

Timpanogos ELEMENTARY - NEEDS ASSESSMENT SUMMARY

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

Date(s) of data analysis team meetings: June 14-16, 2022, June 22-23, 2022, Aug/Sept 2022

Team members: Carrie Rawlins, Kate Pace, Karen German, Jolyn Souffront, Aimee Clyde, Liz Kesler, Tierra Wakefield, Teresa Tovar

Data Source	Summary of need(s)/Guiding questions: <ul style="list-style-type: none"> • Did you meet your FY22 goals? • Did you identify grade levels/teachers with specific needs? • Did you identify specific subgroups with specific needs? (i.e. EL, SWD) 																																	
Acadience Proficiency	<p>Our goal (fy22) was to have at least 70% of each grade level proficient in Acadience on the EOY assessment. After looking at the data, only 58% of our students were proficient. We'd like to increase that in fy23 to 65% of our students proficient in Acadience.</p> <p>Percent Proficient on Acadience</p> <table border="1" data-bbox="485 683 1818 1469"> <thead> <tr> <th></th> <th>Acadience Proficiency fy21 (composite)</th> <th>Acadience Proficiency fy22 (composite)</th> <th>EL Acadience Proficiency fy21 (composite)</th> <th>EL Acadience Proficiency fy22 (composite)</th> </tr> </thead> <tbody> <tr> <td>Kinder</td> <td>89%</td> <td>59%</td> <td>79%</td> <td>43%</td> </tr> <tr> <td>1st</td> <td>Overall 35% Dual 29% English Only 42%</td> <td>Overall 61% Dual 58% English Only 65%</td> <td>21%</td> <td>45%</td> </tr> <tr> <td>2nd</td> <td>Overall 54% Dual 67% English Only 41%</td> <td>Overall 46% Dual 48% English Only 43%</td> <td>51%</td> <td>34%</td> </tr> <tr> <td>3rd</td> <td>Overall 54% Dual 73% English Only 36%</td> <td>Overall 62% Dual 73% English Only 48%</td> <td>40%</td> <td>51%</td> </tr> <tr> <td>4th</td> <td>Overall 53% Dual English Only</td> <td>Overall 61% Dual 63% English Only 58%</td> <td>45%</td> <td>44%</td> </tr> </tbody> </table>					Acadience Proficiency fy21 (composite)	Acadience Proficiency fy22 (composite)	EL Acadience Proficiency fy21 (composite)	EL Acadience Proficiency fy22 (composite)	Kinder	89%	59%	79%	43%	1st	Overall 35% Dual 29% English Only 42%	Overall 61% Dual 58% English Only 65%	21%	45%	2nd	Overall 54% Dual 67% English Only 41%	Overall 46% Dual 48% English Only 43%	51%	34%	3rd	Overall 54% Dual 73% English Only 36%	Overall 62% Dual 73% English Only 48%	40%	51%	4th	Overall 53% Dual English Only	Overall 61% Dual 63% English Only 58%	45%	44%
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5th	Overall 43% Dual 49% English Only 39%	Overall 52% Dual 59% English Only 48%	28%	45%
6th	Overall 66% Dual English Only	Overall 64% Dual 51% English Only 74%	46%	49%

58% of K-6th students were proficient overall on Acadience. After looking at a data correlation with RISE for 3rd-6th grade students, we noted that of the students who scored At benchmark on Acadience, only 20% scored proficient on RISE. With the students that scored Above benchmark, 56% were proficient on RISE.

FY23 - 1st Grade- all children appear to need extra support. 3rd Grade English Only will also need extra support

FY23 - 1st and 3rd Grade EL students appear to need extra support.

Acadience
Progress/POP

Whole School Pathways Achievement (Reaching Typical or Above)

	fy21	fy22	fy21 EL	fy22 EL
Kinder	94%	59%	90%	45%
1st	43%	63%	36%	41%
2nd	76%	87%	72%	92%
3rd	62%	84%	62%	74%
4th	79%	65%	76%	61%
5th	67%	75%	64%	63%
6th	63%	54%	65%	55%

Whole School	68%	70%		63%
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70% of our students made typical or above growth in Acadience. After talking with our faculty about growth, we decided to set our goal to 75% for fy23. We'd like to increase our EL typical or above growth on Acadience from 63% to 70%.

RISE ELA
Proficiency/Growth

Our goal during FY22 was to increase each grade level's proficiency by 5%.

	fy21	fy22 (raw data)	SPED fy21	SPED fy22	EL fy21	EL fy22
3rd	24%	30%	11%	0% (11)	3%	14%
4th	19%	25%	7%	23% (13)	3%	9%
5th	22%	23%	0%	0% (15)	0%	9%
6th	26%	26%	0%	0% (8)	3%	0%
Whole School	25.5%	26%				

3rd and 4th grade both increased proficiency by 6%. 5th grade increased by 1% and 6th grade did not increase. Looking at data from mostly the same students moving from one grade level to the next, 3rd grade to 4th grade made 1% increase in proficiency, 4th to 5th made 4% increase in proficiency, 5th to 6th made 4% increase in proficiency. In SPED, 3rd to 4th made a 12% increase in proficiency. All other grade levels decreased to 0% proficiency. Our EL population increased from 3% to 9% from 3rd to 4th grade and from 4th to 5th grade. Students moving from 5th to 6th grade did not increase their proficiency.

Our goal will be to increase our overall school's proficiency by 5%, from 26% to 31% (according to raw data). We will look at the school report card when it comes out, to see if our overall percentage changes and we will adjust accordingly.

RISE MA
Proficiency/Growth

Our goal during fy22 was to increase each grade level's proficiency by 5%.

RISE Math Proficiency

	fy21	fy22 (raw data)	SPED fy21	SPED fy22	EL fy21	EL fy22
3rd	27%	29%	22%	0% (11)	8%	17%
4th	26%	33%	7%	23% (13)	10%	14%
5th	25%	25%	0%	0% (15)	8%	12%

Into Math
Growth

6th	26%	43%	0%	0% (8)	3%	15%
Whole School	29.2%	33%				

3rd grade increased by 2%. 4th grade increased by 7%. 5th grade stayed the same. 6th grade increased by 17%. Looking at data from mostly the same students moving from one grade level to the next, 3rd grade to 4th grade made a 6% increase in proficiency, 4th to 5th decreased by 1% in proficiency, 5th to 6th made an 18% increase in proficiency. In SPED, 3rd to 4th made a 1% increase in proficiency. 4th to 5th grade decreased by 7%. 5th to 6th made 0% increase. Our EL population increased from 8% to 14% from 3rd to 4th grade, from 4th to 5th grade they went up by 2%. Students moving from 5th to 6th grade went up 7%.

Our goal will be to increase our overall school's proficiency by 5%, from 33% to 38% (according to raw data). We will look at the school report card when it comes out, to see if our overall percentage changes and we will adjust accordingly.

During fy22, we wanted to increase our growth on the Into Math test by 10%, from 65% to 75%. We were just shy of that goal at 72%.

Into Math Growth Measure

	fy21 Into Math Growth	fy22 Into Math Growth
1st	77%	93%
2nd	79%	83%
3rd	77%	61%
4th	63%	67%
5th	41%	60%
6th	47%	63%
Whole School	65%	72%

Overall, 72% of our students made adequate growth on the Into Math Growth Measure. 5th and 6th grade will need more support. We'd like to set a goal to increase each grade level's growth by 5%.

RISE Science

	fy21	fy22	SPED fy 21	SPED fy22	EL fy 21	EL fy22
4th	24%	29%	unavailable	23% (13)	15% (40)	5% (35)

5th	18%	23%	unavailable	0% (15)	0% (40)	9% (35)
6th	31%	32%	unavailable	0% (15)	15% (39)	7% (41)
Whole School	25%	28%	unavailable	9% (33)	10% (119)	7% (111)

Overall, the school increased by 3%. 4th and 5th both saw an increase of 5%. 6th grade increased by 1%. Looking at data from mostly the same students moving from one grade level to the next, 4th to 5th decreased by 1% in proficiency, 5th to 6th made a 14% increase in proficiency. Our EL population - 4th to 5th grade decreased by 6%. 5th to 6th made 7% increase. For some reason, it was not possible to breakdown the SPED fy21 information

ACCESS for ELs

- Proficiency
- Growth
- Students who reached proficiency

Last year (fy22), our goal was to have 50% of our ELL students making sufficient growth, which we identified as .4 growth on the composite ACCESS score. We barely missed that goal by 1%. 49% of our students made sufficient growth on the ACCESS. We would like to increase those that make sufficient growth from 49% to 55% in fy23.

	fy 21 1	fy 22 1	fy 21 2	fy 22 2	fy 21 3	fy 22 3	fy 21 4	fy 22 4	fy 21 5	fy 22 5	fy 21 6	fy 22 6	fy21 school	fy22 school
Sufficient Growth .4	50%	83%	32%	57%	24%	31%	52%	74%	33%	50%	3%	8%	32%	49%
Minimal Growth .1 to .3		13%		23%		41%		16%		16%		14%	19%	20%
Insufficient Growth 0 and below		4%		20%		28%		10%		34%		78%	48%	32%

As a school overall:
 49% met sufficient growth
 20% made minimal growth
 32% made no or negative growth

7 students scored at least a 5 on ACCESS this year, as compared to 5 the year before.

10 students scored 4.7-4.9, barely missing out on passing the ACCESS test.

	<p>6th grade is a concern. Students should be making more growth there, but for the past couple of years, they have seen very little growth at all.</p>
<p>Stakeholder Survey Use school/district survey results to determine needs for parent engagement/student needs</p>	<p>According to past surveys, many parents were happy that the whole school was using Remind to communicate with parents. They appreciated more communication, but as always wanted more. We had a lot of feedback at the end of the year about the need for more security and getting our Raptor System up and running.</p>
<p>EL</p> <ul style="list-style-type: none"> • Evaluate students who met proficiency • Evaluate enrollment in gifted/choice programs; Special Education • Evaluate standard reports • Evaluate attendance, mobility, suspension rates 	<p>Proficiency on 2022 ELA RISE</p> <p>3rd- ELL-14%</p> <p>4th-ELL-9%</p> <p>5th- ELL-9%</p> <p>6th-ELL-0%</p> <p>Proficiency on 2022 Math RISE</p> <p>3rd-ELL-17%</p> <p>4th-ELL-14%</p> <p>5th-ELL-12%</p> <p>6th-ELL-15%</p> <p>We had 10 school suspensions. 3 of the 10 (30%) were EL students. 49% of our student enrollment in dual immersion classes (major choice program at Timp) are EL students. 12% of our EL students also have a SPED classification. 40% of our total SPED population are EL students. 49% of our at-risk students for attendance were EL students. They missed 27 or more school days.</p>
<p>Panorama/SEL Data PBIS Data</p>	<p>In fy22, we had 20 students who reported no strengths on the beginning of the year SEL Survey. At the end of the year, we had 23 students who reported no strengths on the end of the year SEL Survey. 12 of the 20 went up and reported at least one strength. 11 of the 23 students were the same students that reported no strengths at the beginning of the year.</p> <p>Indicators of end of year SEL Survey (Panorama) 3rd-5th Grade Overall Results</p> <p>social awareness (69% positive - Down 1% from the Fall Survey)</p> <p>self-management (71% positive - Plus 1% from the Fall Survey)</p> <p>growth mindset (59% positive - Down 1%from the Fall Survey)</p>

grit (61% positive - Plus 3% from the Fall Survey)
 self-efficacy (55% positive - Down 2% from the Fall Survey)

Students indicating all strengths=33%
 Students indicating many strengths=40%
 Students indicating some strengths=17%
 Students indicating no strengths=7%

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, 63- poor)?
 3rd-80%
 4th-80%
 5th-66%

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, 63- poor)?

	fy21	fy22
K	97%	90%
1st	95%	98%
2nd	93%	90%
3rd	94%	89%
4th	87%	82%
5th	94%	86%
6th	99%	92%
Female Whole School		96%

Male Whole School		83%
Caucasian Whole School		88%
All Other Ethnicities Whole School		90%

During the 2021-2022 school year, we had 355 office referrals. 62% of the office referrals involved Caucasian students. 40% of the office referrals involved Hispanic students.