



Needs Assessment Development Module 1: Purpose and Overview

[Presenter Names]

[Date]



State Support Network

Partnering for School Improvement



About us:

**[Insert name and role of facilitator
and supporting organization here]**

Meet the Presenters

Name

Title

email

Name

Title

email

Name

Title

email

What Will the Overall Needs Assessment Development Process Look Like?

Module 1: Purpose



Module 2: Lessons Learned



Module 3: Content



Module 4: Process



Module 5: Presentation

Agenda, Module 1

1. Welcome and Overview
2. Introductions and Ice Breaker
3. Setting the Stage: Meeting Norms
4. Purpose of the [State/District] Assessment
5. Elements of a Successful Needs Assessment
6. Reflect on Sessions and Next Steps

Overview – Purpose of This Module

- Lay the groundwork for the needs assessment.
- Create a common vocabulary and common understanding of:
 - The elements of a successful needs assessment
 - The purpose for conducting a needs assessment

Overview - Outcomes

As a result of this session, participants will be able to:

- Understand and discuss the purpose of a needs assessment.
- Understand and discuss characteristics of successful needs assessments.
- Complete a draft purpose statement for the needs assessment process.

Introductions and Ice Breaker

Insert any necessary slides for selected ice breaker.

Norms for Interaction

- Be present.
- Share the air.
- Assume goodwill.
- Respect what is shared.
- Honor the thoughts behind all perspectives.
- Ask for clarification when you disagree or don't understand.
- Others?



Purpose of the Needs [State/District] Assessment

Begin with “Why.”

Handout 1: Needs Assessment Requirements and ESEA



Handout 1: Needs Assessment and the ESEA

The Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA) recognizes that context matters and that states and districts should have the flexibility to determine the solutions that will best address the specific needs of their students, schools, and communities. The ESEA requires states and districts to complete a needs assessment in several areas across the major programs included in the law. Table 1 summarizes many of the school-improvement-related requirements; language taken directly from the legislation is quoted. Please note that this table is presented as a reference only and should not be construed as official guidance.

Table 1. Highlighted Needs Assessment Requirements Within ESEA

Title/ Program	Requirement	Section
Title I, Part A Comprehensive Support and Improvement Plans	To assist schools identified for comprehensive support and improvement, the local educational agency (LEA) must “for each school identified by the state and in partnership with stakeholders (including principals and other school leaders, teachers, and parents), locally develop and implement a comprehensive support and improvement plan for the school to improve student outcomes, that...is based on a school-level needs assessment.” In addition, the comprehensive support and improvement plan must be informed by all of the statewide accountability indicators, identify resource inequities, include evidence-based interventions, and be approved by the school, LEA, and state.	ESEA Section 1111(d)(1)(B)
Title I, Part A Schoolwide Programs	To inform a comprehensive plan for schools operating a schoolwide program, the school will conduct a comprehensive needs assessment 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.”	ESEA Section 1114(b)(6)
Title I, Part A Targeted Assistance Schools	A targeted assistance school may provide comprehensive services (such as “health, nutrition, and other social services”), if these services are not otherwise available to eligible children. The school must have “engaged in a comprehensive needs assessment and established a collaborative partnership with local service providers” and it must be determined that “funds are not reasonably available from other public or private sources to provide such services.”	ESEA Section 1115(e)(2)

Crafting the Purpose Prompts

- Why is a needs assessment important?
- What do we want our [state or districts] to have at the end of our needs assessment decision-making?
- What other processes or requirements will be informed by the needs assessment results?



Crafting the Purpose Instructions

- Take 3–5 minutes to write two or three statements or bullets in response to each prompt.
- Individually, or in a small group, discuss your responses and capture your best thinking as a statement for another 15 minutes.
- Record your thoughts to share with the whole group.
- Briefly share your notes with the whole group.



Purpose of a Needs Assessment

A concise statement that

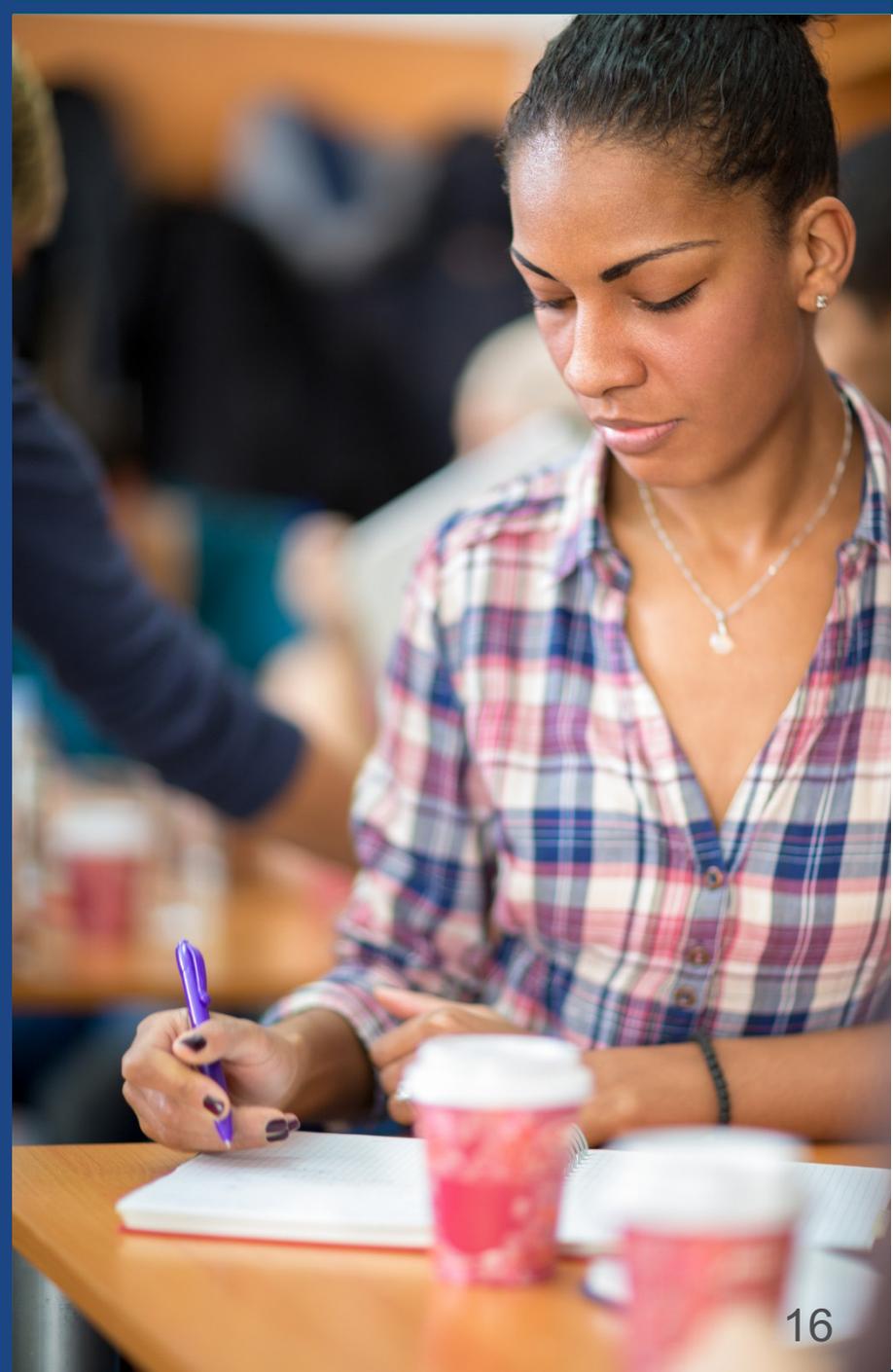
- Captures the essence of the idea,
- Motivates the audience to want to know more,
- Is two or three sentences long, and
- Can be shared by all stakeholders.

Elements of a Successful Needs Assessment

A Look at the Research

Activity

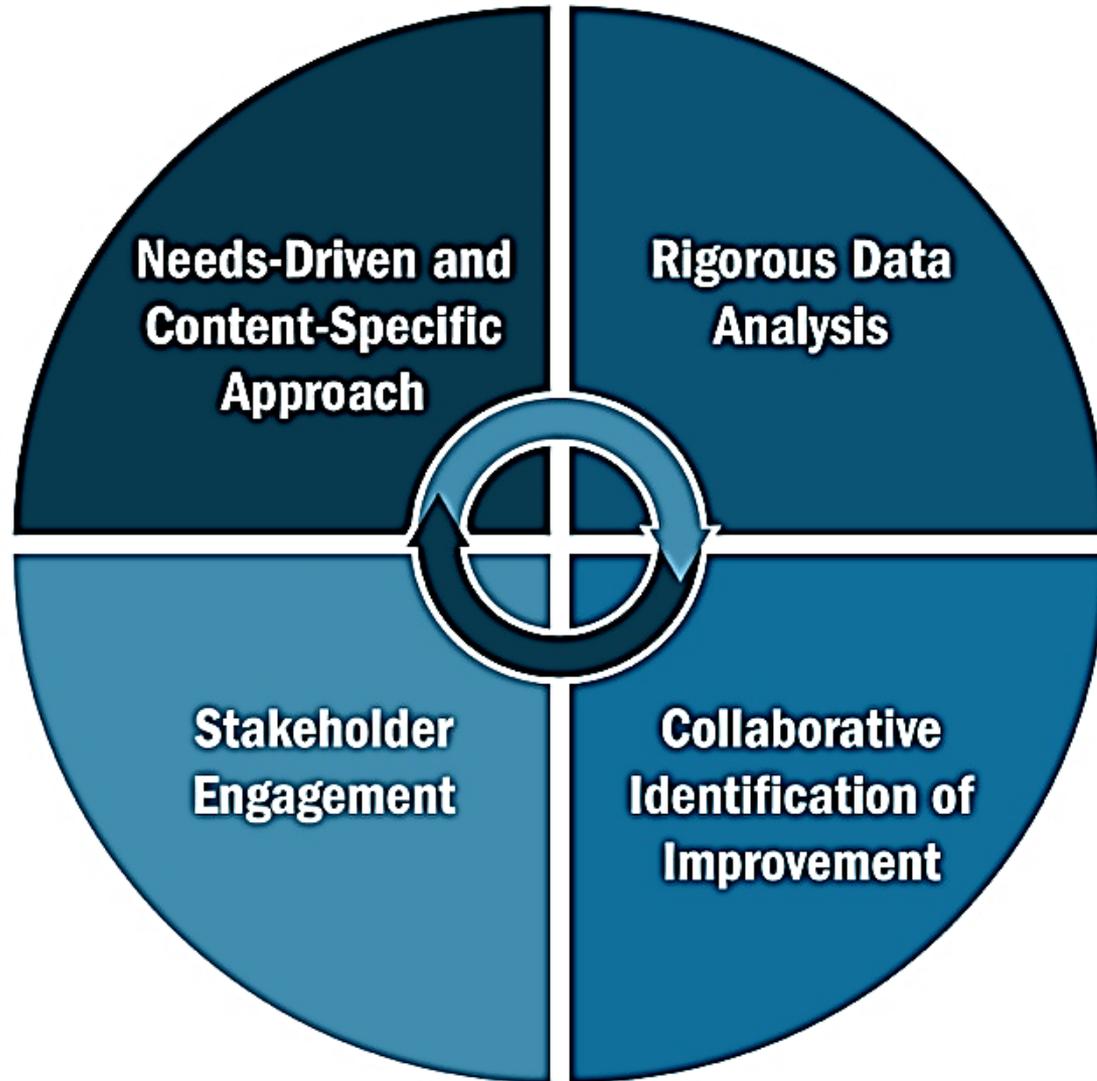
- During the presentation, please use Handout 2 to capture your thoughts.
- Be prepared to share your key takeaways with the group.



Handout 2: Elements of a High-Quality Needs Assessment Notes

Research-Based Element	Key terms, words, and phrases that resonate with me	My thoughts about the element	Implications of this element for the needs assessment
Needs-driven and context-specific approach			
Rigorous data analysis			
Stakeholder engagement			
Collaborative identification of improvement			

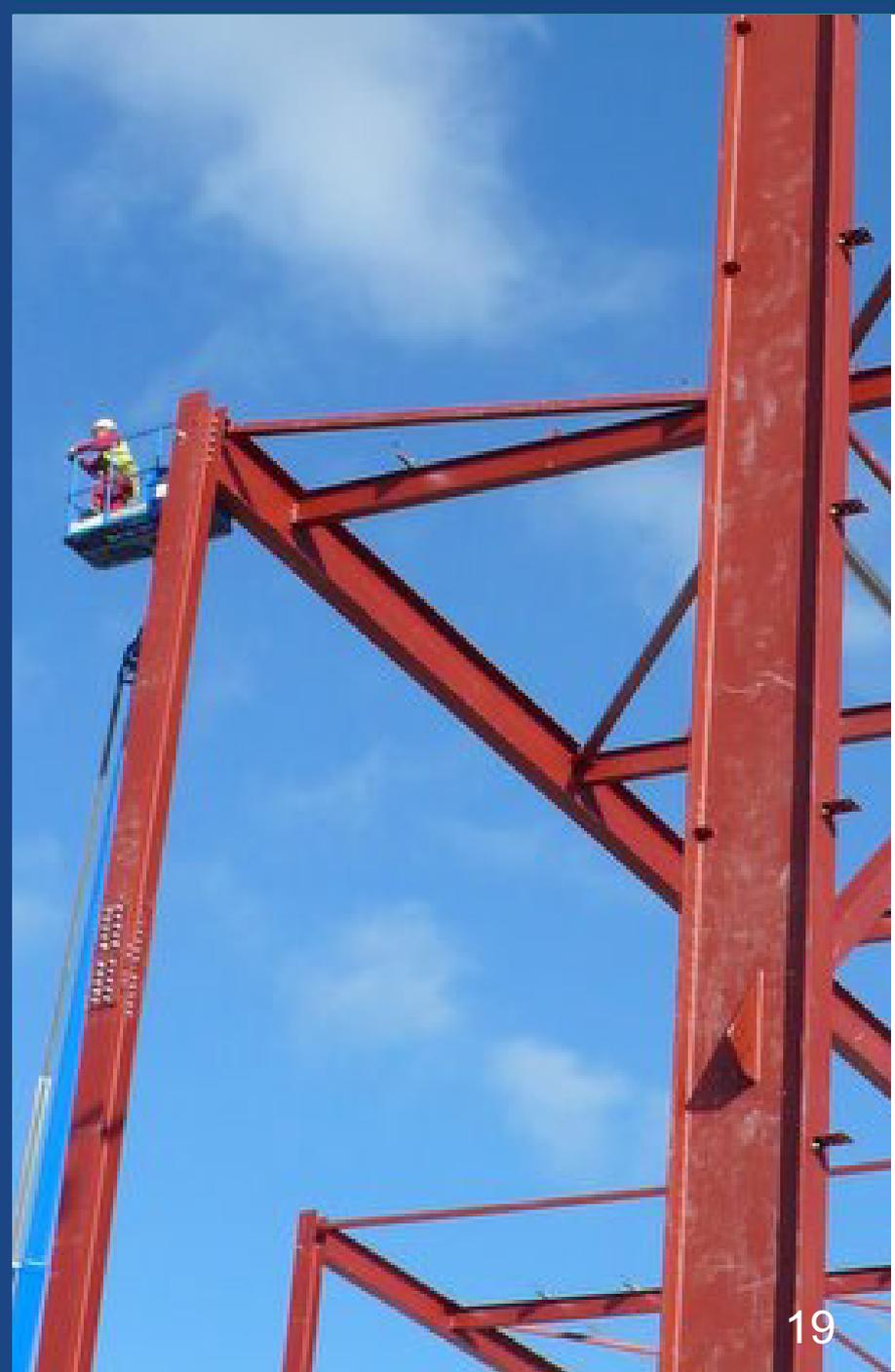
Success Elements



Why Is a Framework Important?

- Provides a core organizing structure.
- Formalizes the priorities.
- Creates consistency and focus.

Everything maps back to the priorities.

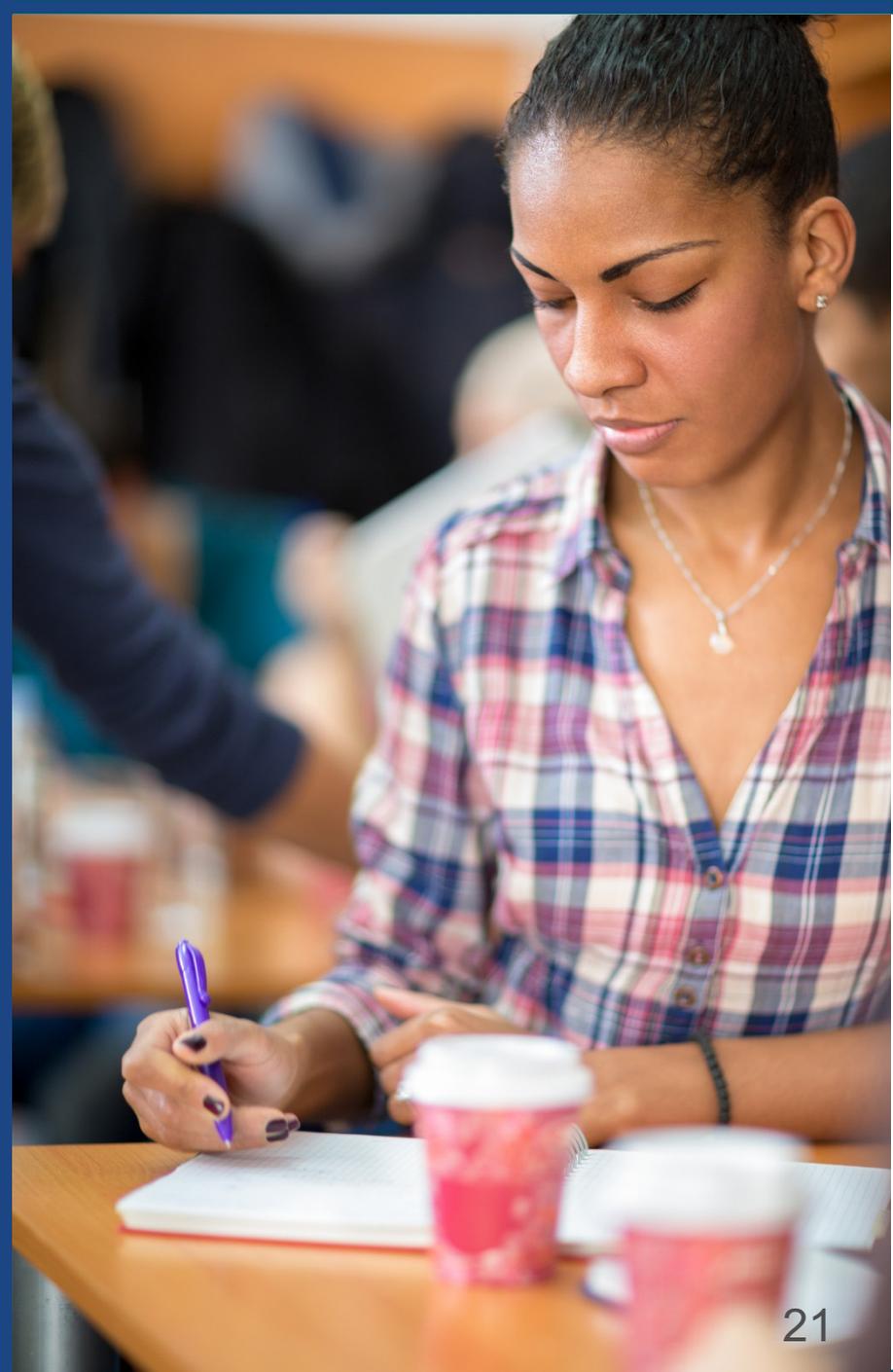


What Does a Framework Look Like?

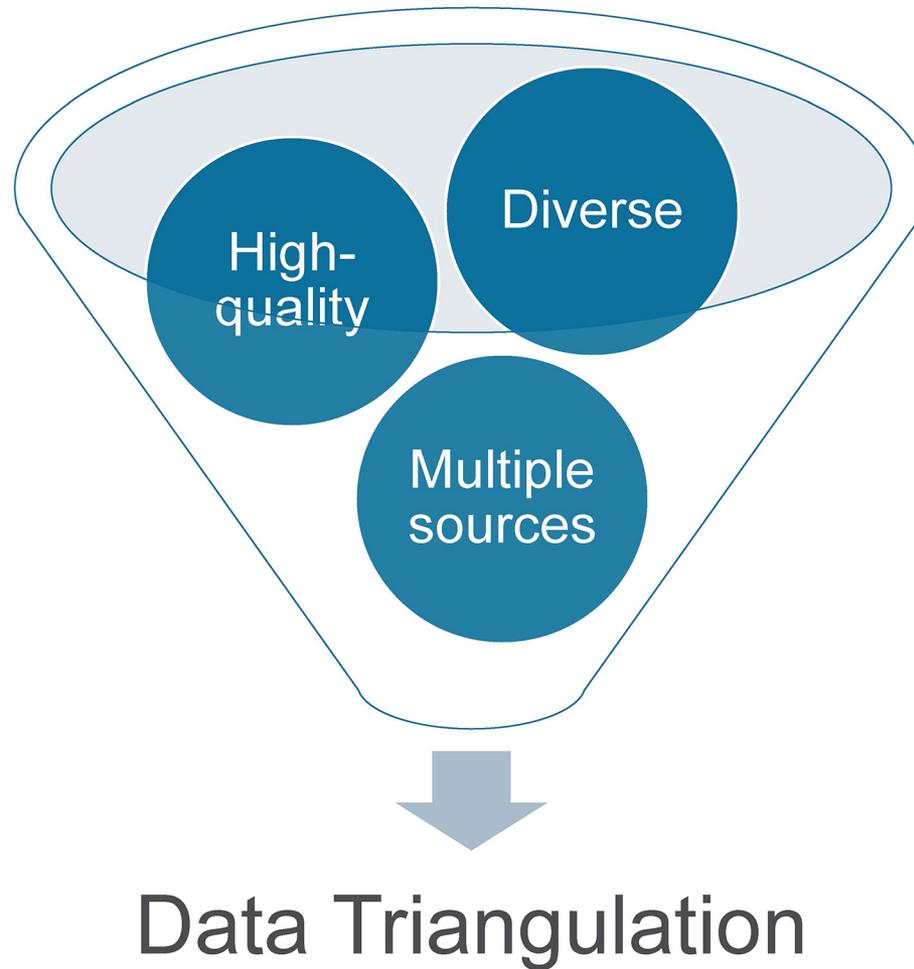
- **Related elements**
- **Based in research**
- **Content areas align with purpose**
- **Feasible data collection**

Activity

- Use Handout 2 to capture your thinking on Element 1.
- Discuss key takeaways with an elbow partner.



Rigorous Data Analysis



Data Types

Input

- Resources
- Materials
- Plans
- Training
- Support

Output

- Achievement
- Behavior
- Attendance
- Performance
- Overall culture

Demographics

- Student population (and trends)
- Staff population (and trends)
- Student subgroups
- Mobility



An important contribution of mixed methods is to generate new and more insightful understanding of complex social phenomena.

– Greene, 2007

Data Collection Methods

Qualitative

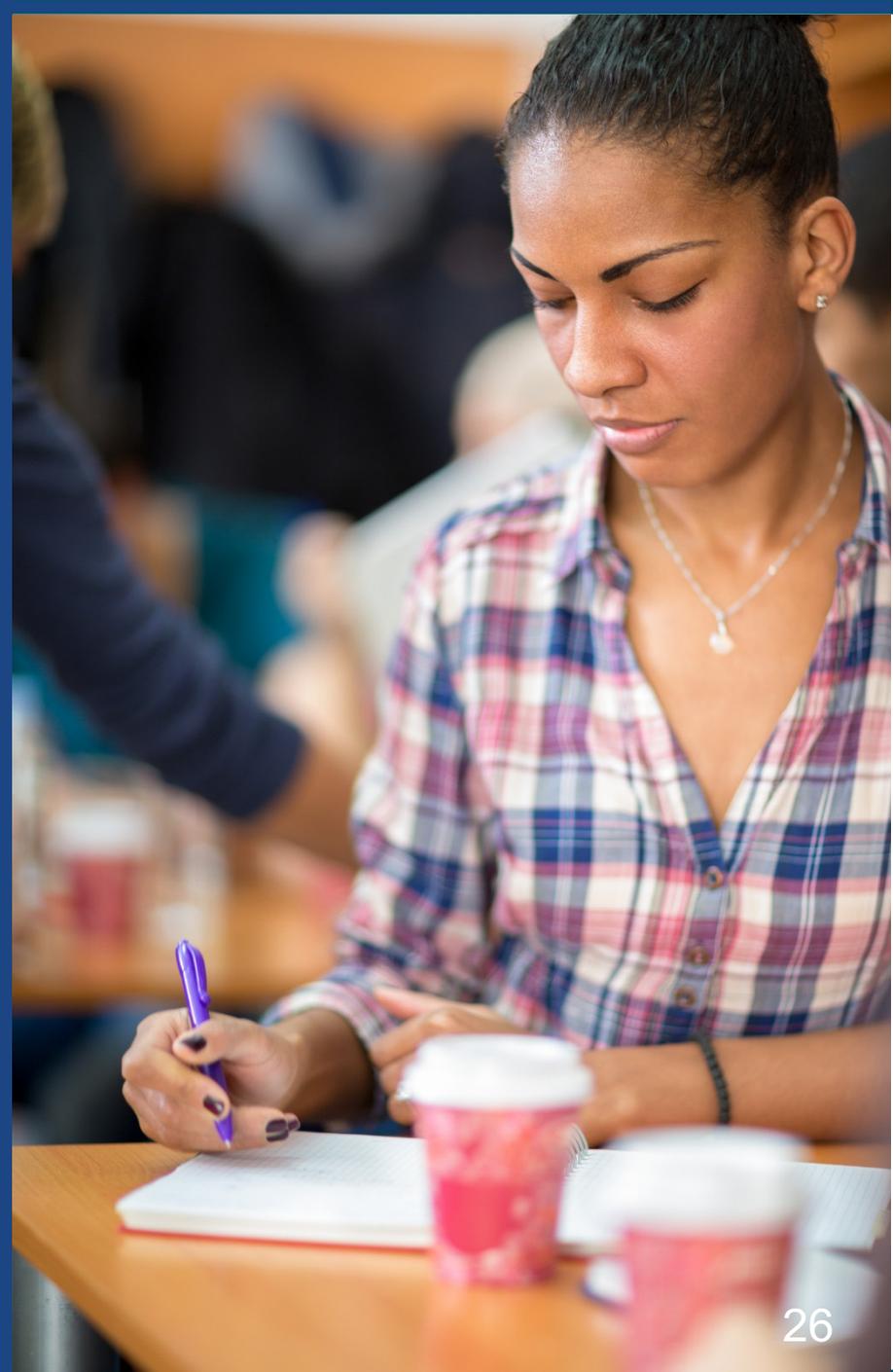
- Interviews
- Focus groups
- Observations (descriptive)
- Survey data (open response)
- School plans

Quantitative

- Achievement data
- Attendance data
- Graduation rates
- Classroom observations (scored)
- Demographic trend data
- Survey data (Likert scale)

Activity

- Use Handout 2 to capture your thinking on Element 2.
- Discuss key takeaways with an elbow partner.



Engaging Stakeholders

- Builds ownership
- Builds trust
- Leverages implementation science
- Leads to action

Engaging stakeholders in a meaningful way builds a group committed to collective action toward complex improvement problems.

– Bryk, 2010



Bryk A. S., Gomez L. M., Grunow A. (2010), *Getting Ideas Into Action: Building Networked Improvement Communities in Education*, Carnegie Foundation for the Advancement of Teaching, Stanford, CA.

Activity

- Use Handout 2 to capture your thinking on Element 3.
- Discuss key takeaways with an elbow partner.



Collaborative Identification of Improvement Needs

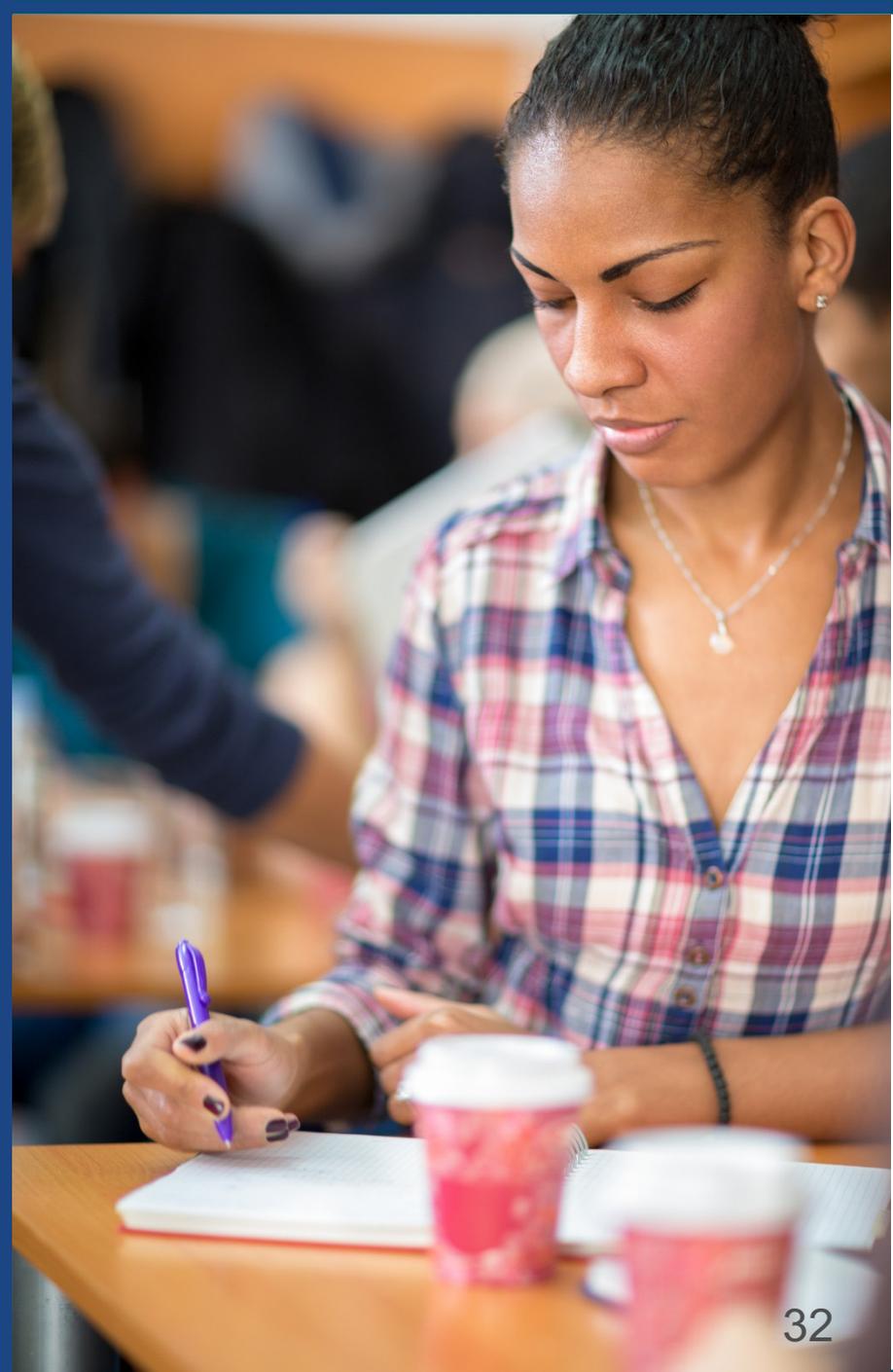
- Promotes transparency
- Provides school communities with an authentic voice and a role in the process
- Increases local capacity and knowledge
- Increases utility of data

When key indicators are determined at the local level, ownership and understanding increase.

— Curtis & City, 2009

Activity

- Use Handout 2 to capture your thinking on Element 4.
- Share your key takeaways with the group.



Reflect on Session and Next Steps

Module 2: Outcomes

During this module, participants will do the following:

- Reflect and provide feedback on previous needs assessment processes used here.
- Inform development of new state needs assessments through review of other state examples.