



**COLORADO**  
Department of Education

# Starting with the Why:

## Developing a Comprehensive Needs Assessment



# Keep Standing if...

- Everyone Stand up
- Remain standing if you can answer my questions with a “yes”
  - Demographics
  - Title I
  - Unified Improvement Plan

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Unified Improvement Plan



# Agenda: Making Strong Connections



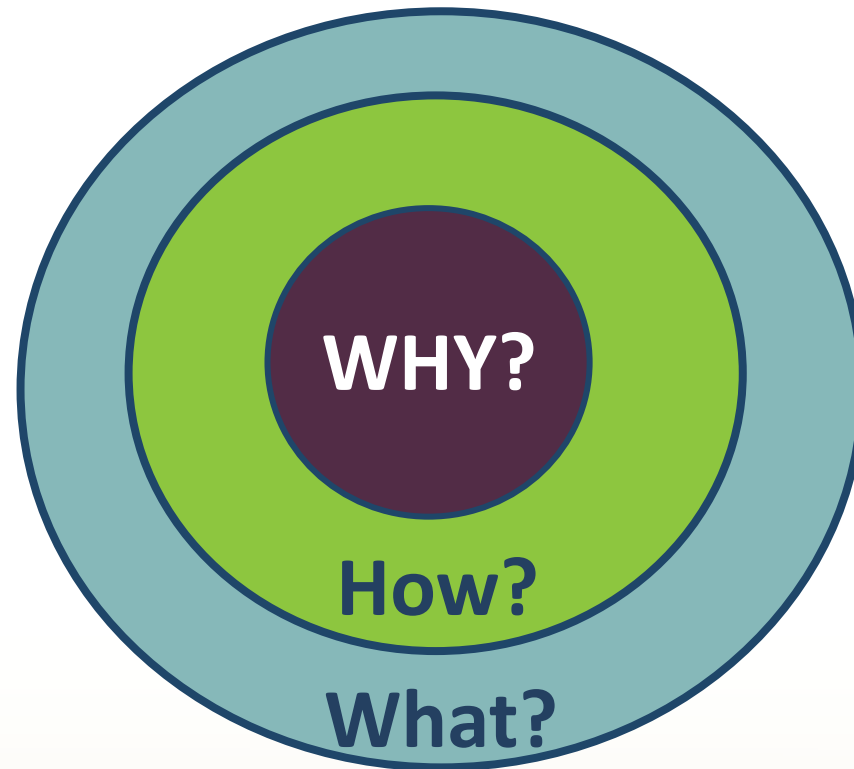
Connecting the Needs Assessment, Schoolwide Plan and the UIP

**Self-Assessment**

**Self-Selected Networking Groups**



# Rationale for Needs Assessment



Based on ideas shared by Simon Sinek's "Start with the Why" on Ted Talks (2009).  
[https://www.ted.com/talks/simon\\_sinek\\_how\\_great\\_leaders\\_inspire\\_action?language=en](https://www.ted.com/talks/simon_sinek_how_great_leaders_inspire_action?language=en)

# Schoolwide Needs Assessment

An eligible school operating a schoolwide program shall develop a comprehensive plan that

(6) is based on a **comprehensive needs assessment** of the entire school that takes into account information on the **academic achievement of children** in relation to the challenging State academic standards, particularly the needs of those **children who are failing**, or are at-risk of failing, to meet the challenging State academic standards and **any other factors** as determined by the local educational agency...

# Break it Down

## Activity Instructions:

- Pull out the Needs Assessment Notecatcher and find section #3 of the schoolwide rubric.
- Highlight/underline the key words/phrases on each row.
- In your small groups, summarize in a few words what the intent is for each row.

Activity: Break it Down

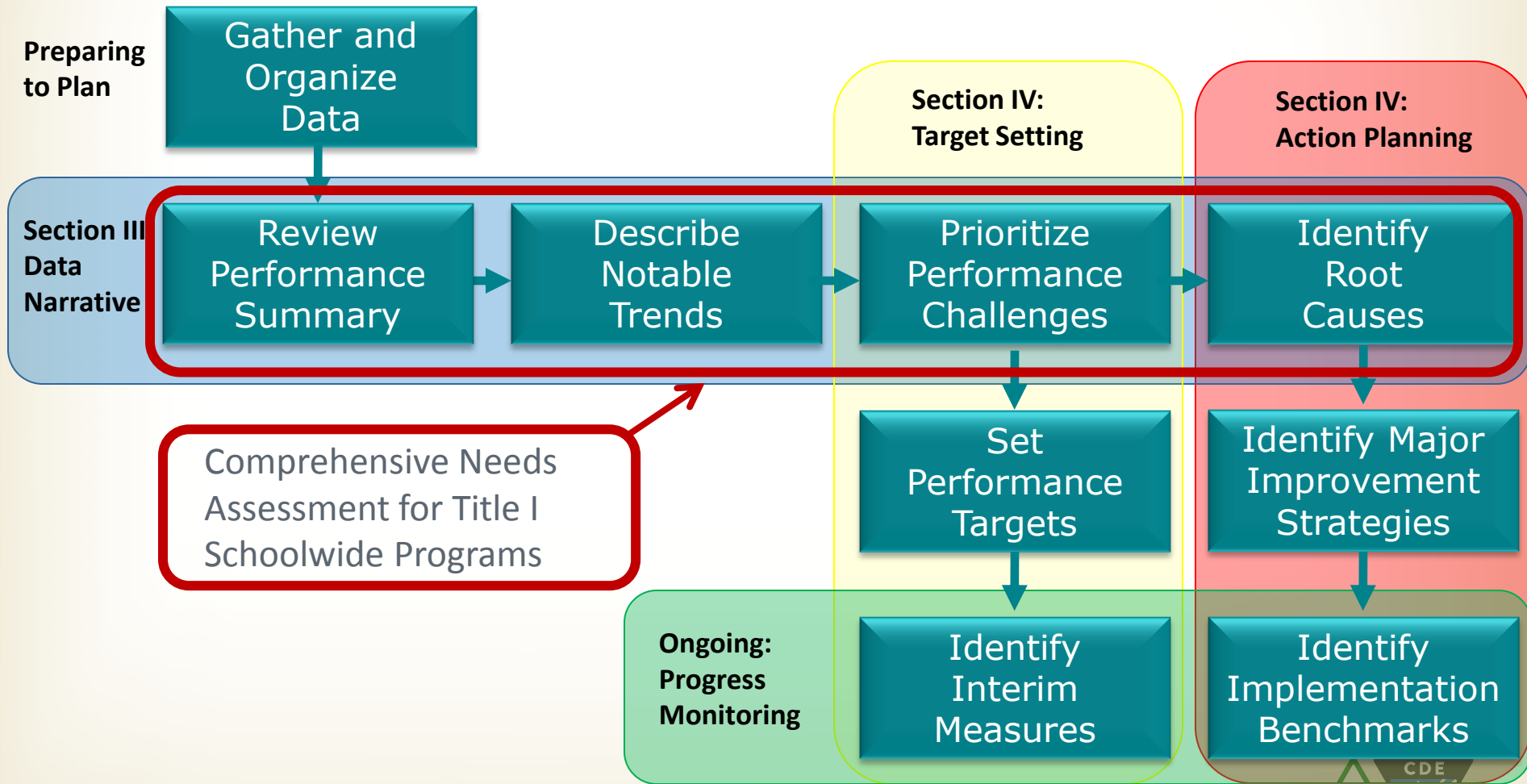


# Logistics: Documenting your Needs Assessment

- **No required format. Title I schoolwide plans must meet the expectations outlined in the rubric.**
- **Options for format:**
  - Separate Schoolwide Plan and separate UIP
  - Schoolwide Plan embedded within the school UIP
  - Portion(s) of the Schoolwide Plan embedded within the UIP (e.g., data narrative) and some residing in a separate document



# Borrowing the UIP Data Narrative Structure





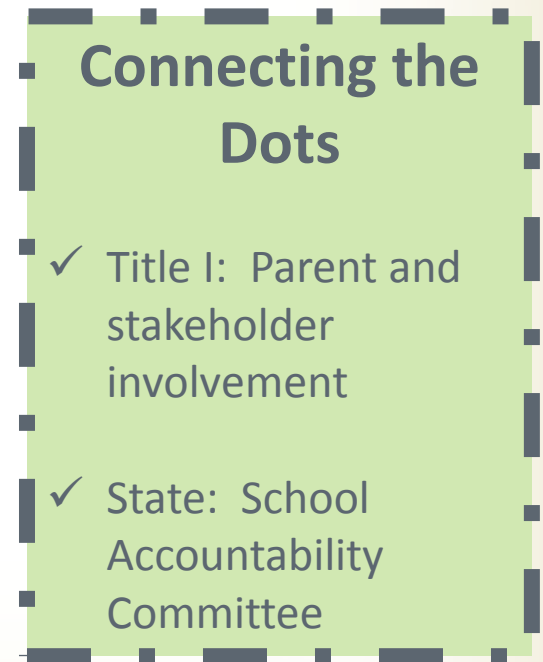
# Needs Assessment and UIP

- **Dual Purpose in Improvement Planning and meeting ESSA requirements:**
  - A needs assessment is the best way to identify what the school needs (documented through the improvement planning process), then determine how federal program funds can be used to add value.
    - Academic
    - Behavior
    - Systems/Processes



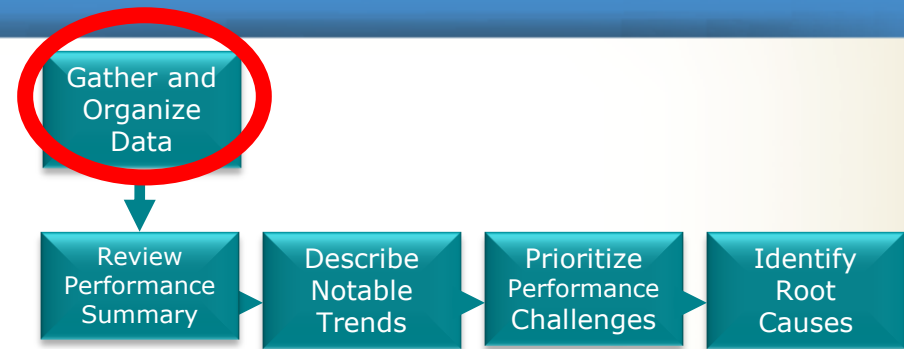
# Step 1: Pre-Planning

- Identify key stakeholders to be involved, including:
  - School Accountability Committee
  - District leadership
  - Teachers
  - Paraprofessional
  - School office staff
  - Parent/guardians of students who will be served
  - Community members to be involved
  - Students
- Schedule meeting dates
- Share schedule with all stakeholders

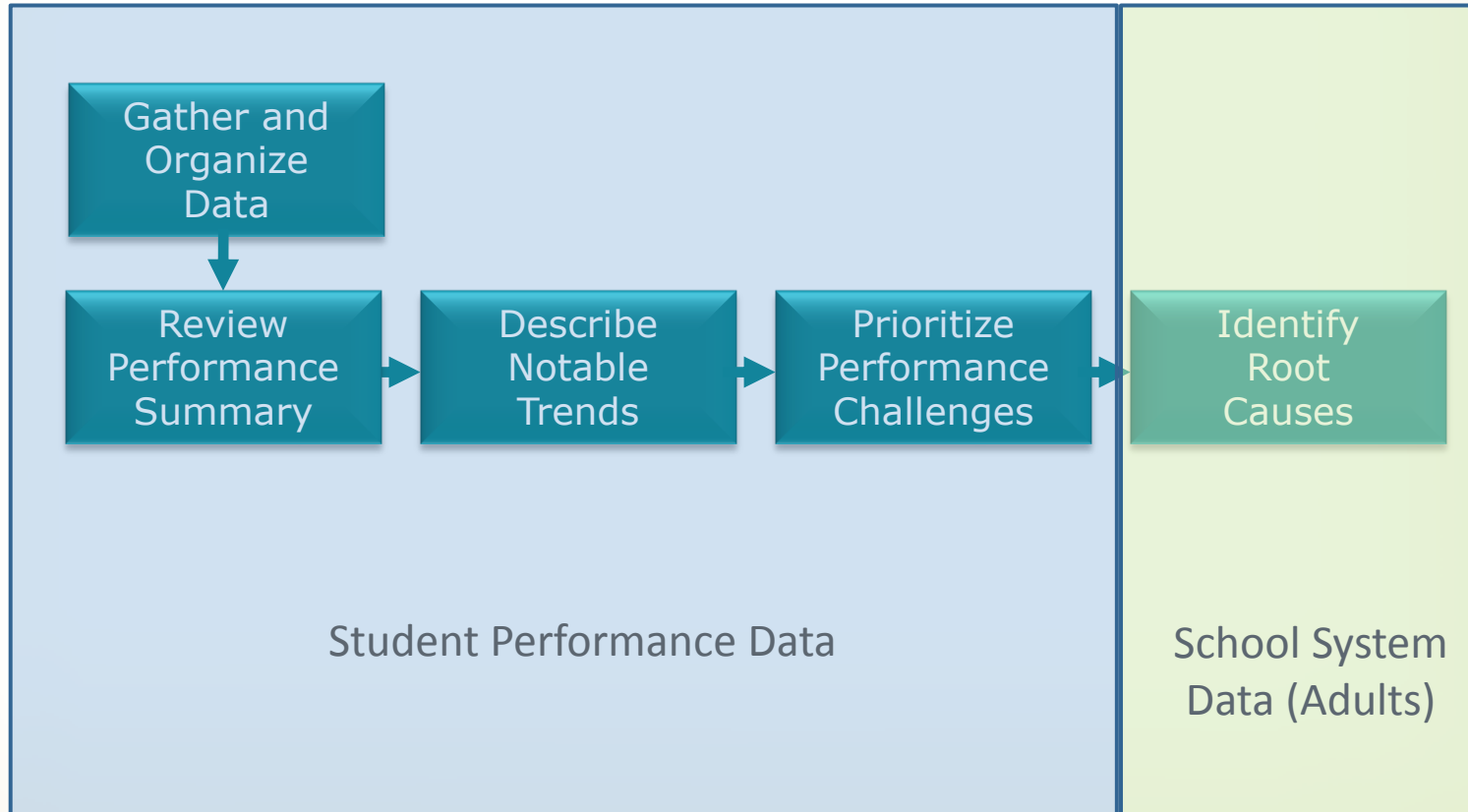


# Step 2: Gathering and organizing data for the needs assessment

- State accountability data
- Local performance data
  - Achievement results for subgroups (e.g., FRL, minority, ELL, Special Ed, failing/at risk populations)
- Staff demographic and qualifications
- Perception data
- Observation and walkthrough data
- What else?



# Organizing Data



# Examples of Data Sources

UIP: Trends, PPCs, Targets, Interim Measures

Performance Data	Demographic Data	Process Data	Perception Data
<ul style="list-style-type: none"> <li>• Local (district) summative and interim assessment results</li> <li>• Student work samples</li> <li>• Classroom assessment results</li> <li>• K-3 reading assessment results (required by the READ Act)</li> </ul>	<ul style="list-style-type: none"> <li>• School locale and size of student population</li> <li>• Student characteristics, including poverty, language proficiency, IEP, migrant, race/ethnicity</li> <li>• Student mobility rates</li> <li>• Staff characteristics (e.g., experience, attendance, turnover)</li> </ul>	<ul style="list-style-type: none"> <li>• External school/district reviews</li> <li>• Curriculum documents</li> <li>• Instructional materials</li> <li>• Observations of Instructional Practice</li> <li>• Academic interventions available to students</li> <li>• Student attendance</li> <li>• Discipline referrals and suspension rates</li> <li>• Schedules and class sizes</li> <li>• Family/community involvement policies/practices</li> <li>• Professional development (structure, participation, focus)</li> <li>• Services and/or programs (e.g., Title</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching and learning conditions surveys (e.g., TELL Colorado)</li> <li>• Perception survey data (e.g., parents, students, teachers, community, school leaders)</li> <li>• Self-assessment results</li> </ul>

UIP: Root Cause, Action Planning Implementation Benchmarks

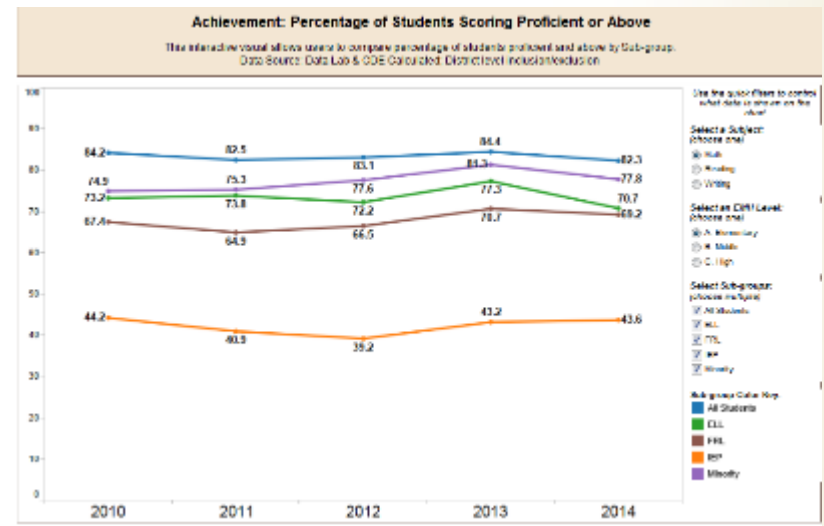
# Tools to Help with Data Analysis/Needs Assessments

## ■ UIP Tools

- DISH: School Dashboard  
[www.schoolview.org/dish.asp](http://www.schoolview.org/dish.asp)
- UIP Website:  
<http://www.cde.state.co.us/uiip>
- TELL Survey Data:  
[www.tellcolorado.org](http://www.tellcolorado.org)

## ■ ESEA Tools

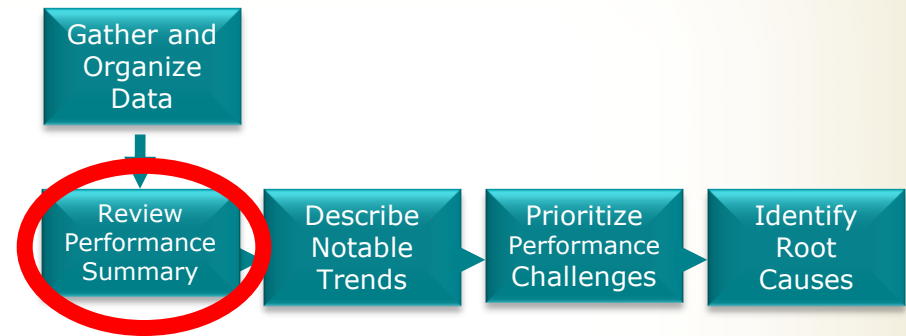
- ESSA Needs Assessment Website:  
<http://www.cde.state.co.us/fedprograms/consapp/na>
- Standards & Indicators
- Healthy Human Capital Self Assessment
- ELL Walkthrough Tool



# Step 3: Review Current Performance

## Questions to Consider:

1. What state or local reports can you use? What about the absence of a 2015 SPF?
2. Identify indicator(s) for which performance did not meet minimum state or local expectations?
3. Has performance changed significantly over the last year when looking at local data?



# Stakeholder Roles and Data Inventory

## Activity Instructions:

- Pull out the notecatcher and turn to the stakeholder/data inventory

## Activity page

### Inventory Data

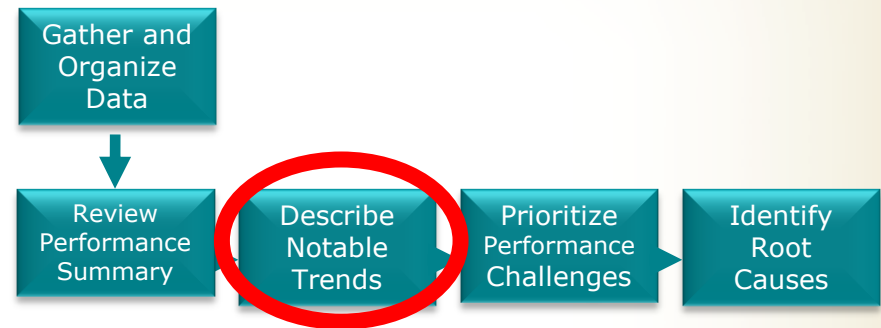
- Complete the 1<sup>st</sup> column of the stakeholder portion
- Complete the whole data inventory
- Discuss with your team





# Step 4: Describe Notable Trends

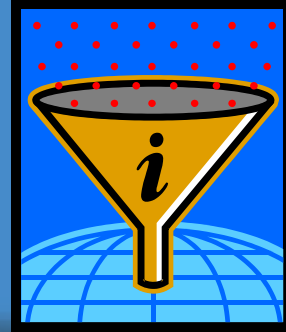
- Include all performance indicator areas.
- Include at least three years of data.
- Identify where the school did not at least meet local, state and federal expectations.
- Consider data beyond that included in the school performance framework (e.g., grade-level data).
- Include positive and negative performance patterns.
- Compared to what?



# Examples of Trend Statements

- **Achievement:** Since 2012, TCAP Reading achievement has declined, from \_\_\_\_%P/A to \_\_\_\_% P/A in 2014, which remains \_\_\_\_% below the state expectations.
- **Growth:** Median Growth Percentiles for students in grades 5-7 have been flat (34MGP in 2012 to 36MGP in 2014) and students are not making Median Adequate Growth percentiles across all content areas.
- **Growth Gaps:** In TCAP, Catch Up Students are not making Adequate Growth (MAGP has increased from 32 in 2012 to 66 in 2014) and Median Growth Percentiles remain significantly below state expectations.

# Notable Trends: Beginning to Narrow



- **Analyze trends in achievement and growth data for by:**
  - Content Area (Reading/Writing/ELA, math, language acquisition)
  - Disaggregated groups (race/ethnicity, FRL, ELL, IEP, gender)
  - School levels (grade levels, cohorts)
- **Identify the notable trends**
  - Positive trends
  - Negative trends
  - Narrow down to the ones that help you tell your story

# Considerations for 2014-15 Performance Data

- Student Participation Rates
- Test Administration Issues
- Changing from reading and writing to ELA
- Changes to cut scores/performance level descriptors
- Local assessment instruments not aligned with Colorado Academic Standards
- New versions of assessment instruments (interim, K-3)
- **Other?**



# Transition: Advice for Updating Trend Statements

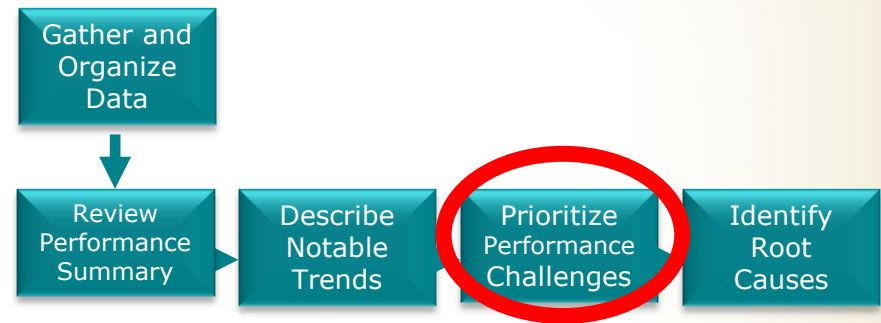
## Some things to keep in mind:

- Use your local data!
- Use consistent measures for single trend lines (e.g., CMAS v. TCAP)
- Its OK to keep “older” notable trends to keep an eye on them. The School Dashboard may be helpful.
- Its OK to combine multiple statements for additional context (e.g., TCAP reading was flat in 2011, 2012 and 2013. Our local measures show a similar pattern, except a notable upward direction in 2014...)
- Don't be shy about explaining the state assessment transition dilemma.

What local measures do you have access to now?

# Step 5: Identify priority performance challenges

- Prioritize specific statements about the student performance challenges based on trends
- Summarize multiple trends into a single priority performance challenge, if they are closely related.
- Include no more than four priority performance challenges in the needs assessment



PPCs are not:

- About adult actions
- Issues related to budgeting, curriculum, staffing or instruction

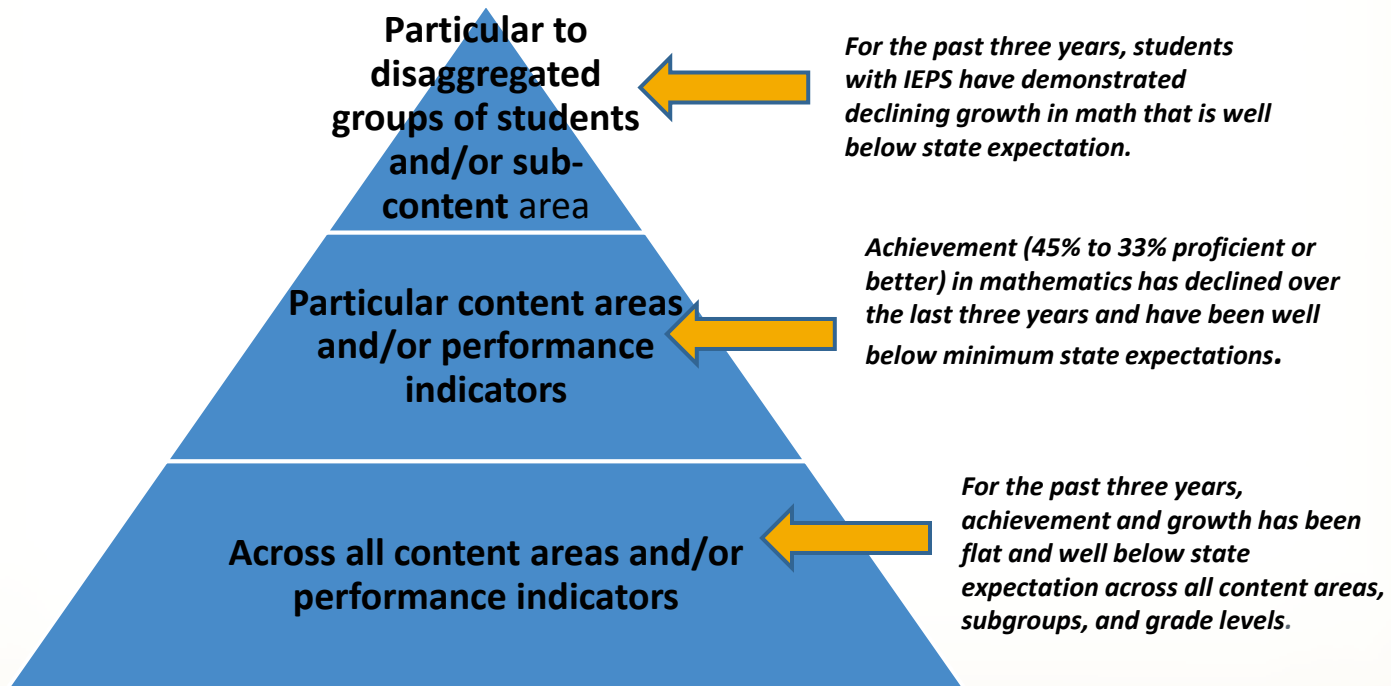
# Magnitude

The magnitude of school or district performance challenges should be proportionate to the degree of underperformance being demonstrated.

This is why a systems focus is critical.



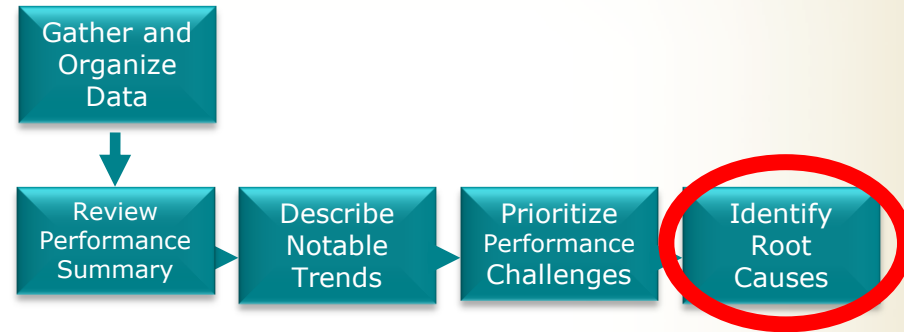
# Examples of PPCs by Levels of Magnitude





# Step 6: Identify root causes

- Identify at least one root cause for each priority performance challenge.
- Describe the deepest underlying cause of the performance challenge
- RCs re under control of the school
- RCs are validated with Process and/or Perception data



# Examples of Root Causes



## Examples of root causes:

- Lack of intentional and consistent professional development designed to build teacher capacity to use student data for instructional planning
- Lack of consistent implementation of PBIS across classrooms, leading to frequent classroom management issues and disruptions to instruction

## Non- examples of root causes:

- Students come to the school unprepared for academic rigor.
- Students are not motivated to learn.
- Parents are not engaged in their students' education.
- Due to a high number of ELL students coming to the school...

# Validate Root Causes (example)

**Priority Performance Challenge:** The percent of students meeting NWEA grade level expectations for the Spring benchmarks in Reading has been substantially above expectations in 3<sup>rd</sup> grade but substantially below in 4<sup>th</sup> and 5<sup>th</sup> for the past three years.

Possible Root Causes	Questions to Explore	Data Sources	Validation
Less time is given to direct reading instruction in 4-5	How much time is devoted to reading in primary v. intermediate grades?	Daily schedules Classroom observations Lesson plans	No evidence that less time is devoted to reading in 4-5.
More ELL students in grades 4 & 5 that are underperforming	Is there a difference between ELL and other students scores?	NWEA results disaggregated by ELL status.	ELL student performance is similar or in some cases higher.
K-3 are using new teaching strategies, 4-5 are not.	What strategies are primary vs. intermediate teachers using ?	Curriculum materials Instructional plans PD	K-3 strategies are different from 4-5.

# Break it down: Title I Schoolwide Expectations for CNA

Key Words from Rubric	UIP Step in Data Narrative
Variety of data sources	All of them
Student performance data	Trends, PPCs,
Non-academic student data	Trends, PPCs, Root Cause Analysis
Process data about the school and perception data	Root Cause Analysis
Student strengths and needs (performance)	Trends, PPCs
Teacher, school and community strengths and needs	Root Cause Analysis
Manageable number of priorities and at the right level of magnitude	PPCs

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# Evaluate your Current Schoolwide Plan (Part I)

## Activity Instructions:

- Using the notecatcher, finish the completing the stakeholder chart (2<sup>nd</sup> column)
- Note where you'll bring in data sources at different steps (row at bottom of data inventory)

Activity Plan Evaluate



# Evaluate your Current Schoolwide Plan (Part II)

## Activity Instructions:

- With your team, use the needs assessment rubric to evaluate your most current needs assessment

## Activity Plan Evaluate



# Agenda: Making Strong Connections



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# Networking Groups

Activity Instructions:

1. Stakeholders in Needs Assessment
2. Using External Reviews in Root Cause Analysis
3. Exploring Data Sources
4. Peer Review
5. New Leaders

Activity Networking Groups

