



2020-21 Phase Two: The Needs Assessment for  
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2020-21 Phase Two: The Needs Assessment for Schools

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## **2020-21 Phase Two: The Needs Assessment for Schools**

## 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, 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 school 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. Further, as required by Section 1114 of the Every Student Succeeds Act (ESSA), Title I schools implementing a schoolwide program must base their Title I program on a comprehensive needs assessment.

## Protocol

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

At MSE, teachers and administrators work through our PLCs to analyze common assessment data. We are working to create a digital data wall that will consist of teachers tracking triangulated scores from Reading Running Records, MAP and Common Assessments. This will be revisited regularly through our PLC process and instructional next steps will be determined. Additionally, teachers, administrators, and curriculum coaches participate in 2 data days per year to analyze data. Throughout these days, teachers critically analyze individual student assessment data from MAP, reading and math benchmarks, common assessments and KPREP. This year we will look specifically at reading and math data from our running record process and our MAP assessment. We look deeply into services that students receive to determine if individual student needs are being met. Intervention schedules and student groups are adjusted to better meet the needs of all students. Through this intentional work, staff incorporate strategies and research-based interventions to increase student proficiency. Documentation occurs through agendas, sign in sheets, updated schedules and meeting notes. Major findings are shared and discussed with School Based Decision-Making Council members for input, next steps, and ways to increase student achievement.

## 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 percent (34%) of students in the achievement gap scored proficient on KPREP Reading.
- From 2018 to 2020, the school saw an 11% increase in novice scores in reading among students in the achievement gap.
- 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: Teacher attendance rate was 84% for the 2019-20 school year – a decrease from 92% in 2017-18.
- The number of behavior referrals increased from 204 in 2018-19 to 288 in 2019-20.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

74 % of MSE's total population is at proficiency on KPREP test for the 2018-19 school year. The proficiency rate on the KPREP assessment for students with disabilities is 44%. Third grade Novice scores on the KPREP assessment increased in both reading and math. 4th grade and 5th grade novice decreased on the KPREP assessment. MSE performed above the state average in all categories on the KPREP assessment. Non Academic: MSE attendance remains around 94% for students MSE staff attendance is around 95% MSE staff felt that Professional Learning opportunities needed to be more relevant, needed to include teacher input, and needed to be more relevant to their specific contents (51% of staff agreed to these statements) as noted on the Impact Kentucky Working Conditions survey

## Priorities/Concerns

. Clearly and concisely identify 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.

KPREP assessment indicates Proficiency for students with disabilities is 43%... this is well below the state average. Separate academic Indicators for students with disabilities is 36% which is well below the threshold. Third grade novice on the KPREP reading and math assessment is nearly 25% of the entire population. 68% of MSE certified staff rated Professional Learning opportunities favorably on the Impact Kentucky Working Conditions survey, with 51% stating the opportunities do not address their specific contents, do not include teacher input, and are not relevant. ACCESS data shows that 80% of English Learners made the .5% progress (goal defined previously as AYP, and now accepted by MSE as standard of yearly proficiency)

## Trends

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

Students with disabilities continue to grow at exponential rates, despite their ability to achieve proficiency. Student attendance has remained the same for the past 3 years. Our overall proficiency as a school is stagnant and has hovered around the same percentage for the past 5 years. 70-75% English Language Learners ACCESS scores indicate growth, however students did not meet the goal to attain previously defined adequate yearly progress (.5 increase in composite) Based on data from the 2019-20 Impact Kentucky Working Conditions Survey, only 51% of staff felt that Professional Learning opportunities were valuable, included teacher input, and were relevant to the content they teach.



## 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](#)

We will continue to provide interventions for reading through our RTA grant reading interventionist, our Media Specialist, and for math through our ESS daytime waiver math tutor. Additional reading resources and interventions will be provided through the use of Title 1 funds. Classroom teachers will provide Tier 2 and Tier 3 reading, writing, math, and behavior interventions as appropriate. We will provide a tracking system for primary teachers to begin the intervention process earlier and will solidify a SAT structure that will help expedite the referral process for students who need additional services. We will continue to analyze data during PLC meetings and district data days. We will work to strengthen our co-teaching model for Reading and Math building wide. Administrators will continue walk through observations that will monitor standards alignment and practices that meet the rigor of the standard. Teachers will be provided professional development in the area of reading and EL strategies.

## 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%.

Students with disabilities growth is well above the state average. Our overall proficiency on the KPREP assessment is 3 % away from being a 4-star school. 5th grade math novice on KPREP was reduced to 7% English Learner proficiency has increased over the last three years as is evidenced on the annual WIDA ACCESS for ELLs (growing but not making adequate growth [as previously defined]) Teachers indicated on the 2019-20 Impact Kentucky Working Conditions survey, that they felt their colleagues' ideas for improving teaching were helpful and the school overall has been supportive of teacher growth.

# Attachment Summary

Attachment Name	Description	Associated Item(s)
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