

343 Perry State Assessment Review for Budget Considerations

343 Perry District Summary

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

- 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
- Special Education funding shortfall has limited supports of our highest need students
- High levels or an increase in absenteeism among our student population
- An increasing level of social emotional challenges and needs of students
- 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.

(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
- Additional staff members hired to meet the individual learning and SEL needs of all students
- Additional substitute teachers for teacher release time
- Increase paraeducator support in special education classrooms
- Maintain low teacher/pupil ratio for greater individualized instruction
- Increase funding for Pre-K programs
- 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 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:

- The current and future levels of school funding have a significant impact on student learning and any increases or decreases have an affect on student success. Any changes to those funding levels, in either direction, impact the ability of students to meet proficiency criteria.
- Lack of constitutional funding of special education continues to impact our ability to fully meet the needs of all students
- While assessment scores are one measure, our district does not believe that student assessment scores should be the sole measure of student proficiency
- 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.

Building State Assessment Review

District: 343 Perry

School: Perry-Lecompton Elementary

Building Number: 4028

Grades Served: PreK-4th

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

Access to PreK programs.
Access to Mental Health Professionals and therapeutic resources.
More special education staff members and services.
After-school tutoring programs for lower achieving students.
Year-round school for lower achieving students.
Clearly identifying accommodations that must be implemented. Followed by allowing those accommodations on all assessments.

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

Higher pay for teachers as a way to recruit and retain quality staff members.
Higher pay for admin assistants, paraeducators, custodians, food service, and bus drivers as a way to recruit and retain quality staff members.
Funding to pay for tutoring programs. (Knowing that this pay would need to be at an overtime rate due to teachers already working with students during a 40-hour week)
Funding to pay for summer school with a focus on small class sizes or low student-to-teacher ratios.
Additional remedial resources for students and families.
Training for the student's families to allow family members to understand the value and need of education.

(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.

This will vary greatly by the student due to each student's background and personal variables. We would estimate that 90% of our students should be able to achieve grade level within three years of funding a budget that would support the needs identified.

Building State Assessment Review

District: 343 Perry

School: Perry-Lecompton Middle School

Building Number: 4029

Grades Served: 5th-8th

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

- Limited time/difficulty scheduling and finding time for collaboration outside of inservice days
- Hard to replace teachers as they retire or move to another district
- High percentage of special education students with limited support
- Increasing levels of truancy/absenteeism
- Lack of time/staff able to provide interventions and progress monitoring
- Greater numbers of students needed SEL support
- Difficult to engage parents
- One test on one day doesn't accurately depict the abilities of our students.

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

- Increase faculty/staff salaries, aid in the recruitment and retention of high-quality certified and classified staff
- Increase funding to provide additional staff members to meet the individual learning and SEL needs of all students
- On-site substitutes to allow for teacher collaboration
- Increase paraeducator support
- 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.

Each year we review our KESA plans and measure the growth we have seen based on a variety of student success factors. With our views of education, we do not believe that each student will achieve “grade level proficiency” at the same rate or time. We are proud of the work we do to help students but find it difficult to estimate a time when all students will reach this level. Such as:

- Changes to school funding, general education, and special education funds
- One test on one day should not be the only measure of student proficiency
- A 100% proficiency for all students is not attainable
- There are a great number of factors that affect student success that neither the school nor district have any control over
- Our school board is not responsible for items that are under the control of other agencies

Building State Assessment Review

District: 343 Perry

School: Perry-Lecompton High School

Building Number: 4030

Grades Served: 9th-12th

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

Schedule barrier that is not allowing a quality MTSS Program to be implemented at PLHS
Intervention staff and programs that will help High School struggling readers achieve grade level proficiency
Time for staff to be trained and look at data on a weekly basis to make adjustments to intervention groups and programs

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

Would need more budget to staff
Budget for intervention resources that are proven to work

(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.

Two years worth of quality interventions and time will help students to achieve this.