

Alief Independent School District

Chancellor Elementary

2020-2021 Comprehensive Needs Assessment

Accountability Rating: Not Rated: Declared State of Disaster



Board Approval Date: October 20, 2020
Public Presentation Date: September 24, 2020

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 2019, 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:** PK parents don't bring their children to school consistently

Student Learning

Student Learning Summary

Reading STAAR

STAAR Reading	All	AA	H	Asian	Spec Ed	Eco Dis	ELL
2018 Approaches	73%	76%	75%	70%	70%	70%	71%
2019 Approaches	75%	72	79%	70%	50%	69%	73%

Math STAAR

STAAR Math	All	AA	H	Asian	Spec Ed	Eco Dis	ELL
2018 Approaches	76%	73%	74%	82%	67%	74%	75%
2019 Approaches	72%	65%	71%	80%	31%	69%	73%

Writing STAAR

STAAR Writing	All	AA	H	Asian	Spec Ed	Eco Dis	ELL
2018 Approaches	53%	65%	44%	56%	29%	48%	48%
2019 Approaches	57%	44%	62%	57%	23%	53%	54%

Science STAAR

STAAR Science	All	AA	H	Asian	Spec Ed	Eco Dis	ELL
2018 Approaches	84%	85%	81%	96%	46%	82%	83%

STAAR Science	All	AA	H	Asian	Spec Ed	Eco Dis	ELL
2019	78%	83%	79%	71%	20%	74%	76%
Approaches							

Student Learning Strengths

- Increase in % passing 3rd Gr Reading STAAR at Approaches level - 70% as compared to 67% of previous year
- Increase in % passing Writing STAAR at Approaches level - 53% as compared to 57% of previous year
- 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

Problem Statements Identifying Student Learning Needs

Problem Statement 1: SpEd in 3rd grade have a 38% Approaches rate on STAAR math, which is a drop from 67% of previous year **Root Cause:** Didn't have enough highly qualified ICS teachers to provide appropriate instruction needed

Problem Statement 2: SpEd in 4th grade have a 46% Approaches rate on STAAR reading, which is a drop from 80% of previous year **Root Cause:** Instructional accommodations not implemented with fidelity

Problem Statement 3: 5th grade has an 86% Approaches rate on STAAR math, which is a drop from 94% of previous year **Root Cause:** Appropriate intervention was not provided

School Processes & Programs

School Processes & Programs Strengths

Technology Strengths

- Devices in classroom
- Intermediate student account usage
- Alief HUB! by ClassLink
- Coding Club and Cohort
- 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