



2021-22 TMS Phase Two: The Needs Assessment for  
Schools\_10042021\_13:52

2021-22 Phase Two: The Needs Assessment for Schools

**Tichenor Middle School**  
**Marvin Cooley**  
305 Bartlett Avenue  
Erlanger, Kentucky, 41018  
United States of America

---

## Table of Contents

2021-22 Phase Two: The Needs Assessment for Schools Understanding Continuous Imp...	3
Attachment Summary	9

## **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.

Bi -Weekly schoolwide PLC Meetings that include the following personnel: certified staff, admin members principal, assistant principals, counselors, Instructional Coach and Youth Service Center coordinator. Additionally, TMS Admin PLCs are conducted monthly and more often as needed. Monthly PBIS (Positive Behavior Interventions and Supports) and MTSS (Multi-Tiered System of Supports) meetings are held during teacher planning periods. 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.

## 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.

A trend that has continued to challenge our school 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 school has struggled to fully staff all of the positions. 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 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 school has 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, I do believe our 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. Example of Trends 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

### 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.

- Schoolwide 36% proficient and distinguished rate in reading on state testing - Schoolwide 19% proficient and distinguished rate in math on state testing - 6th grade Reading MAP Data: Fall 2021 N 55 32.5 A 39 23.1 P 62 36.7 D 13 7.7 - 6th grade Math Map Data: Fall 2021 N 42 24.9 A 97 57.4 P 22 13.0 D 8 4.7 - 7th grade MAP Reading Data: Fall 2021 N 59 35.5 A 40 24.1 P 55 33.1 D 12 7.2 - 7th grade MAP Mat Data: Fall 2021 N 42 25.3 A 40 24.1 P 69 41.6 D 15 9.0 - 8th grade MAP Reading Data: Fall 2021 N 46 24.7 A 70 37.6 P 59 31.7 D 11 5.9 - 8th grade MAP Math Data: Fall 2021 N 58 31.5 A 102 55.4 P 24 13.0 D 0 0

### 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, aside from the TMS Reading performance our students performed below the state average in each of the assessment measurements provided. Experience of staff and support for their growth remains a priority for TMS. Staff turnover was referenced in the Trends section above. Transiency of staff has been an issue that our school deals with for several reasons; promotion of staff to administrative and other leadership positions, 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.

### 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.

Considering all of the aforementioned things, literacy remains the fundamental building block of our school improvement plan. Regardless of our student's backgrounds and staff turnover, we believe that student growth, primarily in literacy, will affect all academic content areas in our building. Despite the challenges to learning experienced the last two years, our school has continued to focus on growing students. We are committed to providing whole child/whole family support. Our students and families leaned on our school and 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 succeed.

### 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.

Design and Deliver instruction: Focus on school wide literacy as mentioned in School Improvement Plan. Plan includes consulting with literacy experts for staff training, implementation of Kagan Cooperative Learning Strategies and continuing to grow and develop schoolwide culture of literacy.



# Attachment Summary

Attachment Name	Description	Associated Item(s)
 TMS School Key Elements	TMS School Key Elements	•