



Comprehensive Needs Assessment Questions to Consider

Section I: School Demographics

1. Does the needs assessment provide an overall picture of the school's demographics (i.e. location, poverty, population, subgroups, etc.)?
2. What questions remain to help the evaluator have a better understanding of the demographics?

Section II: Academic Achievement

3. What subgroups were discussed in the narrative (i.e. economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, and multi-Language learners, gender groups, gifted students, foster care, homeless, migrant, military)?
4. A successful needs assessment utilizes rigorous data analysis, including diverse and high-quality data sets. Diverse data sets include multiple data types, including both qualitative and quantitative data, reflecting multiple viewpoints (i.e. attendance, discipline, graduation and dropout rates, classroom observations, standardized testing, school assessments, surveys, self-assessment rubrics, student work samples, focus groups, interviews, etc.). What data sources were used in the data analysis?
5. What strengths were identified?
6. Were the identified strengths supported by evidence? If yes, what data points were used to identify weaknesses?
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9. What patterns or trends emerge for the overall population and for subgroups?
10. What additional data is needed to determine the strengths and weaknesses?
11. What subgroup data, if any, is missing?
12. What evidence exists that the school has prioritized areas that, if addressed, will have a measurable and lasting impact on implementation and outcomes?
13. Does the needs assessment include charts, tables, or graphs to help the reader digest information?

Section II: Teacher and Administrator Quality

14. What subgroups were discussed in the narrative (i.e. economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, and multi-Language learners, gender groups, gifted students, foster care, homeless, migrant, military)?
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16. What strengths were identified?

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23. What evidence exists that the school has prioritized areas that, if addressed, will have a measurable and lasting impact on implementation and outcomes?
24. Does the needs assessment include charts, tables, or graphs to help the reader digest information?

Section II: Parent and Family Engagement

25. What subgroups were discussed in the narrative (i.e. economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, and multi-Language learners, gender groups, gifted students, foster care, homeless, migrant, military)?
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35. Does the needs assessment include charts, tables, or graphs to help the reader digest information?

Section II: Social Emotional Learning

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36. What subgroups were discussed in the narrative (i.e. economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, and multi-Language learners, gender groups, gifted students, foster care, homeless, migrant, military)?
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45. What evidence exists that the school has prioritized areas that, if addressed, will have a measurable and lasting impact on implementation and outcomes?
46. Does the needs assessment include charts, tables, or graphs to help the reader digest information?

Section II: Safe and Healthy Schools

47. What subgroups were discussed in the narrative (i.e. economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, and multi-Language learners, gender groups, gifted students, foster care, homeless, migrant, military)?
48. A successful needs assessment utilizes rigorous data analysis, including diverse and high-quality data sets. Diverse data sets include multiple data types, including both qualitative and quantitative data, reflecting multiple viewpoints (i.e. attendance, discipline, graduation and dropout rates, classroom observations, standardized testing, school assessments, surveys, self-assessment rubrics, student work samples, focus groups, interviews, etc.). What data sources were used in the data analysis?
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- 56. What evidence exists that the school has prioritized areas that, if addressed, will have a measurable and lasting impact on implementation and outcomes?
- 57. Does the needs assessment include charts, tables, or graphs to help the reader digest information?

Section II: Technology

- 58. What subgroups were discussed in the narrative (i.e. economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, and multi-Language learners, gender groups, gifted students, foster care, homeless, migrant, military)?
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