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

<table>
<thead>
<tr>
<th>Friday Webinar Series</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Georgia’s Systems of Continuous Improvement Overview, Needs Assessment Overview; Tool Overview</td>
<td>February 10</td>
</tr>
<tr>
<td>Planning and Preparation</td>
<td>February 17</td>
</tr>
<tr>
<td>Coherent Instructional System</td>
<td>February 24</td>
</tr>
<tr>
<td>Effective Leadership</td>
<td>March 3</td>
</tr>
<tr>
<td>Professional Capacity</td>
<td>March 10</td>
</tr>
<tr>
<td>Family &amp; Community Engagement</td>
<td>March 17</td>
</tr>
<tr>
<td>Supportive Learning Environment</td>
<td>March 24</td>
</tr>
<tr>
<td>Identifying Need: Root Causes, Drawing Conclusions, and Prioritizing</td>
<td>March 31</td>
</tr>
<tr>
<td>Problem Solving Process; Selecting Interventions</td>
<td>April 7</td>
</tr>
<tr>
<td>Improvement Planning – Systems and Processes</td>
<td>April 21</td>
</tr>
<tr>
<td>Planning – Budgeting</td>
<td>April 28</td>
</tr>
<tr>
<td>Submitting the Comprehensive LEA Improvement Plan (CLIP)</td>
<td>May 5</td>
</tr>
</tbody>
</table>
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)

---

**Explore “What Is”**

- Coherent instructional system
- Effective leadership
- Professional capacity
- Supportive learning environment
- Family & community engagement

---

**Gather and Analyze Data**

- All students and all program participants
- Disaggregation by subgroups
- Gaps and trends

---

**Make Decisions**

- Identify concerns
- Prioritize needs
- Create a plan
- Select evidenced-based interventions

---

**Allocate Resources**

- Coordinating local, state, federal funds
- Determine where federal program funds can supplement the plan

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

---

2/10/2017
A Common Understanding of the Needs Assessment
Common Understanding

1. Identify Local Needs
2. Select Relevant, Evidence-Based Interventions
3. Plan for Implementation
4. Implement
5. Examine and Reflect

The Problem Solving Cycle
Common Understanding

Georgia’s Systems of Continuous Improvement
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)*
Georgia’s Systems of Continuous Improvement

- 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
Georgia’s Systems of Continuous Improvement

- Maintaining order and safety
- Developing and monitoring a multi-tiered system of supports
- Ensuring a student learning community
Georgia’s Systems of Continuous Improvement

- 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
How to Improve
Identify Needs

- 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

- 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

- 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

• 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

Georgia’s Systems of Continuous Improvement
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.
A needs assessment is conducted to determine the nature and magnitude of the gap between the condition that currently exists (what is) and the desired condition (what should be).
# Plans for Improving Schools

## Identified Need (from Root Cause Analysis):

## SMART Goal (to meet identified need):

<table>
<thead>
<tr>
<th>System/Structure</th>
<th>Activity/improvement effort/task to achieve the SMART goal</th>
<th>Implementation</th>
<th>Status/Progress</th>
<th>Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coherent Instructional System-Structure:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Effective Leadership-Structure:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional Capacity-Structure:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family &amp; Community Engagement-Structure:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supportive Learning Environment-Structure:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SWD Ed Minority</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Sample Plan
References and Resources


# Professional Development: Georgia’s Systems of Continuous Improvement

<table>
<thead>
<tr>
<th>Friday Webinar Series</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Georgia’s Systems of Continuous Improvement Overview, Needs Assessment</td>
<td>February 10</td>
</tr>
<tr>
<td>Georgia’s Systems of Continuous Improvement Overview, Needs Assessment</td>
<td>February 10</td>
</tr>
<tr>
<td>Georgia’s Systems of Continuous Improvement Overview, Needs Assessment</td>
<td>February 10</td>
</tr>
<tr>
<td>Georgia’s Systems of Continuous Improvement Overview, Needs Assessment</td>
<td>February 10</td>
</tr>
<tr>
<td>Planning and Preparation</td>
<td>February 17</td>
</tr>
<tr>
<td>Coherent Instructional System</td>
<td>February 24</td>
</tr>
<tr>
<td>Effective Leadership</td>
<td>March 3</td>
</tr>
<tr>
<td>Professional Capacity</td>
<td>March 10</td>
</tr>
<tr>
<td>Family &amp; Community Engagement</td>
<td>March 17</td>
</tr>
<tr>
<td>Supportive Learning Environment</td>
<td>March 24</td>
</tr>
<tr>
<td>Identifying Need: Root Causes, Drawing Conclusions, and Prioritizing</td>
<td>March 31</td>
</tr>
<tr>
<td>Problem Solving Process; Selecting Interventions</td>
<td>April 7</td>
</tr>
<tr>
<td>Improvement Planning – Systems and Processes</td>
<td>April 21</td>
</tr>
<tr>
<td>Planning – Budgeting</td>
<td>April 28</td>
</tr>
<tr>
<td>Submitting the Comprehensive LEA Improvement Plan (CLIP)</td>
<td>May 5</td>
</tr>
</tbody>
</table>
A Tour of the CNA Reporting Tool

Nicholas L. Handville
Business Analyst III
Office of Federal Programs
Questions?

• John Wight (jwright@doe.k12.ga.us)

• Dr. Will Rumbaugh (wrumbaugh@doe.k12.ga.us)

• General Questions: federalprograms@doe.k12.ga.us