

# 473 Chapman State Assessment Review for Budget Considerations

## 473 Chapman District Summary

### **(A) Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.**

Our teachers, students, and families face a number of challenges in ensuring student proficiency on assessments. Some of those challenges in our School District include:

- High percentage/number of free and reduced students and increased poverty rate
- Special Education funding shortfall has limited supports of our highest need students and need for staff & curriculum focus
- Lack of instructional time or changes in instructional opportunities faced during the COVID pandemic created learning loss
- High levels or an increase in absenteeism among our student population plus mobility of those students
- An increasing level of social emotional challenges and needs of students which is a focus for our district with the help of TASN.
- We do not receive disaggregated and approved state assessment scores until October of a school year, which limits the amount of time we have to make adjustments based on that data

### **(B) Identify the budget actions that should be taken to address and remove those barriers.**

Given an appropriate level of funding for both general education and special education, there are a number of budget actions we could take to remove some barriers. Some of them include:

- Increased funding and time for staff development as we work with new curriculum for Tier 1, 2, and 3 for teaching strategies
- Maintain low teacher/pupil ratio for greater individualized instruction
- Increase funding for Pre-K programs and after school program opportunities
- Allocating budget to focus on prevention, identification, and intervention concerning trauma and mental health issues
- The need for updated curriculum schedule to match state standards
- Maintaining needed technology and hands on resources for staff, students and connecting to the home for parental support in learning

### **(C) Identify 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.**

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 are proud of the work we do, many factors make it impossible to estimate a time that every student will achieve a definition of grade level proficiency. Such factors include:

- Our ever-changing student population brings a varying degree of cognitive abilities and disabilities which precludes us from being able to guarantee a date when all students will meet a singular level of proficiency.

# Chapman High School Building State Assessment Review

**District:** 473 Chapman

**School:** Chapman High School

**Building Number:** 7542

**Grades Served:** 9-12

## **(A) Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.**

Some of the key barriers that must be overcome at this school include:

- Though not necessarily identified as at-risk using the free and reduced lunch calculation, a number of students are at a high risk of falling behind
- Special Education funding shortfall has limited supports of our highest need students
- Lack of instructional time or changes in instructional opportunities faced during the COVID pandemic created learning loss
- High levels or an increase in absenteeism among our student population
- An increasing level of social emotional challenges and needs of students
- High levels or increased student mobility affects the amount of instructional time we have with highly mobile students and creates instructional issues when students move in or out throughout the school year
- We do not receive disaggregated and approved state assessment scores until October of a school year, which limits the amount of time we have to make adjustments based on that data

## **(B) Identify the budget actions that should be taken to address and remove those barriers.**

This school faces a number of budget challenges when determining how to allocate funds to best meet the needs of our students. Given our population, the following budget considerations could have the biggest impact on student achievement.

- Increased funding and time for staff development for social emotional and teaching strategies for Tier 1, 2, and 3.
- Maintain low teacher/pupil ratio for greater individualized instruction
- Allocating budget for curriculum adoption on a schedule for all core areas and social emotional needs.
- Keep the bus fleet up to date and salaries competitive to continue to provide transportation for programs like travel to area technical schools, and programs like FFA for life skills like speaking.
- Purchasing the needed equipment for CTE areas to keep our students up to date on the competitive world of industry jobs
- Providing resources to help support ELA and Math in all subject areas for example advisory with book club.

**(C) Identify 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.**

There is no way to accurately predict how children will respond to our interventions because we cannot fix the daily challenges they face. Many factors impact students' academic achievement, such as:

- Our ever-changing student population brings a varying degree of cognitive abilities and disabilities which precludes us from being able to guarantee a date when all students will meet a singular level of proficiency.
- While assessment scores are one measure, our school does not believe that student assessment scores should be the sole measure of student proficiency

# Chapman Elementary School Building State Assessment Review

**District:** 473 Chapman

**School:** Chapman Elementary School

**Building Number:** 7540

**Grades Served:** PreK-5

## **(A) Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.**

Some of the key barriers that must be overcome at this school include:

- High percentage/number of free and reduced students and increased poverty rate
- Special Education funding shortfall has limited supports of our highest need students
- Lack of instructional time or changes in instructional opportunities faced during the COVID pandemic created learning loss
- High levels or an increase in absenteeism among our student population
- High levels or increased student mobility affects the amount of instructional time we have with highly mobile students and creates instructional issues when students move in or out throughout the school year
- We do not receive disaggregated and approved state assessment scores until October of a school year, which limits the amount of time we have to make adjustments based on that data

## **(B) Identify the budget actions that should be taken to address and remove those barriers.**

This school faces a number of budget challenges when determining how to allocate funds to best meet the needs of our students. Given our population, the following budget considerations could have the biggest impact on student achievement.

- Additional substitute teachers for teacher release time allowing for staff development with strategies, SEL, etc..
- Maintain low teacher/pupil ratio for greater individualized instruction
- Allocating budget to focus on prevention, detection and intervention concerning trauma and mental health issues
- Additional staff members hired to meet the individual learning and SEL of students needed with a growing population at CES.
- Budgeting for updated curriculum to match state standards for all core areas
- Providing manipulatives and hands on opportunities with purchases

**(C) Identify 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.**

There is no way to accurately predict how children will respond to our interventions because we cannot fix the daily challenges they face. Many factors impact students' academic achievement, such as:

- Our ever-changing student population brings a varying degree of cognitive abilities and disabilities which precludes us from being able to guarantee a date when all students will meet a singular level of proficiency.
- While assessment scores are one measure, our school does not believe that student assessment scores should be the sole measure of student proficiency

# Chapman Middle School Building State Assessment Review

**District:** 473 Chapman

**School:** Chapman Middle School

**Building Number:** 7541

**Grades Served:** 6-8

## **(A) Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.**

Some of the key barriers that must be overcome at this school include:

- High percentage/number of free and reduced students and increased poverty rate
- Difficulty in retaining and attracting teachers as retirements and location changes occur.
- Special Education funding shortfall has limited supports of our highest need students
- Lack of instructional time or changes in instructional opportunities faced during the COVID pandemic created learning loss
- High levels or an increase in absenteeism among our student population
- High levels or increased student mobility affects the amount of instructional time we have with highly mobile students and creates instructional issues when students move in or out throughout the school year
- We do not receive disaggregated and approved state assessment scores until October of a school year, which limits the amount of time we have to make adjustments based on that data

## **(B) Identify the budget actions that should be taken to address and remove those barriers.**

This school faces a number of budget challenges when determining how to allocate funds to best meet the needs of our students. Given our population, the following budget considerations could have the biggest impact on student achievement.

- Increased funding and time for staff development to align state standards and develop strong strategies for teaching all Tiers.
- Providing updated curriculum in all core subject areas along with the Tiered support with manipulatives.
- Maintain low teacher/pupil ratio for greater individualized instruction
- Allocating budget to focus on prevention, detection and intervention concerning trauma and mental health issues
- Providing elective opportunities for experiences beyond the core like STEM in science that require resources.
- Providing the technology and outreach programs to keep parents linked to helping in the learning process
- Supporting tutor based programs and scheduled time for academic focus beyond the regular classroom.

**(C) Identify 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.**

There is no way to accurately predict how children will respond to our interventions because we cannot fix the daily challenges they face. Many factors impact students' academic achievement, such as:

- Our ever-changing student population brings a varying degree of cognitive abilities and disabilities which precludes us from being able to guarantee a date when all students will meet a singular level of proficiency.
- While assessment scores are one measure, our school does not believe that student assessment scores should be the sole measure of student proficiency

# Enterprise Elementary Building State Assessment Review

**District:** 473 Chapman

**School:** Enterprise Elementary

**Building Number:** 7546

**Grades Served:** K-5

## **(A) Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.**

Some of the key barriers that must be overcome at this school include:

- Difficulty in scheduling and finding more time to provide teacher/staff collaboration that would support improved student learning
- High percentage/number of free and reduced students and increased poverty rate
- Lack of or limited access to quality Pre-K education
- Lack of instructional time or changes in instructional opportunities faced during the COVID pandemic created learning loss
- High numbers or increasing numbers of single parent families
- High levels or an increase in absenteeism among our student population
- An increasing level of social emotional challenges and needs of students
- We do not receive disaggregated and approved state assessment scores until October of a school year, which limits the amount of time we have to make adjustments based on that data

## **(B) Identify the budget actions that should be taken to address and remove those barriers.**

This school faces a number of budget challenges when determining how to allocate funds to best meet the needs of our students. Given our population, the following budget considerations could have the biggest impact on student achievement.

- Increased funding and time for staff development for developing teaching strategies in all Tiers and SEL support.
- Increase funding for Pre-K programs and after school program opportunities
- Allocating budget to focus on prevention, detection and intervention concerning trauma and mental health issues
- Updating curriculum and Tier support resources for all core areas
- Providing manipulatives and hands on opportunities with purchases



**(C) Identify 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.**

There is no way to accurately predict how children will respond to our interventions because we cannot fix the daily challenges they face. Many factors impact students' academic achievement, such as:

- Our ever-changing student population brings a varying degree of cognitive abilities and disabilities which precludes us from being able to guarantee a date when all students will meet a singular level of proficiency.
- While assessment scores are one measure, our school does not believe that student assessment scores should be the sole measure of student proficiency

# Blue Ridge Elementary Building State Assessment Review

**District:** 473 Chapman

**School:** Blue Ridge Elementary

**Building Number:** 7552

**Grades Served:** K-5

## **(A) Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.**

Some of the key barriers that must be overcome at this school include:

- Difficulty in scheduling and finding more time to provide teacher/staff collaboration that would support improved student learning
- Lack of or limited access to quality Pre-K education
- Lack of or limited access to community health services and mental health services
- Lack of instructional time or changes in instructional opportunities faced during the COVID pandemic created learning loss
- High levels or an increase in absenteeism among our student population
- We do not receive disaggregated and approved state assessment scores until October of a school year, which limits the amount of time we have to make adjustments based on that data

## **(B) Identify the budget actions that should be taken to address and remove those barriers.**

This school faces a number of budget challenges when determining how to allocate funds to best meet the needs of our students. Given our population, the following budget considerations could have the biggest impact on student achievement.

- Increased funding and time for staff development for developing teaching strategies and SEL support.
- Additional substitute teachers for teacher release time to increase collaboration.
- Increase funding for Pre-K programs and after school program opportunities
- Allocating budget to focus on prevention, detection and intervention concerning trauma and mental health issues
- Updating curriculum and Tier support resources for all core areas
- Providing manipulatives and hands on opportunities with purchases

**(C) Identify 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.**

There is no way to accurately predict how children will respond to our interventions because we cannot fix the daily challenges they face. Many factors impact students' academic achievement, such as:

- Our ever-changing student population brings a varying degree of cognitive abilities and disabilities which precludes us from being able to guarantee a date when all students will meet a singular level of proficiency.
- While assessment scores are one measure, our school does not believe that student assessment scores should be the sole measure of student proficiency

# Rural Center Elementary Building State Assessment Review

**District:** 473 Chapman

**School:** Rural Center Elementary

**Building Number:** 7552

**Grades Served:** PreK-5

## **(A) Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.**

Some of the key barriers that must be overcome at this school include:

- Lack of or limited access to community health services and mental health services
- Special Education funding shortfall has limited supports of our highest need students
- Lack of instructional time or changes in instructional opportunities faced during the COVID pandemic created learning loss
- High levels or an increase in absenteeism among our student population
- An increasing level of social emotional challenges and needs of students
- We do not receive disaggregated and approved state assessment scores until October of a school year, which limits the amount of time we have to make adjustments based on that data

## **(B) Identify the budget actions that should be taken to address and remove those barriers.**

This school faces a number of budget challenges when determining how to allocate funds to best meet the needs of our students. Given our population, the following budget considerations could have the biggest impact on student achievement.

- Additional staff members hired to meet the individual learning and SEL needs of all students. Unique to Rural Center is having combination classrooms.
- Increased funding and time for staff development for developing teaching strategies and SEL support.
- Additional substitute teachers for teacher release time
- Allocating budget to focus on prevention, detection and intervention concerning trauma and mental health issues
- Updating curriculum and Tier support resources for all core areas
- Providing manipulatives and hands on opportunities with purchases
- Technology support with programs to help students with independent work while two classes learn at the same time.

**(C) Identify 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.**

There is no way to accurately predict how children will respond to our interventions because we cannot fix the daily challenges they face. Many factors impact students' academic achievement, such as:

- Our ever-changing student population brings a varying degree of cognitive abilities and disabilities which precludes us from being able to guarantee a date when all students will meet a singular level of proficiency.
- While assessment scores are one measure, our school does not believe that student assessment scores should be the sole measure of student proficiency









