Arlington ISD Comprehensive Needs Assessment Tool for CIP/DIP

Purpose: To identify different sources from which you can collect data for your comprehensive needs assessment.

Directions:
1. Below each area (Environment, Instruction, Assessment) of the needs assessment are listed data types related to that area. Next to each are examples of possible indicators. Review the list and analyze the data from each area using the Data Analysis Form.
2. Check the *Sources of Information* table at the end of this tool to get ideas for where to collect the data. Indicate any additional sources used.
3. List data sources used in column 3.

Data Types and Possible Indicators

Area: Environment

Student Demographics	**Possible Indicators**	**Data Sources**
☑ Enrollment	• Total number of registered students • Number of students in special programs (e.g., Title I, LEP, gifted and talented) broken down by category • Number of students broken down by ethnicity, language group or other meaningful categories	• PEIMS, 504,LEP, SPED, G & T, ESL/BIL data, AEIS
☑ Daily Attendance	• Average daily attendance of students by grade, grade span, whole school, or other enrollment category • Percent of students tardy for classes • Number of students who have been absent from school 21 days or more	• SASI, AEIS, PEIMS
☑ Mobility/Stability	• Mobility rate: the percent of children who move in and out of a school during a year. • Stability rate: the percent of students who remain in the same building for the entire year	• AEIS
☑ Socioeconomic Status (SES)	• Percent of students receiving free- or reduced-price lunch. • Average level of parents' education and/or household income. • Unemployment rates in the attendance area	• PEIMS, AEIS
☑ Student Behavior	• Number or percentage of discipline referrals or incidents • Number or percentage of student suspensions and expulsions • Frequency of gang related, substance abuse, or other at-risk behavior	• AP reports, SASI
☐ Student Attitudes	• Student attitudes toward school analyzed and reported by content or other area	•
☑ Limited English Proficiency	• Percent of students with limited English proficiency • Percent of families who speak English as a second language • Percent of various languages spoken in student's homes	• AEIS, PEIMS, SASI

School Management/Organization	**Possible Indicators**	**Data Sources**
☑ Class Size	• Average instructional staff/student ratio computed by grade level or grade span • Composition of students in the largest classes, the smallest classes and the average sized classes	• AEIS, PEIMS,SASI
☐ Coordination Plan	• Description of the activities conducted to ensure that students' instructional day or program is coordinated so students do not participate in fragmented instruction • Clearly defined plan for transitioning students (i.e., pre-school to elementary school, 6th to 7th grade, 8th to 9th grade)	•
☑ School Procedures	• Class schedules • Tutorial schedules • Bell Schedules	• Master Schedule
☑ Governance	• The presence of school-site councils, teacher input into decision-making, the organization of teachers by teams	• SBDM,Team Leaders meetings, Staff meetings
☑ Discipline Policy	• Clearly defined and articulated student management and discipline policy	• Student code of conduct
☑ School Philosophy	• Statement of the underlying philosophy of the school	• Mission and vision statement
☑ School Mission	• Statement of the underlying purpose of the school	• Mission and Vision statement
☑ Content and Performance Standards	• Method by which content and performance standards are communicated to the community, teachers, parents and students about what students can and should learn	• staff hand book, parent meetings and involvement, parent contact by teachers,
☑ Behavior standards	• Description of behavior standards in student and parent handbooks	• Parent and student handbook
☑ School Climate	• The quality of student-teacher interactions, student attitudes towards school, teacher job satisfaction, teacher expectations and beliefs about what students can accomplish • Safety of students and teachers • Perceptions of parents, students and community members	• Year end survey, open discussions, staff meetings

Family / Community Involvement	**Possible Indicators**	**Data Sources**
☑ Types of Involvement ☑ Communication with Parents ☑ Parent Input ☑ Parent Education	• Frequency of parent visits to school • Purposes for which parents visit the school (e.g., volunteering, learning, advocacy, decision making) • Amount and frequency of information disseminated to parents • Languages in which the documents are written • Feedback from parents about information provided by school • Amount and frequency of opportunity for involvement in decision-making • Number of parents represented on school site councils • Background of parents most frequently involved in school • The number of education activities provided • Parent workshop evaluations • Evidence of teachers trained in parent involvement	• Family Involvement coordinator, volunteer logs,sign-in logs, • Teleparent, teacher notes,translation of flyers and notes, • PTA, SBDM, after school activities for parents and children, 21 century program • Parent feedback from events, ERO records

Area: Instruction

Curriculum and Instruction	**Possible Indicators**	**Data Sources**
☑ Instructional Program ☑ Instructional Effectiveness ☑ Curriculum Materials ☑ Support Personnel ☑ Enrichment/Intervention	• Effectiveness of PK-2 instruction and interventions • Assessment of the school by staff regarding the attributes of effective schooling • Amount of planning time scheduled during school day • The number, quality, variety and type of instructional strategies and techniques used by staff • Appreciation and awareness of different learning styles in the classroom • Frequency and structure of collaboration among instructional staff to utilize assessment data to inform instruction • The amount and quality (i.e., age, condition and variety) of instructional materials • The extent to which available materials are consistent with state and district content standards • Effective use of instructional support and special program staff • Effective use of paraprofessionals to support student learning • Need for early intervention programs/strategies • Need for instructional coaching • Clearly defined process for meeting student's educational needs within or outside the classroom • Evidence of sufficient information on which to base effective assistance for students • Instructional materials are appropriate for student instructional levels • Evidence of use of differentiated instruction based on student needs	• DRA2, EDL, BOY - MOY-EOY testing • Teacher lesson plans, teacher input, Administrative observation • Student work, Lesson plans • Weekly schedules of IF's, Testing results, Triand, DRA, EDL • Minutes from staff meetings , lesson plans, observations

Professional Development	**Possible Indicators**	**Data Sources**
☑ Coherence ☑ Alignment	• Existence of district- and school-level professional development plan • Funds available for professional development • Registration and/or selection procedures for professional development opportunities • Additional resources from district • Percentage of teacher-initiated professional development • Number of professional development opportunities designed to address standards and curriculum	• district requirements,ERO,District training • ERO

☑ Methods and Activities ☑ Schedule	• Description of types of professional development activities • Number and type of professional journals or books available at school • Number of faculty that actively mentors other staff • Number of professional days or district resources dedicated to professional development	• ERO, District info, Teacher resource room, SBDM • School calender, district calender, subs allotment
Classroom Planning	**Possible Indicators**	**Data Sources**
☑ Standards/ Expectations ☑ Instructional Style ☑ Classroom Organization	• Learning activity plans indicate how standards of behavior are taught • Lesson plans indicate strategies that address different learning styles • Lesson plans indicate strategies that address different cultural backgrounds • Lesson plans describe student grouping arrangements	• Lesson plans • Lesson plans • Lesson plans
Technology	**Possible Indicators**	**Data Sources**
☑ Types ☑ Access ☑ Use ☑ Training	• Inventories of the current working audio, visual, computer and multimedia technology resources (e.g., televisions, computers, software, cassette players) • Location of the technology resources (e.g., classroom, laboratory, media center, storage closet) • Times the resources are available to staff and students (e.g., during class, after school, during free periods or planning periods) • Ways in which technology is used (e.g., instruction, assessment, record keeping, games) • Frequency of use of technology by staff and students for the purposes of instruction, assessment, record keeping, data analysis • Number or percentage of staff trained to use technology resources • Dates and length of training opportunities	• Asset inventory • asset inventory • Computer CTM, Lab reports, Budget review • ERO, Staff developments
Staffing	**Possible Indicators**	**Data Sources**
☑ Highly Qualified Teachers ☑ Paraprofessionals ☑ Tutors	• Compare teacher certification and effectiveness to grade or area taught • Most effective teacher with neediest students • Implications for individualized coaching/mentoring • Being used effectively to support student learning • Compare certification to tutoring area • Being effective in increasing student learning	• SBEC, Administrative staff meetings, TTAS, observations • • DRA, EDL, District benchmarks

Area: Assessment

Assessment	**Possible Indicators**	**Data Sources**
☑ Assessment Tools ☑ Assessment Databases ☑ Data Disaggregation ☑ Purpose	• The number, quality, variety and type of assessment tools (not TAKS) and strategies developed/used by staff • Number and type of student assessment records for current students • Number and type of student assessment records for graduated students • Disaggregate and analyze data by subpopulations, grade level, gender, teacher • Number and type of student assessment records for graduated students • For students not meeting the standard, analyze factors that may affect student results • Identify objectives missed to determine patterns and trends • The extent to which assessments are aligned with state and district content standards • The extent to which assessment is tied to instructional strategies used by staff	• DRA, EDL, Observation tools, benchmarks • Triand • Triand, teacher meetings, grade level meetings • Staff meeting notes and minutes, team meeting notes and minutes

Student Achievement	**Possible Indicators**	**Data Sources**
☑ Academic Performance ☑ Completion Rates ☑ Multi-year Trends ☑ Comparative Data ☐ Post Secondary	• State or local testing (norm-referenced or criterion-referenced tests) • Performance assessments and/or classroom assessments • Grades • Writing samples • Graduation/promotion rate, retention rates, percentage of dropouts • Disaggregate data by subpopulation, gender, ethnicity, teacher • Longitudinal academic performance data • Comparative performance of low-income students versus other students at the school (or other meaningful categories) • Comparative performance school or sub-groups of student at the state and federal levels • Comparative performance of special program (Bilingual, ESL, Career & Technical Ed, Special Ed) students campus, district and state performance • Number or percent of students attending and/or completing post-secondary schools • Number or percent of students accepted in the armed services • Number and location of students who directly enter the work force	• TAKs, benchmarks, DRA, EDL • AEIS • AEIs, TAKs results • AEIS •

Sources of Information

District/School Files	*Teaching/Learning or Classroom Instruction*	*Records*	*People*	*Other*
✓ School Plans	✓ Curriculum and Assessment Materials	✓ School Records	✓ Instructional Staff	✓ Fast forward data
✓ Budget	✓ Lesson Plans	✓ District Records	✓ Non-instructional Staff	✓
✓ Technology Plans	✓ Student Work	✓ School Calendar	✓ Families/Students	✓
✓ Evaluations & Other Reports	✓ School Reports	✓ Minutes of Faculty Meetings	✓ Newspaper Articles	✓
✓ AEIS report	✓ Observation Reports	✓ Minutes of Parent Association Meetings	✓ Real Estate Analysis	✓
	✓ Checklists		✓ Other Community Based Information/Reports	✓
	✓ Triand reports			✓