

2020-2021 State Assessments Review for 2022-2023 Budget Considerations

District:

Based upon your schools Needs Assessment and State Assessment results, please identify the following:

- (A) The barriers that must be overcome for each student to achieve grade level proficiency on assessments
- (B) The budget actions that should be taken to address and remove those barriers
- (C) The amount of time the board estimates it will take for each student to achieve grade level proficiency on the state assessments if the budget actions would be implemented.

Robert Carter

Board President

July 11, 2022

Date

2021-2022 School Year Building Needs Assessment for 2022-2023 Budget Considerations

District: 505 Chetopa-St. Paul

Bldg #

Grades Served:

School: Chetopa Elem

8636

K-5, PK (w/IEP), PK, PKAR (4 YO)

Please consider the following questions as you complete the needs assessment for your building.

SECTION 1: Student Needs

	Notes
a. Student Headcount	74
b. Percentage of students with an active IEP	10.81%
c. Percentage of students enrolled in English Language Learner (ELL) services	0.00%
d. Percentage of students identified as At-Risk (Free lunch)?	47.00%
e. Pupil-Teacher Ratio Average	10.0
f. Pupil-Teacher Ratio Median	9.3
g. Are the needs of Foster Care Students being met? If no, what supports are needed?	Yes
h. Are there gaps in student success among race/ethnicity student subgroups?	No
i. Is there a tiered system of support to target reading growth?	Yes
j. Is there a tiered system of support to target math growth?	No
k. Are there local assessments to measure reading growth?	Yes
l. Are there local assessments to measure math growth?	Yes
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	Yes
o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Yes

SECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star Recognition plans/rubrics)

	Notes
a. How is social/emotional growth being measured?	We use FastBridge assessments to track student social emotional levels. S/E growth is hard to quantify, but we are implementing the ideas of "Significant 72" into our school culture. We also utilize Sanford-Harmony curriculum to help.

2021-2022 School Year Building Needs Assessment for 2022-2023 Budget Considerations

District: 505 Chetopa-St. Paul

School: Chetopa Elem

Bldg #

8636

Grades Served:

K-5, PK (w/IEP), PK, PKAR (4 YO)

Please consider the following questions as you complete the needs assessment for your building.

b. What are the targets/goals related to social/emotional growth?

c. How do you determine students are ready for Kindergarten? (only if building serves Kindergarten)

d. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarten)

e. How are successes of Individual Plans of Study being measured?

f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)

g. How are you ensuring students are civically engaged?

Improve climate and culture in our building by establishing high-quality teacher-student relationships that demonstrate significant levels of trust, care, communication, and high expectations.

We give students in Pre-K the PELI to determine Kindergarten Readiness. All targets are assessed through ASQ-3 and ASQSE-2. We also use FastBridge Assessments. If a student is 5 years old on or before August 31, we cannot turn them away.

Each student that enters Kindergarten should recognize names of some letters, determine hand dominance, name and recognize colors, count and recognize numbers to 10, make rhymes, play and share with peers take direction, how to hold and use scissors correctly, and basic hygiene/self care. Our goal is that each student that enters Kindergarten at age 5 is socially, emotionally, and academically prepared for success.

We do not have a process for IPS in the PK-5 setting. Our Xello platform begins with 6th grade.

We offer multiple opportunities for civic engagement. We host a Veterans Day Program. Students are active city-wide service projects. Our music programs (2 per year) engage the community. Many classroom field trips are to local museum, library and parks.

2021-2022 School Year Building Needs Assessment for 2022-2023 Budget Considerations

District: 505 Chetopa-St. Paul

Grades Served:

School: Chetopa Elem

Bldg #

K-5, PK (w/IEP), PK, PKAR (4 YO)

Please consider the following questions as you complete the needs assessment for your building.

SECTION 5: Staff Needs

- a. Is there adequate personnel/staff to meet the needs of the school and the needs of students under ESEA guidelines, which requires every classroom to contain an educator who is certified in the content area being taught in said classroom, and meet the goals of the school?
- b. How many classified support staff are currently employed?
- c. How many classified support staff are needed?
- d. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?
- e. Are principals & other key staff trained to provide instructional leadership and professional development to teachers?
- f. What staff development is necessary for teachers to support student success and meet the school improvement goals?

Yes	Notes Still need a spanish teacher.
9	
9	
No	We have quality individuals in these positions, but they do not have counselor, librarian, nurse, etc licenses.
Yes	
	Teachers identified their highest area of need in High-Impact Instructional Strategies. We are bringing in a professional presenter from Greenbush qualified to support our teachers in this area.

SECTION 6: Facility Needs

- a. Is there adequate space for student learning?
- b. Are there necessary repairs and/or adjustment to the existing space that need to be made?
- c. Are additional School Buses needed or any additional Routes needed?

Yes	Notes Developed areas on campus to meet the needs of students more appropriately. Weight Room, Middle School Building Classrooms, etc.
Yes	Routine repairs and maintenance
No	Two bus routes run daily in a timely manner.

SECTION 7: Family Needs/Community Relations

- a. Do you have regular events to engage parents with teachers?
- b. What types of caregiver training programs (teaching guardians how to give students help with homework, use technology that students will be required to use, etc.) are provided?

Yes	Notes Music programs, Veterans Program, Parent/Teacher Conferences, Field Day.
	No programs are currently offered.

2021-2022 School Year Building Needs Assessment for 2022-2023 Budget Considerations

District: 505 Chetopa-St. Paul

School: Chetopa Elem

Bldg #	Grades Served:
8636	K-5, PK (w/IEP), PK, PKAR (4 YO)

Please consider the following questions as you complete the needs assessment for your building.

c. Do you have an active Site Council?	Yes	
d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?	Yes	
e. What types of communication exists with families? Is it adequate?		PowerSchool Messenger, emails, SeeSaw, Class Dojo, texting, Social Media. The school administration communicates through PowerSchool, while teachers use the other forms. It seems to be appropriate and adequate when used.
f. What types of communication/social media exists with your community? Is it adequate?		Facebook and Bank Signs are community communication tools. It seems to be adequate, but maybe not used as much as it could be.

2021-2022 School Year Building Needs Assessment for 2022-2023 Budget Considerations

District: 505 Chetopa-St. Paul

Bldg #

Grades Served:

School: Chetopa Elem

8636

K-5,PK (w/IEP),PK,PKAR (4 YO)

Please consider the following questions as you complete the needs assessment for your building.

SECTION 8: School Data

a. Building Attendance Rate	95.2%	Notes
b. Building Chronic Absenteeism Rate	16.1%	
c. District Chronic Absenteeism Rate	16.0%	
d. District Graduation Rate	88.6%	
e. District Dropout Rate	1.6%	

SECTION 8A: High School Needs (buildings with grades 10 through 12 only)

a. What is our building graduation rate		Notes
b. What is our building dropout rate?		
c. What is our average comprehensive ACT score?		

SECTION 9: Other Data

a. Based on the building leadership team's analysis, what are the barriers your school faces with non-assessment related issues?		Notes Teacher /Student relationship lacks. The district is implementing techniques to improve the culture and climate for teacher/student and staff. Another issue is that teachers were really struggling this year with the new math curriculum and the new things that KSDE has sent down to teachers. Teachers communicate at collaboration frustration and goals.
1. Can these be achieved with additional resources?		Additional resources are a problem.

2021-2022 School Year Building Needs Assessment for 2022-2023 Budget Considerations

District: 505 Chetopa-St. Paul

School: Chetopa Elem

Bldg #

8636

Grades Served:

K-5, PK (w/IEP), PK, PKAR (4 YO)

Please consider the following questions as you complete the needs assessment for your building.

2. Why or why not?

Additional resources and new curriculums are stressful for teachers. They become even more stressful when more responsibility is added. Dyslexia initiative, Literacy training, new maths curriculum, reporting IXL scores, and FastBridge testing are just some of the recent additions to teachers' loads that are absolutely necessary, but lead to a high level of stress. Students notice the stress and they respond differently to a teacher with stress than they do a teacher without it. Teachers operating under higher levels of stress react differently in situations of student misbehavior and other management issues.

b. Additional building unique items:

2021-2022 School Year Building Needs Assessment for 2022-2023 Budget Considerations

District: 505 Chetopa-St. Paul

Bldg #

Grades Served:

School: Chetopa High

8638

6-12,NG

Please consider the following questions as you complete the needs assessment for your building.

SECTION 1: Student Needs

	Notes
a. Student Headcount	79
b. Percentage of students with an active IEP	29.11%
c. Percentage of students enrolled in English Language Learner (ELL) services	0.00%
d. Percentage of students identified as At-Risk (Free lunch)?	51.00%
e. Pupil-Teacher Ratio Average	15.0
f. Pupil-Teacher Ratio Median	8.0
g. Are the needs of Foster Care Students being met? If no, what supports are needed?	Yes
h. Are there gaps in student success among race/ethnicity student subgroups?	No
i. Is there a tiered system of support to target reading growth?	Yes
j. Is there a tiered system of support to target math growth?	No
k. Are there local assessments to measure reading growth?	Yes
l. Are there local assessments to measure math growth?	Yes
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	Monthly collaboration meetings and data crunch meetings focus specifically on student scores and data regarding proficiency. We saw growth from 20-21 to 21-22. Hope to see more in 22-23.
o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Our 2022-23 District Academic Goal is to have students proficient at a level 3. We are reviewing data and setting a target timeline.

SECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star Recognition plans/rubrics)

Notes

2021-2022 School Year Building Needs Assessment for 2022-2023 Budget Considerations

District: 505 Chetopa-St. Paul

School: Chetopa High

Bldg #

8638

Grades Served:

6-12, NG

Please consider the following questions as you complete the needs assessment for your building.

a. How is social/emotional growth being measured?

We use FastBridge assessments to track student social emotional levels. S/E growth is hard to quantify, but we are implementing the ideas of "Significant 72" into our school culture. We will be organizing students into "houses" or "families" for their advisory time. We will use this time to promote S/E health.

b. What are the targets/goals related to social/emotional growth?

Improve climate and culture in our building by establishing high-quality teacher-student relationships that demonstrate significant levels of trust, care, communication, and high expectations.

c. How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)

d. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)

e. How are successes of Individual Plans of Study being measured?

All students, beginning in 6th Grade, use the State-Approved "Xello" platform to begin their IPS process. Each student is then required to build a Google Slides Presentation with their IPS goals and information that is kept and edited from year to year. These are presented by students to their parents.

f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)

That students graduate on-time with the skills they need for postsecondary success. Our goal for postsecondary attendance is that 100% students will attain some sort of postsecondary completion certificate within 5 years of graduation.

g. How are you ensuring students are civically engaged?

We offer multiple opportunities for civic engagement. We host a Veterans Day Program, we do city-wide service projects. Our music programs (2 per year) engage the community. Fields are taken to local courthouses and students have participated in local elections days.

2021-2022 School Year Building Needs Assessment for 2022-2023 Budget Considerations

District: 505 Chetopa-St. Paul

Grades Served:

School: Chetopa High

Bldg #

6-12, NG

8638

Please consider the following questions as you complete the needs assessment for your building.

SECTION 3: Curriculum Needs

		Notes
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?		Summer School
b. Are there appropriate and adequate instructional materials?	Yes	
c. Is current technology appropriate? If no, what technology is needed to support the curriculum?	Yes	Students K-12 are one-to-one with technology.

SECTION 4: Educational Capacities (pursuant to K.S.A. 72-3218)

		Notes
b. Subjects and areas of instruction necessary to meet the graduation requirements adopted by the state board of education are taught. (only if building serves Grade 12)	Yes	
c. Is every child in your school provided at least the following capacities?		
1. Sufficient oral and written communication skills to enable students to function in complex and rapidly changing civilization.	Yes	
2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.	Yes	
3. Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation.	Yes	
4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness.	Yes	
5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.	Yes	
6. Sufficient training or preparation for advanced training in either academic or vocational fields so as to enable each child to choose and pursue life work intelligently.	Yes	
7. Sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in job market.	Yes	

2021-2022 School Year Building Needs Assessment for 2022-2023 Budget Considerations

District: 505 Chetopa-St. Paul

Bldg # 8638 Grades Served: 6-12,NG

School: Chetopa High

Please consider the following questions as you complete the needs assessment for your building.

SECTION 5: Staff Needs

a. Is there adequate personnel/staff to meet the needs of the school and the needs of students under ESEA guidelines, which requires every classroom to contain an educator who is certified in the content area being taught in said classroom, and meet the goals of the school?	Yes	Notes Still need a spanish teacher.
b. How many classified support staff are currently employed?	10	
c. How many classified support staff are needed?	10	
d. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	No	We have quality individuals in these positions, but they do not have counselor, librarian, nurse, etc licenses.
e. Are principals & other key staff trained to provide instructional leadership and professional development to teachers?	Yes	
f. What staff development is necessary for teachers to support student success and meet the school improvement goals?		Teachers identified their highest area of need in High-Impact Instructional Strategies. We are bringing in a professional presenter from Greenbush qualified to support our teachers in this area.

SECTION 6: Facility Needs

a. Is there adequate space for student learning?	Yes	Notes
b. Are there necessary repairs and/or adjustment to the existing space that need to be made?	Yes	Routine repairs and maintenance
c. Are additional School Buses needed or any additional Routes needed?	No	Two bus routes run daily in a timely manner.

SECTION 7: Family Needs/Community Relations

a. Do you have regular events to engage parents with teachers?	Yes	Notes Music programs, Veterans Program, Parent/Teacher Conferences, Field Day.
b. What types of caregiver training programs (teaching guardians how to give students help with homework, use technology that students will be required to use, etc.) are provided?		No programs are currently offered.
c. Do you have an active Site Council?	Yes	
d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?	Yes	

2021-2022 School Year Building Needs Assessment for 2022-2023 Budget Considerations

District: 505 Chetopa-St. Paul

Bldg #

Grades Served:

School: Chetopa High

8638

6-12,NG

Please consider the following questions as you complete the needs assessment for your building.

e. What types of communication exists with families? Is it adequate?

PowerSchool Messenger, emails, SeeSaw, Class Dojo, texting, Social Media. The school administration communicates through PowerSchool, while teachers use the other forms. It seems to be appropriate and adequate when used.

f. What types of communication/social media exists with your community? Is it adequate?

Facebook and Bank Signs are community communication tools. It seems to be adequate, but maybe not used as much as it could be.

2021-2022 School Year Building Needs Assessment for 2022-2023 Budget Considerations

District: **505 Chetopa-St. Paul**

Bldg #

Grades Served:

School: **Chetopa High**

8638

6-12,NG

Please consider the following questions as you complete the needs assessment for your building.

SECTION 8: School Data

a. Building Attendance Rate	92.4%	Notes
b. Building Chronic Absenteeism Rate	25.6%	
c. District Chronic Absenteeism Rate	16.0%	
d. District Graduation Rate	88.6%	
e. District Dropout Rate	1.6%	

SECTION 8A: High School Needs (buildings with grades 10 through 12 only)

a. What is our building graduation rate	94.1%	Notes
b. What is our building dropout rate?	1.4%	
c. What is our average comprehensive ACT score?	16.5	

SECTION 9: Other Data

a. Based on the building leadership team's analysis, what are the barriers your school faces with non-assessment related issues?		Notes One issue that is most discussed in BLT meetings at St. Paul is that the communication chain isn't always as open as it should. Another issue is that teachers were really struggling this year with the new math curriculum and the new things that KSDE has sent down to teachers. Teachers are letting the BLT members know that they are frustrated and pushed to their limits.
1. Can these be achieved with additional resources?		Additional resources has become the problem.

2021-2022 School Year Building Needs Assessment for 2022-2023 Budget Considerations

District: 505 Chetopa-St. Paul

Bldg #

Grades Served:

School: Chetopa High

8638

6-12,NG

Please consider the following questions as you complete the needs assessment for your building.

2. Why or why not?

Additional resources and new curriculums are stressful for teachers. They become even more stressful when more responsibility is added. Dyslexia initiative, Literacy training, new maths curriculum, reporting IXL scores, and FastBridge testing are just some of the recent additions to teachers' loads that are absolutely necessary, but lead to a high level of stress. Students notice the stress and they respond differently to a teacher with stress than they do a teacher without it. Teachers operating under higher levels of stress react differently in situations of student misbehavior and other management issues.

b. Additional building unique items:

505 Chetopa-St. Paul State Assessment Review for Budget Considerations

505 Chetopa-St. Paul District Summary

(A) Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.	There are always a number of challenges that should be considered when evaluating student success in a district. Some of the key barriers that impact our School District include, but are not limited to: • Difficulty in scheduling and finding more time to provide teacher/staff collaboration that would support improved student learning • High percentage/number of free and reduced students and increased poverty rate • Though not necessarily identified as at-risk using the free and reduced lunch calculation, a number of students are at a high risk of falling behind • High or increased levels of homeless students and families and foster care families • Declining enrollment that reduces funding and access to additional services and supports for students • Difficulty in retaining and attracting highly qualified teachers and replacing teachers as they retire • Special Education funding shortfall has limited supports of our highest need students • Lack of instructional time or changes in instructional opportunities faced during the COVID pandemic created learning loss • High numbers or increasing numbers of single parent families • High levels or an increase in absenteeism among our student population • An increasing level of social emotional challenges and needs of students • High levels or increased student mobility affects the amount of instructional time we have with highly mobile students and creates instructional issues when students move in or out throughout the school year • Lack of, limited, or difficulties in engaging parents in the educational process • We believe using one assessment score is not an accurate measure of student success.
(B) Identify the budget actions that should be taken to address and remove those barriers.	Our School District faces a number of budget challenges when determining how to allocate funds to best meet the needs of our students. Given our population, the following budget considerations could have the biggest impact on student achievement: • Increased salary to recruit and retain high quality certified and classified staff • Additional staff members hired to meet the individual learning and SEL needs of all students

- Increased funding and time for staff development
- Additional substitute teachers for teacher release time
- Increase paraeducator support in special education classrooms
- Maintain low teacher/pupil ratio for greater individualized instruction

(C) Identify the amount of time the board estimates it will take for each student to achieve grade level proficiency on the state assessments if the budget actions would be implemented.

We measure growth each year and document in our KESA plans our success on a variety of student success factors. We emphasize growth and strive to lead the world in the success of each student. Although we do this and are proud of the work we do, many factors make it impossible to estimate a time that every student will achieve a definition of grade level proficiency. Such factors include:

- While assessment scores are one measure, our district does not believe that student assessment scores should be the sole measure of student proficiency

Chetopa Elementary Building State Assessment Review

District: 505 Chetopa-St. Paul

School: Chetopa Elementary

Building Number: 8636

Grades Served: PreK-5

(A) Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.

There are always a number of challenges that should be considered when evaluating student success in a district. Some of the key barriers that impact this school include, but are not limited to:

- High percentage/number of free and reduced students and increased poverty rate
- Though not necessarily identified as at-risk using the free and reduced lunch calculation, a number of students are at a high risk of falling behind
- High or increased levels of homeless students and families and foster care families
- Declining enrollment that reduces funding and access to additional services and supports for students
- Difficulty in retaining and attracting highly qualified teachers and replacing teachers as they retire
- Special Education funding shortfall has limited supports of our highest need students
- Lack of instructional time or changes in instructional opportunities faced during the COVID pandemic created learning loss
- High numbers or increasing numbers of single parent families
- High levels or an increase in absenteeism among our student population
- High levels or increased student mobility affects the amount of instructional time we have with highly mobile students and creates instructional issues when students move in or out throughout the school year
- Lack of, limited, or difficulties in engaging parents in the educational process
- We believe using one assessment score is not an accurate measure of student success, especially because assessments are written in a way to avoid 100% success for every assessment participant.
- We believe using one assessment score is not an accurate measure of student success.

(B) Identify the budget actions that should be taken to address and remove those barriers.

Given an appropriate level of funding for both general education and special education, there are a number of budget actions we could take to remove some barriers. Some of them include:

- Increased salary to recruit and retain high quality certified and classified staff
- Increased funding and time for staff development
- Additional substitute teachers for teacher release time
- Increase paraeducator support in special education classrooms

(C) Identify the amount of time the board estimates it will take for each student to achieve grade level proficiency on the state assessments if the budget actions would be implemented.

We measure growth each year and document in our KESA plans our success on a variety of student success factors. We emphasize growth and strive to lead the world in the success of each student. Although we do this and are proud of the work we do, many factors make it impossible to estimate a time that every student will achieve a definition of grade level proficiency. Such factors include:

- While assessment scores are one measure, our school does not believe that student assessment scores should be the sole measure of student proficiency

St. Paul Elementary Building State Assessment Review

District: 505 Chetopa-St. Paul

School: St. Paul Elementary

Building Number: 8370

Grades Served: PreK-5

(A) Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.

Our teachers, students, and families face a number of challenges in ensuring student proficiency on assessments. Some of those challenges at this school include:

- Difficulty in scheduling and finding more time to provide teacher/staff collaboration that would support improved student learning
- Though not necessarily identified as at-risk using the free and reduced lunch calculation, a number of students are at a high risk of falling behind
- Difficulty in retaining and attracting highly qualified teachers and replacing teachers as they retire
- High levels or increased levels of student trauma (Adverse Childhood Experiences, ACE Study)
- Lack of instructional time or changes in instructional opportunities faced during the COVID pandemic created learning loss
- High numbers or increasing numbers of single parent families
- High levels or an increase in absenteeism among our student population
- An increasing level of social emotional challenges and needs of students
- We believe using one assessment score is not an accurate measure of student success.

(B) Identify the budget actions that should be taken to address and remove those barriers.

This school faces a number of budget challenges when determining how to allocate funds to best meet the needs of our students. Given our population, the following budget considerations could have the biggest impact on student achievement.

- Increased salary to recruit and retain high quality certified and classified staff
- Additional staff members hired to meet the individual learning and SEL needs of all students
- Increased funding and time for staff development
- Additional substitute teachers for teacher release time
- Allocating budget to focus on prevention, detection and intervention concerning trauma and mental health issues

(C) Identify the amount of time the board estimates it will take for each student to achieve grade level proficiency on the state assessments if the budget actions would be implemented.

We measure growth each year and document in our KESA plans our success on a variety of student success factors. We emphasize growth and strive to lead the world in the success of each student. Although we do this and are proud of the work we do, many factors make it impossible to estimate a time that every student will achieve a definition of grade level proficiency. Such factors include:

- While assessment scores are one measure, our school does not believe that student assessment scores should be the sole measure of student proficiency
- Many of the factors that affect student success, such as trauma, poverty, mental health and student disabilities, are out of the local board's control, so giving a time estimate on things that consistently change, or are under the control of other agencies, is not a realistic practice of a local school board.

St. Paul Middle School Building State Assessment Review

District: 505 Chetopa-St. Paul

School: St. Paul Middle School

Building Number: 8373

Grades Served: 6-8

(A) Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.

There are always a number of challenges that should be considered when evaluating student success in a district. Some of the key barriers that impact this school include, but are not limited to:

- Difficulty in scheduling and finding more time to provide teacher/staff collaboration that would support improved student learning
- High percentage/number of free and reduced students and increased poverty rate
- Though not necessarily identified as at-risk using the free and reduced lunch calculation, a number of students are at a high risk of falling behind
- Difficulty in retaining and attracting highly qualified teachers and replacing teachers as they retire
- High levels or increased levels of student trauma (Adverse Childhood Experiences, ACE Study)
- Lack of instructional time or changes in instructional opportunities faced during the COVID pandemic created learning loss
- High numbers or increasing numbers of single parent families
- High levels or an increase in absenteeism among our student population
- An increasing level of social emotional challenges and needs of students
- We believe using one assessment score is not an accurate measure of student success.

(B) Identify the budget actions that should be taken to address and remove those barriers.

This school faces a number of budget challenges when determining how to allocate funds to best meet the needs of our students. Given our population, the following budget considerations could have the biggest impact on student achievement.

- Increased salary to recruit and retain high quality certified and classified staff
- Additional staff members hired to meet the individual learning and SEL needs of all students
- Increased funding and time for staff development
- Additional substitute teachers for teacher release time

- Maintain low teacher/pupil ratio for greater individualized instruction
- Allocating budget to focus on prevention, detection and intervention concerning trauma and mental health issues

(C) Identify the amount of time the board estimates it will take for each student to achieve grade level proficiency on the state assessments if the budget actions would be implemented.

We measure growth each year and document in our KESA plans our success on a variety of student success factors. We emphasize growth and strive to lead the world in the success of each student. Although we do this and are proud of the work we do, many factors make it impossible to estimate a time that every student will achieve a definition of grade level proficiency. Such factors include:

- While assessment scores are one measure, our school does not believe that student assessment scores should be the sole measure of student proficiency
- Many of the factors that affect student success, such as trauma, poverty, mental health and student disabilities, are out of the local board's control, so giving a time estimate on things that consistently change, or are under the control of other agencies, is not a realistic practice of a local school board.

Chetopa High School Building State Assessment Review

District: 505 Chetopa-St. Paul

School: Chetopa High School

Building Number: 8638

Grades Served: 6-12

(A) Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.

Our teachers, students, and families face a number of challenges in ensuring student proficiency on assessments. Some of those challenges at this school include:

- Difficulty in scheduling and finding more time to provide teacher/staff collaboration that would support improved student learning
- High percentage/number of free and reduced students and increased poverty rate
- Though not necessarily identified as at-risk using the free and reduced lunch calculation, a number of students are at a high risk of falling behind
- High or increased levels of homeless students and families and foster care families
- Declining enrollment that reduces funding and access to additional services and supports for students
- Difficulty in retaining and attracting highly qualified teachers and replacing teachers as they retire
- Special Education funding shortfall has limited supports of our highest need students
- Lack of instructional time or changes in instructional opportunities faced during the COVID pandemic created learning loss
- High numbers or increasing numbers of single parent families
- High levels or an increase in absenteeism among our student population
- High levels or increased student mobility affects the amount of instructional time we have with highly mobile students and creates instructional issues when students move in or out throughout the school year
- It is difficult to encourage a student's highest performance on an assessment that does not impact their future.
- Lack of, limited, or difficulties in engaging parents in the educational process
- We believe using one assessment score is not an accurate measure of student success.

(B) Identify the budget actions that should be taken to address and remove those barriers.

This school faces a number of budget challenges when determining how to allocate funds to best meet the needs of our students. Given our population, the following budget considerations could have the biggest impact on student achievement.

- Increased salary to recruit and retain high quality certified and classified staff
- Additional staff members hired to meet the individual learning and SEL needs of all students
- Increased funding and time for staff development
- Additional substitute teachers for teacher release time
- Increase paraeducator support in special education classrooms

(C) Identify the amount of time the board estimates it will take for each student to achieve grade level proficiency on the state assessments if the budget actions would be implemented.

We measure growth each year and document in our KESA plans our success on a variety of student success factors. We emphasize growth and strive to lead the world in the success of each student. Although we do this and are proud of the work we do, many factors make it impossible to estimate a time that every student will achieve a definition of grade level proficiency. Such factors include:

- While assessment scores are one measure, our school does not believe that student assessment scores should be the sole measure of student proficiency

St. Paul High School Building State Assessment Review

District: 505 Chetopa-St. Paul

School: St. Paul High School

Building Number: 8372

Grades Served: 9-12

(A) Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.

Our teachers, students, and families face a number of challenges in ensuring student proficiency on assessments. Some of those challenges at this school include:

- Difficulty in scheduling and finding more time to provide teacher/staff collaboration that would support improved student learning
- High percentage/number of free and reduced students and increased poverty rate
- Though not necessarily identified as at-risk using the free and reduced lunch calculation, a number of students are at a high risk of falling behind
- High or increased levels of homeless students and families and foster care families
- Difficulty in retaining and attracting highly qualified teachers and replacing teachers as they retire
- High levels or increased levels of student trauma (Adverse Childhood Experiences, ACE Study)
- Increased or high levels of student discipline issues, including high numbers of suspensions and/or expulsions
- Lack of instructional time or changes in instructional opportunities faced during the COVID pandemic created learning loss
- High numbers or increasing numbers of single parent families
- High levels or an increase in absenteeism among our student population
- An increasing level of social emotional challenges and needs of students
- It is difficult to encourage a student's highest performance on an assessment that does not impact their future.
- We believe using one assessment score is not an accurate measure of student success.

(B) Identify the budget actions that should be taken to address and remove those barriers.

This school faces a number of budget challenges when determining how to allocate funds to best meet the needs of our students. Given our population, the following budget considerations could have the biggest impact on student achievement.

- Increased salary to recruit and retain high quality certified and classified staff

- Additional staff members hired to meet the individual learning and SEL needs of all students
- Increased funding and time for staff development
- Additional substitute teachers for teacher release time
- Maintain low teacher/pupil ratio for greater individualized instruction
- Allocating budget to focus on prevention, detection and intervention concerning trauma and mental health issues

(C) Identify the amount of time the board estimates it will take for each student to achieve grade level proficiency on the state assessments if the budget actions would be implemented.

We measure growth each year and document in our KESA plans our success on a variety of student success factors. We emphasize growth and strive to lead the world in the success of each student. Although we do this and are proud of the work we do, many factors make it impossible to estimate a time that every student will achieve a definition of grade level proficiency. Such factors include:

- While assessment scores are one measure, our school does not believe that student assessment scores should be the sole measure of student proficiency
- Many of the factors that affect student success, such as trauma, poverty, mental health and student disabilities, are out of the local board's control, so giving a time estimate on things that consistently change, or are under the control of other agencies, is not a realistic practice of a local school board.