District Leadership Needs Assessment

See
District Leadership: 8.3 Promoting a
multi-tiered system of supports…

Directions: District teams may conduct a needs assessment, including an asset/resource map, and target areas for improvement by answering the following questions using evidence to substantiate a rating from 1–5 with 1 being not at all, 3 being emerging and 5 being fully implemented.

- To what degree has the district established a team-based, systematic way of ensuring continual improvement as evidenced by the following behaviors?

  - The district has established a cross-disciplinary leadership team that meets regularly to engage in systems-level, data-based planning and problem-solving for the purpose of continual improvement in the implementation of coordinated learning supports to students and their families.
  - The district leadership team is comprised of experts representing student services, families, community agencies, special education, school improvement, administration, school health, school safety, emergency management, facilities management, educational standards and instructional supports and educator quality.
  - The district leadership team regularly meets to set goals, identify barriers, map assets, analyze relevant data, design implementation plans matched to evidence of need, support fidelity of implementation, evaluate evidence of effectiveness and continue to make improvements to implementation plans based on progress toward goals.
  - The district leadership team builds school-based consensus for implementing a multi-tiered system to support all students in safe and healthy learning environments.
  - The district leadership team develops and supports infrastructure (resources, schedules, policies, procedures) that enables school personnel to effectively implement learning supports to ensure students social, emotional, behavioral, academic, physical and mental wellness in safe and healthy schools.

- To what degree does the district use data effectively for establishing and sustaining integrated student services as evidenced by the following behaviors?

    ○ Establishes clear expectations for effective data use at all levels of the system.
    ○ Uses data to identify district, building and classroom needs, and establish goals and performance targets at the district and school level.
    ○ Uses data to measure the degree of implementation of strategies/actions, including professional development, to reach district/school-identified goals.
    ○ Uses data to evaluate the effect of policies and practices on student learning.
    ○ Requires teachers and teacher teams to use data to establish instructional priorities and inform instruction and supports on an ongoing basis.
    ○ Models and monitors the use of data to inform decisions.

- Provides support at all levels in the effective use of data resulting in higher levels of learning for all students and groups of students, such as students with disabilities. To what degree does the district focus its goals on integrated student services as evidenced by the following behaviors?

    ○ Uses a data-driven needs assessment to develop a limited number of focused goals and measureable strategies and actions directly related to addressing the district's priority needs.
    ○ Reflects in district goals that the core work and priority of the district is to improve teaching and learning supports for all students.
    ○ Ensures that all schools in the district align their work with district-established goals and strategies.
    ○ Identifies goal setting as an important leadership responsibility.
    ○ Develops a single coherent district plan to reach district goals and require that each school develop a building plan aligned to district goals.
    ○ Makes intentional decisions to align resources (fiscal, material, personnel) across the district to meet district-wide goals.
    ○ Screens, interviews, selects and provides ongoing support to staff based on district-wide goals.
    ○ Engages the larger community, including board members, in establishing and sustaining a focus on district-wide goals for establishing and sustaining an integrated student services model.

- To what degree does the district select and implement effective practices that have an evidence base for supporting integrated student services as evidenced by the following behaviors?

    ○ Establishes and requires the use of a district-wide, evidence-based strategies and programs aligned with district goals and priorities for learning supports provided by student services.
    ○ Takes steps to build a common language among all staff for what constitutes an integrated student services model within which learning supports are provided based on student need.
    ○ Ensures full access to social, emotional, behavioral, physical and mental health supports for all students and student groups.
    ○ Ensures that the use of prevention and intervention is implemented consistently as part of, rather than separate from, the district's implementation plans.

- ○ Requires the use of ongoing progress monitoring of implementation to inform changes to the integrated student services model.
- ○ Provides structured opportunities for schools to learn from each other, for principals and teachers to learn from each other, and for student services professionals to learn from each other.

- To what degree does the district fully and deeply implement integrated student services as evidenced by the following behaviors?

  - ○ Requires that identified strategies chosen for improvement are implemented in every building and in every classroom across the district.
  - ○ Defines what full implementation of identified strategies chosen for improvement looks like.
  - ○ Requires the use of aligned structures (i.e., teacher-based teams, school-level teams, district-level teams) that support shared implementation of learning supports.
  - ○ Holds staff at all levels accountable for implementing learning supports, while providing them with multiple opportunities for practice and assistance.
  - ○ Sets expectations for the direct involvement of administrators (superintendents, principals) in ensuring that practices are being implemented at a high level.
  - ○ Ensures that professional development is directly related to the identified practices chosen for implementation.
  - ○ Actively maintains a focus on improving prevention, intervention and supports that positively impact student learning.

- To what degree does the district monitor and provide feedback and support for implementation as evidenced by the following behaviors?

  - ○ Uses a set of district-identified formative indicators for measuring district-wide implementation of strategies and the effect of such implementation on integrated student services and ultimately on student learning.
  - ○ Uses a consistent set of protocols/procedures for measuring district-wide implementation of strategies and the effect of the implementation on integrated student services and ultimately on student learning.
  - ○ Monitors the degree of implementation of the model across the system.
  - ○ Monitors the progress of students, and examines where and why students may be experiencing challenges and become disengaged.
  - ○ Requires central office personnel to actively monitor and provide feedback to principals and school-level teams on the implementation of integrated student services.
  - ○ Requires principals to actively monitor and provide feedback school based personnel on the implementation of school health and safety strategies and practices.
  - ○ Provides differentiated support, as needed, to student services professionals and their partners in the implementation of an integrated model.
  - ○ Measures the effectiveness of feedback and/or differentiated support provided to school based personnel.