2024-2025 Phase Two: The Needs Assessment for Districts

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Hopkins 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 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 Hopkins County Schools needs assessment for the 2024-25 school year involved a data-driven and collaborative approach to ensure that identified needs aligned with district goals and the strategic plan, especially focusing on the 'Characteristics of a Future Ready Graduate.' The process aimed to integrate feedback across various levels of the school community and leadership to inform instructional strategies, resource allocation, and program development.

The process started with reviewing recent academic performance metrics, behavior reports, attendance data, and survey feedback from students, teachers, parents, and community partners. Specific data sources included:

- KSA Results
- ACT Data
- MAP Data

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- Brigance Data
- QCSS Data
- Early Warning Tool & Persistence to Graduation
- Attendance and behavioral records
- PBIS Data and feedback on discipline trends
- FRAM data
- School climate and engagement surveys
- Feedback on initiatives such as UFLI, Lexia, and MTSS transition data
- Feedback from professional learning and mentoring

The district's Logic Teams and leadership groups analyzed the data to identify trends, strengths, and areas for improvement. A major part of this analysis was determining which resources and supports would align best with Hopkins County Schools' Portrait of a Learner—'Characteristics of a Future Ready Graduate.

Based on the analysis, leadership teams and stakeholders pinpointed targeted areas, such as early literacy, digital citizenship, and social-emotional learning, that required additional resources and support. Data findings were translated into specific action steps and budgetary needs within the Title and other federal programs. Stakeholder Groups involved include District Logic Teams: Comprised of district and school administrators, instructional coaches, and family representatives, with each Logic Team focusing on key pillars of the strategic plan. Feedback is also gleaned from district administrative team discussions and feedback and school SBDM councils and PACs. CDIP and strategic plan progress and actions are reviewed regularly with progress notes in Cognia at least annually. The CDIP and strategic plan progress is presented to the local board of education at least annually. The district's strategic plan and CDIP are available for public review on the district's website.

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?

In Hopkins County Schools' previous Comprehensive District Improvement Plan (CDIP), the primary goals focused on enhancing student readiness, fostering strong community engagement, improving the quality of instruction, and expanding access to necessary resources. Significant progress was made, especially in implementing the district's Future Ready Graduate characteristics, which support student development in areas like communication, collaboration, and accountability, aligning students' skills with future workplace expectations. Additionally, professional development for teachers, increased family engagement, and specific resource allocations for student services contributed to the overall progress.

Successful elements of last year's CDIP included the implementation of MTSS (Multi-Tiered System of Supports), which provided structured support across academic

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and behavioral needs, helping students receive targeted interventions based on their individual requirements. This approach was supported by integrating technology tools and targeted training for teachers, which allowed the district to better assess student progress and address learning gaps. The district's partnerships with community organizations, such as the Glema Mahr Center for the Arts, also played a role in enriching students' experiences, especially in areas like cultural engagement and social-emotional learning.

These successes are shaping the 2023-2024 CDIP by focusing on scaling effective strategies, refining academic interventions, and enhancing community collaboration further to support student development holistically. The ongoing emphasis on preparing "Future Ready Graduates" and fostering skills for tomorrow's workforce will be central, with initiatives that include more strategic use of resources, an emphasis on early literacy through programs like UFLI, and engagement initiatives that align with both academic and community goals. The insights gained from previous years have reinforced the importance of data-driven decision-making and community collaboration, which continue to be focal points in this year's CDIP plan.

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.
  • Overall Elementary Performance - 71.5, green rating, improvement from 66.6 in 2023 and up from 68.2 in 2022
  • Overall Middle Performance - 55.2, yellow rating, down from 56.1 in 2023 but up from 53.2 in 2022
  • Overall High Performance - 67.1, yellow rating with a discrepancy between the two school s - MNHHS Green, HCCHS Orange
  • Graduation rate increased to 92.2%, compared to 89.1% in 2023 and 88% in 2022
  • Postsecondary readiness increased to 79.9%, up from 77.8% in 2023 and 76.2% in 2022
  • Hopkins County Reading and Math Performance - elementary 77.4, middle 60.4, high 66.5
  • Hopkins County Reading P/D percentage - elementary 55, middle 46, high 47
  • Hopkins County Math P/D percentage - elementary 57, middle 36, high 40
  • Hopkins County combined Science, Social Studies, Writing - elementary 67.9, middle 48.7, high 49.6

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- Hopkins County science p/d percentage - elementary 41, middle 23, high suppressed
- Hopkins County social studies p/d percentage - elementary 44, middle 29, high 40
- Hopkins County writing p/d percentage - elementary 55, middle 37, high 41
- EL progress - 31 (elementary score only)
- Hopkins County QCSS data: elementary 82.9, middle 68.1, high 59.8

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.

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.

Hopkins County Schools has shown steady improvements in key performance areas based on the most recent district-wide assessment data. The district's elementary schools received a green rating with an Overall Performance Score of 71.5, marking a steady rise from 66.6 in 2023 and 68.2 in 2022. This upward trajectory highlights the success of elementary initiatives in literacy and numeracy, contributing to the elevated scores. Middle school performance, however, saw a slight decline to 55.2, with a yellow rating, compared to 56.1 in 2023, though it remains higher than 53.2 in 2022. This indicates some challenges that middle schools are working to address, particularly in math and science. High school performance held a 67.1 yellow rating, with notable variation between the two high schools: Madisonville North Hopkins High received a green rating, while Hopkins County Central High was rated orange.

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On the graduation front, the district experienced a positive trend, with the graduation rate climbing to 92.2%, up from 89.1% in 2023 and 88% in 2022. This steady increase reflects effective support for high school students, particularly in promoting college and career readiness. The postsecondary readiness rate also rose, reaching 79.9%, up from 77.8% in 2023 and 76.2% in 2022. These gains indicate strengthened initiatives for preparing students for success beyond high school with our work in Future Ready Graduate.

In terms of academic achievement across subjects, Hopkins County's elementary students performed well in Reading and Math, achieving scores of 77.4 overall. Middle and high school scores in these areas were 60.4 and 66.5, respectively. The Proficient/Distinguished (P/D) percentages provide further insight: in reading, elementary students reached 55%, middle school students 46%, and high school students 47%; for math, 57% of elementary students scored P/D, followed by 36% in middle school and 40% in high school.

The combined performance for Science, Social Studies, and Writing reveals additional strengths and areas for growth, particularly at the elementary level, where the overall combined score reached 67.9. Middle and high school scores were 48.7 and 49.6, respectively. Specific P/D percentages show elementary science scores at 41%, while middle school science results were 23%. Social studies saw 44% P/D at the elementary level, 29% at middle school, and 40% at high school. Writing proficiency was relatively higher, with elementary achieving 55% P/D, middle school 37%, and high school 41%.

For English Learner (EL) progress, elementary schools reported a score of 31, indicating ongoing needs in language support services. Quality of School Climate and Safety (QCSS) scores also highlighted disparities among school levels: 82.9 for elementary, 68.1 for middle school, and 59.8 for high school. This data suggests elementary schools have made substantial progress in creating supportive environments.

The source data, including these performance scores and ratings, derives from Hopkins County Schools' district assessments and Kentucky Department of Education report cards for the 2023-2024 school year.

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.

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Middle school performance in Hopkins County Schools has been identified as an area of weakness, particularly due to lower proficiency in core subjects, including math, science, and writing. The Overall Middle School Performance Score is currently 55.2 with a yellow rating, down slightly from 56.1 in 2023. Although this reflects improvement from 53.2 in 2022, the performance still trails behind the elementary and high school levels. Specific subject data further highlight the need for support math proficiency at the middle school level is 36%, compared to 57% in elementary and 40% in high school. Science proficiency is also low, with just 23% of middle school students reaching Proficient/Distinguished levels, significantly lower than elementary (41%) Writing proficiency at the middle school level is 37%, also below elementary (55%) and high school (41%). To address these challenges, Hopkins County Schools is implementing several targeted support measures: Multi-Tiered System of Supports (MTSS) - This system is designed to provide tiered interventions, particularly for students struggling in math and science. The MTSS framework helps teachers use data-driven approaches to address individual student needs, ensuring that struggling students receive additional instructional time and support. Use of Supplemental Resources - The district is also investing in resources aligned with its Characteristics of a Future Ready Graduate initiative. Supplemental tools in science and math are helping students build foundational skills and prepare for academic success in later grades. The district is also implementing Access to Algebra and Access to English to support middle school instruction. Family and Community Engagement - Recognizing the importance of support beyond the classroom, Hopkins County Schools is also working to enhance family engagement, particularly around academic support and study resources, to help students reinforce learning at home. The community schools grant is supporting this work along with Title I and traditional efforts through PTA, etc. By implementing these strategies, the district is actively working to address middle school performance gaps and create a foundation for sustained improvement in student outcomes at the middle school level.

Science performance in Hopkins County Schools has emerged as a notable area of weakness across all grade levels, with proficiency levels consistently below district expectations. At the elementary level, only 41% of students achieved Proficient/Distinguished (P/D) status in science. Although this is a baseline for improvement, it reflects a need for early support in science fundamentals to strengthen foundational skills. In middle school, science performance drops significantly, with only 23% of students reaching P/D status. This decline highlights a gap in transitioning from elementary to more complex middle school science content. Addressing this gap is essential, as the middle school years are critical for developing interest and competency in STEM fields. At the high school level, data is suppressed due to low achievement not just in Hopkins County but state wide, suggesting continued struggles to meet grade-level standards and expectations. This lower proficiency rate at the high school level not only impacts college readiness but also limits student preparedness for careers in science and technology fields.

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To address these challenges, Hopkins County Schools is enhancing science instruction through the following strategies: Focus on science curriculum and pacing: teachers will be working to align science curriculum and create opportunities that focus on investigative learning with assessments that support this type of learning. Teachers will also have the opportunity to participate in webinars to enhance professional learning. These initiatives reflect the district's commitment to improving science proficiency and equipping students with the skills and knowledge required for success in an increasingly science-oriented world.

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.

Hopkins County Schools has several strengths, which the district can leverage to address areas of concern:

One elementary school was blue, with HCS elementary in the green. Elementary Performance Improvement: Elementary performance has shown significant growth, with an Overall Performance Score of 71.5, up from 66.6 in 2023 and 68.2 in 2022, earning a green rating. Additionally, elementary reading and math proficiency percentages are high at 55% and 57% respectively. These strengths at the elementary level demonstrate effective foundational instruction in literacy and numeracy, which the district can use as a model for building middle and high school proficiency, particularly in math and reading.

TSI Status: No Hopkins County Schools are in TSI status. The schools that were TSI (BSMS and MNHHS) exited.

High Graduation Rate and Postsecondary Readiness: The graduation rate rose to 92.2% from 89.1% in 2023 and 88% in 2022, and postsecondary readiness increased to 79.9%, up from 77.8% in 2023. These figures indicate that high school programs are successfully preparing students for life after graduation. Leveraging these outcomes, the district can explore integrating these successful practices into middle school to address gaps and improve readiness in earlier stages.

By building on these strengths, Hopkins County Schools will strategically address its performance gaps, particularly in middle school math, science, and writing, to create a unified, supportive learning environment across all grade levels.

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:

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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

📄 Hopkins 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.

Hopkins County will focus on Key Elements 2 and 4, instruction and assessment, for closing instructional gaps and increasing achievement.

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Attachment Summary

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