



North Linn School Improvement Needs Assessment



Assessment Conducted by the
Iowa Association of School Boards
November 2020



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 Iowa 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
1. Goals and Priorities	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.
2. Leadership and Teamwork	District leadership teams are established. People can identify how they have a voice. Everyone is clear on roles and responsibilities.
3. Student Achievement	The percentage of students meeting standards is high There are improvement trends over time Achievement gaps closing
4. Standards and Expectations	Attainable Comprehensive Rigorous



Needs Assessment Components

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



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.



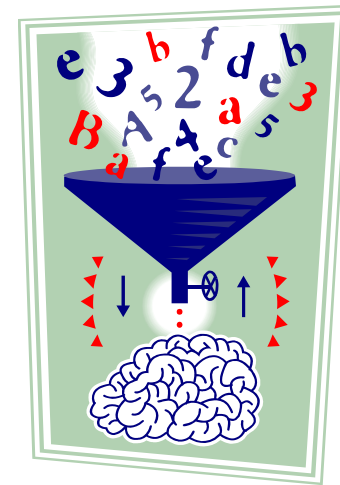


Caution:

The survey results represent people's perceptions or opinions about the current district status. It is not uncommon for perceptions to be different than reality. Therefore you should verify using other evidence.

Survey Respondents

- 2 Administrators
- 2 Board Members
- 35 Teachers
- 23 Other Staff Members
- 195 Parents/Community Members
- 260 Students



High Performing Schools Characteristics

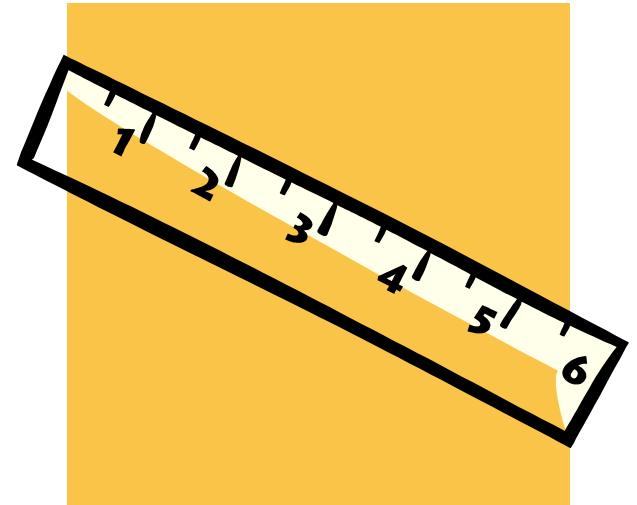


High Expectations

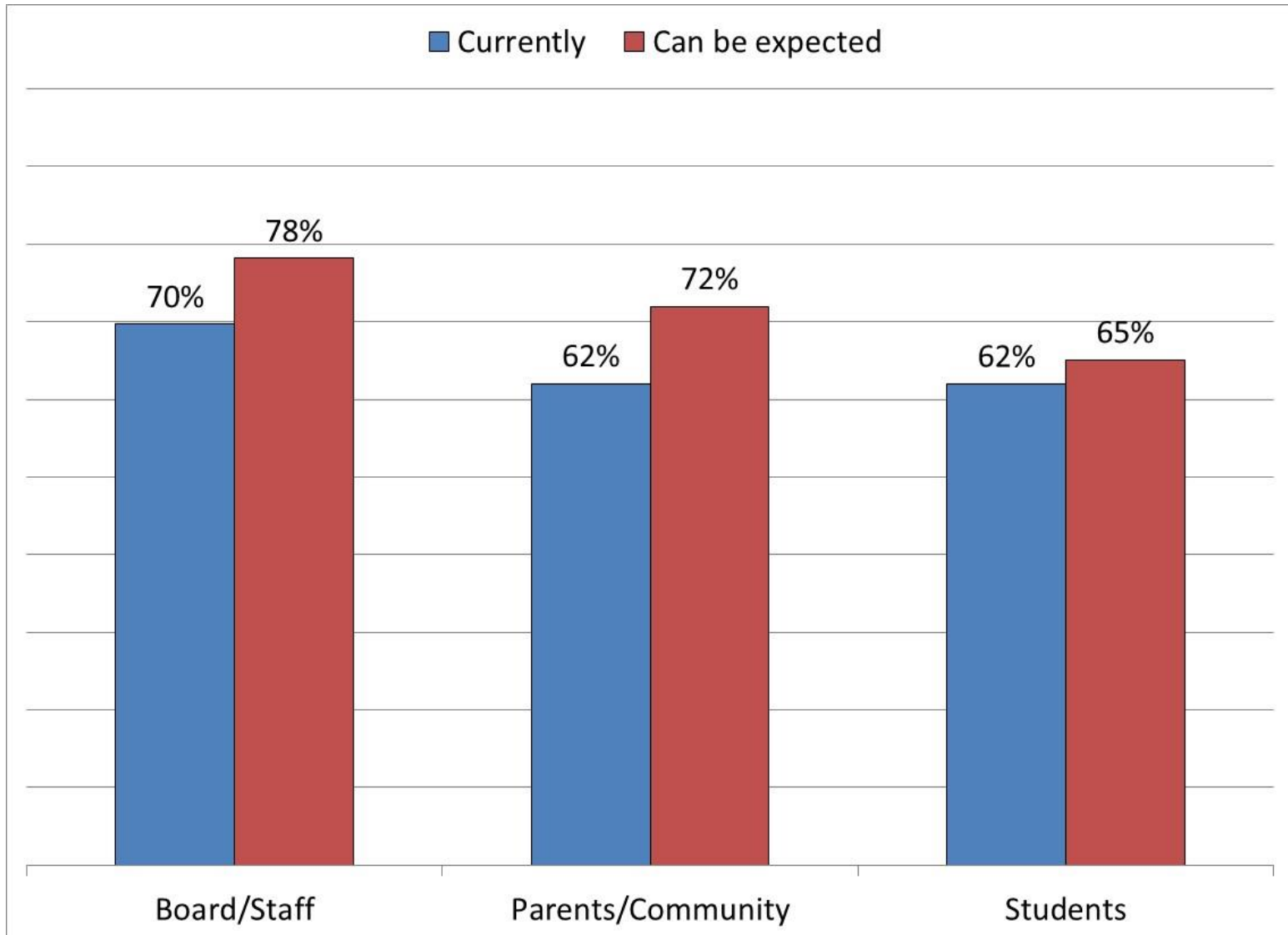
Clear shared vision
and goals

Indicators of Goals & Expectations

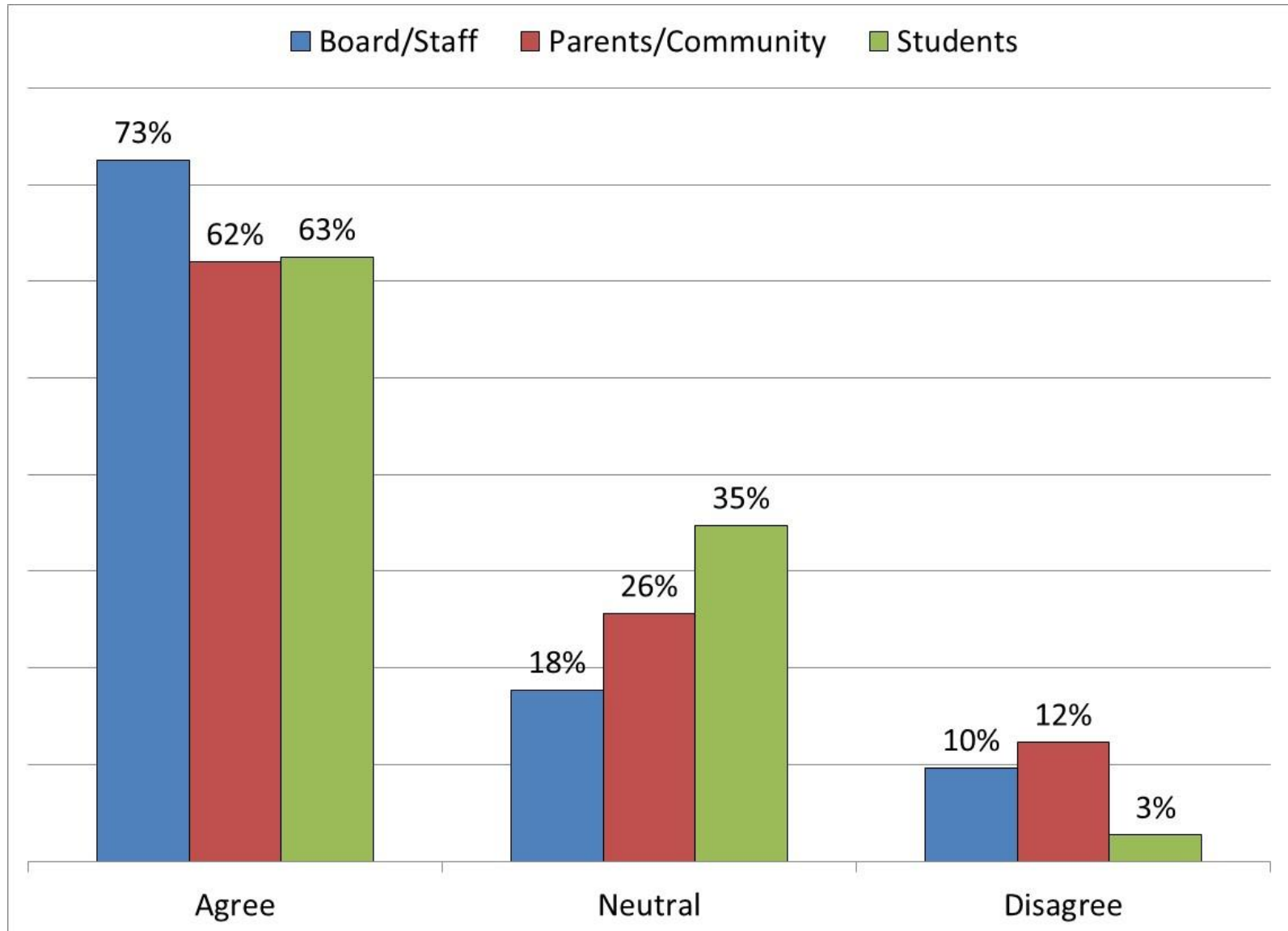
1. People indicate that they can get better.
2. There are ambitious/stretch goals.
3. There is a lack of excuses.
4. There is a shared understanding of what the district is trying to improve.



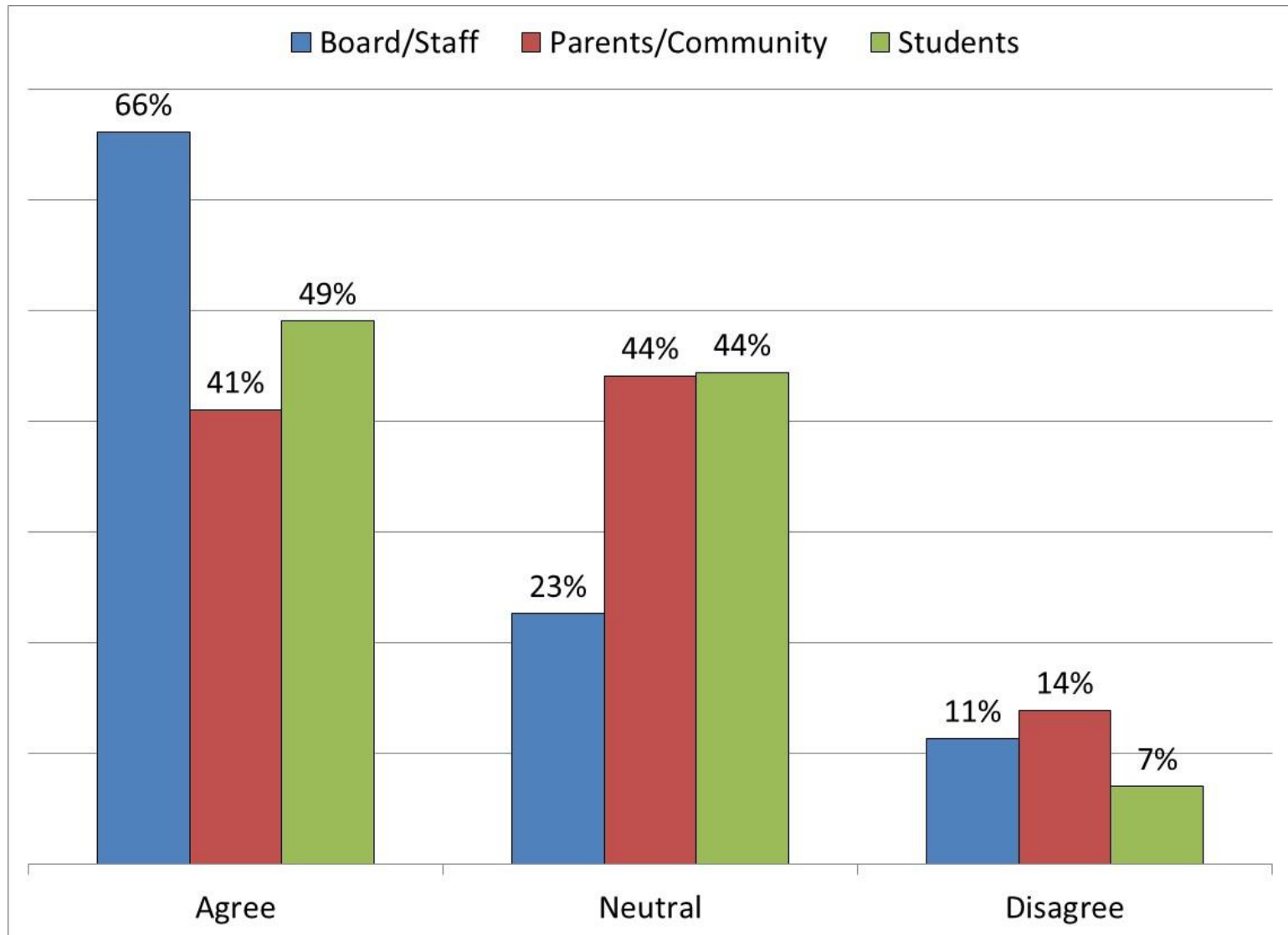
What Percentage of Students Are Meeting Standards/Grade-Level Expectations



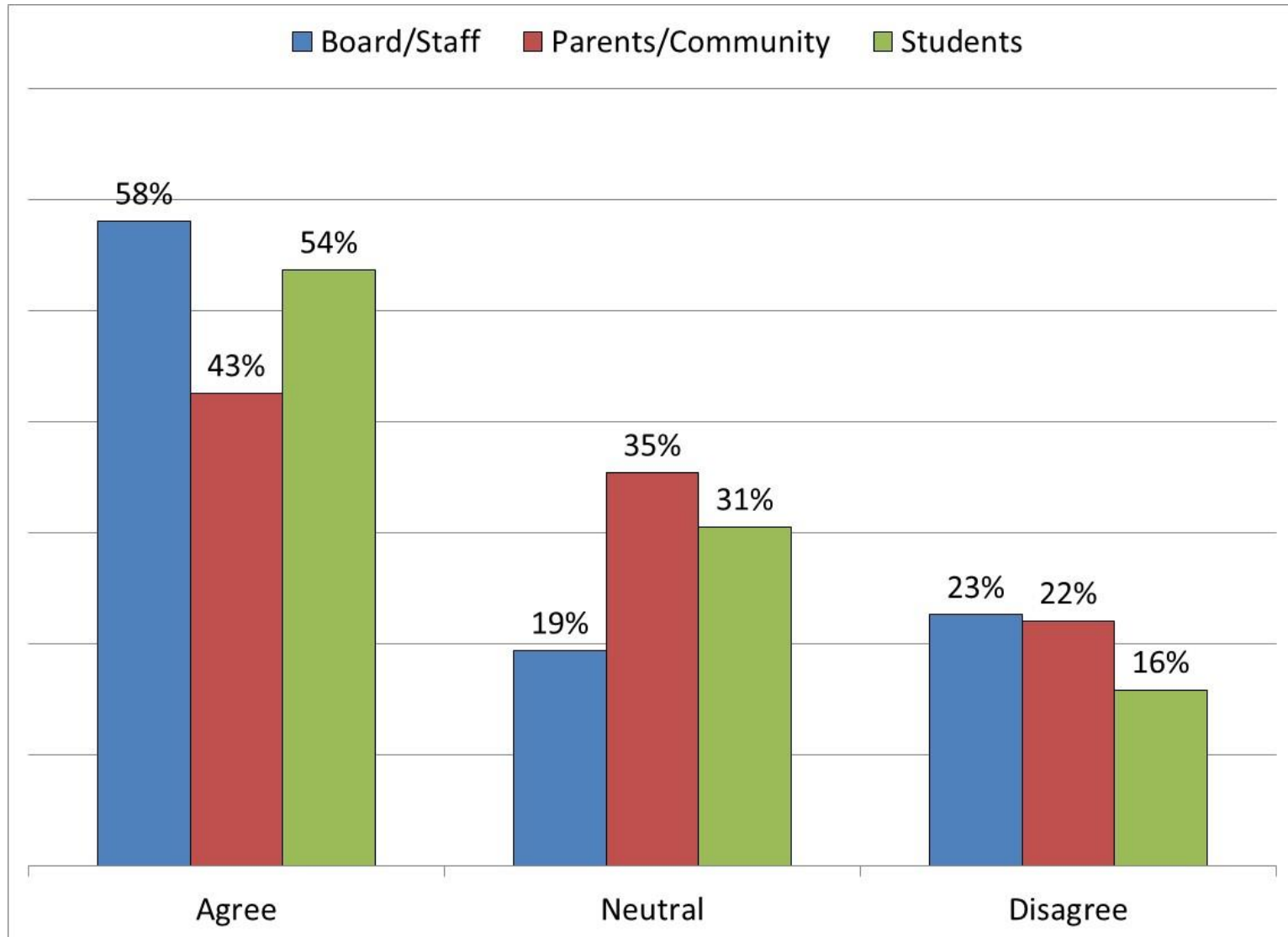
Survey Item#1 - "The current level of student achievement is about what we can expect."



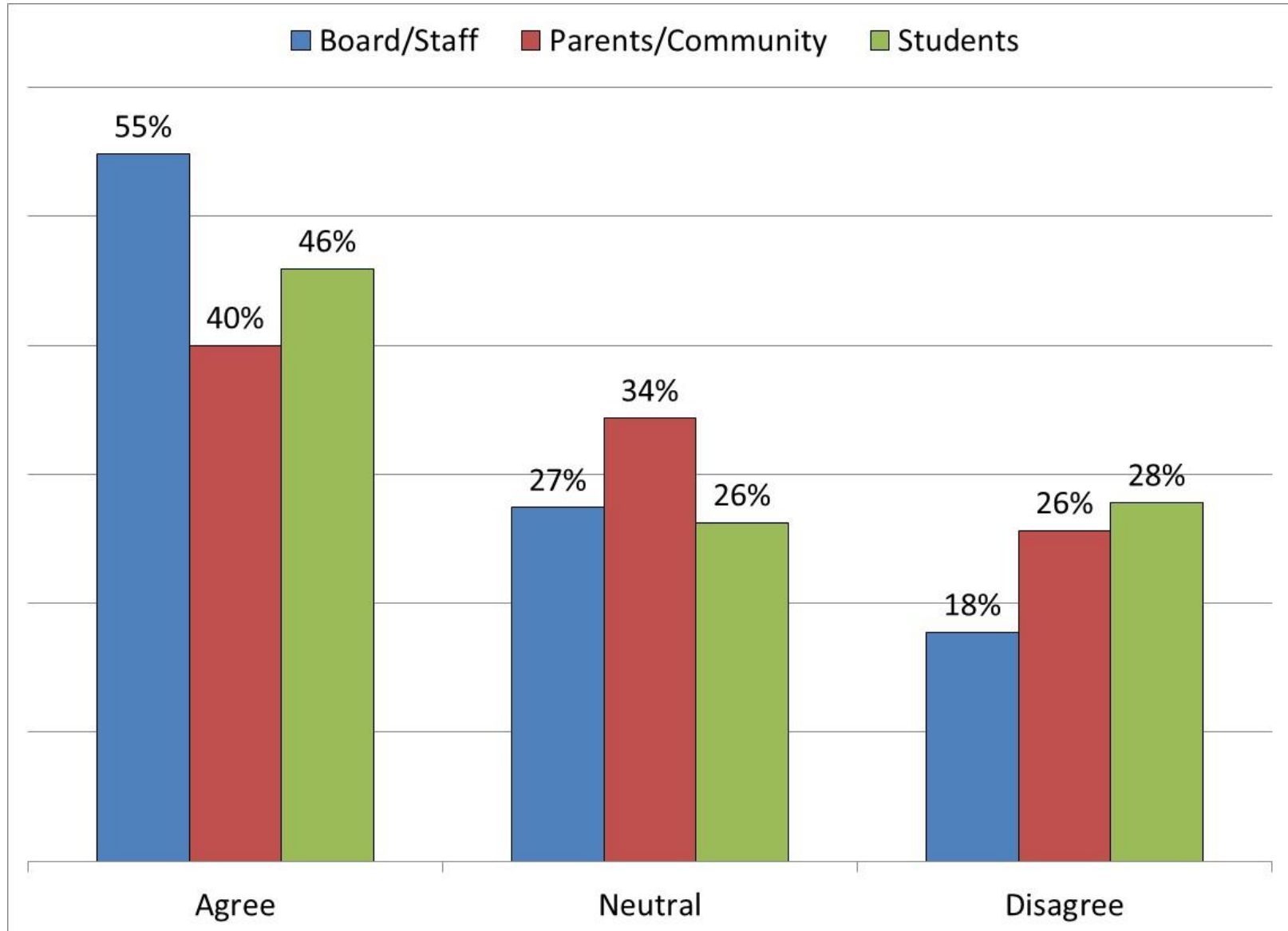
Survey Item#2 - "This district does not make or accept excuses for the current level of student achievement."



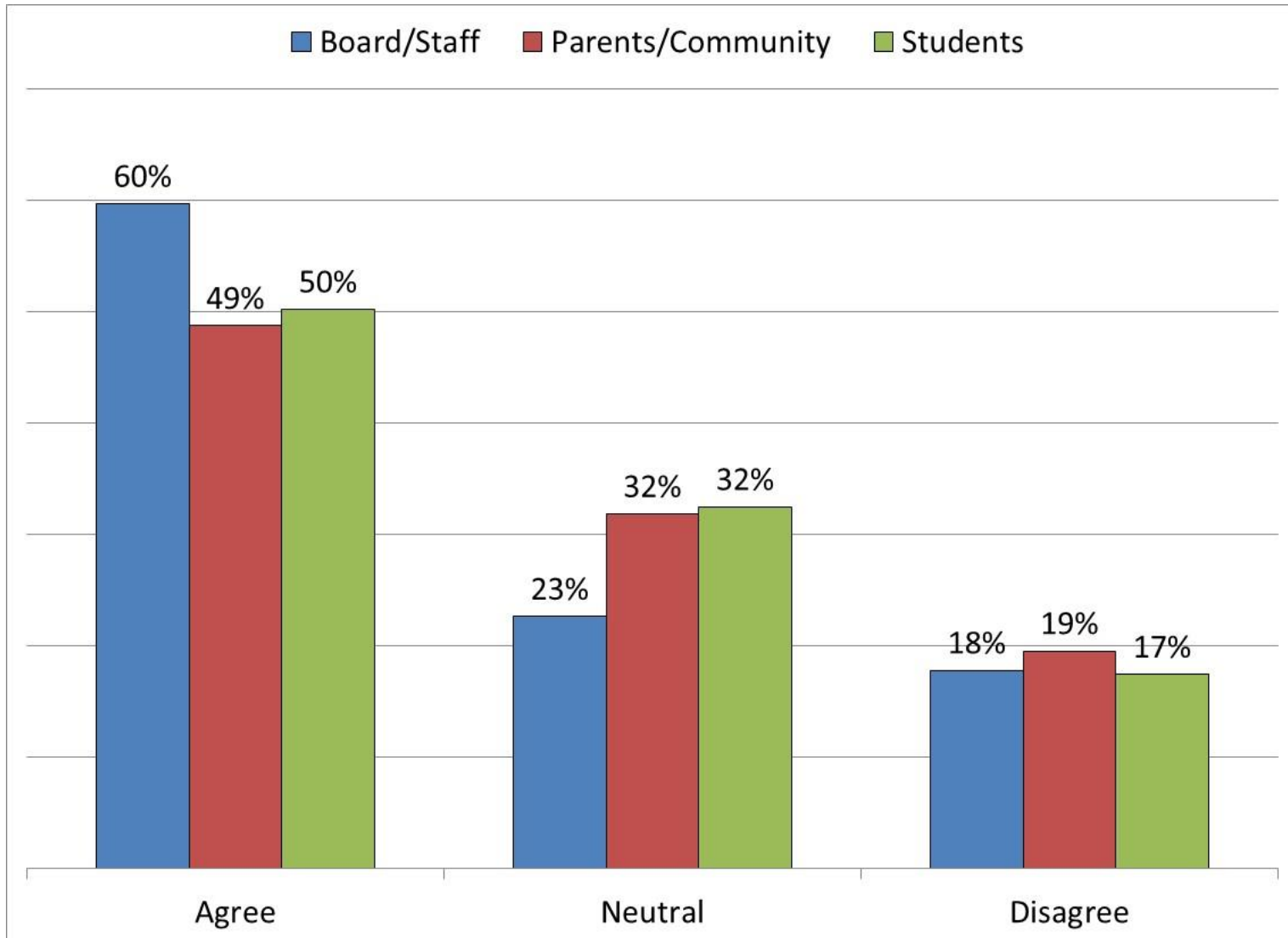
Survey Item#3 - "There is a shared understanding of what we are trying to improve in this district."



Survey Item#6 - "Virtually all children can learn at high levels."



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



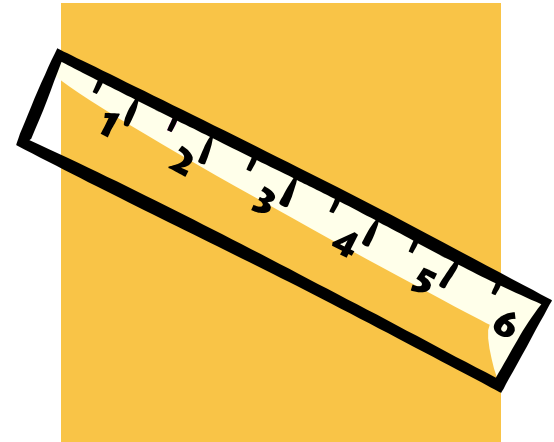
High-Performing Characteristics

Leadership and Teamwork

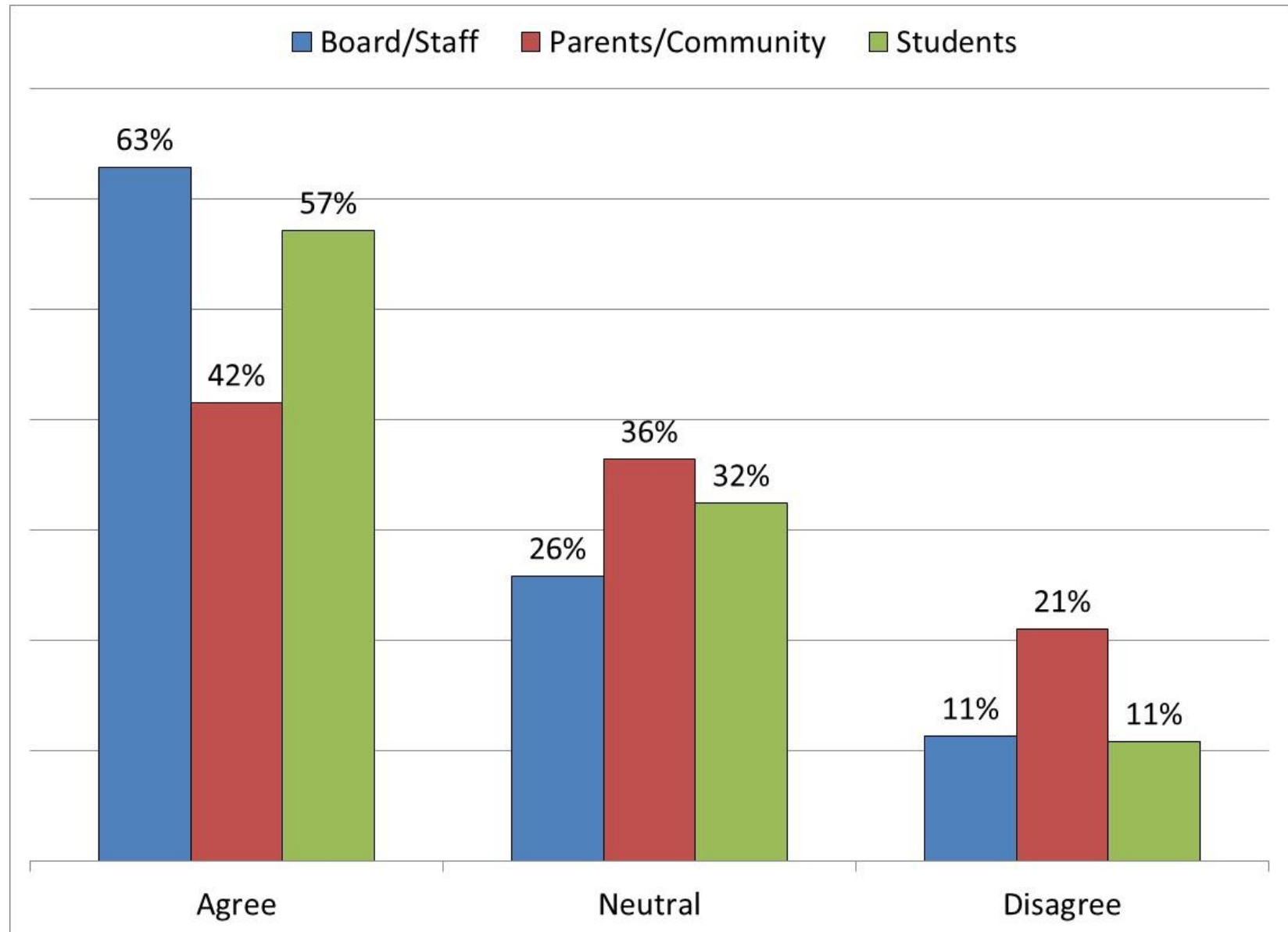


Indicators of Leadership and Teamwork

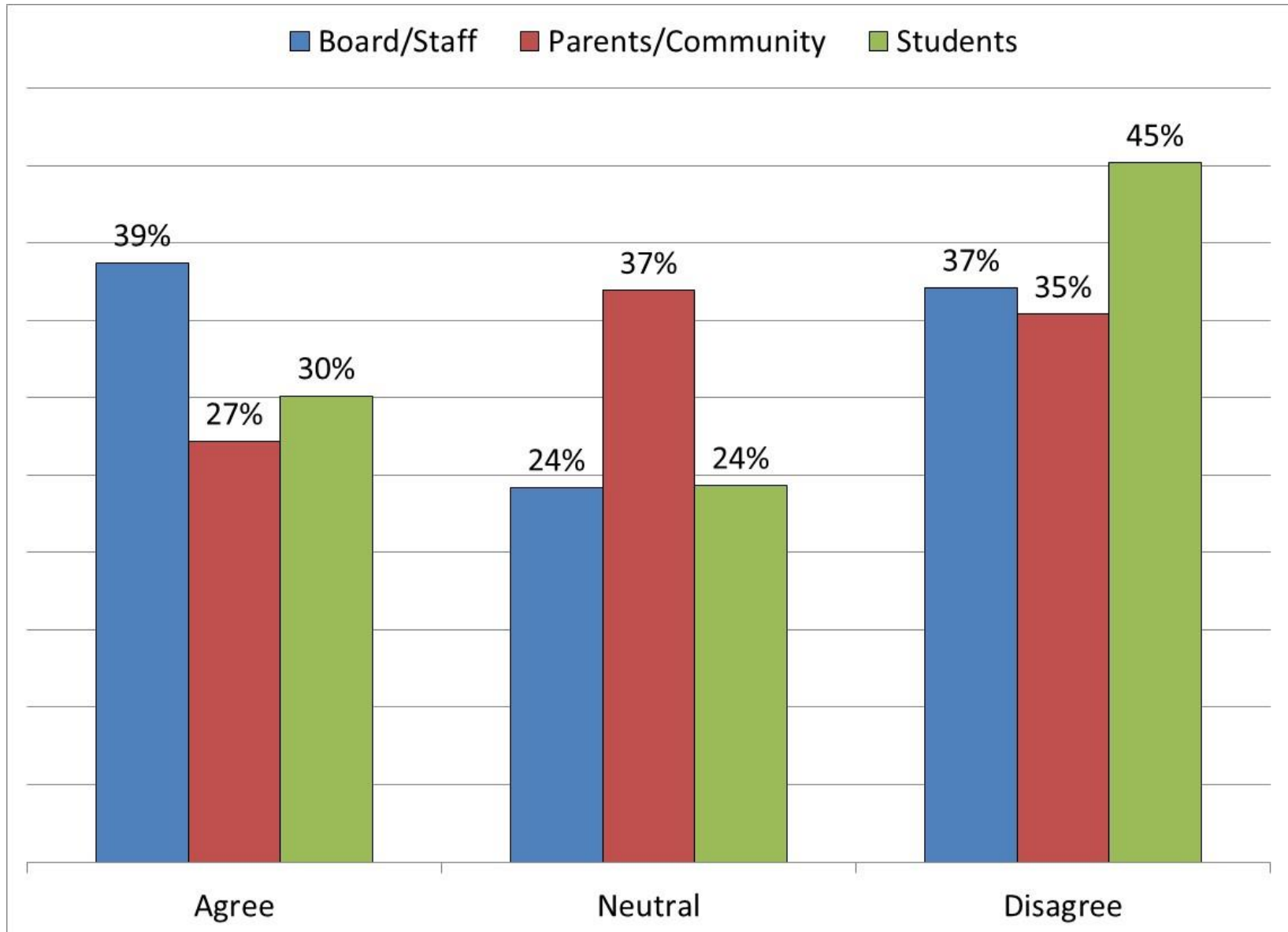
1. District leadership teams are established.
2. People can identify how they have a voice.
3. Everyone is clear on roles and responsibilities.
4. Leaders protect the focus and ensure goals are met.



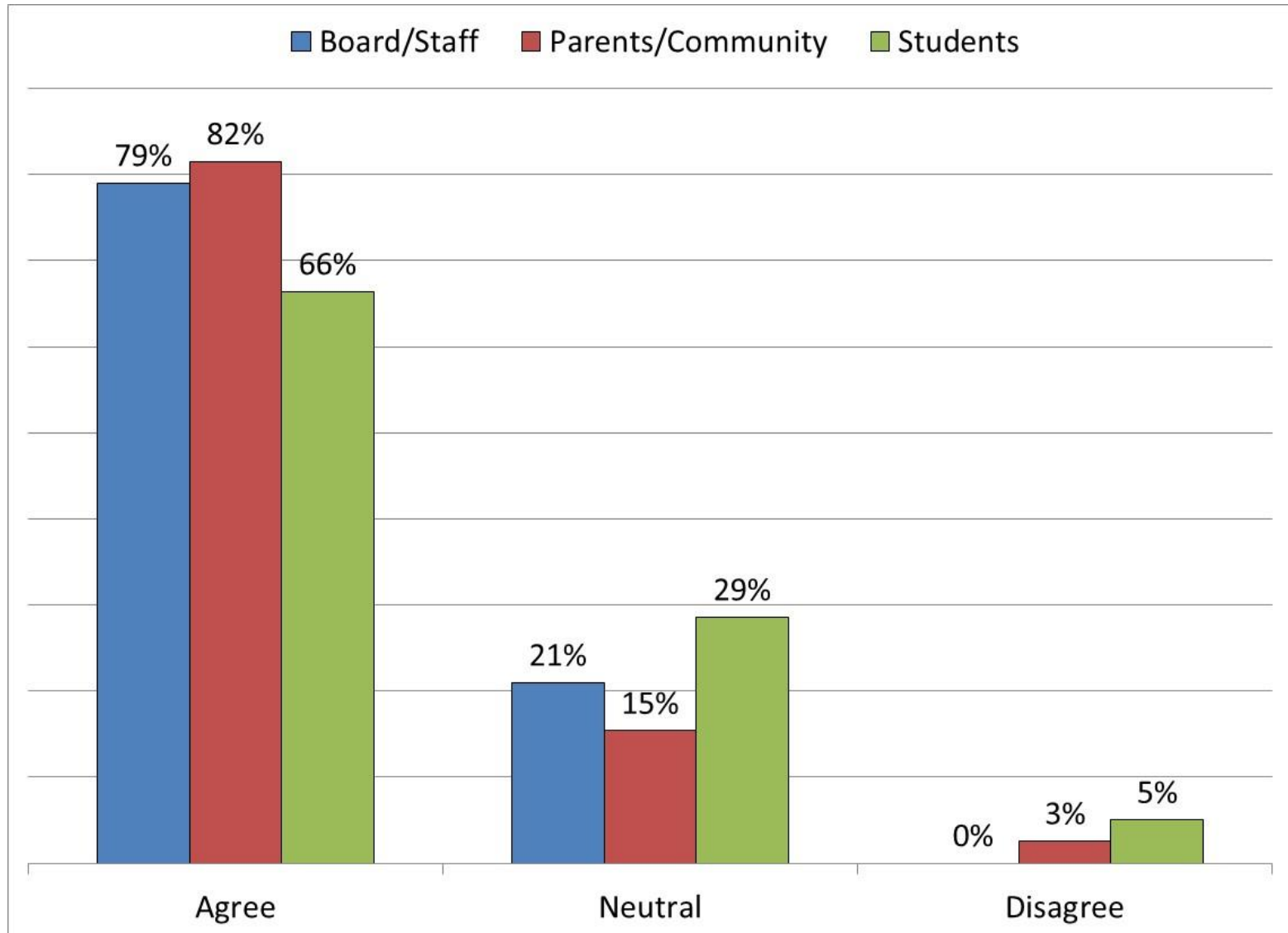
Survey Item#16 - "We have effective leadership teams in this district."



Survey Item#4 - "I have a voice in decision making."



Survey Item#14 - "Local school boards can impact their school system in ways that improve student achievement."



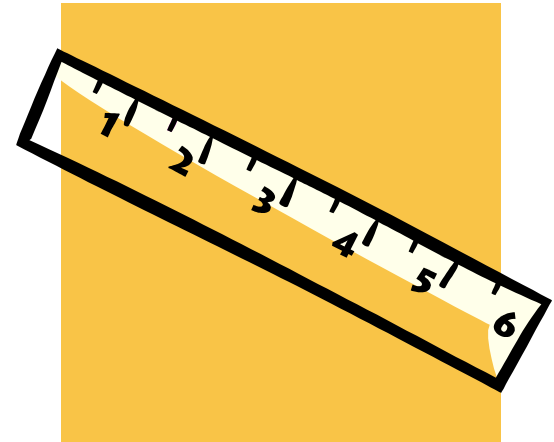
High-Performing Characteristics

High Quality Instruction and Professional Development

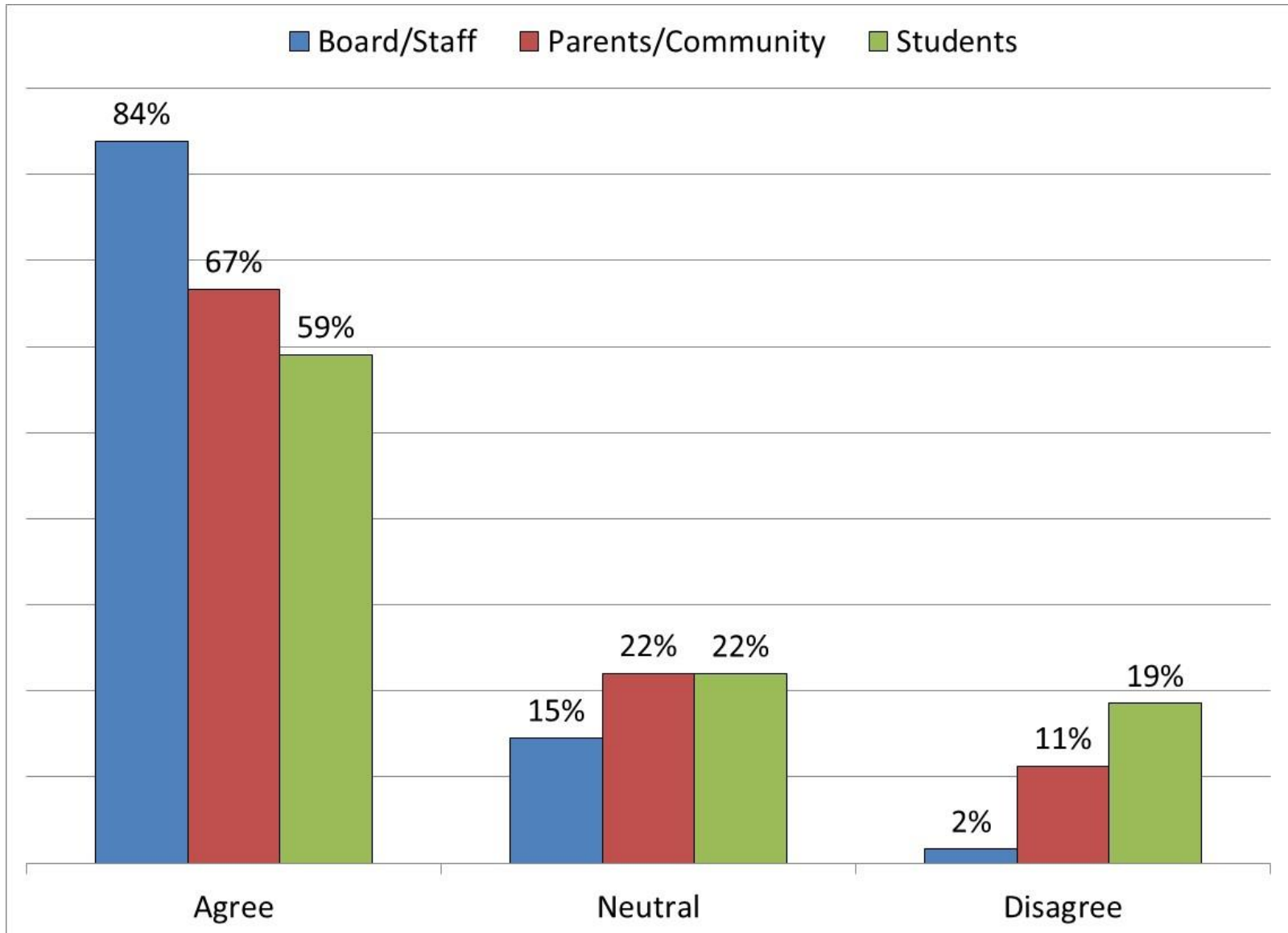


Indicators of High Quality Instruction and Professional Development

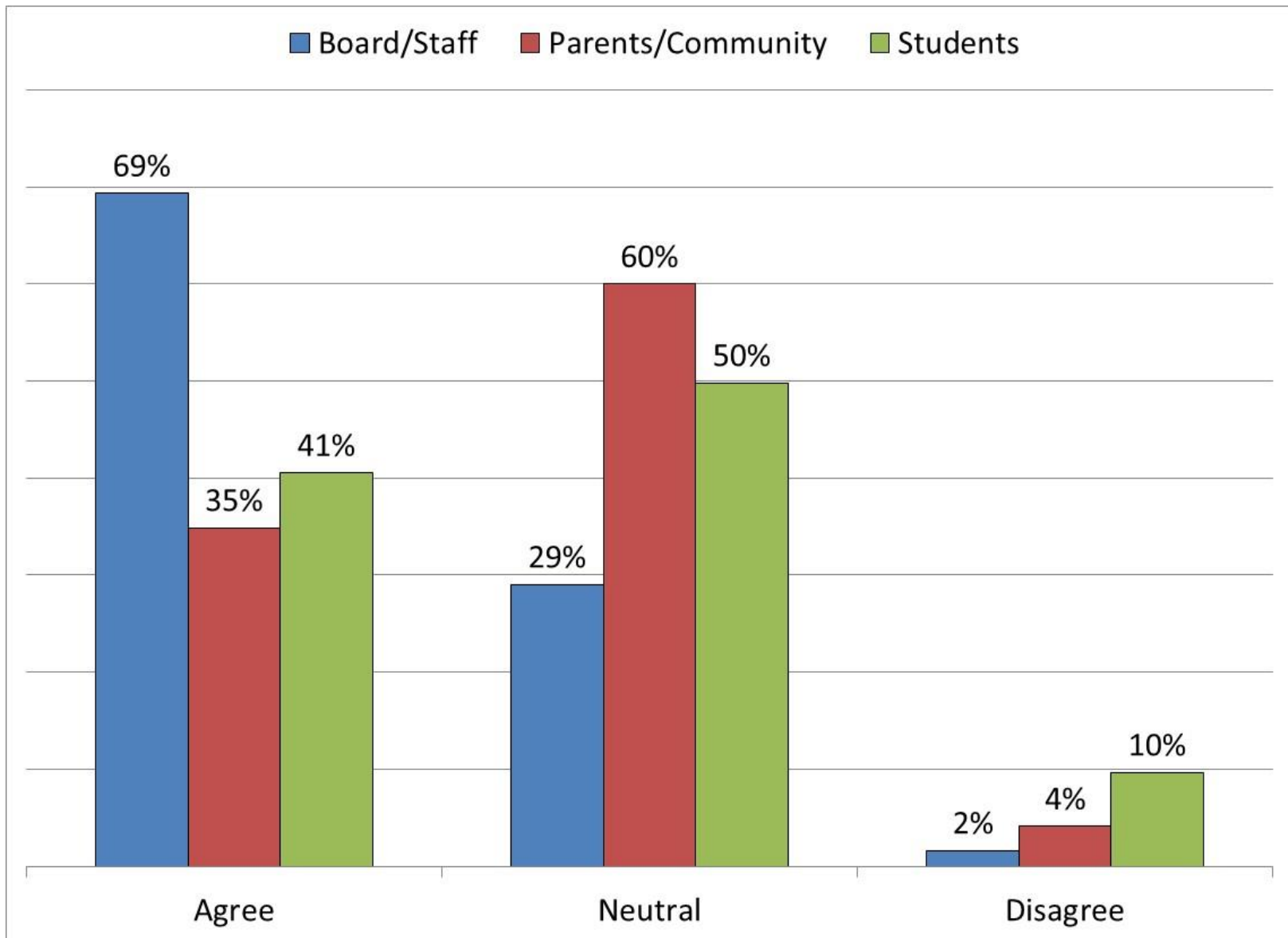
1. Instruction actively engages the students.
2. There is evidence of research-based instructional practices.
3. Instructional tasks include a blend of cognitive demand/rigor.
4. Professional development is focused on improving instruction.



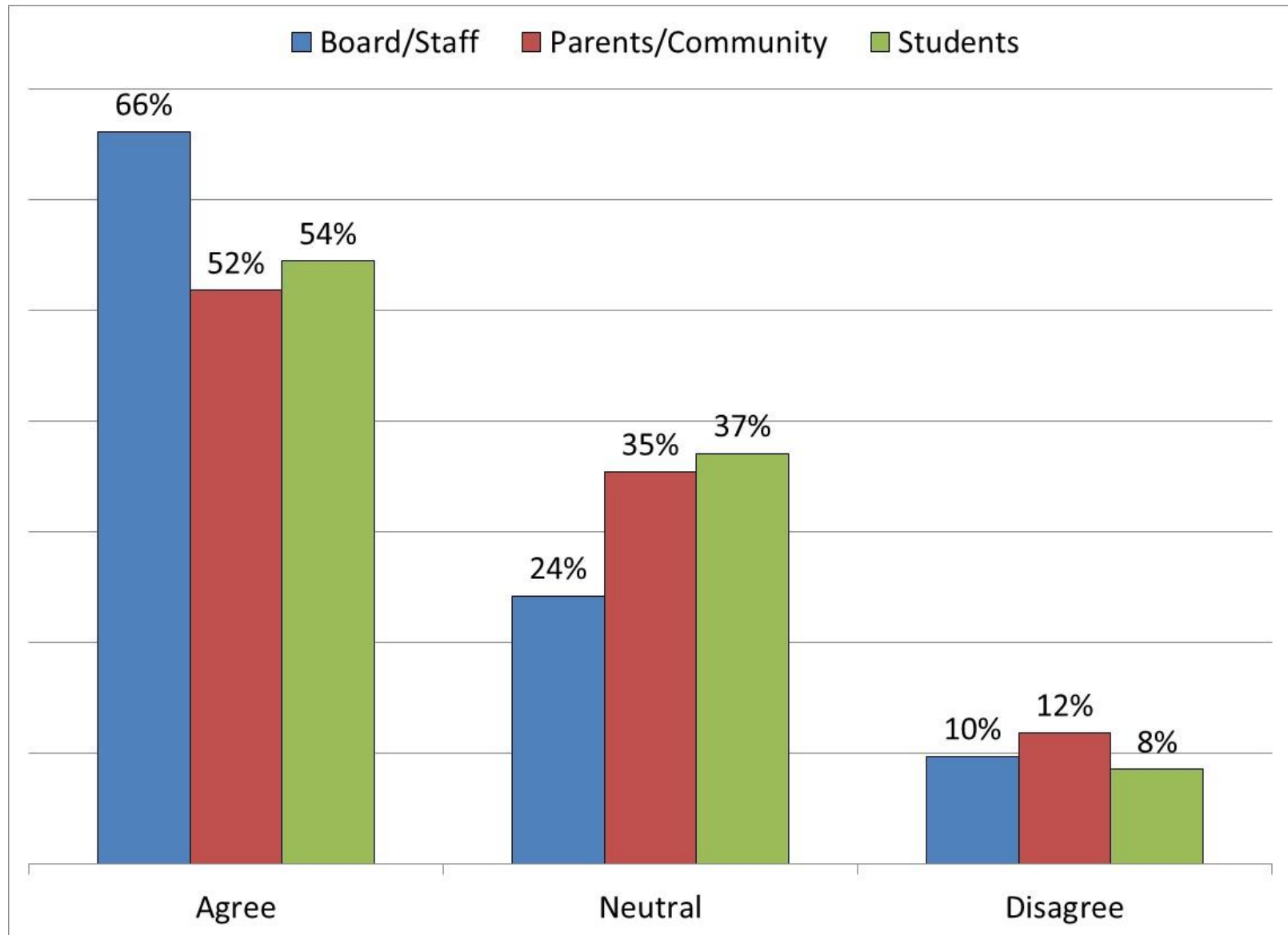
Survey Item#9 - "Our students are actively engaged in classroom learning tasks."



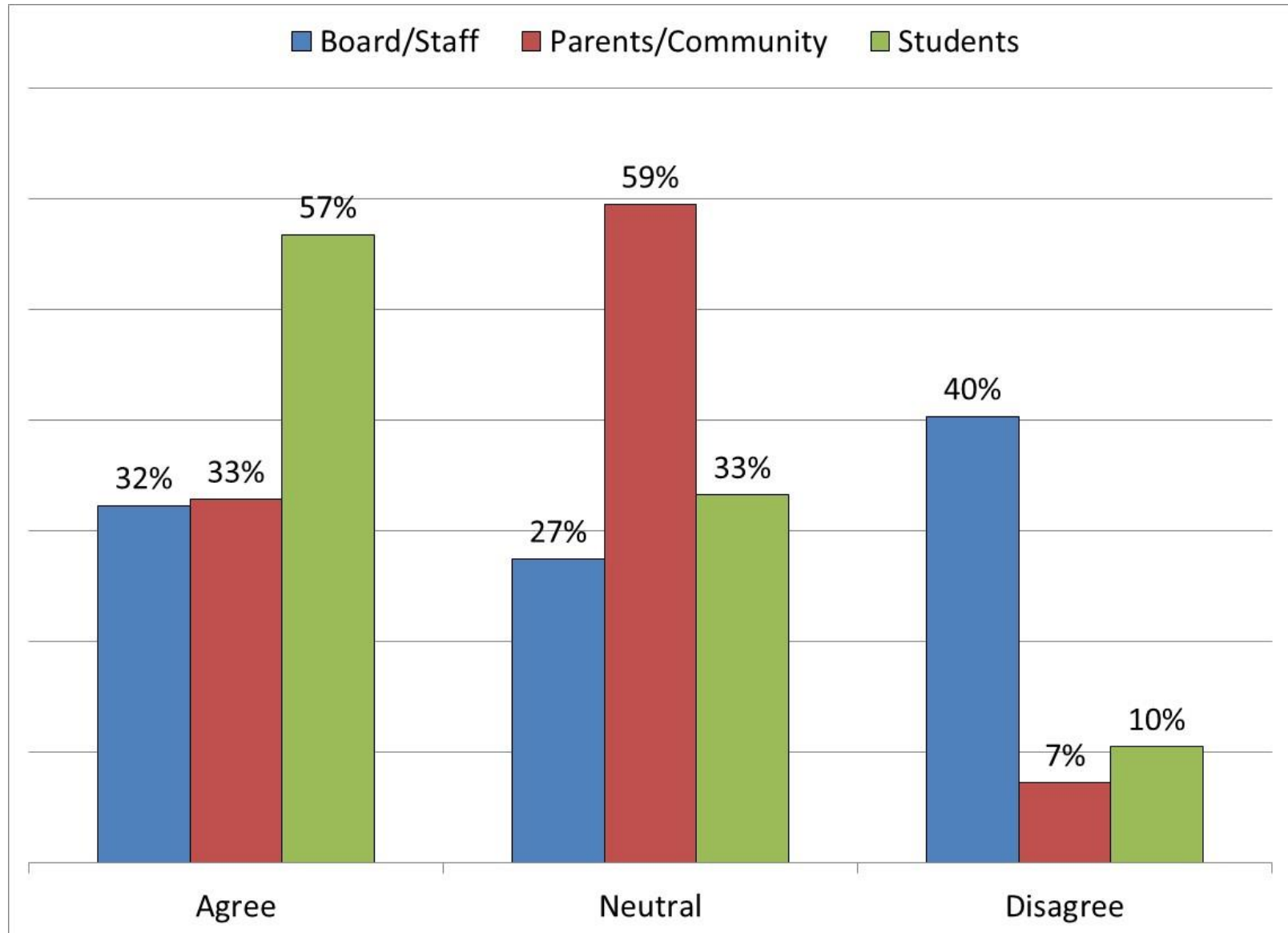
Survey Item#15 - "We use research-based instructional practices in this district."



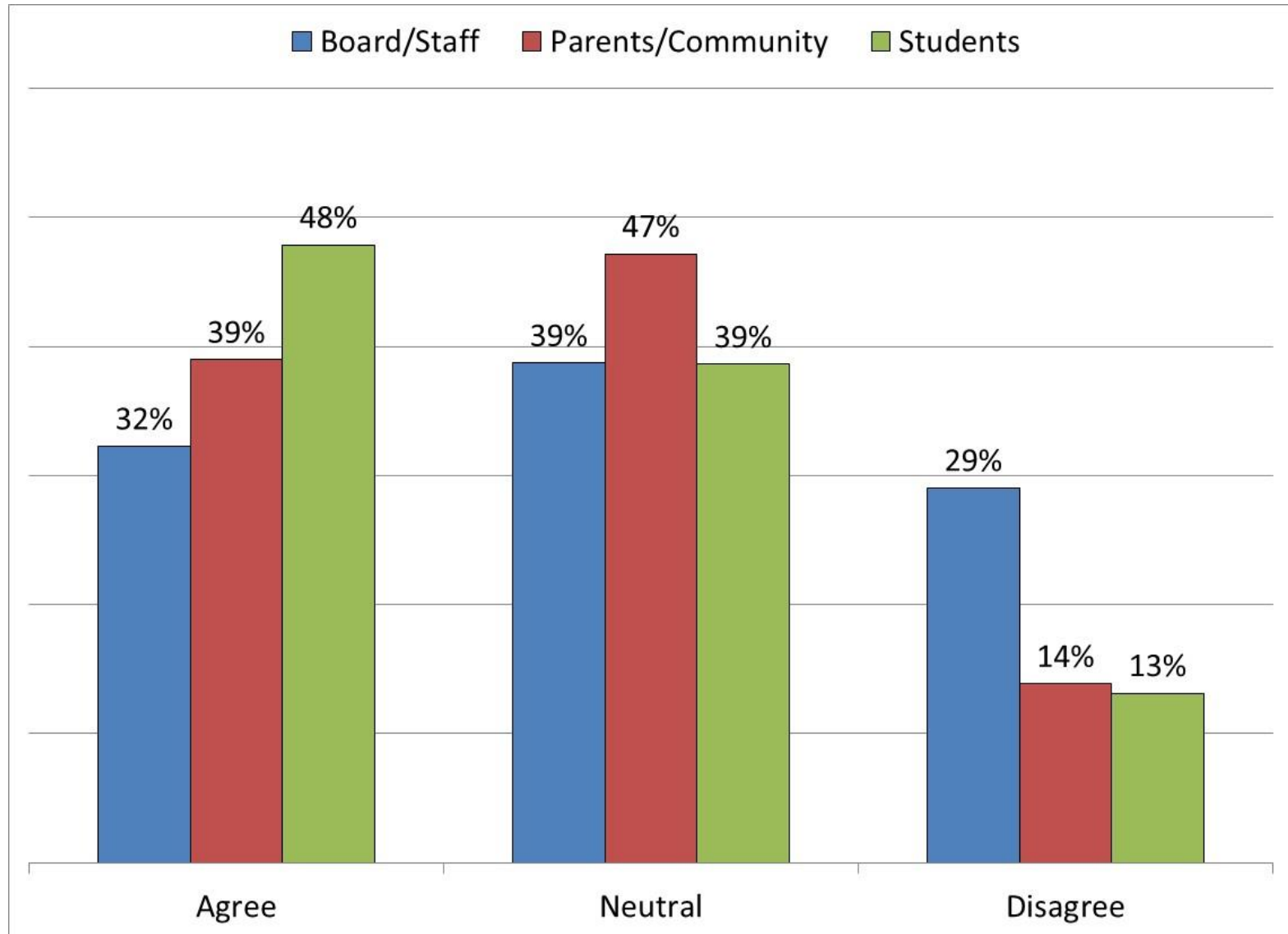
Survey Item#8 - "Student learning needs drive our teachers' professional development."



Survey Item#10 - "We have adequate time for teacher collaboration."



Survey Item#12 - "We need to focus major attention on improving professional teaching practices in the classroom."



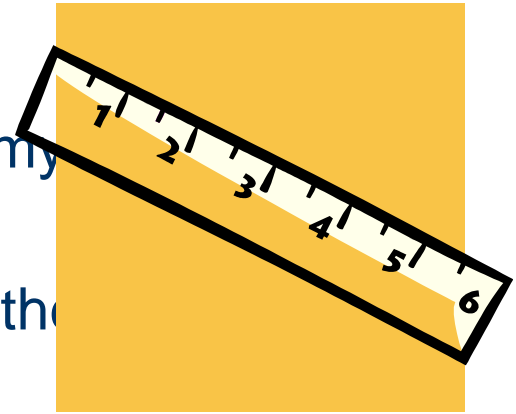
High-Performing Characteristics

Standards and Assessments

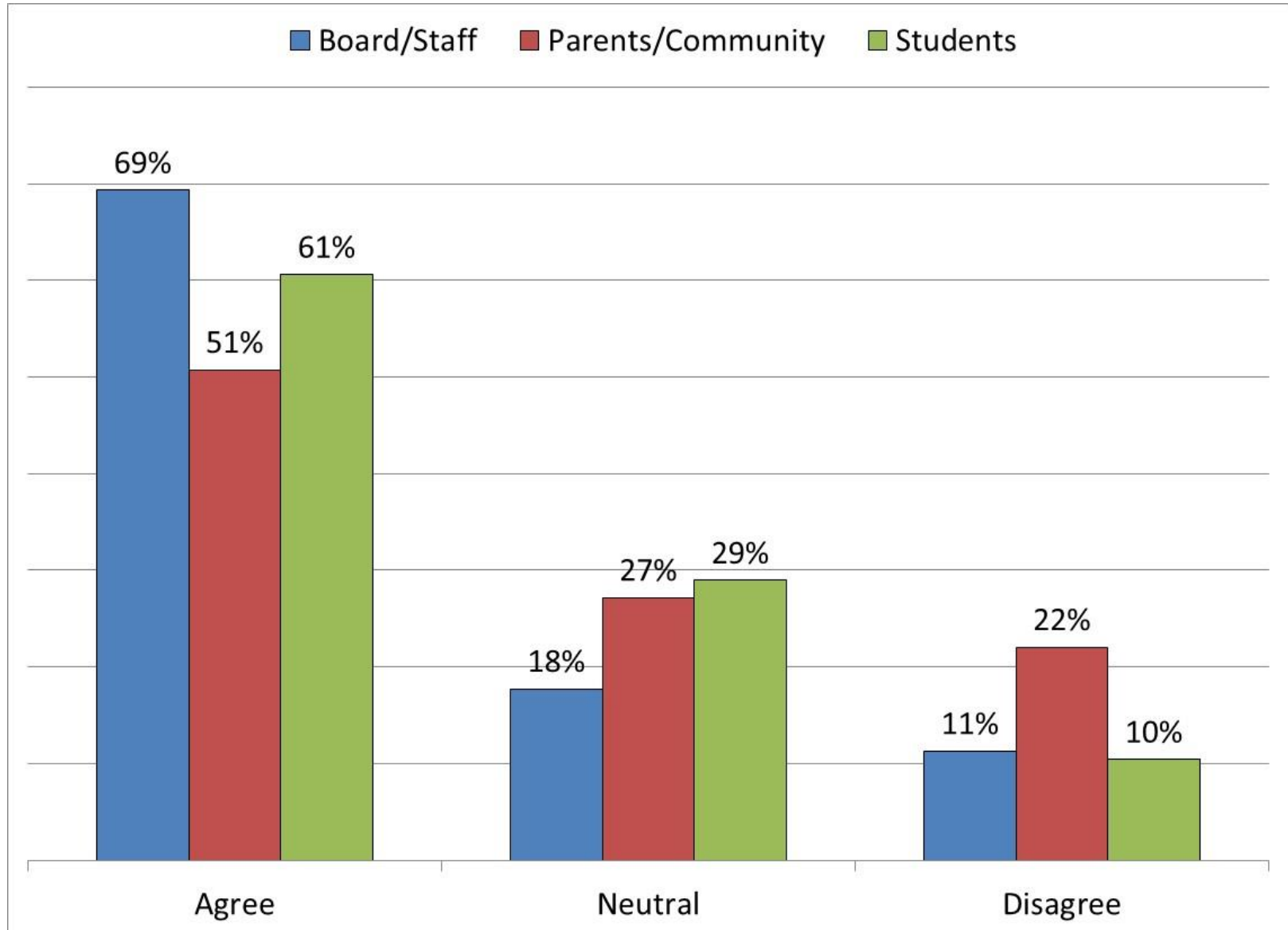


Indicators of Standards and Assessments

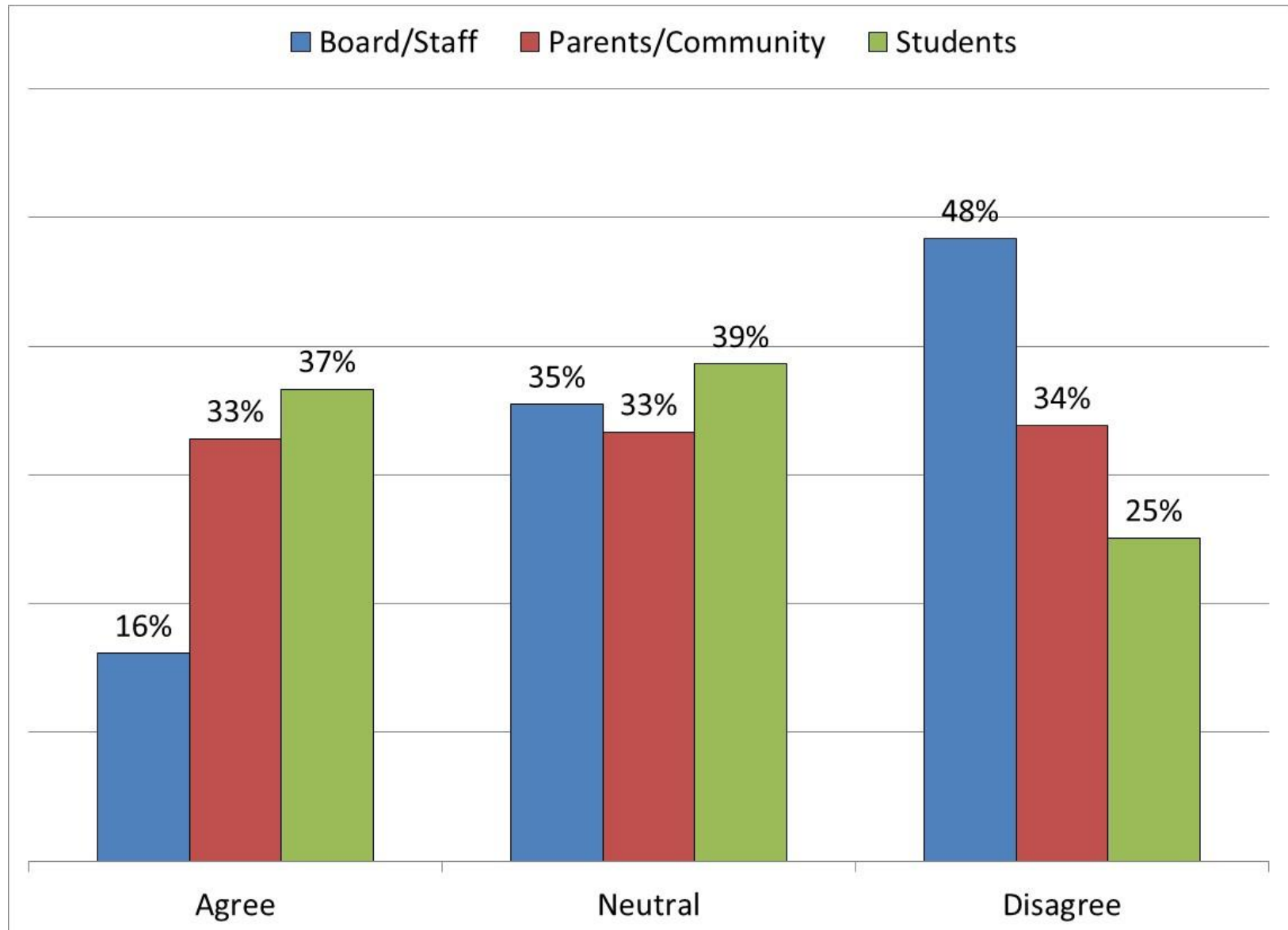
1. Comprehensive? – All major content of the Iowa Core must be included.
2. Rigorous? – There must be a good distribution across the levels of cognitive demand (Bloom's Taxonomy revised 2001).
3. Aligned to standards? – The assessment system must measure the Common Core Standards.
4. Rigorous? – The assessment items must have a blend of cognitive demand to match the ICC.
5. Balanced? – There must be multiple formats (e.g. multiple-choice and performance tasks) and criterion-referenced items.



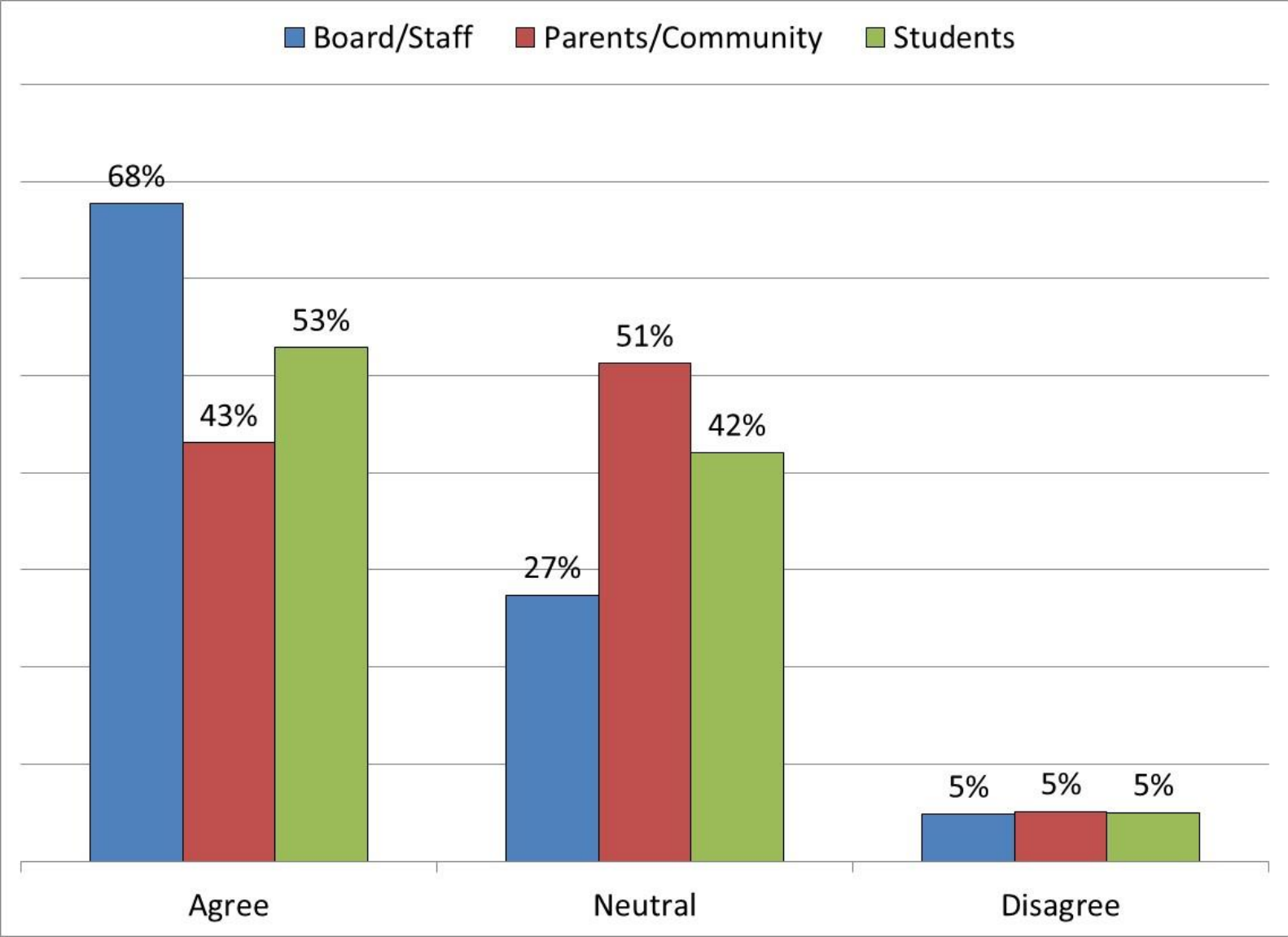
Survey Item#5 - "Our district standards are clear and rigorous."



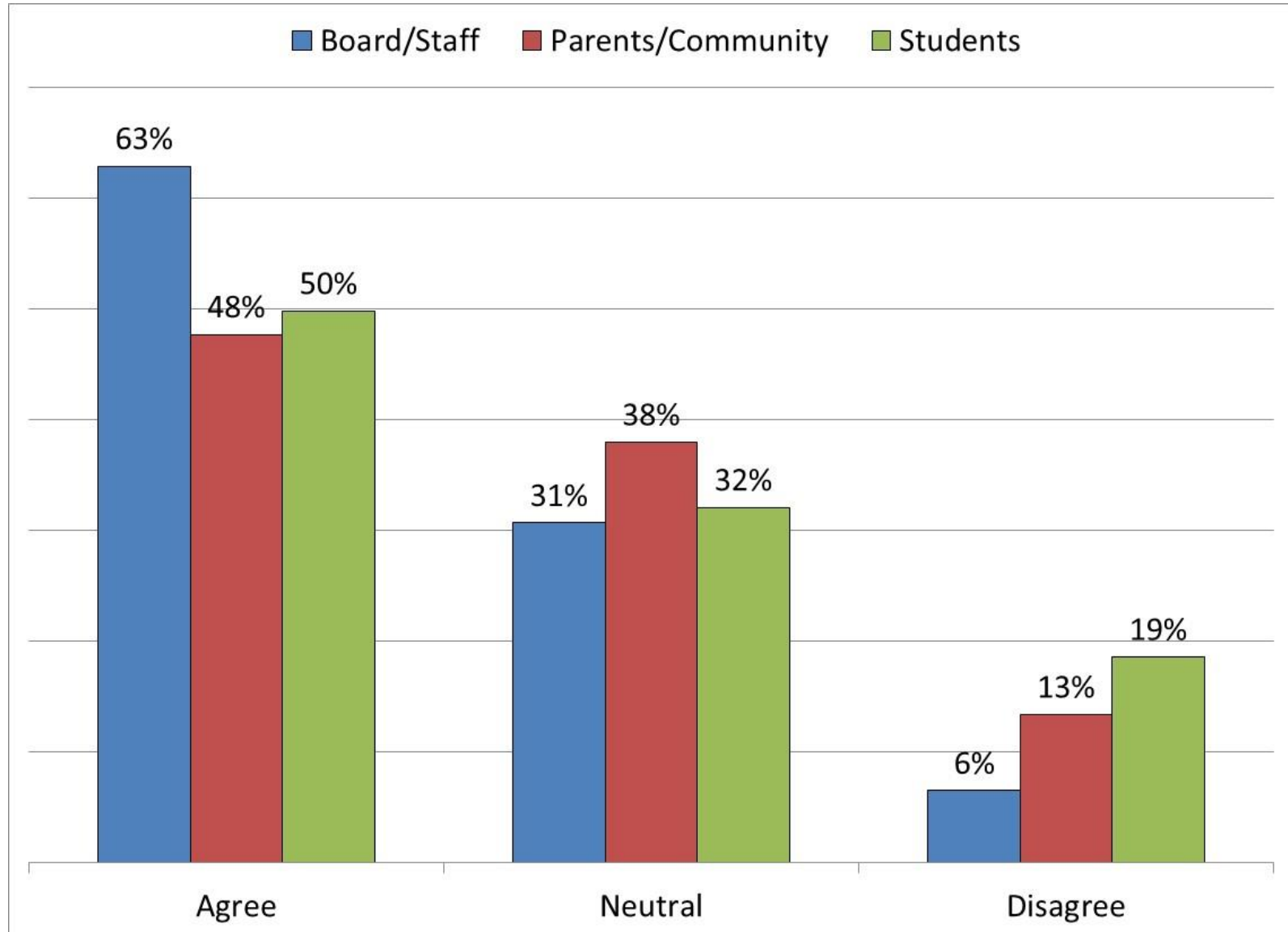
Survey Item#7 - "Important areas of student learning are missing in our current curriculum."



Survey Item#19 - "The rigor and content of the Iowa Core/Common Core Standards are fully implemented in our district."



Survey Item#17 - "Our district's assessments do a good job of measuring important student learning."



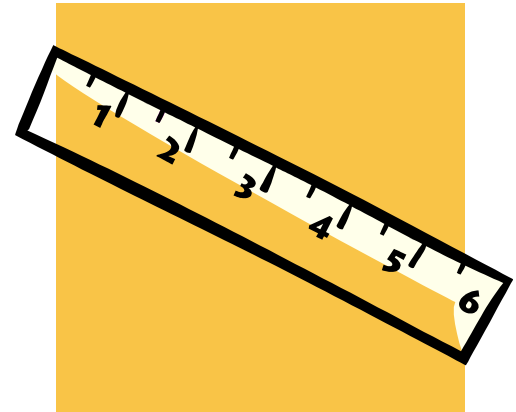
High-Performing Characteristics

Parental Involvement and Satisfaction

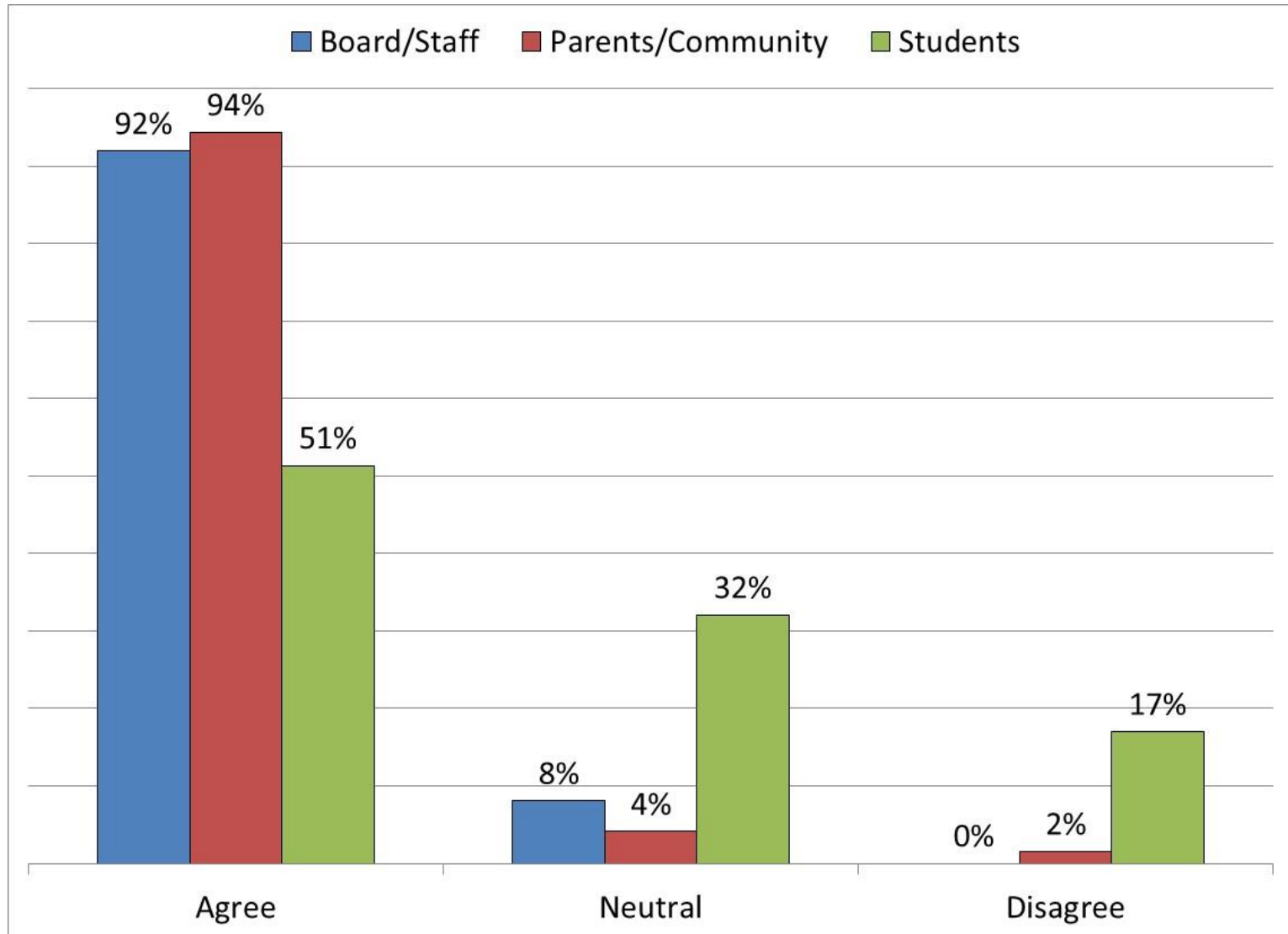


Indicators of Parental Involvement and Satisfaction:

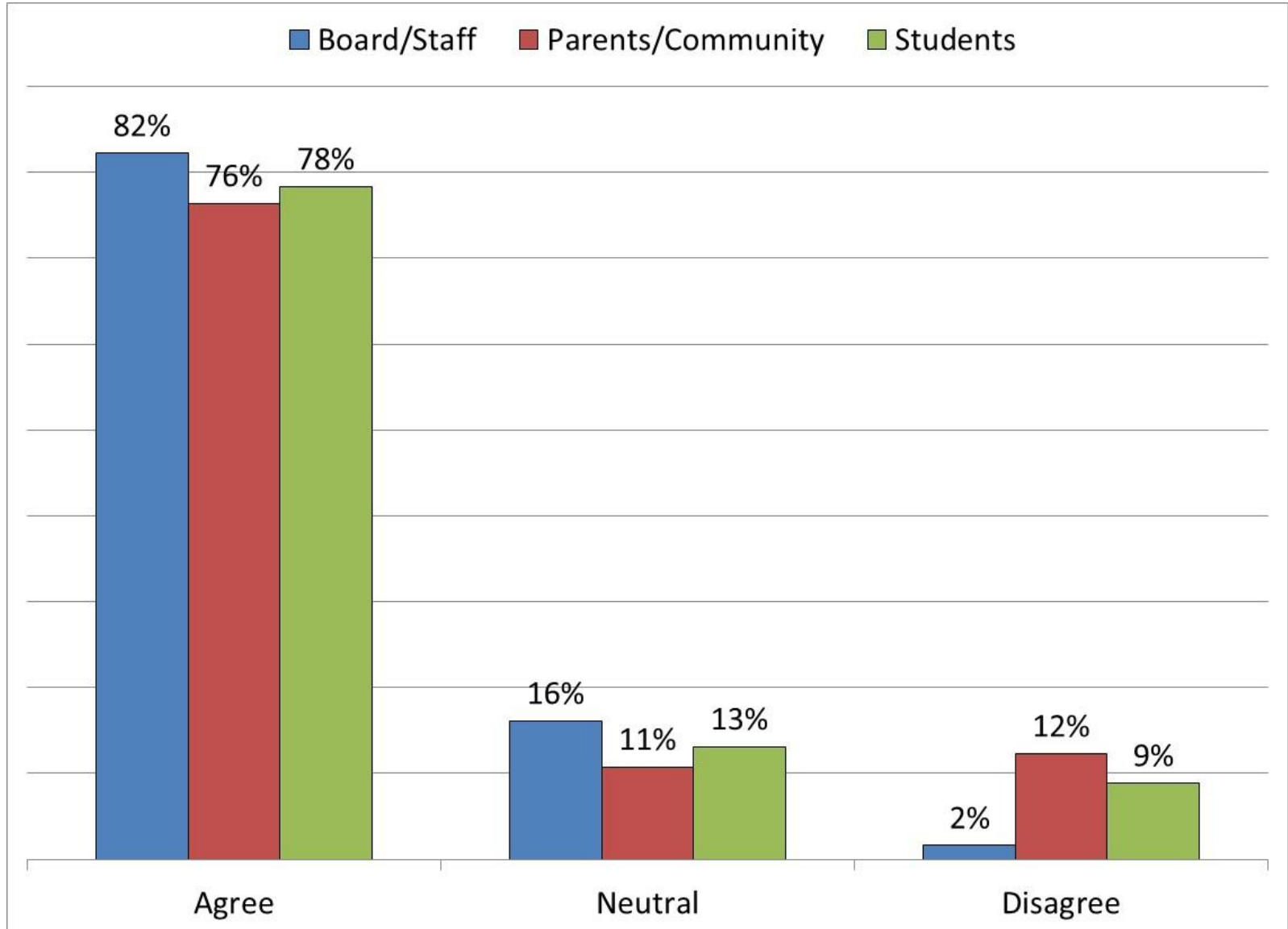
1. Parents are satisfied with the school.
2. Parents report being involved in their child's education.
3. Parents report being informed of their student's progress.



Survey Item#13 - "Parents and community must be partners with the school district in order to improve student learning."



Survey Item#18 - "Our parents are informed of their student's progress."

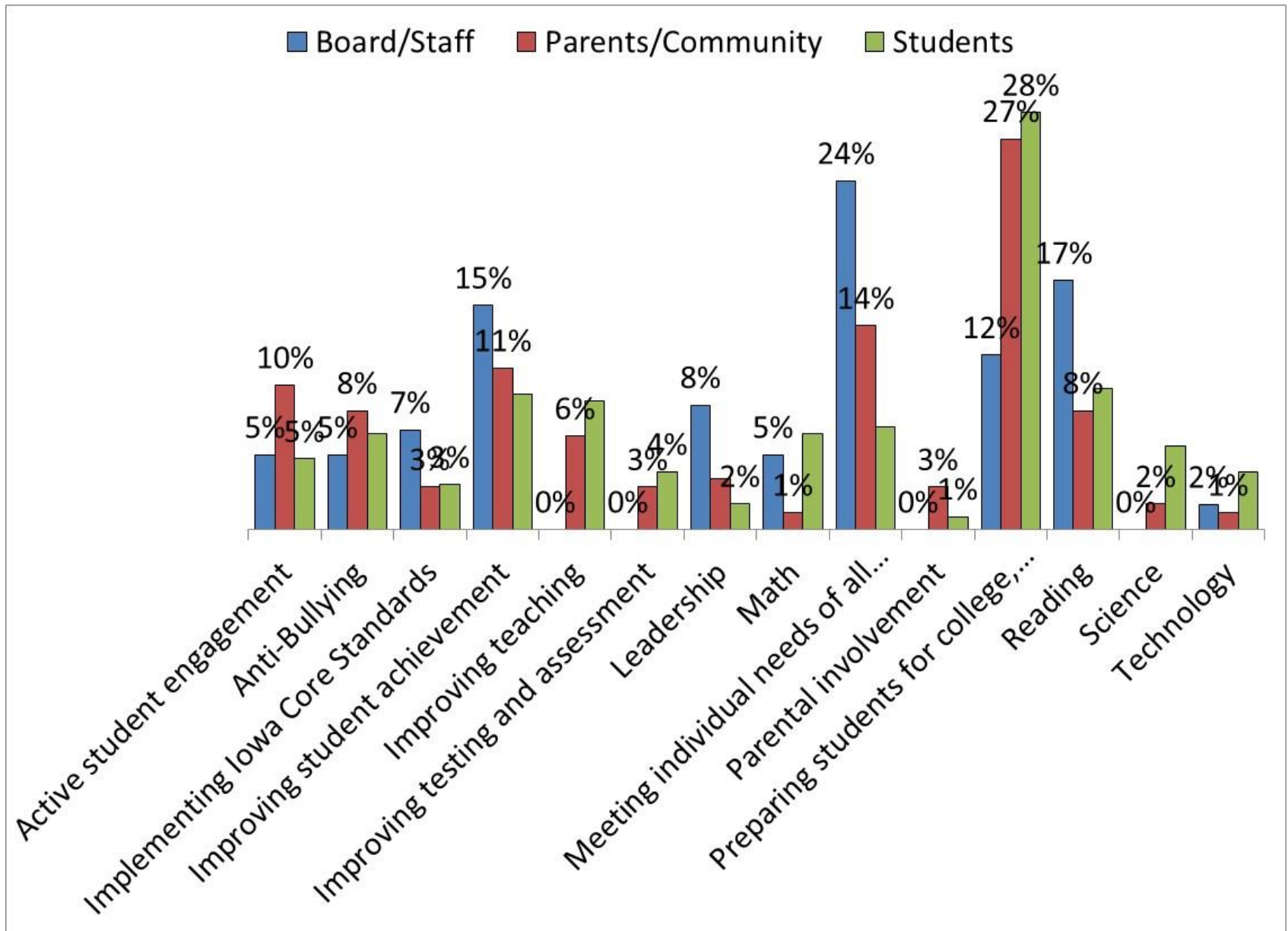


Needs Assessment Survey

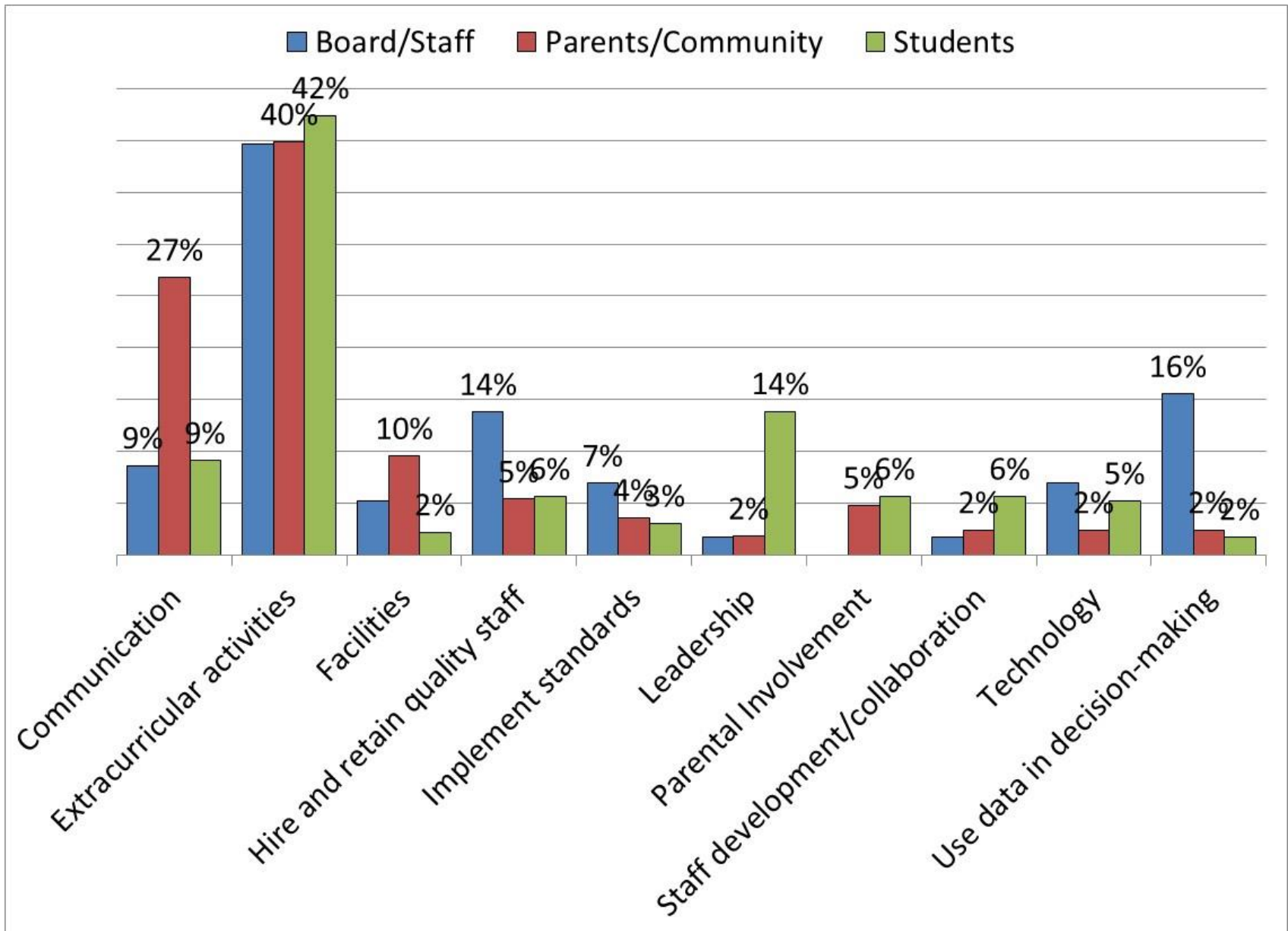
Summary Responses



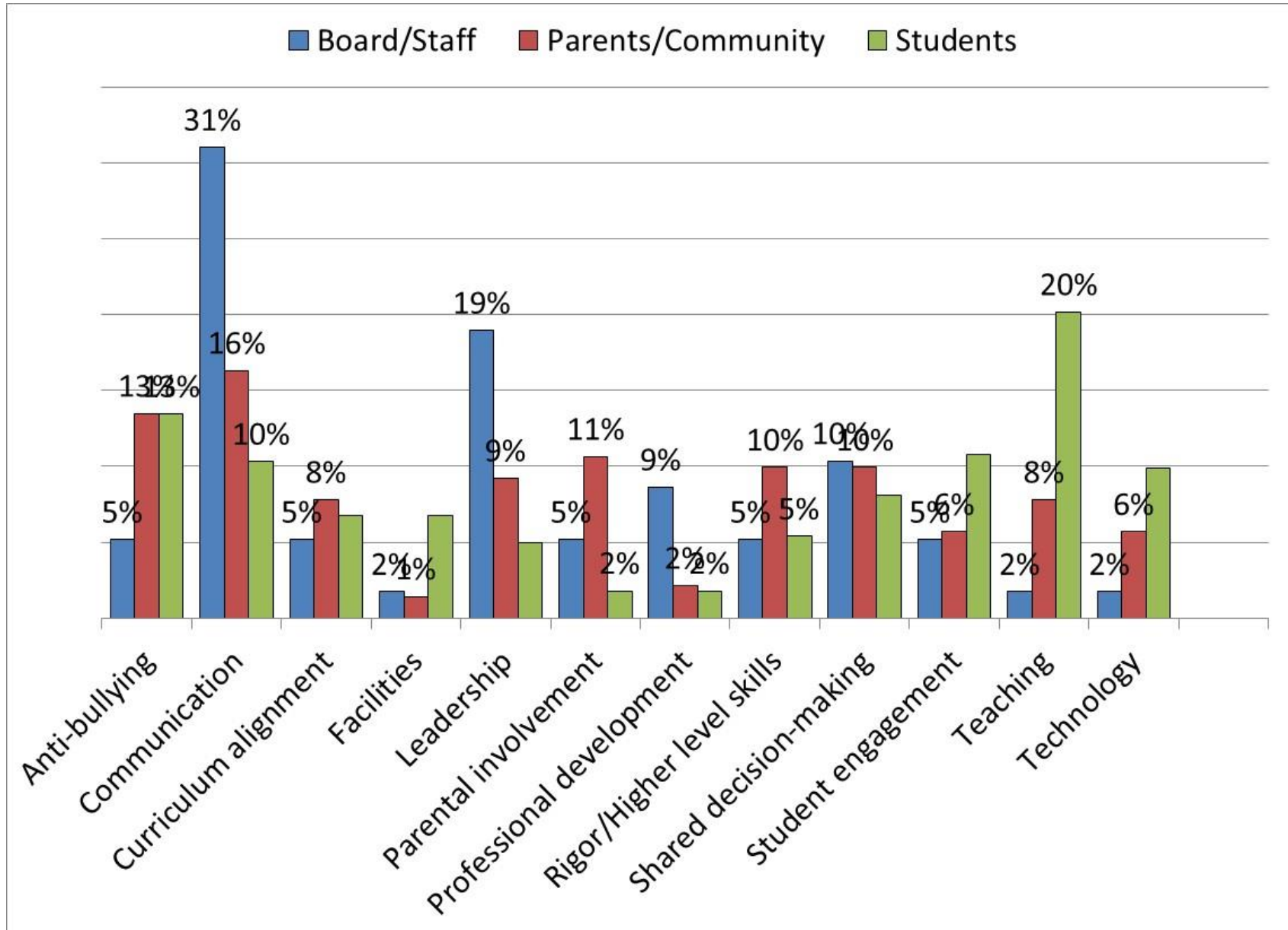
“What is the top priority for improvement?”



“What does the school district do well?”



“What needs to change?”





“What is the top priority for improvement?”

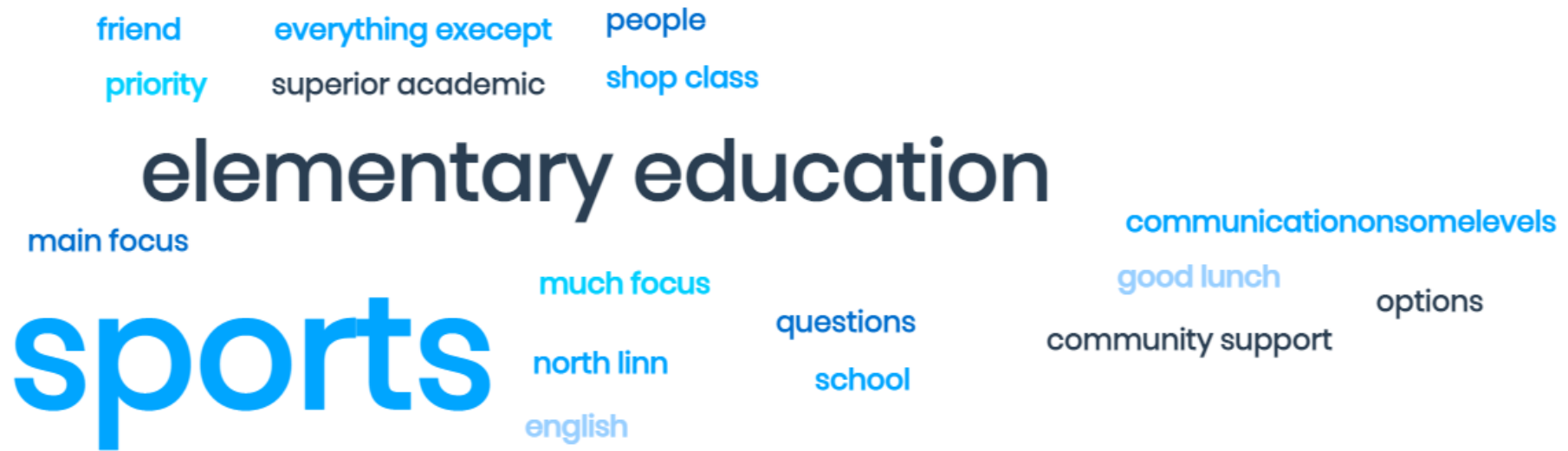
Comments

(Larger words were mentioned more often)





What does the district do well? Comments







Major Findings and Recommendations





Strengths and Needed Improvements

- The school board, SIAC, administration, and leadership teams should study these results, and compare them to other data, to determine strengths and areas of needed improvement.
- Some major strengths and recommendations are offered here in the next two slides.



Strengths:

1. Most parents say that they are well informed of their student's progress.
2. Most staff and parents believe that parents must be partners in education.
3. Most staff and parents report that the local school board can have a positive impact on student achievement.
4. A high percentage staff and students say that students are actively engaged.
5. A high percentage staff and parents report full implementation of the Iowa Core.



Improvement Recommendations:

1. Efforts should be made to help parents know 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. The schools should place major emphasis on effective instruction, the content and rigor of the Iowa Core Standards, and on active student engagement in the classroom.
3. The district should improve the assessment system to align to the content and rigor of the Iowa Core Standards.
4. It is important to ensure that all stakeholders know how leadership teams are organized and understand how they have a voice in decision making.



North Linn School Improvement Needs Assessment



Assessment Conducted by the
Iowa Association of School Boards
November 2020