



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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Table of Contents

2023-24 Phase Two: The Needs Assessment for Districts	3
Attachment Summary	9

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.

Longitudinal data is analyzed by district leadership teams (Pilot Power Team, District Instructional Leadership Team), school councils comprised of parents, teachers and principal, and faculty within PLC and faculty meetings. KSA data, iReady reading and benchmark diagnostic data, benchmark summative assessments, attendance, discipline, and survey data are reviewed and analyzed at during regularly schedule meetings by all stakeholders. The PDSA is used across the district to monitor student progress and achievement, to revise classroom instruction and engagement strategies, and to assist with monitoring and revision of the CSIP for each school.

Faculty, staff, district leaders, and parents meet in October and November to complete a needs assessment and to review the Key Core Work Processes in order to write and to revise the CSIP for each school and the CDIP for the district.

Upon completion of the CSIP's, the documents are then further revised and approved in December by the school councils before final approval from the Fulton County Board of Education. The Fulton County Board of Education will give final approval for each CSIP and the CDIP before January 1st. Documentation of discussion and analysis of school data can be found in agendas minutes across the district. Since the data was released at a later time this year reflecting in a later timeline of for data review by stakeholders. The needs assessment is visited throughout the year and is subject to change based on current data.

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?

According to the 22-23 CDIP, Fulton County will collaborate to increase the overall district combined reading and math proficiency score on the 2023 KSA from 30% to 35.4% for elementary, from 31.5% to 42% for the middle school and maintain the present score of 47 % or higher for the high school. 2023 KSA data show that the elementary and middle school both made progress toward the proficiency goal, and the high school exceeded the proficiency goal. We will continue to focus on reading and math proficiency in the 23-24 CDIP through KAS professional learning opportunities and evidence-based instructional engagement strategies.

According to the 22-23 CDIP, By 2023, Fulton County will increase the Separate Academic Indicator from at EL from 18% to 26.2%, from 26% to 28.2% at the MS, and from 33 to 52% at the HS. All three school met the current CDIP goal showing increases in writing mechanics and on demand writing. Continued implementation of writing plans for fidelity across the district will be an essential portion of continued school improvement planning. Science scores will remain a focus across the district as all three schools did not meet school level CSIP goals. We will continue to focus on professional learning opportunities for faculty and staff along with high quality instructional resources.

According to the 22-23 CDIP, the average combined reading and math proficiency rates identified students in the TSI Student GAP Group will increase from: ES - 19.67% to 30.5% /MS - 11.85 to 31.85% by May 2023. Both the elementary and middle school's state school showed positive growth in the combined reading and math proficiency rate. The middle school was not designated a TSI school as a result of 2023 KSA scores. However, the elementary school will remain with a TSI designation for the 23-24 school year. Novice reduction will continue to be a focus across the district along with increasing proficiency rates.

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.
 1. From 21-23, the district saw an overall increase in the percentage of students scoring proficient in writing and a decrease in the percentage of students scoring novice. The combined proficient writing scores increased by 10% over the district from 2022-2023.

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.

According to the 2023 KSA data, FCES maintained an Orange rating with an overall index of 50.8 which is an increase of 3.1 points from 47.7 in 2022. FCMS maintained an Orange rating with an overall index of 45.5 which is a slight decrease of .8 from 46.3 in 2022. FCHS received a Blue rating with an overall index of 83.2 which is an increase of 16.2 points from 6.7 in 2022.

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.

1. FCES received designation of TSI in reading and math performance with 55% of the targeted group scoring novice in reading and 61% of the targeted group scoring novice in mathematics.
2. Eleven percent (11%) of students in grades 4, 7 and 11 taking the 2023 science assessment scored proficient.
3. Forty percent (40%) of students in grade 3-8 scored novice in reading on the 2023 KSA and forty-one percent (41%) of students in grades 3-8 scored novice on in mathematics on the KSA.
4. All three schools replaced at least five faculty members for the 2023-2024 school year across grade and content levels.

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.

1. Forty-six percent (46%) of students taking the combined writing KSA assessment scored proficient. (FCES - 30%/ FCMS - 40% - FCHS - 68%)
2. FCES, FCMS and FCHS KSA data reflected increase and significant increases across content levels with the elementary and middle schools maintaining status levels. The high school's overall index increased significantly with a 16.2 jump to raise the overall status of FCHS from green to blue.
3. New HQIR for reading and math have been implemented into all buildings for the 2023-2024 school year to address novice reduction and to increase the number of students scoring proficient across the district.

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

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 2:

* Protocol for ensuring at least 80% of students have their instructional needs met through Tier I, universal instruction with an intentional use of scaffolding and differentiation


* Teachers utilize evidence-based instructional practices (e.g., modeling, discussion, questioning, feedback) to ensure cognitive engagement.

* Systems of collaboration are in place in order to meet the Tier I educational needs of all students

KCWP 5:

*Ensure that interventions and supports within the categories (e.g., behavioral, social-emotional, and academic) are delivered with fidelity in real time

Attachment Summary

Attachment Name	Description	Associated Item(s)
 District Key Elements		• 7