

# Alief Independent School District

## Chancellor Elementary

### 2021-2022 Comprehensive Needs Assessment

Accountability Rating: Not Rated: Declared State of Disaster



Public Presentation Date: September 16, 2021

# Mission Statement

Chancellor Elementary will foster a safe and positive environment built on strong relationships, high levels of cooperative learning and success for all.

## Vision

**Educate - Encourage - Empower**

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Chancellor Elementary is an EE-5th grade Title 1 campus in Alief ISD. Student enrollment at Chancellor Elementary continues to steadily grow. In 2020, the TAPR showed Chancellor's enrollment to be 908 students: Chancellor Elementary's student groups include 67.1% English Language Learners (ELLs), 89.9% Economically Disadvantaged, and 10.8% Special Education. The 14% student mobility rate for Chancellor Elementary is below the district average of 22.3%. Attendance rate has decreased to 96.5% from the previous school years.

### Demographics Strengths

- Mobility rate of 14% is below district average of 22.3%
- Attendance rate of 96.5% is above district rate of 95.2% and state rate of 95.4%

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Attendance rate has decreased to 96.5% as compared to the previous school year **Root Cause:** Virtual don't attend live Zoom lessons and/or complete required assignments on Schoology in order to get credit for attendance

# Student Learning

## Student Learning Summary

### Reading STAAR

STAAR Reading	All	AA	H	Asian	Spec Ed	Eco Dis	ELL
2021 Approaches	54%	49%	55%	58%	23%	54%	54%
2019 Approaches	75%	72	79%	70%	50%	69%	73%

### Math STAAR

STAAR Math	All	AA	H	Asian	Spec Ed	Eco Dis	ELL
2021 Approaches	51%	41%	44%	65%	19%	49%	50%
2019 Approaches	72%	65%	71%	80%	31%	69%	73%

### Science STAAR

STAAR Science	All	AA	H	Asian	Spec Ed	Eco Dis	ELL
2021 Approaches	46%	64%	41%	60%	22%	40%	45%
2019 Approaches	78%	83%	79%	71%	20%	74%	76%

## Student Learning Strengths

- ILT and classroom teachers collect and analyze data periodically to determine instructional needs.

- Focused, appropriate interventions in place for at-risk students
- Data-driven planning and PLC sessions
- In-depth planning sessions with materials utilized to ensure implementation during instruction
- SpEd students utilized digital tools in all content areas

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1:** SpEd students have a 19% Approaches rate on STAAR math in 2021, which is a drop from 31% of 2018-2019 school year **Root Cause:** Hybrid instruction didn't help students make meaningful progress

**Problem Statement 2:** SpEd students have a 23% Approaches rate on STAAR reading in 2021, which is a drop from 50% of 2018-2019 school year **Root Cause:** Hybrid instruction didn't allow students to make meaningful progress in the content area

**Problem Statement 3:** 5th grade has an 65% Approaches rate on STAAR math, which is a drop from 86% on 2019 STAAR math. **Root Cause:** Hybrid teaching was not effective for all students; some students remained virtual for most of or the duration of the 2020-2021 school year.

**Problem Statement 4:** AMM averages on the Reading STAAR in grades 3-5 declined from 2019 to 2021. **Root Cause:** Hybrid teaching was not effective for all students; some students stayed virtual the entire 2020-2021 school year.

**Problem Statement 5:** 5th grade has an 46% Approaches rate on STAAR science, which is a drop from 76% of previous year (2019) **Root Cause:** Lack of hands on instruction, Hybrid teaching was not effective for all students; some students stayed virtual the entire 2020-2021 school year.

# School Processes & Programs

## School Processes & Programs Strengths

### Technology Strengths

- Devices in the Classroom (Mobile and/or Desktops)
- Primary and Intermediate Student Account Usage
- AliefHUB! by ClassLink
- Digital Resources used in the Classroom
- Schoology Usage by Campus Stakeholders
- Technology Committee PDs

### Curriculum, Instruction, and Assessment Strengths

- A strong RtI process
- Planning and PLCs
- Teachers ability to identify strategies for students in Tier 1 and Tier 2
- The ability to interpret and use common assessment data to drive instructional decisions
- Content are vocabulary posted with words and pictures

### School Context and Organization Strengths

- Teachers are aware of a strong sense of urgency for best instructional practices as placed upon them by the active parent community.
- Teachers accommodate special populations with more time and individualized instructional plans
- RtI is being utilized successfully with students being referred to the appropriate special population.
- A master schedule and calendar maximize the amount of time spent on instruction and ensure that special program times are addressed.
- Interruptions to the instructional day are kept to a minimum.
- Safety drills are performed frequently and efficiently.
- Staff and students received a refresher training on cafeteria expectations to increase safety in the cafeteria.

### Staff Quality, Recruitment, and Retention Strengths

- 100% of staff are Highly Qualified 100% certified staff and paraprofessional staff have participated in multiple professional development opportunities during this past school year
- Grade level PLCs strengthen instruction through the alignment of the curriculum, lesson planning and the pacing guides
- Technology staff development opportunities have helped the staff become more competent and effective with the use of technology in the classroom
- Number of teachers with 11-20 years of experience (30.6%) is higher than the state (27.8%)
- Average years of experience with the district (8.4%) exceeds both state (7.2%) and district (7.7%) averages

**Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** Low student Schoology usage - decreased from 46,823 visits of previous year to 25,068 visits **Root Cause:** No accountability - district didn't require data, so teachers didn't push for more student usage



# Perceptions

## Perceptions Strengths

### Family and Community Engagement Strengths

- A Family Actively and Meaningfully Engaged (FAME) center Communities In Schools (CIS) provides direct social services to at-risk students and connect students with available community resources
- An orientation program to prepare volunteers Grand opening day to welcome parents and inform them of what FAME has to offer Various programs/events to help parents - such as, English classes, Jumpstart, and Active Parenting

### School Culture and Climate Strengths

- A majority of Chancellor students feel that teachers care about them, respect them, and support them.
- A majority of students feel safe at school and in the common areas of the school and classroom.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Did not meet goal to increase % of family participation **Root Cause:** Due to COVID-19, a lot of school events had to be canceled the 2nd semester