CCPS 2022-23 Phase Two: The Needs Assessment for Districts NOV. 1

2022-23 Phase Two: The Needs Assessment for Districts

Christian County
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Generated on 04/24/2023

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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 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 Continuous Improvement Team is composed of the Superintendent, Assistant Superintendents, District Administrators, and School Administrators. School and District Administrators participate in monthly Administrator Academy and Instructional Leadership Team Meetings. Collaborative Planning is held twice yearly with each site-based administrator.   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 27, 2022. 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 20, 2022. Data Reviewed: State accountability data,

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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.

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?

Work in several areas related to monitoring instruction and building capacity in leadership and teachers is being scaled out to a larger level this year.

Instructional monitoring occurred for all schools by the district team with feedback provided. This monitoring helped inform the effectiveness of the leadership teams in place as well. These visits are taking place a minimum of two times per school this year (last year they were completed a minimum of 1 time per school).

Principal coaching and support took place through DLT, AA and ILT. This year a principal coaching model is being implemented with all principals having a designated coach who meets with them regularly to build capacity in PSEL standards from their PGP as well as other areas as needed.

Teacher coaching took place from district level instructional coaches to build capacity on consistent implementation of high quality instruction. Teacher coaching this year is an expectation for leadership teams at each building with a model provided.

High quality instructional resources was a focus area last year. Several resources were either purchased or training on the materials took places. This work will continue this year to assure teachers have a solid understanding of the components of the resource and how to implement well. A next step this year will be a refocus on building capacity with deconstructing and understanding standards with teachers so that they can vet resources and activities.

Our work on achievement gaps will continue with both AA and SPED. A plan has been developed for SPED to build capacity with teachers, track student progress and assure student access to grade level instruction.

Trends

3. After analyzing data trends from the previous two academic years, which academic, cultural and behavioral measures remain significant areas for improvement?

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Example of Trends

• The number of behavior referrals increased from 204 in 2020-21 to 288 in 2021-22.

• From 2020 to 2022, the district saw an 11% increase in novice scores in reading among students in the achievement gap.

KSA Data Trends

Female students are scoring novice at lower rates than male students in all areas except math (4th, 5th, 6th, and 8th grade)

African American students, Students classified as Economically Disadvantaged, and Students with Disabilities continue to score Novice at higher rates in all tested areas.

Students with Disabilities is the lowest performing group in the district in all tested areas.

Writing:

The largest gap in Writing is between African American students and All students in Middle School (11 points) with regard to Novice rates

Reading: The largest gaps in Reading between African American students and All students with regard to Novice Rates exists at 8th Grade-15 points, 5th Grade-17 points, and 3rd Grade-16 points

The largest gaps in Reading between Students with Disabilities and All Students with regard to Novice Rates exists at 7th Grade-38 points, 6th Grade-35 points, and 5th Grade-29 points

Math: The largest gaps in Math between African American students and All Students with regard to Novice Rates exists at 7th Grade-13 points and 5th Grade-12 points

The largest gaps in Math between Students with Disabilities and All Students with regard to Novice Rates exists at 5th Grade-38 and 4th Grade-31 points

Science: The gaps with regard to Novice Rates with both subgroups (Af-Ams. and Students with Disabilities) goes up from Elementary to Middle School and Middle School to High School

Editing and Mechanics: The largest gaps in Editing and Mechanics between African American students and All students with regard to Novice Rates is 9 points or higher at every level (Elementary, Middle, and High)

ACT:

The ACT English Composite score increased for all groups of students from 2021 to 2022

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The ACT Reading Composite score increased for all groups of students except males from 2021 to 2022

The ACT Math Composite score increased for Females, Af-Ams., and Econ. Disadvantaged students from 2021 to 2022

The ACT Science Composite score increased for all groups of students except Males from 2021 to 2022

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 2021-22 academic year

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

Academic Data:

District ACT Composite score is 17.3.

Elementary KSA: Reading: 37% Novice, 37% P/D; Math: 35.5% Novice, 35% P/D

Middle KSA: Reading: 35% Novice, 39% P/D; Math: 38% Novice, 32% P/D

High School Reading: 33% Novice, 42% P/D; Math: 39% Novice, 8% P/D

Post-Secondary Readiness: 65.2

Behavior Current State:

The highest events in behavior happen in the 7th grade, then 9th grade in 21-22. The highest demographics being AA males in both grade levels.

The percentage of behavior in both 7th and 9th grade AA students is double the percentage of 7th and 9th grade white students in 21-22.

10% of 7th grade students make up the behavior events for 2 consecutive school years (20-21 21-22).

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ATTACHMENTS

Attachment Name

⊞ CCPS vs. State Comparison for 2022 KSA

⊞ Subgroups CCPS 2022 KSA

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 12% of non-gap learners.

All content areas are a priority for Freedom Elementary, who qualifies as a CSI school.

Students with Disabilities is the lowest performing group in the district in all tested areas and has qualified 10 schools in the district to be TSI.

African Americans are the group with the second lowest performance behind Students with Disabilities in all content areas.

CCPS scored lower than the state average in P/D at all levels in science and social studies.

Post-secondary readiness for the 21-22 school year was in the red; Students with Disabilities and African Americans also scored in the red for PSR (65.2).

High School had the lowest indext for science, social studies, and writing at 45.4 (elementary - 50.4, middle - 47.6).

Behavior infractions increasd 28% from the 20-21 school year to the 21-22 school year. African American males are the population with the highest behavior infractions, including ISS, OSS.

Quality of School Climate and Safety Indicators at middle (61.6) and high (55.6) levels are not as expected.

Strengths/Leverages

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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.

Overall P/D percentages for reading at all levels increased this year overall (Elementary- 6.8%, Middle- 0.3% and High- 9.5%) while overall novice percentages decreased at all levels (Elementary- 9%, Middle- 2.4% and High- 7.8%). The focus on quality resources is beginning to show some progress and needs to be continued along with building teacher capacity with standards.

Overall P/D percentages for math at all levels increased this year overall (Elementary- 1.2%, Middle- 3.4% and High- 6.9%); however, novice in both elementary and middle increased with high only decreasing less than a point. The focus on quality resources is beginning to show some progress and needs to be continued along with building teacher capacity with standards.

The Hispanic population scored more than the state in P/D at all 3 levels in reading and math. The comprehensive support structures established by a team of skilled teachers has increased success in this population.

The CCPS graduation rate exceeded the state graduation rate, which supports post-secondary readiness.

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
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?

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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.

KCWP 1: Design and Deploy Standards

KCWP 2: Design and Deliver Instruction

KCWP 4: Review, Analyze and Apply Data

ATTACHMENTS

Attachment Name

📄 22-23 CCPS District Key Elements

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Attachment Summary

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📄 22-23 CCPS District Key Elements		• 7
▦ CCPS vs. State Comparison for 2022 KSA		• 4
▦ Subgroups CCPS 2022 KSA		• 4