

Phase Two: The Needs Assessment for Districts_10162018_15:24

Phase Two: The Needs Assessment for Districts

Montgomery County Schools
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Target Completion Date: 11/01/2018
Last Modified: 10/26/2018
Status: Locked

TABLE OF CONTENTS

Understanding Continuous Improvement: The Needs Assessment	3
Protocol	4
Current State	5
Priorities/Concerns	6
Trends	7
Potential Source of Problem.....	8
Strengths/Leverages	9
ATTACHMENT SUMMARY.....	10

Phase Two: The Needs Assessment for Districts

Understanding Continuous Improvement: The Needs Assessment

Rationale: In its most basic form, continuous improvement is about understanding the **current state** and formulating a plan to move to the **desired state**. The comprehensive needs assessment is a culmination of an extensive review of multiple sources of data collected over a period of time (2-3 years). It is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (desired state).

The needs assessment requires synthesis and analysis of multiple sources of data and should reach conclusions about the **current state** of the school/district, as well as the processes, practices and conditions that contributed to that state.

The needs assessment provides the framework for **all** schools 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. As required by Section 1008 of the Every Student Succeeds Act (ESSA), Title I schools must base their program upon a thorough needs assessment.

Protocol

Clearly detail the process used for reviewing, analyzing and applying data results. Include names of school/district councils, leadership teams and stakeholder groups involved. How frequently does this planning team meet and how are these meetings documented?

Montgomery County's process for reviewing, analyzing, and applying data results is comprehensive and ongoing. First, data is a variety of data is reviewed during weekly district leadership meetings comprised of the Superintendent, Assistant Superintendent, Chief Academic Officer, Director of Elementary Schools, DPP, Chief Financial Officer, and Director of Special Education. Minutes are kept from each meeting and stored in a shared Google folder along with the agenda from each meeting. In addition, monthly administration meetings are held in which data is reviewed and analyzed. Agendas and minutes are kept in the curriculum office and on Google drive. Once a semester, the district leadership team plans a district leadership data retreat in which leadership teams from each school come together to review and analyze their most current data including state assessment data, MAP data, and other relevant school data. In addition to reviewing school data, the school leadership plans for hosting a school data retreat. One day a semester, our board of education has built in a teacher data day. Students do not come to school on these days, but teacher report to complete data digs, review intervention services, and develop plans of action for increasing student achievement. District and school data retreats are documented through agendas and sign in sheets kept in the curriculum office and Google drive. In addition to district led data retreats, each school's council reviews school-level data including attendance, behavior, and achievement data on a monthly basis. This is documented in each school's council minutes.

ATTACHMENTS

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Current State

Plainly state the current condition using precise numbers and percentages as revealed by past, current and multiple sources of data. These should be based solely on data outcomes. Cite the source of data used.

Example of Current Academic State:

- 32% of gap students scored proficient on KPREP Reading.
- We saw a 10% increase among gap students in Reading from 2017 to 2018.
- 34% of our students scored proficient in math compared to the state average of 47%.

Example of Non-Academic Current State:

- Teacher Attendance: Teacher attendance rate was 87% for the 2017 school year – a decrease from 92% in 2016.
- The number of behavior referrals has decreased to 198 in 2018 from 276 in 2017.

The current state of Montgomery County schools: -All elementary schools growth indicators were well-above the state average of 17.1 - 19.1, 18.9, and 19.9 respectively. -McNabb Middle School was above the state average in both the Proficiency Indicator and Separate Academic Indicator. - McNabb Middle School's growth indicator was below the state average of 12.1, scoring a 11.3. - MCHS was above the state in all three indicators - Proficiency, Transition Readiness, and Graduation Rate. -Only 29.1% of 4th grade students scored Proficient/Distinguished in Science compared to the state average of 30.8%. -MCHS's ACT composite is 19.8 an increase of .5 and above the state average of 19.3.

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Priorities/Concerns

Clearly and concisely identify areas of weakness using precise numbers and percentages as revealed by the analysis of academic and non-academic data points.

Example: 68% of gap students scored below proficiency on KPREP test in reading as opposed to just 12% of non-gap learners.

-McNabb Middle School had a Reading growth score of 13.9 compared to the state average of 16.1 and a combined growth score of 11.3 compared to the state average of 12.1. -McNabb Middle School has 36.7% of students scoring in the novice and apprentice categories in Reading. -Elementary science students scoring proficient/distinguished was 29.1% which is below the state average of 30.8%. -Camargo Elementary has 54.8% of students scoring novice or apprentice in Math. -Camargo Elementary has 23.9% of students scoring novice in Reading. -60% of students with disabilities are performing at the novice level in Reading at the middle school. -The EL plus monitoring group's Transition Readiness score was significantly lower than the bottom 5% cut score. -Students with disabilities at the high school are scoring significantly lower than the bottom 5% of all students in the areas of proficiency and transition readiness.

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Trends

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

-3rd grade reading scores are significantly lower than 4th grade reading scores. -At Camargo Elementary, 30.9% of students are scoring novice in Reading compared to 16.3% in 4th grade. -Camargo Elementary is below the state average for proficient/distinguished in the area of Reading (3rd and 4th grades) and 3rd grade Math. -Camargo has decreased their novice performance in Reading. -MSE and Mapleton's Reading performance has become stagnant. -Mapleton has decreased their novice performance in the area of mathematics. -McNabb decreased their novice performance by 2% in the area of Reading. -The high school ACT composite scores continue to increase. -When reviewing TELL data, the area of differentiated professional learning opportunities remains an area of focus for the district. -Attendance data continues to show as an area for improvement for all schools, but specifically at MCHS and Camargo.

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Potential Source of Problem

Which processes, practices or conditions will the school 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 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](#)

Montgomery County Schools will continue to focus on Key Core Work Process 2: Design and Deliver Instruction. The district leadership is working with building leadership teams to ensure their instructional program is intentional and of the highest quality. A specific emphasis will be placed on Tier 1 instruction to ensure that it is highly effective, evidence-based, and rigorous in all classrooms.

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Strengths/Leverages

Plainly state, using precise numbers and percentages revealed by current data.

Example: Graduation rate has increased from 67% the last five years to its current rate of 98%.

Graduation rate has increased from 94% to 95% over the last three years. The high school's composite ACT score has increased from an 18.6 to a 19.8 over the past four years. Each elementary school's growth scores are above the state average. The middle school has decreased their novice percentage to 7.3 in the area of writing. McNabb Middle School has 81.8% of their students scoring Proficient/Distinguished in the area of Social Studies.

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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