



## 2021-22 Phase Two: The Needs Assessment for Districts\_10122021\_08:38

2021-22 Phase Two: The Needs Assessment for Districts

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## **2021-22 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 work must be guided by the aspects of teaching and learning that affect performance. 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 will be addressed 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 for reviewing, analyzing and applying data results to determine the priorities of this year's needs assessment. Include names of district leadership teams and stakeholder groups involved, a timeline of the process, the specific data reviewed, and how the meetings are documented.

The Hardin County Schools district is comprised of various stakeholders that are committed to continuous review, analysis, and discussion of various types of data. These stakeholders are also committed to developing plans for continuous improvement in all areas to include academic achievement, post-secondary transition readiness, and a multi-tiered system of supports for academics and behavior. District and school administrators receive data first and begin the analysis process. This group consists of the district's Superintendent, Chief Academic Officer, Director of Early Childhood Education, Director of Elementary Instruction, Director

of Middle School Instruction, Director of High School Instruction, Director of Special Education, Principals, and Assistant Principals. The district and school-level administrators collaborate weekly and monthly to discuss our current status. We also meet monthly to participate in leadership development sessions, communicate about operational and procedural needs as well as initiative and programming, collaboratively plan for district initiatives, and review student data. These meetings include the team previously mentioned as well as the Director of Federal Programs and Leadership Development, Director of Instructional Technology, Director of Innovation, Director of Hardin County Educational and Community Television, Chief Operations Officer, Finance Director, Director of Human Resources and Talent Recruitment, Director of Employment, Director of Benefits, Director of Student Services, Director of Alternative Programs, Director of Pupil Personnel, Director of Health and Family Services, and Community Relations Specialist. Meetings are documented in our shared google drive. Data is further analyzed as the Instructional Services Department works with principals and teachers to facilitate analysis sessions at each school. More detailed analysis is continued by the staff in team or departmental groups, vertical teams, and whole group. Notes are captured in terms of strengths, needs, and actions. Data is also shared with stakeholders outside of the school in public meetings (SBDM and Board of Education). Various pieces of data are analyzed throughout the year including state assessment, benchmark diagnostic assessments, multiple universal screeners, student survey data, behavior screener, MTSS progress, attendance, Studer survey, and anecdotal data.

## Trends

2. After analyzing data trends from the previous two academic years, which academic, cultural and behavioral measures remain significant areas for improvement?

### Example of Trends

- The number of behavior referrals increased from 204 in 2019-20 to 288 in 2020-21.
- From 2018 to 2020, the district saw an 11% increase in novice scores in reading among students in the achievement gap.

Due to changes in the state accountability model, suppressed data, and participation rates, our focus groups identified in the past remain the same and will be closely monitored with continued support towards improvement. Our district's focus when looking at data continues to be growing every student. Based on our data trends, proficiency in both math and reading at the elementary level continues to be a concern. There is an increase in our percentage of elementary students scoring Novice or Apprentice in both reading and math from the 18-19 assessment,

however, that increase is consistent with what is being noted across the state. Middle school data trends show similar findings. The percentage of middle school students scoring Proficient or Distinguished has also decreased from our 18-19 accountability data. High school focus groups continue to face challenges with transition readiness (or post-secondary readiness) and graduating on time. Based on trends, we continue to be focused on the performance of students with disabilities and students who are economically disadvantaged. Although not reflected in grounded data trends yet, anecdotal notes and discussions show that the social and emotional needs of all students and staff are an area of priority due to trauma from the COVID 19 pandemic.

## Current State

3. Plainly state the current condition of the district using precise numbers and percentages as revealed by multiple sources of outcome data. Cite the source of data used.

### **Example of Current Academic State:**

- Thirty-four percent (34%) of students in the achievement gap scored proficient on KPREP Reading.
- Fifty-four percent (54%) of our students scored proficient in math compared to the state average of 57%.

### **Example of Non-Academic Current State:**

- Teacher attendance rate was 84% for the 2020-21 academic year
- Survey results and perception data indicated 74% of the district's teachers received adequate professional development.

Current Academic State: As a result of the COVID 19 pandemic, the process for student test-taking was changed and the results from this year's tests may look very different than previous school years. Since we have limited state accountability data to report due to suppression, our focus groups identified in the past remain the same. It is important to take into account the participation rate when looking at 20-21 data. Generally speaking, 85% of our elementary students took the 20-21 state assessment, 78% of our middle school students, and 67% of our high school students. Of our elementary students who participated, 39.5% scored Proficient/Distinguished in reading, 33.1% P/D in math, 21.4% P/D in science, and 45.7% P/D in writing. Of our middle school students who participated, 45.6% scored Proficient/Distinguished in reading, 27.2% P/D in math, 20.3% P/D in science, and 60.6% P/D in writing. Of our high school students who participated, 43.3% scored Proficient/Distinguished in reading, 31.1% P/D in math, 29.4% P/D in science, and 61.1% P/D in

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writing. Our high school graduation rate for 20-21 was 89.2%. Due to COVID and NTI, any senior who qualified for a work ethic interview in 20-21 earned the Work Ethic Certification. We had a total of 415 seniors who earned this certification. Our district's IReady data from grades K-9 is also important to note given the changes in the state assessment. We administered the IReady universal diagnostic in late August/early September of the 21-22 school year. Reading data showed 28% of students in Tier I (on or above grade level), 39% in Tier II (one grade level below), and 33% in Tier III (two or more grade levels below). Math data showed 17% of students in Tier I (on or above grade level), 46% in Tier II (one grade level below), and 36% in Tier III (two or more grade levels below). For every grade K-7, math performance is stronger than the 20-21 KY IReady placement to date. For 8th grade math performance, the Tier I percentage is 3% lower than KY norms. For every grade K-7, reading performance is stronger than the 20-21 KY IReady placement to date. For 8th grade reading performance, the Tier I percentage is 2% lower than KY norms. Based on ACT data, our district's average composite score is 0.2 above the state. In each subject area, our students met or outperformed the average score for the state. The percentage of students meeting benchmarks in English and Math is above the state percentage. In Reading, the percentage of students meeting benchmark is 0.6% below the state average. Non-Academic Current State: Teacher attendance continues to be an area of improvement for the district, more so now due to the COVID 19 pandemic. On average, we are experiencing 25-30 unfilled positions a day. This includes both classified and certified staff. Generally speaking, there are 10-15 unfilled certified teaching positions a day. The pandemic has also affected our ability to recruit staff. As of October, we still have 19 unfilled teaching positions where long-term substitutes are necessary. We were able to go one-to-one with technology this year so that each of our students has access to a device.

### Priorities/Concerns

4. Clearly and concisely identify the greatest areas of weakness using precise numbers and percentages.

**NOTE:** These priorities will be thoroughly addressed in the Comprehensive District Improvement Plan (CDIP) diagnostic and template.

**Example:** Sixty-eight (68%) of students in the achievement gap scored below proficiency on the KPREP test in reading as opposed to just 12% of non-gap learners.

Due to the COVID 19 pandemic, the priorities/concerns remain the same in terms of specific academic data. The district is currently facing the significant academic gaps created by prolonged absence from in-person instruction and the hybrid instruction model. There are proficiency and growth concerns in math and reading at all levels.

In elementary school, 60.5% of our students scored Novice/Apprentice on the reading assessment, 66.9% scored N/A on the math assessment, and 78.6% scored N/A on the science assessment (higher than the state average by 3.6%). In middle school, 54.4% of our students scored Novice/Apprentice on the reading assessment, 72.7% scored N/A on the math assessment (higher than the state average by 0.5%), and 79.7% scored N/A on the science assessment (higher than the state average by 0.5%). In high school, 56.7% of our students scored Novice/Apprentice on the reading assessment, 68.9% scored N/A on the math assessment, and 70.6% scored N/A on the science assessment. The Brigance kindergarten screener indicated that 41.2% of our students are ready for kindergarten (11.9% below the state average). Although our students in grades K-7 outperformed KY norms for the IReady universal diagnostic in both math and reading, our scores in grades 1-8 were below national norms in both math and reading. Our graduation rate was 89.2% (0.8% below the state average). In all data, significant achievement gaps were identified for students with disabilities. The social and emotional learning of all students and staff is an area of priority as well given the traumas from the COVID 19 pandemic.

### Strengths/Leverages

5. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the district. Explain how they may be utilized to improve areas of concern listed above.

**Example:** Reading achievement has increased from 37% proficient to its current rate of 58%. The systems of support we implemented for reading can be adapted to address our low performance in math.

In middle and high school, our writing assessment scores have increased from the 18-19 accountability. Our middle school students went from 27.8% scoring Proficient/Distinguished (18-19) to 60.6% scoring P/D (20-21). Our high school students also demonstrated growth. In 18-19, 59.6% of our high school students scored P/D on the writing assessment compared to 61.1% in 20-21. Our percent of P/D for elementary, middle, and high school outperformed state averages on the writing assessment. For every grade K-7, math performance is stronger than the 20-21 KY IReady placement to date. For every grade K-7, reading performance is stronger than the 20-21 KY IReady placement to date.

### Evaluate the Teaching and Learning Environment

6. 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

KCWP 5: Design, Align and Deliver Support

KCWP 6: Establishing Learning Culture and Environment

Utilizing implementation data, perception data, and current policies and practices:

- a. Complete the [Key Elements Template](#).
- b. Upload your completed template in the attachment area below.

After analyzing the Key Elements of your teaching and learning environment, which processes, practices or conditions will the district focus its resources and efforts upon in order to produce the desired changes?

Note that all processes, practices and conditions can be linked to the six Key Core Work Processes.


**NOTE:** These elements will be thoroughly addressed in the Comprehensive District Improvement Plan (CDIP) diagnostic and template.

There is room for improvement in all six school improvement strategies listed. KCWP 1- Standards work will continue in all subject areas, especially Science and Social Studies KCWP 2- Ongoing professional learning to promote instructional strategies to meet the student's individual learning needs KCWP 3- Developing authentic pre-and post-assessments that are used to drive instruction KCWP 4- Continuous disaggregation of data at all levels- classroom, school, and district KCWP 5- Ongoing support for our schools- focus on intervention and enrichment as well as behavioral and social-emotional supports KCWP 6- Teacher attendance, school safety support, and extending the learning culture to our community

## **ATTACHMENTS**


### **Attachment Name**

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 District Key Elements Template



# Attachment Summary

Attachment Name	Description	Associated Item(s)
 District Key Elements Template		• 6