The **Comprehensive Needs Assessment (CNA)** is a systematic process used to help us identify, understand, and address educational challenges in a prioritized manner. It is the examination of the gap that exists between the current state of the school and our desired state. By using this form of assessment, we are able to set priorities and address systems and processes based on data. The CNA is designed to inform goals, strategies and action steps for all programs. 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 evidence-based practices and effective school systems. The CNA is required. (Section 4106 (D)(1))

ADE's Comprehensive Needs Assessment is composed of 6 principles

Each principle is further broken down into indicators and elements. The **rubric** breaks down each element and what each rating means. Using the rubric during the discussion of the CNA will help guide your work with your team. The **guidance document** also provides a list of possible evidence sources that can help guide your rating. The FY20 CNA Instructions and Workbook.xlsx can be used as a group recording document prior to entering on the Planning Tool Comprehensive Needs Assessment section.

A successful needs assessment utilizes a **rigorous analysis of multiple data** sets to have a balance of qualitative and quantitative information. Look at **leading indicators which are formative and enable us to track progress** along the way and make course corrections. Look at **lagging indicators which are summative**, longer term outcomes, and are used for reflection to consider the impact of our strategies. Your needs manifest in your data and you could be overlooking key issues without digging into your data. The CNA includes suggestions of data or possible evidence to be collected pertinent to the CNA Indicator and Element. While these suggestions are not required data points, we highly recommend you use multiple data sources.

Gather, review, and analyze your demographic data, leading indicator data, and lagging indicator data. There are several data charts within the tool which allow you to collect these data (state assessment by grade level and subgroup, AZELLA, graduation rate, dropout rate, discipline, mobility, attendance, and teacher data) all in one place. Completing these charts are optional; however, we recommend you compile this data through your own systems.

After gathering and reviewing your data sources, School Planning Team will rate yourself on each element for each indicator in the principle. Reaching a consensus is an important team structure to have. Thinking about how your team will reach a consensus is a key part of the process. Average scores will automatically be calculated for each indicator.

After completing your ratings for all of the indicators in a principle, discuss the trends and patterns that emerged in the principle. An average score for the entire principle will be calculated. Based on the trends and patterns you identified, develop a possible primary need for the principle as a whole. Be specific about which indicator or element you identified as having a need to improve.

The **School Planning Team** will complete this process for all 6 principles.

Remember, it is the **PROCESS** to determine the current reality that has the power.

The **DISCUSSION** is what is important. This is not simply a compilation of survey data.