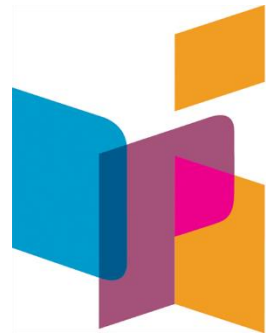


Comprehensive Needs Assessment and What Comes Next

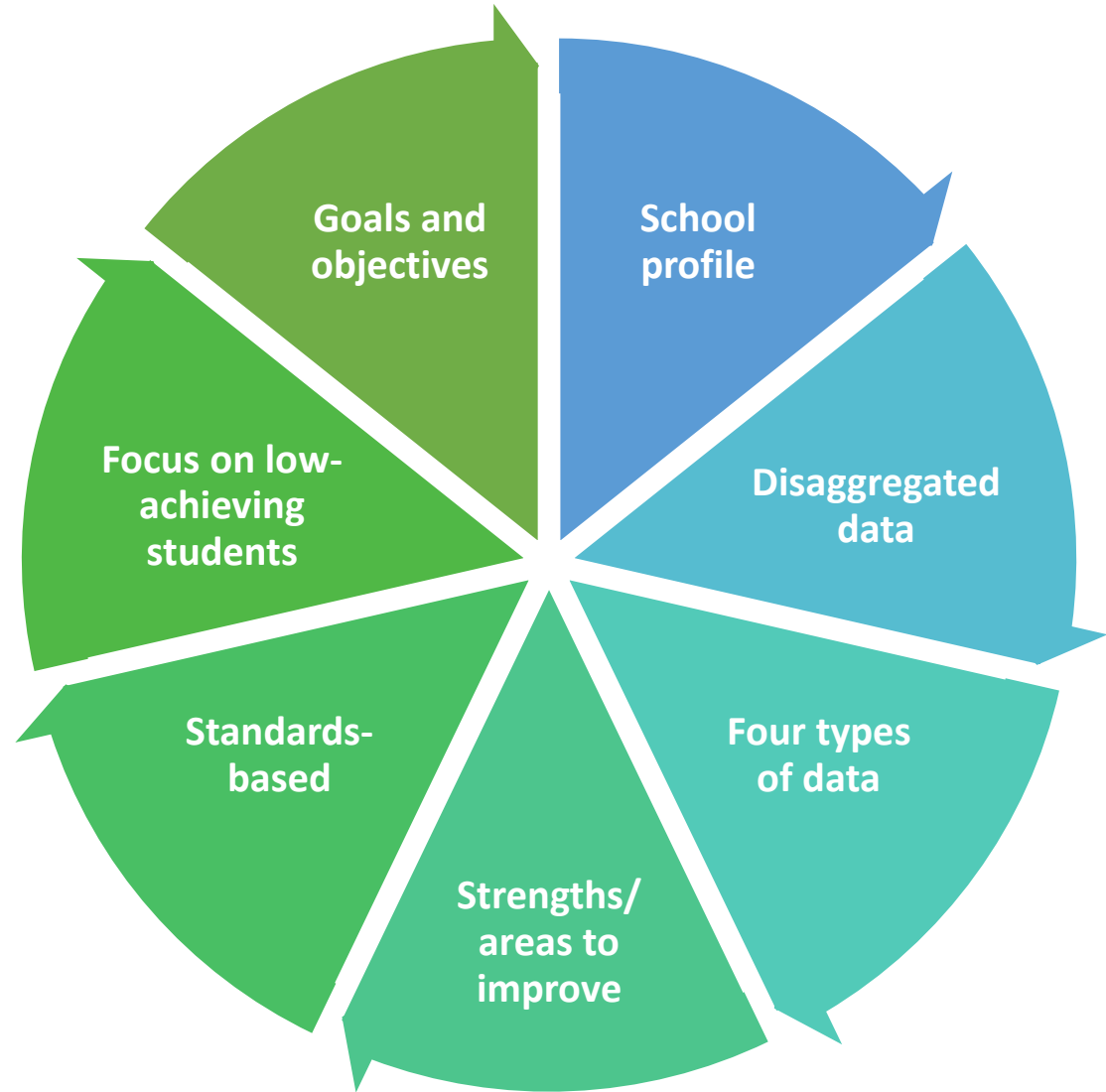
Office of Educational Improvement & Support

Michelle Siegfried, Program Administrator

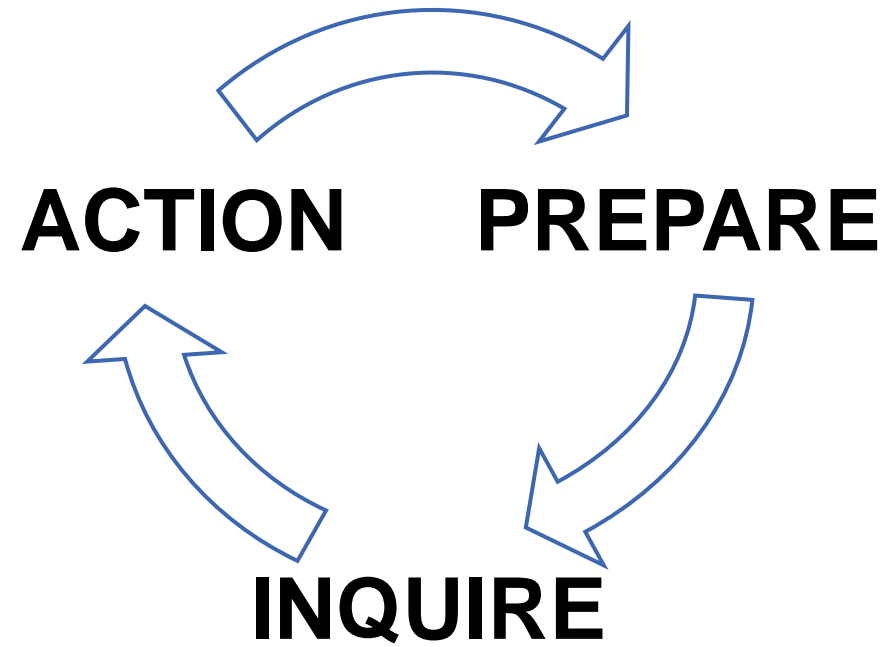


**NORTH DAKOTA DEPARTMENT OF
PUBLIC INSTRUCTION**

Conduct a Comprehensive Needs Assessment



The Data Cycle



Prepare

Data

Resources

Responsibility

Timeframe

Future Plan

Four Types of Data

Adapted from Victoria Burnhardt's *School Portfolio Toolkit*

<p>Demographic Data</p> <p>Vital statistics regarding the students, families, staff and community under examination</p> <ul style="list-style-type: none">•Poverty levels•Backgrounds	<p>Student Achievement Data</p> <p>Data showing how students are performing academically</p> <ul style="list-style-type: none">•State assessment results•Interim assessments•Report cards
<p>Perception Data</p> <p>Data that provides feelings and thoughts of students, their families, staff and the community regarding their opinion of the learning environment</p> <ul style="list-style-type: none">•Surveys•Questionnaires	<p>Program Data</p> <p>Data that describes how school programs operate and analyze various school processes. Program data is the only data within control of the school.</p> <ul style="list-style-type: none">•Continuums of processes•Curriculum maps

Prepare: Data Collection Levels

Schoolwide



Classroom/Grade Level



Individual



Look	Look for meaningful patterns and relationships in each of the four types of data
Organize	Organize data reports by question
Work	Work systematically through layers of information
Display	Make appropriate calculations and display data
Chart	Chart and color code achievement levels
Disaggregate	Disaggregate the information
Connect	Make observations and connections on chart paper

Inquire

Let's Inquire!

- Consider these questions:
 - Is there anything that jumps out?
 - What patterns do you notice?
 - Why might the data look this way?
 - What questions do you have?
 - What other data might you want to explore?
 - What might be your next step(s)?

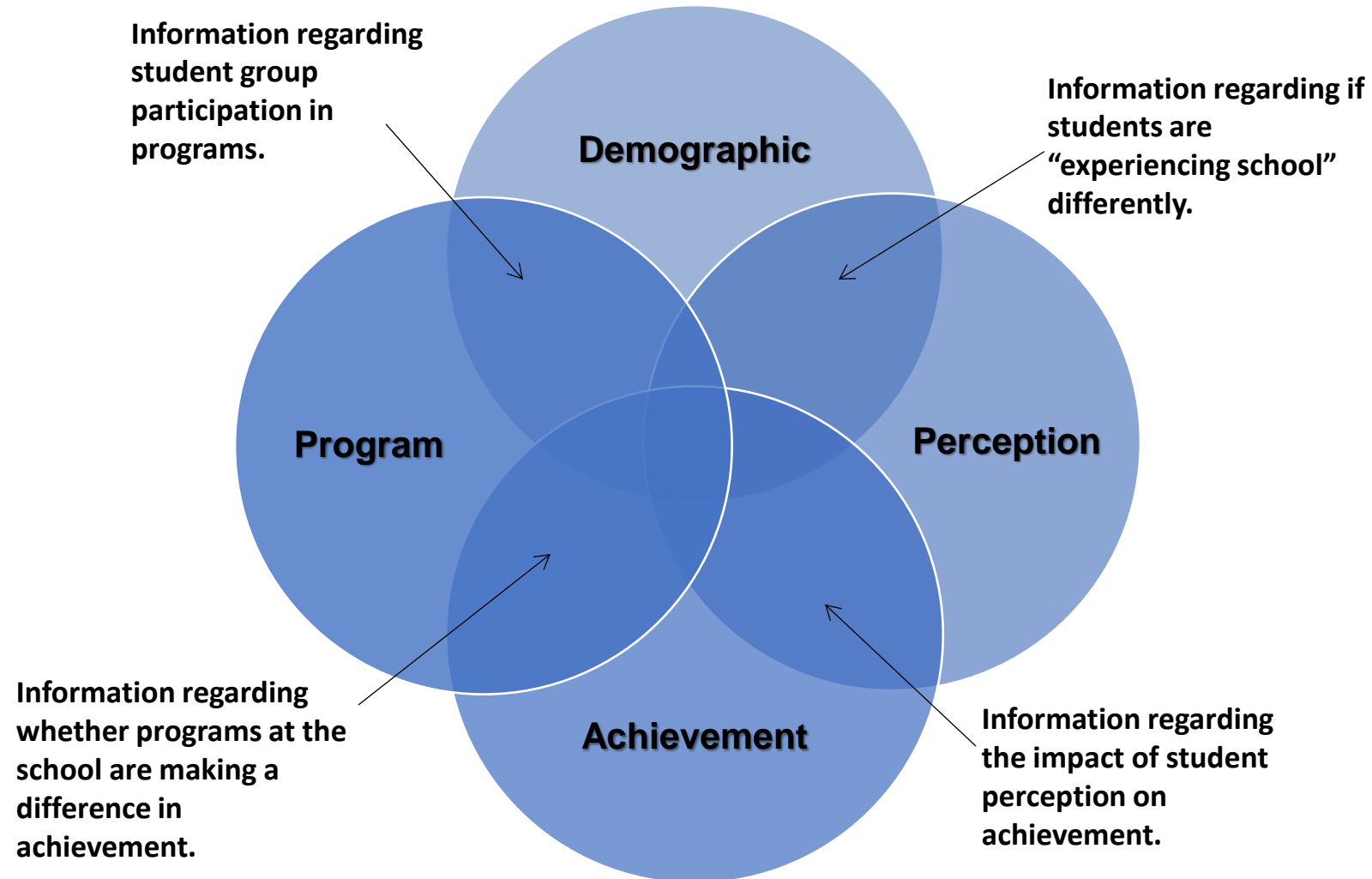


- As you dig in, data questions become more specific:
 - Is math achievement improving over time?
 - What are strengths and areas of improvement broken down by categories?
 - Grade level, skills, subgroups, etc.
- Classify related issues
- Create priority areas
- Analysis may lead to needing additional data



Inquire

We Have the Data; Now What?



Action

1

Set Goals

- Examine your priority list
- Write in measureable terms
- Ensure goals are realistic

2

Set Action

- Brainstorm action steps that lead to your goal
 - Include due dates
 - Include person responsible for follow-through
 - Include evidence-based strategies

Action



Each goal can have several tasks or action steps in place throughout the year.



Activities should be action-focused to make a measurable difference.



Activities should be aligned directly to the goals and hypotheses.



If you have had strategies in place without positive results, **LET THEM GO!** Don't just add more on top.



Be sure to move from brainstorming ideas to writing down tasks and strategies you would like to implement.



When uncertain about strategies, research best practices or investigate what other schools are doing.

Schoolwide Reporting Components

Comprehensive
Needs
Assessment

School Reform
Strategies

Coordination
and Integration
of Programs

Comingling
Funds

Comprehensive Needs Assessment

Profile

Data Data Data Data

Improvement Needs

Strengths

Standards-based

Student Focus

Goals and objectives

Schoolwide Reform Strategies

- Schoolwide law requires that schools implement reform strategies and initiatives that:
 - provide opportunities for all children, including subgroups of students, to address school needs;
 - use methods and instructional strategies that strengthen the academic program, increase amount and quality of learning time, and provide an enriched and accelerated curriculum; and
 - address the needs of all children in the school, particularly the needs of those at risk of not meeting the challenging state academic standards.

Schoolwide Reform Strategies

counseling, mental health programs, instructional support services, mentoring services, and other strategies to improve students' skills outside of academic subject areas;

implementation of a schoolwide tiered model to prevent and address problem behavior and early intervention services;

professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction, use of data for academic assessments, and to recruit and retain effective teachers; and

strategies for assisting preschool children in the transition to local elementary school programs and/or establish or enhance preschool programs for children under 6 years of age.

Schoolwide Reform Strategies

Standards-Based Instruction

- All children reach the state's high academic expectations through "standards-based instruction".
- Strengthens the **Core** Academic Program:
 - English Language Arts
 - Mathematics
 - Science
 - Economics
 - Health/Social Studies
 - Civics and Government
 - Arts
 - History
 - Geography
 - Foreign Language

NOTE: If using funds to support these areas, remember there must be a need documented in the comprehensive needs assessment and supporting documentation in strategies.

Schoolwide Reform Strategies

Increase Amount and Quality of Learning Time

- After school programs
- Summer school programs
- Increase instructional time
 - Instructional specialists or coaches
 - Additional instructional time (e.g., block schedule)
 - Interventions, small group instruction, one-on-one
 - Team teaching
- Extended day programming

Schoolwide Reform Strategies

- Enriched and accelerated curriculum
- Address the needs of at-risk students
 - A comprehensive Schoolwide plan must include strategies for addressing the needs of all students, but particularly the needs of students who are failing or are at risk of failing to meet the state standards.
- Historically underserved populations
 - Economically disadvantaged
 - Major racial and ethnic groups
 - Children with disabilities
 - Social/Emotional difficulties
 - English Learners

Schoolwide Reform Strategies

All instruction is provided by Qualified and Licensed Staff

- Instruction is provided by highly effective staff
- All instructional teachers and Title I coordinator
- Paraprofessionals must have [Title I para certificate](#)
 - Application and Para Certificate required for every instructional para in a Title I school

High Quality, Ongoing Professional Development

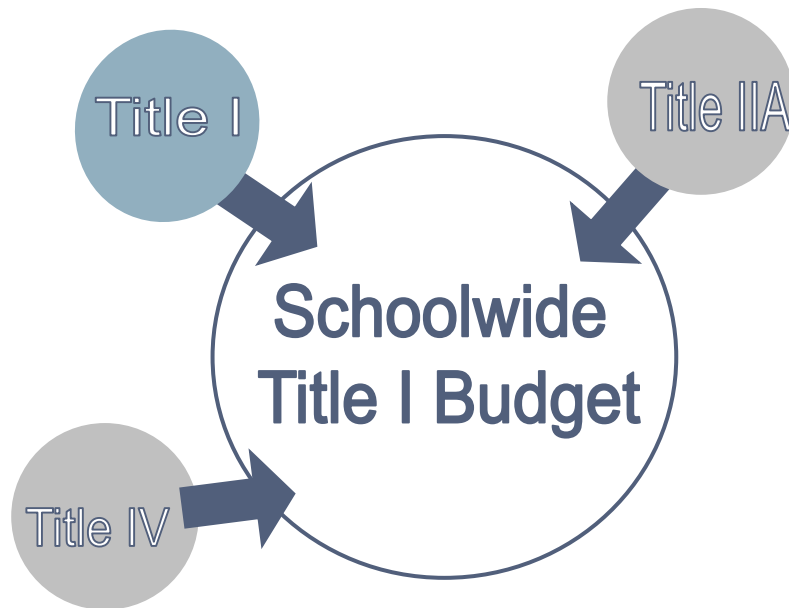
- Action research
- Mentoring
- Peer coaching
- Demonstration lessons
- Observations
- Learning communities
- Analyzing data
- Study groups/book studies
- Curriculum mapping
- Evaluation

Coordination and Integration of Programs

- Integrate Federal, state, and local services
 - Title I
 - Violence prevention
 - Nutrition
 - Housing
 - Head Start
 - Tribal organizations
 - Parent centers
 - Community Organizations

Co-mingling Schoolwide Funds

- Complete Intent to Co-mingle Funds in Consolidated Application
- Describe intent and purpose



If your school is interested in co-mingling funds, a follow up tutorial/toolkit will be available as a resource.

Schoolwide Reporting Components

Comprehensive
Needs
Assessment

School Reform
Strategies

Coordination
and Integration
of Programs

Comingling
Funds

Documenting Components & Requirements

Cognia

My Journey

eProve Diagnostics

- Needs Assessment – 4 Types of Data & Analysis
- Reform Strategies & Coordination of Programs
- Annual Evaluation – Narrative of Strengths & Needs
- Co-Mingling – Consolidation of Federal Funds

<https://www.cognia.org/>

Schoolwide Title Reporting

(from Self-Assessment Workbook)

One Submission for Multiple Purposes

- Component 1 – CNS Analysis
- Component 2 – Coordination of Programs
- Component 3 – Executive Summary/Narrative

REMINDER

Additional
Component 3
Submission

*Results of Annual
Spring Review
Meeting*

Title I Schoolwide Program Components

COMPONENT 1:

Comprehensive Needs Assessment
(CNA)

- Two attachments – *CNA Data/Narrative*
 - *Schoolwide Title Reporting (from Self-Assessment Workbook)* **and**
 - Student Academic Assessment Data

COMPONENT 2:

Schoolwide Reform Strategic Themes &
Initiatives

- One attachment – *Coordination & Integration of Programs*
 - *Schoolwide Title Reporting (from Self-Assessment Workbook)* **or**
 - Sample Monitoring Documentation Method

COMPONENT 3:

Annual Evaluation of Schoolwide Plan

- Two attachments - *Executive Summary/Narrative*
 - *Schoolwide Title Reporting (from Self-Assessment Workbook)* **and**
 - Results of Annual Spring Review Meeting

COMPONENT 4:

Co-mingling of Funds (Optional)

- Check box indicating *intent to co-mingle*



Contact Information

Michelle Siegfried
Program Administrator
701.328.3544
msiegfried@nd.gov



NORTH DAKOTA DEPARTMENT OF
PUBLIC INSTRUCTION