

BCS Winter Data

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2022-2023

Steering Committee Members:

- Kai Byrd
- Katherine Els
- Rebecca Grayeb
- Andrea Hubbard
- Cheryl Kiesel
- Jackie Nathman
- Marjorie Nusom
- Tom Reed-Swale
- Kimberly Wolcott
- Jenna Pisano
- Laura Stokes

Beyond SBAC Scores:

- Only one measure.
- Don't tell the whole story.
- More that drives our work here at BCS:
 - Attendance / Discipline
 - DESSA / SEL
 - Climate Survey Results
 - iReady Reading and Math

Attendance and Behavior Data

Data from attendance 21-22:

- 6.9% (25 students) chronically absent

Attendance Data from 8/30 to 1/26/23:

Percentage	# of Students	Days Absent
9%	38	5
30%	119	Between 6-10
9%	36	More than 10

Behavior Referrals:

91 referrals

Caught Beings:

543 Caught Beings

Our process:

- Positive Reinforcement - PAWS, PBIS Award, Community Meeting
- Supports in place for students with more than 5 referrals

Next Steps:

Attendance:

- Attendance letters sent home for students that have 10 or more absences
- Conferences with families of children with more than 14 absences

Behavior:

- Climate Committee created a Behavior Matrix with behaviors and staff responses
- CC continues to revise our behavior referral process
- BCS staff will lead PL this year on Tier 1 interventions

BCS Social Emotional Universal Screener 2022-2023



DESSA - Aperture Education K-6
DECA - preschool screener

BCS Strength Based Social Emotional Universal Screener

Implementation Progress to Date

Year 1: 2021-2022

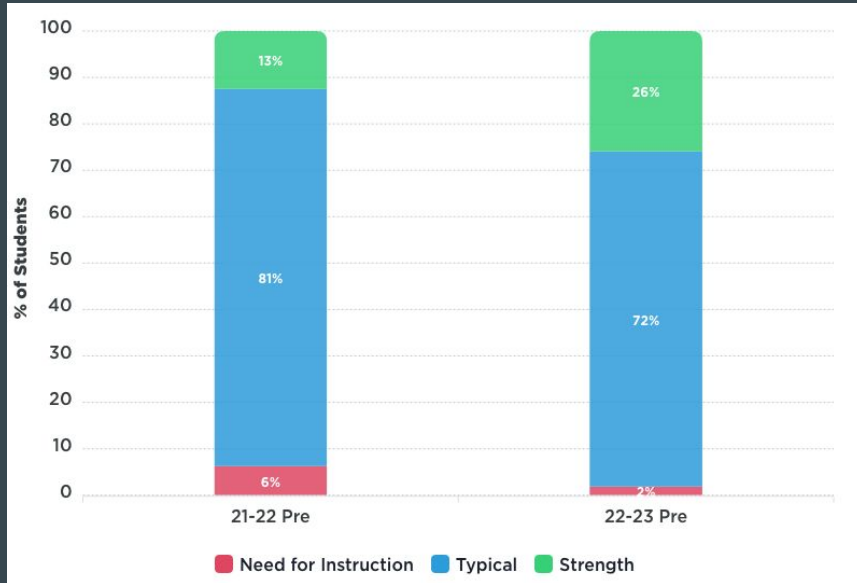
- Leadership and staff trainings
- Parent communication
- Three administrations: Fall, Winter, Spring
- Data Review: Schoolwide, grade level analysis

Year 2: 2022-2023

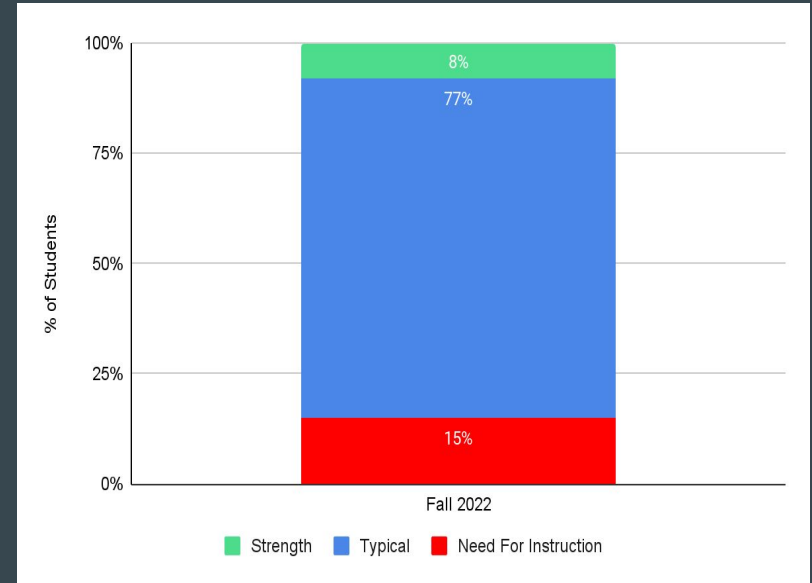
- PreK version purchased and administered
- Continued professional development for staff through online modules
- Fall administration complete
 - Winter administration - February
 - Spring administration - May
- Use longitudinal data across school years to analyze trends
- Data reviews and refinement of intervention planning

Schoolwide Overall Social Emotional Competency

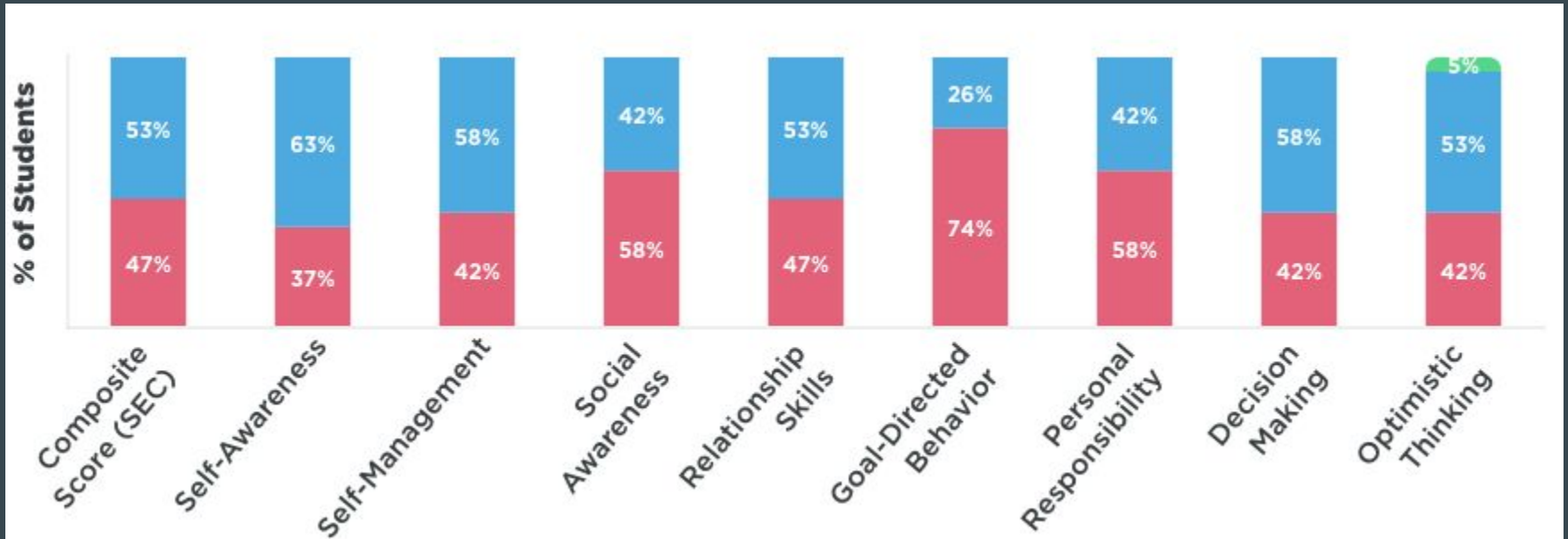
K - 6
Fall 2021 vs. Fall 2022 Ratings



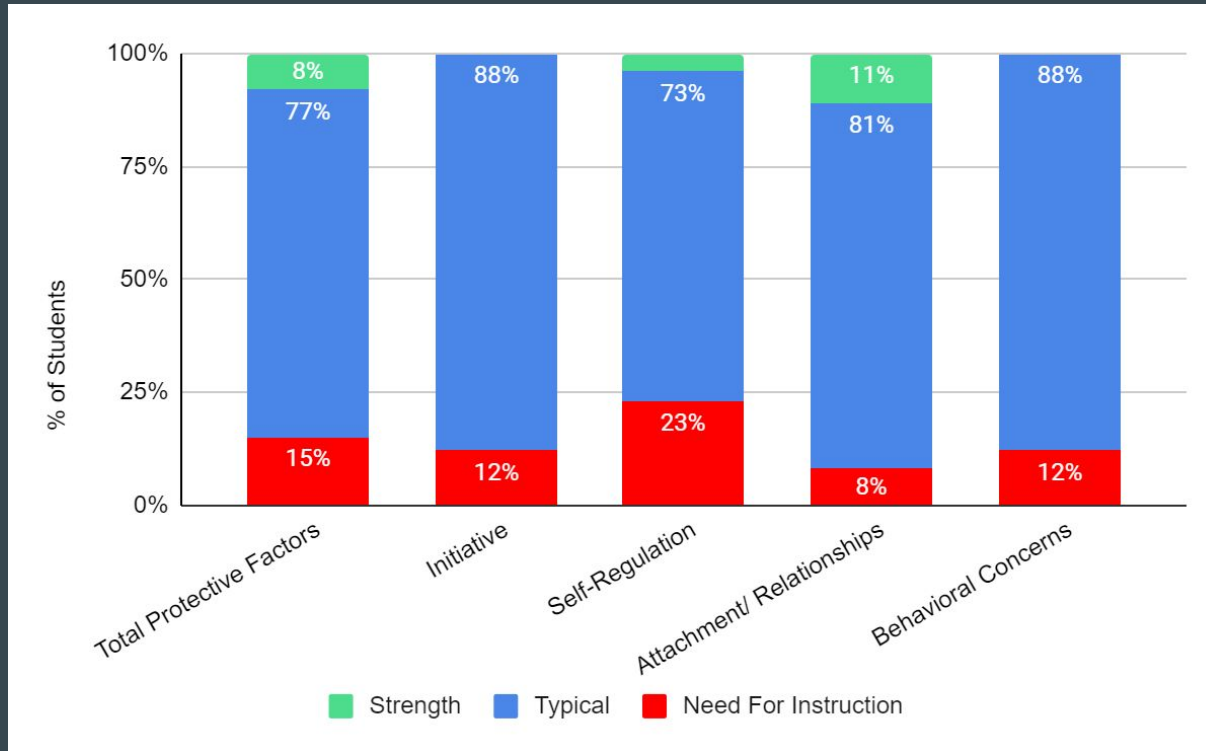
Prek 3-4
Fall 2022 Ratings



Students' Social and Emotional Competencies Grades K-6 Fall 2022



Students' Social and Emotional Competencies Preschool - Fall 2022



DESSA: Strength Based Social Emotional Universal Screener

Use of Data

- Considered with academic, attendance, and behavior data to view students as whole child in data teams and case reviews
- Consultation with teachers and Behavior Support Team to improve Tier 1 instruction
- SRBI tiered support (Tier 2, Tier 3)
- Individualized plans (IEPs, 504s)
- Informs whole school initiatives (community meeting, whole school lessons)

SEL Teacher Resources

- [BCS SEL resources website](#)
- Dedicated Morning meeting time in schedule
- Second step curriculum / DESSA resources

Parent Resources Available - District Website

Next Steps

- Continue refinement of system of tiered support
- Further integration of social emotional learning throughout the day and curriculum

BCS Climate Survey

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2022-2023

BCS Staff Climate Survey



What is BCS doing well?
What needs some more attention?

Focus 1: Staff Support

Grows

- Academic expectations are high
- Staff are provided opportunities to serve on committees and contribute to school and/or district decisions.

Grows

- Teachers/Support Staff at BCS are given opportunities for individualized professional development.
- Professional development is aligned to school/district goals

Next Steps:

- Feedback was provided from staff about specific professional development they would find most useful. Staff will be included on planning PD for next year.

Focus 2: Administration

Glows

- Responsive to questions and concerns

Grows

- Administrators handle student discipline issues in an equitable, consistent, and timely fashion.
- Feedback

Next Steps:

- Administrators are receiving professional development to provide teachers with timely and effective feedback.
- The Climate Committee continues to revise and refine our behavior process while receiving feedback from staff.

Focus 3: Climate

Glows

- Students and staff respect each other's differences
- Supports a climate of collaboration between professionals.
- BCS creates a safe environment for all students and staff.
- Classroom and staff area cleanliness
- Technology needs and responsiveness

Grows

- Cleanliness of student bathrooms
- Facilities responsiveness
- Behavior policies and expectations

Next Steps:

- Consider future survey questions to further identify specific facilities needs
- Implemented a ticket system to address facilities and technology needs.
- Student bathroom issues are addressed immediately by our facilities team
- Develop focus groups to discuss and get more information about behaviors in the classrooms

BCS Student Climate Survey



How do BCS students feel about their time
spent at BCS?

What can we do to make students feel safe and
cared for at school?

K-2 Student Survey

Glows

- Students feel like they can ask their teachers for help
- Students have friends in school
- Students are proud of how they do in school

Grows

- Students treat each other with respect
- Recess was the place students felt least safe at BCS

Next Steps:

- Climate Committee is currently reviewing survey data and developing an action plan to address growth areas specifically lessons to teach respect within a K-2 mindset

3-6 Student Survey

Glows

- Students are able to name a trusted adult (95% at least 1)
- Students feel included and treated with respect
- Students feel safe in classrooms, hallways, in the cafeteria, and at recess.

Grows

- Students are hesitant to ask teachers for help
- Adults in school care about me
- Students feel least safe on the bus.
- “I like going to school”

Next Steps:

- Climate Committee created and shared lessons to support staff (i.e. Trusted Adult Lessons & Bus Safety).
- Return to our school-wide trusted adult lesson in morning meeting.

BCS Family Climate Survey



**Do families feel like a part of our community?
How do families feel about their child's education?**

Family Survey Results

Glows

- Clear communication from administration and teachers
- BCS involves families in their child's education
- High behavioral standards
- Students treat each other with respect
- There are opportunities to volunteer at BCS

Grows

- Families volunteer at BCS

Next Steps:

- Ask parents what opportunities would they like to volunteer at BCS and be involved in.

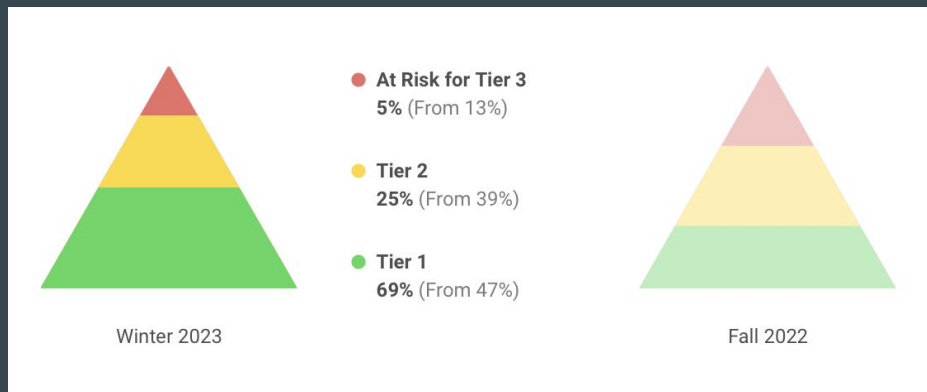
BCS iReady Winter Growth

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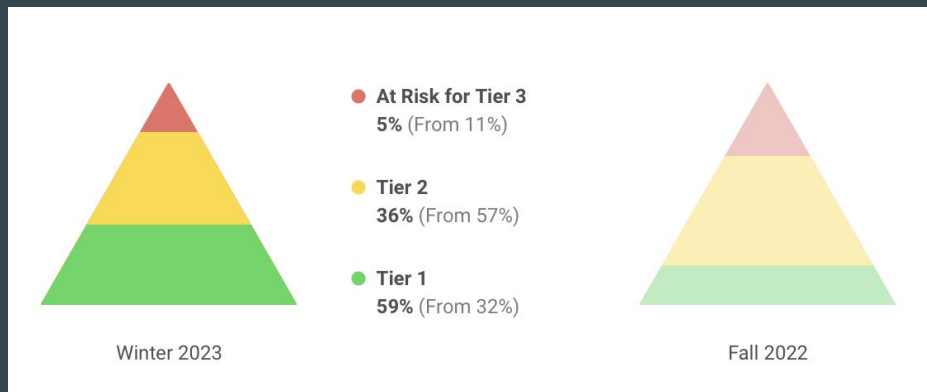
2022-2023

iReady Winter Benchmark Growth: ELA and Math

22-23 ELA

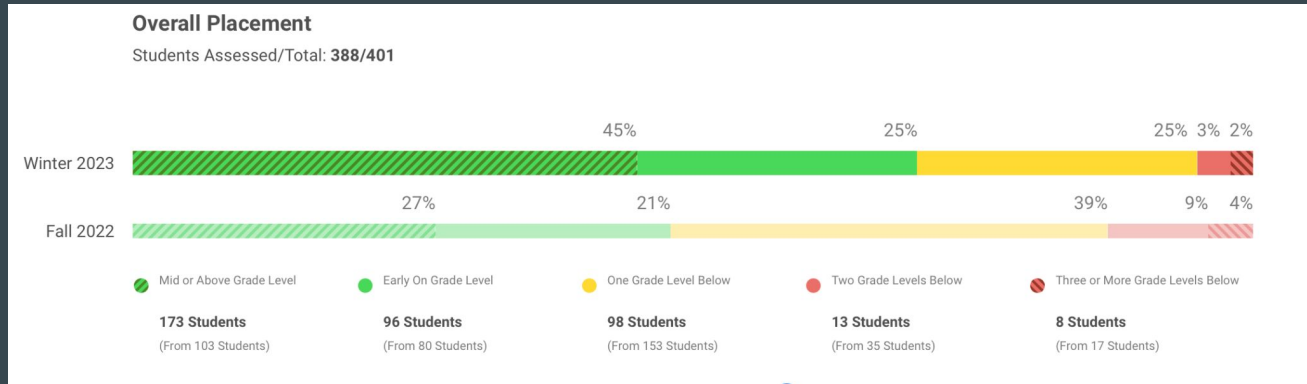


22-23 Math

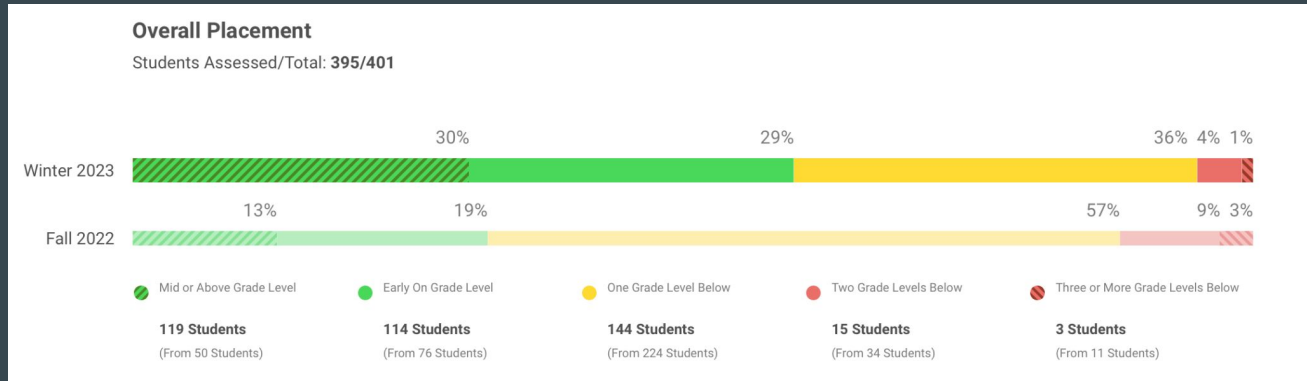


iReady 5 Level Placement

ELA



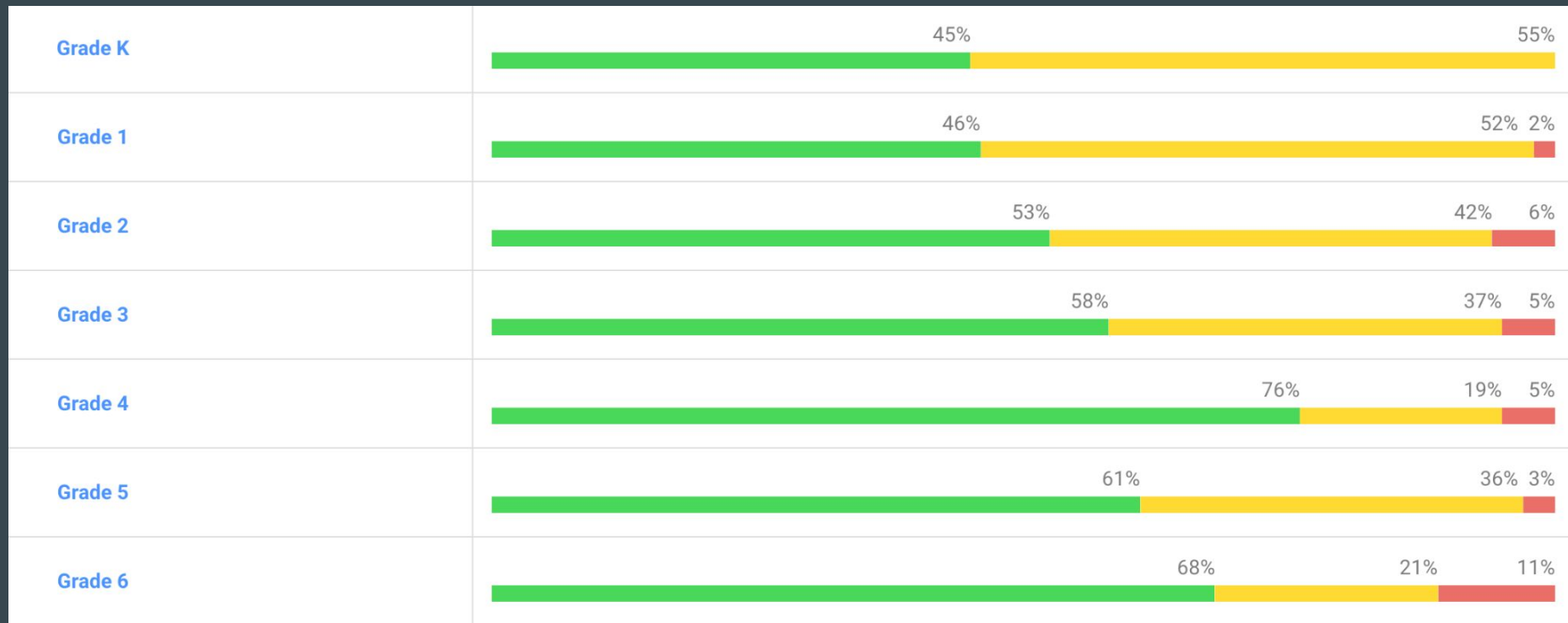
Math



iReady 3 Level Placement: ELA by Grade Level



iReady 3 Level Placement: Math by Grade Level



Typical vs Stretch: Student Level Growth

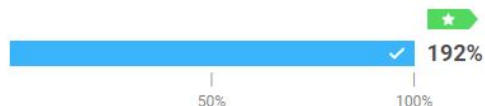
Subject

Math

Year-to-Date Growth

Progress to Annual Typical Growth

Scale Points: 46/24



This student has made 192% progress toward Annual Typical Growth. Typical Growth is the average annual growth for a student at this grade and placement level on their baseline Diagnostic.

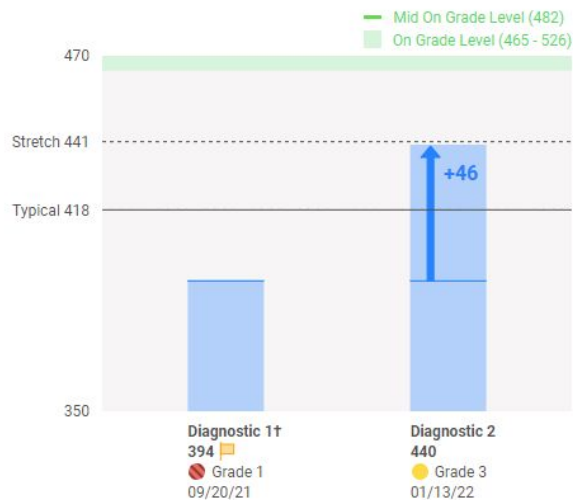
Progress to Annual Stretch Growth®

Scale Points: 46/47



This student has made 98% progress toward Stretch Growth. For students who are below grade level on their baseline Diagnostic, Stretch Growth is an ambitious, but attainable, level of annual growth that puts them on a path toward proficiency.

Overall Diagnostic Growth

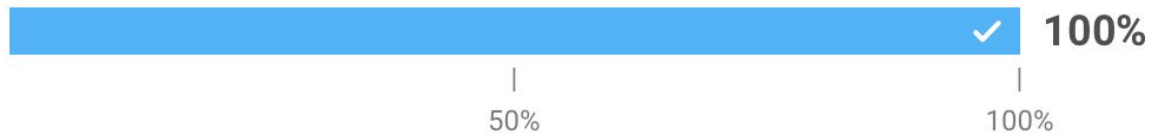


†This Diagnostic is considered the baseline and is used to establish Growth Measures for this student.

iReady Winter Benchmark Growth

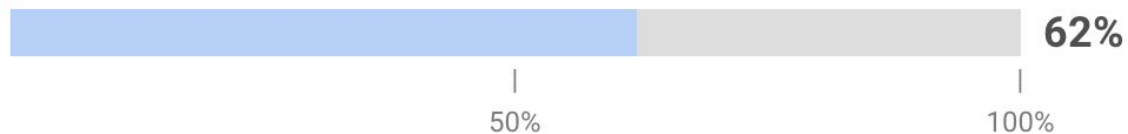
ELA

Progress to Annual Typical Growth (Median)








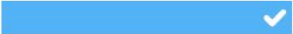





Math









Progress to Annual Typical Growth (Median)



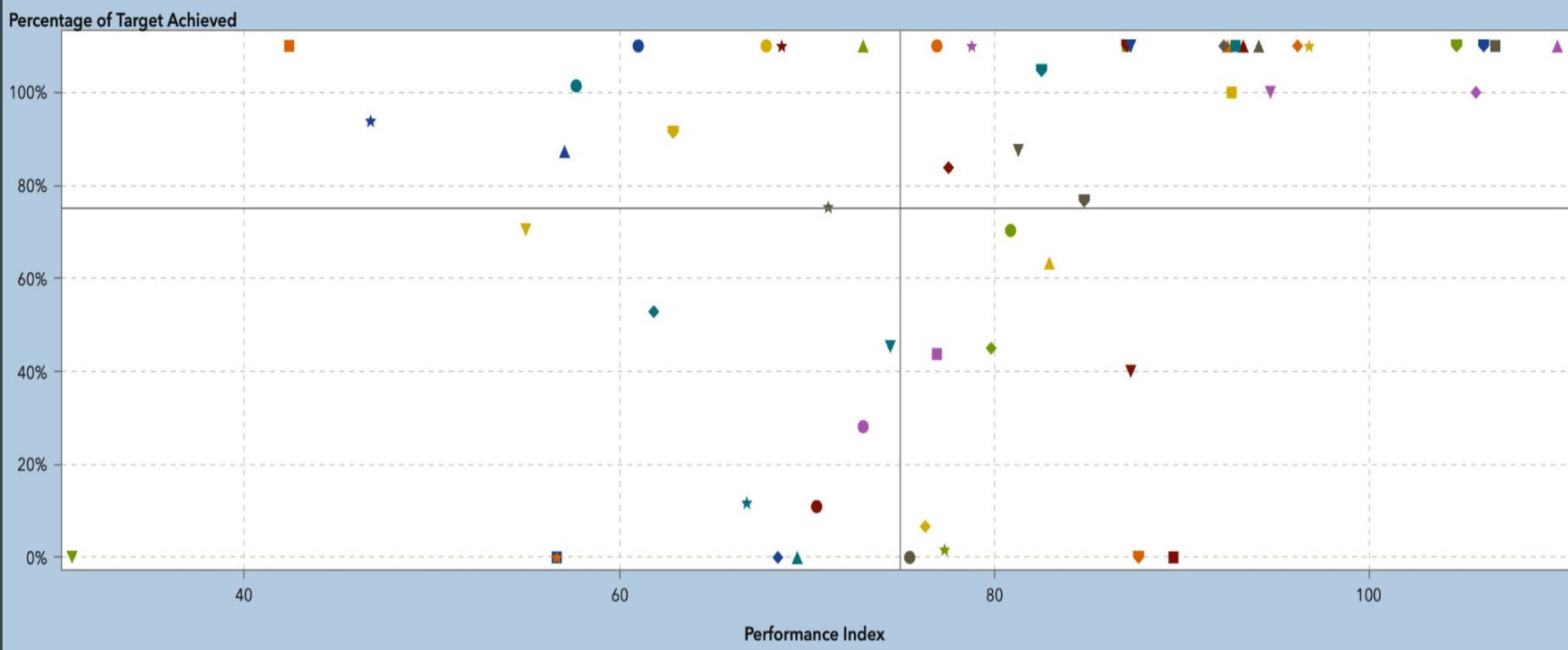
Whole School Growth by Baseline Placement: ELA

Baseline Placement 	Progress (Median) 	% Met 
Mid or Above Grade Level	  100%	54%
Early On Grade Level	 87%	43%
One Grade Level Below	 94%	47%
Two Grade Levels Below	  127%	61%
Three or More Grade Levels Below	  118%	65%

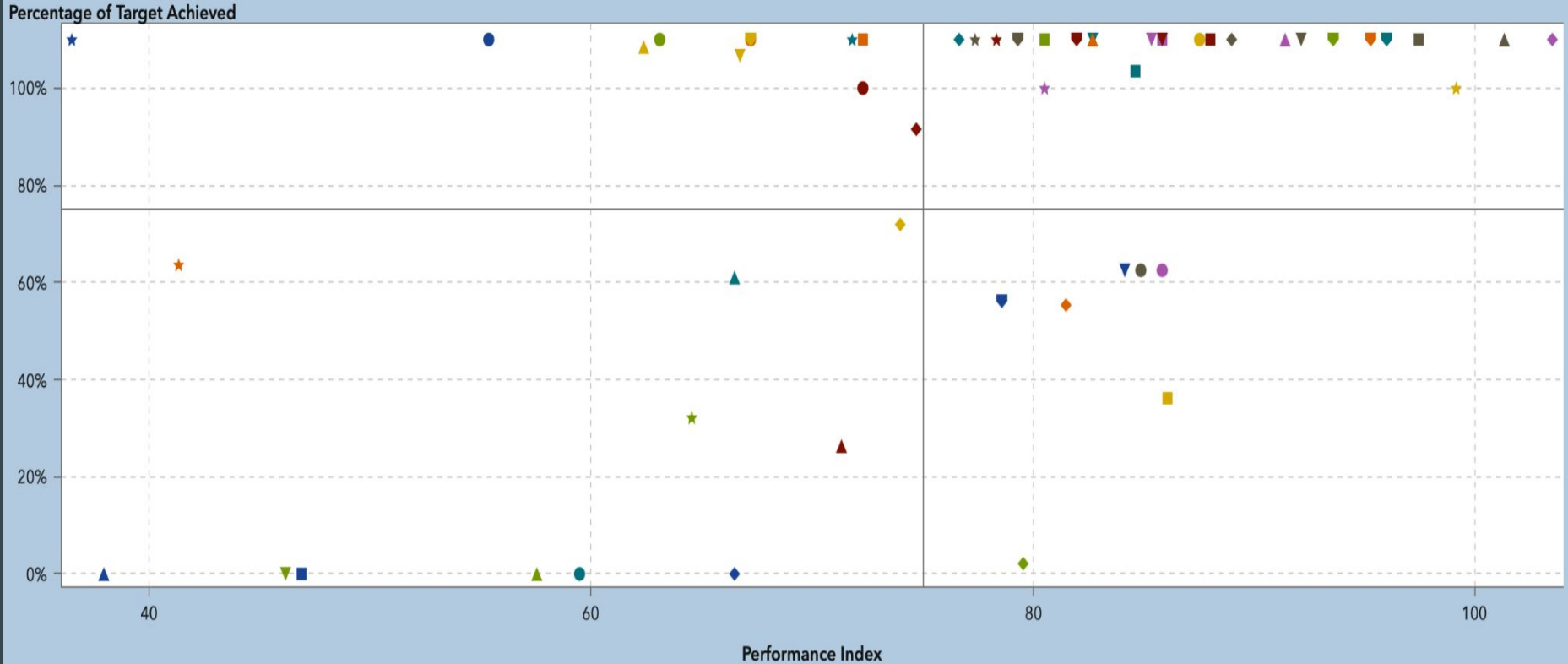
Whole School Growth by Baseline Placement: Math

Baseline Placement 	Progress (Median) 	% Met 
Mid or Above Grade Level	 43%	20%
Early On Grade Level	 50%	17%
One Grade Level Below	 62%	24%
Two Grade Levels Below	 109%	53%
Three or More Grade Levels Below	 100%	55%

SBA Quartile Data from SBA - Current Grade 5 ELA

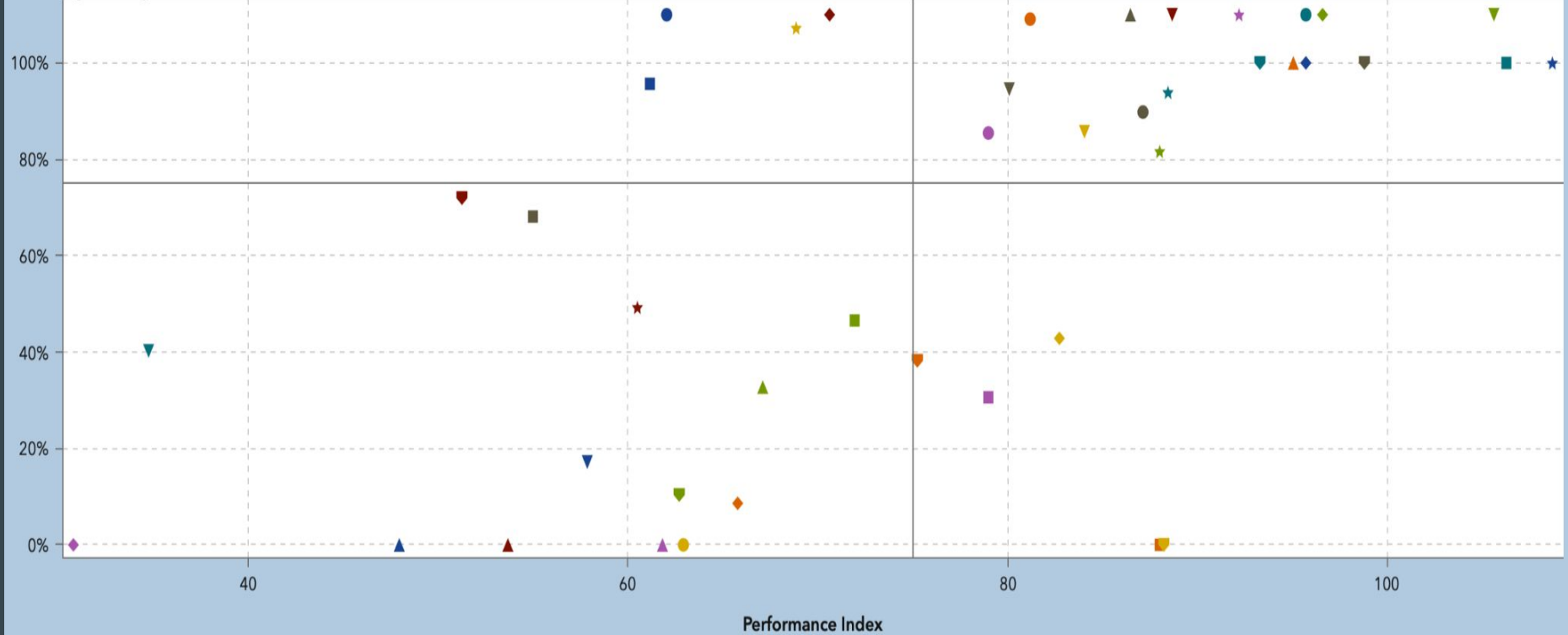


SBA Quartile Data from SBA - Current Grade 5 Math



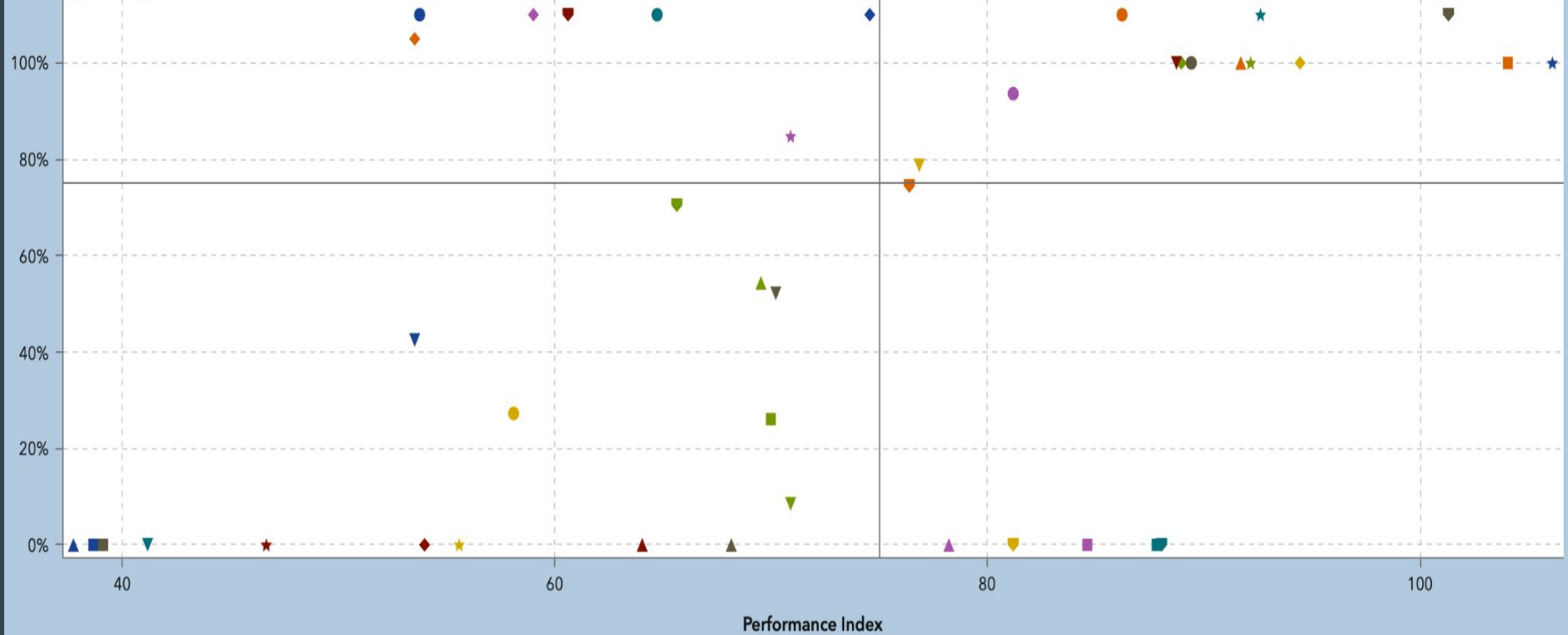
SBA Quartile Data from SBA - Current Grade 6 ELA

Percentage of Target Achieved



SBA Quartile Data from SBA - Current Grade 6 Math

Percentage of Target Achieved



Next Steps: Right Now

- Using WIN in Summit to address math intervention needs with all classroom teachers.
- Aligning SRBI process for behavior and academics (MTSS)
- Review instruction / curriculum to the end of the year based on iReady data trends.
- Differentiated PD - based on staff feedback and Steering Subcommittee work.
- Identifying students with multiple points of concern (low academic, flagged behavior, attendance concern) and review how to support them and their specific needs.
- Mindfully working with students to both emphasize the importance of our spring assessments without putting undue pressure on them. Helping to develop intrinsic motivation and personal value.
- Increased focus on IABs and helping students be prepared for success.
- Focus on academic vocabulary to build a better understanding of questions.

Next Steps: Long-Term

- Reviewing Summit schedule to consider how we better support math instruction and increase instructional time. (Already in process)
- Strong focus on the science of reading (Staff PD), resources, instructional methods.
- Ongoing curriculum development focusing on both CCSS (standards) and engaging contexts.

Questions?

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