

## School Data and Summary Analysis

*Review school data and consider a variety of perspectives including overall school/student performance, sub-group performance, attendance, teacher satisfaction, instructional practices (from walk-throughs/observations), and student learning (also from walk-throughs/observations as well as data).*

1. What does the analysis tell you about your schools strengths?

2015-2016	2014-2015
<p>Wagram's results from End-of Grade testing shows that our strongest area percentage in College and Career Ready in proficiency was 5th grade Science. Fifth grade Science had 70.2% of students at CCR and 82.5% of students at GLP. This increase in our Science scores is a vast improvement from our 2013-2014 proficiency of 50% and our 2012-2013 proficiency of 43.8%. Our Science scores have increased 40 proficiency percentage points in a three year time span.</p>	<p>5th and 3rd Grade academically have strengths. 5th Grade's EVAAS data exceeded growth. For the 2013-2014 school year our Science data noted an increase to 50% proficient as compared to the 2012-2013 proficiency rate of 43.8%.</p>

2. What does the analysis tell you about your schools gaps or opportunities for improvement?

2015 - 2016	2014 -2015

Wagram Elementary's data reflects that ELA and Math are areas of need for growth in grades 3-5. The data reflects a significant drop in 3rd grade Reading and 3rd grade Math. In 2013-2014 school year, 3rd grade CCR was 37.3%. In 2014-2015, 3rd grade reading was 21.5%, which is a -15.8 drop in proficiency. In 2013-2014 3rd grade Math was 57.3%. In 2014-2015, 3rd grade Math was 39.2%, which was a -18.1 drop in proficiency. The data also shows gaps with White and African-American students in grades 3-4. Third grade Reading: African Americans- 47.5%/ Whites- 80%. Fourth grade Reading: African Americans- 39.3%/ Whites- 62.5%. Math: Third grade: African Americans- 62.5%/ Whites- 93.3%. Fourth grade: African Americans- 42.9%/ Whites- 62.5%. Demographic Data from Wagram Elementary School shows the following: The school's enrollment has decreased over time in past three years. During the 2012-2013 school year there were a total of 507 students enrolled- 239 African Americans, 107 American Indians/ Alaska Natives, 111 Whites, 16 Hispanics, 30 Multi-Racials and 4 Asians. During the 2013-2014 school year there were 485 students enrolled- 240 African Americans, 106 American Indians/Alaska Natives, 6 Asians, 105 Whites, 13 Hispanics and 15 Multi Racial. Being a first year principal here at Wagram, the school improvement team and I were unable to locate data that reflected teacher turnover trends for the last three years. Teacher turnover rate for the past three years were as follows: 19% in 2012-2013 as compared with the district's rate of 16% and the state rate of 13%. In 2013-2014 our teacher turnover rate decreased to 8.5% as compared to 15.2% district rate and 12.8% for the state rate. This data notes a tremendous decrease in our teacher turnover rate as well as a lower rate than the district and the state. When we look at our rate for the 2014-2015 school year although it slightly increased to 9.2% it was still lower than the district's rate of 15.7% and the state's rate of 13.8%. In reviewing our school's data it's noted that Wagram Elementary School had 100% of our students taught by highly qualified teachers during the 2012-2013 school year as well as during the 2013-2014 school year. We did not have data to show the number of highly qualified teachers at our school during the 2014-2015 school year. As we analyze our teacher's years for the 2012-2013 school year, we have 17% with 0-3 years experience, 31% with 4-10 years, and 51% with 10 or more years of experience. In 2013-2014 we had 12.1% with 0-3 years, 30.3% with 4-10 years and 57.6 % with 10 or more years of experience. In looking at the 2014-2015 school year, our number of teachers with 0-3 years increased to 16.1%, 4-10 years decreased to 19.4 % and 10 or more years had a tremendous increase to 64.5%. This data shows that our teachers with 4-10 years experience are remaining at Wagram and moving over into the category of ten plus years of experience. This is a plus for Wagram's staff to have such a large percentage of teachers with 10 or more

Literacy is still an area of need for our students. The specific areas are vocabulary and fluency. The three year data trend shows a need to address subgroup gaps especially starting in 3rd Grade Reading. Science and Math also need to be addressed in 4th and 5th grade based on specific goals outlined in the School Improvement Plan.

3. What data is missing, and how will you collect this information for future use?

2015 - 2016	2014 - 2015
<p>Current individual EVAAS data is missing. In the future official End -of-Grade data will be collected and analyzed to determine students' strengths and deficits. If the School Improvement Team had access to historical student performance data over a five to seven year period of time, we would be able to have a clearer picture of specific needs our school. School behavior data for the 2012-2013 school year noted that we had a short term suspension rate of 19.24 as compared to the district's rate of 17.86. This data is not accessible for the 2013-2014 and 2014-2015 school year. We also do not have the number of 4th grade students that was promoted or retained for the 2012-2013 school year. Durin the 2013-2014 school year 89% of our students were promoted to 4th grade and 11% were retained as compared to the 2014-2015 school year with a 71% promotion rate and a 29% retention rate. This is an area of concern due to the fact that our data shows a 18% increase in retentions.</p>	<p>Current EVAAS</p>

4. Based upon the analysis conducted, what 3-5 top priorities emerge for the school? What evidence led you to determine these top priorities?

2015 2016	2014 - 2015
<p>Overall priorities and opportunities of improvement are in the areas of reading and math at every level with an emphasis on 3rd and 5th grade CCR and proficiency based on End-of-Grade test data. Another opportunity of improvement is increasing the usage of higher order thinking questions and continuing to implement RTI to ensure that students with academic deficiencies are provided with appropriate instructional interventions for both academics and behavior. Another area of improvement is writing.</p>	<p>Based on End-of-Grade test data, the top priorities during the 2014-2015 school year are 3rd grade Reading (21.5% CCR), 3rd Grade Math (39.2% CCR), 4th Grade Reading (-0.4) and 4th Grade Math (-4.3). Each of these areas experienced drops in CCR and GLP.</p>