



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

Montgomery County High School
Holly Lawson
724 Woodford Dr
Mt Sterling, Kentucky, 40353
United States of America

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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.

Groups reviewing, analyzing, and applying data at MCHS include the school-based decision making council (meets monthly with agenda and minutes documented), district and school level MTSS team (meets monthly and weekly with agendas for each and minutes documented), content level professional learning communities (minutes documented on school PLC forms), district data days/teacher planning days, and faculty meetings. Teachers review assessment data regularly through PLC meetings each week both formatively and summatively. This school year we will also be utilizing mastery connect to provide support to teachers, we will use the data from these assessments and predictive assessments to make instructional decisions and prepare students for the KSA.

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 goal to increase proficiency in reading and math were not met, we decreased the percentage of students scoring proficient and distinguished in both areas. Successes from these goals included unit design and common assessments, however this year we will be taking this a step further and working to ensure that we are teaching grade level standards and that student assignments are aligned.

Goals to increase proficiency in writing and science were not met. We stayed the same in science from the previous year, while decreasing in combined writing. Successes from these goals included unit design and common assessments, however this year we will be taking this a step further and working to ensure that we are teaching grade level standards and that student assignments are aligned.

Our goal to increase proficiency in social studies was met. Although we have room to grow, we did see success. Teachers began working on their assessments in PLCs and utilized a new program to help prepare students for the KSA.

Our goals to decrease the percentage of students scoring novice was met in reading, but not met in math, social studies, science, or writing. We had several special education teachers leave during the school year, which resulted in new staff throughout the year. This year our plan will include supporting new special education staff and training general education teachers on best practice strategies. We implemented many strategies from our TSI plan and will be continuing those with more support for this school year.

Our goal to increase postsecondary readiness was met. We increased by 10 percentage points. Successes included tracking in our postsecondary readiness document, intentional student scheduling, and utilizing the academic planner with students. This year we will continue with the addition of a new tracking tool and will continue to add more CTE dual credit opportunities for students.

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.

Last year, we saw an increase in behavior referrals due to a change in student expectations and the introduction of our PBIS team. We are seeing less of those office referrals so far this school year and that committee will continue it's work on cultivating a positive culture for both our students and staff. They will utilize data

from our quality of school and climate survey to help make a plan to address concerns from that data.

Over the past few years, we have continued to see an increase in our students with disabilities scoring novice on the KSA test in all areas. This is a significant area of concern for MCHS and will be a focus throughout the year.

We are beginning to see an increase in students becoming postsecondary ready. We had seen a decline since covid, due to virtual learning and the lack to students completing pathway courses, dual credit coursework and having success on the ACT. Our focus on getting students into pathways and tracking their pathways has helped get students postsecondary ready by the end of their senior year.

This year, we saw a significant decline in our proficiency scores in math and reading. Although we had seen a slight increase, we are just now seeing several years worth of data from the state where the assessment has remained the same. The focus of our 23-24 CSIP will focus on those goals.

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.

The following is the current state of our assessment data from KSA provided by KDE. This is the percentage of students performing proficient or distinguished.

Proficiency Data:

- Reading - 44.1%
- Math - 27.5%

Separate Academic Indicator:

- Social Studies - 34.5%

- Science - 6.2%
- Combined Writing - 27.4%

Percentage of students with disabilities scoring Novice:

- Reading: 76.3%
- Math: 76.3%
- Social Studies: 81%
- Science: 90.5%
- Writing: 70%

Postsecondary Readiness Data:

- Academic Ready - 200
- Career Ready - 174
- Total Transition Ready - 229 - 84.5%

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 weakness:

- Proficiency in:
 - Reading - 34% proficient and 10% distinguished
 - Math - 24% proficient and 4% distinguished
 - Science - 6% proficient and 0% distinguished
- Novice reduction in ALL areas (math, reading, science, social studies, writing)
 - Math - 42%
 - Reading - 27%
 - Science - 51%
 - Social Studies - 33%
 - Combined Writing - 18%

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- Students with disability
 - Reading
 - Novice - 73% Apprentice - 22% Proficient - 5% Distinguished 0%
 - Math
 - Novice - 80% Apprentice - 15% Proficient - 5% Distinguished - 0%
 - Science
 - Novice - 90% Apprentice - 10% Proficient - 0% Distinguished - 0%
 - Social Studies
 - Novice - 76% Apprentice - 19% Proficient - 5% Distinguished - 0%
 - Combined Writing
 - Novice - 70% Apprentice - 25% Proficient - 5% Distinguished - 0%

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:

- Increase in proficiency in social studies - 21% proficient and 13% distinguished - 34% total
 - up from 26% last year
- Reducing novice in social studies - went from 43% novice last year to 33% novice this year
- Postsecondary readiness - increased from 74.6% to 84.5%

Social Studies began utilizing a new program to build their unit assessments that mirrored the KSA test. They did this not only in the 11th grade, but also throughout the department so students would have access to the question types they would see.

We focused heavily on postsecondary readiness. Our focus included utilizing a tracker to determine if students were academic or career ready. We have added many dual-credit courses over the last few years and encouraged more students to take advantage of those opportunities.

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

 MCHS KCWP 23-24


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.

We will focus this year on KCWP 1: Design and Deploy Standards and KCWP 2: Design and Deliver Instruction. Our focus will be to work with teachers in PLCs to have standards based discussions and work to ensure that we are teaching students grade level standards and proving students grade level assignments. Working with the Moco Instructional Method, we will utilize classroom walkthroughs to monitor data on standards, assignments, and instruction in the building.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 MCHS KCWP 23-24		• 7