Comprehensive Needs Assessment Summary Report Overview

Introduction and Purpose

Under Every Student Succeeds Act (ESSA), the district or charter is responsible for leading and supporting a comprehensive needs assessment (CNA) process for schools identified for comprehensive or targeted support and improvement (CSI or TSI). The CNA Summary Report provides a template to capture all of the minimum requirements related to CNAs under ESSA.

A CNA is required for *each school* identified for support and improvement.

- **Schools identified for *Comprehensive* Support and Improvement are required to submit a CNA Summary Report to the Minnesota Department of Education (MDE)** (submit PDF to schoolsupport@state.mn.us) **no later than March 1, 2019.** Your Regional Center of Excellence team member should be copied on this submission. Prior to submission, CNA Summary Reports must have been reviewed and approved by the district or charter. Note: if the district or charter has a CNA template they would prefer to use, they may do so provided the local template meets all of the state plan requirements as determined by a Regional Center Director or the Director of School Support at MDE.

- **Schools identified for *Targeted* Support and Improvement are *not* required to submit a CNA Summary Report to MDE.** The district or charter has the sole oversite role for school improvement activities under Minnesota's ESSA plan. The state may conduct periodic audits of district and charter TSI activities including the CNA process. Use of this CNA Summary Report is encouraged but not required.

Districts, charters and schools are encouraged to engage in a robust comprehensive needs assessment as a critical first step in supporting school improvement. By reviewing and analyzing multiple evidence and data sets in relation to each other (demographic, perception, student learning, school process, and fidelity), a school system can better understand what is working and what is not working, including what factors or root-causes are at play that lead to those results. Schools must disaggregate the data by ethnicity and special student populations and examine for gaps and inequities in student achievement/outcomes. When done well, a CNA allows for the evaluation of past and prediction of new or modified strategies, processes, and programs that best meet the learning needs of all students.

Outcomes

Following the CNA process with fidelity will help a school system to evaluate past strategies, practices, and programs, and predict what new strategies, practices, and programs will best meet the learning needs of all students.

The ultimate outcome is the school and district/charter teams use data-based decision making, research, and multiple stakeholder voices to identify the right focus (also known as an evidence-based practice, program or strategy) for their school improvement plan.

Preparation and Materials

In advance, a full review of the process, protocols, and supporting documents is important. This includes:

- "Five Categories of Evidence/Data" presentation resource
- "Data Source Inventory" document resource
- "Planning Your Needs Assessment" document resource
- "Designing Your Needs Assessment" document resource
- Data analysis protocols, such as:

  - ORID (Objective, Reflective, Interpretive, Decisional)
  - DIE Method (Describe, Interpret, Evaluate)
  - Independent Review to Large Group Consensus

- "An Introduction to Root Cause Analysis" document resource
- Root-Cause Protocols

  - Hypothesis Setting
  - Five Whys
  - Fishbone

These materials are shared at the Regional Center of Excellence Continuous Improvement workshops and can be accessed through your Regional Center Advocate or schoolsupport@state.mn.us.

In preparation for CNA meetings, at least one team member must be able to access and prepare data (e.g., spreadsheets, visualizations) so the team can spend their time in data analysis as opposed to data preparation.

Who Should Be Involved

A school level continuous improvement team should be established that includes voices of educators, staff and community. District or charter staff should be represented on this team or have clear communication links established between the school and its district or charter. The continuous improvement team is accountable for making the school improvement work happen, including engaging in the comprehensive needs assessment process.

Specifically, school administration, district and/or school assessment coordinator, data coaches, and members of the school leadership team(s) charged with the school improvement work should be involved in the CNA process.

- At least one person on the team needs to have full access to all secure reports.
- At least one team member should have the ability to work with spreadsheets to visualize and manipulate data sets.

Time

To do this process with fidelity, there are several phases to the work.

- Preparing: 2-4 hours
- Planning: Recommended to allow four hours for an initial planning meeting, and up to a week to gather and prepare available data.
- Initial Analysis: 2-4 hours is recommended for initial analysis depending on the protocol and number of staff involved.
- Digging Deeper/Root-Cause: Once additional data has been gathered as identified during the initial analysis, 2-4 hours is recommended to complete a root-cause process.

It is important to note that there may be time needed (possibly multiple days) between steps to allow for any work or research needed to inform the next step.

Directions Overview

The following is an overview of a CNA process. Note that more detailed descriptions are provided with each step in the tool itself, and that training provided by Regional Center staff also provides greater detail for each step of the CNA process.

- Preparing - Review all documents associated with evidence, data, and the CNA process.

- Planning - The leadership team completes the planning and design for the CNA process using the planning and design resources to determine:

  o who is involved
  o how it will be completed
  o what will be needed
  o when it will be done

  Additionally, an individual(s) must ensure that all available data is gathered, visualizations are built, and copies (physical or digital) are ready for each step.

- Initial Analysis - Identify successes and prioritize concerns

  o It is recommended that the leadership team does an initial analysis prior to engaging all staff. This allows leadership to see if their initial analysis aligns with that of the overall staff. Initial analysis may also be completed jointly with the leadership team and staff.
  o When completed, teams will be able to evaluate previous school strategies, practice, and programs to find successes and opportunities to modify, adjust, and/or improve.

- Digging Deeper/Root-Cause - Using the Prioritized success and concerns, dig deeper into linked data using the "Five Why's" or "Fishbone" process to confirm successes, and to find possible causes for concerns. This step often needs additional data identified during initial analysis.

Leading the Conversation

Facilitating the initial analysis and root-cause process can be done in many ways. It is recommended that the facilitator use a discussion protocol for these meetings so that team members have a way of engaging in a structured conversation that produces potential next steps. Below are three example protocols to lead the work with staff.

Initial Analysis Process Examples	Root-Cause Process Examples
ORID	Hypothesis Setting
DIE Method	Five Whys
Independent Review to Large Group Consensus	Fishbone

Using the CNA Summary Report as a guide, leadership will ensure that all parts are completed, including all items in the data review and data summary sections.

Modifications or Variations

There are several potential modifications or variations of the comprehensive needs assessment process. The following is a non-exhaustive list of changes.

- All settings are encouraged to include additional sources of educational data as a part of their comprehensive needs assessment.
- Sometimes as a result of a CNA and root cause analysis, the school leadership team may desire additional data to review in order to check their root-cause assumptions. For example: a team may hypothesize that school climate is the root cause of low graduation and attendance rates as well as high behavior incidents. However, the team does not have the data it might need to dig deeper into school climate work, such as the results of a student or family perception survey.
- Some school settings will not have Minnesota Comprehensive Assessment (MCA) or other standardized assessments results, in which case their academic measures must be used. Therefore, the sections on the CNA Summary Report that refer to MCA data will need to be ignored and/or substituted with local evidence/data.
- Engagement of all members within a system is best done by first following the data source inventory processes at all levels (district leadership, school leadership, staff). After that, engagement of all members in the data analysis process is critical.
  - This can be done at multiple levels during the spring, summer, and fall as members are available, and timing best works within the system. The important factor is to engage as many members as possible as early as possible.

Schools/districts can adapt the process based on the best data that is available at the time, provided they meet minimum requirements for data points to review. It is important to note what additional data will help over the next year, and take steps to build those data sets for the next CNA process.

Citations

- The process has been modified from the "Needs Assessment Continuum," "Continuous Improvement Process," and "Root-Cause Continuum" from the Minnesota Department of Education.
- Other supporting materials have been modified from:

  - Bernhardt, V. L. (2018). *Data analysis for continuous school improvement*. New York, NY: Routledge.
  - Brook, P. (1997). Planning and conducting needs assessments: A practical guide. Evaluation Practice, 18(2), 179-180. doi:10.1016/s0886-1633(97)90022-2
  - "School Improvement Planning Basics: Root Cause Analysis" (2012), Clark County Schools.

Comprehensive Needs Assessment Summary Report

Reviewing and analyzing multiple evidence and data sets in relation to each other (Demographic, Perception, Student Learning, School Process, and Fidelity) allows a school system to understand how they are getting their results (what is working and what is not working), including what factors or root-causes are at play that lead to those results. When done well, a needs assessment allows for the prediction of new or modified adult strategies, processes, and programs that best meet the learning needs of all students. The CNA is done as part of the EXPLORATION stage in Active Implementation.

In districts, with a designated Comprehensive Support and Improvement (CSI) or Targeted Support and Improvement (TSI) school, in partnership with stakeholders, complete needs assessments for schools that examine:
- Academic achievement information from math and reading MCAs for all students and for student groups,
- Performance on all indicators of the state accountability system for all students and for student groups,
- The reason(s) schools were identified for comprehensive support and improvement,
- At the districts' discretion, performance on locally selected indicators that affect student outcomes.

District or Charter Information	District Phone, Fax, Email
District/Charter Name and Number Perham Dent Public School 0549	Supt/Director Phone: 218-346-5600
Superintendent/Director Mitch Anderson	Supt/Director Email: manderson@perham.k12.mn.us
District Address: 800 West Coney Street Perham, MN 56573	District/Charter Fax:

School Information	School Phone, Fax, Email
School Name, Number and Grade Span: Heart of the Lakes K-4	Phone: 218-346-5437
School Address: 810 2nd Ave. SW Perham, MN 56573	Fax: 218-346-
Principal: Jennifer Hendrickson	Email: jhendrickson@perham.k12.mn.us

The above school is identified as a Targeted Support School.

Select the reason(s) for identification by clicking on the selection boxes below.

Student Group	4 Year Graduation Rate	Math Academic Achievement	Reading Academic Achievement	English Learner Progress Toward English Proficiency	Math Academic Progress	Reading Academic Progress	Graduation Rate (4 and 7 year rate)	Attendance
All Students	☐	☐	☐	☐	☐	☐	☐	☐
Hispanic/Latino	☐	☒	☒	☒	☐	☐	☐	☒
American Indian/Alaska Native	☐	☐	☐	☐	☐	☐	☐	☐
Asian	☐	☐	☐	☐	☐	☐	☐	☐
Native Hawaiian/Pacific Islander	☐	☐	☐	☐	☐	☐	☐	☐
Black/African American	☐	☐	☐	☐	☐	☐	☐	☐
White	☐	☐	☐	☐	☐	☐	☐	☐
Two or more races	☐	☐	☐	☐	☐	☐	☐	☐
FRP (Free/Reduced-Priced meal eligible)	☐	☐	☐	☐	☐	☐	☐	☐
SpEd (Special Education)	☐	☐	☐	☐	☐	☐	☐	☐
ELL (English language Learner)	☐	☐	☐	☐	☐	☐	☐	☐

Continuous Improvement Leadership Team

Enter the name and position information for each member of your continuous improvement leadership team. To add additional rows, put the cursor in the last box and click the **Tab** key.

Name	Position (e.g., principal, lead teacher, community member)
Jennifer Hendrickson	Principal
Laura Lamb	School Readiness Teacher
Sarah O'Reilly	English as Second Language Teacher
Michelle Bormann	Instructional Coach
Katelyn Schmitz	Second Grade Teacher
Chelsea Marthaler	Fourth Grade Teacher
Chris Pirrotta	Special Education Teacher
Lindsay Renfrew	First Grade Teacher
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Demographic Information

Use the Minnesota Report Card or Secure Reports to complete the following information using the demographic data from the current year (most recent testing year).

Student Group	Percent of Total Enrollment	Enrollment Count
American Indian/Alaskan Native	2%	11
Asian	0.7%	4
Hawaiian/Pacific Islander	0.2%	1
Hispanic	9.9%	54
Black, not of Hispanic Origin	2.2%	12
White, not of Hispanic Origin	80%	437
Two or More Races	4.9%	27
English Learner	5.9%	32
Special Education	17.4%	95
Free/Reduced-Price Lunch	41%	224
Homeless	0%	0

Student Group	Percent of Total Enrollment	Enrollment Count
Neglected	0%	0
Delinquent	0%	0
Foster Care	1.2%	7
Military	0%	0
High Mobility	0%	0

1.   **Data Review**

At minimum, the data points identified in the left column in the table below need to be analyzed as part of the initial analysis. What is learned from each data point is entered into the middle column. If there is a need to dig deeper into the data or if questions about how it may be linked to other data, or any other next steps, that information is entered into the right column. A school may have additional data points that are reviewed, and those can be added to the summary report. As teams complete the following table, keep in mind that:

- Data review should include data from multiple sources: academic, non-academic, program, perception, and fidelity data.
- Information below represents possible data sources to be used at minimum.
- Rows can be added or deleted as needed.
- Some schools will not have MCA, or other standardized assessments, and should use their local student academic and achievement evidence/data. Therefore, the sections on the CNA Summary Report that refer to MCA data can be disregarded and/or substituted with local evidence/data.

Supporting data documentation for all data sources identified below must be maintained at the school/district.

Data	Reflection	Next Steps
What data sources will the team review? What activities will the team engage in to explore possible instructional strategies/practices?	What did you learn from the data you reviewed?	If needed, what will you do next to advance the data review process?
Our team reviewed MCA, ACCESS, and attendance data from 2017-2018. We completed a perception survey with parents and staff.	**We learned that we have gaps in achievement and overall our students are underperforming according to the MCA assessments.**	**Our team will meet to review and determine the root cause analysis, involve staff, and plan to implement evidence based practices into the upcoming school years.**
Academic Achievement Grades 3 and 4: **See Attached Spreadsheet**		Identify Next Data Source or Next Steps

Data What data sources will the team review? What activities will the team engage in to explore possible instructional strategies/practices?	Reflection What did you learn from the data you reviewed?	Next Steps If needed, what will you do next to advance the data review process?
Academic Achievement (grades 3-8, 10, 11):	Enter Reflection Here	Identify Next Data Source or Next Steps
Academic Achievement (grades 3-8, 10, 11): Review MCA/MTAS Proficiency and Achievement Level Data by Grade*	Enter Reflection Here	Identify Next Data Source or Next Steps
Academic Progress (grades 4-8): Review MCA/MTAS Maintenance of Achievement Level Data at a School Level	Enter Reflection Here	Identify Next Data Source or Next Steps
Academic Progress (grades 4-8): Review MCA/MTAS Maintenance of Achievement Level Data by Student Group	Enter Reflection Here	Identify Next Data Source or Next Steps
Academic Progress (grades 4-8): Review MCA/MTAS Maintenance of Achievement Level Data by Grade*	Enter Reflection Here	Identify Next Data Source or Next Steps

Data What data sources will the team review? What activities will the team engage in to explore possible instructional strategies/practices?	Reflection What did you learn from the data you reviewed?	Next Steps If needed, what will you do next to advance the data review process?
Progress Toward English Language Proficiency (grades 1-12): Review ACCESS for ELL's Growth and Proficiency Data	Enter Reflection Here	Identify Next Data Source or Next Steps
Graduation Rate: Review 4-, 5-, 6-, and 7-year Graduation Rate Data at School Level	Enter Reflection Here	Identify Next Data Source or Next Steps
Graduation Rate: Review 4-, 5-, 6-, and 7-year Graduation Rate Data by Student Group	Enter Reflection Here	Identify Next Data Source or Next Steps
Consistent Attendance (percent of students *not* chronically absent for school year; grades 1-12): Review Attendance Data at School Level	Enter Reflection Here	Identify Next Data Source or Next Steps
Consistent Attendance (percent of students *not* chronically absent for school year; grades 1-12): Review Attendance Data by Student Group	Enter Reflection Here	Identify Next Data Source or Next Steps

Data	Reflection	Next Steps
Data What data sources will the team review? What activities will the team engage in to explore possible instructional strategies/practices?	**Reflection** What did you learn from the data you reviewed?	**Next Steps** If needed, what will you do next to advance the data review process?
Consistent Attendance (percent of students *not* chronically absent for school year; grades 1-12): Review Attendance Data by Grade* See attached attendance document.	Enter Reflection Here	Identify Next Data Source or Next Steps
Review perception data collected from staff, students, families, or other stakeholders.	**We found our staff need much more training in teaching to the standards and implementing the curriculum with fidelity. We are completing a parent perception survey in February 2019 and will use that data to plan for the upcoming school year.**	Identify Next Data Source or Next Steps

Data	Reflection	Next Steps
What data sources will the team review? What activities will the team engage in to explore possible instructional strategies/practices?	What did you learn from the data you reviewed?	If needed, what will you do next to advance the data review process?
Review additional data sources (e.g. implementation data, behavior data	**The district will be conducting a community wide perception survey to use for strategic planning. Once this is completed, we will review this data. In this survey, we found that the majority of the parents that completed the survey had very positive views and outlook on their child's education in our school. The feedback that was consistent that we are looking to improve is informing and engaging parents in what their child is learning in reading and math. Some parents reported they did not know what skills and concepts their child was learning in core reading and math.**	Identify Next Data Source or Next Steps

*Indicates the data set is not required by ESSA, but may be important for your needs assessment.

Equitable Resource Distribution
Review the district and school level resources among and within schools with respect to each of the following areas:

Areas to Consider	Reflection	Next Steps
	What did you learn from the data you reviewed?	What will you do next to advance the data review process?
1. Disproportionate rates of inexperienced, out-of-field, or ineffective teachers	**On-going training and staff development is critical as we have many non-tenured staff in our school.**	Identify Next Data Source or Next Steps
2. Per-pupil expenditures (across schools and student groups)	Enter Reflection Here	Identify Next Data Source or Next Steps
3. At the districts' discretion, district- and school-level budgeting and resource allocation, including access and availability of advanced coursework, preschool programs, and instructional materials and technology.	Enter Reflection Here	Identify Next Data Source or Next Steps

2.   Comprehensive Needs Assessment Summary

The Comprehensive Needs Assessment (CNA) results are used to determine the following:

- Subjects and skills for which teaching and learning need to be improved.
- Specific academic and other classroom needs of students and groups of students who are not yet achieving the state's academic standards.
- Needs of the school relative to each of the components required in a Schoolwide Program.

Use the section below to list the team's identified successes, prioritized concerns, and hypothesized root causes for identified concerns

Successes

After reviewing the data in step 1, what successes have been identified by the team?

Reading: From 2017 to 2018 our third and fourth grade EL MCA reading proficiency scores increased from 6.70% to 11.10% on the MCA reading assessment.

Mathematics: From 2017 to 2018 our third and fourth grade EL MCA reading proficiency scores increased from 6.70% to 11.10% on the MCA reading assessment. From 2017 to 2018 our third and fourth grade EL MCA proficiency scores in math from 18.80% to 27.80%.

Graduation (if required): NA

English Language Proficiency: 93.3% of our EL students increased their overall proficiency on the ACCESS test from 2017-2018.

Attendance: Click or tap here to enter text.

Other: NA

Prioritized Concerns:

After reviewing the data in step 1, what concerns were noted?

Reading: A prioritized concern for our school is that in 2018, only 57.90% of our third and fourth graders met the standards on the MCA reading assessment. Another concern is that in 2017 23.3% of our SPED students met the MCA standards and dropped to 11.10% in 2018.   We are concerned with the achievement gap we have with our SPED, EL, and FRP.

Mathematics: A prioritized concern for our school is that in 2018, only 66.10% of our third and fourth grade students were proficient on the MCA assessment and 67.70% in 2018. We are concerned with the achievement gap we have with our SPED, EL, and FRP.

Graduation (if required): NA

English Language Proficiency: A prioritized concern is that 6.70% of our EL students were proficient on the Reading MCA assessment in 2017 compared to 64.20% of non EL students. In 2018, 11.105 of our EL students were proficient on the Reading MCA assessment in 2018 compared to 61.17% of non EL students.

Attendance: A prioritized concern is that 21% of our SPED students are classified as chronically absent. 35% of our FRP students are chronically absent. 26.5% of EL students are chronically absent.   Attendance is a high concern for us as these students who are chronically absent are missing a large amount of core instruction in their classrooms.

Other: NA

Hypothesized Root Causes:

A Root Cause is an early controllable factor in a chain of factors which impacts student learning. Use the action plan to implement a strategy to address hypothesized root cause.

Reading: After conducting a survey with certified staff members, only 34.8% of staff members feel that are knowledgeable of the standards at their grade level. Only 74% of staff expressed that they have had adequate training to implement their curriculum with fidelity. Only 50% of our staff reported they are intentional with implementing and teaching the standards in their classrooms. We have found that teachers are not equipped to teach to the rigor of the standards and are not implementing the curriculum with high fidelity.

Mathematics: After conducting a survey with certified staff members, only 34.8% of staff members feel that are knowledgeable of the standards at their grade level. Only 74% of staff expressed that they have had adequate training to implement their curriculum with fidelity. We have found that teachers are not equipped to teach to the rigor of the standards and are not implementing the curriculum with high fidelity.

Graduation (if required): NA

English Language Proficiency: Our EL population has grown from in to 32 in 2018. Our teachers have not had adequate training and staff development on strategies to support EL learners in the classroom.

Attendance: We have found that some of our families with consistent attendance have mental health needs as well as other barriers such as transportation and chronic health concerns that prohibit them from getting their child to school each day.

Other: Click or tap here to enter text.

Note: Comprehensive needs assessment supporting documentation should be maintained at the school and district/charter. Documentation includes leadership team and professional learning team meeting agendas and minutes, summary sheets, etc.