

BOE STATE ASSESSMENTS REVIEW



Template Instructions

Please enter in all grey boxes.

By statute, only the BOE State Assessments Review needs to be completed, but it is suggested have each building complete a Building State Assessments Review that the BOE then uses to complete the BOE State Assessments Review. All questions on the BOE State Assessments Review MUST be addressed and used in order to be statutorily compliant.

Note: This form will work for up to 4 schools. Please use the Word or Excel templates, for the ability to add more schools.

A separate template for the State Assessments Review by building as well as a template for the Building Needs Assessment may be found on [KSDE's School Finance Guidelines & Manuals page](#) in the Guidelines section.

Please reference the [Needs Assessment and State Assessments Review Guidelines](#) for more information.

Contacts

Dale Brungardt School Finance Director Dale.brungardt@ksde.gov (785)296-3872



Kansas leads the world in the success of each student.

BOE STATE ASSESSMENTS REVIEW

2024-2025 STATE ASSESSMENTS REVIEW FOR 2026-2027 BUDGET CONSIDERATIONS



USD 491 Eudora Schools

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.

Board President Signature

Date

BOE STATE ASSESSMENTS REVIEW

USD 491 Eudora Schools



Eudora Schools	PK-12	Students with disabilities are performing below state averages. Overall, students are showing minimal growth and/or stagnation in ELA, science and math. We are in the initial phase of implementing a high-quality ELA instructional resource with integrity 9-12 and working to go deeper with K-8 ELA resource to ensure pacing supports student learning, backward design and connection to standards. We do not currently have a HQIM for 9-12 in math which is under review for this upcoming year as we plan to adopt K-12 HQIMs. We have not previously had access to HQIM for K-12 Science and limited time at the elementary for science implementation.	Sustain efforts for early intervention services and high-quality early childhood learning and practices. Allocate funding for sustained high-quality professional learning that supports continuous instructional improvement. This includes dedicated time for Professional Learning Community (PLC) collaboration to design and align curriculum across all content areas; systematic onboarding for educators who work directly with students; ongoing coaching and professional learning to strengthen instructional practices; and leadership development for instructional leaders. Continued investment will ensure the successful implementation and long-term sustainability of high-quality instructional	Incremental progress will be made as we continue our focus and intention to addressing the barriers. We reevaluate our district goals each year with the ultimate vision of moving every student to grade level proficiency. It is unknown the amount of time that will take, but we will continue to strive to meet that goal in U.S.D. 491 and consider the district needs and practices in which to accomplish this.
-------------------	-------	---	--	--



			materials in English language arts, mathematics, and science. Allocate funding and resources to support a refined MTSS model that improves system coherence, strengthens instructional decision-making, and accelerates student learning Sustain efforts that will continue to reduce chronic absenteeism which impacts student learning.		
--	--	--	--	--	--