



2024-2025 Phase Two: ACS The Needs Assessment for Districts

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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 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 for reviewing, analyzing and applying data results as you conducted 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 were documented.

Anderson County Administrative Team meets monthly: Jason Alexander, Beth Morgan-Cook, Blake Drury, Ronnie Fields, Chris Glass, Bobby Murphy, Robin Ratliff, Sheila Mitchell, Jeanna Slusher, Jeanna Rose, Travis Harley, Todd Wooldridge. Meetings are documented on calendar. Agendas are distributed. Meetings are documented through Google Team Drive with resources uploaded for all to use with stakeholders. Anderson County Leadership Team meets twice each month: Blake Drury, Allison Williams, Beth Morgan-Cook, Ronnie Fields, Bobby Murphy, Sheila Mitchell, Josh White, and Travis Harley. Meetings are documented on calendar. Strategic Planning ("G2P") Committees at each school meet monthly to review plans, implementation, monitoring and evaluation: ACHS G2P Committee: Randy Maynard, Chris Glass, Kayla Smith, Lucas Shouse, Blake Drury, Beth Morgan-Cook, Ronnie Fields, Bobby Murphy, Sheila Mitchell, and Travis Harley; ACMS G2P Committee: Jeanna Rose, Alicia Finnel, Brad Hoskins, Jonathan Wilkins, Blake Drury, Beth Morgan-Cook, Ronnie Fields, Bobby Murphy, Sheila Mitchell, and Travis Harley; Emma B. Ward G2P Committee: Jeanna Slusher, Ashley Holloman, Blake Drury, Beth

Morgan-Cook, Ronnie Fields, Bobby Murphy, Sheila Mitchell, and Travis Harley; Robert B. Turner G2P Committee: Jason Alexander, TJ Spivey, Blake Drury, Beth Morgan-Cook, Ronnie Fields, Bobby Murphy, Sheila Mitchell, and Travis Harley; Sparrow Early Childhood Center G2P Committee: Robin Ratliff, Chanda Marcum, Blake Drury, Beth Morgan-Cook, Ronnie Fields, Bobby Murphy, Sheila Mitchell, and Travis Harley; Saffell Street G2P Committee: Todd Wooldridge, Krista Sawyer, Blake Drury, Beth Morgan-Cook, Ronnie Fields, Bobby Murphy, Sheila Mitchell, and Travis Harley. Meetings are documented on calendar. Supporting documents and artifacts are shared at each meeting. Frequent follow-up emails from Superintendent are shared with each committee. The ACS Leadership Team conducts Administrative Walkthroughs in the fall and spring of the school year. Principals identify an area of focus for directors and the superintendent to gather data on within schools and across classrooms. The area of focus is based on one or more of the items found on the ACS Walkthrough Instrument that was collaboratively generated. The data is collected, disseminated, and used to strategize next steps toward achieving school goals. The walkthrough instrument is used regularly by building administration and teacher leaders to identify, monitor, and improve priority areas of practice.

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?

Each of the goals in our previous CDIP were helpful in establishing our benchmarks, monitoring student growth and progress, devising strategies/activities, and allocating sufficient resources. The goals helped keep our district focused on moving our district and schools forward toward achieving higher levels of proficiency, growth, gap reduction, readiness, and graduation rate. Our district typically scores above the state average in most (if not all) of the tested areas and we consider that to be a success (accountability data from the 2023-2024 school year reflects this trend). Based on Spring 2024 state summative assessment performance, our district is currently ranked top 19% in the state (of all KY public school districts) by averaging/combining overall scores by level. Though we make notable progress each year, we understand we still have much work to do as will be detailed in this year's CDIP. We still need to continue efforts to increase proficiency, focus on achievement gap closure, improve QSCS Survey outcomes, and strengthen post-secondary readiness. Last year's plan, along with our summative assessment and accountability outcomes provide information that enable us to refine and "dial in" even more targeted supports as we work toward our goals.

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 2022-2023 to 288 in 2023-2024.
- From 2022 to 2024, the district saw an 11% increase in novice scores in reading among students with achievement gaps.

Improving student and staff attendance remains a priority for our district.

Recruiting and retaining highly qualified full-time and substitute staff members has been a challenge in the past several school years. Reducing numbers of disciplinary referrals, suspensions, etc. remains a priority for our district. We understand the significance of the residual social-emotional impacts that the global pandemic continues to have on our students and staff and have been working to mitigate the negative effects thereof by increasing our systemic capacity for social-emotional awareness, trauma-informed care, etc. The attached presentations detail assessment and accountability updates from our most recent year(s). Our ACHS 4-year adjusted cohort graduation rate had declined from 97.5% in 2019 to 91.7% in 2021. It increased to 93.0% in 2024. Our standards tracking and triangulation instrument, which acts as our data dashboard, has been able to allow us to predict student performance reasonably well on the KSA. Predictability continues to be enhanced as we refine, improve, and align our instructional and assessment practices for congruence to the state standards.

ATTACHMENTS

Attachment Name

-  [2023-2024 Assessment and Accountability Update for Anderson County Schools](#)
-  [Glow and Grow as of 10-2-2024](#)
-  [KSA Data Student Cohort Tracking - Spring 2024](#)
-  [KSA Grade Level Comparison Data 2024](#)

Current State

4. Describe in narrative form 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 of students in the achievement gap scored proficient on Kentucky Summative Assessment (KSA) in reading. Local benchmark data indicates that thirty-two percent of all students receive Tier II intervention in reading.
- Fifty-four percent 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.

Example of Non-Academic Current State:


- Teacher attendance rate was 84% for the 2023-2024 academic year. 2023-2024 Impact survey data shows that 71% of staff feel like they belong at our school.

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


Students scoring proficient or above in reading by level: Elem= 50%, Middle=47%, High=52%; Students scoring proficient or above in math by level: Elem=51%, Middle=43%, High=42%. The attached presentations detail assessment and accountability updates from our most recent year(s) . Our NWEA Spring MAP Growth assessment outcomes continue to provide insight regarding mastery of student skills and serve as a relatively accurate predictor of student performance on the KSA. Teacher and staff attendance, as well as availability of substitutes, have been substantially impacted for several years (in part due to residual effects of the COVID-19 pandemic). We typically average numbers of unfilled positions across our district in the single digits. This past year, we experienced some school days where we have had up to double-digit unfilled positions across our district. That amount of unfilled positions creates a very difficult dynamic for our staff to contend with as we strive to uphold high expectations for teaching and learning.

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Priorities/Concerns

5. Clearly and concisely describe the two or three greatest areas of weakness using precise numbers and percentages.


NOTE: You must thoroughly address these priorities in the Comprehensive District Improvement Plan (CDIP) diagnostic and template.

Example: Students in our gap groups are scoring significantly below all students. Sixty-eight percent 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.

The attached presentations detail assessment and accountability updates from our most recent year(s). Several numbers and percentages are included in the presentation which spotlight our opportunities for growth/improvement. Our focus areas for continuous improvement can be found as summarized on slide #21 of the first attachment.

ATTACHMENTS

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 [KSA Grade Level Comparison Data 2024](#)

Strengths/Leverages

6. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the district. Explain how the district will utilize the strengths and leverages 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.

The attached presentations detail assessment and accountability updates from our most recent year(s). Several numbers and percentages are included in the presentation which spotlight our strengths. Our bright spots of the school year can be found as summarized on slide #2.

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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 Results

KCWP 5: Design, Align and Deliver Support Processes

KCWP 6: Establish Learning Environment and Culture

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 directly below.**

ATTACHMENTS

Attachment Name



ACS Key Elements Document

8. After analyzing the Key Elements of your teaching and learning environment, on which two or three processes, practices or conditions will the district focus its resources and efforts to produce the desired changes?

Note that all processes, practices and conditions can be linked to the six Key Core Work Processes.






NOTE: The Comprehensive District Improvement Plan (CDIP) diagnostic and template must thoroughly address these elements.

Design and Deliver Instruction - focusing on high quality instructional design and delivery to engage students in rigorous and relevant learning opportunities.

Teachers, instructional coaches and principals will partner to ensure quality lessons are designed and delivered to elicit high levels of student learning. That is, content is aligned and congruent to the Kentucky Academic Standards (KAS), supports the acquisition of learning targets/objectives, is conducive to valid and reliable forms of assessment, and is paced appropriately. 4. Review, Analyze and Apply Data Results -

The use of effective data teams continues to be a priority district initiative for 2024-2025. Administrators and teachers collect, chart, and analyze data, however progress continues to be made as we prioritize/narrow our data sources and respond to data outcomes in timely and effective ways. 5. Design, Align and Deliver Support - Instructional coaches, mental health professionals, principals, and administrators work together to streamline a system of supports encouraging and building capacity for best practices to be implemented within and across schools. 6. Establishing Learning Culture and Environment - Our district continues to pursue high expectations for learning and to foster a strong commitment to optimizing student and staff attendance. Concerted efforts are underway to strengthen our commitment to excellence for all.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 2023-2024 Assessment and Accountability Update for Anderson County Schools	2023-2024 Assessment and Accountability Update for Anderson County Schools	<ul style="list-style-type: none"> • 3 • 4 • 5 • 6
 ACS Key Elements Document	ACS Key Elements Document	<ul style="list-style-type: none"> • 7
 Glows and Grows as of 10-2-2024	Glows and Grows as of 10-2-2024	<ul style="list-style-type: none"> • 3 • 4 • 5 • 6
 KSA Data Student Cohort Tracking - Spring 2024	KSA Data Student Cohort Tracking - Spring 2024	<ul style="list-style-type: none"> • 3 • 4 • 5 • 6
 KSA Grade Level Comparison Data 2024	KSA Grade Level Comparison Data 2024	<ul style="list-style-type: none"> • 3 • 4 • 5 • 6