



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

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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 NHHS SBDM Council receives a monthly academic report that consists of attendance data, academic assessment data. Council members include: Jeff Maysey, Principal, Jordan Elliott, Asst. Principal, Michelle Russell, Teacher Member, Brandi Geisert, Teacher Member, Kerstin Edberg, Teacher Member, Teresa Summers, Teacher Member, Dylan O'Brien, Teacher Member, Lydia Insko-Grady, Teacher Member, Jerome Davidson, Parent Member, Dr. Will Scott, Parent Member, Towanna Melton, Parent Member, and LaTara Woods, Parent Member.

The admin team of NHHS includes Jeff Maysey, Principal, Josh Cowley, Asst. Principal, Jordan Elliott, Asst. Principal, Dan Mahon, Asst. Principal, Te'Andra Parker, Asst. Principal, Michelle Russell, Counselor, Katrina Johnson, Counselor, Jamie Cheatwood, Counselor, Clay Hooper, Counselor and Blake Benham, Transition Coach. This team regularly reviews student data to determine areas of strength

and areas for improvement in order to communicate with teachers and stakeholders priorities for providing resources and support to students and staff.

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?

The previous CSIP focused on improving reading, math and postsecondary transition for students at North Hardin High School. These goals were identified based on ACT, CERT and I-ready data. To that end, the council used district and school allocations to employ interventionist in reading and mathematics. The school's transition coach focused on streamlining our student data tracker to identify students who needed additional support to graduate on time.

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.

The school continues to focus on reducing novice scores on all elements of the KSA assessment.

To date, the number of behavioral referrals has increased from 2022-23 to this point in 2023-24.

Students who fall in the achievement gap areas continue to be an area of focus. We did see an 11 % increase in college and career readiness of student in the gap areas.

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.
 - 45% of students scored proficient on the Kentucky Summative Assessment (KSA) in reading.
 - 40% of students scored proficient on the Kentucky Summative Assessment (KSA) in math.
- The school saw a 17.4 % increase in postsecondary readiness in the 22-23 school year as compared to the 21-22 school year.

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.

Current data indicates 85% of our students were postsecondary ready.

55% of the students tested scored novice or apprentice in reading.

60% of the students tested scored novice or apprentice in math.

90% of the students tested scored novice or apprentice in science.

61% of the students tested scored novice or apprentice in social studies.

64% of the students tested score novice or apprentice in combined writing.

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.

The school's overall score KSA Score increased to 68.5, an increase of 7.3 points.

Math achievement improved to 57.8.

Reading achievement improved by 62.6 points.

Social studies achievement improved to 56.0 points.

Science achievement on the KSA is currently 33.4.

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

 NHHS 23-24 Professional Development Plan



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.

NHHS continues to focus on improving student reading and math achievement. Additionally, we continue to focus on improving the graduation rate and postsecondary transition readiness of all students.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 NHHS 23-24 Professional Development Plan	Key Elements Template	• 7
 NHHS School Key Elements Template 23-24	This is the Key Elements Template for NHHS.	•