2024-2025 State Assessments Review for 2026-2027 Budget Considerations

District: 445 Coffeyville

Based upon your schools Needs Assessment and State Assessment results, please identify the following:

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

(B) The budget actions that should be taken to address and remove those barriers

(C) 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.

Board President

Date

School	Grades Served	(A) Barriers Related to Student Needs	(B) Budget Actions	(C) Time for students to Achieve	Board Rationale/Comments
Community Elementary School. BLDG# 6756	**PK- 6**	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: ● 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 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 ● An increasing level of social emotional	Our students face a growing number of barriers to success and our district continually works to support them. Current budget constraints that impact our ability to successfully remove barriers for our students include: ● Increased funding and time for staff development ● Additional substitute teachers for teacher release time ● Increase paraeducator support in special education classrooms ● Increased funding to expand extended school year and summer school programs for students ● Maintain low teacher/pupil ratio for greater individualized instruction ● Additional ESOL teaching staff for bilingual students ● Allocating budget to focus on prevention, identification, and intervention concerning	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	● Increased support for early childhood would ensure more students received these services. ● Unstable funding hampers our mission. ● There is a need for increased special education funding. ● Absenteeism and social emotional challenges must be addressed in order to achieve at high levels. ● A focus on hiring more substitute teachers is essential.

School	Grades Served	(A) Barriers Related to Student Needs	(B) Budget Actions	(C) Time for students to Achieve	Board Rationale/Comments
Bldg. 6756 Continued		challenges and needs of students ● Diminishing local control limits our ability to provides supports and services specific to our student and community population ● 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.		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 ● 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.	

School	Grades Served	(A) Barriers Related to Student Needs	(B) Budget Actions	(C) Time for students to Achieve	Board Rationale/Comments
Roosevelt Middle School, BLDG # 6770	**7-8**	● 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 instructional time or changes in instructional opportunities faced during the COVID pandemic created learning loss ● An increasing level of social emotional challenges and needs of students ● Diminishing local control limits our ability to provides supports and services specific to our student and community population ● 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.	increased funding and time for staff development. Additional substitute teachers for teacher release time. More support staff to make flexible classrooms. Increase paraeducator support in special education classrooms. Additional ESOL teaching staff for bilingual students. Allocating budget to focus on prevention, detection and intervention concerning trauma and mental health issues.	We measure growth each year and docuent inour KESA plans our success on a vatiety 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 difficult to estimate a time that every student will achieve a definition of grade level proficiency. Including, 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. Lack of constitutional funding of special education continues to impact our ability to fully meet the needs of all students. Our school 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.	● Focusing on one assessment score a year is short-sighted and doesn't always focus on what the student has learned that year. ● Trauma mental health issues are often barriers.

School	Grades Served	(A) Barriers Related to Student Needs	(B) Budget Actions	(C) Time for students to Achieve	Board Rationale/Comments
Field Kindley Memorial High School, BLDG # 6772	**9-12**	● 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 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 ● An increasing level of social emotional challenges and needs of students ● Diminishing local control limits our ability to provides supports and services specific to our student and community population ● 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.	Our students face a growing number of barriers to success and our district continually works to support them. Current budget constraints that impact our ability to successfully remove barriers for our students include: ● Increased funding and time for staff development ● Additional substitute teachers for teacher release time ● Increase paraeducator support in special education classrooms ● Increased funding to expand extended school year and summer school programs for students ● Maintain low teacher/pupil ratio for greater ● Additional ESOL teaching staff for bilingual students ● Allocating budget to focus on prevention, identification, and intervention concerning trauma and mental health issues	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 ● 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.	● Additional partnerships are needed to address mental health challenges. ● One assessment administered once in high school simply cannot begin to truly show student growth. ● Funding for extended school year is essential.