



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.

KSA, STAR, and CASE assessment data was reviewed by the school administration, SBDM council, district administration, faculty, and staff to determine the priorities for this year's needs assessment. Our STAR assessment is administered within the first 30 days of students being in the building, with an additional assessment during the winter and spring windows (typically January and May). This will assist in measuring the growth and needs of students for reading and math. STAR provides detailed growth plans for the teachers to use and what standards/skills students need to focus on in order to reach the growth projected. CASE is administered in October, January, and again in March/April. The CASE benchmark is closely aligned with the Kentucky Summative Assessment, assessing grades K-3 in math and reading, 4th in reading, math, and science, and 5th in reading, math, and social studies. Once this data is returned, the administration and faculty review individual student data and whole class data in their PLC meetings to monitor progress towards meeting desired benchmarks. These meetings are documented through agendas and the collection of minutes/notes. District administration team also

meets to discuss the KSA and CASE benchmarks, analyzing patterns and what can be done to promote growth and student learning. We have also implemented programs, such as iReady math and Into Reading, which give detailed diagnostics of student progress in more formative assessments to give quick feedback to teachers while they are approaching their next summative benchmark. Results for this is used to guide future instruction and reflect on benchmark assessment scores, creating conversations for what is to be expected on those future benchmark tests.

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 goal from the 2021-22 school year was to increase the overall reading performance of NLES students to 73% through the development and refinement of vertical mapping, identifying priority standards for reading, hosting family literacy nights, and the implementation of Doug Lemov instructional strategies. Math performance was set to increase to 52.5% proficiency, science to 31.3%, social studies to 70.6%, and writing to 53.1%. Ensuring that curriculum is aligned to the standards, vertical alignment, and the integration of software programs were activities that were being implemented. As reported, the school did not have successful results--resulting in 2022-23 focusing on instructional practices and analyzation of formative assessments, with a deeper dive into assessment data itself.

KSA data showed growth for NLES during the 2022-23 school year, moving from an "orange" school to a "yellow" school. While proficiency numbers were still not where we wanted them to be, growth was present for the first time. KSA data, coupled with benchmark data, shows that proficiency goals are becoming much more attainable. This year we are focused on the basics of teaching and learning, specifically looking at the standards and what we want/need students to be able to do this school year that will make them successful for the next school year and years to come. Break downs of standards and assessment data occur weekly during our PLC meetings and administration meetings, with student progress and growth always in the forefront of every conversation. Our proficiency goals remain the same.

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.

KSA Results

In 2021-22, the school had a proficiency rate of 30% reading, 23% math, and 26% social studies according to the school report card data. The school was classified as "orange".

In 2022-23, the school had a proficiency rate of 42% reading, 32% math, 40% science, 38% social studies, and 31% writing according to the school report card. The school was classified as "yellow".

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.

According to our most recent math CASE scores, proficiency in 3rd grade is 9%, 4th grade is 0%, and 5th grade is 31%. According to our most recent reading CASE scores, proficiency in 3rd grade is 15%, 4th grade is 14%, and 5th grade is 27%.

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.

One large area of weakness is the above observed regression in CASE data. The following drops were made in proficiency in a year time span in math: 3rd: 3% decrease, 4th: 8% decrease, 5th: 5% decrease. The following drops were made in proficiency in a year time span in reading: 3rd: 9% decrease, 4th: 14% decrease.

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 only increase on CASE benchmark from Fall 2022 to Fall 2023 was in 5th grade math by 7%. Another positive for NLES is the upgrade from an "orange" school to a "yellow" school on KSA.

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


 NLES Key Elements Template

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.
KCWP 2, 4, and 5

Attachment Summary

Attachment Name	Description	Associated Item(s)
 NLES Key Elements Template		• 7