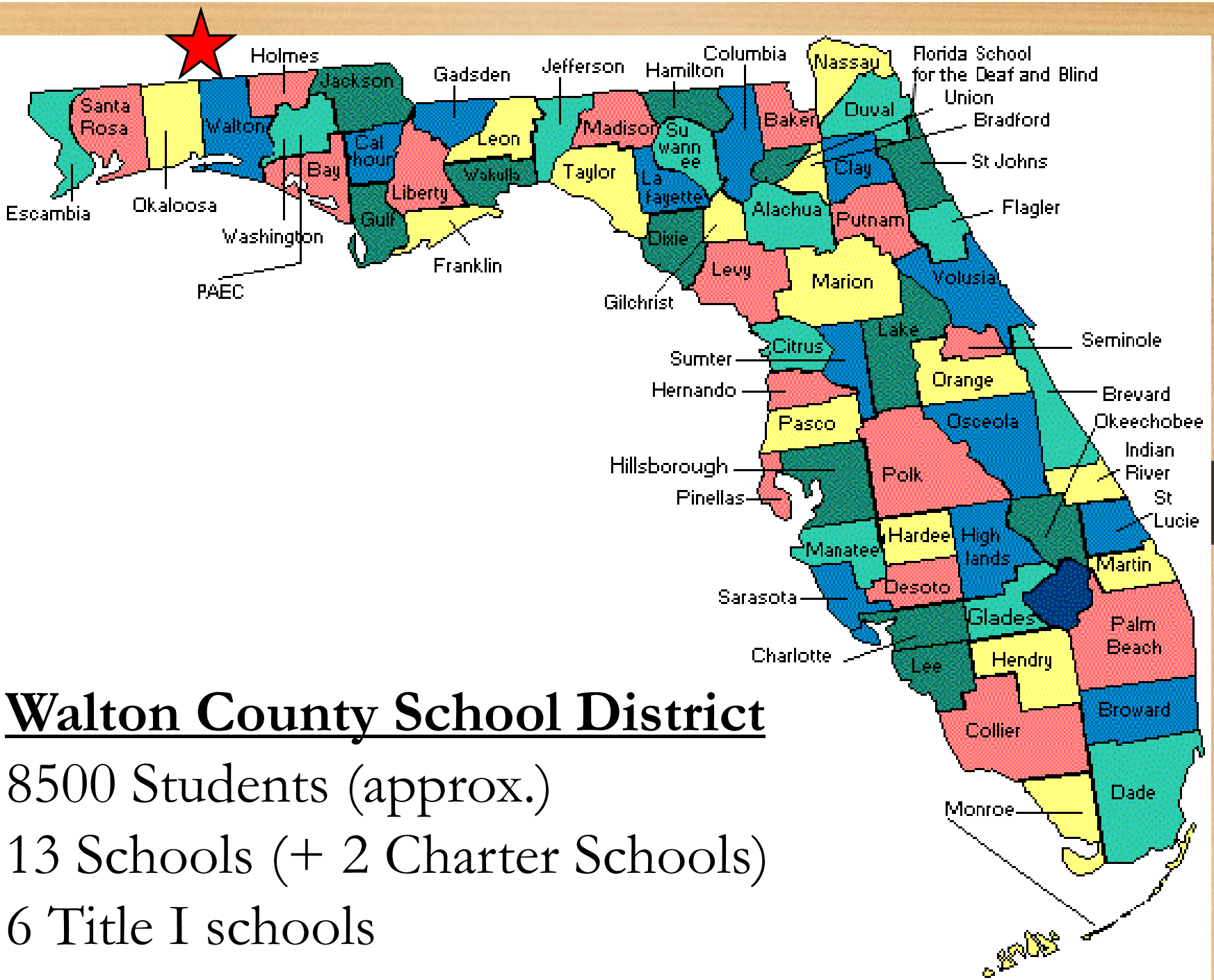
Title I Comprehensive Needs Assessment

Myca Chandler Harrison
Coordinator of Instructional Support
harrisom@walton.k12.fl.us

- ✓ Identify Why?
- ✓ Explore CNA Tool & Sample
- ✓ Examine Implementation Timeline
- ✓ Discuss Lessons Learned
- ✓ Question



Walton County School District

8500 Students (approx.)

13 Schools (+ 2 Charter Schools)

6 Title I schools

Why?

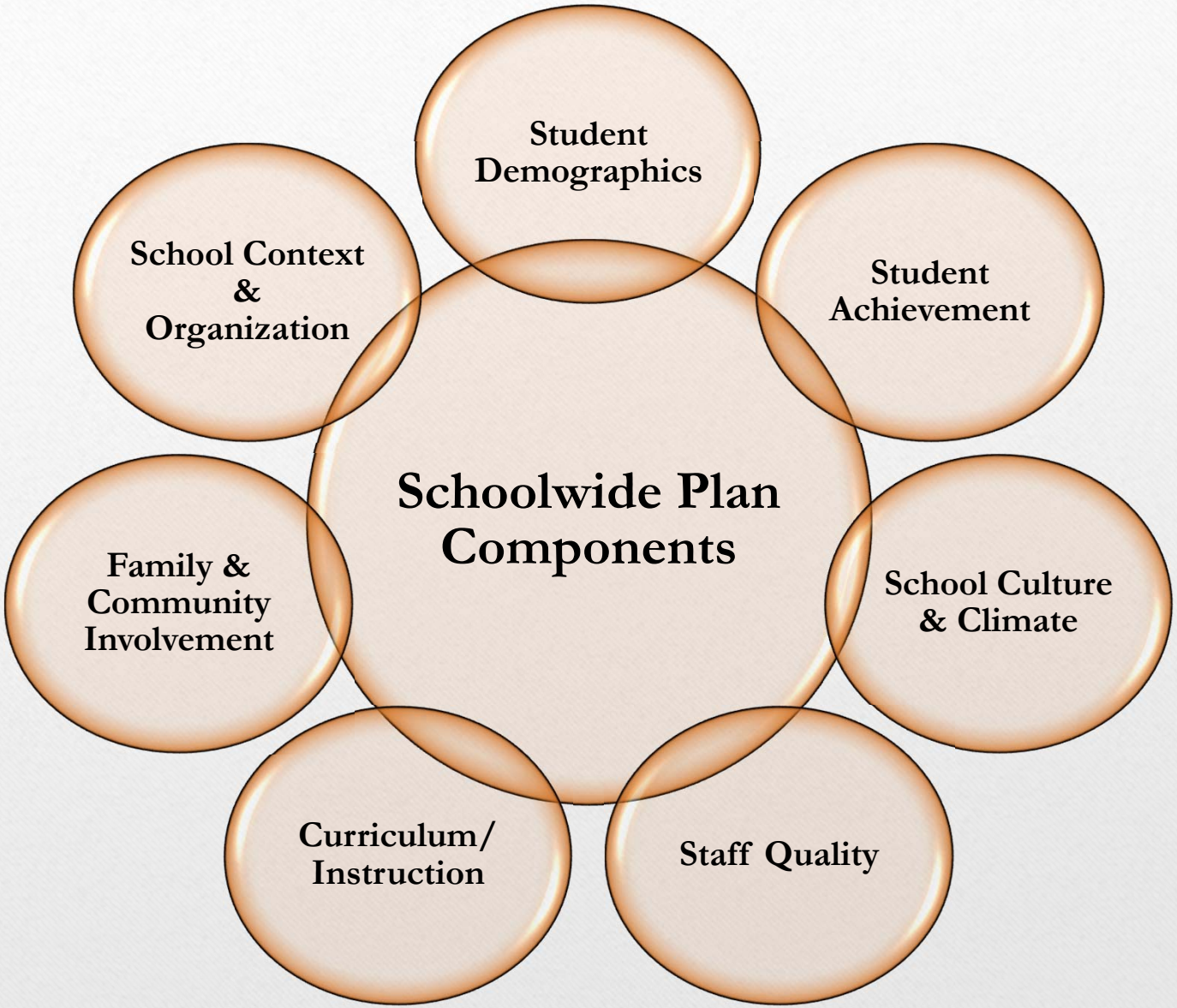
Guides schools to analyze multiple sources of data to identify focus areas for SIPs/SWPs

Data and information collected and analyzed by schools are compiled for determining LEA needs

Process supports problem solving model, collaboration between all stakeholders and evaluation of programs

NCLB requires Title I schoolwide programs to include a comprehensive needs assessment

Public Law 107-110, Section 1114(b)(1)(A)


Student Demographics
School Context & Organization
Student Achievement
Schoolwide Plan Components
Family & Community Involvement
School Culture & Climate
Curriculum/ Instruction
Staff Quality

Walton County School District
Title I Comprehensive Needs Assessment for 2015-2016

Ranking: 5 = Urgent Concerns to Address; 4 = Concerns to Address; 3 = Issues to Consider; 2 = No Concerns Found; 1 = No Data Available

Student Demographics (Possible Indicators)	*Source of Data	Data Observations	Ranking	Analysis for School Improvement Plan	How was it Addressed in 2015-16	Successful? Explain	Issues to be addressed next school year?
Enrollment The number of students in the school; students in special programs; subgroups, lowest 25%, etc.	☐ MIS ☐ SI Plan ☐ SPAR ☐ Climate Survey ☐ SESIR ☐ Other: FOCUS		☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1			☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1	
Daily Attendance/Tardies Number of students attending school by grade, grade span, whole school, or other enrollment category. The percent of students tardy for classes. 21 days and/or 10%	☐ MIS ☐ SI Plan ☐ SPAR ☐ Climate Survey ☐ SESIR ☐ Other: FOCUS		☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1			☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1	
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.	☐ MIS ☐ SI Plan ☐ SPAR ☐ Climate Survey ☐ SESIR ☐ Other: FOCUS		☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1			☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1	
Socioeconomic Status Percent of students receiving free or reduced price lunch, parents' education level, parents' household income, unemployment rates in the attendance area, etc.	☐ MIS ☐ SI Plan ☐ SPAR ☐ Climate Survey ☐ SESIR ☐ Other:		☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1			☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1	

Completed School Sample

Walton County School District

Title I Comprehensive Needs Assessment for 2013-14

Ranking: 5 = Urgent Concerns to Address; 4 = Concerns to Address; 3 = Issues to Consider; 2 = No Concerns Found; 1 = No Data Available

Student Demographics (Possible Indicators)	*Source of Data	Data Observations	Rank	Analysis for School Improvement Plan	How was it Addressed in 13-14?	Successful? Explain	Issues to be addressed next school year?
Enrollment The number of students in the school; students in special programs; AYP subgroups.	☒ MIS ☒ SI Plan ☒ SPAR ☐ FSIR ☐ Climate Survey ☐ SESIR ☒ NCLB ☒ Other: Dashboard and Focus	2011-2012 / 2012-2013 Total Enrollment 618 / 659 ELL 51 / 58 Economically DA 452 / 470 Black 96 / 94 White 416 / 452 American Indian 4 / 6 Asian 5 / 5 Multiracial 37 / 39 Disabled 40 / 47 Migrant 0 / 0 Hispanic 54 / 63	☒ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1	This will be addressed in the School Improvement Plan (SIP) for School in 2013-2014. Data analysis of FCAT and Progress monitoring assessments will continue to be an integral part of the SIP.	Grade level data meetings were held with various grade levels and subjects.	☒ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 Yes, data meetings were held each month with various grade levels and subjects.	Principal will continue to conduct grade level meetings no less than four times per year to set academic goals.
Daily Attendance/Tardies Number of students attending school by grade, grade span, whole school, or other enrollment category. The percent of students tardy for classes.	☒ MIS ☐ SI Plan ☐ SPAR ☐ FSIR ☐ Climate Survey ☐ SESIR ☐ NCLB ☒ Other: Guidance Information and Focus	Number of students By Grade 2012 / 2013 K 105 / 131 1st 96 / 105 2nd 99 / 114 3rd 106 / 102 4th 106 / 99 5th 106 / 108 Average daily attendance for School is 95.04%.	☒ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1	Since absences and tardies affect performance, SCHOOL will be addressing this in the 201-14 SIP. This is also addressed in the Student/Parent/Teacher Compact that all parties sign at the beginning of the school year. Regulation of attendance and tardiness is also addressed in district guidelines.	Teachers record attendance daily in FOCUS. Tardies are recorded in the office as students arrive daily. Attendance was addressed in the SIP and students having no more than one tardy and no more than one absence each nine week period were provided incentives through PBS. Classroom incentives were also awarded to classes with the highest attendance rate and lowest tardy rate.	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1	Absences and tardies will be addressed in the 2014-15 School Improvement Plan as well as on a district level.
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.	☒ MIS ☐ SI Plan ☐ SPAR ☐ FSIR ☐ Climate Survey ☐ SESIR ☐ NCLB ☐ Other:	Mobility has decreased by 1%. Through March, 2012, 152 students entered and withdrew from SCHOOL. Through March 2013, 156 students entered and withdrew from SCHOOL. 2011-2012 Total Students 618	☐ 5 ☐ 4 ☒ 3 ☐ 2 ☐ 1	Mobility and stability is monitored and is a concern, but not a factor that can be controlled by the school.	Mobility and stability is monitored and is a concern, but not a factor that can be controlled by the school.	☐ 5 ☐ 4 ☒ 3 ☐ 2 ☐ 1 Mobility continues to increase.	Mobility and stability will continue to be monitored.

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Enrollment The number of students in the school; students in special programs; AYP subgroups.	☒ MIS ☒ SI Plan ☒ SPAR ☐ FSIR ☐ Climate Survey ☐ SESIR ☒ NCLB ☒ Other: Dashboard and Focus	2011-2012 / 2012-2013 Total Enrollment 618 659 ELL 51 58 Economically DA 452 470 Black 96 94 White 416 452 American Indian 4 6 Asian 5 5 Multiracial 37 39 Disabled 40 47 Migrant 0 0 Hispanic 54 63	☒ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1	This will be addressed in the School Improvement Plan (SIP) for School in 2013-2014. Data analysis of FCAT and Progress monitoring assessments will continue to be an integral part of the SIP.	Grade lev were hel grade lev
Daily Attendance/Tardies Number of students attending school by grade, grade span, whole school, or other enrollment category. The percent of students tardy for classes.	☒ MIS ☐ SI Plan ☐ SPAR ☐ FSIR ☐ Climate Survey ☐ SESIR ☐ NCLB ☒ Other: Guidance Information and Focus	Number of students By Grade 2012 / 2013 K 105 131 1st 96 105 2nd 99 114 3rd 106 102 4th 106 99 5th 106 108 Average daily attendance for School is 95.04%.	☒ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1	Since absences and tardies affect performance, SCHOOL will be addressing this in the 201-14 SIP. This is also addressed in the Student/Parent/Teacher Compact that all parties sign at the beginning of the school year. Regulation of attendance and tardiness is also addressed in district guidelines.	Teachers attendan Tardies a office as daily. Att addresse students than one more tha each nine were pro through incentive awarded the highe and lowe

March - April

- **Initial CNA**
  - schools fill out first 5 columns using current data to identify and rank importance of needs to be included in SIPs/SWPs

April - June

- **District CNA**
  - district uses school data and needs to identify needs/strategies/goals for applications

July - March

- **Ongoing Problem-Solving Process**
  - schools and LEA gather data and update progress toward goals
  - goals/progress are evaluated using last 3 columns

March - April

- **Repeat**
  - Begin new Initial CNA using data and information from completed CNA from previous year

Differentiate Based on School Need

- 4 schools currently using simplified version of CNA
  - Includes the 7 major components
  - Each component has sections for
    - Listing data sources analyzed
    - Identifying strengths and needs based on that data
    - Narrowing needs into areas of focus/goals
- 2 schools using the long form for additional structure and guidance

Lessons Learned

1	• Stay focused on purpose - STUDENTS
2	• Be flexible (review number 1)
3	• Assist schools in seeing the alignment of efforts (review number 1)
4	• This is a process – won't be easy or perfect (review number 1)
5	• Time spent up front is well worth the investment (review number 1)

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