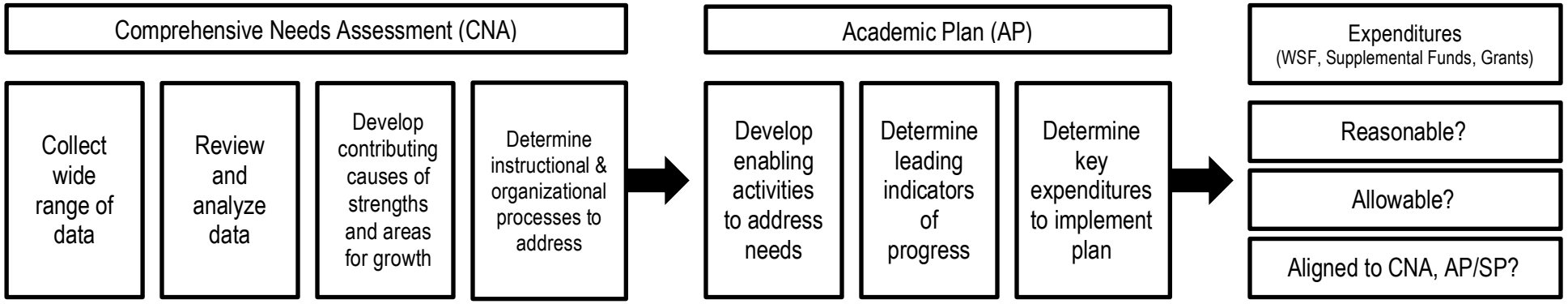
COMPREHENSIVE NEEDS ASSESSMENT (CNA)



Overarching Wonderings to keep in mind as you develop your CNA:

- **Where is the school now**? Does the comprehensive needs assessment include an analysis of multiple sources and types of data (e.g., demographic data, perceptual data, school process data, and student learning data)? Is the needs assessment comprehensive? Does the needs assessment include a look across the four types of data?
- **How did the school get to where they are?** After looking across all data elements, and determining the school's greatest challenges, what are the contributing causes of low student achievement?
- **Where does the school want to be**? What is the school's Mission and Vision? Is the vision spelled out, so everyone on staff can understand it in the same way?
- **How does the school plan to get to where they want to be?** What are the identified strategic actions and enabling activities to achieve the Mission and Vision? How will the school address the contributing causes of low student achievement or sustain the strengths?
- **How will the school know if what they are doing is making a difference?** How will the school measure progress to determine effectiveness?
- **Is there alignment between the Comprehensive Needs Assessment (CNA), Academic Plan (AP), and Expenditures?**

WHERE IS THE SCHOOL NOW: *What does the data say?*

Demographic Data – Who are we?

(e.g., Trend Reports, SSIR, Strive HI , LDS reports – attendance; discipline; enrollment; characteristics of the students, staff, and community; etc.). Consider look fors among various populations: students, community, parents, teachers, and administration.

Reflective Questions to keep in mind:

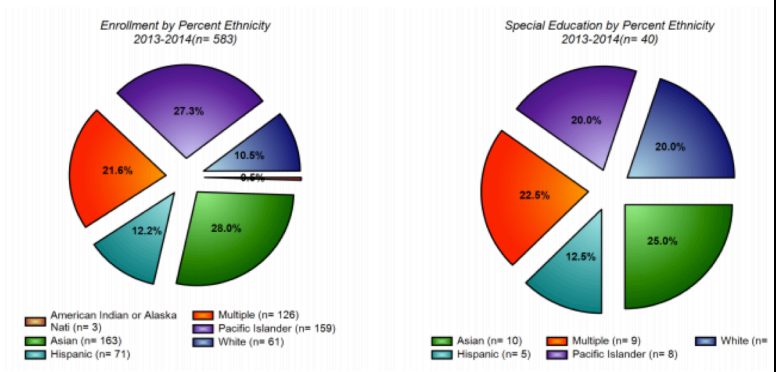
How has the enrollment in the school changed over the past three years? What percentage of the school is in the high needs group? How has the high needs students changed over the past three years? Is chronic absenteeism a challenge? Is there a pattern of high absenteeism for specific student population? Intersecting data: What are the differences in student achievement results because of attitudes related to whom students have as teachers? Is there a relationship between attendance and standardized achievement growth? Do students who attend school every day perform better on the state assessment than students who miss school for more than ten or more days?

Summary of Data/List of Data Sources: (LDS)

	2013-14	12.3.2014
Year end enrollment	583	649
Attendance	94.8%	96%
Discipline Offenses	114	
Suspension Count	1	
Low SES	40.0%	42%
Students w/Disabilities	6.9%	6.6%
English Lang Learners	8.4%	9.7%

Student Ethnicity	2013-14	2014-15
American Indian or Alaska Native	0.5%	
Asian	28.0%	
Hispanic	12.2%	
Multiple	21.6%	
Pacific Islander	27.3%	
White	10.5%	

Puu Kukui Elem School Enrollment and Special Education Enrollment by Ethnicity



Number of students leaving & Reason 2013-14	K	1	2	3	4	5	Total
Enrolling private school	6	1	1	1	2	1	13
Home Schooled	0	0	0	1	1	3	5
Moved to foreign country	0	1	0	0	0	0	1
Moved to another state	7	3	2	2	2	1	16
Transfer to HIDOE school	5	1	3	0	0	1	10
Grade level total mobility	18	6	6	4	5	6	45

Grade	Gender	2013-14		2014-15
K	Female	71	49%	
	Male	74	51%	
1	Female	72	61%	
	Male	47	39%	
2	Female	47	49%	
	Male	48	51%	
3	Female	27	35%	
	Male	50	65%	
4	Female	39	40%	
	Male	59	60%	
5	Female	20	41%	
	Male	29	59%	
Total	Female	276	47.4%	
	Male	307	52.6%	

2013-14	School	Complex Area	State
Low SES	40.0%	53.8%	53.7%
Students w/disabilities	6.9%	9.8%	
English Language Learners	8.4%	8.0%	8.3%

Discipline	Student Count		Incident Count	
	2013-14	12.3.14	2013-14	12.3.14
Cass A	20	18	26	20
Class B	4	12	4	16
Class C	3	5	6	6

Type of Incident 12.3.14 for 14-15	Students
Bullying	5
Harassment	3
Theft	1
Vandalism	3
Violence	21
Weapons	1

Strengths	Challenges
•	•
•	•

Summary of Analysis of data:

DEMOGRAPHIC DATA Implications for developing the academic plan:

Perceptual Data – How do we do business?

(e.g., SQS, Tripod survey, parent/community surveys, student surveys, staff surveys, interviews, etc.)

Reflective Questions to keep in mind:

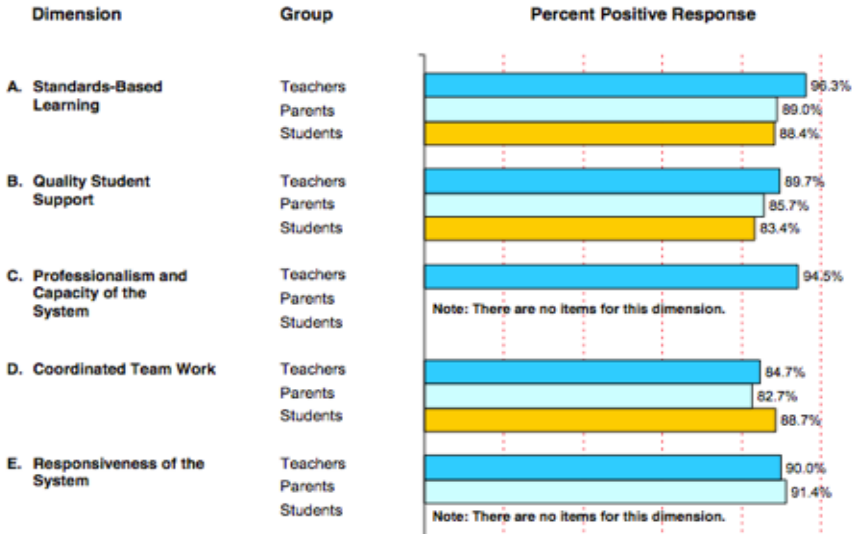
Are the students who are getting the best grades also reporting satisfaction with the learning environment? How do students, parents, staff, administration, and/or community perceive the learning environment? Are there differences in how students perceive the learning environment, based on: Whom they have as teachers? The students' participation in different programs?

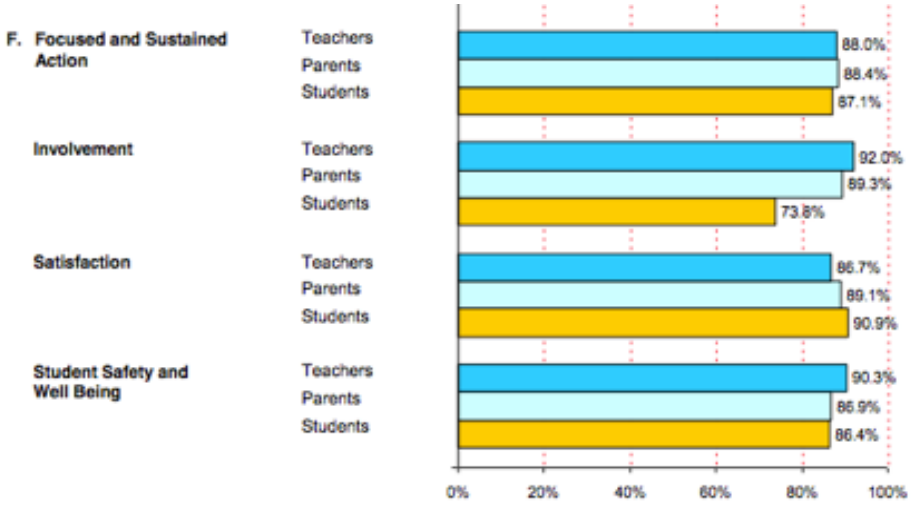
Summary of Data and List of Data Sources: SQS – Spring 2014, Tripod – Spring 2014 (Elementary and Early Elementary)

SQS Data - Spring 2014-2015

School survey size and return rate:

Group	# Distributed	# Returned	Return rate (%)
Teachers:	27	25	92.6%
Parents	152	47	30.9%
Students:	152	140	92.1%





Tripod Data - Spring 2014-2015

7C Summary — Spring '14

Puu Kukui Elementary Level: Elementary Responses: 214

7C score	71%
Care	87%
Challenge	75%
Control	43%
Clarify	78%
Captivate	70%
Confer	73%
Consolidate	73%

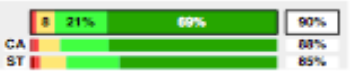
7C Summary — Spring '14

Puu Kukui Elementary Level: Early Elementary Responses: 317

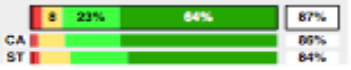
7C score	67%
Care	78%
Challenge	72%
Control	45%
Clarify	73%
Captivate	68%
Confer	65%
Consolidate	68%

Care – Elementary 3-5

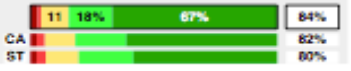
1. I like the way my teacher treats me when I need help.



2. My teacher is nice to me when I ask questions.

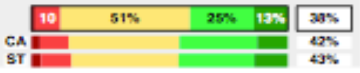


3. My teacher in this class makes me feel that he/she really cares about me.

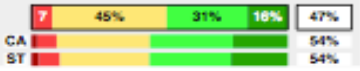


Control – Elementary 3-5

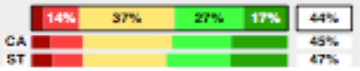
1. My classmates behave the way my teacher wants them to.



2. Our class stays busy and does not waste time.

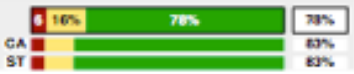


3. **[Disagree with]** Students behave so badly in this class that it slows down our learning.

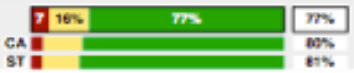


Care – Early Elementary K-2

1. I like the way my teacher treats me when I need help.

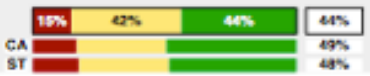


2. My teacher is nice to me when I ask questions

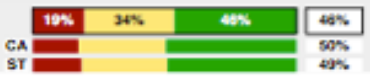


Control – Early Elementary K-2

1. My classmates act the way my teacher wants them to.



2. Our class stays busy and does not waste time



Perceptual Data from ART Memos – being compiled (12/14) see PKES ART folder on Google Docs

Strengths	Challenges
• •	• •

Summary of Analysis of Perceptual Data:

PERCEPTUAL DATA Implications for developing the academic plan:

Student Learning Data – How are the students doing?

(e.g., Strive HI Reports, HSA Reports, ACT, WIDA, Universal Screeners, School Wide Assessments, Program Assessments, report card grades, etc.)

Reflective Questions to keep in mind:

Which achievement, growth or gap index received less than 5% of the points? Is it the same indicator for each grade level tested? What indicator is identified as the major area of need? In which grade level(s)? How did the high needs students perform on the state assessment? Looking at the trend over the past years, is there growth in proficiency attainment for each of the high needs group? Are some groups of students doing better than others? Are the grade levels or departments making greater progress? Intercepting data: How have students in the ethnicity groups scored on the state assessment? Is there a difference in student achievement results by program participation? By co-curricular programs? What are the differences in student learning results based on who the students are and how they are taught to learn? What are the difference in the result we are getting, based on whom we have as students and how they are taught? How would they prefer to learn? Are we utilizing program models that will ensure students' long-term academic achievement?

List of Data Sources: (LDS & STRIVE HI)

Reading SGP	
Growth	**Students**
High Growth	25
Typical Growth	23
Low Growth	42
Not Specified	86

Math SGP	
Growth	**Students**
High Growth	21
Typical Growth	23
Low Growth	46
Not Specified	86

HSA Reading

	Student	
	#	%
High Risk	7	1.08%
Moderate Risk	45	6.93%
Low Risk	597	91.99%

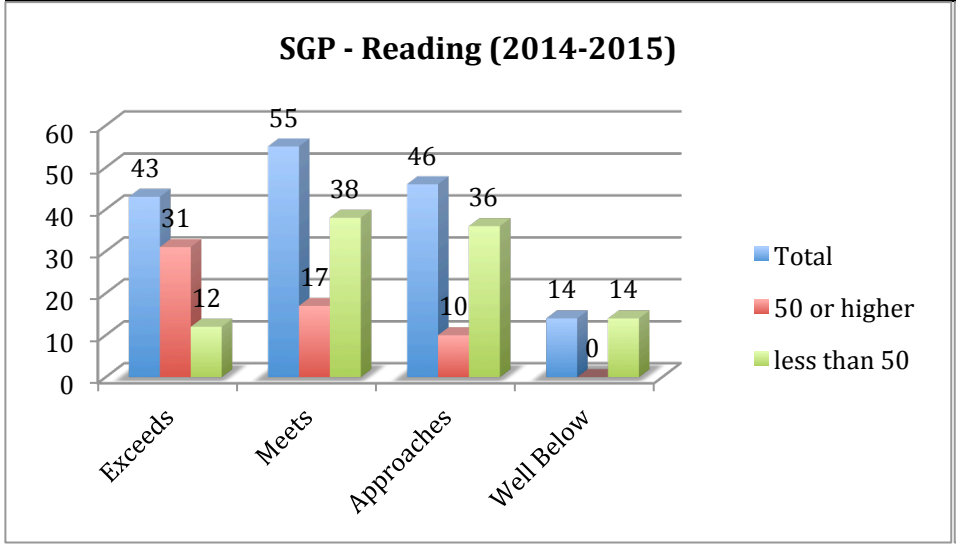
HSA Math

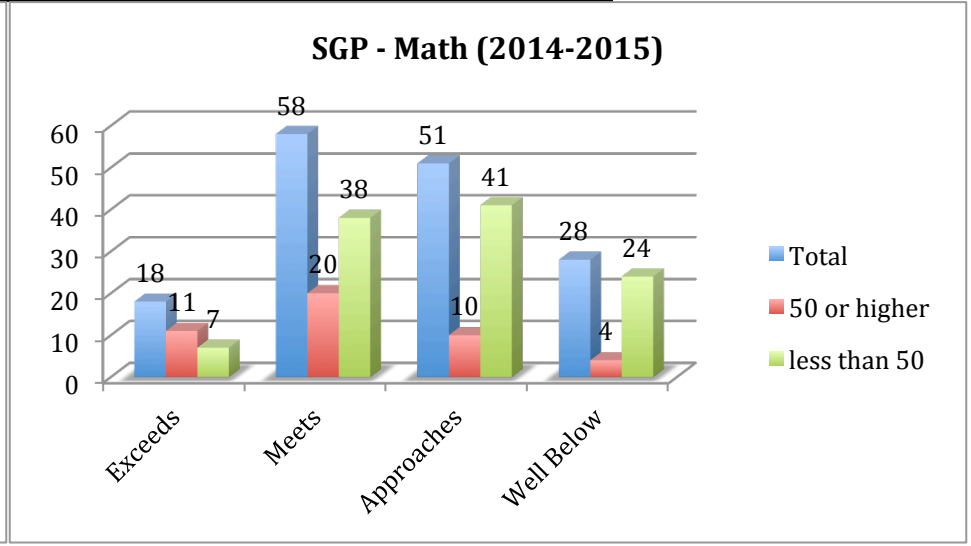
	Student	
	#	%
High Risk	23	3.54%
Moderate Risk	54	8.32%
Low Risk	572	88.14%

HSA Science

	Student	
	#	%
High Risk	15	2.31%
Moderate Risk	49	7.55%
Low Risk	585	90.14%

School (2014 Strive HI report)	Math Proficiency	Math Growth	Reading Proficiency	Reading Growth	Science Proficiency	Current Year Gap '14	2-year Gap '14	Chronic Absenteeism
Puu Kukui Elem	51%	28	68%	33	31%	48	-	10





Strengths	Challenges
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Summary of Analysis of Student Learning Data:

STUDENT LEARNING Implications for developing the academic plan:

School Processes Data – How are effective are our processes?

(e.g., School Leadership, Governance, Organization, Communication, Programs, Culture & Environment, Monitoring & Accountability, Standards Based Education, Assessment, the Decision Making Process, School Improvement Process, Professional Development Plan, Programs, RTI, etc.

Reflective Questions to keep in mind:

What are the instructional strategies used by the teachers in reading? In math? What are the instructional strategies used by the teachers when a student doesn't learn? Over the past two-three years, have there been any significant changes in the programs? Is there school-wide implementation of CCSS? Is there instructional coherence? How are decisions made? Is decision-making inclusive? Are decisions data-driven? Is the school plan based on thorough analysis and incorporation of prioritized findings from a comprehensive needs assessment? Does the plan consist of strategies, activities, people responsible, due dates, timelines and resources needed to be addressed to implement and achieve the vision and goals and to eliminate the contributing causes of the gaps or enhancing successful practices? Is the school safe, clean, healthy, orderly place that nurtures learning? Is the culture characterized by trust, care, professionalism, and high expectations for all students? What information triggers a request for services outside of the classrooms? For ELL? For SPED? What programs are operating in the school this year? How effective is our RTI system? Have we fully developed all three Tiers in the RTI system?

List of Data Sources:
School Processes Inventory

instructional process	Rating 1-Rare 2-Some 3-all	organizational process	Rating 1-Rare 2-Some 3-all	administrative processes	Rating 1-Rare 2-Some 3-all	continuous school improvement processes	Rating 1-Rare 2-Some 3-all	programs	
								Name	Grade Level
Academic Conversations	2	Data Teams	3	Attendance program	3	ART	2	Special Educat	
Classroom Assignments	2	Data use	2	Data Collection	2	Leadership	2	ELL	all
Classroom Discussions	2	Inquiry process	1	Discipline Strategies	2	Mission	2	Counseling	
Differentiated Instruction (Walk to read)	2	Instructional coaching	1	Effective Communication	2	Professional Learning	2	A+	
Direct (explicit) Instruction	2	Leadership teams	3	Support personnel	2	Partnership	1	Intervention	
Grading (standards-based report cards)	2	Mentoring	2	Retention	2			PBIS	
Homework	2	Mission	2	Teacher assignments	3				
Inquiry Process	1	Parent Involvement	2	Teacher HQT	3				
Standards Implementation	2	Problem Solving	2	Teacher hiring	3				
Formative Assessment Process (Student Reflection & Self Assessment)	2	Professional Learning Community	3						
Technology Integration	1	Professional reflection	2						
Reading intervention	2	Referral process	3						

Singapore Math Philosophy/ Problem-Solving/ Model Drawing	**2**	**RTI**	**2**						
Blended Learning	**1**	**Teacher Evaluation-EES**	**3**						
Gradual Release of Responsibility	**2**	**Teacher Observations**	**2**						
		Vision	**1**						

Strengths	**Challenges**
• •	• •

Summary of Analysis of Strengths & Challenges:

SCHOOL PROCESSES Implications for developing the academic plan:

HOW DID WE GET TO WHERE WE ARE?

Hypothesis of Contributing Causes: Why IS it working/Not working?
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WHERE DOES THE SCHOOL WANT TO BE: *What is the school's mission and vision?*

Mission/Purpose/Vision/Goals **Reflective Questions to keep in mind.** Does the Strategic and Academic/School-wide Plan align with the vision and goals of the school? Do the school administrator and /or school leadership team effectively orchestrate the school to achieve its vision, mission, and goals? Is there a common understanding of the mission, purpose, vision, and goals of the school?	
Mission/Purpose – Why do we exist? What is the purpose of the school?	Vision/Goals – Where Do We Want To Go? (Specific Description of what it will be like when the mission is achieved?
Analysis of Mission, Purpose, Vision and Goals:	
MISSION AND VISION Implications for developing the academic plan:	

HOW DOES THE SCHOOL PLAN TO GET TO WHERE THEY WANT TO BE: *What will be the focus of academic plan?*

Review and determine commonalities across the implications and to narrow the focus of your academic plan.

LOOK FOR IMPLICATION COMMONALITIES

DEMOGRAPHICS	STUDENT, STAFF, PARENT QUESTIONNAIRES	STUDENT LEARNING	PROCESS DATA
What are the common and/major strands across the implications listed above? The BIG ideas?			