2024-2025 State Assessment Review for 2026-2027 Budget Considerations

District: USD 475

Based upon your schools Needs Assessment and State Assessment results, please identify the following:

(A) The barriers that must be overcome for each student to achieve grade level proficiency on assessments

(B) The budget actions that should be taken to address and remove those barriers

(C) The amount of time the board estimates it will take for each student to achieve grade level proficiency on the state assessments if the budget actions would be implemented.

Beth Hudson
Board President

07-10-26
Date

School	Grades Served	(A) Barriers Related to Student Needs	(B) Budget Actions	(C) Time for students to Achieve - *75 Percent of Students Earn 3 or 4 on KAP by 2030*	Board Rationale/Comments
Early Childhood Center	Pre-K	Attendance, Staffing	Truancy officers, early childhood opportunities	N/A for State Assessment	Received and Reviewed
Eisenhower Elementary	Pre-K to 5	Amount of students not reading at grade level, MTSS alignment, existing learning gaps, inconsistent tier one instruction, need for high level of instruction during MTSS time, lack of prosocial skills in students, and overall student subgroup performance.	Support for certified and classified tutors, Professional development in comprehension, math fluency, and progress monitoring. Instructional coaching support for tier one instruction as well as MTSS.	2025 Math- 9%, 2025 ELA- 12%, Science-10%	Received and Reviewed
Fort Riley Elementary	Pre-K to 5	Student transiency, student learning gaps, student attendance-military deployment support, and teachers providing quality tier 1 instruction.	Staff professional development, intervention and MTSS implementation, additional staffing for tutoring	2025 Math- 4.6%, 2025 ELA- 4.8%, Science- 4.3%	Received and Reviewed
HD Kerns Alternative School	7th-12th	Building structures and space, individual student academic and behavioral needs, chronic absenteeism, and the need for high quality staff support.	Curriculum walkthroughs, parent involvement opportunities, SEL curriculums and interventions, teacher PLCs, professional development in vocabulary and effective instruction, building consideration	N/A for State Assessment for the 2024-2025 School Year	Received and Reviewed
Lincoln Elementary	Pre-K to 5	Ensuring strong high-quality tier one instruction, refinement of MTSS process, and understanding the balanced assessment process.	Possibility of an additional tutor to address needs, assessment resources, staff professional development	2025 Math- 3.8%, 2025 ELA- 4.09%, Science-3.0%	Received and Reviewed
Milford Elementary	K-5	Amount of students not reading on grade level, student and staff attendance, necessity of PLCs, need for progress monitoring and short cycle/improvement cycle assessment, individual tutoring, and need for principal and instruction coach time in classrooms.	Fund and support tutoring, continue funding of MTSS resources, professional development for all staff in high quality instruction and engagement/cooperative learning	2025 Math- 4.3%, 2025 ELA- 3.0%, Science-7.14%	Received and Reviewed
Morris Hill Elementary	Pre-K to 5	Student attendance, need for more teacher led PLC opportunities, refinement of MTSS, increased time for administration and instructional coach to be in the classroom.	Fund tutoring, fund resources, and staff professional development	2025 Math- 5.5%, 2025 ELA- 1.5%, Science-0%	Received and Reviewed
Seitz Elementary	K-5	Staff needing to focus on higher level thinking and providing resources to support MTSS time	Continued connection with district teaching and learning department, purchasing intervention books as well as progress monitoring	2025 Math- 6.67%, 2025 ELA- 5.97%, Science-9.06%	Received and Reviewed
Sheridan Elementary	Pre-K to 5	Chronic absenteeism, lack of highly qualified teachers and teacher absences, declined students' perseverance and stamina during challenging tasks, need for continued professional development, immersing staff in PLC around student data and driving instructional practices, as well as students with gaps transitioning into the school.	Professional development in small group instruction, SEL/behavior, and engagement, attendance incentives, additional building space to accommodate need for small group learning	2025 Math- 4.35%, 2025 ELA- 2.74%, Science-3.11%	Received and Reviewed
Spring Valley Elementary	Pre-K to 5	Continued attention to instructional practices and student support systems, maximizing Tier One instructional time and maintaining focus on essential standards and learning outcomes, staff need to utilize intentional systems for spiraling and reinforcing priority standards, academic gaps and limited readiness for grade level content, student social and emotional needs- that impact multiple layers of student educational needs.	Provide additional PLC time for teachers, additional learning opportunities for students outside of the school day, tutors, funding for attendance incentives for students and families, provide structured training for staff from instructional coaches to support tutors in the classroom with knowledge and expertise, increase in intervention staffing	2025 Math- 4.65%, 2025 ELA- 4.16%, Science-4.35%	Received and Reviewed
Ware Elementary	Pre-K to 5	Student mobility/transiency, targeted instruction and intervention, ensuring access to high quality tier one instruction, teacher retention, ongoing support to all staff teacher understanding of content/standards, and number of students needing intervention.	Providing continued professional learning, instructional coaching, and curriculum support for consistency in high quality instruction at the Tier 1 level. Maintain funding for instructional support staff and classified personnel to provide targeted interventions. Increase access to certified behavioral health personnel, counselors, and social workers.	2025 Math- 5.6%, 2025 ELA- 4.5%, Science-3.1%	Received and Reviewed
Washington Elementary	Pre-K to 5	Learning gaps for students with high mobility, consistent emphasis on tier one instruction, staff and student attendance rates, inconsistent utilization of the intervention process for student support, support for incoming Kindergarten students, recruit and retainment of high-quality staff, response to increase student social emotional needs.	Focus on hiring qualified staff, support hiring of tier 2 and 3 interventionists, adopt a reading curriculum supporting diverse learners, more funding for classified staff and additional behavioral personnel in the building, providing personal items to students and families	2025 Math- 13.28%, 2025 ELA- 10%, Science-10%	Received and Reviewed
Westwood Elementary	Pre-K to 5	Quality of Tier 1 instruction, chronic absenteeism, extended day learning opportunities, increased student participation in Early Childhood, lack of highly qualified teachers, and social-emotional barriers (stress, trauma, unmet basic needs, impacts of poverty).	Access Title One funds to support academic tutors, supporting instructional and MTSS coaching, evidence-based instructional programs, professional development funds utilized on for student achievement teams, collaboration, and targeted interventions.	2025 Math- 4.6%, 2025 ELA- 2.9%, Science-6.6%	Received and Reviewed
Fort Riley Middle	5th to 8th	Acute and chronic mental health concerns of student and families, military connected students and the barriers that can be associated with their needs, students lacking skills for self-motivation and perseverance, chronic absenteeism, and basic student needs not being met.	Additional counselor support, literacy interventionist, free lunch/breakfast for all families, and weekend meals opportunities	2025 Math- 6.37%, 2025 ELA- 5.42%, Science-3.93%	Received and Reviewed

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Junction City Middle	6th to 8th	Curriculum and standards alignment, lack of student skills with pro-social behaviors, student unpreparedness for current grade level, disruptive behaviors, chronic absenteeism, effects of poverty, staff turnover, inconsistent Tier 1 implementation/instruction, need for accountability in MTSS and intervention	Continued PLC time, additional learning opportunities outside of school day, tutors, support attendance incentives, more support staff, more interventionists (Math, ELA, Behavior), staff and facilitate initiatives such as MTSS and SIT	2025 Math- 7.58%, 2025 ELA- 8.73%, Science-8.29%	Received and Reviewed
Junction City High	9th to 12th	Students lacking skills for self-motivation, limited motivation for KAP testing, inconsistent Tier One instruction- due to teacher turnover, need for accountability structures for MTSS and other intervention, chronic absenteeism	Clearly PLC time, focusing on data and utilizing data for instruction, outside of the school day work to collaborate, create a united scope and sequence, certified staff being able to tutor student after school on targeted skills and standards	2025 Math- 11.14%, 2025 ELA- 10.68%, Science-No Data at this time	Received and Reviewed
USD 475 Virtual School	Kdg-12th	Need to continue to encourage participation and enrollment within the program. This was the first year of implementation. Ensuring that families understand all the expectations when it comes to the virtual school commitment.	Increase advertising for enrollment to the virtual school. Extensive monitoring of student usage and completion time to ensure funding support of all students enrolled.	No data for this year, was not an entry in the 2024-2025 school year	Received and Reviewed