

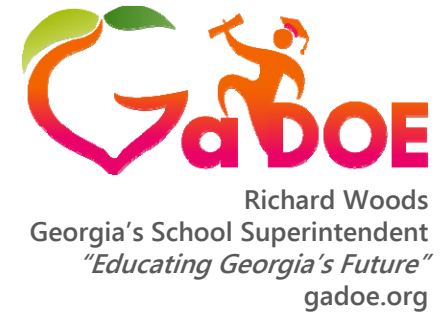
# Georgia's Systems of Continuous Improvement

## *The Friday Webinar Series* **Conducting a Single Comprehensive Needs Assessment**

Office of Federal Programs  
Office of Special Education  
Office of School Improvement

February 10, 2017

# Presenters



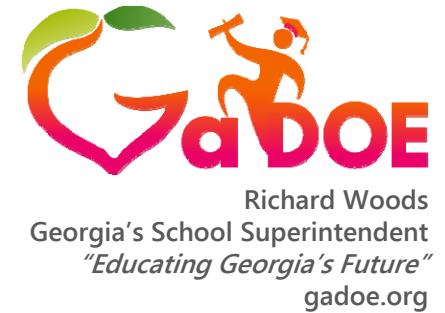
John Wight

Director of Federal Programs

Dr. Will Rumbaugh

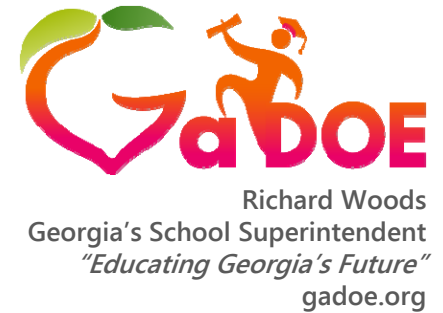
Director of School and District Effectiveness

# Agenda



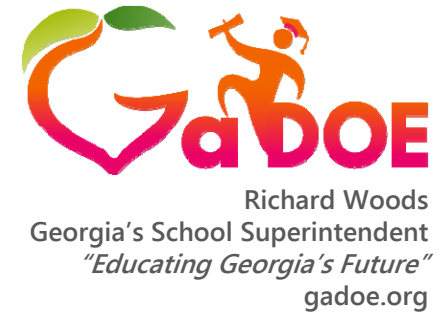
- Georgia's Systems of Continuous Improvement
- Single Comprehensive Needs Assessment
- Preview of the GaDOE Needs Assessment Tool

# Background



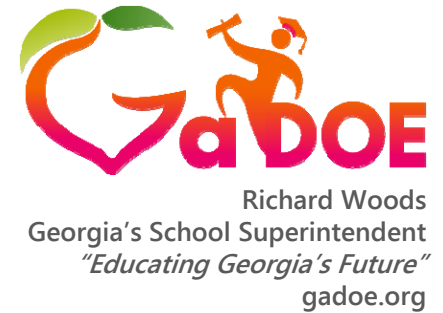
- GaDOE has been listening to LEAs and the challenges of multiple needs assessments and school and district plans
- GaDOE programs are collaborating together to unify requirements and support the connection between the district flexibility contract, the needs assessment, and school/district improvement plans
- GaDOE is in a pilot year and will be gathering your feedback as we move along

# Needs Assessment



- For FY18, districts and schools will complete **single** comprehensive needs assessments that include all students, groups, programs and are connected to the district's flexibility contract.
- This single comprehensive needs assessment will meet individual program statutory requirements for the school and district.
- This single comprehensive needs assessments will be reviewed by cross-program teams of GaDOE staff as part of the FY18 Comprehensive LEA Improvement Plan (CLIP).
- These single comprehensive needs assessments will be completed every 3 years; however, it will be reviewed and updated annually.

# Needs Assessment and the CLIP

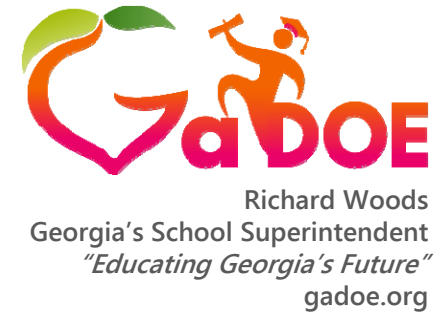


- Prior Comprehensive LEA Improvement Plan (CLIP) included questions now addressed in the needs assessment and/or district and school improvement plans
- Some prior CLIP questions will be revised or removed for FY18
- Comprehensive LEA Improvement Plan (CLIP) for FY18 will include:
  1. Single Comprehensive Needs Assessment report from the district
  2. Remaining CLIP questions
  3. District and school improvement plans and Title II A equity plan

# Professional Development: Georgia's Systems of Continuous Improvement

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Georgia's Systems of Continuous Improvement Overview, Needs Assessment Overview; Tool Overview	February 10
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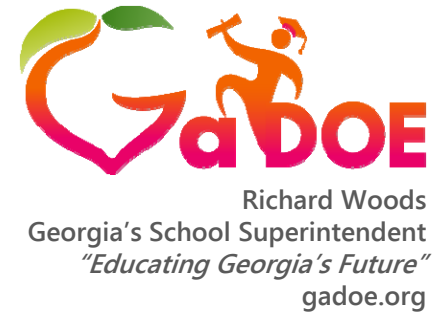
# Needs Assessment Tool from GaDOE



- Tool to guide the needs assessment at the district and school levels
- GaDOE will pre-populate state data elements; district and schools will add local formative assessment data elements
- All federal programs and populations represented
- Guiding questions to move the process along toward concerns and need determinations
- Template, when completed, will be a “needs assessment report” that can be used for a variety of purposes

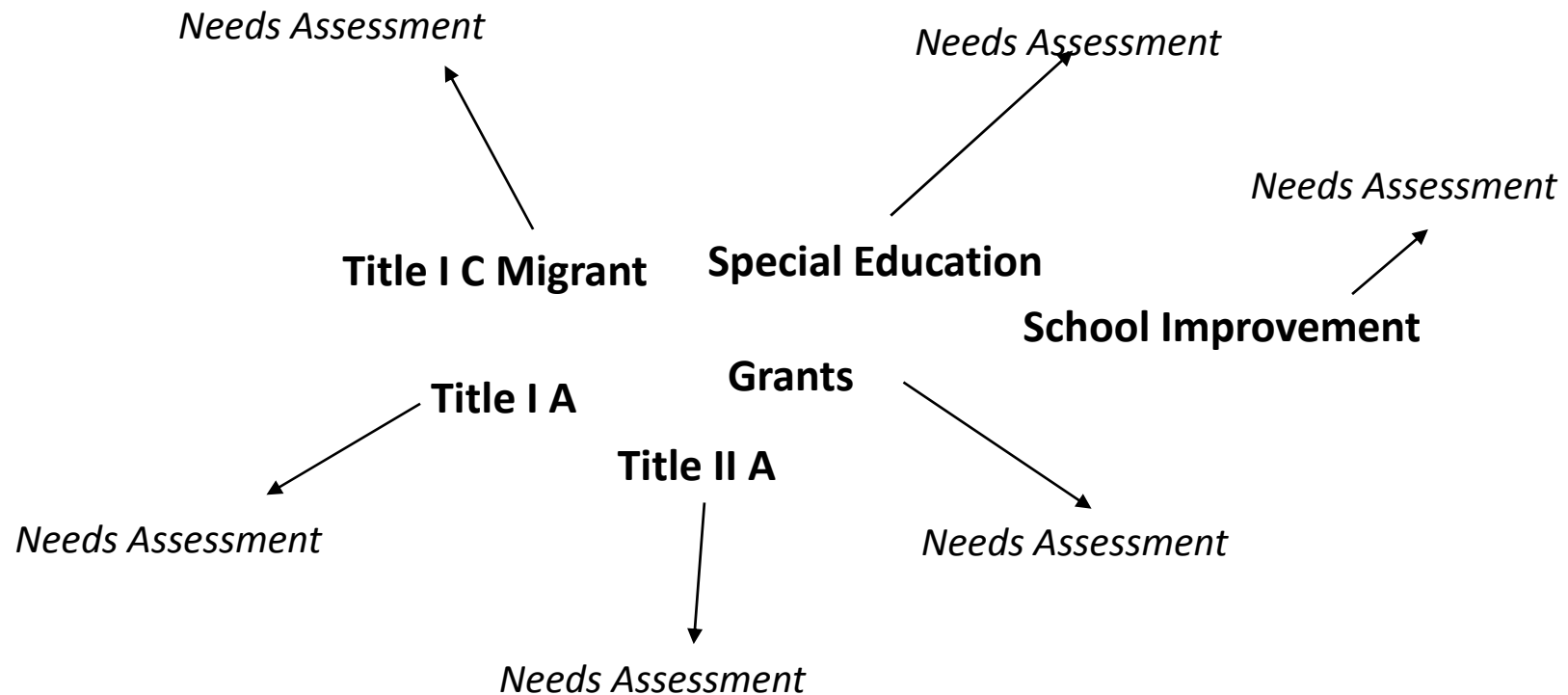


# Timeline



- March 1, 2017, needs assessment tool delivered to district
- April to May, 2017, needs assessment completed
- May to June 2017, needs assessment connected to district and school improvement planning for FY18
- July to August 2017, needs assessment “report” and district school improvement plans provided to GaDOE as part of the FY18 CLIP

**THEN:**  
**Multiple Needs Assessments**  
**Completed by LEAs (both district and school)**



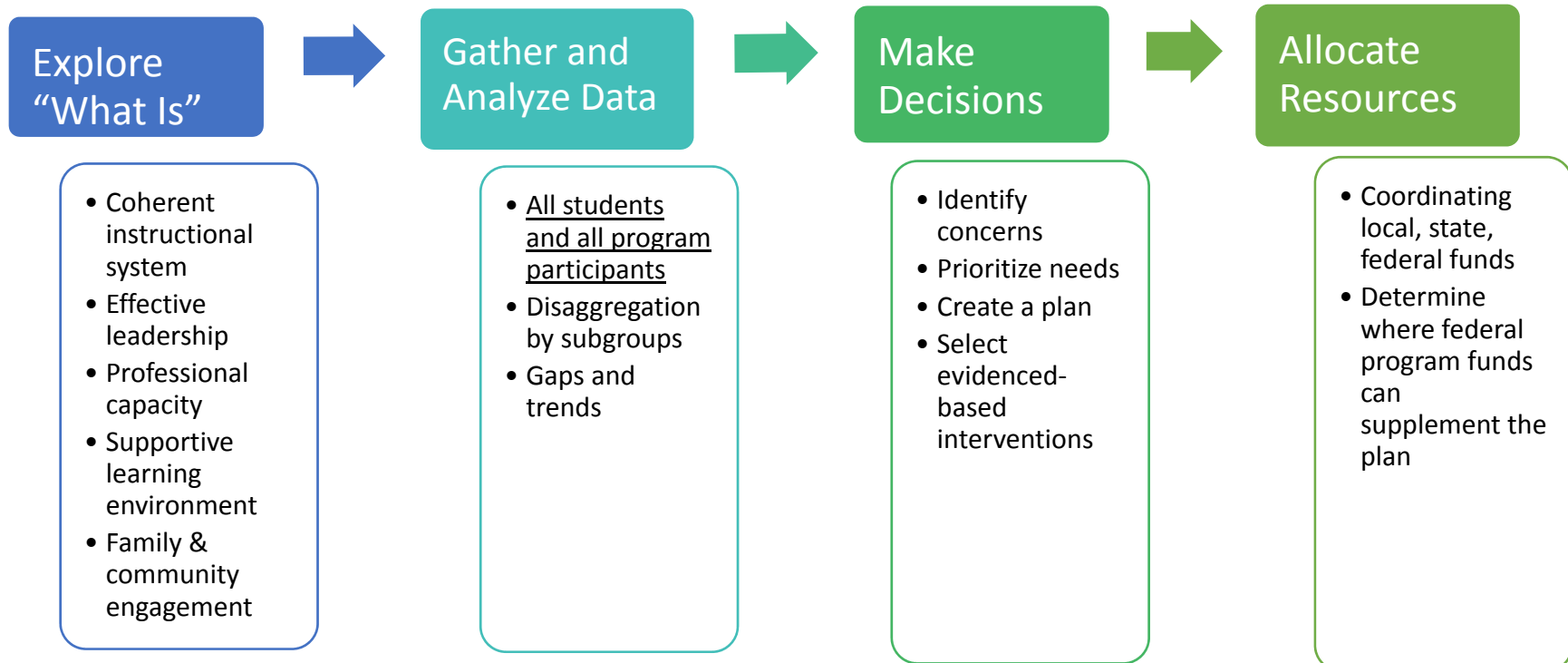
NOW:

# Single Needs Assessment

## Completed by LEAs (both district and school)



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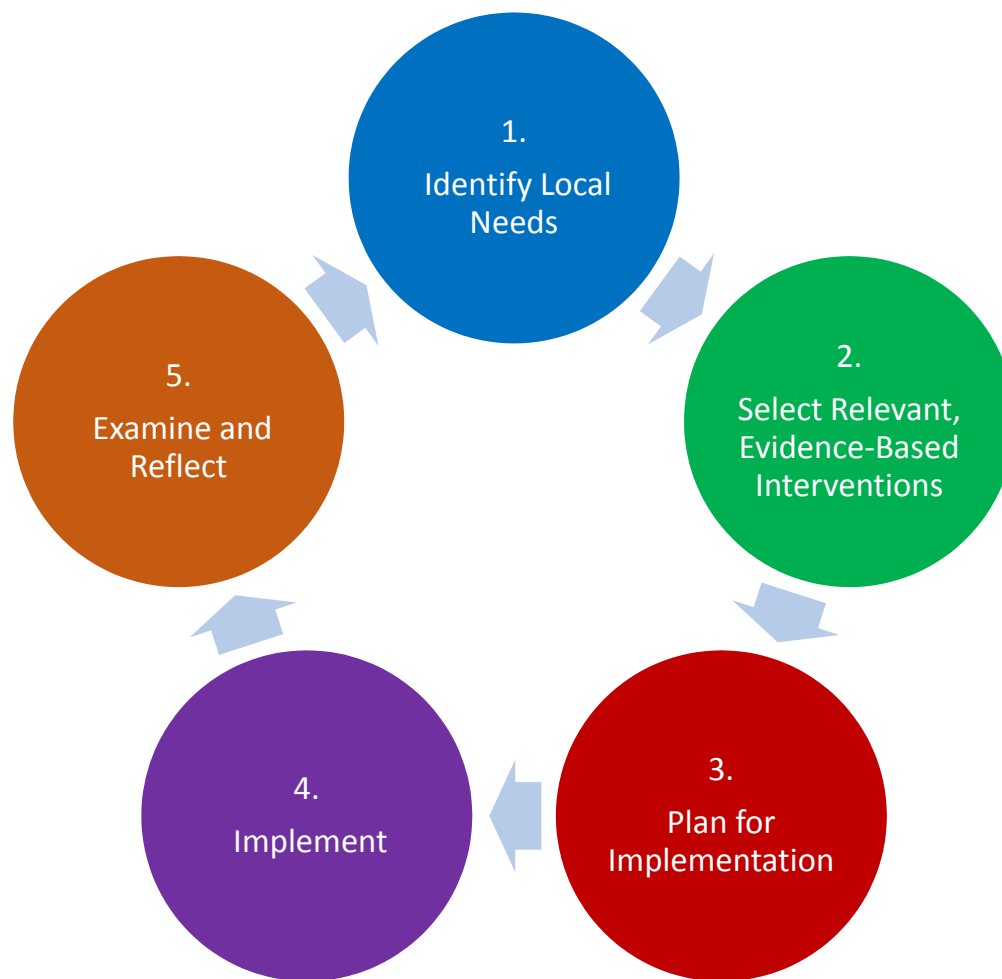
Federal program needs assessment requirements are met within this combined process.

# A Common Understanding of the Needs Assessment

# Common Understanding



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The Problem Solving Cycle

# Common Understanding



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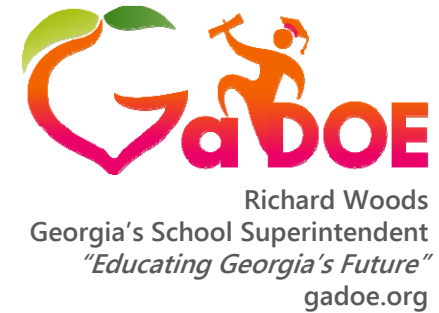
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# What to Improve

# Support Structures Essential for School Improvement



- **Coherent Instructional System:** District and schools must have an established, shared instructional guidance system
- **Effective Leadership:** A major support necessary for an effective instructional guidance system is the leadership in the school and at the district level
- **Professional Capacity:** In addition to effective leadership, schools, to improve particularly in instruction, must have a coherent system to develop the capacity of the professionals in the school
- **Supportive Learning Environment:** A school must design a system that organizes the efforts in the school to meet the differing needs of all students
- **Family & Community Engagement:** A school must have an intentional, explicit system for engaging the adults beyond the school house in the core instructional work of the school

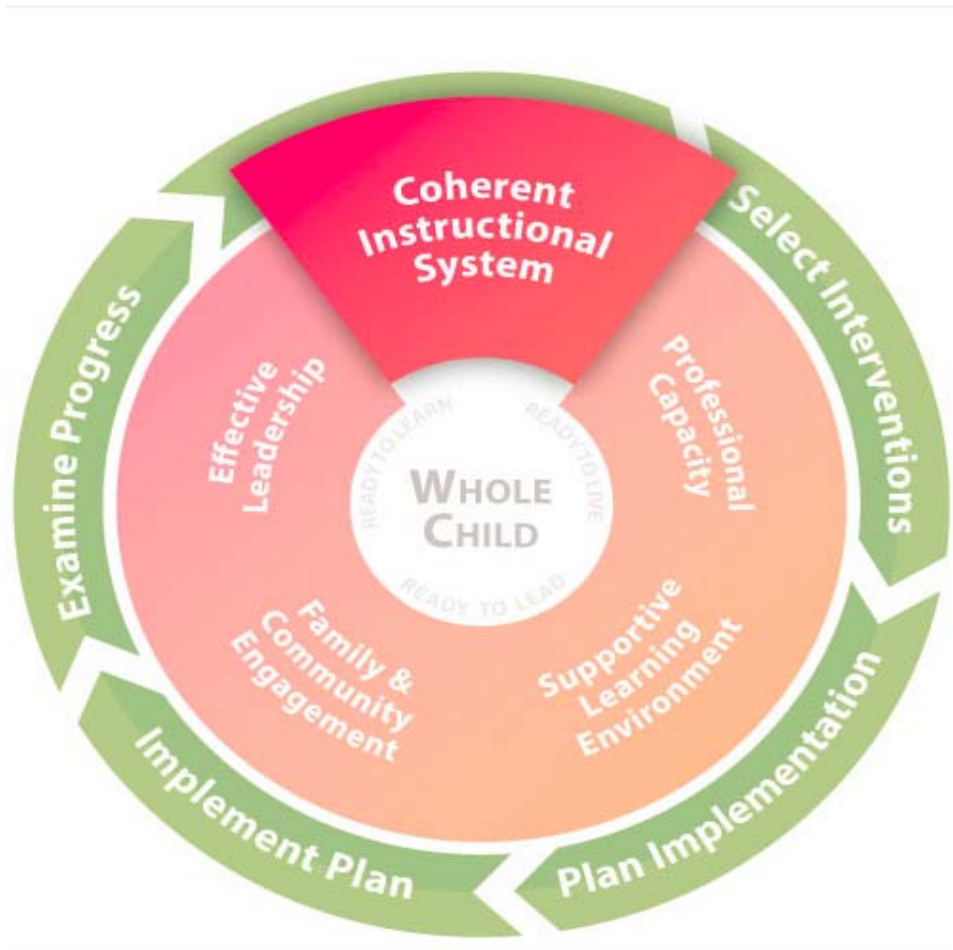
Source: *Organizing for School Improvement* edited by Anthony Bryk (2010)



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- Planning for quality instruction
- Delivering quality instruction
- Monitoring student progress
- Refining the instructional system

# Georgia's Systems of Continuous Improvement



- Creating and maintaining a climate and culture conducive to academic success
- Cultivating and distributing leadership
- Ensuring high quality instruction in all classrooms
- Managing the school and its resources
- Driving improvement efforts

# Georgia's Systems of Continuous Improvement



- Attracting staff
- Developing staff
- Retaining staff
- Ensuring staff collaboration

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- Maintaining order and safety
- Developing and monitoring a multi-tiered system of supports
- Ensuring a student learning community

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- Welcoming all families/the community
- Communicating effectively with families/the community
- Supporting student success
- Empowering families
- Sharing leadership with families/the community
- Collaborating with the community



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# How to Improve

# Identify Needs



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- Talk with many people who have a stake in the improvement
- Collect information from many places to decide the needs of students and teachers
- Identify the processes in the school that are broken and are causing the needs

# Select Interventions



- Consider all the evidence for needed improvements
- Research possible interventions
- Determine if staff has the capacity to implement possible interventions



# Plan Implementation



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- Identify roles and responsibilities of those implementing the intervention
- Develop a team that will deeply understand the intervention and of best ways to implement it
- Develop the implementation timeline
- Identify resources and supports needed for the implementation of the intervention
- Develop a set of information to be reviewed to track the implementation

# Implement Plan



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- Collect information to monitor the quality of supports being provided for the intervention
- Consider what additional information is needed to determine if intervention is working
- Assess the degree to which the implementation plan is being followed
- Identify ways to break down any barriers
- Build capacity of others to facilitate the improvement process now and in the future

# Examine Progress



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- Determine if the staff can formally study the effects of the intervention to share with others in the field
- Monitor implementation and progress against defined goals
- Define reasonable expectations for success
- Identify and track progress and performance
- Develop a plan for how knowledge about the intervention will be shared with others
- Use the evidence to determine whether the intervention should continue as is, be modified, or be discontinued

# Common Understanding

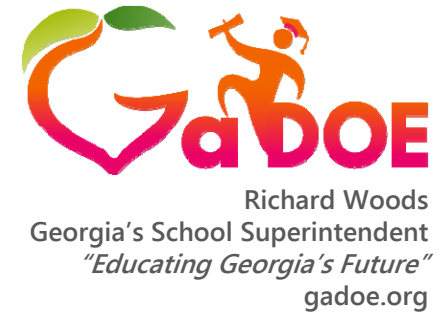


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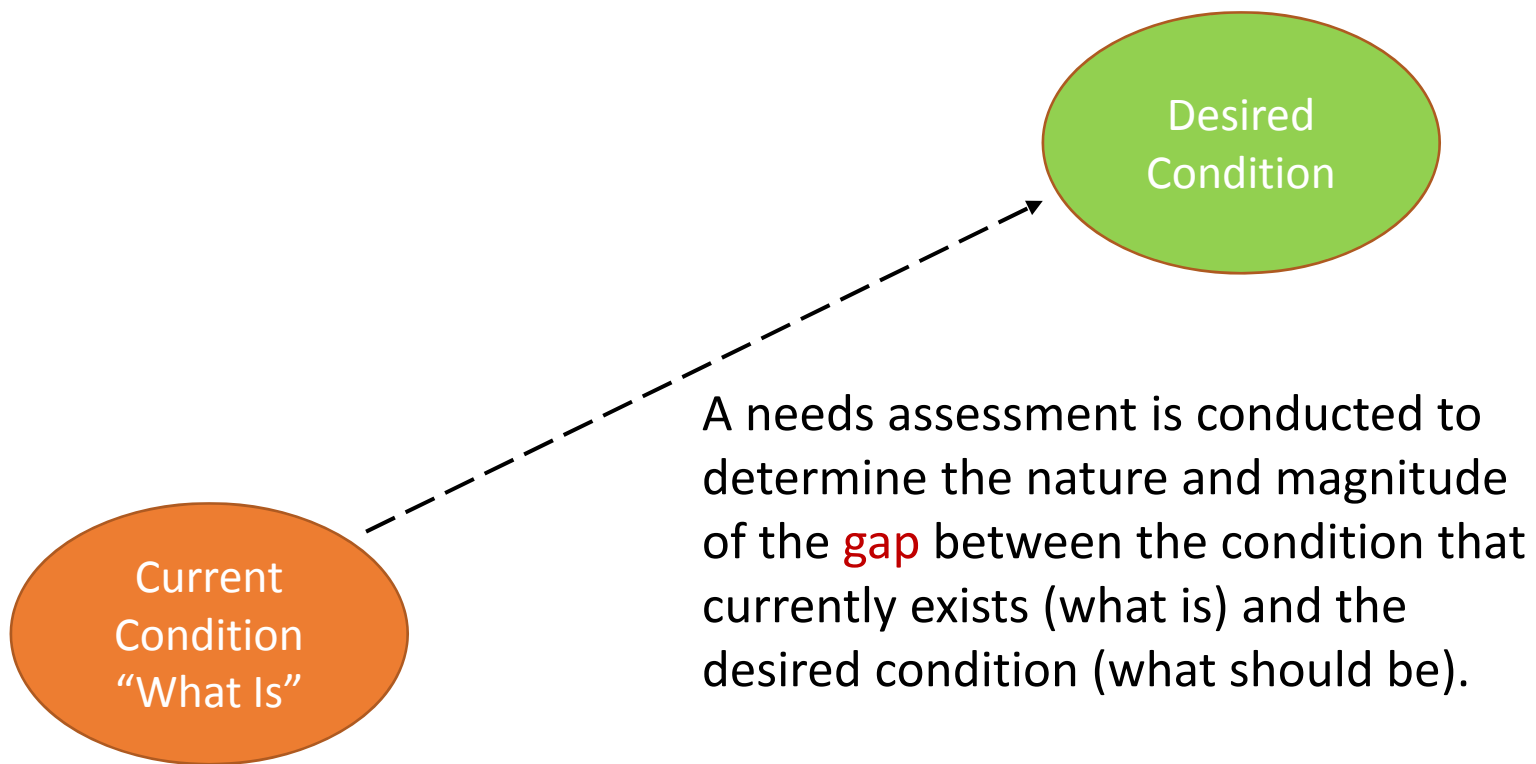
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# Needs Assessment



- A needs assessment serves as a process to collect and examine a *breadth* of information about district/school issues...
  - ...in order to provide a *depth* of understanding of student needs.
- A needs assessment then, through a structured decision making process, prioritizes concerns that will become the basis of plans...
  - ...for improving student achievement and meeting challenging academic standards.

# Needs Assessment



# Plans for Improving Schools



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Identified Need (from Root Cause Analysis):							
SMART Goal (to meet identified need):							
System/Structure	Activity/improvement effort/task to achieve the SMART goal		Implementation			Progress	Feedback
	Activity/Effort/Task	Cost/Source	Work to be produced	Person Responsible	Due Date	Indicators that effort/task is working	(LEA, GaDOE, etc.)
Coherent Instructional System-Structure:							
Effective Leadership-Structure:							
Professional Capacity-Structure:							
Family & Community Engagement-Structure:							
Supportive Learning Environment-Structure:							
SWD							
ED							
Minority							

Sample Plan

# References and Resources

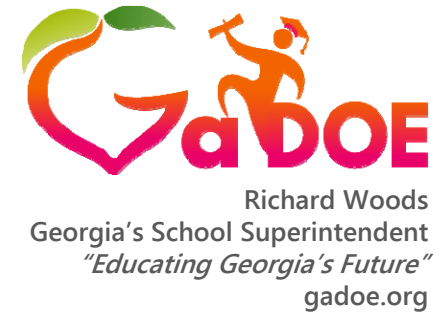
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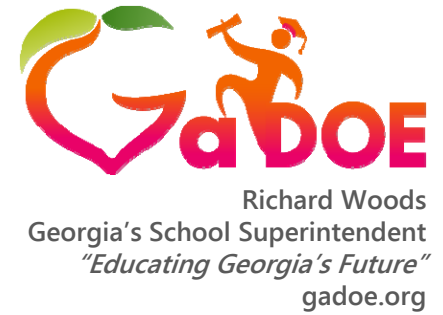
# Preview



## A Tour of the CNA Reporting Tool

Nicholas L. Handville  
Business Analyst III  
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# Questions?



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- Dr. Will Rumbaugh ([wrumbaugh@doe.k12.ga.us](mailto:wrumbaugh@doe.k12.ga.us))
- General Questions:  
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