



2022-23 Phase Two: The Needs Assessment for  
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2022-23 Phase Two: The Needs Assessment for Districts

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## **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 leadership team, comprised of school principals and district administrators, review progress data on an on-going basis throughout the school year. The release of the school report card provides a time to formally reflect on the previous year and make adjustments for the upcoming year. Multiple meetings involving these stakeholders occur during the time period between the release of data and submission of the CDIP. Minutes from each meeting 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?

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For the 2021-2022 school year, Wayne County Schools made progress toward all the goals listed in the CDIP. However, the rate of progress is not sufficient to meet the goals within the three year time frame established in the plan. Our core strategy continues to be leveraging high quality curriculum materials to improve instruction and thereby, student outcomes. At this point, we have adopted HQIRs for all four core areas within the past three years. Our plan focuses heavily on implementing those resources with integrity by providing ongoing coaching and professional learning to teachers targeted to enhance their practice. The data analysis below will show this strategy is beginning to pay dividends, and therefore, will remain a core tenet of our new plan.

## 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.

From 2019 - 2022, the school system saw a large decrease of students scoring proficient or distinguished in reading and math on KSA. This decrease is due in large part to the disruption of learning during the pandemic, which seemed to erase previous gains in these areas. Percentage decrease of students scoring proficient or distinguished in reading (Elementary - 22.8% , Middle - 14.3%) Percentage decrease of students scoring proficient or distinguished in math (Elementary - 18.1% , Middle - 2.6%, High - 1.9%).

While the overall trend shows a substantial decrease since 2019, scores did improve from 2021 to 2022. The increase in students scoring proficient or distinguished during this interval was as follows: reading (Elementary - 5.9%, Middle - 6.0%, High - .4%). math (Elementary - 8.7%, Middle - 17.8%, High - 2.4%).

## 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 2021-22 academic year
- Survey results and perception data indicated 74% of the district's teachers received adequate professional development.

The data that follows is based on the 2021 - 2022 school report card and comes from the Spring 2022 administration of KSA. Students scoring proficient or distinguished in reading (Elementary - 34%, Middle - 42%, High - 40%) Students scoring proficient or distinguished in math (Elementary - 30%, Middle - 36%, High - 26%) Students scoring proficient or distinguished in science (Elementary - 20%, Middle - 21%, High - 17%) Students scoring proficient or distinguished in social studies (Elementary - 33%, Middle - 26%, High - 36%). Students scoring proficient or distinguished in writing (Elementary - 20%, Middle - 36%, High - 32%) The percentage of novice exceeded 25% in the following subject areas: Elementary reading, math, social studies, and writing. Middle school reading, math, social studies, and writing. High school reading, math, science and social studies.

### 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.

The greatest concern is the performance of students with disabilities. The following percentages of special education students scored novice on KSA: reading (Elementary - 40%, Middle - 66%, High - 71%), math (Elementary - 58%, Middle - 64%, High - 58%), science (Elementary - 26%, Middle - 45%, High - 88%), social studies (Elementary - 55%, Middle - 65%, High - 75%), writing - (Elementary - 58%, Middle - 61%, High - 83%).

Overall student performance in math is a major concern. The percentage of students scoring novice exceeded 35% at all levels (Elementary - 37%, Middle - 36%, High - 41%).

Student performance in science at the high school is also a red flag. 39% of high school students scored novice in science, while only 17% were proficient and 0 high school students were distinguished in science.

With the addition of the editing and mechanics test, student performance in writing decreased significantly from 2021 to 2022. Only 20% of elementary students scored proficient or distinguished in writing, while the number was 36% at middle school, and 32% at high school.

## 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.

One strength/leverage in the data is the apparent effect of high quality curriculum materials that have been adopted by the district over the past three years. The first adoption was middle school science, three years ago. The percentage of students scoring proficient or distinguished in middle school science increased by 12.3% from 2021 - 2022. A new math curriculum resource was adopted last year for middle school. The percentage of students scoring proficient and distinguished in middle school math increased by 17.8% from 2021 to 2022.

We hope to continue to leverage these HQIRs, along with others the district has adopted, to produce better outcomes for 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:

- Complete the [Key Elements Template](#).
- 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.

Wayne County Schools will leverage the following practices to get the desired change: 1. Work to effectively implement, research-based curriculum resources (KCWP 2). 2. Analyze data on student achievement to adjust instruction and provide interventions (KCWP 4).


## **ATTACHMENTS**

### **Attachment Name**

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 Wayne County Key Elements Template

# Attachment Summary

Attachment Name	Description	Associated Item(s)
 Wayne County Key Elements Template		• 7