Title IV Part A - Needs Assessments

Title	Description	Well-Rounded Education	Safe and Healthy Students	Effective Use of Technology
Kentucky Resources				
Chronic Absenteeism Report	The Kentucky Department of Education (KDE) provides a variety of supports to schools and districts to identify students who may become chronically absent. Kentucky defines chronic absenteeism as missing ten percent or more of her/his enrolled academic year for any reason (excused and unexcused). This resource provides suggestions and activities to assist with absenteeism.	X	X	
Data Visualization Tool	The Infinite Campus Data Analysis Portal can help state and district administrators get meaningful and useful insights into the vast and complex education data available. The tool can be used to guide an action plan to help one individual student or a group of students, and to easily filter and/or combine data for specific subgroups. This tool can track attendance, behavior and enrollment as well as provide information on transient students.	X	X	
Early Warning and Persistence to Graduation Data Tools	The Early Warning Tool uses robust statistical modeling to measure a student's dropout risk based on students who previously dropped out from the same school. Early Warning is now available for all grades K-12. The Persistence to Graduation Report is available for all grade levels. Every student is assigned a risk score-based attendance, behavior, course performance, and demographics. The report uses live data, meaning the risk score changes anytime there is a change in any indicator.	X	X	
Impact Kentucky Survey	The Kentucky Department of Education (KDE) 2020 *Impact Kentucky Working Conditions Survey*, formerly the *TELL Working Conditions Survey*. For almost ten years, a working conditions survey has provided all certified Kentucky public school staff members with an opportunity to make their voices heard. This resource can provide professional learning for teachers and communication between administrators and teachers.		X	X
KDE CSIP/CDIP Needs Assessment	School and district improvement efforts focus on student needs through a collaborative process involving all stakeholders to establish and address priority needs, district funding, and closing achievement gaps between identified subgroups of students. Additionally, schools and districts build upon their capacity for high-quality planning by making connections between academic resources and available funding to address targeted needs.	X	X	X

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Kentucky Center for School Safety (KCSS) – Safe School Assessment	Kentucky Center for School Safety (KCSS), Kentucky Department of Education (KDE), and Kentucky Employers' Mutual Insurance (KEMI) are collaborating to provide free safe school assessments to any school in Kentucky. These informational, independent assessments are not to be confused with an audit. The voluntary assessment can enhance the school's learning environment by examining climate and culture		X	
Kentucky Incentives for Prevention	The KIP survey is Kentucky's largest source of data related to student use of alcohol, tobacco, and other drugs (ATOD), as well as a number of factors related to potential substance abuse. The KIP survey provides information about student self-reported use of substances (e.g., within the last 30 days, last year), student perceptions about substance use (e.g., level of risk, peer and parent disapproval), and perceived accessibility of substances in the community.		X	
Other Resources				
Alliance for a Healthier Generation's Healthy Schools Program	The Healthy Schools Program adopted the Centers for Disease Control and Prevention's (CDC) School Health Index to help schools assess their progress in the program. The School Health Index is a self-assessment and planning guide that will enable you to: • Identify the strengths and weaknesses of your school's policies and programs for promoting health and safety • Develop an action plan for improving student health and safety, customizable to your school • Build a team to help you make your school a healthy school The Healthy Schools Program is a free online assessment tool that also provides a customized action plan and resources to improve the school health environment. Many districts are already utilizing the assessment to meet the requirements of KRS 158.856. The tool helps determine the assessment findings of the nutrition and physical activity environment.	X	X	
Assessing and Improving Special Education Programs	Anecdotal reports from those who have worked extensively in efforts to turn around persistently low-performing schools, and at least one state study of such schools, suggest that our lowest-preforming schools tend to have above-average enrollment of students with disabilities. For schools	X	X	X

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	in which this is the case, successful turnaround will depend on a focused and data-driven effort to ensure that those students are provided with a high-quality special education program. This program review tool was developed by the Center on School Turnaround (CST) to assist school districts or individual school leaders in catalyzing conversations about, and reviewing and improving the quality of, their special education program as a key component of school improvement efforts.			
Assessing School-Level & District-Level Needs	You can position yourself well for aligning your role with the NASP Practice Model by linking your services to the identified needs of the school or district. An initial step in this process is identifying needs and priorities by reviewing your district and/or school building's school improvement plan. Your review should look carefully at how you and the other district school psychologists can support the goals and activities of the school improvement plan. The NASP Practice Model offers a good schema for identifying the services you can provide to address those identified needs. The NASP Practice Model reflects the collaborative nature of this work. A school psychologist within a district can work together with other school psychologists and specialized instructional support personnel to ensure that the full range of necessary services is provided. **Recommended Steps for Completing a Needs Assessment** **Step 1**: Identifying and Engaging the Appropriate Stakeholders **Step 2:** Identifying Relevant Data Sources (Ideally From Multiple Perspectives and Stakeholders, Including Students, Educators, and Families) **Step 3:** Resource Mapping	X	X	
ED School Climate Surveys (EDSCLS)	The U.S. Department of Education (ED) developed the high-quality, adaptable ED School Climate Surveys (EDSCLS) and associated web-based platform. The EDSCLS allows States, local districts, and schools to collect and act on reliable, nationally-validated school climate data in real-time. The EDSCLS builds on federal initiatives and research, which recommended that the Department work on the issue of school climate. The EDSCLS can be downloaded free of charge. The platform process data and provides user-friendly reports in real-time.	X	X	

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Family Resource and Youth Service Centers (FRYSC)	Family Resource and Youth Service Centers (FRYSC) must conduct a needs assessment in order to guide their programming. The Kentucky Cabinet for Health and Family Services maintains a list of forms and documents to download to help support these programs. Included in this list are sample parent, student, and faculty surveys.		X	
Positive Behavioral Interventions and Support

PBIS District System Fidelity Inventory | The purpose of the SWPBIS Tiered Fidelity Inventory (TFI) is to provide a valid, reliable, and efficient measure of the extent to which school personnel are applying the core features of school-wide positive behavioral interventions and supports (SWPBIS). The TFI is divided into three sections (Tier 1: Universal SWPBIS Features; Tier 2: Targeted SWPBIS Features; and Tier 3: Intensive SWPBIS Features) that can be used separately or in combination to assess the extent to which core features are in place. | | X | |
| School Technology Needs Assessment (STNA) | The School Technology Needs Assessment (STNA, say "Stenna") is intended to help school-level decision makers—administrators, technology facilitators, media coordinators, or technology committee members— collect data to plan and improve uses of technology in teaching and learning activities. The STNA is designed to be completed by teachers and other educators working directly with students and should be administered to the entire staff of any school for which needs are being assessed. STNA results are not scored or reported for each individual respondent. Instead, each person's responses are combined with those of other educators in their building, and reported at the school level in terms of how many times each possible response is selected for each item. Pilot testing indicates that it should take approximately 25 minutes to complete the STNA. | | | X |
| Self-Assessing Social and Emotional Instruction and Competencies | This self-assessment tool is designed to help educators reflect upon (1) their current teaching practices that impact student SEL, and (2) their own SEL competencies to implement those teaching practices. Essentially, the aims of this tool are as follows:
• To enable teachers to reflect and self-assess on SEL as an integral part of high-quality teaching and learning
• To provide a broad measure of the teacher's ability to promote student SEL through instructional practices
• To provide a mechanism for teachers to reflect on their own SEL competencies and to consider what impact their capabilities have on the implementation of practices that support SEL | X | X | |

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	• To provide teachers with self-reflective feedback that can be used as part of their professional development plans or educator evaluations			
SHAPE System	The School Health Assessment and Performance Evaluation (SHAPE) System is a public-access, web-based platform that offers schools, districts, and states/territories a workspace and targeted resources to support school mental health quality improvement. SHAPE was developed by the National Center for School Mental Health (NCSMH), in partnership with the field, to increase the quality and sustainability of comprehensive school mental health systems. SHAPE houses the National School Mental Health Census and the School Mental Health Quality Assessment (SMH-QA). These measures are designed for team completion at the school or district level to document the school mental health system components, assess the comprehensiveness of a SMH system, prioritize quality improvement efforts and track improvement over time.		X	X
SITE ASSESS: A Mobile Application for K-12 Schools and School Districts	This free, comprehensive tool allows school and school district personnel to walk around a school building and grounds and examine their safety, security, accessibility, and emergency preparedness. SITE ASSESS generates a customized to-do list that may be used in the short term and long term to address facility improvements, prompts teams to share pertinent information with first responders, and contains relevant resources on several education facility and safety topics. The REMS TA Center developed this secure mobile application to do the following: ▪ Provide critical information about potential threats and hazards in a school community, which will be used by school planning teams as they develop the school's all-hazards emergency operations plan (EOP); ▪ Allow teams to add customized questions to the site assessment for their school, taking into account state and local requirements. ▪ Equip practitioners with information and knowledge about fundamental site assessment topics, such as Crime Prevention Through Environmental Design (CPTED) and Universal Design; and ▪ Complement and support a school's mitigation and prevention activities.		X	

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	Additional information and a free webinar about conducting K-12 site assessments with SITE ASSESS is available on the REMS TA Center website.			
[Using Needs Assessment to Drive School and District Improvement | U.S. Department of Education](#)	Created by the Council of Chief State School Officers (CCSSO), this guide was created specifically to: • Support schools identified for improvement (due to achievement data for all students or for subgroups of students) and their LEAs. But any school or LEA can benefit from the use of a strong needs assessment (NA). • Provide SEAs and LEAs with information about how the NA connects into a broader theory of action around improvement. • Provide SEAs and LEAs with specific guidance and questions to consider as they develop a NA or hire an external provider to complete a needs assessment, and then utilize its results as part of their planning, implementation, and monitoring processes. • They offer worksheets that will aid in designing and developing needs assessments.	X	X	X
[WellSAT:3.0 – Wellness School Assessment Tool](#)	In passing the Child Nutrition and WIC (Women, Infants and Children program) Reauthorization Act of 2004, Congress mandated that all school districts participating in federal school meal programs create and implement school wellness policies by July 2006. In 2010, the Healthy, Hunger-Free Kids Act strengthened local wellness policy requirements and added requirements for public participation, transparency and implementation. These policies must address nutrition education, nutrition standards for foods sold, and physical activity, and must include measures for evaluating the policy's effectiveness. By completing the Wellness School Assessment Tool, WellSAT 3.0 users will be able to assess the quality of their school district's wellness policy, and will be provided with personalized guidance and resources for making improvements, based on the assessment. The WellSAT 3.0 is a free, online assessment tool.		X	
[Youth Risk Behavior Surveillance System (YRBSS) – CDC](#)	The YRBSS is used to monitor priority health risk behaviors that contribute markedly to the leading causes of death, disability, and social problems among youth and adults in the United States. These behaviors, often established during childhood and early adolescence, include • Behaviors that contribute to unintentional injuries and violence.		X	

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	- Sexual behaviors related to unintended pregnancy and sexually transmitted infections, including HIV infection. - Alcohol and other drug use. - Tobacco use. - Unhealthy dietary behaviors. - Inadequate physical activity.			