Comprehensive Needs Assessment (CNA) Template

The [CNA toolkit](https://ospi.k12.wa.us/sites/default/files/2023-08/comprehensive_needs_assessment_march_2023.pdf) offers guidance for Comprehensive Needs Assessments which are contextual and based on the needs of the learning community. This template is to support schools in completing the CNA.

Building and District data

|  |
| --- |
| **School District: ​**Click or tap here to enter text.​ |
| **Building Name: ​**Click or tap here to enter text.​ |
| **School Code: ​**Click or tap here to enter text.​ |
| **Date: ​**Click or tap here to enter text.​ |
| **Does the school share a building with another school? Yes ​  No ​**  **If yes, which one?** (Please note each school with a school code must submit a separate School Improvement Plan)​Click or tap here to enter text.​ |

Phase 1: Planning

* Define the purpose and intended outcomes of the needs assessment process within the local context. Note: There is no one correct needs assessment model or process.
  + Why are we engaging in the needs assessment (beyond compliance)?

Click or tap to enter text here

* + What do we hope to accomplish with this process?

Click or tap to enter text here

* + What are the issues that are most critical to the needs assessment?

Click or tap to enter text here

* + What are we hoping the impact will be at the classroom, building, and, potentially, system levels?

Click or tap to enter text here

* + What are the gaps between “what is” and “what should be?”

Click or tap to enter text here

* + Have we developed guiding questions to focus data collection on the issues most critical?

Click or tap to enter text here

* + Have we selected multiple data sources that align with each guiding question?

Click or tap to enter text here

* Determine the guiding questions that the needs assessment should answer (if the needs assessment is not part of a larger project that has already identified central questions or concerns).
  + What are the core themes or topics the needs assessment will cover (student demographics, instruction, assessment, achievement, climate, discipline, etc.)?

Click or tap to enter text here

* What do we need to know or understand about these topics?

Click or tap to enter text here

* Establish actions, timelines, and responsibilities for all related activities.
* What are the short- and long-term timelines?

Click or tap to enter text here

* Identify relevant stakeholders, plan for their involvement, and invite them to participate beginning with the planning process.
* Who are the key stakeholders who need to be engaged and at what points in the process?

Click or tap to enter text here

* How will we get multiple stakeholders involved in the process?

Click or tap to enter text here

* Train Stakeholders/participants: Articulate the content (what needs assessment will cover), the process (how the needs assessment will be accomplished), and the presentation (what the school or district will use and how the results will be conveyed).
* Have we clarified the purpose and explained the steps of the process of the needs assessment to the stakeholders/participants so they know what to expect and can best participate?

Click or tap to enter text here

# Phase 2: Collecting and Organizing Data

Please ensure that local data sources do not include personally identifiable information. For more information on our Disclosure Avoidance Techniques (DATs), please see our [Protecting Student Privacy in Public Reporting](https://ospi.k12.wa.us/sites/default/files/2023-10/protecting-student-privacy-public-reporting_adav3_92023.pdf) documentation.

Needs assessments are contextual and based on the needs of the learning community. Data from the sources below may be helpful to review:

* Student demographics
* Mobility patterns
* School feeder patterns
* The performance of different student groups on assessments
* Effective school leadership
* Strategic allocation of resources
* Clear and shared focus on student learning
* High standards and expectations for all students
* High level of collaboration and communication
* Aligned curriculum, instruction, and assessment to state standards
* Frequency of monitoring of learning and teaching
* Focused professional development
* Supportive learning environment
* High level of family and community involvement
* Alternative secondary schools best practices
* Any unique circumstances or characteristics of the school and/or district

## Gather Data

What data sources, both qualitative and quantitative, can you use from existing sources (state databases, program reports, etc.)?

### Please check sources of data used:

​​​ WSIF

​​​ WaKIDS

​​​ Smarter Balanced Assessment/Interim Assessment Blocks

​​​ Universal Screening

​​ Progress Monitoring Data

​​​ Curriculum Based Assessments

​​​ Graduation Rate (1 Year, extended, etc.)

​​​ Credit Attainment

​​ Stick Rate

​​ Student Mobility Data

​​ Discipline Referrals

​​ Suspension/Expulsion Data (i.e. out of school suspensions/in-school suspensions)

​​​ Restraint and Isolation Data

​​​ Time out of class (e.g., visits to nurse, counselor, etc.)

​​ Healthy Youth Survey

​​​ School Climate data

​​​ Perceptual Data: (Local/Organization): ​Click or tap here to enter text.​

​​​ English Language Proficiency Data (i.e. ELPA)

​​​ Title III Data

​​​ Special Education Eligibility/Disproportionality Data

​​​ Special Education Placement Data (LRE)

​​​ Review of Student Plans (e.g. Written Student Learning Plans, Individualized Education Plans and/or 504 Plans)

​​​ Educator Data (e.g. out of field, retention, School Employee Evaluation Survey, NBCT, etc.)

​​​ Authentic Family and Community Engagement (e.g. focus groups with families)

​​​ Community data (e.g. food pantry visits, calls/texts to crisis centers, hospital visits, homelessness, etc.)

​​​ Extra-curricular activities participation

​​​ Fiscal and Financial Data

​​​ (Other) ​Click or tap here to enter text.​

​​​ (Other) ​Click or tap here to enter text.​

​​​ (Other) ​Click or tap here to enter text.​

## Organize Data

### Demographics

#### Considerations

* Consider students who identify with more than one demographic, it may be helpful to look for intersections in demographic data to better understand student identities.
* Consider comparing local data to state data to see if the district and/or school has relatively higher or lower representation of one program or student group.

#### Questions

* What is the breakdown of students by race/ethnicity, gender, or other demographic category?

Click or tap here to enter text.

* What are the mobility patterns and school feeder patterns?

Click or tap here to enter text.

* What is the number of students in each special program? (Migrant, Multilingual, etc.)

Click or tap here to enter text.

* Are students over or underrepresented in certain programs?

Click or tap here to enter text.

* What does the attendance data show?

Click or tap here to enter text.

* What are the certificated and classified staff demographics?

Click or tap here to enter text.

* Are there any unique circumstances or characteristics of the school and/or district that should be considered? If so, please explain.

Click or tap here to enter text.

### Student Achievement

#### Considerations

* Consider intersectional identities (the complex, interconnected, and overlapping nature of social categorizations such as race, class, gender, religion, and LGTBQ + status) and how WSIF may hide important information around student achievement.
* Consider how local data on performance aligns with and diverge from WSIF data.
* Consider all content areas rather than focusing on only those subject areas measured by WSIF.

#### Questions

* What does the school’s **WSIF data** tell you about how each student group is performing, specifically the identified student groups?

Click or tap here to enter text.

* What does the **local data** tell you about how each student group is performing, specifically the identified student groups?

Click or tap here to enter text.

* Which areas are showing growth? At what rate, and compared to which standard of achievement?

Click or tap here to enter text.

* How are student achievement data disaggregated?

Click or tap here to enter text.

* What does the data indicate when disaggregated by race/ethnicity, gender, socioeconomic status, special program, or other category?

Click or tap here to enter text.

* What does the data reflect within and among content areas?

Click or tap here to enter text.

* How is the school **currently** examining/analyzing root causes for student achievement data?

Click or tap here to enter text.

* How is the school **currently** allocating resources to address existing academic and social and emotional inequities (as evidenced in both state and local data source)?

Click or tap here to enter text.

* How does the school **plan** for strategic allocation of resources to address student academic and social and emotional inequities (as evidenced in both state and local data sources)?

Click or tap here to enter text.

### School Climate and Culture

#### Considerations

* Consider how, and how often, the vision, mission, and values are shared with staff, students, and parents.
* Consider it may take additional effort to hear from students who may be disenfranchised by their school experiences—these voices provide valuable data and a different perspective from students who are traditionally engaged.
* Consider physical and social-emotional safety and events outside the school environment that can also impact school climate.
* Consider if there is a link between student achievement data and educator perceptions, expectations, and classroom management and organization.
* Consider asking educators about their fellow educators’ beliefs, as the personal perceptions of an educator can differ dramatically from the collective perception of the group.

#### Questions

* + How do students describe the school climate?

Click or tap here to enter text.

* + How do staff members describe the climate?

Click or tap here to enter text.

* + How might these perceptions compare?

Click or tap here to enter text.

* + What is the level of collaboration and communication at the school?

Click or tap here to enter text.

* + What is the level of collaboration and communication with the district?

Click or tap here to enter text.

* + How do students and staff describe attitudes, respect, relationships, belonging, and support?

Click or tap here to enter text.

* + To what degree do students and staff feel physically safe?

Click or tap here to enter text.

* + To what degree do students and staff feel social and emotional safety?

Click or tap here to enter text.

* + How does the school demonstrate a supportive learning environment for all students?

Click or tap here to enter text.

* + What is the culture and climate in the building around having high standards and expectations for all students and the belief that all students can learn?

Click or tap here to enter text.

* + How are the capacity needs of school leadership being developed to identify and support high-leverage goals and improvement efforts?

Click or tap here to enter text.

### Staff Quality, Recruitment, and Retention

#### Considerations

* Consider comparing staffing demographics to student demographics or the demographic of the surrounding community.

#### Questions

* What are the qualifications and certifications of the teachers? Paraprofessionals?

Click or tap here to enter text.

* What is the breakdown of the school’s staff by ethnicity/race, gender, or other category?

Click or tap here to enter text.

* What is the process for recruiting highly qualified and effective staff?

Click or tap here to enter text.

* What is the staff attendance/retention/turnover rate?

Click or tap here to enter text.

* Are teacher placements strategically based on student need and teacher strengths?

Click or tap here to enter text.

* What ongoing support is provided to staff?

Click or tap here to enter text.

* What systems are in place to build capacity and support continuous improvement?

Click or tap here to enter text.

* What types of professional development have staff members attended?

Click or tap here to enter text.

* How is professional development implementation monitored and impact on performance determined?

Click or tap here to enter text.

### Curriculum, Instruction, and Assessment

#### Questions

* How is data used to inform curricula, instruction, and assessment decisions?

Click or tap here to enter text.

* How are instructional strategies and activities aligned with student learning needs and expected outcomes for achievement?

Click or tap here to enter text.

* How consistent is this across the school?

Click or tap here to enter text.

* What is the impact on specific student groups?

Click or tap here to enter text.

* Is there evidence that assessments are aligned with clearly specified and appropriate achievement expectations and state standards?

Click or tap here to enter text.

* What policies, practices, and procedures are in place for evaluating the cultural relevance of the curriculum, instruction, and assessment processes?

Click or tap here to enter text.

* What equity evaluation tool(s) are being used? Washington State requires the use of a [bias-screening tool](https://ospi.k12.wa.us/sites/default/files/2023-08/wa-screeningforbiasedcontent-form.pdf) to ensure all curricula are free from bias. Has this tool been used in accordance with the law?

Click or tap here to enter text.

* What criteria are being used to determine that [Evidence-Based Practices (EBPs)](https://ospi.k12.wa.us/sites/default/files/2024-03/evidence-based-practices-guidance-document.pdf) are being implemented and measured?

Click or tap here to enter text.

### Parent, Family, and Community Engagement

#### Considerations

* Consider the current communication plan that is in place and if it is culturally responsive and linguistically inclusive of the community.

#### Questions

* What evidence exists that families and community members are involved in meaningful activities that support students’ learning? What are these activities?

Click or tap here to enter text.

* Which parents, guardians, and community members are involved? What trends and patterns can be observed?

Click or tap here to enter text.

* What types of services are available to support students in special programs? (Migrant, Multilingual, etc.) What are the results?

Click or tap here to enter text.

* What types of community partnerships exist to support families and students?

Click or tap here to enter text.

* How do school and community systems interact to assure continuity of supports for students?

Click or tap here to enter text.

* How are parents, guardians or community members engaged in decision making at the school?

Click or tap here to enter text.

### School Context and Organization-Focus on Student Learning

#### Considerations

* Consider how content is or is not integrated across subjects, including in non-tested subject areas.
* Consider how classes may or may not be culturally relevant to students.

#### Questions

* How is a clear and shared focus on student learning demonstrated?

Click or tap here to enter text.

* What is the frequency of monitoring of learning and teaching?

Click or tap here to enter text.

* How is adequate time devoted to subjects in which students perform poorly?

Click or tap here to enter text.

* What do data reflect about the master schedule and the impact on classes, students, and teacher teams?

Click or tap here to enter text.

### Technology

#### Questions

* What are some barriers that potentially prevent effective use of technology?

Click or tap here to enter text.

Is the technology user-friendly for students and parents?

Click or tap here to enter text.

* Is technology accessible for students who may have a need for additional supports?

Click or tap here to enter text.

* What ongoing support is provided to ensure staff are proficient with required use of technology?

Click or tap here to enter text.

### Determine and collect additional needed data

#### Considerations

Consider methods of presentation data. Ensure data are organized and presented in digestible formats to facilitate examination, including identification of trends across time and data sources. Potential data sources to consider:

* State Report Card and other current assessment data
* Surveys
* Focus Groups
* Observations
* Document Analysis
* Program Evaluations
* Budgets
* Research Reports
* Suggestions Boxes

#### Questions

* Do we have all the data we need to answer the required questions in this document?

If not, what else do we need and how can that data be collected?

Click or tap here to enter text.

## Phase 3: Interpret Data

### Considerations

* Examine relevant data to unearth meaningful information. Allow time for reflections without assuming cause for the data.
* Triangulate data points from different sources, voices, or forms of data to determine themes within the data.
* Investigate areas of disagreement and causes of disagreement.
* Articulate findings for learning community members without casting blame. Focus on processes, not people.

### Questions

* What do the individual data sources say about the top priorities for this learning community?

Click or tap here to enter text.

* What themes emerge when multiple sources are cross-referenced or triangulated across a given topic?

Click or tap here to enter text.

* What are the strengths of the school and district, and the representative groups?

Click or tap here to enter text.

* What evidence supports the strengths?

Click or tap here to enter text.

* Are there places in which the various voices within the community disagree with one another or present a different perspective? How can the underlying causes of these differences be explored?

Click or tap here to enter text.

* What are the needs of the school and district and the representative groups? (Refrain from identifying solutions in this step).

Click or tap here to enter text.

### Determining Priorities

#### Considerations

* Narrow the list of needs and priorities for action that, if addressed, would have the greatest impact on student outcomes.

#### Questions

* What top strengths have emerged from multiple data sources?

Click or tap here to enter text.

* What top needs have emerged from multiple data sources?

Click or tap here to enter text.

* What findings or themes have emerged that, if addressed, will have the greatest potential for impact on student outcomes?

Click or tap here to enter text.

* How do identified needs impact each other?

Click or tap here to enter text.

* Which needs require short-term goals (3-6 months) and which needs require long-term goals (1-2 years)?

​​Click or tap here to enter text.

* What needs if addressed, would represent a quick win, and build momentum toward confronting more challenging needs.

Click or tap here to enter text.

* Are there additional data that should be considered to make informed decisions about priorities and capacity for implementation?

Click or tap here to enter text.

## Phase 4: Establish Priorities for School Improvement Plan Goals

Describe the top 3 priorities for improvement that were found by doing this Comprehensive Needs Assessment and that will inform your goals.

**Priority #1:** Click or tap here to enter text.

**Priority #2:** Click or tap here to enter text.

**Priority #3:** Click or tap here to enter text.