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2022-23 Phase Two: The Needs Assessment for Districts

Henderson 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 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 staff and the district shares data with school-level administration and the school board. 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, and Google docs; board meetings are streamed live as well. Internal data sources such as individual classroom data, Infinite Campus/AESOP (behavior, attendance, etc.), NWEA MAP data, ACT data, KSA data, transition readiness data, graduation rate, walkthrough data, MUNIS data, and other data at the school and district level are 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 have an impact.

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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 does it inform this year's plan?

As a district, we stayed steady and continued to focus on our 5 big rocks; reading, math, PLCs, MTSS, and RTI.

ELEMENTARY: We met all of our KSA goals with the exception of Social Studies. Our goal was to improve the percentage of proficient/distinguished from 58.7% to 59.1% and we actually decreased that percentage to 38% as a district. On our MAP goals, we surpassed all the goals in reading and math significantly. Looking at our percentages from spring 2022, we actually started behind where we were so we had some ground to make up for as well as increase student achievement. In the area of Brigance, we increased the number of kindergartners that were kindergarten ready by 10%. Looking at our demographic groups, all of our groups met or exceeded their reading goal. In the area of math, all but students with disabilities exceeded their goals. In the area of writing, all but African Americans and students with disabilities did not meet their goals. In the area of science, Hispanics and English Learners were the only two demographic groups that did not meet their goals. None of our identified demographic groups met their Social Studies goal.

MIDDLE: We met all of our KSA goals with the exception of Social Studies and Writing. In writing, our goal was to improve the percentage of proficient/distinguished from 49.5% to 55.0% and we actually decreased that percentage to 44% as a district. In the area of Social Studies, our goal was to increase from 58.3% to 60.8% and we decreased to 40.0%. On our MAP goals, we surpassed all the goals in reading and math significantly. Looking at our demographic groups, our African Americans, Hispanics, English Learners, and students with disabilities did not meet reading goals. In the area of math, all but students with disabilities and English Learners exceeded their goals. In the area of writing, the only group that met their goal was our English Learner population. In the area of science, Hispanics, two or more races, and economically disadvantaged student met their goals. None of our identified demographic groups met their Social Studies goal.

HIGH: The high school met its reading and math goals but not writing or science goals. In writing, our goal was to improve the percentage of proficient/distinguished from 65.7% to 70.0% and we actually decreased that percentage to 39.0% as a district. In the area of science, our goal was to increase from 29.2% to 30.7% and we decreased to 12.0% proficient and distinguished. Looking at our demographic groups, all but English Learners and two or more races met their reading goals. In the area of math, all but two or more races exceeded their goals. None of our identified demographic groups met their writing or science goals. The high school exceeded its graduation rate goal and postsecondary readiness goal.

Trends

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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

• The number of behavior referrals increased from 204 in 2020-21 to 288 in 2021-22.

• From 2020 to 2022, the district saw an 11% increase in novice scores in reading among students in the achievement gap.

> Our reading performance has become stagnant for the past several years but we are beginning to see this turnaround with our 2022 MAP, KSA, and ACT scores. At all three levels, the percentage of proficient and distinguished in reading increased from 2021, and all three were also above the state average. We will continue to intentionally focus on Reading as one of our five big rocks. With the new state assessment and accountability system, our trends in areas for academic improvement for specific groups of students are evident and documented in priorities and concerns. In the area of math, we did see a decrease in our scores from 2021 in elementary and high school, but a significant increase in the percentage of P/D at the middle school level. In the area of science, the percentage of proficient and distinguished increased at the elementary and middle school levels but significantly decreased at the high school level with only 12% scoring proficient or distinguished. The percentage of proficient and distinguished at the elementary level increased but both middle school and high school decreased their percentage. In 2021, we exited 6.5% of our EL students and increased that percentage in 2022 to 8.7%.

Current State

4. 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 Kentucky Summative Assessment (KSA) in 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 2021-22 academic year

• Survey results and perception data indicated 74% of the district's teachers received adequate professional development.

> While ACT is no longer the measure for proficiency at the high school level, HCHS 11th-grade students who took the ACT during 2021 - 2022 were above the state average in all areas: English 17.7 (state 17.5), Math 18.3 (state 17 7), Reading 19.0 (state 19.0), Science 19.5 (state 18.6), and Composite 18.8 (state 18.3). On the ACCESS for English Learners, we had a total of 194 students take the assessment

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and 17 (8.7%) of them met the exit benchmark for that assessment, which was above the state (7.9%). For 2022 KSA reading, elementary students were 51.0% proficient/distinguished compared to the state of 45.0%; middle school students were 51.0% P/D compared to the state at 43.0%; high school students were 49.0% P/D compared to the state at 45.0%. In math, elementary students were 49.0% P/D, and state was only 38.0%; middle school students were 51.0% P/D, and state was only 37.0%; high school students were 44.0% P/D and state was only 38.0%. In science, elementary students were 38.0% P/D, and state was only 37.0%; middle school students were 30.0% P/D, and state was only 22.0%; high school students were 12.0% P/D and state was 15.0%. In writing, elementary students were 44.0% P/D, and state was 37.0%; middle school students were 44.0% P/D, and state was 39.0%; high school students were 39.0% P/D and state was 38.0%. In social studies, elementary students were 38.0% P/D, and state was 37.0%; middle school students were 40.0% P/D, and state was 36.0%; high school students were 30.0% P/D and state was 35.0%. Looking at the participation rate for the 2022, we had at least 95% or higher complete all sections of the KSA. For the spring ACT, we had 100% of our juniors complete the ACT. The percentage of first-year teachers was 6.4%, and we had a teacher turnover rate of 26.7%. We also have a 6.0% of our certified staff that are National Board Certified.

Priorities/Concerns

5. 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 percent (68%) of students in the achievement gap scored below proficiency on the Kentucky Summative Assessment (KSA) in reading as opposed to just 12% of non-gap learners.

Elementary reading scores on KSA have dropped in the percentage of P/D after several years of stagnation from 2014 -2021; 60.2%, 61.2%, 61.0%, 61.3%/ 55.6%, and 38.8% but increased to 51.0% proficient and distinguished in 2022. Specific gap groups who are performing well below all students for 2022 are disabilities (22.0%), African Americans (25.0%), Hispanic/Latino (43.0%), English Learners (41.0%), and economically disadvantaged (40.0%). While reading at the middle school level for all students continues to show improvement, it increased from 46.7% in 2021 to 51.0% in 2022 P/D; African Americans performed at 34.0%; English learners at 20.0%, economically disadvantaged at 42.0%, and students with disabilities at 8.0%. High school reading was above the state average (45.0%) at 49.0% P/D; African American at 31.0%, Hispanic/Latino at 31.0%, English Learners at 0%, economically disadvantaged at 34.0%, and students with disabilities at 16.0%. At the elementary level in math, the percentage of all students scoring P/D for 2022 was 49.0%; subpopulations of concern include African Americans at 21.0%, Hispanic/Latino at 40.0%, English learners at 41.0%, and students with disabilities at 19.0%. In middle school math, 51.0% of all students scored P/D; African Americans are at 31.0%; English Learners at 29.0%; economically disadvantaged at 39.0%, and students with

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disabilities at 14.0%. At the high school level in math, the percentage of all students scoring P/D for 2022 was 44.0%; African Americans are at 22.0%, Hispanic/Latinos are at 31.0%, English Learners at 10.0%, economically disadvantaged at 31.0%, and students with disabilities at 10.0%. 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 elementary and middle school were above the state average, the high school is below; elementary school 33.0%, middle school 30.0%, and high school 12.0%. On the 2022 writing, all three levels were above the state average; elementary (44.0%) and middle (44.0%), and high school (39.0%). Subgroups of concern: Elementary - economically disadvantaged (29.6%), African American at 19.0%, English Learners at 21.0%, and students with disabilities at 6.0%. Middle School - African Americans at 28.0%, English Learners at 30.0%, students with disabilities at 10.0%, and African Americans (28.0%). High School - African American at 26.0%, English Learners at 15.0%, and students with disabilities at 8.0%. In the area of Social Studies, both elementary and middle schools were above the state average, but the high school was slightly below the state average. All subgroups are areas of concern in social studies.

Strengths/Leverages

6. 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; 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 community through 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

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alignment are keys for district improvement as a whole. There is reason 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 staff by installing safety items and tweaking safety procedures.

Evaluate the Teaching and Learning Environment

7. 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 district 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 in which the district can provide support and assistance. Continued professional learning for both reading and math is ongoing to give the teachers the tools and resources needed to improve student achievement.

ATTACHMENTS

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Attachment Name

📄 District Key Elements

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Attachment Summary

Attachment Name	Description	Associated Item(s)
District Key Elements		• 7