Comprehensive Needs Assessment Results Request / SY2022-2023

Comprehensive Needs Assessment SY2022-2023

Introduction: Based on ARM 10.55.601(2), the Office of Public Instruction (OPI) has aligned the accreditation process to include a Comprehensive Needs Assessment (CNA) and gap analysis for all schools before creating an Integrated Strategic Action Plan (ISAP).

Purpose: Conducting a CNA helps a district identify, understand, and better address educational challenges. It is a systemic examination of the gap that exists between the current state and the desired state of the district. The CNA is the first step in planning and improving the effectiveness of education investments that lead to better outcomes for students.

Each question is rated from 1-4, please see the description for each number below.
**1** = I don't know or not being implemented
2 = Basic Implementation
3 = Proficient Implementation
4 = Effective or Sustained Practice

Stakeholder Role

| Q3 - Please indicate your role	Count
School Board Member	2
District Administrator/Principal	2
Certified Staff/Teacher	11
Non-Certified Staff/Support Staff	1
Parent/Guardian	69
Student Grades 9-12	2
Total Responses	87

Stakeholder Role
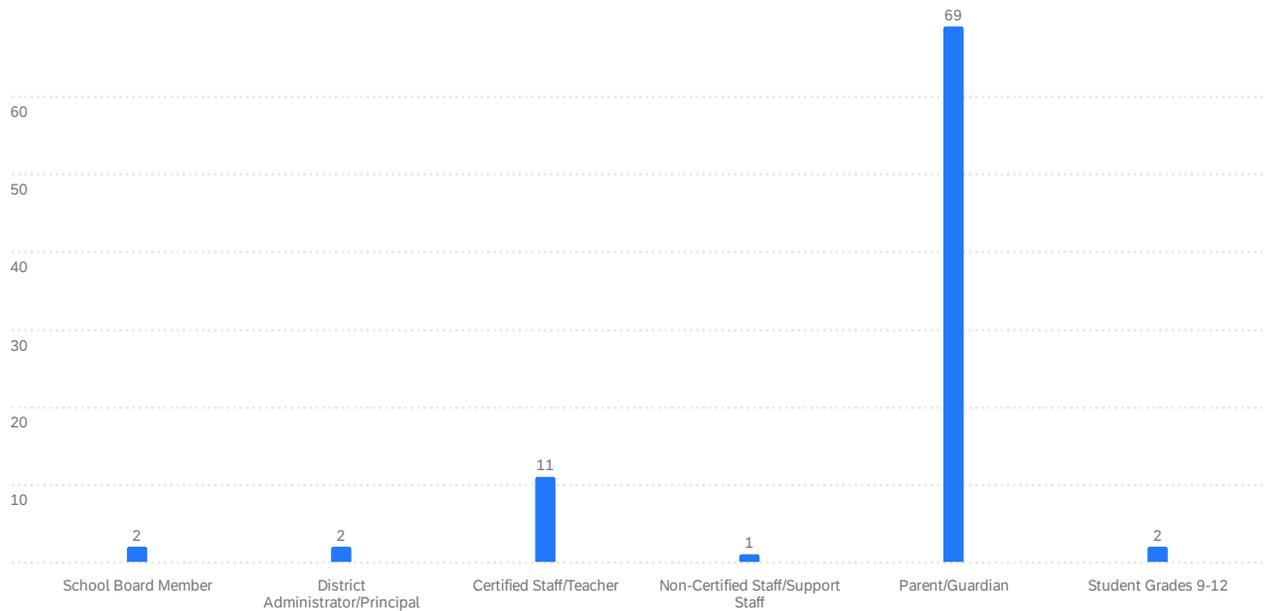
School Quality_Climate (Q4)

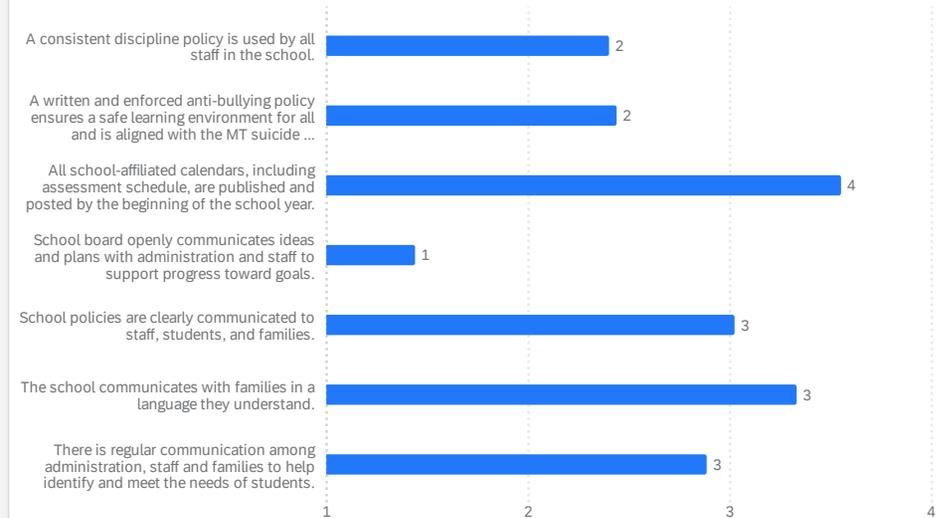| Q4_Matrix	Average Score
Meaningful annual climate goals are developed, communicated clearly, written into required plans, and revisited at least monthly with staff.	2
Student interviews or focus groups provide a voice in decision-making in the school.	3
Teaching practices are inclusive of all cultures within the school.	3
Parents and families feel welcome in the school and in every classroom as observers, volunteers, and active participants in the learning experience.	3
School conditions are safe, healthy and promote student learning.	3
Academic leadership communicates and supports a clear vision and mission to staff and students that leads the direction of the school.	3
Academic leadership facilitates a positive environment for staff and students that leads to staff engagement, motivation, community culture, and supportive experiences.	3
Academic leadership creates a climate where staff believe they have the ability to positively impact students and the school as a whole.	3

School Quality_Climate (Q4)
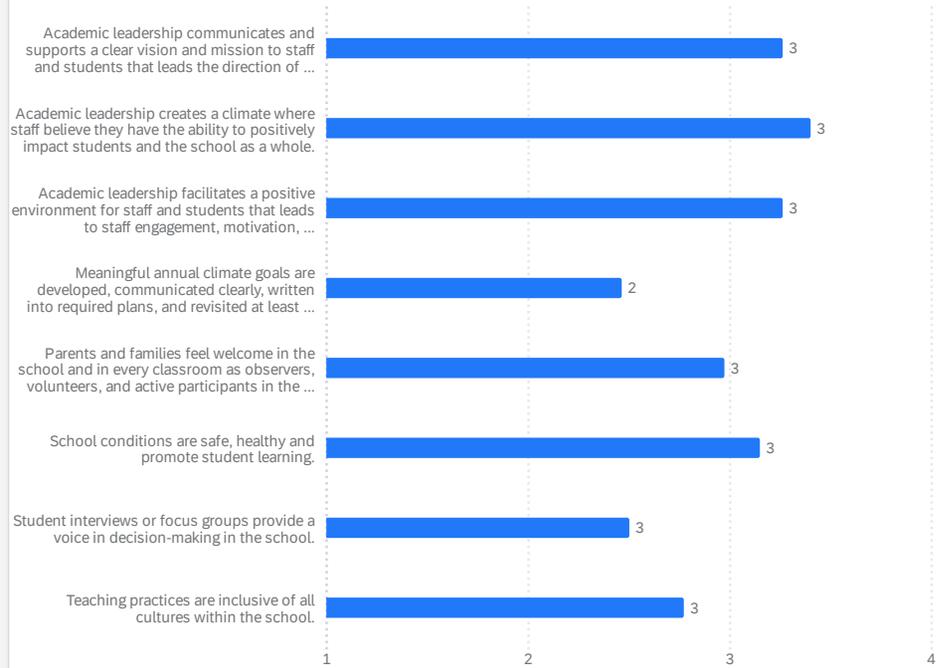
School Quality_Communication (Q5)

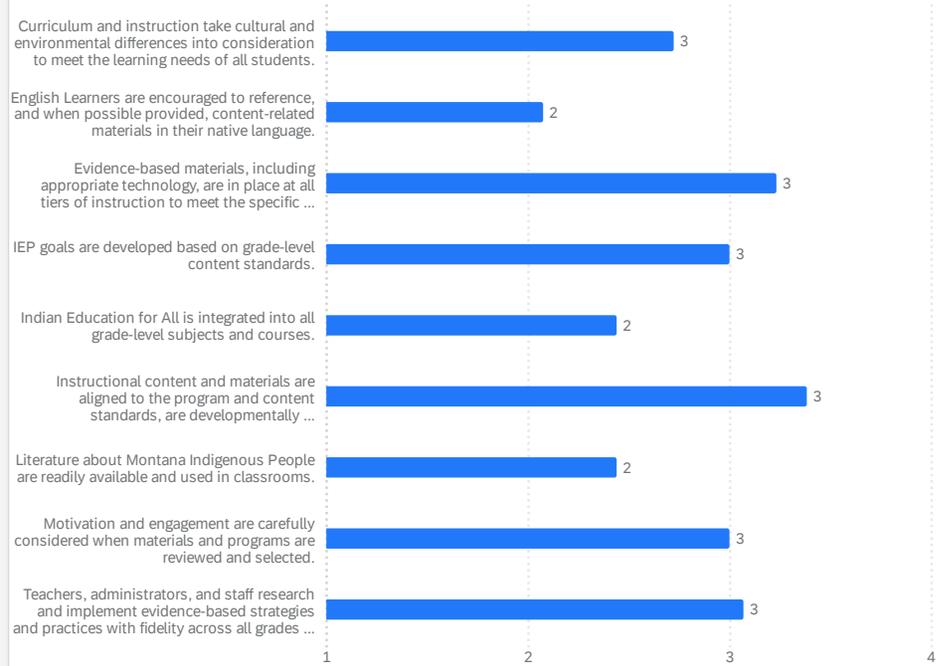| Q5_Matrix	Average Score
A consistent discipline policy is used by all staff in the school.	2
A written and enforced anti-bullying policy ensures a safe learning environment for all and is aligned with the MT suicide prevention law.	2
All school-affiliated calendars, including assessment schedule, are published and posted by the beginning of the school year.	4
School board openly communicates ideas and plans with administration and staff to support progress toward goals.	1
School policies are clearly communicated to staff, students, and families.	3
The school communicates with families in a language they understand.	3
There is regular communication among administration, staff and families to help identify and meet the needs of students.	3

School Quality_Communication (Q5)

Program and/or Content Standards and Curriculum (Q6)

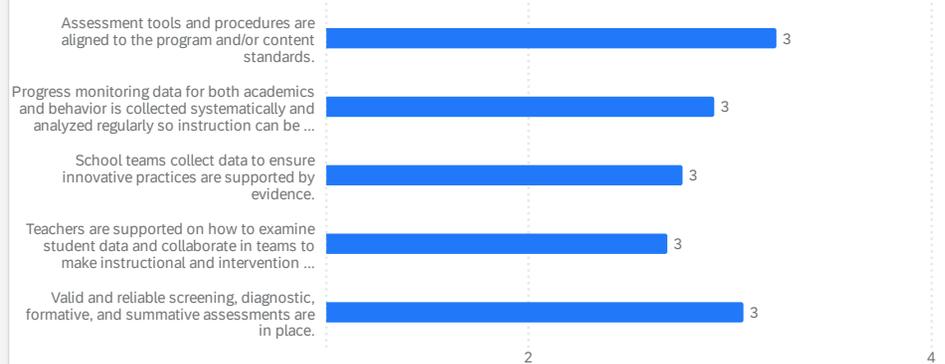| Q6_Matrix	Average Score
Curriculum and instruction take cultural and environmental differences into consideration to meet the learning needs of all students.	3
English Learners are encouraged to reference, and when possible provided, content-related materials in their native language.	2
Evidence-based materials, including appropriate technology, are in place at all tiers of instruction to meet the specific learning needs of all students.	3
IEP goals are developed based on grade-level content standards.	3
Indian Education for All is integrated into all grade-level subjects and courses.	2
Instructional content and materials are aligned to the program and content standards, are developmentally appropriate, and delivered explicitly and systematically.	3
Literature about Montana Indigenous People are readily available and used in classrooms.	2
Motivation and engagement are carefully considered when materials and programs are reviewed and selected.	3
Teachers, administrators, and staff research and implement evidence-based strategies and practices with fidelity across all grades and content areas.	3

Program and/or Content Standards and Curriculum (Q6)

Assessment and Data-Driven Decision-Making to Inform Instruction (Q7)

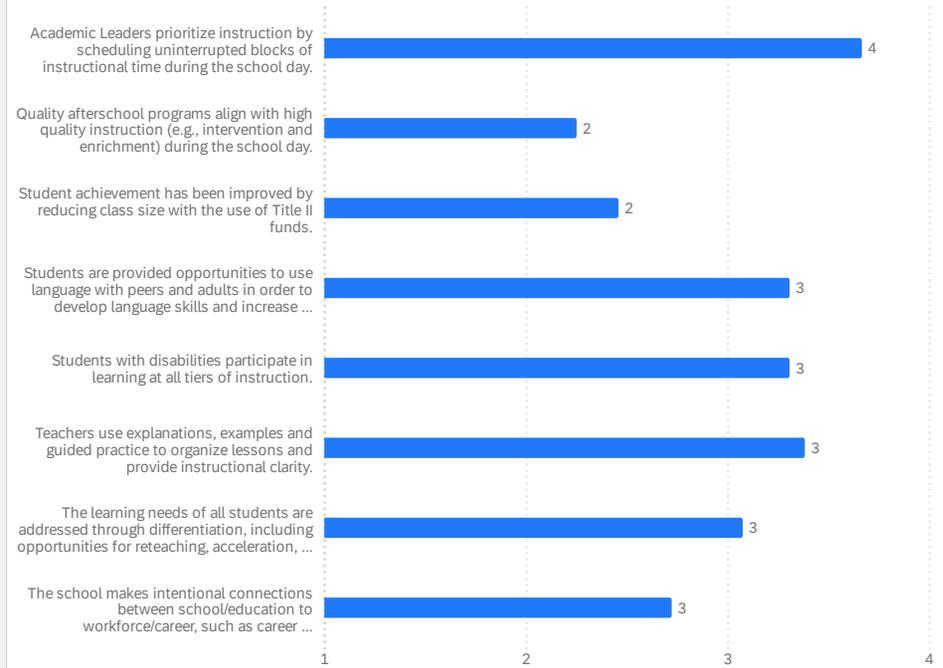| Q7_Matrix	Average Score
Assessment tools and procedures are aligned to the program and/or content standards.	3
Progress monitoring data for both academics and behavior is collected systematically and analyzed regularly so instruction can be modified to meet student needs.	3
School teams collect data to ensure innovative practices are supported by evidence.	3
Teachers are supported on how to examine student data and collaborate in teams to make instructional and intervention decisions for increased student achievement.	3
Valid and reliable screening, diagnostic, formative, and summative assessments are in place.	3

Assessment and Data-Driven Decision-Making to Inform Instruction (Q7)

Amount and Quality of Instruction (Q8)

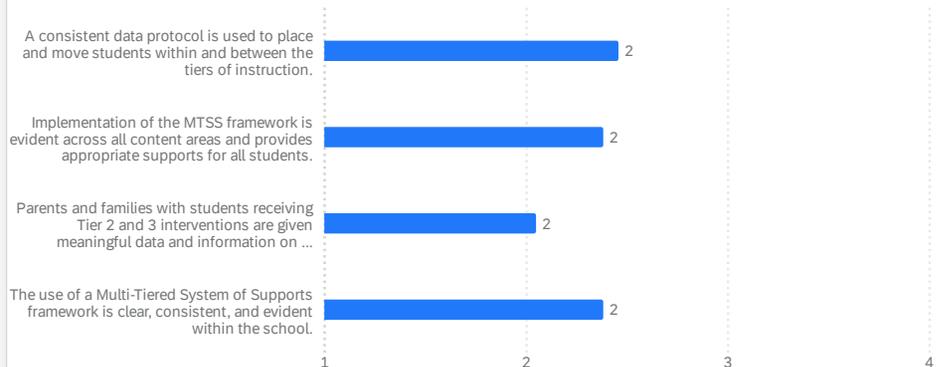| Q8_Matrix	Average Score
Academic Leaders prioritize instruction by scheduling uninterrupted blocks of instructional time during the school day.	4
Quality afterschool programs align with high quality instruction (e.g., intervention and enrichment) during the school day.	2
Student achievement has been improved by reducing class size with the use of Title II funds.	2
Students are provided opportunities to use language with peers and adults in order to develop language skills and increase vocabulary.	3
Students with disabilities participate in learning at all tiers of instruction.	3
Teachers use explanations, examples and guided practice to organize lessons and provide instructional clarity.	3
The learning needs of all students are addressed through differentiation, including opportunities for reteaching, acceleration, and enrichment.	3
The school makes intentional connections between school/education to workforce/career, such as career competencies, internships, apprenticeships, or work-based learning opportunities. For younger students, lessons are made relevant by providing connections to real-life situations.	3

Amount and Quality of Instruction (Q8)

Amount and Quality of Instruction_Multi-Tiered System of Supports (Q9)

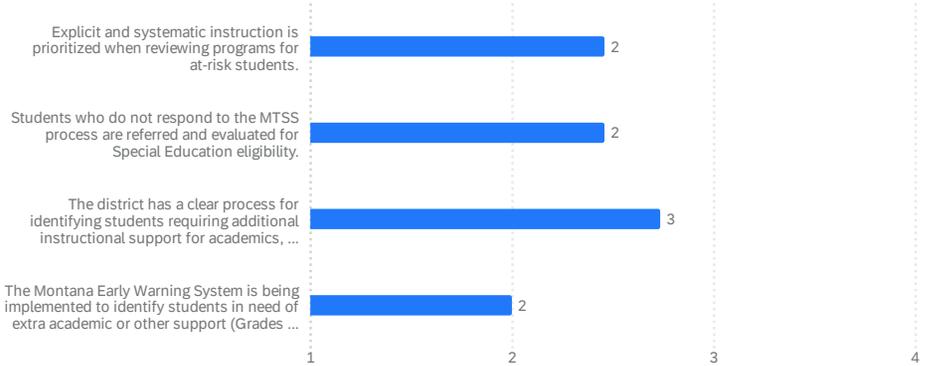| Q9_Matrix	Average Score
A consistent data protocol is used to place and move students within and between the tiers of instruction.	2
Implementation of the MTSS framework is evident across all content areas and provides appropriate supports for all students.	2
Parents and families with students receiving Tier 2 and 3 interventions are given meaningful data and information on individual student progress toward goals a minimum of 6 times per year.	2
The use of a Multi-Tiered System of Supports framework is clear, consistent, and evident within the school.	2

Amount and Quality of Instruction_Multi-Tiered System of Supports (Q9)

Instruction and Supports for At-Risk Students_At-Risk Students (Q10)

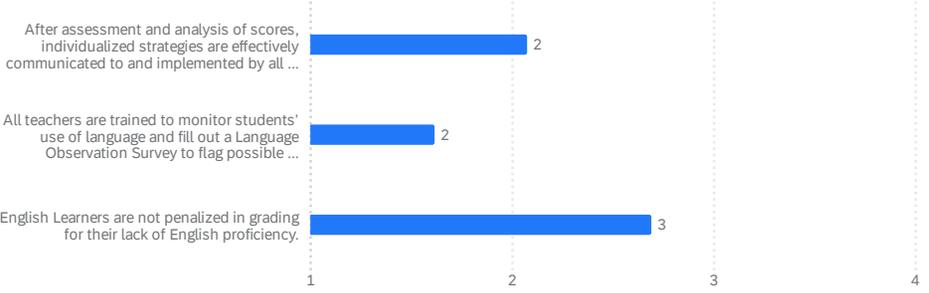| Q10_Matrix	Average Score
Explicit and systematic instruction is prioritized when reviewing programs for at-risk students.	2
Students who do not respond to the MTSS process are referred and evaluated for Special Education eligibility.	2
The district has a clear process for identifying students requiring additional instructional support for academics, behavior, and social-emotional learning.	3
The Montana Early Warning System is being implemented to identify students in need of extra academic or other support (Grades 6-12 only).	2

Instruction and Supports for At-Risk Students_At-Risk Students (Q10)

Instruction and Supports for At-Risk Students_English Learners (Q11)

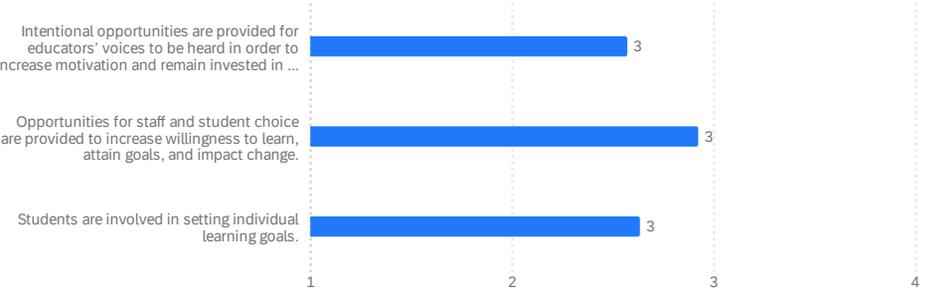| Q11_Matrix	Average Score
After assessment and analysis of scores, individualized strategies are effectively communicated to and implemented by all of an English Learners teachers.	2
All teachers are trained to monitor students' use of language and fill out a Language Observation Survey to flag possible English Learners for the WIDA assessment.	2
English Learners are not penalized in grading for their lack of English proficiency.	3

Instruction and Supports for At-Risk Students_English Learners (Q11)

Motivation in Teaching and Learning (Q12)

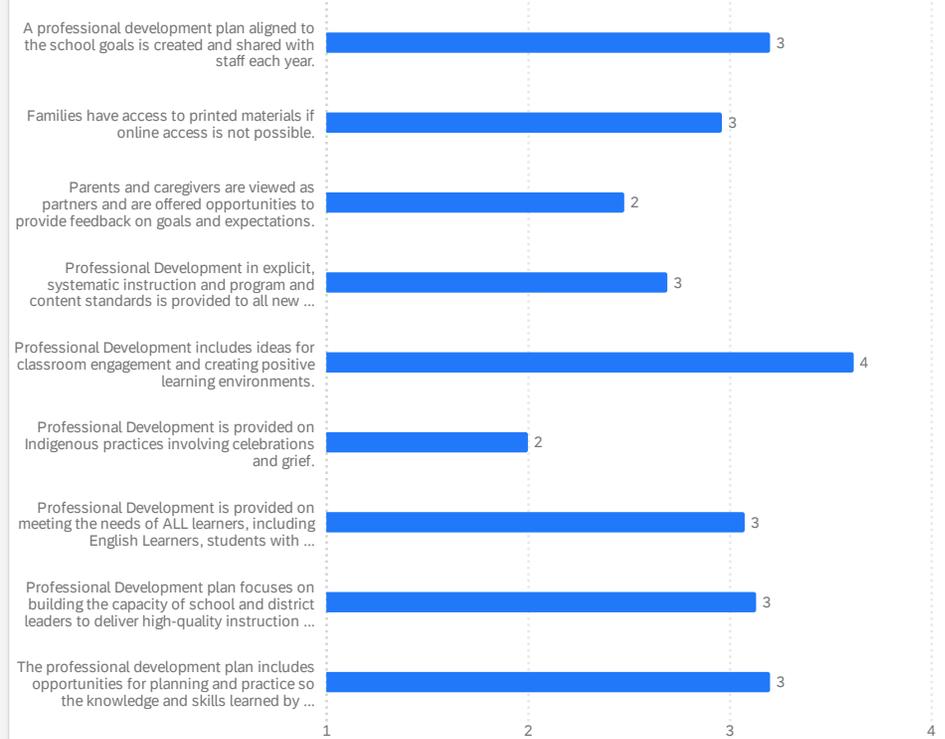| Q12_Matrix	Average Score
Intentional opportunities are provided for educators' voices to be heard in order to increase motivation and remain invested in the school improvement process.	3
Opportunities for staff and student choice are provided to increase willingness to learn, attain goals, and impact change.	3
Students are involved in setting individual learning goals.	3

Motivation in Teaching and Learning (Q12)

Improve and Increase Teachers' Understanding and Knowledge (Q13)

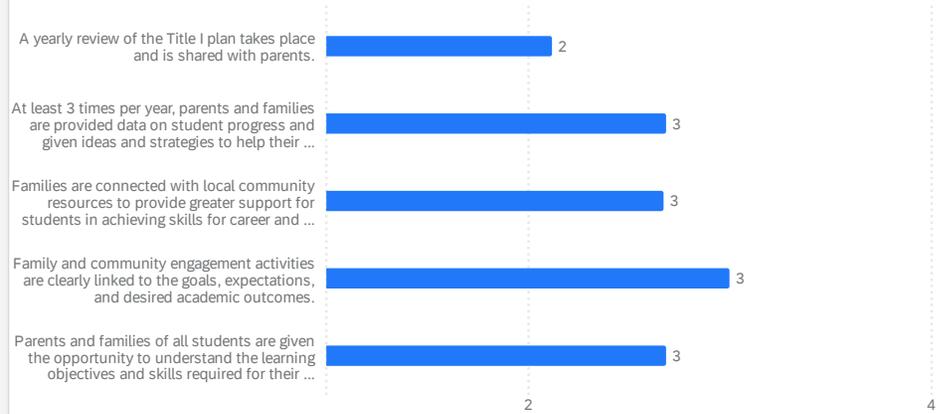| Q13_Matrix	Average Score
A professional development plan aligned to the school goals is created and shared with staff each year.	3
Families have access to printed materials if online access is not possible.	3
Parents and caregivers are viewed as partners and are offered opportunities to provide feedback on goals and expectations.	2
Professional Development in explicit, systematic instruction and program and content standards is provided to all new staff members in all content areas.	3
Professional Development includes ideas for classroom engagement and creating positive learning environments.	4
Professional Development is provided on Indigenous practices involving celebrations and grief.	2
Professional Development is provided on meeting the needs of ALL learners, including English Learners, students with disabilities, and at-risk students, including differentiating curriculum and assessments and evidence-based instructional strategies.	3
Professional Development plan focuses on building the capacity of school and district leaders to deliver high-quality instruction aligned to the program and/or content standards and Indian Education for all.	3
The professional development plan includes opportunities for planning and practice so the knowledge and skills learned by teachers can be implemented in classrooms.	3

Improve and Increase Teachers' Understanding and Knowledge (Q13)

Improve and Increase Teacher's Understanding and Knowledge of Comprehensive Instruction (Q14)

Q14_Matrix	Average Score
A yearly review of the Title I plan takes place and is shared with parents.	2
At least 3 times per year, parents and families are provided data on student progress and given ideas and strategies to help their student achieve grade-level expectations.	3
Families are connected with local community resources to provide greater support for students in achieving skills for career and college readiness.	3
Family and community engagement activities are clearly linked to the goals, expectations, and desired academic outcomes.	3

Improve and Increase Teacher's Understanding and Knowledge of Comprehensive Instruction (Q14)

Q14_Matrix	Average Score
Parents and families of all students are given the opportunity to understand the learning objectives and skills required for their student to succeed academically at each grade level and in each core subject.	3

Functional School Board (Q15)

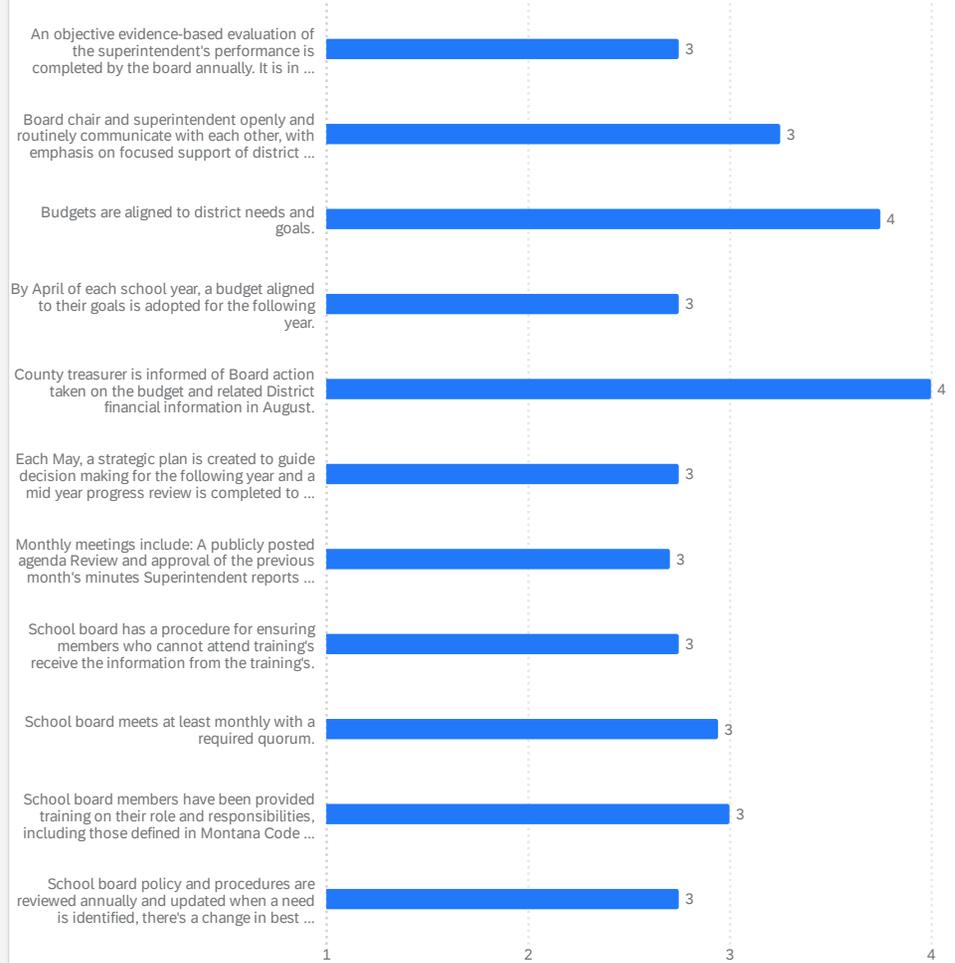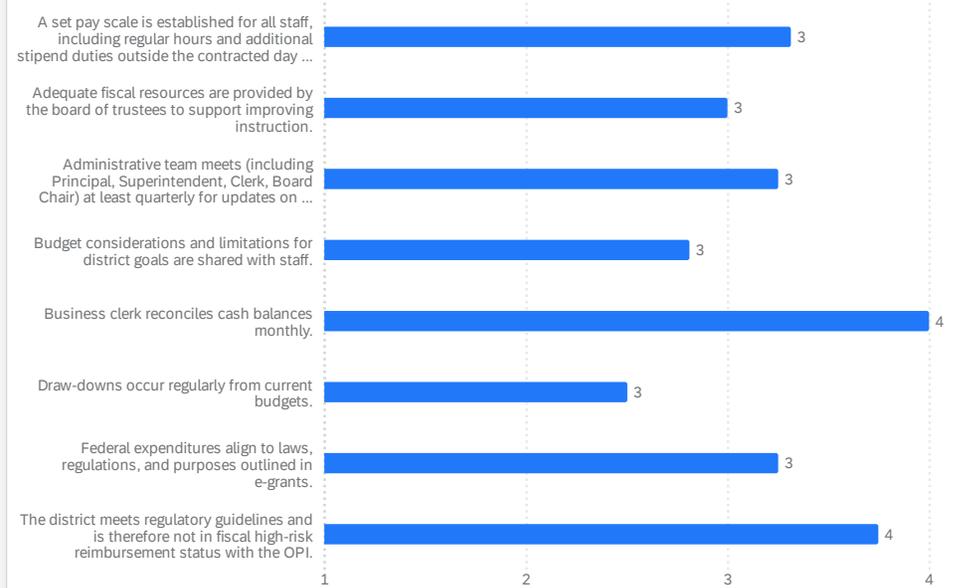| Q15_Matrix	Average Score
An objective evidence-based evaluation of the superintendent's performance is completed by the board annually. It is in alignment with and reflects expectations consistent with the district's strategic goals, objectives, and published job description.	3
Board chair and superintendent openly and routinely communicate with each other, with emphasis on focused support of district goals as reflected in concise and informative meeting agendas.	3
Budgets are aligned to district needs and goals.	4
By April of each school year, a budget aligned to their goals is adopted for the following year.	3
County treasurer is informed of Board action taken on the budget and related District financial information in August.	4
Each May, a strategic plan is created to guide decision making for the following year and a mid year progress review is completed to ensure progress toward goals.	3
Monthly meetings include: A publicly posted agenda Review and approval of the previous month's minutes Superintendent reports on budget expenditures, academic progress and infrastructure Members come prepared by previewing action items.	3
School board has a procedure for ensuring members who cannot attend training's receive the information from the training's.	3
School board meets at least monthly with a required quorum.	3
School board members have been provided training on their role and responsibilities, including those defined in Montana Code Annotated 20-3-324 and the Administrative Rules of Montana 10.55.701.	3
School board policy and procedures are reviewed annually and updated when a need is identified, there's a change in best practices, or state law necessitates it, resulting in a comprehensive review every three years.	3

Functional School Board (Q15)

Resource Allocations (Q16)

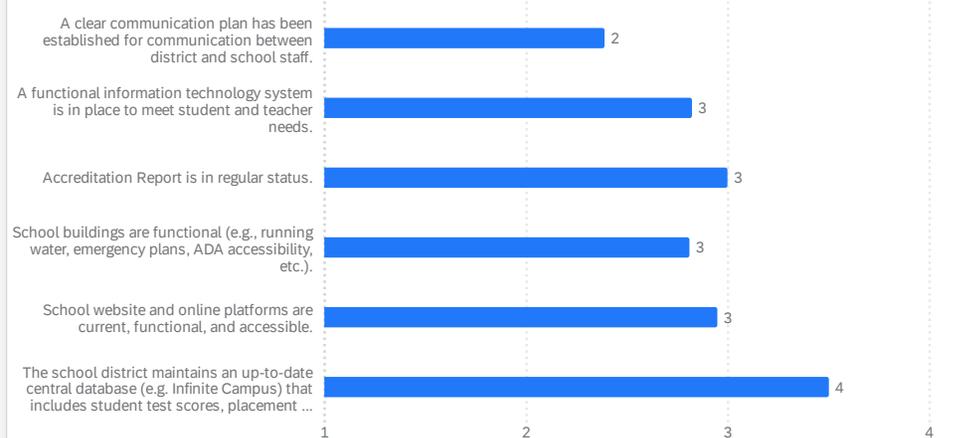| Q16_Matrix	Average Score
A set pay scale is established for all staff, including regular hours and additional stipend duties outside the contracted day and is easily accessible for public transparency.	3
Adequate fiscal resources are provided by the board of trustees to support improving instruction.	3
Administrative team meets (including Principal, Superintendent, Clerk, Board Chair) at least quarterly for updates on allocations, cash balances invoicing, and expenditures.	3
Budget considerations and limitations for district goals are shared with staff.	3
Business clerk reconciles cash balances monthly.	4
Draw-downs occur regularly from current budgets.	3
Federal expenditures align to laws, regulations, and purposes outlined in e-grants.	3
The district meets regulatory guidelines and is therefore not in fiscal high-risk reimbursement status with the OPI.	4

Resource Allocations (Q16)

Functional Structures (Q17)

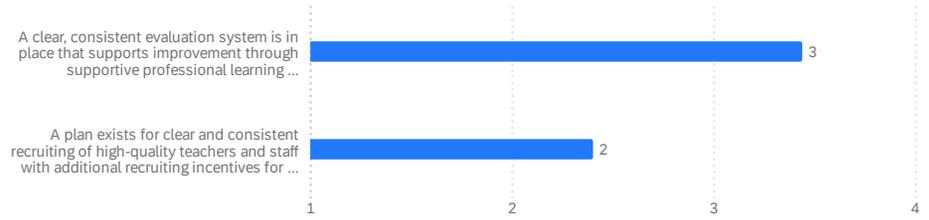| Q17_Matrix	Average Score
A clear communication plan has been established for communication between district and school staff.	2
A functional information technology system is in place to meet student and teacher needs.	3
Accreditation Report is in regular status.	3
School buildings are functional (e.g., running water, emergency plans, ADA accessibility, etc.).	3
School website and online platforms are current, functional, and accessible.	3
The school district maintains an up-to-date central database (e.g. Infinite Campus) that includes student test scores, placement information, demographic information, attendance, behavior, and other variables useful to staff for data-driven decisions.	4

Functional Structures (Q17)

Personnel Retention (Q18)

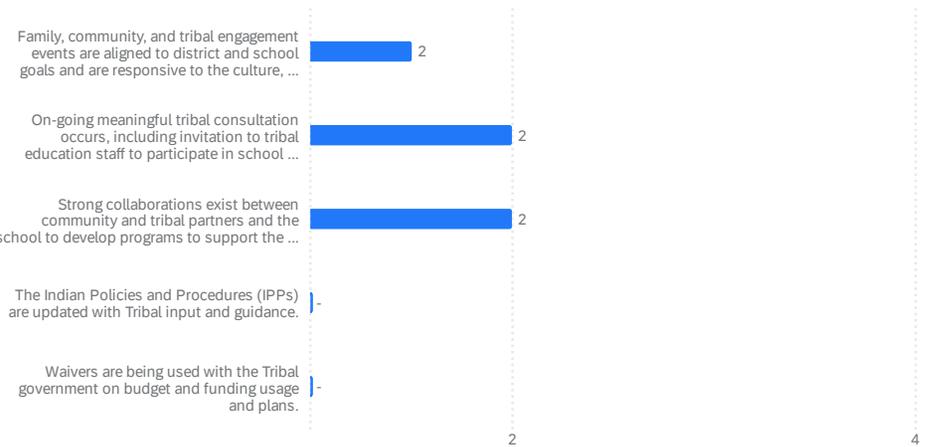| Q18_Matrix	Average Score
A clear, consistent evaluation system is in place that supports improvement through supportive professional learning opportunities and coaching for all staff and for all levels of experience.	3
A plan exists for clear and consistent recruiting of high-quality teachers and staff with additional recruiting incentives for high-need and hard to fill areas.	2

Personnel Retention (Q18)

Tribal Engagement

Q19 - Is 50% or more of your school student population Native American?	Response Count
No	85
Yes	2

Tribal Engagement (Q20)

Q20_Matrix	Average Score
Family, community, and tribal engagement events are aligned to district and school goals and are responsive to the culture, values, and context of the community.	2
On-going meaningful tribal consultation occurs, including invitation to tribal education staff to participate in school improvement team work.	2
Strong collaborations exist between community and tribal partners and the school to develop programs to support the youth (e.g. participation in systems of care or other reservation/community coalitions or partnerships).	2
The Indian Policies and Procedures (IPPs) are updated with Tribal input and guidance.	-
Waivers are being used with the Tribal government on budget and funding usage and plans.	-

Tribal Engagement (Q20)

Career and Technical Education_Carl D. Perkins Grant

| Q21 - Do you represent a High School or K12 district with a qualifying CTE progr...	Response Count
No	47
Yes	28

Student Engagement (Q22)

Q22_Matrix	Average Score
Performance gaps exist between subgroups of students.	2
Secondary: Post-program Placement Indicator meets the state negotiated level.	3
Students from different genders, races, and ethnicities perform acceptably in each CTE program.	3
Students from special populations perform acceptably in each CTE program.	4
Students in each CTE program perform acceptably on federal accountability indicators in comparison to non-CTE students.	4
There are CTE programs where special populations are performing above average.	3
There are CTE programs where special populations are performing below average.	2

Student Engagement (Q22)
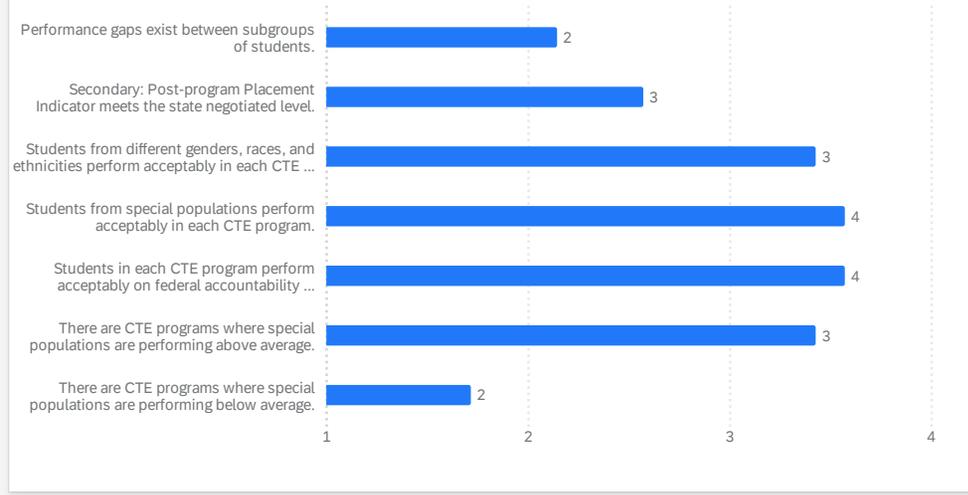
Size, Scope, and Quality (Q23)

| Q23_Matrix	Average Score
Programs are aligned to industry standards.	3
Programs develop a robust skill set in students.	3
Programs offer a pathway to post-secondary or workforce options.	3
Students are able to choose the Montana Career Pathways to enroll in.	3
Students are able to complete selected Montana Career Pathway in a normal four-year high school tenure (secondary).	3
Students are able to enroll in a Montana Career Pathways of their choice.	3
The district offers a sufficient number of courses for students to easily concentrate on a Montana Career Pathway.	3

Size, Scope, and Quality (Q23)

CTE Programs of Study (Q24)

Q24_Matrix	Average Score
Programs incorporate relevant academic, technical and employability skills at every learner level.	3
Students can earn dual credit through participation in programs.	4
Students in programs of study have multiple entry and exit points.	3

CTE Programs of Study (Q24)
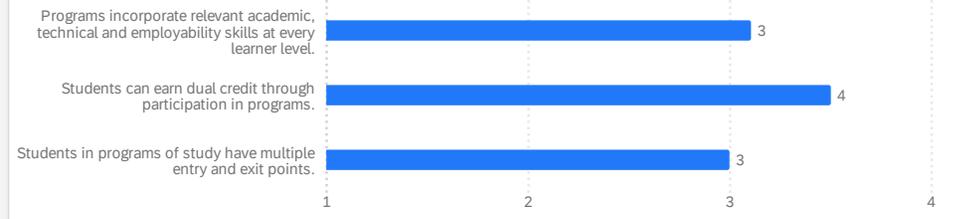
How will the district provide CTE students with the opportunity to gain post-secondary credit while in high school. 87

Q25 - How you will provide CTE students with the opportunity to gain post-seconda...

N/A

N/A

N/A

Q28 - Explain how the district supports recruitment, preparation, retention and t...

I am not certain the district does a good job of this. Our salaries are $15K to $20K less than Missoula county teachers and we really have nothing special that keeps teachers in the district. Most teachers here are just waiting on a chance to go to Missoula. If we had a four-day work week, we would be in a better situation.

CTE teachers can choose to go to their professional conferences, such as NBEA, for their professional development.

N/A

N/A

N/A

N/A

N/A

N/A

Labor Market Alignment (Q29)

Q29_Matrix	Average Score
Industry partners indicate that students graduate ready to enter high-skill, in-demand, and high-wage industries without remediation.	2
Programs are aligned to projected industry demand.	3
Programs graduate employees that thrive in the workplace.	3
Programs provide opportunities for students with disabilities, English-language learners and other special populations to access the local labor market.	3
The district has policies in place to respond to changes in the labor market and develop new or refine existing CTE programs.	3

Labor Market Alignment (Q29)
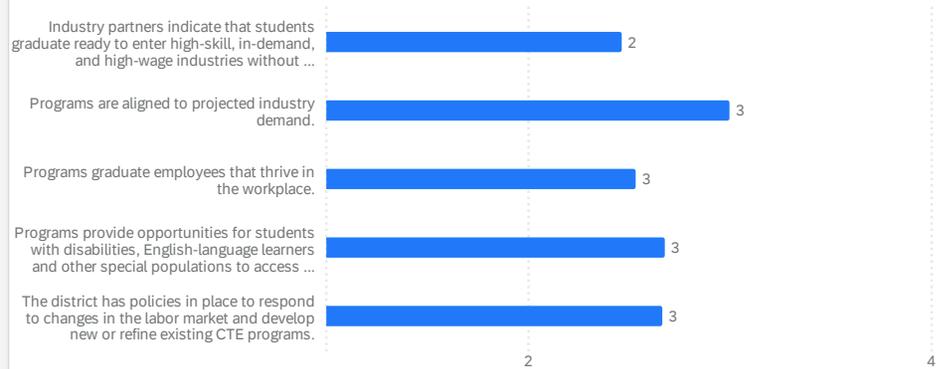
Labor Market Alignment_How were labor market needs evaluated? 87

Q30 - How were labor market needs evaluated?

N/A

N/A

Recruitment, Retention, and Training of CTE Educators (Q33)

Q33_Matrix	Average Score
All educators teaching in programs are adequately credentialed.	4
Programs provide opportunities for students with disabilities, English-language learners and other special populations to access the local labor market.	3
Regular, substantive, and effective professional development is offered around CTE, academic, and technical instruction based on identified need.	3
The district has on-boarding processes to bring new professionals into the system.	3
The district's CTE staff reflects the demographic makeup of the student body.	3
The district/campus provides equal access to all CTE programs for all Perkins sub-populations.	4
There are processes in place to recruit new CTE educators.	2
There is a process to develop or recruit CTE instructors from existing staff.	3

Recruitment, Retention, and Training of CTE Educators (Q33)
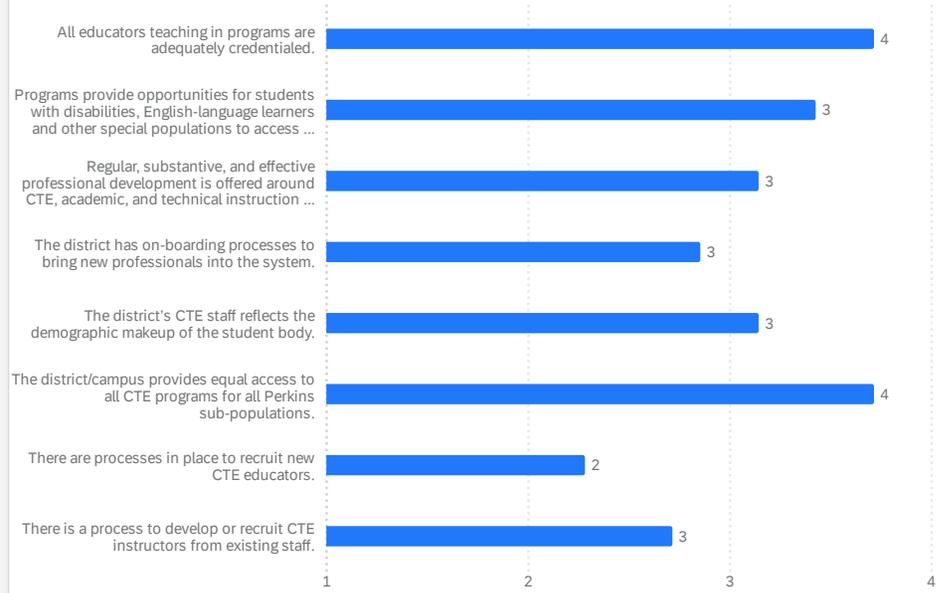
Evaluation of Progress Toward Improving Equity and Access (Q34)

Q34_Matrix	Average Score
Accommodations, modifications, and supportive services are provided to CTE students as required.	4
Processes are in place to encourage all students to complete programs.	4
The district/campus actively addresses potential barriers that might prevent special populations from participating in, performing in, and/or completing programs.	3
The district/campus actively recruits to encourage special population students to enroll in high quality CTE programs.	3
There are no enrollment discrepancies for students from special populations in programs that lead to high-wage, high-skill and in-demand occupations.	3

Evaluation of Progress Toward Improving Equity and Access (Q34)