



Every Student Succeeds Act (ESSA) Comprehensive Needs Assessment and SAU Consolidated Plan

Maine's ESSA plan is moving away from compliance and regulation toward a model that supports and assists schools and educators, especially in areas where students are at a disadvantage.

Maine Department of Education Commissioner, Robert G. Hasson Jr.

Comprehensive Needs Assessment (CNA):

- Each public school must complete a CNA in order to receive federal funds.
- The review of the CNA data will drive the SAU Consolidated Plan.

SAU Consolidated Plan:

- Each SAU will collapse the information from each school's CNA into one SAU consolidated plan template to submit to Maine DOE.

Title I Schoolwide Plan (SWP):

- All schools seeking Title I schoolwide authority must complete section 10 of the SAU Plan.

Timeline

September -
November

- Planning and Preparation
- CNA Data Collection and Analysis
- Root Cause Analysis

December -
January

- Primary Needs Identification
- Primary Needs Statements
- Goal Setting

February -
June

- Professional Practice
- Personnel Policy and Procedures
- Family and Community Engagement
- Accountability
- English Learner Data Collection and Analysis*
- Coordination
- Evaluation and Re-evaluation

Comprehensive Needs Assessment

Comprehensive Needs Assessment (CNA)/SAU Consolidated Plan will be the **only** needs assessment required by Maine DOE.

- should inform the direction of each federal program funding source
- will require one academic year of planning
- is a reflection of the school's current state, practices, and functionality
- creates a clear plan including the school's current areas of strength, areas for improvement, and action steps

SAU Consolidated Plan

The intent of the document is:

- to create alignment between district and school goals
- to prevent the duplication of work and reporting to Maine DOE
- to create a purposeful and meaningful approach to leverage state, local and federal funding, inform data driven decisions and move away from a compliance mindset

Schoolwide Eligibility Criteria

- At least 40% of the students are from economically disadvantaged families for the initial submission year
- Be able to build a team of instructional staff, administrators, parents, and community members that are committed to developing a comprehensive plan, using relevant data and research-based best practices, to create a comprehensive plan enabling all students to meet and exceed the Maine Learning Results

Rationale

Evidence documents high achievement in schools with the following components:

- A clear vision
- High expectations for ALL students and staff members
- Environment focused on learning
- Strong leadership
- Curriculum, instruction, and assessment aligned with standards
- High-quality professional development
- A collaborative spirit and structures in place schoolwide
- Meaningful and engaging family engagement efforts
- A commitment to continuous review and improvement at the classroom, schoolwide, and district levels

Schoolwide Authority

- Allows for the consolidation/blending of funds
- Eases regulations as long as the intent and purposes of the programs are met and that the beneficiaries' needs have been met
- Becomes the catalyst for additional support to accomplish higher levels of student achievement
- Provides comprehensive reform of the entire instructional program

Elements

Section 1: Planning Team

Section 2: Data Collection and Analysis

Section 3: Professional Practice

Section 4: Personnel Policy and Procedures

Section 5: Family and Community Engagement

Section 6: Accountability

Section 7: English Learner Data Collection and Analysis*

Section 8: Coordination

Section 9: Evaluation and Re-evaluation

Section 10: Fiscal Requirements

Section 1: Planning Team

Question 1a

- Leads the process of developing the plan for reform
- Organizes and oversees the comprehensive needs assessment process
- Consists of diverse representation
- Communicates with the groups they represent
- Conducts/oversees the program's evaluation
- Has the authority to implement decisions
- Documents the process

Section 2: Data Collection and Analysis

The school's Comprehensive Needs Assessment:

- guides the development of the final SAU Consolidated Plan
- suggests benchmarks for its evaluation
- links to all aspects of SAU program implementation

The Comprehensive Needs Assessment is based on information about **all** students in the school.

Section 2: Data Collection and Analysis

Section 2: Data Collection and Analysis

Collection

Disaggregated Data Required:

1. Student Demographics

| | Year 2014-15 | | | Year 2015-16 | | | Year 2016-17 | | |
|--|--------------|---|---------------|--------------|---|---------------|--------------|---|---------------|
| | # | % | State Average | # | % | State Average | # | % | State Average |
| All students | | | | | | | | | |
| Male | | | | | | | | | |
| Female | | | | | | | | | |
| American Indian or Alaska Native | | | | | | | | | |
| Asian | | | | | | | | | |
| Native Hawaiian or Other Pacific Islander | | | | | | | | | |
| Black or African American | | | | | | | | | |
| Hispanic or Latino | | | | | | | | | |
| White | | | | | | | | | |
| Two or more races | | | | | | | | | |
| Children with Disabilities (<i>IDEA</i>) | | | 16.4 % | | | 16.7% | | | 17.2% |
| English Learners (ELs) | | | 2.9% | | | 2.9% | | | 4.3% |
| Economically Disadvantaged Students | | | 46.55% | | | 47.64% | | | 47.48% |
| Homeless Students | | | | | | | | | |
| Migratory Students | | | | | | | | | |

2. Title I

| Year | Program Enrollment | Population % |
|-----------|--------------------|--------------|
| 2014 - 15 | | |
| 2015 - 16 | | |
| 2016 - 17 | | |

Section 2: Data Collection and Analysis

Your team will have three minutes to brainstorm a list of all of the student/school data sources you have available for analysis.

Section 2: Data Collection and Analysis

Please check off any that appear on your team's list.

- Mobility
- AimsWeb
- Common Assessments
- SRI
- Fountas & Pinnell
- Scranton
- SAT
- Dibels
- NWEA
- Formative
- Summative
- Running Record
- Attendance

Section 2: Data Collection and Analysis

During the data collection process, please also be aware of additional local data sources that will inform the work of the planning team

- Curriculum design, alignment, and implementation
- Instructional methods, materials, and resources
- Students' knowledge and skills
- Teachers' knowledge and skills

Section 2: Data Collection and Analysis

Vision

Clarify the direction the consolidated plan will take.

- What are our central program goals?
- After implementing our comprehensive program, how will the school be different and improved for students?

Section 2: Data Collection and Analysis

Creating a School Profile

Your school profile is a data-based snapshot that describes:

Student, community, and teacher demographics

Subgroups: English Learners, students in special education, homeless students, migrant students

Student behaviors and discipline

Student Achievement

Staff profiles

Section 2: Data Collection and Analysis

Creating a School Profile

For each of these focus areas, use **guiding questions** that apply to your particular context to reveal salient information.

- How well are students achieving on state and local (formative and summative) assessments in general, in identified subgroups, and individually?
- What is your process for identifying children with disabilities, and how does this relate to the state average?
- Are there measurable goals for achievement that are known by parents, teachers, and students?
- How does the school identify individual student academic and non-academic needs?
- What is the student mobility rate? Dropout rate?
- Attendance data beyond ADA?
- What is your process for identifying and addressing chronic absenteeism?
- How are your discipline procedures meeting the needs of student behavior?
- What intervention process is in place to ensure that students' educational needs are met in a timely manner?
- Does the school have non-academic indicators of student success, such as habits of work, social and emotional learning, executive functioning skills, problem solving, self-regulation, etc. as defined in the school's code of conduct? If so, what are they, and how are they assessed?
- Did the school meet program goals for this year? In prior years? If not, why?

Section 2: Comprehensive Needs Assessment

Creating a School Profile

The profile gathers baseline information so that the planning team can identify areas and indicators of the school's status with respect to each one.

Areas to consider:

Standards-Based Curriculum, Instruction, and Assessment

Data-Based Accountability and Evaluation

Structural Reform Strategies

Leadership and Governance

Professional Development

Culture and Climate

External Support and Resources

Family and Community Engagement

Extended Learning Activities

Section 2: Comprehensive Needs Assessment

Identify Data Sources

Questions 2a, 2b, and 2c

1. School and district records and reports
2. Curriculum-aligned and enacted
3. Attendance data (student and teacher)
4. Discipline data
5. Intervention and supports
6. Statistics from community-based organizations
7. Face-to-face or telephone interviews
8. Surveys
9. Focus groups
10. Classroom and school wide observations
11. Examples of students' work; and evaluation results
12. Assessment data (state **and** local)

Section 2: Data Collection and Analysis

Analyze Data

As the planning team analyzes the data, any gaps between the school's established vision for itself and its current operating state will become clear. It is the identified and prioritized issues that will be addressed in the CNA, SAU plan.

Guiding Questions to begin the process:

- What are the strengths and the challenges of the current school program?
- Does the evidence gathered support staff assumptions about strengths and needs?
- Are there information gaps? What more do we need to know?
- What patterns or trends have been identified in the data?
- What priorities does the information suggest?
- From our review of the data, can we state student needs in ways that specify goals, benchmarks for progress, and outcome expectations in measurable terms?

Section 3: Professional Practice

Under ESEA reauthorization, the consolidated plan must:

- Base its instructional program on evidence-based methods of improving student achievement
- Utilize evidence-based instructional strategies (i.e., strategies that increase the amount and quality of learning time and help provide an enriched and accelerated program)
- Include strategies that meet the needs of all students in the school, including historically underserved populations
- Provide instruction by state-certified professional staff
- Assist in the effective transition of students from early childhood programs to elementary school, elementary school to middle school, middle school to high school, and high school to post-secondary programs
- Provide timely, effective assistance to students who experience difficulty in meeting state standards, including taking specific steps to involve families and guardians in helping their children meet the standards

Section 3: Professional Practice

Achievement Goals and Instructional Changes

Question 3e

Use the data from the CNA to determine goals that are specific, measurable, assignable, realistic, and most importantly, focused on increasing achievement for **all** students in the school.

Each effective goal also implicitly contains an evaluation question, indicating how the school will know if the goal has been achieved.

Because goal statements are broad indicators of intention, they must be connected to specific objectives, strategies, and action steps to become effective targets that truly guide schoolwide activities.

Describe the specific supplemental intervention/strategies you will use to address the weaknesses and build on the strengths.

What will be provided to ensure that all students are making gains?

Section 3: Professional Practice

Achievement Goals and Instructional Changes

Question 3e

As the planning team develops schoolwide goals, the team should review the guiding questions below to ensure that the goals created are addressing the reform needs of the school required in order to increase student achievement for all.

Guiding Questions:

- Does this goal address a crucial identified need?
- Will achieving this goal positively affect all students in the school, especially those who are the beneficiaries of the individual programs included in the schoolwide program?
- Is the goal specific enough to be understood by all stakeholders?
- Does the goal include specific objectives, strategies, and action steps?
- Is the expected outcome measurable? Does it identify both short-term and long-term outcomes?
- Is the goal realistic and attainable?
- What is the timeline for achieving this goal?

Section 4: Personnel Policy and Procedures

A CNA under ESSA is required to:

- To support intensive and sustained professional development
- To include teachers in decisions regarding the use of assessments in order to improve students' performance and the overall instructional program
- To provide instruction by high-quality, state-certified professional staff

Section 4: Personnel Policy and Procedures

Guiding Questions:

- Describe the process used to determine the professional development needs of teachers.
- What kinds of professional development are offered to teachers? To paraprofessionals? To other staff?
- Is professional development voluntary or mandatory? To what degree does staff participate?
- Is professional development related to classroom instruction?
- How frequently is professional development offered? What follow-up activities take place? Is the professional development ongoing and incorporated into the day-to-day routine of the staff?
- Do teachers have the opportunity to collaborate as team members and/or mentors during these sessions?
- Who provides professional development? Are external resources used to provide staff development for the school? How often does this occur?
- Does the daily teacher schedule allow for common planning time across grade levels and content areas?
- How is professional development evaluated, and how are mid-course corrections made if needed?

Discussion

- **What Guiding Question is *MOST* critical to *YOUR* work as a team that would help you develop a CNA that is inclusive of all stakeholders?**

Section 5: Family and Community Engagement

The CNA/SAU Consolidated Plan will describe how:

- Families are involved in the development of the school's instructional programming;
- Community support is necessary to help schools in implementing effective family engagement activities; and
- An annual evaluation is conducted in order to improve academic quality and to design strategies to support successful school and family interactions and engagement.

Section 5: Family and Community Engagement

- Look at *Student Demographics* data to represent diverse family perspectives.
 - Which families are or are not involved in other school related activities?
- Inclusion of multilingual and multicultural students
 - The Civil Rights Team Project
- Assessing School Climate
 - <https://safesupportivelearning.ed.gov/edscls>
- Community based services and programs
 - What resources are available in the greater community that can support schoolwide goals?

Section 6: Accountability

The accountability for a school's CNA drives the SAU's consolidated plan.

6a. Complete the chart.

6b. Describe the procedures for measuring and reporting annual student progress.

6c. Describe how the results of the assessment will be used to improve instructional practices.

6d. Explain how the school will provide individual assessment results to parents.

Section 7: English Learners (ELs)

Data Collection and Analysis

If your school has 5 or more ELs, complete chart 6 in Section 2. If 20 or more ELs, also complete section 7. (If there are fewer than 5 ELs, include these students in questions addressing the general student population.)

EL data should lead the planning team towards identification of strengths and areas for improvement, to aid in the development of appropriate goals.

Disaggregated data reveal areas of particularly remarkable disparity between ELs and non-ELs.

Consider the makeup of the EL population of your school, including factors such as:

- Age/grade at the time of enrollment
- First languages
- Educational and personal background

Section 7: English Learner (EL) Data Collection and Analysis

If your school has 5 or more ELs, complete chart 6 in section 2.

If your school has 20 or more ELs, also complete section 7.

(If there are fewer than 5 ELs, include data on these students in all questions in section 2.)

EL data should lead the **entire** planning team towards identification of strengths and areas for improvement, to aid in the development of appropriate goals.

Disaggregated data reveal areas of particularly remarkable disparity between ELs and non-ELs.

Section 7: English Learner (EL) Data Collection and Analysis

Discuss with a partner.

- What's an example of an *anticipated* disparity?
- What would be an *unanticipated* disparity?
- What are possible causes for these disparities?

Section 7: English Learner (EL) Data Collection and Analysis

Consider the makeup of the EL population of your school, including factors such as:

- Age/grade at the time of enrollment
- First languages
- Educational and personal background
- Learning disabilities
- Socioeconomic status
- Family engagement

Section 7: English Learner (EL) Data Collection and Analysis

Key expectations

- All ELs should show growth in English language proficiency annually.
- Lower = faster, higher = slower
- Maximum of 6 years to exit

Section 8: Coordination

Explain coordination efforts with other programs and agencies including:

- Assisting preschool children in the transition from early childhood programs, such as Even Start, or a Head Start/ECEAP Prekindergarten or Title I preschool program, Momentum Literacy Pilot, to local elementary school programs.
- In secondary school plans, where appropriate, developing the schoolwide program plan in coordination with programs under the School-To-Work Opportunities Act, the Carl D. Perkins Vocational, and other appropriate programs.
- Coordinating and integrating family involvement activities with other programs.

Section 9: Evaluation and Re-evaluation

Section 9: Evaluation and Reevaluation

9a. Describe the process your planning team will use to annually evaluate progress towards reaching each of the identified goals. Specify the evaluation process timeline and the method of reporting results to school staff, district administration, and families.

Section 10: Fiscal Requirement

8A. List the federal and state sources of funding in addition to Title I that contribute to the schoolwide program.

Both federal and state funds will directly support the schoolwide program at --- School.

Whole-school Budget 2017

| Budget Category | Title 1 | Amount | Regular Education | Amount |
|--------------------------|--|--------------|---|----------------|
| Salaries and Benefits | 1 math Ed Tech III 2 FTE Reading Teachers | \$289,858.79 | 17 FTE Class teachers, 3 teachers at .5, 1 FTE music, 1.25 Art, .3 GT, 2 Ed Techs | \$1,390,635.36 |
| Instructional Materials | | | Soft and hardcover books | \$31,464.53 |
| Parent Involvement | | 300 | | |
| Professional Development | Math Consultant | 1600 | Courses building/district training | \$17,223.00 |
| Technology | | | Apple repairs, hardware and software | \$8,571.00 |
| Totals | | \$289,358.79 | | \$1,447,893.89 |

Instructional Program Total: \$1,746,252.68

CNA/SAU Plan Submission Process

- **For SY 2018-19, CNA/SAU Consolidated Plan must be approved by the SAU and submitted to the Maine DOE by July 1, 2018**
- The CNA/SAU Consolidated Plan is a living document that should be adjusted throughout the school year
- Every five years SAU's must create an updated SAU Consolidated Plan

Schoolwide Submission Process

- All SWPs will be graded by the department using the SWP rubric found on the Maine DOE website
- At minimum of 108 points is required for approval
- An annual update for all SWPs are due July 1 for the subsequent years after initial approval
- All currently approved schoolwide plans are required to re-approve this year (with the expectation of approvals made in 2017)

Submission

For all schoolwide applicants, the CNA/SAU Consolidated Plan should be submitted to the Maine DOE's Title I Office by July 1.

A hard copy should be mailed to:

Maine Department of Education
Title I: Schoolwide
23 State House Station
Augusta, ME 04333-0023

A soft copy should be emailed to:
Chelsey.A.Fortin@maine.gov