



2021-22 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.

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. This year we will look specifically at reading and math data from our running record process and our MAP assessment. 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.

## 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.

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. English Language Learners ACCESS scores above the state average.

## 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.

34% of fourth grade students scored at the Proficient/Distinguished level Third grade Novice scores on KPREP increased in both reading and math. 75.7% of fifth grade students scored Novice/Apprentice in Math on KPREP 1.4% of fifth grade students scored Proficient/Distinguished on KPREP.

### 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.

Only 1.4% of students in 5th grade scored Proficient/Distinguished on KPREP which is a significant decline from previous years. No fifth grade students with disabilities scored in the Proficient/Distinguished range in math on KPREP for 2020/2021. No fifth grade students with disabilities scored in the Proficient/Distinguished range in writing on KPREP for 2020/2021. 9.1% of third grade students scored in the Proficient/Distinguished range in mathematics. 17.6% of 3rd grade GAP students scored Proficient/Distinguished in reading.

### 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.

Students with disabilities growth is well above the state average. 4th grade science novice on KPREP reduced to 4.5%. Third grade students who scored Proficient/Distinguished on KPREP was 41.2% which is above the state average of 39.5%. 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]) Fourth grade students who scored Proficient/Distinguished on KPREP was 34.9% which is slightly higher than the state average of 34.3%.

## 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.

See attached.


### **ATTACHMENTS**

#### **Attachment Name**

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 School Key Elements MSE 2021.2022

# Attachment Summary

Attachment Name	Description	Associated Item(s)
 School Key Elements MSE 2021.2022		• 6