

Guidelines for Conducting a Title II-A Needs Assessment

**Subhead (optional)**

FACT SHEET

This document is intended to be used as a tool in meeting the requirement for LEAs to conduct an assessment of local hiring and professional development needs for improving teacher and principal quality. Any templates or examples contained in this document are optional for informational purposes.

**In This Document**

* Requirements to Keep in Mind
* Possible Sources of Data
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Requirements to Keep in Mind

* The primary goal of Title II-A is to enhance the quality of teaching and principal leadership in order to improve student achievement.
* LEA activities supported by Title II-A funds can include teacher, principal, and paraprofessional recruitment; training; induction and mentoring, professional development; and retention, as well as class size reduction.
* LEAs must target Title II-A funds to schools with the smallest percentages of highly qualified teachers, the largest average class size, or that are assigned plan types of Priority Improvement or Turnaround.
* LEAs must conduct an assessment of their hiring and professional development needs for improved teacher and principal quality. Needs assessments must involve teachers, including Title I teachers.
* Professional development supported by Title II-A funds must include activities that:
  + Improve teacher knowledge of academic subjects or enable them to become highly qualified;
  + Provide teachers and principals with the knowledge and skills to help students master challenging state content standards and student achievement standards;
  + Improve teacher knowledge of effective instructional strategies;
  + Address effective strategies for instructing LEP students or students with special needs;
  + Improve classroom management skills;
  + Instruct staff in the use of data to improve instruction;
  + Assist staff to more effectively work with parents; and/or
  + Provide training in technology to the extent appropriate.
* Professional development supported by Title II-A funds must be:
  + High quality, sustained, intensive, and classroom-focused;
  + Not one-day or short-term;
  + Aligned with state content standards and standards-based curriculum and programs;
  + An integral part of broad schoolwide and districtwide educational improvement plans;
  + Developed with the extensive involvement of teachers and principals; and
  + Regularly evaluated for impacts on teacher effectiveness and student achievement.
* LEAs must provide teachers and staff of nonprofit, private schools within their boundaries with equitable opportunities to participate in professional development. This professional development must target the needs of private school personnel as determined through consultation with representatives of nonprofit, private schools.

Possible Sources of Data for Needs Assessment

Demographic Data

* Highly Qualified Teacher data for core academic subjects and Title I by school and subject area
* Teacher and principal attrition rates
* Anticipated teacher shortages in core academic subjects and Title I programs
* Average class size by school
* Data on distribution of teachers with specific characteristics (e.g., experience)

Qualitative Data

* Current recruitment and retention efforts and effectiveness data
* Current professional development efforts and effectiveness data
* Evaluations of teacher and principal performance
* Teacher and principal-identified professional development needs
* Professional development plans
* School improvement plans

**Student Performance Data**

* SPF ratings
* Student achievement disaggregated by student group
* AMO’s (<http://www.cde.state.co.us/fedprograms/dper/amos>)
* AMAO’s (<http://www.cde.state.co.us/fedprograms/tiii/amaos>)

Questions to Consider in Analyzing Title II-A Related needs

Needs for Title II-A funds should be identified by following a series of steps, beginning with identifying needs in schools which have priority for Title II-A funds and then considering the needs of the LEA in general. Once your district has identified needs, you can consider ways in which Title II-A funds can support recruitment, training, induction, professional development, retention, and class size reduction activities in order to meet needs. Finally, you should consider how your district will evaluate the impacts of these activities on teacher effectiveness and student achievement.

**Identifying Needs for Highly Qualified Teachers of Core Academic Subjects**

What schools, subject area/programs face shortages of highly qualified teachers?

What data sources support the existence of these needs?

|  |  |  |
| --- | --- | --- |
| **Needs** | **School(s) with Shortages** | **Data Sources** |
|  | School 1:  Subject (s)/Program(s)  School 2:  Subject(s)/Program(s)  School 3:  Subject(s)/Program(s) |  |

**Identifying Needs for Professional Development in Content Knowledge and/or Effective Instructional Strategies**

Using disaggregated student achievement and other data, and *beginning with schools in improvement,* identify the content areas in which teachers and, if appropriate, paraprofessionals need additional content knowledge and/or knowledge of effective instructional strategies in order to improve student achievement. For each content area, describe the specific need and the data source used to identify the need.

| **Needs for Content Knowledge/Knowledge of Effective Instructional Strategies** | **Data Sources** |
| --- | --- |
| 1. *Reading/Language Arts*   School 1 (Describe need):  School 2:  School 3: |  |
| 1. *Mathematics*   School 1:  School 2:  School 3: |  |
| 1. *Science*   School 1:  School 2:  School 3: |  |
| 1. *Social Studies*   School 1:  School 2:  School 3: |  |

A statement summarizing the needs for professional development in content knowledge and/or effective instructional strategies *should begin with needs of schools assigned plan types of Priority Improvement or Turnaround first*.

**Identifying Needs for Professional Development in Strategies for Teaching English Learners and Students with Disabilities**

Using disaggregated student achievement and other data, and *beginning with schools assigned plan types of Priority Improvement or Turnaround*, identify teachers’ and other staff members’ needs for professional development to effectively teach English Learners and students withdisabilities. For each group and school, identify the specific need and the data source used to identify the need.

| **Needs for Knowledge of Effective Instructional Strategies** | **Data Sources** |
| --- | --- |
| *English Learners:*  School 1 (Describe need):  School 2:  School 3:  *Students with Disabilities:*  School 1 (Describe need):  School 2:  School 3: |  |

A statement summarizing the needs for professional development in effective instructional strategies for teaching English Learners *should begin with needs of schools assigned plan types of Priority Improvement or Turnaround first*.

**Needs for Improved Instructional Leadership**

Using district appraisal data, principal evaluations, and other data, identify areas in which principals need professional development in order to become effective managers and instructional leaders, *beginning with schools in improvement*. For each school, identify the specific need and data source.

| **Instructional Leadership Needs** | **Data Source** |
| --- | --- |
| 1. School 1: 2. School 2: 3. School 3: |  |

A statement summarizing the needs for professional development for principals *should begin with needs of schools assigned plan types of Priority Improvement or Turnaround first*.

**Class Size Reduction Needs**

Using data on average class size by school and by grade level within school identify class size reduction needs for your district. List the schools in the top quartile of the LEA with the largest average class size, *beginning with* *elementary schools.* Within each school, identify average class size by grade level, *beginning with the earliest grade levels first.*

| **Class Size Reduction Needs** | **Data Sources** |
| --- | --- |
| 1. School 1:   Overall average class size:  Average class size by grade level:   1. School 2:   Overall average class size  Average class size by grade level   1. School 3:   Overall average class size:  Average class size by grade level: |  |

A statement summarizing the needs for class size reduction *should begin with the needs of schools with the largest average class size first and prioritizing the needs of early grades within these schools.*

Final Considerations

Title II, Part A funded activities in your district should address the areas of greatest need identified through the needs assessment process. Planning in this manner is intended to improve student achievement and equitable access for our most at-risk students.

The Title II, Part A needs assessment can also be supplemented by completing the *Self-Assessment for Healthy Human Capital*. This tool allows districts to take a deeper look at their readiness stage related to building a healthy human capital system. The tool is organized around five research based strategies for optimizing teacher and principal effectiveness:

1. Optimize new teacher supply by hiring from preparation programs whose teachers consistently achieve better student outcomes.
2. Boost effectiveness of all teachers through effective evaluation and targeted professional development.
3. Retain and leverage the most effective teachers.
4. Prioritize effective teachers for high-need students.
5. Improve or exit persistently less effective teachers and replace with more effective teachers.

Where can I learn more?

* To download the *Self-Assessment for Healthy Human Capital*, visit http://www.cde.state.co.us/fedprograms/tii/a
* To view the *Colorado Title II, Part A Evaluation Summary: Trends in II-A Funded Activities*, visit http://www.cde.state.co.us/sites/default/files/documents/fedprograms/dl/tii\_a\_iiadisseminationreport.pdf
* To view resources on ensuring students have equitable access to education resources, visit http://www.cde.state.co.us/fedprograms/stateequityplan