

District # 4078-07
Comprehensive Needs Assessment Plan
(Developed SY2022-2023)

The purpose of the Comprehensive Needs Assessment (CNA) is to identify Twin Cities International Schools' (TCIS) strengths and areas for improvement to support our continuous improvement model.

According to the ESSA Schoolwide Guidance, September 2016,
Conducting a comprehensive needs assessment:

To ensure that a school's comprehensive plan best serves the needs of those children who are failing, or are at risk of failing, to meet the challenging State academic standards, the school must conduct a comprehensive needs assessment. (ESEA section 1114(b)(6)). Through the needs assessment, a school must consult with a broad range of stakeholders, including parents, school staff, and others in the community, and examine relevant academic achievement data to understand students' most pressing needs and their root causes. (ESEA section 1114(b)(2); 34 C.F.R. § 200.26(a)). Where necessary, a school should attempt to engage in interviews, focus groups, or surveys, as well as review data on students, educators, and schools to gain a better understanding of the root causes of the identified needs.

A Comprehensive Needs Assessment is a systematic approach that progresses through a defined series of phases. It gathers data using established procedures and methods designed for specific purposes. The kinds and scope of methods are selected to fit the purposes and context of the need assessment. The CNA guides priorities and helps determine criteria for solutions so that stakeholders can make sound decisions. The CNA guides priorities for allocating available money, people, facilities, and other resources. The CNA leads to action that will improve programs, services, organizational structure and operations, outcomes, or a combination of these elements.

The CNA at TCIS serves as the foundation for annual goal setting, including World's Best Workforce (WBWF), Every Student Succeeds Act (ESSA) Plans, Authorizer contracts, and school-wide goals. The collection of information for the school's annual data retreat, held each August, is based on this process and the information for the annual State of the School stakeholder meeting. Program evaluation, including curriculum, ESSA programs, and supplemental programs such as tutoring and afterschool programs are included in the CNA process.

A leadership team is established to work through the CNA process defined below. The leadership team consists of the school's Advisory Council; which is inclusive of parents, both licensed and non-licensed staff members, students, and a board liaison; and the school's data coordinator and administrative team.

The TCIS process for conducting the CNA is completed in four phases: Phase I - Collection & Summarization of data and Graphic Representation of the data; Phase II - Observe, Discuss, & Document patterns; Phase III - Hypothesis of Practice & Goal Setting/Action Plans; Phase IV - Review & Revise.

During Phase I - Collection and Summarization of data and Graphic Representation of the data, the school's data coordinator and Director of Curriculum and Assessment work together to collect, analyze, summarize, and create the data in graphic representation to share with the leadership team at the meeting held in the summer of each year and to be used with the Annual Report and Fall State of the School meeting.

Several types of data are collected and analyzed during this CNA process.

- I. Student Non-Academic Data
Student non-academic data consists of data about school enrollment, attrition, ethnicity, gender, special populations, attendance, discipline, transportation, and other pertinent information.
- II. Perception Data
Perception data refers to information collected through satisfaction and perception surveys. These surveys include formal annual stakeholder surveys from parents, teachers, and students, as well as informal collections of feedback gathered throughout the school year in various forms such as parent meetings, student council meetings, teacher meetings, observations, etc.
- III. Academic Data
Academic data is the largest scope of collected information. Academic data includes formative and summative assessment data, both State required and local assessments, language proficiency data, classroom assessments, diagnostic assessments, report card data, and standards-referenced data.
- IV. Program Data
Program data involves the alignment of local instruction and assessment to MN Standards, specially funded, academic curricular sequences, multi-tiered systems of support, extracurricular programs, instructional strategies, and leadership capacity.
- V. Fidelity Data
Fidelity data measures fidelity of program implementation as self-assessed, fidelity of implementation from walk-throughs, and measures of commitment to students & families, staff, school, community, and profession.
Phase II begins with the summer meeting and a presentation of the collected data along with discussion and analysis from all stakeholders.

In Phase III, Hypotheses of Practice (HOPs) based on previously discussed and analyzed data are then brainstormed. Based on the review of those HOPs, the leadership team selects strategies, creates plans, and sets goals for the upcoming school year.

Phase IV, Review and Revise, includes the implementation of the strategies, measurement of the strategies, and assessing our priorities and strategies to ensure an aligned program for TCIS that reflects the school's mission and vision.

All of this information is then compiled into the school's Annual Report, WBWF Plan, ESSA Plans, Read Well by 3rd Grade Plans, and school's Strategic Plan by various members of the Administrative team.