



2021-22 Phase Two: The Needs Assessment for  
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2021-22 Phase Two: The Needs Assessment for Districts

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## **2021-22 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 district reviews and analyzes K-PREP data and Case 21 data from both schools, Nicholas County Elementary and Nicholas County Middle and High School, by using KASC provided graphs/guidelines to see strengths and weaknesses, trends, etc. Disaggregated data is also reviewed as it will be used to apply changes to instruction, to plan intervention groups, and placement of students in Core classes. Both schools continue to have a Learning and Leadership team for continuous improvement that consists of school administrators (Principal and Assistant

Principal), district administrator (Supervisor of Instruction), guidance counselor, SBDM council members, and parents.

## Trends

2. 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 2019-20 to 288 in 2020-21.
- From 2018 to 2020, the district saw an 11% increase in novice scores in reading among students in the achievement gap.

There is not a lot of data to analyze from the past two years due to Covid closures at the end of the 2019-20 school year and being virtual or on a modified schedule for the majority of the 2020-21 school year , that can be compared for an accurate representation. It is very difficult to compare academic related data since there wasn't K-PREP in 2019-20 . Cultural and behavioral measures such as attendance and behavior referrals were greatly reduced in the 2020-21 school year due to not being in-person the majority of the year. What data is available still validate the continued need to improve math and reading achievement at both schools, to improve student attendance at both schools and to address behavioral issues in a more systematic fashion for all students in both schools.

## Current State

3. 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 KPREP 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 2020-21 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 : 82% of all 3rd grade students scored below proficiency on the K-PREP test in reading in 2020-21. - 76.8% of all 3rd grade students scored below proficiency on the K-PREP test in math in 2020-21. -66.3% of all 4th grade students scored below proficiency on the K-PREP test in reading in 2020-21. -77.5% of all 4th grade students scored below proficiency on the K-PREP test in math in 2020-21. -81.3% of all 4th grade students scored below proficiency on the K-PREP test in science in 2020-21.> Nicholas County Middle and High School: KPREP math scores of the past 2 years, 43% of NCMS students scored proficient or distinguished. - KPREP Reading proficiency indicator score for middle school students at 48.7% . KPREP writing scores for high school students = 43.1% proficient and distinguished Non-Academic Current State: District-wide - attendance percentage in past two years, 93.3% in 19-20 and 91.2% in 20-21

### Priorities/Concerns

4. 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 (68%) of students in the achievement gap scored below proficiency on the KPREP test in reading as opposed to just 12% of non-gap learners.

Nicholas County Elementary School : 82% of all 3rd grade students scored below proficiency on the K-PREP test in reading in 2020-21. - 76.8% of all 3rd grade students scored below proficiency on the K-PREP test in math in 2020-21. -66.3% of all 4th grade students scored below proficiency on the K-PREP test in reading in 2020-21. -77.5% of all 4th grade students scored below proficiency on the K-PREP test in math in 2020-21. -81.3% of all 4th grade students scored below proficiency on the K-PREP test in science in 2020-21. Nicholas County Middle and High School: KPREP math scores of the past 2 years, 43% of NCMS students scored proficient or distinguished. - KPREP Reading proficiency indicator score for middle school students at 48.7% . KPREP writing scores for high school students = 43.1% proficient and distinguished District-wide - attendance percentage in past two years, 93.3% in 19-20 and 91.2% in 20-21

### Strengths/Leverages

5. 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.

Strengths in our elementary school - 18.3% of 6th graders scored distinguished on K-PREP in reading in 2020-21, which is above the state average of 16.4%. - 22% of 6th graders scored proficient on K-PREP in math, which is above the state average of 20.5%. Instructional methods and assessment strategies used with 6th grade can be implemented in grades 4 and 5. Strength in our middle school students - over half (53.2%) of eighth graders scored proficient and distinguished in reading on their KPREP assessment Strengths in our high school students - nearly 95% graduation rate and 86% reach college and career readiness. By enhancing intervention strategies and advising, both of these percentage can increase.

### Evaluate the Teaching and Learning Environment

6. 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, middle and high school level. This team has 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 will be implementing the 2021-22 school year. During the 2021-22 school year, NCES and MCNHS will also focus its resource and efforts in revamping reading and math intervention services with programming and additional teachers. All of these current practices and processes being done are linked to the following Key Core Work Processes: Designing and Deploying Standards, Designing and Delivering Instruction, and Reviewing, Analyzing, and Delivering Support.

# Attachment Summary

Attachment Name	Description	Associated Item(s)
 Nicholas County Schools' District Key Elements Document	District Key Elements Template Completed	•