



Needs Assessment & Data Analysis Services

LCI
learner-centered
initiatives

Performance improvement begins with a firm understanding of where you are today, in order to set the stage for future growth. However, all too often, schools and districts find themselves without the time or in-house expertise to pursue this knowledge. Learner-Centered Initiatives can help you to fill that gap with our Needs Assessment and Data Analysis Services.

What follows is a representative sampling of these services, keeping in mind that all of our work is customized to meet the needs of our clients. To learn more about any of these services, or to build something to meet your specific needs, please contact us at info@lcltd.org

We also offer Professional Development Programs in a variety of areas, including Curriculum, Instruction, Assessment and Leadership, among others. For administrators and school leaders who are looking for targeted help with specific issues across schools and districts, we offer Consulting and Coaching Services. Contact us for more information, or visit our website at www.lcltd.org.

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Needs Assessments & Data Analysis

Needs assessments help our clients to answer specific questions about where things stand today, and enable them to understand where gaps may exist between their current and desired states. Our audits can incorporate recommendations for change along with findings, making them powerful planning tools.

The process begins with an exploration of client questions and needs in order to determine the proper focus for the work, and continues to a shared design of the audit. Working together, we shape the questions the audit will seek to answer and recommend the onsite and off-site activities that will allow LCI to analyze practices, processes and programs related to those questions.

Rather than simply write an audit report, LCI often couples a report with a learning opportunity for the school or district. For example, we may lead a mini professional development session that unpacks the findings and allows various school stakeholders to reflect upon those findings, or we may embed the findings in a longer professional development experience that allows the audit to *produce* learning rather than just measure it.

- A sample LCI Audit report can be found at:
<http://lcilttd.org/WebsitePublications/SampleNeedsAssessment.pdf>
- Read more about our approach to Audit planning, with this Assessment Audit example:
http://lcilttd.org/lciofferings/LCI_Assessment_Audit.pdf

LCI offers Audits in the following areas.

Assessment Audits

LCI assessment audits can be customized to provide feedback on any aspect(s) of assessment systems currently in place, and can focus on contexts as specific as classroom or subject area or as broad as system-wide. An LCI assessment audit provides clear and concise data, with suggestions for revisions and next steps. If desired, Audit reports can be combined with consultations or other services or recommendations of resources to support next steps and desired results.

Specific Assessment audits include:

- **Assessment System Audit**
As districts move to common formative or benchmark assessments, documenting the quality of the assessments can be overlooked due to time restraints or lack of in-house expertise. Using established NCTE standards for quality assessment and test design (ie, AERA, NCTE), LCI can provide schools with a complete and detailed review of their assessment system. This includes reviewing the physical tests themselves for issues around reliability, analyzing student data for validity and documenting connections or gaps between the tests and the curriculum.

- **Multiple Measures Audit**

Does your assessment and grading-reporting system promote the use of multiple measures? An LCI Multiple Measures Audit is designed to assist school districts in ensuring that the tools and documents used by teachers to plan for instruction and assessment are of high quality and aligned to the tools and documents used to grade and report. It provides feedback on how teachers use these documents to plan, assess and report on student performance.

The Assessment Audit process may include the following activities:

- Examination of documents used to guide curriculum, assessment and instruction. These may include curriculum guides, curriculum maps, scope and sequence documents, and assessment handbooks
- Examination of grading and reporting documents. This includes progress reports, the report card and may include associated rubrics, interims, grade books and portfolio frameworks
- Examination of sample teacher assessments, learning experiences, and resulting student work
- Interviews with administrators, teachers, parents and students using on-line surveys, focus group or individual conversations
- Analysis of data collected during the data collection and interview process
- Written feedback on analysis including strengths, areas for improvement and recommendations for next steps

Curriculum, Instruction, Standards Integration Audit

LCI provides a variety of audits that are geared to assist schools and districts in analyzing the depth, breadth, alignment and effectiveness of a school's curriculum and instruction. These audits frequently include questions addressing the integration of specific standards (Common Core, as well as state, local and other national standards) into curriculum, instruction and assessment, as well as the perceived and actual readiness for formal incorporation of standards.

Depending on the focus and questions that the client seeks to answer, LCI curriculum, instruction and standards integration audits could include:

- meeting with administrative team to review the history of curriculum, instruction and assessment work to date and assess needs
- school walkthrough with a small group of students for a glimpse into classroom environments, interactions between students and teachers, use of physical space, range in teaching practices, etc.
- focus group with one or more groups of teachers to review work to date and assess curriculum-related strengths and needs
- focus group with one or more groups of students to assess curriculum-related strengths and needs
- review of curriculum documents (scope and sequence, curriculum maps, units of study) to assess the quality, comprehensiveness, depth and specificity of the formal and operational curriculum
- review of tests and assessments to determine the congruence between curriculum and assessment and/or alignment to standards
- focused classroom observations to deepen or validate the focus group, walkthrough data and analysis of curriculum materials
- meeting with administrative cabinet to explore findings and determine next steps

Data Practices Audit

Shaped around the guiding questions “How are we measuring student learning?” and “What role do data play in our instructional decisions?” LCI works with districts to accurately and thoroughly capture current data practices, from the Superintendent and Board of Education to classroom teachers and students. Recognizing the need to identify both the technological and people side of data in education, a Data Practices audit is carefully designed to provide schools with a complete picture of their practice, including recommendations for next steps.

Inquiry Audit

To support schools interested in strategically improving and deepening ongoing inquiry work, LCI conducts inquiry audits that assess and analyze current practices and provide feedback, recommendations and strategies for improvement.

As part of this service, an LCI Consultant spends one day onsite conducting focus groups with one or more inquiry teams, observing an actual inquiry team meeting and collecting inquiry team documentation for offsite review. LCI analyzes all data collected and uses it to provide a written analysis of the existing inquiry work including strengths, areas for improvement and suggested strategies. Inquiry Audits are organized around key areas, and address questions such as:

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| <p>Alignment</p> | <p>How aligned to significant issues, problems, or practices related to teaching and learning is the inquiry? How well is the inquiry aligned to school needs, school goals and the school quality review process? Does the inquiry build upon researchers’ (team members) knowledge and experiences, others’ thinking and current related literature and research?</p> |
| <p>Research Questions and Process</p> | <p>Do the research questions fit the focus? Are they specific and concise? Do the questions reveal the rationale for the inquiry? Are the practices being studied described with specific reference to who is involved and how they will be carried out? Is responsibility for the plan and its actions distributed and shared equally among stakeholders?</p> |
| <p>Data collection, analysis and documentation</p> | <p>Will the data collection techniques being used provide the information needed to answer the research questions? Do they include multiple sources of data? Are they manageable in terms of types and numbers? Are data analysis strategies appropriate for the types of data being collected? Does the documentation process capture the key components of the inquiry and support evaluation?</p> |
| <p>Time Plan</p> | <p>Has a realistic time frame been established – one that allows for ongoing reflection and analysis, monitoring and revising benchmarks and goals?</p> |

Professional Learning Audit

LCI supports schools and districts that have a commitment to enhancing their staff's knowledge and skills by helping them develop a coherent and integrated professional learning agenda. Depending on the scope and depth of the school's offerings, the LCI professional learning audit includes one or more of the following activities:

- Development of a histogram, or visual map, of professional development initiatives and activities to date
- Assessment of professional learning needs and identification of priorities
- Integration of professional learning needs with initiatives and work underway
- Identification of best entry points and bridges for the alignment of staff's current and desired knowledge, skills and dispositions.
- Design of blueprint for new offerings so that they can be aligned with existing priorities and work

Technology Integration Audit

"We bought them, but are they being used?" Following the purchase of new software or hardware, it can be difficult for districts to get an accurate handle of how well, or even if, new resources are being used. Exploring not only the quality of the use of the tools, an LCI technology integration audit can assist schools with determining meaningful next steps including recommendations for differentiated professional development.

Custom Audits

If you have a need that is not met by any of these audit categories, please contact us at info@lcilttd.org. We often customize audits with our clients, to focus on specific areas of interest for their school or district.

Data Analysis

Educators are facing an increasing emphasis on using varied sources of data to diagnose and address student needs. However, many teacher preparation programs only touch upon statistics and statistical analysis, which can leave educators feeling underprepared to maximize their understanding and use of the data they've collected. Our data creation and analysis services are intended to help schools and districts address that gap.

To see an LCI Item Analysis report, visit www.lcilttd.org/lciofferings/SampleLCIDataReport.pdf

Data Analysis

LCI provides services for districts and schools whose needs related to data analysis and/or data display and communication cannot be adequately addressed with existing staff or time. Using the district's data, an LCI consultant will work closely with designated personnel to apply analysis protocols customized for their needs to create data displays and presentations specific to their identified purposes and audiences.

Data Display Creation

Schools that are interested in this type of analysis but do not have the time or capacity to generate powerful data displays have the option of sending their report card data to LCI to be transformed into a variety of visual displays that can be used to support, provoke and encourage conversations as well as support formal, public presentations. LCI staff work closely with school and district personnel to ensure that the displays accurately meet the needs of the educators, follow best practices in communicating quantitative data, and maintain standards of confidentiality around student data.

Use of Data

Supporting the need to combine implementation of Common Core and other Standards with evidence of data used to inform instruction, LCI works with clients to develop and manage a data analysis structure that enables them to monitor student attainment of Standards. This service includes identifying data points already available at the school and classroom level, determining data points that go beyond just numbers to capture as full a picture of student learning as possible, and designing a comprehensive data or inquiry structure that supports meeting mandates while attending to existing and important goals



Learner-Centered Initiatives works to improve education by focusing on teaching, learning and leadership practices. We use a systems approach, recognizing that changes made in one area will naturally interact with, and affect, other components and participants in the system.

At LCI, we practice the priority that our name establishes, integrating learner-centered practices into our work, engaging participants' perspectives, energy and expertise and tapping their passion for education. Our programs, products and services are customized to each clients' needs and interests. They integrate educational practices grounded in research and refined through practical field-application, as well as relevant neuroscience approaches.

We are a certified MWBE in NYS and NYC, and have been successfully helping clients since 1995.

[Contact us](#) for more information about our Needs Assessment and Data Analysis services, our professional development programs, or our consulting and coaching services for educational leaders.

Learner-Centered Initiatives, Ltd.

825 East Gate Boulevard, Suite 204
Garden City, NY 11530

[P] 516-502-4231 [F] 516-502-4233

www.lciltld.org

