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| **Needs Assessment Template** | | | |
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| **LEA Name** | |  | |
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| * **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:  1. Access to, and opportunities for, a well-rounded education for all students; 2. School conditions for student learning in order to create a healthy and safe school environment; and 3. 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. | | | |
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|  | **Data Analysis Template** | | |
| **Template Requirements** | ***Data Source*** | ***Frequency of Collection*** | ***Trends*** |
| 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? | | | |

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| Summary of Needs Assessment Results and Prioritization |  |  |  |  |  | Notes |
| **Engagement** | | | | | | |
| Community and Stakeholder Engagement | | | | | | |
| *Community Feedback Survey* |  |  |  |  |  |  |
| **Safe and Healthy Environment** | | | | | | |
| 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 Educators** | | | | | | |
| Educator Equity | | | | | | |
| *Out-of-field Teachers*  *Inexperienced Teachers DPASS II results* |  |  |  |  |  |  |
| **Standards, Instruction and Assessment** | | | | | | |
| ELA - Elementary | | | | | | |
| *SBAC* |  |  |  |  |  |  |
| ELA - Secondary Middle | | | | | | |
| *SBAC* |  |  |  |  |  |  |
| ELA - Secondary High | | | | | | |
| *SAT* |  |  |  |  |  |  |
| Math - Elementary | | | | | | |

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| Summary of Needs Assessment Results and Prioritization |  |  |  |  |  | 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* |  |  |  |  |  |  |

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| Summary of Needs Assessment Results and Prioritization |  |  |  |  |  | |  |
|  | Notes |
| **Early Learning** | | | | | | | |
| *Screenings after Referral* |  |  |  |  |  |  | |
| *Pre-K experience* |
| *Early Learner Survey* |
| **LEA Identified Areas** | | | | | | | |
| *LEA Identified Data Source* |  |  |  |  |  |  | |
| *LEA Identified Data Source* |  |  |  |  |  |  | |
| *LEA Identified Data Source* |  |  |  |  |  |  | |
| *LEA Identified Data Source* |  |  |  |  |  |  | |
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| Explain how Significant and Severe Priorities were defined and decided. | | | | | | | |
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| Are there trend or patterns that span across multiple categories? | | | | | | | |

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| **Analysis of Community and Stakeholder Engagement** | | | |
|  | **Community and Stakeholder Engagement** | | |
| Community Engagement | LEA Name | Frequency of Collection | Trends |
| *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?* | | | |

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| **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 |
| *Average Daily Attendance* |  |  |  |  |
| *Chronic Absenteeism* |  |  |  |  |
| *On-track in 9th Grade* |  |  |  |  |
| *Dropout Rate* |  |  |  |  |
| **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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| **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** | | | | | |
| *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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| **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* |  |  |  |  |
|  |  |  |  |
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| **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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| **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* |  |  |  |  |
|  |  |  |  |  |
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| **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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| **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?* | | | | | |

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|  |  | **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** |
|  |  |  |
| Sci  enc e - |  | **Science - Elementary** |
|  |  |  |
| Sci  enc e - |  | **Science - Secondary Middle** |
|  |  |  |
| Sci  enc e - |  | **Science - Secondary High** |
|  |  |  |
| Soc  ial Stu |  | **Social Studies - Elementary** |
|  |  |  |
| Soc  ial Stu |  | **Social Studies - Secondary Middle** |
|  |  |  |
| Soc  ial Stu |  | **Social Studies - Secondary High** |

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| **Analysis of Rigorous Standards, Instruction, and Assessments** | | | | | |
| y | **Progress Toward English Language Proficiency** | | | | |
| Progress Toward English Language Proficienc | Data Source | Frequency of Collection | 3-year Identified Trends | | |
| SY14-15 | SY15-16 | SY16-17 |
| *WIDA ACCESS 2.0* |  |  |  |  |
|  |  |  |  |  |
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| **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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| **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 |
| *AP Enrollment* |  |  |  |  |
| *AP Passing Rate* |  |  |  |  |
| *Dual Enrollment* |  |  |  |  |
| *Dual Passing Rate* |  |  |  |  |
| **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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| **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** | | | | | |
| *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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| **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 |
| *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?* | | | | | |

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| **Analysis of High Quality Early Learning Opportunities** | | | | | |
|  | **Early Learning** | | | | |
| Early Learning | Data Source | Frequency of Collection | 3-year Identified Trends | | |
| SY14-15 | SY15-16 | SY16-17 |
| * *% students screened after referral:*   + *Number of students served through 619 federal funds*   + *Number of students identified as dual language learners* |  |  |  |  |
| *•% 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:*   + *3/4/5 Star child care*   + *Head Start*   + *ECAP*   + *619 program* |  |  |  |  |
| * *% kindergarden students accomplished within each of these domain on the Delaware Early Learner Survey:*   + *Social-emotional*   + *Physical*   + *Language*   + *Literacy*   + *Mathematics*   + *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?* | | | | | |

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| **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?* | | | | | |