



2024-2025 Phase Two: The Needs Assessment for Districts_10082024_13:43

2024-2025 Phase Two: The Needs Assessment for Districts

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Table of Contents

2024-2025 Phase Two: The Needs Assessment for Districts	3
Attachment Summary	12

2024-2025 Phase Two: The Needs Assessment for Districts

Understanding Continuous Improvement: The Needs Assessment for Districts

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 district goals and strategies. Once completed, the diagnostic will lead to priorities to be addressed in the comprehensive district 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 aspects of teaching and learning that affect performance must guide the work. 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 districts to clearly and honestly identify their most critical areas for improvement that they will address 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 districts, each district 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 as you conducted this year's needs assessment. Include names of district leadership teams and stakeholder groups involved, a timeline of the process, the specific data reviewed, and how the meetings were documented.

Our district reviews various data points to ensure we are working from a lens of continuous improvement. We review the following assessments:

- KSA - Review when KDE releases data in the fall, typically October (district administrative team, district leadership team, building admin team, teachers, guiding coalition, and Board of Education).
 - Embargoed period data review with principals
 - District data is shared with the Board of Education at work session
 - School-level data is disaggregated at role group meetings
- MAP Growth - Taken in the Fall, Winter, and Spring - We review this data at the district level through a combined professional learning team meeting consisting of principals, curriculum specialists, and district administrators. This year's MAP PLTs are in October 2024, January 2025, and April 2025.

There is a district PLT following each of these administrations that consists of principals, curriculum specialists, and district administrators. Schools conduct data disaggregation with teacher teams.

- Continuous Improvement meetings are held at each school and include the entire school administrative team and district administrators. The Fall (October) meeting agenda includes the following topics: MAP Growth and Fluency Results, KSA Results, Tier 2 and 3 academic and behavior intervention, attendance, HQIR implementation, Discipline, and Failures (secondary). Each topic has specific data that is reviewed and discussed. From these meetings, action planning is conducted as part of the CSIP process. All school administrators and district administrators attend these meetings and feedback is given to inform continuous improvement action planning.

ATTACHMENTS

Attachment Name



Continuous Improvement Meeting Questions



Grant County Schools MAP System

Review of Previous Plan

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

We are very intentional in maintaining our initiatives from year to year so that we can work from a lens of continuous improvement. Our focus will continue to be on the implementation of the PLC process, including tiered interventions and extensions (MTSS). In 2023-2024, we identified priority standards and developed a plan to implement Tier 2 interventions and extensions based on grade-level standards. We began refining assessments to ensure priority standards were properly assessed. While we made progress in 2023-2024, we will continue to refine our PLC process and our MTSS system.

We continue to work on high quality instruction in all classrooms. While we began working on an inquiry-based instructional protocol model in the 2023-2024 school year, we will continue with a more formal roll-out of the model in 2024-2025.

Grant County Schools made progress on reducing the achievement gap for special education students in 2023-2024. However, co-teaching will continue to be an initiative since there continues to be a gap in performance between our special education population and non-special education students. We have a significant turnover rate among special education teachers; thus, we will need to continue to provide training for co-teaching in 2024-2025. We will focus more on collaborative

models such as station teaching or parallel teaching because they increase opportunities for all students in the co-teaching classroom.

In 2023-2024, our district adopted an elementary reading HQIR and a high school math HQIR. We conducted professional learning around the HQIRs in 2023-2024, and HQIR implementation will continue to be a focus in 2024-2025. Our elementary school will be in Year 2 of the implementation of EL and our high school will be in Year 2 of Envision math. We've also adopted OpenSciEd in the secondary schools. All schools will continue to be supported in their implementation through district-supported curriculum-based professional learning.

ATTACHMENTS

Attachment Name



Grant County Curriculum Resource Adoption System



Grant County Instructional Protocol System



Grant County MTSS System

Trends

3. After 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 2022-2023 to 288 in 2023-2024.
- From 2022 to 2024, the district saw an 11% increase in novice scores in reading among students with achievement gaps.

Elementary

From 2022-2024, there was:

- 7% increase in reading novice for Grade 3
- 8% decrease in reading novice Grade 4

Middle

- 4% decrease in math novice Grade 7
- 6% decrease in social studies novice Grade 8

High

- 8% decrease in reading novice Grade 10

- 25% increase in social studies novice Grade 11

We continue to have achievement gaps for our students with IEPs although we did see an increase at the middle school level in 2023-2024:

- Reading and math indicator score for elementary decreased from 28 to 23.9 (4.1 decrease)
 - Reading proficient and distinguished
 - IEP 11%
 - All Students 33%
 - Math proficient and distinguished
 - IEP 13%
 - All Students 35%
- All levels increased on the Quality of School Safety Climate from 2022-2024.
 - Elementary +1.8 (73 to 74.8)
 - Middle +0.5 (63 to 63.5)
 - High +1.3 (54.4 to 55.7)

Current State

4. Describe in narrative form the current condition of the district 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 of students in the achievement gap scored proficient on Kentucky Summative Assessment (KSA) in reading. Local benchmark data indicates that thirty-two percent of all students receive Tier II intervention in reading.
- Fifty-four percent of our students scored proficient in math on the KSA compared to the state average of 57%. Local formative assessments show 53% of students are on grade level in math.

Example of Non-Academic Current State:

- Teacher attendance rate was 84% for the 2023-2024 academic year. 2023-2024 Impact survey data shows that 71% of staff feel like they belong at our school.

- Survey results and perception data indicated 74% of the district's teachers received adequate professional development.

Grant County Schools continues to have an achievement gap between students with disability and students who aren't identified to have a disability. This gap exists in both reading and math as evidenced in the comparison information below. High school has the biggest gaps in both reading and math.

KSA Reading

Elementary

- 31% of students without disability scored novice in reading and 39% of students without disability scored proficient/distinguished in reading
- 59% of students with disability IEPs scored novice in reading and 11% of students with IEPs scored proficient/distinguished in reading

Middle

- 25% of students without disability scored novice in reading and 48% of students without disability scored proficient/distinguished in reading
- 53% of students with disability/IEPs scored novice in reading and 15% of students with IEPs scored proficient/distinguished in reading

High

- 31% of students without disability scored novice in reading and 41% of students without disability scored proficient/distinguished in reading
- 66% of students with disability/IEPs scored novice in reading and 10% of students with IEPs scored proficient/distinguished in reading

KSA Math

Elementary

- 26% of students without disability scored novice in math and 41% of students with disability scored proficient/distinguished in math
- 56% of students with disability/IEPs scored novice in math and 13% of students with IEPs scored proficient/distinguished in math

Middle

- 28% of students without disability scored novice in math and 44% of students with disability scored proficient/distinguished in math
- 54% of students with disability/IEPs scored novice in math and 15% of students with IEPs scored proficient/distinguished in math

High

- 36% of students without disability scored novice in math and 35% of students with disability scored proficient/distinguished in math
- 72% of students with disability/IEPs scored novice in math and 7% of students with IEPs scored proficient/distinguished in math

Priorities/Concerns

5. Clearly and concisely describe the two or three greatest areas of weakness using precise numbers and percentages.

NOTE: You must thoroughly address these priorities in the Comprehensive District Improvement Plan (CDIP) diagnostic and template.

Example: Students in our gap groups are scoring significantly below all students. Sixty-eight percent 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.

Students with disability/IEP (gap group) are a significant concern in both reading and math. On KSA reading, 11% of our elementary students with disability were proficient/distinguished, 15% of our middle school students with disability were proficient/distinguished, 10% of our high school students with disability were proficient/distinguished.

On the KSA math assessment, 13% of our elementary students with disability were proficient/distinguished, 15% of our middle school students with disability were proficient/distinguished, and 7% of our high school students with disability were proficient/distinguished.

There is also concern with science, social studies, and writing proficiency on the KSA assessment. Proficiency in science is, as follows:

Elementary students with disability - 10% proficient/distinguished

Non-disability students - 25% proficient/distinguished

Middle school students (all students) - 22% proficient/distinguished (some data suppressed)

High school data is suppressed.

Social Studies data is, as follows:

Elementary - suppressed

Middle school students with disability - 17% proficient/distinguished

Middle school students without disability - 35% proficient/distinguished

High school students (all students) - 22% proficient/distinguished

High school KSA Writing scores decreased significantly in 23-24. Proficiency went from 51% to 27% on KSA combined writing in 2023-2024

Strengths/Leverages

6. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the district. Explain how the district will utilize the strengths and leverages 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.

We are a PLC district, and 100% of our core courses are actively participating in Professional Learning Teams using the four critical questions. Our PLC and MTSS systems are in full implementation phase this school year.

100% of our elementary schools have HQIRs in reading and math. The reading HQIR is in year two of implementation and the math HQIR is in year 1 of implementation.

KSA strengths for 2023-2024 include an increase in Quality of School Climate and Safety Survey at all three levels. Indicator scores for QSCS are:

Elementary - 1.8 point increase

Middle - 0.5 point increase

High - 1.3 point increase

Middle school social studies decreased novice by 6%.

Our Deeper Learning plan will be fully implemented this year. All students in grades 5, 8, and 12 will participate in a defense of learning based on the requirements of the Profile of a Graduate (SUCCEED Criteria)

ATTACHMENTS

Attachment Name



Grant County Curriculum Resource Adoption System



Grant County MTSS System



Grant County Schools SUCCEED Graphic - Profile of a Graduate

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 Results](#)

[KCWP 5: Design, Align and Deliver Support Processes](#)

[KCWP 6: Establish Learning Environment and Culture](#)

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 directly below.

ATTACHMENTS

Attachment Name



Grant County Instructional Protocol System



Grant County Schools Key Core Work Processes



Grant County Schools MAP System

8. After analyzing the Key Elements of your teaching and learning environment, on which two or three processes, practices or conditions will the district focus its resources and efforts to produce the desired changes?

Note that all processes, practices and conditions can be linked to the six Key Core Work Processes.

NOTE: The Comprehensive District Improvement Plan (CDIP) diagnostic and template must thoroughly address these elements.

KCWP 2: Design and Deliver Instruction

- Instructional Protocol System
- Curriculum Resource Adoption System








KCWP 3: Design and Deliver Assessment Literacy

- MTSS System
- Instructional Protocol System

KCWP 4: Review, Analyze, and Apply Data Results

- MAP System
- Continuous Improvement Meeting Questions

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Continuous Improvement Meeting Questions		• 1
 Grant County Curriculum Resource Adoption System		• 2 • 6
 Grant County Instructional Protocol System		• 2 • 7
 Grant County MTSS System		• 2 • 6
 Grant County Schools Key Core Work Processes		• 7
 Grant County Schools MAP System		• 1 • 7
 Grant County Schools SUCCEED Graphic - Profile of a Graduate		• 6