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Due May 31, 2019



INVESTMENT IN SCHOOLS

Required Needs Assessment Template



District of Columbia
Office of the State Superintendent of Education

Required Needs Assessment Template

To be completed for each Comprehensive Support and Improvement (CS) School identified in the 2018 DC School Report Card.

Overview

In December 2018, the Office of the State Superintendent of Education (OSSE) will identify two types of CS schools:

Designation	Definition	Timeline
Comprehensive Support and Improvement Schools, type 1 (CS1)	Title I schools that score in the bottom 5 percent of the total number of points on the STAR Framework as compared to their peers. ¹	Schools first identified in December 2018 and once every three school years thereafter.
Comprehensive Support and Improvement Schools, type 2 (CS2)	High schools in which both four-year and five-year adjusted cohort graduation rates (ACGR) fall below 67 percent.	Schools first identified in December 2018 and once every three school years thereafter.

The *Investment in Schools* Needs Assessment is designed to help local education agencies (LEAs) review and reflect on each CS school with key stakeholders for each school. This template will facilitate and document the process of gathering and analyzing data and evidence about each school’s current strengths and gaps. The conclusions from this process as well as the Resource Equity Analysis, if applicable, will inform the development of a School Improvement Plan. In its School Improvement Plan, each school will describe its coherent vision and share the high-impact, evidence-based strategies it intends to use to achieve improvement goals and exit CS status in three specific categories shown to impact student outcomes: People, Instruction, and Structures. We suggest reviewing the Resource Equity Analysis and School Improvement Plan templates prior to beginning the Needs Assessment.

¹ Under the Every Student Succeeds Act (ESSA), CS1 is the only designation that specifies Title I schools (as opposed to all schools). At minimum, the lowest performing 5 percent of Title I schools will be identified, but OSSE may also identify non-Title I schools with comparable low performance.

[Submission Instructions](#)

ESEA 111(d) requires LEAs to complete a Needs Assessment informed by stakeholder engagement for each CS school. LEAs applying for *Investment in Schools* grant funds must upload completed templates for each school into the [Enterprise Grants Management System](#) (EGMS) by 3 p.m. on May 31, 2019. CS1 schools opting not to apply for *Investment in Schools* and CS2 schools will email completed School Improvement Plans to OSSE by May 31, 2019. CS1 schools are required to use the OSSE template. CS2 schools identified based on graduation rate may use this template or may submit an alternative format to OSSE for approval by Feb. 28, 2019.

Documents submitted to OSSE may be made available to the public via request and/or the OSSE website.

LEA Name: _____ School Name: _____

Needs Assessment

Step 1: Engagement

Describe the process used to complete this Needs Assessment using meaningful engagement with stakeholders to identify the critical needs to address when developing a vision for dramatic school improvement over the next three years. The response should specify:

- a. Which groups were engaged (at minimum, this must include the LEA; principals; other school leaders, including Title I administrator, teachers, and paraprofessionals; parents; and members of the community. As appropriate, this should also include specialized instructional support personnel, technical assistance providers, school staff, and other individuals determined by the school; for secondary schools this should also include students)²;
- b. Structures utilized to engage stakeholders (e.g., community meetings, focus groups, surveys); and
- c. Evidence of success to be collected (e.g., meeting participation levels, reviews of meeting minutes, review of survey feedback).

² To reduce burden and avoid duplicative efforts, the required templates for CS schools also meet a school’s requirements for a schoolwide plan under Title I, Part A.



Step 2: Review and Analysis

The LEA and school team should review School Transparency and Reporting (STAR) Framework scores and rating (available on DCSchoolReportCard.org in December 2018) and discuss what stakeholders hypothesize to be the areas of greatest need for this school. To provide context and evidence for that conversation, the team should also gather and review qualitative and quantitative data in the following areas: School Performance History, Community, and Neighborhood Context; School Team; School Instruction; and School Resources and Operations.

Suggested data for each area is listed in the worksheet: “[Areas for Review & Analysis](#).” Please document **key pieces of evidence** and the **themes** you observe as informed by the review and discussion with stakeholders (see table on next page). This analysis will ultimately inform the development of your School Improvement Plan which will reflect your overall vision for your school, as well as the specific goals and strategies you’ll implement to achieve that vision. To provide guidance while also leaving room for flexibility, there are three critical levers the School Improvement Plan must address: People, Instruction, and Structures (more information is available in the School Improvement Plan template).

Summary of Key Evidence and Themes

Area of Review & Analysis	Key Qualitative and Quantitative Evidence	Key Themes
STAR Framework and Other School Data	-	1.
	-	2.
	-	3.
School Performance History, Community and Neighborhood Context	-	1.
	-	2.
	-	3.
School Team	-	1.
	-	2.
	-	3.
School Instruction	-	1.
	-	2.
	-	3.
School Resources & Operations	-	1.
	-	2.
	-	3.

Step 3: Prioritize

Considering evidence and themes across categories, prioritize the school's top 3 areas of greatest need and their root causes. Prioritizing will ultimately inform the goals that will drive the development of a School Improvement Plan. Each School Improvement Plan will focus on specific strategies in the targeted areas of People, Instruction, and Structures shown to impact student outcomes (more information is available in the School Improvement Plan template).

Top 3 Areas of Greatest Need	Root Cause Summary
1.	
2.	
3.	

Step 4: Partnership

The school will need other entities to support addressing these needs to achieve its vision. What supports from the LEA or other partners will be critical to addressing these needs that should be considered when developing a School Improvement Plan?

Worksheet: Areas for Review & Analysis

OSSE has developed the following guide to support schools with conducting a thorough Needs Assessment to inform the development of a School Improvement Plan. Categories of data listed below are suggested, but schools may consider additional sources. *Note: Applicants are not expected to provide OSSE with the raw data reviewed in the Needs Assessment process.*

STAR Framework and Other School Data

Review both annual and year-over-year trends overall and disaggregated by particular groups of students available at [DCSchoolReportCard.org](https://www.dcschoolreportcard.org) in December 2018 and as well other sources:

- Academic Performance
 - Partnership for Assessment of Readiness for College and Careers (PARCC) and Multi-State Alternate Assessment (MSAA) proficiency and growth data; historical District of Columbia Comprehensive Assessment System (DC CAS) achievement data, if applicable
 - SAT (ACT, if applicable)
 - Advanced Placement (AP)/International Baccalaureate (IB)
- Graduation Rates
 - Four-year, five-year, and extended years graduation rates, alternative graduation rate, other extended cohorts
 - Grade-to-grade promotion data
 - Ninth grade on-track rates
 - Dropout rates
- Attendance
 - 90 percent-plus attendance, in-seat attendance, attendance growth
- School satisfaction
 - Climate surveys or other data from staff, students, parents
- School discipline
 - In- and out-of-school suspensions, school expulsions, bullying rates, other incidents of violence, office referrals

School Performance History, Community and Neighborhood Context

- School Performance History
 - Prior school improvement identifications and plans, revisions and progress of those plans
- Enrollment
 - Data on where students are coming from, including feeder patterns and whether elementary children are coming from pre-K programs or child care
 - Annual and year-over-year trends in enrollment and re-enrollment data, including student mobility
 - If elementary, Early Development Instrument (EDI) environment data for the area
- Engagement
 - Teacher and community relationships and partnerships, including level of support and involvement through Parent Teacher Organizations (PTOs) and other mechanisms
 - Family and parent engagement in the school and student learning
 - Cultures, languages, traditions
- Environmental Stress Factors
 - Crime rates for the surrounding neighborhood, food security, natural environment (e.g., asthma), homelessness, poverty

School Team

- Leadership
 - Effectiveness: School leader evaluations, evidence of impact of changes or interventions implemented to date
 - Recruitment and retention: Tenure of current leader and prior leaders, coaching and/or other pipeline strategies
 - Vision: What is the school leader's vision and how has it been translated to staff, students, parents?
 - Organization: What is the organizational structure around leadership (e.g., how many leaders and in what kinds of roles to meet the needs of the school)?
 - Culture and school satisfaction: Climate surveys from staff, students, parents; routines for feedback from students, parents and educators; evidence of establishing high expectations for all students
- Staff
 - Effectiveness: Observations and teacher evaluations, cultural competency, teacher attendance, professional learning plans
 - Recruitment and retention: Rates of inexperienced educators, rates of out-of-field educators, rates of vacancies exceeding 30 days including for hard-to-staff positions, retention of effective staff, student to teacher ratio
 - Expectations and culture: Classroom management, evidence of high expectations for all students, involvement in school decision-making

School Instruction

- Instruction
 - Curriculum and resources: What materials are used for all students and specific groups of students, how and when are decisions made about materials, quality of curricular materials and evidence used to determine quality, what (if any) evidence-based practices are in place?
 - Formative or benchmark assessments
 - Interventions: What current interventions are evidence-based, what strategies are currently or previously used for specific groups of students (e.g., students with disabilities, English learners)?
 - Time/school schedule: Where are students spending time and who/how are decisions made about time allocation?
 - Instructional planning and delivery: Practices by individual teachers and groups of teachers, differentiation for students, use of data to inform planning
 - Professional development: Time and resources devoted, personalization and intensity for particular educator groups/topics, presence of curricula-based and embedded professional development, coaching structures
 - Social emotional learning, trauma-informed practices
- English Language Proficiency: ACCESS
- Pre-K Measures: Classroom Assessment Scoring System (CLASS)

School Resources and Operations

- Operations
 - Compliance with DC and federal requirements, including audits, data collection and submission, prior monitoring reports and operational reviews
 - Safety and cleanliness
 - Health care providers (e.g., counseling, nursing staff)
- Budget
 - Per pupil expenditures
 - Resource Equity Analysis (i.e., comparing spending across categories in CS schools as compared with other schools in the LEA)
- Additional Resource Capacity
 - Technology
 - Community partnerships
 - Health and social services available to students and families
 - After school/ before school learning and co-curricular opportunities
 - Other sources of funding – philanthropy, PTO contributions