SIG 1003(g) Developing the Needs Assessment

Cohort 5
Pre-Application Needs Assessment

While we are waiting to begin, please make sure that you have downloaded a copy of the Needs Assessment and RFP. They can be accessed at the following URL:

http://www.isbe.net/sos/htmls/sip_1003.htm
SIG 1003(g) Bidders’ Webinar Series

1. Introduction to the SIG 1003(g) School Improvement Grant for Cohort 5

2. *Pre-Application Needs Assessment*

3. Successful Applications by Design

4. Budget Webinar

5. Compiling and Submitting the SIG 1003(g) Application
Tour of SIG Webpage

http://www.isbe.net/sos/htmls/sip_1003.htm
Agenda

• Purpose and Outcomes of the Needs Assessment Process
• Setting the Stage for School Reform
• Steps I-IV of the Pre-Application Process
• Connection with SIG 1003(g) Application
• Contact Information
Purpose of the Needs Assessment

- Inform the policies, programs, and practices that will be developed in the SIG 1003(g) application.
- Communicate, collaborate, and elicit support for school reform
- Selection of the Intervention Model*
- Selection of the Lead Partner
Steps in the Needs Assessment Process

• I. Develop Your Team, Communicate
• II. Analyze School Performance Data
• III. Analyze the District Level Capacity
• IV. Determine the Intervention Model
Step I: Develop Your Team

1. Developing a District/School Improvement Team
2. Team Membership
3. LEA/School Stakeholders Consultation Confirmation (form)
Step I – Develop Your Team

- District/School Leaders
- School Improvement team
- Special Education
- English Language Learners
- Support Services
- Union
- Assessment and Data Analysis
- Curriculum and Instruction
- School Board
- Potential Lead Partner
- Parents
- Other Community Stakeholders
**Step I – Maintaining Records**

**Team Membership Form**

(The completed forms are to be included in the Individual School Application)
Step I – Maintaining Records
Step I: Communicate

“In successful organizational improvement, . . . leaders find ways to include stakeholders in the process without letting them divert from it. That process takes a strong unbending will and a compass set determinedly on children’s learning” (Hassel, Hassel, & Rhim, 2007, p.5).
Step 1: Systematic and Intentional Communication

- No matter which intervention model a district chooses, there must be a systematic and intentional approach to:
  - The information that is conveyed
  - The people responsible for conveying the message—and for responding to reactions
  - The audience that is the focus of the information

“When the district operates within a framework of civic and community responsibility for school success, the difficult options . . . meet with greater support and understanding” (Wong, 2007, p. 19).
Step I: Communication at the Top

- Develop and communicate agreement between board and superintendent on philosophy and goals
- Enlist personal commitment to solidarity over time
- Project a district vision for school reform
- Engage the school board in communicating the vision to the community
- Listen to stakeholders

“School boards must play an active role, continuously and publicly providing support for the reform initiative.” (Cawelti & Protheroe, 2007, p. 32)
Step I: Confront The Brutal Facts

- Help the district staff and school leaders “feel the problem”
- Focus on the need for change from the perspective of the students
- Present the brutal facts about the consequences to students

“Create the urgency and buy-in among school leaders needed to move forward.” (Lane, 2009, p.23).
Step I: Outreach to the Community

- Convey both the need and the vision
- Communicate the benefits to students
- Engage parents, students, prospective students
- Meet the community in the community
- Convey both the vision and the reason that change is necessary

“Outreach should not only ‘sell the school’ but also ‘sell the fact that change must and has come to the school.’”

(IES, 2008, p.12).
Step I: Pertinent Information

- Be prepared to present data on the current status
- Show the long-term effects of poor performance on students, families, community
- Paint a vivid picture of what “will be”

“The community . . . can play a pivotal role in supporting or undermining efforts to turn around a school. . . Districts should consider how best to engage the surrounding community.” (Public Impact, 2007, p. 12)
They Can Handle “The Truth”

- Explain even the toughest decisions, such as school closure
- Accept responsibility for improvement
- Don’t make excuses for the past and present
- Demonstrate the promise of better education for students

“The districts worked proactively to develop a communications strategy that would both enable the board and district to remain unified during the difficult days ahead, and that would clearly explain to the public their rationale for selecting particular schools. Although their efforts did not eliminate public outcry . . . their efforts did win enough support to allow the process to go forward. They used two primary strategies—keeping district officials unified and being transparent about the rationale.”
(Steiner, 2009, p. 18)
Step 1: Communication Strategy

Communication about serious school reform must be:
- clear, transparent, timely, and unwavering.

District leaders and boards must be:
- unified
- equipped to explain the brutal facts as well as a clear vision of what will be better for students

Communication with the media must be:
- systematic and intentional
- proactive
- well-executed

Communication with stakeholders must include:
- multiple, face-to-face contacts with many people
Step II: Analyze School Performance Data

• Context
• Prior Intervention Efforts
• Student Achievement Data
Step II: School Context

- Grade levels served
- Basic Demographic data
- Neighborhood, Community Description
- Changes in enrollment, climate, culture
Step II: Previous School Level Interventions

• List failed interventions that occurred during the previous five years
• List successful interventions that occurred during the previous five years
• Explain why…. 
Step II: School Achievement Data

- ISAT/PSAE
- Trend
- Disaggregated

<table>
<thead>
<tr>
<th>STUDENT ACADEMIC PERFORMANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>10. Based on the grades served by the school, enter the percentage of all students who tested as proficient or better on the state assessment test for reading and mathematics.</td>
</tr>
<tr>
<td>10a. ISAT</td>
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<tr>
<td>All Grades Served: Reading</td>
</tr>
<tr>
<td>All Grades Served: Mathematics</td>
</tr>
<tr>
<td>10b. PSAE</td>
</tr>
<tr>
<td>Grade 11: Reading</td>
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<tr>
<td>Grade 11: Mathematics</td>
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<thead>
<tr>
<th>ISAT – ALL GRADES SERVED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject</td>
</tr>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Mathematics</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>PSAE – GRADE 11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject</td>
</tr>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Mathematics</td>
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</table>

<table>
<thead>
<tr>
<th>STUDENT ACADEMIC PERFORMANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>11. Using the 2013 state assessment data, what is the percentage of students in each subgroup who tested proficient or better on the state assessment test (PSAE) for reading and mathematics?</td>
</tr>
<tr>
<td>ISAT – ALL GRADES SERVED</td>
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<tr>
<td>--------------------------</td>
</tr>
<tr>
<td>Subject</td>
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<tr>
<td>Reading</td>
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<tr>
<td>Mathematics</td>
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<tr>
<td>PSAE – GRADE 11</td>
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<td>-----------------</td>
</tr>
<tr>
<td>Subject</td>
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<tr>
<td>Reading</td>
</tr>
<tr>
<td>Mathematics</td>
</tr>
</tbody>
</table>

12. Using the 2013 state assessment data, what is the student participation rate on the state assessment in reading and mathematics by
Step II: School Metrics

- Attendance, Mobility, Discipline, Truancy, Drop-out, Graduation
- Advanced Coursework
- Teacher Talent
Step II: School Data Analysis

- Subgroup analysis
- Subject analysis
- Patterns over time
- Connection with Lead Partner
- Connection with Intervention Model
Step II: Data Resources

- Illinois Report Card
- Needs Assessment Tool 2-Previous Interventions
- Appendix C: Leading Indicators and Metrics
- RFP, Appendix B: SIG Metrics and Expected Improvement Cycle
Step III: LEA Capacity Analysis

• Core Group Consensus on the following four areas:
  – Teachers and Leaders
  – Instructional and Support Strategies
  – Time and Support
  – Governance
Step III: LEA Capacity Analysis

• What key functions, systems, policies, and processes must be examined, strengthened, and/or developed to support sustainable improvement efforts in each area?
Step IV: Determine the Intervention Model

The chief question to answer in determining the most appropriate intervention model is: What improvement strategy will result in the most immediate and substantive improvement in learning and school success for the students now attending this school *given the existing capacity in the school and the district?* There is no "correct" or "formulaic" answer to this question. Rather, relative degrees of performance and capacity should guide decision making. The following table outlines key areas and characteristics of performance and school, district, and community capacity that should be considered as part of your decision making. In the first column, check the boxes that accurately describe the school. The checks in the right four columns indicate that if this characteristic is present, the respective intervention model could be an option.

<table>
<thead>
<tr>
<th>Characteristics of Performance and Capacity</th>
<th>INTERVENTION MODEL</th>
</tr>
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<tbody>
<tr>
<td><strong>School Performance</strong></td>
<td></td>
</tr>
<tr>
<td>☐ All students experiencing low achievement/graduation rates</td>
<td>✔</td>
</tr>
<tr>
<td>☐ Select sub-groups of students experiencing low performance</td>
<td>✔</td>
</tr>
<tr>
<td>☐ Students experiencing low achievement in all core subject areas</td>
<td>✔</td>
</tr>
<tr>
<td>☐ Students experiencing low achievement in only select subject areas</td>
<td>✔</td>
</tr>
<tr>
<td><strong>School Capacity</strong></td>
<td></td>
</tr>
<tr>
<td>☐ Strong, current (2 yrs or less) or readily available turnaround leader</td>
<td>✔</td>
</tr>
<tr>
<td>☐ Evidence of pockets of strong instructional staff capacity</td>
<td>✔</td>
</tr>
<tr>
<td>☐ Evidence of limited staff capacity</td>
<td>✔</td>
</tr>
<tr>
<td>☐ Evidence of negative school culture</td>
<td>✔</td>
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<tr>
<td>☐ History of chronic low achievement</td>
<td>✔</td>
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<tr>
<td>☐ Physical plant deficiencies</td>
<td>✔</td>
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<tr>
<td>☐ Evidence of response to prior reform efforts</td>
<td>✔</td>
</tr>
<tr>
<td><strong>District Capacity</strong></td>
<td></td>
</tr>
<tr>
<td>☐ Willing to negotiate for waivers of collective bargaining agreements related to staff transfers and removals</td>
<td>✔</td>
</tr>
</tbody>
</table>
Step IV: Determine the Intervention Model, cont.

Part IV: Determining the (Best Fit) Intervention Model for School (continued)

Intervention Model Analysis


1. Based on the Characteristics of Performance and Capacity tables, rank order the intervention models that seem the best fit for this school. This is only a crude estimation of the best possible model, but it is a place to start.

   Best Fit Ranking of Intervention Models

   A. Best Fit

   B. Second Best Fit

   C. Third Best Fit

   D. Fourth Best Fit

2. Now answer the questions on the following pages for the intervention model the team considers the best fit and the model the team considers the second best fit.

3. Review the questions for the other two intervention models. Change the rankings if answering and reviewing the questions raises doubts about the original ranking.

4. Once the intervention model has been selected for this school, enter the LEA’s decision on the FY 2015 SIG 1003(g) LEA Application (Attachment 2) and the Individual School’s Application Cover Page (Attachment 7).
Step IV: Resources

- Tools 2-4: Intervention Model Checklists
- Appendix B: Required Key Components
- Federal Guidance: SIG 1003(g)
  Intervention Model
Connection to the SIG 1003(g) Application - Rubric

- LEA Application
  - Insert Part III of the Needs Assessment
  - Intervention Model Selection for Priority Schools (Attachment 2)
- Individual School Application
  - Insert Parts I and II of the Needs Assessment
## LEA/School Rubrics

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Description</th>
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<tbody>
<tr>
<td>I.1</td>
<td>Needs Analysis</td>
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<tr>
<td>II.9</td>
<td>Selecting the Lead Partner</td>
</tr>
<tr>
<td>I.1</td>
<td>Administration of the Needs Assessment</td>
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