Title I, Part A Schoolwide Program
Comprehensive Needs Assessment

February 13, 2018
ESC Region 11
Agenda

• TEA Strategic Priorities
• Title I Overview & History
• ESSA Schoolwide Program Requirements
• What is a CNA? Is it required?
• Why conduct a CNA?
• How do we engage stakeholders in the process?
• What data must be reviewed?
• Documentation & Resources
TEA Strategic Priorities

Every child, prepared for success in college, a career or the military.

**Strategic Priorities**

- **Recruit, support, and retain teachers and principals**
- **Build a foundation of reading and math**
- **Connect high school to career and college**
- **Improve low-performing schools**

**Enablers**

- **Increase transparency, fairness and rigor in district and campus academic and financial performance**
- **Ensure compliance, effectively implement legislation and inform policymakers**
- **Strengthen organizational foundations (resource efficiency, culture, capabilities, partnerships)**
Title I, Part A Overview

Title I, Part A (Title I) of the Elementary and Secondary Education Act of 1965 (ESEA) supports reforms and innovations to improve educational opportunities for low achieving students.
Title I, Part A Overview, cont.

Title I is designed to provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.

(ESEA section 1001)
Title I, Part A Overview, cont.

Title I helps State educational agencies (SEAs), local educational agencies (LEAs), and schools **meet the educational needs of low-achieving students** in schools with high concentrations of students from low-income families.
History of Title I, Part A

The *Elementary and Secondary Education Act* (ESEA) was part of President Lyndon B. Johnson’s *Great Society* program.

Passed in 1965, it provided more than $1 billion a year in federal aid under its first statutory section, known as Title I, to districts to help cover the cost of educating disadvantaged students.
History of Title I, Part A, cont.

The law has been reauthorized and changed more than half a dozen times since that initial legislation.

• 2002 – President Bush signed the *No Child Left Behind Act* (NCLB) of 2001 (P.L. 107-110) into law.

• 2015 – President Obama signed into law the *Every Student Succeeds Act* (ESSA), which updated and replaced NCLB and reauthorized the ESEA.

• 2017 – ESSA aka ESEA as amended by ESSA in effect for 2017-18
Every Student Succeeds Act (ESSA)
Title I, Part A Schoolwide Program (SWP)
Program Implementation Statutory Requirements

ESSA SCHOOLWIDE PROGRAM REQUIREMENTS:

(Element 1) SWP Comprehensive Needs Assessment
(Element 2) SWP Campus Improvement Plan Requirements
(Element 3) Parent and Family Engagement Requirements
What is a Comprehensive Needs Assessment (CNA)?
Purpose of a CNA

• To help the school monitor and assess the impact of programs, instruction, and other resources related 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, and any other factors as determined by the school.

• Examine multiple sources of data to get a true picture of needs.

• Identify strengths and weaknesses and set priorities.
Schoolwide Program

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

• Conducting a comprehensive needs assessment
• Preparing a comprehensive schoolwide plan
• Evaluating annually the schoolwide plan

(Supporting School Reform by Leveraging Federal Funds in a Schoolwide Program, Non-Regulatory Guidance, September 2016)
The foundation of the Schoolwide Planning Process is the Comprehensive Needs Assessment

Comprehensive Needs Assessment
What are our needs and where do we focus our efforts?

Campus Improvement Plan
What strategies and activities will help us meet the needs?

Program Evaluation
Were we successful in addressing our needs and focus areas?
YES – it is required.

To ensure that a school’s comprehensive plan best serves the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards, the school **must** conduct a comprehensive needs assessment.

(ESEA section 1114(b)(6))
Through the needs assessment, a school must consult with a broad range of stakeholders, including parents, school staff, and others in the community, and examine relevant academic achievement data to understand students’ most pressing needs and their root causes.

(ESEA section 1114(b)(2); 34 C.F.R. § 200.26(a))
Why conduct a CNA?
The aim of the CNA...

The ultimate aim of the Comprehensive Needs Assessment is to increase student performance.
A Schoolwide Program Plan

...is based on a comprehensive needs assessment of the entire school 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 and any other factors as determined by the local educational agency;...

ESEA Section 1114 (b)(6)
Comprehensive Needs Assessment

Also a requirement of, but not limited to:

- ESSA Application for federal funds (Title I, Title II, Title IV, etc.)
- Title I, Part C – Migrant Program
- Title III, Part A – Bilingual/ESL Program
- Equity Plan
- Performance-Based Monitoring (PBM)
- Accountability Interventions
- State Compensatory Education (SCE) Program
- Texas Education Code
Texas Education Code

District Level

Section 11.251 (b), 11.252 (a)(1)

“(1) a comprehensive needs assessment addressing district student performance on the achievement indicators, and other appropriate measures of performance, that are disaggregated by all student groups served by the district, including categories of ethnicity, socioeconomic status, sex, and populations served by special programs, including students in special education programs”

Campus Level

• Texas Education Code
• Campus Level
• Section 11.253 (b)
• “(b) Each district's policy and procedures shall establish campus-level planning and decision-making committees as provided for through the procedures provided by Sections 11.251(b)-(e).”
The CNA Process
CNA Process

Step 1: Establishing a Schoolwide Planning Team

Step 2: Clarifying the Vision for Reform

Step 3: Creating the School Profile

Step 4: Identifying Data Sources

Step 5: Analyzing Data
Schoolwide Planning Team Members

- Community/Business Members
- Parents
- Principals
- Pupil Services Personnel (Counselor, Nurse, etc.)
- Paraprofessionals
- Special Education Staff
- Students (Secondary)
- Teachers
- Technical Assistance Providers
- To the extent feasible, tribes and tribal organizations present in the community
Schoolwide Planning Team

• Use of an existing group will avoid duplication of effort and capitalize on the collective experience and expertise in the school as long as all the appropriate participants are represented.

• Parents and business community members should also be actively recruited.
Roles

Parent:
• A parent is a person who stands in parental relation to a child.
• Employees of the district are NOT considered parent representatives on the team.
• Parents are not considered representatives of community members on the team.

Community Representative:
• Community representatives must reside in the district.
• Community representatives must be at least 18 years of age.
• Parents are not considered a representative of community members on the committee.

Business Representative:
• A business representative is a person who is an owner of a business enterprise. (Does not have to reside in the district and business does not have to be located in the district.)
• At least one business representative must serve on the committee.
Schoolwide Planning Team Considerations

• Leadership Roles - How will the team organize the work?

• Collaboration - How will team members establish effective working relationships?

• How will team members communicate with groups they represent and community members who have a stake in success of program?
How do we engage stakeholders in the process?
Stakeholder engagement in the CNA process

Where necessary, a school should attempt to engage in interviews, focus groups, or surveys, as well as review data on students, educators, and schools to gain a better understanding of the root causes of the identified needs.
Parent and Family Engagement Initiative

Title I Initiative
Region 16 Home
Statewide Parent & Family Engagement Initiative Home
2017 ESSA Institute
2017 Parental Involvement Conference
2018 Parental Involvement Conference
2018 Spring Summit
Adult Literacy and Learning
Annual Title I Meeting

Statewide Parent and Family Engagement Initiative
Contact us:

WELCOME
Surveys & Resources

http://www.esc16.net/page/title1swi.home

ATTENTION!
We want to hear from you!

- Assessing Title I Parent Involvement (English)
- Assessing Title I Parent Involvement (Spanish)
- How Welcome Are Parents In Our School?
- It’s Time to Survey
- PIRC Surveys
- Make Sure You Don’t Have a Parent Involvement Disconnect
- Parent Involvement in Our Schools: What Is, What Should Be
- Parent Questionnaire (English)
- Parent Questionnaire (Spanish)
- Parent Survey (English)
- Parent Survey (Spanish)
Clarifying a Vision for Reform

Title I supports reforms and innovations to improve educational opportunities for low achieving students.

• What is our purpose here?
• What are our expectations for our students?
• What are the responsibilities of the adults who work here?
• Are we committed to continuous and systemic improvement?
Clarifying a Vision for Reform

Title I is designed to provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.

• Inspire, motivate, and engage all stakeholders
• Sets the context for systemic change
• A collective vision is the engine that drives school reform
Creating a School Profile

Present state of school

GAP

Ideal state of school
Creating a School Profile

• Using various data sources to identify strengths and weaknesses
• Identifying differences among subgroups of students
• Identifying content areas in greatest need for improvement
• Identifying trends and patterns
• Comparing current conditions and practices to those in high-performing schools in order to identify gaps and areas in need of improvement
• Honest and forthright dialogue among staff about current conditions
Creating a School Profile

• Who are we?
• How do we do business?
• Where are we now?
• What are the gaps?
• What are the root causes of the gaps?
• Where do we want to be?
• How can we get to where we want to be?
Identifying Data Sources
Data Sources

• No Child Left Behind (NCLB) Focus Areas
  • Demographics
  • Student Achievement
  • School Culture and Climate
  • Staff Quality, Recruitment, & Retention
  • Curriculum, Instruction, & Assessment
  • Family and Community Involvement
  • School Context and Organization
  • Technology

• Bernhardt’s Four Measures of Data
  • School Processes
  • Demographics
  • Student Learning
  • Perceptions
What else?

• Program Evaluations
• Data Reviews/Analyses
• Survey/Interview Reviews
• Inventory Reviews
• Facilities Reviews
• Technology Reviews

• Budget Reviews/Analyses
• Staffing Patterns
• Professional Development Evaluations and Implementation Reviews
• Curriculum Reviews
• Instructional Reviews
Data Sources

• Although a school may use Title I funds to serve all students in a schoolwide program, there are protections to ensure that low-achieving students and historically underserved populations of students do not get ignored.

• The very purpose of a schoolwide program is to upgrade the entire educational program of the school in order to raise the achievement of the lowest-achieving students. (ESEA section 1114).
Data Analysis
Data Analysis

Data analysis should not be just about gathering data.

It is very easy to get “analysis paralysis” by spending too much time pulling data together and not spending time using the data.

-Victoria Bernhardt
Use data to inform decisions

• Sound data analysis is an essential step in moving from information gathering to the creation of a schoolwide plan that accurately and realistically addresses the key reform issues the school faces.

• As the planning team analyzes the data it has collected, the gap between the school’s established vision for itself and its current operating state will become more clear, and the team will begin to recognize issues that have a significant impact on student achievement.

• The schoolwide planning team should come to a consensus regarding conclusions drawn from the data.
Use data to inform decisions

• It is essential that stakeholders be able to see a clear connection between the information gathered and the conclusions that are based on that information.

• After thorough analysis, the planning team should summarize the data that have been gathered, conclusions that have been drawn, and needs that have emerged in all of the focus areas.

• This information should be shared with all stakeholders in as many ways as possible because it will be used as the basis for the goals and strategies that will be developed.
General Guiding Questions

• What are the strengths and the challenges of the current school program?

• Does the evidence gathered support staff assumptions about strengths and needs?

• Are there information gaps? What more do we need to know?

• What priorities does the information suggest?
Data Analysis Process Example

1. Review Vision/School Profile/Data Sources

2. Review Data
   a) Group stakeholders (no more than 8 in a group)
   b) Group data to match the number of stakeholder groups (6 groups = 6 tables of data)
   c) Review data and write down strengths/weaknesses supported by the data
   d) All stakeholders rotate through all of the data tables

3. Gallery Walk
   a) Post each data point on a chart with a column for strengths and weaknesses
   b) Stakeholders choose their top two strengths and weaknesses for each data point
   c) Review and agree on the top three weaknesses identified for each data point
   d) Gather more data, if needed, to support these identified weaknesses

4. As a group, review and agree on top weaknesses in each area.
Organize data in easy to read formats
The comprehensive needs assessment is an on-going process of data analysis, strategy implementation, progress monitoring, and revision.

It is a PROCESS...not an event.
Documentation & Resources
• Sign-In Sheets
  Include the date, names, role of participants, and location of meeting.
• Minutes – date and summary
• Agenda – date, time, location
• CNA summary (to be included in the DIP/CIP)
Data Sources & examples of data reviewed
- Student achievement data
- Survey data
- Evidence of follow-up meetings for program effectiveness
- Program Evaluation Data
Documentation

TEA will **not** prescribe a format or template for your Comprehensive Needs Assessment or Campus Improvement Plan.

Areas of investigation for CNA can align to:
• Previous 8 Areas of Focus (NCLB)
• Critical Success Factors
• (Former) TAIS process
• District choice
Comprehensive Needs Assessment

Continuous Improvement Process

Data Analysis (What)

Needs Assessment (Why)

Implementation and Monitoring

Improvement Plan (How)

CNA
CNA Focus Areas & Critical Success Factors

**CNA Focus Areas**

1. Student Achievement
2. Curriculum, Instruction & Assessment
3. Demographics
4. School Organization
5. Family & Community Involvement
6. School Culture & Climate
7. Staff Quality, Recruitment & Retention
8. Technology

**Critical Success Factors**

1. Academic Performance
2. Use of Quality Data to Drive Instruction
3. Increased Learning Time
4. Family & Community Engagement
5. School Climate
6. Teacher Quality
7. Leadership Effectiveness
Links to Additional Tools for Comprehensive Needs Assessment

http://www.esc11.net/Page/4377
We are here to help!

Gretchen Kroos  
gkroos@esc11.net  
(817) 740-7630

Kelli Crain  
kcrain@esc11.net  
(817) 740-7548