

479 Crest State Assessment Review for Budget Considerations

479 Crest District Summary

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

There are always several 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:

- Scheduling with more time to provide teacher/staff collaboration that would support improved student learning (MTSS Collaboration)
- Difficulty in retaining and attracting highly qualified teachers and replacing teachers as they retire
- High levels or increased levels of student trauma and referrals for SEK Mental Health supports WITHIN the district.
- It is difficult to encourage a student's highest performance on an assessment that does not impact their future. KSDE allow us to create incentives / consequences.
- 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.

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

Our School District faces several 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
- Increased funding to expand extended school year and summer school programs for students
- Maintain low teacher/pupil ratio for greater individualized instruction
- Allocating budget to focus on prevention, identification, 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 plan for a variety of student success factors. We emphasize growth and strive to lead the world in the success of each student. We do this and are proud of the work we do; many factors make it extremely difficult to estimate a time

that every student will achieve a definition of grade level proficiency. Such factors include:

- Our ever-changing student population brings a varying degree of cognitive abilities and disabilities which precludes us from being able to guarantee a date when all students will meet a singular level of proficiency. We simply do not know the students that have not moved into our district yet!
- While assessment scores are one measure, our district 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.

Elementary Building State Assessment Review

District: 479 Crest

School: Elementary

Building Number: 7692

Grades Served: PK-8

(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 few 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, several students are at a high risk of falling behind due to environmental factors not listed in pinpointing at-risk students.
- High levels or increased levels of student mental health needs

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

This school faces several 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
- Increased funding to expand extended school year and summer school programs for students
- Maintain low teacher/pupil ratio for greater individualized instruction
- Increase funding for Pre-K programs
- Comprehensive LETRS training / Science of Reading training for all PK-8 Certified Staff. And universally for ELA / SS content areas.
- MTSS Coordination / Elementary Staffing
- Increase Co-teaching opportunities
- Continued Evidence Based Practices and At-Risk Program Adoption.
- Continued Availability of Summer School.
- Maintain Small Class Sizes Through Staffing

- Provide MTSS collaboration time for elementary, junior high, and high school staff.

(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 the time that every student will achieve a definition of grade level proficiency. Such factors include:

- Our ever-changing student population brings a varying degree of cognitive abilities and disabilities which precludes us from being able to guarantee a date when all students will meet a singular level of proficiency.

Crest High School Building State Assessment Review

District: 479 Crest

School: Crest High School

Building Number: 7694

Grades Served: 9-12

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

Some of the key barriers that must be overcome at this school include:

- Difficulty in scheduling and finding more time to provide teacher/staff collaboration that would support improved student learning
- Difficulty in retaining and attracting highly qualified teachers and replacing teachers as they retire
- Lack of instructional time or changes in instructional opportunities faced during the COVID pandemic created learning loss
- High levels or an increase in absenteeism among our student population
- It is difficult to encourage a student's highest performance on an assessment that does not impact their future.

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

This school faces several 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
- Increased funding to expand extended school year and summer school programs for students
- Maintain low teacher/pupil ratio for greater individualized instruction
- Comprehensive LETRS training / Science of Reading training for all ELA Certified Staff.
- MTSS Collaboration / Staffing / Connection to CES.
- Continued Evidence Based Practices and At-Risk Program Adoption.
- Continued Availability of Summer School / Credit Recovery
- Maintain Small Class Sizes via Staffing.

(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 the time that every student will achieve a definition of grade level proficiency. Such factors include:

- Our ever-changing student population brings a varying degree of cognitive abilities and disabilities which precludes us from being able to guarantee a date when all students will meet a singular level of proficiency.