WORKSHEETS FROM

# Using Needs Assessments
# for School and District Improvement

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CCSSO
Council of Chief State School Officers

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# Planning Your Needs Assessment (NA)

1. Purpose statement for your NA:

> **The purpose of this NA is to** …

2. What will you call the NA?

> **The NA will be called** …

3. Who will develop the NA (i.e., SEA, LEA, external partner, or combination)?

> **The NA will be developed by** …

4. Will the NA be comprehensive or segmented?

> **If a CNA, which SEA departments or areas of school operations are included?**
> **If an SNA, what are the separate NAs or the CNA components that will be administered separately?**

> **When will they be administered? Which departments will administer them?**

5. Will the same NA tools be used for all schools, or will different versions be used for different types of schools? If the latter, which types (e.g., high school, middle school, elementary school, CSI, TSI, alternative schools) will require different tools?

6. How does the capacity of the school and LEA inform the NA tools and/or processes?

# Designing Your Needs Assessment (NA) (Part 1)

Which data collection methods do you anticipate including in your NA?
Check all that apply.

☐ Compilation of data from available sources
  ___ SEA
  ___ LEA
  ___ school
  ___ external partner

☐ Consensus compilation by school-based team

☐ Guided compilation by school-based team,
  with LEA, SEA, or external-partner facilitation

☐ Surveys or questionnaires
  ___ paper and pencil
  ___ scannable
  ___ online

☐ Interviews
  ___ phone call
  ___ face to face

☐ Focus groups
  ___ conference call
  ___ face to face

☐ Onsite review by team
  ___ external (SEA/partner)
  ___ internal (LEA/school)
  ___ hybrid

# Designing Your Needs Assessment (NA) (Part 2)

Which elements of an NA do you anticipate including? Check all that apply.

☐ Contextual variables
___ demographics
___ student
___ community
___ personnel
___ other:

___ LEA policies and supports
___ operations
___ learning infrastructure
___ support for school improvement

☐ Student variables
___ student outcomes/ performance
___ assessments
___ graduation rates
___ postsecondary success

___ accountability metrics
___ other:

___ student engagement
___ attendance
___ behavior
___ other:

___ student opportunities
___ enrollment/ participation in various programs
___ curricular areas

___ equity of access to quality instruction
___ other:

☐ Personnel policy and procedures (may be LEA) (e.g., recruitment, hiring, placement, development, evaluation, differentiation, advancement, termination)

☐ Professional practice (e.g., leadership and decision-making; leadership development; planning, curriculum and instruction; family/community engagement; student support services)

☐ Climate and culture (e.g., student and adult [including parent] perceptions; stakeholder engagement)

☐ Vendor/partner practices and outcomes (e.g., do contracts include performance management provisions?)

# Designing Your Needs Assessment (NA) (Part 3)

Check off the roles and responsibilities for each of the stakeholder groups identified:

| Stakeholder Group | Establishment of Design Requirements | Development of Tools and Processes | Data Collection | Analysis | Onsite Review | Plan Development |
|---|---|---|---|---|---|---|
| SEA Personnel | | | | | | |
| LEA Personnel | | | | | | |
| Local Board of Education | | | | | | |
| Families and Community | | | | | | |
| School Personnel | | | | | | |
| Students | | | | | | |
| SEA-Hired External Partners | | | | | | |
| LEA-Hired External Partners | | | | | | |
| Other: | | | | | | |

# Outlining Your Improvement Process

1. Will you work with a framework of effective practice? If so, which one(s)? (You may incorporate portions of more than one.)

2. How does the needs assessment (NA) fit into your overall theory of action for improvement?

3. How do the results from the NA inform the creation of a plan?

4. How do the results from the NA inform immediate next steps for the school, the LEA, and the SEA?

5. How do the monitoring processes (by the school, LEA, and/or SEA) connect back to the NA?

6. How do the results from the monitoring processes inform future NAs and subsequent improvement plans?

# Designing an Effective Onsite Review Process

1.  Who participates in the onsite review process?

2.  Who facilitates the onsite review process?

3.  What data analysis should be completed in preparation for the onsite review process?

4.  How can the onsite review process be a safe space to discuss issues that may be controversial or politically sensitive?

5.  How can the onsite review process be structured to complete root-cause analysis (e.g., fishbone diagrams; five whys)?

6.  How do the results from the onsite review process inform creation of improvement plans for the school and/or the LEA?