**Quasi Needs Assessment**

**Warrendale Charter Academy**

**Step 1. Identify desired criteria/requirements linking mega, macro, and micro gaps**.

**What process or resource are you trying to optimize?**

The process that we are trying to optimize is ensuring teachers have all the tools they need to educate the students and to ensure that teachers do not quit at such a high rate.

**Identify ideal criteria for that process or resource.**

* Training must be enhanced with or supported with the use of on-the-job guides
* Training must be focused on relevant topics for the specific school
* Training must have hands on application to real world situations
* Teacher and staff satisfaction with training should not suffer, as indicated by training evaluations.

**Create strategic alignment of the targeted process or resource to results at the micro, macro, and mega levels.**

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| **Level of Result** | Focus of Level | **Outcome Statement** |
| Mega | Societal impact | 100% of students are productive members of society when they graduate from high school |
| Macro | Organization-wide results | 85% of students are proficient on M-STEP state test by 2025 |
| Micro | Division, Department, Program, Team, Group, Individual | 70% of students are proficient on NWEA school testing by the end of the 2020-2021 school year. |
|  |  |  |
| Quasi | To optimize a process or resource | All teachers have access to training and given the tools to teach all the students. |

**Step 2. Identify current status as it relates to desired criteria and requirements.**

**Document the data collection plan.**

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| **Process criteria** | **Data** | **Source** | **Method** | **Analysis** |
| All teachers have access to training and given the tools to teach all the students. | Teacher hour logs and scheduled time for professional development | School Office | Academic Calendar | Hours Available |

**Collect and document results of data collection***.* *(Note: Collecting actual data is not required. Complete this table using fictitious results.)*

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| **Process Criteria** | Results of Data Collection |
| All teachers have access to training and given the tools to teach all the students. | 60% of teachers have professional development time available for desired training. |

**Step 3. Determine gaps between desired and current state.**

Determine the gaps by comparing what is to what should be in the gaps table below.

**Gaps Table.**

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| --- | --- | --- |
| **Process Criteria**  ***What Should Be*** | **Results**  ***What Is*** | **Gap**  ***Difference*** |
| All teachers have access to training and given the tools to teach all the students. | 60% of teachers have professional development time available for desired training. | 40% of teachers do not have professional development time available for desired training. |

**Step 4. Prioritize gaps based on cost and consequences of closing gaps v. ignoring them.**

There is a 40% gap in which teachers do not have time for professional development, it is essential to close this gap because of the high level of attrition within the school. Teachers need the time to receive training in any area they feel that they may need more support to ensure that they have the tools to educate the students within the school. The school has the ability to address this gap with the teachers because they have the control to adjust the school calendar and provide substitutes for the teachers when they attend professional development trainings. Addressing the gap will also provide the school with highly qualified teachers that can provide the best education for its student population.

**Step 5: Update or derive new requirements.**

Teachers school year calendar will be revised to include one day a month of professional development.

**Levels of Results and Data Collection Plan.**

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| **Level of Result** | Focus of Level | **Outcome Statement** | **Data** | **Source of Data** | **Method of Data Collection** | **Method of Data Analysis** |
| Mega | Societal impact | 100% of students are productive members of society when they graduate from high school | Employment Rate | Graduates | Graduate Survey | # of high school graduates employed or in college within 6 months/ # graduates; Annually |
| Macro | Organization-wide results | 85% of students are proficient on M-STEP state test by 2025 | M-STEP Test Scores | State of Michigan | Michigan Student Data System | # of students who are proficient on test, Annually |
| Micro | Division, Department, Program, Team, Group, Individual | 70% of students are proficient on NWEA school testing by the end of the 2020-2021 school year. | NWEA RIT Scores | MAP Reports Website | NWEA Measures of Academic Progress  (MAP) | # of students who are proficient on test, Quarterly |
| Quasi | Process or Resource (process improvement) | One day a month of professional development. | Academic Calendar | School Office | Monthly Calendar | Number of days available,  Monthly |

**Step 6: Derive recommendations for closing gaps based on analysis.**

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| --- | --- | --- |
| **Gap** | **Method of Analysis** | **Rationale for Method Selection** |
| 40% gap of teachers do not have professional development time available for desired training. | Casual analysis scatter diagram | To identify if there is a relationship between workload, time availability, and administration requirements. |

(Optional) Instructor Feedback:

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