



MCHS 2025-2026 Phase Two: The Needs Assessment for Schools_10142025_12:49

2025-2026 Phase Two: The Needs Assessment for Schools

Madison Central 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 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 to determine the priorities of this year's needs assessment. Include the following information in your response:

- names of school council members, leadership teams and stakeholder groups (i.e., Family Resource Youth Service Centers, community partners such as civic and business organizations, etc.) involved in the process
- a timeline of the process
- the specific data reviewed and analyzed
- how and where 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: Matt Sherrow, 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. 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 will your results 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 last year finally met that goal. We were at 94% on the 4-year graduation rate. We will strive to maintain or grow that percentage this year. 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.

Last year we were extremely excited to be recognized as a blue rated school. We are hoping to maintain our blue status for this year. 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 last year. Last year 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. For a few years our area of focus has been math and reading and we are so proud to report we grew in this area by 31.2 points last year. We are hoping to maintain these levels once the school data is released and will continue this work.

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. After analyzing data trends from the previous two academic years, which academic, cultural and behavioral measures remain significant areas for improvement?

Example of Trends

- Behavior remains an area for improvement, as referrals have increased in the last two years from 204 in 2023-2024 to 288 in 2024-2025.
- Reading for students in our gap groups remains an area for improvement because the district saw an 11% increase in novice scores in reading among students with achievement gaps from 2024-2025.

The following data increases were from the previous school year. The data has not been released this year. While we were very pleased with the growth last year we are likely going to continue to work on these same areas in 2025-2026 as there is always room for improvement and maintaining a blue status is going to take continued work.

- The school indicator data for school climate and safety improved from has increased the last four years
- The number of distinguished and proficient scores in science increased significantly to 32.3%
- Even with high growth we still have areas of improvement to make with students identified as ELL.
- We still have significant gaps in our population of students with disabilities in all tested areas with a decrease

Current State of Academics and Climate and Culture

4. Describe in narrative form the current academic state of the school using precise numbers and percentages as revealed by multiple sources of your most recent outcome data. Cite the source of data used. Consider the following data sources:

- Kentucky Summative Assessments
- Benchmark assessments
- Formative assessments
- Graduation rate
- Progress in achieving English language proficiency
- Student access to high quality instructional resources, advanced placement courses, dual credit courses, career and technical education courses, before/after school and summer programs, preschool, full day kindergarten

Example of Current Academic Narratives:

- Thirty-four percent (34%) of students in the achievement gap scored proficient on Kentucky Summative Assessment (KSA) in reading. Local benchmark data indicates that 32% of all students receive Tier II intervention in reading.
- Fifty-four percent (54%) 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.

For the 2024-2025 school year we had approximately 2200 students. We are approximately 51.6% economically disadvantaged. We are 76.2% White, 9.4%

Hispanic or Latino, 5.7% Two or More Races, 6.8% African American and 1.6% Asian.
- Data: KDE School report card

Most of the students at Madison Central who start AP courses finish them. During the 2024-2025 school year we had 445 students take an AP course. We had another 640 students enroll in dual credit classes. That number has likely increased for the 2025-2026 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 credit recovery, night school, Success Academy, and Spear Academy. This year we have the highest graduation rate of the prior four years 94.9%. We are steadily increasing each year.

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%

For the 2024 -2025 school presented the following data:

- Percent Proficient and Distinguished in Reading was 56.5%
- Percent Proficient and Distinguished in Math 46.8%
- Percent Proficient and Distinguished in Science 32.3%
- Percent Proficient and Distinguished in Social Studies 52.6%
- Percent Proficient and Distinguished in Combined Writing 50.6%

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%
- 2025 - 94.9%

Data: KSA Scores

5. Describe in narrative form the current climate and culture conditions of the school using precise numbers and percentages as revealed by multiple sources of your most recent data. Cite the source of data used. Consider the following data sources:

- Educator and school staff retention rates
- High-quality professional learning opportunities
- Chronic absenteeism
- School climate
- Behavior
- Staff and student access to mental healthcare
- Family and community involvement

Example of Current Climate and Culture Narratives:

- Teacher attendance rate was 84% for the 2024-2025 academic year. 2023-2024 Impact survey data shows that 71% of staff feel like they belong at our school.
- Fifty-eight percent (58%) of families participated in a family engagement activity during the 2024-2025 school year.

The number of behavior referrals has decreased from 2022-2025:

- 2022-2023 - 1917 events
- 2023-2024 - 1739 events
- 2024-2025 - 1502 events

Data: NextPath

Teachers average years experience has been increasing:

- 2022-2023: 11.6 years
- 2023-2024: 12.0 years

- 2024-2025: 12.4 years

Data: KDE School report card

Amount of first year inexperienced teachers has been decreasing while veteran teachers have been increasing:

2022-2023:

- Number of teachers with 1 year experience or less - 6.8%
- Number of teachers with 3+ years experience - 69.55%

2023-2024:

- Number of teachers with 1 year experience or less - 6.4%
- Number of teachers with 3+ years experience - 76%

2024-2025:

- Number of teachers with 1 year experience or less - 3.3%
- Number of teachers with 3+ years experience - 81.9%

Data: KDE School report card

Our teacher turnover rate has always been lower than the district and state average but in the past few years it has significantly decreased when compared to prior years.

- 2022-2023: 23.7% turnover
- 2023-2024: 17.4% turnover
- 2024-2025: 13.8% turnover

Data: KDE School report card

Teacher data on the working conditions survey reports 54% report favorable conditions when managing with student behavior. 45% report favorable conditions related to school climate. 61% report favorable conditions as it relates to school leadership.

Data: KDE School report card

Parental Involvement:

- Number of students who attend at least one parent teacher conference - 517 students
- Number of volunteer hours parents volunteered - 2520 hours

Data: KDE School report card

Strengths

6. Plainly state, using precise numbers and percentages revealed by current data, the strengths of the school.

Example:

- We have active partnerships with twelve community organizations and businesses.
- Eighty-three percent (83%) of certified staff have participated in high-quality professional learning through the Kentucky Reading Academies.

Our school has multiple teachers that are qualified to teach dual credit courses in our building. Right now we have at least 20 teachers that are teaching dual credit courses through ECU, BCTC, and Campbellsville University. Our school also offers 20 Advanced Placement courses.

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 abundant ESS services to help students increase their achievement data in the upcoming school year. We created a KSA score predictor based on these ACT scores using percentile and a crosswalk tool. We then leveraged these predictors with students to set goals for KSA.

This year we had an increase in all indicator scores except math and reading which we maintained. We saw the largest growth in our English learner category. In our gap groups we saw a significant increase in our populations with disabilities in math and reading. The students with a disability group still score much lower than our general population in other areas and will continue to remain a key focus area. We saw gains in our combined social studies, science, and writing scores but mostly this was because the science score increased so much. We are most pleased with the increase in our climate and school quality survey in almost every student group as well.

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.

We have also revitalized our MTSS and PASS program and hope to continue to see a reduction in behavior issues during the next school year as well as improved culture and school safety scores from our students.

Leverages/Assets

7. Explain how the district will utilize its strengths and leverages, including community resources and assets (i.e., colleges, community partnerships, businesses, industry, etc.) to improve areas for improvement listed above.

Examples:

- We will coordinate efforts with our community partners to meet the behavior needs of more students.
- We will utilize the knowledge gained from the Kentucky Reading Academies to develop a reading action plan to target students in our achievement gap groups.

We utilize our certified/credentialed teachers to teach dual credit credit courses at MCHS. Our students are able to take these classes without ever having to leave our campus. This provides access to many students who would not have had the means to provide transportation and/or technology required had the courses be asynchronous or off campus. MCHS dual credit teachers also provide a supportive environment with familiar faces. I believe this has helped to improve our post secondary readiness scores as well as encourage some students to go to college who may have never had that on their radar before. MCHS likely offers the most dual credit and advanced placement courses under one roof than any school in Kentucky.

Our area technology center Ignite North is also state of the art and provides amazing opportunities for our students at MCHS to excel learning various trades and earning industry certifications. The popularity of our career pathways keep growing and our community partnerships give our students invaluable experiences outside of the traditional academic coursework. This will also help us to continue to increase our post secondary readiness.

Our state is transitioning from ACT to SAT for their college benchmark assessment.

Our school has increased their ACT scores steadily over the past few years. I believe we will still have students continue to take the ACT during national test sites even though the state is changing to SAT. I believe the growth and efforts of our teachers and school will seamlessly transition into providing opportunities for students to prepare for the SAT in the same way we did the ACT.

We have also revitalized our MTSS and behavior program and hope to continue to see a reduction in behavior issues during the next school year as well as improved culture and school safety scores from our students. All students at MCHS will receive social emotional learning through second steps as well as freshmen health classes are getting green dot training.

Evaluate the Teaching and Learning Environment

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

8a. KCWP 1: Design and Deploy Standards

Schools continually assess, review, and revise school curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

☐ No

☒ Yes

COMMENTS

Teacher's read/analyze standards

Teacher's create learning targets, curriculum maps and assessment for the units.

Each collaborative team (like department/ grade/ content) meets weekly to review data and make changes as necessary to curriculum, pacing, and assessments.

Departments meet on district professional development days to be sure the vertical alignment is in order and to look at rigor across the grade levels.

8b. KCWP 2: Design and Deliver Instruction

Instructional programs include consistent implementation of evidence-based instructional practices essential for academic, behavioral, and social-emotional competencies that are aligned to Kentucky Academic Standards and current research.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

☐ No

☒ Yes

COMMENTS

CCI Training

Kagan Training

Successful co-teaching training (best practices & strategies)

Classroom management training (student engagement)

8c. KCWP 3: Design and Deliver Assessment Literacy

Schools have a comprehensive, balanced assessment system that provides a variety of evidence to support educational decision making and includes four primary assessment purposes: formative, diagnostic, interim/benchmark, and summative.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

☒ **No**

☐ Yes

COMMENTS

N/A

8d. KCWP 4: Review, Analyze and Apply Data Results

Schools communicate and implement a sustainable system for reviewing, analyzing, and applying data results to ensure a uniform way to elicit, interpret, and act on meaningful evidence of student learning.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

☒ **No**

☐ Yes

COMMENTS

N/A

8e. KCWP 5: Design, Align and Deliver Support Processes

Schools establish a framework that organizes systems, data, and practices to promote positive, equitable and inclusive learning experiences for all students.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

☒ **No**

☐ Yes

COMMENTS

N/A

8f. KCWP 6: Establish Learning Environment and Culture

Schools intentionally design the learning environment to be inclusive and accessible for all students within a culture where learning and continued growth is the primary focus and foundation for all actions.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

☐ No

☒ **Yes**

COMMENTS

Racial Bias/Inclusion/Sensitivity Training by District

MTSS Team

MTTS behavior plan/goal for decreasing skips

Truancy Diversion program

Green Dot

Attachment Summary

Attachment Name	Description	Associated Item(s)
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