



2022-23 Phase Two: The Needs Assessment for Schools_102022_11:29 Madison Central

2022-23 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 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.

The leadership team composed of Brandon Fritz, Principal; Katie DeSimone, Associate Principal; Jeremy Phillips, Assistant Principal; David Noland, Assistant Principal; Marita Kinley, Dean of Students; Department Heads: Kim Hill, Math; Mose Hill, English; David Withers, Social Studies; Sherry Lovely, Science; Stephanie Holbrook, SPED. This team meets as a group to review the data in the fall.

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 PLCs who all have PLC leads. These teams meet

weekly at set date 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?

Upon review of last year's CSIP plan we have moved toward meeting our goals in both Math and Reading. Although we have not met our goals in any areas we are showing some progress. During this past year we have implemented the use of edulastic in our math classes. This program allows teachers to give math assessments/problems in a digital format similar to the test they will be taking. It also included an online calculator like they are provided for the KSA testing. We will continue to utilize this program looking to offer it to all tested subject areas. We strategically sent some teachers to CCI training which helps teachers improve their learning systems as well as 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 are currently at 91.8%. 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. Students scored above the state and district average in both English and reading.

Madison Central had more students meet the benchmarks in both English and Reading than the district or state. Madison Central's overall composite score was higher than the state and district.

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.

Graduation rate went down slightly from 2021

2018- 93.2%

2019- 91.7%

2020- 91.4%

2021- 93.3%

2022 - 91.8%

KPREP 2018-2019 Percentage of students Proficient or Distinguished

Reading 48.2%

Writing 39.2%

Math 32.7%

Science 31.0%

KPREP 2020-2021 Percentage of students Proficient or Distinguished

Reading 43.6%

Writing 66.3%

Math 26.1%

Science 23.7%

KPREP 2021-2022 Percentage of students Proficient or Distinguished

Reading 52%

OnDemand 34%

Editing & Mechanics 54%

Math 40%

Science 15%

Social Studies 41%

ACT Data 2021-2022

Students scored above the state and district average in both english and reading.

Madison Central had more students meet the benchmarks in both English and Reading than the district or state. Madison Central's overall composite score was higher than the state and district.

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.

For the 2020-2021 school year we had 2,139 students. We are 48.3% Economically disadvantaged. We are 81.5% White, 7.1% Hispanic or Latino, 5.9% Two or More Races, 5.1% African American and 1.1% Asian.

Most of the students at Madison Central who start AP courses finish them. Last year we had 507 students take an AP course. We had another 204 students enroll in dual credit classes.

Madison Central has 983 students actively enrolled in CTE courses, however our completer rate is only 8.3%. 241 of our students are considered Gifted and Talented.

Madison Central's 5 year graduation rate is 93.9%. The dropout rate was less than .6%. The 4 year graduation rate went down slightly to 91.8%.

At Madison Central 389 of our students contributed to the 831 behavior events.

We will rely on our data from the past few school years for our goal setting as we have not received much data since the Covid 19 pandemic has been happening. We do however consistently take the ACT and will most likely use data derived from that assessment.

For the 2020- 2021 school presented the following data:

Percent Proficient and Distinguished in Reading was 52%

Percent Proficient and Distinguished in Math was 40%

Percent Proficient and Distinguished in Science was 15%

Percent Proficient and Distinguished in Social Studies was 41%

Percent Proficient and Distinguished in OnDemand was 34%

Percent Proficient and Distinguished in Editing and Mechanics was 54%

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.

When looking at the areas of Math and Reading we are concerned that we are not meeting our yearly goals. We should be trending around 50.6% proficient and distinguished to make adequate progress toward state goals. When looking at the data the white population is much closer to that goal scoring 55% proficient and distinguished in Reading. We are still far away from that goal in Mathematics where the all white population scored 43%. An additional two areas we will concentrate on this year are science and writing scores. We had significant losses in these two areas.

Looking at the Gap Groups 2020-2021 School Report Card

Reading:

All students 52% proficient or distinguished

Two or More Races 47% proficient or distinguished

Economically Disadvantaged 38% proficient or distinguished

Students with an IEP 14% proficient or distinguished

Math:

All students 40% proficient or distinguished

Two or More Races - 29% proficient or distinguished

Economically Disadvantaged 27% proficient or distinguished

Student with an IEP - not reported

Science:

All students 15% proficient or distinguished

Two or More Races - not reported

Economically Disadvantaged 21% proficient or distinguished

Student with an IEP - not reported

Social Studies:

All students 40% proficient or distinguished

Two or More Races - 39% proficient or distinguished

Economically Disadvantaged 33% proficient or distinguished

Student with an IEP - 8% proficient or distinguished

Editing & Mechanics:

All students 54% proficient or distinguished

Two or More Races - 58% proficient or distinguished

Economically Disadvantaged 42% proficient or distinguished

Student with an IEP - 17% proficient or distinguished

OnDemand:

All students 34% proficient or distinguished

Two or More Races - 39% proficient or distinguished

Economically Disadvantaged 27% proficient or distinguished

Student with an IEP - 8% proficient or distinguished

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.

When looking at the areas of Writing we made significant strides in students' achievement in 2020 but have decreased quite a bit in 2021-2022. In 2020-2021 there was only one writing score. In 2021-2022 there were both OnDemand and Editing & Mechanics. While our economically disadvantaged students and students who identify as two or more races scored much closer to the all student average we need to focus on our students with IEPs. Our ACT English and Reading scores 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 see a reduction in behavior issues during the 2022-2023 school year from that group of students.

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.

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. 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. The last area we will strive to focus on is establishing learning culture and environment. This has proved to be the most challenging since Covid.

Attachment Summary

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