



Needs Assessment Spring 2026

Board of Education
May 11, 2026

Purpose and Legal Requirements

- Work with the needs assessment process each year provides a through line from the firsthand, reported perspectives of educators and school leaders to directly inform the work, budgeting decisions, and to move forward in the district.
- All Kansas districts in are required to report their district annual needs assessment report per K.S.A. 72-1163.
- The online, public posting and physical documentation of the process ensures transparency, and these steps are also directed in statute..



About This Survey

Each school team is responsible for collaboratively completing one survey; this work is completed in collaboration with their Building Leadership Team

20

Total Responses

18

Buildings Represented

3

Survey Questions

Q1 Barriers to Proficiency

What must be overcome for all students to achieve above Level 2 on state assessments?

Q2 Budget Actions Needed

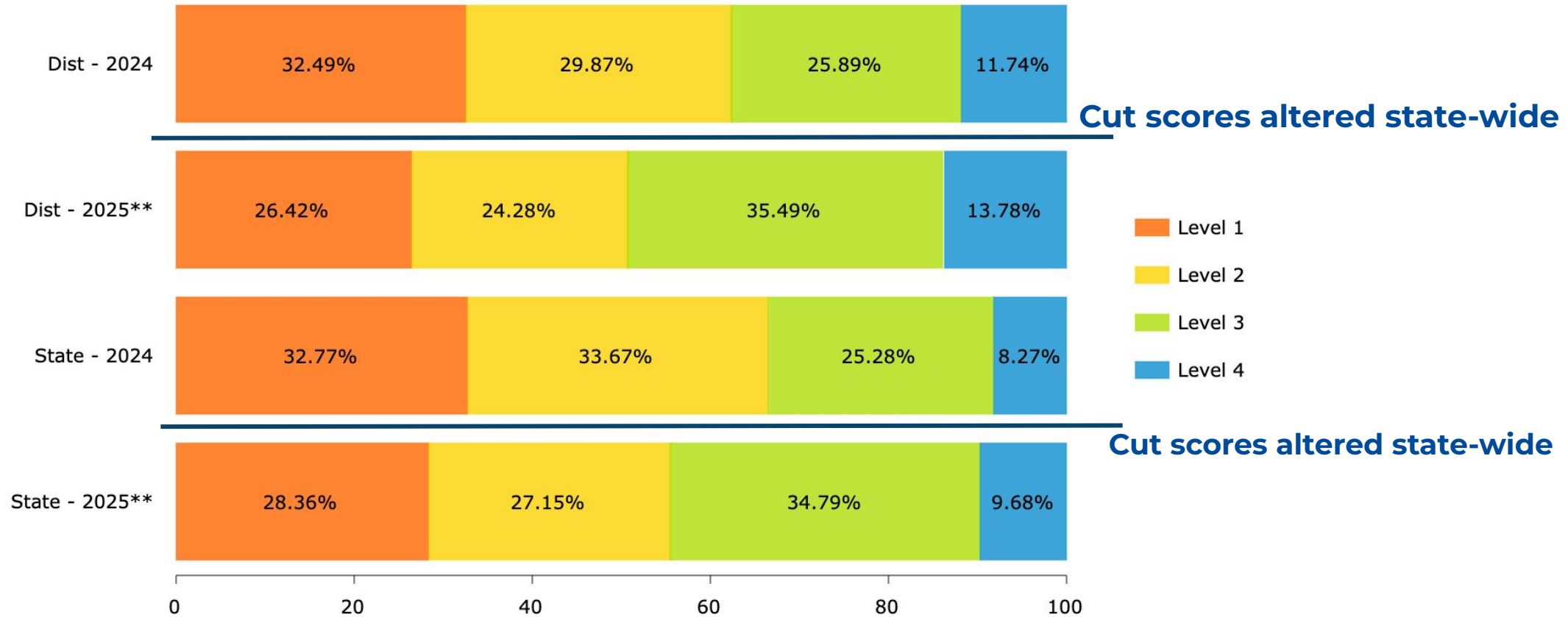
What budget actions should be taken to address and remove these barriers?

Q3 Estimated Timeline

How long will it take for all students to reach proficiency above Level 2?

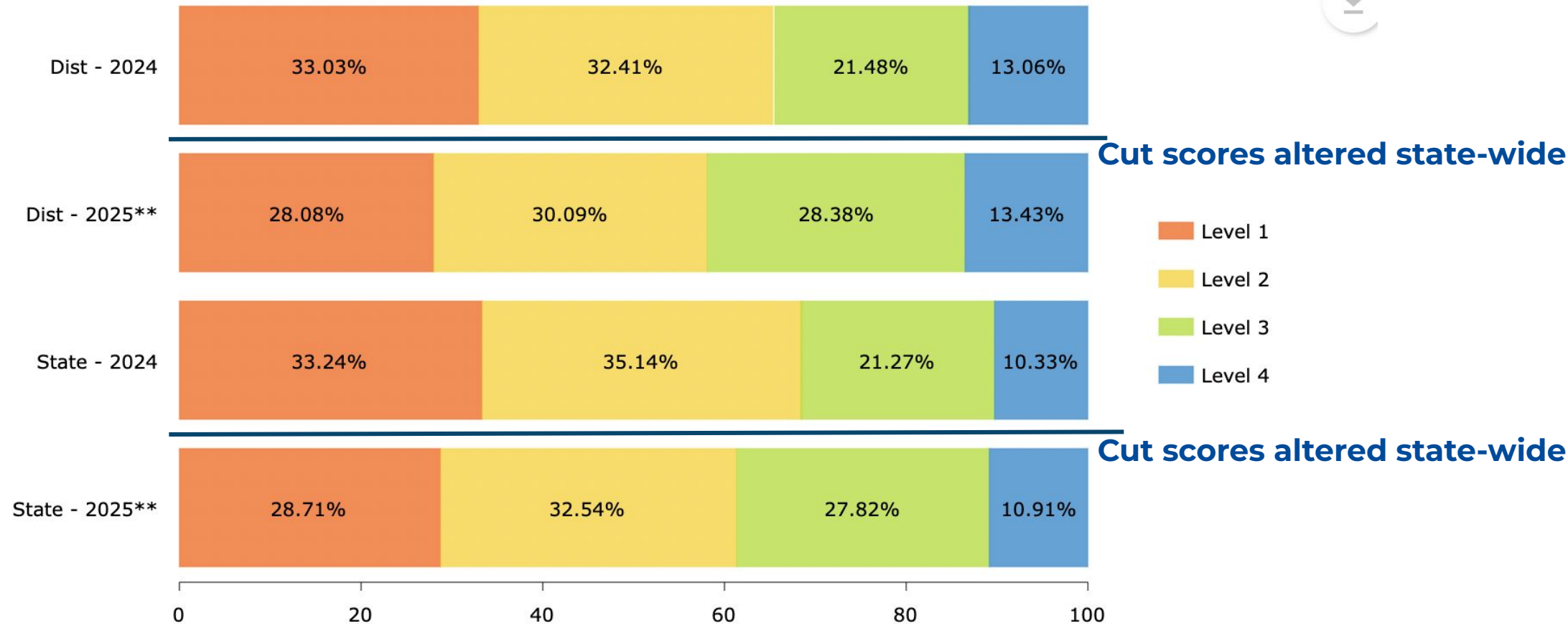


ELA



NOTE: State 2025** indicates KS cut scores change for the ELA and Math state assessments.

State Assessment Data: Math



State 2025** indicates KS cut scores change across for ELA and Math state assessments.

What Was Shared

Following are survey responses collected, as well as common themes discovered in those responses.

Barriers to Proficiency

Q1: What barriers must be overcome for all students to achieve above Level 2 on state assessments?

Instructional Coherence

A common barrier to achieving proficiency was inconsistent curriculum implementation, lack of vertical and horizontal alignment, and insufficient professional learning time.

Chronic Absenteeism

Each level (Elementary, Middle, & High) all listed attendance as a barrier to achieving proficiency. They referred transportation, family hardship, and mental health as specific barriers.

Staffing & Class Size

Nearly every building listed large class size, the need for more paraprofessionals to support effective differentiation as a barrier for achieving proficiency.

Intervention Access

Several buildings listed a lack of dedicated interventionists as well as a lack of intervention materials, especially in non-Title buildings.

Student Needs

A common barrier was the amount of student needs across our district including academic, behavioral, and fundamental needs.

Student Motivation

Assessment buy-in is a persistent challenge, especially at the secondary level. Students and families do not always see the purpose or value of state assessments.



Barriers by School Level

Q1: What barriers must be overcome for all students to achieve above Level 2 on state assessments?

Early Childhood

Kennedy Early Childhood

- School readiness is the central concern
- **Social-emotional development gaps before K**
- **Inconsistent access to affordable preschool**
- **Early identification and family engagement**

Elementary

11 Buildings

- **Staffing & class size**
- **Transportation & chronic absenteeism**
- High-needs populations
- **HQIM implementation on fidelity and coaching**

Middle School

4 Buildings

- Assessment timing: KAP occurring prior to all standards taught.
- **5th-to-6th grade transition readiness gaps**
- **Vertical alignment across grade bands**
- **Staffing Shortages (SPED)**

High School

Free State, Lawrence High

- **Student buy-in and motivation to test**
- Parent opt-outs reducing participation rates
- Lack of prep materials for KAP
- **Compensation to recruit/retain qualified staff**

Non-Traditional

LVS, College & Career

- Assessment participation/proctoring barriers
- **Transient student populations behind grade level**
- **Curriculum design driving disengagement**
- State funding for virtual students

***Bold text indicates barriers within educator/district locus of control**



Budget Actions Requested

Q2: What budget actions should be taken to address and remove barriers from achieving proficiency on the state assessment?

1 Staffing & Compensation

2 Intervention Specialists

3 Class Size Reduction

4 Coaching for Improved Instruction

5 Curriculum & Intervention Materials

6 Mental Health & Support Services



How Long Will It Take?

Q3: How long will it take for all students to reach proficiency above Level 2?

Timelines varied widely depending on building context. Responses clustered around four general horizons.

1–2 Years

Conditioned on immediate investment in class size reduction, staffing, or participation improvements.

2–3 Years

Requires sustained implementation of targeted interventions and progress monitoring systems.

3–5 Years

HQIM implementation at full fidelity typically requires 3–5 years before highest impact is seen.

5–10 Years

Deep systemic change: early childhood access, instructional culture, and community factors.

Several schools noted it is not possible to set a specific timeline given the complexity of student needs, external factors, and the pace of systemic change.

Summary of Needs Assessment

01 Staffing most referenced barrier to achieving proficiency on the state assessment.
Additional staffing was the single most cited lever for student success.

02 Attendance affects outcomes.
Students struggling to reach proficiency are also students who have attendance concerns.

03 Desire for High Quality Instructional Materials.
Coherent curriculum across the district is a priority in order to boost proficiency on the state assessment.

04 Intervention time and resources at all levels.
Intervention resources and time to provide intervention is a commonly stated barrier to achieving proficiency.

05 Change takes time, and investment.
Most buildings cited achievement improvements being a 2–5 year journey, contingent on sustained funding, leadership, and systemic support.



Next Steps: Needs Assessment Process

- 1) Board of Education reviews the presentation and considers the feedback provided from schools
- 2) Board of Education drafts a response to the feedback shared
- 3) Each building's needs assessment is published on the district website, with the board's response

