NEEDS ASSESSMENT

EXISTING QUANTITATIVE

What analysis has already been conducted recently and what were the findings?

EXISTING QUALITATIVE

What analysis has already been conducted recently and what were the findings?

Examples

- SRI
- Attendance / Chronic Absence
- Math Benchmark
- Fountas & Pinnell
- A-G completion rates
- Grades
- CAHSEE

Examples

- School Quality Review
- Classroom observations
- Instructional Rounds
- Student shadowing
- Grant program evaluation
- Student work samples
- Exhibitions of learning

NEW QUANTITATIVE

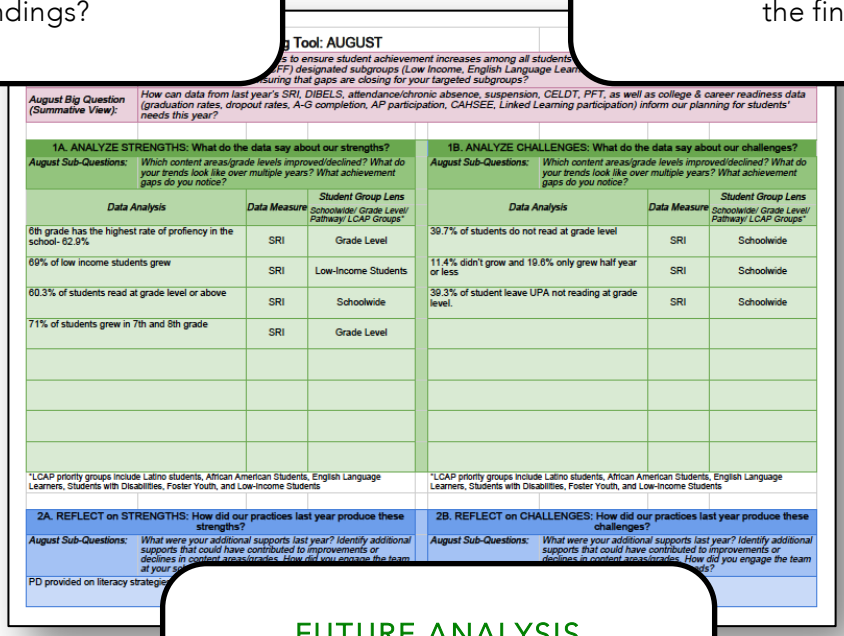
What analysis has already been conducted recently and what were the findings?

NEW QUALITATIVE

What analysis has already been conducted recently and what were the findings?

OUSD Inquiry & Planning Tool

Used by schools to document data analysis and planning.



g Tool: AUGUST

s to ensure student achievement increases among all students
F) designated subgroups (Low Income, English Language Learn
suring that gaps are closing for your targeted subgroups?

August Big Question (Summative View):	*How can data from last year's SRI, DIBELS, attendance/chronic absence, suspension, CELDT, PFT, as well as college & career readiness data (graduation rates, dropout rates, A-G completion, AP participation, CAHSEE, Linked Learning participation) inform our planning for students' needs this year?*

1A. ANALYZE STRENGTHS: What do the data say about our strengths?		
August Sub-Questions:	*Which content areas/grade levels improved/declined? What do your trends look like over multiple years? What achievement gaps do you notice?*	
Data Analysis	*Data Measure*	*Student Group Lens* *Schoolwide/ Grade Level/ Pathway/ LCAP Groups**
6th grade has the highest rate of proficiency in the school- 62.9%	SRI	Grade Level
69% of low income students grew	SRI	Low-Income Students
60.3% of students read at grade level or above	SRI	Schoolwide
71% of students grew in 7th and 8th grade	SRI	Grade Level

*LCAP priority groups include Latino students, African American Students, English Language Learners, Students with Disabilities, Foster Youth, and Low-Income Students

1B. ANALYZE CHALLENGES: What do the data say about our challenges?		
August Sub-Questions:	*Which content areas/grade levels improved/declined? What do your trends look like over multiple years? What achievement gaps do you notice?*	
Data Analysis	*Data Measure*	*Student Group Lens* *Schoolwide/ Grade Level/ Pathway/ LCAP Groups**
39.7% of students do not read at grade level	SRI	Schoolwide
11.4% didn't grow and 19.6% only grew half year or less	SRI	Schoolwide
39.3% of student leave UPA not reading at grade level.	SRI	Schoolwide

*LCAP priority groups include Latino students, African American Students, English Language Learners, Students with Disabilities, Foster Youth, and Low-Income Students

2A. REFLECT on STRENGTHS: How did our practices last year produce these strengths?	
August Sub-Questions:	*What were your additional supports last year? Identify additional supports that could have contributed to improvements or declines in content areas/grades. How did you engage the team at your sc*
PD provided on literacy strategies	

2B. REFLECT on CHALLENGES: How did our practices last year produce these challenges?	
August Sub-Questions:	*What were your additional supports last year? Identify additional supports that could have contributed to improvements or declines in content areas/grades. How did you engage the team*

FUTURE ANALYSIS

What assessments or other measures are forthcoming that you wish to analyze?