



MCCHS 2024-2025 Phase Two: The Needs Assessment for  
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2024-2025 Phase Two: The Needs Assessment for Schools

**Madison Central High School**

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## **2024-2025 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 they will address 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 as you conducted 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 were documented.

The leadership team composed of Brandon Fritz, Principal; Katie DeSimone, Associate Principal; Sherry Fisher, Assistant Principal; Marita Kinley, Assistant Principal; Chris Harrell, Assistant Principal; Mose Hill, Dean of Students; Department Heads: Kim Hill, Math; Kristy Johnson, English; David Withers, Social Studies; Taylor Newton, Science; Stephanie Holbrook, SPED. This team meets as a group to review the data in the fall. Data is discussed in our faculty meeting and then team members meet individually as departments with principals due to planning period and time constraints throughout the year. The meetings would be documented in our calendars and PD agendas. The data is disseminated to the school from the district and we monitor it here at the school level. The department chairs then look at the data with their departments. Once we determine a plan we meet with department heads to monitor and provide support as necessary. Our departments are broken down into collaborative teams who all have collaborative team leads.

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These teams meet weekly at set dates and times with like-subject areas. We meet each PD day as whole departments.

### 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?

We have been implementing and extending the use of Pear Assessment in our classes. Originally we only purchased it for our 10th grade classes but now we have a school wide site license. This program allows teachers to give assessments/problems in a digital format similar to the test they will be taking. It also includes the desmos calculator like they are provided for the KSA testing. We will continue to utilize this program looking to offer it to all subject areas. We strategically sent some teachers to Kagan training which when used effectively increases student engagement. Working toward increasing the graduation rate is also a goal that we keep growing toward. Our goal was to be at 94% by 2023 and we have not met that goal yet. We did come close last year landing at 93.3%. In the aftermath of the pandemic we had to be strategic about monitoring students, making sure they had their credits, and providing multiple opportunities for students to get back on track. We offered intensive and longer summer schools, night school, as well as other ESS services to keep moving toward our goal. In addition to the above items we also implemented further training in successful co teaching models and high yield tier one instruction.

Upon review of last year's CSIP plan and this year's KSA data we are extremely excited to be recognized as a blue rated school. Last year our overall rating was 66.3 and this year we are 81.0. We have made significant gains on our transition readiness data as a school overall and with our gap group students with IEPs. We increased our score in every indicator area. When we look more specifically at KSA data we grew by 9 points on the school climate and safety survey, we grew by 11.2 points on post secondary readiness, and we grew by 7.6 points on Science, Social Studies and Writing. Our previous area of focus was math and reading and we are so proud to report we grew in this area by 31.2 points. While we are excited we know that the hard work has just begun and maintaining this status and continuing to grow are our key focuses this year.

### Trends

3. Analyzing data trends from the previous two academic years, which academic, cultural and behavioral needs remain significant areas for improvement?

### Example of Trends

- The number of behavior referrals increased from 204 in 2022-2023 to 288 in 2023-2024.

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- From 2022 to 2024, the school saw an 11% increase in novice scores in reading among students in the achievement gap.
    - The school indicator data for school climate and safety improved from 55.9 to 64.9 which was a significant improvement.
    - The number of distinguished and proficient scores in science decreased 11% from 2022-2023 to 2023-2024.
    - 58% of our students scored apprentice in science in 2023-2024.
    - We have areas of improvement with students identified as ELL.
    - We still have significant gaps in our population of students with disabilities in all tested areas with a decrease in scores.

### Current State

4. Describe in narrative form the current state 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. Local benchmark data indicates that thirty-two percent of all students receive Tier II intervention in reading.
- Fifty-four percent of our students scored proficient in math on the KSA compared to the state average of 57%. Local formative assessments show 53% of students are on grade level in math.

#### **Example of Non-Academic Current State:**

- Teacher attendance rate was 84% for the 2023-2024 academic year. 2022-2023 Impact survey data shows that 71% of staff feel like they belong at our school.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

For the 2023-2024 school year we had approximately 2,194 students. We are approximately 53.4% economically disadvantaged. We are 77.7% White, 8.6% Hispanic or Latino, 5.8% Two or More Races, 6.1% African American and 1.6% Asian.  
- Data: Educlimber

Most of the students at Madison Central who start AP courses finish them. During the 2022-2023 school year we had 446 students take an AP course. We had another 465 students enroll in dual credit classes. That number has likely increased for the 2023-2024 school year. Data: Kentucky School Report Card

Madison Central's graduation rate is always a potential for growth. We have programs in place such as focus and finish, credit recovery, night school, a success program as well as spear. Our current 4 year status is at 93.3%. Data: KSA Scores

For the 2022 -2023 school presented the following data:

Percent Proficient and Distinguished in Reading was 48%

Percent Proficient and Distinguished in Math 34%

Percent Proficient and Distinguished in Science 12%

Percent Proficient and Distinguished in Social Studies 48%

Percent Proficient and Distinguished in Combined Writing 40%

Data: KSA Scores

For the 2023 -2024 school presented the following data:

Percent Proficient and Distinguished in Reading was 61%

Percent Proficient and Distinguished in Math 53%

Percent Proficient and Distinguished in Science 1%

Percent Proficient and Distinguished in Social Studies 50%

Percent Proficient and Distinguished in Combined Writing 54%

Data: KSA Scores

Graduation Rate

2018- 93.2%

2019- 91.7%

2020- 91.4%

2021- 93.3%

2022 - 92.9%

2023 - 92.3%

2024 - 93.3%

## Data: KSA Scores

The number of students and behavior referrals has decreased from 2022-2024

2022-2023 753 students involved in 2578 events

2023-2023 683 students involved in 2288 events

### Priorities/Concerns

5. Clearly and concisely describe the two or three greatest areas of weakness using precise numbers and percentages.

**NOTE:** You must thoroughly address these priorities in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

**Example:** Students in our gap groups are scoring significantly below all students. Sixty-eight percent of students in the achievement gapscored below proficiency on the Kentucky Summat gap learners.

When looking at the areas of Math and Reading we definitely want to continue to monitor progress in combined reading and math. We have been specifically focusing on our gap populations, specifically students with a disability. We also need to look at our quality or school climate and safety scores and our MTSS program to improve the overall school performance in that area. Lastly we need to look at ways to work on improving our graduation rate. Our English language learners are significantly performing lower than other subgroups.

Gap Groups for the 2021-2022 school year:

Combined Math and Reading Status

All students 63%

Two or More Races 57%

Economically Disadvantaged 48.4%

Students with an IEP 24.6%

Gap Groups for the 2022-2023 school year:

Combined Math and Reading Status

All students 58.6%

Two or More Races 55.3%

Economically Disadvantaged 47.1%

Students with an IEP 34.4%

Gap Groups for the 2023 - 2024 school year:

Combined Math and Reading Status

All students 72%

Two or More Races 63.4%

Economically Disadvantaged 58.8%

Students with an IEP 29.9%

Gap Groups for the 2021-2022 school year:

Combine Science, Social Studies, Editing and Mechanics, & On Demand Status

All students 51.1%

Two or More Races - 50.7%

Economically Disadvantaged 42.3%

Student with an IEP - 19.5

Gap Groups for the 2022-2023 school year:

Combine Science, Social Studies, Editing and Mechanics, & On Demand Status

All students 54.1%

Two or More Races - 47.3%

Economically Disadvantaged 41.7%

Student with an IEP - 23.1%

Gap Groups for the 2023- 2024 school year:

Combine Science, Social Studies, Editing and Mechanics, & On Demand Status

All students 59.4%

Two or More Races - 60.8%

Economically Disadvantaged 50.7%

Student with an IEP - 29.5%

English Language Learners indicator score 17 which is low and orange

### Strengths/Leverages

6. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school. Explain how the school will utilize the strengths and leverages 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.

Our ACT scores have been on the rise and tend to trend higher than both the state and district averages. We will continue to use our support such as our Gear Up academic specialists and abundant ESS services to help students increase their achievement data in the upcoming school year. We have revitalized our PASS program and hope to continue to see a reduction in behavior issues during the next school year from that group of students.

We had a significant increase in all indicator scores. We saw the larger growth in the combined reading and math scores. Our gap groups with the exception of students with a disability grew tremendously as well. The students with a disability group still score much lower than our general population and will continue to remain a key focus area. We saw gains in our social studies, science, and writing scores in both the all students category and our gap groups including students with a disability.

Another area of significant gain was the post secondary readiness. We made increases in almost every gap group and significantly increased the score of the gap groups students with disabilities, two or more races and the economically disadvantaged. We look to continue this push forward as this category is especially so important for students and their futures.

## 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 Processes](#)

[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**

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 School Key Elements Template

8. After analyzing the Key Elements of your teaching and learning environment, which two or three 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:** The Comprehensive School Improvement Plan (CSIP) diagnostic and template must thoroughly address these.


Madison Central will continue to work on the processes of Designing and Deploying the Standards by designing and monitoring curriculum that is aligned to the state standards, at an appropriate DOK and paced efficiently. Teachers have created the learning targets in each unit but we are working toward stating those learning targets clearly and referencing them multiple times throughout the unit. Students need to know what their target is in order to hit it. This will be monitored through classroom observations and walkthroughs.

We will also focus on the processes of designing and delivering instruction. We have mentor teachers that work with new teachers on their evaluations providing feedback and guidance when needed. We have established coaches to give non

evaluative feedback to peer teachers in order to help him improve their practice and continue to grow. We continue to send teachers to training in the areas of student engagement and classroom learning system continuous improvement. Many teachers attended CCI training and/or Kagan training this past summer.

The last area we will strive to focus on is establishing learning culture and environment. As a district we will also continue to support the overall initiative of establishing a learning culture and environment. We want to make sure all students feel valued and safe regardless of differences.

# Attachment Summary

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