

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

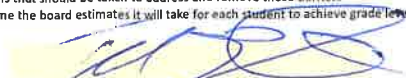
District: 102 Cimarron-Ensign

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

7-11-22
Date

School	Grades Served	(A) Barriers Related to Student Needs	(B) Budget Actions	(C) Time for students to Achieve	Board Rationale/Comments
Cimarron Elementary School (PreK-6)		<p>The most significant barrier is the continuation of underfunding of special education by the Kansas legislators and governor is a definite barrier to meeting the academic goals. In addition, the local dollars used to supplement the lack of state funding per statute (K.S.A 72-3422) is taking funding from the school district's general fund that should be used to provide the additional opportunities. Finally, while it would be beneficial for the United States government to fund their goal of 40% rather than approximately 16%, federal funding is the goal, whereas Kansas is a state statute.</p> <p>An additional barrier is keeping highly qualified teachers and staff members in the profession. The conversation among some legislators concerning public education is always negative and harmful. This continuous hostile barrage of comments and regulations does not lend itself to helping the greatest profession.</p> <p>The dramatic decline of the KEPERS retirement system for teachers in Tier III has not helped recruit or retain high-quality staff.</p> <p>Four more barriers are: An increase in students speaking a language other than English in their home environment (ESL). The rising number of students qualifying for free meals (At-Risk). Increasing numbers of students identified as homeless under the McKinney-Vento Act. An increase in the number of foster care students.</p>	<p>The USD 102 considers the shift in student population every year when preparing the budget. Therefore, the Board considers the following, but this is not an inclusive list: How many additional dollars will be put into special education to cover the state shortfall in funding? Will we have enough qualified bus drivers to cover our four routes, and if not, how does the school transport students safely? Are the teachers on a qualified plan (i.e., T2T, P2T, etc.) making the needed progress? If not, what is the plan of action? Did students increase that qualify as At-Risk, Homeless, Migrant, or ESL? If so, the Board should consider making changes to the budget to allocate funds in those areas. However, the continuation of underfunding of special education by the Kansas legislators and governor hinders this plan. In addition, the local dollars used to supplement the lack of state funding per statute (K.S.A 72-3422) is taking funding from the school district's general fund, dampening any progress in meaningful movement of funds to put additional support in the listed areas.</p>	<p>Keeping with the KSDE stated goal of achieving 75% of all students will be College and Career Ready by 2030, USD 102 will estimate the same - 8 years.</p>	
Cimarron High School (7-12)		<p>The most significant barrier is the continuation of underfunding of special education excess costs by the Kansas legislators and governor is a definite barrier to meeting the academic goals. In addition, the local dollars used to supplement the lack of state funding per statute (K.S.A 72-3422) is taking funding from the school district's general fund that should be used to provide the additional opportunities. Finally, while it would be beneficial for the United States government to fund their goal of 40% rather than approximately 16%, federal funding is the goal, whereas Kansas is a state statute.</p> <p>An additional barrier is keeping highly qualified teachers and staff members in the profession. The conversation among some legislators concerning public education is always negative and harmful. This continuous hostile barrage of comments and regulations does not lend itself to helping the greatest profession.</p> <p>The dramatic decline of the KEPERS retirement system for teachers in Tier III has not helped recruit or retain high-quality staff.</p> <p>Four more barriers are: An increase in students speaking a language other than English in their home environment (ESL). The rising number of students qualifying for free meals (At-Risk). Increasing numbers of students identified as homeless under the McKinney-Vento Act. An increase in the number of foster care students.</p>	<p>The USD 102 considers the shift in student population every year when preparing the budget. Therefore, the Board considers the following, but this is not an inclusive list: How many additional dollars will be put into special education to cover the state shortfall in funding? Will we have enough qualified bus drivers to cover our four routes, and if not, how does the school transport students safely? Are the teachers on a qualified plan (i.e., T2T, P2T, etc.) making the needed progress? If not, what is the plan of action? Did students increase that qualify as At-Risk, Homeless, Migrant, or ESL? If so, the Board should consider making changes to the budget to allocate funds in those areas. However, the continuation of underfunding of special education by the Kansas legislators and governor hinders this plan. In addition, the local dollars used to supplement the lack of state funding per statute (K.S.A 72-3422) is taking funding from the school district's general fund, dampening any progress in meaningful movement of funds to put additional support in the listed areas.</p>	<p>The KSDE stated goal of achieving 75% of all students will be College and Career Ready by 2030. Using KSDE as a guide, USD 102 estimates eight years to have each student achieve grade-level proficiency on state assessments if the budget actions are implemented.</p>	