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2023-2024 Phase Two: The Needs Assessment for Districts

Grant County
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2023-24 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 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 districts 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 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 to determine the priorities of 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 are documented.

Our district reviews several types of data: KSA (Kentucky Summative Assessment), MAP (Measures of Academic Progress), ACT, CERT. In the fall our district leadership team analyzes released KSA data and compares it to the spring MAP scores of students. MAP is administered 3 times a year. After each administration, we require schools to attend a Continuous Improvement Meeting where we discuss the breakdown of their data and next steps for their Action Plan. All meetings are

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documented on the agenda from each school and shared with the entire team through google. See attached

District Leadership Team Includes: Superintendent, Deputy Superintendent/CAO. Assistant Superintendent, Director of Elementary, Director of Secondary, Director of Special Education

Stakeholder Groups: Principal, Curriculum Specialist, School Counselor

ATTACHMENTS

Attachment Name

📄 Continuous Improvement Meeting Agenda

📄 Curriculum Design and Implementation System

📄 Instructional Protocol System

📄 MAP Assessment 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?

Our district has intentionally worked to not include new initiatives but to strengthen the areas we have identified within the Grant County Way. The plan is to have all classrooms providing high quality instruction with every lesson. In addition, we continue to work in the area of a viable curriculum for all content and all grades. Our special education population is not performing at high levels. We have worked several years to provide co-teaching within classrooms, changed schedules to ensure all students with an IEP are not pulled from core instruction, and have worked to increase our intervention/enrichment opportunities for students. We have noticed that we have more emergency certified staff in the district and therefore need to plan specifically to provide professional learning for them in a way that is not overwhelming but increases their knowledge fairly quickly. We use walk through data to determine growth in our classroom in regard to instruction and we analyze this data on a regular basis. All schools have implemented processes through new learning from attending Solution Tree's PLC Summit as well as the RtI Summit. The Director of Elementary and Director of Secondary have worked specifically with curriculum specialists and teachers to determine priority standards for each grade level and content. With this established, RtI becomes the focus to ensure all students master the priority standards. In addition, our district

has adopted new curriculum resources for ELA at the elementary and high school and math at the middle and high. The process for choosing a new resource is rigorous and provides all stakeholders a chance to reflect on standards and needs within our classrooms in order to increase student achievement. Our special education numbers in two of our TSI schools are steadily increasing in the areas of reading and math.

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 2021-22 to 288 in 2022-23.

• From 2021 to 2023, the district saw an 11% increase in novice scores in reading among students with achievement gaps.

Our elementary school disability with IEP indicator moved from 31.2 to 34.4. The middle school disability with IEP indicator moved from 21.6 to 31.5. Two of our schools remain in TSI status for disability with IEP. Therefore, it is still a focus area for our district.

The attachment shows significant needs in the areas of reading and math at all levels.

ATTACHMENTS

Attachment Name

📄 2022-2023 Grant County Schools Data Comparison

Current State

4. Plainly state 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 (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%.

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Example of Non-Academic Current State:

• Teacher attendance rate was 84% for the 2022-23 academic year

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

In Reading:

Elementary: 36% of students scored Novice. 39% scored Proficient/Distinguished. 57% of students with an IEP scored Novice in reading.

Middle: 31% of students scored Novice. 38% scored Proficient/Distinguished. 56% of students with an IEP scored Novice in reading.

High: 43% of students scored Novice. 30% scored Proficient/Distinguished. 56% of students with an IEP scored Novice in reading

In Math:

Elementary: 36% of students scored Novice. 36% scored Proficient/Distinguished. 59% of students with an IEP scored Novice in math.

Middle: 32% of students scored Novice. 34% scored Proficient/Distinguished. 58% of students with an IEP scored Novice in math.

High: 42% of students scored Novice. 26% scored Proficient/Distinguished. 56% of students with an IEP scored Novice in math.

37.3% of our teachers have 3 years or less experience in the classroom.

33.9% teacher turnover rate.

15 teachers who are emergency certified.

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📄 Grant County Way 2023

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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 District Improvement Plan (CDIP) 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.

Our greatest areas of weakness include:

* Students with a disability - For the 2023 KSA assessment reading/math, our district indicator is 33.4 for students with a disability.

* Reading and Math proficiency -

For the 2023 KSA assessment in reading, percent proficient/distinguished mean for all students is 35.6.

For the 2023 KSA assessment in math, percent proficient/distinguished mean for all students is 32.

Strengths/Leverages

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

English learner progress is a strength. There was an increase in progress at the elementary level. There was a 22.4 change difference to move our indictor score to 88.9.

Writing is also an area of strength, our writing proficiency increased at all levels.

Elementary from 30% to 41% P/D

Middle school increased from 30% to 31% Proficient/Distinguished.

High School increased from 26% to 51% Proficient/Distinguished

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Attachment Name

📄 Curriculum Design and Implementation System

📄 Instructional Protocol System

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
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

📄 24 Grant County District Key Elements Template

📄 Grant County Way 2023

📄 MAP Assessment System

8. After analyzing the Key Elements of your teaching and learning environment, which processes, practices or conditions will the district 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 District Improvement Plan (CDIP) diagnostic and template.

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1. The PLC system - KCWP 1-6

 * Unit Planning (Priority Standards, Common Formative and End of Unit Assessments, Tier 2 and 3 Intervention and Extension)

2. The Instructional Protocol - KCWP 1-6

3. High Quality Instructional Resources in Reading and Math - KCWP 1-6

4. Succeed - Profile of a Learner - KCWP 1, 2, 4, 5, and 6

5. Inquiry Based Learning - KCWP 1, 2, 3, 4, 6

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Attachment Summary

Attachment Name	Description	Associated Item(s)
📄 2022-2023 Grant County Schools Data Comparison	Data Comparison 22-23	• 3
📄 24 Grant County District Key Elements Template	24 Grant County District Key Elements Template	• 7
📄 Continuous Improvement Meeting Agenda	2 hour meetings planned with every school after the MAP assessment.	• 1
📄 Curriculum Design and Implementation System	Curriculum Design and Implementation System	• 1 • 6
📄 Grant County Way 2023	Grant County Way 2023	• 4 • 7
📄 Instructional Protocol System	Instructional Protocol System	• 1 • 6
📄 MAP Assessment System	MAP Assessment System	• 1 • 7
📄 PLC System	PLC System	•