

Provo Peaks

- NEEDS ASSESSMENT SUMMARY FY24

FY2023 EOY Data Summary - Please provide a brief summary of your school data analysis & identified needs

Date(s) of data analysis team meetings: May 30, 2023; June 5, 2023; June 8, 2023; July 14, 2023; July 31, 2023

Team members: Mark Burge, Dallas Brooks, Leilani Nautu, Kathy Mesenbrink

<p>Data Source</p>	<p><u>Did you meet your goal(s)?</u></p> <p><u>Summary</u> of need(s)/Guiding questions:</p> <ul style="list-style-type: none"> • Did you identify grade levels/teachers with specific needs? • Did you identify specific subgroups with specific needs? (i.e. EL, SWD) • Do you have specific learning goals? • Do you have specific PD needs/goals? • Do you have identified parent engagement needs? • Do you have identified ML (EL) needs? 																																																
<p>Acadience Proficiency</p>	<p>Our fy23 goals were: Increase the percentage of students proficiency in grades K-6 reaching EOY benchmark or above benchmark from 65% in 2021-2022 to 70% in 2022-2023 on the Acadience Reading assessment.</p> <p>Percent Proficient on Acadience</p> <table border="1" data-bbox="485 854 1940 1474"> <thead> <tr> <th></th> <th>Acadience Proficiency fy22 (composite)</th> <th>Acadience Proficiency fy23 (composite)</th> <th>ML Acadience Proficiency fy22 (composite)</th> <th>ML Acadience Proficiency fy23 (composite)</th> </tr> </thead> <tbody> <tr> <td>Kinder</td> <td>64%</td> <td>76%</td> <td>63%</td> <td>53%</td> </tr> <tr> <td>1st</td> <td>54%</td> <td>39%</td> <td>27%</td> <td>29%</td> </tr> <tr> <td>2nd</td> <td>70%</td> <td>61%</td> <td>56%</td> <td>40%</td> </tr> <tr> <td>3rd</td> <td>60%</td> <td>79%</td> <td>44%</td> <td>40%</td> </tr> <tr> <td>4th</td> <td>72%</td> <td>63%</td> <td>32%</td> <td>33%</td> </tr> <tr> <td>5th</td> <td>59%</td> <td>69%</td> <td>16%</td> <td>26%</td> </tr> <tr> <td>6th</td> <td>73%</td> <td>67%</td> <td>44%</td> <td>20%</td> </tr> <tr> <td>Whole School</td> <td>65%</td> <td>65%</td> <td>40%</td> <td>34%</td> </tr> </tbody> </table>					Acadience Proficiency fy22 (composite)	Acadience Proficiency fy23 (composite)	ML Acadience Proficiency fy22 (composite)	ML Acadience Proficiency fy23 (composite)	Kinder	64%	76%	63%	53%	1st	54%	39%	27%	29%	2nd	70%	61%	56%	40%	3rd	60%	79%	44%	40%	4th	72%	63%	32%	33%	5th	59%	69%	16%	26%	6th	73%	67%	44%	20%	Whole School	65%	65%	40%	34%
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Deep analysis - Tier 1 and Tier 2/3 Effectiveness

Question	K	1	2	3	4	5	6	School
Is our core instruction effective? <i>-Effective is defined as at least 80% of students meeting grade level benchmarks from core instruction alone.</i>	76%	39%	61%	79%	63%	69%	67%	65%
What percentage of students who were at or above benchmark at the beginning of the year (BOY) are at or above Benchmark at the end of the year (EOY)? (Tier 1) <i>-Should be at least 95% of students.</i>	100%	77%	100%	100%	100%	100%	87%	95%
What percentage of students who were Below Benchmark at BOY are at Benchmark/Above Benchmark at EOY? (Tier 2) <i>-Should be at least 80% of students.</i>	58%	14%	18%	47%	4%	22%	5%	24%
How many students who were Below Benchmark at the BOY are now Well Below Benchmark at EOY? (Tier 2 & 3) <i>-Should be 0% of students</i>	0%	60%	0%	0%	0%	0%	44%	15%
What percentage of those who were Well Below Benchmark at the BOY are no longer Well Below Benchmark at EOY? (Tier 2 & 3) <i>-At least 80% should no longer be Well Below Benchmark</i>	64%	20%	35%	42%	33%	50%	9%	36%

Summary: The goal for the 2023 school year was to increase the percentage of students proficiency in K-6 reaching EOY benchmark or above benchmark from 65% in 2021-2022 to 70% in 2022-2023. As a whole school, we were unable to make this goal, instead staying at exactly 65% proficiency, equal to EOY of 2022. Broken down, two of the grade levels (Kinder and 3rd) made this goal reaching 70% proficiency or higher. Grade levels that stayed at 65% or higher were: Kinder, 3rd, 5th, and 6th.

Need:

- Support in Tiers 1, 2, & 3 instruction to improve teacher efficacy and student outcomes

- Regularly supporting staff and faculty with professional development,
- Developing and implementing strong classroom/behavior management with structured classrooms
- Focus on time management
- High expectations of staff, faculty, and students
- Improved PLC discussions and collaboration meetings with a heavy emphasis on student achievement
- Continued support with district provided coach

fy24 Goal(s): Increase the percentage of students proficiency in grades K-6 reaching EOY benchmark or above benchmark from 65% in 2022-2023 to 68% in 2023-2024 on the Acadience Reading assessment.

**Acadience
Progress/POP**

Our fy23 goal(s) were: Increase the percentage of students in grades K-6 reaching typical, above typical or well above typical progress by 5% based on Acadience BOY to EOY scores on the Acadience Reading assessment.

Data Analysis

	fy22	fy23	fy22 EL	fy23 EL
Kinder	65%	72%	63%	53%
1st	75%	48%	45%	35%
2nd	87%	86%	89%	85%
3rd	79%	94%	81%	92%
4th	83%	79%	68%	70%
5th	79%	96%	83%	94%
6th	61%	69%	38%	48%
Whole School	73%	78%	67%	68%

Summary: The goal for the 2023 school year was to increase the percentage of students K-6 reaching typical, above typical, or well above typical progress by 5% based on Acadience BOY to EOY scores. The school wide growth for 2023 was 78%, while the school wide growth fy22 was 73%, indicating that we did meet our goal of 5%. Kinder increased by 7%, 3rd grade increased by 15%, 5th grade increased by 17%, and 6th grade increased by 8% in growth. Meanwhile, 1st grade decreased by 27%, 2nd grade decreased by 1%, and 4th grade decreased by 4% in growth. Multilingual students in grades 3-6 increased their typical or above typical growth; while students in grades Kinder-2nd decreased: K by 10%, 1st by 10%, and 2nd by 4%.

Need:

- Heavy emphasis on ML students in K-2nd grades; especially K & 1st grade
- Professional development on Pathways of Progress and Progress Monitoring in Acadience
- An expectation of following guidelines for progress monitoring and using data with students, during PLCs, and during collaboration
- Continued professional development on Tier 2 intervention programs for students who are not making growth provided to classroom teachers and those leading intervention groups
- The expectation of following Tier 2 intervention programs with fidelity

fy24 Goal(s): Increase the percentage of students in grades K-6 reaching typical, above typical or well above typical progress by 2% based on Acadience BOY to EOY scores on the Acadience Reading assessment to reach 80% of students making growth.

RISE ELA Proficiency/Growth

Our goal during fy23 was: Increase the percentage of students proficiency in grades 3-6 reaching benchmark or above benchmark by 5% on the RISE ELA assessment.

Data Analysis

	fy22	fy23 (raw data)	SPED fy23	ML fy23
3rd	40%	54%	38%	7%
4th	47%	38%	13%	13%
5th	47%	57%	67%	5%
6th	38%	50%	33%	4%
3rd-6th School Wide	43%	50%	39%	7%

Summary: The goal for the 2023 school year was to increase the percentage of students in grades 3-6 reaching proficiency in benchmark by 5% on the RISE ELA Assessment. As a whole, the school was able to increase proficiency by 7%. All of the grades increased proficiency except for 4th grade: 3rd grade increased 14%, 5th grade increased 10%, and 6th grade increased 12%. 4th grade decreased by 10%. Less than 15% of ML students reached proficiency in all of the grades, equaling to 7% school wide. 39% of students with disabilities in grades 3rd-6th made proficiency on the RISE ELA assessment.

Need:

- Establish with staff and faculty the need for high expectations of students
- Extra support such as PD, mentoring, and coaching while implementing researched based strategies and curriculum in Tier 1 instruction
- Implementation of researched based strategies for ML students
- Continued professional development on Tier 2 intervention programs for classroom teachers

- The expectation of following Tier 2 intervention programs with fidelity
- Familiarity with and implementation of student accommodations on IEPs
- Regular collaboration with Resource and Special Education teachers

fy24 Goal(s): Increase the percentage of all students proficiency in grades 3-6 reaching benchmark or above benchmark by 3% on the RISE ELA assessment; increase the percentage of ML students proficiency in grades 3-6 reaching benchmark or above benchmark by 5%; and increase the percentage of students with disabilities' proficiency in grades 3-6 reaching benchmark or above benchmark by 5%.

RISE MA Proficiency/Growth

Our goal during fy23 was: Increase the percentage of students proficiency in grades 3-6 reaching benchmark or above benchmark by 5% on the RISE Math assessment.

RISE Math Proficiency

	fy22	fy23 (raw data)	SPED fy23	ML fy23
3rd	44%	53%	38%	20%
4th	49%	54%	13%	33%
5th	63%	52%	44%	5%
6th	38%	43%	0%	4%
3rd-6th School Wide	50%	54%	27%	16%

Summary: The goal for the 2023 school year was to increase the percentage of students in grades 3-6 reaching proficiency in benchmark by 5% on the RISE Math Assessment. As a whole, the school was just shy of meeting this goal by 1%, having reached 54% proficiency as compared to 50% the previous year. 3rd grade increased proficiency by 9%, and 4th and 6th grades increased by 5%. Meanwhile, 5th grade decreased by 11%. ML students in grade 3 made 20% proficiency, and ML students in 4th grade made 33% proficiency. ML students in 5th grade made 5% proficiency, and ML students in 6th grade made 4% proficiency; equaling 16% proficiency for all ML students in grades 3rd-6th. 16% of students with disabilities in grades 3rd-6th made proficiency on the RISE Math assessment.

Need:

- Establish with staff and faculty the need for high expectations of students
- Extra support such as PD, mentoring, and coaching while implementing researched based strategies and curriculum in Tier 1 instruction
- Heavy emphasis on ML students; especially 5th & 6th grade
- Implementation of researched based strategies for ML students
- Familiarity with and implementation of student accommodations on IEPs
- Regular collaboration with Resource and Special Education teachers

- Curriculum fidelity
- Continued support with district provided coach(es)

fy24 Goal(s): Increase the percentage of all students proficiency in grades 3-6 reaching benchmark or above benchmark by 3% on the RISE Math assessment; increase the percentage of ML students proficiency in grades 3-6 reaching benchmark or above benchmark by 5%; and increase the percentage of students with disabilities' proficiency in grades 3-6 reaching benchmark or above benchmark by 5%.

Into Math Growth

Our goal during fy23 was: Increase the percentage of students proficiency in grades K-6 reaching EOY at or above grade level from by 5% in 2021-2022 to the 2022-2023 school year on the Into Math Growth Measure Assessment.

IntoMath Growth Measure

	fy22 IntoMath Growth	fy23 IntoMath Growth	ML fy23 IntoMath Growth
1st	91%	56%	40%
2nd	84%	66%	18%
3rd	84%	71%	36%
4th	77%	67%	38%
5th	55%	53%	16%
6th	38%	29%	9%
Whole School	72%	56%	26%

Summary: As a whole, the percentage of students reaching proficiency on the Into Math Growth Measure Assessment decreased by 16%. All grades decreased in proficiency on this assessment: 1st by 35%, 2nd by 18%, 3rd by 13%, 4th by 10%, 5th by 2%, and 6th by 9%. ML students school-wide, with the exception of Kindergarten, were 26% proficient on the IntoMath Growth Measure Assessment. The ML students who made the most growth on this assessment were in grades 1st at 40%, 4th at 38%, and 3rd at 36%. Meanwhile, 2nd grade ML students were at 18% proficiency, 5th grade was at 16%, and 6th grade was at 29%.

Need:

- Establish with staff and faculty the need for high expectations of students
- Extra support such as PD, mentoring, and coaching while implementing researched based strategies and curriculum in Tier 1 instruction
- Heavy emphasis on ML students; especially 2nd, 5th, & 6th grade
- Implementation of researched based strategies for ML students

- Curriculum fidelity
- Continued support with district provided coach(es)

fy24 Goal(s): Increase the percentage of students proficiency in grades K-6 at or above grade level at EOY by 5% in the 2023-2024 school year on the IntoMath Growth Measure Assessment.

RISE Science

Our goal during fy23 was: Increase the percentage of students proficiency in grades 4-6 reaching benchmark or above benchmark by 5% on the RISE Science assessment.

Data Analysis

	fy22	fy23	SPED fy23	ML fy23
4th	46%	48%	13%	22%
5th	47%	49%	33%	0%
6th	43%	52%	33%	8%
4th-6th School Wide	45%	50%	35%	10%

Summary: Our goal for fy23 was to increase our proficiency of students in grades 4th-6th meeting benchmark by 5%. We were able to make this goal for fy23 as 50% of our students in grades 4th-6th met the benchmark, as compared to 45% of students in fy22. 22% of ML students in 4th grade met proficiency, while 0% of ML students in 5th grade and 8% of ML students in 6th grade made proficiency, totally 10% proficiency for our ML students in grades 4th-6th. 35% of students with disabilities in grades 4th-6th made proficiency on the RISE Science assessment.

Need:

- Establish with staff and faculty the need for high expectations of students
- Extra support such as PD, mentoring, and coaching while implementing researched based strategies and curriculum in Tier 1 instruction
- Familiarity with and implementation of student accommodations on IEPs
- Regular collaboration with Resource and Special Education teachers
- Integration of general education and CAS classes for science rotations
- Scheduled science time on master schedule

fy24 Goal(s): Increase the percentage of all students proficiency in grades 3-6 reaching benchmark or above benchmark by 3% on the RISE Science assessment; increase the percentage of ML students proficiency in grades 3-6 reaching benchmark or above benchmark by 5%; and increase the percentage of students with disabilities' proficiency in grades 3-6 reaching benchmark or above benchmark by 5%.

ACCESS for ELs

- Proficiency
- Growth
- Students who reached proficiency

**Refer to USBE WiDA growth chart for accurate growth measures; Use Ellevation report*

Our goals during fy23 was: Increase the percentage of students identified as ML in grades K-6 reaching .4 growth on ACCESS from 35% in 2021-2022 to 40% in 2022-2023.
 • ELs with a fy22 WIDA ACCESS Score of 4.5 or above will score a 5 or higher on their 2022-2023 WIDA ACCESS.

Data Analysis

	fy22 1	fy23 1	fy22 2	fy23 2	fy22 3	fy23 3	fy22 4	fy23 4	fy22 5	fy23 5	fy22 6	fy23 6	fy22 school	fy23 school
Growth of .1 or more	100%	89%	88%	78%	36%	63%	89%	100%	28%	50%	6%	36%	51%	65%
Growth of .4 or more	89%	89%	63%	67%	14%	38%	61%	94%	17%	19%	0%	32%	35%	53%
Students at 4.5 fy22 who reached 5 fy23		0/1		0/0		1/1		0/0		0/2		1/1		40%

Summary: As a whole school, 14 more percent of students made growth compared to the previous year. In fy23, 65% of students made growth, while in fy22, 51% of students made growth on the WIDA ACCESS assessment. Our goal of 40% of students who made .4 or more growth was surpassed by 13% as we had 53% of students make at least .4 growth compared to the previous year at 32%. Our secondary goal of having our students who scored a 4.5-4.9 the previous year reaching a 5.0 in 2022-2023 was met by 40%.

Need:

- Establish with staff and faculty the need for high expectations of students
- Extra support such as PD, mentoring, and coaching while implementing researched based strategies and curriculum in Tier 1 and Tier 2 instruction
- Regular collaboration with ML Supervisor and ML instructional assistants
- Heavy emphasis on using the four domains (listening, speaking, reading, and writing) during Tier 1 instruction

fy24 Goal(s): Increase the percentage of students identified as ML in grades K-6 reaching at least .1 growth on ACCESS from 65% in 2022-2023 to 70% in 2023-2024; and increase the percentage of students identified as ML in grades K-6 reaching .4 growth on ACCESS from 53% in 2022-2023 to 55% in 2023-2024.

**Panorama/SEL Data
PBIS Data**

Panorama Results Grades 3-5

Grit	57%
Growth Mindset	53%
Self-Efficacy	60%
Self-Management	71%
Social Awareness	69%

Educator's Handbook - Office Referrals

fy22		fy23	
155 total		217 total	
Physical Aggression	23%	Physical Aggression	35%
Disruptions	8%	Disruptions	5%
Safety/Endangerment	8%	Safety/Endangerment	5%
Property Destruction	7%	Property Destruction	0%
Swearing/Profanity	6%	Swearing/Profanity	9%
Defiance	6%	Defiance	7%
Other	5%	Other	3%
Threat/Intimidation	4%	Threat/Intimidation	5%
Theft/Stealing	4%	Theft/Stealing	2%
Disrespect	4%	Disrespect	0%
Fighting	4%	Fighting	3%
Sexual Harassment	3%	Sexual Harassment	2%
Inappropriate Sexual Behavior	3%	Inappropriate Sexual Behavior	2%

Name Calling	3%
Harassment Non-Sexual	2%
Verbal Aggression	2%
Bullying/Retaliation	2%
Inappropriate Tech Use	1%
Left School w/o Permission	1%
Possession of Lighter	1%
Phone Violation	1%
Off Task	1%
False Information/Lying	1%
Tobacco	1%
Dress Code	1%
Threat/Intimidation	0%
Inappropriate Sexual Language/Gestures	0%

Name Calling	0%
Harassment Non-Sexual	0%
Verbal Aggression	2%
Bullying/Retaliation	6%
Inappropriate Tech Use	2%
Left School w/o Permission	0%
Weapons/Explosives	1%
Phone Violation	0%
Off Task	0%
False Information/Lying	0%
Tobacco	0%
Dress Code	0%
Threat/Intimidation	5%
Inappropriate Sexual Language/Gestures	5%

Summary: The greatest area in which students feel successful in grades 3-5 on the Panorama survey was self-management at 71%. The rest of the survey results were as follows: 2) Social Awareness 69%, 3) Self Efficacy 60%, 4) Grit 57%, and 5) Growth Mindset 53%. Educator's Handbook showed more office referrals, 217, as compared to the previous year at 155. Although a rise in office referrals, we believe the previous year data was inaccurate and documentation was not occurring as regularly as it should have. We are planning on numbers increasing as we continue to encourage teachers to use Educator's Handbook.

Need:

- Establish with staff and faculty the need for high expectations of students
- Establish with staff and faculty the importance of documenting student behaviors on Educator's Handbook
- Use of Puma Paws to encourage and recognize students

	<p>fy24 Goal(s): Increase the number of teachers who are using and properly documenting student behaviors using Educator's Handbook regularly, and use Puma Paws effectively to encourage and recognize students' positive behavior.</p>
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