



2025-2026 Phase Two: The Needs Assessment for Districts_11042025_11:41

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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.

Through our Learner Centered Collaborative work a newly expanded Priority Design Team met on September 23rd of this year to build momentum and improve communication across our district and community, by forming Priority/Design Teams aligned to the five key outcomes in our Blueprint. Each team will focus on designing strategies, sharing ideas, and supporting implementation that will impact our students, staff, and families for years to come.

Team members selected the area that best matched their passion and strengths:

- Priority 1: Student-Centered Learning Creating authentic, joyful learning experiences that honor student interests and voice.
- Priority 2: College & Career Readiness / Next Up Taskforce Preparing students with pathways, skills, and confidence for life after graduation.
- Priority 3: Student Assessment – Defense of Learning (DOL) Expanding opportunities for students to demonstrate learning through portfolios and presentations.
- Priority 4: Intentional Professional Development Building a culture of growth through personalized and impactful professional learning.
- Priority 5: Community & Family Engagement Strengthening partnerships with families and the community to support student success.

These teams will be instrumental in carrying out the Big Moves and Success Metrics identified in our Blueprint for Success and the commitments that have been outlined. In addition to meeting with your Priority Team, representatives from each of the teams will meet three times this year with Katie Martin from Learner Centered Collaborative to design, plan and share updates on the progress of each of the goals.

With the KDE delay of School Report Card/KSA testing this year as directed by KDE we are continuing to use the previous year's scores and needs assessment as a guide as well as local assessment data through iReady to set our needs for the upcoming planning timelines. When KSA results are finalized for release this needs assessment may be updated.

Documentation of meetings: Policy Required Feedback for CDIP Members 12/1/24. Board of Education 1/16/2025. Leadership Team Monthly Meetings. Community Learner-Centered Collaborative planning meeting 11/10/23. Feedback from parents was also received in person through interviews conducted by our elementary school leadership teams and district leadership at the NAACP Back to School Bash on 8/9/24. District wide Title I training with all principals and school finance secretaries was conducted on 8/22/25. Regional Education Partnership Meeting with area superintendents, school leaders, university partners during the previous school year. CLNA regional planning meeting with high school leadership and district leadership on 11/10/25. Priority Design Team met on 9/23/2025. iReady diagnostic review by all district and school leadership on 10/14/2025.

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?

With the continued implementation of iReady throughout the district and the examination of student scores in comparison to our other previous state assessments we continue to be encouraged that the implementation of the program and expansion will result in academic success in math and reading moving forward that surpasses the national averages. The graduation requirement for Defense of Learning as part of our Profile of a Learner at the high school drives the work in lower grades.

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.

As we wait on accountability scores to be released publicly we will use the previous year's plan for a baseline that includes:

43% proficient and distinguished in reading at the elementary level, 41% at the middle level, and 34% at the high school level. 35% proficient and distinguished in math at the elementary level, 37% at the middle level, and 25% at the high school level.

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.

We are again waiting on release of the KDE School Report Card for this trend data.

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.

We are waiting on the release of the School Report Card for this trend data.

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.

Continued buy-in for Deeper Learning and the Profile of a Learner are creating a culture focused on supporting student learning rather than delivering student learning. Through continued work and student participation as well as support through engagement strategies and Gold Standard Project Based Learning we have a direction to continue to move towards. Our extensive work in improving our collaborative teaching through our work with Meade County, the Western Kentucky Cooperative and the Green River Educational Cooperative are supporting our vision of full inclusion. The addition of English Language and Gifted and Talented teachers

as well as a Behavioral Coach and five classified behavior specialists in the district are providing critical support to students and schools.

Consistent implementation of core curriculum at all schools with supported professional development.

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.

The district values the Community Partners and Board of Education leadership that support the work of our district in working towards the goals set in our Profile of a Learner and the district Mission Statement:

The Mission of the Muhlenberg County School System, with parent and community support, is to provide a quality education that instills in all students the will and ability to succeed, to be lifelong learners, and to contribute to society.

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

N/A

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

N/A

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)
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