



## 2024-2025 Phase Two: The Needs Assessment for Districts\_10292024\_08:47

2024-2025 Phase Two: The Needs Assessment for Districts

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## **2024-2025 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 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 for reviewing, analyzing and applying data results as you conducted 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 were documented.

The Hardin County Schools district is composed 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 including academic achievement, post-secondary transition readiness, and multi-tiered system of support 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 Data and System Efficiency, 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. Upon the release of state assessment data, the District Assessment Coordinator hosts a series of data workshops in order to share school-level information with principals. The District Assessment Coordinator uses a shared google drive to house school and district-level data. This shared drive is used on a regular basis at each of the following leadership development sessions in which the Instructional Services Department works with principals and school leads to facilitate analysis of the data. More detailed analysis is continued by the staff in team or departmental groups, vertical teams, and the whole group. The Director of Data and System Efficiency has created multiple platforms for the district leadership team. principals and assistant principals to analyze multiple sets of data over multiple years. The Director of Data and System Efficiency along with ISD meets with principals and assists with analysis, recognizing trends, strengths, and needs. The Instructional Service Department and the Superintendent work with principals to analyze data and determine action steps. As the Instructional Services Department and the Superintendent work with principals to analyze data, notes are also captured in order to assist with developing an improvement plan. 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.

## 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?

Effective PLCs continue to be an activity to address the review of data and adjust the curriculum. Across the district, PLCs continue to develop standards-based assessments and activities as well as align curriculum. As data is analyzed, adjustments are made. We will continue this process and focus on targeting our subgroups performing below their peer group.

Goal One- Reading and Math Goal- Upon review of this goal and objectives, the committee determined that elementary and middle schools still have work to do in reaching our 2024 objectives of 57% proficiency in reading at elementary and 54% proficiency in middle school. Data from 23-24 shows that our elementary schools are 9% behind the objective we set and our middle schools are a10% behind the

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objective for 2024. Our high schools were 15.5% from obtaining their objective for reading proficiency so we will look at modifying activities. In math our elementary and middle schools will modify activities and progress monitoring to impact our continued proficiency. Elementary schools were 7.5% below the objective of 48.5%; middle schools were 6% below the objective of 44% and high schools were 15% below the objective of 49%.

Goal Two- Science, Social Studies, and Writing Goals (Separate Academic Indicators)- Upon review of this goal and objectives, our schools did not meet the science or social studies objectives. We will continue on track to reach our continuation 2025 goal by modifying activities and checking progress monitoring to ensure growth is continued. Upon review of the Combined Writing goal and objective, Elementary, middle and high school fell below the objective. We will continue on track to reach our continuation 2025 goal by modifying activities and checking progress monitoring to ensure growth is continued.

Goal Three Achievement Gap- Last year we had 4 schools within the district that are TSI in the Disability subgroup and this year we only have 3. The reading objectives set for 2024 were focused on lowering the percent of novice at each level for students with IEPs. Elementary did lower the percent of students with IEP's scoring novice, however it did fall short of our objective goal. The percent of students with IEPs scoring novice in middle school stayed the same and did not meet the objective goal. High school had an objective in 22-23 to lower their novice percentage from 63% to 53% and they surpassed the goal by lowering their novice to 46%. However, this year they had an increase of students with IEP's scoring novice increase to 63%, far off from the objective of 36%. The committee determined the need to continue the objectives and modify/reassess activities. When reflecting on last year's math objective for students with disabilities, it was determined by the committee that the math objective was focused on lowering the percent novice at each level for students with IEP's. None of the levels met the objective and the committee determined the need to continue the objectives and modify/reassess activities.

Goal Four-English Learner Progress When reflecting on the objective for EL Progress, the change scores show that elementary went up and high school went up significantly (change score of 36.8). Middle school went down with a change score of -6.4.

Goal Five- Quality of School Climate and Safety- When reflecting on the change scores for QSCS both elementary and middle school went down, but high school went up. For the climate and safety indexes, none met the objective, however high school did increase both the safety index and the climate index.

Goal Six- Postsecondary Readiness-Hardin County schools PSR readiness status increased from 89.4 to 90.4, but did not reach the objective of 93.25. Continued purposeful one-on one scheduling with students, goal setting with students, and involving teachers,

Goal Seven- Graduation Rate- The status went from 91.3 to 92.5 achieving the objective exactly.

### 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 2022-2023 to 288 in 2023-2024.
- From 2022 to 2024, the district saw an 11% increase in novice scores in reading among students with achievement gaps.

After analyzing data from the past two years, proficiency in both math and reading at the elementary level continues to be a concern. While the elementary schools sustained the percentage of students scoring Proficient/Distinguished in Reading, we still have more than half of our elementary students scoring Novice/Apprentice. Middle school data trends show similar findings with over half of our students scoring Novice/Apprentice in all tested areas. The high school graduation rate continues to be a focus as Hardin County Schools. Based on trends, the performance of students with disabilities is a continued focus. Although not reflected in grounded data trends yet, anecdotal notes, discussions, and the Quality of School Climate and Safety Survey data show that the social and emotional needs of all students and staff are an area of priority. IReady trend data shows that Hardin County Schools continues to match or outperform both the KY fall benchmark scores and the national fall benchmark scores in math and reading.

### Current State

4. Describe in narrative form 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 of students in the achievement gap scored proficient on Kentucky Summative Assessment (KSA) in reading. Local benchmark data indicates that thirty-two percent of all students receive Tier II intervention in reading.
- Fifty-four percent 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.

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### Example of Non-Academic Current State:

- Teacher attendance rate was 84% for the 2023-2024 academic year. 2023-2024 Impact survey data shows that 71% of staff feel like they belong at our school.

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

In elementary schools, 48% of students scored Proficient/ Distinguished in reading, 41% P/D in math, 32% P/D in science, 38% P/D in social studies, and 39% P/D in combined writing. In middle school, 44% of students scored Proficient/ Distinguished in reading, 38% P/D in math, 25% P/D in science, 37% P/D in social studies, and 46% P/D in combined writing. In high school, 45% of students scored Proficient/ Distinguished in reading, 34% P/D in math, --- P/D in science (suppressed), 38% P/D in social studies, and 46% P/D in writing. Our high school graduation rate was 91.7(4 year cohort)and our postsecondary readiness rate was 89.4 with bonus. Our district's IReady data from grades K-9 is also important to note given the changes in the state assessment and the 21-22 data being baseline/ status.

We administered the IReady universal diagnostic in late August/early September of the . Reading data showed 33% of students in Tier I (on or above grade level), 38% in Tier II (one grade level below), and 28% in Tier III (two or more grade levels below). Math data showed 21% of students in Tier I (on or above grade level), 48% in Tier II (one grade level below), and 31% in Tier III (two or more grade levels below). Based on ACT data, our district's average composite score is 18.8 and the state is 18.6

The Brigance kindergarten screener preliminary data indicated that 52.5% of our students are ready for kindergarten in fall of 2024.

### Priorities/Concerns

5. Clearly and concisely describe the two or three greatest areas of weakness using precise numbers and percentages.

**NOTE:** You must thoroughly addressed these priorities in the Comprehensive District Improvement Plan (CDIP) diagnostic and template.

**Example:** Students in our gap groups are scoring significantly below all students. Sixty-eight percent 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.

There are proficiency and growth concerns in math and reading at all levels. In all levels, except 4th grade reading, more than half are scoring Novice/Apprentice. Our strongest area is elementary 4th grade reading with 53% scoring P/D. In all data,

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significant achievement gaps were identified for students with disabilities. In elementary, 44% of our students with disabilities are scoring Novice in reading and 46% are scoring Novice in math. In middle school, 56% of our students with disabilities are scoring Novice in reading and 53% in math. In high school, 63% of our students are scoring novice in reading (this is a significant increase from the previous year) and 64% in math. The Brigance kindergarten screener indicated that only 52.5% of our students are ready for kindergarten. Our graduation rate was 91.7%. The social and emotional learning of all students and staff continues to be an area of priority.

### Strengths/Leverages

6. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the district. Explain how the district will utilize the strengths and leverages 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.

Two schools —East Hardin Middle School and John Hardin High School scored green overall. We had fourteen that were yellow overall and four that were orange. We had no schools with an overall score of red. In iReady, compared to last year, there was growth in most grade levels for the percentage of students scoring early on to above grade level.

### 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 Processes

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

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HCS Key Elements



8. After analyzing the Key Elements of your teaching and learning environment, on which two or three processes, practices or conditions will the district focus its resources and efforts to produce the desired changes?

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

**NOTE:** The Comprehensive District Improvement Plan (CDIP) diagnostic and template must thoroughly address these elements.

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.

# Attachment Summary

Attachment Name	Description	Associated Item(s)
 HCS Key Elements	Completed October 2024	• 7
 Key Elements HCS Completed October 2024	Key Elements	•