

Sunset View

- 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:

Team members:

Data Source	<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><i>Consider looking at deep analysis (2nd table); if you need help finding these data points in Amplify, let Tiffany, Michelle or Ron know (june); new assessment dir. in July</i></p>	<p>Our fy23 goals were:</p> <ul style="list-style-type: none"> • Continue providing 95% Core to all K-3 grade students • Consistently progress monitor our red and yellow students • Provide tier 2/tier 3 interventions based on individual student data <p>Percent Proficient on Acadience OR questions to the left (two tables below/pick one or use both)</p> <table border="1"> <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>Above Bench - 62% Benchmark - 13% Overall 60/80 = 75%</td> <td>Above Bench - 60% Benchmark - 24% Overall 69/82 = 84%</td> <td>9/12 = 75%</td> <td>17/25 = 68%</td> </tr> <tr> <td>1st</td> <td>Above Bench - 32% Benchmark - 18% Overall 33/66 = 50%</td> <td>Above Bench - 32% Benchmark - 26% Overall 39/66 = 58%</td> <td>4/17 = 24%</td> <td>3/10 = 30%</td> </tr> <tr> <td>2nd</td> <td>Above Bench - 44% Benchmark - 15% Overall 46/78 = 59%</td> <td>Above Bench - 55% Benchmark - 14% Overall 48/70 = 69%</td> <td>5/15 = 33%</td> <td>5/18 = 28%</td> </tr> </tbody> </table>					Acadience Proficiency fy22 (composite)	Acadience Proficiency fy23 (composite)	ML Acadience Proficiency fy22 (composite)	ML Acadience Proficiency fy23 (composite)	Kinder	Above Bench - 62% Benchmark - 13% Overall 60/80 = 75%	Above Bench - 60% Benchmark - 24% Overall 69/82 = 84%	9/12 = 75%	17/25 = 68%	1st	Above Bench - 32% Benchmark - 18% Overall 33/66 = 50%	Above Bench - 32% Benchmark - 26% Overall 39/66 = 58%	4/17 = 24%	3/10 = 30%	2nd	Above Bench - 44% Benchmark - 15% Overall 46/78 = 59%	Above Bench - 55% Benchmark - 14% Overall 48/70 = 69%	5/15 = 33%	5/18 = 28%
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3rd	Above Bench - 28% Benchmark - 29% Overall 41/72 = 57%	Above Bench - 50% Benchmark -19% Overall 56/81 = 69%	8/27 = 30%	9/18 = 50%
4th	Above Bench - 60% Benchmark - 12% Overall 59/81 = 72%	Above Bench - 52% Benchmark -12% Overall 52/81 = 64%	10/20 = 50%	14/26 = 54%
5th	Above Bench - 63% Benchmark -7% Overall 59/84 = 70%	Above Bench - 61% Benchmark - 12% Overall 60/82 = 73%	9/25 = 36%	8/16 = 50%
6th	Above Bench - 58% Benchmark - 22% Overall 70/87 = 80%	Above Bench - 62% Benchmark - 18% Overall 68/85 = 80%	12/20 = 60%	13/25 = 52%
Whole School	Above Bench - 50% Benchmark - 17% Overall 368/548 = 67%	Above Bench - 54% Benchmark - 18% Overall - 392/547 = 72%	57/136 = 42%	70/138 = 51%

Summary:

As a school, we noticed a larger percentage of students achieve benchmark or higher on Acadience in fy23. We also noticed a growth in the proficiency of our ML students. When looking at grade-level bands from one year to the next (color coded following student groups) we noticed an increase in proficiency for all groups except for students in kindergarten moving into first grade.

Need:

- Have our ML population percentages mirror our whole school percentages (if the whole school is 72% proficient how can we get 72% of our ML population to also be proficient?)
-

fy24 Goal(s):

- Schoolwide proficiency growth of 3% - from 72% to 75%.
- ML proficiency growth of 9% - from 51% to 60%.

Deep analysis - Tier 1 and Tier 2/3 effectiveness:

Question	Data Source	K	1	2	3	4	5	6
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<p>Is our core instruction effective? -Effective is defined as at least 80% of students meeting grade level benchmarks from core instruction alone.</p>	<p>-Percentage of Students At or Above Benchmark Combine Green % and Blue %</p>	<p>EOY - 84%</p>	<p>EOY - 58%</p>	<p>EOY - 69%</p>	<p>EOY - 69%</p>	<p>EOY - 64%</p>	<p>EOY - 73%</p>	<p>EOY - 80%</p>
<p>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) -Should be at least 95% of students.</p>	<p>-Combine Green % and Blue % for Benchmark -Combine Green % and Blue % for Above Benchmark</p>	<p>BOY - 67%</p> <p>EOY - 84%</p>	<p>BOY - 57%</p> <p>EOY - 58%</p>	<p>BOY - 61%</p> <p>EOY - 69%</p>	<p>BOY - 55%</p> <p>EOY - 69%</p>	<p>BOY - 59%</p> <p>EOY - 64%</p>	<p>BOY - 66%</p> <p>EOY - 73%</p>	<p>BOY - 81%</p> <p>EOY - 80%</p>
<p>What percentage of students who were Below Benchmark at BOY are Benchmark/Above Benchmark at EOY? (Tier 2) -Should be at least 80% of students.</p>	<p>-Combine Green% and Blue% for Below Benchmark</p>	<p>54% (10) of well below and 80% (8) of below moved to benchmark/above at EOY</p>	<p>15% (3) of well below and 75% (6) of below moved to benchmark/above at EOY</p>	<p>10% (2) of well below and 100% (4) of below moved to benchmark/above at EOY</p>	<p>27% (7) of well below and 64% (7) of below moved to benchmark/above at EOY</p>	<p>18% (4) of well below and 36% (4) of below moved to benchmark/above at EOY</p>	<p>0% (0) of well below and 54% (7) of below moved to benchmark/above at EOY</p>	<p>0% (0) of well below and 50% (2) of below moved to benchmark/above at EOY</p>
<p>How many students who were Below Benchmark at the BOY are now Well Below Benchmark at EOY? (Tier 2 & 3) -Should be 0% of students</p>	<p>-Red% in Below Benchmark column</p>	<p>0%(0) who started below went to well below</p>	<p>0% (0) who started below went to well below</p>	<p>0% (0) who started below went to well below</p>	<p>9% (1) who started below went to well below</p>	<p>9% (1) who started below went to well below</p>	<p>8% (1) who started below went to well below</p>	<p>50% (2) who started below went to well below</p>
<p>What percentage of those who were Well Below Benchmark at the BOY are no longer Well Below</p>	<p>-Below, Benchmark, Above (add yellow, green, blue% from red column)</p>	<p>64% (12) who were</p>	<p>20% (4) who were</p>	<p>29% (6) who were</p>	<p>46% (12) who were</p>	<p>53% (13) who were</p>	<p>14% (2) who were</p>	<p>17% (2) who were</p>

Benchmark at EOY? (Tier 2 & 3)

-At least 80% should no longer be Well Below Benchmark

well below at BOY are no longer well below	well below at BOY are no longer well below	well below at BOY are no longer well below	well below at BOY are no longer well below	well below at BOY are no longer well below	well below at BOY are no longer well below	well below at BOY are no longer well below	well below at BOY are no longer well below
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Summary:

There appears to be a lot more mobility in the younger grades than there is in the upper grades. There is a very small number of students who are dropping to lower benchmark levels. Our below (yellow) students are able to make more progress than our well below (red) students. It looks like the older students get, the higher their chances of remaining well below (red) are.

Need:

- Understand who is not making progress (ML, IEP students, Gen Ed) and why
- How can we help our well below (red) students to move up to below, or benchmark?
- We need to find growth in students who are below or well below while maintaining growth in our students who are at or above benchmark.

fy24 Goal(s): Consistently progress monitor students at the appropriate rate and use the data to determine instructional needs. Based on data, students will receive the appropriate targeted instruction in tier 2/3 times.

Acadience Progress/POP

Our fy23 goal(s) were: 65% of our students would make typical or above growth on Acadience at MOY. 70% of our students would make typical or above growth on Acadience at EOY.

Data analysis:

	fy22	fy23	fy22 ML	fy23 ML
Kinder	76%	76%	7/11 = 64%	15/25 = 60%
1st	53%	58%	5/17 = 29%	5/10 = 50%
2nd	73%	86%	10/15 = 67%	14/18 = 78%
3rd	74%	85%	17/27 = 63%	14/17 = 82%

4th	74%	82%	13/20 = 65%	22/25 = 88%
5th	83%	81%	16/23 = 70%	9/16 = 56%
6th	74%	88%	14/20 = 70%	18/23 = 78%
Whole School	73%	80%	85/133 = 64%	97/134 = 72%

Teacher POP analysis/progress monitoring/Tier 1/Tier 2 instruction needs:

Summary:

It looks like they are closing the gap between our general population and ML population in terms of growth. It is exciting to see the same groups of students go from one year to the next and continue to make growth (following second to third, or third to fourth).

Need:

- We need to continue to close the gap between our ML students data and whole school data.

fy24 Goal(s):

75% of our students would make typical or above growth on Acadience at MOY. 80% of our students would make typical or above growth on Acadience at EOY.

**RISE ELA
Proficiency/Growth**

Our goal during fy23 was:

	fy22	fy23 (raw data)	SPED fy22	SPED fy23	EL fy22	EL fy23
3rd	38%	35%	14% (14)	17%(12)	8% (26)	17%(18)
4th	53%	41%	0% (7)	20%(10)	0% (16)	12%(26)
5th	47%	59%	25% (4)	0%(8)	0% (25)	38%(16)
6th	46%	48%	0% (11)	25%(4)	5% (21)	4%(26)
Whole School	45%	45%	8%(36)	15%(34)	3%(88)	16%(86)

Summary:

We saw growth from fy22 to fy23 in each grade level. The 59% in 5th grade was the highest we have seen at Sunset View.

Need:

- How do we meet the needs of our ML students in our tier 1 and tier 2 instruction?
- How do we increase the percentage of students passing the ELA RISE?
- How can we continue to add rigor to the class/assessments?

fy24 Goal(s): As a school we will increase our percentage of students passing ELA RISE from 45 to 47%.

- Increase our percentage of students with IEPs passing the ELA RISE test from 15% to 20%.
- Increase our percentage of ML students passing the ELA RISE test from 16% to 20%.

RISE MA Proficiency/Growth

Our goal during fy23 was:

RISE Math Proficiency

	fy22	fy23 (raw data)	SPED fy22	SPED fy23	ML fy22	ML fy23
3rd	41%	31%	14%(14)	14%(14)	16%(19)	5%(19)
4th	All - 63% No CAS - 48%	All - 48% No CAS - 34%	0%(7)	17%(12)	13%(16)	20%(25)
5th	All - 49% No CAS - 29%	All - 60% No CAS - 40%	25%(4)	0%(8)	8%(25)	12%(17)
6th	All - 54% No CAS - 25%	All - 40% No CAS - 26%	8%(12)	25%(4)	0%(22)	4%(27)
Whole School	52%	48%	8% (37)	13%(38)	9%(82)	10%(88)

Summary:

We saw a few grade levels decrease from fy22 to fy23. We had a slight increase in students with IEPs and ML students from fy22 to fy23.

Need:

- We need to be intentional on the vocabulary that we use in tier 1 instruction (is the Into Math vocabulary matching the RISE vocabulary)
- We need to look at the RISE benchmarks earlier in the school year and implement feedback from the benchmarks with students.

Into Math

Growth

fy24 Goal(s): As a school we will increase our percentage of students passing Math RISE from 48% to 50%

- Increase our percentage of students with IEPs passing the Math RISE test from 13% to 18%.
- Increase our percentage of ML students passing the Math RISE test from 10% to 15%.

GM: Our goal during fy23 was: 67% of our students (including ELs and students with IEPs) will be on or above grade level based on the Middle of the Year benchmark on Into Math Growth Measure Assessment and 70% of our students will be on or above grade level on the End of the Year Growth Measure Assessment.

Into Math Growth Measure

	fy22 Into Math Growth	fy23 Into Math Growth
Kinder	BOY-19.7% EOY - 60.1%	BOY - 14.4%/ MOY - 46.3 / EOY - 65.9%
1st	BOY - 31.4% EOY - 57.6%	BOY - 19.7% / MOY - 58.8% / EOY - 61.2%
2nd	BOY - 34.7% EOY - 57.3%	BOY - 27.7% / MOY - 53.5% / EOY - 68.6%
3rd	BOY - 4.2% EOY - 55.7%	BOY - 26.3% / MOY - 44.7% / EOY - 61.8%
4th	BOY - 42.4% EOY - 75.3%	BOY - 28.6% / MOY - 47.6% / EOY - 63.8%
5th	BOY - 41.2% EOY - 61%	BOY - 45.4% / MOY - 58.5% / EOY - 68.3%
6th	BOY - 37.8% EOY - 54.7%	BOY - 43.3% / MOY - 51.8% / EOY - 53%
Whole School	BOY - 30.6% EOY - 60.4%	BOY - 30% / MOY - 51.5% / EOY - 63.1%

Summary:

We are seeing growth from the beginning to the end of the year.

Need:

- How do we match our EOY RISE scores with our EOY GMA?
-

fy24 Goal(s): 57% of our students (including ELs and students with IEPs) will be on or above grade level based on the Middle of the Year benchmark on Into Math Growth Measure Assessment and 67% of our students will be on or above grade level on the End of the Year Growth Measure Assessment.

RISE Science

Our fy23 goal during was: 70% of our 4th, 5th and 6th grade students will receive a 2, 3 or 4 on the Science RISE end of year test.

	fy22	fy23	SPED fy 22	SPED fy23	ML fy 22	ML fy23
4th	56%	43% (69% 2, 3, 4)	0%(2)	23%(13) (31% 2, 3, 4)	37%(19)	12%(26) (31% 2, 3, 4)
5th	46%	56% (78% 2, 3, 4)	33%(3)	25%(8) (25% 2, 3, 4)	4%(24)	24%(17) (42% 2, 3, 4)
6th	50%	51% (68% 2, 3, 4)	0%(10)	25%(4) (25% 2, 3, 4)	5%(20)	4%(26) (23% 2, 3, 4)
Whole School	51%	51% (72% 2, 3, 4)	6%(15)	24%(25) (27% 2, 3, 4)	14%(63)	12%(69) (32% 2, 3, 4)

Summary:

We increased by grade level, but our ML students decreased.

Need:

- We need to build academic vocabulary (English and Spanish and contextualize it).

fy24 Goal(s): 75% of our 4th, 5th and 6th grade students will receive a 2, 3 or 4 on the Science RISE end of year test.

- Increase our percentage of students with IEPs passing the Science RISE test with a 2, 3, 4 from 27% to 32%.
- Increase our percentage of ML students passing the Science RISE test with a 2, 3, 4 from 32% to 37%.

ACCESS for ELs

- Proficiency
- Growth
- Students who reached proficiency

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

fy23 Goals:

	fy 22 1	fy 23 1	fy 22 2	fy 23 2	fy 22 3	fy 23 3	fy 22 4	fy 23 4	fy 22 5	fy 23 5	fy 22 6	fy 23 6	fy22 scho ol	fy23 scho ol
Suffici ent Growt h (Use elleava tion)		2/10 20%		1/14 7%		4/17 24%		16/24 67%		9/14 64%				
Minim al Growt h (Use elleava tion)														
Insuffi cient Growt h (Use elleava tion)		8/10 80%		13/14 93%		13/17 76%		8/24 33%		5/14 36%				

Summary:

Need:

- We see that we need to focus more on meeting the needs of our ML students in order for them to make adequate growth each year

fy24 Goal(s): 70% of ELs will show growth on their WIDA ACCESS score.

Stakeholder Survey

Use school/district survey results to determine needs for parent engagement/student needs

Increase Parent Volunteers

- More involvement with PTA - parents and teachers
- Have a fifth grade teacher represent teachers at each meeting (timing aligns with their prep time)
- Film the PTA meetings and send them out in the weekly email
- Re-introduce a room Parent program for each teacher...that parents is the liaison between teacher and PTA
- Work on a volunteer plan with teachers so they are ready for parent volunteers

- PTA sign-ups at Breakfast with the Principal/Back to School Night/Parent Teacher Conferences
 - Incentivize parents coming to volunteer/helping with classroom activities?
 - Sending parents time for additional support in the classroom where they would be needed.
- Spotlighting Student Recognition - SOAR Model of the week/month for each teacher/grade-level

EL - other areas
SWD - other areas

- Evaluate students who met proficiency
- Evaluate enrollment in gifted/choice programs; Special Education
- Evaluate standard reports
- Evaluate attendance, mobility, suspension rates

fy23 we had 9 students reach proficiency on ACCESS testing (fy22 6 students reached proficiency)

Panorama/SEL Data
PBIS Data

SEL Analysis on Panorama by Grade Level
 How many are on track in SEL, using this scale (80 excellent, 65-79 good, 55-64 fair, 54-0 poor)?

	fy22	fy23
3rd Grade	33/64 = 52% Poor	53/79 = 67% Good
4th Grade	54/80 = 68% Good	52/82 = 67% Good
5th Grade	42/60 = 53% Poor	55/82 = 67% Good
6th Grade	55/87 = 63 Fair	44/82 = 54% Poor

Behavior Analysis on Panorama by Grade Level
 How many are on track in behavior, using this scale (80 excellent, 65-79 good, 55-64 fair, 54-0 poor)?

	fy22	fy23
K	74/77 = 96% Excellent	66/80 = 83% Poor
1st	60/63 = 95% Excellent	61/68 = 90% Good

2nd	74/76 = 97% Excellent	71/72 = 99% Excellent
3rd	66/69 = 96% Excellent	80/80 = 100% Excellent
4th	80/81 = 99% Excellent	81/82 = 99% Excellent
5th	79/81 = 96% Excellent	80/82 = 98% Excellent
6th	87/87 = 100% Excellent	78/83 = 94% Good
Female Whole School	261/263 = 99% Excellent	268/273 = 98% Excellent
Male Whole School	293/306 = 96% Excellent	280/305 = 92% Good
Caucasian Whole School	270/276 = 98% Excellent	277/293 = 95% Excellent
All Other Ethnicities Whole School	284/293 = 97% Excellent	271/285 = 95% Excellent

Summary:

Our caucasian and other ethnicity students have very similar data. Our female population is performing better than our male population.

Need:

- How do we help our kindergarten and first grade students transition to school behaviors?
- Implement a Kindergarten jump start program to teach/review procedures with students and parents before the school year begins.

fy24 Goal(s): Improve behavior in kindergarten students from Poor to Excellent.