



2021-22 Phase Two: The Needs Assessment for Schools - NCMHS

2021-22 Phase Two: The Needs Assessment for Schools

Nicholas County High School

Tim Molton

103 School Drive

Carlisle, Kentucky, 40311

United States of America

Table of Contents

2021-22 Phase Two: The Needs Assessment for Schools Understanding Continuous Imp...	3
Attachment Summary	8

2021-22 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.

Nicholas County Middle and High School uses a 3 tiered process to review and analyze data results. First, individual teachers review and analyze assessment results from their own formative and summative assessments as well as state mandated assessments. Second, teachers within the same department periodically review and analyze teacher-made and state mandated assessments. Third, the entire faculty bi-annually 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 Academic Performance committee.

Trends

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

Nicholas County Middle and High School - Academic Data from the 2020-2021 school year reveals, 42.1% of all middle school students are proficient/distinguished in reading. High School students are 25.0% proficient/distinguished in reading for the 2020-2021 school year. Middle School math data reveals 25.5% are proficient/distinguished for the 2020-2021 school year. High School students are 13.9% proficient/distinguished in math for the 2020-2021 school year. There is a negative trend in the number of students in the proficient/distinguished group reporting from 2019 to 2021. School Report Card Data shows there was a decrease from 48.7% to 42.1% in the proficient/distinguished reading scores for the middle school students, and decreased from 48.1% to 25.5% in math. In the high school, there was a decrease from 45.8% to 25.1% in the proficient/distinguished reading scores, and a decrease from 24.7% to 13.9% in math. It is important to note these negative trends occurred during the peak of the COVID-19 Pandemic where students were either 100% virtual learning or in a hybrid learning environment.

Current State

3. 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 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 62% of the school's teachers received adequate professional development.

NCMHS current academic state: For the 2020-2021 school year, Nicholas County Middle School students were 42.1% (State Avg. 44.0%) proficient/distinguished in reading, and 25.5% (27.8% State Avg.) proficient/distinguished in math. The comparison of these representative school years, 2018-2019 to 2020-2021, show a decrease in testing scores in Middle School reading of 6.6% (State avg. dropped by 6.2%). Middle School math testing scores show a decrease in scores of 45% (State avg. dropped by 18.6%). For the 2020-2021 school year, Nicholas County High School students are 25.5% (State avg. 37.8%) proficient/distinguished in reading, with no data reported for High School math. For the 2018-2019 school year (no testing data available for 2019-2020), the High School students were 43.7% (State avg. 44.5%) proficient/distinguished in reading, and 22.2% (35.3% State avg.) proficient/distinguished in math. The comparison of these representative school years, 2018-2019 to 2020-2021, show a decrease in testing scores in High School reading of 18.7% (State avg. dropped by 37.8%). High School math testing scores were unavailable for the 2020-2021 school year, however the State avg. decreased by 4.9%. Achievement Gap: For the 2020-2021 school year, 64.6% of Middle School students within the achievement gap scored Novice on KPREP Reading, and 53.2% of Middle School students within the achievement gap scored Novice on KPREP Math. As compared to the 2018-2019 school year, there has been a decrease in Reading KPREP scores of 40.2%, and also a decrease in Math KPREP scores of 6.4%. For the 2020-2021 school year, 51.1% of High School students within the achievement gap scored Novice in Reading, and 0% scored Novice in Math. As compared to the 2018-2019 school year, there has been a decrease in Reading KPREP scores of 32.3%. In KPREP Math 45.8% scored Novice. Nicholas County Middle and High School current non-academic state: Nicholas County daily average attendance for the 2020-2021 school year was 89.1% . For the school year of 2018-2019 the daily average attendance was 93.0%. This was a decrease of 3.9% from 2018-2021. The 4-year graduation rate for 2020-2021 was 89.7%, and for the 2018-2019 school year the 4-year graduation rate was 94.8%. This is a decrease of 5.1%

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 School Improvement Plan (CSIP) 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.

Priorities/Concerns: Based on testing data, Reading and Math will require intervention due to decreases in testing scores. The impact of the COVID-19 pandemic and the requirement of students to spend months learning in either a total virtual or hybrid learning environment has resulted in learning loss across the board for the Middle School and High School students. This learning loss trend is consistent with similar drops in testing scores for the state averages. Nicholas County Middle School and High School test scores reveal decreases in Reading (decrease of 6.6%, Middle School reading; decrease of 18.7%, High School Reading), and decreases in Math decrease of (decrease of 45%, Middle School math; No Data for High School math).

Strengths/Leverages

5. 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.

The Nicholas County School District has employed six (6) full-time Substitute Teachers. This enables our school to implement committees in a broader scope to conduct greater in-depth "needs-assessment" for each Core Curriculum area. This "bench-strength" also creates greater opportunities for teachers to remediate and perform interventions in the areas of "learning loss" by subject that occurred during the COVID-19 Pandemic peak of 2019-2020 when total Virtual or Hybrid learning was in place. Additionally, teachers in Core curriculum have been assigned intervention tasks within their curriculum areas, supporting those students identified as needing additional support. The hiring of additional teachers has provided increased options in interventions for both reading and math.

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 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 School Improvement Plan (CSIP) diagnostic and template.

Nicholas County Middle and High School continues to use CASE21 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 decrease in testing scores from 2019-2021. Middle School students have shown a moderate decrease in test scores in reading and math. The employment of six (6) full-time Substitute Teachers in the school district provides a tremendous resource and enables our teachers and administrators the opportunity to "dive-deep" into Needs Assessment to generate and promote improved learning.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 NCMHS TWS Summary		.