SC DEPARTMENT OF EDUCATION

EXECUTIVE SUMMARY OF NEEDS ASSESSMENT DATA FINDINGS

Per State Board of Education (SBE) Regulation 43-261, the annual needs assessment will provide focus for planning teams to set priorities for the plan. The comprehensive needs assessment must identify targeted areas of discrepancy between the desired performance levels and the current status as indicated by available data. Any discrepancies in the following areas identified by the school and district report cards must be included in the plan: (1) achievement, (2) achievement by subgroups, (3) graduation rates, (4) attendance, (5) discipline, (6) teacher/administrator quality and professional growth, and (7) other priority areas.

Measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.

State Report Card for district and school data: http://ed.sc.gov/data/report-cards/state-report-cards/

Directions: In the appropriate boxes, use district and school data to identify areas in need of improvement. Required areas to be addressed are Student Achievement, Teacher/Administrator Quality, School Climate and Gifted and Talented.

Student Achievement, including sub-groups
Early Childhood/Primary (PK-2): • Spring 2023 STAR assessments provided baseline student achievement data for the district's Early Childhood/Primary grades needs assessment. The results of the STAR Reading assessment indicated that 80.3% of second graders met the district proficiency benchmarks (at or above the 40th percentile). STAR math assessments showed 83.7 % of students in grades 1 and 2 met the district proficiency benchmarks (at or above the 40th percentile). • The district's performance goals will focus on increasing the percentage of 2nd grade students meeting reading benchmarks from 80.3% to 90% by 2028; and increasing the percentage of first and second grade students meeting math proficiency benchmarks to 93% by 2028.

- These goals call for strategies and activities to more consistently employ Professional Learning Communities that promote student growth and implementation of MTSS (Multi-Tiered System of Supports).

- Data shows achievement gaps and readiness gaps for students in poverty demonstrating a need for additional PK4 programs to serve the need for early literacy experiences.

Elementary/Middle (3-8):

- Spring 2023 South Carolina (SC) Ready ELA and Math Assessments provided baseline student achievement data for the district's needs assessment for students in grades 3-8. In grades 3-5, 67.6% of students in ELA and 67.5% students in Math demonstrated proficiency. In grades 6-8, 68.8% of students in ELA and 63.6% in Math demonstrated proficiency.

- Performance goals will focus on increasing both ELA and Math measures to 77% for both grade bands, 3-5 and 6-8. Strategies will focus on providing equitable, effective curriculum, instruction and assessment utilizing Professional Learning Communities. PLC work will inform the development of consistent grading practices, tiered support, and engaging rigorous instruction within an innovative learning culture.

- Data shows an achievement gap between students in poverty and students not in poverty in grades 3-8. The difference between the percentage of students meeting or exceeding proficiency on the SC Ready ELA is 24.6% and the gap for math is 27%.

- Performance Goals will target these gaps to increase ELA performance for Students in Poverty from 42.8% to 62% and Math performance from 37.5% to 57% by 2028.

High School (9-12):

- The district's needs assessment for grades 9-12 included Graduation Rate, College and Career Readiness, and End of Course Examination Program (EOCEP) data. The 2023 graduation rate for Students in Poverty was 84%, slightly above the state average of 81% for All Students. However, the district's All Students group graduation rate was 95%. This 11% gap indicates the continued need for strategies to increase equity, engagement, and academic support and recovery.

- The College and Career Readiness indicator was above the state average of 61.1%, but the district average dropped from 85.5% in 2021 to 83.2% in 2023.

- The 2023 Algebra I, EOCEP scores for the four year on-time graduation cohort dropped from 81.6% in 2021 to 79% in 2022 scoring C or higher. English II EOCEP scores were 85.4%.

- The Performance goals will target the achievement gap in the graduation rate of the Students in Poverty subgroup and address the EOECP results, achievement gaps, and are designed to promote College and Career Readiness for all students.

Teacher/Administrator Quality

- Teacher retention data and CERRA Supply and Demand reports show that the turnover rate increased to 10% in 2023. The performance goal will focus on decreasing the turnover rate.

- Strategies to address teacher retention include developing and monitoring a comprehensive plan for recruitment, retention, and evaluation, expanding the use of alternative pathways to certification, and growing your own programs.

- PLC collaborative teams meet weekly to improve instructional practices. As a part of this process, the Guided Coalition Team will annually evaluate our progress using The Professional Learning Communities at Work Continuum Rubric. In 2023 each Grade Level was scored at the "Initiation Stage" based on the Professional Learning Community at Work Continuum Rubric and the Guiding Coalition Survey. The goal is to have 100% of the grade levels/teachers at the "Developing/Sustaining Stage" by 2029.

School Climate

- Engagement data, Student Survey Data and Chronic Absenteeism Data provided information related to school climate. The data indicated that 86% of students and 80.2% of parents were satisfied with the social and physical environment of schools. Focus groups and teacher feedback indicate a high need for social emotional support for students.

- Performance goals are to increase the levels of satisfaction with the social and physical environment. Strategies include developing a system's approach to improving a safe, clean, and healthy environment and providing for more consistent technology integration to address the need for more authentic student engagement.

Other (such as district priorities)
• Currently PLC collaborative teams meet weekly to improve instructional practices. As a part of this process, the three tiers of instruction are integral. Our staff will begin becoming trained in MTSS so that staff members have an in-depth understanding of effective Tier 1 instruction and knowledge of effective practices in Tiers 2 and 3. This training will occur on the district and school levels. In addition, teachers will receive • training through monthly meetings. Teachers will practice the learning through monthly MTSS meetings for students.

Gifted and Talented
• NA