

**Virginia Support Framework**

**Division-level Needs Assessment**

**Section I: Division Information**

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| School Division Name: | |
| Number of Schools in the Division: |  |
| Number of Teachers in the Division: |  |
| Number of Instructional Staff in the Division: |  |
| Number of Students Currently Enrolled: |  |
| Number of Schools rated *Accredited with Conditions:* |  |
| Number of Schools rated *Accredited* and have Level Two School Quality Indicators for *All Students* in English, Mathematics, and/or Science: |  |
| Number of Schools rated *Accredited* under Triennial Accreditation as provided in §22.1-253.13:3A and not Accredited using the most recent school year data: |  |

**Section II: Division-level Needs Assessment Instructions**

The division should assemble a team representing instruction, federal programs (i.e., Title I), special education, human resources, student services, community members and families to analyze a variety of data points related to the following *Virginia Support Framework* Domains: (a) Academic Supports; (b) Staffing Supports; (c) Professional Learning Supports; and (d) School Climate Supports.

**Step 1:** Gather data to address the four domains. Suggested data sources are provided within each domain. As a team, collaborate to analyze the data by discussing and responding to the prompts and guiding questions included in each domain listed below—with a special emphasis on division-wide systems and processes supporting schools serving high-needs populations.

[Domain 1: Academic Supports](#Bookmark2)

[Domain 2: Staffing Supports](#Domain2)

[Domain 3: Professional Learning Supports](#Domain3)

[Domain 4: School Climate Supports](#Domain4)

**Step 2:** Develop a problem statement based on the initial data review.

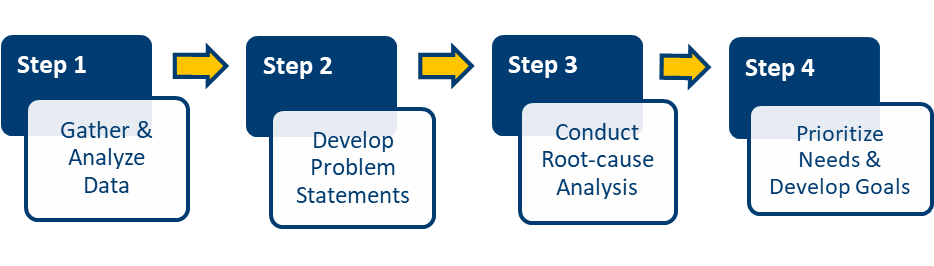
**Step 3:** Select problem statements to conduct a root-cause analysis using provided protocols.

**Step 4:** Prioritize the areas of need based on the root-cause analysis and develop division goals.

Upon completion of the needs assessment and goals for each domain, the team should use the findings to develop a *Division-level Support* *Plan* (DSP) that includes strategies to affect systemic change resulting in improved student learning and engagement outcomes.

The completed Division Support Plan should be submitted to the Office of School Quality (OSQ) by **April 10, 2024.**  The division’s assigned OSQ specialist will review the submitted documents.

**Needs Assessment Process**



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| **Domain 1: Academic Supports** |

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| **Team Members: Academic Supports Data Review** | | |
| **Critical Perspective**  (Who can influence our objective - directly/indirectly?) | **Department/Office** | **Title** |
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**Step 1a. Consider division-wide trends.**

Based on an analysis of student performance data (i.e., Spring 2023 Virginia Standards of Learning (SOL) Assessment, Phonological Awareness Literacy Screening (PALS)/Virginia Language and Literacy Screener (VALLS), other local assessments), what division-wide data trends and patterns were noted for *all students* and individual student groups (i.e., economically disadvantaged, students with disabilities) in English Language Arts, Mathematics, and Science?

**Use one or more of the guiding questions below to respond and document data trends/patterns identified for your division:**

* **Guiding Question 1:** To what extent has student achievement in this content area improved or not, in the past year?
* **Guiding Question 2:** What division-level patterns or trends did you identify for this content area over the past 3 years?
* **Guiding Question 3:** What division-level student group and/or grade-level patterns did you identify for this content area over the past 3 years?

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| **Possible Data Sources**  The list below provides examples of possible data sources.  Teams are free to use other available data sources. | | |
| * SOL Assessments * End-of-Course Assessments * Virginia Growth Assessments * PALS/VALLS (pilot divisions) * AP/IB/SAT/ACT Data | * Early Warning System * Universal Screeners * Class/Program Assessments: DIBELS/DRA/ARDT/MAP | * ACCESS for English Language Learners (ELL) * VA Longitudinal Data System * School Quality Profiles |
| **List the data sources reviewed for Domain 1.** | | |
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| **English Language Arts Data Trends and Patterns** | |
| Grades K-2:  Grades 3-5:  Grades 6-8:  End of Course (EOC): | Student Groups: |

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| **Mathematics Data Trends and Patterns** | |
| Grades K-2:  Grades 3-5:  Grades 6-8:  End of Course (EOC): | Student Groups: |

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| **Science Data Trends and Patterns** | |
| Grades K-2:  Grades 3-5:  Grades 6-8:  End of Course (EOC): | Student Groups: |

**Step 1b. Identify greatest challenges.**

Based on an analysis of data from Step 1a, identify specific skills that posed the greatest challenge division-wide for students in English/Language Arts, mathematics, science.

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| **English Language Arts:** |
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| **Mathematics:** |
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| **Science:** |
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**Step 2: Develop an initial problem statement.**

Based on the specific skill(s) identified in Step 1, gather input from each team member regarding problems experienced in the Problem of Practice Activity (see [**Appendix A**](#AppendixA)). Utilize this guiding question to draft a team-selected, proposed problem statement(s). ***What central themes emerge from the list of problems generated?*** Write the problem statement(s) below that the team will consider in the next step.

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| **Proposed Problem Statement(s) for consideration to conduct Root Cause Analysis** |
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**Step 3. Determine/Establish Priority.**

Using information included in the responses to Steps 1a, 1b, and 2 above, develop a *problem statement* for each applicable focus area. The problem statements should represent the highest priority areas of focus for the division to address based on findings from the data analysis. Each problemstatementshould be 1-2 sentences, specific, and well-defined.

After developing each problem statement, conduct a root cause analysis to determine factors contributing to the outcomes. Root cause analysis protocols and resources, such as the Fishbone Diagram (see [**Appendix B**](#Appendx)) and the 5 Why’s Template (see [**Appendix C**](#AppendixC)), may be used to further explore or examine each problem statement.

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|  | **Problem Statement** | **Root Cause(s) to Address** | **Is the root cause under the division’s control? (Y/N)** | **Determine Priority Level**  (Based on root-cause analysis and division readiness, how critical is this area?) |
| **Problem Statement #1** |  |  |  |  |
| **Problem Statement #2** |  |  |  |  |
| **Problem Statement #3** |  |  |  |  |

**Step 4. Identify division-level goals.**

As a result of the root cause analysis completed above and the prioritized areas, identify the division-level goals for improving student outcomes in the applicable content areas. These identified goals will be used in the creation of a Division Support Plan.

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| **Division-level academic goal(s) to be used for the Division Support Plan:** |
| **Division-level Goal #1:**  **Division-level Goal #2:**  **Division-level Goal #3:** |

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| **Domain 2: Staffing Supports** |

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| **Team Members: Staffing Supports Data Review** | | |
| **Critical Perspective**  (Who can influence our objective - directly/indirectly?) | **Department/Office** | **Title** |
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**Step 1a. Consider division-wide trends.**

Based on an analysis of data, what division-wide trends and patterns were noted regarding:

* Recruitment and retention of teachers and principals in schools serving high-risk populations?
* Resignations, retirements, and vacancies in comparison to the previous three school years?
* Placement of teachers in grade-level/content areas aligned with their strengths/endorsements?
* Assignment of long-term substitute teachers?

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| **Possible Data Sources**  The list below provides examples of possible data sources.  Teams are free to use other available data sources. | | |
| * Teacher Recruitment and Retention Data * Exit Survey Data * Internal Transfer Data * Long-Term Substitute * Teacher Vacancies | * Principal Recruitment and Retention Data * Administrator Vacancies * Hiring Practices * School Quality Profile | * Grow Your Own Initiatives * Staff Licensure Data * Staff Evaluation * National Board Certification Credentials * VDOE Teacher and School Staffing Vacancy Dashboard |

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| **List the data sources reviewed for Domain 2.** |
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| **Provide the numbers and percentages below for each item.** | |
| Number/percent of teachers with less than three years of experience: |  |
| Number/percent of teachers with provisional licenses: |  |
| Number/percent of principals with less than three years of experience: |  |
| Number/percent of schools with classes taught by long-term substitutes: |  |

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| **Identify data trends and patterns in resignations, retirements, and vacancies from the past three years.** |
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| **Identify data trends and patterns in grade level/content areas aligned with their strengths/ endorsements.** |
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| **Identify data trends and patterns in recruitment and retention of teachers and principals in schools serving high-risk populations.** | |
| Number/percent of teachers with less than three years of experience: |  |
| Number/percent of teachers with provisional licenses: |  |
| Number/percent of principals with less than three years of experience: |  |
| Number/percent of schools with classes taught by long-term substitutes: |  |

**Step 1b. Identify greatest challenges.**

Based on an analysis of data from Step 1a, identify specific areas that posed the greatest challenge(s) division-wide in staffing.

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| **Greatest division-wide staffing challenge(s):** |
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**Step 2: Develop an initial problem statement.**

Based on the greatest challenges identified in Step 1, gather input from each team member regarding problems experienced in the Problem of Practice Activity (see [**Appendix A**](#AppendixA)). Utilize this guiding question to draft a team-selected, proposed problem statement(s). ***What central themes emerge from the list of problems generated?*** Write the problem statement(s) below that the team will consider in the next step.

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| **Proposed Problem Statement(s) for consideration to conduct Root Cause Analysis** |
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**Step 3. Determine/Establish Priority.**

Using information included in your responses to Steps 1 and 2 above, develop a *problem statement* for each applicable focus area. The problem statements should represent the highest priority areas of focus for the division to address based on findings from the data analysis. Each problemstatementshould be 1-2 sentences, specific, and well-defined.

After developing each problem statement, conduct a root cause analysis to determine factors contributing to the outcomes. Root cause analysis protocols and resources, such as the Fishbone Diagram (see [**Appendix B**](#Appendx)**)** and the 5 Why’s Template (see [**Appendix C**](bookmark://AppendixC)**)**, may be used to further explore or examine each problem statement.

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|  | **Problem Statement** | **Root Cause(s) to Address** | **Is the root cause under the division’s control? (Y/N)** | **Determine Priority Level**  (Based on root-cause analysis and division readiness, how critical is this area?) |
| **Problem Statement #1** |  |  |  |  |
| **Problem Statement #2** |  |  |  |  |
| **Problem Statement #3** |  |  |  |  |

**Step 4. Identify division-level goals.**

As a result of the root cause analysis completed above and the prioritized areas, identify the division-level goals for improving student outcomes in the applicable areas. These identified goals will be used in the creation of a Division Support Plan.

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| **Division-level staffing goal(s) to be used for the Division Support Plan:** |
| **Division-level Goal #1:**  **Division-level Goal #2:**  **Division-level Goal #3:** |

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| **Domain 3: Professional Learning Supports** |

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| **Team Members: Professional Learning Supports Data Review** | | |
| **Critical Perspective**  (Who can influence our objective, directly/indirectly?) | **Department/Office** | **Title** |
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**Step 1a. Consider division-wide trends.**

Based on an analysis of data, what division-wide practices were noted regarding:

* Instructional time devoted to the core content areas in master schedules?
* Interventions and supports for students (i.e., Virginia Tiered System of Supports, self-regulation practices)?
* Professional development activities including monitoring, feedback cycles, and impact on student learning outcomes?

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| **Possible Data Sources**  The list below provides examples of possible data sources  Teams are free to use other available data sources | |
| * Division-wide Professional Learning Plan * Professional Learning Communities (PLCs)/Book Study Groups (BSG) * Intervention/Programmatic Data | * Master Schedule Planning data * Instructional Walkthrough Data * Other Instructional Observation Data |

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| **List the data sources reviewed for Domain 3.** |
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| **Identify division-wide practices and trends in instructional time devoted to core content areas in Master Schedules.** |
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| **Identify division-wide practices and trends in interventions and supports for students.** |
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| **Identify division-wide practices and trends in professional development activities, including monitoring, feedback cycles, and impact on student learning outcomes.** |
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**Step 1b. Identify greatest challenges.**

Based on an analysis of data from Step 1a, identify specific areas that posed the greatest challenge(s) division-wide:

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| **Greatest division-wide professional learning challenge(s):** |
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**Step 2: Develop an initial problem statement.**

Based on the greatest challenges identified in Step 1, gather input from each team member regarding problems experienced in the Problem of Practice Activity (see [**Appendix A**](bookmark://AppendixA)). Utilize this guiding question to draft a team-selected, proposed problem statement(s). ***What central themes emerge from the list of problems generated?*** Write the problem statement(s) below that the team will consider in the next step.

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| **Proposed Problem Statement(s) for consideration to conduct Root Cause Analysis** |
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**Step 3. Determine/Establish Priority**

Using information included in your responses to Steps 1 and 2 above, develop a *problem statement* for each applicable focus area. The problem statements should represent the highest priority areas of focus for the division to address based on findings from the data analysis. Each problemstatementshould be 1-2 sentences, specific, and well-defined.

After developing each problem statement, conduct a root cause analysis to determine factors contributing to the outcomes. Root cause analysis protocols and resources, such as the Fishbone Diagram (see[**Appendix B**](#Appendx)) and the 5 Why’s Template (see [**Appendix C**](bookmark://AppendixC)), may be used to further explore or examine each problem statement.

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|  | **Problem Statement** | **Root Cause(s) to Address** | **Is the root cause under the division’s control? (Y/N)** | **Determine Priority Level**  (Based on root-cause analysis and division readiness, how critical is this area?) |
| **Problem Statement #1** |  |  |  |  |
| **Problem Statement #2** |  |  |  |  |
| **Problem Statement #3** |  |  |  |  |

**Step 4. Identify division-level goals.**

As a result of the root cause analysis completed above and the prioritized areas, identify the division-level goals for improving outcomes in the applicable areas. These identified goals will be used in the creation of a Division Support Plan.

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| **Division-level professional learning goal(s) to be used for the Division Support Plan:** |
| **Division-level Goal #1:**  **Division-level Goal #2:**  **Division-level Goal #3:** |

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| **Domain 4: School Climate Supports** |

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| **School Climate Supports Data Review Team Members** | | |
| **Critical Perspective**  (Who can influence our objective - directly/indirectly?) | **Department/Office** | **Title** |
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**Step 1a. Consider division-wide trends.**

Based on an analysis of data, what division-wide trends and patterns were noted regarding:

* Student engagement as measured by:
* Chronic absenteeism rate
* Drop-out rate/Graduation and Completion Index (GCI)
* Federal Graduation Indicator (FGI)
* College, Career, and Civic Readiness Indicator (CCCRI)
* Student discipline data
* Engagement of families and community members as active partners

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| **Possible Data Sources**  The list below provides examples of possible data sources  Teams are free to use other available data sources | | |
| * Student Attendance/Truancy Data * Teacher Attendance Data * Student Discipline Data (e.g. suspension and/or other exclusionary practices data) | * PBIS/Virginia Tiered Systems of Support * Parent/Guardian survey data * PTA/PTO Participation and Involvement data * Community Partnerships data | * School safety and/or climate data * Safety audit data * Graduation Data |

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| **List the data sources reviewed for Domain 4.** |
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| **Identify trends and patterns in chronic absenteeism data.** |
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| **Identify trends and patterns in drop-out rate data.** |
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| **Identify trends and patterns in graduation and completion index data.** |
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| **Identify trends and patterns in Federal Graduation Indicator (FGI) data.** |
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| **Identify trends and patterns in College, Career, and Civic Readiness Indicator (CCRI) data.** |
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| **Identify trends and patterns in student discipline data.** |
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| **Identify trends and patterns in engagement of families and community members data.** |
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**Step 1b. Identify greatest challenges.**

Based on an analysis of data from Step 1a, identify specific area that posed the greatest challenge(s) division-wide for students in:

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| **Greatest division-wide school climate challenge(s)** |
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**Step 2: Develop an initial problem statement.**

Based on the greatest challenges identified in Step 1, gather input from each team member regarding problems experienced in the Problem of Practice Activity (see [**Appendix A**](bookmark://AppendixA)). Utilize this guiding question to draft a team-selected, proposed problem statement(s). ***What central themes emerge from the list of problems generated?*** Write the problem statement(s) below that the team will consider in the next step.

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| **Proposed Problem Statement(s) for consideration to conduct Root Cause Analysis** |
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**Step 3. Determine/Establish Priority**

Using information included in your responses to Steps 1 and 2 above, develop a *problem statement* for each applicable focus area. The problem statements should represent the highest priority areas of focus for the division to address based on findings from the data analysis. Each problemstatementshould be 1-2 sentences, specific, and well-defined.

After developing each problem statement, conduct a root cause analysis to determine factors contributing to the outcomes. Root cause analysis protocols and resources, such as the Fishbone Diagram (see [**Appendix B**](bookmark://Appendx)**)** and the 5 Why’s Template (see [**Appendix C**](bookmark://AppendixC)**)**, may be used to further explore or examine each problem statement.

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|  | **Problem Statement** | **Root Cause(s) to Address** | **Is the root cause under the division’s control? (Y/N)** | **Determine Priority Level**  **(Based on root-cause analysis and division readiness, how critical is this area?)** |
| **Problem Statement #1** |  |  |  |  |
| **Problem Statement #2** |  |  |  |  |
| **Problem Statement #3** |  |  |  |  |

**Step 4. Identify division-level goals.**

As a result of the root cause analysis completed above and the prioritized areas, identify the division-level goals for improving outcomes in the applicable areas. These identified goals will be used in the creation of a Division Support Plan.

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| **Division-level School Climate goal(s) to be used for the Division Support Plan:** |
| **Division-level Goal #1:**  **Division-level Goal #2:**  **Division-level Goal #3:** |

**Appendix A**

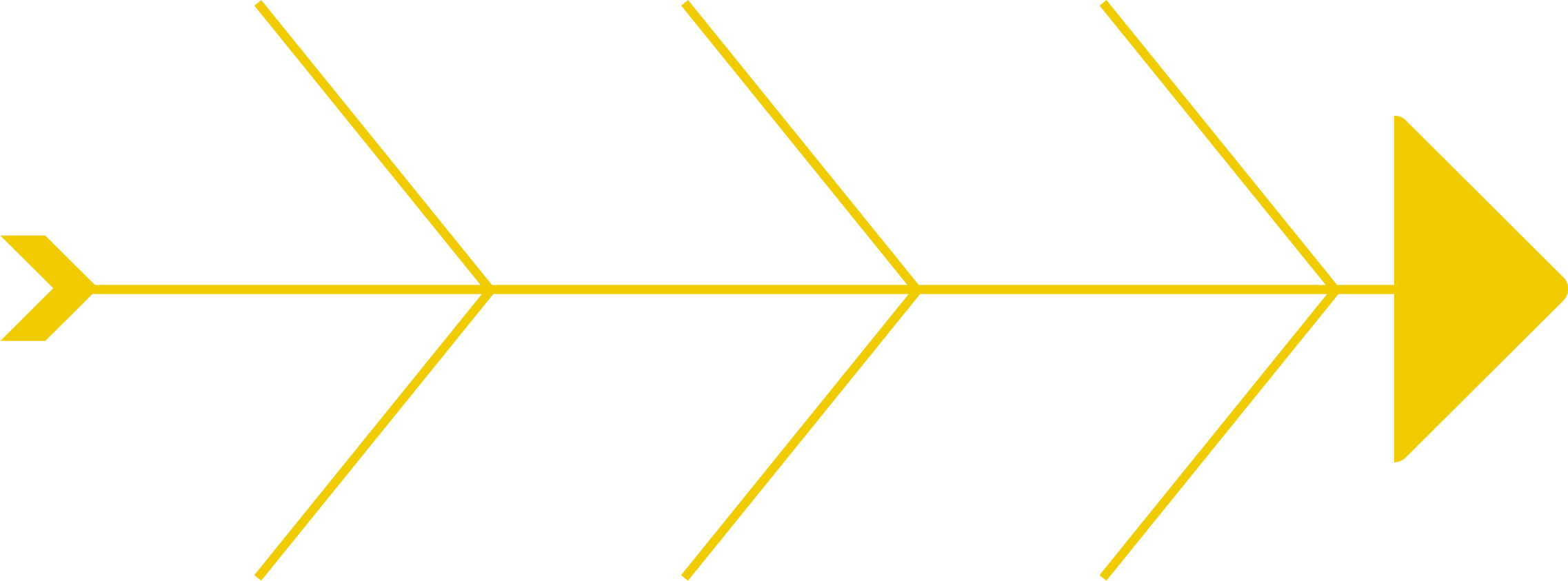
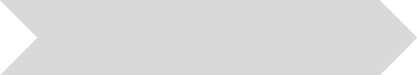
**Problem of Practice Activity**

Based on the specific skill(s) or greatest challenges identified in Step 1, gather input from each division team member regarding problems experienced. The information collected may guide the team discussion to develop a proposed/initial problem statement that is high-quality.

**NOTE:** High-quality problem statements have three central features. They are **SMART, high-leverage, and user-centered.**

* **SMART** problems are those that are s*pecific, measurable, actionable, relevant, and time-bound.*
* **High-leverage** problems are problems that, if effectively addressed, would:
  + *Be widely recognized as a problem (this is the idea of buy-in),*
  + *Be significant,*
  + *Be viable and cost-effective,*
  + *Be within the organization’s control, and*
  + *Be a high priority among organizational leaders.*
* **User-centered** problems: (1) *clearly target the end user, (2) clarify exactly what it is that the end user should be able to accomplish when the system is working properly, and (3) use data to verify or justify that the problem persists.*

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| **Problem of Practice Activity** | | | |
| **Team Member** | **Briefly Describe 1–3 Problems from the Past Month** | **Briefly Describe 1–3 Problems from the Past 3-6 Months** | **Briefly Describe 1–3 Problems from the Past Year** |
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**Appendix B** 

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**Fishbone Diagram**

**Appendix C**

**5 WHYs TEMPLATE**

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| **DEFINE THE PROBLEM** |  |  | | | | |  |  | |  | | |  | | |  |  | | |  |  | |  | |  | | |  |  | | | | | | |  |
|  | Define problem here | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  |
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| **WHY IS THIS  A PROBLEM?** |  | **PRIMARY CAUSE** | | | | | |  | |  | | |  | | |  |  | | |  |  | |  | |  |  | |  | | | | | | | |  |
|  | Why is it happening? | | | | | | | | | | | | | |  |  | | |  |  | |  | |  |  | |  | | | | | | | |  |
| 1 | It is happening because | | | | | | | | | | | | | | | | | | | | | | | |  | | | |  | | | | | |  |
|  |  | |  | Why is that? | | | | | | | | | | | | | | |  |  |  | |  | | |  |  | | | | | | | | |
|  |  | | 2 | It is happening because | | | | | | | | | | | | | | | | | | | | | | |  | | | | | | | | |
|  |  |  | | |  | Why is that? | | | | | | | | | | | | | | | | | | | | |  |  | | | |  | | |  |
|  |  |  | | | 3 | It is happening because | | | | | | | | | | | | | | | | | | | | | |  | |  | | | |  |  |
|  |  | | | | | | | | | Why is that? | | |  |  | | |  | | | | | | | | | | | | | | | | | | |
|  |  | | | | | | | 4 | | It is happening because | | | | | | | | | | | | | | | | | | | | |  | |  | | |
|  |  | | | | | | | | | | | Why is that? | | | | | | **ROOT CAUSE** | | | | | | | | | | | | | | | | |  |
|  | **NOTE: If the final "Why" has no controllable solution, return to the previous "Why."** | | | | | | | | | | 5 | It is happening because | | | | | | | | | | | | | | | | | | | | | | |  |
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| **CORRECTIVE ACTION TO TAKE** |  | **CORRECTIVE ACTION** | | | | | | | |  | | |  | | |  |  | | |  |  | |  | | | | | | | | | | | | |  |
|  | Describe action here | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  |
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