

ASP Handbook

Beginning the Process with your ASP team:

Needs Assessment Process

1. Data Review
 - a. Using multiples data sources (Quantitative and Qualitative)
 - b. Benchmarks, EUA, STAR, Running Records, Math Rubric, writing, formative assessment, etc.
 - c. What does the data point to that we should specifically focus on?
Time Line: March 15-April 20

2. Assessing Strengths and Weaknesses through Needs Assessment Rubric
 - a. Non-evaluative
 - b. Helps to target areas of improvement
 - c. Identifies areas of growth and specific challenges
 - d. *Time Line: March 15-April 20*

3. Root Cause Determination
 - a. What areas need intervention based on needs assessment process?
 - b. Why are these areas in need of support? (within locus of control)
 - c. What is really happening that is causing the need?

Time Line: April 20 – May 17th

4. Creation of SMART Goal
 - a. What is the challenge?
 - b. What data do you have to support the need for this goal?
 - c. Who is impacted by this challenge?
 - d. What evidence intervention can you implement to solve it?
 - e. How much growth do you expect to see to indicate success?
 - f. How will success be measured and progress noted?
 - g. What is the time line? (ie. Sept to June)
Time Line: May 17th - June 7th

Completing the Data Analysis Section

Location of Data Analysis: ASPS, 2nd page on left side

Timeline for Completion: March 15- April 20

Feedback and Approval: Rolling basis

Comprehensive and select Targeted Schools: Notify an RST member for feedback

Targeted Schools: Notify your district rep for feedback as you complete this section.

Data Analysis Support from RST:

Celeste Denman: celeste.denman@doe.nj.gov for comprehensive and targeted schools

District Representative for non-categorized.

Reminders:

1. This section begins the discussion of areas of need for the entire process
2. This also asks you to consider success of intervention programs in place in the building, such as SuccessMaker, Achieve 3000, and so on.
3. In house data for this section will be important due to the virtual setting

Resources to Use:

1. School Performance Report (2019)
2. ESSA Accountability Profile (2019)
3. District Benchmark Assessment Data
4. Teacher Evaluation Information
5. Data from 2021 SY Interventions
6. PLC data
7. Formative and common assessment data

Elements of the Data Analysis Section:

1. Prior Year Interventions
 - a. What were they?
 - i. Can be a program or a position (i.e. Reading Specialist)
 - b. Target Population?
 - c. Will you use it again?
 - d. Why or why not?
 - i. Please cite data that shows the intervention has worked or not
 - ii. As we transition to ESSA, regulations will ask us to show data on research-based intervention to suggest success.
 - e. Upload data where applicable

f. Hit Save when complete with that tab

2. Student Achievement

- a. This section will need to be populated from your state data as well as your reporting benchmark data
- b. There is a column marked your data—this column allows you to expand on data, offer context, discuss trends, etc.
 - i. Increases in grade bands from last year
 - ii. Decreases in grade bands from last year
 - iii. Staff vacancies
 - iv. Overall trends
- c. Observations and Trends
 - i. What did you notice?
 - ii. Doesn't have to be only areas of improvement- celebrate your successes!

d. Hit Save when complete with that tab

3. Climate and Culture

- a. Will be populated based on what you have reported in ASPS for each cycle
- b. There is a column marked your data— this column allows you to offer data that clarifies or offers deeper understanding.
 - i. Break down by grade or alternate subgroup
 - ii. May include previous results to find trends

c. Hit Save when complete with that tab

4. College and Career Readiness

- a. Fill in what is applicable based on grade levels in building
 - i. If NOT applicable due to grade level, simply write “Not Applicable”
- b. K-8 Schools- please fill in Algebra 1 data
- c. Follows format of the above sections

d. Hit Save when complete with that tab

5. Eval Info:

- a. Follows format of the above sections
- b. Hit Save when complete with that tab**

6. Other Indicators:

- a. This is where you can highlight a program or strategy being used in your school that does not appear in other areas of the ASP such as parent engagement and involvement, community outreach
- b. Hit Save when complete with that tab**

Completing the Comprehensive Needs Assessment

Location of Rubric: Under Needs Assessment Category

Timeline for Completion: March 15- April 20

For CNA Support:

Celeste Denman: celeste.denman@doe.nj.gov for comprehensive/targeted schools
District Representative for non-categorized.

Reminders:

1. This is non-evaluative. This is a reflection process to help team hone in on what is working and what is not.
2. This is an opportunity for candid discussion around areas of desired growth and identifying areas where you would like to see movement in the school.
3. It is recommended that you complete this section with your leadership team to help foster the best discussion.
4. **It is imperative and required that parent and community members be included. These stakeholders cannot be a current staff member. (i.e. A teacher who is also a parent.) Please have sign in sheets with dates and minutes that can be uploaded. High Schools: please be advised that you will also need a student representative.**

Rubric:

The rubric language is specific in nature and offers insight into where schools can move or what can be established to support the improvement cycle.

1. Overall Strength Summary
 - a. What is going well based on the rubric? What has been refined and strengthened? What data can you offer to support your ratings? Please refer to the rubric for evidence.
2. Areas of Improvement Summary
 - a. What areas need attention? What data can you offer to justify your rating? What questions emerge from these areas that you and your team have?

As we are well into ESSA, the CNA will be looked at as a document that drives the ASP building process and funding will be reflective of the need.

Comprehensive Needs Assessment Path to a Successful CNA

Determine CNA process with school leadership team and stakeholders

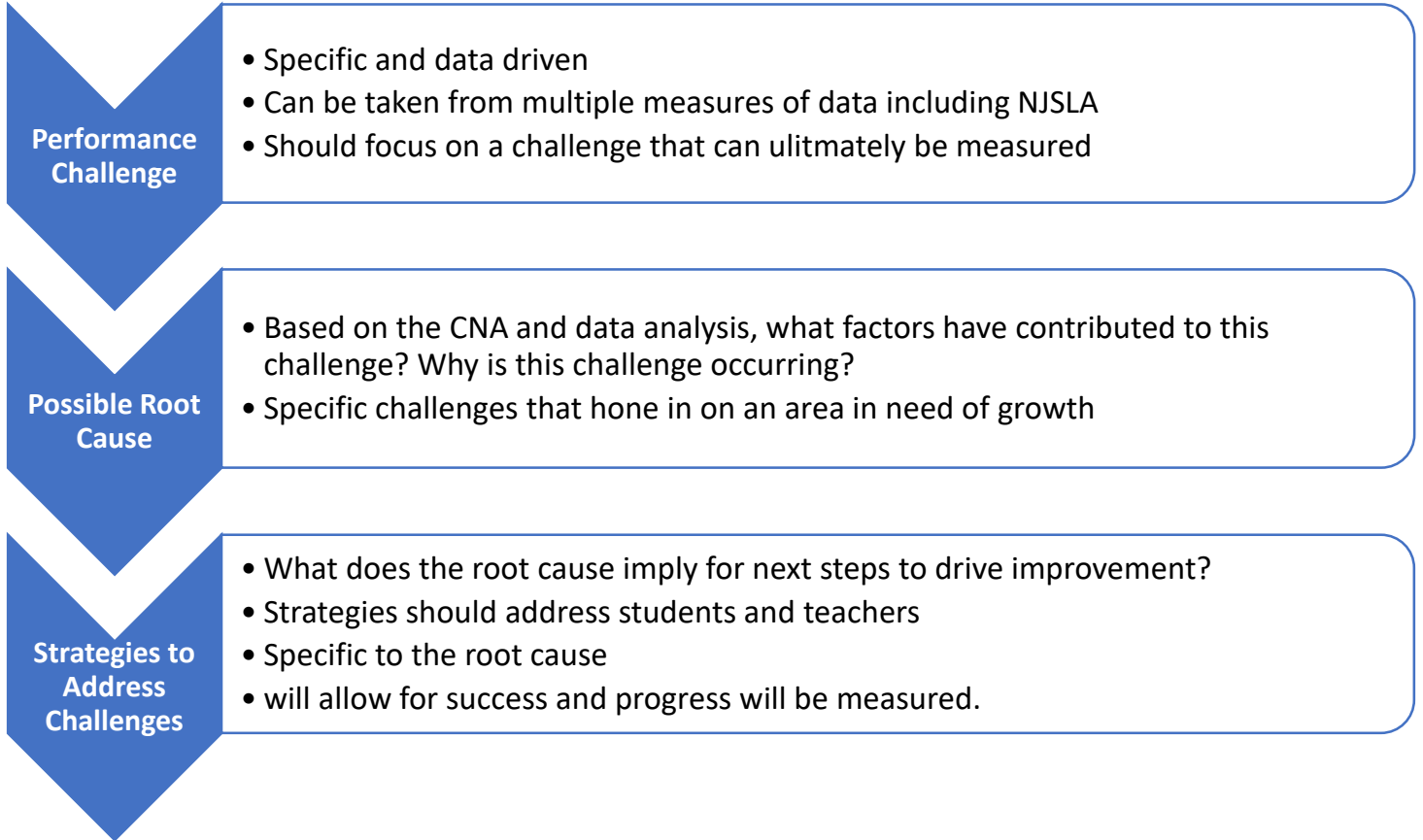
Begin discussions with goal of reflecting on current state and identifying areas of growth

Engage your entire staff in the CNA self-assessment process to garner more feedback

Hone in on areas of need through both data and rubric - where can we grow from here? Why are these areas important and why is this occurring?

Root Cause Section:

Process Overview: Repeated for each of the 3 SMART Goals



Timeline for Completion: April 20 – May 17th

Feedback and Approval: Rolling basis

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Targeted Schools: Notify your district rep for feedback as you complete this section.

Root Cause Analysis Support from RST:

Celeste Denman: celeste.denman@doe.nj.gov for comprehensive schools

District Representative for non-categorized.

Reminder: The process is cohesive and unified: CNA drives the questions, which drives the data, which drives the challenge and ultimately the SMART goal.

SMART Goal Section

Timeline for Completion: May 17th – June 7th

Feedback and Approval: Rolling basis

Comprehensive and select Targeted Schools: Notify an RST member for feedback

Targeted Schools: Notify your district rep for feedback as you complete this section.

SMART Goal Support from RST:

Celeste Denman: celeste.denman@doe.nj.gov for comprehensive schools

District Representative for non-categorized.

Reminders:

1. Your performance challenge will pre-populate on this page; **if changes are necessary, return to the Root Cause Analysis tab and change it there.**

Creating a SMART Goal:

1. What is the issue that needs to be resolved?
 - a. Ex: 80% of students are deficient in anchor standard 1: making inferences and citing textual evidence.
 - i. How will you identify these students?
 1. NJSLA and EUA assessments
2. What will you do to foster growth amongst students?
 - a. Ex: Students will be exposed to strategy of close reading 3 times a week to aid in making inferences and identifying relevant text evidence.
3. How will success be measured?
 - a. Students will participate in a pre and posttest
 - b. Results from bi-weekly summative assessments analyzed for continuous pulse on student progress
 - c. Class observations with follow up discussions on reflection of practice by admin, coaches, supervisors and teachers
 - d. Qualitative data sources from walkthroughs or self reflection assessments
4. How much growth shows success?
5. How long will this intervention last?
 - a. Ex: from September to June
6. Who will be the point person responsible for overseeing the goal? Who will report into ASPS during the 21-22 SY?
7. How will you recognize success along the way? What are your short term and long-term goals that will let you know this intervention will be working?

Sample:

Students identified as showing deficiency in anchor standard 1, will be exposed to the strategy of close reading 3 times a week during the instructional block. By June 2020, these students will display an improvement of 25% as measured from their pre to post test on this anchor standard.

