

# Comprehensive District Improvement Plan (CDIP)

## 2025-26 Needs Assessment Executive Summary

### CURRENT STATE OF THE DISTRICT

Oldham County Schools serves students across 21 schools with stable academic performance showing both notable strengths and critical opportunities for improvement. Our overall proficiency rates demonstrate consistency in reading across all levels—elementary (59%), middle (58%), and high school (60%)—while mathematics shows convergence at 61% proficiency across all three levels in 2023-24, representing three- to four-point gains.

#### District Strengths:

- **Writing Excellence:** Our most significant academic success, with elementary gaining 7 points (52% to 59%), middle school advancing 16 points (54% to 70%), and high school increasing 14 points (53% to 67%) over three years through targeted strategies including exemplars, calibration protocols, and assessment-focused professional learning.
- **Postsecondary Success:** Postsecondary readiness increased from 85.4% to 92.5% (+7.1 points) over three years. Students with disabilities showed exceptional growth from 43.0% to 64.7%—a 50% improvement in three years.
- **Graduation Excellence:** Maintaining 97.4% graduation rate with remarkable success for African American students achieving 99.3% graduation in 2023-24, representing a 13.1-point gain over three years.
- **College Readiness:** District ACT composite score of 21.4 exceeds Kentucky's state average.
- **Strong Organizational Culture:** Employee satisfaction reached 4.09 out of 5.0, with 90% of staff believing their work positively impacts those they serve and 88% feeling pride in their workplace.

#### Critical Areas Requiring Immediate Attention:

- **Science Proficiency:** Elementary science declined 9 points in one year (43% to 34%), while middle school shows consistent decline to 33% proficiency. High school science data has been unavailable for two years.
- **Achievement Gaps for Students with Disabilities:** Reading proficiency remains at 29% (elementary), 18% (middle), and 17% (high school). Mathematics proficiency stands at 24% (elementary) and 10% (high school). Elementary represents the only level showing consistent progress, while middle and high school show stagnation or regression.
- **English Learner Growth:** Only 14.3% of English learners are meeting growth targets, significantly below goals of 20-25%. Reading proficiency sits at just 16% (elementary) and 4% (middle school), with 89% of English learners two or more grade levels below in reading.
- **Student Engagement:** Only 63% of students report they like to come to school each day, 65% believe teachers ask them how they learn best, and just 61% feel their peers show respect to one another.

## NEEDS ASSESSMENT PROCESS

Our comprehensive needs assessment involved multiple leadership teams at district and school levels working collaboratively throughout the year. At the district level, our MTSS team includes the Superintendent, Assistant Superintendents, Directors across multiple departments, Level Directors, and representatives from elementary, middle, and high school principals, along with mental health consultants and school counselors.

We analyzed multiple data sources including 2023-24 Kentucky Summative Assessment results, three years of iReady universal screening data (fall, winter, spring), ACT results, enrollment and attendance data, behavioral indicators, and stakeholder surveys from students, employees, and parents. Our data review follows a structured annual cycle beginning with August universal screening, October KSA release and analysis, and ongoing progress monitoring through building leadership teams meeting every 6-8 weeks.

Fall 2025 iReady data revealed that the percentage of students two or more grade levels below increases dramatically from 4% in grades K-5 to 18% in grades 6-8 in reading, and from 15% to 22% in mathematics. This trend, combined with persistent achievement gaps for priority subgroups, informed our strategic priorities.

Kentucky Summative Assessment (KSA) for the 2024-25 school year will become public in mid-November. When these data are release, we will update this document accordingly.

## THREE-YEAR IMPROVEMENT STRATEGY

Building on the strong foundations established through effective PLC structures, our instructional framework and rounds process, and adoption of high-quality resources, we will focus district resources and efforts on three Kentucky Core Work Processes:

**KCWP 2: Design and Deliver Instruction** We will strengthen core instruction with differentiated teaching practices essential to close achievement gaps and accelerate learning. Current student voice data reveals that too few students believe teachers ask them how they learn best, which aligns with academic outcomes particularly at middle school where significant numbers perform below grade level. We will build teacher capacity to deliver responsive, differentiated instruction providing appropriate scaffolds for struggling learners, particularly the 44% of students with disabilities and 89% of English learners who are two or more grade levels below in reading.

**KCWP 4: Review, Analyze and Apply Data** We will develop more comprehensive data tracking allowing teachers and administrators to monitor student growth over time and make targeted instructional adjustments throughout the year. Current data reveals significant inconsistencies in how schools use data to drive instruction, evidenced by divergent outcomes for students with disabilities across grade levels and the dramatic increase in students multiple grade levels below during transition from elementary to middle school. We will establish systematic protocols for identifying students not making expected growth and rapidly deploying evidence-based interventions.

**KCWP 5: Design, Align and Deliver Support Processes** We will redesign support systems to close achievement gaps facing students with disabilities and English language learners. Despite implementing co-teaching and co-planning strategies at secondary levels, students with disabilities at middle and high school have not demonstrated the academic gains seen at elementary. We will implement targeted, evidence-based support processes including systematic intervention, progress monitoring, and scaffolding protocols to ensure all students demonstrate expected academic growth.