



2024-2025 Phase Two: The Needs Assessment for
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2024-2025 Phase Two: The Needs Assessment for Districts

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2024-2025 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 aspects of teaching and learning that affect performance must guide the work. 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 they will address 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 as you conducted 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 were documented.

All three schools, elementary, middle and high, principals, teachers and parents designate time to analyze assessment data. The elementary school administers and analyzes KSA, STAR & DIBELS. The middle school administers and analyzes KSA, ACT Aspire & STAR. The high school administers and analyzes Mastery Prep, ACT & KSA results. The data is reviewed and discussed during PLC meetings, school RTI meetings, SBDM meetings, consolidated planning meetings and during District Admin meetings. The weekly PLC meeting allows teachers to reflect data and adjust immediately. Agendas and notes are taken during PLC time. After the school RTI meeting, students either exit or enter RTI based on progress monitoring and assessments. Student achievement is shared at each monthly SBDM meeting and included in the minutes. The information is shared with parent members and any community members attending. During the District Admin meeting data is shared and discussed. Administration meets a minimum of four times a year. At the school level, teachers, administrators & SBDM members begin to review the previous years' CSIP. Discussions are held and notes are taken addressing any additional strategies

during leadership meeting & SBDM meetings. Those notes and activities are then used during a day set aside for schools to begin writing their new consolidated plan. Parents, board members, teachers, school and district administrators are invited and attend this day. The whole group meet to discuss proficiency, growth, other academic indicators, transition readiness and graduation rate. There is time given for questions, concerns & answers then the each school has time to work on their plan

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?

We will continue to place importance of data sharing at each admin meeting. The district instructional coach will continue to work with the middle and high school science department since growth is happening at both levels.

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 2022-2023 to 288 in 2023-2024.
- From 2022 to 2024, the district saw an 11% increase in novice scores in reading among students with achievement gaps.
 - 5th grade reading dropped from 53% prof/distinguished to 39.7, math from 36 to 24.7%, social studies from 43-28.3%, edit/mech from 83-43.8%.
 - 10th grade dropped slightly in 10th grade reading and math. 49-44.6%, 35-33.4%

Current State

4. Describe in narrative form 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 of students in the achievement gap scored proficient on Kentucky Summative Assessment (KSA) in reading. Local benchmark data indicates that thirty-two percent of all students receive Tier II intervention in reading.

- Fifty-four percent of our students scored proficient in math on the KSA compared to the state average of 57%. Local formative assessments show 53% of students are on grade level in math.

Example of Non-Academic Current State:

- Teacher attendance rate was 84% for the 2023-2024 academic year. 2023-2024 Impact survey data shows that 71% of staff feel like they belong at our school.

- Survey results and perception data indicated 74% of the district's teachers received adequate professional development.

Impact Ky Working Conditions Survey shows the following having the greatest improvement from 21-22 to 23-24:

Perceptions of the amount and quality of professional growth and learning opportunities grew 10 points from 51% to 61%.

Perceptions of the school leadership's effectiveness grew from 54% to 61%.

Perceptions of the overall social and learning climate of the school grew from 51% to 58%.

Priorities/Concerns

5. Clearly and concisely describe the two or three greatest areas of weakness using precise numbers and percentages.

NOTE: You must thoroughly address these priorities in the Comprehensive District Improvement Plan (CDIP) diagnostic and template.

Example: Students in our gap groups are scoring significantly below all students. Sixty-eight percent 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.

Math at the middle school decreased from 44% to 42%. In the fifth grade, P/D decreased from 53% to 39.7%.

Strengths/Leverages

6. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the district. Explain how the district will utilize the strengths and leverages 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.

High School science increased from 12% to 17.2%. The district instructional coach will continue to support the science departments at the middle and high school.

Math in the 3rd grade increased proficiency from 37% to 47%. Math slightly went down in the 4th grade from 46% to 43.7 %. This is the first year of the new math curriculum. Continued professional development will happen to support the teachers and the students.

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 Processes

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



Needs Assessment 24-25

8. After analyzing the Key Elements of your teaching and learning environment, on which two or three processes, practices or conditions will the district focus its resources and efforts to produce the desired changes?

Note that all processes, practices and conditions can be linked to the six Key Core Work

Processes.


NOTE: The Comprehensive District Improvement Plan (CDIP) diagnostic and template must thoroughly address these elements.

Design and Deploy Standards

Design and Deliver Instruction

Establishing Learning Culture and Environment

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Needs Assessment 24-25	MISD Needs Assessment	• 7