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2024-2025 Phase Two: The Needs Assessment for Districts

Montgomery County Schools
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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 aspects of teaching and learning that affect performance must guide the work. 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 they will address 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 as you conducted 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 were documented.

- Released student-level data was shared with district and school administration to identify immediate needs before school started to help focus instruction for the 24-25 school year.
- The curriculum leadership team maintains monthly individual principal meetings where data is discussed, and priority needs are identified and continuously monitored on a monthly basis. This includes needs surrounding students with IEPs both academic and behavior.
- The curriculum leadership team meets weekly to disaggregate and analyze district-level data to identify opportunities for growth and plan around those initiatives. The team also monitors the results of those initiatives during this meeting.
- In addition, the district leadership team (Superintendent, Deputy Superintendent, Chief Academic Officer, Director of Curriculum, Instruction, and Assessment, Director of SPED, Assistant Director of SPED, and Director of

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Student Services, meets weekly to identify barriers to student achievement and success. In this meeting, we develop plans to remove those barriers whether it is personnel, transportation, or facility needs.

- Superintendent Dr. Matt Thompson will attend in the month of November a faculty meeting at each school in order to support principals with staff discussion and review of data.
- November 4th is a staff work day in which each principal will create an agenda of how they will take a deep dive into the data and plan for classroom goals and expectations based on findings.
- The curriculum leadership team and principals will present overall data and plans to the board of education upon the lift of the embargo phase.
- The district planning committee will meet on November 14th to review the data and activities to provide feedback on the improvement planning at the district level.
- All meetings are documented with a sign-in sheet.

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?

- The district literacy initiative with elementary schools has been fully implemented and monitored with follow-up training for new teachers. We will continue with classroom coaching and PD for new teachers. Our data shows continued improvement in Reading at the elementary level, along with Science improvement.
- The Instructional BluePrint- MoCo Method- had an impact on classroom observations and intentional planning. This will continue with the added layer of assignment and student review analysis.
- New science, social studies, and math resources were purchased with PD. Continued support and monitoring will be required for the 24-25 SY. When we look at the full monitoring and implementation of the reading initiative, it is evident that we are making improvements.
- Continued monitoring and implementation of the plan for the achievement gap with the implementation of SDI and co-teaching. The middle school and high school are still identified as TSI, and we are not seeing the gains needed.
- The leadership book study has supported laying the groundwork for a common vision for the classroom.
- The SEL support for Sterling School has led to greater student success.
- Post-secondary readiness improved through the name and claim plan and better tracking of student progress through the data tool at the high school. We will continue with this focus.
- MTSS support with the MTSS coordinator has improved our student-centered focus within the buildings on the whole child.

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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 2022-2023 to 288 in 2023-2024.

• From 2022 to 2024, the district saw an 11% increase in novice scores in reading among students with achievement gaps.

Elementary Level (23-24) TRENDS

- Reading data novice performance from 22% to 20%, but was 16.9% prior to the pandemic.
- Math data novice performance from 27% and increased to 29%. It was 15.6% prior to the pandemic.
- Science data novice performance from 13% and remained at 13% for the current year and was 12.5% prior to the pandemic.
- Social Studies data novice performance decreased from 35% to 31%.
- Writing data novice (on-demand combined with editing and mechanics) increased from 16% to 18%.

Middle School Level (23-24) TRENDS

- Reading data novice performance remained the same at 29%.
- Math data novice performance decreased from 38% to 33%.
- Science data novice performance decreased from 32% to 26%.
- Social Studies data novice performance decreased from 46% to 42%.
- Writing data novice (on-demand combined with editing and mechanics) remained at 20%.

High School Level (23-24) TRENDS

- Reading data novice performance decreased from 26% to 19%.
- Math data novice performance decreased from 42% to 32%.
- Social Studies data novice performance decreased from 35% to 32%.
- Writing (on-demand combined with editing and mechanics) novice performance increased from 19% to 23%.

Current State

4. Describe in narrative form the current condition of the district using precise numbers and percentages as revealed by multiple sources of outcome data. Cite the source of data

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used.

Example of Current Academic State:

• Thirty-four percent of students in the achievement gap scored proficient on Kentucky Summative Assessment (KSA) in reading. Local benchmark data indicates that thirty-two percent of all students receive Tier II intervention in reading.

• Fifty-four percent of our students scored proficient in math on the KSA compared to the state average of 57%. Local formative assessments show 53% of students are on grade level in math.

Example of Non-Academic Current State:

• Teacher attendance rate was 84% for the 2023-2024 academic year. 2023-2024 Impact survey data shows that 71% of staff feel like they belong at our school.

• Survey results and perception data indicated 74% of the district's teachers received adequate professional development.

Elementary School Level Data:

- 54% of students scored proficient or distinguished on KSA in reading as compared to the previous year's 53%. The district reading index score was 72.6 as compared to the state average of 65.6.
- 39% of students scored proficient or distinguished on KSA in math as compared to the previous year's 43%. The district math index score was 57.2 as compared to the state average of 60.8.
- 40% of students scored proficient or distinguished on KSA in science as compared to the previous year's 42%. The district science index score was 65.1 as compared to the state average of 62.3.
- 38% of students scored proficient or distinguished on KSA in social studies as compared to the previous year's 42%. The district social studies index score of 57.5 as compared to the state average of 56.8.
- 58% of students scored proficient or distinguished on KSA in combined writing as compared to the previous year's 42%. The district combined writing index score of 75.4 as compared to the state average of 64.6.

Middle School Level Data:

- 46% of students scored proficient or distinguished on KSA in reading as compared to the previous year's 44%. The district reading index score of 64.3 as compared to the state average of 62.1.

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- 35% of students scored proficient or distinguished on KSA in math as compared to the previous year's 31%. The district math index score of 53.6 as compared to the state average of 56.4.
- 29% of students scored proficient or distinguished on KSA in science as compared to the previous year's 20%. The district science index score of 52.2 as compared to the state average of 46.1.
- 36% of students scored proficient or distinguished on KSA in social studies as compared to the previous year's 20%. The district social studies index score of 50 as compared to the state average of 50.3.
- 47% of students scored proficient or distinguished on KSA in combined writing as compared to the previous year's 35%. The district combined writing index of 65.3 as compared to the state average of 55.1.

High School Level Data:

- 55% of students scored proficient or distinguished on KSA in reading as compared to the previous year's 44%. The district reading index score of 73.1 as compared to the state average of 62.
- 40% of students scored proficient or distinguished on KSA in math as compared to the previous year's 27%. The district math index score of 56.6 as compared to the state average of 52.2.
- Science data was suppressed.
- 43% of students scored proficient or distinguished on KSA in social studies as compared to the previous year's 44%. The district social studies index score of 59.5 as compared to the state average of 53.6.
- 42% of students scored proficient or distinguished on KSA in combined writing as compared to the previous year's 28%. The district combined writing index score of 61.2 as compared to the state average of 63.1.
- The district postsecondary readiness index score was 91.8 as compared to the state average of 88.3.
- The district graduation rate index score was 95.2 as compared to the state average of 93.6.
- The Quality of School Climate and Safety survey index was 59.9 as compared to the state average of 65.3.
- The district's overall score was 76.2 as compared to the state average of 63.0.

Priorities/Concerns

5. Clearly and concisely describe the two or three greatest areas of weakness using precise numbers and percentages.

NOTE: You must thoroughly addressed these priorities in the Comprehensive District Improvement Plan (CDIP) diagnostic and template.

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Example: Students in our gap groups are scoring significantly below all students. Sixty-eight percent 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.

Students with disabilities are scoring significantly below all students. (Elementary overall index of 38.6 as compared to 63.7 for all students, Middle overall index of 26.7 as compared to 62.6 for all students, and High School overall index of 38.6 as compared to 76.2 for all students).

Math performance for all students at the elementary and middle levels is scoring below the state. (Elementary 57.2 index as compared to 60.8 at the state, Middle 53.6 index as compared to 56.4 at the state.) High school has 32% of students scoring novice in math.

At the HS level, Science is the greatest area of weakness, with P/D percentage suppressed but below the 6% last year.

Strengths/Leverages

6. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the district. Explain how the district will utilize the strengths and leverages 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.

Elementary Data:

Reading achievement continues to increase each year and is in the top 26% in the state. 54% of students scored proficient or distinguished on KSA in reading as compared to the previous year's 53%. The district reading index score was 72.6 as compared to the state average of 65.6. Reduced students scoring novice.

Combined Writing had a significant increase. 58% of students scored proficient or distinguished on KSA in combined writing as compared to the previous year's 42%. The district combined writing index score of 75.4 as compared to the state average of 64.6.

Middle School Data:

46% of students scored proficient or distinguished on KSA in reading as compared to the previous year's 44%. The district reading index score of 64.3 as compared to the state average of 62.1.

35% of students scored proficient or distinguished on KSA in math as compared to the previous year's 31%. The district math index score of 53.6 as compared to the state average of 56.4.

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The district science index score of 52.2 as compared to the state average of 46.1.

High School Data:

55% of students scored proficient or distinguished on KSA in reading as compared to the previous year's 44%. The district reading index score of 73.1 as compared to the state average of 62.

40% of students scored proficient or distinguished on KSA in math as compared to the previous year's 27%. The district math index score of 56.6 as compared to the state average of 52.2.

42% of students scored proficient or distinguished on KSA in combined writing as compared to the previous year's 28%. The district combined writing index score of 61.2 as compared to the state average of 63.1.

The district postsecondary readiness index score was 91.8 as compared to the state average of 88.3.

The district graduation rate index score was 95.2 as compared to the state average of 93.6.

The district's instructional blueprint (The MoCo Method) will continue to be implemented in all classrooms. The district will continue to utilize the assignment review protocol to ensure all assignments are congruent with the standards. The professional learning for HQIRs will continue to be job-embedded and sustained throughout the year.

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 Processes
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.**

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ATTACHMENTS

Attachment Name

📄 MCS 24-25 Key Elements of the Teaching and Learning Environment

8. After analyzing the Key Elements of your teaching and learning environment, on which two or three processes, practices or conditions will the district focus its resources and efforts to produce the desired changes?

Note that all processes, practices and conditions can be linked to the six Key Core Work Processes.

NOTE: The Comprehensive District Improvement Plan (CDIP) diagnostic and template must thoroughly address these elements.
- KCWP 1: Design and Deploy Standards
- KCWP 2: Design and Deliver Instruction
- KCWP 5: Design, Align and Deliver Support
- KCWP 6: Establishing Learning Culture and Environment

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Attachment Summary

Attachment Name	Description	Associated Item(s)
📄 MCS 24-25 Key Elements of the Teaching and Learning Environment		• 7