



2024-2025 Phase Two: The Needs Assessment for Districts_10152024_14:32

2024-2025 Phase Two: The Needs Assessment for Districts

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2024-2025 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 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.

Longitudinal data is analyzed by district leadership teams (Pilot Power Team, District Instructional Leadership Team, and School Leadership Teams), 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 model 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 23-24 CDIP, Fulton County will collaborate to increase the overall district combined reading and math proficiency score on the 2024 KSA from 32% to 40% for the elementary, from 32% to 40% for the middle school and maintain the present score of 47% or higher for the high school. 2024 KSA data show the elementary at 37% combined math and reading proficiency and the middle school at 30.5%. The high school scored a combined 39% proficiency. We will continue to focus on reading and math proficiency in the 24-25 CDIP through KAS professional learning opportunities and evidence-based instructional engagement strategies.

According to the 23-24 CDIP, by 2024, Fulton County will increase the combined proficiency for social studies, science and combined writing scores at EL from 23% to 30%, from 25% to 32% at the MS, and from 37% to 44% at the HS. All three school showed gains in various areas, but they did not meet the current overall CDIP goal in science, social studies, and combined writing. Social studies, science and writing will remain a focus across the district. We will continue to focus on professional learning opportunities for faculty and staff along with high quality instructional resources.

According to the 23-24 CDIP, the average combined reading and math proficiency rates identified students in the TSI Student GAP Group will increase from: ES - 19% to 29% by May 2024. The elementary school showed some gains but will remain with a TSI designation for the 24-25 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 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.

1. From 22-24, 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 2023-2024.

2. From 22-24, the district did not see improvement in students scoring proficient in science.

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 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.

According to the 2024 KSA data, FCES earned a Yellow rating with an overall index of 55.1. FCMS received a Red rating with an overall index of 28.1. FCHS received a Yellow rating with an overall index of 66.7.

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.

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.

1. FCES received designation of TSI in reading and math performance with 55% of the targeted group scoring novice in reading and 58% of the targeted group scoring novice in mathematics.
2. Fourteen (14%) of students in grades 4, 7 and 11 taking the 2024 science assessment scored proficient.
3. Forty percent (40%) of students in grade 3-8 scored novice in reading on the 2024 KSA and forty-two percent (42%) of students in grades 3-8 scored novice on in mathematics on the KSA.
4. Forty-five percent (45%) of students in FCES, Seventy-four percent (74%) of students in FCMS, and Thirty percent (30%) of students in FCHS scored novice in social studies for the accountable grades.
5. All three schools replaced at least three or more faculty members for the 2024-2025 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 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.

1. Forty percent (40%) of students taking the combined writing KSA assessment scored proficient. (FCES 28% - FCMS 19% - FCHS 73%)
2. FCES FCHS KSA reading data reflects an overall decrease in novice and increase in proficiency.
3. New HQIR for reading and math have been implemented into all buildings 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 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.**

ATTACHMENTS

Attachment Name



District Key Elements

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 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
 District Key Elements 24-25		•