

369 Burrton State Assessment Review for Budget Considerations

369 Burrton 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:

- High percentage/number of free and reduced students and increased poverty rate
- High or increased levels of homeless students and families and foster care families
- Declining enrollment that reduces funding and access to additional services and supports for students
- 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

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

Our students face a growing number of barriers to success, and the district continually works to allocate resources to address identified academic and nonacademic needs. Budget actions that should be considered include:

- Maintain competitive salaries and benefits to recruit and retain high-quality certified and classified staff.
- Maintain appropriate paraeducator and special education staffing to support students with identified learning needs.
- Maintain and strengthen academic intervention supports in reading and mathematics.
- Provide high-quality instructional materials and evidence-based intervention resources aligned with Kansas standards.
- Provide professional development focused on effective Tier I instruction, intervention, data analysis, literacy and mathematics.
- Continue supporting social-emotional, behavioral, counseling and attendance interventions that reduce barriers to student learning.
- Provide opportunities for targeted small-group and individualized academic support.

(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.

- Administration recommends that the Board estimate 3–5 years for all students to achieve grade-level proficiency, provided the identified budget actions and interventions are implemented and sustained. The district expects measurable annual progress toward proficiency. Individual student timelines may vary based on academic need, attendance, disability, mobility, social-emotional needs, and other individual factors. Progress will be reviewed annually, and budget priorities and interventions will be adjusted based on student performance data.

Building State Assessment Review

District: 369 Burrton

School: **Burrton Elementary**

Building Number: 4734

Grades Served: K-6

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

A review of state assessment data indicates both areas of significant growth and areas requiring continued improvement. Elementary ELA performance increased from approximately **36% of students scoring at Levels 3 or 4 in 2025 to approximately 67% in 2026**. While this represents substantial progress, continued support is necessary to maintain and build upon this growth.

Mathematics remains an area of significant need. Approximately **23% of elementary students scored at Levels 3 or 4 in 2025 compared with approximately 22% in 2026**, indicating that mathematics proficiency remained relatively unchanged.

Barriers identified through the review of assessment and district data include:

- Gaps in foundational mathematics skills and the need for targeted intervention for students performing at Levels 1 and 2.
- The need for continued implementation of evidence-based instructional practices and interventions in both reading and mathematics.
- High levels of student poverty and other socioeconomic factors that can impact student readiness, attendance, and access to educational resources.
- Chronic or increased absenteeism that results in lost instructional time and gaps in learning.
- Increasing social-emotional and behavioral needs that can interfere with students' ability to consistently access instruction.
- The need to recruit and retain high-quality certified and classified staff in order to provide consistent instruction and intervention.
- Limited staffing and resources available to provide individualized and small-group intervention.
- Small class/cohort sizes, which mean that the performance of one or two students can significantly impact district assessment percentages.

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

Based on the identified needs and assessment results, the district should prioritize budget resources that directly support classroom instruction, intervention, and student support. Budget actions include:

- Maintain competitive salaries and benefits to recruit and retain high-quality certified and classified staff.
- Maintain and strengthen intervention supports in mathematics and reading, with particular emphasis on students performing at Levels 1 and 2.
- Provide high-quality instructional materials, resources, and evidence-based intervention programs aligned with Kansas standards.
- Provide professional development and instructional support focused on effective Tier I instruction, data-driven decision making, mathematics instruction, literacy, and intervention.
- Provide opportunities for small-group and individualized instruction based on student assessment data.
- Maintain appropriate paraeducator and special education staffing to support students with identified learning needs.
- Continue investing in social-emotional, behavioral, and attendance supports that reduce barriers to students accessing classroom instruction.
- Use state and local assessment data throughout the school year to identify individual skill gaps and adjust instruction and interventions.

(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.

Administration recommends that the Board estimate 3–5 years for all students to achieve grade-level proficiency, provided the identified budget actions and interventions are implemented and sustained. The district expects measurable annual progress, with particular attention to mathematics while continuing the positive growth demonstrated in ELA. Individual student timelines may vary based on academic need, attendance, disability, mobility, social-emotional needs, and other individual factors. State assessment results will be reviewed annually, with local assessment and progress-monitoring data reviewed throughout each school year to determine student growth and adjust interventions as needed.

Building State Assessment Review

District: 369 Burrton

School: Burrton MS/HS

Building Number: 4736

Grades Served: 7-12

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

State assessment results indicate that academic proficiency remains an area of need at the middle school/high school level. In ELA, approximately **23% of tested students scored at Levels 3 or 4 in 2025 compared with approximately 26% in 2026**. In mathematics, approximately **27% scored at Levels 3 or 4 in 2025 compared with approximately 29% in 2026**.

Although both content areas demonstrated improvement, a majority of tested students continue to perform at Levels 1 and 2. This indicates a continued need for strong Tier I instruction, targeted interventions, progress monitoring, and opportunities for additional academic support.

Identified barriers include:

- Gaps in foundational reading, writing, and mathematics skills that may have accumulated over multiple school years.
- A significant number of students performing below grade-level expectations who require targeted intervention in addition to core instruction.
- Student attendance and absenteeism that can result in lost instructional time and academic gaps.
- Increasing social-emotional and behavioral needs that affect student engagement and academic performance.
- High levels of poverty and other socioeconomic factors that may create additional barriers to student achievement.
- The challenge of providing multiple levels of intervention and course opportunities within a small district with limited staffing and resources.
- The need to recruit and retain high-quality certified and classified staff, particularly in specialized and hard-to-fill content areas.
- Small grade-level cohorts, where the performance or movement of a small number of students can result in significant changes in district percentages from year to year.

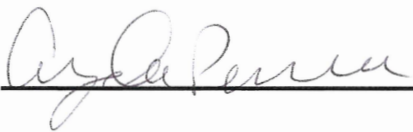
(B) Identify the budget actions that should be taken to address and remove those barriers.

To address the barriers identified through the assessment data, district resources should continue to prioritize high-quality instruction, intervention, student support, and staff retention. Budget actions include:

- Maintain competitive salaries and benefits to recruit and retain highly qualified certified and classified staff.
- Provide targeted academic intervention and additional instructional opportunities for students performing at Levels 1 and 2.
- Support implementation of the district's flexible schedule to provide opportunities for intervention, reteaching, enrichment, and individualized academic support.
- Provide high-quality, standards-aligned curriculum and instructional resources in ELA and mathematics.
- Invest in professional development focused on effective Tier I instruction, intervention strategies, data analysis, and differentiation.
- Maintain appropriate special education and paraeducator staffing to support students with identified learning needs.
- Continue providing social-emotional, behavioral, counseling, and attendance supports to address nonacademic barriers to student achievement.
- Utilize state assessment, local assessment, classroom, and progress-monitoring data to identify individual student needs and determine appropriate interventions.

(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.

Administration recommends that the Board estimate 3–5 years for all students to achieve grade-level proficiency, provided the identified budget actions and interventions are implemented and sustained. The district expects measurable annual improvement in both ELA and mathematics, including an increase in students performing at Levels 3 and 4 and a reduction in students performing at Level 1. Individual student timelines may vary based on academic need, attendance, disability, mobility, social-emotional needs, and other individual factors. Progress will be monitored throughout each school year and reviewed annually to determine whether interventions and budget actions should be continued or adjusted.

Board President: 

Date: 8-17-26