



2021-22 Phase Two: The Needs Assessment for
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2021-22 Phase Two: The Needs Assessment for Districts

Montgomery County Schools
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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.

Montgomery County Schools reviewed and analyzed multiple sources of data in a variety of ways. First, a district leadership team consisting of our Superintendent, Deputy Superintendent, Chief Academic Officer, Director of Curriculum, Instruction, and Assessment, Director of Special Education, and Director of Pupil Personnel meet weekly to review various types of data including student achievement, attendance, and behavior data. These meetings are documented through agendas, sign-in sheets, and minutes. In addition to the weekly district leadership meetings, the curriculum leadership team meets weekly. Also, in light of COVID-19, much of

our work for the 2021-2022 school year has been focused on accelerating student learning as well as meeting the social/emotional needs of our students. The curriculum leadership team's weekly agendas are housed in a Google Drive folder. In addition, at the end of the 2020-2021 school year, each district department and every school in Montgomery County was asked to complete an in-depth needs assessment to determine both strengths and areas of growth as well as what resources were needed in order to accomplish the mission of the school/department. These needs assessments were completed with input from various stakeholders and are housed in a district google drive. The Montgomery County Board of Education is committed to continuous improvement and allowing educators to work collaboratively to analyze data and create action plans. As a result of this commitment, the Montgomery County Board of Education has provided two additional teacher work days built into the school calendar to allow for teachers to work in professional learning communities without students in the district. One day is allocated in the fall (typically first week in November), and one day is allocated in the spring (typically first week in February). These times were specifically chosen to coincide with the release of state testing data in the fall and the completion of the district's winter administration of MAP. These days are documented through agendas from each school, sign-in sheets, and created action plans that are monitored through our district instructional monitoring process. Due to the COVID-19 pandemic, our district had limited data for the 2020-2021 school year. However, we did have state assessment data though the participation rate varied by grade span and school. We also have given the MAP assessment K-10th grade during the Fall 21 semester, and 1st - 5th grade has administered CASE 21 to students to measure mastery of grade level standards. Each school's leadership team is leading their staff through analyzing the data as well as creating action plans to "name and claim" the students who are not participating or have had very minimal participation during the current school year along with the students who have shown the most regression.

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 district's assessment scores decreased in all areas for 2020-21 when compared to 2018-2019 school year (the last year we had state assessment data). The area that saw the most significant decrease was in the area of math.

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.

-According to the 2020 Impact Kentucky Working Conditions survey, 53% of teachers have a positive perception on the amount and quality of feedback they receive on their instruction. -According to the 2020 Impact Kentucky Working Conditions survey, 55% of teachers have a positive perception of the district leadership's effectiveness. -Montgomery County had 1,239 total behavior events for the 18-19 school year and 158 events for the 20-21 school year. While this looks like a significant improvement, it is not comparable to previous years as the district remained in virtual instruction for the majority of the 20-21 school year. From the 2018-2019 State Assessment Data: -42.4% of Elementary students scored proficient/distinguished on KPREP Reading. -47% of Middle school students scored proficient/distinguished on KPREP Reading. -The average ACT score in Reading was 18.1 -28% of Elementary students scored proficient/distinguished on KPREP Math. -19.4% of Middle school students scored proficient/distinguished on KPREP Math. -The average ACT score in Math was 17.7.

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.

Montgomery County's priority for the 2021-2022 school year is to accelerate student learning by focusing on grade level standards in all areas and grades. An area of particular focus is in mathematics. As a result of the COVID-19 pandemic, there was a significant skill loss in the area of math.

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.

While the district experienced significant losses in most areas, there were several schools that saw an increase in areas from the 2018-2019 school year to the 2020-2021 year. Middle school writing saw an increase as well as Northview Elementary.

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:

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.

The district's work this year will focus on around Key Core Work process 5: Design, Align, and Deliver Support. The district is in the process of creating an instructional blueprint for the elements of high-quality, effective instruction. This blueprint will be used to create monitoring documents to be utilized in school/classroom visits and to provide feedback to improve instruction.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 District Key Elements	Key Elements	•