Comprehensive Needs Assessment

2016-17
What Is a Needs Assessment?

It is a systematic effort to acquire an accurate, thorough picture of the strengths of a school community that can be used in response to the identified educational needs of students.
A comprehensive needs assessment should be the centerpiece of the planning process – the database from which the planning team develops its vision of the future.
It is the driving force most impacting the district and campus plans

Every aspect of the school district is a candidate for assessment.

Assessing needs comprehensively means getting the full breadth of information for depth of understanding.
Conducting a Needs Assessment

A Continual Process,
Not an Event
An Ongoing Process

- Planning is an ongoing process
- It begins with a thorough examination of the campus and/or district
- Revision should occur annually
- Teams should review Needs Assessment information prior to setting long-term goals and performance objectives
The Looking Glass

- The needs assessment gives an opportunity to explore the strengths and challenges of your student population, school staff, parent and family involvement, and school facilities.

- The findings and strategies of the assessment should be used to develop the campus and district improvement plans.
Why Is a Needs Assessment Necessary?

_It is legislated._ [TEC 11.252(a)(1-2)]

The plan must include provisions for a comprehensive needs assessment addressing student performance on the academic excellence indicators, and other appropriate measures of performance.
It is legislated. [TEC 11.253]

Indicates that campus-level committees must assess the academic achievement for each student in the school using the academic excellence indicator system.
Public Law 107-110 Section 1114 of No Child Left Behind states…

“A schoolwide program shall include a comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State content standards and the State performance standards.”
Title I, Part A

- For a Title I, Part A schoolwide program, the campus conducts a CNA of the entire school.
- Title I, Part A Targeted Assistance program, the district identifies students who have the greatest need for special assistance and who are failing to meet the State’s student academic standards.
It Is Good Practice

- As causal factors are identified, better strategies for improvement can be proposed and implemented
- Using this review process aids the district and campuses in determining the effectiveness of educational programs for each and every student population served
CNA Focuses on Several Areas

- Demographics
- Student achievement
- School culture & climate
- Staff quality, recruitment & retention
- Curriculum, instruction, and assessment
- Family and community involvement
- School organization
- Technology

Data analysis should not be just about gathering data. It is easy to get “analysis paralysis” by spending time only pulling data and not time USING the data.

Victoria Bernhardt
Who?

- Parents
- Community Members
- Teachers
- Principals
- Administrators
- Pupil Services Personnel
- Technical Assistance Providers
- Secondary Students, if appropriate
Checklist for Creating a School Profile

- Decide what you want to measure & report
- Determine who will be responsible for organizing, developing, and updating
- Develop a management system for collecting and organizing data
- Be selective about type and amount of data to collect
- Take baseline data in each focus area
- Determine additional info that may be needed and procedures for collecting
- Write a narrative to support data

Source: Victoria L. Bernhardt
Step 1
Review the purpose and outcomes for conducting the CNA.

Step 2
Establish committees for each area of the CNA.

Step 3
Determine which types of data will be collected and analyzed by committee to develop the school profile.

Step 4
Determine areas of priority and summarize needs.

Step 5
Connect the CNA to the district/campus improvement plan development and review process.
Review the Purpose & Outcome

• What do we want to accomplish?
• How will we ensure that it’s a process?
• How will we share the purpose and outcomes with those involved?
• What are the short and long-term timelines?
• Why is establishing a purpose critical to success?
Clarify the Vision

- Many CNA teams begin by developing a broad school community vision or mission statement.
- CNA teams conclude the comprehensive needs assessment process by reviewing and revising the vision or mission statement based upon the findings from the data analysis.
What is the vision and/or mission statement for your district and/or campus?

Does it need to be “tweaked?”
Obstacles are those frightful things you see when you take your eyes off your goals.

Henry Ford
Establish Committees

- Who needs to be on the needs assessment team?
- Are there individuals with expertise in any of the areas?
- If not, which staff will make the greatest impact?
- How will we get multiple stakeholders involved?
- How will team members be recruited, selected, and replaced?
- How do we ensure there is diversity?
- Which team member is best suited to lead & facilitate teams?
- How do we ensure that leader is skilled in group facilitation?
- How will coordination among committees occur?
Selecting Members

- Goal oriented, “get ‘er done”
- Representative members, reflects school diversity
- Enthusiasm and expertise
- Attitudes that are positive
- Team player, working together
Determine Data

• What data will be collected?
• What data is needed beyond the state reports?
• Do data collections tools need to be developed?
• Does data need to be reorganized into charts, graphs, tables, etc?
• How do we ensure confidentiality?
• How do we follow the process and retrain from identifying solutions?
Possible Data Sources

- AEIS
- Disaggregated STAAR, TELPAS, EOC, TPRI Data
- Summary of Student Progress (not taking STARR)
- Special Programs Evaluations
- Multi-Year Trends
- Failure Lists
- Drop-out Rates
- Graduation Records
- Report Card Grades
- Semester Exam Grades
- Promotion/Retention Rates
- ACT/SAT Data
- Standardized Test
- Federal Program Guidelines
- SCE Policy
- Parental Involvement Policy
- District Policies
- PEIMS Reports
- PBM Risk Levels
- Special Student Populations
- Homeless Students
- Mobility Rates
- Community Demographics
- Growth Projections
- Parent Participation
- Discipline Referrals
- Expulsion/Suspension Records
- Highly Qualified Staff
- Teacher Turnover Rates
- Staff Development
- Survey and Interviews of Students/Staff/Parents
- Staff/Parents/Community/ Business members involved w/SBDM
- Safe Schools Checklist
- Maintenance Records
- Community Input
Other Common Sources of Data

- Data from special programs evaluations
- Staff, student, and parent surveys
- Other data, such as: discipline data, SAT/ACT results, graduation rates, etc.
What are the Most Common Sources of Data?

- AEIS, STAAR, TELPAS, EOC, and TPRI data, disaggregated & longitudinal analysis
- Summary of student progress (retentions, failures, etc.)
- Parent Involvement Policy evaluation
- Attendance & Drop-out Rates
- Gaps between At-Risk and not At-Risk
Are the following fund sources available to your campus and are they incorporated in your plans?

- Title I, Part A
- Title I, SIP
- Title I, Part C
- Title I, Part D
- Title I, Part F
- Title II, Part A
- Title III
- Title V, Part A
- Title VI, Part A, Subpart 2
- Title VI, Part B
- Title VI, Part B, Subpart 1
- Title VI, Part B, Subpart 2
- Title VIII
- Title IX
Demographics refer to the characteristics or make-up of the school and help us understand who we are currently working with and how we implement strategies, initiatives, programs, and services to meet their needs.
Demographics

- **Probing questions**
  - What do enrollment numbers indicate?
  - Ethnicity breakdown?
  - Enrollment changes over past three years?
  - What is the data for special programs over time?
  - Who are our migrant students? At-risk students?
  - Mobility rate?
  - Staff demographics?
  - Teacher/student ratio?
Student Achievement data refers to the annual and longitudinal reviews from varied sources of formal and informal data. These data provide insights about the degree to which the students are acquiring the knowledge and skills expected for each grade level and course of study.
Student Achievement

**Probing questions**

- How is student achievement data disaggregated?
- How does it compare from one data source to another?
- Which students are making progress? Why?
- In which areas are we showing growth? Why?
- What does data indicate when disaggregated by ethnicity, gender, socioeconomic status, special programs, and other categories?
- What does the longitudinal student achievement data indicate?
School Culture and Climate refers to the organization’s values, beliefs, traditions, and customs which shape the personality and climate of the organization. It determines how parents, community, staff, and students feel about the school and affects how they interact within the system.
School Culture and Climate

Probing questions:

- How do students describe the school climate? How does it compare to staff?
- What does the data reflect regarding discipline, student behaviors, etc.?
- To what degree do students and staff feel safe?
- What evidence is there that students and staff are collectively aligned with the vision and mission of the school?
- What do students and staff indicate about expectations: academic, behavioral, social?
Staff Quality, Recruitment & Retention

**Staff Quality, Recruitment & Retention** refers to the school organization’s level of high-quality-effective staff, particularly in high-poverty schools. This area is also focused on assessing the effect of recruitment and retention strategies on staffing patterns.
Probing questions:

- What are the teachers qualifications, certifications, etc.? Paraprofessionals?
- What does the general data reflect regarding teacher quality?
- How are we recruiting HQ and effective staff?
- What is our staff attendance rate? Retention rate? Turnover rate?
- How is new staff supported?
- How are we using data to determine professional development needs?
Curriculum, Instruction, and Assessment

For *Curriculum, Instruction, and Assessment*, the curriculum/curricula collectively describes the teaching and learning, and assessment materials and resources available for a given course of study. These are aligned with the TEKS and other standards, incorporating instruction and assessment processes.
Curriculum, Instruction, and Assessment (C, I, A)

Probing questions:

- What evidence exists to determine that the curriculum is clearly linked to TEKS?
- What does the data reflect about how “C, I, and A” are aligned? How are they focused on supporting and challenging all students?
- How are “C, I, and A” aligned with 21st Century Learning Skills?
- What evidence is there that there is a process for monitoring and evaluating the curriculum to meet the needs of all learners?
Family and Community Involvement refers to how family and community stakeholders are informed, invested, and involved as partners in supporting the school community with high expectations and high achievement for ALL students.
Family and Community Involvement

- Probing questions:
  - What evidence exists that families and community members are involved in meaningful activities that support student learning? What are the activities? Which parents and community members are involved? What trends and patterns do we observe?
  - How are families and the community involved in school decisions?
  - If families are non-English speaking, how does the school support and communicate with these parents?
School Context & Organization

*School Context and Organization* refers to the processes, structures, decision-making, and overall leadership aspects of the organization, including how these areas address quality teaching and learning.
School Context & Organization

**Probing questions:**

- To what degree does the district/campus support the organization and how?
- What does the data reflect about classes, schedules, and student/staff teams?
- How is adequate time devoted to subjects in which students perform poorly?
- How do teachers have a voice in decision making and school policies?
- What are the students’, parents’ and community perceptions of the school?
Technology refers to modeling, and applying digital tools and resources with students, staff, and stakeholders to advance teaching and learning, and connect to real-world experiences, including post-secondary opportunities.
Probing questions:

- What technology do we have?
- What is the technology proficiency for staff & students?
- How does the staff feel about technology?
- What are some barriers that prevent effective use of technology?
- In what content areas are we using technology and how? What is the effect?
- What types of technology PD has been provided? What was the impact for staff and students?
Determine Areas of Priority & Summarize Needs

- What are the strengths and needs?
- What is the supporting evidence identifying strengths and needs?
- What are the priorities?
- What are we learning and what connections are we making?
Questions to Consider

• What are the strengths of the campus and how can we build on them to improve our school?
• What are our areas of concern and how can they be improved?
More Questions to Consider

- Were adequate resources allocated to the area of concern?
- Were responsible staff adequately trained with respect to their responsibilities?
- What do we know about the needs of the various sub-populations on our school?
- Do we need to revise the vision and/or mission statements?
- What priorities does the data suggest?
Analyze Data

- Consider the many factors that impede student learning
- Ask questions to unravel the data—don’t be afraid to ask the “how,” “what,” “who,” and “why” questions
- Analysis of collected data identifies trends and patterns, barriers, causal factors, and priorities
- Describe the “effects”, crunch the numbers, picture what is happening within the school district; then…
Summarize Data

- Summarize the strengths/concerns identified by your data leading to the next step of conducting a Needs Assessment
- Identify areas of improvement and opportunity and develop strategies based upon the significant findings
When all the areas of improvement/opportunity have been identified – it is time to PRIORITIZE!

Prioritize the needs according to the ideal and then consider the reality of the circumstances.

Which areas are the most important in terms of need of improvement?

It is time to find solutions or ways to recreate successes.
Brainstorm

• One of the best ways to prioritize and strategize is to brainstorm. This allows participation from all members of the team.
• Draw upon the expertise and creativity of the entire school community.
To ensure complete implementation of improvement strategies, focus on the top three to five areas to generate solutions for all data analyzed for student achievement and professional development.
Strategy Statement Rubric

CRITERIA

- Uses concise language
- Written objectively
- Includes specific details (what, who, when, etc.)
- Substantiated by facts/data
- Focuses on single, manageable issue
- Is relevant to our district/campus

YES or NO

- Y  N
- Y  N
- Y  N
- Y  N
- Y  N
- Y  N
Identify Solutions or Strategies for Improvement

- Once the strategies have been identified, the activities required to implement the strategy need to be carefully planned out.
- It is imperative for all staff to understand how the strategy will be implemented.
Connect the CNA to DIP/CIPs

- What are the findings in the CNA?
- How are the findings reflected in the summary statements?
- How are the CNA strengths addressed in the plans as strategies/activities?
- How are the CNA needs addressed in the plans through strategies/activities to improve student outcomes?
- How do priorities and needs correlate with program expenditures?
The measure of success is not whether you have a tough problem to deal with, but whether is it the same problem you had last year.

John Foster Dulles
Remember, the ultimate aim of the needs assessment and the district/campus plan is to increase student performance.
The comprehensive needs assessment is an on-going process of review and revision and improvement, and then clarify the vision and mission.
Wisdom is knowing what to do next; skill is knowing how to do it; and virtue is doing it.

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Go to www.esc16.net and click on the Title I Statewide Initiative icon
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