

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

District: <u>Kinsley-Offerle Elementary School</u>	Bldg #	Grades Served:
School: <u>Kinsley-Offerle Elementary Pre-K-5</u>	4120	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:

- 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)
- An increasing level of social emotional challenges and needs of students
- Lack of, limited, or difficulties in engaging parents in the educational process

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

Our students face a growing number of barriers to success and this school continually works to support them. Current budget constraints that impact our ability to successfully remove barriers for our students include:

- 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
- Additional ESOL teaching staff for bilingual students

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(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:

Similar to how other professionals, such as doctors, lawyers, etc, cannot ensure 100% success due to a variety of factors and obstacles, we will be unable to achieve 100% 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.

Resources

[KSDE's Data Central](#)

Performance Accountability Report	<p>Demographics, Postsecondary Success Preparation & Effectiveness, STAR Recognition status, Graduation/Success/Effective Rate, Attendance & Dropout Rate, Chronic Absenteeism, ESSA Expenditures per Pupil, Academic Success by Demographics and ACT Performance.</p> <p><i>*Data is available at district level and building level.</i></p>
Longitudinal Achievement Report	<p>State Assessments Longitudinal Performance Level.</p> <p><i>*Data is available at district level and building level.</i></p>
Public Report Card	<p>Information for Social-Emotional, Kindergarten Readiness, Individual Plans of Study, Graduation, Civic Engagement, Postsecondary Success, IDEA State Performance Plan, Comparative Performance & Fiscal System (Budget data), Teacher Licensure, Dropout, Attendance, Performance Level Reports, ACT Scores, and National Assessment of Educational Progress.</p> <p><i>*Data is available at district level and most, but not all, is also available at building level.</i></p>
Kansas K-12 Reports	<p>Attendance Rate, Building Dates of Construction, Building Schedule, Inclement Weather & Inservice Dates, Concurrent High School Enrollment, Lunch Headcount (Free & Reduced), Headcount Enrollment, & Personnel by Type (Certified & Non-Certified)</p> <p><i>*Data is available at district level and most, but not all, is also available at building level.</i></p>
Data Central (School Finance Reports)	
Financial Accountability Report	<p>FTE Enrollment, Expenditures for Fund 06 & 08, 16, 62 & 63, All Other Funds and Total of All Funds, State Aid for all weighting categories and Virtual, Total Expenditures for Fund 11, 13, 14, 15, 30, 34, and 51, Fund 08 Transfers, Article 6, Section 6 Constitutiona Challenge Expenditures, General Obligation Bonded Indebtedness, and Demographic Headcount.</p> <p><i>*Data is available at district level only.</i></p>
Budget Documents	<p>Budget At-a-Glance, Profile, Form 150, Summary and Budget Codes.</p> <p><i>*Data is available at district level only.</i></p>
Comparative Performance & Fiscal System (CPFS)	<p>Budget data by fund.</p> <p><i>*Data is available at district level only.</i></p>
CPA Reports	<p>Payments made to each organization by County.</p> <p><i>*Data is available at district level only.</i></p>
School Finance Reports Warehouse	<p>Bond Proceed Projects, State Foundation (General State) Aid/Supplemental General State Aid, Transportation Data, Transportation Costs (Report), Cash Balances, Current Operating Expenditures, Expenditures per Pupil, Total Expenditures, Meal Pricing Data, Headcount Enrollment (Public & Private, Accredited), Personnel Reports (Certified & Non-Certified), Pupil-Teacher Ratio, Kindergarten Formats (Building & District), Bonded Indebtedness, Salary Reports (Principals, Superintendents & Teachers), Mill Rates, Assessed Valuation</p> <p><i>*Data is available at district level only unless specified.</i></p>

KSDE's Web Applications

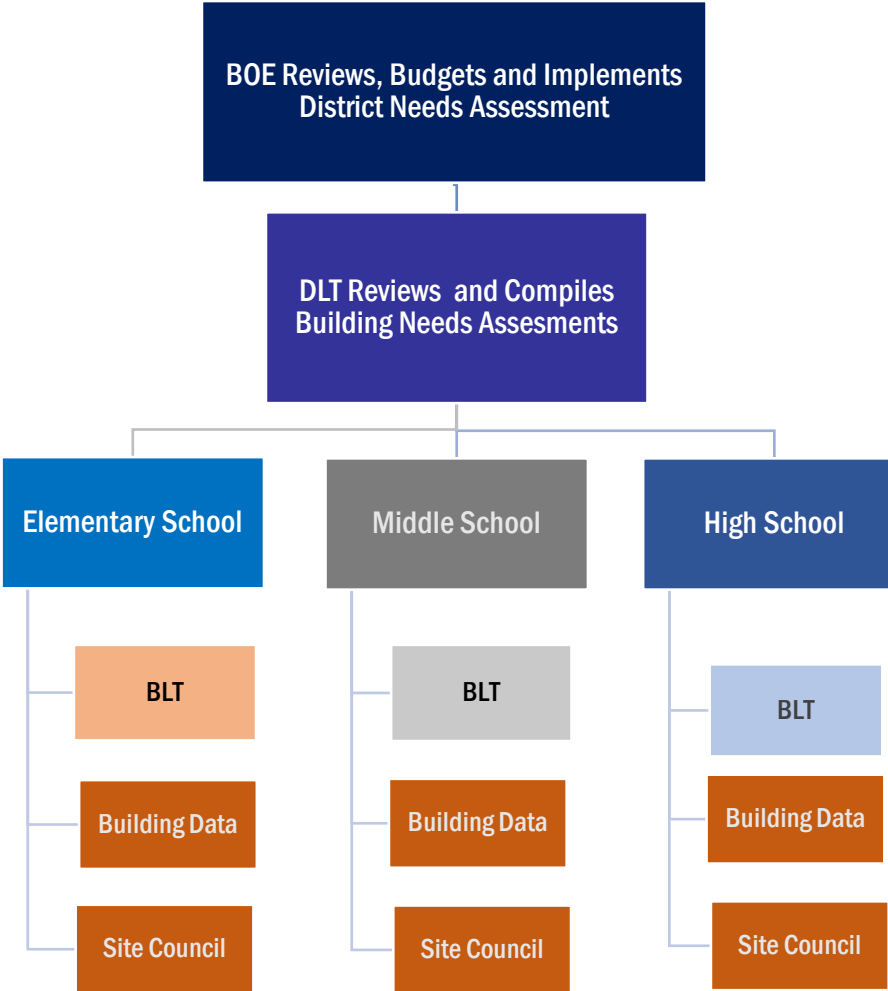
AMOSS - Academic Measures of Student Success	
Dropout/Graduation Summary Report	
EDCS (Licensed Personnel Report)	
Kansas Education Systems Accreditation (KESA)	
Kansas Integrated Accountability System (KIAS)	
LCP System	
Pathways	
Principals Building Report (PBR)	
SPEDPro	
Star Recognition	
Superintendent's Organization Report (SO66)	

Local

MAPP	
NAEP	
Other Local Assessments	
MTSS data	
KansaStar (if applicable)	
ASQ (Kindergarten Readiness Survey)	
Early Childhood Programs	
Social/Emotional Measures	
Civic Engagement Programs	
Curriculum	
Bullying Prevention	
Career and Technical Education (CTE)	
Child Nutrition and Wellness Programs	
Evidence Based At-Risk Practices/Programs	
Graduation Requirements	
Individual Plan of Study Program	
Professional Development Plans	
Parent Engagement	
Community Engagement	
Title I Programs	
Other:	
Other:	
Other:	

Other:	
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District Needs Assessment Budgeting Process Chart





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

District: 347	Bldg #	Grades Served:
School: Kinsley Offerle Elementary	4120	prek5

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

SECTION 1: Student Needs	Notes
a. Student Headcount	151
b. Percentage of students with an active IEP	15.00%
c. Percentage of students enrolled in English Language Learner (ELL) services	13.00%
d. Percentage of students identified as At-Risk (Free lunch)?	54.00%
e. Pupil-Teacher Ratio Average	15-1
f. Pupil-Teacher Ratio Median	16-1
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?	Yes
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?	Yes
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?	Saebrs
b. What are the targets/goals related to social/emotional growth?	For no students to score in tier 3
c. How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)	ASQ
d. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)	MYIGDIS
e. How are successes of Individual Plans of Study being measured?	3-5 has began to implement
f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)	NA

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

g How are you ensuring students are civically engaged?

Our K-5 students participate in Coyote Families where they are able to sit with other grade level students and a staff member and talk about different topics. This allows them to communicate with people outside of their normal school day.

Kindergarten- Creates a Noun Town display

3rd-5th Grade Spring Showcase allows the students to speak and present their topics to an audience.

Teachers use “Remind”, “Class Dojo”, “Seesaw”, and “Facebook” to communicate with parents.

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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.)?		
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	
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)	NA	
c. Is every child in your school provided at least the following capacities?	Yes	
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	

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

SECTION 5: Staff Needs		Notes
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?	No	
b. How many classified support staff are currently employed?	10	
c. How many classified support staff are needed?	15	
d. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	No	
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?	Social Emotional, Universal screening, progress monitoring, implementation of MTSS.	
SECTION 6: Facility Needs		Notes
a. Is there adequate space for student learning?	No	
b. Are there necessary repairs and/or adjustment to the existing space that need to be made?	Yes	
c. Are additional School Buses needed or any additional Routes needed?	No	
SECTION 7: Family Needs/Community Relations		Notes
a. Do you have regular events to engage parents with teachers?	Yes	
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?	Have begun to implement family information night.	
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?	Seesaw, remind app, class dojo, positive parent mail, phone calls, notes in take home folders facebook, messaging system.	
f. What types of communication/social media exists with your community? Is it adequate?		

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

SECTION 8: School Data	Notes
a. Building Attendance Rate	94.0%
b. Building Chronic Absenteeism Rate	0.5%
c. District Chronic Absenteeism Rate	0.1%
d. District Graduation Rate	91.0%
e. District Dropout Rate	0.8%
SECTION 8A: High School Needs (buildings with grades 10 through 12 only)	Notes
a. What is our building graduation rate	NA
b. What is our building dropout rate?	NA
c. What is our average comprehensive ACT score?	NA
SECTION 9: Other Data	Notes
a. Based on the building leadership team's analysis, what are the barriers your school faces with non-assessment related issues?	Lack of social emotional support, teacher effectiveness due to turnover rate. Lack of parental engagement in academics particularly in the low SES.
1. Can these be achieved with additional resources?	
2. Why or why not?	
b. Additional building unique items:	

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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.

Brian Taylor
 Board President

8/22/2022
 Date

School	Grades Served	(A) Barriers Related to Student Needs	(B) Budget Actions	(C) Time for students to Achieve	Board Rationale/Comments
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Brian Taylor

Board President

8/22/2022

Date

School	Grades Served	(A) Barriers Related to Student Needs	(B) Budget Actions	(C) Time for students to Achieve	Board Rationale/Comments
Building 1	PreK-5th Grade	<p>Our teachers, students, and families face a number of challenges in ensuring student proficiency on assessments. Some of those challenges at this school include:</p> <p>High percentage/number of free and reduced students and increased poverty rate</p> <p>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</p> <p>Difficulty in retaining and attracting highly qualified teachers and replacing teachers as they retire</p> <p>High levels or increased levels of student trauma (Adverse Childhood Experiences, ACE Study)</p> <p>An increasing level of social emotional challenges and needs of students</p> <p>Lack of, limited, or difficulties in engaging parents in the educational process</p>	<p>Our students face a growing number of barriers to success and this school continually works to support them. Current budget constraints that impact our ability to successfully remove barriers for our students include:</p> <p>Increased salary to recruit and retain high quality certified and classified staff</p> <p>Additional staff members hired to meet the individual learning and SEL needs of all students</p> <p>Increased funding and time for staff development</p> <p>Additional substitute teachers for teacher release time</p> <p>Increase paraeducator support in special education classrooms</p> <p>Maintain low teacher/pupil ratio for greater individualized instruction</p> <p>Additional ESOL teaching staff for bilingual students</p>	<p>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:</p> <p>While assessment scores are one measure, our school does not believe that student assessment scores should be the sole measure of student proficiency</p> <p>Similar to how other professionals, such as doctors, lawyers, etc, cannot ensure 100% success due to a variety of factors and obstacles, we will be unable to achieve 100% proficiency</p> <p>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</p>	

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Brian Taylor

Board President

8/22/2022

Date

School	Grades Served	(A) Barriers Related to Student Needs	(B) Budget Actions	(C) Time for students to Achieve	Board Rationale/Comments
Building 2					

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District:

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- (B) The budget actions that should be taken to address and remove those barriers
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Brian Taylor

Board President

8/22/2022

Date

School	Grades Served	(A) Barriers Related to Student Needs	(B) Budget Actions	(C) Time for students to Achieve	Board Rationale/Comments
Building 3					
Building 4					