

## **Eastland Middle School 2022-2023 Comprehensive Needs Assessment Summary**

### **CNA Results**

During the 2022-2023 school year, our school improvement team gathered the most recent three years of data available for the comprehensive needs assessment process. Staff used multiple resources to collect multiple types of data, and then were given time to analyze and reflect on the data trends. Results are as follows:

### **Community Demographics** ([www.city-data.com](http://www.city-data.com))

Roseville is an urban community with a population of 47,018 residents. Roseville is located in Macomb County in southeast Michigan. There are seven elementary schools, two middle schools, and one high school, which are all located within the city limits.

Median resident age is 38.4 years old, which is younger than the state average of 39.8 years old. Males comprise 22,615 (48.1%); females 24,403 (51.9%). 72.2% of the population are white. Other ethnicities include Hispanics (2.5%), Black (19.9%), Two or More Races (2.6%), American Indian (.05%), Asian (1.6%) and other (.03%).

Estimated median household income in 2019 was \$49,234, which is lower than the state average of \$59,584. The estimated household income has gone up from \$41,220 in 2000 to the \$49,234 in 2019.

Median house or condo value in 2019 was \$97,537, which is up from 2000 when it was \$97,100. However, it is significantly less than the state average, which is \$169,600.

Median gross rent is \$989. Cost of living index in 2019 for Roseville is 88.9%, which is lower than the US average of 100%.

The percentage of residents living in poverty in 2019 is 15.7%. The unemployment rate is 10.6% (November 2020), which is significantly higher than the Michigan average of 6.3%.

Common industries include: Transportation equipment (9.8%) Construction (8.6%) Health care (8.3%) Accommodation & food services (6.7%) Professional, scientific, technical services (5.3%) Metal & metal products (4.2%) Educational services (4.0%).

Read more: <http://www.city-data.com/city/Roseville-Michigan.html> (Updated 10.4.22)

### **Staff Demographic Data**

Eastland Middle School is a 6-8 building. There are music, physical education, social skills, computers, and health programs that provide enrichment courses for students in addition to their core classes. There is one Principal, one Dean of Students, one school social worker that shares his time with other buildings, one full time counselor, one shared time speech and language teacher, one full time Literacy Coach, 2 interventionists, and 14 full time teachers in the building, 5 teachers that travel between buildings, and 2 teachers that teach part time and serve as instructional coaches part time.

Of the teaching staff, 87% are Caucasian, 9% are African American, and 4% is Hispanic. 96% have English as their primary language while 4% is native Spanish speaking. There are 15 females and 7 males. The staff combine to have 7 Bachelor's degrees, 16 Master degrees. 10 of our teachers have worked 0-5 or more years in education, 4 have worked 6-15, and 9 have worked 16 or more. 5 staff members either resigned or were assigned to a different building within the district. We have 6 new staff member hired as of August 2022, and a new Principal and Dean of Students.

### **Student Demographic Data**

Eastland Middle School has a declining enrollment over the past few years. We had 351 in 2018-2019, then dropped to 333 in 2019-2020, 308 students in 2020-2021 (17 of which are virtual), 301 in 2021-2022, and 300 in 2022-2023. The student population of chronically absent is increasing. In 2021-2022 it was 61.1% which is equal to the district's total of 62.9%. This doubled from the year before. The population is split 58% males and 42% females. This has remained relatively consistent over the last 4 years.

There are 7 English Language Learners, which is an increase from last year, and there are no migrant students in the school. Our students with disabilities sub-group which is at 17.7% which has remained consistent over the past 3 years. 43.2% of our students are Caucasian, 45.1% are African American, 7.6% are Two or more races, 1.3% are Hispanic, 2.4% are Asian.

.02% of our student population is homeless. We have no students in foster care and no students with active military parents.

For the 2022-23 school year, we had 2,066 office referrals, which included tardy sweeps. There were 72 in-school suspensions, 241 out of school suspensions, and 4 expulsions.

### **Strategies/Activities Needed:**

1. Possible training on working with students of poverty
2. Training on strategies to engage students in classes
3. Continue Positive You program
4. Discuss ways to improve school attendance

### **Staff Perception Data**

The staff had 17 out of 22 participants take a staff survey in January of 2023. This is a good turnout, and the responses were as follows:

### **Successes:**

1. I believe my child's school has security and safety procedures in place. (76%)
2. I believe my school is following state guidelines to prevent the spread of COVID and other communicable diseases. (71%)
3. I have learning targets published for each course/content area I teach. (88%)
4. I have access to information about my school and our events. (100%)
5. I review my students' progress with them and their parents more than once a year. (88%)
6. The school provides opportunities for two way communication between staff, students, and parents. (94%)
7. I am flexible in adjusting instructional and behavioral strategies in my lesson plans to meet the needs of all students. (88%)

8. My students attend class regularly. (71%)

**Challenges:**

1. I provide parents with learning strategies to support their child at home. (41%)
2. I have been provided with training on academic data collection and analysis. (59%)
3. I have been provided with training on behavior data collection and analysis. (59%)
4. I have time to collaborate with my colleagues to conduct data analysis on student work and assessment results. (53%)
5. I am offered professional learning that aligns with my needs to do my job at an effective level. (47%)
6. My school utilizes community partnerships for teaching and learning. (Example: business partnerships, etc.) (35%)

**Target Areas:**

1. My school utilizes community partnerships for teaching and learning. (Example: business partnerships, etc.) (35%)
2. I provide parents with learning strategies to support their child at home. (41%)

**Strategies/Activities:** (All staff to include all staff.)

1. Hold a curriculum night, put information about how to help parents in newsletters, on social media.
2. Work on ways to utilize community partnerships within the surrounding area.

**Student Perception Data**

There were 229 students in grades 6-8 who took a student survey in January of 2023. Responses were as follows:

**Successes:**

1. I know how to monitor my own learning progress. (67%)
2. I know how to monitor my own behavior progress. (74%)
3. I have opportunities to work with my classmates to complete work. (63%)

**Challenges:**

1. I feel safe at school. (45%)
2. I feel my school is clean. (21%)
3. My parents help me with my schoolwork at home. (48%)
4. I know what is happening at school. (57%)
5. My teacher and I talk about how I'm doing in school. (36%)
6. I feel okay to ask for help and share feedback with my teacher. (54%)
7. I am in class and participate every day. (59%)
8. I know the learning targets for all my classes. (59%)

**Target Areas:**

1. My parents help me with my schoolwork at home. (48%)
2. My teacher and I talk about how I'm doing in school. (36%)

**Strategies/Activities:**

1. Suggest teachers touch base with 5 students every day to discuss their progress. After school tutoring.

2. Providing knowledge and information about resources available. Discuss systems and procedures in place that they may not be aware of. Hold Curriculum Nights, provide information on social media.

### **Parent Perception Data**

There were 56 parents in grades 6-8 who took a parent survey in January of 2023. The results are as follows:

#### **Successes:**

1. I believe my child's school has security and safety procedures in place. (69%)
2. I believe my child's school is following state guidelines to prevent the spread of COVID and other communicable diseases. (73%)
3. I have access to get information about my child's school and events. (89%)
4. I know the learning targets for my child for this school year. (75%)
5. School staff provide me with ways I can support my child's learning at home. (64%)
6. I make sure my child attends school every day. (95%)
7. The school provides opportunities for two way communication between home and school. (80%)
8. My child's teachers keep me informed of my student's progress more than once a year. (71%)
9. I know how to monitor my child's academic progress. (84%)
10. I know how to monitor my child's behavior progress. (70%)
11. I have opportunities to work with teachers to discuss ways to work with my child. (66%)
12. My child's teacher is flexible in adjusting instructional and behavioral strategies to meet the needs of my child. (68%)

#### **Challenges:**

1. I am offered opportunities to participate in parent learning events to help support my child at home. (52%)
2. My child's school utilizes community partnerships for teaching and learning. (59%)

#### **Target Areas:**

1. I am offered opportunities to participate in parent learning events to help support my child at home. (52%)
2. My child's school utilizes community partnerships for teaching and learning. (59%)

#### **Strategies/Activities:**

1. Include resources in the newsletter, school website, social media for parents to support their child's learning at home.
2. Provide parents with information about how to contact teachers.
3. Work on ways to utilize community partnerships within the surrounding area.

### **Process Data**

Staff at Eastland Middle School completed the School System Review Report with responses to the 26 indicators. 21 out of 23 staff participated in the survey in January 2023 . The results are as follows:

**Successes** = Indicators with 60% or more of staff feeling like the indicator is at the implemented or sustained levels.

Indicator E: Learning Environment
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Indicator V: Impact of Professional Learning
Indicator G: Assessment System
Indicator R: Resource Allocation
Indicator U: Purposeful Planning
Indicator Z: Partnerships
Indicator X: Cultural Responsiveness
Indicator A: Alignment
Indicator B: Coherence
Indicator F: Reflection
Indicator H: Shared Understanding of Assessment Results
Indicator I: Data Analysis and Decision-Making
Indicator J: Student Involvement In Assessment Process
Indicator K: A Vision for Learning
Indicator L: Guidance and Support for Teaching and Learning
Indicator M: Results-Focused
Indicator N: Safe and Supportive Environment
Indicator O: Shared Leadership for Learning
Indicator P: Communications Systems
Indicator Q: Intentional Practices
Indicator S: Collaborative Teams
Indicator T: Collective Responsibility
Indicator W: Approaches and Tools

**Challenges** = Indicators with 59% or less of staff feeling like the indicator is at the implemented or sustained levels.

Indicator C: Instructional Design
Indicator D: Effective Instructional Practices
Indicator Y: Parent/Family Engagement Opportunities

### Target Areas

1. C: Instructional Design (0%)
2. D: Effective Instructional Practices (0%)
3. Y: Parent/Family Engagement Opportunities (0%)

### Strategies/Activities

1. C: Instructional Design (0%)
  - a. Phase 3 of curriculum development during the summer of August 2023
  - b. Professional development opportunities to review and adjust curriculum
2. D: Effective Instructional Practices (0%)
  - a. Professional development on Tier 1, 2, 3
  - b. More effective use of Instructional Coaches
3. Y: Parent/Family Engagement Opportunitites (0%)
  - a. Implementing more community involvement (Parent night, curriculum night, etc.)

## b. PTC in the building

### **State Achievement Data**

Trends for each aggregate set of data points in the core areas were analyzed and reflected upon. Results are as follows:

#### **ELA**

1. The 6<sup>th</sup> grade had an upward trend over the last 3 years. In 2022 there was a 0.6 increase.
2. The 7<sup>th</sup> grade shows a slight decrease in 2022, but was an improvement since 2019.
3. The 8<sup>th</sup> grade has stayed consistent for the last 3 years.
4. In 2022, 18.8% of the 6<sup>th</sup> grade, 25.3% of the 7<sup>th</sup> grade, and 50% of the 8<sup>th</sup> grade scored proficient.

#### **Math**

1. The 6<sup>th</sup> grade showed a steady upward trend from 2016-2019, there was a slight drop in 2021 most likely due to Covid, but an increase from 4.5% to 11.6% in 2022.
2. The 7<sup>th</sup> grade fluctuated for the last three years, with a slight decrease of 0.1% from 2021 to 2022.
3. The 8<sup>th</sup> grade scores have increased in the last 3 years, with an increase of almost 5% from 2021 to 2022.
4. In 2022, 11.6 % of the 6<sup>th</sup> grade, 11.5% of the 7<sup>th</sup> grade, 20% of the 8<sup>th</sup> grade were proficient.

#### **Science**

1. In 2021, the 8<sup>th</sup> grade Science MSTEP was 15.4%, and in 2022 the proficiency went up to 19.6%.

#### **Social Studies**

1. The 8<sup>th</sup> grade is showing a dramatic decline since 2018, with a slight increase in 2022.
2. In 2018, 25.3%, in 2019, 19.0%, in 2021, 11%, and in 2022, 12.5% of the 8<sup>th</sup> grade were proficient.

### **State Subgroup Data**

The school team collected and reviewed the state subgroup data and set up trend charts for all grades and all content areas. Results of the review indicate subgroups with a discrepancy of 10% or more are as follows:

#### **ELA**

We see a gap trend of more than 10% in 6<sup>th</sup> and 7<sup>th</sup> grade ELA among students who are economically disadvantaged and those who are not economically disadvantaged. We see a gap in all grade levels of over 10% in our students with disabilities, with 7<sup>th</sup> and 8<sup>th</sup> grade over 30%. In all grades, we see a gap of more than 10% in our students with different ethnic makeup, and our 7<sup>th</sup> grade has the highest gap of 22.1%. We see a slight gap trend in our female and male populations, with only 7<sup>th</sup> grade above 10%.

#### **Math**

We see a gap trend in 7<sup>th</sup> grade (21.1%) among students who are economically disadvantaged. Only our 6<sup>th</sup> and 7<sup>th</sup> grade has a gap among students with disabilities (13.5% and 13.7%), and we see a gap over 10% in 7<sup>th</sup> and 8<sup>th</sup> grade students with different ethnic backgrounds (18.2% and 12.6%). There is no significant gap between males and females in any grade.

#### **Science**

We see a 13.1% gap among our economically disadvantaged students, a gap of 16.2% between males and females, and a 16% gap of students with different ethnic backgrounds.

### **Social Studies**

We see a 10.9% gap among our male and female students.

### **Summary of Subgroups**

Consistent gaps over grades and in content areas include:

1. Economically and not economically disadvantaged
2. Students with disabilities and students without disabilities

### **Local Data**

The school team reviewed the local data from i-Ready for ELA and Math for grades 6-8. However, there are currently no data reports for Science and Social Studies. Results show:

#### **ELA**

This is our second year of using I-Ready for local data. There was 100% of norm growth met for 6<sup>th</sup> grade, with an increase of 9% from fall to winter. There was a 76.5% of norm growth met for 7<sup>th</sup> grade, but scores were pretty consistent from fall to spring. There was a 55.6% of norm growth met for 8<sup>th</sup> grade. There's growth throughout all grades for ELA.

#### **Math**

This is our second year of using I-Ready for local data. There was a 66.7% of norm growth met for 6<sup>th</sup> grade, with an increase of 11% from fall to winter. There was a 110% norm growth met for 7<sup>th</sup> grade with an increase from fall to winter. There was a 25% norm growth met for 8<sup>th</sup> grader with a consistent set of scores from fall to winter. Scores have been steady or increased throughout the grade levels.

### **Science and Social Studies**

The school needs to plan, create, and implement local assessments within social studies and science.

### **CNA Conclusions**

Once staff have had time to analyze and reflect on the data trends, conclusions are drawn based on the needs identified. These conclusions are as follows and will be included in the continuous improvement goals as appropriate.

1. Possible continued training on working with at risk students – achievement data, subgroup data
2. Professional development on engaging students in classes – Process data
3. Be Nice program implemented - Perception data, student demographic data
4. Professional Development for staff on how to involve students in the assessment process – Perception data
5. Professional Development for staff on effective parent/family engagement - Joyce Epstein – Perception and Process Data

6. Include parents and their input on the school improvement process – Perception and Process Data
  
7. Tier I Content Area Strategies
  - a. ELA
    - i. Lesson Plans Contain Learning Targets/Content Standards – need to do, achievement data
    - ii. Vocabulary Instruction – need to do, achievement data
    - iii. Book Love program – need to do, achievement data
    - iv. I-Ready testing 3 times a year – required to do, achievement data
    - v. Professional Learning for new staff on the ELA strategies/activities; resources – need to do, perception data
  
  - b. Math
    - i. Lesson Plans Contain Learning Targets/Content Standards – need to do, achievement data
    - ii. Vocabulary Instruction – need to do, achievement data
    - iii. I-Ready program – required to do, achievement data
    - iv. I-Ready testing 3 times a year – required to do, achievement data
    - v. Professional Learning for new staff on the Math strategies/activities; resources – need to do, perception data
  
  - c. Science
    - i. Lesson plans contain learning targets/content standards – need to do, achievement data
    - ii. Vocabulary instruction – need to do, achievement data
    - iii. Teachers have time to discuss and develop curriculum aligned to state standards – need to do, process data
  
  - d. Social Studies
    - i. Lesson plans contain learning targets/content standards – need to do, achievement data
    - ii. Vocabulary instruction – need to do, achievement data
    - iii. Teachers have time to discuss and develop curriculum aligned to new state standards – need to do, process data
  
8. Tier II and III Strategies
  - a. ELA
    - i. Staff training on working with at risk students – need to do, perception data
    - ii. Consider strategies for increasing reading proficiency among our students with disabilities and students with different ethnic makeup – need to do, achievement data, subgroup data
    - iii. Literacy Coach works with non-proficient students on targeted goals – need to do, achievement data
    - iv. Homeroom class placement for students needing enrichment in reading comprehension based on I-ready test results. - need to do, achievement data
  
  - b. Math



- i. Staff training on working with at risk students – need to do, perception data
  - ii. Consider strategies for increasing math proficiency among our students with disabilities and students with different ethnic makeup – need to do, achievement data, subgroup data
  - iii. Interventionists work with non-proficient students on targeted goals – need to do, achievement data
  - iv. Homeroom class placement for students needing enrichment in math skills based on I-Ready test results – need to do, achievement data
- c. Science and Social Studies
- i. Staff training on working with at risk students – need to do, perception data
  - ii. Identify standards that are challenging students – need to do, achievement data
  - iii. Provide modifications and differentiation when possible – required to do, achievement data