Bethel Elementary School

Comprehensive Needs Assessment

2021-2022

1. Data:

The data that are most relevant to the assessment of our needs for this school year are all academic data points. Prioritizing attendance and discipline referral data for last school year (2020-2021) is irrelevant due to the nature of the school year and the influence of Covid 19. We had a much higher number of students with excessive absences last year due to mandatory quarantines and the inconsistencies of keeping accurate attendance records for students who were attending school via remote learning. We had several students who switched back and forth from in person to remote learning and that created attendance keeping difficulties as well. Behavior data is similarly skewed. We had fewer students on campus in person, students were socially distanced while at school in person, etc. so there were fewer discipline referrals than in a normal school year.

The fact that social and emotional learning needs are more present now than in previous years is a widely known fact in our entire nation. We did not have an avenue at Bethel Elementary in which to collect that data quantitatively, so we are relying on our qualitative data and the obvious increased mental health needs of our students and families in that arena. We are implementing a school wide social/emotional learning program called 2nd Step this school year.

Given all of those same Covid conditions and variables, the academic data comparisons pre-Covid to now are not as reliable as comparisons in the past. However, academic data are able to be viewed linearly and the Covid struggles can be factored into each individual students’ academic profile within each teachers’ classroom.

|  |  |  |  |
| --- | --- | --- | --- |
|  | 2018-2019 | 2020-2021 | Change |
| Reading Kindergarten | 81% proficient | 67% proficient | -14% |
| Reading 1st grade | 44% | 46% | +2% |
| Reading 2nd grade | 62% | 64% | +2% |
| Reading 3rd grade | 76% | 64% | -12% |
| Reading 4th grade | 70% | 65% | -5% |
| Reading 5th grade | 55% | 56% | +1 |
|  |  |  |  |
| Math Kindergarten | 79% | 77% | -2% |
| Math 1st grade | 81% | 58% | -23% |
| Math 2nd grade | 64% | 37% | -27% |
| Math 3rd grade | 89% | 72% | -17% |
| Math 4th grade | 76% | 68% | -8% |
| Math 5th grade | 68% | 77% | +9 |

1. Data analysis:

Our School Improvement Plan and Title I plan show an academic goal to regain and surpass our percentage of students who were proficient in math before Covid. The math goal is an overarching school goal. Although our 5th grade students were more proficient in math this past year than pre-Covid, as an entire school our math proficiency has decreased significantly since 2018-2019. This trend is true if you compare grade levels and if you compare cohorts of students. The chart above obviously shows comparisons of grade level proficiency with differing groups of students but the following chart shows the trends of the student cohorts:

|  |  |  |
| --- | --- | --- |
| 2018-2019 Math | 2020-2021 Math | change |
| Kindergarten: 79% | 2nd grade: 37% | -42% |
| 1st grade: 81% | 3rd grade: 72% | -9% |
| 2nd grade: 64% | 4th grade: 68% | +4% |
| 3rd grade: 89% | 5th grade: 77% | -12% |

The reading scores between 2018-19 and 2020-2021 showed less fluctuation than the math scores. However, our Title I plan does target and address this year’s 2nd grade students’ reading (see 1st grade in the chart). That particular group of students had the largest percentage of non proficient readers at the end of this past school year (54% non proficient).

1. Needs Identified:

|  |  |  |
| --- | --- | --- |
| Priority | Grade | Subject |
| 1 | Kindergarten | Reading |
| 2 | 3rd grade | Math |
| 3 | 2nd grade | Reading |
| 4 | 2nd grade | Math |
| 5 | 4th grade | Reading |
| 6 | 3rd grade | Reading |
| 7 | 5th grade | Reading |
| 8 | 1st grade | Reading |
| 9 | 5th grade | Math |

These priorities are pulled straight from the end of year data in order of highest to lowest need. Kindergarten is the exception to that statement because this year’s kindergarten students were not in school last year so we always place them first in the priority list. It is interesting to note that 2nd grade is where great needs are in both reading and math. Those students were kindergarteners in March of 2020 when everyone got sent home; they missed an in person learning experience during the last three months of kindergarten and the first six weeks of 1st grade.

1. How the needs will be met:

Title I funds are being used this school year to add a regular classroom teacher in 4th grade and a regular classroom teacher in 5th grade to lower class sizes.

All of our students in 4th and 5th grades will get more individualized attention due to the fact that the class sizes have been kept at 20 or less.

Part time Title I tutors have been secured to offer assistance to struggling students in the grades and subjects listed in the above chart.

Full time teachers will tutor (remediate/accelerate) students outside of the regular hours of school during the school year.

Through a variety of funding sources, we have purchased print and online reading and math resources that teachers and students utilize each day. We are still working on securing enough devices (iPads and Chromebooks) so that we can have a 1:1 ratio of students to devices. This is helpful both during the school day and at home during homework time and remote learning days.

See School Improvement Plan and Title I Plan for more details as to the school wide plans for continued improvement.