

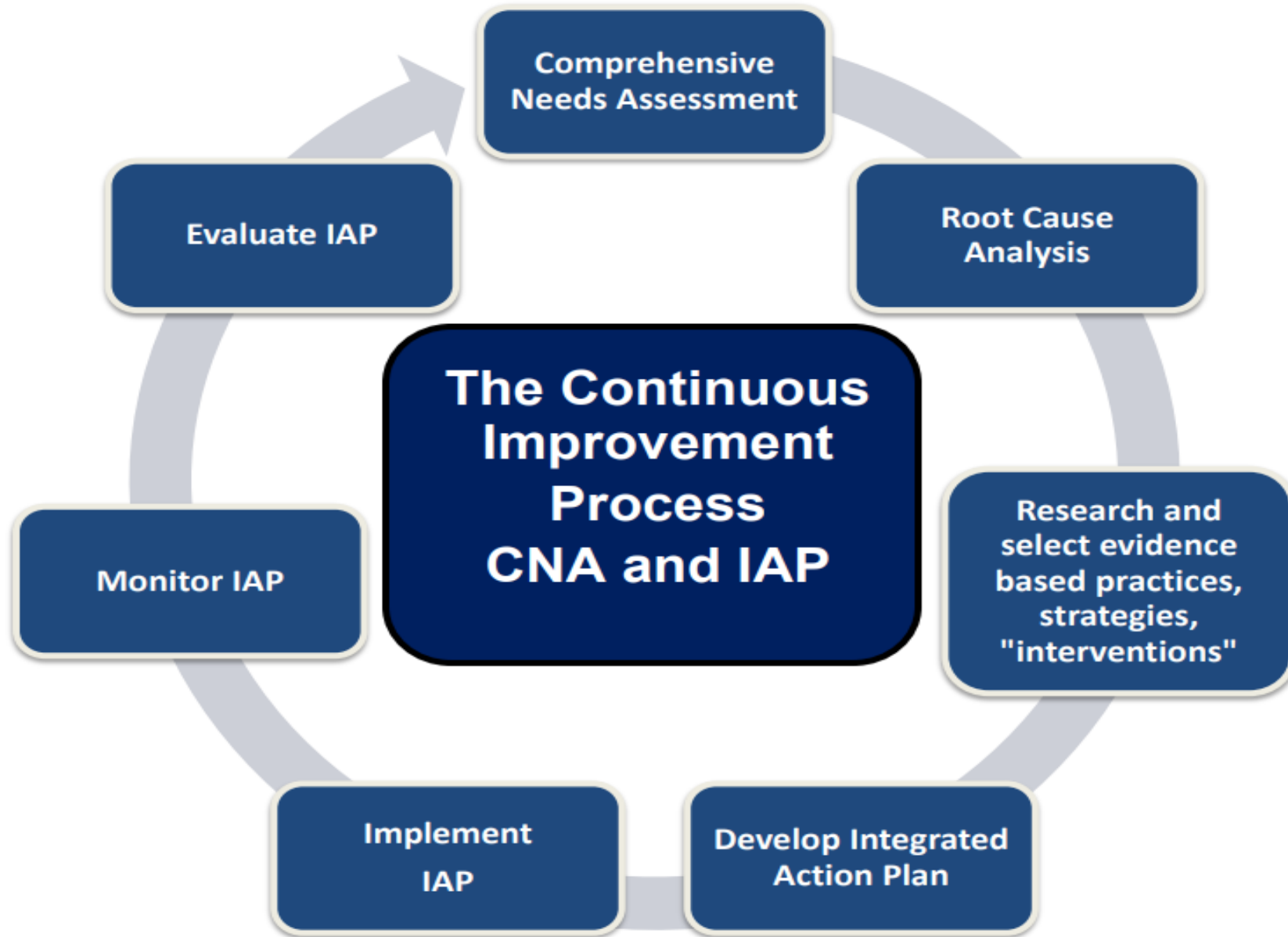
Conducting a Comprehensive Needs Assessment and Root Cause Analysis to Drive The Integrated Action Plan

Fall 2018



Training Topics

- Continuous Improvement Process
- FY20 Requirements and Timelines
- School Leadership Teams
- Comprehensive Needs Assessment
- Root Cause Analysis
- Next Steps





FY20 Requirements for all LEAs and Charters

- Each school conducts a new comprehensive needs assessment (CNA)
 - Use updated spreadsheet
- A root cause analysis (RCA) is conducted for each primary need identified from the CNA
 - Use the fishbone method
- Create a new school integrated action plan (SIAP)
- Create a new LEA integrated action plan (LIAP)
 - Utilize the school CNAs and IAPs to develop the district plan

Creating
Meaningful
Change



Suggested Timeline for LEAs

- **Processing CNA** - November through January
- **Root Cause Analysis** – February through March
- **Development of IAP for all Programmatic Areas** – March through April
- **Submission of grants aligned to Integrated Action Plan (SIAP & LIAP)** – May 1

“No one person has the capacity to hold all the qualities to transform a culture by oneself, you need a team.” –Anthony Mohammad



Additionally...

Research suggests that school leadership team members should:

- Be committed to school-wide change
- Be respected by colleagues
- Possess leadership potential
- Demonstrate effective interpersonal skills
- Be able to start projects and “get things done”

Successful leadership teams are typically made up of volunteers (Marzano et al., 2005) so it is important that participants be invited to serve on the leadership team, rather than assigned to serve.

Action Plan
Creation

Professional
Learning

Data Analysis

Facilitates
Communication

Reflection

What does a Leadership team do?



School Leadership Team

- School Leadership (Principal, Asst. Principal, Dean, etc.)
- Teachers
- Paraprofessionals
- Parents
- Students
- Other Specialized Staff Support (ex: Counselor, Specialists, etc....)
- Community Members
- Others?

Section 1111 Comprehensive Support & Improvement / Targeted Support & Improvement
Section 1114 Schoolwide
Section 1115 Targeted Assistance Program

Principal's Tool



Principal’s Tool for Selecting Leadership Team Members

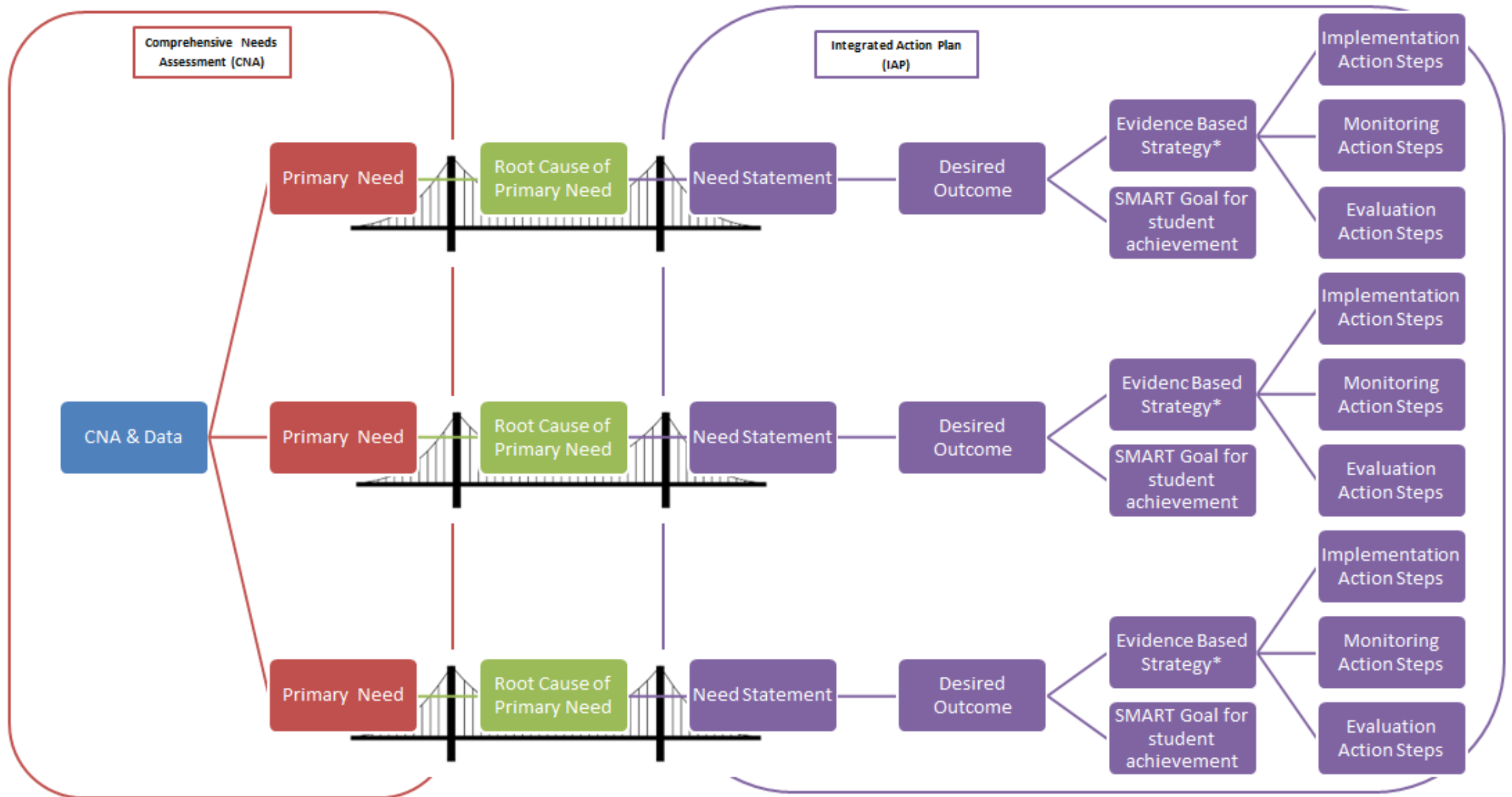
Potential Member	Instructional Expertise	Big-Picture Thinker	Detailed Oriented	Supportive Team Player	Truth Speaker	Good with Data	Other	Include on Team?
								Yes/No
								Yes/No
								Yes/No
								Yes/No





Think – Write – Pair – Share

- Reflect on the school leadership team information shared.
- What are your next steps in this area?



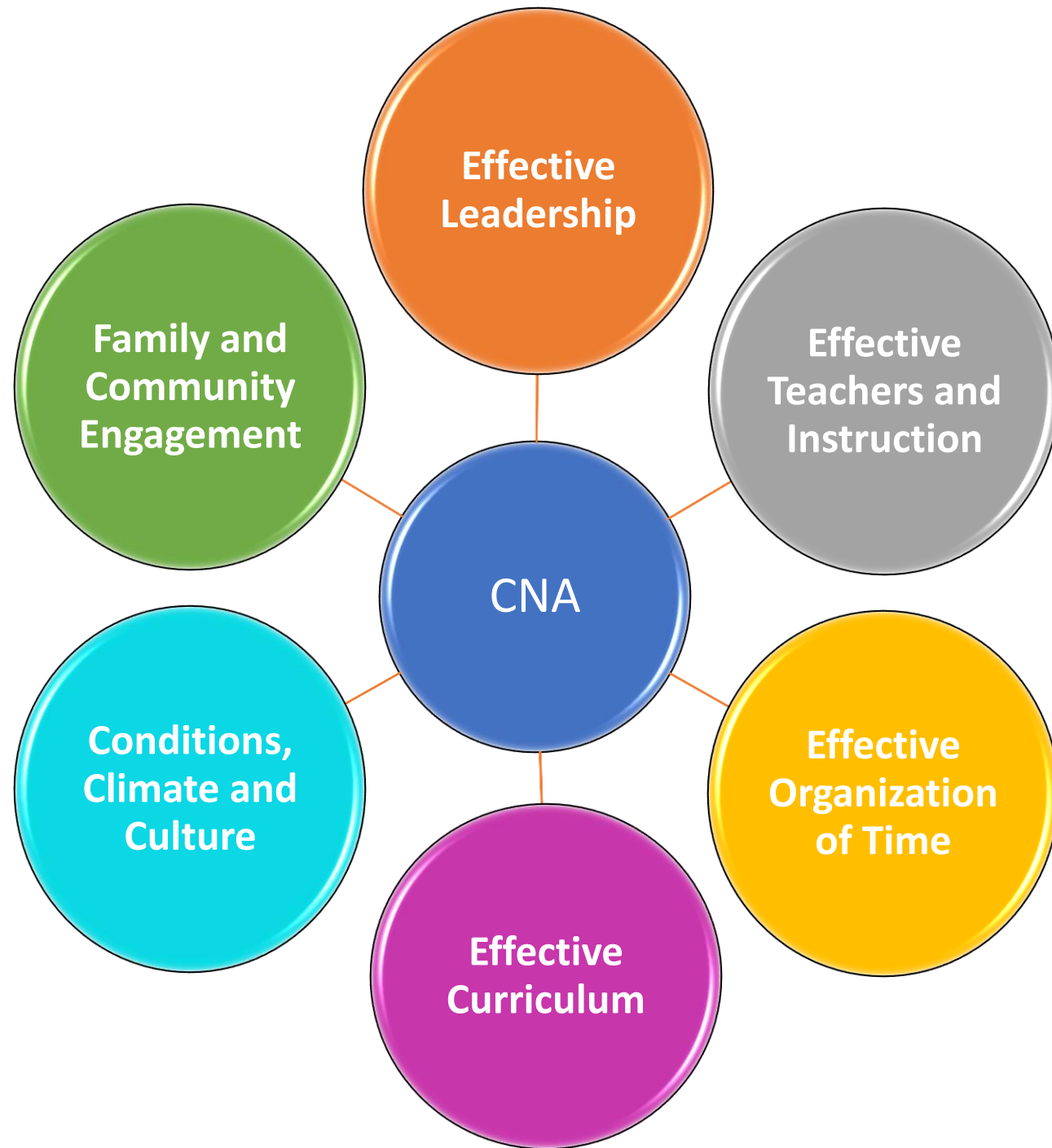
*Special Reminders: Strategies must be evidence based and there could be multiple strategies to support the desired outcome.

Comprehensive Needs Assessment (CNA)

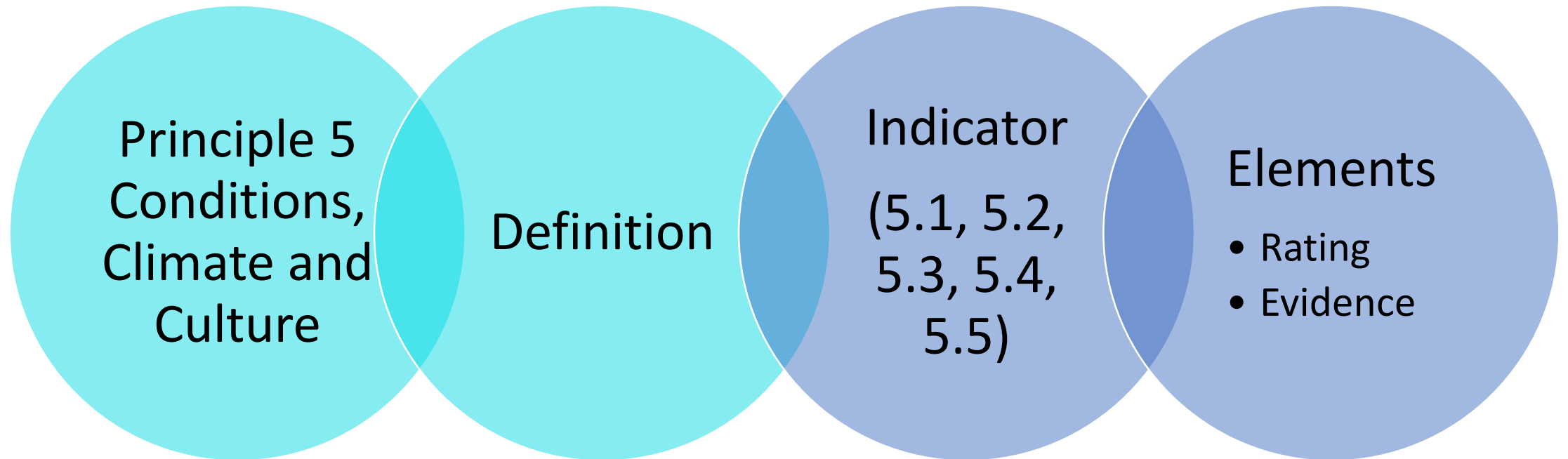
- Systematic
- Needs or Gaps
- Causes or Factors
- Stakeholder Involvement
- Set Priorities for Action
- Authentic vs. Compliance
- Foundational to Integrated Action Plan
- Drives Improvement



The 6 Principles



Within each principle



Principle 5 - Conditions, Climate, and Culture

Definition: Inclusive schools are conducive to student learning, fulfillment and well-being, as well as professional satisfaction, morale and effectiveness. Students, parents, teachers, administrators and other stakeholders contribute to their school's culture, as do other influences such as the local community, the policies that govern how it operates and the school's founding principles. School conditions, climate and culture are impacted by the beliefs, perceptions, relationships, attitudes and written and unwritten rules that shape and influence every aspect of how a school functions. They also encompass concrete issues such as student physical and emotional safety, a healthy school environment, the orderliness of classrooms and public spaces and the degree to which a school embraces and celebrates racial, ethnic, linguistic, academic and cultural diversity.

Indicator	Output	Element	Evidence/Notes
5.1 Our staff has high expectations for learning for all students.	Students view themselves as integral members of an inclusive school community which increases student efficacy.	<p>Are inclusive beliefs and practices evident and part of the school culture?</p> <p>Does staff engage in the development and understanding of policies/procedures and plans that explicitly outline continuous improvement and high expectations for learning for all students?</p>	<p>(Possible items could be...)</p> <ul style="list-style-type: none"> - Mission statement - Climate surveys - Leadership team meeting minutes

Indicator			Element	Rate each element/question:				Check and add evidence that supports Rating		Notes / Additional evidence	Indicator Average Score:
#	Description	Ideal Output		0	1	2	3				(Ideal = 3.00)
5.1	Our staff has high expectations for learning for all students	Students view themselves as integral members of an inclusive school community which increases student efficacy.	A. Are inclusive beliefs and practices evident and part of the school culture?	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	Celebrations of learning/attendance/growth/behavior		0.00
				No	Tacitly	Yes	Yes, absolutely	<input type="checkbox"/>	Communications - points of pride/newsletters		
								<input type="checkbox"/>	Observations between teachers and students		
5.1			B. Does staff engage in the development and understanding of policies/procedures and plans that explicitly outline continuous improvement and high expectations for learning for all students?	No	A few	Yes, some	Yes	<input type="checkbox"/>	Inclusive practices-build culture through conversations- PLC notes		
								<input type="checkbox"/>	Culture - reporting progress of all students		
								<input type="checkbox"/>	Monitoring intervention deployed		

Rate Yourself!

Data Summary:					
	Indicator	Description	Average Score	Trend High/Low Scores	Comments & Notes
Principle 5 - Conditions, Climate, and Culture	5.1	Our staff has high expectations for learning for all students.	0.00		
	5.2	Our staff creates an environment which builds mutual respect among leadership, teachers, students, and families.	0.00		
	5.3	Our staff has intentional conversations that impact school conditions and physical and emotional safety, valuing the rich heritage of all of Arizona's communities and cultures	0.00		
	5.4	Our school provides guidelines and safe practices relating to school health services.	0.00		
	5.5	Our school offers services to fully support the academic and social needs of students.	0.00		
Average Score for Principle 5 - Conditions, Climate, and Culture:		0.00			
Identify trends and patterns for Principle 5 - Conditions, Climate, and					
Identify possible primary needs for Principle 5 - Conditions, Climate, and					

Data Summary

Identify your trends and patterns for the principle

Identify any possible primary needs for the principle



Data Drives Decisions & Identifies Needs

- Leading Data Indicators
 - Dropout Rate
 - Discipline Incidents
 - Truancy
 - Teacher Attendance
 - Student Attendance
 - Benchmark Assessments
- Lagging Data Indicators
 - State Assessment (grade, course, subgroups)
 - EL proficiency (AZELLA)
 - Graduation Rate

CNA Completion

- Schedule time with your team to complete **all 6 principles** of the CNA
 - Plan for multiple sessions
- Consider the evidence needed for each principle
- Complete the ratings for all indicators in all 6 principles
- Complete the data summary boxes for all 6 principles
- Review the Final Summary tab and identify your top 3-4 overall primary needs.
 - Biggest areas of concern
 - Most impactful overall

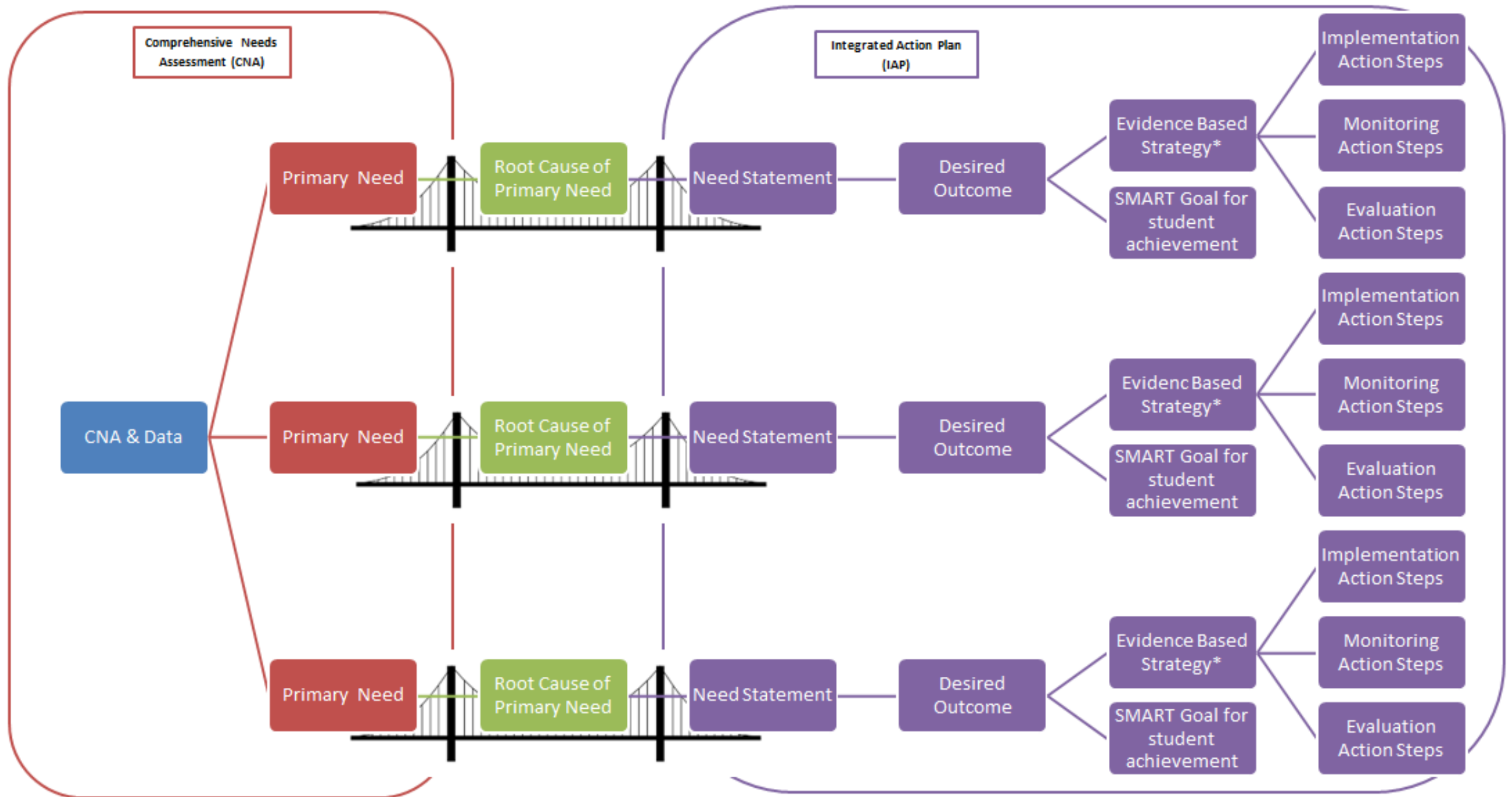
Final Summary Tab

Final Steps: Summary and Needs Identification		
Using the summary of your data above: Step 1- Identify your overall Primary Needs Step 2 - Conduct a Root Cause Analysis Step 3 - Write Primary Needs Statements and Desired Outcomes		
Step 1: Identify your 3- 4 Primary Needs	1	1.5 Our leadership team implements a system of academic and fiscal accountability to ensure every student's success.
	2	2.4 Our teachers implement evidence-based, rigorous and relevant instruction.
	3	4.5 Our entire staff participates in professional learning to support effective implementation of adopted curricula.
	4	

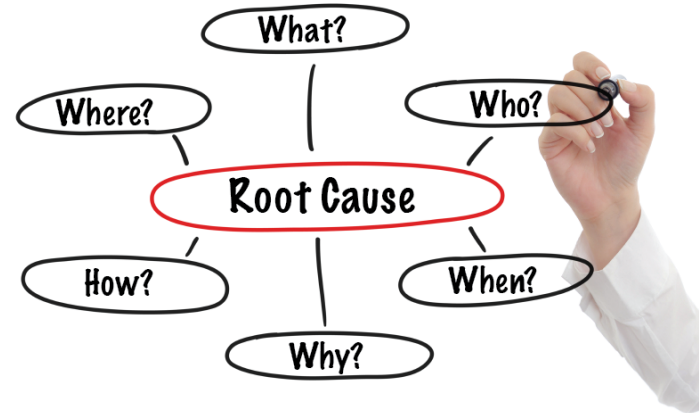
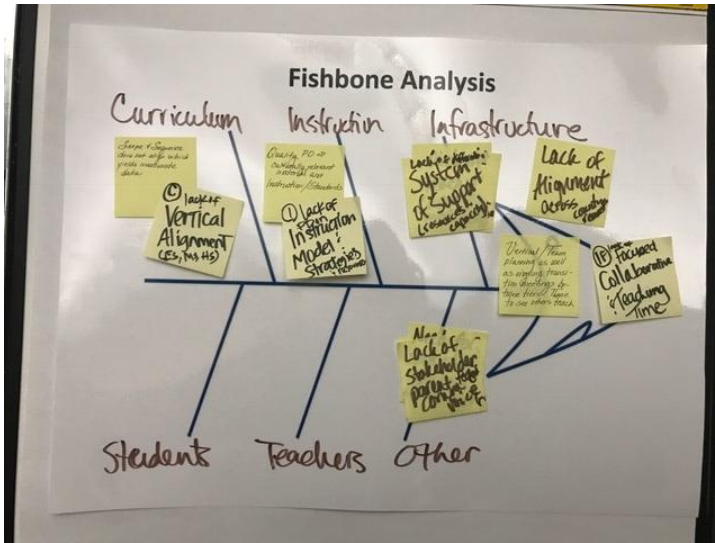


Think – Write – Pair - Share

- Reflect on the CNA information shared.
- What are your next steps in this area?

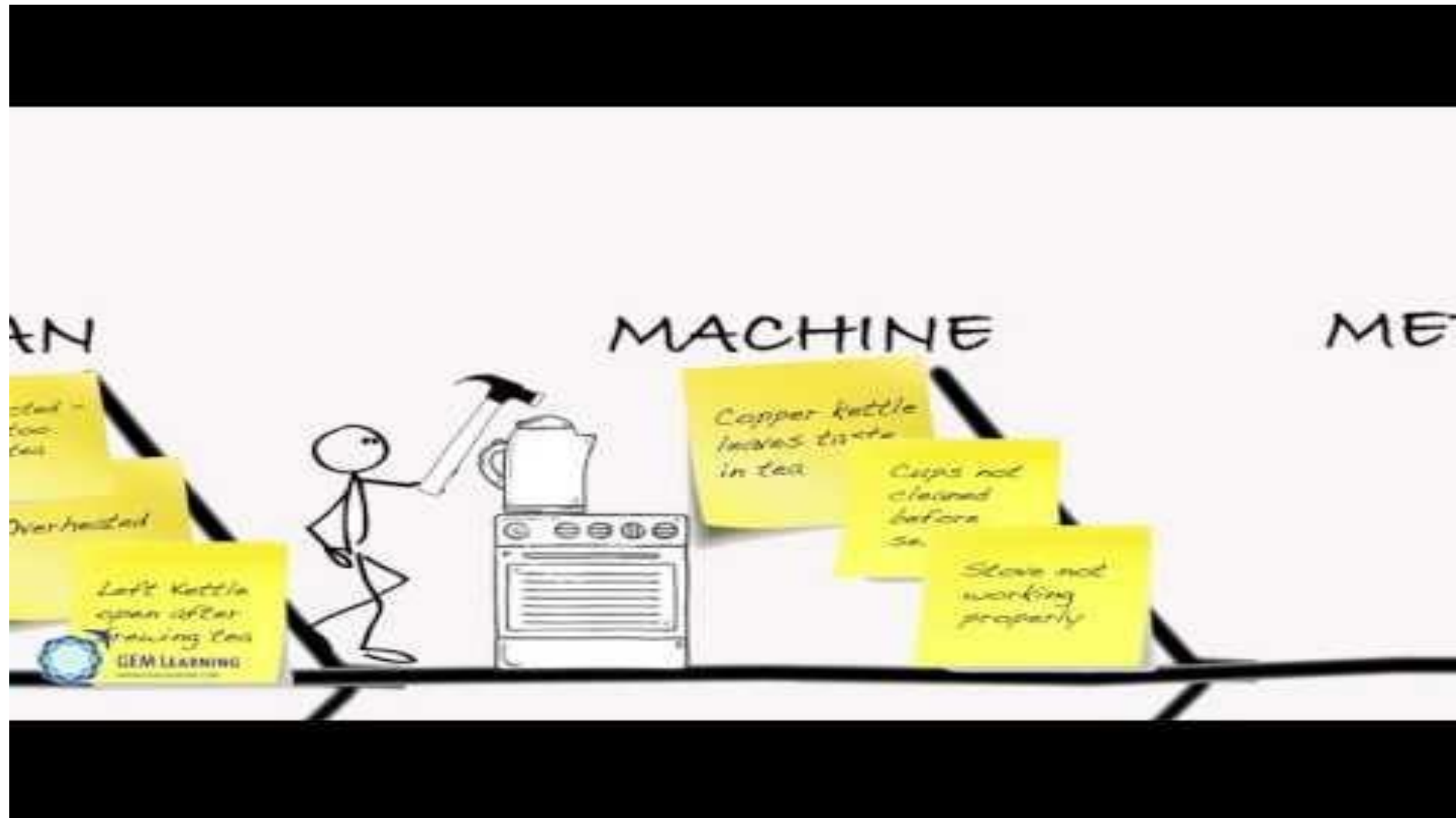


*Special Reminders: Strategies must be evidence based and there could be multiple strategies to support the desired outcome.

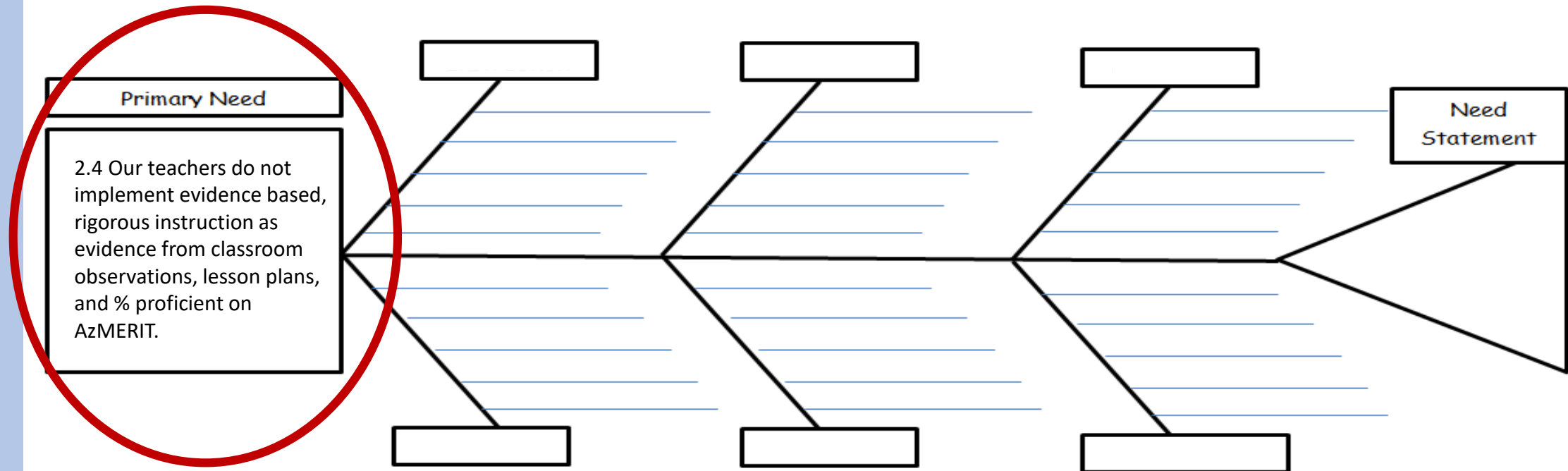


Have a problem? Now what?

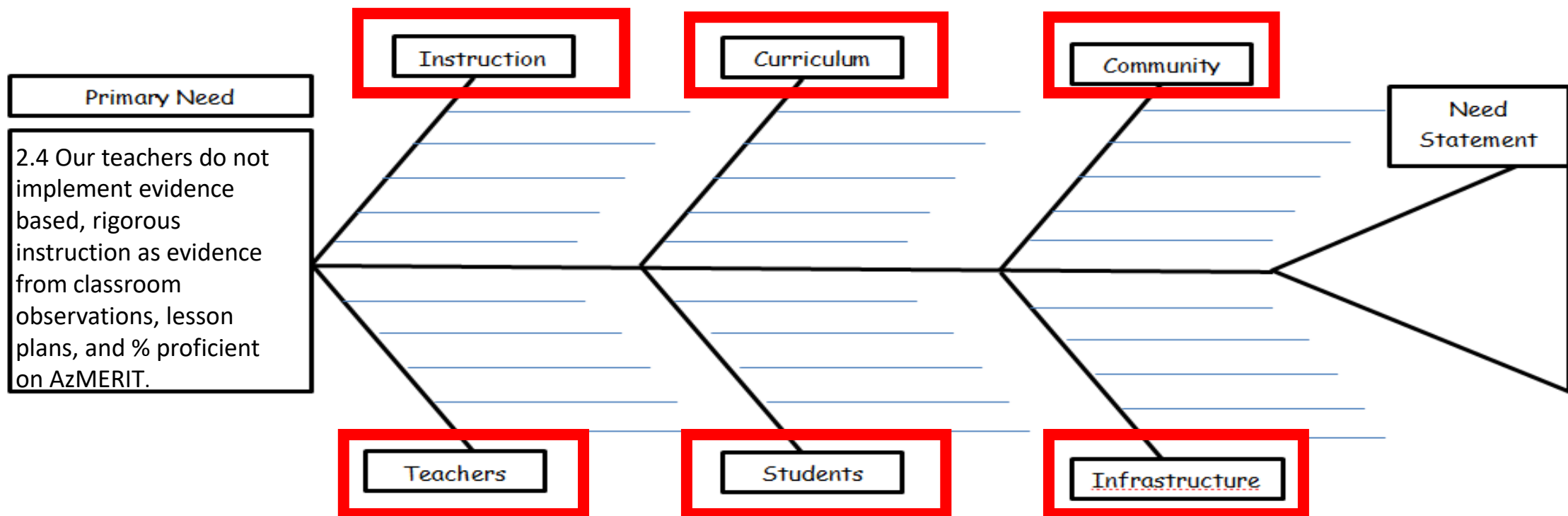
Fishbone Technique



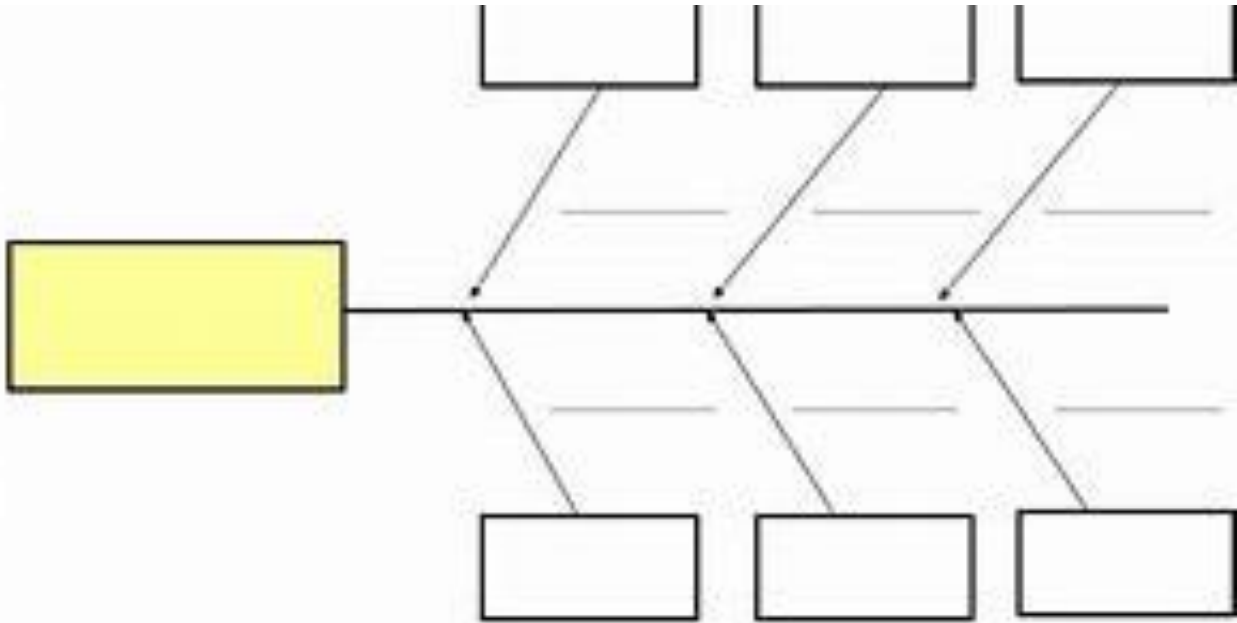
Fishbone template for Schools



Desired Outcome (Positively Restate your Needs Statement):

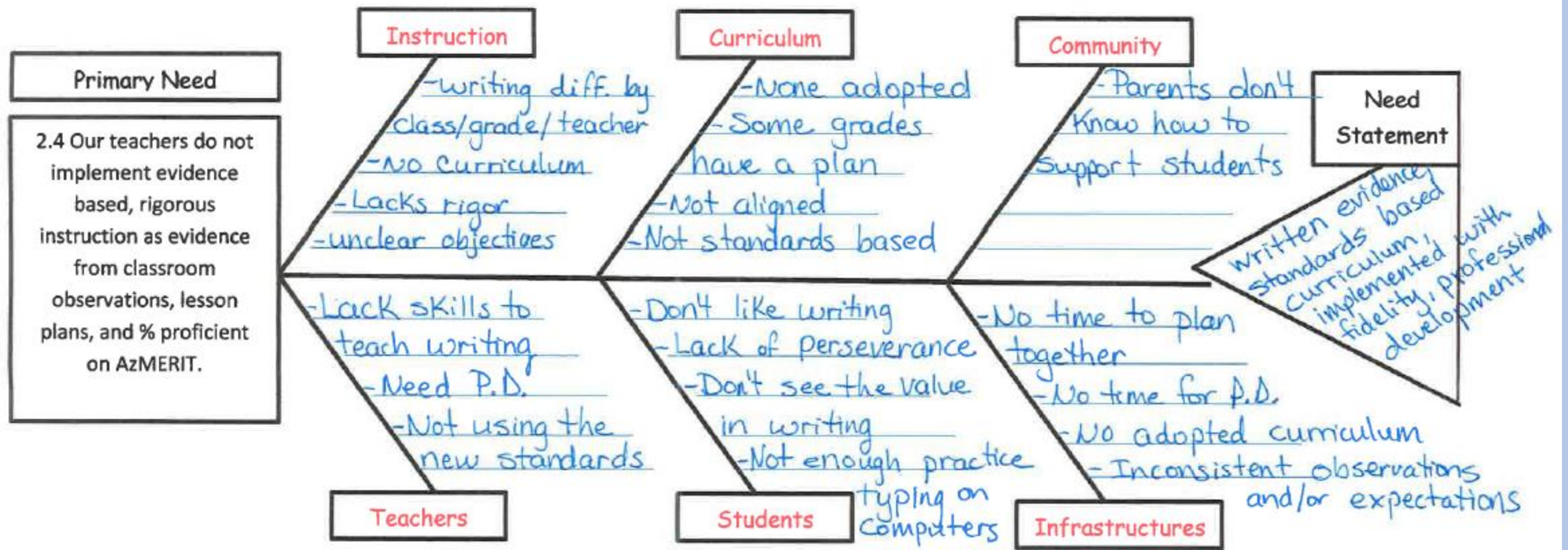


Desired Outcome (Positively Restate your Needs Statement):



- Leadership
- Assessment
- Transportation
- Attendance
- Time
- Professional development
- Climate/culture
- Technology
- Subgroups

Possible additional fishbone categories



Desired Outcome (Positively Restate your Needs Statement):

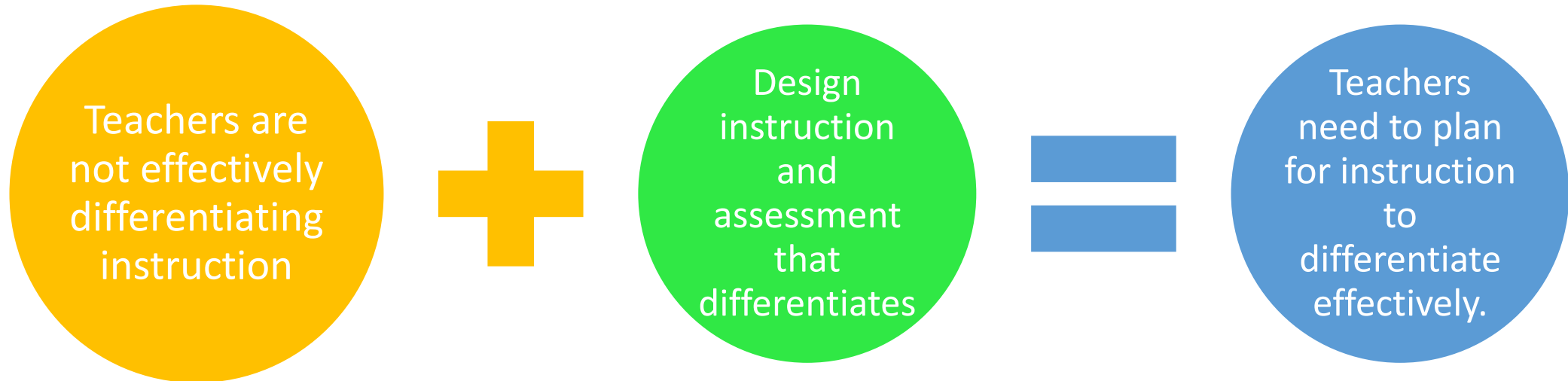
Writing curriculum aligned to grade & content standards, implemented with fidelity to increase % proficient on writing assessment.

Sample Target Questions for Root Cause Analysis



- How do you know the problem exists?
- What are your teachers or staff doing or not doing to contribute to the problem?
- What are students doing or not doing to contribute to the problem?
- What is the community or family doing or not doing to contribute?
- What school systems support the problem?
- What systems do not support the problem?
- What barriers are in place?
- How does the curriculum contribute?
- How does time contribute?
- Does the school schedule play a role in the problem?
- What causes the teachers to contribute to the problem?
- How does instruction contribute to the problem?

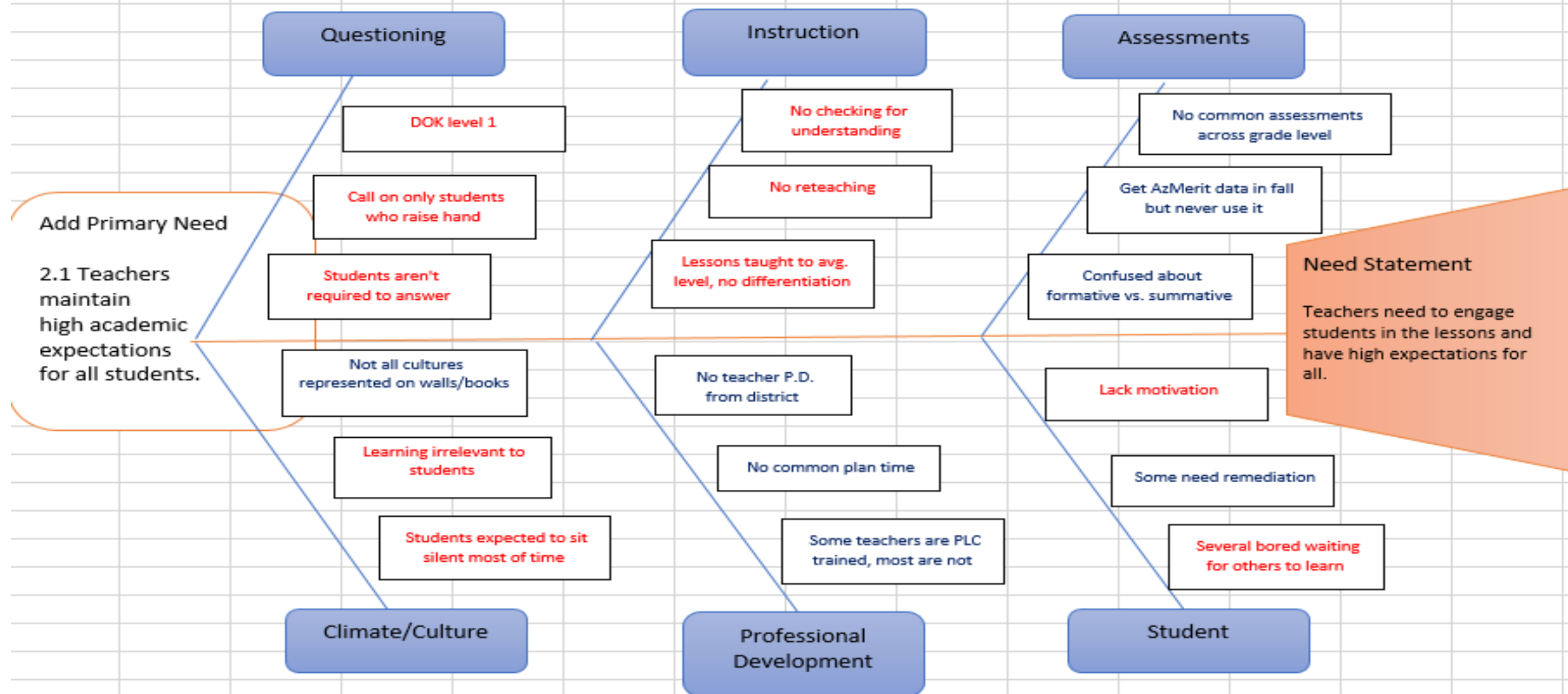
Creating Your Need Statement (fishbone tail)



What if my
tail is too big?



Fishbone Diagram



Desired Outcome: Teachers will maintain high academic expectations for all students by actively engaging them in high level learning activities in all areas of instruction.

Sometimes you
have to dig a
little deeper...

WHY?

↳ WHY?

↳ WHY?

↳ WHY?

↳ WHY?
Real solution is found here

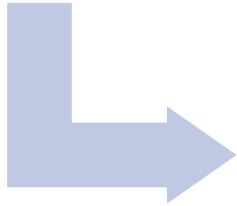
How to Use the 5 Whys

They brought in a pigeon expert.



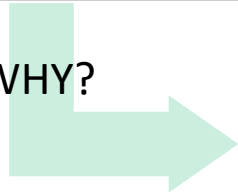
He determined
that the birds
were there to
eat the
spiders.

Why do teachers have low expectations for student achievement?



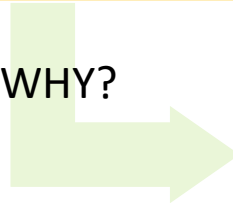
They don't understand the students' needs.

WHY?



They don't take time to build relationships with students.

WHY?



They don't know how to build a relationship.

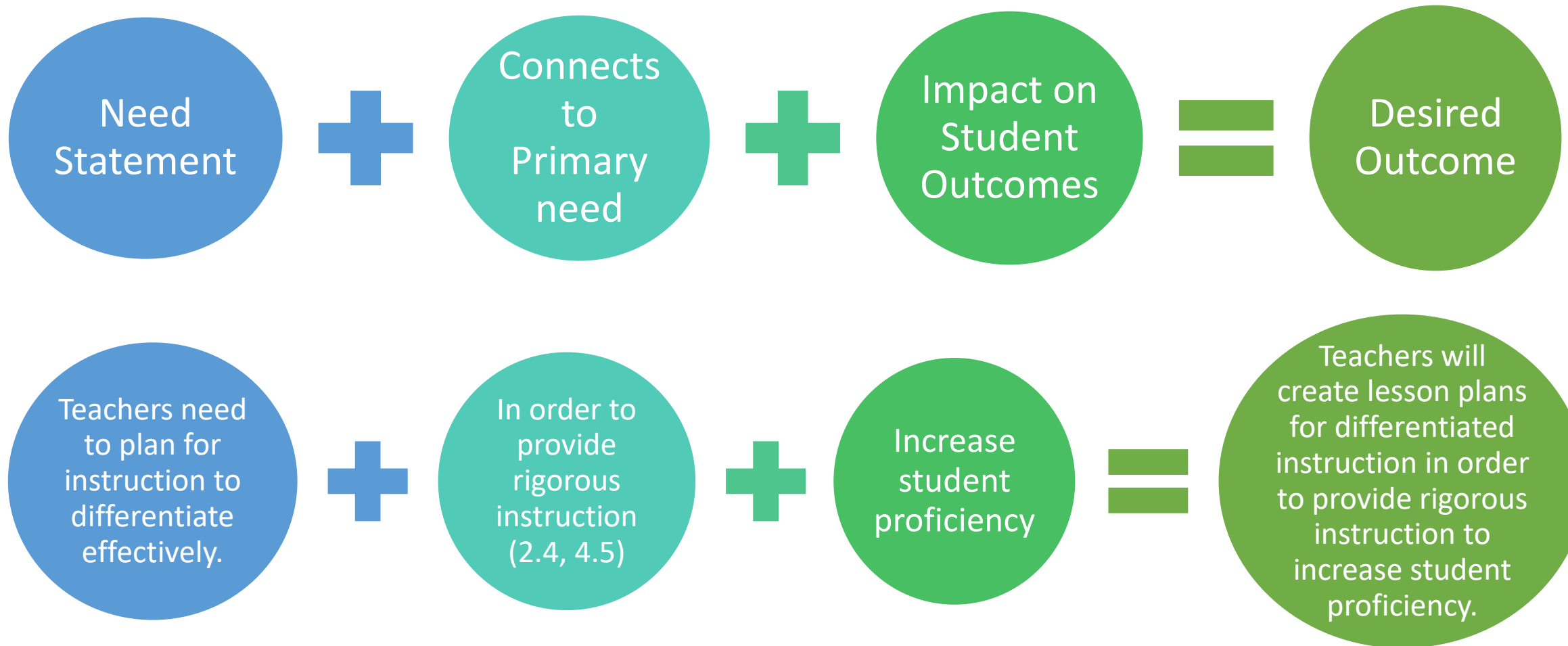
WHY?



They don't have strategies to build relationships with students.

*Why? Why? Why?
Why? Why?*

Creating Your Desired Outcome



Additional Sample Need Statements and Desired Outcomes

Need Statements

- Need to provide opportunities for parents and community to get involved in the school
- Need a written evidence and standards based math curriculum implemented with fidelity and professional learning for evidence based math instruction.

Desired Outcomes

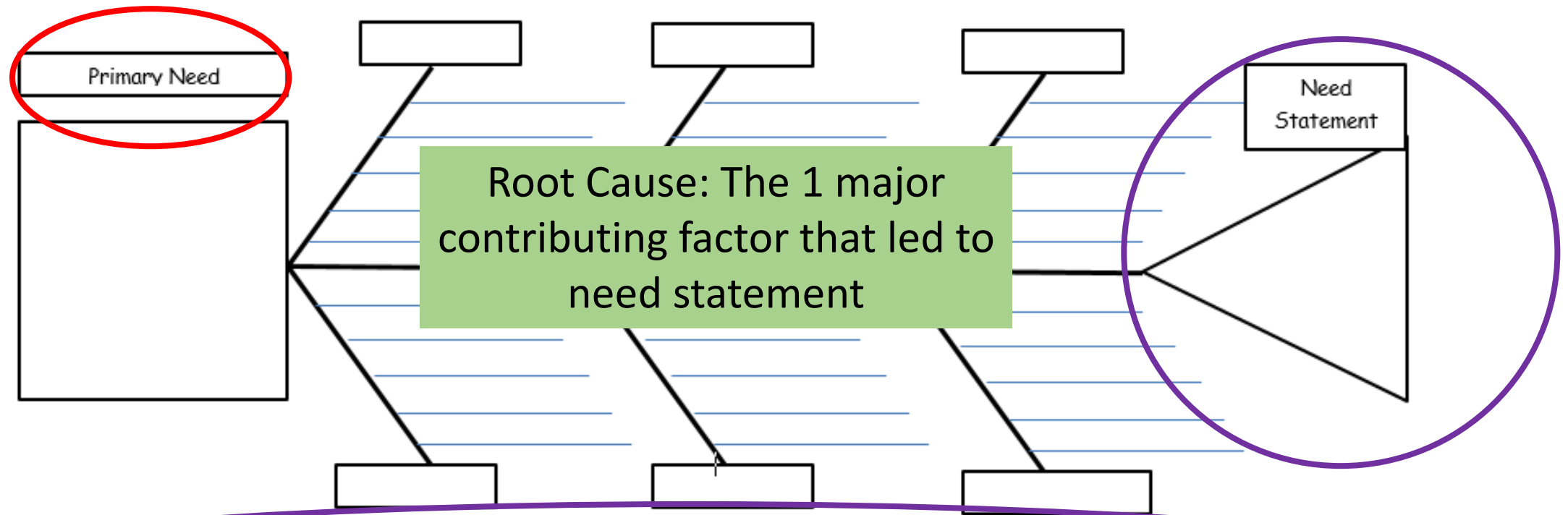
- Provide multiple opportunities for parents and community to get involved to promote collaboration and increase student achievement.
- Evidence and standards based math curriculum aligned to grade level and content standards implemented with fidelity to increase math proficiency on state assessment.



Think – Write – Pair - Share

- Reflect on the Root Cause Analysis information shared.
- What are your next steps in this area?

Where do you get the Primary Need, Root Cause, Needs Statement and Desired Outcome?



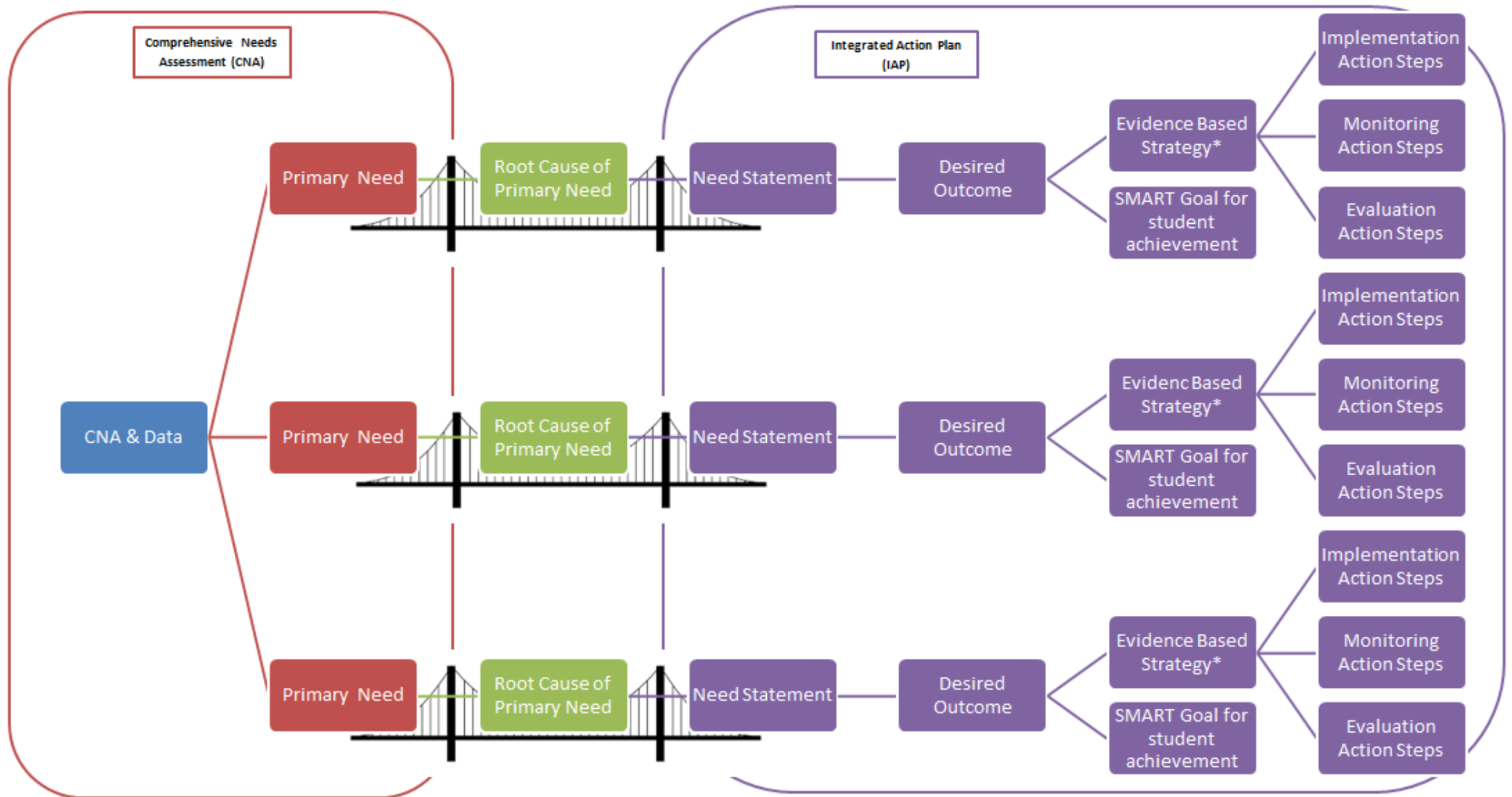
Back to the CNA Final Summary Tab

Step 2: Identify Root Causes	1	1.5 lack of a school leadership team and data-driven culture	
	2		
	3		
	4		
Primary Needs Statements and Desired Outcomes	1	1.5 Need to create a school leadership team that evaluates school needs and guides staff to analyze and utilize data regularly	1.5 Our school leadership team will develop a data driven culture by creating system of academic accountability for staff to further support student academic achievement
	2		
	3		
	4		

Uploading to ALEAT

<https://www.ade.az.gov/CommonLogon/Logon.aspx>

1. Upload CNA to the school's file cabinet in ALEAT
2. Upload a fishbone diagram for each primary need to the school's file cabinet in ALEAT
3. Click on the paper clip at the top of the page of the school IAP
4. Click on "Choose File" link and choose your document
5. Then uncheck the check next to "use file name"
6. Rename the file: "FY20 CNA," "FY20 Fishbone 1.5", etc.
7. Then click "attach"



*Special Reminders: Strategies must be evidence based and there could be multiple strategies to support the desired outcome.



Impact goals

Impact on student achievement
Show growth or proficiency

- State assessment
- Attendance
- Discipline incidents
- Subgroups
- Graduation rate

Process goals

Related to implementation of a desired outcome, strategy, or system

i.e. By October 1st we will implement a new walkthrough data collection form

i.e. By January 15th all teachers will be trained in the use of Kagan cooperative learning structures

ALEAT – IAP Principle Summary Box

- The following 4 items **must** be included in the principle summary box for each primary need:
 - Primary need from CNA (head of fishbone)
 - Root cause
 - Need statement (tail of fishbone)
 - Desired outcome
- Add any SMART goals as needed per program area

School Integrated Action Plan Development

- Develop evidence-based strategies and action steps to achieve your desired outcomes
- Include how you will monitor and evaluate the effectiveness of the strategies
- Ensure there is coherence between your need statements, desired outcomes, goals, strategies, and action steps = ALIGNMENT
- Include ESSA requirements for Title programs, MOWR, and School Improvement
- Add your program tags
- Determine which action steps need funding and add your funding tag

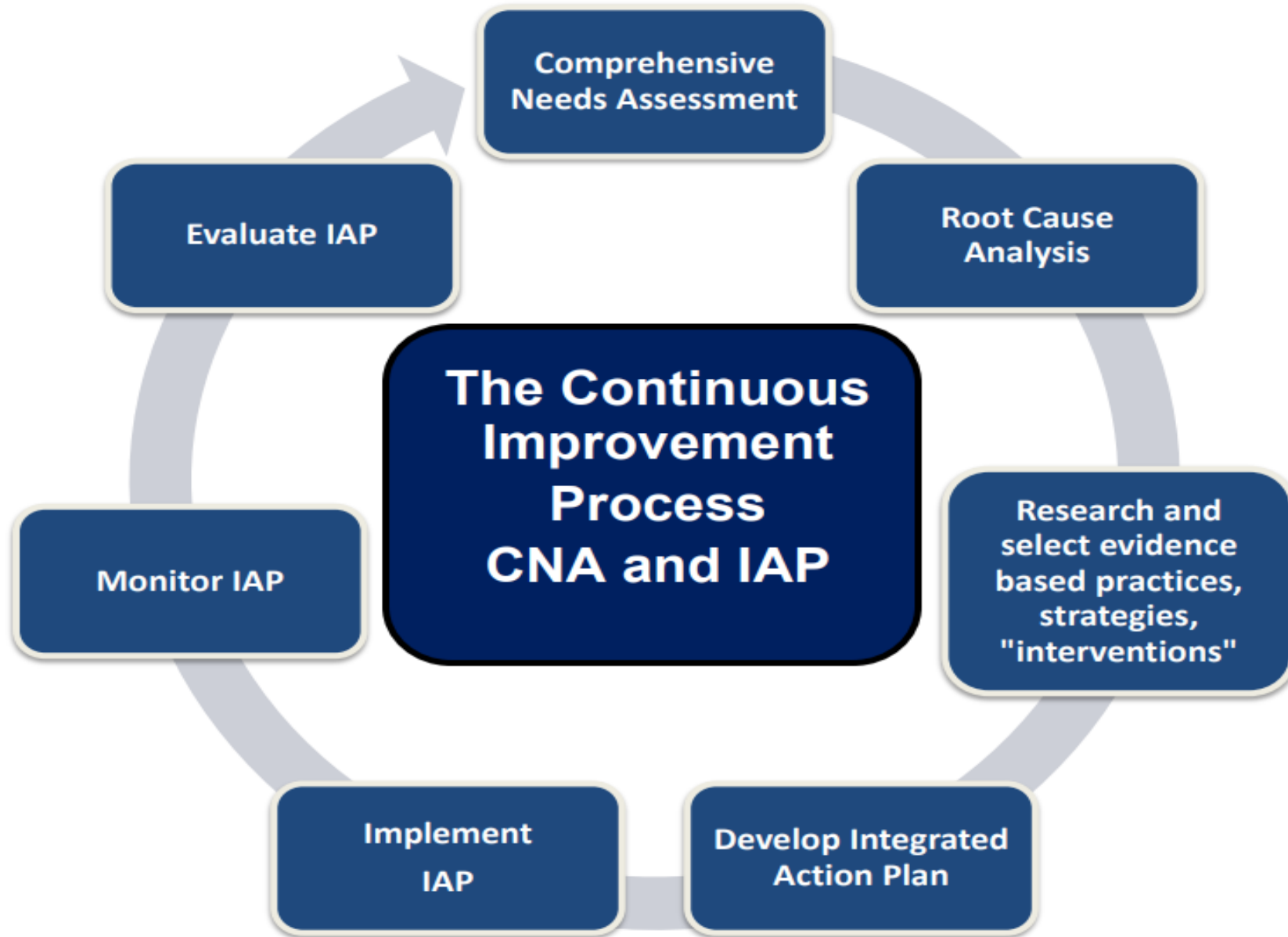
LEA Integrated Action Plan Development

- Developed to support the implementation of the school integrated action plans
- Include evidence-based strategies and action steps
- Demonstrate how the LEA is aligning their resources to meet the needs of their schools as determined by a review of all schools' CNA results
- Include ESSA requirements for Title programs and School Improvement
- Set monitoring and evaluation measures to ensure implementation and goal attainment
- Add appropriate program and funding tags



Think – Write – Pair - Share

- Reflect on the SMART goal and IAP information shared.
- What are your next steps in this area?



Suggested Timeline for LEAs

- **Processing CNA** - November through January
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Resources

<http://www.azed.gov/cna/>

- FY20 CNA tool (updated 11/2018)
- CNA Rubrics & Resources (updated 11/2018)
- Workshop/Conference handouts
- CNA IAP Guidance (coming soon)



Now What???

- Assemble the District Leadership Team to review this information
- Bring Principals together and train them on new requirements
- Assist Principals in creating or modifying their School Leadership Team
- Help Principals get started on the improvement process beginning with the CNA
- Set timelines for your schools



Thank you!

Any Questions?