

CNA FOCUSED BRAINSTORMING CHART

What questions do we ask? What data do we use?

Directions: Use this chart to determine what data to use in your CNA snapshot data analysis process. Where the row intersects with the column, brainstorm questions you want to answer through the perspective of ESSA’s requirements and Dr. Victoria Bernhardt’s Multiple Measures. Think about what data are available to answer your questions. Some boxes will have more information than others. This will help you get deeper than simply looking at state assessment data and will help you prioritize the most important areas to analyze. Consider all required student groups, stakeholders, and programs. (Note: This is **not** a CNA. This is to help you **prepare** for your CNA snapshot data analysis process.)

DATA AREAS for consideration	DATA PERSPECTIVES through MULTIPLE MEASURES			
	Demographics <i>Who are we?</i> <small>ESSA: Opportunities for all students. Equity. Teacher quality. Private/nonpublic. Access to acceleration & enrichment (AP/IB early college, etc.).</small>	Student Learning <i>How are students doing?</i> <small>ESSA: Address needs of those failing or at-risk of failing to meet challenging state academic standards.</small>	Processes & Programs <i>How do we operate?</i> <small>ESSA: Strengthen academic program. Increase learning time. Provide enriched & accelerated curriculum. Well-rounded education. Transitions.</small>	Perceptions <i>How WELL do we operate?</i> <small>ESSA: Parent & family engagement. Awareness/counseling for opportunities including post-secondary and CTE.</small>
STUDENTS Including: <ul style="list-style-type: none"> ● Student groups by race/ethnicity (ESSA) ● Poverty Level (Title I) ● English Learners (Title I, Title III) ● Migrant (Title I-C) ● Students with Disabilities (IDEA) ● Homeless (Title IX-McKinney-Vento) ● Neglected/Delinquent (Title I-D) ● Foster (Title I) ● Military Connected ● At-Risk (Title I) ● Chronically Absent ● Gifted and Talented ● Dropouts ● Graduation Rates ● College/Career-Ready 				

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CULTURE & CLIMATE Including: <ul style="list-style-type: none"> ● Vision/mission/values ● Positive/Effective Learning Environment ● Social/Emotional (Title IV) ● Health & Safety (Title IV) ● Relationships (Title IV) ● Trauma, Violence, Discipline (Title IV) ● Heritage 				
TEACHING AND LEARNING Including: <ul style="list-style-type: none"> ● Challenging Academic Standards ● Effective Instruction ● PLC processes, effectiveness ● Objective-driven daily lesson plans ● Formative Assessments ● Federal (Title V) and state accountability ● Programs: scope, size, and quality (Title IVB, V) ● Career Clusters ● College Enrollment/Dual Credit/AP/IB/CI 				

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PARENTAL ENGAGEMENT Including: <ul style="list-style-type: none"> ● Barriers to engagement ● Community core beliefs vs. school core beliefs ● Communication ● As contributors towards creating the school plan (ESSA) ● Ease of reading/understanding the plan (ESSA) 				
STAFFING AND PROFESSIONAL DEVELOPMENT Including: <ul style="list-style-type: none"> ● Strong leadership ● Teacher preparation & support ● Paraprofessional/Teacher/Administrator quality ● Professional Development (Title II) ● Recruit, retain, & train staff (Title II) ● Educators' attendance ● Disproportionality prevention 				