data outcomes. Cite the source of data used.

- a. Current academic State of LCMS:
 - i. LCMS is no longer classified as a TSI school due to the low performance of the group “disability-with IEP” our school proficiency score was 68, the students with disability group has proficiency score of 8.9 P & D compared to the school at 61 and the economically disadvantaged group has proficiency score of 47.2 P & D compared to the non-disadvantaged group at 77.3.
 - ii. Our Separate Academic Indicator score was 66.8 which was down from 69.3, the students with disability group has a P & D score of 5.9 compared to the non-disability group at 21.3, and the economically disadvantaged group has a P & D score of 16.4 compared to the non-disability group at 24.4.
 - iii. Our Growth Indicator score was 8.4 in 2018, the disability group was 8.9, and the free and reduced lunch group was 7.5. In 2019, Growth indicator was 58.6 with the students with disability at a 47.7 and the non-disability group at a 60.2.

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3. Clearly and concisely identify areas of weakness using precise numbers and percentages as revealed by the analysis of academic and non-academic data points. Example: 68% of gap students scored below proficiency on KPREP test in reading as opposed to just 12% of non-gap learners.

- a. In 2018 we had 69 students labeled disability. In 2019 we have 56 total students. Students in the sub group Disability with IEP is a focus of LCMS. The sub group Disability with IEP had 34 of 56 students score novice in reading and 24 of 54 score novice in mathematics. The goal will be to have 75%/42 students or less novice this year in reading and 75%/42 students or less novice this year in math.
- b. 99 students scored novice in reading. This was 23.4% Our goal will be to reduce this number to less than 80 students which would be less than 21.3% novice.
- c. 75 student scored novice and 162 students scored an apprentice in math, this is 56% of the school. We want to see this number reduced to 45% for the school. Our goal for 2020 will be to have 50 or less students in novice and 125 or less in apprentice group. To attain this goal, we will need to move 50+ students out of the novice/apprentice group to the proficient range.

4. Analyzing data trends from the previous two academic years, which academic, cultural and behavioral measures remain significant areas for improvement?

- a. We will work to increase student performance in the Language Mechanics. Math and Reading is always a concern, we will utilize ESS funds /time to address areas of concern in Math and Reading. We will also focus more in intervention/RTI time to work on fundamental math skills needed for students.

5. 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 outlined below:

- a. 4-Review, Analyze and Apply Data Results and 5- Design, Align and Deliver Support Processes with Sub-group Focus. The school will utilize I-ready results and use the program in RTI intervention and enrichment classes. ELA and Reading intervention teachers will utilize strategies developed by a school consultant Angela Hildebrandt. Students will spend a minimum of 45 minutes per week using I-ready in math and reading. Once ESS funds are available, the school will hire a math and reading ESS teacher to work with students on reading and math strategies.

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6. Plainly state, using precise numbers and percentages revealed by current data.

Example: Graduation rate has increased from 67% the last five years to its current rate of 98%.

- a. LCMS has continuously increased KPREP scores from 2014-present. Three years ago the overall score for LCMS increased 10.0 points. In previous years, this would have made LCMS a School of Distinction. LCMS staff has significantly reduced novice students both in reading and math over the last four years. Reading has a reduction of -6.2 and Math has a reduction of -5.9. LCMS staff has significantly increased proficient/distinguished in reading and math over the last four years. Math increased by 3.6 and Reading increased by 7.0 Last year the data is not comparable to the years before due to changes in the KPREP assessment. Our current baseline score are proficient 68, separate academic indicator is 66.8, and growth is 58.6.