

# Comprehensive Needs Assessment



GAINING RESOURCES AND NECESSARY TECHNICAL SUPPORT

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# Purpose of the CNA

- Identify areas of need
- Foster communication and collaboration with stakeholders
- Create a useful action plan

# Comprehensive Needs Assessment

## **OLD** Comprehensive Needs Assessment

- 6 Domains
- 35 Sub-Indicators
- 154 Questions
- Stakeholder input

## **NEW** Comprehensive Needs Assessment

- 8-12 Data Questions
- 8 Focal Point Questions
- Stakeholder input

# Data Questions

- All Schools have 8 questions
  - High Schools have 4 additional questions
- Key Stakeholder Involvement
  - Leadership, Teachers, Parents, Students, Community
  - Discussion of data AND school strengths and weaknesses
- Data is specific to your school

# Accessing Graphs from Home Page

The screenshot shows the Arizona Department of Education website. At the top left is the ADE logo and the text "ARIZONA DEPARTMENT OF EDUCATION". To the right is a "Select Language" dropdown and social media icons for Facebook, LinkedIn, Instagram, and Twitter. A yellow banner contains the URL "azed.gov/improvement/comprehensive-needs-assessment-graphs". Below this is a navigation menu with links for "Parents", "Educators", "Administrators", "Programs & Supports", "About ADE", and "ADEConnect", followed by a search icon. The breadcrumb trail reads "Home / School Support and Improvement / Comprehensive Needs Assessment Graphs".

## Comprehensive Needs Assessment Graphs

Welcome to the New Comprehensive Needs Assessment Data Graphs.

Note: For FERPA compliance, any value **below 2% is listed as 1.99**. Any value **above 98% is listed as 98.01**. If there are fewer than 10 students for any category, the data is not shown.

To look at a **single school's data**, select the school using the search boxes below. The school will appear as a large yellow dot on any scatterplot and will populate bar graphs with that school's data. If there are multiple schools with the same name, you will have to limit it by selecting the district/charter owner or the school ID to narrow the selection. To view an **entire district/charter owner** at once, select the district/charter owner from the first box and leave the others blank.

If **data is not available** for the selected school or there are not enough students to display the data, there will be **no yellow dot** on the scatterplots. **Missing bars** mean there are 10 or fewer students in the subgroup and the data cannot be displayed. When using graphs to complete the CNA, check the box for N/A on any graphs that have no data for the school.

Click on one of the Search bars below and type the first few letters to find a school.

Clear filters

District or Charter Holder	School	School ID
<input type="checkbox"/> Search <input type="checkbox"/> (Blank) <input type="checkbox"/> A+ Charter Schools <input type="checkbox"/> Academy Del Sol, Inc. <input type="checkbox"/> Academy of Building Industries, Inc. <input type="checkbox"/> Academy of Mathematics and Science South, Inc. <input type="checkbox"/> Academy of Mathematics and Science, Inc. <input type="checkbox"/> Academy of Tucson, Inc. <input type="checkbox"/> Academy with Community Partners Inc <input type="checkbox"/> Accelerated Elementary and Secondary Schools	<input type="checkbox"/> Search <input type="checkbox"/> (Blank) <input type="checkbox"/> Arizona K-8 Online Academy <input type="checkbox"/> A J Mitchell Elementary School <input type="checkbox"/> A+ Charter Schools <input type="checkbox"/> AAEC - Paradise Valley <input type="checkbox"/> AAEC - SMCC Campus <input type="checkbox"/> AAEC Online <input type="checkbox"/> Abia Judd Elementary School <input type="checkbox"/> Abraham Lincoln Traditional School	<input type="checkbox"/> Search <input type="checkbox"/> (Blank) <input type="checkbox"/> 0 <input type="checkbox"/> 1000038 <input type="checkbox"/> 1000041 <input type="checkbox"/> 1000042 <input type="checkbox"/> 1000044 <input type="checkbox"/> 1000045 <input type="checkbox"/> 1000047 <input type="checkbox"/> 1000040

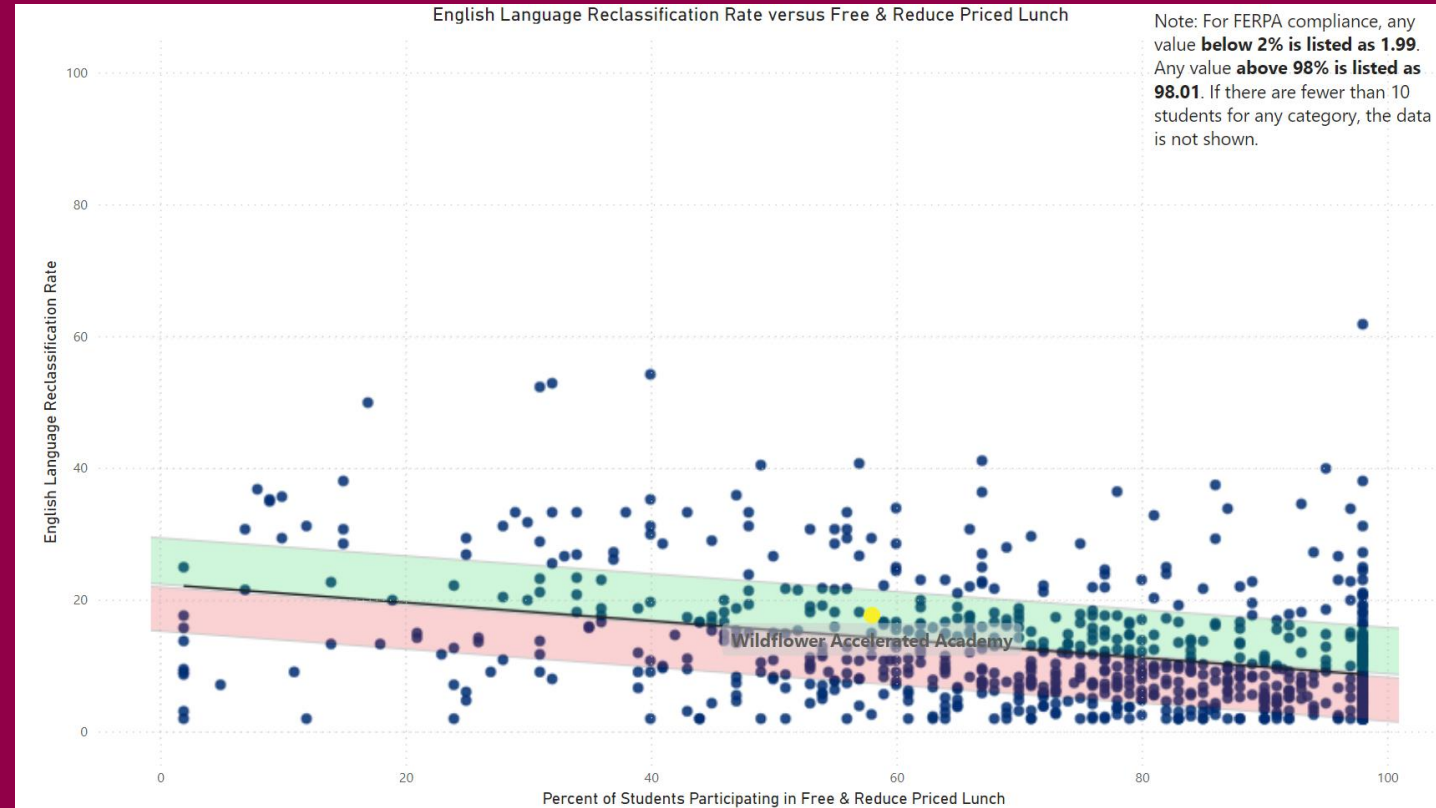
Microsoft Power BI | 1 of 14 | 61%

# Data Question Example 1

Which band does your school's English Language Reclassification rate fall into?

- 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)

- 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.
- 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, changes)?



# Data Question Example 2

What are the largest gaps between non-SWD (students with disabilities) subgroup performance and all student performance?

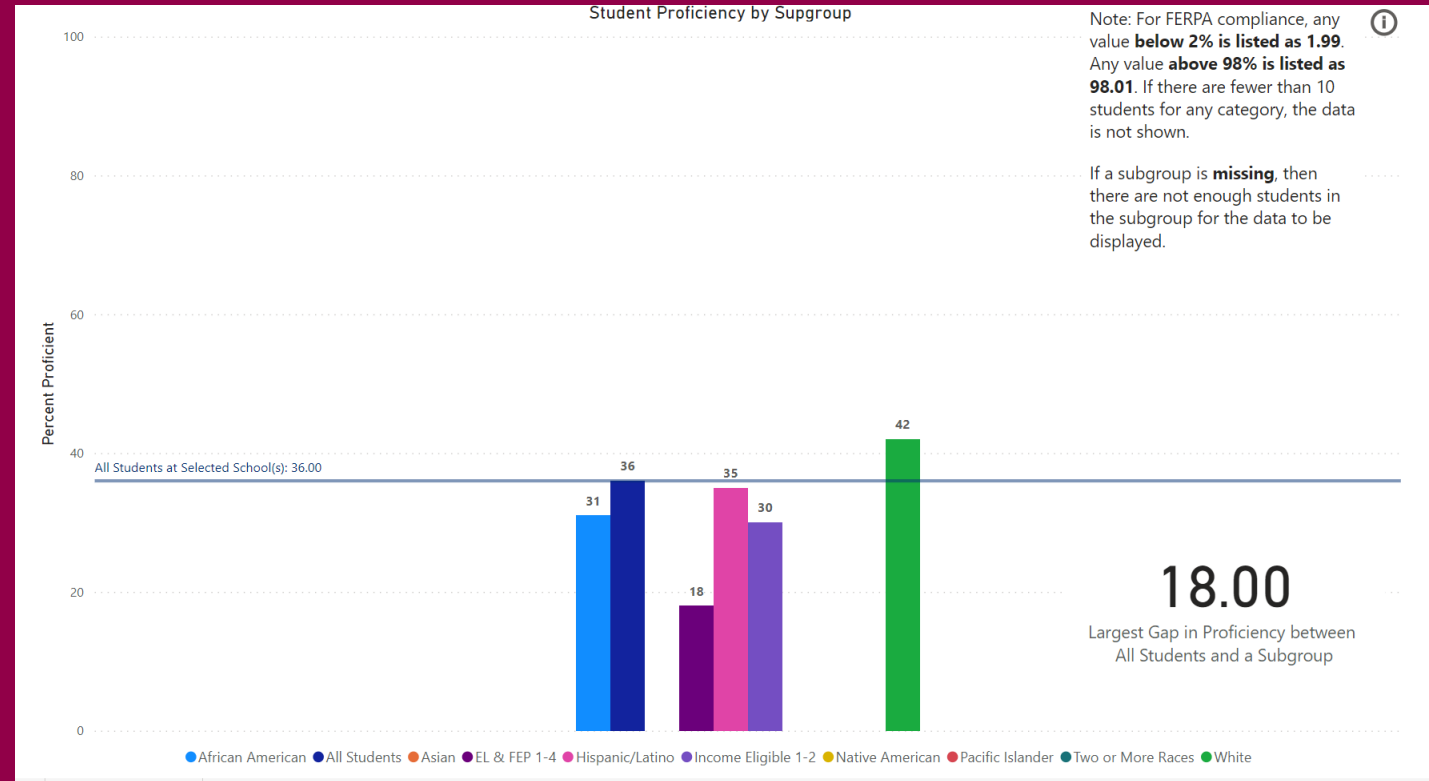
0: Greater than 25 percentage point gap between a subgroup and all student performance

1: 15-24.99 percentage point gap

2: 5-14.99 percentage point gap

3: Less than 5 percentage point gap

- 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, changes)?



# Data Questions – All Schools

1. Math Proficiency
2. ELA Proficiency
3. Sub-Group Performance
4. Students with Disabilities Performance
5. English Language Learner Performance
6. Chronic Absenteeism
7. Arts Participation
8. Physical Education Participation



# Data Questions – High Schools Only

9. Graduation Rate
10. Sub-Group Graduation Rate
11. College Credit Course Offerings
12. College Credit Course Participation

# Focal Point Questions

- All Schools have 8 questions
- Key Stakeholder Involvement
  - Leadership, Teachers, Parents, Students, Community

# Focal Point Question Example 1

Is the school's mission and vision for student success widely known and shared by stakeholders?

<b>Not Yet Begun</b> 0	<b>Beginning Implementation</b> 1	<b>Beyond Initial Implementation</b> 2	<b>Deeply Embedded</b> 3
<p>Few stakeholders are aware of the school's mission and vision for student success.</p> <p>Minimal communication or dissemination of the mission and vision to stakeholders.</p> <p>Lack of engagement or understanding among stakeholders about the school's goals for student success.</p>	<p>Some stakeholders have a basic understanding of the school's mission and vision for student success.</p> <p>Limited efforts have been made to communicate the mission and vision, but gaps in awareness remain.</p> <p>There is room for improvement in ensuring that a larger portion of stakeholders are informed.</p>	<p>The majority of stakeholders are aware of and have a clear understanding of the school's mission and vision for student success.</p> <p>Efforts have been made to actively share and reinforce the mission and vision with stakeholders.</p> <p>Stakeholders demonstrate a moderate level of alignment with the school's goals, though some areas of improvement may still exist.</p>	<p>The school's mission and vision for student success are widely known and deeply understood by all relevant stakeholders.</p> <p>Extensive communication strategies have been implemented to ensure widespread awareness and understanding.</p> <p>Stakeholders are highly aligned with the mission and vision, actively supporting and integrating them into their actions and decisions.</p>

# Focal Point Question Example 1

- Guiding Questions - Optional
  - What is the school's defined mission and vision for student success?
  - How has the school communicated its mission and vision to stakeholders?
  - To what extent are parents and guardians familiar with the school's mission and vision?
  - Are teachers and staff aligned with the school's mission and vision?
  - Do students have a clear understanding of the school's mission and vision?
  - How are community members informed about the school's mission and vision?
  - Are there mechanisms in place to gather feedback and assess stakeholder awareness?
  - How do stakeholder actions and decisions reflect alignment with the school's mission and vision?

# Focal Point Question Example 1

- Related Data/Evidence - Optional
  - Stakeholder Surveys
  - Mission and Vision Statements
  - Website and Communication Materials
  - Parent and Community Engagement Events
  - Student Artifacts and Projects
  - Teacher and Staff Interviews
  - Alignment with Programs and Curriculum
  - Social Media and Public Relations

# Focal Point Questions

1. Are 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 achieve 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 teacher work (scope & sequence, assessments, etc.)?

# Improvement Plans

- Each school must, at a minimum, choose a math proficiency goal AND an ELA proficiency goal.
  - Schools with >98% proficiency may choose other goals.
- Schools in state and/or federal improvement need to choose action steps that correlate to focal points 2-5.
  - School Structures & Systems
  - Learning Targets
  - Aligned Assessments
  - Aligned Instructional Practices

# Improvement Plans

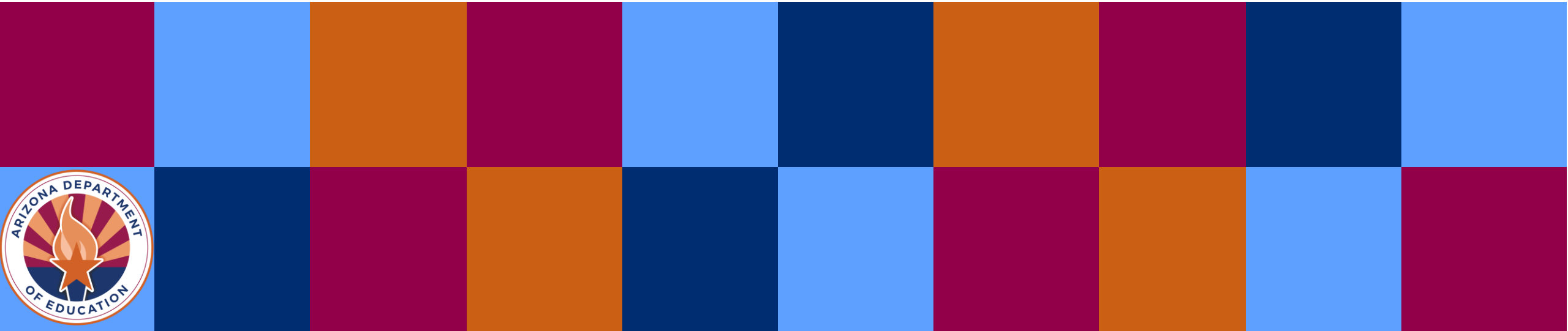
- All stakeholders should play a role in the school improvement process:
  - Leadership, Teachers, Parents, Students, Community
- Each goal should include:
  - Action Steps
- Single Site LEAs only need 1 Improvement Plan
  - Single Integrated Action Plan (SIAP) Only



# Office Hours: [azed.gov](https://azed.gov) > School Support & Improvement

<b>Date</b>	<b>Time</b>
January 12, 2024	1:00-2:00pm
January 26, 2024	9:00-10:00 am
February 2, 2024	1:00-2:00 pm
February 9, 2024	9:00-10:00 am
February 16, 2024	1:00-2:00 pm
February 23, 2024	9:00-10:00 am
March 1, 2024	1:00-2:00 pm
March 8, 2024	9:00-10:00 am
March 15, 2024	1:00-2:00 pm
March 22, 2024	9:00-10:00 am

# QUESTIONS?



# Contact Information

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