



Andover USD 385

State Assessment Review for Budget Considerations for 2024-2025

District Summary

(A) Identify the barriers that 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 our school district include, but are not limited to:

- An increasing level of social emotional/behavior challenges
- Limited access to community health services and mental health services
- The number and intensity level of needs for students within special education are increasing.
- Special education staffing is becoming more challenging to fill.
- Decline in the number of teacher applicants and our desire to pay a living wage to staff
- Difficulty in scheduling and finding more time to provide teacher/staff collaboration that would support improved student learning
- We believe using one assessment score is not an accurate measure of student success and that multiple measures more accurately demonstrate the full context of learning.
- Adjusting to reduced funding due to the sunseting of ESSER funds

(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
- Allocating budget to focus on prevention, identification, and intervention concerning trauma and mental health issues
- Allocating budget to focus on prevention, identification, and intervention concerning student learning
 - a. Instruction and Professional Learning: LETRS, Pathways to Reading, MTSS, iReady, FastBridge, etc.
 - b. Cohesive Curriculum: Curriculum Alignment, Core and Intervention Instructional Materials, etc.
 - c. Intervention: Instructional Materials, Intervention Materials and Staffing, Summer School
- Reallocating qualified expenditures from ESSER to At Risk and general fund

(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.

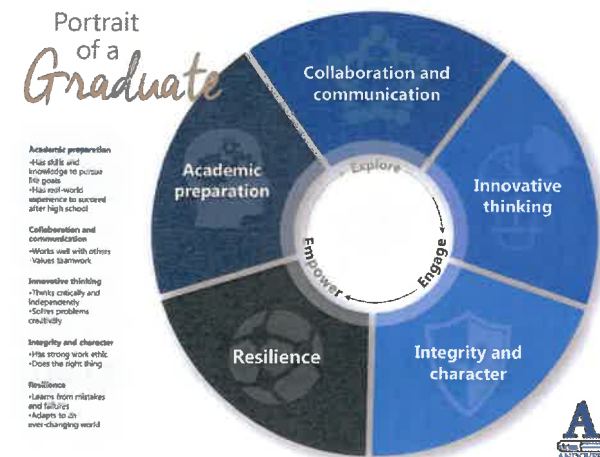
We measure growth each year and document in our KESA plans our success on a variety of student success factors. We emphasize growth and strive to lead the world in the success of each student. Although we do this and are proud of the work we do, many factors make it impossible to estimate a time that every student will achieve a definition of grade level proficiency. Such factors include:

While assessment scores are one measure, our district does not believe that student assessment scores should be the sole measure of student proficiency. Our KESA goals include multiple metrics as outlined on the Andover Data Dashboard.

- KESA Goal #1 Academic Preparation: Increase reading proficiency using multiple measures on the Andover Data Dashboard
 - Measures include: FastBridge, State ELA Assessment, ACT, Instructional Walkthroughs, and Professional Learning Evaluations
- KESA Goal #2 Student Success Skills: Increase preparation for postsecondary success aligned to the Portrait of a Graduate model using multiple metrics on the Andover Data Dashboard
 - Measures include: High School Graduation Rates, Post Secondary Success Rate, Individual Plan of Study Star Recognition Rubric, FastBridge SAEBRS, Suspension and Absences Data, and Professional Learning Evaluations

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.

- The district is expanding community partnerships for mental health support including:
 - South Central Mental Health
 - Friends University Family and Marriage Therapy Program



Janifer Seymour
Board of Education President

8/28/2024
Date



Andover Central High School

State Assessment Review for Budget Considerations for 2024-2025

District: 385 Andover

School: Andover Central High School

Building Number: 5186

Grades Served: 9-12

(A) Identify the barriers that 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 this school include, but are not limited to:

- Difficulty in scheduling and finding more time to provide teacher/staff collaboration that would support improved student learning
- 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
- Lack of or limited access to community health services and mental health services
- The number and intensity level of needs for students within special education are increasing.
- Increased or high levels of student discipline issues, including high numbers of suspensions and/or expulsions
- 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.

(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
- Increased funding and time for professional learning

- Additional substitute teachers for teacher release time
- Increase paraeducator support in special education classrooms

(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:

- 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.
- 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.
- The number and intensity level of needs for students within special education are increasing.
- 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.



Andover High School

State Assessment Review for Budget Considerations for 2024-2025

District: 385 Andover

School: Andover High School

Building Number: 5180

Grades Served: 9-12

(A) Identify the barriers that 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 this school include, but are not limited to:

- Difficulty in scheduling and finding more time to provide teacher/staff collaboration that would support improved student learning
- Lack of or limited access to community health services and mental health services
- The number and intensity level of needs for students within special education are increasing.
- 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.

(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
- Increase paraeducator support in special education classrooms

(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.

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- 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.
- The number and intensity level of needs for students within special education are increasing.
- 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



Andover Central Middle School

State Assessment Review for Budget Considerations for 2024-2025

District: 385 Andover

School: Andover Central Middle School

Building Number: 5185

Grades Served: 6-8

(A) Identify the barriers that 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 this school include, but are not limited to:

- High levels or increased levels of student trauma (Adverse Childhood Experiences, ACE Study)
- The number and intensity level of needs for students within special education are increasing.
- High levels or an increase in absenteeism among our student population
- An increasing level of social emotional challenges and needs of students

(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:

- Increase paraeducator support in special education classrooms
- Maintain low teacher/pupil ratio for greater individualized instruction

(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.
- The number and intensity level of needs for students within special education are increasing.



Andover Middle School

State Assessment Review for Budget Considerations for 2024-2025

District: 385 Andover

School: Andover Middle School

Building Number: 5179

Grades Served: 6-8

(A) Identify the barriers that 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 this school include, but are not limited to:

- High levels or increased levels of student trauma (Adverse Childhood Experiences, ACE Study)
- The number and intensity level of needs for students within special education are increasing.
- High levels or an increase in absenteeism among our student population
- An increasing level of social emotional challenges and needs of students

(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
- Increase paraeducator support in special education classrooms
- Additional ESOL teaching staff for bilingual students

(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.
- The number and intensity level of needs for students within special education are increasing.
- While assessment scores are one measure, our school does not believe that student assessment scores should be the sole measure of student proficiency



Andover eCademy

State Assessment Review for Budget Considerations for 2024-2025

District: 385 Andover

School: Andover eCademy

Building Number: 5204

Grades Served: K-12

(A) Identify the barriers that 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 this school include, but are not limited to:

- 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)
- 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.

(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:

- Increase paraeducator support in special education classrooms

(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.

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- 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.
- The number and intensity level of needs for students within special education are increasing.



Robert Martin Elementary School

State Assessment Review for Budget Considerations for 2024-2025

District: 385 Andover

School: Robert M Martin Elementary

Building Number: 5181

Grades Served: K-5

(A) Identify the barriers that 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 this school include, but are not limited to:

- Difficulty in scheduling and finding more time to provide teacher/staff collaboration that would support improved student learning
- 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
- Declining enrollment that reduces funding and access to additional services and supports for students
- 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
- The number and intensity level of needs for students within special education are increasing.
- 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.

(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
- 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
- Increase funding for Pre-K programs
- Allocating budget to focus on prevention, detection 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:

- 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.
- 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.
- The number and intensity level of needs for students within special education are increasing.
- 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.



Wheatland Elementary School

State Assessment Review for Budget Considerations for 2024-2025

District: 385 Andover

School: Wheatland Elementary

Building Number: 5187

Grades Served: K-5

(A) Identify the barriers that 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 this school include, but are not limited to:

- Difficulty in scheduling and finding more time to provide teacher/staff collaboration that would support improved student learning
- High percentage of EL students receiving ESL/ESOL supports and services
- 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
- The number and intensity level of needs for students within special education are increasing.
- Increased or high levels of student discipline issues, including high numbers of suspensions and/or expulsions
- An increasing level of social emotional challenges and needs of students

(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:

- 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
- Allocating budget to focus on prevention, detection 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:

- 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.
- 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.
- The number and intensity level of needs for students within special education are increasing.
- 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
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Cottonwood Elementary School

State Assessment Review for Budget Considerations for 2024-2025

District: 385 Andover

School: Cottonwood Elementary

Building Number: 5177

Grades Served: K-5

(A) Identify the barriers that 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 this school include, but are not limited to:

- 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
- Declining enrollment that reduces funding and access to additional services and supports for students
- 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)
- The number and intensity level of needs for students within special education are increasing.
- 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

(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
- 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
- Allocating budget to focus on prevention, detection 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.

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- 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.
- 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.
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Meadowlark Elementary School

State Assessment Review for Budget Considerations for 2024-2025

District: 385 Andover

School: Meadowlark Elementary

Building Number: 5182

Grades Served: K-5

(A) Identify the barriers that 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 this school include, but are not limited to:

- Difficulty in scheduling and finding more time to provide teacher/staff collaboration that would support improved student learning
- 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
- Declining enrollment that reduces funding and access to additional services and supports for students
- 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)
- The number and intensity level of needs for students within special education are increasing.
- An increasing level of social emotional challenges and needs of students

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- 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

(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.

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- The number and intensity level of needs for students within special education are increasing.
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Sunflower Elementary School

State Assessment Review for Budget Considerations for 2024-2025

District: 385 Andover

School: Sunflower Elementary

Building Number: 5184

Grades Served: K-5

(A) Identify the barriers that 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 this school include, but are not limited to:

- 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
- Declining enrollment that reduces funding and access to additional services and supports for students
- High levels or increased levels of student trauma (Adverse Childhood Experiences, ACE Study)
- Lack of or limited access to quality Pre-K education
- Lack of or limited access to community health services and mental health services
- The number and intensity level of needs for students within special education are increasing.
- 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.

(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
- 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
- Allocating budget to focus on prevention, detection 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.

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- 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.
- 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.
- The number and intensity level of needs for students within special education are increasing.
- While assessment scores are one measure, our school does not believe that student assessment scores should be the sole measure of student proficiency
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Prairie Creek Elementary School

State Assessment Review for Budget Considerations for 2024-2025

District: 385 Andover

School: Prairie Creek Elementary

Building Number: 5183

Grades Served: PreK-5

(A) Identify the barriers that 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 this school include, but are not limited to:

- Difficulty in scheduling and finding more time to provide teacher/staff collaboration that would support improved student learning
- High or increased levels of homeless students and families and foster care families
- Declining enrollment that reduces funding and access to additional services and supports for students
- 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
- The number and intensity level of needs for students within special education are increasing.
- An increasing level of social emotional challenges and needs of students
- High levels or increased student mobility affects the amount of instructional time we have with highly mobile students and creates instructional issues when students move in or out throughout the school year

(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
- 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
- Increase funding for Pre-K programs

(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:

- 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.
- 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.
- The number and intensity level of needs for students within special education are increasing.
- 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.

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Grades Served	9-12	9-12	6-8	6-8	K-5	K-5	K-5	K-5	K-5	PreK-5	K-12
Please consider the following questions as you complete the needs assessment for your building.											
SECTION 1: Student Needs											
a. Student Headcount	983	824	730	605	411	370	501	361	440	494	425
b. Percentage of students with an active IEP	16%	13.2%	12%	15%	25%	21%	16%	19%	9%	22%	11%
c. Percentage of students enrolled in English Language Learner (ELL) services	1%	0.1%	1%	1%	1%	3%	3%	1%	4%	8%	7%
d. Percentage of students identified as At-Risk (Free lunch on the Sept. 20, 2023 count day)	18%	18%	18%	20%	25%	18%	12%	26 %	7%	24%	N/A
g. Are the needs of Foster Care Students being met? If no, what supports are needed?	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
h. Are there gaps in student success among race/ethnicity student subgroups?	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
i. Is there a tiered system of support to target reading growth?	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
j. Is there a tiered system of support to target math growth?	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
k. Are there local assessments to measure reading growth?	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
l. Are there local assessments to measure math growth?	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	Please refer to the District Goals and Initiatives and School Improvement Plan. These include our MTSS intervention plans.	Please refer to the District Goals and Initiatives and School Improvement Plan. These include our MTSS intervention plans.	Please refer to the District Goals and Initiatives and School Improvement Plan. These include our MTSS intervention plans.	Please refer to the District Goals and Initiatives and School Improvement Plan. These include our MTSS intervention plans.	Please refer to the District Goals and Initiatives and School Improvement Plan. These include our MTSS intervention plans.	Please refer to the District Goals and Initiatives and School Improvement Plan. These include our MTSS intervention plans.	Please refer to the District Goals and Initiatives and School Improvement Plan. These include our MTSS intervention plans.	Please refer to the District Goals and Initiatives and School Improvement Plan. These include our MTSS intervention plans.	Please refer to the District Goals and Initiatives and School Improvement Plan. These include our MTSS intervention plans.	Please refer to the District Goals and Initiatives and School Improvement Plan. These include our MTSS intervention plans.	Please refer to the District Goals and Initiatives and School Improvement Plan. These include our MTSS intervention plans.
o. Are there set targets/goals to move students out of proficiency	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
SECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star Recognition plans/rubrics)											
a. How is social/emotional growth currently being measured?	FastBridge SAEBRS	FastBridge SAEBRS	FastBridge SAEBRS	FastBridge SAEBRS	FastBridge SAEBRS	FastBridge SAEBRS	FastBridge SAEBRS	FastBridge SAEBRS	FastBridge SAEBRS	FastBridge SAEBRS	FastBridge SAEBRS
b. What are the targets/goals related to social/emotional growth?	KESA Goal #2: Increase student success skills	KESA Goal #2: Increase student success skills	KESA Goal #2: Increase student success skills	KESA Goal #2: Increase student success skills	KESA Goal #2: Increase student success skills	KESA Goal #2: Increase student success skills	KESA Goal #2: Increase student success skills	KESA Goal #2: Increase student success skills	KESA Goal #2: Increase student success skills	KESA Goal #2: Increase student success skills	KESA Goal #2: Increase student success skills
c. How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)	N/A	N/A	N/A	N/A	Ages and Stages & Universal Screening Assessments	Ages and Stages & Universal Screening Assessments	Ages and Stages & Universal Screening Assessments	Ages and Stages & Universal Screening Assessments	Ages and Stages & Universal Screening Assessments	Ages and Stages & Universal Screening Assessments	Universal Screening Assessments
d. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)	N/A	N/A	N/A	N/A	Increase participation of ASQ (Ages and Stages)	Increase participation of ASQ (Ages and Stages)	Increase participation of ASQ (Ages and Stages)	Increase participation of ASQ (Ages and Stages)	Increase participation of ASQ (Ages and Stages)	Increase participation of ASQ (Ages and Stages)	Increase kindergarten proficiency
e. How are successes of Individual Plans of Study being measured?	IPS Rubric, Pathways, Graduation Rate, Post-Secondary Success Rate	IPS Rubric, Pathways, Graduation Rate, Post-Secondary Success Rate	Rubric	Rubric	N/A	N/A	N/A	N/A	N/A	N/A	IPS Rubric, Pathways, Graduation Rate, Post-Secondary Success Rate
f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)	Increase graduation rate, post-secondary success rate and attendance	Increase graduation rate, post-secondary success rate and attendance	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	Increase graduation rate, post-secondary success rate and attendance

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Grades Served	9-12	9-12	6-8	6-8	K-5	K-5	K-5	K-5	K-5	PreK-5	K-12
Please consider the following questions as you complete the needs assessment for your building.											
g. How are you ensuring students are civically engaged?	Curriculum, Community Service opportunities, Student Council, National Honor Society, some clubs have a civic component, etc.	Curriculum, Community Service opportunities, Student Council, National Honor Society, some clubs have a civic component, etc.	Curriculum, Community Service opportunities, Field trips, guest speakers, Reality U, etc.	Curriculum, Community Service opportunities, Field trips, guest speakers, Reality U, etc.	Curriculum, Community Service opportunities, Field trips, guest speakers, etc.	Curriculum, Community Service opportunities, Field trips, guest speakers, etc.	Curriculum, Community Service opportunities, Field trips, guest speakers, etc.	Curriculum, Community Service opportunities, Field trips, guest speakers, etc.	Curriculum, Community Service opportunities, Field trips, guest speakers, etc.	Curriculum, Community Service opportunities, Field trips, guest speakers, etc.	Curriculum, Community Service opportunities, Field trips, guest speakers, etc.
SECTION 3: Curriculum Needs											
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Credit Recovery, Orion Degree Completion Courses	Credit Recovery, Orion Degree Completion Courses	N/A	N/A	Summer School	Summer School	Summer School	Summer School	Summer School	Summer School	Credit Recovery, Orion Degree Completion Courses
b. Are there appropriate and adequate instructional materials?	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
c. Is current technology appropriate? If no, what technology is needed to support the curriculum?	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
SECTION 4: Educational Capacities (pursuant to K.S.A. 72-3218)											
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)	Yes	Yes	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	Yes
c. Is every child in your school provided at least the following capacities?											
1. Sufficient oral and written communication skills to enable students to function in complex and rapidly changing civilization.	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	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	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness.	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	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	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	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	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
SECTION 5: Staff Needs											
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?	yes	yes	Yes	Yes	yes	yes	Yes	Yes	Yes	yes	yes
b. How many classified support staff are currently employed?	31	23	13	23	8	5	5	5	4	17	4
c. How many classified support staff are needed?	33	27	18	25	10	8	8	8	6	17	4
d. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	No	No	No	Yes	Yes	No	No	No	No	No	Yes
e. Are principals & other key staff trained to provide instructional leadership and professional development to teachers?	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
SECTION 6: Facility Needs											

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Grades Served	9-12	9-12	6-8	6-8	K-5	K-5	K-5	K-5	K-5	PreK-5	K-12
Please consider the following questions as you complete the needs assessment for your building.											
a. Is there adequate space for student learning?	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
b. Are there necessary repairs and/or adjustment to the existing space that need to be made?	No	No	No	No	No	No	No	No	No	No	Yes
c. Are additional School Buses needed or any additional Routes needed?	No	No	No	No	No	No	No	No	No	No	N/A
SECTION 7: Family Needs/Community Relations											
a. Do you have regular events to engage parents with teachers?	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	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?	Site Council, Booster Club, Family engagement	Site Council, Booster Club, Family engagement	Site Council, Open House, Orientation, AMSPO	Site Council, PAWS, Open House, 5th Grade Parent Night	family engagement initiatives, pto, site council	Family engagement opportunities, PTO, Site Council	Family Engagement Initiatives, PTO meetings, family nights, Sharing student work, Site Council	Family engagement activities, PTO, Site Council,	Family Engagement Initiatives, PTO meetings, family nights, Sharing student work	Family Engagement, PTO, Family Nights	Family engagement opportunities, PTO, Site Council
c. Do you have an active Site Council?	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
e. What types of communication exists with families? Is it adequate?	Yes: Weekly Newsletter, School Messenger, PowerSchool, Social Media, Website, etc.	Yes: Weekly Newsletter, School Messenger, PowerSchool, Social Media, Website, etc.	Yes: Weekly Newsletter, School Messenger, PowerSchool, Social Media, Website, etc.	Yes: Weekly Newsletter, School Messenger, PowerSchool, Social Media, Website, etc.	Yes: Weekly Newsletter, School Messenger, PowerSchool, Social Media, Website, etc.	Yes: Weekly Newsletter, School Messenger, PowerSchool, Social Media, Website, etc.	Yes: Weekly Newsletter, School Messenger, PowerSchool, Social Media, Website, etc.	Yes: Weekly Newsletter, School Messenger, PowerSchool, Social Media, Website, etc.	Yes: Weekly Newsletter, School Messenger, PowerSchool, Social Media, Website, etc.	Yes: Weekly Newsletter, School Messenger, PowerSchool, Social Media, Website, etc.	Yes: Phone calls, Zoom Meetings, Weekly Newsletter, School Messenger, PowerSchool, Social Media, Website, etc.
f. What types of communication/social media exists with your community? Is it adequate?	Yes: X, Facebook, Instagram	Yes: X, Facebook, Instagram	Yes: X, Facebook, website	Yes: X, Facebook, Instagram, Website	Yes: Facebook, Instagram, X	Yes: Facebook	Yes: X, Facebook, Instagram	Yes: Facebook	Yes: X, Facebook, Instagram	Yes: X, Facebook, Instagram	Yes: X, Facebook, Instagram
SECTION 8: School Data (Data from Accountability Report)											
a. Building Attendance Rate	92.7%	93.5%	94.5%	94.9%	94.1%	94.6%	95.2%	95.1%	95.4%	95.1%	94.5%
b. Building Chronic Absenteeism Rate	21.5%	17.9%	12.7%	11.4%	12.7%	9.2%	6.6%	7.6%	6.8%	10.4%	5.9%
c. District Chronic Absenteeism Rate	12.6%	12.6%	12.6%	12.6%	12.6%	12.6%	12.6%	12.6%	12.6%	12.6%	12.6%
d. District Graduation Rate	94.8%	94.8%	94.8%	94.8%	94.8%	94.8%	94.8%	94.8%	94.8%	94.8%	94.8%
e. District Dropout Rate	0.60%	0.60%	0.60%	0.60%	0.60%	0.60%	0.60%	0.60%	0.60%	0.60%	0.60%
SECTION 8A: High School Needs (buildings with grades 10 through 12 only)											
a. What is our building graduation rate	97.3%	95.2%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	83.3%
b. What is our building dropout rate?	0.4%	1.0%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	1.0%
c. What is our average comprehensive ACT score?	23.0	21.2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	20.3
SECTION 9: Other Data											
a. Based on the building leadership team's analysis, what are the barriers your school faces with non-assessment related issues?	Increase in mental health needs, lack of paraprofessional support, increase in special education population, increase in student behaviors, student drug use	Increase in mental health needs, lack of paraprofessional support, increase in special education population, increase in student behaviors, student drug use	Increase in mental health needs, lack of paraprofessional support, increase in special education population, increase in student behaviors, increase in chronic absenteeism	Mental health challenges with students and families, maladapted student behaviors, paraeducator support	families in crisis, mental health challenges, fewer financial resources	Increase in mental health needs, social emotional learning	Increase in mental health needs, as well as behavioral needs of students. Adequately staffing and meeting the needs of our exceptional learners on IEPs, Intervention Plans, and 504 Plans.	Lack of paras and subs and training for classified staff. Communication with interlocal staff and reg. ed. teachers. Increase in student behaviors.	Consistently meeting the social-emotional needs of all students is challenging, meeting all the needs of special education students, and attendance with a small number of students.	Student/Staff attendance, Social Emotional Needs, Behavior Needs,	Increase in mental health needs, social emotional learning
1. Can these be achieved with additional resources?	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes

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Grades Served	9-12	9-12	6-8	6-8	K-5	K-5	K-5	K-5	K-5	PreK-5	K-12
Please consider the following questions as you complete the needs assessment for your building.											
2. Why or why not?	Additional supports would give us better ratios & resources to meet student needs	Additional supports would give us better ratios & resources to meet student needs	Additional supports would give us better ratios & resources to meet student needs	Social worker, instructional support, additional administrator	counselors and smaller class sizes would help	Additional outside resources for families such a counseling	Additional staffing to support at risk students through social workers would be a benefit to students and families. In addition, our district supplements special education with general fund dollars because we receive far less than the statutory requirements for funding of the excess costs for special education. Additional resources are very important to meet the special education needs of students.	Adequate staffing for our students with IEP's and training for this staff.	Additional staffing could help although recruiting is becoming more challenging.	Social Workers, Instructional Coaches	Additional outside resources for families such a counseling
b. Additional building unique items:											