

## Glendover CSIP Needs Assessment (2018-2019)

### Staff Input

The needs assessment provides the framework for all schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. As required by Section 1008 of the Every Student Succeeds Act (ESSA), Title I schools must base their program upon a thorough needs assessment.

1. Clearly detail the process used for reviewing, analyzing and applying data results. Include names of school/district councils, leadership teams and shareholder groups involved. How frequently does this planning team meet and how are these meetings documented?
  - Faculty Review of K-PREP, MAP and FAST progress monitoring results, with focus on strengths and areas for growth.
  - K-PREP planning is annual with all stakeholders meeting in October of each year to review the data.
  - MAP analysis is done three times per year.
  - FAST progress monitoring is reviewed by teams monthly and by individual teachers for specific students every six weeks (or more as appropriate).
  - SBDM Council Members: Catherine Fine (principal), Leslie Busch, Felicia Grundy, and Tara Haywood (teacher representatives); John Hill and Lucy Waterbury (parent representatives). Meetings are documented via monthly minutes distributed to all stakeholders.
  - School Leadership Team: Catherine Fine, Stephanie Harmon, Meghan Borough, Krista Mason, and Katherine Forgy. Monthly data review meetings documented by minutes.
  - Other stakeholder groups who are invited to review the data (SBDM Council Committees and School PTA).
  
2. Plainly state the current condition using precise numbers and percentages as revealed by past, current and multiple sources of data. These should be based solely on data outcomes. Cite the source of data used.

### KPREP 2017-2018

#### Reading

Subject	Demographic Group	Novice %	Apprentice %	Proficient %	Distinguished %	Proficient/ Distinguished %
RD	All Students	18.4	15.0	34.1	32.6	66.7
RD	Female	16.7	14.4	30.3	38.6	68.9
RD	Male	20.0	15.6	37.8	26.7	64.4
RD	White	9.3	8.7	35.3	46.7	82.0
RD	African American	33.3	20.8	33.3	12.5	45.8
RD	Hispanic	29.2	32.3	27.7	10.8	38.5
RD	Asian	33.3	5.6	27.8	33.3	61.1
RD	Two or more races	20.0	0.0	70.0	10.0	80.0
RD	Title I	18.4	15.0	34.1	32.6	66.7
RD	English Learner (EL)	53.8	30.8	11.5	3.8	15.4
RD	English Learner plus Monitored	36.6	25.6	26.8	11.0	37.8
RD	Free/Reduced-Price Meals	28.2	22.5	29.6	19.7	49.3
RD	Disability-With IEP (Total)	57.7	19.2	11.5	11.5	23.1
RD	Consolidated Student Group	36.3	24.2	29.0	10.5	39.5

**Reading Growth** (169 students with growth scores – 4<sup>th</sup> and 5<sup>th</sup> only)

37 (21.8%) = Less than Catch Up

14 (8.28%) = Catch Up

118 (69.8%) = Keep Up

0 = Moving Up

## Math

Subject	Demographic Group	Novice %	Apprentice %	Proficient %	Distinguished %	Proficient/ Distinguished %
MA	All Students	10.9	18.4	33.7	37.1	70.8
MA	Female	8.3	17.4	38.6	35.6	74.2
MA	Male	13.3	19.3	28.9	38.5	67.4
MA	White	4.7	7.3	32.7	55.3	88.0
MA	African American	12.5	41.7	37.5	8.3	45.8
MA	Hispanic	21.5	33.8	33.8	10.8	44.6
MA	Asian	27.8	16.7	33.3	22.2	55.6
MA	Two or more races	0.0	30.0	40.0	30.0	70.0
MA	Title I	10.9	18.4	33.7	37.1	70.8
MA	English Learner (EL)	32.7	36.5	26.9	3.8	30.8
MA	English Learner plus Monitored	20.7	34.1	32.9	12.2	45.1
MA	Free/Reduced-Price Meals	17.6	27.5	35.2	19.7	54.9
MA	Disability-With IEP (Total)	46.2	34.6	11.5	7.7	19.2
MA	Consolidated Student Group	22.6	35.5	31.5	10.5	41.9

## Math Growth (169 students with growth scores – 4<sup>th</sup> and 5<sup>th</sup> grade only)

49 (28.9%) = Less than Catch Up

1 (0.6%) = Catch Up

119 (70.4%) = Keep Up

## Science

Subject	Demographic Group	Novice %	Apprentice %	Proficient %	Distinguished %	Proficient/ Distinguished %
SC	All Students	15.4	36.3	38.5	9.9	48.4
SC	Female	6.7	37.8	46.7	8.9	55.6
SC	Male	23.9	34.8	30.4	10.9	41.3
SC	White	6.3	22.9	52.1	18.8	70.8
SC	Hispanic	34.6	46.2	19.2	0.0	19.2
SC	Title I	15.4	36.3	38.5	9.9	48.4
SC	English Learner (EL)	50.0	50.0	0.0	0.0	0.0
SC	English Learner plus Monitored	39.3	53.6	7.1	0.0	7.1
SC	Free/Reduced-Price Meals	24.1	46.3	29.6	0.0	29.6
SC	Disability-With IEP (Total)	36.4	27.3	27.3	9.1	36.4
SC	Consolidated Student Group	28.3	45.7	23.9	2.2	26.1

## Social Studies

Subject	Demographic Group	Novice %	Apprentice %	Proficient %	Distinguished %	Proficient/Distinguished %
SS	All Students	4.5	18.0	46.1	31.5	77.5
SS	Female	5.3	13.2	44.7	36.8	81.6
SS	Male	3.9	21.6	47.1	27.5	74.5
SS	White	3.8	13.2	41.5	41.5	83.0
SS	Hispanic	0.0	33.3	50.0	16.7	66.7
SS	Title I	4.5	18.0	46.1	31.5	77.5
SS	English Learner plus Monitored	8.3	37.5	37.5	16.7	54.2
SS	Free/Reduced-Price Meals	4.5	31.8	43.2	20.5	63.6
SS	Consolidated Student Group	10.3	38.5	41.0	10.3	51.3

## Writing

Subject	Demographic Group	Novice %	Apprentice %	Proficient %	Distinguished %	Proficient/Distinguished %
WR	All Students	11.2	39.3	40.4	9.0	49.4
WR	Female	13.2	21.1	50.0	15.8	65.8
WR	Male	9.8	52.9	33.3	3.9	37.3
WR	White	11.3	30.2	47.2	11.3	58.5
WR	Hispanic	5.6	61.1	27.8	5.6	33.3
WR	Title I	11.2	39.3	40.4	9.0	49.4
WR	English Learner plus Monitored	25.0	54.2	20.8	0.0	20.8
WR	Free/Reduced-Price Meals	15.9	47.7	29.5	6.8	36.4
WR	Consolidated Student Group	23.1	48.7	23.1	5.1	28.2

## MAP

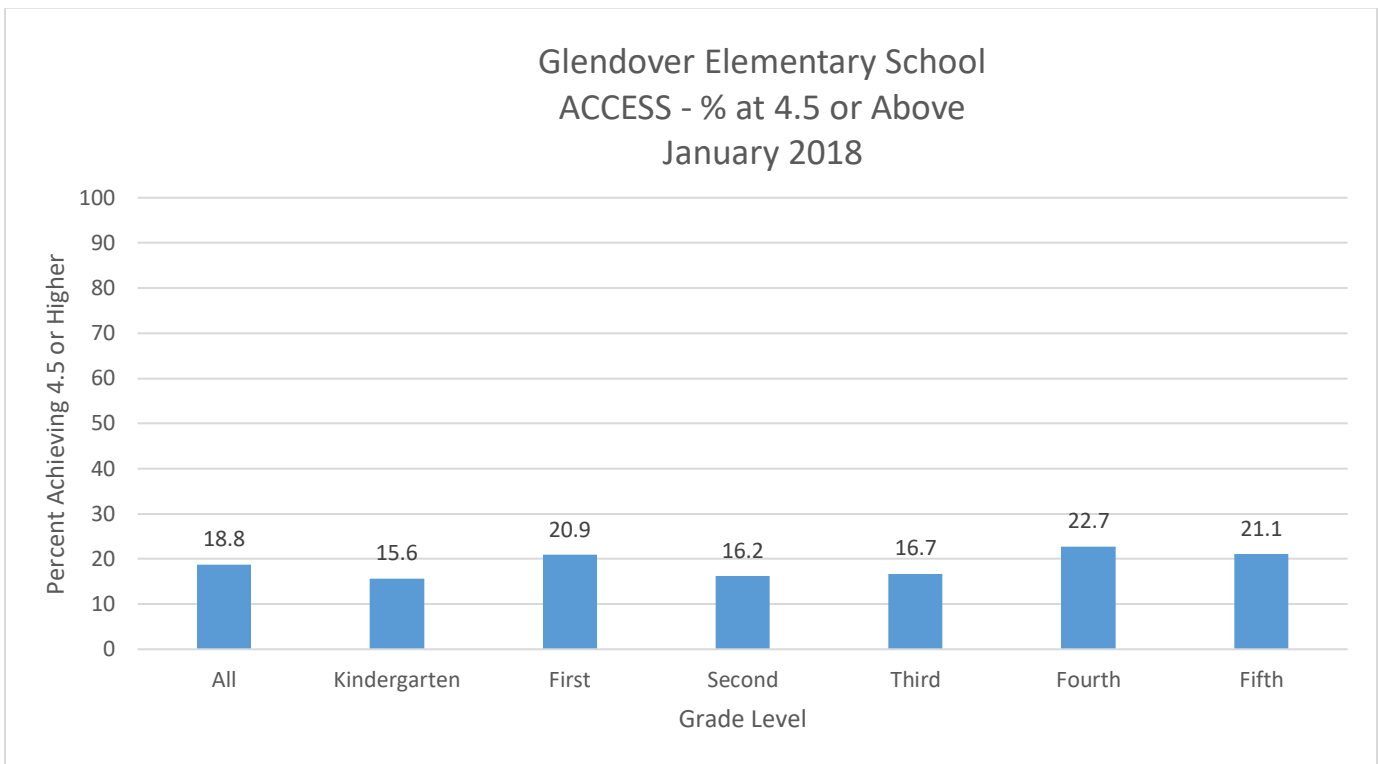
### Reading

Reading	Novice				Apprentice				Proficient				Distinguished				% P/D
	1st-10th %ile		11th-25th %ile		26th-40th %ile		41st-50th %ile		51st-69th %ile		70th-84th %ile		85th-95th %ile		Above 95th %ile		
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
K	5	5.0	8	7.9	11	10.9	14	13.9	29	28.7	14	13.9	12	11.9	7	6.9	61.4
1	2	2.4	5	6.0	8	9.6	1	1.2	9	10.8	6	7.2	22	26.5	23	27.7	72.3
2	1	1.0	23	22.1	10	9.6	7	6.7	12	11.5	15	14.4	22	21.2	23	22.1	69.2
3	8	8.9	4	4.4	7	7.8	4	4.4	14	15.6	15	16.7	24	26.7	14	15.6	74.4
4	10	11.6	7	8.1	10	11.6	8	9.3	12	14.0	17	19.8	17	19.8	7	8.1	61.6
5	9	10.1	9	10.1	9	10.1	3	3.4	14	15.7	13	14.6	24	27.0	4	4.5	61.8
All Students	35	6.5	56	9.8	55	9.9	37	6.5	90	16.1	80	14.4	121	22.2	78	14.2	66.8

### Math

Math	Novice				Apprentice				Proficient				Distinguished				% P/D
	1st-10th %ile		11th-25th %ile		26th-40th %ile		41st-50th %ile		51st-69th %ile		70th-84th %ile		85th-95th %ile		Above 95th %ile		
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
K	8	7.9	10	9.9	15	14.9	11	10.9	23	22.8	19	18.8	8	7.9	7	6.9	56.4
1	4	4.8	2	2.4	6	7.1	1	1.2	18	21.4	14	16.7	20	23.8	19	22.6	84.5
2	10	9.4	7	6.6	14	13.2	6	5.7	15	14.2	16	15.1	29	27.4	9	8.5	65.1
3	5	5.3	8	8.5	9	9.6	4	4.3	11	11.7	15	16.0	31	33.0	11	11.7	72.3
4	9	10.2	6	6.8	6	6.8	5	5.7	21	23.9	24	27.3	14	15.9	3	3.4	70.5
5	7	7.6	10	10.9	12	13.0	3	3.3	25	27.2	13	14.1	15	16.3	7	7.6	65.2
All Students	43	7.5	43	7.5	62	10.8	30	5.2	113	20.2	101	18.0	117	20.7	56	10.1	69.0

## ACCESS



### ACCESS Growth

27 students with growth scores (grades 4 and 5 only)

3/27 (11.1%) = 1.0 or higher

9/27 (33.3%) = 0.5

12/27 (44.4%) = 0.5 or higher

### Non-Academic (as of 10-23-2018)

**Teacher Attendance** (less days taken for district professional development) – **96.5%**

**Student Attendance** – **96.7%**

**Behavior Referrals to Office** – 1 (M, W, SpEd)

- Clearly and concisely identify areas of weakness using precise numbers and percentages as revealed by the analysis of academic and non-academic data points.

## KPREP

### Reading

Students with disabilities – 23.1% proficient/distinguished

EL (active) – 15.4% proficient/distinguished

### Math

Students with disabilities -19.2%

## Science

Hispanic – 19.2%

EL (active) – 0

EL with monitored – 7.1%

**Social Studies – 0 \*\*\*\***

## Writing

EL with monitored – 20.8%

## MAP

91 students (16.3%) of students scored at the 25<sup>th</sup> %ile or below on MAP Reading (Fall 2018)

86 students (15%) of students scored at the 25<sup>th</sup> %ile or below on MAP Math (Fall 2018)

## ACCESS

15 out of 27 (55.6%) active ELLs did not exhibit 0.5 or higher growth on ACCESS

## KRPEP Growth

### Reading

37 students (21.8%) are not projected to be proficient within 2 years (MUSTARD)

49 students (28.9%) are not projected to be proficient within 2 years (MUSTARD)

4. Analyzing data trends from the previous two academic years, which academic, cultural and behavioral measures remain significant areas for improvement?

## KPREP Historical Trends (2013-2018)

### Reading

Percent of all students scoring proficient/distinguished has decreased each year for the past 5 years.

Disability subpopulation has shown inconsistency over the past 5 years. It has not shown a consistent trend line that is aligned with school-wide trends.

Trend for Hispanic students is declining. In 2015-2016, 51.7% were proficient/distinguished. In 2016-2017, 45.6%, and in 2017-2018 only 38.5% were proficient or distinguished.

### Math

The percent of students scoring proficient/distinguished in the disability subpopulation is declining from 36.9% in 2014-2015 to 19.2% in 2017-2018.

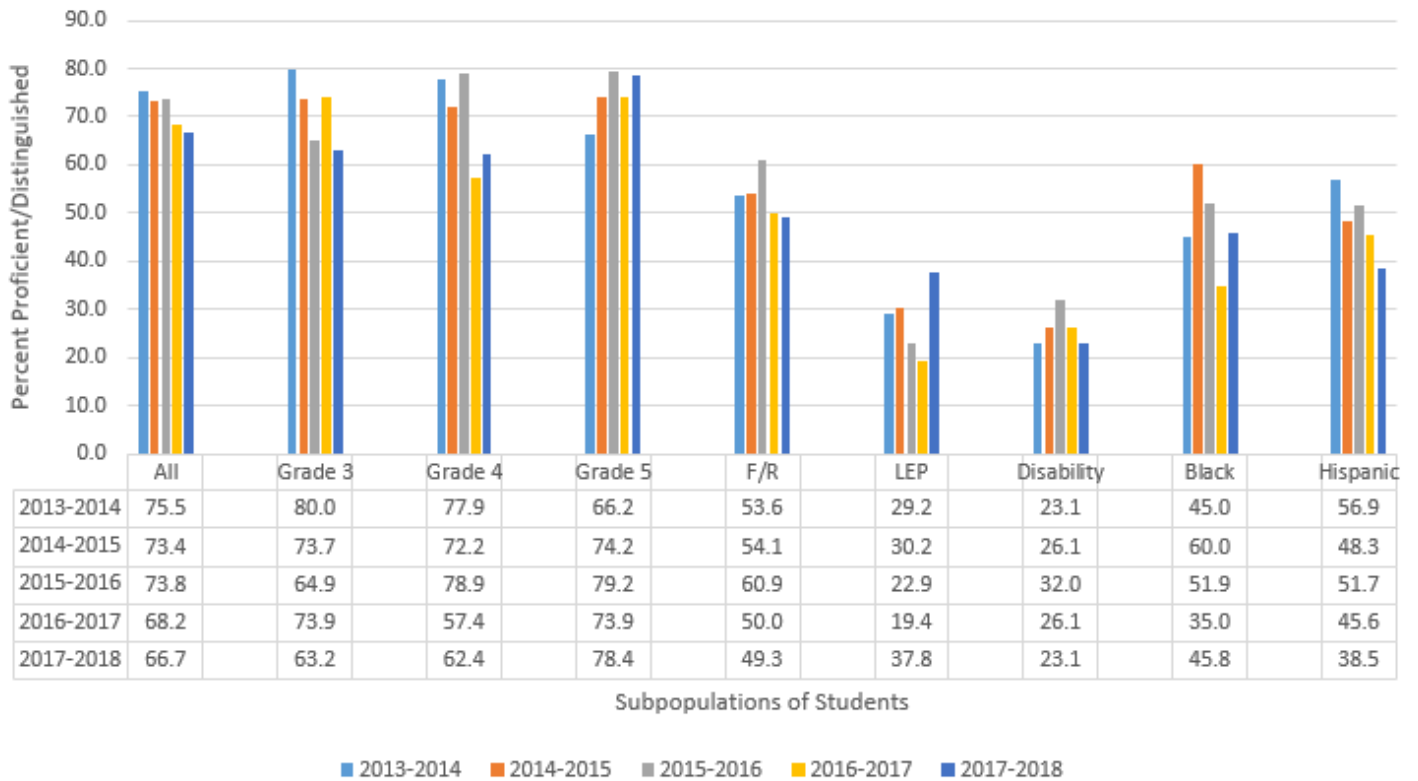
Growth for all students in math has plateaued: 2013-2014 (66.4%) to a high of 73.0 in 2016-2017, dropping to 71.6% in 2017-2018.

### Writing

Writing is a growth area. Only 49.4% of students scored proficient/distinguished in writing.

28.2% of students in the non-duplicated group scored proficient or distinguished in writing.

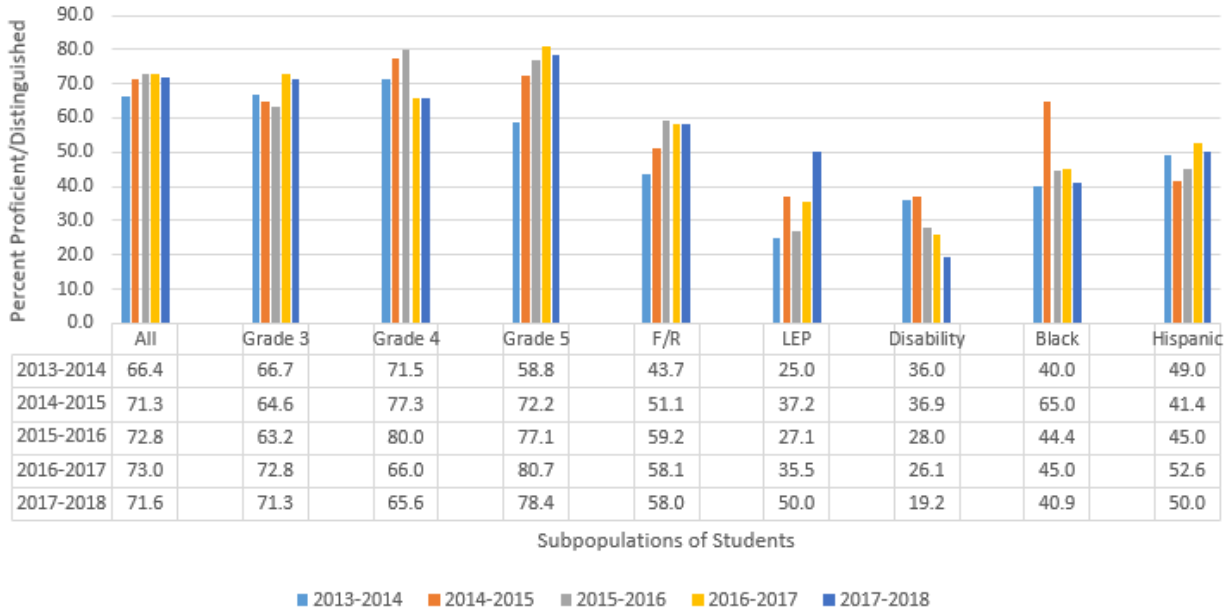
### Glendover Elementary School Reading Historical Trends 2013-2018



**Reading MAP Disaggregated Growth Data from Fall 2016-Fall 2017 and Fall 2017- Fall 2018 is attached.**

**Mathematics**

Glendover Elementary School  
Mathematics Historical Trends  
2013-2018



**Math MAP Disaggregated Growth Data from Fall 2016-Fall 2017 and Fall 2017- Fall 2018 is attached.**

5. Which processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes? Note that all processes, practices and conditions can be linked to the six school improvement strategies outlined below:

1- Deployment of Standards

2- Delivery of Instruction

3- Assessment Literacy

4- Review, Analyze and Apply Data Results

5- Design, Align and Deliver Support Processes with Sub-group Focus

6- Establish a Learning Culture and Environment