

Needs Assessment Template

LEA Name

What is the purpose?

◆ The purpose of the needs assessment is to identify areas that present gaps or areas of challenge over several years or in relation to a goal or objective within an LEA or a school. This template is a tool to assist with the examination the need for improvement of:

- (A) Access to, and opportunities for, a well-rounded education for all students;
- (B) School conditions for student learning in order to create a healthy and safe school environment; and
- (C) Access to personalized learning experiences supported by technology and professional development for the effective use of data and technology.

What do you need to do?

◆ Populate and analyze relevant data for each identified area below, evaluating trend and subgroup data, if available. Then, provide conclusions that are supported by evidence in the identified area that may be replicated or targeted for improvement.

Template Requirements	Data Analysis Template		
	<i>Data Source</i>	<i>Frequency of Collection</i>	<i>Trends</i>
	Include all sources of data used to assess the section and subcategory. Examples are included; however, LEAs are encouraged to include all data that may be relevant.	Include the frequency of each data set collected.	Include data trends over the past 3 to 5 years, if applicable. Trends may need to be broken into grades, subgroups, buildings, etc., to evoke effective conclusions.

Conclusions

Provide conclusion, supported by evidence, which determines the effectiveness of efforts attributed to the section and subcategory.

What trends or patterns are present?

What is the magnitude of discrepancies between current data and targeted results?

What are the controllable key factors that could be contributing to strengths or challenges?

Summary of Needs Assessment Results and Prioritization						Notes
	Minimal Priority	Minor Priority	Moderate Priority	Significant Priority	Severe Priority	
Engagement						
Community and Stakeholder Engagement						
Community Feedback Survey	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Safe and Healthy Environment						
Student Attendance						
Average Daily Attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Chronic Absenteeism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
On-track in 9th grade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Dropout Rate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Student Behavior						
Suspensions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Expulsions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
School related arrests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Referrals to law enforcement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Wellness Center Visits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
LEA Staff						
Chronic Absenteeism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Required Disciplinary Action	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Building Conditions						
Building Conditions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Capacity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Equitable Educators						
Educator Equity						
Out-of-field Teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Inexperienced Teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
DPASS II results	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Standards, Instruction and Assessment						
ELA - Elementary						
SBAC	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
ELA - Secondary Middle						
SBAC	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
ELA - Secondary High						
SAT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Math - Elementary						

Summary of Needs Assessment Results and Prioritization	Minimal Priority	Minor Priority	Moderate Priority	Significant Priority	Severe Priority	Notes
SBAC	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Math - Secondary Middle						
SBAC	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Math - Secondary High						
SAT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Science - Elementary						
DCAS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Science - Secondary Middle						
DCAS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Science - Secondary High						
DCAS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Social Studies - Elementary						
DCAS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Social Studies - Secondary Middle						
DCAS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Social Studies - Secondary High						
LEA Identified Data Source	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Progress Toward English Language Proficiency						
WIDA ACCESS 2.0	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Advanced Coursework						
AP Enrollment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
AP Passing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Dual Enrollment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Dual Enrollment Passing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Technical Skill Attainment						
Co-Op Education or Work-Based Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
State-Approved Industry Credential	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Postsecondary Credit Attainment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Graduation Preparedness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Graduation Rates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Summer School Enrollment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Retention Rates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Summary of Needs Assessment Results and Prioritization						Notes
	Minimal Priority	Minor Priority	Moderate Priority	Significant Priority	Severe Priority	
Early Learning						
Screenings after Referral	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Pre-K experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Early Learner Survey	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
LEA Identified Areas						
LEA Identified Data Source	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
LEA Identified Data Source	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
LEA Identified Data Source	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
LEA Identified Data Source	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Explain how Significant and Severe Priorities were defined and decided.

Are there trend or patterns that span across multiple categories?

Analysis of Community and Stakeholder Engagement

Community and Stakeholder Engagement			
	LEA Name	Frequency of Collection	Trends
Community Engagement	Community Feedback Survey		
CONCLUSIONS			
<p><i>Provide conclusion, supported by evidence, which determines the effectiveness of efforts attributed to the section and subcategory.</i></p> <p><i>What trends or patterns are present?</i></p> <p><i>What is the magnitude of discrepancies between current data and targeted results?</i></p> <p><i>What are the controllable key factors that could be contributing to strengths or challenges?</i></p>			

Analysis of Safe and Healthy Environment

Student Attendance	Student Attendance			
	LEA Name	Frequency of Collection	3-year Identified Trends	
			SY14-15	SY15-16
	<i>Average Daily Attendance</i> <i>Chronic Absenteeism</i> <i>On-track in 9th Grade</i> <i>Dropout Rate</i>			

CONCLUSIONS

Provide conclusion, supported by evidence, which determines the effectiveness of efforts attributed to the section and subcategory.

What trends or patterns are present?

What is the magnitude of discrepancies between current data and targeted results?

What are the controllable key factors that could be contributing to strengths or challenges?

Analysis of Safe and Healthy Environment					
Student Behavior	Student Behavior				
	Data Source	Frequency of Collection	3-year Identified Trends		
			SY14-15	SY15-16	SY16-17
	Suspensions				
	Expulsions				
	School Related Arrests				
	Referrals to Law Enforcement				
	Wellness Center Visits				
CONCLUSIONS					
<p>Provide conclusion, supported by evidence, which determines the effectiveness of efforts attributed to the section and subcategory.</p> <p>What trends or patterns are present?</p> <p>What is the magnitude of discrepancies between current data and targeted results?</p> <p>What are the controllable key factors that could be contributing to strengths or challenges?</p>					

Analysis of Safe and Healthy Environment					
Staff	Staff				
	Data Source	Frequency of Collection	3-year Identified Trends		
			SY14-15	SY15-16	SY16-17
	Chronic Absenteeism				
CONCLUSIONS					
<p>Provide conclusion, supported by evidence, which determines the effectiveness of efforts attributed to the section and subcategory.</p> <p>What trends or patterns are present?</p> <p>What is the magnitude of discrepancies between current data and targeted results?</p> <p>What are the controllable key factors that could be contributing to strengths or challenges?</p>					

Analysis of Safe and Healthy Environment					
Building Conditions	Building Conditions				
	Data Source	Frequency of Collection	3-year Identified Trends		
			SY14-15	SY15-16	SY16-17
	Building Conditions				
		Capacity			
CONCLUSIONS					
<p>Provide conclusion, supported by evidence, which determines the effectiveness of efforts attributed to the section and subcategory.</p> <p>What trends or patterns are present?</p> <p>What is the magnitude of discrepancies between current data and targeted results?</p> <p>What are the controllable key factors that could be contributing to strengths or challenges?</p>					

Analysis of Equitable Access to Excellent Educators					
Educator Equity	Educator Equity				
	Data Source	Frequency of Collection	Gap Identification		
			Lowest School-Level Value	Highest School-Level Value	Value Range
	Out-of-field Teachers				0
	Inexperienced Teachers				0
	Teacher Turnover				0
Teacher Effectiveness				0	
CONCLUSIONS					
Provide conclusion, supported by evidence, which determines the effectiveness of efforts attributed to the section and subcategory.					
What trends or patterns are present?					
What is the magnitude of discrepancies between current data and targeted results?					
What are the controllable key factors that could be contributing to strengths or challenges?					

Analysis of Rigorous Standards, Instruction, and Assessments

ELA	-	ELA - Elementary
ELA	-	ELA - Secondary Middle
ELA	-	ELA - Secondary High
Math	-	Math - Elementary
Math	-	Math - Secondary Middle
Math	-	Math - Secondary High
Science	-	Science - Elementary
Science	-	Science - Secondary Middle
Science	-	Science - Secondary High
Social Studies	-	Social Studies - Elementary
Social Studies	-	Social Studies - Secondary Middle
Social Studies	-	Social Studies - Secondary High

Analysis of Rigorous Standards, Instruction, and Assessments					
Progress Toward English Language Proficiency	Progress Toward English Language Proficiency				
	Data Source	Frequency of Collection	3-year Identified Trends		
			SY14-15	SY15-16	SY16-17
	WIDA ACCESS 2.0				
CONCLUSIONS					
<p>Provide conclusion, supported by evidence, which determines the effectiveness of efforts attributed to the section and subcategory.</p> <p>What trends or patterns are present?</p> <p>What is the magnitude of discrepancies between current data and targeted results?</p> <p>What are the controllable key factors that could be contributing to strengths or challenges?</p>					

Analysis of Rigorous Standards, Instruction, and Assessments

Advanced Coursework						
Advanced Coursework	Data Source	Frequency of Collection	3-year Identified Trends			
			SY14-15	SY15-16	SY16-17	
	<i>AP Enrollment</i>					
	<i>AP Passing Rate</i>					
	<i>Dual Enrollment</i>					
<i>Dual Passing Rate</i>						
CONCLUSIONS						
<p><i>Provide conclusion, supported by evidence, which determines the effectiveness of efforts attributed to the section and subcategory.</i></p> <p><i>What trends or patterns are present?</i></p> <p><i>What is the magnitude of discrepancies between current data and targeted results?</i></p> <p><i>What are the controllable key factors that could be contributing to strengths or challenges?</i></p>						

Analysis of Rigorous Standards, Instruction, and Assessments					
Technical Skill Attainment	Technical Skill Attainment				
	Data Source	Frequency of Collection	3-year Identified Trends		
			SY14-15	SY15-16	SY16-17
	Co-Op Education or Work-Based Learning				
	State-Approved Industry Credential				
Postsecondary Credit Attainment					
CONCLUSIONS					
<p>Provide conclusion, supported by evidence, which determines the effectiveness of efforts attributed to the section and subcategory.</p> <p>What trends or patterns are present?</p> <p>What is the magnitude of discrepancies between current data and targeted results?</p> <p>What are the controllable key factors that could be contributing to strengths or challenges?</p>					

Analysis of Rigorous Standards, Instruction, and Assessments

Graduation Preparedness	Graduation Preparedness			
	Data Source	Frequency of Collection	3-year Identified Trends	
			SY14-15	SY15-16
	Graduation Rates			
	Summer School Enrollment			
	Retention Rates			

CONCLUSIONS

Provide conclusion, supported by evidence, which determines the effectiveness of efforts attributed to the section and subcategory.

What trends or patterns are present?

What is the magnitude of discrepancies between current data and targeted results?

What are the controllable key factors that could be contributing to strengths or challenges?

Analysis of High Quality Early Learning Opportunities

Early Learning					
	Data Source	Frequency of Collection	3-year Identified Trends		
			SY14-15	SY15-16	SY16-17
Early Learning	<ul style="list-style-type: none"> • % students screened after referral: <ul style="list-style-type: none"> o Number of students served through 619 federal funds o Number of students identified as dual language learners 				
	<ul style="list-style-type: none"> • % of students screened that went on to evaluation 				
	<ul style="list-style-type: none"> • % of kindergarten students coming in with more than 12 months of licensed 3-5 preschool experience 				
	<ul style="list-style-type: none"> • % of kindergarten students coming in from licensed 3-5 preschool experience: <ul style="list-style-type: none"> o 3/4/5 Star child care o Head Start o ECAP o 619 program 				
	<ul style="list-style-type: none"> • % kindergarten students accomplished within each of these domain on the Delaware Early Learner Survey: <ul style="list-style-type: none"> o Social-emotional o Physical o Language o Literacy o Mathematics o Cognitive 				
CONCLUSIONS					
<p><i>Provide conclusion, supported by evidence, which determines the effectiveness of efforts attributed to the section and subcategory.</i></p> <p><i>What trends or patterns are present?</i></p> <p><i>What is the magnitude of discrepancies between current data and targeted results?</i></p> <p><i>What are the controllable key factors that could be contributing to strengths or challenges?</i></p>					

Analysis of Additional LEA Identified Areas					
LEA Identified Areas	LEA Identified Areas				
	Data Source	Frequency of Collection	3-year Identified Trends		
			SY14-15	SY15-16	SY16-17
	RTI				
	Afterschool Programs				
	Start/End times				
Curriculum Alignment					
CONCLUSIONS					
<p>Provide conclusion, supported by evidence, which determines the effectiveness of efforts attributed to the section and subcategory.</p> <p>What trends or patterns are present?</p> <p>What is the magnitude of discrepancies between current data and targeted results?</p> <p>What are the controllable key factors that could be contributing to strengths or challenges?</p>					