2025-2026 Phase Two: Madison Co Schools The Needs Assessment for Districts

2025-2026 Phase Two: The Needs Assessment for Districts

Madison County
Randy Neeley
301 Highland Park Dr
Richmond, Kentucky, 40475
United States of America

©Cognia, Inc.

Table of Contents

2025-2026 Phase Two: The Needs Assessment for Districts 3

2025-2026 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 aspects of teaching and learning that affect performance must guide the work. 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 they will address 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 to determine the priorities of this year's needs assessment. Include the following information in your response:

- • names of district leadership teams and stakeholder groups (i.e., faculty, staff, representatives of school councils, Family Resource Youth Service Centers, community partners such as civic and business organizations, etc.) involved
- • a timeline of the process
- • the specific data sources reviewed and analyzed
- • how and where the meetings were documented.

The district Achievement Team analyzes and evaluates summative state student achievement data (KSA, ACT) yearly, as well as local formative diagnostic data (iReady) three times per year. Additionally, attendance (student and teacher) and behavior data are reviewed. Decisions regarding curriculum selection, program selection and funding, and professional learning plans are made based on the data analysis. While the leadership team meets monthly to discuss progress, data analysis occurs when data is released and available after assessment completion. The Chief Academic Officer and Director of Teaching and Learning meet with building principals and intervention teams to review academic intervention data monthly. The Chief Academic Officer reports monthly to the Board of Education

through the Instruction Report. Board of Education members have the opportunity for input and questions on instruction reports and/or data presented. Members of the Madison County Achievement Team consists of the Chief Academic Officer, Director of Teaching and Learning, Director of Categorical Services, Director of Special Education, Director of Professional Development, District Assessment Coordinator, and the Director of Academic Support and Districtwide Services. Meeting agendas and minutes are kept.

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 will your results inform this year's plan?

This past year the district has focused on strengthening Tier 1 instruction through standards deconstruction, unit development, assessment development, improved teacher practices and implementation of HQIRs (High Quality Instructional Resources) in math and reading. While there was improvement in some assessment results, the district will continue to focus on development of curriculum documents and improvements in teacher competencies. Continuing to develop teacher knowledge and competencies with content standards is a need. The district is also focusing on fully developing the district's MTSS (Multi-Tiered Systems of Support) system for implementation.

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

• Behavior remains an area for improvement, as referrals have increased in the last two years from 204 in 2023-2024 to 288 in 2024-2025.

• Reading for students in our gap groups remains an area for improvement because the district saw an 11% increase in novice scores in reading among students with achievement gaps from 2024-2025.

Reviewing data from the KSA 2024 and 2025 reveals the following information.

In elementary, middle and high schools, district proficient/distinguished percentages, over the two year period (2024 and 2025 KSA data), were above the state in all areas (all students, students with disabilities, and students on Free/ Reduced lunch) and in all grades except for:

4th grade Reading, students with disabilities

4th grade Science, students with disabilities

5th grade Math, students with disabilities

5th grade Social Studies, students with disabilities

Current State of Academics and Climate and Culture

4. Describe in narrative form the current academic state of the district using precise numbers and percentages as revealed by multiple sources of your most recent outcome data. Cite the source of data used. Consider the following data sources:

• Kentucky Summative Assessments
• Benchmark assessments
• Formative assessments
• Graduation rate
• Progress in achieving English language proficiency
• Student access to high quality instructional resources, advanced placement courses, dual credit courses, career and technical education courses, before/after school and summer programs, preschool, full day kindergarten

Example of Current Academic Narratives:

• Thirty-four percent (34%) of students in the achievement gap scored proficient on Kentucky Summative Assessment (KSA) in reading. Local benchmark data indicates that 32% of all students receive Tier II intervention in reading.
• Fifty-four percent (54%) of our students scored proficient in math on the KSA compared to the state average of 57%. Local formative assessments show 53% of students are on grade level in math.

2024-25 KSA Reading All Students Elementary: 54% were proficient/distinguished as compared to the state at 49%.

2024-25 KSA Math All Students Elementary: 46% were proficient/distinguished as compared to the state at 43%.

2024-25 KSA Science All Students Elementary: 39% were proficient/distinguished as compared to the state at 37%.

2024-25 KSA Social Studies All Students Elementary: 47% were proficient/distinguished as compared to the state at 38%.

2024-25 KSA Writing All Students Elementary: 49% were proficient/distinguished as compared to the state at 38%.

2024-25 KSA Reading All Students Middle: 62% were proficient/distinguished as compared to the state at 47%.

2024-25 KSA Math All Students Middle: 52% were proficient/distinguished as compared to the state at 41%.

2024-25 KSA Science All Students Middle: 40% were proficient/distinguished as compared to the state at 29%.

2024-25 KSA Social Studies All Students Middle: 56% were proficient/distinguished as compared to the state at 39%.

2024-25 KSA Writing All Students Middle: 60% were proficient/distinguished as compared to the state at 49%.

2024-25 KSA Reading All Students High: 61% were proficient/distinguished as compared to the state at 46%.

2024-25 KSA Math All Students High: 53% were proficient/distinguished as compared to the state at 40%.

2024-25 KSA Social Studies All Students High: 53% were proficient/distinguished as compared to the state at 38%.

2024-25 KSA Writing All Students High: 50% were proficient/distinguished as compared to the state at 45%.

2024-25 ACT composite was 18.9 in the district as compared to the state at 18.1.

The 4 year graduation rate for 2024-25 (95.7) is above the state rate (93.5); the 5 year graduation rate for 2024 (94.9) is above the state rate (94.2).

5. Describe in narrative form the current climate and culture conditions of the district using precise numbers and percentages as revealed by multiple sources of your most recent data. Cite the source of data used. Consider the following data sources:

• Educator and school staff retention rates
• High-quality professional learning opportunities
• Chronic absenteeism
• School climate
• Behavior
• Staff and student access to mental healthcare
• Family and community involvement

Example of Current Climate and Culture Narratives:

• Teacher attendance rate was 84% for the 2024-2025 academic year. 2023-2024 Impact survey data shows that 71% of staff feel like they belong at their school.
• Survey results and perception data indicated 74% of the district's teachers received adequate professional development.

Quality of School Climate and Safety survey data revealed:

"Adults from my school work hard to make sure students are safe" was agreed/strongly agreed upon by 97% of elementary, 93% of middle, and 91% of high school students.

"Adults from my school care about my physical safety" was agreed/strongly agreed upon by 96% of elementary, 92% of middle, and 93% of high school students.

"My teachers expect me to do my best all the time" was agreed/strongly agreed upon by 96% of elementary, 96% of middle, and 94% of high school students.

“When I need help with my school work, I can ask a teacher” was agreed/strongly agreed upon by 94% of elementary, 94% of middle, and 95% of high school students.

"There is at least one adult from my school who listens to me when I have something to say" was agreed/strongly agreed upon by 94% of elementary, 96% of middle, and 96% of high school students.

Strengths

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

Example:

• We have active partnerships with twelve community organizations and businesses.

• Eighty-three percent (83%) of certified staff have participated in high-quality professional learning through the Kentucky Reading Academies.

The percentage of students scoring proficient/distinguished in most content areas for all students were above, and in some cases, well above the state proficient/distinguished percentages. Strategies and supports for students with disabilities at all levels can be adapted and implemented to address the differences in scores in reading, math, science, social studies, and writing. Additionally, social studies scores for all students improved at all levels. 2025 KSA Social Studies proficient/distinguished scores are as follows: elementary (46% in 2024 to 47% in 2025; middle (50% in 2024 to 56% in 2025), and high (51% in 2024 to 53% in 2025).

Leverages/Assets

7. Explain how the district will utilize its strengths and leverages, including community resources and assets (i.e., colleges, community partnerships, businesses, industry, etc.) to improve areas for improvement listed above.

Examples:

• We will coordinate efforts with our community partners to meet the behavior needs of more students.

• We will utilize the knowledge gained from the Kentucky Reading Academies to develop a reading action plan to target students in our achievement gap groups.

The percentage of students scoring proficient/distinguished in most content areas for all students were above, and in some cases, well above the state proficient/ distinguished percentages. Strategies and supports for students with disabilities at all levels can be adapted and implemented to address the differences in scores in reading, math, science, social studies, and writing. Additionally, social studies scores for all students improved at all levels. 2025 KSA Social Studies proficient/ distinguished scores are as follows: elementary (46% in 2024 to 47% in 2025; middle (50% in 2024 to 56% in 2025), and high (51% in 2024 to 53% in 2025).

COMMENTS

Evaluate the Teaching and Learning Environment

• 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 Results
KCWP 5: Design, Align and Deliver Support Processes
KCWP 6: Establish Learning Environment and Culture

8a. KCWP 1: Design and Deploy Standards

Schools continually assess, review, and revise school curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

○ No

● **Yes**

COMMENTS

- Ensure curricular alignment reviews are on ongoing part of the PLC's planning process
- Ensure monitoring measures are in place to support high fidelity in teaching to the standards, by way of peer observations, formal and informal observations, classroom data/running records, and standards mastery checks.
- Utilize knowledge of best practices/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.

8b. KCWP 2: Design and Deliver Instruction

Instructional programs include consistent implementation of evidence-based instructional practices essential for academic, behavioral, and social-emotional competencies that are aligned to Kentucky Academic Standards and current research.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

○ No

● **Yes**

COMMENTS

- Use formative and summative evidence to informs what comes next for individual students and groups of students.
- Ensure that all users of assessment data use information to benefit student learning.
- Ensure that instructional modifications are made based upon the immediate feedback gained from formative assessments.
- Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.
- Plan for and implement active student engagement strategies.

8c. KCWP 3: Design and Deliver Assessment Literacy

Schools have a comprehensive, balanced assessment system that provides a variety of evidence to support educational decision making and includes four primary assessment purposes: formative, diagnostic, interim/benchmark, and summative.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

○ No

● **Yes**

COMMENTS

- Develop a progress monitoring system to monitor standards mastery for each student.
- Increase collaboration in deconstructing standards and developing congruent learning targets.
- Ensure that effective communication regarding assessments and student performance are shared with appropriate stakeholders to guide instructional planning, student grouping, etc.

8d. KCWP 4: Review, Analyze and Apply Data Results

Schools communicate and implement a sustainable system for reviewing, analyzing, and applying data results to ensure a uniform way to elicit, interpret, and act on meaningful evidence of student learning.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

○ No

● **Yes**

COMMENTS

- Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs.
- Establish communication protocols for parents/guardians regarding placement and progress in intervention support systems.
- Develop and deploy a PLC protocol with an effective cyclical progress for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, and analysis of data.
- Increase collaboration in data analysis and student progress towards standards mastery, including identification of student in need of intervention support.
- Review progress monitoring to develop academic and executive functioning goals to drive IEPs.

8e. KCWP 5: Design, Align and Deliver Support Processes

Schools establish a framework that organizes systems, data, and practices to promote positive, equitable and inclusive learning experiences for all students.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

○ No

● **Yes**

COMMENTS

- Ensure that Needs Assessment results are reflected in the systematic approach to funding expenditures that support school improvement efforts.
- Ensure academic and behavioral expectations are actively monitored and are an existing part of the school culture.
- Ensure that all users of assessment data use information to benefit student learning.
- Increase collaboration in data analysis and student progress towards standards mastery, including identification of student in need of intervention support.
- Use data to onboard the appropriate Continuum of Services module for students with disabilities
- Use KDE's IEP Guidance Document and other high quality resources to provide ongoing training and support to teachers of students with disabilities

8f. KCWP 6: Establish Learning Environment and Culture

Schools intentionally design the learning environment to be inclusive and accessible for all students within a culture where learning and continued growth is the primary focus and foundation for all actions.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

○ No

● **Yes**

COMMENTS

- Ensure that all available resources are deployed to assist students in need.
- Enable faculty to develop teacher leadership capacities and/or serve in leadership roles within the district/school.
- Ensure the effective implementation of anti-bullying policies and procedures, including how violations are addressed, how reporting and documentation should occur, and how communication measures should be conducted.
- Ensure the effective implementation and monitoring of character education practices, including a focus on social emotional learning.

Attachment Summary

Attachment Name	Description	Associated Item(s)