

2019-20 Phase Two: The Needs Assessment for Districts_SY2020

2019-20 Phase Two: The Needs Assessment for Districts

Daviess County

Matt Robbins

1622 Southeastern Parkway
Owensboro, Kentucky, 42303
United States of America

Last Modified: 02/14/2020

Status: Open

TABLE OF CONTENTS

2019-20 Phase Two: The Needs Assessment for Districts	3
Understanding Continuous Improvement: The Needs Assessment	4
Protocol	5
Current State	6
Priorities/Concerns	7
Trends	8
Potential Source of Problem.....	9
Strengths/Leverages	10
Attachment Summary	11

2019-20 Phase Two: The Needs Assessment for Districts

2019-20 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 school/district, as well as the processes, practices and conditions that contributed to that state.

The needs assessment provides the framework for **all** schools 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 schools, 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 school/district councils, leadership teams and stakeholder groups involved. How frequently does this planning team meet and how are these meetings documented?

The district underwent an extensive process for reviewing, analyzing and applying data results. Data analysis sessions were held with various stakeholder groups. Instructional Coaches reviewed the content areas. Principals reviewed gap groups and the specific leveled data. High school transition readiness team reviewed the transition data. The summation of the data review sessions were reviewed by the district leadership team. The district leadership team conducted a detailed analysis. The school board also had a detailed report of the data.

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 (34%) of students in the achievement gap scored proficient on KPREP Reading.
- From 2017 to 2019, we saw an 11% increase in novice scores in reading among students in the achievement gap.
- Fifty-four (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 2018-19 school year – a decrease from 92% in 2017-18.
- The number of behavior referrals increased from 204 in 2017-18 to 288 in 2018-19.
- Kentucky TELL Survey results indicated 74% of the district's teachers received adequate professional development.

See attached results.

ATTACHMENTS

Attachment Name

-  [2019 State Assessment Results for the School Board](#)
-  [District Content Over Time](#)
-  [District Gap Analysis](#)

Priorities/Concerns

Clearly and concisely identify areas of weakness using precise numbers and percentages.

NOTE: These priorities will be thoroughly addressed in the Continuous Improvement Planning Diagnostic for Districts.

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.

The district leadership conducted an analysis reviewing all the data concerns. The team used a protocol of effort/impact to determine the areas of work.

ATTACHMENTS

Attachment Name



[Priorities/Concerns for 2020](#)

Trends

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

See attached results.

ATTACHMENTS

Attachment Name

 [Trend Data.Daviess County](#)

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](#)

The district will focus on design and deploy standards; design and deliver instruction; and design, align and deliver support.

Strengths/Leverages

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

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

See attached results included above--specifically the 2019 State Assessment Results for the School Board.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 2019 State Assessment Results for the School Board		•
 District Content Over Time		•
 District Gap Analysis		•
 Priorities/Concerns for 2020		•
 Trend Data.Daviness County		•

2019-20 Phase Two: District Assurances_SY2020

2019-20 Phase Two: District Assurances

Daviess County
Matt Robbins
1622 Southeastern Parkway
Owensboro, Kentucky, 42303
United States of America

Last Modified: 02/16/2020

Status: Open

TABLE OF CONTENTS

2019-20 Phase Two: District Assurances	3
Introduction.....	4
Title I.....	5
Title II.....	7
All Programs.....	8
Individual Learning Plan (ILP)	9
Attachment Summary.....	10

2019-20 Phase Two: District Assurances

2019-20 Phase Two: District Assurances

Introduction

Assurances are a required component of the CDIP process (703 KAR 5:225). Please read each assurance and indicate whether your district is in compliance by selecting the appropriate response (Yes, No or N/A). If you wish to provide further information or clarify your response, space for comments is provided. Comments are optional. You may upload any supporting documentation as needed.

Title I

1. Pursuant to Section 1112(e)(1)(B)(ii), all schools in the district give timely notice to parents of students taught for four or more consecutive weeks by a teacher who does not meet applicable state certification requirements at the grade level and subject area assigned. Section 1112(c)(6) of ESSA also requires districts provide an assurance to KDE that all teachers and paraprofessionals working in a program supported by Title I, Part A funds meet applicable certification requirements. Finally, KRS 161.020 prohibits a person from holding a public school position for which certificates may be issued, unless he or she holds a certificate for the position, issued by the Education Professional Standards Board.

- Yes**
- No
- N/A

2. Pursuant to Section 1116(a)(3)(B) of ESSA, the district ensures that parents and family members of students receiving services under Title I, Part A are involved in decisions regarding the allotment of federal funding for parental involvement activities.

- Yes**
- No
- N/A

3. Pursuant to Section 1116(c)(1) of ESSA, the district ensures that each school served under Title I, Part A convenes an annual meeting, at a convenient time, to inform parents of their school's participation and explain requirements under Title I, Part A, including the right of parents to be involved.

- Yes**
- No
- N/A

4. Pursuant to Section 1112(a)(1)(A) of ESSA, the district ensures that its plan was developed with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals, other appropriate school personnel, and with parents of children served under Title I, Part A.

- Yes**
- No
- N/A

5. Pursuant to Section 1117(b)(1) and in order to ensure timely and meaningful consultation, the district ensures that it consults with appropriate officials at private schools within and outside the district that serve students residing in the district. This consultation occurs during development of the district's programs under Title I, Part A and is done with the goal of reaching an agreement on how to provide equitable services to eligible private school students. This assurance is also required pursuant to Section 1112(c)(2) of ESSA.

- Yes**
- No

N/A

6. Our district complies with Section 1113(c)(3) of ESSA, which requires a portion of Title I, Part A funds be set-aside for neglected institutions in the district, and ensures such funds are spent on identified student needs as required by the Code of Federal Regulations (CFR).

Yes

No

N/A

7. The district ensures that child counts submitted to KDE pursuant to Title I, Part D, which is found in Sections 1401-1432 of ESSA, are supported by appropriate documentation.

Yes

No

N/A

8. Pursuant to Sections 1423(3) of ESSA, the district ensures that participating schools coordinate with facilities working with delinquent children to ensure such children are participating in a comparable education program.

Yes

No

N/A

9. Pursuant to Section 1118(b), the district ensures it uses Title I funds only to supplement not supplant funds that would, in the absence of federal funds, be made available from state and local sources. To demonstrate this, the district uses a methodology that allocates funding in a way that ensures a school receiving Title I funds is allocated all state and local funds it would otherwise receive were it not receiving Title I funds.

Yes

No

N/A

10. Pursuant to Section 1118(c), the district ensures it has established and implemented a district-wide salary schedule; a policy to ensure equivalence among schools in teachers, administrators, and other staff; and, a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies.

Yes

No

N/A

Title II

11. The district provides professional development for staff that is in accordance with the purpose of Title II of ESSA; addresses the needs of all students; and, strives to ensure all students are college, career and transition ready as intended by Section 2103 of ESSA, which governs the local use of Title II funding.

- Yes**
- No
- N/A

12. Pursuant to Section 2103(b)(2)(C) of ESSA, the district prioritizes Title II funds to schools implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

- Yes**
- No
- N/A

13. If Title II funds are used by the district for the purpose of reducing class size to a level that is evidence-based, as permitted by Section 2103(b)(3)(D), the district ensures schools are first allocated funds according to mandated cap size requirements prior to using federal funds to provide additional staff.

- Yes**
- No
- N/A

All Programs

14. The district ensures that personnel compensated from federal program funds are performing assignments aligned to the program purpose and in accordance with the program plan and that appropriate documentation of such work is maintained. This ensures the use is in compliance with 2 CFR 200.430.

- Yes**
- No
- N/A

15. The district maintains proper time and effort documentation for all personnel paid with federal funds according to specific federal program requirements and in compliance with 2 CFR 200.430.

- Yes**
- No
- N/A

Individual Learning Plan (ILP)

16. Pursuant to 704 KAR 3:305(2), the district ensures that an individualized learning plan (ILP), which adheres to the [Kentucky Department of Education's Self-Implementation Rubric](#), is being implemented with fidelity for all students in grades 6 to 12.

- Yes**
- No
- N/A

Attachment Summary

Attachment Name	Description	Associated Item(s)
-----------------	-------------	--------------------

2019-20 Phase Three: Comprehensive Improvement Plan for Districts_SY2020

2019-20 Phase Three: Comprehensive Improvement Plan for Districts

Daviess County
Matt Robbins
1622 Southeastern Parkway
Owensboro, Kentucky, 42303
United States of America

Last Modified: 02/14/2020
Status: Open

TABLE OF CONTENTS

2019-20 Phase Three: Comprehensive Improvement Plan for Districts	3
Attachment Summary	5

2019-20 Phase Three: Comprehensive Improvement Plan for Districts

2019-20 Phase Three: Comprehensive Improvement Plan for Districts

Rationale

District improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, district funding, and closing achievement gaps between identified subgroups of students. When implemented with fidelity, the Comprehensive District Improvement Plan (CDIP) cultivates an environment that promotes student growth and achievement.

Operational Definitions

Goal: Long-term three to five year targets based on the six (6) required district goals: proficiency, separate academic indicator, achievement gap closure, graduation rate, growth, and transition readiness. Long-term targets should be informed by The Needs Assessment for Districts.

Objective: Short-term target to be attained by the end of the current academic year. There can be multiple objectives for each goal.

Strategy: An approach to systematically address the process, practice, or condition that the district will focus its efforts upon in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed below or another established improvement approach (i.e. *Six Sigma*, *ShIPLEY*, *Baldrige*, etc.).

Activity: Actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.

Key Core Work Processes: A series of processes identified by the Kentucky Department of Education that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

[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](#)

Measure of Success: Criteria that shows the impact of the work. The **measures** may be quantitative or qualitative, but are observable in some way.

Progress Monitoring: Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals.

Funding: Local, state, or federal funds/grants used to support (or needed to support) the improvement initiative.

Requirements for Building an Improvement Plan

There are six (6) required district goals:

- Proficiency, separate academic indicator, achievement gap closure, graduation rate, growth, and transition readiness.

The required school goals include the following:

- For elementary/middle school, these include: proficiency, separate academic indicator, achievement gap, and, growth.
- For high school, these include: proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

Using the Comprehensive District Improvement Plan Template

- a. Develop your Strategic Goals using the [Comprehensive District Improvement Plan Template](#).
- b. **Upload** your completed Comprehensive District Improvement Plan in the attachment area below.

You may enter an optional narrative about your Comprehensive District Improvement Plan below. If you do not have an optional narrative, enter N/A.

See attached document.


ATTACHMENTS

Attachment Name



[CDIP.2020](#)

Attachment Summary

Attachment Name	Description	Associated Item(s)
 CDIP.2020		•

2019-20 Phase Three: Executive Summary for Districts_SY2020

2019-20 Phase Three: Executive Summary for Districts

Daviess County

Matt Robbins

1622 Southeastern Parkway

Owensboro, Kentucky, 42303

United States of America

Last Modified: 02/14/2020

Status: Open

TABLE OF CONTENTS

2019-20 Phase Three: Executive Summary for Districts.....	3
Attachment Summary.....	5

2019-20 Phase Three: Executive Summary for Districts

2019-20 Phase Three: Executive Summary for Districts

Description of the District

Describe the district's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the district serves?

See attached link for details about the district.

ATTACHMENTS

Attachment Name

 [About Daviess County Public Schools](#)

 [District Report Card](#)

District's Purpose

Provide the district's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the district embodies its purpose through its program offerings and expectations for students.

DCPS Mission Statement: The mission of Daviess County Public Schools is to prepare students to succeed for life by meeting the individual needs of students, ensuring quality instruction, and developing a learning community. DCPS District Goals: 1) DCPS students will show continuous improvement on state and district measures of achievement in order to demonstrate that they are prepared to succeed for life. 2) All DCPS students will be involved in an extra/co-curricular activity that will provide a meaningful, relevant connection with their education experiences. 3) Parent and community involvement opportunities will be expanded and created to support the DCPS learning community. 4) Professional development activities for faculty and support staff will be designed and supported in order to provide a broad range of educational approaches and support services necessary for staff to ensure quality instruction and meet the individual needs of our students.

Notable Achievements and Areas of Improvement

Describe the district's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the district is striving to achieve in the next three years.

Daviess County Public Schools communicates with the community on various awards and achievements. Our public relations department sends out press releases announcing all of our awards as well as highlighting areas of notable improvement. Please see the link on the DCPS homepage for an up-to-date list of our notable achievements and areas of improvement.

ATTACHMENTS

Attachment Name

 [DCPS News Release](#)

Additional Information

Districts Supporting CSI/TSI Schools Only: Describe the procedures for monitoring and providing support for (a) CSI/TSI school(s) so as to ensure the successful implementation of the school improvement plan.





Part of the CDIP this year is to design a system of support for schools. We will have a document showing our specialized support for lower performing schools as defined by our state accountability system.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

The district has just launched a renewed focus on empowering students to succeed after high school through a comprehensive system of options for high school. This work--titled Empower U--helps families make the best decisions for the high school years. See the attached brochure for more information.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 About Daviess County Public Schools		•
 DCPS News Release	Follow the link to the district homepage. Scroll down on the left to find the link to all the DCPS News Releases.	•
 District Report Card		•
 Empower U Your Future Starts Now in DCPS		•

2019-20 Phase Three: The Superintendent Gap Assurance_SY2020

2019-20 Phase Three: The Superintendent Gap Assurance

Daviess County
Matt Robbins
1622 Southeastern Parkway
Owensboro, Kentucky, 42303
United States of America

Last Modified: 02/16/2020
Status: Open

TABLE OF CONTENTS

2019-20 Phase Three: The Superintendent Gap Assurance	3
Gap Target Assurance	4
Attachment Summary	5

2019-20 Phase Three: The Superintendent Gap Assurance

2019-20 Phase Three: The Superintendent Gap Assurance

Gap Target Assurance

As superintendent of the district, I hereby certify that (please select one):

- No school within my district failed to meet its targets to reduce the gap in student achievement for any student group for both of the last two (2) consecutive years.**
- The following school(s) failed to meet its/their targets to reduce the gap in student achievement for any student group for both of the last two (2) consecutive years. (Please list the names of any school being reported pursuant to KRS 158.649(9) in the comment box below.)

Attachment Summary

Attachment Name	Description	Associated Item(s)
-----------------	-------------	--------------------