



Designing a Needs Assessment for Title I Schoolwide Programs

Non-Regulatory Guidance for Federally Required Comprehensive Needs Assessments

August 2017



Objective

- Provide a brief overview of Title I, Part A Schoolwide Programs
- Understand a school's responsibility when implementing a Schoolwide Program
- Define a “comprehensive needs assessment”
- Outline the process for organizing and conducting a needs assessment for Schoolwide Programs



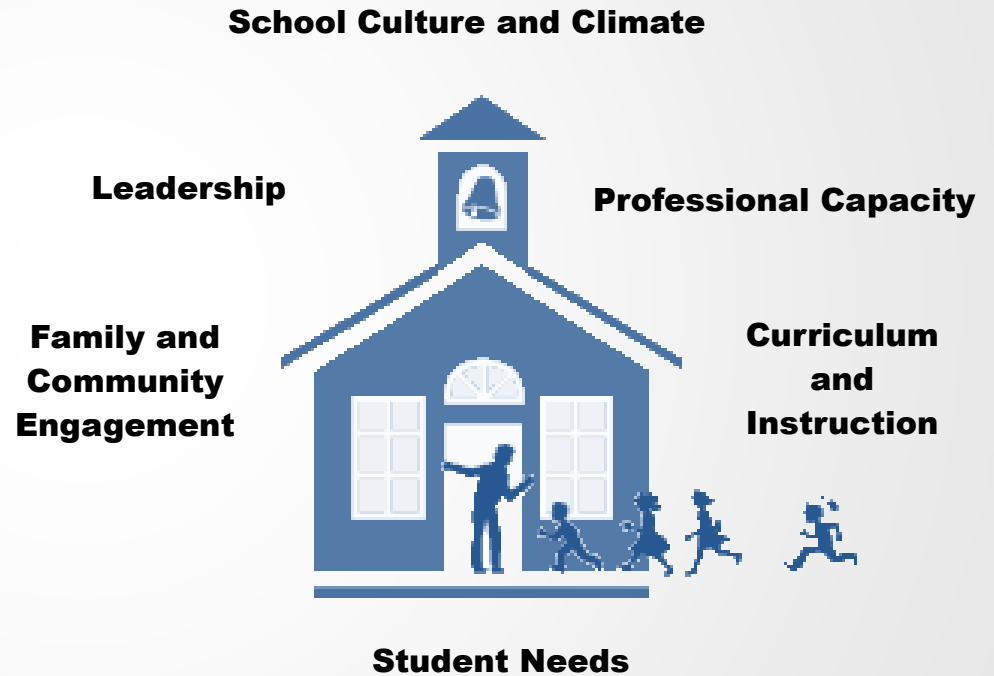
The information captured in this presentation is drawn from:

- The Elementary and Secondary Education Act (ESEA) Title I, Part A, Section 1114, Schoolwide Programs
- [The Department of Education's Supporting School Reform By Levering Federal Funds in Schoolwide Programs Non-Regulatory Guidance \(September 2016\)](#)
- [The Department of Education's *Designing Schoolwide Programs Non-Regulatory Guidance* \(March 2006\)](#) portions on Needs Assessment process only.



What is a Schoolwide Program?

- A schoolwide program is a comprehensive reform strategy designed to upgrade the entire educational program in a Title I school.
- Its primary goal is to ensure that all students, particularly those who are low-achieving, demonstrate proficient and advanced levels of achievement on State academic achievement standards.





Schoolwide Program Requirements

There are three core elements of a schoolwide program [Title I regulations § 34 CFR 200.26]:

1. A school must conduct a comprehensive needs assessment that identifies the school's strengths and challenges in key areas that affect student achievement.
 2. The school must develop a comprehensive schoolwide plan that describes how it will achieve the goals it has identified as a result of its needs assessment.
 3. The school must evaluate annually the outcomes and the plan's implementation to determine whether the academic achievement of all students, and particularly of low-achieving students, improved, whether the goals and objectives contained in the plan were achieved, and if the plan is still appropriate as written.
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Schoolwide Plan Requirements (1/3)

The school must develop a comprehensive plan to address the total instructional program in the school as defined in Section 1114(b) of Title I of ESEA as amended under the Every Student Succeeds Act (ESSA).

| No Child Left Behind | Every Student Succeeds Act |
|--------------------------------|---|
| Comprehensive Needs Assessment | Must be based on a comprehensive needs assessment of the entire school, particularly the particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards |
| Schoolwide Reform Strategies | Must provide opportunities for all students (including each of the subgroups of students), Must strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum Must address the needs of all students, particularly those most at risk |
| | May include preparation for and awareness of opportunities for postsecondary education and the workforce – careers and technical education, A.P., I.B., dual or concurrent enrollment, or early college high schools |
| | May include implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (IDEA) |
| | May include counseling, school-based mental health programs, specialized instructional support services, mentoring, and other strategies to improve students' skills outside academic subject areas |



Schoolwide Plan Requirements (2/3)

The school must develop a comprehensive plan to address the total instructional program in the school as defined in Section 1114(b) of Title I of ESEA as amended under the Every Student Succeeds Act (ESSA).

| No Child Left Behind | Every Student Succeeds Act |
|--|---|
| Instruction by highly qualified teachers | May include professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects |
| High-quality and ongoing professional development | |
| Strategies to attract high-quality highly qualified teachers to high-needs schools | |
| Strategies to increase parental involvement | Must be developed with the involvement of parents and members of the community to be served and individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators, the local educational agency, tribes and tribal organizations present in the community, specialized instructional support personnel, technical assistance providers, school staff, and if the plan relates to a secondary school, students |
| | Must be available to the LEA, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, provided in a language that the parents can understand |



Schoolwide Plan Requirements (3/3)

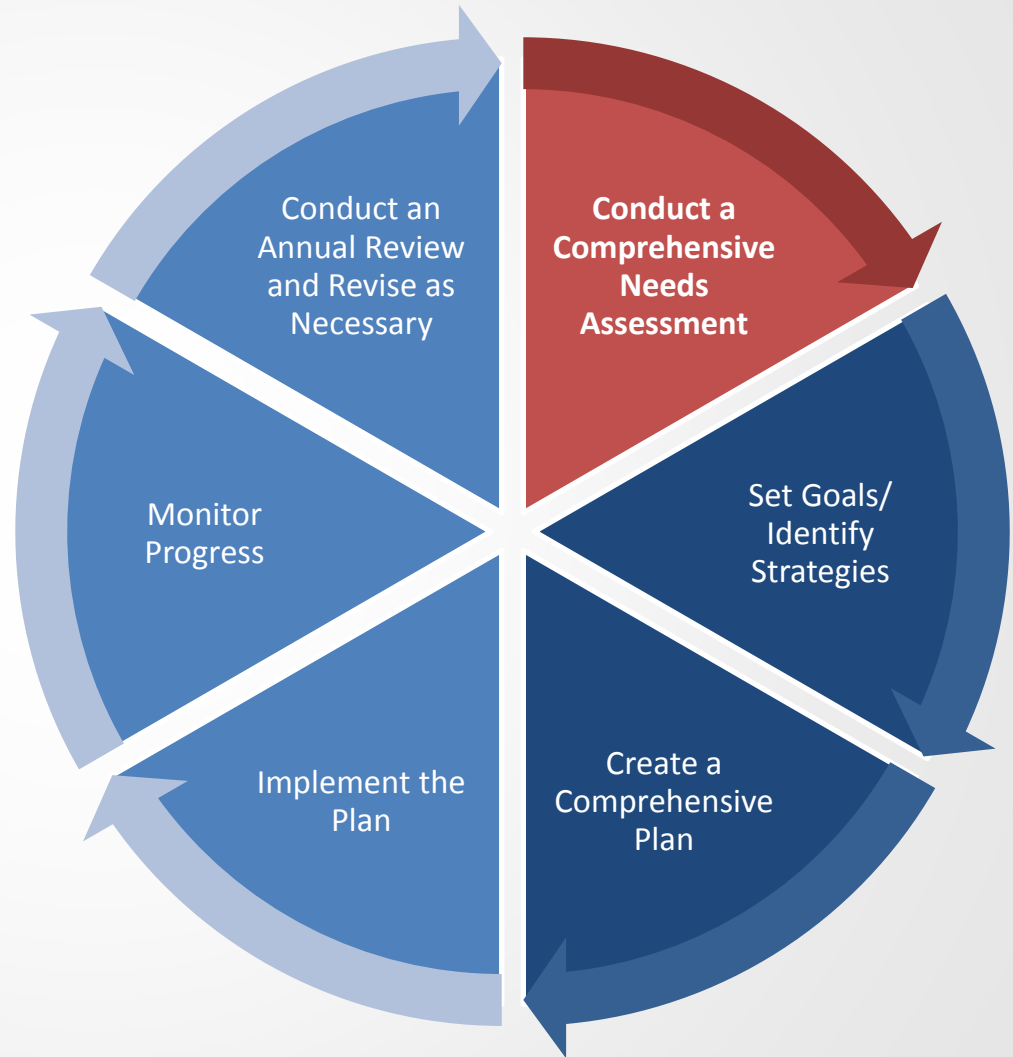
The school must develop a comprehensive plan to address the total instructional program in the school as defined in Section 1114(b) of Title I of ESEA as amended under the Every Student Succeeds Act (ESSA).

| No Child Left Behind | Every Student Succeeds Act |
|---|--|
| Plans for assisting preschool children in the transition from early childhood programs | May include strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs |
| | May use funds to establish or enhance preschool programs for children who are under six years of age |
| Measures to include teachers in the decisions regarding the use of academic assessments | Not explicitly stated as a requirement however, teachers are listed as stakeholders to be included in the development of the plan |
| Activities to ensure students who struggle are provided effective, timely, additional assistance, including measures to identify difficulties on a timely basis | Not stated as a requirement – included in CNA; opportunities for all students, particularly those most at risk; monitoring and evaluation |
| Coordination and integration of Federal, State, and local services and programs | If appropriate and applicable, must be developed in coordination and integration with other Federal, State, and local services, resources, and programs |
| Annually evaluate implementation and achievement of most at-risk students and revise the plan (Regulations) | Plan and implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards |



Schoolwide Program Timeline

- A school must undertake a specified year-long planning process (unless an LEA determines in consultation with the school, that less time is needed).
- A school that already operates a schoolwide program also can use this planning process to update or revise existing plans.
- The planning process begins with the required comprehensive needs assessment.
(Section 1114(b)(2)(B))





What is a Comprehensive Needs Assessment?

200.26 of Title I regulations state that:

A comprehensive needs assessment:

- Is based on academic achievement information about all students in the school
- Helps the school understand the subjects and skills for which teaching and learning need to be improved
- Identifies the specific academic needs of students and groups of students who are not yet achieving the State's academic standards
- Assesses the needs of the school relative to each of the components of the schoolwide program

The comprehensive needs assessment must be developed with the involvement of parents and other members of the community to be served and the individuals who will carry out the schoolwide program plan.

The school must document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results. During OSSE's annual compliance monitoring, documentation may be requested to verify planning and implementation efforts outlined in the comprehensive school plan.



Components of the Needs Assessment

1. Establishing a schoolwide planning team
 2. Clarifying the vision for reform
 3. Creating the school profile
 4. Identifying data sources
 5. Analyzing data
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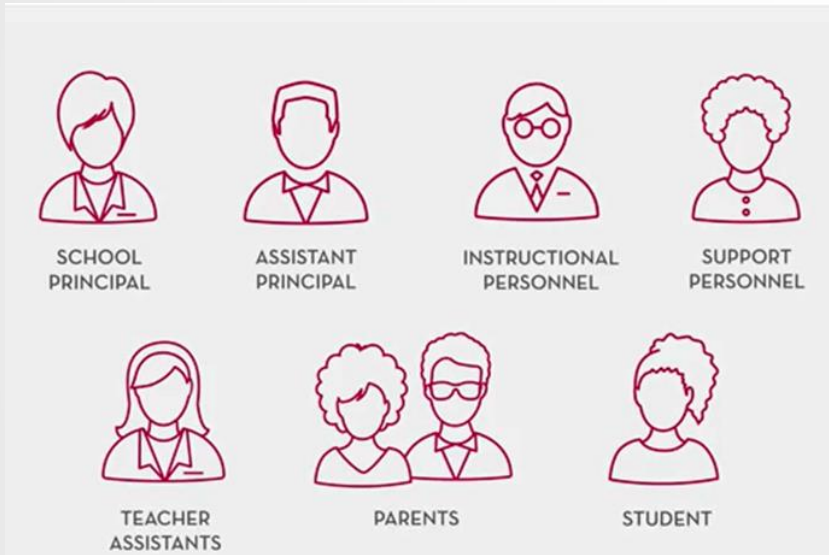
Establishing a Schoolwide Planning Team

This team should organize and oversee the needs assessment process; lead the staff in developing the schoolwide plan; and conduct or oversee the program's annual evaluation.



The Schoolwide Planning Team

Section 1114(b)(2)(B) of Title I requires that the planning team consists of:*



- Principals and administrators;
- Teachers;
- Pupil services personnel, technical assistance providers, school staff;
- Parents and other members of the community to be served; and
- If the plan relates to a secondary school, students.

*As long as all appropriate participants are represented, an existing team or committee can serve as the schoolwide planning team to avoid duplication of effort and to capitalize on the collective experience and expertise in the school.



Suggested Roles for the Planning Team

Planning teams decide members' roles and responsibilities depending on the needs of the planning process in the school.*

- Chair
 - Assistant Chair
 - Data Coordinator
 - Facilitator
 - Teacher Representatives
 - Special Education Liaison
 - English Learners Liaison
 - Paraprofessional Liaison
 - Staff Development Representative
 - Representatives of programs from which funds have been consolidated
 - Parent representative(s)
- For secondary schools:
- Student representative(s)

**A description of the responsibilities for the roles suggested can be found in Appendix IV of the Designing Schoolwide Programs Non-Regulatory Guidance document (page 38).*



Schoolwide Planning Team

- The team should seek input and participation from the groups it represents as well as other community members.
 - The team should be knowledgeable about Title I programs and their regulatory requirements.
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Clarifying the Vision for Reform

A shared vision is an essential component of a school's culture, and that culture is what should be addressed for the school to truly reform.



Clarifying the Vision for Reform

- This phase of the process occurs prior to beginning the needs assessment.
 - The team should discuss what its reformed school will look like in terms of student success, and how that vision differs from what currently exists.
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Guiding Questions to Clarify the Vision



- 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?



Creating the School Profile

A school needs to understand its current status and draft a snapshot that will help illustrate the gap between where the school is now and where it wants to be when its vision is realized.



Creating the School Profile

- The school profile serves as a starting point for discussion by the planning team and provides useful information for each of the focus areas of the needs assessment.
 - A school profile provides a picture of the school. It is a data-driven description of the school's student, staff, and community demographics, programs, and mission.
 - It suggests critical areas that might be addressed in the schoolwide plan.
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Creating the School Profile

APPENDIX VI: Indicators for the School Profile⁷

Use for the needs assessment

This table contains possible indicators that can be used to complete the school profile that is part of the needs assessment process, and also can be used to develop the schoolwide plan.

| Student Demographics | Possible Indicators |
|---|--|
| <input type="checkbox"/> Enrollment | The number of students in the school; students in special programs (Title I, special education, gifted and talented), by ethnicity or other meaningful categories. |
| <input type="checkbox"/> Daily Attendance | Number of students attending school by grade, grade span, whole school, or other enrollment category. The percent of students tardy for classes. |
| <input type="checkbox"/> Mobility/Stability | The mobility rate is the percentage of children who move in and out of a school during a year. The stability rate refers to the percent of students who remain in the same building for the entire year. |
| <input type="checkbox"/> Socioeconomic Status | Percent of students receiving free and reduced lunch, parents' education level, parents' household income, unemployment rates in the attendance area, etc. |
| <input type="checkbox"/> Student Behavior | The number or percentage of discipline referrals or incidents; the number or percentage of student suspensions and expulsions; frequency of gang-related, substance abuse or other at-risk behavior. |
| <input type="checkbox"/> Limited English Proficiency | The percentage of students with limited English proficiency. The percentage of families who speak English as a second language. |
| Student Achievement | Possible Indicators |
| <input type="checkbox"/> Academic Performance | State and local tests; levels of proficiency attained; progress on desired outcomes; results of performance assessments or student portfolios, examples of student work, classroom assessments and grades. |
| <input type="checkbox"/> Other Performance-based Data | Information from portfolios, exhibits, performance assessments that describe student standards-based achievement. |

To create the profile, the schoolwide planning team should first decide which focus areas are most essential to reform the school.

- The following are suggested **areas to focus** (also see example to left):
 - Student Needs (Demographics and Achievement)
 - Leadership
 - Professional Development
 - School Culture and Climate
 - Curriculum and Instruction
 - Family and Community Engagement

Although additional factors may be added to the profile, those listed above significantly impact student achievement, and, at a minimum, the schoolwide planning team should assess the school's current status with respect to each of them.

**Guiding questions for each focus area is outlined in the Designing Schoolwide Programs Non-Regulatory Guidance document (page 11-13) and Appendix VI.*



Identifying Data Sources

The team is charged with gathering and organizing quantitative and qualitative data.



Identifying Data Sources

Quantitative Data

- Student achievement results
- Enrollment and year to year promotion data
- Attendance data
- Behavior data
- Dropout rates
- Graduation rates
- Demographic data
- Statistics from community-based or other organizations





Identifying Data Sources



Qualitative Data*

- Surveys
- Face-to-face
- Telephone interviews
- Focus groups
- Classroom observations

*Safeguards must be taken to ensure that collection methods are appropriate for the groups or individuals surveyed.



Analyzing Data

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.



Analyzing Data

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 clearer, and the team will begin to recognize issues that have a significant impact on student achievement.





Data Analysis

The non-regulatory guidance for Schoolwide Programs suggest that the following questions can serve as helpful prompts as the planning team discusses the collected data:

- 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

- 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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Data Summary

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.



Moving Toward Change

The needs assessment guides the development of the comprehensive schoolwide plan.

- Data obtained from the needs assessment provide the foundation for the goals of the comprehensive schoolwide plan.





Next Steps

The needs assessment should identify gaps between the current status of the school and its vision of where it wants to be, relative to key indicators or focus areas.



The planning team should work with the school staff to prioritize needs and determine how the most important of them will be addressed in the schoolwide plan.



The result is a comprehensive schoolwide plan.



Q&A



FIND US

ADDRESS:

810 First Street, NE
Washington, DC 20002

POC:

Jody O'Banner,
Title I and Title II Project Manager

jody.obanner@dc.gov


Dr. Tiphonie Scroggins,
Management Analyst


tiphanie.scroggins@dc.gov

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 facebook.com/ossedc

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| Thank you!