LAWTON PUBLIC SCHOOLS
2019-2020 SCHOOLWIDE PLAN (SWP) REVIEW
DOCUMENTATION & SIGNATURE ASSURANCE

SCHOOL	PAT HENRY	DATE	May 14, 2020	TIME	11:00 AM

☐ **October 2019 (Due 10/31/2019) Review Purpose: OSTP Analysis, Annual Program Review, & Update SWP**

☐ March 2020 (Due 3/27/2020) Review Purpose: Parent and Family Engagement Policy & School/Parent Compac

■ May 2020 (Due 5/11/2020) Review Purpose: Annual Program Review, SMART Goals, & Update SWP

☐ Other SWP Meeting (as needed throughout the school year)

Oklahoma Nine Essential Elements of Effective Schools ~ 88 Indicators
School Site Averages

Indicator Number	Elements & Indicators	Rating Avg. (Scores range 1 - 4)
ESSENTIAL ELEMENT 1: Academic Performance - Curriculum		**Element 1 Average:**
*The school faculty develops and implements a curriculum that is rigorous, intentional and aligned to state and local standards. *The school leader recognizes and encourages implementation practices that motivate and increase student achievement		**3.51**
1.1	Academic expectations are aligned with the Oklahoma Academic Standards (OAS).	3.77
1.2	OAS standards and objectives are clearly articulated.	3.65
1.3	Overlaps and gaps in curriculum are discussed.	3.25
1.4	Key curriculum vertical transition points are communicated.	3.14
1.5	Curriculum links are provided for continued education, career, and life options.	3.43
1.6	A process exists to monitor, evaluate and review curriculum	3.66
1.7	Common academic core is available for all students.	3.70
ESSENTIAL ELEMENT 2: Academic Performance - Classroom Evaluation/Assessment		**Element 2 Average:**
*The school faculty uses multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work. *The school leader communicates both a focused mission to improve student achievement and a vision of the critical elements of curriculum and instructional practices that makes high achievement possible.		**3.66**
2.1	Multiple classroom assessments are frequent, rigorous, and aligned.	3.77
2.2	Teachers collaborate in design of assessment.	3.61
2.3	Students can articulate expectations and know requirements.	3.39
2.4	Test scores are used to identify gaps.	3.75
2.5	Assessments provide meaningful feedback.	3.70
2.6	The state standards (OAS) are communicated and observable.	3.75
2.7	Oklahoma Academic Standards (OAS) are aligned with criterion-referenced tests and end-of-instruction tests.	3.57
2.8	Student work is analyzed.	3.72
ESSENTIAL ELEMENT 3: Academic Performance - Instruction		**Element 3 Average:**
*The school faculty provides an instructional program that actively engages all students by using effective, varied, and research-based practices to improve student academic performance. *The school leader recognizes and encourages implementation of instructional practices that best motivate and increase student achievement.		**3.65**
3.1	Varied instructional strategies are used in all classrooms.	3.77
3.2	Instructional strategies and activities are aligned with goals.	3.77
3.3	Strategies are monitored and aligned to address learning styles.	3.56
3.4	Teachers demonstrate content knowledge	3.73
3.5	Teachers incorporate technology in their classrooms.	3.86
3.6	Sufficient instructional resources are available.	3.68
3.7	Teachers collaborate to review student work.	3.68
3.8	Homework is frequent, monitored, and connected to instructional practice.	3.18
ESSENTIAL ELEMENT 4: Learning Environment - School Culture		**Element 4 Average:**
*The school/district leadership team functions as an effective learning community and supports a climate conducive to performance excellence. *The school leader sets high expectations for all students to learn high-level content		**3.64**
4.1	Leadership support is provided for a safe and orderly environment.	3.55
4.2	Leadership beliefs and practices focus on high achievement for all students.	3.61
4.3	Teacher beliefs and practices focus on high achievement for all students.	3.66
4.4	Teachers and nonteaching staff are involved in decision making.	3.50
4.5	Teachers accept their role in student successes or failures.	3.68
4.6	Teacher assignments are based on strengths.	3.61
4.7	Teachers communicate student progress with parents.	3.70
4.8	Teachers care about students and inspire best efforts.	3.70
4.9	Multiple communication strategies are used to disseminate information.	3.70
4.10	Student achievement is valued and publicly celebrated.	3.68
4.11	Equity and diversity are valued and supported.	3.66

Indicator Number	Elements & Indicators - (Continued)	Rating Avg. (Scores range 1 - 4)
ESSENTIAL ELEMENT 5: Learning Environment - Student, Family, and Community Support		**Element 5 Average:**
	*The school/district leadership team works with families and community groups to remove barriers to learning in an effort to meet the intellectual, social, career, and developmental needs of students. *The school leader sets high expectations for all students to learn high-level content. The school leader keeps everyone informed and focused on student achievement. The school leader includes parents as partners in education and creates a structure for parent and educator collaboration.	**3.58**
5.1	Families and communities are active partners.	3.34
5.2	All students have access to all curriculum.	3.68
5.3	School provides organizational structure.	3.64
5.4	Student instructional assistance is provided outside of the classroom	3.57
5.5	The school/district maintains an accurate recordkeeping system.	3.68
ESSENTIAL ELEMENT 6: Learning Environment - Professional Growth, Development, & Evaluation		**Element 6 Average:**
	*The school/district leadership team functions as an effective learning community and supports a climate conducive to performance excellence. *The school leader provides opportunities for research based, results-driven professional development for staff and implements performance evaluation procedures in order to improve teaching and learning.	**3.61**
6.1	Long-term professional development plans are written.	3.57
6.2	There is a plan to build instructional capacity with on-going professional development.	3.57
6.3	Professional development is aligned with student performance goals.	3.64
6.4	School improvement goals are connected to student learning goals.	3.59
6.5	Professional development is on-going and job-embedded.	3.59
6.6	Professional development is aligned to analysis of test data.	3.52
6.7	The school has a clearly defined teacher evaluation process.	3.73
6.8	The district and site leaders provide sufficient professional development resources.	3.64
6.9	Teacher evaluations and professional development plans are used effectively.	3.66
6.10	The evaluation process meets or exceeds statutes.	3.63
6.11	The needs of instructional leaders are addressed.	3.57
6.12	District and site leaders provide evaluation follow-up and support.	3.57
ESSENTIAL ELEMENT 7: Efficiency - Leadership		**Element 7 Average:**
	*The school/district leadership team provides instructional decisions focusing on support for teaching and learning, organizational direction, and high performance expectations. The school/district leadership team creates a learning culture and develops leadership capacity. *The school leader creates both a focused mission to improve student achievement and a vision of how to implement the critical elements necessary for the alignment of curriculum, assessment, and instructional practices.	**3.56**
7.1	The school and district leadership team has developed a shared vision.	3.50
7.2	Leadership decisions are collaborative and data-driven.	3.60
7.3	The leaders develop a professional development plan focused on effective skills.	3.52
7.4	The leadership team disaggregates data.	3.59
7.5	The leadership team provides access to curriculum and data.	3.66
7.6	The school leadership maximizes time effectiveness.	3.50
7.7	The school & district leadership team provides resources, monitors progress & removes barriers to learning.	3.57
7.8	The school and district leaders ensure a safe and effective learning environment.	3.52
7.9	The site and district leadership team develops effective school policies.	3.48
7.10	School policies have an intentional focus on student academic performance.	3.59
7.11	The leadership team has skills in academic performance, learning environment, and efficiency.	3.59
ESSENTIAL ELEMENT 8: Efficiency - Organizational Structure & Resources		**Element 8 Average:**
	*The school/district leadership is organized to maximize use of all available resources to support high quality performance of students and staff. *The school leader acquires and uses resources wisely for the purpose of student achievement. The school leader uses and organizes time in innovative ways to meet the goals and objectives of school improvement.	**3.58**
8.1	The school/district maximizes organization of resources for achievement.	3.55
8.2	Master schedule provides all students access to all curriculum.	3.61
8.3	Staffing is based on student needs.	3.50
8.4	The staff use of instructional time is efficient in order to maximize learning.	3.66
8.5	Vertical and horizontal team planning is focused on the improvement plan.	3.34
8.6	Schedule is aligned with student learning needs.	3.59
8.7	Resources are used equitably.	3.66
8.8	Budget for discretionary funds is directed by an assessment of needs.	3.59
8.9	Funds are aligned with school goals.	3.64
8.10	State and federal funds are allocated to align with school goals and data needs.	3.70
ESSENTIAL ELEMENT 9: Efficiency - Comprehensive & Effective Planning		**Element 9 Average:**
	*The school/district leadership team develops, implements, and evaluates a comprehensive school improvement plan that communicates a clear purpose, direction, and action plan focused on teaching and learning. *The school leader uses data to initiate and continue improvement in school and classroom practices and student achievement.	**3.61**
9.1	A collaborative process is used that engages the entire school community.	3.55
9.2	The planning process involves collecting, managing, and analyzing data.	3.73
9.3	Data is used for school improvement planning.	3.73
9.4	Plans reflect research-based expectations for learning.	3.68
9.5	The school/district analyzes student learning needs.	3.64
9.6	Desired learning results are defined.	3.64
9.7	Data is used to determine strengths and limitations.	3.68
9.8	School goals are defined.	3.61
9.9	School improvement action steps are aligned with goals and objectives.	3.64
9.10	The plan identifies resources, timelines, and personnel responsibility.	3.60
9.11	A process is established to effectively evaluate plan.	3.50
9.12	The plan is aligned with mission, beliefs, school profile, and desired results.	3.63
9.13	The plan is implemented as developed.	3.56
9.14	Evaluate the degree of student learning set by the plan.	3.52
9.15	Evaluate degree of student performance specified in the plan.	3.50
9.16	There is evidence to sustain the commitment to continuous improvement.	3.59

Percentage of Students Showing Mastery on STAR Reading & Early Literacy Assessments

STAR Reading/Early Literature STRAND DATA	Kindergarten			1st Grade			2nd Grade			SCHOOL Primary Average			SCHOOL AVERAGE (Primary & Intermediate)		
	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
Reading Foundations	13%	62%		33%	72%		57%	73%		34%	69%	#DIV/0!	45%	79%	#DIV/0!
Phonological Awareness	13%	63%		39%	76%			*N/A		26%	70%	#DIV/0!			
Print Concepts	11%	62%		55%	83%		58%	77%		41%	74%	#DIV/0!		*N/A	
Phonics & Word Study	14%	58%		27%	68%		57%	73%		33%	66%	#DIV/0!			
Fluency	16%	70%		26%	69%		58%	75%		33%	71%	#DIV/0!			
Reading & Writing Process	7%	56%		12%	56%		55%	59%		25%	57%	#DIV/0!	37%	68%	#DIV/0!
Critical Reading & Writing	4%	49%		13%	58%		53%	63%		23%	57%	#DIV/0!	37%	68%	#DIV/0!
Vocabulary	36%	70%		18%	62%		56%	70%		37%	67%	#DIV/0!	47%	76%	#DIV/0!
Language / **Research**		*N/A			*N/A			*N/A			*N/A			*N/A	
Multimodal Literacies	4%	48%		13%	58%		55%	69%		24%	58%	#DIV/0!	39%	70%	#DIV/0!
Independent Reading	6%	57%		16%	62%		55%	58%		26%	59%	#DIV/0!	40%	72%	#DIV/0!

*Strand Was Not Assessed on STAR

STAR Reading STRAND DATA	3rd Grade			4th Grade			5th Grade			SCHOOL Intermediate Average		
	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
Reading Foundations	50%	89%		60%	87%			*N/A		55%	88%	#DIV/0!
Reading & Writing Process	35%	80%		54%	77%		56%	77%		48%	78%	#DIV/0!
Critical Reading & Writing	39%	83%		56%	78%		54%	74%		50%	78%	#DIV/0!
Vocabulary	50%	88%		59%	83%		63%	81%		57%	84%	#DIV/0!
Language / **Research**		*N/A			*N/A			*N/A			*N/A	
Multimodal Literacies	43%	85%		59%	82%		60%	80%		54%	82%	#DIV/0!
Independent Reading	38%	83%		59%	86%		68%	86%		55%	85%	#DIV/0!

*Strand Was Not Assessed on STAR

STAR READING OVERALL STRENGTH	BOY	MOY	EOY	STRENGTH TRENDS
Kindergarten	None Identified	Vocabulary		Vocabulary
First Grade	None Identified	None Identified		
Second Grade	None Identified	Vocabulary		
Third Grade	None Identified	All Assessed Strands		
Fourth Grade	None Identified	All Assessed Strands		
Fifth Grade	None Identified	All Assessed Strands		
SCHOOL	None Identified	Vocabulary		
STAR READING OVERALL WEAKNESS	BOY	MOY	EOY	WEAKNESS TRENDS
Kindergarten	All Assessed Strands	Critical Reading & Writing		Reading & Writing Process
First Grade	All Assessed Strands	Reading & Writing Process		
Second Grade	All Assessed Strands	Reading & Writing Process		
Third Grade	All Assessed Strands	None Identified		
Fourth Grade	All Assessed Strands	None Identified		
Fifth Grade	All Assessed Strands	None Identified		
SCHOOL	All Assessed Strands	Reading & Writing Process		

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Percentage of Students Showing Mastery on STAR Math Assessments

STAR Math STRAND DATA	*Kindergarten			1st Grade			2nd Grade			SCHOOL Primary Average			SCHOOL AVERAGE (Primary & Intermediate)		
	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
Numbers & Operations				6%	44%		10%	53%		8%	49%	#DIV/0!	11%	50%	#DIV/0!
Algebraic Reasoning & Algebra		*N/A		7%	44%		4%	48%		6%	46%	#DIV/0!	9%	48%	#DIV/0!
Geometry & Measurement				5%	41%		7%	50%		6%	46%	#DIV/0!	8%	45%	#DIV/0!
Data & Probability				7%	41%		6%	46%		7%	44%	#DIV/0!	16%	49%	#DIV/0!

*Kindergarten Math Was Not Assessed on STAR

STAR Math STRAND DATA	3rd Grade			4th Grade			5th Grade			SCHOOL Intermediate Average		
	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
Numbers & Operations	14%	65%		16%	47%		11%	40%		14%	51%	#DIV/0!
Algebraic Reasoning & Algebra	6%	54%		22%	53%		12%	40%		13%	49%	#DIV/0!
Geometry & Measurement	11%	56%		14%	42%		4%	35%		10%	44%	#DIV/0!
Data & Probability	34%	70%		9%	37%		36%	59%		26%	55%	#DIV/0!

STAR Math OVERALL STRENGTH	BOY	MOY	EOY	STRENGTH TRENDS
First Grade	None Identified	None Identified		
Second Grade	None Identified	None Identified		
Third Grade	None Identified	Data & Probability		
Fourth Grade	None Identified	None Identified		
Fifth Grade	None Identified	None Identified		
SCHOOL	None Identified	None Identified		
STAR Math OVERALL WEAKNESS	**BOY**	**MOY**	**EOY**	**WEAKNESS TRENDS**
First Grade	All Assessed Strands	Geometry & Measurement		Geometry & Measurement
Second Grade	All Assessed Strands	Data & Probability		
Third Grade	All Assessed Strands	Algebraic Reasoning		
Fourth Grade	All Assessed Strands	Data & Probability		
Fifth Grade	All Assessed Strands	Geometry & Measurement		
SCHOOL	All Assessed Strands	Geometry & Measurement		

Percentage of FAY Students Showing Mastery on the OSTP ELA ~ Comparing 4 Years of Data

OSTP ELA STRAND DATA	3rd Grade				4th Grade				5th Grade				SCHOOL			
	2016-2017	2017-2018	2018-2019	2019-2020	2016-2017	2017-2018	2018-2019	2019-2020	2016-2017	2017-2018	2018-2019	2019-2020	2016-2017	2017-2018	2018-2019	2019-2020
ELA TOTAL	44%	58%	34%	Pending	28%	64%	28%	Pending	39%	78%	27%	Pending	37%	67%	30%	#DIV/0!
Reading & Writing Process	60%	39%	50%	Pending	50%	46%	54%	Pending	55%	52%	43%	Pending	55%	46%	49%	#DIV/0!
Critical Reading & Writing	60%	49%	56%	Pending	66%	53%	43%	Pending	62%	66%	47%	Pending	63%	56%	49%	#DIV/0!
Vocabulary	75%	49%	66%	Pending	61%	54%	39%	Pending	59%	60%	53%	Pending	65%	54%	53%	#DIV/0!
Language	70%	51%	61%	Pending	68%	81%	77%	Pending	61%	73%	83%	Pending	66%	68%	74%	#DIV/0!
Research	76%	57%	52%	Pending	69%	58%	52%	Pending	70%	67%	67%	Pending	72%	61%	57%	#DIV/0!
Writing Composite Score	*N/A				*N/A						21%	Pending	#DIV/0!	#DIV/0!	21%	#DIV/0!

*Not Assessed on the OSTP until 5th Grade

OSTP ELA OVERALL STRENGTH	2016-2017	2017-2018	2018-2019	2019-2020	STRENGTH TRENDS
Third Grade	Research	None Identified	None Identified		Language
Fourth Grade	None Identified	Language	Language		
Fifth Grade	Research	Language	Language		
SCHOOL	Research	Language	Language		

OSTP ELA OVERALL WEAKNESS	2016-2017	2017-2018	2018-2019	2019-2020	WEAKNESS TRENDS
Third Grade	None Identified	Reading & Writing Process	Multiple Strands		Reading & Writing Process
Fourth Grade	Reading & Writing Process	Reading & Writing Process	Multiple Strands		
Fifth Grade	Critical Reading & Writing	Reading & Writing Process	Multiple Strands		
SCHOOL	Reading & Writing Process	Reading & Writing Process	Multiple Strands		

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Percentage of FAY Students Showing Mastery on the OSTP Math ~ Comparing 3 Years of Data

OSTP Math STRAND DATA	3rd Grade				4th Grade				5th Grade				SCHOOL			
	2016-2017	2017-2018	2018-2019	2019-2020	2016-2017	2017-2018	2018-2019	2019-2020	2016-2017	2017-2018	2018-2019	2019-2020	2016-2017	2017-2018	2018-2019	2019-2020
MATH TOTAL	48%	58%	37%	Pending	34%	61%	15%	Pending	37%	84%	41%	Pending	40%	68%	31%	#DIV/0!
Numbers & Operations	76%	34%	57%	Pending	47%	31%	36%	Pending	51%	38%	51%	Pending	58%	34%	48%	#DIV/0!
Algebraic Reasoning & Algebra	82%	61%	58%	Pending	67%	46%	53%	Pending	49%	70%	71%	Pending	66%	59%	61%	#DIV/0!
Geometry & Measurement	66%	42%	52%	Pending	42%	41%	37%	Pending	61%	45%	57%	Pending	56%	43%	49%	#DIV/0!
Data & Probability	66%	51%	71%	Pending	72%	66%	76%	Pending	80%	79%	68%	Pending	73%	65%	72%	#DIV/0!

OSTP Math OVERALL STRENGTH	2016-2017	2017-2018	2018-2019	2019-2020	STRENGTH TRENDS
Third Grade	Algebraic Reasoning	None Identified	Data & Probability		Data & Probability
Fourth Grade	Data & Probability	None Identified	Data & Probability		
Fifth Grade	Data & Probability	Data & Probability	Algebraic Reasoning		
SCHOOL	Data & Probability	None Identified	Data & Probability		

OSTP Math OVERALL WEAKNESS	2016-2017	2017-2018	2018-2019	2019-2020	WEAKNESS TRENDS
Third Grade	None Identified	Number & Operations	Multiple Strands		Numbers & Operations, Geometry & Measurement
Fourth Grade	Geometry & Measurement	Number & Operations	Multiple Strands		
Fifth Grade	Algebraic Reasoning	Number & Operations	Multiple Strands		
SCHOOL	None Identified	Number & Operations	Multiple Strands		

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Percentage of FAY Students Showing Mastery on the OSTP ELA ~ Comparing 4 Years of Data by SUBGROUPS

OSTP ELA DATA by SUBGROUP	3rd Grade 2017 #	%	2018 #	%	2019 #	%	2020 #	%	4th Grade 2017 #	%	2018 #	%	2019 #	%	2020 #	%	5th Grade 2017 #	%	2018 #	%	2019 #	%	2020 #	%	SCHOOL 2017	2018	2019	2020
# of Students in SubGroup & % of Sub-Group Scoring At or Above Proficient	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	% of Sub-Group Scoring At or Above Proficient			
Ethnicity Sub-Groups																												
American Indian/Alaskan Native	2	50%	7	14%	4	25%			3	67%	3	67%	6	17%			5	0%	5	20%	2	0%			39%	34%	14%	#DIV/0!
Black/African American	12	42%	18	17%	21	19%			19	16%	10	50%	16	31%			10	10%	20	15%	16	25%			23%	27%	25%	#DIV/0!
Asian					1	100%			1	0%							1	0%	1	100%					0%	100%	100%	#DIV/0!
Hispanic/Latino	12	58%	15	7%	16	56%			25	24%	15	33%	12	8%			11	36%	18	39%	17	41%			39%	26%	35%	#DIV/0!
White	23	39%	21	19%	26	31%			19	47%	21	19%	13	38%			21	67%	24	38%	19	16%			51%	25%	28%	#DIV/0!
Native Hawaiian/Other Pacific Islander	1	0%			1	100%					1	0%					1	0%			1	0%			0%	0%	50%	#DIV/0!
Two or More Races	12	42%	6	33%	13	46%			7	14%	9	22%	7	43%			5	40%	5	40%	8	38%			32%	32%	42%	#DIV/0!
No Ethnicity Info Provided													3	0%					1	0%					#DIV/0!	0%	0%	#DIV/0!
Economically Disadvantaged Sub-Groups																												
Economically Disadvantaged	52	44%	61	18%	75	35%			69	26%	49	29%	52	23%			46	37%	65	31%	54	24%			36%	26%	27%	#DIV/0!
NOT Economically Disadvantaged	10	40%	6	0%	7	57%			5	60%	10	40%	5	60%			8	50%	8	38%	9	44%			50%	26%	54%	#DIV/0!
ELL Sub-Groups																												
ELL	4	25%	11	9%	14	64%			6	0%	5	0%	5	0%			2	0%	7	0%	2	0%			8%	3%	21%	#DIV/0!
NOT ELL	58	45%	56	18%	68	31%			68	31%	54	33%	52	29%			52	40%	66	35%	61	28%			39%	29%	29%	#DIV/0!
IEP Sub-Groups																												
IEP	21	19%	25	8%	20	15%			19	32%	22	14%	21	10%			17	6%	18	28%	21	19%			19%	17%	15%	#DIV/0!
NOT IEP	41	56%	42	21%	62	44%			55	27%	37	41%	36	36%			37	54%	55	33%	42	31%			46%	32%	37%	#DIV/0!

OSTP ELA SUBGROUP(S) OF LEAST CONCERN	2017	2018	2019	2020	School SUBGROUP Strength Trends
Third Grade					
Fourth Grade					
Fifth Grade					
SCHOOL					

OSTP ELA SUBGROUP(S) OF GREATEST CONCERN	2017	2018	2019	2020	School SUBGROUP Weakness Trends
Third Grade	Black/AA, Hispanic/Latino, White, Two or More Races, Eco. Dis., IEP	Black/AA, Hispanic/Latino, White, Eco. Dis., ELL, IEP	Black/AA, Hispanic/Latino, White, Two or More Races, Eco. Dis., ELL, IEP		
Fourth Grade	Black/AA, Hispanic/Latino, White, Eco. Dis., IEP	Black/AA, Hispanic/Latino, White, Eco. Dis., IEP	Black/AA, Hispanic/Latino, White, Eco. Dis., IEP		
Fifth Grade	Black/AA, Hispanic/Latino, White, Eco. Dis., IEP	Black/AA, Hispanic/Latino, White, Eco. Dis., IEP	Black/AA, Hispanic/Latino, White, Eco. Dis., IEP		
SCHOOL	Black/AA, Hispanic/Latino, White, Eco. Dis., IEP	Black/AA, Hispanic/Latino, White, Eco. Dis., ELL, IEP	Black/AA, Hispanic/Latino, White, Eco. Dis., IEP		Black/AA, Hispanic/Latino, White, Eco. Dis., IEP

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Percentage of FAY Students Showing Mastery on the OSTP Math ~ Comparing 4 Years of Data by SUBGROUPS

OSTP MATH DATA by SUBGROUP	3rd Grade								4th Grade								5th Grade								SCHOOL			
	2017		2018		2019		2020		2017		2018		2019		2020		2017		2018		2019		2020		2017	2018	2019	2020
# of Students in SubGroup & % of Sub-Group Scoring At or Above Proficient	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	% of Sub-Group Scoring At or Above Proficient			
Ethnicity Sub-Groups																												
American Indian/Alaskan Native	2	50%	7	10%	4	25%			3	67%	3	0%	6	0%			5	20%	5	0%	2	50%			46%	3%	25%	#DIV/0!
Black/African American	12	42%	18	11%	21	24%			19	16%	10	30%	16	13%			10	20%	20	10%	16	25%			26%	17%	21%	#DIV/0!
Asian					1	100%			1	100%							1	100%	1	100%					100%	100%	100%	#DIV/0!
Hispanic/Latino	12	67%	15	13%	16	56%			25	32%	15	20%	12	8%			11	27%	18	44%	17	53%			42%	26%	39%	#DIV/0!
White	23	48%	21	29%	26	31%			19	47%	21	24%	13	23%			21	52%	24	50%	19	37%			49%	34%	30%	#DIV/0!
Native Hawaiian/Other Pacific Islander	1	100%			1	100%					1	100%					1	0%			1	100%			50%	100%	100%	#DIV/0!
Two or More Races	12	33%	6	33%	13	38%			7	29%	9	33%	7	29%			5	40%	5	60%	8	50%			34%	42%	39%	#DIV/0!
No Ethnicity Info Provided													3	0%					1	0%					#DIV/0!	0%	0%	#DIV/0!
Economically Disadvantaged Sub-Groups																												
Economically Disadvantaged	52	48%	61	20%	76	36%			69	33%	49	24%	52	12%			46	35%	65	34%	54	39%			39%	26%	29%	#DIV/0!
NOT Economically Disadvantaged	10	50%	6	0%	7	43%			5	40%	10	30%	5	40%			8	50%	8	50%	9	56%			47%	27%	46%	#DIV/0!
ELL Sub-Groups																												
ELL	4	100%	11	18%	14	50%			6	17%	5	20%	5	20%			2	50%	7	29%	2	50%			56%	22%	40%	#DIV/0!
NOT ELL	58	45%	56	18%	68	34%			68	35%	54	26%	52	13%			52	37%	66	36%	61	41%			39%	27%	29%	#DIV/0!
IEP Sub-Groups																												
IEP	21	38%	25	8%	20	15%			19	37%	22	14%	21	5%			17	18%	18	22%	21	24%			31%	15%	15%	#DIV/0!
NOT IEP	41	54%	42	24%	62	44%			55	33%	37	32%	36	19%			37	46%	55	40%	42	50%			44%	32%	38%	#DIV/0!

OSTP MATH SUBGROUP(S) OF LEAST CONCERN	2017	2018	2019	2020	School SUBGROUP Strength Trends
Third Grade					
Fourth Grade					
Fifth Grade					
SCHOOL					

OSTP MATH SUBGROUP(S) OF GREATEST CONCERN	2017	2018	2019	2020	School SUBGROUP Weakness Trends
Third Grade	Black/African American, Hispanic/Latino, White, Two or More Races, IEP	Black/African American, Hispanic/Latino, White, ELL, IEP	Black/African American, Hispanic/Latino, White, Two or More Races, IEP		
Fourth Grade	Black/African American, Hispanic/Latino, White, Economically Disadvantaged, ELL	Black/African American, Hispanic/Latino, White, Economically Disadvantaged, IEP	Black/African American, Hispanic/Latino, White, Economically Disadvanteged, IEP		
Fifth Grade	Black/African American, Hispanic/Latino, White, Economically Disadvantaged, IEP	Black/African American, Hispanic/Latino, White, Economically Disadvantaged, IEP	Black/African American, Hispanic/Latino, White, Economically Disadvantaged, IEP		
SCHOOL	Black/African American, Hispanic/Latino, White	Black/African American, Hispanic/Latino, White, IEP	Black/African American, Hispanic/Latino, White, IEP		Black/African American, Hispanic/Latino, White

2019-2020 ANNUAL PROGRAM REVIEW
OSDE School Report Card ~ 2017 - 2020

1) Go to www.oklaschools.com and open the report card for your school. 2) Use each Indicator section of the Report Card to complete the charts.

OSDE School Report Card Overview 1. Click on OVERVIEW. 2. Enter the letter grade for each category. *Points Earned column will auto-populate as the charts below are completed.*	2017-2018			2018-2019			**2019-2020		
	Letter Grade	Points Possible	Points Earned	Letter Grade	Points Possible	Points Earned	Letter Grade	Points Possible	Points Earned
Academic Achievement	C	35	15.20	C	35	15.80			
Academic Growth	C	30	14.11	C	30	16.30			
English Language Proficiency Progress	C	15	9.00	B	15	10.50			
Chronic Absenteeism	C	10	3.83	D	10	2.10			
OVERALL	C	90	42.14	C	90	44.70			

ACADEMIC ACHIEVEMENT 1. Click on INDICATORS - ACADEMIC ACHIEVEMENT. 2. Click on each tab on the right to record the % of points earned & points earned. (Points earned appear on the left of the webpage.)	2017-2018			2018-2019			**2019-2020		
	% of Points Earned	Points Possible	Points Earned	% of Points Earned	Points Possible	Points Earned	% of Points Earned	Points Possible	Points Earned
ELA		15	6.30		15	5.90			
Mathematics		15	6.00		15	6.60			
Science		5	2.90		5	3.30			
COMPOSITE	43.43%	35	15.20	45.14%	35	15.80			

ACADEMIC GROWTH 1. Click on INDICATORS - ACADEMIC GROWTH. Use the 1st chart. 2. Click on each tab on the right to record the % of points earned & points earned. (% appear on the on the right and points earned appear on the left of the webpage.)	2017-2018			2018-2019			**2019-2020		
	% of Points Earned	Points Possible	Points Earned	% of Points Earned	Points Possible	Points Earned	% of Points Earned	Points Possible	Points Earned
ELA		15	5.2		15	5.3			
Mathematics		15	8.9		15	11.0			
COMPOSITE	47.0%	30	14.1	54.3%	30	16.3			

ELP PROGRESS 1. Click on INDICATORS - ELP PROGRESS. Use the 1st chart. 2. Record the points earned. (Points earned appear on the left of the webpage.)	2017-2018			2018-2019			**2019-2020		
	Points Possible	Points Earned		Points Possible	Points Earned		Points Possible	Points Earned	
English Language Proficiency Progress	15	9.0		15	10.5				

CHRONIC ABSENTEEISM 1. Click on INDICATORS -CHRONIC ABSENTEEISM. Use the 1st chart. 2. Record the points earned. (Points earned appear on the left of the webpage.)	2017-2018			2018-2019			**2019-2020		
	Points Possible	Points Earned		Points Possible	Points Earned		Points Possible	Points Earned	
Chronic Absenteeism	10	3.8		10	2.1				

OVERVIEW by PRIORITY GROUPS 1. Click on OVERVIEW and scroll down to view grades. 2. Click on VIEW BY STUDENT GROUPS on the top right. 3. Select each of the subgroups below one at a time and record the report card letter grades for the subgroup in ACADEMIC ACHIEVEMENT, ACADEMIC GROWTH, and OVERALL GRADE. *Select the subgroups as shown below; not the ones labeled as priority in the drop down menu. (This creates a pop-up window. Close the pop-up window before selecting the next subgroup.)* *If the site has less than 10 students in a particular priority group, there will not be an option to select that group. Enter N/A in those cells.	2017-2018			2018-2019			**2019-2020		
	ACADEMIC ACHIEVEMENT LETTER GRADE	ACADEMIC GROWTH LETTER GRADE	OVERALL GRADE LETTER GRADE	ACADEMIC ACHIEVEMENT LETTER GRADE	ACADEMIC GROWTH LETTER GRADE	OVERALL GRADE LETTER GRADE	ACADEMIC ACHIEVEMENT LETTER GRADE	ACADEMIC GROWTH LETTER GRADE	OVERALL GRADE LETTER GRADE
Priority Student Groups									
Students with Disabilities	NA	D	D	NA	D	D			
Economically Disadvantaged	NA	C	C	NA	C	C			
English Learner	NA	D	D	NA	C	C			
Black	NA	C	D	NA	C	D			
Hispanic	NA	C	C	NA	B	C			
White	NA	C	C	NA	D	D			
American Indian	NA	NA	NA	NA	NA	NA			
Asian/Pacific Islander	NA	NA	NA	NA	NA	NA			
Two or More Races	NA	D	D	NA	B	C			

**2019-2020 No OSDE Report Card Data due to Covid 19