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## About the Needs Assessment Process

The Illinois needs assessment process is a partnership between the Illinois State Board of Education (ISBE) and the American Institutes for Research® (AIR®), a not-for-proﬁt research organization. The needs assessment is designed to provide formative feedback regarding a school’s strengths and opportunities for growth in four key school improvement areas, with the purpose of supporting schools in designing school improvement plans.

Research regarding schools that have successfully achieved dramatic academic and nonacademic improvements has identiﬁed four key school improvement areas that contribute to rapid improvements in student outcomes.

SCHOOL IMPROVEMENT AREAS

|  |
| --- |
| 1. LEADERSHIP AND VISION |
| A circle with blue and green outline with people in the middle  Description automatically generated2. CURRICULUM, INSTRUCTION AND ASSESSMENT |
| 3. CULTURE AND CLIMATE |
| 4. TARGETED INSTRUCTION AND SUPPORT |

The Illinois needs assessments conducted by AIR use data from multiple sources—including a principal interview and leadership survey, an instructional staﬀ survey, teacher focus groups, student focus groups (for intensive schools only) and instructional observations—to identify strengths and areas for growth according to multiple indicators within the four school improvement practice areas. Ratings from classroom observations are based on the nationally normed Classroom Assessment Scoring System developed by Teachstone®. In the needs assessment summary report, ratings in each school improvement area provide formative feedback to the school. When used in tandem with the continuum that guides the Illinois needs assessment process, this report will help school teams assess areas of strength and areas for improvement to inform continuous school improvement eﬀorts.

ILLINOIS SCHOOL NEEDS ASSESSMENT CONTINUUM

Based on information gathered from the site visit, schools are rated for each indicator on a 4-point implementation continuum: *initial*, *emerging*, *established*, or *robust* (see table 1 for deﬁnitions of the ratings). The process for assigning the ratings is as follows: (1) code data and analyze implementation for each indicator; (2) for relevant indicators, consider qualitative and quantitative data, as well as a review of relevant documents; and (3) assign ratings for each indicator.

Table 1. IL School Needs Assessment Continuum Ratings

|  |  |  |  |
| --- | --- | --- | --- |
| Initial | Emerging | Established | Robust |
| Evidence suggests that necessary organizational practices, structures, or processes are nonexistent or are not yet fully eﬀective. | Evidence suggests that few necessary organizational practices, structures or processes are in place, that these are only in initial stages of development, or concentrated in a small segment of the school, such as the leadership team. | Evidence suggests that some necessary organizational practices, structures, or processes are in place and are implemented eﬀectively. However, key systems are not yet implemented schoolwide for all relevant teachers and students. | Evidence suggests that necessary organizational practices, structures, or processes are in place and are implemented eﬀectively for all or nearly all relevant teachers and students. |

## How to Use This Report

This report begins with a broad school overview, including key demographic information, methods used to conduct the needs assessment, as well as a summary of strengths and areas for growth. Following is an overview of the school’s ratings for each indicator. Finally, the body of the report includes a presentation of each indicator, the school’s rating for that indicator, and all of the data that contributed to each indicator for the report.1

Within each indicator, the report includes the school’s rating, language from the Illinois Needs Assessment Continuum, a summary of the rationale for the rating, and a presentation of speciﬁc data that contributed to that indicator. This often includes data from existing sources such as the University of Chicago 5Essentials Survey. In addition, each section presents data collected by AIR from the school for this report.

SCHOOL OVERVIEW

schoolName is part of the districtName. During the 2023–24 school year, the school had approximately teacherCount teaching staﬀ and studentCount students in Grades gradesServed; studWDis% of students are students with disabilities, studLowIncome% are considered economically disadvantaged.2 In 2024, schoolName was designated as a school in need of needLevel support.

Grounded in the four improvement areas, the summary below highlights strengths and areas for improvement in school structures and systems.

SUMMARY OF STRENGTHS

summaryStrengths

In the production of this report, AIR researchers employed AI technology to assist in data processing that

increased efficiencies for research team members in the analysis and writing of the comprehensive needs

assessment summary report. All reports have undergone rigorous quality assurance reviews by AIR data experts.

2 Based on 2023-2024 school year data reported on the Illinois Report Card of the ISBE website

(<https://www.illinoisreportcard.com/>).