2021-22 PHASE TWO DISTRICT: The Needs Assessment DUE NOV. 1

2021-22 Phase Two: The Needs Assessment for Districts

Christian County
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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.

District Leadership Teams/Stakeholders: The District Leadership Team is composed of the Superintendent, Christopher Bentzel, Assistant Superintendents, Josh Hunt and Jessica Addison; District Administrators, Tracey Leath, Kadi Ralston, Michelle Walden, Michelle Ladd, Anita Hopson, Melanie Barrett, Kim Stevenson, Jason Wilson, Zach Hibbs, and Leigh Ann Stewart and School Administrators, Lori Dexter, Renisha Elam, Sara Johnson, Carrie Caples, Renikka Owen, Dana Gary, Leslie Lancaster, Cherise Williams, Kevin Crider, Nicole Poindexter, Matthew Boehman, John Gunn. Board of Education Members include: Tom Bell, Jeff Moore, Tiffany Mumford-Brame,

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Lindsay Clark, Mike Walker Timeline: School and District Administrators participate in monthly Administrator Academy and Instructional Leadership Team Meetings. Collaborative Planning is held twice yearly with each school administrator. Data is shared with the Board of Education following public release of data, as well as with the public. Process for Reviewing, Analyzing and Applying Data Results: Data was reviewed and discussed at the District Instructional Leadership Team meeting on September 28, 2021. The DAC and the Assistant Superintendent explained the data, then lead the group through a data protocol which enabled stakeholders to establish where we are and then to deeply examine root causes. Participants then broke into smaller groups by level to discuss and share ideas for their why and for improvement. Data was shared with the Board of Education on October 21, 2021. Data Reviewed: State accountability data, attendance data, MAP data, hiring data, discipline data, Foster and Homeless children and youth, How Meetings are Documented: Agendas and sign ins Continuous Improvement Team identifies areas where the school met/failed to meet district, state/federal targets, or school expectations for academic proficiency, academic gap, academic growth, transition readiness, and graduation rate. Continuous Improvement Team conducts disaggregated analysis by grade level, content area, within content strands (e.g. number sense in mathematics) and by gap groups. Priorities of This Year's Needs Assessment: -Discipline Reduction - Safety Coordinator- Homeless Coordinator - School Coaches - District Equity Coordinator - District Recruiter - Instructional Supervisor - Instructional Facilitator at High Needs Schools - Additional Migrant Recruiter/Advocate - Digital Learning Coaches - District Transition Coordinator - Homeless Children Coordinator - English Learners: Progress Monitoring tool and summer learning. 1. Ensure every school has an effective leadership team. 2. Increase teacher capacity for quality instruction 3. Intervene with fidelity for students who are underperforming academically, socially, and behaviorally. 4. Strengthen new teacher support/ensure all staff are engaged and valued as we unite to support student success 5. Encourage and sustain partnerships among all shareholders and the community (Kindergarten Readiness, Transition, Dual Credit partners) 6. Resources and Facilities - provide the tools, resources, and facilities for preschool to post-graduation success by uniting all shareholders to embrace a shared vision.

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.

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

Academic: As a whole, our district remains concerned for the performance level of our demographic groups; specifically Students with Disabilities. Our Students with disabilities increased Novice in reading by 9.6% this year, and Novice in math by 2.2% at the high school level. At the middle school level, our Students with disabilities increased Novice in social studies by 7.8% and writing by 11%, even though this same group decreased Novice in reading, math, and science. The most concerning is at the elementary level. Our students with disabilities increased Novice in reading by 1.5%, science by 11.5%, social studies by 6.9%, and writing by 14.1%. Teacher Recruitment: Teacher attendance rate is critical, and Covid has created a shortage as staff is quarantined. Recruitment of teachers in critical shortage areas and emergency certified teacher numbers have risen. Middle and high school math and special education openings are very difficult to fill. The Teacher Recruiter position has been filled to help with this critical need. Discipline and Safety: Discipline and Safety Data School Year In School Suspension Out of School Suspension Arrest: 2015-16 1315 449 72 2016-2017 1337 544 40 2017-2018 1731 627 41 2018-2019 4180 970 28 2019-2020 (NTI started 3/12/20) 4341 551 3 2020-2021 1645 449 0 Cumberland Hall Hospital School Year: Number of students: 2015-2016 446 2016-2017 590 2017-2018 615 2018-2019 545 2019-2020 590 2020-2021 410 Student Drug Infractions School Year: Number of students: 2015-2016 63 2016-2017 53 2017-2018 64 2018-2019 67 2019-2020 186 2020-2021 158 Technology Exchange School Year Number of Sessions Number of Participants 2015-16 46 838 2016-17 52 905 2017-18 54 702 2018-19 50 564 2019-20 Cancelled due to Covid 2020-21 37 294

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

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

Academic Data: District ACT Composite score is 17. K - 6 Reading: 46% Novice, 30.2% P/D; K - 6 Math: 30.9% Novice, 33.8% P/D 7 - 8 Reading: 37.4% Novice, 38.7% P/D; 7 - 8 Math: 32.5% Novice, 28.6% P/D High School Reading: 40.8% Novice, 32.5% P/D; High School Math: 39.6% Novice, 21.1% P/D Transition Data: There were 46 seniors placed in cooperative education (co-op) for the 2020-2021 school year. We currently have approximately 90 seniors seeking employment through our co-op program for the 2021-2022 school year. Based on the 2020-2021 preliminary data from the Technical Education Database System (TEDS), CCPS had approximately 227 seniors that qualified for career ready status by passing industry certifications or an end-of-program assessment (EOPA) for at least one career and technical education (CTE) pathway.

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.

Students wtih disabilities: 61% Novice; 14% Proficient or Distinguished in Reading Students with Disabilities: 51% Novice; 13% Proficient or Distinguished in Math New teacher retention rate is a concern. Our District needs to continue to search the applicant pool for the best new hires, and then work to retain them, especially past years one and two. Kindergarten Readiness data for the 2021-2022 school year is 34% ready with the following breakdown: 31% ready 3% ready with enrichments 66% ready with interventions School discipline and safety remain top priorities. Student transition - from one level to the next; from school to post-secondary

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

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58%. The systems of support we implemented for reading can be adapted to address our low performance in math.

Writing proficient and distinguished KPREP data across the district increased, with Christian County High School having the highest Proficient/Distinguished scores in the district at 74%. This score has prompted other schools in the district to assess the writing structures implemented at CCHS, and to align with the strategies that are in place in order to strengthen their writing programs. Strong writing data is important in all content areas in order to effectively communicate student thinking. Additionally, the 3rd grade reading data at Pembroke Elementary (41%), which is a benchmark grade for future reading success, was the highest in the district. Pembroke (47%), along with Crofton Elementary (57%), scored the highest proficient and distinguished in the district for 3rd grade math. In a year of pandemic, these scores can be leveraged for these students in excelling in reading and math in the future.

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.

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KCWP 5: Design, Align and Deliver Support. The District will continue to provide support to our schools, with an emphasis on our schools with the highest need. KCWP 2: Design and Deliver Instruction. The District will ensure that instruction is highly effective and will provide training and oversight to ensure that the instructional design is embraced and followed through.

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Attachment Summary

Attachment Name	Description	Associated Item(s)
  District Key Elements Template (1)		•