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2023-2024 Phase Two: The Needs Assessment for Districts

Letcher County
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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.

Letcher County Schools' Instructional Department meets bi-weekly to analyze multiple sources of data for improvement planning. This team is comprised of the Superintendent (Denise Yonts), District Assessment Coordinator (Ronny Goins), Director of Special Education (Regina Brown), District Pupil Personnel (Karen Baker), and the Instructional Facilitator (Amber Stewart). We analyze data from state assessments down to classroom-level data. We include non-academic data such as attendance and discipline. We also use the results from our instructional Rounds to determine the needs of our staff and students. Instructional Rounds are completed

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once in the fall and once in the spring in order to identify next steps for improvement. Our district uses a 30-60-90 day approach to improvement planning and all of our efforts are documented in that plan. We also hold monthly principals' meetings that are truly professional learning communities. We work together to create solutions and share ideas.

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?

In reviewing last year's District Improvement Plan, we were successful in reaching the objectives we set for HS Reading & Writing (Proficiency), Elem Science, Elem Writing, Middle School Science, Middle School Writing, and HS Postsecondary Readiness (Transition Readiness) (the goals were based on the previous assessment, so some data may not be totally accurate due to changes in reporting). We had several strategies that we thought were successful in our CDIP plan. There were lots of supports, trainings, and resources that we provided our schools with that we believe had a positive impact on their outcomes. One strategy that we implemented for the past few years is training and coaching around Deeper Learning. We purchased Teaching For Deeper Learning books for every teacher in our district and had professional learning around the book. We then hired teachers as Deeper Learning Coaches. They received additional training and led professional development for our entire district. We are focusing on the five episodes of learning this year and are utilizing Tools for a Thoughtful Classroom. By encouraging students to think deeply, we will be able to improve education outcomes in each school on all grade levels.

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.

We saw increases in Novice in several areas of elementary which is a major concern. Particularly, in reading at the third grade level, the rate of Novice increased from 28% to 42%. We saw an increase in Novice in math in grades 3-6. However, our IEP students and Free and Reduced lunch students consistently increased scores in all content areas in 8th-12th grade. We did have a slight increase in behavior referrals and a slight decrease in graduation rate. Our writing scores in all grade levels had a decrease in novice and an increase in proficient/distinguished. Tenth grade reading and math were higher than the state average. On Demand scores in 8th grade were also higher than the state average.

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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.

Our attendance rate has consistently been a major issue, and due to issues relating to Covid and catastrophic flooding, that continued to be the case in 2022-23. In 2023-24, we are right at 90% attendance. Last month was 88.41% attendance in the district.

The percentage of our students that are economically disadvantaged is 74.4%.

We were labeled yellow for Quality of School Climate and Safety for Elementary and green for Middle. Our HS was labeled yellow.

Regarding behavior, 8.4% of our students had behavior events in 2023-24, which was higher than the last two years. There were 226 total behavior events last year.

All grades were able to decrease the amount of novice in reading with the exception of third grade. The number of novice increased from 28% to 42%. The percentage of proficient and distinguished in reading at all grade levels (with the exception of the high school) is under 50%.

In math (with the exception of the high school, the novice rate is higher than the percentage of proficient and distinguished:

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3rd grade novice- 47% while proficient/distinguished was 24%

4th grade novice- 43% while proficient/distinguished was 27%

5th grade novice- 35% while proficient/distinguished was 30%

6th grade novice- 29% while proficient/distinguished was 28%

7th grade novice- 36% while proficient/distinguished was 32

8th grade novice- 39% while the proficient/distinguished was 31%

Science also has a significant amount of students scoring novice- 4th grade- 20%, 7th grade- 34%, 11th grade- 40%. Social Studies does as well with 5th- 37% novice, 8th- 41% novice, 11th= 32% novice.

Writing, was the area where the novice rate went down in every grade level (from 35% to 20%- 5rd grade, from 16% to 13% in 8th grade, from 14% to 10% in 11th grade. Writing in 11th grade jumped from 33% proficient/distinguished to 60%.

The percentage of students with free/reduced lunch scoring proficient and distinguished increased in all subject areas in grades 8-12. The percentage of students with disabilities scoring proficient and distinguished increased in all subject areas in grades 8-12.

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

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12% of non-gap learners.

The number of novice in elementary grades is concerning and is higher than the number of proficient and distinguished in third grade reading and 3-5 math. The percentage of novice in third grade reading increased from 28% to 42%.

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.

Our high school was a blue school in KY accountability and had reading, math, and writing scores above the state average. Our editing/mechanics and on demand writing in all grade levels increased the number of proficient and distinguished and decreased the novice. We can utilize some of the same instructional strategies that led to success at the high school level.

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

📄 Letcher County CDIP 2023-24

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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.

Practice 1-must get back to updating our curriculum documents post-Covid

Practice 5-we need to strengthen our current MTSS supports/RTI protocol district-wide

Attachment Summary

Attachment Name	Description	Associated Item(s)
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