



# ESSA SEA Consolidated State Plan Comprehensive Needs Assessment

Participants will:

- Gain an understanding of the intent and content of the new Comprehensive Needs Assessment
- Provide input and insights relative to this needs assessment to ensure the tool effectively guides and supports local strategic planning efforts
- Discuss ways this needs assessment might open up new possibilities to creatively support student learning in a more integrated and comprehensive way





# Continuous Improvement

- Continuous improvement, as an approach to enhancing school performance, is relevant to all schools.
- School improvement is a continuous, systemic, and cyclical process.
- Continuous improvement requires a commitment to an ongoing process of learning, planning, implementing, reflecting, adjusting and analyzing results.
- ESSA emphasizes the use of evidence in decision making throughout the continuous improvement process.

# One Comprehensive Needs Assessment

A “needs assessment” is a systematic set of procedures that provide data to :

- determine strengths and challenges
- analyze and determine the root causes of the identified discrepancy or gap between “what is” and “what should be”
- set priorities for future action



# Needs Assessments

- Title I
- School Improvement/Support & Innovation
- Title II/Certification/Educator Evaluation
- Title III/Office of English Language Acquisition Services/English Language Development
- McKinney-Vento (Homeless Students)
- Mathematics and Science Partnership
- 21st Century
- Character Education
- Move On When Reading (MOWR)
- Migrant Education
- Johnson O'Malley
- Career and Technical Education
- Adult Education
- Exceptional Student Services/IDEA
- Preschool Development Grant Early Childhood Education (EQUIP Rubric)
- IDEA 619-Early Childhood Special Education
- School Health and Safety
- School Climate
- Financial Risk
- And more...



# Why a Single Comprehensive Needs Assessment?

- Reduce burden on LEAs and schools
- Provide all program areas with coherent information



# Collaborative Process

- Writing team is meeting weekly
  - All ADE program areas are represented
  - LEAs and schools are represented
- Each member used their program area's lens to help build principles, definitions, indicators and elements
- A review of the research and evidence based practices was conducted





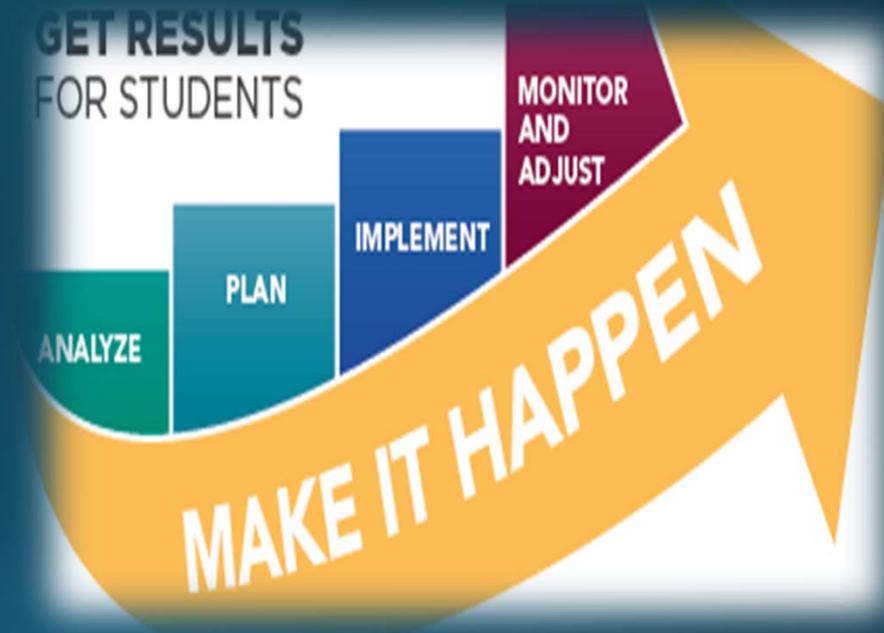
# Colorful Chart

ESSA Title	Standards of Effective LEA's Title 1	Turnaround Principles Support and Innovation	Arizona MTSS High Academic Standards	Highly Effective Schools for Students with Disabilities ESS	ECQUIP Early Childhood	Program Guidelines Early Childhood	Highly Effective Teachers and Leaders	Big 6 ESS
Effective Leadership	LEA Leadership	Strong Effective Leadership	Leadership	Strong Leadership	School/District Leadership	Program Administration & Qualifications	Leadership Development and Support	Effective Leadership
Effective Teachers		Effective Teachers	Integration and Sustainability	Continuous Professional Development			Certification On-sites and Trainings Educator Retention and Recruitment	Highly Effective Teaching Strategies Used in the General Education Classroom
Effective Organization of Time	Supplemental Support and Intervention Services	Additional Instructional Time		Scheduling to meet needs		Daily Routines & Schedules	ECAP Development	Provide Reteach and Enrich Based on Data Collected
Effective curriculum	Curriculum, Instruction System	Strengthen Instructional Program Based on Student Needs	Curriculum	Scientifically Based Interventions	Curriculum, Instruction and Professional Development	Program Practices: Curriculum, Environment & Child Assessment		Students are Educated in the General Education Classroom for Core Instruction
Data Culture	Data, Assessment and Evaluation	Data Informs Instruction	Evidence-Based Decision Making	Data Driven Instruction	Classroom and School Assessment	Program Evaluation	Standards Assessment Inventory	Data Driven Decision Making
Conditions, Culture and Climate		School Environment Focus on Factors Effecting Student Achievement	Linguistic & Cultural Integration	Belief in all Students	School Culture, Climate and Communication	Health & Nutrition		Culture of the School is High Expectation for ALL Students
Family and Community Engagement	Stakeholder Relations	Engaging Families and communities	Parent & Community Engagement, and School Culture & Climate embedded			Community Outreach & Collaboration Family Engagement & Support		



# 7 Principles

1. Effective Leadership
2. Effective Teachers and Instruction
3. Effective Organization of Time
4. Effective Curriculum
5. Data Culture
6. Conditions, Climate and Culture
7. Family and Community Engagement





# Structure of Needs Assessment

- Principle 3

- Effective Organization of Time

- Definition

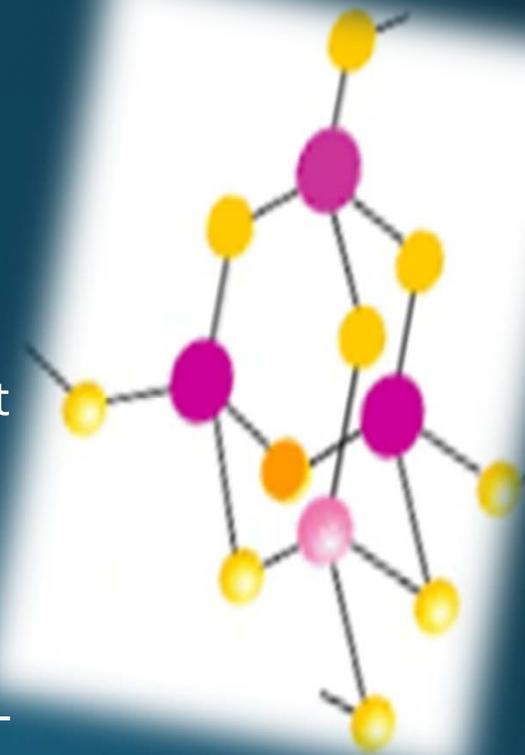
- Effective schools organize their time to support the vision of academic success for all students. Students have appropriate instructional and non-instructional time to support their learning and growth. Teachers have sufficient time to engage in professional learning, collaboration, preparation and planning to effectively support their students and their own professional practice.

- Indicator

- 1. Our school day is organized to ensure sufficient time for non-instructional activities for students and staff.

- Element

- Sufficient recess time



# Comprehensive Needs Assessment

Turn and Talk

- Do these 7 Principles encompass the necessary components of Continuous Improvement?
- If not, what's missing?



# Principle #1 Effective Leadership

- ❖ *Effective leaders maintain a strong moral compass and shape a vision of academic success for all students.*
- ❖ *They analyze and attack challenges and manage systems to position the school and students to achieve at high levels.*
- ❖ *They set clear, measurable and attainable goals.*
- ❖ *They create a cadre of high quality teachers and cultivate leadership in others.*



# Principle#1 Effective Leadership Indicators

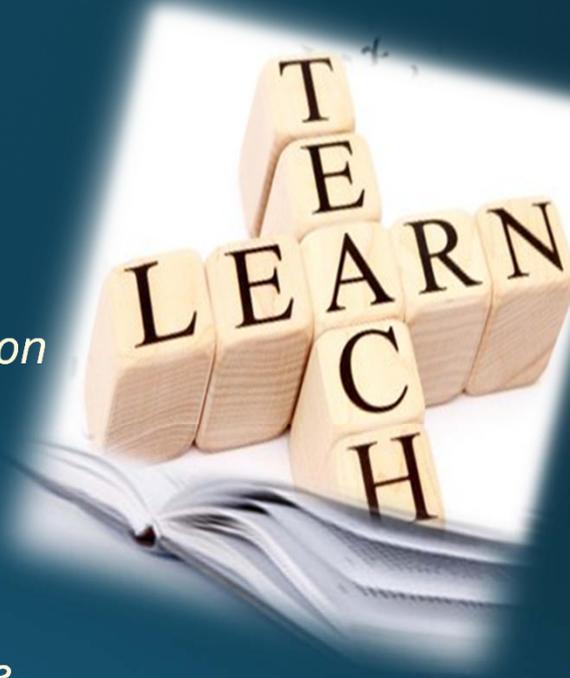


1. Our leadership guides the implementation of a vision of learning that is shared and supported by all stakeholders.
2. Our leadership commits to sustaining a culture of high expectations for learning and growth of all students within a respectful, professional learning community for all staff.
3. Our leadership competently manages school operations to provide a safe, efficient, and effective learning environment.
4. Our leadership collaborates with staff, family and community members to meet diverse local community interests and needs.
5. Our leadership implements a system of academic and fiscal accountability to ensure every student's success.



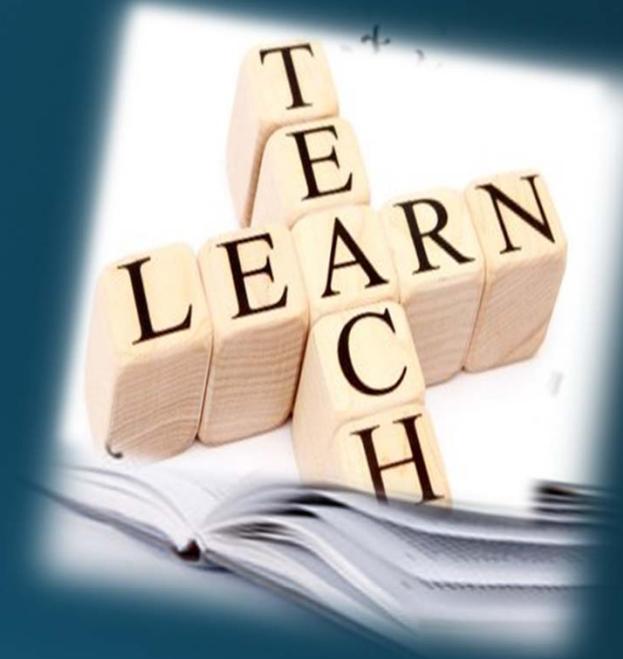
# Principle #2 Effective Teachers and Instruction

- ❖ *Effective instruction occurs with high quality teaching in a student centered, safe environment where there are high expectations for all students to succeed.*
- ❖ *Teachers have a solid knowledge of the content they teach and common understanding of the content standards and curricula.*
- ❖ *Effective instruction includes intentional planning and emphasizes evidence-based best practices for teaching and learning.*
- ❖ *Effective instruction also requires teachers to have a strong understanding of the assessment system and how to use data to make instructional decisions for all students.*



## Principle #2 Effective Teachers and Instruction Indicators

1. Our teachers maintain high expectations for all students.
2. Our teachers have shared knowledge of the content standards and curricula.
3. Teachers intentionally plan instruction that supports every student in meeting rigorous learning goals including differentiated instruction and Universal Design for Learning.
4. Our teachers implement evidence-based, rigorous and relevant instruction.
5. Our teachers have a strong understanding of assessment systems.
6. Our teachers and staff participate in ongoing, appropriate professional learning opportunities.
7. Our teachers collaborate with other teachers, administrators, parents, and education professionals to ensure the success of all students.





# Table Activity



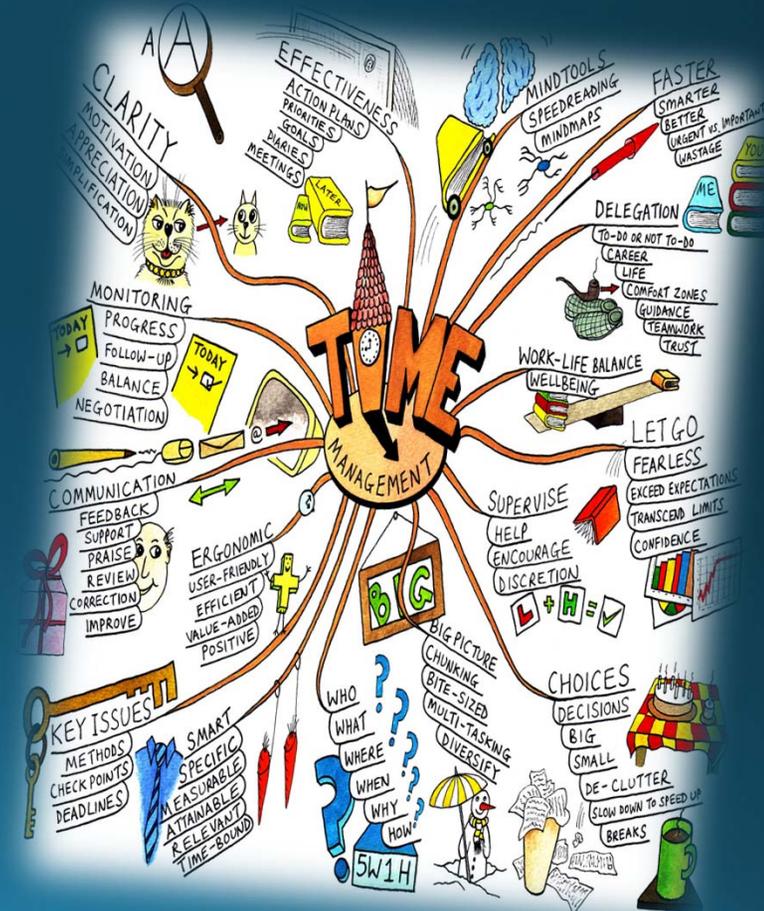
- Divide your table group into 2 groups  
Group 1 Principle #1  
Group 2 Principle #2
- Choose a recorder to take notes on a computer
- Using the handout, discuss which indicators and elements are essential, which can be deleted, and any elements that need to be added
- Other feedback
- Email notes to [devon.isherwood@azed.gov](mailto:devon.isherwood@azed.gov)

Principle #	Delete indicator #	Delete element bullet #under indicator#	Add
1	none	Indicator 4,- bullets 3, 6	Principals sets clear goals



# Principle #3 Effective Organization of Time Indicators

1. Our school day is organized to maximize instruction.
2. Our school year is organized to maximize instruction.
3. Our professional day is structured to support professional learning for all teachers and staff.
4. Our professional day is organized to provide appropriate planning and preparation time as well as collaboration opportunities for all teachers, staff, and administrators to ensure continuous improvement.
5. Our school day is organized to ensure sufficient time for non-instructional activities for students and staff.



# Principle #4 Effective Curriculum



- ❖ *Effective curricula are evidence-based resources used for teaching and learning aligned to Arizona standards in all content areas.*
- ❖ *Curricula are adopted at the local level by districts and schools.*
- ❖ *An effective curriculum ensures a continuum of inclusive, equitable and challenging learning opportunities, high expectations for learning and a well-rounded education for all learners.*





## Principle #4 Effective Curriculum Indicators

1. Our written curricula provide access to a well-rounded education that fully maximizes the potential of the education for all students.
  2. Our written curricula are aligned with the AZ State Standards for all content areas.
  3. Our written curricula are evidence based
  4. Our written curricula accommodate the needs of all learners.
  5. Our entire staff participates in professional learning to support effective implementation of adopted curricula.
1. Our school systematically monitors, reviews and evaluates the implementation and effectiveness of adopted curricula ensuring continuous improvement.



# Principle # 5 Data Culture

- ❖ *Achieving purposeful, sustained data use necessitates a culture shift. The creation of a data culture entails establishing and providing leadership support to data teams, modeling effective data use, scheduling time for collaborative data-driven conversations, and connecting data analysis to clear action steps.*
- ❖ *Holcomb (1999) compellingly wrote about the importance of mobilizing broad stakeholder involvement and getting people excited about data use. She referred to this as focusing "people, passion, and proof" on strategically aligning all information about students and systems of a school to analyze what is and isn't working to improve student learning.*



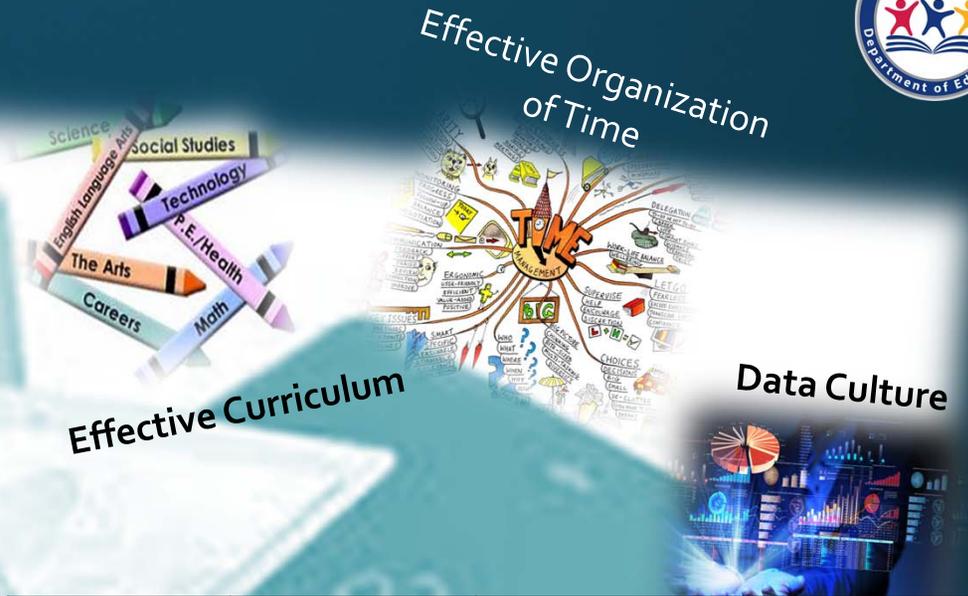
# Principle #5 Data Culture Indicators

1. Our school staff is data literate.
2. Our educators understand the appropriate balance between data-driven decision making and data-driven accountability.
3. Our school has an active data leadership team.
4. Our staff has access to comprehensive data to make informed decisions for continuous improvement.
5. Our school has a balanced assessment system.
5. Our school has a process to collect, critically examine, analyze, interpret, use and communicate data to all stakeholders.



# Table Activity

- Divide your table group into 3 groups
  - Group 1 Principle #3
  - Group 2 Principle #4
  - Group 3 Principle #5
- Choose a recorder to take notes on computer
- Using the handout, discuss which elements are essential, which can be deleted, and any elements that need to be added
- Other feedback
- Email notes to [devon.isherwood@azed.gov](mailto:devon.isherwood@azed.gov)



Principle #	Delete indicator #	Delete element bullet #under indicator#	Add
5	3	Indicator #2-bullets 4, 5	Needed technology is available



# Principle #6 Conditions, Climate, and Culture

- ❖ *Inclusive schools are conducive to student learning, fulfillment, and well-being, as well as professional satisfaction, morale, and effectiveness.*
- ❖ *Students, parents, teachers, administrators, and other stakeholders contribute to their school's culture, as do other influences such as the local community, the policies that govern how it operates, and the school's founding principles.*
- ❖ *School conditions, climate, and culture are impacted by the beliefs, perceptions, relationships, attitudes, and written and unwritten rules that shape and influence every aspect of how a school functions.*
- ❖ *They also encompass concrete issues such as student physical and emotional safety, a healthy school environment, the orderliness of classrooms and public spaces, and the degree to which a school embraces and celebrates racial, ethnic, linguistic, academic, and cultural diversity.*



# Principle #6 Conditions, Climate, and Culture Indicators

1. Our staff has high expectations for all students.
2. Our staff has intentional conversations around areas that impact school conditions and physical and emotional safety.
3. Our staff consciously builds educational environments which value the rich heritage of all of Arizona's communities and cultures, fostering an appreciation for all, so that all students and their families are treated equitably and with respect.
4. Our staff creates an environment which builds mutual respect among the teachers, students, and families.
5. Our school provides policies and safe practices relating to school health services.



## Principle #7 Family and Community Engagement

- ❖ *Family and community engagement is an essential component of improving outcomes for children and youth.*
- ❖ *Effective family and community engagement is a reciprocal partnership among families, communities and school that reflects a shared responsibility to foster children's development and learning.*





# Principle #7 Family and Community Engagement Indicators



1. Our school engages in ongoing, meaningful and inclusive communication among families, communities and school.
2. Our school engages families in key decisions that impact student learning.
3. Our school creates and maintains positive collaborative partnerships among families, communities and school to support student learning.



# Table Activity

- Divide your table group into groups
  - Group 1 Principle #6
  - Group 2 Principle #7
- Choose a recorder to take notes on computer
- Using the handout, discuss which elements are essential, which can be deleted, and any elements that need to be added
- Other feedback
- Email notes to [devon.isherwood@azed.gov](mailto:devon.isherwood@azed.gov)



Conditions, Climate and Culture



Principle #	Delete indicator #	Delete element bullet #under indicator#	Add
6	none	Indicator 3-bullet 1	



# Next Steps

- Internal and external feedback
  - ✓ Program area participation (internal)
  - ✓ MEGA Conference (external)
  - ✓ Website (internal and external)
- Develop scoring rubric for LEA/school use
- Develop list of possible evidence sources
- Develop tool itself to calculate scores, support analysis and identification of primary concerns



# ESSA SEA Consolidated State Plan Comprehensive Needs Assessment



## Contacts:

Carol Lippert

Associate Superintendent

High Academic Standards for All Students

[carol.lippert@azed.gov](mailto:carol.lippert@azed.gov)

Devon Isherwood

Deputy Associate Superintendent

Support and Innovation

[devon.isherwood@azed.gov](mailto:devon.isherwood@azed.gov)

Keri Schoeff

Physical Education/ Physical Activity Coordinator

Health and Nutrition

[keri.schoeff@azed.gov](mailto:keri.schoeff@azed.gov)



# Questions

