ESF and ESSA FOCUSED COMPREHENSIVE NEEDS ASSESSMENT

Directions: Think through each ESF Lever, Essential Action and Federal Program as it intersects with Multiple Measures of Data and ESSA Requirements. What questions do you want answered? Write those in the box. (Some examples are provided. Omit them if they do not apply to your school.)

ESF & ESSA AREAS OF FOCUS	TYPES OF DATA			
	Demographics ESSA: Opportunities for all students. Teacher quality. Private/nonpublic school students. Access to acceleration (AP/IB early college).	**Student Learning** ESSA: Address needs of those failing or at-risk of failing to meet challenging state academic standards.	**Processes & Programs** ESSA: Strengthen academic program. Increase learning time. Provide enriched and accelerated curriculum. Well-rounded education. Transitions.	**Perceptions** ESSA: Parent & family engagement. Awareness/counseling for opportunities including post-secondary and CTE.
STUDENT NEEDS Including: • **Title I:** Economically Disadvantaged • **Title III:** English Learners • **Title V:** Migrant Educational Equity • **Title I:** Homeless • **Title I:** Neglected • Attendance	• Learning needs of each student group • % each student group enrolled in advanced courses (AP/IB, gifted) • % each student group not attending school (virtual or onsite) in 20-21 • Pre-COVID attendance vs. now	• Academic progress and performance for each student group • Student performance vs. other similar schools' student performance • Impact of COVID absences (staff and students) on student learning	• Effectiveness of virtual and onsite instruction for each student group • Effectiveness of reteaching for absent students in each student group	• Parent/community perception of virtual and/or onsite learning during COVID
ESF Lever 1: Strong School Leadership and Planning • **ESF EA 1.1** Develop campus instructional leaders with clear roles and responsibilities	• Identification & qualification of campus instructional leaders	• How results of leaders' weekly review of student progress and formative data used to help students	• Development/revision/ location of protocols and processes used to lead department, grade-level teams or others • Process for selecting/ delivering job-embedded PD for leaders	• Effectiveness of weekly instructional leaders meetings, clarity of roles, responsibilities & tasks

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ESF Lever 2: Effective, Well-Supported Teachers ● **ESF EA 2.1** Recruit, select, assign, induct, and retain a full staff of highly qualified educators Other Requirements: ● **Title II**: Recruitment, retention & training of staff ● **Title II:** Professional Development	● Proactive recruitment & interview strategies ● Strong teacher leaders are selected & trained ● Preferred substitutes are recruited		● Strategies to support & retain high-performing staff ● Teacher placements are strategic based on student need & teacher strengths	
Lever 3: Positive School Culture ● **ESF EA 3.1** Compelling & aligned vision, mission, goals, values focused on a safe environment & high expectations Other Requirements: ● **Title IV**: Social/ Emotional Learning ● **Title IV**: Health & Safety ● **Title IV:** Relationships ● **Title IV**: Trauma, Violence, Discipline	● Social/emotional health of each student group & staff ● Student behavior trends, including suspension, and expulsion by gender, race, ethnicity, and grade level	● Impact of discipline issues on student learning ● Effectiveness of teacher-student relationships due to social distancing	● Effectiveness of social/emotional learning	● Student and staff views of the school's culture ● % students feeling safe and connected at school

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ESF Lever 4: High-Quality Curriculum ● **EA 4.1** Curriculum & assessments aligned to TEKS with a year-long scope and sequence Other Requirements: ● How and what we teach ● Formative and summative assessments ● **Title V:** Performance on federal accountability ● **Title V:** Scope, size & quality of programs offered	● % each student group with access to high-quality instruction and support	● Impact of methods used to reduce achievement gaps and COVID learning loss ● PreK-3rd data on reading and math assessments ● State assessment data vs. local assessment data	● Effectiveness of instructional planning ● Effectiveness of curriculum ● Quality & quantity of courses provided	●
ESF Lever 5: Effective Instruction ● **EA 5.1** Objective-driven daily lesson plans with formative assessments ● **EA 5.3** Data-driven instruction	●	●	●	●

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Title I, Element 3: FAMILY & COMMUNITY ENGAGEMENT Including: ● Barriers ● Values ● Communication	● % of authentic family engagement in each student group ● Changes in communication needs for families, and community due to COVID	● Effectiveness of methods used to teach families about academic standards, learning expectations and instruction	● Effectiveness of identifying and eliminating barriers that prevent authentic family and community engagement ● Effectiveness of engaging all stakeholders in vision, mission, and goals	● Family/community perceptions of our school ● Value family/community feel as contributors towards building the school's plan **(ESSA must)** ● Family perception of the easiness to understand the school's plan and ability to access a translation **(ESSA must)**