

**Provost**

**- NEEDS ASSESSMENT SUMMARY FY25**

FY2024 EOY Data Summary - Please provide a brief summary of your school data analysis & identified needs

Date(s) of data analysis team meetings:

Team members:

<p>Data Source</p>	<p><u>Did you meet your goal(s)?</u></p> <p><u>Summary of need(s)/Guiding questions:</u></p> <ul style="list-style-type: none"> <li>• Did you identify grade levels/teachers with specific needs?</li> <li>• Did you identify specific subgroups with specific needs? (i.e. EL, SWD)</li> <li>• Do you have specific learning goals?</li> <li>• Do you have specific PD needs/goals?</li> <li>• Do you have identified parent engagement needs?</li> <li>• Do you have identified ML (EL) needs?</li> </ul>																																																													
<p><b>Acadience Reading Proficiency</b></p>	<p><b>Percent Proficient on Acadience OR questions to the left (two tables below/pick one or use both)</b></p> <table border="1"> <thead> <tr> <th></th> <th>Acadience Proficiency fy22 (composite)</th> <th>Acadience Proficiency fy23 (composite)</th> <th>Acadience Proficiency fy24 (composite)</th> <th>EL Acadience Proficiency fy22 (composite)</th> <th>EL Acadience Proficiency fy23 (composite)</th> <th>EL Acadience Proficiency fy24 (composite)</th> </tr> </thead> <tbody> <tr> <td>Kind er</td> <td>60% (46/76)</td> <td>71% (56/79)</td> <td>67% (58/86)</td> <td>20% (2/10)</td> <td>61.9% (13/21)</td> <td>37% (7/19)</td> </tr> <tr> <td>1st</td> <td>73% (55/75)</td> <td>60% (46/77)</td> <td>60% (47/78)</td> <td>30.8% (4/13)</td> <td>27.8% (5/18)</td> <td>32% (6/19)</td> </tr> <tr> <td>2nd</td> <td>55% (28/51)</td> <td>80% (59/74)</td> <td>70% (48/69)</td> <td>33.3% (5/15)</td> <td>46.6% (7/15)</td> <td>41% (7/17)</td> </tr> <tr> <td>3rd</td> <td>64% (39/61)</td> <td>67% (40/60)</td> <td>72% (57/79)</td> <td>18.2% (2/11)</td> <td>31.3% (5/16)</td> <td>37% (7/19)</td> </tr> <tr> <td>4th</td> <td>52% (28/54)</td> <td>64% (41/64)</td> <td>68% (41/60)</td> <td>11% (2/18)</td> <td>41.2% (7/17)</td> <td>24% (4/17)</td> </tr> <tr> <td>5th</td> <td>62% (37/60)</td> <td>62% (33/53)</td> <td>64% (43/67)</td> <td>38.4% (5/13)</td> <td>26.7% (4/15)</td> <td>27% (4/15)</td> </tr> <tr> <td>6th</td> <td>68%</td> <td>75%</td> <td>79%</td> <td>14.3%</td> <td>38.5%</td> <td>64%</td> </tr> </tbody> </table>							Acadience Proficiency fy22 (composite)	Acadience Proficiency fy23 (composite)	Acadience Proficiency fy24 (composite)	EL Acadience Proficiency fy22 (composite)	EL Acadience Proficiency fy23 (composite)	EL Acadience Proficiency fy24 (composite)	Kind er	60% (46/76)	71% (56/79)	67% (58/86)	20% (2/10)	61.9% (13/21)	37% (7/19)	1st	73% (55/75)	60% (46/77)	60% (47/78)	30.8% (4/13)	27.8% (5/18)	32% (6/19)	2nd	55% (28/51)	80% (59/74)	70% (48/69)	33.3% (5/15)	46.6% (7/15)	41% (7/17)	3rd	64% (39/61)	67% (40/60)	72% (57/79)	18.2% (2/11)	31.3% (5/16)	37% (7/19)	4th	52% (28/54)	64% (41/64)	68% (41/60)	11% (2/18)	41.2% (7/17)	24% (4/17)	5th	62% (37/60)	62% (33/53)	64% (43/67)	38.4% (5/13)	26.7% (4/15)	27% (4/15)	6th	68%	75%	79%	14.3%	38.5%	64%
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	(23/34)	(45/60)	(37/47)	(1/7)	(5/13)	(9/14)
Whole School	62% (256/411)	69% (320/467)	68% (331/486)	24.1% (21/87)	40% (46/115)	37% (44/120)

**fy24 Summary:** Our percentage of students reaching Acadience Reading proficiency increased by 7%, but there are grade levels where we decreased in proficiency or did not maintain proficiency from previous year.

**fy25 Need(s):** Improve pacing, engagement, and fidelity of Tier 1 instruction of 95% Core phonics.

**fy25 Goal(s):** Acadience Reading proficiency will increase by 10% each in grade level from FY2024 to FY 2025.

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

Longitudinal Composite Data Analysis - Acadience Reading									
Question	Data Source	Data Point	Answer						
Is our core instruction effective? <i>Effective is defined as at least 80% of students meeting grade level benchmarks from core instruction alone.</i>	mClass — Comparing Populations by Grade (percentage)  Acadience Data Management—Status Report	Percentage of Students At or Above Benchmark	<b>K</b>	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	<b>4<sup>th</sup></b>	<b>5<sup>th</sup></b>	<b>6<sup>th</sup></b>
			2021-2022 BOY: 60% MOY: 58% EOY:59%	2021-2022 BOY: 62% MOY: 72% EOY: 74%	2021-2022 BOY: 53% MOY: 53% EOY: 55%	2021-2022 BOY: 64% MOY:61% EOY: 64%	2021-2022 BOY: 52% MOY: 51% EOY: 54%	2021-2022 BOY: 60% MOY:62% EOY: 62%	2021-2022 BOY: 78% MOY: 75% EOY: 64%
			2022-2023 BOY:46% MOY: 38% EOY: 71%	2022-2023 BOY: 47% MOY: 58% EOY: 60%	2022-2023 BOY: 78% MOY: 81% EOY: 80%	2022-2023 BOY: 61% MOY: 60% EOY: 67%	2022-2023 BOY: 61% MOY: 66% EOY: 65%	2022-2023 BOY: 52% MOY: 58% EOY: 62%	2022-2023 BOY: 75% MOY: 78% EOY: 76%
What percentage of students who were <b>at or above benchmark</b> at the beginning of the year (BOY) are <b>at or above Benchmark</b> at the end of the year (EOY)?	mClass — Correlation (head count)  Acadience Data Management — Effectiveness of	Combine Green % and Blue %  Combine Green % and Blue %	<b>Kinder</b>	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	<b>4<sup>th</sup></b>	<b>5<sup>th</sup></b>	<b>6<sup>th</sup></b>
			2021-2022 83%	2021-2022 95%	2021-2022 93%	2021-2022 92%	2021-2022 88%	2021-2022 100%	2021-2022 82%
			2022-2023 94%	2022-2023 100%	2022-2023 98%	2022-2023 100%	2022-2023 92%	2022-2023 93%	2022-2023 98%
			2023-2024 94%	2023-2024 87&	2023-2024 100%	2023-2024 88%	2023-2024 97%	2023-2024 100%	2023-2024 97%

Should be <b>at least 95%</b> of students	Instructional Support Levels	% for Above Benchmark							
What percentage of students who were <b>Below Benchmark</b> at BOY are <b>Benchmark/Above Benchmark</b> at EOY? <i>Should be <b>at least 80%</b> of students</i>	mClass — Correlation (percentage)  Acadience Data Management — Effectiveness of Instructional Support Levels	Combine <b>Green %</b> and <b>Blue %</b> for <b>Below Benchmark</b>	<b>Kinder</b> 2021-2022 62% 2022-2023 74% 2023-2024 42%	<b>1<sup>st</sup></b> 2021-2022 70% 2022-2023 72% 2023-2024 50%	<b>2<sup>nd</sup></b> 2021-2022 17% 2022-2023 40% 2023-2024 75%	<b>3<sup>rd</sup></b> 2021-2022 40% 2022-2023 33% 2023-2024 83%	<b>4<sup>th</sup></b> 2021-2022 43% 2022-2023 50% 2023-2024 100%	<b>5<sup>th</sup></b> 2021-2022 14% 2022-2023 54% 2023-2024 47%	<b>6<sup>th</sup></b> 2021-2022 0% 2022-2023 13% 2023-2024 75%
How many students who were <b>Below Benchmark</b> at the BOY are now <b>Well Below Benchmark</b> at EOY? <i>Should be 0% of students</i>	mClass — Correlation (percentage)  Acadience Data Management — Effectiveness of Instructional Support Levels	<b>Red %</b> in <b>Below Benchmark</b> Column	<b>Kinder</b> 2021-2022 13% 2022-2023 0% 2023-2024 8%	<b>1<sup>st</sup></b> 2021-2022 15% 2022-2023 14% 2023-2024 0%	<b>2<sup>nd</sup></b> 2021-2022 17% 2022-2023 0% 2023-2024 25%	<b>3<sup>rd</sup></b> 2021-2022 20% 2022-2023 34% 2023-2024 17%	<b>4<sup>th</sup></b> 2021-2022 43% 2022-2023 33% 2023-2024 0%	<b>5<sup>th</sup></b> 2021-2022 21% 2022-2023 15% 2023-2024 15%	<b>6<sup>th</sup></b> 2021-2022 50% 2022-2023 49% 2023-2024 0%
What percentage of those who were <b>Well Below Benchmark</b> at the BOY are no longer Well Below Benchmark at EOY?? <i><b>At least 80%</b> should no longer be Well Below Benchmark</i>	mClass — Correlation (percentage)  Acadience Data Management — Effectiveness of Instructional Support Levels	<b>Below Benchmark</b> , <b>Benchmark</b> , or <b>Above Benchmark</b> (add <b>yellow</b> , <b>green</b> , and <b>blue %</b> from	<b>Kinder</b> 2021-2022 53% 2022-2023 79% 2023-2024 40%	<b>1<sup>st</sup></b> 2021-2022 27% 2022-2023 26% 2023-2024 42%	<b>2<sup>nd</sup></b> 2021-2022 18% 2022-2023 50% 2023-2024 20%	<b>3<sup>rd</sup></b> 2021-2022 18% 2022-2023 16% 2023-2024 32%	<b>4<sup>th</sup></b> 2021-2022 26% 2022-2023 37% 2023-2024 15%	<b>5<sup>th</sup></b> 2021-2022 22% 2022-2023 31% 2023-2024 21%	<b>6<sup>th</sup></b> 2021-2022 17% 2022-2023 14% 2023-2024 26%

		red column)							
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fy24 Summary: Based on the data of 80% of students meeting grade level benchmarks, our core instruction is not effective. Our students who are below benchmark at the beginning of the year are not moving to above or well above benchmark.  
fy25 Need(s): Targeted interventions following the district MTSS model.  
fy25 Goal(s): 80% of students who below or well below benchmark at BOY will be at benchmark or well above benchmark at EOY.

**Acadience Reading Progress/POP**

POP MOY/EOY FY24 s...

Data analysis:

	fy22	fy23	fy24	SWD fy22	SWD fy23	SWD fy24	fy22 EL	fy23 EL	fy24 EL
<b>Kinder</b>	47.9% 35/73	69.2% 54/78	56% 45/80	0% 0/4	60% (3/5)	33% (1/3)	40% (4/10)	60% (12/20)	47% (8/17)
<b>1st</b>	83.5% 61/73	56.9% 47/72	78% 59/76	80% 4/5	100% (1/1)	70% (7/10)	53.8% (7/13)	53.3% (8/15)	58% (11/19)
<b>2nd</b>	79.2% 38/48	90.3% 65/72	87% 58/67	73% 24/33	80% (4/5)	50% (6/12)	69.2% (9/13)	69.2% (9/13)	60% (9/15)
<b>3rd</b>	60.3% 36/60	67.2% 39/58	61% 46/76	50% 5/10	43% (3/7)	75% (6/8)	45.5% (5/11)	33.3% (5/15)	59% (10/17)
<b>4th</b>	66% 35/53	77.4% 48/62	73% 43/59	43% 3/7	67% (4/6)	70% (7/10)	52.9% (9/17)	76.5% (13/17)	69% (11/16)
<b>5th</b>	68.4% 39/57	78.8% 41/52	75% 47/63	50% 3/6	50% (2/4)	67% (6/9)	61.5% (8/13)	64.3% (9/14)	92% (12/13)
<b>6th</b>	47.2% 16/34	78% 46/59	91% 40/44	100% 1/1	33% (1/3)	88% (7/8)	28.6% (2/7)	83.3% (10/12)	83% (10/12)
<b>Whole School</b>	65.3% 260/398	75% 340/453	73% 338/465	60% 40/67		67% (40/60)	52.3% (44/84)	62.2% (66/106)	65% (71/109)

Teacher POP analysis/progress monitoring/Tier 1/Tier 2 instruction needs (see MOY merged data sheet if you asked for one):

**Teacher Progress Monitoring Fidelity for Reds and Yellows at MOY - what does PM look like? Are they being PM on the right skill? Are students receiving the correct intervention for their target skill?**

fy24 Summary: Schoolwide our pathways of progress decreased. There were gains in some grades, but only two grade levels met 80% of students meeting pathways of progress growth goals.

fy25 Need(s): Provide support for teachers to progress monitor weekly to ensure students are being monitored at the correct rate then using data to inform instruction and with appropriate targeted interventions.

fy25 Goal(s): Increase teacher progress monitoring fidelity for reds and yellows to 95%. Increase pathways of progress goals to 80% of students making typical or above typical growth.

**RISE ELA  
Proficiency/Growth**

**ELA PROFICIENCY**

	fy22	fy23	fy24	SPED fy22	SPED fy23	SPED fy24	EL fy22	EL fy23	EL fy24
<b>3rd</b>	46%	50%		18.2%	22%		28.6%	13%	
<b>4th</b>	44%	49%		25%	0%		5.6%	18%	
<b>5th</b>	54%	48%		42.9%	33%		16.7%	13%	
<b>6th</b>	33%	56%		33.3%	33%		13%	0%	
<b>Whole School</b>	46%	52%		28.1%	25%		15.1%	13%	

**GROWTH**

	FY22	FY23	FY24		FY23	FY24
<b>3rd</b>	-	-	-	<b>Lowest 25%</b>	65.7%	
<b>4th</b>		58%		<b>ED</b>	66%	
<b>5th</b>	43%	68.5%		<b>EL</b>	68%	

<b>6th</b>	56%	67%		<b>SWD</b>	57%	
<b>Whole School</b>	59.8%	71%		*other		

fy24 Summary: Our grade level proficiency is low in each cohort. SWD and ML students need additional support and systems to be proficient.

fy25 Need(s): Professional development along with coaching cycles to elevate Tier 1 instruction based on SOR foundations and address PLC needs. Align Tiered instruction.

fy25 Goal(s): Increase the proficiency scores by 5% in grade level based on previous grade level proficiency. Increase RISE growth to 80% schoolwide.

**Acadience Math**

Acadience Mathematics Composite Data Analysis						
Question	Data Source	Data Point	Answer			
Is our core instruction effective?  <i>Effective is defined as <b>at least 80%</b> of students meeting grade level benchmarks from core instruction alone.</i>	<b>Acadience Data Management</b> —Status Report	Percentage of Students <b>At or Above Benchmark</b>  Combine <b>Green %</b> and <b>Blue %</b>	<b>Kinder</b> n/a	<b>1<sup>st</sup></b> 21-22 BOY: 56% MOY: 49% EOY: 44%	<b>2<sup>nd</sup></b> 21-22 BOY: 54% MOY: 50% EOY: 49%	<b>3<sup>rd</sup></b> 21-22 BOY: 70% MOY: 56% EOY: 48%
				22-23 BOY: 46% MOY: 45% EOY: 36%	22-23 BOY: 83% MOY: 59% EOY: 65%	22-23 BOY: 55% MOY: 58% EOY: 51%
				23-24 BOY: 44% MOY: 34% EOY: –	23-24 BOY: 66% MOY: 39% EOY: –	23-24 BOY: 66% MOY: 53% EOY: –
What percentage of students who were <b>at or above benchmark</b> at the beginning of the year (BOY) are <b>at or above Benchmark</b> at the	<b>Acadience Data Management</b> — Effectiveness of Instructional Support Levels	Combine <b>Green %</b> and <b>Blue %</b> for At Benchmark  Combine <b>Green %</b> and <b>Blue %</b> for Above Benchmark	<b>Kinder</b> n/a	<b>1<sup>st</sup></b> 21-22 78%	<b>2<sup>nd</sup></b> 21-22 86%	<b>3<sup>rd</sup></b> 21-22 70%
				22-23 61%	22-23 73%	22-23 78%
				23-24	23-24	23-24

end of the year (EOY)?  <i>Should be <b>at least 95%</b> of students</i>				67%	58%	68%
What percentage of students who were <b>Below Benchmark</b> at BOY are <b>Benchmark/Above Benchmark</b> at EOY?  <i>Should be <b>at least 80%</b> of students</i>	<b>Acadience Data Management</b> — Effectiveness of Instructional Support Levels	Combine <b>Green %</b> and <b>Blue %</b> for <b>Below Benchmark</b>	<b>Kinder</b> n/a	<b>1<sup>st</sup></b> 21-22 13% 22-23 54% 23-24 27%	<b>2<sup>nd</sup></b> 21-22 13% 22-23 27% 23-24 0%	<b>3<sup>rd</sup></b> 21-22 0% 22-23 33% 23-24 29%
How many students who were <b>Below Benchmark</b> at the BOY are now <b>Well Below Benchmark</b> at EOY?  <i>Should be <b>0%</b> of students</i>	<b>Acadience Data Management</b> — Effectiveness of Instructional Support Levels	<b>Red %</b> in <b>Below Benchmark</b> Column	<b>Kinder</b> n/a	<b>1<sup>st</sup></b> 21-22 50% 22-23 31% 23-24 33%	<b>2<sup>nd</sup></b> 21-22 44% 22-23 55% 23-24 50%	<b>3<sup>rd</sup></b> 21-22 29% 22-23 40% 23-24 35%
What percentage of those who were <b>Well Below Benchmark</b> at the BOY are no longer <b>Well Below Benchmark</b> at EOY??  <i><b>At least 80%</b> should no longer be <b>Well Below Benchmark</b></i>	<b>Acadience Data Management</b> — Effectiveness of Instructional Support Levels	<b>Below Benchmark, Benchmark, or Above Benchmark</b> (add <b>yellow, green, and blue %</b> from <b>red</b> column)	<b>Kinder</b> n/a	<b>1<sup>st</sup></b> 21-22 20% 22-23 16% 23-24 8%	<b>2<sup>nd</sup></b> 21-22 38% 22-23 0% 23-24 21%	<b>3<sup>rd</sup></b> 21-22 33% 22-23 9% 23-24 30%

fy24 Summary: Students are not meeting proficiency goals. A large percentage of students who are proficient at BOY are not meeting benchmark at EOY.

**fy25 Need(s):** Implementation of 10 minute daily math computation fluency review activities into master schedule with opportunities for distributed practice of grade level math concepts. Teachers will be trained on administering assessment.  
**fy25 Goal(s):** 80% of students will make typical or above progress on Acadience Math from BOY to EOY.

**Into Math Growth**

Into Math Growth Assessment: Increase the percentage of students scoring on grade level or above from the BOY assessment to the EOY assessment by 20%.

	fy22 Into Math Growth	fy23 Into Math Growth	fy24 Into Math Growth MOY
<b>k</b>	73.7%	83.2%	68.7%
<b>1st</b>	74.7%	64%	70.6%
<b>2nd</b>	76.7%	83.8%	55.2%
<b>3rd</b>	68.3%	74.6%	68.9%
<b>4th</b>	64.8%	70.8%	65%
<b>5th</b>	72.9%	64.1%	58.4%
<b>6th</b>	51%	65.6%	65%
<b>Whole School</b>	69.4%	72.9%	64%

**fy24 Summary:** We are not meeting our growth goal as a school. Only two grades met the EOY goal on the Into Math Growth Assessment.

**fy25 Need(s):** Increase student mastery and instruction of math computation and concepts through professional development and coaching cycles.

**fy25 Goal(s):** 80% of students will score on grade level or above from the BOY assessment to the EOY assessment.

**RISE MA Proficiency/Growth**

**MA PROFICIENCY**

	fy22	fy23	fy24	SPED fy22	SPED fy23	SPED fy24	EL fy22	EL fy23	ELfy24
<b>3rd</b>	56%	53%		27.3%	11%		42.9%	25%	
<b>4th</b>	56%	52%		25%	44%		38.9%	18%	



5th	59%	53%		42.9%	33%		33.3%	20%	
6th	33%	51%		33.3%	22%		17.4%	0%	
Whole School	51%	54%		31.2%	28%		23%	18%	

**GROWTH**

	FY22	FY23	FY24		FY23	FY24
3rd	-	-	-		Lowest 25%	
4th		60.5%			ED	62%
5th		68.5%			EL	66%
6th		67%			SWD	51%
Whole School	66%	65%			*other	

y24 Summary: ML students dropped in proficiency in each cohort for math RISE. As a school our proficiency was 54%, as we dropped in each grade level cohort between 4-8% proficiency level.  
fy25 Need(s): Professional development along with math coaching cycles implementing Into Math and aligning interventions for SWD and ML students with Tier 1 math instruction. Continued distributed practice of math skills and concepts  
fy25 Goal(s): Increase the proficiency scores by 5% in grade level based on previous grade level proficiency. Increase RISE growth to 80% schoolwide.

**RISE Science**

**PROFICIENCY**

	fy22	fy23	SPED fy 22	SPED fy23	EL fy 22	EL fy23
4th	41%	46%	25%	0%	11.1%	12%
5th	54%	53%	42.9%	33%	16.7%	13%
6th	39%	50%	33.3%	44%	21.7%	8%

<b>Whole School</b>	45%	50%	33.3%	26%	16.9%	11%
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**GROWTH**

\*Nate is working on fy22!

	FY22	FY23	FY24		FY23	FY24
<b>3rd</b>	-	-	-		<b>Lowest 25%</b>	65%
<b>4th</b>	-	-	-		<b>ED</b>	56%
<b>5th</b>		68.5%			<b>EL</b>	63%
<b>6th</b>		67.5%			<b>SWD</b>	62%
<b>Whole School</b>	54.4%	68%			*other	

y24 Summary: We have low levels of proficiency in all grade levels. Our ML and SWD have low levels of proficiency also.

fy25 Need(s): Instruction and language supports to support ML students in science instruction. Use of master schedule to allow for science instruction.

fy25 Goal(s): Increase the proficiency scores by 5% in grade level based on previous grade level proficiency. Increase RISE growth to 80% schoolwide.

**ACCESS for ELs**

- Proficiency
- Growth
- Students who reached proficiency

\*Refer Ellevation report

<b>Ellevation report</b>	<b>1st</b>	<b>2nd</b>	<b>3rd</b>	<b>4th</b>	<b>5th</b>	<b>6th</b>
Number of students meeting their target growth goal	NA	5	8	3	3	4
Number of students with a target growth measure	NA	12	12	13	11	10
% of students meeting their target growth goal	No growth Measure	50% (5/10)	80% (8/10)	25% (3/12)	38% (3/8)	44% (4/9)
Number of students	0	1	3	2	5	0

scoring a 5 or 6, or 4.2/3.5 (meeting proficiency)

**ESOL Enrollment-by School/Grade**

Export

03-20-24

SCHOOLID	SCHOOLNAME	GRADELEVEL	1/P	2/E	3/I	4/A	5/F	6	X	N	O	Total excluding X,N,O
120	Provost	0	6	4	5	5				1		20
120	Provost	1	11	6	2							19
120	Provost	2	8	5	6		1					20
120	Provost	3	4	3	8	4	3					22
120	Provost	4	5	4	6	2	2					19
120	Provost	5	2	2	9	2	5					20
120	Provost	6	4		6	4						14

# Rows: 7

fy24 Summary: Only 47% of our students met their growth goal.

fy25 Need(s): Improve ML access to Tier 1 instruction through monthly PD, increased student talk, and student language support.

fy25 Goal(s): 80% of students will meet their growth goal.

**Stakeholder Survey**

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

y24 Summary:

fy25 Need(s):

fy25 Goal(s):

**Panorama/SEL Data**

**PBIS Data/Ed Handbook**

Panorama data informs our need to improve attendance. Our greatest need is in Kindergarten, where our attendance is 67%.

Provost Panorama School Overview 23-24

	Academics	Attendance	Behavior	SEL
Provost	69%	77%	94%	65%

K	68%	67%	98%	
1	61%	79%	98%	
2	70%	76%	90%	
3	72%	80%	92%	
4	68%	85%	97%	69%
5	67%	74%	89%	62%
6	80%	83%	98%	66%

Panorama data informs our need to improve. Our greatest need is in Kindergarten, where our attendance is 67%.

Using data from Educator's Handbook, we have significantly increased incidents and office referrals for the 23-24 school year. Based on grade level cohorts, the grade level with the highest incidents 2022-23 also has the highest incidents in the 2023-24 school year up to this point. Our minor incidents have significantly increased. Second and third grade have the highest incident reporting, making up 57% of the office referrals and 56% of minor incidents.