

Conducting a Comprehensive Needs Assessment

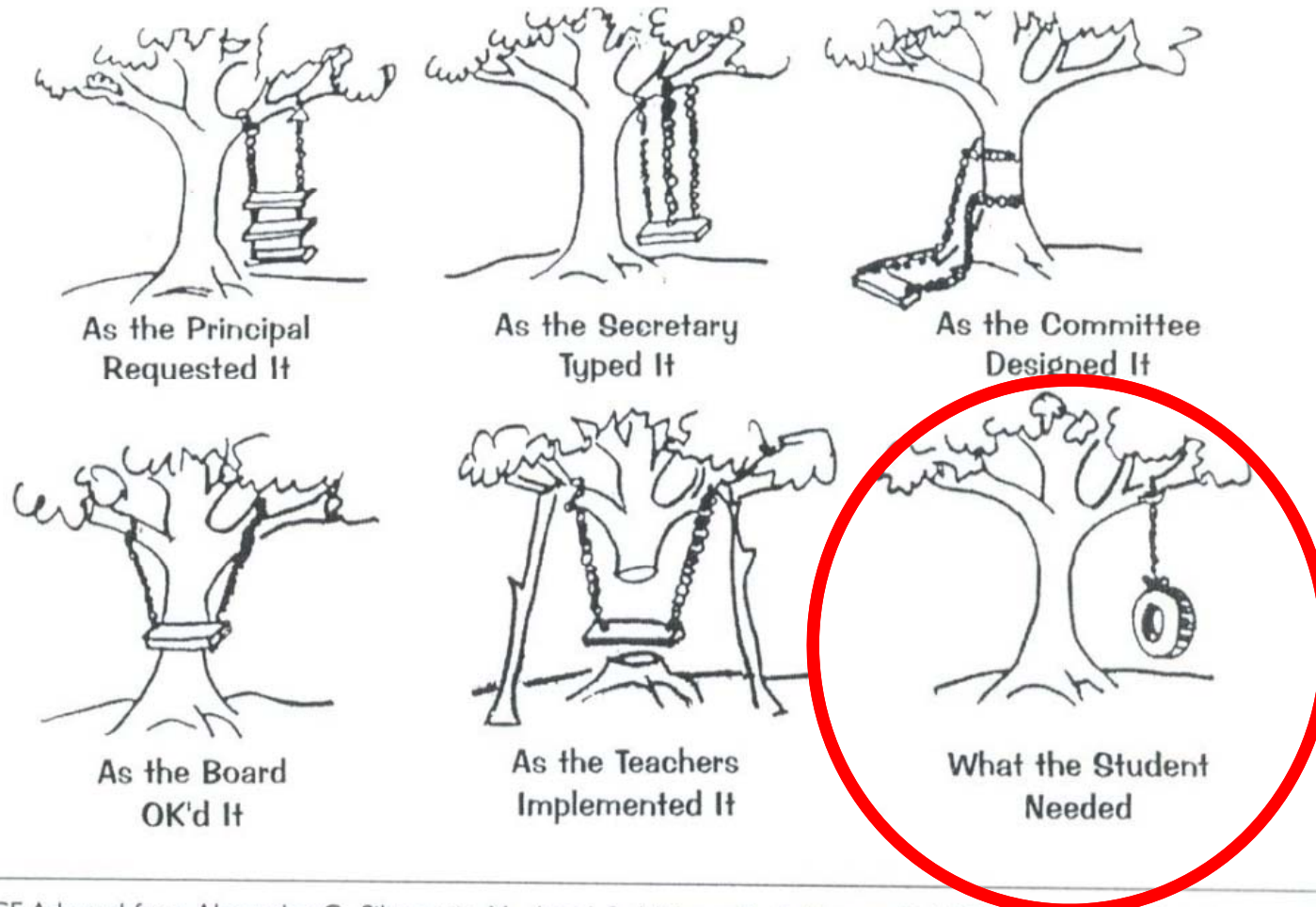


Keeping the Process Effective and User-Friendly

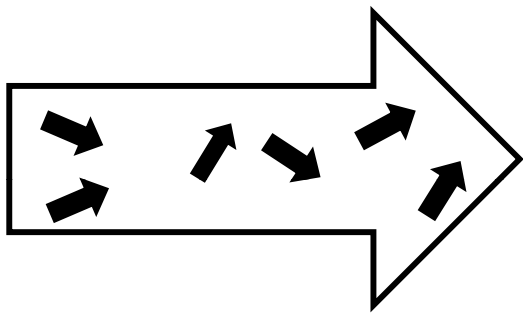


Since change is made by individuals, their personal satisfactions, frustrations, concerns, motivations, and perceptions all contribute to the success or failure of a change initiative. ---Loucks-Horsley & Stiegelbauer, 1991,p.18 (Love, 2008)

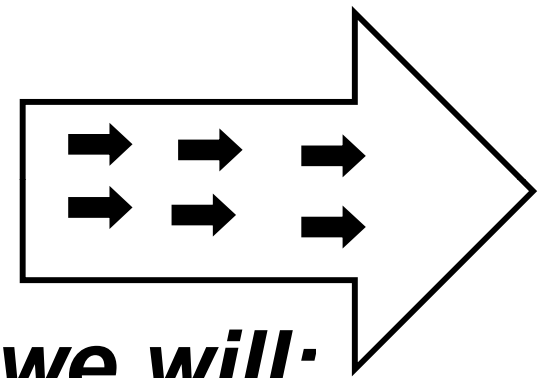
Page 316 Figure 7.2 Swingset Cartoon



SOURCE Adapted from Alexander, C., Silverstein, M., Angel, S., Ishikawa, S., & Abrams, D. (1975). *The Oregon Experiment*, p. 44. New York: Oxford University Press. Reprinted and adapted with permission of Oxford University Press, Inc.



PURPOSE



By the end of this session, we will:

- Develop a picture of what needs assessment processes can look like.
- Use tools to conduct a comprehensive needs assessment that will drive the development of the School Improvement Plan
- Apply acquired steps to close gaps between current conditions and desired conditions.



What is a Needs Assessment?

A comprehensive needs assessment **is a process** organizations and schools use to:

1. Identify gaps between **current** conditions (what is) and **desired** conditions (what should be);
2. Place these gaps or needs in **priority** order;
3. Implement interventions, action, strategies and practices aligned to needs;
4. Target resources to address needs.

SIP Model

Step 1: Conduct a Needs Assessment - Consider the Mission Statement and use a variety of data to determine where the school is currently and compare where the school wants to be.

Improved Student Achievement

Step 2: Determine the Priorities, Goals, Benchmarks & interventions based on disaggregated data which focuses on student needs.

Step 3: Design evidence based actions geared towards enhancing student achievement.

Step 4: Apply the appropriate funding sources to the actions that require state or federal funding.

Step 5: Implement Interventions & Actions

Step 6: Peer Evaluation

Step 7: Monitor & Evaluate interventions for effectiveness.





Needs Assessments can also be referred to as...

1. Comprehensive Needs Assessment
 - Root Cause Analysis
 - Scholastic Audit
2. Strategic Planning

Tools that can be used to develop a needs assessment:

1. Indistar®
2. Multiple measures of data-
 - Perceptual
 - Student Learning
 - School Process
 - Demographic
3. Annual Measure Objective (AMO) results
4. Interim Assessments
5. Scholastic Audit
6. Teacher Excellence and Support System (TESS) and Leader Excellence and Development System (LEADS)
7. Focus Groups & Data Teams
8. Classroom Walk-Through(CWTs) and Focus Walks



Step-by-Step Process

1. Establish a Leadership Team and sub teams or committees based on needs
2. Clarify the Vision and Mission for reform
3. **Create the school profile**
4. Identify data, research, resources
5. Analyze the data



Step 3: Creating the School Profile





Step 3: Create a School Profile by completing a Comprehensive Needs Assessment

Where is the school now within the focus area?	School Profile	Research, Resources, and Data	Start the process and develop the School Improvement Plan (SIP) to address the gap between the Current status and Vision.	Where do we want to be?
	1. <u>Change in Teacher and Leader Practice</u>			<ul style="list-style-type: none"> • per quarter/nine weeks • Semester • end of the year
	2. <u>Student Progresses and Achievement</u>			
	3. <u>Student Safety and Discipline</u>			
	4. <u>Family and Community Engagement</u>			



The Leadership team and other stakeholders complete a Comprehensive Needs Assessment

<p>Where do we want to be?</p> <ul style="list-style-type: none"> • per annual goals • by the end of the year <p>Vision and Mission</p>	<p>Start the process and develop the School Improvement Plan (SIP) to address the gap between the Current status and Vision.</p>	<p>Research, Resources, and Data</p>	<p>School Profile</p> <p>Determine Focus Areas (IMOs) in rank order</p>	<p>Where is the school now within the focus areas?</p>
		<p>Identify, summarize, Analyze, and Synthesize data to make an informed decision regarding needs</p>	<p>1. <u>Change in Teacher and Leader Practice</u></p> <ul style="list-style-type: none"> *Curriculum and Instruction *Professional Development *School Context and Organization 	<p>← PLCs</p> <p>← Leadership Team</p>
			<p>2. <u>Student Progresses and Achievement</u></p> <ul style="list-style-type: none"> *Student needs 	<p>← PLCs</p>
			<p>3. <u>Student Safety and Discipline</u></p>	<p>← Safety Team</p>
			<p>4. <u>Family and Community Engagement</u></p> <ul style="list-style-type: none"> *Involvement 	<p>← Family & Community Team</p>



Needs Assessment Sample Clover School Data



Step 3: Create a School Profile – Needs Assessment

Where is the school now within the focus areas?	Focus Areas	Where do we want to be? <ul style="list-style-type: none"> • per quarter/nine weeks • Semester • end of the year
	1. Change in Teacher and Leader Practice	
	2. Student Progresses and Achievement	
	3. Student Safety and Discipline	
	4. Family and Community Involvement	



Demographic Data

- 452 students attended Clover Elementary School in the 2013-2014 school year.
 - 5th Grade – 69 Students
 - 4th Grade - 68 Students
 - 3rd Grade - 70 Students
 - 2nd Grade - 75 Students
 - 1st Grade- 85 Students
 - Kindergarten - 66 Students
 - Pre-Kindergarten - 19 Students
 - 85% African American
 - 10% Hispanic
 - 5% Caucasian
 - 99% Economically Disadvantaged
 - 10% Grade Retention Rate
 - 89% Attendance Rate
 - 20% ($n = 90.4$) of students were referred to office in 2013-2014 SY
 - 15% ($n = 67.8$) of students received Out-of-School Suspension in 2013-2014 SY
- Focus status:
- 50% of student passed in English Language Arts (ELA) Benchmark
 - 45% passed in Math Benchmark
 - 42% passed in Science Benchmark
 - There were 32 teachers on staff, giving Elementary School a student-teacher ratio of 14.1
 - **2 teachers are not HQ**
 - 35% of parents attend p/t conferences.



Step 3: Create a School Profile – Needs Assessment

Where is the school now within the focus areas?	Focus Areas	Where do we want to be? <ul style="list-style-type: none"> • per quarter/nine weeks • Semester • end of the year
94% 30/32 of teachers are HQ (HQ State Report)	1. Change in Teacher and Leader Practice	Increase HQ teachers to 100% by May 2015
	2. Student Progresses and Achievement	
	3. Student Safety and Discipline	
	4. Family and Community Involvement	

Needs Assessment sample Instructions



Step 3: Create a School Profile – Needs Assessment

Where is the school now within the focus areas?	Focus Areas	Where do we want to be? • per quarter/nine weeks • Semester • end of the year
	1. Change in Teacher and Leader Practice	
	2. Student Progresses and Achievement	
	3. Student Safety and Discipline	
	4. Family and Community Involvement	

*The focus areas are based on needs.

10 minute Guided Practice-

1. Each table will be given a set of data and a large chart of Step 3.
2. Teams will first work on the sample data (Slide 3) as a group to determine where the school is based on the specific data provided.
3. Determine which given Focus area(s) align with the data.
4. Then the team will identify the findings and write the areas of need in the first column- “Where is the school.....”
5. Be prepared to share out the findings with the entire group if your table is called.
6. If the table completes the list of findings before time expires, the table is encouraged to write the expected outcome in the third column- “Where do we want to be?”.



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Step 3: Create a School Profile – Needs Assessment

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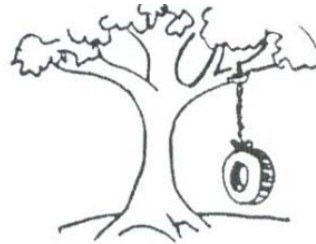


Step 3: Clover School

Where is the school now within the focus areas?	Focus Areas	Where do we want to be?
<ul style="list-style-type: none"> No process in place to assess student academic and behavioral needs 94% 30/32 of teachers are HQ (HQ State Report) 	<p>Change in Teacher & Leader Practice</p>	<ul style="list-style-type: none"> per quarter/nine weeks Semester end of the year Utilize RTI process to assess student academic/behavioral needs Increase HQ teachers to 100% by May 2015
<ul style="list-style-type: none"> Did not meet AMOs 2013-2014 SY in Literacy or Math 	<p>Student Progress and Achievement</p>	<ul style="list-style-type: none"> Exceed AMOs during 2014-2015 SY in Literacy and Math to close achievement gap Meet Mathematics Interim Assessment goals. Meet Literacy Interim Assessment goals.
<ul style="list-style-type: none"> High suspension (68 total) 15% out of total 452. (Summative Discipline Report) 89% attendance rate (Summative attendance data from guidance dept.) 	<p>Student Safety and Discipline</p> <p>How many days do the students miss? Which students are frequently absent?</p>	<ul style="list-style-type: none"> Reduce suspension rates by at least 1/2 (34%) by May 2015. Increase attendance rates to at least 95% by May 2015. Meet interim suspension and attendance goals.
<ul style="list-style-type: none"> Low parent involvement (Review of attendance from parent conferences (35%), PTA meetings, and feedback from parent surveys) 	<p>Family and Community Engagement</p>	<ul style="list-style-type: none"> (1) Increase parental involvement by 50% by including student performances and demonstrations at science, math, and literacy nights. (2) Invite parents to participate in school improvement planning teams (ACSIP) and in classroom activities (Building math models with students etc.)



Thank you for participating in the
Comprehensive Needs Assessment Session!



What the Student
Needed

School Improvement Unit

For more information contact your:
School Improvement Specialist
(501)-683-3434

<http://www.arkansased.org/divisions/learning-services/school-improvement>

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