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2021-22 Phase Two: The Needs Assessment for Districts

Henderson County
Bob Lawson
1805 Second St
Henderson, Kentucky, 42420
United States of America

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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.

Data results are reviewed and analyzed at the district leadership level and school level as results become available. Schools share data with SBDM Councils and staffs and the district shares data with school level administration and school board. School leaders and teachers analyze data within weekly PLC meetings. District leadership meets twice monthly and more frequently as needed; SBDM Councils meet monthly and the school board meets at least monthly. Meetings are documented through minutes, Google docs; board meetings are streamed live as well. Internal data sources such as individual classroom data, Infinite Campus/

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AESOP (behavior, attendance, etc.), NWEA MAP data, ACT data, KSA data, transition readiness data, graduation rate, surveys from staff and students such as Studer, walkthrough data, MUNIS data, and other data at the school and district level were also used. While this data can show us points in time, trends, and longitudinal information from various perspectives, there are many other aspects of our school system, such as the relationships among students and staff, that are less tangible but definitely have an impact.

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.

Our reading performance has become somewhat stagnant as reflected in multiple pieces of data at various levels (KPREP, MAP) and how we are addressing that is discussed in leverages. With the new state assessment and accountability system, our trends in areas for academic improvement for specific groups of students is evident and documented in priorities and concerns. Our reading performance has become somewhat stagnant as reflected in multiple pieces of data at various levels (KPREP, MAP) and how we are addressing that is discussed in leverages. With the new state assessment and accountability system, our trends in areas for academic improvement for specific groups of students is evident and documented in priorities and concerns

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%.

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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.

Henderson County Schools scored higher than state averages in several categories for 2021 state testing, KSA (ES/MS/HS) and ACT (HS). For 2021 state accountability was waived due to COVID-19. While ACT is no longer the measure for proficiency at the high school level, HCHS 11th-grade students who took the ACT during 2020 - 2021 were above the state average in all areas: English 17.3 (state 17.1), Math 18.7 (state 17 7), Reading 18.7 (state 18.5), Science 18.7 (state 18.3), and Composite 18.4 (state 18.0). On the ACCESS for English Learners, we had a total of 171 students take the assessment and 11 (6.5%) of them met the exit benchmark for that assessment, which was slightly below the state (7.4%). For 2021 KSA reading, elementary students were 38.8% proficient/distinguished compared to the state of 39.5%; middle school students were 46.0% P/D compared to state 44.0%; high school students were 32.0% P/D compared to state 37.85%. In math, elementary students were 40.2% P/D, and state was only 31.4%; middle school students were 43.2% P/D, and state was only 27.8%; high school students were 32.2% P/D and state was only 30.2%. In science, elementary students were 26.1% P/D, and state was only 25.1%; middle school students were 21.6% P/D, and state was only 20.8%; high school students were 27.6% P/D and state was only 26.5%. In writing, elementary students were 38.1% P/D, and state was 39.8%; middle school students were 49.5% P/D, and state was 50.9%; high school students were 62.1% P/D and state was only 57.3%. Looking at the participation rate for the 2021 school year considering all the challenges we faced, we had a high percentage of students complete the KSA at all 3 levels; elementary - reading 95.9 (state 88.9), math 95.9 (state 88.9), science 96.0 (state 88.9), and writing 95.0 (state 87.8); middle school - reading 89.9 (state 88.9), math 89.9 (state 88.9), science 89.0 (state 88.9), and writing 88.5 (state 87.8); high school - reading 93.3 (state 88.9), math 93.3 (state 88.9), science 91.9 (state 88.9), and writing 91.0 (state 87.8). In regards to our staff in 2021, out of 456 certified staff, 43.2% had master's degrees and 29.5% had Rank I; the average years of school experience was 12. The percentage of first-year teachers was 21.7%, and we had a teacher turnover rate of 18.6%. We also had a 6.1% of our certified staff that are National Board Certified.

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

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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.

With COVID-19 a primary concern is student loss of learning due to lack of in-person instruction; in addition, we had approximately 19% of students who have opted to participate in a virtual learning academy. Elementary reading scores on KSA have dropped in the percentage of P/D after several years of stagnation from 2014 -19 60.2%, 61.2%, 61.0%, 61.3%/ 55.6% and 38.8% for 2021. Specific gap groups who are performing well below all students for 2021 are disability (18.9%), African Americans (18.2%), Hispanic/Latino (32.9%), English Learners (29.6%), and economically disadvantaged (29.9%). While reading at the middle school level for all students has shown improvement longitudinally, it did decrease this year to 46.7% P/D; African Americans performing at 28.9%; English learners at 28.6%, economically disadvantaged at 37.6%, and students with disabilities at 13.0%. High school reading was below the state average (37.8%) at 32.7 % P/D; African American at 20.5%, Hispanic/Latino at 18.8%, English Learners at 6.7%, economically disadvantaged at 21.3%, and students with disabilities at 10.8%. At the elementary level in math, the percentage of all students scoring P/D for 2021 was 40.2%; subpopulations of concern include African Americans at 20.0%, Hispanic/Lation at 25.6%, English learners at 29.6%, and students with disabilities at 19.8%. In middle school math, all students are at 43.3% P/D; African Americans are at 24.3%; English Learners at 34.9%; economically disadvantaged at 32.7%, and students with disabilities at 14.0%. At the high school level in math, the percentage of all students scoring P/D for 2021 was 32.2%; African American are at 11.4%, Hispanic/Latino are at 15.6%, English Learners at 0.0%, economically disadvantaged at 19.1%, and students with disabilites at 3.6%. Proficiency in the content area of science at all levels is a concern as overall our percentages for students P/D is much lower than other content areas. While all levels were above state average, all 3 decreased from the 2019; elementary school 26.1%, middle school 21.6% and high school 27.6%. On the 2021 writing, both elementary (38.1%) and middle (49.5%) were below the state average but middle school improved their overall percentage of P/D from 31.5% in 2019 to 49.5% in 2021. The high school mainted their percentage of P/D from 2019 just dropping .1 in 2021 (62.6% to 62.1%). Subgroups of concern: Elementary - economically disadvantage (29.6%), African American at 23.9%, English Learners at 13.3%, and students with disabilities at 6.3%. Middle School - African American at 27. 3%, English Learners at 7.7%, students with disabilities at 16.7%. High School - African American at 45.96%, English Learners at 30.0%, and students with disabilities at 12.5%.

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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.

Postsecondary readiness is the expectation as we are working to build a better HCS graduate; emphasis on soft skills and essential workplace readiness skills; community focused; early identification of student needs (special education, gifted, RTI, basic needs); steady progress in math achievement; systematic RTI across all schools; strong literacy foundation; differentiation in classroom instruction; accessible curriculum; a strong bond among all levels (elementary, middle, high,district) - good relationships; completion of new school project (elementary school fall 2018) and in process of another new elementary school (completion spring 2022); use of funds for multiple projects with Nickel Tax funds; district broadening scope of student needs; each school is fostering a culture of ownership; use of Math in Focus-- curriculum and alignment as well as continued professional learning; community support and Colonels to College as valuable resources; district provides instructional coaches at each school; professional learning for all teachers and staff; district-wide Ultimate Challenge Events among schools to foster relationships through staff engagement and promote health/ wellness; implementation for 1:1 initiative achieved at grades K-12 with addition of many technological resources and professional learning opportunities; communication with families and communitythrough social media at school/ district levels. To sustain these areas of strength, we will focus on our people and our climate/culture. By embedding continuous professional learning, we will also build capacity within our schools/district and focus on recruitment and retention of dynamic staff members. We will continue celebrations and recognition as we model transparency and innovation. We know that continued communication and vertical alignment are keys for district improvement as a whole. There is cause to celebrate our academic success as well as our progress in moving to be more technologically innovative. We use social media to "get the word out" about our individual schools. We consistently celebrate our people and their accomplishments and achievements. We also continue to make our schools safer for students and staffby installing safety items and tweaking safety procedures. We are wrapping up our first 5-year strategic plan and now beginning the planning process for a new 5-year plan with the guidance of Studor.

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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.

The district will remain focused on our 5 big rocks: Reading, Math, RTI, PLCs, and MTSS. We have provided professional learning to our distict and school leaders in order for them to refine their PLC practices to make them more effective and to promote teacher efficacy. Additional staffing was provided to each school to assist with RTI to help close the learning gaps and decrease the size of RTI groups. District leadership meets with each school individually to analyze data, keep abreast of current information regarding assessment and accountability and determine areas of strength and need to which the district can provide support and assistance. Continued professional learning for both reading and math are ongoing to give the teachers the tools and resources needed to improve student achievement.

ATTACHMENTS

Attachment Name

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District Key Elements

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Attachment Summary

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