



Needs Assessment & Budget Considerations

School: Spring Hill High School

Building Number: 0790

State Assessment Review

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

This State Assessment Review is to use data collected from the Spring 2023 test window. Examine your Spring 2023 data and provide the following on the Budget Considerations Document.

- Provide a brief overview of your data. (Comparison to state average, areas of strength, areas of concern)
 - KSA data shows SHHS above the state average in ELA, math, & Science.
 - 48% of SHHS 10th graders score a 3 or 4 on the ELA assessment, an increase from previous years. 31% of 10th graders score a 3 or 4 on math, a slight decrease in our huge jump in last year's scores. 11th graders taking the Science assessment have continued to increase their scores. This year 44% were at 3 or 4.
 - Areas of strengths- Our data shows that our teachers are focusing learning on standards and students are moving levels on the state assessment.
 - Areas of concern- Our test data shows that although our scores are above the state average and we consistently move students up levels, scores are stagnant in the 40% range in both ELA and Science. Although math scores have improved since the 20-21SY, we still have a way to go to reach the state expectation of 75% at 3 or 4.

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 building continues to work on improving Tier 1 instructional strategies by focusing on engagement. Professional Development is provided throughout the year in the area of engagement strategies & personal growth.
- Our PLC teams continue to unpack and become more familiar with targeted essential standards.
- Administration is being more intentional in modeling the sharing of data with staff. This has had an impact with staff having a better understanding of the “why” behind the need to improve/change aspects of teaching and learning. We also hope by sharing the building data with our staff that they will become more comfortable with looking at their own data in PLC’s to assess learning and make adjustments as needed.
- In our MTSS process we have strengthened Tier 2 through targeted intervention during our Targeted Seminar time, as well as offered enrichment opportunities for students to increase their understanding in a variety of areas. Our Tier 3 program, Broncore, provides remediation, pre-teaching, and one on one targeted instruction through our building interventionists in ELA & math.
- We continue to struggle in ways to make the KSA more relevant to our students; a way to make it more than just an end of the year check mark. This year we added a student incentive for a 2, 3 or 4 mark. Although data remained consistent to previous years, staff reported an increased interest from students wanting to know their KSA score after taking the assessment.

- 24-25 SY Staff Development will focus on a review of grading practices, strategies to increase student engagement, PLC Data analysis to assess and move to more rigorous instruction/learning.

Building Needs Assessment & Budget Considerations

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

- The Kansas Assessment program needs to provide useful feedback to students and teachers. Teachers want the ability to see what questions students struggle with to be able to dig into the “why” behind the lack of mastery.
- Time for learning. No individual learns at the same time at the same level and yet teachers are asked to make all students learn material on the same time line. Teachers want to provide opportunities for reassessment and learning; however, structuring and implementing this in a high school setting is difficult.
- Class size/Staffing/Building Space all affect the quality of learning. Required courses, especially on the freshmen/sophomore level, tend to be 20+. For teachers to provide quality instruction, timely constructive feedback, formative assessment, additional instructional support, and reassessment opportunities to show learning,, class sizes/additional staffing, and building space need to be addressed.
- Social Emotional/Trauma/Post-CoVid resilience of students.

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

- Additional staffing
- Additional building space
- Resources for professional development initiatives and/or trainings
- Resources/flexibility for student incentives
- Neuroscience Tier 1 resources, trainings, and supports (SEL/Trauma/Post CoVid)



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.

- It is unrealistic to make an estimate on the time it will take for 75% of students to reach a 3 or 4 on the KSA. Our goal is to increase the % of students moving from one level to another by 2% each year. If the budget actions were implemented it would provide opportunities for more individualized learning.