# **SIG COHORT 3 Comprehensive Needs Assessment Directions**

**The CNA is still in draft form. For the sake of completing your Sustainability Grant Application, please use this as the guiding document. Complete all Principles by selecting element descriptor that describes the current reality in your school for each Indicator. The power is in the discussion of the evidence and data when selecting the element descriptor.**

**Record points in the summary spreadsheet provided. You will use these scores to determine priority concerns/needs.**

**Remember honest reflection is critical to the process. It is about continuous improvement; being the best possible school for students.**

**Example:**

|  |  |  |  |
| --- | --- | --- | --- |
| **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 | | | |
| ***1.1          Our leadership guides the implementation of a vision of learning that is shared and supported by all stakeholders.*** | | | |
| **Choose a statement in each category that best matches your school** | | | |
| 0 | 1 | 2 | 3 |
| A. There is no vision of learning | A. Leadership developed the vision of learning in isolation with little or no data | A. Leadership developed the vision of learning with some of the stakeholders using some data | A. Leadership developed the vision of learning collaboratively with the professional staff and the community using quantitative and qualitative data to inform the process  Element Descriptors |
| B. The vision of learning is not used to guide the policies and decisions of the school or there is no vision of learning | B. The vision of learning is infrequently used to guide the policies and decisions | B. The vision of learning is sometimes used to guide the policies and decisions | B. The vision of learning is consistently used to guide the policies and decisions |
| C. The vision of learning is old and has never been reviewed and amended to reflect the school community or it does not reflect the school community | C. The vision of learning has not been recently reviewed and revised to reflect the school community | C. The vision of learning is reviewed and revised every two or three years to reflect the school community | C. The vision of learning is reviewed and revised annually to reflect current school community |

*Excellence is not a destination; it is a continuous journey that never ends*. Bryan Tracey

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

**Why** a single Comprehensive Needs Assessment? To guide the process of evidence-based decision making in schools and LEAs to drive continuous improvement.

A needs assessment: • Provides direction for programs, projects, and activities; • Allows staff to determine priorities and allocate resources to activities that will have the greatest impact; • Creates cohesion through the alignment of goals, strategies, action steps, professional development, and desired outcomes; • Enables benchmarking and monitoring of implementation and impact;• Assists with continuous improvement activities by helping staff identify, which instructional and other practices are working, and the strategies associated with the greatest success.

The Comprehensive Needs Assessment considers a range of needs or issues; • Includes information gathered from a variety of sources; • A employs the use of valid and reliable data to the maximum extent possible; • Meaningfully involves many individuals representing a range of knowledge, skills and expertise; • Results in the development of goals, strategies and action steps; • Used as the basis for resource allocation.

The CNA, to be most helpful, is a reflection of the school’s current state. Acknowledging that state honestly and transparently, based on evidence, allows a school to determine its unique next best steps. It is **not** about a comparison among schools, it is about identifying strengths, needs and next steps. The CNA will allow the school to identify the biggest needs/concerns, root causes, and possible solutions and track progress over time.

A limited number of well-defined goals are common features of successful schools and LEAs. These goals, strategies and actions steps help focus a school’s work by setting a target for student learning and achievement or systems, processes, programs that will impact achievement. By choosing strategies and action steps that leverage strengths and focus on connections and coherence, student learning and achievement is increased.

# **What** is a *needs assessment*?

A *needs assessment* is a systematic set of procedures that are used to determine needs, examine their nature and causes, and set priorities for future action. A “need” is a discrepancy or gap between “what is” and “what should be.” Needs assessments are conducted to help identify and select the right job before doing the job right. Needs assessments lead to action that will improve programs, services, systems and operations, or a combination of these elements.

* Needs Assessments focus on the ends (i.e., outcomes) to be attained, rather than the means (i.e., process). For example, reading achievement is an outcome whereas reading instruction is a means toward that end.
* Needs Assessments gather data.
* Needs assessments set priorities and determines criteria for solutions so sound decision decisions can be made.
* Needs assessments set criteria for determining how best to allocate available money, people, facilities, and other resources.

“Need” (concern) refers to the gap or discrepancy between a present state (what is) and a desired state (what should be).

The “need” is neither the present nor the future state; it is the gap between them.

|  |  |  |
| --- | --- | --- |
| Desired Results | Current results (What is) | Need (What should be) |
| 100% of third grade migrant students meet the state proficiency level in reading | 30% of third grade migrant students meet the state proficiency level in reading | 70% of third grade migrant children must reach the proficiency level in reading |

The CNA is not a test; it is not an evaluation of good or bad. It is about knowing where you are as a school in relation to research based exemplars in order to improve and be the best school you can be in your context.

**Who completes the Comprehensive Needs Assessment?**

A planning team is a critical part of a comprehensive needs assessment.

A comprehensive needs assessment planning team should include stakeholders that represent all parts of the system principals, teachers, paraprofessionals, school office staff, parents, families, community members, and students.

**The Process**

The real value of doing a needs assessment is in the process, the discussions about each Indicator and the elements in the rubric, and about the data and evidence that support the selection of the element descriptor.

Again, it is ***THE PROCESS*** you follow to determine the descriptor “score” that has the power. The scores and the summaries of the scores will guide you to identify and address the biggest concerns/needs in your plan.

1. Convene the team and determine process to complete the Comprehensive Needs Assessment; small group meetings, surveys, staff meetings, etc.
2. Determine process to complete CNA.
3. Once your process has been determined, create assignments and a timeline.

|  |  |  |
| --- | --- | --- |
| Action | Who | By when |
| Ex. Survey parents | Mrs. BCD | Sept. 1 |
|  |  |  |
|  |  |  |
|  |  |  |

1. Gather data

* Follow directions in application
* Answer all questions thoroughly

1. Analyze data
2. Develop Concern/needs statements
3. Complete Root Cause Analysis
4. Determine causes