



## NIS 2022-23 Phase Two: The Needs Assessment for Schools

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## **2022-23 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 certified staff members met to conduct the needs assessment for our school during an after-school faculty meeting on October 5th. This meeting was led by our ERL (H. Linville) and supported by the instructional coaches and school administration. After the presentation by ERL teachers were divided into mixed grade level teams (3, 4, 5 6 and Support) and asked to complete KCWP color coding and evidence as well as the Likert scale. As a group we analyzed the results and narrowed our focus to the 2 neediest processes: Design & Deliver Instruction and Establishing Learning Culture & Environment. The groups then analyzed these 2 KCWP more closely and formulated possible next steps to address each indicator that was red. From there, the leadership team (Admin, Coaches, ERL) reviewed the data and staff input, further analyzed the possible next steps suggested by teachers, narrowed the focus of all the suggestions, and charted activities for each that will be used to develop the actual csip. Images and documents are attached.

## **ATTACHMENTS**

### **Attachment Name**

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KCWP Analysis



KCWP PPT



Next Steps 1



Next Steps 2

### 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 years CSIP was not successful because it set too many goals that were unattainable.

### 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 2020-21 to 288 in 2021-22.
- From 2020 to 2022, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

i. The number of Male Referrals compared to Female referrals is

1. Males make up 70% and Females make up 30% (22/23)

2. Males make up 65% and females make up 35% (21/22)

ii. 22/23 KSA Data shows that 73% of our students are Novice or Apprentice in Reading. This

iii. 21/22 MAP Scores show that 47% of 3rd graders are novice in reading, 27% in 4th grade,

iv. 22/23 MAP Scores show that 38% of 3rd Grader are novice in reading, 41% in 4th grade, 3

v. 21/22 MAP Scores show that 53% of 3rd graders are novice in math, 45% in 4th grade, 50%

vi. 22/23 MAP Scores show that 37% of 3rd Grader are novice in math, 41% in 4th grade, 37%

### Current State

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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 2021-22 academic year.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

a. Current Academic State:

- i. NIS has exited CSI status and is currently labeled TSI by the Kentucky Department of Education
- ii. Reading - 27% of NIS students scored proficient/distinguished in reading compared to the state average of 23%
- iii. Math - 15% of NIS students scored proficient/distinguished in math compared to a state average of 17%
- iv. Science - 26% of NIS students scored proficient/distinguished in science compared to a state average of 23%
- v. Social Studies - 14% of NIS students scored proficient/distinguished in social studies compared to a state average of 15%
- vi. On Demand Writing - 19% of NIS students scored proficient/distinguished in on-demand writing compared to a state average of 18%
- vii. 22/23 MAP Scores show that 38% of 3rd Grader are novice in reading, 41% in 4th grade
- viii. 22/23 MAP Scores show that 37% of 3rd Grader are novice in math, 41% in 4th grade

b. Non-Academic Current State:

- i. 32% of our students live in poverty
- ii. 91.7% qualify for the free and reduced lunch program.
- iii. School attendance rate is 94%; 23% of students in one school were chronically absent
- iv. Impact Survey Data - New NIS Principal conducted Staff Impact Survey
  - 1. Emotional well being and belonging - 16.0% increase
  - 2. Feedback and coaching - 27.1% increase
  - 3. Managing student behavior - 23.5% increase
  - 4. Professional learning - 18.9 increase

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- 5. Resources - 8.8% increase
  - 6. School climate - 14.9% increase
  - 7. School Leadership - 21.6% increase
  - 8. Staff Leadership Relationships - 26.1% increase

v. Impact survey data indicates a decline in only one area - Educating all s

vi. Teacher Retention

- 1. 16% of teachers are new to NIS. Of those 16% 2 of the tea

vii. Teacher attendance rates

- 1. District wide attendance thru today is 94.32%
- 2. District wide certified attendance thru today is 94.12%
- 3. District wide classified attendance thru today is 94.5%
- 4. NHS attendance – all staff 95%
- 5. NIS attendance – all staff 93.1%
- 6. NPS attendance – all staff 93.64%

## **ATTACHMENTS**

### **Attachment Name**



KCWP 2



KCWP 6



KCWP Plus & Delta

### 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.

- 
- a. 49% of 3rd grade students are novice in reading (KSA 22)
  - b. 38% of 4th grade students are novice in reading (KSA 22)
  - c. 45% of 5th grade students are novice in reading (KSA 22)
  - d. 50% of 6th grade student are novice in reading (KSA 22)
  - e. 59% of 3rd grade students are novice in Math (KSA 22)
  - f. 46% of 4th grade students are novice in Math (KSA 22)
  - g. 47% of 5th grade students are novice in math (KSA 22)
  - h. 53% of 6th grade students are novice in math (KSA 22)
  - i. 48% of 5th grade student are novice in social studies (KSA 22)

### 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.

- a. On-Demand Writing scores have improved from 0.5% P/D in 20/21 to 19% in 21/22.
- b. Comparison data in the chart below shows growth in all areas compared to the 20/21 school year.

## **ATTACHMENTS**

### **Attachment Name**

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KSA Scores

### 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](#)

[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.

Our school has chosen to focus on KCWP 2: Design and Deliver Instruction and KCWP 6: Establishing Learning Culture and Environment for our next CSIP cycle.

This is year 1 of a 5-year cycle. We will focus on improving tier 1 instruction, clarity around learning goals and success criteria, teaching the curriculum and standards with fidelity, student ownership of data, and goal setting. We will also work to solidify a more consistent behavior plan, continue to improve SEL with our students and ensure equity for our EL students. As a staff we will focus our effort on implementing and monitoring these initiatives in order to increase student learning.



# Attachment Summary

Attachment Name	Description	Associated Item(s)
 22-23 Needs Assessment		•
 KCWP 2		• 4
 KCWP 6		• 4
 KCWP Analysis		• 1
 KCWP Plus & Delta		• 4
 KCWP PPT		• 1
 KSA Scores		• 6
 Next Steps 1		• 1
 Next Steps 2		• 1