

**HOLTON USD #336 District Totals
NEEDS ASSESSMENT #1**

2022-2023 SCHOOL NEEDS ASSESSMENT for BUDGET PLANNING (HB 2512)					
DISTRICT: HOLTON USD 336				GRADE LEVELS: PREK - 12	
SCHOOL: HOLTON DISTRICT					
SECTION 1: STUDENT NEEDS	HES	HMS	HHS	DISTRICT DATA POINT (Totals)	BARRIERS IDENTIFIED BY SCHOOL
a. How many students are in the building?	545	236	328	1109	Making therapeutic counseling more accessible would be very beneficial. Increase funding in ESL programs Focusing in on one test does not create a conducive learning environment Lack of Special Education funding is taking away from all students needs and creating a barrier. Dedicated time and staffing for tierred support systems.
b. Percentage of students with an active IEP?	10%	10%	10%	10%	
c. Percentage of students enrollend in ELL services?	6%	3%	1%	4.3%	
d. Percentage of students identified as At-Risk (Free Lunch)?	0	36%	29%	21.67%	
e. What is the teacher to student ratio average?	1:18	1:11	1:14.9	97 out of 1109 or 1:11.4	
f. What is the teacher to student ratio median? Or average class enrollment per period?	1:18	1:16	19.8		
g. Are the needs of foster care students being met? If no, what supports are needed?	No,	Yes	Yes	Emotional support needed	
h. Are there gaps in student success among race/ethnicity student subgroups?	Yes the ELL subgroup	No	N/A due to subgroup number	EL subgroup needs help	
i. Do you have a tiered system of support to target reading growth? Yes/No	Yes	Yes	Yes	YES	
j. Do you have a tiered system of support to target math growth? Yes/No	Yes	Yes	Yes	YES	
k. Do you have local assessments to measure reading growth? Yes/No	Yes	Yes	Yes	YES	
l. Do you have local assessments to measure math growth? Yes/No	Yes	Yes	Yes	YES	
n. Do you have learning opportunities for students to focus on academic needs outside the traditional classroom setting? Yes/No	Yes	Yes	Yes	YES	
p. Reviewing state assessment data, what steps are you taking for all student to maximize their scores?	continue MTSS in Rdg & Math	continued MTSS for Math/Reading	Math and Reading Intervention Times	Math and Reading	
o. Have you set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	No	No specific to individual students	Yes	This is always a goal	
SECTION 2: STATE BOARD OF EDUCATION OUTCOMES (Please utilize your district KESA (accreditation) and Star Recognition plans/rubrics)	HES	HMS	HHS	DISTRICT DATA POINT (Totals)	BARRIERS IDENTIFIED BY SCHOOL
a. How are you measuring social/emotional growth?	SABERS	SABERS through	SABERS	SABERS	Student/Community buy in to SEL instruction and programs. Could use additional staff to help facilitate these needs.
b. What are your targets/goals related to social/emotional growth?		0 n/a	Utilizing KCTC data continue to show growth related to	We are following state standards	
c. If you have Kindergarten in your school, how do you determine students are ready for Kindergarten?	ASQ/ASQ2			ASQ/ASQ2	
d. What are your targets/goals related to Kindergarten Readiness?	Be able to complete the 5 year old checklist			Be able to complete the 5 year old checklist	
e. How are you measuring the success of Individual Plans of Study?	N/A	no specific form	Graduation Rates	Graduation Rates	
g. What are your targets/goals related to postsecondary completion/attendance?	N/A	no specific form	To show improvement in our 5-yr Success & Effective rates.	To show improvement in our 5 yr Success & Effective rates.	
h. How are you ensuring students are civically engaged?	Parades, Guest speakers	Advisor Base time used for civic themed projects	Field trips and guest speakers	District is utilizing curriculum and outside agencies to help.	
SECTION 3: CURRICULUM NEEDS	HES	HMS	HHS	DISTRICT DATA POINT (Totals)	
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)	summer school by invitation	Extended hours tutoring, Summer School, Credit Recovery	BASS and Summer School	Summer School and some after schol programs	Updated curriculum resources and technology. Training for staff to utilize curriculum to use resources online. Balance between more staff and better curriculum resource offerings is difficult.
b. Are there appropriate and adequate instructional materials?	yes	Yes	Somewhat	Could always use more	
c. Is current technology appropriate? If no, what technology is needed to support the curriculum?	yes	Yes	Yes	Resources for Interative curriculum would be helpful.	

SECTION 4: EDUCATIONAL CAPACITIES pursuant to Article 32, 72-3218	HES	HMS	HHS	DISTRICT DATA POINT (Totals)	BARRIERS IDENTIFIED BY SCHOOL
a. If a high school ~ we teach the subjects and areas of instruction necessary to meet the graduation requirements adopted by the state board of education.			Yes	YES	Barriers to the academic or vocational fields would be mainly based around the vocational fields. Updated Curriculum resources and technology with the funding to match. Could increase LOB.
b. 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	yes	Yes- Required English and technology courses	YES	
2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.	N/A	yes	Yes- Civics and Government courses required for graduation	YES	
3. Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation.	N/A	yes	Yes- Civics and Government courses required for graduation	YES	
4. Sufficient self-knowledge and knowledge of his or her mental and physical	yes	yes	Yes- Character Strong	YES	
5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.	yes	yes - all students must take a fine arts class	Yes-Graduation requirements include fine arts and history credits	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	not at the middle school level for all students	Yes - 10 CTE Pathways	YES at the HS	
7. Sufficient levels of academic or vocational skills to enable students to complete favorably with their counterparts in surrounding states, in academics or in job market.	yes	not at the middle school level for all students	Yes- 10 CTE Pathways	YES at the HS	
SECTION 5: STAFF NEEDS					
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, 4 teachers are not certified in assigned content area	yes	Yes	YES	District has been short 3 custodians all year long No Certified Librarian. Need more counselors and social workers. One district nurse. 97 teachers in the district to 1109 students.
b. How many classified support staff are currently employed and how many are needed at this building?	39	13	14	68	
c. Are there appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	yes	MS, no librarian but a para dedicated to the	No	NO	
d. Are principals and other key staff trained to provide instructional leadership and professional development to teachers?	yes	yes	Yes	YES	
e. What is the teacher to student ratio average?	1:18	1:15	1:14.5	97 out of 1109 or 1:11.4	
SECTION 6: FACILITY NEEDS					
a. Is there adequate space for student learning?	Yes	yes	Yes	YES	Staffing and funding to repair and upkeep facilities. Capital outlay funding is maxed at 8 mills.
made?	Yes; Repairs	yes	Yes	YES	
SECTION 7: FAMILY NEEDS/COMMUNITY RELATIONS					
a. Do you have regular events to engage parents with teachers?	No	no	Open House, Freshman	NO	COVID has been difficult for our district to meet with families and to build relationships. Our Guatemalan families are still isolated due to the language barrier.
b. What types of caregiver training programs (teaching guardians how to give students help with homework, use of technology that students will be required to use, etc.) are provided?	none	none	Open House, Freshman orientation, SEL family night	Not Sufficient	
c. Do you have an active Site Council?	Yes	yes	Yes	YES	
d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?	Yes	yes	Yes	YES	
c. What types of communication exists with families? Is it adequate?	School Reach, Direct Mailings, Phone Calls, Facebook, Website, Remind (Yes)	Remind, Facebook, School Reach. Yes, we feel it is adequate	Social Media, School Reach, Emails, Calls	School Messenger, social media, Notes home, phone calls	
d. What types of communication/social media exists with your community? Is it adequate?	Facebook, School Website	Facebook only. Yes	Facebook, Twitter, Instagram Staff is continually looking at updating methods to meet the needs of our community	What we have is good but it could always be better.	

SECTION 8: SCHOOL DATA	HES	HMS	HHS	DISTRICT DATA POINT (Totals)	BARRIERS IDENTIFIED BY SCHOOL
a. What is our building attendance rate?	95.70%	94.30%	92%	94%	Student/Parent disengagement with school (chronic absenteeism)
b. What is our building chronic absenteeism rate?	6%	12.60%	27.10%	15%	
b. What is our district chronic absenteeism rate?	11%	16.70%	16.70%	15%	
d. What is our district graduation rate?	91.80%	91.80%	91.80%	91.80%	
c. What is our district dropout rate?	1.20%	1.20%	1.20%	1.20%	
SECTION 8A: HIGH SCHOOL NEEDS (Only answer if you are a High School)			HHS	DATA POINT	BARRIERS IDENTIFIED BY SCHOOL
a. What is our building graduation rate?			91.80%	91.8%	High School data is often skewed by data from Fresh Start Adult Education in graduation rate data as well as periodic influx of non english speaking students. District would rather help people obtain their diploma than focus on misaligned data.
b. What is our building dropout rate?			1.90%	1.90%	
c. What is our average comprehensive ACT score?			In 2019 = 21.1	In 2019 = 21.1	
SECTION 9: OTHER DATA	HES	HMS	HHS	DISTRICT DATA POINT (Totals)	BARRIERS IDENTIFIED BY SCHOOL
a. Based on your building leadership team analysis, what are the barriers your school faces with non-assessment related issues?	funding	???	Aging facilities	Lack of Funding from the state	Middle Schol and HS lack in space and structure for lab based activitie in district science classrooms and space in general for project based learning in most classrooms. The majority of our classrooms are not sized for movement of students. Additional teachers to add vocational pathway classes would be helpful to help produce successful Kansans.
1. Can they be achieved with additioanl resources?	yes	Money	Yes	We will always strive to reach each individual students needs and if given the proper recourses we can reach their individual needs.	
2. Why or why not?	additional personnel to address social emotional issues	0	0	If we are focused on one test, we will not reach this goal. If we look toward successful Kansans we can reach this goal with adequate resources.	
b. Additional building unique identified items:	0	0	0	Each facility we have has it's own unique issues. Our local tax-payers have seen that we have great facilities at this time.	

336 Holton State Assessment Review for Budget Considerations

336 Holton District Summary

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

There are always a number of challenges that should be considered when evaluating student success in a district. Some of the key barriers that impact our School District include, but are not limited to:

- Difficulty in scheduling and finding more time to provide teacher/staff collaboration that would support improved student learning
- Percentage/number of free and reduced students has been slowly growing
- High percentage of EL students receiving ESL/ESOL supports and services, yet funding for this group is not sufficient.
- 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
- Declining enrollment due to COVID-19 that reduces funding and access to additional services and supports for students
- Difficulty in retaining and attracting highly qualified teachers and replacing teachers as they retire
- High increased number of students and levels of students who are in a state of trauma (Adverse Childhood Experiences, ACE Study)
- Limited access to community health services and mental health services due to staffing and not enough funds.
- Special Education funding shortfall has limited supports of our highest need students
- High levels or an increase in absenteeism among our student population
- An increasing level of social emotional challenges and needs of students
- It is difficult to encourage a student's highest performance on an assessment that does not impact their future.
- Diminishing local control limits our ability to provides supports and services specific to our student and community population
- We believe using one assessment score is not an accurate measure of student success, especially because assessments are written in a way to avoid 100% success for every assessment participant.

(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 salary to recruit and retain high quality certified and classified staff
- Additional staff members hired to meet the individual learning and SEL needs of all students
- Increased funding and time for staff development
- Additional substitute teachers for teacher release time
- Increase paraeducator support in special education classrooms
- Maintain low teacher/pupil ratio for greater individualized instruction
- Additional ESOL teaching staff for bilingual students
- Increase funding for Pre-K programs
- Allocating budget to focus on prevention, identification, and intervention concerning trauma and mental health issues

(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.

While our board of education, administration, teachers and classified staff work tirelessly to meet the academic and social emotional needs of all of our students, too many factors come into play that do not allow us to accurately assess when all students will be at a certain level. Some of those factors include:

- Our 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.
- The current and future levels of school funding have a significant impact on student learning and any increases or decreases have an affect on student success. Any changes to those funding levels, in either direction, impact the ability of students to meet proficiency criteria.
- Lack of constitutional funding of special education continues to impact our ability to fully meet the needs of all students
- While assessment scores are one measure, our district does not believe that student assessment scores should be the sole measure of student proficiency and the determining factor of what defines a successful Kansan.
- Similar to how other professionals, such as doctors, lawyers, etc., cannot ensure 100% success due to a variety of factors and obstacles, we will be unable to achieve 100% proficiency
- Many of the factors that affect student success, such as trauma, poverty, mental health, and student disabilities, are out of the local board's control, so giving a time estimate on things that consistently change, or are under the control of other agencies, is not a realistic practice of a local school board.

NEEDS ASSESSMENT #1

2022-2023 SCHOOL NEEDS ASSESSMENT for BUDGET PLANNING (HB 2512)		
DISTRICT: HOLTON USD 336		
SCHOOL: HOLTON ELEMENTARY SCHOOL		GRADE LEVELS: PREK-5
SECTION 1: STUDENT NEEDS	DATA POINT	BARRIERS IDENTIFIED BY SCHOOL
a. How many students are in the building?	545	Making therapeutic counseling more accessible would be very beneficial. Increase funding in ESL programs Focusing in on one test does not create a conducive learning environment Lack of Special Education funding is taking away from all students needs and creating a barrier.
b. Percentage of students with an active IEP?	10%	
c. Percentage of students enrolled in ELL services?	6%	
d. Percentage of students identified as At-Risk (Free Lunch)?		
e. What is the teacher to student ratio average? (all students to all certified staff)	1:15	
f. What is the teacher to student ratio average? (all students to classroom teachers)	1:18	
g. Are the needs of foster care students being met? If no, what supports are needed?	No,	
h. Are there gaps in student success among race/ethnicity student subgroups?	Yes the ELL subgroup	
i. Do you have a tiered system of support to target reading growth? Yes/No	Yes	
j. Do you have a tiered system of support to target math growth? Yes/No	Yes	
k. Do you have local assessments to measure reading growth? Yes/No	Yes	
l. Do you have local assessments to measure math growth? Yes/No	Yes	
n. Do you have learning opportunities for students to focus on academic needs outside the	Yes	
p. Reviewing state assessment data, what steps are you taking for all student to maximize	continue MTSS in Rdg & Math	
o. Have you set targets/goals to move students out of proficiency Levels 1 and 2 on state	No	
SECTION 2: STATE BOARD OF EDUCATION OUTCOMES (Please utilize your district KESA (accreditation) and Star Recognition plans/rubrics)	DATA POINT	BARRIERS IDENTIFIED BY SCHOOL
a. How are you measuring social/emotional growth?	SABERS	
b. What are your targets/goals related to social/emotional growth?		
c. If you have Kindergarten in your school, how do you determine students are ready for	ASQ/ASQ2	
d. What are your targets/goals related to Kindergarten Readiness?	Be able to complete the 5 year old checklist	
e. How are you measuring the success of Individual Plans of Study?	N/A	
g. What are your targets/goals related to postsecondary completion/attendance?	N/A	
h. How are you ensuring students are civically engaged?	Curriculum, Field trips, Parades, Guest speakers	
SECTION 3: CURRICULUM NEEDS	DATA POINT	
a. What extended learning opportunities are provided (after school programs, summer	summer school by invitation	
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 Article 32. 72-3218	DATA POINT	BARRIERS IDENTIFIED BY SCHOOL
a. If a high school ~ we teach the subjects and areas of instruction necessary to meet the	N/A	
b. 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.	N/A	
3. Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation.	N/A	
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	yes	
7. Sufficient levels of academic or vocational skills to enable students to complete favorably with their counterparts in surrounding states, in academics or in job market.	yes	
SECTION 5: STAFF NEEDS	DATA POINT	BARRIERS IDENTIFIED BY SCHOOL
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, 4 teachers are not certified	
b. How many classified support staff are currently employed and how many are needed at this building?	39	
c. Are there appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	yes	
d. Are principals and other key staff trained to provide instructional leadership and professional development to teachers?	yes	
e. What is the teacher to student ratio average?	1:18	
SECTION 6: FACILITY NEEDS	DATA POINT	BARRIERS IDENTIFIED BY SCHOOL
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?	Yes; Repairs	
SECTION 7: FAMILY NEEDS/COMMUNITY RELATIONS	DATA POINT	BARRIERS IDENTIFIED BY SCHOOL
a. Do you have regular events to engage parents with teachers?	No	We had Raising Reader family engagement nights planned in
b. What types of caregiver training programs (teaching guardians how to give students help with homework, use of technology that students will be required to use, etc.) are provided?	none	
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?	School Reach, Direct Mailings,	
f. What types of communication/social media exists with your community? Is it adequate?	Facebook, School Website	
SECTION 8: SCHOOL DATA	DATA POINT	BARRIERS IDENTIFIED BY SCHOOL
a. What is our building attendance rate?	95.70%	
b. What is our building chronic absenteeism rate?	6%	
c. What is our district chronic absenteeism rate?	11%	
d. What is our district graduation rate?	91.80%	
e. What is our district dropout rate?	1.20%	
SECTION 8A: HIGH SCHOOL NEEDS (Only answer if you are a High School)	DATA POINT	BARRIERS IDENTIFIED BY SCHOOL
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	DATA POINT	BARRIERS IDENTIFIED BY SCHOOL
a. Based on your building leadership team analysis, what are the barriers your school faces	funding	Recommended is 1:250
1. Can they be achieved with additional resources?	yes	
2. Why or why not?	additional personnel to address	
b. Additional building unique identified items:		

Holton Elementary School Building State Assessment Review

District: 336 Holton

School: Holton Elementary School

Building Number: 3887

Grades Served: PreK-5

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

There are always a number of challenges that should be considered when evaluating student success in a district. Some of the key barriers that impact this school include, but are not limited to:

- 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
- High percentage of EL students receiving ESL/ESOL supports and services
- 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
- Difficulty in retaining and attracting highly qualified teachers and replacing teachers as they retire
- High levels or increased levels of student trauma (Adverse Childhood Experiences, ACE Study)
- Limited access to community health services and mental health services due to staffing and not enough funds.
- 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 believe using one assessment score is not an accurate measure of student success, especially because assessments are written in a way to avoid 100% success for every assessment participant.

(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 salary to recruit and retain high quality certified and classified staff
- Additional staff members hired to meet the individual learning and SEL needs of all students
- Increased funding and time for staff development
- Additional substitute teachers for teacher release time
- Increase paraeducator support in special education classrooms
- Maintain low teacher/pupil ratio for greater individualized instruction
- Additional ESOL teaching staff for bilingual students
- Increase funding for Pre-K programs
- Allocating budget to focus on prevention, detection and intervention concerning trauma and mental health issues

(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.

While our board of education, administration, teachers and classified staff work tirelessly to meet the academic and social emotional needs of all of our students, too many factors come into play that do not allow us to accurately assess when all students will be at a certain level. Some of those 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.
- The current and future levels of school funding have a significant impact on student learning and any increases or decreases have an affect on student success. Any changes to those funding levels, in either direction, impact the ability of students to meet proficiency criteria.
- Lack of constitutional funding of special education continues to impact our ability to fully meet the needs of all students
- While assessment scores are one measure, our district does not believe that student assessment scores should be the sole measure of student proficiency and the determining factor of what defines a successful Kansan.
- Similar to how other professionals, such as doctors, lawyers, etc, cannot ensure 100% success due to a variety of factors and obstacles, we will be unable to achieve 100% proficiency
- Many of the factors that affect student success, such as trauma, poverty, mental health and student disabilities, are out of the local board's control, so giving a time estimate on things that consistently change, or are under the control of other agencies, is not a realistic practice of a local school board.

NEEDS ASSESSMENT #1

2022-2023 SCHOOL NEEDS ASSESSMENT for BUDGET PLANNING (HB 2512)		
DISTRICT: HOLTON USD 336		
SCHOOL: HOLTON MIDDLE SCHOOL	GRADE LEVELS: 6-8	
SECTION 1: STUDENT NEEDS	DATA POINT	BARRIERS IDENTIFIED BY SCHOOL
a. How many students are in the building?	236	Increase funding in ESL programs Focusing on one test does not create a conducive learning environment Lack of Special Education funding is taking away from all students needs and creating a barrier.
b. Percentage of students with an active IEP?	10%	
c. Percentage of students enrolled in ELL services?	3%	
d. Percentage of students identified as At-Risk (Free Lunch)?	36%	
e. What is the teacher to student ratio average? (Including all Certified teachers)	1:11	
f. What is the average class size?	1:16	
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. Do you have a tiered system of support to target reading growth? Yes/No	Yes	
j. Do you have a tiered system of support to target math growth? Yes/No	Yes	
k. Do you have local assessments to measure reading growth? Yes/No	Yes	
l. Do you have local assessments to measure math growth? Yes/No	Yes	
n. Do you have learning opportunities for students to focus on academic needs outside the	Yes	
p. Reviewing state assessment data, what steps are you taking for all student to maximize their scores?	Updated Math Curr. and continued MTSS for Math/Reading	
o. Have you set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	No specific to individual students	
SECTION 2: STATE BOARD OF EDUCATION OUTCOMES (Please utilize your district KESA (accreditation) and Star Recognition plans/rubrics)	DATA POINT	BARRIERS IDENTIFIED BY SCHOOL
a. How are you measuring social/emotional growth?	SABERS through Fastbridge	
b. What are your targets/goals related to social/emotional growth?	n/a	
c. If you have Kindergarten in your school, how do you determine students are ready for	n/a	
d. What are your targets/goals related to Kindergarten Readiness?	n/a	
e. How are you measuring the success of Individual Plans of Study?	no specific form	
g. What are your targets/goals related to postsecondary completion/attendance?	no specific form	
h. How are you ensuring students are civically engaged?	Advisor Base time used for civi	
SECTION 3: CURRICULUM NEEDS	DATA POINT	
a. What extended learning opportunities are provided (after school programs, summer	Extended hours tutoring, Summer	
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 Article 32, 72-3218	DATA POINT	BARRIERS IDENTIFIED BY SCHOOL
a. If a high school ~ we teach the subjects and areas of instruction necessary to meet the	n/a	-barriers to the academic or vocational fields would be mainly based around the vocational fields.
b. 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 - all students must take a f	
vocational fields so as to enable each child to choose and pursue life work intelligently.	not at the middle school level f	
7. Sufficient levels of academic or vocational skills to enable students to complete favorably with their counterparts in surrounding states, in academics or in job market.	not at the middle school level f	
SECTION 5: STAFF NEEDS		
	DATA POINT	BARRIERS IDENTIFIED BY SCHOOL
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	yes	
b. How many classified support staff are currently employed and how many are needed at this building?	13	
c. Are there appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	No nures stationed in the MS, n	
d. Are principals and other key staff trained to provide instructional leadership and professional development to teachers?	yes	
e. What is the teacher to student ratio average?	1:15	
SECTION 6: FACILITY NEEDS		
	DATA POINT	BARRIERS IDENTIFIED BY SCHOOL
a. Is there adequate space for student learning?	yes	Classrooms are old and not specifically designed for modern te
b. Are there necessary repairs and/or adjustment of the existing space that need to be	yes	
SECTION 7: FAMILY NEEDS/COMMUNITY RELATIONS		
	DATA POINT	BARRIERS IDENTIFIED BY SCHOOL
a. Do you have regular events to engage parents with teachers?	no	Scheduling and timing "parent involvement" nights have been
b. What types of caregiver training programs (teaching guardians how to give students help with homework, use of technology that students will be required to use, etc.) are provided?	none	
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?	Remind, Facebook, School Rea	
f. What types of commuincation/social media exists with your community? Is it adequate?	Facebook only. Yes	
SECTION 8: SCHOOL DATA		
	DATA POINT	BARRIERS IDENTIFIED BY SCHOOL
a. What is our building attendance rate?	94.30%	
b. What is our building chronic absenteeism rate?	12.60%	
c. What is our district chronic absenteeism rate?	16.70%	
d. What is our district graduation rate?	91.80%	
e. What is our district dropout rate?	1.20%	
SECTION 8A: HIGH SCHOOL NEEDS (Only answer if you are a High School)		
	DATA POINT	BARRIERS IDENTIFIED BY SCHOOL
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		
	DATA POINT	BARRIERS IDENTIFIED BY SCHOOL
a. Based on your building leadership team analysis, what are the barriers your school faces	???	Facilities - Space for expaded classrooms and additional
1. Can they be achieved with additiaoal resources?	Money	teachers to add vocational pathway classes.
2. Why or why not?		
b. Additional building unique identified items:		

Holton Middle School Building State Assessment Review

District: 336 Holton

School: Holton Middle School

Building Number: 3890

Grades Served: 6-8

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

There are always a number of challenges that should be considered when evaluating student success in a district. Some of the key barriers that impact this school include, but are not limited to:

- Difficulty in scheduling and finding more time to provide teacher/staff collaboration that would support improved student learning
- High percentage of EL students receiving ESL/ESOL supports and services
- 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
- Difficulty in retaining and attracting highly qualified teachers and replacing teachers as they retire
- High levels or increased levels of student trauma (Adverse Childhood Experiences, ACE Study)
- Limited access to community health services and mental health services due to staffing and not enough funds.
- Special Education funding shortfall has limited supports of our highest need students
- High levels or an increase in absenteeism among our student population
- An increasing level of social emotional challenges and needs of students
- It is difficult to encourage a student's highest performance on an assessment that does not impact their future.
- Diminishing local control limits our ability to provides supports and services specific to our student and community 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
- We believe using one assessment score is not an accurate measure of student success, especially because assessments are written in a way to avoid 100% success for every assessment participant.

(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 salary to recruit and retain high quality certified and classified staff
- Additional staff members hired to meet the individual learning and SEL needs of all students
- Increased funding and time for staff development
- Additional substitute teachers for teacher release time
- Increase paraeducator support in special education classrooms
- Increased funding to expand extended school year and summer school programs for students
- Maintain low teacher/pupil ratio for greater individualized instruction
- Additional ESOL teaching staff for bilingual students
- Allocating budget to focus on prevention, detection and intervention concerning trauma and mental health issues

(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.

While our board of education, administration, teachers and classified staff work tirelessly to meet the academic and social emotional needs of all of our students, too many factors come into play that do not allow us to accurately assess when all students will be at a certain level. Some of those factors include:

- Our 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.
- The current and future levels of school funding have a significant impact on student learning and any increases or decreases have an affect on student success. Any changes to those funding levels, in either direction, impact the ability of students to meet proficiency criteria.
- Lack of constitutional funding of special education continues to impact our ability to fully meet the needs of all students
- While assessment scores are one measure, our district does not believe that student assessment scores should be the sole measure of student proficiency and the determining factor of what defines a successful Kansan.
- Similar to how other professionals, such as doctors, lawyers, etc, cannot ensure 100% success due to a variety of factors and obstacles, we will be unable to achieve 100% proficiency
- Many of the factors that affect student success, such as trauma, poverty, mental health and student disabilities, are out of the local board's control, so giving a time estimate on things that consistently change, or are under the control of other agencies, is not a realistic practice of a local school board.

NEEDS ASSESSMENT #1

2022-2023 SCHOOL NEEDS ASSESSMENT for BUDGET PLANNING (HB 2512)		
DISTRICT: HOLTON USD 336		
SCHOOL: HOLTON HIGH SCHOOL		GRADE LEVELS: 9-12
SECTION 1: STUDENT NEEDS	DATA POINT	BARRIERS IDENTIFIED BY SCHOOL
a. How many students are in the building?	328	Dedicated time and staffing for tiered support systems. Increase funding in ESL programs Focusing on one test does not create a conducive learning environment Lack of Special Education funding is taking away from all students needs and creating a barrier.
b. Percentage of students with an active IEP?	10%	
c. Percentage of students enrollend in ELL services?	1%	
d. Percentage of students identified as At-Risk (Free Lunch)?	29%	
e. What is the teacher to student ratio average? (Including all Certified teachers)	1:14.9	
f. What is the AVG class enrollment per period? (Including all Certified teachers)	19.8	
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?	N/A due to subgroup number	
i. Do you have a tiered system of support to target reading growth? Yes/No	Yes	
j. Do you have a tiered system of support to target math growth? Yes/No	Yes	
k. Do you have local assessments to measure reading growth? Yes/No	Yes	
l. Do you have local assessments to measure math growth? Yes/No	Yes	
n. Do you have learning opportunities for students to focus on academic needs outside the	Yes	
p. Reviewing state assessment data, what steps are you taking for all student to maximize	Math and Reading	
o. Have you 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)	DATA POINT	BARRIERS IDENTIFIED BY SCHOOL
a. How are you measuring social/emotional growth?	SABERS	Student/Community buy in to SEL instruction and programs.
b. What are your targets/goals related to social/emotional growth?	Utilizing KCTC data continue	
c. If you have Kindergarten in your school, how do you determine students are ready for		
d. What are your targets/goals related to Kindergarten Readiness?		
e. How are you measuring the success of Individual Plans of Study?	Graduation Rates	
g. What are your targets/goals related to postsecondary completion/attendance?	To show improvement in our 5	
h. How are you ensuring students are civically engaged?	Student Organizations, Clubs,	
SECTION 3: CURRICULUM NEEDS	DATA POINT	
a. What extended learning opportunities are provided (after school programs, summer	BASS and Summer School	Updated curriculum resources and technology.
b. Are there appropriate and adequate instructional materials?	Somewhat	
c. Is current technology appropriate? If no, what technology is needed to support the curriculum?	Yes	
SECTION 4: EDUCATIONAL CAPACITITES pursuant to Article 32. 72-3218	DATA POINT	BARRIERS IDENTIFIED BY SCHOOL
a. If a high school ~ we teach the subjects and areas of instruction necessary to meet the	Yes	Updated curriculum resources and technology.
b. Is every child in your school provied at least the following capacities:		
1. Sufficient oral and written communication skills to enable students to function in complex and rapidly changing civilization.	Yes- Required English and technology courses	
2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.	courses required for graduation	
3. Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation.	Yes- Civics and Government courses required for graduation	
4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness.	Yes- Character Strong	

5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.	Yes-Graduation requirements include fine arts and history credits	
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 - 10 CTE Pathways	
7. Sufficient levels of academic or vocational skills to enable students to complete favorably with their counterparts in surrounding states, in academics or in job market.	Yes- 10 CTE Pathways	
SECTION 5: STAFF NEEDS		
	DATA POINT	BARRIERS IDENTIFIED BY SCHOOL
a. Is there adequate personnel/staff to meet the needs of the school and the needs of	Yes	No Certified Librarian. HS has been short 2 custodians all year long.
b. How many classified support staff are currently employed and how many are needed at this building?	14	
c. Are there appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	No	
d. Are principals and other key staff trained to provide instructional leadership and professional development to teachers?	Yes	
e. What is the teacher to student ratio average?	1:14.5	
SECTION 6: FACILITY NEEDS		
	DATA POINT	BARRIERS IDENTIFIED BY SCHOOL
a. Is there adequate space for student learning?	Yes	Staffing and funding to repair and upkeep facilities.
b. Are there necessary repairs and/or adjustment of the existing space that need to be	Yes	
SECTION 7: FAMILY NEEDS/COMMUNITY RELATIONS		
	DATA POINT	BARRIERS IDENTIFIED BY SCHOOL
a. Do you have regular events to engage parents with teachers?	Open House, Freshman	Covid
b. What types of caregiver training programs (teaching guardians how to give students help with homework, use of technology that students will be required to use, etc.) are provided?	Open House, Freshman orientation, SEL family night	
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	
c. What types of communication exists with families? Is it adequate?	Social Media, School Reach,	
d. What types of communication/social media exists with your community? Is it adequate?	Facebook, Twitter, Instagram-	
SECTION 8: SCHOOL DATA		
	DATA POINT	BARRIERS IDENTIFIED BY SCHOOL
a. What is our building attendance rate?	92%	Student/Parent disengagement with school (chronic absenteeism)
b. What is our building chronic absenteeism rate?	27.10%	
b. What is our district chronic absenteeism rate?	16.70%	
d. What is our district graduation rate?	91.80%	
c. What is our district dropout rate?	1.20%	
SECTION 8A: HIGH SCHOOL NEEDS (Only answer if you are a High School)		
	DATA POINT	BARRIERS IDENTIFIED BY SCHOOL
a. What is our building graduation rate?	91.80%	HHS data is often skewed by data from Fresh Start Adult Education in graduation rate data as well as periodic influx of non english speaking students.
b. What is our building dropout rate?	1.90%	
c. What is our average comprehensive ACT score?	In 2019 = 21.1	
SECTION 9: OTHER DATA		
	DATA POINT	BARRIERS IDENTIFIED BY SCHOOL
a. Based on your building leadership team analysis, what are the barriers your school faces	Aging facilities	We lack in space and structure for lab based activitie in our science classrooms and space in general for project based learning in most classrooms. The majority of our classrooms were designed in 1930 and are not sized for movement of students.
1. Can they be achieved with additioanl resources?	Yes	
2. Why or why not?		
b. Additional building unique identified items:		

Holton High School Building State Assessment Review

District: 336 Holton

School: Holton High School

Building Number: 3892

Grades Served: 9-12

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

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- Difficulty in scheduling and finding more time to provide teacher/staff collaboration that would support improved student learning
- High percentage of EL students receiving ESL/ESOL supports and services
- 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
- Difficulty in retaining and attracting highly qualified teachers and replacing teachers as they retire
- High levels or increased levels of student trauma (Adverse Childhood Experiences, ACE Study)
- Limited access to community health services and mental health services due to staffing and not enough funds.
- Special Education funding shortfall has limited supports of our highest need students
- Increased or high levels of student discipline issues, including high numbers of suspensions and/or expulsions
- High levels or an increase in absenteeism among our student population
- An increasing level of social emotional challenges and needs of students
- It is difficult to encourage a student's highest performance on an assessment that does not impact their future.
- We believe using one assessment score is not an accurate measure of student success, especially because assessments are written in a way to avoid 100% success for every assessment participant.

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