

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	DPP
Andrew Calland	HS Instructional Coach
Tonia Smith	LE Instructional Coach
Mandy Young	MS Instructional Coach
Brandie Venegas	ESL Coordinator
Debbie Harsin	GT Coordinator

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

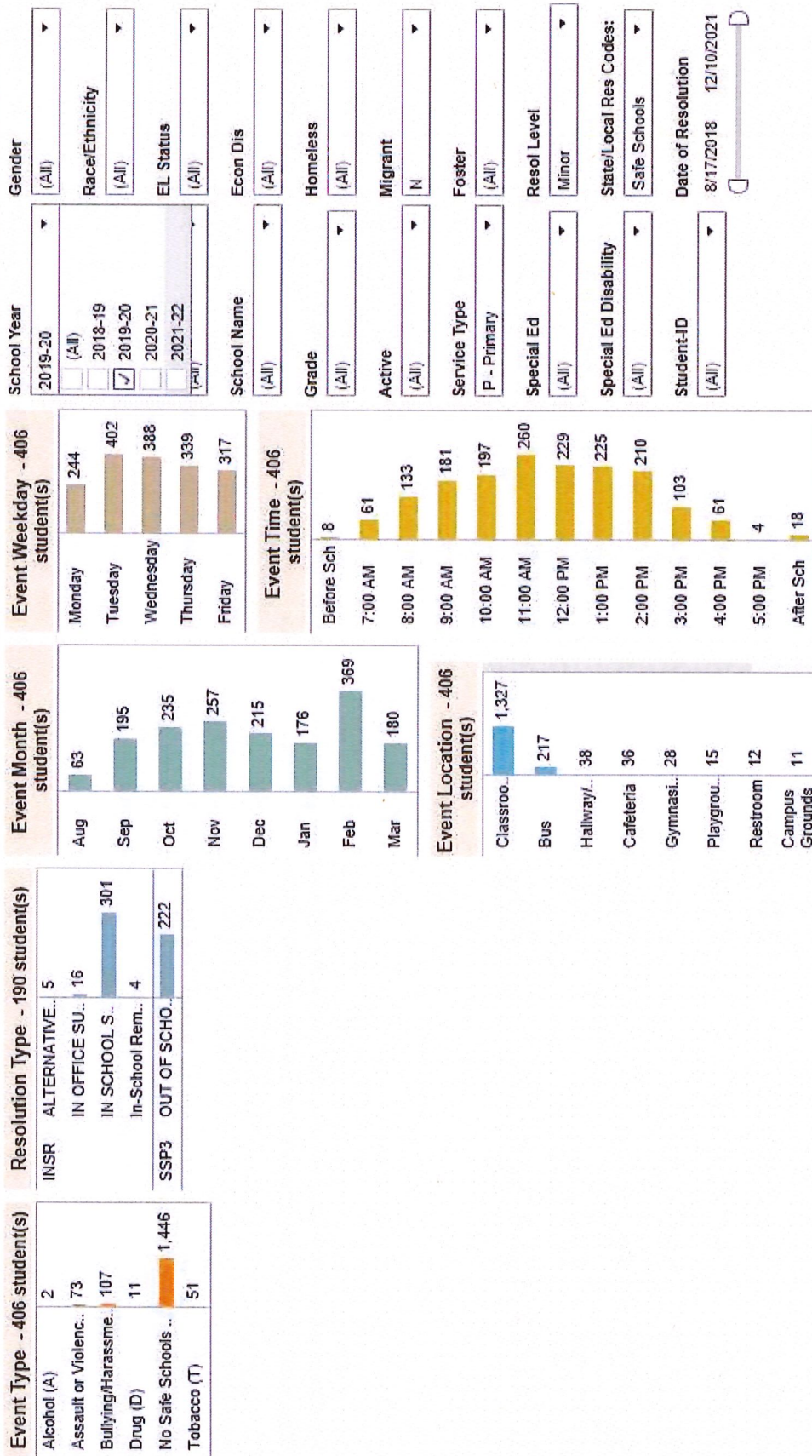
Sources of data include: IC Early Warning Tool, Data Visualization Tool, Chronic Absenteeism Report, iReady Reading and Math Diagnostics, CASE 21 Benchmark Assessments, Kentucky Summative Assessment Data

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

Step 2: Identifying the Current State

Nonacademic Data Review

Behavior Analysis



Discipline Resolutions

TABLE

Group	Expelled, Receiving Services (SSP)	Expelled, Not Receiving Services (SSP)	Out-Of-School Supervisions (SSP)	Corporal Punishment (SSP)	In-School Removal (INSR)	Restraint (SSP)	Seclusion (SSP)	Unilateral Removal By School Personnel (AES)	Removal By Hearing Officer (AES)	Total
All Students	0	0	118	0	87	0	0	0	0	165
Total Events	0	0	192	0	188	0	0	0	0	380
Female	0	0	56	0	52	0	0	0	0	108
Male	0	0	136	0	136	0	0	0	0	272
African American	0	0	14	0	10	0	0	0	0	24
Alaska Native	•	•	•	•	•	•	•	•	•	•
Asian	•	•	•	•	•	•	•	•	•	•
Hispanic	0	0	20	0	20	0	0	0	0	40
Native Hawaiian Or Pacific Islander	•	•	•	•	•	•	•	•	•	•
Two Or More Races	0	0	6	0	•	0	0	0	0	8
White (Non-Hispanic)	0	0	152	0	156	0	0	0	0	308

19-20

Gallatin County

75 Boardwalk, Warm Springs, KY 40385

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KY ADM ADA District Summary Report

ADA: Truancy Date Range: 08/21/2019 - 05/20/2020 Transportation: NT, T1, T2, T3, T4, T5

All Grades

Schools: 4

District Attendance Summary Group by School

School	ATT	ADA	ADM	%	Tardy		E	Attendance State Code						Funding ADA			
					E	U		U	AFDR	ERO	BT	ATA	EDN		EPN	\$	O
# 020 GALLATIN COUNTY HIGH SCHOOL	48,429.00	400.30	452.03	93.96%	1,079	288	376.00	437.50	5.11	91.30	0.00	0.00	991.00	1,137.50	233.00	1,262.45	399,035
# 010 GALLATIN COUNTY LOWER ELEMENTARY	46,949.00	388.02	443.94	93.30%	597	589	253.00	1,187.50	0.00	55.00	0.00	0.00	1,047.00	882.50	0.00	137.00	302,300
# 005 GALLATIN COUNTY MIDDLE SCHOOL	41,965.50	346.96	367.05	94.71%	713	226	228.50	443.00	0.00	45.25	0.00	0.65	661.50	785.50	226.00	238.81	345,960
# 006 GALLATIN COUNTY UPPER ELEMENTARY	37,337.00	305.62	324.20	95.20%	557	266	167.50	436.50	1.00	45.00	0.00	0.00	689.00	536.00	3.00	5.86	303,520
Total	174,700.50	1,443.90	1,587.22	94.22%	2,946	1,369	965.00	2,554.50	6.11	236.55	0.00	0.65	3,388.50	3,341.50	462.00	1,644.12	1,356,330

District Attendance Summary Group by Transportation Code

T-Code	ATT	ADA	ADM	%	Tardy		Attendance State Code										Funding ADA
					E	U	E	U	AFDR	ERO	BT	ATA	EDN	EPN	\$	O	
NT: Not Transported	51,655.00	426.94	498.98	94.32%	1,085	341	261.50	608.00	6.11	76.06	0.00	0.65	1,161.00	1,014.50	67.00	1,183.40	404.93
T1: Twice Daily-Mile	102,967.00	851.02	918.90	94.12%	1,545	887	602.00	1,671.50	0.00	134.49	0.00	0.00	1,849.50	1,976.50	333.50	408.03	801.54
T2: Twice Daily-Mile	8,613.50	71.18	75.67	95.36%	101	55	35.50	108.50	0.00	8.00	0.00	0.00	135.00	137.50	3.00	7.61	64.59
T3: Once Daily-Mile	8,229.50	68.02	73.87	94.29%	138	43	49.50	110.00	0.00	18.00	0.00	0.00	133.50	154.50	51.00	40.61	61.06
T4: Once Daily-Mile	1,731.50	14.30	15.93	95.87%	29	17	4.50	24.50	0.00	0.00	0.00	0.00	15.00	23.00	7.50	3.03	12.37
T5: Special Transported	1,504.00	12.44	13.87	89.63%	48	26	12.00	32.00	0.00	0.00	0.00	0.00	54.50	35.50	0.00	1.44	12.44
Total	174,700.50	1,443.90	1,587.22	94.22%	2,946	1,369	965.00	2,554.50	6.11	236.55	0.00	0.65	3,388.50	3,341.50	462.00	1,644.12	1,355.93

Diagnostic Results



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

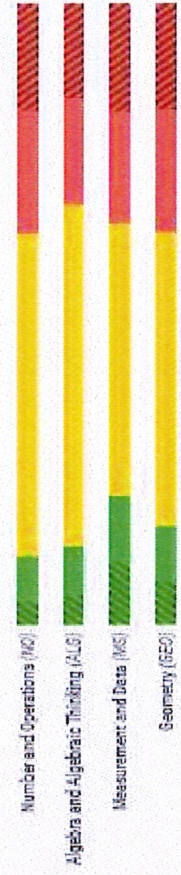
Overall Placement

Students Assessed/Total: 946/986



Mid or Above Grade Level
 Early On Grade Level
 One Grade Level Below
 Two Grade Levels Below
 Three or More Grade Levels Below

Placement by Domain



Diagnostic Results



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

Switch Table View

Show Results By

Placement Summary

Grade

Showing 9 of 9

Grade	Overall Grade-Level Placement	4%	6%	90%	0%	0%	Students Assessed/Total
Grade K		4%	6%	90%	0%	0%	121/125
Grade 1		1%	2%	79%	19%	0%	109/110
Grade 2		1%	4%	61%	34%	0%	94/98
Grade 3		0%	12%	51%	27%	10%	103/109
Grade 4		2%	6%	46%	22%	25%	101/102
Grade 5		2%	8%	48%	24%	18%	115/117
Grade 6		3%	13%	41%	21%	22%	95/102
Grade 7		3%	6%	35%	16%	40%	105/109
Grade 8		2%	6%	26%	22%	44%	104/114

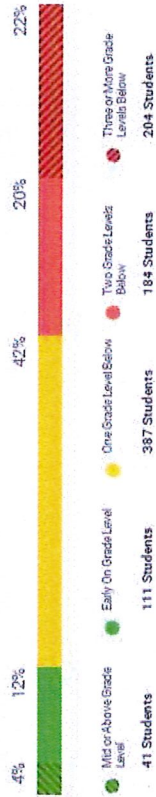
Diagnostic Results



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

Overall Placement

Students Assessed/Total: 927/969



Placement by Domain



Switch Table View

Show Results By

Placement Summary

School

Showing 3 of 3

School	Overall Grade-Level Placement					Students Assessed/Total
GALLATIN CO ELEMENTARY SCHOOL						327/333
GALLATIN CO UPPER ELEM SCHOOL						315/328
Gallatin County Middle School						285/308

Gallatin CASE 21 Spring Math Benchmark Data

Grade	Projected Percent Proficiency
K	32.3
1	38.9
2	31.4
3	30.8
4	24.2
5	31.3

Gallatin CASE 21 Spring Reading Benchmark Data

Grade	Projected Percent Proficiency
K	36.2
1	41.6
2	34.6
3	33.8
4	34.3
5	46.9

Gallatin CASE 21 Spring Benchmark Data

Grade	Projected Percent Proficiency Science	Projected Percent Proficiency Social Studies
4	24.2	
5		55.6



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

	Enrollment	Number Tested	Participation Rate	% Ready with Interventions	% Ready (1)	% Ready with Enrichments (2)	% Kindergarten Ready (1 + 2)
All Students	102	102	100%	63.7%	31.4%	4.9%	36.3%
African American	Suppressed	Suppressed	Suppressed	Suppressed	Suppressed	Suppressed	Suppressed
American Indian or Alaska Native	Suppressed	Suppressed	Suppressed	Suppressed	Suppressed	Suppressed	Suppressed
Hispanic or Latino	Suppressed	Suppressed	Suppressed	Suppressed	Suppressed	Suppressed	Suppressed
White	Suppressed	Suppressed	Suppressed	Suppressed	Suppressed	Suppressed	Suppressed
English Learners plus Monitored	Suppressed	Suppressed	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	20	100%	85.0%	15.0%	0.0%	15.0%

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

Student Group	Academic/Cognitive			Language Development			Physical Development		
	Below Average	Average	Above Average	Below Average	Average	Above Average	Below Average	Average	Above Average
All Students	77.5%	19.6%	2.9%	38.2%	34.3%	27.5%	69.6%	30.4%	0.0%
African American	Suppressed	Suppressed	Suppressed	Suppressed	Suppressed	Suppressed	Suppressed	Suppressed	Suppressed
American Indian or Alaska Native	Suppressed	Suppressed	Suppressed	Suppressed	Suppressed	Suppressed	Suppressed	Suppressed	Suppressed
Hispanic or Latino	Suppressed	Suppressed	Suppressed	Suppressed	Suppressed	Suppressed	Suppressed	Suppressed	Suppressed
White	Suppressed	Suppressed	Suppressed	Suppressed	Suppressed	Suppressed	Suppressed	Suppressed	Suppressed
English Learners	Suppressed	Suppressed	Suppressed	Suppressed	Suppressed	Suppressed	Suppressed	Suppressed	Suppressed
plus Monitored	Suppressed	Suppressed	Suppressed	Suppressed	Suppressed	Suppressed	Suppressed	Suppressed	Suppressed
Free/Reduced-Price Meal	77.0%	18.9%	4.1%	40.5%	29.7%	29.7%	73.0%	27.0%	0.0%
Disability-With IEP (Total)	90.0%	10.0%	0.0%	85.0%	15.0%	0.0%	90.0%	10.0%	0.0%

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

Student Group	Self-Help			Social Emotional		
	Below Average	Average	Above Average	Below 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	Suppressed	Suppressed
Hispanic or Latino	Suppressed	Suppressed	Suppressed	Suppressed	Suppressed	Suppressed
White	Suppressed	Suppressed	Suppressed	Suppressed	Suppressed	Suppressed
English Learners plus Monitored	Suppressed	Suppressed	Suppressed	Suppressed	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%

NAPD Percentages by Content Area at Gallatin County Upper Elementary

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	23.3	55.8	20.0	0.8	20.8
Writing	10.2	35.7	51.0	3.1	54.1

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NAPD Percentages by Content Area at Gallatin County High School

Content Area	Novice %	Apprentice %	Proficient %	Distinguished %	P/D %
Reading	42.3	27.0	21.6	9.0	30.6
Mathematics	34.2	43.2	21.6	0.9	22.5
Science	Suppressed	Suppressed	Suppressed	Suppressed	Suppressed
Writing	5.8	34.0	41.7	18.4	60.2

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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	37.4	41.1	16.2	5.4	21.5
Science	42.3	49.0	7.7	1.0	8.7
Writing	20.0	25.3	40.0	14.7	54.7

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ACT Average Content Area Score by Student Group at Gallatin County High School

Demographic Group	Average Score			
	English	Reading	Mathematics	Science
All Students	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	16.3	17.0	17.1	17
Disability-With IEP (Total)	Suppressed	Suppressed	Suppressed	Suppressed

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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:

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

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.
 - 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.
 - Focus on writing quality learning targets that aligns with standards.
 - Develop success criteria for each standard.
 - Task/formative assessment alignment with standards.
 - 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 multiple 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 exclusively 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.

State Indicators in the Accountability System


State Indicators
State Assessment Results in Reading and Mathematics <i>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.</i>
State Assessment Results in Science, Social Studies and Writing <i>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.</i>
English Learner Progress <i>Improvement on the English Language Proficiency Exam by English Learners. English learners' progress is included in the calculation using an English learner growth table.</i>
Postsecondary Readiness <i>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 non-graduate AND meet one type of readiness (Academic or Career).</i>
Quality of School Climate and Safety <i>Measures of the school environment. Perception data from surveys that measure insight to the school environment.</i>
Graduation Rate <i>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-year and 5-year 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).</i>

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
<i>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).</i>

Overall School Color Rating <i>Based on the strength of performance on indicators as combined in the overall accountability score.</i> <i>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.</i>	
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