

Title I, Part A, Schoolwide Flexibility



A NEW DAY...

**Comprehensive Needs
Assessment**

Implementation of maximized flexibility discussion...

The United States Department of Education continues to help LEAs and schools leverage their federal funds as efficiently and effectively as possible through the maximized use of funds supporting their Title I, Part A Schoolwide programs.

Requirements

- Show **INTENT** and **PURPOSES**
- Meet the test of **Supplement** not **Supplant**
- **Comprehensive Needs Assessment**
- **Schoolwide Plan**
- **Annual Review and Evaluation**

Comprehensive Needs Assessment (CNA)

SEC. 1008. SCHOOLWIDE PROGRAMS.

“(b) SCHOOLWIDE PROGRAM PLAN.—An eligible school operating a schoolwide program shall develop a comprehensive plan that—

“(6) **is based on a comprehensive needs assessment of the entire school** that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards...”

ESSA Sec. 1008 (b) (6) Schoolwide Programs

Comprehensive Needs Assessment Process Rubric

OFS has developed a rubric designed to assist schools and districts “**self-evaluate**” the quality of the school’s needs assessment. It is a **voluntary tool** to help with the development of a quality comprehensive needs assessment to guide the schoolwide planning process.

Data from the CNA should be used to write the school improvement plan and drive all decisions related to identifying goals, strategies, activities, staffing, professional development, and budget development.

CNA Data Points

- 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; English learners; homeless; migrant students; students achieving in the lowest thirty percent; emerging groups; and others.

Self Check -- Questions to ask

- Has the school identified and summarized the school's strengths and challenges in the key areas that affect student achievement?
- What needs or areas should be elevated to priority status?
- Are the needs prioritized based on a solid root cause analysis?
- Is the data consistent or in conflict with these needs?
- Did the planning process involve those stakeholders who can provide deep insight into the needs of students?

More questions to consider

- Have representatives of those who can provide deep insight in the needs been involved in the planning process?
- What gaps in student achievement have been identified and what are the possible causes for these gaps?
- What gaps in professional capacity of staff have been identified?
- Have representatives of those who will be impacted by the plan and those who are needed to implement the plan been brought into the planning process?

**For more assistance, contact your
Office of Field Services Consultant.**

Office of Field Services
517-373-4004