

# BOE STATE ASSESSMENTS REVIEW

2022-2023 STATE ASSESSMENTS REVIEW FOR 2023-2024 BUDGET CONSIDERATIONS



## USD 103 Cheylin

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 103 Cheylin



2022-2023 STATE ASSESSMENTS REVIEW FOR 2023-2024 BUDGET CONSIDERATIONS

School	Grades Served	(A) Barriers Related to Student Needs	(B) Budget Actions	(C) Time for students to Achieve	Board Rationale/Comments
Cheylin Elementary	PK-6	social/emotional	Parent involvement/increased counselor time	5 years	

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USD 103 Cheylin

2022-2023 STATE ASSESSMENTS REVIEW FOR 2023-2024 BUDGET CONSIDERATIONS

School	Grades Served	(A) Barriers Related to Student Needs	(B) Budget Actions	(C) Time for students to Achieve	Board Rationale/Comments
Cheylin Jr/Sr High	7-12	social/emotional	Parent involvement, increased counseling time	5 years	



## 2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

<b>District:</b> 103 Cheylin	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Cheylin Elementary	3374	K-6, PK with IEP, PK, PK At-Risk (4-Years Old)

**Please consider the following questions as you complete the needs assessment for your building.**

SECTION 1: Student Needs	Notes	
a. Student Headcount	99	
b. Percentage of students with an active IEP	16.00%	
c. Percentage of students enrolled in English Language Learner (ELL) services	11.00%	
d. Percentage of students identified as At-Risk (Free lunch)?	54.00%	
e. Pupil-Teacher Ratio Average	9.3	
f. Pupil-Teacher Ratio Median	9.3	
g. Are the needs of Foster Care Students being met? If no, what supports are needed?	Yes	
h. Are there gaps in student success among race/ethnicity student subgroups?	No	
i. Is there a tiered system of support to target reading growth?	Yes	
j. Is there a tiered system of support to target math growth?	Yes	
k. Are there local assessments to measure reading growth?	Yes	
l. Are there local assessments to measure math growth?	Yes	
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes	
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	Yes	tiered interventions
o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Yes	
SECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star Recognition plans/rubrics)	Notes	
a. How is social/emotional growth being measured?	Big Life Journals	
b. What are the targets/goals related to social/emotional growth?	implementing more counseling time	
c. How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)	Kindergarten readiness screening	
d. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)	at grade level	
e. How are successes of Individual Plans of Study being measured?	n/a	

## 2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

<b>District:</b> 103 Cheylin	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Cheylin Elementary	3374	K-6, PK with IEP, PK, PK At-Risk (4-Years Old)

**Please consider the following questions as you complete the needs assessment for your building.**

f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)	n/a	
g How are you ensuring students are civically engaged?	community clean-up day	



## 2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

<b>District:</b> 103 Cheylin	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Cheylin Elementary	3374	K-6, PK with IEP, PK, PK At-Risk (4-Years Old)

**Please consider the following questions as you complete the needs assessment for your building.**

SECTION 3: Curriculum Needs		Notes
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	summer school	
b. Are there appropriate and adequate instructional materials?	Yes	
c. Is current technology appropriate? If no, what technology is needed to support the curriculum?	Yes	
SECTION 4: Educational Capacities (pursuant to K.S.A. 72-3218)		Notes
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)	n/a	
c. Is every child in your school provided at least the following capacities?	Yes	
1. Sufficient oral and written communication skills to enable students to function in complex and rapidly changing civilization.	Yes	
2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.	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	
4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness.	Yes	
5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.	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	
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	



## 2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

<b>District:</b> 103 Cheylin	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Cheylin Elementary	3374	K-6, PK with IEP, PK, PK At-Risk (4-Years Old)

**Please consider the following questions as you complete the needs assessment for your building.**

SECTION 5: Staff Needs		Notes
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	
b. How many classified support staff are currently employed?	9	
c. How many classified support staff are needed?	9	
d. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	Yes	
e. Are principals & other key staff trained to provide instructional leadership and professional development to teachers?	Yes	
f. What staff development is necessary for teachers to support student success and meet the school improvement goals?	social/emotional	
SECTION 6: Facility Needs		Notes
a. Is there adequate space for student learning?	Yes	
b. Are there necessary repairs and/or adjustment to the existing space that need to be made?	No	
c. Are additional School Buses needed or any additional Routes needed?	No	
SECTION 7: Family Needs/Community Relations		Notes
a. Do you have regular events to engage parents with teachers?	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?	parent/teacher conferences, Title, ELL	
c. Do you have an active Site Council?	Yes	
d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?	Yes	
e. What types of communication exists with families? Is it adequate?	email & Parent Square, yes	
f. What types of communication/social media exists with your community? Is it adequate?	FaceBook, yes	



## 2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

<b>District:</b> 103 Cheylin	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Cheylin Elementary	3374	K-6, PK with IEP, PK, PK At-Risk (4-Years Old)

**Please consider the following questions as you complete the needs assessment for your building.**

SECTION 8: School Data	Notes
a. Building Attendance Rate	95.4%
b. Building Chronic Absenteeism Rate	12.9%
c. District Chronic Absenteeism Rate	13.9%
d. District Graduation Rate	100.0%
e. District Dropout Rate	0.0%

SECTION 8A: High School Needs (buildings with grades 10 through 12 only)	Notes
a. What is our building graduation rate	n/a
b. What is our building dropout rate?	n/a
c. What is our average comprehensive ACT score?	n/a

SECTION 9: Other Data	Notes
a. Based on the building leadership team's analysis, what are the barriers your school faces with non-assessment related issues?	social/emotional
1. Can these be achieved with additional resources?	yes/no
2. Why or why not?	lack of teachers in pool
b. Additional building unique items:	



## 2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

<b>District:</b> 103 Cheylin	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Cheylin Jr/Sr High	2780	7-12

**Please consider the following questions as you complete the needs assessment for your building.**

SECTION 1: Student Needs	Notes	
a. Student Headcount	63	
b. Percentage of students with an active IEP	9.50%	
c. Percentage of students enrolled in English Language Learner (ELL) services	20.60%	
d. Percentage of students identified as At-Risk (Free lunch)?	47.60%	
e. Pupil-Teacher Ratio Average	9.3	
f. Pupil-Teacher Ratio Median	9.3	
g. Are the needs of Foster Care Students being met? If no, what supports are needed?	Yes	
h. Are there gaps in student success among race/ethnicity student subgroups?	No	
i. Is there a tiered system of support to target reading growth?	No	
j. Is there a tiered system of support to target math growth?	No	
k. Are there local assessments to measure reading growth?	Yes	
l. Are there local assessments to measure math growth?	Yes	
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes	
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	Yes	after-school learning opportunities
o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	No	
SECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star Recognition plans/rubrics)	Notes	
a. How is social/emotional growth being measured?	Big Life Journals	
b. What are the targets/goals related to social/emotional growth?	offering more counseling time	
c. How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)	n/a	
d. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)	n/a	
e. How are successes of Individual Plans of Study being measured?	reviewed yearly with students	

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District: <u>103 Cheylin</u>	Bldg #	Grades Served:
School: <u>Cheylin Jr/Sr High</u>	<b>2780</b>	7-12

**Please consider the following questions as you complete the needs assessment for your building.**

f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)	100% graduation rate	
g How are you ensuring students are civically engaged?	community clean-up day	



## 2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

<b>District:</b> 103 Cheylin	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Cheylin Jr/Sr High	2780	7-12

**Please consider the following questions as you complete the needs assessment for your building.**

SECTION 3: Curriculum Needs		Notes
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	after-school program, credit recovery	
b. Are there appropriate and adequate instructional materials?	Yes	
c. Is current technology appropriate? If no, what technology is needed to support the curriculum?	Yes	
SECTION 4: Educational Capacities (pursuant to K.S.A. 72-3218)		Notes
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	
c. Is every child in your school provided at least the following capacities?	Yes	
1. Sufficient oral and written communication skills to enable students to function in complex and rapidly changing civilization.	Yes	
2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.	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	
4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness.	Yes	
5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.	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	
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	



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<b>District:</b> 103 Cheylin	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Cheylin Jr/Sr High	2780	7-12

**Please consider the following questions as you complete the needs assessment for your building.**

### SECTION 5: Staff Needs

		Notes
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	
b. How many classified support staff are currently employed?	8	
c. How many classified support staff are needed?	8	
d. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	Yes	
e. Are principals & other key staff trained to provide instructional leadership and professional development to teachers?	Yes	
f. What staff development is necessary for teachers to support student success and meet the school improvement goals?	social/emotional	

### SECTION 6: Facility Needs

		Notes
a. Is there adequate space for student learning?	Yes	
b. Are there necessary repairs and/or adjustment to the existing space that need to be made?	No	
c. Are additional School Buses needed or any additional Routes needed?	No	

### SECTION 7: Family Needs/Community Relations

		Notes
a. Do you have regular events to engage parents with teachers?	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?	Parent/teacher conferences, Title, ELL	
c. Do you have an active Site Council?	Yes	
d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?	Yes	
e. What types of communication exists with families? Is it adequate?	email & Parent Square, yes	
f. What types of communication/social media exists with your community? Is it adequate?	FaceBook, yes	



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<b>District:</b> 103 Cheylin	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Cheylin Jr/Sr High	2780	7-12

Please consider the following questions as you complete the needs assessment for your building.

SECTION 8: School Data		Notes
a. Building Attendance Rate	94.5%	
b. Building Chronic Absenteeism Rate	13.0%	
c. District Chronic Absenteeism Rate	13.9%	
d. District Graduation Rate	100.0%	
e. District Dropout Rate	0.0%	
SECTION 8A: High School Needs (buildings with grades 10 through 12 only)		Notes
a. What is our building graduation rate	100.0%	
b. What is our building dropout rate?	0.0%	
c. What is our average comprehensive ACT score?	19.0	
SECTION 9: Other Data		Notes
a. Based on the building leadership team's analysis, what are the barriers your school faces with non-assessment related issues?	small class sizes, teacher recruitment	
1. Can these be achieved with additional resources?	no, yes	
2. Why or why not?	lack of teachers in pool	
b. Additional building unique items:		