INVESTMENT IN SCHOOLS

Needs Assessment Template

Needs Assessment Template – CSI and CSI-Grad Schools

To be completed for each Comprehensive Support and Improvement (CSI) and Comprehensive Support and Improvement: Low Graduation Rate (CSI-Grad) school designated in the 2022-23 school year. Schools designated as Targeted Support and Improvement (TSI) and Additional Targeted Support and Improvement (ATSI) are not required to conduct a needs assessment but may use this template if the school determines that a needs assessment will best inform their school improvement plan.

Overview

In January 2023, the Office of the State Superintendent of Education (OSSE) designated two types of Comprehensive Support and Improvement schools based on data from the 2021-22 school year:

Designation	Definition
Comprehensive Support and Improvement Schools: Low Performing (CSI)	The lowest performing 5 percent of all schools receiving Title I, Part A funds.
Comprehensive Support and Improvement Schools: Low graduation Rate (CSI-Grad)	Public high schools in the state failing to graduate one third or more of their students.

The *Investment in Schools* Needs Assessment Template for CSI and CSI-Grad schools is designed to help school improvement teams review and reflect on their schools' data with key stakeholders. 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 (SIP). In its SIP, each school will describe its comprehensive vision for improvement and share the high-impact, evidence-based strategies it intends to use to achieve improvement goals. This plan, including improvement strategies and goals, should focus on three specific categories shown to impact student outcomes: People, Instruction and Structures. It should also include how the school plans to exit CSI status. We suggest reviewing the Resource Equity Analysis and School Improvement Plan Templates prior to beginning the Needs Assessment Template.

Submission Instructions

ESEA 1111(d) requires local education agencies (LEAs) to ensure that each of their schools designated for comprehensive support (CSI and CSI-Grad) completes a needs assessment informed by data and stakeholder engagement.

CSI Schools
LEAs with newly designated or re-designated CSI schools must upload a completed needs assessment for each school into the School Improvement folder in Box.com by May 31, 2023

LEAs with CSI schools applying for *Investment in Schools* grant funds must also upload a completed Needs Assessment Template for each school into the Enterprise Grants Management System (EGMS) with their application by May 31, 2023.

CSI-Grad Schools
LEAs with CSI-Grad schools must upload a completed needs assessment for each school into School Improvement folder in Box.com by May 31, 2023.

TSI and ATSI
LEAs with TSI and ATSI schools may use this template to assist their schools in developing a SIP, but it is not required by OSSE. If a school designated as TSI or ATSI used a needs assessment to inform their SIP, OSSE asks that the LEA submit it to OSSE with their SIP.

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

LEA Name: _____School Name: _____
Date of Need Assessment Completion:

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 which groups were engaged. At minimum, this must include the following: LEA representatives; principals; other school leaders, 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.

Complete the table below with information about the engagement activities conducted with the school's parents, staff and community. (Examples have been provided and should be deleted in the final submission.)

Role	Engagement Format	Feedback and Takeaways
Parents	*Survey*	*XX% want more AP class offerings*
Parents	*Local committee representative*	*Concern about student violence*
Social workers	*Grade level meetings*	*Correlation between absenteeism and credit gaps*
Students	*Panorama survey*	*XX% demonstrate dropout indicators in their responses*

Step 2: Data Analysis and Conclusions

The LEA and school team should review their DC School Report Card accountability scores. 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 **areas of need** you observe as informed by the review and discussion with stakeholders (see table on next page). This analysis will ultimately inform the development of the SIP 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 SIP 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	Areas of Need to Address Gaps, Low Performance or Effective Practices
Accountability 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 three areas of greatest need and their root causes. Prioritizing will ultimately inform the goals that will drive the development of the SIP. The priorities should direct the coordination of SIP with the school's program plans for other federal and local programs (e.g., ESEA, IDEA and 21stCCLC.)

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

Step 4: Partnership

The school will need other entities to support the plan's strategies 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 the SIP?

Step 5: Evaluation of Previous Plan for Redesignated Schools

This step is only applicable to schools that were designated for comprehensive support and improvement in 2018 and have been redesignated as CSI and/or CSI-Grad in 2022. **Schools designated only in 2022 should leave this section blank.**
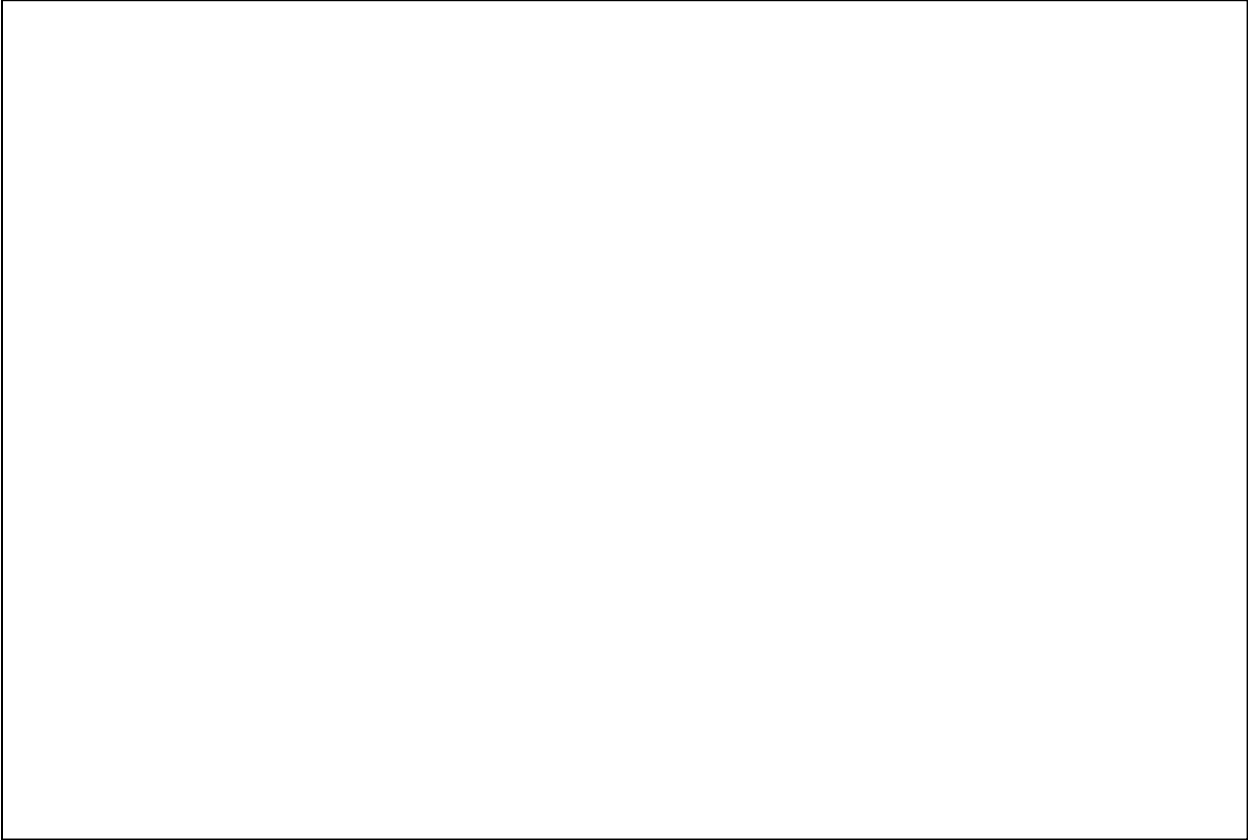
A school designated for comprehensive support and improvement must evaluate the SIP implemented in the 2018-19 school year through the 2021-22 school year. The purpose of this evaluation is to reflect on the impact of the plan implemented to date in preparation for redesigning and/or refining the school's new SIP.

In the table below, enter the information from the previous SIP and evaluate the effectiveness of the strategies or interventions in achieving the stated goals. More than one strategy or measure may be entered for the same goal. Complete as appropriate to the plan and add as many strategies as needed to include all activities.

Goal	Strategy/Intervention/Activity	Target Metric	Achieved Metric

Based on the outcomes of the previous improvement plan and the school's current needs, which strategies should be used again in the new plan?

Which strategies, interventions, or activities should be adjusted or not included in the new plan?

Worksheet: Areas for Review & Analysis

OSSE has developed the following worksheet to support schools with conducting a thorough needs assessment to inform their development of SIPs. 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.*

Accountability System Metric Scores and Other School Data

Review both annual and year-over-year trends overall and disaggregated by particular groups of students available on the DC School Report Card 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
    - MAP and ANet benchmark data, if applicable
    - SAT (ACT, if applicable)
    - Advanced Placement (AP)/International Baccalaureate (IB)

    - English Language Proficiency: ACCESS
    - Pre-K Measures: Classroom Assessment Scoring System (CLASS)
- 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
    - Expected reenrollment data
    - Teacher retention and tenure data
- 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 development centers
  - 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
  - Inventory of teacher leadership opportunities

- - 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

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
  - Federal and local programs
- 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
  - Other Program Needs Assessments and Plans
    - LEA-level Title IV-A needs assessments
    - Title I-A schoolwide program needs assessments and program plan

- School Behavioral Health Workplan and needs assessment
- Language Instruction Education Program plan for English learners