



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

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## **2022-23 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 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.

Gallatin County Schools uses a variety of academic and behavior data throughout the year to determine priorities. We are constantly reviewing our district needs and adjusting our recourses to meet current and relevant needs. KSA data comes once a year and this is the first year in a long while that KSA data can be considered as an accurate measure of student performance. The COVID pandemic provided many barriers to student engagement and participation in the regular classroom and KSA.

- Monthly district MTSS meetings are held at Central Office. The district MTSS team reviews and analyzes iReady data, behavioral data and attendance data. The district team is composed of school level administrators, counselors and members of OVEC. Each meeting has an agenda and notes are recorded on the agenda during the meeting. The district team identifies major data points and works to provide guidance on the use of prevention strategies that work

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to improve healthy student engagement. School level MTSS teams meet monthly to address school level data.

- The district Instructional Leadership team is composed of school principals and the Chief Academic Officer. This team meets monthly to specifically focus on academic data, district professional development needs, curriculum, assessment and instruction. These meeting agendas and notes are contained in a running Google Slide Deck.
- The district scheduled a professional learning day on October 24th. School faculties and PLC's review and analyze the recently released KSA data. This is when each school forms a local needs assessment. The district reviews all school level needs assessments when conducting a district level needs assessment.
- In October, the end-of-year iReady data is correlated with KSA data. This gives schools and the district an idea of how to use the constant iReady data in an effort to teach to the rigor level of KAS.

### 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?

- All schools improved Reading achievement data from the previous KSA.
  - The Elementary is on track to meet the 2024 percent proficient goal.
  - The Middle and High Schools did improve but are not on pace to meet the 2024 goal.
- Not all schools improved in Math achievement data.
  - The elementary school improved by less than a percent.
  - The middle school dropped 15 percent.
  - The high school is on track to meet their 2024 goal with a 23 percent increase in math achievement data.
- Schools are not on pace to meet 2024 goals in Science, Social Studies or Writing. The district will continue to focus on training for and implementing EBIP's and providing HQIP's as we move forward.
- New pacing guides were created during the previous school year. Schools and school level PLC's will continue to review and adjust pacing guides.
- OVEC has provided coaching for principals and instructional coaches. This has been very successful and will continue. Especially with new members on the team.
- The district is on pace to meet the 2024 Transition Readiness goal.
- The district has exceeded the 2024 Graduation Rate goal.
- The district and school admins did finish the study of the book "FOCUS." We used the research in that book as well as others to develop a district instructional protocol. We are in the implementation phase and will continue this work on the plan.

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- We did use CASE assessments in our plan last year. During the year we experienced a “testing overload,” for students and teachers. We will drop CASE and continue with iReady as our diagnostic interim assessments.
  - The district and school MTSS teams were established last year as a part of our plan. We will definitely continue to strengthen those teams. The focus is on positive behavior and prevention measures.

## 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.
  - From 2020 to 2022, the elementary saw a 2% decrease in novice scores in reading.
  - From 2020 to 2022, the elementary saw a 17.8% increase in novice scores in math.
  - From 2020 to 2022, the elementary saw a 19.2% increase in novice scores in writing.
  - From 2020 to 2022, the middle school saw a 15.4% increase in novice scores in reading.
  - From 2020 to 2022, the middle school saw a 32.30% increase in novice scores in math.
  - From 2020 to 2022, the middle school saw a 13.3% increase in novice scores in writing.
  - From 2020 to 2022, the high school saw a 12% decrease in novice scores in reading.
  - From 2020 to 2022, the high school saw no change (35%) in novice scores in math.
  - From 2020 to 2022, the high school saw no change (24%) in novice scores in writing.
- The number of behavior referrals increased from 329 in 2020-21 to 1056 in 2021-22.

## 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.

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### 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.

See attachment with Gallatin County Schools KSA averages compared to state KSA averages.

Survey results indicate that 56% of parents surveyed disagreed with the statement: "The institution allows families to lead volunteer efforts."

Survey results indicate that 51% of parents surveyed do not think the institution provides training and information on continuous improvement practices.

Survey results indicate that 52% of parents surveyed do not believe families are part of setting the vision, mission and goals at their institution.

Survey results indicate that 56% of parents surveyed do not believe the institution asks for family input when changing rules or policies.

### ACT

- **Reading:** GCS 15.5 - State 17.5
- **English:** GCS 17.3 - State 19
- **Math:** GCS 16.3 - State 17.7
- **Science:** GCS 17.3 - State 18.6
- **Composite: GCS 16.7- State 18.3**

### ATTACHMENTS

#### Attachment Name

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 2021-2022 State KSA Compared to GCS KSA

#### 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.

Students with disabilities scored in the bottom 5% of schools at the elementary and middle school levels in Reading and Math.

79% of 6-8th grade students scored below proficiency in Editing and Mechanics on the KSA as opposed to 55% state average.

76% of 6-8th grade students scored below proficiency in Writing On-demand on the KSA as opposed to 62% state average.

75% of 6-8th grade students scored below proficiency in Math on the KSA as opposed to 63% state average.

80% of 6-8th grade students scored below proficiency in Social Studies as opposed to 64% state average.

75% of 3-5th grade students scored below proficiency in Combined Writing as opposed to 63% state average.

66% of 11th grade students scored below proficiency in Reading as opposed to 56% state average.

42% of 3-5th grade students scored novice in Math as opposed to 32% state average.

### 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.

Reading achievement at the high school has decrease the percent novice by 12% over the past two years. The standards work teachers have completed in the English department can be adapted to address low performance in other areas.

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## Spring iReady diagnostic growth reports.

- Reading
  - LE - The median percent progress towards Typical Growth for this school is 37%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.
  - UE - The median percent progress towards Typical Growth for this school is 91%. Typical Growth is the average annual growth for a student at their grade and baseline placement level. This is a high growth percentage so what the UE is doing is working.
  - MS - The median percent progress towards Typical Growth for this school is 50%. Typical Growth is the average annual growth for a student at their grade and baseline placement level. Grade 6 - 0% growth. Grade 7 - 59% growth. Grade 8 - 100% growth. Whatever the eighth grade students are doing is working!
- Math
  - LE - The median percent progress towards Typical Growth for this school is 59%. Typical Growth is the average annual growth for a student at their grade and baseline placement level,
  - UE - The median percent progress towards Typical Growth for this school is 48%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.
  - MS - The median percent progress towards Typical Growth for this school is 38%. Typical Growth is the average annual growth for a student at their grade and baseline placement level. 32% of students met 100% of their growth goal. We need to identify these students and determine why they met their growth goals.

### 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.

See attached.

# Attachment Summary

Attachment Name	Description	Associated Item(s)
 2021-2022 State KSA Compared to GCS KSA	There are three tables that compares GCS averages to state averages.	• 4
 Gallatin County District Key Elements Template		•
 Needs assessment workbook		•