

2024-25

# USD 504 Needs Assessment Report to the BOE

## Overview of Assessment Scores and Reaching Goals in response to SB 2567

---

### Introduction

HB 2567 was passed at the end of the Spring 2022 legislative session. It stated: “Each year, the board of education shall conduct an assessment of the educational needs of each attendance center in the district.” In addition, “such assessments shall be published on the district’s website.” Lastly, “Information obtained from such needs assessment shall be used by the board when approving the budget of the school district to ensure improvement in student academic performance. This has become an annual report. Contributors will include stakeholders such as building leaders, teachers, site councils, and other community partners.

### STATE ASSESSMENT RESULTS

Each year, the Board of Education needs to review state assessment results and, as part of such review, shall document the following: the barriers that must be overcome to have ALL students achieve proficiency for academic grade level expectations on such assessments. The budget actions taken should allocate resources to remove such barriers and set a time standard of when the level of proficiency can be met. As you can see, our district has fallen short in some areas, such as math and reading, over the past couple of years. However, there has been growth and improvement. We have met the state average or better in some of the grade levels tested. Moreover, we have shown gains in moving students from below average to proficiency. We have done well in science in the past three years and have been at or above the state average at all grade levels tested. The state allows districts

---

---

to create and evaluate the results of social studies assessments locally. The results are reported to the state by a spring date.

## **Resources Needed**

In addition to recruiting and maintaining highly qualified individuals to deliver curricular offerings, our Professional Development days and meetings will be rich in offering inlets for instructors to grow student abilities both as a class and individually. In order to update our curriculum, we are focusing energy and monetary resources on new text and complementary materials that promote 21st-century learning skills and are aligned with state standards. We utilize Amplify materials for Language Arts and Eureka Squared for mathematics. These have helped us improve some learning opportunities. This year(2024-25), we have added McGraw-Hill resources for both social studies and science. We have added the progress monitor MAP, which is sponsored by NWEA. It marks individual performance, measures students against their grade-level norms, and shows the strengths and weaknesses of each student as a class. Fastbridge works in a similar fashion to help triangulate a student's individualized needs. An added supplement that creates lesson opportunities and can be tailored to help specific groups or individuals is NEWSOLA. It is used primarily with students who are identified under the federal Title I program. By utilizing our Improvement Services cooperative, we will be getting individualized building training on level two and three strategies for MTSS. Finally, our district has focused on growing good behaviors. Character education and social-emotional learning are offered through programming such as Mentoring (Middle School) and the adoption of the Social Emotional Learning Curriculum: Character Strong. A unique opportunity has presented itself to allow us to have an on-site mental health and family support agent. This is offered through the Community Health Center of Southeast Kansas and will continue through the 2024-25 school year. Labette Health Center also works with our school system to meet with students on campus to facilitate needs.

---

**District/Board Identified Challenges:**

- Difficulty in scheduling and finding time to provide teacher/staff collaboration that would support improved student learning.
- High percentage of Free and Reduced students and increased poverty levels brought on by rising inflation.
- Attracting and maintaining highly qualified teachers and replacing teachers as they retire or change districts.
- Student apathy in the classroom
- An increase in absenteeism in our student population.
- An increase in social-emotional challenges and mental health needs of students

**District/Board Identified Budget Actions: Our School District faces a number of budget challenges when it comes to the best ways to meet the needs of our students. Given our population and current budget situation, nearly seventy-eight percent of our budget goes towards employees. Another twelve percent goes towards maintaining/improving facilities. Five percent goes towards new materials and curriculum. The remainder is utilized to aid where needed. There are always hidden costs and expenses during a school year. In the absence of ESSER funding in the 2024-25 school year, we have had to add the salaries/wages of our CNA and elementary counselor back into our general budget needs. Additional grants have allowed us to repair or replace many items from aged buildings and even purchase a new school bus. Grants are helpful but also an unreliable source of funding.**

**District/Board Identified Barrier Removal: Identify the budget actions that will be taken to address the removal of the above-mentioned barriers.**

- The district will continue to offer competitive salaries and benefits in order to recruit high quality certified and classified staff.
- The district will provide additional staff members to meet the building needs. This year we hired a full time 5th grade/music teacher at Service Valley Charter Academy.

- 
- The district will design and deliver effective staff development. Buildings are restructuring plan time and paraeducator coverage to allow for more collaboration. District SIS contracts with Greenbush and other educational entities will be utilized to enhance teacher learning opportunities. This will be emphasized, especially in the areas of MTSS and math/reading cadres.
  - The district will strive to maintain a low teacher/pupil ratio for greater individualized instruction.

**District/Board Identified Amount of Time: Identify the amount of time the board estimates it will take each student to achieve grade-level proficiency on state assessments with budget actions implemented.**

\*We measure growth each year and document in our KESA planning success on a variety of student learning factors. Our emphasis is on annual academic growth. We want to see students grow to grade-level proficiency and beyond. There are variables that make it difficult to accurately estimate the time frame for every student to achieve the definition of grade-level proficiency. One of those variables is that the few students who transfer into our district typically have below-grade-level proficiency. Another issue is chronic absenteeism by a few students in each building. Not only does this challenge drive down our average daily attendance rates, but it also creates large learning gaps. We are working with agencies and parents to promote better attendance and possibly create incentives for improvements in this area. Keeping all of this in mind, we fully expect to meet the suggested timeline of level two proficiency by 2029. The faculty, staff, and administration are committed to giving the students of USD 504 the best possible education and opportunities that we can provide. Each building has specific reports that will encompass their particular needs as per the state's request. These building needs are available on our website right next to the district-level summary. The Neosho Heights Elementary School, Service Valley Charter Academy, and Oswego Junior/Senior High School teams have submitted their data in order to help generate this report.

Our district definitely has room to grow. We have good, albeit aged, facilities. Our average class size per grade level is thirty-two students. We continue to seek new ways to encourage people to enroll their children in USD 504. With the added provision that the 2023-24 Kansas legislature gave parents to choose from, we feel ready and capable of

---

facilitating the needs of additional students. Our city government has done much to attract new businesses to the area as well. New housing is being constructed for ownership or rental. These efforts will hopefully bring new families into the district. Our School district knows the important role that we play in creating cohesiveness in our community.

As we begin our new KESA 2.0 cycle and prepare for our October year-one visit, we are calibrating our needs and looking to incorporate strategies to meet them. As a district, we will seek ways to spend funding towards those avenues and rely on our gifted faculty, staff, curriculum, and data to move us in the direction of school improvement.

Respectfully Submitted,

Mitchell K. Shaw

Superintendent of Schools

USD 504 -Oswego

Home of the Indians!

# 504 Oswego State Assessment Review for Budget Considerations

## 504 Oswego 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:

- 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
- 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
- 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 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
- Lack of, limited, or difficulties in engaging parents in the educational process
- 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
- Maintain low teacher/pupil ratio for greater individualized instruction
- Allocating budget to focus on prevention, identification, and intervention concerning trauma and mental health issues

## Building State Assessment Review

**District:** 504 Oswego

**School:** Service Valley Charter Academy

**Building Number:** 8623

**Grades Served:** K-8

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

Single parent families, less parental involvement, social emotional learning setbacks caused by COVID 19, chronic absenteeism and a rise in special needs students help create real challenges for educators.

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

Consistent funding along with fully funding Special Education would greatly benefit all parties. Politics and student needs should not be in the same conversation. It also creates uncertainty for the workforce. We need to be able to recruit and retain high quality educators.

**(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 have seen gradual growth over the past few years. However, we are combatting variables that are out of our control such as: mental health and social emotional issues, higher poverty and less parent support. These items along with other contributors make it difficult to predict an accurate timeline of proficiency. The state assessments should NOT be the sole gauge of student success in education. We are seeing many victories in helping students grow.

**(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:

- 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
- 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.

# Building State Assessment Review

District: 504 Oswego

School: Neosho Heights Elementary School

Building Number: 8622

Grades Served: pre-K-5

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

Poverty levels combined with a growing population with special needs and behavioral barriers. Our parents do not know how to help their students at times. There is very little reinforcement of concepts and learning at home. Many of our parents did not have good experiences with school themselves and therefore they sometimes are not completely supportive. Many of our kids rely on the school meal programs as their main source of weekly nourishment.

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

The state needs to fund special education fully and continue to fund the high density at risk weighting. There should never be a debate on whether the CPI will be met annually. The state has a large surplus budget in 2024. This may allow for some additional staff, faculty and resources to help bridge some of the above-mentioned gaps.

**(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.**

Realistically, we will see gains every year in some areas. However, when we have kids move in from other districts or return to school after virtual learning or homeschooling it is hard to gauge how much those students will achieve. Our special education students not only are being denied funding, but also there is a lack of instructors in the field. We also are faced with many Social Emotional Learning and Behavioral concerns that have to be addressed before learning can happen for many of our students in our low socio-economic status area.

# Building State Assessment Review

**District:** 504 Oswego

**School:** Oswego Junior/Senior High School

**Building Number:** 8624

**Grades Served:** 6-12

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

Chronic Absenteeism and social skills that have suffered since the COVID 19 pandemic wreaked its impact. Social emotional learning and student complacency have been tough barriers to breach. Motivation, organization and reviewing prior grade level standards have been the focus of the past three years. There is a large learning gap that we are working to close.

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

The school district must continue to provide high quality professional development, recruit and retain good instructors, and support staff. Good texts, materials, and programming are essential. Providing diverse after school and activity opportunities. This all costs money. The state needs to pay the 92% for special education and find the money to give educators the needed resources. Small districts suffer greatly without the adequate funding. Looking for specific needs grant opportunities should continue to be explored.

**(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.**

100% of anything is a tough number. I believe that we can get our students closer to that number over the next few years. The state assessment is one test. We assess our students many times through a school year and in a number of ways. We are focusing on the process of getting better every year. If we do that, the rest will take care of itself. The changes in faculty and staff along with the newly adopted curriculum and resources will influence the positive changes needed to show growth.

# Building State Assessment Review

**District:** 504 Oswego

**School:** All

**Building Number:** District

**Grades Served:** Pre- K-12

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

The usage of data and the tools needed to drive each student's plan of study and progress monitoring . Promoting parental support and adding external resources to aid in the social and behavioral development that helps balance students' needs for success. Providing the training and professional development that is necessary for effective teaching and delivery. Additional curriculum and resources will be ongoing needs. Finding the funding necessary to supply for the above-mentioned needs will be a challenge. The absence of fully funding special education has made a real negative impact in recent years on our available funds to meet the needs of our small school district that faces a large poverty barrier.

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

The district needs to continue to invest in effective Professional Development Opportunities for faculty and staff. The district needs to continue to add new curriculum and resources to aid in instruction. This will become more difficult as the ESSER funding has completed its cycle. Communication tools such as Rooms through the Apptegy App will encourage parents to take a more active role in their child's education. Using data streams such as MAP/NWEA, Fastbridge, Dibbles, etc enhance our chances of using data to meet individual student's needs. Expanding programming in areas such as: Career and Technology education programs and creating articulations with local higher education and vocational agencies will also help the overall processes of engaging students at the secondary level. All of these items take funding to be successful. The district will have to be very creative in order to fund the remaining needs in the absence of the additional federal sources. .

**(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.**

The projection of ALL students to meet proficiency is hard to predict. We will focus on moving ALL students forward. Our MTSS interventions along with creating opportunities and enhanced communication will open the portal to do so. We are aiming at 75% proficiency(level 2) by 2027.

## Percent of students receiving a Level 2 or better in USD #504

### English Language Arts

School Year	3rd	4th	5th	6th	7th	8th	10th
2016-2017							
2017-2018							
2018-2019							
2019-2020							
2020-2021	56	89	59	80	54	78	73
2021-2022	49	86	66	61	56	65	61.66
2022-2023	68	88	87	68	61	79	78
2023-2024	63	79	66	71	71	63	82
2024-2025							
2025-2026							
2026-2027							
2027-2028							

Class of
2022
2023
2024
2025
2026
2027
2028
2029
2030
2031

### Math

School Year	3rd	4th	5th	6th	7th	8th	10th
2016-2017							
2017-2018							
2018-2019							
2019-2020							
2020-2021	66	61	43	61	67	60	78
2021-2022	78	80	63	50	82	43	76
2022-2023	80	78	81	63	69	80	78
2023-2024	73	85	63	50	71	35	50
2024-2025							
2025-2026							
2026-2027							
2027-2028							