



Comprehensive Needs Assessment Checklist

Purpose: A comprehensive needs assessment (CNA) is a systematic method for determining needs and examining their nature and causes, and assesses the systems, processes, and protocols of practice that are in place to support student achievement. The use of the CNA as a tool assists school staff and stakeholders in determining the strengths and challenges of the school. This checklist is to support schools in the development of their CNA process and comprehensive school plan.

Stakeholder Engagement

Enables schools to communicate with their internal and external participants and interested parties	OUR CNA	Y/N
All the boxes marked Y? If not, what are the next steps?	Includes a process to engage stakeholders and gather input in every phase of the CNA process	<input type="checkbox"/>
	Identifies stakeholder membership (i.e., Assistant Superintendent for Instruction; division-level directors of instruction, special education representatives; specialists from specific content areas; division-level content area instructional support staff members; instructional coaches; and other staff members responsible for curriculum and instruction, principals, assistant principals, lead teachers, teachers, students, other staff, parents, business and community leaders)	<input type="checkbox"/>
	Describes the source of the gathered stakeholder data (i.e., types of surveys, focus group, town hall meetings, inclusion on the planning team, etc.)	<input type="checkbox"/>
	Specifies stakeholder influence in the CNA process and selection of the evidence-based strategy	<input type="checkbox"/>



Phase 1: Planning for the CNA

Involves defining desired outcomes and creating a plan to achieve them

All the boxes marked Y?

If not, what are the next steps?

OUR CNA:

Y/N

Defines the purpose and intended outcomes of the CNA process

Identifies the framework for the CNA—the focus areas or topics the CNA will cover

Determines the guiding questions that the CNA should answer

Identifies and plans for key stakeholders involved from the onset

Clarifies the indicators. Identifies what we need to know or understand about each of the topics (i.e., instruction, assessment, achievement, climate, etc.)

Establishes actions, timelines, and responsibilities for all activities related to the CNA process

Identifies multiple types of data aligned with guiding questions [i.e., state test data (achievement and progress), attainment data (such as graduation rate or prepared for success), local diagnostic or formative assessment data, all students and student subgroup data, survey results, and chronic absenteeism, attendance and discipline data]

Specifies the school's state and federal identification status (i.e., Where are we now? How did we get here? Where do we want to be?)



Phase 2: Collect and Organize Data

Collecting, organizing, and presenting for interpretation of various forms of data (qualitative, quantitative, input, output, demographic)

All the boxes marked Y?

If not, what are the next steps?

OUR CNA:

Y/N

Includes more than report card and test data (i.e., survey results, observations, walkthrough, lesson plan review, curriculum audit, discipline data, attendance/chronic absenteeism, mobility data, etc.)

Ensures data sources are aligned with the school's guiding questions

Identifies a process to collect the data

Includes data from any special programs and extended learning opportunities (21st Century grant data, before-/after-school programs, career-technical outcomes)

Includes descriptive information related to the curriculum, instructional programs, and existing interventions for all four content areas

Includes findings/essential actions from an Academic Review and Corrective Action Plan

Ensures data, including subgroup data, proficiency-level data, progress data, is presented in a way that is easily understood by the community.

Includes student outcome data (i.e., credentials, postsecondary enrollment, employment, military enlistment, etc.)



Phase 3: Interprets and Analyzes Information

Analyses and interprets relevant data to create meaningful information	OUR CNA:	Y/N
All the boxes marked Y? If not, what are the next steps?	Identifies the themes that emerge when multiple sources are triangulated across a given topic	<input type="checkbox"/>
	Lists, identifies, and analyzes all data sources that provide a complete picture of the challenge.	<input type="checkbox"/>
	Includes data related to the identified student groups (i.e., state and federal, special education, early literacy)	<input type="checkbox"/>
	Specifies the types of analysis completed and results of the analysis	<input type="checkbox"/>
	Analyzes multiple sources of data and the same data from various points in time (trend data). Utilizes data to support the identification of priorities	<input type="checkbox"/>
Root Cause Analysis: Identifying breakdowns in systems and processes	Assesses if additional data is needed to make informed decisions about the selection of focus area priorities (Data Analyze section)	<input type="checkbox"/>
All the boxes marked Y? If not, what are the next steps?	Determines that the root cause identified is the actual root cause and not a symptom (i.e., Students' challenges cannot be a root cause.)	<input type="checkbox"/>
	Specifies how the root cause can be addressed/impacted	<input type="checkbox"/>
	Ensures the data analysis supports the identification of the root cause. Includes the data/evidence.	<input type="checkbox"/>
	Identifies non-test data that may provide additional context and helps to identify the root cause of the challenge	<input type="checkbox"/>



Phase 4: Prioritize Focus Areas

Directs efforts toward the identification of a manageable set of priorities and focus areas

All the boxes marked Y?

If not, what are the next steps?

OUR CNA:

Y/N

Utilizes and establishes focus area priorities based on the results of the data analysis of the CNA

Specifies the findings, patterns, or themes that emerged from the data analysis of the CNA

Includes stakeholders as part of the process to identify focus area priorities

Ensures agreement from stakeholders in the identification of focus area priorities

Ensures that the identified focus area priority is specific

Identifies focus area priorities that will have the most significant potential for impact on student outcomes

Aligns the focus area priority on the basis for identification (i.e., school vision, mission, and division strategic plan)

Identifies the potential impacts on students, classroom, building

Determines and limits the number of focus area priorities that the school can realistically address simultaneously

Assesses the school's capacity and identifies needs for implementation



Phase 5: Connect to the Development of the CSIP

Takes the results of the CNA and begins the transition of the results into actionable steps

All the boxes marked Y?

If not, what are the next steps?

OUR CNA:	Y/N
Identifies a variety of subgroups needing targeted support in the school's comprehensive improvement plan	<input type="checkbox"/>
Ensures implementation of the results of the CNA into actionable steps is aligned and connects with existing work.	<input type="checkbox"/>
Describes how the results of the CNA be used to create meaningful, long-term change to impact student outcomes	<input type="checkbox"/>
Engages stakeholders in identifying next steps, strategies, interventions, timelines, and resources	<input type="checkbox"/>
Prioritizes the underlying root causes of the identified challenge	<input type="checkbox"/>
Establishes a process to include the analyzed data in the development of the continuous school improvement plan	<input type="checkbox"/>
Includes strategies to address the identified potential contributing factors to create meaningful, long-term change to impact student outcomes	<input type="checkbox"/>
Correlates the results of the CNA to the selection of evidence-based practices and research-based practices for implementation	<input type="checkbox"/>
Includes resource allocation considerations (i.e., people, fiscal, material, professional development, technology, and time)	<input type="checkbox"/>
Identifies processes for consistent opportunities in analyzing data to reflect on the progress of the improvement efforts	<input type="checkbox"/>



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Notes and Next Steps