Supporting the Learning + Health Connection through ESSA Needs Assessments

June 5, 2018
Today’s Speakers

Presenters:
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• Alex Mays, Healthy Schools Campaign
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Moderator:
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About Alliance for a Healthier Generation
ESSA and School Health
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U.S. Department of Education
THE EVERY STUDENT SUCCEEDS ACT:
NEEDS ASSESSMENT REQUIREMENTS AND RESOURCES
JUNE 5, 2018

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OFFICE OF STATE SUPPORT
U.S. DEPARTMENT OF EDUCATION
EVERY STUDENT SUCCEEDS ACT (ESSA)

- Reauthorization of the Elementary and Secondary Education Act of 1965 (ESEA) signed into law on December 10, 2015
- New opportunities for State flexibility
- A shift toward greater state and local decision-making
ESSA NEEDS ASSESSMENT REQUIREMENTS

- **Title I, Part A** Comprehensive Support and Improvement Plans
- **Title I, Part A** Schoolwide Programs
- **Title I, Part A** Targeted Assistance Schools
- **Title II, Part B** Comprehensive Literacy State Development Grants
- **Title IV, Part A** Student Support and Academic Enrichment Grants
- **Title IV, Part F** Full-Service Community Schools (Community Support for School Success)
- **Title IX, Part B of ESSA** Preschool Development Grants
To assist schools identified for comprehensive support and improvement, the LEA must “for each school identified by the State and in partnership with stakeholders (including principals and other school leaders, teachers, and parents), locally develop and implement a comprehensive support and improvement plan for the school to improve student outcomes, that...is based on a school-level needs assessment.”
To inform a comprehensive plan for schools operating a schoolwide program, the school will conduct a comprehensive needs assessment that “takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards.”
IMPLEMENTING A SCHOOLWIDE PROGRAM

There are three required components of a schoolwide program that are essential to effective implementation:

- conducting a comprehensive needs assessment,
- preparing a comprehensive schoolwide plan, and
- annually reviewing and revising, as necessary, the schoolwide plan.
A targeted assistance school may provide comprehensive services (such as “health, nutrition, and other social services”), if these services are not otherwise available to eligible children. The school must have “engaged in a comprehensive needs assessment and established a collaborative partnership with local service providers” and it must be determined that “funds are not reasonably available from other public or private sources to provide such services.”
As part of a State’s application for a Comprehensive Literacy State Development Grant, it must include “[a] needs assessment that analyzes literacy needs across the State and in high-need schools and local education agencies [(LEAs)] that serve high-need schools, including identifying the most significant gaps in literacy proficiency and inequities in student access to effective teachers of literacy, considering each of the subgroups of students, as defined in section 1111(c) (2)” of the ESEA.
Any LEA or consortium of LEAs that receives an SSAE allocation or award in the amount of $30,000 or more must complete a comprehensive needs assessment prior to receiving its allocation “to examine needs for improvement of—(A) access to, and opportunities for, a well-rounded education for all students; (B) school conditions for student learning in order to create a healthy and safe school environment; and (C) access to personalized learning experiences supported by technology and professional development for the effective use of data and technology”. Each LEA or consortium must conduct the needs assessment once every three years.
Although the term “needs assessment” does not appear in the text, it is helpful to consider the following provision, which requires applications for Promise Neighborhoods funding to include the following:

“(4) An analysis of the needs and assets of the neighborhood …, including—

- (A) the size and scope of the population affected;
- (B) a description of the process through which the needs analysis was produced, including a description of how parents, families, and community members were engaged in such analysis;
- (C) an analysis of community assets and collaborative efforts (including programs already provided from Federal and non-Federal sources) within, or accessible to, the neighborhood, including, at a minimum, early learning opportunities, family and student supports, local businesses, local education agencies, and institutions of higher education;
- (D) the steps that the eligible entity is taking, at the time of the application, to address the needs identified in the needs analysis; and
- (E) any barriers the eligible entity, public agencies, and other community-based organizations have faced in meeting such needs.”
To apply for Community Support for School Success funding for full-service community schools, an eligible entity must submit as part of their application, a comprehensive plan that includes, among other things, a description of “[a] needs assessment that identifies the academic, physical, nonacademic, health, mental health, and other needs of students, families, and community residents.”
In addition to implementing evidence-based practices and other required activities, States that receive an ESSA Preschool Development Grant in support of the coordination and operation of early childhood care and education programs must conduct “a periodic statewide needs assessment of—(A) the availability and quality of existing programs in the State, including such programs serving the most vulnerable or underserved populations and children in rural areas; (B) to the extent practicable, the unduplicated number of children being served in existing programs; and (C) to the extent practicable, the unduplicated number of children awaiting service in such programs.”
NEEDS ASSESSMENT & CONTINUOUS IMPROVEMENT

“Ways to strengthen the effectiveness of ESEA investments include identifying local needs, selecting evidence-based interventions that SEAs [state educational agencies], LEAs [local educational agencies], and schools have the capacity to implement, planning for and then supporting the intervention, and examining and reflecting upon how the intervention is working. These steps, when taken together, promote continuous improvement and can support better outcomes for students.”

Non-regulatory guidance (U.S. Department of Education, 2016)
CONTINUOUS IMPROVEMENT CYCLE

1. Identify Local Needs
2. Select Relevant, Evidence-Based Interventions
3. Plan for Implementation
4. Implement
5. Examine and Reflect
STEP 1: IDENTIFY LOCAL NEEDS

QUESTIONS TO CONSIDER

- Which stakeholders can help identify local needs and/or root causes?
- What data are needed to best understand local needs and/or root causes?
- How do student outcomes compare to identified performance goals? Are there inequities in student resources or outcomes within the State or district?
- What are the potential root causes of gaps with performance goals or inequities?
- How should needs be prioritized when several are identified?
NEEDS ASSESSMENT RESOURCES

ED TECHNICAL ASSISTANCE

Office of State Support Technical Assistance Resources

https://www2.ed.gov/about/offices/list/oese/oss/technicalassistance/index.html

- LEA Series Webinar: Planning for Success: Using Evidence to Identify Local Needs & Select Relevant Evidence-Based Interventions [can be found at Evidence-based Interventions and Supports for School Improvement > Webinars]
NEEDS ASSESSMENT RESOURCES
STATE SUPPORT NETWORK & CENTER ON SCHOOL TURNAROUND

State Support Network Resources https://statesupportnetwork.ed.gov/
- Community of Practice resources: Implementing Needs Assessment
- Community of Practice resources: Scaling Needs Assessment
- Needs Assessment Guidebook (June 6 webinar!)
- Singular Statewide Needs Assessment blog series (coming soon!)

Council of Chief State School Officers and the Center on School Turnaround
- Using Needs Assessments to Drive School and District Improvement: A Tactical Guide
  https://www.ccsso.org/resource-library/using-needs-assessments-school-and-district-improvement-0
Using Evidence to Strengthen Education Investments

Supporting School Reform by Leveraging Federal Funds In A Schoolwide Program

Student Support and Academic Enrichment Grants
Alex Mays
Healthy Schools Campaign
Learning and Health Connection
ESSA State Accountability Systems

• Needs assessments required for underperforming schools
• What did states include in their new accountability systems?
  • 36 states and DC included chronic absenteeism
  • 8 states included physical education
  • 3 states included school climate
Integrating health into ESSA needs assessments
Needs Assessment Questions

• School health services
• School climate and culture
• School health and safety policies
• Nutrition
• Physical education and activity
• Family engagement
• Staff wellness
Sample School Health Services Questions

• Is there a school nurse on the school campus? How frequently?
• Is there a school counselor on the school campus? How frequently?
• Is there a school social worker on the school campus? How frequently?
• Is there a school psychologist on the school campus? How frequently?
• Is there a school-based or school-linked health center?
Sample Nutrition Questions

- What is the free and reduced-price population’s average daily participation in the school lunch and breakfast programs?
- Does the school offer alternate serving models such as breakfast in the classroom or grab and go carts?
- Does the school have a policy limiting the use of unhealthy foods as rewards and in classroom celebrations and fundraisers?
- Does the school provide meals/snacks to students before or after school, during school breaks or during the summer?
Sample Physical Education and Activity Questions

• How many minutes of physical education (PE) are students scheduled to receive per week?
• How many times in the previous semester were students excused from PE? How many times was PE canceled?
• For elementary students, is daily recess offered? How many minutes/day? For secondary students, are physical activity breaks provided during the school day? How many minutes/day?
Sample Data Sources

- Office for Civil Rights’ Civil Rights Data Collection
- School health information cards
- Data from the state or local health department about prevalence of diseases among youth.
- Local wellness policy implementation data
- Alliance for a Healthier Generation’s Healthy Schools Program Assessment
- Site based surveys
How can you get involved?

• Reach out to state and district leadership regarding ESSA needs assessments
• Make the case for health’s impact on school accountability measures
• Offer expertise and support
Resources from HSC and AHG

Using Needs Assessments to Connect Learning + Health

State ESSA Plans to Support Student Health and Wellness: A Framework for Action

ESSA Frequently Asked Questions
Supporting Student Health through ESSA Needs Assessment

Lori Paisley | Executive Director | Healthy Schools | 6.5.18
TennESSA+ee Succeeds
2017-18 was Tennessee’s first year of implementation.
Currently reviewing second year funding applications.
Every school and school district has been required to complete a needs assessment every year prior to ESSA.
Eight regional field offices, Centers for Regional Excellence (CORE), that are charged with providing support to school districts within their region.
CORE offices are part of our statewide system of support and work closely with districts throughout the year.
CORE offices support ESSA needs assessments and plans.
In new needs assessment tool, we identified the top five metrics that we wanted district leaders to consider when evaluating their school health and nutrition programs.

Health metrics have been included in our statewide needs assessment: nurse visits resulting in return to class; students who were overweight or obese; students with chronic health conditions; schools providing universal breakfast program; schools compliant with physical activity law.

Completed pilot project with eleven districts who have completed the new tool in their needs assessments.
Addressing the Whole Child in Needs Assessments in Tennessee

- New tool takes districts through five health metrics and they select the metric to “dive into”. Their data is pre-populated to consider and evaluate.
- Can break out results by grade, school, etc.; tool asks them how that metric varies by grade, school, year, etc.
- This leads them into addressing next steps by considering how they are addressing any challenges related to each health metric and how they are incorporating the Coordinated School Health district action plan into their larger district strategic plan for improving the health of their students.
Data Sources Used to Inform Needs Assessment

- All Coordinated School Health data are available and encouraged for informing needs assessments.
- Coordinators in each district collect data in all component areas and report on outcomes annually.
- Nurses collect health services data and report annually, including scope of school health services and chronic health conditions.
- School health screening data is collected and reported annually in order to detect health related problems that can limit students’ ability to learn.
Coordinated School Health Annual District Action Plan includes three goals that are based on the needs of the district and the educationally relevant health disparities that cause students to miss school and/or not be successful at school.

- Physical Activity/Physical Education data is collected and reported annually.
- School nutrition breakfast data is collected at the state level and support is given by the state office to improve student breakfast participation and nutrition.
In developing Tennessee’s new measures for school quality and student success, the metric *Chronically Out of School* represented additional measures of school quality and student success that reflected the priority interests of stakeholders.

ESSA’s specific acknowledgement of supporting the whole child allowed more integration of student physical and mental health and overall wellness in Tennessee statewide.

Tennessee’s strategic plan has had the strategy of *All Means All* which clearly aligns with *Creating Safe & Healthy Learning Environments*.
How ESSA Impacted Needs Assessments

- Tennessee’s Coordinated School Health can be supported by new flexibility in ESSA to allow districts and schools to use federal dollars for many of these supports, as well as trainings for teachers if identified in the needs assessments.
- Student physical and mental health are part of student supports, one of three identified evidence-based levers that are foundational in the comprehensive plans for improvement that districts and priority schools will develop.
- Well-rounded components include health and PE and our focus has been established in those areas for years.
Q&A
Thank you!

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heathyschoolscampaign.org/policy/essa