

Title II, Part A – Needs Assessment

The purpose of a needs assessment is to determine the needs of the LEA's teaching force in order to be able to have all students meet challenging state content and academic achievement standards. The needs assessment must include the involvement of principals and teachers, including those in schools receiving assistance under Title I, Part A (Section 2122(c)(1) and (2)). Needs assessments are carried out at the end of the school year by examining the most current data available and projecting anticipated activities and/strategies to meet the needs outlined throughout the needs assessment process.

LEAs should have records that describe results of local needs assessments activities that the LEA will carry out with federal program funds (including the professional development provided to teachers and principals) that align with academic content standards, how the proposed activities are based on a review of scientifically based research, how activities will have a substantial, measurable, and positive impact on student achievement.

Additionally, activities should be used as a broader strategy to eliminate the achievement gap for high poverty, high minority students from other students (section 2122(b)(2)).

Activities in the needs assessment should target schools that have the lowest proportion of HQT or are identified for school improvement under Title I, Section 1116(b) and comply with Title IX, Section 9501 of ESEA regarding participation of private school teachers.

Title II, Part A Non-Regulatory Guidance questions D-11 through D-18 address needs assessment requirements.

The tool is offered in a Word document so districts may revise or adapt the instrument to best fit the district's needs.



Title II, Part A Needs Assessment

School Year: _____

District Name: _____

District #: _____

Data Sources Reviewed (district report card, teacher surveys, focus groups, student achievement data [both aggregate and disaggregate by student groups, information about the number of teachers teaching, [disaggregated by subject taught, and grade level] who lack proper licensure/endorsement, and teacher and principal evaluations.)

List of Data Sources:

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Members of Needs Assessment Planning Team (first and last name, position)

Documentation may include the sign in sheet, agenda, minutes of the meeting

List members and their positions:

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Identified Strengths (in each category list identified strengths of the schools/district)

Demographics (size of district, number of schools at each level, size of classes, number of teachers, number of HQ teachers, ethnicity/gender of teachers, number of principals, size of district office personnel)
1.
2.
3.
4.
5.
6.

Student Achievement	
All Student Groups	
Economically Disadvantaged	
Ethnicity	
• American Indian/Alaskan Native	
• Asian/Pacific Islander	
• Black (not of Hispanic origin)	
• Hispanic	
• White (not of Hispanic origin)	
• Multi-Racial/Multi-Ethnic	
Gender	
• Male	
• Female	
Special Program Groups	
• Title I, Part A	
• Limited English Proficient (LEP)	
• Migrant	
• Talented and Gifted (TAG)	
• Students with Disabilities	
• At Risk	



School Culture and Climate
1.
2.

Staff Quality, Retention, and Recruitment
1.
2.

Instruction and Assessment
1.
2.

Family and Community Involvement
1.
2.

School Organization
1.
2.

Technology
1.
2.



Identified Needs (in each category list identified needs of the schools/district). Indicate the priorities associated with each need in the gray area of each section. These priorities should be listed on the Prioritized Needs Page (p. 7) in the order of priority.

Demographics Needs	Priorities

Student Achievement Needs	Priorities
All Student Groups	
Economically Disadvantaged	
Ethnicity	
• American Indian/Alaskan Native	
• Asian/Pacific Islander	
• Black (not of Hispanic origin)	
• Hispanic	
• White (not of Hispanic origin)	
• Multi-Racial/Multi-Ethnic	
Gender	
• Male	
• Female	
Special Program Groups	
• Title I , Part A	
• Limited English Proficient (LEP)	
• Migrant	
• Talented and Gifted (TAG)	
• Students with Disabilities	
• At Risk	



School Culture and Climate Needs	Priorities
1.	
2.	

Staff Quality, Retention, and Recruitment Needs (see Appendix A and Staff Quality Document)	Priorities
1.	
2.	

Instruction and Assessment Needs	Priorities
1.	
2.	

Family and Community Involvement Needs	Priorities
1.	
2.	

School Organization Needs	Priorities
1.	
2.	

Technology Needs	Priorities
1.	
2.	

Note: Activities funded and carried out through federal programs should be identified in the Need and or priorities sections above.



Based on the needs of the district's teachers and principals and the amount of funding available, identify the targeted priorities for the next school year and corresponding professional development activities proposed to meet that need. For Title II, Part A expenditures the district should ensure that the activity is an allowable use of Title II, Part A funds, the cost associated with the activity is reasonable and necessary, and the activity is tied to an identified need.

Targeted Priority	Professional Development Activity
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	
15.	



Appendix A

Teacher Quality

Name of Teacher	Teaching Assignment(s) and NCES Code associated with course	Grade(s) Taught	License Type	Endorsement(s)	Expiration Date	Competency Demonstration by Licensure Tests Passed, Undergraduate Major in Subject (secondary), Graduate degree in subject (secondary) or HOUSSE Worksheet
	<i>Algebra I (02052), Algebra II (02056), World History (04051)</i>		<i>Standard</i>	<i>Advanced Math</i>	Click here to enter a date.	<i>Praxis Social Studies</i>



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