KANSAS STATE DEPARTMENT OF EDUCATION

BOE STATE ASSESSMENTS REVIEW

Template Instructions

Please enter in all grey boxes.

By statute, only the BOE State Assessments Review needs to be completed, but it is suggested have each building complete a Building State Assessments Review that the BOE then uses to complete the BOE State Assessments Review. All questions on the BOE State Assessments Review MUST be addressed and used in order to be statutorily compliant.

Note: This form will work for up to 4 schools. Please use the Word or Excel templates, for the ability to add more schools.

A separate template for the State Assessments Review by building as well as a template for the Building Needs Assessment may be found on KSDE's School Finance Guidelines & Manuals page in the Guidelines section.

Please reference the Needs Assessment and State Assessments Review Guidelines for more information.

Contacts

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BOE STATE ASSESSMENTS REVIEW

KANSAS STATE DEPARTMENT OF EDUCATION

Kansas leads the world in the success of each student.

January 2026

2024-2025 STATE ASSESSMENTS REVIEW FOR 2026-2027 BUDGET CONSIDERATIONS

USD 470 Arkansas City Public Schools

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 Signature

Date

BOE STATE ASSESSMENTS REVIEW

USD 470 Arkansas City

2024-2025 STATE ASSESSMENTS REVIEW FOR 2026-2027 BUDGET CONSIDERATIONS

School	Grades Served	(A) Barriers Related to Student Needs	(B) Budget Actions	(C) Time for students to Achieve	Board Rationale/Comments
Adams Elementary	PK-5	**Barriers include:** implementing systems for cycles of improvement; a need for increased teacher knowledge on the Science of Reading; staff retention of highly qualified staff; amount of time devoted to MTSS; student absenteeism; family mobility; high poverty rates; language barriers of students; increase in number of foster care students; higher levels of student trauma; Special Education services are underfunded; Increase in social-emotional challenges and needs of students	**Actions could include:** address systems resources that support a comprehensive tiered system of support for all leaners; implement systems for training support staff to support with academics and behaviors; increase pay for all school employees, add positions dedicated to interventionist at all buildings for math and reading; family engagement opportunities dedicated to parent support for struggling students; increase personnel to help support and expand Tier 2 and 3 services at all buildings	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 we are proud of the work we do, many factors make it impossible to accurately estimate the time that EVERY student will achieve a definition of grade level proficiency. Implementation science and research suggest that full implementation of any program takes 3-5 years.	Adams Board Comments

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USD 470 Arkansas City

2024-2025 STATE ASSESSMENTS REVIEW FOR 2026-2027 BUDGET CONSIDERATIONS

School	Grades Served	(A) Barriers Related to Student Needs	(B) Budget Actions	(C) Time for students to Achieve	Board Rationale/Comments
C4 Elementary	PK - 5	**Barriers include:** implementing systems for cycles of improvement; a need for increased teacher knowledge on the Science of Reading; staff retention of highly qualified staff; amount of time devoted to MTSS; student absenteeism; family mobility; high poverty rates; language barriers of students; increase in number of foster care students; higher levels of student trauma; Special Education services are underfunded; Increase in social-emotional challenges and needs of students	**Actions could include:** address systems resources that support a comprehensive tiered system of support for all leaners; implement systems for training support staff to support with academics and behaviors; increase pay for all school employees, add positions dedicated to interventionist at all buildings for math and reading; family engagement opportunities dedicated to parent support for struggling students; increase personnel to help support and expand Tier 2 and 3 services at all buildings	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 we are proud of the work we do, many factors make it impossible to accurately estimate the time that EVERY student will achieve a definition of grade level proficiency. Implementation science and research suggest that full implementation of any program takes 3-5 years.	C4 Board Comments

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School	Grades Served	(A) Barriers Related to Student Needs	(B) Budget Actions	(C) Time for students to Achieve	Board Rationale/Comments
Jefferson Elementary	PK - 5	**Barriers include:** implementing systems for cycles of improvement; a need for increased teacher knowledge on the Science of Reading; staff retention of highly qualified staff; amount of time devoted to MTSS; student absenteeism; family mobility; high poverty rates; language barriers of students; increase in number of foster care students; higher levels of student trauma; Special Education services are underfunded; Increase in social-emotional challenges and needs of students	**Actions could include:** address systems resources that support a comprehensive tiered system of support for all leaners; implement systems for training support staff to support with academics and behaviors; increase pay for all school employees, add positions dedicated to interventionist at all buildings for math and reading; family engagement opportunities dedicated to parent support for struggling students; increase personnel to help support and expand Tier 2 and 3 services at all buildings	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 we are proud of the work we do, many factors make it impossible to accurately estimate the time that EVERY student will achieve a definition of grade level proficiency. Implementation science and research suggest that full implementation of any program takes 3-5 years.	Jefferson Board Comments

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School	Grades Served	(A) Barriers Related to Student Needs	(B) Budget Actions	(C) Time for students to Achieve	Board Rationale/Comments
Frances Willard Elementary	PK - 5	**Barriers include:** implementing systems for cycles of improvement; a need for increased teacher knowledge on the Science of Reading; staff retention of highly qualified staff; amount of time devoted to MTSS; student absenteeism; family mobility; high poverty rates; language barriers of students; increase in number of foster care students; higher levels of student trauma; Special Education services are underfunded; Increase in social-emotional challenges and needs of students	**Actions could include:** address systems resources that support a comprehensive tiered system of support for all leaners; implement systems for training support staff to support with academics and behaviors; increase pay for all school employees, add positions dedicated to interventionist at all buildings for math and reading; family engagement opportunities dedicated to parent support for struggling students; increase personnel to help support and expand Tier 2 and 3 services at all buildings	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 we are proud of the work we do, many factors make it impossible to accurately estimate the time that EVERY student will achieve a definition of grade level proficiency. Implementation science and research suggests that full implementation of any program takes 3-5 years.	Frances Willard Board Comments

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School	Grades Served	(A) Barriers Related to Student Needs	(B) Budget Actions	(C) Time for students to Achieve	Board Rationale/Comments
IXL Elementary	PK – 5	**Barriers include:** implementing systems for cycles of improvement; a need for increased teacher knowledge on the Science of Reading; staff retention of highly qualified staff; amount of time devoted to MTSS; student absenteeism; family mobility; high poverty rates; language barriers of students; increase in number of foster care students; higher levels of student trauma; Special Education services are underfunded; Increase in social-emotional challenges and needs of students	**Actions could include:** address systems resources that support a comprehensive tiered system of support for all leaners; implement systems for training support staff to support with academics and behaviors; increase pay for all school employees, add positions dedicated to interventionist at all buildings for math and reading; family engagement opportunities dedicated to parent support for struggling students; increase personnel to help support and expand Tier 2 and 3 services at all buildings	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 we are proud of the work we do, many factors make it impossible to accurately estimate the time that EVERY student will achieve a definition of grade level proficiency. Implementation science and research suggest that full implementation of any program takes 3-5 years.	IXL Board Comments

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School	Grades Served	(A) Barriers Related to Student Needs	(B) Budget Actions	(C) Time for students to Achieve	Board Rationale/Comments
Roosevelt Elementary	PK – 5	**Barriers include:** implementing systems for cycles of improvement; a need for increased teacher knowledge on the Science of Reading; staff retention of highly qualified staff; amount of time devoted to MTSS; student absenteeism; family mobility; high poverty rates; language barriers of students; increase in number of foster care students; higher levels of student trauma; Special Education services are underfunded; Increase in social-emotional challenges and needs of students	**Actions could include:** address systems resources that support a comprehensive tiered system of support for all leaners; implement systems for training support staff to support with academics and behaviors; increase pay for all school employees, add positions dedicated to interventionist at all buildings for math and reading; family engagement opportunities dedicated to parent support for struggling students; increase personnel to help support and expand Tier 2 and 3 services at all buildings	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 we are proud of the work we do, many factors make it impossible to accurately estimate the time that EVERY student will achieve a definition of grade level proficiency. Implementation science and research suggest that full implementation of any program takes 3-5 years.	Roosevelt Board Comments

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School	Grades Served	(A) Barriers Related to Student Needs	(B) Budget Actions	(C) Time for students to Achieve	Board Rationale/Comments
Arkansas City Middle School	6-8	**Barriers include:** implementing systems for cycles of improvement;; staff retention of highly qualified staff; amount of time devoted to MTSS; student absenteeism; family mobility; high poverty rates; language barriers of students; increase in number of foster care students; higher levels of student trauma; Special Education services are underfunded; Increase in social-emotional challenges and needs of students	**Actions could include:** address systems resources that support a comprehensive tiered system of support for all leaners; implement systems for training support staff to support with academics and behaviors; increase pay for all school employees, add positions dedicated to interventionist at all buildings for math and reading; family engagement opportunities dedicated to parent support for struggling students; increase personnel to help support and expand Tier 2 and 3 services at all buildings	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 we are proud of the work we do, many factors make it impossible to accurately estimate the time that EVERY student will achieve a definition of grade level proficiency. Implementation science and research suggest that full implementation of any program takes 3-5 years.	ACMS Board Comments

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Arkansas City High School	9 - 12	**Barriers include:** implementing systems for cycles of improvement; staff retention of highly qualified staff; amount of time devoted to MTSS; student absenteeism; family mobility; high poverty rates; language barriers of students; increase in number of foster care students; higher levels of student trauma; Special Education services are underfunded; Increase in social-emotional challenges and needs of students	**Actions could include:** address systems resources that support a comprehensive tiered system of support for all leaners; implement systems for training support staff to support with academics and behaviors; increase pay for all school employees, add positions dedicated to interventionist at all buildings for math and reading; family engagement opportunities dedicated to parent support for struggling students; increase personnel to help support and expand Tier 2 and 3 services at all buildings	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 we are proud of the work we do, many factors make it impossible to accurately estimate the time that EVERY student will achieve a definition of grade level proficiency. Implementation science and research suggest that full implementation of any program takes 3-5 years.	ACHS Board Comments