**Needs Assessment Notecatcher**

*From the Draft Schoolwide Rubric*

|  |
| --- |
| **3. Comprehensive Needs Assessment** |
| * Provide the outcomes of the school’s comprehensive needs assessment, as well as a description of the data sources used in the process. Findings should include detailed analysis of all student subgroups; an examination of student, teacher, school and community strengths and needs; and a summary priorities that will be addressed in the schoolwide plan.
 |
| * An eligible school operating a schoolwide program shall develop a comprehensive plan that is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging Sate academic standards and any other factors as determined by the local educational agency. [1008(b)(7)]
 |
| **Meets Expectations** | **Developing** | **Does Not Meet Expectations** |
| Includes a variety of data, including performance (e.g., local and state student assessment data) and non-performance student data (e.g., student attendance), and process data about the schools system (e.g., diagnostic review) and perception data, gathered from several sources. | Includes performance and/or non-performance data gathered from a limited number of sources. | Data gathered is limited so that it is difficult to gain an accurate picture of the school’s needs. |
| Includes detailed analysis of performance and non-performance data for each student subgroup identified in 1111(c)(2) of ESSA (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, and English learners). | Includes detailed analysis of performance or non-performance data for one or more student subgroups identified in 1111(c)(2) of ESSA. | Includes analysis of the student body as whole or broken up by grade spans and content areas, but not in-depth analysis of data for each student subgroup identified in 1111(c)(2). |
| Examines student, teacher, school and community strengths and needs. | Examines student strengths and needs. | Examines student deficits. |
| School administrators identify a manageable number of priorities, at the right level of magnitude and aligned with the needs assessment, for school improvement.  | School administrators may be taking on too many or too few priorities, or priorities may not be at the right level of magnitude, to produce positive, measurable results. | School administrators have not clearly and transparently identified and communicated the school’s priorities. |

**Stakeholder Involvement in Needs Assessment**

|  |  |
| --- | --- |
| **Stakeholder Groups** | **Where in the Needs Assessment Process** |
|  |  |

**Data Inventory**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Performance Data** | **Demographic Data** | **Process Data** | **Perception Data** | **Performance Summary** |
|  |  |  |  |  |
|  |  |  |  |  |