Needs Assessment: Getting Started

Assumptions:
Participants are familiar with the KESA Rubrics.

Purpose: To identify and document evidence of existing practices and data addressing each "R" and its components.

Note: The list of practices and data will be used later in the needs assessment process to determine what should be gathered to prepare for having staff analyze data results, rate the system using the "R" rubrics and, ultimately, having the DLT determine the two "R" areas for which gaps should be addressed.

Directions:
1. Facilitator selects one "R."
2. Review definition of "needs assessment" (below).
3. Put participants into groups of 4-6. Provide to each group a graphic organizer reflecting the chosen "R" components.
4. Groups compile a list of evidence of everything they are currently doing to address each component. Specific types of data should also be documented (quantitative and qualitative).
5. Facilitator uses chart paper to write down the four components of the chosen "R" (leaving space between each) and posts it on wall. Ask groups to share what they've listed for each component and document those on the chart paper.

Definitions:
- Needs Assessment – a systematic process to determine the gap(s) between current conditions and desired conditions.
- Evidence – items or data that is used to determine whether or not a gap between current and desired conditions exists (aka artifacts).

Variations: there are many ways to change this activity to better meet your contexts, if needed. A few options include:
- Do all four "Rs" at the same time, with the various groups of staff working with different "Rs." If each "R" has multiple groups, build in time for them to combine lists into one.
- Give each group chart paper to document their lists. Post on the wall and do a gallery walk, which allows everyone the opportunity to give input.
- Ahead of time, and without regard to any of the "Rs," make a list of the various data and practices currently being used by all levels of the building. When the staff comes together to do this activity, put them in groups and give each group the list you created. Have them determine which "R" for which the evidence is most appropriate.

KESA Implementation: Where Do We Fit?

In the boxes below, list the sources of evidence you have relative to each of the Relationship "R" components. You may find that not all boxes will contain much evidence supporting your attention to that area. Some boxes may reflect that much has been done in that area. It is not implied that more pieces of evidence means "better" indicator of success than fewer pieces of evidence in any given component area. Rather, it is the quality discussion that stakeholders have regarding what your data is telling you that will lead you to the selection of appropriate goal areas.

Relationships

Staff	Students
Families	Communities