Wayside Schools
Eden Park Academy
2020-2021 Comprehensive Needs Assessment

Accountability Rating: Not Rated: Declared State of Disaster

Distinction Designations:
Top 25 Percent: Comparative Academic Growth
Mission Statement

Wayside Schools exists to prepare college ready, community engaged, global citizens.

Vision

We strive to grow to serve 2,500 scholars in Southeast Austin, ensuring that all Wayside graduates receive IB Diplomas and reach 100% College Acceptance, Matriculation, and Graduation.
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Comprehensive Needs Assessment

Demographics

Demographics Summary

Size-257 students

Ethnic Distribution: African American 11  Hispanic 117  White 101  American Indian 0  Asian 4  Pacific Islander 0  Two or More Races 25

Economically Disadvantaged 128

SPED

Staff Certification

% State Certified: 100%

Experience

0-1 Years Experience: 30%

2-4 Years Experience: 18%

4-10+ Years Experience: 52%

Demographics Strengths

The diversity of the EPA community supports for the scholl's mission of inclusion and academic rigor. The collaborative community is working together to improve academic performance across the campus.

The diversity of the EPA community mirrors the South Austin neighborhood and parent involvement has increased at global citizens night, science night, and Title 1 events.

Campus wide we have a good ratio of boy to girl at about 130/157 and this is good for building classes.
Attendance is at 96.42% which is very close to our 97.% Target

Average # of students is steady through April and it shows retention is a relative strength.

**Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** EPA enrollment is at 80% of its projected capacity **Root Cause:** Scholar persistence (recruitment and retention) plans are ineffective.

**Problem Statement 2:** Scholars in special education are performing below the state average. **Root Cause:** Interventions and supports are inconsistent.

**Problem Statement 3:** 40% of the EPA scholars are at risk and 25% are performing below the state average. **Root Cause:** Resources are ineffectively prioritized.
Student Learning

Student Learning Summary

In order to evaluate the current status of "how are students doing?" (Student Learning) at Eden Park Academy, we reviewed both the student achievement on the STAAR tests for grades 3-5 and our current use of curriculum, instruction, and assessments. The following data documents were reviewed: The TAPR, the Eden Park Academy State Report Card, TELPAS Yearly Summary Report, Response to Intervention MTSS Folders, Data Spreadsheets (for Reading, Writing, Word Study, and Math) for all grade-levels, and Curriculum information. We found the following strengths: When academic intervention was provided for scholars, their test scores increased. For example: scheduling consistent math intervention in grades 3-5, reading intervention in grades K-2, after-school tutoring for grades 3-5 (in both math and reading), and weekly data meetings in grades 3-5 influenced an increase in state and local testing scores. When our Reading and Science teachers used a systematic scope and sequence (TEKS Resource System) that aligned with our TEKS, we identified an increase in scores in Local Summative Assessments (Common Assessments and Benchmarks). Upon reviewing the data, we found the following areas for growth: Our test scores in all content-areas for grades 3-5 had a decrease from 2018 - 2019 for the following Special Population Groups: Special Education, African American, Hispanic, English Language Learners, Economically Disadvantaged. We also identified that our RTI program data tracking did not begin until January. We attribute both of these problem-areas to SPED and RTI departments that are still in the process of developing. Both departments require management for consistently meeting to address scholar needs, maintain continued communication with teachers, resources and time to ensure that scholars are receiving support and intervention to close the gaps.

Student Learning Strengths

When academic intervention was provided for scholars, their test scores increased. For example: scheduling consistent math intervention in grades 3-5, reading intervention in grades K-2, after-school tutoring for grades 3-5 (in both math and reading), and weekly data meetings in grades 3-5 influenced an increase in state and local testing scores. When our Reading and Science teachers used a systematic scope and sequence (TEKS Resource System) that aligned with our TEKS, we identified an increase in scores in Local Summative Assessments (Common Assessments and Benchmarks).

Problem Statements Identifying Student Learning Needs

Problem Statement 1: The percentage of scholars performing at grade-level in grades 3-5 of content-areas not receiving RTI academic support decreased by 8% (Reading, grades 3-5), 6% (Writing, grade 4), 18% (Math, grade 3), 34% (Math, grade 4) and 30% (Math, grade 5) Root Cause: Scholar goals are not aligned to student performance outcomes.
School Processes & Programs

School Processes & Programs Summary

The data used to analyze School Processes and Programs includes staffing data, EPA Technology Spreadsheet, EPA’s 2019-2020 CIP and Educators handbook. Eden Park Academy has thirty-nine teachers and staff serving three hundred sixty scholars in PreK - 5th grade when at capacity. This includes the leadership team consisting of twenty-two teachers, one reading specialist, eight paraprofessionals, three cafeteria staff, two office staff, one instructional coach and assistant principal led by a principal.

EPA established four goals for the 2019-20 school year as follows:

Goal I – 10% increase of scholars meeting grade-level standards in ELAR on STAAR by EOY 19-20

Goal II – 10% increase of scholars meeting grade-level standards in MATH on STAAR by EOY 19-20

Goal III – 75% of novice teachers (Year 0 and 1) score a “B” or higher on the “New Teacher Rubric” by EOY 19-20

Goal IV – 85% of families will agree that Wayside Schools is the best choice for their family when surveyed at EOY 19-20

As STAAR testing was suspended due to Covid-19 school closures, Goals I and II are not measurable. EPA’s novice teachers were not able to complete the final 9 weeks of New Teacher Academy. The “New Teacher Rubric” has not been completed at the time of this summary. The final goal is that 85% of Families Surveyed agrees Wayside is the best choice for their families. We ________________this goal with parents reporting ________% agreement with this statement.

All classrooms at Eden Park Academy are equipped with smartboards, document cameras and projectors and either Chromebooks or IPads. The current device to student ratio at EPA is 1-3 in most grades. Technology is integrated into instructional programs primarily to access apps, write essays or access their writing accommodations. One classroom used technology to support the writing process where scholars were able to independently or collaboratively work on writing pieces as well as publish and print their writing. Administration’s primary use of technology is communication, data analysis, and professional development.

The strength in this area is that teachers have access to a variety of programs and applications.

In the classroom, technology supports teachers to plan lessons incorporating a variety of different resources including TEKS Resource System, Discovery Education, StemScopes PowerPoints/Slides, videos, online simulations for labs, access to online simulations for labs, general internet research for content area research, as well as access to applications such as Dreambox for math and RAZ Kids, Newsela and Epic for language arts. Recently, due to Covid-19, all teachers began using SeeSaw (PreK - 2nd) or Google Classroom (3rd - 5th) for lesson assignments and scholar interface. Additionally, teachers and administration are routinely using Google Meets and Zoom for collaboration.

A problem is that technology is not being fully utilized to increase the effectiveness of student learning and instructional management such as grades and teacher/scholar/parent communication. Professional development in technology is not sufficient leaving teachers to self-teach how to select and navigate programs and apps to increase scholar engagement in the classroom. Additionally, with the current device to scholar ratio of 1 to 3, teachers are limited primarily to group assignments or station/center rotations when planning instruction.
Educators Handbook was used as the data source for School Context and Organization. The school-wide classroom management plan consists of all teachers utilizing consequence plans, ladders or menus. Also, classrooms have peace corners. This school year EPA added a staffed refocus room for Gen-Ed scholars who needed time outside the classroom to refocus and realign their behavior. Both office referrals and classroom incidents were documented in the Educators Handbook.

Scholar office referrals increased from 101 from the 2018/19 school year to 127 for the 2019/20 school year. The referral demographics show males represented 71% of the referrals. Race was represented as 44% White, 28% Black African Americans, and 6% Native American. Ethnicity shows 58% Not Hispanic and 39% Hispanic. Scholars with Individualized Education Plans (44 scholars) or 504s (11 scholars) represented 43% of the office referrals. Out of school suspensions increased from 15% for the 2018-19 school year to 32% for the 2019-20 school year.

Common systems within classrooms where all teachers utilize consequence plans, ladders or menus is considered a strength as it provides safety and security for scholars. Gen Ed support with the refocus room is also considered a strength as it provided an extra layer of support for the scholar.

The data are showing scholar behavior as a problem area. Out of school suspensions more than doubled from last school year. A high percentage of office referrals were for scholars receiving services in special programs such as Special Education or Section 504 (43%). Additionally, grade levels, 1st and 3rd grades represented the highest number of office referrals.

**School Processes & Programs Strengths**

Technology Strength: Teachers have access to a variety of programs and applications to use with with the technology we have

School Context and Organization Strengths: Common systems within classrooms where all teachers utilize consequence plans, ladders or menus is considered a strength as it provides safety and security for scholars. Gen Ed support with the refocus room is also considered a strength as it provided an extra layer of support for the scholar.

**Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** Out of school suspensions more than doubled from last school year with a 43% of the office referrals issued to scholars receiving services in special programs such as Special Education or Section 504. **Root Cause:** School Wide Behavior and Intervention Programs are inconsistent and without clearly defined outcomes.
Perceptions

Perceptions Summary

In order to identify “how we do business” at Eden Park Academy we analyzed attendance rates, enrollment, the Q12 survey, family/community engagement, teacher years of experience, and teacher retention. The following areas were found to be strengths from the staff Q12 survey (2018-2019): Supportive staff/coach/supervisors, teachers feel like all staff collaborates and staff morale is high. Community engagement found that big events such as Global Citizens Night and Literacy Night had high family attendance rates. EPA data shows high attendance rate (96.42%), only a -.01 difference from 2018-2019 to 2019-2020. We found the following problem-areas: Teacher turnover is 30% over the last 3 years with a high number of 1st & 2nd year teachers (39%). Data from the staff Q12 survey (2018-2019) showed teachers feel like the network does not communicate properly with staff. Although enrollment numbers have remained steady, we are not hitting network enrollment targets (80.43%). Understaffed in high-need areas (counselor, librarian, RTI (specifically math), Sped/SLE).

Perceptions Strengths

The following areas were found to be strengths from the staff Q12 survey (2018-2019): Supportive staff/coach/supervisors, teachers feel like all staff collaborates and staff morale is high. Community engagement found that big events such as Global Citizens Night and Literacy Night had high family attendance rates. EPA data shows high attendance rate (96.42%), only a -.01 difference from 2018-2019 to 2019-2020.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Enrollment has remained steady (August 291-April 287) however enrollment numbers are only 80.43% of target goal (302 scholars)). Root Cause: EPA has an image disconnect with both teachers and families.