



2023-2024 Phase Two: The Needs Assessment for Schools Madison Southern High School

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Madison Southern High School
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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.

Bi-weekly Professional Learning Community Meetings with all certified staff. Meetings are documented by admin. Classroom data is reviewed and analyzed.

Monthly SBDM meetings; members for 23-24 are: Chad Rader (teacher), Jamie Newton (teacher), Kailynn Hendrix (teacher), Abbie Darst (parent), Ben Wilcox (parent). Minutes are located on the school website and kept by the secretary.

Monthly lead teacher meetings; lead teachers for 23-24 are: William Dooley, Robin New, ReJeanna Patterson, Melissa Grant, Chad Rader, Katy Cress, Ben Colbert, and Chad Eades.

Weekly Administration Team Meetings; the principals for 23-24 are: Jeremy Phillips (head principal), Calvin Creech, Cory Stringfield, and Jessica Bevins.

School counselors for 23-24 are: Ashely Hall, Kallie Hamilton, and Christian Pope.

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 show that our school's average ACT score was 17.8 in the school year 2021-2022 and 18.8 during the school year 2022-2023. This data disaggregated also showed that 54.7% of non-disabled students reached reading benchmarks while 26% of disabled students reached the benchmark. Our data shows that 42.2% of non-disabled students met the math benchmark, while 4.3% of disabled students met the math benchmark. The data from the previous school year showed that 46.3% of non-disabled students reaching the reading benchmark, while 7.4% of disabled students reached the same benchmark. This data also showed that 37.3% of non-disabled students met the math benchmark while 3.7% of disabled students met the same benchmark. The disparity between disabled and non-disabled students will continue to be a target goal for our school. The achievement gap has decreased in reading over the past two school years according to our ACT data. But has increased in math.

These trends align with other standardized testing data not publicly available at this 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 number of behavior referrals increased from 360 in 2021-2022 to 449 in 2022-2023. This discrepancy can be attributed to many students choosing to attend school virtually during the 2021-2022 school year and all students required to attend in person during the 2022-2023 year. Enrollment in 21-22 was 1193 and in 22-23 was 1197.

The number of students meeting the math benchmark on the ACT decreased in the last two school years, but the number of students meeting reading benchmark has increased. Other data not publicly available at this time shows a similar decrease in

math proficiency, and reading proficiency shows little-to-no movement from previous year.

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.

A variety of data is used to determine our current state: KDE School Report Card, 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 95.3% in 2021-2022 school year to 96.4% in the 2022-2023 school year. Other data not publicly available at this time shows a small decrease in math proficiency, and reading proficiency shows little-to-no movement from previous year. Our records show that our school's average ACT score was 18.8 during the school year 2022-2023.

Non-academic indicators of our current state:

Teacher attendance rate for 22-23 school year was 93.6%. Student attendance rate for 22-23 was 90.25%. Our school is above 50% free and reduced lunch for the 22-23 school year, which places us in a low socio-economic bracket.

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 and non-disabled students in reading and math. 95.7% of our disabled population scored below benchmark on the Math ACT and 74% scored below benchmark on the Reading ACT. The disparity between disabled and non-disabled as well as economically disadvantaged students will remain a priority for Madison Southern at this time.

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 proficiency has remained our highest accountability score over the past two school years. The number of students reaching math benchmark on ACT has increased over the last two school years. Our science, social studies, and writing proficiency has also increased over the past two school years. Precise numerical data is not publicly available at this time, but will be made available by the Kentucky Department of Education during the month of November 2023 and will be accessible on the following website: <https://www.kyschoolreportcard.com/home?year=2023>

The systems of support we implemented through Academic Time and intentional reading skills development can be attributed to the increase. The focus on reading support can be adapted to address our lower performance in writing. Attendance rates have remained steady as we have a full-time nurse on staff, participate in truancy diversion programs, and file truancy charges as necessary. Post-secondary readiness remains a great strength. Our graduation rate is an indicator of the quality of the school and learning environment.

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

 MSHS Key Elements of the Teaching and Learning Environment 2023-2024 Updated


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.

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 training to assist in meeting these goals.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 MSHS Key Elements of the Teaching and Learning Environment 2023-2024 Updated		• 7