

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

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

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 Attendance					
Student Attendance	LEA Name	Frequency of Collection	3-year Identified Trends		
			SY14-15	SY15-16	SY16-17
	<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
	<i>Suspensions</i>				
<i>Expulsions</i>					
<i>School Related Arrests</i>					
<i>Referrals to Law Enforcement</i>					
<i>Wellness Center Visits</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 Safe and Healthy Environment

Staff					
Staff	Data Source	Frequency of Collection	3-year Identified Trends		
			SY14-15	SY15-16	SY16-17
	<i>Chronic Absenteeism</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

Building Conditions					
Building Conditions	Data Source	Frequency of Collection	3-year Identified Trends		
			SY14-15	SY15-16	SY16-17
	Building Conditions				
Capacity					

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 Equitable Access to Excellent Educators

Educator Equity					
Educator Equity	Data Source	Frequency of Collection	Gap Identification		
			Lowest School-Level Value	Highest School-Level Value	
	<i>Out-of-field Teachers</i>				
<i>Inexperienced Teachers</i>					0
<i>Teacher Turnover</i>					0
<i>Teacher Effectiveness</i>					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 - Ele	ELA - Elementary
ELA - Sec	ELA - Secondary Middle
ELA - Sec	ELA - Secondary High
MA th - Ele	Math - Elementary
MA th - Sec	Math - Secondary Middle
MA th - Sec	Math - Secondary High
SC enc - Ele	Science - Elementary
SC enc - Sec	Science - Secondary Middle
SC enc - Sec	Science - Secondary High
SO cial Stu - Ele	Social Studies - Elementary
SO cial Stu - Sec	Social Studies - Secondary Middle
SO cial Stu - Sec	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
	<i>WIDA ACCESS 2.0</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 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

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

Technical Skill Attainment						
Technical Skill Attainment	Data Source	Frequency of Collection	3-year Identified Trends			
			SY14-15	SY15-16	SY16-17	
	<i>Co-Op Education or Work-Based Learning</i>					
	<i>State-Approved Industry Credential</i>					
<i>Postsecondary Credit Attainment</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

Graduation Preparedness					
Graduation Preparedness	Data Source	Frequency of Collection	3-year Identified Trends		
			SY14-15	SY15-16	SY16-17
	<i>Graduation Rates</i>				
	<i>Summer School Enrollment</i>				
<i>Retention Rates</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 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

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 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

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?