



# School Improvement Needs Assessment -

Assessment Conducted by the  
Iowa Association of School Boards



## Iowa Code, section 280.12(2) Required District Needs Assessment

“The board shall adopt a policy for conducting ongoing and long-range needs assessment processes. This policy shall ensure involvement of and communication with the local community regarding its expectations for adequate preparation for all students as responsible citizens and successful wage earners.”



# The #1 Job of a School District -

to ensure that each and every student acquires the knowledge and skills needed to be ready for college, career, and life



# How do you know if you are getting the job done?

- Results from student achievement assessments that are well aligned to the Common Core Standards.
- Needs Assessment of the characteristics found in effective/high-performing schools.



# Needs Assessment Components

## Research Base:

- 1) Effective Schools, Lazotte
- 2) High-Performing Schools, WA State
- 3) Lighthouse Conditions, IASB



# Needs Assessment Components

Characteristic	Sample Indicators
<b>1. Goals and Priorities</b>	<b>There are clear goals with measurable targets. At least one goal identified as highest priority. There is a shared understanding of what the district is trying to improve.</b>
<b>2. Leadership and Teamwork</b>	<b>District leadership teams are established. People can identify how they have a voice. Everyone is clear on roles and responsibilities.</b>
<b>3. Student Achievement</b>	<b>The percentage of students meeting standards is high There are improvement trends over time Achievement gaps closing</b>
<b>4. Standards and Expectations</b>	<b>Attainable Comprehensive Rigorous</b>



# Needs Assessment Components

Characteristic	Sample Indicators
5. Assessment System	<p>Aligned to standards</p> <p>Rigorous</p> <p>Balanced</p>
5. Classroom Instruction	<p>Instruction actively engages the students.</p> <p>There is evidence of research-based instructional practices.</p> <p>Instructional tasks include a blend of cognitive demand/rigor.</p>
5. Professional Development	<p>Student learning needs drive the professional development.</p> <p>Adequate time is allocated for collaboration.</p> <p>Professional development is focused on improving instruction.</p>
5. Parental Involvement and Satisfaction	<p>Parents are satisfied with the school.</p> <p>Parents are involved in their child's education.</p> <p>Parents are informed of their student's progress.</p>



## Needs Assessment Findings:

The results of the Needs Assessment are displayed graphically in the next sets of slides. Results are compared for district board members and staff, district parents and community members, and students.





# High Performing Schools Characteristic #1

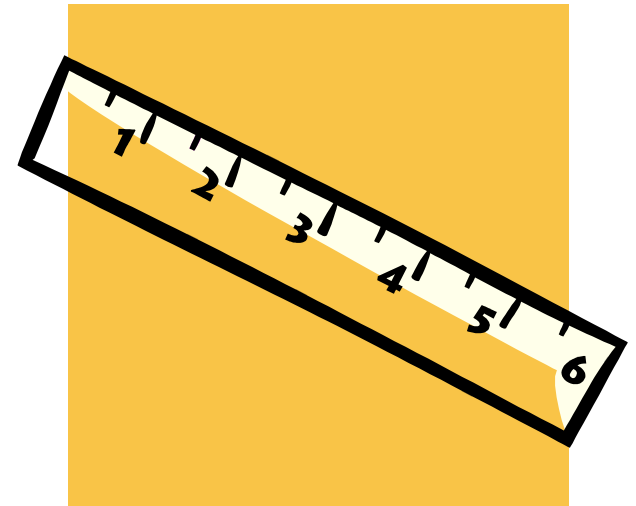


## Goals and Expectations

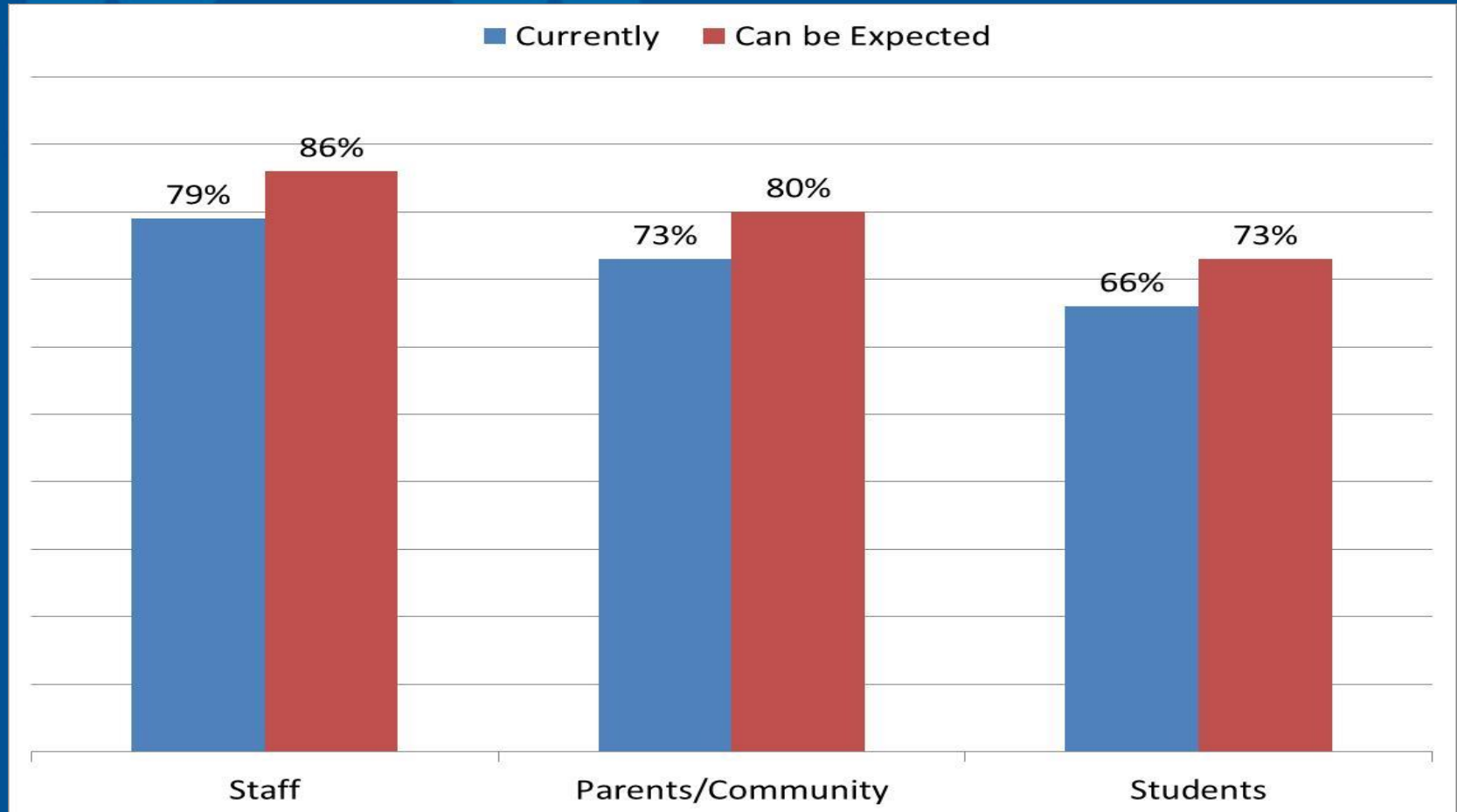


# Indicators of Goals & Expectations

1. People indicate that they can get better.
2. There are ambitious/stretch goals.
3. There is a lack of excuses.

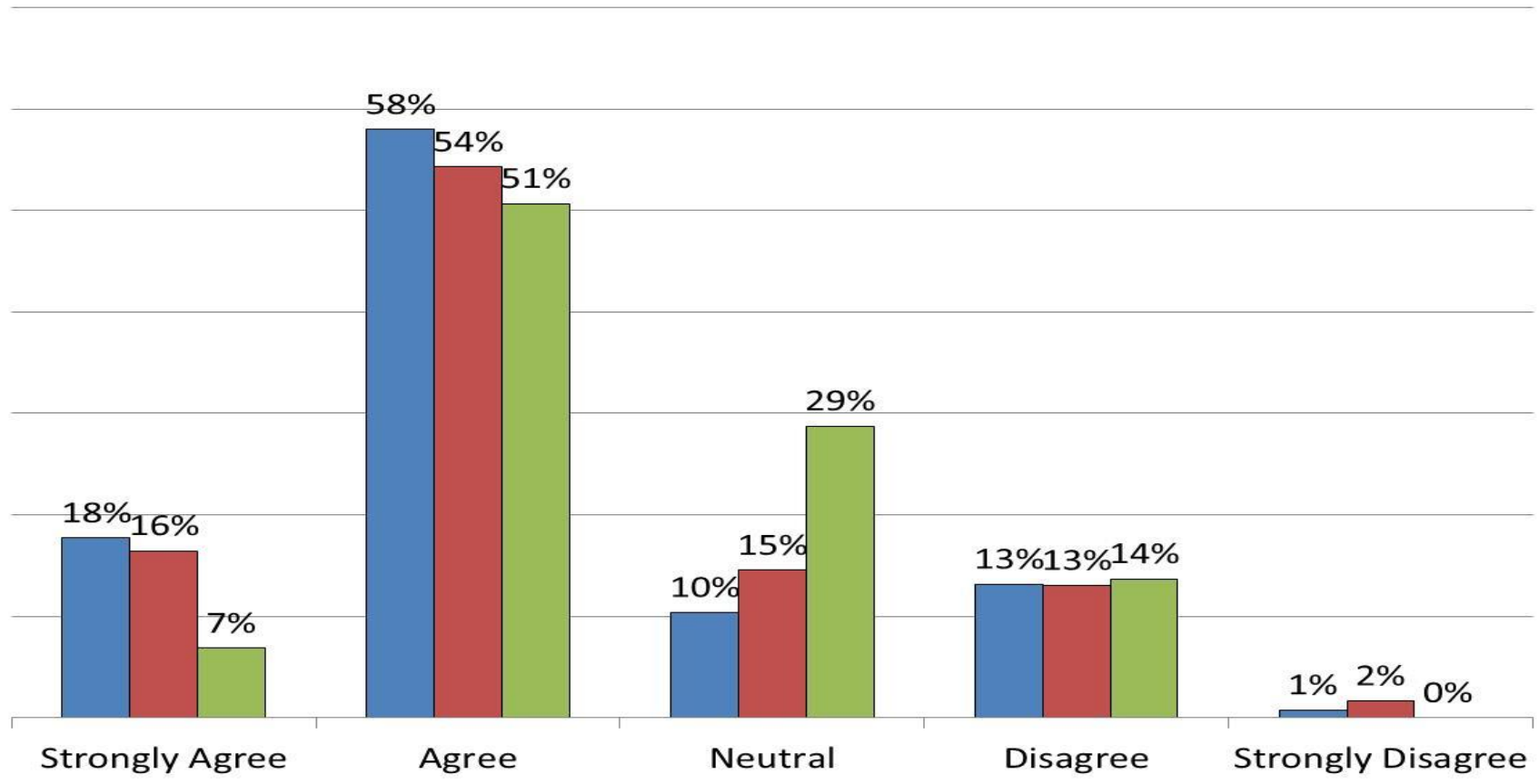


# What Percentage of Students Are Meeting Standards/Grade-Level Expectations



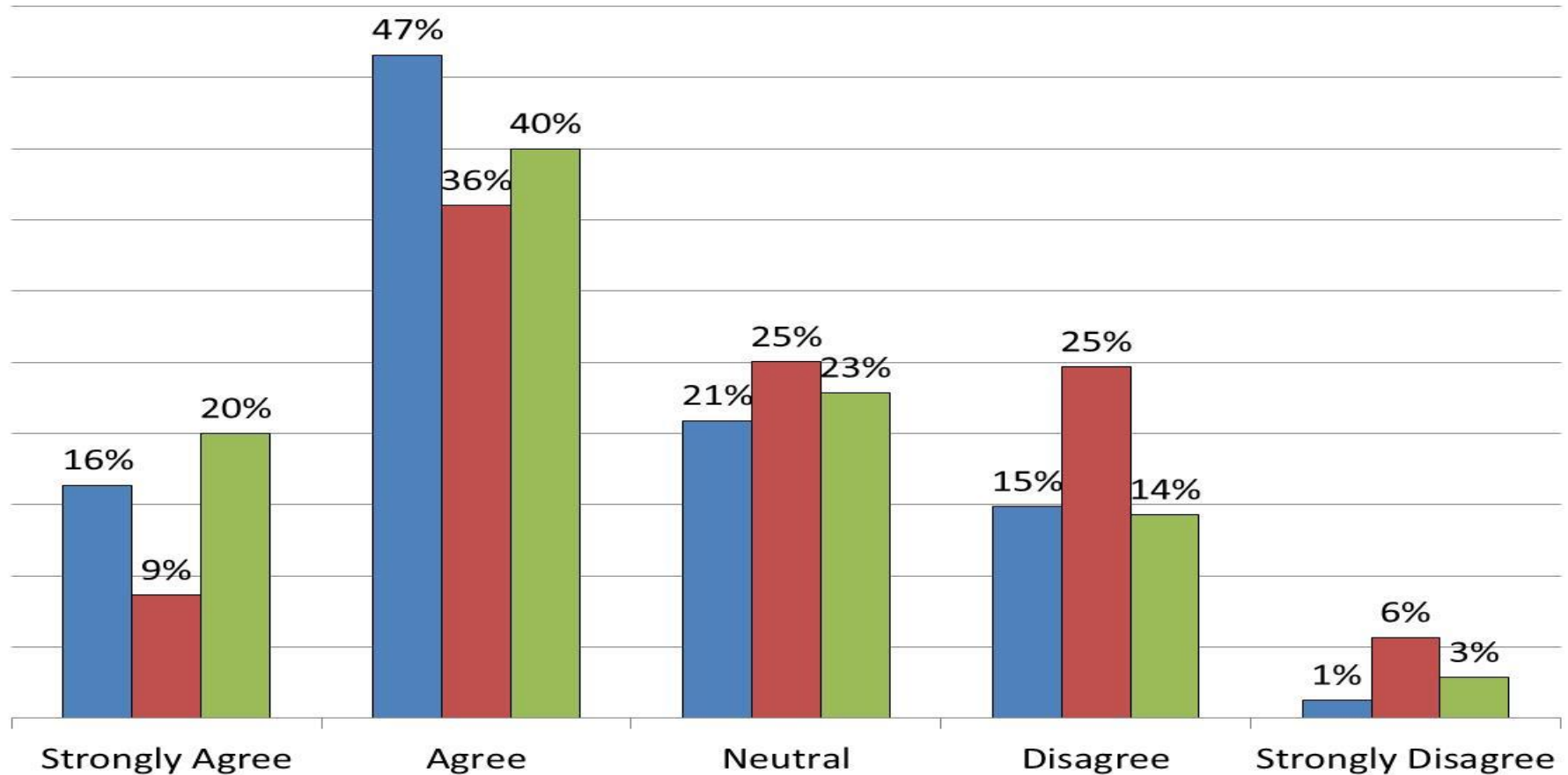
# Survey Item#1 - "The current level of student achievement is about what we can expect."

■ Staff ■ Parents ■ Students



# Survey Item#11 - "Student achievement barriers, such as poverty and lack of family support, can be overcome by quality teaching & learning."

■ Staff ■ Parents ■ Students



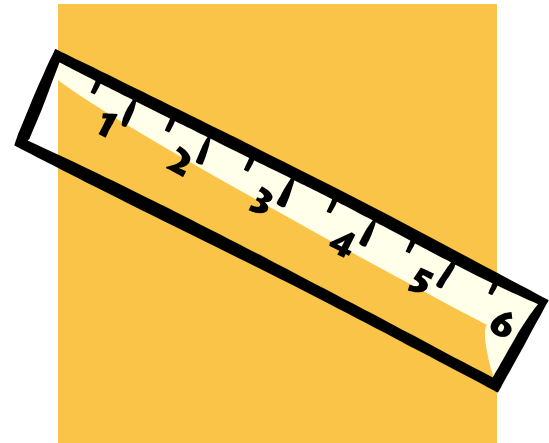
# High-Performing Schools Characteristic #5

## High Quality Instruction

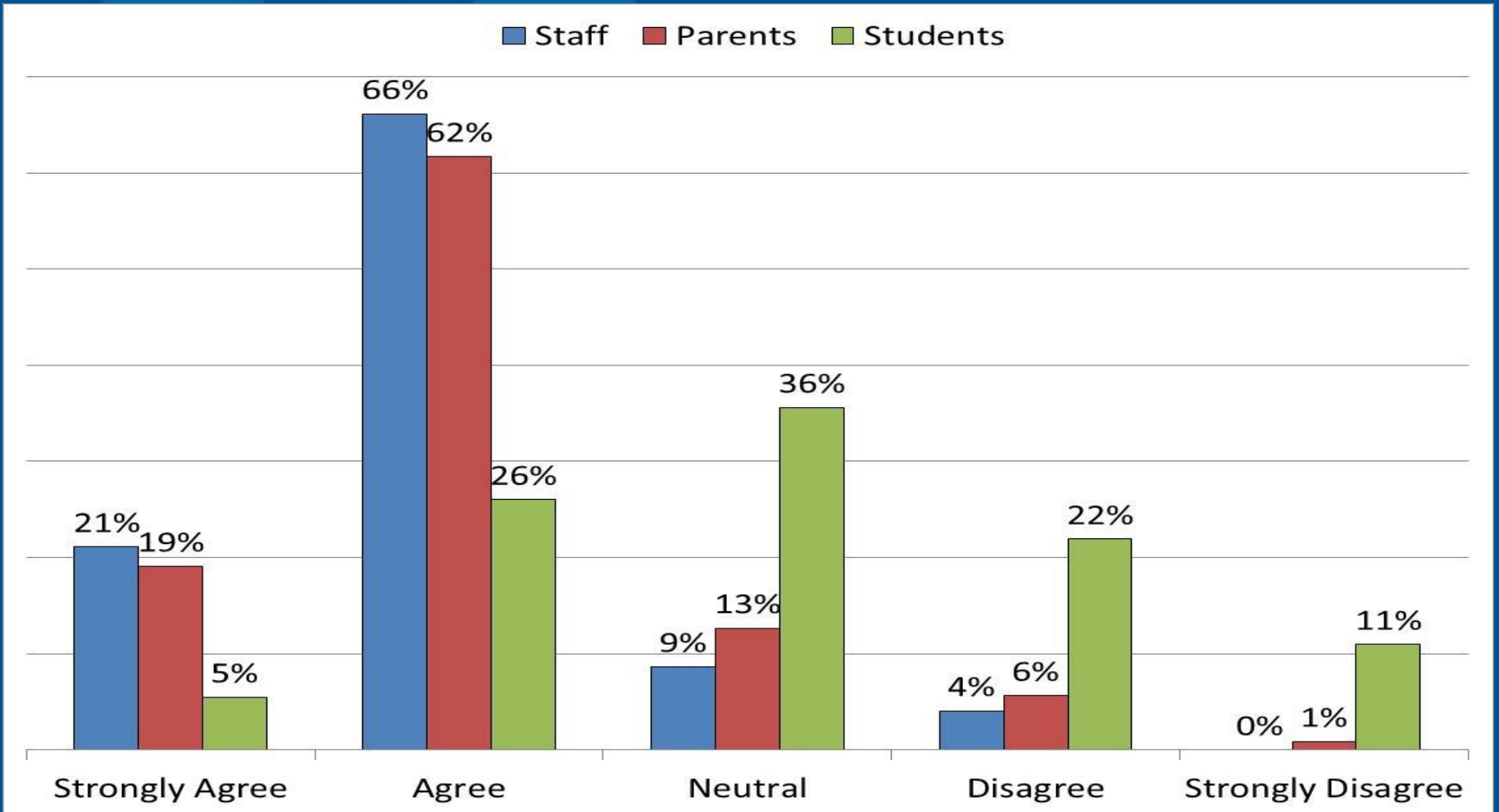


# Indicators of High Quality Instruction

1. Instruction actively engages the students.
2. There is evidence of research-based instructional practices.
3. Instructional tasks include a blend of cognitive demand/rigor.

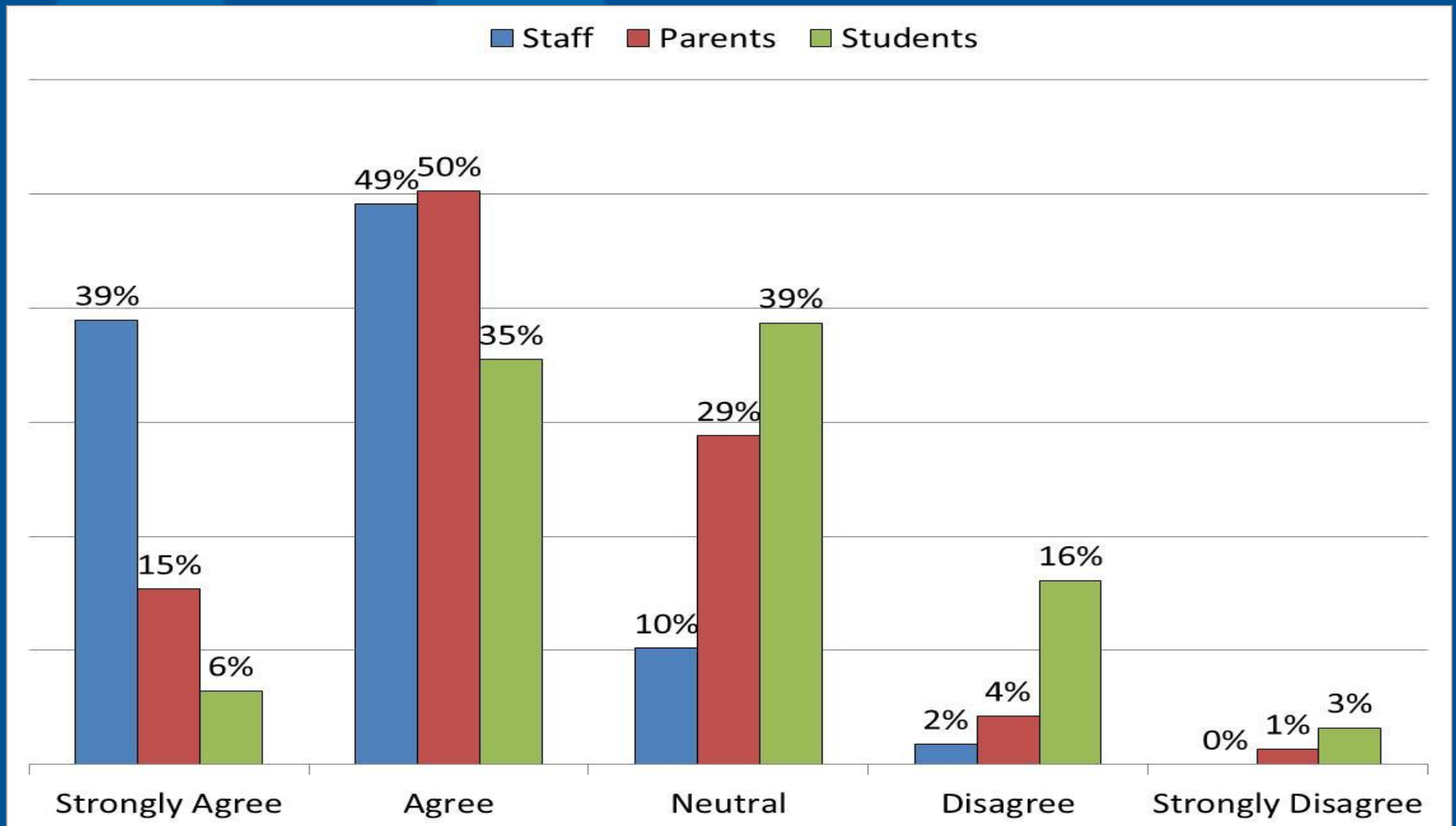


# Survey Item#9 - "Our students are actively engaged in classroom learning tasks."





# Survey Item#15 - "We use research-based instructional practices in this district."

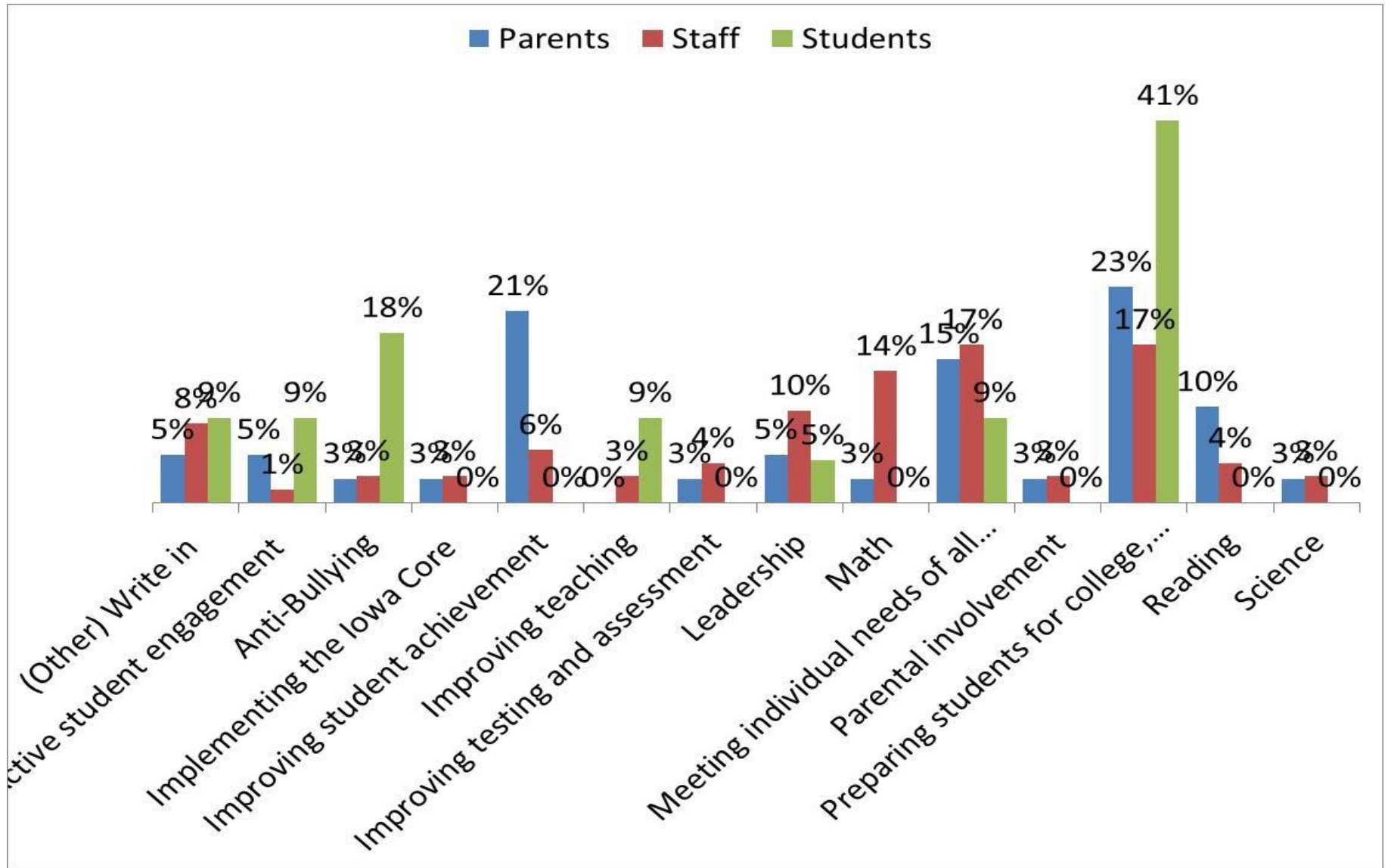


# Needs Assessment Survey

## Open-Ended Responses



# “What is the top priority for improvement?”



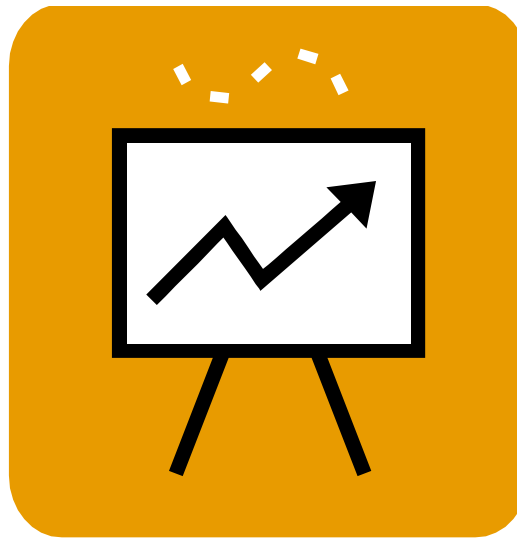


# Respondents – What is the top priority for improvement?





# Major Findings and Recommendations





## Major Strengths:

1. Most parents and staff members believe that there are strong leadership teams in the district.
2. Most staff say that they have a voice in decision making.
3. A strong majority of respondents believe that the school board can have a positive impact on student performance.



# Major Improvement Recommendations:

1. Create urgency consensus around the belief that virtually all students can learn at high levels, that barriers can be overcome, and that major improvements can and will be made in student achievement.
2. Focus attention and resources on improvement of instruction, rigor and relevance, and student engagement.
3. Continue to improve the assessment system to align to the content and rigor of the Common Core Standards.



# Testimonials

*“The IASB team analyzed the district data, surveyed several groups, and then issued a comprehensive report. I believe the best part was when IASB discussed the report and answered Board members and administrator questions. I feel the district benefited from having “another set of eyes” look at our district.”* – Carl Drost Board President, Oskaloosa

*“IASB's School Improvement Needs Assessment Survey provided us responsive, disaggregated information to compare the views and perceptions of external stakeholders and parents with those of our internal staff that continues to inform our strategic planning and decision-making.”* – Kevin Hatfield, Superintendent West Branch

*“The needs assessment provided preparation for the DE site visit and data used in the revision of the district’s vision and mission and to guide the board and district long-range goals.”* Carol Montz, Superintendent Williamsburg





# School Improvement Needs Assessment - Abbreviated Report Sample

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