



NCLB Comprehensive Needs Assessment Training

Objectives

- To provide consistency across the State regarding a process for conducting a Comprehensive Needs Assessment for NCLB program administration, funding decisions and documentation
- To provide a resource tool for conducting the Comprehensive Needs Assessment to identify strengths, needs and priority areas of focus

Common Definitions

People without information cannot act. People with information cannot help but act. Ken Blanchard



What does
'Comprehensive Needs Assessment'
mean to you?

Program	Comprehensive Needs Assessment Requirements
Title I, Part A	<p>For a Title I, Part A schoolwide program, the campus conducts a comprehensive needs assessment (including taking into account the needs of migratory children) of the entire school.</p> <p>For a Title I, Part A targeted assistance program, the district identifies students not older than age 21 who have the greatest need for special assistance and who are failing, or most at risk of failing, to meet the State’s student academic achievement standards.</p>
Title I, Part C	<p>LEAs must conduct a needs assessment in order to provide services that will meet the identified needs in accordance with the comprehensive State plan for service delivery.</p> <p>The LEA identifies and addresses the special educational needs of migrant children through a comprehensive plan for needs assessment and service delivery.</p> <p>Key sections of the needs assessment should be updated annually to ensure that the results of the needs assessment remain current.</p> <p>Student demographic and assessment data are key data sources that LEAs should use to construct a statewide or local profile of migrant children as compared to non-migrant children and/or other appropriate comparison groups disaggregated by: (1) priority for services, (2) grade level and (3) project area (where the number of students served is sufficiently large for the data to be reliable).</p>

Program

Comprehensive Needs Assessment Requirements

Title II,
Part A

The LEA uses the **needs assessment to identify local teacher quality needs**. The assessment should take into account:

1. The activities that the LEA must conduct in order to give teachers the means to provide all students with the opportunity to meet challenging state content and academic achievement standards; and
2. The activities that the LEA needs to conduct in order to give principals the instructional leadership skills to help teachers provide all students with the opportunity to meet challenging state content and academic achievement standards [Section 2122(c)(2)].

The LEA must meet, and keep records to confirm that it has met, all statutory and regulatory requirements for Title II, Part A. Hence, the LEA has records that describe:

1. Results of the local needs assessment...

(The LEA's teachers, paraprofessionals, principals, other relevant school personnel, and parents have collaborated in preparing the local plan and will collaborate in the activities to be undertaken.)

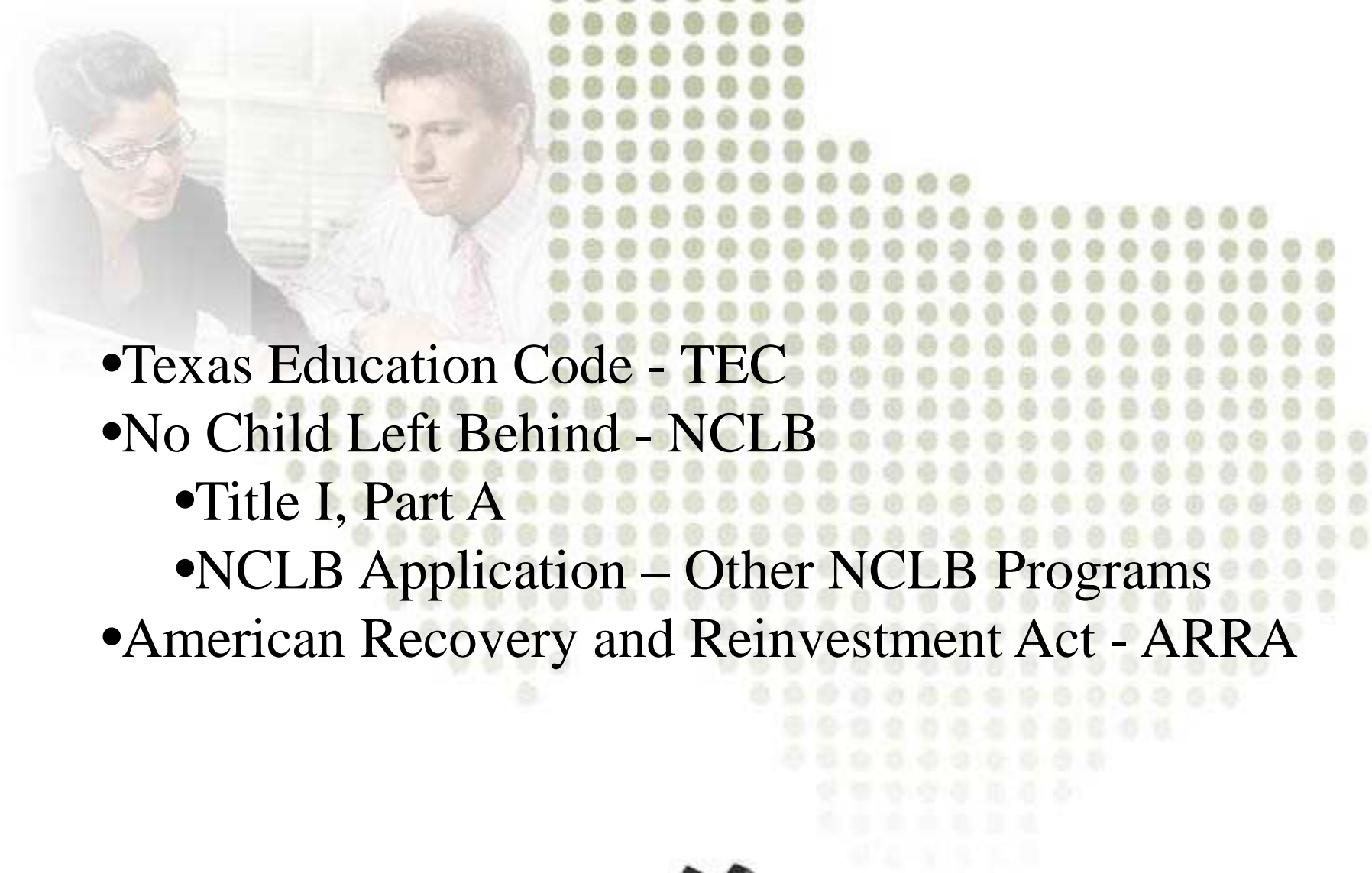
Program	Comprehensive Needs Assessment Requirements
Title II, Part D	The Title II, Part D funds are aligned with the approved District Long-Range Technology Plan on file with TEA (the plan is developed based on technology needs).
Title III, Part A	<p>The LEA has determined the needs for instruction in languages other than English and ensure that all teachers in Title III language instructional programs for LEP children are fluent in both English and any other language used for instruction, including having written and oral communication skills.</p> <p>TELPAS / AMAO results are used to guide program decisions.</p>
Title IV, Part A	<p>Data and the CNA must include drug use and violence data & address the Principles of Effectiveness</p> <p>The use of SDFSC funds is targeted to schools and students with the greatest need, based on the LEA's needs assessment.</p>

Introduction



- Individually read the pages 1-3 of the NCLB Comprehensive Needs Assessment booklet.
- Table Talk:
 - Discuss key points with others at your table.

Legislative Requirements



- Texas Education Code - TEC
- No Child Left Behind - NCLB
 - Title I, Part A
 - NCLB Application – Other NCLB Programs
- American Recovery and Reinvestment Act - ARRA

CNA Focus Areas

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

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

Who?

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

- Parents and Other Members of the Community
- Teachers
- Principals
- Administrators
- Pupil Services Personnel
- Technical Assistance Providers
- Secondary Students, if appropriate






Creating a School Profile

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

- Decide what you want to measure and report.
- Determine who will be responsible for organizing, developing and updating the profile.
- Develop a management system for collecting and organizing the data in 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.
- Write a narrative to support the story the data present; use varied formats for illustrating the narrative with charts, graphs, tables.

Process

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

-  Step 1 – Review the purpose and outcomes for conducting the CNA
-  Step 2 – Establish committees for each area of the CNA
-  Step 3 – Determine which types of data will be collected and analyzed by the committee to develop the school profile
-  Step 4 – Determine areas of priority and summarize needs
-  Step 5 – Connect the CNA to the district/campus improvement plan development and review process

CNA Tool

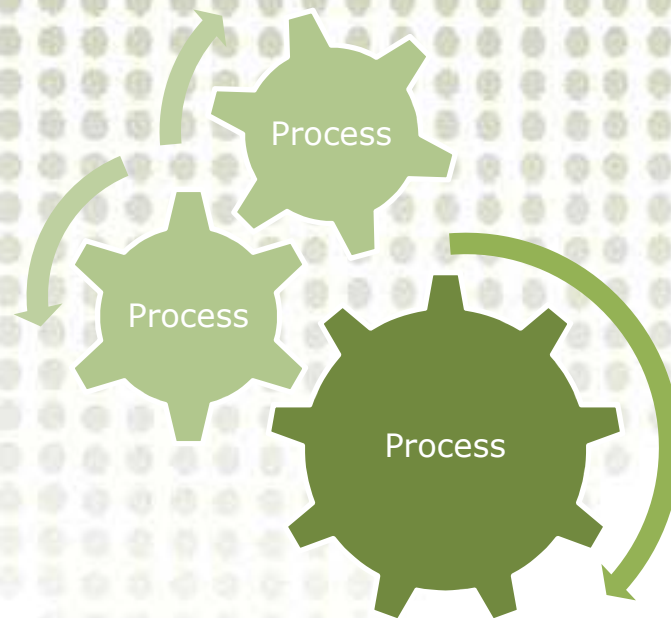
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Victoria Bernhardt

CNA Booklet

Probing Questions

CD-ROM

1 Spreadsheet
9 Worksheets





NCLB *Comprehensive Needs Assessment*

[Guide](#) (PDF)

[CNA Overview Presentation](#)

[CNA Tool](#) (Download form to desktop)

[Committee Templates](#) (Download form to desktop)

[Demographics](#)

[Student Achievement](#)

[School Culture and Climate](#)

[Staff Quality, Recruitment and Retention](#)

[Curriculum, Instruction and Assessment](#)

[Family and Community Involvement](#)

[School Context and Organization](#)

[Technology](#)

[Committee Self Assessment Form](#) (Download form to desktop)

Demographics

Demographic data are very important for us to understand as they are part of our educational system over which we have no control, but from which we can observe trends and learn for purposes of prediction and planning. - Victoria Bernhardt

Demographics refer to the characteristics or make-up of the school and help us understand who we are currently working with and how we implement strategies, initiatives, programs and services to meet their needs.

Probing Questions – Page 7

Tool – Tab/Worksheet 1

Student Achievement

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

Student Achievement data refers to the annual and longitudinal reviews from varied sources of formal and informal data.

These data provide insights about the degree to which students are acquiring the knowledge and skills expected for each grade level and course of study.

Probing Questions – Page 8

Tool – Tab/Worksheet 2

School Culture and Climate

Culture is the underground stream of norms, values, beliefs, traditions, and rituals that build up over time as people work together, solve problems, and confront challenges. This set of informal expectations and values shapes how people think, feel, and act in schools.

- Author Unknown

School Culture and Climate refers to the organization's values, beliefs, traditions, and customs which shape the personality and climate of the organization. It determines how parents, community, staff and students feel about the school and affects how people interact within the system.

Probing Questions – Page 9

Tool – Tab/Worksheet 3

Staff Quality, Recruitment and Retention

An empowered organization is one in which individuals have the knowledge, skill, desire, and opportunity to personally success in a way that leads to collective organizational success. - Stephen Covey

Staff Quality, Recruitment and Retention refers to the school organization's level of high-quality, highly-effective staff, particularly in high-poverty schools. This area is also focused on assessing the effect of recruitment and retention strategies on staffing patterns.

Probing Questions – Page 10

Tool – Tab/Worksheet 4

Curriculum, Instruction and Assessment

There are three kinds of curricula; they must be considered together and improved together: written curriculum, taught curriculum, and tested curriculum. - Fenwick English

For *Curriculum, Instruction and Assessment*, the curriculum/curricula collectively describes the teaching, learning, and assessment materials and resources available for a given course of study. These are aligned with the TEKS and other standards, incorporating instruction and assessment processes.

Probing Questions – Page 11

Tool – Tab/Worksheet 5

Family and Community Involvement

The family is changing, not disappearing. We have to broaden our understanding of it, look for the new metaphors. - Mary Catherine Bateson

Family and Community Involvement refers to how family and community stakeholders are informed, invested and involved as partners in supporting the school community with high expectations and high achievement for all students.

Probing Questions – Page 12

Tool – Tab/Worksheet 6

School Context and Organization

Create the kind of climate in your organization where personal growth is expected, recognized and rewarded.
- Author Unknown

School Context and Organization refers to the processes, structures, decision-making, and overall leadership aspects of the organization, including how these areas address quality teaching and learning.

Probing Questions – Page 13

Tool – Tab/Worksheet 7

Technology

The traditional way we "do school" will change as students have more access to the world around them. If we are producing globally competitive students, we have to adopt to the world they will encounter. - Superintendent

Technology refers to modeling and applying digital tools and resources with students, staff, and other stakeholders to advance teaching and learning, and connect to real-world experiences, including post-secondary opportunities.

Probing Questions – Page 14

Tool – Tab/Worksheet 8

Summary Priorities



- Given the scope of the CNA review, what are the organization's critical needs?
- How do we convey these as 'Summary Priorities'?
- How are the 'Summary Priorities' reflected in the improvement plan?
- How are NCLB expenditures linked to the CNA 'Summary Priorities' and improvement plans?

Committee Self-Assessment/ Reflection

Page 15

Debrief



How does this tool support our work?

What are our next steps?



Additional Copies?

Email: products@esc20.net

\$12 per toolkit