

BUILDING NEEDS ASSESSMENT & STATE ASSESSMENTS REVIEW



Guidance & Budget Usage

INCORPORATING INTO THE BUDGET PROCESS

Section 12 of [2022 Senate Sub for HB 2567](#) amends [K.S.A. 72-1163](#) starting July 1, 2022, and each year after, as follows:

- the USD board of education shall publish the conducted needs assessment and state assessment review to the USD website; a copy of both should be kept on file at the USD administrative offices.
- The required notice to be published per [K.S.A. 79-2929](#) (Code 99), and amendments thereto, shall now also include a statement that the needs assessment and state assessment review is on file at the USD administrative offices.
- In the minutes of the meeting at which the USD board of education approves its annual budget, the following shall also be included:
 - that the needs assessment was provided to the USD board of education
 - that the needs assessment was evaluated by the USD board of education
 - how the USD board of education used the needs assessment in the approval of the USD budget.
- The USD board of education shall review state assessment results and, as a part of the review, shall document the following:
 - The barriers that must be overcome to have all students achieve proficiency above level 2 for grade level academic expectations on state assessments.
 - any budget actions, including, but not limited to, recommendations on reallocation of resources that should be taken to address and remove barriers identified in (A)
 - the amount of time the USD board of education estimates it will take for all students to achieve proficiency above level 2 for grade level academic expectations on the state assessments if such budget actions are implemented.

BUILDING NEEDS ASSESSMENT & STATE ASSESSMENTS REVIEW



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INCORPORATING INTO THE BUDGET PROCESS

Building Needs Assessment

Requirements

The USD board of education must complete a needs assessment of each attendance center within the USD. A tracking document should be used (may use KSDE template) and should include important questions to monitor the data and progress of the building, evaluate curriculum, staffing and facility needs as well as other important items to consider for the continued growth of the school. Per [K.S.A. 72-1163](#), the needs assessment should also track the progress of the attendance center to meet the goal set forth in [K.S.A. 72-3218\(c\)](#) (State Board of Education's Outcomes and Educational Capacities aka Rose Capacities).

The Needs Assessment for each school must be used by the USD board of education when approving the annual Budget and must be available at the USD administrative offices and posted to the USD website.

The minutes of the meeting at which the board approves the annual Budget, should include that each building's needs assessments that the needs assessment was provided to, and evaluated by, the USD board of education and how the USD board of education used the needs assessment in the approval of the USD budget

Suggestions

Leadership at each attendance center should evaluate their needs assessment through usual district procedures (i.e. Teacher Leadership Teams, Site Councils, Building Leadership Teams, Professional Learning Communities, etc.) and submit to district leadership for consideration. District leadership will use the needs assessment completed by each attendance center to create the USD official needs assessment by building that may then be shared with the USD board of education.

CAUTION: If using local data, be sure there is no personally identifiable information within the needs assessment.

Resources

[KSDE's Data Central](#) will be the best resource. Please also reference the "Resources" tab on the [Excel Template](#) for more resources.

BUILDING NEEDS ASSESSMENT & STATE ASSESSMENTS REVIEW



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INCORPORATING INTO THE BUDGET PROCESS

State Assessments Review

Requirements

The USD board of education should review state assessment results and document the following:

- (A) The barriers that must be overcome to have all students achieve proficiency above level 2 for grade level academic expectations on state assessment.
- (B) any budget actions, including, but not limited to, recommendations on reallocation of resources that should be taken to address and remove barriers identified in (A).
- (C) the amount of time the USD board of education estimates it will take for all students to achieve proficiency above level 2 for grade level academic expectations on the state assessment if such budget actions are implemented.

The USD board of education should review data on student performance and then consider the curriculum, staffing, building, student, family and community needs.

The State Assessments Review must be posted on the USD website and a copy should be kept on file at the USD administrative offices.

Suggestions

Leadership at each attendance center may evaluate their buildings state assessments through normal district procedures (i.e. Teacher Leadership Teams, Site Councils, Building Leadership Teams, Professional Learning Communities, etc.) and submit to district leadership for consideration. District leadership will use the state assessments review from each attendance center to create the USD official state assessments review that may be shared with the USD board of education. The board will then adopt the USD official state assessment review.

Resources

[KSDE's Data Central](#) will be the best resource, specifically the [Performance Accountability Report](#). Please refer to the "Resources" tab on the Excel Template for a list of all resources.

BUILDING NEEDS ASSESSMENT & STATE ASSESSMENTS REVIEW



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INCORPORATING INTO THE BUDGET PROCESS

Templates

KSDE has created a template for districts to use in order to help make these new requirements as easy as possible. USDs can download the template in [Excel](#) (Word & PDF coming soon). There are two parts to each template: Building Needs Assessment & State Assessments Review.

Note: If using the [Excel Template](#), users can fill out information on the District Info tab, which will fill-in throughout the template.

Building Needs Assessment

The questions within the KSDE template are suggestions only, however, the following questions with a light green background are specifically mentioned in [K.S.A. 72-1163 \(3\)](#) as stated above. KSDE also suggests including the questions below with a light red/pink background to support Section 12, paragraph (2) (B) of [2022 Senate Sub for HB 2567](#). Otherwise, USDs can use some or all of the questions in the templates or may continue to use a Building Needs Assessment template they are already using.

o. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?
p. Have you set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?
c. 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.
2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.
3. Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation.
4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness.
5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.
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.
7. Sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in job market.

Each attendance center within the district must have a needs assessment. If using the [Excel template](#), there will need to be a Needs Assessment worksheet tab for each school.

Tip: On the Excel template, it's suggested to edit the "Needs Assessment" tab to suit USD preference and then make a copy of the tab for each school.

BUILDING NEEDS ASSESSMENT & STATE ASSESSMENTS REVIEW



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INCORPORATING INTO THE BUDGET PROCESS

State Assessment Review

The KSDE template has fields to enter the attendance center name, grade levels served, barriers, budget actions and time for students to achieve. As suggested above, the leadership team at each building may organize their own state assessments review. The [Excel template](#) includes “Bldg 1 State Assessments Review”, which may be filled out by building leadership in order to help USD leadership complete the official State Assessments Review (“BOE State Assessments Review” tab on [Excel template](#)).

Tip: For Excel template, you may copy the “Bldg 1 State Assessments Review” tab so there is a separate tab for all attendance centers within the USD.

Note: Only one state assessment review report is *REQUIRED* to be completed by the USD board of education (this is the “BOE State Assessments Review” tab on the Excel template). It is up to the USD to decide if they want each buildings leadership team to complete a building level state assessments review (“Bldg 1 State Assessments Review” tab on Excel template) for district leadership to use when creating the USD official state assessments review (“BOE State Assessments Review” tab on the Excel template).

For more information, contact:

Dale Brungardt
Director of School Finance

(785) 296-3872
dbrungardt@ksde.org



Kansas State Department of Education
900 S.W. Jackson Street, Suite 356
Topeka, Kansas 66612-1212






(785) 296-3201
www.ksde.org

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Agenda Item Details

Meeting	May 13, 2024 - Regular Board Meeting
Category	Information Items
Subject	Building Needs Assessments and Resource Allocation
Access	Public
Type	

Public Content

-  Building Needs Assessment PHS.pdf (287 KB)
-  Building Needs Assessment PMS.pdf (326 KB)
-  Building Needs Assessment Sunflower.pdf (287 KB)
-  Building Needs Assessment Cottonwood.pdf (309 KB)
-  BOE State Assessment Review.pdf (58 KB)

BUILDING NEEDS ASSESSMENT

USD 368 USD Name Paola

Grades Served: 9-12

Building Name: Paola High School

2023-2024 BUILDING NEEDS ASSESSMENT FOR

2024-2025 BUDGET CONSIDERATIONS

SECTION 1: Student Needs		Notes
a. Student Headcount	594	
b. Percentage of students with an active IEP	13.13%	
c. Percentage of students enrolled in English Language Learner (ELL) services	0%	
d. Percentage of students identified as At-Risk (Free lunch)?	26%	153 Free Students 178 Students are Identified as At-Risk 58 of those are on Free Lunch
e. Pupil-Teacher Ratio Average	15:23:1	

BUILDING NEEDS ASSESSMENT

USD 368 USD Name Paola

Grades Served: 9-12

Building Name: Paola High School

2023-2024 BUILDING NEEDS ASSESSMENT FOR

2024-2025 BUDGET CONSIDERATIONS

SECTION 1: Student Needs		Notes
f. Pupil-Teacher Ratio Median	15:23:1	
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?	Yes	
i. Is there a tiered system of support to target reading growth?	Yes	
j. Is there a tiered system of support to target math growth?	Yes	
k. Are there local assessments to measure reading growth?	Yes	Fastbridge

BUILDING NEEDS ASSESSMENT

USD 368 USD Name Paola

Grades Served: 9-12

Building Name: Paola High School

2023-2024 BUILDING NEEDS ASSESSMENT FOR

2024-2025 BUDGET CONSIDERATIONS

SECTION 1: Student Needs		Notes
l. Are there local assessments to measure math growth?	Yes	Unit Tests, Semester Finals
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes	PACP, Summer School, Success Classroom, Achieve
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?		Math Dept. Course Sequencing, ELA Interims, Reading Inservice, Vocabulary Training
o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Yes	Math MTSS Course and ELA Interims

BUILDING NEEDS ASSESSMENT

USD 368 USD Name Paola

Grades Served: 9-12

Building Name: Paola High School

2023-2024 BUILDING NEEDS ASSESSMENT FOR

2024-2025 BUDGET CONSIDERATIONS

SECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star Recognition plans/rubrics)		Notes
a. How is social/emotional growth being measured?	7 Mindsets	
b. What are the targets/goals related to social/emotional growth?	Self-Efficacy and Resilience	
c. How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)	N/A	
d. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)	N/A	
e. How are successes of Individual Plans of Study being measured?	Star Recognition Application Targets	
f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)	Students will continue to acquire the knowledge, attitudes, and skills necessary to understand and manage emotions, establish positive relationships, and make responsible decisions.	
g. How are you ensuring students are civically engaged?	Involvement in CTSO's, KAY, STUCO	

BUILDING NEEDS ASSESSMENT

USD 368 USD Name Paola

Grades Served: 9-12

Building Name: Paola High School

2023-2024 BUILDING NEEDS ASSESSMENT FOR

2024-2025 BUDGET CONSIDERATIONS

SECTION 3: Curriculum Needs		Notes
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Summer School, Finals Schedule Changes to allow for end of the semester academic completion. ACT Test Prep Workshops.	
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	

BUILDING NEEDS ASSESSMENT

USD 368 USD Name Paola

Grades Served: 9-12

Building Name: Paola High School

2023-2024 BUILDING NEEDS ASSESSMENT FOR

2024-2025 BUDGET CONSIDERATIONS

SECTION 4: Educational Capacities (pursuant to K.S.A. 72-3218)		Notes
b. Subjects and areas of instruction necessary to meet the graduation requirements adopted by the state board of education are taught. (only if building serves Grades 10-12)	Yes	
c. Is every child in your school provided at least the following capacities?	Yes	
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	

BUILDING NEEDS ASSESSMENT

USD 368 USD Name Paola

Grades Served: 9-12

Building Name: Paola High School

2023-2024 BUILDING NEEDS ASSESSMENT FOR

2024-2025 BUDGET CONSIDERATIONS

SECTION 4: Educational Capacities (pursuant to K.S.A. 72-3218)		Notes
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	
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	
7. Sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in the job market.	Yes	

BUILDING NEEDS ASSESSMENT

USD 368 USD Name Paola

Grades Served: 9-12

Building Name: Paola High School

2023-2024 BUILDING NEEDS ASSESSMENT FOR

2024-2025 BUDGET CONSIDERATIONS

SECTION 5: Staff Needs		Notes
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	Licensure gap for ELA. Biology had a gap 1st semester.
b. How many classified support staff are currently employed?	8	3 paras, 1 library aide, 1 registrar, 3 secretaries
c. How many classified support staff are needed?	9	1 Paraprofessional
d. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	No	Social Worker and MTSS Coordinator are needed.

BUILDING NEEDS ASSESSMENT

USD 368 USD Name Paola

Grades Served: 9-12

Building Name: Paola High School

2023-2024 BUILDING NEEDS ASSESSMENT FOR

2024-2025 BUDGET CONSIDERATIONS

SECTION 5: Staff Needs		Notes
e. Are principals & other key staff trained to provide instructional leadership and professional development to teachers?	Yes	
f. What staff development is necessary for teachers to support student success and meet the school improvement goals?	Student Self Efficacy, MTSS Strategies, Resiliency	

BUILDING NEEDS ASSESSMENT

USD 368 USD Name Paola

Grades Served: 9-12

Building Name: Paola High School

2023-2024 BUILDING NEEDS ASSESSMENT FOR

2024-2025 BUDGET CONSIDERATIONS

SECTION 6: Facility Needs		Notes
a. Is there adequate space for student learning?	Yes	
b. Are there necessary repairs and/or adjustments to the existing space that need to be made?	Yes	FACS Lab renovation, CTE Labs,
c. Are additional School Buses needed or any additional Routes needed?	No	

BUILDING NEEDS ASSESSMENT

USD 368 USD Name Paola

Grades Served: 9-12

Building Name: Paola High School

2023-2024 BUILDING NEEDS ASSESSMENT FOR

2024-2025 BUDGET CONSIDERATIONS

SECTION 7: Family Needs/Community Relations		Notes
a. Do you have regular events to engage parents with teachers?	Yes	Site Council, Back 2 School Night, Family Art Night, CTE Advisory Councils
b. What types of caregiver training programs (teaching guardians how to give students help with homework, use 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	After Prom Committee
e. What types of communication exists with families? Is it adequate?	Website, IC Messenger, IEP Meetings, School Newspaper, Activity Scheduler. Yes, it is adequate.	
f. What types of communication/social media exists with your community? Is it adequate?	Facebook, X, Newspaper, Website. Yes, it is adequate.	

BUILDING NEEDS ASSESSMENT

USD 368 USD Name Paola

Grades Served: 9-12

Building Name: Paola High School

2023-2024 BUILDING NEEDS ASSESSMENT FOR

2024-2025 BUDGET CONSIDERATIONS

SECTION 8: School Data		Notes
a. Building Attendance Rate	93.86%	
b. Building Chronic Absenteeism Rate	17.34%	
c. District Chronic Absenteeism Rate	15.47%	
d. District Graduation Rate	100%	
e. District Dropout Rate	0.3%	

BUILDING NEEDS ASSESSMENT

USD 368 USD Name Paola

Grades Served: 9-12

Building Name: Paola High School

2023-2024 BUILDING NEEDS ASSESSMENT FOR

2024-2025 BUDGET CONSIDERATIONS

SECTION 8: School Data		Notes
a. What is our building graduation rate	100%	<ul style="list-style-type: none"> These are unofficial they will be updated in July
b. What is our building dropout rate?	.5%	<ul style="list-style-type: none"> These are unofficial they will be updated in July
c. What is our average comprehensive ACT score?	20.4	<ul style="list-style-type: none"> These are unofficial they will be updated in July

BUILDING NEEDS ASSESSMENT

USD 368 USD Name Paola

Grades Served: 9-12

Building Name: Paola High School

2023-2024 BUILDING NEEDS ASSESSMENT FOR

2024-2025 BUDGET CONSIDERATIONS

SECTION 9: Other Data		Notes
a. Based on the building leadership team’s analysis, what are the barriers your school faces with non-assessment related issues?	Chronic Absenteeism, Student Resiliency	
1. Can these be achieved with additional resources?	YES	Staffing (Social Worker)

BUILDING NEEDS ASSESSMENT

USD 368 USD Name Paola

Grades Served: 6-8

Building Name: Paola Middle School

2023-2024 BUILDING NEEDS ASSESSMENT FOR

2024-2025 BUDGET CONSIDERATIONS

SECTION 1: Student Needs		Notes
a. Student Headcount	440	
b. Percentage of students with an active IEP	15.70%	
c. Percentage of students enrolled in English Language Learner (ELL) services	<1%	
d. Percentage of students identified as At-Risk (Free lunch)?	33%	143 Free Students 186 Students are identified as At-Risk of those 80 are on Free Lunch
e. Pupil-Teacher Ratio Average	13:1	

BUILDING NEEDS ASSESSMENT

USD 368 USD Name Paola

Grades Served: 6-8

Building Name: Paola Middle School

2023-2024 BUILDING NEEDS ASSESSMENT FOR

2024-2025 BUDGET CONSIDERATIONS

SECTION 1: Student Needs		Notes
f. Pupil-Teacher Ratio Median	13:1	
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. Is there a tiered system of support to target reading growth?	Yes	
j. Is there a tiered system of support to target math growth?	Yes	
k. Are there local assessments to measure reading growth?	Yes	Fastbridge/IXL

BUILDING NEEDS ASSESSMENT

USD 368 USD Name Paola

Grades Served: 6-8

Building Name: Paola Middle School

2023-2024 BUILDING NEEDS ASSESSMENT FOR

2024-2025 BUDGET CONSIDERATIONS

SECTION 1: Student Needs		Notes
l. Are there local assessments to measure math growth?	Yes	Fastbridge/IXL
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes	Provide Math Homework help 2 times per week/Kid Wind/Hubbard Math/Scholar's Bowl
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	PLC Unit Planning, IXL, Interim Assessments	
o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Level up groups for math/Math Lab	Adding Reading Lab for students in 24-25

BUILDING NEEDS ASSESSMENT

USD 368 USD Name Paola

Grades Served: 6-8

Building Name: Paola Middle School

2023-2024 BUILDING NEEDS ASSESSMENT FOR

2024-2025 BUDGET CONSIDERATIONS

SECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star Recognition plans/rubrics)		Notes
a. How is social/emotional growth being measured?	7 Mindsets	
b. What are the targets/goals related to social/emotional growth?	Self-regulation, Conflict resolution, Positive relational interaction	
c. How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)	N/A	
d. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)	N/A	
e. How are successes of Individual Plans of Study being measured?	Students complete lessons in Xello, 7th/8th grade students take a career exploration class, 8th grade students participate in Reality U	
f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)	N/A	
g. How are you ensuring students are civically engaged?	PMS offers all students the ability to participate in civic engagement through various clubs. The social studies department creates lessons that involve students interacting with governmental agencies, etc.	

BUILDING NEEDS ASSESSMENT

USD 368 USD Name Paola

Grades Served: 6-8

Building Name: Paola Middle School

2023-2024 BUILDING NEEDS ASSESSMENT FOR

2024-2025 BUDGET CONSIDERATIONS

SECTION 3: Curriculum Needs		Notes
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	math tutoring, summer tutoring, art club, chess club	
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	Students could benefit from more interactive technology tools, i.e.- interactive boards, TVs, smart boards, etc.

BUILDING NEEDS ASSESSMENT

USD 368 USD Name Paola

Grades Served: 6-8

Building Name: Paola Middle School

2023-2024 BUILDING NEEDS ASSESSMENT FOR

2024-2025 BUDGET CONSIDERATIONS

SECTION 4: Educational Capacities (pursuant to K.S.A. 72-3218)		Notes
b. Subjects and areas of instruction necessary to meet the graduation requirements adopted by the state board of education are taught. (only if building serves Grades 10-12)	N/A	
c. 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	

BUILDING NEEDS ASSESSMENT

USD 368 USD Name Paola

Grades Served: 6-8

Building Name: Paola Middle School

2023-2024 BUILDING NEEDS ASSESSMENT FOR

2024-2025 BUDGET CONSIDERATIONS

SECTION 4: Educational Capacities (pursuant to K.S.A. 72-3218)		Notes
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	
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	
7. Sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in the job market.	Yes	

BUILDING NEEDS ASSESSMENT

USD 368 USD Name Paola

Grades Served: 6-8

Building Name: Paola Middle School

2023-2024 BUILDING NEEDS ASSESSMENT FOR

2024-2025 BUDGET CONSIDERATIONS

SECTION 5: Staff Needs		Notes
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?	Yes	
b. How many classified support staff are currently employed?	11	
c. How many classified support staff are needed?	15	
d. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	No	A student support services counselor/social worker would be beneficial.

BUILDING NEEDS ASSESSMENT

USD 368 USD Name Paola

Grades Served: 6-8

Building Name: Paola Middle School

2023-2024 BUILDING NEEDS ASSESSMENT FOR

2024-2025 BUDGET CONSIDERATIONS

SECTION 5: Staff Needs		Notes
e. Are principals & other key staff trained to provide instructional leadership and professional development to teachers?	Yes	
f. What staff development is necessary for teachers to support student success and meet the school improvement goals?	Continued MTSS training for staff	

BUILDING NEEDS ASSESSMENT

USD 368 USD Name Paola

Grades Served: 6-8

Building Name: Paola Middle School

2023-2024 BUILDING NEEDS ASSESSMENT FOR

2024-2025 BUDGET CONSIDERATIONS

SECTION 6: Facility Needs		Notes
a. Is there adequate space for student learning?	Yes	
b. Are there necessary repairs and/or adjustments to the existing space that need to be made?	Yes	Updated learning spaces
c. Are additional School Buses needed or any additional Routes needed?	No	

BUILDING NEEDS ASSESSMENT

USD 368 USD Name Paola

Grades Served: 6-8

Building Name: Paola Middle School

2023-2024 BUILDING NEEDS ASSESSMENT FOR

2024-2025 BUDGET CONSIDERATIONS

SECTION 7: Family Needs/Community Relations		Notes
a. Do you have regular events to engage parents with teachers?	Yes	P/T Conferences/Open House/Art/STEM Night/Kay Blood Drive/STUCO Bingo Night/Site Council, Parent Orientation Night
b. What types of caregiver training programs (teaching guardians how to give students help with homework, use technology that students will be required to use, etc.) are provided?	Open House- August	
c. Do you have an active Site Council?	Yes	
d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?	No	
e. What types of communication exists with families? Is it adequate?	Weekly IC messages, monthly newsletter, textcaster, Facebook, yes, it is adequate	
f. What types of communication/social media exists with your community? Is it adequate?	Facebook, textcaster, newspaper, website- yes, it is adequate	

BUILDING NEEDS ASSESSMENT

USD 368 USD Name Paola

Grades Served: 6-8

Building Name: Paola Middle School

2023-2024 BUILDING NEEDS ASSESSMENT FOR

2024-2025 BUDGET CONSIDERATIONS

SECTION 8: School Data		Notes
a. Building Attendance Rate	93.75%	
b. Building Chronic Absenteeism Rate	17.52%	
c. District Chronic Absenteeism Rate	15.47%	
d. District Graduation Rate	100%	
e. District Dropout Rate	0.3%	

BUILDING NEEDS ASSESSMENT

USD 368 USD Name Paola

Grades Served: 6-8

Building Name: Paola Middle School

2023-2024 BUILDING NEEDS ASSESSMENT FOR

2024-2025 BUDGET CONSIDERATIONS

SECTION 8: School Data	Notes	
a. What is our building graduation rate	N/A	
b. What is our building dropout rate?	N/A	
c. What is our average comprehensive ACT score?	N/A	

BUILDING NEEDS ASSESSMENT

USD 368 USD Name Paola

Grades Served: 6-8

Building Name: Paola Middle School

2023-2024 BUILDING NEEDS ASSESSMENT FOR

2024-2025 BUDGET CONSIDERATIONS

SECTION 9: Other Data		Notes
a. Based on the building leadership team's analysis, what are the barriers your school faces with non-assessment related issues?	Social/Emotional Development in students. Exploratory electives outside of fine arts and study skills. Finding cyclical/meaningful collaboration time for teachers	
1. Can these be achieved with additional resources?	Yes. Additional staff (social worker)	

BUILDING NEEDS ASSESSMENT

USD 368 USD Name Paola

Grades Served: 3-5

Building Name: Sunflower

2023-2024 BUILDING NEEDS ASSESSMENT FOR

2024-2025 BUDGET CONSIDERATIONS

SECTION 1: Student Needs		Notes
a. Student Headcount	382	
b. Percentage of students with an active IEP	29.00%	
c. Percentage of students enrolled in English Language Learner (ELL) services	1.00%	
d. Percentage of students identified as At-Risk (Free lunch)?	35%	134 Free Students 241 Students are identified as At -Risk of those 98 are on Free Lunch
e. Pupil-Teacher Ratio Average	10:1	Includes all SPED, Special Services, and Specials

BUILDING NEEDS ASSESSMENT

USD 368 USD Name Paola

Grades Served: 3-5

Building Name: Sunflower

2023-2024 BUILDING NEEDS ASSESSMENT FOR

2024-2025 BUDGET CONSIDERATIONS

SECTION 1: Student Needs		Notes
f. Pupil-Teacher Ratio Median	10:1	
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. Is there a tiered system of support to target reading growth?	Yes	
j. Is there a tiered system of support to target math growth?	Yes	
k. Are there local assessments to measure reading growth?	Yes	Fastbridge

BUILDING NEEDS ASSESSMENT

USD 368 USD Name Paola

Grades Served: 3-5

Building Name: Sunflower

2023-2024 BUILDING NEEDS ASSESSMENT FOR

2024-2025 BUDGET CONSIDERATIONS

SECTION 1: Student Needs		Notes
l. Are there local assessments to measure math growth?	Yes	iReady
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes	MTSS, Panther Clubs, Hubbard Math, Lego League, Summer Field Trips, Tutoring
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	Yes	Interventions based upon skill deficits.
o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Yes	Targeted intervention groups, implemented weekly progress monitoring for Tier 3 students and bi-weekly for Tier 2. Specialist (Title & SPED) working with each grade level. Math interventionist , school-wide title has been implemented.

BUILDING NEEDS ASSESSMENT

USD 368 USD Name Paola

Grades Served: 3-5

Building Name: Sunflower

2023-2024 BUILDING NEEDS ASSESSMENT FOR

2024-2025 BUDGET CONSIDERATIONS

SECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star Recognition plans/rubrics)		Notes
a. How is social/emotional growth being measured?	7 Mindsets	
b. What are the targets/goals related to social/emotional growth?	Students will continue to acquire the knowledge, attitudes, and skills necessary to understand and manage emotions, establish positive relationships, and make responsible decisions.	
c. How do you determine students are ready for kindergarten? (Only if building serves Kindergarteners)	N/A	
d. What are the targets/goals related to Kindergarten Readiness? (Only if building serves Kindergarteners)	N/A	
e. How are successes of Individual Plans of Study being measured?	N/A	
f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)	N/A	
g. How are you ensuring students are civically engaged?	Panther Clubs	

BUILDING NEEDS ASSESSMENT

USD 368 USD Name Paola

Grades Served: 3-5

Building Name: Sunflower

2023-2024 BUILDING NEEDS ASSESSMENT FOR

2024-2025 BUDGET CONSIDERATIONS

SECTION 3: Curriculum Needs		Notes
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Kids Connect Club, Girls on the Run, Jump Start, summer tutoring	
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	

BUILDING NEEDS ASSESSMENT

USD 368 USD Name Paola

Grades Served: 3-5

Building Name: Sunflower

2023-2024 BUILDING NEEDS ASSESSMENT FOR

2024-2025 BUDGET CONSIDERATIONS

SECTION 4: Educational Capacities (pursuant to K.S.A. 72-3218)		Notes
b. Subjects and areas of instruction necessary to meet the graduation requirements adopted by the state board of education are taught. (only if building serves Grades 10-12)	N/A	
c. 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	

BUILDING NEEDS ASSESSMENT

USD 368 USD Name Paola

Grades Served: 3-5

Building Name: Sunflower

2023-2024 BUILDING NEEDS ASSESSMENT FOR

2024-2025 BUDGET CONSIDERATIONS

SECTION 4: Educational Capacities (pursuant to K.S.A. 72-3218)		Notes
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	
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	
7. Sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in the job market.	Yes	

BUILDING NEEDS ASSESSMENT

USD 368 USD Name Paola

Grades Served: 3-5

Building Name: Sunflower

2023-2024 BUILDING NEEDS ASSESSMENT FOR

2024-2025 BUDGET CONSIDERATIONS

SECTION 5: Staff Needs		Notes
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?	Yes	
b. How many classified support staff are currently employed?	15	
c. How many classified support staff are needed?	15	
d. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	No	Student Service Coordinator is not filled. Instructional Coach is not filled. These positions were shared with Cottonwood and having these positions full time at each building would be beneficial.

BUILDING NEEDS ASSESSMENT

USD 368 USD Name Paola

Grades Served: 3-5

Building Name: Sunflower

2023-2024 BUILDING NEEDS ASSESSMENT FOR

2024-2025 BUDGET CONSIDERATIONS

SECTION 5: Staff Needs		Notes
e. Are principals & other key staff trained to provide instructional leadership and professional development to teachers?	Yes	
f. What staff development is necessary for teachers to support student success and meet the school improvement goals?	Ongoing training in the Science of Reading	

BUILDING NEEDS ASSESSMENT

USD 368 USD Name Paola

Grades Served: 3-5

Building Name: Sunflower

2023-2024 BUILDING NEEDS ASSESSMENT FOR

2024-2025 BUDGET CONSIDERATIONS

SECTION 6: Facility Needs		Notes
a. Is there adequate space for student learning?	Yes	
b. Are there necessary repairs and/or adjustments to the existing space that need to be made?	No	
c. Are additional School Buses needed or any additional Routes needed?	No	

BUILDING NEEDS ASSESSMENT

USD 368 USD Name Paola

Grades Served: 3-5

Building Name: Sunflower

2023-2024 BUILDING NEEDS ASSESSMENT FOR

2024-2025 BUDGET CONSIDERATIONS

SECTION 7: Family Needs/Community Relations		Notes
a. Do you have regular events to engage parents with teachers?	Yes	Girls Gala, STEM Night, Boys Bash, 7 Mindsets Family Nights, Sneak Peek, Parent Teacher Conferences, Site Council.
b. What types of caregiver training programs (teaching guardians how to give students help with homework, use technology that students will be required to use, etc.) are provided?	No	
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	PTO
e. What types of communication exists with families? Is it adequate?	Emails, Textcaster, newsletters, Facebook, Website and Newspaper. Yes, it is adequate.	
f. What types of communication/social media exists with your community? Is it adequate?	Textcaster, Facebook, Website and Newspaper Yes, it is adequate	

BUILDING NEEDS ASSESSMENT

USD 368 USD Name Paola

Grades Served: 3-5

Building Name: Sunflower

2023-2024 BUILDING NEEDS ASSESSMENT FOR

2024-2025 BUDGET CONSIDERATIONS

SECTION 8: School Data		Notes
a. Building Attendance Rate	94.43%	
b. Building Chronic Absenteeism Rate	12.72%	
c. District Chronic Absenteeism Rate	15.47%	
d. District Graduation Rate	100%	
e. District Dropout Rate	0.3%	

BUILDING NEEDS ASSESSMENT

USD 368 USD Name Paola

Grades Served: 3-5

Building Name: Sunflower

2023-2024 BUILDING NEEDS ASSESSMENT FOR

2024-2025 BUDGET CONSIDERATIONS

SECTION 8: School Data	Notes	
a. What is our building graduation rate	N/A	
b. What is our building dropout rate?	N/A	
c. What is our average comprehensive ACT score?	N/A	

BUILDING NEEDS ASSESSMENT

USD 368 USD Name Paola

Grades Served: 3-5

Building Name: Sunflower

2023-2024 BUILDING NEEDS ASSESSMENT FOR

2024-2025 BUDGET CONSIDERATIONS

SECTION 9: Other Data		Notes
a. Based on the building leadership team’s analysis, what are the barriers your school faces with non-assessment related issues?	The numerous and various social emotional needs that our students have.	
1. Can these be achieved with additional resources?	Truly, this is a societal issue. Many of our students have mental health needs that are beyond something we can provide at school.	Continued partnership with ELC.

BUILDING NEEDS ASSESSMENT

USD 368 USD Name: Paola

Grades Served: PK-2

Building Name: Cottonwood

2023-2024 BUILDING NEEDS ASSESSMENT FOR

2024-2025 BUDGET CONSIDERATIONS

SECTION 1: Student Needs		Notes
a. Student Headcount	372	Includes- Preschool (3 and 4), Community Speech
b. Percentage of students with an active IEP	27.68%	Includes- Speech, OT, Academic, Behavior
c. Percentage of students enrolled in English Language Learner (ELL) services	2.00%	
d. Percentage of students identified as At-Risk (Free lunch)?	39%	144 Free Students 171 students are identified as At-Risk of those 62 are on Free Lunch
e. Pupil-Teacher Ratio Average	13:1	Includes- ALL Certified Staff (Specials, Title, SPED, Classroom Teachers)

BUILDING NEEDS ASSESSMENT

USD 368 USD Name: Paola

Grades Served: PK-2

Building Name: Cottonwood

2023-2024 BUILDING NEEDS ASSESSMENT FOR

2024-2025 BUDGET CONSIDERATIONS

SECTION 1: Student Needs		Notes
f. Pupil-Teacher Ratio Median	13:1	
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. Is there a tiered system of support to target reading growth?	Yes	
j. Is there a tiered system of support to target math growth?	Yes	
k. Are there local assessments to measure reading growth?	Yes	Fastbridge

BUILDING NEEDS ASSESSMENT

USD 368 USD Name: Paola

Grades Served: PK-2

Building Name: Cottonwood

2023-2024 BUILDING NEEDS ASSESSMENT FOR

2024-2025 BUDGET CONSIDERATIONS

SECTION 1: Student Needs		Notes
l. Are there local assessments to measure math growth?	Yes	iReady Math
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes	Lego League, MTSS tier 2 and tier 3 groups
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	N/A	K-2 does not take state assessments, but does utilize the MTSS model, monthly data meetings, progress monitoring
o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	N/A	

BUILDING NEEDS ASSESSMENT

USD 368 USD Name: Paola

Grades Served: PK-2

Building Name: Cottonwood

2023-2024 BUILDING NEEDS ASSESSMENT FOR

2024-2025 BUDGET CONSIDERATIONS

SECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star Recognition plans/rubrics)		Notes
a. How is social/emotional growth being measured?	7 Mindsets	
b. What are the targets/goals related to social/emotional growth?	Identify Emotions and Self-Regulation of Emotions	
c. How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)	ASQ Information	
d. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)	Over the next five years, the number of students who enter Kindergarten ready to learn will increase overall by 10% in the area of academic development, on the ASQ and universal screener.	We will include ASQ results with incoming parents to share academic and developmental readiness.
e. How are successes of Individual Plans of Study being measured?	N/A	
f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)	N/A	
g. How are you ensuring students are civically engaged?	Civic Engagement is incorporated through our 7 Mindsets Curriculum. Students get the opportunity to complete various activities for local groups and services.	

BUILDING NEEDS ASSESSMENT

USD 368 USD Name: Paola

Grades Served: PK-2

Building Name: Cottonwood

2023-2024 BUILDING NEEDS ASSESSMENT FOR

2024-2025 BUDGET CONSIDERATIONS

SECTION 3: Curriculum Needs		Notes
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Lego League, Summer Tutoring, Jump Start Program during the 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	

BUILDING NEEDS ASSESSMENT

USD 368 USD Name: Paola

Grades Served: PK-2

Building Name: Cottonwood

2023-2024 BUILDING NEEDS ASSESSMENT FOR

2024-2025 BUDGET CONSIDERATIONS

SECTION 4: Educational Capacities (pursuant to K.S.A. 72-3218)		Notes
b. Subjects and areas of instruction necessary to meet the graduation requirements adopted by the state board of education are taught. (only if building serves Grades 10-12)	N/A	
c. 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	

BUILDING NEEDS ASSESSMENT

USD 368 USD Name: Paola

Grades Served: PK-2

Building Name: Cottonwood

2023-2024 BUILDING NEEDS ASSESSMENT FOR

2024-2025 BUDGET CONSIDERATIONS

SECTION 4: Educational Capacities (pursuant to K.S.A. 72-3218)		Notes
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	
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	
7. Sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in the job market.	Yes	

BUILDING NEEDS ASSESSMENT

USD 368 USD Name: Paola

Grades Served: PK-2

Building Name: Cottonwood

2023-2024 BUILDING NEEDS ASSESSMENT FOR

2024-2025 BUDGET CONSIDERATIONS

SECTION 5: Staff Needs		Notes
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?	Yes	
b. How many classified support staff are currently employed?	18	
c. How many classified support staff are needed?	18	
d. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	No	Student Service Coordinator is not filled. Instructional Coach is not filled. These positions were shared with Sunflower and having these positions full time at each building would be beneficial.

BUILDING NEEDS ASSESSMENT

USD 368 USD Name: Paola

Grades Served: PK-2

Building Name: Cottonwood

2023-2024 BUILDING NEEDS ASSESSMENT FOR

2024-2025 BUDGET CONSIDERATIONS

SECTION 5: Staff Needs		Notes
e. Are principals & other key staff trained to provide instructional leadership and professional development to teachers?	Yes	
f. What staff development is necessary for teachers to support student success and meet the school improvement goals?	Continued professional development in the science of reading and structure of MTSS	

BUILDING NEEDS ASSESSMENT

USD 368 USD Name: Paola

Grades Served: PK-2

Building Name: Cottonwood

2023-2024 BUILDING NEEDS ASSESSMENT FOR

2024-2025 BUDGET CONSIDERATIONS

SECTION 6: Facility Needs		Notes
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?	No	
c. Are additional School Buses needed or any additional Routes needed?	No	

BUILDING NEEDS ASSESSMENT

USD 368 USD Name: Paola

Grades Served: PK-2

Building Name: Cottonwood

2023-2024 BUILDING NEEDS ASSESSMENT FOR

2024-2025 BUDGET CONSIDERATIONS

SECTION 7: Family Needs/Community Relations		Notes
a. Do you have regular events to engage parents with teachers?	Yes	Title 1 Nights, Kindergarten Readiness Night
b. What types of caregiver training programs (teaching guardians how to give students help with homework, use technology that students will be required to use, etc.) are provided?	Title 1 Nights, Kindergarten Readiness 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	PTO
e. What types of communication exists with families? Is it adequate?	Newsletter, Facebook, Textcaster, Infinite Campus Messages, Email	
f. What types of communication/social media exists with your community? Is it adequate?	Facebook and Textcaster Website/Newspaper	

BUILDING NEEDS ASSESSMENT

USD 368 USD Name: Paola

Grades Served: PK-2

Building Name: Cottonwood

2023-2024 BUILDING NEEDS ASSESSMENT FOR

2024-2025 BUDGET CONSIDERATIONS

SECTION 8: School Data		Notes
a. Building Attendance Rate	94.5%	
b. Building Chronic Absenteeism Rate	12.72%	
c. District Chronic Absenteeism Rate	15.47%	
d. District Graduation Rate	100%	
e. District Dropout Rate	0.3%	

BUILDING NEEDS ASSESSMENT

USD 368 USD Name: Paola

Grades Served: PK-2

Building Name: Cottonwood

2023-2024 BUILDING NEEDS ASSESSMENT FOR

2024-2025 BUDGET CONSIDERATIONS

SECTION 8: School Data	Notes	
a. What is our building graduation rate	N/A	
b. What is our building dropout rate?	N/A	
c. What is our average comprehensive ACT score?	N/A	

BUILDING NEEDS ASSESSMENT

USD 368 USD Name: Paola

Grades Served: PK-2

Building Name: Cottonwood

2023-2024 BUILDING NEEDS ASSESSMENT FOR

2024-2025 BUDGET CONSIDERATIONS

SECTION 9: Other Data		Notes
a. Based on the building leadership team's analysis, what are the barriers your school faces with non-assessment related issues?	Social and Emotional Regulation remains a concern in our building	
1. Can these be achieved with additional resources?	With additional staff training and money spent on appropriate resources, I believe we can work to address the issues.	

2023-2024 Board of Education State Assessments Review for 2024-2025 Budget Considerations

District: 368 Paola

Based upon your schools Needs Assessment and State Assessment results, please identify the following:

- (A) The barriers that must be overcome for each student to achieve grade level proficiency on assessments
- (B) The budget actions that should be taken to address and remove those barriers
- (C) The amount of time the board estimates it will take for each student to achieve grade level proficiency on the state assessments if the budget actions would be implemented.

Board President Scott Golubski








Date 10 Jun 2024


School	Grades Served	(A) Barriers Related to Student Needs	(B) Budget Actions	(C) Time for students to Achieve	Board Rationale/Comments
Cottonwood	Prek-2	Social Emotional Wellness, School Readiness, Chronic Absences, Continued Staff Development on Science of Reading, Time for Collaboration, Data Analysis, Additional Staff (Student Services Coordinator/Instructional Coach), Recruitment of Highly Qualified Staff,	Increased wages to stay competitive to recruit and retain high quality staff, maintain budget to continue to update curriculum to meet changing needs, professional development in the Science of Reading, LETRS Training	Prek-2 students do not participate in State Assessments	
Sunflower	3-5	Social Emotional Wellness, Chronic Absences, Recruitment and Retention of Highly Qualified Staff, Time for Collaboration and Data Analysis, Additional Staff (Student Services Coordinator/Instructional Coach), Continued Staff Development in the Science of Reading,	Increased wages to stay competitive to recruit and retain high quality staff, maintain budget to continue to update curriculum to meet changing needs, professional development in the Science of Reading, LETRS Training	When public education is fully funded according to both state and federal statutes/guidelines for the entirety of all students' educational career prek-12.	
Paola Middle	6-8	Social Emotional Wellness, Chronic Absences, Students understanding the relevance of the information being taught, Recruitment and Retention of Highly Qualified Staff, Time for Collaboration and Data Analysis, Professional Development in Balanced Assessments, Curriculum Alignment, Professional Learning Communities, 21st Teaching Strategies for Generation Alpha, Additional Staff (Social Worker/Student Services Counselor), Review Building Schedule	Increased wages to stay competitive to recruit and retain high quality staff, maintain budget to continue to update curriculum to meet changing needs, professional development, purchase additional intervention programs for MTSS	When public education is fully funded according to both state and federal statutes/guidelines for the entirety of all students' educational career prek-12.	
Paola High	9-12	Social Emotional Wellness, Chronic Absences, Students understanding the relevance of the information being taught, Recruitment and Retention of Highly Qualified Staff, Professional Development in Curriculum Mapping, Time for Staff to Analyze Data and Collaborate, Additional Staff (Social Worker and Interventionist)	Increased wages to stay competitive to recruit and retain high quality staff, maintain budget to continue to update curriculum to meet changing needs, professional development	When public education is fully funded according to both state and federal statutes/guidelines for the entirety of all students' educational career prek-12W	

Agenda Item Details

Meeting	Jun 10, 2024 - Regular Board Meeting
Category	Information Items
Subject	Annual State Assessment Review - Building Needs Assessment Data Recap
Access	Public
Type	

Public Content

-  PHS Building Needs Assessment.pdf (270 KB)
-  PMS Building Needs Assessment .pdf (280 KB)
-  SES Building Needs Assessment.pdf (279 KB)
-  CES Building Needs Assessment .pdf (274 KB)
-  Annual Review of Kansas State Assessments BOE 2024.pdf (956 KB)



Annual
Review of
Kansas State
Assessments

2024

*Subjects – English Language Arts
Math
Science*

- GRADES ASSESSED

- ELA 3-8 AND 10TH MATH 3-8 AND 10TH SCIENCE 5, 8, 11

Performance Levels

Level 1 - A student at Level 1 shows a **limited ability** to understand and use the skills and knowledge needed for postsecondary readiness.

Level 2 - A student at Level 2 shows a **basic ability** to understand and use the skills and knowledge needed for postsecondary readiness.

Level 3 - A student at Level 3 shows an **effective ability** to understand and use the skills and knowledge needed for postsecondary readiness.

Level 4 - A student at Level 4 shows an **excellent ability** to understand and use the skills and knowledge needed for postsecondary readiness.

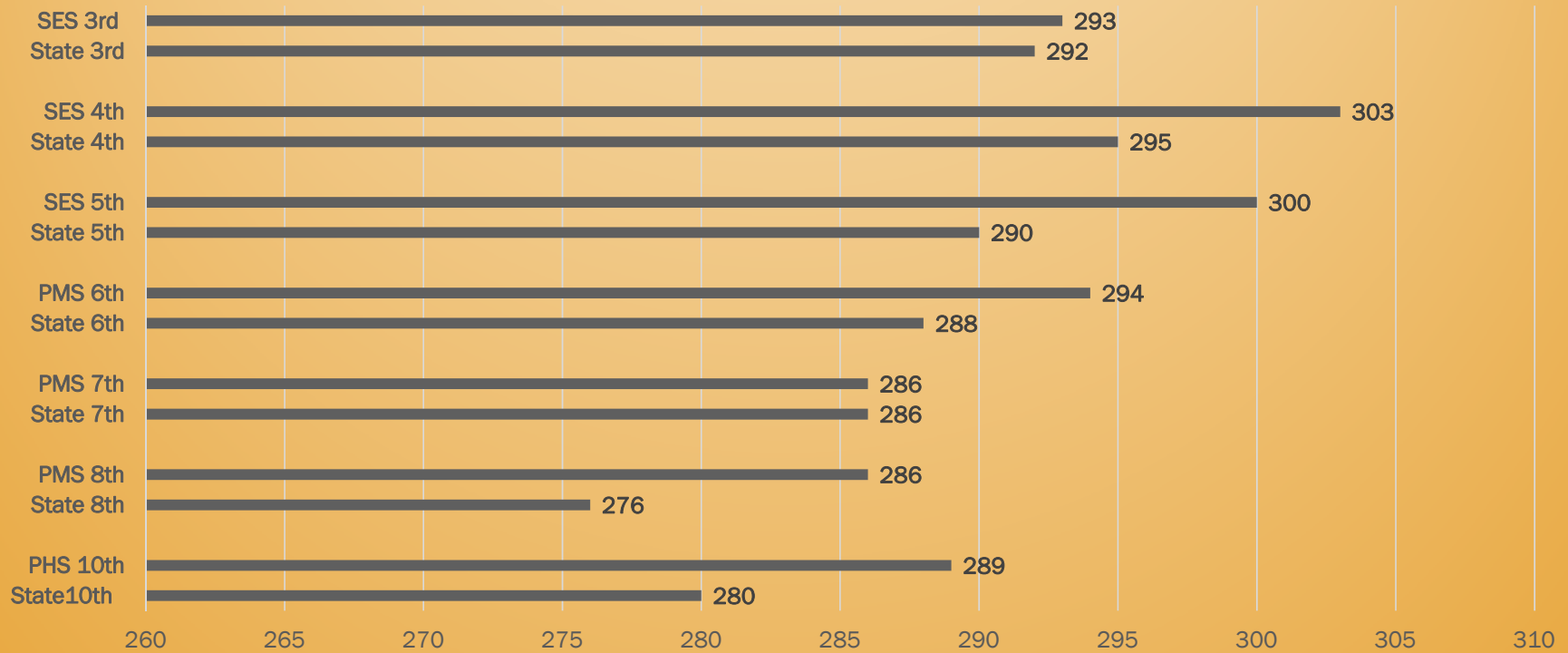
Scale Scores

Scale scores on all assessments range from 220 to 380

The Level 3 cut score is 300 for all assessments

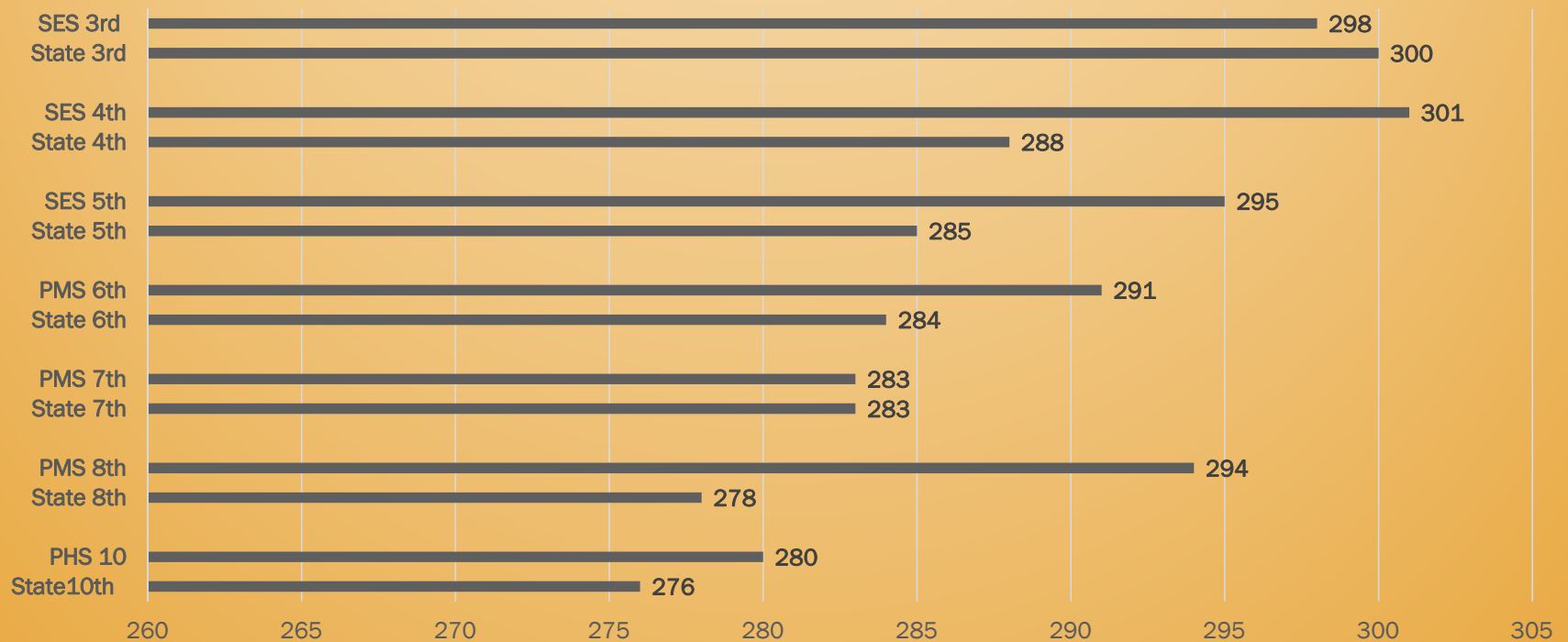
Scale scores can only be used to compare students in a single grade and subject area

English Language Arts Median District and State Performance



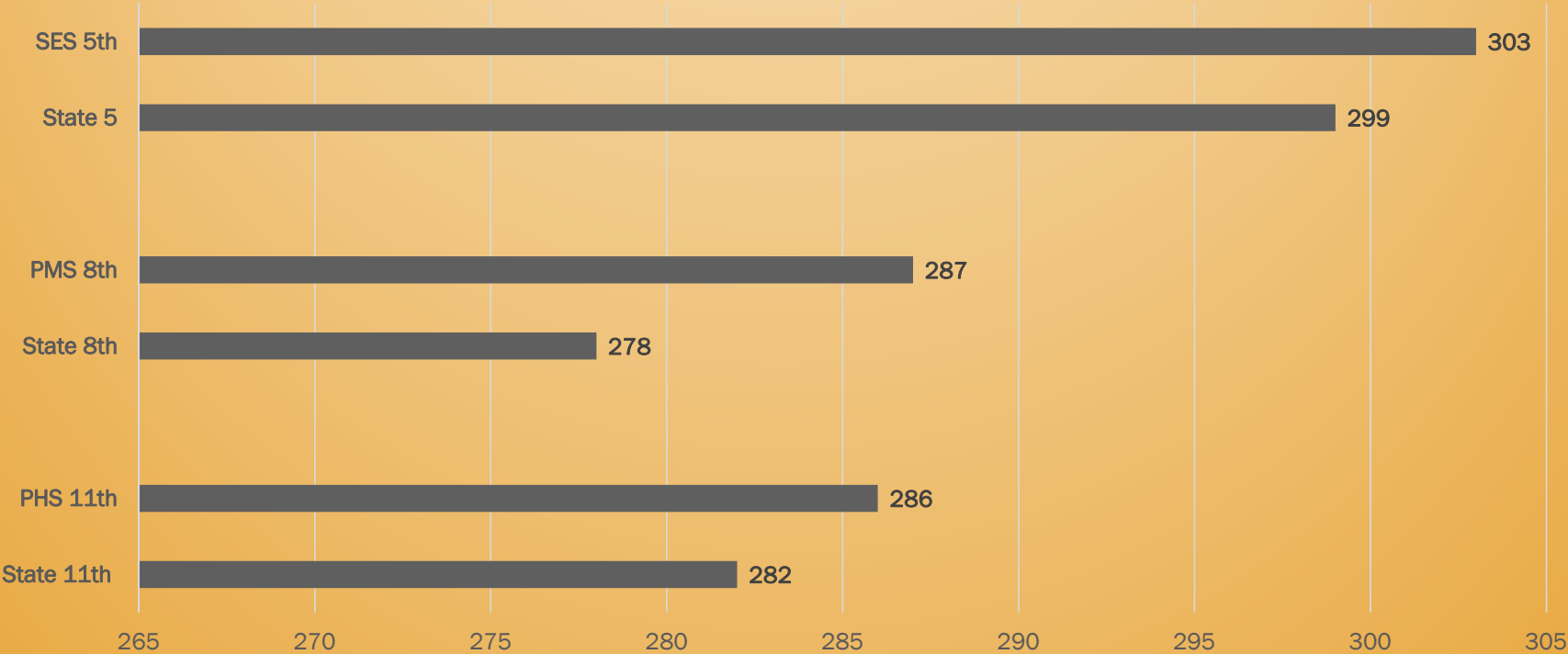
Mathematics

Median District and State Performance



Science

Median District and State Performance



Please remember that assessments are just one of several measures to consider when gauging student progress. Something as simple as a student not feeling well on the day of the assessment could impact his or her performance. This is why it is so important for you to use classroom interaction, homework and other strategies throughout the year to identify learning and achievement levels.

- DR. RANDY WATSON
- KANSAS COMMISSIONER OF EDUCATION (2022)

Percentage of Students in Each Performance Level by Grade English Language Arts

2024 English Grade	Level 1	Level 2	Level 3	Level 4	Percent at 3-4
3	29	29	28	14	42%
4	6	38	41	14	55%
5	16	31	37	16	53%
6	29	31	35	5	40%
7	29	40	25	6	31%
8	23	45	29	3	32%
10	22	44	30	4	34%

4th, 6th, 8th, and 10th grades increased the number of students in levels 3 and 4 compared to last year

English Language Arts Level 3 and 4 Compared to State

3rd Grade had 2% more in levels 3 and 4

4th Grade had 10% more in levels 3 and 4

5th Grade had 13% more in levels 3 and 4

6th Grade had 5% more in levels 3 and 4

7th Grade had 2% less than the state in levels 3 and 4

8th Grade had 8% more in levels 3 and 4

10th Grade had 6% more in levels 3 and 4

Percentage of Students in Each Performance Level by Grade Mathematics

2024 Math Grade	Level 1	Level 2	Level 3	Level 4	Percent at 3-4
3	15	35	37	13	50%
4	3	46	34	17	51%
5	19	36	27	18	45%
6	28	41	25	6	31%
7	16	58	23	3	26%
8	25	38	34	4	38%
10	38	44	15	3	18%

4th, 5th, 6th, 8th and 10th grades increased the number of students in levels 3 and 4 compared to last year

Math

Level 3 and 4 Compared to State

3rd Grade had 1% less than the state in levels 3 and 4

4th Grade had 13% more in levels 3 and 4

5th Grade had 12% more in levels 3 and 4

6th Grade the same amount in levels 3 and 4 as the State

7th Grade had 4% less than the state in levels 3 and 4

8th Grade had 13% more in levels 3 and 4

10th Grade had 4% less than the state in levels 3 and 4

Percentage of Students in Each Performance Level by Grade Science

2024 Science Grade	Level 1	Level 2	Level 3	Level 4	Percent at 3-4
5	13	35	34	18	52%
8	31	36	20	13	33%
11	31	36	22	11	33%

All grades increased the number of students in levels 3 and 4 compared to last year

Interventions To Address Barriers

A number of programs and trainings will be used to address barriers to help those students achieve a proficiency level above a 2 (basic ability).

The following is a list of, but not limited to, several programs/processes/assessments that are being used or will be used:

Science of Reading Training- Dyslexia Training – Fastbridge Assessments – Progress Monitoring - School Wide Title – Phonics Foundational Skills – Curriculum Reviews & Alignment– MTSS – Vocabulary – 7 Mindsets – Individual Plans of Study – IXL – Courses to Target At-Risk – Curriculum Based Assessments - Targeted Interventions - Professional Learning Communities – Co-Teaching – LETRS Training - Curriculum Mapping - Professional Learning Communities - Additional Staffing