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

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.

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.

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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PAOLA USD #368
WWW.USD368.ORG

Agenda Item Details

Meeting	Jul 11, 2022 - Regular Board Meeting
Category	F. Information Items
Subject	3. Building Needs Assessment/State Assessment Results
Access	Public
Type	

Public Content

- CES Building Needs Assessment 2021-2022.pdf (63 KB)
- SES Building Needs Assessment 2021-2022.pdf (63 KB)
- PMS Building Needs Assessment 2021-2022.pdf (63 KB)
- PHS Building Needs Assessment 2021-2022.pdf (62 KB)
- Annual Review of Kansas State Assessments BOE 2022 TT.pdf (809 KB)

Administrative Content

Executive Content

CES BUILDING NEEDS ASSESSMENT (Academic)	
Section 1: STUDENT NEEDS	
a. How many students are attending classes in this attendance center?	360
b. How many students attending this building meet the definition of at-risk? **SEE DEFINITION**	108
c. What is the pupil-teacher ratio?	18:1 (13.3 total student/total teaching staff ratio)
d. What is the pupil-teacher ratio necessary to meet the needs of students and the goals of the attendance center?	Our current ratio meets the needs of our students
e. How many students have an IEP, are severely handicapped, are English Language Learners, etc.?	3 ELL, 88 IEP's (Speech, Academic and Speech)
f. What are your targets/goals regarding percentage of students at level 3 or 4 on the state assessment?	N/A
g. Do you have disparities in student achievement among ethnic groups?	N/A
h. Do you have disparities in student achievement among ethnic groups?	N/A
Section 2: STAFF NEEDS	
a. Are all your licensed teachers highly qualified and properly assigned?	Yes
b. How many teachers are needed to meet the goals of the attendance center?	27
c. What staff development is necessary for teachers to support student achievement and meet the goals of the attendance center.	Science of Reading, MTSS, Dyslexia, Fastbridge
d. How many qualified teachers are needed to meet the needs of students from an AYP viewpoint?	27
e. How much planning time do teachers currently have and how much is needed to meet their teaching schedule?	390 min per week
f. How many paraprofessional (support Staff) are currently employed and how many are needed at this attendance center?	15 employed/15 needed
g. Do teachers and students have sufficient access to a variety of technology?	Yes
h. Is staff properly trained to incorporate technology into the classroom?	Yes
i. Are there adequate licensed support personnel such as counselors, librarians, nurses, etc.?	Yes
j. Are principals & other key staff trained to provide instructional leadership to teachers?	Yes
Section 3: CURRICULUM NEEDS	
a. Is the curriculum aligned with state standards?	Yes
b. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Lego League, Jump Start, Tutoring, Discovery Days
c. Are there approriate and adequate instructional materials?	Yes
d. What technology is needed to support the curriculum?	Continued access to online resources
e. Is the current technology appropriate?	Yes
Section 4: FACILITY NEEDS	
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
Section 5: PARENTAL NEEDS	
a. What parental involvement opportunities so you currently offer?	WatchDogs, SITE Council, Discovery Days
b. How exactly do you want your parents to be involved in the school such as greater attendance, greater committee involvement, etc.?	Greater Involvement activities such as book fair, Watchdogs, DIscovery Days
c. Are parent training programs (teaching parents how to give student help with homework, teaching parents how to use technology that student will be required to use, etc.) necessary?	Parent Resource Programs for Behavior and Social Emotional Support
d. What type of communication exists with parents and community? Is it adequate?	Facebook, Website, Monthly Newsletter, Emails, yes

Section 6: HIGH SCHOOL NEEDS	
a. What is our postsecondary effectiveness rate?	N/A
b. What is the average ACT score for our students?	N/A
Section 7: OTHER	
a. How many licensed personnel were involved in helping to determine the needs of this attendance center (teachers, principal, counselors, support staff, etc.)?	N/A
b. Are Title II-A and Title V funds used to address the identified needs?	YES

SES BUILDING NEEDS ASSESSMENT (Academic)	
Section 1: STUDENT NEEDS	
a. How many students are attending classes in this attendance center?	378
b. How many students attending this building meet the definition of at-risk? **SEE DEFINITION**	209
c. What is the pupil-teacher ratio?	21:1 (13.0 total student/total teaching staff ratio)
d. What is the pupil-teacher ratio necessary to meet the needs of students and the goals of the attendance center?	Current Needs are Met
e. How many students have an IEP, are severely handicapped, are English Language Learners, etc.?	89
f. What are your targets/goals regarding percentage of students at level 3 or 4 on the state assessment?	50%
g. Do you have disparities in student achievement among ethnic groups?	n/a
h. Do you have disparities in student achievement among ethnic groups?	n/a
Section 2: STAFF NEEDS	
a. Are all your licensed teachers highly qualified and properly assigned?	Yes
b. How many teachers are needed to meet the goals of the attendance center?	18
c. What staff development is necessary for teachers to support student achievement and meet the goals of the attendance center.	Science of Reading and Ready Math
d. How many qualified teachers are needed to meet the needs of students from an AYP viewpoint?	18
e. How much planning time do teachers currently have and how much is needed to meet their teaching schedule?	390 Minutes per week
f. How many paraprofessional (support Staff) are currently employed and how many are needed at this attendance center?	7 Employeed /Needed
g. Do teachers and students have sufficient access to a variety of technology?	Yes
h. Is staff properly trained to incorporate technology into the classroom?	Yes
i. Are there adequate licensed support personnel such as counselors, librarians, nurses, etc.?	Yes
j. Are principals & other key staff trained to provide instructional leadership to teachers?	Yes
Section 3: CURRICULUM NEEDS	
a. Is the curriculum aligned with state standards?	Yes
b. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	JumpStart, Summer Tutoring, Summer Enrichment,
c. Are there approriate and adequate instructional materials?	Yes
d. What technology is needed to support the curriculum?	Student Chromebooks
e. Is the current technology appropriate?	Yes
Section 4: FACILITY NEEDS	
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
Section 5: PARENTAL NEEDS	
a. What parental involvement opportunities so you currently offer?	SITE Council, AM WatchDOGS, Mom & Me, Girls Gala, Book Fairs, PTO
b. How exactly do you want your parents to be involved in the school such as greater attendance, greater committee involvement, etc.?	working partnership between the school and home
c. Are parent training programs (teaching parents how to give student help with homework, teaching parents how to use technology that student will be required to use, etc.) necessary?	Yes
d. What type of communication exists with parents and community? Is it adequate?	Email, Textcaster, Newsletters, and Facebook. Yes.

Section 6: HIGH SCHOOL NEEDS	
a. What is our postsecondary effectiveness rate?	n/a
b. What is the average ACT score for our students?	n/a
Section 7: OTHER	
a. How many licensed personnel were involved in helping to determine the needs of this attendance center (teachers, principal, counselors, support staff, etc.)?	6
b. Are Title II-A and Title V funds used to address the identified needs?	YES

PMS BUILDING NEEDS ASSESSMENT (Academic)	
Section 1: STUDENT NEEDS	
a. How many students are attending classes in this attendance center?	413
b. How many students attending this building meet the definition of at-risk? **SEE DEFINITION**	114
c. What is the pupil-teacher ratio?	13:1
d. What is the pupil-teacher ratio necessary to meet the needs of students and the goals of the attendance center?	13:1
e. How many students have an IEP, are severely handicapped, are English Language Learners, etc.?	71
f. What are your targets/goals regarding percentage of students at level 3 or 4 on the state assessment?	50%
g. Do you have disparities in student achievement among ethnic groups?	N/A
h. Do you have disparities in student achievement among ethnic groups?	N/A
Section 2: STAFF NEEDS	
a. Are all your licensed teachers highly qualified and properly assigned?	Yes
b. How many teachers are needed to meet the goals of the attendance center?	33
c. What staff development is necessary for teachers to support student achievement and meet the goals of the attendance center.	MTSS, Dyslexia
d. How many qualified teachers are needed to meet the needs of students from an AYP viewpoint?	33
e. How much planning time do teachers currently have and how much is needed to meet their teaching schedule?	94 minutes/Day
f. How many paraprofessional (support Staff) are currently employed and how many are needed at this attendance center?	7/ 10 Needed
g. Do teachers and students have sufficient access to a variety of technology?	Yes
h. Is staff properly trained to incorporate technology into the classroom?	Yes
i. Are there adequate licensed support personnel such as counselors, librarians, nurses, etc.?	Yes
j. Are principals & other key staff trained to provide instructional leadership to teachers?	Yes
Section 3: CURRICULUM NEEDS	
a. Is the curriculum aligned with state standards?	Yes
b. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Math Tutoring/Art Club/Chess Club/FCA/KAY/STUCO
c. Are there approriate and adequate instructional materials?	Yes
d. What technology is needed to support the curriculum?	Better Integrated/Interactive Boards/Technology for teachers and classroom
e. Is the current technology appropriate?	Yes
Section 4: FACILITY NEEDS	
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 Building Facilities
Section 5: PARENTAL NEEDS	
a. What parental involvement opportunities so you currently offer?	Site Council/Teammates
b. How exactly do you want your parents to be involved in the school such as greater attendance, greater committee involvement, etc.?	Teammates/Greater attendance at conferences/Attendance at scheduled meetings
c. Are parent training programs (teaching parents how to give student help with homework, teaching parents how to use technology that student will be required to use, etc.) necessary?	Yes

d. What type of communication exists with parents and community? Is it adequate?	Student Information System Messages/Weekly Notes/Monthly Newsletter/Social Media Announcements/School Website/Panther Alerts (Yes-Adequate)
Section 6: HIGH SCHOOL NEEDS	
a. What is our postsecondary effectiveness rate?	N/A
b. What is the average ACT score for our students?	N/A
Section 7: OTHER	
a. How many licensed personnel were involved in helping to determine the needs of this attendance center (teachers, principal, counselors, support staff, etc.)?	2
b. Are Title II-A and Title V funds used to address the identified needs?	YES

PHS BUILDING NEEDS ASSESSMENT (Academic)	
Section 1: STUDENT NEEDS	
a. How many students are attending classes in this attendance center?	570
b. How many students attending this building meer the definition of at-risk? **SEE DEFINITION**	167
c. What is the pupil-teacher ratio?	13.9:1
d. What is the pupil-teacher ratio necessary to meet the needs of students and the goals of the attendance center?	13.25:1
e. How many students have an IEP, are severely handicapped, are English Language Learners, etc.?	59
f. What are your targets/goals regarding percentage of students at level 3 or 4 on the state assessment?	50%
g. Do you have disparities in student achievement among ethnic groups?	Yes
h. Do you have disparities in student achievement among ethnic groups?	Yes
Section 2: STAFF NEEDS	
a. Are all your licensed teachers highly qualified and properly assigned?	No
b. How many teachers are needed to meet the goals of the attendance center?	42
c. What staff development is necessary for teachers to support student achievement and meet the goals of the attendance center.	MAP, Vocabulary, MTSS
d. How many qualified teachers are needed to meet the needs of students from an AYP viewpoint?	42
e. How much planning time do teachers currently have and how much is needed to meet their teaching schedule?	425 Weekly, 425
f. How many paraprofessional (support Staff) are currently employed and how many are needed at this attendance center?	3 employed/4 needed
g. Do teachers and students have sufficient access to a variety of technology?	Yes
h. Is staff properly trained to incorporate technology into the classroom?	Yes
i. Are there adequate licensed support personnel such as counselors, librarians, nurses, etc.?	Yes
j. Are principals & other key staff trained to provide instructional leadership to teachers?	Yes
Section 3: CURRICULUM NEEDS	
a. Is the curriculumaligned with state standards?	Yes
b. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Success, Summer School
c. Are there approriate and adequate instructional materials?	Yes
d. What technology is needed to support the curriculum?	Chrome Books
e. Is the current technology appropriate?	Yes
Section 4: FACILITY NEEDS	
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?	More collaborative Space.
Section 5: PARENTAL NEEDS	
a. What parental involvement opportunities so you currently offer?	Site Council, CTE Advisory Groups, Trip Chaperones, Family Art Night
b. How exactly do you want your parents to be involved in the school such as greater attendance, greater committee involvement, etc.?	Improved attendance at Meetings/Parent-Teacher Conferences
c. Are parent training programs (teaching parents how to give student help with homework, teaching parents how to use technology that student will be required to use, etc.) necessary?	Yes
d. What type of communication exists with parents and community? Is it adequate?	Newsletter, Website, IC Messenger, IEP Meetings, Yes

Section 6: HIGH SCHOOL NEEDS	
a. What is our postsecondary effectiveness rate?	56.3
b. What is the average ACT score for our students?	19.8
Section 7: OTHER	
a. How many licensed personnel were involved in helping to determine the needs of this attendance center (teachers, principal, counselors, support staff, etc.)?	5
b. Are Title II-A and Title V funds used to address the identified needs?	YES

Annual Review of Kansas State Assessments

2022

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	New Cut Scores	Set During	Summer 2022	

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
3	22	45	20	13	33%
4	8	45	41	6	47%
5	18	36	30	16	46%
6	25	29	28	7	35%
7	38	28	28	6	34%
8	32	53	13	2	15%
10	46	33	20	1	21%

Grades 3-7 Scored ABOVE the State Grade 8 scored 1 point below the State Grade 10 scored 9 points below 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
3	17	36	32	16	48%
4	11	51	31	6	37%
5	27	37	25	11	36%
6	23	39	31	7	37%
7	13	53	29	4	33%
8	30	44	24	2	26%
10	Not Scored	At This Time			

Grade 3 Scored the same as the State

Grades 4-8 scored ABOVE the State

Percentage of Students in Each Performance Level by Grade Science

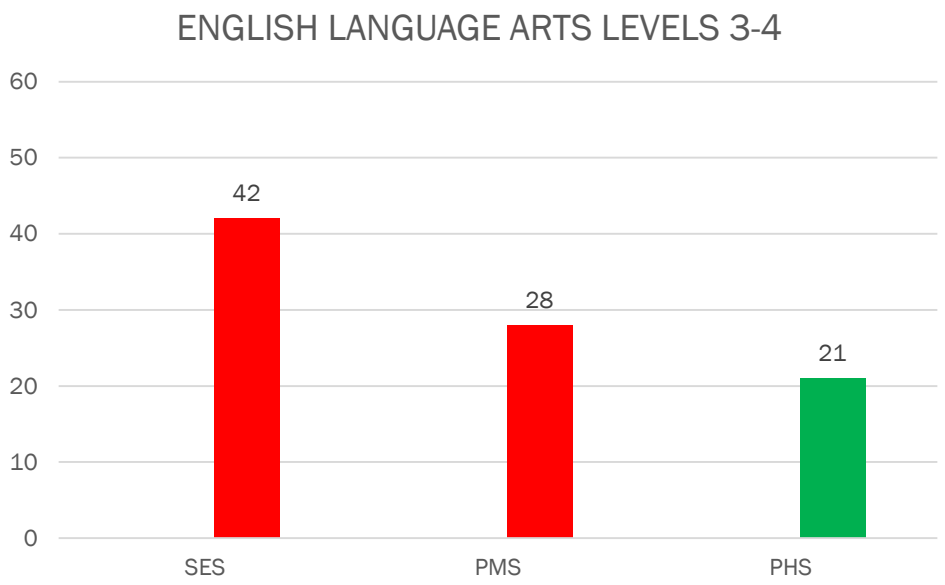
Grade	Level 1	Level 2	Level 3	Level 4	Percent at 3-4
5	20	34	30	17	47%
8	26	32	31	11	42%
11	44	27	17	12	29%

Grades 5 and 8 scored ABOVE the State

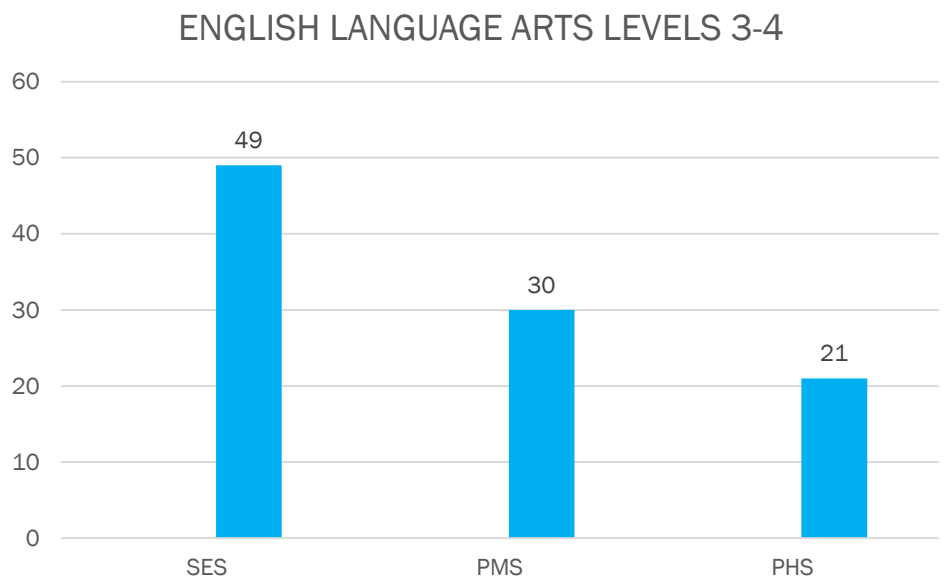
Grades 11 scored the same as the State

English Language Arts Performance Levels 3 & 4

ENGLISH LANGUAGE ARTS 2022

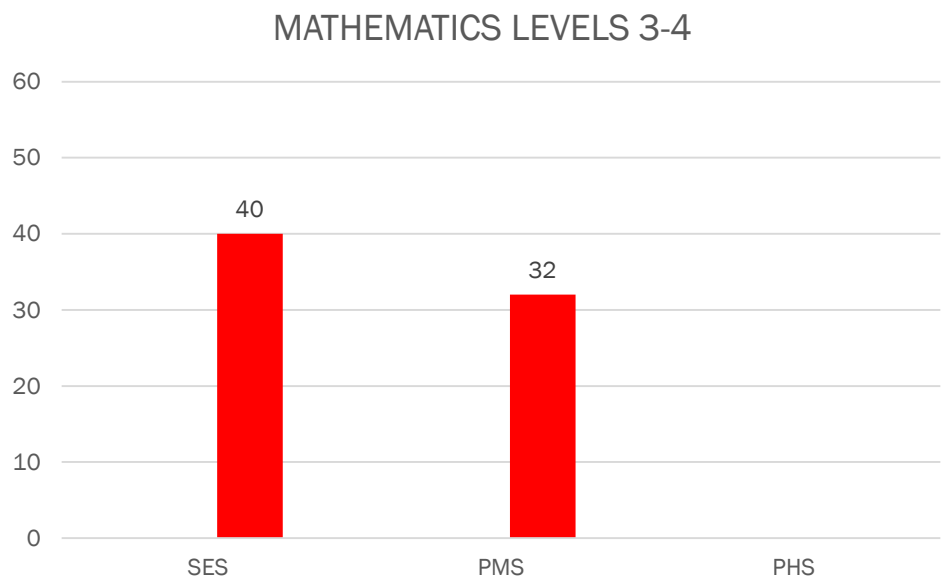


ENGLISH LANGUAGE ARTS 2021

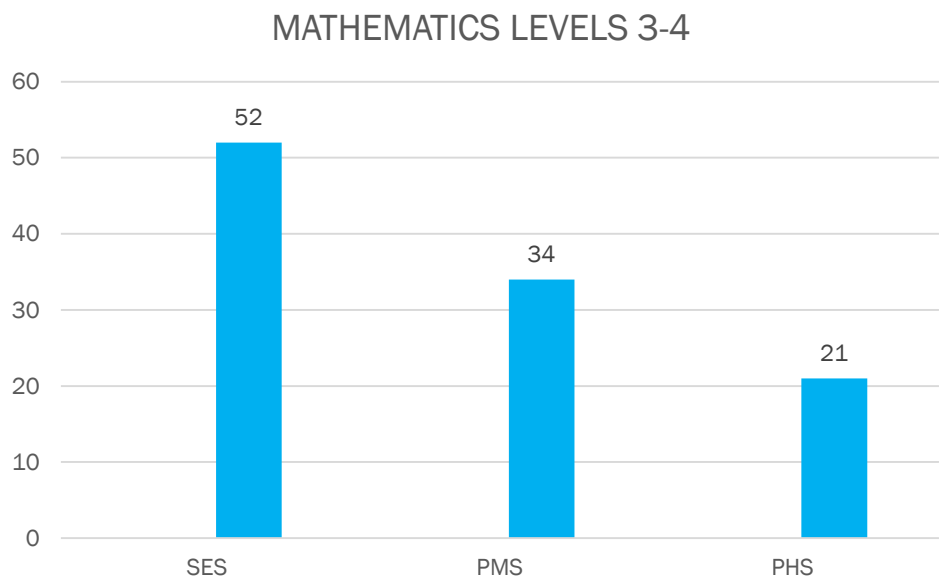


Mathematics Performance Levels 3 & 4

MATHEMATICS 2022

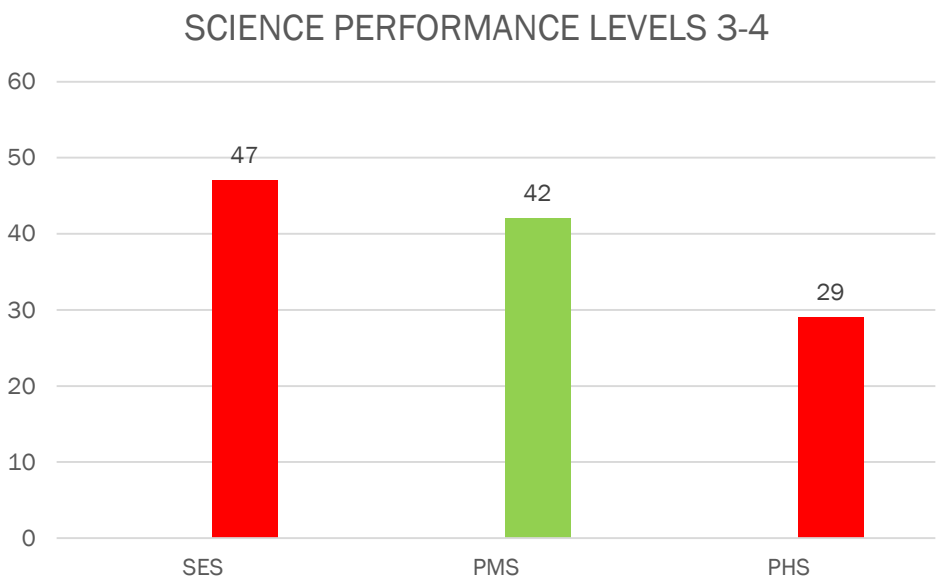


MATHEMATICS 2021

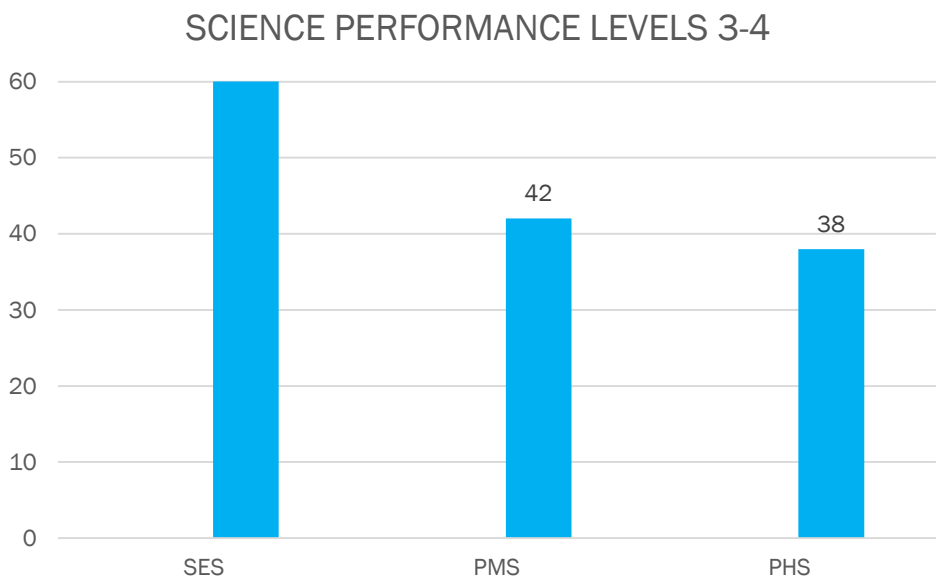


Science Performance Levels 3 & 4

SCIENCE 2022



SCIENCE 2021



Performance Level 2

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

English Language Arts
SES – 37%
PMS – 40%
PHS – 33 %

Mathematics
SES – 42%
PMS – 45%
PHS – No Scores Available

Science
SES – 34%
PMS – 32%
PHS – 27%

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

PAOLA USD #368

Ensuring Success for All Students

W. Matthew Meek
Superintendent
Tammy Thomasson
Asst. Superintendent CIA
Justin Burchett
Asst. Superintendent HR
Jimmy Hay
Director of Finance

Building Needs Assessment
2021-2022

Each year, the board of education of a school district shall review state assessment results to document and answer questions about:

1. The barriers that must be overcome to have all students achieve proficiency above level 2 for grade level academic expectations;
   - *Special education is currently underfunded and requires transferring general education funding into the special education fund to make up the difference. This transfer reduces the general fund budget that is accountable for general education students, staffing, and curriculum needs for all students, including special education.*
   - *A large number of students are classified as chronically absent as identified by the Kansas State Department of Education.*
   - *Recruit and retain highly qualified staff given the current labor shortage and shortage of licensed teaching applicants.*

2. Any budget actions, recommendations on reallocation of resources that should be taken to address and remove such barriers;
   - *Additional special education funding to meet the 92% statutory requirement from the State of Kansas.*
   - *Past and current budget has been and will continue to reflect allocating resources as needed to combat barriers as described in #1 above.*

3. If budget actions are implemented, the amount of time the board estimates it will take for all students to achieve proficiency above level 2.
   - *The goal for all students reaching proficiency above level 2 is estimated to be when public education is fully funded according to both state and federal statutes/guidelines for the entirety of all students' educational career prek-12.*

1115 E 303rd St.
Paola, KS 66071

(P) 913.294.8000
(F) 913.294.8001

www.usd368.org