



## Needs Assessment & Budget Considerations

**School: Spring Hill Elementary School**

**Building Number: 0787**

### State Assessment Review

1. Provide a brief overview of your data. (Comparison to state average, areas of strength, areas of concern)

State

ELA KAP DATA						
	1	2	3	4	1/2	3/4
2024	22%	37%	27%	14%	59%	41%
2023	24%	30%	27%	19%	54%	46%
2022	25%	34%	26%	15%	59%	41%
2021	23%	29%	34%	14%	52%	48%
2019	24%	35%	31%	10%	59%	41%
2018	18%	37%	33%	12%	55%	45%
AVERAGE	23%	34%	30%	14%	56%	44%

	2020-2021	2021-2022	2022-2023	2023-2024
3rd Grade	State: +8 District: -5	State: -2 District: -10	State: +2 District: -5	State: +2 District: =
4th Grade	State: +3 District: -8	State: +10 District: =	State: = District: -11	State: +5 District: -3
5th Grade	State: +2 District: -11	State: = District: -10	State: +13 District: =	State: -1 District: -11

- The area that consistently shows meets is overall writing. Overall reading has been consistently below, with a few outliers in 4th grade.

MATH KAP DATA						
	1	2	3	4	1/2	3/4
<b>2024</b>	18%	35%	35%	12%	53%	47%
<b>2023</b>	19%	39%	24%	18%	58%	42%
<b>2022</b>	21%	42%	27%	10%	63%	37%
<b>2021</b>	19%	40%	27%	14%	59%	41%
<b>2019</b>	15%	41%	28%	16%	56%	44%
<b>2018</b>	10%	37%	37%	16%	47%	53%
<b>AVERAGE</b>	<b>17%</b>	<b>39%</b>	<b>30%</b>	<b>14%</b>	<b>56%</b>	<b>44%</b>

	2020-2021	2021-2022	2022-2023	2023-2024
3rd Grade	State: -2 District: -12	State: -9 District: -19	State: +7 District: -7	State: +7 District: -3
4th Grade	State: +11 District: -2	State: +6 District: -9	State: = District: -15	State: +10 District: -7
5th Grade	State: +2 District: -12	State: -2 District: -12	State: +8 District: -8	State: -1 District: -9

- Number and operations with fractions has consistently been in the meets category for 4th grade. 3rd grade has several meets each year. Our 5th grade is consistently below expectations.

Overall:

- We are pretty flat longitudinally. After digging deeper we exchange students - moving low students up, but losing some students who are at grade-level in Fastbridge or 3s on state assessments.

## 2. What steps are you taking for all students to maximize their scores? Note any areas that your staff have been working to improve.

- Our MTSS process is working at the tier 3 level. We have dropped students from both reading intervention and math intervention. Most of our SPED and intervention students (with the exception of 1st grade) experienced aggressive growth on Fastbridge.
  - We need to continue working on strengthening our core and tier 2 instruction. Some grade-levels are solid, but we still have several who struggle to identify how to effectively meet all students' needs, as we did not meet our academic goal this year.
- We worked on reducing behaviors through interpersonal development. By focusing on

conflict resolution, we reduced our discipline referrals by 56% this year.

- We worked on trusting relationships and saw an increase of 7-8 points on our MRA survey.
- We worked on goal setting and have scored a 76% on the MRA survey, which was an increase of 3%.
- PLC Activator (Guiding Coalition) monthly meetings to ensure we are all on the same page and have the same understanding for consistency across the building.

### Building Needs Assessment & Budget Considerations

#### **3. What barriers must be overcome for each student to achieve grade level proficiency?**

- We have to improve core instruction.
- We have to improve tier 2 instruction.
- We have to keep students at grade-level once we get them there and ensure all below-level students are achieving aggressive growth to close the gap.

#### **4. What budget actions should be taken to address and remove those barriers?**

- Professional development
  - Planning good core instruction with evidence based teaching strategies
  - Science of reading and math
  - Effective tier 2 instruction
  - Extending and enriching
- Resources for our SPED teachers

#### **5. What amount of time do you estimate that it will take for each student to achieve grade level proficiency (level 3 or higher) on the state assessments if the budget actions would be implemented.**

- This is not going to be a fast process for SHES.
  - 15% of our student population are SPED
  - 22% of our student population are in tier 3 intervention
  - We are not meeting with every student who is below the 40th percentile in reading, which means our at-risk numbers would even be higher.
- If we can figure out how to maintain aggressive growth on our below-grade level students and keep our above-grade level at grade-level, we would be moving about 8-10% per year.
  - Putting all of our eggs in the state assessment basket is tricky for SHES, as we have so many students with ACES that a student scoring above grade-level who has an issue at home, may drop below grade-level when we are looking at one assessment, on one day to determine grade-level.

