

Hoover Needs Assessment

2022-2023

Purpose

- Analyze Hoover's testing data from iReady and SBAC as well as chronic absenteeism data
- Review planned interventions for effectiveness
- Determine what Hoover students need to be high school, career, and college ready

SBAC Testing Data

Academic Performance Data for SBAC ELA Met or Exceeded Stds.

2016 - 19%

2017 - 20%

2018 - 21%

2019 - 22.3%

2022- 16.5%

Academic Performance Data for SBAC Math Met or Exceeded Stds.

2016 - 21%

2017 - 22%

2018 - 17%

2019 - 19.5%

2022 - 11%

iReady Testing Data

ELA:

Winter 2019

Tier 1- 21%

Tier 2 - 36%

Tier 3 - 38

Winter 2020:

Tier 1- 28%

Tier 2 - 31%

Tier 3 - 41%

Winter 2021

Tier 1- 23%

Tier 2- 38%

Tier 3- 39%

Fall 2022

Tier 1-

Tier 2-

Tier 3-

Math :

Winter 2019

Tier 1 – 21%

Tier 2 - 36%

Tier 3 - 38%

Winter 2020:

Tier 1- 24%

Tier 2 - 41%

Tier 3 - 35%

Winter 2021:

Tier 1- 14%

Tier 2- 50%

Tier 3- 35%

Fall 2022

Tier 1-

Tier 2-

Tier 3-

Chronic Absenteeism

2017 – 23.1%

2018 - 19.8%

2019 - 20.1%

2020 - 27%

2021 - 63.9% (as of February, 2022)

2022 - 55.3% (as of November, 2022)

Planned Interventions

- Teachers:
 - getting training in AVID and implementing strategies within their classrooms
 - Parent Academic Team Conferences 3 times a year
 - Students will all receive an Individual Learning Plan
 - receive regular academic support by instructional coaches for Common Core instructional practices
 - collaborate every other week for 1.5 hours to analyze data and plan instruction
 - wide monthly meetings will continue to involve our journey and professional development in Cultural Literacy, /Proficiency, and Self-Reflection.
 - offered the opportunity to supervise after school tutoring programs and/or extended year programs to create opportunities of equity for teacher growth.

Planned Interventions

- Program Specialist:
 - increase the number of grade levels that receive support from the instructional assists.
 - continue to design effective student support programs based upon student needs.
 - provides tutoring and support to both primary and early intermediate grades as needed.
 - provide parents with communication and various school site events to ensure parents are aware of valuable resources

Planned Interventions

- Instructional Assists:
 - provide support to students in grades K-3 as recommended by their teachers and the program specialist.
 - support Tier II & Tier III students with additional supplemental activities that support CCSS in Math, Reading, & Writing.

Planned Interventions

- Bi-lingual Assist:
 - available for parents during all school based events.
 - support ELs in small groups for reading fluency and comprehension, writing, math and listening.

Planned Interventions

- Site Leadership Team:
 - Weekly CARE TEAM, and Monthly AVID ILT meetings will ensure students are monitored for attendance, academic needs of support, socio-emotional support and referrals for families to agencies that can help with providing basic needs.
 - keep apprised with data collection to address issues within the school's locus of control.
 - ensure all students receive optimum educational resources with access and equity at the forefront of all decision making.
 - Our current grading policy and practices will be re-examined to ensure equity across the board, specific to each grade level.
 - Offer Extended Year for students with moderate learning loss (2-3 years below grade level) and/or chronic absenteeism.
 - PBIS and PLUS Team will continue to offer incentives for student attendance, citizenship, and academic progress through quarterly award ceremonies,
 - Additional counselor

Discussion

- Are there any changes that need to be made to our current planned interventions in order to better provide academic support to our students?
- What additional resources can we provide our students in order to help them become successful?