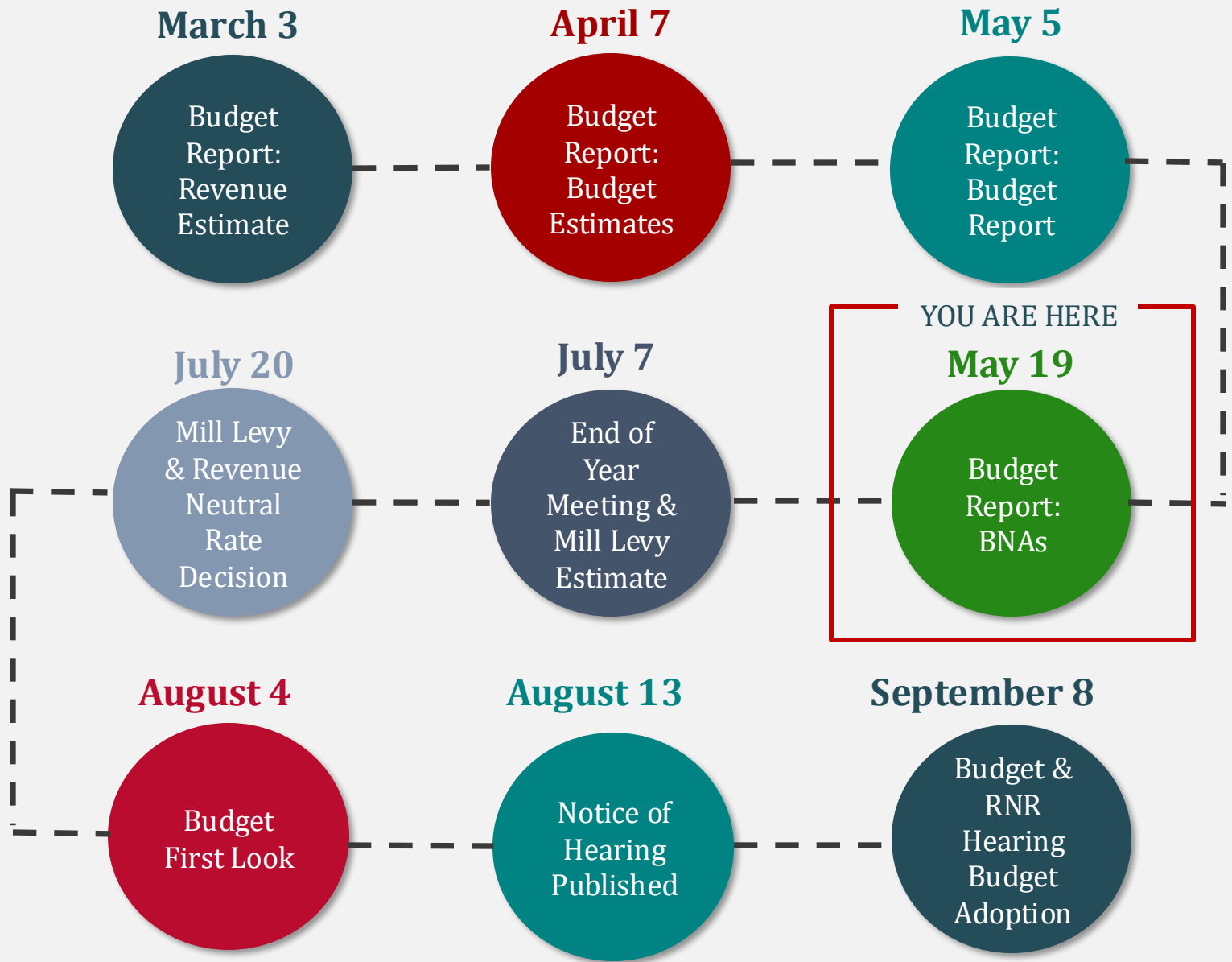


EVERY STUDENT FUTURE READY

**2024-25 Building Needs Assessments
For 2025-26 Budget Planning
Board of Education
May 19, 2025**

B U D G E T T I M E L I N E



BUILDING NEEDS ASSESSMENTS

K.S.A. 72-1163, SUB FOR HB2567

- Requires each school's needs assessment be published on web site
- Requires minutes of BOE meeting where budget is adopted to reflect that:
 1. Needs assessments were provided to BOE
 2. Board evaluated needs assessments
 3. Reflect how BOE used assessments in approval of district budget
- Requires review of state assessments
- Requires BOE to answer these questions:
 1. What barriers must be overcome to have all students achieve proficiency above level 2
 2. What budget actions, recommendations or reallocation should be taken to address and remove barriers
 3. If budget actions are implemented, estimate amount of time to take for all students to achieve proficiency above level 2

K.S.A. 72-1163, SUB FOR HB2567 IN WICHITA PUBLIC SCHOOLS

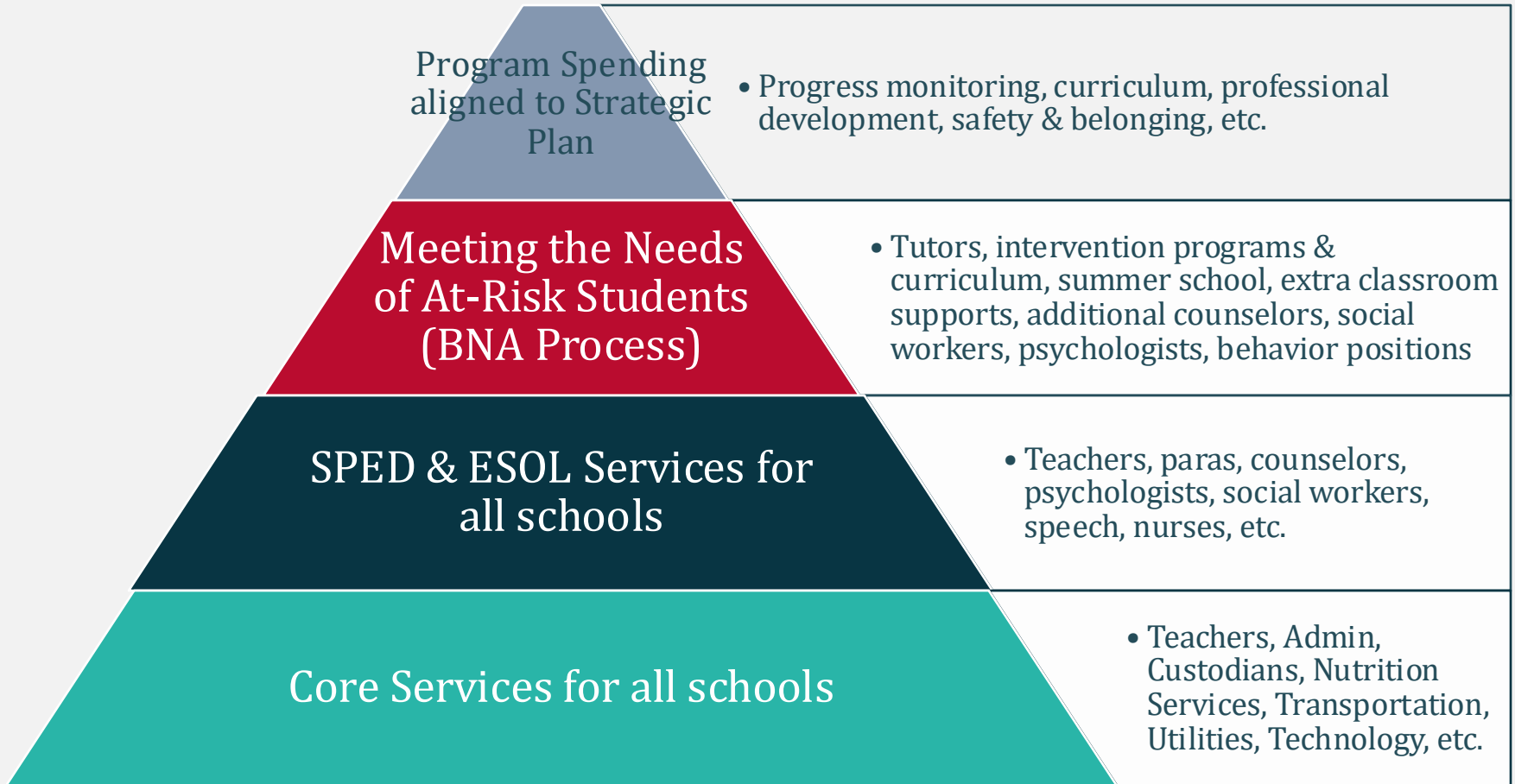
Statute Requirements

- Each Attendance Center Principal must complete a BNA
- Each school's BNA must be published on the district website
- BNAs are provided to and evaluated by the WPS BOE

WPS Requirements

- Meet with Site Council & upload documentation
- Meet with BLT
- Complete BNA App
- Complete 1 corresponding budget request

WICHITA PUBLIC SCHOOLS BUDGET PROCESS



WICHITA PUBLIC SCHOOLS

AT-RISK STUDENTS

An at-risk student is one who meets one or more of the following criteria:

- a. Is not working on academic grade level
- b. Is not meeting the requirements necessary for promotion to the next grade; is failing subjects or courses of study
- c. Is not meeting the requirements necessary for graduation from high school. (e.g., potential dropout)
- d. Has insufficient mastery of skills or is not meeting state standards
- e. Has been retained
- f. Has a high rate of absenteeism
- g. Has repeated suspensions or expulsions from school
- h. Is homeless and/or migrant
- i. Is identified as an English Language Learner
- j. Has social emotional needs that cause the student to be unsuccessful in school
- k. Is identified as a student with dyslexia or characteristics of dyslexia
- l. A student in foster care or otherwise in the custody of the secretary of the department for children and families (DCF).

WICHITA PUBLIC SCHOOLS AT-RISK STUDENTS

2023-24

Students identified with one or
more At-Risk Criteria

80.6%

2023-24

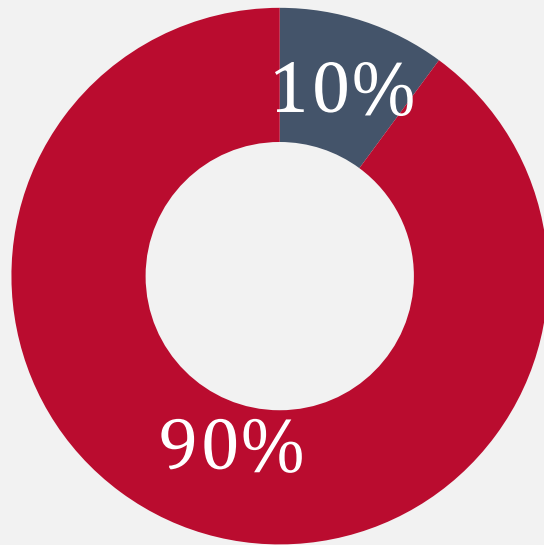
Students who qualify for
Free & Reduced Lunch

79.8%

CURRICULUM NEEDS

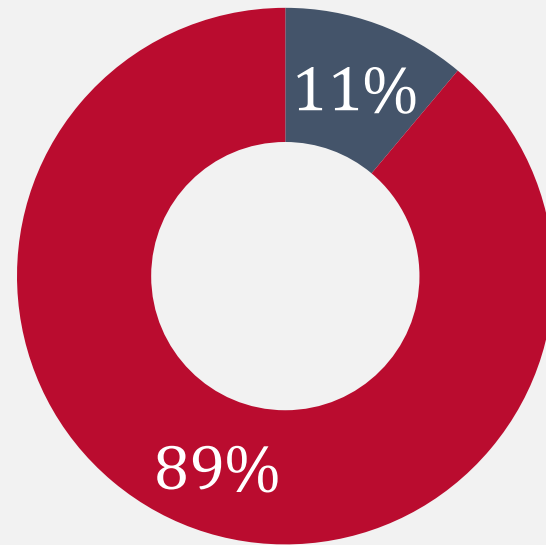
ARE THERE APPROPRIATE AND ADEQUATE INSTRUCTIONAL MATERIALS?

2023-24 BNAs



■ No ■ Yes

2024-25 BNAs

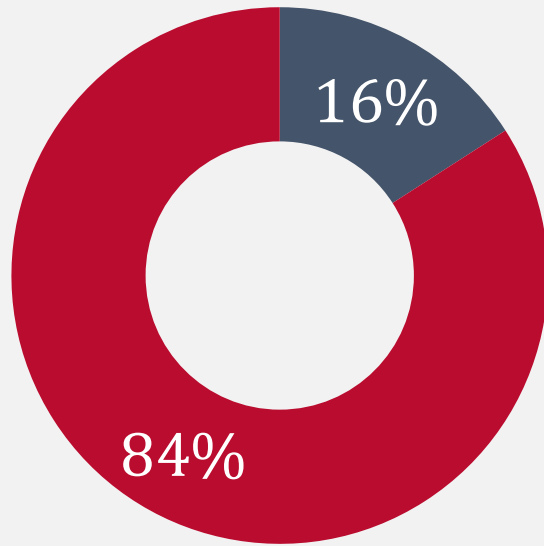


■ No ■ Yes

TECHNOLOGY NEEDS

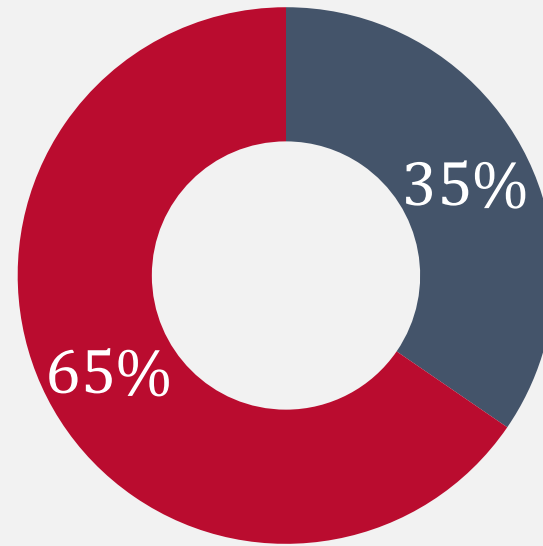
IS CURRENT TECHNOLOGY APPROPRIATE?

2023-24 BNAs



■ No ■ Yes

2024-25 BNAs

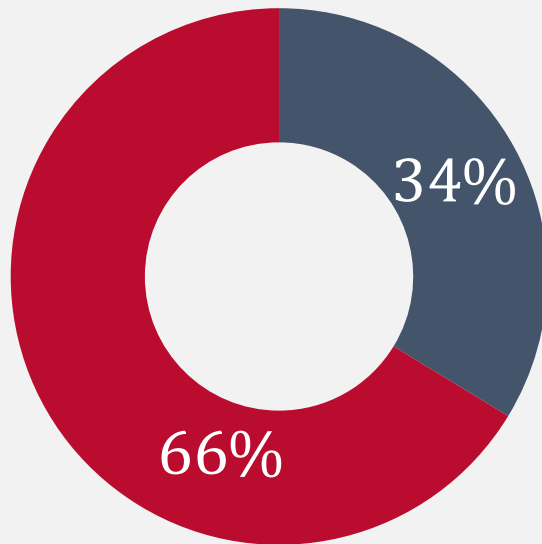


■ No ■ Yes

STAFF NEEDS

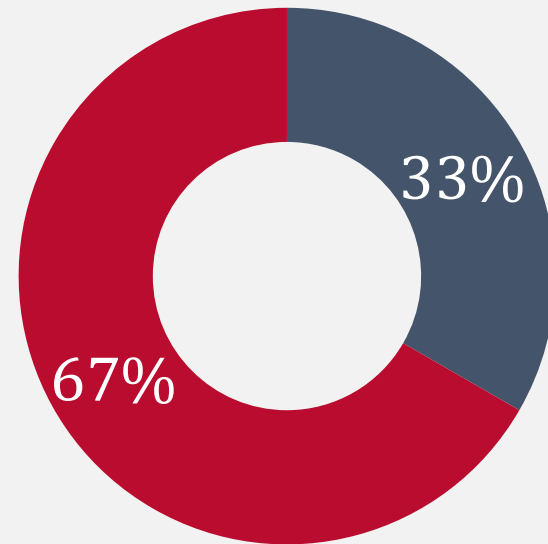
IS THERE ADEQUATE PERSONNEL/STAFF TO MEET THE NEEDS OF THE SCHOOL AND THE NEEDS OF STUDENTS UNDER ESEA GUIDELINES WHICH REQUIRES EVERY CLASSROOM TO CONTAIN AN EDUCATOR WHO IS CERTIFIED IN THE CONTENT AREA BEING TAUGHT IN SAID CLASSROOM AND MEET THE GOALS OF THE SCHOOL?

2023-24 BNAs



■ No ■ Yes

2024-25 BNAs

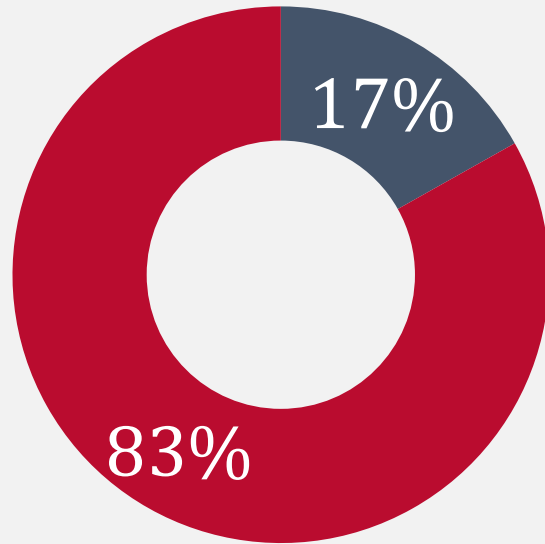


■ No ■ Yes

FACILITY NEEDS

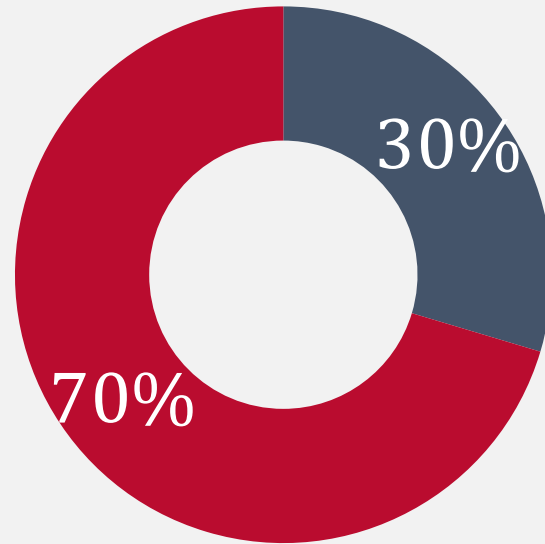
IS THERE ADEQUATE SPACE FOR STUDENT LEARNING?

2023-24 BNAs



■ No ■ Yes

2024-25 BNAs

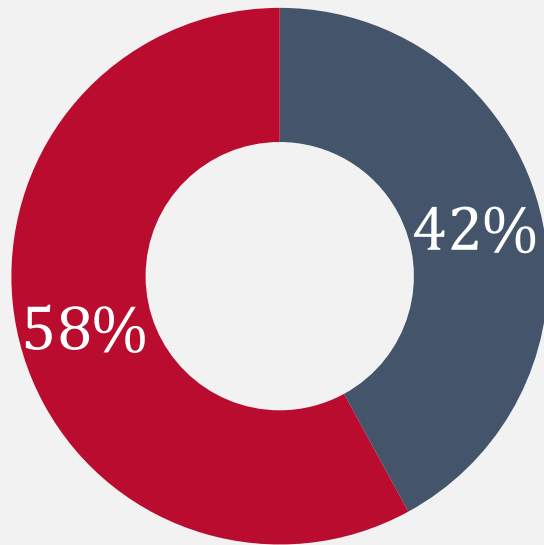


■ No ■ Yes

FACILITY NEEDS

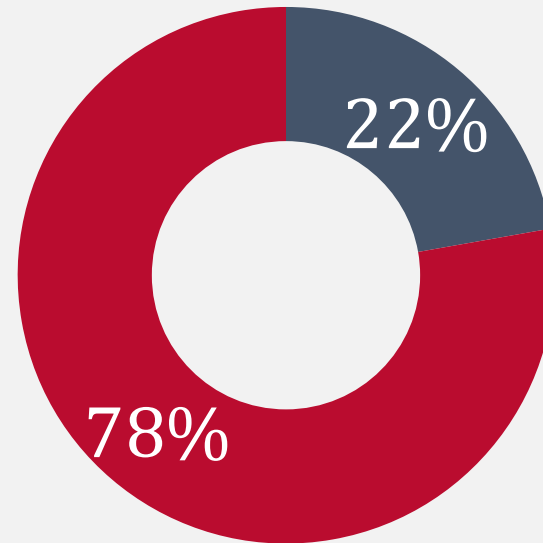
ARE THERE NECESSARY REPAIRS AND
ADJUSTMENTS THAT NEED TO BE MADE?

2023-24 BNAs



■ No ■ Yes

2024-25 BNAs



■ No ■ Yes

BARRIERS

WHAT ARE THE BARRIERS THAT EXIST
FOR NON-ASSESSMENT RELATED ISSUES:

	2023-24 BNAs	2024-25 BNAs
Instructional Technology Training	22 out of 89, 25%	15 out of 83, 18%
Curriculum	22 out of 89, 25%	19 out of 83, 23%
Scheduled Time/PD Time	37 out of 89, 42%	26 out of 83, 31%
Caseloads per Teacher	35 out of 89, 39%	31 out of 83, 37%
Physical Space for Learning	21 out of 89, 24%	36 out of 83, 43%
Child Study Team Ratios	42 out of 89, 47%	42 out of 83, 51%
Paraprofessional Training	56 out of 89, 63%	52 out of 83, 63%
Parent & Community Involvement	59 out of 89, 66%	55 out of 83, 66%
Attendance/Truancy	74 out of 89, 83%	74 out of 83, 89%

OVERCOMING BARRIERS

WHAT BUDGET ACTIONS SHOULD BE TAKEN TO ADDRESS AND REMOVE THOSE BARRIERS?

- **Teacher/Staff recruitment and retention:** Many schools highlighted the challenge of hiring and retaining qualified teachers, especially for special education, ESL, and intervention. Support staff, including paraprofessionals were also listed. They suggested increasing pay, benefits, incentives, and training to attract and keep good teachers and support staff.
- **Mental Health and Social-Emotional Needs:** Many students face mental health challenges that impact their learning and behavior. Schools need more resources to address these needs effectively, including additional counselors, social workers, and psychologists, and social-emotional learning programs.
- **Parental Involvement and Support:** Active involvement from parents and guardians is essential for reinforcing learning at home and supporting students in their academic journey. Schools need to engage families more effectively and provide resources to help them support their children's education.
- **Attendance Issues:** Chronic absenteeism and tardiness are frequently mentioned as significant barriers to student success. Consistent attendance is crucial for academic achievement, and students who miss school frequently fall behind in their learning

PERFORMANCE LEVEL DESCRIPTORS

Level	Description
Level 1	A student at Level 1 shows a limited ability to demonstrate their knowledge and skills of (third, fourth, fifth, etc.) grade (ELA, math, science) standards.
Level 2	A student at Level 2 shows a basic ability to demonstrate their knowledge and skills of (third, fourth, fifth, etc.) grade (ELA, math, science) standards.
Level 3	A student at Level 3 shows a proficient ability to demonstrate their knowledge and skills of (third, fourth, fifth, etc.) grade (ELA, math, science) standards.
Level 4	A student at Level 4 shows an advanced ability to demonstrate their knowledge and skills of (third, fourth, fifth, etc.) grade (ELA, math, science) standards.

DISTRICT STATE ASSESSMENT SCORES 23-24

Reading	20-21	21-22	22-23	23-24
Level 1	49.3%	52.3%	51.5%	49.6%
Level 2	31.0%	29.8%	29.8%	30.5%
Level 3	16.3%	14.4%	14.9%	16.1%
Level 4	3.4%	3.5%	3.8%	3.9%

Math	20-21	21-22	22-23	23-24
Level 1	58.2%	56.3%	55.4%	55.2%
Level 2	29.8%	30.0%	29.9%	30.2%
Level 3	9.3%	10.5%	11.0%	10.6%
Level 4	2.6%	3.2%	3.7%	5.35%

DISTRICT ELA PROFICIENCY RESULTS BY GRADE LEVEL 23-24

Reading	ELA Proficient (%) 2022-2023	ELA Proficient (%) 2023-2024	2-Year Trend (Percentage Point Gain/Loss)
All	18.75	19.9	+1.2
10th	13.66	15.0	+1.3
8th	11.80	13.1	+1.3
7th	18.54	21.2	+2.7
6th	18.38	18.2	-0.2
5th	21.83	22.1	+0.3
4th	26.09	27.0	+0.9
3rd	21.00	23.4	+2.4

DISTRICT MATH PROFICIENCY RESULTS BY GRADE LEVEL 23-24

Math	Math Proficient (%) 2022-2023	Math Proficient (%) 2023-2024	2-Year Trend (Percentage Point Gain/Loss)
All	14.7	14.6	-0.1
10th	9.3	8.7	-0.6
8th	11.1	12.0	+0.9
7th	13.0	13.7	+0.7
6th	13.2	12.3	-0.9
5th	14.7	13.9	-0.8
4th	15.7	15.4	-0.3
3rd	25.6	26.4	+0.8

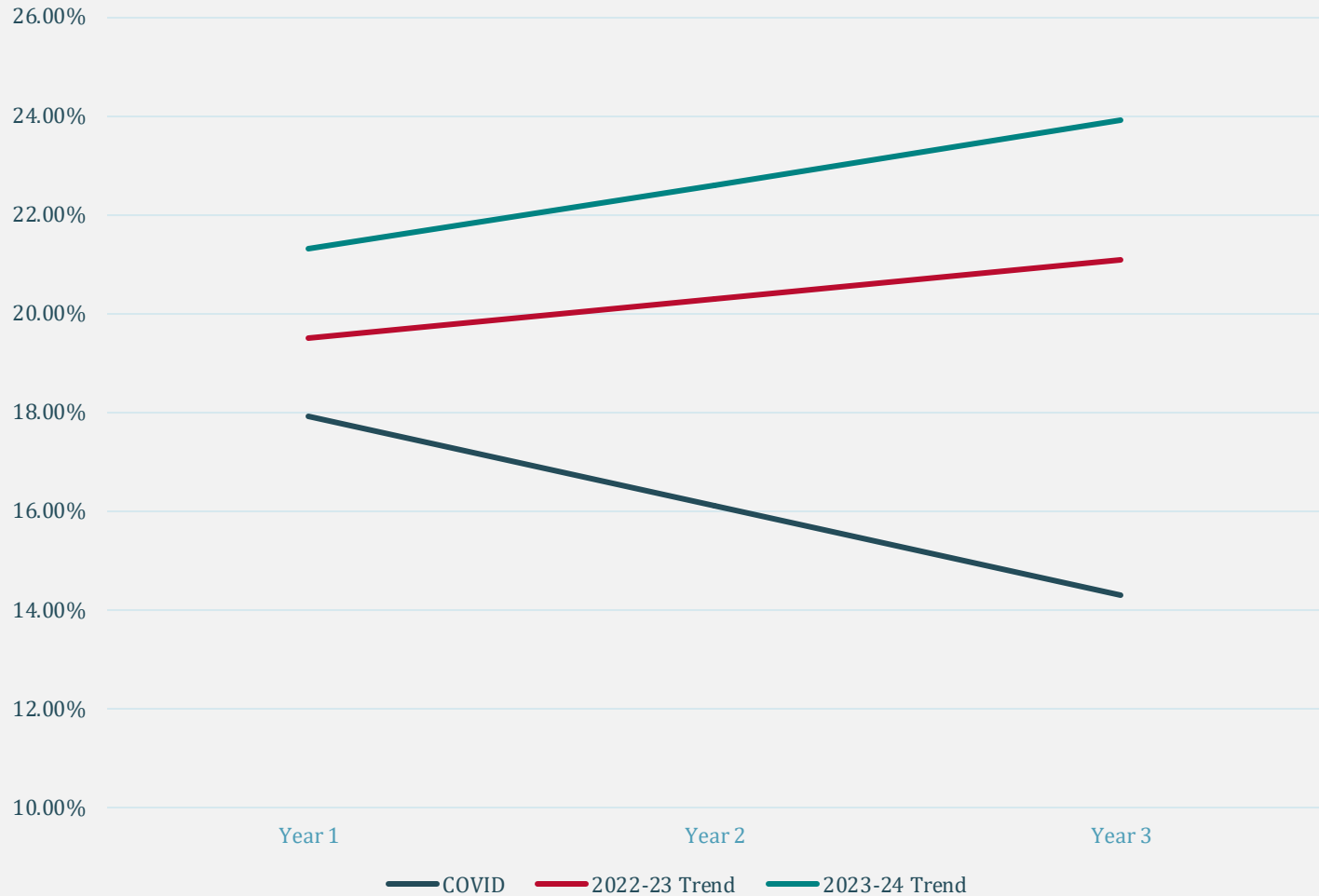
DISTRICT ELA LEVEL 1 IMPACT 23-24

Reading	ELA Level 1 (%) 2022-2023	ELA Level 1 (%) 2023-2024	2-Year ELA Level 1 Trend (Percentage Point Gain/Loss)
All	51.48	49.6	-1.8
10th	57.17	51.2	-5.9
8th	54.05	53.5	-0.6
7th	53.92	52.2	-1.7
6th	56.99	58.3	+1.3
5th	52.48	51.7	-0.8
4th	34.43	32.9	-1.5
3rd	51.37	47.6	-3.8

DISTRICT MATH LEVEL 1 IMPACT 23-24

Math	Math Level 1 (%) 2022-2023	Math Level 1 (%) 2023-2024	2-Year Math Level 1 Trend (Percentage Point Gain/Loss)
All	55.4	55.3	-0.1
10th	67.1	66.5	-0.6
8th	67.8	67.0	-0.8
7th	43.8	43.0	-0.8
6th	62.2	63.9	+1.7
5th	60.0	58.0	-2.0
4th	41.3	42.0	+0.7
3rd	46.1	45.9	-0.2

STATE ASSESSMENT IMPROVEMENT TREND



COMPARATIVE DISTRICT OUTCOME DATA 23-24

ELA 2023	WPS	Urban District A	Urban District B	Suburban District A	Suburban District B
Level 1	51.5%	54.8%	48.5%	24.6%	27.4%
Level 2	29.8%	29.7%	31.3%	33.8%	34.9%
Level 3	14.9%	13.0%	15.3%	30.3%	28.1%
Level 4	3.8%	2.4%	4.9%	11.4%	9.6%

ELA 2024	WPS	Urban District A	Urban District B	Suburban District A	Suburban District B
Level 1	49.6%	55.7%	47.2%	24.6%	25.6%
Level 2	30.5%	30.0%	31.4%	32.7%	35.3%
Level 3	16.1%	12.0%	16.5%	30.9%	29.0%
Level 4	3.9%	2.3%	4.9%	11.9%	10.1%

COMPARATIVE DISTRICT OUTCOME DATA 23-24

ELA 2023	WPS Elementary	Private/Parochial Elem. School A	Private/Parochial Elem. School B
Level 1	46.0%	47.9%	54.0%
Level 2	31.0%	36.1%	36.0%
Level 3	17.0%	12.6%	9.0%
Level 4	5.9%	3.4%	1.0%

ELA 2024	WPS Elementary	Private/Parochial Elem. School A	Private/Parochial Elem. School B
Level 1	44.0%	50.0%	37.6%
Level 2	31.8%	30.3%	43.6%
Level 3	18.1%	16.4%	18.8%
Level 4	6.1%	3.3%	0%

QUESTIONS FOR WPS BOE

QUESTION 1: WHAT BARRIERS MUST BE OVERCOME TO HAVE ALL STUDENTS ACHIEVE PROFICIENCY ABOVE LEVEL 2?

Student	Staff	Parent	Community
Poverty	Student behavior	Poverty	Deterioration of Social Norms
Feeling disconnected/not motivated	Lack of needed supports (all types)	Language/cultural differences	Lack of supports for families in need
Mental Health issues	Staff health/attendance	Feeling disconnected from school	Deterioration of support for education
Attendance	Lack of training	Lack of time/other distractions	Misinformation about what is happening in classrooms
Language/Cultural differences	Expectations for student success	Mental health/other health issues	Unrealistic expectations of schools
Distractions	Student/teacher disconnect	School safety	Politics

QUESTIONS FOR WPS BOE

QUESTION 2: WHAT BUDGET ACTIONS, RECOMMENDATIONS OR REALLOCATION SHOULD BE TAKEN TO ADDRESS AND REMOVE BARRIERS?



Recruitment and Retention of highly qualified staff through wages and raises



Adding Counselor, Social Worker, Psychologist, and Behavior Intervention positions, making full time where possible.



Developing a community schools framework to engage parents and community involvement in schools

QUESTIONS FOR WPS BOE

QUESTION 3: IF BUDGET ACTIONS ARE IMPLEMENTED,
ESTIMATE AMOUNT OF TIME TO TAKE FOR ALL STUDENTS TO
ACHIEVE PROFICIENCY ABOVE LEVEL 2?

1. BOE Response from 2023-24 BNAs for 2024-25 Budget Planning
 - a. The district goal is 50% of students performing at levels 3 & 4 by 2030.
 - b. Decrease the percentage of students scoring a 1 from 51.4% to 49.4% on the spring 2024 3rd Grade Reading State Assessment. Board evaluated needs assessments.
2. District Leadership Recommended BOE Response to 2024-25 BNAs for 2025-26 Budget Planning
 - a. **Recommendation:** The district goal is 32% of students performing at levels 3 & 4 by 2030. This would be a 2% increase each year to 2030.
 - b. **New Goal:** Decrease the percentage of students scoring a 1 from **47.6%** to 44.6% on the spring 2025 3rd Grade Reading State Assessment. Board evaluated needs assessments.

NEXT STEPS

- BOE will review Building Needs Assessments
- BOE will submit final responses to District Administration to answer required question #1 by July 7
- BOE will review district administration recommendation for response to question #3
- BOE will approve final responses to required questions at the August 4 BOE meeting

QUESTIONS & DISCUSSION