



2022-23 Phase Two: WVISD The Needs Assessment for Districts

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Walton-Verona Independent

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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.

At the district level, the data review begins with a team of administrators assessing state testing results at the elementary, middle, and high schools. This year 2022 was a return year for the administration of the KSA, the team looked at the data. As a district team, we gathered in a centralized location at a specified time and we reviewed the data at each school level. This was a one-day retreat off-campus which gave us an entire day to wholly concentrate. When the data is reviewed it is organized to reflect proficiency and identify whole groups of students identified in our gap groups i.e. FRL and SPED. The holistic view of the data is formulated to present to the board of education in a public forum. Central office staff and building-level principals gather to review the information at grade level results and each individual student's results. During this period, the staff is looking for discrepancies and commonalities between the students, comparing class-to-class results and subject gains/losses. There is an assessment of who the gap group students are and lists are compiled for distribution to the teachers for the current year's goals. The building-level administrative team looks at MAP assessment

predictions and compares them to actual results on state-level testing. Teachers are then organized to design their instruction for the assessment results received and projections for the gains students are predicted to make in the academic environment. Teachers view their former student's results, and look at current students and their past results and design a plan to stretch student learning to increase their growth. The teachers monitor the goals through progress monitoring and response to intervention. The results students show on progress monitoring throughout the year in addition to their benchmark testing are reviewed along with daily formative assessment. Teachers gather quarterly to discuss interventions and monitor progress.

The administrative team and stakeholders consist of :

Superintendent-Matt Baker, Director of Instruction- Michelle Gregg, Director of Special Education-Caitlyn Gottshall, Director of Pupil Personnel- Rob Hartman, High School Principal- Adam Nash, High School Teacher- Mallory Greenwell, High School Asst Principal- Eric Fangman, Middle School Principal- Eric Morwessel, Assistant Principal Middle school- Troy Ridener, Principal Elementary - Lucas Patterson, Assistant Principal- Colin Peterson, Instructional Coach - Jennifer Cook, FRYSC- Tricia Pollard, Parent Katie Napier

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?

Elementary School- progress monitoring data for our Academic RTI. The goal was to increase reading, math, and science. Goals for proficiency in reading and math were met, however, gap groups, and science was not met. The data accumulation will help to decide what an appropriate goal for gap groups is for this year.

Middle School - Working with the workshop model classroom in Kagan Strategies, in the middle school building. This is year 7, and students take ownership of the learning in classroom settings with these instructional strategies. WVMS has problems filling SPED roles due to one sped teacher being out due to illness. This teacher was truly missed in our sped setting and WVMS looks for better sped arrangements in the 2022-23 school year to all teachers are in place

High School - CSIP items were implemented at the high school level. however, attention should be made to providing time for the SBDM to regularly review the CSIP and better track the implementation of the items included in the CSIP

Mock On Demand Writing assessments with junior were not incorporated

Providing strong instruction aligned to content standards was a success for 10th grade reading and math

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 2020-21 to 288 in 2021-22.
- From 2020 to 2022, the district saw an 11% increase in novice scores in reading among students in the achievement gap.

The elementary school (academically) has increased scores for proficient and distinguished in both reading and math from the 2021-22 school year to the 2021-22 school year. Prior to this

- the 3rd-grade math was a major worry with an average of proficient and distinguished at 44%.
- But in 2022 our math scores increased to 54% proficient and distinguished. This appears to be trending upward, conversely,
- the 4th-grade math proficient and distinguished has begun to trend downward from 61% (2021) to 59% (2022).

The middle school

- (Academically) Comparing MAP scores from Fall 2021 to Fall 2022 shows a significant growth in grades 6-8 in both reading and math.
- (Behaviorally) discipline referrals were at 413 for 2022. The middle school was able to name and label certain behaviors due to in-class attendance in 2022 whereas 2021 had mostly out-of-class attendance and data regarding behaviors were not closely collected.

High School

The percentage of students meeting benchmark scores on the State's March ACT for juniors was reduced in the 2020-2021 school year as a result of missed instruction as a result of COVID-19 and NTI.

In English, the percentage of Juniors meeting benchmark scores on the March ACT for Juniors.

2020-21 58.2%

2021-22 61.1%

In Math, the percentage of Juniors meeting benchmark scores on the March ACT for Juniors

2020-21 42.5%

2021-22 36.3%

In Reading, the percentage of students meeting benchmark scores on the March ACT for Juniors.

2020-21 59.6%

2021-22 54.0%

KSA Reading

On the 10th-grade reading assessment, the number of students meeting the benchmark (scoring a proficient or distinguished)

2020-21 44.2%

2021-22 70%

On the 10th-grade reading assessment, the number of students scoring novice

2020-21 24.2%

2021-22 11.35%

KSA Math

On the 10th-grade math assessment, the number of students meeting the benchmark (scoring a proficient or distinguished)

2020-21 39.2%%

2021-22 58.2%

On the 10th-grade math assessment, the number of students scoring novice

2020-21 25%

2021-22 12.1%

KSA Science

On the 11th-grade science assessment, the number of students meeting the benchmark (scoring a proficient or distinguished)

2020-21 37.5%%

2021-22 15.6%

On the 11th-grade science assessment, the number of students scoring novice

2020-21 17.4%

2021-22 35.2%

KSA Social Studies

On the 11th-grade Social Studies assessment, the number of students meeting the benchmark (scoring a proficient or distinguished)

2021-22 41.8%

On the 11th-grade Social Studies assessment, the number of students scoring novice

2021-22 35.2%

KSA Combined Writing

On the 11th-grade combined writing assessment, the number of students meeting the benchmark (scoring a proficient or distinguished)

2021-22 51.6%

On the 11th-grade combined writing assessment, the number of students scoring novice

2021-22 10.7%

KSA On-Demand

On the On-Demand Writing test, the Junior class had the following percentage scored Proficient or Distinguished on:

2020-21 77.1%

2021-22 46.7%

On the On-Demand Writing test, the Junior class had the following percentage scored novice:

2020-21 6.3%

2021-22 10.7%

Looking at the average scores on the March ACT for Juniors,

English

18-19 = 20.8

20-21 = 19.41

21-22 = 19.50

Reading

18-19 = 21.8

20-21 = 21.45

21-22 = 20.93

Math

18-19 = 20.2

20-21 = 18.92

21-22 = 18.51

Science

18-19 = 21.16

20-21 = 20.04

21-22 = 19.57

Behavior Referrals

2020-21 57 referrals

2021-22 426 referrals

Attendance Rate

2020-21 no determined due to COVID attendance procedures

2021-22 95.54 (highest rate of all three schools in the district)

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 2021-22 academic year
- Survey results and perception data indicated 74% of the district's teachers received adequate professional development.

Elementary

Middle School- WVMS reported in the 92%-97% range on various topics from the School Quality and climate survey

- teachers expect students to do their best
- adults make sure the students are safe at school
- when they need help students can ask a teacher and will get help
- adults at school respect the difference in student
- Students feel safe
- school is a caring place
- at least 1 adult will listen to a student when they have something to say

In the 50%-56% range

- bullying is not a problem
- students feel comfortable stating their opinion in class
- students respect each other's difference

High School

11.35% of WVHS 10th grade students scored novice on the KSA Reading assessment.

-49% of WVHS 10th grade economically disadvantaged students scored proficient or distinguished compared to 70% of the entire 10th-grade class.

-25% of WVHS 10th grade students scored novice on the state's KAS math test.

About 60% of WVHS students scored novice or apprentice on the 10th grade KAS Math test

-Only 37.5% of WVHS juniors scored proficient or distinguished on the KAS Science test.

-35.2% of WVHS juniors scored novice on the 11th grade KSA Science test, well below the state average of 45% but still too high and up about 50% from the previous test.

-Only 0.8% of WVHS Juniors scored Distinguished on the Science KSA compared to 1% state average scoring distinguished.

-46.7% of WVHS juniors scored proficient or distinguished on the State's On-Demand writing assessment.

-When comparing economically disadvantaged students to the entire study body, 6.7% less of the ED students scored Proficient or Distinguished on the On-Demand test. 46.7% compared to 40%

-Comparing all WVHS 11th grade students to the economically disadvantaged students, the percentage of students scoring novice was 16.7% to 10.7%.

-When looking at the Junior ACT scores, WVHS juniors outscored the previous class of juniors on the reading and English subsections of the ACT. However, scores fell on the math and science subsections.

11th grade students scoring P&D on the On-Demand test decreased 30.4%

10th grade students scoring P&D on the Reading test increased 25.8%

10th grade students scoring P&D on the Math test increased 19%

Behavior referrals were up drastically. This was due to an increase in activities in the school as a result of the TikTok challenge. The school administration also reassured teachers that to curtail student behaviors, we must submit these infractions for the administration to correct the behavior.

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.

Elementary School- 4th grade scored 57% Proficient and distinguished which is a drop from 61% in 2022. Also, our FRL population in 4th grade dropped from 43% to 33 % in Math.

Middle School-KSA for SPED population is a concern- earning a TSI federal classification- Reading earned 20% P/D Math earned 11P/D

High School -

11.35% of all students scored novice on the Reading grade 10 KSA

23% of economically disadvantaged students scored novice on the Reading grade 10 KSA

44% of SpEd students scored novice on the Reading grade 10 KSA

12% of students scored novice on the Math grade 10 KSA

21% of economically disadvantaged students scored novice on the Math grade 10 KSA

33% of SpEd students scored novice on the Math grade 10 KSA

35% of students scored novice on the Science grade 11 KSA

43% of economically disadvantaged students scored novice on the Science grade 11 KSA

73% of SpEd students scored novice on the Science grade 11 KSA

11% of students scored novice on the On-Demand grade 11 KSA

17% of economically disadvantaged students scored novice on the On-Demand grade 11 KSA

46% of SpEd students scored novice on the On-Demand grade 11 KSA

30.4% less students scored proficient or distinguished on the 2021-22 On-Demand Writing than in the 2020-21

Reduction of Average ACT scores compared to pre-covid numbers.

English

20-21 = 19.41

21-22 = 19.50

Reading

20-21 = 21.45

21-22 = 20.93

Math

20-21 = 18.92

21-22 = 18.51

Science

20-21 = 20.04

21-22 = 19.57

59.6% of students stated they agreed with "Students from this school respect each other's differences"

59.6% in 2020-21

66.5% of students agreed with "the consequences for breaking school rules is the same of all students"

68.5% of students agreed with "A teacher or some other adult from my school will care if I miss a day."

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.

Elementary- our Proficient and Distinguished numbers have increased from 48% to 59% overall, and our Math proficient and distinguished from 51% to 55 %

Middle School - Something to celebrate regarding scores on KSA

- 8th grade combined writing 74% P/D
- 5th grade Combined writing 61% P/D
- 7th Grade Science -46%P/D increase by 14%
- Middle school earned a Blue accountability rating

High School

100% graduation rate

WVHS Outscored the state of Kentucky in all aspects of every test and sub group

On the 10th-grade reading assessment, the number of students meeting the benchmark (scoring a proficient or distinguished)

2020-21 44.2%

2021-22 70%

On the 10th-grade math assessment, the number of students scoring novice

2020-21 25%

2021-22 12.1%

77.1% of juniors scored proficient or distinguished On-Demand Writing

92.4% of students agreed with "my school is a caring place."

93.9% of students agreed with "my teachers make me feel welcome in class."

95% of students agreed with "There is at least one adult from my school who listens to me when I have."

96.2% of students agreed with “when I need help with schoolwork, I can ask a teacher.”

95.1% of students agreed with “my teachers expect me to do my best all of the time.”

98.1% of students agreed with Adults from my school care about my physical safety.”

High School

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](#)

[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.

This work mentioned in the KCWP template will be addressed with the NKCES and with KDE concerning the implementation of our new ELA HQIR at the elementary. These practices will be addressed through grade-level PLCs (weekly)

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Walton-Verona Key Core Work 2022-23		.