



2023-2024 Phase Two: The Needs Assessment for
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2023-2024 Phase Two: The Needs Assessment for Districts

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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.

The district leadership team which consists of the Superintendent, Instructional Supervisors, Director of Pupil Personnel (DPP), and building Principals compares data from a variety of sources including but not limited to KSA, district benchmark assessments, and diagnostic assessments to determine the areas of greatest need. This review begins during the close of the previous school year and continues through the first nine weeks of the current school year. The KSA and benchmark assessment provides overarching data of academic areas for growth. While the diagnostic data offers a more detailed analysis of individual and class weaknesses.

All data is used to determine if the need is curricular, an area for professional learning, or if there is a basic need that is not being met that would boost overall achievement. The Superintendent and Instructional Supervisors will share their conclusions and next steps with the BOE Members to seek their input and support for implementing the next steps in improving the overall achievement of the District. Once the BOE has approved next steps, the principals will communicate with their teachers during PLCs any changes to their instructional practices that need to be made including instructional resources and response to intervention strategies. The DPP will utilize child find and average attendance for students that are "at risk" to work with Principals, Counselors, and Family and Youth Services Center to determine the basic needs that are not being met by students and how to meet those needs to encourage higher achievement. This takes place throughout the school year beginning as early as July of the current school year. All meetings meeting are documented with agendas, minutes, and/or email communications.

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?

The goal for Livingston County students is that 70% of students will be proficient in all academic content areas. Curriculum has been reviewed for all content areas and when needed replaced with a KDE defined high-quality instructional resource. A common curriculum map and pacing guide was implemented to align the curriculum across grade levels and across elementary schools. Grade level PLCs and classroom observations have been used to ensure the curriculum is being taught with fidelity and the instructional needs of the teacher and the students is being met. Data from formative assessments, district benchmark assessments, and diagnostic screeners is being utilized to guide PLC conversations to determine gaps that need to be addressed. Item banks are providing teachers with KSA aligned assessment questions to improve the rigor of classroom practices and assessments.

Though we have not met our goal, we are progressing towards our goal. The strategies that were implemented in 2022-2023 will be continued in 2023-2024 and have a more narrowed focus as more specific needs arise.

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.

Based on KSA data:

- Reading at the secondary level saw a 6% Increase in novices and a decrease in proficient/distinguished by 3%.
- Mathematics at the middle school level saw a 11% increase in novices and a 15% decrease in apprentices.
- Mathematics at the elementary level saw a 2% increase in novices.
- Science at the middle school level saw a 12% increase in novices and 11% decrease in proficient/distinguished.
- Science at the secondary level saw a 20% increase in novices and 18% decrease in apprentices.
- Writing at the elementary level saw a 10% increase in novices.
- Writing at the middle school level saw a 14% increase in novices and 22% decrease in proficient/distinguished.
- Writing at the secondary level saw a 7% increase in novices and a 21% decrease in proficient/distinguished.

Novice reduction in all areas is a significant area for improvement with Writing being a concern across all grade levels.

Chronic absenteeism is a concern with 3 of 4 schools (secondary, middle, and one elementary) experiencing an increase in chronic absenteeism from 2021 to 2022. Increasing from 20% to 30%.

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:

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- 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.

Non-Academic Current State:

- Teacher attendance rate was approximately 94%
- Student attendance rate was 91.9%
- 56.7% of students are economically disadvantaged
- 159 students have a disability (IEP)
- 18.6% of students had behavior events with 7.1% being out-of-school suspensions and 15% being in-school removal

ATTACHMENTS

Attachment Name

 Accountability Summary Highlights

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.

The greatest area of weakness for the schools continues to be closing the proficiency gap between economically and non-economically disadvantaged students.

For mathematics, 3rd grade having 79% of non-gap students reaching proficiency while only 51% of gap learners do. 4th grade had 41% of non-gap learners reaching proficiency to 28% of gap learners. 7th grade had 46% of non-gap learners reach proficiency while 22% of gap learners did. 8th grade had 42% of non-gap learners reach proficiency and only 26% of gap learners. 10th grade had 48% of non-gap learners reach proficiency while 29% of gap learners did.

Grade 3 reading had 75% of non-gap learners reach proficiency while 54% of gap learners did. 6th grade had 41% of non-gap learners reach proficiency while only 27% of gap learners did. 7th grade had 65% of non-gap learners reach proficiency

and 45% of gap learners reached proficiency. 8th grade had 61% of non-gap learners score proficiency and 25% of gap learners score proficiency.

For social studies, grade 5 had 61% of non-gap learners score proficiency and 40% of gap learners score proficiency. Grade 8 had 48% of non-gap learners score proficiency and 21% of gap learners score proficiency.

For science, grade 4 had 50% of non-gap learners score proficiency and 33% of gap learners. For grade 7, 57% of non-gap learners scored proficiency and 16% of gap learners.

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.

Reading achievement has increased from 29% proficiency to its current rate of 50% at NLES. Reading achievement at SLES has increased from 48% to 71% proficiency. A new high-quality instructional resource was introduced for reading at NLES along with a schedule and faculty reconfiguration. SLES also had staffing reconfigurations. In their reading and math departments.

Math achievement increased from 18% to 31% proficiency at NLES. At SLES math achievement increased from 59% to 79%

The district implemented a district benchmark assessment that was designed to be aligned to the KSA and provided an item bank that could be used for formative assessments. PLCs were redesigned to have an instructional/data focus. Standards alignment was reexamined with a focus on developing rigorous assessments. Monthly professional learning opportunities were offered across the KSA tested areas through the education cooperative and district instructional supervisors.

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



District Key Elements



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.

The continued focus for Livingston County schools will be KCWP1: Design and Deploy Standards, KCWP 2: Design and Deliver Instruction, and KCWP 3: Design and Deliver Assessment Literacy.

Attachment Summary

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