



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

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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 school staff and district collect and analyze student data continuously through classroom analysis, PLC meetings, as well as faculty and staff meetings. School level data is analyzed by classroom teachers as well as the leadership team, which includes the principal, superintendent, special education director, school counselor, FRYSC coordinator and GT coordinator. Other stakeholders such as parents and community members are involved in the analysis of data and needs assessment. Sources of data that are analyzed include Kentucky Summative Assessment, MAP, attendance, behavior and formative/summative classroom assessment data.

Stakeholders are organized into committee groups by content areas/departments to examine strengths and areas for improvement in order to formulate strategies for eliminating barriers, gaps and reach long-term/short-term goals. Data is disaggregated by subgroups to identify gaps and look for ways to close the achievement gap. Teams continue to meet throughout the year to adjust instruction and allocate resources as needed. All funds are budgeted based on the needs assessment and the goals in the Comprehensive School Improvement Plan. Professional Learning Community minutes, faculty meetings and/or sign-in sheets document each meeting.

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?

Under the proficiency goal, both objectives for reading and math at the elementary level were met for the 2023 Kentucky Summative Assessment. The objective for math at the middle level was met however, we fell short on meeting the reading goal. A continuation and refinement of the following activities for each objective will inform the 2023-2024 plan: progress monitoring system to monitor standards mastery which includes alignment with new curriculum/pacing guides; utilize a data analysis tool to monitor student work and classroom assessments; before school and daytime tutoring with fluid, flexible grouping; schoolwide RACE strategy (restate, answer, cite evidence, explain) when responding in writing to a text; blending line routines in the primary grades; utilizing Simple Solutions resources and analysis of common assessments; small group instruction in the primary grades utilizing Reading Mastery as a second hour of individualized instruction; Coaching and training on the 8 Effective Mathematical Teaching Practices and implementation to ensure mastery of content. Implementation of these activities will help us focus time and resources on areas that still need growth where goals were not met. Under the separate academic indicator goal, both objectives for science, writing and social students at both the elementary and middle school level were met for the 2023 Kentucky Summative Assessment. A continuation and refinement of the following activities for each objective will inform and guide the development for the 2023-2024 Comprehensive School Improvement Plan: ensure monitoring measures are in place to support high fidelity in teaching to the standards which includes alignment with new curriculum/pacing guides; ensure ongoing professional development in the area of best practice/high yield instructional strategies (note taking, graphic organizers, study guides, PIMSER for middle school and 4th/5th grade lead teacher, feedback, hands on instruction, CER strategy (claim, evidence and reasoning), and classroom discussions; ensure congruence between standards, learning targets, and assessments; utilizing a data analysis tool to monitor standards mastery; ensure vertical curriculum mapping is occurring to identify instructional gaps; and ensure that assessments are designed to best evaluate student learning. Implementation of these activities will help us focus time and resources on areas so we can to ensure growth.

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.

East Bernstadt School faculty and staff continue to implement the PBIS program across all levels and will continue to make changes as needed that will address the behavior and mental health issues to reflect a positive impact on our school culture. The number of behavior referrals in 2021-2022 and 2022-2023 have remained low in the number of incident referrals, despite effects from the pandemic, and range from 55-61 for the past two years. SEL/mental health programs remain in place to address both behavior and mental health concerns. From 2021 to 2023, there was a change in the percentage of All students scoring novice students in elementary reading from 25.8% to 6%, middle school reading from 17.5% to 12%, elementary math from 20.8% to 9% and middle school math from 18.3% to 10%.

ATTACHMENTS

Attachment Name



NAPD Charts

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.

Current Academic State:

Elementary:

- 75% of All Students scored proficient/distinguished in the content area of reading.
- 65% of All Students scored proficient/distinguished in the content area of math.
- 54% of All Students scored proficient/distinguished in the content area of science.
- 72% of All Students scored proficient/distinguished in the content area of social studies.
- 81% of All Students scored proficient/distinguished in the content area editing and mechanics.
- 71% of All Students scored proficient/distinguished in the content area on-demand writing.
- 76% of All Students scored proficient/distinguished in the combined writing content area for tes

Middle School:

- 64% of All Students scored proficient/distinguished in the content area of reading.
- 66% of All Students scored proficient/distinguished in the content area of math.
- 54% of All Students scored proficient/distinguished in the content area of science.
- 44% of All Students scored proficient/distinguished in the content area of social studies.
- 53% of All Students scored proficient/distinguished in the content area of editing and mechanics.
- 79% of All Students scored proficient/distinguished in the content area on-demand writing.
- 74% of All Students scored proficient/distinguished in the combined writing content area for testing.

Non-Academic Current State:

KY Impact Survey Perception Data

- 69% of the school's teachers received quality feedback.

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- 76% of the school's teachers have a positive perception of the management of student behavior in the classroom and school.
 - 70% of the school's teachers received adequate professional development.
 - 74% of the school's teachers have a a positive perception of the adequacy of school resources.
 - 69% of the school's teachers have a positive perception of the overall social and learning climate of the school.
 - 74% of the school's teachers have a positive perception of the school leadership's effectiveness.
 - 79% of the school's teachers have a positive perception of the relationships with school leaders.

ATTACHMENTS

Attachment Name



Public Release PPT

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:


While the elementary school percent of proficient and distinguished in the content area of science increased from 38% to 54% in 2023, this is still a priority/concern for our school. The sub population of students students with disabilities with an IEP scored significantly lower in the areas of math (All Student 65% compared to Students with Disabilities with an IEP 45%) and combined writing (All students 76% compared to Students with Disabilities with an IEP 50% than the total population.

Middle School:

While the middle school percent of proficient and distinguished in the content area of social studies increased from 39% to 44% in 2023, this is still a priority/concern for our school.

ATTACHMENTS

Attachment Name

 District Key Elements Complete

 Public Release PPT

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 achievement has increased from 63% proficient/distinguished to 75% proficient/distinguished at the elementary level. Continuing to increase the percentage of students scoring proficient/distinguished will impact scores in science as proficient reading skills are needed in order to process and synthesize science content. As students learn more complex reading skills where they annotated various types of texts, they will be able to process the information in order to respond in writing and understanding "what" the math problem is asking of them. Combined writing continues to increase in the percent of proficient/distinguished from 69% to 74% at the middle school level. The skills acquired from writing should impact social studies content as they learn to take various primary sources and respond where students make a claim and support it with evidence and reasoning.

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 Complete

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.




KCWP 1 Design and Deploy Standards

- **Process: Ensure monitoring measures are in place to support high fidelity in teaching to the standards, by way of peer observation, formal and informal observations, classroom data/running records, and standards mastery checks; Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.**
- **Practice: Use summative evidence to inform what comes next for individual students and groups of students.**
- **Condition: Ensure all users of assessment data use information to benefit student learning.**

KCWP 2 Design and Deliver Instruction

- **Process: Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments are.**
- **Practice: Ensure that instructional modifications are made based upon the immediate feedback gained from formative assessments (Assessments for Learning).**

Attachment Summary

Attachment Name	Description	Associated Item(s)
 District Key Elements Complete		<ul style="list-style-type: none">• 5• 7
 NAPD Charts	Student scores	<ul style="list-style-type: none">• 3
 Public Release PPT	Data showing needs assessment	<ul style="list-style-type: none">• 4• 5