SPSA Needs Assessment Analysis Guide

The focus areas below reflect the district LCAP goals and are meant to support schools in analyzing data and identifying areas for potential improvement. Relevant data sources and questions to consider are included below each question. Bold data sources indicate required data elements, while other data sources and questions simply serve as suggestions to guide your thinking. Student Performance Data tables are available in Appendix B to support your analysis.

Focus Area 1: Equity & Access

Needs Assessment Guiding Questions:
What schoolwide needs are you noticing in the data?

Summary of Analysis

This past school year was a step in the right direction for our teachers to get back on track with their PLC's and data collection. Our grade levels met weekly to discuss students and their data. There were many challenges this year with a return to in-person learning. Attendance for staff and students made accurate data collection difficult with COVID. Our chronic absenteeism rates for this past year were elevated. For our student subgroups' chronic absenteeism rates, 40% of our Black and African American students, 38% of our Hispanic students, 50% of our Pacific Islanders, and 21% of our white students were chronically absent. What our grade-level PLC's suggested for next year was for our grade levels to look at common assessment data more frequently and to learn more from each other's data in order to provide intervention, enrichment, and improve our instruction. We will be looking at our attendance, discipline, and academic data in order to ensure that our subgroups (color, gender, etc.) are achieving at the same rate and are represented accordingly in GATE clusters.

Focus Area 2: School Climate

Needs Assessment Guiding Questions:
What patterns/trends are you noticing about student groups? Are there any gaps?

Summary of Analysis

EEDI Data: We will go beyond surface celebrations to explore the interdependence of societies. We noted a need for students to give feedback on grading, culture, assignments, and a sense of belonging. Hanover Data data shows that while 92% of staff think classes are challenging, only 46% of students agree. While 92% of staff believe that students feel comfortable making mistakes in class, in fact, only 57% of students in grades 3-6 who filled out the survey say they feel comfortable with this. 99% of staff agree or strongly agree that students feel comfortable sharing and participating in class, and 34% of students say they do not feel comfortable with this. While 86% of staff agree that students in our school treat one another with respect, only 58% agree that students are respectful to one another. 20% of our students say bullying is a problem at our school, and 18% don't know how to get help with bullying. Only 55% of students say they can explain their feelings to others. 70% of students (and 93% of staff) say that students at our school treat one another with respect. Only 56% of students see their culture represented in the school curriculum even though 91% of staff say they select and design a curriculum that represents different cultures. 76% of families are satisfied with the sense of community on campus. 7% of our students have NO adult they could talk to if they had a problem.

Focus Area 3: Achievement

Needs Assessment Guiding Questions:
What patterns/trends are you noticing about student groups? Are there any gaps?

Summary of Analysis

According to our beginning of the year (BOY) STAR ELA data for College Park, 17% of our students did not meet the benchmark, 12% Nearly met the benchmark, and 71% of our students met the benchmark in ELA. The middle of the year (MOY) showed that 16% of our students did not meet the benchmark, 14% nearly met the benchmark, and 70% of our students met the MOY benchmark for ELA. Our End of Year (EOY) data for ELA shows that 18% of students did not meet the benchmarks, 12% nearly met the benchmark and 71% of students met the benchmark. According to our LPA data for Kinder, For our STAR Math BOY assessment for 1-5 grade, 13% did not meet the benchmark, 10% nearly met the benchmark, and 77% of students met the benchmark for math. During the MOY STAR Math assessment, 9% did not meet the benchmark, 6% nearly met the benchmark, and 86% of students met the benchmark. College Park students have not taken the EOY STAR Math assessment. For our 6th grade students, their BOY basic skills assessment scores

show that 15% of students are beginning of grade level, 37% are approaching grade level, 37% are proficient, and almost 11% have shown mastery. For our Mid Year Basic Skills test in 6th grade, 41% are beginning level, 24% are approaching grade level, 16% show proficiency, and 19% have shown mastery. During our PLC meetings, our grade levels noticed some gaps in our students' writing and math skills this year. We felt that the students did not practice as much "pen and paper' writing last year with the pandemic. Most of the decline in math skills came from a lack of practice with math facts at home. For all of last year, we were using our Instructional Assistants (IA) to provide support to our traditional classrooms. Our Hybrid and IVA students did not have support from IA's and our traditional students did not work in small groups last year. We noticed how much of an impact this had on students this year.

Summary of Analysis

Based on your analysis of all three areas, what are the data telling you about the overall needs of your school?

Based on the analysis of the three areas, our teachers are needing support with data collection and discussions surrounding Social-Emotional Learning and how to better support all of our students in each subgroup. Our Educational Equity Assessment Tool gave us better information about our data for Equity, Excellence, Diversity, and Inclusion (EEDI) in IUSD. Our teachers noted that they still needed support with how to review data for some our most at-risk subgroups. Another area that our teachers needed support with was implicit bias while teaching EEDI and our Social Justice Standards. Our greatest need for next year has been writing. Many of our students did not write using paper and pencils last year and the amount of instruction that they had for writing was very minimal with our teaching models. Our teachers want us to focus at the beginning of the year on writing and using our Thinking Maps to better develop their writing.

Based on this summary, what are 2 or more key areas that you will prioritize at your school this year?

Three areas that we will prioritize at our school this year are Social-Emotional Learning in the classroom, discussing academic and social justice data around all of our subgroups. Part of what we want to focus on is how our implecit bias teaching these subgroups might impact our teaching and the content of what we teach. Our staff is looking for opportunities to learn how to teach subjects that might be challenging because of our bias or the biases of our students. Lastly, our teachers want to get beginning of the year support with writing using Thinking Maps. Our students have not been writing very much over the last couple years and it shows. They do not understand how to organize their writing and many students are rushing through their assignments. Many students are submitting minimal sentences and their work does not demonstrate grade-level mastery.