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2024-2025 Phase Two: The Needs Assessment for Schools

North Hardin High School
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2024-2025 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 they will address 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 as you conducted 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 were documented.

Each month the NHHS School-based Decision Making Coucil receives an academic update to include: attendance data, academic assessment data, behavior data and post secondary transition readiness information. The school receives the Kentucky School Assessment results in September and reviews them with the admin team, faculty, staff and SBDM council. SBDM Council members include: Jeff Maysey, Principal, Jordan Elliott, Asst. Principal, Michelle Russell, Teacher Member, Amy Waits, Teacher Member, Kerstin Edberg, Teacher Member, Teresa Summers, Teacher Member, Dylan O'Brien, Teacher Member, Lauren Davis, Teacher Member, Jerome Davidson, Parent Member, Dr. Will Scott, Parent Member, Towanna Melton, Parent Member and LaTara Woods, Parent Member.

The admin team includes: Jeff Maysey, Principal, Josh Cowley, Asst. Principal, Michael Chancellor, Asst. Principal, Jordan Elliott, Assistant Principal, Te'Andra Parker, Asst. Principal, Michellee Russell, Counselor, Katrina Johnson, Counselor, Jamie Cheatwood, Counselor, Clay Hooper Counselor and Blake Benham, Transition

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Coach. This team meets weekly to review various data points (attendance, Studer Plan Data, Post Secondary Readiness, CERT Data, Admin Walkthrough data, etc. to identify strengths and needs areas of our students and staff. We also meet with teachers in various Professional Learning Community groups to communicate with teachers and stakeholders to identifies priorities to allocate resources and support for teaching and learning.

Department and content area professional learning communities meet to complete data analysis to identify strength and needs areas of students in their respective content areas and to provide recommendations for improvement related to course offerings, pacing guides, teaching and learning strategies.

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 improvement plan focused on improving reading, math and post secondary readiness for our students. Those areas were identified as areas of need based on a review of ACT, CERT, KSA and I-ready data.   To that end, the council used district and school allocations to employ interventionists in reading and math. The schools transition readiness coach identified students who were close to benchmark on ACT or KYOTE to ensure they could take and pass that test after receiving intervention or extended school services for additional help.   Additionally, he worked with teachers and counselors to identify students who needed the correct number of classes to complete a pathway and to prepare for the end of pathway test. We also use a data tracker form to track student and school progress on meeting our goals as it relates to improving student performance on various district and state assessments and transition readiness.

Trends

3. Analyzing data trends from the previous two academic years, which academic, cultural and behavioral needs remain significant areas for improvement?

Example of Trends

• The number of behavior referrals increased from 204 in 2022-2023 to 288 in 2023-2024.
• From 2022 to 2024, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

Although our post secondary readiness numbers continue to improve overall (up 13 points from last year), students in our GAP areas continue to be a focus for improvement. Female transition readiness continues to out pace male transition readiness by 8 points 84.86 to 76.4%.

Novice reduction continues to be a focus for all of our content areas.

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10th grade KSA data results show the following:

Reading: 29% Novice, 24% Apprentice, 32% Proficient and 16% Distinguished.

Mathematics: 37% Novice, 29% Apprentice, 22% Proficient and 12% Distinguished

11th grade KSA results show the following:

Science: 39% Novice, 55% Apprentice, 6% Proficient and 0% scored Distinguished.

Social Studies: 26% Novice, 34% Apprentice, 27% Proficient, 14% Distinguished.

Current State

4. Describe in narrative form the current state 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. Local benchmark data indicates that thirty-two percent of all students receive Tier II intervention in reading.
• Fifty-four percent of our students scored proficient in math on the KSA compared to the state average of 57%. Local formative assessments show 53% of students are on grade level in math.

Example of Non-Academic Current State:

• Teacher attendance rate was 84% for the 2023-2024 academic year. 2022-2023 Impact survey data shows that 71% of staff feel like they belong at our school.
• Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

Teacher attendance rate for the 2023-24 academic year was 87%.

Studer survey results indicate teachers feel receive feedback that improves their performance and receive positive recognition for the work they do. Both scores were a 3.89 mean score on a 1 to 5 scale with 1 being the lowest score and 5 being the highest score on the scale.

Parent results of the Studer survey indicate they believe their children have the necessary supplies and equipment for effective learning. That score improved from 3.90 to 3.94 in the last year.

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Behavior data shows a drop in the number of students receiving referrals from 450 to 275 as compared to this time last year.

Priorities/Concerns

5. Clearly and concisely describe the two or three greatest areas of weakness using precise numbers and percentages.

NOTE: You must thoroughly address these priorities in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

Example: Students in our gap groups are scoring significantly below all students. Sixty-eight percent of students in the achievement gapscored below proficiency on the Kentucky Summat gap learners.

1. Improving GAP group transition readiness.   We have work to do in making sure gap groups continue to show progress in meeting various benchmarks and post secondary readiness.

2. Reducing the number of novice scorers in reading, math, social studies and science.

3. Improving overall post secondary readiness for all students from 74.0 to 79.0.

Strengths/Leverages

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

1. Post Secondary Readiness improved 5 points overall (69% to 74%).

2. NHHS is fully staffed in mathematics for the 1st time in 3 years.

3. Our science scores led the distict although science scores are down across the state.

Evaluate the Teaching and Learning Environment

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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 Processes
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

📄 24-25 NHHS Key Elements Template

8. After analyzing the Key Elements of your teaching and learning environment, which two or three 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: The Comprehensive School Improvement Plan (CSIP) diagnostic and template must thoroughly address these.

1. Continuing implementation of Problem-based learning and Project-based Learning practices in all content areas while providing differentiated instruction for all students.

2. Meeting with all content teachers and counselors to ensure when students are scheduled they complete enough courses to complete a pathway and have taken the required courses to pass the end of pathway exam.

3. Continue to use data tracker and various assessment data to determine areas of improvement and success.

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Attachment Summary

Attachment Name	Description	Associated Item(s)
📄 24-25 NHHS Key Elements Template	This is a review of the key elements and implications for review for NHHS.	• 7
📄 NHHS 24-25 Key Elements Template	The NHHS 24-25 Key Elements template is a description of areas of strengths, areas of improvement and strategies used to address both.	•