



2021-22 Phase Two: The Needs Assessment for Schools

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.

Muhlenberg South Elementary conducts an annual data review based upon the timing of various assessments. The annual data review includes information from many areas. In the past, we have used the Family Resource Center Needs Assessment survey, KPrep and also MAP results from the fall testing session. For the current year we will be using more in house assessments to disaggregate our data. Certified teachers are placed within groups to analyze the formative and summative data available and share outcomes within their identified groups. School data teams will gather results and formulate a plan for generating our Consolidated Plan to guide our school. Our staff will meet monthly to discuss concerns of the school and evaluate needs throughout school year.

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.

2021-22 Fall Map Score Rates 12 % decrease in Math Proficiency rates 11% decrease in Reading Proficiency rates 13% increase in Math Novice rates 11% increase in Reading Novice rates Communication between Teacher and parent increased during the pandemic.

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.

24% of the students at MSES scored at the proficient level compared to 26% at the state level on KPREP assessment in Reading. 12% of the students at MSES scored at the proficient level compared to 22% at the state level on KPREP assessment in Math. 24% of achievement gap students scored Proficient in Reading. 14% of achievement gap students scored Proficient in Math.

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.

The greatest area of weakness for MSES is decreasing the Novice percentages for our school in Reading and Math. Reading Novice percentages are 43% while Math Novice percentages are 41%. Novice percentages are greater than the state average in both subject areas. Gap novice percentages are also high. Gap Novice Reading percentages = 45% and Gap Math percentages = 48% of group totals.

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.

Reading and math Novice percentages are both over 40%. To address this issue the school has hired 3 RTI personnel and will be utilizing the ESS services available also. Students are no longer virtual and will be in class 5 days a week. This will allow for greater assessment driven practices and a better way of communicating with our students and the needs that arise.

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 attachment

Attachment Summary

Attachment Name	Description	Associated Item(s)
 School Key Elements Template	Evidence of key elements that allow you to monitor for specific progress monitoring.	.