



2020-21 Phase Two: Marion Co. Public Schools - The Needs Assessment for Schools_08282020_13:48

2020-21 Phase Two: The Needs Assessment for Schools

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Table of Contents

| | |
|--|----|
| 2020-21 Phase Two: The Needs Assessment for Schools | 3 |
| Understanding Continuous Improvement: The Needs Assessment | 4 |
| Protocol | 5 |
| Current State | 6 |
| Priorities/Concerns | 8 |
| Trends | 9 |
| Potential Source of Problem | 10 |
| Strengths/Leverages | 13 |
| Attachment Summary | 14 |

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?

Data results are reviewed and analyzed on a concurrent basis and are directly applied to the planning of monthly leadership growth opportunities as well as monthly individual cadre meetings for elementary principals, secondary principals, and counselors. Additionally, a district instructional leadership team is comprised of the assistant superintendent, instructional supervisor, director of early childhood education, the ECE director, and the director of special programs (who also serves as the district assessment coordinator). Meeting agendas document key discussion points and sign-in sheets document attendance. Monthly leadership meeting attendees also earn EILA credit. At the district level, additional stakeholder groups are utilized to determine next steps for the district. An annual community summit attracts over 200 community partners who have an opportunity to hear an update of the district's status (led by student leaders) and drives the development of next steps. Additionally, district instructional coaches assigned to support each district school assist building-level leaders with data disaggregation. New this academic year is Otus. This digital platform will allow schools to manage data and further individualize the needs of students (Both live and virtual). In addition to the Measure of Academic Progress (given three times each year), the district also offers schools the following programs which produce viable data to both measure progress and determine areas for targeted growth: The MyShield app (our version of Backpack) also continues to offer students an opportunity to take ownership in their academic progress by collecting their own data/artifacts in an electronic repository they use to defend their work at key transition points.

ATTACHMENTS

Attachment Name

 NTI District Participation Rates (March 13 - May 7, 2020)

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.

Current Non-Academic State: -District attendance rate was 94.3% in 2019, up from 94.1% the year prior. During the pandemic in Spring 2020, NTI student participation remained consistently near 93% (see attached). As of September, 2020, a hybrid model of both live and student learners was in place with 75% of students choosing live classes. -TELL survey data: 91% of teachers agree that school leadership uses data to improve student learning. -TELL survey data: 72.3% of teachers agree that professional learning enhances teachers ability to implement instructional strategies that meet diverse student learning needs. TELL survey data: 88.1% of teachers use assessment data to inform their instruction TELL survey data: 85.9% of teachers work in professional learning communities to develop and align instructional practices. -87.3% of students do not have a recorded behavioral event.

Current Academic State: -Student Attendance: Student Attendance rate was 94.3% for the 2018-19 school year - compared to 94.1% the year prior. In 2019-20 -Almost 50% of economically disadvantaged students at elementary and middle school are scoring proficient/distinguished compared to 65-73% of non-academically disadvantaged students scoring Proficient/Distinguished in reading. -41% of economically disadvantaged high school students score proficient/distinguished in reading compared to 47% of non-academically disadvantaged students. -50% of

economically disadvantaged students in 2017-18 scored Proficient/Distinguished in math, compared to 47.7% in 2018-19. -Graduation rate was 93.7%, compared to 95% the year prior. -48% of economically disadvantaged graduates were transition ready, compared to 81.6% of non-economically disadvantaged students. -- Elementary students with special needs - 75% stayed the same or increased at least one growth level.

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.

Reading and Writing achievement is a priority/concern with students at nearly all levels and sub-groups performing below state average: (Reading - ES: 53.6%/54.6%; MS: 58.8%/59.6%; HS: 44.3%/44.5% - Writing - MS: 28.9%/31.9%; HS: 45.2%/50.3). Currently, 31.4 % of African American students at the middle school level score at the Proficient/Distinguished level in Reading compared to 58.4% of white students. Also of note, in mathematics at the middle grades only 22% of African-American students score at the Proficient/Distinguished level (compared to 48.7% of white students who achieve at the P/D level). Only 12.6% of economically disadvantaged middle school students score at the P/D level. Females are significantly outperforming males with 77% of all females performing at the PD level. -67.5% of white students are transition ready, compared to 35% of Hispanic students and 33% of African American students -47.5% of male ECE students in the middle grades score at the Proficient/Distinguished level -Students with disabilities continues to show a decrease in P/D scores in reading (41.3% in 2017-18, 35.5% in 2018-19) -Students with disabilities continue to show a decrease in P/D scores in math (33.1% in 2017-18, 30% in 20180-19) Based on available trend data, the results of our community summit, administrative and board of education work sessions, and current state and federal mandates, the following focus areas for school improvement have been identified: 1) Equity and closing achievement gaps; 2) literacy; 3) professional learning communities; 4) personalized learning; 5) technology integration and innovation/virtual instruction; 6) numeracy; 7) leadership development; and 8) social emotional learning/mental health awareness.

Trends

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

1) Reading data indicates a continued decline in achievement among students across gap groups. A lack of phonemic awareness at the lower grades, best practices for reading at the secondary level, and rigor/relevance remain as areas that will be used for professional growth opportunities. Reading achievement remains a priority. 2) Math: achievement for ECE and African-Americans are two gap groups identified as focus areas for the district 3) Social-Emotional Learning: overall, a new emphasis on the social-emotional needs of students - including finding more opportunities for students to connect with peers and adults they trust - is becoming an integral part of ensuring academic success. This is being accomplished through the use of time to accommodate student support services both throughout the school day as well as before/after school hours. 4) MAP comparison from last year to this year shows 54.3% of students meeting or exceeding their RIT in Reading; 52.2% in Math.

ATTACHMENTS

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 NTI District Participation Rates (March 13 - May 7, 2020)

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](#)

Resources and efforts will focus on the following changes that are in various stages of completion. Central to our work for 2020-21 will be our newly revised Portrait of a Graduate which is a result of intensive work and training with Battelle for Kids and the Southern Regional Education Board. KCWP 1: The district maintains a guaranteed, viable curriculum through a variety of measures related to the continued revision and deployment of learning standards. Six district instructional coaches assist school and district leadership with the on-going reflection and management with each being assigned to a specific district school. Teachers operate with a pacing guide and learning targets that are posted and monitored via principal walkthroughs as well as district learning walks. Learning cadres and professional learning communities focus their work on teaching and learning. Vertical teaming is addressed through professional development with two weeks completed last spring focused on district, grade-level blended learning playlists. Additionally, career pathways - offered through the local high school and area technology center - are monitored and evaluated locally and regionally. A local ATC board that includes business and industry partners meets monthly to address CTE curriculum that includes. KCWP 2: PLC meetings at both the school and district level focus on academic health. All schools follow a guaranteed, viable curriculum (a living document monitored and revised with the assistance of teachers, instructional leaders, and six district instructional coaches) with pacing guides and lesson plans. Collaborative partners include ECE teachers, Extended School Services teachers operating before/after school (as well as summer months) as well as part of a daytime waiver program. Regular Response to Intervention meetings work to ensure the unique and individual needs of all students are met. Instruction is monitored through principal and district learning walks. Effectiveness of instructional delivery is measured through the aforementioned learning walks and individual and sub-group score analysis. Numerous programs are used to assess

and target areas for growth with an emphasis on the Measure of Academic Progress. The Otus system (new this year) assists with data management and data disaggregation. Congruency is accomplished with continued reflection of district pacing guides with assistance from district instructional coaches. Our district remains focused on Kagan strategies, our work with Battelle for Kids (Portrait of a Graduate) and the state's Innovative Learning Network to provide student voice and choice in everything from assignment options all the way to our in-house virtual program - Marvel Academy. Continued data-driven decision are made with the use of Achieve 3000, Lexia, Dream Box, Edgenuity, CERT, Actively Learn, and common assessments to further develop high-yield strategies for targeting and monitoring growth areas. KCWP 3: Formative and summative assessments are used to validate a balanced assessment system. Strategic planning culminates in an annual community stakeholder summit to provide feedback on district progress. Additionally, achievement results are shared with families using individual student progress and assessment reports. Overall progress is shared through all available media outlets with board of education meetings streamed on district social media. A focus in this area has been the professional development and professional growth of district instructional coaches who previously earned both gifted and talented and Leader in Me endorsements. When a full battery of K-PREP scores is available, principals also are charged to lead an academic health check-up in their respective schools. that works to name and claim students based on their levels of growth. The results are shared in district leadership meetings and traditionally used to drive improvement plans. Students also have ownership of their progress through the MyShield app which allows them to showcase their academic progress. They can upload artifacts and receive feedback from their teachers on the app. The ultimate goal is to create a public showcase (defense opportunity) at key transition points. Social-Emotional Wellness personnel also coordinate with school psychologists , school administrators, counselors, and other district personnel to help create programs that address the whole child. All students (new this year) have a regular advisory group experience built into their schedules. KCWP 4: Teachers use common assessments to drive feedback. Data-driven decisions are based on results from the aforementioned programs and practices. Instructional coaches completed new standards rollout training last year and are instrumental in leading the creation of a crosswalk that will accommodate those changes. The disaggregation of data continues with the aforementioned practices. Work also continues with the Southern Regional Education Board to streamline our master schedule to provide the best opportunity we can to individualize instruction and meet student needs. KCWP 5: Behavioral interventions include RTI, check-in/check-out, ClassDojo, a PASS program for ECE students, and two full-time social-emotional educators. The district follows a board-approved District Code of Conduct and discipline matrix to ensure fairness and accuracy for choices and consequences. Additionally, the district

expects employees to adhere to the EPSP Professional Code of Ethics. Stakeholders assisting with Best Practices through participation in advisory groups and the district's annual community summit. KCWP 6: Student Leadership remains a focus central to the district's Next Generation Marion County initiative. The effort promotes student driven leadership through Leader in Me and Student Ambassador programming. A central focus on the social and emotional well-being of students and staff has become more important with students having a regular advisory group. The district has also purchased Terrace Metrics which helps target student with unique needs and a SMILE group promotes positivity district-wide.

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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%.

The district's overall graduation rate has increased from 93% the last five years to its current rate of 95.5%. Females in the middle grades scoring proficient/distinguished has increased from 59.7% to 70.9% over the last four KPREP cycles. Completion rates for AP courses has remained consistently high over the last four years and is currently - 93.7% Students enrolled in at least one dual credit course has increased to 234 (almost one-third of our student body) compared to four years ago with almost 100 students prior to the addition of CTE dual credit. Additional efforts to boost career and technical education have resulted in 181 students taking a dual credit course as part of a career and technical education pathway. A partnership with Washington County Schools allows student access to 16 CTE teachers. An analysis of our most recent MAP data shows a strength in geometry standards at the elementary level when comparing mean scores to their standard deviation (Primary: 220.5/16.3; Intermediate 178.7/15.8)

Attachment Summary

| Attachment Name | Description | Associated Item(s) |
|--|--|--------------------|
|  MAP Growth Data | Comparison from Winter 2019 to the first administration in Fall 2020 | • |
|  NTI District Participation Rates (March 13 - May 7, 2020) | | • |
|  Portrait of a Graduate | Our new POG drives our analysis and planning for all district schools and programs. | • |
|  Portrait of a Graduate Descriptions | | • |
|  Sample Copy - Instructional Coach School Level Data Analysis | District Instructional coaches work extensively with data disaggregation. Attached is a sample copy of some of the results used to drive the work of school-level data analysis work. | • |
|  Sample Copy - MyShield Student Stakeholder Assignment | Students continue to have opportunities to own their learning with our version of the Backpack program. The app allows students to make choices about their work, receive feedback, and design showcase experiences to defend their learning. The goal is to solidify defense events at key transition points and grow the opportunity as a way to complete Individual Learning Plans with fidelity. | • |
|  Sample Copy of District Leadership Zoom Agenda 10-23-20 | Another sample of an agenda from the referenced full leadership meetings that occur on a concurrent basis used, in part, to address academic progress of students as well as programming used to ensure both student achievement and fidelity of services. | • |
|  Sample Copy of District Leadership Zoom Agenda 4-16-20 | Sample copy of continued analysis and planning during COVID shutdown period. | • |
|  Sample Copy of Principal PLC Agenda 8-26-20 | Principal cadre groups meet monthly (elementary cadre and secondary cadre) with district leadership in addition to a regular, reoccurring full team leadership meeting. | • |