CROSBY PARK ELEMENTARY SCHOOL
2019-2020 ANNUAL PROGRAM REVIEW

Percentage of Students Showing Mastery on STAR Reading Assessments

Utilize Beginning Of Year (BOY), Middle Of Year (MOY), & End Of Year (EOY) STAR Data Analysis form templates to complete the summary below.

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		63%			66%			86%		#DIV/0!	72%	#DIV/0!	#DIV/0!	80%	#DIV/0!
Phonological Awareness		64%			70%			*N/A		#DIV/0!	67%	#DIV/0!	*N/A		
Print Concepts		62%			78%			88%		#DIV/0!	76%	#DIV/0!			
Phonics & Word Study		58%			62%			86%		#DIV/0!	69%	#DIV/0!			
Fluency		71%			62%			87%		#DIV/0!	73%	#DIV/0!			
Reading & Writing Process		56%			49%			75%		#DIV/0!	60%	#DIV/0!	#DIV/0!	70%	#DIV/0!
Critical Reading & Writing		48%			50%			78%		#DIV/0!	59%	#DIV/0!	#DIV/0!	69%	#DIV/0!
Vocabulary		70%			55%			84%		#DIV/0!	70%	#DIV/0!	#DIV/0!	77%	#DIV/0!
Language	*N/A			*N/A			*N/A			*N/A			*N/A		
Research															
Multimodal Literacies		48%			50%			83%		#DIV/0!	60%	#DIV/0!	#DIV/0!	72%	#DIV/0!
Independent Reading		58%			54%			75%		#DIV/0!	62%	#DIV/0!	#DIV/0!	74%	#DIV/0!

*Strand Was Not Assessed on STAR   ***No EOY Data due to Distance Learning

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		87%			91%			*N/A		#DIV/0!	89%	#DIV/0!
Reading & Writing Process		78%			83%			77%		#DIV/0!	79%	#DIV/0!
Critical Reading & Writing		81%			84%			74%		#DIV/0!	80%	#DIV/0!
Vocabulary		86%			88%			81%		#DIV/0!	85%	#DIV/0!
Language	*N/A			*N/A			*N/A			*N/A		
Research												
Multimodal Literacies		82%			87%			80%		#DIV/0!	83%	#DIV/0!
Independent Reading		81%			90%			86%		#DIV/0!	86%	#DIV/0!

*Strand Was Not Assessed on STAR   ***No EOY Data due to Distance Learning

STAR READING OVERALL STRENGTH	BOY	MOY	EOY	STRENGTH TRENDS
Kindergarten		Vocabulary		Reading Foundations
First Grade		Reading Foundations		
Second Grade		Reading Foundations		
Third Grade		Reading Foundations		

Fourth Grade		Reading Foundations	
Fifth Grade		Vocabulary	
SCHOOL		Reading Foundations	

STAR READING OVERALL WEAKNESS	BOY	MOY	EOY	WEAKNESS TRENDS
Kindergarten		Critical Reading & Writing		Reading & Writing Process
First Grade		Reading & Writing Process		
Second Grade		Reading & Writing Process		
Third Grade		Reading & Writing Process		
Fourth Grade		Reading & Writing Process		
Fifth Grade		Critical Reading & Writing		
SCHOOL		Critical Reading & Writing		

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		*N/A			38%			56%		#DIV/0!	47%	#DIV/0!	#DIV/0!	55%	#DIV/0!
Algebraic Reasoning & Algebra					37%			51%		#DIV/0!	44%	#DIV/0!	#DIV/0!	53%	#DIV/0!
Geometry & Measurement					34%			54%		#DIV/0!	44%	#DIV/0!	#DIV/0!	55%	#DIV/0!
Data & Probability					48%			48%		#DIV/0!	48%	#DIV/0!	#DIV/0!	59%	#DIV/0!

*Kindergarten Was Not Assessed on STAR Math   ***No EOY Data due to Distance Learning

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		64%			68%			59%		#DIV/0!	64%	#DIV/0!
Algebraic Reasoning & Algebra		53%			73%			57%		#DIV/0!	61%	#DIV/0!
Geometry & Measurement		55%			63%			79%		#DIV/0!	66%	#DIV/0!
Data & Probability		70%			61%			76%		#DIV/0!	69%	#DIV/0!

***No EOY Data due to Distance Learning

STAR Math OVERALL STRENGTH	BOY	MOY	EOY	STRENGTH TRENDS
First Grade		Data & Probability		Data & Probability
Second Grade		Number & Operations		
Third Grade		Data & Probability		
Fourth Grade		Algebraic Reasoning		
Fifth Grade		Geometry & Measurement		
SCHOOL		Data & Probability		

STAR Math OVERALL WEAKNESS	BOY	MOY	EOY	WEAKNESS TRENDS
First Grade		Geometry & Measurement		Number and Operations, Algebraic Reasoning
Second Grade		Data & Probability		
Third Grade		Algebraic Reasoning		
Fourth Grade		Geometry & Measurement		
Fifth Grade		Algebraic Reasoning		
SCHOOL		Algebraic Reasoning		

CROSBY PARK ELEMENTARY SCHOOL
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	B	35	0.00	B	35	26.30			
Academic Growth	B	30	25.70	B	30	23.90			
English Language Proficiency Progress	B	15	11.50	B	15	11.60			
Chronic Absenteeism	B	10	7.20	B	10	6.86			
OVERALL	A	90	44.40	B	90	68.66			

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	11.60		15	12.00			
Mathematics		15	12.30		15	11.10			
Science		5	3.30		5	3.20			
COMPOSITE	77.80%	35		75.10%	35	26.30			

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	14.8		15	11.8			
Mathematics		15	10.9		15	12.1			
COMPOSITE	85.7%	30	25.7	79.6%	30	23.9			

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	11.5		15	11.6				

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	7.20		10	6.86				

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	A	A	A	B	B	B			
Economically Disadvantaged	B	A	B	B	B	B			
English Learner	N/A	N/A	N/A	D	N/A	N/A			
Black	B	A	B	C	B	C			
Hispanic	B	B	B	B	N/A	N/A			
White	B	B	A	B	B	A			
American Indian	N/A	N/A	N/A	N/A	N/A	N/A			
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A			
Two or More Races	B	N/A	N/A	A	A	A			

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

CROSBY PARK ELEMENTARY SCHOOL
2019-2020 ANNUAL PROGRAM REVIEW

1) On MEASURED PROGRESS, Click REPORTING and accept the Terms. 2) Program: OSTP; Report: GROUP SUMMARY PERFORMANCE LEVEL; Admin: Check 2017, 2018, & 2019; Grade: Select one grade at a time; Release: FINAL; select/check school from the drop down list; GET REPORT. 3) Under OPTIONS, select DISSAGREGATE then check FULL ACADEMIC YEAR and UPDATE. 4) Under OPTIONS, select STATS and uncheck all selections in the SCORES section except "% in Each Reporting Category Performance Level" and "% At or Above Proficient." Then UPDATE. 4) For viewing ease, click on TRANSPOSE on the far right. 5) Carefully complete the charts below using only the FAY data for each year. (Scroll down to view all data.) For SUBJECT TOTALS, use "% At or Above Proficient." For subcategories, Combine the AT/NEAR STANDARDS percentage and the ABOVE STANDARDS percentages in the "% in Each Reporting Category Performance Level."

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	51%	25%	51%		39%	53%	38%		43%	43%	51%		44%	40%	47%	
Reading & Writing Process	67%	44%	64%		59%	70%	69%		57%	61%	75%		61%	58%	69%	
Critical Reading & Writing	77%	55%	63%		80%	78%	47%		87%	71%	79%		81%	68%	63%	
Vocabulary	72%	64%	61%		56%	69%	63%		69%	63%	79%		66%	65%	68%	
Language	67%	50%	73%		79%	94%	78%		86%	91%	98%		77%	78%	83%	
Research	67%	69%	56%		66%	72%	69%		79%	80%	76%		71%	74%	67%	
Writing Composite Score	*N/A				*N/A				92%	100%	47%		92%	100%	47%	

**2019-2020 No OSTP Data due to Covid 19

Use the data above to identify strengths and weaknesses for each grade level, and the school overall using the drop down menus. Then make note of any multi-year trends that are identified.

OSTP ELA OVERALL STRENGTH	2016-2017	2017-2018	2018-2019	2019-2020	STRENGTH TRENDS
Third Grade	Critical Reading & Writing	Vocabulary	Language		Language
Fourth Grade	Critical Reading & Writing	Language	Language		
Fifth Grade	Writing Composite Score	Writing Composite Score	Language		
SCHOOL	Critical Reading & Writing	Language	Language		

OSTP ELA OVERALL WEAKNESS	2016-2017	2017-2018	2018-2019	2019-2020	WEAKNESS TRENDS
Third Grade	Multiple Strands	Reading & Writing Process	Research		Reading and Writing Process
Fourth Grade	Vocabulary	Vocabulary	Critical Reading & Writing		
Fifth Grade	Reading & Writing Process	Reading & Writing Process	Writing Composite Score		
SCHOOL	Reading & Writing Process	Reading & Writing Process	Critical Reading & Writing		

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	44%	47%	51%		68%	56%	41%		61%	48%	47%		58%	50%	46%	
Numbers & Operations	67%	72%	64%		80%	64%	78%		74%	73%	53%		74%	70%	65%	
Algebraic Reasoning & Algebra	74%	70%	70%		77%	75%	63%		92%	81%	75%		81%	75%	69%	
Geometry & Measurement	65%	81%	66%		77%	87%	63%		69%	55%	74%		70%	74%	68%	
Data & Probability	80%	81%	74%		77%	84%	94%		100%	85%	65%		86%	83%	78%	

**2019-2020 No OSTP Data due to Covid 19

Use the data above to identify strengths and weaknesses for each grade level, and the school overall using the drop down menus. Then make note of any multi-year trends that are identified.

OSTP Math OVERALL STRENGTH	2016-2017	2017-2018	2018-2019	2019-2020	STRENGTH TRENDS
Third Grade	Data & Probability	Multiple Strands	Data & Probability		Data & Probability
Fourth Grade	Number & Operations	Geometry & Measurement	Data & Probability		
Fifth Grade	Data & Probability	Data & Probability	Algebraic Reasoning		
SCHOOL	Data & Probability	Data & Probability	Data & Probability		

OSTP Math OVERALL WEAKNESS	2016-2017	2017-2018	2018-2019	2019-2020	WEAKNESS TRENDS
Third Grade	Geometry & Measurement	Math Total	Number & Operations		Number & Operations Geometry & Measurement
Fourth Grade	Math Total	Number & Operations	Multiple Strands		
Fifth Grade	Geometry & Measurement	Geometry & Measurement	Number & Operations		
SCHOOL	Math Total	Math Total	Math Total		

CROSBY PARK ELEMENTARY SCHOOL
2019-2020 ANNUAL PROGRAM REVIEW

Demographic Data from the Last Five (5) Years to Include the Current Year

Student Enrollment by Gender

Year	Total Enrollment	# Male	% Male	# Female	% Female
2019 - 2020	328	159	48.5%	197	51.5%
2018 - 2019	352	179	50.9%	177	49.1%
2017 - 2018					
2016 - 2017					
2015 - 2016					

Student Enrollment by Ethnicity

Year	Total Enrollment	% Black	% American Indian	% Hispanic	% Asian/Pacific Islander	% White	% Other
2019 - 2020	328	31.7%	3.7%	26.5%	4.0%	34.1%	16.8%
2018 - 2019	352	23.9%	3.1%	16.2%	2.3%	37.5%	18.8%
2017 - 2018							
2016 - 2017							
2015 - 2016							

Students Eligible for Free and Reduced Lunch Program

Year	Number	% of Population
2019 - 2020	248	75.6%
2018 - 2019	79	22.4%
2017 - 2018		
2016 - 2017		
2015 - 2016		

Students Participating in Title I Programs

Year	Program Enrollment	% of Population
2019 - 2020	0	0%
2018 - 2019	0	0%
2017 - 2018		
2016 - 2017		
2015 - 2016		

Student Attendance

Year	Average Daily Attendance	Percent of Student Population	# Male	% Male	# Female	% Female
2019 - 2020	296.08	85.2%	144.68	86.7%	151.40	83.7%
2018 - 2019	289.13	92.0%	141.61	90.6%	147.51	93.3%
2017 - 2018						
2016 - 2017						
2015 - 2016						

Student Tardy Rate

Year	Average Daily Tardies	Percent of Student Population	# Male	% Male	# Female	% Female
2019 - 2020	5.17	1.49%	2.59	1.55%	2.59	1.43%
2018 - 2019	4.35	1.38%	2.38	1.52%	1.97	1.25%
2017 - 2018						
2016 - 2017						
2015 - 2016						

CROSBY PARK ELEMENTARY SCHOOL
2019-2020 ANNUAL PROGRAM REVIEW

Student Mobility Rate

Year	Full Academic Year (FAY)		NON Full Academic Year (NFAY)	
	# Students	% of Student Population	# Students	% of Student Population
2019 - 2020	298	90.9%	30	9.1%
2018 - 2019	329	93.5%	23	6.5%
2017 - 2018				
2016 - 2017				
2015 - 2016				

Students Truancy Rate

Year	Average Daily Truancy	% of Population
2019 - 2020	15.65	4.5%
2018 - 2019	9.70	3.1%
2017 - 2018		
2016 - 2017		
2015 - 2016		

Student Behavior

Year	Average Daily Referrals	Average Daily In-School Suspensions	Average Daily Out-of-School Suspensions
2019 - 2020	0.55	0.01	0.11
2018 - 2019	0.84	0.00	0.07
2017 - 2018			
2016 - 2017			
2015 - 2016			

Students Identified as English Learners (EL)

Year	Program Enrollment	% of Population
2019 - 2020	18	5.5%
2018 - 2019	22	6.3%
2017 - 2018		
2016 - 2017		
2015 - 2016		

Students in Military Families

Year	Number	% of Population
2019 - 2020	74	22.6%
2018 - 2019	76	21.6%
2017 - 2018		
2016 - 2017		
2015 - 2016		

Students in Foster Care

Year	Number	% of Population
2019 - 2020	0	0.00%
2018 - 2019	0	0.00%
2017 - 2018		
2016 - 2017		
2015 - 2016		

Students Eligible for McKinney-Vento Homeless Program

Year	Number	% of Population
2019 - 2020	9	2.70%
2018 - 2019	14	4.00%
2017 - 2018		
2016 - 2017		
2015 - 2016		

STAFF DEMOGRAPHIC DATA - This data can be summarized using the FY20 Teacher Demographics in the Training Docs

Teachers & Title I Funded Paraprofessionals

Position	Number
Certified Teachers/Staff	25
Certified Paraprofessionals	0
Non-Certified Paraprofessionals	0

Teaching Experience of Certified Staff

Total # of Certified Teachers/Staff	Years of Experience (# of Teachers)					
	0-2	3-5	6-10	11-15	15-20	20+
	5	3	4	3	1	9
25	% of Total					
	20%	12%	16%	12%	4%	36%

Teacher Certification

Total # of Certified Teachers/Staff	Certification Type	Number	% of Total
	Traditional	23	92%
25	Emergency	2	8%
	Alternative	0	0%

Teacher Education

Total # of Certified Teachers/Staff	Degree Received (# of Teachers)					National Board Certification
	Bachelor's		Master's		Doctorate	
25	16		8		1	1

Stakeholder Perception Data from the Title I Needs Assessment Survey

STAKEHOLDER GROUP	Number of PARENT Responses	Number of COMMUNITY Responses	Number of STAFF Responses
How many representatives form each stakeholder group provided a response on the Needs Assessment Survey? RECORD THE <u>NUMBER</u> OF RESPONSES FOR EACH STAKEHOLDER GROUP.	41	1	26

Use the results from the Needs Assessment Survey to complete the summary chart below.
Record the <u>percentages</u> for each response option. Record zero percent if there is no data reported for a response option.

Percentage of ALL Stakeholder Responses	NOT HELPFUL	SOMEWHAT HELPFUL	HELPFUL	VERY HELPFUL	NO OPINION
Extended Learning Time					
Tutoring programs for students (beyond the regular school day/year)	0.0%	2.9%	26.5%	61.8%	8.8%
Early Intervention					
Additional Staff: Certified teachers and paraprofessionals who provide additional assistance during the school day	0.0%	0.0%	25.0%	73.5%	1.5%
Computer-Assisted Instruction: Evidenced based educational computer programs which support student instruction	0.0%	11.8%	30.9%	55.9%	1.5%
High-Quality Curriculum					
Student Devices: Used in the classroom in coordination with evidence based educational computer programs and to enhance instruction	0.0%	10.3%	29.4%	58.8%	1.5%
Technology Rich Classrooms: The use of audio and visual technology and other technology related instructional materials to support instruction	0.0%	5.9%	35.3%	57.4%	1.5%
Instructional Materials: To provide instructional support in core-subjects and/or interventions	1.5%	1.5%	29.4%	66.2%	1.5%
Library: resources and books, as well as additional classroom library books	2.9%	1.5%	19.1%	75.0%	1.5%
Behavioral Supports (Counselor)					
Full-time counselors and counseling services provided for students to include whole class, small groups, and individual assistance	0.0%	4.4%	17.6%	76.5%	1.5%
Professional Development for School Staff					
Instructional Consultant: A professional development coach who works with teachers to implement successful instructional strategies in the classroom	2.9%	16.2%	16.2%	57.4%	7.4%
Professional Development Training opportunities for staff members on the use of technology instruction in the classroom	0.0%	8.8%	32.4%	52.9%	5.9%
Professional Development Training opportunities for staff members to address the school's areas of greatest need	0.0%	4.4%	27.9%	64.7%	2.9%

Stakeholder Perception Data from the Title I Needs Assessment Survey

STAKEHOLDER GROUP	Number of PARENT Responses	Number of COMMUNITY Responses	Number of STAFF Responses
How many representatives form each stakeholder group provided a response on the Needs Assessment Survey? RECORD THE NUMBER OF RESPONSES FOR EACH STAKEHOLDER GROUP.	41	1	26

Use the results from the Needs Assessment Survey to complete the summary chart below.
Record the percentages for each response option. Record zero percent if there is no data reported for a response option.

Percentage of ALL Stakeholder Responses	NOT HELPFUL	SOMEWHAT HELPFUL	HELPFUL	VERY HELPFUL	NO OPINION
Parent & Family Engagement					
Parent Coordinator: A person who helps coordinate family events, contact parents, and publish a monthly parent newsletter	1.5%	23.5%	26.5%	44.1%	4.4%
Parent Resource Center: Educational materials available for parents to use at home to supplement classroom instruction	1.5%	8.8%	26.5%	63.2%	0.0%
School/Home Connection: Child care offered during parent meetings or events	2.9%	13.2%	16.2%	55.9%	11.8%
School/Home Connection: Transportation provided for those who need a way to attend parent meetings	5.9%	1.5%	29.4%	48.5%	14.7%
School/Home Connection: Provisions made to accommodate disabilities for those who need a way to attend parent meetings	2.9%	5.9%	17.6%	61.8%	11.8%
School/Home Connection: Provisions made to accommodate limited English proficiency	0.0%	10.3%	19.1%	58.8%	11.8%
School/Home Connection: The use of school communication tools to help keep the lines of communication open between home and school (webpages, communication apps, planners)	0.0%	5.9%	19.1%	72.1%	2.9%
Parent Educational Opportunities: Family engagement events/activities scheduled throughout the school year. Examples:					
How to become a parent volunteer at school	4.4%	17.6%	38.2%	35.3%	4.4%
Information on state academic standards & state/local assessments	0.0%	11.8%	30.9%	54.4%	2.9%
How parents and school staff can work together to support classroom instruction at school and at home	2.9%	7.4%	22.1%	66.2%	1.5%
How to monitor student progress in school	0.0%	1.5%	29.4%	67.6%	1.5%
How to improve the academic achievement	0.0%	5.9%	20.6%	72.1%	1.5%

Parent Educational Opportunities				
	MONDAY	**TUESDAY**	**WEDNESDAY**	**THURSDAY**
What days are most convenient for you to attend parent meetings? RECORD THE NUMBER OF RESPONSES FOR EACH DAY.	46	50	47	51
	BEFORE SCHOOL	**DURING SCHOOL**	**AFTER SCHOOL**	**EVENINGS**
What time of day is most convenient for you to attend parent meetings? RECORD THE NUMBER OF RESPONSES FOR EACH TIME PERIOD.	18	26	49	35

CROSBY PARK ELEMENTARY SCHOOL
2019-2020 ANNUAL PROGRAM REVIEW

Perception Data from the Nine Essential Elements Survey ~ Certified Staff at Site

Site Averages for the Nine Essential Elements	EE 1	EE2	EE3	EE4	EE5	EE6	EE7	EE8	EE9
	3.61	3.64	3.67	3.70	3.61	3.32	3.44	3.57	3.58

Site's Strongest Indicators			
4.8	4.7	4.10	4.3

The highest 5% of indicator score values are shown in green.

Site's Weakest Indicators				
6.6	6.7	5.1	6.1	6.8

The lowest 5% of indicator score values are shown in red.

Additional indicators may be highlighted in the event of equivalent highest/lowest score values.

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

Indicator Number	Elements & Indicators	Rating Avg.
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.		3.61
1.1	Academic expectations are aligned with the Oklahoma Academic Standards (OAS).	3.76
1.2	OAS standards and objectives are clearly articulated.	3.76
1.3	Overlaps and gaps in curriculum are discussed.	3.48
1.4	Key curriculum vertical transition points are communicated.	3.52
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	3.62
1.7	Common academic core is available for all students.	3.67
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.		3.64
2.1	Multiple classroom assessments are frequent, rigorous, and aligned.	3.62
2.2	Teachers collaborate in design of assessment.	3.71
2.3	Students can articulate expectations and know requirements.	3.48
2.4	Test scores are used to identify gaps.	3.71
2.5	Assessments provide meaningful feedback.	3.70
2.6	The state standards (OAS) are communicated and observable.	3.62
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.	3.71

Perception Data from the Nine Essential Elements Survey ~ Certified Staff at Site

Indicator Number	Oklahoma Nine Essential Elements of Effective Schools ~ 88 Indicators School Site Averages	Rating Avg.
	Elements & Indicators	
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.		**3.67**
3.1	Varied instructional strategies are used in all classrooms.	3.67
3.2	Instructional strategies and activities are aligned with goals.	3.71
3.3	Strategies are monitored and aligned to address learning styles.	3.76
3.4	Teachers demonstrate content knowledge	3.81
3.5	Teachers incorporate technology in their classrooms.	3.86
3.6	Sufficient instructional resources are available.	3.43
3.7	Teachers collaborate to review student work.	3.62
3.8	Homework is frequent, monitored, and connected to instructional practice.	3.52
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.		**3.70**
4.1	Leadership support is provided for a safe and orderly environment.	3.33
4.2	Leadership beliefs and practices focus on high achievement for all students.	3.38
4.3	Teacher beliefs and practices focus on high achievement for all students.	3.90
4.4	Teachers and nonteaching staff are involved in decision making.	3.29
4.5	Teachers accept their role in student successes or failures.	3.76
4.6	Teacher assignments are based on strengths.	3.62
4.7	Teachers communicate student progress with parents.	3.95
4.8	Teachers care about students and inspire best efforts.	4.00
4.9	Multiple communication strategies are used to disseminate information.	3.86
4.10	Student achievement is valued and publicly celebrated.	3.95
4.11	Equity and diversity are valued and supported.	3.71
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.		**3.61**
5.1	Families and communities are active partners.	3.24
5.2	All students have access to all curriculum.	3.67
5.3	School provides organizational structure.	3.71
5.4	Student instructional assistance is provided outside of the classroom	3.67
5.5	The school/district maintains an accurate recordkeeping system.	3.76

Perception Data from the Nine Essential Elements Survey ~ Certified Staff at Site

Indicator Number	Elements & Indicators	Rating Avg.
**Oklahoma Nine Essential Elements of Effective Schools ~ 88 Indicators**
**School Site Averages**
\multicolumn{2}{l}{**ESSENTIAL ELEMENT 6: Learning Environment - Professional Growth, Development, & Evaluation**}	Element 6 Average:
\multicolumn{2}{l}{*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.}	**3.32**
6.1	Long-term professional development plans are written.	3.24
6.2	There is a plan to build instructional capacity with on-going professional development.	3.38
6.3	Professional development is aligned with student performance goals.	3.29
6.4	School improvement goals are connected to student learning goals.	3.43
6.5	Professional development is on-going and job-embedded.	3.33
6.6	Professional development is aligned to analysis of test data.	3.19
6.7	The school has a clearly defined teacher evaluation process.	3.19
6.8	The district and site leaders provide sufficient professional development resources.	3.24
6.9	Teacher evaluations and professional development plans are used effectively.	3.43
6.10	The evaluation process meets or exceeds statutes.	3.38
6.11	The needs of instructional leaders are addressed.	3.43
6.12	District and site leaders provide evaluation follow-up and support.	3.33
\multicolumn{2}{l}{**ESSENTIAL ELEMENT 7: Efficiency - Leadership**}	Element 7 Average:
\multicolumn{2}{l}{*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.}	**3.44**
7.1	The school and district leadership team has developed a shared vision.	3.38
7.2	Leadership decisions are collaborative and data-driven.	3.38
7.3	The leaders develop a professional development plan focused on effective skills.	3.52
7.4	The leadership team disaggregates data.	3.43
7.5	The leadership team provides access to curriculum and data.	3.48
7.6	The school leadership maximizes time effectiveness.	3.48
7.7	The school & district leadership team provides resources, monitors progress & removes barriers to learning.	3.43
7.8	The school and district leaders ensure a safe and effective learning environment.	3.43
7.9	The site and district leadership team develops effective school policies.	3.43
7.10	School policies have an intentional focus on student academic performance.	3.48
7.11	The leadership team has skills in academic performance, learning environment, and efficiency.	3.43

Indicator Number	Oklahoma Nine Essential Elements of Effective Schools ~ 88 Indicators School Site Averages	Rating Avg.
	Elements & Indicators	
	**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.	**3.57**
8.1	The school/district maximizes organization of resources for achievement.	3.48
8.2	Master schedule provides all students access to all curriculum.	3.71
8.3	Staffing is based on student needs.	3.48
8.4	The staff use of instructional time is efficient in order to maximize learning.	3.81
8.5	Vertical and horizontal team planning is focused on the improvement plan.	3.57
8.6	Schedule is aligned with student learning needs.	3.67
8.7	Resources are used equitably.	3.67
8.8	Budget for discretionary funds is directed by an assessment of needs.	3.48
8.9	Funds are aligned with school goals.	3.43
8.10	State and federal funds are allocated to align with school goals and data needs.	3.43
	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.	**3.58**
9.1	A collaborative process is used that engages the entire school community.	3.38
9.2	The planning process involves collecting, managing, and analyzing data.	3.67
9.3	Data is used for school improvement planning.	3.62
9.4	Plans reflect research-based expectations for learning.	3.52
9.5	The school/district analyzes student learning needs.	3.52
9.6	Desired learning results are defined.	3.67
9.7	Data is used to determine strengths and limitations.	3.62
9.8	School goals are defined.	3.67
9.9	School improvement action steps are aligned with goals and objectives.	3.67
9.10	The plan identifies resources, timelines, and personnel responsibility.	3.57
9.11	A process is established to effectively evaluate plan.	3.52
9.12	The plan is aligned with mission, beliefs, school profile, and desired results.	3.57
9.13	The plan is implemented as developed.	3.48
9.14	Evaluate the degree of student learning set by the plan.	3.62
9.15	Evaluate degree of student performance specified in the plan.	3.57
9.16	There is evidence to sustain the commitment to continuous improvement.	3.62