



2021-22 Phase Two: The Needs Assessment for Districts_10262021_12:13

2021-22 Phase Two: The Needs Assessment for Districts

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2021-22 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 state's goal is to ensure that all students are college and/or career ready by the time they exit high school through receiving a diploma or an alternate diploma. The question our district is seeking relates directly to whether we are meeting our goals for our district. Through analysis over time we are determining which instructional strategies and school culture and climate activities consistently improve student achievement across all grade levels. The district Leadership Team in conjunction with board members, parents, students and community members are always asking tough questions about how we can better meet the needs of our students.

Formal planning meetings occur weekly with the District Leadership Team and at other times with combinations of stakeholders. In the prior school year when we realized we would be out for some, most, or all of the school year the district began contacting parents, one by one by phone to determine what our parents priority needs are as we move forward. When we called our parents we asked for feedback regarding safety measures, remote learning opportunities and other new initiatives we are putting into place. As a result of these calls and surveys we used 3,755 responses to guide us in planning for student enrollments options and 2,679 responses regarding returning to school questions. These answers ranged from in person or NTI preferences, internet availability, transportation needs, nutrition and health and safety needs as well as a myriad of questions parents and community members had that were answered or flagged for further discussion. A common need was to limit the number of students to in person classrooms for the safety and instructional needs of our students. With our reopening plan all students are receiving Chromebooks that will go back and forth to school and home with the daily and teachers will use this in conjunction with Google Classroom to communicate with parents. These were purchased with CARES Act funds and will be supported through several new platforms and we are needing to communicate with parents and teachers and administrators how to use these platforms and how to get help when necessary. Through Google Meets meetings our younger students and their parents are learning how to use the new online platforms. Our district supervisors have met on numerous occasions to plan and update our processes and procedures and most importantly get their feedback into what is possible and best for our students by providing the safest environments while providing the best instruction possible. The superintendent has communicated continuously with board members and the general public sharing our efforts and plans and asking for input. Instructional supervisors have networked with neighboring districts to brainstorm, share ideas and plan. The finance officer and superintendent meet with our county officials regularly including the Judge Executive, mayors and others to update them on our school planning efforts and work with them to provide a communication plan they can share with constituents in the county. This year with what we feel are unreliable state testing results due to the virtual learning that took place and the limited scope of the assessment we are beginning the strategic planning process with the Studer Group. This will involve multiple community, stakeholder, leadership, parent and student meetings to gather feedback and set goals in the near and distant future.

Trends

2. 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 2019-20 to 288 in 2020-21.
- From 2018 to 2020, the district saw an 11% increase in novice scores in reading among students in the achievement gap.

At this time we can only work from past KPREP data in determining our continuous academic needs due to the COVID-19 Global Pandemic. Our trend history is true with this data and at this time we are doing all we can to meet the needs of our students both academically and emotionally in person and virtually.-Thirty-four (34%) of students in the achievement gap scored proficient on KPREP Reading.-From 2017 to 2019, we saw an 11% increase in novice scores in reading among students in the achievement gap.-Fifty-four (54%) of our students scored proficient in math compared to the state average of 57%.In reading at the elementary level 59.6% of our students were proficient and or distinguished compared to the state average of 54.6%. In reading at the middle school level 62.8% of our students were proficient and or distinguished compared to the state average of 59.6%. In reading at the high school level 41.5% of our students were proficient and or distinguished compared to the state average of 44.5%. In math at the elementary level 57.6% of our students were proficient and or distinguished compared to the state average of 48.6%. In math at the middle school level 48.3% of our students were proficient and or distinguished compared to the state average of 46.4%. In math at the high school level 30.0% of our students were proficient and or distinguished compared to the state average of 35.3%. In science at the elementary level 41.2% of our students were proficient and or distinguished compared to the state average of 31.7%. In science at the middle school level 22.0% of our students were proficient and or distinguished compared to the state average of 26.0%. In science at the high school level 28.3% of our students were proficient and or distinguished compared to the state average of 29.9%. In social studies at the elementary level 69.0% of our students were proficient and or distinguished compared to the state average of 53.0%. In social studies at the middle school level 63.3% of our students were proficient and or distinguished compared to the state average of 58.8%. In writing at the elementary level 45.0% of our students were proficient and or distinguished compared to the state average of 46.6%. In writing at the middle school level 21.0% of our students were proficient and or distinguished compared to the state average of 31.9%. In writing at the high school level 55.6% of our students were proficient and or distinguished compared to the state average of 50.3%. Example of Non-Academic Current State: Utilizing the most recent data available on the Kentucky Department of Education website for school report cards:-Teacher Attendance: Teacher attendance rate was 84% for the 2018-19 school year – a decrease from 92% in 2017-18.-The number of behavior referrals increased from 204 in 2017-18 to

288 in 2018-19.-Kentucky TELL Survey results indicated 74% of the district's teachers received adequate professional development.

Current State

3. 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 KPREP 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 2020-21 academic year
- Survey results and perception data indicated 74% of the district's teachers received adequate professional development.

Our major concern is the health and safety of our students and staff as we navigate in person schooling during the Global Pandemic. We have no substitute teachers, are challenged to effectively provide interventions for our students and have many students with poor attendance and significant learning gaps we have identified through our own diagnostic testing through our RTI program. What our overall attendance rates will mean for future gaps in learning is staggering and we are working day to day to meet the needs of our students and staff and community. Where this will end up is still uncertain. We feel a learning gap with K, first and second graders will continue to be a challenge for not only remediation but for acceleration moving forward.

Priorities/Concerns

4. 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 (68%) of students in the achievement gap scored below proficiency on the KPREP test in reading as opposed to just 12% of non-gap learners.

Writing is a concern at the elementary and middle school levels. We did see improvements with writing at the middle school level but this is believed to be a state wide anomaly with most schools showing improvements that we are not going to depend on. Although high school scores are improving they are not improving at the rate needed to exceed state averages. Attendance is trending in the downward direction. Graduation rate is decreasing as well. Again the COVID-19 Global Pandemic has changed everything. Our data over time has been disrupted for two years of state accountability and this year we doubt if we will assess again. We are looking at a completely different landscape and we will be resetting our trends as we move forward.

Strengths/Leverages

5. 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.

We have a caring and compassionate staff and district that will do whatever it takes to try and meet the needs of our students.

Evaluate the Teaching and Learning Environment

6. 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

KCWP 5: Design, Align and Deliver Support

KCWP 6: Establishing Learning Culture and Environment

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 below.

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.

Ongoing job embedded professional development is a need district wide and especially at the middle and high school levels in the area of math instruction. The COVID-19 pandemic has shown a huge need in online instruction pd for teachers district wide. We are having a difficult time filling high school math teacher openings. As we continue to hire new teachers we are going to need to have long term professional training in place. Graduation rates are an area of pride within our district. Extensive credit recovery at the high school, truancy diversion programs at the middle and high school level and a commitment of all of our counselors and administrators to keep our kids in school and help them find a way to graduate will continue. Reading proficient and distinguished totals at middle and elementary levels remain above the state averages. A continuous focus on improving reading performance is the core to all instruction in Muhlenberg County. Mathematics proficient and distinguished totals above the state average at the elementary and at the middle school level. Research based instructional practices provide teachers strategies that engage students in meaningful learning activities. Continuous monitoring of student achievement and intervention as needed maintain our higher than average student achievement. Significant gains in transition seen at the high school level. College and career readiness is one of the major goals for our district. Programs in place will continue to be refined to provide more access to certificate and skill assessments as well as proficiency on the ACT. Schools will continue to implement common assessments as unit assessments and/or semester exams as learning checks to formatively assess student progress towards common core standards in math and reading. Teachers will be supported through district professional development by periodic math, and reading and writing cadres. Additional required pd through local content networks are also expectations from participating teachers and principals. Schools participate in specific pd to support initiatives in math and learning instruction. Schools will analyze student achievement data for all assessments to determine which standards students need additional support through reteaching, intervention, or individualized instruction. Common assessments, K-PREP, quizzes and exit slips as well as other formative assessments types will be utilized in an intentional manner to provide feedback for instruction. Academic intervention used to provide early, systematic assistance to

children who are having difficulty learning. RTI seeks to prevent academic failure through early intervention, frequent progress measurement, and increasingly intensive research-based instructional interventions for children who continue to have difficulty. Strategies are in place to meet the needs of gifted and talented student's district wide. Monitor at the district and school levels performance of all gap students based upon diagnostic performance reports including K-PREP and EOC. gap/ at-risk student groups. Cross reference PtGT results with other forms of data (academic and nonacademic) to determine which students are at immediate risk for failure and require intensive intervention and support. Identify current supports and structures being used for this student group. Determine who will be responsible for implementation of these activities and how and when student progress will be evaluated. Special education staff will participate in a district-wide training that focuses on IEP development and progress monitoring to improve individualized instruction, allow meaningful formative assessments, and maximize academic achievement.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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