



2023-2024 Phase Two: The Needs Assessment for
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2023-2024 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.

In October 2023 upon data release, 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 November 14, 2023. Kentucky Summative Assessment data was shared with leadership and teachers on October 30, 2023. All

parties signed non-disclosure forms. On November 1st district and school data from the 2023 KSA was made available to the public. During the November 2023 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 postsecondary readiness data. Non-academic data reviewed was also attendance rate, behavior data, retention data, and dropout data. Administration from each school presents to the Todd County Board of Education summative data, and next steps.

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. As a district, we conduct monthly MTSS and RTI meetings with key stakeholders at each building site. Our DOSE also conducts monthly SPED PLC meetings to discuss issues, growth and next steps for our students with an IEP.

Todd County's District based meetings include: District Administrative Departments, SPED, Literacy, Principal and Assistant Principal Monthly Meeting, Superintendent Implementation and Impact Quarterly meetings with School Principals.

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: (Literacy) Todd County continues to focus on literacy district wide. In 2023 we implemented quarterly writing checks at all grade levels. With the support of the KyCL grant, in the summer of 2023 and ongoing throughout the 2023-24 school year, Todd County was able to provide literacy support to all teachers P-12th grade through our local cooperative, GRREC. Aligning literacy P-12 is a huge task and we

are putting measures in place to gauge student learning. With the Senate Bill 156 (2023) amendments to KRS 158.305, regarding the adoption of HQIRs for K-3 reading, Todd County has used EdReports.org to select and implement HQIR for our students. Students in K-2 were assessed using the STAR phonics assessment. The results created individual plans for students and teachers to address literacy needs. At the high school level, we were able to purchase a consistent curriculum for our English department. The alignment from 9-12 will allow teachers to make sure all standards are taught, and students have access to reading material at all times. As a district, we also purchased online Rtl programs to help close the gaps with students who are not on grade level with reading and vocabulary.

(Mathematics) In 2021, Todd County School began the process of adopting HQIR for our K-5 students. We selected textbook material that was highly rated according to EdReports.org. Learning to use the new material schoolwide and using instructional strategies learned through observations from Close the Gap Kentucky, increased student scores in mathematics instruction. In November 2023, our high school math teachers were trained by Math Nations (a KDE approved provider) for supplemental math instruction and materials.

Strategies: 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 proficiency in both literacy and mathematics.

In 2023 the district implemented four formal writing cycles in order to collect data on student performance. This structure also supported our move toward better preparing all teachers (Core, CTE, Related Arts) for 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.

Coaching, Professional Learning for all teachers, Close the Gap Walkthroughs, monitoring students' reading and mathematics formally three times yearly for a district picture and holding I & I checks with district administrators, allows for data to be at the fore front of conversations.

Activities: GRRECC summer professional learning for all teachers P12, daily RTI and MTSS through READ180, Reading to ACHIEVE and Actively Learn, Math Nations (supplemental) and beginning the process of aligning more instructional material

school to school and grade to grade is helping to make gains in our literacy and mathematics proficiencies.

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 2021-22 to 288 in 2022-23.
- From 2021 to 2023, the district saw an 11% increase in novice scores in reading among students with achievement gaps.

Trends (Three Year Examination): Looking for trends during the past academic testing cycles, the data from 2021 K-PREP through 2023 KSA assessments, along with three years of formative assessment data using Renaissance Learning and IXL 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.

- Reading & Math Combined- elementary schools maintained status level; middle school slight decrease in status level but was removed from TSI status; high school had a decline rating.
- The past three year trend shows and increase of novice in both reading and mathematics.
- Reading-elementary continues to have about 30% students scoring novice and 36+% scoring proficient. Middle-continues to have about 30% students scoring novice with around 40% scoring Proficient/Distinguished. High-Novice percentages are declining. from 2021 of 29% novice to this year 2023 of 28% novice. Growth in literacy is occurring districtwide.
- Mathematics-elementary continues to have about 30% of students scoring Novice. Proficiency scores have increase over the past three year from 30.8% in 2021 to 34% in 2023. Middle- Novice percentages continue to decline with approximately 40% of students not meeting benchmarks. Proficiency in mathematic skills is increasing from 17.5% in 2021 to 29% in 2023. High-Novice percentages have decreased over the past three years from 40.5% of students not meeting benchmark to 35% in 2023. Proficiency in mathematics is growing from 16.9% in 2021 to 25% in 2023.
- All levels continue to struggle in science education.
- All levels had increases in proficient percentages in social studies.
- All levels are showing an upward trend in combined writing over the past three year.
- Attendance for the district has maintained a 94% plus level since COVID.
- Behavior has decreased districtwide with a total of ___ office referrals for the 2023 school year as compared to the previous two years.
- District climate and safety survey data hold steady for the past two years.

- Graduation rate indicator holds steady at 91.5 for the district (TCCHS & Horizons). Indicating a medium level.

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 2022-23 academic year
- Survey results and perception data indicated 74% of the district's teachers received adequate professional development.
Academic/Non-Academic:
 - Reading and Math change levels: elementary maintained, middle declined, high declined.
 - Elementary (Novice Ratings): Reading 30%; Math 31%; Science 13%; Social Studies 40%, Combined Writing 22%.
 - Elementary (P/D Ratings): Reading 36%; Math 34%; Science 33%; Social Studies 33%, Combined Writing 35%.
 - Middle (Novice Ratings): Reading 30%; Math 39%; Science 28%; Social Studies 36%, Combined Writing 17%.
 - Middle (P/D Ratings): Reading 30%; Math 41%; Science 25%; Social Studies 34%, Combined Writing 41%.
 - High (Novice Rating)-Reading 28%; Math 35%; Science 60%; Social Studies 45%, Combined Writing 18%.
 - High (P/D Ratings): Reading 38%; Math 25%; Science 9%; Social Studies 27%, Combined Writing 37%.

- Economically Disadvantaged students have higher percentages of students falling in the Novice range as compared to all students.
- Students with disabilities scoring novice in reading and mathematics at much greater percentages than all students.
- Attendance Rates at all levels hold steady with a district average of 91.8% which is above the state average.
- District teacher turnover rate 21.4%.
- Teacher working conditions survey 63% favorable.
- Teacher working conditions survey 68% favorable on school leadership.
- Todd County met 4-year graduation rate.

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: Literacy novice percentages at the elementary level increased from the previous testing cycle by 2% (2021 (30.5%), 2022 (28%) 2023 (30%)). Proficiency percentages in reading decreased by -6%, (2021 (42.1%), 2022 (42%) 2023 (36%)).

After an examination of phonemic awareness, vocabulary instruction, fluency, and comprehension, HQIR were purchased to assess phonics in grades K-5.

Mathematics novice percentages over the past three testing cycles, (2021 (25.8%), 2022 (37%) 2023 (31%)) there was a significant decrease of 6.0% in the number of students not meeting benchmark standards. We are very excited about the growth that students have shown in mathematics. In examining proficiency in mathematics, (2021 (30.8%), 2022 (33.4%) 2023 (34%)) which indicates a slight improvement from the previous two years.

Middle: We are very excited that our middle school was released from TSI status.

They have worked very hard in PLC meetings, formally assessing writing three times yearly. Literacy continues to be a focus area at the middle level. Novice percentages increased 2.9% from the previous three testing cycles (2021 (34.1%), 2022 (27.1%) 2023 (30%)) which means that as a school we must examine reading and vocabulary instruction. TCMS did show a decrease of 4% in reading proficiency, (2021 (40.1%), 2022 (45%) 2023 (41%)). A need for examining HQIR is needed to increase student literacy. In 2023 middle level teachers are attending professional development in the area of literacy through GRREC. Coaching during the year for all middle school teachers in literacy is being conducted by GRREC and the middle school is participating in Close the Gap Kentucky training. Mathematics for the middle level over the past three testing cycles continues to show that more math

professional development is needed to address student gaps. The trend on novice levels are as follows (2021 (36.2%), 2022 (34.2%) 2023 (39%)). Proficiency percentages in mathematics, (2021 (17.5%), 2022 (28.4%) 2023 (29%)) shows a slight increase of .6% in students meeting grade level proficiencies.

High: Novice percentages continue to decrease from the previous testing cycles by 19.2% (2021 (41.8%), 2022 (28.9%) 2023 (28%)) this is a plus for the strategies being put in place at the high school level. In examining proficiency in reading, (2021 (25%), 2022 (42.2%) 2023 (38%)) which indicates a slight decrease in meeting benchmarks in reading. Mathematics: Novice percentages increase this past year ((2021 (40.5%), 2022 (28.1%) 2023 (35%)). Proficiency in mathematics dropped 7% from the previous year ((2021 (16.9%), 2022 (32%) 2023 (25%)).

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

Elementary level- Science- novice percentages increased from the previous testing cycle by 3.2% (2021 (14.8%), 2022 (9.8%) 2023 (13%)). In examining proficiency in science, (2021 (27.9%), 2022 (32.5%) 2023 (33%)) which indicates .5% growth. Social Studies- Novice data (2022 (35.3%) 2023(40%)) which is a decrease from last year of 4.7%. Proficient percentages (2022 (37.8%) 2023 (33%)). This shows a slight decrease of 4.8%. Combined writing novice (2021 (18.2%), 2022 (15.1%) 2023 (22%)) an increase of 6.9%. Proficiency levels (2021 (ND), 2022 (28%) 2023 (35%)) an increase of 7%.

Middle level- Science- novice percentages decreased from the previous testing cycle by .8% (2021 (42.9%), 2022 (28.8%) 2023 (28%)). Proficiency in science increased 6.7% (2021 (15.9%), 2022 (18.3%) 2023 (25%)). Social Studies- Novice percentages increased by 7.1% (2021 (ND), 2022 (28.9%) 2023 (36%)). Proficiency in Social Studies had a tremendous increase of 10%- (2021 (ND), 2022 (39%) 2023 (49%)). Combined writing trend- novice (2021 (15.7%), 2022 (21.5%) 2023 (17%)) a decrease of student scoring below benchmark of 4.5%. Proficiency trend in writing and grammar, (2021 (34%), 2022 (33.1%) 2023 (40%)) an increase 6.9% in the number of students showing strong writing and grammar skills.

High level- Science- novice percentages increase from the previous testing cycle by 10.9% (2021 (34.6%), 2022 (45.5%) 2023 (60%)). TCCHS will need to examine KAS standards to alignment pacing and use more formative assessments to change instruction. In examining proficiency in science, (2021 (18.5%), 2022 (5.2%) 2023 (9%)) which indicates a increase of 4.8%. Social Studies- Novice percentages (2021 (ND), 2022 (36.6%) 2023 (45%)) which is increase of students not meeting benchmark of 8.4%. Proficient percentages (2021 (ND), 2022 (32.8%) 2023 (22%)) showing a decrease of .8%. Combined writing novice (2021 (ND), 2022 (18.8%) 2023 (18%)). Proficiency showing a decrease of 4.1% (2021 (ND), 2022 (42.1%) 2023 (38%)).

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.

- Systems are in place to monitor student performance in reading, mathematics and writing.
- Adoptions of strong curriculum starting in 2021.
- Coaches in place at two of our schools to address curriculum and culture needs.
- Fluid literacy practices from P-12 are being conducted by our Educational Coop GRREC.
- Close the Gap Kentucky is now active in all schools with an emphasis on collaboration and parallel teaching.

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 Results](#)

[KCWP 5: Design, Align and Deliver Support](#)

[KCWP 6: Establish Learning Environment and Culture](#)

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 directly below.**

ATTACHMENTS

Attachment Name



2023-2024 District Key Elements Template

8. 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.


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

Attachment Summary

Attachment Name	Description	Associated Item(s)
 2023-2024 District Key Elements Template	2023-2024 District Key Elements Template	• 7