

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

District: 493 Columbus

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.

Robin Wells

Board President

11-Jul-22

Date

School	Grades Served	(A) Barriers Related to Student Needs	(B) Budget Actions	(C) Time for students to Achieve	Board Rationale/Comments
Park Elementary	PK-1	Learning loss from the pandemic and high poverty rates are two barriers. The building is also increasing enrollment substantially.	Hire another teacher with ESSER funds to create small class sizes at the first grade.	Students do not take the state assessments at this level.	Research supports smaller class size facilitate more effective learning opportunities.
Highland Elementary	2nd and 3rd	Learning loss, high poverty rates and increasing enrollment in this building are barriers.	Hire another paraprofessional to work with students in the MTSS program to increase students' math and reading skills.	The Board of Education believes that in 2040 all students will achieve at levels 3 and 4 on the state assessments.	Research supports Multi Tiered Systems of Support as an effective intervention in facilitating student learning needs.
Central Elementary	4th, 5th, and 6th	Learning loss from the pandemic and high poverty rates are two barriers. Another barrier this year will be the construction	Purchase a math curriculum to improve math assessment scores on the Kansas State Assessment.	The Board of Education believes that in 2040 all students will achieve at levels 3 and 4 on the state assessments.	We have identified our math scores as a weakness that needs to be addressed through the five year cycle of our KESA process. This
Columbus Junior High and High School	7th, 8th, 9th, 10th, 11th, 12th	Learning loss and high poverty rates are two barriers. The construction process could be a barrier at the beginning of the school year.	Hire a teacher to assist with developing a more effective MTSS program in math.	The Board of Education believes that in 2040 all students will achieve at levels 3 and 4 on the state assessments.	We have identified our math scores as a weakness that needs to be addressed through the five year cycle of our KESA process. This