

INSTRUCTIONS:

Directions for Completing the Comprehensive Needs Assessment Tool

See [CNA and IAP Guidance Document](#)

This Comprehensive Needs Assessment Tool will determine your School's program strengths and identify the most significant needs. Follow the CNA and IAP Guidance Document guidelines to complete the full process of identifying the school's primary needs, root causes and primary needs statements and move into the Integrated Action Plan writing process to achieve the Desired Outcomes by eradicating the root cause/s of those needs.

ADE has provided an Effective Schools framework for you to use to make this determinations. This framework has 6 Principles. Each Principle has several Indicators and each Indicator has several Elements that further define best practices. You can remember this framework using the acronym "PIE".

Directions for the CNA Tool *itself*

1. Access the **Comprehensive Needs Assessment Library** from the Arizona Department of Education website, The Comprehensive Needs Assessment and Integrated Action Plan webpage.
2. Open the **CNA Tool** file and save to your computer desktop.
3. Open and print the **CNA Rubric** and distribute to appropriate teams or work groups to use in the discussions, data analysis and determination of the current state for each element. Once all Principles are complete, scores can be entered in the tool itself.
4. To complete the **CNA process**, consider every indicator for each Principle. Assess your school's current state on each Element, rating each one on a scale of 0 to 3. You will use many sources of evidence to determine your current state.
5. Once the ratings have been completed, transfer the ratings to the **CNA Tool**
 - a. Your Indicator average scores (0 to 3) calculate on each Principle sheet as you work.
 - b. Check the evidence used from the suggested evidence list. Add additional evidence in notes, if applicable.
 - c. The "Data Summary" at the bottom of each Principle sheet, you will find the Highest and Lowest scoring indicators noted.
 - d. Analyze your ratings for each Element and Indicator for each Principle, describe any trends or patterns.
 - e. Determine possible primary needs for each Principle.
6. **Final Summary:** After you have completed each of the 6 Principles, go to the Final Summary sheet. Data from each Principle sheet is loaded into the Final Summary sheet automatically.
 - a. Analyze data from all Principles, as well as, quantitative leading and lagging indicator data (see below)
 - b. Determine the three or four critical Primary Needs.
7. Complete thorough **Root Cause Analysis for each Primary Need using the Fishbone diagram.**
8. Write **Need Statements**
9. **Upload total CNA to ALEAT**, including root cause analysis documentation.

Leading and Lagging Indicator Quantitative Data are required

Data Tabs contain *optional templates* for leading and lagging indicators. These templates *may* be used or you can gather this *data* in whatever format your LEA and school use (see Guidance Document for Leading and Lagging Indicators explanation and guiding questions)

Consider for all students as well as the different subgroups.

Lagging Indicators: percentage of students at or above each proficiency level on State assessments in reading/language arts and mathematics, Percentage of limited English proficient students who attain English language proficiency, Graduation rate.

Leading Indicators: Dropout rate, Student attendance, Discipline incidents Truancy, Teacher attendance rate, Teacher attrition rate, Teacher certification.

Principle 1 - Effective Leadership

Effective leaders maintain strong professional ethics and integrity to shape a vision of academic success for all students. They analyze and attack challenges and manage systems to position the school and students to achieve at high levels. They set clear, measurable and attainable goals. They create a cadre of high-quality teachers and cultivate leadership in others.

Indicator		Element	Rate each element/question:				Check and add evidence that supports Rating	Notes / Additional evidence	Indicator Average Score:	
#	Description		0	1	2	3			(Ideal = 3.00)	
1.1	Our leadership guides the implementation of a vision of learning that is shared and supported by all stakeholders.	Students believe that all staff and students share a vision of learning and is reflected in staff and student attitudes and behaviors.	A. How did leadership develop the vision of learning?	● No vision of learning	○ In isolation and/or with no data	○ With some stakeholder input and/or some data	○ Collaboratively with stakeholder input and quantitative and qualitative data	<input type="checkbox"/>	Written vision, mission and core belief statements	0.00
<input type="checkbox"/>								Meeting notes/minutes from stakeholder meetings		
<input type="checkbox"/>								Meeting notes/minutes from staff meetings		
1.1			B. How often is the vision of learning used to guide the policies/procedures and decisions of the school?	● Never and/or there is no vision of learning	○ Infrequently	○ Sometimes	○ Consistently	<input type="checkbox"/>	Evidence of vision, mission and core beliefs posted in office areas and classrooms	
<input type="checkbox"/>										
<input type="checkbox"/>										
1.1			C. How often is the vision of learning reviewed and revised to reflect the current school community?	● Rarely	○ Not recently	○ Regularly, every 2-3 years	○ Annually	<input type="checkbox"/>		
<input type="checkbox"/>										
<input type="checkbox"/>										
1.2	Our leadership commits to sustaining a culture of high expectations for learning and growth of all students within a respectful, professional learning community for all staff.	High student academic achievement and growth demonstrate a commitment of all staff and students to high expectations.	A. Are high expectations for learning and growth of all students reflected in clear, measurable goals, policies/procedures and all decisions; based on all available data?	● No	○ Yes, for some goals, but goals are not always clear and/or data-based	○ Yes, for some goals and decisions	○ Yes, in all goals and decision	<input type="checkbox"/>	Meeting notes/minutes from Leadership Team meetings	0.00
<input type="checkbox"/>								Evidence of vision, mission and core beliefs posted in office areas and classrooms		
<input type="checkbox"/>								School calendar / Schedules		
1.2			B. Does leadership create opportunities for professional growth for all staff members based on walk-through data, formal evaluations and/or self-reflection, that allow all staff to improve their teaching craft and encourage the development of leadership skills?	● No.	○ one size fits all	○ Yes, some	○ Yes, many	<input type="checkbox"/>	Meeting notes/minutes from staff meetings	
<input type="checkbox"/>								Integrated action plans		
<input type="checkbox"/>								PLC notes		
1.2			C. Are policies/procedures written to allow teachers both individual and collaborative time to use data and plan to meet student learning goals, cultivating mutual respect and collegiality among staff?	● No.	○ Yes, individual or collaborative time, monthly or less	○ Yes, individual or collaborative time, bi-weekly	○ Yes, both individual and collaborative time weekly	<input type="checkbox"/>	Data dashboard / data books / notes / wall or other evidence that data is shared in timely and useable format, or student data books / notes / wall	
<input type="checkbox"/>								Staff and stakeholder surveys		
<input type="checkbox"/>								Lesson plans (high expectations, data informed instruction, goals...)		
1.2			D. Does leadership know federal and state requirements and the necessary support for teaching special populations?	● No.	○ Yes, some	○ Yes, most	○ Yes	<input type="checkbox"/>	Classroom observations or Classroom environment audits for evidence of high expectations	
<input type="checkbox"/>								Compliance with state and Federal regulations		
<input type="checkbox"/>								Professional Learning Calendar		
			●	○	○	○	<input type="checkbox"/>	Procedures and plans relative to emergency preparedness,		

1.3	Our leadership competently manages school operations to provide a safe, efficient, and effective learning environment.	Students believe that the school environment is psychologically, physically, and academically safe.	A. Are school buildings, equipment, and furnishings designed and maintained for the optimal safety of everyone who uses them?	No.	Some are lacking	Yes, most	Yes, all	<input type="checkbox"/>	Site audit of facilities, equipment, furniture	0.00		
									<input type="checkbox"/>		Resource audit	
1.3			B. Are the school safety and emergency preparedness plans current, disseminated to all, and subject to regular review and amendment, and practiced regularly?	●	○	○	○	○	○		<input type="checkbox"/>	
					No plans	No, not current	Yes, but not reviewed or practiced	Yes			<input type="checkbox"/>	
											<input type="checkbox"/>	
1.3			C. Does the leadership identify resources to meet the academic, social and emotional needs of students and adults in the school to prevent or respond when events threaten to disrupt the learning environment?	●	○	○	○	○	○		<input type="checkbox"/>	
			No	Minimal	Yes, sufficient	Yes, multiple		<input type="checkbox"/>				
								<input type="checkbox"/>				
1.4	Our leadership collaborates with staff, family and community members to meet diverse local community interests and needs.	Students, family, and community are actively involved as partners with the school.	A. How does the leadership collect and review data about community interests and needs as well as the environment in which the local school resides?	●	○	○	○	○	<input type="checkbox"/>	Family involvement activity calendar	0.00	
					No	Collects, but doesn't review	Collects and reviews	Systematically collects and reviews		<input type="checkbox"/>		Samples of parent and community communication
										<input type="checkbox"/>		Meeting notes/minutes from Stakeholder meetings
1.4			B. Does the leadership provide meaningful, formal and informal opportunities for families and community members to interact with the school?	●	○	○	○	○	○	<input type="checkbox"/>		Meeting notes/minutes from Leadership Team meetings
					No	Yes, minimal	Yes	Yes, numerous		<input type="checkbox"/>		Meeting notes/minutes from staff meetings
										<input type="checkbox"/>		
1.4			C. How often does the leadership regularly share data through various parent-friendly venues?	●	○	○	○	○	○	<input type="checkbox"/>		
					Does not share data	Minimally	Sometimes	Regularly		<input type="checkbox"/>		
1.4	D. Does the leadership develop and use a wide variety of communication strategies to encourage collaboration among the diverse members of the community?	●	○	○	○	○	○	<input type="checkbox"/>				
			No	Minimal	Yes, some	Yes, a wide variety		<input type="checkbox"/>				
								<input type="checkbox"/>				
1.5			A. Does the leadership effectively balance administrative tasks and instructional leadership responsibilities?	●	○	○	○	○	<input type="checkbox"/>	Assessment audit		
					No	Attempts to	Sometimes	Yes		<input type="checkbox"/>		Balanced assessment system
										<input type="checkbox"/>		Assessment calendar
1.5			B. Does the principal maintain oversight of fiscal resources?	●	○	○	○	○	○	<input type="checkbox"/>		Intervention calendar
					No	Yes, with no input	Yes, with some input	Yes, with the leadership team		<input type="checkbox"/>		Intervention implementation plan
										<input type="checkbox"/>		Data decision making model
								<input type="checkbox"/>	Data dashboard or other evidence that data is shared in timely and useable format			

1.5	Our leadership implements a system of academic and fiscal accountability to ensure every student's success.	High student academic achievement and growth indicate a strong integrated infrastructure supporting every student's success.	C. How does the leadership team evaluate school needs and include sufficient time for staff input into the whole process?	No	Using a data based decision making process, but without staff input	Using a data based decision making process	Using a robust data based decision making process	<input type="checkbox"/>	Conversation notes		0.00
1.5			D. Does our LEA and/or school provide access to a student information system containing sufficient data to make informed decisions?	No	Minimal data only	Yes, but not in real time	Yes, in real time	<input type="checkbox"/>			
1.5			E. Does Leadership demonstrate the value and use of data; and lead a data-driven, collaborative culture by supporting teachers in overcoming the barriers to effective data use; ensuring that instructional staff has the understanding, training and ability to access the school's data systems and tools to develop learning goals or targets and track progress for each student throughout the year?	No	Making an attempt	In beginning stages	Yes, absolutely	<input type="checkbox"/>			
1.5			F. Is the school calendar established and acknowledged by the LEA, before the school year begins, with a detailed data plan that includes: professional development, assessment administration dates, and scheduled data meetings to analyze, interpret, and discuss proper utilization of the data results to plan instruction?	N/A, this is an LEA function	Yes, but it often needs to be changed throughout the year	Yes, but only some of the items are included	Yes, with all items included	<input type="checkbox"/>			
1.5			G. Does the leadership ensure that systems of supports are available for students who are struggling to meet their learning goals?	No	Assumes they are in place	Expects they are in place	Yes, ensures they are in place	<input type="checkbox"/>			
1.5			H. Our systems are in place, to facilitate frequent, ongoing data-driven conversations related to student learning with all stakeholders?	No	Very few systems	Some systems	Yes, adequate	<input type="checkbox"/>			
1.6			Our leadership commits to recruiting effective teachers who meet the state's criteria for being appropriately certified to teach diverse learners.	Students' diverse needs are being met by appropriately certified and effective teachers in every classroom.	A. Does the LEA and/or school leadership have a plan to actively recruit appropriately certified teachers?	No	Yes, but it's not followed	Yes, but it isn't always followed	Yes	<input type="checkbox"/>	
1.6	B. Does the LEA and/or school Leadership have a plan in place to actively recruit teachers to meet the needs of diverse learners?	No			Yes, but it's not followed	Yes, but it isn't always followed	Yes	<input type="checkbox"/>	Hiring protocols and procedures		
1.6	C. Does the LEA and/or school leadership have a plan in place to actively recruit effective teachers as defined by the Arizona Framework for Measuring Educator Effectiveness?	No			Yes, but it's not followed	Yes, but it isn't always followed	Yes	<input type="checkbox"/>	Hiring records		
				No	Very few systems	Some systems	Yes, adequate	<input type="checkbox"/>	Written retention plan		

1.7	Our leadership commits to retaining effective teachers who meet the state's criteria for being appropriately certified to teach diverse learners.	Students' diverse needs are being met by appropriately certified and effective "continuing" teachers in every classroom.	A. Does the LEA and/or school leadership have a plan to actively retain appropriately certified teachers?	No	Yes, but it's not followed	Yes, but it isn't always followed	Yes	<input type="checkbox"/>	Teacher evaluations		0.00	
									<input type="checkbox"/>	Evidence of appropriate certification		
1.7			B. Does the LEA and/or school Leadership have a plan in place to actively retain teachers to meet the needs of diverse learners?	No	Yes, but it's not followed	Yes, but it isn't always followed	Yes	<input type="checkbox"/>				
									<input type="checkbox"/>			
									<input type="checkbox"/>			
1.7			C. Does the LEA and/or school leadership have a plan in place to actively retain effective teachers as defined by the Arizona Framework for Measuring Educator Effectiveness?	No	Yes, but it's not followed	Yes, but it isn't always followed	Yes	<input type="checkbox"/>				
							<input type="checkbox"/>					
							<input type="checkbox"/>					
1.8	Our leadership commits to equitably distributing effective and highly effective teachers, as defined by the Arizona Framework for Measuring Educator Effectiveness, among all schools to meet the needs of diverse learners.	Students of color, students economically disadvantaged and students with special needs are not taught by inexperienced, unqualified, or ineffective educators at higher rates than students outside those demographics.	The LEA and/or school Leadership has a plan in place and follows it to equitably distribute effective and highly effective teachers to meet the needs of diverse learners	No	Yes, but it's not followed	Yes, but it isn't always followed	Yes	<input type="checkbox"/>	Written equitable distribution plan		0.00	
								<input type="checkbox"/>	Teacher evaluations			
								<input type="checkbox"/>				

Data Summary:					
	Indicator	Description	Average Score	Trends: High/Low Scores	Comments & Notes
1 - Effective Leadership	1.1	Our leadership guides the implementation of a vision of learning that is shared and supported by all stakeholders.	0.00		
	1.2	Our leadership commits to sustaining a culture of high expectations for learning and growth of all students within a respectful, professional learning community for all staff.	0.00		
	1.3	Our leadership competently manages school operations to provide a safe, efficient, and effective learning environment.	0.00		
	1.4	Our leadership collaborates with staff, family and community members to meet diverse local community interests and needs.	0.00		
	1.5	Our leadership implements a system of academic and fiscal accountability to ensure every student's success.	0.00		

Principle	1.6	Our leadership commits to recruiting effective teachers who meet the state's criteria for being appropriately certified to teach diverse learners.	0.00		
	1.7	Our leadership commits to retaining effective teachers who meet the state's criteria for being appropriately certified to teach diverse learners.	0.00		
	1.8	Our leadership commits to equitably distributing effective and highly effective teachers, as defined by the Arizona Framework for Measuring Educator Effectiveness, among all schools to meet the needs of diverse learners.	0.00		
Average Score for Principle 1 - Effective Leadership:		0.00			
Identify trends and patterns for Principle 1 - Effective Leadership:					
Identify possible primary needs for Principle 1 - Effective Leadership:					

Principle 2 - Effective Teachers and Instruction

Effective instruction occurs with quality teaching in a student-centered, safe environment where there are high expectations for all students to succeed. Teachers have a solid knowledge of the content they teach and a common understanding of the content standards and curricula. It includes intentional planning and emphasizes evidence-based best practices for teaching and learning. It also requires teachers to have a strong understanding of the assessment system and how to use data to make instructional decisions for all students.

Indicator			Element	Rate each element/question:				Check and add evidence that supports Rating	Notes / Additional evidence	Indicator Average Score: (Ideal = 3.00)		
#	Description	Ideal Output		0	1	2	3					
2.1	Our teachers maintain high academic expectations for all students.	Students display behaviors that demonstrate their commitment to rigorous goals created by themselves or in conjunction with their teachers.	A. How many teachers' commitments and actions demonstrate high expectations for all learners?	● None	○ Few	○ Some	○ All	<input type="checkbox"/> Classroom policies and procedures		0.00		
									<input type="checkbox"/> Student surveys/Student interviews			
									<input type="checkbox"/> Teacher lesson plans			
2.1					B. How many teachers establish goals and high expectations for all student learning in all content areas, including goals for closing achievement gaps, when applicable?	● None	○ Few	○ Some	○ All		<input type="checkbox"/> Student work	
											<input type="checkbox"/>	
											<input type="checkbox"/>	
2.1					C. Do teachers plan rigorous instruction?	● No	○ In a few classrooms	○ Yes, in some classrooms	○ Yes, in all classrooms		<input type="checkbox"/>	
								<input type="checkbox"/>				
								<input type="checkbox"/>				
2.1			D. Is there classroom evidence of data use informing instruction?	● No	○ In a few classrooms	○ Yes, in some classrooms	○ Yes, in all classrooms	<input type="checkbox"/>				
								<input type="checkbox"/>				
								<input type="checkbox"/>				
2.1			E. Do teachers monitor evidence of student learning to determine if sufficient progress is being achieved and make any necessary adjustments?	● No	○ In a few classrooms	○ Yes, in some classrooms	○ Yes, in all classrooms	<input type="checkbox"/>				
								<input type="checkbox"/>				
								<input type="checkbox"/>				
2.1			F. Do teachers purposefully and intentionally use MTSS principles to create an environment that empowers all students to be successful in their learning and reach expected levels of achievement?	● No	○ In a few classrooms	○ Yes, in some classrooms	○ Yes, in all classrooms	<input type="checkbox"/>				
								<input type="checkbox"/>				
								<input type="checkbox"/>				
2.1			G. Do teachers create a classroom environment where students hold themselves accountable for their individual learning?	● No	○ In a few classrooms	○ Yes, in some classrooms	○ Yes, in all classrooms	<input type="checkbox"/>				
								<input type="checkbox"/>				
								<input type="checkbox"/>				
2.2	Our teachers have shared knowledge of the content standards and curricula.	Every student receives the same guaranteed and viable curriculum, aligned to state standards.	A. Is depth of knowledge evident in lessons?	● No	○ In some content areas	○ Yes, in most content areas	○ Yes, in all content areas	<input type="checkbox"/> PLC team minutes/agendas		0.00		
									<input type="checkbox"/> Classroom observations			
									<input type="checkbox"/> Teacher lesson plans			
2.2					B. How much content aligns with the state standards?	● None	○ Very little	○ Some	○ All		<input type="checkbox"/> Informal student assessment information	
								<input type="checkbox"/> Curriculum mapping				
								<input type="checkbox"/> Pacing guides				
2.2			C. How many grade level teams/content areas have a common understanding of the content standards?	● None	○ Few	○ Some	○ All	<input type="checkbox"/>				
								<input type="checkbox"/>				
								<input type="checkbox"/>				
2.2			D. Are curricula implemented with fidelity?	● No	○ Some, with loose fidelity	○ Some, with some fidelity	○ Yes, all with complete fidelity	<input type="checkbox"/>				
								<input type="checkbox"/>				
								<input type="checkbox"/>				
2.3	Based on all available student data, teachers intentionally plan instruction that		A. Is instruction aligned with standards?	● Most instruction is not	○ Limited	○ Yes, some	○ Yes, all	<input type="checkbox"/> Formal and informal student assessment information analyzed				
									<input type="checkbox"/> Teacher lesson plans			
									<input type="checkbox"/> Formal and informal student assessments provided			
2.3			B. Lesson planning includes:	● None	○ learning goals	○ learning goals, success criteria	○ learning goals, success criteria, and possible student misconceptions	<input type="checkbox"/> Classroom observations				
								<input type="checkbox"/> Evidence of differentiated instruction				
								<input type="checkbox"/> Grade level or content meeting minutes				
2.3			C. Is understanding of student prior knowledge evident in planning?	● No	○ Infrequently	○ Sometimes	○ Yes	<input type="checkbox"/> Evidence of classroom level RTI				
								<input type="checkbox"/>				
								<input type="checkbox"/>				

			NO	Infrequently	Sometimes	Yes				
	supports every student in meeting rigorous learning goals including differentiated instruction and Universal Design for Learning.	Students receive comprehensive lessons designed to meet the needs of all learners.						<input type="checkbox"/>		
2.3			D. Do teachers use Universal Design for Learning (UDL) in planning lessons (UDL is specifically stated in ESSA)?	● Very few	○ Some	○ Yes, most	○ Yes, all	<input type="checkbox"/>		
2.3			E. Pacing is appropriate for ...	● not appropriate for the group or individual students	○ some of the group but not for individual students	○ the group and some individual students	○ the group and all individual students	<input type="checkbox"/>		
2.3			F. What part of of instructions is formative assessment or assessment for learning?	● Not a part of instruction	○ Infrequent	○ Limited	○ Essential	<input type="checkbox"/>		
2.4	Our teachers implement evidenced-based, rigorous and relevant instruction.	Students are engaged in classrooms where they are encouraged to take responsibility for their own learning through effective instruction.	A. Do students have access to grade level appropriate general education curriculum?	● Very few	○ Some	○ Yes, most	○ Yes, all	<input type="checkbox"/>	Classroom observations	
2.4			B. What role does teaching for understanding play in lessons?	● None	○ Primary outcome for some students in some lessons	○ An outcome for all student in most lessons	○ Primary outcome for for all students in all lessons	<input type="checkbox"/>	Evidence of differentiated instruction	
2.4			C. Questioning strategies...	● are not used	○ Teachers ask some questions spontaneously	○ Teachers develop and ask some high level lesson questions	○ Teachers intentionally develop and ask high level lesson questions	<input type="checkbox"/>	Evidence of classroom level RTI	
2.4			D. Do teachers employ a variety of student engagement strategies and best practices?	● No	○ Some	○ Yes, most	○ Yes, all	<input type="checkbox"/>	Teacher lesson plans	
2.4			E. Do teachers use evidence-based interventions, strategies, and routines?	● No	○ Some	○ Yes, most	○ Yes, all	<input type="checkbox"/>	Flexible student groupings evident	
2.4			F. How often does student questioning help guide classroom discourse?	● Almost never	○ Rarely	○ Sometimes	○ Frequently	<input type="checkbox"/>	Continuum of service options for special populations (SPED, EL, etc.)	
2.4			G. How often do teachers provide opportunities for students to construct their knowledge including an allowance and support of productive struggle with new ideas?	● Almost never	○ Infrequently	○ Occasionally	○ Regularly	<input type="checkbox"/>	Classroom policies and procedures	
2.4			H. Collaboration between teacher to student and student to student...	● is not evident	○ is rarely evident	○ seems valued and sometimes evident	○ is valued and consistently evident	<input type="checkbox"/>	Student surveys/Student interviews	
2.4			I. Are grouping strategies used intentionally to meet the needs of all students?	● No	○ Very limited	○ Yes, some	○ Yes, quite a variety	<input type="checkbox"/>	Student data portfolios/Student data evident in classroom	
2.4			J. Feedback to students is...	● not specific or actionable	○ specific but never actionable	○ specific but not always actionable	○ specific and actionable	<input type="checkbox"/>	PLC team minutes/agendas	
2.4			K. How are students encouraged to use their own data?	● Students are not included in the data discussion	○ to look at their own data	○ to become knowledgeable of their own data	○ to become knowledgeable of their own data, and to seek and value alternative modes of investigation or problem-solving	<input type="checkbox"/>	Curriculum mapping	
								<input type="checkbox"/>	Report cards	
								<input type="checkbox"/>	Progress reports	
						<input type="checkbox"/>	Parent Meetings			

0.00

0.00

2.4			L. Is there coherence across content areas with real world applications experienced and valued?	●	○	○	○	□			
				No	Very little	Yes, some coherence	Yes, significant coherence	□			
								□			

2.5	Our teachers have a strong understanding of types of assessment.	Students and teachers collaboratively utilize assessment data to plan, drive, and evaluate student learning outcomes.	A. Do teachers understand and implement a balance of assessment types?	● No	○ Few	○ Some	○ All	<input type="checkbox"/> Evidence of user friendly data provided to teachers		0.00			
2.5			B. To what degree is assessment for learning and classroom formative assessment planned for and used for the appropriate purposes?	● None	○ By a few teachers	○ By some teachers	○ By all teachers	<input type="checkbox"/> Evidence of RTI and/or referral process					
2.5			C. What role do students play in the formative assessment process and use of data?	● Students don't play a role in formative assessment	○ A minimal role in some/few classrooms	○ A limited role in some classrooms	○ A fundamental role (e.g. acknowledging strengths and identifying areas in need of improvement to problem-solve) in all/most classrooms	<input type="checkbox"/> Assessment system for instructional purposes	<input type="checkbox"/> Student surveys/Student interviews				
2.5			D. How many students know their end goals, how they perform on assessments, and understand what action steps they need to take to improve and advance?	● None	○ Few	○ Some	○ All	<input type="checkbox"/>	<input type="checkbox"/>				
2.5			E. How many teachers use differentiated, in-the-moment, checks for understanding and in-class assessments to ensure individual student progress between benchmark assessments?	● None	○ Few	○ Some	○ All	<input type="checkbox"/>	<input type="checkbox"/>				
2.5			F. How many teachers use evidence of learning (both qualitative and quantitative data) to determine the next instructional steps and provide actionable feedback to student?	● None	○ Few	○ Some	○ All	<input type="checkbox"/>	<input type="checkbox"/>				
2.5			G. Are classroom summative assessment, regularly scheduled interim/benchmark assessment and state assessment data used appropriately?	● No	○ Sometimes, but benchmark/interims are not given	○ Not always	○ Yes	<input type="checkbox"/>	<input type="checkbox"/>				
2.5			H. What access to user-friendly, succinct data reports, which include item-level analysis, standards level analysis, and achievement do your educators have?	● None	○ All, but not user friendly or succinct	○ All, to some levels	○ All, to all levels	<input type="checkbox"/>	<input type="checkbox"/>				
2.5			I. Do teachers have access to or are they promptly provided with actionable data in a usable format to make evidence-based decisions and support continuous improvement?	● No	○ Time lag and hard to understand	○ There is a time lag	○ Yes	<input type="checkbox"/>	<input type="checkbox"/>				
2.5			J. Are diagnostics and screeners available and used appropriately?	● No	○ Available, but not used	○ Available, not used on a regular basis	○ Yes	<input type="checkbox"/>	<input type="checkbox"/>				
2.5			K. Is data used for accountability precisely defined and understood?	● No	○ Loosely defined and understood	○ Generally defined and understood	○ Precisely defined and understood	<input type="checkbox"/>	<input type="checkbox"/>				
2.6			Our teachers and appropriate other staff participate in ongoing, appropriate professional learning opportunities.	Student achievement and growth increase due to teachers/staff actively engaged in differentiated professional learning.	A. Are learning opportunities differentiated based on data including content knowledge and pedagogy; curriculum implementation; student assessment, all types from formative through summative; student engagement; classroom management; and systemic, ongoing, high-quality training on effective data use and technology use?	● Very few	○ One size fits all	○ Some	○ All		<input type="checkbox"/> PLC team minutes/agendas	<input type="checkbox"/> Job embedded professional learning	0.00
2.7					A. Are professional learning communities regularly scheduled and do they focus on increasing student learning?	● No	○ Scheduled but do not focus on increasing student learning	○ Sporadically scheduled, but focused on student learning	○ Yes		<input type="checkbox"/> Evidence of user friendly data provided to teachers	<input type="checkbox"/> PLC team minutes/agendas	<input type="checkbox"/> Classroom observations
2.7	B. How often is articulation, across content areas and grade levels, scheduled ?	● Never			○ Infrequently	○ Regularly	○ Frequently and regularly	<input type="checkbox"/> Curriculum mapping	<input type="checkbox"/> Coaching/mentoring for teachers evident	<input type="checkbox"/> Teachers provided regular assessment data and training on analysis			

2.7	Our teachers collaborate with other teachers, administrators, parents, and education professional to ensure the success of all students.	Students excel within a collaborative educational community which focuses on the holistic student.	C. Do appropriate staff know the different types of available data and which kind of data to use for which decision?	● No	○ A few	○ Yes, some	○ Yes, all	<input type="checkbox"/> Teachers provide regular feedback to admin/team regarding data use and needs	
2.7			D. Do educators understand our framework for collecting, storing, accessing, and disseminating district, school, and student-level data?	● No	○ A few	○ Yes, some	○ Yes, all	<input type="checkbox"/> Data use framework embedded in teacher instruction and planning	
2.7			E. Do educators continuously access, interpret, analyze, act upon, and communicate multiple types of data from the classroom, the school, the district or charter holder, the state and other sources (e.g., research, community data, etc.) to improve student outcomes?	● No	○ A few	○ Yes, some	○ Yes, all	<input type="checkbox"/> Regular parent communication from teacher (newsletter, email blasts, etc.)	
2.7			F. Is parent communication consistent, frequent, data-based and focused on student learning and social growth?	● No	○ Sometimes	○ Not frequent	○ Yes	<input type="checkbox"/> Professional development offerings include data use and communication results	
2.7			G. Do ongoing coaching and mentoring opportunities exist?	● No	○ A few	○ Yes, some	○ Yes, many	<input type="checkbox"/> Assessment planner implemented	
2.7			H. Do ongoing, collaborative efforts between the teacher and the administrator lead to teacher action plans based on data to improve classroom instruction?	● No	○ Yes, but general planning	○ Yes	○ Yes. Explicit teacher action plans	<input type="checkbox"/>	
								<input type="checkbox"/>	
								<input type="checkbox"/>	
								<input type="checkbox"/>	
								<input type="checkbox"/>	
								<input type="checkbox"/>	
0.00									

Data Summary:					
	Indicator	Description	Average Score	Trends: High/Low Scores	Comments & Notes
Principle 2 - Effective Teachers and Instruction	2.1	Our teachers maintain high academic expectations for all students.	0.00		
	2.2	Our teachers have shared knowledge of the content standards and curricula.	0.00		
	2.3	Based on all available student data, teachers intentionally plan instruction that supports every student in meeting rigorous learning goals including differentiated instruction and Universal Design for Learning.	0.00		
	2.4	Our teachers implement evidenced-based, rigorous and relevant instruction.	0.00		
	2.5	Our teachers have a strong understanding of types of assessment.	0.00		
	2.6	Our teachers and appropriate other staff participate in ongoing, appropriate professional learning opportunities.	0.00		
	2.7	Our teachers collaborate with other teachers, administrators, parents, and education professional to ensure the success of all students.	0.00		
	Average Score for Principle 2 - Effective Teachers and Instruction:	0.00			
	Identify trends and patterns for Principle 2 - Effective Teachers and Instruction:				
	Identify possible primary needs for Principle 2 - Effective Teachers and Instruction:				

Principle 3 - Effective Organization of Time

Effective schools organize their time to support the vision of academic success for all students. Students have appropriate instructional and non-instructional time to support their learning and growth. Teachers have sufficient time to engage in professional learning, collaboration, and planning to support their students and their professional practice.

Indicator		Element	Rate each element/question:				Check and add evidence that supports Rating	Notes / Additional evidence	Indicator Average Score: (Ideal = 3.00)	
#	Description		0	1	2	3				
3.1	Our school year/calendar is organized to maximize instruction.	Student achievement and growth increase as students participate in a variety of intervention and enrichment programs.	A. Does the school offer intervention and enrichment summer programs?	● No	○ Either intervention or enrichment	○ Both intervention and enrichment	○ Yes, well planned, targeted, evidence-based; with an evaluation component	<input type="checkbox"/> Planning meeting minutes	0.00	
			B. Does the school offer intercession programs for both intervention and enrichment?	● School does not have intercessions	○ Does not offer	○ Either intervention or enrichment	○ Yes, well planned, targeted, evidence-based; with an evaluation component	<input type="checkbox"/> School Calendar		
							<input type="checkbox"/> Overview of Summer program enrichment and intervention offerings			
							<input type="checkbox"/> Overview of Intercession enrichment and intervention offerings			
							<input type="checkbox"/>			
							<input type="checkbox"/>			
3.2	Our school day is organized to maximize instruction.	Students are engaged in a comprehensive instructional program supported by effective and efficient use of time.	A. Classroom daily schedules ...	● vary throughout the school with no consistency or do not consistently optimize instructional time	○ optimize instructional time for ELA and MATH only	○ optimize instructional time in some content areas	○ optimize instructional time in all content areas	<input type="checkbox"/> Planning meeting minutes	0.00	
			B. Does the scheduling meet requirements for all special populations?	● No	○ For very few	○ Yes, for some	○ Yes, for all	<input type="checkbox"/> PLC agendas and minutes		
			C. Do schedules permit evidence-based interventions and enrichment?	● No	○ Interventions OR enrichment	○ Yes, but not daily	○ Yes, daily	<input type="checkbox"/> Bell schedule		
							<input type="checkbox"/> Daily schedules			
							<input type="checkbox"/> Lesson plans			
							<input type="checkbox"/> Intervention schedules			
							<input type="checkbox"/> Governing Board Policies/ Professional Days			
							<input type="checkbox"/> 21st Century Learning, after school activities, extra-curricular activities			
							<input type="checkbox"/> RED, MET, IEP meeting schedules			
3.3	Our school day is organized to ensure sufficient time for non-instructional activities for students and staff.	Students are engaged in non-instructional programs that offer cognitive, social, emotional, and physical benefits.	A. Are there daily, regularly scheduled, safe and well-supervised recesses offering cognitive, social, emotional, and physical benefits?	● No	○ Scheduled, but lacking	○ Scheduled, but not always followed	○ Yes	<input type="checkbox"/> Teacher duty lists (indicated supervised recess time for students)	0.00	
			B. Is lunchtime scheduled so that students have plenty of time to leisurely eat adequate amounts of food to meet their nutritional needs?	● less than 10 minutes	○ Minimal, less than 15 minutes	○ Yes, adequate, 15-19 minutes	○ Yes, leisurely, minimum 20 minutes	<input type="checkbox"/> Food and Nutrition policies and procedures		
			C. Are co-curricular activities available for all students?	● No	○ A few for some students	○ Yes, some	○ Yes, a large variety	<input type="checkbox"/> Co-curricular activity calendar and participation numbers		
							<input type="checkbox"/> Bell Schedules for recesses and lunch			
							<input type="checkbox"/> Governing Board Policies/ Professional Days			
							<input type="checkbox"/> 21st Century Learning, after school activities, extra-curricular activities			
							<input type="checkbox"/>			
							<input type="checkbox"/>			
							<input type="checkbox"/>			
3.4	Our professional (contract) day is structured to support professional learning for all teachers and staff.	Student attitudes reflect an understanding of a shared culture of life-long learning.	A. Does professional learning include job-embedded opportunities?	● No	○ Few	○ Yes, some	○ Yes, many	<input type="checkbox"/> Schedule of professional learning opportunities for faculty and staff	0.00	
			B. Does scheduling provide time for professional learning?	● No	○ N/A	○ N/A	○ Yes	<input type="checkbox"/> Governing Board Policies/ Professional Days		
			C. Do externships exist to meet and maintain certification ?	● No	○ N/A	○ N/A	○ Yes	<input type="checkbox"/> Peer to peer observation schedules		
			D. Are opportunities provided for peer to peer observation and feedback and other collaboration?	● No	○ Few	○ Some	○ Many	<input type="checkbox"/> Peer to peer observation notes		
							<input type="checkbox"/> Peer to peer feedback forms			
							<input type="checkbox"/>			
							<input type="checkbox"/>			
							<input type="checkbox"/>			
							<input type="checkbox"/>			
							<input type="checkbox"/>			
							<input type="checkbox"/>			
							<input type="checkbox"/>			
							<input type="checkbox"/>			
							<input type="checkbox"/>			
3.5	Our professional (contract) day is organized to provide appropriate planning and preparation time as well as collaboration opportunities for all teachers, staff, and administrators to ensure continuous improvement.	Students engage in cohesive, effectively planned and well-articulated instructional programs across content and grade levels.	A. Is there time reserved for Professional Learning Communities (PLCs) and data reflection through grade level/subject area common prep time?	● No	○ Yes, monthly	○ Yes, biweekly	○ Yes, weekly	<input type="checkbox"/> Professional day schedules		0.00
			B. Do regularly scheduled opportunities exist for grade level/content articulation and across discipline teams to analyze data for consistent student growth?	● No	○ Few	○ Some	○ Yes	<input type="checkbox"/> Student contact daily schedules		
			C. Does leadership support and ensure release time for teachers to participate in IEP meetings and needed planning to support diverse learners?	● No	○ Supports, but doesn't ensure the time needed	○ Provided, but insufficient	○ Yes, appropriate and adequate	<input type="checkbox"/> PLC schedules		
							<input type="checkbox"/> PLC agendas and minutes			
							<input type="checkbox"/> Articulations between grade levels			
							<input type="checkbox"/> IEP meetings schedules			
							<input type="checkbox"/>			
							<input type="checkbox"/>			
							<input type="checkbox"/>			

Data Summary:

	Indicator	Description	Average Score	Trends: High/Low Scores	Comments & Notes
Principle 3 - Effective Organization of Time	3.1	Our school year/calendar is organized to maximize instruction.	0.00		
	3.2	Our school day is organized to maximize instruction.	0.00		
	3.3	Our school day is organized to ensure sufficient time for non-instructional activities for students and staff.	0.00		
	3.4	Our professional (contract) day is structured to support professional learning for all teachers and staff.	0.00		
	3.5	Our professional (contract) day is organized to provide appropriate planning and preparation time as well as collaboration opportunities for all teachers, staff, and administrators to ensure continuous improvement.	0.00		
Average Score for Principle 3 - Effective Organization of Time:		0.00			
Identify trends and patterns for Principle 3 - Effective Organization of Time:					
Identify possible primary needs for Principle 3 - Effective Organization of Time:					

Principle 4 - Effective Curriculum

Effective curricula are evidence-based resources used for teaching and learning aligned to Arizona standards in all content areas. Districts and schools adopt local curricula. An effective curriculum ensures a continuum of inclusive, equitable and challenging learning opportunities, high expectations for learning and access to a well-rounded education for all learners.

Indicator		Element	Rate each element/question:				Check and add evidence that supports Rating	Notes / Additional evidence	Indicator Average Score: (Ideal = 3.00)
#	Description		0	1	2	3			
4.1	Our written curricula provide access to a well-rounded education that fully maximizes the potential of the education for all students.	Students are engaged in a variety of disciplines resulting in a well-rounded education.	A. Do students have access to a "Well Rounded Education", a wide variety of disciplines including physical education/health, music, the arts, world languages, social studies, environmental education, computer science and civics?	● No	○ Most students have access to some disciplines listed	○ All students have access to most disciplines listed	○ Yes, all students do	<input type="checkbox"/> Physical/online curricula for all disciplines with academic standards	0.00
4.1			B. Do students have access to a school media center ?	● No	○ Yes, but not staffed	○ Yes, but not staffed by a certified librarian	○ Yes, staffed by a certified librarian	<input type="checkbox"/> Master schedule includes all disciplines with academic standards for all grade levels	
4.1			C. Do students have access to appropriate technology resources?	● No	○ Some students	○ Yes, all students, shared via computer labs, computer carts or personal technology devices	○ Yes, all students, either through a 1:1 program or through embedded classroom technology	<input type="checkbox"/>	
4.2	Our written curricula align with the AZ State Standards and English Language Proficiency Standards, when appropriate, for all content areas.	Students have access to evidence-based curriculum and materials aligned to AZ State Standards.	A. Does curricula align with the appropriate grade level and content standards?	● No	○ Either/or, not both	○ Mostly	○ Yes	<input type="checkbox"/> Coding and standards are present in all resources supporting disciplines with academic standards	0.00
4.2			B. Is there a current curriculum adoption process and a revision cycle in place that are consistently followed for all content areas?	● Not current or consistently followed	○ Only for math and ELA	○ Current, but not always followed	○ Yes	<input type="checkbox"/> Adoption process is available/accessible to the public	
							<input type="checkbox"/> Revision cycle is public and includes multiple year cycle		
							<input type="checkbox"/> Adoption process includes a focus on alignment to state standards (content and ELP)		
4.3	Our written curricula are evidence and standards based.	Students are engaged in evidence-based curricula, addressing diverse learner needs (student, teacher, and parent) that promotes a proper balance of cognitive knowledge levels.	A. Do pacing guides provide flexibility based on diverse learner needs?	● No pacing guides exist	○ No flexibility	○ Some flexibility	○ Yes, flexibility	<input type="checkbox"/> Pacing guides are available for all disciplines with academic standards	0.00
4.3			B. Do content learning progressions reflect an appropriate scope and sequence with coherence including vertical and horizontal alignment?	● No	○ Questionable coherence and/or little vertical and horizontal alignment	○ Yes, with some alignment	○ Yes	<input type="checkbox"/> Flexibility is provided in pacing guides on a number of indicators (remediation)	
4.3			C. Is a proper balance of cognitive demand frequently evident?	● No	○ Rarely	○ Sometimes	○ Yes	<input type="checkbox"/> Scope and sequence resources are provided for all disciplines with academic standards	
4.3			D. Does curricula address the content needs of teachers, students and parents?	● No	○ Rarely	○ Mostly	○ Yes	<input type="checkbox"/> Horizontal and vertical alignment is evident in written curricula	
							<input type="checkbox"/> Tasks and activities have a depth of knowledge (DOK) range of 1 through 3		
							<input type="checkbox"/> Written Curricula provide content support for teachers, students and parents		
							<input type="checkbox"/>		
							<input type="checkbox"/>		
4.4	Our written curricula accommodate the needs of all learners.	Students feel successful because they feel supported through a variety of opportunities and programs.	A. Does the curricula include consistent opportunities for extension and remediation within all disciplines?	● No	○ Within Math or ELA, only	○ Within Math and ELA, only	○ Yes, within all disciplines	<input type="checkbox"/> Includes extension and intervention opportunities – planning/pacing guides	0.00
4.4			B. Do the curricula consider diverse learners and special populations?	● No	○ Few	○ Some	○ Yes	<input type="checkbox"/> Includes guidance for extension and interventions*	
4.4			C. Do curricula include Systems of Support / Multi-Tier System of Support (Universal Design for Learning [UDL] specifically in ESSA, positive behavior supports, schoolwide alternatives to suspension, etc.)	● No	○ A few	○ Yes, some	○ Yes, many	<input type="checkbox"/> Resources to support teachers in the instruction of extension and interventions*	
4.4			D. Do curricula support content integration and experiential learning opportunities?	● No	○ Very little	○ Yes, but only some	○ Yes	<input type="checkbox"/> Please see additional MTSS support documents – Behavior also in Climate	
							<input type="checkbox"/>		
							<input type="checkbox"/>		
							<input type="checkbox"/>		
							<input type="checkbox"/>		
4.5	Our entire staff participates in professional learning to support effective implementation of adopted curricula.	Students are engaged in curricula that is characterized by the use of effective instructional strategies and resources through a wide variety of disciplines.	A. Are professional learning opportunities for the staff varied, differentiated ? <i>See Appendix F for research based list</i>	● No	○ Varied only	○ Yes, but not chosen based on data/evidence of need	○ Yes, chosen based on data/evidence of need	<input type="checkbox"/> Opportunities for professional development for all staff are posted and available	0.00
								<input type="checkbox"/> Professional learning calendar/schedule	
								<input type="checkbox"/>	

4.6	Our school staff systematically monitors, reviews and evaluates the implementation and effectiveness of adopted curricula ensuring continuous improvement for all students.	Student performance increases due to the continual alignment of the curriculum, standards, instruction, and assessment.	A. Does the school perform a gap analysis between curriculum and academic standards and takes action based on analysis?	● No	○ ELA or Math only	○ Yes, in most content areas	○ Yes, in all content areas	<input type="checkbox"/> Gap analysis documentation/data is available for all staff <input type="checkbox"/> Gap analysis cycle is public and includes multiple year cycle <input type="checkbox"/> Action plan based on gap analysis data is available	0.00
4.6			B. Does the school perform a gap analysis between curriculum and instruction and takes action based on analysis?	● No	○ ELA or Math only	○ Yes, in most content areas	○ Yes, in all content area	<input type="checkbox"/> Course Catalog or List of Course Offerings for students (preferably with course descriptions) <input type="checkbox"/> Curriculum Map (should contain connections to state academic standards) <input type="checkbox"/> Schedule of Curriculum Adoption along with Process and Criteria for Selecting Curriculum (should be in place for each discipline)	
4.6			C. Does the school perform a gap analysis between curriculum and instruction and assessment and takes action based on analysis?	● No	○ ELA or Math only	○ Yes, in most content areas	○ Yes, in all content area	<input type="checkbox"/> Content Area/Grade Level Pacing Guide (reflects flexibility, appropriate scope and sequence, and responsiveness to the needs of students, teachers, parents) <input type="checkbox"/> Calendar of Professional Learning Events (Can include professional learning objectives for each event(s) and target audience) <input type="checkbox"/> Written curriculum	

Data Summary:					
	Indicator	Description	Average Score	Trends: High/Low Scores	Comments & Notes
Principle 4 - Effective Curriculum	4.1	Our written curricula provide access to a well-rounded education that fully maximizes the potential of the education for all students.	0.00		
	4.2	Our written curricula align with the AZ State Standards and English Language Proficiency Standards, when appropriate, for all content areas.	0.00		
	4.3	Our written curricula are evidence and standards based.	0.00		
	4.4	Our written curricula accommodate the needs of all learners.	0.00		
	4.5	Our entire staff participates in professional learning to support effective implementation of adopted curricula.	0.00		
	4.6	Our school staff systematically monitors, reviews and evaluates the implementation and effectiveness of adopted curricula ensuring continuous improvement for all students.	0.00		
	Average Score for Principle 4 - Effective Curriculum:	0.00			
	Identify trends and patterns for Principle 4 - Effective Curriculum:				
	Identify possible primary needs for Principle 4 - Effective Curriculum:				

Principle 5 - Conditions, Climate, and Culture

Inclusive schools are conducive to student learning, fulfillment and well-being, as well as professional satisfaction, morale and effectiveness. Students, parents, teachers, administrators and other stakeholders contribute to their school's culture, as do other influences such as the local community, the policies that govern how it operates and the school's founding principles. School conditions, climate and culture are impacted by the beliefs, perceptions, relationships, attitudes and written and unwritten rules that shape and influence every aspect of how a school functions. They also encompass concrete issues such as student physical and emotional safety, a healthy school environment, the orderliness of classrooms and public spaces and the degree to which a school embraces and celebrates racial, ethnic, linguistic, academic and cultural diversity.

Indicator		Element	Rate each element/question:				Check and add evidence that supports Rating	Notes / Additional evidence	Indicator Average Score: (Ideal = 3.00)		
#	Description		0	1	2	3					
5.1	Our staff has high expectations for learning for all students	Students view themselves as integral members of an inclusive school community which increases student efficacy.	A. Are inclusive beliefs and practices evident and part of the school culture?	●	○	○	○	<input type="checkbox"/> Celebrations of learning/attendance/growth/behavior	0.00		
			No	Tacitly	Mostly	Yes, absolutely	<input type="checkbox"/> Communications - points of pride/newsletters				
							<input type="checkbox"/> Observations between teachers and students				
							<input type="checkbox"/> Inclusive practices-build culture through conversations- PLC notes				
5.1			B. Does staff engage in the development and understanding of policies/procedures and plans that explicitly outline continuous improvement and high expectations for learning for all students?	●	○	○	○	<input type="checkbox"/> Culture - reporting progress of all students			
			No	A few	Yes, most	Yes, all		<input type="checkbox"/> Monitoring intervention deployed			
5.2	Our staff creates an environment which builds mutual respect among leadership, teachers, students, and families.	Student success thrives in an environment built on trust, communication, and mutual respect.	A. Does staff intentionally foster trusting interpersonal relationships with students and families?	●	○	○	○	<input type="checkbox"/> LEA uses a guide or planning template to create a Comprehensive Multi-Hazard Emergency Readiness Plan (ERP)	0.00		
			No	A few	some	Yes	<input type="checkbox"/> LEA identifies resources that provide guidance on school environment				
							<input type="checkbox"/> LEA identifies resources that provide guidance on cultural inclusion to all staff				
5.2				B. Is communication with families appropriately distributed in a language they comprehend ?	●	○	○	○		<input type="checkbox"/> LEA provides translation services to parents and community members	
				No	In majority language	Several appropriate languages	Yes			<input type="checkbox"/> LEA provides/promotes events that embrace cultural diversity	
										<input type="checkbox"/>	
5.2		C. Do adults demonstrate unconditional caring for all students?	●	○	○	○	<input type="checkbox"/>				
		No	Rarely	Yes, sometimes	Yes, always		<input type="checkbox"/>				
5.3	Our staff has intentional conversations that impact school conditions and physical and emotional safety, valuing the rich heritage of all of Arizona's communities and cultures	Student voice is respected in a school community where their heritage and culture is valued and accepted.	A. Are students and their families always treated equitably and with respect?	●	○	○	○	<input type="checkbox"/> LEA uses an evidence based model to intentionally promote mutual respect among all stakeholders	0.00		
			No	Sometimes	Usually	Yes	<input type="checkbox"/>				
							<input type="checkbox"/>				
5.3				B. Are the languages, cultures, traditions and values of the students and community respected and reflected in the school environment?	●	○	○	○		<input type="checkbox"/>	
				No	Rarely	Sometimes	Yes, consistently			<input type="checkbox"/>	
								<input type="checkbox"/>			
5.3				C. Does staff intentionally cultivate student leadership and promote citizenship?	●	○	○	○		<input type="checkbox"/>	
				No	Some	Yes, most	Yes, all			<input type="checkbox"/>	
								<input type="checkbox"/>			
5.3				D. Is community pride stressed?	●	○	○	○		<input type="checkbox"/>	
				No	sometimes	Yes, often	Yes, consistently			<input type="checkbox"/>	
								<input type="checkbox"/>			
5.3				E. Does staff actively and consistently seek students' voice/input?	●	○	○	○		<input type="checkbox"/>	
				No	Rarely	Sometimes	Yes			<input type="checkbox"/>	
						<input type="checkbox"/>					
5.3		F. Does the school staff develop and implement a school safety and emergency preparedness plans?	●	○	○	○	<input type="checkbox"/>				
		No	LEA developed	Safety Plan only	Yes		<input type="checkbox"/>				
						<input type="checkbox"/>					
5.3		G. Do conversations inform planning impacting the school environment?	●	○	○	○	<input type="checkbox"/>				
		No	Very few	Yes, informally	Yes, intentionally		<input type="checkbox"/>				
						<input type="checkbox"/>					
5.4	Our school provides guidelines and safe practices relating to school health services.	Students receive services from a trained school health care provider supported by school policies and procedures.	A. Does the school have policies and procedures to manage and support students with chronic health conditions or medical emergencies?	●	○	○	○	<input type="checkbox"/> LEA has written policies and procedures specific to school health services.	0.00		
			No	Emergencies only	Yes, adequate	Yes, robust	<input type="checkbox"/> Health staff professional development agendas				
							<input type="checkbox"/> Attendance records				
5.4				B. Are there written guidelines and procedures in place for providing student health care services?	●	○	○	○		<input type="checkbox"/> Nurse visits/ trends/testing dates	
			No	N/A	N/A	Yes		<input type="checkbox"/> Attendance			
								<input type="checkbox"/>			
5.4				C. Is professional development offered for school health care providers, i.e. school nurses, health aides, etc.?	●	○	○	○		<input type="checkbox"/>	
			No	Rarely	Yes, sometimes	Yes, frequently		<input type="checkbox"/>			
								<input type="checkbox"/>			

5.5	Our school offers services to fully support the academic and social needs of students	Students and families feel confident that their needs, both academic and social, will be met by the school.	A. Does the school have , counselor(s) available to assist students and families with academic and social needs?	● No	○ Yes, but not certified	○ Yes, part-time and certified	○ Yes, full-time and certified	<input type="checkbox"/> Counselor job description <input type="checkbox"/> LEA has written guidelines and procedures specific to school counseling services. <input type="checkbox"/> Counseling schedules	0.00
			B. Are written guidelines and procedures in place for providing student both academic and social counseling services?	● No	○ No written policy, but counselors are available	○ For one, but not both	○ Yes	<input type="checkbox"/> Counseling staff professional development agendas <input type="checkbox"/> <input type="checkbox"/>	
			C. Is professional development offered for school counselors?	● No	○ Rarely	○ Yes, sometimes	○ Yes, frequently	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	

Data Summary:					
	Indicator	Description	Average Score	Trends: High/Low Scores	Comments & Notes
Principle 5 - Conditions, Climate, and Culture	5.1	Our staff has high expectations for learning for all students.	0.00		
	5.2	Our staff creates an environment which builds mutual respect among leadership, teachers, students, and families.	0.00		
	5.3	Our staff has intentional conversations that impact school conditions and physical and emotional safety, valuing the rich heritage of all of Arizona's communities and cultures	0.00		
	5.4	Our school provides guidelines and safe practices relating to school health services.	0.00		
	5.5	Our school offers services to fully support the academic and social needs of students.	0.00		
Average Score for Principle 5 - Conditions, Climate, and Culture:		0.00			
Identify trends and patterns for Principle 5 - Conditions, Climate, and Culture:					
Identify possible primary needs for Principle 5 - Conditions, Climate, and Culture:					

Principle 6 - Family and Community Engagement

Family and Community Engagement is an essential component of improving outcomes for children and youth. Effective family and community engagement is a reciprocal partnership among families, communities and schools that reflects a shared responsibility to foster children's development and learning.

Indicator		Element	Rate each element/question:				Check and add evidence that supports Rating	Notes / Additional evidence	Indicator Average Score: (Ideal = 3.00)
#	Description		0	1	2	3			
6.1	Our school creates and maintains positive collaborative partnerships among families, communities and school to support student learning.	Achievement increases when students are immersed in a strong partnership built among all school and community members.	●	○	○	○	<input type="checkbox"/> Comprehensive support services, including health and social services, are available to students and their families in a timely manner.		0.00
			No	Tacitly	Yes	Yes, warmly and actively	<input type="checkbox"/> Resource Fair held for families to provide information on available community resources.		
6.1			●	○	○	○	<input type="checkbox"/> Parent participation in parent education activities is inclusive of the school's demographics.		
			No	Few	Yes, some	Yes, many	<input type="checkbox"/> Records of communication between the teacher and parent to indicate regular communication throughout the school year.		
6.1			●	○	○	○	<input type="checkbox"/> Documentation of families and key community leaders are involved in the governance of and planning for our school.		
			No	Few	Yes, by many	Yes, by all personnel	<input type="checkbox"/> Visitors are greeted and assisted when they enter our buildings.		
6.1	Our school engages in ongoing, meaningful and inclusive communication among families, communities, and school.	Students' educational opportunities are extended beyond school environment/setting through linguistically and culturally accessible communication with communities and families.	●	○	○	○	<input type="checkbox"/> Information on how to volunteer.		0.00
			No	Few	Yes, by many	Yes, by all personnel	<input type="checkbox"/> Adults and students can be observed supporting and encouraging respectful and collaborative behavior.		
6.1			●	○	○	○	<input type="checkbox"/> Access to membership profile of your school team (Site Council, School Improvement) representative of schools demographics		
			No	Few	Yes, some	Yes, many	<input type="checkbox"/> Agendas, minutes, flyers of meetings/courses / curriculum nights and other events held at the school for parents		
6.1			●	○	○	○	<input type="checkbox"/> Parental survey document(s)		
			No	A few	Yes, for some	Yes, for all	<input type="checkbox"/> Title 1 Parent Compact		
6.1	Our school engages in ongoing, meaningful and inclusive communication among families, communities, and school.	Students' educational opportunities are extended beyond school environment/setting through linguistically and culturally accessible communication with communities and families.	●	○	○	○	<input type="checkbox"/> Parent Handbook, plan(s) describing how the school involves parents		0.00
			No	A few	Yes, for some	Yes, for all	<input type="checkbox"/> New student flyer/handbook for parents		
6.1			●	○	○	○	<input type="checkbox"/> Leadership team minutes indicating an allocated time where parental involvement is discussed		
			No	A few	Yes, some	Yes	<input type="checkbox"/> Agendas, surveys, announcements of opportunities for parental involvement are in more than one language or indicate a translator		
6.1			●	○	○	○	<input type="checkbox"/> Calendar describing recruitment events, time and place		
			No	A few	Yes, some	Yes	<input type="checkbox"/> School calendar or newsletter sent to parents each month and posted on the school website. This monthly announcement lists extracurricular activities that include academic support services, social and cultural enrichment activities, and recreational and sports opportunities.		
6.2	Our school engages in ongoing, meaningful and inclusive communication among families, communities, and school.	Students' educational opportunities are extended beyond school environment/setting through linguistically and culturally accessible communication with communities and families.	●	○	○	○	<input type="checkbox"/> Parent Education activities occur at least once a month throughout the school year.		0.00
			No	A few	some	Yes, all	<input type="checkbox"/> An annual evaluation of all extracurricular activities is conducted to provide data to parents on impact of programs.		
6.2			●	○	○	○	<input type="checkbox"/> Information on financial assistance (waiver fees) is included in any information on co-curricular activities that is given to families.		
			No	One way only	regular, two-way and meaningful	Yes, regular, two-way and meaningful	<input type="checkbox"/> Posters of upcoming parent education programs are prominently displayed.		
6.2			●	○	○	○	<input type="checkbox"/> Parent education activities are announced via multiple platforms: social media, flyers, website, marquee		
			No	Infrequently	Sporadically	Yes, regularly	<input type="checkbox"/> Documents describing the system the LEA/ schools use to recruit volunteers, including how to apply, description of work to be done; hours and dates volunteers are needed.		
6.2	Our school engages in ongoing, meaningful and inclusive communication among families, communities, and school.	Students' educational opportunities are extended beyond school environment/setting through linguistically and culturally accessible communication with communities and families.	●	○	○	○	<input type="checkbox"/> Parents and students meet annually with their teachers to set and support individual learning goals.		0.00
			No	Infrequently	Sporadically	Yes, regularly	<input type="checkbox"/> Newsletter or other communication informing parents to decisions made by the School Improvement Team		
6.2			●	○	○	○	<input type="checkbox"/> School calendar or newsletter sent to parents each month and posted on the school website. This monthly announcement lists extracurricular activities that include academic support services, social and cultural enrichment activities, and recreational and sports opportunities.		
			No	N/A	N/A	Yes	<input type="checkbox"/> Title 1 Parent Compact		
6.2			●	○	○	○	<input type="checkbox"/> Records of phone calls, emails, and other communications sent to parents inviting them to the school and or updating them about meetings and upcoming events		
			No	Rarely	Yes, sometimes	Yes, always	<input type="checkbox"/> Presentation agendas which include information about a translator being present at the meeting		

6.3	Our school engages families in critical data-informed decisions that impact student learning.	Students know that families and other educational stakeholders share an invested interest in data-based decisions guiding their education path to CCR through consistent communication.	A. Does an established school improvement team with representatives from all stakeholder groups meet to share responsibilities and decision-making governance and advocacy (can include parents, teachers, students, school health professionals, support staff and community members)?	No	Seldom meets	Yes, but doesn't meet regularly	Yes, meets on a regularly scheduled basis	<input type="checkbox"/> Parents and students meet annually with their teachers to set and support individual learning goals. <input type="checkbox"/> Newsletter or other communication informing parents to decisions made by the School Improvement Team <input type="checkbox"/> Records of communication between the teacher and parent to indicate regular communication throughout the school year.	0.00
6.3			B. Does the school communicate its Integrated Action Plan to all stakeholders, including updates, successes and changes?	No	Yes, once a year	Yes, twice a year	Yes, throughout the year	<input type="checkbox"/> Survey results determine how information is sent to parents. <input type="checkbox"/> Minutes of School Improvement Team meetings which show that parents are members of the team during data discussions. <input type="checkbox"/> Updated Parent Portal (web based student progress report by subject and overall grades for each quarter)	
6.3			C. Do opportunities to dialogue about different types of data exist?	No	Infrequently	Sporadically	Yes, on a regular basis	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
6.3			D. Does the school support parents in their responsibilities to monitor student progress towards individual learning goals?	No	Minimally	Sometimes	Yes	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	

Data Summary:					
	Indicator	Description	Average Score	Trends: High/Low Scores	Comments & Notes
Principle 6 - Family and Community Engagement	6.1	Our school creates and maintains positive collaborative partnerships among families, communities and school to support student learning.	0.00		
	6.2	Our school engages in ongoing, meaningful and inclusive communication among families, communities, and school.	0.00		
	6.3	Our school engages families in critical data-informed decisions that impact student learning.	0.00		
Average Score for Principle 6 - Family and Community Engagement:		0.00			
Identify trends and patterns for Principle 6 - Family and Community Engagement:					
Identify possible primary needs for Principle 6 - Family and Community Engagement:					

Conduct a Root Cause Analyses A root cause analysis is part of the needs assessment process. See next two tabs for templates.

Root cause is defined as **“the deepest underlying cause or causes of positive or negative symptoms within any process that, if dissolved, would result in elimination or substantial reduction of the symptom”** (Preuss, 2003, p. 3).

A root cause analysis addresses the problem (weak demonstration of an effective professional practice), rather than the symptom (low student achievement), eliminates wasted effort, conserves resources, and informs strategy selection (Preuss, 2003). Two of the most common methods are the “5 Whys” model or the Fishbone Diagram.

Identifying the root cause will help determine which practices are most appropriate to address weaknesses.

Root cause analyses take time!

A Root cause analysis is a structured team process. It allows the use of a strategic method to dig down into the Primary Need (problem) and determine causes and contributing factors.

Often during the discussion of causes, different perspectives of the same situation are uncovered for an enhanced picture of the problem.

At the end of the root cause analysis, the major cause is discovered and what needs to happen in order to remove the problem is determined.

The root cause analysis is a time to discuss causes, not solutions.

The root cause analysis leads to Primary Need Statements and Desired Outcomes.

Directions:

- i. Choose ONE of the needs to address first and write it in the head of the fishbone.
- ii. The team facilitator asks the team, “How do we know that problem exists? What are the teachers doing? What are the students doing? (see the root cause analysis questions for support with this)
- iii. The team recorder documents comments on the fishbone grouping items in like categories, for example: teachers, students, curriculum, assessment, etc.
- iv. After, all ideas are documented on the fishbone. Reread the ideas on the fishbone.
- v. Highlight similar items.
- vi. Look at the highlighted items and determine the primary needs.
- vii. Once the team agrees on the main problem verify that it is the root cause by asking the following:

a. Is what in the fishbone tail, if it were corrected would the problem continue?

i. If yes, you need to dig deeper and use the 5 whys?

ii. If no, you found the root cause?

viii. If the answer provided is a contributing sub cause to the problem, the team keeps asking “Why?” until there is agreement from the team that the root cause has been identified.

ix. It often takes three to five whys, but it can take more than five. So, keep going until the team agrees on the root cause. Repeat for other 2 or 3 Primary Needs.

Root Cause guiding questions:

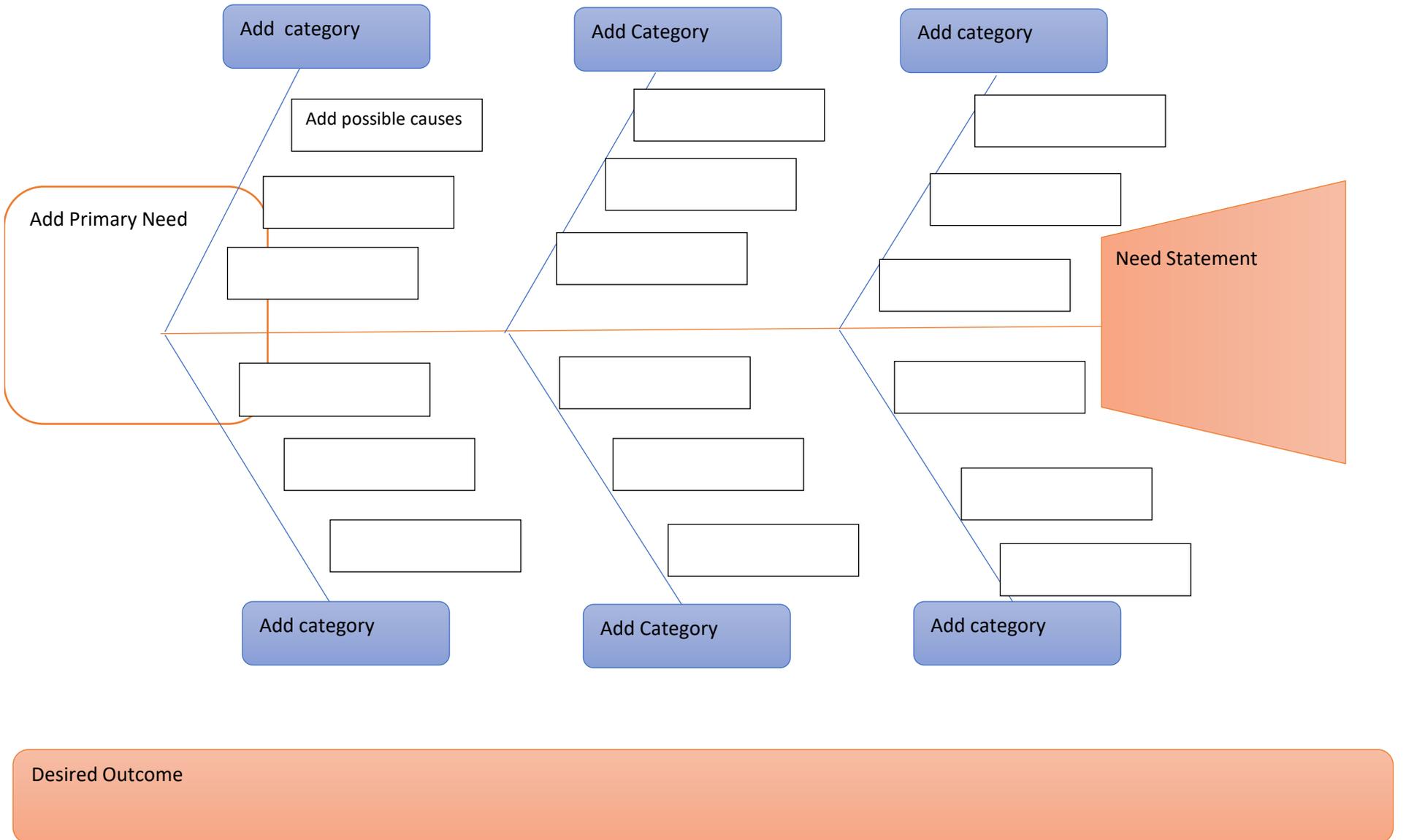
1. Would the problem have occurred if the cause had not been present? If no, then it is a root cause. If yes, then it is a contributing cause, keep going.

2. Will the problem reoccur as the result of the same cause if the cause is corrected or dissolved? If no, then it is a root cause. If yes, then it is a contributing cause, keep going.

3. Will correction or dissolution of the cause lead to similar events? If no, then it is a root cause? If yes, then it is a contributing cause, keep going.

Fishbone Diagram and 5 Why templates are in the following 2 tabs. Upload to ALEAT with completed CNA.

Fishbone Diagram



See guidance for instructions

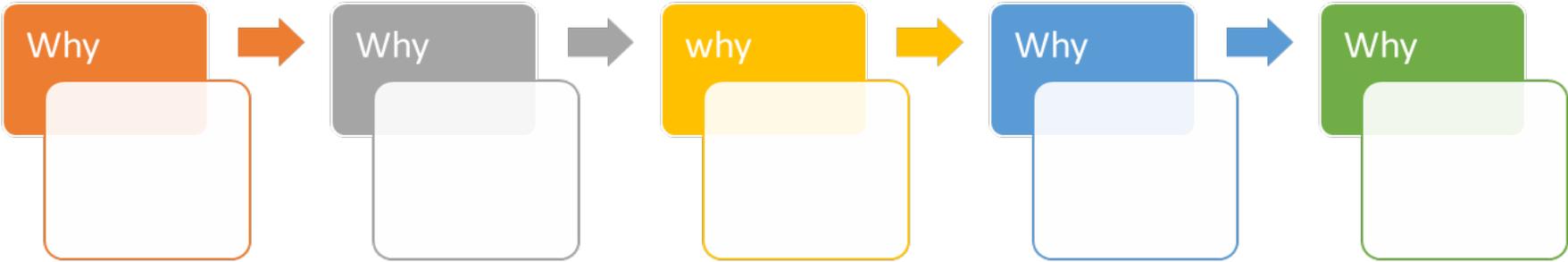


Ask probing questions whenever a cause is identified (Why do we think this is a cause? Where is the evidence to support this?). This will assist participants in peeling back the layers to get to the root cause. It is easy for the conversation to become negative or hopeless. Ask questions and provide feedback so the focus is on “actionable” causes. Finally, facilitate the process of prioritizing the causes in each area.

EXAMPLE 5Whys ROOT CAUSE	
	Symptom: Low student math performance in seventh grade.
Why	<i>Students aren't learning and applying math concepts.</i>
Why	<i>Math teachers lack instructional strategies and pedagogy to provide adequate instruction.</i>
Why	<i>Two teachers are new and one is a long term substitute.</i>
Why	<i>There is high teacher turnover at the school.</i>
Why	<i>School culture is not supportive of new staff and the new induction program is not sufficient.</i>

5 Whys

Primary Need



Desired Outcome

Need Statement

See guidance for instructions

FINAL SUMMARY

INSTRUCTIONS: Review the summary of your data below for each Principle, then complete the Summary and Needs Identification at the end.

Principal	Indicator	Description	Comments & Notes
Principle 1			
Effective Leadership	1.1	Our leadership guides the implementation of a vision of learning that is shared and supported by all stakeholders.	
	1.2	Our leadership commits to sustaining a culture of high expectations for learning and growth of all students within a respectful, professional learning community for all staff.	
	1.3	Our leadership competently manages school operations to provide a safe, efficient, and effective learning environment.	
	1.4	Our leadership collaborates with staff, family and community members to meet diverse local community interests and needs.	
	1.5	Our leadership implements a system of academic and fiscal accountability to ensure every student's success.	
	1.6	Our leadership commits to recruiting effective teachers who meet the state's criteria for being appropriately certified to teach diverse learners.	
	1.7	Our leadership commits to retaining effective teachers who meet the state's criteria for being appropriately certified to teach diverse learners.	
	1.8	Our leadership commits to equitably distributing effective and highly effective teachers, as defined by the Arizona Framework for Measuring Educator Effectiveness, among all schools to meet the needs of diverse learners.	
Average Score For Principle 1:		0.00	
Identified trends and patterns for Principle 1:			
Identified primary needs for Principle 1:			
Principle 2			
Effective Teachers and Instruction	2.1	Our teachers maintain high academic expectations for all students.	
	2.2	Our teachers have shared knowledge of the content standards and curricula.	
	2.3	Based on all available student data, teachers intentionally plan instruction that supports every student in meeting rigorous learning goals including differentiated instruction and Universal Design for Learning.	
	2.4	Our teachers implement evidenced-based, rigorous and relevant instruction.	
	2.5	Our teachers have a strong understanding of types of assessment.	
	2.6	Our teachers and appropriate other staff participate in ongoing, appropriate professional learning opportunities.	
	2.7	Our teachers collaborate with other teachers, administrators, parents, and education professional to ensure the success of all students.	
Average Score For Principle 2:		0.00	

Identified trends and patterns for Principle 2:	
Identified primary needs for Principle 2:	

Principle 3			
Effective Organization of Time	3.1	Our school year/calendar is organized to maximize instruction.	
	3.2	Our school day is organized to maximize instruction.	
	3.3	Our school day is organized to ensure sufficient time for non-instructional activities for students and staff.	
	3.4	Our professional (contract) day is structured to support professional learning for all teachers and staff.	
	3.5	Our professional (contract) day is organized to provide appropriate planning and preparation time as well as collaboration opportunities for all teachers, staff, and administrators to ensure continuous improvement.	
Average Score For Principle 3:		0.00	
Identified trends and patterns for Principle 3:			
Identified primary needs for Principle 3:			
Principle 4			
Effective Curriculum	4.1	Our written curricula provide access to a well-rounded education that fully maximizes the potential of the education for all students.	
	4.2	Our written curricula align with the AZ State Standards and English Language Proficiency Standards, when appropriate, for all content areas.	
	4.3	Our written curricula are evidence and standards based.	
	4.4	Our written curricula accommodate the needs of all learners.	
	4.5	Our entire staff participates in professional learning to support effective implementation of adopted curricula.	
	4.6	Our school staff systematically monitors, reviews and evaluates the implementation and effectiveness of adopted curricula ensuring continuous improvement for all students.	
Average Score For Principle 4:		0.00	
Identified trends and patterns for Principle 4:			
Identified primary needs for Principle 4:			

Principle 5			
Conditions, Climate, and Culture	5.1	Our staff has high expectations for learning for all students.	
	5.2	Our staff creates an environment which builds mutual respect among leadership, teachers, students, and families.	
	5.3	Our staff has intentional conversations that impact school conditions and physical and emotional safety, valuing the rich heritage of all of Arizona's communities and cultures	
	5.4	Our school provides guidelines and safe practices relating to school health services.	
	5.5	Our school offers services to fully support the academic and social needs of students.	
Average Score For Principle 5:		0.00	
Identified trends and patterns for Principle 5:			
Identified primary needs for Principle 5:			

Principle 6			
Family and Community Engagement	6.1	Our school creates and maintains positive collaborative partnerships among families, communities, and school to support student learning.	
	6.2	Our school engages in ongoing, meaningful and inclusive communication among families, communities, and school.	
	6.3	Our school engages families in critical data-informed decisions that impact student learning.	
Average Score For Principle 6:		0.00	
Identified trends and patterns for Principle 6:			
Identified primary needs for Principle 6:			

Final Steps: Summary and Needs Identification

Using the summary of your data above: **Step 1- Identify your overall Primary Needs** **Step 2 - Conduct a Root Cause Analysis** **Step 3 - Write Primary Needs Statements and Desired Outcomes**

Step 1: Identify your 3- 4 Primary Needs	1		
	2		
	3		
	4		
Step 2: Identify Root Causes	1		
	2		
	3		
	4		
Primary Needs Statements and Desired Outcomes	1		
	2		
	3		
	4		

AZELLA Reclassification

	<i>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>
All Students			
<i>Racial/Ethnic Subgroups</i>			
<i>American Indian</i>			
<i>Asian/Pacific Islander</i>			
<i>Black</i>			
<i>Hispanic</i>			
<i>White</i>			
<i>Multi-Racial</i>			
<i>Other Subgroups</i>			
<i>Economically Disadvantaged</i>			
<i>English Learners</i>			
<i>Foster</i>			
<i>Homeless</i>			
<i>Migrant</i>			
<i>Students with Disability</i>			

High School AzMERIT

This additional tab is a *minimal possible* leading and lagging indicators. It **may* be used for the completion of the CNA or you can simply look at this and *any other pertinent* information for your LEA or school (see Guidance Document for explanation and guidance).

AzMERIT Algebra I

	% Highly Proficient			% Proficient			% Partially Proficient	
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17
All Students								
Racial/Ethnic Subgroups								
American Indian								
Asian/Pacific Islander								
Black								
Hispanic								
White								
Multi-Racial								
Other Subgroups								
Economically Disadvantaged								
English Learners								
Foster								
Homeless								
Migrant								
Students with Disability								

AzMERIT Algebra II

	% Highly Proficient			% Proficient			% Partially Proficient	
--	---------------------	--	--	--------------	--	--	------------------------	--

Other Subgroups								
Economically Disadvantaged								
English Learners								
Foster								
Homeless								
Migrant								
Students with Disability								

AzMERIT 10th Grade ELA								
	% Highly Proficient			% Proficient			% Partially Proficient	
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17
All Students								
Racial/Ethnic Subgroups								
American Indian								
Asian/Pacific Islander								
Black								
Hispanic								
White								
Multi-Racial								
Other Subgroups								
Economically Disadvantaged								
English Learners								
Foster								

Graduation Rate			
	<i>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>
All Students			
<i>Racial/Ethnic Subgroups</i>			
<i>American Indian</i>			
<i>Asian/Pacific Islander</i>			
<i>Black</i>			
<i>Hispanic</i>			
<i>White</i>			
<i>Multi-Racial</i>			
<i>Other Subgroups</i>			
<i>Economically Disadvantaged</i>			
<i>English Learners</i>			
<i>Foster</i>			
<i>Homeless</i>			
<i>Migrant</i>			
<i>Students with Disability</i>			

Drop Out Rate			
	<i>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>
All Students			
<i>Racial/Ethnic Subgroups</i>			
<i>American Indian</i>			
<i>Asian/Pacific Islander</i>			

<i>Black</i>			
<i>Hispanic</i>			
<i>White</i>			
<i>Multi-Racial</i>			
<i>Other Subgroups</i>			
<i>Economically Disadvantaged</i>			
<i>English Learners</i>			
<i>Foster</i>			
<i>Homeless</i>			
<i>Migrant</i>			
<i>Students with Disability</i>			



Student Attendance*

	Over 15 days			Less than 15			Attendance Rate*		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Racial/Ethnic Subgroups									
All Students									
Racial/Ethnic Subgroups									
American Indian									
Asian/Pacific Islander									
Black									
Hispanic									
White									
Multi-Racial									
Other Subgroups									
Economically Disadvantaged									
English Learners									
Foster									
Homeless									
Migrant									
Students with Disability									

* You may only have attendance rate for each subgroup.

