Comprehensive Needs Assessment Data Summary Analyses

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| **System Health Data** | | **Student Data Trends**  **(pay attention to specific student groups’ needs)** | | **Stakeholder Input Data** | |
| ORIS Domains   * Leadership * Talent Development * Stakeholder Engagement & Partnership * Well Rounded Coordinated Learning * Inclusive Policy & Practice | | * Academic * Behavioral * Social Emotional * Attendance * Graduation | | * Education Professional Input * Stakeholders & Partner Input | |
| Strengths | Opportunities | Strengths | Opportunities | Strengths | Opportunities |
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| **Suggested Use**: After reviewing all the data, organize the team into smaller groupings with each small group determining their **TOP 3** strengths and opportunities for each element (systems health, student data, stakeholder input). Have each group take turns sharing their 3 strengths and opportunities while a note-taker captures their input on this (or a similar) chart. As each group shares, stop and ask, do we already have this strength/opportunity noted on our list? If yes, add a check-mark to the previously listed item. If almost or sort-of, add specific comments to expand an existing comment. If no, add the new information to the chart. Dot Voting can be a “next step” as each individual self-selects his or her top priorities on the chart by placing a dot next to that item (improvement areas to move forward in planning). By engaging in this activity, the team will have sorted much data into a more manageable set of information to inform subsequent planning efforts. For larger district use, the format may need to be broken up by elementary, middle and high school or some other more manageable scope. **Tip**: Encourage team members to use constructs such as graduation rates or academic growth vs. moving ahead with “solutions” like PLCs or AVID. The solutions become strategies or actions steps during the actual planning process. |
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