



## Needs Assessment & Budget Considerations

**School: Timber Sage Elementary School**

**Building Number: 0951**

### State Assessment Review

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

Based on our TSES State Assessment data, our students have shown commendable performance across various subjects and grade levels:

##### Science

- Our 5th grade students scored a median of 307, outperforming the district by 3 points and the state by 8 points.

##### Math

- Our 3rd grade students scored a median of 307, outperforming the state by 7 points but falling below the district median score by 3 points.
- Our 4th grade students achieved a median score of 310, outperforming the district by 5 points and the state by 22 points.
- Our 5th grade students had a median score of 311, outperforming the district by 18 points and the state by 26 points.

##### ELA

- Our 3rd grade students scored a median of 292, matching the state median and scoring 2 points below the district median.
- Our 4th grade students achieved a median score of 308, outperforming the district by 5 points and the state by 13 points.
- Our 5th grade students scored a median of 303, outperforming the district by 3 points and the state by 13 points.

These results highlight our students' strong performance, particularly in math and ELA, where they have consistently outperformed both district and state medians in several instances.

An area of concern identified in our state assessment results is the performance of our 3rd grade students, where we are performing below the district median. Additionally, there has been a noticeable decrease in the percentage of students scoring at Levels 3 and 4. During the 2022-2023 school year, 82% of TSES students scored at Levels 3 and 4 in Math. This school year, only 61% of students achieved those levels, representing a significant decrease of 21%. The most pronounced drop occurred in 3rd grade, where the percentage of students scoring at Levels 3 and 4 plummeted from 90% last year to 55% this year.



In ELA, we observed a similar trend. In the 2022-2023 school year, 75% of 3rd-5th grade students were at Levels 3 and 4. This year, that percentage fell to 55% for 3rd-5th grade students. Particularly concerning is the performance of our 3rd grade students in ELA, with only 38% scoring at Levels 3 and 4, the lowest across all tested grades and subjects at our school.

These declines highlight the need for targeted interventions to address the challenges faced by our 3rd grade students and to support overall student achievement in both Math and ELA.

In our Fastbridge assessments, we identified areas of concern in ELA. These results underscore the need for focused efforts to improve student performance and address the underlying challenges in English Language Arts.

2023-24 TSES State Testing Data				
	School	District	State	% at Level 3 & 4
5th Grade Science	307	303	299	60%
3rd Grade ELA	292	294	292	38%
4th Grade ELA	308	303	295	65%
5th Grade ELA	303	300	290	62%
3rd Grade Math	307	310	300	55%
4th Grade Math	310	305	288	68%
5th Grade Math	311	293	285	61%

SCIENCE KAP DATA						
	1	2	3	4	1/2	3/4
2024	9%	31%	30%	30%	40%	60%
2023	6%	12%	36%	46%	18%	82%
2022	9%	17%	28%	47%	26%	75%
2021	14%	10%	37%	39%	24%	76%
2019	14%	23%	37%	26%	37%	63%
AVERAGE	10%	19%	34%	38%	29%	71%



# SPRING HILL SCHOOLS

MATH KAP DATA						
	1	2	3	4	1/2	3/4
2024	6%	33%	33%	28%	39%	61%
2023	2%	16%	38%	44%	18%	82%
2022	3%	22%	29%	46%	25%	75%
2021	4%	27%	36%	33%	31%	69%
2019	2%	24%	41%	33%	26%	74%
AVERAGE	3%	24%	35%	37%	28%	72%

ELA KAP DATA						
	1	2	3	4	1/2	3/4
2024	15%	30%	40%	15%	45%	55%
2023	6%	19%	51%	24%	25%	75%
2022	5%	23%	49%	23%	28%	72%
2021	5%	21%	47%	27%	26%	74%
2019	8%	24%	39%	29%	32%	68%
AVERAGE	8%	23%	45%	24%	31%	69%

	FALL Benchmark: % of TSES Students Above Benchmark	WINTER Benchmark: % of TSES Students Above Benchmark	SPRING Benchmark: % of TSES Students Above Benchmark
Early Math (K & 1)	89.1%	87.8%	87.9%
aMath (2-5)	83.5%	86.9%	86.4%
CBM Automaticity 2 (2)	81.5%	81.5%	85%
CBM Automaticity 3 (3-5)	86.4%	85.5%	88.2%
Early Reading (K-1)	66.7%	72.3%	60.4%
ER: CBM Reading (1)	Not tested	61.4%	72.4%
aReading (2-5)	78.2%	78.2%	71.3%
CBM Reading (2-5)	61.2%	59.2%	64.3%
AutoReading (4-5)	75.6%	75%	82.1%

## Math data dive for trends:

**3rd Grade** 22-23 School year average score was 327. The district average was 314. This school year it is 307 and the district is 310. We had a drop of 20 points and are below the district average.

**4th Grade** 22-23 score was 318 and the district average was 305. This year our average is 310 and the district average is 305. We had a drop of 8 points but we are still above the district average.

**5th grade** 22/23 score was 325 and the district average was 301. This year our average is 311 and the district average is 293. We had a drop of 14 points but we are still above the district average.



**The district goal is 90% at levels 2,3,4 by 2028**

**3rd grade** 22/23 school year hit 100%. This school year hit 95%. Hit the goal....Great job!

**4th Grade** 22/23 school year was 96%. This school year was 98%. Hit the goal...Great job.

**5th Grade** 22/23 school year was 97%. This school year was 89%. Did not hit the goal but was really close.

**Our school goal was 90% at Levels 3 and 4 by 2028.**

**3rd grade** 22/23 school year hit 90%. This school year hit 55%. We dropped

**4th Grade** 22/23 school year was 76%. This school year was 68%. We dropped.

**5th Grade** 22/23 school year was 80%. This school year was 61%. We dropped.

**ELA data dive for trends:**

**3rd Grade** 22-23 School year average score was 311. The district average was 299. This school year it is 292 and the district is 294. We had a drop of 19 points and are below the district average.

**4th Grade** 22-23 score was 311 and the district average was 306. This year our average is 308 and the district average is 303. We had a drop of 3 points but we are still above the district average.

**5th grade** 22/23 score was 311 and the district average was 303. This year our average is 303 and the district average is 300. We had a drop of 8 points but we are still above the district average.

**The district goal is 90% at levels 2,3,4 by 2028**

**3rd grade** 22/23 school year was 92%. This school year was 74%. Did not hit the goal

**4th Grade** 22/23 school year was 94%. This school year was 95%. Hit the goal...Great job.

**5th Grade** 22/23 school year was 95%. This school year was 86%. Did not hit the goal

**Our school goal was 90% at Levels 3 and 4 by 2028.**

**3rd grade** 22/23 school year was 71%. This school year hit 38%. We dropped

**4th Grade** 22/23 school year was 75%. This school year was 65%. We dropped.

**5th Grade** 22/23 school year was 79%. This school year was 62%. We dropped.

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

As a school, we had three main focuses this year.

First, we aimed to improve the culture and climate of the building to retain staff. Our MRA data showed significant improvements: Staff leadership in Personal Effectiveness increased by 4 points, Interpersonal Effectiveness by 9 points, and in the Supportive Environment for staff, Staff Voice went up by 1 point, and Collective Efficacy by 8 points. In Empowering Teachers, Instructional Efficacy and Student-Led Practice each increased by 2 points. The most notable growth was in the Supportive Environment for students, where School Climate improved by 13 points. However, our biggest achievement was in teacher retention. Historically, our school has experienced high teacher and admin turnover. This year, out of 18 general education classroom teachers, 13 are in their first, second, or third

year at TSES, which means 72% of our general education classroom teachers have been at this school for three years or less. Out of that 72%, 61% have been at TSES for two years or less, most with no prior teaching experience. During the 23-24 school year, 6 general education teachers were replaced, but by May, only one general education teacher resigned. Just one! This is a significant improvement for our school, and we are excited to see how our data will improve with reduced turnover.

Second, we implemented the Leader in Me program to foster leadership skills and personal growth among students and staff. Our goals focused on teaching staff and students the 8 Leader in Me Habits, incorporating Leader in Me lessons into the classroom, displaying Leader in Me principles throughout the building, implementing leadership data binders for each student, and shifting the mindset from Leader in Me being "what we do" to "who we are." Next year, we aim to build on our current successes by introducing W.I.G. (Wildly Important Goals) where students set and track their goals, conducting student-led conferences, and aligning our curriculum with Leader in Me direct lessons. We also plan to implement student leadership roles in each classroom, and transition from simply learning the Leader in Me habits to actively applying them.

Third, we focused on improving reading scores by dedicating our Professional Learning Communities (PLCs) to implementing the Core Knowledge Language Arts (CKLA) curriculum. This year, all certified staff met in the library for each PLC session. We began by stating our mission, vision, and goals, and reciting the PLC questions (e.g., what do we want students to know and be able to do). This set the tone and focus for learning. Reading and Math Interventionists, along with the Instructional Coach, were assigned to specific grade levels to support PLCs, and all non-classroom certified staff joined PLCs to collaborate. Every Wednesday, after dismissal duties, a Guiding Coalition team met to discuss PLCs. An agenda was created to track these conversations. Each grade had a representative on the Guiding Coalition, where grade level chairs shared their PLC activities, including the CKLA units they were on, the data they discussed, and their next steps. The Guiding Coalition supported each other, asked clarifying questions, helped solve problems, engaged in vertical conversations, and much more. Next year, we will continue this focus but add discussions about FastBridge and state assessments, identifying gaps between CKLA and district/state assessments, and strategies to fill these gaps. We will also focus on Tier 2 instruction and differentiating within CKLA. Additionally, we will move from discussing data at the Guiding Coalition to having teachers link their data to be more accountable for CKLA formative and summative data talks.

## Building Needs Assessment & Budget Considerations

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

A significant barrier to student achievement at our school has been the high staff and administrative turnover since the building opened. Among the nine 3rd-5th grade general education teachers responsible for state-tested grades, seven are in their first or second year at TSES, and six of those are in their first or second year of teaching. However, as a point of celebration, we have only one general education teacher not returning next year. We are hopeful that with the increase in our climate data and improved teacher retention, we will see a corresponding rise in student achievement.

Another barrier our school faces is student absenteeism due to parent vacations. Out of our 381 students, 140 were absent for 10 or more days. Out of the 140 students, 31 students were absent for 20 or more days. Out of the 31 students, 10 students were absent for more than 30 days. Out of the 10



students, 4 were absent for more than 40 days of school. Many of our families have taken their children out of the country for significant periods, which disrupts their learning and impacts overall student achievement. Addressing this problem requires a multifaceted approach involving both school changes and community engagement. During our upcoming BLT and SITE council meetings, we will discuss potential strategies such as classroom or student rewards, enhancing communication with parents about the importance of consistent attendance, and exploring alternatives to extended vacations during the school year. By implementing these measures, we aim to foster a culture of regular attendance and improve educational outcomes for all students.

We also looked at enrollment trends. In the spring of 2019, we had 130 third through fifth grade students take the state assessment. In 2024, we had 176 students take the state assessment, which is an increase of 46 students over five years. This increase has been steady, with 164 students tested in the spring of 2021, 166 students in the spring of 2022, and 181 students in the spring of 2023. Despite this rise in the number of students, it has not affected scores in the past, so it cannot be identified as a root cause of any significant changes in performance.

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

A budget action we need to consider is closely monitoring student enrollment numbers and evaluating adding four sections at each grade level.

We should explore ways to increase PLC time to continue focusing on teacher alignment and improving our instructional practices.

Additionally, we would like to examine our W.I.N. (What I Need) time to determine how effectively it addresses the diverse learning needs of our students. Specifically, we are interested in exploring whether CKLA (Core Knowledge Language Arts) or iReady can provide Tier 2 intervention strategies to support students who require additional help (done by the gen. Ed teachers, not interventionist). If these existing programs do not sufficiently meet our needs, we may need to consider investing in a new program specifically designed to fill learning gaps. By ensuring our W.I.N. time is optimally structured and supported with the right resources, we can provide targeted interventions that enhance student learning and achievement. This evaluation will be a key focus in our discussions and planning sessions.

#### **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.**

Our goal is that 90% of our students will be at level 3 or higher by 2028.