

**2020-2021 State Assessments Review for 2022-2023 Budget Considerations**

**District: 350 St John-Hudson**

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.

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Board President

9/12/2022  
Date

School	Grades Served	(A) Barriers Related to Student Needs	(B) Budget Actions	(C) Time for students to Achieve	Board Rationale/Comments
St. John Elementary	PK-6	Learning loss from Covid disruptions Trauma and challenges in students' lives Disabilities Lack of qualified teaching candidates Lack of applicants for classified staff positions Exposure to grade-level curriculum Student motivation Substance abuse Lack of adequate resources and technology	Hire and retain effective staff members – remain competitive with salary and benefits Hire an elementary principal Hire an intervention specialist Provide quality professional development for staff Improve and maintain adequate facilities Ensure students have a safe learning environment Provide teachers and students with quality curricular resources and technology Provide for basic needs – breakfast and lunch program, transportation Make up the difference between the statutorily required state funding for special education and the actual dollars appropriated by the legislature	The ultimate goal is to have all students performing at grade level each year. With unlimited resources, this might be possible. Some research tells us that the learning loss from the pandemic disruption could take 5 years to recover. So 5 years would be our best estimate. If we teach specifically to the test, that timeframe will be less.	The partisan politicization of once-per-year summative test results have very little bearing on what we do as a school district staff. The data we get from these tests is one indicator of the effectiveness of our schools. It is by no means the only indicator of effectiveness let alone the primary indicator. KSDE research has shown that parents, community members, and employers cite the primary characteristics of student success as primarily academic skills at 15% compared to 85% non-academic and other skills. This tells us that our constituents do not want schools to focus primarily on teaching to a test. Additionally, there are only 4 of the 9 grade levels assessed. We must be focused on all grade levels when allocating resources. The definition of "grade-level proficiency" as defined in this law is levels 3 and 4. However, since Kansas adjusted standards performance levels a few years ago, KSDE informed schools that levels 2 and above are considered "at or above academic expectations for grade level." There is dissonance between how grade-level proficiency is defined in practice and in this requirement for establishing school district budget needs. It must be noted that for math and reading, levels 3 and 4 on Kansas assessments correlates to roughly a score of 22 or 23 on the ACT. Expecting that every single student in our school district will perform at a 22 or 23 on the ACT is a commendable goal for sure. Consider that the average ACT score in the nation is 20.3. If we were able to achieve the goal of every student scoring at level 3 or 4 on state assessments (which is roughly 22/23 on the ACT), that would mean that ALL of our students are above average.
St. John Jr/Sr High	7-12	Learning loss from Covid disruptions Trauma and challenges in students' lives Disabilities Lack of qualified teaching candidates Lack of applicants for classified staff positions Exposure to grade-level curriculum Student motivation Substance abuse Lack of adequate resources and technology	Hire and retain effective staff members – remain competitive with salary and benefits Hire an intervention specialist Addition of a Jobs for American Graduates (JAG) program Provide quality professional development for staff Improve and maintain adequate facilities Ensure students have a safe learning environment Provide teachers and students with quality curricular resources and technology Provide for basic needs – breakfast and lunch program, transportation Make up the difference between the statutorily required state funding for special education and the actual dollars appropriated by the legislature	The ultimate goal is to have all students performing at grade level each year. With unlimited resources, this might be possible. Some research tells us that the learning loss from the pandemic disruption could take 5 years to recover. So 5 years would be our best estimate. If we teach specifically to the test, that timeframe will be less.	The partisan politicization of once-per-year summative test results have very little bearing on what we do as a school district staff. The data we get from these tests is one indicator of the effectiveness of our schools. It is by no means the only indicator of effectiveness let alone the primary indicator. KSDE research has shown that parents, community members, and employers cite the primary characteristics of student success as primarily academic skills at 15% compared to 85% non-academic and other skills. This tells us that our constituents do not want schools to focus primarily on teaching to a test. Additionally, there are only 3 of the 6 grade levels assessed. We must be focused on all grade levels when allocating resources. The definition of "grade-level proficiency" as defined in this law is levels 3 and 4. However, since Kansas adjusted standards performance levels a few years ago, KSDE informed schools that levels 2 and above are considered "at or above academic expectations for grade level." There is dissonance between how grade-level proficiency is defined in practice and in this requirement for establishing school district budget needs. It must be noted that for math and reading, levels 3 and 4 on Kansas assessments correlates to roughly a score of 22 or 23 on the ACT. Expecting that every single student in our school district will perform at a 22 or 23 on the ACT is a commendable goal for sure. Consider that the average ACT score in the nation is 20.3. If we were able to achieve the goal of every student scoring at level 3 or 4 on state assessments (which is roughly 22/23 on the ACT), that would mean that ALL of our students are above average.

## 2021-2022 School Year Building Needs Assessment for 2022-2023 Budget Considerations

<b>District:</b> 350 St John-Hudson	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> St John High	4182	7-12,NG

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

SECTION 1: Student Needs	Notes
a. Student Headcount	139
b. Percentage of students with an active IEP	18.00%
c. Percentage of students enrolled in English Language Learner (ELL) services	7.20%
d. Percentage of students identified as At-Risk (Free lunch)?	43.90%
e. Pupil-Teacher Ratio Average	9.1
f. Pupil-Teacher Ratio Median	
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?	Yes Difference is most significant for level 3+ for Hispanic students in ELA
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?	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?	Basing instruction on State standards and benchmarks
o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	No State assessment scores are not the only or even the
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?	SRSS Screener
b. What are the targets/goals related to social/emotional growth?	Every student has an adult they trust in the school.
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)	

## 2021-2022 School Year Building Needs Assessment for 2022-2023 Budget Considerations

<b>District:</b> 350 St John-Hudson	<b>Bldg #</b>	<b>Grades Served:</b>
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**Please consider the following questions as you complete the needs assessment for your building.**

e. How are successes of Individual Plans of Study being measured?	Post Secondary Success Rates/Exit Surveys	
f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)	We want each of our students to attend and graduate on time.	
g. How are you ensuring students are civically engaged?	Community Service, Senior Projects, Voter Registration incentive for Seniors.	

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**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.)?	Afterschool tutoring	
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	1:1 Chromebook
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?		
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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**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?	No	The teacher shortage is real
b. How many classified support staff are currently employed?		
c. How many classified support staff are needed?		
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?	Mostly content specific PD to keep staff current in their area. Some PD in instructional practices as needed, but not for all.	
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?		
c. Are additional School Buses needed or any additional Routes needed?		
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?		
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	

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

e. What types of communication exists with families? Is it adequate?	Phone, Email, Social Media, Monthly Newsletter, Messaging system	It is adequate. We are always looking to improve
f. What types of communication/social media exists with your community? Is it adequate?		

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

		Notes
<b>SECTION 8: School Data</b>		
a. Building Attendance Rate	91.0%	
b. Building Chronic Absenteeism Rate	40.6%	
c. District Chronic Absenteeism Rate	31.8%	
d. District Graduation Rate	95.0%	
e. District Dropout Rate	1.9%	5 year average
<b>SECTION 8A: High School Needs (buildings with grades 10 through 12 only)</b>		
a. What is our building graduation rate	95.0%	
b. What is our building dropout rate?	1.9%	
c. What is our average comprehensive ACT score?	16.9	
<b>SECTION 9: Other Data</b>		
a. Based on the building leadership team's analysis, what are the barriers your school faces with non-assessment related issues?	Family engagement, truancy, substance use/abuse, legislative sabatage, political manipulation	
1. Can these be achieved with additional resources?	No	
2. Why or why not?		
b. Additional building unique items:		

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<b>District:</b> 350 St John-Hudson	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> St John Elem	4180	K-6,PK (w/IEP),PK,PKAR (3 YO),PKAR (4 YO)

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

SECTION 1: Student Needs	Notes
a. Student Headcount	207
b. Percentage of students with an active IEP	27.10%
c. Percentage of students enrolled in English Language Learner (ELL) services	10.60%
d. Percentage of students identified as At-Risk (Free lunch)?	29.00%
e. Pupil-Teacher Ratio Average	16.3 This number isn't a great representation of our class sizes overall since we transition from two down to one homeroom at grade 3. K-2 average 11, 4-6 average 23.
f. Pupil-Teacher Ratio Median	14.0
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?	Yes Difference is most significant for level 3+ for Hispanic students in ELA
i. Is there a tiered system of support to target reading growth?	Yes 30 minute needs based intervention groups for ALL students daily
j. Is there a tiered system of support to target math growth?	No We gather benchmark data but don't yet have a system for strategic intervention.
k. Are there local assessments to measure reading growth?	Yes AimsWeb
l. Are there local assessments to measure math growth?	Yes AimsWeb
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes LIFE Afterschool Program



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

n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?		Yes Rigorous instructional materials are matched to state standards. Teachers focus on core instruction in reading and math, assess mastery using our standards based grade card, and use formative assessment data to differentiate and individualize instruction for the differing skill levels present in their classrooms each year.
o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?		No State assessment scores are not the only or even the

**SECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star Recognition plans/rubrics)**

		<b>Notes</b>
a. How is social/emotional growth being measured?	SRSS-IE Screener	Teacher perception survey is completed three times per year.
b. What are the targets/goals related to social/emotional growth?	Transition students from high risk, to some risk and low risk categories.	Our school counselor supports all students with whole group lessons. She also support students in higher risk categories with one-on-one or small group interventions.
c. How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)	Phelps and ASQ screeners	ASQ data would be more helpful if it was gathered prior to enrollment. By September 20th, when it is due, the information is fairly irrelevant.
d. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)	None-we accept all students	Our Bridges to Learning (3 and 4 year old preschool) program helps us to be aware of the strengths and needs of the majority of our students before the enter kindergarten.
e. How are successes of Individual Plans of Study being measured?	N/A	
f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)	N/A	

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

g How are you ensuring students are civically engaged?	Relevnant curriculum and inquiry based instruction.	Community Service Day participation by elementary students is a great example of civic engagement .
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**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.)?	LIFE After-School Program	20-25 students weekly
b. Are there appropriate and adequate instructional materials?	Yes	GoMath, Wonders, Pathways to Reading, Mystery Science, HMH Social Studies. We need to evaluation and adopt a math program as well as explore SEL program options that align with KS State Standards.
c. Is current technology appropriate? If no, what technology is needed to support the curriculum?	Yes	We need to work on iPad management so that they work consistently for all students. We will work to slowly transition all teachers to a consistent display system (TVs rather than smart boards).
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)		
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	
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	

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

		Notes
<b>SECTION 5: Staff Needs</b>		
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?	5	
c. How many classified support staff are needed?	6	
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?	Time for staff members to align teaching materials to state standards, time to assess student master using standards based grade cards, additional applicaiton time for being trauma reponsive while also holding students to high academic standards.	
<b>SECTION 6: Facility Needs</b>		
a. Is there adequate space for student learning?	Yes	In a perfect world, our classrooms would be bigger, but we do have enough space for now.
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	
<b>SECTION 7: Family Needs/Community Relations</b>		
a. Do you have regular events to engage parents with teachers?	Yes	

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

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?	None	This is a possible need. We do have parents that could use support at home.
c. Do you have an active Site Council?	Yes	Hasn't be very active due to COVID but can easily be revived.
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?	Print, Digital (Seesaw & School Messenger), Social Media	Communication can always improve.
f. What types of communication/social media exists with your community? Is it adequate?	Facebook, Twitter, Print Media	Again, this can always get better.

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

SECTION 8: School Data		Notes
a. Building Attendance Rate	92.5%	
b. Building Chronic Absenteeism Rate	25.0%	
c. District Chronic Absenteeism Rate	31.8%	
d. District Graduation Rate	95.0%	
e. District Dropout Rate	1.9%	5 year average
SECTION 8A: High School Needs (buildings with grades 10 through 12 only)		Notes
a. What is our building graduation rate		
b. What is our building dropout rate?		
c. What is our average comprehensive ACT score?		
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?	Trauma, Poverty, Home Language Barriers, Attendance	
1. Can these be achieved with additional resources?	Some yes, some no.	
2. Why or why not?	We are working to develop staff capacity in responding to trauma and poverty, improving communication with all families, especially those with a language barrier, and addressing chronic absences more aggressively.	
b. Additional building unique items:		