Pawnee Elementary

9501 W. 91st Street
Overland Park, KS 66212
913-993-4300

Principal: Kari Otero
Grades Served: preK-6
KSDE Bldg #: 8828

Feeder Pattern: Westridge MS & SM West HS

Notable School Characteristics

- Comprehensive school serving students in grades K-6
- Currently have a new building being constructed onsite
- Diverse population
- Highly Engaged PTA
- Caring for Kids Program

KSDE Building Report Card

Pawnee Elementary Building Report Card

Sec. 8. On and after July 1, 2021, K.S.A. 72-1163 is hereby amended to read as follows: 72-1163. (a) Each year the board of education of a school district shall conduct an assessment of the educational needs of each attendance center in the district. Information obtained from such needs-assessment shall be used by the board when preparing the budget of the school district to ensure improvement in student academic performance. The budget of the school district shall allocate sufficient moneys in a manner reasonably calculated such that all students may achieve the goal set forth in K.S.A. 72-3218(c), and amendments thereto. The board also shall prepare a summary of the budget for the school district. The budgets and summary shall be in the form prescribed by the director pursuant to K.S.A. 79-2926, and amendments thereto.
According to the Building Report Card, Pawnee Elementary is performing below the average district performance on Kansas Assessments in both reading and math in grades third through sixth grade; however, Pawnee Elementary is performing higher than the state average of students scoring level 2 and above on the English Language Arts and math portion of the Kansas Assessments. Pawnee Elementary had an approximate average of 76 percent of students score level 2 through 4 in grades third through sixth on the English Language Arts assessment. Then on the math portion of the Kansas assessments 67 percent of third through sixth grade students scored level 2 through 4. When considering the students scoring only level 3 through 4 on the math and English Language Arts portion of the Kansas Assessments, one will find the district and state average of students is higher than Pawnee Elementary.

Pawnee Elementary is a school of approximately 390 students. 49% of Pawnee Students receive free and reduced meals. 15% of students have been identified as special education students. Twelve percent of students are ELL. 15% of students are black, 24% of students are hispanic, 51% are white, 2% Asian, and 8% multiracial. The population of males and females are both 50%.

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Needs Analysis

What barriers 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 Pawnee include, but are not limited to:

- High free and reduced numbers
- Increasing English Language Learners
- Increasing transient population
- Increasing students identified for special education
- Unfilled special education paraprofessional positions
- Unfilled Educational aid positions
- Lack of appropriate funding
- High levels of students facing trauma
- Difficulty in retaining highly qualified staff
- Lack of or limited access to community health services and mental health services

What budget actions 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 highly qualified certified and classified staff
- Additional staff members including an English as a Second Language teacher, reading specialist, counselor, and/ or additional social worker hired to meet the individual learning and SEL needs of all students
- Increased time for PLCs to meet
- Additional substitute teachers including building substitutes
- Increase paraeducator and teacher support in special education classrooms
- Increased funding to expand extended school year and summer school programming for students.
- Maintain low teacher ratio for great individualized instruction
- Maintain instructional coach and innovation specialist
- Increased administrative support

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How much time will it 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 include:

- Ever-changing population of students bringing a varying degree of cognitive abilities and disabilities which preclude us from being able to guarantee dates when all students will meet a singular level of proficiency
- 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, Pawnee Elementary does not believe that students' assessment scores should be the sole measure of student proficiency, especially when the assessment has zero impact on their future.
- Similar to how other professionals, such as doctors, lawyers, etc. cannot ensure 100% success due to a variety of obstacles, we will likely be unable to achieve 100% proficiency.
- An increased level of social emotional challenges and needs of students due to the impact of COVID.
Board Rationale/Comments

The Shawnee Mission School District faces challenging budget needs given the commitment to meeting aspirational state and district education goals for every student. The district continues to work to limit central administrative costs to less than 5% of the total budget. Following an analysis of student needs, the district has worked to maintain in the district budget a full-time social worker position in every school, a full-time instructional coach in every school, and Real World Learning counselors at each of the five comprehensive high schools.

The following positions have been added to support buildings to better meet the needs of our 26,440 students: two (2) assistant principal positions at our larger middle schools; three (3) intervention specialists; two (2) Special Education instructional coaches; two (2) ELL teachers; six (6) additional teaching positions and thirty (30) paraprofessional positions. The district will continue to analyze budget funds for the 2024-25 school year, in order to determine the ability to maintain the following positions that were added with ESSER funding: additional support for nursing services; additional secondary math teachers; building substitutes for every building; and class-size reduction at the elementary level.

In addition, the district has increased professional learning opportunities for all teachers, including hosting a major conference on Professional Learning Communities and sending large numbers of staff to a conference on Response to Intervention. We will continue to prioritize equitable allocation of resources to create a welcoming and engaging learning experience for every student — facilitating personalized learning plans, targeting career and college readiness, with the interpersonal skills for life success.

The percentage of Pawnee students performing at Levels 2, 3 or 4 on the state assessments has been consistently at or above the state’s average. However, students have experienced significant learning disruptions over the past few years. A drop in ELA assessment performance Spring 2021, triggered by the global pandemic, has returned to pre-pandemic performance levels by Spring 2022. Math assessment scores have yet to rebound. School staff continue to focus on culture, creating meaningful relationships, and developing effective Professional Learning Communities (PLCs) to increase student performance. Pawnee is committed to the challenge of providing all students with the social-emotional support they need to facilitate learning growth.

Our routine use of multiple measures to assess student growth, school climate and equitable practices will serve to inform the best use of finite resources looking ahead.

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