



STATE SYSTEM OF SUPPORT SPOTLIGHT SERIES

From Needs Assessment to Support for
Restructuring Schools

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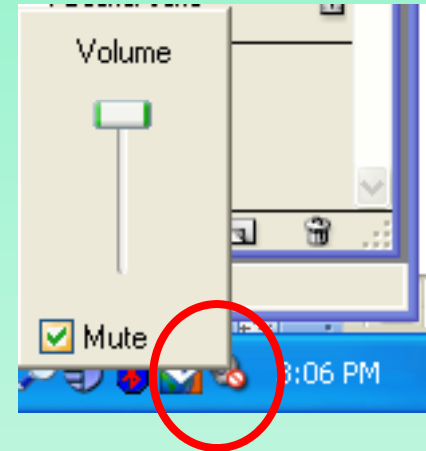
Technology Check

Getting Your Phone and Computer Ready

1. Unless you are using your computer as your “phone,” turn off your computer volume so you don’t have an echo during the call.

To mute your computer speakers, click on the Volume icon (in the bottom right hand corner of your screen near the time).

2. During the meeting, place your phone on **mute** while not speaking to the group.

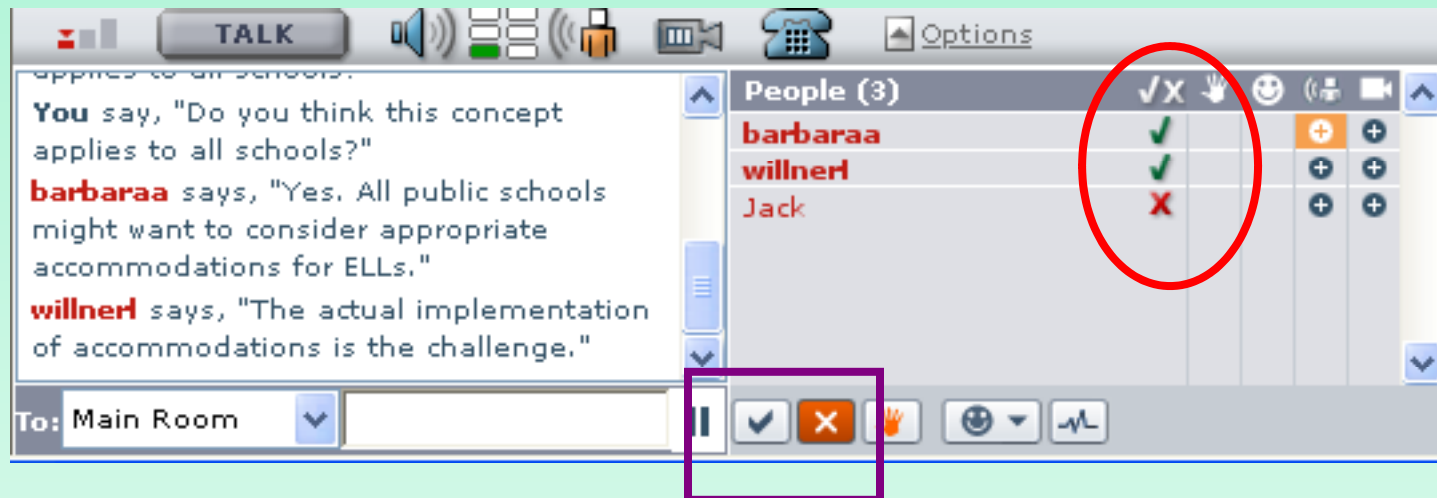


Do You Hear the Presenter?

If yes, please select the “checkmark” button.



If no, please select the “x” button.



The screenshot shows a meeting interface with a chat window on the left and a 'People' list on the right. The chat window contains the following text:

applies to all schools.
You say, "Do you think this concept applies to all schools?"
barbaraa says, "Yes. All public schools might want to consider appropriate accommodations for ELLs."
willnerl says, "The actual implementation of accommodations is the challenge."

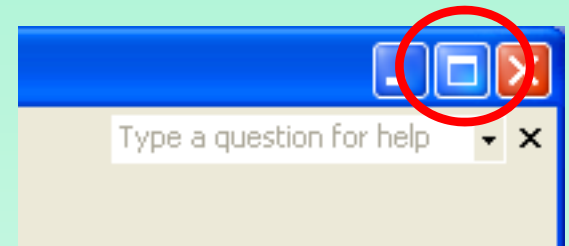
The 'People' list shows three participants: **barbaraa**, **willnerl**, and Jack. The 'barbaraa' and 'willnerl' rows have a green checkmark in the first column, while the 'Jack' row has a red 'X' in the first column. A red circle highlights these three rows. A purple box highlights the 'X' button in the bottom toolbar.

People (3)	✓	X	👤	📺	🔊
barbaraa	✓		+	+	
willnerl	✓		+	+	
Jack	X		+	+	

Is Your Screen Maximized?

There are 2 ways to maximize your screen:

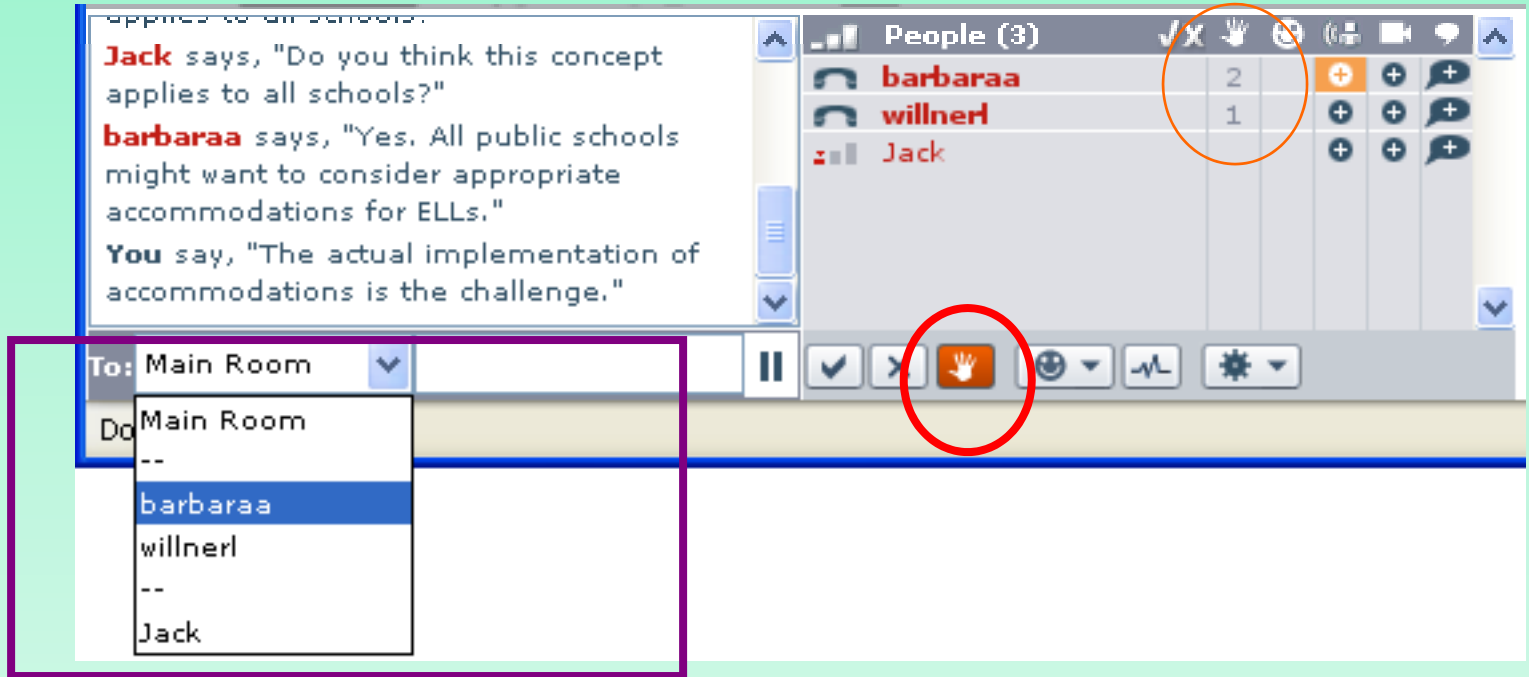
1. Click on the square in the upper right hand corner (next to the **red X**).



2. Place your mouse in the lower right hand corner of your screen, wait for an arrow to appear, and drag the window to create a wider view.

How Do I Ask Questions or Share a Comment?

Click on the **raise your hand** icon.



Ask questions/comment via **text chat** to the Main Room or to a selected individual.

Begin Archiving



Agenda: Expected Outcomes

1. To share and learn how SEAs can utilize data to drive technical assistance to schools and districts in need of improvement
 2. To learn the benefits of using needs assessment data
- 2:00PM Welcome
 - 2:10PM New Jersey Spotlight
 - 2:40PM Questions & Discussion
 - 2:55PM Closing

Poll 1

Let's take a quick poll!



Purpose

- Example of how SEAs can use school needs assessment data to drive technical assistance to schools and districts in need of improvement.



NCLB

- NCLB calls on State Education Agencies (SEAs) to establish systems of support for schools that are not making adequate progress.
- Support must be:
 - Integrated
 - Intensive
 - Ongoing

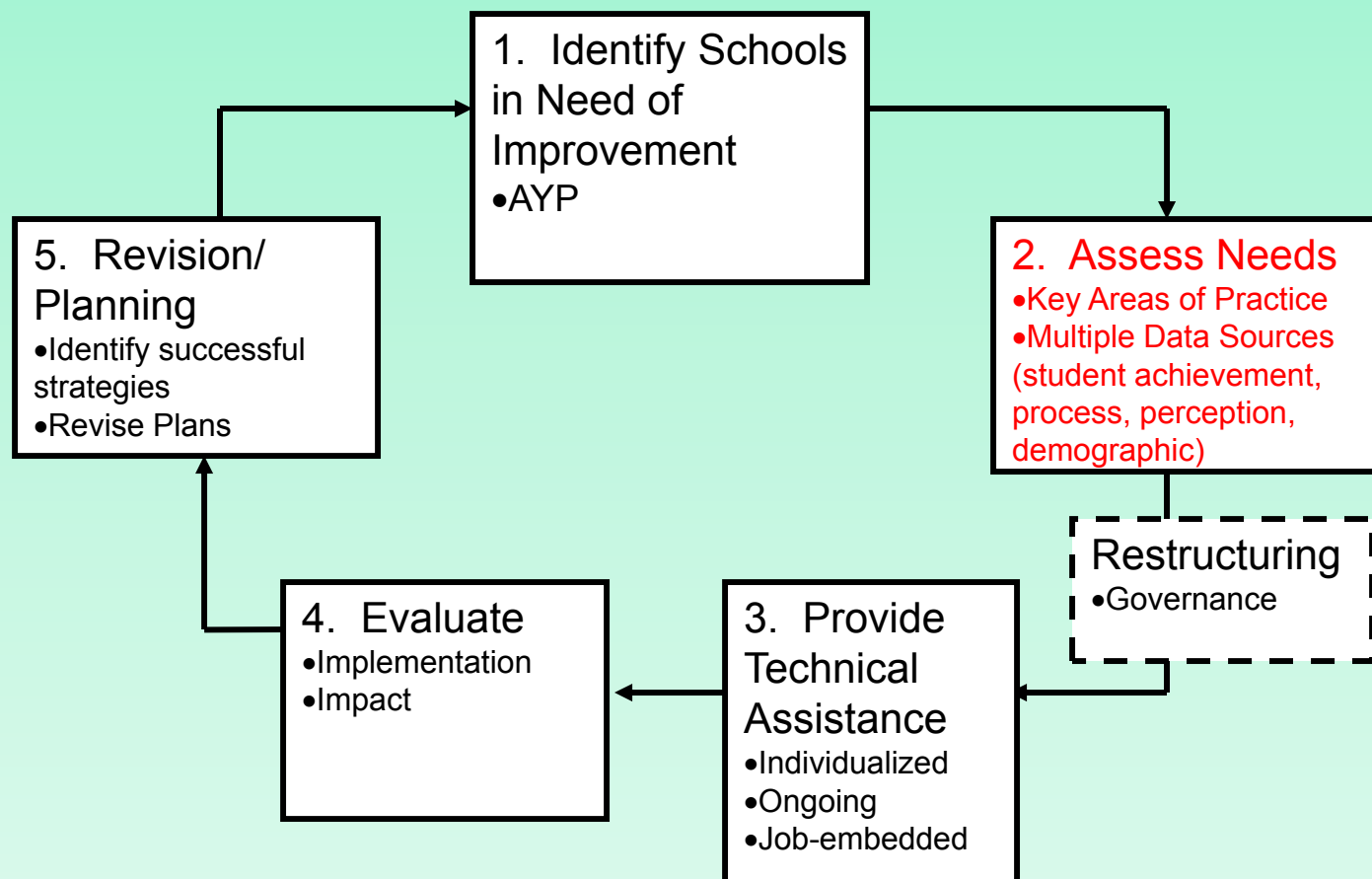


A Framework for Continuous Improvement

- Work with schools in need of improvement should be guided by a framework.
- The framework should include steps for needs assessment, providing support and planning for improvement.
- The framework should differentiate for schools in different stages of improvement, different contexts and different capacity levels.



A Framework for Continuous Improvement





The Collaborative Assessment for Planning and Achievement (CAPA)

- CAPA is New Jersey's comprehensive needs assessment process for schools in improvement.
- CAPA identifies school-level programs and systems that must be improved or eliminated to support student achievement.
- The CAPA review is designed to assist schools in identifying programs and systems that are effective in advancing student achievement.
- The CAPA review is typically conducted for schools identified for Corrective Action status.



Assessing Schools' Needs

- Identify areas of strength and improvement for schools using the indicators of effective school practice (*from CAPA*):
 - Curriculum
 - Assessment and Evaluation
 - Instruction
 - School Culture
 - Student, Family and Community Support
 - Professional Growth, Development and Evaluation
 - Leadership
 - Organizational Structure and Resources
 - Comprehensive and Effective Planning
- The schools are rated using performance levels for each CAPA indicator.



The Context

- During the 2004-05 school year, NJDOE conducted CAPA visits to 99 schools for being identified for School Improvement II (Corrective Action).
- During the 2006-07 school year, NJDOE conducted follow-up CAPA visits to the 56 schools that failed to make AYP and were identified for Restructuring Year 2.
- NJDOE decided to analyze the CAPA results from both schools visits to plan for providing technical assistance to the schools.

Poll 2

Let's take another poll!



Key Questions for Analyzing the 2004-2005 CAPA Data

- Which of the CAPA indicators are areas of relative strength?
- Which of the CAPA indicators are areas for improvement?



Areas of Strength

- *math curriculum implemented and aligned with CCCS,*
- *leadership support for safe and orderly environment,*
- *principals uses resources, removes barriers, assigns staff,*
- *principal priority for performance, learning and efficiency, and*
- *staff-efficient use of time for learning*
- *staff acceptance of role in student success or failure,*
- *families and community active partners in the school,*
- *students receive assistance when falling behind and*
- *staff development aligned with performance goals, PIPs, and evaluations.*



Areas for Improvement

- *use of varied instructional strategies,*
- *teachers collaborating to review student work in language arts, and*
- *analysis of data.*



Key Questions for Analyzing the CAPA Data

- How did the schools perform in 2006-07 compared to 2004-05?
- In what areas did the individual Restructuring schools, experience improvement in their practice?
- In what areas did the individual Restructuring schools, experience no change or diminished practice?



Findings

- During the period from 2004-05 to 2006-07, most of the schools made significant gains in the CAPA areas.
- There was wide range in the percentages of schools that had proficient practice in the CAPA indicators.
- Many of the indicators had 50% or more the schools scoring “proficient” or higher.



What are Performance Levels?

Holistically, the subgroups will reach consensus and assign a **performance level**, or level of proficiency, to each indicator.

- Level 4** is **Exemplary** level of development
- Level 3** is **Fully functioning and operational** level of implementation
- Level 2** is **Limited** development and **partial** implementation
- Level 1** is **Little** development and implementation
- Level 0** is **No** development and implementation



Exemplary Practices

- Which schools established exemplary practices (Level 4) on the CAPA indicators?
 - Schools with high-level practice
 - What can we learn from these schools?
- Exemplary practices are activities that represent the highest level of functioning in an area.



Example of Exemplary Practice

- **Discussions among schools regarding curriculum standards and articulation across grade levels**
 - The school conducts meetings of stakeholders to regularly evaluate and monitor curriculum implementation based on multiple factors (e.g., local and state standards, student performance on classroom and state assessments, student academic needs defined by other sources). *(Level 3)*
 - The school forms ad hoc committees to conduct extensive research and study the current curriculum and curricular issues to proactively prepare for the future curricular needs of the students. *(Level 4-includes the Level 3 practice)*



Exemplary Practices

School	District	CAPA Indicators
A	A	Review student work Safe and orderly environment Beliefs for achievement Staff role in student success Principal leadership Use of time/data
B	A	Leadership Use of time
C	B	Staff development
D	C	Family/community as partners
E	D	Beliefs for achievement
F	E	Priority for performance



Losing Ground

- Which schools have struggled to maintain their levels of practice?
 - Schools that lost ground
 - Why are these schools struggling?
- 26 of the schools (46%) lost ground in at least one CAPA indicator from 2004-05 to 2006-07
- 12 of the schools (21%) lost ground in at least three CAPA indicators from 2004-05 to 2006-07.



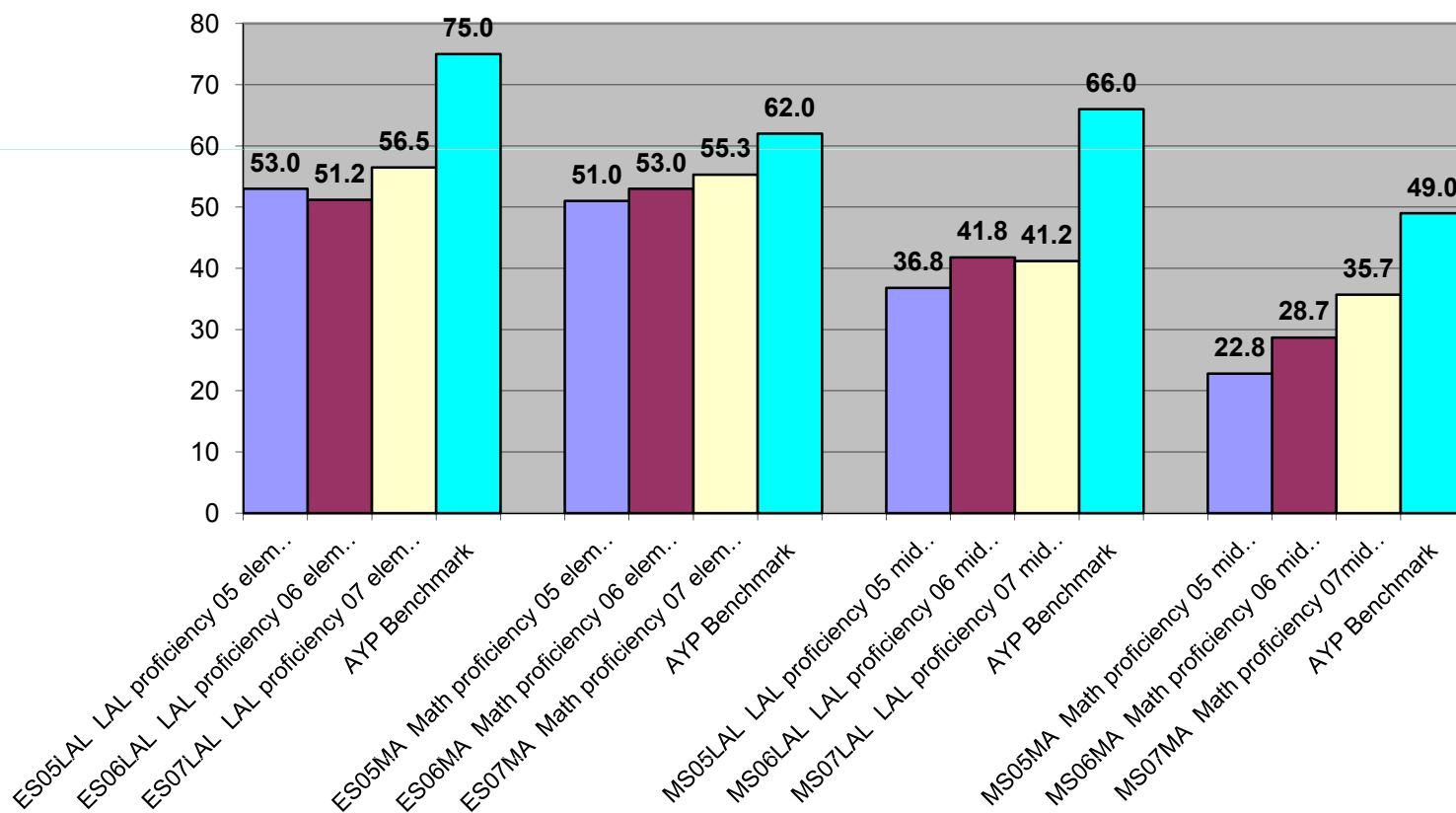
Student Achievement

- Overall, did the schools make gains in student achievement?
- Overall, did the schools close the gap with the *Adequate Yearly Progress* benchmarks?



Changes 2004-05 to 2006-07

% Proficient by Content Area and Grade for Restructuring Schools 2005-07





Promising Practices-Leverage Points

- Need to identify those schools that made gains and the practices they utilized
- Use the practices as “leverage points” with other schools
- Integrate the leverage points within a principal leadership framework



Promising Practices-Leverage Points

- Conduct comparison between schools that attained proficient or better in CAPA indicators with those that did not. Compare by mean % proficient. Identify the CAPA indicators that revealed the greatest differences in % proficient.
- Identify high-performing and improving schools.
- Crosswalk with Marzano school-level factors, High-Performing High Poverty Schools, New Leaders for New Schools and other national research. Identify key CAPA indicators for leverage points and the schools that exhibit proficient or exemplary practices in these areas.



Promising Practices-Leverage Points

- Discussions among schools regarding curriculum standards and articulation across grade levels
- Teachers collaborate to review student work
- Families and communities active partners, regular communication
- Students who are falling behind receive instructional assistance
- Staff development aligned with student performance goals and PIPs
- Evaluations and PIPs effectively used
- Leadership team's planning process involves collecting, managing and analyzing data



Summary of Findings

- Most schools made significant gains in their practice in the CAPA indicator areas.
- Infrastructure practices were areas of relative strength for the schools.
 - *principal leadership*
 - *use of time*
 - *staff role in student success*
 - *alignment of staff development with performance goals and professional development plans)*
- Core instructional practices were areas for improvement.
 - *use of varied instructional strategies*
 - *teachers collaborating to review student work in language arts*
 - *analysis of data*
- Most of the indicators relate closely to each other.
- Overall, the schools made some gains in student achievement.
- Use of data for planning and PD is an important area for schools.



Next Steps

- Inventory of Support Currently Being Provided by NJDOE: *Crosswalk between priority areas and NJDOE resources*
- Promising Practices-The Content of the System of Support: *Review of exemplary practices in CAPA schools/other examples by multi-division team*
- Provision of Support to Schools: *Supporting the CAPA Facilitators through a Learning Community*
- Implementation and Evaluation of the System of Support



The SEA Technical Assistance System

- The SEA collaborates among the different departments and offices to develop and maintain a shared understanding of effective practices and the resources and expertise that are required to support schools and districts.
- Key SEA functions/departments:
 - Professional development
 - Curriculum
 - Standards
 - Assessment
 - Districts and schools



Benefits of Using Needs Assessment Data

- Consistent with NCLB requirements
- Focuses on effective practices
- Uses multiple measures beyond student performance data
- Increases leadership density
- Collaborative process



Questions and Discussion



Evaluation Link

http://www.edvantia.org/surveys/arcc_njssos