



2025-2026 Phase Two: The Needs Assessment for Districts_10032025_13:03

2025-2026 Phase Two: 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 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.

Data for the Needs Assessment is collected through multiple sources throughout the year, and not isolated to a specific time of year. The timeline is below.

Spring Semester 2025 - Data Collection

Focus Groups on districtwide instruction, partnering with University of Kentucky

Parent Surveys with School Exhibition Nights

NTI districtwide Parent Survey

Youth Truths Survey

District Literacy Meeting

Fall Semester 2025 - Data Collection

1:1 English Learner Families, EL Family Night and ACCESS Score reviews

District Literacy Meeting

Professional Learning teacher and admin surveys

SBDM

Districtwide Needs Assessment Survey

Districtwide MTSS meetings

Analyzing the Results

Determining MTSS and Literacy priorities - September 30 - Documented through Google Form

Infographic Summary Created for Conversation and Actionable Steps - October 2025

Leadership Meeting reviewing Needs Assessment Results- October 14 - Documented through Google

Literacy Team Meeting - October 17, Determining prioritie in Literacy - Documented through Google Form

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?

An intense focus of learning intentions and success criteria was employed to increase teacher clarity and improve student achievement. Using walkthrough data, the practice has increased districtwide and student understanding of the learning goals are moving in the right direction. Additionally, an improvement in math and reading resources and access to high quality materials was a need, and now all grades, PreK through 12th has new resources in ELA. The improvement in high quality instructional resources shows up often in our 25-26 Needs Assessment. To help inform this year's plan, the HQIR needs will continue moving forward with additional coaching support and collaboration to improve math and reading outcomes.

Additionally, behavior was a large focus last year in the CDIP. Many improvements are noted districtwide in multiple sources of data including this year's Needs Assessment. Trauma-Informed practices were emphasized last year and several behavior and mental health wrap around supports. This work will continue in this year's CDIP with an even stronger focus and clarity of roles and activities.

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.

Academically, reading and math are the continued focus areas for the year. Our leading and lagging indicators continue showing these are areas of need, with our last screener assessment in reading and math showing consistent proficiency levels from last fall or slight improvements. For example, third grade reading proficiency went from 53% to 54% from fall 2024 to 2025. Sixth grade reading went from 49% to 53% proficiency. Specifically, we will continue providing support for high quality resources, refining MTSS processes and differentiation for special populations as these were identified as needs from the Needs Assessment process. Additionally, mental health and behavior continue to be identified as an area of need. The CDIP will outline specific actions toward this need. For example, behavior was identified as the highest priority need out of nine options using a likert scale for each including technology, curriculum supports, and MTSS during the Needs Assessment process, both this year and last year. However, as you will review below, behavior was also noted as an improved area noticed already during the 2025-2026 school year. Positive changes have occurred, and behavior is still an area to continue working on, this is true locally and nationally.

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.
 - Benchmark assessments districtwide showed small gains in some areas including districtwide reading screener showed 49% proficiency in Fall 2024, and 52% reading proficiency in Fall 2025. This equates to roughly 90 more students proficient in reading. This data comes from the Fastbridge District Report.
 - The math screener for Fall 2024 and Fall 2025 both showed a 49% proficiency average across the district.
 - 78% of English Learners showed gains on the ACCESS scores; 5% stayed the same and 17% declined. The national average is nearly 50%.
 - Brigance data shows a decline of 10% from last year to this year for kindergarten readiness.
 - Graduation rate the past two years decreased from 93.5% (2023) to 92.3% (2024).
 - 100% of students now have access to high quality instructional resources in PreK through grade 12 since August 2025.

This is a sample of data, and more will be utilized in the CDIP as more is released and becomes available.

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:

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- 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.
 - The top strength of the district most often noted in the 25-26 Needs Assessment survey, perception data, from September was Professional Learning and Teacher Support.
 - Using Needs Assessment data, perception data, the top strength of schools identified was Staff Collaboration and Teamwork with 23% of responses representing these areas in an open-ended response question. Secondly was 14% of all responses noting the top strength of schools being Administrative Leadership and a large variety of other strengths noted within the same open question stem. Overall the culture districtwide showed improvements from last year as noted in various responses within the Needs Assessment survey.
 - Behavior continues to be identified as a need, and it has also been identified as an improvement this year. It seems we are moving in the right direction as the average level of priority in Fall 2024 was 8.5 and Fall 2025 was 7.4. Additionally, Behavior was the number one professional learning need cited in the Needs Assessment data in Fall 2024 with 31%. Fall 2025, 10% of responders indicated the need.
 - Mental health needs are a concern districtwide. On the 2025 Needs Assessment survey, respondents selected the top five needs out of over 20 options. Over 50% of respondents selected Peer Relationships (52.3%), Managing Anger (53.4%) and Stress & Anxiety (53.4%) as the greatest needs from the list.

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.
 - 100% of students have HQIR in ELA Prek-12th grade

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- 100% of staff are trained in PBL to support vibrant learning experiences
 - 100% staff had choice for the district PD day, all aligned to district instructional goals
 - 100% of ELA teachers received CBPL in the summer of 2025 to support their HQIR implementation
 - The 2025 District Needs Assessment highlighted collaboration, admin/leadership support and relationships as the top three strengths of our schools
 - The 2025 District Needs Assessment highlighted instructional systems, communication & administration support and student behavior & expectations as the top three improvements noticed during the 2025-2026 in our schools
 - The top strength of the district most often noted in the 25-26 Needs Assessment survey, perception data, from September was Professional Learning and Teacher Support.
 - Benchmark assessments districtwide showed small gains in some areas including districtwide reading screener showed 49% proficiency in Fall 2024, and 52% reading proficiency in Fall 2025. This equates to roughly 90 more students proficient in reading. This data comes from the Fastbridge District Report.

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.

We will coordinate a districtwide PD day offering teacher leaders as breakout presenters, and offering a variety of high quality professional learning planned for August 2026.

We will develop strong processes for our ample amount of data for MTSS. Data was the lowest need (<5%) on the Needs Assessment for a question titled, "What is the biggest area to improve student interventions?" We can leverage the data we have and refine our processes (41%) to make the most of the information we have.

We will continue building college and community partnerships for our dual credit enrollment and pathway support, including work-based learning opportunities.

We will leverage our HQIRs to develop more equitable learning experiences and quality resources for students across the district and our PBL training to develop vibrant learning experiences PreK-12th grade.

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

Teachers received HQIR in ELA this summer, and are working with coaches for unit planning and lesson planning development. All teachers are refining learning intentions and success criteria as part of PLCs, to determine what it is that students are expected to know and be able to do with each lesson. Vibrant learning experiences are being co-created in PLCs as lessons and tasks are being developed throughout the year.

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

Teams are developed and meet regularly (ex. MTSS) to analyze data and identify evidence-based practices in academics, behavior, and social-emotional needs toward improvement.

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

Teams are developed and meet regularly (ex. MTSS) to analyze data and identify evidence-based practices in academics, behavior, and social-emotional needs toward improvement. During 2025-2026 school year, benchmark assessments will be a focus as a new process will be developed.

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

As stated in the needs assessment, the next MTSS need is to refine our processes. This will be a continued area of focus in 2025-2026.

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

Our district has multiple systems to evaluate data and promote greater student outcomes for all. During 2025-2026, systems include but not fully exhaustive, MTSS, learning walks, walk-throughs, PLCs, unit planning, developing a district comprehensive literacy plan and more.

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

One area within this process is trauma-informed care practices. The goal is to create the healthiest learning environment and school and classroom culture for all kids. Our mental health team is developing an action plan for the 2025-2026 school year.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Needs Assessment Infographic		.