



KANSAS CITY
KANSAS
PUBLIC SCHOOLS

Board of Education Needs Assessment: State Assessment Review Form

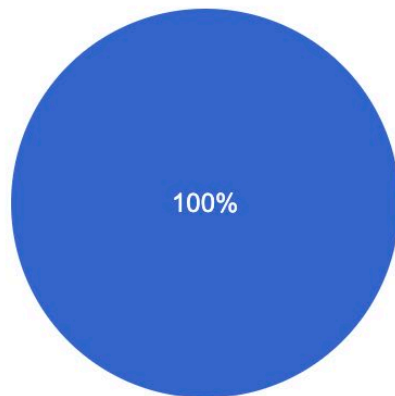
6 responses

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Please select your district:

6 responses

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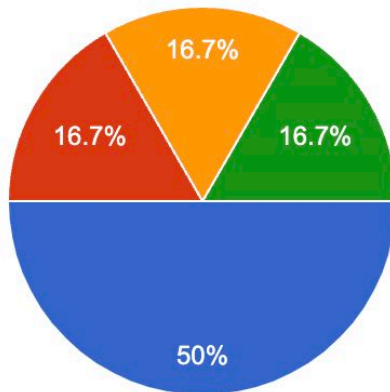


● USD500 KCKPS

District Level and Board of Education Responses



6 responses

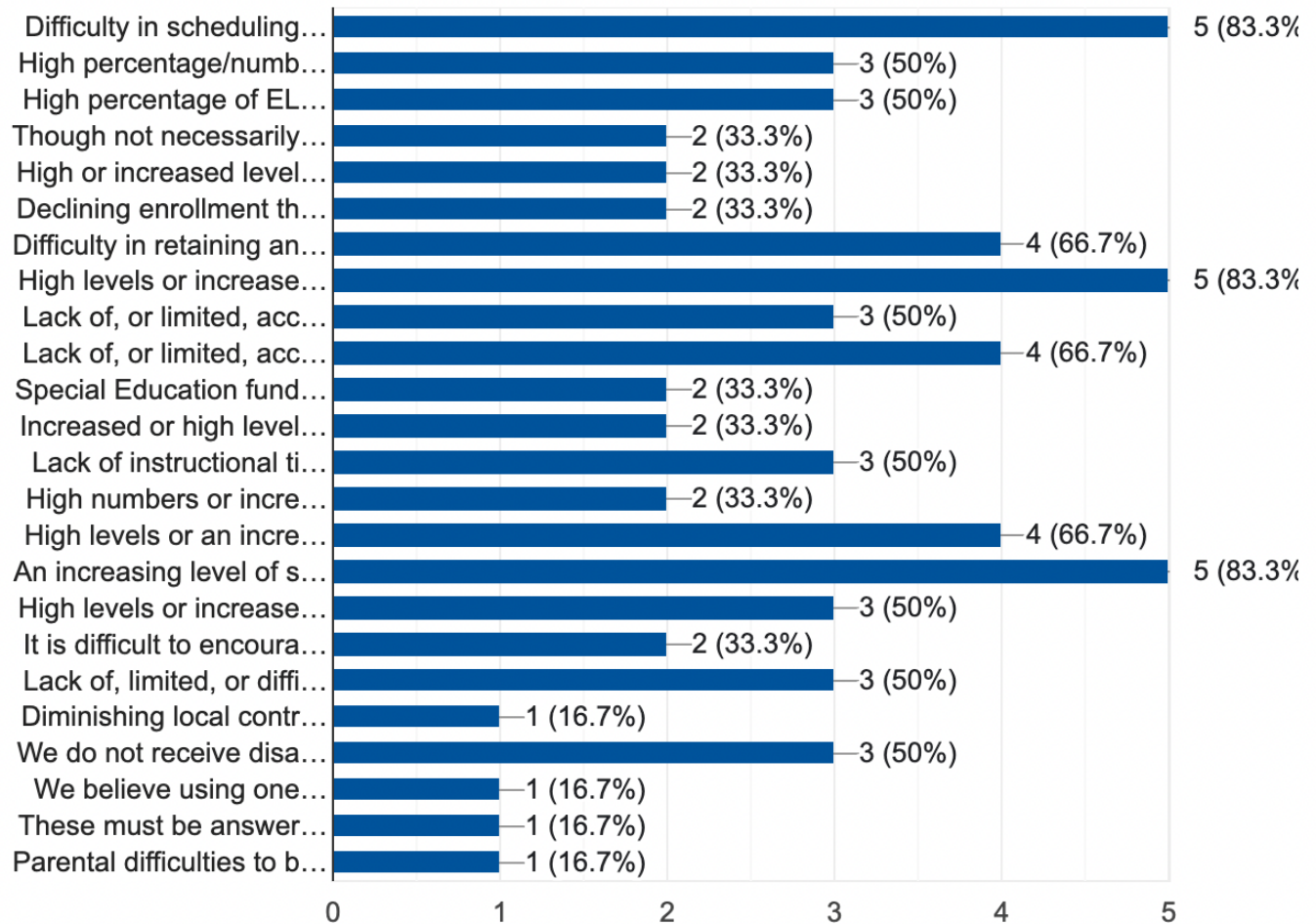


- There are always a number of challenges that should be considered when evaluating s...
- Some of the key barriers that must be overcome in our School District include:
- Our teachers, students, and families face a number of chal...
- My answer to this question is reflected in the boxes I check...

District/Board Identified Barriers: Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.



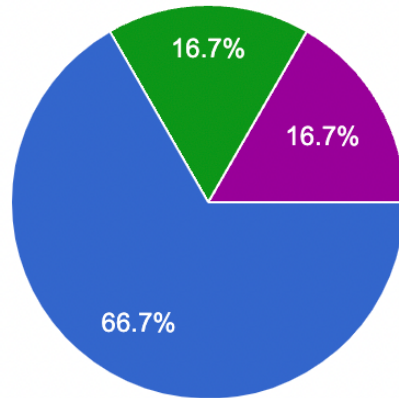
6 responses



District/Board Identified Budget Actions: Identify the budget actions that should be taken to address and remove those barriers.



6 responses

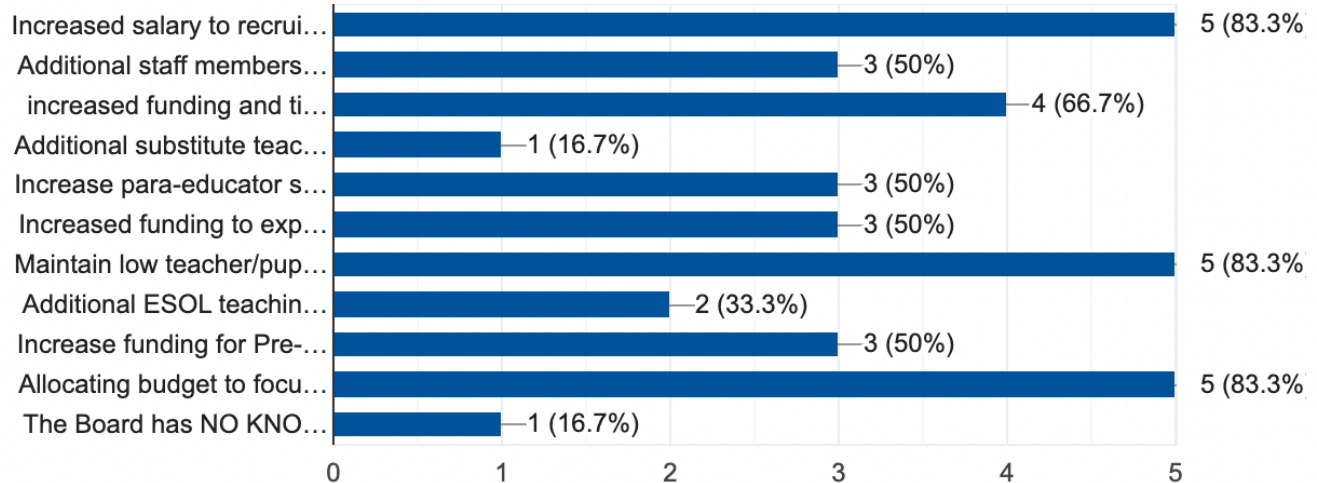


- Our School District faces a number of budget challenges...
- Given an appropriate level of funding for both general educ...
- Our students face a growing number of barriers to success...
- ONLY after the teachers, staff and Administration identify th...
- I am confidence in the expertise of our Superintendent and sta...

District/Board Identified Barrier Removal: Identify the budget actions that should be taken to address and remove those barriers.

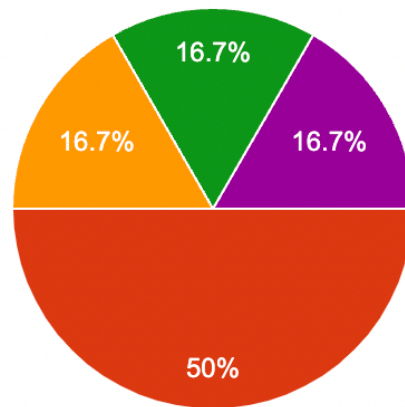


6 responses



District/Board Identified Amount of Time: Identify the amount of time the Board estimates it will take for each student to achieve grade level proficiency on the state assessments if the budget actions would be implemented.

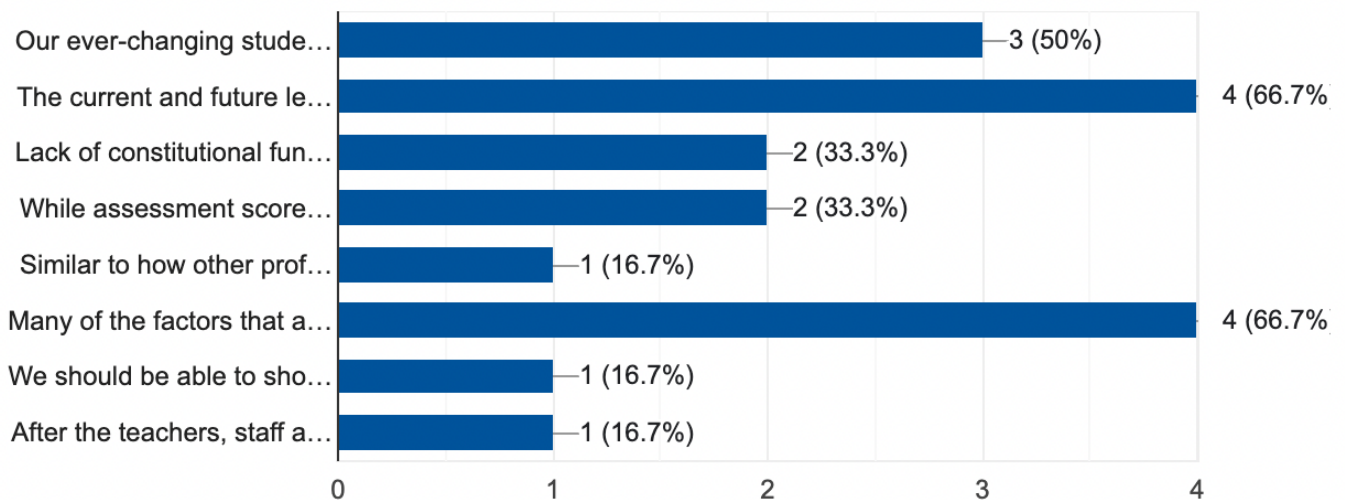
6 responses



- There is no way to accurately predict how children will resp...
- While our Board of Education, administration, teachers and...
- We measure growth each year and document in our KESA pl...
- I don't believe any of these responses answer the question.
- ONLY the teachers, staff and Administrators who have edu...

District/Board Identified Factor and Considerations: Identify the amount of time the Board estimates it will take for each student to achieve grade level proficiency on state assessments if the budget actions would be implemented.

6 responses



Board of Education Needs Assessment: State Assessment Review Form

Each Board of Education member will initially complete this form individually. Once responses have been gathered from all members, the Superintendent will convene the Board of Education team to review, discuss and where needed, come to common agreements so that final responses are reflective of the Board of Education team.

The respondent's email (**null**) was recorded on submission of this form.

* Required

1. Email *

2. Email: *

3. Please select your district: *

Mark only one oval.

☐ USD500 KCKPS

4. District Level and Board of Education Responses *

District/Board Identified Challenges: Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.

Mark only one oval.

☐ There are always a number of challenges that should be considered when evaluating student success in a school district. Some of the key barriers that impact our School District include, but are not limited to:

☐ Some of the key barriers that must be overcome in our School District include:

☐ Our teachers, students, and families face a number of challenges in ensuring student proficiency on assessments. Some of those challenges in our School District include:

☐ Other:

5. District/Board Identified Barriers: Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments. *

Check all that apply.

- ☐ Difficulty in scheduling and finding more time to provide teacher/staff collaboration that would support improved student learning
- ☐ High percentage/number of students qualifying for free and reduced meal programs, increased poverty rate
- ☐ High percentage of EL students receiving ESL/ESOL support and services
- ☐ Though not necessarily identified as at-risk using the free and reduced lunch calculation, a number of students are at a high risk of falling behind
- ☐ High or increased levels of homeless students and families and foster care families
- ☐ Declining enrollment that reduces funding and access to additional services and supports for students
- ☐ Difficulty in retaining and attracting highly qualified teachers and replacing teachers as they retire
- ☐ High levels or increased levels of student trauma (Adverse Childhood Experiences, ACE Study)
- ☐ Lack of, or limited, access to quality Pre-K education
- ☐ Lack of, or limited, access to community health services and mental health services
- ☐ Special Education funding shortfall has limited supports of our highest need students
- ☐ Increased or high levels of student discipline issues, including high numbers of suspensions and/or expulsions
- ☐ Lack of instructional time or changes in instructional opportunities faced during the COVID pandemic created learning loss
- ☐ High numbers or increasing numbers of single parent families
- ☐ High levels or an increase in absenteeism among our student population
- ☐ An increasing level of social emotional challenges and need of students
- ☐ High levels or increased student mobility affects the amount of instructional time we have with highly mobile students and creates instructional issues when students move in or out throughout the school year
- ☐ It is difficult to encourage a student's highest performance on an assessment that does not impact their future
- ☐ Lack of, limited, or difficulties in engaging parents in the educational process
- ☐ Diminishing local control limits our ability to provide supports and services specific to our student and community population
- ☐ We do not receive disaggregated and approved state assessment scores until October of a school year, which limits the amount of time we have to make adjustments based on that data
- ☐ We believe using one assessment scores is not an accurate measure of student success, especially because assessments are written in a way to avoid 100% success for every assessment participant
- ☐ Other: _____

6. District/Board Identified Budget Actions: Identify the budget actions that should be taken to address and remove those barriers. *

Mark only one oval.

- ☐ Our School District faces a number of budget challenges when determining how to allocate funds to best meet the needs of our students. Given our population, the following budget considerations could have the biggest impact on student achievement:
- ☐ Given an appropriate level of funding for both general education and special education, there are a number of budget actions we could take to remove some barriers. Some of them include:
- ☐ Our students face a growing number of barriers to success and our district continually works to support them. Current budget constraints that impact our ability to successfully remove barriers for our students include:
- ☐ Other: _____

7. District/Board Identified Barrier Removal: Identify the budget actions that should be taken to address and remove those barriers. *

Check all that apply.

- ☐ Increased salary to recruit and retain high quality certified and classified staff
- ☐ Additional staff members hired to meet the individual learning and SEL needs of all students
- ☐ increased funding and time for staff development
- ☐ Additional substitute teachers for teacher release time
- ☐ Increase para-educator support in special education classrooms
- ☐ Increased funding to expand extended school year and summer school programs for students
- ☐ Maintain low teacher/pupil ratio for greater individualized instruction
- ☐ Additional ESOL teaching staff for bilingual instruction
- ☐ Increase funding for Pre-K programs
- ☐ Allocating budget to focus on prevention, identification, and intervention concerning trauma and mental health issues
- ☐ Other: _____

8. District/Board Identified Amount of Time: Identify the amount of time the Board estimates it will take for each student to achieve grade level proficiency on the state assessments if the budget actions would be implemented. *

Mark only one oval.

- ☐ There is no way to accurately predict how children will respond to our interventions because we cannot fix the daily challenges they face. Many factor impact students' academic achievement, such as:
- ☐ While our Board of Education, administration, teachers and classified staff work tirelessly to meet the academic and social emotional needs of all of our students, too many factors come into play that do not allow us to accurately assess when all students will be at a certain level. Some of those factors include:
- ☐ We measure growth each year and document in our KESA plans our success on a variety of student success factors. We emphasize growth and strive to lead the world in the success of each student. Although we do this and are proud of the work we do, many factors make it impossible to estimate a time that every student will achieve a definition of grade level proficiency. Such factors include:
- ☐ Other: _____

9. District/Board Identified Factor and Considerations: Identify the amount of time the Board estimates it will take for each student to achieve grade level proficiency on state assessments if the budget actions would be implemented. *

Check all that apply.

- ☐ Our ever-changing student population brings a varying degree of cognitive abilities and disabilities which precludes us from being able to guarantee a date when all students will meet a singular level of proficiency
- ☐ The current and future levels of school funding have a significant impact on student learning and any increases or decreases have an affect on student success. Any changes to those funding levels, in either direction, impacts the ability of students to meet proficiency criteria.
- ☐ Lack of constitutional funding of special education continues to impact our ability to fully meet the needs of all students
- ☐ While assessment scores are one measure, our district does not believe that student assessment scores should be the sole measure of student proficiency
- ☐ Similar to how other professionals, such as doctors, lawyers, etc., cannot ensure 100% success due to a variety of factors and obstacles, we will be unable to achieve 100% proficiency
- ☐ Many of the factors that affect student success, such as trauma, poverty, mental health and student disabilities, are out of the local board's control, so giving a time estimate on things that consistently change, or are under the control of other agencies is not a realistic practice of a local school board
- ☐ Other: _____