

## **Mountain Shadows Achievement Data ~ 2020-2021**

### **School-wide Overview**

At Mountain Shadows Elementary School (MSES), we are continuously monitoring and celebrating our students' achievements and growth. Aligned with our annual reading SMART goals, we utilize formative and summative data to identify student learning. Although the last two school years presented many challenges, we saw evidence of student growth and individual achievement.

We have spent the past two years focusing specifically in the reading content area to impact 100% of our students. Enclosed is a brief overview of the student achievement results for our Kindergarten through sixth grade students for multiple years. Evidence is presented in grade bands for students in grades K- 2 and in grades 3 - 6. Our 2020-2021 SMART goals are identified for each group and the outcome results with trends are explained for each grade level.

### **Kindergarten – 2 Grade Results**

The UO DIBELS Universal Data System, which is a valid and reliable assessment tool, is used to identify reading growth for our K-2 students (see MSES K2-DIBELS Data). The overall proficiency trend in Kindergarten shows that MSES outperformed the district by 17% in the 2016-2017 school year. This was a 3% increase from the prior year. The next year showed a dip when the Kindergarten staffing changed and we only met the district average, followed by another gain with 13% over district proficiency in 2018-2019. Results from 2019-2020 were recorded using the mid-year assessment score since DIBELS was not administered at the end of the school year. The mid-year result was 3% above the mid-year score compared to the previous year, with a dip in the most current year. This is contributed to students participating in online learning for some of the school year.

Effective collaborative teamwork has also improved student learning in other grade levels. The five-year trend results for 1<sup>st</sup> grade show a steady increase each year in proficiency outperforming district results, with the exception of the 2020-2021 school year where students lacked in-person learning from March to October. The 2016-2017 proficiency results were 3% over the previous year and increased 7% the following year. The next two years showed an increase of 5% and 8%, outperforming the district results in both years. Outcomes for 2<sup>nd</sup> grade also show a trend of increase and comparative district results with the exception of the 2018-2019 school year. Staffing changes at this grade level have created challenges with the consistency of our collaborative teams. Proficiency was doubled from 2016-2017 to 2017-2018, and our students outperformed the district average in 2019-2020.

Our goal was to move students from the intensive category towards core and above. The SMART goal stated that by May 2021, 100% of Mountain Shadows K-3rd grade general education and special education students will show a decrease in the number of students in the intensive category on DIBELS by 5% - from 20% to 15%. As evident in Table 1, two of the three grades met the goal. Although the proficiency results were close to the district results, the increase in the intensive category for second grade may be a direct result of student and staff attendance throughout the school year.

Table 1.

*Intensive Category DIBELS End of Year Results*

Grade	2019-2020	2020-2021
K	36%	22%
1	23%	13%
2	14%	19%

In totality, one additional success is that our cohort of students are retaining information each year. This is evident in Table 2 from the beginning of the school year scores for students in

the Core category. We are excited that students are not only showing growth each year, but have mastered the grade levels standards being taught. Collaborative teams continue to deepen their understanding of what they are teaching therefore impacting student learning long term.

Table 2.

*DIBELS Core Cohort Beginning of Year Results*

Grade	2017-2018	2018-2019	2019-2020
K	16%	11%	26%
1st	46%	53%	56%
2nd	36%	36%	69%
3rd	31%	46%	70%

Collaborative teams continue to be very focused on the task at hand and continue to produce meaningful gains. Overall, we are pleased with the increases for each team considering some of the challenges we have had. Collaborative teams have built stamina and a deeper understanding of what our students need to be successful.

**Grades 3 – 6 Results**

Four years of achievement data in reading and math (see MSES 3<sup>rd</sup>-6<sup>th</sup> Grade State Data) for students in grades three through six are based on the Arizona state testing instrument. Due to the cancelation of the state testing during the 2019-2020 school year, district assessment data (see MSES 2019-2020 District Mid-Year Data) is provided. Overall school proficiency data is tracked (see Year-to-Year AZ Data) along with the percentage of students scoring in the highly proficient, proficient, partially proficient, and minimally proficient categories. Additional information in this document includes proficiency results for the school district and state, a comparison between the school and district, and the year-to-year growth. To accommodate for the lack of state testing during 2019-2020 school year, we used district assessments and HMH Reading Inventory and Math Inventory assessments to measure growth. Our yearly SMART goal

was to increase the proficiency rate by 5% in reading and math as evident by the reading and math inventory assessments.

The results show many achievements for third through sixth grades based on state testing. Third grade had considerable proficiency growth from 2016-2017 to 2020-2021 starting at 24% below the state average and currently 15% above the state average. Third grade also matched the district's proficiency results for the past two years (2018-2019 and 2020-2021), again being well below the district average in the past. Students categorized within the economically disadvantaged category have shown steady growth each year. Increases in math were also evident from year to year which includes growth within the special education and economically disadvantaged categories. The focus of most collaborative teams on campus was first in reading and then in math. Additional support for each content was given through a collaborative regional team. Proficiency data for the 2019-2020 school year was based on mid-year district assessments. Reading and math results showed that third grade students were well-below the district average with a trajectory showing improvement. The third grade DIBELS mid-year assessment did show that 70% of the students were proficient in reading at that time.

Fourth grade outcomes were similar. Yearly trend data in reading shows that fourth grade was 20% below the state results in 2016-2017 and moving to 14% above the state average in 2020-2021. As each year progressed, our proficiency rates slowly closed the gap between the school and the district where we went from a 20% gap to a 6% gap in recent years. Comparing the last two state testing years, fourth grade made a 10% growth in proficiency. Fourth grade math results also show a 5% increase from year to year with a reduction of 12% between the school and district scores. Mid-year district benchmark assessment indicated that the proficiency rate for reading was 12% above the district benchmark and 6% below the district in math.

Fifth grade also continues to make growth with a 4% year to year increase in reading for the 2020-2021 school year. This grade level was 5% above the state average and is now at 16% above compared to the previous testing year. The gap between the school and district was reduced from 11% to 3%. Students with an economic disadvantage and those in special education show continual growth from year to year. Fifth grade math had a large increase in proficiency from 19% to 49% from state testing year to year. The gap between the school and district was reduced from 42% to 2%. District assessments show that student proficiency was 5% below the district average in reading and 3% below the district in math. These mid-year scores were promising for showing growth.

Sustained growth each year continues in sixth grade. Reading proficiency increased 1% from the last two testing years. Results compared to the state average increased from 1% below the state to 9% above. Math had larger growth with 43% of the students showing proficiency which was an 18% increase over the prior testing year. The gap between the school and district was also reduced from 33% to 10%. The largest area of improvement was not only reducing the number of students in the minimally proficient category, but moving students into the highly proficient category (5% to 21%). Sixth grade proficiency results for the district assessments show that they were below the district by 5% in reading and 30% in math. The mid-year math results did not correlate to formative classroom assessments.

With a lack of state testing during the 2019-2020 school year, it was a challenge to set a yearly growth goal. Therefore, our goal was to increase growth as stated, by May 2021, third through sixth grade students will show growth on the Reading Inventory assessment as evidenced by a 5% growth in students' scores in each level of proficiency. A second goal was identical for the math content area using the Math Inventory assessment. Table 3 identifies

growth from September to February using the HMH Reading Inventory assessment, which is a reliable and valid assessment. Table 4 identifies identical information using the HMH Math Inventory assessment, which is also reliable and valid.

Table 3.

*Reading Inventory Assessment Results*

Grade	September 2019	February 2020	Growth
Third		54%	
Fourth	23%	43%	20%
Fifth	53%	70%	17%
Sixth	32%	39%	7%

Table 4.

*Math Inventory Assessment Results*

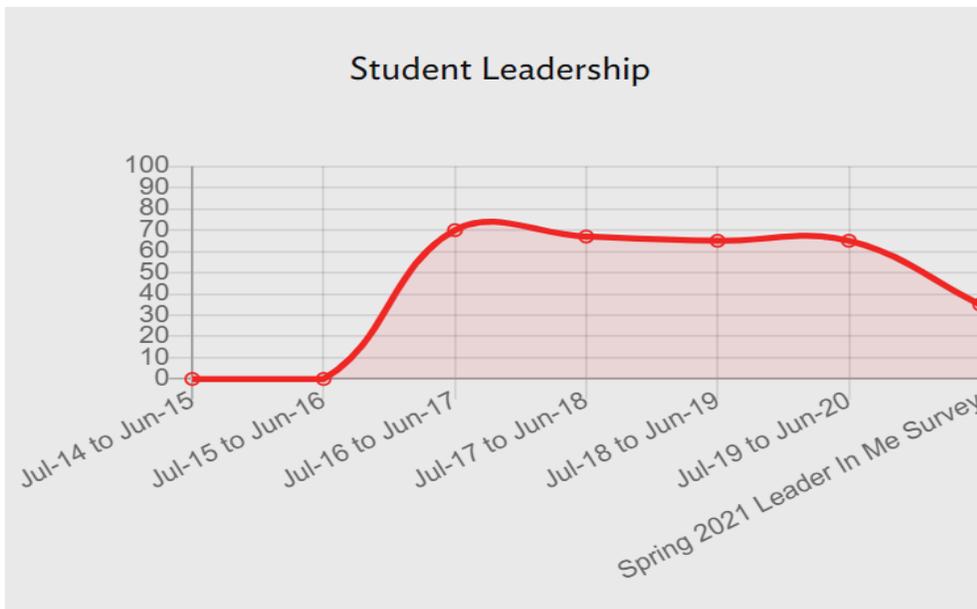
Grade	September 2019	February 2020	Growth
Third		53%	
Fourth	4%	50%	46%
Fifth	18%	51%	33%
Sixth	13%	28%	15%

As shown in the tables, grades four and five made solid progress in both math and reading. Students in sixth grade had greater growth in the math content area. There were at least half of the students at each grade level that improved their category (below basic, basic, proficient, and advanced), with 74% of the students in fourth grade improving in math. Additionally, special education students in fifth grade increased from 0% to 18% being proficient and 0% to 27% being proficient in sixth grade. Third grade only assesses one time during the 2019-2020 school year.

Overall, the school results show promising. From year to year, we have decreased the number of students in the minimally proficient category. This means that we are moving students in the right direction.

## Additional Data

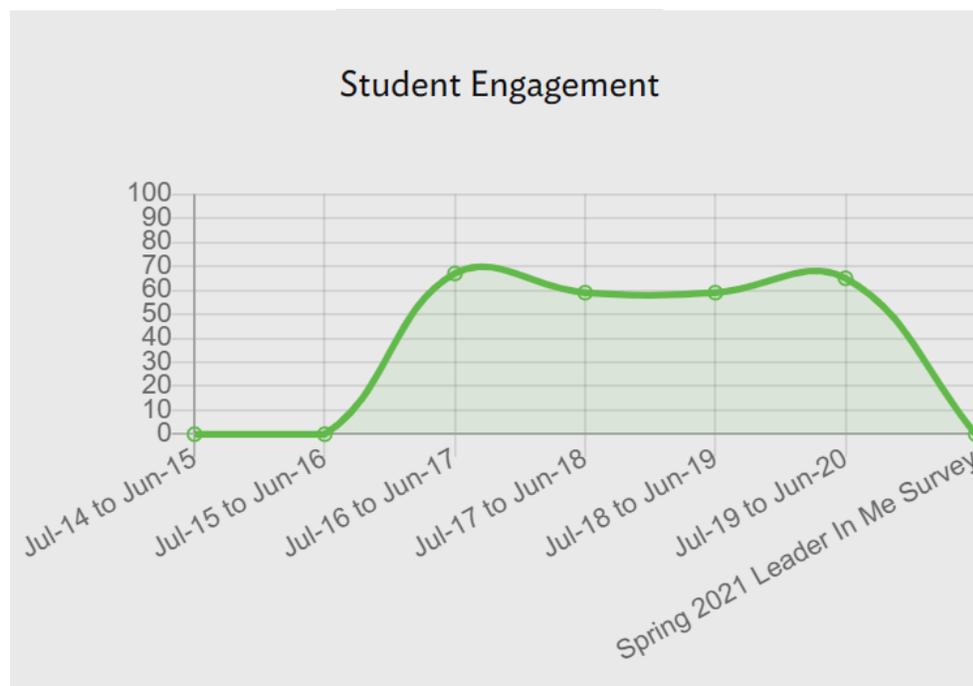
As a Leader in Me Lighthouse School, we collect annual qualitative and quantitative data from students, staff, and parents using a Measureable Results Assessment (MRA). The purpose of the MRA is to collect, analyze, and report outcomes related to improving leadership, culture, and academics. This tool helps us to identify strengths and weaknesses, develop goals, and monitor progress towards school improvement. Results from the student leadership category as shown in Figure 1 are comparable to PLC timeline where our staff was fully engaged in making PLC “right”. Items in this category are associated with student confidence, interpersonal effectiveness, personal effectiveness, and social/emotional learning. Collaborative teams often discuss these areas when determining what to do when students don’t learn. To note the decline in all areas, we believe the impact from online learning and campus limitations once students returned to in-person learning effected the survey results.



*Figure 1.* MRA Leadership Category: Student Leadership

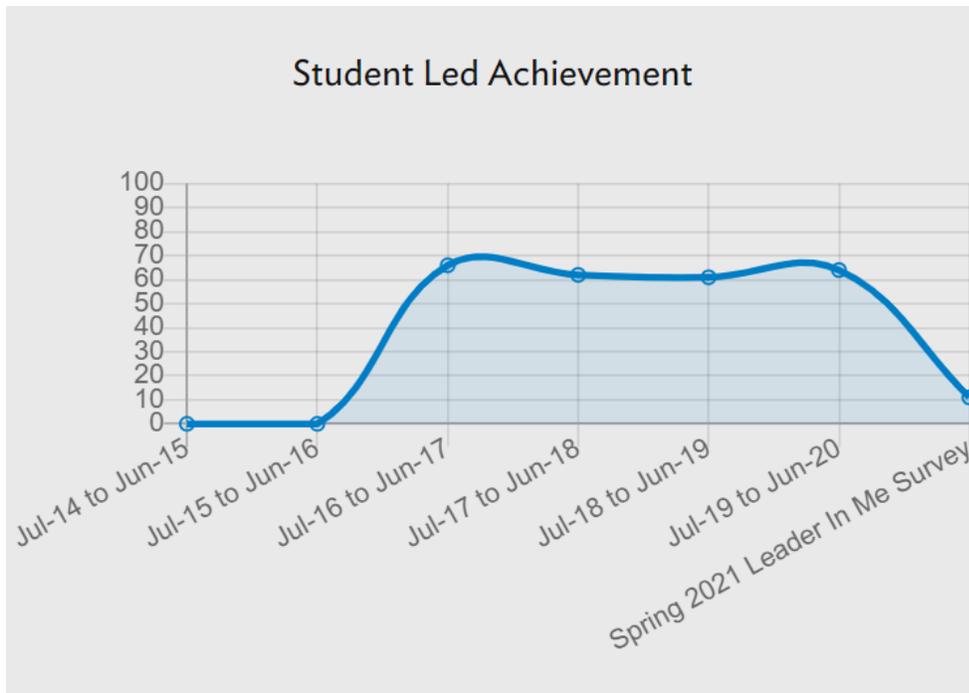
Figure 2 shows the results from the student culture category which we believe also follow the PLC timeline as well. As teachers grew in ownership and commitment to the PLC

framework, they became more involved in the improvement process. Items in this category are associated with teacher expectations, learning engagement, student empowerment, and school belonging. During collaborative meetings, teachers discuss expectations and how to engage their learners, which is now entrenched in our culture. This is now evident by the student achievement growth we have each year.



*Figure 2. MRA Culture Category: Student Engagement*

Similar results from the student academic category shown in Figure 3 are also comparable. Items in this category are associated with goal achievement, instructional efficacy, growth mindset, and motivation. Teachers are working collaboratively to achieve goals at higher levels. We believe that this stems from having a deeper understanding of what they are teaching and monitoring students closely. Teams continue to focus on significant issues, set goals and monitor progress. This cycle of continuous improvement has been effective in moving students towards proficiency and beyond.



*Figure 3. MRA Academics Category: Student Led Achievement*

Building a PLC on campus is a process. It means focusing on significant work to improve student achievement. It is just what we do. We believe in the importance of supporting individuals, wherever they are in the process. We are excited to have collaborative conversations and learn from one another. We know this work is important and often hard, but the reward of knowing that students are learning makes it well worth it. Evidence of these school-embedded practices are shown in Figure 4 from the Employee Satisfaction Survey.

		% of Respondents who Agree or Strongly Agree																	
		All District - All Employees				Change - '20 to '21	Sparkline				MS - All Employees				Change - '20 to '21	Sparkline			
		2021	2020	2019	2018		'21	'20	'19	'18	2021	2020	2019	2018		'21	'20	'19	'18
Please rate the extent to which you agree / disagree with the following statements about your school's leadership and environment:	Teachers and staff are held to high professional standards.	94%	90%	91%	90%	5%					97%	100%	93%	100%	-3%				
	Performance is assessed objectively	91%	86%	88%	87%	5%					97%	95%	88%	95%	2%				
	Teachers and staff receive feedback that can help them improve.	91%	83%	86%	86%	8%					92%	95%	88%	98%	-4%				
	The process of my evaluation helps me grow and develop in my role at DVUSD	84%	78%	80%	80%	6%					83%	86%	86%	84%	-3%				
	The faculty and leadership have a shared vision.	89%	81%	82%	83%	8%					89%	95%	95%	88%	-7%				
	My school's administrative team communicates effectively with teachers and staff.	87%	79%	80%	80%	8%					94%	82%	83%	91%	13%				
	My school's administrative team communicates effectively with parents and community members.	94%	89%	90%	89%	5%					97%	100%	90%	93%	-3%				
	School leaders proactively seek to address resource needs.	90%	83%	86%	85%	7%					97%	91%	85%	95%	6%				
	School leaders encourage a culture of affirmation and respect.	91%	81%	85%	85%	10%					100%	91%	90%	98%	9%				
	School leaders show appropriate appreciation for success in teaching or administration.	90%	82%	86%	85%	8%					94%	95%	90%	95%	-1%				
	School leaders promote collaborative decision making.	89%	80%	84%	84%	9%					100%	95%	95%	93%	5%				
	Generally, students are orderly and well behaved	90%	77%	79%	83%	13%					89%	68%	67%	74%	20%				
	Overall % that agree or strongly agree for the section.	0.901	82%			8%					94%								

Figure 4. Employee Satisfaction Survey

Overall, employees are happy with the school's leadership and environment. The survey shows that 100% of the employees during the 2020-2021 school year strongly agreed that the school leaders encourage a culture of affirmation and respect, as well as promotes collaborative decision making. These responses affirm that the PLC at Work process has been meaningful and successful at Mountain Shadows.