



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

Montgomery County Schools
Matthew Thompson
3400 Indian Mound Dr.
Mount Sterling, Kentucky, 40353
United States of America

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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.

- Released student level data was shared with district and school administration to identify immediate needs before school started to help focus instruction for the 23-24 school year.
- The curriculum leadership team maintains monthly individual principal meetings where data is discussed and priority needs are identified and continuously monitored on a monthly basis. This includes needs surrounding students with IEPs both academic and behavior.

- The curriculum leadership team meets weekly to disaggregate and analyze district level data to identify opportunities for growth and plan around those initiatives. The team also monitors the results of those initiatives during this meeting.
- In addition, the district leadership team meets twice a month to identify barriers to student achievement and success. In this meeting, we develop plans to remove those barriers whether it is personnel, transportation, or facility needs.
- Superintendent Dr. Matt Thompson will attend in the month of November a faculty meeting at each school in order to support principals with staff discussion and review of data.
- November 7th is a staff work day in which each principal will create an agenda of how they will take a deep dive into the data and plan for classroom goals and expectations based on findings.
- The curriculum leadership team and principals will present overall data and plans to the board of education upon the lift of the embargo phase.
- The district planning committee will meet November 30th to review the data and activities to provide feedback on the improvement planning at the district level.
- All meetings are documented with a sign-in sheet.

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 district literacy initiative with elementary schools has been fully implemented and monitored with follow-up training for new teachers. We will continue with classroom coaching and PD for new teachers. Our data shows continued improvement in Reading at the elementary level, along with Science improvement.
- The Instructional BluePrint- MoCo Method- had an impact with classroom observations and seeing intentional planning. This will continue with the added layer of assignment and student review analysis.
- New science, social studies and math resources were purchased with pd. Continued support and monitoring will be required for the 23-24 SY. When we look at the full monitoring and implementation of the reading initiative it is evident that we are making improvements.
- Continued monitoring and implementation of the plan for achievement gap with the implementation of SDI and co-teaching. The middle school and high school are still identified as TSI and we are not seeing the gains needed.
- The leadership book study has supported laying the groundwork for common vision for the classroom.
- The SEL supports for Sterling School has lead to greater student success.

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- Post-secondary readiness improved through the name and claim plan and better tracking of student progress through the data tool at the high school. We will continue with this focus.
 - MTSS supports with the MTSS coordinator has improved our student centered focus within the buildings on the whole child.

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.

For comparison we are looking from 20-21 to 21-22 to 22-23.

Elementary Level (22-23) TRENDS

- Reading data novice performance from 25% to 22%, but was 16.9% prior to the pandemic.
- Math data novice performance from 24% and increased to 27%. It was 15.6% prior to the pandemic.
- Science data novice performance from 13% and decreased to 11% for the current year and was 12.5% prior to the pandemic.
- Social Studies data novice performance increased from 28% to 35%.
- Writing data novice (on-demand combined with editing and mechanics) remained the same at 16%.

Middle School Level (22-23) TRENDS

- Reading data novice performance increased from 23% to 29%.
- Math data novice performance increased from 33% to 38%.
- Science data novice performance increased from 30% to 32%.
- Social Studies data novice performance increased from 29% to 46%.
- Writing data novice (on-demand combined with editing and mechanics) decreased from 27% to 20%.

High School Level (22-23) TRENDS

- Reading data novice performance increased from 25% to 26%.
- Math data novice performance increased from 32% to 42%.
- Science data novice performance increased from 50% to 52%.
- Social Studies data novice performance increased from 43% to 35%.

- Writing (on-demand combined with editing and mechanics) decreased from 21% to 19%.

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 2022-23 academic year
- Survey results and perception data indicated 74% of the district's teachers received adequate professional development.

Elementary School Level Data:

- 53% of students scored proficient or distinguished on KSA in reading as compared to the previous year of 50%.
- 43% of students scored proficient or distinguished on KSA in math as compared to the previous year of 41%.
- 42% of students scored proficient or distinguished on KSA in Science compared to the previous year of 33%.
- 42% of students scored proficient or distinguished on KSA in Social Studies compared to the previous year of 44%.
- 42% of students scored proficient or distinguished on KSA in Combined Writing compared to the previous year of 43%.

Middle School Level Data:

- 44% of students scored proficient or distinguished on KSA in reading as compared to the previous year of 52%.

- 31% of students scored proficient or distinguished on KSA in math as compared to the previous year of 36%.
- 20% of students scored proficient or distinguished on KSA in social studies as compared to the previous year of 26%.
- 32% of students scored proficient or distinguished on KSA in science as compared to the previous year of 40%.
- 35% of students scored proficient or distinguished on KSA in combined writing compared to the previous year of 35%.

High School Level Data:

- 44% of students scored proficient or distinguished on KSA in reading as compared to the previous year of 49%.
- 27% of students scored proficient or distinguished on KSA in math as compared to the previous year of 33%.
- 6% of students scored proficient or distinguished on KSA in science. The previous year data was suppressed.
- 44% of students scored proficient or distinguished on KSA in social studies as compared to the previous year of 26%.
- 28% of students scored proficient or distinguished on KSA in combined writing as compared to the previous year of 33%.

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.

- At the HS level Science is the greatest area of weakness with P/D percentage at 6%.
- At the MS/HS level Reading is a greatest area of weakness with P/D percentage dropping from 52% to 44% (MS) and 49% to 44% (HS).
- At the MS/HS level Math is a greatest area of weakness with P/D percentage dropping from 36% to 31% (MS) and 33% to 27% (HS).
- At the elementary level social studies P/D percentage dropped from 40% to 32%.
- 46% or more of students with IEPs are scoring novice in all subject areas, at all grade levels, EXCEPT Elementary Science where there is only 24% of students with IEPs scoring Novice.

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, Math, and Science at the elementary level experienced growth from 2022 to 2023.
- Reading Combined P/D: 50% to 53% (and a novice reduction 25% to 22%)
- Math Combined P/D: 41% to 44%
- Science Combined P/D: 32% to 42%
- Science at the high school level experienced growth from 2022 to 2023 in combined P/D from 26% to 34%.
- At the elementary level we were at or above the state combined percentage of P/D.

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



Montgomery Balanced Assessment Plan



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.

- KCWP 1: Design and Deploy Standards
- KCWP 2: Design and Deliver Instruction
- KCWP 5: Design, Align and Deliver Support
- KCWP 6: Establishing Learning Culture and Environment

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Montgomery Balanced Assessment Plan		• 7
 Montgomery KEY Template		•