



2021-22 MES 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 is reviewed and analyzed by our school leadership team comprised of our instructional coach, school counselor, and Family Resource Coordinator on a weekly basis. Data reviewed on this team includes academic, behavioral, social/emotional such as DESA and DECAs, school based social/emotional surveys, attendance, and family need survey data. From our discussions, we determine a process of how we are going to move forward with the rest of the building in reviewing, analyzing, and applying the data results. Academic formative assessment data is daily analyzed by our teachers to inform their instruction. All teachers meet weekly in grade level PLCs to analyze focus tasks and longitudinal data to reflect on and drive instruction

to meet the diverse learning needs of our students. MTSS meetings are also pre-scheduled and held every 20 instructional days to review progress of students currently receiving tiered academic and behavioral interventions. Stakeholders involved in the meetings are the principal, instructional coach, school counselor, classroom teachers, resource teachers, title I teacher, speech and language pathologist, and other district support personnel as needed. Attendance and behavioral data is analyzed and discussed by our Tier 1 PBIS Committee. The PBIS Committee moves forward with communicating attendance and behavioral data to the staff on a monthly basis as well as collaborating with the staff on solutions to positively improve attendance and behavior to increase our school climate and culture. Our Tier 2 teams meets on Friday's to review Tier 2 behavior plan data and Tier 2 referrals submitted by teachers. The Tier 2 Team follows are policies and protocols when collaborating all stakeholders. We implement two TFIs per school year. Our first TFI is December 14th. The TFIs are used to assess our growth and next steps as a school in Tier 1 - Tier 3 PBIS practices. Our school counselor in collaboration with The Character Effect from Beechacres works with our teachers to analyze the social emotional needs of our students through the DESA/DECAs and taking action on those needs. Our Family Resource Coordinator uses family needs survey data to assess the needs of our families to bridge barriers that exist between home and school, collaborating with our advisory council to do so. As always, our SBDM Council is analyzing and discussing student achievement and CSIP progress monitoring data on a monthly basis to make informed decisions that positively will impact the academic needs of our students and give the resources our teachers need to be successful with our students. Our staff utilizes instructional and behavioral to help develop plans, collaboratively with teachers, for our four professional development days and our five PLC days.

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.

Behavior referrals decreased from 98 in 2019-2020 school year to 32 in the 2020-2021. Although behaviors have decreased over the previous two year, we have seen an increase in the need for social emotional support. Our counseling referrals continue to increase daily. Academically, our kids have taken a step backward when

reviewing 20-21 KPREP data from Kentucky, as well as our own internal Measurements of Academic Progress (MAP) data. From the 2019 state assessment to the 2021 state assessment, the school saw a 28.4% increase in students scoring novice on the state reading assessment and a 29.3% decrease in the number of students scoring proficient or distinguished in reading. From 2019 state assessment to the 2021 state assessment, the school saw a 12.7% increase in the number of students scoring novice in math and a 14.4% decrease in the number of students scoring proficient and distinguished on the state assessment.

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.

Due to the COVID-19 Pandemic, the State of Kentucky significantly modified the reporting of state assessment data. The following data sets capture what was reportable from the Kentucky Department of Education for the '20/'21 academic year: Miles Elementary scored below the state average in reading (22.8% P/D), math (26% P/D), science (16.3 %P/D), and writing (not reported). Our current MAP data shows that Miles elementary students in grades 1 (42%ile), 2 (33%ile), 3 (36%ile), 4 (30%ile), and 5 (31%ile) have mean RIT score below grade level in math. Additionally, our MAP data shows similar trends with reading: 1st (33%ile), 2nd (33%ile), 3 (36%ile), 4 (46%ile), 5 (43%ile). Kindergarten MAP data showed that students had a mean RIT score at the 53%ile in math and 52%ile in reading.

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.

As evidenced by the '20/'21 KDE reportable data noted in the Current State section above, Miles Elementary scored below the state average in each of the assessment measurements provided. Additionally, the percentage of students scoring P/D in reading and math have decreased, while the percentage of students scoring novice in both categories has increased.

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.

Despite the challenges to learning experienced the last two years, our behavior referrals have declined over the previous two years. The practices with PBIS and The Character Effect are helping to lower our overall behavior referrals, which is going to allow our teachers to focus on instruction in the classroom to address our low performance in reading and math.

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.

KCWP 2


ATTACHMENTS

Attachment Name



Key Elements Table

Attachment Summary

Attachment Name	Description	Associated Item(s)
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