

2019-20 EES Phase Two: The Needs Assessment for Districts_10012019_10:36

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Erlanger-Elsmere Independent

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2019-20 Phase Two: The Needs Assessment for Districts

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Understanding Continuous Improvement: The Needs Assessment

In its most basic form, continuous improvement is about understanding the **current state** and formulating a plan to move to the **desired state**. The comprehensive needs assessment is a culmination of an extensive review of multiple sources of data collected over a period of time (e.g. 2-3 years). It 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).

The needs assessment requires synthesis and analysis of multiple sources of data and should reach conclusions about the **current state** of the school/district, as well as the processes, practices and conditions that contributed to that state.

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 district 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

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

Weekly District PLC Meetings that include the following personnel; Superintendent, Assistant Superintendent, Supervisor of Instruction, 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 PLC's are conducted monthly. District PBIS (Positive Behavior Interventions and Supports) Meetings are held quarterly and include the Superintendent, Assistant Superintendent, 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 and Assistant Superintendent for review by the Principals. Site Based Decision Making (SBDM) councils operate in accordance with KRS and KAR.

Current State

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.

Example of Current Academic State:

- Thirty-four (34%) of students in the achievement gap scored proficient on KPREP Reading.
- From 2017 to 2019, we saw an 11% increase in novice scores in reading among students in the achievement gap.
- Fifty-four (54%) of our students scored proficient in math compared to the state average of 57%.

Example of Non-Academic Current State:

- Teacher Attendance: Teacher attendance rate was 84% for the 2018-19 school year – a decrease from 92% in 2017-18.
- The number of behavior referrals increased from 204 in 2017-18 to 288 in 2018-19.
- Kentucky TELL Survey results indicated 74% of the district's teachers received adequate professional development.

Current Academic StateThe following data is from the 2018-2019 Accountability Summary file for public release. The district composition includes; four elementary schools, one middle school, one high school, and one A5 school serving grades six through twelve. The data for students enrolled at the A5 school for the entirety of the school year is a part of the district's Indicator Ratings for the middle school and high school levels. At the elementary level the district received an Indicator Rating of "Low" in all Indicators; Proficiency, Separate Academic, and Growth. At the middle school level the district received an Indicator Rating of "Very Low" in the Proficiency and Separate Academic Indicators and an Indicator Rating of "Low" in the Growth Indicator. At the high school level the district received an Indicator Rating of "Low" in the Proficiency and Graduation Rate Indicators and an Indicator Rating of "Medium" in the Separate Academic and Transition Readiness Indicators. As the Proficiency (all levels), Separate Academic (all levels), and Growth (ES and MS only) Indicator Ratings are based on the number of students scoring Novice, Apprentice, Proficient, and Distinguished on state assessments in Reading, Math, Science, Social Studies, and Writing the data would indicate that too many students are scoring at the Novice and Apprentice levels (Proficiency and Separate Academic Indicators) and are not making significant gains in their state assessment scores from one year to the next (Growth Indicator).

Current Non-Academic StateTraditional MTSS triangulated models of academic and behavior support for providing services to students have been implemented. We have installed Tier 1 supports using evidence-based Positive Behavior Intervention and Supports (PBIS) including universal social emotional learning curricula. This work has led us to recognize root causes of trauma and mental health impacting students that go far beyond teaching academics and behaviors. Over the past few years, Erlanger-Elsmere Schools have established extensive partnerships with community housing, juvenile justice, mental health, public health, child welfare, organizations working with homeless and for substance abuse prevention, and more agencies and individuals that share our commitment to providing the foundation students need.

Priorities/Concerns

Clearly and concisely identify areas of weakness using precise numbers and percentages.

NOTE: These priorities will be thoroughly addressed in the Continuous Improvement Planning Diagnostic for Districts.

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.

The following data is from the 2018-2019 Accountability Student Listing file for public release. Fifty-seven percent of the district's students assessed scored Novice or Apprentice on state Reading Assessments in 2018-2019. Sixty-nine percent of the district's students assessed scored Novice or Apprentice on state Math Assessments in 2018-2019. Eighty percent of the district's students assessed scored Novice or Apprentice on state Science Assessments in 2018-2019. Sixty percent of the district's students assessed scored Novice or Apprentice on state Social Studies Assessments in 2018-2019. Sixty-four percent of the district's students assessed scored Novice or Apprentice on state Writing Assessments in 2018-2019. Experience of staff and support for their growth remains a priority for the district. Seventy-four (74) new employees were hired for the 2019-2020 school year (all positions classified and certified) which represents twenty percent (20%) of our staff. Thirty-four (34) of the seventy-four (74) were teachers which represents forty-six percent (46%) of the new hires for 2019-2020. 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. Revision of the district's MTSS guidelines is another priority for the Erlanger-Elsmere Schools. The Northern Kentucky MTSS Violence Prevention Pyramid builds on the traditional academic and behavior MTSS triangles and recognizes that students require a range of supports, not only for academics and behavior, but also for social, emotional, and mental health; for physiological needs; and for safety and security. Additionally, through a grant award we will be working to align school and community resources to address these areas of need for our students and families.

Trends

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

Increased levels of social and emotional support that our students need based on counselor referrals, student, staff, and parent survey data, therapeutic partnership data, school-based health center data, attendance data, and behavior data. A trend that is affecting academic, cultural, and behavioral measures is staff turnover, which, as explained in the Priorities and Concerns section, is an obstacle we have to overcome for a variety of reasons. In 2016-2017 there were nine (9) certified and classified employee retirements. In 2017-2018 the number of certified and classified retirements in the district jumped to seventeen (17). We have had thirteen (13) retirements through October 31 in the 2018-2019 school year. There were eight (8) retirements in the 2018-2019 school year. Since July 1, 2017 we have had to replace ten percent (10%) of our staff due to retirement. We are also finding it difficult to fill vacant positions with qualified candidates.

Conversations with local post-secondary institutions show a significant decline in students entering the teacher preparation programs, which will extend this problem well into the future. Additionally, the Kentucky Teacher Internship Program (KTIP) was not funded in the biennial budget. So, at a time when we are losing our most experienced and qualified staff members and faced with replacing them with newer, inexperienced staff we no longer have the support of the KTIP program. We currently have seventeen teachers participating in the district's mentoring program, which represents eight percent (8%) of our certified staff.

Potential Source of Problem

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:

[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](#)

KCWP1: Design and Deploy Standards and KCWP2: Design and Deliver Instruction - with the adoption of revised standards in Reading, Writing, Math, and Social Studies the district will focus efforts on several aspects of Tier 1 instruction, including, but not limited to; curriculum development, vertical alignment of curriculum, lesson planning, and the Multi Tiered System of Support for students.

Strengths/Leverages

Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school.

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

There are examples of success within the district that can be leveraged. One elementary school posted an Indicator Rating of "Medium" in the Proficiency and Separate Academic Indicators and a "High" rating in the Growth Indicator. Another elementary school received an Indicator Rating of "Medium" in the Separate Academic and Growth Indicators. The high school Graduation Rate Indicator was rated as "High" and there Separate Academic Indicator rating was "Medium". All schools received recognition of implementation of Positive Behavior Interventions and Support (PBIS) with fidelity again in the 2018-2019 school year. Arnett Elementary School received a gold medal, Howell, Lindeman and Miles Elementary Schools received Silver medals, and Lloyd Memorial High School and Tichenor Middle School received Bronze medals. Each school continues to improve their implementation of PBIS through annual review and action plans. We also hired a PBIS Program Coordinator to increase our level of support for the schools in their implementation of PBIS with fidelity. Our district's innovation and diversity enable us to provide high quality learning opportunities for our students that involve obtaining 21st century learning skills which include critical thinking, communication, collaboration and creativity. The innovation and student-focused leadership occurring in our schools provide a true advantage to our students. The added leadership and support from our dedicated Board of Education enable us to provide college dual-credit opportunities and individualized learning to students. These are areas of great pride and success for our students and our district.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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