

COMPREHENSIVE NEEDS ASSESSMENT

WHY DO WE NEED A COMPREHENSIVE NEEDS ASSESSMENT (CNA)?

- A CNA is a requirement in the NCLB/ESEA Consolidated Application for use of federal funds.
- Results of the CNA provide the focus for use of federal funds in each of the Title I, Title IIA, Title III , Title IV and Title V programs
- Goal of NCLB is to improve student achievement and have EVERY student achieve proficiency in reading and math by 2014.

WHAT IS A COMPREHENSIVE NEEDS ASSESSMENT?

"Breadth of information for depth of understanding" WestEd

- Centerpiece of any planning process
- Way to identify strengths and weaknesses
- Measure of how a system is operating
- Specifies priorities for improving student achievement
- Helps focus on school wide issues
- Links goals with hard data
- Inclusive sampling with input from administrators, teachers, students, parents and community

THE KEY QUESTION OF A CNA IS:

ARE WE MEETING THE NEEDS OF ALL OF OUR LEARNERS? DO WE ...

- Understand student demographics
- Document needs as demonstrated by MCA IIs
 - Identify subgroup disparities

STUDENT NEEDS

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SYSTEM MEASUREMENT TOOL

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UNIFIED SCHOOL PLAN

Gap Analysis

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MN Quality Indicator Self Assessment

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Closing the Achievement Gap?

KEY COMPONENTS OF THE QUALITY INDICATOR NEEDS ASSESSMENT

The Minnesota Quality Indicator School Self-Assessment Tool is a process tool for continuously Improving Schools and is designed for small group discussion and reflection to assess the system-wide depth of deployment of the seven quality indicators. Participants are to:

Think About the System as a Whole and Provide Evidence for Supporting Beliefs.

THE CONTENT OF THE QUALITY INDICATOR

- CURRICULUM (Reading and Math)
- INSTRUCTION (Reading and Math)
- ASSESSMENT AND USE OF RESULTS
 - PROFESSIONAL DEVELOPMENT
- ENGAGING FAMILIES AND COMMUNITY
 - LEADERSHIP AND GOVERNANCE
 - PLANNING AND RESOURCES

The Rubric:

Level 1 - No system-wide approach although some staff may address this area

Level 2 - Early development of a system-wide approach, based on data & information

Level 3 - Full development of a system-wide approach. Early stages of implementation.

Level 4 - Approach fully implemented.

Level 5 - School or district has evaluated and improved its fully implemented approach.

(Rarely seen.)

RESULTS of the QUALITY INDICATOR:

- Are reported to a team and used to initiate discussion
- Are used to develop a summary report that:
 - Analyzes Evidence-Based Program Strengths and Needs
 - Prioritizes Need Areas
 - Sets Goals and Action Plans to Improve Student Achievement
 - Identifies Professional Development that Matches Needs