



## District Needs Assessment 2023-2024

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USD 232 – De Soto

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## Community Census Demographics

### Population with Race and Ethnic Breakdown

	USD 232	Johnson County	KC Metro Area	Kansas
Total population	36,535	605,154	2,176,124	2,932,099
White	89.7%	83.4%	75.9%	81.4%
Black or African American	2.9%	4.8%	12.1%	5.6%
American Indian and Alaska Native	0.1%	0.2%	0.4%	0.7%
Asian	2.3%	5.3%	3.0%	3.0%
Native Hawaiian and Other Pacific Islander	0.0%	0.0%	0.2%	0.1%
Some other race	1.4%	1.6%	3.1%	3.0%
Two or more races	3.7%	4.6%	5.4%	6.1%
Hispanic or Latino origin (of any race)	6.5%	7.9%	9.4%	12.3%

Source: US Census Bureau

### Highest Level of Education Attainment - Age 25 years and over

	USD 232	Johnson County	KC Metro Area	Kansas
Population 25 years and over	22,315	410,368	1,474,412	1,921,951
Less than high school graduate	3.3%	3.7%	7.3%	8.4%
High school graduate (includes equivalency)	11.6%	13.8%	25.1%	25.7%
Some college or Associate Degree	28.9%	26.2%	29.6%	31.5%
Bachelor Degree	35.9%	34.2%	23.8%	21.6%
Graduate or professional degree	20.2%	22.1%	14.2%	12.8%

Source: US Census Bureau

POVERTY STATUS IN THE PAST 12 MONTHS

	USD 232	Johnson County	KC Metro Area	Kansas
Population for whom poverty status is determined	36,444	599,517	2,144,180	2,850,702
Below 100 percent of the poverty level	3.6%	5.1%	9.8%	11.5%
100 to 149 percent of the poverty level	3.4%	3.8%	7.0%	7.9%
At or above 150 percent of the poverty level	93.0%	91.0%	83.2%	80.6%

Source: US Census Bureau

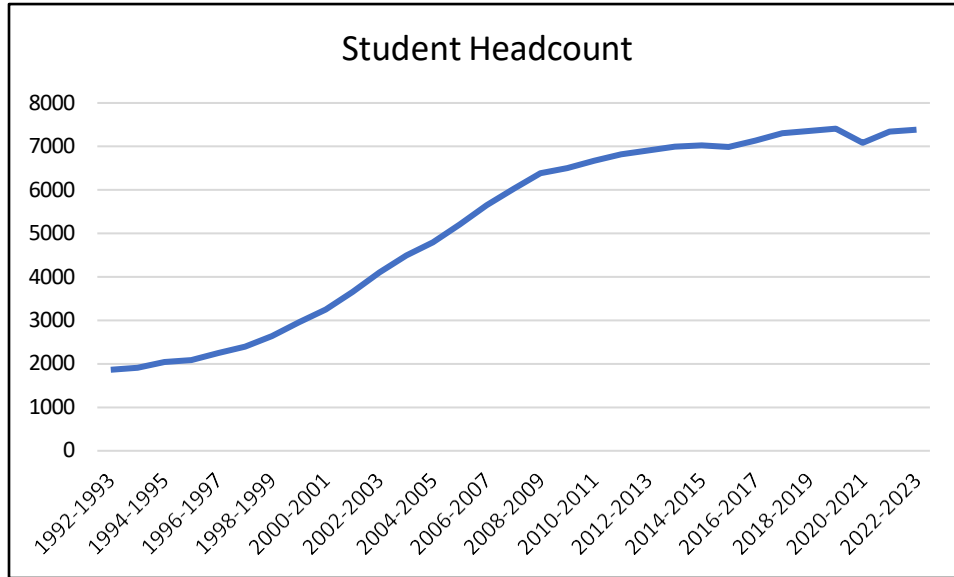
Income Indicators

	USD 232	Johnson County	KC Metro Area	Kansas
Mean household income (dollars)	129,709	114,336	\$86,106	\$77,509
Percentage Of Families with Income In The Past 12 Months Is Below The Poverty Level	3.0%	3.8%	7.7%	8.2%
Civilian Population Aged 16 and Over in the Labor Force	76.9%	71.8%	68.0%	66.5%
Percentage of Households with Broadband Internet	84.92%	86.31%	74.63%	70.40%

Source: US Census Bureau

## USD 232 Enrollment and Funding Trends

### 30 Year Enrollment



Source: KSDE

### State Funding History

School Year	FTE Enrollment	Weighted FTE	State Foundation Aid* per Pupil	State Foundation Aid*	Special Education Aid	Total State Aid
23-24*						
22-23	7,265.30	10,499.10				50,923,399
21-22	7,261.50	10,098.60	5,700	41,391,773	6,151,929	47,543,702
20-21	6,934.90	10,059.20	5,770	40,015,578	5,985,857	46,001,435
19-20	7,331.70	10,054.60	5,308	38,913,953	5,729,978	44,643,931
18-19	7,286.50	9,957.60	4,970	36,213,251	5,312,098	41,525,349
17-18	7,217.80	9,995.80	4,876	35,190,745	4,858,841	40,049,586
16-17	6,868.20	9,275.90	4,704	32,309,487	4,708,736	37,018,223

Source: KSDE, \* Projected Information

# District Information

## District Information

### Students

Total Enrollment 22-23	7,333	Average Daily Attendance 22-23	94.7%
Projected Enrollment 23-24	7,376	Chronic Absenteeism 22-23	9.79%
Students with IEP's 22-23	997	Graduation Rate 2022	97.3%
Students on Free & Reduced Lunch 22-23	14.3%	Dropout Rate 21-22	0.3%
English Language Learners 22-23	218	Five-Year Effectiveness Average 21-22	73

### Staff

Certified Staff 22-23	557	Certified Staff 23-24	628
Student-Teacher Ratio 22-23	17:1	Student-Teacher Ratio 23-24	17:1
Classified Staff 22-23	414	Classified Staff 23-24	419
Student-Staff Ratio 22-23	7:1	Student-Staff Ratio 23-24	7:1

### Class Size Information

Grade	22-23 Students	22-23 Sections	22-23 Class Size	23-24 Students	23-24 Sections	23-24 Class Size
Kindergarten	462	27	17.1	429	24	17.88
1 <sup>st</sup> Grade	506	26	19.5	471	25	18.84
2 <sup>nd</sup> Grade	506	26	19.5	516	27	19.11
3 <sup>rd</sup> Grade	521	27	19.3	519	26	19.96
4 <sup>th</sup> Grade	530	25	21.2	543	26	20.88
5 <sup>th</sup> Grade	536	26	20.6	541	26	20.81
6 <sup>th</sup> Grade	542	23	24	610	25	24.4
7 <sup>th</sup> Grade	565	24	24	548	23	23.8
8 <sup>th</sup> Grade	594	25	24	576	24	24
Totals	4,762	229	20.79	4,753	226	21.07

## Needs Assessment Essential Questions

Based upon the school's Needs Assessment and state assessment results, please identify the following:

1. Barriers that must be overcome for each student to achieve grade-level proficiency on assessments:

- Recruitment and retention of highly qualified teachers and classified support staff in an increasingly competitive market.
- Ensure student instructional capacity through the Science of Reading PreK-12, in both general and special education settings.
- Additional training for staff and support for students with emotional and/or behavioral needs.
- Adequate resources to meet the individual needs of each student.

2. Budget actions that should be taken to address and remove those barriers:

The Kansas Legislature should allocate funding to meet the statutory requirement to fund 92% of excess costs of special education. Due to underfunding of special education from both the state and federal levels, USD 232 is required to use \$5.8 million dollars of General and Supplemental General funds for special education expenses. Due to state and federal regulations, the special education services must be provided, requiring use of General and Supplemental General funds that would have been otherwise available for general education expenses. For this reason, USD 232 must maximize allowable local resources to make up for this deficit.

The Kansas Legislature should fund PreK-12 education at a level required to achieve Kansas State Board of Education goals as predicted in the study commissioned by the Legislature.

- Internal Agency:
  - Hire additional specialists to support student learning.
  - Hire FTE social workers in all buildings to support mental health.
  - Provide professional development for administration and building teams to support staff-identified learning needs and opportunities.
  - Provide resources for staff, students, and the community to support a well-rounded education.
- Budget Support:
  - Resources to provide competitive compensation to recruit and retain certified and classified employees.
  - Fund all ESSER-initiated staff positions beyond the end of 2024.
  - Purchase supplemental resources and materials for instructional use.
  - Professional development in the areas within Professional Learning Community work
  - Purchase research-based curricular resources.
  - Maintain appropriate and reasonable class-size ratios.

3. Amount of time estimated it will take for each student to achieve grade level proficiency on the state assessments, if the budget actions were implemented

Establishing arbitrary timelines for student performance is not reasonable or responsible. It is very unlikely students will perform their best on a given day and in a particular subject area. Additionally, accuracy in prediction of increased student achievement must be tracked by cohort groups, not year-to-year data, which provides results for different students.

USD 232 district goals, related to academics, are stated as such:

- Objective A1: USD 232's Five Year Effectiveness Rate for Post-Secondary Success will exceed 75% by 2027 reporting year.
- Objective A2: 90% or more of USD 232 students will perform at or above grade level. 60% or more will perform in the College and Career Ready category on the Kansas State Assessments or the ACT by the 2026 assessment period.

USD 232 will continue to use multiple measures of student performance and resources to plan for and provide an outstanding educational program. We will continue to work with all students to maximize their full potential.

State Assessment Data Analysis- 2023

Reading-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)		Percent of Students Scoring Categories 3, & 4 (60% by 2027)	
	2022	2023	2022	2023
District	83.61%	83.81%	53.33%	48.71%
State	66.06%	67.11%	35.18%	33.2%

Highest Standard/Skill Performance:

- 3<sup>rd</sup> Language in Writing
- 4<sup>th</sup> Overall Writing
- 5<sup>th</sup> Text Types & Purposes
- 6<sup>th</sup> Language in Writing
- 7<sup>th</sup> Overall Writing
- 8<sup>th</sup> Language in Writing
- 10<sup>th</sup> Language in Writing

Lowest Standard/Skill Performance:

- 3<sup>rd</sup> Key Ideas and Details
- 4<sup>th</sup> Language in Writing
- 5<sup>th</sup> Craft, Structure, & Language in Reading
- 6<sup>th</sup> Key Ideas & Details
- 7<sup>th</sup> Craft, Structure, & Language in Reading
- 8<sup>th</sup> Key Ideas & Details
- 10<sup>th</sup> Craft & Structure

District Grade Level Goal for 2023-2024:

- Student achievement scores will increase by a minimum of 5% in categories 3 and 4 on the reading state assessment.

Rationale:

- District goal is to achieve 90% in categories 2, 3, and 4 and 60% in categories 3 and 4 by 2027. Annual incremental growth is a reasonable expectation, when factoring in need to concurrently mitigate and decrease learning loss.

Math-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)		Percent of Students Scoring Categories 3, & 4 (60% by 2027)	
	2022	2023	2022	2023
District	85.39%	85.5%	49.27%	50.13%
State	67.80%	66.87%	30.89%	31.32%

Highest Standard/Skill Performance:

- 3<sup>rd</sup> Operations & Algebraic Thinking
- 4<sup>th</sup> Overall Writing
- 5<sup>th</sup> Strategic Thinking & Reasoning
- 6<sup>th</sup> Expressions and Equations
- 7<sup>th</sup> Expressions and Equations
- 8<sup>th</sup> Skills & Concepts Functions
- 10<sup>th</sup> Statistics & Probability

Lowest Standard/Skill Performance:

- 3<sup>rd</sup> Strategic Thinking & Reasoning
- 4<sup>th</sup> Craft, Structure, & Language
- 5<sup>th</sup> Number and Operations in Base 10 with fractions
- 6<sup>th</sup> Ratios and Proportional Relationships
- 7<sup>th</sup> Geometry
- 8<sup>th</sup> Expressions and Equations
- 10<sup>th</sup> Functions

District Grade Level Goal for 2023-2024:

- Student achievement scores will increase by a minimum of 5% in categories 3 and 4 on the math state assessment.

Rationale:

- District goal is to achieve 90% in categories 2, 3, and 4 and 60% in categories 3 and 4 by 2027. Annual incremental growth is a reasonable expectation, when factoring in need to concurrently mitigate and decrease learning loss.

Science-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)		Percent of Students Scoring Categories 3, & 4 (60% by 2027)	
	2022	2023	2022	2023
District	78.21%	75.17%	49.12%	46.1%
State	60.01%	51.28%	31.17%	22.71%

Highest Standard/Skill Performance:

- 5<sup>th</sup> Physical & Chemical Sciences
- 8<sup>th</sup> Earth & Space Sciences
- 11<sup>th</sup> Life Sciences

Lowest Standard/Skill Performance:

- 5<sup>th</sup> Life Sciences

- 8<sup>th</sup> Physical & Chemical Sciences
- 11<sup>th</sup> Earth & Space Sciences

District Grade Level Goal for 2023-2024:

- Student achievement scores will increase by a minimum of 5% in categories 3 and 4 on the science state assessment.

Rationale:

- District goal is to achieve 90% in categories 2, 3, and 4 and 60% in categories 3 and 4 by 2027. Annual incremental growth is a reasonable expectation, when factoring in need to concurrently mitigate and decrease learning loss.



USD 232 Needs Assessment Audit- Elementary  
2023-2024

School Name: Belmont Elementary

Principal Name: Pam Hargrove

**Building Information**

Students

Total enrollment 22-23	385	Average Daily Attendance 22-23	97.4
Projected Enrollment 23-24	385	Chronic Absenteeism 22-23	7.85
Students with IEP's 22-23	77	Graduation Rate 2022	N/A
Students on Free & Reduced Lunch 22-23	56	Dropout Rate 21-22	N/A
English Language Learners 22-23	0	Five-Year Effectiveness Average 21-22	N/A

Staff

Certified Staff 22-23	41	Certified Staff 23-24	42
Student-Teacher Ratio 22-23	9:1	Student-Teacher Ratio 23-24	9:1
Classified Staff 22-23	30	Classified Staff 23-24	32
Student-Staff Ratio 22-23	5:1	Student-Staff Ratio 23-24	6:1

Class Size Information

Grade	22-23 Students	22-23 Sections	22-23 Class Size	23-24 Students	23-24 Sections	23-24 Class Size
Kindergarten	72	4	17.8	47	3	15.7
1 <sup>st</sup> Grade	56	3	18.7	75	4	18.8
2 <sup>nd</sup> Grade	77	4	18.7	54	3	18
3 <sup>rd</sup> Grade	55	3	17.3	72	4	18
4 <sup>th</sup> Grade	64	3	20.7	55	3	18.3
5 <sup>th</sup> Grade	68	3	22.3	58	3	19.3
Totals	383	19.2	19.2	361	20	22.6

## Needs Assessment Essential Questions

Based upon the school's Needs Assessment and State Assessment results, please identify the following:

### 1. Barriers that must be overcome for each student to achieve grade level proficiency on assessments

#### ▪ Building Response:

The opportunity to learn is paramount to learning. Students cannot learn if they are not actively engaged in a positively structured learning environment on a consistent basis for an extended amount of time. I am not only referring to a child's physical presence in a classroom, although over the last three years, that has become a barrier we could have never predicted; I am referring to a child's ability to mentally engage with learning. This is a beast that teachers are battling at a much higher rate than ever before. Our students are, simply put, not as mentally, physically or emotionally ready to manage themselves among others, and lack an urgency for completing tasks necessary for growth. We are teaching or reteaching executive functioning skills that children most naturally learn from a stable, low-stress home environment. Our families have been put in the position of making decisions to survive- added stresses due to the pandemic, social, economic and political issues have robbed them of their ability to relax and engage with their children as both they and their children deserve. This pandemic has created classrooms of children dealing with anxieties that they cannot begin to explain, understand or mitigate on their own. Whereas classroom teachers in past years have perhaps had two or three students in their classroom family who were learning through special circumstances, the current reality is that the *overwhelming majority* of every class is now in need of special accommodations, modifications, therapies, behavior plans, team collaboration meetings, 504 plans, Individual Education Plans or just extended time to process the information coming into their brains while learning in a classroom full of neurodiversity and all of the people, strategies and unexpected behaviors that can come with any or all of these environmental settings. Do not misunderstand my words; I fully believe that inclusive classrooms are paramount to all students learning. Our building theme is We BELong, and we believe in empowering and protecting each and every learner. It is, however, an intricate dance that we perform daily. The quantity and intensity of need has, and no doubt will continue, to change. Hitting a number on an ambiguous, one-shot state assessment is not going to be our focus. Individual student growth and attainment of standards, knowledge and skills will always be important to our team. The state must consider alternate ways for students with disabilities to show their growth, because asking them to sit and struggle through a grade-level assessment when they are still working well below the level of their peers, not because they or their instructional team are not expecting and pushing for greatness, but because their brains are not yet ready to access and process confusing grade-level material, is demoralizing and cruel. We can do better for our kids in Kansas. We need to do better. Parents should not feel the need to exempt their children from state assessments in order to save their psyche. That's just wrong. We need an assessment system that sees every learner on their best day, not just as a number on the assigned day.

### 2. Budget actions that should be taken to address and remove those barriers

#### Building Response:

#### ▪ Building Internal Agency Response:

- We will continuously work to improve our instruction, in order to best meet our learner needs as we understand them. Our response systems will efficiently and effectively provide a path for collaboration, instruction, assessment, analysis and response through a data-driven and intentional plan of action.

#### ▪ Building Budget Response:

- We appreciate all district efforts to provide small class sizes, not because the research is particularly strong in the area of class sizes, but because as a district, we understand that each chair represents a unique and needy learner and/or family, and that one teacher is stronger when that teacher has the mental and physical capacity to discover, research, plan for and meet a reasonably limited number of needs each year. We also appreciate district efforts to provide interventional specialists in each building, including but not

limited to: Social Worker, Counselor, Registered Nurses, Special Education Teams, Reading and Math Specialists.

3. Amount of time estimated it will take for each student to achieve grade level proficiency on the state assessments, if the budget actions were implemented

Building Response: This is a nefarious question that fails to take in the individual needs and circumstances of each learner. Students come to us having spent five years in a vast variety of life settings from neglect or active trauma to happy and structured professional pre-school education. Some students are on track the minute they enter our doors and will remain on track for the duration of their educational careers, in spite of difficult classroom situations that may arise; because they received significant emotional intelligence and executive functioning skills as an early learner. Others may be a complete mess their entire school career yet have a brain that works like a well-oiled machine to input, process and export knowledge. They'll score just fine on the assessments as long as they aren't too distracted that day. If I were to give an estimate though, of how long it will take to meet and maintain our goals of 90% at 2 or above and 60% at 3 or 4, I would say possibly never. I don't say this to be trite, as we are actually already at the goal in many areas, but to recognize that 25% of our population consists of students with identified disabilities, many of whom may never be able to show their learning on a formalized assessment required by the state. Many of our students with disabilities will rock it, some will find themselves exempted by their parents, and others will give their absolute all and still fall short. Because they aren't there...yet. We have an entire population of students and parents who already know that they aren't performing at grade level due to a disability that they neither created, nor asked for...when do they get to show and celebrate their abilities, instead of being reminded of their disabilities? They will, however, close the gap in life, and live successfully in a world that isn't measured by a score on a test in elementary, middle or high school. So how long will it take for the state to allow for appropriate accommodations, or modified testing other than the Dynamic Learning Map so that all students have a platform through which to show growth? I would say that's the answer to how long it will take for each student to achieve grade-level proficiency. I wish I knew.

State Assessment Data Analysis- 2023

Third Grade

Reading-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)		Percent of Students Scoring Categories 3, & 4 (60% by 2027)	
	2022	2023	2022	2023
Building	75%	77%	42%	52%
District	83%	85%	56%	60%
State	68%	69%	38%	39%

Highest Standard/Skill Performance:

- Overall Reading

Lowest Standard/Skill Performance:

- Key Ideas and Details, Language and Writing

Building Grade Level Goal for 2023-2024:

- Grade level teams will plan units of instruction based on priority standards utilizing high impact instructional practices.

Rational:

- Grade level teams will administer common formative assessments and respond to the results with differentiated instruction as indicated by current data which will increase scores on assessments.

Math-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)		Percent of Students Scoring Categories 3, & 4 (60% by 2027)	
	2022	2023	2022	2023
Building	95%	92%	65%	73%
District	91%	90%	67%	72%
State	77%	77%	50%	51%

Highest Standard/Skill Performance:

- Number and Operations with Fractions

Lowest Standard/Skill Performance:

- N/A

Building Grade Level Goal for 2023-2024:

- Grade level teams will plan units of instruction based on priority standards utilizing high impact instructional practices.

Rational:

- Grade level teams will administer common formative assessments and respond to the results with differentiated instruction as indicated by current data which will increase scores on assessments.

## Fourth Grade

### Reading-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)		Percent of Students Scoring Categories 3, & 4 (60% by 2027)	
	2022	2023	2022	2023
Building	98.5%	97%	69.7%	70%
District	94%	94%	64%	61%
State	81%	82%	43%	44%

#### Highest Standard/Skill Performance:

- Met standard in every area

#### Lowest Standard/Skill Performance:

- N/A

#### Building Grade Level Goal for 2023-2024:

- Grade level teams will plan units of instruction based on priority standards utilizing high impact instructional practices.

#### Rational:

- Grade level teams will administer common formative assessments and respond to the results with differentiated instruction as indicated by current data which will increase scores on assessments.

### Math-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)		Percent of Students Scoring Categories 3, & 4 (60% by 2027)	
	2022	2023	2022	2023
Building	97%	98%	80%	69%
District	93%	94%	58%	56%
State	80%	82%	35%	39%

#### Highest Standard/Skill Performance:

- Number and Operations in Base 10

#### Lowest Standard/Skill Performance:

- N/A

#### Building Grade Level Goal for 2023-2024:

- Grade level teams will plan units of instruction based on priority standards utilizing high impact instructional practices.

#### Rational:

- Grade level teams will administer common formative assessments and respond to the results with differentiated instruction as indicated by current data which will increase scores on assessments.

## Fifth Grade

### Reading-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)		Percent of Students Scoring Categories 3, & 4 (60% by 2027)	
	2022	2023	2022	2023
Building	87%	88%	40%	54%
District	82%	86%	55%	58%
State	69%	69%	40%	41%

#### Highest Standard/Skill Performance:

- Met standard in every area

#### Lowest Standard/Skill Performance:

- N/A

#### Building Grade Level Goal for 2023-2024:

- Grade level teams will plan units of instruction based on priority standards utilizing high impact instructional practices.

#### Rational:

- Grade level teams will administer common formative assessments and respond to the results with differentiated instruction as indicated by current data which will increase scores on assessments.

### Math-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)		Percent of Students Scoring Categories 3, & 4 (60% by 2027)	
	2022	2023	2022	2023
Building	82%	81%	38%	51%
District	80%	83%	42%	48%
State	66%	67%	31%	33%

#### Highest Standard/Skill Performance:

- Strategic Thinking and Reasoning

#### Lowest Standard/Skill Performance:

- Number and Operations in Base 10 with Fractions

#### Building Grade Level Goal for 2023-2024:

- Grade level teams will plan units of instruction based on priority standards utilizing high impact instructional practices.

#### Rational:

- Grade level teams will administer common formative assessments and respond to the results with differentiated instruction as indicated by current data which will increase scores on assessments.

Science-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)		Percent of Students Scoring Categories 3, & 4 (60% by 2027)	
	2022	2023	2022	2023
Building	94%	89%	59%	58%
District	90%	89%	65%	66%
State	73%	73%	45%	44%

Highest Standard/Skill Performance:

- Physical and Chemical Sciences and Earth and Space Sciences

Lowest Standard/Skill Performance:

- Life Sciences

Building Grade Level Goal for 2023-2024:

- Increase opportunity for hands on science in order to increase the percentage of students retaining scientific knowledge in order to score in categories 3 or 4.

Rational:

- Students will score in categories 3 or 4 on state assessment.



USD 232 Needs Assessment Audit- Elementary  
2023-2024

School Name: Clear Creek Elementary

Principal Name: Kelley Begley McCall

**Building Information**

Students

Total enrollment 22-23	537	Average Daily Attendance 22-23	94.9
Projected Enrollment 23-24	506	Chronic Absenteeism 22-23	8.27
Students with IEP's 22-23	58	Graduation Rate 2022	N/A
Students on Free & Reduced Lunch 22-23	56	Dropout Rate 21-22	N/A
English Language Learners 22-23	2	Five-Year Effectiveness Average 21-22	N/A

Staff

Certified Staff 22-23	41	Certified Staff 23-24	38
Student-Teacher Ratio 22-23	13:1	Student-Teacher Ratio 23-24	13:1
Classified Staff 22-23	23	Classified Staff 23-24	22
Student-Staff Ratio 22-23	8:1	Student-Staff Ratio 23-24	8:1

Class Size Information

Grade	22-23 Students	22-23 Sections	22-23 Class Size	23-24 Students	23-24 Sections	23-24 Class Size
Kindergarten	65	4	16.25	68	4	17
1 <sup>st</sup> Grade	100	5	20	66	3	22
2 <sup>nd</sup> Grade	82	4	20.5	98	5	19.6
3 <sup>rd</sup> Grade	96	5	19.2	80	4	20
4 <sup>th</sup> Grade	98	4	24.5	97	4	24.25
5 <sup>th</sup> Grade	96	4	24	97	4	24.25
Totals	537	26	20.65	506	24	21.18

## Needs Assessment Essential Questions

Based upon the school's Needs Assessment and State Assessment results, please identify the following:

1. Barriers that must be overcome for each student to achieve grade level proficiency on assessments

- Building Response:
  - Teachers need further understanding of number sense & problem solving.
  - Ongoing learning and application in the Science of Reading
  - Persist in our efforts to comprehend the standards and Webb's Depth of Knowledge
  - Wrapping around our students utilizing the PLC process and utilizing MTSS to support struggling students

2. Budget actions that should be taken to address and remove those barriers

Building Response:

- Building Internal Agency Response:
  - Providing the professional development needed to overcome barriers listed above.
  - Utilizing our Professional Learning Communities structure during our Student Collaboration Team meetings to address student needs.
  - Continue with a robust reading intervention program with support full time reading interventionists team.
- Building Budget Response:
  - Sending to teacher to math professional development and utilizing online platforms to learn more around number sense and problem solving.
  - Allocating monies toward necessary books, resources, and manipulatives to help with math and reading instruction.
- District Budget Response:
  - Advocating for hiring a certified math interventionist.

3. Amount of time estimated it will take for each student to achieve grade level proficiency on the state assessments, if the budget actions were implemented

- Building Response:
  - Undetermined due to each student starting at a different spot. With a strong MTSS response, we hope to move students towards grade level performance within the year.

State Assessment Data Analysis- 2023

Third Grade

Reading-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)		Percent of Students Scoring Categories 3, & 4 (60% by 2027)	
	2022	2023	2022	2023
Building	92.45%	93.7%	76.33%	71.6%
District	83%	86%	56%	60%
State	68%	67.8%	38%	38.1%

Highest Standard/Skill Performance:

- Text Type & Purpose

Lowest Standard/Skill Performance:

- Key Ideas and Details

Building Grade Level Goal for 2023-2024:

- Work to create formatives at a higher depth of knowledge to help aid us in targeting our instruction so that we can continue to reach our building goals.

Rational:

- To meet district and building goals.

Math-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)		Percent of Students Scoring Categories 3, & 4 (60% by 2027)	
	2022	2023	2022	2023
Building	95.68%	93.7%	74.8%	72.6%
District	91%	90%	67%	72%
State	77%	76.5%	50%	50.4%

Highest Standard/Skill Performance:

- Operations and Algebraic Thinking

Lowest Standard/Skill Performance:

- Strategic Thinking & Reasoning

Building Grade Level Goal for 2023-2024:

- Work to create formatives at a higher depth of knowledge to help aide us in targeting our instruction so that we can continue to reach our building goals.

Rational:

- To meet district and building goals.

## Fourth Grade

### Reading-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)		Percent of Students Scoring Categories 3, & 4 (60% by 2027)	
	2022	2023	2022	2023
Building	95.73%	98%	63.82%	72.44%
District	94%	93%	64%	61%
State	81%	81%	43%	42.8%

#### Highest Standard/Skill Performance:

- Overall Writing

#### Lowest Standard/Skill Performance:

- Text Type & Purposes

#### Building Grade Level Goal for 2023-2024:

- Work to create formatives at a higher depth of knowledge to help aid us in targeting our instruction so that we can continue to reach our building goals.

#### Rational:

- To meet district and building goals.

### Math-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)		Percent of Students Scoring Categories 3, & 4 (60% by 2027)	
	2022	2023	2022	2023
Building	94.67%	98%	58.5%	67.3%
District	93%	94%	58%	56%
State	80%	80.9%	35%	37.6%

#### Highest Standard/Skill Performance:

- Operations & Algebraic Thinking

#### Lowest Standard/Skill Performance:

- Math Skill & Concepts

#### Building Grade Level Goal for 2023-2024:

- Work to create formatives at a higher depth of knowledge to help aid us in targeting our instruction so that we can continue to reach our building goals.

#### Rational:

- To meet district and building goals.

## Fifth Grade

### Reading-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)		Percent of Students Scoring Categories 3, & 4 (60% by 2027)	
	2022	2023	2022	2023
Building	79.37%	87.5%	62.88%	57.3%
District	82%	85%	55%	58%
State	69%	67.7%	40%	39.5%

#### Highest Standard/Skill Performance:

- Text Type & Purposes

#### Lowest Standard/Skill Performance:

- Craft Structure & Language in Reading

#### Building Grade Level Goal for 2023-2024:

- Work to create formatives at a higher depth of knowledge to help aid us in targeting our instruction so that we can continue to reach our building goals.

#### Rational:

- To meet district and building goals.

### Math-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)		Percent of Students Scoring Categories 3, & 4 (60% by 2027)	
	2022	2023	2022	2023
Building	74.22%	78.1%	39.17%	45.8%
District	80%	83%	42%	48%
State	66%	65.6%	31%	31.3%

#### Highest Standard/Skill Performance:

- Strategic Thinking & Reasoning

#### Lowest Standard/Skill Performance:

- Measurement & Data

#### Building Grade Level Goal for 2023-2024:

- Work to create formatives at a higher depth of knowledge to help aid us in targeting our instruction so that we can continue to reach our building goals.

#### Rational:

- To meet district and building goals.

Science-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)		Percent of Students Scoring Categories 3, & 4 (60% by 2027)	
	2022	2023	2022	2023
Building	85.55%	88.5%	63.91%	65.6%
District	90%	90%	65%	66%
State	73%	71.6%	45%	42.1%

Highest Standard/Skill Performance:

- Physical & Chemical Sciences

Lowest Standard/Skill Performance:

- Life Sciences

Building Grade Level Goal for 2023-2024:

- Work to create formatives at a higher depth of knowledge to help aid us in targeting our instruction so that we can continue to reach our building goals.

Rational:

- To meet district and building goals.



USD 232 Needs Assessment Audit- Elementary  
2023-2024

School Name: Horizon Elementary

Principal Name: Steve Crutchfield

**Building Information**

Students

Total enrollment 22-23	369	Average Daily Attendance 22-23	94.70%
Projected Enrollment 23-24	355	Chronic Absenteeism 22-23	9.28%
Students with IEP's 22-23	61	Graduation Rate 2022	NA
Students on Free & Reduced Lunch 22-23	10%	Dropout Rate 21-22	NA
English Language Learners 22-23	0	Five-Year Effectiveness Average 21-22	NA

Staff

Certified Staff 22-23	38	Certified Staff 23-24	40
Student-Teacher Ratio 22-23	9.71	Student-Teacher Ratio 23-24	8.60
Classified Staff 22-23	22	Classified Staff 23-24	24
Student-Staff Ratio 22-23	6.15	Student-Staff Ratio 23-24	14:1

Class Size Information

Grade	22-23 Students	22-23 Sections	22-23 Class Size	23-24 Students	23-24 Sections	23-24 Class Size
Kindergarten	49	3	16.33	47	3	15.67
1 <sup>st</sup> Grade	52	3	17.33	51	3	17.00
2 <sup>nd</sup> Grade	63	3	18.50	59	3	19.67
3 <sup>rd</sup> Grade	75	4	16.67	59	3	19.67
4 <sup>th</sup> Grade	53	3	17.67	72	4	18.00
5 <sup>th</sup> Grade	77	3	25.67	56	3	18.67
Totals	369	19	19.42	344	19	18.11

## Needs Assessment Essential Questions

Based upon the school's Needs Assessment and State Assessment results, please identify the following:

1. Barriers that must be overcome for each student to achieve grade level proficiency on assessments

Some of the key barriers that must be overcome to achieve grade level proficiency on assessments at Horizon Elementary include:

- Paraprofessional shortage
- Itinerant staffing in critical needs areas (social work, psychology, speech)
- Larger class sizes at the intermediate level
- High level of students facing adverse childhood experiences and resulting behavioral challenges
- Limited time for collaboration between special education and general education staff
- **Professional development that does not relate directly to teacher efficacy**
- **General public perception of education**
- **Time for teachers to plan within the school day**

2. Budget actions that should be taken to address and remove those barriers

Building Response:

- Building Internal Agency Response:
  - Build in time for general education and special education staff to collaborate on IEP days when there are two substitutes in the building to provide specific coverage for the classroom and resource teacher.
  - Increase building social media presence to showcase student learning and innovative, engaging instruction
- Building Budget Response:
  - Continue allocating a portion of the building budget to procure additional substitutes for staff to collaborate on a regular basis
  - Continue providing building in-service time for special education and general education staff
- District Budget Response:
  - Increase in support staff hired to meet the individual learning and SEL needs of all students. The support staff would help with tiered academic and behavioral instruction.
  - Increase funding to build time into the elementary schedule for increased collaboration to occur between support staff, specialists, and general education teachers.
  - Increased funding for special education at the state and local levels
  - Increase in salary and enhanced benefits packages for all classified staff
  - Maintain lower teacher to student ratio

3. Amount of time estimated it will take for each student to achieve grade level proficiency on the state assessments, if the budget actions were implemented

- Building Response: In utilizing the SCT (Student Collaborative Team) structure we will address student needs in a timely manner, realizing that each student is unique; learning and developing at their own pace.

State Assessment Data Analysis- 2023

Third Grade

Reading-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)		Percent of Students Scoring Categories 3, & 4 (60% by 2027)	
	2022	2023	2022	2023
Building	87.73%	92.09%	63.25%	65.78%
District	82.99%	86.13%	56.24%	60.33%
State	66.55%	67.87%	36.70%	38.08%

Highest Standard/Skill Performance:

- Language in Writing

Lowest Standard/Skill Performance:

- Key Ideas and Details

Building Grade Level Goal for 2023-2024:

- Administrative and instructional staff will use data-driven instruction to increase the percentage of students scoring in categories 3 and 4 on the Kansas State Assessment (KAP). Instructional staff will use supplemental phonics materials and common math vocabulary to increase student achievement in reading and math. The impact of this plan will be measured through analysis of state and local assessment data.

Math-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)		Percent of Students Scoring Categories 3, & 4 (60% by 2027)	
	2022	2023	2022	2023
Building	89.78%	93.49%	71.42%	75.31%
District	91.04%	90.02%	67.50%	71.42%
State	75.83%	76.52%	48.11%	50.40%

Highest Standard/Skill Performance:

- Measurement and Data

Lowest Standard/Skill Performance:

- Strategic Thinking and Reasoning

Building Grade Level Goal for 2023-2024:

- Administrative and instructional staff will use data-driven instruction to increase the percentage of students scoring in categories 3 and 4 on the Kansas State Assessment (KAP). Instructional staff will incorporate common math vocabulary terms in daily lessons and prioritize and narrow common math vocabulary to align to priority standards.

## Fourth Grade

### Reading-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)		Percent of Students Scoring Categories 3, & 4 (60% by 2027)	
	2022	2023	2022	2023
Building	95.58%	94.53%	76.47%	61.81%
District	93.87%	92.83%	64.15%	60.63%
State	80.47%	81.49%	41.92%	42.82%

### Highest Standard/Skill Performance:

- Text Types and Purposes

### Lowest Standard/Skill Performance:

- Language in Writing

### Building Grade Level Goal for 2023-2024:

- Administrative and instructional staff will use data-driven instruction to increase the percentage of students scoring in categories 3 and 4 on the Kansas State Assessment (KAP). Instructional staff will use supplemental phonics materials to increase student achievement in reading and math. The impact of this plan will be measured through analysis of state and local assessment data.

### Math-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)		Percent of Students Scoring Categories 3, & 4 (60% by 2027)	
	2022	2023	2022	2023
Building	94.11%	92.71%	69.11%	56.35%
District	93.01%	94.03%	57.41%	56.23%
State	79.38%	80.93%	34.73%	37.62%

### Highest Standard/Skill Performance:

- Strategic Thinking and Reasoning

### Lowest Standard/Skill Performance:

- Numbers and Operations in Base Ten

### Building Grade Level Goal for 2023-2024:

- Administrative and instructional staff will use data-driven instruction to increase the percentage of students scoring in categories 3 and 4 on the Kansas State Assessment (KAP). Instructional staff will incorporate common math vocabulary terms in daily lessons and prioritize and narrow common math vocabulary to align to priority standards.

## Fifth Grade

### Reading-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)		Percent of Students Scoring Categories 3, & 4 (60% by 2027)	
	2022	2023	2022	2023
Building	91.06%	84.40%	60.71%	55.83%
District	81.44%	85.22%	55.42%	57.37%
State	68.07%	67.81%	39.23%	39.55%

Highest Standard/Skill Performance:

- Text Types and Purposes

Lowest Standard/Skill Performance:

- Language in Writing

Building Grade Level Goal for 2023-2024:

- Administrative and instructional staff will use data-driven instruction to increase the percentage of students scoring in categories 3 and 4 on the Kansas State Assessment (KAP). Instructional staff will use supplemental phonics materials to increase student achievement in reading and math. The impact of this plan will be measured through analysis of state and local assessment data.

### Math-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)		Percent of Students Scoring Categories 3, & 4 (60% by 2027)	
	2022	2023	2022	2023
Building	92.85%	85.70%	53.57%	57.13%
District	80.32%	82.43%	41.75%	47.82%
State	64.58%	65.55%	29.89%	31.31%

Highest Standard/Skill Performance:

- Strategic Thinking and reasoning

Lowest Standard/Skill Performance:

- Number and Operations in Base Ten/Number and Operations with Fractions

Building Grade Level Goal for 2023-2024:

- Administrative and instructional staff will use data-driven instruction to increase the percentage of students scoring in categories 3 and 4 on the Kansas State Assessment (KAP). Instructional staff will incorporate common math vocabulary terms in daily lessons and prioritize and narrow common math vocabulary to align to priority standards.

Science-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)		Percent of Students Scoring Categories 3, & 4 (60% by 2027)	
	2022	2023	2022	2023
Building	94.62%	96.09%	73.12%	77.91%
District	90.12%	89.29%	64.43%	66.05%
State	72.20%	71.60%	42.71%	42.12%

Highest Standard/Skill Performance:

- Physical and Chemical Sciences/Earth and Space Sciences

Lowest Standard/Skill Performance:

- Life Sciences

Building Grade Level Goal for 2023-2024:

- As a building, we would like to focus our attention on increasing the percentage of students scoring in categories 3 and 4 on the Kansas State Assessment (KAP). To do this, teachers will need to provide engaging and relevant instructional opportunities for all students. In addition, we want all students who have mastered the science standard(s) of focus to have the opportunity to dig deeper and apply their knowledge.



**USD 232 Needs Assessment Audit- Elementary  
2023-2024**

School Name: Mize Elementary

Principal Name: Gerri Balthazor

**Building Information**

Students

Total enrollment 22-23	458	Average Daily Attendance 22-23	92.1
Projected Enrollment 23-24	454	Chronic Absenteeism 22-23	8.49
Students with IEP's 22-23	40	Graduation Rate 2022	N/A
Students on Free & Reduced Lunch 22-23	25	Dropout Rate 21-22	N/A
English Language Learners 22-23	0	Five-Year Effectiveness Average 21-22	N/A

Staff

Certified Staff 22-23	43	Certified Staff 23-24	46
Student-Teacher Ratio 22-23	11:1	Student-Teacher Ratio 23-24	10:1
Classified Staff 22-23	36	Classified Staff 23-24	30
Student-Staff Ratio 22-23	13:1	Student-Staff Ratio 23-24	6:1

Class Size Information

Grade	22-23 Students	22-23 Sections	22-23 Class Size	23-24 Students	23-24 Sections	23-24 Class Size
Kindergarten	68	4	17	67	4	17
1 <sup>st</sup> Grade	69	3	23	67	4	17
2 <sup>nd</sup> Grade	81	4	20	73	4	18
3 <sup>rd</sup> Grade	79	4	19	83	4	21
4 <sup>th</sup> Grade	82	4	20	82	4	21
5 <sup>th</sup> Grade	79	3	26	82	4	21
Totals	458	22	21	454	24	19.2

## Needs Assessment Essential Questions

Based upon the school's Needs Assessment and State Assessment results, please identify the following:

1. Barriers that must be overcome for each student to achieve grade level proficiency on assessments

- Building Response:
  - Ensuring growth of our students through the Science of Reading
  - Ensuring both the social and emotional needs of students
  - Lack of classified support services and special education funding

2. Budget actions that should be taken to address and remove those barriers

Building Response:

- Building Internal Agency Response:
  - Building goals targeting specific needs on the Science of Reading
  - Data Analysis and Instructional Plans within PLC's
  - Continued efforts to recruit and retain classified staff members
- Building Budget Response:
  - Our building has purchased and implemented programs to support students and teachers with the Science of Reading initiative. This has become an area of focus as we strive to increase reading proficiency.
  - This is an area that has become increasingly more difficult with state budget cuts to special education.
- District Budget Response:
  - Building Math Aide to address needs of tier math students
  - Reading Specialist and aide to address needs of tier reading students and Science of Reading initiatives
  - Paraprofessional support for Special Education student needs
  - Given appropriate funding, we could continue to support staff through recruiting and retaining classified and certified staff members.

3. Amount of time estimated it will take for each student to achieve grade level proficiency on the state assessments, if the budget actions were implemented

- Building Response: We anticipate at least three years to measure growth and progress of students. This will also allow the opportunity to assess the impacts of new programs and relevant instructional opportunities for students. These programs will provide support needed to increase learning and assessment scores. Although this is what is anticipated, we know that our reality may look different given yearly budget constraints and other societal impacts.

State Assessment Data Analysis- 2023

Third Grade

Reading-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)		Percent of Students Scoring Categories 3, & 4 (60% by 2027)	
	2022	2023	2022	2023
Building	92%	77%	64%	48%
District	83%	85%	56%	60%
State	68%	69%	38%	39%

Highest Standard/Skill Performance:  
Key Ideas and Details

Lowest Standard/Skill Performance:  
Language in Writing

Rational: As a building, we would like to focus our attention on increasing the percentage of students scoring in categories 3 and 4 on the Kansas state assessment. In order to do this, teachers will need to provide engaging and relevant instructional opportunities for all students. In addition, we want all students who have mastered the standard(s) of focus to have the opportunity to dig deeper and apply their knowledge.

Math-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)		Percent of Students Scoring Categories 3, & 4 (60% by 2027)	
	2022	2023	2022	2023
Building	96%	82%	88%	68%
District	90%	90%	67%	72%
State	78%	78%	50%	51%

Highest Standard/Skill Performance:  
Measurement & Data

Lowest Standard/Skill Performance:  
Number and Operations with Fractions

Rational: As a building, we would like to focus our attention on increasing the percentage of students scoring in categories 3 and 4 on the Kansas state assessment. In order to do this, teachers will need to provide engaging and relevant instructional opportunities for all students. In addition, we want all students who have mastered the standard(s) of focus to have the opportunity to dig deeper and apply their knowledge.

## Fourth Grade

### Reading-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)		Percent of Students Scoring Categories 3, & 4 (60% by 2027)	
	2022	2023	2022	2023
Building	94%	93%	62%	68%
District	94%	93%	64%	61%
State	81%	82%	43%	44%

Highest Standard/Skill Performance:

Craft, Structure, and Language in Reading

Lowest Standard/Skill Performance:

Met in all skill areas

Rational: As a building, we would like to focus our attention on increasing the percentage of students scoring in categories 3 and 4 on the Kansas state assessment. In order to do this, teachers will need to provide engaging and relevant instructional opportunities for all students. In addition, we want all students who have mastered the standard(s) of focus to have the opportunity to dig deeper and apply their knowledge.

### Math-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)		Percent of Students Scoring Categories 3, & 4 (60% by 2027)	
	2022	2023	2022	2023
Building	95%	98%	61%	70%
District	93%	94%	58%	56%
State	80%	82%	35%	39%

Highest Standard/Skill Performance:

Operations and Algebraic Thinking

Lowest Standard/Skill Performance:

Met in all skill areas

Rational: As a building, we would like to focus our attention on increasing the percentage of students scoring in categories 3 and 4 on the Kansas state assessment. In order to do this, teachers will need to provide engaging and relevant instructional opportunities for all students. In addition, we want all students who have mastered the standard(s) of focus to have the opportunity to dig deeper and apply their knowledge.

## Fifth Grade

### Reading-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)		Percent of Students Scoring Categories 3, & 4 (60% by 2027)	
	2022	2023	2022	2023
Building	91%	93%	75%	70%
District	81%	86%	55%	58%
State	69%	69%	40%	41%

Highest Standard/Skill Performance:

Text Types and Purposes

Lowest Standard/Skill Performance:

Met in all skill areas

Rational: As a building, we would like to focus our attention on increasing the percentage of students scoring in categories 3 and 4 on the Kansas state assessment. In order to do this, teachers will need to provide engaging and relevant instructional opportunities for all students. In addition, we want all students who have mastered the standard(s) of focus to have the opportunity to dig deeper and apply their knowledge.

### Math-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)		Percent of Students Scoring Categories 3, & 4 (60% by 2027)	
	2022	2023	2022	2023
Building	94%	91%	68%	55%
District	80%	83%	42%	48%
State	66%	67%	31%	33%

Highest Standard/Skill Performance:

Number and Operations in Base Ten

Lowest Standard/Skill Performance:

Number and Operations with Fractions

Rational: As a building, we would like to focus our attention on increasing the percentage of students scoring in categories 3 and 4 on the Kansas state assessment. In order to do this, teachers will need to provide engaging and relevant instructional opportunities for all students. In addition, we want all students who have mastered the standard(s) of focus to have the opportunity to dig deeper and apply their knowledge.

Science-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)		Percent of Students Scoring Categories 3, & 4 (60% by 2027)	
	2022	2023	2022	2023
Building	98%	98%	85%	88%
District	91%	89%	65%	66%
State	74%	73%	45%	44%

Highest Standard/Skill Performance:

Physical and Chemical Sciences  
Earth and Space Sciences

Lowest Standard/Skill Performance:

Met in all skill areas

Rational: As a building, we would like to focus our attention on increasing the percentage of students scoring in categories 3 and 4 on the Kansas state assessment. In order to do this, teachers will need to provide engaging and relevant instructional opportunities for all students. In addition, we want all students who have mastered the standard(s) of focus to have the opportunity to dig deeper and apply their knowledge.



USD 232 Needs Assessment Audit- Elementary  
2023-2024

School Name: Prairie Ridge Elementary

Principal Name: Kristel Fulcher

**Building Information**

Students

Total enrollment 22-23	474	Average Daily Attendance 22-23	465
Projected Enrollment 23-24	454	Chronic Absenteeism 22-23	NA
Students with IEP's 22-23	67	Graduation Rate 2022	NA
Students on Free & Reduced Lunch 22-23	25	Dropout Rate 21-22	NA
English Language Learners 22-23	0	Five-Year Effectiveness Average 21-22	NA

Staff

Certified Staff 22-23	36	Certified Staff 23-24	37
Student-Teacher Ratio 22-23	19:1	Student-Teacher Ratio 23-24	20:1
Classified Staff 22-23	18	Classified Staff 23-24	17
Student-Staff Ratio 22-23	9:1	Student-Staff Ratio 23-24	8:1

Class Size Information

Grade	22-23 Students	22-23 Sections	22-23 Class Size	23-24 Students	23-24 Sections	23-24 Class Size
Kindergarten	75	4	19	77	4	19
1 <sup>st</sup> Grade	70	4	18	73	4	18
2 <sup>nd</sup> Grade	66	3	22	72	4	18
3 <sup>rd</sup> Grade	77	4	19	68	3	23
4 <sup>th</sup> Grade	81	4	21	81	4	20
5 <sup>th</sup> Grade	105	5	21	83	4	21
Totals	474	24	20	454	23	20

## Needs Assessment Essential Questions

Based upon the school's Needs Assessment and State Assessment results, please identify the following:

### 1. Barriers that must be overcome for each student to achieve grade level proficiency on assessments

- Building Response:
  - Building Strong relationships--Supporting a SEL curriculum, a social worker and a counselor are able to focus on rebuilding strong relationships with students, teachers, and parents.
  - The need for curriculum alignment focusing on the written, taught, and assessed curriculum. Focused building goals and professional development will support this need as well as common assessments.
  - Ensuring the growth of students through the Science of Reading.
  - Retaining and attracting highly qualified teachers and classified staff.

### 2. Budget actions that should be taken to address and remove those barriers

Building Response:

- Building Internal Agency Response:
  - Adding the Second Step Bullying Unit and updating the Prairie Ridge PBIS handbook focuses on building strong relationships.
  - Changing the schedule of the counselor to add more flexibility and support to our students helps support our students SE wellbeing and builds strong relationships.
  - Writing sub-committee to focus on strong written communication skills.
  - Our building has purchased outside materials to focus on phonics and phonemic awareness following the foundation of Structured Literacy.
- Building Budget Response:
  - Purchasing Writing Revolution books and focused time outside the classroom with substitute teachers to focus on learning and developing PD.
  - Purchasing Sadlier From Phonics to Reading materials and decodables for our K-3 students and Morpheme Magic for grades 4-5.
  - Sending staff to the PLC Institute
- District Budget Response:
  - Purchasing the Second Step Bullying Unit
  - Increased salary to recruit and retain highly qualified certified and classified staff
  - Sending staff to the PLC Institute

### 3. Amount of time estimated it will take for each student to achieve grade level proficiency on the state assessments, if the budget actions were implemented

- Building Response:
  - While our board of education, administration, teachers, and classified staff work tirelessly to meet the academic and social emotional needs 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 include: the ever-changing population of students bringing a varying degree of cognitive abilities and disabilities which preclude us from being able to guarantee a date when all students will meet a singular level of proficiency, as well as the lack of funding of special education.

State Assessment Data Analysis- 2023

Third Grade

Reading-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)		Percent of Students Scoring Categories 3, & 4 (60% by 2027)	
	2022	2023	2022	2023
Building	82.91%	96.00%	57.31%	80.00%
District	82.99%	86.00%	56.24%	60.00%
State	66.53%	69.00%	36.69%	39.00%

Highest Standard/Skill Performance:

- Language in Writing

Lowest Standard/Skill Performance:

- Craft, Structure, & Language in Reading

Rational:

- As a building, we would like to focus our attention on increasing the percentage of students scoring in categories 3 and 4 on the Kansas state assessment. In order to do this, teachers will need to provide engaging and relevant instructional opportunities for all students. In addition, we want all students who have mastered the standard(s) of focus to have the opportunity to dig deeper and apply their knowledge.

Math-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)		Percent of Students Scoring Categories 3, & 4 (60% by 2027)	
	2022	2023	2022	2023
Building	90.23%	96.00%	70.72%	85.00%
District	91.04%	90.00%	67.50%	72.00%
State	75.82%	78.00%	48.10%	51.00%

Highest Standard/Skill Performance:

- Operations and Algebraic Thinking, Measurement and Data

Lowest Standard/Skill Performance:

- Geometry

Rational:

- As a building, we would like to focus our attention on increasing the percentage of students scoring in categories 3 and 4 on the Kansas state assessment. In order to do this, teachers will need to provide engaging and relevant instructional opportunities for all students. In addition, we want all students who have mastered the standard(s) of focus to have the opportunity to dig deeper and apply their knowledge.

## Fourth Grade

### Reading-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)		Percent of Students Scoring Categories 3, & 4 (60% by 2027)	
	2022	2023	2022	2023
Building	95.13%	94.00%	70.86%	59.00%
District	93.87%	93.00%	64.15%	61.00%
State	80.46%	80.00%	41.91%	44.00%

#### Highest Standard/Skill Performance:

- Key Ideas & Details

#### Lowest Standard/Skill Performance:

- Craft, Structure, & Language in Reading

#### Rational:

- As a building, we would like to focus our attention on increasing the percentage of students scoring in categories 3 and 4 on the Kansas state assessment. In order to do this, teachers will need to provide engaging and relevant instructional opportunities for all students. In addition, we want all students who have mastered the standard(s) of focus to have the opportunity to dig deeper and apply their knowledge.

### Math-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)		Percent of Students Scoring Categories 3, & 4 (60% by 2027)	
	2022	2023	2022	2023
Building	94.15%	98.00%	61.15%	85.00%
District	93.01%	94.00%	57.41%	56.00%
State	79.37%	82.00%	34.72%	39.00%

#### Highest Standard/Skill Performance:

- Operations and Algebraic Thinking

#### Lowest Standard/Skill Performance:

- Number Operations in Base Ten, Strategic Thinking and Reasoning

#### Rational:

- As a building, we would like to focus our attention on increasing the percentage of students scoring in categories 3 and 4 on the Kansas state assessment. In order to do this, teachers will need to provide engaging and relevant instructional opportunities for all students. In addition, we want all students who have mastered the standard(s) of focus to have the opportunity to dig deeper and apply their knowledge.

## Fifth Grade

### Reading-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)		Percent of Students Scoring Categories 3, & 4 (60% by 2027)	
	2022	2023	2022	2023
Building	84.87%	87.00%	56.97%	66.00%
District	81.44%	85.00%	55.42%	58.00%
State	68.06%	69.00%	39.22%	41.00%

#### Highest Standard/Skill Performance:

- Text Types and Purposes

#### Lowest Standard/Skill Performance:

- Craft, Structure, & Language in Reading

#### Rational:

- As a building, we would like to focus our attention on increasing the percentage of students scoring in categories 3 and 4 on the Kansas state assessment. In order to do this, teachers will need to provide engaging and relevant instructional opportunities for all students. In addition, we want all students who have mastered the standard(s) of focus to have the opportunity to dig deeper and apply their knowledge.

### Math-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)		Percent of Students Scoring Categories 3, & 4 (60% by 2027)	
	2022	2023	2022	2023
Building	87.19%	90.00%	46.50%	55.00%
District	80.17%	83.00%	41.67%	48.00%
State	64.57%	67.00%	29.88%	33.00%

#### Highest Standard/Skill Performance:

- Measurement and Data

#### Lowest Standard/Skill Performance:

- Number and Operations with Fractions

#### Rational:

- As a building, we would like to focus our attention on increasing the percentage of students scoring in categories 3 and 4 on the Kansas state assessment. In order to do this, teachers will need to provide engaging and relevant instructional opportunities for all students. In addition, we want all students who have mastered the standard(s) of focus to have the opportunity to dig deeper and apply their knowledge.

Science-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)		Percent of Students Scoring Categories 3, & 4 (60% by 2027)	
	2022	2023	2022	2023
Building	90%	92.4%	71%	71.42%
District	91%	89.3%	65%	66.1%
State	74%	71.6%	45%	42.1%

Highest Standard/Skill Performance:

- Physical and Chemical Sciences, Life Sciences

Lowest Standard/Skill Performance:

- Earth and Space Sciences

Rational:

- As a building, we would like to focus our attention on increasing the percentage of students scoring in categories 3 and 4 on the Kansas state assessment. In order to do this, teachers will need to provide engaging and relevant instructional opportunities for all students. In addition, we want all students who have mastered the standard(s) of focus to have the opportunity to dig deeper and apply their knowledge.



USD 232 Needs Assessment Audit- Elementary  
2023-2024

School Name: Riverview Elementary

Principal Name: Megan Turpin

**Building Information**

Students

Total enrollment 22-23	476	Average Daily Attendance 22-23	95.7
Projected Enrollment 23-24	452	Chronic Absenteeism 22-23	7.17
Students with IEP's 22-23	10:1	Graduation Rate 2022	NA
Students on Free & Reduced Lunch 22-23	3.4	Dropout Rate 21-22	NA
English Language Learners 22-23	8:1	Five-Year Effectiveness Average 21-22	NA

Staff

Certified Staff 22-23	42	Certified Staff 23-24	42
Student-Teacher Ratio 22-23	11:1	Student-Teacher Ratio 23-24	11:1
Classified Staff 22-23	21	Classified Staff 23-24	24
Student-Staff Ratio 22-23	8:1	Student-Staff Ratio 23-24	7:1

Class Size Information

Grade	22-23 Students	22-23 Sections	22-23 Class Size	23-24 Students	23-24 Sections	23-24 Class Size
Kindergarten	73	4	17	59	3	19.6
1 <sup>st</sup> Grade	72	4	17.5	74	4	18.5
2 <sup>nd</sup> Grade	79	4	19	71	4	17.8
3 <sup>rd</sup> Grade	86	4	20.5	81	4	20.2
4 <sup>th</sup> Grade	80	4	20	80	4	20
5 <sup>th</sup> Grade	86	4	22	87	4	21.8
Totals	476	24	19.3	452	23	19.7

## Needs Assessment Essential Questions

Based upon the school's Needs Assessment and State Assessment results, please identify the following:

1. Barriers that must be overcome for each student to achieve grade level proficiency on assessments

- Building Response:
  - Home stress stability
  - Rise in social emotional issues in relation to COVID
  - Curriculum availability

2. Budget actions that should be taken to address and remove those barriers

Building Response:

- Building Internal Agency Response:
  - Creation of Zen Zone for students to utilize
- Building Budget Response:
  - Community communication between school and home
  - Offering free schoolwide activities
  - Community involvement in the schools
- District Budget Response:
  - Additional para support for student ratios
  - Summer Learning Program
  - Additional science resources

3. Amount of time estimated it will take for each student to achieve grade level proficiency on the state assessments, if the budget actions were implemented

- Building Response:
  - 2-3 years to see the effect over time

State Assessment Data Analysis- 2023

Third Grade

Reading-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)		Percent of Students Scoring Categories 3, & 4 (60% by 2027)	
	2022	2023	2022	2023
Building	80.5%	82%	54.9%	56%
District	83%	83%	56%	56%
State	67%	68%	37%	38%

Highest Standard/Skill Performance:

- 64% of students are at meets or exceeds in Language in Writing.
- 64% of students meet or exceed in Text Types and Purposes.

Lowest Standard/Skill Performance:

- 63% of students are at meets or exceeds in Craft, Structures, and Language.
- 63% of students are at meets or exceeds in Key Ideas and Details.

Rational:

- By increasing the meets or exceeds students by 1 or more students, the percentage of meets or exceeds students will improve from 63% to 65% in Craft, Structures, and Language and Key Ideas and Details.

Math-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)		Percent of Students Scoring Categories 3, & 4 (60% by 2027)	
	2022	2023	2022	2023
Building	92.7%	87%	63.4%	41%
District	91%	90%	68%	67%
State	76%	78%	48%	50%

Highest Standard/Skill Performance:

- 85% of students are at meets or exceeds in Operations and Algebraic Thinking.

Lowest Standard/Skill Performance:

- 67% of students are at meets or exceeds in Number and Operations with Fractions.

Rational:

- By increasing the meets or exceeds students by 4 or more students, the percentage of meets or exceeds students will improve from 67% to 71% in Number Operations with Fractions.

## Fourth Grade

### Reading-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)		Percent of Students Scoring Categories 3, & 4 (60% by 2027)	
	2022	2023	2022	2023
Building	92%	92%	64.8%	65%
District	94%	94%	64%	64%
State	80%	81%	42%	43%

### Highest Standard/Skill Performance:

- 55% of students are at meets or exceeds in Language in Writing.

### Lowest Standard/Skill Performance:

- 50% of students are at meets or exceeds Craft, Structures, and Language.

### Rational:

- By increasing the meets or exceeds students by 4 or more students, the percentage of meets or exceeds students will improve from 50% to 55% in Craft, Structures, and Language.

### Math-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)		Percent of Students Scoring Categories 3, & 4 (60% by 2027)	
	2022	2023	2022	2023
Building	86.4%	87%	40.9%	41%
District	93%	93%	57%	58%
State	79%	80%	35%	35%

### Highest Standard/Skill Performance:

- 56% of students are at meets or exceeds in Measurement and Data.

### Lowest Standard/Skill Performance:

- 37% of students are at meets or exceeds in Number and Operations in Base 10.

### Rational:

- By increasing the meets or exceeds students by 5 or more students, the percentage of meets or exceeds students will improve from 37% to 43% in Number Operations in Base 10.

## Fifth Grade

### Reading-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)		Percent of Students Scoring Categories 3, & 4 (60% by 2027)	
	2022	2023	2022	2023
Building	79.7%	80%	53.2%	53%
District	81%	81%	55%	55%
State	68%	69%	39%	40%

#### Highest Standard/Skill Performance:

- 66% of students are at meets or exceeds in Text Types and Purposes.

#### Lowest Standard/Skill Performance:

- 43% of students are at meets or exceeds in Key Ideas and Details.

#### Rational:

- By increasing the meets or exceeds students by 6 or more students, the percentage of meets or exceeds students will improve from 43% to 50% in Key Ideas and Details.

### Math-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)		Percent of Students Scoring Categories 3, & 4 (60% by 2027)	
	2022	2023	2022	2023
Building	81%	79%	35.4%	33%
District	80%	80%	42%	42%
State	65%	66%	30%	31%

#### Highest Standard/Skill Performance:

- 58% of students are at meets or exceeds in Strategic Thinking.

#### Lowest Standard/Skill Performance:

- 34% of students are at meets or exceeds in Numbers and Operations with Fractions.

#### Rational:

- By increasing the meets or exceeds students by 14 or more students, the percentage of meets or exceeds students will improve from 34% to 50% in Number Operations with Fractions

### Science-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)		Percent of Students Scoring Categories 3, & 4 (60% by 2027)	
	2022	2023	2022	2023
Building	87.3%	88%	57%	58%
District	90%	91%	64%	65%
State	72%	74%	43%	45%

Highest Standard/Skill Performance:

- 67% of students are at meets or exceeds in Physical and Chemical Sciences

Lowest Standard/Skill Performance:

- 53% of students are at meets or exceeds in Earth and Space Science.

Rational:

- By increasing the meets or exceeds students by 6 or more, the percentage of meets or exceeds students will improve from 53% to 60% in Space Science.



USD 232 Needs Assessment Audit- Elementary  
2023-2024

School Name: Starside Elementary

Principal Name: Jan A Hicks

**Building Information**

Students

Total enrollment 22-23	446	Average Daily Attendance 22-23	93.2%
Projected Enrollment 23-24	439	Chronic Absenteeism 22-23	4.5%
Students with IEP's 22-23	73	Graduation Rate 2022	NA
Students on Free & Reduced Lunch 22-23	211	Dropout Rate 21-22	NA
English Language Learners 22-23	105	Five-Year Effectiveness Average 21-22	NA

Staff

Certified Staff 22-23	50	Certified Staff 23-24	50
Student-Teacher Ratio 22-23	20:1	Student-Teacher Ratio 23-24	20:1
Classified Staff 22-23	24	Classified Staff 23-24	26
Student-Staff Ratio 22-23	6:1	Student-Staff Ratio 23-24	5:1

Class Size Information

Grade	22-23 Students	22-23 Sections	22-23 Class Size	23-24 Students	23-24 Sections	23-24 Class Size
Kindergarten	63	4	16	61	3	20
1 <sup>st</sup> Grade	83	4	21	64	3	21
2 <sup>nd</sup> Grade	76	4	19	87	4	22
3 <sup>rd</sup> Grade	66	3	22	76	4	19
4 <sup>th</sup> Grade	76	3	25	71	3	24
5 <sup>th</sup> Grade	82	4	21	78	4	20
Totals	446	22	20.6	439	21	21

## Needs Assessment Essential Questions

Based upon the school's Needs Assessment and State Assessment results, please identify the following:

### 1. Barriers that must be overcome for each student to achieve grade level proficiency on assessments

- Building Response:
  - Increasing high free and reduced numbers
  - English language learner needs
  - Increasing students identified for special education
  - Lack of adequate funding
  - High levels of students facing trauma or social emotional needs
  - Lack of community mental health resources for students

### 2. Budget actions that should be taken to address and remove those barriers

Building Response:

- Building Internal Agency Response:
  - Continue to gather and provide data to demonstrate needs
  - Increase reading and math proficiency through the work of Student Collaboration Teams
- Building Budget Response:
  - Continue to fund our SPARK after school tutoring program
  - Provide adequate resources (materials) for English Language Learners
  - Train staff in structured literacy strategies
  - Continue implementation (purchase) of Wiley Blevins phonics program
- District Budget Response:
  - Lower teacher to student ratio in classrooms
  - Increase funding to expand extended school year and summer school programming for students
  - Continue ESY program
  - Continue summer tutoring program
  - Increase salary to recruit and retain highly qualified certified and classified staff
  - Continue to fund full time social workers and counselors in schools after ESSER money runs out

### 3. Amount of time estimated it will take for each student to achieve grade level proficiency on the state assessments, if the budget actions were implemented

- Building Response:
  - Our first grade students were the first cohort to receive instruction in our new phonics program. Over the next three years we expect this instruction will begin to impact state assessment reading scores.
  - Continued social and emotional supports over the same time frame (3 years) should allow for increased academic engagement.

State Assessment Data Analysis- 2023

Third Grade

Reading-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)		Percent of Students Scoring Categories 3, & 4 (60% by 2027)	
	2022	2023	2022	2023
Building	68%	68%	30%	29%
District	83%	85%	56%	60%
State	68%	69%	38%	39%

Highest Standard/Skill Performance:

- Language in Writing

Lowest Standard/Skill Performance:

- Overall Writing

Rational:

- We met our goal of 30% for this year. Raising the goal to 37% will help us continue to progress toward the 60% year 2027 goal. We will also focus on writing, but we would like to continue working on Craft, Structure, and Language which was our goal for last year.

Math-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)		Percent of Students Scoring Categories 3, & 4 (60% by 2027)	
	2022	2023	2022	2023
Building	77%	80%	39%	49%
District	90%	90%	67%	72%
State	78%	77%	50%	51%

Highest Standard/Skill Performance:

- Geometry

Lowest Standard/Skill Performance:

- Strategic Thinking and Reasoning

Rational:

- Last year we met our 46% goal for category 3 & 4 in measurement and data. By expanding that goal to include category 2 and increasing the goal to 60%, we can continue toward the 90% goal for the 2027 school year. We can incorporate strategic and thinking and reasoning into this area.

## Fourth Grade

### Reading-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)		Percent of Students Scoring Categories 3, & 4 (60% by 2027)	
	2022	2023	2022	2023
Building	86%	84%	40%	37%
District	94%	94%	64%	61%
State	81%	82%	43%	44%

### Highest Standard/Skill Performance:

- Overall Writing

### Lowest Standard/Skill Performance:

- Language in Writing

### Rational:

- This was our lowest area last year as well. Only 32% of students were in the meet/exceeds categories in 2023. A goal of 40% will help us progress toward the 60% goal for the year 2027.

### Math-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)		Percent of Students Scoring Categories 3, & 4 (60% by 2027)	
	2022	2023	2022	2023
Building	92%	90%	40%	33%
District	93%	94%	58%	56%
State	80%	82%	35%	39%

### Highest Standard/Skill Performance:

- Number and Operations (Fractions)

### Lowest Standard/Skill Performance:

- Number and Operations (Base 10)

### Rational:

- We are currently at 32%. We did not meet our goal for this year. We would like to keep the goal the same to continue working it.

## Fifth Grade

### Reading-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)		Percent of Students Scoring Categories 3, & 4 (60% by 2027)	
	2022	2023	2022	2023
Building	60%	69%	30%	37%
District	81%	86%	55%	58%
State	69%	69%	40%	41%

#### Highest Standard/Skill Performance:

- Text Types

#### Lowest Standard/Skill Performance:

- Key Ideas and Details

#### Rational:

- Last year our goal was 35%. Our data showed an actual score of 30%, which was growth but did not meet our goal. Because of this, we would like to continue working on this goal and increase the percentage to 38%.

### Math-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)		Percent of Students Scoring Categories 3, & 4 (60% by 2027)	
	2022	2023	2022	2023
Building	54%	71%	54%	25%
District	80%	83%	12%	48%
State	66%	67%	31%	33%

#### Highest Standard/Skill Performance:

- Operations (Base 10)

#### Lowest Standard/Skill Performance:

- Skills & Concepts (Geometry)

#### Rational:

- Fractions continue to be a deficit area. We did have some growth, and are currently seeing 28% of students in these categories. Raising that percent will help us focus on continued to improve instruction and learning for this topic. While our lowest category this year was Skill & Concepts, we would like to continue focusing on fractions as a targeted area of growth.

Science-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)		Percent of Students Scoring Categories 3, & 4 (60% by 2027)	
	2022	2023	2022	2023
Building	85%	76%	40%	48%
District	91%	89%	65%	66%
State	74%	73%	45%	44%

Highest Standard/Skill Performance:

- Physical/Chemical Science

Lowest Standard/Skill Performance:

- Life Science

Rational:

- We are currently at 39%. 45% is a reasonable goal to help us progress toward the 2027 goal of 60%.

USD 232 Needs Assessment Audit - Middle School  
2023-2024

School Name: Lexington Trails Middle School

Principal Name: Clark McCracken

**Building Information**

Students

Total enrollment 22-23	388	Average Daily Attendance 22-23	94.58
Projected Enrollment 23-24	377	Chronic Absenteeism 22-23	11.6
Students with IEP's 22-23	45	Graduation Rate 2022	NA
Students on Free & Reduced Lunch 22-23	110	Dropout Rate 21-22	NA
English Language Learners 22-23	30	Five-Year Effectiveness Average 21-22	NA

Staff

Certified Staff 22-23	31	Certified Staff 23-24	31
Student-Teacher Ratio 22-23	12:1	Student-Teacher Ratio 23-24	12:1
Classified Staff 22-23	10	Classified Staff 23-24	11
Student-Staff Ratio 22-23	9:1	Student-Staff Ratio 23-24	9:1

Class Size Information

Grade	22-23 Students	22-23 Sections	22-23 Class Size	23-24 Students	23-24 Sections	23-24 Class Size
6 <sup>th</sup> Grade	134	5	26.8	127	5	25.4
7 <sup>th</sup> Grade	120	5	24	132	5	26.4
8 <sup>th</sup> Grade	134	5	26.8	118	5	23.6
Totals	388	15	25.8	377	15	25.1



## Needs Assessment Essential Questions

Based upon the school's Needs Assessment and State Assessment results, please identify the following:

1. Barriers that must be overcome for each student to achieve grade level proficiency on assessments

Building Response: Barriers at LTMS include:

- students entering middle school missing skills in reading and math
- students entering middle school academically behind according to standardized test scores
- students that come from single parent households (these students score lower and have more behavioral issues)
- absenteeism
- lack of student and parent involvement at school

2. Budget actions that should be taken to address and remove those barriers

Building Response: We cannot control what level students enter LTMS at, and we cannot control students' home life. However, we can get kids involved and committed to school. LTMS needs funding for before and after school programs and staffing. We need stipends for sponsors/coaches and/or hourly rates of pay to encourage our BEST staff to give up their time after school to tutor, coach, and sponsor. This would reach a demographic of students that are currently uninvolved in co/extracurricular activities. We began this last year and saw positive results (lower absenteeism, better grades).

■ Building Internal Agency Response:

- PSP (Panther Success Program): This tutoring program has been offered one day a week and was funded by the education foundation. We need to expand this program to two days a week and utilize more staff to cut the student to pupil ratio.
- Esports: We started our Esports program (we have the curriculum, battle passes, and the hardware), but we need money to help fund the sponsor/stipend.
- Wellness Club: Two years ago we started a strength and conditioning program before school, two days a week at the high school. Last year we equipped our school with a weight room and expanded the program to before and after school, and include health, dietary, and mental wellness curriculum and activities to support the many developmental needs of students. We had between 60 – 90 students participate on a given day, and we need to continue this program.
- We piloted a cooking/meal prep program with help from parent donation. We saw tremendous results in student ownership and mental health with the pilot group. We would like to expand this program and ensure all of our at-risk students have the opportunity to learn how to meal prep (and take a meal home to their family). We have secured funding for the food, but need to pay staff to lead the program.

■ Building Budget Response:

- LTMS has invested \$22,000 in a staff and student wellness center in an effort to improve the health and well being of students and staff post-pandemic.
- With grant money and parent support, we also were able to invest \$7500 in starting the Esports team (equipment and curriculum/certification).
- LTMS is increasing the budgets/funding for our clubs (KAY, STUCO, Student Advisory).
- We have partnered with Reach Church and the Harvester's program to help with the cost of our cooking supplies. We also have a grant proposal for the Education Foundation.

■ District Budget Response:

- We need a coaching stipend or hourly pay for our Esports sponsor (1 coach, 3 days per week, 1.5 hour per day, for 28 weeks = \$2,200).
- We need money to pay for our cooking class staff (3 staff, 8 times this year, 1.5 hours = less than \$1000 depending on rate of pay).
- We need money to pay for our Panther Success Program tutors (6 staff, 2 hours per day, 2x per week for 28 weeks = \$11,500).
- We need money to pay teachers/sponsors to teach and supervise the wellness sessions (2 staff, 2 hours per day, 4x per week for 28 weeks = \$7,600).
- Total requested funds: \$22,300

3. Amount of time estimated it will take for each student to achieve grade level proficiency on the state assessments, if the budget actions were implemented

- We can have over 95% of students involved in activities at LTMS in the next three years with adequate funding (PSP, Esports, Wellness, Cooking + current clubs/athletics/activities). Our students involved in before or after school activities score higher on standardized tests, pass more classes, and have better attendance than those students not involved.

Assessment Data Analysis- 2023

6<sup>th</sup> Grade

Reading

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)		Percent of Students Scoring Categories 3, & 4 (60% by 2027)	
	2022	2023	2022	2023
Building	77	79	51	50
District	78	79	47	46
State	62	64	33	35

Highest Standard/Skill Performance:

1. Text types and purpose
2. Language in writing

Lowest Standard/Skill Performance:

1. Key ideas and detail
2. Craft, structure and language in reading

Building Grade Level Goal for 2023-2024: 80% category 2, 3, 4, and 55% category 3, 4

Rational: The scores for incoming students are very low, with a high level of category 1 students. We can move more kids to category 3 and 4, and we hope to return to 2021 levels of category 1.

Math

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)		Percent of Students Scoring Categories 3, & 4 (60% by 2027)	
	2022	2023	2022	2023
Building	94	91	69	65
District	81	87	43	54
State	65	67	30	32

Highest Standard/Skill Performance:

1. Statistics and probabilities

Lowest Standard/Skill Performance:

1. Strategic thinking and reasoning

Building Grade Level Goal for 2023-2024: 90% category 2, 3, 4 and 60% category 3 and 4.

Rational: Over 35% of our incoming 6<sup>th</sup> graders scored in category 1 on the state assessment last year. We want to cut that number to 15%, knowing that our category 3 and 4 will be a smaller percentage than last year.

## 7<sup>th</sup> Grade

### Reading

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)		Percent of Students Scoring Categories 3, & 4 (60% by 2027)	
	2022	2023	2022	2023
Building	86	87	56	53
District	79	78	47	42
State	64	64	32	33

Highest Standard/Skill Performance:

1. Language in Writing

Lowest Standard/Skill Performance:

1. Craft, structure and language in reading

Building Grade Level Goal for 2023-2024: 89% category 2, 3, 4, and 55% category 3, 4

Rational: Students were at 79% category 2, 3, 4, and 50% category 3,4 in 6<sup>th</sup> grade, so we want to increase those numbers and be in-line with 7<sup>th</sup> grade trends at LTMS.

### Math

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)		Percent of Students Scoring Categories 3, & 4 (60% by 2027)	
	2022	2023	2022	2023
Building	94	93	51	56
District	91	90	51	46
State	76	77	27	29

Highest Standard/Skill Performance:

1. Ratios and proportional relations
2. Expressions and equations
3. Statistics and probabilities

Lowest Standard/Skill Performance:

1. Number system
2. Geometry

Building Grade Level Goal for 2023-2024: 95% category 2, 3, 4 and 65% category 3, 4.

Rational: We want to maintain the success this group had as 6<sup>th</sup> grade students, meeting district goals.

## 8<sup>th</sup> Grade

### Reading

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)		Percent of Students Scoring Categories 3, & 4 (60% by 2027)	
	2022	2023	2022	2023
Building	88	91	41	48
District	86	80	39	33
State	65	65	22	22

Highest Standard/Skill Performance:

1. Text types and purpose
2. Language in writing

Lowest Standard/Skill Performance:

1. Key ideas and detail
2. Craft, structure and language in reading

Building Grade Level Goal for 2023-2024: 90% category 2, 3, 4 and 60% category 3, 4.

Rational: We want to build on the success this group had in 7<sup>th</sup> grade, increasing their scores to the district goal.

### Math

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)		Percent of Students Scoring Categories 3, & 4 (60% by 2027)	
	2022	2023	2022	2023
Building	81	80	49	51
District	80	75	42	39
State	52	54	21	24

Highest Standard/Skill Performance:

1. Expressions and equations
2. Functions

Lowest Standard/Skill Performance:

1. Geometry
2. Strategic thinking

Building Grade Level Goal for 2023-2024: 85% category 2, 3, 4 and 55% category 3 and 4.

Rational: We want to build on the success this group had in 7<sup>th</sup> grade and increase their level 3 and 4 percentage.

Science

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)		Percent of Students Scoring Categories 3, & 4 (60% by 2027)	
	2022	2023	2022	2023
Building	79	78	49	45
District	77	70	41	35
State	52	53	23	24

Highest Standard/Skill Performance:

1. Earth and space science

Lowest Standard/Skill Performance:

1. Physical and chemical science
2. Life science

Building Grade Level Goal for 2023-2024: 80% category 2, 3, 4 and 50% category 3 and 4.

Rational: Until we adequately address the comprehensive test and how we teach the standards in 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade, we want to maintain our current levels of performance. Many tested concepts are covered in 6<sup>th</sup> and 7<sup>th</sup> grade, but we need time to look closer at those classes vs. the content on the state assessment before moving to 90% category 2, 3, 4 and 60% category 3 and 4, respectively.

USD 232 Needs Assessment Audit - Middle School  
2023-2024

School Name: Mill Creek Middle School

Principal Name: Andrew Legler

**Building Information**

Students

Total enrollment 22-23	630	Average Daily Attendance 22-23	94.3%
Projected Enrollment 23-24	665	Chronic Absenteeism 22-23	14.39
Students with IEP's 22-23	81	Graduation Rate 2022	x
Students on Free & Reduced Lunch 22-23	22	Dropout Rate 21-22	x
English Language Learners 22-23	8	Five-Year Effectiveness Average 21-22	x

Staff

Certified Staff 22-23	53	Certified Staff 23-24	53
Student-Teacher Ratio 22-23	12:1	Student-Teacher Ratio 23-24	13:1
Classified Staff 22-23	23	Classified Staff 23-24	24
Student-Staff Ratio 22-23	8:1	Student-Staff Ratio 23-24	9:1

Class Size Information

Grade	22-23 Students	22-23 Sections	22-23 Class Size	23-24 Students	23-24 Sections	23-24 Class Size
6 <sup>th</sup> Grade	210	9	23.2	241	10	24.1
7 <sup>th</sup> Grade	206	9	22.4	216	9	24
8 <sup>th</sup> Grade	214	10	21.9	208	9	23.1
Totals	630	28	22.5	665	28	23.7

## Needs Assessment Essential Questions

Based upon the school's Needs Assessment and State Assessment results, please identify the following:

1. Barriers that must be overcome for each student to achieve grade level proficiency on assessments
  - Building Response: Analyze instructional gaps/holes in Reading/ELA in 7<sup>th</sup> and 8<sup>th</sup> grade. The same will be done for Math in 6<sup>th</sup> grade. Use this information to increase understanding of essential standards and instructional techniques to better develop methods for recognizing: are students learning? What are we doing if students are not learning?

An additional challenge that has its own unique characteristics is the PLC process and our goal of having teachers do common assessments. This is a process that we will gradually grow and continue to develop, but inevitably will pose barriers to some individuals and content teams.

2. Budget actions that should be taken to address and remove those barriers

Building Response:

- Building Internal Agency Response: MTSS, ELT time
- Building Budget Response: Additional Reading/ELA support materials (ex. Interim practice tests) if needed for 7<sup>th</sup>. Additional professional development in differentiated Reading/ELA instruction. We may also possibly need additional funding for supplemental materials and staff PD.

3. Amount of time estimated it will take for each student to achieve grade level proficiency on the state assessments, if the budget actions were implemented

- Time to analyze academic data. This will be completed during PLC time on Tuesdays and during building PD time on district early release days. Est. time spent will be several hours per grade level/teacher until preliminary data shows an improvement in proficiency percentages. This will be done through the development of improved collaboration in order to reach our building PLC goal of establishing common assessments with core content teachers.

Assessment Data Analysis- 2023

6<sup>th</sup> Grade

Reading

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)		Percent of Students Scoring Categories 3, & 4 (60% by 2027)	
	2022	2023	2022	2023
Building	79%	77%	48%	41%
District	78%	79%	47%	46%
State	62%	64%	33%	35%

Highest Standard/Skill Performance:

- Overall Writing
  - Language in Writing

Lowest Standard/Skill Performance:

- Overall Reading
  - Key Ideas & Details
  - Craft, Structure, & Language in Reading
- Overall Writing
  - Text Types and Purposes

Rationale:

- Our school community of parents and staff have high expectations for our students. We have a large population of students that are more than capable of performing at the high level 2, 3, and 4 categories. With our 6<sup>th</sup> grade scores going in the opposite direction we need to evaluate how we will increase scores as well as look at why the transition to middle school may pose its own unique challenges.

Math

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)		Percent of Students Scoring Categories 3, & 4 (60% by 2027)	
	2022	2023	2022	2023
Building	80%	93%	42%	58%
District	81%	87%	43%	54%
State	65%	67%	30%	32%

Highest Standard/Skill Performance:

- Skills and Concepts
  - Ratios and Proportional Relationships
  - The Number System
  - Expressions and Equations
  - Statistics and Probability

Lowest Standard/Skill Performance:

- Skills and Concepts: Geometry
- Strategic Thinking and Reasoning

Rationale:

- Our school community of parents and staff have high expectations for our students. We have a large population of students that are more than capable of performing at the high level 3 and 4 categories.

## 7<sup>th</sup> Grade

### Reading

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)		Percent of Students Scoring Categories 3, & 4 (60% by 2027)	
	2022	2023	2022	2023
Building	74%	74%	41%	42%
District	79%	78%	47%	42%
State	64%	64%	32%	33%

#### Highest Standard/Skill Performance:

- Overall Writing
  - Text Types and Purposes
  - Language of Writing

#### Lowest Standard/Skill Performance:

- Overall Reading
  - Key Ideas & Details
  - Craft, Structure, & Language in Reading

#### Rationale:

- Our school community of parents and staff have high expectations for our students. We have a large population of students that are more than capable of performing at the high level 2, 3, and 4 categories. After showing no growth from 22' to 23' and falling short of USD 232 scores in this category, we need to make a valiant effort to improve.

Math

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)		Percent of Students Scoring Categories 3, & 4 (60% by 2027)	
	2022	2023	2022	2023
Building	90%	89%	48%	45%
District	91%	90%	51%	46%
State	76%	77%	27%	29%

Highest Standard/Skill Performance:

- Skills and Concepts: Expression and Equations
- Strategic Thinking and Reasoning

Lowest Standard/Skill Performance:

- Skills and Concepts:
  - Ratios and Proportional Relationships
  - The Number System
  - Geometry
  - Statistics and Probability

Rationale:

- Our school community of parents and staff have high expectations for our students. We have a large population of students that are more than capable of performing at the high level 3, and 4 categories.

## 8<sup>th</sup> Grade

### Reading

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)		Percent of Students Scoring Categories 3, & 4 (60% by 2027)	
	2022	2023	2022	2023
Building	86%	72%	34%	21%
District	86%	80%	39%	33%
State	65%	65%	22%	22%

#### Highest Standard/Skill Performance:

- Overall Writing – Language in Writing

#### Lowest Standard/Skill Performance:

- Overall Reading
  - Key Ideas & Details
  - Craft, Structure, & Language in Reading
- Overall Writing
  - Text Types and Purposes

#### Rationale:

- Our school community of parents and staff have high expectations for our students. We have a large population of students that are more than capable of performing at the high level 3, and 4 categories.

### Math

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)		Percent of Students Scoring Categories 3, & 4 (60% by 2027)	
	2022	2023	2022	2023
Building	87%	68%	39%	23%
District	80%	75%	42%	39%
State	31%	54%	21%	24%

#### Highest Standard/Skill Performance:

- No are marked as meeting standard

#### Lowest Standard/Skill Performance:

- The following areas are marked as below standard
  - Skills and Concepts
    - Expressions and Equations
    - Functions
    - Geometry
  - Strategic Thinking and Reasonin

Rationale:

- Our school community of parents and staff have high expectations for our students. We have a large population of students that are more than capable of performing at the high level 3, and 4 categories.

Science

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)		Percent of Students Scoring Categories 3, & 4 (60% by 2027)	
	2022	2023	2022	2023
Building	72%	62%	34%	27%
District	75%	70%	41%	35%
State	52%	53%	23%	24%

Highest Standard/Skill Performance:

- No category indicated as meeting standard

Lowest Standard/Skill Performance:

- All categories indicate below level
  - Physical and Chemical Sciences
  - Life Sciences
  - Earth and Space Sciences

Rationale:

- Our school community of parents and staff have high expectations for our students. We have a large population of students that are more than capable of performing at the high level 3, and 4 categories.

USD 232 Needs Assessment Audit - Middle School  
2023-2024

School Name: Monticello Trails

Principal Name: Jennifer Smith

**Building Information**

Students

Total enrollment 22-23	699	Average Daily Attendance 22-23	94.7%
Projected Enrollment 23-24	691	Chronic Absenteeism 22-23	82
Students with IEP's 22-23	71	Graduation Rate 2022	X
Students on Free & Reduced Lunch 22-23	43	Dropout Rate 21-22	X
English Language Learners 22-23	3	Five-Year Effectiveness Average 21-22	X

Staff

Certified Staff 22-23	51.5	Certified Staff 23-24	51
Student-Teacher Ratio 22-23	14:1	Student-Teacher Ratio 23-24	14:1
Classified Staff 22-23	20	Classified Staff 23-24	21
Student-Staff Ratio 22-23	10.1	Student-Staff Ratio 23-24	10:1

Class Size Information

Grade	22-23 Students	22-23 Sections	22-23 Class Size	23-24 Students	23-24 Sections	23-24 Class Size
6 <sup>th</sup> Grade	205	9	22.9	244	10	24.4
7 <sup>th</sup> Grade	245	10	24.5	202	9	22.4
8 <sup>th</sup> Grade	249	10	24.9	249	10	24.9
Totals	699	29	24.1	695	29	23.9

## Needs Assessment Essential Questions

Based upon the school's Needs Assessment and State Assessment results, please identify the following:

1. Barriers that must be overcome for each student to achieve grade level proficiency on assessments
  - Building Response:
    - Identifying what essential for students to learn
    - Time for Data Analysis and Vertical Skills Discussions
    - Intervention and Reteaching time built into schedule
    - Student motivation/ academic behaviors
    - Student Engagement
    - Social Emotional Needs of Students and Teachers
    - Student mental health
    - Athletic Transportation to Events- Early departure = missing instruction
    - Complete grade-level teams to allow for teachers to focus on content and student skills

2. Budget actions that should be taken to address and remove those barriers

Building Response:

- Building Internal Agency Response:
  - Essential standards / skills for every class posted on webpage and communicated with parents
  - Common formative assessments expected for every course
  - Common assessment data discussion protocols established and used
  - Professional development on assessment data analysis/ Mastery Connect
  - Building schedule altered to provide time for reteaching, SEL lessons, and making connections with students (Pack / W.I.N. time)
  - Use of PBIS and Wolf Tracks
  - Teacher "Zen Zones" established to support staff SEL
  - Ongoing training on CHAMPS (Academic Behavior), Project Based Learning (PBL), Data analysis (PLC), and SEL
  - Building non-negotiables established:
    - 90% or more of students will be engaged in learning
    - Learning Objectives will be posted and measured
    - Desired academic behaviors are taught, practiced, and revisited
    - We function as a team and support each other
  - Afterschool Timberwolf Success Program
  - Goal setting with every student
  - Showcase Nights
  - Increased real world connections through guest speakers and PBL.
- Building Budget Response:
  - Mastery Connect – Data analysis
  - Global PD – On-going staff PD
  - Flexible Seating – Student SEL
  - Zen Zone furnishing for teachers – Staff SEL
  - CHAMPS resources – Engagement/ Academic Behaviors
- District Budget Response:

- Funding for Timberwolf Success Program
- Adding a .5 reading interventionist
- Mastery Connect – Data Analysis Program
- Global PD
- District Provided PD
- Full teams at every grade level
- Additional Counselor
- Additional .5 Administrator/ SIS = 1 full staff member

3. Amount of time estimated it will take for each student to achieve grade level proficiency on the state assessments, if the budget actions were implemented

- According to Education Week December 2, 2022, 53% of American middle school students report signs of anxiety and/or depression. As a building we are implementing supports, programs, policies, and a schedule that supports students during this time. Statistics also show that Kansas has the worse mental health supports in the United States. With these challenges, and the interventions we are putting into place we are confident our students will continue to grow academically and proficiency levels achieved.

Assessment Data Analysis- 2023

6<sup>th</sup> Grade

Reading

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)		Percent of Students Scoring Categories 3, & 4 (60% by 2027)	
	2022	2023	2022	2023
Building	76%	81%	43%	49%
District	78%	79%	47%	46%
State	62%	64%	33%	35%

Highest Standard/Skill Performance:

- Overall Writing
  - Text Types and Purposes
  - Language in Writing

Lowest Standard/Skill Performance:

- Overall Reading
  - Key Ideas & Details
  - Craft, Structure, & Language in Reading

Rational:

Focusing on learning allows us to meet the needs of all our students. The action steps associated with these goals allow us to have a means to involve students, the community, and parents in learning. It also provides a structure for us to identify and communicate what students need to know, if they have learned it, or if they require extension. These goals also allow for student individualization and personalization of learning which will increase engagement, motivation, and wellbeing.

Math

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)		Percent of Students Scoring Categories 3, & 4 (60% by 2027)	
	2022	2023	2022	2023
Building	76%	78%	33%	44%
District	81%	87%	43%	54%
State	65%	67%	30%	32%

Highest Standard/Skill Performance:

- Skills and Concepts – Expressions and Equations

Lowest Standard/Skill Performance:

- Skills and Concepts
  - Ratios and Proportional Relationships
  - The Number System
  - Geometry
  - Statistics and Probability
- Strategic Thinking and Reasoning

Rational:

Focusing on learning allows us to meet the needs of all our students. The action steps associated with these goals allow us to have a means to involve students, the community, and parents in learning. It also provides a structure for us to identify and communicate what students need to know, if they have learned it, or if they require extension. These goals also allow for student individualization and personalization of learning which will increase engagement, motivation, and wellbeing.

## 7<sup>th</sup> Grade

### Reading

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)		Percent of Students Scoring Categories 3, & 4 (60% by 2027)	
	2022	2023	2022	2023
Building	80%	78%	47%	38%
District	79%	78%	47%	42%
State	64%	64%	32%	33%

#### Highest Standard/Skill Performance:

- Overall Writing
  - Text Types and Purposes
  - Language in Writing

#### Lowest Standard/Skill Performance:

- Overall Reading
  - Key Ideas & Details
  - Craft, Structure, & Language in Reading

#### Rational:

Focusing on learning allows us to meet the needs of all our students. The action steps associated with these goals allow us to have a means to involve students, the community, and parents in learning. It also provides a structure for us to identify and communicate what students need to know, if they have learned it, or if they require extension. These goals also allow for student individualization and personalization of learning which will increase engagement, motivation, and wellbeing.

### Math

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)		Percent of Students Scoring Categories 3, & 4 (60% by 2027)	
	2022	2023	2022	2023
Building	92%	91%	55%	43%
District	91%	90%	51%	46%
State	76%	77%	27%	29%

#### Highest Standard/Skill Performance:

- Skills and Concepts
  - The Number System
  - Expressions and Equations

#### Lowest Standard/Skill Performance:

- Skills and Concepts
  - Ratios and Proportional Relationships
  - Geometry
  - Statistics and Probability
- Strategic Thinking and Reasoning

**Rational:**

Focusing on learning allows us to meet the needs of all our students. The action steps associated with these goals allow us to have a means to involve students, the community, and parents in learning. It also provides a structure for us to identify and communicate what students need to know, if they have learned it, or if they require extension. These goals also allow for student individualization and personalization of learning which will increase engagement, motivation, and wellbeing.

## 8<sup>th</sup> Grade

### Reading

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)		Percent of Students Scoring Categories 3, & 4 (60% by 2027)	
	2022	2023	2022	2023
Building	83%	81%	42%	36%
District	86%	80%	39%	33%
State	65%	65%	22%	22%

#### Highest Standard/Skill Performance:

- Overall Writing - Language in Writing

#### Lowest Standard/Skill Performance:

- Overall Reading
  - Key Ideas & Details
  - Craft, Structure, & Language in Reading
- Overall Writing
  - Text Types and Purposes

#### Rational:

Focusing on learning allows us to meet the needs of all our students. The action steps associated with these goals allow us to have a means to involve students, the community, and parents in learning. It also provides a structure for us to identify and communicate what students need to know, if they have learned it, or if they require extension. These goals also allow for student individualization and personalization of learning which will increase engagement, motivation, and wellbeing.

### Math

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)		Percent of Students Scoring Categories 3, & 4 (60% by 2027)	
	2022	2023	2022	2023
Building	75%	76%	43%	45%
District	80%	75%	42%	39%
State	49%	54%	18%	24%

#### Highest Standard/Skill Performance:

- Skills and Concepts - Functions

#### Lowest Standard/Skill Performance:

- Skills and Concepts
  - Expressions and Equations
  - Geometry
- Strategic Thinking and Reasoning

#### Rational:

Focusing on learning allows us to meet the needs of all our students. The action steps associated with these goals allow us to have a means to involve students, the community, and parents in

learning. It also provides a structure for us to identify and communicate what students need to know, if they have learned it, or if they require extension. These goals also allow for student individualization and personalization of learning which will increase engagement, motivation, and wellbeing.

## Science

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)		Percent of Students Scoring Categories 3, & 4 (60% by 2027)	
	2022	2023	2022	2023
<b>Building</b>	75%	71%	43%	36%
<b>District</b>	75%	70%	41%	35%
<b>State</b>	52%	53%	23%	24%

Highest Standard/Skill Performance:

- Earth & Space Sciences

Lowest Standard/Skill Performance:

- Physical & Chemical Sciences
- Life Sciences

Rational:

Focusing on learning allows us to meet the needs of all our students. The action steps associated with these goals allow us to have a means to involve students, the community, and parents in learning. It also provides a structure for us to identify and communicate what students need to know, if they have learned it, or if they require extension. These goals also allow for student individualization and personalization of learning which will increase engagement, motivation, and wellbeing.

USD 232 Needs Assessment Audit - High Schools  
2023-2024

School Name: De Soto High School

Principal Name: Sam Ruff

**Building Information**

Students

Total enrollment 22-23	999	Average Daily Attendance 22-23	94.10
Projected Enrollment 23-24	990	Chronic Absenteeism 22-23	12.95
Students with IEP's 22-23	109	Graduation Rate 2022	96.00
Students on Free & Reduced Lunch 22-23	196	Dropout Rate 21-22	2%
English Language Learners 22-23	31	Five-Year Effectiveness Average 21-22	66.4

Staff

Certified Staff 22-23	71.5	Certified Staff 23-24	72.5
Student-Teacher Ratio 22-23	16:1	Student-Teacher Ratio 23-24	15:1
Classified Staff 22-23	37	Classified Staff 23-24	25.5
Student-Staff Ratio 22-23	9:1	Student-Staff Ratio 23-24	10:1

Class Size Information

Grade	22-23 Students	22-23 Sections	22-23 Class Size	23-24 Students	23-24 Sections	23-24 Class Size
9 <sup>th</sup> Grade	259	-	254	238	-	242
10 <sup>th</sup> Grade	232	-	236	262	-	265
11 <sup>th</sup> Grade	266	-	256	240	-	236
12 <sup>th</sup> Grade	241	-	239	250	-	253
Totals	998	369	21.28	990	377	21.00

## Needs Assessment Essential Questions

Based upon the school's Needs Assessment and State Assessment results, please identify the following:

### 1. Barriers that must be overcome for each student to achieve grade level proficiency on assessments

- Building Response:
  - Lack of foundational skills (academic and social behaviors)
  - Attendance
  - Mental Health

### 2. Budget actions that should be taken to address and remove those barriers

Building Response:

- Building Internal Agency Response:
  - Increased teacher training/professional learning (Collaborative Team Training and Support, AVID Summer Institute Training), The WildCAT Way (MTSS, Tier I Social and Academic Behaviors)
- Building Budget Response:
  - Increased budget allocations for:
    - Teacher training/professional learning (Collaborative Team Training and Support, AVID Summer Institute Training),
    - MTSS, Tier I Social and Academic Behaviors (The WildCAT Way) signage for reinforcement and student incentives,
    - Funding for additional HS staff to provide interventions, training, before and after school student academic support (Breakfast Club, and After School Study Tables)

### 3. Amount of time estimated it will take for each student to achieve grade level proficiency on the state assessments, if the budget actions were implemented

- The amount of time needed for each student to attain grade level proficiency is unknown. Students learn at different rates and have a wide variety of needs.

Assessment Data Analysis- 2023

10<sup>th</sup> Grade

ELA

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)		Percent of Students Scoring Categories 3, & 4 (60% by 2027)	
	2022	2023	2022	2023
Building	80%	86%	39%	44%
District	84%	86%	40%	42%
State	62%	65%	26%	27%

Highest Standard/Skill Performance:

- Language in Writing (167/225) Exceed or Meets

Lowest Standard/Skill Performance:

- Craft/Structure (85/225)
- Overall Reading (88/225)

Rationale:

- Using Collaborative Teams, DHS will continue to improve in meeting the needs of our students. We have found comparing year over year scores to not be as effective as comparing the same cohort over time in determining effectiveness.

Math

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)		Percent of Students Scoring Categories 3, & 4 (60% by 2027)	
	2022	2023	2022	2023
Building	74%	77%	38%	32%
District	77%	82%	38%	38%
State	51%	55%	21%	22%

Highest Standard/Skill Performance:

- Statistics and Probability (120/228) Meets and Exceeds

Lowest Standard/Skill Performance:

- Functions (67/228) Meets and Exceeds

Rationale:

- Using Collaborative Teams, DHS will continue to improve in meeting the needs of our students. We have found comparing year over year scores to not be as effective as comparing the same cohort over time in determining effectiveness.

## 11<sup>th</sup> Grade

### Science

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)		Percent of Students Scoring Categories 3, & 4 (60% by 2027)	
	2022	2023	2022	2023
Building	75%	69%	49%	40%
District	70%	67%	43%	37%
State	57%	57%	28%	29%

#### Highest Standard/Skill Performance:

- Life Science (117/252) Meets and Exceeds

#### Lowest Standard/Skill Performance:

- Earth Space Science (100/252) Meets and Exceeds

#### Rationale:

- Using Collaborative Teams, DHS will continue to improve in meeting the needs of our students. We have found comparing year over year scores to not be as effective as comparing the same cohort over time in determining effectiveness.

**USD 232 Needs Assessment Audit - High Schools  
2023-2024**

**School Name:** Mill Valley High School

**Principal Name:** Gail Holder

**Building Information**

**Students**

Total enrollment 22-23	1,316	Average Daily Attendance 22-23	93.4%
Projected Enrollment 23-24	1,400	Chronic Absenteeism 22-23	9.6
Students with IEP's 22-23	6.6%	Graduation Rate 2022	98.2%
Students on Free & Reduced Lunch 22-23	4.9%	Dropout Rate 21-22	0%
English Language Learners 22-23	0.8%	Five-Year Effectiveness Average 21-22	73

**Staff**

Certified Staff 22-23	90	Certified Staff 23-24	92
Student-Teacher Ratio 22-23	16:1	Student-Teacher Ratio 23-24	17:1
Classified Staff 22-23	20	Classified Staff 23-24	16
Student-Staff Ratio 22-23	14:1	Student-Staff Ratio 23-24	13:1

**Class Size Information**

Grade	22-23 Students	22-23 Sections	22-23 Class Size	23-24 Students	23-24 Sections	23-24 Class Size
9 <sup>th</sup> Grade	363	-	28	361	-	28
10 <sup>th</sup> Grade	314	-	28	367	-	28
11 <sup>th</sup> Grade	330	-	28	320	-	28
12 <sup>th</sup> Grade	309	-	28	331	-	28
Totals	1,316	480	28	1,397	492	28

## Needs Assessment Essential Questions

Based upon the school's Needs Assessment and State Assessment results, please identify the following:

1. Barriers that must be overcome for each student to achieve grade level proficiency on assessments
  - Building Response:
    - Students and staff must begin getting comfortable with larger class sizes in smaller classrooms. Larger classes mean less time with individual students.
    - Staff will continue to utilize the PLC process to address student needs and employ interventions as needed for student growth.
    - Staff will continue to align with state standards and with state testing needs and be sure to focus instruction on what students will be assessed on.
  
2. Budget actions that should be taken to address and remove those barriers
  - Building Response:
    - Building Internal Agency Response:
      - We have focused our goals on the needs of the building as it relates to academic growth with not only the State Assessment, but also the ACT, grade data etc.
      - We have implemented an intervention program for mathematics during Seminar.
    - Building Budget Response:
      - Funding for professional development for teachers, intervention training for teachers, professional development funding.
      - Teacher training for professional learning in terms of PLC work and interventions.
  
3. Amount of time estimated it will take for each student to achieve grade level proficiency on the state assessments, if the budget actions were implemented:
  - The time for this will vary student to student. Our teachers are committed to working with each and every student to ensure their success. Our goal is always for a student to learn grade level curriculum and to advance at least one grade level each year.

## Assessment Data Analysis- 2023

### 10<sup>th</sup> Grade

#### Reading

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)		Percent of Students Scoring Categories 3, & 4 (60% by 2027)	
	2022	2023	2022	2023
<b>Building</b>	87%	86%	40%	40%
<b>District</b>	84%	83%	40%	45%
<b>State</b>	66%	65%	28%	28%

Highest Standard/Skill Performance:

- Language in Writing

Lowest Standard/Skill Performance:

- Craft and Structure

Rationale:

Through the work of collaborative teams we will continue to do the work of improving student achievement by using not only summative data but also formative data. We know that the data we collect through state assessments and ACT is public facing data and we will continue to work on improving these scores. The best thing our staff can do is to continue to work with formative assessments, looking at data, and providing interventions as needed and warranted in a timely manner.

#### Math

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)		Percent of Students Scoring Categories 3, & 4 (60% by 2027)	
	2022	2023	2022	2023
<b>Building</b>	79%	85%	38%	42%
<b>District</b>	77%	83%	38%	49%
<b>State</b>	51%	54%	21%	21%

Highest Standard/Skill Performance:

- Algebra

Lowest Standard/Skill Performance:

- Functions

Rationale:

Through the work of collaborative teams we will continue to do the work of improving student achievement by using not only summative data but also formative data. We know that the data we collect through state assessments and ACT is public facing data and we will continue to work on improving these scores. The best thing our staff can do is to continue to work with formative assessments, looking at data, and providing interventions as needed and warranted in a timely manner.

## 11<sup>th</sup> Grade

### Science

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)		Percent of Students Scoring Categories 3, & 4 (60% by 2027)	
	2022	2023	2022	2023
<b>Building</b>	65%	63%	37%	33%
<b>District</b>	70%	66%	43%	56%
<b>State</b>	56%	31%	28%	29%

Highest Standard/Skill Performance:

- Physical and Chemical

Lowest Standard/Skill Performance:

- Life Sciences

Rationale:

Through the work of collaborative teams we will continue to do the work of improving student achievement by using not only summative data but also formative data. We know that the data we collect through state assessments and ACT is public facing data and we will continue to work on improving these scores. The best thing our staff can do is to continue to work with formative assessments, looking at data, and providing interventions as needed and warranted in a timely manner.