

434 Santa Fe Trail State Assessment Review for Budget Considerations

434 Santa Fe Trail District Summary

(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 in our School District 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)
- Lack of or limited access to community health services and mental health services
- Special Education funding shortfall has limited supports of our highest need students
- 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, especially because assessments are written in a way to avoid 100% success for every assessment participant.
- Develop and align an effective scope and sequence for all core subjects K-12
- Develop an adoption and review cycle for resources to support the curriculum.

(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
- Increase funding for Pre-K programs
- Allocating budget to focus on prevention, identification, and intervention concerning trauma and mental health issues
- Continued budget planning to support a five year adoption cycle for all content areas

(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.

While our board of education, administration, teachers and classified staff work tirelessly to meet the academic and social emotional needs of all of our students, too many factors come into play that do not allow us to accurately assess when all students will be at a certain level. Some of those 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.

Overbrook Attendance Center Building State Assessment Review

District: 434 Santa Fe Trail

School: Overbrook Attendance Center

Building Number: 6444

Grades Served: PK-3

(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)
- Lack of or limited access to community health services and mental health services
- Special Education funding shortfall has limited supports of our highest need students
- 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 do not receive disaggregated and approved state assessment scores until October of a school year, which limits the amount of time we have to make adjustments based on that data
- 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.
- Develop and align an effective scope and sequence for all core subjects K-12
- Develop an adoption and review cycle for resources to support the curriculum.

(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
- Increase funding for Pre-K programs
- Allocating budget to focus on prevention, detection and intervention concerning trauma and mental health issues
- Continued budget planning to support a five year adoption cycle for all content areas

(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.

While our board of education, administration, teachers and classified staff work tirelessly to meet the academic and social emotional needs of all of our students, too many factors come into play that do not allow us to accurately assess when all students will be at a certain level. Some of those 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 school 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.

Carbondale Attendance Center Building State Assessment Review

District: 434 Santa Fe Trail

School: Carbondale Attendance Center

Building Number: 6440

Grades Served: 4-8

(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 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)
- Lack of or limited access to community health services and mental health services
- Special Education funding shortfall has limited supports of our highest need students
- 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, especially because assessments are written in a way to avoid 100% success for every assessment participant.
- Develop and align an effective scope and sequence for all core subjects K-12
- Develop an adoption and review cycle for resources to support the curriculum.

(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
- Increase funding for Pre-K programs
- Allocating budget to focus on prevention, detection and intervention concerning trauma and mental health issues
- Continued budget planning to support a five year adoption cycle for all content areas

(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.

While our board of education, administration, teachers and classified staff work tirelessly to meet the academic and social emotional needs of all of our students, too many factors come into play that do not allow us to accurately assess when all students will be at a certain level. Some of those 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 school 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.

Santa Fe Trail High School Building State Assessment Review

District: 434 Santa Fe Trail

School: Santa Fe Trail High School

Building Number: 6446

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
- High levels or increased levels of student trauma (Adverse Childhood Experiences, ACE Study)
- Lack of or limited access to community health services and mental health services
- Special Education funding shortfall has limited supports of our highest need students
- 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, especially because assessments are written in a way to avoid 100% success for every assessment participant.
- Develop and align an effective scope and sequence for all core subjects K-12
- Develop an adoption and review cycle for resources to support the curriculum.

(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 substitute teachers for teacher release time
- Increase paraeducator support in special education classrooms
- Increase funding for Pre-K programs
- Allocating budget to focus on prevention, detection and intervention concerning trauma and mental health issues
- Continued budget planning to support a five year adoption cycle for all content areas

(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.

While our board of education, administration, teachers and classified staff work tirelessly to meet the academic and social emotional needs of all of our students, too many factors come into play that do not allow us to accurately assess when all students will be at a certain level. Some of those 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 school 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.