Comprehensive Needs Assessments

Division of Consolidated ESEA Programs

Office of Federal Programs

mdek12.org

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EDUCATION

VISION

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

MISSION

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community

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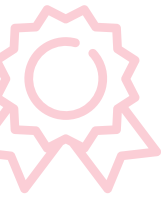
1 **ALL** Students Proficient and Showing Growth in All Assessed Areas

2 **EVERY** Student Graduates from High School and is Ready for College and Career

3 **EVERY** Child Has Access to a High-Quality Early Childhood Program

4 **EVERY** School Has Effective Teachers and Leaders

5 **EVERY** Community Effectively Uses a World-Class Data System to Improve Student Outcomes

6 **EVERY** School and District is Rated "C" or Higher

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Microsoft Teams Reminders

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- Please ask questions throughout the presentation via chat or "raise hand" feature

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"Raise Hand" Feature

Just select **Show reactions** in the meeting controls, and then choose **Raise your hand** . Everyone in the meeting will see that you've got your hand up.
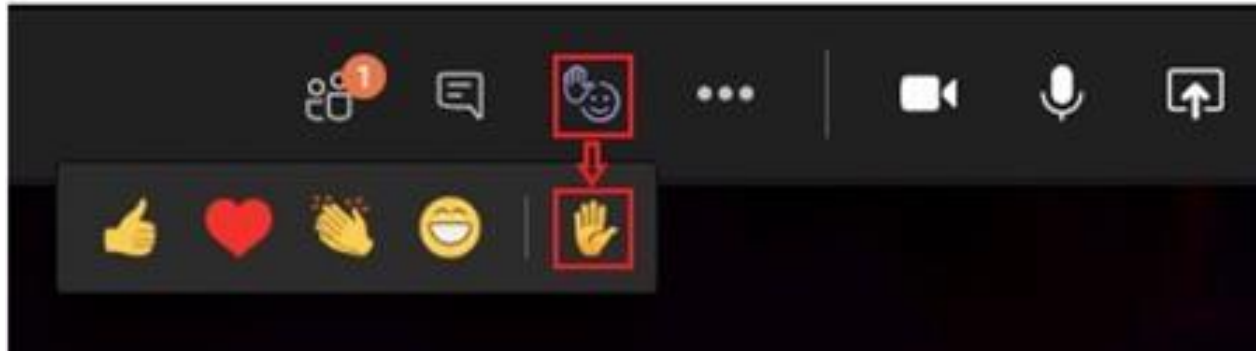
"Chat" Feature
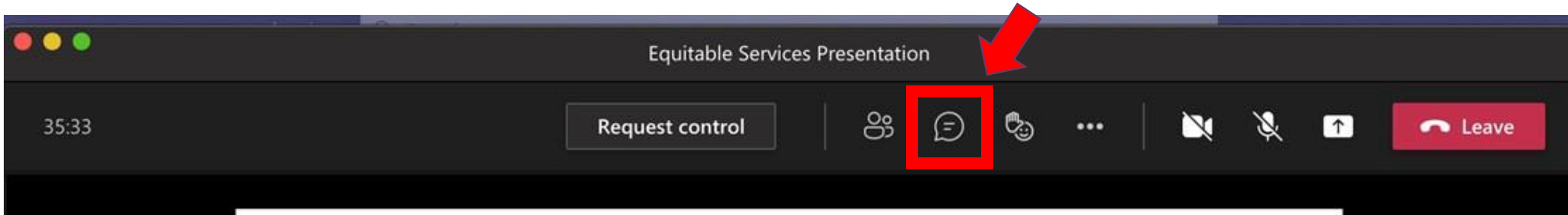
- To use the **chat** feature in Teams, simply click the "Chat" icon. The **chat box** will appear on the right. Type your message in the chat box and click the "Send" icon to send your question.

- This session will be recorded to increase availability and access to the technical assistance session.

- Recording will be available as a resource.

- Presentation and recording will be updated in MCAPS, MDE Document Library, Technical Assistance, 2023
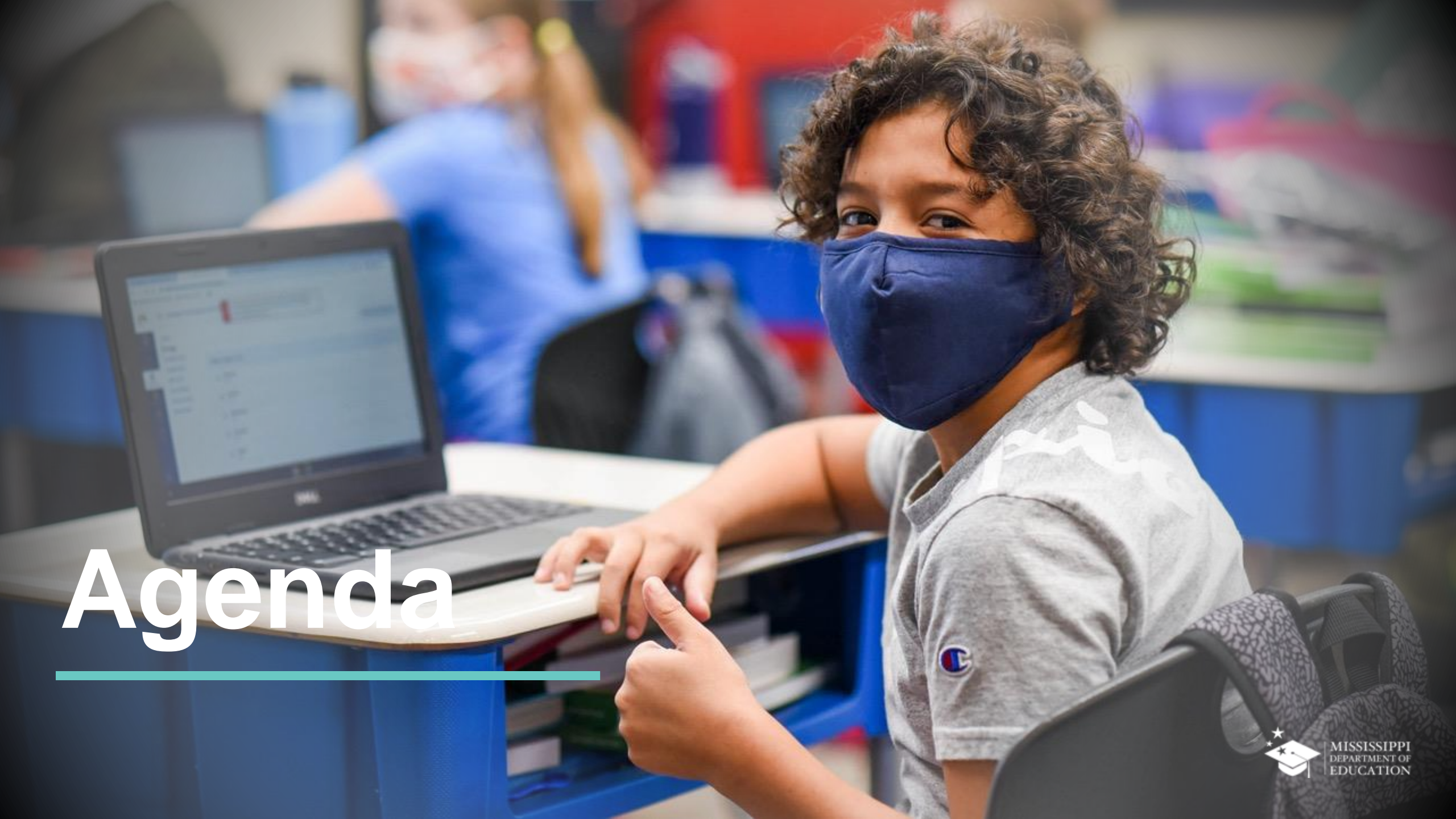
Agenda

- What is a Comprehensive Needs Assessment (CNA)?
- Three Phase Model for Needs Assessments
  - Exploring
  - Gathering and Analyzing
  - Deciding
- Questions

- The goal of this session is to provide technical assistance on three phase model as the LEAs develop its Comprehensive Needs Assessment for the 2023-2024 school year.

- The objective is to have 100% of LEA Plans and School Plans aligned to the identified needs and supported by the Comprehensive Needs Assessment for school year 2023-2024.

What is a Comprehensive Needs Assessment?

- A **"need"** is a **discrepancy or gap between** "what is" and **"what should be**."

- A **"needs assessment"** is a **systematic approach** of procedures used **to determine needs, the cause, and set priorities** for action.

- Needs assessments are **conducted to help plan, identify, and select** what to address first.

- A "**target group**" **focused area** or **group of students**
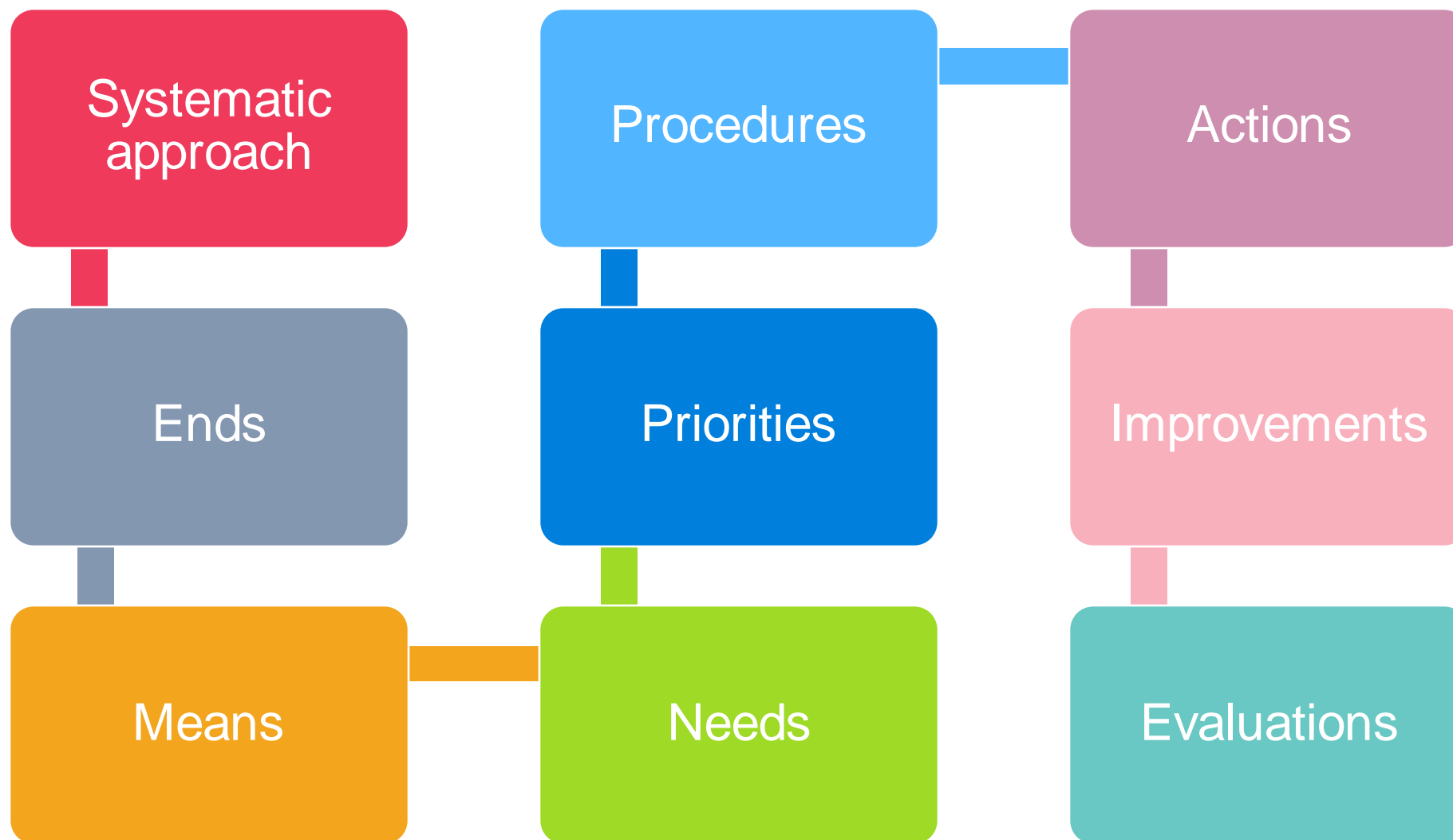
Program Requirements Policy guidance issued by the USDE states that need assessments:

- are **conducted annually**;
- use the **best information available**;
- are a **process to integrate ESEA-funded services** into the **LEA/School plan** to meet the **identified needs** of students best;
- **establish district-wide priorities**; and
- provide a **basis for the allocation of funds**.

- A comprehensive needs assessment can be used to determine needs for most ESEA programs; however, **Title IV-A,** Student Support & Academic Enrichment, **must have a need assessment conducted at least once every three (3) years.**

- Title IV-A needs assessment **can be included in the overall comprehensive needs assessment**; however, the Title IV-A program should **clearly be identified for Title IV-A** in the comprehensive needs assessment.
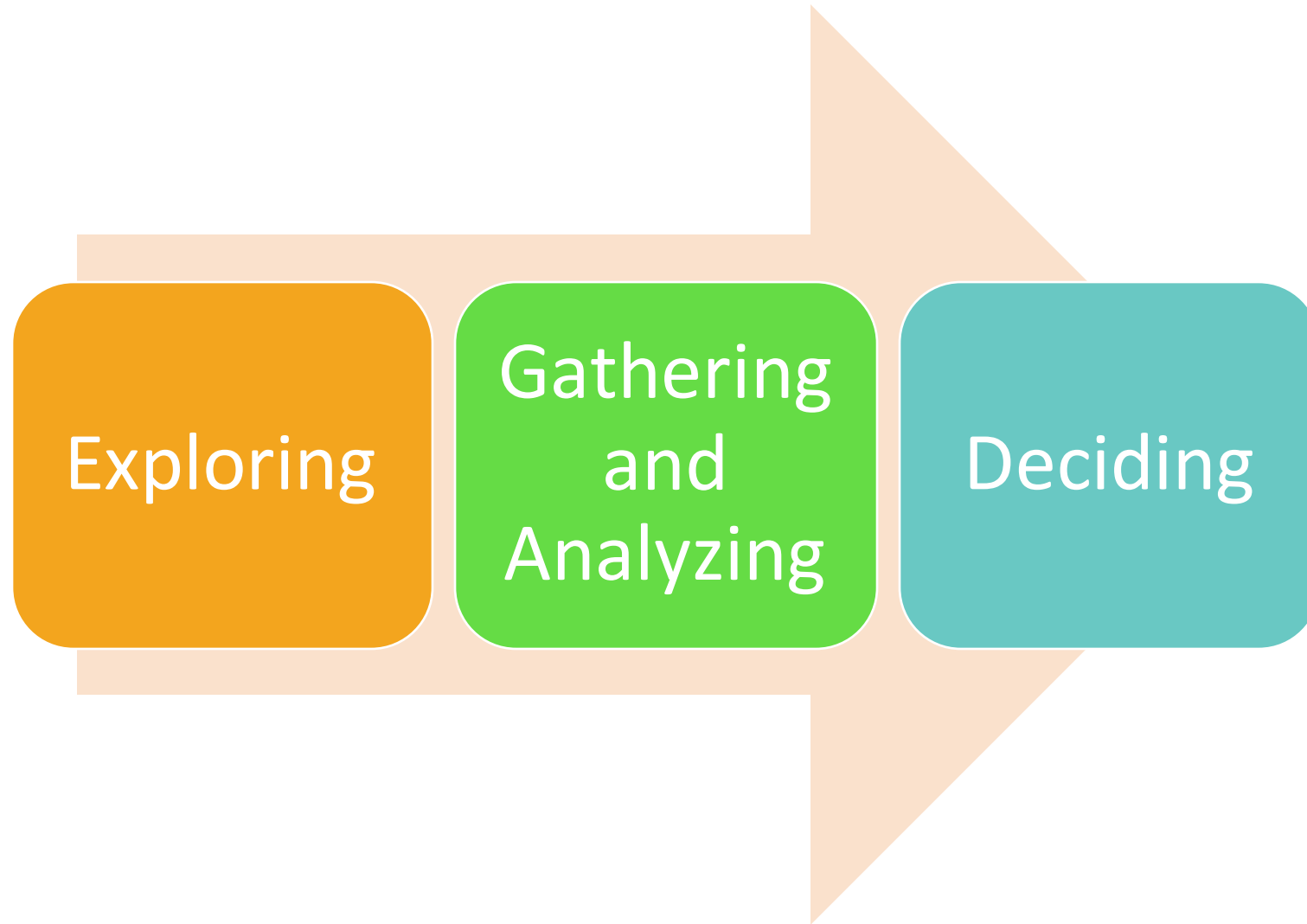
The purpose of Phase I (Exploring) is to investigate what is already know about the needs of the target group; to determine the focus and scope of the needs assessment; and to gain commitment for all stages of the assessment; including the use of the findings for program planning and implementation

- The task of Phase II (Gathering and Analyzing) is to document the status, the "what is" of the concerns/issues, to compare the status with the vision of "what should be," and determine the magnitude of the needs and their cause.

- The major output from this phase is a set of needs statements in tentative order of priority, based on the criticality of the need, and its causes.

- Deciding is the bridge from the analysis to action-to use needs assessing findings. It answers important questions: What needs are the most critical? What are some possible solutions? What solutions are best?

- A needs assessment is not complete unless plans are made to use the information in a **practical way.**

Step 1: Exploring

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- Where do I start?

- What are our strengths?

- What are our challenges?

- What are the root causes?

- Who should data be garnered from?

- What are the components that must be addressed within each area?

- What data points are needed to gain the information needed?

- How should the data be collected?

The **LEA Plan, School Plan, and Funding Applications' Program Details sections** are **built upon** students' academic outcomes, mental and behavioral supports available, remediation, extended learning, and enrichment opportunities.

- Establish a planning team

- Review the purpose and outcomes for conducting the CAN

- Establish a vision to implement reforms to upgrade the entire educational program

- Create a district and/or school profile that provides a picture of the district and/or school (data-driven description of student, staff, community, programs, mission, etc.)

- Identify data sources

Step 2: Gathering

How do we do get the data?

- Compile questions
- Sort to avoid duplications
- Distribute to gain responses
- Finalize report of responses
- Analyze

Title I, Part A

LEA Plan- ESEA Programs' Section

Questions to consider as you develop the needs assessment

What questions will be asked to determine the effectiveness of the development and implementation of a well-rounded program of instruction?

What type of additional educational assistance will be implemented for the remediation of at-risk students? How will the LEA know if it was successful?

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Questions to Consider as you develop the needs assessment

How will the LEA will identify students who may be at-risk for academic failure?

How will the LEA monitor students' progress in identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning for all students?

Questions to Consider as you develop the needs assessment

How does the LEA identify and address disparities among at-risk students who are taught by ineffective, inexperienced, or out-of-field teachers?

If applicable, **How will the LEA carry out its responsibilities to CSI, TSI, and/or ATSI served Title I school?**

How does the LEA support students in special situations outside the regular school day, which includes children living in local institutions or programs for neglected or delinquent children?

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Questions to Consider as you develop the needs assessment

Which evidence-based strategies and services will be implemented to support each population of students and parents? Homeless? students in early childhood programs?

What coordination of programs and services exists to facilitate the seamless transition of students? Is it effective?

What programs or strategies are being implemented to reduce the overuse of discipline practices? How do you know it is working?

Questions to Consider as you develop the needs assessment

What coordination of programs and services exists to increase access to early college high school, dual/concurrent enrollment opportunities?

How does the LEA ensure the information provided meets the needs of each demographics?

Does the annual evaluation tool identify the needs of parents and families? How are those needs captured? What resources are available to Parents and Families to improve the academic achievement of Title I-served students? How is it reviewed and revised?

Title I, Part A

School Plan- Needs Assessment Section

Questions to Consider as you develop the needs assessment

What are the root causes for the progress and challenges of students meeting academic standards? What was implemented to address them? Were they successful? How do you know?

If applicable, what method will be used to address the identified challenges with ACT results?

If applicable, what types of opportunities for AP, IB, Dual Enrollment, Early College High School, and CTE for students? What were the efforts to increase participation?

Questions to Consider as you develop the needs assessment
Which discipline issues were identified? Did it impact student growth or achievement?
What strategies were implemented to reduce instructional time missed? Was it effective? Did the behavior continue?
Was the schoolwide tiered model and /or early intervening service effective in addressing problem behaviors? Which strategies were successful?

Questions to Consider as you develop the needs assessment

Which instructional strategies or methods implemented were successful in providing a well-rounded education? How do you know?

What evidence-based strategies and supports were implemented to improve skills outside the academic areas? Were they successful?

How were parents allowed to develop, implement and evaluate PFE activities? How was this captured? Was this an effective method?

Questions to Consider as you develop the needs assessment

What transitioning strategies are implemented? Who are they geared towards?

Professional Development implementation… Who gets it? Who needs it? What topics? Is it positively improving student outcomes?

What activities are provided for instruction improvement and the use of data? How do we decide if it was effective? Who do we ask?

Questions to Consider as you develop the needs assessment

What feedback do we need on activities provided to recruit and retain effective teachers? Are they working?

How do the school involve parents? Does it work?

Do parents get the opportunity to develop, implement and evaluate PFE activities?   How do we know?

Questions to Consider as you develop the needs assessment

Do I need to ask questions about the programs we offer parents? Are our programs reaching them at home and in the community?

Should I include a question on the survey concerning the readability of the School Plan or the Parent and Family Engagement Plan? Is the information that we provide easy for parents and families to understand?

Parent & Family Engagement

LEA Plan and Funding Application

Questions to Consider as you develop the needs assessment

What evaluation tool is used to demonstrate the effectiveness of all activities? How are barriers addressed? Did the evaluation tool include economically disadvantaged parents, disabled parents and families, parents and families with limited English proficiency, parents and families with limited literacy, or parents and families of any racial or ethnic minority background? The school supports and interactions?

Questions to Consider as you develop the needs assessment
How does the LEA coordinate and integrate PFE strategies with other programs? Is the process used effectively?
What steps are taken to involve parents in the development, revision and review of the parent and family engagement policy? Are they reviewed? Do they work? How do you know?

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Title I, Part A-Neglected

Funding Application's Program Details

Questions to Consider as you develop the needs assessment

What services will be provided to students within the identified facilities	How are these services determined?
What is the consultation process to determine the needs of eligible students and services to be provided?	How frequently do communications happen between the facility(ies) and the LEA?
What is the process for monitoring and evaluating the program and services?	What is the timeline for these activities?

Title I, Part D Delinquent

Funding Application's Program Details

Questions to Consider as you develop the needs assessment
What programs and activities are needed for the students within the facility(ies)? How are these needs determined?
How will you ensure that comparable services are offered to students within the facility?

Questions to Consider as you develop the needs assessment

What will be needed to help students (including those with special needs) transition from the correctional facilities back into the normal school setting?

How will you coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities?

Questions to Consider as you develop the needs assessment

Do you have partnerships with IHLs, or local businesses to help facilitate postsecondary and workforce success for children returning from Correctional Facilities

How will family members be involved in efforts to improve educational achievement, assist in drop-out prevention activities, and efforts to prevent future delinquent activities?

Questions to Consider as you develop the needs assessment

How will the program be coordinated with other Federal, state, and local programs such as Workforce Innovation and Opportunity Act, and CTE programs serving at-risk children and youth?

How will the program work with probation officers to assist in meeting the needs of students returning from correctional facilities?

Questions to Consider as you develop the needs assessment

How will you make sure that correctional facilities are aware of existing IEPs?

How will the program find alternative placements for children and youth interested in continuing their education, unable to participate in a traditional public school program?

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Title II, Part A

LEA Plan

Questions to Consider as you develop the needs assessment

What types of activities are implemented for instructional and school leadership staff that builds capacity? How are activities determined? How will the effectiveness of these activities be measured?

What supports did the LEA implement for teachers, principals, or other school leaders? How would you rate the effectiveness of these supports? How often are these opportunities available? Are they focused and tailored to address the identified needs of teachers and teacher leadership?

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Questions to Consider as you develop the needs assessment

How will the LEA prioritize funds for schools that are implementing CSI, TSI, and ATSI activities? What checks and balances are in place to ensure that CSI, TSI, and ATSI schools have priority?

How does the LEA prioritize funds for schools with the highest percentage of low-income students? What checks and balances are in place to ensure that schools with high percentages of low-income students have priority?

Questions to Consider as you develop the needs assessment

How will the LEA collect and use data with ongoing consultation to continually update and improve activities supported by Title II funding? Who are the stakeholders? How do they contribute?
Do the stakeholders represent all of the critical areas needed to be addressed? How often are the consultations occurring?

Title III- English Learners & Immigrants

Funding Application's Program Details

Questions to Consider as you develop the needs assessment

What English language development (ELD) curriculum is used in EL classes? Is it implemented consistently? Does the LEA see an increase in student achievement?

How are ELs provided adequate EL services, uninterrupted time, and opportunities to learn English?

What effective programs and activities, in the Language Instruction Educational Program (LIEP), were implemented to increase English Language Proficiency?

Questions to Consider as you develop the needs assessment

Does the LEA have an adequate number of teachers to instruct EL students?

Does the EL staff have the minimum required certification and training?

What process will the LEA use to ensure that ELs are included in other educational programs? (such as extra-curricular, supplemental, gifted, or dual enrollment?

Questions to Consider as you develop the needs assessment

What state/locally funded professional development does the LEA provide for EL teachers, paraprofessionals, administrators, and community leaders?

Does the professional development improve the instruction and assessment of ELs?

Does the professional development increase the subject matter knowledge and teaching skills of educators, while making a positive and lasting impact on the long-term educator's performance in the classroom?

Questions to Consider as you develop the needs assessment

What family literacy, parent and family outreach, and training activities are provided to assist in education of Immigrants? How do they receive it? Is the process effective?

What type of recruitment and support is provided to personnel, including teachers and paraprofessionals trained to provide services to immigrant children and youth?

What are the tutorial, mentoring, and academic or career counseling support provided to immigrants? Are they being used consistently? Have there been any gains from their use?

Questions to Consider as you develop the needs assessment

What type of curricular materials, educational software, and technology is provided to immigrants?

Are the students' areas of need in specific language domains, in specific schools, or at specific grade levels?

What type of curricular materials, educational software, and technology is provided to immigrants?

Title IV, Part A

Funding Application's Program Details Section

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Academic Proficiency	Access and Enrollment	Access and Use
• ELA • Math • Science* • Social Studies* *Optional access and enrollment indicators are available if the state does not test in these subjects.	Other classes • Foreign Language • Technology • Visual Arts • Performing Arts • Health/PE • Career and Technical Education Advanced Coursework • IB • AP • Dual Credit	• Library • College and Career Counseling

School Engagement	• Chronic absenteeism • Dropout
School Discipline	• Out-of-school suspensions • In-school suspensions • Referrals to law enforcement • Expulsions

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Creation and maintenance of a Safe School Climates	• Administration of a school climate survey • Use of school climate data to drive decision making • Physical fights on school property • Rape or sexual assault • Harassment and bullying
Availability of School Based Service Providers	• Availability of school nurses • Availability of FTE school counselor/psychologist/social workers • Availability of designated personnel to coordinate support services

Technology Access in Schools	• Internet Access • Availability of Internet-enabled devices for staff use
Technology Use	• Use of computers for assessments • Use of blended learning • Availability of online course that are offered for credit recovery from accredited sources • Availability of online college readiness courses that are offered for credit from accredited sources

Support Offered for the School Staff to Use Technology

- Availability of FTE IT staff
- LEA offered training for teacher on technology tools and integration
- Participation of teachers in trainings offered by the LEA on technology tools and integration

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Well-Rounded Education	
Question	**Indicator**
How many students score proficient or higher on annual state assessments?	**Academic Proficiency** in Math, Language Arts/English, Science and Social Studies.
How many classes are offered in: foreign language, technology, visual arts, performing arts, and career & technical education classes?	Access and Enrollment in additional subjects.

Well-Rounded Education	
Question	**Indicator**
How many schools in the LEA offer Dual Credit classes?	Access and level of student participation in advanced coursework.
How many schools within the LEA offer college and career counseling?	Educational support services

Safe and Healthy Students	
Question	**Indicator**
How many students will be retained in their current grade level due to chronic absenteeism?	School Engagement
How many students received out-of-school suspensions, in-school suspensions, law enforcement referrals, and expulsions?	School Discipline

Safe and Healthy Students	
Question	**Indicator**
How many students have been reported to being involved in incidents of physical fights, rape or sexual assault, and bullying	School Climate and Safety
How many school nurses and counselors/psychologists/social workers are the in the LEA?	School-based service providers

Effective Use of Technology	
Question	**Indicator**
How many internet-enabled devices are available for teaching staff use?	Access to technology
How many courses offered use blended learning?	Technology use
How many teaching staff attended a training on technology tools and integration?	Support offered to use technology

Data Sources

Qualitative

These are examples of:

- Interviews
- Focus groups
- Observations (descriptive)
- Survey data (open response)
- School plans

Quantitative

These are examples of:

- Achievement data
- Attendance data
- Graduation rates
- Classroom observations (scored)
- Demographic trend data
- Survey data (Likert scale)

- State Assessment Scores

- Standardized Tests Scores

- Norm-Reference Test Scores

- Criterion Reference Test Scores

- Cognitive Ability Test Score

- Language Proficiency Ratings (English & Primary Language Other than English)

- Portfolio Assessment Ratings

- Teacher Survey of Basic Skill Needs

- Early Childhood Development Test

- Early Childhood Development Survey

- Computer/Technology Literacy Skills

- Affiliation with teacher(s)

- Special Education (IEP)

- Free Lunch Participation

- Discipline Record

- Personal Relationships (i.e., friends)

- Interest in Job Training

- Enrollment/Placement in Other Programs (Title I, ESL, Bilingual, Even Start, Preschool, etc.)

- Gifted & Talented

- Interest in Adult Basic Education

- Interest in GED Interest in

- Enrollment in Public School System

- Residency Data

- Homebase State/District

- Educational Attainment of Parents

- Educational Attainment of Siblings

- Language Spoken in the Home

- Language Proficiency of Parent

- Access to Transportation

- Level of Parental Involvement

- Mobility (Number of Moves)

- Family Income

- Shelter/Food/Clothing

- Abuse/Neglect

- Family Conditions (e.g., foster care, married teen, guardian, etc.)

- Age-Grade Discrepancy

- Grade Retention

- Attendance Record

- Number of Interruptions to Education During Regular School Year

- Number of State Standards Mastered

- Last Grade Completed

- Grades Credits Accrued for Graduation

- Number of Failed Courses

- Dropout Status

- Self Concept Rating

- Self Esteem Rating

- Special Talents/Strengths

- Social Behavior Assessment Inventory Score

- Feeling, Attitudes, Behavior Scale Index

- Education Goals

- Career Goals

- Hours of Employment

- Library Card & Use

- Legal problem

- Recommendation for Counseling

- Medical Screening Result
- Dental Screening Result
- Visual Screening Result
- Auditory Screening Result
- Immunizations
- Primary Health Care Access
- TB Test

- Most Recent Physical Exam

Step 3: Anaylzing

- What do we know about the needs of the subgroups we serve?

- Do we have clearly established goals and measurable objectives to address our students' needs?

- What are the School's strengths, and how can we build on them to improve the school?

- What are the areas of concern? What can be done to improve these areas?

- What are the priorities according to the data?

- Do we need to gather more information? If so, what are the next steps?
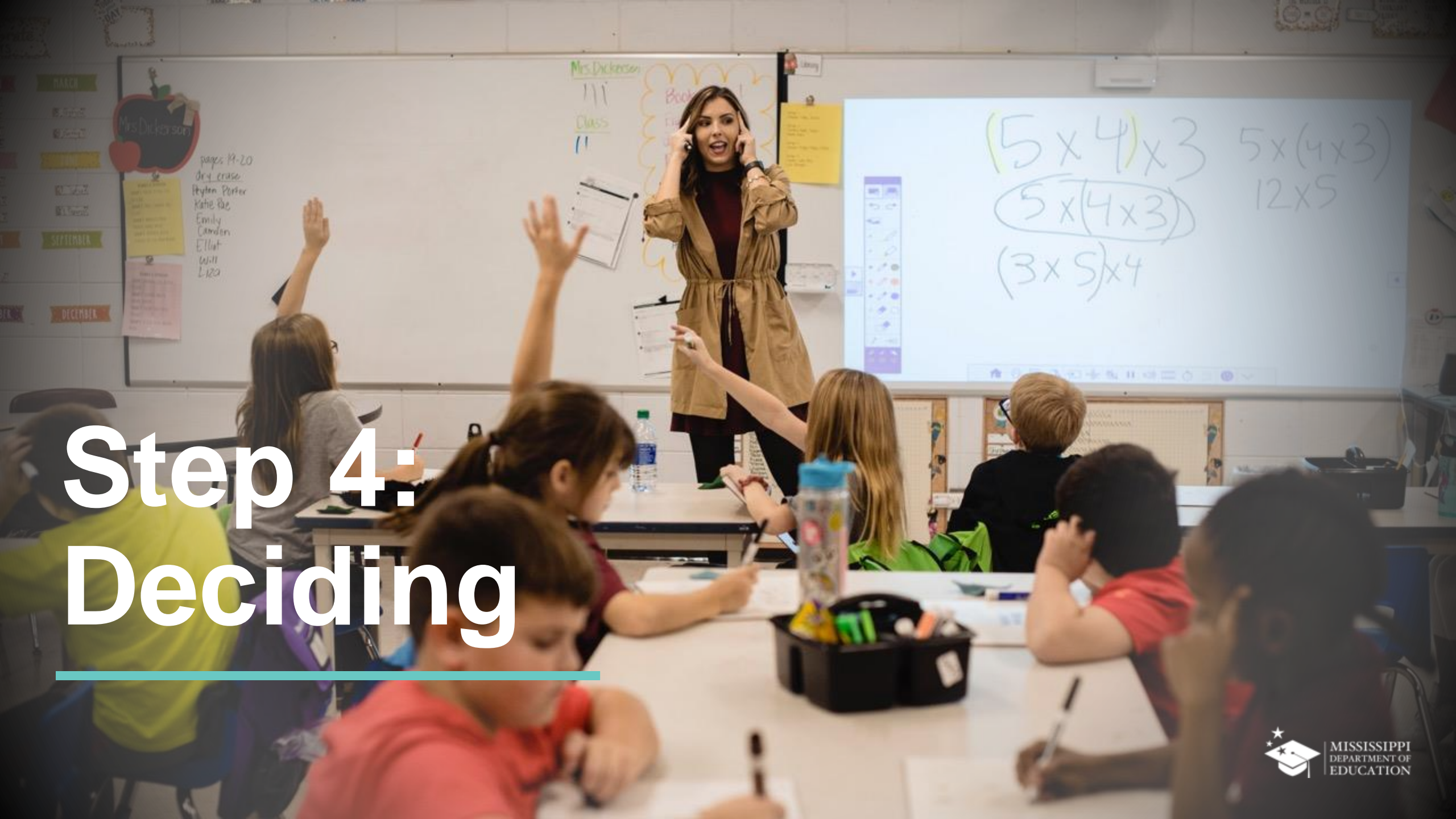
- Are we using our resources to the best of our abilities?

- Do we need to acquire new resources?

Step 4: Deciding

What are the **successes** shown in the results from the CNA in the LEA or School, **and** why?

What are the **challenges** shown in the results from the CNA in the LEA or School, **and** why?

What are the **priorities identified** from the needs assessment?

Summary

- There is no one correct needs assessment model or procedure.

- The active use of a Needs Assessment Committee is one important method for obtaining expert advice and gaining commitment to the process and using the results.

- Make sure needs focus on desired outcomes and are listed as the gaps between "what is" and "what should be."

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- Before you gather data, spend the time to investigate what is known about the needs of the target group—to identify all concerns.

- Develop measurable need indicators to guide your data collection process.

- Perform a causal analysis—Ask "why" does this need still exist? To solve a problem, planners must understand it first.

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- Share information with decision-makers, policymakers, and stakeholders throughout the needs assessment process. Frequent communication with these groups is important for the "buy-in" needed to use the needs assessment results.

- Document the evidence-based sources for potential solutions.

- Prepare a written report that describes the methods and results of the needs assessment.

Questions

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