



A Planning Tool for Meaningful Development & Stakeholder Investment in the District Work of:

Comprehensive Needs Assessment

WHY DO WE DO THIS WORK?

The clarity that evolves from the process of developing a mission, a vision, and values gives all stakeholders a sense of cohesiveness, shared purpose and direction. This important work establishes the foundation and framework for expected behavior in a district. When thoughtfully and collaboratively developed, they become part of the culture, the work becomes faster, and it is easier to make choices that align with district goals.

*"A mission is something to be accomplished. A vision is something to be pursued.
Shared values are the foundational supports that connect the two."*

HOW DO WE DO THIS WORK?

The goal for every campus should be to provide a well-rounded program of curriculum and instruction where **all** students are challenged and have opportunities to meet the state's academic standards. To meet that goal, a team of people who possess knowledge of the school and its programs must regularly assess the school's progress. An honest and transparent assessment of every detail of the school greatly enhances a school's ability to determine what steps to take next in the improvement planning process.

Using the information below, answer these key questions to create a well-rounded CNA Summary that includes evidence-based data interpretations. The **WHAT** section provides the overarching topics for the questions in the corresponding **ASK** section. Upon completion, use the CNA Summary information and extract and prioritize STRENGTHS and PROBLEM STATEMENTS with a ROOT CAUSE.

The chart is organized using the four Multiple Measures: Demographics (**D**) , Student Learning (**SL**) , Perceptions (**P**) and Processes and Programs (**PP**).

NOTE: Data may be applied and discussed in more than one area below. Some overlapping areas are referenced for you. ESF is noted for schools working in Effective Schools Framework Levers.

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Questions to Consider

Demographics

Who are we? With whom are we engaged? With what level of success? How do we know?

WHAT Description of School~School Environment Data~Students Race/Ethnicity~Student Groups~Staff Quality & Data~Parents/Guardians/ Community

Note: As you reflect on the questions, consider areas of overlap within Student Learning (SL), Processes and Programs (PP) and Perceptions (P). Some overlapping areas are referenced for you. **ESF** is noted for schools working in Effective Schools Framework Levers.

- ASK**
- How do we describe our school? What is our story? ex., size, grade span, age, location, magnet, open enrollment, neighborhood school
 - Who are our stakeholders? How are they included in the planning process as contributing partners in the development & implementation of the improvement plan? **P, PP**
 - Do our special programs align with the needs and desires of our students, parents and community? Do they align with the philosophy and beliefs of our teachers and administrators? ex. Gifted/Talented, CTE, Fine Arts **P, PP**
 - What percentage of students who are migrant, experiencing homelessness, served in special education, English learners/Emergent Bilinguals, at-risk, gifted are enrolled in special programs? **PP, SL**
 - What are student behavior trends, discipline referrals, suspensions, and expulsions? Does it vary between student groups? How is this impacting students and learning? **SL, PP**
 - What is our student mobility rate? Why? What systems do we have in place to address the effects of mobility? **PP, SL**
 - What are our dropout rates and which students are dropping out? **PP, P**
 - What are the retention rates for all groups of employees? **PP, P**
 - What is the average class size, student-to-teacher ratio and student-to-support staff ratio? **PP**
 - What are attendance/tardy, truancy, drop-out/retention rates? Are there trends? What procedures/practices are in place to address these? **PP, SL**
 - What race/ethnicity/gender percentages make up our student population and how does it differ from the past?
 - What percentage of students do we serve in various groups? ex. economically disadvantaged, ELs/EBs, SpEd, homeless, migrant, GT, AP, at-risk **PP, SL**
 - Who is our staff and how do their skills align with student needs/demographics? ex. years experience, capacity levels, certifications, race/ethnicity **PP, SL**
 - Who resides in our community and what is it like? ex. professions, ages, diversity, education levels, owners/renters, emergency services, crime rates?
 - How do we interact with the major employers and the universities/community colleges in our community? **PP**



Questions to Consider

Student Learning	
How well are our students doing? How do we describe the performance data beyond the numbers?	
WHAT	Description of Performance/Achievement ~Formative Data~Summative Data~Student Options Data~Subgroup Data
Note: As you reflect on the questions, consider areas of overlap within Demographics (D) , Processes and Programs (PP), and Perceptions (P). Some overlapping areas are referenced for you. ESF is noted for schools working in Effective Schools Framework Levers.	
ASK	In summatively state tested grades and subjects (ELA, Math, Science, Social Studies)... - How are our students performing overall, compared to other similar schools / school systems? D - How are our subgroups performing? (Consider race/ethnicity, gender, English proficiency, Section 504, students with disabilities, economic status) D - Are indicators available to suggest individual student growth / longitudinal data? What does this data tell us about individual student learning? PP In formatively state or locally tested grades and subjects (ELA, Math, Science, Social Studies)... - How do our formative results compare to our summative results? PP - How are our formative results used to improve student learning and / or classroom teaching? PP - How are our youngest learners (preK - 3rd) performing in ELA and Math? (Consider subgroups) D Additional Academic Success Indicators to consider... - What programs do we have in place to address struggling or at-risk students? Do these programs meet the needs of our students with disabilities, Section 504 students, general education students in need of interventions, and/or chronically absent students? P, D - What additional help do we offer to students who are failing or retained? How do we meet individual student needs of retained students and/or students who persistently struggle with academic content? P, D - How is academic success measured with regards to our local educational programs? P - What percentage of our students are on track to graduate on time? How do we prevent our students from dropping out of school? P - Are our students College and Career Ready when they graduate? What data supports this claim and how? P - How are our high school students performing on the ACT / SAT / PSAT? Are our high school students participating in AP and IB programs? Are they successful? - How is Response to Intervention (RtI) being implemented? Is there data to suggest the implementation is successful? P - What do classroom observations reveal about the correlation between student success and teacher effectiveness? How is this addressed? PP Note: HB3 Plans require Early Childhood Literacy, Early Childhood Math, and College, Career, and Military Readiness (CCMR) be addressed with five-year student outcome goals with annual targets and annual targets for each applicable student group in the closing the gaps domain at both the district and campus levels.

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Questions to Consider

Processes & Programs <i>What are our procedures, methods, and practices?</i>	
WHAT	Personnel Policies & Procedures~Professional Practices~Programs & Opportunities for Students~School Organization~Staff Recruitment & Retention~Curriculum, Instruction, & Assessment~Technology Practices
Note: As you reflect on the questions, consider areas of overlap within Demographics (D) , Student Learning (SL), and Perceptions (P). Some overlapping areas are referenced for you. ESF is noted for schools working in Effective Schools Framework Levers.	
ASK	• What is the process for recruiting and hiring high-quality educators? D, ESF 2.1 • Are roles and responsibilities clear? P • Are educators' strengths matched to classrooms and subjects based on student need? SL, ESF 2.1 • What professional learning opportunities are provided to grow teachers and develop instructional leaders, including actions to support powerful teaching & learning? SL, ESF 1.1 & 4.1 • What systems are in place to support new or struggling teachers? D • Do teacher evaluation results correlate to summative and formative student data? SL • What level of understanding and buy-in does staff have in regards to continuous improvement and CNA processes? P, ESF 1.2 • What is the process for developing a focused improvement plan that addresses the root causes of low performance? SL • How are all stakeholders involved in this process? P • What systems are in place to address needs and track progress towards intended outcomes or performance objectives? SL • How are all students, especially those at-risk, given opportunities to meet challenging state academic standards with a well-rounded program of curriculum and instruction, including providing enrichment and acceleration? D, SL • How well do we coordinate and integrate academic and CTE content, college and career guidance counseling, and blended learning experiences? SL • Is lesson planning data driven and include formative assessments and interventions? SL, ESF 5.1 & 5.3 • In what ways do we protect and maximize instructional time? SL • Is there equity of service for all students? P, D • What procedures are in place to support students during transitions from one grade to the next and one campus to the next throughout EC-Elementary-Middle School-High School-Post Secondary? SL • What are the significant classroom management or disciplinary trends/findings? What procedures are in place to reduce discipline referrals? D • What is the data for bullying, drug, violence and suicide prevention, as appropriate? Include data on unwanted physical or verbal aggression, sexual harassment, dating violence, sexual abuse, sex trafficking, and other maltreatment of children, again, as appropriate. D • Do the programs we have in place align with our vision, mission, goals, and values? P, ESF 3.1 • What is our plan for school safety? How do we address safety issues? P

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Questions to Consider

Perceptions <i>How well do we conduct business?</i>	
WHAT	Description of Interactions~Student, Staff, Parent, and Community Engagement~Surveys/Interviews/Focus Groups~Culture & Climate
Note: As you reflect on the questions, consider areas of overlap within Demographics (D) , Student Learning (SL), and Processes and Programs (PP). Some overlapping areas are referenced for you. ESF is noted for schools working in Effective Schools Framework Levers.	
ASK	• How do students and staff describe the school and learning environment? D • Do our students and staff feel safe, and have a sense of belonging? Do our teachers feel they are supported in student discipline? PP • Do our teachers want to teach at the school? How do you explain staff turnover? PP • Do our teachers feel supported in their daily work, both by administration and by each other? • How are we mentoring new teachers and struggling teachers? Is our process working? PP • Do our students want to attend school daily? Do they feel supported and protected? Do they feel challenged and engaged? PP • Is there a difference in attendance, discipline, and academic data among varying subgroups of students? SL • What is our drop-out rate? How do we explain it? Are there ethnic or race group trends? SL • Do our students feel there are processes in place to support them academically, emotionally, and physically? Are the processes working? PP • Do we provide conflict resolution among students? Is it working to decrease conflict? • How do our parents and community stakeholders describe our school? Do they feel welcomed into the school? D • What kind of opportunities are we providing for community and parent involvement at our school to improve student achievement? PP • How do we consult with employers, business leaders, philanthropic organizations or individuals with expertise in engaging parents and family members in education? PP • What is the level of support from our community? How do we measure participation? • Do we create pathways to engage and support the community? • How do our parents, students, and community stakeholders describe our school and school administration? How do they describe the climate and culture of our school and school district? • Do our parents feel their children are safe at school, and on the way to and from school? • What strategies do we have in place to address student behaviors and bullying? PP • How does our school communicate with families, staff and stakeholders about student performance, standards, activities, etc.? Is it effective? • How do we engage all stakeholders in vision, mission, goals, strategies, and values that focus on a safe environment and high academic expectations? Do we have any barriers to allowing and / or accepting stakeholder involvement? PP, ESF 3.1 • How does our school ensure access to information for our non-English speaking families? D, PP

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