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**Community Schools: Needs Assessment**

Division of Student Support, Academic Enrichment, and Educational Policy / Office of Community Schools

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2023

MARYLAND STATE DEPARTMENT OF EDUCATION

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# Needs Assessment

HB 1300 (2021), Annotated Code of Maryland. §9.9-104, states that community schools must administer a Needs Assessment within one year of becoming a community school receiving the Concentration of Poverty grant. The Needs Assessment must be submitted to the LEA and the MSDE by the end of the first year of becoming a community school. The Needs Assessment document that follows is required to be completed and submitted to the LEA and the MSDE no later than June 1, 2023. Included in the template is information on the components of the Needs Assessment and questions that require reflection. The purpose of the questions is to identify the root causes of the items that are to be identified as the school’s most significant needs and provide information to guide the development of the Implementation Plan.

Local Education Agency:

Name of the School:

Initial Year as a Community School:

Community School Coordinator Name:

Email:

Phone:

Date of Submission:

# Inventory of Assets

## Asset Map

Insert the asset map below or attach it to the document.

# Partnership Inventory

| **Name of Partner** | **Internal (I) or External (E)**  (I-Services provided in the school, E-Services provided outside the school) | **Formal (MOU) or Informal partnership** | **Type of Service / program**  (mental health, physical health, out of school time, parent education, academic support, etc.) | **Contact Information** | **Population Served** | **Length of Partnership** | **Date of Contact(s)** |
| --- | --- | --- | --- | --- | --- | --- | --- |
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Examine the asset map and partnership inventories**.** Based on this information,

1. What partnerships does the school currently have with the surrounding community (mental health, physical health, out of school time, parent education, academic support, etc.).
2. With which community assets identified on the map does the school not have a relationship or partnership?

1. What internal partnership gaps need to be addressed?

1. What external partnership gaps need to be addressed?
2. What opportunities exist for leveraging current partners in different capacities?

1. Outline a plan for the school to reach out to partners with which it does not have a relationship.

# Quantitative Data Analysis

Fill in the tables below using data available at [reportcard.msde.maryland.gov](file:///C:/Users/mduque/Downloads/reportcard.msde.maryland.gov).

|  |  |  |
| --- | --- | --- |
| **2019** | **All Students** | **FARMs / Economically Disadvantaged Students** |
| Attendance rate |  |  |
| Percent chronically absent |  |  |
| Percent proficient in mathematics |  |  |
| Growth in mathematics |  |  |
| Percent proficient in English Language Arts (ELA) |  |  |
| Growth in ELA |  |  |
| Percent proficient in science |  |  |
| Percent making progress in Achieving English Language Proficiency |  |  |
| Four-year graduation rate |  |  |
| Five-year graduation rate |  |  |

|  |  |  |
| --- | --- | --- |
| **2022** | **All Students** | **FARMs / Economically Disadvantaged Students** |
| Attendance rate |  |  |
| Percent chronically absent |  |  |
| Percent proficient in mathematics |  |  |
| Growth in mathematics |  |  |
| Percent proficient in English Language Arts (ELA) |  |  |
| Growth in ELA |  |  |
| Percent proficient in science |  |  |
| Percent making progress in Achieving English Language Proficiency |  |  |
| Four-year graduation rate |  |  |
| Five-year graduation rate |  |  |

Based on the quantitative data examined throughout the needs assessment process:

1. What instructional gaps or needs are revealed by the data?
2. Beyond a student’s socioeconomic status, why do you think these instructional gaps/needs exist?
3. What changes will be needed in instruction to improve these gaps/needs?
4. In what ways does the data above align with other data collected?
5. In what ways does the data above contradict other data collected?
6. What additional disaggregation of the data could be helpful in understanding?
7. What additional questions does the data above raise?
8. What does the data indicate about the strengths of the school, students, families, and community?
9. What does the data indicate about the needs of the school, students, families, and community?

# Feedback from School Community

Use information gathered from the surveys and focus groups to summarize how each group responded to the following topics.

| **Topic** | **Students** | **Families** | **Staff** | **Partners** | **Specific Recommendations** |
| --- | --- | --- | --- | --- | --- |
| High quality learning opportunities (e.g.,   advanced classes, field trips to extend learning, STEM activities, extended day or year opportunities) |  |  |  |  |  |
| Inclusive leadership  (e.g., includes partners, parents, and students in collaborative planning). Information shared with parents and community |  |  |  |  |  |
| Multi-tiered systems of support  (e.g., variety of support at differing levels are provided to help students, families. and communities thrive) |  |  |  |  |  |
| School climate and culture  (e.g., students, families and communities feel cared for and respected) |  |  |  |  |  |
| Family and community engagement  (e.g., trusting relationships between families, partners, community agencies and the school) |  |  |  |  |  |
| Health and wellness  (e.g., services and support available at or though the school-including physical, mental and behavioral supports) |  |  |  |  |  |

1. What are three major themes that emerge in the survey and focus group responses?
2. To what extent do the survey and focus group responses reflect the school community at large? Are all subgroups and their voices represented? If not, how do you plan to include missing subgroups?
3. How do survey and focus group results align with and/or contradict attendance and achievement data above?
4. Have the surveys and focus groups produced sufficient information about the needs of students, families, and communities? If not, what is missing, and how can the school collect additional information?

# Summary Review of Feedback

Reviewing the data from all components of the needs assessment complete the following chart.

| **Components** | **What does the school have?** | **What does the school need?** | **What are the gaps between needs and existing services?** | **What opportunities exist?** |
| --- | --- | --- | --- | --- |
| High quality learning opportunities  (e.g., advanced classes, field trips to extend learning, STEM activities, extended day or year opportunities) |  |  |  |  |
| Inclusive leadership  (e.g., includes partners, parents, and students in collaborative planning. Information shared with parents and community) |  |  |  |  |
| Multi-tiered systems of support  (e.g., variety of support at differing levels are provided to help students, families. and communities thrive) |  |  |  |  |
| School climate and culture   (e.g., students, families and communities  feel cared for and respected) |  |  |  |  |
| Family and community engagement  (e.g., trusting relationships between families, partners, community agencies and the school). |  |  |  |  |
| Health and wellness  (e.g., services and support available at or though the school-including physical, mental and behavioral supports) |  |  |  |  |

# Summary

Additional lines may be added to complete this section.

1. Given the information collected during the needs assessment process, identify the school’s greatest needs to be addressed in the implementation plan.
2. Given the information collected during the needs assessment process, identify the school’s greatest strengths that can be utilized in the implementation plan.
3. What additional assistance do you need in order to create your implementation plan?