2025-2026 Phase Two: The Needs Assessment for Districts Christian County

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Christian County
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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.

District Leadership Teams/Stakeholders: The District Continuous Improvement Team is composed of the Superintendent, Assistant Superintendent, District Administrators, and School Administrators. School and District Administrators participate in monthly Administrator Academy and Instructional Leadership Team Meetings. Collaborative Planning is held twice yearly with each school administrator. Data is shared with the Board of Education following public release of data, as well as with the public. Process for Reviewing, Analyzing and Applying Data Results: At the August Instructional Leadership Team meeting, the DAC, Assistant Superintendent, and Instructional Supervisors led the group through a data protocol which enabled stakeholders to establish the current reality and then

to deeply examine root causes. The process for root cause analysis was discussed and school leaders took this back to complete with their teams with their data. Data was discussed with district leaders and administrators on September 20. Participants then broke into smaller groups by level to discuss and share ideas for their why and for improvement. Data was shared with the Board of Education in October, 2024 following public release. Data Reviewed: State accountability data, attendance data, MAP data, hiring data, discipline data, Foster and Homeless children and youth. How Meetings are Documented: Agendas and sign-ins. Continuous Improvement Team identifies areas where the school met/failed to meet district, state/federal targets, or school expectations for academic proficiency, academic gap, academic growth, transition readiness, and graduation rate. Continuous Improvement Team conducts disaggregated analysis by grade level, content area, within content strands (e.g. number sense in mathematics) and by gap groups.

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?

Work in several areas related to monitoring instruction and building capacity in leadership and teachers will continue this year.

Instructional monitoring occurred for all schools by district team walkthroughs with feedback provided. This monitoring helped inform the effectiveness of the leadership teams in place as well. These visits are taking place a minimum of two times per school this year.

Administrator support took place through DLT, AA and ILT. Our principal coaching model continued and was successful. The model will continue this year with all principals having a designated coach who meets with them regularly to build capacity in PSEL standards from their PGP as well as other areas as needed.

Teacher coaching focused on building capacity on consistent implementation of high quality instruction using the Kentucky Framework for Teaching. Administrative teams were supported in development and implementation of a building coaching model. The model will continue this year and includes a large district investment by providing Instruction and Behavior Coaches at the building level to further classroom support and help with consistency across all schools.

Securing high quality instructional resources continued to be a focus area last year. A language arts curriculum was adopted for grades 6-12 and piloted during the second semester. A math curriculum was adopted for grades 6-12 as well and will be implemented this school year. Training on the resources will take place in the summer and throughout the school year. Work will continue this year to assure

teachers have a solid understanding of the components of the resources purchased and how to implement well. A next step this year will be a refocus on building capacity with deconstructing and understanding standards with teachers so that they can vet resources and activities. Training and support for Science and Social Studies K-12 took place through cohort models.

Our work on achievement gaps for AA and SPED yielded improvements over the past two years. Our TSI label was removed from three of our elementary schools for SPED last year and Hopkinsville High school's TSI label for SPED was removed this year. Additionally, we continue to have no schools labeled TSI for AA as has been the case in the past. Implementation of the plans for SPED will continue and focus on building capacity with teachers, tracking student progress and assuring student access to grade level instruction.

EL focus will continue to be building and refining our Newcomers program. Christian County has welcomed more than 30 Newcomers (defined as new to the country) in the past year. Many Newcomers arrive with interrupted schooling, and some have not attended school for months or years. The Newcomers program meets daily and is concentrated at the high school level. In the future, the EL team plans to replicate this program for middle school and elementary school, although the design will look different than it does at the high school.

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.

Academic

The district is performing below the state average for percent proficient/ distinguished and above the state average for percent novice in all subjects and levels with the exception of high school writing (5% higher on P/D and 5% lower on N) and elementary math tied state average for P/D.

- Reading- Elementary P/D is trending up slightly and high school novice is trending down slightly. Mid
- Math- P/D is trending up slightly and N is trending down slightly at all levels.
- Science- P/D in elementary and high showed a slight decrease with middle school increasing slightly.
- Social Studies- P/D increased in high school and decreased in elementary and middle school. N incre
- Writing- P/D increased slightly in middle school and decreased in elementary and high school. N dec

African American students and Hispanic students are performing above the state average for P/D and below the state average for N at all levels in both reading and math.

Students with disabilities are performing below the state average in reading for percent P/D at elementary and middle school (they are tied with the state average in high school) and above the state average for percent N at all levels.

Students with disabilities are performing below the state average in math for percent P/D at all levels and above the state average for percent N in elementary and middle school, while the percent N in high school is well below the state average.

Cultural - CCPS initiated an Equity Committee (consisting of school and committee members) three years ago that focuses on pillars relating to Instruction, High Quality Staff, School Climate and Parental Involvement to develop measurable goals to meet the cultural needs of our students and schools.

Behavioral - In 2022-2023, there were 9,750 behavior referrals. In 2023-2024, there were 8,337 which is a decrease of 1,413 or 17% decrease from prior year. PBIS and ASCA have been implemented to increase expectations and interventions which ultimately decreases behavior.

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.

Elementary KSA: Reading: 32% Novice, 42% P/D; Math: 29% Novice, 42% P/D

Middle KSA: Reading: 35% Novice, 38% P/D; Math: 36% Novice, 34% P/D

High School Reading: 30% Novice, 42% P/D; Math: 37% Novice, 27% P/D

Post-Secondary Readiness: 94.5

MAP Growth (K-3): 809 students out of 2466 students (32.8%) scored at the 30th percentile or below and are considered at risk for reading proficiency.

District ACT Composite score is 16.7.

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.

The climate and culture in Christian County Public Schools is regularly surveyed using Studer Group surveys twice a year, staff and student voice committees in the schools, and as part of the QSCS as well. These data points show that culture in very strong in some schools and improving in others. The district average on Studer surveys for students has shown an increase from 3.60 to 3.64 with this year's survey window being currently open.

The district has had an increase in student average daily attendance at this point in the school year from last year of nearly 1% and chronic absenteeism is being tracked at each school.

The district has facilitated the development of a summer professional learning conference the last two years focused on district initiatives and school identified areas of need. In this way we have been able to leverage getting our teachers access to training for HQIR implementation, research based strategies, and

classroom instruction needs here in the district. Both outside vendors and in district expertise is utilized for conference sessions.

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.

African American and Hispanic students are performing above the state average at all levels in reading and math. The targeted support for these groups may be replicated to address our weaker areas.

Post Secondary Readiness continues to be a strength for both high schools.

Elementary reading proficiency is showing a slow but consistent increase over the past three years.

Elementary math proficiency is showing a steady increase in proficiency and decrease in novice over the past three years.

High school combined writing is above the state average in proficiency and below the state average in novice.

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.

Will continue to coordinate with Ford NGL for the new high school academy system and with WKU, MSU for the teacher cohort program.

The district has facilitated the development of a summer professional learning conference the last two years focused on district initiatives and school identified areas of need. In this way we have been able to leverage getting our teachers access to training for HQIR implementation, research based strategies, and

classroom instruction needs here in the district. Both outside vendors and in district expertise is utilized for conference sessions.

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

Student learning continues to be CCPS's number one priority and all structures in place are centered around student learning.

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

CCPS will continue to meet through cohorts for teaching and learning.

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

N/A

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

N/A

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

N/A

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

N/A

Attachment Summary

Attachment Name	Description	Associated Item(s)