

2020-21 Phase Two: The Needs Assessment for Districts_08252020_10:33

2020-21 Phase Two: The Needs Assessment for Districts

Todd County
Mark Thomas
205 Airport Rd
Elkton, Kentucky, 42220
United States of America

Target Completion Date: 10/30/2020
Last Modified: 10/28/2020
Status: Locked

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

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?

Todd County School District assessment data from the school report was reviewed by the District Administrative Leadership team which includes Superintendent Mark Thomas, 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 proficiency, separate academic, growth, transition, and graduation rate data. Non-academic data reviewed was also attendance rate, behavior data, retention data, and dropout data. Administration from each school works to analyze individual school and district results to provide guidance to teachers. Through PLCs, intentional planning, and meaningful discussions, teachers and staff work within their PLCs and departmental teams to analyze and disaggregate data and information to use the results to modify and guide instruction.

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 goals set for the 2019-2020 school year are still appropriate for moving student achievement forward. As in any year, decisions about the strategies and activities chosen to meet our goals should be based on current strategies and activities in relation to changing needs and priorities in recent months due to COVID-19.

North Todd Elementary – 3 out of 5 stars Proficiency – 72.8% indicator (Medium Rating) with the state having a 70.4% indicator (Medium rating), Reading has a 76.3% rate with 58.5% scoring Proficient/Distinguished, Mathematics has a 69.2% rating with 50.3% scoring Proficient/Distinguished Separate Academic Indicator – 60.4% indicator (Low rating) with the state having a 64.7% indicator (Medium Rating), Science has a 73.2% rate with 47.4% scoring Proficient/Distinguished, Social Studies has a 57.9% rate with 31.5% scoring Proficient/Distinguished, Writing has a 50% rate with 35.2% scoring Proficient/Distinguished. Growth – 47.6% indicator (Very low rating) with the state having a 57.7% indicator (Medium Rating), Reading has a 60.1% rate, Mathematics has a 35% rate, and English Language Proficiency has a 100% rate.

South Todd Elementary – 3 out of 5 stars Proficiency – 79% indicator (High rating) with the state having a 70.4% indicator (Medium Rating), Reading has a 75.2% rate with 58.7% scoring Proficient/Distinguished, Mathematics has a 82.8% rate with 64% scoring Proficient/Distinguished. Separate Academic Indicator – 70.8% indicator (Medium Rating) with the state having 64.7% (Medium Rating), Science has a 51.5% rate with 21% scoring Proficient/Distinguished, Social Studies has a 90.3% rate with 72.2% scoring Proficient/Distinguished, Writing has 70.5% rate with 52.8% scoring Proficient/Distinguished. Growth – 52.5% indicator (Low rating) with the state having 57.7% (Medium rating), Reading has a 54.7% rate, Mathematics has a 50.3% rate, and English Language Proficiency has a 75% rate.

Todd County Middle School - 2 out of 5 stars Proficiency – 60% indicator (Low rating) with the state having 72.3% (Medium Rating), Reading has a 67.7% rate with 52.4% scoring Proficient/Distinguished, Mathematics has a 52.2% rate with 26.2% scoring Proficient/Distinguished. Separate Academic – 49.3% indicator (Very Low rating) with the state having 63.3% (Medium rating), Science has a 46.7% rate with 16.6% scoring Proficient/Distinguished, Social Studies has a 58.2% rate with 32.1% scoring Proficient/Distinguished, Writing has a 42.9% rate with 17.3% scoring Proficient/Distinguished. Growth – 52.2% indicator (Medium rating) with the state having 52.5% (Medium rating), Reading has a 59% rate, Mathematics has a 45.5% rate, and English Language Proficiency has a 70% rate.

Todd County Central High School – 2 out of 5 stars Proficiency – 62.9% indicator (Low rating) with the state having 56.8% (Medium rating), Reading has a 57.8% rate with 42.2% scoring Proficient/

Distinguished, Mathematics has a 49.2% rate with 32.2% scoring Proficient/Distinguished. Separate Academic – 45.7% indicator (Very Low rating) to the state having 62.0% (Medium rating), Science has a 46.1% rate with 15.7% scoring Proficient/Distinguished, Writing has a 45.2% rate with 17.4% scoring Proficient/Distinguished, Social Studies was not tested. Transition Readiness – 62.9% indicator (Low rating) with the state having 66.8% (Low rating), 31.6% were Academic Ready, 50.9% were Career Ready, 9.6% received Industry Certification in High Demand Areas, 60.5% were Transition Ready. Graduation Rate – 95.7% indicator (High rating) with the state having 91.1% (Low rating), the 4 year graduation rate is 96.3%, and the 5 year graduation rate is 95%.

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.

North Todd Elementary School shows concerns with Social Studies scoring 21.5% lower than the state average and Writing also scoring 11.4% lower. In addition, students with disabilities scores 19.8% lower in Reading and 34.8% lower than those without disabilities.

Trends

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

North Todd Elementary – Although there have been gains in Social Studies and Writing, there remains a concern in these areas compared to the state proficiency rating. Social Studies 31.5%, compared to the state score of 53%. Writing 35.2%, compared to 46.6%. There are also concerns with our students with disabilities performance level compared to students without disabilities. In reading, students with disabilities scored 41.7% compared to students without disabilities 61.5%. In Math, students with disabilities scored 20.8%, compared to students without disabilities scoring at 55.6%. **South Todd Elementary** – In Reading, 50% of economically disadvantaged students scored proficient/distinguished while 76% of non-economically disadvantaged scored in the proficient/distinguished range. Thirty-eight point seven (38.7) students with disability scored in the proficient/distinguished range while 61.8% of students without disabilities scored proficient/distinguished. For English Language Learners, 27.3% scored proficient while 62.1 non-ELL scored proficient/distinguished. Comparing African American students to White students, 41.7% of African Americans scored proficient and 66.7% of White students score proficient/distinguished. Also comparing White students to Hispanic students, 46.9% of Hispanic students scored proficient/distinguished. In science 36.3% of white non-economically disadvantaged students scored proficient/distinguished, while only 10.4% of economically disadvantaged students scored proficient. Comparing white students to African American students, 25% of white students were proficient/distinguished while 14.3% of African American students scored proficient (there were no distinguished). There were no Hispanic students to score proficient/distinguished. When comparing male -female scores, 23.9% of female students scored proficient/distinguished while 17.1 of male students scored proficient. There was a greater percentage of male students scoring apprentice which was 68.6%, compared to 54.3% of female students. However, 21.7% of female students scored novice while 14.3% of male students scored novice. **Todd County Middle School** – Only 17.3% of the entire student body scored P/D on KPREP in the area of writing. 0 males scored Distinguished. African American and Hispanic students each scored only 7.7% Proficient. All others in both groups scored below proficiency. Students with disabilities scored 6.3 Proficient. All others scored below proficiency. African-American scores remain stagnantly low over several years. Only 34.1% reached proficiency in reading; 15.9% in math; 15.4 in social studies; and 7.7% in writing. 130 students received a growth score of "0" for this past school year in reading; 175 in math. **Todd County Central High School** – Writing and Science remain areas significant areas of improvement. In 2017-18, on demand writing proficient and distinguished was 37.5%. In 2018-19 it went to 17.4%. Science ACT went from 22.3% proficient and distinguished to 15.7% for K-Prep. Writing has to be supported across content areas and rubrics have to be utilized. On the test scores for 2018-19 reading, our African-American population showed 66.7% novice and 26.7% apprentice. This is a major area of concern. For Math 2018-19, our African-American population showed 70.6% novice and 11.8% apprentice.

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](#)

Student in the Todd County School District are still scoring at a lower percentage rate over the past 4 years. 36.2% of the students scored proficient in reading for the 2018-2019 school year which is still a 2.8% decrease from the 2015-2016 school year. 31% of the students scored proficient in mathematics for the 2018-2019 school year which is an 8% decrease from the 2015-2016 school year. These are areas that each school is continually working toward using various instructional methods across content areas to increase exposure and skills need to improve.

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%.

We have a few strengths within the district. Todd County Central High School raised Transition Readiness from 53.1% to 62.9%. With Proficiency, North Todd Elementary raised this indicator from 65% to 72.8%. South Todd Elementary went from 78.8% to 79% on this same indicator. Todd County Middle School also grew in Proficiency and when from 59% to 60%

Attachment Summary

| Attachment Name | Description | Associated Item(s) |
|-----------------|-------------|--------------------|
|-----------------|-------------|--------------------|