



2023-2024 Phase Two: The Needs Assessment for
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2023-2024 Phase Two: The Needs Assessment for Schools

Mercer County Senior 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.

Data results from the 2022-23 school year were the second full results that we have received since the 2018-19 school year due to COVID-19. The results that we have are typically reviewed and analyzed during school based council, school leadership team, instructional MTSS team, school administrative team, and district administrative team meetings by stakeholders of Mercer County Senior High School in the process of developing goals, objectives, strategies, and activities. The members of the school council are Spencer Tatum, Ekambaram Elumalai, Kendra Rowland, Andrew Ashford, Todd Davis, and Jessica Sanders. The members of the school leadership team are Andrew Ashford, Ekambaram Elumalai, Carissa Horn, Taylor Mastin, Julia Snellen, Adrienne Dye, Miranda Goodlett, Scottie Alford, Stacy Davis, and Kendra Rowland. The members of the MTSS Instructional team are Andrew Ashford, Jennifer Carter, Austin Cocanougher, Kristy Drakeford, Adrienne Dye, Alexandria Edwards, Ekambaram Elumalai, Mike Floro, Graham Heasley, Stacey Isaacs, Kathi Lawrence, Taylor Mastin, Irene Mitchell, Vicki Nolin, Daniel Perea, Jennifer Putnam, Shannah Reynolds, Cara Rogers, Katrina Sexton, Joe Smith, and

Mary Zollner. The members of the school administrative team are Spencer Tatum, Mike Floro, and Brian Rowland. The members of the district administrative team are Jason Booher, Jason McAlister, Jennifer Hatton, Esther Hayslett, Jennifer Carter, Kathi Lawrence, and Jay Anderson. The school council, school leadership team, school MTSS team, and district administrative team meet monthly. The school administrative team meets weekly to address the needs of the school. Minutes are kept during the school council and MTSS meetings. Notes are kept during the school leadership team, district administrative team, and school administrative team meetings.

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 goals from the 2022-23 CSIP included 1) to reduce the percentage of Novice from 24% to 15% in 10th grade Reading scores and to reduce the percentage of Novice from 25% to 15% in 10th grade Mathematics scores, 2) to reduce the percentage of Novice from 46% to 30% in 11th grade Science scores, to reduce the percentage of Novice from 41% to 25 in 11th grade Social Studies scores, to improve the Combined Writing index score of all students in writing from 63.8% to 68% as defined by the On-Demand writing assessment in 2022-23, 3) to continue to reduce the percentage of Novice in all content areas for all English Language Learners, 4) to improve the quality of school climate and safety goal from 61.6 to 68, 5) to improve the Postsecondary Readiness (academic and career) score from 79.4% to 85% by 2022-23, 6) to improve the graduation rate goal from 98.3% to 99.0% by 2022-23, 7) to reduce the percentage of Novice in the gap group of "2 or more races" on the Kentucky Summative Assessment Reading section from 40% to 25% in 2022-23. We will continue to intentionally focus on areas to reach the school goal of an ACT composite score of 20.0 by using the CERT program three times during the course of the year to prepare students for the ACT along with setting personal goals, providing ACT prep sessions, and other daily activities to focus on ACT prep. As far as the goal of improving our writing scores, a school wide writing plan will continue to be implemented that focuses on improving writing across all grade levels. We came within one point of reaching the transition readiness score of an 80 and have put in place a plan to meet with students individually to help them achieve the goal of becoming either academic or career ready by the end of their senior year.

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.

We will look at data from the 2021-22 and 2022-23 school year to strive for improvement in all areas. It is extremely important to continue to decrease our percentage of students in the novice and apprentice categories and increase our percentage of students in the proficient and distinguished categories in all areas. We have to continue to focus on the subgroup categories Disability, Economically Disadvantaged, Two or More Races, Hispanic/Latino, and African Americans. It is imperative that we continue to move our gap students from novice to apprentice or proficient in all areas. Particular focus needs to be given to our students with disabilities in math, reading, and writing. Study Skills classes and co-teaching classes in Math and English for our students with disabilities are being utilized to give more individualized instruction to our students. Study Skills classes and co-teaching classes in Math and English for our lowest scoring freshman, sophomores, and juniors are focusing on skills necessary to succeed in these content areas. Freshman, Sophomores, and Juniors are using the CERT program in order to strengthen skills in the areas of Math, English, Reading, and Science. Teachers will use the data curriculum resources from CERT to help guide instruction and this data will also be used for individualized intervention daily. Our postsecondary readiness will continue to be an area of emphasis. We have increased our overall Postsecondary Readiness score, but we are constantly looking for additional industry certifications and other avenues to give students a chance to make sure our students are in career pathways that will allow them to take End of Program assessments or be eligible to receive an industry certificate. The ACT test will be given to all juniors in the fall of the 2023-24 school year to help prepare them for the March 2024 ACT and give them the extra opportunity to improve their score and meet their benchmarks. We will continue to be a PBIS school through KYCID as we focus our attempts to decrease undesired behaviors and increase desired behaviors. Behavior is monitored by analyzing data on a regular basis by a PBIS MTSS committee using SWIS. A reward system will be implemented to reinforce positive behaviors based on MCSH expectations that are reinforced throughout the year in all classes. PLC's meet on a monthly basis as the departments continue to build common assessments and analyze student data and instructional practices to improve student achievement. Curriculum and instruction must continue to be delivered in a way that requires students to use higher level, critical thinking skills in all content areas. MCSHS has access to two instructional coaches that assist our Math, English, Science, and Social Studies departments in developing assessments and lessons to increase rigor and relevance in the classroom. Chromebooks have been purchased and assigned to all of our students to allow MCSHS to be a 1:1 technology school.

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.

Data used for the current academic state of Mercer County Senior High School is taken from the Kentucky Department of Education KSA results and accountability system. Due to a new accountability system that was put in place for the first time during the 2022-23 school year and assessments given in various areas for the first time, it is difficult to compare to previous years data. As part of the priority plan at Mercer County Senior High School, we have set goals of improving the quality of in-person classroom instruction and rigor in all content areas to make up for the loss of consistent in-person instruction over the last 26 months. The ACT given to 11th grade students in the spring of 2023 showed a composite score of 18.8 in comparison to the state average of 18.5. ACT Reading was a 18.8 in comparison to the state average of 18.9. ACT English was a 17.6 in comparison to the state average of 17.8. ACT Math was a 18.5 in comparison to the state average of 17.9. ACT Science was a 19.5 in comparison to the state average of 18.7. The percentage of MCSHS students meeting the state benchmarks on the ACT were as follows: Reading - 41% (state average - 44%), English - 43% (state average - 47%), and Math - 36% (state average - 33%). In the 11th grade On-Demand Writing, 62% scored either Proficient/Distinguished compared to the state average of 42%. In the 11th grade Editing and Mechanics assessment, 47% scored either Proficient/Distinguished compared to the state average of 45%. In the 11th grade Science assessment, 14% scored either Proficient/Distinguished compared to the state average of 10%. In the 11th grade Social Studies assessment, 44% scored either Proficient/Distinguished compared to the state average of 38%. In the 10th grade Reading assessment, 56% scored either Proficient/Distinguished compared to the state average of 46%. In the 10th grade Math assessment, 46% scored either Proficient/Distinguished compared to the state average of 34%.

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.

Areas of concern with room for improvement include the following: ACT composite score of 18.8, ACT English score of 17.6, 17% scoring Novice in 10th grade Reading, 25% scoring Novice in 10th grade Math, 34% scoring Novice in 11th grade Science, 23% scoring Novice in 11th grade Social Studies.

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.

Strengths include the following: In the 11th grade On-Demand Writing, 62% scored either Proficient/Distinguished compared to the state average of 42%. In the 11th grade Editing and Mechanics assessment, 47% scored either Proficient/Distinguished compared to the state average of 45%. In the 11th grade Science assessment, 14% scored either Proficient/Distinguished compared to the state average of 10%. In the 11th grade Social Studies assessment, 44% scored either Proficient/Distinguished compared to the state average of 38%. In the 10th grade Reading assessment, 56% scored either Proficient/Distinguished compared to the state average of 46%. In the 10th grade Math assessment, 46% scored either Proficient/Distinguished compared to the state average of 34%.

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.**


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.

MCSHS will continue to implement "Best Practices" in the classroom in order to promote rigor in the classroom on a daily basis.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 2023-24 School Key Elements		.