



2021-22 Phase Two: The Needs Assessment for
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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.

The District Continuous Improvement Planning Team is made up of one representative from each school within the district, the Director of Pupil Personnel, the Director of Special Education, both Instructional Supervisors and the Director of Technology. The planning team meets in stages that coincide with the Phases of the CDIP/CSIP process as identified by the Kentucky Department of Education (Phase I, II, III, and IV). The team meets a minimum of 3 - 4 times during the process with tasks to be completed in between the designated meetings. In addition, progress monitoring meetings occur after the plan has gone through board approval.

Documentation of all meetings includes agendas, resource materials, and meeting notes/minutes. There are also informal meetings held throughout the process where small groups of the team work together regarding specific data, goals, strategies and activities for continuous improvement. Data is analyzed at both the school and district levels. The analysis of both levels includes reviewing elementary, middle, and high school as well as each individual content areas at those same levels. The analysis is then drilled down by the grade levels and gap groups. For example, elementary reading is narrowed down to the 3rd, 4th, and 5th grade scores and then analyzed specially for significant increases, decreases, trends over time, etc. The results of the analysis is used at the teacher level, grade level, school level and district level to create goals and action plans for the current school year and beyond. At present, due to COVID - 19 there is a gap in our district and school level data; however the district is utilizing the spring 21 KPREP data in addition to the fall 21 MAP data for our academic analysis. In addition, our non-academic data analysis includes social emotional indicators, homeless data, behavior data, etc.

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.

Academic Trends: Elementary Reading and Math continue to be areas of concern.

-Elementary Reading has been below state average for 3 consecutive years prior to 2020-2021. This trend has continued with an increase of novice (2019 - 20.9%

Novice to 43.6% Novice in 2021 and the state novice 34.8% in 2021) and a large

decrease of proficient/distinguished (2019 - 51.5% proficient/distinguished and in

2021 33.8% proficient/distinguished). -Elementary Math has also been below state

average for 3 consecutive years prior to spring testing of 2021. This trend has

continued with an increase of novice (2019 - 21.1% Novice; 2021 - 34.7% Novice)

and a large decrease of proficient/distinguished (2019 - 42.3% prof/dist; 2021 -

23.8% prof/dist). Cultural and Behavioral Measures: The continued increase in the

number of students who are leaving the Bell County School District to "enroll" into

Home School status is a major area of concern. In 2020-21, our district had 83

students (3.4%) in homeschool status; in the current school year, this number has

increased to 93 (3.9%) as of October of 2021. Our prediction is that this will continue

to increase throughout this school year.

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: -Elementary Level is an area of concern with 66.2% of students at the elementary level scoring novice or apprentice in reading, 76.2% of students scoring novice/apprentice in math, 72.8% scoring novice or apprentice in science, and 70.8% of students at the elementary level scored novice or apprentice in writing. - Middle Level is an area of strength with 45.4% of students scoring prof/dist in reading (state avg. 44%), 27.7% scoring prof/dist in math (state avg. 27.8%), 20.3% scoring prof/dist in science (state average 20.8%), and 65% scoring prof/dist in writing (state avg. 50.9%). Although these percentages are not to the level that we strive to achieve, the fact that we are either at or above the state average is an area of leverage. -High School Level is also an area of strength when comparing their scores to the state average - Reading 42% prof/dist (state avg. 37.8), Math 32.3% prof/dis (state avg 30.2%), Science 26.4% prof/dist (state avg. 26.5%), and Writing 71.2% prof/dist (state avg. 57.3). Again, the percentage of proficient and distinguished may not be at the level we would like, but the fact that our students performed either at or above the state average shows this as an area of leverage and that we are not behind the state. Non-Academic Current State: -79.1% Economically Disadvantaged students -Student Participation rate for the 2020-2021 school year was 93.22%; however, this is only participation and not actual attendance that is normally calculated. -15% of student population qualifies as Homeless. -Increase of 1/2 a percentage point of students withdrawing to Homeschool. -District Social Worker reports that during the first quarter of this school year, 82 referrals with 15 dealing with mental health and suicidal ideation as

well as 14 dealing with child abuse and neglect. The other referrals were a combination of truancy, homelessness, academic obstacles, etc.

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.

- 66.2% of students at the elementary level scored novice or apprentice in reading.
- 76.2% of students at the elementary level scored novice or apprentice in math.
- 72.8% of students at the elementary level scored novice or apprentice in science.
- 70.8% of students at the elementary level scored novice or apprentice in writing.
- Social Studies was a field test only in spring of 2021 due to the new social studies standards and a redesigned test. Although there are no scores to cite for data, based on the new science standards and the redesigned test data, our district has determined that Social Studies at all areas (elementary, middle, and high) are areas of concern. - After reviewing all content areas, the Elementary Level as a whole is an area of priority/concern.

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.

Our middle school level in continuing to be an area of strength for our district. Our district is made up of six K-8 schools, so we have 6 middle schools. The percentage of proficient and distinguished students continues to be higher in our district than the state average in reading, math and writing; science is within half a point of the state average. In addition to the middle level, our high school has shown a strong increase in proficient and distinguished in all areas as compared to the state average. The high school reading, math and writing percentages are better than the

state average at proficient and distinguished scores. Graduation Rate continues to be a strength even though it has dropped a little during the pandemic (2018- 98%, 2019 - 97.1%, 2021 - 94.4%) since students were allowed to reclassify, etc.

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.

KCWP 1, KCWP 2 and KCWP 3

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Bell County District Key Elements		.