



20-21 SY Bourbon County District Phase Two Needs Assessment

2020-21 Phase Two: The Needs Assessment for Districts

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Table of Contents

2020-21 Phase Two: The Needs Assessment for Districts	3
Understanding Continuous Improvement: The Needs Assessment	4
Protocol	5
Current State	6
Priorities/Concerns	8
Trends	9
Potential Source of Problem	10
Strengths/Leverages	11
Attachment Summary	12

2020-21 Phase Two: The Needs Assessment for Districts

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 district as well as the processes, practices and conditions that contributed to that state.

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 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 district leadership teams and stakeholder groups involved. How frequently does this planning team meet and how are these meetings documented?

The Comprehensive District Improvement Planning Team is comprised of multiple stakeholders which included Community partners, district administrators, students, teachers, SBDM members and a School Board representative. The District Leadership Team met with the Continuous Improvement Coaches on September 15, 2020, to prepare for the 20-21 CDIP/CSIP. After reviewing the Key Core Work Processes, it was determined to continue with KWCP 1, Design and Deploy Standards and KCWP 3, Design and Deliver Assessment Literacy. These processes were the focus last year and a great deal of progress was made. However, due to the Covid 19 Pandemic in the spring and summer, it is believed that in order for the standards to become systemic and assessment literacy be high quality, the focus needs to continue. It should also be noted, that new data is currently limited, however, a universal screener will be given in September-October timeframe to facilitate continued growth for our students. A virtual meeting of the District Planning Team to review the available data, both academic and non-academic. was conducted on October 27, 2020. Additional meetings were conducted and documented through sign-in sheets as well as work products. The 2019 data revealed deficits in reading and math across the district with significant gaps in Special Education. At this time, there is no new state assessment data available. The district did give the MAP screener to grades K-8 and the CERT screener in grades 9-11 to facilitate providing personalized learning for our students. The graduation rate increased for the 2020 school year to 92.9. Transition rate decreased again this year. Revisions to District Curriculum Maps in all core content areas were aligned to the new Kentucky Academic Standards (KAS). The priority needs of the district must continue to focus on aligned curriculum, high quality assessments, and rigorous instructional practices and preparing students for transition from school to work. All meetings conducted either virtually or face-to-face have agendas and sign-in sheets for participants.

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 percent (34%) of students in the achievement gap scored proficient on KPREP Reading.
- From 2018 to 2020, the district saw an 11% increase in novice scores in reading among students in the achievement gap.
- 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: Teacher attendance rate was 84% for the 2019-20 school year – a decrease from 92% in 2018-19.
- The number of behavior referrals increased from 204 in 2018-19 to 288 in 2019-20.
- Survey results and perception data indicated 74% of the district's teachers received adequate professional development.

The data tells us: •The 4 year high school graduation rate of 89.6% is a decrease from 91.4% and is below state average based on the SCR. However, the 2020 graduation rate did increase to 92.9%. •There are significant gaps in all levels in special education population and areas of concern in the English Learner population based on KPREP data. •The consolidated groups are below proficiency with Elementary achieving 35.6% in Reading and 35.1% in math; Middle Schools achieved 45% in Reading and 30% in math; and, High School 24.1% in Reading and 19.2% in math according to KPREP data. •There is a decrease in Transition Readiness from 66.5% to 65.2% and is below state average reflected in the SCR. Transitive Readiness decreased again in 19-20 school year. •There are disparities in performance between male and female performance in reading, math and writing indicated in the KPREP data. •There are large numbers of students with behavior referrals (although they decreased from 17-18 to 18-19), in school and out of school suspensions, and student retentions as shown in IC. •Student attendance and teacher attendance improved slightly overall from DPP Enrollment and attendance reports. The data does not tell us: •Why did the graduation rate increase? •Were there staffing changes across district during the past three years? •What are the

causes for the declining Transition Readiness data? •How does class scheduling and offerings (virtual vs face-to-face) impact student achievement? •What is the failure rate for students and what steps are taken to address the issues? •What caused the lack of male performance in reading, math and writing? •How does student suspensions impact student learning? Causes for concern are: • Maintaining or increasing graduation rate and Transition Readiness •The disparity between male and female in writing at all levels, reading and math. •Current 4th Grade students' novice performance in math and reading across the district •Special Education gaps in learning. Possible next steps are: •Continue to ensure alignment of the curriculum maps to the new KAS standards to ensure seamless transitions between grade levels. •Continue to develop rigorous District Learning Checks and analyze the data to identify student gaps and provide personalized learning for intervention. •Celebrate the current graduation rate and determine factors to ensure the rate continues to increase. •Conduct root cause analysis on 3rd grade math across district. •During PLC, further disaggregate 3rd grade data for current 4th grade students (Name/Claim). •Devise high school schedule more conducive to providing teachers opportunities to collaborate and a structure to allow opportunities to address individual Rtl needs. •Emphasize vocabulary in all core content and levels. •Utilize opportunities for interventions through 21st Century after school programs. •Continue emphasizing Kagan structures at all levels and content. •Develop a process to track failures and retentions. •Track the number of suspensions and create a plan for loss of student academic learning.

Priorities/Concerns

. Clearly and concisely identify 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 (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.

Causes for concern are: •The decrease in graduation rate from 91.4 to 89.6% and Transition Readiness decreased from 66.5 to 65.2. 2020 graduation rate increased to 92.9%, however, the transition readiness continues to decrease •The disparity between male and female in writing at all levels, reading and math. •Current 4th Grade students' novice performance in math and reading across the district. •Special Education gaps in learning which are occurring across all grade spans. •The increase in in school and out of school suspensions (17-18, 694 to 18-19, 818), increase in student retentions (84 to 88), and the loss of academic learning. In 19-20, the in school suspensions were 593 and the out of school suspensions were 134 for a total of 727, a small decrease over the previous year. Priorities for improvement are: •Continue to monitor newly developed core content curriculum maps for rigor and alignment and to ensure seamless transitions between grade levels. •Continue to develop rigorous District Learning Checks and analyzing the data to identify student gaps and structures of support for intervention. This includes naming and claiming each student and addressing individual student learning needs. •Conduct root cause analysis on 3rd grade math and reading across district. •During PLC, further disaggregate 3rd grade data for current 4th grade students (Name/Claim). •Devise master schedules to ensure conducive to providing teachers opportunities to collaborate and a structure to allow opportunities to address individual Rtl needs. Ensure Rtl structure is effective. •Emphasize vocabulary in all core content and levels. •Utilize opportunities for interventions through 21st Century after school programs. •Continue emphasizing Kagan structures at all levels and content to address instructional practices and student engagement. •Implement MTSS to address student behaviors and utilize partner, ABRI, to support system change and clear processes. •Develop an early warning process to track and address failures and retentions.

Trends

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

Trend analysis for all grade spans and assessed content areas is attached.

ATTACHMENTS

Attachment Name

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](#)

District Leadership in conjunction with stakeholders have completed the data analysis process and determined that the greatest areas of need are KCWP 1: Design and Deploy Standards and KCWP 3: Design and Deliver Assessment Literacy.

Strengths/Leverages

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

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

- District and School Leadership have analyzed available data and understand areas to be addressed to increase student learning and achievement.
- There are systems and processes in place through PLC Meetings and Content Network PLCs to address standards revisions and other targeted areas of need.
- The district received a grant to support standards work in PLC meetings.
- The district received a KYCL Grant to support literacy beginning in the 20-21 school year for the next 4 years, birth to Grade 12, as well as engage partners throughout the community in literacy.
- Human resources are available to ensure work is completed with fidelity.
- The implementation of District Learning Checks and the data analysis process to name and claim individual students for mastery learning.
- Summative assessments are being aligned to the standards and progress monitoring is occurring through CERT/ MAP data.
- District Data Analysis Tool is used to analyze assessment for next steps.
- 2019 -2020 District student attendance increased from 17-18, 94.69% to 18-19, 96.37%. 19-20 student attendance decreased to 95%.
- 18-19Math increased district-wide in P/D at all levels (Elementary 42.4% to 42.9; MS 46.3% to 47.8%; HS 33.5% to 39.4%); district-wide Elementary math decreased novice overall from 23.8 to 21.8.
- 18-19 High School Reading increased proficiency from 33.5% to 39.4% for +5.9 gain.
- 2019-2020 District teacher attendance increased from 17-18, 94.02% to 18-19, 94.12

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Bourbon County District Trend Data Accessible	Comparative data for the 18-19 state assessments to previous data. No new state assessments were given during the 19-20 school year.	.