School Improvement/Mid-Year Benchmark Assessments Report

Barber Preparatory 2022-2023

Comprehensive Needs Assessment

- The comprehensive needs assessment continue to be a significant process for the team. The process of completion of these reports has taken place last year and throughout the school year.

- Student Achievement MSTEP 3-8; NWEA (K-8), iReady were all analyzed. We also take into consideration MIData Report comparison over multiple years.

Challenging Areas:

Kindergarten-8th Grade: NWEA/iReady Spring 2022-Winter 2023 Vocabulary Acquisition, Comprehension/Informational Text.

Kindergarten-8th Grade: NWEA/iREady Spring 2022-Winter 2023

Numbers & Operations, Algebra & Algebraic Thinking, Measurement/Data and Geometry

Comprehensive Needs Assessment cont.

MSTEP Data Analysis

3rd Grade ELA: NP 92.3%/Math 92.3%

4th Grade ELA: NP 71.5%/ Math 95.5 %

5th Grade ELA: NP 95.2%/ Math 100%

6th Grade ELA: NP 95.2%/ Math 95.7%

7th Grade ELA: NP 84.6% / Math 85.2%

8th Grade PSAT Reading/Writing : NP 61.9% / PP 9.5%, P 23.8%/ A 4.8%

8th Grade PSAT Math: NP 61.9% / PP 38.1%

Demographic Data 2023

K-8th Grade has enrolled 293 students in 2022.2023: school has significantly increased enrollment and continues to enroll on a continuous basis. Ninety-eight percent of the student population is African American with remaining two percent Hispanic/White. One hundred percent of students receive Free/Reduced Priced Lunch.

Many of our student have high mobility rates. This fluctuation in enrollment does impact the school's ability to deliver consistent targeted support across content areas.

The Staff at Barber Preparatory Academy consist of 10 classroom and 2 Special Education Teacher, one school leader, one Director of Academics, One Behavior Interventionist, One Parent Liaison, One Art Teacher, One Physical Education Teacher, One Social Worker, One Social Emotional Learning Support Person. There are Four Paraprofessionals that are support staff for K-8th Grade.

Demographic Cont.

The number of years experience for all instructional staff is as follow:

0-3 Years   6

4-8 Years   4

9-30 Years   4 (including administration)

Comprehensive Needs Areas of Priority

Content based data reviewed English Language Arts, Mathematics, Culture & Climate. The concerns are:

1. Implement Data Benchmarking process three times a year in Reading/Mathematics.

Professional Development needed in teaching Reading/Mathematics, data analysis.

a. Reading –Guided Reading in grades k-5 focusing on Literary Text/Informational Text Elements, Vocabulary development, Foundational Skills.

b. Math- Numbers& Operations, algebra, Geometry, Measurement/Data focusing on Item Analysis to close gap areas Tier II/Tier III Students

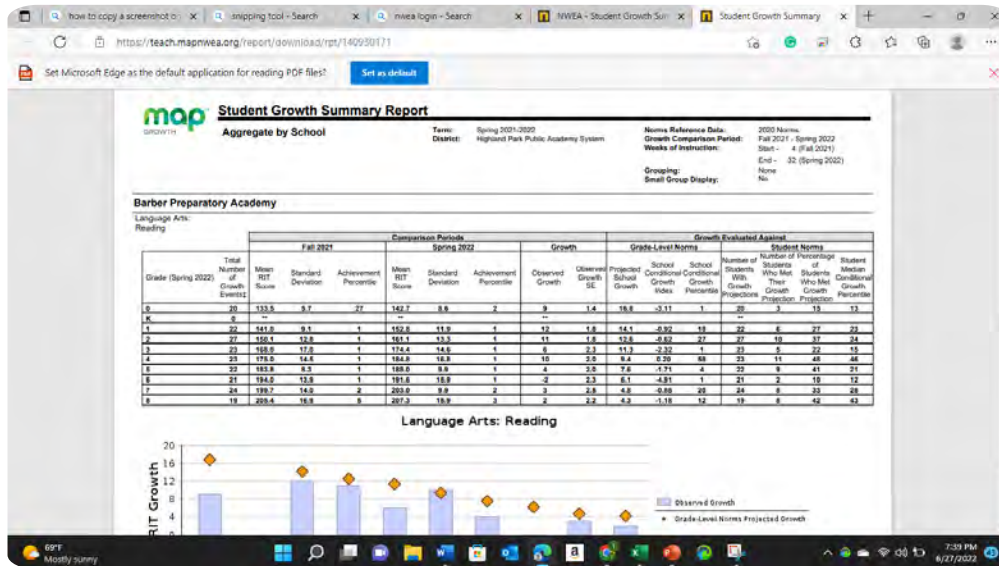# Culture/ Climate: Perception Challenges based on Survey Information:

NWEA Fall to Spring 21/22 Math

- Areas of Opportunity in Mathematics
- Measurement & Data
- Numbers & Operations
- Geometry & Operation
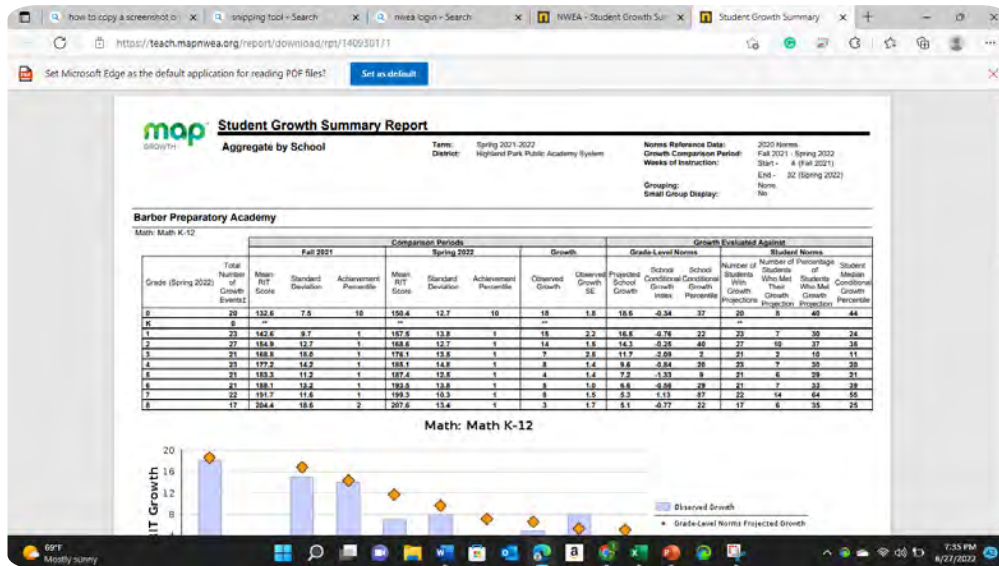
NWEA ELA Fall- Spring 21/22

- Areas of Opportunity
- Phonemic Awareness
- Vocabulary Acquisition
- Informational Text
- Literary Text

Aggregate by School

Term:	Fall 2022-2023
District:	Highland Park Public Academy System

Norms Reference Data:	2020 Norms.
Growth Comparison Period:	Fall 2021 - Fall 2022
Weeks of Instruction:	Start - 4 (Fall 2021)
	End - 4 (Fall 2022)
Grouping:	None
Small Group Display:	No

Barber Preparatory Academy

Math: Math K-12

		Comparison Periods						Growth		Growth Evaluated Against						
		Fall 2021			Fall 2022					Grade-Level Norms			Student Norms			
Grade (Fall 2022)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
PK	0	**			**			**					**			
0	0	**			**			**					**			
1	15	132.9	7.8	11	151.7	9.9	8	19	1.9	23.2	-1.53	6	15	5	33	39
2	17	143.5	9.7	1	154.6	12.7	1	11	2.6	14.9	-1.66	5	17	6	35	28
3	25	153.4	15.0	1	160.0	15.9	1	7	1.8	12.9	-3.62	1	25	6	24	11
4	20	167.5	14.1	1	175.1	15.4	1	8	1.4	10.5	-1.88	3	20	4	20	24
5	15	174.5	14.4	1	181.9	14.5	1	7	1.3	8.1	-0.51	31	15	4	27	33
6	16	183.3	11.2	1	191.8	8.6	1	8	1.7	3.1	3.17	99	16	12	75	79
7	18	190.0	10.8	1	196.6	11.1	1	7	1.1	5.9	0.38	65	18	8	44	43
8	17	191.4	13.0	1	201.8	12.6	1	10	1.7	4.2	3.90	99	17	14	82	85

Math: Math K-12

Explanatory Notes
** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.
‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

nwea

map GROWTH

Term:	Fall 2022-2023	Norms Reference Data:	2020 Norms.
District:	Highland Park Public Academy System	Growth Comparison Period:	Fall 2021 - Fall 2022
		Weeks of Instruction:	Start - 4 (Fall 2021)
			End - 4 (Fall 2022)
		Grouping:	None
		Small Group Display:	No

Barber Preparatory Academy

Language Arts:
Reading

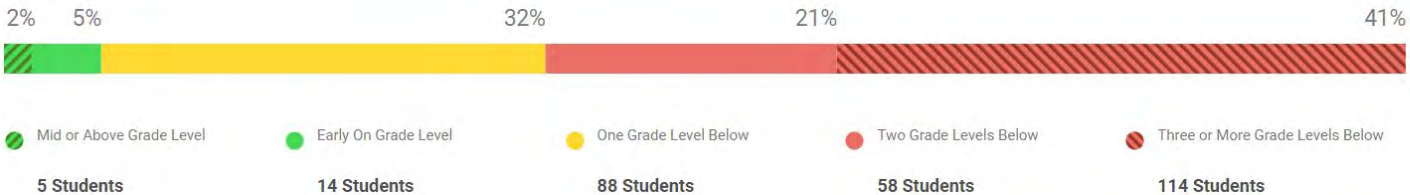|		Comparison Periods								Growth Evaluated Against						
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Grade (Fall 2022)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
PK	0	**			**			**					**			
0	0	**			**			**					**			
1	15	133.7	4.9	29	146.4	10.2	4	13	1.8	21.2	-2.73	1	15	2	13	18
2	17	141.5	9.7	1	151.6	9.9	1	10	1.9	13.4	-1.40	8	17	4	24	35
3	25	150.7	14.2	1	158.6	14.9	1	8	2.4	13.2	-2.46	1	25	8	32	24
4	19	165.5	16.2	1	172.0	15.0	1	7	1.9	10.7	-2.29	1	19	4	21	26
5	15	172.7	13.6	1	181.5	18.2	1	9	2.6	8.6	0.13	55	15	8	53	50
6	17	181.0	11.2	1	187.1	11.2	1	6	1.7	6.4	-0.18	43	17	8	47	35
7	18	195.7	13.7	2	198.8	15.3	2	3	2.1	5.3	-1.37	9	18	6	33	33
8	18	200.8	14.2	3	206.6	14.0	7	6	2.3	4.8	0.76	78	18	8	44	42

Language Arts: Reading
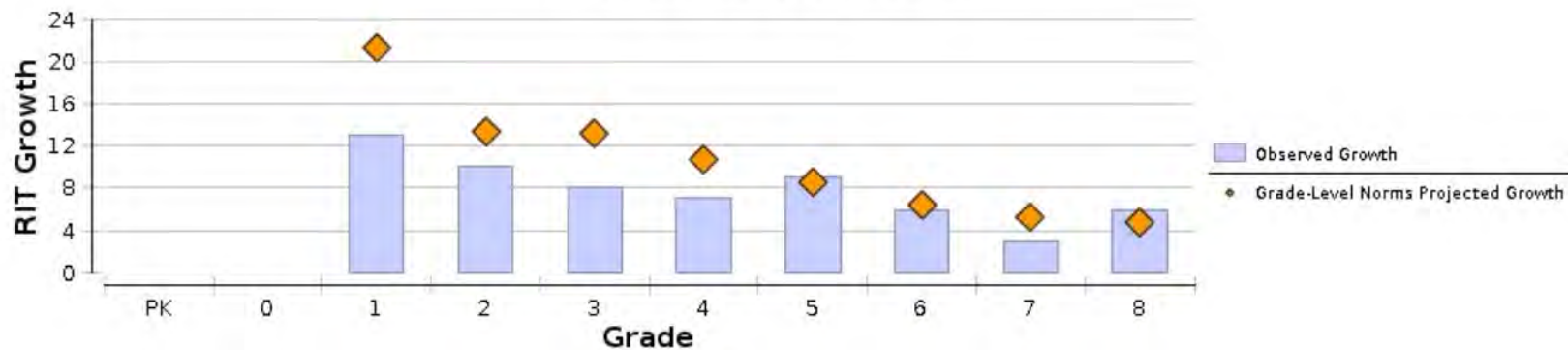
Explanatory Notes
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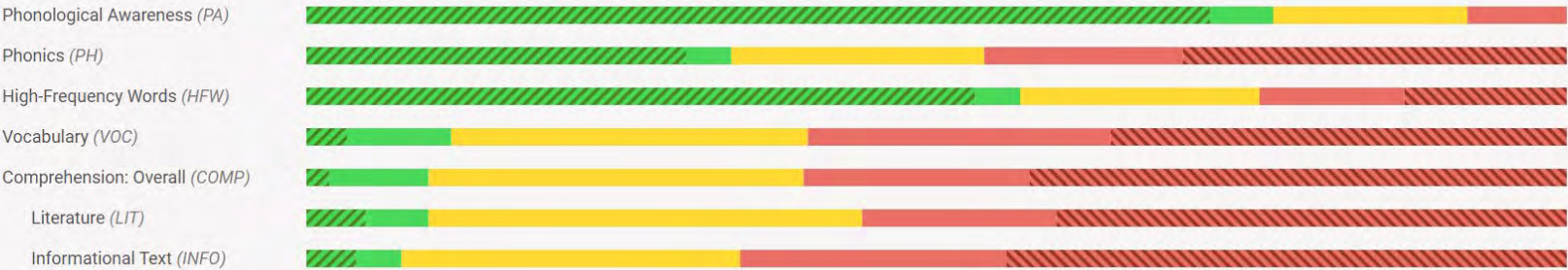
nwea

Reading Winter iReady Diagnostic Results 2023

Overall Placement

Students Assessed/Total: **279/293**

2%	5%	32%	21%	41%

Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below
5 Students	**14 Students**	**88 Students**	**58 Students**	**114 Students**

ⓘ **The Mapping Between 5-Level and 3-Level Placements**

▼ **Placement by Domain**

- Phonological Awareness (PA)
- Phonics (PH)
- High-Frequency Words (HFW)
- Vocabulary (VOC)
- Comprehension: Overall (COMP)
- Literature (LIT)
- Informational Text (INFO)

Reading Winter iREady Diagnotic Data 2023

Grade K		0%	21%	79%	0%	0%	29/33
Grade 1		0%	3%	76%	21%	0%	34/36
Grade 2		3%	3%	34%	59%	0%	32/32
Grade 3		0%	2%	10%	32%	56%	41/41
Grade 4		0%	3%	35%	13%	48%	31/32
Grade 5		4%	4%	22%	33%	37%	27/27
Grade 6		3%	3%	5%	8%	82%	38/39
Grade 7		4%	4%	9%	9%	74%	23/25
Grade 8		4%	4%	13%	4%	75%	24/28

Math Winter iReady Diagnostic 2023

Overall Placement

Students Assessed/Total: **278/293**
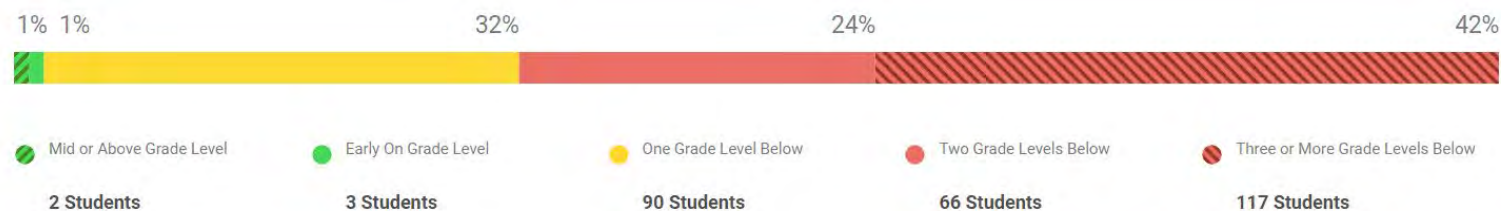
1%	1%	32%	24%	42%

Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below
2 Students	**3 Students**	**90 Students**	**66 Students**	**117 Students**

ⓘ **The Mapping Between 5-Level and 3-Level Placements**

▼ **Placement by Domain**

Number and Operations *(NO)*

Algebra and Algebraic Thinking *(ALG)*

Measurement and Data *(MS)*

Geometry *(GEO)*

Math Winter iReady Diagnostic 2023: Class Report

Grade							
Grade K		3%	7%	90%	0%	0%	29/33
Grade 1		0%	0%	76%	24%	0%	34/36
Grade 2		3%	0%	41%	56%	0%	32/32
Grade 3		0%	0%	10%	37%	54%	41/41
Grade 4		0%	0%	19%	32%	48%	31/32
Grade 5		0%	0%	23%	19%	58%	26/27
Grade 6		0%	3%	14%	14%	69%	35/39
Grade 7		0%	0%	9%	13%	78%	23/25
Grade 8		0%	0%	7%	7%	85%	27/28

NWEA

Assessment taken three times a year.

Data reviewed

Progress monitoring student data with direct instructions in areas of opportunities

Referral to MTSS or Special education

Increase strong understanding of the MTSS progress

Goals

Goal 1: Barber Preparatory Academy has a goal of all students making 1 Years growth over the school year in reading as evidenced by Spring Local and State assessments.

Goal 2: Barber Preparatory Academy has a goal of all students making 1Years growth over the school year in math as evidenced by the Spring Local/State Assessment.

Goal 3: Barber Preparatory Academy students K-8th Grade will learn strategies to create a positive school culture and demonstrate leadership skills.

Barber Preparatory Academy has a goal of all students making 1 Years growth over the school year in reading as evidenced by local and state assessments

Measurable Objective: 50% of all students will increase student growth and will be closer to proficiency, mastery, or exceeding ELA skills when expectations for growth are high in English Language Arts by 6/2023 as measured by local and state assessments.

Strategies 1: Weekly Data Dialogue Meetings-Staff Data Diaglogue meetings will work by giving the teachers opportunity and development in looking at student data on a weekly basis to determine which students have mastered or are struggling on the particular focus standard in ELA.

Activity: Weekly Staff Data Dialogue Meetings

Goal 1: English Language Arts

Strategy 2: During School Tutoring/Intervention Sessions

Students who are the most At-Risk will be targeted based on local/state assessments to close achievement gaps in Foundational Skills, literature, vocabulary acquisition and informational text elements.

Activity: Tutoring – Reteach/Teach Priority Standards

Teacher Tutoring: 6 Teachers will teach/re-teach priority ELA Focus standards to small group of students, based on initial fall/winter local assessment

Goal 1: English Language Arts

Strategy 3: **iReady Software**

Barber Preparatory Academy will use iReady to provide engaging interactive /Individualized learning plans in ELA/Reading. The differentiation that iReady provides is assessment-driven instruction focus on meeting the needs of students at different levels of competence, as identified by diagnostic and progress monitored diagnostic test results.

Goal 1: English Language Arts

Strategy 4: Multi-Tiered Systems of Support

The MTSS Team will meet monthly (1x) to have dialogue on referred students who are displaying academic/behavior challenges.

Barber Preparatory Academy has a goal of all students making 1Years growth over the school year in math as evidenced by the Spring Local/State Assessment

Measurable Objective: 60% of all students will increase student growth by 1Year in Mathematics by June 2023 as measured by the local/state test in Math.

Strategy 1: Tutoring

Students who are the most At-Risk will be targeted based on local/state assessments to close gaps in Numbers & Operations, Algebra Thinking, Geometry and Measurement/Data.

Activity: Tutoring – Reteach/Teach Priority Standards

Teacher Tutoring: 6 Teachers will teach/re-teach priority ELA Focus standards to small group of students, based on initial fall/winter local assessment

Goal 2: Mathematics

Strategy 2: During School Tutoring/Intervention Sessions

Students who are the most At-Risk will be targeted based on local/state assessments to

Activity: Tutoring – Reteach/Teach Priority Standards

Teacher Tutoring: 6 Teachers will teach/re-teach priority ELA Focus standards to small group of students, based on initial fall/winter local assessment

Goal 2: Mathematics

Strategy 3: **iReady Software**

Barber Preparatory Academy will use iReady to provide engaging interactive /Individualized learning plans in Math. The differentiation that iReady provides is assessment-driven instruction focus on meeting the needs of students at different levels of competence, as identified by diagnostic and progress monitored diagnostic test results.

Goal 2: Mathematics

Strategy 4: Multi-Tiered Systems of Support

The MTSS Team will meet monthly (1x) to have dialogue on referred students who are displaying academic/behavior challenges.

Goal 3: Barber Preparatory Academy students K-8th Grade will learn strategies to create a positive school culture and students will demonstrate leadership skills.

Measurable Objective: The school learning environment will show a 50% decrease in student daily Minor /Major discipline referrals and suspensions for by June 2024.

Strategies 1: Positive Behavior Intervention Support

meetings will work by giving the teachers opportunity and development in looking at student data on a weekly basis to determine which students have mastered or are struggling on the particular focus standard in ELA.

Activity: Discipline Data Weekly Meetings

The school-wide discipline report will be discussed during weekly staff meetings to identify areas of celebration/challenges.

Goal 3: Barber Preparatory Academy students K-8th Grade will learn strategies to create a positive school culture and students will demonstrate leadership skills.

Strategy 2: Behavior Software Tracking System

We will analyze behavior data weekly to understand areas of challenge.

Goal 3: Barber Preparatory Academy students K-8th Grade will learn strategies to create a positive school culture and students will demonstrate leadership skills.

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Strategy 4: Multi-Tiered Systems of Support

The MTSS Team will meet monthly (1x) to have dialogue on referred students who are displaying academic/behavior challenges.

Challenge Statement

Barber Preparatory Academy needs to allocate additional funding to support intervention services for students in TIER II & TIER III.

Implementation of Activities

Hagerty for Phonemic awareness K-2

During/After school instruction

Summer Learning

Intervention Blocks Embedded for Reading/Math

Maximize the entire 120 minutes for ELA instruction/90Minutes of Mathematics Instruction