Oregon District Continuous Improvement Plan Needs Assessment Sample 2

| Vision | All students: Prepared for success in career, college, and civic life |
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| Mission | Engage and challenge all learners to ensure academic excellence |
| **Comprehensive Needs Assessment Summary**  **What data did our team examine?**  Quantitative data: behavior, attendance, and academics  Qualitative Data: stakeholder interviews and student empathy interviews  Within the following contexts:   * AdvancED Accreditation (2016, renewed 2018) * Student Interviews (2017, 2018) * School Improvement Plans (2018) * City View Charter School Annual Report and Work Plan (2018) * ODE EL Audit (2019) * ODE ESSA Team Focus Groups (2019) * District Management Group (DMGroup) Review of Programs for Struggling Learners (2019) * High School Success Team: 9th Grade On-Track Data System (2018) * Federal Programs CIP Team - Indistar School- and District-Level (2019)   **How did the team examine the different needs of all learner groups?**  Disaggregated data based on race/ethnicity, gender, grade level, and program affiliation. In our data warehouse we have developed a Student Profile page which includes data on behavior, attendance, and academics, alongside student affiliation with Programs (e.g. EL, Migrant, TAG, Special Education, and Native American Education) and Groups (e.g. soccer, STEM afterschool programs, and Gay/Straight Alliance (GSA) club). The data warehouse also allows us to track which students have identified a trusted adult within our schools.  **Were inequities in student outcomes examined?**  Yes.  **What needs did our data review elevate?**   1. Need to address disparities in academic achievement (as measured by Smarter Balanced Assessment scores, GPA, credits earned, etc.) by race and gender, especially among students who are Latinx (males most of all) and English language learners. 2. Disparities in graduation rates among students who are accessing alternative education, including academic options programming and online learning.   **How were stakeholders involved in the needs assessment process?**   * School-level SIPs: All schools--including Evergreen Middle School, City View Charter School (Work Plan), and Online Academy--submitted School Improvement Plans aligned to HSD’s Strategic Plan * Focus groups * Individual student interviews, approximately 1000, conducted bilingually * District Parent Advisory Committee (PAC), including families of migrant students and emerging bilinguals. Feedback on student needs from surveys and workshops. * Spanish language Superintendent Coffee Chats * Work sessions of leaders, e.g. counselor leadership team, high school administrators, EL case managers, etc.   **Which needs will become priority improvement areas? Note: Priorities describe where the team intends to go but do not describe how the team will get there.** Accelerate language acquisition (social and academic) and academic growth for emerging bilinguals. Academic language and rigorous academic opportunities for Latinx students and emerging bilinguals.   * Improve graduation rate for traditionally underserved groups, specifically students served by alternative education and online academic options programs. | |