

Alvin Independent School District
R.L. Stevenson Primary
2021-2022 Comprehensive Needs Assessment



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Comprehensive Needs Assessment

Demographics

Demographics Summary

Stevenson Primary is one of 19 elementary schools in the Alvin Independent School District. Our school serves 484 students in grades PK through second grade, all self-contained. We have 1 fundamentals classroom, 3 PK classrooms, including 1 inclusion PK and a bilingual PK, 2 bilingual classrooms each for grades K through 2nd grade, and 6 general education classroom with inclusion for each of K through 2nd grade.

The data below provides the ethnicity and special programs breakdown for our campus for 2020-2021. Stevenson Primary has a diverse population with the Hispanic/Latino ethnicity group comprising the largest student group with 265 students (54.75%). Other ethnic groups include 197 white student (40.7%), 3 Asian students (0.62%), 11 Black/African America students (2.27%), and 8 students (1.65%) with Two or More Races. Our student population includes 349 economically disadvantaged students (72.11%), 11 homeless students (2.27%), and 130 students of Limited English Proficiency (26.86%)

Enrollment for students includes the following: 106 Bilingual (21.9%), 24 ESL (4.96%), 349 Economic Disadvantaged (72.1%), 69 Special Education (14.26%), and 12 Gifted and Talented (2.48%).

The staff population was composed of 1.9% African American, 1.9% other, 67.2% White, and 29% Hispanic. Two teachers are first year teachers, 5 have 1-5 years experience, 6 have 6-10 years experience, 16 have 11 - 20 years experience, and 9 have over 20 years experience. Seven of our teachers have a Master's degree.

The average daily attendance rate for students was 94.4%.

Demographics Strengths

Stevenson Primary is a Pre-K through Second Grade campus which has many strengths due to its diversity. Some of the most notable with regards to demographics include the following:

A diverse population representing several ethnicities provides a culturally rich environment.

Bilingual dual language one-way program services students in PK through Grade Two. The staff has knowledge and skills in the area of sheltered instruction and bilingual instructional practices

Ten of twelve clerical and instructional paraprofessionals are bilingual.

Content area teachers hold an ESL Supplemental Certification and maintain updated advanced academic hours of professional development to meet the needs of our students. Stevenson teachers are considered master teachers and are a great resource for new teachers.

A positive environment exists which promotes acceptance of cultural differences.

Stevenson Primary is a Capturing Kids Hearts National Showcase School.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The student attendance rate dropped to 94.4%; the campus aspires for an increase in student attendance. **Root Cause:** The COVID pandemic had a negative impact on our attendance due to students being quarantined through the year.

Student Learning

Student Learning Summary

R. L. Stevenson Primary continues to work toward academic excellence in all content areas and strives to ensure the academic success of all students. The following data represents a summary of beginning of year scores in **Reading**.

Reading DATA - RLS

EOY DRA 3-year data			
Grade level	2018-2019	2019-2020 *	2020-2021
Kinder - English			
Below	15.75%	51.82%	23.01%
On	46.46%	32.73%	51.33%
Above	37.80%	15.45%	25.66%
Kinder - Bilingual			
Below	35.71%	56.52%	34.29%
On	14.29%	21.74%	20%
Above	50%	21.74%	45.71%
1st grade - English			
Below	54.87%	53.64%	51.72%
On	42.48%	13.64%	8.62%
Above	2.65%	32.73%	39.66%
1st grade - Bilingual			
Below	45.45%	70%	50%
On	30.30%	6.67%	13.64%
Above	24.24%	23.33%	36.36%
2nd grade - English			
Below	68.91%	57.02%	37.06%
On	27.73%	13.22%	23.78%
Above	3.36%	29.75%	39.16%
2nd grade - Bilingual			
Below	34.29%	71.88%	50%
On	14.29%	18.75%	9.38%
Above	51.43%	9.38%	40.62%

EOY DRA 3-year data

* Based on BOY levels from 2020-2021 due to being virtual for the 4th 9 weeks of 2019-2020 during the COVID pandemic.

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Kindergarten - TX-KEA

Measure		On-Track	Monitor	Support
Vocabulary	Vocabulary 3	52%	13%	35%
	Overall Measure	52%	13%	35%
Letter Names		96%	1%	4%
Spelling	Spelling 3	80%	7%	13%
	Overall Measure	80%	7%	13%
Letter Sounds	Letter Sounds 3 Receptive	0%	0%	0%
	Letter Sounds 3 Expressive	0%	0%	0%
	Overall Measure	47%	25%	28%
Syllabication		63%	0%	37%
Blending	Blending 3 Receptive	0%	0%	0%
	Blending 3 Expressive	0%	0%	0%
	Overall Measure	51%	9%	40%
Decoding	Decoding 3	37%	6%	57%
	Overall Measure	37%	6%	57%
Listening Comp	Listening Comprehension 3 Receptive	82%	2%	16%
	Overall Measure	82%	2%	16%
* Measure has no benchmarks.				

Kindergarten - TX-KEA (Bilingual)

Measure		On-Track	Monitor	Support
Vocabulario	Vocabulario 3	86%	3%	11%
	Overall Measure	86%	3%	11%
Nombres de las Letras		97%	3%	0%
Ortografía	Ortografía 3	77%	9%	14%
	Overall Measure	77%	9%	14%
Sonidos de las Letras		100%	0%	0%
División silábica		83%	0%	17%
Combinación de Sonidos	Combinación de Sonidos 3 Rec	0%	0%	0%
	Combinación de Sonidos 3 Exp	0%	0%	0%
	Overall Measure	71%	9%	20%
Decodificación	Decodificación 3	77%	3%	20%
	Overall Measure	43%	3%	20%
Comprensión Auditiva	Comprensión Auditiva 3 Rec	94%	3%	3%
	Overall Measure	94%	3%	3%
KG Lista para referencia de dislexia		*	*	*
Modo de Administración		*	*	*
* Measure has no benchmarks.				

Grade 1 - TPRI

Measure	D	SD
SCr-4 Word Reading	53%	47%
Blending Word Parts	65%	35%
Blending Phonemes	68%	32%
Deleting Initial Sounds	59%	41%
Deleting Final Sounds	44%	56%
Initial Consonant Substitution	86%	14%
Final Consonant Substitution	96%	4%
Middle Vowel Substitution	90%	10%
Initial Blending Substitution	33%	67%
Blends in Final Position	58%	42%
Word Reading 1	51%	49%
Word Reading 2	35%	65%
Word Reading 3	41%	59%
Word Reading 4	37%	63%

Grade 1 - Tejas LEE (Bilingual)

Measure		D	NE	NI
Identificación de sonidos	Identificación del sonido inicial	0%	0%	0%
	Identificación del sonido final	0%	0%	0%
	Overall Measure	29%	0%	71%
Unión y segmentación de sonidos	Unión de los sonidos	0%	0%	0%
	Segmentación de los sonidos	0%	0%	0%
	Overall Measure	10%	19%	71%
Omisión de sonidos	Omisión del sonido inicial	0%	0%	0%
	Omisión del sonido final	0%	0%	0%
	Overall Measure	0%	100%	0%
Reconocimiento de las palabras		24%	38%	38%

Grade 2 - TPRI

Measure	D	SD
Spelling Set 1	69%	31%
Spelling Set 2	29%	71%
Spelling Set 3	29%	71%
Spelling Set 4	22%	78%
Word Reading Set 1	78%	22%
Word Reading Set 2	68%	32%
Word Reading Set 3	60%	40%
Word Reading Set 4	59%	41%
* Measure has no benchmarks.		

Grade 2 - Tejas Lee (Bilingual)

Measure		D	NE	NI
Reconocimiento de las palabras		86%	0%	14%
Dictado	Dictado	3%	0%	97%
	Overall Measure	3%	0%	97%
* Measure has no benchmarks.				

MAP Reading 2020-2021 (percentiles)

	RLS
Grade Two (k-2 test)	41.1

Reading CBA Scores (English) - Percent Meets

CBA	2017 (EOY)	2018 (EOY)	2019 (EOY)	2020 (11/15/19)	2021 (EOY)
Kinder					
First	80.5	82.3	77.5	N/A	N/A
Second	78.9	80.1	80.1	66.03	58.18

CBA	2017 (EOY)	2018 (EOY)	2019 (EOY)	2020 (11/15/19)	2021 (EOY)
Second - Bilingual	75.8	88.6	82	74.45	64.52

The following data represents the end of year scores in **Math**:

MAP Math 2020 - 2021 (percentiles)

RLS	Percentile
Grade Two (K-2 Test)	49.38

Math CBA Scores for 2017 - 2021 (percent scores)

CBA	2017 (EOY)	2018 (EOY)	2019 (EOY)	2020*	2021 (EOY)
Kinder	88.37	94.1	88.5	N/A	N/A
First	85.41	83.5	80.9	86.4	73.3
Second	70.82	68.4	80.1	79	73.7

* 2020 EOY CBA not administered due to COVID.

Scores reported were from the 1st Grade test administered in November, 2019 and the 2nd Grade test administered in February 2020.

Student Learning Strengths

CBA data reveals outstanding performance in "masters" for Grade One Mathematics for the May 2021 assessment.

1st Grade CBA #2 Math: 2020-2021

CBA	Masters	District Ranking for Masters
May 2021	45.65%	4th

CBA data also shows significant progress in 'meets' for Grade Two Mathematics from December 2020 to May 2021.

2nd Grade CBA Math: 2020-2021

CBA	Avg. Percentage Score	Meets
#1 - Dec. 2020	60.09%	34.39%
#2 - May 2021	63.72%	46.48%
Growth 09/19 - 02/20	+3.63 points	12.09%

Students' success can be attributed to the following:

- Consistent emphasis on unpacking the TEKS
- Consistent focus on Basic Academic Vocabulary for Math
- Collaborative planning time with the grade level team and Math Coach

School Processes & Programs

School Processes & Programs Summary

In campus planning, all stakeholders have a voice. The Campus Improvement Committee (CIC) meets throughout the year and has teacher, parent, community and business representatives that provide input on campus processes, procedures, budgets and make recommendations for campus improvement. In addition to the CIC, Campus Committees (Literacy, Math and Science, Parent and Community Involvement, Technology, Star Shine and SKETCH meet regularly to review campus/student data and processes, to make recommendations for further improvement and to plan family and community involvement events.

Teachers meet in grade level Professional Learning Communities (PLCs) weekly for 50 minutes to collaboratively plan for the success of their students. A five week rotation was created to include RtI, Professional Development, Data Analysis and Planning.

An Interventionist works with all staff to ensure students that are below grade level receive academic interventions in Reading and Mathematics. Problem Solving Team members meet with classroom teachers to review student data, student products and to receive teacher input in order to determine interventions and planning for students who are not meeting grade level expectations. Small group (Tier 1 and Tier II) interventions are provided by Instructional Coaches, the Interventionist, tutors, instructional paraprofessionals and classroom teachers.

The Stevenson Leadership Team, consisting of the principal, assistant principal, Interventionist, Instructional Coaches, GT teacher, Counselor, Librarian, and Grade Level Chairs, meets biweekly to discuss the campus calendar, needs of the campus, staff communication, upcoming events, etc. Members of this team serve as campus leaders and share in campus decision making and communications.

Campus communication is provided weekly for parents through both electronic Skylert messages and enews. Staff is communicated with weekly with the Star Gazer Google Slides and also daily with Events sent through email each morning. In addition, teachers communicate with parents through newsletter, email, ClassDojo, etc.

School Processes & Programs Strengths

School Processes & Programs Strengths:

- Data analysis occurs systematically with analysis of formative assessments, rapid assessments (Math) and curriculum based assessments
- Data drives instructional decisions
- PLCs provide teachers with weekly opportunities to collaboratively plan for students' needs, analyze data and learn
- The Leadership Team ensures information is communicated across campus
- Campus committees meet to review data, identify strengths and weaknesses and to make recommendations for campus improvements
- DRA and reading levels are reviewed at the Beginning, Middle, and End of the Year.
- Consistent campus collaboration between teachers and Instructional Coaches through weekly planning times and PLCs
- Constant campus collaboration between administrators and teachers
- Constant campus collaboration between administrators, teachers, and parents

- CIC utilized to inform campus decisions
- Monthly meetings with Campus/Department Team Leaders

Perceptions

Perceptions Summary

Stevenson Primary staff strives to create an accepting, engaging and positive environment for all stakeholders. The staff recognizes the importance of building positive relationships with our students and their families. Families are communicated with on a weekly basis through Skylerts, the campus webpage and enews. Classroom teachers also frequently communicate with families through various formats, including Class Dojo. Numerous activities and events are planned each year to promote family and community involvement in our school. Parents and community members are encouraged to volunteer through Read Across America, Field Day/Fun Run, Care Readers, classroom activities, etc.

Capturing Kids Hearts strategies have been implemented schoolwide. Shared expectations for behavior are taught, monitored, recognized and positively reinforced. Students receive TRRFCC tickets and are STAR Visitors to the office when exemplifying good character, exceptional effort, excellent behavior, etc. The school counselor delivers guidance lessons to all classrooms. CKH strategies are reinforced through morning messages, newsletter messages, visual displays, incentives, etc. A campus CKH Committee reviews discipline and attendance procedures and makes recommendations for school improvement. Capturing Kids Hearts strategies are implemented in classrooms. Children share good things each morning with their peers and responsible and respectful classroom behaviors are promoted through classroom social contracts. To increase student voice and student leadership, the Star Leadership student group was created. These students are given leadership roles throughout the campus.

Perceptions Strengths

The number of volunteer opportunities and involvement activities has increased each year to include:

Volunteer Opportunities: Care Readers, Read Across America, Watch D.O.G.S., room/campus helpers, STEM Day, fundraisers, etc.

Parent/Community Involvement Activities: Meet the Teacher, Parent/Student Orientation, Math and Science Night, Literacy Night, Art Night, Gifted and Talented Product Showcase, Thanksgiving Lunches, parent and teacher conferences, Bilingual Parent Night, Campus Improvement Committee, Grandparents Breakfast, Field Day/Fun Day, awards ceremonies, District Advisory Committee, classroom parties, Veterans' Day luncheon, Christmas musical, Kindergarten graduation, Kindergarten Camp, Movie Night, Coffee and Conversation, Barnes and Noble Night, Boo Hoo Breakfast.

Student Activities: STAR Leadership, musical, Hula Hoopers, Robotics Club, Fun Run, Lego Club

In addition, Stevenson Primary has the following strengths:

Families are communicated with on a weekly basis in multiple formats to include Skylert, weekly enews, and the campus webpage. Twitter is also used to communicate campus events and activities.

The majority of our teachers have received training on Capturing Kids' Hearts. All staff is invited to attend trainings.

Character Counts and PBIS are implemented to promote good character and positive choices.

The number of Local Offenses (discipline) decreased from 71 to 44.

Throughout the year, many affirmations are planned for staff.

The staff and parent surveys show:

94% of parents and 98% of staff believe that "the school has high learning standards for all students."

91% of parents and 100% of staff believe that "staff members and students treat each other with respect."

89% of parents and 98% of staff believe that our "school is safe."

93% of parents and 90% of staff are "satisfied or very satisfied with our school."