



MICHIGAN
SCHOOL IMPROVEMENT
COMPREHENSIVE NEEDS ASSESSMENT
SCHOOL



Introduction

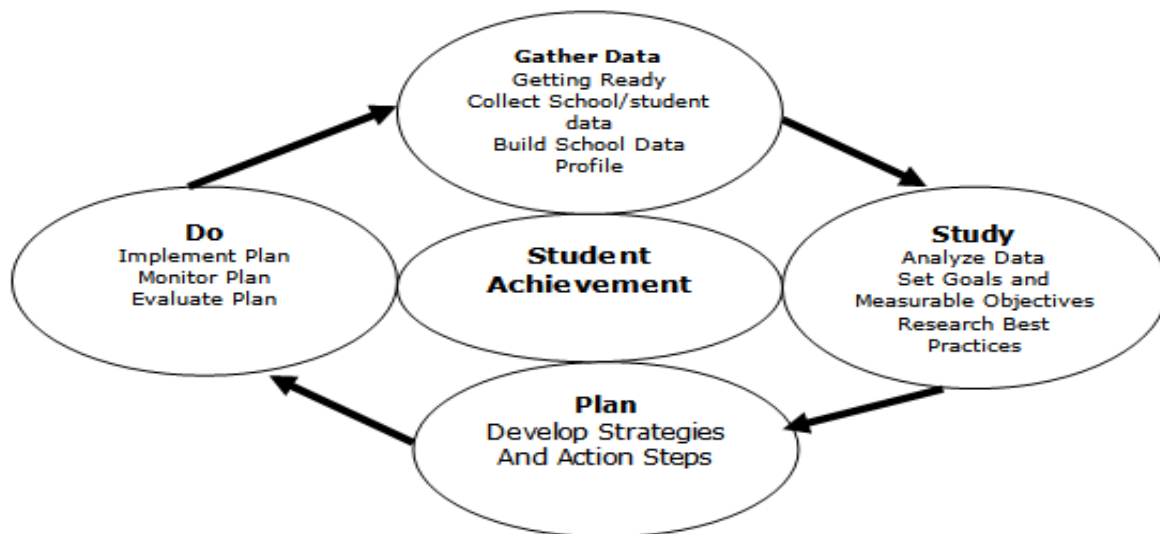
The Comprehensive Needs Assessment (CNA) was developed to be used as a tool to assist a school staff in determining the strengths and challenges of their school. The CNA assesses the school information, student data, as well as the system processes and protocols of practice that are in place to support student academic achievement. The Comprehensive Needs Assessment consists of five components:

1. School Data Profile
2. School Data Analysis
3. School Process Profile * this component can be met by the completion of one of the following:
 - School process Rubrics (90)
or
 - Education Yes Subset (40)
or
 - Standards Assessment Report (SAR)
or
 - Self Assessment (SA)
4. School Process Analysis
5. Summary Report

Model of Process Cycle for School Improvement

The School Improvement Framework establishes a vision for school improvement. The Process Cycle for School Improvement has four major components that cycle in continuous praxis. They are:

- **Gather Data I** Where are we now (status) and where do we want to be (goals)?
- **Study/Analyze** What did the data/information we collected tell us (gap analysis)?
- **Plan** How do we organize our work so that it aligns to our goals and resources (SIP)?
- **Do** Staff implements the strategies and action steps outlined in the plan (Implementation and Monitoring).
- **Gather Data II** Where are we now (status) and did we reach our goals? (Evaluation and Revisions)



While the SI Framework provides the vision for school improvement, the CNA is a tool that supports two of the four areas of the School Improvement Process: **Gather Data** and **Study**.

The following pages provide probing questions to create dialogue about student and school data. They are designed to facilitate a deeper reflection into a school's data/information and protocols of practice in order to identify areas of need.

Data/information from the CNA can be used to write a school improvement plan that includes specific student achievement goals, objectives, and strategies designed by the stakeholders. A CNA should be conducted once every three to five years, coinciding with the school improvement planning cycle, and revisited annually.

Sources of data/information that serve the process of needs identification can include: School Improvement Framework Rubric self assessment (which includes the EdYES! Performance indicators), the current school improvement plan, information contained in the School Report Card, school's annual education report, student academic and non-academic data from multiple sources--disaggregated by different subgroups.

Web sites that can assist with data collection include: www.michigan.gov/meap , www.michigan.gov/mepr , and www.michigan.gov/cepi, www.micis.org, and www.data4ss.org

Summary of Uses for the CNA

- o Guide the school's identification of additional resources (grants) to support its goals and objectives.
- o Annually evaluate progress on the 40 Education YES! Performance Indicators.

- o Periodically review and/or evaluate all 90 indicators in the School Improvement Framework.
- o Serve as the basis for all other needs assessments that may be required of the school.
- o Form the basis of the school's professional learning plan as required by PA25.
- o Identify areas of need to be included in the school's technology plan.
- o Satisfy NCA requirement for a School Profile Report.
- o Comply with federal grant requirements (including NCLB and IDEA 2004) of aligning resources with identified needs through a comprehensive needs analysis.
- o Work in partnership with the district's special education Continuous Improvement and Monitoring System (CIMS).

Electronic versions of this process are available at: www.michigan.gov/schoolimprovement

School Data Profile

This section provides a model of the kind of school and student data that could be reviewed, and suggested questions that might be asked to probe deeper into the data and information. Completion of this section is recommended, but not required. This model is intended to support deeper dialogue about the data and information, and to draw thoughtful conclusions about the areas of need.

Data for the following charts are available on the following websites:

www.mi.gov/MEAP - click on test results

www.data4ss.org

Sample chart to organize sub-group demographics

Group	Total School Enrollment									
	Year 1		Year 2		Year 3		Year 4		Year 5	
	#	%	#	%	#	%	#	%	#	%
Economically Disadvantaged										
Race/Ethnicity										
Students with Disabilities										
Limited English Proficient (LEP)										
Homeless										
Neglected & Delinquent										
Migrant										
Gender										
Male										
Female										

Summary of enrollment data/information:

1. After reviewing the information on enrollment, what patterns or trends in enrollment can be identified?
2. After reviewing the changes in the school enrollment trends, what implications do the data present for the school in the following areas: staffing, fiscal resource allocations, facility planning, parent involvement, professional development, advertisement, recruitment, etc.?

Staff:

Using the charts provided, answer the following questions:

1. What is the average number of years teachers in this school have been teaching?
2. What is the average number of years current teachers have been assigned to this school?

Questions	# Teachers	0-3 years	4-8 years	9-15 years	>15 years
1. Indicate how long teachers have been teaching.					
2. Indicate the number of years, each of the teachers has been assigned to this school.					

3. For the teachers in this school, during the past school year how many teachers have been absent? (Absences that result in a sub-teacher being assigned to the classroom)

0-3 days	4-5 days	5-10 days	10 or more days

4. Indicate the number of teachers by grade level who meet the federal Highly Qualified and state Teacher Certification requirements for grade/subject area assignments.

Grade/Subject Area	Total Number of teachers in grade/subject	% who meet Criteria	% who do not meet criteria

5. How long has the administrator(s) been assigned to this school?

Principal: _____

Assistant Principal(s): _____

1. Describe/list the types of family/community participation/engagement that are in place to support student achievement that are:

- Designed to encourage two way communication
- Designed as one way communication only
- Designed to actively involve parents/community in the decision making at the building
- Designed to actively involve parents/community in student learning

2. Does the school have a current parent/teacher compact for each student? (Required for Federal Funds).

3. Using the following chart, how has parent/guardian attendance at parent-teacher conferences changed over the last five years?

Group	Parent Conference Attendance										
	Year 1		Year 2		Year 3		Year 4		Year 5		
	#	%	#	%	#	%	#	%	#	%	
Economically disadvantaged											
Race/Ethnicity											
Students with Disabilities											
Limited English Proficient (LEP)											
Homeless											
Neglected & Delinquent											
Migrant											
Gender											
Male											
Female											

Summary of School Demographic data and Information

1. Based on the staff discussions about the data contained in the sample charts, are there any areas of concern noted?
2. If yes, what are the areas of concerns?
3. After discussion about these areas of concerns, what possible causes for the problems were identified?

Use the following chart to list your responses.

Summary of School Enrollment, Staffing and Parent/Community: concerns factors, and actions

Area(s) of Concern Noted	Factors identified that contribute to concern	Possible action(s)

Michigan AYP Targets


As the school reviews student academic achievement data, the following table provides the Michigan AYP Targets for the percent of students scoring in the proficient category of the MEAP/MME tests.

*for students with significant or multiple impairments, please refer to MI-Access results

Content	2002-04	2004-07	2007-10	2010-11	2011-12	2012-13	2013-14
Elementary							
Math	47%	56%	65%	74%	82%	91%	100%
ELA	38%	48%	59%	69%	79%	90%	100%
Middle School							
Math	31%	43%	54%	66%	77%	89%	100%
ELA	31%	43%	54%	66%	77%	89%	100%
High School							
Math	33%	44%	55%	67%	78%	89%	100%
ELA	42%	52%	61%	71%	81%	90%	100%

Student Data

MEAP/MME Achievement Reports




MICHIGAN
Department of
Education

District Name: WANTTOBETTER PUBLIC SCHOOL
District Code: 00040

SCHOOL SUMMARY REPORT
All Except Students with Disabilities
Grade 7 - Form 01
Fall 2006
ENGLISH LANGUAGE ARTS

PEM 10-25-2006



School Name: SUPERIOR ELEMENTARY
School Code: 34567

ACHIEVEMENT

Year	* No. of Students Assessed	Scale Score		Performance Levels					
		Mean	Margin of Error	4-Apprentice	3-Basic	2-Met Standards	1-Exceeded Standards	Levels 1 & 2	
Scale Score Range		(150-700)	(150-250)	(251-350)	(351-550)	(551-700)	(351-700)		
READING	2006	999,999	404	394-414	100%	100%	100%	100%	100%
	2005	999,999	404	394-414	100%	100%	100%	100%	100%
Scale Score Range		(150-700)	(150-250)	(251-350)	(351-550)	(551-700)	(351-700)		
WRITING	2006	999,999	404	394-414	100%	100%	100%	100%	100%
	2005	999,999	404	394-414	100%	100%	100%	100%	100%
Scale Score Range		(150-700)	(150-250)	(251-350)	(351-550)	(551-700)	(351-700)		
TOTAL ELA	2006	999,999	404	394-414	100%	100%	100%	100%	100%
	2005	999,999	404	394-414	100%	100%	100%	100%	100%

* Includes all tested forms, including Emergency form student results.

PROGRESS

Fall 2005 Performance Levels	Fall 2006 Performance Levels			
	4-Apprentice	3-Basic	2-Met Standards	1-Exceeded Standards
4-Apprentice	123456 (100%) not gaining	123456 (100%) not gaining	123456 (100%) gaining	123456 (100%) gaining
3-Basic	123456 (100%) declining	123456 (100%) not gaining	123456 (100%) gaining	123456 (100%) gaining
2-Met Standards	123456 (100%) declining	123456 (100%) declining	123456 (100%) maintaining	123456 (100%) gaining
1-Exceeded Standards	123456 (100%) declining	123456 (100%) declining	123456 (100%) declining	123456 (100%) excellently

Number (%) of Students Assessed in 2006 Also Assessed in 2005: 999,999 (100%)

Fall 2005 Performance Levels	Fall 2006 Performance Levels			
	4-Apprentice	3-Basic	2-Met Standards	1-Exceeded Standards
4-Apprentice	0 (0%) not gaining	0 (0%) gaining	0 (0%) gaining	0 (0%) gaining
3-Basic	0 (0%) declining	0 (0%) not gaining	123456 (100%) gaining	0 (0%) gaining
2-Met Standards	0 (0%) declining	0 (0%) declining	0 (0%) maintaining	0 (0%) gaining
1-Exceeded Standards	0 (0%) declining	0 (0%) declining	0 (0%) declining	0 (0%) maintaining

Number (%) of Students Assessed in 2006 Also Assessed in 2005: 999,999 (100%)

Fall 2005 Performance Levels	Fall 2006 Performance Levels			
	4-Apprentice	3-Basic	2-Met Standards	1-Exceeded Standards
4-Apprentice	0 (0%) not gaining	0 (0%) gaining	0 (0%) gaining	0 (0%) gaining
3-Basic	0 (0%) declining	0 (0%) not gaining	123456 (100%) gaining	0 (0%) gaining
2-Met Standards	0 (0%) declining	0 (0%) declining	123456 (100%) maintaining	0 (0%) gaining
1-Exceeded Standards	0 (0%) declining	0 (0%) declining	0 (0%) declining	0 (0%) excellently

Number (%) of Students Assessed in 2006 Also Assessed in 2005: 999,999 (100%)

STRAND	Domain	* No. of Students Assessed	Mean Points	No. of Points	Percent of Students Scoring																				
					0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
READING	Word Recognition and Word Study	999,999	2.0	3	0	0	100	0																	
	Narrative Text	999,999	14.1	20																					
	Informational Text	999,999	11.2	20																					
WRITING	Comprehension	999,999	13.2	20																					
	Writing Process	999,999	15.3	20																					
	Grammar and Usage	999,999	3.5	5																					
	Spelling	999,999	12.5	20																					

** Only includes assigned form student results. Emergency students are not included.
Due to rounding percents may not sum to 100%.


www.mi.gov/MEAP - click on MEAP test results

***** PLEASE CONSIDER USING SCHOOL SUMMARY REPORT THAT INCLUDES TOTAL SCHOOL POPULATION – INCLUDING STUDENTS WITH DISABILITIES**

MEAP Assessment Test Item Analysis

The following charts are samples of reports that look at how students across the district are scoring on the MEAP/MME test items. These charts can compare schools within the district, and the district to the state. Websites for these charts are listed.

A review of the school overall performance on these test items can assist in determining if there are areas of concern with the school's instructional program, or within the district's curriculum.




MICHIGAN
Department of
Education

District Name: WASTONBETTER PUBLIC SCHOOL
District Code: 80848

CLASS ITEM ANALYSIS REPORT
All Except Students with Disabilities

Grade 7
Fall 2006
ENGLISH LANGUAGE ARTS: WRITING

PEM Fall 1903/06
MEAP Grade 3-8



Teacher Name: LASTNAME, FIRSTNAME
Class/Group: 1234
School Name: SUPERIOR ELEMENTARY
School Code: 34567

No. of Students Assessed = 999,999

WRITING RELEASED MULTIPLE CHOICE									
STRAND Domain	Release Item Number	GLCE Code	Item Type	PERCENT RESPONDING					
				A	B	C	D	Correct % / Total	
WRITING									
Writing Comprehension		0000	Comp	0	100	0	0	0	0
Writing Process		0000	Comp						
Grammar & Usage		0000	Comp						

WRITING RELEASED MULTIPLE CHOICE									
STRAND Domain	Release Item Number	GLCE Code	Item Type	PERCENT RESPONDING					
				A	B	C	D	Correct % / Total	
WRITING									
Personal Style		0000	Comp	0	100	0	0	0	0
Spelling		0000	Comp						

RELEASED CONSTRUCTED OR EXTENDED RESPONSE																								
Release Item Number	GLCE Code	Mean Score	Percent of Students at Each Score Scores Based on 4-point or 5-point Rubric						Number of Students Receiving Candidate Codes					Number of Students Receiving Candidate Codes										
			0	1	2	3	4	5	A	B	C	D	E	1	2	3	4	5	6	7	8	9	10	
17	0000	3.8	0	0	0	0	0	100	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
18	0000	3.8	0	0	0	0	0	100	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
19	0000	3.8	0	0	0	0	0	100	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
20	0000	3.9	0	0	0	0	0	100	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

D **E** **F**

* = Correct Response
Due to rounding percentages may not sum to 100%.

<10 No summary scores provided if <10 students.
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Fall 2006 Run Date: 11/11/06 batchno=delshcode=300003

www.mi.gov/MEAP - click on MEAP Test Results - (you must be an authorized user)

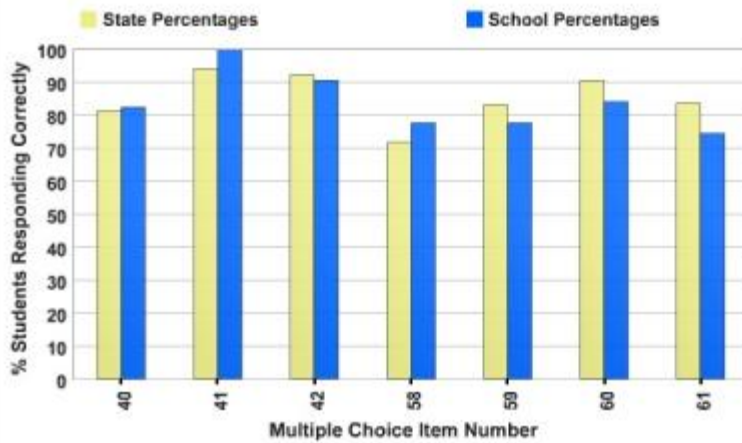
*****PLEASE CONSIDER USING SCHOOL SUMMARY REPORT THAT INCLUDES TOTAL SCHOOL POPULATION – INCLUDING STUDENTS WITH DISABILITIES**

Michigan Department of Education.CNA.SIP.Revised.v12.2009

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Comparative Item Analysis

Math Comparative Item Analysis (Strand: Measurement) for Training Elementary School Grade: 03



Comparative Item Analysis Table

Item Number	Total Students	% Students Responding Correctly - School	% Correct Responses - State	GLCE	Description
40	51	82.3%	81%	G.SR.02.05	Classify familiar plane and solid objects
41	62	100%	93.8%	G.SR.02.05	Classify familiar plane and solid objects
42	56	90.3%	92%	G.SR.02.05	Classify familiar plane and solid objects
58	48	77.4%	71.6%	G.GS.02.01	Identify, describe, compare 2-D & 3-D shapes
59	48	77.4%	83.1%	G.GS.02.01	Identify, describe, compare 2-D & 3-D shapes
60	52	83.9%	90.5%	G.GS.02.01	Identify, describe, compare 2-D & 3-D shapes
61	46	74.2%	83.5%	G.GS.02.04	Know curved/straight lines, curved/flat surfaces

www.data4ss.org

Using information gathered about how students in the school are doing on skills that are tested on the MEAP/MME, discuss the following:

1. What skill area(s) is the school doing well on?
2. When comparing the school with the district and state, which skills would the staff identify as a challenge area for the school?
3. When reviewing the district curriculum, where are these skills taught?
4. When reviewing the school instructional program, are these skills being taught at the appropriate grade level?
5. How can this information be used for curriculum, instructional and remediation purposes?

Grade Level Achievement –School Level Data – All Students

Year:

Grade	ACS**	% HQ ***	% of Population Demonstrating Proficiency of GLCE/HSCE*							
			ELA		Math		Science		Social Studies	
			#	%	#	%	#	%	#	%
Pre K										
K										
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										
11										
12										

**ACS – Average Class Size

*** Highly Qualified as defined by NCLB or State Teacher Certification Requirements

What additional data sources (other than MEAP/MME) were used to inform decision making about student achievement? Examples include: teacher made tests, other forms of norm/criterion referenced tests, end of course exams, MI-Access, ELPA (English Language Proficiency Assessment), curriculum based measures, etc. Teacher made tests, other forms of norm/criterion referenced tests, end of course exams, etc.

Name and Type of Measurement Instrument	Grade level Assessed	Subject Area Assessed
1		
2		
3		

Continuity of Instructional Program

Students who have been in school for their entire instructional program

Students	Grade levels in the School	# of Students	% of students proficient	% of students proficient	% of students proficient	% of students proficient
			ELA	Math	Social Studies	Science
Students who have been in school for all grades taught						
Students who have not been in school for all grades taught						

Using the information gathered about the school's instructional program, discuss the following:

1. What data/information (other than MEAP/MME/CLCE/HSCE) does the school use to measure student achievement at each grade level?
2. What are the criteria for student success at each grade level?
3. How has student achievement changed over the last 3 years?
4. What examples of outcome indicators have been developed for analysis of writing, reading, science, math, and social studies?
5. What examples of demographic indicators have been developed for analysis of writing, reading, science, math, and social studies?
6. What process indicators have been developed for analysis of writing, reading, science, math, and social studies?
7. Which grade level(s) is not meeting the criteria for grade level proficiency and would be identified as a challenge area by the staff?
8. For any grade level identified as a challenge, after reviewing the data and information, what has the staff determined to be a leading cause for any challenge identified.
9. For any grade level identified as a challenge area, what impact, if any, could teacher absences that resulted in significant interruption in instruction be a factor. (Be sure to track teacher absences back to prior grades).

Use the following chart to organize any challenge and causal factors identified.

Grade Level	Challenge Identified	Factors Identified

Sub Group Analysis

Grade: _____ **Percent of Sub-group meeting State Proficiency Standards**

Group	Reading			Writing			Total ELA		
	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3
Social Economic Status (SES)									
Race/Ethnicity									
Students with Disabilities									
Limited English Proficient (LEP)									
Homeless									
Neglected & Delinquent									
Migrant									
Gender									
Male									
Female									
Aggregate Scores									
State									

Group	Math			Science			Social Studies		
	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3
Social Economic Status (SES)									
Race/Ethnicity									
Students with Disabilities									
Limited English Proficient (LEP)									
Homeless									
Neglected & Delinquent									
Migrant									
Gender									
Male									
Female									
Aggregate Scores									
State									

(These charts look at data for full academic year students)

		READING										WRITING										TOTAL ELA									
Subgroup	No. of Students Assessed	Mean Scale Score	Percent of Students					No. of Students Assessed	Mean Scale Score	Percent of Students					No. of Students Assessed	Mean Scale Score	Percent of Students														
			Level 1	Level 2	Level 3	Level 4	Level 5			Level 1	Level 2	Level 3	Level 4	Level 5			Level 1	Level 2	Level 3	Level 4	Level 5										
Total All Students	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%										
Gender																															
Male	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%										
Female	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%										
Ethnicity																															
American Indian/Alaskan Native	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%										
Asian/Pacific Islander	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%										
Black, Not of Hispanic Origin	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%										
Hispanic	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%										
White, Not of Hispanic Origin	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%										
Multiracial	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%										
Additional Reporting Groups																															
Economically Disadvantaged	Yes	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%									
	No	+10					+10						+10																		
English Language Learners	Yes	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%									
	No	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%									
Parentally Limited English Proficient	Yes	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%									
	No	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%									
Nonresident	Yes	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%									
	No	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%									
Accommodations																															
Standard - All	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%										
Nonstandard - All **	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%										
Standard ELL Only	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%										
Nonstandard ELL Only **	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%										

www.mi.gov/MEAP - click on MEAP Test Results - (you must be an authorized user)

Using information from the above charts for Sub-group data, answer the following questions:

1. Based on MEAP/MME reports, which of the sub-groups are **not** at/or above the current state AYP content area targets?
2. Are any of the sub-groups scoring more than 10 percentage points lower than the current state AYP targets?
3. Based on the staff's review of these data and information, what has the school staff determined to be the contributing cause(s) for the gaps?
4. What trends have been identified when looking at the 3 years of MEAP/MME of data?
5. Were there any discrepancies between the sets of data? If so:
 - How do additional data sources compare?
 - Are the data from the additional data sources congruent with MEAP/MME results?
 - What discrepancies were noted?
 - How are these different data sources used for planning purposes?
 - How does staff collaboratively analyze student work?

Review of Special Education Population

Students with Disabilities Group Demographics
www.mi.gov/MEAP - click on MEAP Test Results)

Review of Special Education Population

Students Taking the MEAP/MME

Sub-group: Students with Disabilities (use ed settings data from MI-CIS)	Total # of Students In Group	% of Total District Population	% of Students Scoring in Each Category							
			ELA				Math			
			1	2	3	4	1	2	3	4
Instructed in General Education Setting 80% or more										
Instructed in general Education Setting 79-40%										
Instructed in general education <40%										

Sub-group: Students with Disabilities (use ed settings data from MI-CIS)	Total # of Students In Group	% of Total District Population	% of Students Scoring in Each Category							
			Science				Social Studies			
			1	2	3	4	1	2	3	4
Instructed in General Education Setting 80% or more										
Instructed in general Education Setting 79-40%										
Instructed in general education <40%										

Students taking MI-Access

Sub-group: Students with Disabilities (use ed settings data from MI-CIS)	Total # of Students In Group	% of Total District Population	% of Students Scoring in Each Category					
			ELA			Math		
			SP	AP	E	SP	AP	E
Instructed in General Education Setting 80% or more								
Instructed in general Education Setting 79-40%								
Instructed in general education <40%								

Sub-group: Students with Disabilities (use ed settings data from MI-CIS)	Total # of Students In Group	% of Total District Population	% of Students Scoring in Each Category					
			Science			Social Studies		
			SP	AP	E	SP	AP	E
Instructed in General Education Setting 80% or more								
Instructed in general Education Setting 79-40%								
Instructed in general education <40%								

SP=Surpassed the Performance Standard AP=Attained the Performance Standard E= Emerging Toward the Performance Standard

More information on these tests can be found on the MI-Access Web page (www.mi.gov/mi-access) and at the MI-Access Information Center (www.mi-access.info) and (www.michigan.gov/MEAP - click on MEAP Test Results)

MEAP analysis question

1. How many students with disabilities in the school participate in the MEAP/MME testing (number enrolled vs. number participating)?
2. What percentage of students took MI-Access or other modified test?
3. Are there any grade levels, subject areas, or disability groups with significant changes in their MEAP/Mi-Access performance over the past 3 years? If there are significant changes in performance, why?
4. Is there a difference in performance between students who receive content instruction in general education settings and those who receive content instruction in special education settings? If there is a difference in performance, why?

Curriculum/Delivery

1. What is your school's identification rate for students with disabilities? How does this compare to the overall identification rate in your district?
 - a. How does your school identification rate for any specific disability category differ from your district's identification rate? (Refer to MI-CIS data)
 - b. Is there over or under representation of racial/ethnic groups in your school's special education programs?
 - c. Are there differences in achievement between racial/ethnic groups for students with disabilities?
2. For students not receiving instruction in general education setting, what curriculum is used and how is it aligned with the State Grade Level Content Expectations/High School Content Expectations, and/or Extended Grade-level Content Expectations?
3. How are services provided that will help the student become successful in the general education setting? For example:
 - a. Co-Teaching
 - b. Differentiated instruction
 - c. Supplementary aids and services
 - d. Peer tutoring
 - e. Additional interventions
4. How do you ensure that students with disabilities have access to the full array of intervention programs (Title 1, Title III, Section 31a, credit recovery programs, after-school programs, etc.)?

Performance Level Descriptors (PLDs)

The following are the Performance Level Descriptors approved by the Michigan State Board of Education.

Level 1: Advanced

The student's performance exceeds grade level expectations and indicates substantial understanding and application of key concepts defined for Michigan students. The student needs support to continue to excel.

Level 2: Proficient

The student's performance indicates understanding and application of key grade level expectations defined for Michigan students. The student needs continued support to maintain and improve proficiency.

Level 3: Partially Proficient

The student needs assistance to improve achievement. The student's performance is not yet proficient, indicating a partial understanding and application of the grade level expectations defined for Michigan students.

Level 4: Not Proficient

The student needs intensive intervention and support to improve achievement. The student's performance is not yet proficient and indicates minimal understanding and application of the grade level expectations defined for Michigan students.

For more detail, please see the Fall 2008 MEAP Guide to Reports available online at www.michigan.gov/meap

Limited English Proficient (LEP) Group Demographics

Using these sample charts, list which languages are included in the school's LEP sub-group.

MEAP/MME

Language*	# Students	# Students Tested	# of Staff who Speak the Language		% of Student's Not Meeting State Standard			
			Teachers	Paraprofessional	ELA	Math	Science	Soc.Stu.
Total School								

*10 or more students within the language

English Language Proficiency Assessment (ELPA)

Language*	# Students	# Students Tested	# of Staff who speak the Language		Category Assessment Results					
			Teachers	Paraprofessional	1	2	3	4	5	
Total School										

www.mi.gov/MEAP - click on MEAP Test Results)

Discussion for LEP Sub-group analysis:

1. For each language group, what is the percent of students in the language group who are not at/or above the current state standard for each content area?
2. How are each of the language groups achieving in comparison to the school aggregate?
3. Are any of the LEP sub-groups scoring more than 10 percentage points lower than the state AYP standards?
4. How are students who are most at risk of failing to meet the current state academic achievement standards identified for support services?
5. Based on staff review of the data and information, what has the school staff determined to be the leading cause(s) for the gap in performance?

Archival Data (duplicate charts for multiple years of data)

Mobility Data

Year:

Mobility			
Grade	# of Students	Number Entering	Number Leaving
K			
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			

Discipline Data

Year:

Grade	# of Students	# of Absences		# of Suspension		# of Expulsions		Unduplicated Counts	
		>10	<10	In*	Out*	In*	Out*	In*	Out*
K									
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									

*in school / out of school

**Enrollment and Graduation Data
Year:**

Grade	# of Students	# Students enrolled in a Young 5's program	# Students in course/grade acceleration	Early HS graduation	# of Retentions	# of Dropout	# promoted to next grade
K							
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							

**Number of Students enrolled in Extended Learning Opportunities
And Information about Educational Development Plans (EDP)
Year:**

Number of Students in Building by grade	# Enrolled in Advanced Placement Classes	# Enrolled in International Baccalaureate Courses	# of Students in Dual Enrollment	# of Students in CTE/Vocational Classes	Number of Students who have approved/reviewed EDP on file*
6					
7					
8					
9					
10					
11					
12					

*** EDP must be developed for all 8th graders, and reviewed annually in grades 9-12 to ensure that course selections align with the plans.**

Sub Group Analysis

Year:

Group	# Students	# of Absences		# of Suspension		# of Expulsions	Unduplicated Counts	
		>10	<10	In*	Out*		In*	Out*
SES								
Race/Ethnicity								
Disabilities								
LEP								
Homeless								
Migrant								
Gender								
Male								
Female								
Totals								

Year:

Group	# of Students	# of Retentions	# of Dropout	# promoted to next grade	Mobility	
					Entering	Leaving
SES						
Race/Ethnicity						
Disabilities						
LEP						
Homeless						
Migrant						
Gender						
Male						
Female						
Totals						

Duplicate these sample charts for multiple years

Using data about the school's mobility, attendance patterns, suspension, expulsion, retention rates, dropout rates, graduation rates, and extended learning opportunities:

1. What are the student mobility rates for the school and for each identified sub-group?
2. Has the mobility rate changed over time?
3. What percentage of students has been in the school since the first day of school?
4. What are the differences in achievement between students who have been in the school since the first day of school and those students who moved in during the school year?
5. What is the average student attendance rate? (For whole school and by sub-group).
6. What % of students missed more that 11 days of school? Is there a high concentration in any of the school sub-groups?

7. Are there grade level differences in attendance?
8. What is the trend of dropouts over the past 3-5 years (whole school and sub-group)?
9. Has the dropout rate decreased, increased or stayed the same?
10. What does the dropout pattern look like when disaggregated by sub-group?
11. Is there a grade level that has a higher percentage of students dropping out?
12. What are the achievement levels of students who dropout of school?
13. What are the attendance patterns of students who dropout of school?
14. What are the discipline patterns of students who dropout of school?
15. What percentage of eligible students is participating in Extended Learning Opportunities?
16. Are the percentages for participation in Extended Learning Opportunities increasing?
17. What is the school doing to inform students and parents of Extended Learning Opportunities?
18. How many of the schools 8th graders have a parent approved Educational Development Plan on file?
19. What data do you have that documents that all of these EDP's are reviewed and updated annually to ensure academic course work aligns with the EDP?
20. Based on a review of these data about student mobility, attendance, behavior, dropout, graduation rates, and extended learning opportunities, did the staff identify any areas of challenge?
21. For the identified challenge(s), what has the staff/school determined to be the leading cause(s) for the challenge(s)?

Perception Data:

Student

1. In what ways does the school collect information about student perception in the following areas:
 - o How they feel about their school; their teacher; their principal?
 - o What they think the teachers and principal(s) feel about them?
 - o What they feel the staff expectations for their learning ability are?

Parent/Guardian

2. In what ways does the school collect information about parent/guardian perception in the following areas:
 - o Teacher preparation and ability to prepare their children to be successful learners
 - o Principal(s) effectiveness

Staff

3. In what ways does the school collect information about staff perceptions in the following areas:
 - o High expectations for all students
 - o Coherence of instructional program
 - o Leadership effectiveness and support

Community

4. In what ways does the school collect information about community perception in the following areas:
 - o Teacher preparation and ability to prepare all students to be successful learners
 - o Principal(s) leadership abilities
 - o Staff has high expectations for all students

Summary Discussion: Perception Data

1. In what ways does the school use this perception information to inform decision-making activities?
2. What challenges have been identified as a result of reviewing the data/information collected about stakeholder perceptions?

Professional Development Assessment

In order to incorporate the required state professional development plan into your school improvement plan, discuss the following questions and identify area of needs:

1. Based on a review of the professional development needs/activities identified by stakeholders in the building what activities were noted that stakeholders would like to address?
2. What activities have the building provided that will build collaborative decision making skills for teachers and instructional leaders in the building?
3. What activities have been provided that will improve site-based decision making skills for school leaders?
4. What activities have been provided that will improve the school improvement planning process to better meet the teaching and learning needs within the building?
5. What activities does the building currently have in place to improve instructional leadership skills school leaders?
6. Describe how professional development activities are collaboratively designed to support building level school improvement efforts. How are they tied to teacher or student identified needs? Who is involved?
7. What resources are available to support professional learning activities?
8. What activities have been identified to support classroom teacher use of student achievement data to guide instruction and remediation activities within the building(s)?
9. How does the school currently use professional development as a way to eliminate the achievement gap?
10. What policy/practice does the building/district have in place to support professional learning communities?
11. How are professional learning activities that are offered, measured for their impact on teaching and learning?

Summary of Professional Development: Concerns, Factors, and Actions

After reviewing the school, staff, parent and community, and student achievement data for the building, and information about professional development needs identified by stakeholders within the building, what did the building identify as areas of need for professional development?

Technology Assessment: (Necessary if applying for E-rate funding)

1. Describe the School/District Technology Protection Measure that is/will be in place to block or filter adult and student internet access to inappropriate materials (visual depictions that are obscene, child pornography, or harmful to minors).
2. How will the school monitor adult and student use of the internet?
3. Does the school/building have an Internet Safety Policy in place? Does it meet the requirements as outlined in the state Technology Planning and CIPA (Children’s Internet Protection Act) requirements?
4. Does the district have a process to provide public notice and hearings about the Internet Safety Policy?
5. Based on a school-wide assessment, what telecommunication services, and hardware support teaching and learning within the school?
6. Based on this school-wide assessment, what needs were identified by the school in the following areas:

Item	Need
Infrastructure (wiring, internet connections T1 etc.) In all classrooms In all labs In all media centers In the main office In counseling offices Support staff offices	
Hardware	
Software	
Professional Development	

7. What actions has the school/district taken to identify and promote curriculum and teaching strategies that integrate technology effectively into curriculum and instruction?
8. How has the district adjusted its curriculum to include technology literacy of all students?
9. How has the school adjusted its instructional program to address these curriculum adjustments?

For more information on these requirements go to: www.siuniversalservice.org/reference/

School Data Analysis

This document provides schools with a report on Student Achievement Strengths and Challenges. Also included is a chart that can be used to list the school's student achievement goals, need statement, and contributing causes for the gap for inclusion in a School Improvement Plan. The following charts must be completed if you will be using the website for electronic completion of the CNA.

- Based on a review of the data and the staff discussion around the questions on the preceding pages, state the school's conclusions regarding the strengths and challenges of student learning need.

Strengths:
Challenges:

- For the challenges listed above, what content area goals have the school established for student achievement that will be address in the school improvement plan? (Use chart below to list).

Content Area	Student Achievement Goal
1. English Language Arts	
2. Math	
3. Science	
4. Social Studies	
5. Other	

- For the goals listed above, what did the school student data identify as the gap between where current student achievement is and where the building would like it to be? (Use the chart below to list).

Student Achievement Goal	Need: Identified Gap*
1. English Language Arts	
2. Math	
3. Science	
4. Social Studies	
5. Other	

* Gap refers to the difference between where students are currently achieving and where the school would like achievement to be.

- For each of the identified gaps listed above, based on the school's discussion about current trends in student learning, what has the school determined to be the leading cause(s) for the gap in performance? (Use the following chart to list).

Student Achievement Goal Statement	Contributing (leading) Cause for Gap
1.	
2.	
3.	
4.	
5.	

The following chart can be used to summarize content area goals that the school has established. The chart will allow you to identify those goals that reflect a current need (Active Goal) as well as those goals that are not currently identified as a need, but that the school wants to maintain resources to support continued success (Maintenance Goals). The chart will also provide the opportunity to indicate if the goal is being revised from its original statement. (Revised Goal)

The chart below can be copied and used for each of the goals identified.

Goal chart

School:	School Year:
Section I: Comprehensive Analysis of Student Achievement	
Content Area:	<input type="checkbox"/> Active Goal* <input type="checkbox"/> Maintenance Goal* <input type="checkbox"/> Revised Goal*
Student Goal Statement:	
Statement of gap in student achievement (Need Statement):	
Contributing Cause for the gap in student achievement:	
List the multiple sources of data used to identify this gap in student achievement:	

***Active Goals are goals that reflect areas of current challenge vs. Maintenance Goals that are areas that are not currently a challenge area, but strategies to maintain/increase current level of achievement are needed. Revised Goals allows for the revisions of an established goal during the SI cycle.**

Completed goal charts can be copied and pasted into Section I of the School Comprehensive Analysis Report on Student Achievement and System Processes and Protocols of practices at the end of this CNA. (Green sheets).

Development of Goals, Objectives, Strategies, and Action Steps

Based on the establishment of federal guidance regarding student learning goals "of 100 percent of students achieving to state academic standards in at least reading/language arts and math", and state guidance regarding school improvement focus for goals "Goals centered on student academic learning", the following will provide guidance to schools and districts in the development of their school improvement goals, needs, contributing cause for the gap and later, the development of objectives, strategies and action steps to address the goals

Need: A need is an identified academic challenge that is based on:

- Analysis of current levels of student achievement and non-academic achievement data and information
- A comparison to the goal statement of 100% of the students achieving state academic standards (also referred to as a gap statement)
- System processes and practices challenges as identified in the self assessment portion of the Michigan Comprehensive Needs Assessment.

Goals: Goal statements are:

- Student focused
- Linked to identified student academic learning needs in the four core content areas
- State broadly the area of focus and that all students will become successful learners
- Based on a careful analysis of multiple sources/types of data
- Define the priority area for an improvement plan

Contributing Cause for the Gap: Gaps are aligned to the goal and identify those significant factors that contribute to the gap in current levels of student academic performance and where you would like their performance levels to be. This will require in-depth conversations with staff to identify.

Objectives: Objective statements are:

- Student focused
- Linked to the goal statement
- Identifies the knowledge, skills, outcomes and results that are measurable, observable and quantifiable
- States: *Who, Will be able to do what, by when, as measured by what?*
- Sometimes referred to as Smart Goals

Strategy: Strategy statements are:

- Describe an adult action (what adults will do to assist students in meeting the objective)
- Linked to an objective statement
- Specific, planned, research-based instructional practices
- Addresses system practices that were identified as challenges in the CNA process
- Focus on maximizing each student's growth and individual successes
- Can be academic or non academic in focus
- Done to/or with students to develop a specific result

Action Steps: Action Steps are:

- Describe an adult action (what adults will do to assist students in meeting the strategy)
- Linked to the strategy statement

- Specific steps that include: Action step, staff responsible, timeline for implementation, resources needed, funding source and amount, monitoring plan for the activity, and evidence of activity success

Resource Integration

Federal NCLB law requires schools to coordinate and integrate services provided under this part with other educational services at the local educational agency or individual school level, such as; Even Start, Head Start, Reading First, Early Reading First, and other preschool programs, including plans for the transition of participants in such programs to local elementary school programs; and services for children with limited English proficiency, children with disabilities, migratory children, neglected or delinquent youth, Indian children served under part A of Title VII, homeless children, and immigrant children in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program.

For goals that the school has established, discuss how you will utilize all available resources to support those goals.

1. What grant related resources are available to this school that support student achievement goals, strategies and action steps?

Grant	Goal Area	Services Provided	Grades Served	Total amount of funding

(Tab to add additional lines)

2. What initiatives are currently being implemented in the school as a result of these grant funds?
3. Based on an evaluation of the use of these support resources, how effective have the strategies been in improving student achievement?
4. If the school is Title I schoolwide, what gaps in student learning did the school identify?
5. What changes in how these resources are used would staff recommend to better support the building student achievement goals?