



2024-2025 Phase Two: The Needs Assessment for
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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.

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.

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?

ELEMENTARY: We met our annual goal in Science and the QSCS but not in the other areas. We still have work to do with our demographic groups. While many of them increased in percentage of proficiency and distinguished from 2023, we did not meet our annual goal for many of these groups in most areas. In Science, all of our demographic groups met or exceeded our goal except for two or more races. With climate and safety, all of our elementary schools received a high rating. As a district, we maintained a high rating while increasing our indicator score from 84.0 to 89.3./

MIDDLE: At the middle school level, we did not meet any of our annual goals. However, we did see growth in both reading and math; in reading 51% to 52% of students scored proficient or higher, and 49% to 51% in math. In Science, Social Studies, and Writing, we decreased our percentage from 2023. Looking at REading, all of our demographic groups increased the P/D percentage from 2023 except for the two or more races. In math, all groups increased from 2023 with the African American group exceeding their goal. In Science, Social Studies, and Writing, most of the demographic groups decreased in percentage of proficient or higher from 2023. We increased our indicator rating on the QSCS from 64.3 to 64.9, which kept us a yellow not meeting our goal.

HIGH: At the high school level, we met our proficiency goals in Reading and math. In reading, our goal was to improve the percentage of proficient/ distinguished from 45.0% to 51.3% and we increased it to 53.0%. In the area of Science, our goal was to increase from 13.0% to 24.1% and we increased to 6.0%. In the area of Math, our goal was to increase from 35.0% to 40.3% and we increased to 48.0%. In the area of Writing, our goal was to increase from 43.0% to 50.4% and we decreased to 38.0%. In the area of Social Studies, our goal was to increase from 43.0% to 45.0% and we decreased to 32.0%. Looking at Reading and math, all of our demographic groups increased the percentage of P & D from 2023 except students with disabilities, which decreased from 2023 in both areas. In Science, Social Studies, and Writing, most of the demographic groups in all three areas decreased in proficiency from 2023. Our EL population is no longer a TSI-identified group at the high school level. We met our climate and survey goal increasing from 58.8 to 61.8, which moved us to green. We also met our postsecondary readiness goal increasing from 95.5 to 105.8, moving from green to blue. We did not meet our graduation rate goal but we did increase our graduation rate from 2023 (90.1% to 90.7%)

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.

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 at all three levels, MAP, and ACT scores. All of our schools either increased their status score or maintained them from 2023. 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, all of our schools at each level either increased or maintained their status score from 2023. In the area of science, the percentage of proficient and distinguished increased at the elementary but decreased at both the middle and high school levels. Our EL population at the elementary did not show as much growth as in 2023, however, our high school was previously a TSI-identified school with this population but was able to make the growth needed and is no longer a TSI school for EL students.

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.

While ACT is no longer the measure for proficiency at the high school level, HCHS 11th-grade students who took the ACT during 2023-2024 were above the state average in all areas: English 18.4 (state 17.4), Math 19.1 (state 17.6), Reading 19.8 (state 18.7), Science 20.2 (state 19.6), and Composite 19.5 (state 18.2). On the ACCESS for English Learners, we had a total of 238 students take the assessment and 14 (5.9%) of them met the exit benchmark for that assessment, which was above the state (4.6%). For 2024 KSA reading, elementary students were 58.0% proficient/distinguished compared to the state's 47.0%; middle school students were 52.0% P/D compared to the state at 45.0%; high school students were 53.0% P/D compared to the state at 45.0%. In math, elementary students were 58.0% P/D, and state was only 42.0%; middle school students were 51.0% P/D, and state was only 39.0%; high school students were 48.0% P/D and state was only 35.0%. In science, elementary students were 46.0% P/D, and state was only 34.0%; middle school students were 23.0% P/D, and state was only 22.0%; high school students were 6.0% P/D and state was 6.0%. In writing, elementary students were 43.0% P/D, and state was 43.0%; middle school students were 52.0% P/D, and state was 48.0%; high school students were 38.0% P/D and state was 43.0%. In social studies, elementary students were 39.0% P/D, and state was 39.0%; middle school students were 31.0% P/D, and state was 35.0%; high school students were 32.0% P/D and state was 37.0%. The percentage of teachers with 3 or fewer years of experience is 10.3%, which is down from the previous year. We also have 7.8% of our certified staff who are National Board Certified and 75.5% of our certified staff who have a Master's degree.

Priorities/Concerns

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

NOTE: You must thoroughly address 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.

READING

The overall %P/D for Reading did slightly decrease from 2023 and there are specific gap groups who are performing well below all students (58%) for 2024; disabilities (29%) and African Americans (33%). The overall % P/D for middle school did increase from 51% in 2023 to 52% in 2024: English learners at 23%, economically disadvantaged at 41%, Hispanics at 38%, and students with disabilities at 16%. High school reading was above the state average (45%) at 53% P/D; African American at

26%, Hispanic/Latino at 40%, economically disadvantaged at 43%, and students with disabilities at 11%.

MATH

At the elementary level in math, the percentage of all students scoring P/D for 2024 was 58.0%, which was the same as in 2023; subpopulations of concern include African Americans at 34%, English learners at 33%, and students with disabilities at 26%. In middle school math, 51% of all students scored P/D, an increase from 2023 (49%); English Learners at 25%; economically disadvantaged at 40%, Hispanics at 42%, two or more races at 40%, and students with disabilities at 15%. At the high level in math, the percentage of all students scoring P/D for 2024 was 48%, a significant increase from 2023 (35%); subpopulations of concern include African Americans at 23%, Hispanics and economically disadvantaged both at 37% and students with disabilities at 6%.

SOCIAL STUDIES

In the area of Social Studies, all levels, elementary, middle, and high school, decreased in the %P/D from 2023; elementary (53% to 39%), middle school (39% to 31%), and high school (43% to 32%). All gap groups are areas of concern in social studies.

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, especially when you look at the subgroups. At the elementary level in science, the percentage of all students scoring P/D for 2024 was 46%, which increased from 2023 (39%); subpopulations of concern include African Americans at 22% two or more races at 29%, and students with disabilities at 25%. In middle school math, 23% of all students scored P/D, a decrease from 2023 (26%), economically disadvantaged at 14%, Hispanics at 15%, two or more races at 14%, and students with disabilities at 4%. At the high level in science, the percentage of all students scoring P/D for 2024 was 6%, a significant decrease from 2023 (13%); subpopulations of concern include African Americans at 0%, Hispanics at 2%, economically disadvantaged both at 1% and students with disabilities at 0%.

WRITING

On the 2024 writing, the elementary was equal with the state (43% P/D), the middle school was above the state (49% vs. 48%), and the high school was below the state (38% vs. 43%). Gap groups of concern: Elementary - economically disadvantaged (35.0%), Hispanics at 19%, African American at 21.0%, two or more races at 26%, English Learners at 21%, and students with disabilities at 3%. Middle School - African Americans and Hispanics at 38.0%, and students with disabilities at 6%. High School - African American at 20%, Hispanics at 24%, two or more races at 29%, and students with disabilities at 5%.

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.

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 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 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



District 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.

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 for them to refine their PLC practices to make them more effective and to promote teacher efficacy. 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)
 District Key Elements		• 7