

CNA DATA FOCUS CHART

What data do we use?

Directions: Use this chart to determine what data to use in your CNA data analysis process. Add/delete/edit items in the yellow column according to LEA initiatives, requirements, and your school's priorities. Where the row intersects with the column, think about the data through the perspective of what is written in the column. In the box, write any questions you want to answer through data analysis and what data you need to gather. Consider all required student groups, stakeholders, and programs. (Note: This is **not** a CNA. This is to help you prepare for your CNA data analysis process.)

DATA AREAS for consideration	DATA PERSPECTIVES through MULTIPLE MEASURES			
	Demographics <i>Who are we?</i> ESSA: Opportunities for all students. Equity. Teacher quality. Private/nonpublic. Access to acceleration & enrichment (AP/IB early college, etc.).	Student Learning <i>How are students doing?</i> ESSA: Address needs of those failing or at-risk of failing to meet challenging state academic standards.	Processes & Programs <i>How do we operate?</i> ESSA: Strengthen academic program. Increase learning time. Provide enriched & accelerated curriculum. Well-rounded education. Transitions.	Perceptions <i>How WELL do we operate?</i> ESSA: Parent & family engagement. Awareness/counseling for opportunities including post-secondary and CTE.
STUDENTS Including: <ul style="list-style-type: none"> • Student groups by race/ethnicity (ESSA) • Poverty Level (Title I) • English Learners (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 				

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 				
CURRICULUM & INSTRUCTION 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 				
FAMILY & COMMUNITY 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) 				

<ul style="list-style-type: none"> ● Ease of reading/understanding the plan (ESSA) 				
PROFESSIONAL CAPACITY & LEADERSHIP Including: <ul style="list-style-type: none"> ● Strong leadership ● Teacher preparation & support ● Teacher/Administrator quality ● Professional Development (Title II) ● Recruit, retain, & train staff (Title II) ● Educators' attendance ● Disproportionality prevention 				