COMPREHENSIVE NEEDS ASSESSMENT MODULE

School Support and Improvement Unit

Arizona Department of Education

LEARNING TARGETS

1

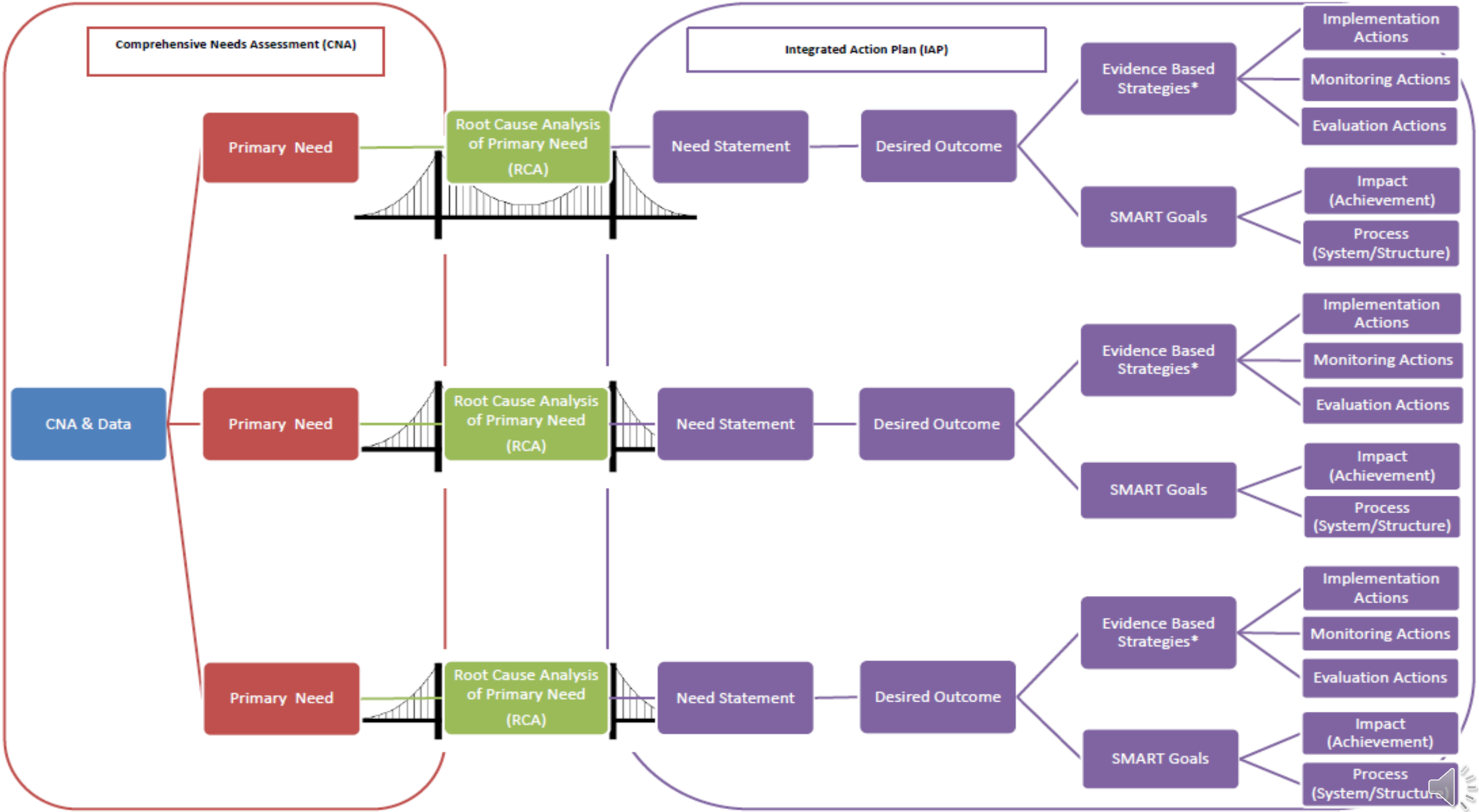
Understand the purpose of the Comprehensive Needs Assessment

2

Identify the six principles of the Comprehensive Needs Assessment

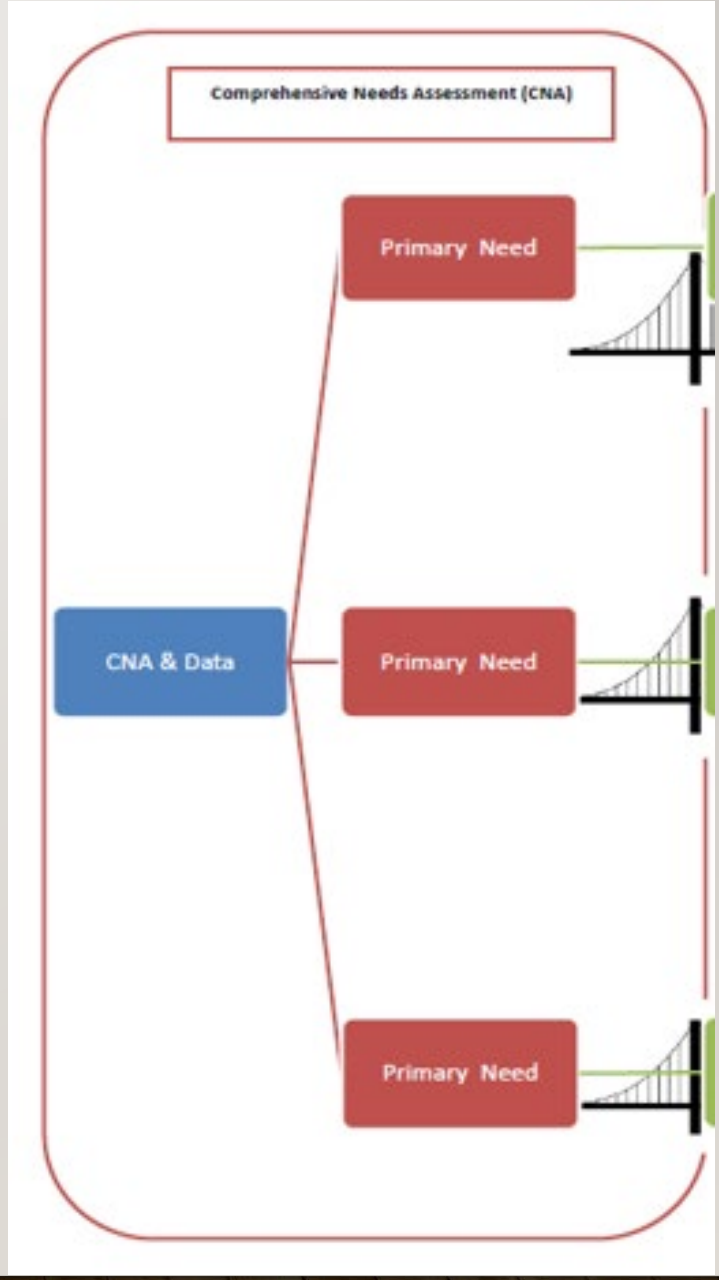
3

Learn how to effectively complete the Comprehensive Needs Assessment



*Special Reminder: There could be multiple strategies to support the desired outcome.

LET'S BREAK DOWN THIS MODEL



COMPREHENSIVE NEEDS ASSESSMENT (CNA)

- Systematic
- Reflects Current State
- School-level
- Set Priorities for Action
- Stakeholder Involvement
- Data-driven: Qualitative & Quantitative
- Foundational to Integrated Action Plan
- Drives Improvement
- Title I, II, III, IV, School Improvement

WHO COMPLETES THE CNA?

CNA TEAM

- School Leadership (Principal, Asst. Principal, Dean, etc.)
- Teachers
- Paraprofessionals
- Parents
- Students
- Other Specialized Staff (ex: Counselor, Instr. Coach, etc.)
- Community Members
- Others?

ADE's Comprehensive Needs Assessment Model

ADE Vision: Equity for all students to achieve their potential.

PRINCIPLE 1: EFFECTIVE LEADERSHIP

- Shared vision
- Culture of high expectations
- School operations
- Collaboration
- Academic and fiscal accountability
- Recruitment and retention of staff
- Commitment to continuous improvement

PRINCIPLE 2: EFFECTIVE TEACHERS AND INSTRUCTION

- High expectations
- Knowledge of standards
- Intentional planning
- Evidence-based, rigorous instruction
- Assessment types
- Professional learning
- Collaboration

PRINCIPLE 3: EFFECTIVE ORGANIZATION OF TIME

- Organized school calendar
- Maximize school day
- Time for non-instructional activities
- Time for professional learning
- Time for planning and collaboration

PRINCIPLE 4: EFFECTIVE CURRICULUM

- Well-rounded curricula
- Aligned to state standards
- Evidence-based curricula
- Accessible for all learners
- Supported by professional learning
- Monitored and reviewed for effectiveness

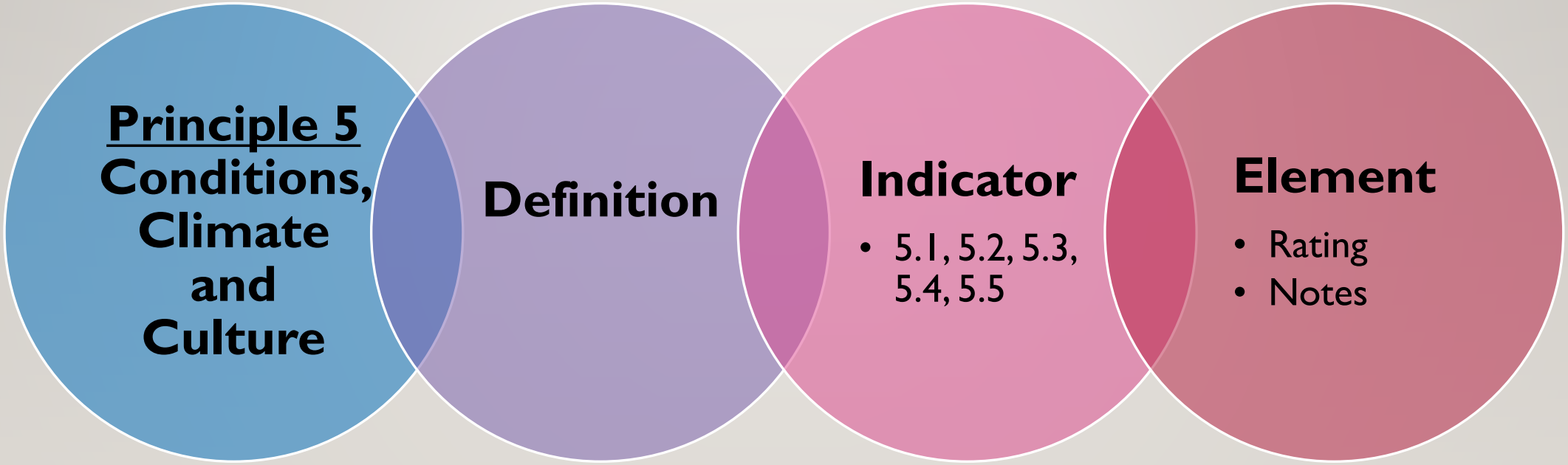
PRINCIPLE 5: CONDITIONS, CLIMATE AND CULTURE

- High expectations for ALL
- Mutual respect
- Physical and emotional safety
- Appreciation of racial, ethnic, linguistic and cultural diversity
- Health services
- Academic and social emotional services

PRINCIPLE 6: FAMILY AND COMMUNITY ENGAGEMENT

- Positive collaborative partnerships
- Ongoing, meaningful communication
- Engagement in critical data-informed decisions
- Shared responsibility

WITHIN EACH PRINCIPLE



Principle 5 - Conditions, Climate, and Culture

Definition: 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 and ensures equity.

Indicator	Output	Element	Evidence
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.	Are inclusive beliefs and practices evident and part of the school culture? 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?	

USING THE CNA RUBRIC

Choose the statement within each element which best matches your school.

Rating	*0*	*1*	*2*	*3*
Element A Are inclusive beliefs and practices evident and part of the school culture?	*Inclusive beliefs and practices are not evident in classroom instruction, data reflection or the school culture*	*Inclusive beliefs and practices are evident in some classroom instruction and data reflection but not a part of the whole school culture*	*Inclusive beliefs and practices are evident in most classroom instruction, data reflection and the school culture*	*Inclusive beliefs and practices are evident in all classroom instruction, data reflection and the school culture*
Element 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?	*The staff does not engage in the development and understanding of policies/procedures and plans that outline continuous improvement and high expectations for learning for all students*	*Some staff engage in the development and understanding of policies/procedures and plans that vaguely outline continuous improvement and high expectations for learning for all students*	*Most staff engage in the development and understanding of policies/procedures and plans that generally outline continuous improvement and high expectations for learning for all students*	*All 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.*

DATA DRIVES DECISIONS & IDENTIFIES NEEDS

LEADING DATA INDICATORS

- Discipline Incidents
- Truancy
- Teacher/Student Attendance
- Benchmark Assessments
- Credits Earned
- Formative Assessments

LAGGING DATA INDICATORS

- State Assessment
- EL proficiency (AZELLA)
- Graduation Rate
- Dropout Rate

Principle 5 - Conditions, Climate & 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.

Principle Average Score: 2.22

Indicator 5.1 - Our staff has high expectations for learning for all students.

Indicator Average Score: 1.00

Ideal Output: Students view themselves as integral members of an inclusive school community which increases student efficacy.

Elements:

Element	Response
A. Are inclusive beliefs and practices evident and part of the school culture?	○ No ◉ Tacitly ○ Yes ○ Yes, absolutely
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?	○ No ◉ A few ○ Yes, some ○ Yes

Possible Evidence:

- [x] Celebrations of learning/attendance/growth/behavior
- [x] Communications - points of pride/newsletters
- [x] Observations between teachers and students
- [ ] Inclusive practices-build culture through conversations- PLC notes
- [ ] Culture - reporting progress of all students
- [ ] Monitoring intervention deployed

Additional Evidence:

IAP Committee
PBC Committee
PBIS Matrix
Professional Development Calendar, Artifacts
SSAPT Committee

Comments and Notes:

Our beliefs and high expectations exist above a tacit level, but not at an absolute level.

Principle 5 - Conditions, Climate & 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.

Principle Average Score: 1.91

Indicator 5.1 - Our staff has high expectations for learning for all students.	**Indicator Average Score: 2.00**
Indicator 5.2 - Our staff creates an environment which builds mutual respect among leadership, teachers, students, and families.	**Indicator Average Score: 1.33**
Indicator 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.	**Indicator Average Score: 2.00**
Indicator 5.4 - Our school provides guidelines and safe practices relating to school health services.	**Indicator Average Score: 2.67**
Indicator 5.5 - Our school offers services to fully support the academic and social emotional needs of students.	**Indicator Average Score: 1.57**

***Based on trends and patterns, identify possible primary needs for Principle 5 - Conditions, Climate & Culture:**

There is an overall need for our staff to take intentional and proactive actions that build mutual respect with families and students (Indicator 5.2). In regards to our families, this includes proactive, positive, timely communication in their primary language. In regards to our students, this includes taking the time to build positive, trusting relationships and using those relationships as the foundation for their classroom behavior management, as mutual respect is a critical part of our PBIS framework. Having strong PBIS in our classrooms will mean that less instructional time is lost to addressing behavior and will directly support out efforts in Principle 2.

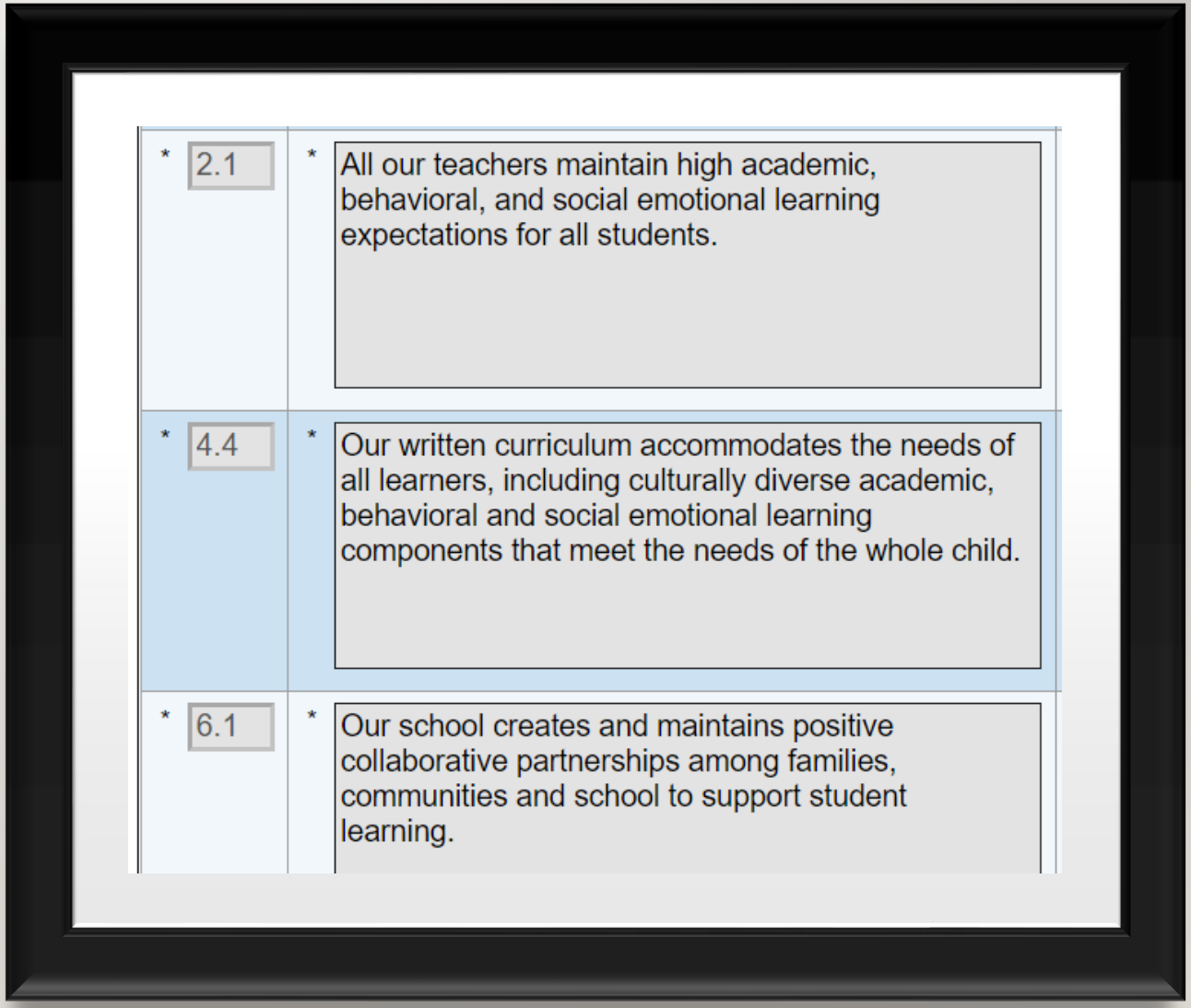
SELECT YOUR TOP 3 PRIMARY NEEDS

- Are there entire principles that are low scoring?
- Are there common indicators that are low scoring?
- How often does this issue occur year after year?
- Is this an issue across grade levels, student subgroups or school settings?
- Does this issue consume high levels of energy, time, and resources?
- Does this issue seem to be a recurring concern even after an initial improvement phase?
- What will be the most impactful issue to focus on?

LINKING INDICATORS ACROSS PRINCIPLES

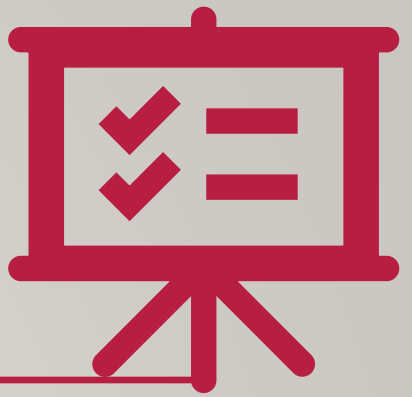
High expectations 1.2, 2.1, 5.1
Collaboration 1.4, 1.2, 2.4, 2.7, 3.4, 3.5, 5.2, 6.1, 6.2, 6.3
School health and safety 1.3, 4.1, 5.3, 5.4, 5.5
Professional learning 1.2, 2.6, 3.4, 4.5, 5.3
Use of data 1.2, 1.4, 1.5, 1.9, 2.1, 2.5, 2.7, 3.5, 4.5, 6.3
Subgroups 1.2, 2.5, 3.2, 3.5, 4.4
Social emotional learning and development 1.1, 1.2, 1.3, 1.5, 2.2, 2.6, 3.2, 4.3, 4.4, 4.5, 5.2, 5.5, 6.1, 6.2
Equity 1.1, 1.4, 1.8, 2.3, 4.3, 4.4, 4.5, 5.1, 5.2, 5.3, 6.2

PRIMARY NEEDS



* 2.1	* All our teachers maintain high academic, behavioral, and social emotional learning expectations for all students.
* 4.4	* Our written curriculum accommodates the needs of all learners, including culturally diverse academic, behavioral and social emotional learning components that meet the needs of the whole child.
* 6.1	* Our school creates and maintains positive collaborative partnerships among families, communities and school to support student learning.

CNA COMPLETION



- Schedule time with your team to complete **all 6 principles** of the CNA
  - Plan for multiple sessions
  - Collect your leading and lagging indicator data
- Have your rubrics ready and consider the evidence needed for each principle
- Complete the ratings for all indicators in all 6 principles
- Complete the possible primary need boxes for all 6 principles
- Review the Final Summary and identify your top 3 overall primary needs.
  - Biggest areas of concern
  - Most impactful overall

Plan to Complete the CNA					
Strategy	Action Step	Person Responsible	Resources Needed	Success Criteria	Team Members
Strategy: Complete Principle 1 Effective Leadership	Create a List of Committee Members		CNA rubric Evidence: Data:	Team meeting completed, evidence collected, and Planning Tool completed for this principle	
	Determine Date and Time for Meeting				
	Send Invites				
	Conduct Meeting on:				
Strategy: Complete Principle 2 Effective Teachers and instruction	Create a List of Committee Members		CNA rubric Evidence: Data:	Team meeting completed, evidence collected, and Planning Tool completed for this principle	
	Determine Date and Time for Meeting				
	Send Invites				

CREATE A PLAN TO COMPLETE YOUR CNA

SUGGESTED TIMELINE FOR ANNUAL PLANNING

Dec.– Jan.

Processing CNA

Root Cause Analysis

February

March

Development of IAP for All Programmatic Areas

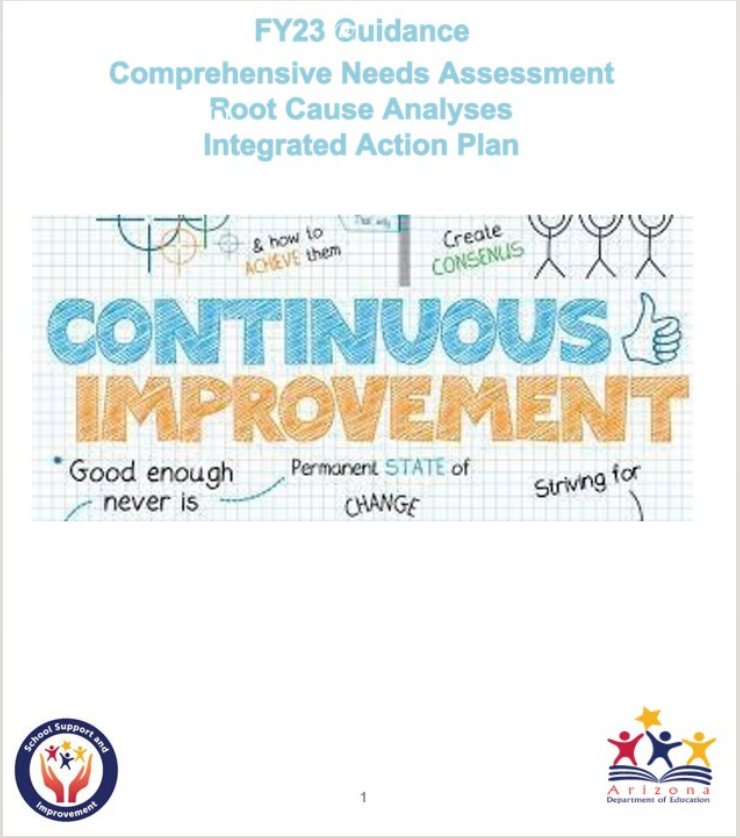
Submission of ESEA Consolidated Grant application aligned to Integrated Action Plan (SIAP & LIAP)

May 1

May 30

Submission of SI Grants Aligned to Integrated Action Plan (SIAP & LIAP)

GUIDANCE DOCUMENT



CNA DOCUMENTS

CNA Rubric - Full Details

Principle 1 Effective Leadership

Effective leaders maintain strong professional ethics and integrity to shape a vision of academic success and schoolwide social emotional learning that leads to equitable access 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 1.1 Our leadership guides the implementation of a vision of academic success and social emotional learning that leads to equitable access which is shared and supported by all stakeholders.

Output: Students believe that all staff and students share a vision of learning and is reflected in staff and student attitudes and behaviors.

Choose the statement within each element which best matches your school.

Rating	*0*	*1*	*2*	*3*
Element A How did leadership develop the vision of academic success and schoolwide social emotional learning?	*There is no vision of academic success and schoolwide social emotional learning*	*Leadership developed the vision of academic success and schoolwide social emotional learning in isolation with little or no data*	*Leadership developed the vision of academic success and schoolwide social emotional learning with some of the stakeholders using some data*	*Leadership developed the vision of academic success and schoolwide social emotional learning collaboratively with the professional staff and the community using quantitative and qualitative data to inform the process*
Element B How often is the vision of learning used to guide the policies/procedures and decisions of the school?	*The vision of academic success and schoolwide social emotional learning is not used to guide the policies/procedures and decisions of the school, or there is no vision of learning*	*The vision of academic success and schoolwide social emotional learning is infrequently used to guide the policies/procedures and decisions of the school*	*The vision of academic success and schoolwide social emotional learning is sometimes used to guide the policies/procedures and decisions of the school*	*The vision of academic success and schoolwide social emotional learning is consistently used to guide the policies/procedures and decisions of the school*

CNA Planning Tool Format

Principle 1 Effective Leadership

Effective leaders maintain strong professional ethics and integrity to shape a vision of academic success and schoolwide social emotional learning that leads to equitable access 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 1.1 Our leadership guides the implementation of a vision of academic success and social emotional learning that leads to equitable access which is shared and supported by all stakeholders.

Output: Students believe that all staff and students share a vision of learning and is reflected in staff and student attitudes and behaviors.

Choose the statement within each element which best matches your school.

Rating	0	1	2	3
Element A How did leadership develop the vision of academic success and schoolwide social emotional learning?	No vision of learning	In isolation and/or with little or no data	With some of the stakeholders using some data	Collaboratively with stakeholders using quantitative and qualitative data
Element B How often is the vision of learning used to guide the policies/procedures and decisions of the school?	Never or no vision	infrequently	sometimes	consistently

PLANNING TOOL NAVIGATOR WEBSITE

https://www.azed.gov/titlei/planning-workflow/

Thank you so much for your time today!

If you would like copies of the tools used throughout the webinar, please visit

https://www.azed.gov/improvement/professional-learning

All documents are posted below the module.

If you need additional support or have any questions, please contact your program specialist or send a message to SchoolImprovementInbox@azed.gov