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.

Kansas leads the world in the success of each student.

BUILDING NEEDS ASSESSMENT & STATE ASSESSMENTS REVIEW

Guidance & Budget Usage

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.

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

Guidance & Budget Usage

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

Guidance & Budget Usage

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:

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Agenda Item Details

Meeting   Jun 12, 2023 - Regular Board Meeting

Category   F. Information Items

Subject   1. Building Needs Assessment Review

Access   Public

Type

Public Content

📄 Annual Review of Kansas State Assessments BOE 2023TT.pptx (2,094 KB)

📄 2022-2023 Needs Assessment CES.pdf (134 KB)   📄 2022-2023 Needs Assessment - SES.pdf (158 KB)

📄 2022-2023 Needs Assessment - PMS.pdf (136 KB)   📄 2022-2023 Needs Assessment - PHS.pdf (135 KB)

📄 2022-2023 Needs Assessment Budget Consderations.pdf (155 KB)

Administrative Content

Executive Content

2021-2022 State Assessments Review for 2023-2024 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

Board President	Date

School	Grades Served	(A) Barriers Related to Student Needs	(B) Budget Actions	(C) Time for students to Achieve
Cottonwood	Prek-2	Social Emotional Wellness, School Readiness, Chronic Absences, Special Education Funding, Recuritment and Retention of Highly Qualified Staff	Additional special education funding that meets federal and state statute, increased wages to stay competitive to recruit and retain high quality staff, maintain budget to continue to update curriculum to meet changing needs,	When public education is fully funded according to both state and federal statues/guidelines for the entirety of all students' educational career prek-12.
Sunflower	3-5	Social Emotional Wellness, Chronic Absences, Special Education Funding, Recuritment and Retention of Highly Qualified Staff	Additional special education funding that meets federal and state statute, increased wages to stay competitive to recruit and retain high quality staff, maintain budget to continue to update curriculum to meet changing needs,	When public education is fully funded according to both state and federal statues/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 informaiton being taught, Special Education Funding, Recruitment and Retention of Highly Qualified Staff	Additional special education funding that meets federal and state statute, increased wages to stay competitive to recruit and retain high quality staff, maintain budget to continue to update curriculum to meet changing needs,	When public education is fully funded according to both state and federal statues/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 informaiton being taught, Special Education Funding, Recuritment and Retention of Highly Qualified Staff	Additional special education funding that meets federal and state statute, increased wages to stay competitive to recruit and retain high quality staff, maintain budget to continue to update curriculum to meet changing needs,	when public education is fully funded according to both state and federal statues/guidelines for the entirety of all students' educational career prek-12.

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

District:	368 Paola	Bldg #		Grades Served:
School:	Cottonwood Elementary		4701	Prek-2

Please consider the following questions as you complete the needs assessment for your building.		
SECTION 1: Student Needs		**Notes**
a. Student Headcount	431	This includes- Preschool, Speech (3 and 4 olds)- 361 K-2nd Grade
b. Percentage of students with an active IEP	22.60%	
c. Percentage of students enrolled in English Language Learner (ELL) services	2.00%	
d. Percentage of students identified as At-Risk (Free lunch)?	29.10%	
e. Pupil-Teacher Ratio Average	13:1	
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
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	
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	K-2 does not take state assesments, but 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?	We do not take state assesments K-2nd-No	

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?	Panaroma	
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.	
e. How are successes of Individual Plans of Study being measured?	N/A	

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

District:	368 Paola	Bldg #	Grades Served:
School:	Cottonwood Elementary	4701	Prek-2

Please consider the following questions as you complete the needs assessment for your building.		
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 Curriculm. Students get the opportunity to complete various activities for local groups and services.	

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	Smart Boards are getting outdated.

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 Grade 12)		Answers are based on age appropriate skills.
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	
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 job market.	Yes	

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

District:	368 Paola	Bldg #		Grades Served:
School:	Cottonwood Elementary	**4701**		**Prek-2**

Please consider the following questions as you complete the needs assessment for your building.		
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.?	Yes	
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 struture of MTSS	
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?	Yes	Floors and Ceiling repairs will be needed in the near future.
c. Are additional School Buses needed or any additional Routes needed?	No	
SECTION 7: Family Needs/Community Relations		**Notes**
a. Do you have regular events to engage parents with teachers?	Yes	
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, Kindergarden 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	Yes it is adequate
f. What types of communication/social media exists with your community? Is it adequate?	Facebook and Textcaster	Yes it is adequate
SECTION 8: School Data		**Notes**

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

District:	368 Paola	Bldg #		Grades Served:
School:	Cottonwood Elementary		4701	Prek-2

Please consider the following questions as you complete the needs assessment for your building.		
a. Building Attendance Rate	94.2%	2022, 94.5% preliminary 2023
b. Building Chronic Absenteeism Rate	13.0%	2022, 17.2% preliminary 2023
c. District Chronic Absenteeism Rate	18.9%	2022
d. District Graduation Rate	96.9%	2022
e. District Dropout Rate	0.3%	2022
SECTION 8A: High School Needs (buildings with grades 10 through 12 only)		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	
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.	
Additional building unique items:	This building is in need of small mechinical upgrades including flooring and ceiling repair.	
b.		

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

District:	368 Paola	Bldg #		Grades Served:
School:	Sunflower		4690	3-5

Please consider the following questions as you complete the needs assessment for your building.		
SECTION 1: Student Needs		**Notes**
a. Student Headcount	392	
b. Percentage of students with an active IEP	27.00%	
c. Percentage of students enrolled in English Language Learner (ELL) services	0.01%	
d. Percentage of students identified as At-Risk (Free lunch)?	33.92%	
e. Pupil-Teacher Ratio Average	13.1	
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	
l. Are there local assessments to measure math growth?	Yes	
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes	
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	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 interventonist , school-wide title has been implemented.
o. Are there 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)		**Notes**
a. How is social/emotional growth being measured?	Panorama	

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

District:	368 Paola	Bldg #	Grades Served:
School:	Sunflower	4690	3-5

Please consider the following questions as you complete the needs assessment for your building.		
b. What are the targets/goals related to social/emotional growth?	Over the next five years, students will continue to acquire the knowledge, attitudes, and skills necessary to understand and manage emotions, establish positive relationships, and make responsible decisions. The number of students who indicate favorable ratings on the Panorama screening at grades 3-12 in the areas of Social Emotion Regulation, Social Awareness, and Supportive Relationships will increase overall by 20%	
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?		Kids Connect Club
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	
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 Grade 12)	N/A	
c. Is every child in your school provided at least the following capacities?		

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

District:	368 Paola	Bldg #		Grades Served:
School:	Sunflower		4690	3-5

Please consider the following questions as you complete the needs assessment for your building.		
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	
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 job market.	Yes	
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.?	Yes	
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	
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	

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

District:	368 Paola	Bldg #	Grades Served:
School:	Sunflower	4690	3-5

Please consider the following questions as you complete the needs assessment for your building.		

SECTION 7: Family Needs/Community Relations		**Notes**
a. Do you have regular events to engage parents with teachers?	Yes	
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?		
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?	Emails, Textcaster, newsletters, Facebook	Yes it is adequate
f. What types of communication/social media exists with your community? Is it adequate?	Facebook, Textcaster	Yes it is adequate

SECTION 8: School Data		**Notes**
a. Building Attendance Rate	93.7%	2022, 94.2% preliminary 2023
b. Building Chronic Absenteeism Rate	18.3%	2022, 13.8% preliminary 2023
c. District Chronic Absenteeism Rate	18.9	2022
d. District Graduation Rate	96.90%	2022
e. District Dropout Rate	0.3%	2022

SECTION 8A: High School Needs (buildings with grades 10 through 12 only)		**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	

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?	Possibly some	
2. Why or why not?	Truly, this is a societal issue. Many of our students have mental health needs that are beyond something we can provide at school.	
b. Additional building unique items:		

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

District:	368 Paola	Bldg #	Grades Served:
School:	Sunflower	4690	3-5

Please consider the following questions as you complete the needs assessment for your building.

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

District:	368 Paola	Bldg #		Grades Served:	
School:	Paola Middle		4694		6-8

Please consider the following questions as you complete the needs assessment for your building.

SECTION 1: Student Needs		Notes
a. Student Headcount	431	
b. Percentage of students with an active IEP	22.50%	
c. Percentage of students enrolled in English Language Learner (ELL) services	0.0046	
d. Percentage of students identified as At-Risk (Free lunch)?	27.30%	
e. Pupil-Teacher Ratio Average	13:1	
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	
l. Are there local assessments to measure math growth?	Yes	
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes	
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	Weekly targeted interventions with progress monitoring of student growth. Use of interim assessments for Math and ELA.	
o. Are there 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)		Notes
a. How is social/emotional growth being measured?	KCTC, Panaroma Survey	
b. What are the targets/goals related to social/emotional growth?	Self- Regulation, Conflict Resolution	
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?	All students participate in Xello lessons/targets, that are monitored by teachers and support staff. The IPS are utilized by the HS to aid in 8th grade enrolllment.	

1 of

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

District:	368 Paola	Bldg #		Grades Served:
School:	Paola Middle		4694	6-8

	Please consider the following questions as you complete the needs assessment for your building.		
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.	

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

District:	368 Paola	Bldg #	Grades Served:
School:	Paola Middle	4694	6-8

Please consider the following questions as you complete the needs assessment for your building.		

SECTION 3: Curriculum Needs		Notes
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	After school math help, summer tutoring, and before school opportunities for teachers to work with students.	
b. Are there appropriate and adequate instructional materials?	Yes	
c. Is current technology appropriate? If no, what technology is needed to support the curriculum?	No	Almost all rooms are still functioning from a projecter. Interactive media tools, such as smartboards or smart screens could help to increase student engagement.

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 Grade 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	
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 job market.	Yes	

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

District:	368 Paola	Bldg #	Grades Served:
School:	Paola Middle	4694	6-8

Please consider the following questions as you complete the needs assessment for your building.		

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?	18	
d. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	No	Counsleor/Social Worker
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?	Training on tiered systems of support, differentiation, and social emotional standards.	

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?	Yes	
c. Are additional School Buses needed or any additional Routes needed?	No	

SECTION 7: Family Needs/Community Relations		Notes
a. Do you have regular events to engage parents with teachers?	Yes	
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 currently- this is an area with room for growth.	
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?	Monthly Newsletter, Infinite Campus, Textcaster, Facebook, Email, Website. Yes it is adequate	
f. What types of communication/social media exists with your community? Is it adequate?	Facebook and Textcaster Yes it is adequate	

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

District:	368 Paola	Bldg #		Grades Served:
School:	Paola Middle	4694		6-8

Please consider the following questions as you complete the needs assessment for your building.

SECTION 8: School Data		Notes
a. Building Attendance Rate	93.5%	2022, 93.1% preliminary 2023
b. Building Chronic Absenteeism Rate	18.6%	2022, 19.2% prelimnary 2023
c. District Chronic Absenteeism Rate	18.9%	2022
d. District Graduation Rate	96.9%	2022
e. District Dropout Rate	0.3%	2022

SECTION 8A: High School Needs (buildings with grades 10 through 12 only)		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	

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.	
1. Can these be achieved with additional resources?	Yes	
2. Why or why not?	With additional staff/funding for courses, offerings for electives could be expanded.	
b. Additional building unique items:		
	The building is in need of updates to classrooms and learning environments to enhance student achievement and opportunites for various instructional strategies to be implemented.	

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

District:	368 Paola	Bldg #		Grades Served:
School:	Paola Middle		4694	6-8

Please consider the following questions as you complete the needs assessment for your building.

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

District:	368 Paola	Bldg #		Grades Served:
School:	Paola High		4700	9-12

Please consider the following questions as you complete the needs assessment for your building.		
SECTION 1: Student Needs		**Notes**
a. Student Headcount	560	
b. Percentage of students with an active IEP	10.71%	
c. Percentage of students enrolled in English Language Learner (ELL) services	0.00%	
d. Percentage of students identified as At-Risk (Free lunch)?	25.23%	
e. Pupil-Teacher Ratio Average	14:1	
f. Pupil-Teacher Ratio Median	14:1	
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	
l. Are there local assessments to measure math growth?	Yes	
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes	
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	Use of KAP Mini Assessments to identify areas of strength/weakness for all students prior to state testing. This gives time to reteach content that students are struggling with.	
o. Are there 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)		**Notes**
a. How is social/emotional growth being measured?	KCTC and Panorama Surveys	

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

District:	368 Paola	Bldg #		Grades Served:
School:	Paola High	**4700**		**9-12**

Please consider the following questions as you complete the needs assessment for your building.			
b. What are the targets/goals related to social/emotional growth?		Over the next five years, students will continue to acquire the knowledge, attitudes, and skills necessary to understand and manage emotions, establish positive relationships, and make responsible decisions. The number of students who indicate favorable ratings on the Panorama screening at grades 3-12 in the areas of Social Emotion Regulation, Social Awareness, and Supportive Relationships will increase overall by 20%	
c. How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)			
d. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)			
e. How are successes of Individual Plans of Study being measured?		Completion of annual IPS artifacts as prescribed by IPS coordinator. Monthly grades are assigned for EVERY PHS student.	
f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)		9-12 The 5-year effectiveness rate will increase to the 95% confidence interval for the Predictive Effectiveness Rate. The dropout rate will decline. The attendance rate will increase to 95%.	
g How are you ensuring students are civically engaged?		Use of student clubs such as KAY, FFA, Student Council, Skills USA, Drama Club, FBLA.	

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

District:	368 Paola	Bldg #		Grades Served:
School:	Paola High		4700	9-12

Please consider the following questions as you complete the needs assessment for your building.

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	

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 Grade 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	
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 job market.	Yes	

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

District:	368 Paola	Bldg #		Grades Served:
School:	Paola High		4700	9-12

Please consider the following questions as you complete the needs assessment for your building.		

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	English Language Arts and Biology have alternative licensure
b. How many classified support staff are currently employed?	2	
c. How many classified support staff are needed?	4	
d. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	No	Social Worker Needed
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?	Vocabulary, Social Emotional Learning, Rigor	

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?	Yes	
c. Are additional School Buses needed or any additional Routes needed?	Yes	

SECTION 7: Family Needs/Community Relations		Notes
a. Do you have regular events to engage parents with teachers?	Yes	
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	
e. What types of communication exists with families? Is it adequate?	Newsletter, Website, IC Messenger, IEP Meetings, Facebook, Twitter. YES	
f. What types of communication/social media exists with your community? Is it adequate?	Facebook, Twitter. YES	

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

District:	368 Paola	Bldg #		Grades Served:
School:	Paola High		4700	9-12

Please consider the following questions as you complete the needs assessment for your building.		
SECTION 8: School Data		**Notes**
a. Building Attendance Rate	93.0%	2022, 94% preliminary 2023
b. Building Chronic Absenteeism Rate	23.2%	2022,
c. District Chronic Absenteeism Rate	18.9%	2022
d. District Graduation Rate	96.9%	2022
e. District Dropout Rate	0.3%	2022
SECTION 8A: High School Needs (buildings with grades 10 through 12 only)		**Notes**
a. What is our building graduation rate	94.6%	
b. What is our building dropout rate?	1.4%	
c. What is our average comprehensive ACT score?	19.4	
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?		
1. Can these be achieved with additional resources?		
2. Why or why not?		
b. Additional building unique items:		

Annual Review of Kansas State Assessments

2023

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

Cut Scores for English Language Arts

Grade	Level 1	Level 2	Level 3	Level 4
3	220-275	276-299	300-326	327-380
4	220-270	271-299	300-334	335-380
5	220-274	275-299	300-325	326-380
6	220-276	277-299	300-335	336-380
7	220-274	275-299	300-334	335-380
8	220-264	265-299	300-333	334-380
10	220-268	269-299	300-333	334-380

Cut Scores for Mathematics

Grade	Level 1	Level 2	Level 3	Level 4
3	220-275	276-299	300-328	329-380
4	220-265	266-299	300-330	331-380
5	220-272	273-299	300-325	326-380
6	220-272	273-299	300-328	329-380
7	220-265	266-299	300-341	342-380
8	220-273	274-299	300-335	336-380
10	220-273	274-299	300-329	330-380

Cut Scores for Science

Grade	Level 1	Level 2	Level 3	Level 4
5	220-276	277-299	300-329	330-380
8	220-274	275-299	300-327	328-380
11	220-277	278-299	300-327	328-380

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

Grade	Level 1	Level 2	Level 3	Level 4	Percent at 3-4 2023 2022
3	17	32	30	20	50% + (33%)
4	10	37	42	11	53% + (47%)
5	19	25	33	23	56% + (46%)
6	36	35	25	4	29% - (35%)
7	34	32	24	10	34% (34%)
8	34	48	15	3	18%+ (15%)
10	29	50	18	4	22%+ (21%)

Grades 3-5, 7& 10 Scored ABOVE the State   Grade 6 scored 5 points below the State   Grade 8 scored the same as the State

Percentage of Students in Each Performance Level by Grade Mathematics

Grade	Level 1	Level 2	Level 3	Level 4	Percent at 3-4 2023 2022
3	8	30	44	18	62%+ (48%)
4	12	43	29	16	45%+ (37%)
5	17	44	25	14	39%+ (36%)
6	28	42	23	7	30%- (37%)
7	13	53	28	6	34%+ (33%)
8	35	40	21	4	25%- (26%)
10	42	43	13	2	15%+ (14%)

Grade 10 Scored the same as the State   Grades 3-8 scored ABOVE the State

Percentage of Students in Each Performance Level by Grade Science

Grade	Level 1	Level 2	Level 3	Level 4	Percent at 3-4 2023 2022
5	13	30	38	20	58%+ (47%)
8	40	33	15	13	28%- (42%)
11	42	23	20	15	35%+ (29%)

Grades 5 and 8 scored ABOVE the State   Grades 11 scored the same as the State

Performance Level 2

Students who were performing at a Level 2 (Basic Ability – On Grade Level)

English Language Arts
SES – 31%
PMS – 38%
PHS – 50%

Mathematics
SES – 36%
PMS – 45%
PHS – 43%

Science
SES – 30%
PMS – 33%
PHS – 23%

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. 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 – Surveys – Individual Plans of Study – IXL – Courses to Target At-Risk – Curriculum Based Assessments - Targeted Interventions