



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

Madison Southern High School
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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.

Bi-Monthly Professional Learning Community Meetings, Monthly SBDM meetings, and LEAD Teacher Meetings. Weekly Admin Team meetings. Meetings are documented by the administration. SBDM minutes are located on the school website and kept by the Secretary. School Leadership and Counselors meet weekly for planning meetings and as needed to analyze and discuss data. The principals for 22-23 are James Ray; Calvin Creech Associate Principal; Lisa Banks- Assistant Principal; Cory Stringfield-Assistant Principal. Lead Teachers: William Dooley, Robin New, ReJeanna Patterson, Melissa Grant, Chad Rader, Katy Cress, Mark Payne, Makenna Stewart, and Chad Eades.

Deanna Abbott Library/Media Specialist, Ashley Hall-Counselor, Kallie Lake-Counselor, Christian Pope - Counselor. MSHS SBDM Council- Wendy Hechemy, Abby Darst, Makenna Stewart, Awndrea Newman, and Jamie Newton.

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?

Our priority was to reduce the gap between our students with disabilities and our students without disabilities in reaching benchmarks. Our records from two years' ACT data showed that 46.3 % of non-disabled students reached reading benchmarks while 7.4 % of disabled students reached the benchmark. Our data shows that 37.3% of non-disabled students met the math goal, while 3.7% of disabled (IEP) students met the math benchmark. The data from the previous school year showed that 60.4% of non-disabled students met reading benchmarks, while 39.1% of disabled students reached the reading benchmark. The data from the previous school year showed that 32.7% of non-disabled students met math benchmarks, while 13.0% of disabled students reached the math benchmark. The disparity between non-disabled and disabled students will continue to be a target area. The achievement gap has been shown to lessen between the two years, but there is still a gap that needs to be targeted and continue to improve.

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.

The number of behavior referrals increased from 41 in 2020-21 to 360 in 2021-22. The discrepancy can be attributed to COVID and all students being out of school for a portion of the year, as well as allowing virtual instruction for the whole year if students chose 2020-21.

The number of students meeting the math benchmark on the ACT was nearly the same with 104 in 2020-21 and 1-3 in 2021-22.

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

A variety of data is used to determine our current state: KDE School Report Card, TELL Survey, parent, student, teacher, and staff surveys, ACT scores, state assessments, attendance rates, dropout rates, graduation rates, discipline data, etc. The current academic state is based on data from the previous year. The graduation rate increased from 94.9% in 2019 to 94.3% in 2020 to 95.3% in 2021. The student proficiency data showed 73.9 for all subjects.

KSA data revealed our overall school score at 76.4, which is the high green level, 1.6 points away from the highest blue score. This places MSHS at 16th place in the state among public high schools. This is 15.9 above the state average. Reading and math indicator was 73.9 (high green); science, social studies & writing 58.9 (high green); quality of school climate and safety indicator 67.2 (high green); post-secondary readiness indicator 95.6 (very high blue); graduation indicator 95.3 (high green).

Based on KSA data from the 2021-22 academic year, 64% of our 10th-grade students scored in the Proficient or higher.

The teacher attendance rate was 89.2% for the 2021-22 academic 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.

Our priority concern will be to reduce the gap between disabled students to non-disabled students in writing. Sixty-seven percent (67%) of disabled students scored below proficiency on the Kentucky Summative Assessment (KSA) in writing as opposed to twenty-three percent (23%) of non-disabled students. The disparity between economically disadvantaged students will remain a priority with only 43% scoring in the proficient/distinguished category in writing as compared to 53% of non-economically disadvantaged students.

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.

Reading achievement has increased from 51% proficient for the class of 2021 to 55% proficient for the class of 2022. The systems of support we implemented through Academic Time and intentional reading skills development can be attributed to this increase. The focus on reading support can be adapted to address our low performance in writing. Attendance rates have remained steady as we have employed a full-time nurse, participated in truancy diversion programs, and file truancy charges as necessary. Post-secondary readiness remains a great strength with 95.6 indicator on the KSA results, which is very high, as well as the graduation indicator and the quality of the school climate and safety.

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.

Kentucky Performance Rating for Educational Progress (KPREP) is now Kentucky Summative Assessment (KSA). The accountability continues to be 10th grade testing for math and reading; 11th grade testing for science, social studies, and combined writing (editing & mechanics is part of this score). At Madison Southern, we will continue to target students for intervention with our Academic Time (25 mins) during the school day. We will focus on proficiency for students who are academically disadvantaged and those that are economically disadvantaged. Teachers will continue to receive professional development and refine practices through Continuous Classroom Improvement co-horts, and Kagan strategy training to assist in meeting these goals. We do not have data from 2019-2020 due to no state testing for a COVID year.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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