CONDUCTING A COMPREHENSIVE NEEDS ASSESSMENT

School Support/School Improvement
What is a comprehensive needs assessment?

• A comprehensive needs assessment is the beginning of the initial year-long planning process, which will determine the needs of the school and the direction the school needs to go in order to improve student achievement.
Why must a school conduct a comprehensive needs assessment?

- A school must conduct a comprehensive needs assessment annually, in order to determine the best course of action to improve student achievement.
How does a school begin the process of conducting a comprehensive needs assessment?

• Step 1: Establish a planning team
• Step 2: Discuss the vision for reform
• Step 3: Create a school profile
• Step 4: Identify data sources to utilize for the needs assessment
• Step 5: Planning team analyzes the data and determines the strengths, weakness, and areas of critical need
School Profile

- The school profile serves as a data driven snapshot of the current status of the school. The profile will help illustrate the gap between where the school is now and where the school wants to be according to the vision for reform.
  1. Student needs
  2. Curriculum and instruction
  3. Professional development, family and community involvement, and
  4. School context and organization
What tools are available to assist schools/district?

- What Works in Oklahoma Schools (WWIOS) surveys
- WISE Performance Indicators aligned with the Oklahoma Nine Essential Elements
- School Data which may include Oklahoma Core Curriculum Tests, benchmarks, attendance, discipline, dropout, graduation, and parent surveys.
What are the What Works in Oklahoma Schools surveys?

- A toolkit was created that can be used by Oklahoma principals and teachers to determine the best courses of action for their schools and classrooms.
How can a school utilize the surveys?

• The WWIOS Toolkit provides survey questions aligned with Oklahoma’s Nine Essential Elements. The survey questions have been created in Google Docs and are easy to use. The surveys and instructions are available on our Website at: http://ok.gov/sde/school-improvement
Create an account.

• If you already have a Google account, sign in.
• If you do not have a Google account, create one.
  • Please note that this login will be how you edit the surveys, distribute the surveys, and look at the data collected.
• After you have logged in go to Google Docs.
Utilizing links and copies.

- Using the links on the OSDE-School Support/School Improvement website, you will need to make a copy and rename the copy.
Make changes to the form.

- If you wish to change/edit the survey questions, please utilize the “edit form” from the form menu.
Share the form.

• Once you have the form ready for distribution, you will need to share the form.

• Options:
  • Share the URL
  • Send form by email
Share the form.

- Share the URL

Administrator Survey

Please rate your agreement with the following statements on a scale of 1-5

I do not agree (1) .................................................. I strongly agree (5)

Please note: there are 55 questions in this portion of the survey.

1. Instructional teams in my school ensure alignment of classroom curriculum with state academic content and process standards.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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<tr>
<td>I do not agree</td>
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2. School leaders provide time for instructional teams to discuss curricular overlaps and gaps.

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<td>I do not agree</td>
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</table>
Share the form.

- Share the form by distributing by e-mail.
Access the results of the form

- The results will show up in the spreadsheet.
When should administrators and teachers take the survey?

• Many schools choose to use the survey at the end of the school year to examine practices. Strengths, weaknesses, and critical areas of need can be prioritized for the next school year.
How can the information from the surveys be utilized?

- Reviewing all survey responses from teachers and administrators can determine if administrators and teachers have a sense of agreement or disagreement about how well a school is performing with regard to each of the Oklahoma Nine Essential Elements.
What are the WISE Performance Indicators?

- The WISE Performance Indicators are the same as the Oklahoma Nine Essential Elements Performance Indicators. Schools must assess the required indicators in the WISE tool.
How should they be utilized?

• Examine the WISE Performance Indicators to determine priority scores. Strategically prioritize indicators that need to be addressed.
## Step 4: Assess School Indicators

### Oklahoma: Ways to Improve School Effectiveness (WISE)

**Main Menu**

School of Hard Rocks  
*School Leadership Team CI*  
Oklahoma Test District, OK

### Set Up School

<table>
<thead>
<tr>
<th>Step</th>
<th>Tutorials</th>
<th>Started</th>
<th>Last Update</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 1 - Register School</td>
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<td>04/16/10</td>
<td>03/13/12</td>
</tr>
<tr>
<td>Step 2 - Provide School Information</td>
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<td>09/21/10</td>
<td>02/01/12</td>
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<tr>
<td>- Provide School Assessment Scores</td>
<td></td>
<td>03/09/11</td>
<td>02/01/12</td>
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<tr>
<td>Step 3 - Form School Team</td>
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<td>10/05/11</td>
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### Assess - Create - Monitor

<table>
<thead>
<tr>
<th>Step</th>
<th>Tutorials</th>
<th>Started</th>
<th>Last Update</th>
<th>Progress</th>
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</thead>
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<tr>
<td>Step 4 - Assess School Indicators</td>
<td>VIDEO</td>
<td>08/30/11</td>
<td>02/06/12</td>
<td>53 of 90</td>
</tr>
<tr>
<td>Step 5 - Create School Plan</td>
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<td>Step 6 - Monitor School Plan</td>
<td>VIDEO</td>
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<td>03/02/12</td>
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### Coaches & Leaders

<table>
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<tr>
<th>Name</th>
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<th>Email</th>
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<tbody>
<tr>
<td>Consultant to School</td>
<td>Mrs. Kerri White</td>
<td>123-456-7890</td>
<td><a href="mailto:kerriwhite@adi.org">kerriwhite@adi.org</a></td>
</tr>
<tr>
<td>Principal</td>
<td>Mr. Bill Smart</td>
<td>405-587-6800</td>
<td><a href="mailto:email@email.com">email@email.com</a></td>
</tr>
<tr>
<td>Process Manager</td>
<td>Dr. Sharon Sikes</td>
<td>405-347-2210</td>
<td></td>
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</tbody>
</table>

*For technical questions concerning this tool contact us at Indistar@adi.org*
Oklahoma
Assess School Indicators

School of Hard Rocks
Tab 1 – Select Indicators by Section – select your indicator to assess by section or choose to display all Indicators
Tab 2 – List of Indicators to Assess – choose indicator to assess
Tab 3 – List of Indicators Assessed – choose indicator to edit assessment information
Tab 4 – Assess Indicator – enter this tab only by selecting an indicator in tab 2 or 3

1. Select Indicators  2. List of Indicators to Assess  3. List of Indicators Assessed  4. Assess Indicator

To view Indicators, choose a section below or display all indicators as list

<table>
<thead>
<tr>
<th>Category</th>
<th>Section</th>
<th>Subsection I</th>
<th>Subsection II</th>
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<td>Essential Element 1 -</td>
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<td>Performance</td>
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<td>Classroom Evaluation and</td>
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<td>Assessment</td>
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<td>Instruction</td>
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<td>Professional Learning</td>
<td>Essential Element 4 -</td>
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<td>Environment-Effective Teachers</td>
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<td>Student, Family, and Community Support</td>
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<td>Essential Element 6 -</td>
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<td>Professional Growth, Development, Evaluation</td>
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<td>2 of 10</td>
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<td>Organizational Structure and Resources</td>
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<td>Essential Element 9 -</td>
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<td>Comprehensive and Effective Planning</td>
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</table>
EEIA-1.05 Instructional teams ensure curriculum provides effective links to career, postsecondary education, and life options. (237)

- Insert your rubric score for this Indicator (1 - 3).

Choose your level of Development or Implementation for this Indicator:

- No development or Implementation
- Limited Development or Implementation
- Full Implementation *required field

* Please complete required fields

Save this Indicator
Indicator: Instructional teams ensure curriculum provides effective links to career, postsecondary education, and life options. (237)

Evidence Review:

All the schools in the case studies used data to set instructional goals. (Conzemius, 2000; Duke, n.d.; Duke et al., 2005; Johnson & Asera, 1999; Lachat & Smith, 2005; Picucci et al., 2002a, 2002b; Tung & Quimette, 2007; Whiteside, 2006; Zargarpoor, 2005). Data included school average student test scores, but went beyond that. In 3 of the 10 case studies, researchers note that the schools collected and analyzed a range of data in addition to achievement test results (Conzemius, 2000; Lachat & Smith, 2005; Zargarpoor, 2005). In 1 study of an elementary school, the principal and teachers collected and analyzed data on the school’s climate, its sense of community, and its curriculum and instruction (Conzemius, 2000).

In addition to looking at diverse types of data, turnaround schools considered data at three levels: at the school level to focus on areas that needed schoolwide improvement to meet adequate yearly progress, at the classroom level to focus on teachers’ instructional strengths and weaknesses, and at the student level to focus on instructional needs of individual students.

At the school level, data were used to identify instructional areas that needed schoolwide improvement. The turnaround schools consistently used data on student achievement to identify gaps in student learning (Conzemius, 2000). In one study of 7 middle schools, every one of the schools used school performance data to determine areas of teaching and learning that needed
Oklahoma
Ways to Improve School Effectiveness (WISE)

EEIA-1.05 Instructional teams ensure curriculum provides effective links to career, postsecondary education, life options. (237)

<table>
<thead>
<tr>
<th>Score</th>
<th>Rubric</th>
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</table>
| 1     | (1) Little or no development and implementation  
The curriculum does not provide connections to post secondary education and/or career options.  
The curriculum does not include opportunities for application of skills, knowledge or processes that prepare students to be self-sufficient and productive citizens.  
Students do not have a written graduation plan (Grades 8-12). |
| 2     | (2) Limited development or partial implementation  
The curriculum provides some connections that present post secondary education and career options.  
The curriculum includes some opportunities for application of skills, knowledge and processes that will prepare students to be self-sufficient and productive citizens.  
Some students (Grades 8-12) have a written graduation plan. |
| 3     | (3) Fully functioning at operational level of development and implementation  
The curriculum provides intentional connections (e.g., dual credit courses, post secondary partnerships, early college to familiarize all students with a variety of post secondary education and career options.  
The curriculum integrates opportunities for application of skills, knowledge, processes and life skills (e.g., budgeting, problem solving, consensus building) that will prepare all students to be self-sufficient and productive citizens.  
Each student (Grades 8-12) has a written graduation plan.  
(3+) Exemplary level of development and implementation  
The curriculum consistently emphasizes connections and provides experiences (e.g., advisor/advisee, internships, career planning fair, college fair, and career majors) that present a variety of post secondary education and career options.  
The curriculum integrates and expands learning opportunities in school and within the community (e.g., mentoring, service learning, shadowing, school-based enterprises, co-op programs) for students to apply skills, knowledge and processes that prepare all students to be self-sufficient and productive citizens.  
Each student (Grades 8-12) collaboratively develops a written graduation plan with parents and advisors that is reviewed annually. |

Note: If your team has chosen a Rubric Score of 3, you will be asked to provide evidence that this indicator has been fully and effectively implemented. Please add the phrase "Full Implementation" or "Exemplary Implementation" to the beginning of your evidence to show where the team has assessed this indicator.

Example:

Please provide evidence that this indicator has been fully and effectively implemented.

Full Implementation

Exemplary Implementation

Full Implementation

Exemplary Implementation

Full Implementation

Exemplary Implementation
What type of school data should be analyzed?

- Oklahoma Core Curriculum Tests, benchmarks, attendance, discipline, dropout, graduation rate, parent surveys and other relevant data
# Example of Data Analysis Chart

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Advanced #/%</th>
<th>Satisfactory #/%</th>
<th>Limited Knowledge #/%</th>
<th>Unsatisfactory #/%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: 4</td>
<td>15/10%</td>
<td>60/40%</td>
<td>40/27%</td>
<td>35/23%</td>
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## Attendance and Discipline Data

<table>
<thead>
<tr>
<th>Name</th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>Th</th>
<th>F</th>
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**Gr.** has received 1 2 dement(s) for the following:

- _____ homework policy
- _____ disrupting class
- _____ cheating
- _____ gum / candy violation
- _____ insubordination
- _____ horseplay
- _____ tardy to class
- _____ profanity
- _____ excuse

_____ violation of class rules
_____ no gym clothes
_____ dress code violation

_____ Other

Teacher: ____________________________ Date: __________
What are the next steps after conducting a comprehensive needs assessment?

- Create a document that includes the following summary analysis statements:
  - Summary of WWIOS Surveys (include strengths and weaknesses and prioritize areas of improvement)
  - Summary of assessment of WISE Indicators (include strengths and weaknesses and prioritize areas of improvement)
  - Summary of School Data (include strengths and weaknesses and prioritize areas of improvement)
Conclusion

• Establish team
• Utilize data sources
• Utilize available tools
• Write formal needs assessment statements
• Prioritize needs for budgeting and planning
• Begin plan
Questions or Comments
Mary Colvin, Executive Director
School Support/School Improvement
Mary.Colvin@sde.ok.gov
(405) 522-3253