

## **New Comprehensive Needs Assessment (CNA)**

### **Purposes of the New CNA:**

1. Fulfill federal requirements of a CNA for Titles I, II, IV-A, RLIS, and Federal School Improvement for CSI LA, CSI G and aTSI/TSI.
2. Help schools follow best practices for continuous development.
3. Reduce red tape and paperwork while focusing on strong practices that evidence shows will have the greatest impact on student achievement.
4. Drive the school improvement process.

### **Planned Timeline**

June – July: Feedback gathered from the field

November: Webinars and training available to the field

January 1: Consolidated ESEA Application with new CNA available to LEAs

## School Level Data

This section should be completed with key stakeholders involved. Stakeholders should include a combination of school leadership, teachers, parents, students, and community members. Stakeholders should not only look at the data and answer the questions, but also have discussions about the school's strengths and weaknesses. Graphs and data will be supplied by ADE.

1. How does your school's **math proficiency** compare to other schools with similar levels of poverty?

0: Falls far below average (below the yellow band)

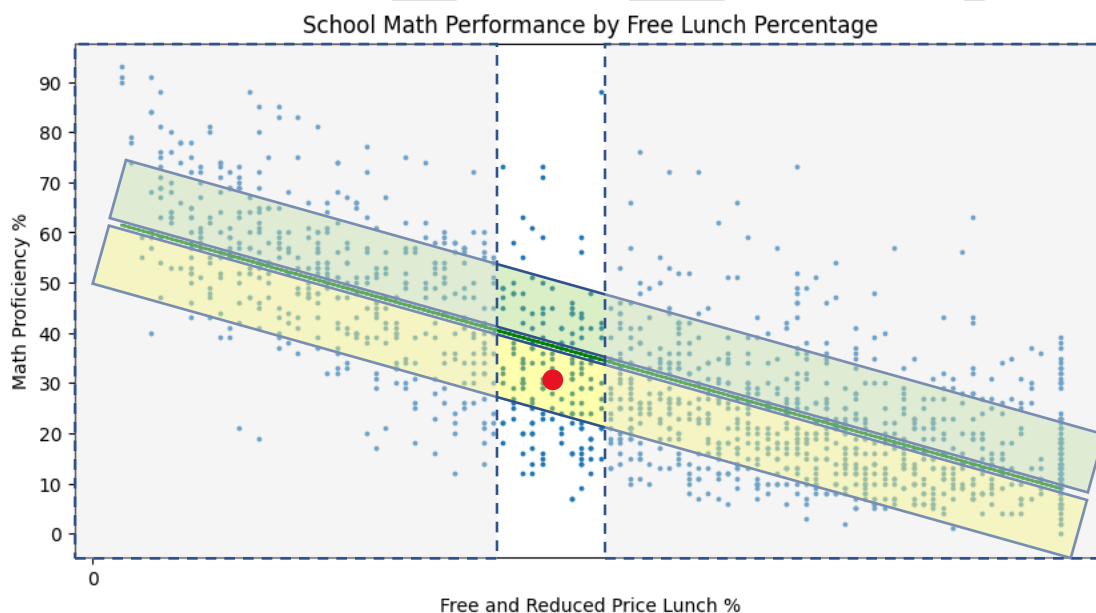
1: Slightly below average (in the yellow band)

2: Average or slight above average (in the green band)

3: Well above average (above the green band)

(Scatter plot of every school in the state's math proficiency vs. poverty level)

Ex:



Tip: Click on other schools with a similar poverty level band that are outperforming your students. What are they doing differently? Feel free to reach out to them and ask questions.

Guiding Questions: Do you predict significant changes in this indicator this year?

If yes, what do you predict your proficiency level to be?

Why do you predict a significant change (i.e., benchmark data, unusual circumstance, curriculum/teaching/scheduling changes)?

2. How does your school’s **ELA proficiency** compare to other schools with similar levels of poverty?

(Same type of graph and rating scale as #1.)

Guiding Questions: Do you predict significant changes in this indicator this year?

If yes, what do you predict your proficiency level to be?

Why do you predict a significant change (i.e., benchmark data, unusual circumstance, curriculum/teaching/scheduling changes)?

3. What are the largest gaps between non-SWD **subgroup performance** and all student performance?

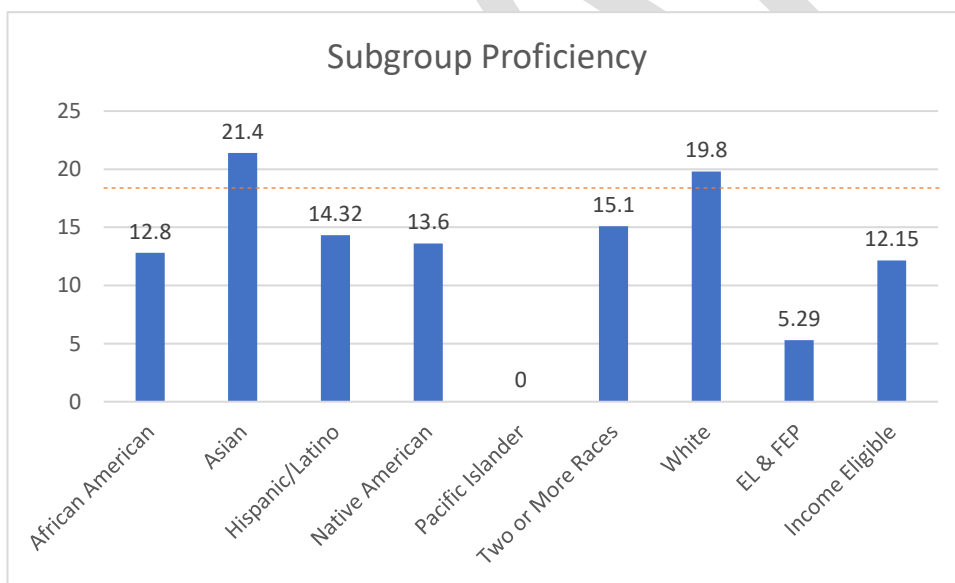
0: 25+ percentage point gap between a subgroup and all student performance

1: 15-24.99 percentage point gap

2: 5-14.99 percentage point gap

3: less than 5 percentage point gap

(Bar graph of each subgroup’s performance with line for average)



All Students 18.3

Guiding Questions: Do you predict significant changes in this indicator this year?

If yes, what do you predict your proficiency level to be?

Why do you predict a significant change (i.e., benchmark data, unusual circumstance, curriculum/teaching/scheduling changes)?

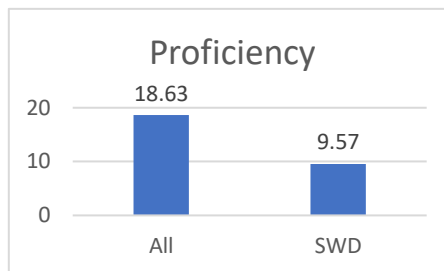
4. How are **students with disabilities** performing in comparison to all students?

0: 30+ percentage point gap

1: 20-29.99 percentage point gap

2: 10-19.99 percentage point gap

3: less than 10 percentage point gap



Guiding Questions: Do you predict significant changes in this indicator this year?

If yes, what do you predict your proficiency level to be?

Why do you predict a significant change (i.e., benchmark data, unusual circumstance, curriculum/teaching/scheduling changes)?

5. Which band does your school’s **English Language Acquisition** (proficiency + growth) fall into?

(Scatter plot of every school in the state’s EL score vs. poverty level – similar to #1)

Guiding Questions: Do you predict significant changes in this indicator this year?

If yes, what do you predict your proficiency level to be?

Why do you predict a significant change (i.e., benchmark data, unusual circumstance, curriculum/teaching/scheduling changes)?

6. Which band does your school’s **chronic absenteeism** rate fall into?

(Scatter plot of every school’s chronic absenteeism vs. poverty level – similar to #1)

7. What percentage of students are participating in two or more arts disciplines?

8. What percentage of students are participating in physical education classes?

**Only High Schools need to answer questions 9-12.**

9. Which band does your school's 5-year **graduation rate** fall into?

(Scatter plot of every school's graduation rate vs. poverty level – similar to #1)

Guiding Questions: Do you predict significant changes in this indicator this year?

If yes, what do you predict your proficiency level to be?

Why do you predict a significant change (i.e., benchmark data, unusual circumstance, curriculum/teaching/scheduling changes)?

10. What are the largest gaps between **subgroup graduation rate** (5-year) and all student graduation rate?

(Bar graph of each subgroup's graduation rate with line for average – similar to #3, but include SWD subgroup)

Guiding Questions: Do you predict significant changes in this indicator this year?

If yes, what do you predict your proficiency level to be?

Why do you predict a significant change (i.e., benchmark data, unusual circumstance, curriculum/teaching/scheduling changes)?

11. Which band of **college credit course offerings** does your school fall into?

(Scatter plot of number of different college credit courses offered vs. size of school)

12. Which band of **college credit course participation** does your school fall into?

(Scatter plot of percent of students taking at least one college credit course before graduation vs. poverty rate)

Guiding Questions are provided for discussion purposes only. LEAs will only submit answers to the numbered questions.

Schools/LEAs in school improvement (CSI, TSI, aTSI, and/or D/F letter grade) will be required to do a data analysis once they receive their new year's data and compare to both the prior year and to their predictions. They will update their IAP based on the data. This will happen outside of the CNA process.

## Comprehensive Needs Assessment – Focal Points

Rate your school using the following scale:

0: Not yet begun

1: Beginning implementation

2: Beyond initial implementation

3: Deeply embedded

1. Is the school's **mission and vision** for student success widely known and shared by stakeholders?
2. Do school **structures and systems** (bell schedules, calendar, common planning time, professional development, expanded opportunities, etc.) maximize student success?
3. Do teachers, administrators, parents, and students have a common understanding of **what we want students to know and be able to do**?
4. Do **assessments** and benchmarks align to standards and accurately predict state assessment results?
5. Do teachers use aligned **instructional practices** that produce the best student achievement results?
6. Is **effective intervention** provided when students have not demonstrated mastery of required content/skills?
7. Is **effective enrichment** provided when students have demonstrated mastery of required content/skills?
8. Is there an effective and efficient system used to **improve, catalog, and save** work?

Look at the ratings you received in the data section and compare to the ratings stakeholders gave the school on the last 8 questions. Are there inconsistencies? Are stakeholders seeing their school and their students clearly? If there are significant inconsistencies, work with stakeholders to make a more accurate assessment of the last 8 questions.

### IAPs

Each school must, at a minimum, develop a math proficiency goal and an ELA proficiency goal. Schools with >98% proficiency may choose other goals. In addition, schools in state and/or federal improvement also need to choose action steps that correlate to focal points 2-5.

### Comprehensive Needs Assessment – Supplemental Materials

Each focal point question will have a rubric, guiding questions, and examples of data for school leaders to consider when answering. We will only be collecting one rating for each focal point question. **Answers to guiding questions and related data will not be collected.**

- Do teachers, administrators, parents, and students have a common understanding of **what we want students to know and be able to do?**

**Rubric**

Not Yet Begun  0	Beginning Implementation  1	Beyond Initial Implementation  2	Deeply Embedded  3
<p>Teachers are knowledgeable about state standards and may talk about them informally during the year with the team.</p>	<p>Our team(s) is/are beginning to use a structured process for unpacking the standards in a unit of study.</p> <p>We determine learning targets for our students that are aligned to state standards.</p>	<p>Our team(s) is/are using and unpacking process and tailoring it to student needs for each unit of study.</p> <p>Our team has developed a shared understanding of what students need to know and be able to do.</p> <p>Learning targets are aligned to state standards, are written in “student-friendly” language, are displayed in the classroom, and are accessible to parents.</p>	<p>Our team(s) unpack standards in a regularly occurring cycle prior to the standards being taught.</p> <p>This process includes:</p> <ul style="list-style-type: none"> <li>• Developing a deep understanding of the standards</li> <li>• Identifying essential vocabulary</li> <li>• Identifying areas for scaffolds, supports, and extensions for diverse learners,</li> <li>• Writing the standards in “student-friendly” language that students routinely use as a part of their learning process and goal setting</li> <li>• Communicating learning targets with parents.</li> </ul>

### **Guiding Questions**

- How do teacher teams build knowledge around district and state standards that shape their work?
- How are processes and protocols put in place to support teacher teams to unpack standards and develop clarity regarding the knowledge, skills, processes, and vocabulary students must learn as a result of each unit of instruction?
- How do you ensure that curriculum is aligned to outcomes required by the state standards?
- How does the school engage teachers in developing curriculum maps for each course and/or grade level that prioritize essential standards?
- How does the school provide teaching resources to help guide learning?
- How does the school establish clear expectations for what evidence of student learning will be expected to show proficiency and advanced proficiency?
- How do teacher teams determine appropriate pacing for learning? What flexibility are teams given to adjust their practice as a result of evidence of student learning?
- How do teacher teams develop objectives and learning targets that clarify desired outcomes of an individual lesson or series of lessons?
- How do teacher teams ensure that learning targets are visually accessible to students and expressed in student friendly language?
- How does the school engage collaborative teams in the study of high-stakes assessments to ensure teachers are familiar with and practice the format and rigor required by their state tests?

### **Related Data/Evidence**

PLC team minutes/agendas

Classroom observations

Teacher lesson plans

Curriculum mapping

Pacing guides