

Comprehensive Needs Assessment Module

School Support and Improvement Unit
Arizona Department of Education



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**

Learning Targets





Comprehensive
Needs Assessment
and Data Review



Identify Primary
Need



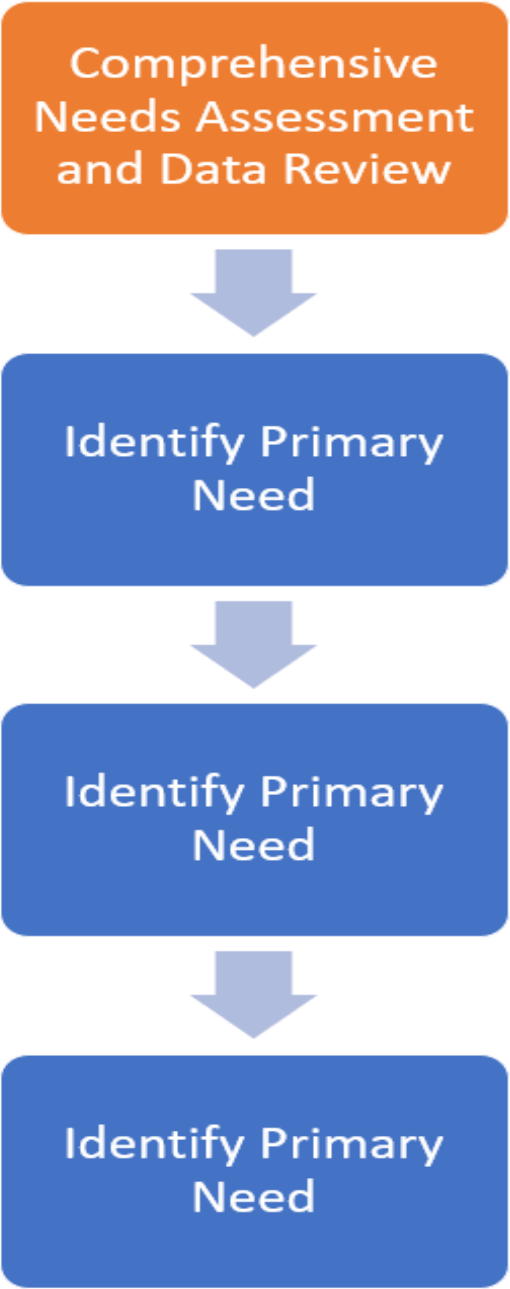
Identify Primary
Need



Identify Primary
Need



Let's Break Down This Model



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.



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

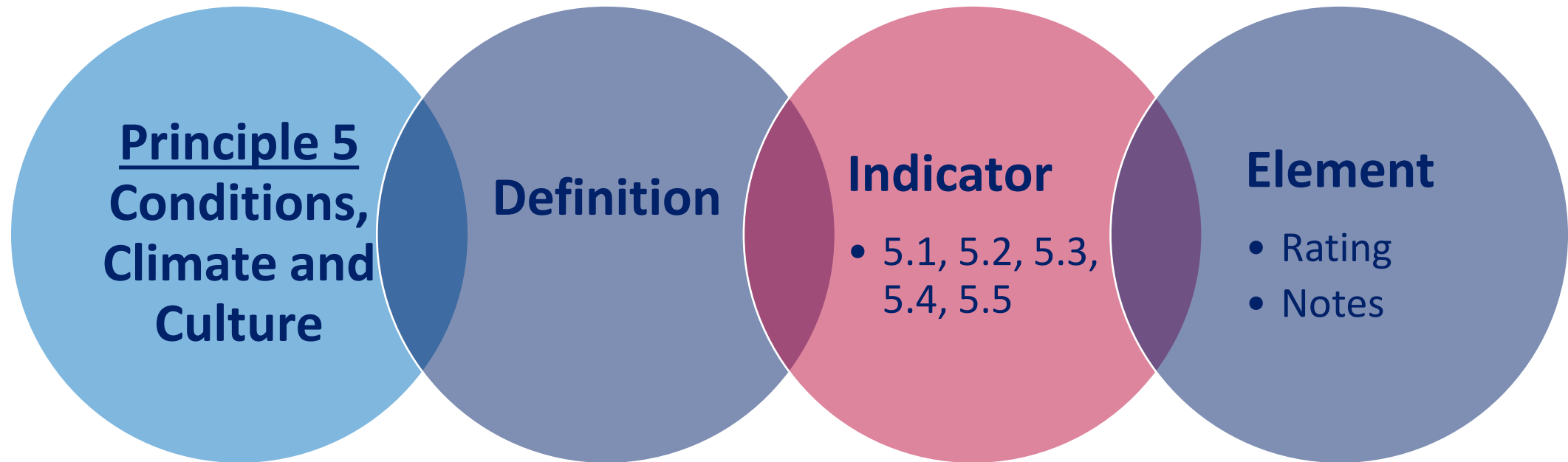


Principle 6: Family and Community Engagement

- 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
<p>5.1</p> <p>Our staff has high expectations for learning for all students.</p>	<p>Students view themselves as integral members of an inclusive school community which increases student efficacy</p>	<p>Are inclusive beliefs and practices evident and part of the school culture?</p> <p>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?</p>	



Using The CNA Rubric

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

<i>Rating</i>	<i>0</i>	<i>1</i>	<i>2</i>	<i>3</i>
<p>Element A</p> <p>Are inclusive beliefs and practices evident and part of the school culture?</p>	<p><i>Inclusive beliefs and practices are not evident in classroom instruction, data reflection or the school culture</i></p>	<p><i>Inclusive beliefs and practices are evident in some classroom instruction and data reflection but not a part of the whole school culture</i></p>	<p><i>Inclusive beliefs and practices are evident in most classroom instruction, data reflection and the school culture</i></p>	<p><i>Inclusive beliefs and practices are evident in all classroom instruction, data reflection and the school culture</i></p>
<p>Element B</p> <p>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?</p>	<p><i>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</i></p>	<p><i>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</i></p>	<p><i>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</i></p>	<p><i>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.</i></p>



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?	<div><input type="radio"/> No</div> <div><input checked="" type="radio"/> Tacitly</div> <div><input type="radio"/> Yes</div> <div><input type="radio"/> Yes, absolutely</div>
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?	<div><input type="radio"/> No</div> <div><input checked="" type="radio"/> A few</div> <div><input type="radio"/> Yes, some</div> <div><input type="radio"/> Yes</div>



Possible Evidence:

- ☒ Celebrations of learning/attendance/growth/behavior
- ☒ Communications - points of pride/newsletters
- ☒ 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.




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 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

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

Have your rubrics ready and consider the evidence needed for each principle

Complete

Complete the ratings for all indicators in all 6 principles

Complete

Complete the possible primary need boxes for all 6 principles

Review

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



Data Analysis Assurance

Data Analysis Assurance (REQUIRED)

Arizona Department of Education (000111000) Test District - FY 2024 - Global Hold(s): (2020, 2021, 2022, 2023) - School Integrated Action Plan (SIAP) - Rev 0

Go To

Data Analysis Assurance

LEA and School staff should examine data through an equity lens to identify student achievement outcomes or learning gaps, as well as ensure equitable access for all students to supports and instructional opportunities. All staff members are trained in the use of data analysis techniques including consideration of multiple types of data, use of multiple sources, comparisons across groups, benchmarking, formative and longitudinal data.

Data analysis occurs on a continuous basis and staff members frequently collaborate to make adjustments in the schoolwide plan as well as classroom practice.

Data Analysis Assurances

The LEA assures that all schools will collect, analyze, and use perception and leading and lagging indicator data from a variety of sources. *



Yes

The LEA assures data will be analyzed at both the all-student level as well as by subgroups to inform the Comprehensive Needs Assessment (CNA), the root cause analyses, and the development of both the LEA Integrated Action Plan and the School Integrated Action Plan. *



Yes

The LEA assures stakeholder participation in data rich discussions for all 6 principles in the CNA. *



Yes

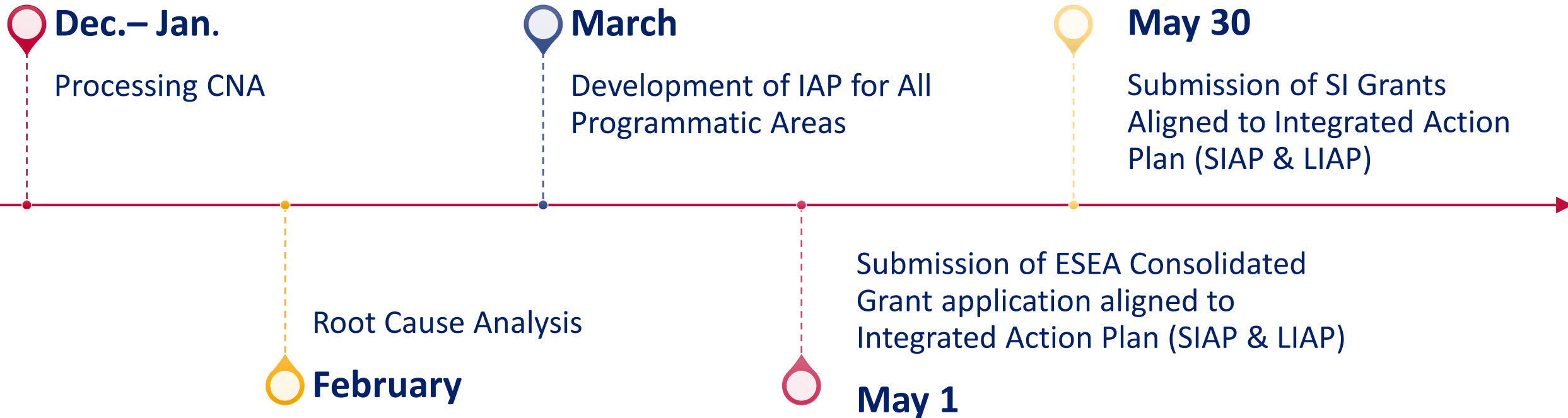
* Resources:

• ESEA Consolidated - Title I, School Improvement, Title II, Title III, Emergency Immigrant, Title IV, and Title I-C

• Comprehensive Needs Assessment (CNA) - 2 SIAP CNA



Suggested Timeline for Annual Planning





Guidance Document

FY24 CNA RCA IAP
Guidance



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?	<i>There is no vision of academic success and schoolwide social emotional learning</i>	<i>Leadership developed the vision of academic success and schoolwide social emotional learning in isolation with little or no data</i>	<i>Leadership developed the vision of academic success and schoolwide social emotional learning with some of the stakeholders using some data</i>	<i>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</i>
Element B How often is the vision of learning used to guide the policies/procedures and decisions of the school?	<i>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</i>	<i>The vision of academic success and schoolwide social emotional learning is infrequently used to guide the policies/procedures and decisions of the school</i>	<i>The vision of academic success and schoolwide social emotional learning is sometimes used to guide the policies/procedures and decisions of the school</i>	<i>The vision of academic success and schoolwide social emotional learning is consistently used to guide the policies/procedures and decisions of the school</i>

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

GME Micro-Trainings: Planning Tool Micro Training



- <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/support-improvement-professional-learning>

All documents are posted below the module.

For more information and resources regarding School Improvement, please visit:

<http://www.azed.gov/improvement>

