2022-23 Phase Two: The Needs Assessment for Schools

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Muhlenberg South Elementary
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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 (now KSA or Kentucky Summative Assessment) and also MAP results from the fall testing session. For the current year we will be using all assessments listed above combined with iReady diagnostics and both formative and summative 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.

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Review of Previous Plan

2. Summarize the implementation of the goals, objectives, strategies and activities from the previous year's Comprehensive School Improvement Plan (CSIP). What was successful? How does it inform this year's plan?

Successful CSIP Objectives

MSES has worked on building relationships with students to aid in targeting their needs. Small groups are being utilized to work on basic skills with students in the areas of Reading and Math. Individualize instruction can be administered more effectively through these working groups.

The Kentucky Center for Mathematics helped train some of our staff. They concentrated on instruction delivery for both the classroom teacher and interventionists. The professional development aided to address GAPs in instruction.

Completion of MAP diagnostics to identify student needs.

Digital software implementation proved to be successful in some grade levels.

Better data management for our RTI program proved to be successful.

How does it inform this years plan? We have reviewed the current years plan throughout the year. We have determined a great need to continue to identify our struggling population and spend our resources to help aid their instruction and well being. Our targeting of students will help decrease gaps and confirm the programs that are working for us and those that we need to adjust or discard.

Trends

3. 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 2020-21 to 288 in 2021-22.

• From 2020 to 2022, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

According to current data from the KSA report, Proficient/Distinguished students have decreased 9% for the current year in Reading. Novice rates have remained high for the last two years at a rate of 31%. MSES enrollment has significantly declined over time. In the past 5 years students tested in grades 3-5 has decreased by 22%. According to Infinite campus behavioral reports, behavioral incidents have increased in the last 2 years.

Current State

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4. 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 Kentucky Summative Assessment (KSA) in 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 2021-22 academic year.
• Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

    -73% of students at MSES are economically disadvantaged.

    -22% of students, in Reading, at MSES scored Proficient/Distinguished for the 2021-22 academic year.

    -13% of students with disabilities (IEP), in Reading, scored Proficient/Distinguished for the 2021-22 academic year.

    -19% of students, in Math, at MSES scored Proficient/Distinguished for the 2021-22 academic year.

    -19% of students with disabilities (IEP), in Math, scored Proficient/Distinguished for the 2021-22 academic year.

Priorities/Concerns

5. 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 percent (68%) of students in the achievement gap scored below proficiency on the Kentucky Summative Assessment (KSA) in reading as opposed to just 12% of non-gap learners.

    63% of economically disadvantaged students scored below Proficiency compared to 50% of non-economically disadvantaged on the Kentucky Summative Assessment in Reading.

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65% of economically disadvantaged students scored below Proficiency compared to 54% of non-economically disadvantaged on the Kentucky Summative Assessment in Math.

Strengths/Leverages

6. 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.

Muhlenberg South Elementary have utilized additional personnel to address the gaps and deficiencies in Reading and Math. Thirty five (35) percent of all students have scored Novice in Reading, while thirty eight (38) percent have scored Novice in Math. These additional supports will help aid the in the implementation of resources and focus on the growth of our students.

Evaluate the Teaching and Learning Environment

7. 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.

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NOTE: These elements will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

MSES will be concentrating on the area of delivering instruction. KCWP 2

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Attachment Summary

Attachment Name	Description	Associated Item(s)
School Key Elements 2022-23	School Key Elements 2022-23	•