



2024-2025 BES Phase Two: The Needs Assessment for Schools_09252024_16:03

2024-2025 Phase Two: The Needs Assessment for Schools

Bristow Elementary
Michael Stevenson
6151 Louisville Road
Bowling Green, Kentucky, 42101
United States of America

Table of Contents

2024-2025 Phase Two: The Needs Assessment for Schools	3
Attachment Summary	10

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Understanding Continuous Improvement: The Needs Assessment for Schools

The Needs Assessment Diagnostic will facilitate the use of multiple sources of data to determine the current reality and establish a foundation for decision-making around school goals and strategies. Once completed, the diagnostic will lead to priorities to be addressed in the comprehensive school improvement plan to build staff capacity and increase student achievement. The needs assessment is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (i.e. desired state).

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

The needs assessment provides the framework for all schools to clearly and honestly identify their most critical areas for improvement that they will address later in the planning process through the development of goals, objectives, strategies and activities. 703 KAR 2:225 requires, as part of continuous improvement planning for schools, each school to complete the needs assessment between October 1 and November 1 of each year and include: (1) a description of the data reviewed and the process used to develop the needs assessment; (2) a review of the previous plan and its implementation to inform development of the new plan; and, (3) perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions.

Protocol

1. Clearly detail the process used for reviewing, analyzing and applying data results as you conducted this year's needs assessment. Include names of school councils, leadership teams and stakeholder groups involved, a timeline of the process, the specific data reviewed, and how the meetings were documented.

Mike Stevenson (Interim Principal), Sarah Baker (Assistant Principal), Lyndsey Brooks (Curriculum Coordinator), Stormi Wilks (Counselor), Olivia Pitchford (Interventionist), analyzed the KSA data during the district embargo period. During the data review process, we reviewed comparable longitudinal data. The overall school achievement was looked at first including our color rating, state cut scores, and change scores in reading, math, science, social studies, and writing. Next, an analysis of NAPD student performance was completed in the categories of Reading, Math, Science, Writing, and Social Studies. This data was then compared with the school's overall data for the year as well as the longitudinal data to determine levels of progression or regression. After this we analyzed the Access scores by looking at levels and change scores. We then looked at how ESL students performed on Access compared to how they performed on KSA. After this, we looked at GAP group areas to determine how they were performing compared to the overall student group and other student groups. Individual student results were looked at in each sub-group as well to identify students that were close to the cut score for

NAPD. Individual student results were shared with the staff members based on the grade levels they work with. The data results were shared with school staff in small group meetings during the media embargo period. The SBDM council reviewing the KSA data from the 2023-2024 school year after public release. Action items were discussed with all members of the council. The CSIP is shared at the November SBDM regularly scheduled meeting to allow teachers, parents, and the community the ability to provide feedback on our action items and goals. The draft comprehensive school improvement plan and a Google form seeking stakeholder feedback are sent out as well.

On October 30th, Lyndsey Brooks the school's Curriculum Coordinator attended the KASC studying your schools scores session to analyze school trends further and to determine additional areas of need that may have not been identified during the initial data review process.

Review of Previous Plan

2. Summarize the implementation of the goals, objectives, strategies and activities from the previous year's Comprehensive School Improvement Plan (CSIP). What was successful? How does it inform this year's plan?

In the review of the 2023-2024 Bristow Elementary CSIP, Bristow Elementary made slight progress in reducing Novice in Reading specifically in the subgroups of African American, Hispanic, 2 or More Races, and economically disadvantaged group. Our focus for reading will be on reducing novice in our disabilities group as well as continuing to monitor our African American and ELL subgroups while also working on increasing our overall proficient and distinguished scores. In reading we did not meet our reading goal of increasing our scores to 63.2%.

For math, we did not meet our goal for increasing math proficiency to 57.1%. When reviewing the subgroups, our focus for math will be on reducing novice in our disabilities group as well as continuing to monitor our African American, Economically disadvantaged, and ELL subgroups.

For Science, we did not meet our goal for increasing science proficiency to 52.6%. We reviewing the subgroups we did decrease Novice in the subgroup for females. and increased our P/D for females.

For Social Studies, we did not met our goal for increasing social studies proficiency to 56.2%. When reviewing the data we did see a reduction of novice in our subgroup of Hispanics and an increase in P/D in the subgroup of Hispanics.

For Writing, we did not meet our goal for increasing writing proficiency to 57.5%. We fell short of that at 51% PD. We did increase our overall P/D but did not decrease in our novice scores.

For English Language Learner Progress, we did not meet our goal of 60% of students reaching attainment.

For the QSCS, we did not meet our goal of 80% but continued to stay at a rating within 2 points scoring a 73.2.

These results demonstrate that Bristow Elementary needs to place an intentional instructional focus on the area of reducing our novice scores specifically in the area of special education. Additionally, we need to focus on our improvement priorities and action steps to make additional gains for our community. We will continue our PLC work by completing standards deconstruction, creating writing exemplars and rubrics for student work, providing feedback and corrective tasks for students, and analyzing student data. We will continue to build our teachers' capacity for the standards by ensuring they deeply know and understand the standards, identifying their power standards, sequencing and prioritizing their standards, determining where their students are in relationship to the standards, firming up their students' understanding of the knowledge attainment of the standards and monitoring their students' growth as they push their students over into the application of their knowledge. Teachers will also continue this process by spiraling their standards throughout the year.

Trends

3. Analyzing data trends from the previous two academic years, which academic, cultural and behavioral needs remain significant areas for improvement?

Example of Trends

- The number of behavior referrals increased from 204 in 2022-2023 to 288 in 2023-2024.
- From 2022 to 2024, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

According to the Bristow Elementary Data Share Presentation, we are seeing the following trends have been identified:

-When comparing student data by looking at the same set of students year to year, 4th grade increased the percentage of students scoring proficient and distinguished in reading and 6th grade increased the number of students scoring P/D in math.

-When comparing grade level data from year to year, both 4th and 5th grades increased the number of students scoring P/D.

-When looking at combined writing scores, the number of students scoring proficient and distinguished dropped 6 percentage points from the 2022-23 school year but has still significantly increased from the 2021-22 school year from 24% P/D. The scores for on-demand writing were higher than the editing mechanics portion of the combined writing scores.

-When looking at reading performance from 2020-2024, we have continued to reduce our novice scores from 38.4 to 37 to 29 to 28.

-Continued growth in mental health referrals.

-Continued growth in the number of students with disabilities, students with low economic status, and students learning English as a second language.

Current State

4. Describe in narrative form the current state of the school using precise numbers and percentages as revealed by multiple sources of outcome data. Cite the source of data used.

Example of Current Academic State:

- Thirty-four percent (34%) of students in the achievement gap scored proficient on Kentucky Summative Assessment (KSA) in reading. Local benchmark data indicates that thirty-two percent of all students receive Tier II intervention in reading.
- Fifty-four percent of our students scored proficient in math on the KSA compared to the state average of 57%. Local formative assessments show 53% of students are on grade level in math.

Example of Non-Academic Current State:

- Teacher attendance rate was 84% for the 2023-2024 academic year. 2022-2023 Impact survey data shows that 71% of staff feel like they belong at our school.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

Data from Bristow Elementary Data Share Presentation:

Our Current Status is 51.5 with an overall rating of Orange. In Reading we currently have 39% P/D and 28% Novice. In Math, we have 32% P/D and 34% Novice. In science, we have 26% P/D and 16% Novice. In Social Studies we have 31% P/D and 42% Novice and in Combined Writing we have 45% P/D and 27% Novice with students scoring higher in on-demand writing than editing mechanics.

EL Progress- Status Score Prior Year 61, Status Score Current Year 56.4, Indicator 51.8 Orange.

School Climate and Safety- Status Score Prior Year 76, Status Score Current Year 74.6, Indicator 73.2 Yellow

Not TSI or CSI school in any subcategories.

Other School Information:

We currently have 120 reading intervention plans for students in grades Kindergarten through 4th grade.

All certified staff completed 4 days of professional development related to the CSIP or their professional growth plans.

iReady Data

(Average Percentile by Grade Level for Reading)

K- 50.1, 1st- 54.7, 2nd- 48, 3rd- 52.3, 4th-46.3, 5th-47.7, 6th- 45

Priorities/Concerns

5. Clearly and concisely describe the two or three greatest areas of weakness using precise numbers and percentages.

NOTE: You must thoroughly address these priorities in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

Example: Students in our gap groups are scoring significantly below all students. Sixty-eight percent of students in the achievement gapscored below proficiency on the Kentucky Summat gap learners.

61% of students are scoring N/A in reading

67% of students are scoring N/A in math

55% of students are scoring N/A in writing

42% of students are scoring novice in social studies with a total of 70% scoring N/A

For the subcategory of disability IEP 69% are scoring novice in reading, 76% are scoring novice in math, and 76% are scoring novice in writing. The other results are suppressed for this subcategory.

The subcategory of Hispanic is a concern for reading and math with 31% scoring novice in reading and 38% scoring novice in math, 38% scoring novice in social studies.

The subcategory of American Americans is also a concern with 38% scoring novice in reading and 47% scoring novice in math.

Based on these results we will focus our attention on the students with disabilities and increasing proficiency in the areas of reading and math.

Strengths/Leverages

6. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school. Explain how the school will utilize the strengths and leverages to improve areas of concern listed above.

Example: Reading achievement has increased from 37% proficient to its current rate of 58%. The systems of support we implemented for reading can be adapted to address our low performance in math.

The percentage of students scoring novice in reading is continuing to decrease and P/D percentage is increasing from the 2020-2021 school year. We still need lots of growth in reading but we are seeing a good overall trend in this area. We need to grow our apprentice students in reading.

We have continued to grow in the area of writing since the 2020-21 school year with 45% of our students scoring P/D in combined writing. Students scored better overall in on-demand writing.

58% of our students in science are scoring apprentice and could be pushed to proficiency with focus areas.

Evaluate the Teaching and Learning Environment

7. Consider the processes, practices and conditions evident in the teaching and learning environment as identified in the six Key Core Work Processes outlined below:

KCWP 1: Design and Deploy Standards

KCWP 2: Design and Deliver Instruction

KCWP 3: Design and Deliver Assessment Literacy

KCWP 4: Review, Analyze and Apply Data Results

KCWP 5: Design, Align and Deliver Support Processes

KCWP 6: Establish Learning Environment and Culture

Utilizing implementation data, perception data, and current policies and practices:

a. Complete the [Key Elements Template](#).

- **b. Upload your completed template in the attachment area directly below.**

ATTACHMENTS

Attachment Name



Bristow School Key Elements

8. After analyzing the Key Elements of your teaching and learning environment, which two or three processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes?

Note that all processes, practices and conditions can be linked to the six Key Core Work Processes.

NOTE: The Comprehensive School Improvement Plan (CSIP) diagnostic and template must thoroughly address these.

See Template

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Bristow School Key Elements		• 7