

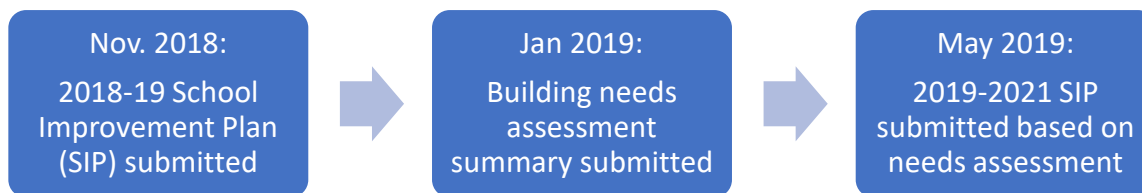
2018-19 School Needs Assessment Guidance

For schools identified as Comprehensive, Comprehensive Low Grad, Targeted 3+, and Targeted EL Progress

By January 11, 2019, districts will submit to OSPI a Needs Assessment Summary for each school identified as Comprehensive, Comprehensive Low Grad, Targeted 3+, or Targeted EL Progress.

Building needs assessments are required by law for Comprehensive and Targeted support schools and should be conducted with active participation and input from teachers, ESAs, and other educators in the building.

To get a sense of the timeline for the 2018-19 school year:



OSPI recommends that needs assessments should be locally determined based on what the district and school believe needs to examine to plan effectively for system and school improvement. Additionally, the needs assessment should be linked to the school improvement plan needs. Once the needs assessment is completed, districts will submit to OSPI a needs assessment summary available [HERE](#).

Please see the backside of this handout for OSPI's recommendations for conducting a building needs assessment.

To find out if your local association has members working in schools identified for additional supports, visit the Washington School Improvement Framework (WSIF) page, click the "Background" tab, then select "OSSI Supports" and select your district from the pull-down menu.

Questions about the Every Student Succeeds Act and requirements for school improvement should be sent to National/State Education Policy Implementation Coordinator Sally McNair at smcnair@washingtonea.org.

OSPI provides the following guidance to schools and districts for completing a needs assessment:

PROCESS

- Active participation and input from stakeholders

CONTENT TO ADDRESS THE FOLLOWING FACTORS

- Disaggregated data at multiple levels (e.g. by grade level, by teacher, by student population such as gender, race/ethnicity, disability, etc.) for WSIF Indicators (as applicable to grade-span)
 - ELA and Math Proficiency and Growth
 - Graduation Rate
 - English learner progress
 - SQSS Measures: Attendance, 9th Graders on Track, Access to Dual Credit Participation
- Proficiency and growth in all instructional areas (i.e. Science, Social Studies, CTE, Arts, World Languages, Health and Physical Education, etc.)
- Curriculum review
- Systems of support and intervention (e.g. multi-tiered system of support, Response to Intervention, alternative education, etc.)
- School climate
- Nonacademic learning and growth
- Access to and use of technology
- Use of evidence based practices
- Equity Factors
 - Opportunity and access
 - Growth and achievement
- Educator professional learning and development
- Educator support (e.g. induction, mentoring, teacher leadership opportunities)
- Policy review
- Stakeholder involvement
- Resource allocation (including instructional staffing)