

# Building Needs Assessment

July 29, 2024



# SS for HB2567 Sec. 12.

On and after July 1, 2022, K.S.A. 2021 Supp. 72-1163 is hereby amended to read as follows:

72-1163. (a) (1)



Each year, the **board of education of a school district shall conduct an assessment of the educational needs** of each attendance center in the district.



Such assessment shall be **published** on the **school district's website**.



**Information obtained from such needs assessment** shall be used by the board when **approving the budget of the school district** to ensure improvement in student academic performance.



**In the minutes of the meeting at which the board approves its annual budget**, the board shall include that such needs assessment was provided to the board, the board evaluated such assessment, and how the board used such assessment in the approval of the school district's budget.



# SS for HB2567 Sec. 12.



Each year, the board of education of a school district shall **review state assessment results** and, as part of such review, **shall document** the following:



The **barriers** that must be overcome to have all students **achieve proficiency above level 2** for grade level academic expectations on such assessments;



Any **budget actions**, including, but not limited to, recommendations on reallocation of resources that should be taken to address and **remove such barriers**; and



The amount of **time** the board 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.



### How were needs identified?

- Review of state assessment data
- Review of other indicators of school success including local assessments, attendance and office referral data
- KESA Peer Review
- Building Site Councils
- Building Leadership Teams and/or Guiding Coalitions
- Feedback directly from families



**What barriers must be overcome for each student to achieve grade level proficiency (Level 3 and Level 4) on state assessments?**

## Elementary Responses

- Staffing shortages (paraprofessionals, other support positions, teachers)
- Designated time for intervention with evidence-based resources
- Need to strengthen teacher knowledge and application related to the science of reading (structured literacy)
- Continue to support professional learning communities to allow staff to collaborate around student learning
- Further develop staff capacity for supporting students' ability to self-regulate
- Develop training that supports parent and family engagement

## Secondary Responses

- Staffing shortages (paraprofessionals, other support positions, teachers)
- Designated staff to support intervention with evidence-based resources
- Continue to support professional learning communities to allow staff to collaborate around student learning
- Continue work to support student social-emotional regulation and soft skills for the workplace; this includes addressing attendance and tardies more effectively
- Continue to develop real world learning opportunities for students, while building staff skills to support students in these opportunities
- Develop training that supports parent and family engagement



**What budget actions should be taken to address and remove those barriers?**



## Budget Implications

**Staffing:** Invest in activities related to the recruitment and retention of a world-class staff.

**Resources:** Support the review and adoption of instructional resources for core instruction, as well as for MTSS/tiered intervention.

**Professional Development:** Continue to develop an effective plan for professional development that includes professional learning communities, science of reading/LETRS, real world learning, and strategies for supporting student social emotional development or trauma-based needs.

**Growth:** Continue to address growth through staff and facilities planning.



**What is the estimated amount of time that it will take for each student to achieve grade level proficiency (levels 3 & 4) on the state assessment?**

### Performance Levels as Defined by KSDE:

- **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.

## State Assessment Item Descriptors

**Level 1, Recall and Reproduction:** Recall a fact, term, definition, principle, or concept; perform a simple procedure.

**Level 2, Basic Application of Skills and Concepts:** Apply conceptual knowledge; use provided information to select appropriate procedures for a task; perform two or more steps with decision points along the way; solve routine problems; organize or display data; interpret or use simple graphs.

**Level 3, Strategic Thinking:** Apply reasoning, using evidence, and developing a plan to approach or solve abstract, complex, or nonroutine problems; interpret information and provide justification when more than one approach is possible.

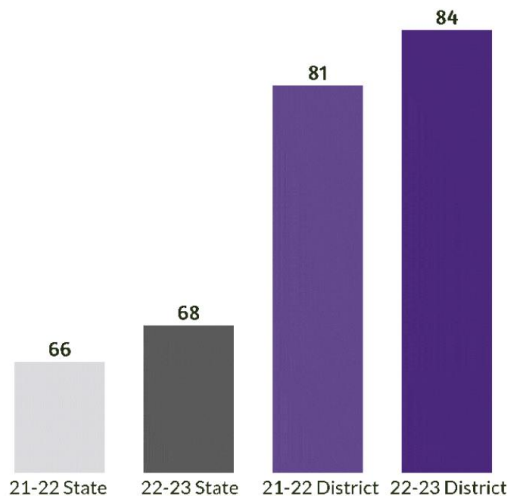
**Level 4, Extended Thinking:** Perform investigations or apply concepts and skills that require research and problem solving across content areas or multiple sources.

# KANSAS STATE ASSESSMENT DATA

## MATH

Percent of Students in Levels 2, 3, and 4

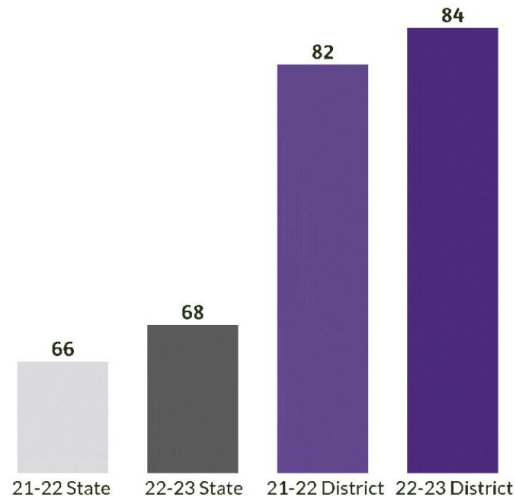
*\*Data set includes brick-and-mortar attendance centers only*



## ELA

Percent of Students in Levels 2, 3, and 4

*\*Data set includes brick-and-mortar attendance centers only*

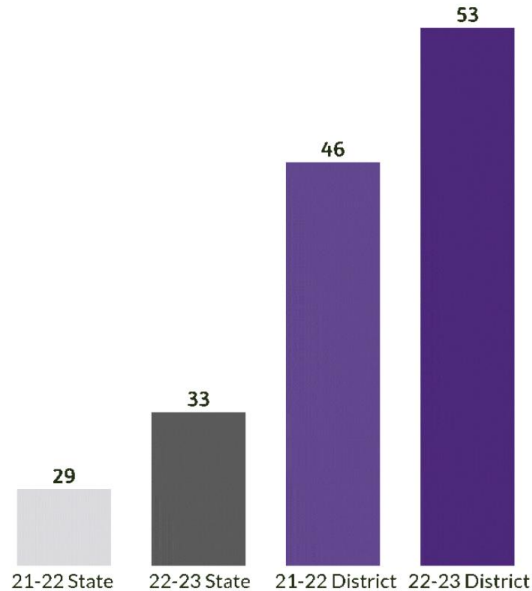


# KANSAS STATE ASSESSMENT DATA

## MATH

Percent of Students in Levels 3 and 4

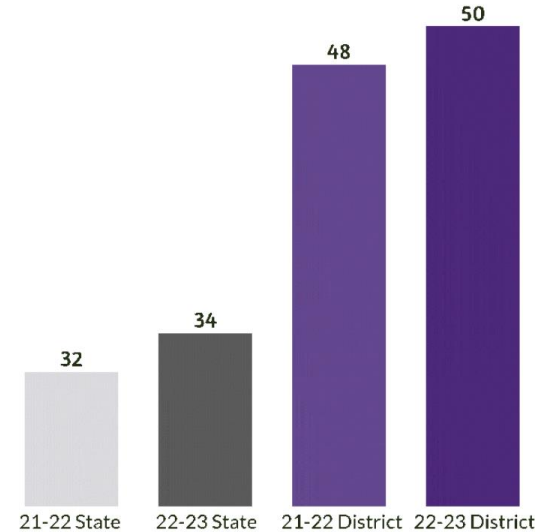
*\*Data set includes brick-and-mortar attendance centers only*



## ELA

Percent of Students in Levels 3 and 4

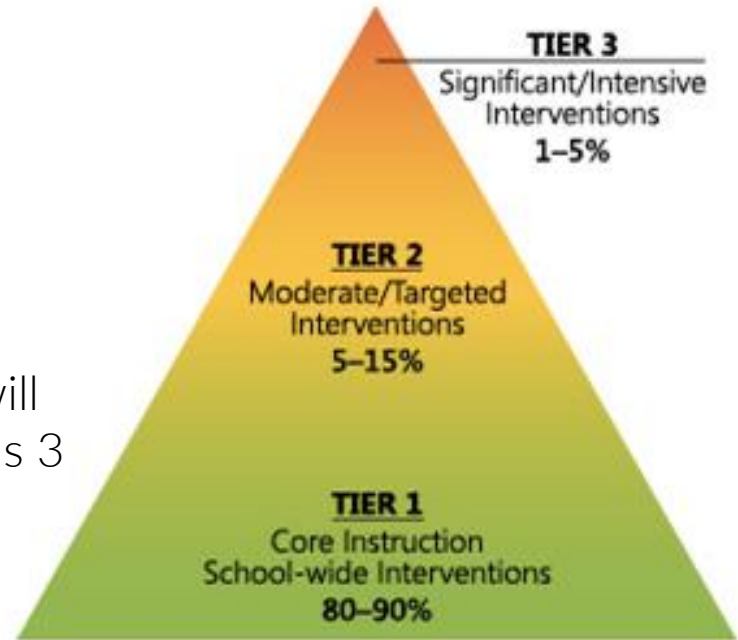
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## Student Success (S.S.1)

Students will meet or exceed grade-level expectations in order to achieve academic excellence.

**Target:** By 2028, all schools in USD 230 will have at least 80% of their students at Levels 3 or Level 4 on state assessments.





# Questions