



2022-23 Phase Two: The Needs Assessment for
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2022-23 Phase Two: The Needs Assessment for Districts

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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.

Montgomery County Schools reviews data results through an on-going continuous process. The district level MTSS team made up of the Superintendent, Chief Academic Officer, Deputy Superintendent, DPP, DOSE, MTSS Coordinator, building administrators, and curriculum coaches meet on a monthly basis to review academic data, Social and Emotional/Mental Health data, attendance, and behavior data. These meetings are documented through agendas, meeting minutes, and district action plan. Following the district MTSS meeting, each school also conducts a monthly MTSS meeting where the same data is reviewed specific to that school as well as compared to the district data. The data reviewed each month is specific to data available. For example, academic data reviewed in September is results from the district's universal screener - NWEA MAP. During October's meeting, KSA data is reviewed and analyzed. As a result of each month's MTSS meetings, a district action plan is created and reviewed to determine the district's priorities and how these priorities will help to achieve district goals.

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?

Montgomery County Schools' vision, mission, and district goals drive all work in the school district. The goal of our district is to have a system that is completely aligned to vision and every department and school is working towards the same outcomes.

The district's 2021-2022 improvement plan served as a strategic plan for the district and provided the action plan for achieving our goals. While achievement of the goals has not been reached at this point, they goals are still serving as our benchmark for accelerating learning as we emerge from the COVID-19 Pandemic and recover learning for all students. The following strategies and activities were accomplished from the district improvement plan that will serve as foundational pieces for continued growth: the district literacy plan was created and has moved to implementation and monitoring, an instructional blueprint (The MoCo Method) was created, trained, and implemented, professional learning was provided around "The Opportunity Myth" for all administrators and teachers, monthly meeting structures for SPED and administrators are created and occurring, structures are in place to identify students who need extra supports, Principal Learning Lab structures were created and are in the implementation phase, and a MTSS district team was created, trained, and is meeting on a monthly basis to review data, create priorities and action plans to move forward. In addition, a district team comprised of district leaders, school administrators, teachers, students, community members, and a board member met to revise the district vision and mission statements. These statements were adopted by the board in February.

While many strategies and activities were completed or implemented during the 2021-2022 school year, the important task of monitoring and evaluating if they are successful will continue to fuel the district improvement plan for the 2022-2023 school year.

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.

As a district, we are seeing that novice performance is decreasing from the 2020-2021 school year, but has still not returned to levels prior to the pandemic. It should be noted that while we are comparing novice performance of students, both the standards and assessments have changed.

Elementary:

Reading data novice performance decreased from 32% to 25% but was 16.9% prior to the pandemic.

Math data novice performance decreased from 28.9% to 25% but was 15.6% prior to the pandemic.

Science data novice performance increased from 11.2% to 32% and was 12.5% prior to the pandemic.

Writing (on-demand) scores increased from 13.6% to 20 % and was 18.3 % prior to the pandemic.

Middle School:

Reading data novice performance increased from 21.3% (prior to the pandemic) to 23%.

Math data novice performance increased from 14.4% (prior to the pandemic) to 33%.

Science data novice performance increased from 16.8% (prior to the pandemic) to 30%.

Writing (on-demand) novice performance increased from 14% (prior to the pandemic) to 29%.

Social Studies novice performance increased from 4.4% (prior to the pandemic) to 30%.

High School:

Reading data novice performance remained the same from 24.8% (prior to the pandemic) to 25%.

Math data novice performance increased from 26.2% (prior to the pandemic) to 33%.

Science data novice performance increased from 19.7% (prior to the pandemic) to 50%.

Writing (on-demand) novice performance increased from 16.1% (prior to the pandemic) to 21%.

Social Studies novice performance was 42%. (There was no SS test given during the 18-19 school year at the high school level.)

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.

Elementary Data:

50% of elementary students scored proficient or distinguished on Kentucky Summative Assessment (KSA) in reading as compared to the state average of 45%.

28% of elementary students with disabilities scored proficient or distinguished on KSA in reading as compared to the state average of 26%.

41% of elementary students scored proficient or distinguished on KSA in math as compared to the state average of 38%.

18% of elementary students with disabilities scored proficient or distinguished on KSA in math as compared to the state average of 20%.

32% of elementary students scored proficient or distinguished on Kentucky Summative Assessment (KSA) in science as compared to the state average of 29%.

20% of elementary students with disabilities scored proficient or distinguished on KSA in science as compared to the state average of 18%.

Middle Data:

53% of middle students scored proficient or distinguished on Kentucky Summative Assessment (KSA) in reading as compared to the state average of 43%.

14% of middle students with disabilities scored proficient or distinguished on KSA in reading as compared to the state average of 16%.

36% of middle students scored proficient or distinguished on KSA in math as compared to the state average of 37%.

10% of middle students with disabilities scored proficient or distinguished on KSA in math as compared to the state average of 14%.

27% of middle students scored proficient or distinguished on Kentucky Summative Assessment (KSA) in science as compared to the state average of 22%.

High Data:

48% of high school students scored proficient or distinguished on Kentucky Summative Assessment (KSA) in reading as compared to the state average of 44%.

33% of high school students scored proficient or distinguished on KSA in math as compared to the state average of 36%.

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 areas of weakness for Montgomery County are in the areas of math where the district is below the state average of students scoring proficient or distinguished at the middle and high levels. (33% at high and 36% at middle). In addition, science is an area of concern at all levels with high numbers of students scoring novice at all levels (63% at high, 30% at middle, and 13% at elementary). Further, students with disabilities are scoring novice at higher rates in all subjects (with the exception of elementary math and middle school social studies) when compared to the state averages.

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.

The combined elementary index scores were above the state average in the following areas: Reading, Math, Science, Social Studies, Combined Writing, Quality of School Climate and Safety, and Overall Index Score. The elementary has implemented a comprehensive literacy framework at all schools that will continue to strengthen Tier 1 instruction. This framework and focus on literacy instruction will be used to help students with disabilities close the achievement gap.

Middle school index scores were above the state average in the following areas: Reading, Science, Social Studies, and Overall index score. The middle school has implemented a new math curriculum for the 22-23 school year. This high quality instructional resource will be utilized with fidelity to ensure consistent Tier 1 instruction.

High school index scores were above the state average in the following areas: Reading, Graduation Rate, and Overall index score. The high school has implemented a new math curriculum for the 22-23 school year. This high quality instructional resource will be utilized with fidelity to ensure consistent Tier 1 instruction.

In addition, Montgomery County has implemented a consistent instructional blueprint to ensure a framework for high quality instruction is being implemented and monitored at both the school and district level.

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.

Montgomery County Schools will continue to focus on implementing a comprehensive literacy framework for all students which emphasizes the five components of literacy. In addition, the instructional framework that was created and implemented for the 22-23 school year will continue to be monitored and

additional professional learning will be provided for both administrators (focused on coaching and feedback) and teachers (designing grade appropriate lessons). Further, the district is partnering with schools and stakeholders to review and adopt high-quality instructional resources in the areas of math, science, and social studies. These materials will be used to help strengthen Tier 1 instruction.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Key Elements		.