



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

Nicholas County High School

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2023-24 Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment for Schools

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 school goals and strategies. Once completed, the diagnostic will lead to priorities to be addressed in the comprehensive school 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 schools 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 schools, each school 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 from this year's needs assessment. Include names of school councils, leadership teams and stakeholder groups involved, a timeline of the process, the specific data reviewed, and how the meetings are documented.

The protocol followed by Nicholas County Middle and High School to analyze assessment results is as follows:

- Teachers analyze assessment results from their own formative and summative assessments as well as state mandated assessments.
- Teachers within the same department periodically collaborate in a review process analyzing teacher-created and state mandated assessments.
- Faculty meetings are utilized to highlight intervention needs, based on assessment data, and to develop a focused intervention plan.
- Teachers will implement intervention plans with support from collaborating teachers within the same department, and with support from the administration team.

- Annually, the school's Site Based Decision-Making Council reviews the assessment data provided by school administration in order to develop a needs assessment. This plan is used to make recommendations for the purpose of providing curriculum recommendations, classroom equipment needs, teacher professional development, among other educational improvement opportunities that benefit the students.

Agendas and minutes of the meetings SBDM meetings are maintained monthly. Agendas for faculty meetings along with meeting notes are being implemented during the 2023-2024 school year in order to maintain a formal structure and follow-up mechanism for timeline management of change implementation.

Review of Previous Plan

2. Summarize the implementation of the goals, objectives, strategies and activities from the previous year's Comprehensive School Improvement Plan (CSIP). What was successful? How does it inform this year's plan?

Nicholas County Middle and High School uses a focused approach to review and analyze data results. First, individual teachers review and analyze assessment results from their own formative and summative assessments as well as a state mandated assessment. Second, teachers within the same department periodically review and analyze teacher-made and state mandated assessments. Third, the entire faculty reviews and analyzes teacher-made and state mandated assessments. Application of data results is implemented by individual teachers with input from other teachers in the same department. The school's Site-Based Decision Making Council annually reviews the school's data review and analysis via a report provided by the school's principal in order to make recommendations for future needs and to assess outcomes of previously implemented goals. This is an ongoing process

Trends

3. 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 school saw an 11% increase in novice scores in reading among students in the achievement gap.

Based on Data from the 2022-2023 and 2023-2024 School years, the following areas are highlighted for continued improvement focus:

Academics - Data from the 2022-2023 and current 2023-2024 school reveal the following:

Middle School - Academic Data from the 2020-2021 school year reveals, 42.1% of all middle school students are proficient/distinguished in reading. Middle School math data reveals 25.5% are proficient/distinguished for the 2021-2022 school year. School Report Card Data for the 2021-2022 shows there was a decrease from 42.1% to 39.0% in the proficient/distinguished reading scores for the middle school students, and increase from 25.5% to 41.0% in math on the 2021-2022 assessment scores.

Middle School Trend- There is a slight negative trend in the number of students in the proficient/distinguished reading groups reporting from 2020-2021 to 2021-2022, 42.1% and 39.0% respectively. There is a substantial positive trend in math, increasing from 25.5% proficient/distinguished in 2020-2021 to 41.0% in 2021-2022.

High School - High School students are 39.0% proficient/distinguished in reading for the 2021-2022 school year. This is an improvement from the 25.5% proficient/distinguished percentage from 2020-2021. High School students are 25.5% proficient/distinguished in math for the 2021-2022 school year. This is an improvement from the 13.9% proficient/distinguished from the 2020-2021 school year.

High School Trend - Both reading and math proficient/distinguished percentages are trending positive reporting from 2020-2021 to 2021-2022.

Behavior - Data from the 2021-2022 and current 2022-2023 school years reveal the following:

Student disciplinary referrals are trending positive (increasing). In 2019-2020 (year prior to Covid shut-down) 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. In 2022-23 the total count of events was 433.

Attendance - Data from the 2022-2023 and current 2023-2024 school years reveal the following:

The average daily attendance for 2022-2023 was 91.9%. Current year ADA is 91.1%.

Current State

4. Plainly state the current condition of the school 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 62% of the school's teachers received adequate professional development.

Nicholas County Middle and High School's current state in the Middle School, based on academic data (School Report Card) for the 2022-2023 school year showed 44% of all middle school students were proficient/distinguished in reading. Middle School math data showed 47% were proficient/distinguished for the 2022-2023 school year. School Report Card Data for 2022-2023 shows there was an increase from 38% to 44% in the proficient/distinguished reading scores for the middle school students, and increased from 42% to 44% in math assessment scores. . The current state for the High School revealed students are 39.0% proficient/distinguished in reading for the 2021-2022 school year.

High School students are 26.0% proficient/distinguished in math for the 2022-2023 school year. This is an improvement from the 25% proficient/distinguished from the 2021-2022 school year. Both reading and math proficient/distinguished percentages are trending positive reporting from 2020-2021 to 2021-2022 and 2022-23. Combined student disciplinary referrals for the middle and high school are trending positive.. In 2022-2023 the total count of student behavior events was 433. The current year total is 108.

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 School Improvement Plan (CSIP) 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.

Based on testing data, Reading and Math will continue to be priorities for continued improvement. We plan on building on last year's improvement.

Student behavior/discipline referrals have are trending toward being reduced by half this school year compared to last year. .

Strengths/Leverages

6. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school. 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.

Middle school and high school math have shown an increased in proficient/ distinguished percentages. These improvements will be moved forward by establishing a more focused professional development plan for teachers in these specific curriculum areas. Additionally, a curriculum consultant is providing support to help advance improvement in these areas.

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



Key Elements


8. After analyzing the Key Elements of your teaching and learning environment, which processes, practices or conditions will the school 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 (CSIP) diagnostic and template.

Nicholas County Middle School will use ELS(formerly CASE2) benchmark testing and data results to provide teachers with focus areas to define areas of intervention/remediation needs. Teachers will disaggregate the data in committees who will suggest/develop/implement strategies to generate improvement in defined areas of need. These teacher committees will recommend to the Site Based Decision-Making Council a list of needs (curriculum, tools, professional development for teachers, etc.) for consideration and/or approval for implementation. High School math and reading have shown a significant increase in testing scores from 2022-2023. Middle School students have shown an increase in test scores in reading and math. By establishing a more focused professional development plan for teachers in these specific curriculum areas and with the addition of a curriculum consultant providing support will advance improvement in these areas.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Key Elements	Improvement keys.	• 7