



## Comprehensive Needs Assessment

The importance of, process for developing, and requirements of a CNA



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## Emergency Information

- Fire evacuation routes and rally points are posted at the exits.
- Follow the directions given by the Area Leaders
- There are stairways at each corner of the building. Do not use elevators if the fire alarms are sounding.
- When you leave the building, please meet your presenter at the rally point so we can document that you have safely exited the building.



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## Today's Objectives

- Review requirements for conducting a comprehensive needs assessment as required when serving Title I parts A & C - eligible students.
- Learn strategies for implementing these requirements and maintaining appropriate documentation.



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## Requirements for a CNA



- Federal Requirements
  - Every Student Succeeds Act (ESSA) – Section 1114(a)(1)
- State Requirements
  - Texas Education Code (TEC) Sections 11.252(a)(1-2) and 11.253 related to campus planning

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## Federal Requirements



- Conducting a Comprehensive Needs Assessment
  - It SHALL take 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 LEA.
- Public Law 114-95 Section 1114 (b)(6)




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## State Requirements



- Conducting a Comprehensive Needs Assessment
  - “the plan must include provisions for a comprehensive needs assessment addressing student performance on the *student achievement* indicators, and other appropriate measures of performance...Campus-level committees must assess the academic achievement for each student in the school using the *student achievement* indicator system.”
- Texas Education Code (TEC) Sections 11.252(a)(1-2) and 11.253 related to campus planning

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### Schoolwide Program Model



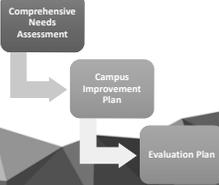
**Every Student Succeeds Act (ESSA)**

LEAs receiving Title I, Part A funds may choose to implement either a **targeted assistance** program or a **schoolwide program**.

A schoolwide program model allows LEAs to use funds to **improve all educational programs** to impact the academic performance of **all students**, particularly the **lowest-achieving students**.

Funds are combined with other **Federal, State and Local funds** to operate the schoolwide program.

**Three Core Elements of a Schoolwide Program**



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    graph TD
      A[Comprehensive Needs Assessment] --> B[Campus Improvement Plan]
      B --> C[Evaluation Plan]
  
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### Targeted Assistance vs. Schoolwide Programs



 <p><b>Targeted Assistance Program</b></p> <ul style="list-style-type: none"> <li>Title I funds may be used only for supplementary educational services for students identified as being most at risk of not meeting state standards.</li> </ul>	 <p><b>Schoolwide Program</b></p> <ul style="list-style-type: none"> <li>Title I funds may be used to improve a campus's entire educational program and the academic performance of all of its students, without identifying certain students as eligible for schoolwide program services.</li> </ul>
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### Consolidation of Funds



Consolidation options:

- Full consolidation (some or all federal funds and some or all state and local funds).
- Federal consolidation (some or all federal funds only). Recommended by TEA.
- Title I, Part A funds only.

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### Federal Consolidation Option



- Most LEAs in Texas have their schoolwide campuses consolidate their Title I, Part A funds only, which provides the least amount of flexibility.
- Federal consolidation, however, creates a pool of funds that can pay for any activity that improves the schoolwide campus's educational program.




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### Flexibility



- Consolidated pool of funds can pay for any activity that improves the schoolwide campus's educational program. You don't need to demonstrate that the activities paid for by the pool are *allowable* under a specific program.

*but*

- Campus must develop and maintain required documents.
- Campus and LEA must maintain adequate documentation for schoolwide program expenditures.




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### Fund Eligibility



- Most federal programs administered by USDE:
  - Title I, Part A
  - Title III, Part A—English Language Acquisition
  - Title I, Part C—Migrant Education Program (with extra requirements)
  - IDEA-B (with extra requirements)
  - Perkins Career and Technical Education
  - Title II, Part A—Preparing, Training, and Recruiting High-Quality Teachers and Principals
  - Title IV, Part B—21st Century Community Learning Centers
- All state funds except special allotments. State compensatory education is a special allotment.




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### Title I, Part C—Migrant Education Program



Additional requirements:

- Before consolidating these funds, a schoolwide campus must, in consultation with parents of migrant children or organizations representing those parents, or both, document that it has met TEA's 11 student performance criteria.
- The campus must have written approval from Migrant Education program staff at TEA.




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### Required Documents



Schoolwide campuses must

- Conduct a comprehensive needs assessment (CNA) to identify specific campus needs.
- Develop a campus improvement plan (CIP) as a blueprint for improving entire educational program.
- Conduct an annual evaluation to evaluate strategies and activities in CIP.

*The programmatic flexibility offered by schoolwide programs is based upon these three requirements.*




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### CNA and Planning



- For both Schoolwide and Targeted Assistance campuses, the CNA should examine:
  - Performance of children in relation to state content and student performance standards.
  - All students, as well as required subgroups:
    - Economically disadvantaged
    - Major racial and ethnic groups
    - Students with disabilities
    - Students with limited English proficiency
    - Migratory students




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## Step 1 – Establish a Schoolwide Planning Team



**Establish a schoolwide planning team**

It is recommended that the LEA organize all staff and other potential members into committees, each focused on gathering data for their assigned category area.

**Committee Team Members**

Parents & Community Members → Teachers → Principal → Other Professional Staff

**Questions to Consider:**

- Is there a committee or team with expertise in any of the areas?
- How will team members be recruited, selected, and potentially replaced?
- How do we ensure there is diversity on each team to challenge assumptions and stretch the group?
- Which team member is best suited to lead and facilitate individual teams? How will coordination among committees occur?

**Step 1: Establish a Schoolwide Planning Team**

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## Teambuilding is Key



**Establish committees for each area of CNA**

**Review the Purpose and Outcomes for Conducting the CNA:**

- Establish what is to be accomplished with this process.
- Schedule meeting times and invite participants.
- Establish the short-and-long-term timelines for completing the CNA.

**8 Focus Areas for Committees:**

- Demographics
- Student Achievement
- School Culture, & Climate
- Staff Quality, Recruitment, & Retention
- Curriculum, Instruction & Assessment
- Family & Community Involvement, Engagement
- School Organization
- Technology

**Step 1: Establish a Schoolwide Planning Team**

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## Table Talk



With your table team, discuss current teams/committees on your campus or in your district and what it would take to create and sustain CNA Teams.

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**Step 2 – Clarify Vision for Reform** 

- In a schoolwide program, an LEA may use Title I funds to implement **reforms** to upgrade the entire educational program of the school.
- In contrast, in a targeted assistance program, an LEA may use Title I funds only for Title I students — i.e., those who are failing, or most at risk of failing, to meet the State’s academic achievement standards. (ESEA section 1111(b)(1)(A)).
- A shared **vision** is an essential component of a district or campus culture, and that culture is what should be addressed for the school to truly **reform**.

**Step 2: Clarify Vision for Reform**

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**Foundations Support Efforts** 

**Clarifying a vision for reform**

Before the CNA begins, campus staff should discuss their **vision for a reformed campus** in terms of student success, and the difference between that vision and the campus in its current state.

A **collective vision** is the engine that drives **school reform**. Gathering a wide array of thoughts and opinions together into a single, organizational vision requires persistence, energy, outreach, and non-judgmental listening.

**Questions to Consider:**

- What is our purpose here?
- What are our expectations for students?
- What are the responsibilities of the adults who work here?
- How important are collaborations and partnerships?
- How are we committed to continuous improvement?

**Step 2: Clarify Vision for Reform**

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**Step 3 – Creating a School Profile** 

- A **school profile** can help identify the focus areas of the CNA and suggest critical areas that the team can address in the campus improvement plan.
- It is a data-driven description of the school’s students, staff, and community demographics, programs, and mission.
- The school profile serves as a starting point for discussion by the planning team, and useful information for each of the focus areas of the needs assessment that follows.
- To create the profile, the schoolwide planning team should first decide which focus areas are most essential to reform the school.

**Step 3: Create School Profile**

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### Checklist for Creating a School Profile

- Decide what you want to measure and report.
- Determine who will be responsible for organizing, developing, collecting data and updating the profile.
- Be selective about the type and amount of data to collect.
- Take a baseline assessment of the data available in each area of focus.
- Determine any additional information that is needed and the procedures for collecting it.

**Step 3: Create School Profile**

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### Questions to Consider

**Student Needs**

- How well are students achieving on State assessments, in general, in identified subgroups and individually?
- How does the school identify individual student needs?
- What are the student mobility rates? Dropout rates? Attendance rates?
- What, if any, significant disciplinary problems exist in the school?
- What intervention process is in place to ensure that students' educational needs are met in a timely manner?
- Does the school have indicators of student success that are not academic? If so, what are they, and how are they assessed?

**Step 3: Create School Profile**

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### Questions to Consider

**Curriculum and Instruction**

- Is the curriculum aligned with the State's challenging academic content standards? How are high expectations set in subjects for which the State has not established standards?
- What instructional materials are used in the school? Are they up-to-date, and do they reflect the State's academic content standards?
- What assessment instruments, including diagnostic assessments, are routinely used to measure student achievement? What role do teachers play in deciding what assessments will be used to measure student achievement?
- Is instructional technology available to all students? Do teachers integrate technology into teaching?

**Step 3: Create School Profile**

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**Questions to Consider**



Professional Development

- Is there a process to determine the professional development needs of teachers?
- How frequently is professional development offered? What follow-up activities take place? Is the professional development ongoing and incorporated into the day-to-day routine of the staff?
- Do teachers have the opportunity to collaborate as team members and/or mentors during these sessions?
- Who provides professional development? Are external resources used to provide staff development for the school? How often does this occur?
- How is professional development evaluated and mid-course corrections made if needed?

Step 3: Create School Profile

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**Questions to Consider**



Family and Community Involvement

- How are parents and the community involved in activities that support student learning?
- Are translators and written communications available for families who speak languages other than English?
- Are staff and students involved in community activities?
- Does the school partner with local businesses to enhance its educational program?
- How does the community view the school?
- How is the effectiveness of parent and community involvement strategies evaluated and revised, as needed?

Step 3: Create School Profile

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**Questions to Consider**



School Context and Organization

- Is the vision periodically reviewed to determine if it meets the needs of the school?
- Is the entire school staff involved in decisions about school operations? How?
- What is the school climate? Are staff and student morale high?
- What role(s) does the principal play? Is he or she viewed primarily as an instructional leader? A business manager? A disciplinarian?
- How all resources (funds, time, and personnel) currently allocated?
- How are the financial resources prioritized to meet the needs of the school?
- Does the school currently operate with one written plan? Was the plan developed collaboratively? Is the plan followed?

Step 3: Create School Profile

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### Step 4 – Identify Data Sources



**Determine which data types to collect and analyze**

- Demographics
- Student Achievement
- School Culture, & Climate
- Staff Quality, Recruitment, & Retention
- Curriculum, Instruction & Assessment
- Family & Community Involvement, Engagement
- School Organization
- Technology

**Questions to Consider:**

- What data will we collect?
- Does the data need to be reorganized in charts, graphs, tables, etc., to facilitate analysis?
- Do data collection tools need to be developed?
- How do we ensure that certain types of data are kept confidential and FERPA is not violated?
- How do we ensure that committees follow the process and refrain from identifying solutions?

**Step 4: Identify Data Sources and Collect Data**

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### Data Collections Methods



- Whichever data collection methods are chosen, the schoolwide planning team will need to:
  - identify individuals to be surveyed or interviewed;
  - determine how to receive the information and follow up with people who do not respond;
  - duplicate and distribute data collection forms as needed;
  - organize the data within the identified focus areas; and
  - tabulate the data and display results in ways that are clear and understandable.
- Creating charts, tables, and tally sheets can help the team organize the data and reveal trends that will be useful later when schoolwide priorities are established.

**Step 4: Identify Data Sources and Collect Data**

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### Qualitative Data Collections



- Helpful guidelines for obtaining data:
  - Explain the purpose of each data collection instrument.
  - Phrase all questions appropriately, and omit unnecessary questions.
  - Assure those surveyed that their individual answers will be kept confidential.
  - Establish a culture that there are no right or wrong answers and that there are no consequences.
  - Give participants enough time to think about their answers without being rushed.
  - Ensure that those who are gathering the data are available to answer questions about the instrument.

**Step 4: Identify Data Sources and Collect Data**

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**Table Talk**



With your table team, discuss which data sources will be easy to collect, and which will be more difficult.




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**Step 5 – Analyzing Data**



**Determine areas of priority and summarize needs**

The team should conduct **thorough data analysis** to progress from gathering information to creating a campus improvement plan that accurately and realistically addresses the **key issues** facing the campus.

*Data analysis should not be just about gathering data. It is very easy to get "analysis paralysis" by spending time pulling data together and not spending time using the data. Victoria L. Bernhardt*

**Questions to Consider:**

- 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?

**Step 5: Analyze Data**




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**Analyzing Data**



INPUT	PROCESS	OUTPUT
<ul style="list-style-type: none"> <li>• Knowns</li> <li>• Demographics</li> <li>• Existing resources</li> <li>• Current capacity</li> <li>• Human capital</li> </ul>	<ul style="list-style-type: none"> <li>• How you operate</li> <li>• Designed with inputs in mind</li> <li>• Designed to produce desired outcomes</li> <li>• Must be monitored and changed on an ongoing basis</li> </ul>	<ul style="list-style-type: none"> <li>• Outcomes or desired results</li> <li>• Determined by the effectiveness of systems/processes</li> <li>• Signals whether a change is needed</li> <li>• Formative/interim/summative</li> </ul>

**Step 5: Analyze Data**




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## Developing a Process

- Before distributing reports or findings, the schoolwide planning team should carefully review the data it has collected and the conclusions it has drawn.
- The team should establish a process to ensure that “outside eyes” (e.g., other teachers, district administrators) review the data and the team’s interpretation of the findings.
- 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.

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## Connect the Data back to Priorities and Enablers

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

Strategic priorities	 Recruit, support, 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)			

**Step 5: Analyze Data**

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## Continuous Improvement

### Connect the CNA to the campus improvement plan development and review process

- The CNA should identify your campus’s particular needs and areas of focus.
- The CIA serves as the blueprint for how your campus will address the needs identified in the CNA.
- The evaluation measures how successful the campus has been in addressing those needs and focus areas.

**Questions to Consider:**

- What are the findings in the CNA?
- How are the findings reflected in summary statements?
- How are the CNA strengths addressed in the district/campus improvement plans as strategies and activities which will be continued and sustained to build on these strengths?
- How are the CNA needs addressed in the district/campus improvement plans through strategies and activities designed to improve student outcomes?
- How do priorities and needs correlate with justifications for NCLB program expenditures?

We want to gather and analyze data that will help us understand the system that produces the results we are getting. We also want to move our district continuous improvement efforts from random acts of improvement to focused improvement that centers on our ultimate purpose—improving learning for all students. Victoria Bernhardt

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Questions?




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CNA Resources



- TEA Schoolwide Program Website
  - <https://tea.texas.gov/grants/schoolwideprograms/>
- TEA Comprehensive Needs Assessment Website
  - [https://tea.texas.gov/Finance\\_and\\_Grants/Grants/Federal\\_Flexibility\\_Initiative/Schoolwide\\_Programs/Schoolwide\\_Programs\\_\\_Comprehensive\\_Needs\\_Assessment/](https://tea.texas.gov/Finance_and_Grants/Grants/Federal_Flexibility_Initiative/Schoolwide_Programs/Schoolwide_Programs__Comprehensive_Needs_Assessment/)
- TEA Transition to ESSA Tools
  - [https://tea.texas.gov/Finance\\_and\\_Grants/Grants/Administering\\_a\\_Grant/Transition\\_to\\_ESSA/](https://tea.texas.gov/Finance_and_Grants/Grants/Administering_a_Grant/Transition_to_ESSA/)




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CNA Resources, cont.



- Possible Data Sources Organized by Critical Success Factors
  - [http://www.tcdss.net/uploads/resources/docs/6\\_CSF\\_Data\\_Sources.pdf](http://www.tcdss.net/uploads/resources/docs/6_CSF_Data_Sources.pdf)
- CNA and CIP Planning Tools
  - [https://tea.texas.gov/Finance\\_and\\_Grants/Grants/Administering\\_a\\_Grant/Comprehensive\\_Needs\\_Assessment\\_and\\_Continuous\\_Improvement\\_Planning\\_Tools/](https://tea.texas.gov/Finance_and_Grants/Grants/Administering_a_Grant/Comprehensive_Needs_Assessment_and_Continuous_Improvement_Planning_Tools/)




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