MDE DRAFT COMPREHENSIVE NEEDS ASSESSMENT PROCESS RUBRIC

Sara Shriver, with permission from Dr. Paula Daniels and Fred Williams, MDE

MAS/FPS REGION 4 CENTRAL AREA TITLE I REGIONAL MEETING FOR FEEDBACK FROM THE FIELD

The planning process begins with the required comprehensive needs assessment (CNA). *[Section 1114(b)(2)(B) of Title I of ESEA].*

The CNA is critical to developing a Schoolwide program, as it reveals the priority areas on which the program will focus.

The CNA guides the development of the comprehensive Schoolwide plan and suggests benchmarks for its evaluation, and, as such, is closely linked to all aspects of Schoolwide program implementation.

The CNA is based on demographic, process, perception, and academic data that includes all students in the school, including economically disadvantaged students; students from major racial and ethnic groups, especially African American and Hispanic males; students with disabilities; limited English proficient students; homeless; migrant students; students achieving in the lowest thirty percent; emerging groups; and others.

A school operating a Schoolwide program must conduct a comprehensive needs assessment that identifies the school's strengths and challenges in key areas that affect student achievement. The data collection and analysis process should include the identification of achievement gaps and possible causes for these gaps. An examination of the various types of data should be continuously collected, reviewed, analyzed and evaluated annually.

This rubric is designed to assist schools, districts, and the Office of Field Services in the evaluation of the quality of the school's needs assessment. It is expected that the data from the CNA will be used to write the school improvement plan and will drive all decisions related to identifying, goals, strategies, activities, staffing, professional development, and budget development.

Section1:
Establishing a School Improvement Planning Team
A school improvement planning team should consist of stakeholders who play an integral part in school improvement and lead the process of developing the Schoolwide program. Primarily, 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.

Section 2:
Developing a Vision
A vision is an aspirational description of what a school would like to achieve or accomplish in the mid-term or long-term future. It is intended to serve as a clear guide for choosing current and future courses of action and reflects the intents and purposes of Schoolwide programs. A collective vision is the engine that drives school reform.

Section 3:
Creating the School Profile
A school profile provides the picture, it is a data-driven description of the school's student, staff, and community demographics, programs and mission. The school profile serves as a starting point for discussion by the School Improvement Planning Team, and useful information for each of the focus areas of the

needs assessment that follows. It suggests critical areas that might be addressed in the Schoolwide planning. Required data include: demographic, process, achievement outcome to include gaps to and among subgroups, and perception (including parent and staff) data.

Section 4:

Demographic Data

Demographic Data provide descriptive information about teachers, school leaders, the school community, and students to include information such as enrollment, attendance, grade levels, race/ethnicity, gender, students with disabilities, English learners, socio-economic status, homeless graduation rate, and suspensions/expulsions. Demographic data are more meaningful with analyses.

Section 5:

Process Data

Process data are information about the practices and procedures schools use to plan, deliver and monitor curriculum, instruction and assessment.

Section 6:

Student Achievement/Outcome Data

Achievement/outcome data tells what students have learned. These include classroom-level, benchmark, interim and formative assessment data as well as summative data such as standardized test scores from annual district and state assessments. A review of the achievement/outcome data should include a separate analysis of each content area.

Section 7:

Perception Data

Perception data are information collected that reflects the opinions and views of stakeholders.

Resources: (incomplete listing)
1. Designing Schoolwide Programs, Non-Regulatory Guidance, March 2006, US Department of Education
2. Peter Senge, Author, The Fifth Discipline,
3. Web sites that can assist with data collection include:
   - www.michigan.gov/meap
   - www.michigan.gov/mepr
   - www.michigan.gov/cepi
   - www.micis.org
   - www.data4ss.or

School Improvement Planning Team			
Leading (Exemplary)	**Developing/Embedded (Meets Expectations)**	**Emerging (Partially Meets Expectations)**	**Lacking (Does Not Meet Expectations)**
The School Improvement Planning Team must consist of a representative group of stakeholders within the community which may include school and instructional leader/s, teachers representing different grades and content areas, staff, parents, community members ((business, service, faith-based organizations, alumni, and other concerned citizens), students (as appropriate), and representative/s from management company (if applicable).	The School Improvement Planning Team consists of representatives of the basic stakeholders group to include administration, instructional staff, and parents.	The School Improvement Planning Team does not include representation from all of the basic stakeholders group.	No School Improvement Planning Team exists.
The School Improvement Planning Team possesses diverse skills and experience in school improvement and is knowledgeable about Title I programs and their regulatory requirements.	The School Improvement Planning Team possesses diverse skills and experience in school improvement and training is in place to ensure the team is knowledgeable about Title I programs and their regulatory requirements.	The School Improvement Planning Team possesses some skills and experience in school improvement but not is knowledgeable about Title I programs and their regulatory requirements and no plans for training.	The School Improvement Planning Team is neither diverse in skills and experience in school improvement nor knowledgeable about Title I programs and their regulatory requirements.
The School Improvement Planning Team has established a meeting schedule that is flexible for attendance by all members; a protocol for the process that includes agenda, minutes, meeting norms, sign-in sheets; and has active participation among all team members in the planning process and implementation of the Schoolwide program.	The School Improvement Planning Team has two of the three components in place (meeting schedule, protocol, and participation).	The School Improvement Planning Team has one of the three components in place (meeting schedule, protocol, and participation).	The School Improvement Planning Team has none of the three components in place.

Leading (Exemplary)	Developing/Embedded (Meets Expectations)	Emerging (Partially Meets Expectations)	Lacking (Does Not Meet Expectations)
High quality professional development and training was provided early in the process and is ongoing. The training is focused on successful practices for working together, with staff, and stakeholders; how to conduct a comprehensive needs assessment; how to lead the staff in developing the Schoolwide plan; and how to conduct and oversee the program's annual evaluation.	High quality professional development and training was provided in the process and is ongoing. The training is focused on successful practices for working together, with staff, and stakeholders; how to conduct a comprehensive needs assessment; how to lead the staff in developing the Schoolwide plan; and how to conduct and oversee the program's annual evaluation.	Professional development was provided during the planning process, but is not ongoing.	Professional development was not provided to assist in Schoolwide planning.
The School Improvement Planning Team has the autonomy and the commitment to stakeholder participation in major program development to carry out the functions necessary, oversee the needs assessment process, lead the staff in developing the Schoolwide plan and conduct or oversee the program's annual evaluation. The School Improvement Planning Team is a body with a demonstrated history of collaboration.	The School Improvement Planning Team has the autonomy and the commitment to stakeholder participation in major program development to carry out the functions necessary, oversee the needs assessment process, lead the staff in developing the Schoolwide plan and conduct or oversee the program's annual evaluation.	The School Improvement Planning Team has limited or inconsistent autonomy to accomplish its tasks.	The School Improvement Planning Team does not have the autonomy to carry out the functions necessary to complete the school program design nor does it provide the opportunity for stakeholder participation in major program development and implementation decisions.

Developing a Vision			
Leading (Exemplary)	**Developing/Embedded (Meets Expectations)**	**Emerging (Partially Meets Expectations)**	**Lacking (Does Not Meet Expectations)**
The vision states the purpose of the school, expectations for students, and responsibilities of the adults who work in the school and is developed collectively by all stakeholders.	The vision states the purpose of the school, expectations for students, and responsibilities of the adults who work in the school.	Vision is stated with a purpose for the school and includes student expectations or adult responsibilities but not both.	No vision statement, student expectations or adult responsibilities
The vision stresses the importance of collaborations and partnerships and the school's commitment to continuous improvement. It stipulates aspirations for incremental attainment of future goals and reflects the intents and purposes of Schoolwide programs.	The vision stresses the importance of collaborations and partnerships and the school's commitment to continuous improvement and reflects the intents and purposes of Schoolwide programs.	The vision states collaborations with partnerships or school's commitment to continuous improvement but not both.	Neither collaboration with partnerships nor commitment to continuous improvement is stated.
The vision is verifiable (can be measured), feasible (doable) inspiring, appealing, (makes you smile or nod your head) and concise (not overly long) for all stakeholders (not just educators)	The vision contains three or four components.	The vision contains one or two components.	None of the components are present.

Creating the School/District Profile			
Leading **(Exemplary)**	**Developing/Embedded** **(Meets Expectations)**	**Emerging** **(Partially Meets Expectations)**	**Lacking** **(Does Not Meet Expectations)**
Based on current trend data, the School Improvement Planning Team decides on which focus areas are most essential to reform the school. These areas may include student needs; curriculum and instruction; professional development, family and community involvement; and school context and organization. All required data are included. Student, stakeholder/community perception data are provided.	Based on current trend data, the School Improvement Planning Team decides on focus areas to reform the school. These areas may include student needs; curriculum and instruction; professional development, family and community involvement; and school context and organization. All required data are included.	The School Improvement Planning Team develops the school profile but does not include all required types of data.	The School Improvement Planning Team creates a school profile based on non-existent, incorrect, or obsolete data.

Student Demographic Data			
Leading **(Exemplary)**	**Developing/Embedded** **(Meets Expectations)**	**Emerging** **(Partially Meets Expectations)**	**Lacking** **(Does Not Meet Expectations)**
Descriptions, analyses, and cause(s) for trends are provided reflecting enrollment data by sub-groups for three years, (socioeconomic status, gender, ethnicity to include: African American and Hispanic males, migrant students, homeless students, English Learners, students with special needs disabilities and students performing in the bottom 30%.) Data are included for emerging subgroups with enrollment of 10-29 students. Data are disaggregated by entry data of students for impact. upon student achievement.	Descriptions, analyses, and cause(s) for trends are provided reflecting enrollment data by sub-groups for three years, (socioeconomic status, gender, ethnicity to include African American and Hispanic males, migrant students, homeless students, English Learners, students with special needs disabilities and students performing in the bottom 30%.) Data are included for emerging subgroups with enrollment of 10-29 students.	Descriptions are provided to explain enrollment data for some subgroups. Analyses or causes for trends are incomplete.	There is incomplete information related to enrollment.
Descriptions and analyses are provided reflecting attendance data including tardiness by sub-groups for three years, (socioeconomic status, gender, ethnicity to include: African American and Hispanic males, migrant students, homeless students, English Learners, students with special needs disabilities and students performing in the bottom 30%.) Data are included for emerging subgroups with enrollment of 10-29 students. Data are disaggregated by entry data of students for impact upon student achievement.	Descriptions and analyses are provided reflecting attendance data including tardiness by sub-groups for three years, (socioeconomic status, gender, ethnicity to include African American and Hispanic males, migrant students, homeless students, English Learners, students with special needs and students performing in the bottom 30%.)	Descriptions are provided to explain attendance data minus tardiness, for some subgroups. Less than three years of data are presented. Incomplete analyses are provided.	There is incomplete information related to attendance and tardiness.

Student Demographic Data Continued			
Leading **(Exemplary)**	**Developing/Embedded** **(Meets Expectations)**	**Emerging** **(Partially Meets Expectations)**	**Lacking** **(Does Not Meet Expectations)**
A detailed description is provided for student behavior data trends for three years including discipline referrals, suspensions, and expulsions. Analyses are provided detailing which infractions are more likely to occur in various settings such as time of day, building location, and circumstances. Causes for behavior infractions are considered and included in the description.	A detailed description is provided for student behavior data trends for three years including discipline referrals, suspensions, and expulsions. Analyses and causes for behavior infractions are considered and included in the description.	general description is provided for student behavior data trends for less than three years but lacks sufficient analyses.	There is incomplete information related to student behavior.

Teacher/School Leaders Demographic Data			
Leading (Exemplary)	**Developing/Embedded (Meets Expectations)**	**Emerging (Partially Meets Expectations)**	**Lacking (Does Not Meet Expectations)**
A detailed description is provided including the number of years of teaching experience and degrees held by teachers and the number of years of administrative experience and degrees held by school leaders. Data identifying the number and the percentage of teachers certified through traditional certification methods, and the number and percentage of teachers certified through alternative certification methods are provided. Information describing the school leader's preparation for the principal ship and leadership capabilities is included. A statement describing what impact this may have on student achievement is included.	A detailed description is provided including the number of years of teaching experience and degrees held by teachers and the number of years of administrative experience and degrees held by school leaders. A statement describing what impact this may have on student achievement is included.	A general description is provided identifying the experience level of teachers and administrator but no statement of impact is included.	Incomplete data are provided.
Data are provided for three years detailing the ethnicity, gender, cultural, and linguistic background of the staff and leadership team compared to the makeup of the student body. A statement describing what impact this may have on student achievement and performance is included. Performance may include attendance, behavior, and engagement level.	Data are provided for three years detailing the ethnicity, gender, cultural, and linguistic background of the staff and leadership team compared to the makeup of the student body. A statement describing what impact this may have on student achievement and performance is included.	Data are provided for less than three years detailing the racial and gender makeup of the staff and student body. No statement of impact is included.	Incomplete data are provided.
Detailed attendance data including absences and tardiness are provided for staff and school leaders for three years. Absences due to professional learning opportunities are included. A statement describing what impact this may have on student achievement is included. An analysis is included describing preparedness and the impact of substitute teachers on student performance.	Detailed attendance data including absences and tardiness are provided for staff and school leaders for three years. Absences due to professional learning opportunities are included. A statement describing what impact this may have on student achievement is included.	Attendance and tardiness data are provided for staff and school leaders for less than three years and no impact statement is provided.	Incomplete data are provided.

Community Demographics			
Leading (Exemplary)	**Developing/Embedded (Meets Expectations)**	**Emerging (Partially Meets Expectations)**	**Lacking (Does Not Meet Expectations)**
If LEA has been in existence for at least three years, three years of data are provided for the community including: family income levels and percentages, family education levels and percentages, home owners vs. renters vs. vacant properties percentages, economic levels and percentages for various types of assistance, crime rates, police, emergency and fire department responsiveness, cultural organizations, entertainment venues, recreation centers and community centers and venues, community and business partnerships, and levels of involvement with the school. A statement describing the level of community support through the passage of mileages to support the school is included. A statement describing the impact this may have upon student achievement is included.	If LEA has been in existence for at least three years, three years of data are provided for the community including: family income levels and percentages, family education levels and percentages, home owners vs. renters vs. vacant properties percentages for various types of assistance, crime rates, police, emergency and fire department responsiveness, cultural organizations, entertainment venues, recreation centers and community centers and venues, community and business partnerships, and levels of involvement with the school. A statement describing the level of community support through the passage of mileages to support the school is not included. A statement describing the impact this may have upon student achievement	If the LEA has been in existence for at least three years, less than three years of data are provided and the impact statement is not provided.	Data are incomplete and the impact statement is not provided.
A detailed description is included on school choice options within the community. The percentage of resident students going to non-traditional schools compared with traditional public schools is described. A statement describing the impact this may have upon student achievement is included.	A description is included listing the number of non-traditional schools and the number of traditional public schools in the community. A statement describing the impact this may have upon student achievement is included.	A vague statement is included addressing the number and types of schools in the community. A statement describing the impact this may have upon student achievement is not included.	School choice is not described. A statement describing the impact this may have upon student achievement is not included.

Process Data

Leading (Exemplary)	Developing/Embedded (Meets Expectations)	Emerging (Partially Meets Expectations)	Lacking (Does Not Meet Expectations)
A detailed description is provided relating how the school reviewed the results of the School Systems Review or the Interim Assessment/Self-Assessment, and the school has identified which strands/standards/indicators stand-out as strengths. An analysis is included explaining how these strengths contribute to the achievement of all students and the acceleration of the 'at-risk' population.	A detailed description is provided relating how the school reviewed the results of the School Systems Review or the Interim Assessment/Self-Assessment, and the school has identified which strands/standards/indicators stand-out as strengths.	A description is provided relating how the school reviewed the results of the School Systems Review or the Interim Assessment/Self-Assessment. OR The school has identified which strands/standards/indicators stand-out as strengths.	Incomplete data are provided.

Student Achievement/Outcome Data

Leading (Exemplary)	Developing/Embedded (Meets Expectations)	Emerging (Partially Meets Expectations)	Lacking (Does Not Meet Expectations)
Student Achievement data from multiple sources to analyzed for all students represented in the school's population including whole group, subgroups, and emerging subgroups (containing fewer than thirty students) to determine achievement gaps. A summary of the data includes trends and gap analysis.	State data are analyzed for all students represented in the school's population including whole group, subgroups, and emerging subgroups (containing fewer than thirty students) to determine achievement gaps. A summary of the data includes trends and gap analysis.	Incomplete or inconsistent use of State data are used to determine student achievement gaps. Subgroups are not considered.	No State data are used to determine achievement gaps.
The School Improvement Planning Team identifies all impediments to student achievement. Achievement data from a variety of sources, including State data, are analyzed for patterns and common errors in understanding. The team reviews interventions that are specific to the learning obstacles based on research and best practices. Interventions are selected for best results and positive impact in addressing students' needs.	The School Improvement Planning Team identifies all impediments to student achievement. State achievement data are analyzed for patterns and common errors in understanding. The team reviews interventions that are specific to the learning obstacles based on research and best practices. Interventions are selected for best results and positive impact in addressing students' needs.	The School Improvement Planning Team identifies learning trends for the entire school but does not disaggregate data for subgroups and does not review sufficient research to select effective instructional strategies to address students' needs.	The School Improvement Planning Team does not use data to identify students' learning difficulties and does not review the efficacy of strategies before recommending them for the School Improvement Plan.

Student Achievement/Outcome Data Continued			
Leading (Exemplary)	**Developing/Embedded (Meets Expectations)**	**Emerging (Partially Meets Expectations)**	**Lacking (Does Not Meet Expectations)**
The School Improvement Planning Team reviews the disaggregated achievement results from multiple sources, including State data that are attributable to the current intervention program/s. The team reviews the trend data to determine if the program provides a high level of achievement for all students including subgroups. Interventions are evaluated and adjusted as needed based upon their impact on student achievement.	The School Improvement Planning Team reviews the disaggregated achievement results State data that are attributable to the current intervention program/s. The team reviews the trend data to determine if the program provides a high level of achievement for all students including subgroups. Interventions are evaluated and adjusted as needed based upon their impact on student achievement.	The School Improvement Planning Team has reviewed the current intervention program/s, but has not analyzed data to determine its level of success for student growth.	The School Improvement Planning Team has not reviewed the current intervention strategies being used. There is no data on the success of the current program.
The School Improvement Planning Team reviews the current SIP/DIP/SBDIP quarterly for effective use of resources, personnel and strategies relative to the expected success of students and the program interventions. After student achievement data are analyzed, decisions are made to either revise or maintain the school intervention program(s).	The School Improvement Planning Team reviews the current plan and the results have been studied for possible changes to the program. Subgroups results were not analyzed to determine success of the program.	The School Improvement Planning Team has reviewed the current plan but has not looked at data to determine its success over time.	The School Improvement Planning Team has not reviewed the plan, has not made an effort to determine the success of the program, and does not have direction for the improvement of the program.

Student Perception Data

Leading (Exemplary)	Developing/Embedded (Meets Expectations)	Emerging (Partially Meets Expectations)	Lacking (Does Not Meet Expectations)
Multiple data collection methods (e.g. surveys, interviews, and other feedback) were are? (all others above were in present tense) used to collect student opinions identifying the highest areas of satisfaction and results documented.	Survey data was are used to collect student opinion information identifying the highest areas of student satisfaction.	[Minimal/limited] student opinion data collected reflecting areas of student satisfaction.	Incomplete data are provided.
Multiple data collection methods (e.g. surveys, interviews, and other feedback) are used to collect student opinions identifying the lowest areas of student satisfaction and results documented. Data is analyzed and summarized.	Survey data are used to collect student opinion information identifying the lowest areas of student satisfaction. Data is analyzed and summarized.	Survey data are used to collect student opinion information identifying the lowest areas of student satisfaction. Data is analyzed and summarized.	Incomplete data are provided.

Parent Perception Data

Leading (Exemplary)	Developing/Embedded (Meets Expectations)	Emerging (Partially Meets Expectations)	Lacking (Does Not Meet Expectations)
Multiple data collection methods (e.g. surveys, interviews, and other feedback) were are used to collect Parent/Guardian opinions identifying the highest areas of satisfaction and results documented. Data is analyzed and summarized.	Survey data was used to collect Parent/Guardian opinion information identifying the highest areas of Parent/Guardian satisfaction. Data is analyzed and summarized.	Minimal/limited Parent/Guardian opinion data collected reflecting areas of Parent/guardian satisfaction.	Incomplete data are provided.
Multiple data collection methods (e.g. surveys, interviews, and other feedback) were are used to collect Parent/Guardian opinions identifying the lowest areas of satisfaction and results documented. Data is analyzed and summarized.	Survey data was used to collect Parent/Guardian satisfaction opinion identifying the lowest areas of Parent/Guardian satisfaction. Data is analyzed and summarized.	Minimal/limited Parent/Guardian opinion data collected reflecting the lowest areas of satisfaction.	Incomplete data are provided.

Teacher/Staff Perception Data

Leading (Exemplary)	Developing/Embedded (Meets Expectations)	Emerging (Partially Meets Expectations)	Lacking (Does Not Meet Expectations)
Multiple data collection methods (e.g. surveys, interviews, and other feedback) were are used to collect Teacher/Staff opinions identifying the highest areas of satisfaction and results documented. Data is analyzed and summarized.	Survey data was used to collect Teacher/Staff opinion information identifying the highest areas of teacher and staff satisfaction. Data is analyzed and summarized.	Minimal/limited teacher and staff opinion data collected reflecting areas of teacher/staff satisfaction.	Incomplete data are provided.
Multiple data collection methods (e.g. surveys, interviews, and other feedback) were are used to collect Teachers/Staff opinions identifying the lowest areas of satisfaction and results documented. Data is analyzed and summarized.	Survey data was used to collect teacher/staff opinion information identifying the lowest areas of teachers and staff satisfaction. Data is analyzed and summarized.	Minimal/limited teacher/staff opinion data collected reflecting the lowest areas of satisfaction.	Incomplete data are provided.

Stakeholder/Community Perception Data

Leading (Exemplary)	Developing/Embedded (Meets Expectations)	Emerging (Partially Meets Expectations)	Lacking (Does Not Meet Expectations)
Multiple data collection methods (e.g. surveys, interviews, and other feedback) were are used to collect Stakeholder/Community opinions identifying the highest areas of satisfaction and results documented. Five or more stakeholder groups are represented in the data. Data is analyzed and summarized.	Survey data was used to collect Stakeholder/Community satisfaction information identifying the highest areas of stakeholder/community satisfaction. Two to four stakeholder groups are represented in the data. Data is analyzed and summarized.	Minimal/limited stakeholder/community opinion data collected reflecting areas of stakeholder/community satisfaction. One stakeholder/community group represented.	Incomplete data are provided.