



2022-23 Phase Two: The Needs Assessment for
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2022-23 Phase Two: The Needs Assessment for Districts

Todd County
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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.

Todd County Schools assessment data review was conducted by the District Administrative Leadership team which includes Superintendent Mark Thomas, Assistant Superintendent Dr. Wendy Duvall, Director of District Wide Services Kenneth Anderson, and Director of Exceptional Children Kim Justice, and school principals. The CDIP is then presented to the Todd County Board of Education and after approval of the plan, the CDIP is posted on our district's website for public access. On October 13, 2022, each school shared the embargoed data with their leadership team and teachers. All parties signed non-disclosure forms. On October 18, 2022, district and school data from the 2022 KSA was made available to the public. During the November 2022 Board of Education meeting, the KSA data will be shared and discussed with our board members. All meetings include an agenda and sign-in sheet. The data review consisted of proficiencies in each aligned indicator depending on the school level, separate academic, graduation rate and post-secondary readiness 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 weekly PLCs, intentional planning, and meaningful discussions, teachers and staff work within their PLCs and departmental teams to analyze and disaggregate data and information using students' results to modify and guide instruction. Monthly district-wide administration meetings are held to review and analyze any current formative assessment data to include instructional, assessment, attendance, MTSS and RTI. The meetings are held following monthly District Board Meetings and are documented through meeting agendas in a shared drive. Todd County's School based PLCs are held weekly at each respective school. Instructional practices, curricula, current assessment data, student grades and performance are analyzed. The fundamental purpose of the school PLCs is to ensure high levels of learning for all students. By examining multiple data points, Todd County School through the leadership team and individual school PLC protocols can determine priorities for student learning. This focus on learning translates into four critical questions that drive the daily work of the school. In PLCs, educators demonstrate their commitment to helping all students learn by working collaboratively to address the following critical questions: 1) What do we want students to learn? What should each student know and be able to do as a result of each unit, grade level, and/or course? 2) How will we know if they have learned? Are we monitoring each student's learning on a timely basis? 3) What will we do if they don't learn? What systematic process is in place to provide additional time and support for students who are experiencing difficulty? 4) What will we do if they already know it?

Review of Previous Plan

2. Summarize the implementation of the goals, objectives, strategies and activities from the previous year's Comprehensive District Improvement Plan (CDIP). What was successful? How does it inform this year's plan?

Goals: In 2021 Todd County focused on literacy district wide. With the support of the KyCL grant, we were able to provide literacy support to all teachers P-12th grade. By implementing weekly PLC meetings using PLC models adopted at each school site, a formal process was followed. Teachers went through a process of examining standards to be placed in individual units of instruction (Cycle 1), developed both formative daily assessments, writing assessments, and unit assessments that reflected standards addressed. Next, in Cycle 3 teachers participated in teacher learning where they received strategies, and activities to use with their instruction to increase cognitive engagement. In Cycle 4, teachers shared with PLC members either the constructed, extended or LDC modules that students would complete in the current unit of instruction. Cycle 5 consisted of examining data from formative assessments, unit assessments and having a discussion student proficiency regarding the writing that occurred in that unit. Cycle 6 revolves around MTSS, RTI and reteaching concepts that students did not master in previous learning. An example of our PLC cycle is attached. Our main objective was to move students toward pre-COVID scores while addressing their mental health needs. As a district we used funds to support students through our local health department and a new AXIS program, provide daily reading intervention through a change of whole school schedule (high school) and monitoring writing formally on a quarterly basis. These structures supported our move toward better preparing teachers in their

roles as literacy teachers in all classrooms. By examining the use of federal funds against MUNIS expenditures quarterly, Todd County notes that we are using funds to service our rural and economically disadvantaged students.

Strategies: Coaching, Professional Learning for all teachers, Weekly PLC meetings in all schools with district visitors monitoring the quality of the PLC process at each school, monitoring student reading and mathematics formally three times yearly for a district picture of where students are performing. recognize growth from formal district assessments during the year. Monitoring writing quarterly in all classes at TCCHS.

Activities: LDC modules, GRRECC summer professional learning for all teachers P12, daily RTI and MTSS through READ180, Reading to ACHIEVE and Actively Learn. GRREC Coaching at elementary levels to increase phonemic training of teachers and classroom activities for students. Making Great Decision Party for academic growth in students.

ATTACHMENTS

Attachment Name



Todd County PLC Diagram

Trends

3. 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 2020-21 to 288 in 2021-22.
- From 2020 to 2022, the district saw an 11% increase in novice scores in reading among students in the achievement gap.

Trends (Two Year Examination): Looking for trends during the past academic testing cycles, the data from 2020-2021 K-PREP through 2021-2022 KSA assessments, along with two years of formative assessment data using Renaissance Learning and CERT data, the Todd County Leadership team, school principals and PLC groups determined areas where significant improvement are being made and areas where improvement is needed. Todd County continues to have many students who live in our rural county as student who are economically disadvantaged. Knowing they live in homes where families struggle with basic needs. Many students need Rtl one-on-one and small group instruction in reading and math.

Academic Indicators: Reading & Math (All School Levels):

At the **elementary level**, Reading continues to be a focus area. Novice percentages decreased from the previous testing cycle by 2.5% (2020-2021 (30.5%), 2021-2022 (28%)). In examining proficiency in reading, (2020-2021 (42.1%), 2021-2022 (42%)) which indicates no improvement. Reading needs to undergo a root cause analysis

to determine where the gaps exist in reading attainment. An examination of phonemic awareness, vocabulary instruction, fluency and comprehension, resources and teacher professional learning will occur during the 2022-2023 school year. In examining our novice percentages in Mathematics over the past two testing cycles, (2020-2021 (25.8%), 2021-2022 (37%)) there was a significant increase (11.2%) in the number of students not meeting benchmark standards. In examining proficiency in mathematics, (2020-2021 (30.8%), 2021-2022 (33.4%)) which indicates an improvement of 2.6%.

At the **middle level**, Reading continues to be a focus area at the Middle level.

Novice percentages decreased from the previous two testing cycles by 2.5% (2020-2021 (34.1%), 2021-2022 (27.1%)) by 7%. This is a positive for Todd County in moving students toward proficiency in reading. In examining proficiency in reading, (2020-2021 (40.1%), 2021-2022 (45%)) which indicates growth in the number of students who are meeting grade level benchmarks. In 2022-2023 middle level teachers are attending professional development in the area of literacy through GRREC. In examining our novice percentages in mathematics for the middle level over the past two testing cycles, (2020-2021 (36.2%), 2021-2022 (34.2%)) which indicates a slight decrease in students scoring far below grade level standards. Proficiency in mathematics, (2020-2021 (17.5%), 2021-2022 (28.4%)) shows a significant increase in students meeting grade level proficiencies.

At the **high level**, Reading continues to be a focus area at the High level. Novice percentages decreased from the previous two testing cycles by 19.2% (2020-2021 (41.8%), 2021-2022 (28.9%)) which was a celebration of student growth in reading.

In examining proficiency in reading, (2020-2021 (25%), 2021-2022 (42.2%)) which indicates major improvement in growth of 17.2%. In examining our novice percentages in mathematics over the past two testing cycles, (2020-2021 (40.5%), 2021-2022 (28.1%)) there was a significant decrease in the number of students not meeting benchmark standards. Proficiency in mathematics, (2020-2021 (16.9%), 2021-2022 (32%)) shows a significant increase in students meeting grade level proficiencies by 15.1%

Science, Social Studies, & Combined Writing (All School Levels):

At the **elementary level**, Science- novice percentages decreased from the previous testing cycle by 5% (2020-2021 (14.8%), 2021-2022 (9.8%)). In examining proficiency in science, (2020-2021 (27.9%), 2021-2022 (32.5%)) which indicates 4.6% of growth.

Social Studies- in 2020-2021 no testing data. This past year, novice percentages were 35.29% and proficient/distinguished percentages were 37.8%. Combined writing at the elementary level indicated in students scoring the novice (2020-2021 (18.2%), 2021-2022 (15.1%)) a reduction of 3.1%. In examining proficiency in writing and grammar, (2020-2021 (28.8%), 2021-2022 (27.7%)) which indicates slight decrease in the number of students showing strong writing and grammar skills.

At the **middle level**, Science- novice percentages decreased from the previous testing cycle by 14.1% (2020-2021 (42.9%), 2021-2022 (28.8%)). In examining proficiency in science, (2020-2021 (15.9%), 2021-2022 (18.3%)) which indicates 2.4% of growth. Social Studies- in 2020-2021 no testing data. This past year, novice percentages were 28.9% and proficient/distinguished percentages were 38.8%.

Combined writing at the middle level indicated in students scoring the novice (2020-2021 (15.7%), 2021-2022 (21.5%)) an increase of student scoring below benchmark of 5.8%. In examining proficiency in writing and grammar, (2020-2021 (34%), 2021-2022 (33.1%)) which indicates slight decrease in the number of students showing strong writing and grammar skills.

At the **high level**, Science- novice percentages increase from the previous testing cycle by 10.9% (2020-2021 (34.6%), 2021-2022 (45.5%)). TCCHS will need to examine KAS standards to alignment pacing and use more formative assessments to change instruction. In examining proficiency in science, (2020-2021 (18.5%), 2021-2022 (5.2%)) which indicates a significant decrease. Social Studies- in 2020-2021 no testing data. This past year, novice percentages were 36.6% and proficient/ distinguished percentages were 32.8%. Combined writing at the high level indicated in students scoring the novice (2020-2021 (not combined, 2021-2022 (18.8%)). In examining proficiency in writing and grammar, (2020-2021 (not combined, 2021-2022 (42.1%)). TCCHS's combined writing index was 62.9 which was in the high rating for accountability.

Current State

4. 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 Kentucky Summative Assessment (KSA) in 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 2021-22 academic year
- Survey results and perception data indicated 74% of the district's teachers received adequate professional development.

Academic/Non-Academic:

Elementary-

- Reading novice percentages 28% & proficient percentages 42%.
- Mathematics novice percentages 37% & proficient percentages 33.4%.
- Science novice percentages 9.8% & proficient percentages 32.5%.
- Social Studies novice percentages 35.3% & proficient percentages 37.8%.
- Combined Writing novice percentages 15.1% & proficient percentages 27.7%.

Middle Level-

- Reading novice percentages 27.1% & proficient percentages 45%.
- Mathematics novice percentages 34.2% & proficient percentages 28.4%.
- Science novice percentages 28.8% & proficient percentages 18.3%.
- Social Studies novice percentages 28.9% & proficient percentages 38.8%.
- Combined Writing novice percentages 21.5% & proficient percentages 33.1%.

High-

- Reading novice percentages 28.9% & proficient percentages 42.2%.
- Mathematics novice percentages 28.1% & proficient percentages 32%.
- Science novice percentages 45.5% & proficient percentages 5.2%.
- Social Studies novice percentages 36.6% & proficient percentages 32.8%.
- Combined Writing novice percentages 18.8% & proficient percentages 42.1%.
- Post-Secondary Index 61.7
- Graduation Index 96.1

District Non-Academic Data: 2021-2022

- Post secondary readiness indicator for district 61.7 (Rated Low)
 - Economically disadvantaged student indicator 53.6 (Very Low)
- Graduation Rate: graduation indicator 96.4
- Quality of School Climate and Safety Indicators:
 - Elementary 77.3
 - Middle 66.0
 - High 57.7

Priorities/Concerns

5. 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 percent (68%) of students in the achievement gap scored below proficiency on the Kentucky Summative Assessment (KSA) in reading as opposed to just 12% of non-gap learners.

Elementary:

- NTES 46% of students scoring Novice in mathematics and only 22% scoring in the proficient/distinguished range

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- STES English Language Progress Indicator was 36.8 (Rated Low)
 - Students who live in economically disadvantaged homes with a Free & reduce rate for our elementary schools: NTES: 65.10% and STES 62.0% of students.
 - Students who are identified as Economically Disadvantaged scoring Novice & Apprentice in Reading: 71%
 - Students who are identified as Economically Disadvantaged scoring Novice & Apprentice in Math: 68%

Middle:

- Students with disability population TSI Rating in Reading & Math
 - 54% of students scoring Novice in Reading & 30% of students scoring Apprentice in Reading
 - 57% of students scoring Novice in Mathematics & 35% of students scoring Apprentice in Mathematics
- Students who live in economically disadvantaged homes with a Free & reduce rate for our middle school: TCMS 60.97% of students.
- Students who are identified as Economically Disadvantaged scoring Novice & Apprentice in Reading: 63%
- Students who are identified as Economically Disadvantaged scoring Novice & Apprentice in Mathematics: 81%

High

- 58% of students scoring Novice & Apprentice in Reading
- 69% of students scoring Novice & Apprentice in Mathematics
- Science Indicator was 30.3 (Rated Very Low)
 - 95% of students scoring in the Novice and Apprentice Range
- Students who live in economically disadvantaged homes with a Free & reduce rate for our high school: TCCHS 53.27% of students.

Strengths/Leverages

6. 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.

Todd County in partnership with Western Kentucky University (WKU) provides monthly training to all new teachers. New teachers are given access to literacy practices to use in their prospective classrooms and bring back videos, and student work samples to share in their learning sessions.

In order to create fluid literacy practices from P-12th grade, Todd County hired Green River Regional Educational Cooperative (GRREC) to provide congruent practices that can be incorporated districtwide.

By joining the Meade County in Close-the-Gap Kentucky during 2022-2024, the vision for our district is to increase academic, behavioral, and cultural outcomes for ALL students by closing learning gaps and ensuring equitable access to high-quality, rigorous teaching and learning. This training will enhance the leadership of our principals to understand what equity for all students looks like in an instructional setting. It will provide them with the tools, resources, and support needed to meet students where they are academically and move them toward more independent learning and grade level readiness.

Percentage of improved has been listed above in data analysis.

Evaluate the Teaching and Learning Environment

7. 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:

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

KCWPL 2: Design and Deliver Instruction (Literacy) Through district-wide Literacy Training through GRREC, Weekly PLC (6 Cycle Method)

KCWP 5: Design, Align and Deliver Support- Meade County Close the Gap, Deeper Learning, Instructional Coaches at Each School



ATTACHMENTS

Attachment Name



District Key Elements

Attachment Summary

Attachment Name	Description	Associated Item(s)
 District Key Elements	District Key Elements	• 7
 Todd County PLC Diagram	Todd County PLC Diagram	• 2