



# Needs Assessment Technical Assistance – Part I

Overview of the Template  
February 2017

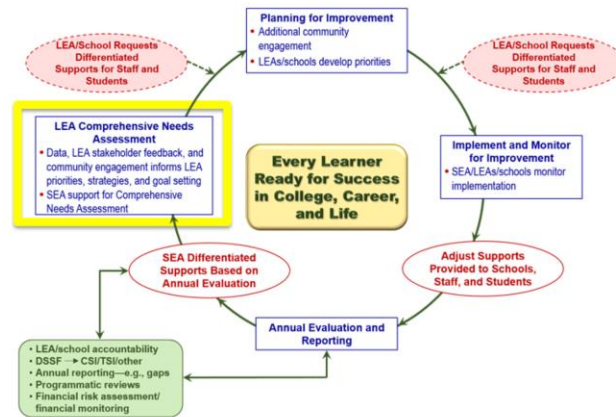


# Agenda

- Continuous Improvement Model
- What is required by the Every Student Succeeds Act (ESSA)
- Purpose of the Needs Assessment
- Development of the Needs Assessment Template
- Needs Assessment Template overview
- Data elements and inputs
- Next steps

# Continuous Improvement Model

DDOE Continuous Improvement Model (ESSA)



With any decision there is a natural decision-making process including identification – planning – implementation – monitoring – assessment – evaluation.

DOE created a continuous improvement model that would help visualize the work and supports/timeline to be provided to LEAs.

Throughout the cycle, DOE will be building in differentiated levels of support based on LEA data and requests.

# ESSA Requirements



## ESSA Requirements

- Title I, Part A – Improving Basic Programs Operated by LEAs (school-level)
  - School Support and Improvement
  - Schoolwide Programs
- Title I, Part C – Education of Migratory Children (school-level)
- Title IV, Part A – Student Support and Academic Enrichment (LEA-level)

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ESSA specifically requires a needs assessment for:

Title I, Part A – Improving Basic Programs Operated by LEAs (at the school level)

School Support and Improvement – Comprehensive School Improvement and Targeted School Improvement Schools/LEAs – CSI plan must be based on a school-level needs assessment (Sec. 1111, (d) 1 (B) (iii))

Schoolwide Programs – Schoolwide program plans must be based on a comprehensive needs assessment of the entire school (Sec. 1114, (b) 6)

Title I, Part C – Education of Migratory Children (at the school level) – funds reserved will be determined based on a needs assessment of homeless children and youth in the LEA (Sec. 1306)

Title IV, Part A – Student Support and Academic Enrichment (at the LEA level) (Sec. 4106, (d))

# ESSA Requirements

## Title IV - Sec. 4106, (d) NEEDS ASSESSMENT

(1) IN GENERAL.—Except as provided in paragraph (2) and prior to receiving an allocation under this subpart, a local educational agency or consortium of such agencies shall conduct a comprehensive needs assessment of the local educational agency or agencies proposed to be served under this subpart in order to examine needs for improvement of—

- (A) access to, and opportunities for, a well-rounded education for all students;
- (B) school conditions for student learning in order to create a healthy and safe school environment; and
- (C) access to personalized learning experiences supported by technology and professional development for the effective use of data and technology.

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Today we are going to focus on the Title IV requirements since they will be incorporated as part of the Consolidated Grant Application and are required at the LEA level instead of school/building specific.

Title IV requires a needs assessment that examines:

- access to, and opportunities for, a well-rounded education for all students
- school conditions for student learning in order to create a healthy and safe school environment; and
- access to personalized learning experiences supported by technology and professional development for the effective use of data and technology.

LEAs receiving \$30,000 or more in Title IV funding are required to submit a needs assessment once every three years as part of their consolidated grant application.

However, we know that conducting a quality needs assessment is a best practice while planning not only for the Consolidated Grant but at the District level.

## Why a Needs Assessment?

“SEAs and LEAs should engage in timely and meaningful consultation with a broad range of stakeholders (e.g., families, students, educators, community partners) and examine relevant data to understand the most pressing needs of students, schools, and/or educators and the potential root causes of those needs. Interviews, focus groups, and surveys as well as additional information on students (e.g., assessment results, graduation rates), schools (e.g., resources, climate) and educators (e.g., effectiveness, retention rates) provide insights into local needs.”

<https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseininvestment.pdf>

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U.S. ED identified in ESSA Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments that SEAs and LEAs should engage in stakeholder consultation to review and interpret data to understand the MOST PRESSING NEEDS of students, schools and educators. Guidance states that analyzing data is only the first step, that SEAs and LEAs must then identify root causes and focus on addressing them.

# Development and Planning





## Development

- LEA feedback
- Internal DOE feedback
- Critical feedback from national experts
- Collaboration and feedback from other state education agencies (SEAs)—Georgia, Arizona, D.C.

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The development of the needs assessment template included the collaboration of several different groups. Knowing that Delaware has LEAs that use and manipulate data to make decisions in various ways, DOE met with several LEAs to create a template that was usable for all LEAs regardless of the depth of data use. The needs assessment was also created to be understandable for every level of management and also able to be used to drive a decision-making process.

# Planning

- Some questions to consider:
  - Which stakeholders can help identify local needs and/or root causes?
  - What data are needed to best understand local needs and/or root causes?
  - How do student outcomes compare to identified performance goals?
    - ♦ Are there inequities in student resources or outcomes within the state or district?
    - ♦ What are the potential root causes of gaps with performance goals or inequities?
  - How should needs be prioritized when several are identified?

<https://www2.ed.gov/policy/elsec/leg/essa/guidanceeseeinvestment.pdf>

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Before jumping into the needs assessment, it is essential to understand the entire process and plan.

While planning, an LEA should consider the following:

- Which stakeholders should be included to identify local needs/root causes?
- What other data should be considered?
- Are we meeting our state and local goals? Where are the disparities?
- How can we prioritize identified needs?

# Root Cause Analysis

SYMPTOM/CAUSE: Math proficiency for low-income students is 28%..

## Sample Root Causes

- ☒ Teachers lack strategies to differentiate instruction for struggling learners.
- ☒ School lacks benchmark assessments to provide real-time data to inform interventions.
- ☒ Math coach is split between 3 schools and cannot spend enough time coaching teachers.
- ☒ 3 of 5 math teachers are new.

## NOT Root Causes

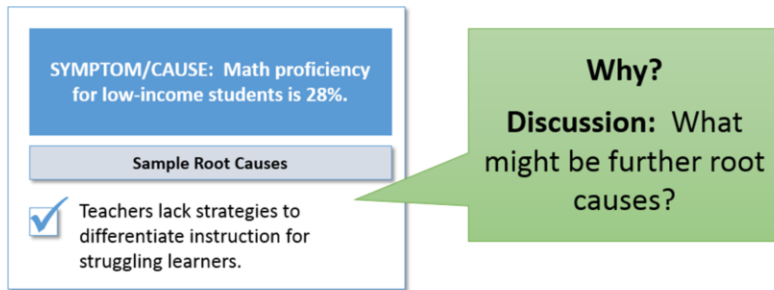
- ☒ Students enter the middle school behind grade level.
- ☒ A growing English language learner (ELL) population makes instruction increasingly complex.
- ☒ Students don't care about math.
- ☒ Students' basic health and wellness needs are not being addressed.

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Often a large hurdle when evaluating data and performance is identifying the root cause. When identifying root causes, we are looking for contributing factors, but also keeping in mind that controllable, contributing factors will help LEAs address the need.

This slide shows how there may be several root cause examples identified with low math proficiency. But, we see as we review the "Sample Root Causes list against the "NOT Root Causes" list, it is easy to identify a cause that may not be a CONTROLLABLE, contributing factor.

## Taking It a Step Further...



**A root cause analysis is complete when you've exhausted the "WHY?" question.**

Keep in mind when identifying root causes to always take it a step further.  
A root cause analysis is complete when you've exhausted the "why" question.

# Using the “5 Why’s”

**Problem Statement:** My car won't work.

**Symptom/Evidence:** Last night, I was on your way home from work and my car stopped in the middle of the road.

It ran out of gas.

I didn't buy any gas on my way to work.

I didn't have any money.

I lost all of my money in a poker game.

I'm not very good at bluffing when I don't have a good hand.



This slide walks through an example of exhausting the why question.

# Overview of the Template



## Template Sections

- Engaged and informed families, schools, districts, communities, and other agencies
- Safe and healthy environments conducive to learning
- Equitable access to excellent educators
- Rigorous standards, instruction, and assessments
- High-quality early learning opportunities

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The needs assessment template was organized to support the five main priorities of Delaware:

- Engaged and informed families, schools, districts, communities, and other agencies
- Safe and healthy environments conducive to learning
- Equitable access to excellent educators
- Rigorous standards, instruction, and assessments
- High-quality early learning opportunities

The next several slides will walk through each section of the needs assessment and data sources that were identified for use during analysis.

Needs Assessment Template			
Template requirements	Data Analysis Template		
	Data Source	Frequency of Collection	Trends
	Include all sources of data used to assess the section and subcategory. Examples are included; however, LEAs are encouraged to include all data that may be relevant.	Include the frequency of each data set collected	Include data trends over the past 3 to 5 years, if applicable. Trends may need to be broken into grades, subgroups, buildings, etc. to help draw effective conclusions.
<b>CONCLUSIONS</b> Provide conclusion, supported by evidence, which determines the effectiveness of efforts attributed to the section and subcategory. What trends or patterns are present? What is the magnitude of discrepancies between current data and targeted results? What are the controllable key factors that could be contributing to strengths or challenges?			
<div style="text-align: right;">15</div>			

The first page of the needs assessment template is an overview leading to the five DOE priorities that comprise the subsections of the template.

Each section will have the following:

- A portion reserved for data elements
  - This section has been prepopulated with examples of data that should be used while completing a needs assessment. Pre-identified data sources tie back to publicly reported data and data identified by LEAs. LEAs are encouraged to incorporate as much data and/or different data to help complete the comprehensive analysis of a section.
- A portion reserved for the frequency of data collection for each data element.
- A portion reserved for trends identified from data elements
  - LEAs should dig into the data in this section to identify trends over the past 3 to 5 years. LEAs should assess subgroups, buildings, grades, etc., to draw effective conclusions.
- A portion reserved to draw conclusions based on the data elements and trends
  - LEAs should provide conclusions, supported by evidence, which determines the effectiveness of efforts attributed to the section and subcategory.
  - What trends or patterns are present?
  - What is the magnitude of discrepancies between current data and targeted results?
  - What are the controllable key factors that could be contributing to strengths or challenges?



## Engaged and Informed Families, Schools, Districts, Communities, and Other Agencies

- Teachers
- Principals or other school leaders
- Administrators
- Paraprofessionals—including organizations representing such individuals
- Specialized instructional support personnel
- IDEA
- Perkins Career and Technical Education
- Workforce Innovation and Opportunity
- Head Start
- McKinney-Vento Homeless
- Adult Education
- Parents
- Community partners
- Indian tribes or tribal organizations
- Students
- Community-based organizations
- Local government agencies and other organizations
- Activities being conducted in the community

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ESSA highlights the need for multiple stakeholder consultation and continued collaborations throughout all Titles of the law.

For the Engaged and Informed section, we wanted to highlight all of the stakeholder groups that are required to be consulted through ESSA.

## Safe and Healthy Environments Conducive to Learning

- Student attendance
  - Average daily attendance
  - Chronic absenteeism
  - On track in 9th grade
  - Dropout rate
- Student behavior
  - Suspensions
  - Expulsions
  - School-related arrests
  - Referrals to law enforcement
  - Wellness center visits
- District staff
  - Chronic absenteeism
  - Required disciplinary action
- Building conditions
  - Physical building conditions
  - Capacity

## Equitable Access to Excellent Educators

- Out-of-field teachers
- Inexperienced teachers
- Teacher turnover
- Teacher effectiveness

## Rigorous Standards, Instruction, and Assessments

- Statewide assessments
  - DCAS
  - Smarter
  - SAT
- Progress towards English language proficiency
  - WIDAACCESS 2.0
- Advance coursework
  - AP enrollment
  - AP passing rate
  - Dual enrollment
  - Dual passing rate

## Rigorous Standards, Instruction, and Assessments

- Technical skill attainment
  - Certification
  - Work-based learning
  - Career credentials
  - Articulated coursework
- Graduate preparedness
  - Graduation rates
  - Summer school enrollment
  - Retention rates

## High-Quality Early Learning Opportunities (1 of 2)

- Percent of students screened after referral:
  - Number of students served through IDEA 619 funding
  - Number of students identified as dual language learners
- Percent of kindergarten students who received the following services from a licensed 3-5 star preschool:
  - Head Start
  - Early Childhood Assistance Program (ECAP)
  - IDEA 619 program

## High-Quality Early Learning Opportunities (2 of 2)

- Percent of kindergarten students who received at least 12 months experience from a licensed 3-5 star preschool
- Percent accomplished within each of these domain on the Delaware Early Learner Survey:
  - Social-emotional
  - Physical
  - Language
  - Literacy
  - Mathematics
  - Cognitive

## Additional Areas

- LEAs are encouraged to consider and analyze additional areas unique to their contexts

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Although the needs assessment captures the five priorities of the state, we also wanted to give LEAs the opportunity to capture data and trends that did not fit into any other categories.

Items that may be captured in this section include:

- Response to Intervention (RTI)
- Afterschool programs
- Start/end times
- Curriculum alignment
- Professional Development



# Summary of Need

Summary of Needs Assessment Results and Prioritization							Notes
	Minimal Priority	Minor Priority	Moderate Priority	Significant Priority	Severe Priority		
Engagement							
Community and Stakeholder Engagement							
Community Feedback Survey	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Safe and Healthy Environment							
Student Attendance							
Average Daily Attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Chronic Absenteeism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
On-track in 9th grade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Dropout Rate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Student Behavior							
Suspensions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Expulsions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
School related arrests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Referrals to law enforcement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Wellness Center Visits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
LEA Staff							
Chronic Absenteeism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Required Disciplinary Action	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Building Conditions							
Building Conditions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Capacity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

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The summary of need section within the needs assessment allows an LEA to view needs and their identified prioritization as a whole.

This section may help with identifying cross-section trends and allow an LEA to focus on what items need to be prioritized in relation to all needs.

# LEA Priorities

LEA Identified Priorities						
<p> What you need to do:</p> <p>• Create an action plan for implementing the LEA's top 3 to 5 strategies and interventions that were identified in a needs assessment.</p>						
Identified Need(s):						
Identified Sub-Category:						
Conclusions based on Needs Assessment:						
Research Based Strategies/Best Practices in addressing the identified cause(s):						
Outcome	Action Steps	Resources	Funding source and amount	Person(s) Responsible	Timeline	Data Sources
<p>(benchmark outcomes leading to overarching goal)</p> <p>Must be measurable with evidence</p>	<p>What will be done to address this goal?</p> <p><i>Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development).</i></p>	<p>What resources are necessary to implement this action?</p>	<p>What funding will support these need (if applicable)?</p> <p><i>Include State, Federal, Local and Other Funds</i></p>	<p>What person will be responsible for monitoring and tracking the progress of the desired outcome?</p>	<p>What is the timeline of each action step?</p> <p><i>(Month/Year)</i></p>	<p>Include all sources of data used to monitoring and track progress.</p>
Please insert as many rows as						
Provide an overview of the action plan that justifies the connection to root causes and explains the rationale for the best practices chosen to address the identified cause.						

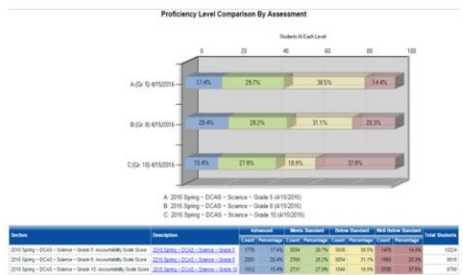
Using the needs assessment to drive local priorities  
Connections to the Consolidated Grant Application

# Where Can LEAs Access Data?



# Data Sources

- Delaware Student Assessment Reporting and Analysis (DSARA)
- EdInsight Dashboard
- EdInsight Reports
- PerformancePlus
- Local assessment
  - Trackers



District Information		Academic Dashboard	Dashboard Usage	Early Learning Dashboard
District Overview	Attendance and Discipline	Assessments	Grades and Credits	Advanced Academics
METH. CATEGORY		METRIC SUMMARY		METH. STATUS
<b>Attendance and Discipline</b> Student attendance and discipline progress		2 of 8 metrics met goal		
• Attendance District not due period attendance		3 metrics met goal		
• Discipline Discipline incidents and actions				
<b>Assessments</b> State and local assessments and assessments		4 metrics met goal		
• State Standardized Assessments Performance and progress on state standardized tests				
• Early Childhood Assessments Performance and progress on Early Learner Survey		8 of 8 metrics met goal		
• Early Learner Survey Progress Toward Completion Percentage of ECL students on Early Learner Survey		1 metric met goal		
• Reading Assessments Performance on early reading assessments and assessments		1 metric met goal		
• Math Assessments Performance on math reading assessments and assessments		2 metrics met goal		
• Local Assessment Performance and progress on local benchmark assessments				
• NWEA MAP				
<b>Grades and Credits</b> Student progress on coursework		3 of 4 metrics met goal		
• Course Grades: Primary Performance and progress on subject area		8 of 9 metrics met goal		
• Course Grades: Secondary Performance and progress on coursework		8 of 9 metrics met goal		
• Credits Student progress toward graduation		6 of 2 metrics met goal		

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LEA-level data can be accessed and evaluated in multiple areas.  
 LEAs should utilize the above data sources when collecting and evaluating data for the needs assessment.

# Next Steps



## Next Steps

- LEAs
  - Continued feedback
    - ♦ Functionality of template
    - ♦ Data needed
    - ♦ Analysis assistance
- DOE
  - Explore how to better integrate and consolidate data
  - Section-specific technical assistance
  - On-demand assistance/analysis
  - Part II – fall 2017 in-depth section training

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In preparation for the implementation of ESSA, DOE will continue to enhance resources identified within the continuous improvement model.

With regard to the needs assessment, DOE requests that LEAs continue to provide feedback on the functionality of the template, data sources, and any assistance that is needed while developing/completing the needs assessment.

DOE is exploring opportunities to prepopulate data directly into the needs assessment template, as well as partner with other data resources to provide consolidated data and evaluation methods.

DOE is also preparing for the Part II of the needs assessment training in the fall of 2017, during which specific sections will be broken out with subject-matter experts who will walk through data, evaluation, and conclusion methods.

DOE is also developing section-specific technical assistance, which will be made available to all LEAs and with the option to request on-site trainings.

All information pertaining to the needs assessment will be available on the DOE website.

# Questions and Feedback

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