Keller Independent School District

Basswood Elementary School

2026-2027 Comprehensive Needs Assessment

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Demographics

Summary

Basswood Elementary is a Title I campus within Keller Independent School District serving students in grades Pre-K through 5th grade. The campus serves approximately 570-580 students and employs approximately 85 staff members. Basswood Elementary serves a highly diverse student population. The demographics include approximately 52.4% Hispanic students, 20% African American students, 15–16% White students, 4–5% Asian students, 7–8% students identifying as Two or More Races, and less than 1% Native American or Pacific Islander students.

Basswood Elementary serves a high-needs student population, with approximately 66.6% of students identified as Economically Disadvantaged. The campus also serves approximately 15–18% Emergent Bilingual/English Learners, 20–25% Special Education students, and 5–7% Gifted and Talented students. In addition, the campus has a significant At-Risk student population and operates as a schoolwide Title I campus. Gender demographics are relatively balanced, with approximately 51% male students and 49% female students.

The campus maintains an average attendance rate of approximately 94–95%. Student mobility rates remain higher than the district average due to housing and economic transitions within the community. Chronic absenteeism continues to be an area of focus, particularly among economically disadvantaged and at-risk student populations.

The campus staff includes a combination of beginning, mid-career, and veteran educators. Recruitment and retention efforts continue to focus on filling positions in elementary education, Special Education, and ESL support services while maintaining a collaborative and student-centered campus culture.

Strengths

Basswood Elementary is one of the most culturally diverse campuses in Texas, with a student body that reflects a rich mix of backgrounds and experiences. Our commitment to equity is evident in the wide range of support services we provide, including RTI, SPED, LEP, and dyslexia interventions, ensuring every student has access to the resources they need to thrive.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	The campus has experienced growth in student populations requiring targeted academic, behavioral, and social-emotional supports to address a wide range of individual student needs.	An increase in diverse academic, behavioral, and social-emotional student needs, combined with higher enrollment in specialized programs and increased economic and mobility challenges, has created a greater demand for targeted interventions and student support systems.
2	The campus has an increasing need for bilingual instructional and intervention support services to effectively meet the academic and communication needs of Spanish-speaking students and families.	Limited bilingual staffing in specialized support roles, including intervention and resource positions, has impacted the campus's ability to consistently provide native-language academic support and communication for Spanish-speaking students and families.

★ = Priority

Student Learning

Summary

All Grades - Reading	Year	State	District	Campus	African American	Hispanic	White	Asian	Two or more Races	Sped	Econ Dis.	EB/EL
At Approaches Grade Level or Above	2025	76%	85%	**83%**	76%	84%	81%	100%	87%	61%	79%	89%
	2024	76%	86%	**76%**	72%	80%	68%	93%	64%	41%	74%	79%
At Meets Grade Level or Above	2025	54%	67%	**52%**	33%	62%	43%	73%	47%	21%	48%	63%
	2024	54%	68%	**49%**	31%	51%	51%	67%	50%	16%	41%	54%
At Masters Grade Level	2025	23%	28%	**22%**	11%	29%	17%	18%	20%	6%	19%	33%
	2024	22%	29%	**25%**	13%	27%	34%	27%	14%	8%	18%	29%
All Grades - Math												
At Approaches Grade Level or Above	2025	72%	79%	**67%**	48%	73%	61%	91%	73%	39%	63%	85%
	2024	72%	80%	**74%**	67%	78%	66%	93%	57%	39%	70%	87%
At Meets Grade Level or Above	2025	45%	54%	**37%**	19%	43%	37%	64%	40%	15%	31%	53%
	2024	43%	55%	**40%**	23%	42%	46%	60%	36%	4%	29%	54%
At Masters Grade Level	2025	20%	26%	**17%**	6%	21%	17%	27%	20%	6%	13%	25%
	2024	17%	24%	**15%**	5%	16%	20%	33%	7%	0%	10%	19%

Strengths

- Student growth continues to improve in targeted areas despite increased academic and intervention needs across the campus.
- Teachers consistently utilize data-driven instruction, small-group interventions, and targeted support strategies to address student needs.
- The campus demonstrates a commitment to academic growth through collaborative planning, intervention systems, and focused instructional support.
- Increased performance at the Meets and Masters levels in several areas reflects progress toward improving rigorous, grade-level instruction for all students.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	Reading achievement gaps continue to exist among targeted student groups, particularly Economically Disadvantaged, Emergent Bilingual, and Special Education students.	Gaps in foundational literacy skills, vocabulary development, and increasing language and academic support needs have impacted reading achievement.
2	Mathematics performance indicates a need for improved achievement at the Meets and Masters Grade Level standards among targeted student groups.	Gaps in foundational math skills and inconsistent differentiated intervention support have impacted student mastery of grade-level concepts.

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School Processes & Programs

Summary

Basswood Elementary is committed to providing high-quality instruction through strong collaboration, intentional lesson design, and data-driven instructional practices. Teachers work collaboratively within Professional Learning Communities (PLCs) to plan rigorous lessons aligned to the Keller ISD curriculum, TEKS, district frameworks, and Learning Essentials. Staff members utilize district resources, student data, and targeted instructional strategies to ensure students receive meaningful, standards-based instruction across all content areas.

Basswood Elementary continues to build a strong campus culture focused on relationships, student growth, and academic success. The campus prioritizes creating a supportive and inclusive learning environment where students feel safe, connected, and challenged. Staff members work collectively to identify student needs, implement interventions, and maintain high expectations for all learners while strengthening partnerships with families and the community.

The campus master schedule includes dedicated intervention and enrichment time to provide targeted academic support for students. Teachers participate in regular PLC meetings focused on Reading and Mathematics to analyze student performance data, monitor growth, discuss instructional strategies, and ensure alignment across grade levels. Additional collaborative meetings address attendance, behavior, RtI processes, and intervention effectiveness to support the academic, behavioral, and social-emotional needs of students. Basswood Elementary also maintains a strong PBIS framework that promotes positive behavior, celebrates student success, and fosters a safe and structured learning environment.

Strengths

- Teachers actively collaborate through PLCs to analyze student data, plan instruction, and monitor student progress.
- Instruction is aligned to Keller ISD curriculum documents, TEKS, district frameworks, and Learning Essentials to ensure consistency across grade levels.
- The campus provides dedicated intervention and enrichment time to support targeted student academic needs.
- Staff members utilize data-driven instructional practices to guide interventions and instructional decision-making.
- Basswood Elementary maintains a strong PBIS framework that promotes positive student behavior and recognizes student success.
- The campus demonstrates a strong commitment to building positive relationships with students, staff, families, and the community.
- Collaborative systems are in place to support attendance, behavior, RtI processes, and intervention effectiveness.
- Teachers and staff work collectively to create a safe, supportive, and student-centered learning environment.
- Campus leadership supports ongoing professional growth and collaboration among staff members.
- Intervention and support systems are structured to address the academic, behavioral, and social-emotional needs of students.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	Inconsistent implementation of instructional and intervention practices across grade levels has impacted student academic growth and progress monitoring.	Variations in instructional practices, intervention delivery, and collaborative planning processes have limited consistency in student support and instructional alignment across the campus.
2	The campus has an increasing need for bilingual instructional and intervention support to effectively serve Spanish-speaking students and families.	Limited bilingual staffing in specialized support roles has impacted the campus's ability to consistently provide native-language academic support and communication services.

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Perceptions

Summary

Basswood Elementary uses a variety of data sources to evaluate campus climate and family/community engagement, including staff and parent surveys, discipline data, volunteer records, Title I parent feedback, and counseling program data. This information helps identify areas of strength and opportunities for growth in supporting students, families, and staff.

Based on survey data collected in February, staff perceptions of the campus climate remain overwhelmingly positive. All staff members who participated indicated that they feel a sense of belonging at Basswood Elementary. Additionally, 98% reported feeling respected, 96% believe campus decisions are made with students' best interests in mind, and 98% feel that questions and concerns are addressed in a timely and responsive manner.

While family engagement events continue to be well attended, the campus recognizes a need to strengthen parent leadership opportunities through PTA involvement and increase staff participation in evening events. Additionally, participation in campus academic decision-making groups, such as CEIC meetings, remains limited. Moving forward, Basswood Elementary will use parent survey feedback and other engagement data to develop strategies that increase family involvement in academic programs, school improvement efforts, and campus leadership opportunities.

Strengths

(Parent and Family Survey): 94.6% parent response say they feel welcomed at Basswood and that their concerns about their child are welcomed and supported. 100% state they receive information in a language they can understand. 94.4% of parent responses report that they understand how their child's performance will be reported.

(Staff Survey): 94.7% of staff agrees that school based leadership is available when I have a concern. 91.6 % of staff agree that school based leadership is responsive when I have a concern. 96.2% of staff feels that BWE is a safe learning environment for staff and students.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	The expectations of the school are currently being reshaped and redesigned, due to new staff and leadership. The change process may challenge some existing beliefs, values, systems and structures.	Due to transfers, resignations and new hires systems are being put into place to positively impact student achievement and behavior.

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