

Alief Independent School District
Elsik High School
2022-2023 Comprehensive Needs Assessment

Accountability Rating: Not Rated



Board Approval Date: October 18, 2022
Public Presentation Date: September 27, 2022

Mission Statement

Elsik HS is committed to developing college and career ready students who can create, collaborate, communicate and think critically.

Vision

All members of the Elsik learning community will demonstrate Excellence, Honor and Spirit in all that we do.

Value Statement

At Elsik HS, we believe in Respect, Integrity, Accountability, Responsibility and Professionalism.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Elsik High School is a comprehensive high school located at 12601 High Star, Houston, TX 77072. The Elsik system is comprised of grades 9th - 12th. First-time ninth graders are housed at ENGC (Elsik Ninth Grade Center) and the main campus consists of grades 10th - 12th. The Elsik System serves approximately 4200 students who participate in many special programs such as academics, athletics, performing arts, fine arts and CTE.

Demographics Strengths

Elsik is a campus that recognizes and celebrates its many cultures (53% Hispanic, 34% African American, 10% Asian and 3% White).

Problem Statements Identifying Demographics Needs

Problem Statement 1: In relation to our Campus Comparison Group, Elsik has a mobility rate at 28.1 which is considerably higher than other campuses with similar demographics.
Root Cause: Many of our students move due to special leases offered by many of the apartments in neighboring districts. Also, parental custody plays a role in students' living situations.

Student Learning

Student Learning Summary

Math

The focus of the Elsik Mathematics Department is to provide exceptional Mathematics Instruction in order to ensure our students are equipped with 21st century skills and a strong Mathematical Foundation for College and Career Readiness. We are devoted to implementing project based learning and technology into our classrooms. We have a culture of collaboration between teachers and students and believe that everyone can grow.

The focus on student achievement includes improving PSAT and SAT scores by continuing to use the 10/40 split approach and test taking strategies in our mathematics classrooms specifically for 10th and 11th grades. Although we do have a large number of re-testers for STAAR Algebra I, we have daily intervention classes and multiple opportunities for tutoring for these students. Five years ago we implemented Project Based Learning (PBL) in our mathematics classrooms and will continue to improve and strengthen the use of PBL's in the mathematics classrooms. We will use CCA and DCA data to continuously monitor student progress. Also, our teams work collaboratively during PLC and common planning periods in order to achieve this. Technology is being used in the Mathematics classrooms including Think Through Math, IXL, ALEKS, promethean boards, Personal Math Builder, and Schoology in conjunction with planning and PBLs. During Virtual learning we are committed to providing quality instruction with highly engaging activities.

English

The Elsik High School English Department's mission is to produce better readers and writers that will be college and career ready by the time they leave Elsik High School. To that end, we provide English I & II EOC retesters and subpopulations with the needed classroom intervention to adequately support their academic success. Special Education students receive Accelerated Instruction using Study Island practice lessons in the Schoology Accelerated Instruction Course. Retesters receive intervention through small group pull outs and/or the Schoology English EOC Intervention course.

Our main focus will be improving student reading stamina by implementing a Reading/Writing Workshop model in all of the English II-IV classes and also instituting a Book Club component when classes resume face to face synchronous instruction. The District has also implemented a common curriculum across the district for 9th-12th grades using the McGraw Hill StudySync curriculum that provides common standards, anchor texts, strategies, scaffolds, and authentic projects while incorporating real life application of skills.

Academic progress will be reviewed using a Reading Diagnostic test, Benchmarks, CCAs and DCAs. Teachers, along with the English Specialist, will collaborate on campus during department PLC to determine what adjustments and resources are needed. English teachers will teach standardized test taking strategies in an effort to increase TSI passing rates and PSAT/SAT college ready standards. In addition, the English Department will promote the campus literacy initiative to provide students with 21st Century Skills by implementing Project Based Learning in all classrooms.

Science

The Elsik Science Department is committed to providing first line instruction that promotes the acquirement and improvement of 21st century learning skills for all of our students. We want to ensure that our students are college and career ready upon graduation. We strive to plan lessons with the intent to create environments that enforces real world applications, develop problem-solving skills and produce technology infused student products by utilizing Project Based Learning.

The Science Department relies on bell to bell instruction which includes First 10/Last 5 scaffolding exercises, virtual and hands on labs, small group learning, Schoology assignment extensions and various activities to create opportunities for student discourse. Providing access to classroom sets of electronic devices such as laptops, Ipads and tablets, the department is allowing students to utilize and enhance 21st century skills and increase the awareness of a technology driven world. We also continue to use DCA and CCA data to monitor and strengthen student achievement.

In order to capture and close the gap in learning for our BIOL STAAR EOC re-testers, we have an intervention course, a Schoology resource group for remote learning and afterschool tutorials will be available to students during face to face learning.

Social Studies

The Elsik High School Social Studies Department mission is committed to helping students become productive and responsible citizens by guiding them to become critical thinkers, who are active in shaping their community and connecting them to the real world. Our subpopulations, advanced placement, and academic performance data represent the indicators that we use to assess our commitment to our mission.

In regards to our subpopulations, we exhibited growth in our Asian-American, ELL, Hispanic and White populations. We did have an increase in performance on our STAAR exam. Academic vocabulary, critical reading skills, contextualization, and analysis of the “big picture” are challenges for many students, especially for the ELL and SPED subpopulations. The use of higher-order questions, differentiated instruction, quality questioning techniques, and closure-objective alignment are areas of needed instructional growth. Students will be expected to grow from Approaches to Meets and Meets to Masters during the year. Academic progress will be reviewed using CCA’s, DCA’s and SLO artifacts.

There was an increase in academic performance with the Social Studies AP exams. The number of students scoring a three or higher increased from 2019 to 2020; the students still struggle with critical reading, writing, understanding how to use evidence in their free-response, and thinking skills necessary to be successful on the AP exam.

ESL

The English as a Second Language Department collaborates with school stakeholders in order to improve content and academic language acquisition of English Language Learners.

Planning is one of the most important elements of instruction, so the department provides teachers with rosters that include academic and oral proficiency levels. This data assists them with incorporating comprehensible input strategies during instruction. Teachers, also, have an opportunity to attend campus and district trainings that emphasize best instructional practices for teaching English Language Learners. One of these trainings is Sheltered Instruction Observation Protocol (SIOP). Training is required for all ESOL and Sheltered English teachers, but it is open to all teachers. Those who need additional support after training may participate in the SIOP Coaching Cohort, which is sponsored by the District Second Language Education department. Teachers and coaches collaboratively plan using SIOP strategies.

Additionally, to ensure implementation of strategies within instruction, teachers are provided timely feedback regarding lesson plans and classroom observations. Academic progress is also monitored by reviewing DCA scores and growth writing portfolios. The department hopes these efforts will increase the English proficiency and overall academic achievement of students.

SPED

Elsik Special Education Team works diligently to guide students in the adequate use of given tools to bridge the gap between their current performance and their potential elevated level of performance. One area of focus is to increase READ180 Lexile growth for each student in the program by 2 or more grade levels. There are currently 71/290 students receiving services through the READ180 Program. While focusing on Lexile growth, 80% of the students in the Read180 Program will meet or exceed growth goals by the end of the 2020-2021 school year.

Another focus for this year is to increase our Least Restrictive Environment (LRE) percentage for students in Self-Contained Programs. This will be attained by evaluating students’ functional performance and overall educational needs to determine if they can be successful in a less restrictive environment, even if it is on a part-time basis. Elsik’s self-contained population is currently 27% (79/290 students).

Student Learning Strengths

Math

On STAAR EOC Algebra 1 in December 2019, 50% of students (Re-testers) were at approaches GL Standard or above. We have intervention classes during the school day (MMA for 10th grade, Algebraic Reasoning for our juniors and seniors) as well as offering after school tutorials for intervention as well as remediation and extra help with Math curriculum.

English

On the December 2019 administration of the STAAR English II EOC test, 53% of retesters scored at the Approaches level, while 54% of our English I EOC retesters met the required passing score. STAAR EOC intervention is provided on all grade levels. In addition, RtI intervention is provided to English III and English IV retesters through Schoology, tutorials, and Specialist pull outs. On the College Board SAT test, 27% of Elsie students met the College Board English Reading and Writing Benchmark which identifies them as college ready.

Science

Pre-AP Chemistry students participated in various field investigations to display their knowledge of the scientific method and utilize 21st Century skills to create experiments and present their information at the Alief District Science Fair. Six of the nine teams that competed in the Alief District Science Fair qualified for the Science and Engineering Fair of Houston (Regional).

The implementation and use of Project Based Learning (PBL) activities in Science classrooms has had a positive effect on building students' ability to create, communicate, collaborate, and think critically. The implementation of various online learning tools to enhance student growth will be utilized during hybrid/remote and face to face learning.

Social Studies

For the Social Studies department instructional practices, the content teams meet weekly during planning periods to construct daily objectives and lesson plans aligned to the TEKS and the district is pacing guides. Content area teams meet on compressed scheduled Wednesdays during their PLC to analyze students' work and formative assessment data. Project-Based Learning is another focus for PLC as the teachers develop projects centered on driving questions and 21st century learning skills. Project-based learning is a dynamic approach to teaching in which students explore real-world problems and challenges, simultaneously developing cross-curriculum skills while working in small collaborative groups. The department uses data to drive instructional practices. Teachers and students are engaged in data analysis and reflection. Teachers use DMAC data collected from both state and local assessments that are then used to make instructional decisions in lesson planning, future assessment, interventions, and remediation. Students will be able to reflect on their assessments by using data analysis for each unit/topic. The students will make their test corrections, do personal data reflection, and identify areas of strength, concern, and progress. Most missed items on local and district assessments routinely reappear on future assessments to check for on level improvement.

ESL

English Language Learners, who were first-time testers, demonstrated growth for STAAR English English II and English II.

Students increased the percentage of the Approaches standard for English I by 2% and English II by 3%.

SPED

When compared to last school year, 8% of students in the Read180 program have exited and are currently receiving services through In Class Support in the General Education Classroom. This impacts our overall goal of increasing the percentage of students being educated in a less restrictive environment while providing them with extensive exposure to the same amount of grade level TEKS as their non-disabled peers.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Math: 40% of our re-testers passed the Algebra 1 STAAR Exam on the Spring 2022 Exam. **Root Cause:** Learning Disabilities, low attendance rates, Large Number of English Language Learners, Learning gaps from the pandemic

Problem Statement 2: Math: AP Calculus had a 18.42% passing rate and AP Statistics has a 9.26% passing rate on their respective exams. **Root Cause:** Instructional practices did not meet the rigor of the test.

Problem Statement 3: Math: Last year our mean math score for Juniors on the school day SAT was a 428. **Root Cause:** Vocabulary and wording of the test does not align with our TEKS.

Problem Statement 4: Math: 11% of our junior students met the Math Benchmark score (College Ready) on the school day SAT. **Root Cause:** Vocabulary and wording of the test does not align with our TEKS.

Problem Statement 5: English: 72.7% of Emergent Bilingual (EB) students did not meet standard on the 2022 May STAAR English II EOC. **Root Cause:** Curriculum and program supports (interventions) may not be adequate for our school's demographic which includes a large Emergent Bilingual population.

Problem Statement 6: English: 22% of our English II EOC retesters scored at the Approaches level. **Root Cause:** Due to change in rigor of the state assessments, campus/district assessments may not provide reliable measures of student needs.

Problem Statement 7: English: 83.3% of Special Education students did not meet standard on the May 2022 English II STAAR EOC. **Root Cause:** Students' Accelerated Instruction was implemented in pull-outs, and not embedded within classroom instruction.

Problem Statement 8: English: 28% of our junior students met the ERW Benchmark score (College Ready) on the school day SAT. **Root Cause:** Students are not being exposed to instruction and/or materials that meet the rigor of the SAT test.

Problem Statement 9: Science: 50.7% of Emergent Bilingual (EB) students did not meet standard on the 2022 May STAAR Biology EOC. **Root Cause:** Language Barriers, Lack of Academic vocabulary, Reading Comprehension and learning gaps/losses due to the pandemic

Problem Statement 10: Science: The number of students scoring a 1 on all AP science exams continues to be significant; at or over 40% for each exam. **Root Cause:** The availability of professional development that aligns to the rigor of the exam and best practices for instruction to prepare students for the exam.

Problem Statement 11: Science: 22% of all retested students scored at the "Approaches" level on the 2022 May STAAR Biology EOC. **Root Cause:** Language Barriers, Low attendance for afterschool and Saturday tutorials; Lack of completion of the HB4545 remediation packet

Problem Statement 12: Social Studies: The achievement gap has decreased with the ELL and SPED populations **Root Cause:** Teachers use diagnostic assessments, portfolios, and

prescriptive tutorials.

Problem Statement 13: Social Studies: Differentiated instruction, academic vocabulary development and critical thinking in the classroom continue to be a challenge for the students. **Root Cause:** Teachers lack delivery of quality instruction utilizing effective instructional strategies in social studies. Also, the availability of professional development that aligns with instructional needs."

Problem Statement 14: Social Studies: The number of students scoring a one continues to be significant. The students still struggle with critical reading, writing, using evidence in the free response, historical thinking skills necessary to be successful on the AP exam. **Root Cause:** The availability of professional development that aligns with instructional needs and limited strategies to help make sense of the required historical thinking skills and writing practices.

Problem Statement 15: Social Studies: The use of small group intervention, data driven decisions to reflect on teachers' instructional practices, and reteaching are areas of needed instructional growth. **Root Cause:** The teachers understanding how to deconstruct the TEKS and social studies skills to plan the course unit and assessment for the students.

Problem Statement 16: Social Studies: 73% of our Emergent Bilingual (EB) and 64% of our Special Education testers met the approaches benchmark for U.S. History EOC during the Spring 2022 administration. **Root Cause:** Limited English Proficiency of Academic Vocabulary, High Yield Instructional Strategies, Differentiation, Poor Classroom Attendance.

Problem Statement 17: ESL: 21% of all English Language Learners met the approaches benchmark for English I EOC during the Spring 2022 administration. **Root Cause:** Limited English Proficiency of Academic Vocabulary, Poor Classroom and Tutorial Attendance

Problem Statement 18: ESL: 27% of all English Language Learners met the approaches benchmark for English II EOC during the Spring 2022 administration. **Root Cause:** Limited English Proficiency of Academic Vocabulary, Poor Classroom and Tutorial Attendance

Problem Statement 19: ESL: 26% of English Language Learners advanced one composite level on TELPAS 2022 administration. **Root Cause:** Limited English Proficiency of academic vocabulary, poor classroom and tutorial attendance

Problem Statement 20: SPED: 31% (103/329) of students receiving Special Education Services are 2 to or more grade levels behind in Reading Comprehension **Root Cause:** Learning Disabilities, ADHD/ADD and/or Intellectual Disabilities

Problem Statement 21: SPED: 37% (123/329) students receiving Special Education Services are in more restrictive self-contained setting. **Root Cause:** Intellectual disabilities and significant emotional disturbances which significantly impact the ability to progress in a general education setting without intensive interventions.