Comprehensive Needs Assessment and Root Cause Analysis

Monday April 1st
## Conducting a Comprehensive Needs Assessment

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<td><strong>1</strong></td>
<td>Select a comprehensive needs assessment (LEA)</td>
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<td><strong>2</strong></td>
<td>Identify and gather data (LEA)</td>
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<td><strong>3</strong></td>
<td>Present data to the collaborative team (LEA presents to school and CAB)</td>
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<td>Prioritize indicators for root cause analysis (school and CAB)</td>
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1. Select a comprehensive needs assessment (LEA)

- [Rhode Island Model Needs Assessment](#)
- [Georgia Department of Education Comprehensive Needs Assessment](#)
- [Moving Your Numbers District Self Assessment Guide](#)
- [Global Best Practices 2nd Edition](#) (Secondary schools only)
For every indicator, data should be:

• Triangulated

• Contextualized

• Visualized/Summarized
Thinking Broadly About Data

• Test scores are necessary but not sufficient

A robust needs assessment includes many factors that help paint a rich picture of teaching and learning
• Present data to the collaborative team (LEA presents to school and CAB)

• LEA builds collaborative team’s capacity to understand and analyze data

• LEA should emphasize equity of voice in ensuring all members of the CAB and school team can meaningfully engage

• Protocols can be helpful, should be tailored to needs and desires of the CAB, School, and LEA

• Collaborative team asks questions:
  • Additional data?
  • Clarifying questions?
  • Avoids making judgements, proposing solutions
- Prioritize indicators for root cause analysis (school and CAB)

- Individual or groups of indicators are analyzed and evaluated on two axes:

- Each collaborative team should end with 3-5 **High Priority, Weak Performance** indicators
Conducting a root cause analysis

RCA allows us to:

- Sharpen Focus
- Solve the right problem
- Prioritize factors within our control
Conducting a root cause analysis

Priority Indicator: Low Performance on Math Assessments

- Students are not proficient in math
  - Math curriculum is low quality
  - Math instruction doesn’t meet student need
- Students are proficient but test poorly in math
  - Students are unmotivated
  - Students are unfamiliar with test format
  - Students are distracted
- Ineffective Lessons
  - Lack of instructional resources
  - Inadequate instructional time
- Poor Testing Environment
Process

Now Through Early May (~5 weeks)

1. **3-5 High Priority Needs with identified Root Causes**
2. **Evidence-Based Interventions Designed to Address Root Causes**
3. **Comprehensive School Improvement Plan And Funding Application (Due 5/15)**
Questions?

Email: schoolimprovement@ride.ri.gov

Web:  www.ride.ri.gov/improvement

Requests for technical assistance from the School Improvement team may be submitted here:

https://docs.google.com/forms/d/1A-3liJ53xDBGh04jJaUV0Ohitse9FC7UFAaJz37ImDOU/viewform?edit_requested=true