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.

		Data Analysis Template	
	Data Source	Frequency of Collection	Trends
Template Requirements	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 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?

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Summary of Needs Assessment Results and Prioritization	Mintre	Mirot P	Modera Modera	je Priořed Gerifica	A Priority Server by	Notes Notes
				Engager	nent	
Community and Stakeholder Engagement						
Community Feedback Survey						
			Safe a	and Healthy	Environme	nt
Student Attendance						
Average Daily Attendance						
Chronic Absenteeism						
On-track in 9th grade						
Dropout Rate						
Student Behavior		•				
Suspensions						
Expulsions						
School related arrests						
Referrals to law enforcement						
Wellness Center Visits						
LEA Staff						
Chronic Absenteeism						
Required Disciplinary Action						
Building Conditions						
Building Conditions						
Capacity						
				Equitable Ed	ducators	
Educator Equity						
Out-of-field Teachers						
Inexperienced Teachers						
DPASS II results						
			Standards	, Instruction	n and Asses	sment
ELA - Elementary						
SBAC						
ELA - Secondary Middle						
SBAC						
ELA - Secondary High						
SAT						
Math - Elementary						

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Summary of Needs Assessment Results and Prioritization	Mirinal	Prioried Philosophia	noderat	e Prioried Significa	nt priority Servere pri	Notes Notes
SBAC						
Math - Secondary Middle	•	•	•	•		
SBAC						
Math - Secondary High		-				
SAT						
Science - Elementary						
DCAS						
Science - Secondary Middle						
DCAS						
Science - Secondary High						
DCAS						
Social Studies - Elementary						
DCAS						
Social Studies - Secondary Middle						
DCAS						
Social Studies - Secondary High						
LEA Identified Data Source						
Progress Toward English Language Proficiency						
WIDA ACCESS 2.0						
Advanced Coursework						
AP Enrollment						
AP Passing						
Dual Enrollment						
Dual Enrollment Passing						
Technical Skill Attainment						
Co-Op Education or Work-Based Learning						
State-Approved Industry Credential						
Postsecondary Credit Attainment						
Graduation Preparedness						
Graduation Rates						
Summer School Enrollment						
Retention Rates						

	Mirina	Aviority Wild by	Moderate	Priority	t Priority Severe Pri	Notes
Consequence of the Defermed				Early Lea	rning	
Screenings after Referral						
Pre-K experience						
Early Learner Survey						
IFA Identified Data Course		Го		EA Identifie	d Areas	
LEA Identified Data Source						
LEA Identified Data Source		+-				
LEA Identified Data Source LEA Identified Data Source						
	o were definite	· aria accia				
Explain how Significant and Severe Priorities						

	Analysi	s of Community and Stal	keholder Engagement
		Community and Stakehold	der Engagement
	LEA Name	Frequency of Collection	Trends
ement	Community Feedback Survey		
Community Engagement			
Commur			
		CONCLUSIONS	
	de conclusion, supported by evidence, which determines the eff	ectiveness of efforts attributed to the section o	and subcategory.
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			noted results?			

		St	udent Behavior				
	Data Source	Frequency of Collection	3-year Identified Trends				
	Data Source	Trequency of collection	SY14-15	SY15-16	SY16-17		
'n	Suspensions						
Student Behavior	Expulsions						
Stude	School Related Arrests						
	Referrals to Law Enforcement						
	Wellness Center Visits						
	•	CON	ICLUSIONS				
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What are the controllable key factors that could be contributing to strengths or challenges?							

Building Conditions	Buil			
tion	Frequency of Collection	Data Source	3-year Identified Trends	
SY14-15	Frequency of Collection	Data Source	SY15-16	SY16-17
		ng Conditions		
		tity		
CONCLUSIONS	CON			
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		controllable key factors that could be contributing to str		

			Educator Equity		
	Data Source	Frequency of Collection		Gap Identification	
	Data Source	rrequerity of collection	Lowest School-Level Value	Highest School-Level Value	Value Range
quity	Out-of-field Teachers				
Educator Equity	Inexperienced Teachers				
	Teacher Turnover				
	Teacher Effectiveness				
•			CONCLUSIONS		
	conclusion, supported by evidence, which determines the effect rends or patterns are present?	tiveness of efforts attributed to the section	and subcategory.		
	s the magnitude of discrepancies between current data and targ	eted results?			
	re the controllable key factors that could be contributing to stre				

	Analysis of Rigorous Standards, Instruction, and Assessments
ELA - Ela	ELA - Elementary
A ' 2	ELA - Secondary Middle
- 1 P	ELA - Secondary High
th -	Math - Elementary
th -	Math - Secondary Middle
th -	Math - Secondary High
enc e	Science - Elementary
enc enc	Science - Secondary Middle
enc enc	Science - Secondary High
ial t	Social Studies - Elementary
soc ial	Social Studies - Secondary Middle
SOC ial Gri	Social Studies - Secondary High

	Progress Toward	d English Language Proficiency			
Data Source		3-year Identified Trends			
Data Source	Frequency of Collection	SY14-15	SY15-16	SY16-17	
VIDA ACCESS 2.0					
		NCLUSIONS			
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e the controllable key factors that could be contributing					

Data Source Prequency of Collection Prequency of Collection SY14-15 SY15-16 SY16-17 AP Enrollment AP Passing Rate Dual Passing Rate Dual Passing Rate CONCLUSIONS CONCLUSIONS Conclusion, supported by evidence, which determines the effectiveness of efforts attributed to the section and subcategory. That trends or patterns are present? that is the magnitude of discrepancies between current data and targeted results? that or the controllable key factors that could be contributing to strengths or challenges?			Adva	nced Coursework		
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			ated results?			

Co-Op Education or Work-Based Learning State-Approved Industry Credential Postsecondary Credit Attainment CONCLUSIONS ravide conclusion, supported by evidence, which determines the effectiveness of efforts attributed to the section and subcategory.		Technical Skill Attainment					
Co-Op Education or Work-Based Learning State-Approved Industry Credential Postsecondary Credit Attainment	Data Saurea	Fraguency of Collection		3-year Identified Trends			
State-Approved Industry Credential Postsecondary Credit Attainment CONCLUSIONS rovide conclusion, supported by evidence, which determines the effectiveness of efforts attributed to the section and subcategory.	Data source	Frequency of collection	SY14-15	SY15-16	SY16-17		
Postsecondary Credit Attainment CONCLUSIONS ovide conclusion, supported by evidence, which determines the effectiveness of efforts attributed to the section and subcategory.	Co-Op Education or Work-Based Learning						
Postsecondary Credit Attainment CONCLUSIONS avide conclusion, supported by evidence, which determines the effectiveness of efforts attributed to the section and subcategory.	State-Approved Industry Credential						
ovide conclusion, supported by evidence, which determines the effectiveness of efforts attributed to the section and subcategory.	Postsecondary Credit Attainment						
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Graduation Rate Summer School E Retention Rates		Frequency of Collection	SY14-15	3-year Identified Trends SY15-16	SY16-17
Summer School E	5	riequeity of collection	SY14-15	SY15-16	SY16-17
Graduation Rate Summer School E Retention Rates					
Summer School E Summer School E Retention Rates	inrollment				
Retention Rates					
•		CON	ICLUSIONS		
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Vhat trends or patterns Vhat is the magnitude o	are present? If discrepancies between current data an	nd targeted results?			
-	le key factors that could be contributing t	_			

Analysis of High Quality Early Learning Opportunities Early Learning					
3-year Identified Trends					
Data Source	Frequency of Collection	SY14-15	SY15-16	SY16-17	
% students screened after referral: o Number of students served through 619 federal funds o Number of students identified as dual language learners				3110 17	
•% of students screened that went on to evaluation					
% of kindergarten students coming in with more than 12 months of licensed 3-5 preschool experience					
* % of kindergarten students coming in from licensed 3-5 preschool experience: o 3/4/5 Star child care o Head Start o ECAP o 619 program					
• % kindergarden students accomplished within each of these domain on the Delaware Early Learner Survey: o Social-emotional o Physical o Language o Literacy o Mathematics o Cognitive					
	С	ONCLUSIONS	<u> </u>		
vide conclusion, supported by evidence, which determines the effective at trends or patterns are present? at is the magnitude of discrepancies between current data and targete at are the controllable key factors that could be contributing to streng	ed results?	nd subcategory.			

Data Source Prequency of Collection Frequency of Collection SY14-15 SY15-16 SY16-17 Afterschool Programs Start/End times Curriculum Alignment CONCLUSIONS Towide conclusion, supported by evidence, which determines the effectiveness of efforts attributed to the section and subcategory. 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?		LEA Identified Areas						
SY14-15 SY15-16 SY16-17 RTI Afterschool Programs Start/End times 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?		Data Source	Fraguency of Collection		3-year Identified Trends			
Start/End times Curriculum Alignment CONCLUSIONS rovide conclusion, supported by evidence, which determines the effectiveness of efforts attributed to the section and subcategory. Vhat trends or patterns are present? Vhat is the magnitude of discrepancies between current data and targeted results?		Data Source	rrequency of collection	SY14-15	SY15-16	SY16-17		
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