

2019-20 Phase Two: The Needs Assessment for Districts_10312019_12:21

2019-20 Phase Two: The Needs Assessment for Districts

Montgomery County Schools
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Understanding Continuous Improvement: The Needs Assessment

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 (e.g. 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 (i.e. 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. 703 KAR 2:225 requires, as part of continuous improvement planning for schools, each district 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

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 Schools reviewed and analyzed multiple sources of data in a variety of ways. First, a district leadership team consisting of our Superintendent, Deputy Superintendent, Chief Academic Officer, Director of Curriculum, Instruction, and Assessment, Director of Special Education, and Director of Pupil Personnel meet twice a month to review various types of data including student achievement, attendance, and behavior data. These meetings are documented through agendas, sign-in sheets, and minutes. In addition to the bi-monthly district leadership meetings, twice a year (once in the fall and once in the spring), the district leadership team facilitates a district leadership retreat to review student achievement data and to lead and train school teams utilizing a data analysis protocol. The district data retreats are documented through agendas, sign-in sheets, and analysis spreadsheets for each school are housed in Google Drive. Following the district data retreats, each school leadership team is charged with leading their schools through a deep dive into their school data and creating action plans based on the findings from their school's data. The Board of Education is committed to continuous improvement and allowing educators to work collaboratively to analyze data and create action plans. As a result of this commitment, the Montgomery County Board of Education has provided two additional teacher work days built into the school calendar to allow for teachers to work in professional learning communities without students in the district. One day is allocated in the fall (typically first week in November), and one day is allocated in the spring (typically first week in February). These times were specifically chosen to coincide with the release of state testing data in the fall and the completion of the district's winter administration of MAP. These days are documented through agendas from each school, sign-in sheets, and created action plans that are monitored through our district instructional monitoring process. In addition to state summative data and formative MAP data, the district curriculum leadership team (Superintendent, Chief Academic Officer, and Director of Curriculum, Instruction, and Assessment) meet with school leadership teams monthly (3 schools receive bi-monthly visits based on targeted need) to review data produced from classroom instructional visits. The minutes, data from classroom visits, and instructional monitoring tools are housed in each school's Google folder.

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:

- Thirty-four (34%) of students in the achievement gap scored proficient on KPREP Reading.
- From 2017 to 2019, we saw an 11% increase in novice scores in reading among students in the achievement gap.
- Fifty-four (54%) of our students scored proficient in math compared to the state average of 57%.

Example of Non-Academic Current State:

- Teacher Attendance: Teacher attendance rate was 84% for the 2018-19 school year – a decrease from 92% in 2017-18.
- The number of behavior referrals increased from 204 in 2017-18 to 288 in 2018-19.
- Kentucky TELL Survey results indicated 74% of the district's teachers received adequate professional development.

-56.8% of Elementary students scored proficient/distinguished on KPREP Reading.-59.8% of Middle school students scored proficient/distinguished on KPREP Reading.-55.2% of 11th grade students scored proficient/distinguished on the ACT in the area of Reading.-50.7% of Elementary students scored proficient/distinguished on KPREP Math. -43.7% of Middle school students scored proficient/distinguished on KPREP Math.-32.2% of 11th grade students scored proficient/distinguished on the ACT in the area of Math.

Priorities/Concerns

Clearly and concisely identify areas of weakness using precise numbers and percentages.

NOTE: These priorities will be thoroughly addressed in the Continuous Improvement Planning Diagnostic for Districts.

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

-48% of students with disabilities at the elementary level scored novice on KPREP Reading-59.8% of students with disabilities at the middle school level scored novice on KPREP Reading-66.7% of students with disabilities at the high school level scored novice on the ACT in Reading-47.4% of students with disabilities at the elementary level scored novice on KPREP Math-54.3% of students with disabilities at the middle school level scored novice on KPREP Math-81.5% of students with disabilities at the high school level scored novice on the ACT in Math

Trends

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

Students with disabilities continues to be an area of focus for Montgomery County Schools. This population of students has show little to no growth over the past three years in both the areas of Reading and Math.

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 focus its resources and efforts around Key Core Work Process 1: Design and Deploy Standards; Key Core Work Process 2: Design and Deliver Instruction, and Key Core Work Process 4: Review, Analyze, and Apply Data. KCWP 1 is essential to moving our lowest performing populations forward due to ensuring that every student is being taught grade-level standards. Due to the release of new standards in both the areas of Reading and Math, much of our time and resources will be devoted to deconstructing standards, creating learning targets and common assessments. In addition, KCWP 2 will have a specific focus for our district specifically around utilizing co-teaching models where parallel teaching is occurring in classrooms with students with disabilities. Finally, KCWP 5 is essential to the continuous improvement cycle. The district will continue to review and analyze various forms of data to determine if continuous improvement efforts are working or if adjustments need to be made.

Strengths/Leverages

Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school.

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

-60.4% of elementary students are scored proficient/distinguished on the KPREP On Demand as compared to the state average of 46.6%. -55.2% of 11th grade students scored proficient/distinguished on the ACT Reading as compared to the state average of 44.5%.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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