

2023 Mountain Shadows Achievement Data Update

School-wide Overview

The 2021-2022 school year was a great year for growth. This year proved to be one of the largest growth years in the Mountain Shadows Elementary School (MSES) history for reading scores. Building on successful growth from the prior year, the overall results propelled us from a “C” rated label to an “A”. It was especially evident by the stability proficiency outcomes (three consistent full academic years) where students who have been with us for multiple years continue to make great gains and retain the learning.

The most current data for the 2022-2023 school year is not fully complete. We are still waiting for information regarding the growth and proficiency rates for our sub-groups. However, looking at the overall data, we did well in some areas and were stagnant or had minor regression in others. We did have a few challenges with staffing for the entire school year where we had long-term substitutes in both 6th grade classrooms and a 5th grade teacher that was out a good portion of the school year. We also increased our mobility rate to 37% where we had students moving in and out of the school. This movement posed challenges for maintaining steady progress.

Since the last report, we continue to focus specifically in the reading content area to impact 100% of our students. Our 2023-2024 SMART goal continued to focus on the core subject of reading by making a minimum of 5% growth in proficiency. We also monitored our sub-groups, especially special education. This goal focused on reducing the gap between special education and general education students in both reading and math. Data included in this report is representative of the 2022-2023 school year with some data included for the start of the current 2023 school year.

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 was 1% higher than the district scores with 83% proficiency. This was an increase in the overall proficiency score of 9% from the prior year. First grade also did well by matching the district proficiency rate of 82%. The collaborative teams put their focus specifically on phonics instruction. Second grade was below the district proficiency average, however they did increase 2% from the prior school year.

Our yearly goal continued to move students from the intensive category towards core and above. For Kindergarten and First, the amount of students increasing in core continues to improve. There was a decline in the Kindergarten to First grade cohort with a 5% difference. A turnover in teachers may have impacted the scores a bit.

Table 1.

Intensive Category DIBELS End of Year Results

Grade	2021-2022	2022-2023
K	14%	15%
1	18%	9%
2	23%	26%

Collaborative teams continue to be focused on phonics skills and utilizing effective instructional practices to get the results they want. This year, we have added a third section to both Kindergarten and First grades with helps to reduce the class size. This will allow for more individualized time to meet students' needs.

Grades 3 – 6 Results

Growth for the past few years has been going the right direction. In 2022, we earned a Lighthouse Academic Honor Roll from Franklin Covey for increasing the year-over-year

percentile ranking 13.68%, having proficiency scores above the 85th percentile and growth scores above the 50th percentile, and increasing the year-to-year growth by a minimum of 5%. This was an honor since we have worked hard to improve growth that will ultimately move students into proficiency. The growth that was made moved us from a state reported “C” label to an “A” label.

Upon analyzing state assessment data, it was noted that some grade levels made growth and others did not. It was evident that the grades with consistent teachers that met regularly for collaborative team meetings made growth. In 2021, all 4th through 6th grades made growth with 5th grade making math increases of 30% over the prior year. The growth was not as significant in 2022 and similar results occurred in 2023. Sixth grade results took a dive, which was disappointing but not surprising since the substitutes had never taught or worked with 6th grade students prior to subbing. The substitutes were not required to attend collaborative team meetings and therefore the work was not as productive as it could have been if the situation was different.

The goal to improve reading has been promising. The work we have been doing has been very productive in retaining skills from year to year. This is evident in this year’s data where students outperformed the district in grades 3 through 6 according to the August 2023 report. Each grade was well-above the district averages. In the past to monitor growth, we used the Reading Inventory in grades 4, 5, and 6 only. We are excited to add this assessment tool with our 3rd grade students this school year (2023-2024). The proficiency rates for the 2022-2023 school year are represented in Table 3 below.

Table 3.

Reading Inventory Assessment Results

Grade	August 2022	April 2023	Yearly Growth
Fourth	24%	50%	26%
Fifth	28%	59%	31%
Sixth	38%	62%	24%

We also track math progress. This past school year (2022-2023), our district changed the tool from the Math Inventory to the Math Growth Measure. This tool was used to monitor the math growth for the year. The Math Growth Measure is aligned to the Arizona Standards and is used to identify how students are progressing towards standard mastery. As shown in the tables, grades 3, 4, and 5 made solid progress. These results were above the district averages. For students in 6th, math deficits were evident and the campus scores were 5% below the district average. This is an area for drastic growth during the 2023-2024 school year.

Table 4.

Math Growth Measure End of Year Results

Grade	Campus	District	Difference
Third	51%	29%	22%
Fourth	68%	43%	25%
Fifth	71%	49%	22%
Sixth	48%	53%	-5%

Overall, the school results show promising. From year to year, we have continually increased proficient students in addition to making growth. This means that we are moving students in the right direction.

Additional Data

As a means to understand our community culture, we collect annual data from students, staff, and parents. The Measureable Results Assessment (MRA) helps us to identify strengths and weaknesses, develop goals, and monitor progress towards school improvement. Specifically, we focus on student engagement with goal setting.

Results from the students in the Empowering Learners category as shown in Figure 1 were favorable. Specifically, there was an increase from 71% to 79% where students agreed that they are able to apply their leadership habits to plan, prioritize, and persevere in their academic

pursuits. There was also an increase from 73% to 79% with student goals. Students increased confidence in their ability to set and achieve their goals. The work we have done with students in setting goals and using lead measures to track their progress has directly impacted many students' achievement results.

Spring 2023

Mountain Shadows Elementary School



ACADEMICS

Empowering Learners

74 → 77 +3

Supportive Teachers

Students have one or more teachers who provide them with the encouragement and support they need to lead their learning.

71 → 79 +8

Academic Self-efficacy

Students are able to apply personal leadership habits to plan, prioritize, and persevere in their academic pursuits.

Goal Achievement

73 → 79 +6

Student Goals

Students are confident in their ability to set and achieve their goals.

Figure 1. MRA Academics Category: Empowering Learners and Goal Achievement

Figure 2 shows the results from the student culture category of creating a supportive student environment. Students believed that they were provided with opportunities that include them in decision-making and growing their leadership competence. We believe that empowering our students with rigorous, standard-aligned opportunities helps our students reach their highest potentials.

Spring 2023

Mountain Shadows Elementary School



CULTURE

Supportive Student Environment

75 → 80 +5

Student Empowerment

Students believe they are provided with schoolwide and classroom opportunities that include them in decision-making and grow their leadership competence.

Figure 2. MRA Culture Category: Supportive Student Environment

The evidence is shown in Figure 4 where we have favor with the community as reported in the Parent and Community Satisfaction Survey.

2023 DVUSD Parent and Community Satisfaction Survey - Mountain Shadows Elementary						
Responses to School Level Questions						
	Mountain Shadows Elementary			All Schools		
	2023	2022	2021	2023	2022	2021
Red Highlight if <10 Responses	88	13	18	6073	3175	2193
Please rate the extent to which you agree/disagree with the following statements about your child's school:	% of Respondents Who Agree or Strongly Agree					
Early release days for teacher professional development foster improved learning in my child's classroom.	75%	54%	44%	57%	56%	51%
I am aware of teacher collaboration content on early release days.	60%	77%	50%	54%	53%	47%
I receive a high level of customer service from the front office staff at my child's school.	90%	92%	72%	84%	83%	82%
My child is physically safe in his/her school.	97%	92%	83%	86%	90%	89%
My child is emotionally safe in his/her school.	90%	85%	72%	83%	84%	83%
Overall, I am satisfied with my child's school.	96%	92%	67%	86%	86%	86%
What grade would you give your child's school? (% A or B)	94%	100%	67%	85%	85%	85%
Net Promoter Score	35	75	-17	25	27	29

Green highlight if 90th percentile or higher (HS with MS and K6 with K8)
Red highlight if 10th percentile or lower

Figure 4. Employee Satisfaction Survey

Building a community of learners is a process. It means focusing on the right work to improve student achievement. Not only are teachers and staff working in collaboration, but we are

working with parents to support their children in getting what they need. Building relationships and gathering feedback from students and parents is essential for continually improving the work we do.

Overall, we are making continual progress. Our culture continues to grow and develop through professional learning at work. We are excited to see what this upcoming year holds as our students, staff, and community continues to support the work we are doing.