Comprehensive Needs Assessment
with embedded support links and podcasts

This guide is designed to point individuals to their data stored in various data warehouses, including MI School Data which provides public access to most users without any login. This support document represents the "streamlined" version assigned in 2015.

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths, challenges, and directions for improvement based on an analysis of data and responses to a series of data related questions. This diagnostic represents the various types of school and student data that should be continuously collected, reviewed, and analyzed in conjunction with other local school data.

Introduction (selected portion from 2012)
Unique entity providing schools (special education center based schools, alternative education schools, schools for adjudicated youth, early childhood schools and career technical centers) will find that the revised School Data Profile/Analysis will allow for the use of data sources specific to their particular institution. This will allow all schools to showcase special circumstances or alternative ways to show student progress.

What if a question does not apply to my school?
Enter "Does not apply" in the appropriate text box followed by the reason.

For additional support, including a webcast on using MI School Data website, simply visit www.sitimeline.weebly.com

Demographic Data (12 items)

Demographic data is data that provides descriptive information about the school community. Examples may include enrollment, attendance, grade levels, race/ethnicity, gender, students with disabilities, English Learners, socio-economic status, graduation rate, suspension/expulsions, etc. Collected same date in 2013/14 SDA, reference to the old questions embedded for optional use.

Please choose from the following resources to assist in answering the questions:

- MI School Data Portal (Student Counts → Trend by All Students & Subgroups; may also explore Retained in Grade, Student Mobility, HS Grad/Dropout Rate, and District Non-Resident Status for schools of choice statistics) **Optional: View podcast 1a How to navigate MI School Data Enrollment Data (5 minutes)** (Student Counts → Attendance (more than 10 absences and Attendance Rate) for All Students and subgroups) NOTE: Data may be old, therefore seek other resources for attendance
- Our School Data (aka IGOR) (SW MI Data Warehouse) (School Data Analysis PDF Report OR Click Accountability Reports in left column, choose MSDS, MSDS - Fall Enrollment - School or District and MSDS Fall Enrollment by Subgroup) (School Data Analysis PDF Report OR Click Accountability Reports in left column, choose MSDS, Attendance Worksheet by School and Attendance Worksheet by Subgroup)
- Michigan Cohort Graduation and Dropout Reports (Table versus graph available on MI School Data)
- Public Student Counts (Headcount Data) (earliest resource to include current school year data)

Step 1: Identify Enrollment Trend using MI School Data, IGOR Reports as seen above, or locally stored data.
Step 2: Explore possible celebrations or deficiencies in MI School Data re: retention, mobility, dropout, and schools of choice (celebrations and/or concerns may not apply to all schools).
Step 3: Analyze the reports available for the number of students with more than 10 absences per year for the past 3 - 5 years on MI School Data, MSDS, or IRIS/IGOR. Also analyze the trend data for average percent in attendance. Optional: View podcast 1b How to Navigate Attendance Data PLUS a downloadable file from MI School Data with tables you may wish to file (3 minutes)
Step 4: Consider additional local data such as suspensions, incarceration, teen pregnancies and other factors that impact the amount of instructional time students receive.
Step 5: Identify staff demographics with locally collected data and answer the questions in ASSIST

Student Demographic Data

1. In looking at the three year trend in student enrollment data, what challenges have been identified? *(Historical Data available from the 2013-14 SDA Question #8 of 68)*

2. In looking at the three year trend in student attendance data, what challenges have been identified?

3. In looking at the three year trend in student behavior data (discipline referrals, suspensions and expulsions), what challenges have been identified? *(2013-14 SDA Question #45 of 68)*

4. What action(s) could be taken to address any identified challenges with student demographic data? *(2013-14 SDA Question #10 of 68)*

Teacher/School Leader(s) Demographic Data

5. As you review the years of teaching/administrative experience of the school leader(s) in your building, what impact might this have on student achievement? *(2013-14 SDA Question #46 of 68)*

6. As you review the years of teaching experience of teachers in your building, what impact might this have on student achievement?

7. As you review the total number of days for school leader absences and note how many were due to professional learning and how many were due to illness, what impact might this have on student achievement? *(2013-14 SDA Question #46 of 68)*

8. As you review the total number of days for teacher absences and note how many were due to professional learning and how many were due to illness, what impact might this have on student achievement?

9. What action(s) could be taken to address any identified challenges regarding teacher/school leader demographics?

Process Data (9 items)

Process data is information about the practices and procedures schools use to plan, deliver, and monitor curriculum, instruction and assessment. (2015 new section)

10. In reviewing the results of the **School Systems Review** or the **Interim Self Assessment/Self Assessment**, what strands/standards/indicators stand out as a strength?

11. In reviewing the results of the **School Systems Review** or the **Interim Self Assessment/Self Assessment**, what strands/standards/indicators stand out as challenges?

12. How might these challenges impact student achievement?

13. What actions could be taken and incorporated into the School Improvement Plan to address these challenges from the **School Systems Review** or the **Interim Self Assessment/Self Assessment**?

Extended Learning Opportunity data is to be collected by the school.
Elementary Examples: Summer school, after school programs, etc.
MS Examples: Junior Achievement, student government, *Educational Development Plan (EDP), etc.
HS Examples: Advanced Placement (AP), Internl Bacc (IB), Dual Enrollment, CTE/Voc Ed, etc.
** EDP must be developed for all 8th graders, and reviewed annually in grades 9-12 to ensure that course selections align with the plan.*

14. How do you ensure that students with disabilities have access to the full array of intervention programs available, i.e., Title I, Title III, Section 31a, IDEA, credit recovery, Extended Learning Opportunities? *(2013-14 SDA Question #42 of 68)*

15. Describe the Extended Learning Opportunities that available for students and in what grades. (2013-14 SDA Question #44 of 68)

16. What is the process for identifying students for Extended Learning Opportunities and how are parents notified of these opportunities? *(2013-14 SDA Question #45 of 68)*

17. What evidence do you have to indicate the extent to which tthst state content standaras are being implemented with fidelity i.e. horizontal and vertical implementation, in all content courses and grade levels? *(2013-14 SDA Questions #67-68 of 68)*

18. (Optional) How does your school use health survey/screener results i.e. MIPHY to improve student learning? *Answer only if you completed the MIPHY survey. (2013-14 SDA Question #66 of 68- if applicable)*

Achievement/Outcome Data

Achievement/Outcome data tell us what students have learned. These include classroom-level, benchmark, interim and formative assessment data as well as summative data such as standardized test scores from annual district and state assessments. Streamlined from 28 questions about subgroups, all students and gaps to four core questions around each of the five core contents (strengths, challenges, trends, and what will you do about it?)

Achievement Reports

Please one or both of the following resources to assist in answering the questions.

- LOCAL DATA, such as: DIBES, Discovery Ed, NWEA, Delta Math, Running Record, EPAS, etc.
- MI School Data (Assessment Results → Trend view by by grade level, content area)
- IRIS/IGOR (SW MII Data Warehouse) (School Data Analysis PDF Report OR State Level Reports to view: MEAP (or MME) New Cut Score Historical Perspective, MEAP GLCE Performance History)

Step 1: Identify Average (mean) Scale Score Trend on MI School Data compared to the state average. This is the best indicator for Z-scores that drive school rankings. View an older podcast explaining how to utilize MI School Data and the difference between Average Score vs % Proficient.
Step 2: Download the MS Excel File from MI School Data while viewing the Average Score TREND data. Manipulate the average score to show a state percentile rank. This will allow you to see a trend from MEAP/MME to M-STEP relative to others in the state. View a NEW podcast explaining how to download the file and see trend data from the old assessment to the new assessment.
Step 3: Examine "why" scores on the state level assessment have increased or decreased by looking at HS/GLCE reports or Standard reports when logged on to MI School Data, Data Director, or IRIS.
Step 4: Consider additional local data such as common unit assessments, EPAS, Discovery Ed, NWEA, etc.

19. Reading (Consider the Reading Now Network Data Tool for a new perspective on reading achievement)
    A. Strengths (Are you in the top 20% on the RNN Data Tool?)
    B. Challenges
    C. Trends (Podcast to convert MEAP to Percentile and MS Excel Template)
    D. Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

20. Writing
    A. Strengths
    B. Challenges
    C. Trends (Podcast to convert MEAP to Percentile and MS Excel Template)
    D. Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

21. Math
    A. Strengths
    B. Challenges
    C. Trends (Podcast to convert MEAP to Percentile and MS Excel Template)
    D. Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

22. Science

A. Strengths
B. Challenges
C. Trends (Podcast to convert MEAP to Percentile and MS Excel Template)
D. Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

23. Social Studies
A. Strengths
B. Challenges
C. Trends (Podcast to convert MEAP to Percentile and MS Excel Template)
D. Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Perception Data

Perception data is information collected that reflects the opinions and views of stakeholders. Historical Perception Data for Students, Parents/Guardians, and Teachers/Staff is available from the 2013-14 SDA. The first and third questions from the 2013-14 SDA will provide information similar to questions A and B in the 2014-15 SDA.

24. Students (Required of secondary schools, recommended for elementary schools)
A. Which area(s) indicate the overall highest level of satisfaction among students?

B. What area(s) indicate the overall lowest level of satisfaction among students?

C. What actions will be taken to improve student satisfaction in the lowest area(s)?

25. Parents/Guardians Perception Data (Required)
A. Which area(s) indicate the overall highest level of satisfaction among parents/guardians?

B. What area(s) indicate the overall lowest levels of satisfaction among parent/guardians?

C. What actions will be taken to improve parent/guardian satisfaction in the lowest area(s)?

26. Teachers/Staff Perception Data (Required)
A. Which area(s) indicate the overall highest level of satisfaction among teachers/staff?

B. Which area(s) indicate the overall lowest level of satisfaction among teachers/staff?

C. What actions will be taken to improve parent/guardian satisfaction in the lowest area(s)?

27. Stakeholder/Community Perception Data (Recommended for all schools, not required)
A. Which area(s) indicate the overall highest level of satisfaction among teachers/staff?

B. Which area(s) indicate the overall lowest level of satisfaction among teachers/staff?

C. What actions will be taken to improve parent/guardian satisfaction in the lowest area(s)?

SUMMARY

The intent of this summary is to synthesize the results of your data analysis and to drive the construction of your school's improvement plan or reform/redesign plan. Schools may have recorded these results elsewhere and SHOULD CONSIDER INSERTING (copy/paste) THEM INTO ASSIST.

28. Summary

A. Briefly summarize the strengths and challenges identified in the four kinds of data- demographic, process, achievement/outcomes, and perception?

B. How might the challenges identified in the demographic, process, and perception data impact student achievement?

C. How will these challenges be addressed in the School Improvement Plan's Goals, Measurable Objectives, Strategies and Activities for the upcoming year? For Priority Schools, which of these high need areas will inform the Big Ideas and the Reform/Redesign Plan?