

The Comprehensive Needs Assessment

Identifying Areas of Need and Considering Root Causes

Identified schools will undergo a Comprehensive Needs Assessment to determine the school's areas of need and consider the root causes behind these areas of need. The Comprehensive Needs Assessment process is identified in the New York State Every Student Succeeds Act (ESSA) plan and Commission's Regulations as review of multiple sources of information concerning school data, school practices, and school resources.

Reviewing Multiple Sources of Data to Identify Areas of Need

SCEP Development Teams completing the SCEP shall review the following information to consider the areas of need facing the school:

Review of Data

- Teacher Survey Data
- Student Survey Data
- Parent Survey Data
- Formal and Informal Assessment Data
- Attendance Data
- Behavior Data
- Additional school-identified data

Review of Practices

- Final Diagnostic Tool for School and District Effectiveness (DTSDE) report†
- DTSDE Self-Reflection*
- Social-Emotional Learning (Tenet 5) Inventory*
- Family and Community Engagement (Tenet 6) Inventory*
- Professional Development Practices Inventory*

Review of Resources

- Final DTSDE report †
- DTSDE Self-Reflection*
- Professional Development Practices Inventory*
- Feedback on the Impact of PD†

**These documents are typically completed by the school in advance of the school's DTSDE review.*

Blank versions of these documents are available at:

<http://www.p12.nysed.gov/accountability/diagnostic-tool-institute/review-materials.html>