

# 2021-2022 State of the School Report

Irwin Academic Center	
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Principal Name	Vanessa Ashford
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## I. SCHOOL REPORT CARD SNAPSHOT

2020-2021 Snapshot

Reading		All	Black	Hispanic	White	English Learners	Students w/ Disabilities
Grade 3	GLP	76.2	71.4		81.8		
	CCR	63.5	51.4		81.8		
Grade 4	GLP	84.8	69.6		88.2		
	CCR	65.2	47.8		76.5		
Grade 5	GLP	78.3	60.7		>95		
	CCR	65.0	42.9		93.3		
School	GLP	79.9	67.4	80.0	90.7		53.8
	CCR	64.6	47.7	73.3	83.7		30.8

Math		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 3	GLP	64.1	54.3		81.8		
	CCR	43.8	25.7		72.7		
Grade 4	GLP	72.7	47.8		94.1		
	CCR	57.6	30.4		70.6		
Grade 5	GLP	85.0	78.6		86.7		
	CCR	68.3	64.3		66.7		
School	GLP	73.7	60.5	60.0	88.4		53.8
	CCR	56.3	39.5	40.0	69.8		30.8

Science		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 5	GLP	95.0	89.3		>95		
	CCR	81.7	67.9		>95		

EOG School Composite 2020-21	79.3
School Letter Grade*	A

\*Based on 2018-19 achievement data

## II. OPPORTUNITIES: SCHOOL IMPROVEMENT GOALS

By June 2022, Irwin Academic Center will increase the percentage of students who are CCR in Reading from 63.3 % to 80%, as measured by our EOG performance composite scores. (A 2.04, B 3.03).

By June 2022, Irwin Academic Center will increase the composite baseline score on the Panorama screener in the areas of emotion regulation ( from 43% to 75%) and growth mindset (from 57% to 75%) (A 4.06).

## III. CHIEF CHALLENGES

- Since the qualification for Irwin's LI/TD magnet program was waived for this year, 52 out of 69 third graders failed the BOG. This creates a struggle for implementing interventions as MTSS referrals increase dramatically.
- We are short one teacher in third grade so the class size increased for each teacher.
- We are having the waiver again next year, when we should be able to fully return to the magnet theme and entry requirements.
- Teacher morale is low because they are focusing more on remedial teaching than the magnet theme they are trained to do.

## IV. PLANS FOR THE YEAR: SIP ACTIONS

We are focused on raising our reading proficiency and addressing SEL. Our plan includes strategies for reading and math that accelerate all students. We are also revamping our morning meetings to include more focus on SEL and Restorative practice concepts, especially tolerance, growth mindset, and problem solving.