



2023-2024 Phase Two: The Needs Assessment for  
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2023-2024 Phase Two: The Needs Assessment for Districts

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## Table of Contents

2023-24 Phase Two: The Needs Assessment for Districts	3
Attachment Summary	11

## **2023-24 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 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

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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.

## 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 proficiency goals. our QSCS goal, and our EL Progress goal. We still have some work to do with a few of our demographic groups in writing and science. Looking at our demographic groups, all of our groups met or exceeded their goals in reading, math, and social studies. In the area of writing, all but students of two or more races exceeded their goals. In the area of science, African Americans, English Learners, and students with disabilities were the three demographic groups that did not meet their goals. In the area of English Learner Progress, we had 86% of students make some progress when we were striving for 100% of our EL students to make some growth. Our Economically disadvantaged students met their writing goal and EL students met their Social Studies goal.

**MIDDLE:** At the middle school level, we only met one of our KSA proficiency goals; writing. In reading, our goal was to improve the percentage of proficient/distinguished from 51.0% to 56.3% and we maintained that percentage of 51.0%. In the area of Social Studies, our goal was to increase from 40.0% to 43.9% and we decreased to 39.0%. In the area of Science, our goal was to increase from 30.0% to 36.9% and we decreased to 26.0%. In the area of Math, our goal was to increase from 51.0% to 56.0% and we decreased to 49.0%. Looking at our demographic groups, our African Americans met their goals in Reading, Math, and Science. Our students of two or more races met their goals in Reading and Writing. Only 30% of our EL population made growth and our goal was 100%. We did exceed our EL attainment goal; 25.0% to 30.3%. We increased our indicator rating on the QSCS from orange to yellow, which met our goal.

**HIGH:** At the high school level, we only met one of our KSA proficiency goals; social studies. In reading, our goal was to improve the percentage of proficient/distinguished from 49.0% to 51.0% and we decreased it to 45.0%. In the area of Science, our goal was to increase from 12.0% to 17.1% and we increased to 13.0%. In the area of Math, our goal was to increase from 44.0% to 45.7% and we decreased to 35.0%. In the area of Writing, our goal was to increase from 35.0% to 44.0% and we increased to 43.0%. Looking at our demographic groups, our African Americans met their goal in Science. Our students of two or more races met their goals in Social Studies, Science, and Writing. Our Hispanic population met their goal Reading and Social Studies goals. Our EL population met their reading goal and our students with disabilities met their writing goal. Only 37% of our EL population

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made growth and our goal was 100%. We did exceed our EL attainment goal from 20.8% to 28.6%. Our indicator rating on the QSCS remained orange. While we increased our Postsecondary Readiness and Graduation percentages, we did not meet our goals for either.

### 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

- The number of behavior referrals increased from 204 in 2021-22 to 288 in 2022-23.
- From 2021 to 2023, the district saw an 11% increase in novice scores in reading among students with achievement gaps.

While our reading performance was stagnant for several years, we are starting to see an upward trend in our percent of Proficient and Distinguished with our KSA, MAP, and ACT scores. Every elementary school and one of our middle schools increased their Reading status score. At the district level, our elementary and middle school status scores in Reading increased. 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 an increase in our scores from 2022 in every elementary school and one of our middle schools, but a significant decrease in the percentage of P/D at the high school level. In the area of science, the percentage of proficient and distinguished increased at the elementary and high school levels but slightly decreased at the middle school level with 26% scoring proficient or distinguished. Our EL population showed significant growth at the elementary level and some growth at the high school level.

### 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 2022-23 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 2022-2023 were above the state average in all areas: English 19.1 (state 17.8), Math 18.9 (state 17.9), Reading 20.0 (state 18.9), Science 20.5 (state 18.7), and Composite 19.7 (state 18.5). On the ACCESS for English Learners, we had a total of 204 students take the assessment and 17 (8.3%) of them met the exit benchmark for that assessment, which was below the state (9.1%). For 2023 KSA reading, elementary students were 59.0% proficient/distinguished compared to the state's 47.0%; middle school students were 51.0% P/D compared to the state at 45.0%; high school students were 45.0% P/D compared to the state at 44.0%. In math, elementary students were 58.0% P/D, and state was only 38.0%; middle school students were 49.0% P/D, and state was only 37.0%; high school students were 35.0% P/D and state was only 33.0%. In science, elementary students were 39.0% P/D, and state was only 29.0%; middle school students were 26.0% P/D, and state was only 23.0%; high school students were 13.0% P/D and state was 10.0%. In writing, elementary students were 49.0% P/D, and state was 37.0%; middle school students were 53.0% P/D, and state was 43.0%; high school students were 43.0% P/D and state was 41.0%. In social studies, elementary students were 53.0% P/D, and state was 37.0%; middle school students were 39.0% P/D, and state was 34.0%; high school students were 43.0% P/D and state was 37.0%. Looking at the participation rate for 2023, we had at least 98% or higher complete all sections of the KSA at all levels. For the spring ACT, we had 100% of our juniors complete the ACT. The percentage of teachers with 3 or fewer years of experience is 14.5%, and we had a teacher turnover rate of 21.2%, which is down from 2022 (26.7%). We also have 4.8% of our certified staff that are National Board Certified and 58.2% of our certified staff with a Master's degree.

**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.

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## READING

Even though the overall Reading P/D percentage for elementary has improved from 2022, there are specific gapgroups who are performing well below all students (59%) for 2023; disabilities (28.0%) and African Americans (37.0%).

While reading at the middle school level for all students didn't change from 2022 (51.0%); English learners at 21.0%, economically disadvantaged at 40.0%, Hispanics at 38.0%, and students with disabilities at 14.0%. High school reading was above the state average (44.0%) at 45.0% P/D; African American at 13.0%, Hispanic/Latino at 37.0%, English Learners at 5.0%, economically disadvantaged at 34.0%, and students with disabilities at 12.0%.

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 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%.

## MATH

At the elementary level in math, the percentage of all students scoring P/D for 2023 was 58.0%, which was an increase from 2022 (49.0%); subpopulations of concern include African Americans at 36.0%, English learners at 48.0%, and students with disabilities at 28.0%.

In middle school math, 49.0% of all students scored P/D, which was a decrease from 2022 (49.0%); English Learners at 24.0%; economically disadvantaged at 34.0%, Hispanics and two or more races at 38.0%, and students with disabilities at 13.0%. 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 gap groups are areas of concern in social studies.

At the high school level in math, the percentage of all students scoring P/D for 2023 was 35.0%, which was a decrease from 2022 (44.0%); African Americans are at 13.0%, English Learners at 5.0%, and students with disabilities at 12.0%.

## Science

Proficiency in the content area of science at all levels is a concern as overall our P/D percentages for students are much lower than in other content areas. While all levels were above the state average, Science is a major concern for all levels and gap groups; elementary school 39.0%, middle school 26.0%, and high school 13.0%.

## Writing

On the 2023 writing, all three levels were above the state average; elementary (49.0%), middle (53.0%), and high school (43.0%). Gap groups of concern: Elementary - economically disadvantaged (35.0%), African American at 31.0%, two or more races (31.0%), English Learners at 37.0%, and students with disabilities at

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16.0%. Middle School - African Americans at 28.0%, English Learners at 13.0%, and students with disabilities at 2.0%. High School - African American at 26.0%, English Learners at 15.0%, and students with disabilities at 8.0%.

## Social Studies

In the area of Social Studies, all levels were above the state average. While all gap groups are making progress at the elementary level, we have some groups that are scoring significantly below the overall; African Americans (35.0%), two or more races (37.0%), students with disabilities ((30.0%), and economically disadvantaged students (41.0%). At both the middle school and high school levels, all gap groups are of concern due to them scoring significantly below the overall.

### 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 the 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 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 Results](#)

[KCWP 5: Design, Align and Deliver Support](#)

[KCWP 6: Establish Learning Environment and Culture](#)

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 directly below.**

### **ATTACHMENTS**

#### **Attachment Name**



23 - 24 HCS Key Elements

8. 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.

# Attachment Summary

Attachment Name	Description	Associated Item(s)
 23 - 24 HCS Key Elements		• 7