



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

Garrard County
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Table of Contents

2023-24 Phase Two: The Needs Assessment for Districts	3
Attachment Summary	13

2023-24 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.

Fall Universal Screening (iReady) testing occurs two weeks following the opening of the school year. Universal Screening results are reviewed at the district level and shared with school leadership, and priority areas are identified for improvement, monitoring, and goal setting. Each principal will complete an individual summary of iReady results to share with their faculty and SBDM.

Following the close of the universal screening assessment window, the Superintendent will schedule direct report meetings with each principal. At this time, each principal will provide a comparison analysis of the results, outline priority focus areas, and establish goals for the winter and spring universal screening events. The MTSS Coordinator will conduct the review of initial results with each of the school's MTSS teams to conduct placement, develop service plans, and plan for secondary screenings. During the September SBDM meeting, each principal will provide the council with a CSIP progress update, and MTSS progress report, and discuss the trends which impact instructional goals.

Upon the release of the Kentucky State Assessment reports, Garrard County district and building leadership conduct annual analysis for each school in the district and overall district results. During the November Board of Education meeting, the Superintendent, or designee, will provide an analysis of the fall iReady and KSA results. Throughout the month of October, during District Leadership Team meetings, Instructional Leadership Meetings, and Head/Assistant Principal meetings, the Office for Teaching and Learning will outline the priorities for the school district needs assessment.

Committee Members:

- Kevin Stull, Superintendent
- Kalem Grasham, Director of Federal Programs
- Wendy Congleton, Director of Special Education
- Scott Bolin, Director of Pupil Personnel
- Sydney Arnold, Director of Public Relations
- Holly Young, Director of Teaching and Learning for Elementary
- Larry Caudill, Director of Teaching and Learning for Secondary
- Michael Anderson, Garrard County High School, Principal
- Dr. Audrey Nichols, Garrard Middle School, Principal
- Renee Lanigan, Camp Dick Robinson Elementary, Principal
- Lisa Middleton, Lancaster Elementary, Principal
- Kia Lamb, Paint Lick Elementary, Principal

All Board of Education and SBDM meetings are documented with an agenda, and minutes which are available on the school and district website. Additionally, SBDM meetings are reviewed by the Board of Education and recorded in the board

meeting minutes. District leadership, principal, and instructional leadership meetings are conducted each month, planned with an agenda, and minutes, and archived on the district's shared drive for faculty and staff, accordingly.

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?

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Summary of Activities to Deploy Strategies.

All levels of Garrard County Schools have engaged in professional learning and development to improve the activities addressing the strategies for the Proficiency Goal: Design and Deployment of Standards, Design and Deliver Instruction, Assessment Practices, Review, Analyze, and Apply Data.

District leaders and principals have been trained to implement the principle components of Professional Learning Communities at Work: Implementation of a viable, aligned curriculum, Results-oriented decision-making, Monitoring instruction, Effective feedback, and Developing shared teacher-leadership.

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.

Compared to the state's proficiency rates, Garrard County School's combined writing proficiency rates are significantly below at each level.

Garrard Middle School was identified as a TSI school in 2022 for the subpopulation, of disability. 2023 KSA testing results determined Garrard Middle School's TSI status will remain for the 2023-2024 school year.

Garrard Middle School's overall math proficiency rates remain significantly below the state's proficiency percentage.

The district's 2023 KSA English Learners Progress indicator score was 44.4, designated as an orange indicator rationing, low for a status level. 44% of ELP students tested Getting 0.

The 2022-2023 student attendance rate for Garrard County Schools is 92.4%. Overall Chronic Absenteeism has increased by 17% over the past three years. In 2020-21 GCS chronic absenteeism was reported at 13%, 22% in 2021-2022, and in 2022-2023, 30% of GCS students are reported as chronically absent.

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.

According to 2023 Kentucky State Assessment results:

Garrard County Elementary School's performance rating remained as yellow overall.

Camp Dick Robinson improved the overall performance rating from yellow in 2022, to green.

Camp Dick Robinson increased in Reading & Math Combined, and Quality of School Climate & Safety.

Lancaster Elementary School improved the overall performance rating from orange in 2022, to yellow.

Lancaster Elementary School improved in the TSI category, Disability, no longer meeting the criteria for TSI identification.

Lancaster Elementary School significantly increased Reading & Math Combined and increased in Quality of School Climate & Safety.

Paint Lick Elementary School increased Reading & Math Combined, increased Science, Social Studies, & Writing Combined, and significantly increased in Quality of School Climate & Safety.

Garrard Middle School increased in Reading & Math Combined.

Garrard County High School improved the overall performance rating from yellow in 2022, to green.

Garrard County High School increased in Reading & Math Combined, Postsecondary Readiness, and Graduation Rate.

Reading and Math Proficiency Goal:

By 2026, Garrard County Schools will increase the percentage of students scoring proficient or above in reading for elementary schools to 62.4%, middle school to 57.5%, and high school to 47.4%.

By 2026, Garrard County Schools will increase the percentage of math students scoring proficient or above to 51.8% of elementary school students, 42.9% of middle school students, and 40.2% of high school students.

Garrard County Elementary Schools are progressing toward meeting the annual goal for reading or math. Garrard Middle School is progressing toward the annual

reading goal, declining in mathematics. Garrard County High School met the annual goals for reading and math proficiency.

Separate Academic Indicator:

By 2026, Garrard County Schools will increase the percentage of students scoring proficient or above for science in elementary schools to 53.9%, middle school to 39.7%, and high school to 41.6%.

By 2026, Garrard County Schools will increase the percentage of social studies students scoring proficient or above to 78.4% of elementary school students, 67.9% of middle school students, and 40.8% of high school students.

By 2026, Garrard County Schools will increase the percentage of students scoring proficient or above in writing for elementary school students to 70.4%, for middle school students to 39.2%, and for high school students to 58.8%.

Garrard County Elementary Schools are progressing toward meeting the annual goal for science, maintained the same performance in social studies, and declined 3 points in writing. Garrard Middle School's 2023 goal performance declined in science and social studies while maintaining the prior year's performance in writing which continues to progress toward the 2026 performance goals. Garrard County High School increased and exceeded annual social studies goal performance, but declined in science and writing failing to meet the annual goal performance.

Achievement Gap:

By 2023 Garrard County Schools will increase the percentage of students with disabilities scoring proficient or above in reading to 40.7% in elementary school, 26.4% in middle school, and 9.1% in high school.

The designated gap group Students with Disability- IEP, is the reported achievement gap area. Garrard Elementary Schools and Garrard Middle School did not meet annual goal measures, however, each level is progressing toward the 2026 goal. Garrard High School did not make annual progress for achievement gap goal performance.

Transition Readiness:

By 2026, Garrard County Schools will increase the percentage of students postsecondary ready to 81.1%.

Garrard County Schools improved postsecondary readiness meeting annual and 2026 goal performance

Graduation Rate:

By 2026, Garrard County Schools will increase the percentage of students expected to graduate high school students to 94%.

Garrard County Schools exceeds the annual goal performance and the 2026 CDIP performance goal.

Compared to State

Combined writing for the district remains significantly lower than state proficiency percentages. The state's elementary proficiency percentage for combined writing is 47%, GCS is 41%. The state's middle school proficiency percentage for combined writing is 44%, GCS is 34%. The state's high school proficiency percentage for combined writing is 40%, GCS is 35%.

Garrard Elementary School's proficiency increased or maintained overall proficiency in the areas of math, science, and social studies, the elementary school level is slightly lower than state averages.

Garrard Middle School math proficiency was maintained when compared to 2022 KSA results, however is significantly lower than the statewide average. The state's math proficiency is 37% as compared to the middle school proficiency, 30%. When compared to the state's proficiency, Garrard Middle School reported an increase in overall proficiency in the area of reading, reducing the performance gap however remains slightly below state averages.

Compared to 2022 KSA, Garrard County High School's proficiency in the area of reading and math slightly declined, but it remains above state proficiency levels.

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.

Garrard County School's elementary students with disabilities improved overall in combined reading and mathematics. KSA results report a 10.3 change, noted as significantly increasing to a 38.6 status from a 28.6 status. 22% of elementary students with disabilities are proficient in reading compared to the state average, of 28%. 19% of elementary students with disabilities are proficient in math compared to the state average of 23%.

Garrard Middle School's students with disabilities improved in combined reading and mathematics. KSA results report a 5.4 change improving the overall status from 23.1 in 2022 to 28.5 in 2023. 9% of middle school students with disabilities are proficient in math compared to the state average of 15%.

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.

Reading and Math Combined proficiency increased at each level, in all schools. Lancaster Elementary School significantly increased its reading and math status from 51.6 to its current status, 59.9. The systems of support implemented were improved upon through district professional development and ongoing PLC support focused on alignment with Kentucky Academic Standards. This can be adapted to further support instruction in the science, social studies, and writing areas.

Garrard County District leadership increased special education support and monitoring during the 2022-2023 school. As a result of directed professional

development, walkthrough analysis, and coaching, the two TSI schools made improvements in reading and math.

Lancaster Elementary School exited TSI status for the area, of disability, improving the prior year's reading index in this area from 29.6 to the current index score of 34.8. Lancaster Elementary's math index score in the area of disability improved from 31.6 to the current index score of 45.7.

Garrard Middle School did not meet the criteria to exit TSI status for the area of disability, however, reported an increase in the area of disability for reading and math combined. Garrard Middle's prior year disability reading index improved from 22.5 to the current index score of 28.9. The middle school's disability math index improved from 23.6 to the current index score of 28.1.

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

 District Key Elements Template 2024-25

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.

Utilizing the Professional Development days outlined in the Garrard County Schools' calendar, the Elementary Office of Teaching and Learning will develop learning opportunities to improve leadership and faculty members' Assessment Literacy, creating equity among the three elementary schools through cooperative professional learning initiatives.

The Office of Secondary Teaching and Learning is and will continue to assist middle and high school leaders to increase proficiency in reading and mathematics by focusing on Designing assessments, and Design and delivering assessment Literacy. Utilizing professional learning days outlined in the Garrard County School's calendar, departmentalized teams are reviewing and constructing curriculum maps and developing systems of data analysis.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 District Key Elements Template 2024	District Key Elements Doc	•
 District Key Elements Template 2024-25	District Key Elements Template 2024-25	• 7