

Hays CISD

District Leadership Team Meeting

March 9, 2023

4:30PM

KES - Kimbro Building



Meeting Agenda

- 1. Welcome Members and Guests - Dr. Eric Wright, Superintendent**
- 2. 4-day Week Calendar Task Force**
- 3. CCNA - Collaborative, Comprehensive Needs Assessment**
- 4. Discussion, Comments, Questions**

Welcome DLT and Guests

Dr. Eric Wright, Superintendent

Calendar Task Force Update

Marivel Sedillo, Deputy Superintendent/Chief Academic Officer

Collaborative, Comprehensive Needs Assessment

Stephanie Norris, Director of Federal Programs

What is the Collaborative Comprehensive Needs Assessment Process?

A comprehensive needs assessment (CNA) involves different stakeholders looking at a variety of data sources. The CNA is required by multiple state and federal programs, each having their own program-specific requirements. However, there is considerable overlap in some of the requirements. Having a composite document that shows both the overlap and the program-specific requirements and recommendations will encourage LEAs to coordinate across programs, making more efficient use of time. It will also eliminate the need to invite stakeholder participation at several different times to address the same requirements.

The CCNA is a means for the LEAs to work collaboratively with a common purpose.

Comprehensive Needs Assessment

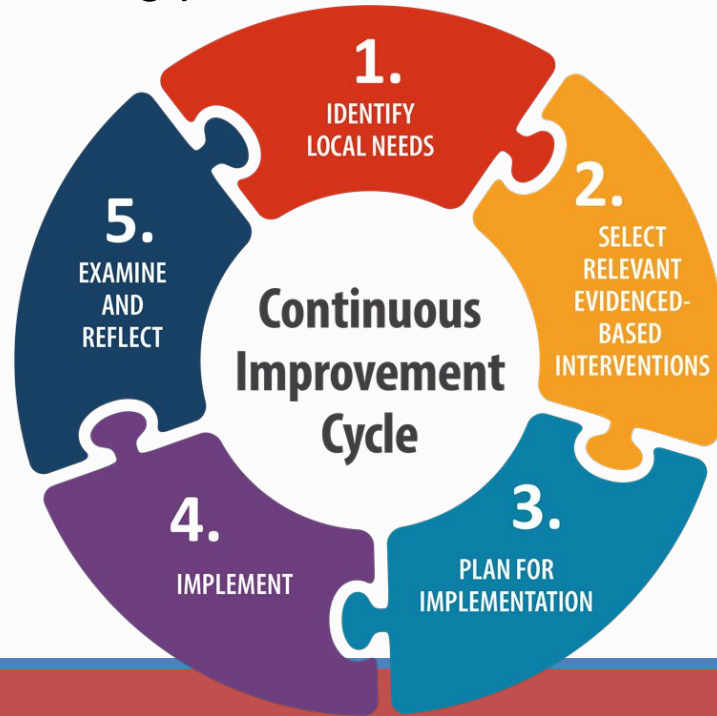
This is a **requirement of**, but not limited to, the following programs:

- ESSA Application (Title I, II, III, IV)
- Migrant Program
- Emergent Bilingual Program
- Results Driven Accountability (formerly PBMAS)
- Perkins V (CTE) Local CNA
- Title IV, Part A (If LEA receives \$30K or more)
- Equity Plan
- Texas Education Code
- Accountability Strategies (Effective Schools Framework)
- State Compensatory Education Program (At-Risk)

What is the purpose of the Comprehensive Needs Assessment Process?

- Helps the district/campus monitor and assess the impact of programs, instruction, and other resources related to the challenging State academic standards, **particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards**, and any other factors as determined by the LEA
- Examines multiple sources of data to get a true picture of needs
- Identifies strengths & weaknesses for setting priorities

The CNA is a systematic effort to acquire an accurate, **thorough picture** of the strengths of a school community that can be used in response to the identified educational needs of students. The CNA should be centerpiece of the planning process.



Adapted from USDE

Description of the Collaborative Process

Step 1: Review the purpose and outcomes for conducting the CCNA

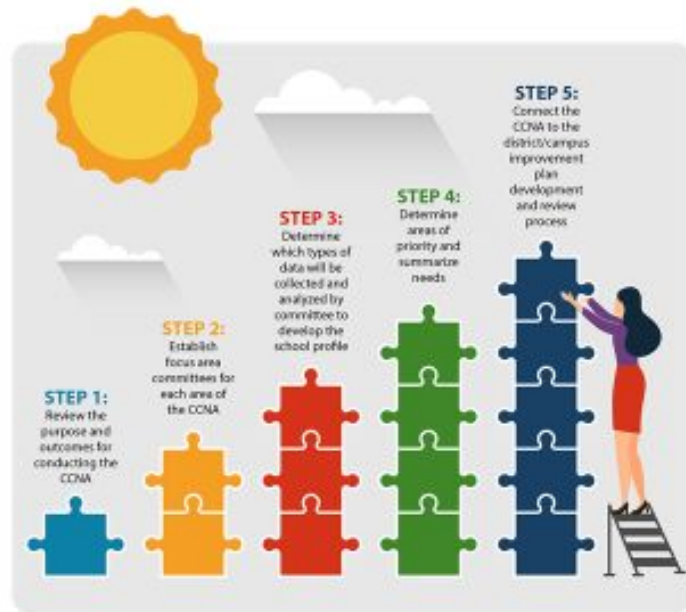
Step 2: Establish focus area committees for each area of the CCNA

Step 3: Determine which types of data will be collected and analyzed by committee to develop the school profile

Step 4: Determine areas of priority and summarize needs

Step 5: Connect the CCNA to the district/campus improvement plan development and review process

Post-CCNA Activities: The school profile and evaluation of the Campus Improvement Plan



Focus Area Committees

The Focus Area Committees will be responsible for:

1. reviewing the probing questions
2. determining which data sources are needed to answer the probing questions
3. collecting the data
4. analyzing the data collected
 - a. Look for patterns in the data that reveal trends or insights about the LEA/school
 - b. Write a brief statement for each area as it helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources
5. answering the probing questions based on the data

Focus Area Committees

The Focus Area Committees will Analyze the data collected from the multiple data sources to:

- Identify areas of strength (Develop three to five areas of strength summary statement.)
- Identify areas of need (Develop three to five areas of need summary statements.)
- Prioritize areas of need (Develop three to five priority statements.)
- Complete the CCNA Planning Sheet/CCNA Prioritization Tool.
- Gather all the data collected and analyzed to create an electronic or hard-copy data binder.

Focus Areas

DEMOGRAPHICS

- **Demographics:** Demographics refer to the characteristics or makeup of the school and help us understand who we are currently working with and how we implement strategies, initiatives, programs, and services to meet their needs.

STUDENT LEARNING

- **Curriculum, Instruction, and Assessment:** Curriculum, Instruction, and Assessment collectively describe the teaching, learning, and assessment materials and resources available for a given course of study. These are aligned with the Texas Essential Knowledge and Skills (TEKS) and other standards, incorporating instruction and assessment processes.
- **Student Achievement:** Student Achievement data are the annual and longitudinal reviews from varied sources of formal and informal data. These data provide insights about the degree to which students are acquiring the knowledge and skills expected for each grade level.

Focus Areas

DISTRICT PROCESSES & PROGRAMS

- **School Context and Organization:** School Context and Organization refers to the processes, structures, decision-making, and overall leadership aspects of the organization, including how these areas address quality teaching and learning.
- **Staff Quality, Recruitment, and Retention:** Staff Quality, Recruitment and Retention refers to the school organization's level of high-quality, highly-effective staff, particularly in high-poverty schools. This area is also focused on assessing the effect of recruitment and retention strategies on staffing patterns.
- **Technology:** Technology refers to modeling and applying digital tools and resources for students, staff, and other stakeholders to advance teaching and learning. It should also connect to real-world experiences, including post-secondary opportunities.

Focus Areas

PERCEPTIONS

- **School Culture and Climate:** School Culture and Climate refers to the organization's values, beliefs, and customs that shape the personality and climate of the organization. It determines how parents, community, staff, and students feel about the school and affects how people interact within the system.
- **Parent, Family, and Community Engagement:** Parent, Family, and Community Engagement refers to how these stakeholders are informed, invested, and involved as partners in supporting the school community to maintain high expectations and high achievement for all students.

Table Groups

- Review the Probing Questions at your table for the 8 Focus Areas
- Review the Potential Data Types for each Focus Area
- Talk at your table about the Focus Areas and Potential Data
 - Which Focus Area would you like to be part of?
 - Which Data would be most important to review?
- **Exit ticket:** Complete the Ticket with your Name and the 3 Focus Areas groups you are most interested in.
- **May Meeting:** We will break into small groups and review the data - identifying strengths, needs, and priorities for each area.

Wrap-Up

- **Upcoming Meetings:**

All remaining meetings will be held at KES - Kimbro Building

- **May 11, 2023**
- **June 8, 2023**

THANK YOU!

We appreciate your
commitment to the
2022-2023 Hays CISD
District Leadership Team

Questions, Feedback...

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DLT Facilitator

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