



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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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 data review and analysis process occurs on a regular basis throughout the year across the district with both "in house" data from student screening assessments, formative assessments and benchmark assessments as well as annual state assessments. Throughout the summer, the previous year's data analysis is used to develop intervention plans for individual students and student groups, for the assignment of students to specific classes and teachers, and to assist in the hiring of classroom teachers and interventionists. This data has been reviewed and analyzed individually by teachers and then by groups/teams made up of teacher grade bands at the elementary level (3-6)/content teachers at the middle and high school levels, building administrators, district administrators and School Site Based Decision Making representatives. Once the school year begins in August the cycle starts all over with the collection of data from screening assessments, formative assessments and benchmark assessments and then the analysis of the data from these assessments by individual teachers, group/teams of teachers and interventionists, building administrators, district administrators and SBDM

members. The data analysis informs both the curriculum and instruction across all grade levels and content areas. In late fall, state assessment data is incorporated into the review and analysis process as an additional indicator of students' academic achievement. Agendas and minutes are kept from group/team meetings at all levels in each school.

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?

At our elementary school, NCES, last year's CSIP objective/goals were to increase Reading and Math by 3% for the year, which we met that objective. One of the strategies that provided successful was the adoption of a new Reading program, Open Court, schoolwide and with the consistency of being back to in-person learning allowed for this small success. Monitoring/analyzing formative and summative assessments and applying that data to make changes to instruction helped to close the gap. While both scores in Reading and Math are still below state goals, these areas will still be a priority for this year's plan.

At our middle and high school, NCMHS, last year's goals also related to improved achievement in reading and math at both the middle and high school levels. This year's KSA scores in math showed a 15.5% increase in middle school students scoring at the proficient and distinguished level and 11.1% increase in the number of high school students scoring at the proficient and distinguished levels. This year's KSA reading scores at the middle school level showed a decrease of 3.1% of students scoring in the proficient/distinguished level while the reading scores of high school students tested gained 6.5% of students scoring in the n the proficient/distinguished level. The addition of a math intervention teacher in grades 7, 8 and 9 may have contributed to the math gains at both the middle and high school. The continuation of 2 class sessions of math - regular class session and a math lab - per day continues to have a positive impact on student achievement in math. Math and Reading KSA scores at still below the state average, progress is being made so we will continue to make these areas a priority in this year's improvement 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 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.

Reading and Math at all levels - elementary, middle and high school - remain significant academic areas for improvement (see question 2).

Behavior referrals at all levels - elementary, middle and high school - behavior referrals increased this past year, 2021-2022, with the return to in-person learning by the majority of our students.

Attendance at all three levels - elementary, middle and high school - for the past 2 years, 20-21 and 21-22, our attendance has averaged 2.1% below the 19-20 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:

Nicholas County Elementary School - 1) In 2021-22, 30% of students at NCES scored proficient/ distinguished in math on KSA. 2) The indicator performance rating for NCES is orange which is rated low for the 2021-22 Kentucky Summative Assessment. 3) In 2021-22, 35% of students at NCES scored proficient/distinguished in reading on KSA.

Nicholas County Middle and High School - 1) On the 2021-22 KSA, middle school students' overall Reading and Math score was 56.8 (medium or yellow ranking) while the high school's tested students' overall Reading and Math score was 50.4 (low or orange ranking). 2) The college and career readiness percentage for 2022 graduates fell to 49.3% from 86% the previous year. 3) The 2022 graduation rate also fell from the previous year's 94.8% to 82.4%.

Non-Academic Current State:

Nicholas County Elementary School - 1) In 2021-22 there were 150 behavior events/ referrals. 2) In 2021-22 there were 70.2% of students that were considered economically disadvantaged. 3) Survey results from the 2021-22 Impact KY Teacher Survey show that 57.5% of teachers felt PD opportunities are valuable.

Nicholas County Middle and High School - 1) Combined student disciplinary referrals for the middle and high school students - in 2019-2020 (year prior to Covid shut-down in mid-March) there was a total event of 109 student behavior events. In 2021-2022 the total count of student behavior events was 172 or a 56% increase in student behavior referrals. 2) The combined average daily attendance for 2020-2021 was 89.6%. For 2021-2022 the average daily percentage was 90.50%. 3) On the Impact Ky Teacher Survey for 21-22, 43% of the 28 teachers who responded to "Overall, how positive is the work environment at your school?" said they felt the environment was not positive or slightly positive.

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.

* Continued focus on reading at all levels - 65% of NCES students scored in the apprentice and novice range, 61% of middle school students scored in the apprentice and novice range and 61% of high school students tested scored in the apprentice and novice range.

*Continued focus on math at all levels - 70% of NCES students scored in the apprentice and novice ranges on the KSA and 75% of high school students tested scored in the apprentice and novice ranges.

*Continued focus on student attendance - attendance percentages for the past 2 years (20-21 and 21-22) have been 2+% lower than prior to Covid.

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.

At our elementary school, NCES, last year's CSIP objective/goals were to increase Reading and Math by 3% for the year, which we met that objective. One of the strategies that provided successful was the adoption of a new Reading program, Open Court, schoolwide and with the consistency of being back to in-person

learning allowed for this small success. Monitoring/analyzing formative and summative assessments and applying that data to make changes to instruction helped to close the gap. While both scores in Reading and Math are still below state goals, these areas will still be a priority for this year's plan.

At our middle and high school, NCMHS, last year's goals also related to improved achievement in reading and math at both the middle and high school levels. This year's KSA scores in math showed a 15.5% increase in middle school students scoring at the proficient and distinguished level and 11.1% increase in the number of high school students scoring at the proficient and distinguished levels. This year's KSA reading scores at the middle school level showed a decrease of 3.1% of students scoring in the proficient/distinguished level while the reading scores of high school students tested gained 6.5% of students scoring in the n the proficient/distinguished level. The addition of a math intervention teacher in grades 7, 8 and 9 may have contributed to the math gains at both the middle and high school. The continuation of 2 class sessions of math - regular class session and a math lab - per day continues to have a positive impact on student achievement in math. A proposal will be set forth to the administration at NCMHS as well as to their SBDM council to allow for a restructuring of the middle school class schedule to make it possible to have 2 ELA class sessions (ELA=(Reading, Writing and Mechancs) - regualr class and a lab - per day since that configuration in Math has had a positive impact of math achievement at the middle school. Math and Reading KSA scores at still below the state average, progress is being made so we will continue to make these areas a priority in this year's improvement plan.

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.

Math has been a district-wide focus since 2018-19, Math Focus Teams have been established at the elementary and middle school level. These teams have addressed standards, pacing guides, the curriculum and resources being used, daily basic skills practice K-12, and researched a new benchmarking assessment platform, CASE 21 and enCASE item bank, that NCES and NCMHS began using in the 2018-19 school year and grades K-8 continue to use 3 times a year. NCES will continue using CASE 21 for benchmarking and Simple Solutions for daily practice. Reading is also a focus this year at NCES. Teachers were using many different reading series, limited phonics, and there was no consistency at the elementary level. NCES has adopted a new reading series, Open Court, which all reading teachers in grades K-5 implemented in the 2021-22 school year. During the 2021-22 school year, NCES and NCMS refocused their resources and efforts in revamping reading and math intervention services with programming and additional teachers. All of these current practices and processes are linked to the following Key Core Work Processes: Designing and Deploying Standards, Designing and Delivering Instruction, and Reviewing, Analyzing, and Delivering Support. During the 2022-2023 school year, NCES and NCMS will continue using these math and reading instructional practices based on data from CASE 21 which is now owned by Mastery Connect. NCES has also adopted a diagnostic program to address RTi and intervention focus for both reading and math - iReady. NCMS will be researching additional assessment and instructional programs to better address individual student learning need in reading and math.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 District Key Elements Template 21 22	Nicholas County School's District Key Elements 21 22 document	.