

## **Douglas County SD 4**

### **Integrated Guidance 2023-2025**

#### **Needs Assessment**

*Please offer a description of the comprehensive needs assessment process you engaged in and the high-level results of that needs assessment. Include a description of the data sources you used and how that data informs equity-based decision making, including strategic planning and resource allocation.*

During the 2022-2023 school year, Douglas County SD 4 (Roseburg Public Schools) initiated the Integrated Guidance Needs Assessment process to develop a 4-year plan for 4 different grants including the Student Investment Account (SIA), High School Success (Measure 98), EIS and CTE. The Needs Assessment included staff, student, family and community engagement, disaggregated student data, staff and student surveys, empathy interviews and prioritization of identified goals.

Student outcomes data was looked at to identify both academic and behavioral outcomes for individual students and student groups. Student outcomes helped us see what each student was accomplishing academically as well as how individual student and groups of students were progressing over time. Reporting applies quality thresholds on a set of core metrics assessing students' academic performance and commitment, including a) what each student was accomplishing in terms of their academic performance and commitment, and b) how each student and group of students were progressing over time with respect to these key accomplishments and challenges. Working with IRRE advisors, student outcome data was identified and data files, prepared by district staff, were generated, and shared through secure data transfers. IRRE data specialists prepared custom reports. Results were reported as displays of numbers and identities of students with outcomes meeting various quality thresholds, both for individual outcomes (e.g. attendance) and in combination with other outcomes (e.g., test scores, grade, persistence, credit accrual).

Student surveys and empathy interviews gave us access to students' thinking about their own motivations, their perceptions of safety, and how they view their relationships with adults. The surveys included questions on interpersonal supports (supports from teachers, relationships with teachers and other caring adults) and personal resources (sense of belonging, academic confidence, academic engagement, post-secondary readiness, safety in school). Teacher and IA surveys told us more about how teachers and instructional staff perceived the quality of supports available to them. The surveys included questions on supports for educators and conditions for success. In addition, students, parents, staff, and community members were engaged and asked to share what made them happy and proud about our schools and what areas were of concern.

The following data sources were used to inform decisions: IRRE Teacher and Student Surveys; IRRE Student Outcome Data; District Attendance and Discipline Data; District Summative and Formative Assessment Data; District Community Listening Sessions; Staff and Parent Surveys; Student Empathy Interviews and Focus Groups and ODE provided Longitudinal Data. Data was reviewed for all student groups including our district focal groups.

Examining data on all students promotes shared responsibility which is a key component of data use for equity. The goal of our data analysis was to bring evidence to light to help our district make informed decisions for all of our students.

Throughout the Needs Assessment process, data was collected and analyzed in summary but also disaggregated to better understand the needs of student focal groups. Through examination of quantitative and qualitative data we were better able to understand if our previous initiatives including SIA, HSS (Measure 98), EIS and Perkins Grant were making an impact on reducing the outcome disparities amongst student groups. The data supported the work that had been done and provided information for areas of growth.

The Needs Assessment process indicates we are making progress in the areas of reducing academic disparities and meeting students' mental and behavioral needs, although there is still work to be done. Students with disabilities and students navigating poverty are still performing below the overall student average in math and language arts as well as attendance and 9<sup>th</sup> grade on track. Investments to improve support for students' mental and behavioral health have proven to be successful in many ways and maintaining these resources was a priority among staff, students, and parents/families of all student groups. Offering a well-rounded education by continuing investments in STEM, music and PE was also a highly rated strategy by students, staff, and families.