



# Achievement and Integration Needs Assessment

August 2018

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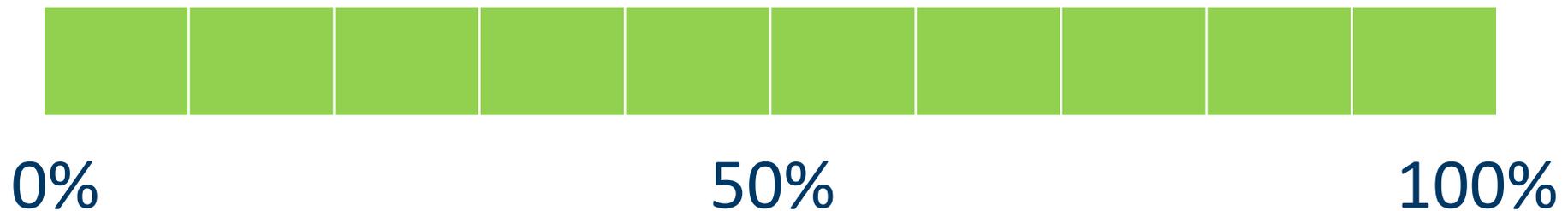
- Purpose
- Equity
- Data Collection
  - Systems
  - Outcome
- Data Analysis Rubric



# Grounding Activity

Please reflect and rate your percent agreement with the statement -

We have a system that works really well for some but marginalizes others...



# Grounding Activity cont.

...and every student deserves the best possible education regardless of any possible difference/identifier.



Regional Centers of Excellence

- Increase racial and economic integration for students
- Decrease academic disparities



Educational equity involves eliminating practices that marginalize particular groups of students and create achievement disparities.



[greatlakesequity.org](http://greatlakesequity.org)



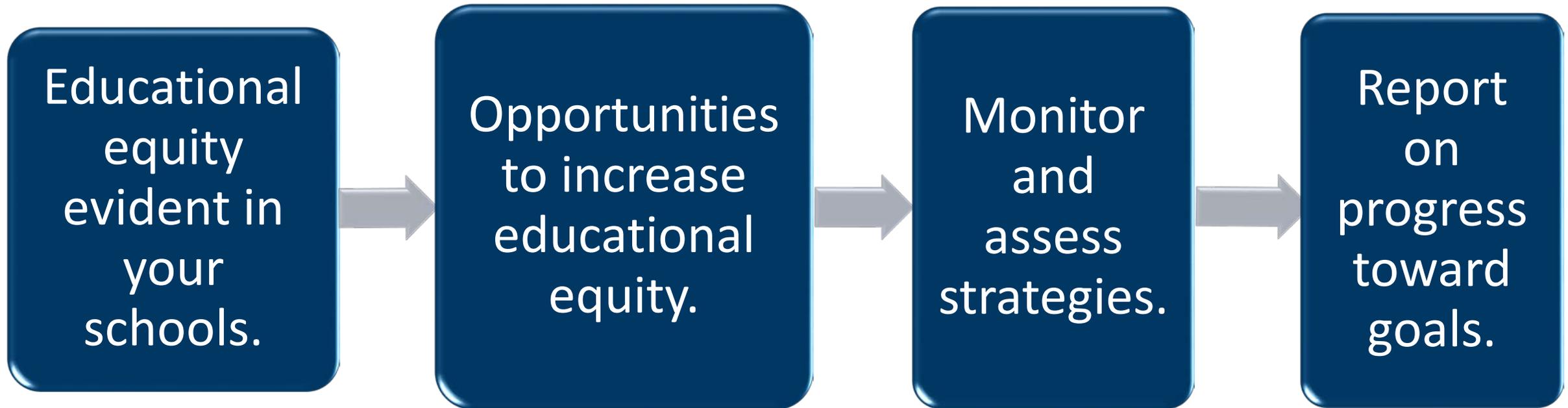
# Equity Criteria

- Access
- Participation
- Representation
- Outcomes



Midwest & Plains Equity Center, Achievement and Integration Program, 2015

# Why conduct a needs assessment?



Building  
Walkthrough

Classroom Visit

School Staff  
Survey

Parent-  
Caregiver  
Survey

# Building Walkthrough



## Prepare

- Contact principal
- 75% of buildings
- 1+ team members



## Conduct

- Indicators
- Common areas
- 20 minutes

# Building Walkthrough cont.

<b>Climate</b>					
<b>Q6</b>	<b><i>Relationships, Rigor and Inclusion</i></b>	<b>Not True</b>	<b>Somewhat True</b>	<b>True</b>	<b>Not Applicable</b>
	There appears to be a positive rapport among all the adults in the building.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	There appears to be a positive rapport between students and adults in the building.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Students are publicly recognized (e.g., in bulletin displays) for exhibiting desirable behaviors.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	School appears to be welcoming to all families.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	There is adequate, clearly visible signage to assist visitors in finding their way around the building.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Q7</b>	<b><i>Behavior Expectations</i></b>	<b>Not True</b>	<b>Somewhat True</b>	<b>True</b>	<b>Not Applicable</b>
	The mission and/or vision of the school is posted prominently for all to see.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	The mission and/or vision reflects a valuing of equity and appreciation of difference.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	School-wide rules, norms and expectations are clearly posted throughout the building.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	School-wide rules, norms and expectations are available in multiple languages.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

# Classroom Visits



## Prepare

- Contact principal
- Same day as walkthrough
- Site visit checklist



## Conduct

- Three grade levels
- Scan rooms
- 30 minutes per classroom



## Prepare

- Anonymous
- 90% ideal
- 60% return rate



## Conduct

- Multiple perspectives
- 10 minutes

# Parent-Caregiver Survey



## Prepare

- Anonymous
- Promote at events
- More is better



## Conduct

- Purposeful contact
- Racial and economic demographics
- 10 minutes

# Needs Assessment Feedback

## Feedback from Districts

The building  
walkthrough...

The questions  
around  
instructional  
practices...

The staff survey  
helped us...

This survey was  
a critical  
element of our  
A&I goal  
development...

# Outcome Data: MDE Data Center

Student Enrollment  
Trends

Proficiency on All  
State Accountability  
Measures

Four-Year  
Graduation Rates

Teacher  
Demographics,  
Experience and  
Credentials

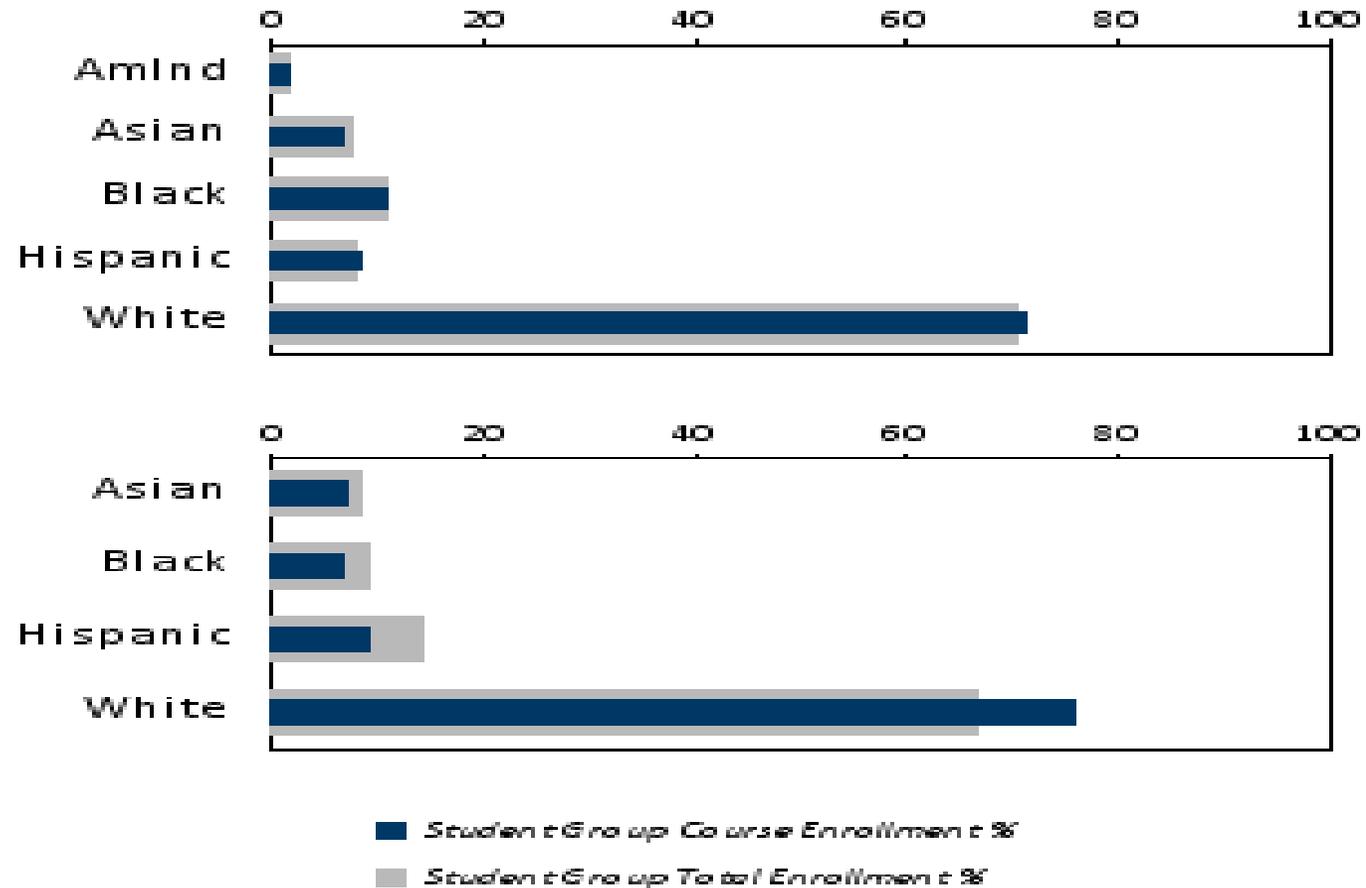
**STEM Course  
Offerings and  
Enrollment**

# STEM Course Enrollment

The data is meant to assist districts participating in Minnesota's Achievement and Integration program...



# STEM course enrollment cont.



# Outcome Data: Local Sources

School Enrollment  
Choices

Exclusionary  
Discipline

Attendance  
(Chronic  
Absenteeism)

# Positive results of strong school climate work

1. Safety
2. Teaching and Learning
3. Institutional Environment
4. Interpersonal Relationships



-National School Climate Center

# Data Analysis Rubric



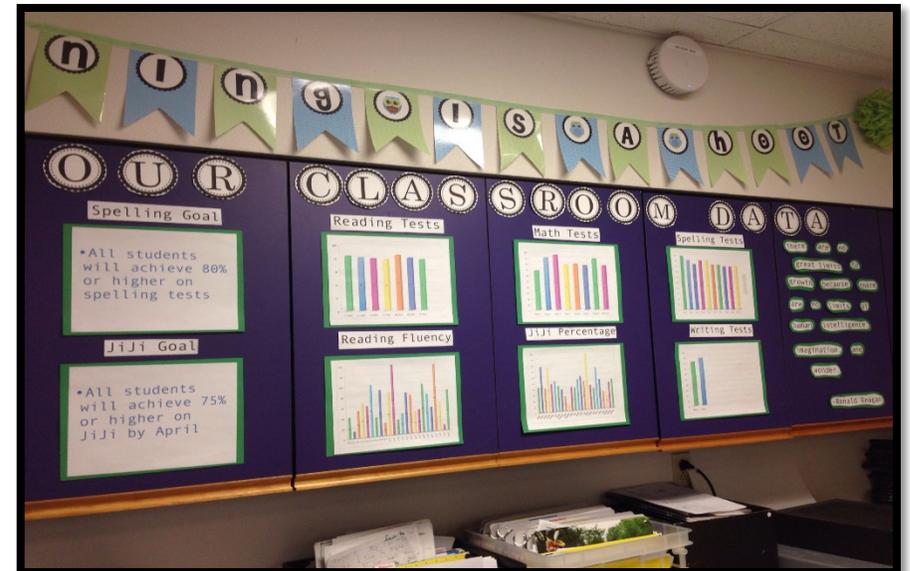
# Data Analysis Rubric cont.

	Beginning	Developing	Accomplished	Exemplary
<b>STUDENT ENGAGEMENT AND OUTCOMES</b>				
<b>INDICATORS</b>	<b>RATING SCALE</b>			
<b>ACADEMIC GROWTH</b>				
Participation in higher level Science and Mathematics coursework by student group is proportional to overall enrollment. <b>(Representation)</b>				
All students appear to engage meaningfully in learning experiences and regularly participate in academic dialogue (i.e., adults do not dominate discussions). <b>(Meaningful Participation)</b>				
All students appear to reach appropriate levels of conceptual development about subject matter content and make real-world applications. <b>(Positive Outcomes)</b>				
A majority of students ( $\geq 80\%$ ) meet or exceed minimum state achievement standards, such that there are no observable disparities between student groups. <b>(Positive Outcomes)</b>				
A majority of students ( $\geq 80\%$ ) graduate on time (i.e., within designated four-year term), such that there are no observable disparities between student groups. <b>(Positive Outcomes)</b>				

Low Priority	Moderate Priority	High Priority

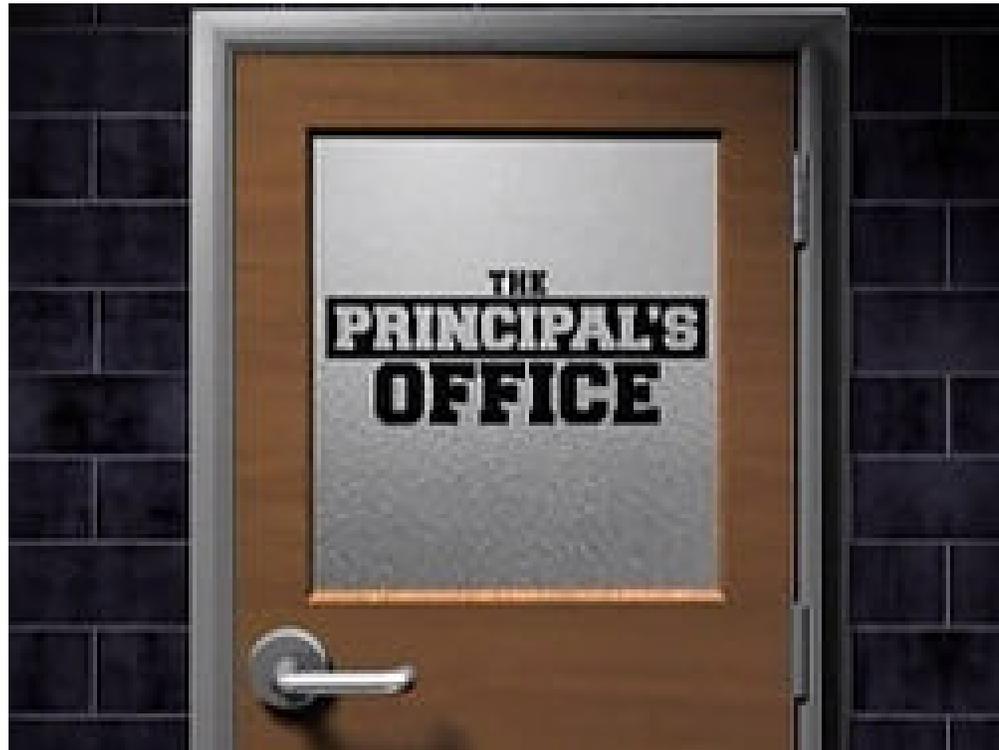
# Guiding Question 1

- When analyzing student data disaggregated by student groups (e.g., race/ethnicity and socio-economic status), what can you infer about the following:
  - Equity issues?
  - Access?
  - Support?



## Guiding Question 2

What policies or practices are in place that may have generated the data you used to give indicators a low rating?



# Guiding Question 3

How do policy, practices, and climate support or undermine expectations?





