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2021-22 Phase Two: The Needs Assessment for Schools

North Hardin High School
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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.

North Hardin High School utilizes the following process for collecting, reviewing, analyzing and applying data results to identify priorities for the needs assessment. I-ready, College Equipped Readiness Tool (CERT), ACT results, K-PREP results and common assessments within each Content rea Professional Learning Communities meet to identify student strengths and needs areas in their content areas. I-ready and CERT Assessments are given 3 times per year (Fall, Winter, Spring). Common assessments are given within content areas and discussed by teachers in Professional Learning Community meetings during weekly meetings. Student performance on individual standards is evaluated as are whole class results.

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Strength and needs areas are identified and re-teaching strategies are employed to ensure student learning. The SBDM Council reviews behavior and academic data in the Fall, Winter and Spring to identify trends in achievement scores related to reading, writing, math and english. Additionally, school leadership, content area professional learning communities and content area departments analyze assessment data to identify gaps and develop plans to address those learning gaps to provide meaningful learning opportunities for all students. Results of these assessments are discussed within the departments and reported to the School-based Decision Making Council. All meeting content is documented through PLC and SBDM Council meeting minutes.

ATTACHMENTS

Attachment Name

📄 NHHS 2021-22 School Scorecard

📄 NHHS T-1 Academic/Behavioral Data Sheet

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.

The following trends were identified by analyzing the academic, cultural and behavior data from the last two academic years: 1. Behavior referrals decreased from 744 in 2018-19 to 233 in 2019-20. 2. Math proficiency scores fell from 53.2 to 25.9 and reading proficiency fell from 58.0 to 33.00. 3. Transition readiness improved by 1% from 44% to 45 percent 4. Career readiness improved from 27% to 42%, an increase of 15%. 5. The graduation rate fell from 93.6% to 89.9% a decrease of 3.7 %

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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.

Thirty-three percent (33%) of students tested in reading scored proficient or above on the KPREP Reading Assessment. Twenty-five point nine percent (25.9%) of students tested proficient or above on the KPREP Math Assessment. Twenty-eight point nine percent (28.9%) of students tested proficient or above on the KPREP Science Assessment. Sixty point one percent (60.1%) of students tested proficient or above on the KPREP Writing Assessment, a decrease of 8.4%.

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.

The drop of proficiency scores in reading, math and science, compared to previous year results is concerning. Though North Hardin Students scores are in line with district and state averages, it must be noted the drop in proficiency in reading, math and science scores show a need for intervention services. To that end, targeted intervention services are being offered in reading and math based on student data from i-ready and CERT assessments in 9th, 10th and 11th grades. Another concern

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is the gap percentage in reading proficiency between gap learners (21.2) and non-gap students (31.7). For math gap learners scored 25% proficient as compared to 32.4% proficiency for non gap students. English proficiency scores are also a concern. Non-gap learners scored 42.7% proficient while students in the gap scored at 21.7% proficiency.

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📄 NHHS T-1 Academic/Behavioral Data Sheet

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.

As a school, writing is a strength. 60.1% of students assessed score met proficiency. The data reveals that 39.9% of our students were below proficiency necessitating a need for addtional intervention services to improve writing skills. I-ready data from the Fall assessment indicates 9th grade students are strong in phonics and phonemic awareness. Needs areas were noted in the areas of literal and inferential comprehension and vocabulary. 10th grade CERT data indicated English and Reading were strengths. English scores on the CERT assessment showed 35% were at or above benchmark. 35% of those tested in reading were at or above benchmark. 11th grade CERT data also indicated strengths in reading and english. 39% of 11th grade students were at or above benchmark in english while 27% of the 11th grade students scored at or above benchmark in reading. Based on the results of K-Prep, I-ready and CERT Assessment data, an intervention plan was developed. The intervention plan focused on reading and math intervention for students who have marked skill deficits in those subject areas. Additionally, NHHS is implementing station teaching and differention strategies to provide for additional KSI opportunities in the classroom. In short, NHHS has acheived a 7.8% increase in academic readiness based on student performance on KYOTE assessments as a result of targted intervention services. Needs areas were noted in math and science.

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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.

The attached Key elements templates describes the processes and elements included in instruction, teaching, and the conditions used to provide focus for resources to impact teaching and learning at North Hardin High School. This process starts in June and July as departments and Professional Learning Communities review standards, adjust pacing guides and work to create common assessments to gather data on student learning. Additionally, the use of common assessments and the process of administering assessments such as I-ready and CERT give the teachers and administration an opportunity to analyze student data to identify student strengths and areas for improvement. Data is used to refine teaching practice and opportunities to provide instruction focused on helping students improve skills in areas of need.

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📄 NHHS 2021-22 School Scorecard

📄 NHHS Key Elements

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Attachment Summary

Attachment Name	Description	Associated Item(s)
📄 NHHS 2021-22 School Scorecard	This is a plan that shows the data, protocols and processes NHHS will use to evaluate teaching and learning for the 2021-22 School year.	• 1 • 6
📄 NHHS Key Elements	This file contains descriptions of key processes used in our school to gather, assess and disaggregate data for the use of guiding teaching and learing.	• 6
📄 NHHS T-1 Academic/Behavioral Data Sheet	Academic and behavioral data are summarized each trimester and reviewed by the admin team, PLCs and SBDM council to identify trends for student strengths and needs areas.	• 1 • 2 • 4 • 5