Needs Assessment Process: Data Collection and Analysis

#1 Webinar Recording–Writing SIP/DSP

Division of Elementary and Secondary Education
District Support

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ADE-Division of Elementary and Secondary Education

Vision

The Arkansas Department of Education is transforming Arkansas to lead the nation in student-focused education.

Mission

The Arkansas Department of Education provides leadership, support, and service to schools, districts, and communities so every student graduates prepared for college, career, and community engagement.

Needs Assessment Process

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Data Collection and Analysis	Prioritization	Theory of Action and Goal Setting	Improvement Planning

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Types of data collection that may be needed.

Multiple Measures of Student Learning	Demographic (student and adults)	Processes, Policies, Programs, and Commitments	Perception

What is the problem (issue) and why is it happening? What do I know?

Sample Tools: Fishbone, 5 Whys, Problem-Solution Matrix

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Data Collection and Analysis Example

Our team reviewed data from ACT Aspire, NWEA Fall and Spring Assessments, Arkansas Department of Education GPS Dashboard, TRIAND, attendance and discipline, content area common assessments, High Reliability Schools Level 1 survey report, and faculty feedback. We also analyzed our processes and procedures, routines, customs, norms, and expectations.

YEAR	ENGLISH	READING	SCIENCE	MATH
2018	61%	38%	30%	30%
2019	66%	44%	35%	33%

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Data Collection and Analysis Example

The district leadership team worked through the process of establishing a Theory of Action. Then reviewed School Improvement plans to identify common areas of focus and need, conducted a root cause analysis to identify problems of practice, and determined which data sets would need to be reviewed in preK- 12th grade in each area.

- 2019 Students Scoring in Need of Support in Reading - 55%
- 2018-19 Student Attendance
- In 2019 schools received direct support in the Professional Learning Community (PLC) process.

Data Collection and Analysis Example

The needs assessment process involved administrators, teachers, parents and other stakeholders looking at 3-year data to identify strengths and weaknesses of the literacy program. This data was comprised of ACT Aspire Reading Assessments, ACT Reading Interim Assessments, Dibels, STAR Reading and the Accelerated Reader program as well as individual teacher classroom performance data, teacher retention, teacher absences, professional development opportunities provided, organization of PLCs, and teacher support. The needs assessment showed early growth was made in the area of reading but not proficiency on grade level and this could be seen in all grades K-12.

Data Collection and Analysis Example

Data Collection: ACT Aspire, Attendance, Bus Routes, Classroom Grades, Demographics, Discipline Data, Dynamic Learning Maps, Dyslexia Screeners, ELPA21, ESEA Index Reports, Intervention Programs data, Master Schedules, NWEA Data, Parent Surveys, Professional Development Evaluations, Student Surveys

 Data Analysis: The teachers and administrators in each school analyze their data to determine priorities and further determine the root cause of areas that are identified as needing improvement. The District and Building leaders meet quarterly to review data and School-Level Improvement Plans for implementation fidelity and progress.

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