



2023-2024 Phase Two: The Needs Assessment for
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2023-2024 Phase Two: The Needs Assessment for Districts

Boone County
Matthew Turner
8330 Us 42
Florence, Kentucky, 41042
United States of America

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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.

The district engaged the following stakeholder groups in a "root cause" analysis and other district needs discussions during the Needs Assessment phase of the continuous improvement process: Teaching and Learning Committee (Sept. 28, 2023); Diversity, Equity, Inclusion, and Belonging Committee (Sept. 28, 2023), Budget Committee (Oct. 3, 2023), and Council of Councils (Oct. 23, 2023). Each of these Board of Education Committees includes teachers, administrators, staff, parents,

community members, and board members. Our Learning Support Services Department, Student & Community Services Department, Finance Department, Human Resources, and school principals are engaged in the improvement planning processes via our monthly District Leadership meeting (Oct. 10, 2023). Assistant and Vice Principals provided input at their monthly meeting (Oct. 11, 2023). These groups examined local and state student assessment longitudinal data in the root cause analysis. After these groups identified root causes, Learning Support Services utilized the Key Core Work Processes Template (Oct. 31, 2023) to identify three KCWP to be our strategic foci: 2.) Design and Deliver Instruction, 5.) Design, Align, and Deliver Support, and 6.) Establishing Learning Culture and Environment.

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?

Successful CDIP strategies, activities, and measures of success from the previous year that will help to inform this year's plan include:

KCWP 1: Design & Employ Standards

- Walkthrough system that monitors for clarity around learning targets and success criteria / language objectives
- District-wide focus on Mastery Learning - there are isolated pockets of success giving us confidence - early beginnings
- Develop processes to align curriculum and ensure instructional resources are evidenced-based and effective
- Students have access to on or above grade level standards - we have grown in this area, and have more work to do here
- Continue to roll out a comprehensive academic and behavioral MTSS to support the whole child

KCWP 5: Design, Align, and Administer Support

- Make universal the EL three-domain monitoring system to ensure every EL student is building English language proficiency
- Increase training regarding Sheltered Instruction Observation Protocol (SIOP) strategies for all teachers working with EL students

KCWP 2: Design and Deliver Instruction

- PLC practices are more aligned to the four DuFour questions

- Increased efforts on recruitment and retention systems for newer educators including mentoring and support
- Utilizing a balanced assessment system - beginnings, and will continue to strengthen
- Support for elementary teachers on LETRS, the Science of Reading, and structured literacy

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.

Elementary Grades 3-5 Reading: From 2021-22 to 2022-23, proficiency has remained at 60%.

Elementary Grades 3-5 Math: From 2021-22 to 2022-23, proficiency has remained at 58%.

Elementary Grades 3-5 Science, Social Studies, Writing: From 2021-22 to 2022-23, proficiency grew from 43% to 48%.

Middle School Reading: From 2021-22 to 2022-23, proficiency grew from 52% to 53%.

Middle School Math: From 2021-22 to 2022-23, proficiency grew from 52% to 57%.

Middle School Science, Social Studies, Writing: From 2021-22 to 2022-23, grew from 40% to 42%.

High School Reading: From 2021-22 to 2022-23, proficiency declined from 52% to 45%.

High School Math: From 2021-22 to 2022-23, proficiency declined from 47% to 45%.

High School Science, Social Studies, Writing: From 2021-22 to 2022-23, proficiency declined from 36% to 33%.

From the 2023 student culture and climate survey, it is a concern that less than 60% of students agree with the following statements:

- *Students from this school respect each other's differences (i.e., gender, culture, race, religion, ability).*

- *Bullying is NOT a problem for this school.*

Over the past two years, there has been an increase in the number of school suspensions at the middle and high school levels. The district has addressed this through implementing alternatives to suspension.

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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 2022-23 academic year
- Survey results and perception data indicated 74% of the district's teachers received adequate professional development.
In 2022 reading achievement for grades 3-5 students with disabilities was 24% and math was 18%. In 2023, those increased to 26% for reading and 22% for math.

Low proficiency rates in science for both middle and high school.

49% of middle school students are not proficient in writing.

59% of high school students are not proficient in writing.

While there are fewer suspensions this year, we are seeing a disproportionate number of students with disabilities and students who are social-economically disadvantaged being suspended. 12% of all middle and high school students have a disability. 26% of out of school suspensions at MS and HS this school year through 10/17/23 were for students with disabilities, showing a disproportionality. 42% of all middle and high school students are economically disadvantaged. 81% of out of school suspensions at MS and HS this school year through 10/17/23 were for students who are economically disadvantaged, showing a disproportionality.

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.

Elementary Grades 3-5 Reading: From 2021-22 to 2022-23, proficiency has remained at 60%. 4 out of 10 elementary students are reading below grade level proficiency. We must implement a comprehensive structured literacy program that meets the requirements of SB9 and is based in the science of reading.

Elementary Grades 3-5 Math: From 2021-22 to 2022-23, proficiency has remained at 58%. 4 out of 10 elementary students are not performing at grade level in math.

Middle School Math: From 2021-22 to 2022-23, proficiency grew from 52% to 57%.
High School Math: From 2021-22 to 2022-23, proficiency declined from 47% to 45%.
We need to build upon the work with 8 mathematical practices in MS and HS.

Middle School Reading: From 2021-22 to 2022-23, proficiency grew from 52% to 53%. High School Reading: From 2021-22 to 2022-23, proficiency declined from 52% to 45%.

Student responses to the climate and culture survey indicate concerns with student respect for difference and issues of bullying.

Questions with less than 60% agreement: 06 - The school rules are fair. 07 - All students are treated the same if they break school rules. 17 - Adults from my school stay calm when dealing with bad behavior. 20 - I feel comfortable stating my opinion in class even if others disagree. 21 - Students from this school respect each other's differences (i.e., gender, culture, race, religion, ability). 23 - Bullying is NOT a problem for this school. 24 - During school, we are taught ways to stop bullying when we see it happen. 25 - Internet bullying is NOT a problem for students from my school.

Elementary Grades 3-5 Science, Social Studies, Writing: From 2021-22 to 2022-23, proficiency grew from 43% to 48%. Middle School Science, Social Studies, Writing: From 2021-22 to 2022-23, grew from 40% to 42%. High School Science, Social Studies, Writing: From 2021-22 to 2022-23, proficiency declined from 36% to 33%. Writing proficiency across the district is low because of a lack of systemic writing expectations and instruction. Science proficiency across the district is a concern, because we have not shifted to the practices around phenomenon -based learning. Social Studies proficiency across the district instruction does not yet utilize the inquiry-design model when planning instruction and assessment.

Student behavior is a concern; PBIS processes need to be adjusted and monitored.

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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.

Reading proficiency continues to increase due to a systemic plan for professional development. That same professional development approach can be applied to all content areas.

Math proficiency is increasing due to the unit studies implemented for teachers. Unit studies can be implemented for all content areas.

Gains in reading and math proficiency can be attributed to the work of focused content consulting in collaboration with instructional coaches and LSS, which should be considered for other content areas.

Schools that implemented a structured approach to writing showed tremendous proficiency gains. This structured approach should be implemented across all schools.

Eight schools exited TSI largely because of the academic growth of students with disabilities. A focus on specially designed instruction and data informed decisions made this possible and should be applied in all schools.

There was a district increase in our EL plus monitored indicator score. At the elementary, language acquisition was awarded with a Blue rating. This can be attributed to implementation of SIOP and a common curriculum.

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




District Key Elements Template

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.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 District Key Elements Template	This document describes the 3 Key Core Work Processes we have identified as priorities from our root cause analysis.	• 7