

Title II, Part A

Conducting a Needs Assessment, Analyzing Results and Identifying Prioritized Needs

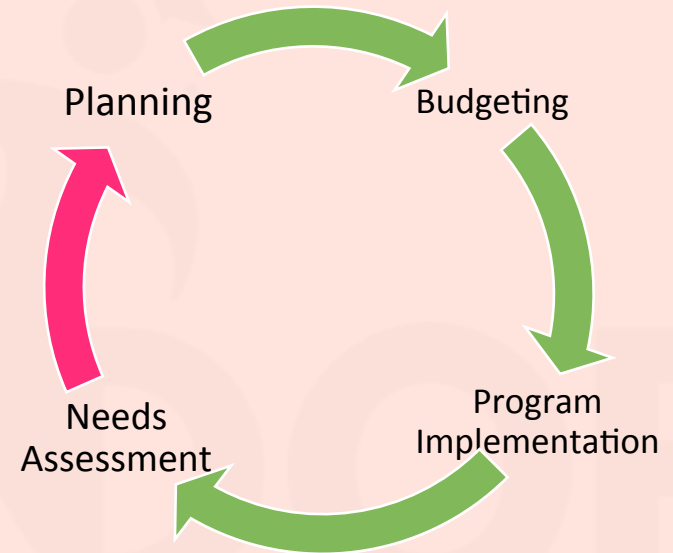
March 2015

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Introduction

Agenda

- **Conducting** a LEA Needs Assessment
- **Analyzing** Results of Needs Assessment Data
- **Identifying** Prioritized Needs





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Essential Questions

- What is a comprehensive needs assessment and what are the mandatory components of the Title II, Part A Program?
- How can my LEA effectively analyze our summary data?
- How should my LEA use the summary data and analysis to determine our prioritized needs?

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Needs Assessment

Statute – Purpose

Title II, Part A, Section 2101



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The purpose of this part is to provide grants to State educational agencies, local educational agencies, State agencies for higher education, and eligible partnerships in order to —

- (1) increase student academic achievement through strategies such as improving teacher and principal quality and increasing the number of highly qualified teachers in the classroom and highly qualified principals and assistant principals in schools; and
- (2) hold local educational agencies and schools accountable for improvements in student academic achievement.



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Statute – Needs Assessment

Title II, Part A, Section 2122(c)

(1) IN GENERAL- To be eligible to receive a subgrant under this subpart, a local educational agency shall conduct an assessment of local needs for **professional development** and **hiring**, as identified by the local educational agency and school staff.

(2) REQUIREMENTS- Such needs assessment shall be conducted with the involvement of teachers, including teachers participating in programs under part A of title I, and shall take into account the activities that need to be conducted in order to give teachers the means, including **subject matter knowledge** and **teaching skills**, and to give principals the instructional **leadership skills** to help teachers, to provide students with the opportunity to meet challenging State and local student academic achievement standards.



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Title II, Part A Non-Regulatory Guidance

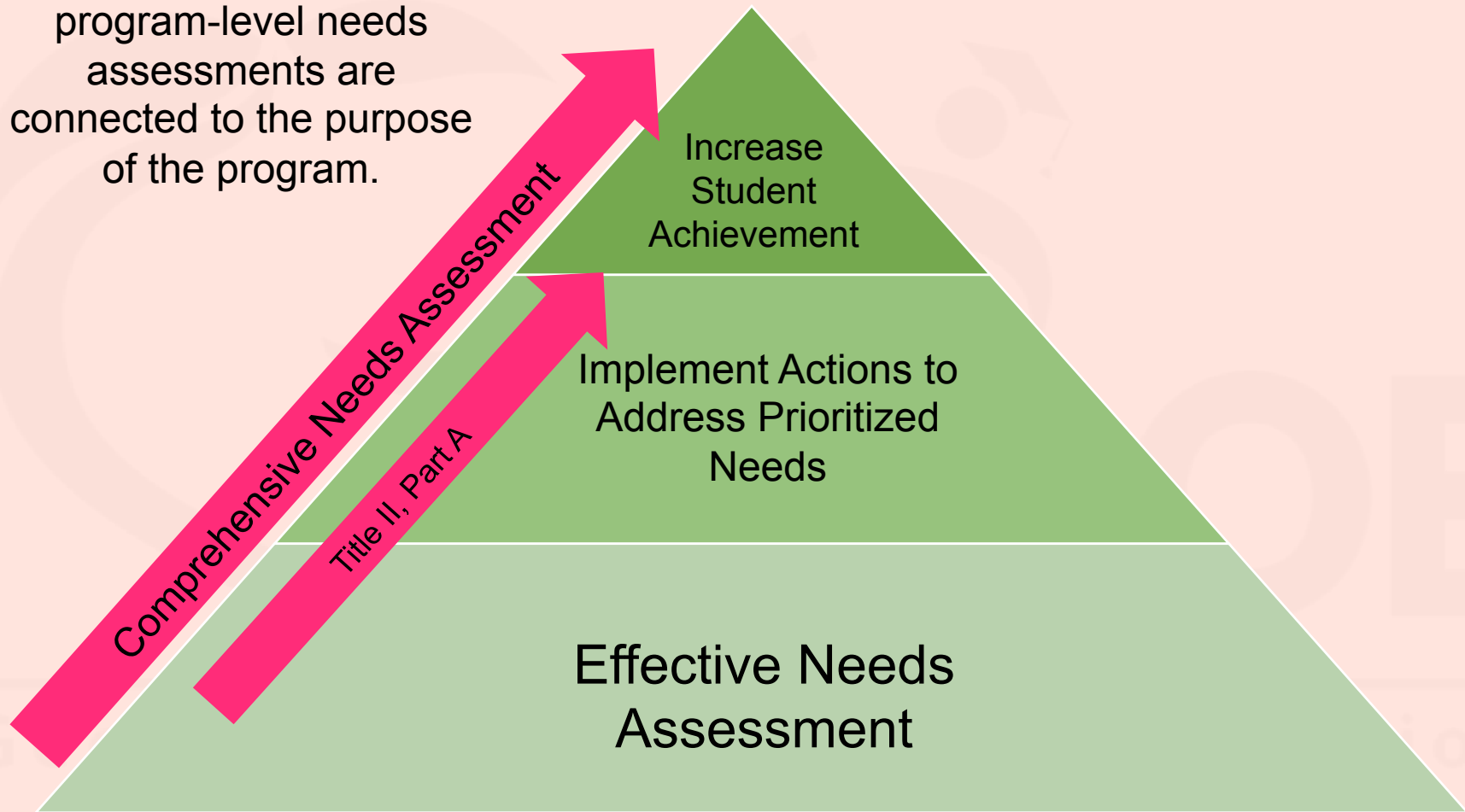
- **D-11.** The purpose of the needs assessment is to identify the qualifications and professional development required by local educators in order to help students meet challenging state and local standards. Needs assessments should consider both the knowledge and skills needed by teachers and the instructional leadership skills required of principals to ensure that students meet standards. If LEAs have teachers who are not highly qualified, the needs assessment must address this area.
- **D-12 and D-16.** LEAs must involve teachers at individual schools in the needs assessment process.
- **D-13.** The law does not require that the needs assessment process include particular types of data. **Types of data** suggested in the guidance include student achievement data, information on national and state initiatives, anticipated professional development needs of core subject area teachers, scientifically based research, anticipated teacher supply and demand, student enrollment data, results of program evaluations, and input from community and business.
- **D-15.** LEAs are not required to use funds to address all needs identified in the assessment. Instead, use of Title II, Part A funds must **focus on activities most likely to produce positive results in terms of instruction and student achievement.**
- **D-17.** The guidance recommends that LEAs use needs assessment data to identify hiring and professional development activities that will help close achievement gaps.

Defining Needs Assessment

- Assessing needs comprehensively means getting the full *breadth* of information for *depth* of understanding. It's a **process** that collects and examines information about system/schoolwide issues and then utilizes that data in structured decision making that will determine priority goals, develop a plan, and allocate often limited funds and resources.
- It is a systematic effort to acquire an accurate, thorough picture of the strengths and areas for improvement of a school community that can be used in response to the academic needs of all students for improving student achievement and meeting challenging academic standards.
- Determine what is happening that is impacting learning and hypothesize on what the root causes might be.

Why?

The requirements for program-level needs assessments are connected to the purpose of the program.



Resources for Title II, Part A Needs Assessment



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Resource	Location
Needs Assessment Worksheets	Website
Georgia Needs Assessment Guidance	Handbook, Section 2
SAMPLE Surveys	Website
Private School Needs Assessment	Website
Training PowerPoint(s)	Website
Title II, Part A Specialist	Website

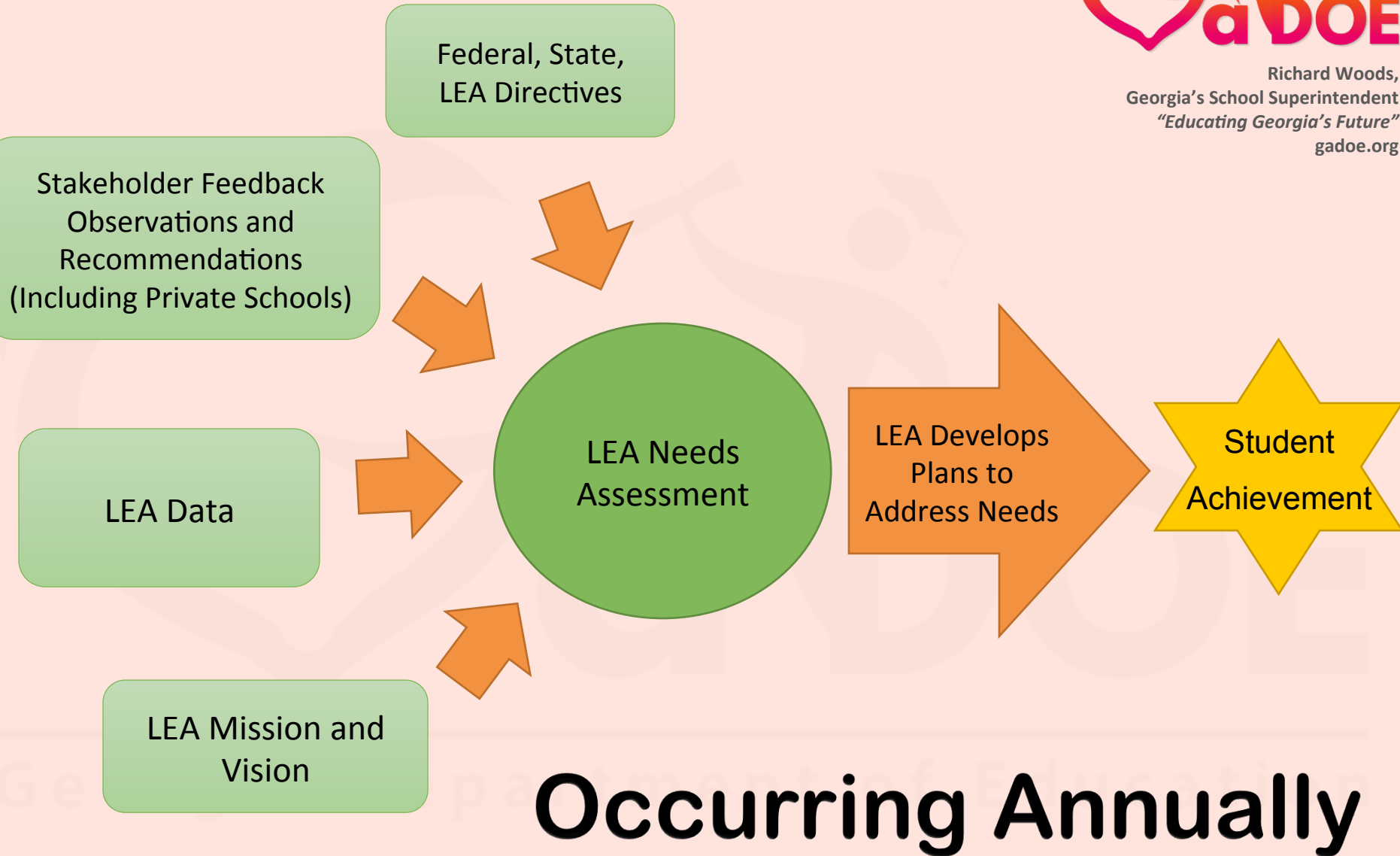
Timeline



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Actions	Timeline
Conduct Title II, Part A Needs Assessment Develop, administer, and compile results of the LEA's annual needs assessment with all stakeholders (including private schools) to include all components of Title II, Part A	January - May
Analyze Results for Title II, Part A Analyze results based on 1) effectiveness of prior implementation and 2) current data from needs assessment	January - June
Identify Title II, Part A Prioritized Needs	May - June

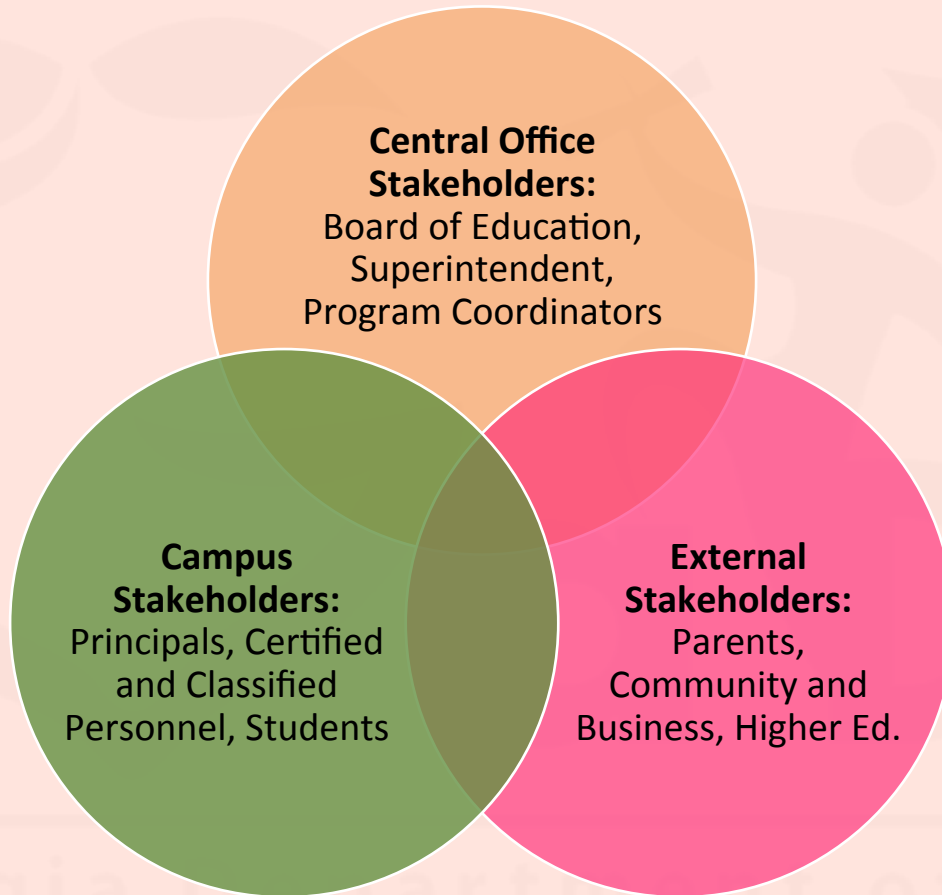
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Collecting Data

- Meetings, Focus Groups
 - Federal Programs, Board, School Council, PTA/ PTO P20 Collaborative, RESA Regional
- Surveys
 - Stakeholder (Students, Certified and Classified Staff, Community, Parents, Higher Ed), Exit Interviews, School Improvement
- Perception
 - Observations, Focus Walks, Walk-Throughs, Environmental Scans
- Evaluations
 - Program (Federal Programs, Mentoring, Induction), Professional Learning, Job
- Document Analysis
 - Federal, State and Local Mandates, Policies, Guidance, Plans and Budgets
- Demographic and Achievement Data and Reports
 - State and Local Assessments and Reports, Research Reports

Key Contributors



*Stakeholders
should be involved
in the **planning**
and analysis.*

Title II, Part A

Data Sources by Component



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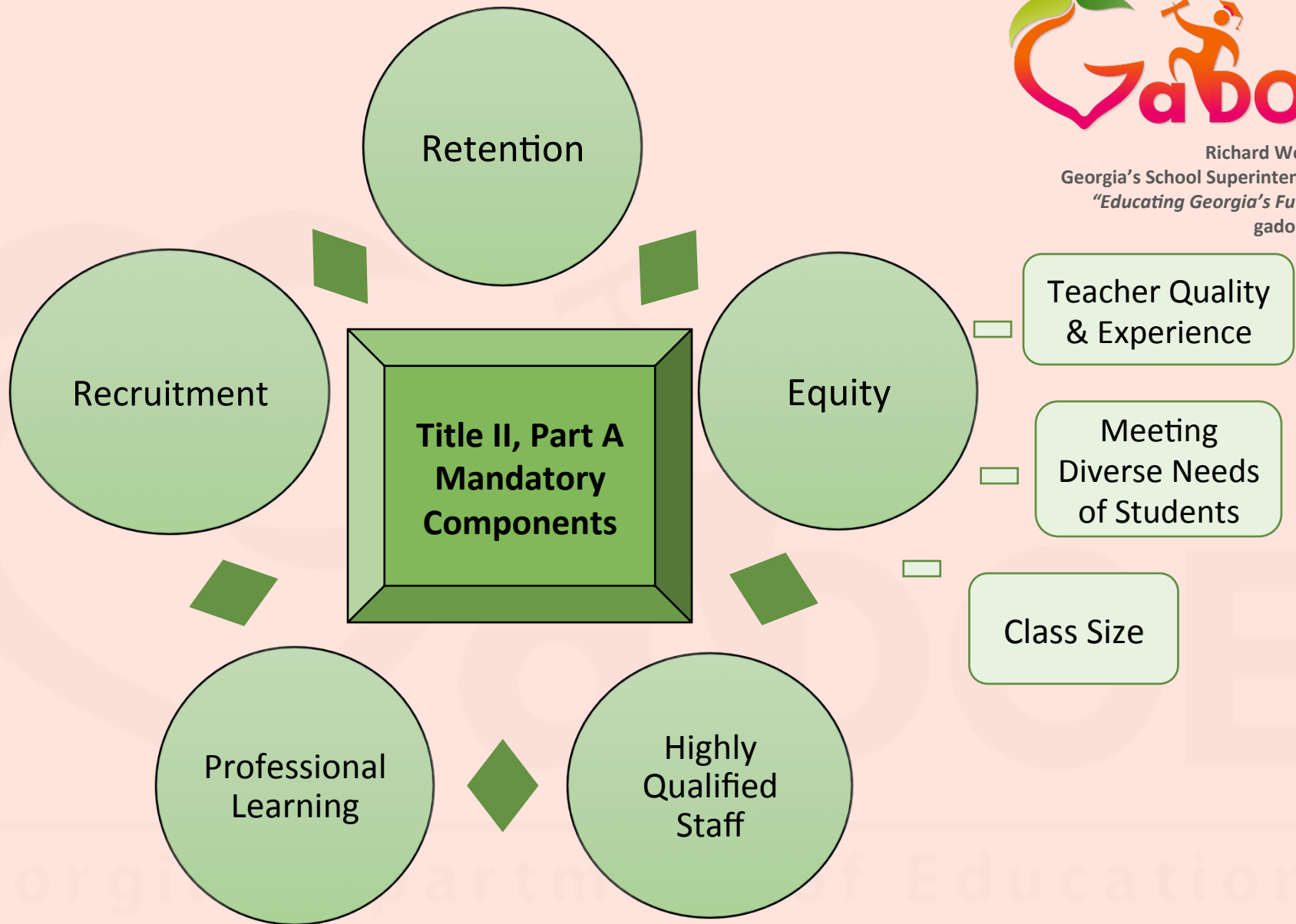
- **Recruitment**
 - MySPA, HiQ, Databank, Stakeholder Surveys, HR Feedback
- **Retention**
 - Exit Surveys, Induction Feedback, MySPA, Stakeholder Surveys
- **Highly Qualified**
 - HiQ, School Schedules, HiQ Training Participant Tracking
- **Professional Learning**
 - Professional Learning Course Schedule, Participant Tracking, PL Evaluations, Student Achievement Data, Attendance and Discipline Data, Observations/ Focus Walks, Teacher Evaluation, Stakeholder Surveys
- **Equity**
 - ***Teacher Quality and Experience***
 - Observations/ Focus Walks, Teacher Evaluations, MySPA
 - ***Meeting the Needs of Diverse Student Learners***
 - Professional Learning Course Schedule, Participant Tracking, Student Achievement Data, Teacher Evaluations, Stakeholder Surveys
 - ***Class Size***
 - School Schedules, Course Enrollment, Student Achievement Data , Student Demographic Data



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Needs Assessment and CFM Monitoring

- Have you looked comprehensively at all required program components?
- If you conducted the program needs assessment as a part of a comprehensive LEA needs assessment, is it clear that you explicitly addressed the required components?
- Is it clear how you collected the data? Are meeting agendas explicit, dated? Are stakeholders identified on sign-in sheets? Do surveys contain questions relevant to the program and are they appropriate for the stakeholder group?
- Have you effectively summarized and analyzed your data sources? Are you using your results to make implementation decisions?



Recruitment

- Guiding Questions
 - What are your LEA's recruitment needs? Do you have vacancies? Is there an area in which you could increase teacher effectiveness or experience? Is there an area in which recruitment could increase student achievement?
 - Have you analyzed recruitment data by content course, grade level, schools, staff demographics (minority, experience), and student needs (ELL, Gifted, Special Ed)?
 - Which content courses, grade levels or schools are difficult to staff? Why?
 - Are teachers who are recruited placed in appropriate assignments to be considered HiQ? If not, why?
 - What is the effectiveness of LEA's current recruitment activities? How many new candidates were hired as a result of job fairs, student teaching, or advertising, etc.?
- Stakeholders to Target
 - HR, Principals, Staff serving students with special needs (paras, teachers, directors), University and Higher Ed, other stakeholders

Retention

- Guiding Questions
 - Does your LEA have a plan for supporting teachers and leaders? If not, should a plan be put in place? Does your plan provide adequate support for new teachers or principals, struggling veteran teachers or leaders, or teachers serving special needs students?
 - How effective are your LEA's current retention strategies? How do you know?
 - What is your LEA's retention rate by percentage? How does this compare over time (past 3 years)? Have you analyzed retention data by content courses, grade levels, schools, staff and student demographics?
 - Are there particular areas that are difficult for retention? Does your LEA identify reasons for retention issues? If so, has your conducted a root cause analysis? Do you have the same high needs areas as the state?
 - What is the current climate among teachers and leaders? How do you use the results of teacher and leader evaluations to support retention decisions? What is your LEAs staff attendance rate? What strategies are in place to ensure support for continuous improvement?
- Stakeholders to Target
 - HR, Principals/ APs, Instructional Coaches, Lead teachers, Induction Coordinators, University and Higher Ed, Other stakeholders

Professional Learning

- Guiding Questions
 - What are the professional learning needs of paraprofessionals, teachers, assistant principals, principals and the superintendent? What are the needs of your private school participants? How is this determined?
 - Are you required to meet any state or local directives like required PL school improvement and/ or Focus, Priority, or Alert schools? Have you reviewed your professional learning needs to identify which PL opportunities are required and which are supplementary?
 - What do teacher observations and evaluations identify as strengths and weaknesses? Do you any require additional professional learning?
 - Are professional learning needs more around content or pedagogy?
 - In your LEA, what are most effective methods of delivering PL (Job-Embedded/ Coaching, PLCs, Online Modules, Consultants, Train the Trainer)?

Professional Learning

- Guiding Questions - Continued
 - What percentage of staff participate in at least one high quality, research-based professional learning activity? How do you effectively track this data?
 - Does your LEA follow up on the PL offered? How do you determine the effectiveness of your current PL? Is it research-based? How do you know it's working? Can you break success down by school, grade, content?
 - Have you considered what PL your teachers may need to support students in job programs and after graduation? Have you solicited input from graduates, parents, business partners and institutions higher education?
- Stakeholders to Target
 - Parents, Community and Business, Paraprofessionals, Teachers, Leaders, University and Higher Ed

Highly Qualified

- Guiding Questions
 - Are all teachers and paraprofessionals highly qualified for their current assignments? If staff is not 100% HiQ, are there issues around assignment(s) or content certification? Do all teachers hold clear renewable certificates?
 - If staff is not 100% HiQ, do HiQ problems occur at higher rates at certain schools or in schools serving certain populations or in certain content courses or grade levels? Do you know why?
 - If staff is not 100% HiQ, is current principal training on the hiring and placement of teachers and paraprofessionals effective?
 - Are HiQ notifications sent accurately and in timely manner? If applicable, are remediation plans implemented well and do they make a difference?
- Stakeholders to Target
 - HR, Principals, Teachers and Paraprofessionals, Parents

Equity

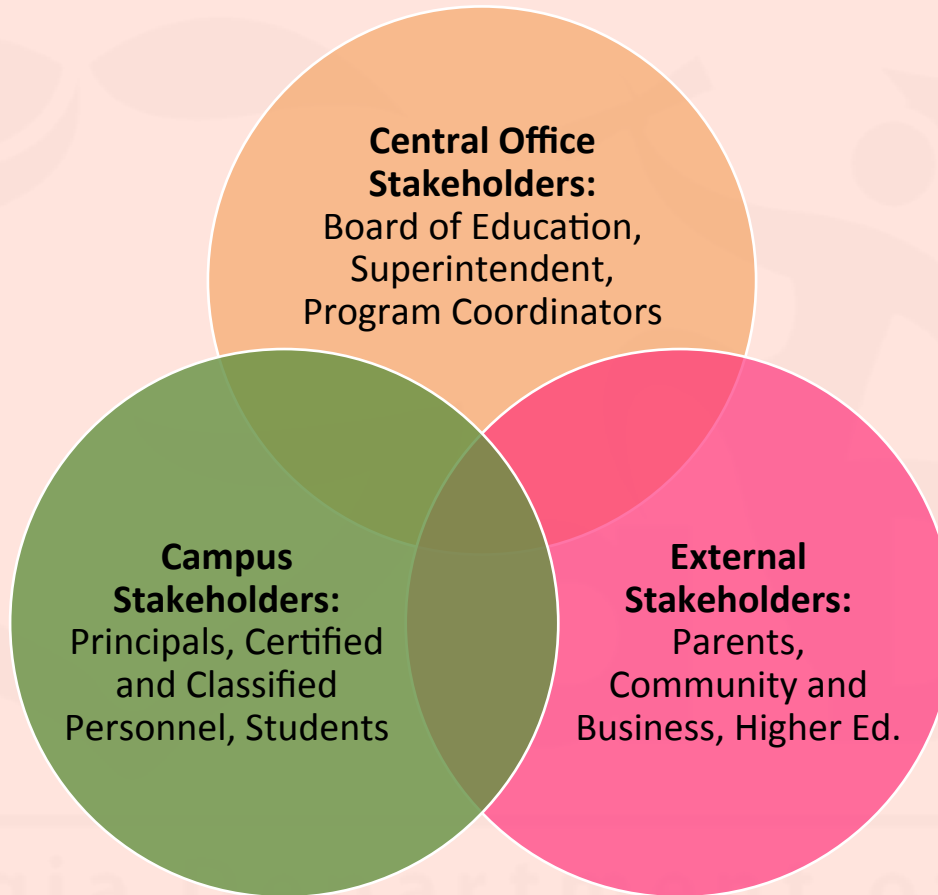
- Guiding Questions
 - Equity of Teacher Experience & Quality
 - Are highly effective and experienced teachers equitably distributed across schools, content courses and grade levels? How do you know? If your LEA employs struggling teachers, how do you ensure teacher performance improves?
 - How are you monitoring student cohort progress to ensure groups of students, especially poor and minority, are not assigned to inexperienced, ineffective teachers for two consecutive grade levels or content courses?
 - Equity of Class Size
 - Do all classes across elementary schools and within school grade levels have equivalent class sizes? Do all content courses have equivalent class sizes within individual middle and high schools and across your LEA?
 - Based on student achievement data, have you identified specific student cohorts that would benefit from reduced class size?

Equity

- Guiding Questions - Continued
 - Equity in Meeting the Needs of Diverse Student Learners
 - Are teachers able to meet the needs of the LEA's diverse learners? Do teachers have the training and resources to meet the diverse needs of student learners? (ESOL, Exceptional Education, Gifted, Rtl, etc.)
 - Have teachers received training on the culture and economics of students the LEA is serving?
 - Have teachers been trained in classroom management strategies that are effective in meeting the needs of diverse student learners?
 - Do all students have access, in representative numbers, to appropriate services/ course offerings such as gifted, IB, and AP? Do teachers have strategies for meeting the needs of successful students?
 - Are teachers able to successfully involve and collaborate with parents of students with diverse learning needs?
- Stakeholders to Target
 - Students, Parents, Paraprofessionals, Teachers, Leaders

Analysis

Key Contributors



*Stakeholders
should be involved
in the planning
and **analysis**.*

Analysis

- Compile the Data
 - Is your data ready to use? If necessary, is it disaggregated by specific criteria?
- Sort the Data
 - Should it be sorted by data types, by the broader focus?
- Report the Data
 - What form will it take? Executive Summary? Press Release?
 - When reported, is your data easy to understand? Is it supported by narrative? Does it include graphics for clarity? Have you identified trends, strengths and weakness? Do you have the big picture?

Identifying Needs

Do you have these needs?



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LEA's Are **Required** to Allocate Program Funds to:

- Support non-highly qualified teachers or paraprofessionals in meeting the requirements to become highly qualified;
- Improve the LEA's selected equity indicator(s);
- Provide Priority, Focus or Alert schools with targeted professional learning for teachers and school administrators;
- Offer professional development for private school teachers and allowable staff.

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Needs v. Strategies



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Program Component	Data Says We Need...	The Strategy We Choose...
Recruitment	<ul style="list-style-type: none"> ➤ Need to recruit in the areas of foreign language and science 	<ul style="list-style-type: none"> ✓ Outsource recruiting for FL ✓ Pay for Broad field Science GACE Test and Training
Retention	<ul style="list-style-type: none"> ➤ Need to retain teachers with endorsements (gifted, reading, ESOL) ➤ Need to retain teachers in years 1-3 	<ul style="list-style-type: none"> ✓ Provide retention stipends for effective teachers who renew ✓ Modify Induction Program
Highly Qualified	<ul style="list-style-type: none"> ➤ Need to reduce number of social studies teachers not highly qualified 	<ul style="list-style-type: none"> ✓ Pay for additional endorsements; Hire staff with multiple endorse.
Professional Learning	<ul style="list-style-type: none"> ➤ Need to train teachers in math 	<ul style="list-style-type: none"> ✓ Hire outside consultants
Equity <ul style="list-style-type: none"> ○ Teacher Quality and Experience ○ Meeting Needs of Diverse Learners ○ Class Size 	<ul style="list-style-type: none"> ➤ Need to increase number of effective teachers in early elementary grades ➤ Need to increase number of teachers holding endorsements ➤ Need to provide intervention for ninth grade math 	<ul style="list-style-type: none"> ✓ Reorganize across schools; add coaches to early elementary ✓ Arrange for district cohort endorsement training ✓ Reduce class size in ninth grade math



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Prioritizing Needs

- Are your LEA's identified needs complex or simple? Are any time sensitive? Do several have to be addressed in tandem?
- In ranking needs are you using the needs assessment data to identify the most important needs for the LEA? How can the goals of the Title II, Part A program support the LEA's identified needs?
- Could multiple programs meet these needs? Would combining multiple funding sources to meet these needs increase effectiveness?

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Using Needs to Identify an Equity Indicator for Improvement



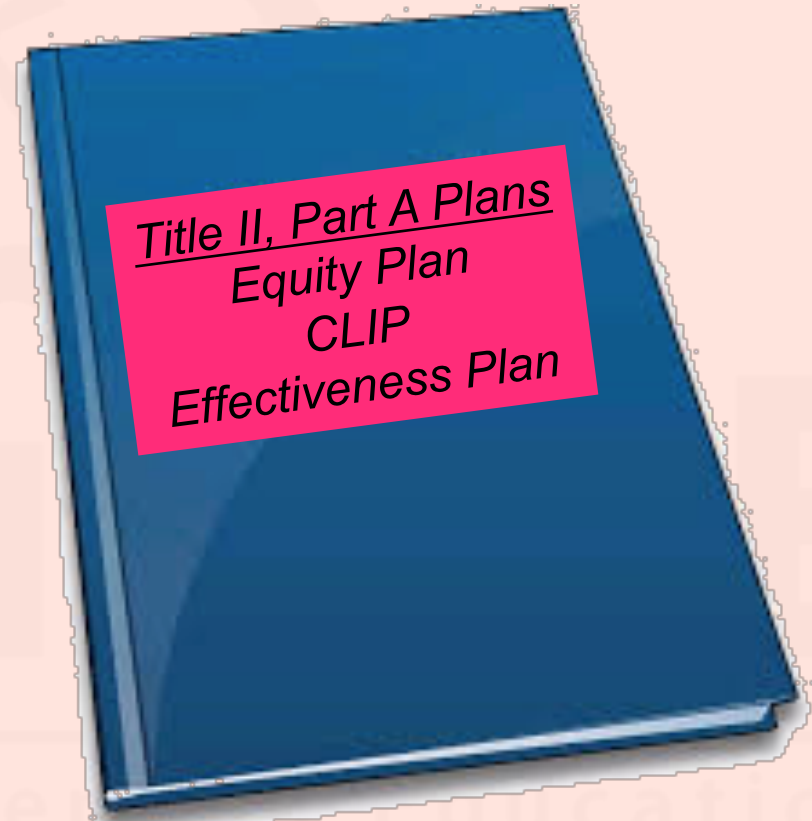
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Program Component	Corresponding Equity Indicator(s)
Recruitment	<ul style="list-style-type: none"> Recruitment and Placement of Highly Qualified, Effective Teachers
Retention	<ul style="list-style-type: none"> Retention of Highly Qualified, Effective Teachers Teacher Preparation and Ability to Meet Diverse Needs of Students*
Highly Qualified	<ul style="list-style-type: none"> Highly Qualified Teacher Equity (If your LEA is not 100% HiQ this equity indicator must be selected as a focus for improvement and funds must be budgeted.)
Professional Learning	<ul style="list-style-type: none"> Teacher Preparation and Ability to Meet Diverse Needs of Students*
Equity <ul style="list-style-type: none"> ○ Teacher Quality and Experience ○ Meeting Needs of Diverse Learners ○ Class Size 	<ul style="list-style-type: none"> Teacher Experience and Effectiveness Equity Teacher Preparation and Ability to Meet Diverse Needs of Students* Class Size Equity
	<ul style="list-style-type: none"> Annual Needs Assessment Including Required Equity Components Equity of Stakeholder Involvement

Next Steps

A large pink arrow pointing to the right, containing the text 'PRIORITIZED NEEDS EQUITY INDICATOR(S)'.

**PRIORITIZED NEEDS
EQUITY INDICATOR(S)**



*An effective needs assessment paired
with strong analysis yields successful
plans for implementation.*

Essential Questions

- What is a comprehensive needs assessment and what are the mandatory components of the Title II, Part A Program?
- How can my LEA effectively analyze our summary data?
- How should my LEA use the summary data and analysis to determine our prioritized needs?

Questions?

You Can Do It!

You have brains in your head.

You have feet in your shoes.

You can steer yourself any direction you choose.

You're on your own.

And you know what you know.

And YOU are the one who'll decide where to go.

- Dr. Suess



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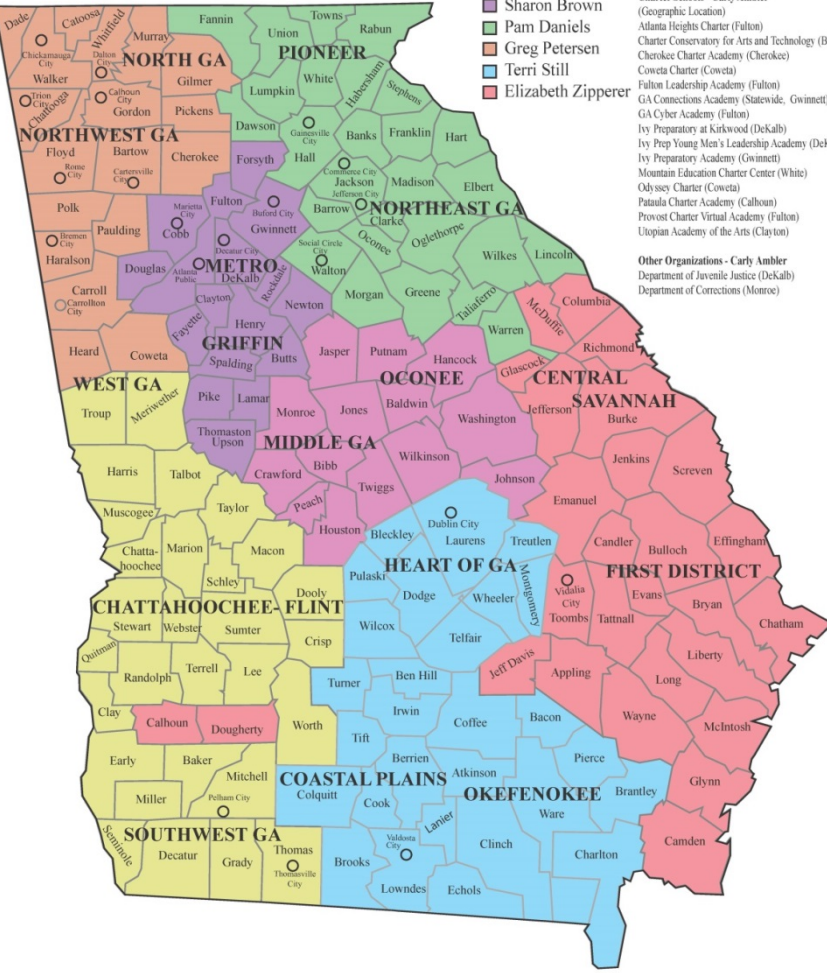
Title II, Part A Specialist Support

- Carly Ambler
- Saralyn Barkley
- Sharon Brown
- Pam Daniels
- Greg Petersen
- Terri Still
- Elizabeth Zipperer

State Schools - Carly Ambler
Atlanta Area School for the Deaf (DeKalb)
Georgia School for the Deaf (Bibb)
Macon School for the Blind (Floyd)

Charter Schools - Carly Ambler
(Geographic Location)
Atlanta Heights Charter (Fulton)
Charter Conservatory for Arts and Technology (Bulloch)
Cherokee Charter Academy (Cherokee)
Coweta Charter (Coweta)
Fulton Leadership Academy (Fulton)
GA Connections Academy (Statewide, Gwinnett)
GA Cyber Academy (Fulton)
Ivy Preparatory at Kirkwood (DeKalb)
Ivy Prep Young Men's Leadership Academy (DeKalb)
Ivy Preparatory Academy (Gwinnett)
Mountain Education Charter Center (White)
Odyssey Charter (Coweta)
Palatka Charter Academy (Calhoun)
Provost Charter Virtual Academy (Fulton)
Utopian Academy of the Arts (Clayton)

Other Organizations - Carly Ambler
Department of Juvenile Justice (DeKalb)
Department of Corrections (Monroe)



- Carly Ambler
- Saralyn Barkley
- Sharon Brown
- Pam Daniels
- Greg Petersen
- Terri Still
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Session Description

GaDOE Title II, Part A Specialists will lead participants through the process of conducting a quality needs assessment to include: collecting quality data, stakeholder involvement, planning ~~and budgeting~~, and determining effectiveness.

Participants will be encouraged to share their successes and challenges in facilitating a needs assessment.

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Presentation Sections

Topic	Section	Presenter
Intro: Purpose, Timeline, Resources	Slides 1-4	
Conducting a Needs Assessment: Components, Guiding Questions	Slides 5-25	
Analysis: Required Use of Funds Analyzing Compiled Data	Slides 26-29	
Identifying and Prioritizing Needs	Slides 30- 36	
Closing: Questions & Contact Info	Slides 37-39	