

Building Needs Assessment

August 22, 2022



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.



Needs Assessment Process

How were needs identified?

- January 2022 - Building Needs Assessment Staff Survey
- Documentation from Year 4 of the KESA Process
- Feedback directly from building and district administration
- Review of State Assessment and Local Assessment data

What's missing and should be included in the future?

- Site Council involvement and recommendations
- Parent and student survey data, although surveys were part of the KESA process



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)
- Build up student emotional self-regulation skills
- Strengthen student self-efficacy related to basic reading and number sense
- Develop training that supports parent and family engagement in their child's education

Secondary Responses

- Staffing shortages (paraprofessionals, other support positions, teachers)
- Need to further develop the MTSS process, specifically providing more structure and resources for Tier 2 and Tier 3 intervention
- Continue work to support student social-emotional regulation and soft skills for the workplace
- 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 in their child's education



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

Elementary Responses

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

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

Professional Development: Continue to provide professional development around the MTSS process and the science of reading, as well training related to Second Step and Leader in Me. Develop opportunities for parents to gain new skills that allow them to more effectively engage in their child's education.

Secondary Responses

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

Resources: Ensure that there are high quality resources available for use in the MTSS process, specifically to support Tier 2 and Tier 3 instruction.

Professional Development: Continue to provide professional development around the MTSS process and real world learning.



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?



KSDE Achievement Level Descriptors

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

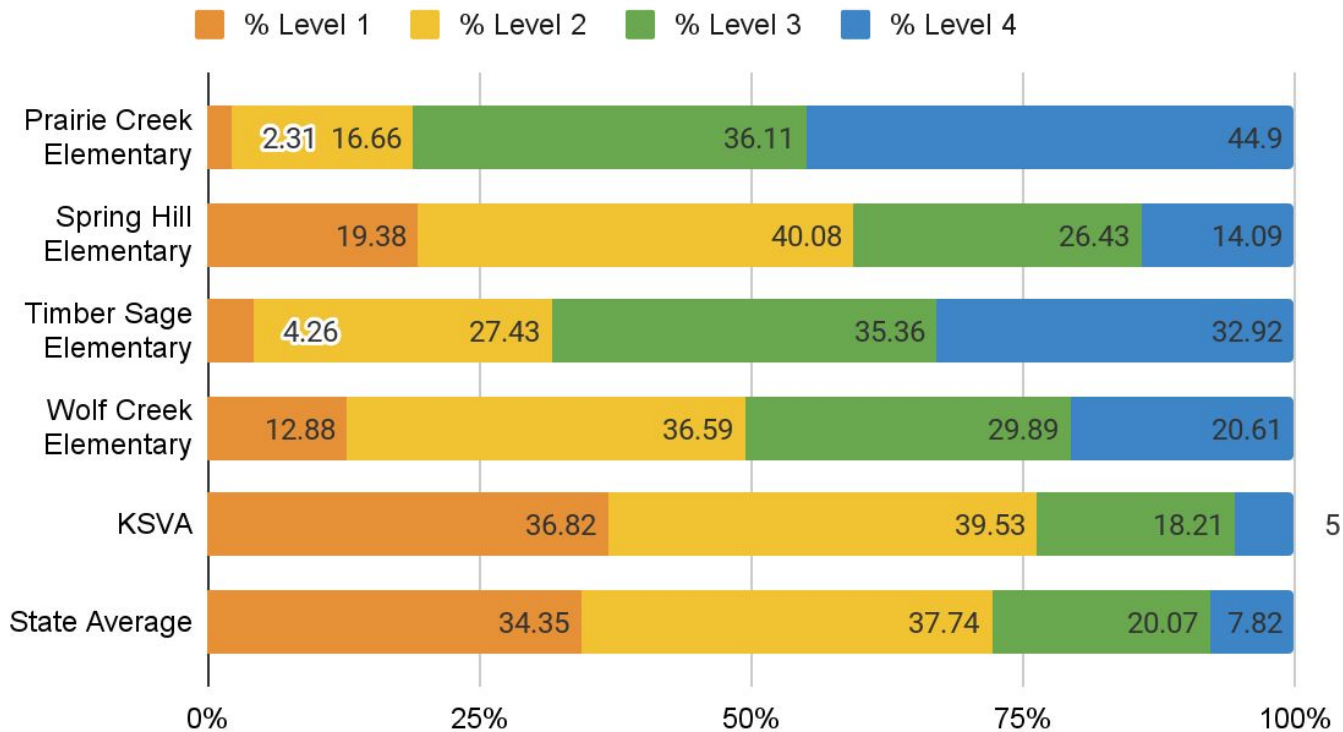
Level 2: A student at Level 2 shows a **basic** ability to understand and use the skills and knowledge needed for postsecondary readiness.

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.

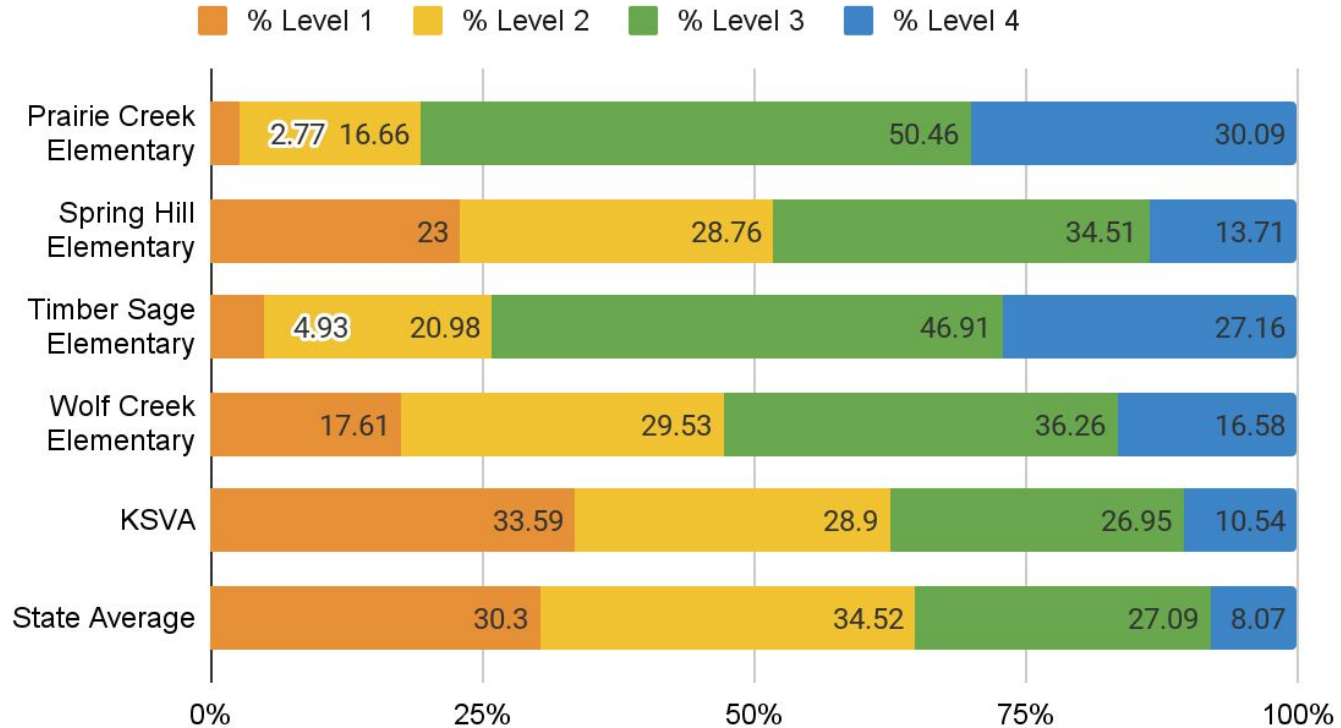
Elementary Math State Assessment

Kansas State Assessment - Math 2021



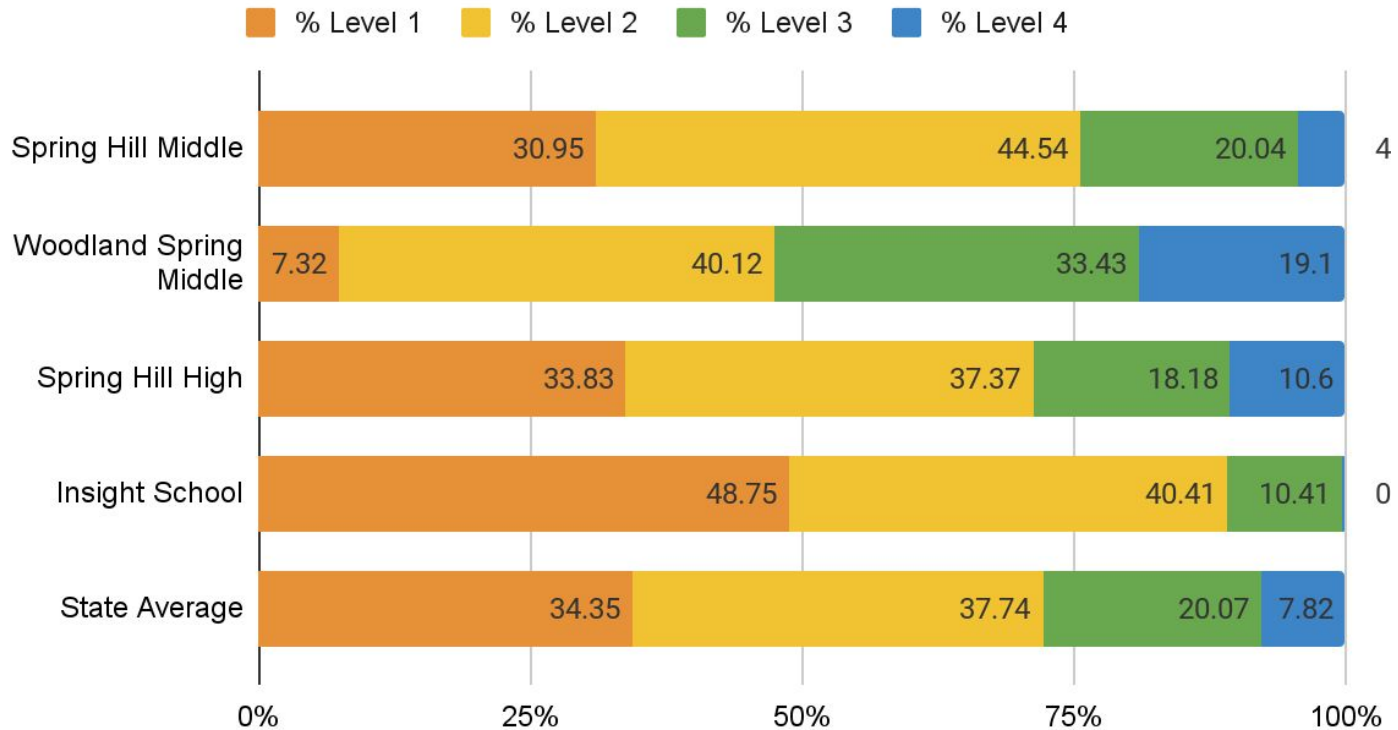
Elementary ELA State Assessment

Kansas State Assessment - ELA 2021



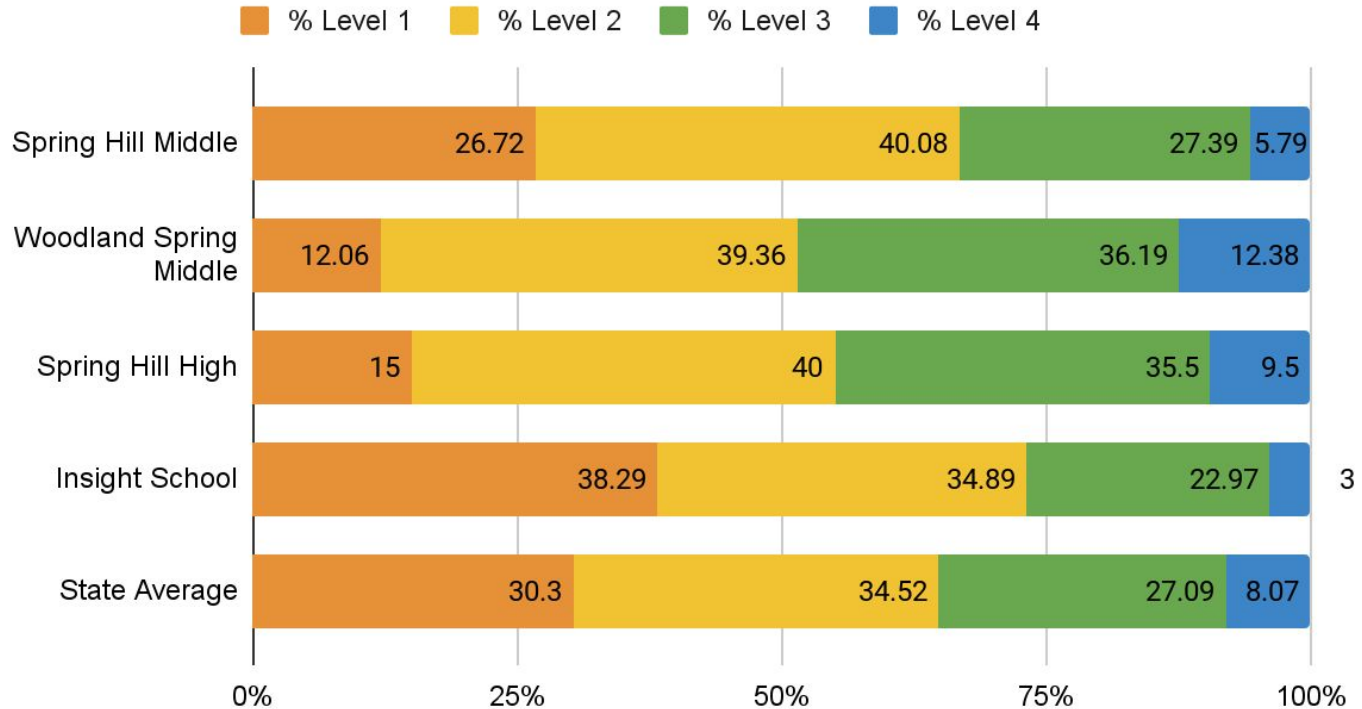
Secondary Math State Assessment

Kansas State Assessment - Math 2021



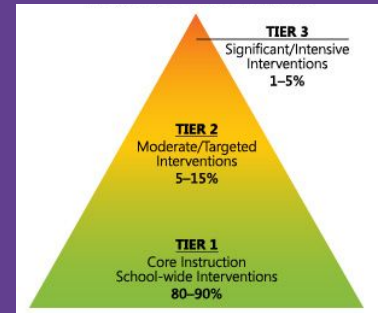
Secondary ELA State Assessment

Kansas State Assessment - ELA 2021





It is reasonable, if funding and assessments remain consistent, that all schools in USD 230 can have at least 80% of their students at Level 3 or Level 4 on State Assessments by 2033.





Questions