

2018-19 Phase Two: The Needs Assessment for Districts_10022018_11:42

Phase Two: The Needs Assessment for Districts

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TABLE OF CONTENTS

Understanding Continuous Improvement: The Needs Assessment	3
Protocol	4
Current State	5
Priorities/Concerns	7
Trends	8
Potential Source of Problem.....	9
Strengths/Leverages	10
ATTACHMENT SUMMARY.....	11

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?

Todd County School District assessment data from the school report was reviewed by the District Administrative Leadership team which includes Superintendent Edwin Oyler, Assistant Superintendent Camille Dillingham, Director of District Wide Services Jennifer Pope, and Director of Exceptional Children Kim Justice. The data included in the review consisted of reading, math and combined scores for all level of schools, graduation rate, dropout data, school attendance rate, and behavior data from 2013-2018. Administration from each school works to analyze individual school and district results to provide guidance to teachers. Through PLCs and intentional planning, teachers work with PLCs and departmental teams to analyze the information, using results to modify and guide instruction.

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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.

South Todd Elementary Academic Indicators: South Todd Elementary School School Profile indicates: Overall School Proficiency was 78.8%, compared to the state CSI/TSI cut score of 60.5% Overall School Separate Academic Indicators was 70.1%, compared to the state CSI/TSI cut score of 52.6% Overall School Growth was 17.8%, compared to the state CSI/TSI cut score of 15.8% Overall Proficiency Score for South Todd Elementary was: Reading 74.3%, compared to the state score of 71.9% Math 88.3%, compared to the state score of 69.1% Total Indicator Score 78.8%, compared to the state score of 70.5% Separate Academic Scores for South Todd Elementary were: Science 64.5%, compared to the state score of 58.7% Social Studies 78.4%, compared to the state score of 72.6% Writing 67.3%, %, compared to the state score of 63% Total Indicator Score 70.1%, compared to the state score of 64.8% Growth Scores for South Todd Elementary were: Reading 20.3%, compared to the state score of 19.7% Math 15.2%, compared to the state score of 19.4% Total Growth was 17.8%, compared to the state score of 17.1% Overall Percent of Proficient and Distinguished for North Todd Elementary was: Reading 54.5% Proficient and Distinguished Math 64.3% Proficient and Distinguished Science 32.9% Proficient and Distinguished Social Studies 63.0% Proficient and Distinguished Writing 39.5% Proficient and Distinguished NORTH TODD ELEMENTARY Academic Indicators: North Todd Elementary School Profile indicates: Overall School Proficiency was 65%, compared to the state CSI/TSI cut score of 60.5% Overall School Separate Academic Indicators was 46.3%, compared to the state CSI/TSI cut score of 52.6% Overall School Growth was 15%, compared to the state CSI/TSI cut score of 15.8% Overall Proficiency Score for North Todd was: Reading 65.8%, compared to the state score of 71.9% Math 64.1%, compared to the state score of 69.1% Total Indicator Score 65%, compared to the state score of 70.5% Separate Academic Scores for North Todd Elementary were: Science 47.8%, compared to the state score of 58.7% Social Studies 48.9%, compared to the state score of 72.6% Writing 42.3%, %, compared to the state score of 63% Total Indicator Score 46.3%, compared to the state score of 64.8% Growth Scores for North Todd Elementary were: Reading 16.7%, compared to the state score of 19.7% Math 13.2%, compared to the state score of 19.4% Total Growth was 15%, compared to the state score of 17.1% Overall Percent of Proficient and Distinguished for North Todd Elementary was: Reading 47.6% Proficient and Distinguished Math 48.3% Proficient and Distinguished Science 15.5% Proficient and Distinguished Social Studies 25.4% Proficient and Distinguished Writing 16.9% Proficient and Distinguished TSI in Free & Reduced in all areas Todd County Middle School: Academic Indicators: Todd County Middle School Profile indicates: Overall School Proficiency was 59%, compared to the state CSI/TSI cut score of 62% Overall School Separate Academic Indicators was 51.6%, compared to the state CSI/TSI cut score of 55% Overall School Growth was 11.7%, compared to the state CSI/TSI cut score of 9.5% Overall Proficiency Score for TCMS was: Reading 64.4%, compared to the state

score of 75.8% Math 53.6%, compared to the state score of 69.7% Total Indicator Score 59%, compared to the state score of 72.8% Separate Academic Scores for TCMS were: Science 44.4%, compared to the state score of 53% Social Studies 61.1%, compared to the state score of 79.8% Writing 49.2%, %, compared to the state score of 67.7% Total Indicator Score 51.6%, compared to the state score of 66.8% Growth Scores for TCMS were: Reading 16.3%, compared to the state score of 19.7% Math 7%, compared to the state score of 14.5% Total Growth was 11.7%, compared to the state score of 17.1% Overall Percent of Proficient and Distinguished TCMS was: Reading 49.7% Proficient and Distinguished Math 28.0% Proficient and Distinguished Science 14.4% Proficient and Distinguished Social Studies 34.9% Proficient and Distinguished Writing 24.8% Proficient and Distinguished TSI in Disabilities in all areas Todd County Central High School TCCHS Profile indicates: Overall School Proficiency was 54.5%, compared to the state CSI/TSI cut score of 40% Overall School Transition Readiness was 53.1%, compared to the state CSI/TSI cut score of 41% Overall School Graduation Rate was 96.3%, compared to the state CSI/TSI cut score of 85% Overall Proficiency Score for TCCHS was: Reading 58.9%, compared to the state score of 62.1% Math 50.1%, compared to the state score of 56.5% Total Indicator Score 54.5%, compared to the state score of 59.3% Transition Readiness Scores for TCCHS were: Total Indicator Score 53.1%, compared to the state score of 60.9% Graduation Rate for TCCHS were: Total Graduation Rate was 96.3%, compared to the state score of 90.8% Overall Percent of Proficient and Distinguished for TCCHS was: Reading 41% Proficient and Distinguished Math 29.8% Proficient and Distinguished Science 22.3% Proficient and Distinguished Writing 37.5% Proficient and Distinguished TSI in Disabilities for Proficiency and Transition Readiness Hispanic for Transition Readiness

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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.

After analyzing all the data at each school, several problems persist. Three of our schools are Targeted Support Intervention in different areas. NTES with Free & reduced Lunch, Todd County Middle School in Disabilities with all areas, and TCCHS was TSI in Disabilities for Proficiency and Transition Readiness and for Hispanic population for Transition Readiness NTES 58.3 for proficiency, 35.3 for separate academic indicator. Both were below the cut score set by the state. TCMS in the group of disability they have 38.4 for proficiency, and 27.8 for separate academic indicator. Growth for the disability group is 7 for Growth, which is below the state cut scores. TCCHS was classified as a Targeted School for Improvement. Our Disability group scored an index of 27.8 in the area of proficiency. This is 12.2% lower than the cut score of 40 established by the state. In addition, our Disability group scored an index of 27.3 in Transition. This was also 13.7% lower than the cut score of 41 established by the state. Hispanic group scored 40 in the area of Transition. This group was on 1% lower than the cut score.

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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?

STES: Over the last 3 years we have been slowly declining in the overall proficient/distinguished percentage in reading (59.3 in 2016, 2017 54.7, 54.5 in 2018). We have implemented the following strategies to close the achievement gap; RTI, Read 180 / System 44, ESS Day Wavier, PLC's, and focus on small group instruction. We have seen student performance improve (progress monitoring data) using these strategies NTES: 75% of students in non-duplicated gap group scored below proficiency on KPREP in reading as opposed to 9% of non-gap learners. 80% of students in non-duplicated gap group scored below proficiency on KPREP in math as opposed to 6% of non-gap learners.

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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](#)

In 2015-2016 39% of students were proficient in reading compared to 33% in 2016-2017. 39% of our students scored proficient in math in 2015-2016 which dropped to 25% in 2017-2018. Looking farther back at KPREP, North Todd has steadily declined in math and reading over the last five years. Behavior is not an issue as there has only been 10 office referrals for the 2016-2017 year thus far. Our student attendance percentage for the 2016-2017 school year was 95% which indicates it is not an issue with the decline in testing data

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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%.

The number of students scoring distinguished has increased by 2%.

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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