



## 2021-22 Phase Two: Woodford Needs Assessment for Districts\_10062021\_14:34

2021-22 Phase Two: The Needs Assessment for Districts

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## **2021-22 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.

Woodford County Public Schools primarily utilizes Multi-Tiered Systems of Support structures as the framework to review and analyze data, problem solve, and develop next steps. As outlined in our MTSS Handbook, the District MTSS Team includes representation from both the district and school levels. Data is reviewed on a monthly basis to inform ongoing continuous improvement planning. This structure is replicated at the school level and team representation includes administration, teacher, counselor, and support staff. Outside of MTSS teams, we

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also utilize a District Integrated Mental Health and Wellness Team to support mental health and wellness for all which also meets on a monthly basis.

## **ATTACHMENTS**

### **Attachment Name**

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WCPS MTSS Handbook

### **Trends**

2. 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 2019-20 to 288 in 2020-21.
- From 2018 to 2020, the district saw an 11% increase in novice scores in reading among students in the achievement gap.

The interruptions and inconsistencies due to the pandemic have made it difficult to assess trends. Regardless of the trends prior, we are most concerned about students' learning loss and their overall mental health and wellness. The most concerning academic trend overall is our decrease in proficiency levels in both reading and math as indicated on MAP, KPREP, and CERT.

### **Current State**

3. 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 KPREP 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 2020-21 academic year
- Survey results and perception data indicated 74% of the district's teachers received adequate professional development.

Current Academic State: - 50% of elementary students (3-5) scored proficient/distinguished on KPREP Reading in Spring of 2021 - 50% of elementary students (3-5) scored proficient/distinguished on KPREP Math in Spring of 2021 - 52% of middle school students (6-8) scored proficient/distinguished on KPREP Reading in Spring of 2021 - 42% of middle school students (6-8) scored proficient/distinguished on KPREP Math in Spring of 2021 - 43% of high school students (10) scored proficient/distinguished on KPREP Reading in Spring of 2021 - 47% of high school students (10) scored proficient/distinguished on KPREP Math in Spring of 2021  
Current Non-Academic State: - 87% of students (K-8) are low risk based on the fall 2021 SRSS-IE Behavior Screener for Externalizing Behaviors - 86% of students (K-8) are low risk based on the fall 2021 SRSS-IE Behavior Screener for Internalizing Behaviors

### Priorities/Concerns

4. 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 (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.

- 38% of students (grades 3-8) are below benchmark (50th %ile or above) in Reading on Fall 2021 MAP - 45% of students (grades 3-8) are below benchmark (50th %ile or above) in Math on Fall 2021 MAP - 95% of 10th grade students and 77% of 11th grade students are below benchmark on Fall 2021 CERT Math - 57% of 10th grade students and 61% of 11th grade students are below benchmark on Fall 2021 CERT Reading

### Strengths/Leverages

5. 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.

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WCPS students achieved above the 2021 KPREP state averages in all content areas except one as indicated by the following data: - Elementary reading proficient/distinguished was 10.4% above state average (49.9% to 39.5%) - Elementary math proficient/distinguished was 18.7% above state average (50.1% to 31.4%) - Middle school reading proficient/distinguished was 13.1% above state average (57.1% to 44%) - Middle school math proficient/distinguished was 14.6% above state average (42.4% to 27.8%) - High school reading proficient/distinguished was 4.8% above state average (42.7% to 37.9%) - Middle school math proficient/distinguished was 10.3% above state average (40.6% to 30.3%)

## Evaluate the Teaching and Learning Environment

6. 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:

- Complete the [Key Elements Template](#).
- 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.

See Key Elements Template attached below for detailed description and evidence for each area.

# Attachment Summary

Attachment Name	Description	Associated Item(s)
 WCPS District Key Elements Template		<ul style="list-style-type: none"> <li>•</li> </ul>
 <a href="#">WCPS MTSS Handbook</a>		<ul style="list-style-type: none"> <li>• 1</li> </ul>