



2020-21 Phase Two: The Needs Assessment for  
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2020-21 Phase Two: The Needs Assessment for Districts

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## 2020-21 Phase Two: The Needs Assessment for Districts

## Understanding Continuous Improvement: The Needs Assessment

In its most basic form, continuous improvement is about understanding the **current state** and formulating a plan to move to the **desired state**. The comprehensive needs assessment is a culmination of an extensive review of multiple sources of data collected over a period of time (e.g. 2-3 years). It 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).

The needs assessment requires synthesis and analysis of multiple sources of data and should reach conclusions about the **current state** of the district as well as the processes, practices and conditions that contributed to that state.

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 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

. Clearly detail the process used for reviewing, analyzing and applying data results. Include names of district leadership teams and stakeholder groups involved. How frequently does this planning team meet and how are these meetings documented?

The process for reviewing, analyzing, and applying data results includes several stakeholders and leadership teams. Two of the three schools are CSI schools and so have a school leadership team that includes their advisory boards, principals, and educational recovery specialists with the district supervisor of instruction and the director of special education/preschool as part of that team. The ERs meet weekly with the principals and the principals meet monthly with their teams. The supervisor of instruction meets monthly with the principals as well. There is also a monthly administrative team meetings where data and instructional practices are discussed. There is also a School Safety Team that includes these members as well. The DCIP team is made up of Superintendent, PaTrice Chambers, Principals Ellen Murphy, Sondra Gibbs, Kim Dublin, and technical center principal Dr. Donna Frazier, DOSE/Preschool Director Tamra Parker, Director of Operations and Safe School Director Julie Jackson, Nurse Natasha Fields, SRO Officer Chad Parker, Director of Transportation/Facilities Dale Jackson, Teachers Will Greer, Brenna Ray, Kelly Sipes and Amy Rose (all teacher leaders), Digital Learning Coach Kari McConnell, Finance Officer, Jennifer Davis, Federal Programs Coordinator/HR Director Deena Morrison, Board Administrative Secretary/Technology Maegan Scott, City of Fulton Manager and parent, Mike Gunn, West Kentucky Community and Technical College Board of Trustee Chair , Four Rivers Foundation (4RF) board member, and parent Chuck Murphy, 4RF board member, Director of the After School and Summer JUMP program and Pastor of the Brooks Chapel Church Pastor Jesse Webb, West Kentucky Educational Cooperative West Kentucky GEAR UP Grant Director and 4RF Board Chair Terry Sullivan and Gear UP College and Career Coach Crystal Russell and Supervisor of Instruction/Academic Coach/4RF Director Dianne Owen. KDE Educational Recovery Specialist Dr. Tom Stewart, Crystal Higgins, and Pebbles Lancaster serve as advisors to our team. Due to COVID 19, our meetings are a combinations of Zoom and Microsoft Team meetings, small group, email, and phone meetings depending on how we can get together. The data is analyzed, shared, discussed, and lined up with our present CDIP and School Improvement Plans in order to ensure that our students are moving forward. We have had to have sub teams meet to create a re-opening plan, a Rtl plan, an emergency management plan, school improvement plans, and ensure that our CSIPs align with our CDIP. The full team meets via electronic means to ensure safety of the group. We have reviewed the data from the last K-PREP, graduation rates, preliminary iReady data, last year's AIMSWEB data, learning checks and data from ACT ASPIRE,

ACT, and KYOTE. Now that the SRC has been released, we are looking at it as well. See attachment. Our needs are clear and iReady data shows a concerning slide in reading and math which we are addressing each day in our regular and intervention times. The K-PREP data has not changed from last year due to no assessment, but we are still using it and our 2019-2020 Needs assessment conducted during our Cognia audit last year to review and build upon this year's CDIP.

**ATTACHMENTS**

**Attachment Name**

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## Current State

. Plainly state the current condition using precise numbers and percentages as revealed by past, current and multiple sources of data. These should be based solely on data outcomes. 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.
- From 2018 to 2020, the district saw an 11% increase in novice scores in reading among students in the achievement gap.
- 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: Teacher attendance rate was 84% for the 2019-20 school year – a decrease from 92% in 2018-19.
- The number of behavior referrals increased from 204 in 2018-19 to 288 in 2019-20.
- Survey results and perception data indicated 74% of the district's teachers received adequate professional development.

The K-Prep scores remain the same due to no statewide testing because of COVID 19. The data collected during the 2019-20 school year by the COGNIA audit shows that the ES, scores decreased to proficiency 48.7%, Separate Academic 37.8% and growth was 32.3% with the overall score of 39.8. FCES remains designated as a CSI school. Middle school overall score decreased to 39.1 which caused them to also be a CSI school which they remain to be this year as well. Growth was 23.3%. 43% of MS students were novice in Reading and 35.6% of students scored novice in writing. FCHS is a 3 star school with Reading dropping from 36.8% to 30.6% and Math dropping from 30.8 to 25% proficiency. Teacher attendance rate seem to be steady at the schools except for COVID 19 cases and quarantines. Teachers continue to work on NTI Friday which allows virtual students time to zoom or meet with their teachers. District wide KPREP reading and math scores continues to be a focus area for all 3 scores. Writing at the elementary and middle school level is also an area of concern . While both schools saw growth it wasn't significant. Only 6% of African American students scored proficient in science at the elementary school. 69.1% of Middle school African American students scored novice in math compared to 29.% of other students. ACT scores among African Americans is lower than other

students at the high school in both reading and math. ACT scores continue to be a major focus at the high school level. The transition readiness scores show that 80% of high school seniors attended college or technical school with 10% going to work for a 100% successful transition rate according to the School Report Card. The 2020 Interim Proficiency Goals for elementary in math is 33.6% and reading is 30.7% and for middle school in math is 33.8% and reading is 44.5% and high school in math is 29.1% and reading is 34.5%. Using the iReady assessment and intervention program, students in K-12, both virtual and in person have been assessed indicating a drop in math and reading proficiency. Interventions are being implemented using iReady and a second assessment will occur in December with comparative data to see if growth is taking place and if we are on target to meet the 2020 Interim Proficiency Goals. An emphasis is being placed on all subjects with particular emphasis on math and reading due to the iReady data and K-Prep scores. District wide KPREP reading and math scores continues to be a focus area for all 3 scores. Writing at the elementary and middle school level is also an area of concern. While both schools saw growth it wasn't significant. Only 6% of African American students scored proficient in science at the elementary school. 69.1% of Middle school African American students scored novice in math compared to 29.% of other students. ACT scores among African Americans is lower than other students at the high school in both reading and math. ACT scores continue to be a major focus at the high school level with last year's score presently at 18.7; but not all students have been tested so scores are not final.



## Priorities/Concerns

. Clearly and concisely identify 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.

Only 32.9% of elementary students scored proficient in reading on the K-Prep; only 35.1% of middle school students scored proficient in reading on the K-Prep. Only 31.4% of high school students scored proficient in reading on the ACT. Two state tests showed the same concern that only approximately 1/3 of our students are proficient readers throughout our district. This is a great concern and improving the reading skills of our students is our number one priority. Likewise, the K-PREP showed that only 30.6% of elementary students and 30.5% of middle school students scored proficiency in math while only 29.1% scored proficient in math at the high school on the ACT. Clearly we are concerned that again only 30% of our students are proficient in math and they lose ground as they move up the grades. That is why our district is emphasizing math and reading interventions and looking closely at our math and reading curriculums. The third priority is our writing skills. While 80% of our juniors scored proficient in writing on the K-Prep, only 20% of our elementary and 10.8% of our middle school students did. We have implemented a new writing plan and an increased emphasis on writing in the elementary and middle school grades.

## Trends

. Analyzing data trends from the previous two academic years, which academic, cultural and behavioral measures remain significant areas for improvement?

Reading, math and writing remain significant areas of concern for improvement with the belief that if we can have more proficient readers and writers, we can see growth in science and social studies as well. Improving our students' reading abilities is a major focus and a major challenge as several of our youngest children are also virtual learners. The trend for virtual learning is showing that students are moving behind their in school classmates despite teacher interventions and this is creating a cause for concern. Teachers continue to work hard to meet the needs of virtual and in school students while also creating NTI work for Fridays. Diagnostics on iReady, a Curriculum Associates Reading and Math Program, from testing in September 2020, showed a sharp decline in math and reading proficiency with only 6% of students showing on grade level in math and 32% being one grade behind. 61% of the students tested showed that they are at least two grade levels behind in math district wide. Reading scores were better with 13% on grade level and 30% one grade behind while 51% scored at least two grades or more behind grade level. These scores have led to a district wide intervention program that is showing growth over the last two months aiding students in regaining lost knowledge due retention loss over the long summer. A progress testing will be taken in December and analysis and comparison of data will determine if the interventions are producing results in moving towards proficiency for all populations of our students, including our virtual and special populations learners.

## Potential Source of Problem

. Which processes, practices or conditions will the school 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 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](#)

KCWP 1 Design and Deploy Standards--With the help of our ERs and a KDE KAS mini-grant, we were able to have a very productive KAS program with our high school with teacher team leads conducting in depth discussions, professional development, and curriculum mapping, The grant allow time for the teachers to work after school and over the summer to really learn and understand how to align the standards with their instruction. Additional training was given by two technology savvy teachers to helps teachers prepare virtual lessons for the students. These team leads are now working with the ERs and principals to bring this PD to the middle and elementary school. So we are making strides in understanding, designing and deploying standards. But since we have several new teachers, we need to continue this work. KCWP 2: We still need professional development in designing and delivering instruction both in the classroom and to our virtual students. The ERs have designed and recruited excellent trainers for us from KDE that are set up to be delivered this year. We have several new teachers so they need to have PD in this area. We are really evaluating our curriculum to make sure it is aligned to KAS and is evidenced based and being used with fidelity. There is still work to be done, but we have made strides in the last year in getting this done with our SIF funding. Now, any supplementary materials have to be evaluated and researched before purchased and introduced into the curriculum. We also need to continue to work towards having 1:1 technology access for our students. With additional SIF funding, we should be able to meet this need. KCWP: 3 Design and Deliver Assessment Literacy This was a very weak area for us and we still need to grow in this area; but again the ERs have really help in providing excellent PD in this area. We are beginning to really look at our formative and summataive assessments to make sure they have clarity for learning. There is still work to be done. Using a district wide Rtl assessment and instructional tool, iReady, is beginning to make a difference. This program works for in school and virtual students and the assessment and data allows for deliberate and individualized interventions which

are very needed. We have more to learn about it, but the teachers and students are embracing it. KCWP 5: Design, Align, and Deliver Support--There is a need for teachers to learn how to better design virtual and NTI instruction, align it with what is going on in the classroom, and deliver it through technological medias with confidence, clarity, and district wide organization. This is our greatest challenge now for our teachers and our students. Monitoring students and keeping them engaged as virtual learners is a struggle while also working with students that are in school. The team developed a re-opening plan that has clear instructions for the teachers and the parents for our hybrid/virtual model. It is attached below.

## **ATTACHMENTS**

### **Attachment Name**

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## Strengths/Leverages

. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the district.

**Example:** Graduation rate has increased from 67% the last five years to its current rate of 98%.

Graduation rate is currently 94.6% and has stayed around 95-100% for the last five years. The high school writing proficiency is at 80% for the last testing cycle and the district continues to work on writing skills. Thirty-eight high school students earned 110 dual credit college hours. Successful transition shows that 90% of high school students went to a four year college or two year technical school while 10% went to work. By January 2021, all three schools will have technology access for students at 1:1

# Attachment Summary

Attachment Name	Description	Associated Item(s)
 CDIP Meeting	This meeting was via email due to our school being in a red zone and the need for caution during the COVID19 pandemic.	•
 Fulton County Reopening Plan	This plan is on our web site and was shared with parents at the beginning of the school year.	•
 Needs Assessment	This needs assessment shows data that guided our last year's CDIP and will continue to guide us as we do not have new K-PREP data. We will also use the interim performance goals established by the state and put into the School Report Card this year.	•
 Professional Development		•