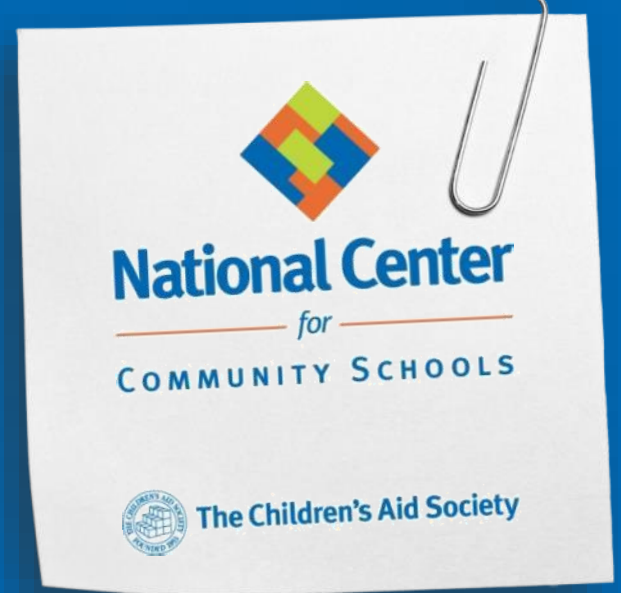
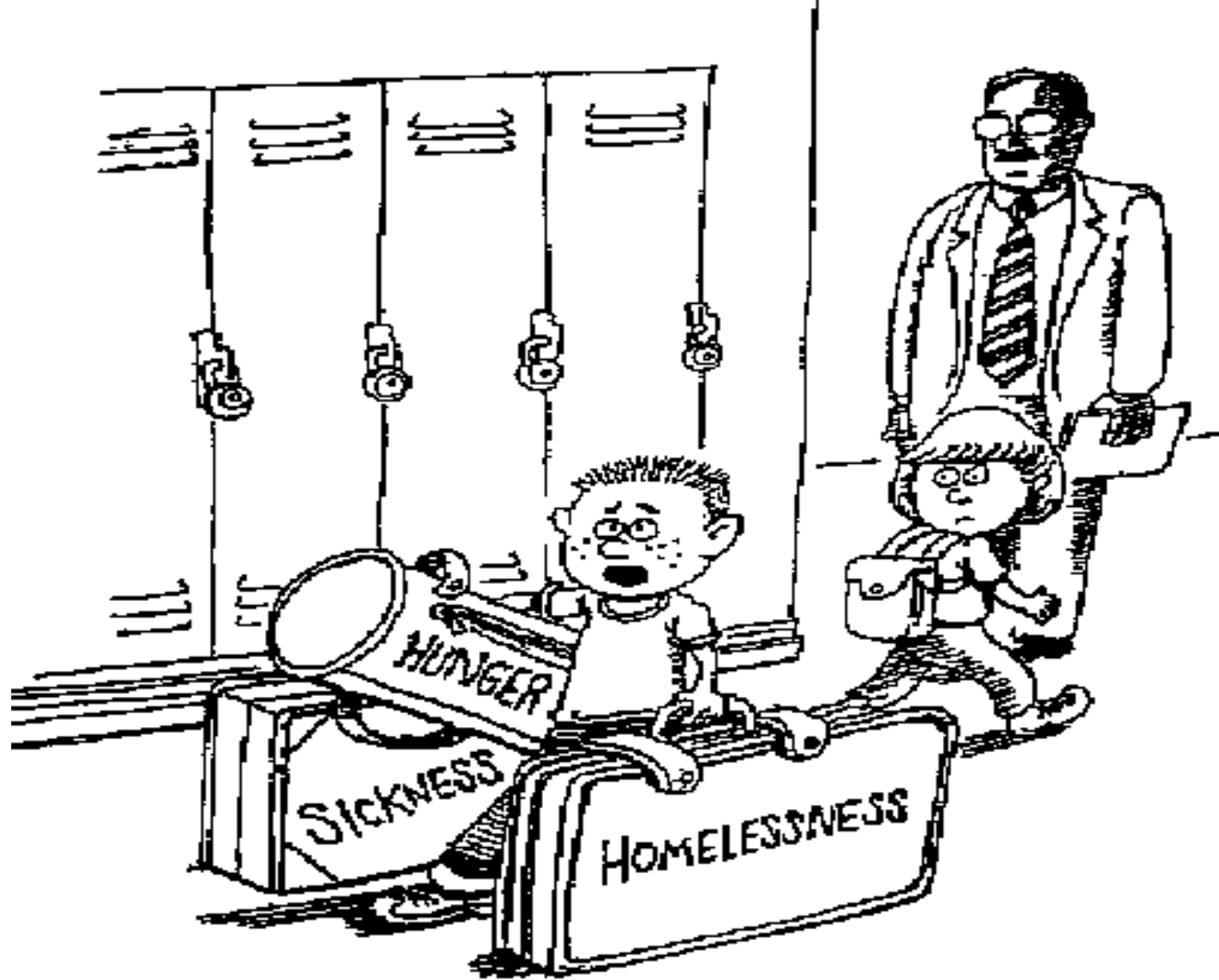


Conducting a Comprehensive Needs Assessment



Lukas Weinstein, Director of Special Projects
CAS National Center for Community Schools



***“Could someone help me with these?
I’m late for math class.”***

Objectives



- ◆ Discuss the purpose of needs assessments and review key assessment activities to date
- ◆ Review the content and structure of the Needs Assessment Toolkit
- ◆ Dive in
- ◆ Discuss next steps



**What is a needs assessment,
and why do we need one?**

What is a Needs Assessment?



A systematic process used to understand and create a profile of a community school's needs that will inform and drive decision-making.





WE HAVE TO GET RID OF THE SUGAR DRINKS IN THE CAFETERIA.

CHARACTER EDUCATION MUST BE ADDED TO THE CURRICULUM.

STANDARDS BASED TESTING IS BETTER THAN NORM-REFERENCED TESTING.

PARENTS ARE NOT ADEQUATELY INVOLVED.

BY LAW, ALL CHILDREN MUST BE ABOVE AVERAGE BY 2010.

SCHOOL

DARRYL CAGLE MSNEC.COM

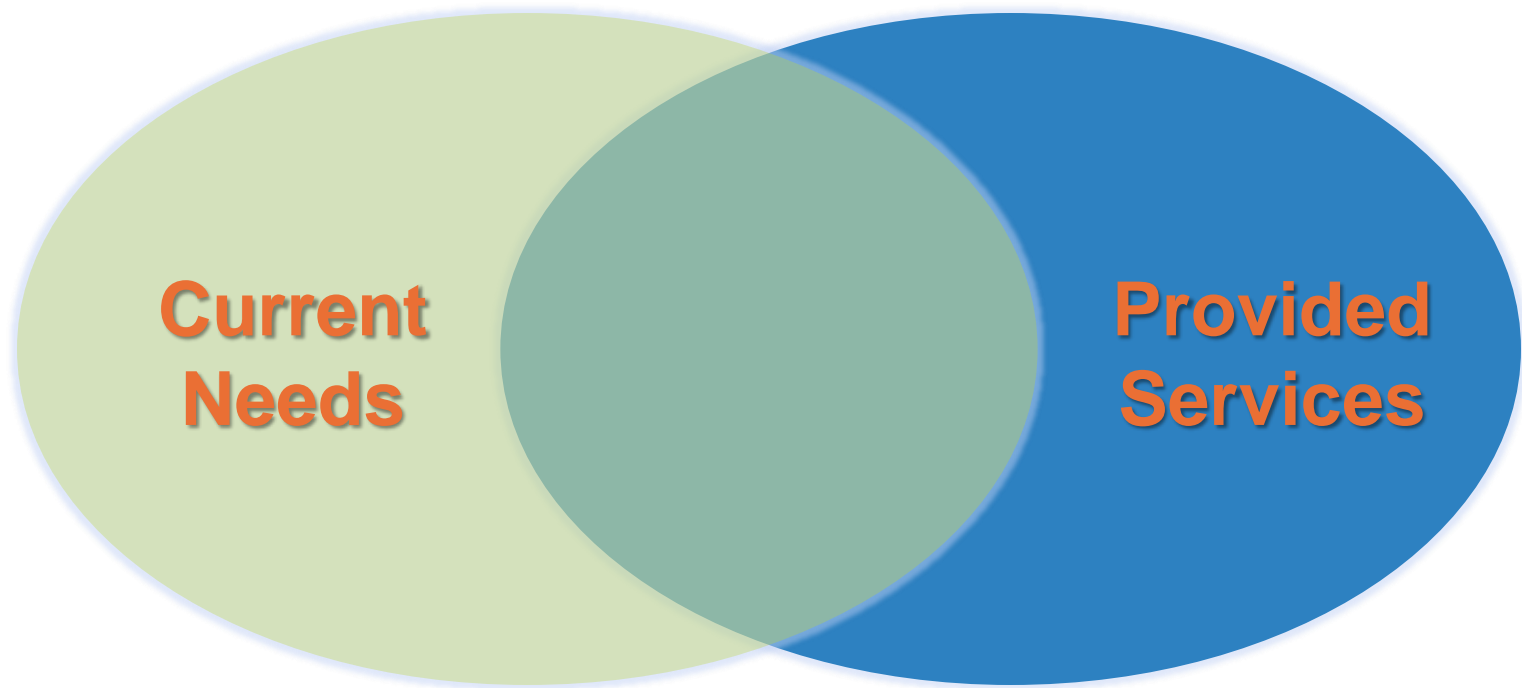
What's Your Experience?



- ◆ What is your experience with needs assessment practices?
- ◆ What works?
- ◆ What are the challenges?



Needs Assessment & Resource Inventory



Overview of the Needs Assessment Toolkit

Needs Assessment Toolkit



- 1. Getting Started**
- 2. Archival Data Review**
- 3. Initial Analysis**
- 4. Surveys**
- 5. Key Informant Interviews**
- 6. Focus Groups**
- 7. Final Analysis**
- 8. Reporting**



Step 1: Getting Started



Actions

- ◆ Convene the Advisory Council
- ◆ Revisit the Advisory Council's mission/purpose and consider whether to add members
- ◆ Conduct a Readiness Self-Assessment

Step 2: Archival Data Review



Actions

- ◆ Gather and record key information from existing data sources as-is, and manipulated data sources
- ◆ Complete the Archival Data Collection Worksheet

CENTER FOR NEW YORK CITY AFFAIRS
THE NEW SCHOOL

Strengthening Schools by Strengthening Families

Community Strategies to Reverse
Chronic Absenteeism in the Early
Grades and Improve Supports for
Children and Families

by KIM NAUER, ANDREW WHITE AND RAJEEV YERNENI

CENTER FOR NEW YORK CITY AFFAIRS
MILANO THE NEW SCHOOL
FOR MANAGEMENT AND URBAN POLICY

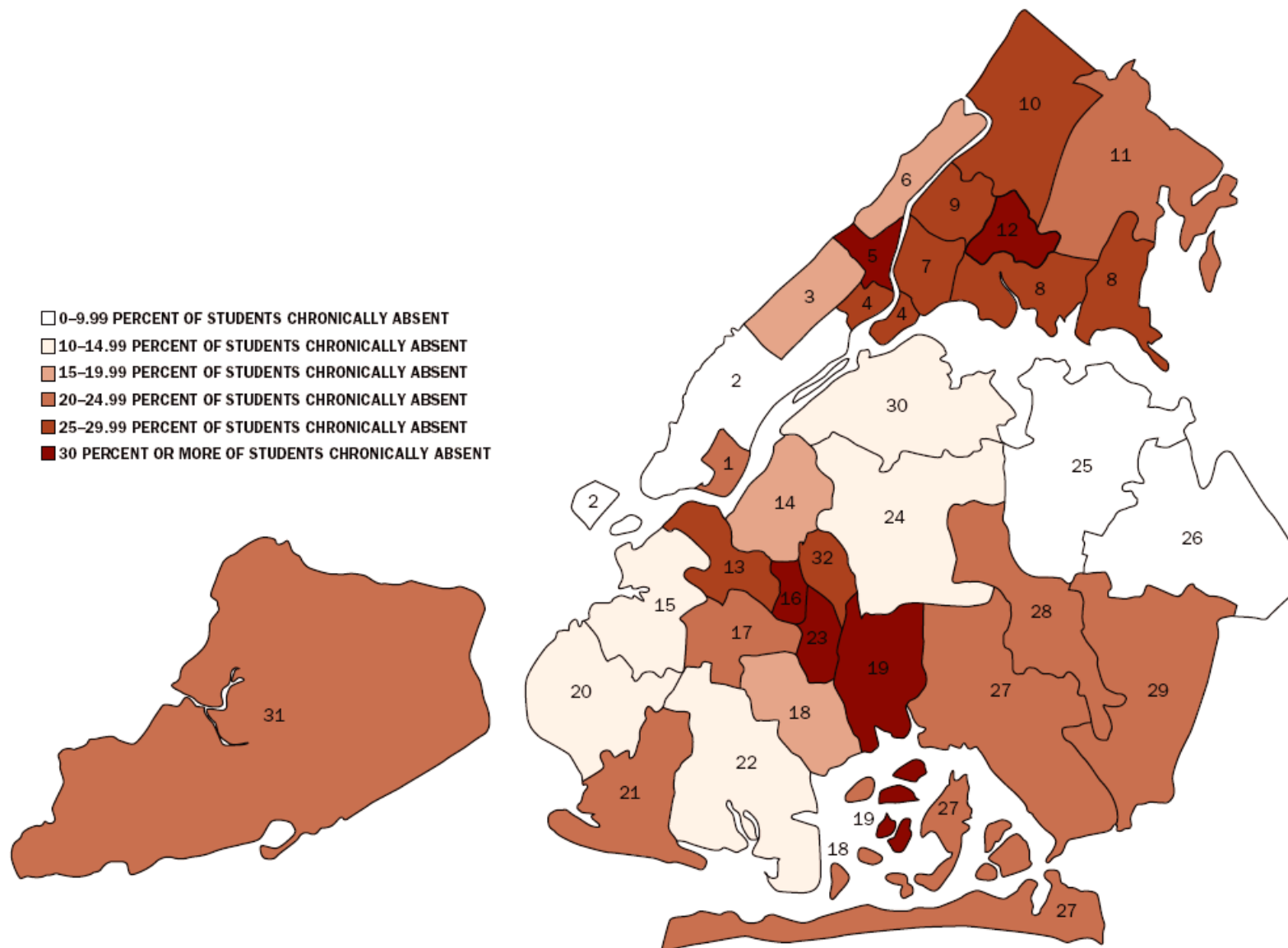
October 2008



ELEMENTARY CHRONIC ABSENTEEISM WIDESPREAD THROUGHOUT NYC

This map illustrates that chronic absenteeism is a problem in elementary schools throughout the city, but is particularly high in low-income areas like the South Bronx and Central Brooklyn. See the chart on page 16 for full details, by district.

LEVELS OF ELEMENTARY SCHOOL CHRONIC ABSENTEEISM BY DISTRICT



EWI Format



- ◆ EWI data presented at the school-level:

| Early Warning Indicators | CSI Participants at | All Students at | 1 st Grade | 2 nd Grade | 3 rd Grade | 4 th Grade | 5 th Grade | 6 th Grade | 7 th Grade | 8 th Grade |
|--|-----------------------------|-------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Percent of Students with 0 Indicators | 83.5% | 81.3% | 71% | 71% | 84% | 89% | 77% | 77% | 89% | 91% |
| Percent of Students with 1 Indicator | 15.5% | 17% | 25% | 29% | 14% | 9% | 19% | 21% | 11% | 9% |
| Percent of Students with 2 Indicators | 1% | 1.5% | 2% | 0% | 2% | 2% | 4% | 2% | 0% | 0% |
| Percent of Students with 3 Indicators | 0% | .2% | 2% | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Percent of Students with an End of Year F in Reading or Math | 6.8% | 7.9% | 22% | 15% | 14% | 4% | 7% | 4% | 0% | 0% |
| Percent of Students with any Level 1-6 Misconduct | 2.9% | 4.5% | 6% | 0% | 2% | 2% | 4% | 13% | 2% | 7% |
| Percent of Students with <90% attendance | 7.8% | 8% | 8% | 15% | 2% | 7% | 16% | 8% | 9% | 2% |
| Number of Students in Grades 1-8 | 103 | 405 | 51 | 41 | 51 | 56 | 57 | 52 | 54 | 43 |
| Percent of Students in Grades 1-8 with Available Data | 100% | 100% | 100% | 100% | 98% | 100% | 100% | 100% | 100% | 100% |



Step 3: Initial Analysis



Actions

- ◆ Convene Advisory Council to review the Archival Data and identify high priority needs
- ◆ Develop questions for the survey, interview and focus group steps
- ◆ Identify key informants

Step 4: Surveys



Actions

- ◆ Develop surveys for key constituent groups: students, parents and teachers (required)
- ◆ Administer the surveys
- ◆ Compile survey results

Step 5: Key Stakeholder Interviews



Actions

- ◆ Conduct Key Informant Interviews
- ◆ Summarize findings

Step 6: Focus Groups



Actions

- ◆ Conduct Focus Groups with key constituents: students, parents and teachers are required
- ◆ Summarize findings

Step 7: Final Analysis



Actions

- ◆ Convene Advisory Council to review summaries of surveys, interviews and focus groups and determine priority need areas for the next 12 months
- ◆ Begin to recommend solutions for how to address the needs

Step 8: Reporting



Actions

- ◆ Write Need Assessment Report
- ◆ Disseminate Report



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Consultation ♦ Advocacy ♦ Innovation

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