



# Slater Needs Assessment

For Community Advisory Board Review

Prior to Meeting 3 – January 29, 2026



# Pre-Work Overview

## **Directions:**

***Please review the following deck and make notes of your thinking on the following questions and come prepared to share your headlines and questions during our meeting. We will not be reviewing this data during the meeting, so thank you in advance for your thoughtful preparation to ensure we make the most of our time together on Thursday, January 29th.***

## **Data Review Pre-Work Reflection Questions**

- What patterns or trends stand out to you most in the data?
- What data points surprised or concerned you?
- Where do you see the largest gaps in outcomes? What feels pressing to address?
- What strengths in the data do you think the school should build upon? What data felt affirming or hopeful?



# Accountability Overview

## *School Report Card Data*

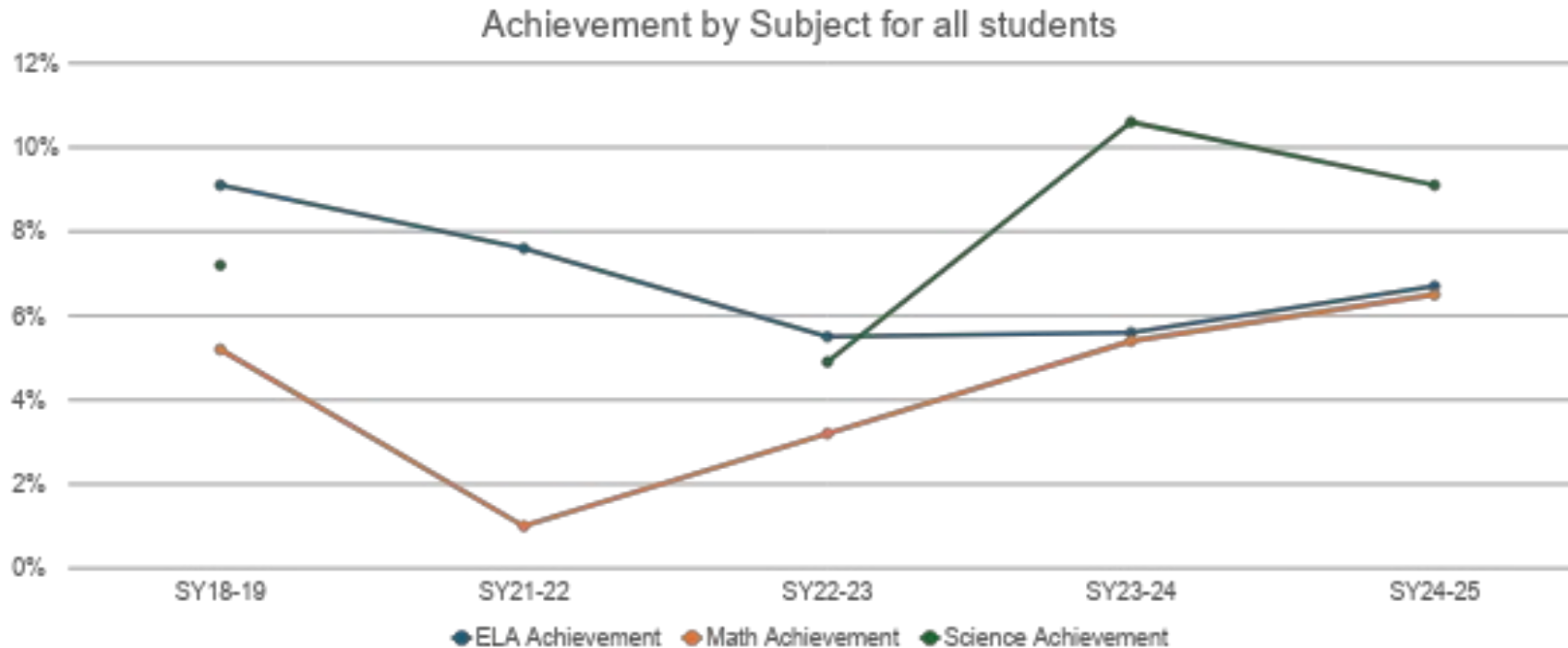
### Reason for current CSI Identification:

- Achievement & Growth
- Overall Low Performance

Focus Area	Mid Level Performance	Strong Performance
<ul style="list-style-type: none"> <li>• Achievement in ELA</li> <li>• Achievement in Math</li> <li>• Growth in ELA</li> <li>• Growth in Math</li> <li>• Science Proficiency</li> <li>• English Language Proficiency</li> <li>• Teacher Chronic Absenteeism</li> <li>• Suspension Rate</li> <li>• Exceed Expectations in ELA</li> <li>• Exceeds Expectations in Math</li> </ul>	<ul style="list-style-type: none"> <li>• Student Chronic Absenteeism</li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>



# State Assessment Results



While Math Achievement has increased for the last three years, only 7 of every 100 students at Slater is on grade level in Math and English Language Arts.

*Note: Gap in school years due to COVID, Federal Accountability requirements were waived for SY19-20 and 20-21; no science assessment data from SY21-22*



# State Assessment Results

***ELA Achievement by Student Group***

Data Source	Level of Disaggregation	SY 2018-19	SY 2021-22	SY 2022-23	SY 2023-24	SY 2024-25
<i>State Assessments Results: ELA Achievement</i>	All Students	9.1%	7.6%	5.5%	5.6%	6.7%
	Economically Disadvantaged	8.1%	5%	4.5%	5.9%	6.5%
	Students with Disabilities	1.1%	0%	1.0%	0%	0%
	English Learners	0.8%	2%	0.7%	0.6%	1.4%

No students with disabilities are on grade level for English Language Arts and less than 2 of every 100 English Learners are on grade level in English Language Arts.



# State Assessment Results

## *Math Achievement by Student Group*

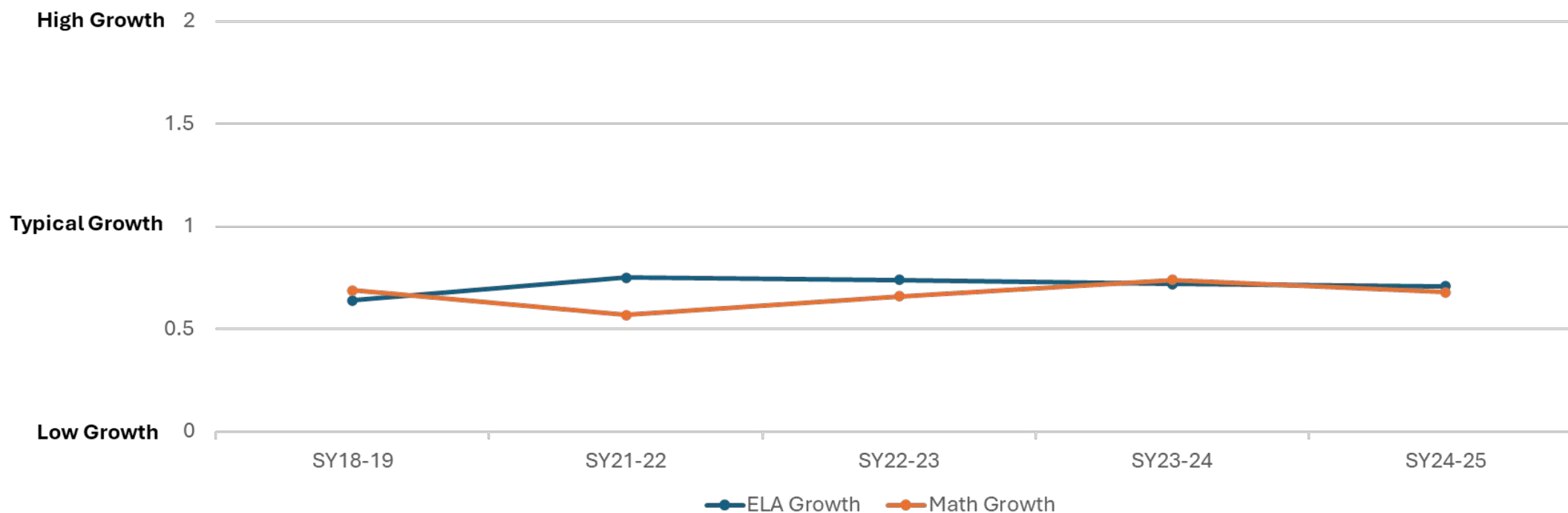
Data Source	Level of Disaggregation	SY 2018-19	SY 2021-22	SY 2022-23	SY 2023-24	SY 2024-25
<i>State Assessments Results: Math Achievement</i>	All Students	5.9%	2.5%	3.9%	5.3%	6.9%
	Economically Disadvantaged	5.2%	1%	3.2%	5.4%	6.5%
	Students with Disabilities	0%	0%	0%	0.9%	1.5%
	English Learners	0%	1%	0%	0.5%	2.6%

Math achievement has improve slightly for each student group since School Year 2018-2019; still only 7 of every 100 students are on grade level in Math, and less than 3 of every 100 English Learners are on grade level in Math.



# State Assessment Results

Growth by Subject for all students



Students at Slater are experiencing less than typical growth in both English Language Arts and Math. Growth in both subjects has remained largely unchanged for the last six years.



# State Assessment Results

## *ELA Growth by Student Group*

Data Source	Level of Disaggregation	SY 2018-19	SY 2021-22	SY 2022-23	SY 2023-24	SY 2024-25
<i>State Assessments Results: ELA Growth</i>	All Students	0.64	0.75	0.74	0.72	0.71
	Economically Disadvantaged	0.63	0.69	0.70	0.71	0.70
	Students with Disabilities	0.64	0.69	0.63	0.67	0.67
	English Learners	0.76	0.74	0.70	0.70	0.76

1 = typical growth. At Slater, students in each group are experiencing less than typical growth in English Language Arts. English Learners are experiencing the most growth, but still less than typical.



# State Assessment Results

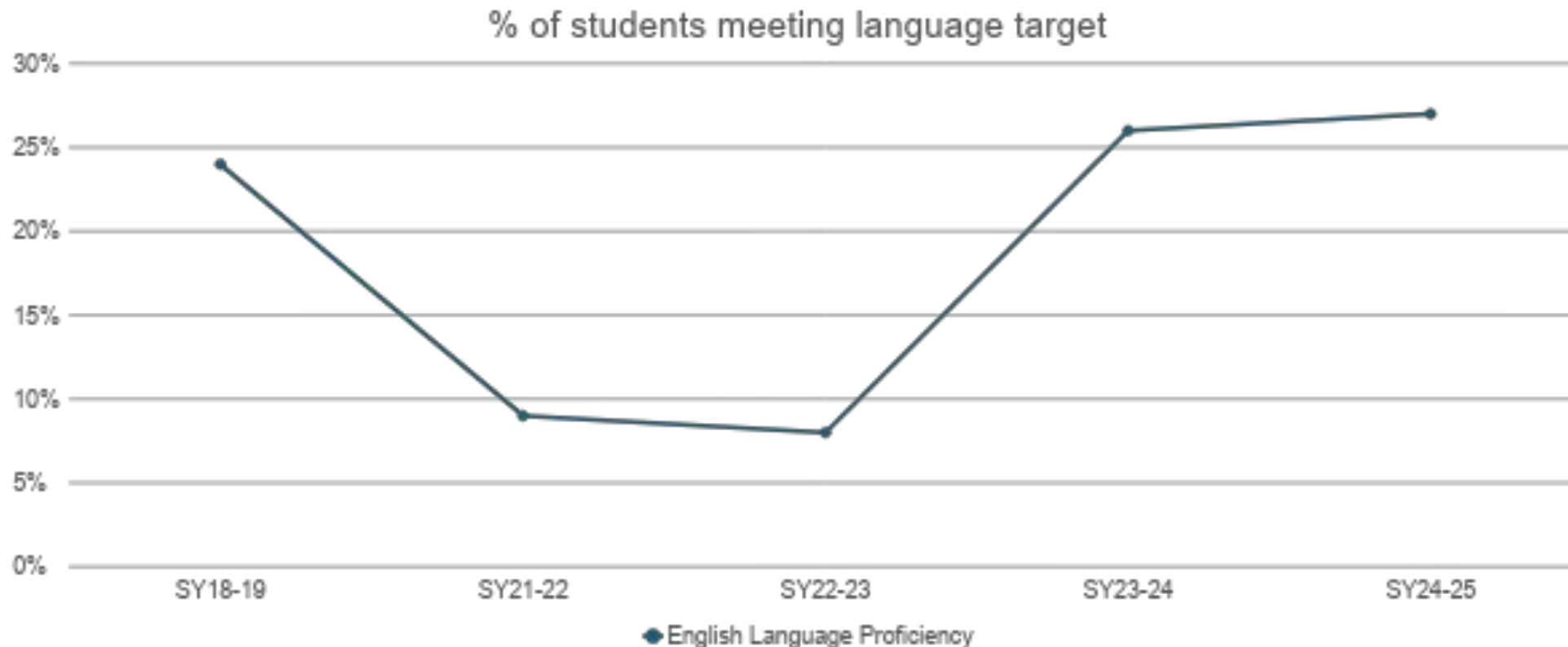
## *Math Growth by Student Group*

Data Source	Level of Disaggregation	SY 2018-19	SY 2021-22	SY 2022-23	SY 2023-24	SY 2024-25
<i>State Assessments Results: Math Growth</i>	All Students	0.69	0.57	0.66	0.74	0.68
	Economically Disadvantaged	0.69	0.52	0.64	0.70	0.65
	Students with Disabilities	0.67	0.68	0.74	0.76	0.70
	English Learners	0.71	0.58	0.68	0.74	0.70

1 = typical growth. At Slater, students in each group are experiencing less than typical growth in Math.



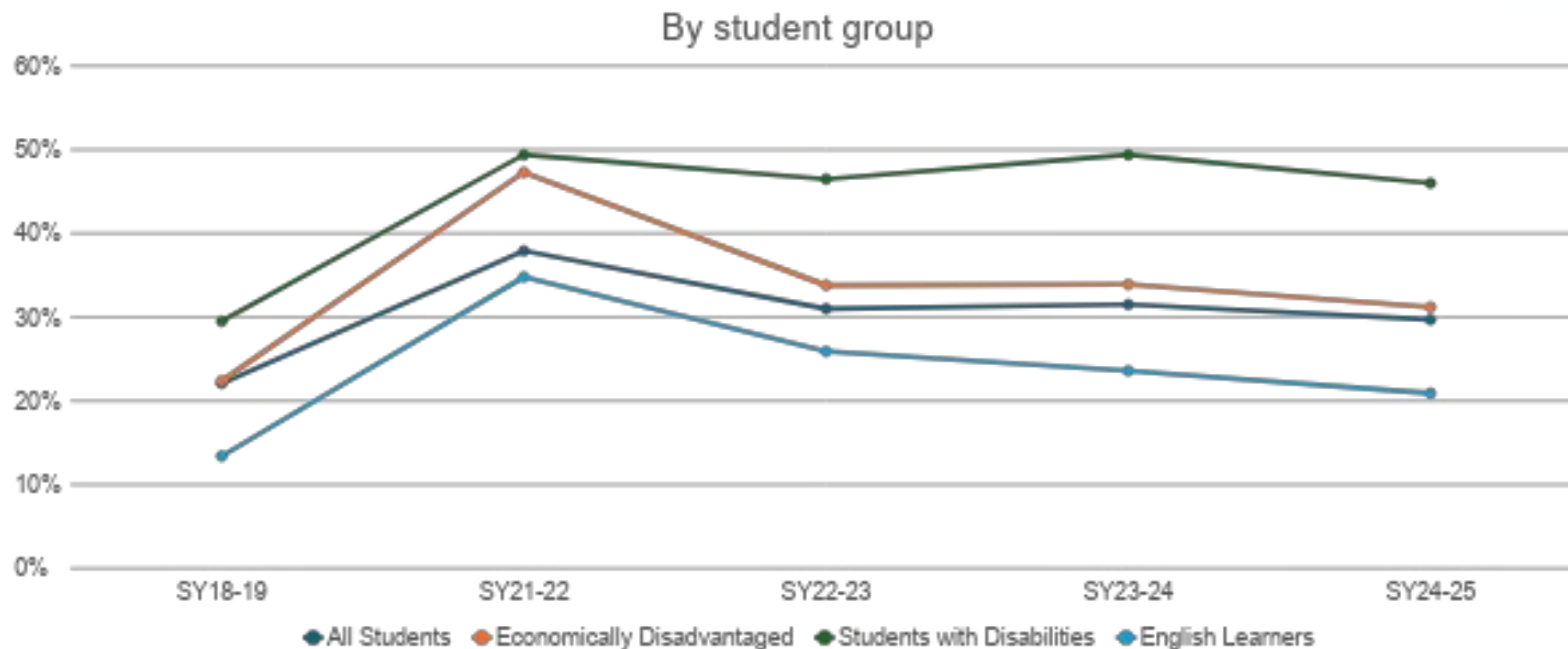
# English Language Proficiency Rate



At Slater, 27% of English Learners are meeting their language target. And there is an increasing trend of more students meeting their language target over the last two years.



# Student Chronic Absenteeism



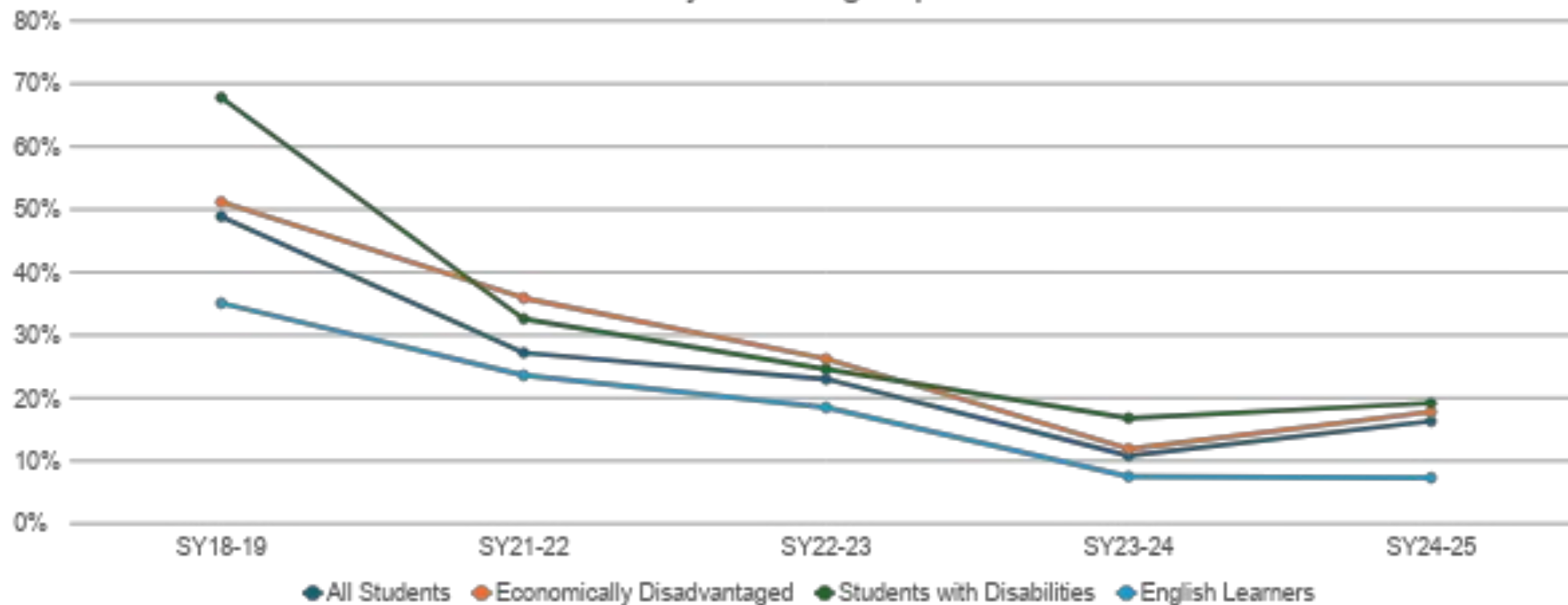
Nearly half (46%) of Slater's Students with Disabilities are chronically absent. And 30% of all students are chronically absent.

*Note: The aim is to \*reduce\* chronic absenteeism*



# Suspension Rate

By student group



Suspension rates have decreased significantly since School Year 2018-2019. English Learners experience the least amount of suspensions (7.3%) while Students With Disabilities experience in the most suspensions (19.2%).

# Stakeholder Survey Data- Students



## School Climate

Perceptions of the overall social and learning climate of the school.

**21%**

▼ 10  
since last survey

- 33% Urban Core
- 35% All Schools
- 36% Middle Schools
- 35% Rhode Island
- 23% Pawtucket

## School Engagement

How attentive and invested students are in school.

**21%**

▼ 4  
since last survey

- 24% Urban Core
- 24% All Schools
- 24% Middle Schools
- 24% Rhode Island
- 20% Pawtucket

## School Rigorous Expectations

How much students feel that their teachers hold them to high expectations around effort, understanding, persistence, and performance in class.

**51%**

▼ 9  
since last survey

- 49% Urban Core
- 53% All Schools
- 58% Middle Schools
- 53% Rhode Island
- 48% Pawtucket

**% of favorable responses**

**\*right column is comparative data**

**\*All data is Spring 2025**

*Only 21% of Slater students believe the overall social and learning climate of the school is favorable. That's a decrease of 10% from the prior year's survey.*

# Stakeholder Survey Data- Students



## School Safety

Perceptions of student physical and psychological safety at school.

54%

▲ 4  
since last survey

57%	Urban Core
60%	All Schools
60%	Middle Schools
60%	Rhode Island
55%	Pawtucket

## School Teacher-Student Relationships

How strong the social connection is between teachers and students within and beyond the school.

41%

▼ 6  
since last survey

41%	Urban Core
43%	All Schools
45%	Middle Schools
43%	Rhode Island
39%	Pawtucket

**% of favorable responses**

**\*right column is comparative data**

*Just over half (54%) of Slater students perceive school as safe - both physically and psychologically. That's an increase of 4% from the prior year's survey.*

# Stakeholder Survey Data- Teachers



## Educating All Students

Faculty perceptions of their readiness to address issues of diversity.

**75%**  
▲ 3  
since last survey

- 77% Urban Core
- 73% All Schools
- 72% Middle Schools
- 73% Rhode Island
- 74% Pawtucket

## School Climate

Perceptions of the overall social and learning climate of the school.

**22%**  
▼ 7  
since last survey

- 53% Urban Core
- 56% All Schools
- 46% Middle Schools
- 56% Rhode Island
- 48% Pawtucket

**% of favorable responses**

**\*right column is comparative data**

*Only 22% of Slater teachers believe the overall social and learning climate of the school is favorable. That's a decrease of 7% from the prior year's survey.*

# Stakeholder Survey Data- Teachers



<p><b>Frequency of Professional Learning Activities</b></p>	<p><b>26%</b> ▲ 3 since last survey</p>	<p>46% Urban Core 41% All Schools 39% Middle Schools 41% Rhode Island 38% Pawtucket</p>
<p><b>High-Quality Instructional Materials</b></p>	<p><b>29%</b></p>	<p>42% Urban Core 45% All Schools 43% Middle Schools 45% Rhode Island 34% Pawtucket</p>
<p><b>Professional Learning</b> Perceptions of the amount and quality of professional growth and learning opportunities available to faculty and staff.</p>	<p><b>38%</b> ○ since last survey</p>	<p>46% Urban Core 46% All Schools 42% Middle Schools 46% Rhode Island 45% Pawtucket</p>

**% of favorable responses**

**\*right column is comparative data**

*Only 38% of Slater teachers perceive the amount and quality of professional learning opportunities as sufficient.*

# Stakeholder Survey Data- Families



## Cultural Awareness and Action

56%

▼ 1

since last survey

61% Urban Core

51% All Schools

50% Middle Schools

51% Rhode Island

49% Pawtucket

## Family Engagement

The degree to which families become involved with and interact with their child's school.

12%

▼ 6

since last survey

24% Urban Core

23% All Schools

19% Middle Schools

23% Rhode Island

17% Pawtucket

## Family-School Communication

50%

▲ 3

since last survey

64% Urban Core

59% All Schools

53% Middle Schools

59% Rhode Island

56% Pawtucket

**% of favorable responses**

**\*right column is comparative data**

*Only 12% of Slater families responded favorably to family engagement - the degree to which families become involved and interact with their child's school.*

# Stakeholder Survey Data- Families



## School Climate

Perceptions of the overall social and learning climate of the school.

55%

▲1  
since last survey

- 75% Urban Core
- 73% All Schools
- 62% Middle Schools
- 73% Rhode Island
- 73% Pawtucket

## School Improvement

23%

▲1  
since last survey

- 40% Urban Core
- 36% All Schools
- 29% Middle Schools
- 36% Rhode Island
- 31% Pawtucket

## School Safety

Perceptions of student physical and psychological safety at school.

24%

0  
since last survey

- 48% Urban Core
- 57% All Schools
- 50% Middle Schools
- 57% Rhode Island
- 53% Pawtucket

**% of favorable responses**

**\*right column is comparative data**

*Just 24% of Slater families perceive school as safe - both physically and psychologically.*

# Stakeholder Survey Data- Additional Info



***Optional more in depth stakeholder input  
analysis data [here](#).***