



2023-2024 Phase Two: The Needs Assessment for  
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2023-2024 Phase Two: The Needs Assessment for Districts

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## **2023-24 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 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 (e.g. Brigance - K, iReady Reading and iReady Math), formative assessments (teacher developed) and benchmark assessments (K-6 iReady Reading and Math and 3-8 SLE Reading and Math) as well as annual state assessments (KSA). Through out 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 classroom teachers and

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interventionists. The data is reviewed and analyzed first by individual teachers and then by groups/teams made up of teacher grade bands at the elementary level (K-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 again 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 curriculum and instruction across all grade levels and content areas.

In late fall, state assessment data (KSA) is incorporated into the review and analysis process as an additional indicator of students' academic achievement. Agendas and minutes are kept from all 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?

Nicholas County Elementary School's CSIP goals/objectives were to increase by 3% both proficient/distinguished scores on students' KSA Reading and Math assessments in the spring of 2023. Regretably, the percentage of proficient/distinguished scores decreased instead of increasing. The decrease in proficient/distinguished scores in Reading was 4.1% and the decrease in proficient/distinguished scores in Math was 2.6%. NCES continues to refine their intervention program. This past spring they added iReady Math as a screening tool and a resource for individual intervention plans for students at all 3 tiers. Classroom teachers and interventionists will continue monitoring/analyzing formative and summative data and apply that data to differentiate instruction and promote student achievement in both Reading and Math. Reading and Math will continue to be priorities for the 2023-2024 continuous improvement plan for the school (CSIP) and for the district (CDIP).

Nicholas County Middle and High School's CSIP goals were also related to the improvement of student achievement in Reading and Math at both the middle school - 7th and 8th grades- and high school levels (9th-12th grades). At the middle school level, 44% of the students in grades 7 and 8, scored proficient/distinguished in Reading on KSA tests which is an increase of 5.15% for the previous years (21-22). The percentage of proficient/distinguished scores on the middle school spring 2023 KSA Math assessments was almost identical to last year's percentage of 40.8%; this year 40.7% scored proficient/distinguished. At the high school level, KSA Reading and Math assessments are taken by 10th graders. The percentage of proficient/distinguished scores in Reading increased by 9.6% and by 4.9% in Math. Factors that may have had a positive impact on increases in proficient/distinguished scores are the addition of a math intervention teacher for grades 7, 8 and 9 and the continuation of 2 class periods of Math per day - regular class session and a math lab - for students in grades 7 and 8. Even after significant improvement in Reading at both the middle and high school and in Math at the high school, Reading and

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Math will continue to be priorities for the 2023-2024 continuous improvement plan for the school (CSIP) and for the district (CDIP)

## 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 2021-22 to 288 in 2022-23.
- From 2021 to 2023, the district saw an 11% increase in novice scores in reading among students with achievement gaps.

Three significant areas for improvement

\*Academic - Even though elementary students' percentage of KSA proficient/distinguished scores in both Reading and Math decreased, middle school students' percentage of KSA proficient/distinguished scores in both Reading and Math increased or remained nearly the same, and high school students' percentage of KSA proficient/distinguished scores in both Reading and Math increased, the lack of consistent gains and continually scoring below state averages on the KSA assessments - Nicholas County Schools will continue to stress these two content areas for improvement.

\*Behavioral - Behavior referrals at all levels continue to increase at all levels. At the elementary school, behavioral referral increased 29% from 2021-2022 to 2022-2023. At the middle school, behavioral referrals increased 92% from 2021-2022 to 2022-2023. At the high school level, behavioral referral increased by 12% from 2021-2022 to 2022-2023. Not only is their significant increases in the number of behavioral referrals but the severity of the offenses has also increased.

\*Cultural - Attendance percentages at all three levels - The school year prior to Covid, 2018-2019, our district wide attendance rate was 93.35%. The 2020-2021 school year, the district attendance rate was 91.13%, for 2021-2022 it remained at 91.13% and by 2022-2023, the attendance rate had increased by 1% to 92.13%.

## 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 2022-23 academic year
- Survey results and perception data indicated 74% of the district's teachers received adequate professional development.

#### Current Academic State:

Nicholas County Elementary's combined Reading and Math Score on the 2023 KSA assessments was 43.9; down from 2022

Nicholas County Middle School's combined Reading and Math Score on the 2023 KSA assessments was 57.4; up .1 from 2022.

Nicholas County High Schools combined Reading and Math Score on the 2023 KSA assessments improved significantly from 2022, with a score of 64.2.

#### Current Non-Academic State:

Behavior - Behavior referrals at all levels continue to increase at all levels. At the elementary school, behavioral referrals increased 29% from 2021-2022 to 2022-2023. At the middle school, behavioral referrals increased 92% from 2021-2022 to 2022-2023. At the high school level, behavioral referral increased by 12% from 2021-2022 to 2022-2023. Not only is their significant increases in the number of behavioral referrals but the severity of the offenses has also increased.

Attendance - Attendance percentages at all three levels is a point of concern. - The school year prior to Covid, 2018-2019, our district wide attendance rate was 93.35%. The 2020-2021 school year, the district attendance rate was 91.13%, for 2021-2022 it remained at 91.13% and by 2022-2023, the attendance rate had increased by 1% to 92.13%. Currently in the first 2 months of the 2023-2024 school year, our district attendance percentage has improved to 92.22%, but still far from our pre-Covid rate of 93.35%.

### 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.

Nicholas County Elementary's Reading and Math indicator scores on the KSA assessment in spring of 2023 showed that our gap groups, economically disadvantaged and students with IEPs, were 10 and 5 points respectively than students not in those 2 groups.

Nicholas County Middle School students' Reading and Math indicator score on the KSA assessment in spring of 2023 showed that our 1 gap group, economically disadvantaged, was 11 lower than students not in this group.

Students' KSA science, social studies and writing indicator scores were the lowest indicator scores at all 3 levels - elementary = 33.9, middle = 43.6 and high = 42.9.

### 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.

The overall "color" rating for the elementary remained orange for a second year on the annual KSA assessments.

The high school's "color" rating improved to yellow from last year's orange level on the annual KSA assessments.

The elementary's Quality of School Climate and Safety indicator score was high at 71.7.

### 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](#)

[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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 Updated Key Elements Attachment

8. 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.

Monitor that learning targets are clear to teachers/students.

Determine if assignments/activities/assessments align with the learning targets/standards students have learned.

Weekly Walk-throughs (all schools)

Review lesson plans weekly (all schools)

Monthly Committee Meetings, PLCs, and/or Faculty Meetings (individual schools) Increase collaboration in data analysis and student progress towards standards mastery, including identification of students in need of intervention supports.

PD specifically related to KY teaching standards for curriculum.



Math lessons will include daily vocabulary instruction and fluency practice. Teachers will model vocabulary usage and will assess students on mastery.

Effective questioning strategies that evoke higher order thinking will be practiced as a regular part of daily instruction.



Monitor/analyze formative and summative assessments to ensure they allow teachers/students to understand where they are going, where they currently are, and how they can close the gap.

Group middle school students according to needs during 2nd hour of math instruction/lab and coordinate specific tutoring goals for the student groups.

Students participate in goal setting with teachers.

Data from benchmarking( i.e. iReady Reading, iReady Math, MVP/ELS), KSA and ACT will be reviewed and analyzed in order to determine priorities for individual student success.

# Attachment Summary

Attachment Name	Description	Associated Item(s)
 Nicholas County District Key Elements Template	Nicholas County School District's Key Elements Template, included in Phase 2 of the 2023-2024 CDIP.	•
 Updated Key Elements Attachment	Updated Key Elements Attachment	• 7