Oregon District Continuous Improvement Plan Needs Assessment Sample 3

| Vision | All students graduate and are prepared for a successful life. |
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| Mission | In partnership with the community, we ensure that each student will have essential knowledge, skills, and attitudes to be a lifelong learner, a contributing citizen and a productive worker in a changing and increasingly diverse world. |
| **Comprehensive Needs Assessment Summary****What data did our team examine?**Data points were elevated as leading indicators for HS graduation, beginning in kindergarten and following students through their K-12 journey. Data included kindergarten attendance, early literacy in English and Spanish, SBAC benchmarks in reading/writing for grades 3 & 5, SBAC benchmarks in math for grade 8, language proficiency for students leaving 7th grade, ninth grade on-track status and graduation/completion rates.District leadership also examined systems health by engaging in the Oregon Integrated Systems needs assessment tool focusing on practices in leadership, stakeholder engagement, talent development, well-rounded and coordinated learning and inclusive policies.**How did the team examine the different needs of all learner groups?**Each of the above data sets were examined in both aggregated and disaggregated forms. This included a review for students by race and ethnicity, economically disadvantaged, students receiving ELL services, students with disabilities, migrant students and students experiencing homelessness.**How were inequities in student outcomes examined and brought forward in planning?** Data review confirmed continued trends in disparate graduation rates for our African-American, Pacific Islander, and Native American students. We can track these disparate rates in achievement back through the leading indicators referenced above. The staff in the Office of Student Equity, Access and Advancement targeted individual students who were identified as at-risk and prioritized strategies to fill in their learning gaps and/or ensure they recover missing credits.**How were stakeholders involved in the needs assessment process?**Throughout the process the data was reviewed with community members through partnership with the Education Association and their Partner Engagement forum. Additionally, the data was reviewed with members of the local coalition of equality and a local advisory group representing the Latino community.**What needs did our data review elevate?**Increasing literacy skills, specifically reading by 3rd grade by improving instruction, data teaming and observation strategies. Increasing 9th grade on-track status and increasing graduation rates, particularly for subgroups. |