Continuous Improvement Planning Cycle

Phase 2:

Needs Assessment

Step 1: Protocol

List the name and position of each member of the planning team involved in the Phase 2 – Needs Assessment. Additional members beyond 10 can be added to this sheet, as needed. Remember, it is important that your Core Team remain constant through this process, but it is understandable that additions to the team may be needed as you move through the phases of the cycle of continuous improvement.

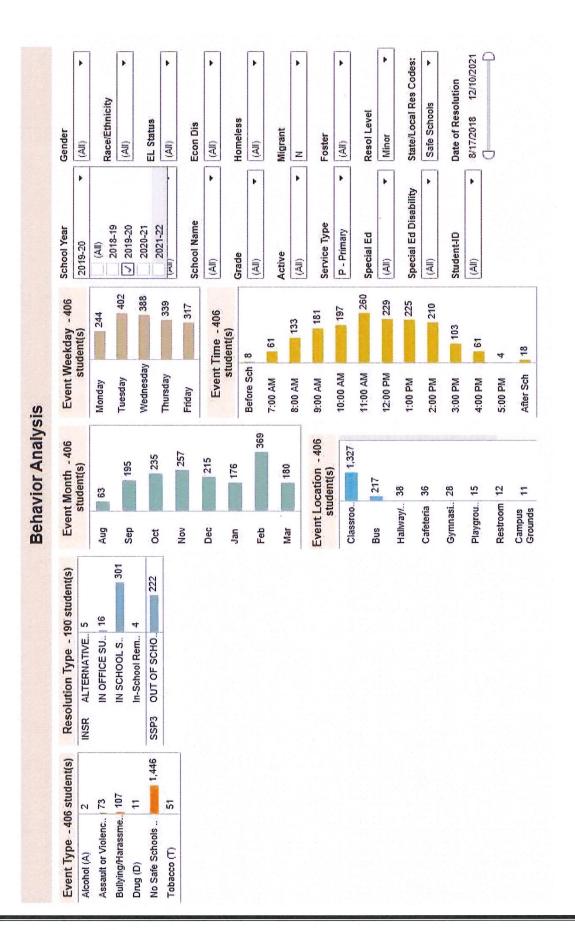
Team Member Name	Shareholder Position
Tony Jury	Director of C,I,A
Angela Lewis	High School, Principal
Holli Hunt	Middle School, Interim Principal
Amanda New	Upper Elementary, Principal
Megan Morris	Lower Elementary, Principal
Larry Hammond	Superintendent
JoAnn McCaughan	DoSE
Jeremey Booher	ОРР
Andrew Calland	HS Instructional Coach
Tonia Smith	LE Instructional Coach
Mandy Young	MS Instructional Coach
Brandie Venegas	ESL Coordinator
Debbie Harsin	GT Coordinator

		×						V -	
Location Site	MS Library	MS Library	MS Library	MS Library	MS Library	MS Library	MS Library	Central Office	Central Office
Meeting Duration	2 hours	2 hours	2 hours	2 hours	2 hours	2 hours	2 hours	2 hours	2 hours
Team Members Present	See Agenda	10/30/20 See Agenda	11/19/20 See Agenda	See Agenda	10/21/21 See Agenda				
Date	9/16/20	10/30/20	11/19/20	2/26/21	3/24/21	4/21/21	5/19/21	9/21/21	10/21/21

Sources of data include: IC Early Warning Tool, Data Visualization Tool, Chronic Absenteeism Report, iReady Reading and Math Diagnostics, CASE 21 Benchmark Assessments, Kentucky Summative Assessment Data

show large numbers students that are more than one grade level behind or not proficient. Behavioral priorities include behaviors that The teams looked for data trends and for data spikes to determine the greatest needs. Academic priorities were placed on areas that are barriers to student achievement such as suspension and absenteeism.

Nonacademic Data Review



Discipline Resolutions

TABLE

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Group All Students	· ·	0	. 118		83	0	0	Car o	. 0	165
Total Events	0	0	192	0	188	0	0	0	0	380
Female	0.	0	95	0	25	O	0	0	0.1	108
Male	0	0	136	0	136	0	0	0	0	272
African American		0	14	0	10	0	0	0	0	24
Alaska Native		•	•	•				emonomorphismonomorphi		**************************************
Astan	•		•					· ·		**************************************
Hispanic	0	0	8	0	29	0	0	0	0	04
Native Hawailan Or Pacific Islander	•			*	***		A A A A A A A A A A A A A A A A A A A		· ·	Aprilia (principa na capanana para pagana) de mara
Two Or More Races	0	0	9	0	•	0	o	0	o	60
White (Non-Hispanic)	0	0	152	0	156	0	0	0	•	308

KY ADM ADA District Summary Report	ADA: Trumey: Data Ranga: 08/23/2019 - 05/20/2020 Transportation: NT, T1, T2, T3, T4, T5	.All Cendes	Schools: 4
19-20	Gallatin County	75 Boundwall, Warraw, RY 41095	Generate on 09/25/2020 10/18/01 AM Page 1 of 1

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School	TTA	ATT ADA	ADM	80	ш	P	E U E UAFDIR EHO BT ATA	18	SON.	EHO	18	ALA	EDN	NG.	60	EPN S O	ADA
# 020 GALLATIN COUNTY HIGH SCHOOL	48,429,00	400.30	452.03 93.9	6% 1,	620	288	316.00	437.50	5.1	91.30	0.00	0.00	991.00	316.00 437.50 5.11 91.30 0.00 0.00 991.00 1,137.50	233.00	233.00 1,262.45	30.996
# 010 GALLATIN COUNTY LOWER BI EMENTARY	00'686'97	388.02	443.94 93.30%		269	686	253.00 1	.187.50	000	55.00	88	0.00	253.00 1,167.50 0.00 55.00 0.00 0.00 1,047.00	882.50	0.00	0.00 137.00	302.30
# DDS GALLATIN COUNTY MIDDLE SCHOOL	41,985.50	346.96	367.05 94.71% 713 226	38	2	226	228.50 443.00 0.00 45.25 0.00	43.00	0.00	45.25	0.00	0.65	661.50	785.50	226.00	226.00 238.81	345.96
# 006 GALLATIN COUNTY UPPER ELEMENTARY	37,337.00	308.62	324.20 95.20%		257	266	167.50 486.50 1.00 45.00 0.00 (486.50	1.00	45.00	80	000	689.00	536.00	3.00	98.6	308.52
Total	174,700.50	1,443.90	174,700.501,443.90 1,587,22 94.22% 2,946 1,369	2% 2	1, 946	998	965.00 2	554.50	6.11	3992	0.00	0.65	3,388.50	965.00 2,554.50 6,11236.55 0.00 0.65 3,388.50 3,341.50 452.00 1,544.12	462.00	1,644.12	1,355.93

District Attendance Summary Group by Transportation Code

					Tarrdy						Menda	diendance State Cox	B Code				
T-Code	ATT	ADA	ADM	器	E		ш	0.0	FOR	딾	BI	ATA	EDN	NdE	67	-OF	midling ADA
NT: Not Transported	51,655,00	426.94	488.98 94.3	2% 1	581	33	1.50	608.00	6.11	76.06	00.0	0.65	1,161,00	1,014,50	67,00	1,183,40	404.93
TI: TAKE DAINAME	102,967,00	851.02	918.90 94.1	2% 1,	145 145 145 145 145 145 145 145 145 145	87 包	2.00 1	671.50	000	134.48	000	0.00	1,849.50	1,976.50	333,50	408.03	1511日
T2: TMOs DallyAMile	8,613,50	71.18	75.67 95.3	939	5	m 33	5.50	108.50	0.00	8.00	000	0.00	135.00	137.50	3.00	7.61	四四
T3: Once Daily-Wile	8,229.50	68.02	73.87 94.2	366	88	43 4	9.50	110.00	0.00	18.00	000	0.00	133.50	154.50	51.00	40.61	61.06
T4: Once Datiy-Mile	1,731.50	14.30	15.93 95.87%	器	81	1	4.50	88	0.00	0.00	000	80	15.00	23.00	125	303	1237
TS: Special Transported	1,504.00	1244	13.87 89.6	33%	48	26 1	2.00	32.00	0.00	0.00	000	0.00	94,50	38.50	000	7	12,44
Total	174,700.50 1,443.90	1,443.90	1,587.22,94.22	2% 2,	1,3	96 69	965.00 2	554.50	6.11	236.55	000	0.66	3,388.50	3,341,50	462,00	1,644.12	08'988'1

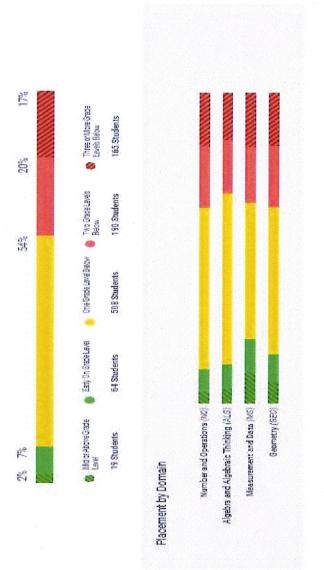
Diagnostic Results

🔷 i-Ready

School All Schools
Subject Math
Academic Year 2021 - 2022
Diagnostic Window 1
Prior Diagnostic None

Overall Placement

Students Assessed/Total: 946/986



Diagnostic Results

i-Ready

School Subject Academic Year Diagnostic Prior Diagnostic

All Schools Math 2021 - 2022 Window 1 None

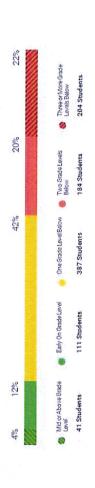
Diagnostic Results

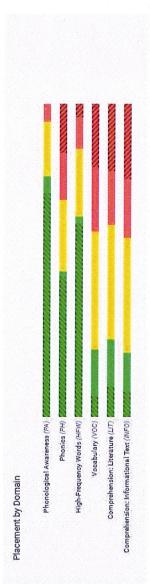
💝 i-Ready

School Subject Academic Year Diagnostic Prior Diagnostic

All Schools Reading 2021 - 2022 Window 1 None

Overall Placement Students Assessed/Totat 927/969





Switch Table View Show Results By	Placement Summary School	Shawing 3 of 3	School Overall Grade Lavel Placement	GALLATIN CO ELEMENTARY SCHOOL	GALLATIN CO UPPER ELEM SCHOOL	Gallatin County Middle
			sment:			
			•	2%	2%	7%
			•	<u></u>	18%	11%
			•	%69	31%	22%
			•	22%	26%	11%
			0	%0	20%	49%
			Students Assessed/Total	327/333	315/328	285/308

Gallatin CASE 21 Spring Math Benchmark Data

icy							
Projected Percent Proficiency	32.3	888	P F6	30.8	24.2	31.3	начинали привидения видения в при
Grade	×	5	2	.62	4	w	

Gallatin CASE 21 Spring Reading Benchmark Data

		- Transplanta					
Projected Percent Proficiency	36.2	41.6	34.6	33.8	34.3	46.9	
Grade	¥		2	60	4	ம	

Gallatin CASE 21 Spring Benchmark Data

Projected Percent Proficiency Social Studies		55.6
Projected Percent Proficiency Science	24.2	
Grade	7	2



Kindergarten Readiness Summary by Student Group at Gallatin County Lower Elementary School

EnroBment Num Test 102 Suppressed Suppress Suppressed Suppress	ber Participation ed Rate	200	% Ready	% Ready	d
102 Suppressed Suppress Suppressed Suppress Suppressed Suppress		Interventions	Ð	with Enrichments (2)	Kindergarten Ready (1+2)
Suppressed Suppressed Suppressed	102 100%	63.7%	31.4%	4.9%	36.3%
Suppressed	per Suppressed	Suppressed	Suppressed	Suppressed	Suppressed
Suppressed	od Suppressed	Suppressed	Suppressed	Suppressed	Suppressed
	pessedding per	Suppressed	реженийств	Suppressed	pesseuding
Descending Descending	pesseidding per	Suppressed	Suppressed	Suppressed	Suppressed
English Learners plus Suprezed Suprezed Monitored	od Suppressed	Suppressed	Suppressed	Suppressed	Suppressed
Free/Reduced-Price Meal 74	74 100%	67.6%	25.7%	6.8%	32.4%
Disability-With IEP (Total)	20 100%	85.0%	15.0%	%0.0	15.0%

Kentucky Department of

Core Assessment Domains Summary by Student Group at Gallatin County Lower Elementary School

student Group	Acad	Academic/Cognitive	nitive	Langu	Language Development	pment	Physi	Physical Development	oment
	Below	Below Average Average	Above	Below Average	Average	Above	Below	Average	Above
All Students	77,5%	19.6%	2.9%	38.2%		27.5%		30,4%	%0'0
African American	Suppressed		Suppressed Suppressed	Suppressed	Suppressed	Suppressed	Suppressed	Suppressed	Suppressed
American Indian or Alaska Native	Suppressed		possaudding passaudding	Suppressed	Suppressed	peasauddns	Suppressed	Suppressed	Suppressed
Hispanic or Latino	Suppressed		Suppressed Suppressed	Suppressed	Suppressed	Suppressed	Suppressed	Suppressed	Suppressed
White	Suppressed	Suppressed	Suppressed	Suppressed	Possaidding	Suppressed	Suppressed	Suppressed	Suppressed
English Learners plus Monitored	Suppressed	Suppressed	Suppressed Suppressed	Suppressed	Suppressed	Suppressed	Supprezed	Suppressed	gabbassed
ree/Reduced-Price	77.0%	18.9%	4.1%	40.5%	29.7%	29.7%	73.0%	27.0%	0.0%
Disability-With IEP (Total)	90:08	10.0%	9,000	85.0%	15.0%	0.0%	90.0%	10.0%	0.0%

Kentucky Department of

Self-Help/Social Emotional Scales Summary by Student Group at Gallatin County Lower Elementary School

Student Group		Self-Help		S	Social Emotional	Te le
	Below Average	Average	Above Average	Average Above Average Below Average Average Above Average	Average	Above Average
All Students	49.5%	44.6%	5.9%	29.7%	52.5%	17.8%
African American	Suppressed	Suppressed	Suppressed	Suppressed	Suppressed	Suppressed
American Indian or Alaska Native	Suppressed	Suppressed	Suppressed	Suppressed	pesseuding	Suppressed
Hispanic or Latino	Suppressed	Suppressed	Suppressed	Suppressed	Suppressed	Suppressed
White	Suppressed	Suppressed	pesseidding	Suppressed	Suppressed	Suppressed
English Learners plus Monitored	Suppressed	Suppressed	Suppressed	posseudding	Suppressed	Suppressed
Free/Reduced-Price Meal	45.2%	49.3%	5.5%	32.9%	47.9%	19.2%
Disability-With IEP (Total)	73.7%	26.3%	0.0%	52.6%	47.4%	%0.0

Kentucky Department of

at Gallatin County Upper Elementary NAPD Percentages by Content Area

Content Area	Novice %	Apprentice %	Proficient %	Distinguished %	P/D%
Reading	43.2	24.3	22.1	10.4	32.5
Mathematics	39.1	42.6	13.9	4.4	18.3
Science 2	23.3	55.8	20.0	0.8	20.8
Writing	10.2	35.7	51.0	3.1	54.1

NAPD Percentages by Content Area at Gallatin County Middle School

Content Area	Novice %	Apprentice %	Proficient%	Distinguished %	P/D%
Reading	45.5	24.2	23.9	6.4	30.3
Mathematics 37	37.4	41.1	16.2	5.4	21.5
Science	42.3	49.0	7.7	10	8.7
Writing	20.0	25.3	40.0	14.7	54.7

Kentucky Department of

ACT Average Content Area Score by Student

Group at Gallatin County High School

NAPD Percentages by Content Area at Gallatin County High School

Kentucky Department of

Content Area	Novice %	Apprentice %	Proficient%	Distinguished %	P/0%
Reading	42.3	27.0	21.6	0.6	30.6
Mathematics	34.2	43.2	21.6	0.0	22.5
Science	Suppressed	Suppressed Suppressed	Suppressed	Suppressed	Suppressed
Writing	5.8	34.0	41.7	18.4	60.2

Demographic Group		Aver	Average Score	
	English	Reading	Mathematics	Science
All Students 16	16.9	17.5	17.9	18
African American	Suppressed	Suppressed	Suppressed	Suppressed
American Indian or Alaska Native	Suppressed	Suppressed	Suppressed	Suppressed
Hispanic or Latino	Suppressed	Suppressed	Suppressed	Suppressed
white	Suppressed	Suppressed	Suppressed	Suppressed
English Learners plus Monitored	Suppressed	Suppressed	Suppressed	Suppressed
Free/Reduced-Price Meal 16	16.3	17.0	17.1	17
Disability-With IEP (Total)	Suppressed	Suppressed	Suppressed	Suppressed

Kentucky Department of

Kentucky Department of

Compiled by Kelli Prater, Continuous Improvement Coach - Revised 10/02/18 District and School Workbook for CSIP/CDIP Phase 2 Review

Step 3: Determining Priorities and Concerns

Using the findings from your quantitative academic and non-academic data review, use the data questions listed below to explain your current "as is" and next steps to increase proficiency and address gap closure.

District Data Disaggregation Tool:

<u>Using Data Questions to Define the As-Is- State of Student Achievement in Your School/District</u>

1. What does the data tell us?

- The majority of our students enter K behind and they never catch up.
- In Math, the number of students that are one or more grade levels behind increases as they progress. In-other-words, students are not growing or improving their abilities year after year.
- KSA, iReady and CASE assessments results are consistent.
- According to Spring iReady Math Diagnostics Gallatin County Schools only has 83 of 946 students that tested that are on or above grade level. 508 students are one grade level below.
- According to Spring iReady diagnostics, 165 students are three or more grade levels behind in Math and 204 in Reading.
- CASE assessments K-5 projected proficiency levels were not that far off actual KSA results.
- Writing data shows this is a strength in each building.

2. What does the data not tell us?

- If there is vertical curriculum alignment.
- If there are instructional protocols in place that ensure quality instruction in every classroom.
- If classroom formative assessments align with the rigor and DOK of standards.
- If classroom tasks are aligned with standards.
- If pacing guides are consistent from K-12 and if priority standards are identified and focused on in multiple units of instruction.
- If learning targets are being used and if they match the standard vocabulary and rigor.
- Social/Emotional barriers that students are facing each day.
- Percentage of teacher turnover in the district.
- Image of schools from within and in the community.
- How remote learning will affect student achievement.

3. What are the causes for concern?

- Majority of students are not scoring proficient in Reading or Math.
- This has been the trend over the last several years.
- IEP students show the greatest gap.
- English learners have significant gaps as well.
- Lack of district processes and procedures to monitor and support curriculum, instruction and assessment.
- Culture of schools inside and out.
- In consistency of in-person instruction.
- If the majority of students are at least one or more grade levels behind and are not proficient, then district wide Tier 1 instruction needs to be addressed.

4. What are our projected next steps to increase proficiency and close gaps in achievement?

- The district will begin the process of implementing accelerated learning.
 - Develop K-12 pacing guides utilizing district template.
 - o Analyze pacing guides focusing on vertical curriculum alignment.
 - Identify "Priority Standards" and determine if these standards are being visited frequently throughout the school year.
 - Adjust curriculum to meet the needs of students with "just-in-time" instruction needed to perform grade level tasks.
 - o Focus on writing quality learning targets that aligns with standards.
 - o Develop success criteria for each standard.
 - Task/formative assessment alignment with standards.
 - o Develop a district wide instructional protocol.
 - Systematically visit classrooms throughout the district to monitor, provide feedback and most importantly identify needed support.



Kentucky's Accountability System at a Glance

Kentucky's accountability system has students at its center—ensuring they are well-rounded, postsecondary ready and prepared with knowledge, skills and essential dispositions to successfully pursue the pathway of their choice after graduating from high school. The system has several key goals:

- Promote higher levels of student learning and achievement.
- Reduce achievement gaps and ensure equity.
- Build a culture of high expectations and continuous improvement.
- Communicate a clear and honest understanding of strengths and areas for improvement in schools and districts.

The system uses <u>multiple</u> academic and school quality measures, not a single test or indicator. Reporting of each indicator will be determined by setting standards for very high to very low performance on system indicators. Scores from each indicator are combined to create an Overall Accountability Score. Measures and weights in the charts below contribute to a school's/district's overall accountability score and color rating. Additional information is reported to provide a more complete picture of education in Kentucky. Results are reported in an online Report Card including disaggregation of individual student group data and include reported-only measures. Individual student reports are issued to parents/guardians.

Senate Bill 158 and Kentucky's Accountability System

SB 158 (2020) amended KRS 158.6455, Section 1 to create an accountability system that will include an annual meaningful differentiation of all public schools in the state using multiple measures that describe the overall performance of each district, school and student demographic group.

- Performance will be based on a combination of academic and school quality indicators and measures known as "state indicators."
- Those indicators will <u>exclusively</u> include student assessment results, progress toward achieving English Language Proficiency (ELP) by English learners, quality of school climate and safety, high school graduation rates and postsecondary readiness.
- Beginning with data from the 2020-2021 and 2021-2022 school years [delayed to 2021-2022 and 2022-2023], the accountability system overall performance for each district, school, and student demographic group determined by the state indicators will equally combine current year performance, called "status," and improvement from prior to current year, called "change." Note: considerations for very high-performing schools will take place during standard setting.
- For all students as a group and separately for individual demographic groups, "status" will be determined beginning with the data from the 2021-2022 academic year, by using the current year performance. "Change" will be determined beginning with the data from the 2022-2023 academic year, by using the difference in performance of each indicator from the prior year to the current year. Note: "status" for the EL indicator will include student progress.
- For each state indicator, there will be five status levels ranging from very high to very low and five change levels ranging from increased significantly to declined significantly.
- The percentile cut scores for status and change levels will be based on a distribution and will be approved by the Kentucky Department of Education (KDE) and the Local Superintendents Advisory Council (LSAC). The cut scores will remain in place for at least six years unless existing cut scores no longer support meaningful differentiation of schools as required by the Every Student Succeeds Act (ESSA).
- Beginning in the fall of 2022, KDE will develop an online "dashboard" of system results with color-coded performance levels. Results are reported for each state indicator and overall performance on status (2022), and status and change (2023) by district and school for all students as a group and separately for individual demographic groups. Overall performance will aggregate all available data for the state indicators.

KDE:OAA: Oct. 25, 2021

State Indicators in the Accountability System

State Indicators

State Assessment Results in Reading and Mathematics

Reaching the desired level of knowledge and skills as measured on state required academic assessments in reading and mathematics. Student performance is aggregated to school, district and state levels.

State Assessment Results in Science, Social Studies and Writing

Reaching the desired level of knowledge and skills as measured on state required academic assessments in science, social studies and writing. Student performance is aggregated to school, district and state levels.

English Learner Progress

Improvement on the English Language Proficiency Exam by English Learners.

English learners' progress is included in the calculation using an English learner growth table.

Postsecondary Readiness

Attainment of the necessary knowledge, skills and dispositions to successfully transition to the next level of his or her education career. To demonstrate postsecondary readiness, high school students must earn a high school diploma or be classified as a grade 12 nongraduate AND meet one type of readiness (Academic or Career).

Quality of School Climate and Safety

Measures of the school environment.

Perception data from surveys that measure insight to the school environment.

Graduation Rate

Percentage of students earning a high school diploma compared to the cohort of students starting in grade 9.

Kentucky uses a 4-year adjusted cohort rate and an extended 5-year adjusted cohort in accountability, which recognizes the persistence of students and educators in completing the requirements for a Kentucky high school diploma.

4-vear and 5-vear rates averaged for accountability reporting.

Schools with a 4-year graduation rate of less than 80 percent are identified for Comprehensive Support and Improvement (CSI).

NOTE: The accountability system performance for each district, school, and student demographic group determined by the state indicators will be based on a combination of annual performance called "status" and difference between prior year and current year, called "change."

Minimum N-Count

For accountability, a minimum of thirty (30) students per level (elementary, middle, and high) will be required in each student demographic group to be included in school calculations. Public reporting will follow U.S. Department of Education (USED) and Family Education Rights and Privacy Act (FERPA) guidelines.

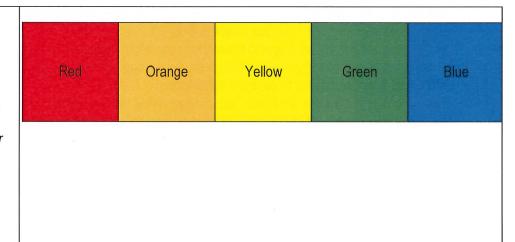
Accountability System Considering All Indicators

Performance levels will be based on a percentile distribution. Through a standard-setting process, the cut scores required for each of the five levels of performance will be established. The aggregation of all data will determine a school's overall performance rating (color).

Overall School Color Rating

Based on the strength of performance on indicators as combined in the overall accountability score.

The Overall Performance Rating for elementary, middle and high schools will be reported using a color rating system to communicate performance of schools. Color ratings will include five performance levels (red, orange, yellow, green, blue), with red being the lowest rating and blue being the highest rating.



KDE:OAA: Oct. 25, 2021 2