



2021-22 EES Phase Two: The Needs Assessment for  
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2021-22 Phase Two: The Needs Assessment for Districts

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## **2021-22 Phase Two: The Needs Assessment for Districts Understanding Continuous Improvement: The Needs Assessment for Districts**

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 district goals and strategies. Once completed, the diagnostic will lead to priorities to be addressed in the comprehensive district 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 districts 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 districts, each district 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 of this year's needs assessment. Include names of district leadership teams and stakeholder groups involved, a timeline of the process, the specific data reviewed, and how the meetings are documented.

Weekly District PLC Meetings that include the following personnel: Superintendent, Assistant Superintendent, Director of District-Wide Programs, Instructional Coordinator for Technology, Instructional Coordinator for Student Services, Director of Special Education, Director of Pupil Personnel, EL Program Coordinator, District Director of Athletics, Chief Information Officer, and Director of Finance. Additionally, Principal, Assistant Principal, Counselor, and Instructional Coach PLCs are conducted monthly. District PBIS (Positive Behavior Interventions and Supports) and MTSS (Multi-Tiered System of Supports) meetings are held quarterly and include the

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Superintendent, Assistant Superintendent, Director of District-Wide Programs, Director of Pupil Personnel, PBIS Program Coordinator, Special Education Instructional Coach, and school PBIS Coaches. The district calendar contains the four required professional development days (PD) and an additional five professional learning community days (PLC) for the purpose of reviewing, analyzing, and applying data results. Agendas for these days are submitted to the Superintendent, Assistant Superintendent and the Director of District-Wide Programs for review and feedback/direction to the Principals. Site Based Decision Making (SBDM) councils operate in accordance with KRS and KAR.

## **ATTACHMENTS**

### **Attachment Name**

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 Key Elements Template

### Trends

2. After 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 district saw an 11% increase in novice scores in reading among students in the achievement gap.

A trend that has continued to challenge our district for the last several years has been staff turnover. Whether due to retirements, personnel leaving the industry altogether, and/or lack of applicants into the industry, our district (like many in our region/state) has struggled to fully staff all of the positions we have allocated to various schools and departments. In '19/'20, our district experienced a 7% turnover rate in certified staff (16 certified staff that left our district, or took a new position in the district). We also had 11 new positions we added, yet could only fill 7 of them. In '20/'21, the trend became worse as we had a 16% turnover rate in certified staff (34 certified staff that left our district, or took a new position in the district). We attempted to add 4 new positions--only 1 of them was filled. Additionally, the impact of the COVID-19 pandemic is still very much making its presence felt in all aspects of our school community. Our students, and their families, have been impacted mightily by two years of interrupted school, work and socialization. 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. Both of these data sources indicate regression or plateauing

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by our students, though that data cannot be relied upon solely due to inconsistencies in testing; student absences/quarantines/transition to home school environments; as well as numerous enrolled students NOT taking any of these assessments due to COVID-19 absences and family concerns. What can be derived from this academic data with certainty is that at all grades, our students have regressed, most notably in mathematics. Socially/emotionally, our schools have been tremendously impacted by a sharp uptick in significant emotional crises, significant behavior events, and general apathy toward the learning process. Our staff are having to work much harder to engage, motivate, and instruct our learners with ACEs (Adverse Childhood Experiences) as for the last two years, their lives have been turned upside down by this Pandemic. Though challenging, we do believe that our district and staff can right this ship--with a commitment to supporting and improving Tier I Instruction at all grade levels and providing instructional resources and support toward this Tier I instruction, in conjunction with having our students safely in school five days a week for in-person learning, we expect the academic and social/emotional growth of our students to begin trending positively as we navigate the '21/'22 school year.

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 Key Elements Template

### Current State

3. Plainly state the current condition of the district 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 74% of the district's teachers received adequate professional development.

Due to the COVID-19 Pandemic, the State of Kentucky significantly modified the reporting of state assessment data. At the elementary, middle and high school levels, the following data sets capture what was reportable from the Kentucky Department of Education for the '20/'21 academic year: ELEMENTARY SCHOOL The 'standard' the state of Kentucky has sought within each iteration of its assessment system is Proficiency. The following table captures the Percentage of students performing at either the Proficient or Distinguished (P/D %) level on the K-PREP assessments (grades 3--5). P/D% Reading Math Science Writing Arnett 20.4 9.8 Not Reported 40.9 Howell 27.3 21.6 7 Not Reported Lindeman 31.6 34.9 30.4 35.0 Miles 22.8 26.0 16.3 Not Reported STATE AVG. 39.5 31.4 25.1 39.8 MIDDLE SCHOOL The 'standard' the state of Kentucky has sought within each iteration of its assessment system is Proficiency. The following table captures the Percentage of students performing at either the Proficient or Distinguished (P/D %) level on the K-PREP assessments (grades 6--8). P/D% Reading Math Science Writing Tichenor 38.3 18.9 Not Reported 30.9 STATE AVG. 34.2 27.8 20.9 50.9 HIGH SCHOOL Kentucky has emphasized college and career readiness at the high school level, as evidenced through ACT score and graduation rate. In '20/'21, Lloyd Memorial and Bartlett Education Center convened three separate ACT windows in an effort to ensure all students, including those that missed the ACT in the spring of '20, had the opportunity to take this national assessment. 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; Reading--22; Math--22 % 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 \* Bartlett Education Center graduation rate cannot be reported due to n-group size

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 Key Elements Template

### 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 District Improvement Plan (CDIP) 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, aside from the Arnett Writing performance; the Lindeman Math and Science performance; the Tichenor Reading performance and the 4- and 5-year cohort graduation date from the district, our district performed below the state average in each of the assessment measurements provided. Experience of staff and support for their growth remains a priority for the district. Staff turnover was referenced in the Trends section above. Additionally, of the seven Principal positions in our district, three of them are first-year Principals for '21/'22. Transiency of staff has been an issue that our district deals with for several reasons; promotion of staff to administrative and other leadership positions within our schools and the district, the high concentration of schools and school districts in the Northern Kentucky region provide opportunities for staff to move for a variety of reasons, and meeting the needs of our diverse population of students and families within the Erlanger-Elsmere community requires a higher level of commitment and dedication; one that not all staff are equipped to provide. Some staff choose to seek employment in neighboring districts and schools for a variety of reasons; students with fewer needs/obstacles to their academic achievement, commute, or opportunities for promotion to name a few. We are a medium-sized district with seven schools, approximately 2500 students, and twenty-nine leadership positions (principals, assistant principals, counselors, instructional coaches) within those seven schools. Our students face many more challenges to their academic achievement and it requires dedication and commitment to our students, families, community, and knowledge and implementation of the best practices associated with teaching a diverse student population. That level of commitment and dedication is not easily attained or sustained; with a range of opportunities for employment in the region some staff choose other schools/districts to continue their professional journey. The current landscape regarding the future of KTRS and other retirement systems associated with public education has contributed to staff turnover (retirements and leaving the profession) and a shrinking pool of highly qualified teachers to hire.

## **ATTACHMENTS**

### **Attachment Name**

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 Key Elements Template

Strengths/Leverages

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5. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the district. 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, this district was able to increase its 4- and 5-year cohort graduation rates, which was extremely rare for any school district in northern Kentucky--in fact, there was no other district in our northern Kentucky region that experienced as high of an increase as we did. The commitment to providing whole child/whole family support absolutely is why these graduation rates were able to be attained. Our students and families leaned on this district not only to provide academic support, but food/housing security, emotional counseling, and interventions of every conceivable type. The students and families that have been in this district for years, as well as those that transferred in over the last two years were the beneficiaries of an incredibly dedicated group of educators committed to seeing our kids through to the graduation finish line.

## **ATTACHMENTS**

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 Key Elements Template

### 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 district 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 District Improvement Plan (CDIP) diagnostic and template.

See attached. After analyzing the Key Elements of your teaching and learning environment, which processes, practices or conditions will the district focus its resources and efforts upon in order to produce the desired changes. KCWP 2: Design and Deliver Instruction

## **ATTACHMENTS**


### **Attachment Name**

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 Key Elements Template

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# Attachment Summary

Attachment Name	Description	Associated Item(s)
 Key Elements Template	KCWP Template	<ul style="list-style-type: none"><li>• 1</li><li>• 2</li><li>• 3</li><li>• 4</li><li>• 5</li><li>• 6</li></ul>