



2022-23 Carter County The Needs Assessment for Districts
10/01/22

2022-23 Phase Two: The Needs Assessment for Districts

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Table of Contents

| | |
|-------------------------------------------------------|----|
| 2022-23 Phase Two: The Needs Assessment for Districts | 3 |
| Attachment Summary | 10 |

2022-23 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.

Carter County's Continuous Improvement Process

Developing the Plan-October

- The Improvement Planning Committee will plan a process yearly to review and refine the Mission, Vision and Belief Statements.
- Data review will include all data available from Kentucky Summative Assessment results as well as beginning of the year I-Ready diagnostics for K-12.
- This yearly process will seek input from the, Parent/Teacher Organizations, Local Community Organizations, Business Leaders, Parents, Teachers, Students, and School and District Leaders in late October to early November.
- The Improvement Planning Committee will compile results and present to the all staff members for review.

November

The CSIP/CDIP Coordinator will include the final revisions in the School/District Improvement Plan.

November

Communication of the Plan

- The CSIP will be made available for public review before presenting to the SBDM. This will be advertised through online media. November
- Any suggestions will be taken to the School/District Leadership Team for consideration. November
- The CSIP/CDIP will be presented to the SBDM for review and approval.

November

Monitoring The Plan

- The CSIP will be monitored through monthly team meeting discussing strategies and activities to be included in the 30 Day Plan.
- The CSIP/30-60-90 Day Plan Strategies and Activities will be included as an agenda item for school faculty meetings/PLCs to discuss implementation and impact levels. All meetings are documented through Sign In Sheets, Agendas, and 30 Day Plans.
- The CSIP/30-60-90 Day Plan Coordinator, along with the School/District Leadership Team and Principal will compile plan implementation results from all Persons "On Point" to do an implementation/impact check and prepare the new 30 day plan for submission to the central office.
- Adjustments will be made each month based on the effectiveness of the plan and the needs of the school/district.

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?

Our district goals have always focused on increasing student achievement by improving the quality of teaching and learning that occurs in our buildings. As educational research has shown, the teacher is the number one influence on student achievement and the principal is the number one influence on teachers. Therefore, we must have an intentional focus on professional learning that promotes only the highest quality instructional practices. The past year, we continued our work with explicit direct instruction, before/during/after reading strategies, intense and deliberate vocabulary structures, clear learning intentions, a systematic writing process, and other common district practices to improve student outcomes K-12 and in all content areas for all students.

As a result, we saw growth in our I-Ready diagnostic data from beginning of year (August 2021) to the end of the year (April 2022). Overall, 65% of our students met their growth goals in reading. 57% met their goals in math. This is okay...but not wonderful.

As all districts in Kentucky, we continue to fight learning loss with every tool at our disposal--professional learning via district facilitated learning academies and book studies, extended school services, technology programs, smaller class sizes, teacher stations/station work, high-quality instructional resources, etc. Perhaps the biggest success story was the implementation of I-Ready, the instructional resources, and the Teacher Toolbox to supplement our MTSS program, small group stations/teacher station, tutoring programs, etc. This ability to drill down our data was extremely beneficial to our work. The continuation of these activities will be a focus for this year's plan.

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 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.

Before the pandemic, Carter County schools had made steady gains in student achievement, going from a district in crisis to a district of distinction. Since Covid-19, we have suffered tremendous learning loss and a turnover in staffing. Most recent assessment data reveal a significant decline in scores across the state, but our district is at the top of the bell-curve, ranking yellow for elementary and middle and green at our high school level. We have two elementary schools who scored in the blue category.

Individual categories: Reading/Math Elementary-67.4, S/SS/W-66.2 and Middle: Reading/Math-56.35 and S/SS/W-56.25 and High School Reading/Math-68.6 and S/SS/W-58.4

For our high schools, there are gains in reading and math! In 2021, less than half of our high school tenth graders met proficiency in either area. Now, 52% met P in reading and while only 48% met P in math, that is still an increase of two percent.

For our middle schools, we have cause for concern in mathematics. We continue to trend downward with less than half our kids meeting proficiency at both schools. This is the same as shown in 2021, even though we had intentional work in this area, the gap did not decrease. For example, only 40% of students at ECMS met proficiency in math. Only 30% met proficiency in math at WCMS. This is devastating.

Our elementary results are around the same as the others with 50% scoring P in reading and 45% in Math. Reading for elementary was an average of 44% P/D, math at 33% in 2021. As you can see, the trend is upward.

Academically, we must remain vigilant with direct explicit instruction of foundational literacy skills across all content areas and a strong focus on the Kentucky Academic Standards. This is the focus of all district professional learning. In addition, we continue to fund teachers for class size reduction at all grade levels using federal funds from Title I and Title II. At our high schools, this is a particularly intentional focus on reading and math. At our elementary and middle schools, instruction is impacted in all areas by our ability to reduce class sizes with the employment of additional teachers. For example, the utilization of stations (especially the teacher station) is more possible with smaller class sizes.

Behaviorally, we have settled in on social emotional learning strategies such as teambuilding. The trend in how students relate to one another and their teachers is that they don't. There is an increase in anti-social behaviors, particularly at our elementary and middle schools. A specialized SEL curriculum is being funded through a homeless grant from USED.

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.

Current Academic State: Elementary Students: 50% scoring P in reading and 45% in Math. Middle School Students: 44% scoring P in reading and 34% in Math. High Schools: 52% met P in reading and while only 48% met P in math. On the I-Ready beginning of year diagnostic: 59% of students scored at the high apprentice level or above in Reading and 53% scored similarly in Math. This means that are able to progress to proficiency or higher if they have typical growth this year.

Non-Academic Current State: We have 67% free and reduced lunch percentage. Attendance at our first month district academy sessions was 73%. Low participation at academies is concerning because all teachers will not receive professional learning in literacy strategies and participate in a focused look at the academic

standards. Student attendance began low (in the 85% range before Labor Day) but it has increased to an ADA of around 93% after Labor day.

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.

34% of middle school students scored proficiency on the KSA in math.

44% of middle school students scored proficiency on the KSA in reading.

50% of elementary students scored proficiency in reading on the KSA in reading.

45% of elementary students scored proficiency in math on the KSA.

52% of high school students met proficiency in reading on the KSA.

48% of high school students met proficiency in math on the KSA.

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.

57% of middle school students met proficiency on the combined writing index.

67.4% of elementary students met proficiency on the combined writing index.

56.5% of high school students met proficiency on the combined writing index.

Writing scores are lower this year than they have ever been. However, they remain one of the districts strongest areas of achievement. Direct explicit instruction is used to teach the writing process along with a targeted approach through mini-lessons, stations, and a systematic and scaffolded lesson design. Students are

provided many examples, extensive modeling, and daily practice with immediate feedback. This approach can be adapted and utilized in all content areas.

Another leverage we have is our use of federal funds to reduce class sizes. We also have additional funding from ARP/ESSER that the district can utilize for extra tutoring services in reading and mathematics at all grade levels. Furthermore, since the purchase of I-Ready continues for the next two years, we are able to leverage all of the data and resources provided by this program to assist us in analyzing individual results and providing targeted intervention for students.

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?

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 district will focus on the continuation of district facilitated professional learning academies and clubs, including a principals' academy and academies with new teachers. During this professional learning, the district will focus on the KAS, best practice instructional strategies, data analysis and goal setting, and social emotional learning. The district leadership will continue to attend school PLC's, visit all district classrooms, and mentor/coach specific teachers at the request of building admins.

Attachment Summary

| Attachment Name | Description | Associated Item(s) |
|---------------------------------------------------------------------------------------------------------------------------|-------------|--------------------|
|  Carter District Key Elements 2022 | | . |