



2022-23 Phase Two: The Needs Assessment for  
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2022-23 Phase Two: The Needs Assessment for Districts

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## **2022-23 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.

The Hardin County Schools district is comprised 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 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

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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 whole group. Each principal maintains a Data Tracker that is shared with the Instructional Services Department and the Superintendent. The Data Tracker houses multiple measures of data in one place which assist with analysis -recognizing trends, strengths, and needs- and determining action steps. As the Instructional Services Department and the Superintendent work with principals to analyze data found in the Data Tracker 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 was 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 2022 objectives of 54.1 and 58.9% proficiency in reading. Data from 21-22 shows that our elementary schools are 8.1% behind the objective we set and our middle schools are 15.9% behind the objective for 2022. Our high schools were only .5% from obtaining their objective for reading proficiency (46.5% P/D) so we will look at modifying activities and increasing the proficiency goal.

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Our elementary and middle schools will modify activities and progress monitoring to impact our continued proficiency goal of 47.9% (elementary) and 45.2% (middle). Elementary schools feel short of the 2022 objective by 10.9% and middle schools by 12.2%. High schools are making progress toward their continuing 2025 math goal as they surpassed the 2022 objective by .7%.

**Goal Two- Science, Social Studies, and Writing Goals (Separate Academic**

**Indicators)**- Upon review of this goal and objectives, our elementary schools are within 2.1% of meeting their 2022 objective. Middle schools surpassed their 2022 objective by .2%. We will continue on track to reach our continuation 2025 goal by modifying activities and checking progress monitoring to ensure growth is continued. Our high school's Science proficiency goal will be revisited as their 2022 objective was missed by 20.4%.

When reflecting on Social Studies proficiency data, the committee determined that the 21-22 data would be used as a baseline and set new goals based on the current level of performance.

Due to the change in the accountability model for writing, the committee determined that the 21-22 data would be used as a baseline to set new goals. With the combined writing score, there is more data to better inform our activities and measures of progress monitoring so these will be modified as well to reflect the new writing model.

**Goal Three- Growth**- Since growth was not reported for the 2022 state assessment, it will not be a goal addressed in the 22-23 Improvement Plan. However, the district continues to use the IReady Diagnostic to track student growth throughout the school year.

**Goal Four (moved to Goal 3 on the 22-23 Improvement Plan)- Achievement**

**Gap**- We have 10 schools within the district that are TSI in the Disability subgroup. The reading objectives set for 2022 were not met for any level- elementary, middle, or high school. Elementary schools were 7.3% away from their objective, middle schools were 9% from meeting their 2022 objective and high schools were 6% away. 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 elementary objective of 25% proficiency should be maintained while the middle and high school goals should be slightly rewritten. Middle schools increased the percentage of students with disabilities scoring P/D in math by .5% and high school students surpassed the objective of 8% proficiency by 1% so these objectives will be rewritten in for the 2022-2023 school year.

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**Goal Five- Transition Readiness-** Hardin County Schools surpassed the 2022 objective (68) and continuing goal (74.5) for postsecondary readiness. HCS's Indicator for the 21-22 school year was 76.8. Based on this, the committee has decided to write a new goal. Continued purposeful one-on-one scheduling with students, goal setting with students, and involving teachers, counselors, and transition coaches to look at students completing pathways were all activities which led to this increase.

**Goal Six- Graduation Rate-** After reflecting on the graduation rate continuing goal of 92.2%, the committee has decided to revise this goal to reflect the most recent data on the graduation rate of 90.7 for Hardin County Schools. A new goal and activities will be established as we strive to identify students at risk and reduce barriers.

### 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 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 district's focus when looking at data continues to be growing every student. Due to COVID and changes in the accountability system, it is important to note testing conditions for the 20-21 school year as we look at trends from the previous two academic years. Because the state assessment for 20-21 was not mandatory, it is important to take into account the participation rate when comparing 21-22 data to 20-21 data. Generally speaking, 85% of our elementary students took the 20-21 state assessment, 78% of our middle school students, and 67% of our high school students. We also must consider the format of the 20-21 assessment as the length of each assessment was altered to include fewer test items. The data from the 21-22 state assessment will be used as baseline/status data to help identify trends, priority areas, and strengths as we move forward.

After analyzing data from the past two years, proficiency in both math and reading at the elementary level continues to be a concern. While there was an increase in the percentage of students scoring Proficient/Distinguished in Reading and Math we still have more than half of our elementary students scoring Novice/Apprentice. However, in both reading and math grades 3 and 5 we are outperforming the state. Middle school data trends show similar findings with over half of our students scoring Novice/Apprentice in all tested areas. Again our middle school students are outperforming the state in every tested area and in all grades, 6th-8th. The high school graduation rate continues to be a focus as Hardin County Schools is just behind state performance. Based on trends, the performance of students with disabilities and students who are African American are other priority areas for 10 of

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the schools within HCS. 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. In the area of reading, Hardin County started the year with 31% of students on grade level in reading which is more than historical national norms dating pre- COVID. Relative placement on the math benchmark assessment from fall 21-22 to fall 22-23 has only slightly increased by 1%. In reading, our relative placement from fall 21-22 to fall 22-23 has increased by 3%.

While Brigance Kindergarten Readiness Scores dropped during COVID, they have been on a steady increase since 20-21 with a 4.3 increase from the 21-22 school year.

### 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.

#### **Current Academic State**

In elementary, 46% of students scored Proficient/ Distinguished in reading, 37% P/D in math, 30% P/D in science, 34% P/D in social studies, and 42% P/D in combined writing.

In middle school, 43% of students scored Proficient/ Distinguished in reading, 33% P/D in math, 28% P/D in science, 32% P/D in social studies, and 38% P/D in combined writing.

In high school, 46% of students scored Proficient/ Distinguished in reading, 39% P/D in math, 15% P/D in science, 36% P/D in social studies, and 45% P/D in writing. Our

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high school graduation rate was 90.7 and our postsecondary readiness rate was 76.8.

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 22-23 school year. Reading data showed 31% of students in Tier I (on or above grade level), 40% in Tier II (one grade level below), and 29% in Tier III (two or more grade levels below). Math data showed 18% of students in Tier I (on or above grade level), 49% in Tier II (one grade level below), and 33% in Tier III (two or more grade levels below). For every grade K-8, reading performance is stronger than the Fall 22 KY IReady placement to date. For every grade except 2nd, math performance is stronger than the Fall 22 KY IReady placement to date. For 2nd-grade math performance, the Tier I percentage is 1% lower than KY norms.

Based on ACT data, our district's average composite score is 0.6 above the state. In each subject area, our students outperformed the average score for the state. The percentage of students meeting benchmarks in English, Reading and Math is above the state percentage.

The Brigance kindergarten screener indicated that 46% of our students are ready for kindergarten.

### **Current Non-Academic State**

We had a total of 481 seniors who earned Hardin County Schools Work Ethic Certification.

Hardin County School's elementary and high schools earned a Medium indicator score on the Quality of School Climate and Safety Survey, whereas our middle schools earned a low indicator score rating.

Certified and Classified staffing shortages have continued to be a hurdle for school districts. We currently have 29 certified vacancies that are being filled by long-term substitutes. The majority of these vacancies are being filled by retired teachers.

Critical areas include math, science, and special education. HCS has been able to hire a large number of substitute teachers which has led to an average of 4-6 unfilled vacancies daily, this number has been reduced from 10-15 daily in the preceding school year. Classified staff shortages include instructional assistants and custodians.

### 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



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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 elementary school, 54% of our students scored Novice/Apprentice on the reading assessment, 64% scored N/A on the math assessment (higher than the state average by 2%), 71% scored N/A on the science assessment, 66% scored N/A on the social studies assessment (higher than the state average by 3%) and 58% scored N/A on the combined writing assessment.

In middle school, 57% of our students scored Novice/Apprentice on the reading assessment, 66% scored N/A on the math assessment (higher than the state average by 3%), 72% scored N/A on the science assessment, 68% scored N/A on the social studies assessment (higher than the state average by 4%), and 62% scored N/A on the combined writing assessment (higher than the state average by 1%) .

In high school, 53% of our students scored Novice/Apprentice on the reading assessment, 61% scored N/A on the math assessment, 84% scored N/A on the science assessment, 64% scored N/A on the social studies assessment and 55% scored N/A on the combined writing assessment.

In all data, significant achievement gaps were identified for students with disabilities. In elementary, 50% of our students students with disabilities are scoring Novice in reading and 56% are scoring Novice in math. In middle school, 61% of our students with disabilities are scoring Novice in reading and 63% in math. In high school, 63% of our students with disabilities are scoring Novice in reading and 51% in math.

The Brigance kindergarten screener indicated that only 46% of our students are ready for kindergarten. Although our students outperformed national norms for the IReady universal diagnostic in both math and reading in most grades, they were below the norms in 1st and 2nd grade reading as well as 2nd and 6th grade math. Our graduation rate was 89.2% (0.8% below the state average). 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 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.

Two schools — East Hardin Middle School and Central Hardin High School — scored Green overall. In high school English Language Learner growth, HCS scored Blue; graduation rates at Central Hardin and John Hardin are Green; and Social Studies

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and Writing scores are Green at Central Hardin, East Hardin Middle School, James T. Alton Middle School and Lincoln Trail Elementary.

HCS Postsecondary Readiness score improved from 63 in the 2020-2021 to 81.5 in 2021-2022.

In grades 1-9, our fall IReady reading diagnostic scores have increased by 2% or more compared to that of our fall 2021 IReady scores. In grades K-9, our reading performance is stronger than the Fall 2022 KY data.

In all grades except K, 2, 6 and 9, our fall IReady math diagnostic scores have increased by 3% or more compared to that of our fall 2021 IReady scores. In all grades except 2, our math performance is stronger than the Fall 2022 KY data.

In elementary, HCS has 42% of students scoring proficient/distinguished in On Demand Writing which is 10% more than the state percentage of proficient/distinguished.

In middle school, HCS has increased the percentage of students scoring proficient/distinguished in On Demand Writing from 27.8% (2018-2019 SY) to 42% (2021-2022 SY).

The systems of support we have implemented for reading and math with the use of the IReady comprehension and mastery checks, teacher toolbox and individualized My Path lessons can be more intentional in grades that did not see the same successes.

### 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.

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.


## **ATTACHMENTS**

### **Attachment Name**

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 District Key Elements Template

# Attachment Summary

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