



2022-23 Madison Co. Schools Phase Two: The Needs Assessment
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2022-23 Phase Two: The Needs Assessment for Districts

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Table of Contents

2022-23 Phase Two: The Needs Assessment for Districts	3
Attachment Summary	9

2022-23 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.

The district achievement team analyzes and evaluates summative state student achievement data (KSA, ACT) yearly, as well as local formative diagnostic data (iReady, CERT) three times per year. Additionally, attendance (student and teacher) and behavior data are reviewed. Decisions regarding curriculum selection, program selection and funding, and professional learning plans are made based on the data analysis. While the leadership team meets monthly to discuss progress, data analysis occurs when data is released and available after assessment completion. The Chief Academic Officer and Director of Teaching and Learning meet with building principals and intervention teams to review academic intervention data monthly. The Chief Academic Officer reports monthly to the Board of Education through the Instruction Report. Members of the Madison County Achievement Team consists of the Chief Academic Officer, Director of Teaching and Learning, Director of Categorical Services, Director of Special Education, Director of Professional Development, District Assessment Coordinator, and the Director of

Academic Support and Districtwide Services. Meeting agendas and minutes are kept.

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?

This past year the district has focused on strengthening Tier 1 instruction through standards deconstruction, unit development, assessment development, and improved teacher practices. While there was improvement in assessment results, the district will continue to focus on development of curriculum documents and improvements in teacher competencies. Clearly identifying Tier 2 for student supports is the area the district sees as a needs area.

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 2020-21 to 288 in 2021-22.
- From 2020 to 2022, the district saw an 11% increase in novice scores in reading among students in the achievement gap.

Reviewing data from KSA 2020-21 and 2021-22 reveals the following: In elementary, district proficient/distinguished percentages were above the state in all areas except for 5th grade disabilities in reading, math and social studies, and those particular scores were not significantly below the state percentages of students scoring proficient/distinguished. In middle school, district percentages of students scoring proficient/distinguished were above the state:

in reading, except for 8th grade students with disabilities.

in math, except for 6th grade students with disabilities

in science, except for 7th grade students with disabilities

in social studies, except for 8th grade students with disabilities

In 11th grade science, all students were below the state in percentage of students scoring proficient/distinguished.

In 11th grade social studies, students with disabilities were below the state in percentage of students scoring proficient/distinguished.

Reviewing KSA data from 2020-21 and comparing to KSA data from 2021-22, in both reading and math, in all grade levels, and across all students scores have returned to pre-pandemic scoring levels after a significant decrease during/following the

pandemic. Additionally, our local diagnostic (iReady) scores in reading and math from 2021 returned to 2019 levels. ACT composite scores from high school in 2021 were 18.3. That composite scored remained constant for 2022.

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%.

Example of Non-Academic Current State:

- Teacher attendance rate was 84% for the 2021-22 academic year
- Survey results and perception data indicated 74% of the district's teachers received adequate professional development.

2022 KSA Reading All Students Elementary: 51% were proficient/distinguished as compared to the state at 45%.

2022 KSA Math All Students Elementary: 40% were proficient/distinguished as compared to the state at 38%.

2022 KSA Science All Students Elementary: 33% were proficient/distinguished as compared to the state at 29%.

2022 KSA Social Studies All Students Elementary: 49% were proficient/distinguished as compared to the state at 37%.

2022 KSA Writing All Students Elementary: 48% were proficient/distinguished as compared to the state at 37%.

2022 KSA Reading All Students Middle: 54% were proficient/distinguished as compared to the state at 43%.

2022 KSA Math All Students Middle: 44% were proficient/distinguished as compared to the state at 37%.

2022 KSA Science All Students Middle: 32% were proficient/distinguished as compared to the state at 22%.

2022 KSA Social Studies All Students Middle: 50% were proficient/distinguished as compared to the state at 36%.

2022 KSA Writing All Students Middle: 50% were proficient/distinguished as compared to the state at 39%.

2022 KSA Reading All Students High: 56% were proficient/distinguished as compared to the state at 44%.

2022 KSA Math All Students High: 44% were proficient/distinguished as compared to the state at 36%.

2022 KSA Science All Students High: 14% were proficient/distinguished in both the district and the state.

2022 KSA Social Studies All Students High: 44% were proficient/distinguished as compared to the state at 34%.

2022 KSA Writing All Students High: 42% were proficient/distinguished as compared to the state at 38%.

2022 ACT composite was 18.3 in both the district and the state.

Quality of School Climate and Safety survey data indicated 96% of both elementary and middle school students agreed/strongly agreed that "(M)y teachers expect me to do my best all the time." "Adults from my school work hard to make sure students are safe" was agreed/strongly agreed upon by 98% of elementary and 94% of middle school students. "When I need help with my homework, I can ask a teacher" was agreed/strongly agreed upon by 94% of elementary and 95% of middle school students.

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.

2021-22 Elementary School Writing Students with disabilities: 13% were proficient/distinguished as compared to 14% at the state.

2021-22 Elementary School Social Studies Students with disabilities: 18% were proficient/distinguished as compared to 20% at the state.

2021-22 Middle School Math Students with disabilities: 13% were proficient/distinguished as compared to 14% at the state.

2021-22 Middle School Social Studies Students with disabilities: 9% were proficient/distinguished as compared to 12% at the state.

2021-22 High School Social Studies Students with disabilities: 10% were proficient/distinguished as compared to 11% at the state.

The percentage of All high school students scoring proficient/distinguished in Science decreased from 2020-21 to 2021-22, going from 30.6% to 14%

The percentage of All students scoring proficient/distinguished in writing at all grade levels decreased from 2020-21 to 2021-22: Elementary 49.8% to 48%; Middle 63.9% to 50%; and High 67.7% to 42%.

While the 4 year graduation rate for 2022 (92.9) is above the state rate (89.9), the 4 year graduation rate in the district decreased from 2021 (93.6) to 2022 (92.9).

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.

The percentage of students scoring proficient/distinguished in most content areas for all students were above, and in some cases, well above the state proficient/distinguished percentages. Strategies and supports for at students with disabilities at all levels can be adapted and implemented to address the differences in scores in reading, math, science, social studies, and writing.

2022 KSA Science scores in elementary (28.8% in 2020-21 to 33% in 2021-22) and middle (31.3% in 2020-21 to 32% in 2021-22) improved.

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 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.

The district will focus on the following: Math Design Collaborative Initiative with Building Implementation Teams implementing strategies that improve teacher practice and math instruction. PDSA goal setting and data review cycles occur monthly with district and school administration and team teachers. Academic Intervention Initiative with Building Implementation Teams implementing strategies that improve teacher practice and reading/math instruction. Academic and math coaches working with teachers on unit development, which includes standards deconstruction, task analysis, assessment development, etc. MTSS teams continue with plan development and implementation, which includes SEL curriculum implementation. Continuous Classroom Improvement Initiative with district trained staff providing training and district and building level coaches providing support to classroom implementors.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 District Key Elements Template Madison Co. Schools 2022-23	District Key Elements Template Madison Co. Schools 2022-23	.