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2025-2026 Phase Two: The Needs Assessment for Districts

Todd County
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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.

Todd County's District based meetings include: District Administrative Departments, SPED, Literacy, Principal and Assistant Principal Monthly Meeting, Superintendent Implementation and Impact Quarterly meetings with School Principals.

School based PLCs are held weekly at each respective school. Instructional practices, curricula, current assessment data, student grades and performance are analyzed. The fundamental purpose of the school PLCs is to ensure high levels of learning for all students. By examining multiple data points, Todd County School through the leadership team and individual school PLC protocols can determine priorities for student learning. This focus on learning translates into four critical

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questions that drive the daily work of the school. In PLCs, educators demonstrate their commitment to helping all students learn by working collaboratively to address the following critical questions:

1) What do we want students to learn? What should each student know and be able to do as a result of each unit, grade level, and/or course?

2) How will we know if they have learned? Are we monitoring each student's learning on a timely basis?

3) What will we do if they don't learn? What systematic process is in place to provide additional time and support for students who are experiencing difficulty?

4) What will we do if they already know it?

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?

The district requires schools to facilitate and monitor data through routine / ongoing MTSS, SPED, and PLC meetings to determine instructional needs and progress. The data discussed during the meetings is instrumental in driving next steps for each school at each grade level and content area.

The elementary schools focused on improving writing skills by facilitating explicit lessons to include multiple opportunities to practice and the use of rubrics for scoring. This direct instruction created positive gains overall for students.

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.

The Todd County Leadership team, school principals and PLC groups determine areas where significant improvement are being made and areas where improvement is needed. Science and Social Studies content areas continue to be content for the district to strengthen. Literacy continues to be a focus area particularly at the Middle School level. Writing has improved and continues on an

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upward trend. The district maintain a 95% plus level in attendance and the district climate and safety survey data has held consistent for the past three years.

   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.

   Todd County Schools continues to deliver solid achievement results at the elementary and high school level. Schools are ranking as performing schools. The middle school struggles to reach a level of satisfaction in reading, math, science proficiency.

   According to Fall MAP data, Todd County Schools (K-12) 13% of students scored in the 20th or below percentile, 19% scored in the 21-40th percentile, 27% scored in the 41-60th percentile, 27% scores in the 61-80th percentile, and 14% of students scored above the 80th percentile in Math.

   34% of the 5th grade class scored at or above the 61th percentile in Math.

   80% of the 8th grade class scored at or above the 61th percentile in Math.

   45% of the senior class scored at or above the 61th percentile in Math.

   According to Fall MAP data, Todd County Schools (K-12) 13% of students scored in the 20th or below percentile, 17% scored in the 21-40th percentile, 24% scored in the 41-60th percentile, 28% scores in the 61-80th percentile, and 18% of students scored above the 80th percentile in Reading.

   41% of the 5th grade class scored at or above the 61th percentile in Reading.

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29% of the 8th grade class scored at or above the 61th percentile in Reading.

52% of the senior class scored at or above the 61th percentile in Reading.

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.

Todd County Schools educator and school staff retention rate is approximately 93% each year as measured by the Human Resource department. According to the Finance department, typically, the district requires 10-14 substitute teachers each day. The Todd County Health Department provide 100% of school staff access to mental health services through the Axis Program. Climate and culture are high as demonstrated via school website and social media. Student and staff celebrations are acknowledged weekly / monthly. Team TC Spotlights are presented to outstanding employees monthly. Principals keep a list of students who achieve academic excellence. School spirit is showcased during academic and extracurricular events. District event are well publicized and well attended as documented by school sign in logs.

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.
Systems are in place to monitor student performance in reading, mathematics and writing.

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Adoptions of HQIR has occurred for all levels including the Middle School level in Reading, Math, and Science.

Coaches are in place at two of our schools to address curriculum and culture needs.

Fluid literacy practices from P-12 are being conducted by our Educational Coop GRREC.

Close the Gap Kentucky is now active in all schools with an emphasis on collaboration and parallel teaching.

Todd County Schools Four Year Cohort Graduation Rate is 97%.

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.

Todd County Schools facilitated the MAP Assessment and plans to utilize this data gathering tool three times a year (Fall, Winter, and Spring) to determine student skill set and areas for growth towards mastery in Reading and Math.

Todd County Schools partners with Logan Technical School to provide CTE coursework to Todd County students enabling them to have access to industry certifications.

Todd County Schools partners with local business to provide co-op opportunities for students to gain work experience.

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

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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

Todd County Schools is committed to delivering a high-quality education that prepares every student for success. To achieve this, the district will design and deploy academic standards through a comprehensive, collaborative process that ensures alignment with the Kentucky Academic Standards (KAS) and reflects the needs of our diverse learners.

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

The district will:

• Align curriculum and instruction with the KAS across all grade levels and subject areas, ensuring coherence and rigor.

• Engage teachers and instructional leaders in the development and refinement of pacing guides, unit plans, and instructional resources that reflect best practices and local context.

• Use data-driven decision-making to monitor student progress and adjust instruction to meet individual learning needs.

• Provide professional learning to support educators in implementing standards-based instruction with fidelity and innovation.

• Integrate formative and summative assessments that are aligned to the standards and inform both teaching and learning.

- Ensure vertical and horizontal alignment so that students experience a seamless progression of skills and knowledge from grade to grade and across content areas.

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

NA

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

Todd County Schools will implement a systematic approach to review, analyze, and apply data results to drive continuous improvement in student achievement and instructional practices. This process will be embedded in all levels of decision-making, from classroom instruction to district-wide planning.

The district will:

- Collect and review multiple sources of data, including formative and summative assessments, attendance, behavior, and demographic information.

- Engage educators in collaborative data analysis, using grade-level and content-area teams to identify trends, gaps, and areas for growth.

- Use data to inform instruction, tailoring strategies to meet the diverse needs of students and to close achievement gaps.

- Monitor progress regularly, adjusting interventions and supports based on real-time evidence of student learning.

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• Apply findings to school improvement planning, professional development, and resource allocation to ensure data-driven decisions are aligned with district goals.

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

NA

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

Todd County Schools is committed to cultivating a learning environment and culture that promotes academic excellence, emotional well-being, and a sense of belonging for every student. The district will foster safe, inclusive, and engaging classrooms where students are empowered to take ownership of their learning and grow as individuals.

To achieve this, Todd County Schools will:

• Promote high expectations and equitable access to rigorous instruction for all students, regardless of background or ability.

• Build strong relationships among students, staff, families, and the community to create a supportive and collaborative school climate.

• Implement positive behavior supports and social-emotional learning strategies that nurture respect, responsibility, and resilience.

• Celebrate diversity and student voice, ensuring that every learner feels seen, heard, and valued.

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- Provide professional development for educators focused on culturally responsive teaching, trauma-informed practices, and classroom management.

- Create welcoming physical and virtual spaces that reflect the district's commitment to safety, inclusivity, and innovation.

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Attachment Summary

Attachment Name	Description	Associated Item(s)