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2021-22 Phase Two: The Needs Assessment for Schools

Mercer County Senior High School
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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.

Data results from the 2020-21 school year were not as complete as in years past due to COVID-19 and not all students being required to complete the KPREP assessments. The results that we do have are typically reviewed and analyzed during school based council, school leadership team, instructional MTSS team, school administrative team, and district administrative team meetings by stakeholders of Mercer County Senior High School in the process of developing goals, objectives, strategies, and activities. The members of the school council are Spencer Tatum, Ekambaram Elumalai, Kendra Rowland, Christina Emmanuel, Jo Luthe, and Julie Peavler. The members of the school leadership team are Andrew

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Ashford, Ekambaram Elumalai, Carissa Horn, Leigh Koch, Julia Snellen, Adrienne Dye, Miranda Goodlett, Kim Dailey, and Kendra Rowland. The members of the MTSS team are Jeremy Carlson, Charlotte Carter, Stacy Davis, Adrienne Dye, Ekambaram Elumalai, Mike Floro, Josh Hamlin, Graham Heasley, Stacey Isaacs, Leigh Koch, Taylor Mastin, Kasey McRay, Katrina Sexton, Daniel Perea, Cara Rogers, Jennifer Carter, Kathi Lawrence, and Mary Zollner. The members of the school administrative team are Spencer Tatum, Mike Floro, Brian Rowland, and Terry Yeast. The members of the district administrative team are Jason Booher, Jason McAlister, Jennifer Hatton, Esther Hayslett, Jennifer Carter, Kathi Lawrence, and Jay Anderson. The school council, school leadership team, school MTSS team, and district administrative team meet monthly. The school administrative team meets weekly to address the needs of the school. Minutes are kept during the school council and MTSS meetings. Notes are kept during the school leadership team, district administrative team, and school administrative team meetings.

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.

As we have returned to in-person instruction in 2021-22 after 18 months of sporadic instruction due to COVID-19, it will be vital that we treat ALL student subgroups and ALL content areas as areas of concern in catching up students that have more than likely fallen behind due to the pandemic. We will look at data from the 2018-19 and 2020-21 school year to strive for improvement in all areas. It is extremely important to continue to decrease our percentage of students in the novice and apprentice categories and increase our percentage of students in the proficient and distinguished categories in all areas. We have to continue to focus on the subgroup categories Disability, Economically Disadvantaged, Two or More Races, Hispanic/Latino, and African Americans. It is imperative that we continue to move our gap students from novice to apprentice or proficient in all areas. Particular focus needs to be given to our students with disabilities in math, reading, and writing. Study Skills classes and co-teaching classes in Math and English for our students with disabilities are being utilized to give more individualized instruction to our students. Study Skills classes and co-teaching classes in Math and English for our lowest scoring freshman, sophomores, and juniors are focusing on skills

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necessary to succeed in these content areas. Freshman, Sophomores, and Juniors are using the CERT program in order to strengthen skills in the areas of Math, English, Reading, and Science. Teachers will use the data curriculum resources from CERT to help guide instruction and this data will also be used for individualized intervention daily. Our career readiness will continue to be an area of emphasis. We have increased our overall Transition Readiness score, but we are constantly looking for additional industry certifications and other avenues to give students a chance to make sure our students are in career pathways that will allow them to take End of Program assessments or be eligible to receive an industry certificate. The ACT test will be given to all juniors in the fall of the 2021-22 school year to help prepare them for the March 2022 ACT and give them the extra opportunity to improve their score and meet their benchmarks. We will continue to be a PBIS school through KYCID as we focus our attempts to decrease undesired behaviors and increase desired behaviors. Behavior is monitored by analyzing data on a regular basis by a PBIS MTSS committee using SWIS. A reward system will be implemented to reinforce positive behaviors based on MERCER expectations that are reinforced throughout the year in all classes. PLC's meet on a monthly basis as the departments continue to build common assessments and analyze student data and instructional practices to improve student achievement. Curriculum and instruction must continue to be delivered in a way that requires students to use higher level, critical thinking skills in all content areas. MCSHS has access to two instructional coaches that assist our Math, English, Science, and Social Studies departments in developing assessments and lessons to increase rigor and relevance in the classroom. Chromebooks have been purchased and assigned to all of our students to allow MCSHS to be a 1:1 technology school.

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

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adequate professional development.

Data used for the current academic state of Mercer County Senior High School is taken from the Kentucky Department of Education KPREP results and accountability system. Due to COVID-19, not all students were required to take the KPREP assessments during the 2020-21 school year so the results are somewhat incomplete. We have data from 10th grade Reading and Math and 11th grade On-Demand Writing, Science, and the ACT. The data tells us, in comparison to previous years, that our scores are down across the board in all tested areas. Some of this decreased achievement can be attributed to COVID-19 and many months of online instruction instead of in-person instruction. As part of the priority plan at Mercer County Senior High School, we have set goals of improving the quality of in-person classroom instruction and rigor in all content areas to make up for the loss of consistent in-person instruction over the last 18 months. The ACT given to 11th grade students in the spring of 2021 showed a composite score of 17.8 in comparison to the state average of 18.0. ACT Reading was a 18.3 in comparison to the state average of 18.5. ACT English was a 17.1 in comparison to the state average of 17.1. ACT Math was a 17.5 in comparison to a 17.7. ACT Science was a 18.0 in comparison to the state average of 18.3. The percentage of MCSHS students meeting the state benchmarks on the ACT were as follows: Reading - 37.4% (state average - 39.9%), English - 41.9% (state average - 42.3%), and Math - 27.4% (state average - 29.9%). In regards to different subgroup scores on the ACT, we have data pertaining to Hispanic/Latino, 2 or more races, Economically Disadvantaged, and Students with Disabilities. Here is that data from the ACT: Scores for the subgroup Hispanic/Latino - Composite 15.9 (state average 16.2), English 15.5 (state average 14.9), Reading 16.1 (state average 16.6), Math 15.5 (state average 16.3), Science 16.5 (state average 16.7). Scores for the 2 or More Races subgroup - Composite 15.9 (state average 17.6), Reading 14.8 (state average 16.6), Math 15.3 (state average 18.2), Science 16.6 (state average 17.9). Scores for Economically Disadvantaged subgroup - Composite 17 (state average 16.4), English 16.2 (state average 15.2), Reading 17.8 (state average 16.8), Math 16.5 (state average 16.2), Science 17.0 (state average 16.8). Scores for Students with a Disability subgroup - Composite 15.8 (state average 13.9), English 14.7 (state average 12), Reading 16.7 (state average 14.1) Math 15.8 (state average 14.4), Science 15.7 (state average 14.4). In the 11th grade On-Demand Writing, 64.7% scored either Proficient/Distinguished with 31.4% scoring Distinguished. In the 11th grade Science assessment, 25% scored either Proficient/Distinguished and 75% scored either Novice/Apprentice. In the 10th grade Reading assessment, 31.8% scored either Proficient/Distinguished and 68.2% scored either Novice/Apprentice. In the 10th grade Math assessment, 33.8% scored either Proficient/Distinguished and 66.2% scored either Novice/Apprentice. The 4 year graduation rate is 98.4% compared to the state average of 90.2%.

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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.

Areas of Concern with room for improvement include the following: 11th grade ACT composite score of a 17.8, 11th grade Science assessment with 75% of students scoring either Novice/Apprentice, 10th grade Reading assessment with 68.2% of students scoring either Novice/Apprentice, 10th grade Math assessment with 66.2% of students scoring either Novice/Apprentice, the subgroup of 2 or more races on the ACT Reading section scored 15.3 in comparison to the state average of 18.2, the subgroup of 2 or more races on the ACT composite score scored a 15.9 in comparison to the state average of 17.6. Mercer County Senior High School underwent a lack of consistent in-person instruction over an 18th month period due to the COVID-19 pandemic.

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.

11th grade On-Demand Writing students had 64.7% scoring either Proficient/Distinguished with 31.4% scoring Distinguished in comparison to the state average of 22.3%. On the 11th grade ACT, in the subgroup Students with a Disability, students scored a 15.8 composite in comparison to the state average of 13.9. On the Reading section of the ACT, students scored a 16.7 in comparison to the state average of 14.1. On the English section of the ACT, students scored a 14.7 in comparison to the state average of 12.0.

Evaluate the Teaching and Learning Environment

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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

ATTACHMENTS

Attachment Name

📄 School Key Elements 2021-22

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Attachment Summary

Attachment Name	Description	Associated Item(s)
📄 School Key Elements 2021-22		• 6